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LIBRARY AND SOCIETY
Bachelor of Library Science
PAPER – I

- By

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CONTENTS

UNIT -I

Page No.

1. LIBRARY IN THE MODEREN SOCIETY

1.0	Aims and Objectives	1
1.1	Introduction	1
1.2	Library in the Moderen Society	2
1.2.1	Library a Public Instution	3
1.3	Role in Education and Research Development	3
1.4	Dissemination of Information	4
1.5	Library Professon	5
1.6	Development of Librarianship in Moderen Society	7
1.6.1	Elements of Librarianship as a Profession	7
1.7	Library Functions in the Modern Society	9
1.8	Role of Library in Educagtion	10
1.8.1	Role of Library in Formal Education	11
1.9	Summary	12
1.10	Review Questions	12

UNIT -II

2. FIVE LAWS OF LIBRARY SCIENCE

2.0	Aims and Objectives	13
2.1	Introduction	13
2.2	First law books are for use	14
2.3	Second law every reader His/His book	16
2.3.1	The Second Law and Its Implementation	17
2.4	Third law every books its readers	20
2.4.1	Arrangement of Documents	21
2.4.2	Catalogue	21
2.5	Fourth law every books its readers	23
2.5.1	Implications of the Law	23
2.6	Fifth law library is a growing organism	25
2.6.1	Implications Book Stock	26
2.6.2	Implications Weeding out of Books	28
2.6.3	A Wider Interpretation of Five Laws	28
2.7	Summary	29
2.8	Review Questions	30

UNIT -III

3. TYPES OF LIBRARIES

3.0	Aims and Objectives	31
3.1	Introduction	31
3.2	Academic library system	32
3.3	Public library system	42

3.4	Special libraries	46
3.5	Growth of special libraries	47
3.6	Kinds of special libraries	48
3.7	Summary	49
3.8	Review Questions	50

UNIT - IV

4. NATIONAL LIBRARY SYSTEM

4.0	Aims and Objectives	51
4.1	Introduction	51
4.2	Type of national libraries	53
4.2.1	Functions	53
4.2.2	Bibliography	54
4.2.3	Readers' Services	55
4.3	Famous national libraries	55
4.3.1	Indian National Library	55
4.3.2	British Library	57
4.3.3	Library of Congress	59
4.4	Summary	60
4.5	Review Questions	60

UNIT - V

5. NATIONAL AND INTERNATIONAL LIBRARY ASSOCIATIONS

5.0	Aims and Objectives	61
5.1	Introduction	62
5.2	The Indian library association	62
5.2.1	The Indian Associations of Special Libraries and Information Centres Origin	63
5.3	American library association	64
5.3.1	The Library Association (United Kingdom)	64
5.4	International and national organizations	65
5.4.1	International Organizations	65
5.4.2	The International Federation of Library Associations	67
5.4.3	National Organizations	67
5.5	Summary	69
5.6	Review questions	70

UNIT - VI

6. HISTORICAL DEVELOPMENT OF LIBRARY MOVEMENT IN MODERN INDIA

6.0	Aims and Objectives	71
6.1	Introduction	71
6.2	Public library movement	72
6.3	Factors in library legislations	76
6.4	Madras public libraries Act, 1948	79
6.5	Andhra Pradesh public library Act, 1960	81
6.6	Karnataka public libraries Act, 1965	83

6.7	Acts of other Indian states	84
6.8	Library science education in India	87
6.9	Summary	91
6.10	Review questions	91

UNIT - VII

7. HISTORICAL DEVELOPMENT OF LIBRARIES IN USA AND UK

7.0	Aims and Objectives	93
7.1	Introduction	93
7.2	History of libraries in USA	94
7.2.1	Essential Services and Functions	95
7.2.2	Continuing Education	95
7.2.3	Two World Wars and Libraries	95
7.2.4	Library of Congress	96
7.2.5	American Library Association	96
7.3	History of libraries in Britain	96
7.3.1	Emergence of Public Libraries	97
7.3.2	Libraries in Mechanic Institutes	97
7.3.3	First Library Act	97
7.3.4	Professional Organisation	97
7.3.5	Kenyan Report	97
7.3.6	Robert's Commission	98
7.4	British library	99
7.4.1	Library Association	99
7.5	Summary	100
7.6	Review questions	100

UNIT - VIII

8. LIBRARY RESOURCES SHARING

8.0	Aims and Objectives	101
8.1	Introduction	101
8.2	Definition of resources sharing	101
8.3	Factors of resources sharing	102
8.4	Barriers to resources sharing	102
8.5	Preparing for resources sharing	103
8.6	Two more pre requisites	103
8.7	Library networking	104
8.8	Summary	109
8.9	Review questions	110

UNIT - IX

9. USER AND USER STUDIES

9.0	Aims and Objectives	111
9.1	Introduction	111
9.2	User and user studies	112

9.3	The need for user studies	115
9.4	Methodologies/Techniques for user studies	116
9.5	User studies limitations and criticisms	118
9.6	Summary	120
9.7	Review questions	120

UNIT - X

10. PUBLIC RELATIONS AND EXTENSION SERVICES

10.0	Aims and Objectives	121
10.1	Introduction	121
10.2	Definition and Importance of Public Relations Programme	122
10.3	Public Relations and The Governing Body	122
10.4	Libraries and the Book Trade	122
10.5	Librarians and the Educationalists	123
10.6	P.R. Value of Personal Service	123
10.7	Internal Arrangements	123
10.8	Library Surveys	124
10.9	Some General Factors	124
10.10	Extension Work	125
10.11	Summary	126
10.12	Review questions	126

UNIT - XI

11.0	Aims and Objectives	127
11.1	Introduction	128
11.2	Library Movement in India	128
11.3	Professional Associations in India	131
	11.3.1 Indian Library Association (ILA)	131
	11.3.2 IASLIC	132
	11.3.2.1 The Objectives	133
	11.3.2.2 Organisation	133
	11.3.2.3 Activities	134
	11.3.2.4 Professional Development	134
	11.3.2.5 Study Circles	134
	11.3.2.6 Group Activities	135
	11.3.2.7 Co-operation with Other Professional Bodies	135
11.4	National Documentation Centres Insdoc, Nassdoc, Desidoc, Sendoc	135
	11.4.1 INSDOC - Its Objectives	135
	11.4.2 Functions	136
	11.4.3 Bibliographies and Information Service	136
	11.4.4 Document Copy Supply Service	136
	11.4.5 Reprography Service	136
	11.4.6 Information Dissemination & Retrieval of Information	136
11.5	Nassdoc	136
11.6	Summary	137
11.7	Review questions	138

UNIT 1

LIBRARY IN THE MODEREN SOCIETY

Structure

- 1.0 Aims and Objectives
- 1.1 Introduction
- 1.2 Library in the Modern Society
 - 1.2.1 Library a Public Institution
- 1.3 Role in Education and Research Development
- 1.4 Dissemination of Information
- 1.5 Library Profession
- 1.6 Development of Librarianship in Modern Society
 - 1.6.1 Elements of Librarianship as a Profession
 - 1.6.2 Evolution of Librarianship as a Profession
- 1.7 Library Functions in the Modern Society
- 1.8 Role of Library in Education
 - 1.8.1 Role of Library in Formal Education
- 1.9 Summary
- 1.10 Review Questions

1.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Fundamental Elements for Library
- Role in Education and Research Development
- Dissemination of Information
- Library Profession
- Development of Librarianship in Modern Society
- Library functions in the Modern Society
- Role of library in Education.

1.1 INTRODUCTION

A library is an organized collection of books, other printed materials, and in some cases special materials such as manuscripts, films and other sources of information. Its collections can be of print, audio, or visual materials, including maps, prints, documents, microform (e.g. microfilm/microfiche), CDs, cassettes, videotapes, DVDs, video games, e-books, audiobooks and many other types of electronic resource. The places where this material is stored include public libraries, subscription libraries, and private libraries, and material can also be in digital form, stored on computers or accessible over the

NOTES

Internet. Libraries range in size from a few shelves of books in a small organization's library to collections of several million items in the larger national and academic libraries.

The first libraries consisted of archives of the earliest form of writing - the clay tablets in cuneiform script discovered in Sumer, some dating back to 2600 BC. These written archives mark the end of prehistory and the start of history. The earliest discovered private archives were kept at Ugarit. There is also evidence of libraries at Nippur about 1900 BC and at Nineveh about 700 BC showing a library classification system. Private or personal libraries made up of written books (as opposed to the state or institutional records kept in archives) appeared in classical Greece in the 5th century BC. In the 6th century, at the very close of the Classical period, the great libraries of the Mediterranean world remained those of Constantinople and Alexandria. From the 15th century in central and northern Italy, libraries of humanists and their enlightened patrons provided a nucleus around which an "academy" of scholars congregated in each Italian city of consequence. Tianyi Chamber, founded in 1561 by Fan Qin during the Ming Dynasty, is the oldest existing library in China. In its heyday it boasted a collection of 70,000 volume of antique books. The first library classification system was set up during the Han Dynasty. In North America, it is believed that personal collections of books were brought over to the continent by French settlers in the 16th century. The oldest non-personal library on the North American continent was founded at The Jesuit College in Quebec City in 1635. The first textbook on library science was published 1808 by Martin Schrettinger.

A library is organized for use and maintained by a public body, an institution, a corporation, or a private individual. Public and institutional collections and services may be intended for use by people who choose not to or cannot afford to purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research. In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs. Libraries often provide quiet areas for studying, and they also often offer common areas to facilitate group study and collaboration. Libraries often provide public facilities for access to their electronic resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing very large amounts of information with a variety of digital tools.

1.2 LIBRARY IN THE MODERN SOCIETY

Library is record of the development of society. A society is a mixture of group of people of community irrespective of caste, creed, religion, economic state etc. library is a social institution, and a basic instrument in promoting peace and understanding and as a vital force adduction, information and culture" Uka the libraries which are in the, research organizations, commercial firms. Government located a midst of residential areas.

Fundamental elements for Library

1. A public library should be supported by public funds.
2. It should be opened to the general public without any restriction except on a ground of insanity and public health.

3. The library service shall be practically free. However a token fee may be exacted for social services like photocopies, typing, compilation of bibliographies etc.

Library in The Modern Society

1.2.1 Library a Public Institution

The Library in a modern society particularly after independence, should serve as a democratic institution. He will disseminate all kinds of information and Knowledge to the public. It is a place where the public can think freely and speak freely and exchange their ideas. It is a place for individual development and continuing education, in fulfilling the fundamental ideas of democracy the public library,

- 65535 ensures free and direct access to knowledge, information and culture;
- 65536 ensures independent decision making individual development dom for expression
- 65537 provides lending of collections;
- 65538 supports reading and ensures literacy;
- 65539 makes available all forms of documents and all kinds of information to which the general public has access;
- 65540 is the gateway to the world of information and cultural experience at a local level;
- 65541 ensures continuing, lifelong education;
- 65542 communicates knowledge and awareness of cultural heritage;
- 65543 promotes dialogue and cultural exchange among peoples, regions and nations.

In fact a public library is a combination of all social activities in one institution.

NOTES

1.3 ROLE IN EDUCATION AND RESEARCH DEVELOPMENT

Education is defined by Louis R. Wilson “as the process by means which the individual is brought through training to an understanding of himself of the life about him and of the infinitely numerous relations which the passes in gaining for himself a proper knowledge of the various circumstances of life from which he acquires the ability to adjust himself properly to them; and by which he learns to know the standards of the true, the good, and the beautiful with which to measure them.

It is the highway over which the individual passes in reaching an ultimate point from which he can view with greater clearness than he otherwise could, life and the issues of life, in their true perspective”.

This educational function of library has many facts. The A.L.A standards for public library system, stipulates that a public library has

15

- 65535 To facilitate informal self education of all people in community.
- 65536 To enrich and further develop the subjects on which individuals are undertaking formal education.
- 65537 To meet the informal needs of all;
- 65538 To support the educational, civic & cultural activities of groups and organization.
- To encourage wholesome recreation and constructive use of leisure time.

NOTES

22

Provision of materials means more than occasional availability. It means a supply sufficient to make the library a dependable source for most people most of the time.

In addition to books, the public library selects and provides pamphlets, documents, and other non - book sources in printed form, and films, tapes, discs and other non-print stores of knowledge to facilitate use of resources to remove the goals of each individual.

1.4 DISSEMINATION OF INFORMATION

The library has to play a greater role in dissemination of Information and knowledge. It was observed that there is a tremendous growth of human knowledge. By 1850 the number of journals were 1,000 only. By 1900 the number mounted to 10,000 and by 1950 it shot upto 1,00,000. It is expected that by 2000 years this number may be doubled. This tremendous growth is called as Information Explosion.

A New Obligation

A quite service that India has to introduce in the libraries is the community information service (CIS) with a concerted effort. It is service meant for disadvantaged groups. It is a service "which assists individuals and age groups with daily problem solving and with participation in the democratic process. The services concentrate on the most important problems that people have to face, problems to do with their homes, their jobs and their rights and every area of common human need. USA and Britain are quite successful in rendering community information services Indian Libraries have to implement this new service.

Information Society

It is to be accepted that for some time wealth, estates are recognized as the resources of a country. At one time industries, minerals, ammunition, military forces were recognized as major resources of a country. Now the functional information available for the enrichment of the country at all levels, in developing human knowledge is recognized as a prime and rich resource for a country. In fact, the information fosters innovation, policy and decision making and lastly in execution or operation.

Prof. D.N, Dhamagere, Former Secretary of the Indian Council of Social Science Research states about the information Society as follows:

"According to some observers, a post modern society is in a sense an information society". However, in this context to describe Indian Society as "Post Modern" or even as modern society would raise a hornet's nest. 47.89% illiterates in India's 640 Million population (1991 census) act as a powerful constraint on her becoming an information society. Although illiterates cannot read, they can see and hear. This needs a major shift in the nature of our sharing within the APINESS network from use and exchange of the print-media to audio-visual media. This shift constitutes to be the greatest tools of research arid methods of communication if their craft is to have any relevance and purpose in the eyes of the masses. As a prerequisite, therefore they will have to redefine the nature and scope of their information networking and sharing in the years to come".

1.5 LIBRARY PROFESSON

The study of librarianship for libraries covers issues such as cataloging; collection development, classification for a diverse community; information literacy; user development community standards etc., public services-focused librarianship; serving a diverse community of adults, children, and teens and general public issues.

6

6

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Any definition of librarianship is closely related to materials, organization and use. With the growth in each of these, the relationship among these elements also changed. As a result librarianship as a profession began to emerge. In the first phase there were limited number of materials in the libraries and the numbers of users were equally small. This allowed an amateur to act as a librarian. He was merely a custodian. The invention of printing increased the organizational problem of collection and control of literature. Librarianship became more and more characterized by attempts to organize knowledge contained in the books. The readership increased, demanding new services. The librarian was forced to search for better methods for organization and services.

1 Libraries and other similar types of institutions are those that collect, stock, process, organize, disseminate and distribute information/knowledge recorded in documents. Since knowledge and information are so vital for all round human development, libraries and other institutions that handle and manage knowledge and information are indeed invaluable

1. Profession

Like other activities, librarianship has become specialized. People became specialists because they respond to a new social challenge. We have different specialized fields in librarianship because of these challenges:

- 1: Type of materials
- 2: Needs of groups of users, and
- 3: Subject's knowledge and their differences in breadth and width.

Special Libraries

Intended to serve on bases of material, needs of users etc.,

Nation Library

34 The primary function of the national library is clear. National libraries are set up to preserve the literature produced in particular country, and their function is carried out by means of legal deposit laws. The secondary responsibilities include that of collecting or selecting current foreign literature, the setting up of national bibliographical and information services and leadership role in the planning of library services and library training and education.

University Libraries

44 The university libraries naturally serve the aims of the university which are to transmit knowledge and expand knowledge by research. In the university, college and school libraries there is third person involved, the teachers. In all of these libraries the librarian in a sense is the link between the student and teacher. Just as the special librarian requires subject knowledge. So the university librarian needs to be a scholar. Every institution of formal education is it a school, a college or a university, should have a library attached to it. It should have a collection of books relevant to its courses of study. Students should be encouraged to read books and imbibe the knowledge contained in them. At the earlier stages of education like the school this should be done to supplement classroom teaching. At later stages, particularly in colleges and universities, the focal point of learning should gradually shift from the classroom to the library. It is through the extensive reading of a variety of books bearing on a subject that a student will be able to acquire in-depth knowledge of the subject. By being able to analyze and compare different viewpoints as expounded in different books, a student will be able to develop his capacity for analytical and critical thinking. This will enable him to formulate independent viewpoints and opinions. The role of the library in fostering the intellectual development of students cannot be over-emphasized. Apart from school, college and university libraries, the public libraries too have a responsibility to support formal education. For this purpose, the public library must stock books and other material of an academic

NOTES

nature suitable for students and teachers of educational institutions in its area and make the books, etc., available to them. It must be remembered in this context that a public library.

Public Libraries

A man in the street would naturally think of a public library because this is open to the public. The public library consists of four elements:

- A. First, the public libraries are available for the loan of material and for reference purpose to all citizens.
- B. Second, these public libraries are mainly supported from public funds.
- C. The third element is that their services as far as the individual is concerned should be free and
- D. The fourth element is that all materials should be made available as an integral part of the rights of man.

2. Development in subjects of Library Science

The areas of library science documentation, information science and informatics are not independent. On the other hand they are the extension and development of basic activities of library science. Information explosion, social pressure, nation and the media of communication are the forces which brought change from the manual handling of information to the mechanical handling information. Today user is not only interested in documents of his interest, but he is more concerned about information found in the documents. With this excess services, librarian have changed to new terms, such as information systems, descriptors, thesaurus, information retrieval, information specialist of manager. Though these subjects overlap in some of their areas of study, yet they differ in their scope and depth. Some of the distinct features of these are discussed below:

Library Science

Library science has its origin from the word 'Library'. It is an area which is mainly concerned with various tasks procedures for carrying out such activities as acquisition, organization and the use of documents and overall administration of library budgets and staff.

3. Documentation

It is a functional extension of some of the activities of librarianship. In documentation more emphasis is laid on providing maximum access to the use of documents to this actual user. Usually in a special library, documentation is an important activity. In a special library, both these functions are sometimes performed by a single person called librarian or the documentation officer. He not only carries out such library functions as acquisition, classification, cataloguing, circulation, reference service etc., but also carries out such documentation functions, as scanning, indexing, abstracting, current awareness services, reprographic and transition services. All these are the important elements of documentation.

Information Sciences

Information science has its origin from the word 'information'. Broadly speaking, information science is an area which is mainly concerned with various tasks, procedures for carrying out such activities as collection to the users. A comprehensive definition of information sciences is given by H.Borko. According to him "information sciences is an interdisciplinary sciences that investigates the properties and behavior of information

the forces that govern the flow and use of information, and the techniques both manual and mechanical, of processing information for optimal storage, retrieval and dissemination”.

Information sciences is an inter disciplinary science derived from fields like mathematics, library sciences management etc. From this it is evident that information sciences is the in depth extension of documentation in terms of organization, processing and dissemination of information.

Information

The word information is popular in Russia and other Easter European countries. Information is not very much different from information sciences. Information science. Information science is popular in the USA, UK and Canada.

The one question is often raised is ‘is librarianship sciences or an art?’ there are certain activities which can be treated as falling under art. But there are also in approach on the matter between the Americans and the British, except in the use of language. While the Americans were very quick to call it science, the British recognized it as a sciences very late. With information sciences components being incorporated into librarianship, it is gaining the status of sciences. Libraries, through their books, are actually repositories of information and knowledge. Information is indispensable for any human activity aiming at social progress. The researcher, the teacher, the student, the administrator, the industrial and business manager, the artisan, the entrepreneur, the farmer, the worker in the factory and the field, all need information to equip, themselves better for the fruitful pursuit of their respective vocations. The basic information role of the library is to collect material containing information through appropriate methods. It is primarily in this sense that a library is described as an information centre. But a library also has an information role in the sense of providing information relating to the socio-economic needs of the people. A library can stock career information books and help those who are on the lookout for a career in a particular field. Similarly, well-produced “how-to-do-it” type of books would be helpful in providing guidance to youngsters wanting to start some enterprise. In short, a library should be so equipped and organized that it will be able to serve its community with all types of information that may be in actual or potential demand.

1.6 DEVELOPMENT OF LIBRARIANSHIP IN MODEREN SOCIETY

The history of Librarianship goes back to pre historic age. The culture of human being brought the idea of having something and learning which again leads to store something to future use. The concept of library originated from the ides of store something to use in future. Profession broadly means an occupation. The oxford dictionary defines profession as “a vocation in which a professional knowledge of some others in the practice of an art founded upon”. At present the terms stands for certain occupations whose members give service rather than engage in the production and distribution of goods. Until industrial revolution there were only four recognized professions. There were: the church, the law, medicine and the officers of the army. Later on, the church and the army were excluded from the list of professions.

Since the beginning of the 19th century there has been an increase in the number of professions. Many like engineers, accountants, bankers, surveyors and civil servants have been added. Many more are being added to the list.

Library in The Moderen Society

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1.6.1 Elements of Librarianship as a Profession

The following have been identified as the essential elements of any profession:

1. A systematic theory which delineates, and supports the skills that characterize the Profession.
2. A level of authority which comes for the extensive education in the systematize theory.
3. Community sanction and approval of the authority as expressed in the conferring on the profession, of such powers as accreditation, formulation of standards of performance and establishment of rules for admission into profession.
4. A code of ethics which regulate the relations of the professional persons with Colleagues and clientele.
5. The professional associations at different levels, and
6. A service orientation.

An enquiry conducted by the sociologists came to the conclusion that librarianship is a semi profession in the USA and few other countries. Now let us examine to what extent librarianship satisfied the essential elements of the profession.

Contributions of Library Association

The American library association was founded in 1876 and the British library association in 1877. The Indian library association is 55 year old. Besides these, there are many associations with different degrees of involvement in India. The strength of the associations should be judged in terms of its influence rather than its age. There is west difference in the powers that these bodies exercise. At one extreme we have the American and British library associations with west powers. In India on the other hand we have Indian library association with minimum powers.

The second requirement is an adequate structure of professional education the library science education has been be taken at the universities right from the days of marvel Dewey. In England these courses were started in the technical colleges. It is only after the World War 2 the universities started introducing these courses. In India, the library science course has been taught at the universities for about 60 Professions are based upon a corpus of theoretical discipline or technique which can be talk. This requirement in practice me that the subjects are should be recognized as a discipline, and also the professional work should be an intellectual nature.

Like other professionals the librarians should observe certain rules of conduct. His ethical conduct mainly consists in doing selfless personal service to the uses. He should loyal to the users. He should be loyal to the profession and conduct well with his colleagues.

Degree of Independence

A profession should posses a degree of freedom from the interference from outsider whether from private organization or the government. if we examine librarianship from this angle it is doubtful whether the librarian saw really free from external influences.

The librarianship should enjoy certain degree of status. The status of librarians is judged in terms of how the society values librarians.

1.6.2 Evolution of Librarianship as a Profession

The following three status have been identified in the re4volution of the librarianship has a profession

Intellectual Movement

Before the middle of 19th century libraries were found in the palaces of prince, monasteries universities. In the case of first two categories of libraries the user was highly restricted. The monastery library was managed by one of the monks. As the monastery declined, her library was passed into the procession of the newly emerging universities. these university libraries continued to the managed by the scholarly libraries till world war 2 .during this period these was no scope for librarianship to emerge as a vocation.

Vocational Period

About 1850 public libraries were started in the U.S.A. and the U.K. the main work of the librarians was providing source of information of enjoyment by all men. The librarian started thinking of their new role. As the number of public libraries increased, their common goal of making the public libraries widely used led to the emergence of librarianship as a vocation. The art of book selection. Classification, cataloging and reference taken by 1950 librarianship was described as merely” skilled occupation”.

Professional Period

By 1950 many developments took place in the fields of librarianship to enter the phase of a profession a new debate began about the status of the librarianship. Many professionals believed that the librarianship has attained the status of profession like medicine and law. On the other hand, there are also others who say that librarianship has not developed adequate knowledge base to become a profession. As early as 1931 Ranganathan developed five laws of library science. These five laws helped librarians to develop new skills techniques to provide library service. Librarians’ actions are guided by the five laws. These laws provide enough of knowledge base to qualify librarianship as a profession.

Library in The Modern Society

NOTES

23

1.7 LIBRARY FUNCTIONS IN THE MODERN SOCIETY

26

The function of modern library is multifaceted organization. Each development of education and culture reflected in the development of Library. As early as 1374, according to the oxford English dictionary, the word ‘library’ was used in English in the sense of ‘being place where books were kept for reading study or reference. By the 19th century a library was also a building room, or set of rooms containing a collection of books for the use of public. In course of time, the concept of circulation administration and the correction of books were also added to the definition. The library is usually referred to as ‘the heart of the institution’. it is also referred to as ‘mind of the society’, library is the only agency devoted solely to the purpose of collecting preserving, making available, transmitting the records of civilizations.

93

But the library does not function alone. it depends upon the skilled minds and talents of librarians if it is to perform its role in the society. For many centuries library was understood as a person who was in charge of the library. In other words he was described as custodian. In the waster’s third new international dictionary a librarian ids defined as “a specialist in the care and management of library”. The random house dictionary of the English language adds to the definition the phrase ‘trained in library science’. One problem has been that the term “librarian” has not been fully defined. The public in general is ignorant about the librarian and what he does. The suffix ship occurring in librarianship denotes conditions, office are profession and in general dictionaries define librarianship as being the office duties are profession of librarians. Carl white wrote that “modern librarianship is concerned with assuming the continuance and full use of the power to retain organize and use the accumulated heritage of all generations of all mankind in all its forms”. Librarianship embraces all fields of human

NOTES

knowledge. It also refers to the users and their needs. Further it also includes the librarians and the techniques they have developed to organize and disseminate information.

Preservation of Material

Books are for use. Majority of libraries serve their user by meeting the current needs. In any country it is national library which is responsible to preserve the reading materials for the future generations. In the case of public and academic libraries, the custodian function is discharged to a limited extent. For example a public library is responsible to preserve certain kind of materials like 'local collections' for the future generations. In the case of university library there may be certain types of materials especially in the social sciences and humanities which have to be preserved for longer. As we are aware of the materials in the social sciences and technology. Instead of keeping such materials in the library in the recent year's libraries have come with an alternative arrangement called cooperative storage. Under this arrangement, a number of libraries in the region keep the infrequently used material are sent back to the storage point after use. In a broad sense, every library discharges this function as long as the steps taken to protect the material from the enemies of the books.

Role of Library in Research

It is only the national library and the university library and the special library that are directly connected with the research workers. The pattern of the needs of research workers is constantly changing. The methods of research also vary according to the subject fields. The university library while providing material for research should also serve the students enrolled for graduate and under-graduate courses. It is clear that any library staff mostly concerned with the bibliographical research consisting of abstracting, indexing work, current awareness services, literature search etc. Supporting research is yet another important role of the library. Access to existing knowledge and information is essential for research. The knowledge that is newly created is primarily communicated through journals, research reports and other similar publications: Every library attached to an institution engaged in research should have a strong collection of such publications to support research programs. The libraries attached to universities, research organizations and research and development wings of industrial establishments play the key role in this respect. However, no library is without a research function in some form. Even public libraries have a research role especially in the social sciences and humanities

Role of Library Information dissemination

- a. Any modern library should disseminate information. In an elementary form many of the libraries are engaged in this function when the reference/ information service rendered.
- b. The mass communication media like TV, radio and the press disseminate information. But is it mostly from the libraries that media first obtain this information and
- c. Now there is a change in the approach of the users of library. The user has moved from seeking the document to the stage of seeking information. It is this shift that has led to the emergence of special librarianship. The special librarianship is gaining importance as we can notice the new development. Separate associations have started for the special librarians. It is to handle the information new faceted schemes of classification have been developed. Similarly automation is used in the information retrieval.

1.8 ROLE OF LIBRARY IN EDUCATION

Libraries are collection of books and materials. It is clear that any book may have an educational value for a particular person irrespective of its subject. In a wider sense, anything that happens to any one can be regarded as education. In other words all our experiences put together can be called as education. The UNESCO regards the public library as an important agency for the promotion of non-formal educational programs. In Britain in the past many people who did not have higher education opportunities educated themselves in the public libraries. Most of the earlier British public libraries were engaged in the literacy programs.

1.8.1 Role of Library in Formal Education

The educational role of academic libraries is direct. In academic institutions libraries are geared to the educational needs of the institutions. In special libraries fields many libraries provide text books and other material which is educational in a narrow sense for their members who are preparing for the examinations. In non-formal education where the help of the teacher is minimal, it is the library that is the main resource. Students here have, by and large, to acquire knowledge through self-study. Libraries of formal educational institutions as well as public libraries have a significant role to play in this respect: The former should throw open their facilities to students of non-formal education in such a manner that the interests of their primary clientele are not adversely affected. Universities, as the bodies that lay down academic standards and conduct examinations in the field of higher education; have a special responsibility in this regard. They should try to make their library services reach as wide a clientele as possible including students of non-formal education. One way to make this possible is to establish branch libraries of the main university library at different places within its jurisdiction and making them accessible to the entire academic community in the area including students of non-formal education.

But the main responsibility of supporting non-formal education rests with the public library system. Everyone should have access as a matter of right to the public library. A public library should try to discharge this responsibility by acquiring books and journals suited to the needs of the students of non-formal education in its area. The development of a sound public library system is an essential pre-requisite for the successful implementation of all non-formal educational programs.

If the library needs of the students of non-formal education are not met by academic and public libraries, the result would be that the students would take to cheap guide books. The inevitable consequence of this substitute will be a steep fall in the standards of education.

Public Library

The public library performs this role in two ways. It is through the provision of good books that this role can be fulfilled. The other way is to treat public library as the cultural centre of the locality. It becomes a cultural centre when it arranges lecture, concerts, exhibitions, debates etc.

Academic Library

The cultural purpose of academic libraries is to serve the parent organization.

Special Library

The cultural purpose of academic libraries is to serve the parent organization. They

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may also provide some reading materials which are not connected with the immediate requirements.

Economics Role

Information is the basic requirement of economic development of any nation. Reading material are indispensable tools of basic importance in the dissemination of economic information. Library is the effective unit of making such materials available to people.

The economic significance of library is achieved in different fields. We are living in an age of constant technological change. These changes demand new information. The libraries are capable of educating the workers about the sophisticated techniques in updating technical knowledge. Library has an extensive role to play in the fields of agriculture also. In rural areas particularly in the developing countries. The problem is to improve the productivity of farmers. The farmers are to be educated about the new agriculture practices.

Again in the fields of domestics and international trade has a vital Role to play. The manufactures can be supplied with information regarding the sources and nature of information, means of transport, method of management. Cost of production, market and agents for distribution.

A social contribution made by library in the direction of social development is immeasurable. It has helped the community no only to the live on peace but also promoted social harmony. Because of technological development there is leisure boon. This is possible because the workers can work for lesser hours to earn the same income. Thus more leisure is available and unless this leisure is properly channels, it will be socially destructive.

1.9 SUMMARY

Library is record of the development of society. A society is a mixture of group of people of community irrespective of caste, creed, religion, economic state etc. library is a social institution, and a basic instrument in promoting peace and understanding and as a vital force adduction, information and culture” Uka the libraries which are in the, research organizations, commercial firms. Government located a midst of residential areas. The study of librarianship for libraries covers issues such as cataloging; collection development, classification for a diverse community; information literacy; user development community standards etc., public services-focused librarianship; serving a diverse community of adults, children, and teens and general public issues.

1.10 REVIEW QUESTIONS

1. What are the fundamental elements for Library?
2. Explain the role in Education and Research development.
3. “Dissemination of Information” Explain.
4. Discuss the development of Librarianship in modern society.
5. Describe the library functions in the modern society.
6. Define role of library in education.

1

UNIT 2

FIVE LAWS OF LIBRARY SCIENCE

5

Structure

- 2.0 Aims and Objectives
- 2.1 Introduction
- 2.2 First law books are for use
- 2.3 Second law every reader His/His book
 - 2.3.1 The Second Law and Its Implementation
- 2.4 Third law every books its readers
 - 2.4.1 Arrangement of Documents
 - 2.4.2 Catalogue
- 2.5 Fourth law every books its readers
 - 2.5.1 Implications of the Law
- 2.6 Fifth law library is a growing organism
 - 2.6.1 Implications Book Stock
 - 2.6.2 Implications Weeding out of Books
 - 2.6.3 A Wider Interpretation of Five Laws
- 2.7 Summary
- 2.8 Review Questions

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30

2.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- About the first law books
- Implementation of first and second laws
- Arrangement of documents
- Implementation of third and fourth laws
- Implications book stock weeding out of books
- Wider Interpretation of five laws

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2.1 INTRODUCTION

18

In 1928 Dr. S.R. Ranganathan formulated the fundamental laws of library science on the basis of his own experiences, observations and experiments on the working of the libraries in European countries. He tried to collect, all the possible information of these laws and verified that the observed library practices were pan of them. In 1931 he enunciated them m his book Five Laws of Library Science, They are:

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First Law	-	Books are for use
Second Law	-	Every Reader His/Her Book
Third Law	-	Every Book Its Reader
Fourth Law	-	Save the time of the Reader READER
Fifth Law	-	Library is a Growing organism

The first laws provide the basic concept of library facilities. They provide the basis for driving postulates and principles for guiding the development of the different branches of library science like cataloguing classification, reference service, administration etc.

The Five laws are called normative principles by Dr. S.R, Ranganathan, they interpret the empirical facts of experience and techniques found necessary in experience. The terms true or false is not applicable to normative principles. Then can only be described as helpful or unhelpful, as they fit in or not with the facts of empirical experience. The five laws of library science are found to be helpful in providing logical interpretation to existing practices. They are also useful in deriving now interrelation in the light of changes imposed by society on library service. First Law "Books Are For Use"

The 'First Law of Library Science' emphasizes that books that are available in a library are for use. The terra 'use' indicates the intellectual development of a reader by reading. Science, books are the embodiment of knowledge.

In olden days, most of the libraries preserved the books by buying them to the readers. Books were actually chained and kept separately due to rarity. So, importance was handwritten because there were no printing press. Production of a book was time consuming and costly.

Gradually, the concept of preservation changed. When the process of printing developed considerably, the books were unchained and access to limited powers. When they were familiar to use the books, they wanted to use them at Selected few. When the demand increased it was extended to all.

2.2 FIRST LAW BOOKS ARE FOR USE

Books are for use

No one will question this law. Some are inclined to question the validity of this law. The argument is that everything is meant for use and so also the books. But this law is farmed against the historical background of libraries

In the past the libraries were regarded as institutions meant for preservation and not for use. This is evident from the fact that during 15th and 17th centuries books were chained. The purpose from of doing so was to preserve the books for the posterity. Another justifiable reason after the invention of printing. But the old outstrictions on the use of books. It is only during the recent decades a new movements set into encourage the use of books. You may think that the law "Books are for use" is an obvious and self-evident statement. But it is not. This will become evident if we examine the history of the use of books in libraries. The earlier accent was on the preservation of books rather than on their use. It was the common practice in the medieval monastic libraries in Europe to have books chained to the shelves so that they could be preserved and not get lost in the process of being used. This was only a normal urge at a time when books were difficult to produce. This habit somehow continued even after the invention of printing which facilitated the easy production of several copies of each book. Although

isolated examples of reluctance to permit the unrestricted use of books can be occasionally seen even today, the general position is that books are available for use without any let or hindrance. All policies relating to a library should be helpful in promoting the objective of books being put to the maximum use. Let us now examine the implications of this law in library work.

1. Library Location

1 The first law pleads for the location of the library in a central place which is accessible and convenient to the users. Such location helps to increase the use of the library. A shopkeeper selects the premises for his business which is convenient to the customers. The ideal location of a public library can be near the market place, a cinema theater or a railway station, for a university the site can be the centre part of the campus. It can be a central part of the building in the case of schools and college.

5 The first law has several messages for library work. If you are choosing a library building, you have to keep the message of this law in mind. The message is that it should be located at a central place where it is convenient to reach. It will be a discouragement to people to use books if they have to walk a long distance to reach them. At the same time the location should be as free from noise and other disturbances as possible so that serious study is possible.

The location of a public library should be in as quiet a central area as possible. A school library should be located at a prominent place in the school where the students will take easy notice of it, so too a college library. The description of a university library as the heart of the university should be reflected in its geographical location also. The point to be kept in view is the easy accessibility of the library to its users.

2. Library Working Hours

The influence of the law “books are for life” on the library hours has been immense. Many libraries are kept open only for a few hours. On certain days they do not open at all the timings has crippling effect on the use of books. The first law recommends for longer work in hours in the library. The library should open as long as the public has interest to use it day or night. One reason quoted against long working hours is that the library has to spend money on the staff. But the extra money spends these justified in terms of the extra use made by the readers. Now many libraries have realized by importance of longer hours. There are good number of libraries in India which keep open day in and day out. But, there are many other where the influence of the first law is yet to reach.

2 3. Library Furniture

Now let us see the effects of the law “books are for use” on libraries. When the motive of the library was preservation the furniture was build accordingly. The book racks were high which could not be reached without using a ladder. Similarly, the furniture in the reading rooms was cheap and uncomfortable. The first law has a clear mandate against the old furniture. It recommends for suitable furniture. No rack should be higher than what can be comfortable reached by a person of average height while standing on its foot. The chairs should be comfortable for sitting for longer hours and the table wit wider space. The reading rooms should be furnished with beautiful hanging, flowers, pictures, fans; lights etc. further implications of the first law are the provision of drinking water, toilets and canteen. At least some of these provisions are created in case new buildings coming up with regard to the furniture this comes from the standard firms.

2 4. Library Staff

Now let us pass on from the library furniture to the library staff the advent of the first

Five Laws of Library Science

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law has most vital effect on the library staff. It has added many new to the staff whatever be the library location the library hours, the library furniture the arrangements of books it is the library staff it ultimately makes or mars library.

a. Qualification for staff

So long as the preservation of books was the chief concern of a library appoint someone who could fight against the four enemies of books i.e., fire, water, vermin, and men. It was not unusual to appoint people in the libraries who were misfits anywhere. There is ample of evidence this most of our college libraries and school libraries were in change of the untrained clerical staff.

On the other hand modern librarian is happy to see the books are used. The difference stages by which the force of the law. Books are for use, worked out the gradual removal of restriction may summarized as follows. The chains were first removed, but access was limited to the chosen few. Then those they could pay were allowed the use of books. Then came further step of making them free to all but only in there premises of the library. Then lending to the favored few, then to all who paid the fees and at last lending free. Now many libraries are "launching positive steps in the promotion of the use of the books. Such steps include the opening of more mobile library services".

The first law, for its fulfillment, calls for certain qualifications and qualities for the library staff. They should possess the qualifications that would enable them to organize the library efficiently and provide satisfactory services. This would ensure the proper use of books. But more important than formal qualifications are perhaps the personal qualities of the library staff. They should be courteous, cheerful and helpful. "Service with a smile" should be the motto. The staff should always remember that everything that they do in the library is a means towards an end and the end is service to readers. If a potential library user encounters an unhelpful attitude on-the part of any member of the staff, he is sure to turn away permanently from the library. The result is that the cause of the First Law is not served. The credibility of the staff, in respect of their knowledge, ability and personal attitude 'to readers; is a crucial factor in the promotion of the use of books.

5. Library Staff and the Status

The first law also pleads for better pay and status for the librarian. The implication is this underpaid staff cannot work with enthusiasm. In India many universities and workers have implemented the scale of pay to the library staff.

6. Library Staff and the Readers

The first law recommends for the cultivation of right attitudes by the library staff towards the readers. It prescribes certain dos and don'ts.

As soon as the readers enter the library, the staff should create an impression of welcome and attention. Maintain cheerfulness and show courtesy to the readers. The staff should cultivate the right behavior with the library staff.

2.3 SECOND LAW EVERY READER HIS/HIS BOOK

A variant of this law is, "Books for All". This law stands for the mandatory provision of library service to each according to his need. Every reader of a library should have the books he wants. It advocates the universalisation and democratisation of library service. In the earlier days only a privileged few belonging to the aristocracy and the upper classes of society were given access to libraries and books. The masses were kept out. But with the advent of democracy, which ensured participation of every citizen in

governance, the position drastically changed. Democracy, for its sustenance and survival, needs an educated, knowledgeable and responsible citizenry. So, education and the acquisition of knowledge, through whatever institution possible, became a basic right of all citizens without any distinction whatsoever. Hence the law, "Every Reader His/ Her Book" or 'Books are for all. The second law is the extension of the first law. The spirit of the second law is against the concept of the books are for a chosen few. While the first law approaches from the angle of books, the second law is from the angle of the uses. Every reader his or her book is the second law. The second law pleads for democratization of knowledge things, libraries.

A) People in the Society

During the ancient period and the middle ages, only the privileged classes had access to learning and books. The position did not change during the 18th and the 19th centuries. The common man had the earth of opportunities in the use of libraries. it has been only during the present century reading has been extended to the masses.

B) The City Folk

The second law advocates the free flow of information for the people living in urban and rural areas. At present the library services are available mostly in the towns and cities. This opportunity is defined to the rural-folk. Three fourths of Indians live in rural areas and on the modern a grateful practices, formal planning and nesting introgression. A rural library system consisting the district central library and the in numeral local centers have to be established to provide library service. For taking books to remote areas book mobiles are necessary.

C) The Normal and the Abnormal

There are abnormal of all kinds. There is temporarily abnormal sick in the hospital. There are illiterate. We have the prisoners, deaf and dumb. The second law pleads that books should be providing to all these categories of people.

D) The Land and Sea

The surface people spend most of their time away from their homes. The second law implies the established of seafarer's library. The libraries can be run on the moving ships. There must be a provision to collect more titles at the ports so call if necessary.

2.3.1 The Second Law and Its Implementation

The readers are a heterogeneous lot. Their reading interests are varied. The library as far as possible should satisfy every reader what, and then are the obligations involved in an undertaking to provide every person his work? It may be inconvenient to examine them under four heads

- 1) The obligation of the state
- 2) The obligation of the library authority
- 3) The obligation of the library staff, and
- 4) The obligation of the readers themselves

1) Obligation of the State

It is an obligation of the state to develop and maintain a library system that is capable of providing adequate library service to all the people, This is preferably 17 Laws of Library Science Development of Libraries and done through legislation which should make provision for the financial support of the library system and the coordination of the activities of its different units. A goal should be set for the type of library system and services best suited for a society and the legislation should be so framed that it would

NOTES

NOTES

serve as an effective means for achieving the goal. Finance is always a bottleneck for library development and the aim should be to derive the maximum output in the form of library services with the available limited financial input. The library system envisaged here through legislation is a public library system which is available for use by all. But a public library system by itself will not be able to make available to every reader the books that he wants. In fact as far as students, teachers and researchers are concerned; its role in fulfilling the Second Law would be marginal. Therefore, the state has also the responsibility of establishing other types of libraries like school libraries, college libraries, university libraries and special libraries.

The obligations of the state center round (a) finance (b) legislation, and (c) co-ordination

a. Finance

Finance is the key factor of the maintenance of the library service. Fiancé can be raised in many ways. It is desirable to levy a tax for this purpose making the central and state governments to provide adequate support. The library service creates the human capital which is essential in buildings of the nation.

b. Coordination

The third obligation of the state that of coordination means creation of a library system. It is an attempt to compromise two opposing factors. Since the finance of every library is limited, all books can be bought. At the same time the information needs by juices pooling of the resource of the community by scheme of library coordination and cooperation. In other words the state should integrate the libraries into libraries into a library system.

2. Obligation of the Library Authority

While legislative and coordinating measures on the part of the state eve necessary, the one not by themselves sufficient. The state action can fund the money and mg, perhaps be of help in providing the dating, but the life, necessary to vitalize them, can only be supplied by the local library authority. This obligation of the library authority centers round two factors, the choice of books, and the choice of the staff.

- a. The book production is so high this no library can afford to buy every then this is published. Therefore each library authority can must be willing for cooperation with other libraries for resource sharing. The resource sharing concept has already taken us deep, roles in the western countries and this is catering the attention of the India libraries.

Wise judgment is necessary in the acquisition of books for a library. It is always desirable to acquire large number of books which can help satisfy the information of the majority receive readers. A third point about the choice of books is that knowing readers and understanding and anticipating their needs.

- b. Next to the choice books, the choice of staff can make or mar the usefulness of a library to give every reader his or her book. Competent staff in adequate numbers should be promised in libraries. The large staff can never service to large number reader.

3. Obligation of the Library Staff

This brings us to the next category of obligation viz., the obligation of the library staff. The second law could demand an earnest staff. The library must be prepared to render make varied demands; the staff should have the first hand knowledge books especially for reference books.

But, it is not enough if the library authority just makes adequate and competent staff available: They have to be constantly conscious of the second law in their work and conduct and be guided by its message.

The Second Law emphasizes the need for a reference service by the staff. Here they have to make an effort to understand their readers and their book 18 their Role in Society requirements and help them get the books which they want. There may be several books of interest to a reader in the library, but the user may not be aware of some of them. So book service should not be limited to making available only the books demanded by readers: The Second Law demands that the user be served with comprehensive information of materials of his interest. Reference service is an effective means of ensuring that the reader gains access to all the books of possible interest to him held by the library.

Sometimes the material and matter of interest to a reader may be contained in a chapter or in a few pages of a book. He may not consider the book as of interest to him and may not look it up in the normal course. Therefore, there is every chance of the reader missing such matter. To avoid such a situation, the library -catalogue should have profuse subject analytical or cross reference entries which would draw the attention of readers to the relevant contents of books in which they are interested.

1

The word "book" in 'every reader his/her book' also refers to micro-documents like articles in periodicals. In the present context of the massive production of literature in each branch of knowledge and its wide scattering in different sources, searching the relevant literature has become a difficult and complex task. The Second Law demands of the staff give active help to readers to locate and use such literature with the help of tools like bibliographies, indexing and abstracting services, etc.

4. Obligation of the Reader

2

The second law pleads not only for the right and the privilege of the reader, but also for those of others. The readers should be constantly reminded. That there are others who have the same privileges. The reader also has certain responsibilities cast on him by the second law. It particularly wants him to observe the library rules in respect of loan and use of books. If a reader retains a book beyond the period of loan, he is depriving other readers who may want to use the book. There are readers who misplace books with a view to monopolize their use, tear off pages from books and even steal books. The result is a gross violation of the Second Law. The readers should be made conscious of the consequences of such acts through a program of instruction in library use or user education as it is now commonly referred to. The Second Law strongly advocates user education programs in libraries

1

Library Rules

No library can be run with as a set rule. Strict enforcement of the rules should not be viewed as a punishment. On the other hand, they help the smooth running of the library.

Number of Volumes

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Every library fixes curtail maximum as a number of volumes which can be borrowed by the readers. But once that number is fixed the second law accepts that every reader should deem it an obligation to respect that number.

Overdue Charges

2

Another rule, which cause irritation among the readers, is that when fixes a time limit

NOTES

NOTES

for the return of books rather or loan. This is usually enforced in the libraries by levying overdue charges. The reader should not keep the books will be deprived of the opportunity.

Unlimited Democracy

The second law is based on unlimited democracy and university and university of this appeal. Nature has created many barriers between man and man. It would "maintain the principle of equality of opportunity for books, opportunity to learn and of opportunity to enjoy"

Resource Sharing

Even with the best of efforts it will not be possible to make a library self-sufficient. There would hardly be any library that is a capable of ensuring every reader his book. Even the most resourceful libraries of the world like the Library of Congress in Washington and the Lenin State Library in Moscow would be deficient in this respect. This point to the need for resource sharing among libraries. The resources of one library should be available to the other libraries brought into the resource sharing network. This can be practised at local, state, regional, national and international levels. Efforts are already on for promoting such resource sharing and other cooperative programs under the auspices of national and international agencies. This is an important step in the direction of satisfying the Second Law.

2.4 THIRD LAW EVERY BOOKS ITS READERS

The Third Law of library science is "Every Book its Reader". As in the First Law, the approach here is from the angle of the book. Every book in a library should have a chance of finding its appropriate reader and of being used by him. Investment in unused books is a dead investment and a waste. This situation should be avoided. We shall now pass onto the consideration of the third law. While the second law concerns itself with the taste of finding of every reader. This appropriate book, the third law would wide that an appropriate reader should be found for every book. The third law is every book its reader; the most prominent of the means used by libraries to satisfy the third law is open access system. The other devices relate to shelf-management, catalogue entries, reference service the opening of certain popular departments, publicity methods, and extension work.

Open Access System

Open access is meant the opportunities to see and examine the books collection with as money freedom as in one's own private library. In an open access library the reader is permitted wander among the books and lays his hands on any one of them. It is a matter of command expectance that the majorities of the readers are seeing and hand living the collection of books. In an open access system the chances of every book financing its reader of high. One danger with open a class system is the possible looser of books. But the increased use of books definitely justified the losses.

The most effective way of satisfying the third law is to introduce an arrangement in which the books have a chance of catching the attention of readers. In the open access system this is possible. In this system, books are arranged in shelves in the classified order and readers have freedom of access to them. In the course of the readers' browsing through the shelves, they may come across books of interest to them the existence of which they may not be aware of. The chances of readers noticing the books and reading them are enhanced by the open access system. The third law, therefore, definitely advocates open access.

NOTES

To make the open access system work in full conformity with the third law, the staff and readers of the library have certain responsibilities and obligations vested in them. The classified arrangement of books, i.e., the arrangement of books in the order of their relationship with particular subject should be constantly maintained. This means that shelf rectification, i.e., restoring the misplaced books to their correct place, should be done by the staff on a regular basis. They should also provide shelf guides, bay guides, etc., which would guide the readers to their appropriate regions and shelves in the stack room.

Readers also should conduct themselves with a sense of responsibility. They should not try to shelve the books once taken out because in that process they are likely to misplace the books. They should resist the temptation to misplace books deliberately, mutilate or steal books or indulge in other unsocial activities.

Open access, if practiced in a balanced and orderly manner so that its advantages outweigh the disadvantages, contributes to the fulfillment of the third law. The advantages of open access to library shelves provide an opportunity to users to get access to other books in the library kept along with the particular book in which the user may be interested. In this process of browsing, he gets, not only more information about books in his field of interest, but also in related fields. The opportunity of browsing is not available to a user in a closed access library.

The disadvantages of open access are that books get quite often misplaced on shelves by readers. This may deny other users the benefit of browsing. Unsocial activities, such as tearing pages from books, stealing or deliberate hiding of books 20 their Role in Society may cause problems. Although this unsocial behavior of some users can be controlled, it cannot be totally eliminated. However, the advantages of open access, viz., meeting a primary objective of library service, outweigh the disadvantages

2.4.1 Arrangement of Documents

The success of open access system depends on the method of arrangements of the books on the shelves. Ordinarily, it is not the size of a book or its author (except in literature) that determines the kind of person that will use it. It is the subject matter. Hence, it is by given a reasonable chance to find that readers.

a. Recent Addition Shelf

According to psychology the regency is an important factor in securing attention. It is now a common practice in libraries to have a separate 'recent' additions shelf. The books displayed attract the attention of the readers evolution infers in key.

b. Rearrangement

'Novelty' in shelf arrangement can attract the attention of the visitors to books that need help in finding their readers. An occasional redistribution of the content of shelves may help in establishing fresh contact between men and books.

c. Show Care

another usual device employee in this connection is the vacation of small attractive showcases with books in the strategic positions of the reading room of the with catching phrases like add books worth looking into 'books of the hour' in foresting books recently unearthed.

d. Accessibility

Another important factor in shelf arrangement which has decided effect of the chances of a book to get its reader is its easy accessibility or otherwise. Books within the

NOTES

comfortable reach of average height one much deter within the reach of a man of average height standing on the floor. The third law also recommends for the arrangements of books in single rows on the shelves instead of two or more rows.

2.4.2 Catalogue

While well thought out shelf arrangement is has necessary. It is by no means sufficient to get for every book its reader. The catalogue also can be of immense help in this relater. A pay from the general service of the catalogue to the cause of the third law. The one service entries and subject cross reference entries.

Reference Services:

The open access, classified arrangements and analytical cataloguing are three necessary devices employed for getting for every book its reader. But such devices are inadequate to fulfill the third law. Every library should have its staff for reference service the reference staff ample opportunities to assess the likes and dislikes of the readers. This intimate knowledge helps the reference librarian to suggest visit book to the night reader. In the recent years, many libraries have undertaken to conduct house to house survey to find out the reading interest of the households.

Popular Departments

This brings us to the problem, of converting potential reader into actual readers. The first step in this direction is to attract readers to the library. One method that is ordinary used for this purpose is to provide the library with newspapers room and magazine room. These rooms attract longer crowd than the library proper. The library staff can occasionally meet the pabnons in these rooms and lead them to the stable and other areas of the library. This is one of the methods regularly adopted by libraries to increase the chances for every book to get the reader.

Publicity

Publicity is essential especially for public libraries. The public libraries are generally ignorant about the existence of the library and what services if renders to the public.

Broadly speaking, library publicity falls into two classes-general publicity and individual publicity.

General publicity in the library may try to emphasize:

1. The value of books and reading
2. The library as a public institution, publicity supported and administered &
3. The all round service of a library emphasizing reference service, adult education.

This kind of genera publicity is undertaken by the central organization like library association on the state departments of public libraries.

The individual library should also undertaken publicity. The main objective is to attract the public? So that every potential reader may be converted in to an actual reader. For this purpose the library may use media like press, news-sheet, library inlaying, window display, radio, poster, personal talk.

Extension Service

Now a day's libraries are developing certain new types of activity called extension service. The object of extension service is to turn the library into social centre whose function is encouragement of reading. Its aims are

- 1) To be covert non-readers into actual readers.
- 2) To stimulate the desires for good reading, and

3) To bring book and reader together

(For detailed discussion on publicity and extension service refer chapter public relation')

Five Laws of Library Science

Book Selection

2

One of the means of fulfilling the demands of the library in book-selection work, some of the factors from which the tastes and requirements of the clientele could be known are:

- The suggestion received directly from the reader
- The suggestion recorded by the assistants at the ready reference desk
- The notes made from day to day by the reference staff on the floor duty.
- By the main profession of the local public and
- From the information gained from the interviews held with the local community.

NOTES

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2.5 FOURTH LAW SAVE THE TIME OF THE READER

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We have seen earlier in this chapter that the first three laws aim on the promotion of utilization of books. The fourth law approaches from the angle of the user as is the case with the second law. Like the fifth law this also tries to create condition in the fulfillment of the first three laws.

1

Readers coming to the library are busy people and they should not be made to wait longer than necessary to get their needs met. They should get an exact and fast service from the library. If they develop a sense of waste of time in the library, they are likely to avoid coming to the library. In many individuals, intellectual interest may exist only momentarily and, unless it is satisfied at the moment of its existence, it may vanish. Hence, the importance of the law "save the time of the reader"

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Save the Time of the Reader. This the fourth law of library science. The message of the law is simple. It recommends to the library to adopt even practices and services which help to save the time of the reader and the staff.

1

2.5.1 Implications of the Law

Like the third law, the fourth law advocates open access. In libraries where the closed system is practiced, readers do not have access to books directly. They have to stand outside the stockroom and requisition the books they want. The procedure is that they prepare a list of the books they want after consulting the catalogue, and hand over the list to a member of the staff. He may bring some of the books asked for and report the non-availability of others. It may so happen that the reader, on actually seeing the books, may discover that none of them meets his needs. He will have to prepare another list and again wait. This trial and error process may have to be repeated several times and yet his needs may not be fully met. A lot of time is spent in these processes.

There is both objective time and subjective time which are wasted. Objective time is the time actually spent. Subjective time is the time that we feel we have spent. We may have waited for a bus only for ten minutes, but we may feel that we have waited for thirty minutes. That is subjective time. In the closed system, both subjective and objective time are involved. But in the open access system, the reader is engaged in handling and perusing the books himself and he is not conscious of the passage of time. So a lot of his subjective time is saved. If the books are properly arranged and there is no misplacement of books, his objective time is also saved. So, open access is an effective means of satisfying the fourth law.

NOTES

1. Closed Vs. Open a Class System

In a closed system the reader has to follow a cumbersome procedure to obtain a document. The reader should fall in the slip giving the call number of the document and hand it over to the attendant. To most of the readers consulting the catalogue itself is difficult. The slip might be returned on the grounds of non-availability of document on the shelves or faulty entry of the call number. The reader has to experience anxious movements. This is not only painful to the readers, but also a national waste. Therefore the fourth law advocates for the introduction of open access system.

Implications Classification and Cataloguing

Proper classification which would bring together books on a specific subject and also related subjects, a catalogue designed to meet the various approaches of readers, a reference service and stack room guides are all basic tools for securing fulfillment of this law. Adoption of an acquisition system that would ensure the speedy procurement of books and periodicals is also necessitated by this law.

2. Shelf Arrangement

The success or failure of the open access system depends on the nature of shelf arrangement. The fourth law recommends from the classified arrangement of the documents on the shelves. The readers usually expect the books of the same subject to be found together at one place. We have seen that the second and third laws also prefer such arrangement. This law also implies that the books constantly used by number of readers must be placed nearer in the stock room. It can be seen that most number of readers, that the library should accommodate its literature class close to the entrance of the stock room. Again, the book of ready reference such as directories, yearbooks, dictionaries encyclopedias should be placed as close to the counter so that no time need wasted by readers in getting them.

3. Stock Room Guides

Once the user is the stock area, he is surrounded by hunaveas of books and may have to waste manner time before arranging at the shelves containing the class of books required by him. To save the time of the reader at this stage, the library should provide an efficient system of guides in the stock room. It may be useful to place at the entrance of the stock room a large bold plan of that room, showing the disposition of the book-racks and the classes of books contained in them. In addition each row of books racks should be turn shed at each end with a "signal" guide on which the classes accommodated in the row are indicated. Further, every shelf-plant should be provided with the necessary number of shelf labels.

4. Catalogue Entry

Another factor that may lead the reader to waste his time in getting his materials is due to the composite nature of most of the books. Very often an excellent account of a specified topic may occur in chapter or even in a few pages of a book whose main interest may be some other topic or topics. A serious student would desire to know all the resources of the bpsay his subject of study whether it be a monograph or a position of laugger book. If a catalogue is made up our of single entry each book the ready is to examine every book to see if it gives any information on the subject of stag. On the other hand the time of the reader can be saved if analytical cross entries prepared for the composite books.

5. Reference Service

The library provides certain tools live catalogue and bibliographic to the readers in order to help them save time. Many of them do not derive maximum satisfaction from the use

NOTES

of there tools. There are new situations when they cannot help themselves. In all new cases they turn to the reference staff for help. The reference staff because of their experience in handling the bibliographic tools can provide quicker service to the readers. Therefore every library should make liberal provision for reference service. The competent staff should be analytical for this purpose. The service should cover both long range and short range.

6. Issue Method

Now let us turn our attention to the fourth law and then issue methods. Before the advent of the fourth law, the method of changing and discharging was cumbers one and wasteful. Even today such old methods are followed in many libraries the Day-booked ledger method. In this method many details of the booking are to be enforced by the reader and the staff. The readers are made to wait for long.

The fourth law has forced the libraries in reach of better circulation method. A good charging system should answer the following three questions.

- a) What and how many books are learnt on any date?
- b) Who has been volume on loan on any date?
- c) What books are on any date?
- d) The most economical charging system that has been devised to answer all three question and at the same time, fulfill the requirements of the fourth law is the "Two Card system". In this system even book is given a book card which is inserted in a book-pocket pasted on the inside of the front cover of the book, and each reader is provided with as many borrowers 'tickets as the number of volumes which he is entitled to remove. Using this method charging and discharging can be done in short time. With the introduction of computers at the corculasia counters the time has been further reached.

7. Time of the Staff

We have seen that the libraries should make provisions for reference service. It follow is that the staff should devote more time to this service. The implication of the fourth Law is that the time of the staff spent in routine were should be minimized as much as possible. Once revolutionary method introduced in the libraries is the card system in the place of ledgers.

8. Central Cataloguing

Another direction in which an attempt is being made to same the time of the staff is that of central cataloguing. From the larger national point of view, much time is vested as a result of every library continuous "to catalogue its own books, regardless of the fact that the same book into similar treatment is some huaveas of libraries enough out the country. The library of congress provides printed canes to thousands of libraries throughout the U.S. The MARC is now available to subscidens in many countries.

9. Library Location

So far, we have been dealing with the problem of saving the time of reader after he enters to library. But, the fourth law is interested also in the time taken by the reader to reach the library. In other words, a library should be so located as to save the time of the reader. In a college, the library should be centrally located so as to be easily accessible to the strength of all classes. The research department of a university should be nearer the library. In big towns and cities, besides a central library, many branch libraries delivery stations become necessary in rural areas library service can be provided through book values.

NOTES

2.6 FIFTH LAW LIBRARY IS A GROWING ORGANISM

Fifth law differs from the other four laws in aspect. In the first place the first four laws deal with the function of a library, the fifth law tells us about the important and permanent characteristics of the library as an institution. As a result of this it calls for constant adjustment of our outlook in dealing with changing solutions secondly, the first four laws indicate the spirit that should characterize the management and administration of libraries, the fifth law enunciates planning and organization of libraries. Lastly, the first four laws embody certain rules which are a nearly obvious, the fifth law is not the self evident.

The fifth law states "Library is a growing organism". Note that the word used is "organism" and not "organization". This is significant, for it underlines the characteristics of the library as a living institutional organism.

In a living organism, the growth is of two kinds; viz., child growth and adult growth. Child growth is chiefly characterized by growth in physical dimensions and it is fast and visible. But in the case of adults, the growth is mainly in the nature of replacement of cells. It is a kind of internal qualitative change and growth that may not be visible:

It is important that we do not conceive of the library as a static entity, but as a dynamic growing entity. This has to be kept in view and its implications properly grasped and provided for from the time of the starting of a library so that its growth is not withheld due to lack of forethought and planning.

The basic components of a library are (i) the book stock, (ii) the staff, (iii) the readers, and (iv) the physical infrastructure, i.e., the building, furniture and equipment. When we say that a library grows, what we mean is that each of these components grows.

The fifth Law is: A library is a growing organism. A library is compared to a living organism. The library as an institution has, all the characteristics of an organism.

2.6.1 Implications Book Stock

Let us first examine the implications of the growth of book collection. In the initial stages, the growth of the book stock including periodicals would be fast. This has its impact on the sizes of the stack room, the catalogue cabinet and the catalogue room and the number of racks for accommodating books. All these will necessarily have to grow in number and/or in physical dimensions. Also, as the book stock grows and the newly added books are interpolated in the classified arrangement, there will be constant movement of books on the shelves. This would necessitate relabeling of shelves periodically. The stack room guides also will need to be periodically replaced by new ones to indicate the correct position of the changed arrangement of books.

1. Growth in size

The library consists of three components the books, readers and the staff. There are capable of change. The library organization should be flexible to allow changes with the growth of the library let us now take up each of the three elements of library and trace the consequence of growth on different aspects of library organization.

a. Books

The book stock of any library is bound to grow. There is an immediate effect of the growth of stock on the library architecture. The fifth law recommends for the construction of stack area which can be expanded verification. The book racks selected for, the stack room should be mobile with adjustable blanks.

Another Part of the library which needs careful designing in light of the fifth laws is the periodical room. The periodicals room should be sufficient large size and should be sq designed as to admit for extension.

b. Staff

We now turn to the third factor the staff. There is bound of growth in the size of the staff. But the growth in all the sections may not be uniform. Thus this is minimum need for the staff at the counter because of safe-guarded open access system and the modern issue method. But, the book selection, the periodicals selection, the cataloguing section, the binding section and reference section have to grow as the library grows. If these five sections, the growth of first three depend upon the rate of growth of a first factor-books, but the growth of the last two sections depends not only on the growth of the stock but also on the growth of the number of readers. The fifth law would urge library authorities to remember that the efficiency of the library cannot be maintained at proper lead, unless provision is made for the necessary growth in all these sections of the library staff. Along with the increase in the staff the concept of specialization should be introduced. For example, if more staff are added to the technical section it can be bifurcated into classification section while allotting the staff to the different Sections taken to determine carefully the section which each member of the staff is best suited. Physically, academically and temperamentally.

In library with a large staff, it may be useful to form a staff council. The council may be made up of the librarian and heads of the sections. The Council is responsible to promise harmony and cooperation of different sections of library. Similarly, sectional meetings may be encouraged. The librarian has the responsibility to cultivate the spirit of cooperation among the staff. They should be willing to cooperate with one another in every possible way: ,

2. Classification Scheme

Another important matter that means to be examined in light of the fifth law is the classification of books. As library is growing, knowledge is growing. The library must be careful to select a suitable scheme of classification which is flexible to accommodate new classes as the appropriate places. The choice of schemes like Dewey decimal classification of away often scheme has been ruled out. The fifth law recommends an PICO Synthetic scheme like the colon classification. If a library selects of had scheme and tries to with out to other scheme will be difficulties expensive.

3. Catalogues

a. Catalogue Room

Another part of the library building which houses categories should be big to allow the growth in the size of the catalogues. As the size of the collection grows the size of the catalogue also grows. The fourth law also urges that this room should be located just near the entrance of the stack room.

b. Physical form of catalogues

We will now consider the effect of the fifth law on the physical form of the catalogue. If a library is a growing organism, it follows that the library catalogue will also be growing one. The fifth law recommends for the selection of a proper physical form of catalogue. It rejects forms like printed books form and loose-leaf book form because they are expensive to produce and they are not up to date.

On the other hand it recommends for the card form. It has many advantages, great convenience, freedom, neatness and upto dateness in the maintenance of all kinds of record. Now, libraries are choosing computerized forms, which can be up-to-date.

Five Laws of Library Science

NOTES

NOTES

4. Readers and the issue of Books

We shall next consider the increase in the number of readers in light of the following factors.

- a. The size of the reading room
- b. The issue method and
- c. Certain safe guards

a. Reading Rooms

Year after year there will be even cases in the number of readers. Provision must be made for sufficient number of reading room which can take care of the increase in the readers.

b. Growth of issue work

- i) Increase of readers leads to increase of issues. This increase in issue has to be borne in mind in planning the issue method. The fifth law recommends for the open access instead of close access system. The closed access demands for more attendants to pick- the books.
- ii) The selection of an appropriate issue method can save the time to user under no circumstances and issue method like the readers system should be adopted. Two method holds up the users unnecessarily at the issue counter for long time. The introduction of two card system can help the counter staff to way on the transaction in the short time.

c. Certain Safeguards

Open access system cannot work with certain safeguards, one danger in an open access system is this the users can remove books from the stacks certain safeguards need to be provided access of this trend. The flow of readers must be regulated through two entrance gates and exit gates.

2.6.2 Implications Weeding out of Books

Reference was made earlier to the development of a library, similar to that of an adult. This development should include weeding out of obsolete and unwanted books and adding new ones which are relevant and useful. Some librarians hold the view that after a stage of development, the number of books weeded out will equal the number of books added. This view gives rise to the concept of a self-renewing library. Although this may not be entirely true, there is no doubt that the rate of growth would come down after a certain stage when the weeding out of books becomes a regular feature.

Weeding out need not necessarily mean the discarding of books. It only means the removal of the books from a library where their relevance has ceased in order to make room for current and relevant books. Such books may be stored where they are available for occasional use. Different libraries in one area can store such books at a central place. This can be one of the areas of cooperation among libraries. 24 their Role in Society 25 Laws of Library Science

2.6.3 A Wider Interpretation of Five Laws

Ranganathan's five laws are so fundamental and farsighted that they are much valid and relevant in providing the right direction and an objective base to the changing dimensions of libraries. As noted in Unit 1 of this course under section of Library and the Changing Society, a sea-change is taking place in all aspects of human society. While knowledge and information have always been primarily instrumental in promoting material progress at every stage of human society in the last fifty years that there has

been amazing and spectacular developments in the access and availability of information and knowledge. The chief driving force of this development is Information Technology. Knowledge and information can be accessed today instantaneously, irrespective of its location and made available on a computer screen, downloaded and stored for future use. The bulk, volume and variety in which information and knowledge are disseminated do not pose any problem of access and availability. However, the fundamental problem of use and service to users have remained the same.

The parameters alone have changed. It is, therefore, understandable that the five laws of Ranganathan, restated substituting books with information and library with information systems, eminently fit in the new context of the changing society. The restated five laws are:

- Documents/information are for use
- Every user his/her document/information
- Every document/information its user
- Save the time of the user

The documentation/information system is a growing organizations.

The first law “Documents/information are for use” comprehends a. whole range of the information transfer process, stemming from the recognition that information is a basic input that transforms a non-resource into a resource. Being itself such an important resource, information has to be harnessed, exploited and utilized in order to derive full benefit out of it. In other words, the vital role of information in all national development is perceived in this law.

The second law “Every user his/her document/information” suggests that the information needs of users should be oriented to their exact needs. In addition, information supply should not discriminate among users. Their personal bias and world view of document lists or information scientists should not come in the way of service. The second law points to a definite goal of organizing information systems and services, viz., optimum recall and precision in the provision of information. It stresses that the users are at the centre in the design and operation of information systems.

The third law “Every document/information its user” conveys that information created or generated should be focused on users. The familiar phrase “right information to the right user” is in fact recapitulated here. Every link in the information transfer chain, i.e., from the stage of generation to the final stage of use and utilization, should, be attended to. The implication is that marketing and use of information are activities in tune with professional service.

The fourth law “Save the time of the user” and its corollary “save the time of the information professional”, brings out the imperativeness to develop mechanisms Development of Libraries and for an information service that ensure maximum speed and effectiveness. In this context, modern information technology helps to cut down delay and ensures efficiency and effectiveness.

The fifth law “The documentation/information system is a growing organism-, prescribes a systems-approach in developing information institutions with a self-adapting mechanism for meeting the dynamic needs of users of information.

The five laws would serve very well in the self-driving multi-directional growth of information and have far-reaching dimensions. The organic growth of the multi-directional universe of information and the integration of information sources must result in a matching growth of information institutions.

Five Laws of Library Science

NOTES

NOTES

2.7 SUMMARY

Ranganathan's Five Laws of Library Science are a set of norms, precepts and guides to good practices in librarianship. These laws are also valid guides to practices in the wider area of documentation and information systems and services. The Five Laws of Library Science were enunciated in 1928 by the late Dr. S. R. Ranganathan, the Librarian of the University of Madras. Their first formal exposition occurred at the Provincial Educational Conference; held at Chidambaram in December that year.

Dr. Ranganathan, after, his education in librarianship in the University of London, School of Librarianship in 1924 and his observation of the working of several libraries in England, had been struggling to discover whether the principles and practices that he observed could be generalized and reduced to certain cardinal principle-s. In other words, he was in search of some principles which could tell us what should be done: in the library field to make library organization; management and operation efficient and universalize its services. These basic principles may also contain, in a latent form, many other practices not known now and which may surface later. The outcome of this line of thinking of 'Ranganathan was the formal enunciation of the Five Laws of Library Science.

Every activity relating to library services has a rationale in one or another of these laws or in all of them collectively. Also, we can examine whether there is anything left undone in a library out of those covered by the laws. The laws, therefore, constitute the philosophical basis for all library work, programs, activities and services. It is significant to note that these laws are valid and could be seen as governing every activity concerning modern information systems and services. When Ranganathan used the expressions "books" and "readers", he naturally meant that books stand for knowledge and information and readers stand for users of library and information services. In modern studies on knowledge and information and all other related expressions, it must be remembered that the carriers and channels of information and knowledge have changed from print to other forms, but all the services are revolving round information and users. The dimensions of services now have expanded widely in scope but the basic philosophy of the service remains very much unchanged. Therefore, these five laws can be restated to suit modern developments in information and library systems to suit the changed contexts.

2.8 REVIEW QUESTIONS

1. What are the five laws of Library Science?
2. Discuss the first law of Library science in detail?
3. Describe "Every Reader His/ Her book".
4. Explain the concept of save the time of the reader?
5. Delineate Library as a growing organism.

TYPES OF LIBRARIES

Structure

- 3.0 Aims and Objectives
- 3.1 Introduction
- 3.2 Academic library system
- 3.3 Public library system
- 3.4 Special libraries
- 3.5 Growth of special libraries
- 3.6 Kinds of special libraries
- 3.7 Summary
- 3.8 Review Questions

3.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Implementation of academic library system
- Importance of public library system
- Arrangement of special libraries
- Categorization of special libraries
- Selection and Acquisition
- Basic Rural Library Service.

3.1 INTRODUCTION

The first libraries consisted of archives of the earliest form of writing the clay tablets in cuneiform script discovered in Sumer, some dating back to 2600 BC. These written archives mark the end of prehistory and the start of history. The earliest discovered private archives were kept at Ugarit. There is also evidence of libraries at Nippur about 1900 BC and at Nineveh about 700 BC showing a library classification system. Private or personal libraries made up of written books (as opposed to the state or institutional records kept in archives) appeared in classical Greece in the 5th century BC. In the 6th century, at the very close of the Classical period, the great libraries of the Mediterranean world remained those of Constantinople and Alexandria. From the 15th century in central and northern Italy, libraries of humanists and their enlightened patrons provided a nucleus around which an “academy” of scholars congregated in each Italian city of consequence. Tianyi Chamber, founded in 1561 by Fan Qin during the Ming Dynasty, is the oldest existing library in China. In its heyday it boasted a collection of 70,000 volume of antique books. The first library classification system was set up during the Han Dynasty. In

NOTES

North America, it is believed that personal collections of books were brought over to the continent by French settlers in the 16th century. The oldest non-personal library on the North American continent was founded at The Jesuit College in Quebec City in 1635. The first textbook on library science was published 1808 by Martin Schrettinger. Many institutions make a distinction between a “circulation” or “lending library”, (usually a public library where materials are expected and intended to be loaned to patrons, institutions, or other libraries) and a “research” or “reference library” (where the materials are selected on a basis of their natures or subject matter, and are usually not lent out). Modern libraries are often a mixture of both, as they contain a general collection for circulation, and a reference collection which is often more specialized, as well as restricted to the library premises. There are three major types of libraries in the present society. The classification of libraries were made on the bases of user, documents and use in the library.

3.2 ACADEMIC LIBRARY SYSTEM

Education is a process of learning, with the aim to develop the capabilities in the people at all levels. In this process schools, colleges and universities play a vital role. The present educational system in India comprises both academic and professional studies by offering courses leading to bachelor’s and master’s degrees. This system has evolved over the last 150 years. It was initiated by the British rulers of the country and after 1947 it was developed by independent India with appropriate changes and modifications. In the last fifty years, the educational system has been reviewed by high powered commissions set up by the Government of India at different times, in order to introduce appropriate measures to improve the quality of education and make it more relevant to the country’s requirements. In recent years, the government has been very much concerned with educational reforms, especially at the school level. The nation adopted a new educational policy in 1986 in order to provide the best education to our children, wherein we are in tune with our national heritage as well as modern with advances in science, technology and management. In all these efforts to modernize our educational system, libraries and self-learning have been considered vital components and integral parts of the entire educational process. Considerable thought and attention have been given to the planning and development of academic libraries and self-learning at all levels. As principal instruments of the modern educational system; there is, however, still scope for improvement in terms of their effectiveness.

Libraries attached to institutions of learning like schools, colleges and universities fall under the category of academic libraries. The basic function of the academic library is to aid the institution in carrying out its programs. While all academic libraries share certain characteristics, there are differences in their character of collections, size of staff and function.

1. University Library

The ancient universities in India were the leading centers and attracted the scholars and student from other countries also. The modern universities came into existence more than a century ago. The earliest of these were the universities of Calcutta, Bombay and Madras, all founded in 1857. Since the three universities were only examining bodies, no need was felt to make provision for the libraries. The libraries were added later Bombay university library in 1864, Calcutta University Library in 1873 and Madras University library in 1907. Two more universities, the University of Punjab, at Lahore and University of Allahabad were established in 1882 and 1887 respectively.

Indian Universities Commission (1902) was critical of the state of affairs of the

University libraries for the universities and colleges. As a result of the recommendations of the Indian Universities commission, the Indian Universities Act was passed by the Government of India. The act was specific about the role of the library in the University set up. The Calcutta University commission (Sadier Commission) while stressing the need for the maintenance of a good library, recommended for the appointment of the full time librarian. Under the influence of the Commission's recommendations, Punjab University, Lahore and University of Madras appointed full time librarians for the first time. The Punjab University library invited as a Don Dickinson, an American librarian to organize the university library. On the same pattern Ranganathan was appointed as the librarian of the Madras University Library.

On the eve of independence there were few universities in the country. After the independence there has been rapid growth in the number of universities. The libraries have also grown as a part of the Universities.

No university can develop or produce standard academic work without a strong library at its centre. In fact, it is a vital organ of the university and its appropriately described as the heart of the University.

3.2.1 Objectives of the University Education

According to Wilson and Tauer the functions of a University are:

- a. Conservation of knowledge and ideas
- b. Teaching
- c. Research
- d. Publication
- e. Extension services and Interpretation.
- f. Interpretation

The objective of an Indian University during the pre independence period was to achieve the goals set by the British. In establishing the Universities of Bombay, Madras and Calcutta, the motive of the British was to train Indian for Government Service. The objectives changed after independence. Now attention is paid to training of younger minds to broaden their outlook and improve the mental faculties. Ultimately the aim is to lead to better social order.

3.2.2 Functions of the University Library

Keeping in view of the higher education the country, the university library has to undertake as variety of responsibilities. The library should help the students and the faculty with reading materials and also effective reference service. The basic function is education is a dynamic instrument of education to feed the intellect of the student, encourage researchers.

The Kothari Commission on Education recommended that the University Library should;

- a. Provide resources necessary for research in the fields of special
- b. Aid the university teachers in keeping breast of developments in the fields
- c. Provide library facilities and service necessary for the success of formal, programs of the students, and
- d. To bring books, students and scholars together and create condition which encourage reading for pleasure and development of the personality.

According to Wilson and tauber the following are the essentials of the University Library to perform the roles to fulfill the objectives of the university.

Types of Libraries

NOTES

NOTES

- a. Resources for instruction, research} and extension.
- b. Competent library staff.
- c. Organization of materials for use
- d. Adequate space and equipment -
- e. Integration of the library with administrative and educational policies.
- f. Integration of the library with the community.
- g. Adequate financial support.
- h. Workable policy and library governing.

a. Resources for instruction, research and extension!

Adequate resources for carrying out the university's objectives in instruction, research and extension should be built. The library must provide books, journals, films and other materials. It should build its collections according to the educational programs of the University.

b. Competent Library staff

The staff should be trained in library science and also have sound academic background. The staff should understand the objectives of the university and accordingly organize and administer the resource of the library.

c. Organization of Materials for user

Organisation of the resources of the library for efficient use by the readers is the third essential. The librarian can fulfill this task through classification, cataloguing, bibliographies, reference service. Now the university libraries employ computers to provide effective service.

d. Adequate Space and Equipment

Organization of materials is linked with space and equipment. While planning a university library building enough space should be provided to different sections. The building must be functional and have scope for expansion.

e. Integration of the Library with the Administrative Educational Policies

The major function of the library is to support the administrative and educational policies of the university. To perform this function, the library staff must understand the university's policies and maintain close contacts.

f. Integration of the Library with Resources of other Libraries

No university library can be self sufficient in its resources. It should enter into library networks to share the resources of other university and other libraries.

g. Adequate Library Support

Adequate financial support is basic to its maintenance. The university must provide enough of financial resources for staff building and equipment.

h. A workable Policy or plan of Library Government

The Final essential is that a library policy or plan of library government which will insure the effective functional operation of the library.

3.2.3 University Education Commission (1948-49)

Immediately after independence the Government of India appointed the Education Commission under the chairmanship of S.Radhakrishnan. The commission found that the position of the university libraries was unsatisfactory. It emphasized the importance of the library in the university education. On the basis of the situation the commission

made important recommendations:

- a. The universities should give at least 6¼ percent of their budgets or Rs.40 per student as an annual grant to the libraries
- b. A Special non-recurring grant, once in five years for the purchase of books be given, and
- c. The commission also recommended for adequate and well qualified staff.

The report of the University Education Commission contained a recommendation which gave a new direction to the development of the university libraries in India. The recommendation related to the setting up of the University Grants Commission. In 1953, the University Grants Commission was established on the lines of University Grants Committee of Great Britain. The main function of the commission was to look after the overall development of the academic institutions of the country including the libraries. The starting of the UGC is a turning point in the history of the academic libraries. Since its inception the UGC has given top priority to the development of the academic libraries especially the university libraries.

One of the first acts of the UGC was to appoint a library committee in 1957 under the chairmanship of Ranganathan. The committee was to advice the UGC on the standards of libraries, buildings, pay scales, library training the status of librarians. After a thorough survey the committee found that the conditions of academic libraries were very poor. The committee made the following requirements:

- a. The UGC and the state governments should help colleges and university libraries in the development of initial collections of books and back volumes of journals.
- b. The funds be given at the rate of Rs. 15 per student and Rs.200 per teacher and research fellow
- c. The rules be framed for the purpose of inter library loan and prepare a union catalogue of books and periodicals
- d. Adequate provision is made for reference service and open access introduces.
- e. Full time teachers to be appointed in the Departments of Library science
- f. The status and salaries to be on par with the teachers working in the universities and colleges.

3.2.4 The Kothari Commission

After independence there, was quantitative growth of universities and colleges. The government of India appointed an education commission under the Chairmanship of D.S. Kothari in 1964. The responsibility of the commission was to look into the conditions of higher education in the country and make suggestions to improve the system. The commission submitted its report in 1966.

The commission studied the conditions of the academic libraries and found they were unsatisfactory. The commission laid emphasis on the importance and need for libraries in all academic institutions and recommend that every college and university should have a good library. Among other important recommendations of the commission were that a long-range plan for library development should be drawn for the development of each academic library. Monetary guidelines were also suggested the commission. According to this recommendation university should spend each year about Rs. 25 for each student and Rs.300 per teacher or 6.5 percent to 10 percent of the total budget of the university.

Types of Libraries

NOTES

NOTES

3.2.5 College Library

In speaking about the objectives and functions of colleges library it is necessary to say something about the nature and aims of the college. The one cannot be understood without the other. The college library aims at the realisation of the objectives and programmes of the college. The objectives of the college library is to supplement the instruction imparted in the class. It also functions as an independent teaching agency, encouraging and promoting the use of books.

Functions

To fulfill its objectives, the college library functions basically to assist and support the students and teachers of a college. It helps to meet the reading needs of the students as well as the teachers of the college. Some college libraries provide materials for research as well. The main difference in functioning between the college library and the university library is while the former supports teaching programs, the later also supports research activity.

W.M Randall and F.L. Goodrich enumerate the following as the functions of a college library:

- a. Makes available to the students books and related readings materials relevant to the courses offered in colleges.
- b. Makes available the books and documents required by faculty members in the preparation of teaching.
- c. Provides supplementary books and materials to help study and teachings at the college.
- d. Provides comprehensive selection of documents needed by the faculty members to pursue their research programs.
- e. Promotes the proper use of reading material available in the stock, and
- f. Training the students in making use of the library properly and derive full advantage of it, integrating the library with the educational courses.

According to Lyle the following are the four principal functions of the college libraries

- a. The selection and acquisition of library materials including journals, pamphlets, microform, films etc, which have been accepted as tools of college instruction.
- b. The preparation and care of these materials through such processes of cataloguing, classification in support of instruction.
- c. The provision of individual and group assistance to readers in the use of library material, and
- d. The encouragement of reading on the part if students in connection with their courses.

3.2.6 Educational Function of the College Library

There are two levels of college library use

- 1) The Text book level, and
- 2) The independent level

In an effort to make the library as the centre of education, two approaches have emerged. The first one is called “the library college idea when college education would be centered on the library. The approach is that the library form”. “a major part of the college”, but not the whole.

Instruction in the use of the Library

Types of Libraries

The college students do not understand how to locate and use library resources. Therefore there is a need to plan the programmes of instruction in the use of the library. The problem has been approached from three fronts:

- An orientation tour of the library buildings for all incoming students at the beginning of the academic year.
- Instructions in how to use the library effectively card catalogue, reference books etc., and
- Bibliographical instruction through class lecture or seminar at the invitation of individual teachers.

Historical Perspective

In early 19th century, the missionaries started the schools and colleges in the country. Libraries were also created along with these institutions. In the beginning however, the library collection was disorganized and stacked in almirahs. The teachers were in charge of the libraries acting more like custodians than as librarians. The use of books was highly restricted. Certain colleges had useful collections, but there was no provision for arrangement and maintenance. There was no catalogue, no collection was systematically arranged, with the passage of time the socio-economic and political factors made their impact on the society and this brought about changes in the objectives of the colleges. During the 20th century, the concept of college library has changed considerably.

In 1882, the Government of India appointed the Indian Commission (Hunder Commission) which suggested measures to improve the functioning of the college libraries and laboratories. Again in 1902, the Government of India appointed another University Commission. The commission laid emphasis on the importance of well-equipped library.

Another important Commission appointed their independence was Radhakrishnan commission (University education Commission). While recognizing the inadequacy of the book stock of college libraries should be well stocked, well organised with trained librarians. For this purpose the annual grant to the college libraries should be increased and fixed at 6.25 percent of the total budget of the college or Rs.40 per student. The commission also recommended for the introduction of open access.

Another important landmark in the development of college libraries in India was the appointment of a UGC Library committee in 1957 under the chairman ship of S.R. Ranganathan some of the important recommendations of the committee were:

- The entire finance of a college should be provided by the UGC and concerned state.
- The college library fund should be maintained and operated in a separate library account.
- Measures should be taken to promote reading habit among students.
- Each college should encourage the formation of a book store on the college campus.
- Trained staff should be appointed, and
- The standards prescribed for the library, building, fitting and furniture by the Indian Standards Institutions should be approved by the UGC experts.

Another Education commission (Kothari Commission) was appointed by the Government of India in July 1964. The commission recommended that no new colleges should be opened without adequate provision for its library in terms of buildings, furniture,

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staff and reading materials. Further provision should be made in the libraries to extend reference service to the undergraduate student.

3.2.7 Student Library

A School library is an active force in the education process. The educational aims and functions of a school library should be well understood by the librarians and the administrators.

Aims and Functions

The aims and functions are:

- a. To help the child acquire reading habit and self study habit.
- b. To develop in the pupils the ability to learn from books without a teacher.
- c. To give civic and social training in the observance of democracy principles.
- d. To supply teachers with materials needed in teaching work.
- e. To serve a stepping stone to the use of public library resources.
- f. To create a life-long liking for new knowledge.
- g. To help the individuals to develop individual personalities, and
- h. To contribute to the fulfillment of educational aims of the schools.

Broadly speaking the aims of a school library are as follows:

- a. To awaken interest in reading so that children become familiar with books as sources of pleasure and information.
- b. To help children to become independent in finding and select information relevant to them, and
- c. To encourage reading in new fields of interest.

The school library is a service agency as well as a teaching agency. As a service agency it functions to fulfill the school objectives. As a teaching agency the school library has a positive teaching function. It suggests all types of materials for developing the interests of the student. It stimulates new interests. The library in materials, how to find information and how to study.

The school library is an important educational aid if it provides material that will enrich and support the teaching programs. The following are the educational functions of the school library according to one eminent librarian.

- a. To provide material to supplement to work done in subjects taught in the classroom.
- b. To train the children in the use of books and a library as sources of information.
- c. To furnish opportunities for children to exercise responsibilities of various kinds, and

32.8 School Education objectives and the library

Use of a library by a pupil must start from the primary school. The school libraries at Primary, Middle, Secondary etc. levels should have the following functions:

- i) Acquiring, maintaining, lending and keeping track of books and other documents relevant to the needs and interests of teachers and students;
- ii) Generating curiosity and interest among teachers and students about the material available in the library, and heaping them in every way to identify and obtain what they want;

- iii) Creating in the mind of a reader a value for books, and cultivating learning and reading skills so a student becomes a discriminate: user of learning resources;
- iv) Engendering strong self-learning ability and skills for life-long learning;
- v) Enabling the teachers to use learning resources to support various programs of the school and for their own educational development; and
- vi) To generate confidence interest in libraries for getting information.

Types of Libraries

NOTES

Their Functions In order to achieve these broad ideals, appropriate courses of study for different stages of the school programme are designed. Methods of imparting instructions and teaching are also developed with the aids of audio-visual kits. Other extracurricular activities and programs are planned for the different age groups to involve them in group activities, giving scope to develop leadership qualities, organizational skills, and to participate in school functions and other social work activities. Students with special talents such as in sports, games, painting, music, drama etc., are also provided opportunities to display their talents on appropriate occasions. In all these endeavors the school library becomes the resource centre.

The school authorities do build a variety of facilities to operate different functions of the school in order to meet the requirements of its students. One of the most important facilities is the provision of a modern library and its expanded services. In recent decades, libraries have been considered not merely a facility but as the chief instrument of learning in all its dimensions. Libraries could help students both in their academic and non-academic pursuits. We shall study in this section, the primary school libraries and the secondary school libraries.

3.2.9 Primary School Libraries

These libraries are meant for children between five and ten or eleven years of age and the teachers who are involved in teaching and shaping them. This is the age of children when they form attitudes and habits. The school library should aim to:

- Foster book mindedness;
- Strengthen learning skills through kits now available in plenty;
- Create a love for books and other learning resources; and
- Inculcate the-habit of reading in a slow but deliberate process.

In order to achieve these aims, the following aspects need careful attention on:

- Building up a good stock of books and other learning and teaching materials, for the children as well as teachers;
- Organizing and displaying the collection to attract the attention and curiosity of children and making them easily accessible;
- Designing and organizing programs and services to inculcate in children the habit of reading, learning and referring to books etc., for information;
- Getting proper physical facilities in terms of building, furniture and equipment;
- Acquiring adequate finance and operate a carefully planned budget;
- Recruiting appropriate professional staff to design, manage and operate the library system; and
- Building up a book stock and other learning and teaching materials.

The foundation of the reading habits among children is well laid by providing them with graded books and other learning materials which may hold their interest and arouse their curiosity. Children like to know about space and the universe, the bottom of

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the sea, life in jungles and deserts, towns and villages, flora and fauna, people of other countries, general principles in science and technology. Fortunately, mankind has developed literature for children in all subject sectors.

A school library should build up collections on the following themes and use them extensively with students.

- i) Picture books depicting acts and deeds of valor and adventure, patriotism, service to fellow persons and other similar themes;
- ii) Biographies of great men and women;
- iii) Books of travel and humor;
- iv) Folk tales, stories from the Panchatantra, Arabian Nights, Aesop's Fables, Stories of Robin hood;
- v) Stories of animals and birds;
- vi) Popular games and sports;
- vii) Cultural heritage;

3.2.10 Their Functions

- viii) Reference books like Children's Encyclopedias and illustrated Dictionaries;
- ix) Children's magazine's like Children's World, Chandamama, Tinkle etc.;
- x) Audio visual aids such as motion films, animated films, and tape-slide its, video cassettes;
- xi) Models, charts, maps, globes, pictures, photographs, toys etc.;
- xii) Other learning apparatus and equipment; and
- xiii) Computers with software for play.

Besides children's books and materials, the teaching staff would need reference books of different types such as instructional materials, books on children's psychology and other similar book. If funds do not allow acquisition of such materials, these items could be borrowed on inter-library loan from bigger libraries in the vicinity.

3.2.11 Selection and Acquisition

Building an appropriate document collection and other suitable and relevant materials for learning and teaching is a highly professional duty and responsibility. This should be based on a selection policy determined by the school management in consultation with the librarian and teaching staff. This involves professional skill and knowledge in the selection process and procedure, an intimate understanding of the details of book publishing and selling, manufacturers of educational equipment and audio visual aids and above all a through insight into the learning requirements of children and teachers. There must be library resource school libraries for optimum utilization of limited funds.

An acquisition policy should take care of the types and kinds of books and non-book materials to be purchased or acquired through gift or exchange. The budgetary provision should conform to a norm, that is, a reasonable proportion of funds in relation to the number of children and teaching staff. Systematic procedures should be laid out for selection and approval by competent authority.

The actual acquisition should be streamlined, with a well established and smoothly run procedure. The cooperation of the teaching staff and management is essential. Collection is an extremely important professional task which lays the base for all library services.

3.2.12 Technical Processing and Organization

Types of Libraries

As the books and other learning and teaching materials are likely to be located at different places it is essential to have a complete record of the collections of the library. In libraries, it is the catalogue that serves the purpose, viz. it carries entries of bibliographical data of every item in the library in a standard format and is arranged in a systematic order of easy reference and consultation. In a primary school library, the catalogue should be prepared by applying very simple cataloguing rules, making it absolutely simple for the children to consult the catalogue when necessary. Similarly the documents should be classified using an easy classification scheme. The physical location and arrangement of the collection should be based on their use. The other library records such as an accession register and a shelf register may be prepared and maintained as per standard practices.

3.2.13 Services

Unlike library services offered at secondary and higher secondary levels, library services at the primary school level should be closely integrated with the learning and teaching process. Besides the school library, there must also be special class rooms where a judicious collection of books and other materials like toys, models, pictures, photographs etc. are collected and displayed. Classes can be conducted in these rooms at least for some time during the day so that children get stimulated in this environment. The teachers who should work with the children amidst books and other learning materials have a vital role to play. The professional staff of the library should aid this process by providing the necessary materials, and organising and displaying them attractively.

Other services that are normally offered are:

Reference service to the users at request or in anticipation;

Story hours during which interesting stories are narrated by professionals, relating.

The object of the school education is now generally recognized as to every child so that he can contribute to the enrichment of the society. The Mudaliar Commission on secondary education in its report outlined the objectives of the secondary education as:

- a. Improvement of vocational efficiency.
- b. Development of personality, and
- c. Developing the knowledge and skills required for independent work at the university level.

These objectives cannot be achieved merely by class room teaching at the school level. This needs to be supplemented in a systematic way through school and public libraries.

The development of a library at the school level needs to be given the same priority and importance as recruitment of teachers and construction of buildings. Another reason for the development of school libraries is that the price of textbooks not within the reach of an average student. No serious attention has been paid to the systematic development of the school libraries in the country. Therefore there is a need for the involvement of different agencies in the development of school libraries.

a. Central Government

The central government can make contributions by providing additional funds for projects such as development of school libraries. It can also contribute for the development of school libraries through the production of suitable reading materials.

b. State Government

School education is the responsibility of the state governments. The first thing they can

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do is set up a library unit in their respective directorates to look after the development, organization and functioning of school libraries. The library unit should also insist on adequate space and staff for the school library.

Historical

Prior to 1947, provision of library in every school in India was never considered essential. In 1942 Ranganathan advanced the philosophy of school library in his book school and college libraries. For the first time the secondary education Commission (1952-53) appointed by the Government of India with Dr.A.L.Mudaliar as its chairman noticed many missing elements in the school library.

3.2.14 The Commission made many Important Recommendations:

- Every secondary school should have a well equipped library.
- Trained librarians possessing love for books and understanding of students interests should be appointed in all secondary schools.
- Where there were no separate public libraries, the school libraries should extend their facilities to the public, and
- To take necessary steps for the production of the standard books for the school libraries.

The first and second five year Plans did not make any provision for the improvement of school libraries. During the Third five year plan primary education received better priority. Improvement in school libraries was also proposed 1964-65, the government of India chalked out a national wide plan for the improvement and strengthening of libraries in all secondary schools. The centre provided assistance to the state for the improvement of libraries. The fourth five year plan proposed additional facilities in the school libraries. The Indian Libraries association organised a seminar not the development of school libraries in the 1966 made several important recommendations

3.3 PUBLIC LIBRARY SYSTEM

As a common citizen of your locality you may have had opportunities to visit and make use of a public library or you may even be a member of a public library. Among the different types of libraries evolved by society in modern times, public libraries are the most Popular, because of the functions they perform. They play a very significant role in the welfare of a society. What is meant by a 'public library'? What meaning does it hold for you as an ordinary citizen of the country? How has it evolved? What is its concept as evolved by UNESCO? These are some of the aspects which are explained in this unit. This also familiarizes you with the functions of a modern public library and appraises you of the typical characteristic features of the contemporary Indian society so as to enable you to visualize the role/functions of a public library.

The public is one that serves the entire population of a community. Everyone in the community regardless of nationality, race, color, creed, age, sex, status, language has a claim to its services. It is generally established and maintained out of public funds under legislation. But there are libraries maintained by private agencies of registered societies which extend their facilities to the public are also called public libraries. Public library service is generally free of charge, but some libraries charge nominal fee. They are referred to as subscription libraries. In a broad sense public library is one which is open to public without distinction. The contention finds support of public library as approved by the UNESCO and IFLA i.e., "Public - Libraries which serve the population

of a community of region free of charge or for a nominal fee”.

Types of Libraries

The public library has a vital role to play in the contemporary society. Public libraries by their nature and scope are more widely concerned with the society at large. Again the political and social changes have influenced the nature, scope and role of public libraries in the society. The current trends in the society notably, urbanization, universal education, have added new dimension to the public library services. The modern society depends more and more on the efficiency of these services.

3.3.1 Urge for Knowledge

The urge to seek knowledge in an individual has goaded him to make efforts to get it from whatever source he could. Why did the man get this urge? As social historians point out that the urge for knowledge manifested in man (i) to protect one's individual freedom like right to think and express; right to communicate, etc., (ii) to master the environment around, him through the help of science and technology; (iii) to achieve success in competitive spheres of economic and social life, and (iv) to achieve cultural progress. As a result of the joint influence of these factors, man over the centuries, has been striving hard, individually and collectively, to seek knowledge, assimilate it and to use it by his own thinking and application.

3.3.2 Basis of Public Library

In a contemporary society the public library is founded on certain well conceived beliefs. They are:

- In the first place it is widely welcomed that reading is a good habit and it has the power to alter people for better.
- secondly, the universal belief that the education is for one and all. It is essential for social Change.
- Thirdly, the society has become information dependant. Information has become vital resource for progress, prosperity and enlightenment. The success of any man is related to the extent of information availability and its exploitation. Moreover, planning and decision making etc., depend for their success on the availability of information.

I. UNESCO Public Library Manifesto

The UNESCO considered public library service as very important factor and thus it brought out public library manifesto in 1949. This was revised during the International Book Year in 1972.

The manifesto spells out the modern concept, objectives and functions of public library and of the general principles governing its service. The UNESCO Manifesto has envisaged four major functions for the public library.

- Fostering Education.
- Promoting Culture.
- Disseminating Information and
- Promoting Recreation

In addition, it highlights the need for public library service to children and disadvantage.

3.3.3 Public Library as an Educational Centre

a. Formal Education

The impression prevailing in our country of a public library is that it is an institution providing books, Chiefly novels for recreational readings. The impression is based on

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the actual service rendered by large majority of public libraries in our country. Few people regard it as a place which can be approached for educational purposes. But the public library has an educational function to perform.

It must serve the teachers and students of educational institutions in its area by acquiring books of academic importance suited to their needs. No educational institution is able to make in its own library all the books required by its users. The public library should therefore supplement the resources and services of these libraries.

b. Life Long Self Education

Those who have undergone the course of formal education should keep themselves of the continuous development in their fields. Otherwise they will be soon overtaken by new developments and become out of date. It is in the sense that education is described as a lifelong process. This will be possible only if they have access to the public library, well equipped with up-to-date books. Without these facilities there is a real danger of those who are educated relapsing into a state of uneducated.

c. Distance Education

The distance education comprises all those efforts aiming at enabling people to acquire an educational qualification without being enrolled in formal educational institution. With universities extending these facilities now and open universities being established for this purpose, this channel of education is becoming very popular.

Distance education basically involves self study of which library support is absolutely essential. A strong public library is the most important element in the infrastructure to be provided for the successful implementation of distance education programme. In the absence of public library facilities those joining the distance education stream will fall short of minimum standards.

d. Public libraries in Adult Education:

The percentage of literacy in India is alarming. According to one estimate 50 percent of population is illiterate. So, the major problem is to provide literacy with a view to improve the living conditions of the masses. The country has launched a number of literacy programs. But they have not yielded the expected results. One of the main reasons for the failure of the literacy programs in the past is due to the failure to lay emphasis on the need for suitable reading materials for the neo-literates and their distribution through a public library system. In the absence of follow up measures, a neo-literate would relapse into literacy. To overcome this situation the government should create a new work of public libraries to take up the follow up measures.

3.2.4 Rural Library Service

At present most of the public library service is restricted to the urban areas it is necessary that the adults and neo-literates of the rural areas must be well informed of the social and economic developments in our country and of modern methods of marketing of produce, breeding of cattle, For this purpose the Public library should establish branches and mobile libraries in the rural areas.

1. Cultural Role

A public library is a cultural centre in or than one sense. It plays a vital role in collecting and preserving the cultural heritage of the locality and making it readily available to the people of the locality. It also organizes various cultural activities, to disseminate the cultural heritage of the locality.

2. Recreational Role

It is the function of the public library to offer people certain recreational facilities so that they can spend their leisure time with profit. It also helps people to get rid of the stress and the strain of modern complex life by offering recreational literature. Thus it plays a

great role in facilitating and encouraging pleasure reading.

Types of Libraries

3. Fruitful Utilization of Leisure

With the application of machines to the manual and routine type of work, man could produce more goods, of better quality and in lesser time. By producing and selling such refined goods; he accrued more wealth for himself. Such additional wealth and leisure, slowly and gradually, were utilized to acquire more information and education, and in better cultural pursuits. The public library served as a good platform for such persons for fruitful utilization of their leisure.

Thus, a variety of factors, individually and collectively, have played their role towards the evolution of present day public library in civilized societies of the world. Now let us consider the meaning of the term 'Public Library' as it is now conceived the world over

4. Civil Role

The public library has fundamental role to play in offering to the citizens in democracy the means by which they may become informed and intelligent citizens. This will help them to know defend and enjoy their rights and realize and discharge their duties. Moreover, people now-a-days are to play a vital role in the election of the government and running several civic institutions like municipalities and Panchayats. They must have enough civic education so that they can participate in these activities intelligently. The public library by offering materials and services or education and information on civics plays great role in the political awakening of the people.

5. Social Role

The public library has another important role to play in social education to prepare people for social adjustment. It also offers materials and services to the public to understand social phenomena and thus helping the public to lead a successful social life. It also provides opportunities to understand the different groups which help to avoid social conflicts and tensions.

3.3.5 Raja Rammohan Roy Library Foundation

Raja Rammohan Roy Library Foundation in an autonomous organization sponsored by the Department of culture, Government of India: It was established in 1972 on the occasion of the bicentenary of the birth of Raja Ram Mohan Roy, the basic objective of the foundation is to take library movement to towns and villages with a view to promote reading habit among the public.

1. Assistance Programs

The foundation extends assistance to all categories of public libraries under different schemes. The current programs:

a. Matching scheme of Assistance

1. Assistance towards building adequate stocks of books and other reading materials.
2. Assistance towards the development of rural book deposit centre's and mobile library service.
3. Assistance towards storage and display of books.
4. Assistance towards organization of seminars, workshops, training courses and book exhibitions.
5. Assistance to central and district libraries to acquire T.V. and VCR sets for educational purpose, and

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NOTES

6. Assistance to public libraries below the district level for increasing accommodation.

b. Non-Matching schemes of Assistance

1. Assistance to voluntary organization providing library service.
2. Assistance to children's libraries or children section of general public library.
3. Assistance to centrally sponsored libraries.
4. Assistance to state and central library's through central selection of books, and
5. Assistance to public libraries towards centenary celebrations.

2. Promotional Activities

Collection of Statistics

The foundation has a programme for collection, compilation and dissemination of information on public library service on a regular basis. This will help effective planning of library services.

Publications:

The foundation publishes:

1. Garnthana: Indian Journal of Library Science and
2. RRLF News letter

Training programs

The foundation has taken steps to implement the official language programme

Zonal Officers

The Foundation's Headquarters is Calcutta. Four zonal offices were started in 1987 at Calcutta, New Delhi, Bombay and Madras. Each Zonal Office is headed by an Assistant Field Officer.

States Library Planning Committed and State Library Committee

These are the principal agencies through which the Foundation collaborates with the state the state governments and Union Administrations. The committees are expected not only to plan the expansion and development of library services, but also to supervise the implementation of various programs adopted by the foundation.

3.4 SPECIAL LIBRARIES

Special libraries and information centers are a natural outcome of the need for information support to research and development, business and industry, expanded functions of governments and similar other organizations. The term 'Special' as applied to libraries has various meanings. At times it is used to apply to all types of libraries that are not academic, public or research. At the other extreme the term is used in a restricted sense.

A special library according Fosket, "is one serving a group, having an extra-library existence, whose members direct at least some of their activities towards a common purpose". While special libraries have been in existence since the beginning of this century, information centers emerged from the fifties and have now developed into a major group of information centers. They have overlapping functional characteristics. There are also considerable variations in the level of services offered by them. In this Unit, we shall study the origin, growth and development of these two major information institutions, such as Special Libraries and Information Canters the functions they perform, the products they generate and the services they offer. The Special Library Association

of America defines special library as “(a), a library or information center maintained by an individual corporation, association, government agency, or any other group; or (b) a specialized or departmental collection within a library; for the organization and d Though the concept of Special Library is of a recent origin, a good number of experts have defined the Special Library. M.L.M. Harrod in his “Librarian’s Glossary of Terms” defined that a “Special Library is a collection of books and other printed, graphic or recorded material dealing with a limited field of knowledge and provided by a learned society, research organization, industrial or commercial undertaking, government department or ~even an educational institution. It may also be a special branch of a public library serving certain interests or occupational groups such as a technical library or a special subject library, meeting the needs of all enquiries on that given subject such as a music library”.

Broad field defined that “a special library is neither academic, commercial, national nor public but it intends to serve the needs of a portion of a community requiring detailed information on a limited subject field”. The reputed library scientist D.J. Foskett defines a special library as “one serving a group, having an extra-library existence, whose members direct at least some of their activities towards a common purpose. This excludes academic libraries as their users pursue their individual ends, and are in no sense united by a Common Purpose”. “The group served, according to Foskett, may be a government department, a professional association, an industrial firm, a research association or an institute or any similar organisation. Special libraries serve organizations with a clearly defined group policy, and members of the group have indicated their acceptance of this policy by the fact of their joining, which implies their recognition of a common interest”. Dr. S.R. Ranganathan, a renowned Library Scientist prefers to call it as specialist Library to supply detailed information regarding some subject field - scientific, technical and otherwise, dissemination of information, and primarily offering service to a specialized clientele through the use of various media and methods”.

3.5 GROWTH OF SPECIAL LIBRARIES

It was in 1909 John Cotton of the U.S.A who established the Special Library Association. The objective of the association was to promote the interests of the commercial, industrial, technical, me special departments of public libraries and welfare organization. Since that time many thousands of special libraries have been established, it was felt that technical information was key to the economic development and defense preparedness of the nations.

The origin of science in India can be traced to the advent of British rule. The Asiatic Society of Bangs! established in 1784 marks the beginning of science in our country. In the latter half of the 19th century, the surveys devoted to Trigonometry, Geology, Botany, Zoology and Archaeology and the three oldest universities at Calcutta, Bombay and Madras were established. A few medical institutions also came into existence at the same time. The first decade of the present century witnessed the establishment of some of our important research institutes such as Central Research Institute and Forest Research Institute.

After independence considerable emphasis was laid on research and technology. These factors have helped the establishment of special libraries in our country. Some of the Important libraries of old standing are: The Geological Survey of India, Calcutta, Botanical survey of India, Calcutta, Archaeological survey of India, New Delhi, Zoological Survey of India, Calcutta, Anthropological survey of India, Calcutta, The Asiatic Society of India, Calcutta. The other special libraries include national Physical Laboratories and

Types of Libraries

NOTES

NOTES

other libraries coming under the purview of Indian Council of Scientific Research. There are also important special libraries like law libraries and medical libraries based in Delhi.

Specialization has become as an effective method for providing new information. Such parent science such as chemistry, Biology and Physics have been divided and subdivided, in other areas of knowledge there are also multiplying specialties and subspecialties. On account of research and specialization there has been increase in the number of publications. Those who need information contained in these materials want to know much earlier and want to have access to them much faster. It is to meet this challenge a large number of special libraries have come into existence.

3.6 KINDS OF SPECIAL LIBRARIES

The special libraries are those which serve: historical societies; newspapers, shoots of Law, law firms; bar associations, officials of this Central, state and local Governments, airlines, medicals, schools, hospitals, medical Societies; churches, museums learned societies, banks, insurance companies and industries.

Characteristics

1. One of the independent characteristics of a special library is that each is a unit or part agency of an organization, institution; business or an agency of organization institution,, business or an industry. The sole purpose of the special library is to provide the information vital to the parent organization in the achievement of the objectives of the organization.
2. Special libraries serve a limited and well defined clientele, Generally the clientele of special library is small and limited to the staff of the parent organization.
3. The size of the special library collection is usually small. The scope of the collection is organised in a special subject or a group of related subjects. The scope is determined by the interests of the parent organization. The library collects and organizes in its primary subject areas. Some materials are also collected on related areas.
4. The special libraries are of various forms and sizes, but the majority of them are small.

Library Staff

The staff of the special library is small, consisting of the professional librarian with clerical assistants. However, some special libraries have a number of specialists on the staff such as translators, abstractors, indexers or an information specialist.

The Special Librarian must have

- a. Understanding of the structure and policy of the organization or agency it serves.
- b. Knowledge of subject specialty of the library and its literature and of the techniques of reference and information services
- c. Familiarity with the entire collection and the particular interest of the clientele and the ability to match the literature and the clientele
- d. Ability to perform such special services as indexing, abstracting, translation, or knowledge of where these services can be procured quickly
- e. Willing to change from traditional methods to modern methods, and

- f. Ability to work well people with the organization.

Types of Libraries

Services

The special librarian serves his clientele by

- Examining an new literature, evaluation hand making it to reach the right person at the right time.
- Providing quick reference service using photo copies as needed
- Making literature searches and providing bibliographies, abstracts, summaries and translations if necessary
- Using inter-library loan to provide additionally needed materials
- Providing current awareness services especially selective Dissemination of information, and
- Developing programs to retrieve information through the use of computers.

While other types of libraries serve multiple objectives such as education, research, recreation, cultural and social activities, the major and perhaps only objective of a special library, is the provision of information, in support of the objectives of its parent organization. Special libraries exist in a wide variety of organizations, most of them being units of larger organisations. Their purposes are usually other than provision of education or conventional library services, invariably meeting the information requirements of the organisations to which they are attached. Special libraries are formed in research and development, establishments, government departments, directorates, industrial and business undertakings, learned societies and professional associations, trade and business associations, hospitals and health services, social and welfare organisations, museums, national gallery of arts; etc. However special libraries are also established to serve a particular group of users or specialists working on a subject or a group of subjects or on a particular type of documents, etc. The following table illustrates these units.

3.7 SUMMARY

In all these efforts to modernize our educational system, libraries and self-learning have been considered vital components and integral parts of the entire educational process. Considerable thought and attention have been given to the planning and development of academic libraries and self-learning at all levels. As principal instruments of the modern educational system; there is, however, still scope for improvement in terms of their effectiveness.

The public library has a vital role to play in the contemporary society. Public libraries by their nature and scope are more widely concerned with the society at large. Again the political and social changes have influenced the nature, scope and role of public libraries in the society. The current trends in the society notably, urbanization, universal education, have added new dimension to the public library services. The modern society depends more and more on the efficiency of these services.

The special libraries are those which serve: historical societies; newspapers, shoots of Law, law firms; bar associations, officials of this Central, state and local Governments, airlines, medicals, schools, hospitals, medical Societies; churches, museums learned societies, banks, .insurance companies and industries.

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3.8 REVIEW QUESTIONS

NOTES

1. What are different types of Libraries?
2. Describe academic library system?
3. Delineate public library system?
4. Explain about special libraries?



NATIONAL LIBRARY SYSTEM

Structure

- 4.0 Aims and Objectives
- 4.1 Introduction
- 4.2 Type of national libraries
 - 4.2.1 Functions
 - 4.2.2 Bibliography
 - 4.2.3 Readers' Services
- 4.3 Famous national libraries
 - 4.3.1 Indian National Library
 - 4.3.2 British Library
 - 4.3.3 Library of Congress
- 4.4 Summary
- 4.5 Review Questions

4.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- About the type of national libraries
- How the readers can service to the libraries
- Importance of the famous national libraries
- Implementation of the Indian libraries
- Difference between Indian libraries and national libraries
- Involvement of the congress in the library system
- Functions of the national libraries
- Functionalities of the british libraries.

4.1 INTRODUCTION

The concept of national libraries is a recent development dating back to a few centuries. This development has been a feature of socio-economic, culture and scientific advancements in the western industrially advanced countries. Although national libraries in some form existed in many countries in the past, the origin and growth of national libraries as we understand them today have been an outcome of the Renaissance and

NOTES

Reformation movements in Europe. Their growth has been accelerated by advances in science and technology and their applications in industry, trade, transportation and communication. Their objectives, functions, and activities have been a topic of debate and discussion in many international and national forums. Although no universally acceptable definition has emerged out of these discussions and debates, a general, consensus of objectives, functions and activities of national libraries could be formulated from such discussions.

National libraries have grown and developed in recent decades in different dimensions, indicating the need for specialized national libraries on the basis of subjects (i.e., Medicine), functions (i.e. Lending), user groups (i.e., Blind), and materials (Newspapers). This is also briefly sketched out in one of the sections of the Unit.

While almost every country has a national library, today, we have taken as case studies the National Library of India, the Library of Congress and the British Library; all these great national libraries have some common aspects. While each one of them has its own unique and distinct features. Books have been written on these libraries describing their historical background, growth and advancement in recent decades and their future perspectives

The first person to turn his attention to the importance of National Library Aruridelle of the British Museum Many attempts have been made at a universal definition of the National Libraries, in view of its importance many national and international conferences have discussed the organization and functions of it.

The UNESCO at one of the conference defined National Libraries as “libraries which, Irrespective of their title, am responsible for acquiring and conserving copies of all significant publications published in the country and if deposit library either by law or under other arrangement”.

Now there is change in the functions of the National Libraries. Earlier primary function was to build up exhaustive collections. Secondly, the most of the National Libraries allowed the public to have limited access to their affections. Thirdly other libraries of their countries.

The founding of the National libraries began in the 17th century. The majority of the national libraries are the result of the merger together of a number of other libraries, either by gift, bequest, purchase or compulsion. The collection of Sir Hans Sioan. Sir Robert Cotton and Edward and Robert Haley formed the basis of the British Museum Library. Royal libraries figure importantly in the history of the European national libraries. Monastic libraries were added to the national libraries of many countries.

The national libraries have benefited from revolution. After the French revolution many thousands of volumes were confiscated and added to the Bibliotheque National. Similarly after the Russian revolution a vast number of libraries were transferred to the Lenin State Library.

Another recurrent theme in the growth of national libraries is the importance attached to the law of legal deposit. Many national libraries saw that the copy right could become a good basis for any national library.

Many national libraries are nationalistic in character. The common basic unction of all the national libraries is collecting and preserving the written materials of that country for the future generations.

The concept of national libraries, as we know them today, has developed in about three centuries back, mostly in industrially advanced countries of the West. The growth and advancement of such libraries has been a conspicuous feature of the intellectual and cultural development of a country. Not only have they grown in size,

particularly in the last half a century, they have also expanded in multifold dimensions, tending to develop into a network of national libraries. There are, in some countries today, national subject libraries for medicine, agriculture, science and technology, and for a few professional services like document supply, compilation and production of national bibliographies.

National Library System

NOTES

4.2 TYPE OF NATIONAL LIBRARIES

1. Cultural national libraries (National Library of Wales)
2. Dual Nation purpose libraries (The Bavarian state library in Munich)
3. National academic library (The Jewish National University Library)
4. National public library (India)
5. National parliamentary libraries (Library of Congress)
6. National Subject libraries (the U.S. Agriculture and medical libraries)
7. National library for the disabled (The national library for the blind)
8. National Libraries which are difficult to classify (National Central Library in Florence)

4.2.1 Functions

1. Acquisition

While discussing the overall objectives of National Central Library, Ranganathan emphasized that: "The National Central Library should be national in every sense of the word and not merely the symbolic representation of the library personality of the nation. It must be the channel through which all the library obligations of the nation to the international world are discharged. It should be national in the sense of being the ultimate book bank of the nation capable of supplementing the library resources, of every locality, by being open for use by any citizen wherever he might live and whether in the present or in the future. It should also be national in the sense of having representative copies of every reading and kindred material published within or on our country and by or on all the nationals of our country. It should also procure practically every reading material published anywhere in the world for which there is likely to be a reasonable demand from our people". In the Final Report of the Regional Seminar on the Development of National Library in Asia and Pacific Area held at Manila in 1964, the following functions of the national library have been given :

- i) To provide leadership among the nation's libraries;
- ii) To serve as a permanent depository for all publications issued in the country;
- iii) To acquire other types of materials;
- iv) To provide bibliographical services;
- v) To serve as a co-ordinating centre for co-operative activities; and
- vi) To provide service to government.

Keeping in view the "two definitions given in the earlier section and the practices in vogue in some of the important national libraries of the world, we may give a fairly exhaustive list of the objectives and functions of a National Library. The national library should acquire publications within the country materials of temporary interest like newspapers are omitted, National Bibliographies:

- a. Current national bibliographies based on the publications of the legal deposit laws
- b. Publication of bibliography of bibliographies of the country.

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c. Trailing of bibliographers

2. Preparation of Union Catalogues

Preparation and production of national bibliographies of books and periodicals and other non-print materials, in printed and/or microforms and machine readable forms is other formation of the National library. By-products of these may be directories of publishers, authors of repute with their addresses and current statistics relating to production of books and other documents.

The Indian National Bibliography published by the Central Reference 'Library (National Library Campus, Calcutta), and the British National Bibliography, brought out by the British Library. Once this is available this provides the only means of knowing with reasonable certainty whether a book being traced to be found within the country, thus eliminating unnecessary request to other countries.

3. International Exchange

The national library is usually the most suitable institution to undertake the distribution and exchange of bibliographical information at the international level.

4. Training

The national library has distinct features of its own-encyclopedia character of its collection. The variety of materials held and the diversity of specialized departments and services. It is the fit place to handle these materials successfully, the national library should provide training to its staff in these special tasks. Secondly, the national library should provide guidance and training to other librarians in new methods.

5. Information services

The information on books, periodicals and other materials collected may have to be disseminated through:

- i) Catalogues in printed, microforms and machine readable forms; 9 National Libraries : Their Functions: A Descriptive Account of National Libraries of India, UK and USA 10 Different types of Libraries and Their Functions
- ii) Compilation of retrospective or current bibliographies on various subjects in anticipation of or on request.

Retrospective bibliographies include past publications over a period of time, while current ones confine only to current publications.

For example, the compilation and publication of Bibliography on Ideology of the National Library of India is a continuing project, in which four volumes have been published, viz., Indian anthropology; Indian botany (2 volumes); and Bengali language and literature. Current bibliographies are usually compiled on request from scholars and institutions on current topics, most of which may be short and selective.

- iii) Index to currently published journals literature appearing in research and/or scholarly periodicals;

If no other institution or agency compiles and publishes indexes to current scholarly or research journals, National libraries, may undertake this responsibility.

- iv) Preparation and production of abstracts of current literature on subjects of national interest; The Indian Science Abstracts, a record of current literature in Indian science, prepared from the journals and other documents received by the National Science Library, is being brought out by the Indian National Scientific Documentation Centre.

4.2.2 Bibliography

National Library System

1. It is responsible for the bibliographical services of its own country.
2. It should be responsible for the operation of bibliographies based on its own collection particularly manuscripts. It should compile and publicise at frequent and regular intervals a bibliography of bibliographies issued in the country.
3. It should serve as, bibliographical information centre. Its collections are big. Its catalogues are a major source of information. It can complete specialized indexes and bibliographies specialized indexes and bibliographies. Moreover it has the trained staff to serve this function. As a part of its bibliographical information service, the national library should be prepared to supply basic information such as dates of publications, exact titles of books etc.

4.2.3 Readers' Services

- i) Providing facilities for reading, consulting, etc., on the premises, including research alcoves/rooms for serious readers such as researchers; scholars and writers;
- ii) Offering reference, bibliographic and information services;
- iii) Providing inter-library lending and serving as a national and international' inter-library loan centres;
- iv) Providing photocopying services, including the preparation of slides, overhead transparencies and other facilities to scholars, researchers and others;'
- 1 v) Offering specialized services to government; business and industry such as answering technical enquiries from business and industry, preparation of special lists/bibliographies on specific topics on request from Government Departments; and
- vi) Serve as a referral centre, which assists users to locate any source of information through specialised directories and guides.

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4.3 FAMOUS NATIONAL LIBRARIES

18 A national library is a library specifically established by the government of a nation to serve as the preeminent repository of information for that country. Unlike public libraries, these rarely allow citizens to borrow books. Often, they include numerous rare, valuable, 45 or significant works such as the Library of Congress's Gutenberg Bible. National libraries are usually notable for their size, compared to that of other libraries in the same country. Some national libraries may be thematic or specialized in some specific domains, beside or in replacement of the 'main' national library. Some national entities which are not 6 independent but who wish to preserve their particular culture, have established a national library with all the attributes of such institutions, such as legal deposit.

4 Many national libraries cooperate within the National Libraries Section of the International Federation of Library Associations and Institutions (IFLA) to discuss their common tasks, define and promote common standards and carry out projects helping them to fulfill their duties. National libraries of Europe participate in The European Library. This is a service of The Conference of European National Librarians (CENL).

4.3.1 Indian National Library

7 The National library collection goes back to Calcutta public library, the Calcutta public 41 library was opened to the public in 1936. Lord Curzon amalgamated the collections of the Calcutta public library with the imperial library and opened the imperial library to the public in 1903. The first librarian was John Macfarlane.

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I. National Library Functions

The National Library today serves as the permanent repository of all reading information material 1. Produced in India 2. All the printed material written by Indian and concerning India written by foreigners irrespective of its place of publication. It is the recipient of all published material in India under the Delivery of Books Act 1954 as amended in 1956. The National Library came into existence by act of parliament in 1948. Mr. B.S.Kesavan was the first librarian of the National Library.

To streamline the functioning of the National Library many committees have been setup over the years. The most important report was submitted in 1960 under the Chairmanship of V.S.Jha. The library follows the objectives laid down by the Jha Committee, According to it the objectives of the library are:

1. Acquisition and conservation of all significant printed matter produced in the country excluding Literature which has temporary value.
2. Collection of Printed material concerning the country wherever it is published.
3. Acquisition and conservation of manuscripts of national importance.
4. Planned acquisition of foreign material required by the country.
5. Rendering bibliographical and documentation services.
6. Acting as a referral centre.
7. Provision of photocopying and repro graphic services,
8. Acting as the centre for international book exchange and international loan.

II. Readers Services Program

National Library renders its services to its readers from different parts of India and abroad on 362 days in a year. The library remains closed on three national holidays i.e. 26th January, 15th August and 2nd October. All Indian citizens above the age of 18 can become its members.

a. Main Reading Room and Reference Division:

The main reading room and reference division provides reading facilities and reference services.

b. Lending Section

Unlike most other national libraries of the world this national library lends documents to its members and other government agencies and organisations.

c. Bibliographical Services

The national library acts as the main bibliographical centre of India as the repository of materials published in India and on India.

III. Present Ongoing Programs

The National Library at present has four major activities:

- a. Collection building and collection programme.
- b. Readers services programme
- c. Conservation of library materials programme and
- d. Administrative Activities.

a. Collection Building and Collection Organization Program

This is the major programme which mainly deals with the acquisition and processing

division of the library. The work is distributed in the following manner:

National Library System

- i. Acquisition - Book order
- ii. Acquisition - Book selection
- iii. English serials division
- iv. Processing (English language materials)
- v. Indian languages division
- vi. Maps division
- vii. Indian official documents division
- viii. Foreign official documents division

b. Reader's Services Programme

The Indian National Bibliography published on the basis of the receipts under the Delivery of books Act. The library is also responsible for giving current and retrospect bibliographies on indology and other subjects. To render such services, there are two specialized divisions Bibliography (general and Bibliography (special).

c. Conservation of library materials program

What started as a small mending unit in 1957 has now become full fledged conservation with 3 major divisions

- i. Preservation division
- ii. Chemical laboratory and
- iii. Reprography division

To implement the automation programme, the library introduced AACR2 as the first step in modernisation. The MARK RD database for computerized cataloguing was introduced in 1991. To check the acquisition of serials, periodicals another database named CHECHI was introduced in the same year. During 1991, the National Library extended consultancy services to the teams of engineers of the Computer Maintenance Corporation (CMC) in regard to CALIBNET (Calcutta Library Network)

Three new programs are proposed for the future:

- i. Compilation of national union catalogues
- ii. Setting up of book production statistics and
- iii. Starting a project to produce rare documents on microform.

d. Administrative

To look after the increased activities of the National Library and a good number of new schemes, the availability of supporting staff in the administrative wing is important.

4.3.2 British Library

The British Museum Library was officially founded in 1753. The personal collections of Sir Hans Sloane along with other collections were purchased, to form the basis of the British Museum Library. The British Museum was first opened, in 1857. It was Antonio Panizzi, the assistant librarian of the British Museum who was responsible for its rapid growth. He greatly improved the library's holding of foreign books by employing agents throughout Europe and USA.

In 1972, the British Library Act was passed, where by the various national institutions were brought together to form the British library - the British Museum becoming the Reference Division, the National Central Library and the National Lending Library for Science and Technology becoming the Lending Division and the British

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National Bibliography becoming the Bibliographic division.

The British Library is the National Library of the United Kingdom. It occupies a central position in the information network of the country. It promotes the use of information in the fields of research, industry, commerce and other major fields.

I. Board of Management

The British Library is headed by the Board of Management comprising of:

- i. The Chairman
- ii. The Chief Executive
- iii. Directors General from three operating Divisions (Humanities and Social Sciences, Science & Technology and Industry, Bibliographic Services)
- iv. Nine members who have experience in the fields of libraries, finance, industry or Administration.

II. Organization and Services

The British Library is divided into the following five divisions:

1. Humanities and Social Sciences
2. Central Administration
3. Science, Technology and Industry
4. Research and Development Department.
5. Bibliographic Services

1. Humanities and Social Science Division

The British Library Humanities & Social Science Division (Formerly the Reference Division) comprises the library department of British Museum, the India Office Library & Records, the national sound archives and the Association library. The division is organised into the following units:

- i. Collection Development
- ii. Public services
- iii. Special collections
- iv. National sound archives
- v. Preservation services, and
- vi. Divisional planning and Administration.

2. Bibliographic Services

This division provides the most of important central resource of bibliographic records and services in the United Kingdom. One of the important services of the division is the publication of the British.

3. Science, Technology and Industry

This division comprises of

- i. Document supply centre and
- ii. Science reference and information services.

i. Document supply centre

This is the largest library in the world devoted to the supply of documents by loan, photocopy and microfilms. It is the National centre for interlibrary lending within the U.K. and other countries.

ii. Science reference and Information service

National Library System

It provides up to date reference and information service.

1 4. Research and Development Department

This department promotes and awards funds for research and development related to library and information operations. The results of the research are disseminated through a number of channels like the conferences, seminars, workshops, demonstrations and reports.

5. Central Administration

1 This division supports the other divisions and departments by undertaking centralized personnel training, administration, accommodation and legal services.

4.3.3 Library of Congress

52 Library of Congress was established in 1800. This is the main National Library of the USA and the biggest one in the world. Under the law the first responsibility is service to Congress. One department, the Congressional branch functions exclusively for the legislature. Now its services have been extended to the other branches of government, and the public.

Collections

The Library's exclusive collections are universal in scope. It includes many special collections. The manuscript collections relate to the history and civilization and include personal papers of many American Presidents. The music collections contain volumes and pieces from classic works to the most recent ones.

Reference Services

Admission to the various research facilities is free. However access to the certain collections is restricted. Extension, of Services: The Library extends its services through:

- An inter-library loan system
- Photostat facilities at reasonable cost
- Exchange of duplicates with other institutes
- The sale of printed catalogue cards and magnetic tapes
- a Centralized programme, whereby the Library of Congress acquires material, published all over the world, catalogues it properly and distributes in the form of machine readable or printed cards, and
- Catalogue-in-publication programme in cooperation with American publishers for printing cataloguing information in the book.

Center for the Book

The Center was established in 1977. The Center explores important issues in book and educational communities to encourage reading and the research about books and about reading. It brings together authors, publishers, librarians, booksellers, scholars and readers together to discuss common problems.

National Preservation Programme

The Library of Congress provides technical information related to the preservation and restoration of library and archival materials.

Books for Blind

26 Talking and braille books and magazines are distributed through 159 regional and sub-regional libraries to the blind and physically handicapped persons of the U.S.A.

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Reference and Bibliographical Services

Guidance is offered to readers about the Library of Congress collection. Separate reference service is available in Science, and technology to answer brief technical enquiries. A series of reference guides have been issued by the Science and Technology Division under the general title L.C.Science Tracer. These guides are designed to keep the reader to locate the published material on the subject.

4.4 SUMMARY

A national library is a library specifically established by the government of a nation to serve as the preeminent repository of information for that country. Unlike public libraries, these rarely allow citizens to borrow books. Often, they include numerous rare, valuable, or significant works such as the Library of Congress's Gutenberg Bible. National libraries are usually notable for their size, compared to that of other libraries in the same country. Some national libraries may be thematic or specialized in some specific domains, beside or in replacement of the 'main' national library. The British Library is the National Library of the United Kingdom. It occupies a central position in the information network of the country. It promotes the use of information in the fields of research, industry, commerce and other major fields.

4.5 REVIEW QUESTIONS

1. What is national library system?
2. Explain Indian national library.
3. Discuss about British national library.
4. What are the services offered by library of congress?

UNIT 5

NATIONAL AND INTERNATIONAL LIBRARY ASSOCIATIONS

Structure

- 5.0 Aims and Objectives
- 5.1 Introduction
- 5.2 The Indian library association
 - 5.2.1 The Indian Associations of Special Libraries and Information Centres Origin
- 5.3 American library association
 - 5.3.1 The Library Association (United Kingdom)
- 5.4 International and national organizations
 - 5.4.1 International Organizations
 - 5.4.2 The International Federation of Library Associations
 - 5.4.3 National Organizations
- 5.5 Summary
- 5.6 Review questions

5.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to :

- The functionality of Indian library association
- Indian associations of special libraries
- The functionality of American library association
- About the national and international library organizations
- Difference the functionality of the national and international libraries
- Library associations of the united kingdom
- How the general library associations are organised

5.1 INTRODUCTION

Library Associations and organizations play an important role in the services and organization of library system in a nation. The librarians like others have organised associations at different levels with a view to pursue common objectives. The development of libraries gained momentum in the United Kingdom and the W.S.A. in the second half of the nineteenth century which prompted the librarians to form library associations. This desire prompted for the establishment in 1876 of the American Library Association. This is the oldest association in the World. In the following year the Library

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Association was founded In the Itaited Kingdom. In our country the first library association to be founded was the Indian Library Association in 1933. Another association catted the Indian Association for Special Libraries and Information centre's was started in 1955 with Calcutta as its headquarters. Later the Indian Association for Library Science Teachers came into existence. Besides these we have many associations at the state and the local levels.

The objectives of the Associations are:

1. To develop libraries and their services
2. To protect die interests of librarians and help for the advancement or the status and influence of the library profession
3. To promote continued education to its members by organizing meetings, seminars, conferences etc.
4. To promote research in Library Science
5. To undertake publications like periodicals, handbooks, newsletters etc.
6. To promote cooperation and coordination among libraries
7. To advise and help the government on matters of library legislation, and
8. To promote library education and maintain good standards, growth of Library Associations in India.

The following four trends are noticed in the development of library associations in India:

General Library Associations

With the library development picking up in the country many general library associations were started. The objectives of these associations were two fold-in the first place they strove to spread awareness among the public about the value of libraries. Further, they tried to convince the policy -makers to take measures to improve the provision of library services. Later on they extended their activities to other areas like the development and protection of the interests of the librarians. The Indian Library Association and the different state library association fall under this category. With the growth of different types of libraries it was felt that the general library association should not look after the interests of the specialist librarians. Therefore the IASLIC was started.

Association of Professionals working in Particular type of Libraries

In the recent, decades the strength of the professionals working in different types of libraries has increased. It was felt that separate libraries for each type of professionals were necessary to look after the specific interests. The Indian Association of Academic Libraries, Government of India Librarians Association, arid, College Librarians Associations at different levels are the examples of this type of library associations. Fourthly, another type of associations came into existence which organised the employees of the library on trade union basis to protect their interests: West Bengal public Library Employees Association is art example of this type of Library Association.

5.2 THE INDIAN LIBRARY ASSOCIATION

The idea of forming a national association was discussed for the first time in 1928 at the All India Conference of Librarians held in Calcutta. This came up again for discussion at the All Asia Education Conference held at Beruirasiti 1931, but did not produce any results.

It was mainly due to the efforts of three librarians Dr. M.O.Thomas, K.M.

Asadullah, and S.R.Ranganathan that the Indian Library Association (ILA) was finally founded on September 12, 1933 in Calcutta. It was a landmark in the history of Indian librarianship. The constitution of the association was drafted and adopted on September 13, 1933. The first conference was held from 12-14 September.

1. National and International Cooperation

The ILA is duly represented on bodies like the Indian National Commission for cooperation with the UNESCO, the Indian Standards institution, and the Raja Ram Mohan Roy library foundation. It is also affiliated to the IFLA and the commonwealth library Association (COMLA).

The association has been pressing the Government of India and the Other state governments to bring forth library legislation which can help proper development of public library system in the country. The Association has made many efforts to improve the working conditions of the librarians.

5.2.1 The Indian Associations of Special Libraries and Information Centres

Origin

The origin of the association can be traced back to 1955. It was this year the proposal was put forth at meeting of the librarians, scientists and research workers. The association was formally inaugurated in 1955. Right from the inception the association has been fortunate enough to have the support of the dedicated workers.

Structure

IASLIC is governed by a council which formulates policies and programs. The functions are performed through its Six Divisions.

There are:

1. Documentation Services
2. Publications and Publicity
3. Library Services
4. Documental reproduction and translation
5. Cooperation and coordination, and
6. Education

The membership is open to the individuals and the institutions. The association is affiliated to the IFLA and the FID. It serves on the committees of the Indian standards institution and the commission for the UNESCO.

Study Circles

The association has started a number of study circles in important cities and towns to act as professional forums for the professionals to participate in the seminars, conferences and to take up writing. Study circle meetings are held at different places at different intervals.

Reprography and Translation Services

IASLIC took initiative in providing reprographic and translation services in 1958 to individual researchers and institutions. Its reprographic service consists of providing micro and macro copies of documents and translation service consists of providing English Translation from all the major foreign languages on nominal charges. Translation services are provided with the help of professional translators working in different institutions in the country.

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National and International Library Associations

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Education

From its inception the IASLIC launched a number of programs in this direction. It has been organizing language courses in French, German and Russian. It conducted a training course in Special Librarianship and Documentation from 1961 to 1972. Another course on indexing system was organised in 1976. IASLIC also arranged a week long course in reprography in 1981, addition it has sponsored many continuing education programs.

Seminars and Conferences

IASIJC holds a biannual seminar and conference alternate years. This is the best occasion for the members for meeting an exchanging experience.

Cooperation

The IASLIC maintains its unfailing faith in the spirit cooperation, An inter-library loan code was drafted to "facilitate better cooperation and resource shaping among libraries. The collection of data for the Union Catalogue of Scientific Periodicals sponsored by the INSPOC.

Library

The IASLIC Library is being gradually developed, which made modest beginning with Library mostly science journals. With the addition of A Second floor to the building, it has additional space for the library. The library facilities are normally available to the members of the Association.

Publications Programme

IASLIC is publishing a quarterly journal entitled IASLIC Bulletin which contains articles on Library and Information Science. It also publishes IASLIC Newsletter. It is a monthly publication and contains text of news of institutional activities, persons and other news of professional interest another publication is the Indian Library Science Abstracts, it includes abstracts in English of articles papers and book published in all the Indian languages. This special publications include a number of monographs on specific aspects of librarianship and documentation. In 1985, it published the Directory of Special and Research Libraries in India.

5.3 AMERICAN LIBRARY ASSOCIATION (ALA)

Early Development

A large number of librarians from U.S.A., Canada and U.K. met at Philadelphia in 1876. It was her that the American Library Association was born. The early activity of the Association was restricted largely to holding annual meetings and to committee work. During the World War II the library association came into prominence because of its services to the armed forces.

Organization

The Association is made up of 13 divisions, each responsible for a specific area of concern. There are ten round tables composed of members who are interested, in aspects of librarianship not within the scope of any division. There are also fifty six chapters, each responsible for the promotion of library services and librarianship within its geographical area.

5.3.1 The Library Association (United Kingdom)

The Library Association was founded in 1887. This is the second national association, the first one being the American Library Association. The headquarters is in London.

Membership

Today the Association has about 25,000 members, of whom majority are from the public libraries. Anyone may join the Association who is interested in the objects of the Association.

Structure of the Association

The Association is a highly decentralized body. Twelve geographical branches cover the whole of the United Kingdom and it has 23 special interest groups. Responsibility for the management of the association rests with the Annual Meeting open to all members with a council. Five Subject Committees cover the entire range of the Association activities. The Executive Council is responsible for finance and policy.

Publications

In addition to books, the Library Association is publishing five abstracting and indexing serials

- (a) Library and Information Science Abstracts
- (b) Current Technology index
- (c) British Humanities Index
- (d) Current Research, and a new service
- (e) Applied Social Sciences Index and Abstracts (ASSIA)

Each month the Association publishes its magazine. The Library Association Record. The Record helps the library professionals to keep abstract of latest developments in the profession. More fundamental work on professional issues appear in the Journal of Documentation.

Service to Members

The Association fights for the salary and other conditions of its members. It also undertakes a number of continuing education programs of short courses.

Library Science education programs are offered by the universities and polytechnics in the U.K. But the courses in these library science schools are subject to regular assessment by the Library association.

International Cooperation

From its inception the association attached importance to cooperation with, librarians and information workers in other countries. The Association is one of the most active members of the IFLA. It has also made arrangements with the library, associations in many countries for the exchange of expertise.

5.4 INTERNATIONAL AND NATIONAL ORGANIZATIONS

5.4.1 International Organizations

International Organizations have acquired importance in the 20th century. Organized international library cooperation can be traced back to the last quarter of the 19th century, in 1835, the Institute International de Bibliographic was founded which is now known as FID. Early in the present century it was realized the need for establishing international cooperation on a permanent basis. The International Federation of Library Associations (IFLA) was founded in 1927.

1. UNESCO

UNESCO (United Nations Educational Scientific and Cultural organization) is one of

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the agencies of the United Nations created in 1946. There are about 130 countries as members/Since its inception it has done a commendable job in the development of libraries and documentation centre's.

UNESCO and Information

UNESCO has been concerned with information matters. United its constitution it has the duty to maintain, increase and diffuse knowledge of

- a. Protecting the world's inheritance of books
- b. Exchange of information materials, and
- c. Initiating international cooperative efforts to give the people of a country's access to the publications produced by any one of them.

Organization

Like other specialized agencies of the United Nations UNESCO is an organization of states. Its governing authority is the General Conference which comprises all member states and determines the main policies and programs of the organization. In each member state, a UNESCO national commission provides a link between institutes concerned with educational, scientific and cultural matters and the work of the UNESCO as a whole.

The UNESCO Secretariat is organized into five main sections - science, culture, communication, education and social sciences. Some units with multi-sectoral responsibilities exist outside the sectoral structure. One of these is the Division of the General Information Programme (PGI).

Development of Libraries and Librarianship

UNESCO through its assistance programme has helped its member states to establish and improve the library services. Particular attention has been paid to the development of public, national and university libraries.

Provision of Expertise

UNESCO has assisted a large number of countries to organize their library services on a national scale by providing them experts. These experts have helped in setting up public, national, special or university libraries. They have also worked as librarians offering guidance and advice.

Bibliography and Documentation

There are national bibliographical groups in several countries working closely with UNESCO in the fields of bibliography and documentation.

a. National Bibliography

Publication of national bibliography is one of the important jobs of the national libraries. UNESCO has provided assistance for the development and publication of such bibliographies to countries like Pakistan and Srilanka.

b. Subject Bibliographies

Several subject bibliographies have been published by UNESCO in the fields of pure, applied and social sciences.

Information and Documentation Activities

Among the various information and documentation activities, the establishment of World Science Information System (UNISIST) is particularly important. An Inter Governmental Conference was organized by UNESCO in Paris in 1971 to make recommendations covering the basic principles of the proposed World Information System.

International Exchange of Publications

National and International Library Associations

During the World War II the collections of many libraries in France, and Britain were destroyed. One of the earliest efforts of UNESCO was to establish contacts between the affected libraries and those libraries having material for exchange. The UNESCO Bulletin for Libraries carried information about the exchange of publications (Now this publication is discontinued).

Book Promotion

Although the developing countries represent about 70 per cent of the World population, they produce not even 20 per cent of the World books production. UNESCO has carried out many studies and organized a series of regional meetings to study the problems and find solutions of both production and distribution of books in member state International Book Year 1972 marked an important stage in the implementation of the activities of the World community.

5.4.2 The International Federation of Library Associations

The 50th anniversary of conference of the American Library Association at Atlanta City and Philadelphia marked the beginning the concept of the international library associations. The IFLA was founded in 1927 at the annual conference of the British library Association when the resolution was signed by the representatives of 15 countries.

Organization

The supreme body of the IFLA is the council consisting of all members. The administrative body is the Executive Board. The executive Board consists of the president, the immediate president for two years after his retirement from the office and Six Vice-presidents, with Treasurer and Secretary, Ex-Officio and several honorary members. The president and the vice-presidents are elected by the General council.

The IFLA works through two types of bodies. Professional group (32 sections and 11 Round Table organised into 8 core Programs).

5.4.3 National Organizations

1. Indian National Scientific Documentation Centre (INSDOC)

INSDOC was set up in 1952 by the Government of India with technical collaboration with the UNESCO. The Centre is an independent unit functioning under the Council of Scientific and Industrial Research.

a. Document Supply Service

INSDOC offers document supply service in response to request from scientists, doctors, engineers and industries.

In the first instance the INSDOC searches its collections. If the document is not available then it procures either from the libraries located in Delhi or from other piece in the county or outside India. The document is supplied to the user in the micro film or Photostat form.

b. Translation

INSDOC arranges for translation into English of scientific papers published in other foreign languages. The centre maintains a panel of translators who have competence in translation. The translations made by the members are thoroughly edited by experienced staff members.

c. S.D.I

Selective dissemination of information Service is provided in the fields of Chemistry, Chemical Technology, Physics, Electrical Engineering Electronics and computer

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Technology. The SDI system selects current information from journals, reports, books, patents and conference papers included in the databases. The selection is achieved by fully computerized process matching individual interests profiles against current literature.

d. Bibliographical Services

INSDOC Provides Bibliographical services to the scientists of nominal charges. INSDOC on request compiles as list of references to recent papers on scientific subject. It has prepared a number of bibliographies.

2. National Social Science Documentation Centre (NASSDOC)

The Indian Council of Social Science Research was set up in 1969. The main objective was to encourage research in Social Sciences. Besides this, it was to create facilities of documentation and bibliographical services for research in the social science subjects. The ICSSR functions with six regional centre's located in Bombay, Hyderabad, Calcutta, New Delhi, Shillong Chandigrah.

Genesis of NASSDOC

The ICSSR soon after its inception set up Social Science Documentation Centre, because of its expanding activities it was designated as National Soda! Science Documentation Centre

3. Defense Scientific and Documentation Centre (DESIDOC)

The Defense Research and Development Organization(DRDO) created a Scientific Information Brueau (SIB) in 1958. The job of the SIB was to collect and process scientific and technical information of defence interest and disseminate to the concerned scientists. The SIB functioned as the division of the defence science Laboratory (flow called Defence Centre. In 1967 the SIB was reorganized and renamed as Defense Scientific and Documentation Centre (DESIDOC).

Functions

a. Collection of Information

Scientific and technical information of defense interest is collected from various published and unpublished sources. The Defense Science library functioning in DESIDOC acquires primary and secondary sources of information. DESISOC regularly scans the documents as and when they arrive 'at the library and collect information relating to various projects of DRDO.

b. Processing of Information

The information collected from various sources is processed into various forms like abstracts, indexes, digests, state-of-the-art reports/and current awareness services.

c. Dissemination of Information

The library and information specialist of DESIDOC also ensure that scientific and technical information generated in DRDO reaches concerned users in defense services. For the dissemination of internal information, DESIDOC brings out a few separate bulletins.

Translation Services

The DESIDOC has organised Its translation services backed by its team of qualified translators who can translate from inaugurates like Chinese, German, Japanese, French and Russian. To avoid duplication in translation, a translation bank has been set up which stores details of translations already done by DESIDOC and other agencies in India.

Computerization of Information

The DESIDOC installed computer facilities to meet the growing demands of the researchers. The centre has already developed the software for creating a database of scientific and primitive searching and retrieval.

Reprography and Visual Aids

A number of reprography facilities are provided by the DESIDOC. These include microfilming, photography and Photostat copying. Sound recording, projection and color-slide supply services are also rendered.

Training and Consultancy

DESIDOC organizes short-term programs in various areas of documentation/information services, intensive training of about 10 days duration on the following subjects have been conducted for DRDO personnel: indexing, technical writing, reprography and scientific photography, universal Decimal classification, input preparation of the computerized SDI service.

1. National Information System for Science and Technology (N1SSAT)

There is tremendous growth in the output of scientific and technical information and the number of people using information is on the increase. Therefore there is need for building up a strong national network of documentation and information services to meet the information needs of users. It was with this view that Government of India invited Dr. Peter Lazar, a UNESCO expert. He submitted 3 report recommending for the establishment of a National Information System for Science and Technology. The detailed scheme was authorised to for implementation in 1977.

Training Courses

Right from its inception NISSAT recognised the need for developing manpower in library and information sciences. It is with this view it has organized a number of short term courses for the benefit of the working professionals in modern methods.

Publication Activities

NISSAT publishes NISSAT Newsletter which covers features on information related activities of NISSAT and others. It also publishes proceedings of workshops and several directories like 'Experts in Renewable Energy', 'Source book of Environmental Activities', and institutions providing S&T information

5.5 SUMMARY

The idea of forming a national association was discussed for the first time in 1928 at the All India Conference of Librarians held in Calcutta. This came up again for discussion at the All Asia Education Conference held at Beruirasiti 1931, but did not produce any results. The Indian Library origin of the association can be traced back to 1955. It was this year the proposal was put forth at meeting of the librarians, scientists and research workers. The association was formally inaugurated in 1955. Right from the inception the association has been fortunate enough to have the support of the dedicated workers. A large number of librarians from U.S.A., Canada and U.K. met at Philadelphia in 1876. It was her that the American Library Association was born. The early activity of the Association was restricted largely to holding annual meetings and to committee work. During the World War II the library association came into prominence because of its services to the armed forces.

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International Organizations have acquired importance in the 20th century. Organized international library cooperation can be traced back to the last quarter of the 19th century, in 1835, the Institute International de Bibliographic was founded which is now known as FID. Early in the present century it was realized the need for establishing international cooperation on a permanent basis. The International Federation of Library Associations (IFLA) was founded in 1927.

5.6 REVIEW QUESTIONS

1. Explain the origin and development of Indian Library Association.
2. Describe the role of the ALA.
3. Describe International and national library organizations.

HISTORICAL DEVELOPMENT OF LIBRARY MOVEMENT IN MODERN INDIA

Structure

- 6.0 Aims and Objectives
- 6.1 Introduction
- 6.2 Public library movement
- 6.3 Factors in library legislations
- 6.4 Madras public libraries Act, 1948
- 6.5 Andhra Pradesh public library Act, 1960
- 6.6 Karnataka public libraries Act, 1965
- 6.7 Acts of other Indian states
- 6.8 Library science education in India
- 6.9 Summary
- 6.10 Review questions

6.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Introducing of Public library movement
- Factors in library legislations
- Introduction of the Bill in Madras Legislature
- Implementation of Library Education in Universities
- Main Recommendations on LIS Education
- Acts of different states
- Library science education in India

6.1 INTRODUCTION

The library movement in India is a historic one. The development of the movement was co-existed with national movement. The concept of Public libraries is an exotic one. It was the British who introduced this concept by starting a few public libraries in the chief metropolitan cities of this country. In the late 18th century. Prior to these, there were libraries, rich in many ways but were purely private, owned by the native rulers, their officials and a few feudal lords. The access was to a chosen few.

Society Libraries

When the British established their rule and started settling in big colonies in this country,

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felt the need of libraries. The residents of Calcutta made an appeal to the society for promote of Christian knowledge to dispatch a 'circulating library' to meet their reading demands. The society had conceded to their request and sent one in the year 1709. Thus the concept of libraries for all dawned on this soil. Subsequently, a number of such libraries were established in this country. Notable among them are Fort St. George Library (1714); East India Company' Library, Bombay (1715); John Andrews circulating Library at Fort Williams, Calcutta, (1770); The Calcutta Circulating Library started by Messers Cock, Marxwell & Co (1787); and The Calcutta Library Society's Library (1818).

School Libraries

The East India "Company faced administrative difficulties on account of language barrier. As a solution they started establishing schools to train local people in English who could serve as the middle men between the Government and the Public. The first school to be started thus was the one at Fort William School in Calcutta founded in 1729. There after a number of schools colleges and universities were started in the course of time by the rulers as wall as by the public. The first college to be started in this country was the Fort wiHiarn College; in 1800. The first three modem universities were started in 1857in Calcutta, Bombay and Madras successively. All these & other academic institutions were in possession of good libraries.

Libraries for Research

The Asiatic Society was established in Calcutta in the year 1784. Mr. Warren Hastings was the first patron and Sir William Jones, Judge of the Calcutta's Supreme Court was its first president, which post he retained till his death. This society started building up a good research library since iti; inception. The Asiatic Society, Bombay founded in 1804 also developed a good library. The first technical library to be founded in this country was the Victoria Technical Library in Nagpur in 1806. The Madras Literary Society had founded its library in 1812.

Public Libraries

The Subscription library started at the Fort Williams; in 1770 was later on converted into a public library in the early 19th century. A few public libraries started appearing sporadically here and there during the same period in this country. No-table among them were: The Arsha Granthalaya, Waltair (1800); United Services Library, Poona (1818); Raghunandan Library, Pun (1621); Bombay General Library (1830). These were followed by those started in Cochin, Emakulum, Serampore, Trichur and Nasik.

The Calcutta Public Library

Mr. J.H. Stocquel, Englishman the editor of the local daily drafted a scheme for the establishment of a public library in Calcutta and convened a general meeting at Town Hall on 31 October. Indians and Europeans all supported the scheme. As a result a public library was established and was first housed in the lower apartment or Dr. E.P. Strangs house at Esplanade, Calcutta. The Government of India put the final seal to the Imperial Library Act in 1902 under which, it became the owner of the Calcutta Public Library and its building. The new Library was renamed as the 'Imperial Library'.

6.2 PUBLIC LIBRARY MOVEMENT

The library consciousness started developing in the beginning of this century. There were various reasons for this. Important among them were the division of Bengal in the early part of this century brought in the people a shouldering political consciousness, which culminated into a struggle for freedom. The leaders of the nation, spear-heading

the movement realized that, the literacy of the masses was an essential pre-requisite to arouse public consciousness in this direction and the libraries would play a vital role in educating the masses, and creating political consciousness among the people.

Historical Development of Library Movement in Modern India

Mitra-Mandal Libraries

As a result, a number of public libraries started appearing in various parts of the country. Notable among them were the 'Mitra Mandal Libraries' opened in Gujarat. About 150 libraries were opened under this banner in different parts of Gujarat. This scheme was engineered by Mr. Motibhai Amin and his associates. Under this scheme, a village had to contribute Rs.10 or Rs.15 a year and get in return newspapers, periodicals and books worth double the amount. The loss was met from concessions secured from the editors of the papers, authors of books and from funds privately raised for the purpose. A similar movement under the name of "Gokhale Libraries" was started under the guidance of Mr. I.K. Yagnik by the Kalavani Mandal.

Lead from Baroda

His Highness the Satyajji Rao Gaekwad of Baroda is regarded as an "Apostle of Indian Library Movement" He introduced the free primary compulsory education in his princely State in the year 1907. In 1908, while touring in America wired to his Prime Minister to open circulating libraries in villages of the Baroda State for diffusion of knowledge among the masses forthwith sanctioning Rs.30,000 for this very project. The Education Department of the State there upon worked put the scheme of establishing libraries in the State and offered Rs.24 a year for periodicals, provided the villagers contributed a similar sum and also a set of new books worth Rs.100 each on payment of Rs. 25 made by the people. He brought with him Mr. W.A. Borden from America for organizing the 'Library System 1 of the state. Mr. Borden established the State Central Library and a number of branch libraries. He organised library training classes and started a journal by name Library Miscellany. He also designed a classification scheme suitable to the local needs and an alphabetical list of authors surnames. Children and Women libraries were also organised. In about 20 years almost all the towns and about 1,100 villages in the State had libraries of their own.

Mysore State

On the recommendation of the Education committee of the Economic Conference the State of Mysore sanctioned grants for a period of three years, to all the then existing public libraries in the state with the aim of providing "free book service for all".

As Peoples Movement in Andhra

The public library movement in Andhra is regarded as a "Peoples' movement led by Shri Iyyanki Venkata Ramanayya. It was carried to the nook and corner of the State by enthusiastic library workers. The Andhra Oesa Library Association founded in 1914 is the first of the its kind in India. Soon after its formation the Association, compiled a Directory of Andhra Libraries and started the publication of its monthly organ Granthalaya Sarvaswamu in 1915. They also organised library training classes and the AH India Public Library Association (in 1919). Of the various activities which the association carried out in the early days, the 'Library pilgrimages' can be regarded as unique and superb.

The Bengal Library Association

The Bengal Library Association founded in 1925 took an active part in spreading the library movement in that part of the country. It organised regular conferences and periodical training classes for library workers. Kumara Munindra Deb Roy Mahasab took keen interest in library matters and gave a lead in the early days of the activities.

NOTES

NOTES

The Punjab Library Association

The Punjab Library Association after its reorganization in 1929 did a commendable work. It hosted the 7th All India Public Libraries Conference in December, 1929 and published its organ the 'Modern Librarian' successfully for about a decade. It was the only journal in English when it was started in 1930.

Indian Library Association

The Indian Library Association was founded in the year 1933 with its headquarters in Calcutta. In the earlier years it compiled a directory of libraries and encouraged training of library personnel in the country. It organised conferences in alternative years. In 1943, it started its quarterly organ the 'Library Bulletin' and latter changed it as 'ILA Bulletin'.

Library Legislation

At the first All-Asia Educational Conference, Mr. Ranganathan presented the "Modes Library Act for India" which was discussed at length.

Kumara Munindra Deb Rai Mahasai who was influenced by Ranganathan introduced the library Bill in Bengal Legislature in 1931. Unfortunately it was turned down. Mr. Ranganathan made personal efforts for library legislation in Madras State.

Dr. S.R. Ranganathan redrafted the Library Bid for the Madras State and made a fresh attempt to mobilize the same in the Madras Legislature by contacting the then Education Minister Mr. Avinasalingam Chettiar. Consequently, the idea of having a public libraries Act on the Statute Book was raised for discussion in Madras Legislature and passed the Library Bill into an Act on 25 November, 1948.

Subsequently, the Hyderabad Act (1955); Andhra Pradesh. (1960); Karnataka (1965); Maharashtra (1987); West Bengal (1979); Manipur (1988); Kerala (1989); Haryana (1989); Mizoram (1993) and Goa (1994) public libraries Acts were enacted.

6.2.1 Working Group on Libraries

While preparing the fourth Five Year Plan, the Planning Commission appointed a working Group on Libraries in 1964 with Dr. B.K.R.V. Rao as its Chairman. After conducting an intensive survey, this Group put forth the following objectives before the planning Commission for a preparing a Library Plan:

1. Sharing of the responsibility among the Centre and the States of providing adequate public Library Service to the citizens;
2. Setting up an All India Library-Advisory Council at the Centre; and State Library Advisory Council in the States;
3. Enacting Library legislation for providing adequate library service; and
4. Promotion of book production.

The working group envisaged that within a period often years all the villages over two thousand population will Have their own libraries, with an estimated expenditure of 310 Million Rupees.

Raja Ram Mohan Roy Library Foundation

The Raja Rammohan Roy Library foundation was setup by the Union Government in May 1972 as a part of the by-centenary celebration of the birth anniversary of Raja Rammohan Roy, The main objective of the foundation is to promote and support the public library services in the country particularly in the non-metropolitan areas. The foundation is assisted by the State Library Planning Committees setup is each State, which consists of a representative of the Foundation and of the State Government. The

officer-In- charge of the Library services in the State is the Convener of the Committee. It is the responsibility of the committee to recommend proposals for assistance to the libraries of the state by the Foundation.

Historical Development of Library Movement in Modern India

National Library, Calcutta

Soon after independence, the Government of India has passed the National Library Act in 1948 with the effect of which the Imperial Library was renamed as the National Library of India. Today this (National) Library is having 2.5 million collections and a staff over 700 including technical and non-technical. In 1958 the Central Reference Library was established in Calcutta at the National Library which took-up work of the compilation an issue of Indian National Bibliography on the fines of BNB. The first issue of the Bibliography was released on 15 August, 1958.

National Policy on Legislation

One of the Principal objectives of Raja Rammohan Roy Library Foundation (RRRLF) is “to enunciate national library policy and to work towards its adoption by the Central and State Governments”.

In pursuance of this objective the RRRLF, the .Government of India constituted a committee under the Chairmanship of Prof. DP. Chatopadhyaya, for formulation of National Policy of Library and Information System (NAPLIS). This Committee prepared final report and submitted to the Government of India for approval on 30lh May 1986. This report is pending with the Government for consideration. The objectives of the National policy as envisaged in the draft submitted to Government is given, below.

Library and information sources are vital for all sectors of national activity. The availability of information expeditiously and pinpointed, supports all decision making processes at all levels. Relevant Information accelerates the pace of national development. An informed citizen is an asset to a democratic system of government and the proper utilization of information can improve the quality of citizens.

The Government of India therefore should the values of coordinating and upgrading the existing library and information systems and services and initiating new programs relevant to our national needs, taking advantage of the latest advances in information technology.

We are yet to wait for the approval of the Government of India and its implementation at National and State level. Thus, India has a glorious library tradition. Fortunately we had pioneers like, his highness. The Maharaja Satyaji Rao Gaekwad of Baroda who visualized the potentialities of the free public libraries in building up a new society and established a network, of libraries in his princely state; the two great Americans Mr. W.A. Borden and A.D.Dickenson who introduced the new Western traditions into this country; Shri Iyyanki Venkataramanayya who dedicated his life to the cause of libraries, was instrumental in the foundation of a number of library associations and also innovated a number of indigenous library extension methods; and Dr.S.R. Ranganathan who strived all through his life to make India a land of libraries by public library legislation and lifted librarianship from mere desk-work to the level of a science by his seminal contributions.

The part played by Messrs Asadullah, Munindra Deb Rai, Mahasai, N.M. Dutta, D.R. Kalia, P.N.Kaula. Khudalkar, Wall Mohammad is in noway less. Our salutations to these and many more known and unknown selfless workers of the past and present who contributed to the growth of libraries and creation of library consciousness in this country.

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NOTES

6.3 FACTORS IN LIBRARY LEGISLATIONS

In the beginning of the third quarter of nineteenth century Great Britain, thought of library legislation for the systematic maintenance of public libraries in the country. The Britain was successful in implementation of public library law. This event paved the way for enacting public library laws. In many countries by the end of nineteenth century itself. Only after one hundred years of library legislation in Britain. India enacted library law in the composite Madras State in this Year 1948 only. Later some States followed suit.

Proper functioning of library essentially needs legislative measures only. Is the "Library Legislation mere necessary than the minimum needs like food, shelter, water, clothing etc. Shri Sohan Singh, former President of Indian Library Association in his President's letter answers this question thus "The Question has been, asked time and again. Time and Again we have answered it; but always, we have to start from the very beginning. We have said that you do not need Legislation for what you call "the more important things", because In a democracy 'the people will not tolerate a government which neglects them; The pangs of a hungry stomach shall not be left unheeded, but a hungry brain may prove to be raise revolutions and however perilous the neglect of nourishment of the brain may prove to be, you cannot raise revolutions on it. But perilous, indeed, the neglect is you need to timetable to fulfill your bodily needs. And the much needed self -discipline that time-table imposes in the life of art individual is imposed. In the life of nation by legislation, Even then, to achieve the minimum needs of mankind library legislation is necessary. There is a dose link between production and the library service.

Subscription Libraries out Dated

India has a tradition of subscription libraries for more than one hundred years. Employees of Government and private organisations raised the subscriptions themselves once in a year or month and maintained libraries. Generally books and periodicals meant for light reading entertainment volume will be blocked in these libraries. The function of a public library is to develop the socio-economic conditions of the people. To achieve these standards subscriptions have collected from the readers are insufficient. Secondly, due to constant increase of price index, the cost of the books and periodicals are soaring very high. In these circumstances the only source left over is raising a public fund, on a permanent basis through statutory obligation. Raising funds through legislation is successful in Tamilnadu, Andhra Pradesh, Karnataka, etc. In future this method can be followed with profit.

Library System with Executive Orders

It accepted fact that simple executive order does not maintain sound system however good it might be and at the same time executive orders cannot generate finances needed to the system perennially. With the ever growing needs, the task in financing will be more. It will only be possible with a proper state legislation. So, the simple reasons for legislation are enumerated below:

1. It wilt constitutes proper administrative and supervisory body with executive powers;
2. Provide a well organised library system for this State, District and up to the remote village level;
3. Provide already and perennial source of finance;
4. Maintains standards in library service;

5. Saves the libraries from becoming loots in the hands of bureaucrats and political high ups;
6. Provides free library service;
7. Obligated to with response and proper accountability.

Historical Development of Library Movement in Modern India

6.3.1 Five Functions of Library Legislation

Advisory Committee for libraries constituted by the Government of India (1958) proposes the following five functions of library legislation.

1. It should clearly define the government's responsibility in the matter of public libraries.
2. Legislation should lay down the constitution and functions of the library authority at national, state and district levels.
3. Legislation should provide assured basis for library finance. There are two ways of providing a firm basis for library finance.
 - i. A special library cess; and
 - ii. Reservation of a certain percentage of the education budget
4. Legislation should lay down the structure of the public library system
5. Legislation should provide for participation of the representative of the public, in that work of the public libraries at all levels".

6.3.2 Objectives of Library Legislation

Regional Seminar on Library Development in South Asia has evolved the following objectives of free public library service.

1. To house materials giving reliable information and wholesome recreation;
2. To organize them so as to promote their use; and
3. To stimulate non-readers to be readers and readers to be purposive students".

To fulfill the objectives, a good library bill should clearly depict.

1. The objectives to be achieved and the acceptance of the responsibility to be discharged.
2. The organization, with its component parts, which will discharge this responsibility.
3. The Provision of finance.

6.3.3 Factors of Library Legislation

That Rubric libraries Section of the International Federation of Library Association (IFLA) prepared a working paper on the "Development of Public Library Services", in which one section was devoted to public library legislation. The recommendations are listed below:

1. Appropriate local authorities must be empowered to expend public funds for public library purposes.
2. The amount of expenditure should not be limited.
3. The public library proposes funds to be expended shall be so defined as not to restrict development.
4. Local authorities should be empowered to enter into arrangements with other, authorities for joint schemes of providing the whole or any part
5. Each local authority should appoint a library committee directly which will be responsible to the local council. The librarian should have the right to attend all meetings of the library committee.

NOTES

NOTES

6. Each ideal authority should have the power to appoint staff who shall be employed in accordance with the conditions and regulations applicable with suitable variations to other local government officers.
7. The use of all the services provided must be made available to all the inhabitants free
8. Though each local -authority provides services primarily for the use of its own inhabitants and those who work or study in its area and other persons, living outside that area, should be able to use those services, if they wish.
9. As soon as practicable, ail appropriate local authorities should be legally obliged to maintain adequate public library services.
10. All public libraries should provide users with 'open access' to adequate stocks of Docks for reference and borrowing.
11. Library staff must be recruited from persons with a good general education and must be professionally qualified.
12. Library staff must be adequately remunerated.
13. Scales of salaries should provide for the varying degrees of responsibility, specialization, and experience Involved in the several positions found on the establishment of library systems of different sizes and types; and ad equate opportunities for promotion and personal growth and advancement must exist
14. The number of staff employed by each authority must be sufficient to permit all necessary duties to be carried out completely and satisfactorily.
15. Schools of library science must be maintained.
16. The existence of a well organized library association is essential.
17. Where the above requirements are not met, the service for the public as a whole suffers gravely;
18. Probably the most important factor in determining the state of library development is the way in which the functions of public libraries are understood by librarians and authorities avoid by the public itself. If the concept of the service to civilized and progressive community is accepted, it will be supported by all men of good will.

Some More Factors

C.O. Houle in his book "Libraries in Adult and Fundamental: Education" enunciates the following factors for library legislation

- 65535 The Library legislation must be both simple and general. It should allow for future development, without giving opportunity for misrepresentation.
- 65536 It must as far as possible be kept above accidents of political changes. The law must make library services possible; encourage development, and ensure that libraries shall be provided.
- 65537 It should coordinate library activities and control them in full recognition of the people's right to free access to the means of knowledge and factual information.
- 65538 The law should stipulate the duties land-privileges pf public libraries and above all, the terms of financial assistance that they should receive from public authorities.
- 65539 The law must make clear the respective responsibilities of local, state and national administration in respect of public libraries.
- The law may provide, either for the state establishment of libraries or state aid when local governments are managing them, the library service may be made

compulsory if the financial resources of district are adequate.

- The law must prescribe that public libraries should be free to one and all. The law should also provide for public library resources to be supplemented by those academic, specialized and scientific libraries.

65535 All libraries should lend their books free of charge to all citizens in the country. In accordance with an approved scheme for cooperation between libraries.

65536 The books in stock should cover every shade of opinion. Censorship should apply only to the type of books which would incite crime and violence. The law should also include a provision for the establishment of libraries for children, and school, for the sick, and the aged, for the blind, for the defense service and merchant marine. The library Act should allocate different tasks to different types of libraries in order to ensure more economical administration, rationalization of methods, specialization in subject fields and altogether a better service to the community as a whole.

6.3.4 Library, Legislation Inevitable

That UNESCO Manifesto states that “the public library should be established under dear mandate of law, so framed as to ensure nationwide provision of public library service”. The public library should be wholly maintained from public funds, and no direct charge should be made to any one for its service.

It is evident, that library legislation is inevitable for effective library service. Library legislation will generate funds .perennially for the working of the public library system. This will also facilitate to maintain standards in rendering library and Information services effectively.

6.4 MADRAS PUBLIC LIBRARIES ACT, 1948

Composite Madras State, which mainly consisted of 11 districts of Andhra area and 16 districts of Tamil area, had a rich tradition of education, culture and libraries. In 1953, separate Andhra State was formed with 11 districts. In 1956 Tamilnadu, Andhra Pradesh etc. states were formed as a result of the recommendation of States Recognition Commission.

This 1918 Reforms Act transferred this power under diarchy and provided a chance to the local people to serve their nation directly in the fields of co-operation, education, public health, local government and so on. This resulted in the enactment of Madras Municipal Act in 1919. This act provides for the establishment and maintenance of public libraries, reading rooms, museums, art galleries, or any other institutions connected with the diffusion of knowledge, culture, technical instruction, and training of the teachers.

This caused many municipalities, in the composite Madras State to establish public libraries and reading rooms in the Municipal towns. In addition to it, with the efforts of Desabhakta Konda Venkatappayya, the Government of Madras sanctioned a grant of Rs.20, 000/- in the year 1920, to the libraries maintained by the local bodies and voluntary organisations.

6.4.1 Gram Panchayat Libraries

So much so, the Gram Panchayats, the local bodies at village level in the Composite Madras state started public libraries with the permission of the Government. That 1850 Madras Gram Panchayat Act, permitted the Gram Panchayats, to establish and maintain public libraries and reading rooms without outside sanction, subject to the availability of

Historical Development of Library Movement in Modern India

NOTES

NOTES

funds.

The Gram Panchayats took advantage of this provision and started public libraries with the funds of their own. In some places functional buildings were constructed by the Municipal and Panchayat Public Libraries and reading rooms. Whole times qualified librarians were appointed in some places. But, of late, the local bodies found it very difficult to maintain the libraries.

6.4.2 Benares Conference

During 26-30 December, 1930 First All Asia Educational Conference was organised at Benares. Dr. S.R. Ranganathan, Mr. D. Subrahmanyam, Assistant Librarian, Benares Hindu University had an opportunity to discuss the Model Library Bill. The participants of the Conference were fully convinced over the advantages of library legislation and were one with the views of Dr. Ranganathan.

6.4.3 Introduction of the Bill in Madras Legislature

At that time, the Andhra area was a part and parcel of the composite Madras State. At the persuasion of Dr. Ranganathan and with the good offices of Madras Library Association, the Bill was introduced in the Madras Assembly by Basheer Ahmed Sayeed on 10th November 1933. Without much discussion the bill was referred to the Select Committee of 37 members: The select committee presented its report in 1934. At that time, Mr. Vavilala Gopalakrishnayya presented another draft bill in 1838. Copies were submitted to at the Governments of the provinces in the British India. Again, the Madras Library Association through Basheer Ahmad Sayeed gave notice of the modified draft in the Legislature during 1939. But the Governor, Lord Erskine was reluctant to introduce the Bill. When a deputation consisting of Thiru K. V. Krishna Swamy Iyer, Dr. S.R. Ranganathan, Basheer Ahmed Sayeed and C. Rajagopalachari, met him, they were promised that the provisions of the Bill could be implemented with the executive orders. In practice, the whole affair was wetted in the Government Department.

Final Attempt

After Independence, the conditions were more favorable for the sprouting of the seed of library legislation. Dr. Ranganathan lobbied with the Education Minister Thiru T.N. Avinashangam Ghatti to have the Madras Public Libraries Bill. At that time Andhra Desa Library Association came forward and organised a special conference at Vijayawada on 13th January 1948 and discussed the provisions of the draft bill clause by clause. The Andhra Desalibrary Association submitted its memorandum. The bill was introduced in the legislature in the year 1948 and was again referred to the Select Committee. It made certain modifications. Madras Public Libraries Act was passed, got the assent of the Governor General on 29th January 1949. It was implemented from April 1950 onwards in the composite Madras State comprising of 27 Districts out of them Andhra Districts were 12 including Ballary. The Andhra Desa Library Association felt that legislation was sine sound library movement, and supported the issue. At a late hour, they convened a conference at Vijayawada on 10-8-1952 to discuss the pros and cons of the implementation of the Act.

Dr. S.R. Ranganathan, Dr. M.V. Krishna Rao, the then Education Minister of (Composite) Madras State participated a conference. The resolutions were communicated to the Government. But nothing was known about the action taken on them.

Salient Features of the Act:

1. This Act facilitates the establishment of public libraries in the State.
2. It provides for a State Library Committee to be constituted by Government "for the purpose of advising the Government on such, matters relating to libraries as

they may refer to”.

3. To implement the Act, ‘Government will appoint a Director of Public Libraries. (From the year 1972 a separate Department was created to that effect)
4. The Government shall constitute Local Library Authorities one, for the city of Madras and one for each district. The Chairman of the Local Library Authority shall be elected from among the members. The District Library Officer is the ex-officio Secretary of the Committee.
5. Each local Library Authority shall levy library cess in form of surcharge on the property tax or house tax 5 paise. The Government gives each Local Library Authority, exempt Madras, a matching grant to the amount of library cess collected.
6. The Connemera Public Library, Madras will be treated as the State Central Library.

Special Features of Tamil Nadu

1. Noteworthy functional building programme. Some of the District Central Library buildings cost about Rs. 35 to 70 lakhs each.
2. Centralized supply of Tamil books for the value of 25% matching grant there is a provision to purchase books and periodicals to the value of 12-½% of its income to cater in the needs of minorities.
3. Inter Library loan facilities to Mentions.
4. “Earn while you lean scheme” which is beneficial to higher secondary schools students. Students will organize a home delivery unit .

6.5 ANDHRA PRADESH PUBLIC LIBRARIES ACT, 1960

Andhra Pradesh was formed in 1956 in accordance with the recommendation of States Re-organization Commission. Eleven districts in Andhra Region and nine districts in Telangana region were merged and constituted as Andhra Pradesh state.

Libraries Act

When Andhra Pradesh was formed, the Madras Public Libraries Act was in force in Andhra area and Hyderabad Public Libraries Act was in force in Telangana area. There were some administrative difficulties in operation of both acts in one and the same state on the same subject So, both the acts were amalgamated, modified, brought up to date and were passed as an Integrated Act namely Andhra Pradesh Public Libraries Act, 1960, which came into force from 1 April, 1960, in the entire . Andhra Pradesh, comprising of Andhra and Telangana areas. It was later amended in i964, 1969, 1987 and in. 1989.

Salient Features of the Act

1. Constitution of Andhra Pradesh Grandhalaya Parishad as with statutory powers and functions.
2. Constitution of a Directorate of Public Libraries to direct, supervise and control and public library system.
3. Constitution of City/Zilla Granthalaya Samasthas through nomination of Chairmen and, members by the Government
4. Librarians of City/District Central Libraries as ex- officio secretaries .of the city/ zilla granthalaya samsthas
5. Collection of eight paise library cess on house tax and property tax collected by local bodies.

Historical Development of Library Movement in Modern India

NOTES

6. Payment of salaries of the staff working in the City/Zilla Granthalaya Samsthas by the Government.
7. Grant-in-aid to private libraries by Government and City/Zilla Granthalaya Samsthas.

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Special Feature

Granthalaya Parishad

The special feature of the Andhra Pradesh Public Libraries Act is the constitution of the Andhra Pradesh Granthalaya Parishad by amending in Act, in 1989, in all the Model acts drafted by Dr. Ranganathan he gave much importance to the state library.

This State Library Authority emerged in the shape of Andhra Pradesh Granthaiaya Parishad of course with a little difference. In the Model Library Act, Dr. Ranganathan envisaged a State Library Authority with the Minister for Libraries as its Chairman. But in the Andhra Pradesh Granthalaya Parishad, the Government of Andhra Pradesh shall appoint the chairman from among the persons who have rendered eminent service for the cause of education and library movement The Director of Public Libraries, Andhra Pradesh shall be the Member Secretary of the Parishad.

The Parishad shall be a body corporate, having perpetual succession and a common seal with power, subject to the provisions or this act and the rules made there under, to acquire, hold and dispose of property and to enter into contracts and shall by the said name sue and be sued”.

The Parishad shall be the principal policy making body and the parishad shall exercise the following powers end shall perform the functions as per the act and directions of the Government pi Andhra Pradesh.

The Parishad was constituted by deleting the State Library Committee from the Act. So, this Parishad will also discharge the advisory functions, which were previously discharged by the State Library Committee. The Parishad shall advice the government on all matters arising under this Act, and shall exercise such other powers and perform such other functions as may be prescribed by the state Government.

Even though the Government recognized the Parishad as principal policy formulating body, it should also act as an advisory body to government and the Parishad shall always function under the general supervision and control of the Government. Since the Government is a supreme body in the State, it shall have powers to give such directions as deem fit and necessary from time to time. The Government may review the working of the Parishad, whenever it desires to do so.

Even though separate departments were formed in the States of Tamil Nadu and Andhra Pradesh; the failure “to appoint a professional-librarian as its Head has led to the development of rickets in the public Library System”. Century old seasoned bureaucracy has been continuing even in this department of social value. It must be put an end to, by amending the Act on the fines of Maharashtra public Libraries Act, in case of the Head of the Department.

Service Points

Large number of libraries maintained with great care and sacrifice having an evitable record of library service and history were closed down due to financial resources. After legislation a few libraries under voluntary agencies are functioning. As per the act a network of libraries was formed and details are mentioned below:

State central library	...	1
Regional libraries	...	6
District Central Libraries	...	22

City Central Libraries	...	1
Branch Libraries	...	1416
Village Libraries	...	335
7. Aided Libraries	...	2311

Historical Development of Library Movement in Modern India

NOTES

On the whole the Public Library System is good, when compared to other States. This should be improved and modernized to suit the changing conditions of the society and future.

6.6 KARNATAKA PUBLIC LIBRARIES ACT, 1965

Karnataka State, formerly known as Mysore State, comprises of Bombay-Karnataka area old Mysore area, Hyderabad- Karnataka area, Madras-Karnataka area and Coorg area, with changed geographical boundaries. Karnataka has rich heritage of libraries for more than one hundred years. Karnataka was fortunate enough to have Dr S.R. Ranganathan, the doyon of library and information science, settled in Bangalore in connection with the establishment of Documentation Research and Training Centre. He initiated the establishment of the Mysore Library Association. This association organised Karnataka Library Conference in 1958, and passed a resolution to have library legislation in the State, as suggested by Mr. B.V. Baliga, the speaker of the Legislative Assembly. The Association followed up the action vigorously and got the Bill passed in the Legislative Assembly on 22nd April 1965. This is the fourth Library act namely Mysore Libraries Act passed in 1965 in the independent India.

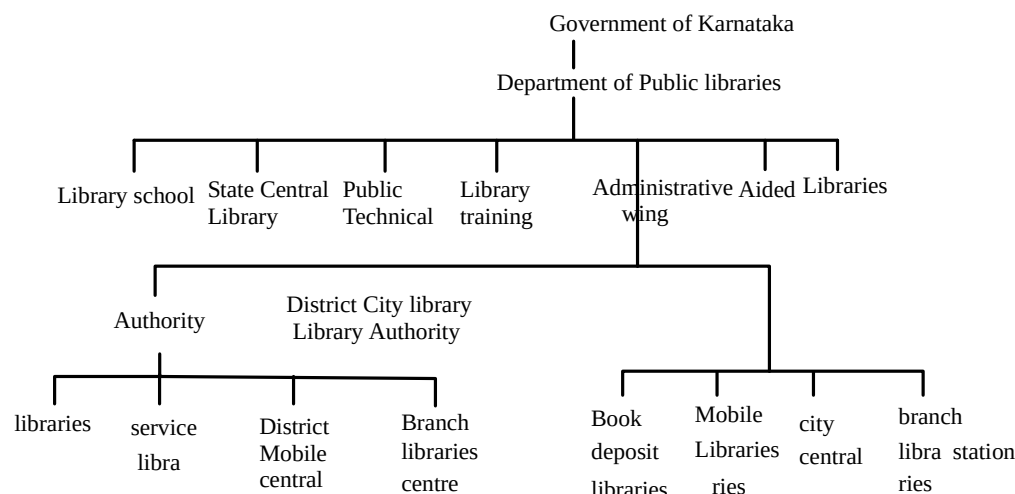
Salient Features of the Act

1. Provision for a State Library authority in the form of a corporate body with Minister-in-charge of education as Chairman. The members are drawn from different segments of the society.
2. Provision for creating an independent Department of Public Libraries with state Librarian as its head.
3. Provision for the establishment of State Central Library at the apex of Public Library System in the State.
4. Constitution of Local Library Authorities for the cities and districts.
5. Provision for setting up advisory committee for Branch & Village Library Services.
6. Provision for centralized technical processing.
7. Provision for centralized units like
 - a) Copyright collection bf the State
 - b) State Library for the Blind
 - c) State Bibliographic Bureau, etc.
8. Provision for the levy of library cess in the form of a surcharge on all possible taxable units of the State revenues. The district Library authority gets the annual grant from the State Government (3% of the land revenue). There is also a provision to retain 10% of the amount collected towards the cost of collection by the local authority and the balance shall be paid to the Library authority concerned
9. Creation of a "State Level Service" bestowing upon its employees all the benefits and privileges as are available to the other state Government servants.

6.6.1 Structure of the System

The structure of public library system as envisaged in the Act is given below

NOTES



Special Features

The State of Karnataka has the following specialities in the he public library system:

A separate Public Technical Library in Peenya which is first of its kind in the country. The Act has a good source to levy library cession and building, entry of goods into local area for consumption use or sale there in Vehicles, and on profession, trades, callings and on employments. Besides this the state government shall make annually a grant to every district Library Authority of an amount equal to 3% of land revenue collection of the district. There is provision to constitute Advisory Committees for the purpose of advisory on local requirements relating to library service each Branch Library and each service station in a village served by travelling library service. This is really a democratic way of administration.

Silver Jubilee Celebrations

The Department of Public Libraries organised its Silver Jubilee celebrations during 5-7 January 1994, at Bangalore, the idea of these celebration is to inculcate and develop reading habit in all the citizens including rural people, and the people reside in backward areas, suitable sites are identified for the construction of functional buildings. A separate children's libraries are being established at Cubbon Park. Library service is being extended to neo-literates as a part of post-literacy programme in collaboration with agencies like adult education and non-formal education. This department is also planning to establish library training schools for conducting certificate courses for the benefit of those wanting to serve in rural libraries.

On the whole Karnataka public Libraries Act is functioning quite satisfactorily and serving all sections of the community, with the finances available through library cess.

6.7 ACTS OF OTHER INDIAN STATES

After observation of the functioning of the public Libraries Acts in Madras, Andhra Pradesh, Karnataka states, some more states passed the Library Acts. Those are mentioned below:

1. 1967 - Maharashtra Public Libraries Act
2. 1979 - West Bengal Public Libraries Act
3. 1988 - Manipur Public Libraries Act
4. 1989 - Kerala Public Libraries Act
5. 1989 - Haryana Public Libraries Act
6. 1993 - Mizoram Public Libraries Act
7. 1994 - Goa Public Libraries Act

Historical Development of Library Movement in Modern India

NOTES

Except Kerala Public libraries Act, 1989, all the more or less followed the Madras public libraries Act 1948. However, the salient features and structure of each state Library system are given below:

6.7.1 Maharashtra Act

This has the following features

1. Constitution of State Library Council by the Government. Minister for Education shall be the ex-officio president of the council. The council will advise the state Government "on all matters connected with the administration of this Act".
2. Constitution of a separate department of public Libraries, and the appointment of a qualified director.
3. Establishment of Maharashtra State Library Service and to treat all members of such service as Government servants.
4. Establishment of State Central Library and a Divisional Library for each Division. Recognition of the Asiatic Society of Bombay as state Library and provision of Grant-in-aid to the Asiatic Society of Bombay.
5. Appointment of a district Library Committee for every district. The chairman of the Education committee of the Zilla Parishad functioning in the district as the ex-officio president of the Committee. In case of the Committee of Greater Bombay the Chairman of the Educational Committee of the Municipal Corporation, shall be the ex-officio president of the Council.
6. There is no library cess. The Government shall contribute to the Library fund every year, a sum not less than 25 Lakhs of rupees. It may give special grants also.
7. Grant-in-aid to public libraries organised by voluntary organisations.

Service Points

The Asiatic society of Bombay, a library organised by voluntary organization, is treated as the central library for all practical purposes. They are on way to establish a state central library. Different classes of libraries (as on march 1989) are given below:

1. Central library	- 1
2. Government District Libraries	- 8
3. Divisional Libraries	- 5
4. Private District Libraries(Grant-in-aid)	- 29
5. Private Taluks Libraries(Grant-in-aid)	- 236
6. Other aided libraries	- 4102
7. Libraries of Research and Library institutions	- 30

Now, it appears that the Asiatic society is ready and willing to handover the

NOTES

central library to be run it as full fledged state central library by the government of Maharashtra.

The government has appointed an officer-on- special duty for the proposed state central library. In a phased manner the District libraries, functioning under private managements will be merged in the public library system.

6.7.2 West Bengal Act

This act, has the following salient features:

1. Constitution of state library council for advising the Government on the matters of public library system.
2. One representative from the employees of the libraries, as a member in the state library council, and constitution of department of public libraries to supervise, direct the matters of public libraries.
3. Constitution of local library authority for each district.
4. Provision for appointment of district library officer as ex-officio secretary of the local library authority.
5. No provision for library cess.

Since there is no library cess, there is no additional tax burden on the people,. Experience shows that library cess generates stable income to the library authority j West Bengal Government proved that even without library cess they showed systematic development in the state. It is also a fact that the West Bengal Government is spending about 12 crores a year on public libraries, which is highest amount of expenditure on public libraries in any state in India.

Growth of Libraries

After legislation there is phenomenal growth in respect of public libraries:

1. Central Library.	- 1
2. District central Libraries	- 21
3. Libraries	- 120
4. Town/Sub divisional libraries	- 2276
	2421

6.7.3 Manipur Act

The salient feature of Manipur Act are:

1. Constitution of state library committee, to advise the state Government on all matter arising under this act and shall exercise and perform such other powers and duties as may be prescribed.
2. Constitution of a department of public libraries
3. Constitution of district library authority in each district as a corporate body, for the purpose of organising & administering public library service in the district
4. Constitution of "Library Fund", formed mainly with the contribution of the state Government
5. No library Cess.

This act was drafted mainly on the basis of Madras and West Bengal Public libraries Act of 1948 and 1979 respectively. As per the Manipur Public libraries Act, 1988 which came into force with effect from 1st August 1988, has the following library system.

Government of Manipur
State Library Committee
Department of Public Libraries

*Historical Development of Library
Movement in Modern India*

State Central Library District Library Authority Aided Libraries
Branch Library District Library
Branch Library

NOTES

6.7.4 Kerala Act

The Kerala public Libraries Act is a peculiar one in its structure It has the following special features:

1. Besides the Government of Kerala at the top, there is a three tier administrative system for the organisation and administration of the public libraries:
 1. State Library Council
 2. District library Council
 3. Taluk Library Union
2. The Presidents, Vice-President, Secretaries and Joint Secretaries, for the state Library Council, District library Councils and the Taluk Library unions shall be elected and shall be responsible for the administration and organisation of public libraries.
3. The Trivandrum public library shall be deemed to be the state library of the state and established by the state library council.
4. The striking special feature of this act is the constitution of Taluk Library union, with the powers to supervise, coordinate and control the library service in the Taluk and to give directions and advise to affiliated libraries in regard to their-day to day function and management.
5. Another important feature of this Act is, that the Kerala Granthasala Sangham with its staff, assets and liabilities shall be merged in the state Library Council.
6. The state Library council shall maintain a fund called state library fund from which all the expenses of the state library Council, District Library, councils and Taluk Library unions shall be met. The library cess collected in the state and grants of the state and central Governments, etc., shall be credited to the state library fund only.
7. Reservation to at least one woman and one person belonging to scheduled castes and scheduled tribes in all committees.

In all the acts so far enacted more or less the same features with a little difference. There are structural changes in Kerala Public Libraries Act, wherein, there is a provision to constitute the state library council, district library councils and particularly Taluk Library Unions, as corporate bodies with an authority and with the elected president, vice-president, secretary and joint secretary at state, distinct and taluk level bodies. The entire system is democratized and decentralized. Were yet to see its functioning

Other acts

There is no much difference in the structure of Haryana, Mizoram and Goa acts. It is unfortunate that the public libraries acts are not yet implemented in all the states, passed from 1984, for the reason that the rules for implementation are under process with the state governments.

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6.8 LIBRARY SCIENCE EDUCATION IN INDIA

Librarianship then, now and in future is a peculiar profession which serves as a catalytic agent between the two minds (i.e.,) master mind of the author of a book and enquiring mind of a reader, irrespective of age or academic attainment or economic status. So, to function as a successful catalytic agent a person (who will be called as a professional after training) needs special skills to discharge his duties properly. This is called as education in librarianship or library economy .or education in library and information science.

Scholar Librarians

In early days, there was no training for the librarians. Scholars used to be in charge of librarian. They would master every book available in the libraries. That is why they were called scholar librarians or Saraswati Bhandarikas Madhusudana of 10th century, a famous general of Chalukya King Raj Narayana, founded a residential college called Chati Kalasala, where he appointed six Bhandarkas, besides other staff members. He allowed land to the teachers and Bhandikas. Similar instances are there during the time of Eastern Chalukyas of 11th century, Vijayanagara kings of 15th century, and Madhwa nayaka kings of 18th - 17th centuries. Saraswati Mahal Library of Tanjavur is the fitting example of Mathwa Nayaka's patronage to learning and libraries.

New Generation of Librarians

During the British rule, English education, opening of colleges. Universities and research institutions paved the way for the creation of librarians with academic and professional qualifications, this new generation of qualified librarians were expected to attend the traditional duties of preserving the collections but to attend, the new duties of processing such as accessioning, classification, cataloging, arrangement etc, and even to attend the work of documentation in the libraries of research institutions and Government offices, This situation warranted for professional skill to discharge the duties satisfactorily. So, library training institutes were opened to meet the situation.

Early Institutions

Sayaji Gaekwad of Baroda, while planning the public library System in the princely state of Baroda, invited Mr.W.A.Borden, an American trained librarian and started the training programme for librarians as early in 1911. This was a started Training programme to create of people, to work in the newly created public library system of the Baroda State.

During the same period Mr. Asha Don Dickinson, an American expert in library education started a three months training programme at the punjab University, Lahore (then the capital of Punhab, now in Pakistan). For this purpose he prepared a manual for students- namely The Punjab Library Primer. This was the first book published librarianship in India.

Library movement in Andhra was systematized and strengthened by starting Andhra Desa (now Andhra Pradesh) Library Association in the year 1914, under the dynamic leadership of Shri Iyyanki Venkataramanaiah, with the encouragement of the movement a large number of libraries were started in different parts of the State, For maintaining these libraries systematically Shri Iyyanki started the training programme in 1920 and afterwards, he conducted series of programs in the later years.

Similarly, Shri M Visweswarayya, the then Diwan of Mysore conducted the training programme for the building library workers at Bangalore. This was called as "programme for library Development".

In 1929 Madras Library Association started a three months certificate course 'in librarianship for the working unqualified librarians and lecturers incharge of libraries of the colleges. This was again conducted in 1930.

Library Education in Universities

Later, the university of Madras started the first full time Diploma course in librarianship in 1931, under the able guidance of Dr.S.R.Ranganathan, the then librarian of university of Madras and one of the Secretaries of Madras library Association. In 1935, Dr M.O.Thomas, the librarian, Andhra university, started Diploma course in 1935. Then, finding the need of qualified librarian, a few universities started the Diploma course in librarianship.

Before 1950's it was started only in six universities such as Madras, Andhra, Banaras, Bombay, Calcutta and Delhi. In 1950's it was started in seven universities, in 1960's it was started in 21 Universities. In 1990's there was boom in library education; the Degree course was newly started in more than 100 University colleges and even in professional organisations.

Several professional organisation started certificate course in library science in the regional languages.

In 1990's in nearly 25 Universities library and information science departments started M.Phil and Ph.D programmes.

U.G.C. Review Committee

The University Grants Commission appointed a committee in 1961 under the chairmanship of Dr S.R.Ranganathan to assess the value of library science training till then, to make recommendations for strengthening the training. This committee made the following main recommendations.

University Courses

The committee laid down the, minimum qualifications for admission to various courses and recommended that the universities should be concerned only with the Ph.D., M.Lib.Sc., and the B.Lib.Sc. courses.

Equivalence of Diploma and Bachelor's Degree?

The post Graduate Diploma course in the universities should be redesignated as the post-graduate B.Lib.Sc., course and should enjoy the same status for all purposes.

Non-Professional Subjects

Non-Professional subjects like general knowledge, language, cultural history should be dropped as in those day only graduates were being admitted and such course would increase the load beyond the proper limits.

Staff Requirement

Staff student ratio (Full-time)

At B.Lib.Sc., 1:10

At M.Lib.Sc., 1:5

Minimum staff (full time)

For BLibSc., - one reader and two Lecturers

For M Lib Sc.,- one professor, two reader and four lectures.

There should be close cooperation between the library and Department and information Science in the University.

Unlike many other committees, the UGC and Government Authorities have

Historical Development of Library Movement in Modern India

NOTES

NOTES

taken a serious view and implemented the recommendation to the possible extent. This is one of the reasons for the abundant growth of library science education in India.

Manpower Development and Naplis

One of the principal objectives of Raja Rammohan Roy Library Foundation (RRRLF) is to enunciate national library policy and to work towards its adoption by the Central and State Governments. In pursuance of this objective the RRRLF, the Government of India constituted a Committee under Chairmanship of prof D.P.Chattopadhyaya, for formulation of National policy on library and information system (NAPLIS).

This committee submitted final report to the Government of India for approval on 30th May 1988. This report is pending with the Government for Consideration. This committee made good recommendation for the development for human resources in library and information science.

Main Recommendations on LIS Education

65535 In view of the rapidly expanding library and information services and the fast changing character of library and information science, the development of man power in a planned manner becomes essential. The Indian librarian and information scientist in particular will face the difficult task of carrying the literacy drive on the one hand and dealing with the technological revolution on the other.

65536 The library and information science courses run by the universities and comparable institutions at the post graduate level should continue to maintain the high standards that have been rescheduled and improved the quality, in particular by the incorporation of advancing information technology.

65537 Para professional training courses may be undertaken by other appropriate agencies, but care must be taken to ensure uniformity and quality of such training all over the country.

65538 In view of the challenging and dynamic situation in the profession, the Indian library and information professional must be given even chance to refresh his/her expertise, so as to keep abreast of advancing knowledge by a planned development of continuing education programmes in the field.

65539 Considering the fact that library and information science courses tend to proliferate, introducing on occasions a dilution of standards, there should be an accreditation agency to ensure the standards and the quality of the training imparted.

65540 The national need of furthering higher education and research in library and information science may be undertaken by a National Centre to be established for the purpose.

65541 Library and information Science professionals should be given the status and pay scales as well as academic facilities commensurate with their responsibilities with due regard to the fact that every library is an academic/ research centre and has to function as such.

65542 The Government of India should recognize the need for creation of an All India Library Service and implement same when, feasible. The creation of such a service will strengthen the national network of library and information systems.

Curriculum Development Committee

On the recommendation of the panel of Library and information Science of the U.G.C., the Curriculum Development Committee was appointed under the chairmanship of Prof.

PR Kaula to make a study on the restructuring of Library and information Science education. This committee recommended to the U.G.C, that

65535 Independent status should be given to the Development of Library and information Science.

65536 Librarians of the Universities should not be kept in charge of the Departments

65537 each Department should have a minimum full time teaching staff.

65538 each Department should have a PC-AT or XT, with suitable software.

This report includes a detained syllabus, with a list of books recommended for the course leading to B.Li.Sc., M.Li.Sc, M.Phil., Ph.D and special courses. The peculiar feature of the course is that core papers and elective papers are prescribed at B.Li.Sc., and M.Li.Sc., level. This report is yet to be implemented and are yet to see its results.

Need for Accreditation Council

From 1990's there has been proliferation of starting library and information science courses by the university Departments, correspondence courses. Now, the profession is expecting what there must be some accreditation authority, on the lines of Indian Medical council to maintain the standards in course content, if this is done by the UGC or any agency there is a possibility for producing better professionals in the country.

6.9 SUMMARY

The library consciousness started developing in the beginning of this century. There were various reasons for this. Important among them were the division of Bengal in the early part of this century brought in the people a shouldering political consciousness, which culminated into a struggle for freedom. The leaders of the nation, spear-heading the movement realized that, the literacy of the masses was an essential pre-requisite to arouse public consciousness in this direction and the libraries would play a vital role in educating the masses, and creating political consciousness among the people.

6.10 REVIEW QUESTIONS

1. What are the factors in library legislations?
2. Explain the Madras Public libraries act, 1948.
3. Discuss Andhra Pradesh public libraries act 1960.
4. What was the role of Karnataka public libraries act 1965?
5. Describe various acts of Indian states?
6. Delineate Library science education in India.

Historical Development of Library Movement in Modern India

NOTES

Library and Society

Notes

NOTES



HISTORICAL DEVELOPMENT OF LIBERRIES IN USA AND UK

Structure

- 7.0 Aims and Objectives
- 7.1 Introduction
- 7.2 History of libraries in USA
 - 7.2.1 Essential Services and Functions
 - 7.2.2 Continuing Education
 - 7.2.3 Two World Wars and Libraries
 - 7.2.4 Library of Congress
 - 7.2.5 American Library Association
- 7.3 History of libraries in Britain
 - 7.3.1 Emergence of Public Libraries
 - 7.3.2 Libraries in Mechanic Institutes
 - 7.3.3 First Library Act
 - 7.3.4 Professional Organisation
 - 7.3.5 Kenyan Report
 - 7.3.6 Robert's Commission
- 7.4 British library
 - 7.4.1 Library Association
- 7.5 Summary
- 7.6 Review questions

7.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- About the libraries in USA, and their essential services
- Importance of the American library association
- History of libraries in Britain
- Library association in Britain
- Robert's Commission in Britain libraries.

7.1 INTRODUCTION

After 1950s almost every country tried to revolutionize educational and cultural systems. Establishment of schools and colleges became one most priority sector and leads to co-exist of libraries along with other educational systems and for continuing education.

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7.2 HISTORY OF LIBRARIES IN USA

USA is said to be veritable land of libraries. It is a place of many races and cosmopolitan combination of many cultures. But it is a great nation which read more books and admires books and libraries. Like Great Britain, only religious works were kept in the early libraries of U.S.A. In 1936 Massachusetts Bay Colony. The colonists were successful in establishing a college - Mr. John Harvard presented his good collection of valuable books to this library. Later some more colleges were opened in Virginia Connecticut and other towns.

In the middle of 17th century the development of a concept of democracy, the emergence of industrial revolution, budding educational institutions paved the way for spread of all types of libraries and particularly public libraries.

Changes in the Collections

Till that time the libraries were filled with religious literature Benjamin Franklin, on his return from England started social clubs, known as Junto. These clubs were maintained by the members of the clubs. In these clubs scientific literature was kept which helped the young men and women to develop their skills. On this side subscription libraries were established by enthusiastic individuals to cater to the¹ emotional needs of the individuals. Redwood Library of Newport, Rhode Island, New York Society Library of New York city. Philadelphia Library company of Philadelphia were famous among 64 libraries started before the end of 17th century.

The basic principle of public library is that it should be supported by public funds. In 1835 New York State passed a law permitting tax Supported libraries. However, the first Library Act was passed by New Hampshire in 1849, permitted the local bodies to levy tax as surcharge and spenathe same on the development of libraries.

By the end of 19th century State Educational Systems supported to the establishment and maintenance of libraries. Library commissions were established to strengthen the libraries. Ultimately, by 1900 the Library commissions were legalized to release the grants regularly for the growth of libraries. On the other hand, the Library Commissions encouraged the starting of travelling libraries, which contained the boxes of books for the people residing at remote areas and to the disadvantaged.

Carleton Joedkel describing the pattern of library service in the United States as they appeared in 1944, identified four predominant patterns. The first was the small unit pattern of libraries in towns and cities only. The second was complete coverage of a state through a combination of country and city libraries. The third pattern was the library services in the incorporated areas, a pattern then existing if the Midwest and New York. This pattern left the rural areas, surrounding the cities and towns, largely without library service. The fourth, as he called, was the restarted development pattern in which library coverage was extremely limited, this pattern later resulted in the growth of country libraries. (National Plan for Public Service appeared in 1948)”

Philanthropy and Libraries

American people are famous for their philanthropic nature. American Philanthropy helped a lot for the growth of libraries in USA. The famous New York public Library and American Public library were nurtured by philanthropy only. In the year 1840, Jacob Aster, a rich merchant endowed an amount of four lakh dollars for establishing a library. Henry E Huntington amassed huge wealth and spent every pie for the growth of Huntington Library of Sanmaria. Ha even built a strong room in a library for the preservation of rare books, manuscripts and documents. Another great gentlemen to be remembered in this area is Mr. Andrew Carnegie, a Scottish settled in America. Andrew

Carnegie was responsible for the construction of 2505 Library buildings before his death which occurred in 1919. The philanthropy of Thomas Jefferson, James, Lick, James Lenox, James Jacob was also responsible for the development of libraries in the first quarter of the century.

7.2.1 Essential Services and Functions

In USA the essential services and functions involve the following areas.

- 65535 Local organization of documents for making them easily, freely and equally available to all;
- 65536 guidance to individuals in the use of educational, recreational, and informational documents;
- 65537 providing informational and referral service; and
- 65538 assistance to civic, cultural, and educational organizations in locating and using materials for programme planning projects and education of members; sponsoring cultural programs in library for children, young people, and adults; collecting special materials of interest to the community; borrowing materials on inter-library loan; interpretation of materials through publicity, display, reading lists, story-hours, book talks, book and film discussion; extending library service to all points of the community through branches deposit stations and book mobiles; organizing library for specialized, service into subject departments and coordinating the library programme with other educational institutions (Viz/ Schools, colleges, churches, theatres, art galleries, clubs etc.) in the community". Thus American library enters in all areas of human services.

7.2.2 Continuing Education

American libraries are very popular in rendering continuing education to all sections of the community and particularly to youth industrial workers. "Its role as an agency of public communication is to serve the group of adults whose interest, will and ability lead them to seek personal enrichment and enlightenment. It also serves as the resource centre for those enrolled in the 'Open University' courses. Public Library services for adults revolve around four major functions:

- Information and bibliographic services;
- Guidance and advisor/services;
- Orientation and instruction in library resources and their use; and
- Resources and services.

The major objectives of the American public library are education, information, aesthetic appreciation, research and recreation. But in essence they are two : to promote enlightened citizenship and to enrich personal life. It includes the stimulation for self-education.

In particular, the public library provides the opportunity, the materials and encouragement for up keeping the cherished ideals of American democratic process of group life, and the sanctity and dignity of the individual freedom; In the light of the tremendous contributions made by the American public library. Lowell Martin hails it as "an organ of social democracy and an instrument of personal self-realization".

7.2.3 Two World Wars and Libraries

During the Great First World War (1914-1918) and second World War (1935-45) public libraries played a vital role in spreading war news to the public. These libraries "extended

NOTES

NOTES

new services to Government, commercial and industrial houses; sponsored programs for both recreational and cultural work; provided services to transient groups of workers; and acted as a clearing house of information pertaining to war efforts”.

7.2.4 Library of Congress

The Library of Congress, the World’s largest library was established by Law. In the Year 1800, mainly to cater to the needs of U.S. Congress. At the early stage it was destroyed once, it was slowly recouped.

The personal collections of Thomas Jefferson, the Ex-President of United States was acquired to this library, in 1866, this library acquired a good collection of 40,000 volumes in science and technology, in the next year another 60,000 are added from “Peter Force historical collection”. In 1870 this library was recognized as a depository library, under which two copies of every book printed in U.S.A. should be sent to this library freely under the US Copyright Act. This library contains a huge collection of 100 million items, which includes books, old periodical and news paper files, incunabula, monographs, serials, music scores, technical reports, pamphlets, maps and the visual materials like motion pictures, video tapes, video discs etc. This library employed a staff of 5045 members.

7.2.5 American Library Association

The American Library Association (ALA) which was the first library professional organisation started in the year 1876 by Melvil Dewey, Charless Ammi Cutter and Justin Wilson, and with some other founder members. Till 1906 it published Library Journal which was succeeded by ALA Bulletin, an American Librarian from 1970 onwards, ALA was successful to the approval of the Library Bill of Rights in 1943, It was also successful to get the Library Services Act passed in 1956, which gave an impetus for the development of public library system in USA. It ‘acts as accreditation agency of library schools in the country. ALA also gives helping hand to the library schools and does not directly involve in educational programs, but undertakes education programs continuous. It organizes meetings, conferences and workshops frequently, it is surprising to note that about 20 thousand librarians participate in annual conferences. Its membership is about 25,000. It is one of the very active library associations in the world.

7.3 HISTORY OF LIBRARIES IN BRITAIN

Great Britain, a much developed country in the west is fortunate enough to have a good tradition of education, culture and libraries for more than five hundred years. English men respect the library system as one of the essential items of the community. The library is a part and parcel of their daily routine.

Early Printing

In Great Britain paper was commonly used in the middle of 15th century. Through loose sheets, pamphlets of propagation was printed in the beginning, in 1456 BIBLE was printed in two volumes in Latin by Gutenberg and Faust at Mainz. Almost during the same period, in 1477 Caxton set up a first printing press in England. By 1492 it appears that about 1000 printing presses were established in 236 centres. This wave of establishing printing presses paved the way for starting libraries, mostly at the Churches.

Church Libraries

In the 17th century the Church had a greater influence in the society. During the period of Henry VIII large number of Cathedral libraries were setup. During the civil war some libraries were destroyed and two libraries St. Paul’s Library and Lincoln Libraries were accidentally destroyed by fire. Even then in the early ages Church libraries rendered

lot of service in preserving valuable collections and in educating the masses.

Historical Development of Libraries in USA and UK

7.3.1 Emergence of Public Libraries

In this country in the beginning of 18th century the public libraries were started to cater to the need of employees and the semititerates who came out of the Lane, charity and Hedge schools. These libraries were called circulating libraries and their maintenance cost was met from the subscriptions of the users. In other words, they were called as subscription libraries. Some people called them as Book Clubs. Admission to these libraries was limited to the members only. At this juncture, mainly with the efforts of Thomas Carlyle London Library was started. Admission was free. They were maintained out of the funds raised from users. This event encouraged the starting of a number of public libraries in the same century.

7.3.2 Libraries in Mechanic Institutes

The reasons for the face lift of Britain in the 18th century was the spread of literacy, rise of industrial revolution, and the Government's direct interest in the educational matters, particularly 1833. Industrial Institutes .namely Mechanics Institutes were started in the major towns of Great Britain, such as Glasglow, London, Manchester etc.

Naturally libraries were attached to these institutes, which possessed the books and journals mainly on science and technology. By 1850, about 600 Mechanics Institutes were started in Great Britain. These institutes had great impact on industrializing the country and raising the socio-economic level of the people.

7.3.3 First Library Act

Systematic maintenance and perennial growth of financial resources needs library legislation. Britain, realized this early and passed British Public Libraries act on 14th August, 1850. This was a red letter day in the library history of Great Britain and this is the first Library act in the entire world. William Ewart, a Member of the British Parliament for Dumfries and Joseph Brotherton, another Member of the Parliament for Salford were responsible for this great enactment.

Then there was some opposition, But William Ewart was successful in getting the Bill passed.

This Act facilitated to start a public library in a borough with a population, of 10,000 and above. However library cess was first introduced to a tune of half penny rate on the house tax. The original condition was that the library cess should be spent on the maintenance except books. The books themselves, it was assumed, would be presented by generous benefactors, in 1855, the Act was amended. Library cess was raised to penny and power was granted to spend the money on purchase of books and news papers, and the population limit was reduced to 5000 to establish a library. This Act was amended for a number of times and finally restructured in 1964.

7.3.4 Professional Organisation

The Library Association was formed in 1877, as an outcome of International Library Conference held in London, "it was given a Royal Charter in 1898 as the responsible representative body for all kinds of libraries and librarians", The Association encouraged the training of librarians. The Carnegie Trust gave a helping hand in foundation of the school of librarianship at University College, London. The Association started several programs for strengthening of the profession by organizing seminars, workshops, and by publishing journals and books. In fact the Association improved the quality in the profession and raised its prestige.

Assistance of Carnegie

During the years of 1890 to 1910, the British Public Libraries received

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munificent donations for the construction of public library buildings in the first quarter of this century. Mr. Carnegie alone gave donation for construction of nearly 360 buildings. The intention of Mr. Carnegie was “to encourage the local communities to help themselves”.

7.3.5 Kenyan Report

The Board of Education in Great Britain, appointed a Departmental Committee under the chairmanship of Sir Frederic Kenyon the Librarian of the British Museum.

“To enquire into the adequacy of the library provision already made under the Public Libraries Acts, and the means of extending and comparing such provision throughout England and Wales regard being the relation of the libraries conducted under these acts to other public libraries and to the general system of national education.

The Committee (commonly called the Kenyon committee) produced a lengthy report in 1927 in which they dealt with the public library service in all its aspects. They considered carefully the suggestion that the Adult Education Committee’s proposal for transferring all responsibility to the County boroughs and county councils should be adopted in place of the compromise made by the 1919 Act. They decided that the vesting of all power in the larger authorities, which were responsible for higher education, might be the best solution if the whole system were being planned anew with no traditions or existing organisation. But in view of the actual circumstances, they recommended that, the existing library authorities should continue as they were. They advised, however, that there should be a much greater degree of cooperation between library authorities, but on a voluntary basis, and not with grants-in-aid from the exchequer. Like the Adult Education Committee, they envisaged a system of co-ordination based on a national central library, which should, in fact, be the existing Central Library for students, reconstituted as a special department of the British Museum. It would thus have available the expert knowledge of the Museum staff, and would benefit from the prestige attached to the Museum. It would, like the Museum itself, be administered directly by the state and would be quite distinct from the existing Museum Library, with an entirely separate stock of books. This new central library would act as a central repository for books which would be lent to local libraries, and as a link between all the public libraries and the various special libraries concerned with industry, commerce and research.

In addition, they proposed the establishment of a number of regional libraries to be developed round the largest library in each region, which would act both as a centre for the holding of rarer books to be borrowed by the lesser libraries and could borrow from each other. They might also become repositories for the historical records of the region. It was proposed that they should receive financial support from all the library authorities in their region. In this way there would be a three tier system; the individual public libraries serving as the lowest tier, in direct contact with the readers. They would be linked together in each region by the regional library, which would thus serve a double function, as a bottom-tier library serving the public in its own town, and as a second-tier library serving the other public libraries of its region. Finally, these regional systems would be joined together in the national Central Library at the British Museum.

The British Government implemented this report and developed library service.

7.3.6 Robert’s Commission

Another important committee in Britain was the Robert’s Committee headed by Sir Sidney Roberts to consider the structure of the public library service in England and Wales, and to advise what changes, if any, should be made. This committee submitted its Report in 1959 and made the following recommendations:

1. The public library should be under the care of the Minister of the Crown

2. The Minister of Education to appoint two advisory bodies, one for England, and the other for Wales to assist him in administering the public libraries
3. The local governments in the rural and urban areas to provide efficient library service as a matter of legal obligation.

The British Government implemented Roberts Committee report and restructured the public library system in Britain by passing another act in 1964.

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7.4 BRITISH LIBRARY

As per the recommendation of the National Libraries Committee, the age old British Museum Library which was started in 1924, and National lending Library for Science and Technology were reorganised and restructured as British Library. The objectives of this library as depicted in white paper are mentioned below:

1. Preserving and making available for reference at least one copy of every book and, periodical of domestic origin and of as many overseas publications as possible. The aim will be to provide as comprehensive a reference service of last resort as possible. If a reader cannot get what he wants near at hand he will know he can find it in the British library.
2. Providing an efficient central lending and photo copying service in support of the other libraries and information systems of the country; and
3. Providing central cataloguing and other bibliographic services related but to those of libraries and information centres throughout the country and in close cooperation with central libraries overseas

To achieve these objectives, the British library Act specifies the functions of the British Library. In short, the functions are as follows -

1. The British Library shall constitute a comprehensive collection of books, manuscripts, periodicals, films and other recorded matter, whether printed or otherwise.
2. The Library shall act as a National Centre for reference, study and bibliographical and other Information systems in relation to scientific and technological matters to the humanities.
3. The services of the shall be available in particular to institutions of education and training, other libraries and industry.
4. The Library will carry out and Sponsor research and in this way it will benefit institutions providing library and information facilities whether public or otherwise.

This library contains the, following sections. But they were located in different buildings

1. Official publications Library
2. Map Library
3. News paper library
4. Science Reference library
5. Indian Office library

The present book stock exceeds more than 10,500,00 printed books. 1,60,000 manuscripts (Western and oriental) and 1,00,000 characters and rolls.

7.4.1 Library Association

(British) Library Association is a prestigious professional organization started in 1877,

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with head quarters at London; Its main objective is unite all persons engaged in or interested in library work, for the purpose of promoting the best possible possible administration of existing libraries and the formation of new ones where desirable. Its achievements are counted as follows:

1. The creation and maintenance of Espritde Corps;
2. The promotion of better administration of library;
3. Providing Library education;
4. Securing the universal adoption of Public Libraries Act;
5. Publication of the 'Journals like Library Record, Journal of Librarianship, Library and information Science Abstracts and so on.
6. Encourage the research project etc.
7. Doing all such lawful things as are incidental or conductive to the attainment of the objectives: Currently it has a Membership of about 20,000 on roils.

On the whole the public libraries in Britain are quite systematic and economically viable units. British people are enjoying the library service to the maximum.

7.5 SUMMARY

In the middle of 17the century the development of a concept of democracy, the emergence of industrial revolution, budding educational institutions paved the way for spread of all types of libraries and particularly public libraries. Great Britain, a much developed county in the west is fortunate enough to have a good tradition of education, culture and libraries for more than five hundred years. English men respect the library system as one of the essential items of the community. The library is a part and parcel of their daily routine.

As per the recommendation of the National Libraries Committee, the age old British Museum Library which was started in 1924, and National lending Library for Science and Technology were reorganized and restructured as British library. It is really surprising, that public Library in U.S.A. has greater impact in a society than any country in the world. Public Library provides every type of information to the public. "It serves a centre for organizing and stimulating intellectual curiosity and desire to learn, and offering materials and programs to satisfy their hunger for knowledge". British Library Association is a prestigious professional organization started in 1877, with head quarters at London; Its main objective is unite all persons engaged in or interested in library work, for the purpose of promoting the best possible possible administration of existing libraries and the formation of new ones where desirable.

7.6 REVIEW QUESTIONS

1. What are the essential services and functions of libraries in USA?
2. Describe about American Library Association.
3. Explain history of libraries in Britain.
4. Discuss about the libraries in Mechanic Institutes.
5. Define Kenyan Report.
6. Delineate Robert's Commission.



LIBRARY RESOURCES SHARING

Structure

- 8.0 Aims and Objectives
- 8.1 Introduction
- 8.2 Definition of resources sharing
- 8.3 Factors of resources sharing
- 8.4 Barriers to resources sharing
- 8.5 Preparing for resources sharing
- 8.6 Two more pre requisites
- 8.7 Library networking
- 8.8 Summary
- 8.9 Review questions

8.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Definition, facts and barriers of resources sharing
- About the pre requisites
- Implementation of library networking
- Preparing for resources sharing.

8.1 INTRODUCTION

Sharing the resources or Resources Sharing is one of the important managerial functions of any type of library, whether academic or public or special. It is to be accepted that no one Library can render effective service or cater to the need of all sections or readers without cooperation of another library. This is actually called as resources sharing. In this concept the resources of all the libraries will be pooled and shared among themselves whenever occasion arises.

8.2 DEFINITION OF RESOURCES SHARING

Resource sharing is a new term replacing the earlier term Library Cooperation. The term 'Resource' applies to any thing, person, material or action to which one turns for assistance in a time of need. The word sharing entails appropriating, allotting or contributing something that is owned to benefit others. Resources sharing in its most positive aspect

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entails reciprocity, implying partnership in which each member has source useful to contribute to others and to which each is willing and is ready to make valuable when needed.

Objectives of Resources Sharing

The following factors can be noted for bringing the developed concept of Resources sharing in the developed and as well as developing countries are mentioned below:

1. Escalating prices of books and periodicals. It-is observed by the experts that there is 15% to 20% growth in the cost of reading materials and particularly in the learned periodicals.
2. The Budget provision has not been increased to compensate the raising cost reading materials.
3. Facility to enjoy the benefits of new trends in library and information technology.
4. Decreasing financial and human resources in the libraries
5. Desire to help the reader to the possible extent using all the techniques, procedures and methods in library and information science.

To meet this situation, the concept of resources sharing raised to the occasion in reaching the goals of library and information service.

8.3 FACTS OF RESOURCES SHARING

In the earlier days the resources sharing was limited to inter Library Loan only, which is a cooperative arrangement among libraries by which one library can borrow materials from another library or a loan of library material by one library to another library. Recently the Inter Library Loan service was revamped as cooperative Delivery Service, when the reading material was exchanged among libraries through messengers or mobile van, where it operation cost would be met from all the participating libraries will indicate the book budget at their disposal and they commonly select and acquire the material by avoiding the duplication. With this method that there is every possibility to acquire the best books, at a largest number with a least cost. The centralized cataloguing is the third area of service, where the cataloguing of reading materials will be made by “a central bureau, and distribution there from, of printed entries of catalogue cards, or in machine readable form”. The library of congress (Washington) scheme, and the British National Bibliography of the British Library were the notable examples.

The last area is the cooperative storage. Now-a-days most of the libraries are facing serious crisis of shortage of space with the constant growth of book racks. It is also a fact that less used material occupies much space of the stock rooms. So, by applying Resources sharing principle, the less used material may be stored at one place which is called as central dormitory. One sound copy will be safely kept in the dormitory. The remaining copies will be destroyed after micro filming. The materials will be used by ail the libraries, so also its maintenance cost. In New Delhi, Indian Council for Social Science Research in organizing the Resources center at Jawaharlal Nehru University is a very good example of this project.

8.4 BARRIERS TO RESOURCES SHARING

Inspite of many advantages in the procedure of Resources sharing, it is a must for effective library service, lack of cooperation in practice, lack of will, lack of funds,

delays, variations in the library routines in some libraries are some of the barriers in Resource sharing.

Orin Netting has summarized these barriers under the following five headings.

1. **Psychological Barriers** - fear of loss of local autonomy, clash of personalities, inertia and indifferences, unwillingness to experiment, etc.
2. **Lack of Information and Experience** - lack of knowledge of the needs of users, unpredictability of demands on the library by its legitimate users, failure of small libraries to realize the value of resources of larger cooperative efforts in other states.
3. **Traditional and Historical Barriers** lack of adequate funds, fear of large libraries of being overused and under compensated, inadequacy of libraries to serve their own needs, limitations, on access to academic and special libraries, institutional competitions between school and public libraries.
4. **Physical and Geographical Barriers** distance between libraries and distance of users from libraries, difference in size of collections, lack of space in public libraries to serve students, delays in satisfying needs and requests of users.
5. **Legal and Administrative Barriers** too many government units, Sack of communication across jurisdictional lines, lack of bibliographical tools and controls, incompatibility of equipment and procedures and rules between libraries, lack of property trained staff, lack of, appropriate state enabling legislation', lack of creative administrative leadership etc.

Library Resources Sharing

NOTES

8.5 PREPARING FOR RESOURCES SHARING

Resource sharing is a cooperative activity. It needs the mutual support of the users. The participating libraries shall form a group. In a group, each library has a responsibility to cater to the needs of the other library if the request is within the reach of its capacity. So, this activity needs some pre-requisites. Mr. Alien Kent, an American Library specialist suggested the following prerequisite:

1. The primary responsibility for each type of library to its special clientele must be defined before inter library cooperation can be established to augment service.
2. That effective cooperation depends upon adequate resources, administrative capability, and efficient communications.
3. That although the primary responsibility of each library must realize appropriate share of responsibility.
4. That all libraries must maintain an attitude of flexibility and experimentation.

8.6 TWO MORE PRE REQUISITES

For the successful implementation of Resources sharing an Inter library loan code is necessary. The National inter-Library Loan code of USA, and the inter Library Loan Code drafted by India Association of Special Libraries and Information centres can be taken as examples of good codes. These codes can be taken as base and new codes have to be developed as per the needs of the local group of libraries.

Another important for the utilisation of Resources sharing is the compilation of

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up to date Union Catalogue. A union catalogue is a catalogue of all or selected list of reading materials in group of libraries formed to achieve a cooperative venture. It can also be called as repertory catalogue. This catalogue reveals the strength of the collections in a particular library. It serves as a major bibliography in its own right. It helps to build up a representative collection of reading materials among participating libraries. This also helps to weed out unused and rarely used the less important materials. There are four types of union catalogues.

1. Complete union catalogues. This is catalogue of al the books available in the participating libraries.
2. Selective union catalogue, only at selected books are included in the catalogue.
3. List of collection resources of the participating libraries.
4. Union list of serials and periodicals. This is an important area in which union catalogue is essential.

8.7 LIBRARY NETWORKING

The concept of library networking to aid information resource sharing and support activities in libraries has become a real necessity. The shortcomings observed are mainly related to two aspects:

- a. Non-availability of materials and services, and
- b. Efficient administrative control.

In India, the need for resource sharing has been well recognized but the technology options available until now were limited. NISSAT has taken up networking of libraries in Calcutta (Calibnet), Delhi (Delnet), Madras (Malibnet), Mysore (Mylibnet), Hyderabad (Hylibnet), Ahmedabad (Adnet), Pune (Punenet), Bombay (Bonet). The present study highlights only some of the major library networks in India.

Towards library networking activities in India NISSAT has taken the initiative for promoting resource sharing activities. These initiatives are aimed at ensuring better utilization of science and technology information resources, minimization of functional load of information centres and encouragement of motivational factors to a large extent by better means of communication. Nissat only goes to the extent of setting up general infrastructural facilities like network service centres including hardware, software, manpower and other organizational requirements, communication facilities etc. With a change in the development and implementation strategy, the participating institutions in a network are to arrange their own terminal hardware, software, manpower and data conversion.

1. Delnet

The limitation of financial resources and space for housing library collections in the libraries in Delhi led to the promotion of sharing of resources by automation and networking and establishment of the Delnet in 1988. Nissat took the initiative in setting up Delnet. It has emerged as an important resource centre for the libraries in Delhi.

In Delhi the libraries have been growing very fast in number and site during the last four decades. They cater to specialized and general clientele and are of various types which include institutional libraries, research libraries, government libraries, public libraries, departmental libraries and libraries of the universities, colleges and schools. During the recent years, cumulative information has been increasing at a very fast pace and with it the increase in demands of the users. It has been noticed that in the era of information explosion the libraries in India are generally ill equipped to handle and retrieve

information effectively. As already mentioned, the financial resources and the space for housing library collections are limited in almost all of the libraries. The option left with the forward looking librarians has been to promote the sharing of resources by automation and networking.

Initially, 40 libraries were directly linked to the Delnet host system through e-mail to promote library mailing, interlibrary requests, transfer of files, exchange of messages, interlibrary services, etc. Side by side with the automation of participating libraries, the functions and services have also started. Presently about 90 libraries are members of Delnet. Almost all participating libraries are now computerized by means of acquisition and fund accounting, cataloguing, circulation, serials control and local users services. Users are able to locate books and serials through Online Public Access Catalogue (OPAC). A union catalogue of current periodicals available in Delhi libraries, and a union list of current serials available in Indian libraries are available on online for Delnet participant libraries. A central database of Delnet has been created and made operational. This central database includes the library holdings of Delnet member libraries used as union catalogues of books/monographs.

Delnet provides access to the central union catalogue for books and monographs, efficient electronic mailing facilities to access databases of member libraries. It also proposes to develop a network for accessing CD-ROM databases available at member libraries in the near future. DELNET also provides CAS and SDI services, consultancy in library computerization, training and H.R.D. and assistance to libraries on standardization, local automation, retrospective conversion etc. DELNET is likely to emerge as a co operative network incorporating all disciplines of science, technology, social sciences and humanities.

2. Calibnet

The Calcutta Library Network (Calibnet) was inaugurated on 21 December 1993. NISSAT, Department of Scientific and Industrial Research (DSIR), Govt. of India, took the initiative in setting up Calibnet, which has adopted a two way system for networking:

- i. The networking route with a library automation and networking through its own application software "Maitrayee" and
- ii. The e-mail route connecting member libraries with on line access to various databases within network and Internet access.

Calibnet established a high-tech resource base and provides the following services:

- Online/CDROM based global information search and retrieval services
- Full-text document delivery
- Database services

3. Malibnet

The need for interconnecting libraries and information centres in Madras was visualized in the Indian National Scientific Documentation Centre (INSDOC) in 1991. Initially six major academic institutions were directly linked to the Malibnet host system. Two important databases have been created utilising the resources available in Madras libraries. One is a Directory Database of Current Serials in Madras covering 30 libraries, and the other is a Contents Database covering articles published in 300 journals available in Madras libraries. Both these databases are continuously updated and also expanded. They are available for online- access to any user and the information is also supplied in diskettes and hard copy. Photocopies of articles from member libraries can be supplied within two days.

Madras has about 60 important libraries besides information centres like

Library Resources Sharing

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NOTES

INSDOC. About 15 of these libraries have a holding of well over 100,000 items. These libraries act as good resource centres on the network. As of December 1993, all the 60 libraries together invest about Rupees 8,000,000 on acquiring journals and books every year. It is estimated that 40% of the information acquired is redundant. With the libraries networked and resource sharing implemented, each user on the network can get access to a vast amount of literature, and redundancy can be brought down significantly. A novel and unique feature of Malibnet is that the members will be permitted to offer their own innovative information services on the network. A membership in Malibnet is open to universities, colleges, R&D institutions, industries and individuals.

Malibnet presently offers the following information services:

- Current serials acquired in about 60 libraries
- Full journal holdings of about 60 libraries
- Contents information of about 500 important journals
- Electronic mail including internet connectivity
- Door delivery system for document photocopies
- It also offers access to about 1000 international databases

4. Mylibnet

It is the first library network established in a small city. The launching of MYLIBNET in association with Mysore city library consortium (MCLC) took place on 12th June 1995. There are 16 institutional members. The holding list of Mysore city libraries has been computerised and software has been developed to enable users to access the catalogue and information on-line. MYLIBNET provides e-mail facilities to its members.

5. Bonet

The Bombay Library Network (Bonet) was setup at the National Centre for Software Technology (NCST), Bombay, on 6 November 1992. The Network is sponsored by Nissat. The aim of BONET is to build a low cost library information system which can possibly be used as a model for future expansion of this service even outside Bombay.

Bonet also benefits significantly from the experience gained, and facilities created, by the Education and Research Networking (ERNET) project of the Department of Electronics, Govt. of India, assisted by the United Nations Development Programme (UNDP). BONET is aimed at promoting cooperation between libraries in Bombay. The focus is on inter-library activities, rather than on computerizing individual libraries, which will no doubt computerize their own operations and are likely to share their experiences with each other. Bonet offers training related to library computerization and networking, and speed up computerization of Bombay libraries. Bonet membership provides for access to its centralised catalogues and for E-mail among Bonet members. However, access to library related services outside Bombay in India and abroad would require use of ERNET.

The services offered through BONET include the following:

- Consultation on standards.
- Organized training for selected staff of participating libraries.
- On-line catalogue of periodicals for the region.
- On-line catalogue of books for the region.
- On-line catalogue of preprints/reprints.
- Inter-library lending of books and periodicals.

Library Resources Sharing

- Inter-library request for photocopying.
- Computer network support for book ordering.
- Information retrieval services.
- On-line document delivery of items (such as technical reports) made available by participating libraries in machine readable form.
- On-line access to foreign databases, subject to the user's willingness to pay the costs incurred.
- E-mail interface for inter library queries.
- E-mail facilities to order reprints from abroad, when necessary.
- Dissemination of information, on new books etc, using E-mail, Bulletin boards, and SDI techniques.
- Courier service for inter library exchange of materials.

Under BONET the following databases were created:

- i. 25,000 items in a bibliographic database on computers and software technology
- ii. Union catalogue of journals and other periodicals in libraries in the region.
- iii. Tables of contents of 250 Indian periodicals created by the national centre for information.
- iv. A number of CDROM databases have been mounted on a Novell Server for use to members.

6. Punenet

Presently, 30 libraries and 15 professionals from Pune city are accessing the PUNENET through modem. The users not only access PUNENET data, but also use the e-mail and internet facilities. Following databases are available on PUNENET for its members:

- Catalogues of holding of all member libraries
- Union catalogue of current periodicals in Pune libraries and information centres
- Publishers and book sellers database
- Database on international grants and fellowships in the health sciences
- Hard databanks in biotechnology
- Access to NICNET and databases available on NICNET e.g., MEDLANS, AIDS database, US patent database
- Access to internet and various databases available on internet
- Patent information
- Union catalogue of books available in British libraries in India

7. Adinet

Ahmedabad Library Network (Adinet) was formally inaugurated in February 1995 when a memorandum of understanding was signed between NISSAT and Adinet at Ahmedabad. Adinet has ten institutional members, five associate institutional members and two professional members. A centralized database has been created at Adinet which contains institute master, journal master and book databases. It also organized six work and training programmes. Adinet provided e-mail connectivity to 30 libraries of Ahmedabad.

8. Infilibnet

Information and Library Network(Infilibnet), a programme of the University Grants

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Commission, was launched in May 1991. The main aim of Infflibnet is to establish a national computer-communication network to link libraries and information centres in universities, colleges, universities, UGC information centres, institutions of national importance, R&D institutions, etc., and thereby improve capability in information handling and services. It is a programme for academic excellence to be achieved through establishment of a mechanism for information transfer and access to support scholarship and academic work. It facilitates pooling, sharing and optimization of scarce library resources in the country. As a major programme it helps modernize libraries and information centres in the country through application of information technology. The National Centre of Infflibnet is located in Gujarat University campus at Ahmedabad. At present, Infflibnet aims at computerizing and networking of university/college libraries. Every year, Infflibnet programme is identifying a number of university libraries for automation depending on the budget allocation. The selected institutions are given funds for procuring computer systems, retroconversion and networking. Application software for data entry and other library functions, library standards and formats, etc., are provided by Infflibnet to the participating libraries. Manpower development is an important part of the programme. Training courses for core library staff engaged in computerised library operations, have been conducted since 1992-93.

Development of suitable software, standards for various library operations and communication based services (e.g., e-mail, bulletin boards) designing suitable network architecture and preparation of union catalogues of serials, books, non-book materials, and cooperation with other networking organisations like Nissat, Nicnet, etc., are other important activities.

Objectives of Infflibnet

INFLIBNET is an autonomous institution and aims to provide a channel to the academicians and researchers for exchange of information from sources within the country and abroad.

- Modernize libraries/information centres in India
- Mechanization for information transfer and access
- Facilitate pooling, sharing and optimization of library resources
- Organize library services at macro level
- Speedy and efficient services to end users
- Promoting equity

The ultimate aim is to provide the end-users a mechanism for sharing and using information resources and for exploiting modern information technology.

Functions of Infflibnet

- Aims to establish a nation-wide network for computer communication linking academic libraries and information
- Aims to establish a mechanism for information transfer and access to support scholarship and academic work
- Aims to organize library services at macro levels at affordable cost and maximise benefits providing speedy and efficient services to end users.

- Will include participants from colleges, universities, R&D institutes, institutes of higher learning, information centres, institutes of national importance and document resource centres
- Covers all disciplines such as science, technology, medicine, agriculture, fine arts, humanities, social science
- Will provide networking to members using available communication infrastructure in the country.

Library Resources Sharing

NOTES

8.8 SUMMARY

The launching of DELNET and CALIBNET, the library automation and networking movement in India is surely catching on. The objectives which are:

- Better utilization of funds through sharing of resources by creation of commonly usable data-bases and communication between libraries.
- Automating the functions of individual libraries at a local level for effective and efficient services to the users.

A number of benefits are being offered to member libraries of the particular networks. First, one gets access to a very large volume of literature without increase in the library budget because of the sharing of resources among the members. Secondly, the library budget can now be diverted to acquire the most important (even if expensive) information required by an institution, the other peripheral information being available on the network. Third, one gets near real time access to about 1000 international databases apart from the electronic mail and remote log in facilities. There are plans of these networks to connect and share the resources in the near future.

Nevertheless, the growth of these networks is slow. It is taking a long time to create and provide bibliographic databases of recognizable size, e.g., DELNET took already ten years in creating bibliographic databases of reasonably good size. Without the databases neither could networks be made effective to achieve the goals nor could resource sharing be effective.

Finally it appears that prospects are quite favorable for development of networks for better information services and resource sharing in India. In this direction lot of work has to be done. Some of the problems faced by other developing countries are common to India too, including financial constraints, inadequate communication, non-availability of equipments, less awareness of the value of information, reluctance to development and non-coordination of various kind of activities, resource building, resource sharing and exchange of information and ideas, non-standardization operational procedure, lack of dedication, motivation and knowledge on the part of available manpower.

8.9 REVIEW QUESTIONS

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1. Define Resource sharing and its objectives.
2. Explain facts of resource sharing.
3. What are the various barriers of resource sharing?
4. Explain prerequisites of resource sharing.
5. Describe the concept of library networking.



UNIT 9

USER AND USER STUDIES

Structure

- 9.0 Aims and Objectives
- 9.1 Introduction
- 9.2 User and user studies
- 9.3 The need for user studies
- 9.4 Methodologies/Techniques for user studies
- 9.5 User studies limitations and criticisms
- 9.6 Summary
- 9.7 Review questions

9.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to

- About the user and user studies
- Need for user studies
- Limitations of the user studies
- Importance of Methodologies/Techniques for user studies
- User characteristics
- About the steps in plan.

9.1 INTRODUCTION

Libraries and information systems are designed and built-with the primary objective of meeting the information needs of a group of people who: constitute their clientele. In the past, information systems and services were developed based more on 'literary warrant' rather than 'users warrant'. In fact, the key to the aims, direction and contents of any and all information. activities is the user. Talking of information users, P.L: Leggate observes "unlike retrieval systems and computer systems, users are human and therefore difficult to classify. Unfortunately, one can say almost anything and it will be true of 'some users. Any generalization which can be made will be true of at least some users". Identifying 'definite user groups to which information is to be provided involves number of complex, costly, and demanding processes. However, the basic questions and problems are not how effective or efficient these processes are, but: what an information system or information unit or library can do to assist an information user in identifying; clarifying or solving a problem? what such a system or unit can do to raise the probability that a

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user will find relevant and useful information with a minimum effort?

The above stated questions form the foundation on which to build or develop information systems or information units including library services. These questions provide a practical operational framework for viewing the objectives, products and services as well as for evaluating the success or failures of such products or services.

If this contention is accepted, it follows that the first requirement for designing an information system, service or product would be to study thy users. The users should be studied not only before designing an information system or starting of an information service or product, but also, during the life cycle of the system or service. It might be emphasized here, that while study of users increases the probability of a longer life cycle of such a system, lack of a Careful study may decrease it sharply:

Conducting of a user study is a difficult proposition because the related theories, models, and methodologies have not been fully developed and perfected. However, there is a much higher probability that products and services based on user studies will be better designed than those based on intuition, anecdotal evidence or committee deliberations.

It must be stressed that the basic purpose of a user study is to gather information that is useful in design and provision, 'and/or evaluation of specific information products or - services geared to meet the needs of specific users. To emphasize further, user studies are a necessity in all phases of information activities from design to evaluation, to marketing and to management. Therefore, the central question is: What useful information about users or uses should be collected? In other words, what user and use variables should be collected? The choice of such variables for study is wide. Depending on the objective, individual studies will concentrate on a limited number of specific variables. Some of the general variables possible to examine in user studies are : the factors or variables in the users of information that effect their perception of the problem; the specific ways they are most likely to use information and their capacity to use a given type of information; the stages in the information transfer process which relate to the knowledge an individual has about a specific idea or innovation; environmental or social characteristics; and communication characteristics, etc.

In the literature of LIS, the term user studies has been interpreted differently. The different interpretations along with other related aspects are discussed in the subsequent sections. The main purpose of this unit is to furnish adequate information to the participants of this programme so that they might be in a position to plan and conduct a user study in course of their professional work.

9.2 USER AND USER STUDIES

As has been mentioned earlier the user is the focal point of all information activities at all levels: User is a broad concept which may include both producers as well as clients of information. In LIS literature, a number of terms have been used to signify users. They are more or less near synonyms. For example, the words patron, client, member, customer are used to signify the concept of a user. Whitaker defines user as a person who uses one or more of the services provided by a library. On the other hand, Guinchat opines that a user can be defined on the basis of two sets of criteria, namely i) objective criteria, such as socio-professional category, specialist field, nature of the activity for which the information is sought, reason for using the information system, and ii) social and psychological criteria such as the user's attitudes and values with regard to information in general and in his relations with information unit in particular. The key factor being

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reasons behind his particular information seeking and communication behavior and his professional and general social behaviors. Guinchat categorises users into three broad groups : i) users not yet engaged in active life, such as students; ii) users with a job and whose information needs are related to their work. They are classified by main activity (management research, development, production, services, etc.) i) by branch of activity and/or specialist field (civil User Studies service, agriculture, industry etc.) and by level of education and responsibility (professional staff, technical. workers); and iii} the ordinary citizen needing general information.

Prof. J.D. Bernal provides some sort of classification of users of scientific and technical information from the point of view of the kind of information services required by them. One major aspect of this grouping is combining engineers, architects, medical practioners and agriculturists into the category of technologists. Also, managers (both business and industry) could be conceived as a distinct group of users of information. The two figures are given-below:

Another method of grouping users is on the basis of their approach to information. They can be classified as:

The potential user - one who needs information which can be provided by specific services;

The expected user - one who is known to have the intention of using certain information services;

The actual user - one who has actually used an information service regardless of the fact whether he derived advantage from such a service or not; and

The beneficiary user - one who derives a measurable advantage from information services.

It may be worth noting here that Dr. S.R. Ranganathan has grouped users on the basis of types of services enunciated by him into: the freshman, ordinary inquirer, specialist inquirer, and general reader. Resource Sharing and It may be stated that a wise system designer recognizes that the user of information must be an active participant in the system whose needs should direct the system design: Therefore, the information service must anticipate, match and be responsive to the requirements of its clientele. In certain situations the' users may not be fully aware of the many advantages of a particular system or service. In such situations the system designer must guide him to the pertinent aspects providing a tailor-made service.

Generally, three important groups of a scientific and technical information system users are distinguishable according to the kind of activity in which they are engaged: They are:

- a) Researchers
- b) Practitioners and technicians engaged in developmental and/or operational activities the different fields of technology, and
- c) Managers, planners and other decision makeis who are engaged in co-ordinating development activities at local, national, or international levels.

The above mentioned three groups are very broadly defined and are not exhaustive.

9.2.1 User Characteristics

Since-the main purpose of any user study is to gather information that is useful in design, provision, and evaluation of specific information products or- services geared to specific users,, it becomes necessary to have full understanding of the user characteristics. User characteristics may be studied under the groups i) individual

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characteristics, ii) stages in the information diffusion, iii) environmental or social characteristics, and iv) communication characteristics.

1. Individual Characteristics

The individual characteristics of users deal with the factors in the users of information that' effect (a) their perception of the problem and their definition of the problem faced along with their description of the needed information and; (b) the specific ways they are most likely to use information and their capacity to use a particular type of information:

Stages in the Information Diffusion'

This aspect relates to the amount of knowledge an individual (or a group of users) has about a specific idea or innovation. Information needs' at various stages are different and therefore information products and services have to be tailored for each stage. This might be possible only when the capabilities of the user are clearly perceived.

2. Environmental or Social. Characteristics

The factors in the social system (such as the norms, situation, reference groups, etc.) that have an important effect on the individual's behavior and communication fall under the category of environmental or social characters pertaining to an individual (or group) of user: Awareness about these factors enables the system designer to precisely gauge the information requirements of the user:

3. Communication Characteristics

The elements related to the use and diffusion of information constitute what are known as communication characteristics .Some of these include: information sources; information structures, communication channels and information, systems .These aspects need to be correlated with other characteristics.

A proper and systematic user study aims at collecting all the pertinent data concerning the users with the objective of building an efficient information system .Such data enables establishment of close relationship between users and the information system designers.

9.2.2 User Studies

In the foregoing paragraphs the concept of user and the characteristics associated with users have been described and discussed. In this section let us try to understand what constitutes a user study, and its development. It is the recognition of the paramount importance of users that leads us to user studies.

In the literature of LIS, the earliest reference we come across is to the study conducted by L:R. Wilson in the late 1930s. It was an attempt to investigate the distribution and status of libraries in the USA and was not aimed at obtaining information relating to library use or users.

The concept of users and their information needs found some expression at the first conference of Royal Society held at London and became a subject of discussion at the International Conference on Scientific Information held at Washington in 1958: Prof. J.D. Bernal's paper entitled 'The Transmission of Scientific Information: a user's analysis" received a great attention.

It may be mentioned here that a pilot study on the use of scientific literature by scientists was. conducted by R.R. Shaw in 1956 on behalf of National Science Foundation. Shaw's study is considered as one of the pioneering efforts in the direction of user studies. Since then a number of comprehensive studies have emerged on the subject: For example, Davis and Bail compiled a bibliography consisting of 438 such studies as early as in 1964. It has been recorded that by 1977, more than 1000 important studies

were conducted on the subject of 'user studies'. It must be mentioned that the growth of science and technology and, the importance accorded to the use of scientific information proliferated such attempts of user studies.

An event of great significance in the history of user studies was the establishment of the centre for Research on User Studies (CRUS) in 1975 by The British Library at University of Sheffield. The main objective of this centre was to create a national centre to act as a focus for research in user studies. Let us hope that researchers on different facets of 'user studies' will receive encouragement from the centre in future and a theory of user studies would be developed. The establishment of a centre for research on user studies indicates the importance of the subject 'user studies'.

User and User Studies

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9.3 THE NEED FOR USER STUDIES

Information need surveys or user studies are potentially useful in bridging the gap between the kind of information services needed and the kind of services in existence. Any information system would definitely require identification of user requirements. However, 9 Resource Sharing and there had been certain doubts regarding the point whether information needs could really be established through user studies or surveys. For instance, it has been stated that information needs, as distinct from wants, cannot be determined through public opinion poll type surveys. It has been further stated that information service is a professional service (such as medicine) as opposed to a consumer service (such as packaging of breakfast food) and hence users of information services cannot provide correct guidance in the designing or improvement of an information system. This view shifted the emphasis towards the techniques or methodologies for conducting such surveys. This situation led to the efforts for development of reliable methodologies for conducting user studies and further emphasized the need for conducting user studies as necessary requirement for the design and operation of effective and efficient information systems, services and products.

9.3.1 Planning of a User Study

It is important to plan a user study carefully from the beginning to the very end. In this regard, it is necessary to lay out a detailed plan of each step hand before. The various stages of work are to be spelt out along with the general objectives of the study, translation of the objective into a set of questions or means of answering the questions, selection of the tool or appropriate technique for obtaining the answers, the selection of the sample of users to be observed and a plan for getting the necessary co-operation, the pretesting of the technique, the full scale study itself, analysis of data and preparation of the final report: In each stage of work certain decisions are to be taken.

9.3.2 Different Steps in the Plan

Any plan for conducting a user study should consist at least the following steps:

- i) Surveying the previous studies and literature in general and learning about all aspects of user studies;
- ii) Spelling out the objectives of the study;
- iii) Determining the variables to be studied and the specific model to be followed;
- iv) Selecting the sample population to be studied;
- v) Determining the method for collection of data for observation;
- vi) Determining the method of analysis of data or observations;
- vii) Determining the ways of presentation of data and utilisation of the results including

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dissemination. of such results.

While setting the objectives of the proposed study one has to spell out in clear terms what exactly one is going to find out from the study. All the subsequent stages will hinge around ' this decision. In this context, it may be pointed out that what are generally referred to as* information use or need studies are a composite of many different things. Such studies may be grouped into four broad categories.

9.3.3 Different Categories of User Studies

- i) Studies which are conducted to find out the overall pattern of interaction of the users' community with the communication system, without reference to any specific information receiving event, are categorized as communication behavior studies;
- ii) In the second category are placed studies which are conducted to find out the use of any. communication medium like primary periodical, secondary periodical, etc. and are called, user studies;
- iii} The third category. includes studies which are conducted to find out the pattern of flow of information in the science communication system as a whole. They constitute studies in the flow of information;
- iv) The fourth category includes studies/surveys which are conducted within the limited context of a library or an information centre, mainly to find out the extent of use of the services and facilities offered by an agency with the ultimate objective of improving the system or services.

It may be mentioned that any particular study/survey may have different aspects and hence overlap each other on the categories mentioned above.

9.4 METHODOLOGIES/TECHNIQUES FOR USER STUDIES

After the need for conducting user studies has been established and the relevant aspects (variables) to be studies are decided, the next logical step would be selection of methods for conducting a user study.

From sizable literature on the subject, it is evident that most of the general surveys, e.g., interview, questionnaire, diary, etc., have been extensively used by workers in the field of information use study also. The methods used so far may be grouped as under:

a) General or Conventional Methods

- i) Questionnaire
- ii) Interview
- iii) Diary
- iv) Observation by self
- v) Operations research study

b) Indirect Methods in the context of Information Use

- vi) Analysis of library records
- vii) Citation analysis

c) Special and Unconventional Methods

- viii) Computer feedback

ix) Unconventional methods

User and User Studies

A description of all the above methods may be found out from literature. Hence, a detailed : discussion is not attempted here. However, the selection of methods depends on previous decisions, on objectives of the study and also on the variables to be studied. Three important aspects are involved in the selection of methods:

- i) Selection of a sample of user population;
- ii) Determination of procedures for collection of data from or about the sample;
- iii) Determination of procedures for analysis of collected data to derive: or summarizes results.

Each one of these has to be considered in detail before one actually plunges into action regarding user studies: 'One of the most commonly committed mistakes in user studies is to collect data without any idea as to how the data is to be analyzed.

It is always useful to consult a statistician and take his help in the selection of appropriate methods to be followed in the envisaged user study. This would greatly enhance the usefulness of the results derived from the user study .However, the study should avoid incorporation of meaningless statistics in the user study.

As to the question of selection of a sample of user population there are a number of methods available which would facilitate this task. The most common in this regard being.

1. **Convenience Sampling:** which means picking the first 25, 50 etc. users that come along as subject of study;
2. **Random Sampling:** which involves picking users for the study from a population at random;
3. **Stratified Sampling:** which involves sub-dividing the population into sub-groups and then picking users for study at random;
4. **Representative Sampling:** which involves determining beforehand individuals, pairs of individuals, or small groups with some characteristics in common as subject of study.

Similarly, there are a number of methods available for data collection. Some of the commonly used methods are:

Resource Sharing and Surveying

This involves questioning users and obtaining answers directly from users User Studies about their behavior, attributes, values, conditions and/or preferences. This is by far the most often used method in user studies: It leads to somewhat biased results;

Observation

Which involves making direct observations on the communication behavior of users in given situations, practices, and time periods etc.

Records Analysis

This method involves obtaining written records or other artifacts of previous communications (such as papers, correspondence, statistics) and deriving inferences about users from the records.

Experimentation

This method involves introduction of an element defined group of users and observing the results or consequences; possibly also comparing the group with another where the element was not introduced.

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Next step involved is identification of some of the data analysis methods. An analysis is informal because it consists of gaining an impression or feeling of what the data indicates and in which direction they point. For formal analysis the most frequently, used methods are :

Statistical Analysis which comprises application of standard statistical techniques to 'summarizes, compare and test for significance data which is expressed, numerically; Semantic Analysis involves application of semantic techniques to summarize and compare data which is expressed verbally.

Psycho-social Analysis which involves application of psychological; sociological or anthropological techniques to classify or describe the data obtained through an user study, which is represented conceptually, logically or representatively;

Economic Analysis which comprises application of macro or micro economic techniques to derive conclusions in economic terms on data expressed in all the above mentioned ways.

Each of these techniques of analysis do require knowledge of the respective fields. Standard statistical packages are widely available which will accomplish the required results: However; use of such packages requires some practical training. Appropriate techniques can also be 'adapted relatively easily from the previous studies.

9.5 USER STUDIES LIMITATIONS AND CRITICISMS

Although a number of studies have been conducted in the past to assess the information needs of scientists, engineers and technologists, the, information needs proved to be extremely complex and varied. As a result, most of these studies proved to be inadequate to the task of completely revealing the precise nature and needs of information users. These investigations have, at best, provided only an a priori approach to the problem and much is needed to be done in this direction.

There have been some criticisms on the methods and techniques used in the user studies/ surveys. For example, it has been stated that the question of sampling in user studies left much to be desired. In other words; in selecting the sample, refined techniques of random sampling have not been taken into account. The usual error of getting into the sample a large number of workers who take 'an interest' or are methodical and co-operative to return questionnaires and diaries, is always there. This error should be avoided. Moreover, it is not only the size of the sample that is important but also the composition of it taking into consideration the environments of the participants. One of the critics has suggested as many as seven different environments as follows: i) academic institutions, ii) research organisations, iii) industry, iv) government, v) professional associations, vi) trade unions and political parties, and` vii) the press and broadcasting. Similarly, users can also be categorized according to functions such as : i) research, ii) teaching and training, iii) management, iv) social work and administration, v) the press and broadcasting, vi) politics, vii) business and commerce, viii) study and learning. All these are likely to influence a person's information needs and behavior.

There are several other variables also. These are demographic (e.g., age, education, length of experience in research) and psychological (such as motivation, intelligence) variables which may well be related to information requirements, needs and users. Hence, it has been mentioned that user psychology must also be taken into account. Aspects of user psychology to be considered include: the search time that can be tolerated, the amount of irrelevant material that can be tolerated, time available for

retrospective searching, the preferred form of the search product, user's input channel capacity, work habits, terminological idiosyncrasies, prior knowledge of reference tools and information system and user's judgement about the comfortableness of the physical aspects of the information system.

The importance of including individual variables in studies of information gathering and information seeking behaviors has also been stressed by some experts. Some of the individual variables cited include : i) age, ii) experience in research in a particular job; iii) background qualification, iv) whether solitary or team worker, vii) persistence and thoroughness and viii) motivation, etc.

With appropriate inclusion of some of the above mentioned aspects in user studies, the critics believe that the short comings in them can be minimized and the findings can be made valid and widely applicable.

9.5.1 Efforts Made in India

The problems of communication in science and the user interface have received some attention in this country since last three decades. For instance, INSDOC conducted a use survey relating to its current awareness service entitled "INSDOC List of Current Scientific literature" as early as 1964. As a result of the findings of this survey, INSDOC had to wind up the above mentioned current awareness service' and had to start the compilation of 'Indian Science Abstracts'.

Another significant effort in this direction is the study conducted by Carl M. White regarding the use of Delhi University Library in 1965. In the same year (i.e. 1965) the Indian Association of Special Libraries and Information Centres (IASLIC) conducted a seminar on "Users and Library and Information Service. Though the seminar did not discuss or, report any worth-while study/survey, it helped in drawing the attention of the authorities of special libraries and information canter towards these problems.

In the year 1967, INSDOC conducted a pilot survey to assess the information potential and the information needs of the research workers engaged in the field of 'electronics'. This survey was undertaken in connection with the formation of 'Electronics Information Grid'. Interview technique and questionnaire method} were employed in this study. The findings, though essentially empirical in nature; have been published in the form of a report. Yet, another worthwhile effort in this direction was the survey conducted at the Delhi University to determine the reading patterns, information needs and information gathering habits of the teachers and research scholars attached to the chemistry department of the University.

This survey was conducted by means of a questionnaire (see appendix) and also through interviews. The findings of this survey are compatible with the findings of similar studies undertaken in other countries. 'A sample copy of the questionnaire used in this study is - provided in the appendix.

Though libraries exist for users, research in Indian librarianship has taken for granted the user component of the. system. It is only in recent years that extensive and in depth customer related studies began to appear.

One such effort was made by M:S: Sridhar. His doctoral research work was on information seeking behavior (ISB) of the Indian Space Technologists (IST) of ISRO Satellite Centre (ISAC), Bangalore. The results of this study have been published under the title "Information Behavior of Scientists and Engineers". This study is a contribution towards user studies and therefore worth considering as one of the case studies: The case studies referred to above are illustrative in nature and not exhaustive.

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9.6 SUMMARY

At the end of the unit I will conclude about User in Whitaker terms as a person who uses one or more of the services provided by a library. On the other hand, Guinchat opines that a user can be defined on the basis of two sets of criteria, namely i) objective criteria, such as socio-professional category, specialist field, nature of the activity for which the information is sought, reason for using the information system, and ii) social and psychological criteria such as the user's attitudes and values with regard to information in general and in his relations with information unit in particular. The key factor being reasons behind his particular information seeking and communication behavior and his professional and general social behaviors.

9.7 REVIEW QUESTIONS

- Explain the characteristics of users.
- What is the need for user studies?
- Describe the techniques of user studies.
- Discuss the limitation and criticism of user studies.



PUBLIC RELATIONS AND EXTENSION SERVICES

Structure

- 10.0 Aims and Objectives
- 10.1 Introduction
- 10.2 Definition and Importance of Public Relations Programme
- 10.3 Public Relations and The Governing Body
- 10.4 Libraries and the Book Trade
- 10.5 Librarians and the Educationalists
- 10.6 P.R. Value of Personal Service
- 10.7 Internal Arrangements
- 10.8 Library Surveys
- 10.9 Some General Factors
- 10.10 Extension Work
- 10.11 Summary
- 10.12 Review questions

10.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to

- Defining the Public Relation Programme.
- Describing about various Library surveys.
- Explaining extension work and its need.

10.1 INTRODUCTION

Public Relations and Extension work are closely related to each other. Public Relations is concerned with the maintenance of cordial relations with the public by explaining what, the library does. This is necessary because the library is a public institution. It gets money from the public.

Though the library provides many services yet there are certain people who are not making use of the services. Ranganathan's laws 'Every reader his/her document' and also 'Every document its reader' plead that the non-users be made actual users.

Public Relations (PR) work produces as a by-product the conversion of non-users into users. Similarly, Extension Work also is good Public Relations Work. Perhaps, it is on account of this reason that in recent years, the distinction between the two is

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disappearing. Methods of Extension Work are sometimes discussed under Public Relations Programmes.

10.2 DEFINITION AND IMPORTANCE OF PUBLIC RELATIONS PROGRAMME

A library's Public Relations Programme means the concern and the activities to put the library into a cordial relationship with the people of the community. The Public Relations Society of American public relations new attained P.R. as "the management function which evaluates public attitudes, identifies the policies and procedure of an individual of an organization with the public interest, and executes a programmes of action to earn public understanding and acceptance".

Public Relations is understood by many in a narrow sense. That is to say, as promotion of healthy relations between the library and the users actual and potential. This is, in a way, true because the goal of the library is to promote its use. For this purpose it should take steps to inform the users about what it contains and what it likes to do in the promotion of library use. But the Public Relations Programme should be something more. For the complete development of the library it should promote Public Relations not only with the users and those who are likely to become users, but with all kinds of public-governments, book trade and other institutions, .Much more important is the library staff. Promotion of Public Relations at different levels-local, national and international level is also equally important. An important link in the Public Relations Programme is the dynamic, efficient and knowledgeable librarian.

The importance of Public Relations (P.R.) was recognized between 1930 and 1914. Since 1920 many institutions recognized the need for Public Relations. They have come to realize that not only their existence but growth depends on the Public Relations Programme, How every institution, big or small one uses some kind of Public Relation.

10.3 PUBLIC RELATIONS AND THE GOVERNING BODY

The governing body differs, from library to library in the universities it may be the Syndicate, in some cases the government and in many cases, the private, bodies. Whatever is the type of governing body, the librarian should inform it on all aspects of his library services achievements and developments. He can do this in many ways. The first is by regular written reports to be boards or committees. But reports should not be many. Care should also be taken so that the reports are well-written, well presented and contain important relevant information. Further the reports should be brief, clear and free from unnecessary words.

10.4 LIBRARIES AND THE BOOK TRADE

The librarian is concerned with the distribution of information. There are also others like authors, the publisher the book seller and the reader who are associated with the documents. The librarian should maintain good relations with all these bodies. Otherwise the main purpose of improving the literary and the general and cultural levels of the community become ineffective.

10.5 LIBRARIANS AND THE EDUCATIONALISTS

In academic libraries the librarian should promote cooperation and healthy relations. Only a continued and carefully planned P.R. programme will improve the situation. In practice the librarian should serve the with better service. Internal P.R. consists in promoting the communication librarian and his staff. The staff should be informed of the progress of the library as a whole or about short term and long-term intentions of the library. This can be done by convening meetings of the staff periodically. Another good medium of communication between the librarian and the staff is the Issue of newsletter. This contains information about the progress of the library and the future programmes. Another important problem related to P.R. is the appointment of a full time P.R. Officer, or entrusting the work to one of the library staff members v/ho is given elementary training P.R. The choice ultimately depends the size of the library. In big libraries it is desirable to have a full time P.R.O. In small libraries a staff member may be deputed for this purpose.

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10.6 P.R. VALUE OF PERSONAL SERVICE

A library providing comprehensive, efficient and prompt services is the starting point for good Public Relations. A satisfied reader can tell the potential readers about the services. This can serve as an effective. Bur is slow. However, this -has to be supplemented by well-planned.

10.7 INTERNAL ARRANGEMENTS

Before a positive P.R. Programme is undertaken the librarian should consider the library's Internal Arrangements.

First, the librarian should identify the services in which the library is strong and those in which it is weak. The P.K. Programme should publicize the strong points. Efforts should also make to refine the weaker services.

Secondly, the basic training of. The staff is an important factor in maintaining the good public image of the library Personal appearance, neat dress and courtesy all combine give readers a good impression of their library. These qualities should be inculcated in the staff. The best way doing this is to produce a handbook containing instructions and distribute it among them.

Thirdly, since there are many occasions when the library staffs have to give a negative answer to enquiries, they should know how to say in a convincing manner.

Fourthly, every library frames and follows certain rule and regulations in order to make it run smoothly. The sta should be taught how to interpret them in a liberal was interpretation of the rules should be done in a way the benefits a majority of the users.

Fifthly, one item of staff training affecting good P.R. in the use of the telephone. Staff should be taught to answer telephone calls promptly and clearly. The person receiving telephone call should announce the name of the library with phrase Can I help you.

Sixthly, try to design your letter heads with attract printing and paper. The manner in which you write your Letter metiers. You should begin that letter with a salutation Rama Rao' and end with 'yours sincerely rather than 'Yo truiv' or Yours faithfully.

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P.R. Through Printed Materials

Libraries bring out many publications like annual report library bulletins, lists of recent additions. These can design in attractive styles and used as promoters of P.R.

a. Annual Reports

Annual reports are issued by many libraries. This can be regarded as a major P.R. document. Utmost care should be about the physical appearance and presentation of the annual report. While preparing the annual report the need to be borne in mind. 1) Use a simple style with paragraphs and catchy phrases. 2) Present the statistics in the form of graphs and charts, 3) the cover design should be attractive.

Generally a folder is used for the issue of recent addition lists. They can be made attractive by carefully design with the library symbol, using different colours for each issue. If this is not possible recent additions can be blushed in paper.

b. Service Leaflets

Every library should have constantly and print a general leaflet or folder outlining the scope of its service including a directory of library address and telephone numbers as well as opening hours. A diagrammatic map showing locations might also be included. The main aim of such a leaflet is to present it to new users. The paper used is usually thin, the overall appearance of the leaflet should be attractive.

Relations with the press, Radio and T.V

Those media, which the library can make use of P.R., are very popular

a. Press Release

Information about important events like the opening of a new library building, the inauguration of a new service, the visit of an eminent person, the opening of an exhibition, the start of series of lectures can be sent to the press to be printed as news. I

b. Radio and T.V

Through good contacts with radio and T.V. Librarian can seek opportunities to brief a good impression of the library. The librarian can deliver a talk over the radio or T.V, on popular topics. The other attractive is to participate in an interview. The T.V. can also cablecast films on popular themes of libraries.

10.8 LIBRARY SURVEYS

The library can undertake to survey the locality to find out why some people use the library and why others do not; what do readers borrow? It not can they offer some suggestions.

This can be done by way of a questionnaire. It should contain simple and straight questions. This can be sent either by post survey in person. The survey throws new information about the strength and weakness of the library collections and services. The librarian can take it as good opportunity to correct if there is anything wrong.

10.9 SOME GENERAL FACTORS

According to Wheeler and Goldhor the following factors should be observed while organizing the P.R.:

- 1) The users of the library are drawn from all walks of businessmen, wage earners, housewives, children etc. The P.R. programme should reach all these categories and it should be easily understood.
- 2) Honesty and sincerity underlie good publicity.
- 3) Continuous publicity is necessary. It is not enough if you do it once in a way.
- 4) Publicity is to be tried in with the everyday interests, motive and philosophy of the public.
- 5) Publicity has not only to describe services and materials. It has to explain library objectives, problems plans and achievements.

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10.10 EXTENSION WORK

In the words of S.R. Ranganathan's "Apart from such methods of purely publicity, libraries are now a days developing certain new type of work, which is. Addition to their being directly educative or recreational lead also to publicity. Such new lines of activity may be referred to as the extension service of the library".

The need for Extension Work

- 2 The main object of Extension work is to attempt to turn the library into a social centre whose function is the encouragement of reading. Its aim is to convert non-readers into actual readers, to create and stimulate the desire for good reading and to bring book and reader together. Extension Methods
 - a. **Reading to illiterates:** Our libraries can create the reading system. This is needed especially in countries like India where there is large scale illiteracy among adults. Selective books are read out to the illiterates either by honorary workers or paid readers. The library can arrange this during certain hours of the day.
 - 2 b. **Reading Circle:** A second form of extension work that the librarian may take up as organization of reading circles. Persons who have common interests are brought together to form a reading circle. The number may vary between two and five. The circle may be provided with small rooms in the library and also the books and periodicals. The group may have a leader. This helps to increase the use of the library.
 - 120 c. **Intellectual Centre:** The library should foster a feeling of mutual cordiality and helpfulness with the uses of the library. For this purpose the library should establish personal and social contacts. The library can provide facilities for the local organizations to hold their meetings. This creates the atmosphere of an Intellectual centre.
 - 113 d. **Exhibition:** Inside the library, shop window displays can be attractively erected at the entrance of the library. The book displays should be constantly changed. If the library has separate hall for exhibitions, this can be done on important occasions, say, to mark important national events. Books on the particular event can be exhibited. This is bound to arouse the interest of the readers who otherwise would not have a chance to see them. Book exhibitions can be arranged outside the library. The place selected for such exhibits should be where people pass, visit or congregates for their daily routine. For example the market, railway station or bus station. Whether the book exhibitions produce desirable effects or not depends

on how you organize them. A neat and attractive one definitely does work wonders. A shabby one does not.

NOTES

10.11 SUMMARY

At the end of unit I would conclude that Public Relations (PR) work produces as a by-product the conversion of non-users into users. Similarly, Extension Work also is good Public Relations Work. Perhaps, it is on account of this reason that in recent years, the distinction between the two is disappearing. Methods of Extension Work are sometimes discussed under Public Relations Programmes. In the words of S.R. Ranganathan's "Apart from such methods of purely publicity, libraries are now a days developing certain new type of work, which is addition to their being directly educative or recreational lead also to publicity. Such new lines of activity may be referred to as the extension service of the library".

The main object of Extension work is to attempt to turn the library into a social centre whose function is the encouragement of reading. Its aim is to convert non-readers into actual readers, to create and stimulate the desire for good reading and to bring book and reader together.

10.12 REVIEW QUESTIONS

1. Define and explain the importance of Public Relations Programme.
2. What is P.R. Value of Personal Service?
3. What are Library surveys?
4. What is Extension?
5. Explain the need for Extension Work.
6. What are internal arrangements of Library?

45



LIBRARY EDUCATION IN INDIA

14

Structure

11.0 Aims and Objectives

11.1 Introduction

11.2 Library Movement in India

1

11.3 Professional Associations in India

11.3.1 Indian Library Association (ILA)

11.3.1.1 The ILA constitution lays down the following objectives the Association

5

11.3.2 Indian Association of Special Libraries and Information Centers (IASLIC)

11.3.2.1 The Objectives

11.3.2.2 Organisation

11.3.2.3 Activities

11.3.2.4 Professional Development

11.3.2.5 Study Circles

11.3.2.6 Group Activities

11.3.2.7 Co-operation with Other Professional Bodies

11.4 National Documentation Centres INSDOC, NASSDOC

11.4.1 INSDOC - Its Objectives

11.4.2 Functions

11.4.3 Bibliographies and Information Service

10

11.4.4 Document Copy Supply Service

11.4.5 Reprography Service

11.4.6 Information Dissemination & Retrieval of Information

11.5 NASSDOC

11.6 Summary

11.7 Review questions

1

11.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to

54

- Describing about Library movement in India.
- Explaining Indian Library Association (ILA).

NOTES

- Discussing about Indian Association of Special Libraries and Information Centers (IASLIC).
- Delineating National Documentation Centres INSDOC, NASSDOC.

11.1 INTRODUCTION

The Chinese traveler first to visit India was Fa-Hien in the year 399 A.D. His main mission was to collect religious Buddhist texts for which he visited various Buddhist monasteries. He stayed at Pataliputra for nearly three years copying many Buddhist scriptures. It is evident from the accounts by him Mahayana had good collection of manuscripts.

11.2 LIBRARY MOVEMENT IN INDIA

The Second Chinese traveler Hiuen-Tsanab stayed in India for nearly sixteen years from 629 to 645A.d. From his writings it is evident that Buddhist monasteries a person was made in charge for the maintenance and preservation of manuscripts. Some of the well known monasteries which he visited where at Gandhara, and Taxila. He praises Kaniksha rule and gives high tributes to lover of literature. The King gave him all assistance to copy the manuscripts of his library by appointing twenty scribes.

The third Chinese traveler I-Tsing come to India in 672 A.D. and stayed for thirteen years, he gives an account of the socio-religious life in India of that time. While describing in detail how the common properties in monasteries were to be used. He States that scriptures and their commentaries should not be parted with but he kept in the library to be ready by the numbers of the order. The description is clear proof of well stocked libraries at that time of India.

There were many centers of learning in India before the advent of Muslim rule. To mention a few Nalanda, Mithila, and Malxa were well known. Both Hiuen-Tsand and abroad came there for study. It was sometime at the end of the twentieth century the library was destroyed by the Muslim invaders.

Many Muslim rulers either they were themselves men of letters or encouraged learning. They schools, colleges and libraries to spread islaraic religion and learning. The first well known library was established by U-din khiji at Delhi and the renowned Persian scholar, Amir fchusrau was appointed as librarian.

All the Mughal emperors were great patrons of learning and they themselves were scholars of repute. The imperial library built by them speaks volumes of library development in those ayes. P.N. Chopra describes:

Akbar introduced reforms in the management, Classification and storage of books which had by that time increased reforms in the in number. He brought it to a level of efficiency which compares favorably with modern system of classification. The library was divided into different sections according to the value of the books and the estimation in which they were written, such as; Hindi, Persian, Greek, Kashmiri, Arabic etc. The library was well managed and had officers to supervise and direct its affairs.

Maharaja Sarfoji was a great patron of learning and collected number of Sanskrit manuscripts mainly written in Telugu script. He started the Thanjavur Saraswathy Mahal library in, 1828. The library got numerous private collections. The collection mainly consists of manuscripts and printed books in Malayalara, Marathi, Driya, Punjabi, Urdu, English and French.

The Asiatic Society of Bengal was founded in 1784. The aim of the society

Library Education in India

NOTES

6 was for the study of the art, antiquity, history and literature of Asian countries. The society started a library with the best available documents on the study of the above mentioned subject. The Britishness when they defeated Tip Sultan took into their custody the library collection and made available to the Asiatic Society. The library was thrown open to public in 1820. It was used mostly by the Britishness.

Kuda Baksh Oriental Public Library was opened to the public in 1891 at Patna with the help of 1500 manuscripts left by Maulvi Muhammad Baksh Khan at the time of his death. This library is noted for its rare collection dating back to Mughal period. It has a rich collection of Arabic and Persian manuscripts and books. In 1830 with the help of JH Stockuler the Bombay Public Library was started. This library was maintained with the subscription paid by the members:

26 During the last decade of 19th century Conniver Public Library was established in Madras. It was named after Lord Connemera, then Governor of Madras (1836-1892) who was responsible for setting up a public library for the enlightened citizens of the growing city of Madras. The genesis of the library is that in the year 1860 a small library was established by Jesse Mitchell, Superintendent of the Government Museum as part of the Museum. The library grew in the time of Dr. Edgar Thurston and was shifted to the present building in 1890. Foundation for a new building was laid by Lord Connemera on 22nd March, 1896 and was opened to the public on 5th December 1896 as a free public library. It has been declared as State Central Library with effect from 1st April, 1950 under the provisions of the Madras Public Libraries Act, 1948. From 10th September, 1955 it became one of the four recipient public libraries in India under the provisions of the Delivery of books (public libraries) Act, 1954 to receive all publications published in India. It serves as a depository centre for publications of United Nations organization and its specialized organs, and also as UNESCO Information Centre.

5 In the year 1835, the Calcutta Public Library was established; it is interesting to read a resolution for the establishment of the Calcutta Public Library which reads. "That it is expedient and necessary to establish in Calcutta Public Library of reference and circulation, which shall be open to all ranks and classes without and sufficiently extensive to supply the wants of the entire community in every department of literature". 1 This was opened to the public on 21st March, 1836. The library survived for nearly fifty years and for want of funds deteriorating.

46 Lord Curzon, the Viceroy who was keen to see the Calcutta Public Library made arrangements in to take over the Library by paying adequate compensation. The Calcutta Public Library and a number of libraries in Calcutta were merged in the year 15 1901 and started the Imperial Library with a collection of nearly one lakh volumes. In 1902 the Imperial Library Act was passed and it became the property of. It was opened to public on 39 3rd, 1903. A lengthy notification about the objectives of the library was published in the gazette of India and few lines of the notification worth quoting, "The existing Imperial library will form the nucleus of the new Institution which will be provided with Reading Rooms. Public and. Private as the British Museum and Bodleian library. It is intended that it should be for of reference, a work place for students and a repository of material for the future historians of India in which, as far as possible, every book written about India any time can be seen and read". After Independence, Government of India passed 5 Imperial Library Act, 1948 by which the Imperial Library was named as National Library of India.

32 The credit of establishing stage aided public libraries in India goes to Maharaja Sayaji Rao Gaekwad (1862-1939) of Baroda. The Maharaja had witnessed the Establishment of library in the Western countries and was very much impressed by the impact of libraries on the social and cultural life of the people of those. On his return to Baroda he invited Mr. W. A. Borden student of Melville College, from USA in 1910 to

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advise rum for the establishment of a network of libraries in the State of Baroda. There was one Central Library which are the town and village libraries. In addition to these there were also traveling libraries. The State Library Department was started in Baroda. It is unfortunate after the death of the Maharaja, the government lost interest and the library system diet not survive.

Before the end of 19th century few public libraries were established in the Andhra and Telangana areas. In the first decade of the century many libraries came into being. Two well known libraries were the Sri Krishna Devaraya Andhra Bash. Nilayam at Hyderabad and Ram Mohan free library and reading room at, and by 1914 numerous libraries were started intakes and villages. The result of which continence what the of an by the name Andhra Desha Ganthonandagara Sangham and latter it was changed as Andhradesa Granthalaye Sangham or Desha Library Association. The first All India library conference cornered at Madras on 14th November, 1912. This conference in the establishment of an association at national level or name All India Public Library with it's at Vijayawada.

The efforts of R.V. Keishnes aiyer and S.K. Ranganathan. Madras Library was started on 30th January 1928. Indian Library Association was started on 13th September, 1933; Library Associations were started in Punjab (1929), Bihar (1939). Travandrum (1945) also.

In to tuber 1939 a mobile library called Bnanerathan started at Madurai to render library Service to the different parts of the district.

The library association convened periodical conference and exchanged ideas with the Professionals and the person who are interested in the library development.

After independence the first library legislation in India that is Madras Public Libraries act was enacted in 1948. With the efforts of Morris Guyed a library development plan thirty year programme for India was polished by Delhi University in 1950. Number of science laboratories. Scientific and Research Institutes were established.

In 1951, UNESCO started a pilot project first of its Kind at Delhi Public Library. There was more progress in library development during 1951-62 than any other period; people in post independent India were much of library conscious. State and Union Government took steps to establish more libraries. States like Andhra Pradesh, Karnataka, Maharashtra, west Bengal enacted library legislation. The remaining states also are taking more efforts to enact library legislation.

In very five year pain, Government of India allocate seeable amount for the establishment of new libraries, Documentation centers and information centers and also for the development or existing libraries.

In 1956 Ministry of Education, Education, Government of India appoints an Advisory Committee for libraries to survey the existing system and to suggest betterment. This is a landmark in the development of libraries in India 1950 the Comities submitted its report to the Union Education Minister with useful and effective recommendation.

In May, 1966 under the Union Ministry of Education a National Advisory Board of Libraries was constituted with 36 memoirs. Uniform tenthly the board has not functioned in course of time.

In 1972, Raja Ram Mohan Roy Library Foundation was established by the Department of Culture, Government of India to give financial assistance to build up library collection in rural areas and also to reading habit amino rural people.

During 1974-79 Government of India charted out a plan to develop libraries in India. How much money was required for the development during the plan period. How to develop libraries. Special care has been taken and substantial amount spent on the development of libraries.

Library Education in India

NOTES

In 1985, Government of India, Department of Culture, have set up a Committee to advise them in the formulation of a National Policy on Library and Information system under the Chairmanship of Professor D.P. Chattopadhyay. The committee is expected to submit its report.

At present the development of libraries in India is not on uniform the pattern throughout the country. Although library legislation were, enacted in some of the states. The libraries could not make better than they are ought to be. However the libraries in India striving hard to cater to the informational needs of the people.

11.3 PROFESSIONAL ASSOCIATIONS IN INDIA

11.3.1 Indian Library Association (ILA)

The term association is used to denote a group or body of individuals or institutions associated with a common purpose. This common purpose generally revolves round two main types of activities, viz. i) advancement of service oriented goals of the association and (ii) protection of the members interests. English history of the term more importance of the latter activity which is evident from the fact that the first voluntary association, receiving from the British Parliament (in 1844-45), was formed with the sole purpose to "with stand and revenge" any likely to be made on the life of Queen Elizabeth by the Roman Catholics.

A plot to assassinate William III, hatched and came to light in the year 1696, also resulted in formation of an similar association by the parliament. Associations were thus originally formed with the sole purpose of protecting the interests of some individuals or members.

Development of library associations in India is different from that of development of such associations in other countries. In other countries, national level library associations emerged first, but in India we already some state level associations prior to the formation of the first national level library association namely Indian Library Association. For example Andhra Desha Library Association (1914), Maharashtra Library (1921) Bengal Library Association (1925), Madras Library Association (1923), and Punjab Library Association (1929) were formed before the formation of Indian Library Association (1933). A brief study of the following level library associations in India has been presented below:

Full form of ILA is Indian Library Association; it has members from all the parts/states of the country representatives all types of libraries. Majority of members belong to library profession including teachers of library science, but then are members belonging to other walks of life also, as its constitution allows anyone who has interest in library become its members.

Indian Library Association was formed on 13th Sept 1933, 19th at the First All India Library Conference, held in Calcutta with AC Woolen (Vice-Chancellor, Punjab University) Sec-retary. It was decided that the Association will work development of libraries and library movement, improvement status of librarians and stressing for better training librarians. Since then ILA is working as a representative both of Indian and of India libraries and is dedicated to the cause of libraries.

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11.3.1.1 The ILA constitution lays down the following objectives the Association

- a) Promotion of library movement and improves in library service in all its aspects in India;
- b) Promotion of library science education and the improvement in the training of librarians in India;
- c) Promotion of bibliographical study and research in library science
- d) Improvement in the state and conditions of service of librarians;
- e) Affiliation of state and other library associations with Indian library Association and co-operation with international organization with similar objective;
- f) Publication of bulletins, periodicals, books, etc. This will help in the realization of the 'objectives of the association.
- g) Establishment of libraries, documentation centers and assistance in their establishing and working.
- h) Promotion of appropriate library legislation in India.
- i) Providing a common forum to all persons engaged or interested in library and information work by holding conferences and meetings for discussion of professional technical and organizational issues.
- j) Accreditation of institutions imparting library and information science education and training.
- k) Promotion as well as formulation of standards, norms, guiding for management of library and information systems and services, and
- l) Carrying out all such other activities as are incidental or conducive to the above mentioned objectives.

The Association has been organizing annual conferences, seminars and other such activities since its inception. It is affiliated to IFLA (International Federation of Library Associations) and COML Commonwealth Library Association-) and is represented on RRRLF (Raja Ram Mohan Roy Library Foundation), (National Bank Trust), CBT (Children Book Trust), ISI (Indian Standards Institute) et. It publishes ILA Bulletin (quarterly) and ILA news letter (quarterly) besides publishing papers of its various conferences. It is considered to be the representative body of library profession in the country and has been functioning to justify its existence.

11.3.2 Indian Association of Special Libraries and Information Centers (IASLIC)

After independence, the R & D activities assumed great importance in the national development programmer of the government, as has been envisaged in the successive Five Year plans. As a result, a large number of special libraries were established in the country to support the R&D and related activities of various institutions and organizations. The establishment of the Indian National Scientific Documentation Centre (INSDOC) in 1952 reflected the Government's concern about the role of information in national development. The librarians working in special libraries also felt the need for a separate forum for exchanging views and ideas about the problems confronting them. An effort was made in 1949 to create a wing within the Indian Library Association (established in 1933) for this purpose. However, for various reasons, this did not materialize.

In 1955, three senior library professionals of Calcutta Shri. A.K. Mufchrji (the their HR Librarian of the Anthropological Survey of India) convened a meeting of the librarians and document lists of the country on June 25, 1955 to discuss the matter. The letter addressed to the invitees stated; "Perhaps you have also felt along with us the

necessities of having a Special Library Association in our country to encourage and promote the collection, organization and dissemination of information, to develop the usefulness and efficiency of Special Libraries and other research organisations, and to encourage the professional welfare of its members. 'Only such association stakes it possible to effect stimulating contacts with research workers, scientists and librarians having common interest. We have, therefore, ventured to convene a meeting of librarians of Special Libraries to find out the of having such an organisations on all-India meeting resulted in the formation of IASLIC on 3rd September, 1955 on the lines of SLA and ASLIB. The new association received the active support of several distinguished scientists of Calcutta, notably the late Dr. Sundar Lal Hora (Zoological Survey of India) and Dr. D.M. Boss (Bass Institute). Dr. Hora Expired before the Association could start th work. Dr. D.M. Bose succeeded him. An eminent scientist has always occupied this position : Shri. V.P. Sondhi (Geologist, Dr. Trigunal Sen scientist), Dr. Surajit Sinha (Anthropologist), Dr. B.K. Bachawat (bio-scientist), and Dr. Br.P.

Adhikari (statistician). Dr. S. Kumar, Driector, Central Slass and Ceramics Research Institute was elected the President in 1984.

11.3.2.1 The Objectives

- 1) To encourage and promote the systematic acquisition, organisation and dissemination of knowledge;
- 2) To improve quality of library and information services and documentation work;
- 3) To co-ordinate the activities of and to foster mutual co-operation and assistance among special libraries, scientific, technological and research institutions, learned societies, and commercial organisations, industrial research establishments, as well as other information and documentation centres to the fullest extent;
- 4) To serve as a field of active contact for libraries information bureaus, documentation centres, scientists, interest;
- 5) To improve the technical efficiency of the workers in special libraries and information and documentation centers and to look after their professional welfare;
- 6) To act as a centre of research in special librarianship and documentation techniques;
- 7) To act as a centre of information in scientific, technical and other fields.

11.3.2.2 Organisation

There are five categories of cambers: Honorary Members (conferred on very distinguished scientists and library and information scientists) Life Members, Ordinary Members, Institutional (non-profit) Members, and Institutional (profit) Members. The policy making body is the Council consisting of 34 members elected by the members of IA.SLIC. Of the 34 members of the Council, 14 are office bearers President, Six Vice-Presidents, General Secretary, Treasurer, Two Joint Secretaries, two Assistant Secretaries and a Librarian. The Association tries to achieve its objectives through six divisions:

- 1) Documentation Services Division
- 2) Education Division
- 3) Publication and Publicity Division
- 4) Library Division
- 5) Documentary Reproduction and Translation Division
- 6) Co-operation and Coordination of Libraries - Division

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11.3.2.3 Activities

a) Conferences/Seminars

Since its inception IASLIC has been organizing conferences and seminars to promote professional awareness of the members. Till 1985, 15 conferences and 11 seminars were organized in different parts of the country. The conferences and seminars are sponsored by various agencies like government departments, research institutions, universities. The topics discussed in some of the recent seminars and conference are:

- b) Information Services and Information Centers in India
- c) Role of Information Centers in Technology Transfer
- d) Organisation of Data Service in India
- e) Information Flow in Non-R&D Context
- f) Grey Literature
- g) Towards a Code of Professional Ethics
- h) Document Delivery, Reprography and Translation
- i) User's Education and Training Programmes
- j) Bibliometrics
- k) Current Information

Besides these regular conferences, seminars and workshops are also organized in collaboration with other professional, and research organisations, e.g., a seminar on Information Services in 'Agriculture' was arranged in 1982 at Vidhan Chandra Krishi Viswavidyalaya, Kalyani, West Bengal. Another seminar "Information for Industry" was held in 1985 with the support of INSDOC and the Regional Computer Centre, Calcutta.

11.3.2.4 Professional Development

IASLIC, in the late fifties introduced a language training course for librarians and scientists, and in 1975 a post B.Lib.St., Level Diploma Course in special librarianship (one year duration) was launched. However, for various operational problems these programmes were abandoned. Instead, the Association now organizes specialized short-term courses frequently. Some of the courses recently Indexing Systems, Reprography, Conservation and Preservation-of Book sand Manuscripts, Management Techniques in Library and Information Sciences, Computer Applications.

11.3.2.5 Study Circles

Several enthusiastic members of Calcutta initiated this programme on February 14, 1956 to provide a forum for discussion and exchange of views on professional matters. During the period 1956-1985, the Calcutta Study Circle organized nearly 170 meetings. Similar Study Circles are now organized by IASLIC members in different places, often in collaboration with other professional association, for example, in Hyderabad, the Study Circle is jointly sponsored by IASLIC and the Academy of Library Science and Documentation (ALSD). Some of the active study circles are located in Jamshedpur, Delhi, Bombay, Roorkee, Chandigarh, Dhanbad, Jaipur.

IASLIC has made a significant contribution to the professional literature in the field of library and information sciences. Perhaps it has brought out the largest number of publications among the professional associations of developing countries.

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6 It brings out three serial publications:

- 1) IASLIC Bulletin (1956+) - a quarterly official organ.
- 2) Indian Library Science Abstracts (1967+).
- 3) IASLIC Newsletter

Besides, the papers presented at the regular conference and seminars are published in the series "IASLIC Special Publication", till 1965, 23 books have been published in this series. There are also 13 adhoc publications. IASLIC proposes to bring out a "Handbook of Special Librarianship in India" in 1986. The revised edition of the Directory of Special and Research Libraries has published in 1985,

11.3.2.6 Group Activities

Besides the Study Circles, IASLIC has recently created another forum for exchange of ideas among the professionals working in specialized areas. The forum, Special Inter Group (SIG), brings together persons having common interest. So far, four such groups have been created:

- 6 • SIG on Industrial Information
- SIG on Social Science Information
- SIG on Computer Application
- SIG on Humanities Information

11.3.2.7 Co-operation with Other Professional Bodies

IASLIC felt the need for coordinating the activities of various national and state level library associations for promotion of library and information services in India. This issue was discussed in the Nagpur Seminar of IASLIC held in 1980. Seminar recommended the formation of the Joint Council of Library Associations (JOCULAL) to initiate the coordination activities. Conclusion

During the last three decades, IASLIC has been able to create reasonably good impact on the library science of the country. However, compared to SLA and ASLIB, it will have to go a long way to enable it to influence the library and information policy of the country.

11.4 NATIONAL DOCUMENTATION CENTRES INSDOC, NASSDOC, DESIDOC, SENDOC

6 Indian National Scientific and Documentation Centre (INSDOC) was established in 28 1952 with technical assistance from UNESCO with the aim to provide a wide range of documentation services to scientists and scientific and technological researches. For about a decade from its establishment it worked under the administrative control of the National Physical Laboratory (NPL). Now, it is functioning as an independent unit of 23 Council of Scientific and Industrial Research (CSIR). It has three regional centers at 77 Bangalore, Calcutta and Madras, beside the main centre at New Delhi.

11.4.1 INSDOC - Its Objectives

- 35 i) To receive and retain all scientific periodicals which may be of use to the country.
- 35 ii) To inform scientists and engineers of articles this may be of value of them
- iii) To answer specific enquiries from information available in the centre.

NOTES

- iv) To be national repository for reports of the scientific works of the national both published and unpublished, and;
- v) To be channels through which the scientific work of the nation is made known and available to the rest of the world.

11.4.2 Functions

INSDOC divides its work in various sections, such as bibliography and information, document copy supply, -translation, reprography, Indian Science Abstracts, Union Catalogue, information retrieval including SDI, Russian Science Digest services, Russian Science Information centre, library publicity and sales, translation bank, Training, Planning and Coordination, Administration and accounts.

That INSDOC provides wide range of services will be evident from the enumeration of its various sections. Some of the major services provided by INSDOC have been described below in brief.

11.4.3 Bibliographies and Information Service

Scientists and Scientific researchers before proceeding do some research works are keen to know about published literature in their topic of research work. On request INSDOC compile bibliography of literature and supplies to the scientists. Besides, it also answers scientific enquires.

11.4.4 Document Copy Supply Service

Supply of copies of documents to interested users has been popular and useful service of INSDOC. These documents may be accrued from other libraries. For example, the patent collection available in microfilm in the National Information Centre, New Delhi is being made use on for meeting the requirements for copies of foreign patents. Many libraries from Delhi, Bangalore, Madras and Calcutta cooperate with INSDOC in providing this service. Some time documents are procured from abroad also to meet the needs of Indian scientists and scientific researches.

11.4.5 Reprography Service

Delhi office and Bangalore regional centre have facilities for microfilming, photocopying, Xerox copying and slide making and Madras and Calcutta centers have facilities for Xerox copying.

11.4.6 Information Dissemination & Retrieval of Information

INSDOC disseminate information through Indian Science Abstracts, Russian Science Digest, Science, National Index translation, National Union Catalogue of scientific serials. Its other important publications are Annals of library science and Documentation, Current Research Projects in CSIR laboratories, Directory of Indian Scientific periodicals etc.

11.5 NASSDOC

The National Social Science Documentations Centre (NASSDOC) was earlier known as social Science Documenting Centre (SSDC). It was set up in 1970 by Indian Council of Social Science Research (ICSSR). Its major activities, as contained in brochure

(mimeographed) circulated by the organization are as under:

- i) To build up a collection of reference materials including unpublished doctoral theses approved by Indian universities and research reports and periodicals.
- ii) To provide duplication and reprographic services.
- iii) To work for bibliographic control over social science materials by bringing out various documents (42 titles have so far been brought out).
- iv) To compile and make available bibliographies on demand.
- v) To provide bibliographic information about Indian publication in social science discipline to international documentation agencies.
- vi) To provide study grants to scholars for working at libraries of their interest.
- vii) To provide consultancy to social science institutions in setting up documentation and information centers.
- viii) Provide facilities for staff participation in professional seminars and conferences though contributing papers as well as taking active part in their deliberation.
- ix) To organize B.Lib. & Information Science classes Andhra Pradesh Open University students in capacity Northern Regional Coordination Centre of the University.
- x) To process project proposals and finance for the consideration of ICSSR committee on Documentation.
- xi) To strive for exchange arrangement with national and international organizations for their publication.

Library Education in India

NOTES

89

The centre has a rich library which remains open from 9.30 A.M. to 5.30 P.M. throughout the year except the three national holidays. Its documentation programmes are publication include Union List of Social Science Periodicals Union Catalogue of Social Science Periodicals, Directory and Social Sciences Research Institutions in India etc.

11.6 SUMMARY

13

At the end of this unit I would conclude that The term association is used to denote a group or body of individuals or institutions associated with a common purpose. This common purpose generally revolves round two main types of activities, viz. i) advancement of service oriented goals of the association and (ii) protection of the members interests. English history of the term more importance of the latter activity which is evident from the fact that the first voluntary association, receiving from the British Parliament (in 1884-85), was formed with the sole purpose to “with stand and revenge” any likely to be made on the life of Queen Elizabeth by the Roman Catholics. A plot to assassinate William III, hatched and came to light in the year 1696, also resulted in formation of an similar association by the parliament. Associations were thus originally formed with the sole purpose of protecting the interests of some individuals or members.

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Indian National Scientific and Documentation Centre (INSDOC) was established in 1952 with technical assistance from UNESCO with the aim to provide a wide range of documentation services to scientists and scientific and technological researches. For about a decade from its establishment it worked under the administrative control of the National Physical Laboratory (NPL) now, it is functioning as an independent unit of Council of Scientific and Industrial Research (CSIR). It has three regional centers at Bangalore, Calcutta and Madras, beside the main centre at New Delhi.

23

77

NOTES

11.7 REVIEW QUESTIONS

1. Explain Library movement in India.
2. Discuss Indian Library Association (ILA).
3. Explain Indian Association of Special Libraries and Information Centers (IASLIC) its objectives, functions, services?
4. Discuss INSDOC objectives, functions and documentation service copy.
5. Explain NASSDOC.

REFERENCE & INFORMATION SOURCES AND SERVICES

Bachelor of Library Science

PAPER - II

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40



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CONTENTS

UNIT - I

	Page No.
1.NEED FOR REFERENCE AND INFORMATION SERVICES	
1.0 Aims & Objectives	2
1.1 Introduction	2
1.2 Meaning and Definitions of Information	2
1.2.1 Meaning	2
1.2.2 Definitions	3
1.3 Characteristics of Information	3
1.4 Communication of Information	5
1.5 Information: Need and Purpose	6
1.6 Types of Information	7
1.6.1 Descriptive Information	7
1.6.2 Probabilistic Information	7
1.6.3 Qualitative Information	7
1.7 Information Services- Its Importance	7
1.7.1 Information Demand by Users	7
1.7.2 Increase in the Documents	7
1.7.3 Increase of Readers	8
1.7.4 Impact of Technology	8
1.7.5 Library Techniques	8
1.8 Nature & Purpose of Information Services in different Libraries	8
1.8.1 Academic Libraries	8
1.8.2 Public Libraries	9
1.8.3 Special Libraries	9
1.9 Types of Information Services	9
1.9.1 Reference Service	9
1.9.2 Current Awareness Service (CAS)	10
1.9.3 Selective Dissemination of information (SDI)	10
1.9.4 Translation Service	10
1.9.5 Bibliographic Services	10
1.9.6 Document Delivery Service (DDS)	11
1.10 Summary	11
1.11 Self Check Exercises	11
1.12 Model Questions	12
1.13 Suggested Readings	12

UNIT - II

2. REFERENCE SERVICES SHORT RANGE AND LONG RANGE REFERENCE SERVICES

2.0	Aims & Objectives	13
2.1	Introduction	14
2.2	Definition	14
2.3	Theories of reference service	15
2.4	Users Needs	15
2.4.1	Direct Method	15
2.4.1.1	Orientation Lectures	16
2.4.1.2	Library Tour	16
2.4.1.3	Reader Librarian Dialogue	16
2.4.1.4	Informal Meetings	16
2.4.2	Indirect Method	16
2.4.2.1	Library Guides	16
2.4.2.2	Display	16
2.4.2.3	Audio Visual Aids	16
2.5	Functions of Reference Service	16
2.6	Types of Reference Services	17
2.6.1	Short Range Reference Services	17
2.6.2	Long Range Reference Services	17
2.7	Steps involved in long range reference service	18
2.7.1	Preparation	18
2.7.2	Service	18
2.7.3	Assimilation	19
2.8	Difference between Short Range and Long Range Reference Services	19
2.9	Summary	19
2.10	Self Check Exercises	20
2.11	Model Questions	20

UNIT - III

3. METHODS OF DISSEMINATION OF INFORMATION CURRENT AWARENESS SERVICE & SELECTIVE DISSEMINATION OF INFORMATION (SDI)

3.0	Aims & Objectives	22
3.1	Introduction	22
3.2	Definition	23
3.3	Characteristics of Current Awareness Service	23
3.4	Methods of Providing CAS	24

3.5	Current Awareness Bulletins	25
3.5.1	Current Awareness List	25
3.5.2	List of Additions	26
3.5.3	News Paper Clippings	26
3.5.4	Current Content Lists	26
3.5.5	List of forthcoming Meetings	26
3.5.6	Research in Progress List	26
3.6	Other Methods	26
3.6.1	Routing of Periodicals	26
3.6.2	Telephone Calls and Visits	26
3.6.3	Display	26
3.7	Selective Dissemination of Information (SDI)	27
3.7.1	Introduction	27
3.7.2	Definitions	27
3.7.3	Characteristics	27
3.7.4	Components of SDI	28
3.7.4.1	Selection	28
3.7.4.2	Preparation of Profiles	28
3.7.4.3	Matching	28
3.7.4.4	Feed Back	29
3.7.5	Advantages	29
3.8	Other Services	29
3.8.1	Translation Services	29
3.8.2	Reprography and Micrography	32
3.8.3	Document Delivery Service (DDS)	36
3.9	Summary	39
3.10	Self-Check Exercise	39
3.11	Model Questions	39
3.12	Suggested Readings	40

UNIT - IV

4. DEVELOPMENT OF INFORMATION SERVICES IN INDIA

4.0	Aims & Objectives	41
4.1	Introduction	41
4.2	Users Needs	42
4.3	Users Demand for Information Services	42
4.4	Information Services - Its Meaning & Importance	42
4.5	Information Sources, Resources and Services	43
4.6	Functions of Information Services	44
4.7	Significant Information Services	44

4.8	Value of Information services	45
4.9	Information Services in India	46
4.10	Information Services in ICT Age	46
4.11	Information Services- Its Future Plans	46
4.12	Role of the UGC & INFLIBNET – Information Services	47
4.13	Summary	47
4.14	Self Check Exercises	47
4.15	Model Questions	48

UNIT - V

5. REFERENCE AND INFORMATION SOURCES ITS KINDS

5.0	Aims & Objectives	50
5.1	Introduction	50
5.2	Definition	51
5.3	Reference Sources:	51
5.4	Ready Reference Sources	53
5.4.1	Year Books, Almanacs, Directories, Handbooks	53
5.4.2	Evaluations of Reference Sources	53
5.4.3	Guides to Reference Books	53
5.5	Information Source	54
5.5.1	Introduction	54
5.5.2	Meaning and Scope	55
5.6	Characterisation of Information Sources	55
5.7	Need and Purpose	55
5.8	Types of Information Sources	55
5.9	Primary Sources	56
5.9.1	Proceedings of Conferences/Seminars/Symposia	57
5.9.2	Standards and Its Types	58
5.9.3	Patents	59
5.9.4	Reports of Scientific Expeditions	60
5.9.5	Research Reports & Feasibility Report	60
5.9.6	Thesis and Dissertations	60
5.9.7	Case Studies	71
5.9.8	Official Publications	61
5.10	Secondary Sources	61
5.10.1	Secondary Journals	61
5.10.2	Abstracting Journals	61
5.10.2.1	Development of Abstracting	62
5.10.2.2	Evaluation of Abstracting Journals	62
5.10.2.3	Chemical Abstract (CA)	62

5.10.2.4 Biological Abstracts (BA)	64
5.10.2.5 Library and Information Science Abstract (LISA)	64
5.10.2.6 Indian Science Abstract (ISA)	64
5.10.2.7 International Pharmaceutical Abstract (IPA)	65
5.10.2.8 Indian Dissertation Abstracts (IDA)	65
5.10.2.9 Indexing Journals	66
5.10.2.10 INIS Atom Index	67
5.10.2.11 Agrindex	67
5.10.2.12 Index MEDICUS	68
5.10.2.13 Engineering Index	68
5.10.2.14 Science Citation Index (SCI)	69
5.10.2.15 Humanities Index (HI)	69
5.11 Tertiary sources	70
5.11.1 Bibliographies of Bibliographies	70
5.11.2 Retrospective Bibliographies of Bibliographies	70
5.11.3 Current Bibliographies of Bibliographies	70
5.11.4 Union Lists Of Periodicals	71
5.11.5 Guides to Reference Books	72
5.12 Self check Exercises	73
5.13 Model Questions	73
5.14 Suggested Readings	74

UNIT - VI

6. BIBLIOGRAPHY ITS TYPES

6.0 Aims & Objectives	75
6.1 Introduction	75
6.2 Development of Bibliography	76
6.3 Definitions	77
6.4 Need and Functions	79
6.5 Types of Bibliography	80
6.5.1 Systematic or Enumerative Bibliography	81
6.5.2 Analytical or Critical Bibliography	81
6.5.3 Descriptive Bibliography	82
6.5.4 Textual Bibliography	82
6.5.5 Historical Bibliography	83
6.6 Summary	83
6.7 Self Check Exercises	83
6.8 Model Questions	84
6.9 Suggested Readings	84

UNIT - VII

7. PREPARATION OF BIBLIOGRAPHIES

7.0	Aims & Objectives	85
7.1	Introduction	86
7.2	Defintiion, Function and Importance of Bibliography	86
7.2.1	Need and Functions	88
7.3	Preparation of Bibliographies	89
7.3.1	By Purpose of Compiler	89
7.3.2	By Language	90
7.3.3	By Mode of Compilation	90
7.4	Primary Bibliographies	90
7.5	Secondary Bibliographies	90
7.5.1	By Space of Geographical Area	90
7.5.2	By Time	91
7.6	General and Special Types of Bibliographies	91
7.6.1	Comprehensive Bibliography	91
7.6.2	Selective Bibliography	92
7.6.3	Brances of Bibliography	92
7.7	Compilation of Bibliography	94
7.7.1	Planning	95
7.7.2	Preparation	96
7.8	Revision and Comulation	97
7.9	Summary	97
7.10	Self Check Exercises	98
7.11	Model Questions	98
7.12	Suggested Reading	98

UNIT - VIII

8. DICTIONARIES & ENCYCLOPEDIAS

8.0	Aims & Objectives	100

8.1	Introduction	100
8.2	Meaning and Definitions	100
8.3	Types of Dictionaries	101
8.3.1	General Dictionaries	102
8.3.2	Un-Abridged Multi-Volumed Dictionary for Adults	103
8.3.3	Oxford English Dictionary	103
8.3.4	Punctuation Dictionaries	104
8.3.5	Spelling Dictionaries	104
8.3.6	Dictionaries of Synonyms and Antonyms	104
8.3.7	Dictionaries Covering Special Type or Class of Words	105
8.3.8	Dictionary of New Words	105
8.3.9	Dictionary of Obsolete Words	105
8.3.10	Dictionaries of Abbreviations and Acronyms	105
8.3.11	Dictionary of Signs and Symbols	105
8.3.12	Dictionaries of Crossword Puzzles	105
8.3.13	Dictionary of Rhyming Words	105
8.3.14	Dictionary of Folktales	105
8.3.15	Dictionary of Nursery Rhymes	106
8.3.16	Dictionary of Characters	106
8.3.17	Dictionaries of Quotations	106
8.3.18	Dictionaries of Proverbs	106
8.4	Uses of Dictionaries	106
8.4.1	General Dictionaries	106
8.4.2	Subject Dictionaries	106
8.4.3	Translating Dictionaries	107
8.5	Encyclopedias	107
8.5.1	History of Encyclopedias	107
8.5.2	Meaning	109
8.5.3	Definition	109
8.5.4	Types of Encyclopedias	109

88

8.5.6 General Encyclopedias	109
8.5.7 Special or Subject Encyclopedias	111
8.5.8 Uses of Encyclopedias	111
8.6. Summary	111
8.7 Self Checkup Exercises	112
8.8 Model Questions	112
8.9 Suggested Readings	112

UNIT - IX

9. BIBLIOGRAPHICAL INFORMATION SOURCES

25

9.0 Aims & Objectives	113
9.1 Introduction	113
9.2 Types of Bibliographies	114
9.2.1 National Bibliographies	115
9.2.2 Subject Bibliographies	116
9.2.3 Trade Bibliographies	116
9.3 Summary	117
9.4 Self Check Exercises	117
9.5 Model Questions	118
9.6 Suggested Readings	118

UNIT - X

10. GEOGRAPHICAL & BIBLIOGRAPHICAL INFORMATION SOURCES

14

10.0 Aims & Objectives	119
10.1 Introduction	119
10.2 Geographical Sources-Its Types	120
10.2.1 Gazetteers	120
10.2.2 Atlases, Maps and Globes	121
10.2.3 Travel Guides	121
10.3 Biographical Sources- Its Types	121

10.3.1 General or Universal	122
10.3.2 National or Local	122
10.3.3 Specialised or Subject	123
10.4 Summary	123
10.5 Self Check Exercises	123
10.6 Model Questions	123
10.7 Suggested Readv	124

Notes

UNIT 1

NEED FOR REFERENCE AND INFORMATION SERVICES

83

Structure

- 1.0 Aims & Objectives
- 1.1 Introduction
- 1.2 Meaning and Definitions of Information
 - 1.2.1 Meaning
 - 1.2.2 Definitions
- 1.3 Characteristics of Information
- 1.4 Communication of Information
- 1.5 Information: Need and Purpose
- 1.6 Types of Information
 - 1.6.1 Descriptive Information
 - 1.6.2 Probabilistic Information
 - 1.6.3 Qualitative Information
- 1.7 Information Services- Its Importance
 - 1.7.1 Information Demand by Users
 - 1.7.2 Increase in the Documents
 - 1.7.3 Increase of Readers
 - 1.7.4 Impact of Technology
 - 1.7.5 Library Techniques
- 1.8 Nature and Purpose of Information Services in different Libraries
 - 1.8.1 Academic Libraries
 - 1.8.2 Public Libraries
 - 1.8.3 Special Libraries
- 1.9 Types of Information Services
 - 1.9.1 Reference Service
 - 1.9.2 Current Awareness Service (CAS)
 - 1.9.3 Selective Dissemination of information (SDI)
 - 1.9.4 Translation Service
 - 1.9.5 Bibliographic Services
 - 1.9.6 Document Delivery Service (DDS)
- 1.10 Summary
- 1.11 Self Check Exercises
- 1.12 Model Questions
- 1.13 Suggested Readings

6

16

NOTES

1.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to

- Know the meaning and definitions of Information
- Know the importance of information
- Understand the need and purpose of Information
- Explain about the different types of Information Services.

1.1 INTRODUCTION

Information is a message communicated by a communicator to a receiver. Information is also the product of human brain in action. It may be abstract or concrete. When a person beings to think, a variety of images and sensations flash through his mind which makes some information to accumulate in the mind and his memory retains these pieces of knowledge.

History of man on earth is the history of knowledge. Right from the primitive society till today there has always been a constant social pressure as well as urge to find out some thing new i.e. exploring the possibilities of the unknown. Quite a major part of our knowledge today has been the result of social needs, social forces and human urges. This owes its origin, not only to the need for food, shelter and clothing but also plethora of social interactions. Thus, society has always remained a vital force behind the emergence and development of new aspects of knowledge. From the beginning man started using his mental faculties in expending the horizons of knowledge of search and research either for necessities or comforts or luxuries of life.

Man has recorded his concepts of the world, about him and his reactions to them. In the process of development of information/knowledge, he has expressed it in several ways namely, symbols, signs, characters. He has used several ways of material for recording his thoughts. In the beginning he used hard surfaces like rocks, clay, bones, parchment, vellum, leaves and papyrus and paper for recording. In this way, man has communicated his ideas in a wide range of such records led to the concept of library and in modern times, Information and Communication Centres.

1.2 MEANING AND DEFINITIONS OF INORMATION

1.2.1 Meaning

The word '**Information**' is used in the English language to identify different concepts. It is extremely difficult to define it precisely. Despite the difficulty, and understanding of how different individuals have tried to define is valuable. Hence, a precise conception of what constitutes information is worth to mention here.

The meaning for information given in the Chambers 20th Century Dictionary is 'Knowledge'. A book of knowledge is the title of a document which contains data and information about topics which would be useful to students appearing for competitive exams. Similarly, we often refer to a library as a store house of knowledge. This means, a library stores documents which contain information and knowledge. Therefore, in common practice, without making any distinction between them. Though these two terms are used synonymously, there are several other terms related to it. They are ideas, facts and data. Knowledge is learning, understanding, acquiring and possession information by various means like self thinking and observation.

76

- Idea is product of thinking.
- The repeated experience of the same idea is fact.
- A fact becomes Data when it is communicated to others.

The processed data is Information. The Information is the product of human brain and is fundamental to communicated process. It is commonly accepted that information is derived from experience, observation, interaction, learning and research. This concept of information is very common but it is used and misused very frequently.

1.2.2 Definitions

- New Webster dictionary defines as “News or Intelligence communicated by word or in writing facts or data, knowledge derived from reading or instruction, any knowledge gained through communication, research instruction”.
- Random House dictionary defines as “knowledge communicated or received concerning a particular fact or circumstances; any knowledge gained through communication, research instruction”.
- According to a UNESCO document is “Information it made up of symbolic elements, communicating scientific and technical knowledge, irrespective of their nature numerical, textual, graphic, etc. materials carriers (paper, print, microform or machine readable from) form of presentation etc. It refers both to the substance of content of documented and to the physical existence, the term is also used to designate both the message (substance and form) and its communication”.
- Fairtnorne stated that “Information is not stuff but process. It is the process of becoming informed”.

The same idea is reflected in the objectives and implications of S.R. Ranganathan’s First Law. “Books Are For Use” later published “Information is For Use”.

Characteristics of Information

- Information has a regenerative character.
- Information can be communicated to others in several forms both inner and physical.
- Information can be stored preserved for future use.
- Information has its own life time. It means, when a new information takes place in the previous one becomes so solve. It takes new dimension.
- Information is useful for growth and development.
- Information is useful for growth and development.
- Information has its value when it is available at right time.

1.3 NEED FOR REFERENCE AND INFORMATION SERVICE

Reference service started as a justification for public funds allocated for libraries. Essentially, Reference service is a product of information needs felt by the library users. Going hand in hand with this is the librarian’s involvement in promoting optimum use of resources available at his end. The nature of documents, types of information enquires, growth of libraries and information products are among the other factors which have necessitated Reference service.

The need for Reference service can be examined from the following angles:

Need for Reference and Information Services

NOTES

Reference & Information Sources and Services

NOTES

- i) Library and information tools
- ii) Readers
- iii) Documents
- iv) Information needs of the readers, and
- v) Library extension service

- i) **Library and Information Tools:** In fulfillment of the basic function of organizing the information, libraries over the years have gradually developed tools such as, library catalogue, shelf list, union catalogue, bibliographies, etc. Classification schemes help to organize them on the shelves. In-house and commercial databases help in mapping the literature published in periodicals and other documents. Effective use of these tools requires an understanding of their design, form and utility. The reference librarian has the responsibility to make the users appreciate these tools and use them to their best advantage.
- ii) **Readers:** Readers, who are indispensable component of the library come with different backgrounds and personality traits. They may be aggressive, gentle, meek, etc. they may not know what sort of services to expect from a library. When the library has many sections and special collections, they may not know where to start from. Reference librarian, who is familiar with the library resources must interact with the readers to give them a proper perspective of the collection and the services, so that the collection can be effectively used and also optimize the use of time available to their disposal.
- iii) **Documents:** Information is recorded in different types of documents. These are Primary sources such as periodical articles, conference reports, government documents, etc; secondary sources like abstracting and indexing services and tertiary sources including encyclopedias, digest, trend reports, etc. form a part of the library collection. Specialized sources like computer files have found their way into the library, besides microforms, audio-visuals, and electronic media. Users usually are unaware of the organized structure of literature in their subject of interest. They have to be explained to the users by the reference librarian.
- iv) **Information Needs of the Readers:** Library caters to a wide variety of readers. With the spread of literacy and the citizens becoming aware of the possibilities in social and economic development look forward to information support. Their information needs vary from simple facts to intricate things which call for a thorough search. Within the wide spectrum of library users are students, teachers, researchers, technical personnel, administrators, general public and others. Their information requirements go with their specialization through sometimes it crosses the discipline boundaries. The same database or set of resources need to be used to cater to different needs. Reference librarian with sufficient background understanding of information needs and sources is essential to tackle with the situation appropriately.
- v) **Library Extension Service:** Reference service can also be viewed as an indispensable extension service to reach out the potential clientele.

Functions

Generally speaking Reference section performs the function of answering different types of information related queries from the readers. Some of these come as a response to questions immediately and some others are performed in anticipation.

Louis shores elucidates six major functions of Reference service. They are:

- i) **Information Function:** The most common duty of the reference department is to

answer questions. The reference librarian must be prepared to produce without delay the sources that will answer varied questions.

Need for Reference and Information Services

- ii) **Guidance Function:** Readers' Advisory Service is another important function of the Reference section. Advice usually involves recommendation of good books for reading. Guidance, sometimes, also concerns with general self-education. This calls for understanding the reader's capabilities and recommending books to him.
- iii) **Instruction Function:** A good reference librarian has to teach the readers all the time. The teaching may be in the form of orientation of readers to library collection, organization and services. Direction of the readers to the card catalogue (or OPAC, secondary sources or electronic sources, etc. is a part of this function. For the successful discharge of this function, reference librarian has to prepare manuals describing the use of library facilities. An audio-visual presentation will be equally effective.

Almanacs

An almanac is a calender of months and days including holidays. It consists of data pertaining to rising and setting of sun and periods of low and high tides.

ALA Glossary defines Almanac as "an annual publication containing a calender, frequently accompanied by astronomical data and other information.

The almanacs can be divided into three distinct categories depending upon their scope, purpose and coverage of information.

- a. Astronomical almanacs
- b. Informational almanacs
- c. Topical almanacs.
- a. **Astronomical Almanacs:** They furnish astronomical and astrological projections of the coming year. Every country issues astronomical almanacs. Ex: Indian aEphemeris and Nautical Almanac. Delhi: Controller of Publications 1957 - Annual Astronomical Ephemeris London: Statistical Office, 1767- Annual.
- b. **Informational Almanacs:** They are general almanacs. Thye statistical information provided in them is based on the government sources. Ex: The Hammand Almanac. New Jersey: Hammond 197 - Annual.

1.4 COMMUNICATION OF INFORMATION

There are several forms of communicating the information. Oral, Documentary, Audio-Visual.

- (i) **Oral:** Communicating information verbally to others
 - One Person to one Person - by phone, a talk
 - One Person to Several - a group or a committee meeting
 - One Person to Many - A speech at a meeting
 - One Person to Wide Public - A radio talk
 - Several People to Several - Group discussion or Conversation.
- (ii) **Documentary:** Communicating information in the form of a document either written or printed
 - Personal - Correspondence
 - Published - Journals, Books, Pamphlet Catalogues etc.

NOTES

Reference & Information Sources and Services

- Un-published - Reports, Thesis/Dissertations,
- Semi-published - Circulars

(iii) Audio-Visual: Communication of information through

- Exhibitions
- Demonstrations
- Films – Special showing public showing
- T.V. etc.

NOTES

1.5 INFORMATION NEED AND PURPOSE

For socio-economic development, information is an indispensable resource. Though all other things, remaining equal (namely resources, competence, opportunity, etc), it is information that makes a man advance more than his counterpart. The supply of correct and precise information to time helps the policymakers in making minimum use of the available resources as also in avoiding publication of work. Similarly, a research and development program can be accomplished successfully only if the required information becomes available as and when it is needed. Without proper and complete information, no worthwhile decision can be taken. In fact, no progress is possible without the support of information.

Information has become a resource like that of any other basic resources like water, food and energy. Information has become an essential commodity like that of coal, steel, and petroleum. Information has become a vital economic and managerial resource like men, machines, materials and money, food and energy, coal, steel and petroleum; and Men, Machines, Materials (3M's) may challenge us because they are in short supply in major areas of the world. But, whereas an information resource is concerned it is quite different. It is in quantitative surplus Scientific Renaissance of 16th and 17th centuries and later developments led to enormous steady and exponential growth of literature in all fields.

Everybody in the society needs information for some of the other purpose. The needs for information various from person to person and situation to situation.

- a) When you may to travel, you need information about routes, timings of the transport services, hotel facilities, and the like. You may gather this information from a friend or from a travel agency or you may collect this information from some documents like tourist guide, railway time-table etc.
- b) A Scientist / Researcher need information on a continuing basis to have comprehensive idea about the subject. They are the biggest consumers of information.
- c) A Manager needs information for decision-making and to solve the problems.
- d) A professional (medical and legal practitioners) needs information to pursue their vocations. A doctor cannot afford to ignore the new developments in the medical sciences. Their ignorance would be fatal to the patients. Similarly, legal practitioners must keep in touch with the latest case laws and judicial verdicts to ensure fair Justice. Judges need access to earlier verdicts or case precedents before pronouncing judgments.
- e) An Engineer / Technologist need information to manufacture new things and improve the existing ones.
- f) A student needs information relating to the prescribed syllabus for pursuing academic

studies and to pass the examination and to obtain degree.

- g) A Teacher needs information for imparting education to students.
- h) Legislators need information for arguing on the floor of legislatures.

Need for Reference and Information Services

1.6 TYPES OF INFORMATION

The information can be classified according to its basic types as discussed below by some of the information scientists.

1.6.1 Descriptive Information

It gives a picture or map of the real world. It is accurate information. It is something that is happened and recorded. These are two kinds – The first consists of unchanging i.e. laws of nature, some practices which become so ingrained in a culture. The second consists of rules which are subject to change or interpretation i.e. legislative rules etc.

1.6.2 Probabilistic Information

This attempts on the basis of statistical regularities and knowledge (or guesses) about the future. All planning activities rely on the predictive information. Another example is, the important marketing decisions are taken on the basis of the share market statistics obtained by interviewing a sample of consumers. A civil Engineer, bases assumptions about the quality of steel beams in the construction of a bridge. In this, he well constructs a model of the real world situation.

1.6.3 Qualitative Information

Descriptive information represent the objective real world as it is end the probabilistic information represent what it might be expected to be. But those who have to plan future action or take decisions need to know not only the facts about the real world, but also explanation of what gave rise to the facts and a variety of qualitative elements relating to the real world. Qualifying Information is that which is used to moderate the descriptive information.

1.7 INFORMATION SERVICES- ITS IMPORTANCE

Information Service means “A service provided to individual/institution by an information centre. This draws attention to information possessed in its department”. The present day libraries / information centers are actively participating in the process of transmission of information from the sources to the ultimate users. In this process the libraries are involved in providing some services to the readers. These services are known as information services.

1.7.1 Information Demand by Users

The information services are required to provide not only on demand but also an anticipation of its use. The demand for information from the users is increasing and they are in varied forms. Generally, it will be required to repackage the information contents from various sources to suit the needs of users. Some times, thereby is a need to translate documents from one language to another. At times there may be need to provide users with the complete texts of documents and sometimes there may be need to provide facts and figures. As the demands and increasing so the services are developing.

1.7.2 Increase in the Documents

The rapid increase in the number of documents, and forms of documents are necessitating the need for information services. As the information is growing exponentially, the number

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NOTES

of documents is increasing day-by-day. These documents are in various forms such as books, reports, periodicals, letters, films, cards, tapes, disks micro forms, etc.

1.7.3 Increase of Readers

The research activity in all the fields is increased. The types of research i.e. interdisciplinary and multi-disciplinary research: solo research, group research and relay research are causing in the increase of users of information. As the number of readers are increased the services are also to be developed to suit their needs.

1.7.4 Impact of Technology

The libraries are using a variety of modern equipment in order to meet the needs of the users and to maintain the speed, accuracy and reliability. They are using variety of Xerox machines, projectors, microfilm readers and printers, computers, etc. to cater to the needs of users. The impact of technology also creating the need to provide information services.

1.7.5 Library Techniques

The increase of the library techniques such as classification and cataloguing procedure, creation of library catalogue, bibliographies, written guides, etc. are also necessitating to provide some sort of service to the readers in their searching for information.

Above all, the variety of approaches of readers is also causing necessity to provide various services. There are several needs of approaches which demand to provide a type of service.

- (i) **Every day approach needs:** These types of needs are creating the necessity of providing reference service.
- (ii) **Current approach needs:** This type of approach requires CAS/SDI services.
- (iii) **Exhaustive approach needs:** This type of approach demands the abstracting the Bibliographic Services.

In addition to the above, the readers also demand for document supply service frequently and seldom have they needed the translation of documents in to their own language.

1.8 NATURE AND PURPOSE OF INFORMATION SERVICES IN DIFFERENT LIBRARIES

The information services are the process of establishing contact between a reader and his document or his required information, but the nature of information services varies from library to library due to the different types of readers/users variation in their needs and the level of information required and variation in forms of material. The nature and purpose of information services in various libraries are discussed below.

1.8.1 Academic Libraries

The users in academic libraries must educate the students to use the library and its resources so that they can use the library on their own. The librarian must encourage and assist the teachers to teach through the library. He should build up the collection in such a way that the students are fascinated with the aids. Audio-Visual aids, picture books, reference sources with illustrations,. Globes, Maps, Photographs, Gramophone Records are most fascinating and interesting to the children. In most of the schools, the ready reference service and the document delivery services are essential to meet the requirements. In colleges, the objective of the librarian is to foster self-dependence in the students. He has to train the students to find themselves the information required by

them. The librarian has to assist teachers, mainly in providing background materials or for location quotations of furnishing bibliographical data, etc. He has to provide document delivery service. Inter-library loan service and reference service in the colleges.

In universities generally, the user are Post-Graduate students, Research Scholars and Faculty Members. Here, the librarian should encourage the students to use the library on their own one of the main objectives of the university is to promote research which needs specialised services to the research scholars and teachers. Their needs are highly specialised in nature. In order to satisfy these specialised needs, they should be provided with high level services, like Current Awareness Services (CAS) and Selective Dissemination of Information (SDI), Translation Service, Bibliographical Service in addition to the normal services like document delivery services, inter-library loan service reprographic service and reference service, etc.

1.8.2 Public Libraries

A Public library service the public. The users of the public library include students, teachers, research scholars, businessmen, professionals, house-wives, retired persons neo-literate etc. Their educational background, cultural background and interests vary in great deal. Therefore, the Librarian in public libraries should study the community and its composition, general and special needs, vocational and professional interests, social and religious institutions. Its economic structure, political affinities etc.

Keeping in view the nature of readers the librarian should develop the service required to suit their needs. Reference Service, Document Delivery Service (DDS), Inter Library Loan Services, readers guidance services, and at times bibliographic and reprographic services are to be provided in public libraries.

1.8.3 Special Libraries

A special library specialists in a particular or a group of subjects or a particular form of documents or serves the special type of cliental. The aim of special library is to promote the objectives of the parent organisation to which it is attached. The user also differ according to the parent body. Their requirements generally be in-depth and highly specialised. The librarian in special libraries is expected to compile bibliographies, conduct literature search, prepare indexes and abstracts, provide translation of technical papers, prepare indexes and abstracts, provide translation of technical papers, provide CAS and SDI services and short range and long range reference services. Providing information in anticipation is the special feature of a library.

1.9 TYPES OF INFORMATION SERVICES

There are several types of Information services prevalent in the modern libraries. They are:

1. Reference Service
2. Current Awareness Service (CAS)
3. Selective Dissemination of Information (SDI)
4. Translation Service
5. Bibliographic Service
6. Document Delivery Service (DDS)

1.9.1 Reference Service

The users will frequently be required some personal assistance in understanding the structure of the catalogues and shelf arrangements in locating the documents, and specific

Need for Reference and Information Services

NOTES

NOTES

places of information. In such circumstances to provide assistance is considered as the most important task of libraries and information centres. The assistance provided in locating specific pieces of information is generally called reference services.

Thus, references services may be defined as “that phase of library work which is directly concerned with assistance to readers in securing information and in using the resources of the library in study and research”. The reference questions may be answered using the documents known as reference books or reference sources. These sources are compiled and arranged specifically for getting quick answers to several types of questions. In public school and college libraries the questions may be of general nature for facts and figures which are of short range involving general search requires ready reference service. In University and special libraries the reference questions may be of complex nature which involves extensive search. This needs long range reference services.

1.9.2 Current Awareness Service (CAS)

Geily, the people read news papers, listen to radio broadcasts and watch television to keep themselves abreast of new developments. This is a general interest of people done by choice. There are some specialised interest of people which relates to their profession or employment: relating to devise policies for an organisation pertaining to research needs of his field and perennial areas. Thus, every body in the society is in need of current information. This type of knowing current information is called current awareness. The service provided to fulfil this need is called Current Awareness Service. CAS may be defined as “Knowledge of Recent Development”, which means keeping abreast of new developments.

1.9.3 Selective Dissemination of Information (SDI)

It is also a type of current awareness service. The main objective of the SDI is to keep the users of the system informed of new development in their respective areas of interest. The users will not be over burdened with unwanted or non relevant documents in this system. It notifies the new primary documents as and when added to the system. It gives bibliographical details with or without abstracts of each document. These notifications are made basing on the matching between user profiles and document profile. This matching of user profile and document profile can be done either manually or by computer. This service will be provided only on demand and it is a personalised service, where as CAS will be provided in anticipation and it is a system’s service.

1.9.4 Translation Service

The main constraint for easy flow of information is language barrier. When the information produced by a product can not understood by the receiver then it becomes difficult to know about its. Although English has been the major language of scientific communication the other language share is not insignificant. According to an estimation about 30-50 % of the literature is produced in English. Translation means “to express in another language systematically retaining the original sense”. The replacement of textual material of source language by equivalent material of target language is called translation.

1.9.5 Bibliographic Services

A Bibliography is a systematic list of documents arranged according to certain principles. The bibliographies are useful to locate the items. They provide easy access to information and it give a bird’s eye view of the literature produced. One who compiles a bibliography is called as Bibliographer. This service is mostly required in special libraries and university libraries. There are National bibliographies Subject Bibliographies and Trade Bibliographies which are very much useful to the researchers.

1.9.6 Document Delivery Service (DDS)

Document Delivery service is known as providing of documents by a library either from its own resources or from some other sources in original or a copy of it. The users would like to go through the complete texts of some of the selected documents or articles. The primary responsibility of any library is to provide had reader with the document required is not available in the library, it will be obtained through inter library loan from other libraries where it is available and supplied to the reader. In these days, the inter library cooperation and resource sharing has been playing a very important role due to the rising cost of the material and exponential growth of literature.

Need for Reference and Information Services

NOTES

1.10 SUMMARY

Due to the rapid growth of information, several sources, services and centers are developed to organize and serve the readers. At the one end is the complex universe of information with various types of sources information which possesses lots of premises to control and organize. Besides the Documentary Sources, there are Non-Documentary Sources which adds to the complexity.

At the other end is the user population who are usually defined by geographic area, institutional area, institutional affiliation, requirements, subject and language. These elements are to be bridges and inter linked. The inter-relationship, between various courses of information and its users are to be established by means of services. These services are Current Awareness Service (CAS), Selective Dissemination of Information (SDI), Reference Service Abstracting and Indexing, Reprographic, Translation, Bibliographic and Document Delivery Services (DDS). These sources are to be carefully selected and collected and properly organized and preserved for dissemination of information to the readers through various services mentioned above.

1.11 SELF CHECK UP EXERCISES

1. What is meant by Information Service?

Ans.

Information Service means "A service provided to individual/institution by an information centre. This draws attention to information possessed in its department". The present day libraries / information centers are actively participating in the process of transmission of information from the sources to the ultimate users.

2. How many types of Information Services?

Ans.

1. Reference Service
2. Current Awareness Service (CAS)
3. Selective Dissemination of Information (SDI)
4. Translation Service
5. Bibliographic Service
6. Document Delivery Service (DDS)

3. What are the characteristics of Information?

Ans.

There are many characteristics which are discussed below:

1. Information has a regenerative character.

Reference & Information Sources and Services

NOTES

2. Information can be communicated to others in several forms both inner and physical.
3. Information can be stored preserved for future use.
4. Information has its own life time. It means, when a new information takes place in the previous one becomes so solve. It takes new dimension.
5. Information is useful for growth and development.

1.12 MODEL QUESTIONS

1. What are the various reasons for providing information services and nature and purpose of information services?
2. What are the various types of Information Services? Briefly describe them?
3. Write **short notes** on:
 - i) Reference Services
 - ii) CAS
 - iii) SDI
 - iv) Document Delivery Service (DDS).

1.13 SUGGESTED READINGS

1. GUHA, B. : Documentation and Information Services: Techniques and System, 2nd ed., Calcutta, World Press, 1983.
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6. PRASHER R.G: Information Communication Language Barrier and Translation Services, Lucknow, 1992.
7. SHARMA, S.P : Library and Society, Allied, New Delhi, 1995.

REFERENCE SERVICES SHORT RANGE AND LONG RANGE REFERENCE SERVICES

Structure

- 2.0 Aims & Objectives
- 2.1 Introduction
- 2.2 Definition
- 2.3 Theories of reference service
- 2.4 Users Needs
 - 2.4.1 Direct Method
 - 2.4.1.1 Orientation Lectures
 - 2.4.1.2 Library Tour
 - 2.4.1.3 Reader Librarian Dialogue
 - 2.4.1.4 Informal Meetings
 - 2.4.2 Indirect Method
 - 2.4.2.1 Library Guides
 - 2.4.2.2 Display
 - 2.4.2.3 Audio Visual Aids
- 2.5 Functions of Reference Service
- 2.6 Types of Reference Services
 - 2.6.1 Short Range Reference Services
 - 2.6.2 Long Range Reference Services
- 2.7 Steps involved in long range reference service
 - 2.7.1 Preparation
 - 2.7.2 Service
 - 2.7.3 Assimilation
- 2.8 Difference between Short Range and Long Range Reference Services:
- 2.9 Summary
- 2.10 Self Check Exercises
- 2.11 Model Questions

2.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to

- Know the meaning and definitions of Reference Services
- Know the importance Reference Services

NOTES

- Understand the need and purpose of Reference Services
- Know the types of Reference Services
- Know the difference between the Reference Services.

2.1 INTRODUCTION

“Reference Service” means the wide spectrum of services offered to different categories of users in response to requests of in anticipation of demand for services. These services may pertain to stimulate requests for documents, or answer to simple questions of fact finding, or answers to complex questions involving prolonged search in a wide range of reference sources and presenting the answers in an acceptable way.

“Reference Service” has been in practice since 1876, in the first conference of American Library Association (ALA) Samuel S. Green a Librarian presented a paper entitled “Personal Relations between Librarians and Readers”. It was generally recognised as the earliest proposal of formalised Reference Service in libraries.

In 1876, Melvil Dewey founded the American Library Association. During that time he coined the term ‘References Service’. He has expanded ALA in an interesting way that “Ask Library Anything.” The inherent meaning of his expression is to give facts of bits of information recorded in books. These books are known Reference Books. Providing bits of information from reference books is called as Reference Service.

In 1924, E.C. Richardson, an American Librarian started a new service named Consultant Service, According to him the reader may ask for big massive pieces of information and not bits of information, for this purpose, the librarian may contact a retired professor for searching and giving information to the reader.

Dr. S.R. Ranganathan started this Reference Service in Madras University in 1926. Around 1940’s, the concept of Ready Reference Service and Long Range Reference was fully accepted.

Thus, the scope of reference service is shifted from giving documents to giving information to user. In order to provide the information to the user, the librarians are adopting various techniques to provide service. The method of providing personal attention to readers in terms of meeting their specific needs of documents or for any information contained in them, has been developed into a specialised activity and given the name “Reference Service”.

Thus, the Reference Service is a whole range of activities that promote the use of books/documents and the information contained in them.

2.2 DEFINITION

1. According to ALA Glossary of Library Terms “Reference Service is a chase of library work which is directly, concerned with assistance to readers in securing information and in using the resources of the library and research”.
2. Margaret Muturies defines, “it is a service that includes the direct personal etc withing a library to persons in search of information for what every purpose and also various library activities especially aimed at making information as easily available as possible.”
3. Reference Service has been defined by James Ingersoll Wyer as “the sympathetic and informed personnel aid in interpreting library collection for study and research”.

4. Ranganathan defines Reference Service as Personal Service to each reader in helping him to find the documents answering his interest at the moment pin pointedly, exhaustively and expeditiously. It is also to provide the Right Book for the Right Reader, in the Right Way and at the Right Time, in the Right Personel Way.
5. According to William Katz, “Reference Service includes” the behind the scene activities of the reference library in the selection, acquisition and maintenance of library stock and its careful recording and administration.

Reference Services Short Range and Long Range Reference Services

NOTES

2.3 THEORIES OF REFERENCE SERVICE

Reference service, as we have noted, is an essential part of the library activity. However, the extent and level of the service vary from one type of library to another. In a public library only factual questions are provided with answers, for any thing beyond the reference librarian would at best hand over the appropriate document. In the context of university library the reference service would extend to systematically introducing the library tools, sometimes compile a bibliography, check a citation, etc. It is only in a special library the reference librarian, who is sometimes called as an information scientist /officer or documentalst, who goes the whole hog and holds completely responsible for the “literature side” of the research. In fact, each of these libraries bases its service on a different theory of reference work. James Ingersoll Wyer originally identified these theories as ‘conservative’ or ‘minimal’; ‘moderate’ or ‘middling’; and ‘liberal’ or ‘maximum’. It is also referred to as minimal, middling and moderate.

i) Conservative or Minimal Approach

The Conservative Approach bases its case on education and fear. According to this a library serves a reader best when it limits its help to showing him ‘how’. Ana experienced reader or scholar does not want or require more than personal assistance, as it is argued by the conservatives. A.R. Spofford many years ago summed up this argument as: “It is enough for the librarian to act as an intelligent guide post, to point the way; to travel the road is the business of the reader himself”. The conservative approach may also nurse deep down a fear of not being able to answer all the queries either due to shortage of manpower or lack of specialization consequently committing mistakes.

ii) Liberal or Maximum Approach

In contrast to this, Liberal Approach takes its stand on faith and efficiency. According to this extension library assistance to the readers is economical and worthwhile where the time saved by the client is more valuable than the time spent by the librarian. Given the requisite subject knowledge and bibliographical training, the librarian can, in this view, become a specialist in ‘finding out’ and validating the data he secures.

iii) Moderate or Middling Approach

Between these two extremes stands moderate theory of reference service. This approach is based on expediency, i.e., what is suitable to the occasion. In this the reference librarian provides the service to the extent considered appropriate by the enquirer. This suitability depends on the judgement of the reference librarian. They argue the superiority of instruction over direct provision of information, but when it comes to non-students wanting information they may be more lenient.

2.4 USERS NEEDS

User Orientation: The freshmen to the library must be properly oriented so that he can utilise the library to the maximum extent. There are two methods of orienting a new reader.

1. Direct Method
2. Indirect Method

NOTES

2.4.1 Direct Method

Under the direct method, the Librarian involves himself directly with the reader. The direct method of orientation includes the following types.

2.4.1.1 Orientation Lectures

The librarian organises the orientation lectures to the freshers. The lecture will generally cover the rules and regulations of library, the arrangement of documents in the library, instruction for using the library catalogue and other material or equipment, the services offered by the library, working hours of the library and membership procedures etc.

2.4.1.2 Library Tour

A conducted tour around the library for freshers is a common practice in a academic liberation. In this type of orientation, the readers will be taken round of all sections of the library and they will be personally shows all the material. They will be acquainted with the functioning of the library.

2.4.1.3 Reader Librarian Dialogue

A dialogue may be initiated by the reference librarian to explain the arrangement of the documents, library tools, the service offered by the library, etc. This helps the user for easy use of the library.

2.4.1.4 Informal Meetings

Informal meetings at the cafeteria or at the academic and cultural functions can also be made use for the orientation of readers by the library staff.

2.4.2 Indirect Method

In this method, the libraries do not involve directly but he will participate indirectly in orienting the fresher. The following are some methods used in orientation the fresher in this type.

2.4.2.1 Library Guides

In this method, the librarian prepares guides, general introduction leaflets and pamphlets or information bulletins for fresher describing the service offered and layout of library, the device and techniques used rules and regulations of the library, types of publication received, etc.

2.4.2.2 Display

In this method, posters and notices are displayed at strategic points. These posters will provide information regarding the layout of the library, hours of opening, rules and regulations of library collection use of catalogue etc.

2.4.2.3 Audio Visual Aids

Audio Visual aids can also be used in orientation programs apart from the above methods. This helps the fresher in getting acquainted with the library. Most of the advanced libraries will use this method of orientation. Some of the Audio Visual aids used for orientation are Television sets. Sound recording discs, tapes, video tapes etc. Charts, diagrams overhead projectors filmstrips, 8 mm and 16mm non theatrical motion pictures, black and white and colour slides.

2.5 FUNCTIONS OF REFERENCE SERVICE

Following are the function of Reference Service.

- (i) Answering the queries received from the readers in person over telephone or through correspondence.

- (ii) Assisting readers in using library tools i.e. catalogue, bibliographies, written guides, etc.
- (iii) Preparation of reading lists, bibliographies, guides to use libraries.
- (iv) It aids the users to get right kind of document or information at the right time.

Reference Services Short Range and Long Range Reference Services

NOTES

2.6 TYPES OF REFERENCE SERVICES

There are two types of Reference Services. Those are discussed below.

1. Short Range Reference Service
2. Long Range Reference Services

2.6.1 Short Range Reference Services

This is also known as ready reference service. This service is furnished in a short time. According to S.R. Ranganathan Short Range Reference Service is a reference service furnished in a very short time in a moment, if possible, Here, the time and factual information are very important.

Examples

1. What is the height of the Mount Everest?
2. What is the population of Bombay?
3. Who invested the steam engine?
4. What is the capital of Russia?
5. Who invented the noble price in medicine in 1987?

The answers to the above questions can be found readily and within a short time.

Need for Ready Reference Services

A reference book is meant to be consulted and not to be read through. An ordinary user may not be familiar with the peculiarities of reference books. Therefore, users need ready reference service to help them at all levels in the use of reference tools.

A variety of subject have reference books of their own which all readers may not be familiar with or even aware of. Only the 'encyclopedia', 'directory', 'yearbook', etc come to the minds of most readers as 'general reference books'. So there is a need for reference librarians to guide readers to the right reference book in the specific subject. Even in the case of a query of repeating nature, requiring long search, the reference librarian should provide the answer readily rather than expect the reader to undertake the search on his own.

Reference books should be supplemented by files maintained by the reference section. This section should also maintain a press clippings file, a file of cards containing information collected from various sources etc. However, reference books form the main source of information.

2.6.2 Long Range Reference Services

In the Long Range Reference Service to provide information a lot of time has to be devoted and needs to be consulted more documents. It means, it involves prolonged search in a variety of documents i.e., articles in periodicals, technical reports, thesis, patents, standards, dissertations and trade literature, and some time it may be involved consulting specialists in the subject of the query. The long range reference services also required to furnish more information. It is difficult to say how much time it takes to answer the query. It may take some hours, the whole day, or some days or even weeks also.

NOTES

Dr. Ranganathan has differentiated the short range and long range reference services in terms of time i.e. the service which takes half an hour or less is short range reference service and the service which takes more than half an hour is known as long range reference services.

The Long range reference service not only deals with facts but also deals with other categories of information. The information sought may be too specialised which needs to be consulted highly specialised sources.

Need for Long Reference Service

- (a) **Growth of Literature:** One of the most outstanding and obvious features in the recent past is the rapid growth in literature production, especially in science and technology. This increase in growth of new micro thought and micro documents has created the risk of missing relevant information on a particular topic. Further, most researchers are not self-helpers, they must be made aware of, and must be provided access to the work done by the others in their fields. This access can be provided only through the reference service, especially long range reference service.
- (b) **Currency and Time:** Because of the vast growth of information and the lack of knowledge of bibliographic techniques, a specialist may have to spend a lot of his valuable time in searching for the required information. If he is provided with long range reference service, he can utilize the searching time for his scientific research. Again the vastness of information may hinder a library from having all the documents on a particular subject and this in turn deprives its users from having access to much needed nascent information. This problem can be solved by providing long range services like SDI, interlibrary loan, translation service etc.

2.7 STEPS INVOLVED IN LONG RANGE REFERENCE SERVICE

The long range reference service involves three steps. These three processes are not exclusive of one another. They belong to a single phase of work.

- a) Preparation
- b) Service
- c) Assimilation

2.7.1 Preparation

The preparation in long range reference service involved the knowledge of subject sources of information and gathering of information. The reference librarian should become familiar with the subject since he has to answer the various queries. He requires a broad understanding of the subject and should know about the subject and not the subject itself. The preparation involves a search for specialised material. Therefore, he should know the different sources of information trend of research, scope of that particular subject. He has to scan the various sources of information and gathering, some irrelevant and unwanted portion may be accumulated. In such case careful and systematic recording of relevant information is required by avoiding irrelevant portion of information.

2.7.2 Service

The mode of service depends upon the type of query and the objectives of a reference section. There are three stages in service which are as follows:

Precise enumeration of a reference section.

There are three stages in service which are as follows:

- Precise enunciation of the item of knowledge sought.
- Formulation of search strategy and search for the document: and

- Supply of documents to the seekers.

The Clientele may range from the generalist to specialist seeker and he may be passive or active seeker. However, it is important to determine the requirements precisely. The precise enunciation of the user requirements is the first step in service. Once he has enunciated the requirements is the first step in service. Once he has enunciation the requirements properly the reference librarian should formulate the search strategy on the basis of facet should formulate the search strategy on the basis of facet analysis.

2.7.3 Assimilation

A reference librarian comes into contact with the different types of users. Therefore, he must be broad minded in his approach and thinking and assimilate all the problems properly. He may not know when particular piece of information becomes useful. He has to maintain a record of all his long range services thereby assimilation information for future use. He has to share experience with his colleagues and maintain a very good report with all the sections of the library. On the basis off his experience, he will be able to make suggestions for improvement in various sections of the library like the acquisition section, technical section and various services like cataloguing, indexing and abstracting. This kind of assimilation will yield better results for long range reference services.

2.8 DIFFERENCE BETWEEN SHORT RANGE AND LONG RANGE REFERENCE SERVICES

Factors	Short range of Service	Long Range of Reference Services
Time	Short Time More than (hours, days and weeks)	Time
Sources of Entries Information	Dictionaries, Encyclo Paedias, Year Books, Directories, Maps,	Research Reports, Thesis, Patents Standard etc., Atlases etc.,
Services	More or Less Figures Services	Provides following Services Bibliographic Services Abstracting Services Indexing Service Reprographic Services Inter Library Loan Services
Form of Information the provided	Information can be provided in the following forms Oral Written on Slips On phone Computer Print Outs	Information can be provided in following forms Bibliographies Reports Charts, Graphs Films, Slides

2.9 SUMMARY

Reference Service has become indispensable in libraries because of several reasons, the most important being growing information needs of users, document explosion, complex

Reference Services Short Range and Long Range Reference Services

NOTES

NOTES

growth of libraries and their services, new tools and techniques for library services and the impact of ICT.

Reference functions include responsive and anticipatory services. The former deal with help and assistance in use of the library, answer information questions, fact finding and research types, these are discussed in the context of user's visiting the library in person, seeking assistance through telephone and also through written postal communication or telex.

In Universities, reference service is most important for students, research scholars and teaching community for their development of knowledge. There are two kinds of Reference Services which includes short-range and long-range reference services.

2.10 SELF CHECKUP EXERCISES

1. What is meant by Reference Service?

Ans.

Reference Service means the wide spectrum of services offered to different categories of users in response to requests of in anticipation of demand for services. These services may pertain to stimuli requests for documents, or answer to simple questions of fact finding, or answers to complex questions involving prolonged search in a wide range of reference sources and presenting the answers in an acceptable way.

2. How many types of Reference Service?

Ans.

There are two types of Reference Services.

1. **Short Range Reference Service:** This service is furnished in a short time. According to S.R. Ranganathan Short Range Reference Service is a reference service furnished in a very short time in a moment.
2. **Long Range Reference Services:** Long Range Reference Service to provide information a lot of time has to be devoted and needs to be consulted more documents. It means, it involves prolonged search in a variety of documents i.e. articles in periodicals, technical reports, thesis, patents, standards, dissertations and trade literature, and some time it may be involved consulting specialists in the subject of the query.

2.11 MODEL QUESTIONS

1. What do you mean by reference service?
2. What are the various types of reference services?
3. Write Short Notes on:
 - a. Difference between Short Range and Long Range Reference Services.
 - b. What are the Steps involved in Long Range Reference Services.

METHODS OF DISSEMINATION OF INFORMATION CURRENT AWARENESS SERVICE & SELECTIVE DISSEMINATION OF INFORMATION (SDI)

Structure

- 3.0 Aims & Objectives
- 3.1 Introduction
- 3.2 Definition
- 3.3 Characteristics of Current Awareness Service
- 3.4 Methods of Providing CAS
- 3.5 Current Awareness Bulletins
 - 3.5.1 Current Awareness List
 - 3.5.2 List of Additions
 - 3.5.3 News Paper Clippings
 - 3.5.4 Current Content Lists
 - 3.5.5 List of forthcoming Meetings
 - 3.5.6 Research in Progress List
- 3.6 Other Methods
 - 3.6.1 Routing of Periodicals
 - 3.6.2 Telephone Calls and Visits
 - 3.6.3 Display
- 3.7 Selective Dissemination of Information (SDI)
 - 3.7.1 Introduction
 - 3.7.2 Definitions
 - 3.7.3 Characteristics
 - 3.7.4 Components of SDI
 - 3.7.4.1 Selection
 - 3.7.4.2 Preparation of Profiles
 - 3.7.4.3. Matching
 - 3.7.4.4 Feed Back
 - 3.7.5 Advantages
- 3.8 Other Services
 - 3.8.1 Translation Services
 - 3.8.2 Reprography and Micrography
 - 3.8.3 Document Delivery Service (DDS)
- 3.9 Summary
- 3.10 Self-Check Exercise
- 3.11 Model Questions
- 3.12 Suggested Readings

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3.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to

- Know the meaning and definitions of CAS
- Know the importance of SDI and CAS
- Explain about the different types of Information Dissemination Services-Translation service, Reprographic services and Document Delivery services
- Understand the Current Information Bulletins.

3.1 INTRODUCTION

Now-a-Days, Modern Libraries offer a variety of new documentation and Information Services to provide support to R&D, industrial productivity, management, marketing and trade, all programs of development of governments and institutions. There has been a tremendous increase in the volume and variety of publications coming out from all corners of the world, in different languages and forms that carry results of current research, industrial and technological advances and economic developments. It has, therefore, become necessary for libraries and information centers to design and develop new and innovative information services, such as Current Awareness Service (CAS) and Selective Dissemination of Information (SDI).

Selective Dissemination of Information (SDI) can be regarded as an off-shoot of CIS, which not only serves current information but is also totally user-oriented. Daily, the people read newspapers, listen to radio broadcasts, and watch television to keep themselves abstract of new developments. This is a general interest of people which is done by choice. There are some special interests of people which relate to their profession or emoluments: relating to devise policies for an organisation; pertaining to research needs of the field and other broader and peripheral areas.

Thus, everybody wants to have approach to current information to fulfill their objectives or needs. The service intended to do to fulfill this needs is called Current Awareness Service (CAS). The foundation of early scientific periodical is the urge for the need for recent developments. The increasing number of scientific periodicals and other primary sources, scientists, technologists, scientific and other societies use of computers all may be marked as the development towards the organisation of current awareness service.

Current Awareness Service is basically a process of dissemination of information, current information means, the latest information published in the primary documents. Each document individually disseminates the current information but, whereas the CAS collectively disseminates the information contents of a set such currently published information at regular intervals.

Current Awareness Services is a device of the information system through which the users of information can be informed promptly, as soon as possible after publication, but, before having included in the secondary sources of current literature on the area of interest of the user. In other words, it is alerting services.

Current Awareness Service is quite helpful to the user community. The latest information and techniques developed in various fields can be brought to the notice of the users at the shortest possible time. This quickens the pace of research and development. As such Current Awareness Service is now considered as one of the important information services.

3.2 DEFINITION

Methods of Dissemination of Information

Current Awareness Service(CAS) may be defined as ‘Knowledge of Recent Developments’ means leading areas of new developments. According to Alasdsir Kemp “Current Awareness Service may be defined as a system for receiving newly available documents”. Selecting them relevant to the needs of an individual or groups and recording them so that notification may be sent to those individual or groups to whose needs they are related.

According Upile. J. Shore Strause, CAS means “establishment of a system for reviewing publications immediately upon receipt selecting information pertinent to the program of organisation served, and recording individual items to be brought to the attention of those persons whose work they are related to”.

According to Dr. S.R. Ranganathan “listing the documents appearing during the period covered, and without having select to suit the regjirement of a particular reader or of a specific topic under investigation. This is the nature of a general appetizer. It endeavors to keep the clientele informed promptly of all the nascent thought created in their field or work and related fields.

P.S. Kawatra says that, “Current Awareness Service aims to keep the research development and management personnel of an organisation abreast of the latest developments in their respective field of interest. A list of different current articles in periodicals; technical reports, patents, standards and specifications and such other documents should be brought to the notice of the specialists at suitable intervals”.

NOTES

3.3 CHARACTERISTICS OF CURRENT AWARENESS SERVICE

The characteristics of Current Awareness Service can be stated as follows :

- It is an announcement mechanism usually in documentary form
- It helps in-cultivating current approach to information.
- It gives a panoramic view of the latest development in any field of knowledge.
- The subject coverage is usually broad one.
- It supplements the users own channels those who can not depend entirely on their own.
- Since there is no search strategy, the items of information are so arranged that spanning can be done easily.
- It is for temporary use only.

Types of Current Awareness Services

Depending on the contents and layout, the following types of CAS are recognized.

Contents by Journal Service

The periodicals are considered to be one of the primary channels for communicating new developments. The contents page of a periodical indicates the topics discussed in the issue. It is assumed that the users generally scan a few core journals published in their fields to keep abreast of the new developments. Hence, this mode of Current Awareness Service involving generation of a product consisting of copies of contents pages of periodicals is considered useful and adequate. The advantage of the service is that it can be generated easily and quickly, as it does not involve any intellectual effort.

NOTES

The disadvantage is that the users may not be able to decide from the title of the article whether the material would be useful, more so when the title is vague and even misleading.

Current Awareness Lists

In this form of service the new literature is regularly scanned and potentially useful items of information are identified. The essential bibliographic details of the item are recorded. The items dealing with the same area or topic are grouped together. The items are listed in the form of a bulletin. The articles are listed and arranged by broad or narrow subjects. The articles, if classified by subject, can be arranged in a classified order. The topics or the broad groups may sometimes reflect the homogeneity of the interests of the users in the organization. Whatever be the arrangement, it should be easily browsable. An abstract may be included to help the user assess its utility.

The advantage of this form of service is that it can be tailored to the user's needs through proper selection of relevant items and the slanting of the abstract with the required information.

Research in Progress

Research activity in a field points to the directions in which the discipline may probably expand. Knowledge of the research activities being undertaken by others in one's area of interest provides the researcher with valuable information. The information could be useful to the researcher while initiating a new project. Sometimes the project information may also result in changing the course of his research activity.

This service attempts to bring out information on new research projects, and progress made in ongoing projects. The details generally include in such a service are the name and address of the laboratory where the research project is being undertaken : names of the principal and associate researchers, funds and sources of funds, duration of the project, and special equipment in use, if any and a narrative description of the project and its progress. Besides the topic, the information such as the names of researchers and institutions, the names of funding source would be interest and usefulness to the researcher.

Newspaper Clipping Service

Newspapers themselves function as current awareness tools in the areas of public interest especially politics, business, social information, culture etc. The coverage varies from local, regional, national to international news. Some of the newspapers devoted to specialized topics like business, commerce, economics, finance are of immense value as they carry the latest information and data. These are highly sought after in government departments, financial and business organizations, information contained in newspapers is mostly factual and sometimes transient and hence needs to be disseminated quickly taking minimum time for production. One of the most popular methods is the organizing of the clippings. Various dailies are scanned and news items of interest to the users are cut out and pasted on to a sheet. The clippings can be arranged broad subject wise or topic-wise. Though these are some of the types of Current awareness Services which are popular, new products and services performing the current awareness function could be imaginatively designed and generated based on the choices of the users and the information needs of an organization.

3.4 METHODS OF PROVIDING CAS

The main function of the CAS is to review the publications, select the information and record the items to be brought to the attention of the users. Once the items are selected methods of dissemination on information must be decided. The following methods are

possible to provide current awareness service to the users.

- i) By issuing Current Awareness Bulletins.
- ii) By routing periodicals
- iii) Through telephone calls and visits
- iv) Display.

Methods of Dissemination of Information

NOTES

3.5 CURRENT AWARENESS BULLETINS

A Current Awareness Bulletin is a list of documents, appearing during the period covered. The selection of items would be of nature of a general appetiser and not meeting the requirements of a particular reader. It keeps the clientele informed promptly of all the information created in their fields of work during that period.

A typical current awareness bulletin contains the information about general library publicity and announcements general news items, announcement of forthcoming meetings, and conferences, contents and details of recent acquisitions in the library, the research in progress etc. Depending upon the number of readers, the copies of bulletins can either be cyclostyled or printed. They are effective tools in improving the use of the library.

The current awareness bulletins can be produced in house at local level and are available commercially at international level. In house production of Bulletins is adopted by many libraries. It has its own advantages. The selection basis can be tailored to the actual requirements of the users whose interest are well known to the library. The system also increases the use of the library collection. It can also be appropriately modified since it is easy to get the feed back from the users.

There are number of commercially available current awareness publications. They are published by International Agencies, professional organisations who far away from the potential users. At international level the coverage is more for the core periodical literature of the subject. One of the most popular example is current contents published by the Institute of Scientific Information. It reproduces the content pages of highly reputed journals and publishers.

Kinds of Current Awareness Bulletins

There are a variety of Current Awareness Bulletins which are known as:

- a) Current Awareness List
- b) News Paper Clippings
- c) Current Content Lists
- d) List of Additions
- e) List of Forthcoming Meetings
- f) Research in Progress List
- g) Daily Bulletins

3.5.1 Current Awareness List

It provides the current information about all the subjects taken from all kinds of documents (Periodicals, Micro Documents) as soon as they are received to the library. This will be issued periodically as weekly or fortnightly. Generally it will be in two parts, main part contains entire classified featured and arranged according to a suitable scheme of classification and supplementary part contains necessary indexes for subjects, authors etc. For easy access to the information contained in the bulletin.

NOTES

3.5.2 List of Additions

Its main purpose is to inform the user about the latest additions to the library. Immediately after receipt of documents they will be processed and listed in this list. It is also called as Accession list. It is ranged alphabetically by author, or subject wise or in classified order or according to accession number. This will be issued at regular intervals i.e. monthly, bi-monthly or quarterly.

3.5.3 News Paper Clippings

It provides substantial coverage of events and information of the locality. Its main emphasis would be on current information taken from news papers or daily and weekly. An annual cumulated review can also be prepared basing on the information contained in the news paper cuttings.

3.5.4 Current Content Lists

The content pages of periodicals will be reprinted and made as a list and sent to the users for their information.

3.5.5 List of forthcoming Meetings

This lists about all the conferences, seminars and workshops and other meetings. It enables the users to know about the various meetings and to participate and share their views. The participants can get a large amount of information in his field of interest. This list contains the particulars about the theme to be discussed, place and dates of meeting to be held, sponsoring body, etc.

3.5.6 Research in Progress List

It lists about the research in progress (ongoing research) in the institution with full details of topics and persons associated with the distinguishing feature of the bulletin are need for speed. They are often aimed at higher levels of management.

3.6 OTHER METHODS

3.6.1 Routing of Periodicals

This is a practical method for making certain kinds of periodicals available to the clientele. In this method new issues of a periodical received in the library will be sent to the users for their perusal. For routing of periodicals to the users there are two methods it can be either circular or radial. In circular returned to the library. In radial method, it is passed on from library to a clientele and then returned to the library, later it will be passed on to another client by the library and taken back, likewise the routing will proceed. However, routing of periodicals is a cumbersome and time-consuming process and generally not encouraged in many libraries.

3.6.2 Telephone Calls and Visits

Current Awareness Service would also be offered by telephone when a staff comes across an item of information known to be required urgently for a particular user. At times, CAS can also be provided by visiting in person wherever necessary to save the delay. Through telephone one can communicate the information but not the copy of it. By visiting in person, one can communicate the information as well as deliver a copy of it.

3.6.3 Display

The display method is a common thing in almost at the libraries. The latest issues of journals are displayed on specially designed racks. The display of new arrivals of book is also done in the libraries. This display method facilities the user to browse the newly

acquired material in the library and it is a very useful method. This method makes aware of the user with the latest things in their own fields. This method is an important aspect of Current Awareness Service.

Methods of Dissemination of Information

3.7 SELECTIVE DISSEMINATION OF INFORMATION (SDI)

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3.7.1 Introduction

Selective Dissemination of Information (SDI) is a refinement of the Current Awareness Service, SDI” aim is to serve the individual directly, regular provision of scientific information to individual or corporate users is called Selective Dissemination of information.

The term Selective Dissemination of Information was first used by **Ham Peter Luhn** of the IBM Corporation in 1961. Its main objective is to keep the users of the system informed of the latest development in their respective fields without over burdening them with non relevant and unwanted information.

It provides notification of new documents— books, articles in periodicals, technical reports, thesis, standards patents etc., as and when added to the information dissemination system giving bibliographical details without abstracts for each document. The notifications are based on a match between the readers interests profiles (user profile) and document profile.

Users interest may be expressed in different ways, e.g. information on specific subject writings of specific authors, publications of specific institutions and so on. SDI involved screening of documents, selecting information exactly to meet the specific research needs of each user and supplying the information directly to each individual so that the user can keep himself abreast of the latest developments of his specialisation. Not the SDI has become a most advanced machine/ computer based information service. SDI service can be provided manually or by computer.

3.7.2 Definitions

SDI is defined as a type of alerting service meant for individual renders, may be specialists, which is exclusively restricted to the area of interest of the reader concerned in other words it is an user oriented Current Awareness Service.

Hans Peters have defined “SDI as that service within an organisation that concerns itself with the machine assisted channeling of new items of information, from whatever source to those points within the organisation where the probability of usefulness in connection with current work or interest is high”.

Honsman and Kaskala state that the purpose of a SDI system is not to find a useful document for a scientists when a sudden pressing need energies, rather it attacks the information problem by keeping him continuously informed of new documents published in his area of specialisation so that he can keep abreast of the latest development.

3.7.3 Characteristics

- It is a personalised service meant for individual users or a group of users with near identical areas of interest.
- It is a user oriented service with clear understanding of the specific interest of the users.
- It is speed device or providing information much before they are incorporated in

NOTES

indexing and abstracting periodicals

- It has no provision of scanning since the service is a pin-pointed one.

3.7.4 Components of SDI

A SDI system consists of the following operational components:

1. Selection
2. Preparation of Profiles
 - User Profile
 - Document Profile
3. Matching Device
4. Feed back

3.7.4.1 Selection

The selection is of two folded. Firstly, selection of documents which are relevant to the specific field of interest by the SDI system, Secondly, the selection of specific information pertinent, to the olientele of SDI system. The appropriate selection of documents and information will increase the depth of SDI service to the individuals.

3.7.4.2 Preparation of Profiles

There are two communities in the system. One is user community and the other is document community. Therefore, two profiles are to be build up to provide effective SDI service. They are user profile and document profile.

Profile formulation requires two skills an understanding of the subject coverage and familiarity with the system with which the profile will be used.

The subject of documents and subject interest of users both are expressed by descriptors or key terms/words or index terms. These terms will be chooses from a controlled vocabulary like thesaurus or subject headings list. Selecting of descriptors from standardised vocabulary helps in maintaining consistency, season easily and to produce accurate results.

a) User Profile

The user profile has to be build up in such a way that it should truly characterise the users interests. Here, the users interest may be expressed in different ways i.e. information or specific subjects, writing of specific authors, publications of specific institutions, key journals in the filed of his interest etc. All these factors would be includes in the field of his interest, etc. All these factors would be included in the user profile by providing appropriate descriptions (i.e. key terms, subject headings or classification numbers). Thus, the user profile is that which comprises a list of terms representing the users interests in the language of the data base. The quality of the profile and its ability to reflect the user's interest accurately enhances the value of SDI service.

b) Document Profile or Term Profile

This is also known as term profile. The file describing the document characteristics is known as the document profile. The incoming documents are analysed and indexed by providing appropriate descriptors. As and when a new description is added the users notified so that they can make use of it and add in their profiles.

3.7.4.3 Matching

The user profile terms and documents profiles terms are related by a search logic. This is called matching. This matching can be done manually or by computers. When the SDI service is meant for large number of users and involves huge number of documents.,

the search can be done quickly and efficiently by using computers.

Notification

After the matching of the profile terms, the computer produces printouts (cards, abstracts, citations). This will be notified to the user to meet his requirements. This is called Notification.

3.7.4.4 Feed Back

After notifying, the user is requested to inform the system indicating whether each of the documents notified is relevant, relevant but not needed or not relevant. This helps the system to modify or improve it so that effective service can be provided to the users. For proper evaluation of the system, the feed back is necessary.

3.7.5 Advantages

- It is possible to provide a specific service to the users.
- The documents coming to the library are best utilised as they go to those persons to whom they will be most useful.
- The scanning time of the reader is saved.
- The users need not remain alert themselves to keep track of the new literature coming in their fields, they are automatically alerted by the SDI system.
- The Dissemination of Information through SDI service is much quicker than dissemination of the same through any indexing or abstracting service.
- Because of the personalised service SDI satisfies the users to the maximum extent.

3.8 OTHER SERVICES

3.8.1 Translation Services

In these days the information is being produced tremendously in various languages of the world. The language is a powerful media to communicate information, when the information produced by a producer can be understood by the receiver, then it is called a successful communication. But there is a plenty of information which can not be understood by the receiver due to language barrier. The language barrier is one of the main constraints for the flow of information. Therefore, a way out must be solved to overcome this barrier and solve the problem. The solution for this problem is “translation”.

According to an analysis about 50% of the total literature produced in the world is in English. The share of other prominent language is Russian countries the foremost position in non English literature with a share of 20% German with it. Japanese with 5% and French is 5%. The other prominent languages of the world scientific literature are Italian, Swedish, Portuguese, Hungarian, Czech and Chinese. This dominance is being shifted from time to time. During the pre-war period. English, French and German were contributing more literature. In the post-war period English Japanese, Russians and Chinese are contributing more literature. No one is a mechanism has to be created to understand the literature no one is a mechanism has to be created to understand the literature produced in other languages. This mechanism is known as “Translation Service.”

Most of the national and international centres utilise the services of linguistics who are familiar with the subject as well as source and target languages for Translation of documents. The language of original document in which the literature is available is called source language and the language into which the document is to be translated is called ‘target language’.

NOTES

NOTES

Translation Means

- To express in another language systematically retaining the original sense.
- Replacement of textual material in one language (source language) by equivalent material in a secondary language (target language).
- The act of turning a literature composition from one language to another.

Many scientists are feeling that they are missing valuable literature produces in other languages which they do not know. Therefore a translation 'trio' has been envisaged i.e. foreign language documents, translator and user.

The Objectives of Translation Service

The main objectives of this service are:

- a) To provide a document in users language either to not available.
- b) To saves the time of the scientists;
- c) To promote the use of document; and
- d) To promote cultural understanding.

Methods of Translation

There are four methods of translation. It depends upon the type of documents to be translated.

1. Literal Translation
2. Free Translation
3. Transposition
4. Adaptation

Literal Translation

It is factual type of translation. It is required in commercial correspondence, legal materials, scholarly material, scientific and technical information, pure and applied social sciences.

Free Translation

In this type, there would be a freedom to substitute for the original word. It is free translation of the major points of the document.

Transposition

In this method, an entirely new work will be created based on the ideas, emotions, view points, and literary style of the original work by the translator in the target language. Poetry and literary works are examples of this method.

Adaptation

It is used more in children books so as to be more intelligible, interesting, educative and amusing to the foreign readers.

Any how, the translation should give a complete transcript of the ideas of the original work.

The translation can be done in anticipation and on demand. In an anticipatory service, cover-to cover translations are made, and the translation on Demand will be provided wherever a request is received for a particular work.

Factors to be considered in Organising

Translation Services

There are several translation pools and services available at National and International

level to fulfill the needs of users. However, if a research organisation has a considerable demand for translation. It is desirable to have its own translation unit. Such local level translation units will be able to meet the research needs of the organisation effectively. This can be provided expeditiously. To organise such an in house translation service the following factors are to be taken into consideration.

- i) Identification of principal subject fields in which translations are required.
- ii) Identification of source language and target languages of translation.
- iii) Assessment of work load in terms of volumes of documents to be translated.
- iv) Staff requirements here, the language and subject specialization's are to be taken into consideration.
- v) Finance required are to be assessed properly

Translation Pools and Services

There are important Translation centre are establish at International and National level which are briefly discussed below.

International Level

1. UNESCO

The main aim of UNESCO is to promote the cultural understanding between the nations of different cultural back grounds. As a direction towards attaining this goal it is undertaking the translations of certain books of high literary value of each country into the language of other countries. UNESCO concentrates mainly in the field of Humanities and Social Sciences. Since 1948, every year it is publishing an index translation which contains the list of translated books arranged by names of countries.

2. European Translation Centres (ETC)

It is established in 1983 under the guidance of OECO (Organisation for Economic Co-operation and Development) at the Technological University of Delft, Netherlands. It is supported by 17 governments and co-operation of many agencies throughout the world, It has access to 7,000 translations. ETC publishes "World Index of Scientific Translations" and list of translations notified. The world index is primarily concerned with translations from non western language Chinese, Japanese, Arabic, Russians and other East European languages).

National Level

1. National Translation Centre (NTC), Chicago

The Special Library Association Translation Centre (SLATC) at John Creavar Library, Chicago undertook the responsibility collecting translations from other languages. The name of SLATC has been changed as NTC in 1953. It is a co-operative non-profit enterprise primarily responsible for the non-governmental translations from USA and elsewhere. Many scientific and professional societies and universities and other institutes in USA and abroad deposit their translations at the centre. It is depository of translations NTC acts as a biggest pool of national clearing house of information on translation. NTC is publishing translation register Index a semi monthly since 1967.

2. British Library Lending Division (BLLD), UK

BLLD is an important depository of translations. It promotes a large number of translations with special emphasis on Russian literature. It publishes BLLD announcement Bulletin and BLLD Review.

3. INSDOC (Indian Notional Scientific Documentation Centre), New Delhi

In India, INSDOC has been offering translation services on request since its inception in 1952. The National Science Library of INSODC is subscribing to cover-to-cover

Methods of Dissemination of Information

NOTES

NOTES

translated some Russian book also. It maintains staff translators and a panel of part time translators. It is publishing a monthly bulletin called 'National Index of Translations.'

4. IASLIC

It maintains a panel of translators and arranges translations into English of the foreign and Indian Languages. The service is offered to individuals and organisations on request.

3.8. 2 Reprography and Micrography

Reprography is the collective name by which the large number of copying and duplicating processes that enable one to prepare. One or more copies of a document is known. The document itself may be anything written, drawn, typed, printed and produced by other means say photography. The word is formed by the conjunction of "reproduction" which means producing a fresh and "photograph" which is the technique by which images are produced by the action of light on certain light sensitive materials. The term which was proposed by the Germans was soon taken up by the Dutch and later adopted by the British.

The term 'reprography' which is of comparatively recent origin was originally intended to cover document reproduction techniques by photography such as microfilming, Photostating and contact copying with silver halide papers. But, now the word includes in its scope as mentioned earlier, a very wide range of methods materials, equipment and processes used for document reproduction. The ability of optical system to change the size of a document (i.e. to enlarge or to reduce) is one of the most powerful features of reprography. Another characteristics of reprography lies in its ability to apply images to a variety of base materials such as film, paper glass, plastic, metallic, when the images are sufficiently reduced to require optical aid for viewing the term micrography is issued.

Why Reprography ?

The enormous rate at which published and unpublished documentary information is growing makes it impossible physically or economically for the individual user or the institution. However, big to have access to all the material available. It is here that reprography comes to one's aid. A library or information centre can concentrate on acquiring books, reports and periodicals in its core area. For periodical areas microform or photocopies of selected pages of the original document need only be obtained. For journal articles and hard to get some of the advantages of reprography are:

Exact Copies

Reprography enable one to obtain from an original document one or more new documents in which the text resembles the originals in all respects except perhaps in size which may vary in some techniques according to choice. Thus, irrespective of the languages of the original document or any complicated diagram or charts the original may contain reprography enables one to reproduce all the contents of the original.

Quick Copier

It enables one to obtain copies quickly with hardly any waiting time For example Thermography one can obtain a copy in four seconds. In xerography copies are obtained even faster.

Economical

It is economical in that it does not necessitate the typing or rewriting of the original.

Space Saving Records on microfilm need about 4 per cent of the space occupied by the original. This results in considerable saving of storage space.

Essay Handling

Reprographic system produces copies which are easier to handle due to reduction in

size. Such as the copying of engineering drawings on microfilm.

Easy Filling

Microforms being of standardized size, reduce filling and storage problems. Records on microfilm are in a fixed sequence. This prevent misfiling mislaying alteration of less.

Permanence

Some of the reprographic techniques enable one to obtain permanent copies while the original document themselves may be of a transient nature due to one reason or another such as the poor quality of the paper etc.

Application of Reprography

The advantages of reprography some of which have been cited above have found innumerable applications in information centres and their scope is practically unlimited. Some applications that may be mentioned are:

- i) Procuring copies of out of material or unpublished works such as Laboratory notes, thesis etc.
- ii) Securing the constant valuable document.
- iii) Publication in limited editions.
- iv) Providing archival records of historical significance to future researchers.
- v) Acquisition of copies of portions of books periodicals etc. Without having to acquire the whole of the original.

Reprographic Methods

As mentioned earliest the term reprography now includes a wide range of techniques. However, reprography basically centres on three major process principles photography. Thermography, Electrography, Holography is another recent development. During the past decade a number of new processes have achieved commercial success. A diagrammatic representation of various reprographic system is given below.

Photography	Thermography	Electrography
Fascimiles	Reproduction	Photo Microsat Graphy
Diazography	Xerography	Electro fax

Photography

Almost everyone is conversant with photography these days. A photography is a picture recorded by means of the chemical action of light on a specially prepared glass plate or film in a camera transferred to specially prepared paper. In photocopying the copy of a document is made by a photographic method. The resultant image (or copy) could be of the same size as the original, or it could be of reduced or enlarged size. As stated earlier when the images are sufficiently is used. When the size of the copy is the same as the original is called facsimile reproduction.

Facsimile Reproduction (Contact Copying)

The simplest method of copying a document is by exposing the original contact with the sensitive materials in a light box and then processing the exposed material. Depending upon the original document the exposure can be done by two techniques.

- a) **Print Through Process:** In which the light passing through the translucent and single sided document produces an image which while being negative in tone (i.e. black background and white text matter) is positive in reading and hence can be used as such.
- b) **Reflex Process Photostat:** In which the light passes through the back of the

Methods of Dissemination of Information

NOTES

NOTES

sensitive material and them is selectively reflected by the original being copies the light being reflected by the white background of the original an absorbed by the text matter. In reflex copying the image is negative intone and is reverse reading (mirror image) To obtain a right realing positive copy, the operation is repeated with similar sensitive pacer.

Photostat

The process of using 'Photostat' Camera for making directly legible photographic copies from the original is called Photostat. By this method, enlarged (usually up to twice the original size) or reduced (usually down to half size) copies of documents and plans can be produced on fast sensitive papers using a large camera. But the use of a mirror or prism arrangement, the image is produced. The first copy is negative in tone (i.e., white text on dark background) and can be used at such. For obtaining a positive one copy the operation is repeated with the negative in the place of the original.

Micrography

The process of making photography on a greatly reduced soale is called micrography. Micrographic copies of documents are reduced to such an extent that they can be read only after magnification. Micrographics could be two forms.

- A) Micro Transparencies, and B) Micro Opaques

Micrographic (or microforms or microcopies) can only be read with the aid of microform reader. Sometimes there are facilities for making copies attached to the readers. These are called reader-printers. Only printers to make legible hard copies from microforms are available. A complete micrographic system consists of the camera, processing equipment, duplicating, equipment, reading equipment and equipment for making hard copies (i.e., enlargements which can be read directly). An average library needs only a reader or a reader printer to make use of micro form.

Micro Transparencies

Can be of two different forms: (a) Micro Film, (b) Sheet or Microfiche.

Micro Films

Microfilms are available in either roll or strip form. There are three standard Sizes: 70mm, 55mm and 16mm. The 70mm size is used mainly for recording engineering drawings and similar large originals. For documentary work the most widely used size is 35mm, 16mm film is preferred for routine archival purposes, or for making jacket cards. The films can be either perforated on sides or unperformed. The number of documents which can be recorded on a roll of film mainly depends on the size of the document and the reduction ratio employed roll films are wound on roles or cores and usually come in 50mm length.

A microfilm in roll form, however, has serious limitations in that it does not normally have a ready means of locating a required page in view of the length of the roll and the large number of documents recorded. Therefore, to facilitate shares of documents the rolls can be split into smaller lengths each of which becomes a unit. They are referred to as unitized microfilm and in this form required documents can be located easily. Unitized film is prepared from roll microfilm and it can be in the form of:

- i) **Strips:** Containing 10 pages (25mm).
- ii) **Acetate Jackets:** Containing a strip or strips of film inserted inside a transparent plastic jacket. Which can be read while still in the jacket (which affords protection from abrasion) and may contain typed indexing information.
- iii) **Aperture Card:** containing an aperture in which individual frames of microfilm can be mounted. The cards can be any size or shape including punched cards, for

manual or mechanical sorting.

Microfiche is a French word which literally means 'small' (micro) card (fiche). A microfiche or fiche is a transparent sheet of film containing multiple micro images in a grid pattern it usually contains identification information (Header) which can be read with the naked eye. Microfiche is available in a variety of styles which permit unitized data storage and updating. They can be easily duplicated.

The microfiche has become very popular in many applications over the past decade. From its humble beginnings on the continent as a simple and cheap technique for storing textual information for research workers, it has now become a major publishing media for the dissemination of scientific and technical information. More and more primary publications and even complete abstracting journals (especially back volumes) are becoming available in microfiche form for a price equal to, and often considerably lower than printed version. Many reports are also available in microfiche form (e.g. NTIS reports dissertations).

The most common size of microfiche is continental A6, i.e.: 105 x 148 mm (approx., 4' x 6'). The number of rows and columns differ depending upon reduction ratio used. At reduction ratio 20:1 (20x) an A6 microfiche contains 6 rows and 12 columns. As the first row is usually reserved for identification data the capacity of the fiche is $5 \times 12 = 60$ frames. Also reduction ratio 24 x 11 identification row plus 7 x 14 – 98 frames) and 42 x 11 identification row plus 13 x 28 – 364 frames) are often used. Microfiche can be easily filed in a normal card index drawers. Depending on the format of frames one drawer of microfiche can store at least one hundred thousand pages of text.

Thermography

A photograph depends on the action of light on sensitive surface to form images. In thermography, it is heat energy (or ultraviolet radiation) which is utilized for the formation of images.

Diazography depends on the fact that many diazonium compounds react with certain chemical (couplers) to form azodyes and also on the fact that ultraviolet light can decompose these diazonium compounds rendering them incapable of forming azodyes with couplers. A paper coated with a diazonium compound is exposed to a source of light containing ultraviolet radiation (e.g. a mercury vapor lamp. Usually a translucent master prepared by other means such as writing drawing typing or photocopying on a transparent material is used. The exposure is made through the translucent master using the print through techniques of contact copies to produce a right positive image.

On exposure the radiation transmitted by the translucent background area (or reflected by the background in reflex copying) destroys the diazonium compound on the corresponding portions of the coated paper. The remaining unaffected diazonium compound corresponding to the text or drawing can be developed to form coloured images. Thus, a positive copy is directly obtained. The process falls into two main classes depending upon the mode of development of the image (a) the dry process and (b) the semi-dry or moist process. Thermofax (if EM company) is a diazographic process in which documents are copied by reflex technique using source of infrared radiation. It is extensively used in making transparencies for overhead projection.

The diazotype material is the least expensive of the photosensitive materials. Hence, the process is economical. The equipment used is simple and it does not need dark room facilities or any special operational skill. However, the diazo image lacks permanence and the process is not recommended for archival copies.

Kalver Process Some process has been devised in which the image is

Methods of Dissemination of Information

NOTES

NOTES

formed on a transparent layer by releasing bubbles of gas which scatter light and so give a white image by reflected light. In Kalvar process (or Kalfax diazox compounds are incorporated in a transparent resin layer). On exposure to ultraviolet radiation nitrogen is released and when the layer is then heated the gas bubbles expand and form a scattering bubble image.

Electrography

Copying process as which are based on the Photoconductive properties of certain materials are called "Electrography". In this process a surface photoconducting material (usually selenium or cadmium) is given an electrical charge. The charge surface is then exposed to light reflected from a document. The white surface of the original reflects light and the corresponding areas of the coated surface loses the electric charge. Toner powder mixed with a carrier is then spread across the coated surface. This powder consists of a pigmented fusible resin or plastic, which has an appropriate charge to the coated surface and clings to the area where the charge has been retained (i.e. text area). This forms a powder image of the original which is then transferred on the sheets of paper and fixed by heat or solvent vapor. These are two distinct electrographic processes.

1. Transfer Electrostatic Process (better known as Xerography)
2. Direct Electrostatic Process (electrocopy)

Transfer Electrostatic Process

This is again of two types (I) stepwise in continuous. In stepwise process, selenium coated drum and plate are used as the charged surface. In continuous process, selenium coated aluminum plate is used. In stepwise, surface one by one surface one by one usually 5 to 6 copies can be made from one charge. In continuous process the power image formed on the drum is transferred on to the paper and is fixed by heat. The selenium drum is automatically wiped to remove the remaining toner and is immediately ready for reuse. Now-a-days continuous copies with reduction and enlargement facilities are available. Depending on speed 15 - 50 copies can be obtained premium.

Direct Electrostatic Process

In this process, the image is formed directly on the specially coated (zinc oxide) paper which is given the electric charge and the rest of the process followed is the same. Since in this process costly coated drums or plates are not used the basic requirement is cheaper. But this advantage is offset by the higher cost of the specially coated paper. Moreover the coated paper is heavy and can be copied on one side only.

New Developments

Besides the well established reprographic processes described above. In recent years, a number of new processes have achieved commercial success. Besides, photographic processes, vesicular films, thermoplastic recording, various methods of "dry" processing non-reversing silver-halide materials and reversible diazo materials are being used extensively. Holography and laser beam recording are in advanced stages of application.

3.8.3 Document Delivery Service (DDS)

The supply of document to the user for in-house reading or for borrowing outside premises of the library for a certain period or for permanent keeping of it is known as Document Delivery Service (DDS). The document may be original or a copy of it. Generally, the original documents will be issued for permanent keeping; they will be given for a limited period, providing documents may be from its own resources of the library/information centre or from other sources where it is available.

The gradual changes in the functioning of the libraries from store-house of

46

16

98

knowledge to public service system, and from closed access system to open access system are the main causes for introducing the document delivery service could be of any type excepting the instructed and confidential nature.

48

This document delivery service can be said as the last service of all other services, Because, this service begins when the other services ends (i.e., when the end product of other services are available). Naturally, the readers would like to go through the complete texts of some of the selected references. It is responsibility of the library to provide the reader with complete texts/documents for his exhaustive reading. Therefore, the document delivery service is a must in every library.

Another factor for introducing this service is the rising costs of the documents. Due to the escalating process of books, periodicals and other material, no individual library is in a position to procure all required documents. As such the libraries have became inter-depends on one another to share their collections As a result the inter library loan and resources sharing have been developed. This solves, to some extent the problems of purchasing all the documents.

Generally, the demand for books is met by procuring multiple copies. If the multiple copies are not available then it will be supplied for in house reading or an extract of it will be supplied by xeroxing the same.

Types of Document Delivery Services

Some of the documents delivery services and described below.

The main types of document delivery service are as follows :

1. Document Delivery for in house reading / use.
2. Document Delivery for outside use/reading.
3. Photocopying in Document Delivery.
4. Document Delivery through Inter Library Co-operation.

Document Delivery for In House Reading

There will be some reference books and rare books in the libraries which can not be issued outside. They are meant for referring inside the library only. There are several other factors which influence for in house document delivery.

115

- a) It depends upon the number of copies of a document held by the university. If there is only one copy, generally the libraries will discourage to issue outside.
- b) The demand for a particular document will also be a cause for in house lending. If a book is in grater demand by many users, they will be kept only for in house circulation in order to cater to the needs of many persons.
- c) The loan period also influences the circulation. If the loan period is more, the chances of finding a document in the library will be less. In such cases also some documents will be kept for in-house reading only.
- d) In case of special type of material also, the in house reading is suggested.

36

Document Delivery for Outside Use:

The opening hours of the library may be limited and the reader may not also like to sit and read in the library through out the opening hours. He may like to read at his leisure time at his residence. Hence, the documents will be issued to the outside premises of the library for a certain period. This duration will be different from library to library. It depends upon the collection of library, number of users and the objectives of the organisation. In some organisations, the different types of users will have different duration period and even within an organisational so may vary.

73

Methods of Dissemination of Information

NOTES

NOTES

Non Availability of Documents

Sometimes, the required documents may not be available in the library. In such circumstances, it is not possible to extend this service. Following are some of the reasons for non-availability of documents in the library.

- i) The documents required may have not been purchased in the library.
- ii) The same document may already have been borrowed by somebody.
- iii) The same may be missing or misplaced.
- iv) It may have been send for binding.
- v) It may have been sent for photocopying
- vi) The same may have been sent to other library on Inter Library Loan (ILL).
- vii) Sometimes, the readers may not consult the catalogue properly or locate the document on the shelf.

Photocopying Document Delivery

The reader after going through the text of a document may feel to keep the text for his permanent use. In such case photo copying of the document is required for the readers. All the libraries may not be having the facilities for photocopying. Then he has to depend upon other local libraries or national centres or any other international agency.

It is difficult to copy the charts, maps tables, graphic pictures and the figures as it is. Therefore, it is necessary to photocopying the same. Xerography, Electrostatic and Ammonium prints are some systems of reproducing the originals as it is which are currently in use.

Document Delivery through Inter Library Co-operation:

It is not possible to any library to keep all the documents published. When a required document by the user is not available in the library, the librarian will contact other local, regional national or international centres to get the document on inter library loan. This interlibrary grow into a planned system of inter library on operation. To facilitate this by operation unified catalogues of documentary resources of the cooperation, unified catalogues of documentary resources of the co-operating libraries are compelled. They are known as Union catalogues. This library co-operation ultimately grew into a system of resources sharing which states not only the documents but also several other things.

Inter-library co-operation of limitations:

- i) Lack of up-to-date union catalogues.
- ii) Some libraries may not agreeable to lend their documents.
- iii) Copying facilities may not be available in the library.
- iv) It may not be possible to lend certain types of materials.
- v) It also involves careful verification which consumes much of the librarian's time.
- vi) The distance between the libraries.

As a result a new document delivery, system has been evolved by developing massive collections in one library which would cater to the document delivery demands both from within and outside the country. British Library Lending Division (BLLD) is a best example in this direction. It is located in London which is a largest library in U.K. It receives about 40,000 periodicals. It provides photocopy service to organisations and individuals in the U.K. and overseas. The service is very fast and effective.

India also felt the similar need. This has prompted to establish National Science Library (NSL) by the Indian National Scientific Documentation Centre (INSDI OC) at

New Delhi. This library acts as a resource library for Science and Technology Literature.

Methods of Dissemination of Information

Indian Council of Social Science Research (ICSSR) has also established an Inter Library Resource Centre (ILRC) at Delhi with the co-operation of Jawaharlal Nehru University. Like wise, there are several centres at National and International level which provide inter library loan facilities.

NOTES

3.9 SUMMARY

CAS is not a personalised service. It is a system oriented service and personal in nature. It does not have any matching mechanism. It is provided at regular intervals to alert the users of the system with current information. CAS can be provided either manually or mechanically /computerised or combination of both. However, the present trend is towards the use of computers.

There are many methods of providing CAS. One should not think that there are the alternatives. But they are complementary and useful in different situations even within the same library and at the same time. CAS is now considered as one of the important services provided by the library.

The Document Delivery Service (DDS) is an important function of the libraries. Whatever may be the improvements in services, storage, and retrieval, the ultimate aim is to deliver a document to the Right Reader at the Right Time. Therefore, a good understanding and cooperation among the libraries is required a local, regional, national and service. This saves much of the finances of the individual libraries and foreign exchange of the nations.

3.10 SELF CHECK EXERCISE

1. Define the CAS?

Ans.

Current Awareness Service is basically a process of dissemination of information, current information means, the latest information published in the primary documents. Each document individually disseminates the current information. Current Awareness Services is a device of the information system through which the users of information can be informed promptly, as soon as possible after publication, but, before having included in the secondary sources of current literature on the area of interest of the user. In other words, it is alerting services.

2. Define the SDI?

Ans.

Selective Dissemination of Information (SDI) can be regarded as an off-shoot of CIS, which not only serves current information but is also totally user-oriented. Daily, the people read newspapers, listen to radio broadcasts, and watch television to keep themselves abreast of new developments. This is a general interest of people which is done by choice.

3.11 MODEL QUESTIONS

1. What is a CAS and write its characteristics?
2. Write the various methods of providing CAS?
3. Write Short Notes on:

Reference & Information Sources and Services

NOTES

I. Routing of Periodicals.

II. NTC and ETC

III. User Profile

IV. Document profile

4. What is Document Delivery Service? Why it is required in the libraries?
5. What is SDI and write its characteristics and advantages?
6. Write the operational components of SDI?

3.12 SUGGESTED READINGS

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UNIT 4

DEVELOPMENT OF INFORMATION SERVICES IN INDIA

Structure

- 4.0 Aims & Objectives
- 4.1 Introduction
- 4.2 Users Needs
- 4.3 Users Demand for Information Services
- 4.4 Information Services - Its Meaning & Importance
- 4.5 Information Sources, Resources and Services
- 4.6 Functions of Information Services
- 4.7 Significant Information Services
- 4.8 Value of Information services
- 4.9 Information Services in India
- 4.10 Information Services in ICT Age
- 4.11 Information Services- Its Future Plans
- 4.12 Role of the UGC & INFLIBNET – Information Services:
- 4.13 Summary
- 4.14 Self Check Exercises
- 4.15 Model Questions

5 4.0 AIMS & OBJECTIVES

After Reading this lesson, you will be able to-

- Know the importance of Information Services
- Know the Development of Information Services in India
- Understand the present status of the Information Services
- Know the Information Service Centers in India

4.1 INTRODUCTION

The Information is the product of human brain and is fundamental to communicated process. It is commonly accepted that information is derived from experience, observation, interaction, learning and research.

Information Explosion means, the proliferation of ideas or enormous creation of new information. This newly generated information gets structured into document form. These documents are increasing abundantly day-by-day. It is estimated that there

41 Self-Instructional Material

NOTES

were 6 million papers and articles published in the year 1980 alone in various branches of Science and Technology. According to estimation, there are one million journals in all fields of knowledge at present.

Information is a message communicated by a communicator to a receiver. Information is also the product of human brain in action. It may be abstract or concrete. When a person begins to think, a variety of images and sensations flash through his mind which makes some information to accumulate in the mind and his memory retains these pieces of knowledge.

4.2 USERS NEEDS

Libraries, Documentation Centers are now known as information facilities which exist for the benefit of users. It is also useful to know how users seek information and how to analyse their Information Behavior.

The management of these facilities consists, therefore, of meeting the user's reference and information needs in study and research. For this, it is necessary for librarians and Information Scientists or Managers in libraries to know,

- What the Users' Needs are
- How they go about in acquiring the Information they need
- How they Use it; and
- What for they Use it.

In other words, it is necessary to know the extent to which the library meets the users' information needs. All investigations in search of these facts – needs and the extent of satisfaction – are known as user studies.

4.3 USERS DEMAND FOR INFORMATION SERVICES

The information services are required to provide not only on demand but also an anticipation of its use. The demand for information from the users is increasing and they are in varied forms. Generally, it will be required to repackage the information contents from various sources to suit the needs of users. Some times, there is a need to translate documents from one language to another.

4.4 INFORMATION SERVICES - ITS MEANING & IMPORTANCE

Information Service means "A service provided to individual/institution by an information centre. This draws attention to information possessed in its department". The present day libraries / information centers are actively participating in the process of transmission of information from the sources to the ultimate users. In this process the libraries are involved in providing some services to the readers. These services are known as information services.

It means the document or non-document which is serving as an authority of guidelines to supply the required information to the needy is called an Information source. These information sources consist of the carefully recorded thoughts of predecessors. The term 'Information Sources' has two connotations. One is that of the

stores or locations in which information is kept. Therefore, a source of information may be an object, a place, an organisation or a particular person. For example, an encyclopedia, a database, a warehouse, a library, a telephone number, or an expert. Sources may be personal or impersonal, public or private, passive or interactive, stored locally or remotely, to which immediate or delayed access may be available. In the second commutation, information sources are virtually indistinguishable form of information channels because the latter may be written such as a book, or words in some other, printed or processed format, or verbal sounds, such as telephone, or data line. In a discussion on information phenomena, the term channel is not reserved for the communication channel as in the telecommunications sense.

In fact, in the telecommunications network, for example, the ultimate address of the information is usually unknown and irrelevant to the information seeker, as is the particular path through which information is delivered. Confusion between information sources and information channels may be regarded merely as a semantic replay of old arguments about form versus context. Thus, 'information resources' are defined as having "two components: conduit, i.e., the physical facilities used for gathering, storing, processing and disturbing information; and content, i.e., the information sources and elements". The fusion of conduit and content aspects in the concept of information is well expressed in the statement "information reflects the synergic combination of medium and message".

4.5 INFORMATION SOURCES RESOURCES AND SERVICES

Information Sources, Resources and Services have been discussed and differentiated. The distinction between each of them has been clearly indicated. It has been emphasized that information sources become resources only when their relevance for the user has been recognized or optimized in some way and a suitable conduit has been engineered. It has been stated that the idea of organization for use is essentially what distinguishes an information source from an information resource. An information resource is an integrating mechanism and brings together on a continuous basis, information sources with information users.

But, there is distinction between information sources and information resources. Sources become resources when their relevance for the user has been recognizes or optimized in some way and a suitable conduit has been engineered. It has been stated that information resources are information sources that have been institutionalized in some way and can 'thus' be reused.

In other words, the idea of organization for reuse is essentially what distinguishes between the information source and information resource. The source is in a sense the raw material and the resource is the product, atleast partially processed. As a simple example, a book on global warming in a book shop is a source of information. The same book on library shelves and with entries in the library catalogue may become a resource. According to Levitan "an information resource is an integrating mechanism. It stands at the midpoint in the life cycle of information production and brings together, on a continuous basis, information sources with information users. The users may be end users or repackagers.

NOTES

NOTES

4.6 FUNCTIONS OF INFORMATION SERVICES

To carry out its function, an information resource must coordinate agents and activities which

- Develop mechanisms of access to information sources
- Provide continuous access to the resource
- Manage and maintain the resources
- Repackage and distribute its products and services

These functions are carried out by any reasonably efficient library. The emphasis of the definition is on the provision of information as a major function of the information service department and its staff. In this context, the term 'major' connotes both the proportion of and available time spent in the repackaging of information for use according to particular needs of clients. It must be noted that an organization or department of an organization that is designated as an information service centre is often focused on the provision of access to some defined subset of available information or to a defined subset of the population of information users.

Every document is becoming a source of Information Source means, anything which serves as an authority for furnishing the furnishing the information. Information means the achievements and facts about human progress derived out of experience observation, interaction, research and reading.

Information has become a resource like that of any other basic resources like water, food and energy. Information has become an essential commodity like that of coal, steel, and petroleum. Information has become a vital economic and managerial resource like men, machines, materials and money, food and energy, coal, steel and petroleum; and Men, Machines, Materials (**3M's**) may challenge us because they are in short supply in major areas of the world.

But, whereas an information resource is concerned it is quite different. It is in quantitative surplus Scientific Renaissance of 16th and 17th centuries and later developments led to enormous steady and exponential growth of literature in all fields.

4.7 SIGNIFICANT INFORMATION SERVICES

Some of the significant information services which have been evolved as a result of developments in communications are: electronic delivery of documents, online searching of databases, online ordering, electronic directory, teleconferencing, electronic mail, electronic messaging, community information(on TV), news/business information and recreational information.

We can categorise the information services provided by utilizing telecommunications technology into three groups: library type information services, domestic type information services and business information services.

The domestic type information services which provide quick and convenient information for home use include videotext, teletex and the electronic directory. These services can also be used by the business community. In addition, a number of other

specialised services, such as electronic mail and facsimile have also been developed with the business community in view. Some of these services are being adopted for domestic use also. Almost all these services can also be used by libraries for providing information services, but not many are presently doing so in the developing countries. In India, while use of communication technologies is fast picking up. The situation is better in the libraries and information centres attached to research institutions and institutions of higher learning (like Indian Institute of Technology, Indian Institute of Science, Bangalore, University of Roorkee and some universities supported by the information and Library Network of the UGC). However, more and more libraries are likely to use the communication networks for providing information services in the coming years. Such enhanced use of technologies will be due to the increased demand from the users for network-based information services which will occur, as the public will have easier access to the communication services.

Development of Information Services in India

NOTES

4.8 VALUE OF INFORMATION SERVICES

The value of information, unlike that of more tangible resources, is simply not quantifiable. It must be use by particular users on particular occasion, and the value of information to its users is not possible to determine in advance. We should remember in particular that it is usually only meaningful to speak of a piece of information having value to a specific user in a in a specific context.

Estimates of value differ according to the time, place, and personality of the person (or culture of group) making the estimate as well as the intrinsic properties of the phenomenon being judged. It must be stated that all judgments of value must be based on the subjective deliberations of a person or group. The degree to which judgments may be considered objective is bound with measurement and units of measurement. It may be emphasized that at the working level, the purpose of an information service has to be consonant with the objectives of the organisation for which it is designed. At the broader level, the discussion of value may serve to point out the necessity of inquiring into what value an organisation wishes to derive from its information services.

Thus, the guidelines set out guidelines set out for evaluation of information services will be based on a particular purpose or the general purpose of providing information support for the organisation for effectively meeting its objectives. It is therefore, essential to develop performance indicators for information services, keeping in view both the user and the management. It must be noted that in the evaluation of different types of information services, the interaction which takes place as part of the process is as important as the product or report at the end of that process. On going evaluation, aimed at improvement in the service, and necessary changes to policies and resource allocation, is central to good management.

Underlying the foregoing discussion is the understanding that information is a trinity consisting of content, conduit, and context. Although this notion is abstract, it is useful in avoiding the practical dangers associated with information overload. If the information services are to be use and users, then overall timeliness, currency, ease of use and accuracy of information services and products are considered most important. These factors would certainly be considered valuable in judging their relevance to users.

NOTES

4.9 INFORMATION SERVICES IN INDIA

Many special libraries and other libraries are providing different types of information services to their users as per their needs. In many countries, primarily at the instance of the UNESCO, national documentation centres have been setup which provides most of the services are described in this paper at various lessons.

In India, National Documentation Center (NASSDOC), The Indian Scientific Documentation Center (INSDOC), Now called as NISCAIR, Defense Documentation Center (DESIDOC), Indian Council of Scientific & Industrial Research (ICSR), Indian Council of Social Science Research (ICSSR), The Agriculture Research Information Center (ARIC), The Indian Council of Agriculture Research (ICAR) were providing many services as discussed below such as

- i) Current Awareness Services (CAS)
- ii) Selective Dissemination of Information (SDI)
- iii) Indexing and Abstracting Services
- iv) Literature Searching Services
- v) Reference Services
- vi) Translation Services
- vii) Document Delivery Services
- viii) Reprography Services
- ix) Referral Services
- x) On Line Data Base Services
- xi) Alert Services
- xii) Late Night Services
- xiii) Other Services like
- xiv) Bulletin Board Services (BBS)
- xv) Routing of Periodical Services etc.

Above said different kinds of Information Services were providing as and when required by the users for solve their present needs.

4.10 INFORMATION SERVICES IN ICT AGE

ICT playing a pivotal role in every field of knowledge in the present situation. Information Services in Information Communication Technology (ICT) Age is a revolution phenomenon At Global Level, All kinds of / Types of Libraries, Information Centers, Referral Centers and Information Analysis Centers are providing Instant Services for Information neediness people as per they need. We can say that it is more and more useful to the users community. So, the concept is also changed from FREE SERVICE – CHARGEABLE SERVICE.

4.11 INFORMATION SERVICES- ITS FUTURE PLANS

The First decade of Twenty-first century will see a number of major milestones in the

services provided by the libraries and information centers. These centers will have more and more of Electronic publications in the form of Floppies, CD-ROMs, and CD RAMs. Also, libraries in the Academic and R & D institutions will be subscribing to On Line Journals also, in addition to Print Journals. More and more libraries will have Online Catalogues in place of Card Catalogue, Use of INTERNET and other Public Data Net works extensively for collection and dissemination of Information.

Development of Information Services in India

NOTES

4.12 ROLE OF THE UGC & INFLIBNET – INFORMATION SERVICES

The UGC which was established in the year of 1956 for providing the Financial Assistance / Help and Guide Lines to the Universities in India for maintaining the Quality of Higher Education and the Standards. Now, at Universities level, the UGC is providing financial assistance to university libraries for getting the Electronic Information. At present, nearly 200 (Out of 438) University Libraries are having the membership in UGC Digital Library Consortium through INFLIBNET for getting the Electronic Information or E- Information without any financial burden on the University Budget.

Presently 4,500 E-Journals are getting by this UGC - INFLIBNET -Digital Library Consortium. The libraries are also procuring FREE Online Journals and FREE E – BOOKS (Electronic Books) for the benefit of their clientele/Users.

4.13 SUMMARY

Information is a message communicated by a communicator to a receiver. Information is also the product of human brain in action. It may be abstract or concrete. When a person beings to think, a variety of images and sensations flash through his mind which makes some information to accumulate in the mind and his memory retains these pieces of knowledge. Information has become a resource like that of any other basic resources like water, food and energy. Information has become an essential commodity like that of coal, steel, and petroleum. Information has become a vital economic and managerial resource like men, machines, materials and money, food and energy, coal, steel and petroleum; and Men, Machines, Materials (3M's) may challenge us because they are in short supply in major areas of the world. The information services are required to provide not only on demand but also an anticipation of its use. The demand for information from the users is increasing and they are in varied forms. Generally, it will be required to repackage the information contents.

UGC is providing financial assistance to university libraries for getting the Electronic Information. At present, nearly 200 (Out of 438) University Libraries are having the membership in UGC- -Digital Library Consortium through INFLIBNET for getting the Electronic Information or E- Information without any financial burden on the University Budget.

4.14 SELF CHECK EXERCISES

1. What is meant by Information Service?

Information Service means, “A service provided to individual/institution by an information centre. This draws attention to information possessed in its department”. The present day libraries / information centers are actively participating in the process of transmission

47 Self-Instructional Material

Reference & Information Sources and Services

NOTES

of information from the sources to the ultimate users. In this process the libraries are involved in providing some services to the readers.

2. What is meant by Information?

Information is a message communicated by a communicator to a receiver. Information is also the product of human brain in action. It may be abstract or concrete. When a person beings to think, a variety of images and sensations flash through his mind which makes some information to accumulate in the mind and his memory retains these pieces of knowledge

4.15 MODEL QUESTIONS

1. Define the Development of the Information Services in India.
2. What is the role of the UGC in Information Services?



REFERENCE AND INFORMATION SOURCES ITS KINDS

Structure

- 5.0 Aims & Objectives
- 5.1 Introduction
- 5.2 Definition
- 5.3 Reference Sources
- 5.4 Ready Reference Sources
 - 5.4.1 Year Books, Almanacs, Directories, Handbooks
 - 5.4.2 Evaluations of Reference Sources
 - 5.4.3 Guides to Reference Books
- 5.5 Information Source
 - 5.5.1 Introduction
 - 5.5.2 Meaning and Scope
- 5.6 Characterisation of Information Sources
- 5.7 Need and Purpose
- 5.8 Types of Information Sources
- 5.9 Primary Sources
 - 5.9.1 Proceedings of Conferences/Seminars/Symposia
 - 5.9.2 Standards and Its Types
 - 5.9.3 Patents
 - 5.9.4 Reports of Scientific Expeditions
 - 5.9.5 Research Reports & Feasibility Report
 - 5.9.6 Thesis and Dissertations
 - 5.9.7 Case Studies
 - 5.9.8 Official Publications
- 5.10 Secondary Sources
 - 5.10.1 Secondary Journals
 - 5.10.2 Abstracting Journals
 - 5.10.2.1 Development of Abstracting
 - 5.10.2.2 Evaluation of Abstracting Journals
 - 5.10.2.3 Chemical Abstract (CA)
 - 5.10.2.4 Biological Abstracts (BA)
 - 5.10.2.5 Library and Information Science Abstract (LISA)
 - 5.10.2.6 Indian Science Abstract (ISA)

NOTES

- 5.10.2.7 International Pharmaceutical Abstract (IPA)
- 5.10.2.8 Indian Dissertation Abstracts (IDA)
- 5.10.2.9 Indexing Journals
- 5.10.2.10 INIS Atom Index
- 5.10.2.11 AGRINDEX
- 5.10.2.12 Index MEDICUS
- 5.10.2.13 Engineering Index
- 5.10.2.14 Science Citation Index (SCI)
- 5.10.2.15 Humanities Index (HI)
- 5.11 Tertiary Sources
 - 5.11.1 Bibliographies of Bibliographies
 - 5.11.2 Retrospective Bibliographies of Bibliographies
 - 5.11.3 Current Bibliographies of Bibliographies
 - 5.11.4 Union Lists Of Periodicals
 - 5.11.5 Guides to Reference Books
- 5.12 Self check Exercises
- 5.13 Model Questions
- 5.14 Suggested Readings

5.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to:

- Know the meaning and definitions of Reference Sources
- Know the different types of Reference Sources
- Understand the Need and Purpose of Reference Sources
- Get knowledge about the Characteristics of Reference Sources
- Know the THREE kinds of information sources.

5.1 INTRODUCTION

Reference books are used for consultations as source of information. They are referred to get an information. They are designed to serve some definite purpose. Reference books are not meant for consecutive reading. They do not have continuity. There is no link between the entries. They are brought together merely due to the alphabetical, logical, chronological, classified or any other form of arrangement.

History of Reference Book

Reference books in Sanskrit language are available since early days. They Niruktas were virtually dictionaries of the Vedic Age. The puranas were virtually encyclopedias. Sthalapurana (Local History) was a geographical source. The Anukramanikas too belonged to Vedic age which was the index to vedas.

Aristotle and Plato were treated as living encyclopedias as they have systematised the whole knowledge. Pliny's "Historia Naturalis" can be treated as first

encyclopedia which has presented the whole knowledge in 37 volumes under broad subject headings in 79 A.D. Varahamihira's Brihatsamhita is also scientific encyclopedia. Amarakosha is an earliest dictionary of classical Sanskrit written in fifth century. Several reference sources have come into existence during the present days.

Reference and Information Sources ITS Kinds

5.2 DEFINITION

1. Gage "A book which is consulted for aid of information on a topic, a theme, an event, a person, a date, a place, or a word is a reference book".
2. J.D. Brown: In the Manual of Library Economy: "A reference book is one which is consulted to obtain some particular fact or matter from it and not one that is read through as a whole".
3. ALA Glossary: "It is a book designed by its arrangement and treatment to be consulted for definite item of information, rather than to be read consecutively, and it is a book whose use is restricted to the library building".
4. Librarian's Glossary of Terms: It defined as "Books such as dictionaries, encyclopedias, year books, directories, indexes which are compiled to supply definite places of information of varying extent, and intended to be referred to rather than read through".

5.3 REFERENCE SOURCES

All Reference sources contain information derived from the primary documents which may be in a condensed form or modified, selected or rearranged to suit the needs of the users. They represent the repacked knowledge rather than the original knowledge. The information in Reference sources is organized systematically for quick and easy use. In the modern age people get exposed to varieties of subjects. The users are interesting in finding information on all sorts of topics and facts. Therefore, the range of reference books had been increasing enormously to meet the interests and demands of readers.

Thus, a variety of reference sources have come into existence. The following are different kinds of Reference sources.

- i) Dictionaries
- ii) Encyclopaedias
- iii) Yearbooks, Almanacs, Directories, Statistical sources, Handbooks
- iv) Geographical sources
- v) Biographical sources
- vi) Bibliographies
- vii) Sources of Current events

All these sources are discussed in the forthcoming units. Here we describe them briefly.

i) Dictionaries

A dictionary is a reference book dealing with individual words of language (or subject), so as to set forth their orthography, pronunciation, significance and use, their synonyms, derivation and history. These words are arranged in alphabetic order.

ii) Encyclopaedia

An encyclopaedia contains articles giving necessary information on all branches of

NOTES

NOTES

human knowledge. The information is arranged systematically for quick and easy use. For background information on any subject in any area of knowledge, the encyclopaedias are to be consulted first.

iii) Year Books

The Yearbooks are published annually presenting the current information in descriptive and / or statistical form. They cover the important developments and significant events of the preceding year. Their main aim is to provide the yearly activities pertaining to a country, subject or organization. Therefore, they are very good sources to know the current events on any aspect.

iv) Almanacs

An almanac literally means a calendar of months and days. It also contains astronomical and nautical information about the sun, moon, tides, etc. It is an annual containing miscellaneous matters, such as a calendar, a list of astronomical events, planetary tables, astrological predictions and anecdotes. An almanac may also cover the retrospective information in addition to the current year's information.

v) Directories

A Directory is a list of persons or organizations, systematically arranged, usually in alphabetical or classed order, giving address, affiliations, etc. for individuals and addresses, officers, functions and similar data for organizations. They are very much useful to know about the locations, functions, objectives and activities of the organizations.

vi) Statistical Sources

Reference questions involving numerical data and opening with 'how much' or 'how many' can be answered by referring to statistical sources. They provide ready made compiled statistics in all the fields, comparative statistics of various countries, authentic data on all subjects, generally collected from the official sources.

vii) HandBooks

A handbook is a reference book of miscellaneous facts and figures on one or many subjects arranged in a handy form for ready reference. They provide information, not only for fact finding questions, but also data on scientific and technical matters.

viii) Geographical Sources

Geography is the study of the Earth's surface. It is a very wide-ranging discipline. It has a number of branches viz., physical, political, economic, historical, agricultural, industrial and also climatologically. There are several geographical sources providing information covering all the above aspects. Gazetteers, Maps, Atlases, Globes and Travel guides are good examples of this category.

ix) Biographical Sources

The account of actual life or a written record of any individual life is called a biography. In modern times more and more biographies are being published to satisfy the readers demands, since they provide very important information on the individuals. The collection of biographies of notable persons of different nations, subjects, times, etc in one book arranged in some systematic order is called a biographical source.

x) Bibliographies

A bibliography is a list of books of a given author, publisher, country or subject. The entries of individual books, periodical articles, and other reading material when arranged systematically for the use of readers in their reference and research work, is called a bibliography.

xi) Sources of Current Events

Reference and Information Sources ITS Kinds

The current event sources provide the information about the latest significant instances in a nutshell. In the present days there are several sources which present the news in a summary form, index the news, abstract the information in brief by the readers. There are a number of sources presenting the current events which are useful to the readers.

Thus, there are numerous types of Reference Sources which provide useful information to the general readers, research scholars and specialists.

NOTES

5.4 READY REFERENCE SOURCES

5.4.1 Year Books, Almanacs, Directories, Handbooks

They provide factual information. They are used for getting information regarding international and national organisations, associations, institutions societies, clubs, and business houses. United National and their agencies, their addresses, history, aims and objectives, activities, structure etc. One can know about different states of the world their government, constitution, social, political, economic, cultural, statistical, their area and population, transport trade and commerce, currency, etc. astronomical data, records, movies, awards, events of the calendar year, etc.,

5.4.2 Evaluations of Reference Sources

Numerous Reference Sources are available in the market in all fields of knowledge. They are generally consoler than the ordinary books. The reference sources are very important to any library. They act as a back bone to the library. Therefore, it is essential to evaluate properly and reference book before acquisition.

A thorough understanding of the reference sources is essential for proper selection to bring the library properly and to provide right information in the right reader at the right time. Therefore, one has to keep in mind the following points for the evaluation of reference sources.

- i) Authority: Author's reputation, Publisher's reputation Publication data
- ii) Scope and Coverage: Purpose, Field covered, Limitations by time, scope or Subject comparison.
- iii) Treatment: Information must be complete, thorough and reliable.
- iv) Arrangement: The good arrangement enhance the value of the book. Classified, Alphabetical, Chronological, Geographical, tabular arrangements will help in quick location of in formation contained in the reference source.
- v) Format: Physical make up of the book must be attractive and durable Good binding (leather, Rexene or cloth binding), durability of the paper, marinas, good printing good number of illustrations, diagrams, maps, etc are some points to be considered in this.
- vi) Special Features: Keeping up-to-date providing bibliographies for further reading.

5.4.3 Guides to Reference Books

There are some guides to reference books which list reference books. They are very useful selection aids of reference books.

They will give very good information about the reference books by which are can evaluate them properly. (i) Guides to retrospective reference books, (ii) Guides to current reference books, (iii) Retrospective. There are again two types of guides under this category.

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I) General Guides to Reference Source

Example

1. Sheehy, Eugene, P: Guide to Reference Books, 9th Ed., Chicago, American Library Association, 1976.
2. Walford, A.J. (Ed.), Guide to Reference Materials, 3 Vols., 4th Ed. London, Library Association, 1984.
Vol-1: Science & Technology, 1980.
Vol-2: Social & Historical Sciences, Philosophy and Religion, 1987.
Vol-3: Generalities, Language & Arts, 1984.

II) Subject Guides to Reference Sources

Example

- a) Holler, Frederick L; The information sources of political science, 5 vols. 3rd rev. edn., Santa Barbara, California: ABC, 1981.
Its volume gives general reference tools. The others cover History, Sociology, Anthropology, Public Admn., Government, etc.
- b) Current American Reference Books (Annual) by Wynar, Bohdan S., Littleton, Colorado: Libraries Ltd., 1983, 14th Vol.
It analysis 170-9 to 1800 reference title. It is usually published in March-April, every year. Choice, Chicago: ALA 1964, Monthly
It evaluates reference title useful for libraries. The reviews are available in brief.

III) The Book List, Chicago

ALA, 1905 (Semi-Monthly) : It is one of the best source of reviews of reference titles. It publishes essay type analytical reviews at the end. The reviews are prepared by Librarians and Teachers and are highly critical.

5.5 INFORMATION SOURCE

5.5.1 Introduction

There are several reasons for proliferation of information and creation of enormous documents. The remarkable progress made by Science and Technology during last 3-4 centuries, the introduction of speedy means of communication like telephone, radio and T.V. the change in research (pattern i.e. parallel research, team research and relay research: the popularization of education in all sections of the society; the competition of trade and industry among various nations: Green Revolution in developing countries like India: the impact of Industrial Revolution and World-Wars, the technological inventions like papers, journals, press, photo filming, computers, etc. were the main causes for out powering of information is called "Information Explosion". Some experts also call it as "Information Deluge".

Information Explosion means, the proliferation of ideas or enormous creation of new information. This newly generated information gets structured into document form. These documents are increasing abundantly day-by-day. It is estimated that there were 6 million papers and articles published in the year 1980 alone in various branches of Science and Technology. According to estimation, there are one million journals in all fields of knowledge at present. There is a famous law of Daral-de-Solla price that the publications are doubled in every ten years. It means by 2020 A.D. the number of articles would be 24-30 million and the Journals would be 3 millions.

This increased number of documents is becoming uncontrollable. Therefore, several types of sources, services and centers are developed to cater to the needs of the users. Here, we are concerned only about the sources. It is not possible to pay individual to manage the growing source of information. Therefore, number of institutions, organisations and societies are coming forward to acquire, organise, store and distribute them.

5.5.2 Meaning and Scope

All the newly developed information is being recorded in one or other form of document. Hence, every document is becoming a source of information. Source means, anything which serves as an authority for furnishing the information. Information means the achievements and facts about human progress derived out of experience observation, interaction, research and reading.

It means the document or non-document which is serving as an authority of guidelines to supplies the required information to the needy is called an Information source. These information sources consist of the carefully recorded thoughts of predecessors. These documents are coming out in a variety of forms like Books, Journals, Reports, Patents, and Standards etc.

5.6 CHARACTERIZATION OF INFORMATION SOURCES

There are **THREE** main characteristics relation to the Information Sources:

1. Relates to publication process whether a document is published or continuing basis or whether a one time publication.
Eg: Serials/journals are continuing publications. The book is one time publication.
2. Relates to target group for whom they are intended
Eg: Researchers, Business and Industry people, Scientists, Literarians, General Records etc. are different types of target groups.
3. Relates to the physical media of the publications:
Eg: Print Media and Non-Print Book and Journals etc.

5.7 NEED AND PURPOSE

- i) The very purpose of information sources is to provide authoritative information to the needy.
- ii) They help to keep update and well informed of the new developments, trends and advancements in various fields of knowledge.
- iii) They help to know what others are doing or about to do on a particular field.
- iv) They help in avoiding duplication.
- v) One can get all the relevant information on a given subject.
- vi) The furnish background information to carry on further research.
- vii) One can make current and retrospective searchers.

5.8 TYPES OF INFORMATION SOURCES

The information sources can be broadly categorised as Documentary Sources and Non-Documentary Sources.

Reference and Information Sources ITS Kinds

NOTES

NOTES

A) Documentary Sources

Every body wants to gain information to sharpen their knowledge and this vital information are recorded in the form of documents. Documents are the vehicle of knowledge for transferring it from one place to another or from one person to another. These documentary sources are further categorized into three main types i.e., Primary, Secondary and Tertiary Sources.

5.9 PRIMARY SOURCES

The primary sources contain the original information which has not been filtered, interpreted or altered or evaluated by others. The newly generated information can be found in the primary sources. They are most current ones and first published records of the original research and development. The volume of literature in this category will be very high. Therefore, they are widely scattered and little organised. The primary sources appear in different forms i.e., Journals, Conference Proceedings, Research Reports, Reports of Scientific Expeditions, Official Publications, Patenants, Standards, Trade literature, Thesis and Dissertations.

The Journals system was pioneered by the learned societies and Professional Associations (e.g. Royal Society). Later several academic and research institutions, individual organisations are also involved in bringing out their research development/ societies in the form of articles in Journals. This has led to the further increase in the number of journals coming out today.

This Journals contain the newly generated information. They publish in articles written by the various authors. The data provided in these sources will be latest and update. The journal means “book containing a record of each day’s transactions. The transactions of any society.”

There are some more terms associated with journals. They are ‘Periodicals’ and ‘Serials’. Any journal which has a periodicity i.e. published at a regular interval is called as periodical. Since they are published serially they are also called as serial. Though they are published serially, the serials may or may not have the regular periodicity. Although, there is little variation, these three terms are being used for one and the same.

The periodicity varies from journal to journal. They may be weekly fortnightly, monthly, bimonthly, quarterly, half-yearly, yearly, annual, bi-annual quincantal etc., Each issue contain volume number and issue number and date.

There is variety of journals such as research journals, technical journals, trade journals, house journals, popular journals, etc. Each of them has different purpose, different types of readers and different type of information content.

The large scale pro-literation of journals during the last three decades is more due to:

- i) Increased research, (solo, team, relay research).
- ii) Increased disciplines, (inter disciplinary and multi-disciplinary research)
- iii) Increased number of researchers and their desire to publish their results.
- iv) Increase in the number of readers/users.

These journals are published in different languages on different topics. It is estimated that there are more than 1, 00,000 periodicals covering 500 subject areas in a number of languages published through out the world. There are about 20,000 journals only in chemistry and its related subjects. About 10,000 journals in Biological Sciences, about 8,576 journals in medicine and related topics, 2,000 journals in engineering, 600 journals in Library and Information Science. Their coverage is local, regional, national

and international. They are scattered widely and their number is more. Therefore, they are little organised.

Reference and Information Sources ITS Kinds

Example

- Indian Journal of Rural Development, National Institution of Rural Development, Hyderabad, Bi-monthly.
- Journal of Proto-zoology, Society of Proto-zoologists, Ohio, USA, Bi-monthly.
- Journal of Kakatiya Studies, Kakatiya University, Warangal Irregular periodicity.
- Kakatiya Journal of Social Sciences, KJOSS (Started by 2002).

5.9.1 Proceedings of Conferences/Seminars/Symposia

Conferences, Seminars and Symposia are almost synonymously used for the organised meetings.

- a) Conference means “An appointed meeting for discussion on a topic”.
- b) Seminar is “A discussion group on any particular subject”
- c) Symposium means ‘A collection of views on one topic’.

The common meaning of all the above three is an organised meeting of the subject experts to discussion a topic. The educational institutions, research organisations, learned societies and professional associations will organise the conferences/seminars/symposia occasionally to discussion a particular topic or topics. They are held at Local National and International level. They may or may have the periodicity.

The papers presented in these conferences disclose new findings. They are original works of the contributors. Apart from this the deliberations among the participants will also yield new ideas which contain valuable information.

The resolutions and recommendations of conference will be published in a document form. They contain the original thoughts of the experts participated. Hence, they form primary sources of information.

Example

- 1) International Conference on Plasma Physics, organised by Chalmer University of Technology, Sweden held on June 9 –15, 1982.
- 2) National Seminar on “Water Management” organised by Indian National Science Academy in New Delhi, during April, 28-30, 1986.
- 3) Symposium on Origin and Phyto-geography of Angiosperma convened by Birbal Bahni Institute of Paleobotany on December, 8, 1971.
- 4) All India Library Conference organised by ILA at Warangal held in December, 3-7, 2001.
- 5) National Seminar on “Automation of College Libraries, SRR Degree College, Karimnagar, 8-9 Feb. 2008.”

Trade Literature

The manufacturer wants to advertise his product whenever a new thing is brought out. An author wants his book is to be propagated among all. For this purpose, technical bulletins or data sheets, catalogues, etc., have been came into existence.

There are called Trade literature. They contain complete description, principle, and working of new developed products and its price and availability. They are (some times) available only with the manufacturer’s literature and this information may not appear in any other sources of information.

NOTES

NOTES

5.9.2 Standards and its Types

Standard means a definite level of excellency or adequacy required, standards consist of list of specifications. Standardisation is defined as “Standardisation is the setting up”. By authority or common consent, of a quantity quality, pattern method or unit of measurement for adoption as a common minimum”.

There are several standards setup by the national and international institutes at national and international levels. International market is a competitive one. Each country wants to maintain high standards for its product in order to withstand in the international market. These standards are designed or prescribed by the committee or representatives of professional and trade organisations, under the supervision of national and international standards organisation.

‘Standard’ is very important source of information particularly for the manufacturing organisations. They act as a guide for producing new ones or improving the existing ones. They bring uniformity and reliability.

Standard contains a standard number and year.

Eg: ISO – 3857; ISO-8088

BS: 1113

International Level

In 1947, ISO (International Organisation for Standardisation) started. Its Head Quarter is at Switzerland. There are 74 members bodies and 16 correspondent members in this organisation. It has published so far over 6500 International Standards.

National Level

India

Indian Standards Institute (ISI) was started in 1947. Its Head Quarters are at Delhi. Its name has been changed at Bureau of Indian Standards since December, 1987. So far it has prescribed 262 standards.

UK: British Standards Institute (BSI), London.

US: American National Standards Institute, New York (ANSI).

Kinds of Standards

1. Dimensional Standards

Which secure an exact interchangeability, e.g. nuts and bolts and eliminate unnecessary variety of types serving the same or similar purpose.

2. Performance or quality Standards:

e.g. pen, ink, electronic, cables.

3. Standard Methods of Tests

Which enable materials or products intended for the same purpose to be compared on a uniform basis.

4. Standards Technical terms and symbols

Which provide a common easily understood technical language e.g. glossaries of terms so that there is an agreed meaning.

5. Standard Codes or Practices

Which set out most efficient methods of installation, use and maintenance of equipment and recommend methods for technical operations, e.g. for elevators power transformers, etc. UNESCO Handbook of systems and Services).

There are standards in several areas of Library Information and Documentation.

- Publishing, printing, binding bibliographic references, index preparation, author statement context page forma.
- Library Architecture, Lighting, Furniture, Stocks Fittings building.
- Library processes: Catalogue Code, Indian names, alphabetisation, abstracting, classification terms.

5.9.3 Patents

Patent means “Conferring an exclusive right or privilege for a terms of years to the proceeds of an invention.” Patent contains the information about new discoveries and inventions. The new inventions resulting from the R&D work are recorded in a document and registered with the Government (Patent Office). This document is known as patent, which protects the property right of the inventor (Patentee). The Government Grants patent for new inventions with its seal. No other can exploit the invention for economic benefit without the permission of the patentee.

A Patentee may be a researcher, a company, a university or an institution. Though a patent is a document of individual's property right. It is a primary source of information which covers may topics like a manufacturing process, composition of a chemical combination during the design of a machinery or equipment.

The patent office awards the patents in India. It registers more than 3,000 patents each year. Each work the official Gazette of the United States, announces the patents. In Great Britain, the patents are announced in the weekly official journal (patents). Though the patents are announced in the official journals periodically often their registration only a 30% of them information contained in them are available from other sources. Therefore, one has to get the information with the permission of the original inventor.

The patents are a unique source of information for following categories of users.

- The Researchers (involved R&D activities) are most important users.
- The patent lawyers who are responsible for the protection of the right of their clients i.e., patentee.
- Industrial organisation for monitoring the trend in the competitive market.
- Science & Technology, Policy makers in Govt. For making assessments of the technological trends.

They are frequently used by the Scientists, Technologists, Engineers, and Pharmaceutical Scientists.

A patent contains patent title, name of patentee, country patent number and date in addition to its test.

Example:

Title Date	Name of Practice	Country	Patent
Bridge Pyridine Compounds			
Calcium Channel Blockers	Mahro & Co.	U.S.	No.4587-253 10.10.2010
And analgesics	Inc.		

Reference and Information Sources ITS Kinds

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NOTES

5.9.4 Reports of Scientific Expeditions

Expedition means “an organised journey to attain some object” as exploration. Either the individuals or group of people will be doing scientific expenditure. The Govt. Will also undertake expeditions for knowing new things which are useful to the nation and people. Generally these reports are very lengthy highly specialised one and too specific. Therefore, they are not appear in any journals/periodicals. They well be brought out separately.

- e.g.:**
1. Scientific Report of Forty Indian Scientific Expedition to Antarctica.
 2. Pub. By Department of Ocean Development, New Delhi, Dec. 1987.

It provides the result of the scientific investigations largely carried out during that particular year. It contains scientific work carried out by the Indian Scientists in the disciplines of geology, geophysics, metrology, biology, oceanography, polymer chemistry, renewable energy systems, etc.

Expeditions to Antarctica started in 1981-82. Fourth Expeditions team returned in March, 1986. The results of scientific investigations of fourth expedition are carried out during the year 1984-85. Now there are about 25 institutions in India working on the data. Material and samples collected form Antarctica.

These expeditions represent the original research results. Hence, they are also form part of primary sources.

5.9.5 Research Reports & Feasibility Report:

It is an important primary source. Research means systematic investigation towards increasing the sum of knowledge a careful search or investigation. A report is a document carrying the results, or the progress or an account of the first stage of experiment of a study or research or development or an investigation. It is a preliminary communication of a work generated out of research. It contains a detailed and authentic information which may not available in any other source. It is an original work. Most of them are not available with book traders distributors. They will be in un-published or semi-published form. Some times they are published in journals and at times they appear in book form also. Generally they carry on identification code number.

Research reports originated in the USA during the second Research and Development (R&D) aimed at mobilizing the scientific resources and applying the results of research for national defense. Due to the importance of Science and Technology (S&T) for the growth and development of nation: and the pivotal role played by the social sciences in shaping the society and economy of a nation, the Governments are concentrating more on Research and Development. As a result of this the Government is funding various institutions and organisations and individuals to carry out research on various useful topics. Now-a-days many R & D departments of industrial organisations are also generating reports.

5.9.6 Thesis and Dissertations

Thesis is scholastic exercise especially one presented for a doctorate. Dissertation is a scholastic work presented as a part of award of the degree.

These are the results of purely an academic pursuit. They contain the original research work in a specific field. Therefore, they form part of primary literature; the students are awarded degrees only when the examiners are satisfied that the thesis and dissertations had contributed something to the pool of existing knowledge. There are not easily accessible because their existence is not known because of its unpublished nature. Now-a-days this hurdle has been removed through various lists, Bibliographies abstracting services and reprographic services. Sometimes the thesis is being published

in the periodicals or brought out in the form of a book.

Reference and Information Sources ITS Kinds

Example

Dissertation Abstracts International.

5.9.7 Case Studies

The use of Case Studies (or simply a 'case') as a management education tool which was pioneered by the Harvard Business School has now received wide acceptance in many countries. A "case" is an account of a real life problem situation. The cases are first thoroughly studied, assimilated and then discussed in groups. Alternative ways of resolving the problems emerge from such discussions. Cases are often supported by relevant background material as well as notes for the use of teachers. The individual cases on specific problems are also brought out by publishers or management books.

5.9.8 Official Publications

The Official Publications of Government are called Government Publications. Various Organisations, Institutions (academic and research), Industrial Organisations, Professional Societies and Associations, Banking and Financial Institutions, Corporate Bodies will bring out their official publications describing their activities statistics pertaining to their development. The Government Publications reflect the policy decisions of the Government as well as executive, judicial and legislative functions activities or processes involved in implementing the decisions. The Government documents are normally published by National State and Local Governments.

Example

An outline of agricultural situation in Andhra Pradesh 1988-89 published by Bureau of Economics and Statistics, Govt. of A.P., Hyderabad.

It describes the seasonal conditions and crop report containing the information of area production and productivity of all crops, besides land utilisation, rainfall and irrigation particulars for the state as a whole and for the districts.

NOTES

5.10 SECONDARY SOURCES

These sources are based on the primary sources. They contain the information derived from Primary documents in a condensed form which is modified, selected or re-arranged to suit the needs often uses. They represent the repacked knowledge rather than the original knowledge.

These are more organised when compared to a primary sources. The organised information makes it convenient for quick and easy use. As such, they are widely available and used they direct and guide the users to the original sources.

5.10.1 Secondary Journals

They are available in a variety of forms like, Indexing and Abstracting Journals. Reference Books, Encyclopaedias, Dictionaries, Handbooks, Directories, Year Books, etc.

5.10.2 Abstracting Journals

An Abstract is a highly condensed version of the content of a document. It is able to represent the thought content of the whole document. An abstracting journal gives the bibliographical details as well brief outline of the article.

Definitions

- (i) According to British Standards Institute: "An abstract is a summary of an article or a document with adequate bibliographical details to trace the original document."

6

Reference & Information Sources
and Services

NOTES

27

27

- (ii) According to ALA Glossary of Library & Information Science “An abstract is an abbreviated, accurate representation of a work, usually without interpretation or criticism accompanied by a bibliographic reference to the original work when appearing separately”.
- (iii) According to B.H. Weil “An abstract is an abbreviated accurate representation of a document without added interpretation or criticism and without distinction as to who wrote the abstract”.

5.10.2.1 Development of Abstracting

Alexandrine Library Abstracts of Plays and Historical works were prepared for the benefit of the scholars who found difficult to read number of papyrus rolls. Written and Oral abstracts were used by scientists, scholars, statesmen, rulers and religious leaders in ancient and medieval times.

Abstract had become a dissemination tool in 17th century. In 1664 the first abstracting journal “Le Journal des Scavans (Journal of learned men) was published in France on Jan.5, 1605, as weekly. First edition of this journal was Dennis de Sallo. There were many such publication during 17th and 18th centuries from France, Germany and England. Since individual use to do this, they were ceased either due to loss of interest or due to lack of resources. These journals were covering all the general forms. Therefore, during 19th and 20th centuries, the organisations. Have undertaken this job and started publishing them continuously and these centuries should be considered the short of the specialised publications. Following is the chronological development of some abstracting journals.

- Chemical Abstracts by (CA), American Chemical Society (1907)
- Biological Abstract by BIOSIS (1926).
- American Psychological Abstracts (1927).
- LISA, Library Association, London (1950).
- International Pharmaceutical Abstracts, American Society of Hospital Pharmacists (1964).

At present, there are about 2,200 Abstracting and indexing journals as compiled in the Directory of Abstraction and Indexing periodicals published by Gale Research Company, Michigan in 1982).

- a) They keep the user abreast of the current literature.
- b) Retrospective searches can also be made to get the information at and when required.
- c) They are helpful in preparing the bibliographies, reviews as a subject as they bring related information together.
- d) They help in selecting a research problem easily, as they give a general view of a subject.
- e) They prevent duplication.
- f) They help in overcoming the language barrier (for example: Chemical, Abstracts cover more than fifty languages, but all the abstracts are published in English only).

5.10.2.2 Evaluation of Abstracting Journals

The following are some points to be considered for evaluating any abstracting journal. Authority, Scope and Coverage, Arrangement, Indexes, Special Features.

Authority: The authority of any abstracting journal depends upon its sponsoring agency,

abstractors and their subject specialisation. Generally, Learned Bodies or Professional Association bring out abstracting journals.

Reference and Information Sources ITS Kinds

Example: American Chemical Society, Library Association, INSDOC etc.

Scope

The scope includes the coverage of the subject whether general or specialised; current or retrospective number of periodical abstracts the selection of periodicals biased in any way the inclusion of materials in additions to periodical articles such as patents, reports etc.

Arrangement

22

Generally, the abstracts are arranged in two parts alphabetical and classified. Usually the main part which consists of entries is arranged in a classified order and the indexes are provided for author, title and required cross references. This classified arrangement may be by adopting any standard schemes like CC,DDC, UDC or the scheme designed by them.

Example

Indian Science Abstracts adopts UDC. The Chemical Abstracts, LISA Biological Abstracts have design their own scheme.

Indexes

To facilitate the use of the abstracting journal conveniently easily and effectively, the indexes must provided properly. The arrangement of main part would be in classified order. Since the users are not aware of the scheme of arrangement, an alphabetical index is to be provided, the authors, title, subjects etc. The provision of alphabetic indexes enhances the use of abstracts. In addition to this should also give the list of periodicals abstracted.

Special Features

In this, the following points are to be considered. Frequency of publications: Cumulations: the Time Tag, etc.

5.10.2.3 Chemical Abstract (CA)

It is published since 1907 by Chemical Abstracts Service Columbus. USA which is organised by American Chemical Society. It is a weekly abstracting journal.

It covers the literature of chemistry and chemical engineering published in about 20,000 periodicals in 5 languages from 150 countries. It also covers patents issue from 28 different patent offices, reports, dissertations proceedings and other types of material 60% of literature born from US and 40% comes from foreign countries.

- It is divided into 80 topical sections within 5 broad chemical subject grouping.
- Biochemistry (1-20)
- Organic Chemistry (21-34)
- Macro-molecular Sections (35-40)
- Applied Chemistry and Chemical Engineering (41-84)
- Physical, Inorganic and Analytical Chemistry (65-80)
- Section 1-34 are published in one week and 35-80 in the following week.

24

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Each issue consists of a keyword index, patent index, and author index. It is cumulated for every six months as one volume. The cumulative volume comprises general subject index chemical substance index, formula index, ring index, author index, patent index. These volume indexes are further cumulated for every five years.

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It is available in printed form in microform and on-line photocopies or loans of original on fee basis.

By the end of 1988, it has 12,000,000 abstracts: 102,668 patents 9,296,632 chemical substances in its data base. Chemical Abstract is a most comprehensive authors to five abstracting service in the world.

5.1.2.4 Biological Abstracts (BA):

It is published fortnightly by BIOSIS (Bio Scientific Information Services). Philadelphia is since 1926.

Biological Abstracts (BA) covers 9,080 serial and non serial publications in Biology and Bio-medicine. In 1989 Biological Abstract contains approximately 2,70,000 items complete with abstracts and full bibliographic data.

All the entries are grouped under 84 broad subject headings. Abstracts in the main section are arranged by entry number under each subject heading which are in alphabetical order. A typical entry in Biological Abstracts includes entry number author institution affiliation and address, articles title journal title volume and issue numbers page numbers year of publication original language if it is not in English and informative abstracts.

It contains Author Index, Subject Index, Generic Index, Bio Systematic Index. One can use one or more indexes to locate related entries. It is available in printed form on magnetic tape and online on microfiche and micro film.

5.10.2.5 Library and Information Science Abstract (LISA):

LISA is abstracting and indexing journal published every month by Library Association, London. Its earlier name was Library Science Abstracts and its nomenclature has been changed as Library and Information Science Abstract since 1969.

It covers 600 periodicals, books and conference papers, reports and other literature dealing with Library and Information Science published in 30 languages from more than 100 countries. It publishes more than 6,000 abstracts per annum.

A typical entry in LISA includes subject classification code, subject descriptor string, entry number, articles title in original language and in English-author, journal title, volume and issue numbers, date, page number indications of illustrating numbers of references, abstract, abstracters initials. At the end of abstract, abstract number and year are mentioned e.g. : 89/2179.

Each issue contains a name index and a subject index. These indexes are cumulated annually which is called annual index.

LISA is available in print form. On magnetic tape conventional hard-copy format, searchable on-line through DIALOG, SDC, QRBIT and now it is available on silver plotter CD-ROM. The time-lag is very less in abstracting and indexing.

5.10.2.6 Indian Science Abstract (ISA)

It is an abstracting journal published monthly by INSDOC, New Delhi since 1965. It publishes the original scientific research work published in Indian Journals including the research work by Indian Scientists published in foreign journals.

It covers about 600 Indian journals and some foreign journals. It publishes about 1500 entries in an issue. About 20,000 entries are being published in a year. It covers journal articles (15,000), patents (4,500), standards (1,000), thesis (160), conference proceedings (1,500), the subjects coverage of this journal is agriculture forestry, fisheries, Animal Husbandry, Architecture, Astronomy, Biology, Botany, Building Industry, Business

management, Chemistry, Engineering, Geology, Home Science, Mathematics, Medical Sciences, Physics and Zoology. Abstracts are broadly classified according to UDC and arranged under appropriate headings alphabetically by the author's name. Entries are serially numbered. A typical entry includes author, title followed by language symbol, if the article is in other than English followed by abstract and initials of the abstracters.

Each issue contains author index and keyword index.

5.10.2.7 International Pharmaceutical Abstract (IPA)

It is published fortnightly by American Society of Hospital Pharmacists, Washington, D.C. since 1964. It is devoted to all phases of the development and use of drugs and professional practice. Its primary aim is to bring to the attention of the practitioner, the research scientists, the industrial pharmacist, the professor and the student on ever widening selection of articles reflecting new trends and new developments to enable each of them to better fulfill his role at a professional persons serving the public health. From 1970 onwards it is completely computerised.

Its coverage is international. It covers more than 1,000 journals relating to pharmacy and pharmaceuticals published in 44 languages in about 50 countries.

Abstracts are published in 25 broad subject headings like Pharmaceutical Technology, Pharmaceutics, Pharmacology, Microbiology, Textiles etc. Under each heading, the articles are arranged title wise.

It provides a list of languages with its abbreviations (Arabic-ar; English-eng, French-fr), journal list in the first issue of each volume (January 15th issue) which are covered by IPA (eg. JIMAAD-Journal of the Indian Medical Association (India)).

The IPA contains an author index and subject index.

A typical entry consists of abstract number, title of the article, author with his address, journal name, volume No. Pages, date and abstract. At the end of the abstract the name of the abstracter is given.

It is available in printed form, magnetic tape form and on-line.

5.10.2.8 Indian Dissertation Abstracts (IDA)

It is a quarterly jointly published by the ICSSR & AIU, New Delhi, since, 1978. It is devoted exclusively for publications of abstracts of doctoral dissertation in social sciences. It covers Education, Economics, Management, Political Science, Psychology, Public Administration, Sociology, Anthropology, Demography, Geography, History, Law, Linguistics, Library & Information Science, etc.,

The entries are arranged subject wise under the name of the scholars alphabetically. A typical entry contains the name the scholar, title of the thesis, name of the university year and name of the guide followed by synopsis. An author index is provided.

vii) Dissertation Abstracts International.

Vol. 1, 1938, Ann Arbor, Michigan, Xerox University Microfilms, Monthly.

Previously, it was Dissertation Abstracts from 1970 onwards it was included international at the end of the title.

Its abstracts the "Doctoral Dissertations" from more than 345 co-operative institutions, basically it is a guide to American and Canadian doctoral dissertations. At present, it is also including some European Universities it is thinking of covering all the European countries.

Reference and Information Sources ITS Kinds

NOTES

118
16

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Originally it was a single list, but some 1966 it is comprised of two parts.

A) Humanities and Social Sciences

B) Science and Engineering

Both sections are published separately on a normally basis

Entries are arranged alphabetically according to broad subjects within subjects. These arranged by author alphabetically.

The entry includes full title, 400-500 words abstract author, guide (supervisor's name) University where the dissertation is submitted and date.

It is searchable on DATRIX also.

5.10.2.9 Indexing Journals

Meaning

An Index is a systematic guide to the location of words, concepts or other items. Indexing journals are useful guides for location of primary literature.

Definitions

- (i) According to BSI "An Index is a systematic guide to test of any reading matter or documentary material with reference to show where each item indexed is located".
- (ii) William A Katz has defined it as "a detailed list of names, terms, subjects, places or other significant items in a complete work with exact page or other references to material included in that work"

An indexing journal is that when indexes the articles appeared in number of journals, the title of which taken for the purpose of indexing.

Generally, an index may be published separately or it may form a part of another work. The general arrangement of index is alphabetical. Sometimes, it may be chronological, geological or numerical or any other manner depending on the need.

Development of Indexing Services

Apothegmata, a list of sayings of various Greek fathers on certain theological topics was first alphabetical index. In the year 1737 of sayings of various Greek fathers on certain theological topics was first alphabetical index. In the year 1737 Alexander Cruden compiled a "concordance to the Bible", which is nothing but an index to the Bible.

From 18th century onwards the art of indexing improved and gained a momentum for indexing of science literature. Catalogue of Scientific papers published by Royal Society of London was the first scientific approach in this direction.

The growth and development of periodical literature in the middle of 19th century necessitated to compile indexes to periodicals, the magnificent index to the Encyclopaedia Britannica and Pool's great Index to periodical literature are the land marks in this direction. Exclusive indexing journals are started in this century. Following is the chronological development of some indexing journals.

1879	Index medicus, National Library of Medicine, Bethesda, Washington.
1961	Science Citation Index, Institute of Scientific Information: Philadelphia.
1962	Engineering Index, Engineering Information Corporation, New York
1970	Atomindex, INIS, Vienna, Austria
1974	Humanities Index, H.W. Wilson Co., New York
1975	Agriadex FAO, AGRIS Cooperative Centre, Rome

Functions

Reference and Information Sources ITS Kinds

- i) It saves the time in searching the appropriate information
- ii) It directs the reader to reach to the appropriate information.
- 28 iii) It gives an overview of research and development in a given subject area:
- iv) It is useful in literature search.

Evaluation

- 1) Authority: Publisher's reputation **e.g.** : Hwardson and R.R.Bowker.
- 2) Scope: Subject coverage (General-Special) Current or Retrospective Number of periodicals included Material included other than periodicals.
- 3) Arrangement : Alphabetical or Classified.
- 4) Entries: Provided with sufficient No. of entries with cross references.
- 5) Items of Information: Full bibliographical form must be provided.
- 6) Special features: Frequency, Cumulations and availability Characteristics of an Indexing Journal:
 - a) It is a serial publication.
 - b) It indexes articles that appear in the periodicals chosen by the publishers for that purpose.
 - c) It is a list of entries for the articles in those periodicals.
 - d) It arrange entries in a systematic manner by author, title or subjective or combination of them or classified.
 - 22 e) It covers various types of materials such as periodicals, books, pamphlets, reports, etc.

5.10.2.10 INIS Atomindex

24 The International Atomic Energy Agency (IAEA) has created INIS (International Nuclear Information System) in May, 1970. INIS is a mission or Lenten information system in the field of nuclear science and technology. Its major responsibility is to make all the literature on nuclear science available to all its members. One of its objective is to meet the information needs of developing countries. As a part of its activity it has created a Data Base and producing an index called INIS Atomindex Semimonthly. 74 INIS is located in Vienna Austria.

Its coverage is international i.e., the literature produced in 66 countries and 13 international organisations is received. It receives more than 70,000 documents for year which includes periodicals, conference papers, reports, patents, standards and dissertations, etc. It covers unclear science Physical Science, Chemistry, Material Sciences, Earth Sciences, Life Sciences Isotopes and Isotope radiation applications engineering and technology and other related aspects of unclear energy. During its first ten years of operation it has covered more than 5,00,000 documents. Each entry consists of entry number title, author name and affiliation, language of articles (if it is other than English), ISSN, date, volume and number, page numbers abstract.

It has six broad subject categories. Under each broad subject there are some sub-categories. The abstracts are arranged by entry number under subcategories. It is a computer produced index brought out every fortnight. Each issue contains author index, corporate entry, index, subject index, conference index, standards and patent index. It is cumulated half yearly, yearly and five yearly. Atomindex is available in print

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form, on discs and searchable online through INIS Data base. It is a largest source for nuclear information having global coverage.

5.10.2.11 Agrindex

In order to cater to the needs of agricultural information the FAO on organ of UNO has established an information system called AGRIS (Agricultural Information System) in 1975. The AGRIS Co-ordinating Centre is responsible for general system management. It maintains its data base at the IAEA's computer at Vienna. AGRIS brings out AGRINDEX every month.

It covers information on agriculture and agricultural technology through the world. It processes and indexes 11,000 records per month on an average produced from more than 100 month. The data base of AGRINDEX comprises of more than 1,000,000 entries.

The index is broadly divided into 17 subject categories. In each subject there are some sub topics which are arranged alphabetically by author. A typical entry consists of entry number, author name and affiliation, article title in English, original title and language, journal title place of publication, date volume and issue numbers pagination, number of references and illustrations.

Each issue contains author, index, corporate entry index report and patent number index, geographical index.

AGRINDEX is available in print from and on magnetic tape. Agrindex is also searchable on line on AGRIS data base. The documents are catalogued and indexed as per "AGRI Guidelines" published by FAO.

5.10.2.12 Index Medicus

Index Medicus is published by the National Library of Medicine (NLM), Maryland, U.S. Since 1879. It is a monthly subject and author index produced from the computerized MEDLARS (Medical Literature Analysis and Retrieval System) System. It covers more than 40 biomedical areas in 70 languages.

It covers the article published in about 3,500 worlds leading biomedical journals in all languages. Medicine, Life Science, Veterinary Science and other Health related topics are the subjects covered. MSH (Medical Subject Headings) is the source for subject headings used Index Medicus. There are about 15,000 main headings in MSH.

An entry includes article title in English, author, journal title abbreviated, date, volume and issue number, pages, languages code if other than English.

It is also available as on line through MEDLINE (Medlars on LINE) service. There are 6,000,000 references on MEDLINE since 1966. It is searchable through NLM, DIALOG, and Bibliographic Retrieval Service Inc. Index Medicus is cumulated annually in English. Now its holdings includes more than 3.5 million books, periodicals, technical reports, thesis etc.,

5.10.2.13 Engineering Index

In order to meet the need of Engineering and Technology information, the Engineering Information Incorporation situated in New York is brining out Engineering Index monthly since 1962.

Its coverage is international. The literature pertaining to all engineering discipline published in 50 countries in more than 15 languages is covered to this index. It covers about 2,000 periodicals, 1,000 proceedings, 100 books and 1000 reports and standards per year. The list of periodicals covered is published annually.

The entries are arranged by entry number under specific alphabetical subject headings with its sub topics. It follows Subject Headings for Engineering(SHE). Each issue contains author index, list of conference publications covered, list of acronyms and abbreviations of organisation names. A typical entry in Engineering Index consists of entry number, title of the article, English title and translation (where applicable), abstract, number of references, original language (if other than English), author, author affiliation, journal name (abbreviation, volume and issue numbers, data, page numbers).

It is cumulated annually. The information from annual Engineering Index is included in the COMPENDEX (Computerised Engineering Index) date base. COMPENDEX started from 1969. It contains 2 million records up to the end of 1989. It is available online.

5.10.2.14 Science Citation Index (SCI)

The Institute of Scientific information at Philadelphia has been regularly bringing out the Science Citation Index since 1951. It is a citation index which lists all documents which are referred to or cited in the current literature over a specific period of time.

It is a quarterly journal. Its coverage of periodicals is increasing constantly. In 1964, its coverage was 700 periodicals in 1969 the number increases to 2,000 and by 1983 it has gone up to 3,000 and now it is covering 4,000 periodicals. It covers periodicals, reports, patents, monograph and books. SCI consists of 3 parts: 1) Citation Index, 2) Source Index, 3) Permuterm Subject Index.

a) Citation Index

The citation index lists all documents referred in the current literature. It is arranged alphabetically by the names often first authors of the documents being cited.

b) Source Index

The source index is an alphabetically arranged author index of the more than 5,00,000 articles and other additional material indexed each year by SCI.

c) Permuterm Subject Index (PSI)

This PSI is being published since 1957. This is a permutation index of terms selected from the title of articles appearing in source journal.

It has annual cumulations. These citations being the subject relationship between his current articles and the other publications. They provide a linkage between documents that have consumer points.

It is available in print from the date base is stored in magnetic tapes and undated every week.

5.10.2.15 Humanities Index (HI)

Humanities Index is brought out by H.W. Wilson Co., New York, since 1974 as quarterly. It covers Archaeology and Classical Studies, Area Studies, Folklore, History, Language and Literature, Literary and Political Criticism, Performance Area, Philosophy, Religion and Theology and related subjects.

The entries are arranged alphabetically by article title under author names and subject headings appearing in a single alphabetic sequence. Each entry includes article title, author, indications of bibliography and illustrations, journal title (abbreviation), volume number, page number, date.

Each issue also includes a book review index, in which citations are arranged alphabetically by book author are a source list.

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Different Between an Indexing Journal and Abstraction Journal

There are some distinctions between these two journals.

- i) An Indexing journal gives full bibliographical details for journal articles. An abstracting journal also gives similar information. In addition, it also provides a brief abstract of the original article.
- ii) The preparation of an index entry generally do not need any subject knowledge, because it furnishes only bibliographical details of an article. Whereas an abstracting journal requires knowledge of the subject and also technique of abstracting.
- iii) The time lag in preparing an index is not much because the persons without much subject knowledge and skill can prepare entries. The time lag in preparing an abstract is more since the article will be sent to the subject expert for preparation of abstract. This takes some time between the publication of the article and appearance of abstract in an abstracting journal.
- iv) The cost of preparation of entries in an abstracting journal is greater than the cost of preparation of entries in an indexing journal.

The abstracting journal saves such time of the user when compared to the indexing journal, since abstracts gives a brief sketch of the original article whereas the indexing journal guides to go to the original article which needs search of several journals by consuming more time of the reader.

5.11 TERTIARY SOURCES

Tertiary sources consist of information derived or collected from the Primary and Secondary Sources. They lead of refer to primary and/or secondary sources. They are more organised than primary and secondary sources. Therefore, they are very much useful to the persons seeking information on a particular topic or subject who do not have the familiarity with it. Tertiary sources are available in a variety of forms like Bibliography of Bibliographies, Union lists of Periodicals, etc., The organisation of information will be increasing from primary to secondary to tertiary. And the search strategy starts from tertiary to secondary and secondary to primary.

The information in the tertiary sources are well organised. They lead to the Secondary or Primary Sources. Tertiary Sources are available in a variety of forms like Bibliographies of Bibliographies, Union List of Periodicals, Union Catalogues etc.

5.11.1 Bibliographies of Bibliographies

In these days, number of the Bibliographies are being compiled by various individuals, institutions and organisations. As a result the number of Bibliographies are increasing. This has lead to compilation of bibliographies. These are helpful to locate the bibliographies. Once the bibliography is located one can locate the individual documents listed in it. Since the number of bibliographies published every year in large in number. Bibliographies of bibliographies are very much useful.

They many are retrospective or current.

5.11.2 Retrospective Bibliographies of Bibliographies

It is a world bibliography. It covers books, manuscripts and patent abridgments in all subjects. The bibliographies included are from 15th century to 1963. It is international in scope.

5.11.3 Current Bibliographies of Bibliographies

Reference and Information Sources ITS Kinds

43

Bibliographic Index, Cumulative Bibliography of Bibliographies, 1937 – New York Willon, 1938.

It is published 3 times in a year in April, August and December. This covers bibliographies published in English and December. This covers bibliographies published in English and Foreign Languages were more than 50 bibliographic citations are there about 2,400 periodicals in various languages are scanned regularly for compiling this. The books are also scanned for this purpose, bibliographies includes in this are general.

INDIA

A bibliography of bibliographical sources by M.K. Jain, New Delhi, Concept Publishing Company, 1989.

This gives the details of bibliographies appeared in English on all topics. It also includes other source material like library, catalogue, documentation lists, abstracts, dissertation lists and serial catalogues etc. The purpose of this publication is to provide a Bibliographic resource Guide on India.

24

5.11.4 Union Lists of Periodicals

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91

ALA Glossary of Library and Information Science has defined the Union list as A list of bibliographic items of a given type, in a certain field, or an a particular subject, in the collections of a given group of libraries, with indication of the libraries in which a bibliographic item may be found.

The periodicals are very much useful for literature search and publish current articles on various topics. The number of periodicals in each subject is growing enormously. These are considered very important collection of any special library and university library. It is not possible to any library to subscribe to all the periodicals available. Therefore, the union lists or union catalogues are essential to locate the current and back volumes of holdings at various libraries to search for information required. These lists may be national, regional or local. They may be general or pertaining to any subject.

Some examples of Union Lists/Catalogues of Periodicals are :

60

i) **Union list of serials in libraries of the United States and Canada, 3rd ed. By Edna Brown Titus, New York, Wilson 1965, 5 Vols.** It lists the holdings of the serials till 1949 available in 1956 American and Canadian Libraries. The total number of serials included in these 5 volumes are 1,56,449.

ii) **New serial titles, 1950-1970, Library of Congress, Newyork, Bowker, 1973, 4 vols.**

It is continuation of the above title consisting of 2,60,000 serials available in U.S. and consider libraries.

It is a continuation of the above title consisting of 2,60,000 serials available U.S. and consider libraries.

It is a continuation of the above title consisting of 2,60,000 serials available inU.S. and Canadian libraries. It provides ISSN and Country Code.

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iii) **Union Catalogue of Learned periodical publication is South Asia** published with the assistance of UNESCO, Delhi, ILA: London, G. Blunt, 1953 – Vol. 1. This volume 1 contains periodicals of Physical and Biological Sciences. It covers India, Thailand, Indonesia, Malaysia, Ceylon and Burme. The arrangement is classified

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according to Colon Classification (CC).

- iv) Union Catalogue of Social Science Serials, Delhi, NASSDOC, 1975. It covers the periodicals available in Andhra Pradesh, Delhi, Assam, Bihar, Gujarat, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamilnadu U.P. and West Bengal and National Library of Calcutta.
- v) Union Catalogues of Scientific Serials, Delhi, INSDOC, has brought out Regional Union Catalogues covering Bangalore, Bombay, Delhi, Hyderabad, Kerala, Lucknow, Madras, Mysore, Varanasi, West Bengal.

5.11.5 Guides to Reference Books

The Guides, generally list and annotate the reference sources. These are general guides to reference books and subject guides to reference books.

The General guides deal with reference tools in all the subjects and the subject guides deal with reference material pertaining to a particular subject. These guides help the reader to acquaint with the literature of a given subject. They are useful in several ways.

- a) They help to introduce the literature
- b) They are useful in evaluating to literature
- c) They act as useful aids in selection of books to the library
- d) They give a broad picture of the sources
- e) They are helpful for retrospective and current search of information

Example

- i) Walford A.J. : Guide Reference Materials, 4th ed. London, Library Association.
- ii) Science and Technology – 1980
- iii) Social and Historical Sciences, Philosophy and Religion – 1982, Vol.3
Generalities, Language and Arts – 1984.
- iv) Gupta.B: Indian Reference and Information sources, Calcutta, World Press, 1981.

B) Non-Documentary Sources

There are some Non-Documentary sources which form a substantial information sources. These are un-conventional or paperless sources. They serve as pointers to the documentary sources. They are categorised as Formal and Informal.

Formal

There are some institutions, organisations and societies, which act as the information sources. They are the treasure houses of knowledge. Universities and Colleges, Government Departments, Research Organisations, Learned and Professional Societies, Industries, Data Centres, Information Centres or Referral Centres.

Some information sources may be called as live sources. A large number of user production and studies have revealed that these sources play a major role in production and communication of knowledge.

The following are the informal sources of information, discussions with colleagues, visitors: Deliberations in professional Conferences/Seminars/Symposia, Consultations with experts, casual conversations in social gatherings, etc.

5.12 SELF-CHECK EXERCISE

1. What is Information Sources?

There are several reasons for proliferation of information and creation of enormous documents. The remarkable progress made by Science and Technology during last 3-4 centuries, the introduction of speedy means of communication like telephone, radio and T.V. the change in research (pattern i.e., parallel research, team research and relay research: the popularization of education in all sections of the society; the competition of trade and industry among various nations.

Green Revolution in developing countries like India: the impact of Industrial Revolution and World-Wars, the technological inventions like papers, journals, press, photo filming, computers, etc. were the main causes for out powering of information is called "Information Explosion". Some experts also call it as "Information Deluge".

6 2. Define the Three Types of Information Sources?

There are three types of Information sources. They are briefly discussed:

1. Primary Sources

The primary sources contain the original information which has not been filtered, interpreted or altered or evaluated by others. The newly generated information can be found in the primary sources. They are most current ones and first published records of the original research and development. The volume of literature in this category will be very high. Therefore, they are widely scattered and little organised. The primary sources appear in different forms i.e. Journals, Conference Proceedings, Research Reports, Reports of Scientific Expeditions, Official Publications, Patenants, Standards, Trade literature, Thesis and Dissertations.

2. Secondary Sources

These sources are based on the primary sources. They contain the information derived from Primary documents in a condensed form which is modified, selected or re-arranged to suit the needs often uses. They represent the repacked knowledge rather than the original knowledge.

32 3. Tertiary sources

Tertiary sources consist of information derived or collected from the Primary and Secondary Sources. They lead of refer to primary and/or secondary sources. They are more organised than primary and secondary sources. Therefore, they are very much useful to the persons seeking information on a particular topic or subject who do not have the familiarity with it. Tertiary sources are available in a variety of forms like Bibliography of Bibliographies, Union lists of Periodicals, etc.

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5.13 MODEL QUESTIONS

1. What are the Various Types of Tertiary Sources?
2. Short Notes
 - i) Bibliography of Bibliographies
 - ii) Union List of periodicals

Reference & Information Sources and Services

- iii) Guide to Reference Books
- iv) Biological Abstract

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43

16

5.14 SUGGESTED READINGS

1. CHENEY, F.N.: Fundamental Reference Sources, 2nd Ed. Chicago, American Library Association, 1980.
2. GUPHA, B.: Documentation and Information Services, Techniques and System 2nd ed. Calcutta, World Press, 1983.
3. ANGUR (O.P) : Ehs Use of Reports Literature, London, Butterworths, 1975.

UNIT 6

BIBLIOGRAPHY ITS TYPES

70

Structure

- 6.0 Aims & Objectives
- 6.1 Introduction
- 6.2 Development of Bibliography
- 6.3 Definitions
- 6.4 Need and Functions
- 6.5 Types of Bibliography
 - 6.5.1 Systematic or Enumerative Bibliography
 - 6.5.2 Analytical or Critical Bibliography
 - 6.5.3 Descriptive Bibliography
 - 6.5.4 Textual Bibliography
 - 6.5.5 Historical Bibliography
- 6.6 Summary
- 6.7 Self Check Exercises
- 6.8 Model Questions
- 6.9 Suggested Readings

20

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51

6.0 AIMS & OBJECTIVES

After reading this lesson, you will be to:

- Know the about the Bibliography
- Know the types of Bibliography
- Understand the Bibliography & its Importance
- Know the Need& Purpose of Bibliography

6.1 INTRODUCTION

All scholarly and systematic investigations, in Sciences, Social Sciences and Humanities have their roots and dependence on bibliographies not any that and all such pursuits result in a better bibliography. It is, therefore, appropriate to state that but for the bibliographies no science would have developed so much as it is in this modern age. There was a time particularly in the pre-printing era, when it was possible for as scholarly person or a researcher to get all the information that had appeared in his subject field. However, in the present age of Information Explosion when, the information/documents are getting multiplied over a period of 8-15 years, it has become highly impossible for

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any scholar or researcher to know, all the documents that are existing in his/her subject field. However, narrow/minute may be his/her research area.

Bibliographies are the systematically prepared keys/guide to the literature. They are also called as path finders to the literature. Scientists, Engineers, Planners, Administrators, etc. Who would like to know the complete literature that exists in their field of activity concerned, naturally, need to depend on bibliographies, otherwise they are bound to miss a considerable amount of their required literature inspite of spending lot of their precious time. Therefore, no modern library can function without bibliographies and they constitute the basic material of the bibliographies and they constitute the basic material of the reference division. Special (Scientific and Technical) library can discharge its services effectively without bibliographies.

6.2 HISTORY & DEVELOPMENT OF BIBLIOGRAPHY

Bibliography is both an art and also a science. The art corresponds to the record of books as a systematic list, whereas the science has a wider connotation as it includes the technique of book making, the history of books and their changing forms, the materials and methods of their construction, the history of their printing, binding, illustration, description and even listing.

The bibliography is not only just concerned with printed books but also manuscripts. The books is a generic term and includes periodicals, pamphlets, AVs, microforms, etc. i.e., all types of documents, that contain information. A bibliography can be current or retrospective. A current bibliography records all books and other material published currently and is brought out serially at regular periodicity. It is also called open bibliography. Whereas, retrospective bibliography is one time document which records the books and other materials, published before a particular date or the documents that were in print on a certain date.

There are clear evidences of existence of bibliographies in all periods of human civilization from Assarians to the Greeks and till the present age. To mention a few examples, in the 7th century B.C. in the Library of Sennacheris at Nineven, there were lists of Clay Tablets. There was a subject list of books at the famous Alexandrian Library.

Earlier to the invention of printing machine, bibliography was limited to the concept of writing of books i.e., copying of the original or already existing manuscripts to create/produce more copies for wider reading. After the invention of the printing press, the concept of bibliography was drastically changed to include the composition of books also. A new dimension compilation of book lists was added to create awareness about the continuous increase in books Konrad Gesner, A Zurich Physician, for the first time had attempted to list all scholarly publications in the world in his work "Bibliothecdc Universal in 1545. This bibliography sited as an example for Universal Bibliography. But included titles appeared only in three languages viz., Latin, Greek and Hebrew. Almost during the same period, some regional catalogues called Messkataoogues were compiled. These catalogues were also called as "Fair Catalogues" as they were based on books exhibited at the famous book fair held at Frankfurt (1564-1740) and Leipzig (1595-1860).

During the 18th century, the meaning of bibliography got further changed due to growth of large private book collections by individuals. Michale Maittaire's Annals Typographic published in 1719 and 1741 and further revised in 1749 was an example of this category. This kind of bibliographies were arranged chronologically. They facilitated investigation on about the careers of printers and the works produced by them. The

bibliography 'Bibliographic Instructive' published in France around 1763 by G.E. Bure had introduced another tradition of covering rare and precious books. The book then was not merely considered as an object to be blindly listed, but reveal the essential facts of bibliographic details, when subjected to thorough bibliographic examination. (i.e. Historical Method) Henry Bradshaw of Cambridge University Library established and applied this bibliographic method to investigate into the physical nature of the book to find out the circumstances in which it was manufactured and the history of the book. It was called as Analytical Method. Similar studies were applied to different categories of books such as "Incunabula", (i.e., books published during 15th century), 18th century plate books etc.

58

The first volume of catalogue of books printed in the 15th century published in 1908 by the British Museum was considered to be the "Descriptive Bibliography". It recorded in pre-determined order all elegant bibliographic elements of each document. This bibliography was the resultant by product of the Historical and Analytical Bibliographies. Further, Shekespere's Folios and Quartos study in bibliography of considered to be "Textual Bibliography. This kind of bibliographic studies are applied for detailed examination of related groups of books for their textural authenticity. Thus, during the initial period of the 20th century the above mentioned 4 kinds of bibliographic studies viz. 1) Systematic or Enumerative, 2) Historical and Analytical 3) Descriptive and 4) Textual bibliographies were in use.

To draw a precise historical sketch of bibliographies we could say that early bibliographies were mostly publisher's trade lists of books and catalogues of few libraries. During the 15th century there were Messakatalogues (i.e. book fair catalogues), also attempts were made during the middle of 16th century, to prepare Universal Bibliography. Konard Gesner's Bibliographic Universal is was one such attempt. In 17th century, efforts for compilation of National Bibliographies were made.

During the period subject wise listing of books with descriptive notes became common. At the beginning of the 18th century, besides subject wise bibliographies, some critical bibliographies were in existence. Later, in the 19th and 20th centuries subject wise listing of books, periodicals and periodical articles became very common because of an exponential growth of literature. The Bibliographers and Librarians started showing more interest in compilation of Systematic Enumeration of book lists (i.e. systematic bibliography) which had over shadowed the other kinds of bibliographies viz. Historical, Analytical, Textual, Descriptive etc.

6.3 DEFINITIONS

There is no clear definition available for the term Bibliography. It is defined variously leading to a difficulty in understanding. Etymologically, bibliography is in fact derived from the two Greek words 'Biblion' and 'Graphien'. 'Biblion' means books and 'Grappion' means 'to write'.

Thus, originally bibliography means writing of books or mechanical copying of already existing manuscripts to produce more number of copies for wider circulation and use. And the bibliographer (one who prepare bibliographies) was defined as a writer of books. The meaning of bibliography was further expanded to include composition of books as well. It was in the later 18th century, because of the introduction of printing machine, the meaning of the term changed from writing of books of writing about books.

'Bibliography' as widely understood is simply a list of books. But it has obscured the real meaning. Sir Walter Creg, to avoid this ambiguity, had defined, bibliography as

Bibliography ITS Types

NOTES

77 Self-Instructional Material

NOTES

the study of books as material objects. He has further called it the science of the transmission of literary documents and Hume defined it as the science of the organisation of recorded knowledge. Late Greg had elaborated his definition as “books are the material means by which literature is transmitted, therefore bibliography, the study of books is essentially the science of transmission of literary documents”.

V.W. Clapp defined, “bibliography is the systematic listing of the records of human communication”. This definition includes not only the printed and written books but all sorts of graphic records.

According to Lowis Shores, “bibliography is a list of written, printed or otherwise produced records of civilization, which may include books, serials, pictures, maps, films, recording museum objects, manuscripts and any other media of communication”. The list of such records are called Bibliographics and art of making them as bibliography. According to Esdaile, “Bibliography is an art and also a science. The art is that of recording books: the science necessary to it. Konrad Gesner, who compiled *Bibliotheca Universalis* in 1545 is considered to be the father of bibliography. But the term bibliography was used for the first time by Lousi Jacob de Saint Charles in his work “*Bibliographies Parsiane*” (1645-1650).

Bibliography and Similar other Tools

The term ‘Bibliography’ is synonymously used with catalogues. Broadly, such bibliographical tools include Accession list, Catalogues, Union Catalogues, Shelf lists, Publishers Catalogues, Book Sellers catalogues, Documentation lists, National bibliographies and so on. These tools resemble each other in that they are all basically lists of documents, but are significantly different from one another. The information provided is one bibliographical tool, may be supplemented the other depending on the requirements. Eg. The information available in the accessional, it can be supplemented in the catalogue. Therefore, these tools are important to both librarians and scholars. The basic differences between bibliography and other tools are explained briefly in the following lines.

Bibliography and Catalogue

Bibliography and Catalogue are similar for being both descriptive, lists of documents, Catalogue is a key to the holdings of a particular library. Therefore, it includes information for the documents which are held by a library. It serves both as a retrieval tool. That is from a catalogue one each basically know the existence of a document and its location in a particular library or information Centre.

Whereas, bibliography can serve only as an inventory (findings) list, but not as a retrieval tool. Because bibliography records all documents, irrespective of their location (available in any library or not) either on a subject or in a language or in a form of language. Therefore, the bibliography has a vast scope than the catalogue as the catalogue is limited to either one particular library or some libraries as in the case of union catalogues.

Generally, the catalogues are maintained in the libraries in card form whereas the bibliographies are printed in book form. The bibliography aims at exploring the vast production of graphic material that have been published so far in a given subject. The bibliographies serve the scholars. But they are also required by the librarians, particularly as book selection tools. Catalogues have to serve, the library users efficiently, to that whatever may be the approach of the user viz. Catalogue, Author, Title, Serial, Subject etc. They should be able to know the availability or otherwise of the required document. Besides, the general users, the catalogues are also used by librarian and scholars.

Bibliography and Index

Bibliography and Index perform the same function of providing access to the documents

in a given subject and therefore, both these are keys to the information. But they are different in their approaches. Bibliography provides approach to a document, generally, through a single access point i.e., by the name of the (first) author of a document. Whereas Index provides access to a document through, multiple access, points, i.e., from each of the several concepts, created in the document. An indepth analysis of the document is made in indexes and each of one of the concepts is provided with an access point so as to facilitate a user to find out his required information.

The difference between a Bibliography and Catalogue or Index can be summed up as follows:

1. A Catalogue is the key to a given collection: it is a finding list, unlike this, a bibliography is a key to literary resources in a given subject.
2. A catalogue can serve as a Bibliography (check list). But the reverse is not true.
3. A Catalogue provides physical access to documents. A Bibliography only lets scholars known of their existence.
4. A Bibliography is primarily a tool for the scholar, while a Catalogue is for the Librarian.
5. A Bibliography can be distributed, where as a catalogue cannot be unless it is printed.
6. A Bibliography can be either comprehensive or selective depending upon the decision of its compiler. A catalogue on the other hand, has to be comprehensive, and cannot be selective as far as the collection is claims to cover are concerned.
7. Although Bibliography and Index perform the same function of providing access to documentary resources in a given subject. They differ in their approach to information. An Index achieves exhaustiveness in analysis. While a Bibliography does not.

6.4 NEED AND FUNCTIONS

The tremendous output of literature or to say the Knowledge Explosion, has necessitated bibliographies for the control or mastery over both the published and unpublished documents. Schneider, while pointing out the need for bibliographies said, a bibliography is indirect proportion to the mass of literature. Bibliographies are highly useful in providing quick and easy access to the information contained in the documents, for various categories of users like, scholars, decision makers, administrators, planners, etc., and in keeping them up to date. The bibliographies are also important keeping them to librarian as book selection tools and also in verification of the bibliographical details of documents. The bibliographies, particularly subject bibliographies are not only useful in finding the extent of availability of literature in a particular subject field but are also useful in promoting the use of documents. Bibliographies also help in avoiding duplication of research, infact, bibliographies are path finder to the knowledge, and no modern library can function without bibliographical tools.

After discussing the need or importance of bibliographies to varied groups of people like, Scholars and Librarians, now let us know the functions of bibliographies. Scheider grouped the functions of bibliography broadly into two 1) Academic and Trade and 2) Bibliographic. The functions under the former one, i.e. academic and trade are to assist an enquirer to know the total output of material on a particular subject irrespective of language, place or origin etc. The information about current literature necessary for students, scholars, librarians, book sellers, etc. Will be available through bibliographies. Bibliophilical functions are concerned with the difference between an individual edition

Bibliography ITS Types

NOTES

NOTES

and its variant forms, the rare and antiquarian materials useful for book collectors etc. The functions of bibliography can be summed up as below:

- 1) Bibliography being a systematically compiled list of documents on a subject. It serves as a guide to the literature of the subject.
- 2) It locates title in a given subject and identifies its bibliographical details like author, publisher, place of publication, etc.
- 3) It helps to ascertain bibliographical data about an author.
- 4) For acquisition of library materials, bibliographies serve as selections tools.
- 5) From a comprehensive subject bibliography, several ad-hoc bibliographies, on specific aspects of a subject can be prepared.
- 6) For researchers, bibliographies reveal the total output of the knowledge in their subject field and enable them to decide where from they have to start the work. This saves researcher's time, labour and helps avoid the duplication of research.
- 7) Bibliographies create new interest among the general readers, and thereby enhance the use of documents.
- 8) Selective Bibliography will be helpful in providing guidance about most suitable documents for a particular purpose or a group of users.
- 9) It preserves documents for posterity and perform the function of bibliographic control.
- 10) Annotated bibliography determines the usefulness of a document indicating the scope of the subject treated in it.

The UNESCO/Library of Congress Report, 1950, summarises the aims and functions of bibliography as:

- 1) To make it possible for intellectual workers to learn about publications, recording developments in their fields of interest not only in their own countries but also throughout the world.
- 2) To promote the effectiveness of particular projects in research.
- 3) To contribute to the cultural development and enjoyment which are derivable from the records of learning and culture.
- 4) To assist in promoting useful applications of existing knowledge and in making the applications developed in one country widely known to other countries.

6.5 TYPES OF BIBLIOGRAPHY

Bibliography when viewed as science of books, encompasses several aspects like study of history of books, the changing formats, materials used in making them (the method of printing and copying them) the method of their construction, description etc. Bibliographies are divided into several branches by different bibliographers depending on the practical purposes they serve. According to Esdaile, there are two basic branches of bibliography viz. 1) Systematic Bibliography, 2) Analytical or Critical Bibliography. He later added the other branches, i.e., a) Historical Bibliography, b) Descriptive Bibliography c) Textual Bibliography, S.R. Ranganathan categorises the last three branches under the name Paleo Bibliography.

Greg. Besterman, Pollard and others recognise only two branches, viz. 1) Critical Bibliography which includes Analytical and Historical Bibliography, ii) Systematic Bibliography. Thus, several authorities have categorised bibliographies in several ways. However, the following five kinds of bibliographies are well recognized.

1. Systematic or Enumerative Bibliography
2. Analytical or Critical Bibliography
3. Descriptive Bibliography
4. Textual Bibliography
5. Historical Bibliography

Bibliography ITS Types

NOTES

6.5.1 Systematic or Enumerative Bibliography

It lists, describes and arranges all graphic materials irrespective of their form and language according to their affinity with each other for reference and study. Its primary function is of listing individual items/works, in a logical or useful manner. Roy B. Stokes states that “the most important function of enumerative bibliography from the beginning was and still remains, a purely recording one. From this fact a number of consequences follow. There is an important distinction between a recording activity and a selection activity. The function of bibliography is essentially the former and never the latter”. In simple words, the straight forward listing of individual works with certain bibliographical details according to some useful criteria is known as systematic bibliography. The criteria or the order of arrangement of entries in a bibliography can be either alphabetically by author’s names or chronologically by the year of publications or subject using any classification scheme like: DDC, UDC, CC etc. But the order should serve the purpose, for which the bibliography is prepared.

Eg. Books in Print (New York: R.R. Bowker) Subject Guide to Books in Print (New York: R.R. Bowker) Whitaker a Books in Print (London, Whitaker) Indian Books in Print (Delhi: Indian Bureau of Bibliographies).

According to Hibbard, this bibliography can also be called as “Reference Bibliography” to a general reader or librarian, bibliography means generally a systematic or enumerative bibliography also but not the other bibliographies. Because systematic enumerative bibliographies are the most used references tools by the research scholars and other library users. The Bibliography as a systematic list and communicator of knowledge about documents, as understood in this modern age was already stated by Sir Walter Gregy. “Books are the material means by which the literature is transmitted and so bibliography is essentially the science of the transmission of literary documents”. Thus, the very purpose of systematic bibliography is to disseminate information and guide the reader in his own chosen field.

6.5.2 Analytical or Critical Bibliography

Systematic or Enumerative bibliography regards books as records of human communication, identifying clearly the thought content underliving the documents. Whereas, Analytical or Critical bibliography examines books as tangible physical objects. It includes a detailed study of a book from the half title to the printers colophon at the end, i.e., it analysis various procedures and stages through which a book had to pass before it became a finished product. It is concerned with the correct transmission of the text from the original to the copies and into the book form, and in many cases into its several editions. The problem of correct transmission existed especially in the case of manuscripts and early printed books (Incunabula). It is not that important in the modern days context of advanced and standardised book production processes.

Quite a good number of rare/early printed books do not contain information regarding the printer, place or date of publication etc. The manuscripts some times are equally terse and do not contain the basic details. These basic facts are to be found out, before a bibliographer starts a systematic listing of such documents. Esdsil has rightly said that “it is often only by much experience and research that the authorship, date and place of printing and each section of a copy can be satisfactorily established where the

NOTES

29

29

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44

book does not bear these facts on its face. Thus, Analytical Bibliography investigates into the essential details of the documents which are either lacking or where there are discrepancy is in their transmissions from one edition to the other, or from one form to the other. As stated by Derek Williamson, “Analytical bibliography by careful and systematic examination attempts to discover the life study of an extent book as a physical object”.

This Analytical method was first practiced by Henry Bradshaw, Librarian of Cambridge University (1831-1886). But Robert Proctor (1868-1909) followed this method rather more extensively in order to establish date and place of publication of as many as 8,000 incurable then existing in the British Museum. It is also by this method that Carton’s claim to be the first printer in England was established. The application of this method, for finding out such information takes the form of all Descriptive Bibliography, and b) Textual Bibliography. Precisely. Descriptive bibliography starts where Analytical bibliography ends.

6.5.3. Descriptive Bibliography

Descriptive Bibliography is one of the two by products of Analytical bibliography. It is concerned with the application of Analytical bibliography to the external form of the book. Where as, the application of analytical bibliography to the contents of the book is the concern of Textual Bibliography. Descriptive bibliography merely records the collation of books. Thus, the work of descriptive bibliographer is to describe each rare item on hand and state to what extent it differs from the ideal copy. An ideal copy, however, does not mean that it is free from all textual errors. “It rather refers to the most perfect state of book as the printer or publisher finally extended to issue it in the issue described.”

The books in the olden times, were produced with colorfulness, glitter and splendor by the early printers, illuminators and binders. Descriptive bibliography takes not a of all these aesthetic features and described them in detail for the benefit of all those who are interested in such books. In the 18th and 19th centuries great classics which were a high premium descriptive bibliography had a useful task to perform.

There is a difference between the descriptive function of Enumerative and Descriptive bibliography. Descriptive bibliography selects only primary works and their later editions if any and not concerned with the secondary works and critical studies of primary works. But the Enumerative bibliography, in accordance with its policy, may select both primary as well as secondary works. Sir Walter Greg’s ‘A’ Bibliography of English printed Drama to the restoration is an example of Descriptive bibliography, recording only creative (Primary) works printed up to 1660. The Cambridge Bibliography of English literature is an example of enumerative bibliography, recording both creative (Primary) as well as critical (secondary) works. Further, A Descriptive Bibliography records, the aesthetic features of the documents, whereas. Enumerative bibliography confines itself to the intellectual content, because of the application of standard practices in book production presently, the need for Descriptive bibliography is much reduced.

6.5.4 Historical Bibliography

The study of books as objects of arts may be termed as Historical Bibliography is concerned with the history of the making of books i.e., the history of writing printing materials, illustrations, illuminations and binding. It is based on the theory that all communication art facts, directly or indirectly are responsible for the social and cultural development of men. History of the book is the history of human civilization. It includes writing from early pictographs and ideographs to modern well developed scripts to palm leaf paper, manner of presentation through the ages to the present day, makeup of title

38

page, preface, text paper and index. Historical bibliography covers history, art, literature and technology, through the study of the evolution of writing the invention of printing and the development of writing materials and binding.

6.5.5 Textual Bibliography

It is one of the two by products of Analytical Bibliography. The first one being Descriptive bibliography, the other line is the Textual Bibliography. It is applied to the study of the inner form (literary content) of documents. "It is the bibliography applied to the textual studies (Roy Stokes). As Dr. Greg said, "Strictly bibliographical investigation is three fourths of textual criticism. Textual Bibliography is also called as Textual criticism and Internal criticism. While a bibliographer can deal with Descriptive Bibliography a literary critic is required to deal with Textual Bibliography".

6.6 SUMMARY

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The very important purpose of such a bibliography is to determine the effect of writing or the printing process on the correctness or completeness of a text. Textual bibliography, in fact, deals with the textual variations between a manuscript and the printed book or between various reprints or editions.

6

Textual bibliography is interested in the author's words and tries to determine the exact words that the author intended to constitute his work. It is base on the theory that during the transmission of knowledge from manuscript to the book or from one edition to the other textual changes or omission has taken place. This bibliography, therefore, greatly concerned with the textual variations, in different editions or versions. The great critics and scholars work for the restoration of the original texts of old literary works. Ranganathan calls this bibliography as "Critical Bibliography", as this can be an area which seems to be of great importance for literary critics and scholars rather than librarians and bibliographers.

6

6.7 SELF CHECK EXERCISES

1. What is Textual bibliography?

6

Textual bibliography is interested in the author's words and tries to determine the exact words that the author intended to constitute his work. It is base on the theory that during the transmission of knowledge from manuscript to the book or from one edition to the other textual changes or omission has taken place.

2. Define the Bibliography?

- V.W. Clapp defined**, "bibliography is the systematic listing of the records of human communication". This definition includes not only the printed and written books but all sorts of graphic records.
- According to Lowis Shores**, "bibliography is a list of written, printed or otherwise produced records of civilization, which may include books, serials, pictures, maps, films, recording museum objects, manuscripts and any other media of communication. The list of such records are called Bibliographics and art of making them as bibliography. According to Esdaile, "Bibliography is an art and also a science. The art is that of recording books: the science necessary to it.
- Konrad Gesner**, who compiled Bibliotheca Universalis in 1545 is considered to be the father of bibliography. But the term bibliography was used for the first time by Lousi Jacob de Saint Charles in his work "Bibliographies Parsiane".

NOTES

NOTES

6.8 MODEL QUESTIONS

1. Describe the Systematic Bibliography?
2. Explain in brief the various types of Bibliographies?
3. Define the Annotated Bibliography.
4. What is meant by Descriptive Bibliography?
5. Write a diagram on Systematic Bibliography.

6.9 SUGGESTED READINGS

1. FAIRTHORNE R.A.: Towards Information Retrieval, London, Butterworth's, 1961.
2. PRASHER R.G : Information Communication Language Barrier and Translation Services, Lucknow, 1992.

UNIT 7

PREPARATION OF BIBLIOGRAPHIES

10

Structure

- 7.0 Aims & Objectives
- 7.1 Introduction
- 7.2 Definition, Function and Importance of Bibliography
 - 7.2.1 Need and Functions
- 7.3 Preparation of Bibliographies
 - 7.3.1 By Purpose of Compiler
 - 7.3.2 By Language
 - 7.3.3 By Mode of Compilation
- 7.4 Primary Bibliographies
- 7.5 Secondary Bibliographies
 - 7.5.1 By Space of Geographical Area
 - 7.5.2 By Time
- 7.6 General and Special Types of Bibliographies
 - 7.6.1 Comprehensive Bibliography
 - 7.6.2 Selective Bibliography
 - 7.6.3 Branches of Bibliography
- 7.7 Compilation of Bibliography
 - 7.7.1 Planning
 - 7.7.2 Preparation
- 7.8 Revision and Comulation
- 7.9 Summary
- 7.10 Self Check Exercises
- 7.11 Model Questions
- 7.12 Suggested Reading

19

30

7.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to:

- Know the preparation of Bibliography
- Know the compilation of Bibliography
- Understand the need and purpose of Bibliography
- Know the General and Selective Bibliography.

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7.1 INTRODUCTION

Bibliographies are the systematically prepared keys/guide to the literature. They are also called as path finders to the literature. Scientists, Engineers, Planners, Administrators, etc. Who would like to know the complete literature that exists in their field of activity concerned, naturally, need to depend on bibliographies, otherwise they are bound to miss a considerable amount of their required literature in spite of spending lot of their precious time. Of all the branches of bibliographies, viz. Analytical, Descriptive, Historical, Textual and Enumerative or Systematic the Enumerative bibliography is of the highest importance to the great majority of modern readers.

Therefore, for a general library user or librarian, bibliography means, systematic or enumerative bibliography only, and not the other branches of bibliographies. As we discussed earlier, systematic bibliography is a straight forward listing of documents in an order to suit to a particular purpose or utility. This kind of bibliography is basically intended to know the existence of documents in a given subject field. Systematic bibliographies could be of various types such as author bibliography, trade bibliography, national bibliography, subject bibliography, etc. Each type again will have further divisions depending upon the degree of comprehensiveness, selectivity etc. i.e., comprehensive, selective evaluative bibliographies. Each of such bibliographies is aimed at a particular user group. If user wants to know about every thing that is available in his subject field, he has to consult a comprehensive bibliography.

Another interested in knowing about only the best or standard works on a subject or of an author. He has to consult a selective bibliography. The evaluative bibliography is of paramount at importance to literary editors, scholars and researchers, as it provides not only the minute analysis of the contents of the listed works, but also depends evaluative annotations.

7.2 DEFINITION FUNCTION AND IMPORTANCE OF BIBLIOGRAPHY

Bibliography is both an art and also a science. The art corresponds to the recording of books as a systematic list, whereas the science corresponds to that of making of books and their extant record. The bibliography as a science had a wider connotation as it includes the technique of book-making, the history of their changing forms, the materials and methods of their construction, the history of their printing, binding, illustration, description and even listing.

The bibliography is not only just concerned with printed books but also manuscripts. The book is a generic term and includes periodical, pamphlets, A-Vs, microforms etc., i.e., all types of documents, that contain information. A bibliography can be current or retrospective. A current bibliography records all books and other materials published currently and is brought out serially at regular periodicity. It is also called Open Bibliography. Whereas, retrospective bibliography is one time document which records the books and other materials, published before a particular date or the documents that were in print on a certain date. In this section, we shall discuss about the development of bibliography as a field of study, its definitions, need, functions and differentiate it from similar other tools like Catalogues, Accession list, Shelf list, Index etc.

Development of Bibliography as a field of Study

There are clear evidences of existence of bibliographies (may be in their rudimentary form) in all periods of human civilization from Assyrians to the Greeks and till the

26

present age. To mention a few examples, in the 7th century B.C., in the Library of Sennacheries at Nineveh, there were lists of clay tablets. There was a subject list of books at the famous Alexandrian Library. Earlier to the invention of printing machine, bibliography was limited to the concept of 'Writing of books' i.e., copying of the original or already existing manuscripts to create/produce more copies for wider reading. After the invention of the printing press, the concepts of bibliography has drastically changed to include the 'composition of books' also. A new dimension 'Compilation of book lists' was added to create awareness about the continuous increase in books. Konrad Gesner, a Zurich Physician, for the first time had attempted to list all scholarly publications in the world in his work 'Bibliotheca Universalis' in 1545. The bibliography, cited as an example for universal bibliography. But included titles appeared only in three languages viz., Latin, Greek and Hebrew. Almost during the same period, some regional catalogues called 'Messkatalogues' were compiled. These catalogues were also called as 'Fair Catalogues' as they were based on books exhibited at the famous Book Fairs held at Frankfurt (1564-1740) and Leipzig (1595-1860).

During the 18th century, the meaning of bibliography got further changed due to growth of large private book collections by individuals. Michael Maittaire's *Annals typographic*: published in 1719 and 1741 and further revised in 16749, was an example of this category. This kind of bibliographies were arranged chronologically. They facilitated investigations about the careers of printers and the works produced by them. The bibliography, 'Bibliographic instructive' published in France around 1763 by G.E. Bure had introduced another tradition of covering rare and precious books. The books then was not merely considered as an object to be blindly listen, but reveal the essential facts of bibliographic details, when subjected to thorough bibliographic examination (i.e., Historical Method, Henry Bradshaw of Cambridge University Library, established and applied this bibliographic method to investigate into the physical nature of the book. It was called as analytical method. Similar studies were applied to different categories of books such as Incunabula, (i.e., books published during 16th century), 18th century plate books etc.

The first volume of 'Catalogue of books in the 15th century' published in 1908 by the British Museum was considered to be the Descriptive Bibliography. It recorded in predetermined order all relevant bibliographic elements of each document. This bibliography was the resultant by-product of the Historical and Analytical Bibliographies. Further, Shakespeare's *Folios and Quartos: a study in bibliography of Shakespeare's plays* by A.W. Pollard, published in 1909 was considered to be "Textual Bibliography". This kind of bibliographic studies are applied for detailed examination of related groups of books for their textual authenticity. Thus, during the initial period of the 20th century the above mentioned four kinds of bibliographic studies, viz., 1) Systematic or Enumerative, 2) Historical and Analytical, 3) Descriptive, and 4) Textual bibliographies, were in use.

To draw a precise historical sketch of bibliographies we could say that early bibliographies were mostly publisher's trade lists of books and catalogues of few libraries. During the 16th century there were 'Messkatalogues' (i.e., Book fair catalogues). Konard Gesner's *Bibliographie Universalis* was one such attempt. In 17th century, efforts for compilation of national bibliographies were made. During the period subject-wise listing of books with descriptive notes became common. At the beginning of the 18th century, besides subject-wise bibliographies, some critical bibliographies were in existence. Later, in the 19th and 20th centuries, subject-wise, listing of books, periodicals and periodical articles became very common because of an exponential growth of literature. The bibliographers and librarians started showing more interest in compilation or systematic enumeration of book lists (i.e., systematic bibliography) which had over-shadowed the

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other kinds of bibliographies viz., Historical, Analytical, Textual, Descriptive etc.

There is not clear definition available for the term bibliography. It is defined variously leading to a difficulty in understanding. Etymologically bibliography is infact, derived from the two Greek words 'biblion' and 'graphien'. Biblion means books and 'graphien' means 'to write'. Thus originally bibliography means 'writing of books' or mechanical copying of already existing manuscripts to produce more number of copies for wider circulation and use. And the bibliographer (one who prepares bibliographies) was defined as a 'writer of books'. The meaanaing of bibliography was further expanded to include composition of books as well. It was in the late 18th century, because of the introduction of printing machine, the meaning of the term changed from writing of books to writing about books. Bibliography as widely understood is simply a 'list of books'. But it has obscured the real meaning. Sir Walter-Greg, to avoid this ambiguity, had defined bibliography as 'the study of books as material objects'. He has further called it, the science of the transmission of literacy documents; and Hume defined it as 'the science of the organization of recorded knowledge'. Later, Greg has elaborated his definitions as: "Books are the material means by which literature is transmitted; therefore, bibliography, the study of books, is essentially the science of transmission of literary documents".

V.W. Clapp defined bibliography as 'the systematic listing of the records of human communication'. This definition includes not only the period and written books but all sorts of graphic records.

According to Louis Shores, bibliography is a list of written, printed or otherwise produced records of civilization, which may include books, serials, pictures, maps, films, recordings, museum objects, manuscripts and any other media of communication. The lists of such records are bibliographies and the art of makaing them is bibliography. According to Esdaile, "Bibliography is an art and also a science, The art is that of recording books; the science necessary to it, is that of making of books and of their extant record".

Konard Gesner, who compiled *Bibliogtheca Universalis* in 1554, is considered to be the Father of Bibliography. But the term bibliography was used for the first time by Oousi Jacob de Saint Charles in his work "Bibliographies Parsiana" (1645-1650).

7.2.1 Need and Functions

The tremendous output of literature or to say the knowledge explosion, has necessitated bibliographies for the control or mastery over both the published and unpublished documents. Schneider, while pointing out the need for bibliographies, said a bibliography is in direct proportion to the mass of literature. Bibliographies are highly useful in providing quick and easy access to the information contained in the documents, for various categories of users like, scholars, decision makers, administrators, planners, etc., and in keeping them up-to-date. The bibliographies are also important helping the librarians as book selection tools and also in verification of the bibliographical details of documents. The Bibliographies, particularly, subject bibliographies are not only useful in finding the extent of availability of literature in a subject field, but are also useful in promoting the use of documents. Bibliographies also help in avoiding duplication of research, in fact, bibliographical are pathfinders to the knowledge, and no modern library can function without bibliographical tools. After discussing the need or importance of bibliographies to varied groups of people like, scholars and librarians, now let us know the functions of bibliographies.

Scheider grouped the functions of bibliography broadly into two viz., 1) Academic and trade and 2) Bibliophilic. The functions under the former one, i.e., academic and trade are to assist an enquirer to know the total output of material on a particular subject

irrespective of language, place of origin etc., the information about current literature necessary for students, scholars, librarians, book sellers etc., will be available through bibliographies. Bibliophilic functions are concerned with the differences between an individual edition and its variant forms, the rare and antiquarian materials useful for book collectors etc. The functions of bibliography can be summed up as below:

- i) Bibliography being a systematically compiled list of documents on a subject it serves as a guide to the literature of the subject.
- ii) It locates titles in a given subject and identifies its bibliographical details like author, publisher, place of publication, etc.
- iii) It helps to ascertain bibliographical data about an author.
- iv) For acquisition of library materials, bibliographies serve as selection tools.
- v) From a comprehensive subject bibliography, several adhoc bibliographies, on specific aspects of a subject can be prepared.
- vi) For researchers, bibliographies reveal the total output of the knowledge in their subject field and enable them to decide where from they have to start the work. This saves researcher's time, labour and helps avoid the duplication of research.
- vii) Bibliographies create new interest among the general readers, and thereby enhances the use of documents.
- viii) Selective bibliography will be helpful in providing guidance about suitable documents for a particular or a group of users.
- ix) It preserves documents for posterity and performs the function of bibliographic control.
- x) Annotated bibliography determines the usefulness of a document indicating the scope of the subject treated in it.

The UNESCO / Library of Congress Report, 1950 summarise the aims and functions of bibliography as:

- i) To make it possible for intellectual workers to learn about publications, recording developments in their fields of interest not only in their own countries but also throughout the world.
- ii) To promote the effectiveness of particular projects in research.
- iii) To contribute to the cultural development and enjoyment which derivable from the records of learning and culture.
- iv) To assist in promoting useful applications of existing knowledge and in making the applications developed in one country widely known to other countries.

7.3 PREPARATION OF BIBLIOGRAPHIES

The bibliographies were made as for the following procedure.

7.3.1 By Purpose of Compiler

Using the purpose of the compiler or agency as characteristic, the bibliographies can be divided into various types. Dr. Ranganathan has identified agencies that compile bibliographies. The table given below reveals the different bibliographic agencies and their interrelationships.

On the basis of the above figure, it is possible to differentiate ten types of bibliographies. The agencies and the corresponding bibliographies are given in the table given below.

Preparation of Bibliographies

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Reference & Information Sources and Services

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Sl. No.	Name of Agency	Name of Bibliography Produced	Examples
1.	Author Bibliographical	Author Bibliograph Manual, New York	Chaucer: A
2.	Printer	Printer's List	—
3.	Binder	Binder's List	—
4.	Publishers	Publishers List	Indian Book Industry
5.	Bibliophile	Bibliophile Bibliography	—
6.	Copyright Authority Govt.	Copyright List Entries, Washington Office, 1891	Catalogue of copy right
7.	Book Selection	Book Selection List	—
8.	Library	Library Catalogue	British Museum General Catalogue of printer Book 1931.
9.	Reference Librarian and Special Agency,	Reading List	—
10.	Reader and Author	Source List	—

7.3.2 By Language

The language can be used as a criteria for categorising bibliographies. This can be further divided. A) Language as a Medium, b) Language as Subject:

Examples

- 1) Andhra Vanmaya Sangraha Suchika. Patamata: Andhra Pradesh Granthalaya Sangham, 1962.
- 2) Grantha Suchika (1868-1969), Hyderabad : Telugu Academy 1972.

7.3.3 By Mode of Compilation

Mode of compilation is another characteristic by which the bibliographies can be categorised into a) Primary, b) Secondary bibliographies.

7.4 PRIMARY BIBLIOGRAPHIES

The bibliographies which are compiled at the source of production of documents or at the point where the documents are received (through legal provisions or otherwise) eg. National and Trade bibliographies.

7.5 SECONDARY BIBLIOGRAPHIES

The bibliographies that are compiled fully or partially with the help of the primary bibliographies. Eg: Subject bibliographies: Language bibliographies.

7.5.1 By Space of Geographical Area

The bibliographies can be divided on the basis of the literary output of a particular geographical area like country state or world and also on the basis of the literature pertaining to a geographical area.

Example

1. National bibliographies: Universal bibliographies, etc (output of a Geographical area)
2. Books on India (The geographical area as subject).

7.5.2 By Time

The bibliographies can be divided into two types on the basis of the time factor. They are

A) Retrospective Bibliographies which covers the document published up to a point of time past.

B) Current Bibliographies List / cover the currently published documents.

e.g.:

1. Index Reference Catalogue of Indian Books (Retrospective Bibliography).
2. Indian Book Industry (Monthly) (Current Bibliography).

7.6 GENERAL AND SPECIAL TYPES OF BIBLIOGRAPHIES

A majority of scholars prefer to categorise bibliographies into two broad divisions, viz. General, Special bibliographies. The Universal, National, Language, Trade Bibliographies are grouped under General Bibliographies, whereas, Author, Personal, Subject, Bibliography of Bibliographies etc., are included in the special bibliographies.

Glossary

Annotated Bibliography: A note added to an entry in a bibliography to elucidate, evaluate or describe the subject and content of a document.

Bibliographic Elements

The item of information of a document like author, title, edition etc. Those are used to describe a document.

Catalogue

A list of books, maps or other items arranged in some definite order. It records, describes and indexes the resources of a collection, a library or group of libraries.

7.6.1 Comprehensive Bibliography

The bibliography that lists, as far as possible everything published on the subject.

Documents

- Any kind of record, whatever: is data or form, and whether it is on paper, parchment or film or any other material.
- Material of any kind, regardless of its physical form and characteristics, on which information has been recorded.

Index

A detailed alphabetical list or tables of topics, names of persons, places etc. Treated or mentioned in a book or series of books pointing out their exact positions in the volume usually by page number.

7.6.2 Selective Bibliography

One which gives only a selection of the literature of a subject, the selection having been made with a view to excluding worthless material or to meeting the needs of a special class or people. Also called as Selective Bibliography.

Preparation of Bibliographies

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7.6.3 Brances of Bibliography

In the course of development of bibliography, its concept has changed drastically into various dimensions. Bibliography, when viewed as ‘science of books’, encompasses several aspects like Study of history of books, the changing formats, materials used in making them, (the methods of printing and copying them), the methods of their construction, description etc. Bibliographies are divided into several branches by different bibliographers depending on the practical purposes they serve. According to Esdaile, there are two basic branches of bibliography viz., i) Systematic bibliography, and ii) Analytical or critical bibliography. He later added the other branches, i.e., a) Historical bibliography, b) Descriptive bibliography and c) Textural bibliography. S.R. Ranganathan categorizes the last three branches under the name Paleo-Bibliography.

Greg, Besterman, Pollard and others recognize only two branches, viz., i) Critical bibliography, which includes Analytical and Historical bibliography, and ii) Systematic bibliography. Thus, several authorities have categorized bibliographies in several ways. However, the following five kinds of bibliographies are well recognized.

- i) Systematic or Enumerative bibliography
- ii) Analytical or Critical bibliography
- iii) Descriptive bibliography
- iv) Textural bibliography, and
- v) Historical bibliography.

(i) Systematic or Enumerative Bibliography

It lists, describes and arranges all graphic materials irrespective of their form and language according to their affinity with each other for reference and study. Its primary function is of listing individual items / works, in a logical or useful manner. Roy B. Stokes states, “The most important function of enumerative bibliography from the beginning was, and still remains, a purely recording one. From this fact a number of consequences follow. There is an important distinction between a recording activity and a selection activity. The function of bibliography is essentially the former and never the latter”. In simple words, the straight forward listing of individual works with certain bibliographical details according to some useful criteria is known as systematic bibliography. The criteria on the order of arrangement of entries in a bibliography can be either alphabetically by author’s names or chronologically by the year of publications or subject using any classification scheme like: DDC, UDC, CC, etc. But the order should serve the purpose, for which the bibliography is prepared.

E.g.: Books in print New York; R.R. Bowker Subject Guide to Books in Print New York; R.R. Bowker Whitaker’s Books in Print ,London: Whitaker Indian Books in Print Delhi: Indian Bureau of Bibliographies.

According to Hibberd, this bibliography can also called as “Reference Bibliography” for a general reader or librarian, bibliography means generally a systematic or enumerative bibliography only, but not the other bibliographies. Because, Systematic / enumerative bibliographies are the most used reference tools by the research scholars and other library users. The bibliography as a systematic list and communicator of knowledge about documents, as understood in this modern age was already stated by Sir Walter Gregy, “Books are the material means by which the literature is transmitted and so bibliography is essentially the science of the transmission of literary documents”. Thus, the very purpose of systematic bibliography is to disseminate information and guide the reader in his own chosen field.

(ii) Analytical or Critical Bibliography

Systematic /Enumerative bibliography regards books as records of human communication, identifying clearly the thought content underlying the documents. Whereas, Analytical or Critical bibliography examines books as tangible physical objects. It includes a detailed study of a book from the half title to the printer's colophon at the end, i.e., it analyses various procedures and stages through which a book had to pass before it became a finished product. It is concerned with the correct transmission of the text from the original to the copies and into the book form, and in many cases into its several editions. The problem of correct transmission existed especially in the case of manuscripts and early printed books (Incunabula). It is not that important in the modern days context of advanced and standardized book production processes.

Quite a good number of rare / early printed books do not contain information regarding the printer, place or date of publications, etc. The manuscripts sometimes are equally terse and do not contain the basic details. These basic facts are to be found out, before a bibliographer start a systematic listing of such documents.

Esdail has rightly said that "it is often only by much experience and research that the authorship, date and place of printing and each section of a copy can be satisfactorily established where the book does not bear these facts on its face". Thus, Analytical bibliography investigates into the essential details of the documents which are either lacking or where there are discrepancies in their transmissions from one edition to the other, or from one form to the other. As stated by Derek Williamson, Analytical bibliography, by careful and systematic examination, attempts to discover the life study of an extant book as a physical object.

This Analytical method was first practiced by Henry Bradsaw, Librarian of Cambridge University (1831-1886). But Robert Proctor (1868-1903) followed this method rather more extensively in order to establish date and place of publication of as many as 8,000 incunabula then existing in the British Museum. It is also by this method that Caxton's claim to be the first printer in England was established. The application of this method, for finding out such information takes the form of (a) Descriptive Bibliography, and (b) Textual Bibliography. Precisely, Descriptive bibliography starts where Analytical bibliography ends.

(iii) Descriptive Bibliography

Descriptive bibliography is one of the two byproducts of Analytical bibliography. It is concerned with the application of Analytical to the external form of the book. Whereas, the application of analytical bibliography to the contents of the book is concern of textual bibliography. Descriptive bibliography merely records the collation of books. Thus, the work of descriptive bibliographer is to describe each rare item in hand and state to what extent it differed from the ideal copy. An ideal copy, however, does not mean that it is free from all textual errors. "It rather refers to the most perfect state of book as the printer or publisher finally intended to issue it in the issue described".

The books in the olden times, were produced with colourfulness, glitter and splendor by the early printers, illuminators and binders. Descriptive bibliography takes note of all these aesthetic features and describes them in detail for the benefit of all those who are interested in such books. In the 18th and 19th centuries great classics which were a high premium descriptive bibliography had a useful task to perform. There is a difference between the descriptive function of Enumerative and Descriptive bibliography. Descriptive bibliography selects only primary works and their later editions if any, and not concerned with the secondary works and critical studies of primary works. But the Enumerative bibliography, in accordance with its policy, may select both

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primary as well as secondary works. Sir Walter Greg's 'A Bibliography of English printed Drama to the Restoration's is an example of Descriptive bibliography, recording only creative (Primary) works printed upon 1660. 'The Cambridge Bibliography of English Literature' is an example of Enumerative Bibliography, recording both creative (Primary) as well as critical (Secondary) works. Further, a Descriptive bibliography records the aesthetic features of the documents, whereas, Enumerative bibliography confines itself to the intellectual content, because of the application of standard practices in book production presently, the need for Descriptive bibliography is much reduced.

(iv) Historical Bibliography

The study of books as objects of art may be termed as historical bibliography. It is concerned with the history of the making of books i.e., the history of writing, printing materials, illustrations, illuminations and binding. It is based on the theory that all communication artifacts, directly or indirectly, are responsible for the social and cultural development of men. History of the book is the history of human civilization. It includes writing from early pictographs and ideographs to modern well developed scripts, palm leaf and paper, manner of presentation through the ages to the present day, makeup of title page, preface, text pages and index. Historical bibliography covers history, art literature and technology, through the study of the evolution of writing, the invention of printing and the development of writing materials and binding.

(v) Textual Bibliography

It is one of the two by-products of Analytical bibliography. The first one being Descriptive bibliography, the other one is the Textual bibliography. It is applied to the study of the inner form (literary content) of documents. 'It is the bibliography applied to the textual studies' (Roy Stokes, As Dr. Greg said, "Strictly bibliographical investigation is three fourth of textual criticism". Textual bibliography is also called as Textual criticism and Internal criticism. While a bibliographer can deal with Descriptive bibliography a literary critic is required to deal with Textual bibliography.

The chief purpose of such a bibliography is to determine the effort of writing or the printing process on the correctness or completeness of a text. Textual bibliography, in fact, deals with the textual variations between a manuscript and the printed book or between various reprints or editions. Textual bibliography is interested in the author's words and tries to determine the exact words that the author intended to constitute his work. It is based on the edition to the other textual changes or corrections may take place. It determines the extent to which the textual addition or omission has taken place. This bibliography, therefore, greatly concerned with the textual variations, in different editions or versions. The great critics and scholars work for the restoration of the original texts of old literary works. Ranganathan calls this bibliography as Critical bibliography, as this can be an area which seems to be of great importance for literary critics and scholars rather than librarians and bibliographers.

7.7 COMPILATION OF BIBLIOGRAPHY

Compilation of Bibliography requires knowledge about location, evaluation and organisation of documents. A subject expert will have good back ground about subject but he lacks the knowledge about organisation of documents: whereas, a librarian/information officer will lack subject expertise, but subject he lacks the knowledge about organisation of documents whereas, a librarian/information officer will lack subject expertise, but will be having good back ground about organisation of documents.

Therefore, a person having proper training and practical experience in

compilation of bibliography assisted by subject experts will produce better results than an ordinary information officer and a subject specialists. The bibliographer should know where to start, what to collect, from where, and how to select and organize and where to end. Therefore, compilation of bibliography requires careful planning. In this planning process, process a number of decisions concerning the subject are to be taken i.e., its scope, coverage of the field, forms of materials to be included, where it should be a comprehensive or selective bibliography. After planning, the next stage is preparation of bibliographies.

Here, the item are to be collected from various sources. Hence, the accumulation with the various courses is essential, while collecting the items the decision regarding selection has to be taken. After selecting the items, it should be entered and arranged systematically. A provision should also be made for revision and update the bibliographies.

Thus, there are three main stages in compilation of a bibliography.

1. Planning
2. Preparation
3. Revision and Cumulation.

7.7.1 Planning

Planning is the first state in compilation of a bibliography. There are several factors to be considered before actual planning of a bibliography. These factors are availability of funds, availability of staff, availability of time, evidence to be served, and purpose to be accomplished. After taking into consideration all the above factors, the actual planning includes:

- A) Scope
- B) Coverage
- C) Forms of materials to be included.

a) Scope: Scope means the subject scope. The subject field to be included must be clearly and correctly defined first. It has to be clearly mentioned in the introduction to the bibliography. This statement on the scope of the subject determines the users of the bibliography. For example Chemical Literature is the scope of Chemical Abstracts. Bio-Science literature is the scope of Biological Abstract (BA).

One would not get confused with the terms scope and coverage. Scope means the subject scope and coverage refers to the period covered of geographical areas covered. The following example will clear this doubt.

Cumulation Book Index (CBI) which is an author-title-subject international bibliography of books published in English language. Here, the English language is its scope and international is its coverage.

b) Coverage: This coverage denotes to the time and area (Places). The period of time coverage could be retrospective and current when a query from researcher comes, the compiler should ask him how far back the search for references can be taken. So that he can decide whether the user requires current or retrospective bibliography. Current means, pertaining to the present period of time. Retrospective means, going backward from the present time.

For example, the British National Bibliography the parts covering the present year are a current bibliography and the parts covering the earlier years becomes retrospective bibliography. Every current bibliography with the passage of time becomes retrospective. This is a natural culmination. As regards to the area of coverage, the best example is Indian National Bibliography. It is an authoritative bibliography of Indian publications. It includes the material published in India. Therefore, its area of coverage is India.

Comprehensive and Selective are the two other aspects of the coverage to be

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considered by the bibliographer. Comprehensive coverage includes every item published in the field irrespective of its importance whether it is good or poor inconstant. Selective coverage includes only those items which proved important by their popular usage. The selective bibliography is often considered as more effective than Comprehensive bibliography.

c) Forms of Materials to be included: There are a number of forms of materials in which the subject literature is available. The several forms are books, journal must take a decision to the effect that which of these various forms to be included and excluded in the bibliography.

For example, Indian National Bibliography includes all books, and new issues of a periodical and excludes Maps, Music Score, Periodicals (subsequent issues) etc.

Indian Science Abstracts includes all the forms mentioned above. Biological Abstract includes only journal articles. They have a separate service entitled "Biological Abstractors" RR. This does not include journal articles. It includes reports, reviews and monographs. The cumulative book index excludes the government documents, pamphlets.

7.7.2 Preparation:

After completing the planning aspect, the preparation aspect of the Bibliography starts. The following steps are received in preparation of the bibliography.

a) Search for Material Selection	b) Selection
c) Entering	d) Arrangement

a) Search for Material Selection

The material pertaining to any field will be scattered widely. To compile a bibliography, this scattered material has to be searched and brought together in a bibliography. For this purpose, first of all, one should prepare a subject headings list under which the material is available. To prepare a comprehensive bibliography, one should try to exhaust all the divisions and sub divisions of the topic and areas related to it. After completing this job, one can start searching various sources.

One has to check whether there are any bibliographies which have already been compiled. For this purpose, Bibliographies of bibliographies and other institutions and librarians are to be consulted.

Further, one has to consult the subject indexes, library catalogues, bibliographies appended to the encyclopedias, hand books, books, etc. Reference given in the journal articles, conference papers, thesis etc. also to be contacted reading lists provided is the purrioula may also be consulted.

b) Selection

After having searched and located the documents, one has to select the item to be included in the list. This selection depends upon the capacity and knowledge of the compiler and the requirements of the users for whom the list is being compiled.

c) Entering

One it has been decided to include a document, then an entry should be prepared according to the standards. There are National and International Standards for preparing entries of bibliographies. One can adopt any one of them. Here, it should be decided whether to provide an annotation or abstract. After preparing all main entries, subject headings and class numbers are to be provided. Once all the main entries are compiled then the necessary added entries are to be prepared.

d) Arrangement

After preparing all the entries, one has to determine the arrangement which is very much useful to the users. This can be decided on the basis of subject, purpose, users and the length of the bibliography. Some of the possible arrangements are:

- Alphabetical
- Classified
- Chronological
- Geographical

Alphabetical Arrangement

Under alphabetical arrangement, author or title arranged alphabetically, some times, the subject is also arranged alphabetically under each subject the entries are arranged alphabetically by author.

Classified Arrangement

In this arrangement, the entries are arranged as per the order of a classification scheme, i.e. according to classification numbers.

Chronological Arrangement

When the total area and output covered are very large, then the geographical arrangement is very much useful. In this the entries are arranged according to place names.

Preparation of Bibliographies

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7.8 REVISION AND COMULATION

A mechanism has to be developed to revise or update the bibliographies. There are two ways of updating (a) to produce a complete revised edition incorporating in it the additions to the field, and (b) to bring out supplements periodically to update them.

Cumulation is another method of revision. Cumulation is incorporation of two or more records into a single comprehensive volume for a cumulative time period. In this weekly records can be cumulated into monthly, later into annual records. These annual records can also be further cumulated into duinquennial.

7.9 SUMMARY

Bibliography which was initially thought of as writing of books or copying of already existing books or as transcription and composition of books, is now commonly understood as a systematically produced list of documents and is called systematic or Enumerative bibliography. Also, there are various other branches of bibliography viz. Analytical, Descriptive, Historical and Textual. The systematic bibliography has a long gained importance and popularity among the users and the librarians. Various types of systematic bibliographies viz. Author, Personal, Subject, National, Universal etc. are compiled to suit to the requirement of users and the issuing agencies.

The field of bibliography in the recent decades has become more dynamic and has acquired new and more refined form to cope up the ever increasing demand of the users for information. The abstracting and indexing services, and the more recent emergence of citation indexes, subject data bases are newer form of bibliographical services.

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7.10 SELF CHECK EXERCISES

1. Selective Bibliography?

The selection having been made with a view to excluding worthless material or to meeting the needs of a special class or people. Also called as Selective Bibliography.

2. Discuss the Comprehensive Bibliography?

The bibliography that lists, as far as possible everything published on the subject.

Documents

Any kind of record, whatever: is data or form, and whether it is on paper, parchment or film or any other material.

Material of any kind, regardless of its physical form and characteristics, on which information has been recorded.

Index

A detailed alphabetical list or tables of topics, names of persons, places etc. Treated or mentioned in a book or series of books pointing out their exact positions in the volume usually by page number.

7.11 MODEL QUESTIONS

1. What is a bibliography and describe its functions?
2. How do you compile a bibliography? Illustrate with formats?
3. Short Notes on
 - 1) Types of arrangement of a bibliography.
 - 2) Planning of Bibliography.

7.12 SUGGESTED READINGS

1. Chakraborti, M.L.: Bibliography in Theory and Practice, Calcutta, World Press 1975.
2. Paulmohan Roy, R.: Systematic Bibliography: An Introduction, Jaipur, Print Well, 1984.

DICTIONARIES & ENCYCLOPEDIAS

Structure

- 8.0 Aims & Objectives
- 8.1 Introduction
- 8.2 Meaning and Definitions
- 8.3 Types of Dictionaries
 - 8.3.1 General Dictionaries
 - 8.3.2 Un-Abridged Multi-Volumed Dictionary for Adults
 - 8.3.3 Oxford English Dictionary
 - 8.3.4 Punctuation Dictionaries
 - 8.3.5 Spelling Dictionaries
 - 8.3.6 Dictionaries of Synonyms and Antonyms
 - 8.3.7 Dictionaries Covering Special Type or Class of Words
 - 8.3.8 Dictionary of New Words
 - 8.3.9 Dictionary of Obsolete Words
 - 8.3.10 Dictionaries of Abbreviations and Acronyms
 - 8.3.11 Dictionary of Signs and Symbols
 - 8.3.12 Dictionaries of Crossword Puzzles
 - 8.3.13 Dictionary of Rhyming Words
 - 8.3.14 Dictionary of Folktales
 - 8.3.15 Dictionary of Nursery Rhymes
 - 8.3.16 Dictionary of Characters
 - 8.3.17 Dictionaries of Quotations
 - 8.3.18 Dictionaries of Proverbs
- 8.4 Uses of Dictionaries
 - 8.4.1 General Dictionaries
 - 8.4.2 Subject Dictionaries
 - 8.4.3 Translating Dictionaries
- 8.5 Encyclopedias
 - 8.5.1 History of Encyclopedias
 - 8.5.2 Meaning
 - 8.5.3 Definition
 - 8.5.4 Types of Encyclopedias
 - 8.5.6 General Encyclopedias

NOTES

- 8.5.7 Special or Subject Encyclopedias
- 8.5.8 Uses of Encyclopedias
- 8.6. Summary
- 8.7 Self Checkup Exercises
- 8.8 Model Questions
- 8.9 Suggested Readings

8.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to:

- Know the meaning and definitions of Dictionaries
- Know the meaning and definitions of Encyclopedias
- Explain different Types of Dictionaries & Encyclopedias
- Explain the Uses of Dictionaries:
- Explain the Uses of Encyclopedias.

8.1 INTRODUCTION

The Dictionaries are most commonly used as references sources. Among all reference sources, the dictionaries are used earliest and longest in one's life. They are widely used as a source for getting meanings to the words. The children are taught at school level to use a dictionary to help them in understanding the difficult words. The dictionaries provide the meanings, synonyms, antonyms, derivation and history, pronunciation usage and spellings etc., some dictionaries provide illustrations also, the dictionaries are used by all irrespective of their age, and education. They are found in every educated family.

The dictionary is a reference book consisting of collection of words of a language or subject arranged in some definite order, usually alphabetical.

8.2 MEANING AND DEFINITIONS

The word "Dictionary" is derived from the medieval "Latin" word dictionaries. It originates from the term "Diction" means a 'word' or 'a phrase'. This dictionary means which deals with words.

- i) Eric Pattridge defines "a dictionary as a word book".
- ii) The Encyclopedia Britannica defines "Dictionary as a book containing a collection of the word of a language, arranged alphabetically or in some other definite order, with explanations of their meanings and often with other information concerning them in the same or in another language".
- iii) L.M. Harrod, defines in his Librarian's Glossary as a book explaining the words of a language, the words being arranged in alphabetical order, it usually gives the orthography, pronunciation and meaning of each word.

Alternate Names used for Dictionaries

There are various alternate names used for dictionaries, they are known as:

a) Word Book	b) Lexicon	c) Thesaurus
d) Vocabulary	e) Glossary	f) Gradus

Dictionaries & Encyclopedias

A) Word Book

The term 'word book' it is a self-explanatory. It means a collection of words in a book.

e.g.: Harapp's picture word book.

B) Lexicon

The word 'Lexicon' is derived from a Greek word 'Lexicon' means Dictionary. Each entry in the Lexicon is known as 'Lexis meaning as word. A person who compiles dictionary is known as Lexicographer. Lexicon means the totality of words of a language. It is generally used for dictionaries of ancient languages viz. Greek, Latin, Hebrew etc.

Example

- Greek English Lexicon by Henry George Liddell and Robert Boott, A New 9th edition revised by Henry Stuart Jones and Roderick Mckenzie, Oxford Clarendon, Press, 1925-40.
- Venkataramaia's Law Lexicon by M.C. Desai and others, 2nd ed. Delhi: Delhi Law House, 1982, 4 Vol.s. It is an exhaustive Treasury of law terms, words phrase and expressions, statutory definitions etc. It is found in almost all the reference libraries in the word.

C) Thesaurus

The term 'Thesaurus' is a Greek Origin. It means a treasury of words.

Example: Roget's International Thesaurus, 4th Ed., New York, Growell, 1977.

D) Vocabulary

It is derived from a Medieval Latin word 'Vocabularium'. It is used for a stock of words and phrases. The entries are arranged in alphabetical order.

Example : An International Vocabulary of Technical Theater Terms in Eight Languages (American, Dutch, English, French, German, Italian, Spanish, Swedish) New York Theatre Arts Books, 1959.

E) Glossary

The word 'Glossary' is derived from the Latin word 'Glossarium' which means a collection of words peculiar to a field knowledge. 'Gloss' means 'a word'. The person who compiled a glossary is a glossarist.

Example

The A.L.A. Glossary of Library and Information Science, Edited by H. Young, Chicago, American Library Association, 1983.

F) Gradus

It is dictionary designed to aid in writing poetry.

NOTES

8.3 TYPES OF DICTIONARIES

Dictionaries are divided into different categories depending upon their nature, scope and contents.

Dictionaries

General	Subject	Translating	Special
Dictionaries	Dictionaries	Dictionaries	Dictionaries

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8.3.1 General Dictionaries

These dictionaries are general because they deal with the common words of a language. These dictionaries are most popular and widely used by different types of readers. They are contained one language only, but their scope is not limited to any subject. They are again classified into four groups according to the purpose, size, volume and users age.

- i) According to purpose : Prescriptive Descriptive
- ii) According to Size : Unabridged, Semi-abridged, Abridged or Pocket
- iii) According to Volumes : Single Volume, Multi Volume
- iv) According to user's age : Adult Junior Children.

Generally, the dictionaries are compiled with two basic purposes prescriptive and descriptive.

The dictionaries compiled with the purpose of setting, authoritative standards for spelling pronunciation meaning and usage are called 'Prescriptive', these dictionaries usually include only the standard and approved words worthy of use.

Example: Dr. Samuel Johnson's Dictionary of English Language. The Dictionaries compiled with the purpose of recording the words of a language with their spellings, meanings and uses are known as descriptive. They include all the words that are collected and recorded from contemporary sources like literary and technical journals: magazines and news papers, speeches of politicians and famous writers.

Example: a) Oxford English Dictionary b) Webster's Third New International Dictionary. U.K. and U.S. are the main countries of the world for publishing all types of dictionaries. The four big dictionary houses in U.K. are Oxford, Collins, Longman and Chambers. Now Cassell is also emerging as one of the big dictionary house, Webster and Funk & Wagnals are most popular dictionary houses in U.S.

The other three categories (size, volume and user's age) are illustrated below by taking examples from two famous families of dictionaries of U.K. and U.S.

- i. Oxford Family of Dictionaries Published by Clarendon Press, Oxford in English.
- ii. Webster's Family of Dictionaries Published by G&C Merriam, Springfield, Massachusetts in America.

They are members of various sizes, volumes and user's age.

Category	Members of the Oxford family	Members of the Webster Family
1. Un-bridged multi-volumed Dictionary are Adults	Oxford English Dictionary, 2nd Ed., 20 Vols. 1989	Webster's Third New International Dictionary of the English Language, 3rd ed. 1961.
2. Semi-Abridged or DestDictionaries for Adults	Oxford Advanced Learners Dictionary, 4th Ed., 1989	Webster's Concise Family Dictionary 1975 (Single volume).
3. Abridged or Pocket Dictionaries for Juniors	The Pocket Oxford Dictionary 7th Edn., 1984	Webster West Pocket Dictionary, 1981.
4. School dictionaries for Children	Oxford School Dictionary 1981	Webster's School Dictionary, 1980

8.3.2 Un-Abridged Multi-Volumed Dictionary for Adults:

Dictionary & Encyclopedias

• Hindi

Shabdesagar edited by Shyam Sunderdas and others. New Rev. & Enl. Varanasi Nagri Pracharini Sabha, 1965-75, 11 Vols.

• Telugu

Sri Surya Rayandhra Nighantuvu, Hyderabad, Andhra Saraswatha Parishad, 1979, 8 Vols.

Un-bridged Single-Volume Dictionary

• Hindi

Bhargava Adarsha Hindi Shabdakoshed. By Ramachandra Pethak, 16th Ed., Varnasi, Bhargava Book Depot. 1984.

• Telugu

Sri Shabdaratnakaramu, A Dictionary of Telugu Language. Comp. by B. Sitaramacharyulu. New Delhi, Asian Educational Services. 1988.

8.3 3 Oxford English Dictionary: 2nd Edn. 1989 (20 vols.)

Richard Chenavix Trench, the Dean of Westminster, in November, 1857, has found the deficiencies in the existing English Dictionaries. Therefore, he has encouraged the Philosophical society to make plans for the compilation of a new English dictionary. Then a project was launched jointly by the society and Clarendon Press to bring out a new English dictionary. After an experiment of 25 years they have started working on this since 1878 and brought out 13 volumes between the period from 1884 and 1928.

The aim of this dictionary is to present in alphabetical series, the words that have formed the English Vocabulary from the time of the earliest records to the present day, with all the relevant facts concerning their form, sense-history pronunciation etymology.

In the year 1857, the dictionary was dedicated to Her Majesty Queen Victoria. Only four volumes were completed by that time. In April, 1928 the completed dictionary was published and the first copies were presented to His majesty King George and to Calvin Coolidge, President of U.S. since two being great English speaking countries.

In 1971, a compact edition of the Oxford English Dictionary (OED) was published in two volumes. In this, the complete text was reproduced micrographically. Four supplement volumes were also published between 1972 and 1986. The OED is an authoritative and comprehensive dictionary. It is the supreme reference work for any one who loves the language. It has published its 2nd edition by integrating the 13 original volumes and four supplements. It defines over half a million words, 2.4 million quotations that illustrate the various uses of the word throughout the centuries beginning with its earliest known appearance.

Now, for the first time after 60 years. It appears in a new edition in 1989. It is a comprehensive and update coverage of words and meanings in one alphabetical sequence since the original edition was completed in 1928. 5,000 new words and meanings have been included in this edition. The first was containing 414,825 entries covering all words known to have been in use in English language since 1150 A.D. and 1,827,306 quotations.

It has been completely re-designated to make the Dictionary infinitely easier to read and use and pronunciations are now given in the Internal Alphabet. The CD-ROM version of the OED-1 has come out and OED 2nd edition is expected by 1991.

NOTES

NOTES

The following information about each main word is given:

Usual modern British spelling, pronunciation, parts of speech, status, its peculiar obsolete, archaic, colloquial etc. earlier forms of spellings: morphology or from history (derivation regarding origin of word : Subsequent form history covering phonetic changes, corruption, obsolescence, revival, etc), the significance (meanings arranged historically from earliest to the present, giving marking of obsolete senses erroneous uses, etc) illustrative quotations.

Webster's Third New International Dictionary of the English Language: 3rd ed. 1961. This latest unabridged Merriam-Webster is the eighth in a series which has its beginning in Noah Webster's American Dictionary of the English Language, 1828.

On Webster's death in 1813 the publishing rights of his dictionary were acquired by George and Charles Merriam who in 1847 brought out a revision edited by Noah Webster's son-in-law, Prof Chauncey A. Goodrich of Yale College. The 1847 edition became the first Merriam Webster unabridged dictionary. It is again appeared in 1864, which was edited by Noah Porter, President of Yale College.

Another succession in the series is the Webster's intended to deal with special purpose or aspects of a language, some of them also compiled to cater to the needs of special class of persons. The special dictionaries are divided into 8 major groups depending upon their content and scope.

- i) Dictionaries covering some specific linguistic aspects of the words.
- ii) Dictionaries covering a special type of class or words.
- iii) Dictionaries dealing with literary aspects and catering to special group of persons.
- iv) Dictionaries covering specific linguistic aspects of the words.

These dictionaries cover some specific linguistic aspects of words more specifically and comprehensively viz., pronunciation, punctuation, spelling, synonyms and antonyms.

8.3.4 Punctuation Dictionaries

The written language consists of several punctuation marks for understanding and correct reading. The punctuation marks separate the words and sentences to provide clear meaning of the passage. The punctuation dictionaries will help us in guiding correct usage of punctuation marks.

E.g.: Punctuate it right by Harry Show, New York: Barnes and Noble, 1963. It explains correct American punctuation with examples.

8.3.5 Spelling Dictionaries

These dictionaries provide correct spellings to the words which are difficult to spell. Some words are not spelt as they are ought to be pronounced. They cover such words without giving any definition to them. They are very much useful to the typists and composers.

E.g.: Dictionary of Spelling: British and American by Michael West, Longmans, 1964. This dictionary lists the American variations of British spellings in alphabetical order.

8.3.6 Dictionaries of Synonyms and Antonyms

There are many dictionaries devoted entirely to synonyms and antonyms. These dictionaries are very much useful to the authors and enthusiasts of cross word puzzles. e.g. Webster's New Dictionary of Synonyms Dictionary of Discriminated Webster, Zinedine, Springfield Massachusetts, G & C Merriam, 1968. This dictionary provides meanings,

use and synonyms to the words. It clearly distinguishes the difference between the meanings of each synonym. At the end of each entry it also provides antonyms.

8.3.7 Dictionaries Covering Special Type or Class of Words

These dictionaries cover special class of words viz., New Words, Obsolete Words, Abbreviations and Acronyms, Signs and Symbols, Crossword puzzles.

8.3.8 Dictionary of New Words

Now-a-days many new words are being coined by the authors, news papers, politicians, scientists etc. and borrowed from other languages. There are certain dictionaries which deal with such new words.

E.g.: Dictionary of New Words, Allen & Unwin, 1953.

8.3.9 Dictionary of Obsolete Words

The words which were previously in use but are not used in current language are called obsolete words. There are some dictionaries which deal with obsolete words. They are useful to understand the literature and language of particular periods.

E.g.: Dictionary of Early English by Snipley, New York: Philosophically, 1955.

8.3.10 Dictionaries of Abbreviations and Acronyms

Many new abbreviations are being created day by-day in all the fields of science and social sciences. The shortened form of long words is called Abbreviation and the terms formed with the initial letters of words are called Acronyms. There are some dictionaries exclusively devoted to Abbreviations and Acronyms.

E.g.: Abbreviations Dictionary by Ralch De Sols. 6th Ed. New York American Elsevier, 1981.

8.3.11 Dictionary of Signs and Symbols

These dictionaries do not deal with words, but they deal with signs and symbols.

E.g.: The book of Signs by Rudolph Yoch, New ed. Constable 1955.

It contains the signs and symbols used from the earliest to middle ages of objective people and early Christians.

8.3.12 Dictionaries of Crossword Puzzles

These dictionaries are very much useful for solving the crossword puzzles. The words are arranged according to the number of letters they contain with a brief definition.

E.g.:

1. The Longman & Crossword Salver's Dictionary by Anne R. Poreford, Harlow Longman, 1986.
2. Webster's Official Crossword Puzzles Dictionary, Ed., By Merriam Webster, 1981.

8.3.13 Dictionary of Rhyming Words:

They are useful for the writers of verse.

E.g.: Poet's Manual and Rhyming dictionary by Frances Stillmen, New York, Crowell, 1965.

8.3.14 Dictionary of Folktales:

These dictionaries cover folk tales, folk narratives, legends, fairy tales, fables, etc. They give summary of each tale in short. **E.g.:** A Dictionary of British folktales in the English Language Incorporating F.J. Norton Collection, London: Routledge & Keagan Paul, 1870-71.

NOTES

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Part-A : Folk Narratives

Vol-1: Fables and examples: Fairytales

Vol-2 : Jocular tales, Novelle, Nursery Tales

Part-B : Folk Legends , Vol. 1 & 2

8.3.15 Dictionary of Nursery Rhymes

They provide all the familiar nursery Rhymes along with the historical information about them. They also give beautiful illustrations.

E.g.: Oxford Dictionary of Nursery Rhymes by Iona Ooic and Peter Opic. Oxford Clarendon Press, 1951.

8.3.16 Dictionary of Characters

They include the literary character appeared in plays, novels and other literary forms written by the various authors.

E.g.: Dictionary of Fictional Characters by William Freeman, London, 1963.

8.3.17 Dictionaries of Quotations

They record quotations belonging to a particular subject by a given author or for special occasions. They are referred to identify a particular quotation.

E.g.: Concise Oxford Dictionary of Quotations, New Ed., Oxford Uni. Press, 1982.

8.3.18 Dictionaries of Proverbs

They list all the proverbs in alphabetical order under the first significant word with cross references to other important words:

E.g.: Oxford Dictionary of English Proverbs Compiled by Frank P. Wilson, 3rd Ed., Oxford Uni. Press, 1970. A collection of Telugu proverbs by M.W. Carr. New Delhi, Asian Educational Services, 1982.

8.4 USES OF DICTIONARIES

There are several uses of dictionaries. The uses of dictionaries depend mostly upon the type of dictionary. Generally, the dictionaries are used to verify meanings, spellings, pronunciations. But different types of dictionaries have the different uses and serve the different categories of people.

8.4.1 General Dictionaries

The general dictionaries are used for four broad purpose mentioned below.

- They act quick reference tools since the help to verify spelling, syllabication, hyphenation, pronunciation, meaning of word.
- They are useful as language standardizes, the prescriptive dictionaries standardize the spellings, pronunciation, meaning and usage of words.
- They act as language Recorder. They are useful in training the developmental trends in language by recording the origin, history and derivation of a word.
- They are useful tools of vocabulary building. They enrich the word power by helping building vocabulary and accurate use of words.

8.4.2 Subject Dictionaries

These dictionaries are very much useful for subject specialists since they record the words, phrases, expressions and technical terms of a particular subject. These terms may not find place in general dictionaries.

8.4.3 Translating Dictionaries

These dictionaries are useful in learning foreign language. They provide the equivalent terms of other language.

Dictionaries

General	Subject	Translating	Special
Dictionaries	Dictionaries	Dictionaries	Dictionaries

General Dictionaries

According to Purpose	According to Size	According to Volumes	According to User age
Prescriptive	Un-abridge	Single	Children
Descriptive	Simi-abridged	Multi Volumes	Junior
	Abridged or pocket		Adult

Subject Dictionaries

Unabridged	Single Volume	Bilingual
or	or	or
Abridged	Multi Volume	Multilingual

Translating Dictionaries

Bi- Lingual	Tri Lingual	Multi- Lingual

Dictionaries & Encyclopedias

NOTES

8.5 ENCYCLOPEDIAS

The Encyclopedias contain the articles providing necessary information on all branches of knowledge. It can be general information for layman of subject information or specialists. Therefore, they are known as store-houses, or Treasure, of Knowledge. The information in the Encyclopaedias is generally arranged in alphabetical order. The articles are provided at the end with an exhaustive list of bibliography. Detailed indexes also provided to help the user for easy and quick location of the spread over information.

These Encyclopedias have very distant past. The puranas are virtually encyclopedias. Varahamihira's Brihatsamhita is a scientific encyclopedia.

8.5.1 History of Encyclopedias

Aristotle and Plato were known as living encyclopaedias who have systematised all the available knowledge. Pliny has produced the first encyclopaedia *Historia Naturalis* in 77 A.D. Which is in 37 volumes comprising of 2,000 ancient books of about 474 authors. It contains summaries and analysis on tools such as Botany, Zoology, Metallurgy, Cosmography, Astronomy, Medicine, Magic, Fine Arts, etc., arranged in classified order. Later it was translated into English as *Natural History* in Ten Volumes.

In 1260, Dr. Dominican Monk, Vincent of Beauvais's *Speculum Majus* (The greater mirror) is the most famous medieval encyclopaedia. He treated the material topically under three large headings as History, Natural and Physical Sciences, Moral Sciences.

Chinese have brought out a gigantic encyclopaedia containing 22,937 books in the 15th century. Paul Schlich used the word encyclopaedia for the first time in his *Encyclopaedia seu Orbis Methodical*.

In 1630, Johan Hainrich Alsted was first to emphasis on the arrangement of content in his '*Encyclopaedia Septem*' to be distinct. He had classified the material in

NOTES

seven headings and produced subject wise in 35 books. During the 18th century, encyclopaedias reached its highest prime coupled with many innovations in the history of encyclopaedias. The 18th century was the classic age of encyclopaedias. In this century, the content was arranged alphabetically, bibliographies have been included, cross references were provided the subject experts were involved in writing the articles and the opinions of different schools of thought were included in the articles. In 1701, Vincenzo Maria Coronelli produced the first Italian Encyclopaedia *Biblioteca Universal Sacra profana*. It was arranged in alphabetical order. John Harris, in 1704 was first to involve subject specialists in writing the articles in his first “English Alphabetical Encyclopaedia *Textian Technicum*” or “Universal English Dictionary of Arts and Science”. These articles also contain the bibliographies for the first time. In 1738, Ephraim Chambers was first to give cross references and opinions of different schools of thoughts in his two volumed cyclopedia or an universal dictionary of Arts and Science.

Apart from this English venture, the other countries also made good efforts in producing encyclopaedias. In French Ephraim Chamber’s Encyclopaedia was translated by John Mills Denis Direct edited and published his famous Encyclopaedia *Du Will Siecle* in 28 volumes between 1751 to 1772, in which the articles from notable writers like Voltaire, Rousseau, Montesquieu, Suffon, Condillac, etc. were included. This set is followed by five volume supplement in 1776-77 and one volume analytical index in 1780. Of several German Encyclopaedias, the largest was John Hainrich Zedler’s *Universal Lexicon* in 64 volumes appeared serially from 1732-50. In 1795, Brochhaus *Konversation Lexicon* was published in German which consists of short and simple articles. It occupied a prestigious position throughout 19th century.

During 1767-71, Encyclopaedia of Britannica was first published in 3 volumes. It was first to treat history and biography systematically.

During 19th century numerous encyclopaedias were published from England, America, German and France. The impact of advanced printing technology made publishing of encyclopaedia a potential and profitable business. In 1829, Encyclopaedia *Americana* published making a landmark in the history of American Encyclopaedias. The *Metropolitan* (1817-45) and *The Penny Cyclopedia* (1833-43) were two successors to the ‘Britannica’ in England. The first edition of Chamber’s Encyclopaedia by Andrew Find later in 1850-68 is another important British Encyclopaedia.

In France, Pierre Launcusse and Augustin Bover published the *Brand dictionaries Universal du xix siecle* with the combined qualities of dictionary and encyclopaedia. 20th century has been a considerable growth in number and coverage of encyclopaedias with many innovations in approach coverage, readership etc. The *Great Soviet Encyclopaedia* 1926-47 appeared in 65 volumes, Many editions of the ‘Encyclopaedia Britannica’ and the ‘Encyclopaedia Americana’ have been published as they have got recognition and popularity in English speaking world. Many encyclopaedias have been published for children. ‘The Book of Knowledge’, *World Book of Encyclopaedia*, *Compton’s bichared Encyclopaedia* and ‘Britannica Junior Encyclopaedia’ are few examples of children encyclopaedias. Many subject encyclopaedias have also been published during this century. *McGraw-Hill Encyclopaedia of Science and Technology* and *International Encyclopaedia of Social Sciences* are the best examples of this. During 20th century, publishing of Encyclopaedias became famous in India. As a result a number of encyclopaedias in Indian Language have been brought out. In 1911, *Vishwakosh* in Bengali was published in 22 volumes and the same was translated into Hindi in 12 volumes during 1960-70.

In 1920, K. V. Lakshman Rao published 3 volumes encyclopaedia set following the model of ‘Encyclopaedia Britannica’ arranged subject wise in alphabetical order. In

1958, Sangrahadhara Vijnana Kosamu' has been published by Sangraha Andhra Vignana Kosha Samithi. In 1954-70, 'Hindi Vishwakose' has been published in 12 volumes. In 1979, Vignana Sarvaswamu' has been published in Telugu Bhasha Samithi in 12 volumes.

8.5.2 Meaning

The word 'Encyclopaedia' is derived from the Greek word 'enkyklios paideia'. 'En' means in, 'Kyklios' means a circle, 'Paedia' means instruction. It means a circle of learning or circle of knowledge or a complete system of learning i.e., an all round education.

8.5.3 Definition

- (i) Oxford English Dictionary defines encyclopaedia as "A literary work containing extensive information on all branches of knowledge, usually arranged in alphabetical order"
- (ii) ALA Glossary of Library terms defines, "It has a work containing informational articles on subject in every field of knowledge usually arranged in alphabetical order, or a similar work limited to a special field or subject."

The above definitions convey that an encyclopaedia is a reference work consisting of a collection of articles providing information on all branches of knowledge.

8.5.4 Types of Encyclopedias

The encyclopedias have been divided into two main categories depending upon their scope, purpose and coverage. They are General and Special or Subject Encyclopedias.

Encyclopedias

1. General Encyclopedias
2. Special or Subject Encyclopedias

General encyclopedias contain a collection of articles pertaining to all branches of knowledge. They are intended to the general readers. It is huge and highly expensive task to produce an authoritative general encyclopedia. The revision of general encyclopedias is done occasionally. Usually, annuals or supplements are brought out to keep them up to date.

Whereas, Special or subject Encyclopedias contain a collection of articles limited to a specific field of area. They satisfy the needs of the specialists interested in a particular subject. Since the scope and coverage is limited, the cost of production is comparatively lesser than general encyclopedias. They are revised frequently and published in abundance in almost all the subjects. Hence, no supplements will be issued.

8.5.6 General Encyclopedias

We have already known that these encyclopedias cover all branches of knowledge. Since they cover all the subjects, they deal the subjects broadly and the minute details are not possible to provide. The general encyclopedias are classified into different categories according to format, users age, coverage and language.

A) Comprehensive Multi-Volume Encyclopedias

The coverage in these encyclopedias are comprehensive and authoritative. Some prominent among these are:

Example

- i) The New Encyclopaedia Britannica, 15th Ed., Chicago, Encyclopaedia of Britannica Incorporation, 1874 (30 Vols.) 1989 (82 vols.).
- ii) Encyclopaedia Americana, New York Grolier, 1976 (30 vols.).
- iii) Chambers Encyclopaedia, New Revised Ed., London, International Learning Systems Corporation, 1978 (15 vols.).

Dictionary & Encyclopedias

NOTES

NOTES

- iv) Funk and Wagnalls New Encyclopaedia, New York, Wagnalls, 1971 (27 vols.).
- v) Great Soviet Encyclopaedia, New York Macmillan, London, Collier Macmillan, 1973 (31 Vols.) and Index.

B) Popular Multi Volume Adult and Junior Encyclopedias

These encyclopedias are written in single language and popular style for high school and college students, they are very much useful to the layman also.

Example

1. Collier's Encyclopedias with Bibliography and Index, New York, Macmillan, 1932 (24 vols.).
2. The Macmillan Family Encyclopaedia, 2nd Fully Rev. Ed., London, Macmillan, 1982 (21 vols.).
3. Encyclopaedia International, New York Grollier, 1970 (20 vols.).

C) Multi Volume Junior and Children Encyclopedias

These are meant for school going children. They are very interesting and informative.

Example

- i) Oxford Junior Encyclopaedia Rev. Ed., London, Oxford University Press, 1962 (12 vols.).
- ii) Children Britannica, Encyclopaedia Britannica, London, 1981 (19 Vols.).
- iii) World Book Encyclopaedia, Chicago World Book Child Craft International, 1989 (24 vols.).
- iv) New Casxton Encyclopaedia, 5th Edn, London Caxton 1979 (20 vols.).
- v) One and Two Volumes, Adult & Junior Encyclopaedia.

D) One and Two Volumes Adult & Junior Encyclopaedia

These one or two volume encyclopedias are being produced by the publishers since the middle of the century due to rising costs of production and publications. They need not have index. They are economical and handy to use.

Example

- i) The New Columbia Encyclopaedia, New York: Columbia University Press, 1975.
- ii) The Random House Encyclopaedia, New York, Random House, 1971.
- iii) Hutchinson's 20th Century Encyclopaedia, 7th Rev. Ed., London, Hutchinson, 1981.

E) National and Regional Encyclopedias in Different Languages

Almost every nation will have encyclopaedias for their citizens in their own languages. They generally deal elaborately with the history, geography, art, customs, culture social, political and economic conditions of a particular country.

Example

French : Encyclopaedia Universals, Parsia Encyclopaedia Universals, 1962-74, 20 vol.s
Russian : Bolshaya Sovetskaya Entsiklopediya, 3rd edn., Sovetskaya Entsiklopediya, 1969-72, 30 vols.

German : Brochaus Enzyklopadie in Zwanzig Banden Weisbaden: Brochaus, 1966-75, 23 vols.

Chinese : The Greater Encyclopaedia of China, Beijing: Great Encyclopaedia, 1979, vols.

Indian: Hindi: Hindi Viswakosha, Banaras: Nagarpracharini Sabha, 1960-70, 12 vols.

Telugu: Sarvaswamu, Madras: Telugu Bhasha Samithi, 1954, 16 vols.

Dictionaries & Encyclopedias

8.5.7 Special or Subject Encyclopedias

These encyclopedias deal with a particular subject in depth. Earlier, there used to be multi volume sets in broad subject areas namely Science and Technology, Social Sciences, etc. Now the encyclopedias are being published for each discipline in one or two volumes. They are very handy to use some examples of them are:

A) Multi Volume Subject Encyclopedias

Example

- 1) McGraw-Hill Encyclopaedia of Science and Technology, 5th Ed., New York, McGraw-Hill, 1982 (15 vols.).
- 2) International Encyclopaedia of Social Sciences, New York, Macmillan, Free Press, 1968 (17 vols.).
- 3) Encyclopaedia of Library & Information Science, New York, Marcel Dekkar, 1961 (37 vols.).
- 4) The Encyclopaedia of Religion, New York, Macmillan, 1985 (16 vols.).
- 5) Encyclopaedia of Education, Oxford Pergamon Press, 1986 (10 vols.).

B) One or Two volume subject Encyclopedias

Example

- 1) Ven Mostrand's Scientific Encyclopaedia, 6th edn. New York: Vas Nostrand, 1983. lingual
- 2) Macraw-Hill Concise Encyclopaedia of Science & Technology, New York: McGraw-Hill, 1984.
- 3) Encyclopaedia of Economics, New York, McGraw-Hill, 1982.
- 4) ALA World Encyclopaedia of Library and Information Science, Chicago: ALA, 1980.

8.5.8 Uses of Encyclopedias

An encyclopedia is a storehouse of knowledge and provides information on all subjects. They form a backbone of the reference work in a library. They are very useful sources. Following are the uses of Encyclopedias.

- I. They are useful to know something about the subject.
- II. They are referred to get background information on anything.
- III. They will enrich the general knowledge.
- IV. With the help of bibliographies provided at the end of each article, one can go to the depth of subject for extensive study.
- V. They are also useful to know about the biographies and places also.

8.6. SUMMARY

Encyclopedias form an important collection of a library. Ina fact a collection of encyclopedias is considered as the backbone of the reference section. Encyclopedias provide valuable background information on a subject. They also provide as easy access to reliable and authoritative information of all the known knowledge. Though there are a number of reference tools available in the library, the librarian first turns to encyclopedias for answering the user's queries. Dictionary is a reference book consisting of a collection of words of a language or subject arranged in some definite order, usually alphabetical. News Summaries or News Digests are allied to newspaper indexes in subject matter

NOTES

NOTES

but differ in form. News Index gives the bibliographical details to locate the news whereas News summaries additionally provide digests of news items. Hence, tracing as particular information involves a two-stage process. News Summaries provide required information in one source.

8.7 SELF CHECKUP EXERCISES

1. What is meant by Dictionary?

The word "Dictionary" is derived from the medieval "Latin" word dictionaries. It originates from the term "Diction" means a 'word' or 'a phrase'. This dictionary means which deals with words.

2. Write about the Oxford English Dictionary.

Richard Chenavix Trench, the Dean of Westminster, in November, 1857, has found the deficiencies in the existing English Dictionaries. Therefore, he has encouraged the Philosophical society to make plans for the compilation of a new English dictionary. Then a project was launched jointly by the society and Clarendon Press to bring out a new English dictionary. After an experiment of 25 years they have started working on this since 1878 and brought out 13 volumes between the period from 1884 and 1928.

The aim of this dictionary is to present in alphabetical series, the words that have formed the English Vocabulary from the time of the earliest records to the present day, with all the relevant facts concerning their form, sense-history pronunciation etymology.

8.8 MODEL QUESTIONS

1. What is dictionary? Enumerate with examples the various alternate names used for dictionary?
2. What are the different types of dictionaries?
3. What are the General dictionaries? Describe them with examples?
4. Write about various types of Translation dictionaries with examples?
5. Write with examples about the Special Dictionaries?
6. Describe the uses of Dictionaries?
7. Write Short Notes on:
 - i) Subject Dictionaries
 - ii) Bilingual Dictionaries
 - iii) Oxford English Dictionary
 - iv) Webster's 3rd New International Dictionary.

8.9 SUGGESTED READINGS

1. Chaney, Frances Neel : Fundamental Reference Sources, 2nd Ed., Chicag, American Library Association, 1988.
2. Higgins, Gavid (Ed): Printed Reference Material, New Delhi, Oxford & IBH, 1988.
3. Katz, William A: Introduction to Reference Work, (Vol. 1) Basic Information Sources, 4th Ed., New York: Mcgrahill.



BIBLIOGRAPHICAL INFORMATION SOURCES

NOTES

Structure

- 9.0 Aims & Objectives
- 9.1 Introduction
- 9.2 Types of Bibliographies
 - 9.2.1 National Bibliographies
 - 9.2.2 Subject Bibliographies
 - 9.2.3 Trade Bibliographies
- 9.3 Summary
- 9.4 Self Check Exercises
- 9.5 Model Questions
- 9.6 Suggested Readings

9.0 AIMS & OBJECTIVES

After reading this lesson, you will be able to:

- Know the of Bibliographical Information Sources
- Know the importance of Bibliographies
- Explain about the different types types of Bibliographies.

9.1 INTRODUCTION

Man's efforts to record and to organize for future use his discoveries, his meditations, and his observations of the universe have never been adequate to the never ending flow of manuscripts, published works, films, and recordings that constitute his means of communication with his fellow man. This variety of forms of communication is greatly exceeded by the varieties of bibliographic activity, and a serious study of their development might well take years of reading.

A good brief history relating bibliography to the social and intellectual movements that provided the climate for its development and stimulated men to compile such lists is found in Louise-Noelle Malcles, *Bibliography* (New York: Scarecrow, 1961;152 p.) She is concerned with systematic bibliography, that form of publication compiled to meet the need so aptly stated by the historian Charles Victor Langlois in 1904: "What can be done so that the public will have the means to find out, rapidly and accurately, the resources of all kinds, offered by that great library formed by the work of authors of all times and all countries?". But, as Malcles points out, the desire to record sources of information pervades the whole history of scholarship and we find early examples of it in the ancient Babylonian catalogs of cuneiform tablets; in the list compiled by the

NOTES

Greek physical Galen in the second century; in the list of Bede's own works appended to his Ecclesiastical History written in the eighth century. But it was the invention of printing that gave the greatest impetus to bibliographical activity, and lists of published works began to appear as early as 1494. The founders of bibliography in the sixteenth century were men of science, whose research into printed books was an extension of their special studies. They did original work, searching out books in libraries, in homes, and in book stores. And they were interested in the authors of the works, producing bibliographies that more nearly resembled biographical dictionaries, with less attention to the full bibliographic description of the works themselves. Interest in books for their own sake came later, along with the increasing dependence on lists already in existence. But the sixteenth century gave bibliography its direction for the next two centuries (Malcles). The seventeenth century saw the rise of enumerators, concerned with a census of all books and not merely of those in which they happened to take a personal interest. By this time there existed not only specialized bibliography but the beginnings of universal and national bibliography. Bibliography flourished in the eighteenth century, with a new generation of researchers to whom the book was as important as its author. This century saw the development of systems of classification and rules for cataloguing. Between 1790 and 1811, an interest in current national bibliography developed, with the publication by booksellers of periodicals that recorded new books of a country.

Nineteenth-century bibliography was affected by the advance of science, exploration, public education, and learned societies; the growth of the book trade and the periodical press; and the establishment of archives and libraries open to the public. There was a change in emphasis from the recording of the works of the past to the dissemination of current advances in learning, with Germany taking the lead. There the growth of learning, concentrated in universities, established strong scientific traditions and the great increase in book production made cooperation necessary.

Systematic bibliographies take many forms, which have developed in response to a recognized need for a systematic arrangement of recorded knowledge, whether it be recorded in a book or on a map, film, tape, or musical recording. Broadly defined, they include library catalogs, union catalogs, national bibliographies, subject bibliographies, selective bibliographies, indexes, abstracts, and concordances. These designations furnish some clue to their content and purpose and within this framework may be briefly described. The word 'Bibliography' is derived from the Greek word 'Bibliographia'. It is a compound word of 'Biblion' and 'Graphien'. 'Biblion' means 'Book' and 'Graphien' means to write. Thus the meaning of bibliography is wiring of books. Later, the meaning changed from writing of books is writing about books. Through the passage of time the term bibliography has assumed different meanings and now it has been recognized as systematic listing of books.

Bibliographies provide easy access to information. It helps in current and retrospective searches of information. It also helps to avoid duplication. It gives a birds eye view of the literature. One who compiles bibliography is known as 'Bibliographer'.

9.2 TYPES OF BIBLIOGRAPHIES

There are **three types** of bibliographies. Those are mentioned below:

- (i) National Bibliographies
- (ii) Subject Bibliographies
- (iii) Trade Bibliographies

9.2.1 National Bibliographies

Bibliographical Information Sources

A Bibliography which illustrates the books and other publications published or distributors in a particular country is known as National Bibliography. Every nation wants to have the bibliographic control over the books published in that country. By virtue of copyright acts every author/publisher has to deposit the books published by them with the Government. This helps to achieve a complete listing of recorded knowledge on a national basis, Let see the scene in India, U.K. and U.S.A.

A) India

Indian National Bibliography (INB, Calcutta, Central Reference Library, National Library, 1955-Monthly).The Delivery of Books and News Papers Act (1954) in India has made the legal basis for preparing a National Bibliography in India. The first issue of INB was come out in 1956).

The Indian Languages cover by INB is: Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil Telugu and Urdu. In the beginning it started as quarterly and since 1964 onwards it has become monthly. At present, INB is being brought out monthly and then cumulated in annual volumes. The publication of INB has been irregular.

It lists all the books published in India excluding Maps, Musical Scores, Serials (except the first issue), Ephemeral statements. Keys and Guides to text books cheap novelettes and publicity pamphlets. Upto the end of 1972, the Bibliography consisted of 2 parts. Part-I General Publications and part-II was official publication. From January 1978 onwards, the two parts were amalgamated. Now, there are two sections viz. The classified and the alphabetical.

In the classified section, the entries are arranged by subject according to the 16th edition of DDC, full bibliographical details are given under each entry in the classified section. It consists of the class number, author's name, full title, place of publication, publisher's name, year of publication, pages, nature of illustrations if any, size. Nature of binding, price, series, note and annotations wherever necessary. Colon Class numbers are provided at the right hand bottom corner of each entry. The alphabetical section contains indexes of author, title and subject, in alphabetical order.

B) United Kingdom (UK)

British National Bibliography (BNB), London, British Library, Bibliographic Service Division, 1950 weekly).BNB is a list of books and pamphlets received under the provisions of the copyright Act, by the British Museum and Agent for the copy right libraries. It lists all the books published in the British Isles excluding the following categories of publications periodical (except the new issues), Music, Maps, certain government publications, publications without a British imprint.Each weekly list contains classified and alphabetical parts. The alphabetical part contains an author index, title index, and series index.

The entries in the classified part are arranged according to DDC, and are prepared according to the British text of AACR.Cumulative weekly lists are published for the periods January April, May August, September December. There are annual Cumulations also. Cumulated subject catalogues and cumulated indexes are available for five years. These indexes provide subject author and title approaches. They are regarded as tools for retrospective searches.

C) United States of America (USA)

There is no single source in USA which contains all types of material like India and U.K. All the publications are covered comprehensively in a series of bibliographies. The CBI (Cumulative Book Index) has been comprehensively covering almost all the

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material since 1898. The printed catalogue of the library of congress is a remarkable bibliographical tool R.R. Bowker has made a noteworthy contribution in achieving a complete national bibliography. However, coverage of American publications is highly satisfactory.

9.2.2 Subject Bibliographies

A Subject Bibliography is a systematic listing of documents relating to subject on specific field of knowledge.

Example

ASLB Book Lists Monthly List of recommended scientific and technical books with annotations, London, ASLB 1935 – (Monthly). This is a list of Scientific and Technical books published in Great Britain. The entries are arranged according to UDC system. Cambridge Bibliography of English literature edited by F.W. Bateson, Cambridge University Press, 1940-57.

It covers old English, Middle English, Modern English and Latin literature of the British Isles. It also covers, in brief, the English literature of the Dominions and India. It excludes American Literature. Entries are arranged chronologically by periods. Under periods literary forms i.e., Poetry, Drama etc. It is in 5 volumes, the entries provide full bibliographic information.

9.2.3 Trade Bibliographies

A Trade Bibliography is a list of books in print published in a country. These are generally compiled and published by publishers and book sellers.

Example

1. **Indian Book Industry**, Delhi, Sterling, 1969 (Monthly). This is a best current trade bibliography published from India. It includes already published books and forthcoming publications. It also provides book reviews for select titles.
2. **British Books in Print**, London, J. Whitaker & Sons, 1965 (Annual). It is continuation of the Reference catalogue of current literature which was introduced in 1874. It provides only a list of the British books printed each year as at the end of March. The British book in print is published in October regularly. Each entry contains information about the author, title editor, translator, reviser, year of publication, number of editions, size, number of pages, illustrations series, prices and ISBN (**International Standard Book Number**).
3. **Cumulative Book Index: A World List of Books in the English Language**, New York, Wilson, 1989 (Monthly). It lists the books in the English language published in all the countries of the world. Some Non-English titles published in USA are also included. The following material is not included. Paperbacks, maps, music scores, books published in limited numbers, local directories, fugitive and ephemeral material. Author entries contain full bibliographical information including series, price and ISBN. Each issue contains a directory of publishers: The complete list of publishers appears in the March issue. Quarterly, Annual and five year Cumulations are available.
4. **Indian Books in Print** -1991, Comp. & Ed., By Shep Singh, Delhi: Indian Bibliographies Bureau, 1991 8 Vols. 8,200 pages.

It is a bibliography of Indian Books published in English language, IBP (1991) contains complete bibliographical details of about 1, 00,000 Indian books in print in English language published during 1990 up to December, 1990.

It is in 3 volumes. They are as follows

Vol-1: Authors: Authors are arranged alphabetically with information about title, edition, publishers, collection, illustration and price.

Vol-2: Titles: Titles are arranged alphabetically and it contains information about author, publisher, collection, illustrations and price.

Vol-3: Subject Guide: It consists of two parts:

Part-I

- Classified according to Dewey Decimal.
- Classification with feature headings and contains.
- Information about author, title, edition, publisher, collation.
- Illustrations and Price.

Part-II

Directory of Indian Publishers with complete address. The Publication of this bibliography is a noteworthy effort. It is a major contribution to the bibliographical organisation in India. It will be an immense use to the librarians, Research Scholars, Teachers, Publishers and Book Sellers. The uses of IBP are many. The books those are available from India.

- (i) The correct title of any book.
- (ii) The name of the author/translators/editors/compiler.
- (iii) The price of a book.
- (iv) Year of publication.
- (v) Place from where one can get it.
- (vi) Complete address of the publisher.
- (vii) Books available on a particular subject.

9.3 SUMMARY

Information is a message communicated by a communicator to a receiver. Information is also the product of human brain in action. It may be abstract or concrete. When a person begins to think, a variety of images and sensations flash through his mind which makes some information to accumulate in the mind and his memory retains these pieces of knowledge. Bibliographies provide easy access to information. It helps in current and retrospective searches of information. It also helps to avoid duplication. It gives a bird's eye view of the literature.

9.4 SELF CHECK EXERCISES

1. What are Trade Bibliographies?

A Trade Bibliography is a list of books in print published in a country. These are generally compiled and published by publishers and book sellers.

2. What are National Bibliographies?

A Bibliography which illustrates the books and other publications published or distributors in a particular country is known as National Bibliography. Every nation wants to have the bibliographic control over the books published in that country. By virtue of copyright acts every author/publisher has to deposit the books published by them with the Government.

Bibliographical Information Sources

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NOTES

9.5 MODEL QUESTIONS

1. Write in detail about INB.
2. Write about the BNB.
3. What is Books in Print.
4. Explain National Bibliography.
5. What is CBI?
6. Enumerate Indian Books in Print.

9.6 SUGGESTED READINGS

1. GUHA, B.: Documentation and Information Services: Techniques and System, 2nd ed., Calcutta, World Press, 1983.
2. GROGAN, D.J.: Science and Technology: An Introduction to the Literature, London, Clive Bingley, 1982
3. KEMP D. A.: Current Awareness Service, London, Clive Bingley, 1979.
4. FAIRTHORNE R.A.: Towards Information Retrieval, London, Butterworths, 1961.

UNIT 10

GEOGRAPHICAL & BIBLIOGRAPHICAL INFORMATION SOURCES

Structure

- 10.0 Aims & Objectives
- 10.1 Introduction
- 10.2 Geographical Sources-Its Types
 - 10.2.1 Gazetteers
 - 10.2.2 Atlases, Maps and Globes
 - 10.2.3 Travel Guides
- 10.3 Biographical Sources- Its Types
 - 10.3.1 General or Universal
 - 10.3.2 National or Local
 - 10.3.3 Specialised or Subject
- 10.4 Summary
- 10.5 Self Check Exercises
- 10.6 Model Questions
- 10.7 Suggested Readings

10.0 AIMS & OBJECTIVES

After reading this lesson, you will be to-

- Know about the Geographical Sources & Types
- Gazetteers, Atlases, Maps and Globes, Travel Guides
- Know the Biographical Sources- Its Types

10.1 INTRODUCTION

The Geographical Sources provide complete picture on various parts of the world. They give information about Physical Geography, Ecology (plant and animal life of the area, Economic Geography (agriculture, mining, industries trade, etc) Human Geography describing the inhabitants of area, population figures etc.

Geography is a study of the earth's surface, physical features, climate, population etc., with its relationship to other subject it is recognized as mathematical geography, physical geography, economic geography, political geographical, medical geography, human geographical, etc. Because of this wider connotation, there is bound to be demand for information. The factors that create such demand are:

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- i) The growing research in the subject field;
- ii) The mobility of people from one place to another for education, employment and business purposes;
- iii) Improved transport and traveling facilities.

Geographic Information Tools

We can broadly categories geographical information sources into the following:

1. General information tools; and
2. Geographical information tools.

1. General Information Tools

The reference sources like Encyclopedias, Dictionaries, Directories, Yearbooks, Biographical reference tools, Alamanacs, Bibliographies, Indexes and abstracts, and periodicals can be categorized as ‘General Information Tools’ for Geographical information. For example, we can find information about some important places, cities, rivers, lakes, deserts and countries etc., in Encyclopedias and in some yearbook as well. We may find biographical sketch of a Geographer or Cartographer in biographical information tools and information about institutions or Associations in Directories. Details of published books or periodical articles about places, historical monuments or Geographers are listed in bibliographies, indexes and abstracts. Census reports provide information about the location of the village or town, their population, socio-economic conditions etc. Since the scope of all these tools is not limited to Geographical information, they are called, General information tools. Obviously, such information may not be comprehensive.

2. Geographical Information Tools

The Geographical information tools can be classified broadly into three kinds. They are the following:

- i. Atlases, Maps and Globes
- ii. Gazetteers
- iii. Travel guides

These specialized sources for geographical information are:

- i. More authentic as they are prepared by experts in the subject;
- ii. More precise, pin-pointed and factual; and
- iii. Easy to refer as they give detailed and exhaustive index.

10.2 TYPES OF GEOGRAPHICAL SOURCES

There are three types of geographical sources. They are:

1. Gazetteers
2. Atlases, Maps and Globes
3. Travel Guides

10.2.1 Gazetteers

A gazetteer is a dictionary of place names consisting of information on population, historical, statistical and socio-economic conditions of a given place. These are considered most comprehensive geographical information sources. ALA Glossary of Library Terms defines Gazetteer as a “Geographical Dictionary”.

According to L.M.Harrod “A Gazetteer is a geographical dictionary with a varying amount of descriptive geographical Historical or Statistical information”.The Gazetteers can be divided into 3 categories basing on their coverage and scope.

(i) International Gazetteers:

E.g.: Chambers World Gazetteer and Geographical Dictionary, London, The Times, 1955.

(ii) National Gazetteers:

E.g.: Imperial Gazetteer of India 26 vols.

(iii) Local Gazetteers:

E.g.: Bihar District Gazetteer edited by Roy Chaudhury

10.2.2 Atlases, Maps and Globes

Atlas: An Atlas is a collection of maps in a handy form

Maps: A map is a representation of the outer boundaries of a part or whole of the earth or moon or planets on a planet surface.

Globes: A globe is a spherical representation of the earth.

Examples

- (i) Atlases & Maps
- (ii) Rand McMally Cosmopolitan world Atlas, Chicago, Rand McNailysco, 1978.
- (iii) National Atlas of India, Calcutta, National Atlas Organisation, 1857.
- (iv) The Times Atlas of the World, London: Times New York, Ltd., 1980.

These are significant sources of geographical international. They are useful for visual location and identification of a country, region, city, town, mountain, review, lake, sea, desert etc.

10.2.3 Travel Guides

The tourism departments established by the Government will bring out these travel guides on country, state, region, or other important place. Some reputed publishers also having out travel guides on specific aspects like Temples, Hill resorts, Museums, Hotels and Restaurants, Railways and Air Ways etc.

Example

Fodder’s Modern Guides, London, Mckay, 1953 – Tourist Guides –India, New Delhi, Dept., of Tourism Govt. of India (Published frequently).

10.3 BIOGRAPHICAL SOURCES AND ITS TYPES

The history of the lives of individual man is called biography. The written record of one’s own life is autobiography and the written account of another person’s life is biography. Biography has been defined by the Oxford English Dictionary as, “a written record of the life of an individual”.

Biographical sources provided information about a person regarding his date and place of birth, nationality, professional attainments. Literary contributions, important land marks in his life etc.

There are three broad categories of biographical sources.

1. General or Universal
2. National or Local
3. Specialised or subject

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10.3.1 General or Universal

In these sources, the coverage of person will be from all parts of the world. It is a compendium of well known individual. There are current and retrospective sources in this.

A) Current sources: These sources provide the latest information on individual.

Examples

- (i) Current Biography, New York, H.W. Wilson, 1940 (Monthly).
- (ii) International who's who,, London, Europe Publications, 1985 – Annual, 52nd ed. 1988-89.
- (iii) The International Year Book and Statesman's who's who, London, Kelly's Directories, 1953 (Annual).

B) Retrospective Sources

These sources provide retrospective information about individuals.

Example

Who's Who, a companion to who's who, containing the biographies of those who died during the period, London, Aday & Charles Black, 1897-1972, 7 volumes.

- (i) Vol. 1 1887 – 1915
- (ii) Vol. 2 1916 – 1928
- (iii) Vol. 3 1929 – 1940
- (iv) Vol. 4 1941 – 1950
- (v) Vol. 5 1951 – 1960
- (vi) Vol. 6 1961 – 1970
- (vii) Vol. 7 1971 – 1980

This contains the biographies removed from who's who due to details of personal. The biographical details will be included as it is by adding the date of death, this is a very good retrospective source.

10.3.2 National or Local

The sources contain the biographies pertaining to a particular nation or region or place. They are the most authoritative sources of current and retrospective biographical information of eminent persons.

A) Current: These sources provide information on living men, and women pertaining to a place or nation.

- Ex.:**
- 1. India Who's Who, New Delhi, INFA Publications, 1959 (Annual).
 - 2. Who's Who in America: A biographical dictionary of living men and women, Chicago, Marcuis, 1899 Biennial.

B) Retrospective: They provide retrospective biographies pertaining to a nation or a place.

Examples

- 1. Dictionary of National Biography, London, University Press, 1938-71, 21 Vols. and 7 supplements.

2. Dictionary of American Biography, New York, Charles Socriber's, 1974, 11 vols. 1977 to-date.

Geographical & Biographical Information Sources

10.3.3 Specialised or Subject

Due to the increase in the number of professions and growth in the specialised subject areas, the numbers of specialised or subject biographical sources are proliferated in the market.

Examples

1. Art: Indian Sculptors Today, Bombay, Jehangir Art Gallery, 1983.
2. Literature:
 1. Who's Who of Indian Written by Balu Rao, New Delhi, Sahitya Akademi, 1983.
 2. Contemporary Novelists, 2nd ed. By J. Vinson, London, St. James Press, 1976.
 3. Business Management: Who's Who in Finance and Industry, 25th ed. 1987-88, Chicago, Marquis, 1987.
 4. Library Science: Who's who in Library & Information Services, Chicago, American Library Association, 1982.
 5. Science: American Men and Women of Science, 14th ed. New York, R.R. Bowker, 1979, 8 vols.

10.4 SUMMARY

The Geographical Sources provide complete picture on various parts of the world. They give information about Physical Geography, Ecology (plant and animal life of the area, Economic Geography

Biographical sources provided information about a person regarding his date and place of birth, nationality, professional attainments. Literary contributions, important land marks in his life etc.

10.5 SELF CHECK EXERCISES

1. What is meant by Geographical Sources?

Ans.

Geographical Sources provide complete picture on various parts of the world.

2. What is meant by Biographical Sources?

Ans.: Biographical sources provided information about a person regarding his date and place of birth, nationality, professional attainments. Literary contributions, important land marks in his life etc.

10.6 MODEL QUESTIONS

1. Explain the Geographical resources?
2. Describe the various types of Biographical resources?

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10.7 SUGGESTED READINGS

1. Guha, B.: Documentation and Information Services: Techniques and System, 2nded., Calcutta, World Press, 1983.
2. Grogan, D.J. : Science and Technology : An Introduction to the Literature, London, Clive Bingley, 1982
3. Kemp, D. A.: Current Awareness Service, London, Clive Bingley, 1979.
4. Fairthorne R.A : Towards Information Retrieval, London, Butterworths, 1961
5. Ranganthan, S.R: Five Laws of Library Science, Bombay, Asia, 1931.
6. Prasher, R: Information Communication Language Barrier and Translation Services, Lucknow, 1992.

LIBRARY CLASSIFICATION THEORY
Bachelor of Library Science
PAPER - III

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CONTENTS

UNIT - I

	Page No.
1. MEANING AND PURPOSE OF CLASSIFICATION	
1.0 Aims and Objectives	1
1.1 Introduction	1
1.2 What of Classification?	2
1.3 Meaning of Classification	2
1.3.1 First Sense	3
1.3.2 Second Senses	3
1.3.3 Third Sense	3
1.3.4 Fourth Sense	3
1.3.5 Fifth Sense	4
1.4 Library Classification	4
1.5 Definitions of Library Classification	4
1.6 Need and Purpose Library Classification	6
1.7 Summary	7
1.8 Key Words	8
1.9 Self Check Exercises	8
1.10 Model Questions	8

UNIT - II

2. TERMINOLOGY	
2.0 Aims and Objectives	9
2.1 Introduction	10
2.2 Classification Scheme	11
2.3 Analytic synthetic classification	11
2.3.1 Book classification	11
2.3.2 Depth classification	11
2.3.3 Universal Classification	11
2.4 Isolate	12
2.4.1 Compound Isolate	12
2.4.2 Isolate Idea	13
2.4.3 Basic subject idea	13
2.4.4 Speciator Idea	13
2.4.5 Combination of Ideas	13
2.5 Macro Subject	13
2.6 Micro subject	13
2.7 Subjects	18
2.7.1 Specific subject	18
2.7.2 Basic Subject	18
2.7.3 Simple Subject	19
2.7.4 Compound Subject	19

2.7.5 Complex Subject	20
2.8 Fission	20
2.9 Non-primary basic subjects	21

UNIT - III

3. NORMATIVE PRINCIPLES

3.0 Aims and Objectives	25
3.1 Introduction	25
3.2 Ranganathan's Basic Laws	26
3.2.1 Laws of Interpretation	27
3.2.2 Law of Impartiality	28
3.2.3 Law of Symmetry	28
3.2.4 Law of Parsimony	29
3.2.5 Law of Local Variation	29
3.2.6 Law of Osmosis	31
3.3 Self Check Exercises	32
3.4 Model Questions	32

UNIT - IV

4. STRUCTURE AND DEVELOPMENT OF SUBJECTS

4.0 Aims and Objectives	34
4.1 Introduction	34
4.2 Formation of Subjects	34
4.2.1 Loose Assemblage	35
4.2.2 Loose Assemblage 1	35
4.2.3 Loose Assemblage 2	36
4.2.4 Loose Assemblage 3	37
4.3 Fission	38
4.3.1 Fission of Basic Subjects	38
4.3.2 Fission of Isolate Ideas	38
4.3.3 Dissection	38
4.3.4 Denudation	38
4.4 Fusion	39
4.5 Distillation	39
4.6 Agglomeration	39
4.7 Cluster	40
4.8 Stages of Development of Interdisciplinary Subjects	40
4.8.1 Structure	41
4.8.2 Dichotomy	41
4.8.3 Living Organisms	41
4.9 Decachotomy	41
4.10 Polychotomy	41
4.11 Proliferation	42

4.12	Summary	43
4.13	Self Check Exercises	43
4.14	Model Questions	43
4.15	Suggested Readings	43

UNIT - V

5. SPECIES OF CLASSIFICATION SCHEMES

5.0	Aims and Objectives	45
5.1	Introduction	45
5.2	Purely Enumerative Classification	46
5.2.1	Library of Congress Classification (LC)	46
5.2.2	Rider's International Classification (RIC)	46
5.3	Almost Enumerative Classification	46
5.3.1	Dewey Decimal Classification (DDC)	47
5.3.2	Subject Classification	47
5.4	Almost Faceted Classification	47
5.4.1	Universal Decimal Classification (UDC)	47
5.4.2	Bibliographic Classification	47
5.5	Rigidly Faceted Classification	48
5.6	Almost Freely Faceted Classification	48
5.7	Freely Faceted Classification	48
5.8	Summary	49
5.9	Self Check Exercises	49
5.10	Model Questions	49
5.11	Suggested Readings	50

UNIT - VI

6. CLASSIFICATION SCHEMES

6.0	Aims and Objectives	51
6.1	Introduction	52
6.2	Dewey Decimal Classification (Edition 19)	52
6.2.1	DDC – Its Editions	53
6.2.2	DDC and Relative Index - 19th Edition	54
6.2.3	Characteristics of 19th edition	54
6.2.4	Structure of DDC (19th Edition)	55
6.2.5	Volume - 1 : Introduction and Tables	55
6.2.6	Volume - 2 Schedules (000 to 999)	58
6.2.7	Volume - 3 : Index	62
6.2.8	DDC – 20 Edition (1989)	62
6.2.9	DDC – 22 Edition (2003)	62
6.3	Universal Decimal Classification (UDC)	63
6.3.1	Principle : The Principle underlying the UDC are	63
6.3.2	Special Auxiliaries	63
6.3.3	Common Auxiliaries	64

6.3.4	Notation	65
6.3.5	Index	65
6.4	Colon Classification (CC)	65
6.4.1	Basic Principles in Colon Classification	66
6.4.2	Features of Colon Classification	67
6.5	Summary	70
6.6	Self Check Exercises	71
6.7	Model Questions	72
6.8	Suggested Readings	72

UNIT - VII

7. PRINCIPLES OF FACETS SEQUENCES, COMMON ISOLATES AND PHASE RELATIONS

7.0	Aims and Objectives	73
7.1	Introduction	74
7.2	Postulates for Facet Sequence	74
7.2.1	Postulate of First Facet	74
7.2.2	Postulate of Concreteness	74
7.2.3	Postulate of Face Sequence within a Round	74
7.2.4	Postulate of Facet sequence within the last Round	75
7.3	Postulate of Level Cluster	76
7.4	Principle for Facet Sequence	77
7.4.1	Wall-Picture Principle	77
7.4.2	Whole-Organ Principle	77
7.4.3	Cow-Calf Principle	77
7.4.4	Actand-Action-Actor-Tool Principle	78
7.4.5	Classification is Tranlation	78
7.5	Common Isolates	91
7.6	Phase Relations	92
7.6.1	General Phase Relations	92
7.6.2	Bias Phase Relations	92
7.6.3	Comparasion Phase Relations	92
7.6.4	Defferentiate Phase Relations	92
7.6.5	Influencing phase Relations	93
7.7	Summary	97
7.8	Self Check Exercises	97
7.9	Model Questions	98
7.10	Suggested Readings	98

UNIT - VIII

8. POSTULATES FUNDAMENTAL CATERGORIES

8.0	Aims and Objectives	99
8.1	Introduction	99

8.2	Postulation Approach to Colon Classification (CC)	100
8.3	Utility of Postulational Approach	100
8.4	Facet Analysis	100
8.5	Fundamental Categories	101
8.5.1	Time Category	102
8.5.2	Space Category	102
8.5.3	Matter Category	102
8.5.4	Personality Category	103
8.6	Postulates of Basic Facet	103
8.7	Postulate of Isolate Facet	104
8.8	Consolidated Postulate about Subject	104
8.9	Self Check Exercises	105
8.10	Model Questions	105
8.11	Suggested Readings	105

UNIT - IX

9. FACET ANALYSIS PHASE ANALYSIS ROUNDS AND LEVELS

9.0	Aims and Objectives	108
9.1	Introduction	108
9.2	States of Facet Analysis	108
9.2.1	Creation of Facets	109
9.2.2	Literature (MC)	109
9.3	Arrangement of Foci	110
9.3.1	Principle of Later-in-time	110
9.3.2	Principle of Later-in-Evolution	110
9.3.3	Principles of Spatial Continuity	110
9.3.4	Principles of Quantitative Measurement	111
9.3.5	Principle of Increasing Complexity	111
9.3.6	Principle of Canonical Sequence	111
9.3.7	Principles of Literary Warrant	111
9.3.8	Principle of Alphabetical Sequence	112
9.4	Advantages of Facet Analysis	112
9.5	Postulate of Rounds and Levels	112
9.6	Postulate of Rounds for Personality and Matter	112
9.7	Postulate of Rounds for Space and Time	113
9.8	Postulates of Levels for Personality and Matter	113
9.9	Postulate of Levels for Space and Time	114
9.10	Postulate of Levels for Energy	114
9.11	Postulates for Facet Sequence	115
9.12	Postulate of Concreteness	115
9.13	Postulate of Facet Sequence with a Round	115
9.14	Postulate of Facet Sequence within the last Round	115
9.15	Postulate of a Level Cluster	116

9.16 Postulate for National Plane	116
9.17 Summary	116
9.18 Self Check Exercises	121
9.19 Model Questions	121
9.20 Suggested Readings	122

UNIT - X

10. DEVICES

10.0 Aims and Objectives	123
10.1 Introduction	123
10.2 Types of Devices	124
10.2.1 Chronological Device (CD)	124
10.2.2 Geographical Device (GD)	126
10.2.3 Subject Device (SD)	126
10.2.4 Alphabetical Device (AD)	128
10.2.5 Mnemonic Device (MD)	129
10.2.6 Facet Device (FD)	130
10.2.7 Super Imposition Device (SID)	130
10.2.8 Classic Device (CD)	132
10.2.9 Gap Device	132
10.2.10 Other Devices	133
10.3 Advantages	137
10.4 Summary	138
10.5 Self Check Exercises	138
10.6 Model Questions	138
10.7 Suggested Readings	138

UNIT - XI

11. CANNON FOR CLASSIFICATION

11.0 Aims and Objectives	139
11.1 Introduction	139
11.2 Idea Plane	140
11.3 Verbal Plane	140
11.4 Notational Plane	141
11.5 Advantages	141
11.6 Chart of Equivalent Terms	142
11.7 Summary	142
11.8 Self Check Exercises	142
11.9 Model Questions	143
11.10 Suggested Readings	143

UNIT - XII

12. NOTATION NEED TYPES AND FUNCTIONS

12.0 Aims and Objectives	145

12.1	Introduction	145
12.2	Definition of Notation	146
12.3	Purpose of Notation in Classification	146
12.4	Advantages of Notation	147
12.5	Functions of Notation	147
12.6	Types of Notation	147
12.7	Quality of Notation	148
12.8	Canons for Notation	149
12.9	Summary	153
12.10	Self Check Exercises	153
12.11	Model Questions	154
12.12	Suggested Readings	154

UNIT - XIII

13. CALL NUMBER CLASS NUMBER BOOK NUMBER COLLECTION NUMBER

13.0	Aims and Objectives	156
13.1	Introduction	156
13.2	Call Number	156
13.2.1	Definition of Call Number	156
13.2.2	Utility of Call Number	157
13.2.3	Structure of Call Number	157
13.2.4	Writing Call Number	158
13.2.5	Method of writing Call Number	158
13.3	Class Number	158
13.4	Book Number	159
13.4.1	Canon of Book Number	159
13.4.2	Evolution of book number	159
13.4.3	Description of Book Number Facet	165
13.5	Collection Number	172
13.5.1	Need for Collection Number	172
13.5.2	Nature of Documents	172
13.5.3	Structure of Library	172
13.5.4	Special Requirements of Users of Libraries	172
13.5.5	Categorisation of Collections	173
13.5.6	Meaning of Collection Number	173
13.5.7	Canon of Collection Number	173
13.5.8	How of collection Number in CC	173
13.6	Summary	174
13.7	Self Check Exercises	174
13.8	Model Questions	174
13.9	Suggested Readings	174

Bachelor of Library and Information Science (B.L.I.Sc)

PAPER -III: *LIBRARY CLASSIFICATION THEORY*

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1. Meaning and purpose of classification
 2. Terminology
 3. Normative Principles
 4. Structure and development of subjects
 5. Spacious of Classification schemes
 6. Classification Schemes: Brief study of Major general schemes
 7. General theory of classification: Main class, Canonical Class Basic Class, Isolate. Common Isolate, Special Isolate, Postulates Fundamental categories, Principles of facts sequences, Helpful sequence, Facet analysis and phase analysis.
 8. Deices to form facet in array of classed: Chronological device (CID) Geographical Device (GD), Subject device (SD), Alphabetical Device (AD), Mnemonic Device (MND), Facet Device (FD), super Imposition Device (SIX), Classic Device (CLD), Telescoping of array and in facet. Sector device, GAP device, Decimal
 9. Cannon for classification (Idea Verbal & & Notational Place)
 10. Notation: Types, structure, Quality, Value
 11. Call Number: Class No. Book No. and collection No.



MEANING AND PURPOSE OF CLASSIFICATION

Structure

- 1.0 Aims and Objectives
- 1.1 Introduction
- 1.2 What is Classification?
- 1.3 Meaning of Classification
 - 1.3.1 First Sense
 - 1.3.2 Second Senses
 - 1.3.3 Third Sense
 - 1.3.4 Fourth Sense
 - 1.3.5 Fifth Sense
- 1.4 Library Classification
- 1.5 Definitions of Library Classification
- 1.6 Need and Purpose Library Classification
- 1.7 Summary
- 1.8 Key Words
- 1.9 Self Check Exercises
- 1.10 Model Questions

1.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- To know meaning of Classification
- To know the definitions of Classification
- To understand the need and purpose of Classification.

1.1 INTRODUCTION

Man is a rational animal. He Possesses the ability of reasoning and this reasoning power enables him to acquire knowledge. The acquired knowledge in due course, helps him to identify things as known and unknown. The unknown thing are then studied intensively so as to make them known to add to the stock of knowledge. This process of reasoning leads to the growth of knowledge.

Library Classification

NOTES

The process of growth of knowledge can be understood from the simple assumption. For instance, a new born baby is said to possess no knowledge of this world. But in the course of growth, it begins to developed knowledge by making use of its primary sensory organs, namely eyes, ears, nose, tongue and skin. The first contact of any thing made through a single primary sense gives meaningful impression and is retained in that the baby is observing a crow for the first time through the sensory organs, eyes. The sense of sight then produces in its memory the impression of pure perception of the figure 'Crow'. Likewise, the sense of hearing produces in its memory the impression of pure perception of the sound 'Caw-Caw'.

If another pure precept of the sound 'crow' uttered simultaneously by the mother is also retained in the memory, then all the impression so produced by the sensory organs and retained in the memory set correlated or associated and finally produce compound precept of 'caving figure named' crow, i.e., 'crow cawing', further perception of crow through the sense of touch and smell adds to the stock of memory and thus knowledge of crow is acquired by the baby. Later if an object is observed to correlate the attributes of the (object from its memory), able to recognise the object as known object. On the other hand, in the acquired attributes do not correlate with the attributes of the object, then the object is unknown to the child. Such object is studied carefully by the stock of knowledge. This process of identifying things or concepts as known and unknown on the basis of attributes is what we call classification. Hence classification is primarily a mental operation.

1.2 WHAT IS CLASSIFICATION?

According to Berwick sayers Classification is an intellectual process by which our mental concepts or observed things are reorganised to have likeness or unity and by this likeness are set in relation to one another. Normally, things that are seen and concepts that are conceived in memory are known by the generic term entity. Hence entity, denotes either concrete things or abstract concept or both. Such entity is a basis for classification, to divide the entity, the attributes or characteristics of it are applied. Entities sharing a given attribute of characteristic equally in measure, intensity, extent or any other bias, are like with reference to that, attributes. Entities not showing a given attribute equally in measure, intensity, extent or any other basis are unlike with reference to that attribute.

The terms likeness and unlikeness have no significance except with reference to an attributes in classification, likeness alone is considered for grouping while "unlikeness" is merely what is left over when the likeness has been defined. Putting together if like things yields grouping of this while other things that are got separated. Likeness might perhaps be described as identity in kind but not in substance. Like things are same kind but not of the same substance and is the same substenance and is the characteristic of all things in the universe are organised according to their likeness. The application of successive attributes of our entity classify the universe or the whole entity into multidivisions. Dr. S.R. Ranganathan identifies these successive attributes train of characteristics. The resulting divisions are also further classified for ordering or ranking them in a preferred suquence to meet the purpose of classification. Therefore, claassification is not only a grouping an separating process of like and unlike entities but also for arrangement of the resulting entities in a most helpful sequence. The characteristics used in division while classifying enable on to assemble things according to their degree of likeness to make a specific class.

1.3 MEANING OF CLASSIFICATION

Meaning and Purpose

The 'word' classification is derived from the Latin word 'Classis' which means groupings. But this term "Classification" being used in many senses W.S. Jevons in his book "Elementary Lesson in Logic" in page No. 32 defines "Classification as the arrangement of things or our notions of them, according to their resemblances or identities". Earvath Road defines classification in his book entitled. "Logic Deduction and Induction" in page no. 122 as a mental grouping of facts or phenomena according to their resemblances and differences so as best to serve some purposes. Broad field in his book the philosophy of classification.

1.3.1 First Sense (Primitive Use - Classification Means Division)

To classify in the primitive sense, is to divide existents of the universe of discourse concrete or conceptual things or and the unlike ones into the other. Like and "Unlike" can have meaning only in relating to an attribute - simple or complex. For instance, if possessions of two legs is the attribute chosen, then man and birds fall into one group while beasts, chairs, etc., fall into the second. A child practices classification in the sense of divisions with its playthings.

1.3.2 Second Senses Common use - Classification Means "Assortment"

In the second sense, classification means Assortment. That is the process of a universe in to groups plus that of arranging the resulting groups in a preferred order. The order preferred depends on the purpose of the arrangement.

"Classification in this sense is inherent in man. Perhaps it is a concomitant of the fitness of the speed of neural impulses in the human body. When the speed is finite structure emerges. Wherever there is structure, sequence classification. The sequence inevitable inside the skin, it is speak, gets expressed extraneurally also. To classify in the second sense is thus a neural also. Sharpness in thinking clarity in expression unerringness in communication, expedition in response and exactness in service depend ultimately on helpful sequence or classification in the second sense. The work of philosophers and to taxonomists in the field of classification is generally restricted to classification in the second sense".

1.3.2 Third Sense (Library Classification Assortment or Ordinal Numbers)

1. To classify in the third sense is
2. To classify in the second sense and
3. To denote the resulting classes by ordinal numbers taken to mechanise the maintenance of the sequences.
4. Entity when an entity has to be replaced after having been taken out of its position. Or
5. When a new entity has to be interpolated or extrapolated in the correct place in the sequence.

Classification in this sense is usually practiced by large business concerns handling a large number of commodities.

1.3.3 Fourth Sense

In the fourth sense, Classification means classification in sense 2 when complete assortment is made of an amplified universe i.e., when the entities and the pseudo entities arising in the process of successive assortment stand arranged in one filiationary sequence, each with its class number.

Ranganathan explains, "Each class of an array will contain one or more entities. Before their assortment, they would all have been contained in their common immediate

NOTES

Library Classification

NOTES

universe. Into this immediate universe, introduce the emptied immediate universe itself as an additional entity. This additional entity is called its pseudo-entity. Amplified class means a multiple class enriched by the addition of its pseudo entity. Amplified universe means original universe amplified by the pseudo-entities corresponding to itself and to all the multiple classes raising in the course of its complete assortment. Filiatory sequence means sequence of the pseudo-entities and the entities resulting from a complete assortment of a completely amplified universe, (prolegomena Ed. a Chapter CH) Classification in the fourth sense its not used very much. It is only classification in sense 2 that are frequently in demand.

1.3.4 Fifth Sense

In the fifth Sense, classification means classification in sense 4 with all the entities removed by only the pseudo-entities or classes retained each class having the number representing it. It is classification in the fifth sense that issue.

- a) Either when the universe classified is infinite. Or
- b) When some of the entities are unknown and unknowable at any moment, eventhough the universe classified is finite.

In particular, Ranganathan, says it is classification in sense 5 that is practiced by the Library Profession. It should be recalled here that classification in sense 5.

- a) The individual entities do not figure in the complete assortment
- b) Classes take the place of entities, and thus
- c) Each class including the original universe is a class of classes.

Classification in sense 2 has only a scheme of classification associate with it. In this sense, classification is practiced by library profession and hence the meaning of the term "Classification" in sense 5 may be taken for achieving helpful sequence in the arrangement of document.

1.4 LIBRARY CLASSIFICATION

Librarianship consists of the selection, acquisition, organisation and dissemination of knowledge presented in various physical forms. The most important technique used in "Classification" as defined in the first and third senses refer to the management of ideas in a helpful sequence. It is applied in librarianship for the arrangement of documents on the basis of thought contents. Hence, library classification means the art of classifying the document on the basis of though content for the purpose of arranging them or shelves in a preferred way.

1.5 DEFINITIONS

Many definitions are put fourth by leading personalities in the field of library and information science on the basis of utility, purpose, enlargement, ordinal number etc. Let us examine the definitions presented below :

1. According to H.E. Bliss, "Library Classification is a system of classes in relation or order with regard to some principle or characterisation of some purpose".
2. W.C. Berwick sayers in "Manual of Classification for librarians and bibliographers (ed. 3, 1964 p.1) defines "Library classification is for the arrangement of books on shelves, or description of them, in the manner which is most helpful to those who read.

3. Margaret Mann in the book “Introduction to cataloguing and classification of books defines classification as arranging of things according to likeness and unlikeless. 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”.
4. Arthur Malthy in his book “Sayor's manual of classification of Libraries” also defined library classification as “Systematic arrangement by subject of books and other materials on shalves. Which is most useful to those who read or seek definite place of information.”
5. Of all the definitions, Dr. Ranganathan has given as befitting definition for Library Classification in his book “Elements of Library Classification”. According to him Library Classification is the translation of the name of the subject into 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 with represent some features of the books other than their thought content.

When analysed the above definition provides us with some important ideas like:

- a) Artificial language
- b) Ordinal numbers
- c) Specific subject and
- d) Individualisation of several books dealing with the same specific subject and
- e) Some features the book other than their thought content.

a) Artificial Language

If man wants to externalise his thoughts to others, he is to communicate through some media. In practice, thought is being transferred through a series or media of all the media, thought has first to be expressed in a language.

In other words, it has to be embodied in the natural language. A natural language had necessarily to grow at the pace of the common man. But the growth of ideas is compared with the growth of language the former grows faster than the later. As a result one and the same word is often used to denote two or more ideas. For example the term “Bank” indicates money bank. Blood bank, river bank, book bank etc., Thereby creating homonym. As a result precise communication is not possible. In addition a natural language abounds in synonyms that is different words denote one and the same idea. It will be helpful if one and the same word is used to denote idea in all contents for effective communication.

To do away with the problems of effective communication in natural language, in the modern days, artificial language of signal, gesture, signs, symbols etc., is made use of Finger language, Cypher language, Flower language, Symbolic language are some of the examples of artificial language. The symbols and formulas in Mathematics, Physics, Chemistry etc., are also artificial language. In library science, artificial language of symbols in the form of Indo-Arabia numbers, Roman Capital letters and Lower cases, Punctual marks etc., is adopted to denote the subject expressed in natural languages artificial language holds good for effective communication and for specific purpose such as secrecy, brevity and mechanisation of thought in a systematic order etc. Ordinal numbers are used in library classification may be regarded as artificial language.

b) Ordinal Number

The term-number brings to one's memory the concepts of Indo-Arabic nuberless 0,1,2,.....9. These numbers are treated as cardinal number and ordinal number. Ordinal

Meaning and Purpose

NOTES

Library Classification

NOTES

number means any number that directly expressed the number of digits under consideration as 1,2,3,...8 etc. The number 168 should be spelt as one hundred and sixty eight if they are to be treated as cardinal number. Ordinal number means, a number that shows the order of a unit in a given series as first, second, third, etc. In a word cardinal number is used for counting purposes whereas ordinal number is for orders are used as ordinal numbers for mechanisation of arrangement of documents.

c) Specific Subjects

According to Dr. Ranganathan, specific subject is that division of knowledge whose extension and intention are equal to those of its thought content.(Elements of library classification). Falmor and Wells have defined it as that division of knowledge which exactly comprehends all the major factors that of in its making. (Fundamentals of library classification London, 1951 chapter 1) for example, Velocity of light is a specific subject in physics.

d) Individualisation of several Books dealing with the same specific Subjects

There may be several books written by various authors in a subject for example: S. Ranganathan- Elements of Library Classification, Eden, Bombay, Asia Publishing House, House 1962. Krishna Kumar: Theory of Classification, Vikas Publishing House, New Delhi, 1979. B. Sengupat & A.K. Ohdedar:Library Classification, Calcutta,World Press (Ltd.) 1971.

All the above books deal with the specific subjects "Library Classification". Hence, Classifying these books on the basis of subject cannot individualise or differentiate them.

e) Some features of the Books other than their through content

Books dealing with the some specific subject cannot be arranged in an order as they are not individualised. Therefore, to them some features of the books other than the subject matter should be adopted such as year of publication, volume number, language of exposition of subject, author's name, etc. Such features are also represented by a set of ordinal number called book number.

1.6 NEED AND PURPOSE LIBRARY CLASSIFICATION

A library contains books and other graphic materials such as periodicals, pamphlets, reports, documents, manuscripts, audio-visual materials musical scores etc. These extrinsic qualities are size, volume, colour of binding, author, title, year of publication etc. The intrinsic qualities are the character of contents or subjects treated in the books, the graphic and acquisitic records are extrinsically, intrinsically related to one another. They may be related by size, colour, author etc., or they may be related by the thought content or subject matter. In many cases, the relations are of considerable complexity, especially in large libraries having numerous collection of various types of materials. But unless the relations between the library materials are known and clearly established full use of the resources of a library cannot be made for related reading materials dealing with the same subject, there is the need of library classification.

In Richardson's phrase, use is the watchword of arrangement. Ranganathan in his first law of Library Science "Books are for Use" has also stated that for effective use of books in a library, classified arrangement by subject if very essential, for most readers approach the collection by subject. To serve them it is essential that organisation of books on the shelves of a library should reflect the use made of the books, but also subordinating each specific topic to the appropriate general one and showing one most

important relationship between subject. Thus a classified arrangement is essential in most libraries.

Meaning and Purpose

Classification of books by specific subjects has the value of economising time and energy provided that the classification is constructed in a way which closely reflects the used made of literature. If all the books and other graphic materials on a subject are assembled as near by as it is physically possible at one place. We can obtain a general view of literature and there is a great saving of time. By relating subjects in a systematic way it ensures that, we have a few books immediately available on a specific subject, we will find near to these volumes on the shelves other materials on related themes which may prove helpful in assisting readers. Moreover, classified arrangement enables every reader to find and select his / her books (Second Law). Arrangement of books by Author, Title, Colour, Size, etc., does not help a reader to find his / her book as in the most cases, the approaches of the readers are by subject. Hence, it is by the subject matter that the book should be arranged on the shelves if they are to be given a reasonable change to find their readers (Third Law). A well articulated classified arrangement of books as a subject basis is what the Third Law would recommend.

The Fourth Law viz., "Save the time of the reader" emphasises that the shelf arrangement should be convenient for the readers to spot out a particular book so that his/her search time of the book is considerable minimised. For that it is recommended that the classes accommodated in adjacent, shelves should have the greatest possible affinity. A reader primarily interest in religion and psychology. Hence, to save the time of such readers, it would be other side. This kind of adjustment is possible if books are arranged in the classified order.

The fourth law too demands the classified arrangement, as the collection of servicing library grows steadily year, after year. As such a reference librarian or researcher would find the collection immediately in setting his/her desired document. Hence, arrangement by classified order helps the library staff as well as readers in getting their books amidst the ocean of books.

To guide the readers in the stack room so as to a lunch is his/her areas of interest, signal guides, bay guides, shelf guides, lables etc., are so be provided. In an unclassified collection they cannot be provided and so it is essential that the documents are to be arranged systematically and this is achieved by classified arrangements.

Library classification thus aims to create a system out on disorder and provides a comprehensive view of the documents on a subject. Once an orderly arrangement has to be achieved, than it will save the time of users of the documents as well as librarian.

1.7 SUMMARY

Librarianship consists of the selection, acquisition, organisation and dissemination of knowledge presented in various physical forms. The most important technique used in "Classification" as defined in the first and third senses refer to the management of ideas in a helpful sequence. It is applied in librarianship for the arrangement of documents on the basis of thought contents. Hence, library classification means the art of classifying the document on the basis of though content for the purpose of arranging them or shelves in a preferred way.

NOTES

Library Classification

NOTES

1.8 KEYWORDS

Classification

The 'word' classification is derived from the Latin word 'Classis' which means groupings. But this term "Classification" being used in many senses W.S. Jevons in his book "Elementary Lesson in Logic" in page No. 32 defines Classification as the arrangement of things or our notions of them, according to their resemblances or identities. Earvath Road defines classification in his book entitled. "Logic Deduction and Induction" in page no. 122 as a mental grouping of facts or phenomena according to their resemblances and differences so as best to serve some purposes. Broad field in his book the philosophy of classification".

Library Classification

Librarianship consists of the selection, acquisition, organisation and dissemination of knowledge presented in various physical forms. The most important technique used in "Classification" as defined in the first and third senses refer to the management of ideas in a helpful sequence. It is applied in librarianship for the arrangement of documents on the basis of thought contents. Hence, library classification means the art of classifying the document on the basis of thought content for the purpose of arranging them or shelves in a preferred way.

1.9 SELF CHECK EXERCISES

1. Meaning of Classification

The word 'classification' is derived from the Latin word 'Classis' which means groupings. But this term "Classification" being used in many senses W.S. Jevons in his book "Elementary Lesson in Logic" in page No. 32 defines Classification as the arrangement of things or our notions of them, according to their resemblances or identities.

2. Definitions of Classification

1. **W.C. Berwick says** defines the classification in his book "Manual of Classification for librarians and bibliographers". Library classification is for the arrangement of books on shelves, or description of them, in the manner which is most helpful to those who read.
2. **Margaret Mann** defines as, "classification as 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".

1.10 MODEL QUESTIONS

1. What is the meaning of Classification?
2. What is the Need and Purpose of Library Classification?

UNIT 2

TERMINOLOGY

Structure

- 2.0 Aims and Objectives
- 2.1 Introduction
- 2.2 Classification Scheme
- 2.3 Analytic synthetic classification
 - 2.3.1 Book classification
 - 2.3.2 Book classification
 - 2.3.3 Depth classification
 - 2.3.4 Universal Classification
- 2.4 Isolate
 - 2.4.1 Compound Isolate
 - 2.4.2 Isolate Idea
 - 2.4.3 Basic subject idea
 - 2.4.4 Speciator Idea
 - 2.4.5 Combination of Ideas
- 2.5 Macro Subject
- 2.6 Micro subject
- 2.7 Subjects
 - 2.7.1 Specific subject
 - 2.7.2 Basic Subject
 - 2.7.3 Simple Subject
 - 2.7.4 Compound Subject
 - 2.7.5 Complex Subject
- 2.8 Fission
- 2.9 Non-primary basic subjects

2.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the various types of the terminologies used in the classification schemes.
- Explain in detail above the terminologies which are used in classification.
- Understand the macro, micro and kinds of subjects including fission.

Library Classification

NOTES

2.1 INTRODUCTION

In order to study the schemes of library classification, and its theory in precise and concise terms, it becomes essential to understand the fundamental concepts and terms used in this discipline. These concepts and terms may be called the elements of library classification.

It is also important to define them, so that it becomes possible to have precision in communication. The definitions have been taken mainly from the writings of S.R. Ranganathan and A. Neelameghan. Some of the definitions have also been drawn from Indian standard glossary of classification terms. In many cases, references to sources have been provided here. In other cases, it is implied that the definitions have been drawn from the works of Ranganathan. The terminology of classification is extremely large and well developed. The terminology of classification is extremely large and well developed. No attempt has been made to make the coverage comprehensive. Many other terms have been defined and described in appropriate places in relevant chapters. The terms have been grouped more or less on the basis of their mutual relationships. For instance, terms like book classification, depth classification, universal classification and special classification have been grouped together. Another group consists of class number, book number, ultimate class, collection number and call number. The definition of ultimate class has been placed along the definition of book number, because the definition of book number introduces the term ultimate class.

Analysis : Breaking down a subject into facets.

Array : The classes derived from a universe on the basis of a single characteristic, at any one step in the progress towards its complete assortment, and arranged in the preferred sequence (Prolegomena, p. 61)

Example

Teachers
By subject
Physics
Chemistry
Botany

In this example, those teaching Physics, Chemistry and Botany belong to the same array.

Characteristics

An attribute or any attribute-complex with reference to which the likeness or unlikeness of entities can be determined, and at least two of them are unlike (Prolegomena, p.55).

Attribute: Any property or quality quantitative measure of an entity (Prolegomena, p. 53).

Example

Boys
By height
Tall
Average
Low

In the above example, height as a characteristic has been used to divide the universe of boys into like groups. Thus, "by height" can be considered a characteristic (provided we are not dealing with boys of the same height), but the possession of eyes or ears will merely be considered as attributes, which are likely to be shared by all normal boys.

NOTES

2.2 CLASSIFICATION SCHEME

A scheme of classes fitted with terminology and notation (Prolegomena, p. 72).

Facet Analysis : Analysis of a subject into its facets, according to the postulates and principles stated for the purpose (ISI, p.62).

Faced Synthesis : Synthesis of the focal numbers of a subject into class numbers according to the postulates and principles stated for the purpose (ISI, p.62).

Facet : A generic term to denote any component - be it a basic subject or an isolate idea - of a compound subject and also its respective ranked forms, terms, and numbers (Prolegomena, p.88) (Sense1).

A generic term to denote facet idea, facet term and focal number (sense 2).

2.3 ANALYTIC SYNTHETIC CLASSIFICATION

Scheme of classification involving the analysis of a subject into its facets in the idea plane, transformation in the verbal plane, translation from the focal terms in the verbal plane to the focal numbers in the notational plane, and the synthesis of the focal numbers into class numbers in the notational plane. Alternate term Faceted Classification.

Such a scheme of classification does not usually give ready-made class numbers for any, but the very basic subjects. It gives schedules for basic subjects and for isolates in diverse facets. its schedule is thus not a monolithic one. It is a polythetic one. (ISI, p, 72).

S.R. Ranganathan's approach involves breaking down of a subject into a basic subject and isolate ideas; translating them into the respective kernal numbers; and finally synthesising the later into a class number.

Classification

One who makes a scheme of classification (Ranganathan). But Bliss uses the term "classifier".

Classification

Classifying is equivalent to translating the name of a subject from natural language into classificatory language - that is, a language of ordinal numbers (Prolegomena, p. 439). Bliss, however, prefers the term "classing".

2.3.1 Book Classification

A scheme for the classification of macro subjects, usually presenting not more than five facets, including the basis facet (Ranganathan).

2.3.2 Depth Classification

A scheme for the classification of micro subjects, presenting a large number of facets, unlike a macro subject (Ranganathan).

Library Classification

NOTES

2.3.3 Universal Classification

A scheme designed for used in book classification as well as in depth classification (Ranganathan).

Special Classification A scheme designed for the depth classification of micro subjects going only with one and only one specified subject field (Ranganathan).

Class Number: The class number of a book is a translation of the name of its specific subject into the artificial language of ordinal numbers. (CC6, p. 1.5).

Note: Ordinal numbers are those which are used for ordering or arrangement.

Book Number: Ordinal number which fixes the position of a document in a library relative to the other documents having the same ultimate class (ISI, p. 78).

Ultimate Class: The ultimate class of a book is the class of the smallest extension admitted by the scheme of classification, into which it can be placed (CC6, p. 1.8).

Collection Number: The collection number of a book denotes the collection to which it belongs (CC6, p. 1.18).

Call Number: The call number of a book unit is the symbol used to fix its position relatively to other books (CC6, p. 1.3).

Facet: A generic term to denote any component - be it a basic subject or an isolate idea - of a compound subject (Sense 1).

A generic term to denote facet idea, facet term and facet number (Sense 2).

Examples: Consider "injuries to corn in France in 1978".

Injuries belongs to the disease facet; corn belongs to the cultivar facet; Facet belongs to the geographical fact and 1978 to the time facet.

Facet Idea: An Idea manifesting itself as a facet of a compound subject.

Facet Term: A word or word group in the preferred natural language denoting a facet idea.

Facet Number: A number in the preferred classificatory language of ordinal numbers representing a facet idea.

A facet can have two components. Such as basic facet and isolate facet.

Basic Facet: Basic facet is a context specifying element.

In order to determine basic facet of a compound subject one should have knowledge of the schedules of basic subjects. In "Human diseases", Medicine is a basic facet. In "Indian libraries", Library Science is a basic facet.

Isolate Facet: Isolate facet can have the following components : personality, property, action, space and time.

Focus: A generic term to denote any isolate or any subject, and also the number representing any of them as well as the name denoting any of them.

Idea: A product of thinking, reflecting, imaging, etc., got by the intellect by integrating, with the aid of logic, selection from the apperception mass, and/or what is directly apprehended by intuition, and deposited in memory (Prolegomena, p. 81).

2.4 ISOLATE

Generic term to denote isolate idea, isolate term or isolate number.

2.4.1 Compound Isolate

"An isolate consisting of two or more isolates taken from one and the same schedule of

isolates". We can form a compound isolate by combining two or more isolates. We can also form a compound isolate by combining an isolate and a speciator, "Veins of hands" is a compound isolate, the "Veins" and "hands" being two independent isolate ideas belonging to the same schedule of isolates. Similarly, "Urban youth" is a compound isolate. "Urban group" and "youth" are two independent isolate ideas belonging to the same schedule of isolates.

2.4.2 Isolate Idea

Any idea complex fit to form a component of a subject, but not by itself fit to be deemed a subject (Prolegomena, p.83).

Examples: Child; Gold; India.

2.4.3 Basic Subject Idea

A basic subject is a subject without any isolate idea as a component. Basic subject ideas are enumerated in the schedule of basic subjects in a scheme for classification of subjects.

2.4.4 Speciator Idea

A speciator idea, when combined with a basic subject idea or an isolate idea, produces a change in their respective connotations. In this sense, a speciator is a modifier (quoted by A. Neelamegham).

2.4.5 Combination of Ideas

The combination of a basic subject idea with one or more speciator ideas is a compound basic subject.

A combination of an isolate idea with one or more speciator ideas is a compound isolate. A subject consisting only of a basic subject idea is a simple subject. A subject consisting of a basic subject idea and one or more isolate ideas is a compound subject. Two or more subjects - simple or compound studied in mutual relation to each other give rise to a complex subject.

2.5 MACRO SUBJECT

A subject of great extension and small intension, usually embodied in a whole book single volumed or multi-volumed (Ranganathan).

Macro document

Usually a book-single volumed or multi-volumed.

2.6 MICRO SUBJECT

A subject of small extension and great intension, usually embodied in an article in a periodical, or in a part of a book (Ranganathan).

Host Document: A periodical or a book viewed in relation to a micro document contained in it (Ranganathan).

Planes of Work: Ranganathan has recognized three planes of work, namely, Ideal plane, Verbal plane and Notation plane.

Ideal Plane: The plane of concepts viewed by themselves, that is independently of the terms denoting them and the numbers representing them; in other words, independently of their expression in a natural language or their representation in an artificial language

NOTES

Library Classification

NOTES

of ordinal numbers (ISI).

Verbal Plane: The plane of expression of a concept in a natural language in other words, the plane of words, word groups, phrases, clauses, sentences and paragraphs in natural language (ISI).

National Plane

The plane of numbers representing concepts (ISI).

Equivalent terms

Idea Plane	Verbal Plane	Notational Plane
class	subject	class number
isolate idea	isolate term	isolate number
facet idea	facet term	facet number

Isolate Idea : Any idea or idea complex fit to form a component of a subject, but not by itself fit to be deemed a subject.

Isolate Term : Term denoting a ranked isolate; this is the name of the isolate. (Ranked isolate is an isolate taken along with rank, as fixed in the course of the successive assortments of the universe of isolate ideas).

Isolate Number: The number denoting the rank of a ranked isolate and representing it.

Chart of Equivalent terms (ISI, pp. 39-40)

Generic Class	Idea Plane Subject	Verbal Plane Class	Notation
Focus	Isolate idea	Isolate term	Isolate
Isolate term	Array-isolate idea	Array	Array
Basic focus	Basic class	Basic subject	Basic
Main focus	Main class	Main subject	Main
Canonical focus	Canonical class	Canonical subject	Canonical
Isolate	Isolate idea	Isolate term	Isolate
Common isolate	Common isolate idea	Common isolate term	Common
Anteriorizing	Anteriorizing Common	Anteriorizing common	Anteriorizing
Common isolate	isolate idea	isolate idea	Isolate
Posteriorizing	Posteriorizing	Common Posteriorizing	commonPosteriorizing
common isolate	isolate idea	isolate idea	isolate

Basic Facet	Basic Class	Basic Subject	Basic
Isolate facet	Isolate idea	Isolate term	Isolate
Compound focus	Compound class	Compound subject	Compound Number
Complex focus	Complex class	Complex subject	Complex number
Isolate	Complex isolate idea	Complex isolate term	Complex isolate number
Array	Complex array	Complex array	Complex array

Terminology

NOTES

Comparison	Comparison isolate	Comparison isolate	Comparison Isolate
Idea	Term	Number	Comparison Isolate
Comparison array	Comparison array	Comparison array	Isolate idea
Isolate term	isolate number	Difference	Difference class
Difference subject	Difference class	Number	Difference Isolate
Difference Isolate	Difference isolate	Difference isolate	-
Idea	Term	Number	
Difference Array	Difference Array	Difference Array	Difference Array
Isolated idea	Isolate term	Isolate number	
Influencing focus	Influencing class	Influencing subject	Influencing class number
Influencing	Influencing isolate idea	Influencing isolate	Influencing isolate number term
General Relation	General relation class	General relation	General relation
Subject	class number		
General Relation	General relation	General relation	General relation
Isolate idea	isolate term	isolate number	
General Relation	General Relation	General Relation	General Relation
Isolate	array-isolate idea	array-isolate term	array-isolate number

Speciator

Speciator is an idea or idea complex used or ended to be used as a qualifier, going with a host basic or a host isolate idea. However, a speciator idea when combined with a basic subject idea or isolate idea produces in their respective connotations, then in that sense a speciator becomes modifier. Thus a speciator can be a or qualifier. We may recognize speciators of two Speciator kind 1 and Speciator kind 2.

Speciator kind 1

Any recognized isolate idea or a subject may a speciator for another isolate idea.

Example

Christians

By standard of living

Lower class

Upper class

Middla class

Note : In the above example, "By standard of living" is a characteristic used to divide "Christians". Upper class, middle class and lower class are speciators. "Upper class" is a speciator which is an isolate idea representing a social group by standard of living.

Library Classification

NOTES

It is speciator for "Christians" an isolate idea representing a social group by religion.

Speciator Kind 2

An idea which is not by itself an isolate idea or a subject but can be used as a speciator, going with a host isolate idea or its sub-division.

Example

France

By orientation

North

South

East

West

Note: In the above example, "By orientation" is a characteristic which has been used to divide "France". France is a principle isolate. East is a speciator representing an idea, which by itself cannot be considered as an isolate idea or subject. Therefore, it is considered a speciator of kind 2.

Speciators of Basic Subjects

The following four varieties of non-primary compound basic subjects can be obtained on the basis of speciators

Specials compound basic subject (examples (a) and (b) stated below).

Systems compound basis subject (examples (e) and (f))

Multiple compound basic subject.

In the above subjects, "by specials" "by environment" and "by system" are the characteristics used to generate a variety of speciators. The speciators, when attached to their primary host subjects, form compound basic subjects.

Examples

a) Medicine

By age

Child

Adolescent

Old age

c) Medicine

By environment

High attitude

Underwater

Space

e) Medicine

By system (of school)

Ayurveda

Siddha

Unani

b) Medicine

By sex

Male

Female

Eunuch

d) Psychology

By environment

Space

Industry

War

f) Psychology

By system (or thought)

Experimental

Gestalt

Let us the the first example, "By age" is a characteristic used to derive the speciators like child, adolescent and old age. The attaching of these speciators to medicine (a primary basic subject) leads to specials compound basic subjects, such as Medicine child; Medicine-adolescent; and Medicine-old age. In the second example, "by sex" is a characteristic used to derive the speciators. The characteristics such as "by age", "by sex" and so on can be grouped under "by specials". That is why the compound basic subjects of this kind have been named specials compound basic subjects.

Examples (c) and (d) lead to the formation of environment compound basic subjects. These involve use of the characteristic "by environment". Examples (e) and (f) give us systems compound basic subjects. These involve the application of the characteristic "by system". Similarly, we can achieve primary basic subject by using, successively, speciators derived on the basis of two or more of the variety of characteristics mentioned earlier. We may use, successively, the specials characteristic and the systems characteristic, thus obtaining a multiple compound basic subject.

On the basis of the above, we may recognize three types of speciators:

By specials.

By environment.

By systems.

We may thus conclude that a speciator attached to a basic subject gives rise to compound basic subject.

Speciators of Isolates

Speciator attached to an isolate gives rise to a compound isolate.

Compound property isolates, compound energy isolates, compound space isolates and so on have been obtained by attaching a speciator to an isolate.

Compound Property Isolates

A compound property isolate is obtained by attaching a speciator to a property isolate.

Example

Fever

By condition

Mild

Acute

Note

Speciators derived on the basis of the characteristics "by condition" are mild and acute. "Fever-acute" and "Fever-mild" are compound property isolates.

A compound space isolate is obtained by attaching a speciator to a space isolate.

Example

India

By geographical feature

River

Desert

Forest

NOTES

Library Classification

NOTES

Note

In space isolates, characteristics such as "by geographical features", "by orientation", "by population cluster" and so on are used to obtain speciators. In the above example, "India-rivers" is a compound space isolate.

Speciator Idea

A speciator idea, when combined with a basic subject idea or isolate idea, produces a change in their respective connotations. In this sense speciator is a modifier (A. Neelamegha).

Sequence of Speciators : The sequence of speciators going with one and the same set of host isolate ideas for forming compound isolates, can be determined with the aid of the wall-pictures principle and its derivatives.

2.7 SUBJECTS

The universe of entities is infinite. When a knower interacts with a knowee, ideas are generated. The systematized body of ideas takes the form of a subject. In library classification, we are concerned with the universe of subjects. Therefore, let us try to understand the scope of the term "subject". Subject refers to "an organised systematised body of ideas, whose extension and intension are likely to fall coherently within the field of interest and comfortably within the intellectual competence and the field of inevitable specialization of a normal person" (Prolegomena, p. 82). Every subject is deemed to go with a basic subject.

The manifestation of a subject can be expressed in terms of three elementary constituents : basic subject, isolates idea and speciator. Let us now define the terms "basic subject" and "isolate idea". The term "speciator" has already been described. It may be added that an elementary constituent term occurring in the form of the name of the subject can take the form of a term denoting a basic subject, a term denoting an isolate idea or a term denoting a speciator.

2.7.1 Specific Subject

Specific subject of a book is that division of knowledge whose extension and intension are equal to those of its thought content.

2.7.2 Basic Subject

"Every subject has a basic subject". Therefore, every subject must belong to one or another basic subject. A basic subject has been defined as, "a subject without any isolate idea as a component" (Prolegomena, p.83). Here, we have introduced the concept of an isolate idea, which needs to be explained before describing the basic subject any further.

Isolate Idea

An isolate idea is considered to be "any idea or idea complex fit to form a component of a subject, but not by itself fit to be deemed to be a subject" (Prolegomena, p. 83).

"Iron" represents an isolate idea. By itself, it cannot be a subject. It can form a component of other subjects, for example the chemistry of iron, the mining of iron are, the economics of iron and so on. Each of these forms an area of specialization, which can be pursued by a specialist. Normally, no single person would be able to pursue all these fields at a specialized level.

"France" represents an isolate idea. By itself, it cannot form a subject. How-

ever, it can form a component of other subjects, for example, the agriculture of France, the culture of France, the education in France, the socio-economic structure of France and so on. Each of these forms an area of specialization which can be pursued by a specialist. Normally, no single person would be able to pursue all these fields at a specialized level.

"Person" represents an isolate idea. By itself, it cannot form a subject of study. However, it can form a component of other subjects, for example the right of legation by a person, crime by a person, person (morphology) in linguistics and so on. Normally, no single person, again, would be able to pursue all these fields at a specialized level. Each of the fields can form an area of specialization to be pursued by a specialist in the field.

Identification of a Basic Subject

"Basic subject" is a generic term used to represent either the primary basic subject or the non-primary basic subject. In the preceding pages we have tried to provide the definitions of "basic subject" and "isolate idea". But so far, it has not been possible to find a clear-cut distinction between the two. In the light of this, the schemes for classification have been forced to postulate a schedule of basic subjects for their purpose. Ideally speaking, such a schedule should conform to conventions current among scholars and also currently included in the curricula of educational institutions. Such a schedule should also be modified from time to time, keeping all the changes taking place in view. In order to obtain consistency in the identification of a new basic subject, a few criteria have been worked out for this purpose. These are stated below:

1. A subject which calls for schedules of special isolates forming facets of a set of compound subjects going with one and the same host subjects;
2. A subject which has to be taken as the central subject and in which one cannot distinctly recognize isolate facets; a subject not having any isolate facets. In the other words, a subject which cannot be expressed as the compound subject; and
3. A subject which has some specialization in academic circles - such as degree course, periodicals, etc.

The universe of subjects consists of simple subjects, compound subjects and complex subjects.

2.7.3 Simple Subject

A simple subject consists of a basic subject only.

Example

Chemistry
Mathematics
Physics, etc.

2.7.4 Compound Subject

A Compound subject is "a subject with a basic subject and one or more isolate ideas as components" (Prolegomena, p. 84). In "chemistry of halogens", chemistry is a basic subject and halogens an isolate idea. In "treatment of disease of lungs in medicine", medicine is a basic subject diseases, lungs and treatment represent there isolate ideas. Other examples of compound subjects are "teaching technique for children", "functions of the President of India", "strike of clerical staff in chemical industry" and "velocity of sound in water".

Terminology

NOTES

Library Classification

NOTES

2.7.5 Complex Subject

Complex subject is a "subject formed by coupling two or more subjects expounding, or on the basis of some relation between them" (Prolegomena, p.85). For example, "Statistics for Economists", "influence of politics on science", difference between History and Political science, "influence of Buddhism on Christianity" and "Unani treatment of the disease of lungs, compared with Ayurvedic treatment".

Basic subjects can be categorized into primary basic subjects and non-primary basic subjects.

Primary basic subjects

A classificationist, covering all or several subject fields in the universe of subjects, generally finds it convenient and helpful to begin with the formulation and enumeration of an initial set of basic subjects. A basic subject in this set is a primary basic subject.

Primary basic subjects can be formed by the following modes of formation :

Fission, Distillation (kind 1 and kind 2), fusion and clustering.

Traditional or canonical primary basic subjects : The initial set of primary basic subjects included in a scheme for library classification are formed by the division of the universe of subjects by fission. These basic subjects are postulated by the classificationist. Therefore, the resulting divisions have been called traditional or canonical primary basic subjects.

Examples

Colon Classification 1 (1933) enumerated the following set of primary basic subjects :

9 Generalia	N Fine arts
A Science (General)	O Literature
B Mathematics	P Philology
C Physics	Q Religion
D Engineering	R Philosophy
E Chemistry	S Psychology
F Technology	T Education
G Geology	V History
I Botany	W Politics
J Agriculture	X Economics
K Zoology	Y Sociology
M Useful arts	Z Law

2.8 FISSION

Mode of formation of the first set of primary basic subjects is by fission. Fission is the process of division, or splitting, or breaking up into parts. It is an internal process of division without the interference of any outside agency.

Distilled primary basic subjects (Kind 1) : The idea of "management" can occur in a variety of subjects going with different primary basic subjects. A theory of management has been distilled out and people have started specializing in this area. Therefore, it has been found convenient to deem management as a primary basic subject. this has been formed through distillation of kind 1.

Example: In CC7, the following has been enumerated as primary basic subjects : systematology, management science, metrology, standardization, research methodology, conference technique and so on.

Terminology

Distilled Primary Basic Subjects (Kind 2)

In the case of the distillation mode (Kind 1), "the new primary basic subject essentially accommodates the theory - that is, the relevant set of postulates, and guiding principles of the discipline emerging or distilled out of an ideas occurring as a practice-in-action in subjects going with diverse subjects. In distillation of (kind 2), the idea occurs in subjects going with a particular basic subject only and there may be a trend towards the formulation of a new discipline with recognizable literary warrant and, perhaps, some principles and postulates for guiding its development".

Examples from CC7

Statistical calculus, operations research, information theory, cybernetics, foundry, welding, cytology etc.

Fused Primary Basic Subjects

Interdisciplinary research has led to the emergence of new ideas and new subjects of an interdisciplinary character. In the initial stage, interdisciplinary subjects may be placed with one of the primary basis subject. But later, a classificationist may deem it necessary to postulate a new primary basic subject. This is thus formed through fusion.

Examples from CC7

Astrophysics, astrochemistry, astrobiology, biomechanics, biophysics, biochemistry, geophysics, geochemistry, econometrics, sociocybernetics, etc.

Primary Basic Subject by Clustering

"When an idea becomes the focus of study from the viewpoint of specialists in different subjects fields, when the results of their investigations are brought together in a document, and when specialists begin to ask for such a collection by the name of the core idea of study, the need arises to assign the core idea to single basic subjects. Further, the treatment of the core idea from different specialists view-points may not remain disjunctive and separate, but there may arise interdisciplinary ideas and subjects and greater integral relation among the subjects embodied in the documents".

Example from CC7

Japanese studies, Indology, European studies, Gandhian studies, Vinoba studies; Gold (in all its aspects), peace research, leisure research, surface science, materials science, ocean sciences, space sciences.

2.9 NON PRIMARY BASIC SUBJECTS

These are all formed from primary basic subjects. Also, they do not have an independent existence.

We may recognize the following varieties of non-primary basic subjects.

- Secondary basic subject by fission of primary basic subject.
- Compound basic subject by lamination of kind 2.
- Agglomerate basic subject.

Secondary Basic Subject by Fission of Primary Basic Subject

In the development of subjects, a point is reached when the number and variety of

NOTES

Library Classification

NOTES

subjects going with a particular primary basic subject of any one variety (as described earlier), might be too large, and also non-homogeneous to form a convenient field of specializations. thus, a further division may become necessary. The division, by fission, of a field of specialization, going with a primary basic subject leads to canonical divisions of the primary basic subject concerned. These divisions have been named as secondary basic subjects of order 1.

Examples from CC7

Under Physics (fissioned primary basic subject), we have fundamentals, properties of matter, sound, heat, radiation, electronics, electricity and magnetism (all secondary basic subjects).

Under Geophysics (fused primary basic subject), we have subjects like volcanology, seismology, oceanology etc. (all secondary basic subjects).

We may recognize two varieties of secondary basic subjects as below:

- a) Secondary basic subjects of Order 2, and
- b) Compound secondary basic subjects,

Secondary basic subjects of order 2: We have already seen that secondary basic subjects of Order 1 can be formed by the fission of a primary basic subject. It is possible to achieve secondary basic subjects of Order 2 by dividing Order 1 further, by means of fission, if required.

Examples

Atmospherology belongs to Order 1 and meteorology, aeronomy, ionosphere studies to Order 2.

Compound Secondary Basic Subjects: Attachment of speciator (that is, lamination of Kind 2) to a secondary basic subject leads to compound secondary basic subject.

The following varieties of compound secondary basic subjects are possible :

- a) Specials compound secondary basic subjects.
- b) Environmented compound secondary basic subjects.
- c) Systems secondary compound basic subjects.

Examples

Physics, properties of matter and low temperature environment (here, physics is a primary basic subject, properties of matter is a secondary basic subject derived by fission from physics-low temperature environment is a speciator).

Economics, consumption-capitalist system (here economics is a primary basic subject, consumption is a secondary basic subject and capitalist system is a speciator).

Compound basic subject by lamination kind 2

In order to achieve divisions of a primary basic subject, one can use a specific explicit characteristic. "The ideas derived on the basis of a characteristic are used to qualify or speciate the totally or the subjects going with the primary basic subject concerned. Here, each of the ideas derived on the basis of a characteristic is called a speciator. The attachment of a speciator to the primary basic subject to be qualified is called compounding or lamination of kind 2".

This leads to primary basic subjects or compound basic subjects.

A variety of compound basic subjects recognized on the basis of variety of the speciators used in lamination are :

- a) Specials compound basic subjects.
- b) Environmented compound basic subjects.
- c) Systems compound basic subjects.
- d) Multiple compound basic subjects.

Special Compound basic subjects

"The core entity of study in the subjects going with a particular primary basic subject may be restricted or qualified using speciators derived on the basis of relevant characteristics specific to the subjects concerned, not amounting to any of the entenorising isolates or any other isolate". This is how specials compound basic subjects come up.

Examples: Medicine-child; Medicine adolescent; and Medicine-old age are examples of Specials compound basic subject.

Medicine is a primary basic subject. The core entity of the study of the subjects going with medicine consists of the human body and its organs. The study of the core entity (that is the human body and its organs) can be restricted or qualified by the use of speciators derived by means of relevant characteristics such as "by age", "by sex" and so on.

Thus, the speciators derived on the basis of "relevant" characteristics can be attached to the primary basic subjects for qualifying the totality of the studies falling within its purview, leading thereby to the specials compound basic subjects.

Environmented Compound Basic Subject: "The core entity of study in the subjects going with a primary basic subject may be restricted or qualified using speciators derived on the basis of the characteristic "By environment". That is, the totality of the studies in the subjects going with the primary basic subject is qualified by the core entity of the study being placed within an extra-normal environment".

Examples: Medicine-high altitude environment; Medicine-underwater environment; Medicine-desert environment; Medicine space environment and Medicine-industry environment.

Medicine is a primary basic subject. The core entity, of the study of all the subjects going with medicine consists of the human body. "Each of the studies can be restricted or qualified by speciators denoting various extra-normal environments in which the human body may be placed. Thus, the speciators derivable on the basis of the characteristic "by environment" can be attached to the primary basic subject, "medicine" to denote the extra-normal environment of study". Thus, the speciators are derived here on the basis of the characteristic "by environment". Also relevant are high altitude environment, underwater environment, space environment and industry environment. Attaching these speciators to the primary basic subject "medicine" leads to environmented compound basic subjects.

Systems Compound Basic Subjects

"The core entity of study in the subjects going with a primary basic subject may be restricted or qualified using speciators derived on the basis of the characteristics "by system" (or School of Thought). The attachment of such a speciator to the primary basic subject gives rise to the systems compound primary basic subject or systems compound basic subject".

NOTES

Library Classification

NOTES

Examples

Medicine Ayurvedic system: Medicine-Siddha system; and Medicine-Unani system are examples of systems compound basic subjects. subjects going with the primary basic subject "medicine". The study can be restricted or qualified by the use of the characteristic "by system" (or School of Thought). Thus, the speciators obtained would be: Ayurveda system, Unani system and Sidha system. These spectators can be attached to the primary basic subject "medicine", giving rise to the systems compound basic subjects.

Multiple Compound Basic Subjects: "The studies in subjects going with a primary basic subject can be qualified or restricted using successively spectators derived on the basis of two or more of the variety of characteristics mentioned in the preceding sections that is specials characteristic, environment characteristic, and systems characteristic". The speciators can be attached in the prescribed sequence to the concerned primary basic subject, and thus obtaining multiple compound primary basic subject or multiple compound basic subject.

Examples

Medicine - Ayuryedic system - Old age

Medicine - Unani system - Tropical environment

Medicine - Tropical environment - Female

Psychology - Psycho-analytical system - War environment.

Agglomerate basic subjects: "An agglomerate of Kind 1 (earlier called partial comprehension) consists of subjects treated integrally or disjunctively in one and the same document. An agglomerate results from a process of agglomeration - that is collecting together of entities into larger masses without cohesion among the components. An agglomerate can be a basic subject, that is the first component in representing a subject".

The scope of an agglomerate basic subject, has to be understood only with reference to the scheme concerned. Ordinarily an agglomerate of Kind 1 covers subjects going with the successive primary basic subjects of a scheme.

Examples from CC7

1. Natural Science
2. Mathematical Sciences
3. Physical Sciences
4. Social Sciences
5. History and Political Science

"Agglomerate of kind 2 is an agglomerate comprehending subjects going with non-consecutive primary basic subjects with respect to the schedules of a particular scheme for classification". (CC does not have this provision. UDC has provided the digit "+" for this).



UNIT 3

NORMATIVE PRINCIPLES

Structure

- 3.0 Aims and Objectives
- 3.1 Introduction
- 3.2 Ranganathan's Basic Laws
 - 3.2.1 Laws of Interpretation
 - 3.2.2 Law of Impartiality
 - 3.2.3 Law of Symmetry
 - 3.2.4 Law of Parsimony
 - 3.2.5 Law of Local Variation
 - 3.2.6 Law of Osmosis
- 3.3 Self Check Exercises
- 3.4 Model Questions

3.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Understand the meaning and importance of normative principles.
- Explain kinds of normative principles.
- Will be explained in detail every normative principles.

3.1 INTRODUCTION

The normative principles of classification have been recognized for a long time, and have proved to be highly useful. These have provided a scientific basis to the field of classification. The classificationists and classifiers have been making their use to a varying extent. These principles can serve for the purposes such as: They can serve as the basis of a classification scheme. As such, the schedules of a scheme should be compiled by a classificationist, keeping in view the spirit of these principles. Critical study of a given scheme of classification can be carried out with the help of these principles. The principles can be very helpful for the purpose of comparing schedules of different schemes of classifications. A given number can be interpreted on a scientific basis with their assistance and Principles can provide guidance to a classifier in the day-to-day work of classification, such as creating a number for a new subject.

Library Classification

NOTES

3.2 RANGANATHAN'S BASIC LAWS

Ranganathan adopted a convention regarding the use of words like laws, canons and principles. these are all normative principles, used in a particular context. He has postulated these for work in different levels, as given below:

Level	Name of Normative Principles
Basic process of thinking	Basic laws
Library science	Fundamental Laws
Classification	Canons
Helpful sequence in array	Principles
Work of classifying	Postulates, and principles far facet sequence

The term “basic law” is used at the level of a basic process of thinking, “Fundamental law” is applied at the level of library science as a discipline. “Canon” is used in the context of divisions of the first order of the discipline of library science, such as classification, cataloguing, book selection and so on. The term “principle” is applied in the context of divisions of the second or later order of library science, such as- helpful sequence in array and facet sequence.

Ranganathan has recognized the following basic laws:

1. Laws of interpretation
2. Law of impartiality
3. Law of symmetry
4. Law of parsimony
5. Law of local variation
6. Law of osmosis

Ranganathan's Five laws of library science was published in 1931. Five laws of library science, and their implications, have been described in this work. These laws provide a scientific approach to library science. The spirit of these laws pervades in the writings of Ranganathan. These laws have been accepted as the basis of library science.

The laws of library science (Prolegomena, pp. 155-22) are specific normative principles, applicable to any problem in the fields of library science, library practice and library service. These are called the Fundamental Laws of Library Science which contain in a hidden (or latent) form, all the library practices of the past and present, and those likely to be evolved in future. The canons and principles of classification are all an implication of the laws of library science. In the case of a conflict between canons and/or principles, an appeal is made to the five laws of library science to resolve the conflict. Thus, the five laws serve as a higher court. If there is conflict between the canons of classification and the basic laws, then a compromise can be achieved with the aid of the laws of library science.

The first law says: “Books are for use”. The word “book” should be interpreted to stand for “document”. The first law would feel satisfied if a right book and a right reader can be brought together. Take the example of the arrangement of books on shelves. These can be arranged in a variety of ways author wise, subject wise and so

Normative Principles

NOTES

on. The author arrangement would be useful to those users who want a book by a particular author. Similarly, the subject arrangement would be helpful to those who make a subject approach. Our experience shows that more users request for books by a particular subject than for books by a particular author. Therefore, if books are arranged according to subject, more users would find it helpful. This will lead to a greater use of books and hence satisfy the first law of library science.

The second law says: "Every reader his book". Here, the emphasis is on the reader. Our experience shows that more users request for books on a particular subject than for those by an author. Keeping in view the subject approach, it would be helpful in all the books on a given subject were brought together. This would add to their usefulness if within the subject, books were further arranged language-wise. Let the books for each language in a subject be arranged, according to their year of publication (latest book lying at the end of the group). All this would help in getting every reader his book, thereby satisfying the second law.

Most of the users are not able to pinpoint the specific subject of their interest. They won't name a broader or narrower subject. When a user goes to the shelves containing books, he should find the complete area of interest spread before him in a logical manner, so that he can become vaguely conscious of what he wants. The books on a topic should be found together. Books on different topics should be arranged according to their degree of filiation. This means that the arrangement on the shelf should "display the full field of a reader's interest, unexpressed as well as expressed. When he looks along the shelves of the library, he should find there what he was only vaguely conscious of wanting; indeed, it is only then that he will be able to realize exactly what it is only that he wants" (Prolegomena, p. 120). This will lead to satisfaction a deeper function performed by the arrangement of books. This will enable every reader to get his book.

The third law prescribes: "Every book its reader". The emphasis is on the book. Books should be arranged so that every book finds a reader. At least the probability for getting a reader should be very high. If the books are arranged so that the subjects get arranged according to the degree of mutual relationship, then each book would have a high probability of getting its reader. This will meet the demands of third law. incidentally, this will also satisfy the second law.

The fourth law says: "Save the time of the reader". A user must be assumed to be a busy person, and his time must be saved. The arrangement of books according to the degree of mutual relationship of subjects would lead to saving his time. In addition, if within each subject, books are arranged by language, and within language, by their year of publication, then it would lead to more saving of time. It should be understood that an alphabetical arrangement of subjects will be unhelpful and time-consuming.

According to the fifth law: "A library is a growing organism". The library will grow in terms of documents, reader and staff. The arrangement should be such that it should facilitate the service of books irrespective of the size of the library or its rate of growth in terms of documents, readers and staff. The arrangement of books, suggested in the earlier paras would lead to a greater use of books, irrespective of the size of the library or its rate of growth. This satisfies the fifth law.

3.2.1 Laws of Interpretation

Ranganathan refers to 1008 principles of interpretation, listed in the nyaya kosa. These principles are applicable interpreting legal texts. The canons, principles, postulates and rules of classification taken together can be considered a legal document. Therefore,

Library Classification

NOTES

we should interpret various sections just like a legal text. In case of a conflict, the conflict should be resolved with the aid of the laws of interpretation. If necessary, the rules, principles and canons should also be modified (in the light of experience) to solve the conflicts.

It has been suggested by Ranganathan that Colon Classification should be scrutinized from the angle of these laws. This will help in determining many of its weaknesses. CC could be revised to overcome these weaknesses. Similarly, the laws of interpretation can be applied in the study of other schemes also.

3.2.2 Law of Impartiality

The law (Prolegomena, p. 125) directs that between two or more claimants (e.g., for the first position among two facets of a subject or the choice to be made among the needs of different categories of users) preference should be made only on sufficient grounds, and not arbitrarily.

Examples

- i) The law of impartiality insists that the sequence of facets in different subjects should not be determined in an arbitrary manner in each subject. The sequence should be based on some guiding principles of a general nature, equally applicable to all subjects. That is why Ranganathan has suggested the application of a wall picture principle for facet sequence.
- ii) From the first edition, Colon Classification has been using the digit "9" as an empty or sectorizing digit. It was only later that empty digits (z, Z) from other species of digits, such as Roman smalls and Roman caps, were employed. This has given satisfaction to the law of impartiality, as a similar thing has been done for different species of digits that is, one digit was reserved as an empty digit in different species of digits.
- iii) In CC, from 1952 to 1963, different distinctive indicator digits were employed for personality, matter and energy facets. However, the same indicator digit was used for the space and time facets, which violated the spirit behind the law. It was in 1963 that Ranganathan decided to use distinctive symbols for space and time facets. This gave satisfaction to the law.

3.2.3 Law of Symmetry

The law prescribes (Prolegomena, p. 126), that of two entities or situation which admit of being regarded as symmetrical counterparts of each other, if one entity or situation is given weight in any particular context, the other entity or situation should also be given a corresponding weight.

Examples

- i) In CC, Ranganathan allocated greater ordinal value to Roman caps than Indo-Arabic numerals. Later Roman small letters were used to represent posteriorizing common isolates. These were given lesser ordinal value than Indo-Arabic numerals, which led to the satisfaction of the law of symmetry.
- ii) Ranganathan adopted digits 9, z and Z as empty digits for the extrapolation of isolates in an array. The law of symmetry suggested for a provision to interpolate isolates. The concept of emptying digits has enabled the interpolation of isolates in an array. This has given satisfaction to the law.
- iii) The provision of zones has provided for extrapolation at the end of an array. The law of symmetry also emphasized the making of a provision for extrapolation at

the beginning of an array. This became possible due to the use of digit '0' (zero) as an empty digit.

Normative Principles

3.2.4 Law of Parsimony

The law (Prolegomena, p. 127) directs that between two or more possible alternatives bearing on a particular phenomenon, the one leading to overall economy of manpower, material, money and time, considered together with proper weightage, is to be preferred. Overall economy in library classification can be achieved by making the class number as short as possible. The use of mixed notation, such as Roman caps and Arabic numerals, provided these are familiar to the users of a particular library can be helpful in reducing the load on the memory of those using class numbers. A faceted scheme consists of a set of schedules instead of a single schedule for all subjects in enumerative classification. Our experience shows that the length of schedules get reduced in the first one, thereby satisfying the law of parsimony.

Examples

Colon classification employs various devices to shorten the length of the schedule of an array such as chronological device, geographical device, subject device and so on). Dewey Decimal Classification and Universal Decimal Classification use the geographical device and the subject device to achieve the same results.

In case a collection is to be reclassified; the law of parsimony would suggest that only that part of the collection be classified which is known to be in much use, and also those documents which are returned by the users after being taken out by them from the collection.

In CC, the telescoping of array has been applied (as, for example, in botany). Telescoping of two consecutive arrays generally leads to the saving of one digit in the class number for the class of a later order. This has been done to satisfy the law of parsimony.

The law of parsimony should be applied carefully. Its application is restricted only to alternatives bearing on a particular phenomenon. In no case should it overlook the demands of the laws library science, or the canons of classification.

3.2.5 Law of Local Variation

The law of local variation says "that in any discipline and technique there should be provision for the users of them to secure, for strictly local use, results alternative to those for general use" (Prolegomena, p. 129). Therefore, the law directs towards the formation of special collections of documents separate from the general collection.

In case there are alternative schemes provided as part of a published scheme for classification, then a user of the scheme can choose one of the alternative and apply it permanently. However, such a scheme would not prove to be sound for a national bibliography or for international documentation. But provisions for a local collection to be given the first position in the sequence, and also for shorter class numbers for documents belonging to local collection, can be very useful. Such a scheme can be beneficial for a given library as well as for international documentation.

The word "local" should be interpreted broadly to refer to a geographical area, irrespective of the size such as European interests, interests of developing countries, Indian interests, Rajasthani interests and so on. One can go on to interests peculiar to a village or of a particular library. However, special interests are largely confined to the national level, except for local collections in local libraries.

NOTES

Library Classification

NOTES

Examples from DDC 18

In DDC 18, under 292-299, there is an instruction which says that "if it is desired to give local emphasis and a shorter number to a specific religion, place it first by use of a letter or other symbol, e.g., Hinduism 2HO (preceding 220), or 29H (preceding 291 or 292) (DDC 18, v. 2, p. 588).

Under 230-280 it reads : (if it is desired to give local emphasis and more and shorter numbers to a specific religion, e.g., Buddhism, it is optional to class it here and its sources in 220; in that case class Bible and Christianity in 298) (DDC 18, v. 2, p. 540). Under 810, it reads: "(If it is desired to give local emphasis and a shorter number to a specific literature, e.g., Afrikaans literature, it is optional to class it here; in that case class American literature in English in 820) " (DDC 18, v. 2, p. 1497). A note similar to the above is also available at 081-089.

Example from CC

In space isolates, digit 2 represents mother country. This leads to a shortening of the class numbers, as well as provides priority to documents concerned with the mother country. Digit 3 has been reserved for a favoured country. This digit is used to represent the locality (it may be a state, town or village etc.) of special interests, on which the library may want to set up a local collection. In the absence of a local collection, digit 3 is used to represent the favoured country (the country about which there are more documents in the library than other foreign countries).

The above usages of digits 2 and 3 will allow for local variation in most of the subjects, because space isolates occur in most of the subjects, as common isolates. It will considerably shorten the class numbers and also give priority to local collection on the shelf.

In CC6, the scheme allows for the use of the digit dash (-) for the favoured language of the library in the language facet of a class number (CC6, p. 1.54). This shortens the notation and documents belonging to the favoured language get priority over documents belonging to other language.

In CC6, R6, represents Indian philosophy and R7 stands for Greek philosophy. These places have been allotted to two systems because there is a considerable amount of literature on these. "But it is open to libraries, whose collections are different, to use "R6" and "R7" for such philosophical systems as are represented most in their collections" (CC6, p. 1.111). This allows for favoured treatment to philosophical systems of local interest.

In CC6, the dash (-) has been used as the favoured focus number. It is used to denote the language isolates (for example, the English language isolate) in the basic class literature. This is used for a library specializing in a given language (for example, the English languages).

A library may specialize in a given subject (such as microbiology). It would also process books on other subjects. In CC, it is possible to give priority to the documents of the subject of specialization (called favoured host class). This is done by replacing the class number for favoured host class by the digit 0 (zero), 0 (zero) is given an ordinal value less than a. This would enable the documents dealing with the subject of specialization and its sub-divisions to obtain priority in the arrangement on a shelf.

Examples from BC

In BC1, Y has been reserved for the favoured language. In BC2, at a number of places,

local varieties is possible. In education, it is possible to cite a country earlier than in the preferred order.

BC1 and BC2 go beyond the requirements for local variation prescribed by the principle. BC has provided alternatives.

BC1 has provided alternatives as given below

Alternative facet formula for basic classes are provided. For example, in class JS, two alternative class numbers have been given for "Faculty of ophthalmology in the New York Medical Centre". The number may be preferred on the basis of local requirement. Alternative class numbers are provided by omitting facets. For example, under numbers YHR, this treatment has been given to "Novels of the Bronte sisters".

Alternative numbers for certain main classes have been provided. For library science, these are 2 JV Z. For Religion, these are AJ K P Z.

Similar alternative class numbers have been provided in BC2 also.

In BC2, curriculum is demoted by two numbers - JK and JY.

Religion is denoted by two numbers - P and Z.

3.2.6 Law of Osmosis

The principle (Prolegomena, pp. 136-9) says that owing to the canon of context, a change in the catalogue code or the scheme of classification becomes essential then, from a particular date, the following work should be carried out:

- A. (i) Catalogue and classify all newly accessioned material according to new code and new scheme;
(ii) Re-catalogue and re-classify that old collection which is known to be in much use;
(iii) Re-catalogue and re-classify on return by readers, any book taken out by a reader from the old collection.
- B. Maintain two catalogues (old catalogue and new catalogue) and sequence on the shelf.
- C. Attention of readers should be directed by the reference librarian to the two sequences on a shelf and to two catalogues.

If a library decides to re-catalogue and re-classify the entire collection, then in most cases the cost would be enormous. Often, then necessary finance is made available for the purpose to the cost of active service of book funds. As the cost of re-cataloguing and re-classification can be very high, most of the libraries avoid it. However, the approach suggested by Ranganathan reduces the cost and makes it possible for most of the libraries to go in for re-cataloguing and re-classification, if found essential due to the direction from the canon of context.

The approach not only reduces the cost but is a practicable one, without affecting the service of the library thus satisfying the canon of context and the law of parsimony. The basis of the method is that the old documents, which are used rarely, need not be re-classified and re-catalogued. In the beginning, there would be a great deal of extra work to be done. Therefore, extra staff would be required in initial stage. But later on, the quantum of extra work would be reduced and become less and less. The active collection would be smaller as also its catalogue. The users would find it more convenient and helpful to use an active collection.

Normative Principles

NOTES

Library Classification

NOTES

3.3 SELF CHECK EXERCISES

1. What is meant by Symmetry?

The law prescribes that of two entities or situation which admit of being regarded as symmetrical counterparts of each other, if one entity or situation is given weight in any particular context, the other entity or situation should also be given a corresponding weight.

2. Discuss about the Osmosis.

The principle says that owing to the canon of context, a change in the catalogue code or the scheme of classification becomes essential then, from a particular date.

3. Briefly explain Importality.

The law directs that between two or more claimants (e.g., for the first position among two facets of a subject or the choice to be made among the needs of different categories of users) preference should be made only on sufficient grounds, and not arbitrarily.

3.4 MODEL QUESTIONS

1. Discuss the Normative Principles. In detailed
2. What are the S.R. Ranganathan's Normative Principles? Briefly explain.



STRUCTURE AND DEVELOPMENT OF SUBJECTS

Structure

- 4.0 Aims and Objectives
- 4.1 Introduction
- 4.2 Formation of Subjects
 - 4.2.1 Loose Assemblage
 - 4.2.2 Loose Assemblage 1
 - 4.2.3 Loose Assemblage 2
 - 4.2.4 Loose Assemblage 3
- 4.3 Fission
 - 4.3.1 Fission of Basic Subjects
 - 4.3.2 Fission of Isolate Ideas
 - 4.3.3 Dissection
 - 4.3.4 Denudation
- 4.4 Fusion
- 4.5 Distillation
- 4.6 Agglomeration
- 4.7 Cluster
- 4.8 Stages of Development of Interdisciplinary Subjects
 - 4.8.1 Structure
 - 4.8.2 Dichotomy
 - 4.8.3 Living Organisms
- 4.9 Decachotomy
- 4.10 Polychotomy
- 4.11 Proliferation
- 4.12 Summary
- 4.13 Self Check Exercises
- 4.14 Model Questions
- 4.15 Suggested Readings

NOTES

4.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the importance of the formation of subjects.
- Explain the stages of developments of Interdisciplinary Subjects.
- Understand the different types of formation of Subjects.

4.1 INTRODUCTION

A classifier/classificationist/documentalist/information scientist is essentially concerned with formation, structure, development and the classification of ideas embodied in documents. When ideas get organized or systematized in the form of a body of ideas, a subject is formed. We shall confine ourselves to a study of the universe of subjects, and not of the universe of knowledge. The universe of knowledge is the concern of philosophers.

In order to design and develop the schemes of classification along proper lines, it is essential to make a systematic study of the attributes regarding the formation, structure and development of the universe of subjects.

The study of modes of formation and the structure of subjects in the universe of subjects, as well as of the isolate ideas in the universe of isolate ideas, will serve as a preliminary to the theory of freely-faceted classification. Such a study has led to the development of a typology of relations, which has proved useful for designing schemes for classification.

It has been found that the application of General Systems Theory to the study of structure and the development of the universe of subjects, give useful results. This methodology has enabled the prediction and understanding of various kinds of interrelations between subjects and their components. The other advantage of this methodology is that it has been found useful in teaching and learning the subject of study.

4.2 FORMATION OF SUBJECTS

A variety of relations are possible between any two components of a subject. These relations can be formalized into a set of relations leading to a typology of relations. Any typology of relations is based on the deductions drawn by classificationists, specialists, philosophers and so on. It may be emphasized that the search for a typology of relations is essential for developing a scheme for library classification. Different specialists have recognized different types of relations between the components of a subject, or the modes of subject formation in the universe of subjects. Here, we shall deal with the typology of relations developed by Ranganathan had his school of thought.

In 1950, Ranganathan put forward the view point that subjects in the universe of knowledge can be formed by means of four modes of formation: these are loose assemblage, lamination, dissection and denudation.

The following are the modes of formation of subjects and isolates or relations between the components of a subject :

- 1) Loose assemblage
- 2) Lamination

- 3) Fission
- 4) Fussion
- 5) Distillation
- 6) Agglomeration and
- 7) Cluster

The above modes represent various kind of relations which lead to the formation of subjects in the universe of knowledge. We can also have all possible combinations of these modes.

Note: The definitions relating to the formation of subjects have been taken from the article by M.A.Gopinath and S. Seetharama.

4.2.1 Loose Assemblage-1

In this mode of formation, "two or more subjects simple or compound are studied in their mutual relation".

Such a relation is called "Inter-Subject Phase Relation" and gives rise to a complex subject. The stage of the taking place of this relationship is considered an initial stage in the evolution of a hybrid discription or other types of inter-disciplinary subjects.

The phase relations taken under this mode of formation are :

- i) General relations
- ii) Bias
- iii) Comparison
- iv) Difference
- v) Influence and
- vi) Tool (one subject may be used as a tool for studying another subject).

Examples

- i) The relation of Mathematics to Biology.
The General relation between Political science and History.
- ii) Physics biased to Biology.
Psychology for doctors.
- iii) Physics compared with Chemistry.
Anthropology compared with Sociology.
- iv) The difference between wave function and wave mechanics.
The difference between Physics and Chemistry.
- v) The influence of Physics on Biology.
The influence of Sociology on Law.
- vi) The application of Statistics to the study of Library Science.
The application of Statistics to the study of Economics.
The application of Physics to Chemistry.

4.2.2 Loose Assemblage - 2

In this mode of formation, "two or more isolates from one and the same schedule are brought into mutual relations".

Such a relation is called "inter-subject phase relation" and gives rise to a com-

NOTES

Library Classification

NOTES

plex subject. The stage of the taking place of this relationship is considered an initial stage in the evolution of a hybrid discretion or other types of inter-disciplinary subjects.

The phase relations taken under this mode of formation are :

- i) General relation
- ii) Bias
- iii) Comparison
- iv) Difference
- v) Influence and
- vi) Tool

Examples

General

- i) The relation between Mathematics and Biology.
The general relation between Political science and History.

Bias

- ii) Physics for Biology.
Psychology for Doctors.

Comparison

- iii) Physics compared with chemistry
Anthropology compared with sociology.

Difference

- iv) Difference between wave function and wave mechanics.
Difference between Physics and Chemistry.

Influence

- v) Influence of Physics on Biology.
Influence of Sociology on Law.

Tool

- vi) Application of statistics in the study of Library Science.
Application of statistics in the study of Economics.
Application of physics in Chemistry.

4.2.3 Loose Assemblage-2

In this mode of formation, "Two or more isolates from one and the same schedule are brought into mutual relation". Such a relation is called the "Intra-Schedule Phase Relation". It gives rise to a complex isolate (kind 1).

The relations may be any one of the kinds given under Loose Assemblage 1.

The phase relations taken under this mode of formation are :

- i) General relation
- ii) Bias
- iii) Comparison
- iv) Difference
- v) Influence and

vi) Tool

Structure and Development of Subjects

Examples

- i) The relation between Jainism and Hinduism.
The relation between human Physiology and disease.
- ii) Commonwealth preference in India's commerce.
Bias of Bernard Shaw to Shakespeare.
- iii) The comparison between Hinduism and Buddhism.
The comparison between Shakespeare and Bernard Shaw.
- iv) The difference between Hinduism and Buddhism.
The difference between human Physiology and disease.
- v) Sikhism influenced by Hinduism.
The influence of human Physiology on disease.

4.2.4 Loose Assemblage-3

In this mode of formation, "Two or more isolates taken from one and the same array of order higher than 1 in one and the same schedule are brought into mutual relations". Such a relation is called the "Intra-Array Phase Relation" and gives rise to a complex isolate of Kind 2.

Such phase relations taken under this mode of formation are.

- i) General
- ii) Bias
- iii) Comparison
- iv) Difference
- v) Influence and
- vi) Tool

Example

- i) The relation between city residents and rural residents.
The relation between UDC and DDC.
- ii) The bias of rural residents towards city residents.
The bias of UDC towards DDC.
- iii) Comparative study of rural and urban societies
Comparative study of classification and cataloguing
- iv) The difference between rural folk and city folk.
The difference between CC and DDC.
- v) The influence of city folk on rural folk.
The influence of CC and DDC.

Lamination 1

In this form of mode, "One or more isolate (1) facets are combined with a basic subject (BS)"

This mode gives rise to a compound subject.

NOTES

Library Classification

NOTES

Examples

- i) Sociology (BS) city (I) poverty (I)
- ii) History (BS) India (I) constitution (I)
- iii) Botany (BS) morphology (I)
- iv) Economics (BS) public finance (I) production (I)

Note: (BS) is a basic subject. (I) is an isolate.

Lamination 2

In this form of mode, either (1). "Two or more species of basic subjects going with the same primary basic subjects are compounded over one another, giving rise to a compound basic subject", or (2). "Two or more isolates from the same schedule of isolates are compounded, giving rise to the compound isolates".

Example

- i) Study of radiation according to wave mechanics, Here, the subject is a compound basic subject got by the combination of the basic subject "radiation physics" with the basic subject "wave mechanics".
- ii) Magnetism in quantum physics (similar to example (i)).
- iii) Urban youths (here the subject is a compound basic subject got by combination of isolate idea youths" over the idea "urban".
- iv) Arteries of arms (similar to example (iii)).

4.3 FISSION

In this form of mode, "a basic subject or an isolate is split into subdivisions". Subject specialists refer to such a process as "fragmentation".

4.3.1 Fission of Basic Subjects

The primary subject "philosophy" may be fissioned into the following secondary basic subject: logic, epistemology, metaphysics, ethics and aesthetics.

4.3.2 Fission of Isolate Ideas

The fission of an isolate idea may be achieved in the following ways ;

- i) As an array division, or ii) As the combination of a principal isolate and speciator.

Examples

- i) Fissioning of the isolate idea "Asia" gives us array divisions such as Iran, India, Nepal, Afghanistan and soon.
- ii) "Bicycle Hind Brand" is the combination of "bicycle" (principal isolate) and "Hind Brand" is a speciator.

4.3.3 Dissection

"This term is used to denote fission when we consider the array of divisions of an isolate or of a basic subject resulting from fission".

4.3.4 Denudation

"This term is used to denote fission when we consider one and only subdivision of an isolate or of a basic subject resulting from fission".

4.4 FUSION

In this form of mode "two or more primary basic subjects are fused together in such a way that each of them loses its individuality with respect to the schedule of isolates needed to form the compound subject going with it". This gives rise to a new primary basic subject.

Examples

1. Biochemistry. (Biochemistry is a primary basic subject achieved by the fusion of "Biology" and "Chemistry").
2. Astrophysics. (Primary basic subject derived by the fusion of Astronomy and Physics).
3. Medical jurisprudence. (Primary basic subject achieved by the fusion of Medicine and Law).
4. Educational psychology. (Primary basic subject achieved by the fusion of Education and Psychology).
5. Geopolitics. (Primary basic subject achieved by the fusion of Geography and Political science).

4.5 DISTILLATION

In this form of mode, a pure discipline is evolved as primary basic subject from its appearance-in-action in diverse compound subjects going with either different basic subjects or one of the same basic subject.

Distillation gives rise to primary basic subjects.

Example

1. Management science
2. Research methodology
3. Statistical analysis
4. Astronomy
5. Microbiology.

4.6 AGGLOMERATION

"Agglomeration is the process of the collecting together of entities into large masses without cohesion among the components". Earlier, this was referred to as partial comprehension. An agglomerate can be a basic subject, or it can also be an isolate idea. Agglomeration may be made up of consecutive constituents or even non-consecutive constituents.

Example

1. Agglomerate of Kind 1

Natural Sciences
Physical Sciences
Biological Sciences

NOTES

Library Classification

2. Agglomerate of Kind 2

Geology and Geography

History and Economics.

NOTES

4.7 CLUSTER

Sometimes, together all possible information about a "phenomenon" or "entity", may require the attention of several specialists from different disciplines. This kind of research may involve interdisciplinary or multidisciplinary research. For the sake of convenience, the preliminary results and data obtained in the work falling in different subject fields involved in the study of a phenomenon or an entity are brought together in a document and treated disjunctively, that is without any substantial integral treatment. The document in which the preliminary results are brought together just as collection, taken as a whole presents a subject-field in which there is core entity of study with inputs or viewpoints or work in it coming from specialists in subjects going with diverse basic subjects". This is explained as clustering around a model idea. Thus, in the cluster form of mode, "several specialized studies on a particular phenomenon or an entity are gathered together into a field of study".

Examples

1. Area study (geographical area forms the focus of cluster)
 - Indology (Indian studies)
 - Nipponology (Japanese studies)
 - Orientalia (Asia studies)
 - Occidentalia (European studies)
2. Generalia person study (multifaceted personality forms the focus of cluster)
 - Gandhiana (Mahatma Gandhi is the focus of cluster)
3. Entity or phenomenon (entity or phenomenon of study forms the focus of cluster)
 - Soil science (soil is the focus of cluster)
 - Surface science (surface is the focus of cluster of specialized studies)
 - Space science (Space is the focus of cluster)
 - Ocean science (Ocean is the focus of cluster)

4.8 STAGES OF DEVELOPMENT OF INTERDISCIPLINARY SUBJECTS

The chart given below indicates the stages of development of interdisciplinary subjects

Stage	- Mode of formation	- Resulting Subject
First	- Loose assemblage	- Subjects involved are complex subjects
Second	- Lamination	- Compound subjects
Third	- Fusion or distillation or cluster	- Basic subjects

It may be added that the typology of relations postulated by Ranganathan is helpful in determining the stage of development of a subject.

4.8.1 Structure

Structure and Development of Subjects

The mode of formation of a subject affects structure. The various kinds of structures have been described as follows:

4.8.2 Dichotomy

"Dichotomy" refers to a division into two. This is also referred to as binary classification. "Tree of porphyry" is a schematic representation of dichotomy. Here, in the first stage, two divisions take place. In the second stage, two sub-divisions of each division are obtained. In this manner, the process of division may be continued. We are thus able to get "tree of porphyry".

Early man must have found the use of dichotomy sufficient for his requirements. Immanuel Kant gave a dichotomous picture of the entire universe of subjects. However, dichotomy is insufficient for designing a scheme for designing a scheme for classification for the existing universe of subjects.

It has been used in rare instances successfully; one such example is given as follows :

4.8.3 Living Organisms

Plants	Animals
Non-flowering	Flowering
Vertebrates	Invertebrates

The above process of dichotomy can be continued further.

NOTES

4.9 DECACHOTOMY

Decachotomy refers to a division into ten. When Melvil Dewey appeared on the scene, dichotomy was in much use in the form of the tree of porphyry. However, Dewey divided the field of knowledge into nine main classes, and tenth class was formed for general documents not belonging to any of the main classes. This process of division into ten at each stage is continued till as many sub-sections as are required have been obtained. From the point of the nature of growth and the development of knowledge, it is unrealistic to bind the universe of subjects to a decachotomy, because it grows in different directions and at different stages.

4.10 POLYCHOTOMY

Polychotomy refers to a division into many. We have already seen that decachotomy is arbitrary in nature, being satisfactory to a limited extent.

In 1893 C.A.Cutter, in *Expansive classification*, introduced polychotomy in a limited way by stipulating the number of divisions (at each stage of division) to be 24. However, by the middle of twentieth century, this restriction to 24 was found to be an impediment; the lesson is that the number of divisions to be incorporated at a given stage of division should not be predetermined.

The existing universe of subjects is "a turbulent evergrowing dynamic continuum" (Prolegomena, p. 363). Therefore, colon classification (6th edition) has provided for more than a thousand divisions at any stage. This provision has been increased further in CC7.

Library Classification

NOTES

4.11 PROLIFERATION

According to Ranganathan, "Various are the ways in which the universe of subjects going with a basic subject can get proliferated. For, a complex subject in that universe may be formed by attaching some other basic subject as a phase. And, a compound subject may be formed by attaching one or more isolate ideas to the basic subject. And various are the ways in which such isolate ideas can themselves proliferate". (Prolegomena, p. 364).

We can well imagine the tremendous unlimited proliferation that is taking place in the universe of subjects. This is creating an increasing number of problems for the designers of schemes for classification.

Research in Parallel

A study of the history of mankind indicates that till recent times population and social pressures were rather low. As a result, there was hardly any incentive for pursuing an organized or cooperative development of the universe of subjects. There was a lack of communication of ideas. A researcher carrying out research in one part of the world did not know about what was being done elsewhere. There was a great deal of secrecy about research. Sometimes, a researcher did not communicate his findings to anyone else. In other words, parallel research was being carried out in various part of the world. Because of this, the same findings were achieved at different places by different researchers, thus causing a great deal of wastage of research potential. There was often a large time gap between research findings and their application. As a result of these factors, the universe of subjects was developing at an extremely slow pace.

Relay Research

During recent decades, population pressures have attained an all-time high. There has also been a great spread of democracy. Consequently, there are social pressure to satisfy the minimum needs of individuals in a democracy. This has further led to the desire for higher standards of living. Population and social pressures have led to a conscious and organized effort towards the development of the universe of subjects. "As a result, the involuntary work of the stray genius is supplemented by the work of a hierarchy of persons of successive removes in the intellectual scale. With each man of genius is associated, directly or indirectly, an army of persons drawn from various intellectual strata to complete the task by large volume of developmental research and pedestrian work" (Prolegomena, p.371).

Research conducted by individuals working in isolation leads to the wastage of research potential. Therefore, this has been replaced by relay-research. "In spite of political barriers, except in the sector of Defence Science, there is now a tendency to allow research grid pertaining to any subject to extend over the whole world" (Prolegomens, p. 371). In addition, the means of communication of ideas have improve a great deal. Latest methods and techniques of the storing and retrieval of information have made it possible to achieve a prompt communication of new ideas. Thereby, the time gap between reserch findings and their application has been reduced to a great extent. Due to the availability of organized sources of information and the application of information technology, it has become possible to avoid duplication of research. Of course, due to the explosion of knowledge, it has become more and more difficult for a researcher to be able to keep himself up-to-date and well informed in his field of specialization.

Relay research had a tremendous effect on the formation of new subjects. "In the past, at long intervals, the work of a powerful genius used to throw it into a state of turbulence. But the state of turbulence gave place to throw it into a state of turbulence. But the state of turbulence gave place to one of placidity in a fairly short time and during the intervening long periods the universe of subjects was mostly static. But, at present, organized relay research in producing a continuous cascade of new micro subjects, each stimulating another in succession in every area of subjects" (prolegomena, p. 373). The continuous cascade has made the universe of subjects a growing and deepening continuum. That is why we say that the universe of subjects has acquired a dynamic continuum.

Structure and Development of Subjects

NOTES

4.12 SUMMARY

Any typology of relations is based on the deductions drawn by classificationists, specialists, philosophers and so on. It may be emphasized that the search for a typology of relations is essential for developing a scheme for library classification. Different specialists have recognized different types of relations between the components of a subject, or the modes of subject formation in the universe of subjects.

4.13 SELF CHECK EXERCISES

1. What is meant by Formation of Subjects?

It may be emphasized that the search for a typology of relations is essential for developing a scheme for library classification. Different specialists have recognized different types of relations between the components of a subject, or the modes of subject formation in the universe of subjects.

2. What is meant by Fussion?

Fussion means "two or more primary basic subjects are fused together in such a way that each of them loses its individuality with respect to the schedule of isolates needed to form the compound subject going with it". This gives rise to a new primary basic subject.

4.14 MODEL QUESTIONS

1. Explain in detail the formation of the subjects?
2. What is meant by algorithm?
3. Discuss in detailed about the diffent types of phase relations.

4.15 SUGGESTED READINGS

1. M.A. Gopinath and S. Seetharama, "Interdisciplinary subjects and their classification" In Third International Study Conference on Classification Research (Bombay) (1975), Ordering Systems for global information networks: Proceedings, Bangalore, FID/CR 1979.
2. S.R.Ranganathan, Prolegomena to Library Classification, 3rd edn., Bombay, Asia Publishing House, 1967.

Library Classification

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SPECIES OF CLASSIFICATION SCHEMES

Structure

- 5.0 Aims and Objectives
- 5.1 Introduction
- 5.2 Purely Enumerative Classification
 - 5.2.1 Library of Congress Classification (LC)
 - 5.2.2 Rider's International Classification (RIC)
- 5.3 Almost Enumerative Classification
 - 5.3.1 Dewey Decimal Classification (DDC)
 - 5.3.2 Subject Classification
- 5.4 Almost Faceted Classification
 - 5.4.1 Universal Decimal Classification (UDC)
 - 5.4.2 Bibliographic Classification
- 5.5 Rigidly Faceted Classification
- 5.6 Almost Freely Faceted Classification
- 5.7 Freely Faceted Classification
- 5.8 Summary
- 5.9 Self Check Exercises
- 5.10 Model Questions
- 5.11 Suggested Readings

5.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- Understand about the Species of Classification Schemes.
- Know the various species of Classification Schemes.

5.1 INTRODUCTION

Today, a large variety of schemes are available for the classification of subjects. It would be useful to categorize these on the basis of their characteristics. For the purpose of classifying documents in the library, a number of schemes with different structures of universe of knowledge are available. It will be interesting to study the differences found in each of them, and group those having some resemblance into one

Library Classification

NOTES

kind (or species). All the schemes of classification that have been developed so far, can be grouped into six kinds and are listed below according to their evolutionary sequence.

1. Purely enumerative classification
2. Almost enumerative classification
3. Almost faceted classification
4. Rigidly faceted classification
5. Almost freely faceted classification
6. Freely faceted classification.

5.2 PURELY ENUMERATIVE CLASSIFICATION

An enumerative scheme for classification consists essentially of a single schedule enumerating all subjects of the past, the present, and the anticipatable future. The word “enumerate” means “to list”. Therefore, an enumerative classification lists all the subjects in the schedule. According to Ranganathan “An Enumerative scheme for classification consists essentially of a single schedule enumerating all subjects of the past, the present and anticipatable future.” When a scheme tries to list all the subjects of past, present and future with no provision of synthesis of numbers, the schedules will naturally have to be longer. Such schemes generally resort to leaving certain gaps in between the consecutive numbers to accommodate the new subjects. But, such gaps may soon be choked up, thus making the scheme incapable of receiving other new comers. It is also possible that a new subject may not find any precreated gap at all. In such circumstances, each new subject may not be placed in its filiatory position among the existing subjects.

5.2.1 Library of Congress Classification (LC)

LC is a good example of purely enumerative scheme, as it not only lists all possible type of subjects of past, present and future, but also does not provide independent schedules of common isolates, or even of geographical isolates. Therefore, the whole scheme consists of more than 31 volumes. A classifier, therefore, feels difficulty in consulting the schedules and in fishing out the class number of a subject. Gaps have been left occasionally to accommodate new subjects. Notation consists of Indo–Arabic numerals and roman capitals. The class numbers are monolithic.

5.2.2 Rider’s International Classification (RIC)

In this scheme, all the basic subjects as well as the compound subjects are enumerated in a single schedule. No separate schedules for common isolates, or geographical isolates, are given. The schedule, is short, consists of 922 pages, and lists about 18,000 subjects. A natural outcome of the short schedules is giving one and the same class number for several subjects, thus causing chaos. All the class numbers are three digitd.

5.3 ALMOST ENUMERATIVE CLASSIFICATION

An almost enumerative scheme for classification consist of a large schedule enumerating most of the subjects of the past, the present, and the anticipatable future, and in addition a few schedules of common isolates.

This type of scheme enumerates most of the subjects of past, present and future. In addition, it has a few schedules of common isolates, which can be used to construct class numbers for more compound subjects. The schedule of such scheme is

always lengthy, because it lists lie basic subjects, and also the compound subjects. Although such schemes have a provision for the construction of class numbers of some compound subjects not enumerated in the schedule, yet the scheme cannot keep pace with the growing universe of subjects. The class numbers consist of digits in a single block.

5.3.1 Dewey Decimal Classification (DDC)

DDC is a good example of almost enumerative classification. It has a large schedule of enumerated subjects. The provision of table for standard subdivisions, and an area table has shortened the schedule to a great extent because quite a large numbers of class numbers for compound subjects can be constructed by the help of the schedule, and the two tables.

Besides, DDC has a provision of 'Add to' device which helps in the construction of class numbers for lots of compound subjects. The two provisions enable DDC to accommodate the newly emerging compound subjects significantly. But still, the scheme (unlike CC) is not fully equipped to meet the challenge of evergrowing number of subject.

DDC class number consists of Indo-Arabic numerals written closely in a single block. However, after three digits a dot is provided in the class numbers to give relief to the eye.

5.3.2 Subject Classification

Subject classification consists of a main schedule and a categorical table. The main schedule lists the subjects most of them are compound subjects. The categorical table lists the isolates which can be combined with the subjects enumerated in the main schedule to give the class numbers of many more compound subjects. However, one schedule of isolate is not adequate to meet the requirements of the growing universe of subjects.

5.4 ALMOST FACETED CLASSIFICATION

"An almost faceted scheme for classification consists of a large "schedule enumerating most of the subjects of the past, the present and the anticipatable future, and in addition, a few schedules of common isolates and also some schedules of special isolates."

In such a scheme, the schedule of subjects is generally lengthy as it lists not only basic subjects, but also compound subjects. The class numbers for many compound subjects can be constructed by using the common isolates and also by special isolates given for the purpose.

In such compound subjects, different types of connecting digits are used. Therefore, the class number is divided into many blocks and is polythitic.

5.4.1 Universal Decimal Classification (UDC)

UDC is a good example of almost faceted classification. It has a fairly large schedule, in which basic subjects, as well as compound subjects, are enumerated. Besides, a number of tables of common isolates or common auxiliaries, as they are called, are also given. The important and mostly used auxiliaries are that of time, place, form and point of view. In addition to this, it gives schedules of special isolates for use in compound subjects going with certain enumerated subjects.

By its colon device (:), it is possible to combine any two numbers enumerated in the schedule in such a way that the two appear as two different facets. This device enables UDC to meet the pressure of dynamic universe of subjects. The use of colon

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NOTES

and other connecting digits used in the formation of class numbers for compound subjects makes UDC numbers polythitic.

5.4.2 Bibliographic Classification

Another example of almost faceted classification, is the bibliographic classification. It has a general table enumerating basic and compound subjects, few schedules of common isolates, and quite a large number of tables for special isolates. Synthesis of numbers from different tables is possible, as in case of UDC. The scheme, therefore, is more or less as flexible to accommodate new subjects as UDC.

5.5 RIGIDLY FACETED CLASSIFICATION

In a rigidly faceted scheme for classification, the facets and their sequence are predetermined for all the subjects, going with a basic class. This means that a facet formula is provided for each basic class. This amounts to predetermining the special isolate facets, which should be used compulsorily in compound subjects going along with the basic class. This brings in rigidly.

Colon Classification version 1, i.e., Edition 1(1933) to Edition 3 (1950) is an example of rigidly faceted classification. It consists of short schedules of basic subjects, a few common isolates, and a large number of special isolates listed under different BS. Compound subjects are not listed at all in any type of faceted classification scheme. In the rigidly faceted classification, each basic class has a facet formula, which is to be strictly followed in coining the class numbers of compound subjects. Thus, the facet formula predetermines the facets, and their sequences for all the subjects going with a basic class. IT is for this reason that version 1 of CC is fully faceted, but severely rigid. One of the disadvantages of rigid facet formula is the cluttering of digits.

5.6 ALMOST FREELY FACETED CLASSIFICATION

Colon classification version 2, i.e., from Edition 4 (1952) to reprint of Edition 6 with annexure (1963) is an example of almost freely faceted scheme. The severe rigidity in the number, and the sequence of facets in a compound subject is greatly reduced by various indicator digits for different kinds of facets and the concepts of rounds and levels. But some sort of rigidity was still present with regard to the levels of facets within a round. It is for this reason, that the scheme is called an almost freely faceted scheme.

5.7 FREELY FACETED CLASSIFICATION

Colon classification version 3, i.e., 7th edition (1987), is called freely faceted scheme. In this scheme, the rigidity in the number of levels of facets and of their sequence within a round which was present in CC 6, has been nearly removed. Further, rigidity is broken by recognizing that facets belong to compound subjects, and not to basic subjects. Therefore, the facets of all compound subjects cannot be predetermined, as in case of earlier versions. Thus, version 3 of CC is a freely faceted classification. In this type of scheme, facets occurring in a compound subject are found out by 'facet analysis' of that subject. The postulates and principles for 'facet sequence' are then applied to arrange different facets in an appropriate sequence. Each of the Kernal terms is replaced by a facet term, which, in turn, is replaced by facet number. The class number is finally synthesised with the aid of appropriate connecting digits. "Thus, each compound subject determines its own facets, i.e., facet ideas, facet terms, facet numbers, and class numbers. It also determines its own facet sequence. There is nothing rigid either in the number, or in the succession of facets. Everything is free, and that is why the scheme is called

freely faceted classification.”

As the facets of a compound subject in a freely faceted classification are first analysed, and then synthesised, by using certain postulates and principles, another name given to this type of classification, is ‘Analytico-synthetic classification’ guided by postulates and principles.

According to Ranganathan “the term ‘Analytico synthetic scheme’ is a generic term to denote any scheme in which a compound subject is first analysed into its facets in the idea plane, and later synthesised in the verbal plane and in the notational place, respectively.” All the editions of CC are fully analytico-synthetic. UDC has a slight touch of analytico-synthetic quality. It can be seen that the quality of a scheme being faceted implies its being analytico-synthetic.

The version 3 of CC edition 7 (1987) has incorporated all the findings of the Dynamic Theory of Classification and, as a result, has become a freely faceted classification scheme. In this scheme, it is possible for the notational place to place in a helpful sequence any new main subject, or non-main basic subject, simple or compound, and any isolate, simple or compound, in any facet as determined by the idea plane. With the result, new compound subjects will be most appropriately placed in a helpful sequence amongst the already existing compound subjects, as determined by the idea plane. Additional foci will have to be added to the schedule from time to time, as and when demanded by the newly emerging subjects. At times, a new schedule of isolates may have to be developed. The Dynamic Theory, the very basis of freely faceted classification, is fully equipped to effect any additions anywhere in the schedules. This can be achieved not only be a classificationist at the time of designing and updating the scheme, but also by a classifier cum classificationist. For the above reasons, it is now believed that version 3 of CC will not get out model b the accelerated proliferations in the universe of subjects for a period much longer than the earlier versions of CC.

5.8 SUMMARY

Ever since a systematic subject arrangement was envisaged, the classificationists faced the problem of growing universe of subjects, by accommodating a newly emerging subject amongst the already existing subjects in a helpful sequence, without disturbing the infrastructure of the scheme concerned. The History of Library classification reveals that the enumerative schemes of classification were the first to emerge. Since then the classificationists continued their stride to solve the above mentioned problem until the freely faceted classification was developed. The bottle-necks present in earlier forms were removed in the later ones.

5.9 SELF CHECK EXERCISES

1. Explain about the Purely Enumerative Classification Scheme.

An enumerative scheme for classification consists essentially of a single schedule enumerating all subjects of the past, the present, and the anticipatable future.

The word “enumerate” means “to list”. Therefore, an enumerative classification lists all the subjects in the schedule. According to Ranganathan “An Enumerative scheme for classification consists essentially of a single schedule enumerating all subjects of the past, the present and anticipatable future.”

2. Describe the almost Faceted Classification Scheme.

An almost enumerative scheme for classification consist of a large schedule enumerating most of the subjects of the past, the present, and the anticipatable future, and in addition

Species of Classification Schemes

NOTES

Library Classification

a few schedules of common isolates. This type of scheme enumerates most of the subjects of past, present and future. In addition, it has a few schedules of common isolates, which can be used to construct class numbers for more compound subjects.

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5.10 MODEL QUESTIONS

1. Explain the Species of Classification Schemes.
2. Describe the Colon Classification as Rigidly Faceted Classification.

5.11 SUGGESTED READINGS

1. Ranganathan, S.R., Prolegomena to Library Classification, 3rd edn., Asia, Bobay, 1967.
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UNIT 6

CLASSIFIATION SCHEMES

Structure

- 6.0 Aims and Objectives
- 6.1 Introduction
- 6.2 Dewey Decimal Classification (Edition 19)
 - 6.2.1 DDC – Its Editions
 - 6.2.2 DDC and Relative Index - 19th Edition
 - 6.2.3 Characteristics of 19th edition
 - 6.2.4 Structure of DDC (19th Edition)
 - 6.2.5 Volume - 1 : Introduction and Tables
 - 6.2.6 Volume - 2 Schedules (000 to 999)
 - 6.2.7 Volume - 3 : Index
 - 6.2.8 DDC – 20 Edition (1989)
 - 6.2.9 DDC – 22 Edition (2003)
- 6.3 Universal Decimal Classification (UDC)
 - 6.3.1 Principle : The Principle underlying the UDC are
 - 6.3.2 Special Auxiliaries
 - 6.3.3 Common Auxiliaries
 - 6.3.4 Notation
 - 6.3.5 Index
- 6.4 Colon Classification (CC)
 - 6.4.1 Basic Principles in Colon Classification
 - 6.4.2 Features of Colon Classification
- 6.5 Summary
- 6.6 Self Check Exercises
- 6.7 Model Questions
- 6.8 Suggested Readings

6.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- Explain the origin, growth and development of major classification schemes for classifying the books/documents or universe of knowledge.
- Understand the nature and importance of major classification schemes such as,

Library Classification

DDC, UDC and CC.

- Explain about the features of DDC, UDC and CC Classification Schemes.

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6.1 INTRODUCTION

Generally, it is accepted that DDC, UDC and CC are the major general schemes of classification. This lesson provides an introduction to these schemes, the aim being to provide an overview, so that the reader should have a broad idea about the schemes before he goes into their detailed study.

A major objective of libraries is to see that optimum use is made of their collection by leading each reader as directly as possible to the material he/she needs. As an aid to the achievement of this purpose nearly all libraries find it helpful, indeed necessity to apply subject control to their books and other materials. One such form is classification.

Individual librarian may develop his/her own system of subject classification for the collection for which he/she is responsible, catering to the special needs of its users. In the past many librarians did this.

But, the development of an integrated plan that will provide systematically for the hundred of thousands of subjects with which works may deal in the age of rapidly increasing knowledge has become highly complex. It requires the intense efforts of specialists in librarianship, in subject classification and in many disciplines which compromises the world of information and learning, for reasons librarians have generally found advantageous to follow one of the already existing book classification system.

6.2 DEWEY DECIMAL CLASSIFICATION(EDITION-19)

Melvil Louis Kossuth Dewey a name which in his passion for time saving shorthand he reduced in due time to Melvil Dewey. He was born in Adams Centre New York, on December 10th, 1851. As a son of a small storekeeper, he came to librarianship through a Spartan process of self education, a few years of teaching followed by higher studies of Onedia Seminary, Alfred University and finally at Amherst College from where he graduated in 1874 and became Assistant college Librarian. Later became the acting Librarian. There he felt that there was an urgent need to reorganise the library the method of shelf arrangement of books that was in use at that time involved frequent shifting of books and money due to duplication of work and continuous reclassification. Dewey then decided to develop a simple scheme for classification that does not necessitate constant change of self arrangement and which would be suitable for use throughout the world. For that he surveyed fifty libraries in New York and New England regarding the schemes for Library Classification being used there. Once when he was attending a sermon in a church, he suddenly got the idea of using the Arabic Numerals as decimal numbers for accommodating the Universe of subjects in his scheme.

Work

Dewey was a pioneer of American librarianship and an influential factor in the development of libraries in America in the beginning of the 20th century. He is best known for the decimal classification system that is used in most public and school libraries. But the decimal system was just one of a long list of innovations. Among them was the idea of the state library as controller of school and public library services within a state. Dewey is also known for the creation of hanging vertical files, which first introduced at the Columbian Exposition of 1893 in Chicago. In Boston, Massachusetts,

he founded the Library Bureau, a private company “for the definite purpose of furnishing libraries with equipment and supplies of unvarying correctness and reliability.”

Classification Schemes

Dewey Decimal Classification

Immediately after receiving his undergraduate degree he was hired to manage Amherst’s library and reclassify its collections. Dewey worked out a new scheme that superimposed a system of decimal numbers on a structure of knowledge first outlined by Sir Francis Bacon.

Dewey copyrighted the system in 1876. This system has proved to be enormously influential; though many American libraries have since adopted the classification scheme of the Library of Congress, Dewey’s system remains in widespread use.

American Library Association

In 1877 Dewey moved to Boston, where he founded and became editor of The Library Journal, which became an influential factor in the development of libraries in America, and in the reform of their administration. He was also one of the founders of the American Library Association, of which he was secretary from 1876 to 1891, and president in 1891 and 1893.

School of Library Economy

Interior of the New York State Library, late 19th century. In 1883 Dewey became librarian of Columbia College, and in the following year founded there the School of Library Economy, the first institution for the instruction of librarians ever organized. This school, which was very successful, was removed to Albany in 1890, where it was re-established as the State Library School under his direction.

During the period from 1888 to 1906 Dewey was also director of the New York State Library, and until 1900 he was secretary of the University of the State of New York as well. In that function he completely reorganized the state library, making it one of the most efficient in America, as well as established the system of state travelling libraries and picture collections. In 1885, he founded the New York Library Club there.

In 1876 Dewey's work on Classification was published anonymously under the title "A Classification and subject index, for cataloguing and arranging the books and pamphlets of a library".

This work consisted of 42 pages with an introduction of about 12 pages, the schedules consisting of 12 page enumerating about 100 sub-divisions and the remaining 18 pages denoted to the alphabetical index.

Thoughts were fulfilled by establishing American Library Association in 1876 and starting "American Library Journal".

6.2.1 DDC - ITS Editions

The second edition was brought out in 1885 under the title 'Decimal Classification and Relative Index'. It contained summaries in 12 pages schedules or sub-divisions in 178 pages and a relative index in 80 pages. It provided three ancillary tables, cross reference and definitions standard sub-division, divide like instruction etc.

In Edition 1 to 14 the scheme was developed considerably adding new facets of subjects. As a result the 14th edition consisting of 1045 pages of schedules Index in 73 pages, and auxiliary talks in 17 pages.

In 1951 the 15th edition of DC was prepared under the editorship of Milton J. Fergusson. It was regarded as a standard edition due to the following features.

a) Extensive of class number construction procedure:

NOTES

Library Classification

NOTES

- b) Full definition with clear instruction along with a table of change of terminology:
- c) Further expansion of many schedules :
- d) Reduction of size of the scheme from 31,364 entries to 4,688 entries.

However a revised edition was brought out under the editorship of Melvil Dewey's son Godfrey Dewey along a new Index. In 1858, DC was brought out as 16th edition in two volumes. The schedules were constructed in hierarchical pattern with a new number building devices. Under the title "Dewey Decimal Classification" the 18th edition was brought out in 1971 in three volumes - V1 Tables, V2 schedules and V3, Index. The divide-like instructions were replaced by "Add" instructions. Five more tables. Tables 3 to 7 - have been added in this edition.

6.2.2 DDC and Relative Index - 19th Edition

The 19th Edition of DDC was brought out in the year 1979 in 3 volumes Vol. Tables : Vol.2 Schedules and Vol.3 Index. It represents a consolidation of the generally accepted and well received revision and editions included in Editions 17 and 18. There are more entries, provisions for more topics and therefore more opportunities to building numbers. In this edition, there is more recognition of the possibilities of sub-dividing various subjects according to more than one characteristics, and more notes have been provided to establish the order in which the classifier or combine these characteristics. Table-3 sub-divisions of individual literature has been augmented by supplementary Table-3 which replaces numerous petitions of a long array of concepts.

Index remains the same pattern as in edition 18 and has been refined and made into a more efficient tool. Many cross references have been selected and replaced by numbers. More synonyms have been added: some of the less used aspects of various subjects - E.g. productions economics - have been largely removed topics and numbers that can be subdivided or no longer printed in bold face type. One of the features of this edition is that it provides contred headings in cases where a single concept is denoted by sequence of numbers. Each centre heading has an explicit note guiding the classifier to the place where comprehensive works in the concept are to be placed.

6.2.3 Characteristics of 19th edition

- a) It discontinues the provision of optional class for the purpose of correct classification;
- b) Phoenix schedules and tables are completely remodelled for the following;
 1. 301-307 sociology has been recast from the former 301, making use of unused numbers service edition - 16.
 2. 325 political process has been recase from the former 324 and 329 by removing the notational bias that fovoured united states political parties.
 3. Areas Notation 41-42 have been revised to conform to the reorganised local administration pattern of the U.K.
 4. Phoenix schedules and Table are approved by the Editorial policy and fores press committees only when the provisions of earlier editions are deemed entirely inadequate for classification of modern concepts.
 5. This edition contains about 340 relocations in addition to the relocations in the phoenix schedules.
 6. In Table-1 "Standard Sub-Division, there is a Table of procedence 088-089 are devoted for arranging any subject by ethnic groups or classes of persons.
 7. This edition discontinues the standard sub-divisions number 08 except in the field of literature.
 8. In 340, optional provision is made to arrange law by jurisdiction and also to class

law of a favoured jurisdiction in a shorter number.

Classification Schemes

9. In 900, there are substantial expansions in the history period.
10. DDC abridged edition is also available for the use of small - public libraries and school libraries. DDC has been translated into many languages like Spanish, Danish Turkish, Japanese, Sinhalis, Portuguese etc.

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6.2.4 Structure of DDC (19th Edition)

As has been stated, DDC 19th edition consists of three volumes vol.1 Table; vol.2 Schedule' and Vol.3. Index. The DDC attempts to organize all knowledge into ten main classes. The ten main classes are each further subdivided into ten divisions, and each division into ten sections, giving ten main classes, 100 divisions and 1000 sections. DDC's advantage in using decimals for its categories allows it to be purely numerical, while the drawback is that the codes are much longer and more difficult to remember as compared to an alphanumeric system. Just as an alphanumeric system, it is infinitely hierarchical. It also uses some aspects of a faceted classification scheme, combining elements from different parts of the structure to construct a number representing the subject content (often combining two subject elements with linking numbers and geographical and temporal elements) and form of an item rather than drawing upon a list containing each class and its meaning.

Except for general works and fiction, works are classified principally by subject, with extensions for subject relationships, place, time or type of material, producing classification numbers of at least three digits but otherwise of indeterminate length with a decimal point before the fourth digit, where present (for example, 330 for economics + .9 for geographic treatment + .04 for Europe = 330.94 European economy; 973 for United States + .05 form division for periodicals = 973.05 periodicals concerning the United States generally).

Books are placed on the shelf in increasing numerical order of the decimal number, for example, 050, 220, 330, 330.973, 331. When two books have the same classification number the second line of the call number (usually the first letter or letters of the author's last name, the title if there is no identifiable author) is placed in alphabetical order.

The DDC has a number for all books, including fiction: American fiction is classified in 813. Most libraries create a separate fiction section to allow shelving in a more generalized fashion than Dewey provides for, or to avoid the space that would be taken up in the 800's, or simply to allow readers to find preferred authors by alphabetical order of surname.

Some parts of the classification offer options to accommodate different kinds of libraries. An important feature of the scheme is the ability to assign multiple class numbers to a bibliographical item and only use one of them for shelving. The added numbers appear in the classified subject catalog (though this is not the usual practice in North America). For the full benefit of the scheme the relative index and the tables that form part of every edition must be understood and consulted when required. The structure of the schedules is such that subjects close to each other in a dictionary catalog are dispersed in the Dewey schedules (for example, architecture of Chicago quite separate from geography of Chicago).

6.2.5 Volume 1 Introduction and Tables

- 1) Publisher's Foreword
- 2) Preface by the Decimal Classification Editorial Policy Committee.
- 3) Acknowledgment

Library Classification

NOTES

- 4) Editor's introduction giving the salient features of the 19th edition basic Plan of DDC.
- 5) Practical guide to the use of the Classification
- 6) Glossary of the Classification
- 7) Seven auxiliary tables.
 - Table - 1 : Standard Sub-divisions
 - Tables - 2 : Areas
 - Tables - 3 : Sub-divisions of individual literatures
 - Table - 4 : Sub-divisions of individual languages
 - Table - 5 : Racial, Ethnic, National groups
 - Table - 6 : Languages and
 - Table - 7 : Persons
- 8) Relocations and schedules reduction
- 9) List of changed numbers and
- 10) Provides first 10, second 100, third 1,000 sub-divisions of universe of subjects for quick reference.

Auxiliary Tables

Auxiliary tables are important for building numbers with uniform meanings of number when used in different contexts. Tables 1 can be added to any class number taken from the schedules.

But Tables 2 to 7 cannot be added to a class number from the schedules unless there are specific instructions provided in the appropriate schedules. In DDC, regarding the use of the Table, it is stated the ancillary tables are used only in connection with the classification schedules. In some instances, the numbers from one table can be added to those of another table but in all cases the numbers from one or a combination of table are to be used only with appropriate numbers from the schedules.

Table 1 Standard Sub-divisions

Standard Sub-divisions mean notation designating certain frequently recurring forms or methods of treatment applicable to any subject or discipline. Such notation begins with a zero, the standard subdivisions numbers can be applied to any class number as per the instructions provided in the schedules.

Table 2 Areas

Areas number can be added to any base number taken from the schedules which provide specific instructions for the addition of it. In the absence of such instruction in the schedule, the number 09 designating 'Historical and geographical Treatment' in Table - 1 may be used to add the area number.

1. Political parties of India : 324.25
 2. Economic Politics of India : 328.954
- b) No specific Instructions provided in the schedule
1. Agriculture in India : 630.954
 2. Medicine in India : 610.954

Table 3 Sub-divisions of Individuals Literatures

The sub-divisions of literature are in the form of poetry, drama, fiction, essays, speeches

letters etc. The notations of this table are never used alone but may be used as required with the base numbers for individual literatures identified by asterisk under 810-890. In addition to Table-3, there is a supplementary, Table-3A which provides additional elements, such as Literature displaying specific qualities, elements themes and subjects and literature emphasising subject values, literature for any by specific kinds of persons. The numbers from Table-3, should be added where instructed throughout Table-3.

A detailed procedure for building numbers in literatures of specific languages or provided in this Table (Pages No. 387 of vol. I). One feature of this Table is that it adopts in it the standard sub-divisions 01 to 07 in their original form as provided in Table 1. Where as for 08 collection and 09 historical description, critical appraisal instructions have been provided to build numbers.

Another feature is that the specific kinds of drama are enumerated.

Table - 4 Sub - division of Individual Language

This auxiliary table is applicable to languages schedules, the numbers in this tables are never used alone but may be used as required with the base numbers for individual languages the standard form of language - viz, notation, phonology, intonation, paeliography etc. Etymotogy, Bilingual dictinaries, grammar, prosody non-standard forms of the language applied linguistic etc.

Instructions to add 'Language' notation from Table 6 are provided extensively.

(1) English French Dictionary : 443.21

Analysing that French Language	: 440
Standard French dictionaries	: 448
English language (taken from table 6)	: - 21

(2) English for Spanish speaking people : 428.3461

by analysis, we get	
English language	: 420
English usage (applied linguistic)	: 428
for these whose native language is different	: 428.34
(See table 4, page No. 406)	
for Spanish speaking people	
From Table -6	: - 61

Table - 5: Racial Ethnic and National Groups

This table groups people belonging to different race ethnic groups and nations. Since people are identified by their languages (mother tongues etc) race and nationality most of the sub-divisions in table are formed with the help of language schedule.

Example : Ethnopsychology Chinese : 155.84951

In this Ethnopsylogy of specific rational and ethnic groups. 155.84951

By instructions, Add racial ethnic national groups notation from 01-09 from table - 5 to base number 155.84 we get fro 'Chinese' the number - 951 and so the class number is 155.84951.

Ethnopsychology	i.e.	155.84951
Psychology		155.84
Chinese Table (5)	-	951

Classification Schemes

NOTES

Library Classification

NOTES

Table - 6 Languages

The notation of this table are never used alone but may be used with those numbers from the schedules and other table to which the classifier is instructed to add 'Languages' notation.

1) Translation of Bible into Tamil 220.534 811

From Schedule 220.5 34

From Table (6) - 811

2) Tamil Language predominating regions 494.811 175 9481

Areas Table (2)- 175

From Language Table (6) -9481

Table - 7 (Groups of Persons)

This table consists of numbers denoting persons based on their individuality, grouping racial ethnic, notational background, sex and kindship characteristics, age, social and economic characteristic, physical and mental characteristics etc. Specialists in different disciplines religion, social sciences and socio- economic, activities, linguistics, pure sciences, applied sciences, fine arts etc.

The notations of this table are never used alone but may be used as per the instruction provided in the schedule.

E.g. 1) Education for Doctors: 370.246 2

From Schedule, Education – 370

From Table 7, – 62

Adding from Table1 – 024

E.g. 2) Engineering Course for Civil Engineering Students : 620.2461

From Schedule, Engineering: – 370

From Table 7 – 61

Adding from Table 1 – 024

6.2.6 Volume - 2 Schedules (000 to 999)

For structuring the universe of subjects in his classification Dewey studied various schemes of knowledge classification available at that time. Finally he chose 'Harris's scheme as the base for the arrangement of subjects in his scheme. That is why it is called an inverted Baconian Classification.

The whole universe of subject has been presented in Volume-2 covering 1574 pages. Full instruction on the use of the schedules may be found in the Editor's introduction Section 6-14 in volume - 1.

Structure of Subjects

The Dewey Classification is a hierarchical system using the decimal principle for the sub-divisions of knowledge, as represented in documents.

The successive division of knowledge is made from the broadest to the smallest in the basis of ten. The first division is into ten main classes denoted by 0-9 which embrace class 0 is used for general works on many subjects from many points of view, such as general newspapers, encyclopedias and also for certain specialised disciplines that deal with knowledge in general E.g. Library Science. Journalism Information and Communication etc.

Main Classes

1-9 consists each of major disciplines or group of related disciplines. The concept of disciplines i.e., branch of knowledge, or learning is fundamental to an understanding of Dewey's system. The primary basis for DDC arrangement and development is by discipline, as defined by the main and subordinate classes, while strictly speaking, subjects, that is concrete objects, abstract concepts, activities or process not necessarily limited to one field of study are secondary following are the ten main classes with their assigned meanings.

- 0 – Generalities
- 1 – Philosophy and related disciplines
- 2 – Religion
- 3 – Social Science
- 4 – Languages
- 5 – Pure Sciences
- 6 – Technology (applied Sciences)
- 7 – The Arts
- 8 – Literature (Bells-Letters)
- 9 – General Geography and history and their auxiliaries.

However, in practical each first order main classes are represented by three digits. For example Main Class 6 Technology is represented by the class number 600. The notation used to denote the complete span of each main class i.e., the main class and its sub-divisions consists of one hundred three digits numbers 000-999 for generalities. 300-309 for social sciences; 600-699 for applied sciences.

Notation

Each Main Class consists of ten divisions numbered 0-9 and occupy the second position in the notation. Division 0 is used for general works on the entire main class, 1-9 for sub-classes of the main class. For example 600 is devoted to general works on applied sciences and 610 for medical sciences. 620 for engineering, 630 for agriculture and so on. Again each divisions has ten sections numbered 0-9. The section numbers occupy the third order in the notation. Thus the full span of section numbers for each division listed above is 600-609, 610-619; 620-629; 630-639; and so on. In the sections, the 0 in the third position in the number is applied to general works on the entire division and 1-9 are used for subclasses.

Since DDC is basically hierarchical in notation, with each new level, the specificity of the subjects sub-division increase, that is the classes get progressively more specific and minute. As a result array of classes of coordinate status and chain of classes with sub-ordinate status are obtained.

The following indicates this concept.

Classification Schemes

NOTES

Library Classification

NOTES

000 Generalities	610 Medical Sciences	631 Crops and their Products
100 Philosophy	620 Engineering	632 Plant injuries diseases
200 Religion	630 Agriculture	633 field Crops
300 Social Sciences	640 Home Economics	634 Orchards etc
400 Languages	650 Management	635 Garden Crop
500 Pure Sciences	660 Chemical Technology	636.3 Animal Husbandry etc.
600 Applied Science	670 manufacture	673 Dairy and related Technology
700 The Arts	690 Buildings	637. 127 Quality and Purity 637. 12 Milking
800 Literature		637.13 Processing of cow milk
900 Geography &History		637. 1 Milk Products 637.14 Varieties of Cow milk

The above example can be represented in vertical hierarchical chain as shown below:

```

600      Applied Sciences
630      Agriculture
637      Dairy and related Technology
637. 1   Milk Production
637.12   Milking and inspection of cows milk
637.1276 Butter fact tests
  
```

The DDC notation is treated as Decimal fraction notation due to dividing the class by ten divisions and so on. Usually after very three digits of a class number a dot is to be placed so as to facilitate easy reading and recording.

Synthesis of Notations (i.e., Number Building)

Though DC in the beginning was enumerative in character. It slowly began to adopt facet structure especially from 16th edition onwards. As a result general rules or instruction to build numbers for all schedules are not possible. Hence it has provide exhaustive instructions for number building throughout the schedules and Tables. These instructions enable us to take a segments from other schedules or tables and add to a class number i.e., base number, given in the schedule with a view to make the subject more specific.

DDC has adopted many devices for the synthesis of notation for micro subjects. They are enumerated below:

1. Adding from Tables
2. Adding from Schedules (Subject Device)
3. Adding from both Tables and Schedules
4. Alphabetical Device etc.
5. Principle of Special topics of General applicability
6. Other devices

a) Adding from Tables

For number building for specific subjects not enumerated in the schedules, tables - 2-7 supply digits which the classifier may add to certain numbers in the schedules. The numbers, Hence secific instruction has been provided to indicate exactly what may be added from which table to what base etc. Many a time one can observe that instructions provided in the schedules may direct to refer a table which may also direct to refer another table.

b) Adding from Schedules

This method is adopted to get the required isolated numbers from a range of number of

a schedule so as to add to a base number of another schedule. Ranganathan calls this method as subject without the instruction it is not possible to construct in class number, the base number is always stated in the instruction to create a sequence by adding digits from another sequence in the schedule.

For example 1) Automobile Prices : 338, 436 292

By analysis

338, 43 prices for secondary industries

Under this Add 001 - 999 to base number 388,43 instruction is provided.

For automobile the class numbers 629.2 (another schedule) As per the instruction Automobile prices gets the class number 338. 136 292.

3) Add from both Tables and Schedules

Some times numbers are derived by adding first from a table and then from another schedule or in the reverse order.

For example 271 stands for religious congregations and orders in church history. Under this 'Add to base number 271 the numbers following 255 in 255.01-255.98' instruction is provided. Hence for "Franciscans in Church History" the class number is 271.3. Then and 0... and to the result and ('Areas' notation 109 from Table-2. Hence for Franciscans in India the class number is 271.3054.

4) Alphabetical Device

Alphabetical device is a device for constructing the class number with one or first few alphabets of a subject. The editors of DDC are of opinion that this device is of immense use at places where there is a need to accommodate a large number of co-ordinate classes possessing proper names internationality recognised and where the full DDC class numbers are very lengthy (Vol.) No. 1 xxii.

The following are some of the class number constructed by adopting alphabetical device:

1. 2 H O - In this H denotes Hinduism

2. 324.241 L 2 in this L standard for Labour Party of United Kingdom.

5) Principle of Special topics of general Applicability

It means, sub-divisions of a subject according to a characteristic which has general applicability to other sub-divisions of the subject which are based on different characteristics".

For example 638.08 stands for "Generalities" in Animal Husbandry. This class is further sub-divided. All these sub-division of it can be added to any class number in animal husbandry if a sub-division of the class number stands for 'General Principles' with instruction to add them.

636.7 Stands for Dogs

636.701 - 636.708 stand for "General Principles with the instruction, "Add to base number 636.70 the number following 636.0 in 636.01-636.08"

Hence 636.7082 Breeding of dogs

636.7084 Feeding of dogs

Likewise, 636.8082 Breeding of cats

636.8084 Feeding of cats etc.

In addition they are also application to the husbandry of any specific kind of dogs or cat.

This principle is denoted by the use of 04 from Tables -1

Classification Schemes

NOTES

Library Classification

For e.g.: In 591 Sociology, observe the following

591.1 Physiology of Animals

591.2 Pathology of Animals

591.3 Development and mutation of animals.

The general concepts physiology pathology etc., can be applied to any class number in the subject animals with the inter position of 04 from Tables - 1.

Therefore 599.88 (Pongidaeo)

599.88 041 Physiology of Apes See centred heading

599.88 042 Pathology of Apes in Page No. 795

599.88 043 Mutation of Apes from the application of 04

NOTES

6) Other Devices

DDC has provided special instructions, in addition to the above to class a certain topic or concept so as to have hierarchical forces. Such instructions are provided as

1. Class here note-class the specific topic or concept in this number and/or appropriate sub-divisions of the number.
2. Use of more than 0 in standard sub-divisions
3. Add as instructed under... so as/to add to 'Centred headings' etc.

6.2.7 Volume 3 Index

In order to make the best utilisations of the index, which is found in volume-3 it is essential to know its structure. The index contains an entry for every significant term named in the schedules and tables with leads sometimes through several successive referrals. To many aspects that are named or implied by add notes. Class numbers are given for most subjects that have their own numbers are given for ost subjects that have their own numbers in the schedules and for many subjects whose numbers are obtained through number building.

Relativity

The index is considered relative because of its inverse relationship to the schedules, whereas in the schedules the different aspects of a subject are scattered according to discipline, in the index they are brought together under the name of the subject with their various locations in the schedules indicated.

Cross Reference

The index provides many cross references directly and generally. Direct references are of two kinds - those that refer to a different term of the same level and those that refer upto a term on a broader level. This first one usually refer to a synonyms / vasiat spelling. Refer up references are supplied to help the classifier find the proper location for specific topics that do not have their own numbers in the schedules. In some cases references continue upwards in two or more successive steps. This type of references is possible in the index because of the hierarchical principle on which the schedules are based.

Generalised referenced are used freely to lead to application kinds uses. Occurrences of the topic. Synthesised numbers are included in the index for many concepts that may be commonly sought. The index entries must be used with utmost care and thought. In addition it is not advisable to use a number printed cross references. It in equally not advisable to classify from the index alone without referring to the schedule. In the words of Melvil Dewey, "Assign numbers by using schedule alone, and

then always verify your result by the index".

Classification Schemes

6.2.8 DDC – 20 Edition (1989)

The Editorial Committee of DC, Culminated into a Four Volumes 20th Edition. They are

Volume 1	Introduction and Tables
Volume 2	Schedules (000 to 599)
Volume 3	Schedules (600 to 999)
Volume 4	Relative Index and Manual

6.2.9 DDC – 22 Edition (2003)

In 2003, Decimal Classification is changed into a modern Electronic Version i.e., called as Web Classification, which is available Online. It is a revolution in the field of Library Classification Schemes. It is also in Four Volumes as in DDC 20.

Best Features of Web Dewey

Users of DDC, who started with Print Version and later moved to Electronic Version had long been requesting institutional more frequent update of Dewey Database, Hypertext linking and many other enhancements that are more effectively delivered in Browser Based Setting. Apart from this, there is a very strong general trend from CDS to the Web Today. Web based Access to an enhanced version of DDC Database is available through what is known as Web Dewey.

- i) An easy to use, browser based interface that allows you to search the DDC (and related terminology) efficiently and navigate intuitively.
- ii) Thousands of Relative Index terms and built numbers not available in the print DDC.
- iii) Library of Congress Subject Headings (LCSH) that have been intellectually mapped to Dewey headings by DDC editors.
- iv) Selected LCSH mappings from the new OCLC Forest Press Publication, People, Places & Things.
- v) LCSH that have been statistically mapped to Dewey numbers from records in World Cat (the OCLC Online Union Catalog).
- vi) Links from mapped LCSH to the LCSH authority records.
- vii) Quarterly updates, incorporating the latest changes to the Classification and new LCSH mappings, index terms, and built numbers.
- viii) An annotation capability, which allows you to add your own notes into Web Dewey to reflect local classification practices.

NOTES

6.3 UNIVERSAL DECIMAL CLASSIFICATION(UDC)

The Universal Decimal Classification is the outcome of the international expansion and adoption of the Decimal Classification for classifying micro-documents. Its inception was caused by the first international conference on Bibliography held at Brussel in 1985 and this conference led to the formation of Institute of International do bibliographic (IIB) due to the effort of Henry La Fontaine and Paul Otlet, the wanted to complete a universal Bibliography and for that they took the DC base to develop UDC for close classification.

Library Classification

NOTES

In 1905 a new scheme entitled "Manual du Repertoire Bibliographique Universel" was published. Since 1905, several versions of the UDC have appeared DDC 2nd Edition (French) in 1927-33; DDC 3rd Edition (German) during 1933-52 DDC 4th edition (English): (Incomplete); An abridged English version was issued in 1948 which went into its 3rd edition in 1961. The IIB changed its name in 1931 into Institute International de Documentation and in 1938 it became a federation with membership of national bodies. Now it exists in its present name International Federation for Documentation (FIDP).

6.3.1 Principle

The Principle underlying the UDC are

- a) To follow the general pattern of the DC schedules i.e. the division of the whole human knowledge into ten main classes each further sub-divided decimally to the required degree.
- b) To retain the use of the decimally conceived numerals and
- c) To introduce numerous synthetic devices- an auxiliary apparatus of connective and relation signs lacking in the DC.

In the introduction of abridged edition, it is stated it is a universal classification in that an attempt is made to include in it every field of knowledge not as a patch work of isolated, self sufficient specialist groupings but as an integral pattern of correlated subjects" less than ten, then decimal principle is adopted and if the divisions are more than ten, centesimal divisions are used. Centesimal divisions are used. Gaps in notation have been provided to accommodate new classes in future.

6.3.2 Special Auxiliaries

Special auxiliaries are represented by (Hyphen) 0 (point zero). "(apostrophe). These auxiliaries serve to signify analytical sub-divisions of some special classes particularly in the field of science and technology. Of these the auxiliaries with "hyphen" as the symbol or facet indicator are the most widely applicable, a specially under 621-168. In the fields of arts and humanities. 0 (Point zero) numbers are used in a much greater, in 6 literature, 97 is based to bring literature and language together. So 8.0 / stands for linguistics. The apostrophe is however not analytical but synthetic in function. In 564 Inorganic Chemistry and 54/Organic Chemistry its use can be observed.

6.3.3 Common Auxiliaries

The following are the categories of common auxiliaries Each category has its distinctive notation

- 1) Coordination and consecutive extension, coordination and extension are represented by the symbols and/(stroke) respectively. The + sign is used when a work joins, subject matter of about equal interest from two classes E.g. 62 + 669 stands for Mining and Metallurgy.

The stroke (/) sign is used when some consecutive UDC numbers imply broad subject or an aggregate of subjects. E.g. 682/599 (i.e., from 592 to 599) systematic Zoology) 22/28 christian religion.

The + and / are used when UDC does not provide a single comprehensive number.

- 2) Religion represented by : (Colon) or by () (Square brackets) Any two or more concepts may come together into some relationship other than mere coordination. In that case : (colon) is the device to link such concepts E.g. 63:31 Agricultural Statistics. Colon may be replaced by () square brackets. When the second class

number signifies a subordinate concept E.g. Office organisation in Banks 651(332.1).

- 3) Language, represented by = (equals) : This category of auxiliary is used to specify the language in which the book is written, E.g. Library classification written in German 025.5 (021) = 3, Multilingual is represented by = 00. For example Polyglot bible 2 = 00. The original language and the language of translation are also specified first by origin language and next by language of translation. i.e. Aristotles "politics" written in Greek is translated in German is 321.01 = 75 = 30.
- 4) Form, represented by (0) bracket zero: The form auxiliaries correspond to the standard sub-divisions of DDC E.g. Dictionary of Physics 53(03): History of Physics 53 (09) etc.
- 5) Place represented by / (1/9) areas number in circular brackets. From this table of place we get the appropriate number for places and enclosed in circular brackets. For example 385 is Railways. In space table 54 stands for India. So Indian railways gets the class number 384 (54).
- 6) Race and Nationality represented by (=) equal in circular brackets; This table serves to signify ethnological relationship or racial aspects. These are used on the common auxiliaries of languages. E.g. 1) Folk Songs of French people is represented by the class number "/84.4 (= 4).2) folk songs of French Canada 784. (/4 = 4).
- 7) Time represented by '(inverted commas)' by this category of auxiliaries the UDC seeks to specify all facets of time i.e. years months days etc. by simple numerical statement E.g. "1986.08 15" Stands for 15th August, 1986.
- 8) Alphabetical and (non-decimal) numerical subdivisions: This division simply indicate the use of a letter in the notation to allow an alphabetic arrangements of subjects already specifically classes. E.g. 92 (Gandhi) stands for Biography of Gandhi. This may also be written as 92 (Gandhi).
- 9) Point of view, represented by .00 (point zero zero) : A subject may be looked up from many stand points. The auxiliaries of point of view indicate the broader aspects of a subject, e.g. 622.00/ Man power requirement in Mining. In this auxiliaries, one more addition is made. That is .000 to 000.9 stand for the point of view of the author of work E.g. 333.013.6.000/329: conservative view of land reforms policy.

6.3.4 Notation

The notation of UDC is a mixed notation. It adopts the following species of notations.

- a) 0.1,1,9 = used to indicate main classes
- b) A,B...Z & = used as alphabetical Device. a,b ... z
- c) Punctuation Marks : Colon inverted commas, used to introduce common auxiliaries hyphen, apostrophe used to introduce special auxiliaries.
- d) Mathematical symbols
Plus, stroke, equal, circular : used to introduce common auxiliaries.
Brackets, square brackets, : and special point zero, point zero zero etc. : Auxiliaries.

Due to the adoption of mixed notation the UDC notation provides for infinite hospitality to both array and chain of classes since the notation is flexible it is possible to arrange reading materials in the way that suits individual library more readily than the notation of more rigid schemes of classification. However no fixed citation order governs the facets auxiliaries within a subject field.

6.3.5 Index

The UDC index is a relative index constructed with much economy. It contains nearly

Classification Schemes

NOTES

20,000 entries dealing with 12,000 topics in the schedules. Each fascicule contains separate index in it.

NOTES

6.4 COLON CLASSIFICATION (CC)

Shiyali Ramamrita Ranganathan, the author of Colon Classification, began his career as a teacher of Mathematics. However, in 1924, he was appointed Librarian of the University of Madras. He went to England in 1924 to study Library Science at the University of London School of Librarianship. Dissatisfied with the existing schemes of library classification, his experience led him "to think that a change was necessary in the basic principles on which schemes of classification are founded. The first principle to hit upon was the synthetic or Meccano Principle".

The class numbers were all merely ordinal numbers, not cardinal numbers. New ordinal numbers might be invented, through they would have no cardinal value this immediately led to the corollary that the invention of an ordinal number lying between zero and unity a great zero so to speak was all that was required to meet the situation. A single dot the simplest symbol, having been put to another use in the DC, the double dot or colon was taken to represent the new zero. This was late in 1924. Thus Colon Classification was forged in 1924. While in London, Ranganathan designed a layout for the new scheme and constructed the schedule of a few subjects for different facets as samples. He experimented on synthesized numbers. He discussed them with W.C. Berwick Sayers, who encouraged the formulation of the new scheme, but warned him about the difficulties involved of such a venture.

During his return voyage in June 1925, Ranganathan spent two weeks providing class numbers to 30,000 titles of the printed catalogue of the Madras University Library. He also classified books in the ship's library.

In about a year, he found the colon device to be extremely useful. He prescribed tentative rules for its application. With the help of a few subject specialists, the schedules were completed in 1927. On the basis of these tentative rules, most of the volumes in the Madras University Library collection were classified and arranged on the open shelf. The reaction of the users was observed from 1928 - 31. Accordingly, changes were made in the schedules. In 1932, the scheme was ready to be printed. Thus, in 1933, the first edition of Colon Classification was released.

Till now, six editions (including the reprinting of the 6th edition, published in 1963) of CC have been published. A number of schedules for the classification of subjects going with basic subjects as a part of 7th edition, have been published. These schedules have appeared from time to time in Library Science with a Slant to Documentation.

In the first edition of Colon Classification, schedules were provided for different facets in each basic class. The colon was used as a notational device for synthesis. The use of the symbol " : " was an important part of the scheme. Therefore, the scheme was named Colon Classification.

CC had the following features

- a) It provided schedules for different facets in each basic class.
- b) It provided special schedules for common subdivisions, geographical divisions, chronological divisions and language divisions.
- c) It provided rules for the construction of class numbers by means of combining the numbers taken from different facets within a given basic class. The colon (:) was

used to combine numbers.

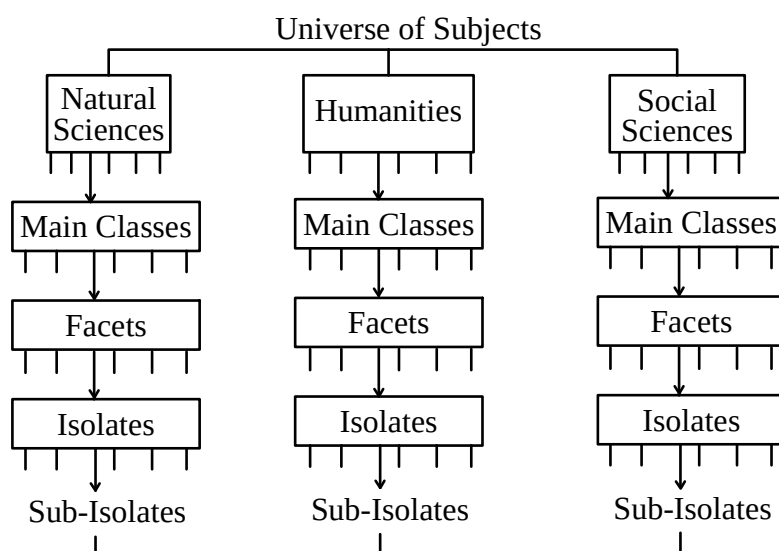
- d) It used mixed notation, consisting of capital letters, small letters, Arabic numerals and the colon. Use of mixed notation allowed for a wide base.
- e) It used decimal fractino notation, as well as octave notation for the purpose of hospitality in array.
- f) It used eight special devices: The colon device, geographical device, chronological device, favoured category device, classic device, alphabetic device, subject device and bias number device.
- g) It gave a new procedure for constructing the book number, so that the books having the same class number could be individualized, and
- h) It used the concept of phases.

Classification Schemes

NOTES

6.4.1 Basic Principles in Colon Classification

Colon Classification is a freely faceted scheme for classification. Like other schemes, the universe of classes is divided into main classes, each Main Class into facets and each facet into an array of isolates on the same subjects. Therefore there is a need to know the meaning for the terms main class, facet and array before we proceed.



Main Class

The main classes are traditional subjects where the universe of subjects are divided into. These may also be otherwise called as basic subjects. Basic subjects may be simple, compound or complex subjects,

e.g. Library Science, Management, Agriculture, Sociology, Commerce.

Array

Ranganathan defined an array as “the totality of the divisions on the basis of single train of characteristics is said to constitute an array”. It means the systematic arrangement of numbers symbols in an orderly manner basing on the single characteristic, e.g. in Library Science (MC) different types of libraries represented under Personality Facet are :

World, National, Regional, State, Divisional, etc., which form a single array by classes.

Facet

Each main class is divided into facets to signify the whole series of arrays, based on a set of related characteristics of division. In the main class, Library Science, types of

Library Classification

NOTES

libraries have been constituted as a single facet. Each Main Class is divided on the basis of one or more trains of characteristics. The totality of the divisions of a basic class based on a single train of characteristics is said to form one of its Facets. Ranganathan formed a number of postulates which may help in understanding the basic principles. Colon Classification is based on postulates the principles. A postulate is a presumption or assumption. It is a basis for argument and hence one is not supposed to question the variety of assumption. Ranganathan enumerated the following postulates in Colon Classification.

- (i) Postulate of Fundamental Categories.
- (ii) Postulates in Basic Facet.
- (iii) Postulates in Isolate Facet.
- (iv) Postulates in Rounds and Levels.
- (v) Postulates in Facet Sequence.

6.4.2 Features of Colon Classification

1. Fundamental Categories

The concept of fundamental categories and their application in the designing of a scheme for library classification, is an important contribution made by Ranganathan. According to him, "There are five and only five fundamental categories viz., time, space, energy, matter, and personality" (Prolegomena, p.399). Further, "Each isolate facet of a compound subject can be deemed to be a manifestation of one and only one of the five fundamental categories". The design of CC is based on the concept of fundamental categories. This has led to successful results.

When arranged in the order of decreasing concreteness, we get the order of fundamental categories as PMEST. Each basic class in CC is given a facet formula in terms of [P] [M] [E] [S] [T]. The citation order obtained thus in various basic classes is extremely helpful.

Different indicator digits for different facets going with different fundamental categories were made use of, as illustrated below:

P stands for Personality indicated by Comma (,)

M stands for Matter indicated by Semi-colon (;)

E stands for Energy indicated by Colon (:)

S stands for Space indicated by Dot (.)

T stands for Time, indicated by Apostrophe (')

The above five fundamental categories are briefly described below:

i) Personality

It is very difficult to define Personality. Therefore, Ranganathan found a way out to recognize Personality by the method of residues i.e., eliminating the other facets for in the order of Time, Space, Energy and Matter. Personality facet will remain as residue.

ii) Matter

Matter may manifest in the subjects in three kinds, namely, Matter Material (MMt), Matter Property (MP) and Matter Method (MMe). Matter facet can be recognized easily. It usually consists of material used in construction, consumption etc. It may take a variety of forms like wood, silk, plastic, etc.

It medicine, physiology treated as Matter Property. In analytical chemistry biological method, thermal method, etc., are treated as Matter Method. IN CC 6th edition Matter facet is available only in few subjects.

iii) Energy

After Time and Space, the next fundamental category is Energy. It refers to some type of action, problem, operation, process, method or technique. For example in Library Science, **Classification and Cataloguing** represent some action. In Agriculture, **ploughing and harvesting** represent again some action.

iv) Space

After Personality, Matter, Energy, Space is next fundamental category. In a given title, we can find very easily the Space in Geographical Area.

eg: Library Science in **India**. Education in **America**

All the above two titles, India and America are falls under Space Category.

v) Time

After four fundamental categories, the Time is the last category. We can find very easily in a given title.

eg: Library Science in **21st Century**

Indian Agriculture Development in **2010 A.D.**

All the above titles 21st Century and 2010 A.D. falls under Time Category.

The above change was based on the concept of optional facets. The introduction of the above indicator digits led to a reconstruction of the scheme.

2. Empty and Emptying Digits

The empty digit device employed by Ranganathan provides an unlimited addition of numbes to represent coordinate ideas. An empty digit does not have a semantic value, but possesses ordinal value. An empty digit is employed as a secotorising digit.

The emptying digit was postulated by Ranganathan in 1963. It is a digit which deprives the preceding digit of its semantic value in a digit group, but retains the ordinal value allotted to it. It helps in interpolation between two consecutive ordinal numbers, if there is no gap available between them. This has proved to be an important breakthrough. Suppose we wish to interpolate a basic class at the coordinate level between L and M. Then, X can be used as an emptying digit. LX would be a coordinate class and would lie between L and M. In a hierarchical notation, the concept of the emptying digit has proved to be extremely valuable.

3. Mnemonics

CC employs various kinds of mnemonics, such as verbal mnemonics, scheduled mnemonics, systematic mnemonics and seminal mnemonics. The concept of seminal mnemonics is peculiar to CC. It is an interesting as well as extremely useful one. According to Ranganathan, "A scheme for classification should use one and the same digit to denote seminally equivalent concept in whatever subject they may occur". It is possible to have the same concept represented by the same number in all places. The identity of this concept is recognizable at great depth, beyond the reach of natural language: for example function in political science, physiology in biological science and activities in sociology. Ranganathan made use of this concept a great deal and rather successfully, in his CC. The concept also provides help to a classifier in the expansion of a schedule without waiting for the classificationist to provide for new subjects.

Classification Schemes

NOTES

Library Classification

NOTES

4. Three Planes

One of the fundamental contributions of Ranganathan to the methodology of classification is the distinction he makes between the work at the idea plane, at the verbal plane (terminology level), and at the notational plane. Ranganathan was of the view that each plane should develop to its very best. He considered the work at the idea plane to be paramount, and emphasized on the duty of other planes to carry out findings of the idea plane. This approach helped in the development of depth classification and its design on a sound basis.

5. Devices

CC uses a large number of devices to reduce the length of schedules, and also to achieve consistency in laying down schedules. It also provides a great deal of autonomy to a classifier. A list of the devices used in CC6 is given below.

- Alphabetical Device
- Classic Device
- Chronological Device
- Decimal Fraction Device
- Enumeration Device
- Facet Device
- Gap Device
- Geographical Device
- Group Notation Device
- Mixed Notation Device
- Phase Device
- Sector Device
- Subject Device
- Super Imposition Device

6. Analytico Synthetic Classification

Ranganathan developed the idea of facet analysis. Further, he showed that analysis and synthesis are applicable in every basic class. He demonstrated this in CC. All editions of CC have been Analytico–synthetic schemes. An analytico synthetic scheme is one in which a compound subject is, in the first step, analysed into facets on the idea plane. This is followed by transformation in the verbal plane and the translation of focal terms into focal numbers at the notational plane. Later, synthesis take place at the notational plane. CC was the first scheme which could be called a completely analytico–synthetic classification scheme. In it, each basic class was analysed into its facets and the colon was used as a notational device for synthesis.

6.5 SUMMARY

The DDC is first and widely used scheme of classification at the international and

national and local level by majority of libraries especially in British Common Wealth Countries, USA etc. It is profusely made use of the simplicity of notation and ready made numbers for many subjects through index. It is easy to adopt. In addition "into med about the developments regarding the classification, "Dewey Decimal Classification Additions, News and Decisions" is published at occasional intervals and supplied freely to its subscribers.

The UDC is widely used at the national and international level, this central classification committee of the International committee on Universal Classification is responsible the supervision of UDC revision which is based on a policy of compromise. It brings out changes in UDC through "Extension and corrections to the UDC".

The universe of subjects has become dynamic. In order to meet, effectively and productively, the onslaught of the ever growing universe of subjects, a scheme for library classification needs to be developed so that it can conveniently accommodate new developments without unduly disturbing the basic structure of the scheme. The freely faceted analytico-synthetic scheme for classification has the capacity to meet such a challenge.

The CC has become dynamic in classifying the universe of subjects. In order to meet, effectively and productively, the onslaught of the ever growing universe of subjects, a scheme for library classification needs to be developed so that it can conveniently accommodate new developments without unduly disturbing the basic structure of the scheme. The freely faceted analytico synthetic scheme for classification has the capacity to meet such a challenge.

6.6 SELF CHECK EXERCISES

1. Briefly explain about the DDC 19th Edition

Melwil Dewey, the first Librarian in the world, and Library of Congress profounded the Decimal Classification in the year 1876 with 42 pages only. As the growing of universe of knowlege, this scheme also providing the needy notations better than the other classification schemes i.e., UDC and CC.

19th Edition of DDC : This edition is consisting of three volumes.

Volume 1 : Introduction and Tables

Volume 2 : Schedules (Universe of Knowledge)

Volume 3 : Relative Index

2. Write briefly about the Colon Classification 6th Edition.

Colon Classification is devised by the S.R. Ranganathan, who is called as father of Library Science in India. He basically Mathematics Profession at University of Madras. By the request of the above said University Vice Chancellor, he left the London to know how to classify the documents. S.R. Ranganathan went to London and he met W.S.B. Sayers and he treated him as his Guru.

The Colon Classification is consisting of three parts for classifying the documents as per the growing of formation of subjects.

Part I : Rules and Regulations

Part II : Main Classes (42)

Part III : Schedules to Index .

Classification Schemes

NOTES

Library Classification

NOTES

6.7 MODEL QUESTIONS

1. Describe briefly the structure of universe of subjects presented in the DDC 19th Edition.
2. Explain the role of auxiliary tables in the synthesis of notation in DDC 19th Edition.
3. Explain the various auxiliaries provided in the UDC - Describe their role in number building.
4. Discuss in what way UDC scheme is better than DDC.
5. What are the features of Colon Classification of S.R. Ranganathan? Explain.
6. Write short notes on :
 1. Melvil Dewey
 2. S.R. Ranganathan
 3. UDC
 4. Auxiliary Tables
 5. Fundamental Categories.

6.8 SUGGESTED READINGS

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PRINCIPLES OF FACETS SEQUENCES, COMMON ISOLATES AND PHASE RELATIONS

Structure

- 7.0 Aims and Objectives
- 7.1 Introduction
- 7.2 Postulates for Facet Sequence
 - 7.2.1 Postulate of First Facet
 - 7.2.2 Postulate of Concreteness
 - 7.2.3 Postulate of Face Sequence within a Round
 - 7.2.4 Postulate of Facet sequence within the last Round
- 7.3 Postulate of Level Cluster:
- 7.4 Principle for Facet Sequence
 - 7.4.1 Wall-Picture Principle
 - 7.4.2 Whole-Organ Principle
 - 7.4.3 Cow-Calf Principle
 - 7.4.4 Actand-Action-Actor-Tool Principle
 - 7.4.5 Classification is Translation
- 7.5 Common Isolates
- 7.6 Phase Relations
 - 7.6.1 General Phase Relations
 - 7.6.2 Bias Phase Relations
 - 7.6.3 Comparasion Phase Relations
 - 7.6.4 Defferentiate Phase Relations
 - 7.6.5 Influencing phase Relations
- 7.7 Summary
- 7.8 Self Check Exercises
- 7.9 Model Questions
- 7.10 Suggested Readings

7.0 AIMS AND OBEJCTIVES

After reading this lesson, you will be able to:

- Explain about the Facet Sequences
- Discuss various types of principles of Facets Sequences
- Know about the common isolates
- Know about the different kinds of Phase Relations.

NOTES

7.1 INTRODUCTION

The term 'Postulate' means propositions or assumption or assumed principles or directives used as the basis for the development of any system of thought or for the working of any system of techniques. Postulates do not admit of being categorized as true or false. They can only be considered as helpful or unhelpful to the purpose for which they are used.

7.2 POSTULATES FOR FACET SEQUENCE

A compound subject may yield various facets which may be the manifestation of the Five Fundamental Categories. These facts should be arranged in a helpful sequence. This helpful sequence can be achieved on the basis of five postulates are briefly discussed below with example.

7.2.1 Postulate of First Facet

"In a compound subject the Basic Facet should be the first facet", (Prelegomens, P. 412). Every compound subject should have a Basic facet. This Basic Facet may be explicit, implicit or absent. Every isolate facet can form a compound subject going with a basic facet should be arranged helpfully. To achieve this the basic facet should be given the first place among the facets of a compound subject.

E.g. Management of Iron Industry in INDIA in 1980's :

In this example the basic facet is implicit, i.e., Economics. The order isolate facet in the compound subejct are: Management (E), Iron Industry (P), India (S), 1980's (T). As per the above mentioned Postulate the basic facet should be given the first position.Hence, the sequence of facets should: Economics (BF), Iron Industry (P), Management (E) India (S), 1989's (T).

7.2.2 Postulate of Concreteness

"The five fundamental categories fall into the following sequence when arranged according to their decreasing concreteness, P.M.E.S.T., (Prolegomena, P.412). The sequence of those five categories according to their relative concreteness conform to the approach of the majority of readers who visit the librarie sfor specific documents. Whatever may the sequence of manifestation of these categories in a compound subject, while construction the class number they should be arranged in the sequence of PMEST.

Eg. "Consultation of patents in Special Libraries in 1984"

The basic facet for the above mentioned title is library science which is implicit. On the basis of facet analysis the title yields the following facets :

Library Science (BF), Consultation (E), Patents (M), Special Libraries (P), India (S), 1984 (T).

7.2.3 Postulate of Face Sequence within a Round

"In any round of facets of a Compound subject in which each of any of the fundamental categories - personality, Matter and Energy occurs only once, their sequence should be : Personality Facet, Matter Facet and Energy Facet" (prolegomena, p. 142). As per this postulate, if any P.M. and E occur in any round they should be arranged according to P.M. and E.

E.g. : "Maintenance of Film strips in a Technical Library".

The basic facet for this title is library science which is implicit. The other

isolate facets in the title are : Maintenance (E), Filmstrips (M), Technical Library (P), Library Science (BF). As per the postulate 1 to 3 stated above, the sequence of facets in the above mentioned are : Library Science (BF), Technical Library (P), Filmstrips (M), Maintenance (E).

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

7.2.4 Postulate of Facet sequence within the last Round

"In the last Round of facets of a compound subject, in which each of the fundamental categories other than Energy may occur only once, the sequence of facets should be personality Facets, Matter Facet, space Facet" (Prolegomena, p. 412).

E.g. Bronze Iconography in India in the 12th Century"

The Basic Facet for the above mentioned title is "Sculpture" which is implicit. The other isolate facets in it are : Bronze (M), Iconography (P), India (S), 12th Century (T). In this title, there is no manifestation of the fundamental category, Energy. As per the above mentioned postulate the sequence of facets of the compound subject are Sculpture (BF), Iconography(P), Brone (M), India (S), 12th Century (T).

NOTES

7.3 POSTULATE OF LEVEL CLUSTER

"Facets of different levels of the same fundamental category within a Round of Facets in a compound subject should be kept together". P.M.S.T. manifest in the form of levels in a compound subject within a round. If this is so, different levels of the four fundamental categories should be kept together. E.g. "Library Catalogue of Sanskrit Manuscripts"

The basic facet for the title given above is General Bibliography. The other isolate facets in the compound subject are: Library Catalogue (P), Sanskrit (P), Manuscript (P), General Bibliography (BF). The sequence of facets on the basis of the principle of decreasing extension is General Bibliography (BF). Only there is one fundamental category viz., Personality, which manifested in the form of 'levels' is one and the same round.

Subjects with one Isolate Facet

The following examples of compound subjects indicate only one isolate facet :

Sl.No.	Subject	Facet Sequence
1.	Education (BF)	Education (B.F)
2.	Education (BF) in 1980's (T)	Education (BF), 1980's (T)
3.	Education (BF) in India (S)	Education (BF), India (S)
4.	Teaching Techniques (E)	in Education (BF)
	Education (BF),	Teaching Techniques (E)
5.	Visual Materials (M)	Visual in Education (BF)
	Education (BF)	Materials (M)
6.	Secondary (P), Education (BF)	Education (BF),
		Secondary (P)

In the above mentioned six titles the basic facet, Education, is common. The sequence of facets is to be determined by the respective isolate facets. As per the Postulate of Concreteness, the six titles are arranged in the increasing sequence of concreteness, the six titles are arranged in the increasing sequence of concreteness.

Library Classification

NOTES

Subjects with Many Facets in Many Rounds

In the following examples compound subjects with many facets with more than one 'Round' is cited. These are arranged on the basis of postulates for facet sequence discussed above.

S.No.	Subject	Facet Sequence
1.	Sociology (BF)	Sociology (BF)
2.	Sociology (BF) is 1980's (T)	Sociology (BF), 1980's (T)
3.	Sociology (BF) in India (S) in 1960's (T)	Sociology (BF), India (S) 1960's (T)
4.	Social Pathology (E)	Sociology (BF) Pathology (E)
5.	Social Pathology (E) in 1960's	Sociology (BF) Pathology (E) 1960's (T)
6.	Social Pathology (E) in India (S) in 1960's (T)	Sociology (BF), Pathology (E)India (S), 1960's (T1)
7.	Prevention (E) of Social Pathology (E)in India(S) in1960's (T)	Sociology (BF), Pathology (1E)Prevention (2E) india (S) 1960's (T)
8.	Prevention (E) of Alcoholism (P) in India (S) in 1960's (T)	Sociology (BF), Social Pathology (1E), Alcoholism (2P1), Prevention (2E), India (S) 1960's (T)
9.	Prevention (E) of Alcoholism (P) Police(P) in India (S)in 1960's (T)	Sociology (BF), Social Pa thology (1E) Alcoholism (2P1) Prevention (2E), through Police (3P1), India (S), 1960's (T)
10.	Prevention (E) of Alcoholism (P) through Police (P), Rural Areas (P), of India (S) in 1960's (T)	Sociology (BF), Rural Areas (1P1) Pathology (1E), Alcoholism (2P1) Prevention (2E), Police (3P1) India (S), 1960's (T)

7.4 PRINCIPLE FOR FACET SEQUENCE

The Postulates for facet sequence described above are helpful in determining the sequence of isolate ideas in a compound subject in such cases where each isolate idea is the manifestation of a different fundamental category. The postulates do not help in determining the sequence of two or more isolate ideas which might be deemed to be the manifestation of the same fundamental category. If we want to decide the sequence between two isolates P or M or E or S or T, the postulates stated in the preceding paras are not helpful. Therefore, Ranganathan has since 1962 formulated certain principle to guide the classifier in determining the sequence of isolate ideas which are the manifes-

tation of the same fundamental category in a compound subject. These principles are known as "Principles for Facet Sequences" with are briefly described in the following paras.

7.4.1 Wall-Picture Principle

"If the facets 'A' and 'B' of a subject are such that the concept behind 'B' will not be operative unless the concept behind 'A' is conceded, even as a mural picture is not possible unless the wall exists to draw upon the facet 'A' should proceed the facet 'B' " (Prolegomena P. 412). This principle has become one of the fundamental principles of a facet sequence. There are numerous examples in Colon Classification where the sequence of facets in a compound subject going with a basic subject have been decided on the basis of this principle. Take for example, a compound subject like "Prevention of Accidents in Gold Mines". In this compound subject the Energy Facets is manifesting more than once in the form of Prevention and 'accidents'. Here the concept behind the term, 'accident', is conceded. Therefore, the sequence of facets should be 'accidents', and 'Preventions'. In this example, 'wall-picture' has determined the Round to which the concept, 'accident', should be assigned as the one preceding the energy facet, 'Prevention'. Thus 'accident' comes under (1E) and Prevention under (2E).

7.4.2 Whole Organ Principle

If in a subject, facet 'B' is an organ of facet 'A' then 'A' should precede 'B' (Prolegomena, p. 427). The words, 'whole' and 'Organ' need some explanation. The word, 'Whole' has been defined as in sense 1. "as applied to a Universe of Entities, all the entities take, together, sense 2, "as applied to a typical entity of a Universe of Entities the complete - the entire-entity". The word, 'Organ', has been defined as a "functional part of a typical entity of the Universe of Entities" (Prolegomena, p. 422). Take for example "Electronics Commission", Government of India". The facet, 'Electronics Commission', is a sub organ of the Department of Electronics which is an organ of the Ministry of Science & Technology, as an organ of Government of India. Therefore, the sequence of the four facets in this compound subject should be India 1P1, Ministry of Science Technology 1P2, Department of Electronics Commission 1P3, Electronics Commission 1P4, in this example, the fundamental category 'Personality' Manifests in the form of levels in one and the same Round.

7.4.3 Cow Calf Principle

"If a facet 'A' and another facet 'B' belonging to the same subject are not be separated though they are distinct from each other and thus separable, A and B should be kept together in the same Round, even as a milch cow and its unweaned calf are not separately sold out though they are distinct entities and thus separable, but are kept together in the possession of the same owner" (Prolegomena, p. 427). Take for example "Formulation of Development Plans for Urban Areas of Andhra Pradesh". In this compound subject the three facets, "Andhra Pradesh", "Urban Areas" and "Development Plans" are not to be separated, though separable and put into different rounds.

It would be more helpful if the three facets are put together in Round one, i.e., before the energy facet, "Formation", or after it. It is not helpful to put any one of them in Round 1 and the two in Round 2. This principle directs that the three facets should be in one and the same round. According to this principle, the three facets should be put in Round one. The sequence of facets should be Andhra Pradesh, Urban Areas, Development Plans Formulation.

7.4.4 Actand-Action-Actor-Tool Principle

"If in a subject, facet 'B' denotes action of facet 'A' by facet, 'C', with facet 'D' as the tool, then the four facets shall be arranged in the sequence of A,B,C,D", (Prolegomena,

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

NOTES

Library Classification

NOTES

P. 428). Take for example action is ploughing act and is land, the actor is farmer, and the tool is tractor. As per the above mentioned principle the sequence of facets should be land, ploughing, farmer and tractor.

The three principles, viz., whole-organ, cow-calf, act-and-actor-action-tool are corollaries to Wall-Picture Principle. In addition to these principles, Ranganathan also formulated another principle, "Commodity Raw Material-Transformation-Transformer-Tool" as a corollary to the wall-picture principle.

7.4.5 Classification is Translation

The general theory of classification with postulates and principles enables us to do practical classification without any difficulty. Practical classification means translating the name of the specific subject embodied in documents into class number. The process of translation takes it from, natural language into classificatory language, i.e., artificial language of ordinal numbers. Ranganathan has formulated eight steps for finalising class number for a specific subject. These eight steps are:

Step-1: Raw Title: The title found on the title page of the document

Step-2: Expressive title: An expressive title is one expressing all the facets of a subject covered in the document.

Step-3: Kernel Title: Title derived from the expressive title by removing all auxiliary terms and puffs and by replacing essential local terms in their respective normative forms.

Step-4 : Analysed Title: Title derived from the Kernel title by adding after each Kernel term the symbol denoting the nature of its manifestation.

Step-5 : Transformed Title: Title derived from analysed title by arranging the Kernel terms on the basis of the Postulates and principles governing their sequence.

Step-6 : Title in standard Terms: Title derived from transformed title by replacing each Kernel term with its standard term.

Step-7: Title in Focal Numbers : Title derived from title in Standard Terms by replacing each Kernel term with its focal number.

Step-8: Class Number : The Ordinal number derived from the Title in Focal Numbers by removing the descriptive symbols and inserting before each focal number its appropriate connecting symbol as prescribed by the postulates or the rule concerned.

In the following examples all the eight steps have been followed to arrive at the class number.

1. Raw Title: Prevention of Tobacco Habit in the Rural Areas of Andhra Pradesh during 1980's.
2. Expressive Title: Prevention of Tobacco Habit in the Rural Area (in sociology) in Andhra Pradesh during 1980's.
3. Kernel Title: Prevention of Tobacco habit, Rural Areas, Sociology Andhra Pradesh, 1980's.
4. Analysed Title: Prevention (E), Tobacco Habit (E) Rural; Areas (P) Sociology (BF), Andhra Pradesh (S), 1980's (T).

7.5 COMMON ISOLATES

An isolate idea is "any idea or idea complex fit to form a component of a subject, but not by itself fit to be deemed to be a subject". At the verbal plane, we use the term "isolate

term". Similarly, isolate number is the term at the notational plane. The schematic representation showing the relationship of the original universe of isolates to subjects and ideas is given below:

Universe of Entities

Universe of Subjects

Universe of basic subjects

Universe of Idea

Universe of Isolates

Universe of compound subjects

Universe of complex subjects

Ranganathan recognized two kinds of isolates, namely common isolates and special isolates. Similarly, UDC recognizes common auxiliaries and special auxiliaries. DDC 18 has listed standard sub-divisions and area notation which correspond to common isolates. The isolates listed in Table 3 to Table 7 correspond to special isolates.

Common Isolate its Histoty

History

In the second edition of DDC (1885), Dewey introduced the concept of "form divisions" for the extension as well as the synthesis of classes. In DDC 12 (1922), these were still named "form divisions". In DDC 13 (1932), these were remained "common subdivisions". The provision was made for three categories (miscellaneous common subdivisions, viewpoints and form divisions". In DDC 15 and DDC 16, these were renamed "form divisions". DDC 17 used the name "standard sub-divisions". It was argued that these included not only form divisions but also aspects of the study of the subject or mode of treatment; therefore, these were to be called standard subdivisions. In DDC 17, space isolates were made independent as area table (in DDC 16, space isolates were part of the history schedule). These were expected to be applied with Zero (0). At certain places, instructions were given to omit even the zero (0). DDC 18 has extended the nine form divisions of DDC 2 into two separate lengthy tables, listing standard subdivisions and area notation. This has been done to meet the challenge posed by growing universe of subjects.

Charles Ammi Cutter, in his Expansive classification (1891-93), used the local list for the division of geography itself, as well as for those subjects which admitted the application of geographical subdivisions. The local list consisted of a series of numbers from 11 to 99. F stands for history and F39 would represent History of France. The scheme indicates as to where a geographical division by local list may be used to advantage.

UDC has used the concept of common isolates and has made many improvements in recent years. CCI (1933) provided a separate schedule for common subdivisions. Only one kind of subdivisions was provided. Besides common sub-divisions, space and time isolate were also provided separately. It was in CC4 that anteriorizing and posteriorizing common subdivisions were given as separate categories. In CC5, these were named common isolates. CC7 has elaborated the concept of common isolates.

BC1 provided systematic schedules (common isolates), consisting of anteriorizing (numerical subdivisions), time, geographical and language schedules. The scheme also listed seven auxiliary schedules enumerating historical and philosophical subdivisions, and 31 tables of special auxiliary schedules (special isolates) for application.

BC2 has given an elaborate treatment regarding common and special isolates in the schemd.

Schedules for each of the family of common isolates are provided by different major schemes irrespective of any particular basic subject. LC and RIC form exceptions.

Colon Classification:(CC)

In CC, family of geographical isolates (continents, countries, states, district, and so on),

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

NOTES

Library Classification

NOTES

features time isolates (day, night, summer and so on), physiographical isolates (delta, forest, valley, mountain, river, lake and so on), action isolates in general (measurement, investigation, design, evaluation, and so on), property isolates in general (length, area, volume, density, elasticity, specific heat, psychological value, educational value, and so on) institution isolates (observatory, laboratory, learned body, museum, association, and so on), can all "form components of several compound subjects going with each of all or almost all of the basic subjects. Each isolate in each such family is called a common isolate. A common isolate is an isolate idea denoted by the same isolate term and represented by the same isolate number, quite irrespective of the compound subject in which it occurs, or the basic subject with which the compound subject goes" (Prolegomena, p. 93). Ranganathan has recognized the following types: Time isolates (all are common isolates), Space isolates (all are common isolates), Energy isolates (most of these are common isolates), Matter isolates, Personality isolates (some of these are common isolates).

Another categorization of common isolates by Ranganathan recognizes two types of common isolates, such as anteriorizing common isolates (ACI) and posteriorizing common isolates (PCI). Anteriorizing common isolates are those which cannot be designated on the basis of fundamental categories.

Anteriorizing common isolates are those which are used for documents, which require to be arranged anterior to ordinary documents on the subject of concern. These documents can be called "approach material". Experience shows that approach material is usually needed for preliminary perusal before the use of regular books required for continuous study. The examples include bibliography, concordance, table, formula, atlas, encyclopedia, syllabus and so on. However, CC6 has included periodicals, conference proceedings, etc. under ACIs. But these cannot be considered approach materials.

Posteriorizing common isolates are those which are used for documents, which do not require the need for anterior position. All space and time isolates belong to it. Calculating, designing, measuring, weighing, profession, institution, learned society, industrial body and commercial body are all examples of posteriorizing common isolates. The schematic representation of different types of isolates is given as follows:

Isolates

Common Isolates (CI)		Special Isolates (SI)
CI dealing with subject matter belonging to class number book number	CI dealing with language, form of exposition etc., belonging to number	CI concerned with physical form or document belonging to sequence
		Personality, Matter, Energy

Anteriorizing common Isolates(ACI)

Applicable before
Space facet
Personality, Matter,

Posteriorizing Common Isolates (PCI)

Applicable only
after time facet
Space
Applicable only
after space facet
Time Energy

Note: Anteriorizing common isolates cannot be assigned to fundamental categories.

CC7 has provided the following schedules for common isolates

- Time Isolates
- Space Isolates

- c) Common Energy Isolates
- d) Common Matter Isolates
- e) Common Personality Isolates
- f) Anteriorizing common Isolates

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

NOTES

A long list of common energy isolates has been given in CC7. A few of them are listed below:

aZ	By action
a12	Decreasing
a14	Increasing
a3	Removing
a5	Separating
aM	Ranking
aN	Classifying
aP	Naming
b1	Determining
b2	Calculating
b3	Counting
b4	Measuring
b5	Repeating

Along list of common matter isolates has been given, some of which are enumerated below :

a01	Property
a02	Existence
a03	Function
a05	Relation
a06	Identify
a11	Accuracy
a12	Reliability
a13	Consistency
a15	Precision
a17	Efficiency

A	few isolates from common personality isolates are:
b	Profession
d	By institution
f	Investigating
f2	Observatory
g	Learned body
t	Educational Institution

Examples From CC6

2aa	Bibliography of Bibliographies of Library Science

Library Classification

NOTES

G91a N7	Bibliography on microbiology (1964)
Va 66,7	Reading list of current books on history
Ga 71, 3V	Catalogue of books on biology (first editions) of the Vikas Publishing House
Bav 44'N7	History of bibliography of mathematics in India brought up to 1970's
KI, N68	International encyclopedia of social science (1968) Note: In CC7, has been replaced by T*Z.
2m44, N75	Journal of Library and Information Science (started in 1975)
Bma	Bibliography of periodicals on mathematics
Bv44 'N6	History of mathematics in India brought upto 1960's
2wM92	Biography of S.R. Ranganathan (born in 1892)
2wM92,1	Autobiography of S.R. Ranganathan (born in 1892)
2wM92.2	Anas of S.R. Ranganathan (born in 1892)
2wM92.4	Letters of S.R. Ranganathan (born in 1892)
Aw73, N3	Collected biographics of American scientists (youngest born in 1925) (N3 represents latest effective decade)
Dx44, N39	Collected works of Indian engineers (youngest born in 1939)
Bw56, N11	Collected biographies of British mathematicians (youngest born in 1911)
Tw56, N18	Collected biographies of the British educationists (youngest born in 1918) works to Indian librarians (youngest born in 1939)
BxN88	Collected works of Ramanujan (India mathematicisn born in 1888)
Cy2	Syllabus of physics
V44, 21y7 N17	Biography of Indira Gandhi (born in 1917)
V56y7 M74	Life of Winston Churchill (born in 1874)
L : 4 : 7 : f	Research in surgery
V56 : f. 44'N7	Research on British History carried on in India in the 1970's
0, 1 : g	Poetic Criticism
0111 : gwN21	Biography of a critic of French literature (born in 1921)
0111,1 :g	Love in English Poetry (S : 55)
2,b	Library Profession
L. 44, b	Medical profession in India
A. 44, f	Research institutions in Science in India
2.44, g, 9N33	History of Indian Library Association (founded in 1933)
2.44,g, 9N33:2'N7	Constitution of Indian Library Asssocation in 1970's.

Dewey Decimal Classification (DDC)

DDC18 has provided seven tables, which aid in number building and also serve a mnemonic function. There are also called auxiliary tables (formerly called supplementary tables). A table in DDC is "a sequence of dependent notations indicating various special concepts and repeatedly with a variety of subjects and disciplines" DDC18, V. 1, p. 61). These are used in the construction of numbers, but are not applied by themselves.

The numbers in these tables represent the same topic or possess the uniform meaning throughout its application to the schedule. In 340.05, 330.05, 301, - 05 denotes periodicals. This leads to mnemonic (memory) function. The numbers added from these tables to the numbers taken from classification schedules lead to combinations of numbers having a consistent meaning in different contexts.

The numbers taken from these tables cannot be used alone; they must be used along with numbers taken from the classification schedule. The dash (-) given before notation in these tables indicates that these numbers must be added to another number. These numbers in the tables provide synthesis.

The names of seven tables are listed below:

1. Standard subdivisions (Table 1)
2. Area table (Table 2)
3. Individual literatures (Table 3)
4. Individual languages (Table 4)
5. Racial, ethnic, national groups (Tables 5)
6. Languages (Table 6)
7. Persons (Table 7)

Table, 1 and 2 have listed common isolates. Other tables have provided lists of special isolates.

Table 1 Standard Subdivisions

This is a table listing "certain frequently occurring forms or methods of treatment applicable to any subject or discipline". (DDC18, V. 1, p. 61). They may be added, when required, to any number in the schedules.

Standard Subdivisions (Table 1)

- 01 Philosophy and theory
- 02 Miscellany
- 03 Dictionaries, encyclopedias, concordances
- 04 General special
- 05 Serial publications
- 06 Organisations
- 07 Study and teaching
- 08 Collections
- 09 Historical and geographical treatment

The above standard subdivisions represent various forms (such as synopsis or outline, periodical, collection of writings, tables, illustrations, and so on), and modes of treatment (theory, technique, study and teaching, history). These forms of presentation and modes of treatment taken collectively have been called standard subdivisions. These may be applied whenever they are considered appropriate.

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

NOTES

Library Classification

NOTES

Examples

507	Study and teaching of science
605	Serials on applied science
770.1	Theory of photography
520.16	Bibliography of astronomy
301.05	Serials on sociology
630.202	Manual on agriculture
220.3	Dictionary of Bible
361.005	Serials on social welfare work

Usually, a single zero (0) is used to attach standard subdivisions. In the last example a double zero (00) has been employed because, in certain cases, the notation beginning with a single zero (0) has already been used. In some cases three or four zeroes have to be used for standard subdivisions.

In the use of standard subdivision 016 representing bibliography, DDC provides a number of alternative as given below:

a) 520.16 = Bibliography of Astronomy

Note: In the above number, bibliography of the subject goes with the subject. The above number has been got by attaching 016 the standard subdivision denoting bibliography.

b) 520.0 Bibliography of Astronomy

c) 016.52 Bibliography of Astronomy

Note: The class numbers has been obtained by using the instruction "add 001-999 to the same number 016;". As a result all bibliographies would come together irrespective of the subject.

d) 520 A1 or 520z9

Note: The instruction reads, "class with the specific discipline or subject using book number A1 or Z9".

The above class numbers show that in some cases, options are available in the scheme, which can be used to meet the special requirements of a library. (c) is preferred by DDC and others are alternative treatment.

Table 2 Areas

This is a table of notation denoting geographical areas. These notations are applied to other notations in the schedule (series of numbers constituting the notation for the ten main DDC classes and all their subdivisions) and tables by means of "add notes". Area notation has been dealt with in detail in Chapter Eighteen.

UNIVERSAL DECIMAL CLASSIFICATION (UDC)

UDC has recognized two kinds of auxiliaries

Common auxiliaries and Special auxiliaries

Common auxiliaries consist of the following

Common auxiliaries of language

Common auxiliaries of form (of presentation)

Common auxiliaries of place

Common auxiliaries of race and nationality

Common auxiliaries of time

Common auxiliaries of point-of-view

Common auxiliaries of materials

Common auxiliaries of persons

Out of the above list, the following can be included under Common Isolates:

Common auxiliaries of form (of presentation)

Common auxiliaries of place

Common auxiliaries of time

Common auxiliaries denote salient features which are common to most of the classes. Ordinarily, these can be used throughout the scheme representing the same connotation. The common auxiliaries are attached to numbers taken from the main schedules with the help of indicator digits, except when the alphabetical device is used.

Common Auxiliaries of Form

Common auxiliaries of form distinguish documents according to their physical form, bibliographic or form of presentation. These are attached to the main UDC number.

a) Physical Form

551.1 (086.43) General shape and form of earth

51(03) Chemical dictionaries.

54(048) Chemical abstracts

54(05) Periodical on chemistry

c) Form of Presentation

54(091) History of Chemistry

Note: The presentation above is a historical one

Common Auxiliaries of Place

These have been dealt within Chapter Eighteen

Common Auxiliaries of Time

These have been dealt within detail in Chapter Nineteen.

Special Isolates

In CC

The families of isolates, such as family of heavenly body isolates in astronomy, the family of education isolates in education, the family of cultivar isolates in agriculture, the family of substance isolates in chemistry and form isolates in literature are all examples of special isolates. Each such family of isolates has a distinctive character, which is shared by each of its members. The special isolates belonging to a particular family can be used to form compound subjects going with a particular basic subject.

We have already mentioned families of isolates where each family belongs to a particular basic subject. Beside these, there are some special isolates which can form "components of compound subjects going with more than one" basic subject, but not with many basic subjects. Such special isolates include the family of language isolates and the family of environment divisions (environment, physical pressure, radiation and so on).

Each isolate idea included in the above families of isolates is called a special isolate. CC does not provide compound subjects, but gives the schedule of special

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

NOTES

Library Classification

NOTES

isolates for each basic subject. The special isolates "special to the compound subjects going with a particular basic subject" are given separately for each subject. The class numbers are to be constructed by combining the special isolate numbers.

A list of selected special isolates from the schedule of political science (CC7) is given below:

W = Political Science

W, (1P1); (MP): (E)

Political Science, (Polity); (Property): (Action)

Schedule of (1P1) isolates

1 State

2 Government

By political ideology

-41 Idealism

-43 Facism

-4A Communism

Schedule of Matter Property (MP) isolates

A Political culture

B Political socialization

F Policy

By duties of state

F25A Equity and justice

F25E Welfare promotion

F26 Liberty

From the above, we can construct the class numbers:

W, 2-4A; F26 Liberty in communism

W, 2-43; A Political culture in facism

In CC7, a separate list of language isolates has been enumerated. Language isolates (such as Teutonic, Greek, Slavonic, Sanskrit, Hindi) belong to one family of isolates. Therefore, these isolates may be called the family of language isolates. These are all special isolates, applicable to the basic classes of literature and linguistics. It may be added that in literature, language is a means of communication, and in linguistics, we study the language itself.

CC7 has given a schedule of environment divisions for use in the division of basic subjects and isolates. An extract is given below:

L Environment

M Physical

M5 Radiation

M6 Potential

N Chemical

W Political environment

Y Social environment

DDC 18

As already noticed, Tables 1 and 2 represent notations denoting what, in CC terminology, are called common isolates. Similarly, Tables 3 to 7, listing isolates, have been added only in the present edition. This is a major addition in the scheme.

Table 3 : Subdivisions of Individual Literatures

This is a table of notations denoting "regularly occurring topics applicable to any literature". These notations may be added to individual literature in 810-890, and are special subdivisions of the standard subdivisions-08 for collections of literature, and -09 for history, description or critical appraisal of literature. (852.91408 Collection of Italian drama for later 20th century).

Table 4 Subdivitions of Individual Language

This is a table of notations denoting "regularly occurring topics applicable to any language". The notations may be added to individual language in 420-490. (428.1 Spelling in English language).

Table 5 : Racial, Ethnic and National Groups

This is a table of notations "designating specific racial, ethnic or national groups". These notations are applied to other notations from schedules by means of add notes. (301.45 1111 Canadians).

Table 6: Languages

This is a table of notations "designating specific languages". These notations are applied to other notations in the schedules and tables by means of "add notes". (220.53931) Bible translated into Dutch. Here the number is constructed by adding -3931, which stands for Dutch and 220.5 for Translation of Bible.

Tables 7 : Group of Persons

This is a table of notations denoting "persons by specific occupational and other classes". These are applied to other notations in the schedules and tables by means of "add notes" (808.8992241 Collections from more than one literature (808.8992) by Lutherans (-241 in Table 7).

UDC

The following common auxiliaries belong to special isolates:

Common Auxiliaries of languages.

Common Auxiliaries of race and nationality.

Common Auxiliaries of viewpoint.

Common Auxiliaries of materials and persons.

All the special auxiliaries belong to special isolates.

Common Auxiliaries

1. Common Auxiliaries of Languages

Common auxiliaries of language have been provided separately. This list can be extended, when required, with the help of subdivisions of the language schedule given in the main tables.

Scope

The common auxiliaries of language are introduced by the equal sign (=). These common auxiliaries are used to denote the language or linguistic form of a document whose specific subject is represented by means of a main UDC number.

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

NOTES

NOTES

Examples

678.0015 Rubber research

621.039.577.003.3 Nuclear reactors for electrical power production, from the point of view of accountancy.

These divisions often come in conflict with facets enumerated within subjects in the main schedules. Even the term "point of view" is considered a misnomer. However, in the case of "author's point of view", we are supposed to use "00 colon". Their usage seems to be correct, and was adopted later.

Examples

162.6.00:335.5 Dialectics from the point of view of Marxism.

2314 Common Auxiliaries of Materials and Persons

Materials

The -03 (hyphen nought three) auxiliaries "indicate the materials or constituents of which objects or products are made, and may be applied throughout main UDC schedule 0/9 if the material aspect is secondary to the subject content" (ES1000: Auxiliaries: 974, p. 31).

Persons

The -05 hyphen nought five auxiliaries were formerly (on the abridged edition of UDC) special auxiliaries listed at the 3 ad 658.3, and specially prepared for pathology at 616. These have now been made common auxiliaries and are applicable throughout UDC to indicate concepts not provided otherwise. (These are listed in BS1000: Auxiliaries: 1974).

Examples

162.6.00:335.5 Dialectics from the point of view of Marxism.

2314 Common Auxiliaries of Materials and Persons

Materials

The - 03 (hyphen nought three) auxiliaries "indicate the materials or constituents of which objects or products are made, and may be applied throughout main UDC schedule 0/9 if the material aspect is secondary to the subject content" (ES1000: Auxiliaries: 974, p. 31).

Persons

The -05 (hyphen nought five) auxiliaries were formerly (on the abridged edition of UDC) special auxiliaries listed at 3 and 658.3, and specially prepared for pathology at 616. These have now been made common auxiliaries and are applicable throughout UDC to indicate concepts not provided otherwise. (These are listed in BS1000: Auxiliaries: 1974).

Examples

02-055.2

Special Auxiliaries

The following is a list of special auxiliaries employed in UDC:

Name of special auxiliary	Indicator digit	Range of digits
Hyphen	--	(00/-009, -0/09, -/-9)
Dot zero	.0	(.01/.09)
Apostrophe	'	

NOTES

Library Classification

NOTES

Celestial

*

-is used for synthesis to be applied within the context of particular subects.

-is used to introduce facets within a subject, and its meaning as an indicator digit depends on the context.

This is a restricted use of -(hyphen).

Examples

615.22.05-0.55.1	Throat disease of men
616.314.083	Dental care and hygiene
616.314.084	Dental provention
617.71.001.1	Burns of conjunctiva
617.54-001.4	Surgical treatment of the wounds of chest
621.41	Sheets
669.3.41	Copper sheets

Note: Divisions under 621 are applicable to all subdivisions of 6 (other than 61) with certain exceptions noted.

.0 is usef for synthesis applicable within the context of particular subjects.

.0 is used to introduce facets within the subject, and its meaning as an indicator digit depends upon the context.

78.01 Musical aesthetics

Note

Usually, a dot is placed after three digits, but here a dot has been included after two digits.

784.01	Vocal music aesthetics
677.052	Spinning machines (general)
677.21.052	Cotton spinning machines

The apostrophe(*) is used to obtain compound numbers for a substance derived from two or more components. It is used mainly in chemistry and metallurgy. Thus, its use is limited to a few schedules in UDC. The apostrophe is used for subject synthesis, as opposed to notational synthesis.

The aphostrophe sign is available on a standard typewriter keyboard. The restricted use of this sign indicates its under-utilization. Therefore, it is suggested that other schedules be developed so that there can be a greater use of the apostrophe.

UDC provides major schedules containing compound subjects. Besides, it also lists short schedules containing special isolates called special (auxiliary) subdivisions in the general tables. Some of the common auxiliaries also belong to special isolates. However, it may be added that some common auxiliaries seem to be a mixture of common isolates and special isolates.

More than one auxiliary would be required in few cases. Order of auxiliaries to be used in a class number would depend upon the requirements of the specialists. In case the same concept can be represented by a special auxiliary or a common auxiliary than prefer the special auxiliary.

7.6 PHASE RELATIONS

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

In the universe of knowledge every branch of knowledge has its own way of expounding ideas. For example, Economics studies these activities of man that are related to earn and expand. Political Science studies the relationship of man with the state. Psychology deals with the working human mind. In this way it can be observed that although the focal point of study in all cases is man, there is difference in the way of thinking and method of study.

Since the Second World War, every new invention has to be related to a number of economic and social problems and this has given birth to the concept of interdisciplinary research. Thus overlapping of the base of operation makes different discipline interdependent and there by creates complex subjects like Geopolitics Education Psychology, Medical jurisprudence etc., Ranganathan was fully aware of this mode of formation of subject in the universe of subjects and identified this mode of formation of subjects as loose assemblage in library classification. Loose assemblage is the assembling together of two or more of subjects (Basic or Compound) and isolate ideas (in one and the same facet, or isolate ideas in one and the same array). Assembling is complex subject or a complex isolate idea or a complex array isolate ideas. In the beginning the introduced the term "phase" to describe the relationship between basic or compound subject and finally named as "Phase Relation".

Meaning of Phase Relation

In Colon Classification, the term "phase" denotes a single subject. Ranganathan states that a subject is one-phases, if it consists of only a single Main Class or any of its subclasses i.e., if it is a basic class or a compound class. A subject is two-phased, if it brings into relation two basic classes or two compound classes or a basic class and a compound class. (Colon Classification Ed. 6.p. 1.55).

In other words "Phase Relation" is an assemblage of two or more subjects (basic or compound) or isolates. Each component in the assemblage is called a Phase. They are called "Phase-1, Phase-2 etc. as determined by their sequence in the assemblage (Prolegomena Ed. 3. P. 358).

In a word phase relation indicates the inter-action of two distinct subjects. The class so formed by a Two-phase subject which happens to be the primary subject or exposition is called First-Phase and the subject which is merely affecting the exposition of the first phase is called its second phase.

Type of Phase Relation

Ranganathan has profounded three major types of phase Relation. They are:

1. Inter subject phase relation
2. Intra facet phase relation and
3. Intra array phase relation

Each of the above can further be categorised as

1. General Phase Relation
2. Bias Phase Relation
3. Comparison Phase Relation
4. Difference Phase Relation and
5. Influencing Phase Relation

NOTES

Library Classification

NOTES

Phase Indicator Digits

The digits which are used to indicate particular phases are called phase indicator digits. Usually, the class number of a two phased subject is got by intersecting between the class numbers of the first and the second phases, the connecting symbol "0" (zero) and an appropriate digit to represent the phase relations. The appropriate phase indicator digits are given in No. 2.28 of CC and illustrated below:

Phase, Intra - Facet and Intra-array Relations

Nature of Relations	Inter-subject Phase Relation	Intra-facet Phase Relation	Intra-Array Phase Relation
1. General	a	j	t
2. Bias	b	k	u
3. Comparison	c	m	v
4. Difference	d	n	w
5. Influence	g	r	y

Inter Subject Phase Relations

The relation of the two subjects thus coming together is called phase relation and is recognised as loose Assemblage kind.

7.6.1 General Phase Relations

General Relations denotes a more or less all comprehensive relation that is, not merely any one of the other relation as listed in the schedule. In the arrangement of two phases, the constituent whose class number is of smaller ordinal value than that of the other is to be used as the First Phase. The Second phase is called relation, phase.

Example

1.General Relation between Engineering and Technology

In this D.Engineering and F Technology. Hence in the sequence of Main Classes, D comes earlier than F and hence D engineering is to be taken as First Phase.

Hence, **DOaF**

General Phase Relation digit

Connecting Symbol

2.General Relation between physics and mathematics C Physics and B Mathematics Hence Boac Stands for General relation between physics and Mathematics.

7.6.2 Bias Phase Relation

Bias Phase relation indicates that the exposition of the First Phase is biased towards the second phase. That is to say, the exposition is specially attended either by selection or arrangement of topic or emphasis or standard or examples or other means to the needs of a specialist in the subject forming the second phase. The second phase is called Bias Phase.

Consider the Subject Mathematics for Engineers

This subject document is exclusively written for the use of engineers. Hence, it is to be differentiated from the text books on Mathematics. For that bias phase relation has been prescribed. Accordingly the subject which biases engineering in mathematics and hence mathematics is the first Phase.

B od D where "h" is the bias phase relation digit.

LobZ Medical jurisprudence

SobL Psychology for Teachers (i.e. Medicine)
 SobT Psychology for Teachers (i.e. Education Psychology)
 BobC Mathematics biasing Physics.

*Principles of Facts Sequences,
 Common Isolates and Phase Relations*

7.6.3 Comparison Phase Relation

When a comparison is made between two subjects, the one whose class number is the earlier ordinal number is to be treated as the First Phase. The Second Phase is called Comparison phase.

Example: Consider the subject "Chemistry compared to Physics". In this E Chemistry and C Physics. In the sequence of Main Classes, C Physics comes earlier than E Chemistry and hence C Physics is the First Phase.

Hence, **CocE** stands for Physics compared to Chemistry

7.6.4 Differentiating Phase Relation

When the difference between two subjects is expounded then the subject whose class number is the earlier ordinal number is to be treated as the First Phase. That means, among the two subjects, the subject that occurs earlier than the other in the sequence of main classes, should be treated as phase1. The second phase is called different phase.

Example

Consider the subject

1. In this C physics and E chemistry, since O occurs earlier than E in the sequence of Main Classes in CC, C physics is to be treated as First Phase. Hence,

C Od E

Connecting

Differncing

digit

phase digit

Between physics and chemistry. The same class number holds for the subject. "Difference between Chemistry and Physics".

2. B85od CN2 Difference between wave function and wave mechanics

3. IodJ Difference between Botany and Agriculture.

7.6.5 Influencing Phase Relation

Among the two subjects, if one subjects influences on the other subject, we identify that relation as Influencing Phase Relation. The subject being influenced in considers as First Phase, and the other is called Influencing Phase.

1. For example, the in the subject "Influencing of Mathematics of physics the subject being influenced is "Physics" and hence it is identified as First Phase.

Hence , Cog B

2. WogU stands for Geo-Politics (i.e., Political Science as Influenced by Geography).

3. 2ogB2 stands for "Influence of statistics on Library Science".

4. TogS Influence of psychology of Education

5. 0152,2og 0111,2 Influence of English Drama on Hindi Drama.

2.Intra Facet Phase Relation

The term 'intra Facet' means 'within a Facet' and hence intra-facet relation means the relations between two isolates of one and same Facet of a subject.

It is possible to have books expounding the relation between two isolates in one

NOTES

Library Classification

NOTES

and the same facet of a class. This is known as Intra-Facet Relation. An isolate formed by thus bringing into relation two isolates in the same facet shall be called a complex isolate. This mode of formation of subject is known as Loose Assemblage Kind -2.

The isolate number of a complex isolate is got by inserting between the isolate numbers of the constituent isolates, the connecting symbol. '0' (Zero) and an appropriate digit to represent the Intra - Facet Relation.

It is to be understood that all types of relation meant for inter - subject relation are equally applicable to the Intra Facet relations and all the rules meant for sequencing the phases are also equally applicable to it.

Example

For General Intra-Facet Relation the upright indicator digit is 'j' (Small letter of J):

1. General relation between Hinduism and Christianity gets the class number **Q20j6**
Both isolates belong to (p) of main class Q Religion
2. X:5 440j56 Trade Relation between India and Great Britain.
3. X.446j6 Economic relation between India and Africa.
4. Z,40j5 General relation between Tort and Crimes. For Bias relation of Intra Facet phase, the indicator digit is k (Roman Lower Case k).

Example

1. L: 20k3 Anatomy biased to physiology in Medicine
2. 2:5 1N30k51M9 UDC biased to colon classification
3. X5.440kIN 48 Common Wealth preference in India commerce.

For comparison relation of Intra-Facet phase, the indicator digit is 'm'.

(Roman Lower case 'm').

Examples

1. CNIomN2 Comparison of quantum physics and wave mechanics
2. B91om43:63 Comparison of the constitution of earth and mars.
3. Q20m4 Hinduism compared to Buddhism For Differencing relation of Intra-Facet Phase, the indicator digit is 'n'. (Roman Lower case 'n')

Examples

1. Q20n4 Difference between Hinduism and Buddhism
2. E:20n3 Difference between analytical Chemistry and Physical Chemistry
3. V44, 10n21:3 Difference between the functions of President and Prime Minister of India.

For Influencing relations of Intra-Facet phase the Indicator digit is 4, (Roman Lower case 'r')

Examples

1. 0111,2M56 or J64 Influence of Shakespeare of Bernard Shaw
2. Q7 or 6 Influence of Christianity on Hinduism
3. L:2 or 3 Influence of Physiology on Morphology in Medicine.

3. Intra-Array Phase Relation

The intra-array phase relation indicates the relation between two isolates of the same array. It is possible to have books expounding the relation of two array isolates in one

and the same array. An array isolate formed by this bringing into relation two array isolates in the same array may be called a complex array isolate. This mode of formation of subject is known as Loose Assemblage Kind 3.

The array isolate number of a complex array isolate is got by inserting, between the isolate numbers of the constituent isolates, the connecting symbol '0' (Zero) and an appropriate digit to represent the Intra-Array relation. It is to be understood that all types of relations meant for Inter-subject relation are equally applicable to this type of relation too. All the rules for sequencing the phases are also applicable to this relation. To achieve economy in notation, according to Law of Parsimony for Intra-Array relation the digits indicating the order of the Array in the second phase number are omitted.

Examples

For General relation of Intra-Array phases the indicator digit is 't' (Roman Lower case 't')

1. V44,31ot5 Relation between Lok Sabha and Rajya Sabhe of India
2. X, 420t4 Economic Relation between India and Japan
3. 221ot2 Relations between district libraries and city libraries.

For Bias relation of Intra-Array phases, the indicator digit is 'u'. (Roman Lower case 'u').

Examples

1. R414ou2 Modestly biased to Gentleness
2. R42 0u41 Hinayana biased to Mahayana

For comparison relation of Intra-Array phases, the indicator digit is 'v'. (Roman Lower case 'v').

Examples

1. Y31ov5 Rural folk compared to city folk
2. T51ov5 A comparative study of women's education with men's education.

For Differencing relation of Intra-Array phases, the indicator is 'w'. (Roman Lower Case 'w').

Examples

1. Y32ow5 Difference between rural folk and city folk.
2. T510v5 Difference between women's education and men's education.

For influencing relation of Intra-Array digit is 'y' (Roman Lower case 'y').

Examples

1. Y31 Oy35 Influence of city folk or rural folk.
2. T55 Oy51 Influence of men's education or wome's education.

Tool Phase Relation

Ranganathan has also propounded a new phase relation known as "Tool Phase Relation". In this phase, one subject is applied for the study of another subject. The subject under study is treated as the first phase and the subject used as a tool is considered as the second phase. The indicator digit for the tool phase is 'e' (Roman Lower Case).

For Example

Application of Statistics to Biology gets the class number GoeB28.

NOTES

Library Classification

NOTES

Phase Relation in DCC

The provision of phase relation in D.D.C begin in 1942 and provided in the 15th edition. It provided "OO" for view point divisions (such as the speculative, economic, Organisation and personnel view point divisions) and 0001 relation (to be divided like the main classification).

In the 18th and 19th edition of DDC provision has been made for phase relation with the standard sub-division 024 standing for work for specific types of users.

For Example

Under 024 in Table -1 (vol. 1, p.4) there is an Instruction as "Add 'persons' notation -3-99 from Table -7 to base number, 024 e.g. works for Engineers - 024462.

Hence "Quantitative Chemistry for Engineers" gets the class number 545. 02462, where.

545	Quantitative Chemistry
545.024	Standard Sub-divisions
545.02462	Quantitative Chemistry for Engineers

b) Phase Relation secured by insecting "O" between two areas notation.

Another technique, the DDC has adopted to secure phase relation is by provid- ing instruction to add "0" as inserting digit between two areas number.

For example

331. 62 Immigrants and Aliens (Workers).

Under this the instruction reads 'For place of origin add 'Areas Notation 1-9- from Table-2 to base number 33.62.

E.g. Immigrant workers from China-331.651 and then for place located, add O, again and Areas Notation 1-9 from Table-2

E.g. Immigrant workers from China to California

331. 6 2 5 0 7 9 4

China California

Use of Zero as phase rotation In the same way in Vol -2 page No.256.

"Afro-American workers in Alabama gets the class number.

331.6396073 0 76 1

Afro Ameircan Alabama

Use of Zero as phase relation

In vol-2 phase No. 268

For exchange rate between currencies of United Kingdom and U.S. the class number is

332.456094 073

UK US

Use of zero as phase relation

Such instructions are found in many schedules in DDC.

7.7 SUMMARY

In UDC, statics is denoted by 531.2 and in CC6, statics is represented by B7:2. The UDC class number is a compound subject and no special isolates can be isolated. But the CC class number contains two special isolates, represented by "7" and "2". Here, the class number has been constructed with the help of special isolates. However, this is not always the case in UDC. In many cases, UDC provides special isolates, and these can be combined to construct a number. In UDC, again many of the energy, matter and personality facets have been enumerated in rigidly fused form. As a result, one is not completely free to expand the numbers. One reason for this is that the DDC core has been adopted by UDC. In order to overcome these problems, very often the colon (:) is used to combine two or more facets forming part of the same or different basic subject -9. and (apostrophe) are also available for connecting different types of facets in certain subjects under certain conditions. These remarks are, in general, equally true about DDC 19. In fact DDC 19 has fewer provisions for synthesis than UDC. UDC and DDC have provided a large number of common isolates.

In CC, special isolates and common isolates have been categorized. For each basic subject, special isolates have been enumerated and assigned to a certain level and round of a specific fundamental category. A class number can be constructed by combining the numbers for special isolates belonging to a basic subject by means of indicator digits. Common isolates can be attached, when ever needed. There are instances, in CC6, where energy and second round first level personality are found fused. For instance, this is the case in basic classes education, history and so on.

The CC approach serves as a model. UDC and DDC are moving in this direction. By providing for special isolates for each basic class as well as common isolates, and allowing for their combination, shortens the schedules and also makes it possible to face the onslaught of the growing universe of subjects in a more satisfactory manner.

7.8 SELF CHECK EXERCISES

1. What is meant by Cow-Calf Principle? Explain.

Ans.

"If a facet 'A' and another facet 'B' belonging to the same subject are not be separated though they are distinct from each other and thus separable, A and B should be kept together in the same Round, even as a milch cow and itsl unweaned calf are not seperately sold out though they are distinct entities and thus separable, but are kept together in the possession of the same owner".

2. What is the whole organic principle? Discuss.

Ans.

The word, 'Organ', has been defined as a "functional part of a typical entity of the Universe of Entities" (Prolegomena, p. 422). Take for example "Electronics Commission", Government of India". The facet, 'Electronics Commission', is a sub organ of the Department of Electronics which is an organ of the Ministry of Science & Technology, as an organ of Government of India. Therefore, the sequence of the four facets in this compound subject should be India 1P1, Ministry of Science Technology 1P2, Department of Electronics Commission 1P3, Electronics Commission 1P4, in this example, the fundamental category 'Personality' Manifests in the form of levels in one and the same round.

*Principles of Facts Sequences,
Common Isolates and Phase Relations*

NOTES

Library Classification

NOTES

7.9 MODEL QUESTIONS

1. How many types of Facet Sequences are there and explain them.
2. Define the Phase relations in DDC, CC and UDC.
3. How many types of Common Isolates? Discuss.

7.10 SUGGESTE READINGS

1. S.R Ranganathan, Prolegomean to library classifcation, 3rd ed., Bombay, Asia Publishing House, 1967.
2. Marty Bloomberg and Hans Weber, An introduction to classification and number building in Dewey, Littleton, Colo, Libraries Unlimited, 1976.
3. A. Neelameghan, "Colon Classification" Encyclopedia of library and information science, Vol.5, pp. 316-40.
4. Universal Decimal Classification: auxiliary signs and subdivisions (except thouse of place), second English full edition (BS 1000: Auxiliaries: January 1974).

UNIT 8

POSTULATES FUNDAMENTAL CATERGORIES

Structure

- 8.0 Aims and Objectives
- 8.1 Introduction
- 8.2 Postulation Approach to Colon Classification (CC)
- 8.3 Utility of Postulational Aporoach
- 8.4 Facet Analysis
- 8.5 Fundamental Categories
 - 8.5.1 Time Category
 - 8.5.2 Space Category
 - 8.5.3 Matter Category
 - 8.5.4 Personality Category
- 8.6 Postulates of Basic Facet
- 8.7 Postulate of Ioslate Facet
- 8.8 Consolidated Postulate about Subject
- 8.9 Self Check Exercises
- 8.10 Model Questions
- 8.11 Suggested Readings

8.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able

- To provide a basic knowledge about the designing for classification on the basis of postulates;
- To explain the concept of Facet and Focus;
- To explain different postulates adopted in Colon Classification namely fundamental categories; personality, Matter, Energy Space and Time;
- To explain the manifestations of Five Fundamental Categories in Rounds and Levels.
- Understand the meaning and kinds of devices.

8.1 INTRODUCTION

The term 'Postulate' means propositions or assumption or assumed principles or directives used as the basis for the development of any system of thought or for the working of any system of techniques. Postulates do not admit of being categorised as true or false. They can only be considered as helpful or unhelpful to the purpose for which

NOTES

they are used. If the postulates so light of experiment and experience, then they should be rejected as unhelpful. The strength of the postulates depend upon its existence against the test of time.

Ranganathan observes, "A Postulate is a statement about which we cannot use either of the epithets (right or wrong)". We can only speak of a set of postulates as helpful or unhelpful. The set of postulates given in Colon classification have been found to be useful in classifying documents. It has always been felt that Classification has been either a difficult subject or a superficial one, playing hit or miss. But the subject has been made both interesting and easy by the postulational approach. Infact , I call practical clasification based on postulates as 'Classification without tears' (Elements of Library Classification, Ed, 1962p, 82).

8.2 POSTULATION APPROACH TO COLON CLASSIFICATION (CC)

Since 1955, the break-through has enabled Dr.S.R.Ranganathan to base the design of classification on a a set of postulation for the identification and suparatemp of the facets of a subject. In other words, postulational method enables to keep clear of fallacies that are likely to make it cross boundary conditions. In this method,one is not bound by any preconceived metaphysical or other ideas, and not even by the factual experience certain postulates are assumed and all the implications are worked out. By varying the postulates, we get different tools and models. So, classification too will gain efficiency if the postulational method is adopted.

8.3 UTILITY OF POSTULATION APPROACH

The utility of Postulational Approach to classification is given below.

- (i) It avoids confusion in the making of classification and in its practice;
- (ii) One can examine the discipline objectively. Through it each subject gets its own facet formula;
- (iii) The postulates help in the treatment of different features of the universe of knowledge in a suitable manner;
- (iv) It enables to base the classification on scientific principles thereby evolving design appratus and models;
- (v) The resulting scheme of classification due to the postulates is a 'Freely Faceted Classification' in every sense of the term;
- (vi) To the classifier, the postulates guide to construct the right and macro-class number;
- (vii) It helps to compare different schemes so as to find the efficiency of a particular schemes for classification.
- (viii) It helps to present the analytico-synthetic process in constructing class number for a subject.

8.4 FACET ANALYSIS

According to Ranganathan, the process of setting out subjects in their skeleton form is

called 'Facet Analysis'. In other words, facet analysis is the process of analysing the subject into faces according to the postulates and principles enunciated for the purpose. It is a mental process by which the possible train of characteristics which can form the basis of classification of a subject and the exact measure in which the attributes concerned are incident in each facet of the subject are determined.

The train of characteristics has introduced two concepts namely 'Facet' and 'Focus'. On the basis of these concepts a subject may be separated into any component for setting out subjects in their skeleton form.

Meaning of Facet

According to Ranganathan, (Prolegomena Ed. 3.p.88) 'Facet is a generic term used to denote any component be it a basic subject or an isolate of a compound subject, and also its respective ranked forms, terms and numbers. In other words facet is the totality of isolates, each one of which can itself be attached to a specific basic class or class derived from it and which are enumerated together in a schedule as possible manifestation of particular fundamental categories in a specified level of a specified Round.

E.g. Treatment of lung disease in Medicine. The above subject can be analysed into 4 components of facets namely, treatment, disease, lung and medicine.

Among these components or facets, 'Medicine's is the basic facet of the subject, 'lungs' is the organ facet of the subject; 'Disease' is the problem facet of the being kept intact and of its focus being sharpened to any desired degree as in the case of Colon Classification.

8.5 FUNDAMENTAL CATEGORIES

Ranganathan has postulated 'Five Fundamental Categories's in the idea plane. He observes, An examination of the facets of different subjects shows, that they can all i.e., related to one or there Five fundamental categories: Time, Space, Energy, Matter and Personality. Any analysis ultimately strikes root in them. A student of advanced classification will, therefore, be helped, if he becomes familiar with their existence in the background and gets his ideas classified in regard to them (Library Classification: Fundamental and Procedure, 1944, Sec. 514).

Meaning

The word group 'Fundamental Categories' is difficult to define. By going through a dictionary to find out the meaning of each term "Fundamental" and "Categories" and then combining the meaning, we cannot know the real meaning of it. Ranganathan states, the word group forming the term 'Fundamental Categories' is an unbreakable one. It is defined by enumeration only (Prolegomena, Ed. 3.p.398).

Postulate of Fundamental Categories

There are five and only five fundamental categories viz., Time, Space, Energy, Matter and Personality. These categories are denoted by the initonym PMEST. These terms and the ideas denoted by them belong strictly to the context of classification discipline. They have nothing to do with their use in Metaphysics or subject and 'Treatment' is the heading facet of the subject.

These comonents can be thrown in the following 'Skeleton Form'.

(Medicine) (Lung) : (Disease) : (Treatment)

Meaning of 'Focus'

Ranganathan states, 'Focus is a generic term to denot any isolate or any subject and also the number representing any of them; and the name denoting any of them. In the

Postualates Fundamental Categories

NOTES

Library Classification

NOTES

above subject, 'Medicine' is the Focus in the basis Facet of the subject; 'Lung', is the Focus in the Organ Facet of the subject; 'Disease' is a Focus in the problem facet of the subject and 'Treatment' is a Focus in the Handling Facet of the subject. From these, it is clear that Focus is an isolate in a facet denoting a concept or idea or term or a number in a scheme of classification. The totality of such isolate idea or term or number constitutes the facet.

Facet Analysis enables to separate the subject into many components in accordance with the train of characteristics of classification to which they each relate. Ranganathan states, "facets are not qualities of class numbers alone, nor are they peculiar to the scheme of classification used. On the contrary, Facet; inheres in the subjects themselves that is they exist in the subjects themselves, whether we sense them or not. Subjects will be helpfully featured and their arrangement will be made filiationary and helpful within any scheme of classification if such a schedule is based upon facet analysis any it the class numbers reflect the facets properly. Particularly will this be so, if the method of building class number admits of each facet Physics. However, the significance can be seen only in the statements about the facets of a subject-their separation and their sequence.

For the purpose of easy identification of the Five Fundamental categories inherent in a subject, let us proceed from the last Fundamental category. Time to the First Fundamental category, Personality.

8.5.1 Time Category

In a subject the Fundamental category, Time, can be easily identifiable. It is in accordance with what we commonly understand by that term. Then, the usual, year and so on-are its manifestation. Time isolates of another kind-such as, day and night seasons such as summer and winter, time with meteorological quality - such as wet, dry, snow and storm are also taken as manifestations of the Fundamental Category Time :

In the following subjects, Time category has been indicated by under lining the appropriate term.

- 1) Agriculture during 2000 A.D.
- 2) Indo-Soviet foreign relations during 1950's
- 3) Harvesting of paddy in the Summer seasons
- 4) Independence of India in the mid-night
- 5) Street cleaning in Zurich during snow period

8.5.2 Space Category

The Fundamental Category 'space' comes next to 'Time' in difficulty in its identification. It is commonly identified in terms of surface of the earth, the space inside it and the space outside it. The usual geographical ideas such as continents, countries and water formation such as oceans and seas taken to be the manifestations of Space category'. In addition, physiological isolate ideas such as desert, valley rain - forest, plateau, mountain, river and lake are also taken to be the manifestation of 'Space category'. So also, an area occupied by a population - cluster such as city, town, village etc., is taken to be the manifestation of the fundamental category 'Space'.

In the following subjects, the space category is indicated by underlining the appropriate terms:

- 1) Eye Disease in Madras
- 2) Classification of Books in University Libraries
- 3) Prevention of Disease of Eyes

4) Teaching of Mathematics

5) Functions of President of India

Postulates Fundamental Categories

8.5.3 Matter Category

The identification of the Fundamental Category 'Matter' is more difficult than even of 'Energy Category'. However, its manifestations are taken to be of two kinds - Material and property. But, we may think that the property should be taken along with material. This can be clarified by means of an example. Let us take a table. The material is intrinsic to the table but is not the table itself. As such they are regarded as the manifestation of 'Matter' category.

In the following subjects, the 'Matter Category' is indicated by underlining the appropriate terms;

- 1) Classification of Periodicals in the University libraries;
- 2) Spinning cotton yarn
- 3) Value of gold currency in the developed countries
- 4) Indian di stemper fresco painting of landscape.

8.5.4 Personality Category

The Fundamental Category 'Personality' presents the greatest difficulty. It is too elusive and is ineffable. Hence it cannot be identified immediately in a subject like the remaining four categories. However, Ranganathan has adopted J.S. Mill's Method of Residue in identifying personality category.

According to the Method of residue, Ranganathan states "If a certain manifestation is easily determined not being one of "Time", "Space" or "Energy" or "Matter", it is taken to be a manifestation of the Fundamental Category "Personality", for according to the postulate, there are five and only five fundamental categories. Therefore, any entity which is not a manifestation of "Time" or "Space" or Energy's or "Matter", should be a manifestation of "Personality". However, the application of this method may not be easy in certain cases. But experience will lead to the establishment of a reflect action in recognising the fundamental category manifesting itself in any isolate idea:. (Prolegomena; Ed. 3. p. 401).

In the following subjects, the personality category is shown by underlining the appropriate terms

- 1) Classification of Books in University Libraries
- 2) Cultivation of Wheat in India
- 3) Psychology of Abnormal Children
- 4) Women Education in India.

NOTES

8.6 POSTULATES OF BASIC FACET

Every compound subject has a basic facet. This is the obstulate. To identify the Basic Facet of compound subject, a general knowledge of the schedules of Basic Subject is necessary, Most of the schemes for classification give roughly similar schedules of them. The indication by the title of the document of the Basic Facet of its subject may be either 1) Explicit 2) Implicit 3) Absent. The following table indicates the above facts:

S.No.	How indicated	Title	Basic Facet
1.	Explicit	1. Agriculture in India	1. Agriculture

Library Classification

2. Women Education

2. Education

3. Indian History

3. Implicit

1. Harvesting of paddy

1. Agriculture

2. Feeling of Women

2. Psychology

3. Indian History

3. History

3. Absent

1. Freedom of Lucy

1. Literature

2. The life of Suzi

2. Sociology

3. Land of nobody

3. Political Science

NOTES

In the case of title being fanciful or oblique the content pages and even the whole documents may be perused to decide the Basic Facet. Most of the literary and classic works in diverse subject do not indicate the basic subject. However, the basic facet should be decided in any way.

8.7 POSTULATE OF ISOLATE FACET

The postulate of isolate facet is given thus : Each of isolate facet of a compound subject can be deemed to be a manifestation of one and only one of the five fundamental categories (Prolegomena, ed. 3P. 403).

It is generally easy to identify the isolate ideas that are manifestation of the Five Fundamental Categories Time, Space, Energy, Matter and Personality respectively. If the first four categories, Time, Space, Energy and Matter are identified, then the remaining is personality category.

The following table illustrates the isolate ideas that are manifestations of Five Fundamental Categories.

Sl.No.	Title	Isolate Facets
1.	Cataloguing of books in the Public Libraries	In Library Science Subject Catalogue (Energy Facet) Books (Matter Facet) Public Libraries (Personality Facet).
2.	Disease of Eyes	In Medicine, Disease (Energy Facet) eye (Personality Facet)
3.	Harvesting of wheat in India during 1980's	In Agriculture, 1980s (Time Facet) India (Space Facet), Harvesting (Energy Facet), Wheat (Personality Facet).
4.	Teaching in the Secondary Schools	In Education, Teaching (Energy Facet) Secondary School (Personality)
5.	Prospecting of diamond	In minerology Prospecting (energy facet) Diamond (Personality facet)

8.8 CONSOLIDATED POSTULATE ABOUT SUBJECT

A subject either of a basic class alone or of a basic class and one or more manifestations of one or more of the Five Fundamental Categories (Elements of Library Classification Ed. 3.p. 82).

This means that a subject may consist of a basic class only. For example "Text Book of Physics". In this physics is the basic class.

A subject may also have one or more manifestations of five fundamental categories along with a basic class which may occur explicitly or implicitly in the subject. For example let us consider the title "Disease of Respiratory System".

In this the basic class is "Medicine". Disease belongs to Energy facet and Respiratory System belongs to Personality facet.

Postulates Fundamental Categories

NOTES

8.9 SELF CHECK EXERCISES

1. What are the Five Fundamental Categories.

Ans.

Ranganathan has postulated 'Five Fundamental Categories' in the idea plane. He observes, 'An examination of the facets of different subjects shows, that they can all i.e., related to one or these Five Fundamental Categories; Time, Space, Energy, Matter and Personality. Any analysis ultimately strikes root in them.

Meaning

The word group 'Fundamental Categories' is difficult to define. By going through a dictionary to find out the meaning of each term "Fundamental" and "Categories" and then combining the meaning, we cannot know the real meaning of it. Ranganathan states, the word group forming the term 'Fundamental Categories' is an unbreakable one. There are five and only five fundamental categories viz., Time, Space, Energy, Matter and Personality. These categories are denoted by the acronym PMEST.

2. Briefly Explain the Personality Category.

The 'Personality' presents the greatest difficulty. It is too elusive and is ineffable. Hence it cannot be identified immediately in a subject like the remaining four categories. However, Ranganathan has adopted J.S. Mill's Method of Residue in identifying personality category.

8.10 MODEL QUESTIONS

1. Explain in detail about the fundamental categories as described by the S.R. Ranganathan.
2. What is PMEST?

8.11 SUGGESTED READINGS

1. S.R. Ranganathan, Prolegomena to library classification, 3rd ed., Bombay, Asia Publishing House, 1967.
2. Krishna Kumar and Girija Kumar, Classification Theory and Practice.

Library Classification**NOTES**



FACET ANALYSIS PHASE ANALYSIS ROUNDS AND LEVELS

Structure

- 9.0 Aims and Objectives
- 9.1 Introduction
- 9.2 States of Facet Analysis
 - 9.2.1 Creation of Facets
 - 9.2.2 Literature (MC)
- 9.3 Arrangement of Foci
 - 9.3.1 Principle of Later-in-time
 - 9.3.2 Principle of Later-in-Evolution
 - 9.3.3 Principles of Spatial Continuity
 - 9.3.4 Principles of Quantitative Measurement
 - 9.3.5 Principle of Increasing Complexity
 - 9.3.6 Principle of Canonical Sequence
 - 9.3.7 Principles of Literary Warrant
 - 9.3.8 Principle of Alphabetical Sequence
- 9.4 Advantages of Facet Analysis
- 9.5 Postulate of Rounds and Levels
- 9.6 Postulate of Rounds for Personality and Matter
- 9.7 Postulate of Rounds for Space and Time
- 9.8 Postulates of Levels for Personality and Matter
- 9.9 Postulate of Levels for Space and Time
- 9.10 Postulate of Levels for Energy
- 9.11 Postulates for Facet Sequence
- 9.12 Postulate of Concreteness
- 9.13 Postulate of Facet Sequence with a Round
- 9.14 Postulate of Facet Sequence within the last Round
- 9.15 Postulate of a Level Cluster
- 9.16 Postulate for National Plane
- 9.17 Summary
- 9.18 Self Check Exercises
- 9.19 Model Questions
- 9.20 Suggested Readings

NOTES

9.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know about the Facet, Facet Analysis and Phase Analysis.
- Know about the Round and Levels PMEST.
- Know about the Steps of Round and Levels.
- Know about the Arrangement of Foci.
- Know about the Postulate of Facet Sequence.

9.1 INTRODUCTION

According to Ranganathan Facet Analysis is "Analysis of a subject into its facet according to the postulate and principles stated for the purpose". In the words of Palmer and Wells it "means the analysis of a specific subject into facet produced by the application of characteristic".

A majority of the earlier schemes of classification are enumerative in nature. The entire process of these schemes break the entire knowledge into classes and subclasses by the application of series of characteristics. The classes and subclasses are listed in systematic fashion. Finally they are given the ready made class numbers. As opposed to this, a new method is now followed. This method relies on synthesis. Following this line, it is argued that, instead of attempting to list all subjects of past, present and anticipatable future a classification should identify main classes or distinct descriptors. The, within each discipline, it only enumerates basic concept or elements arranging these in appropriate categories or facets. Most of the subjects are compounds made up of two or more elements drawn from the various facets, of a subject field. When we classify documents. We first of all analyse its compound subject and recognize the compound elements concerned. We then employ the symbols represent these elements -thus gradually building an appropriate number.

From the above discussion it is clear that the two classes of people the classificationist as well as the classifier are concerned with Facet Analysis. The classificationist follows facet analysis in the design of the scheme of classification and the classifier in classifying the documents. The job of the former is laborious and difficult. In what follows an account of facet analysis followed by the classificationist in the creation of faceted schemes.

9.2 STATES OF FACET ANALYSIS

Analysis

The subject in documents are either simple concepts or compounds of such subjects. For example the "The Literature of eighteenth century" is compounds of literature, eighteenth century and "French Drama" consists of compounds "French Drama. If a scheme tries to accommodate the compound subjects as it happens in Enumerative schemes, it may fail to provide representative class numbers. On the other hand if a classification scheme is composed of simple concept only, and is some means of combining them in preferred order is derived then the scheme will be capable of accommodating any number of new subjects. For example English fiction can be represented by 0111,3.0 stands for Literature, 111 for English and 3 for Fiction. The first job of a maker of classification scheme will be to examine a representative sample of documents,

covering all topics within the subjects and all levels listing concepts as they arise. Concepts in the unorganised state are often called isolates. **Facet Analysis Phase Analysis Round and Levels**

9.2.1 Creation of Facets

Examine the following Isolates :

Education

1. Primary
2. Secondary
3. Higher
4. Visual Aids
5. Tutorials

There are three groups :

1. Primary
2. Secondary Education according to age
3. Higher
4. Visual Aids
5. Tutorials Teaching methods
6. Geography
7. Mathematics Subjects taught

A characteristic is an attribute by which concepts are grouped or subjects derived. The sum total of isolate formed by the division of a subject by the one characteristic of division is called a facet. Form Facet, Period Facet. The Isolates within a facet are called foci to distinguish them from the unorganised concepts called Isolates. This process of analysis is called Faceted Scheme.

9.2.2 Literature (MC)

Language Facet e.g.

- English
- German
- French
- Russian
- Telugu
- Sanskrit

Form Facet, e.g.

- Poetry
- Drama
- Fiction
- Essays

Period Facet e.g.

- 16th Century
- 17th Century
- 18th Century

NOTES

Library Classification

NOTES

Such series of ranked classes and sub-classes reflecting various steps of divisions though the application of variety of characteristics as shown here is referred to as hierarchy. Within the hierarchy foci of equal status i.e., those formed by dividing class by one characteristic are called coordinate classes or arrays. Thus poetry, drama, fiction, essays are coordinate classes.

9.3 ARRANGEMENT OF FOCI

So far we have a series of facets and sub-facets with coordinate foci enumerated in each. The next ask is to arrange the foci in some order. Ranganathan has given the following eight principles of helpful sequence for the arrangement of foci. These are :

1. Principle of Later-in-time
2. Principle of Later-in-evolution
3. Principle of Spatial Continuity
4. Principle of Quantitative Measurement
5. Principle of Increasing Complexity
6. Principle of Canonical Sequence
7. Principle of Literary Warrant
8. Principle of Alphabetical Sequence

9.3.1 Principle of Later-in-Time

According to this, if the subjects or isolates in an array had their origin in different periods, they should be arranged in the same time sequence. For example the CC arranges different religions according to this principles. Vedic was the first one and Islam is the last one.

200 Religion

1. Vedic
2. Post-Vedic
3. Jainism
4. Buddhism
5. Judaism
6. Christianity
7. Islam

9.3.2 Principle of Later-in-Evolution

If the subjects or isolates in an array belong to different stages of evolution, they should be arranged in the same evolutionary sequence. For example there are different stages of education beginning with Nursery and going up to Higher. These are arranged in the following order :

370. Eduation

1. Nursery
2. Elementary
3. Secondary
4. College
5. Higher

9.3.3 Principles of Spatial Continuity

*Facet Analysis Phase Analysis Round
and Levels*

If the subjects or isolates in an array occur contiguously in space (adjacent to each other) they should be arranged in a parallel sequence. For example in the arrangement of states in India, they should be arranged as they occur in space. Starting from the south we can arrange them thus :

Kerala
Tamilnadu
Andhra
Maharashtra etc.

9.3.4 Principles of Quantitative Measurement

- a) **Principles of Increasing Quantity:** If the subjects or isolates in an array admit of quantitative distinction, they may be arranged according to their increasing quantity. For example the students in a class room can be arranged according to their age in the increasing manner.
- b) **Principles of Decreasing Quantity:** If the subjects or Isolates in an array admit of quantitative distinction, they may be arranged according to their decreasing quantity. For example

World Library
National Library
Regional Library
State Library
District Library
City Library

9.3.5 Principle of Increasing Complexity

If the subjects or Isolates in an array show different degrees of complexity they should be arranged parallel to the sequence of increasing complexity. For example different divisions of Geography are arranged on this principle.

Mathematical Geography
Physical Geography
Biogeography
Anthropo Geography.

9.3.6 Principle of Canonical Sequence

If the subjects or Isolates in an array are traditionally referred to in a specific sequence it is better to follow the same arrangement. For example the subjects under Mathematics are arranged thus :

Arithmetic	Algebra
Analysis	Other Methods
Trigonometry	Geometry
Mechanics	Potentials

9.3.7 Principles of Literary Warrant

This principle states that the subjects or Isolates in an array should be arranged in the sequence of decreasing quantity of documents published. For example the CC arranges Food plants thus. In the arrangement, Rice figures first because more literature has

NOTES

Library Classification

NOTES

been published on it an Milet figures last.

1. Rice
2. What
3. Oat
4. Corn
5. Barley

9.3.8 Principle of Alphabetical Sequence

This principle may be applied when no other principle is helpful. According to this the subjects or isolates in an array can be alphabetically arranged. For more details see Alphabetical Mnemonics occurring under the lesson Mnemonics.

The scheme will consist of simple concepts which will have to be combined or synthesized to accommodate the compound and complex subjects found in the documents. A combination order must be laid down i.e. combination order of facets. Without this the documents on the same classifying a document entitled "Sixteenth Century English Literature" should be given the facet language facet and time facet. The question is whether to fix the language facet or time facet first. In deciding the order of the facets usually the need or users and their approaches to the subject is analysed. Thus in the field of literature the students normally confine their studies to the literature of a particular language rather than period to form first. Hence, language facet has precedence over other facets. The facet formula therefore is Language, Form, period.

In determining the facet, sequence in helpful order Ranganathan gives us the following principles :

1. Wall Picture Principle
2. Whole Organ Principle
3. Cow Calf Principle
4. Actand Action Actor Tool Principle.

9.4 ADVANTAGES OF FACET ANALYSIS

The faceted approach is said to have problems as well as advantages. In the first place it is said that the faceted scheme is associated only with very detailed classification and therefore it is not applicable to small libraries. Further it is said that the faceted schemes lead to notational complications. For example each facet has to be distinctly represented. On the other hand it has several advantages too. In the first place the method helps us in the construction of class numbers nor subjects. Unless the facets of a subject are properly analysed, it would not be possible for us to give an appropriate class number for it. Once the number is constructed this is the best method of checking the correctness of a class number arrived at. Secondly this method also helps us to gain deep comprehension of the subject. For classifying documents according to this method understanding the meaning and different aspects of the subject is quite essential. Further, facet analysis is also a sure way to remove unwanted cross-classification.

9.5 POSTULATE OF ROUNDS AND LEVELS

So far, we have seen that a subject may consist of a basic class alone or a basic class along with one or more manifestation of five fundamental categories. Sometimes, in

the case of micro subjects, the five fundamental categories manifest more than once. *Facet Analysis Phase Analysis Round and Levels*
That means in such subjects. Time or Space or Energy or Matter or Personality Facets may occur more than once. This cycle or recurring manifestation of the Five Fundamental Categories led to the formation of the postulates of Rounds and Levels.

The terms 'Rounds' and 'Levels' have not been defined so far. Hence they have to be understood with the help of postulates.

Postulate of Rounds for Energy

The postulate for Energy relating to Rounds reads thus :

The Fundamental Category 'Energy, may manifest itself in one and the same subject more than once. The first manifestation is taken to end Round of the manifestation of the three fundamental categories 'Personality'. Matter and Energy. The second manifestation is taken to end Round 2 and so on. The manifestation of the Fundamental category (Energy in Round1, Round 2 etc., may be represented as (1E) (2E) respectively.

The above postulates of Round for Energy can be explained thus: For example, let the subject be "treatment of disease in Medicine". In this medicine 82 (basic class), Treatment is (E) and disease is also (E). Since there are two Energy facets, we have to denote them specifically as 1(E) and (2E) for sequencing them. Our common sense helps us to identify (1E) among the isolate concepts "treatment" and "Disease', Since treatment is meant for "Disease", the concept "disease" is to be assigned to (1E). Hence disease is (1E) and treatment is (2E).

9.6 POSTULATE OF ROUNDS FOR PERSONALITY AND MATTER

The postulate is, "Each of the fundamental Categories" "Personality" and "Matter" may manifest itself in round 1, round 2 and so on. Personality in Round 1, and Round 2, etc., can be denoted by (1P), (2P) etc., respectively. So also for Matter in Round-1, Round-2 etc., by (1M) (2M) etc., respectively.

The postulate may be explained thus. Let us consider the virus disease of Lung in Medicine". Analysing the subject we identify that Medicine is (BC). Disease is (E). Since "Virus" and "Lung" cannot be Time or Space or Energy of Matter Facets, they belong to personality facet and thus virus is (P) and Lung is (P). By common sense, in this subject, disease is (1E) as see in the 5th postulate and takes place when there is lung. Hence, Lung belongs to (1P) and disease (P) should come. This means it is to be assigned to (2P).

9.7 POSTULATE OF ROUNDS FOR SPACE AND TIME

The postulate is 'Ordinarily, any of the Fundamental categories 'Space' and 'Time' may manifest itself only in the respective symbols (S) T) (Prolegomena Ed. 3, P. 410). Like Personality, Matter and Energy, they donot manifest in Rounds.

This means that after admitting the manifestations of Personality, Matter, Energy, Facets in several Rounds, the Space and Time Facet should be kept at the last Round. For example, consider the subject 'Virus' Disease of Lung in India during 1980'.

By analysis, 1980 is Time Facet; India is space facet (1E). Lung is (1); Virus is (2p), in this virus belongs to seocnd Round personality and since that is the last Round in

NOTES

Library Classification

this subject. India (S) and 1980; (T) should be placed after virus (2P). This means medicine (BC) Lung (1P) Disease (1E) Virus (2P) India (S) 1980's (T).

NOTES

9.8 POSTULATES OF LEVELS FOR PERSONALITY AND MATTER

The postulate is "Any of the Fundamental Categories, Personality and matter may manifest itself more than once in one and the same round with a subject, and similarly with "Space" and "Time" in the last round". The first manifestation of a fundamental category within a round will be said to be its Level Facet in that round. Its second manifestation within that Round will be said to be its level-2 Facet in that Round and so on.

The successive manifestations of the Fundamental category personality in Round can be called by the respective names Round- 1 and Level - Personality, Facet, Round 1 level Personality Facet; Round 1 Level 3 Personality Facet, Round 1 Level 4 Personality Facet etc., Likewise.

(2P1) Stands for Round 2 Level 1 Personality Facet

(2P2) Stands for Round 2 Level 1 Personality Facet

(2P3) Stands for Round 2 Level 1 Personality Facet

Likewise the successive manifestation of the fundamental category 'Matter' in Round 1 can be called by the names Round 1 Level 1 Matter Facet, Round 1 Level 1 Matter Facet, Round 1 Level 2 Matter Facet etc. and can be illustrated as given below.

(1M1) Stands for Round 1 Level 1 Matter Facet

(1M2) Stands for Round 1 Level 2 Matter Facet

(1M3) Stands for Round 1 Level 3 Matter Facet

Then (2MM) Stands for Round 2 Level Matter Facet

(2M2) Stands for Round 1 Level 2 Matter Facet

(2M3) Stands for Round 1 Level 3 Matter Facet.

9.9 POSTULATE OF LEVELS FOR SPACE AND TIME

The Postulate is, 'Since the Space and Time Facets, can occur only in the last Round of Subject', there is no need to indicate Round in their names or their symbols (Prolegomena Ed. 3p. 411).

The manifestations of space and time facets in the last round can be illustrated as given below :

(S1) Stands for Level 1 Space Facet

(S2) Stands for Level 2 Space Facet and so on Likewise

(T1) Stands for Level 1 Time Facet

(T2) Stands for Level 2 Time Facet

The following examples may highlight the postulates of Levels for Space and Time Facets.

1. Winter in 1980.

1980 is (T) and Winter is also (T)

*Facet Analysis Phase Analysis Round
and Levels*

1. By common sense, a particular winter is identified in terms of the year and so, 1980 is assigned to (T1) and therefore 'winter' belongs to (T2)
2. Rivers of India. In this India is (S) and River being physiographical feature is also (S). By Common sense, we identify a particular river with the help of the name of country and hence belongs to (S1) while River is to be assigned to (S2).

NOTES

9.10 POSTULATE OF LEVELS FOR ENERGY

The postulate is "The Fundamental Category Energy" can occur only once in a Round. Therefore there is no level for Energy.

9.11 POSTULATES FOR FACET SEQUENCE

After assigning the manifestations of one or more Fundamental Categories in Rounds and Levels, now we have to determine their order in an helpful sequence. In this connection Ranganathan has enumerated the following postulate for facet sequence.

In a compound subject, the basic facet should be the first facet (Prolegomena Ed. 3p. 412). This means in the sequence of Facets the basic subject should be placed first due to the facet that each components of the subject can have meaning only in the context of the basic subject. Hence, this postulate is propounded.

9.12 POSTULATE OF CONCRETENESS

The Five Fundamental Categories fall into the following sequence when arranged according to the decreasing concreteness :

PMEST (Prolegomena, Ed. 3p, 412).

It can be observed that while analysing a subject we proceed from Time Facet through Space, Energy, matter to personality Facet. But for sequencing them we have to arrange the facets in the decreasing concreteness of PMEST.

This postulate conforms to the thinking of a majority of persons regarding the relative concreteness is isolate, these isolates being the manifestations of any one of the Five Fundamental Categories.

The above 10 and 11 postulates taken together, provide us a clue to arrange the Basic Facet along with the isolates of Fundamental Categories.

(BF) (P) (M) (E) (S) (T)

9.13 POSTULATE OF FACET SEQUENCE WITH A ROUND

In any Round of Facets of a compound subject, in which each of the Fundamental Categories Personality, Matter Energy-occurs only once, their sequence should be : Personality facet, Matter facet and Energy facet (Prolegomena Ed. 3. p. 421).

Library Classification

NOTES

9.14 POSTULATE OF FACET SEQUENCE WITHIN THE LAST ROUND

In the last Round of facets of a compound subject, in which each of the Fundamental Categories other than Energy may occur and occurs only once, the sequence of the facets should be personality facet, matter facet, space facet, time facet (Prolegomena Ed. 3 p. 412). Since Energy does not occur in the last Round, it is exempted from this postulate.

9.15 POSTULATE OF A LEVEL CLUSTER

"Facets of different Levels of the same Fundamental Category within a Round of facets in a compound subject should be kept together". (Prolegomena Ed. 3p. 412)

For example, in the subject 'Literature', Personality category manifests Four times in the First Round.

Round 1 Level 1 is assigned to language of the literature

Round 1 Level 2 is assigned to from of the literature

Round 1 Level 3 is assigned to author of the subject

Round 1 Level 4 is assigned to work of the author

The sequence of these facet as per the above postulate is Literature (PF) Language (1P2) Author (1P3) work (1P4).

9.16 POSTULATE FOR NATIONAL PLANE

Postulate of Connecting Symbol

In Colon Classification, the connecting symbols to be inserted in front of the various kinds of facet are as given in the following (Elements of Library Classification Ed. 3. p. 87).

Facet	Connecting Digit	Terminology
P	,	Comma
M	;	Semi-Colon
E	:	Colon
S	.	Dot
T	'	Inverted Comma

Postulate of Connecting Symbol

- a) In Colon Classification, the connecting symbol need not inserted inserted before (P), if it immediately follows PC) (Elements of Library Classification Ed. 3. p. 109).

Example : L (P) i.e. L 45 Lung in Medicine i.e.,

L 45
(BF) _____ (P)

The reasons is that the Basic Classes are assigned the Roman capital except in the case of Library Science, while (1p) isolates are assigned to Indo-Arabic numerals in

most cases. At the Basic Class digit and isolate number differ thus being distinctly identified, there is no need to insert the connecting symbol for (1p).

- b) Likewise the connecting symbol need not be inserted before (2), (3P) etc. if follows immediately after (E), (2E) ect., respectively (Elements of Library Classification Ed. 2. p. 104). For Example, X-Ray treatment of T.B. Disease when analysed and sequence, we get.

L : (E)(2P) : (2E) (3P)
i.e. L : 4 21 : 6849
----- (2E) cum (2P) (E) cum (2)

In many instances in CC, we can find (E) and (2P); (2P) and (3P) etc. are clubbed..

- c) Of two consecutive facets, if all the isolate numbers in the earlier facet are known to consist of same number of digits, the connecting digits between two facets may be omitted (Elements of Library Classification) Ed. 3.p. 1093)

Example : O (P) (P2) (P3) (P4)

i.e., 01 11, 2164,5

Shakespeare's English Drama 'Hamlet'.

- d) For anteriors in common isolates connecting symbols need not be inserted (Colon Classification Ed. 6p. 1.43)

Example

2 a : Bibliography of Library Science

Ev : History of Chemistry

2 k : Encyclopedia of Librarianship

Steps in Classifying : (i.e., Postulational procedure)

Ranganathan has also given us eight successive steps in translating a subject of : natural language into classificatory language of ordinal numbers.

These steps help us to classify a subject in the right way, as they are based on postulates and associated principles.

The following are the eight steps :

- Step 0 : Raw Title
- Step 1 : Expressive Title
- Step 2 : Title in Kernal Terms
- Step 3 : Analysed Title
- Step 4 : Transformed Title
- Step 5 : Title in Standard Terms
- Step 6 : Title in Focal Numbers
- Step 7 : Class Number
- Step 8 : Verification
- Step 8.1: Facet Analysis
- Step 8.2: Digit by digit translation.

NOTES

Library Classification

NOTES

Step 0 : Raw Title

A Raw title is nothing but the title of a book found in the title age in other words, what is given in the title is said to be in Raw Title.

Step 1: Expressive Title

Title which expresses the full subjects of a document is called Expressive Title. For example the raw title "Disease of Eyes" does not indicate the full subject. This means it is an elliptical title. Hence ellipses should be filled up by supplying the missing terms like "Medicine". Suppose if the raw title is "Glowing Eyes", then it is difficult to decide the subject of the document with the help of title. In such case, a classifier is to go through the content page, chapter headings, paragraph heading, index etc. To decide the subject the title is made expressive of the subject, as "Disease of Eyes in Medicine".

Step 2 : Title in Kernal Terms

Kernal Term is a term denoting the component of the subject : Kernal terms can be obtained from the expressive title by removing the article preposition, conjunction, fuff and other terms not directly related to the concept of the subject. For example in the expressive title "Disease of eyes in Medicine" we got the Kernal terms Disease, eyes, medicine. The Kernal terms are converted into nominative singular form.

Step 3 : Analysed Title

At this step, each Kernel term is assigned the appropriate Facet Symbol in abbreviation
For example : Disease (E) Eye (P) Medicine (BF)

Step 4 : Transformed Title

At this step, the Kernal terms along with their Facet symbol are rearranged with the help of postulates of helpful sequence.

For example : Medicine (B) Eyd (P) Disease (E)

Step 0 to 4 belong to idea plane

Step 5 : Title in Standard Terms

At this step all the Kernal terms are to be replaced by the equivalent standard terms used in the preferred scheme for classification. The purpose is to avoid synonymous terms and to conform to a standard terms used in the preferred scheme for classification. This step belongs to verbal plane.

For Example: In the expressive title, "Pathology of eyes in Medicine" the Kernal terms are pathology, eye, Medicine. In accordance with step 3 and 4, we have

Medicine (BF) Eye (P) Pathology (E)

The term 'pathology' has not been used in the Main Class 'Medicine under (E) of Colon Classification. Since the term 'Disease' is available under (E) as equivalent term of 'Pathology' the title is : Medicine (BF) Eye(P) Disease (E)

Step 6: Title in the Focal Numbers

The basic subject term and isolate terms are replaced by respective numbers given in the preferred scheme for classification.

For Example : Medicine (BF) Eye (P) Disease (E) are in Focal Numbers L (BF) 185 (P) 4 (E).

Step 7 : Class Number

At this step, the Facet symbols are removed and the respective connecting symbols for the Facet are prefixed as per the postulates studied in this lesson.

For Example : L (BF) 185 (P) 4 (E) are in the class number 815 : 4 step 6 and 7 belong *Facet Analysis Phase Analysis Round and Levels* to notational plane.

Step 8 : Verification by Reverse Translation

Step 8 may be added to translate the synthesised class number into natural language by way of verification. For convenience, step 8 may be categorised as step for Facet Analysis and step 82 for Digit by Digit translation.

Let us consider the class number L 185 : 4 for verification.

Step 8.1 : Facet Analysis

The class number L 185 : 4 is first analysed into facets as shown below

L = Basic Facet
185 = Personality Facet
4 = Energy Facet

Step 8.2 : Digit by Digit Translation

In this step the class number is translated into natural language as given below

L = Medicine
L1 = Basic and Regional
L15 = Head
L185 = Eye
L815:4 = Disease of Eye in Medicine
Disease, of eye in Medicine is the title.

Practical Classification

Let us clarify the title "Selection of Newspapers in University Libraries in India during 1940's as per the 8 steps as given below.

Step 0 : Raw Title

Selection of newspapers in University Libraries in India during 1940's.

The basic ideas 'Library Science' is implied. This should be supplied explicitly.

Step 1 : Expressive Title

Selection of Newspaper in University Libraries in Library Science in India during 1940's.

In the above title, the words "of", "in" and "During" are all prepositions. As they are only auxiliary terms, they are not essential to the indication of the subject.

Step 2 : Title in Kernel Terms

Selection, Newspapers, University Libraries, Library Science, India 1940's.

In the above, the term 'Library Science' is basic class and (BC) is added after it. The term 1940's denotes the Focus in Time Facet. Hence (T) is to be added after it.

The term 'India' denotes the Focus in Space Facet. Hence (S) is to be added after it. The term "Selection" denotes the Focus in energy Facet. Hence (E) is to be added after it. The term 'Newspapers' denotes the Focus in Matter Facet, Hence (M) as to be added after it. The word-group, "University Libraries" denote the Focus in Personality Facet. Hence (P) should be added after it.

Step 3 : Analysed Titles

Selection (E), Newspaper (M) University Libraries (P) Library Science (BC). India (S) 1940's (T).

NOTES

Library Classification

As there is no more than one manifestation of any one Fundamental Category, by the postulate of sequence, the facets should be arranged in the sequence.

(BC) (P) (M) (E) (S) (T)

NOTES

Step 4: Transformed Title

Library Science (BC), University Libraries (P) Newspaper (M) Selection (E) India (S) 1940's.

Step 5 : Title in Standard Term

By referring the Main Class Library Science under appropriate Facets, the standard terms, for the terms in the transformed title should be used. As a result we get, Library Science (BC) University (P) Newspaper (M) Selection (E) India (S) 1940 (T).

Step 6 : Title in Focal Numbers

The appropriate isolate numbers for the terms should be put instead of terms. Hence we get 2 (BC) 34 (P) 44 (M) 81 (E) 44 (S) N4 (T) Now, the descriptive symbols given brackets after the focal numbers should be removed.

By postulate of connecting symbols, the appropriate connecting symbols should be put before the focal numbers.

By postulates for the omission of connecting symbol vide rule 2 (a), comma need not be put before the personality focal number.

Step 7 : Title in Class Number

Class Number for the Title is 234; 44; 81.44 8N4

Step 8 : Verification by Reverse Translation

Step 8.1 : Facet Analysis

- 2 is Basic Facet
- 34 is Personality Facet
- 44 is Matter Facet
- 81 is Energy Facet
- 44 is Space Facet
- N4 is Time Facet

Step 8.2 : Digit by Digit Translation

- 2 Library Translation
- 234 University Library in Library Science
- 234;44 Newspaper in University Library Science
- 234; 44 : 81 Selection of Newspapers in University Library in Library Science
- 234; 44 : 81. 44 Selection of Newspaper in University Library in Library Science in India
- 234; 44; 81 : 44' N4 Selection of Newspapers in University Library in India during 1940

9.17 SUMMARY

Facet Analysis Phase Analysis Round and Levels

This method relies on synthesis. Following this line, it is argued that, instead of attempting to list all subjects of past, present and anticipatable future a classification should identify main classes or distinct descriptors. Within each discipline, it only enumerates basic concept or elements arranging these in appropriate categories or facets. Most of the subjects are compounds made up of two or more elements drawn from the various facets, of a subject field. When we classify documents.

The subject in documents are either simple concepts or compounds of such subjects. For example the "The Literature of eighteenth century" is compounds of literature, eighteenth century and "Frech Orama" consists of compounds "French Orama". If a scheme tries to accommodate the compound subjects as it happens in Enumerative schemes, it may fail to provide representative class numbers.

Before classifying a document as per the Colon Classification, a beginner should have a through knowledge of the postulate as explained in this lesson. Then, with thie knowledge, he can adopt them in practical classification adhering to the eight steps as explained above. As a result, it is possible to arrive at the right class number for the subject of the documents.

9.18 SELF CHECK EXERICSES

1. What is meant by Facet Analysis?

The subject in documents are either simple concepts or compounds of such subjects. For example the "The Literature of eighteenth century" is compounds of literature, eighteenth century and "Frech Orama" consists of compounds "French Orama. If a scheme tries to accommodate the compound subjects as it happens in Enumerative schemes, it may fail to provide representative class numbers.

2. What are the PMEST?

S.R. Ranganathan proposed five fundamental categories for prossessing the Library Documents in a sequential procedures which is not yet profounded at the global level. First time he proposed and has given much importance to the readers those who uses always the Library material. This PMEST stands for as

P = Personality, M = Matter, E = Energy, S = Space, and T = Time.

3. What is meant by Rounds and Levels?

Sometimes, in the case of micro subjects, the five fundamental categories manifest more than once. That means in such subjects. Time or Space or Energy or Matter or Personality Facets may occur more than once. This cycle or recurring manifestation of the Five Fundamental Categories led to the formation of the postulates of Rounds and Levels.

The terms 'Rounds' and 'Levels' have not been defined so far. Hence they have to be understood with the help of postulates.

9.19 MODEL QUESTIONS

1. Explain about the PMEST. Discuss in detail.
2. What are the steps in arrangement of Foci.

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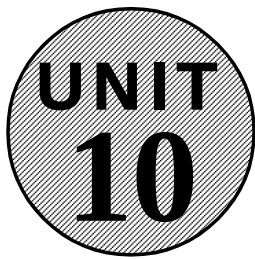
Library Classification

3. Discuss the advantages of Facet Analysis.
4. What are the contributions of S.R.Ranganathan to Facet Analysis and Fundamental Categories. Discuss

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9.20 SUGGESTED READINGS

1. Ranganathan(S.R.) : Elements of Library Classification Ed. 3.
2. Ranganathan(S.R.) : Prolegomena to Library Classification Ed. 3.
3. Krishna Kumar : Theory of Classification, New Delhi, Vikas 1979.
4. Library Classification Theory (Paper V), SDLCE Course Material.
5. Library Classification Theory Dr. BRAOU Course Material.
6. G.Bhattacharya, "Classification by UDC and by CC: A comparative study," DRTC Annual Seminar, 1971.



DEVICES

Structure

- 10.0 Aims and Objectives
- 10.1 Introduction
- 10.2 Types of Devices
 - 10.2.1 Chronological Device (CD)
 - 10.2.2 Geographical Device (GD)
 - 10.2.3 Subject Device (SD)
 - 10.2.4 Alphabetical Device (AD)
 - 10.2.5 Mnemonic Device (MD)
 - 10.2.6 Facet Device (FD)
 - 10.2.7 Super Imposition Device (SID)
 - 10.2.8 Classic Device (CD)
 - 10.2.9 Gap Device
 - 10.2.10 Other Devices
- 10.3 Advantages
- 10.4 Summary
- 10.5 Self Check Exercises
- 10.6 Model Questions
- 10.7 Suggested Readings

10.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the importance of Devices in Classification.
- Understand the kinds of Devices.
- Explain about the advantages of Devices.

10.1 INTRODUCTION

Devices usually employed for forming the foci (in an analytico-synthetic scheme) in an array, or a class number in an enumerative scheme for classification are : Alphabetical device, chronological device, enumeration device, geographical device and subject device.

NOTES

10.2 TYPES OF DEVICES

The following are some of the devices used in different schemes of classification:

1. Chronological Device (CD)
2. Geographical Device (GD)
3. Subject Device (SD)
4. Alphabetical Device (AD)
5. Mnemonic Device (MD)
6. Facet Device (FD)
7. Super Imposition Device (SID)
8. Classic Device (CD)

In addition to the above devices, one may mention the extension notation and stroke notation devices. British National Bibliography used 91) extension notation for the interpolation of a missing link or newly emerging link requiring interpolating in a chain. UDC employs the stroke notation device for interpolation in a chain. It uses the stroke (/) sig, meaning "from ... to" to join the first and last of a series of consecutive UDC numbers for which no comprehensive number is available. The above devices are applicable to the idea and notational planes.

Devices are achieving hospitality in array are:

10.2.1 Chronological Device

A Chronological device of the idea plane is a "device for forming the focal ideas in an array for (i) forming or sharpening a facet in an analytico-synthetic classification; or (2) sharpening a subject in an enumerative classification on the basis of the chronological characteristic, when their individualization admits of being made to depend conveniently and helpfully on their epochs of origin or both or first investigation or discovery or initiation or occurrence or any other epochs that may be definitely associated with it in any manner or for any other reason". (Prolegomena, p. 344). A chronological device of the notational plane is a "device of implementing the chronological device of the idea plane by using a chronological number as the focal number in an array, to (1) form or sharpen a facet number in an analytico-synthetic classification; or (2) sharpen a class number in an enumerative classification" (Prolegomena, p. 344).

DDC and UDC do not use the chronological device. CC uses it quite often. Though UDC does not make an explicit provision for the chronological device, it is possible, through manipulation, to achieve the same effect by intercalating the time facet at an appropriate place in the class number.

The cases where a chronological device may be used in CC are indicated either within the schedules or in the rules portion. In other cases it may be employed where necessary.

In CC, a schedule of chronological divisions has been provided, which has to be used in the application of the chronological device. It enables one to obtain the same sequence of periods in cases where this device is applied.

In CC6, the chronological device has been used for the individualization of (i) authors in a schedule of literature; (ii) artificial language in the schedule of language classes; (iii) religious sects in the schedule of religion; (iv) systems in basic classes such as mathematics, physics, medicine, psychology, education and economics; (v) equations, functions, series and so on in mathematics; (vi) styles in the schedule of fine arts; (vii) some of the common isolates and (viii) others.

The chronological number should be worked out to the first, or the first two, or the first three digits of the year forming the epoch as specified in the respective rules or, if there are no specific rules on the point, according to the following conventions:

For the first isolate in an array, whose epoch falls within the same decade (or century), the first two digits should be used.

Among the other isolates calling for the same first two digits, for the first isolate, whose epoch falls within the same year (or decade), the first three digits should be used. For each of the other isolates calling for the same first three digits, some vacant neighbouring to be used

Q29	Other religions
	Other post Vedic religions by (CD)
Q29M2	Brahma Samaj (a religion founded in 1820's)
Q29M8	Arya Samaj (a religion founded in 1880's)
B64	Systems of geometry by (CD)
CA	Systems in physics by (CD)
CK	Gravitation theory
CM	Kinetic theory
CM65	Electromagnetic theory
CM9	Electron theory
LA	Systems in medicine by (CD)
LB	Ayurveda
LC	Siddha
LD	Unani
LL	Homeopathy
LM	Naturopathy
0111,2J64	William Shakespeare (born in 1564)
SA	System of psychology
SM	Experimental psychology (system of psychology invented in 1879)
SM9	Psycho-analytic psychology (system of psychology invented in 1895)
SN	Gestalt psychology (system of psychology invented in 1907)
SN1	behaviouristic psychology (system of psychology invented in 1912)
B36	Infinite series
B36M	Fourier's (series devised in 19th century)
B36M3	Dirichlet's (series devised in 1830's)
A specific scheme of classification should be individualized by (CD).	
2:51M76	Dewey Decimal Classification
2:51M99	Universal Decimal Classification
2:51N01	Library of Congress Classification
2:51N33	Colon Classification
2:51N34	Bibliographic Classification

NOTES

Library Classification

NOTES

9.2.2 Geographical Device

The geographical device (ideal plane) is a "device for forming the focal ideas in an array for (1) forming or sharpening a facet in an analytico-synthetic classification; or (2) sharpening a subject in an enumerative classification; on the basis of the geographical characteristic, when their individualization admits of being made to depend conveniently and helpfully on their place of origin, or prevalence of habitation or any other place that may be definitely associated with them in any manner or for any other reason" (Prolegomena, p. 345). It may be added that the geographical area used as space facet qua space facet in a historical or descriptive account of a host subject, cannot be considered a geographical device.

The geographical device (notational plane) is a "device of implementing the geographical device of the idea plane by using a geographical number as the focal number in an array, to (1) form or sharpen a facet in an analytico-synthetic classification; or (2) sharpen a class number in an enumerative classification" (Prolegomena, p. 345).

The geographical device satisfies canons of consistent sequence, helpful sequence, local variation, growing universe and mnemonics.

In DDC 18, the geographical device has been used to form the focus in the community facet of a subject going with history, law, public administration and so on. 930-990 General History of specific continents, countries, localities; of extraterrestrial worlds.

The instruction under the above says "Add areas" notation 3-9 from table 2 to base number 9, e.g. general history of Europe 940, of British Isles 942..." 342.3-9 Constitutional and administrative law Specific jurisdictions.

The instruction under the above reads "Add areas" notation 3-9 from table 2 to base number 342, e.g. constitutional and administrative law of Australia, 342.94...."

353.94-.99 State government (specific states).

Instruction reads: "Add areas" notation 4-9 from table 2 to base number 353.9 in the Community facet of a subject going with history.

Examples from UDC

915 Geography of Asia As (5), e.g. 915.22 Geography of Japan, 915.19 Geography of Korea.

914 Geography of Europe As (4), e.g. 914.4 Geography of France.

CC6 uses the geographical device great deal. It is used for the individualization of (i) community in history and law; (ii) style in fine arts; (iii) other religions; and (iv) others.

Examples from CC6

V44, 6:2	Constitution of local bodies in India
Z44,2	Indian law of property
ND44, C	Buddhist sculpture
Y7.44	Indian community
Y7.42	Japanese community
Y7.53	French community

10.2.3 Subject Device

The subject device (idea plane) is a "device for forming the focal idea in an array for (1) forming or sharpening a facet in an analytico-synthetic classification; or (2) sharpening

a subject in an enumerative classification; on the basis of the subject characteristic, when their individualization admits of being made to depend conveniently and helpfully on subject in any manner or for any reason" (Prolegomena, p. 346).

The subject device (notational plane) is a "device for implementing the subject device of the idea plane by using a class number as the focal number in any array, to (1) form or a facet in analytico synthetic classification; or (2) sharpen a class number in an enumerative classification" (Prolegomena, p. 346). The subject device enables satisfaction of the canon of consistent sequence, and the canon of helpful sequence.

Example from DDC18

658.37368 Personnel management in insurance agencies.

After 658.37 Personnel management in specific kinds of enterprises and occupations, the Instruction reads: "Add 001-999 to base number 658.37". The number for insurance is 368, which has been added to the base number.

016 Bibliographies and catalogs of specific disciplines and subjects. Instruction reads: "Add 001-999 to base number 016".

016.52 Bibliographies of astronomy

025.46 Classification of specific disciplines and subjects. Instruction reads: "Add 001-999 to base number 025.46, e.g., classification of economics 025,4633".

658.9102 Management of libraries.

At 658.91 Service and professional (Management of specific kinds of enterprises), the instruction reads: "Add 001-999 to base number 658.91".

029.961 Indexing medical literature

At 029.9 Documentation of specific disciplines and subjects the instruction reads: "Add 001-999 to base number 029.9.

659.293616 Public welfare agencies

AI 659.29 In organizations producing specific kinds of products and services, instruction reads: Add 001-999 to the base number 659.29.

Examples from UDC

i)	32:91	Geopolitics
	31:63	Agricultural statistics
	675:331.82	Working conditions in leather industry
	016:331(71)	Bibliography on labour in Canada
	621.785:669.14	Heat treatment of steel
ii)	341.63 (540 : 549)	Arbitration between India and Pakistan
	616.2-085 : 615.531	Homeopathic treatment of respiratory diseases.
	311.68 (540:510)	Armed peace between India and China
iii)	378.9	Specialist establishments, colleges, etc. As 0/9
	378.938	Trade colleges
	378.978	Music colleges
	378.97	Art colleges

Examples from CC6

In CC, the class number used for implementing a subject device is considered as if it were a single digit, and is enclosed in circular brackets. CC6 uses the subject device a

NOTES

Library Classification

NOTES

great deal.

2:51 (W)

Library classification of Political Science

24(X81):8

Administration of Insurance libraries

D85 : (G)

Biology of water supply

G:(C)

Biophysics

H:(E)

Geochemistry

J:(E:3)

Agricultural analysis

0111,2 J64, 28: g (S)

Psychology of Hamlet (16th drama of William Shakespeare)

R39(Y), (Q2)

Humanism in Hinduism

R4:(G6)

Christian ethics

S4 (2)

Psychology of librarians

S4 (D)

Psychology of engineers

S4 (L)

Psychology of doctors

T:3 (B2)

Methods of teaching algebra

T:3 (P1)

Teaching of mother tongue

T:3 (P8)

Teaching of classical language

T2:3 (P5).3

Medium of instruction for teaching foreign language in secondary schools

V44:195,(X)'N7

India's European economic policy brought up to 1970's

W:58 (G)

Freedom of conscience

X.1 (Y:43)

Economy of underdeveloped countries

Y73(P152)

Sociology of Hindi speaking community,

10.2.4 Alphabetical Device

The alphabetical device on the idea plane is a "device for forming the focal ideas in an array for (1) forming or sharpening a facet in an analytico-synthetic classification; or (2) sharpening a subject in an enumerative classification; on the basis of the name characteristic, provided they have internationally accepted names and their alphabetical arrangement is as helpful as any other" (Prolegomena, p. 347).

Alphabetical device of the notational plane is a "device of implementing the alphabetical device of the idea plane by using the first, or the first two, or the first three, etc., initial letters of the international plane as the focal number in an array, to (1) form or sharpen a facet in an analytico-synthetic classification; or (2) sharpen a class number in an enumerative classification" (Prolegomena, p. 347). In DDC18, the alphabetical arrangement has been recommended "as an alternative to systematic arrangement, or as a means for homemade expansion ... alphabetical arrangement (using Cutter, Cutter-Sanborn, or Library of Congress author tables ...) may serve specific local purpose. It is most useful when there is a very large number of specific coordinate subdivisions with accepted names and when the full DDC numbers would be very long" (DDC 18, Vol. 1, p. 48).

Options for the use of the alphabetical arrangement are provided in a few places within schedules and auxiliary tables. For example at 583, 598.81-.88 and "Areas" notation 74-79/Under 583, the instruction reads: "Arrange by order as below; but, if preferred, arrange alphabetically by families".

329 9 Political parties of other countries.

Add "areas notation 3.9 from Table 2 to base number 329.9 e.g. Parties of United Kingdom 329.942.

Devices

If desired, arrange specific parties of a specific country alphabetically e.g. Labour Party of United Kingdom 329.9421.Z

UDC uses the alphabetical device very often. Authors in literature are arranged alphabetically, as well as periodicals. Biographies of individuals are arranged alphabetically according to the name of the biographee.

Examples from UDC

Cocci-bacterial diseases	622.35C
The works of Shakespeare	820 (Shak.) or 820 (Shakespeare) or 820 (Shakespeare)
Biography of Schiller	92S or 92 Schil 64 92 Schiller

The alphabetical order is used a great-deal by LC. It employs the first Cutter number of the notation in an A-Z sequence. CC permits a use of the alphabetical device in a number of places. Some of the examples are:

- i) Strains of cultivars, viruses and bacteria, and
- ii) Brands of a machine.

In author facet, "If the year of birth of a modern author (say born after 1800) cannot be found by any means, the century of birth may be guessed; and the century digit should be used as the first digit of the author (IN). The latter digits of it may be got by (AD)" (CC6, p. 1.101). This rule is required for many modern authors of Indian literature.

A Hindi poet of 20th century, named, R.C. Sharma would get the following class number:

0512, 1NS

In the schedule of agriculture, cultivar number is to be obtained by means of alphabetical device as given below:

J381 B	Basmati rice
J381 P	Parmal rice
J912 K	Kalyan wheat

Examples from CC7

L,25;124 B+S	Disease of intestines caused by Bacillus subtilis
L, 45; 42 43 M	Mycobacterial disease of lungs
L, 45; 42 43 M + T	Mycobacterium tuberculosis of lungs

In the above class numbers plus (+) has been employed for connecting abbreviated components of a multinational, while applying alphabetical devices.

10.2.5 Mnemonic Device

The use of scheduled mnemonics leads to a scheduled mnemonic device. Scheduled mnemonics are used to a great deal in CC. Other schemes like DDC and UDC also use it.

NOTES

Library Classification

NOTES

Examples from CC6

In basic class W, foci in (P2) are same as in V history.

In basic class I, foci in (e) cum (2P) are as in G Biology with the addition of paleobotany.

In basic class Y, 3 family to be subdivided, as in "R4 ethics".

Mnemonics by means of the instruction "Add to ..." (except add 001-999 and add area notation). This instruction is to be found at many places.

581.1925 Enzymes

Note: The above number has been constructed on the basis of the instruction "Add to 581.19 the numbers following 574.19 in 574.191-574.192". Here, 581.19 stands for biophysics and biochemistry. The number for enzymes has been obtained by means of the "Add to" instruction.

636.0896 Veterinary diseases.

After 636.089 Veterinary diseases, the instruction reads "Add to 636.089 the numbers following 61 in 610-619".

523.433 Orbit of mars

Instruction reads: "Add to subdivision identified by the numbers following 523.3 in 523.31 - 523.37".

547.3482 Microscopical analysis (Analytical chemistry)

At 547.34 instruction reads: "Add to 547.34 the numbers following 544 in 544.01 - 544.94".

547.353 Electroanalysis (Analytical chemistry)

At 547.35 instruction reads: Add to 547.35 the numbers following 545 in 545.01-545.84.

596.04 Comparative anatomy (chordata-vertebrates)

At 596 instruction reads, "Add to 596.0 the numbers following 591 in 591.1-591.9".

781 9734 Trade catalogues.

At 781 973 instruction reads: "Add to 781.973 the numbers following 017 in 017.1-017.4.

659.285 Corporations.

At 659.28 in specific kinds of organization (public relations), the instruction reads: Add to 659.28 the numbers following 658.114 in 658.1141-658.1148.

10.2.6 Facet Device

The facet device (idea plane) consists of a "device for sharpening a host focus in the form of a class by the addition of new face(s)" (ISI, p. 64).

The facet device (notational plane) consists of a "device of prefixing connecting symbol (indicator digit) to an isolate number within a class number in order to implement the facet device of the idea plane" (ISI, p. 64). The facet device is a remarkable device meant to spread out pressure exerted due to the onslaught of the universe of subjects on the notational system of a given schemes.

Examples from CC6

J382.44 Agriculture of wheat in India

Note: Agriculture is a basic facet. Wheat is personality facet. India is space facet.

Personality and space facets have been connected by an indicator digit dot (.).

Devices

KZ 351:4.53 N6 Disease of poultry in France in 1960's

Note: Animal husbandry is a basic facet. Poultry is personality facet. Disease is energy facet. France is space facet and 1960's is time facet. Personality and energy facets have been connected by colon (:). Energy and space facets have been joined by dot (.). Time and space facets have been linked by inverted comma (").

284; 44:6 Circulation of newspapers in government department libraries

Note: Library science is a basic facet. Government department libraries is a personality facet. Newspaper is a matter facet. Circulation is energy facet. Personality and matter facets have been linked by semicolon (;). Matter and energy facets have been connected by means of an indicator digit colon (:).

Century

Note: Library science is a basic facet. University libraries is a personality facet. Newspapers, classification, USA and twentieth century are matter, energy, space and time facets respectively. These have been connected by different indicator digits.

Examples from UDC

633. 18-29 (540) "19" Prevention of disease of rice plant in India in 20th century.

Note: Agriculture is a basic facet, Rice plant is personality. Disease is energy facet. India is space facet. Twentieth century is space facet. Energy and personality facets have been connected by hyphen (-). Space and energy are linked by parentheses. Space and time facets are separated by means of inverted commas.

669. 14: 621.785(54) Heat treatment of steel in India

Note: Basic facet is metallurgy. Steel is personality facet. Heat treatment is energy facet. India is a space facet. Personality and energy facets have been joined by a colon (:). Energy and space facets have been linked parentheses.

338.5: 671.1 (540) "18" Prices of jewellery in India in 19th century.

Note: Basic facet is economics. Price is energy facet. Jewellery is matter facet. India is space facet and 19th century is time facet. Energy and matter facets have been joined by a colon (:). Matter and space facets have been linked by parentheses. Space and time facets are separated by inverted commas. The examples from UDC have been interpreted on the basis of concepts described in C6.

10.2.7 Super Imposition Device

In Chapter Two, Speciator Kind 1 and Speciator Kind 2 were recognized. The hyphen (--) is used for connecting a speciator of Kind 1; and the 'equal to sign' (=) is used for attaching a speciator of Kind 2.

Examples from CC7

Y,86-2	Sociology of African family
Y, 86-45	Sociology of commercial class in Africa
V, 6 = A56	History of British territories in Africa
V, 1 = A56	History of the British empire
U, 11.44 = zF7	Cartography of rivers of India
L-9C	Child medicine
L-9D	Adolescent medicine
L-D-9C	Child medicine according to Unani

NOTES

Library Classification

L - L Homeopathy

A further description of the speciator device has been provided in the next section, under Specials, systems and environment.

NOTES

10.2.8 Classic Device

A sacred religious work is considered a "quasi subject". Therefore, in different schemes the sacred work of a religion is given its own class number in the schedule for subjects going with religion (Prolegomena,487). CC goes further, and has given a special treatment to books and other such documents forming a cluster around a classic. This has been achieved by means of the classic device. This device is able to achieve the following:

- i) It brings together different editions of a classic in a subject;
- ii) It brings together different editions of each of its commentaries;
- iii) It brings together different editions of each of its sub-commentaries;
- iv) It makes it possible to form a group consisting of each classic and its commentaries being placed near the groups of other classics in the same subject;
- v) It enables a group consisting of commentaries of a classic to be placed next to the classic itself; and
- vi) It enables a group of sub-commentaries of a commentary to be placed next to the commentary itself and so on.

In CC, at the notational plane, the classic device involves the adding successively, after the number denoting the ultimate class (to which the classic would otherwise have been assigned), of the following;

- a) The digit x;
- b) The author fact; and
- c) The work number.

The above procedure is applicable only if the classic is not a sacred work or a work belonging to abasic class literature. Detailed rules for the application of the classic device are available in Prolegomena (pp. 487-89) and CC6, CC6 also provides a separate schedule of classics and sacred books.

Examples from CC6

R635,x1, 1	Patanjali : yoga-sutra
R635, x1, 1, 1	Vyasa: Bhasya
The second item is a commentary on the first	
L Bx1, 1	Caraka-samhita
L Bx1, 1, 1	Patanjali's commentary

10.2.9 Gap Device

This is a "device of leaving a finite gap between the numbers representing two array-isolate ideas appearing to be consecutive at the time of the enumeration, in order to accommodate new isolates, as and when they arise, claiming their filiatory places within that gap: (ISI, p. 66). Thus a gap may be left between already existing consecutive numbers in an array. This will allow for the interpolation of newcomers between these in the concerned array. In case the gap is left at the beginning or the end of an array, this will allow for extrapolation in an array.

Similarly, gaps can be left in the numbers belonging to a chain. A gap may be left between any two already existing consecutive numbers in the chain. This will make it

possible to accommodate newcomers. This will allow for interpolation in the chain.

Devices

If a gap is left in the beginning or end of the chain, then it will become possible to accommodate a new number at the beginning or end of the chain. This will serve for extrapolation in the chain.

From the above, it follows that the gap device allows for extrapolation and interpolation in array as well as in the chain.

Different schemes for library classification use the gap device. But LC classification uses it at an even larger scale.

10.2.10 Other Devices

Common Isolate Device

Families of isolates such as the family of geographical isolates, the family of time isolates, the family of space isolates, property isolates in general, institution isolates and so on "can form components of several compound subjects going with each of all or almost all of the basic subjects. Each isolate in each such family is called a common isolate" (Prolegomena, p. 93). The common isolate device provides for extrapolation in CC. It extra-polates these isolates, except LC and Rider's International classification. Common isolates have been described in Chapter Seventeen.

Decimal Fraction Device

"The decimal fraction device consists of treating each class number as a pure decimal fraction" (Prolegomena, p. 320). Here, no class number is treated as an integer or as a combination of an integer and a decimal fraction. Each class number is considered a pure decimal fraction. A decimal point is taken for granted before each number, but is not put into practice. Omission of the decimal point satisfies the law of parsimony.

The decimal fraction device enables extrapolation in the chain. A new class or new isolate is created in chain through the process of subdividing a class or an isolate (representing the last link in the chain) formed on the basis of a new additional characteristic. The canons of hierarchy and expressiveness emphasize that at each step of division, one additional digit should be added to the number representing the last link in the chain. This process of subdivision can be continued endlessly.

The decimal fraction device makes it possible to allocate a distinct helpful number to each new class or isolate that may come up. This is done without disturbing the ordinal value of any existing class number.

From the above it can be seen that the decimal fraction device provides infinite extrapolation in the chain. DDC, UDC and CC use this device but LC does not.

Empty Emptying Digit Device

The concept of empty-emptying digits was conceived to provide for large number of interpolations between two consecutive ordinal numbers in a given array. A digit considered to be an empty-emptying digit possesses empty as well as emptying value simultaneously. Under these conditions only a digit-tried can represent a coordinate idea.

In CC7, U, W and Y have been postulated as empty-emptying digits to interpolate main subjects in array of main subjects and new countries in the schedule of space isolates.

Examples from CC 7:

LY 1 Nursing

Note: The above number has been interpolated between L and M. Y is an empty - emptying digit.

NOTES

Library Classification

2. 52Y1 Libraries in Switzerland

Note: Space isolate number 52Y1 has been interpolated between 52 Italy and 53 France. Y has been used as an empty-emptying digit.

NOTES

LYX Medical Jurisprudence

Note: The above number has been interpolated between L and M. Y is an empty-emptying digit. LYX represents a basic class.

Emptying Digit Device

The emptying digit is a digit which has its usual ordinal value as well as semantic value, "having the power to deprive the preceding rich digit of its power of representing an idea" (Prolegomena, p. 314). With the help of an emptying digit, a new number between any two existing class numbers or isolate numbers in an array, can be interpolated. This device has proved to be an important breakthrough.

An emptying digit deprives the preceding digit of its semantic value in a digit group, but retains the ordinal value allotted to it. It helps in interpolation between two consecutive ordinal numbers, if there is no gap available between them. Suppose we wish to interpolate a basic class at the coordinate level between M and N. Then, Z can be employed as an emptying digit, MZ would be a coordinate class and would lie between M and N. Similarly digits like T, V and X can be used for the same purpose.

Examples from CC7

2.437	Libraries in Malaysia
2.437 X	Libraries in Singapore
2.438	Libraries in Burma
T.51	Education in Turkey
T.51T	Education in cyprus
T.51V	Education in Greece
T.52	Education in Italy
M	Useful Arts
MZ	Mysticism and spirits experience
N	Fine arts

Enumeration Device

The enumeration device (idea plane) is a "device for forming the classes or the isolates in a facet or the array-isolates in an array by directly enumerating them" (ISL, p. 66).

The enumeration device (notational plane) is a "device of using successive digits for forming the classes or the isolates in a facet or the array-isolate in an array by directly enumerating them" (ISL, p. 66).

An occasion may arise when the use of mnemonics may either be inapplicable, or not lead to a more helpful sequence of isolates of an array than a mere enumeration. In such a situation the isolates are merely enumerated on the basis of literary warrant or any other factor. In case no suitable factor is available for guidance, then an arbitrary sequence can be adopted. In such an approach, isolates are considered to have been got by the enumeration device.

The enumeration device is used a great deal in different scheme for classification. It may be kept in view that when a chronological or geographical or subject device is used, it is presumed that in each of these devices the enumeration device would have been used earlier.

In an enumerative classification like Rider's International Classification, the enumeration is the only one used in all arrays. DDC and LC use this device in most of the arrays. In UDC and CC, this device is used less often than in other schemes. Of the various schemes, CC uses the device less than the others.

95 Environmental Device

Medicine is a primary basic subject. The speciators derivable on the basis of the characteristic "by environment" can be attached to the primary basic subject "medicine", so as to represent the extra-normal environment of the study. By attaching the speciators to the primary basic subject "medicine", we are able to get environment compound basic subjects.

Medicine

By environment

Tropical

Polar

Aviation

Thus L-9U3 Tropical medicine

L-9U8 Polar medicine

L-9UD7 Aviation medicine

In the above examples from CC7, environment compound basic subject numbers have been obtained by the use of hyphen (-) to connect the Primary basic subject number with an environment component.

According to A. Neelamegham and his associates, the environment compound basic subject number is got by the environmental device, which is based on a common schedule of environment. The basic subject can be a primary or secondary basic subject. The digits in the sectors from (S-9L) to (S-9Y) are used to denote the environment component number.

Mixed Based Device

Base of CC is a mixed one, as given below:

a b c d e f g h j k m n p q r s t u v z x y 1 2 3 4 5 6 7 8 A B C D E F G H I J K L M N O P Q R S and each of these digits enclosed in circular brackets are postulated as the semantically rich digits. T U V W X Y Z A are semantically rich digits, only when these occur alone or as a first digit in a number, where one of these is prefixed to a digit other than an empty digit or an empty-emptying digit. Besides, these are semantically empty digits, emptying digits and empty-emptying digits used to form basic subjects. As the above base is a mixed one, the mixed base device allows for extrapolation and interpolation in array as well as in chain. For example, 91 is to be considered an extrapolation to sector (S-1). But it will be regarded as a case of interpolation between 8 and A.

New Digit Device

It is possible to postulate a new digit which may be given an ordinal value, so that it lies between two consecutive numbers representing two array isolate ideas. This is how Ranganathan postulated Greek symbols in Colon classification.

These symbols were given up later on. The new digit device helps in interpolation in an array.

Numerical Device

According to Bhattacharyya, this is a "device for sharpening a subject or concept, as the case may be, on the basis of the numerical name characteristic that is, by using the

NOTES

Library Classification

NOTES

number of an individual entity, if any - provided no such sharpened subject or concept is already enumerated in the schedule". At the notational plane in CC it consists of adding, after the number for host subject or concept, the number. The numerical device can be used whenever found helpful in constructing the class number.

Example from UDC

656.4.02 (492.621) No. 12 Amsterdam tram services line number 12.

Phase Device

A detailed description of this device will be found in Chapter Twenty-one.

The sector device is a "device used for increasing the capacity of an array with the aid of an empty digit" (Prolegomena, p. 238). An empty digit is one which has an ordinal value, but is without semantic value. CC has been using the sector device from the beginning. UDC has also adopted this device. This device is an extension of "other device" of DDC. It provides for extrapolation in an array.

Specials, Systems and Environment

Neelameghan described the formation of specials compound basic subjects. According to him, the core entity of study in the subjects going with a particular primary basic subject may be restricted or qualified, using speciators derived on the basis of relevant characteristics specific to the subjects concerned, not amounting to any of the anteriorizing isolates or any other isolate. This leads to the formation of specials compound basic subjects. Similarly, using speciators derived on the basis of the characteristic "by environment" leads to environment compound basic subjects. Again, the use of speciators derived on the basis of the characteristic "by system" leads to the formation of systems compound basic subjects. All the above compound basic subjects are formed by lamination of Kind2.

In CC7, in a compound basic subject, indicator digit-(hyphen) is used to connect the host primary or secondary basic subject number with any one of the following :

- a) Specials component; or
- b) Environment component; or
- c) Systems component.

Special Component

In CC7, the digits in the sectors (S-9A) to (S-9K) are used for representing the specials component number. Special component attached to host primary or the secondary basic subject gives us specials compound basic subject. "By specials" is restricted to the study of attributes of the core entity of the subject under study.

Examples from CC6

C9B7: 58	Scattering of cosmic rays
L9C	Child medicine
L9D	Adolescent medicine
L9E, 32:4	Heart disease in old age
E9G, 922:3	Biochemical analysis of amino acid

Examples from CC7

L-9C	Child medicine

L-9D Adolescent medicine

L-9E Adult medicine

Examples from CC6

L9H Tropical medicine

L9X Industrial medicine

Examples from CC7

L-9U3 Tropical medicine

L-9U8 Polar medicine

99813 Systems Component

Systems component attached to host primary or secondary basic subject results in systems compound basic subject. Systems compound basic subject number is derived by the chronological device. Sector (S-A) to (S-9Y) is used for representing the systems component number.

Examples from CC6

LL Homeopathy

LM Neturopathy

LD,9X:4 Disease of industrial workers in Unani medicine

CN2, 5:33 Band spectra according to wave mechanics

Examples from CC7

L-L Homeopathy

L-M Naturopathy

Note: The study of a subject has to be undertaken on the basis of a system. In practice, it may be the favoured one. It may be kept in view that the concept of a system is inherent in a subject, though we can separate the two. Systems component is omitted, if exposition is according to favoured system.

99814 Combination of Three Components

The combination of three components will be in the following sequence

Primary/Secondary basic subjects - systems component,

Environment component - specials component.

The above order is based on the theory of bond strength.

Examples from CC6

LD, 9H-9X, 1854 Eye diseases of industrial workers in tropical medicine in Unani System.

LB, 9H-9C Child in tropical medicine in Ayurvedic medicine.

LL,9H-9E Old age in tropical medicine according to homeopathy system

Note: In the above examples, systems number, specials number and organ number each are separated by a comma. Two specials numbers are attached by hyphen (-). Environment, component has preceded specials component.

NOTES

Library Classification

NOTES

10.3 ADVANTAGES

The advantage of using devices are as follows:

- i) These make it possible to avoid enumeration. This leads to the shortening of schedules, thereby satisfying the law of parsimony;
- ii) They provide autonomy to a classifier. In case, a new subject appears then this would require the formation of new isolates or sharpening of existing isolates and also provision of numbers co-extensive with them. These devices will make it possible for a classifier to achieve the above without waiting for guidelines from the classificationist.
- iii) They satisfy the canons of consistent sequence, helpful sequence, scheduled mnemonics and hospitality in array as well as chain.
- iv) These lead to same isolate idea and isolate number in an analytico-synthetic scheme. In an analytico-synthetic scheme like Colon Classification, proper use of devices will generally lead to the same isolate idea and isolate number irrespective of who the classifier might be.

10.4 SUMMARY

Ranganathan did a remarkable job in breaking the rigidity of the notational system in CC. He based its notation system on a general dynamic theory of notation. The notation system, thus produced, possesses a tremendous degree of hospitality. This has been achieved by means of a proper use of devices.

Faceted schemes for library classification have taken greater advantage of devices. Out of different faceted schemes, Colon Classification has taken the maximum advantage of these. UDC has also used a number of devices, which has added to its usefulness.

10.5 SELF CHECK EXERCISES

1. What is meant by Chronological Device?

A Chronological device of the idea plane is a "device for forming the focal ideas in an array for (i) forming or sharpening a facet in an analytico-synthetic classification; or (2) sharpening a subject in an enumerative classification on the basis of the chronological characteristic, when their individualization admits of being made to depend conveniently and helpfully on their epochs of origin or both or first investigation or discovery or initiation or occurrence or any other epochs that may be definitely associated with it in any manner or for any other reason".

2. What is meant by Alphabetical Device?

The alphabetical device of the idea plane is a "device for forming the focal ideas in an array for (1) forming or sharpening a facet in an analytico-synthetic classification; or (2) sharpening a subject in an enumerative classification on the basis of the name characteristic, provided they have internationally accepted names and their alphabetical arrangement is as helpful as any other".

10.7 MODEL QUESTIONS

1. How many types of Devices Profounded by the S.R. Ranganathan. Explain
2. What are the Other Devices?
3. Discuss the Advantages of Devices?



CANNON FOR CLASSIFICATION

Structure

- 11.0 Aims and Objectives
- 11.1 Introduction
- 11.2 Idea Plane
- 11.3 Verbal Plane
- 11.4 Notational Plane
- 11.5 Advantages
- 11.6 Chart of Equivalent Terms
- 11.7 Summary
- 11.8 Self Check Exercises
- 11.9 Model Questions
- 11.10 Suggested Readings

11.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the Cannons for Classification
- Explain about the, Idea Plane, Verbal Plane and Notational Plane
- Understand the Advantages of Cannon for Classification.

11.1 INTRODUCTION

Ranganathan recognized three planes or work, namely the ideal plane, the verbal plane and the notational plane. During the first two decades of his work as a classificationist, he did not realize the significance and possibility of separating the work into three plans. However, in 1944, he was looking into the question of desirability, as well as the possibility of such a step. By 1952, he has been able to get a "better grasp" of this approach. Thus, he wrote : We start with the following assumed terms:

- Plane - Technical Terminology
- Idea - Class (used in the verbal plane)
- Verbal - Subject (used in the verbal plane)
- Notational - Class number (used in the notational plane)

Then, the relation is Class 111 Subject 111 Class number, (where 111 means 'has the same meaning as'). From 1952 onwards, Ranganathan made a conscious effort to separate the work of the three planes.

NOTES

Working towards the development of a dynamic theory of library classification led to the fact that the design and application of a scheme for library classification involved work in the idea, verbal and notational planes. The dynamic theory also led to the realization that work in these planes is separable and can be carried out independently. Of course, work in the idea and notational planes would influence each other. In fact, the first step towards the three planes and separate the work along these. The separation of classification work along three planes should be regarded as one of the basic contributions of the dynamic theory of library classification.

11.2 IDEA PLANE

The mind of man regarded as his essence is where ideas originate. An idea is "the product of thinking, reflecting, imaging, etc., gov't. by the intellect by integrating with the aid of logic, a selection from the apperception mass, and/or what is directly apprehended by the intuition, and deposited in the memory" (Prolegomena, p. 81). Language is the medium through which ideas are communicated. At the idea plane, the concepts are viewed by themselves, independent of the terms and numbers representing them. Here, terms refer to expression in the natural language. Numbers denote concepts in the artificial language of ordinal numbers.

In library classification, we are concerned with the universe of subjects. A subject is merely an organized or systematized body of idea(s). The basic work of library classification shall take place at the idea plane. The efficiency of a scheme will largely depend upon the quality of the theory of library classification used for work on the idea plane.

Work at idea plane is paramount, but the idea plane does not manifest itself directly. Take the case of a schedule of classes or isolates in a scheme: the verbal and notational planes are manifest, but not the idea plane. The ideas remain hidden behind the class numbers and words. These class numbers and words are of interest because of the ideas denoted by them. Ideas must be represented at the verbal plane in precise terms. In case of terminology, only standardized terms should be used. However, if some of these do not exist, then the specialists should evolve them. For a long time, the development of the idea plane had been inhibited due to the limitations of the notational plane. It is only recently that the notational plane has been able to overcome these limitations to a great extent.

11.3 VERBAL PLANE

Human beings possess the capacity to create ideas. An articulate language or a written language serves as a medium for the communication of ideas. The verbal plane involves expression of concepts in a natural language. However, we find that every natural language develops slower than ideas. Because of this, homonyms (the same word is used in different senses in different disciplines or in the same discipline) and synonyms (the two different words may represent one entity) grow at a fast pace. In fact every natural language proves to be inadequate. The ideas are formed faster than words. Often there may be no agreement about certain words. Work at the verbal plane has to be carried out for each natural language separately. We should use terms in current use from standard terminology. There is a need to develop technical terminology free from homonyms and the synonyms for each discipline. This would require cooperation between specialists and linguists. It would be helpful if international

homenclature is established and adopted for use. Even in library and information science, this has not been achieved. To overcome the problems of natural languages, some of the schemes for classification add an annotation after the terms. Ranganathan has suggested that a classificationist should follow the canon of context and the canon of enumeration for the designing of schedules. A classifier and a reference librarian should keep these canons in view while doing their work. CC follows these canons.

On examining the schedules of schemes of classification in BC1, CC, RIC and UDC, one becomes aware of a lack of standard terminology. At times, it can prove a handicap for as classifier.

Canon for Classification

NOTES

11.4 NOTATIONAL PLANE

Attempts are being made to make language precise in a specific discipline. Sometimes, words are replaced by symbols. These symbols have precise meanings. In library classification, we deal with the artificial language of ordinal digits, which is called classificatory language. These ordinal digits are helpful in arranging documents. In classificatory language, an idea is represented by an ordinal digit(s). There are no homonyms and synonyms. Thus, the notational plane is a plane of numbers, where concepts are represented by numbers. The main concern at the notational plane is to develop a set of ordinal digits and the rules for their usage. These are the distinctive features of the notational plane.

Natural language is used by a common man, but classificatory language is not in wide use. The later is a controller language controlled by a classificationist. It is meant for the arrangement of subjects, isolates and documents. As the universe of subjects is dynamic, a classificatory language must be developed continuously so as to be able to mee tthe on slaught of the universe of subjects. Definite rules based on normative principles of classification, as well as general ones, are prepared for the purpose. The notational system for such a language must be extremely versatile. In order to make library sevice more continuously. It should be carried out so that the notational plane is fully able to fulfil the demands of the idea plane. This will satisfy the laws of library science.

11.5 ADVANTAGES

The role of each plane has been well defined. For insurance, it is considered that the decision in the idea plan eis paramount and it is the duty of the notational plane to implement findings of the idea plane. In other words, the notational plane should not take its own decisions in certain matters, such as the sequence of subjects, or isolates, or facets. This has greatly helped in the advancement of the theory and practice of library classification.

In case of a good thinker, the work gets separatd unconsciously in the three plane still a certain stage. After this stage, it may ot be separated completely. As a result, the work at idea plane and notational plane would show inhibition. The verbal plane would also not develop fully. However, conscious separation of work in the three planes allows for a fuller development of these planes.

Looking back before these planes were separated, we find that frequent and unconscious change from one plane to another led to many difficulties. Due to the limitations of the notational plane, work in the idea plane could not progress satisfactorily. There were also inherent shortcomings at the verbal plane. All this added to the

Library Classification

NOTES

difficulties. Many of them have been overcome as a result of the approach described above.

Eight steps have been suggested by Ranganathan to carry out the translation of the name of a subject into artificial language of ordinal digits. These are the steps prescribed for practical classification. These have been separated according to the three planes, as given below :

Idea Plane : Step 0 Raw title; Step 1 Expressive title ; Step 2 Title in Kernal terms; Step 3 Analyzed title; Step 4 Transformed title.

Verbal Plane : Step 5 Title in standard terms.

Notational Plane : Step 6 Title in focal numbers; Step 7 Class number.

11.6 CHART OF EQUIVALENT TERMS

It is to be noted that corresponding terms to be used on the idea, verbal and notational planes, to denote ideas in these planes, have been developed. For the sake of convenience, generic terms to denote any of the corresponding terms, or all of them collectively, have been formed. The following is the extract from the chart of equivalent terms.

Generic	Idea Plane	Verbal Plane	Notational Plane
Isolate	Isolate Idea	Isolate term	Isolate number
Common	Common isolate	Common isolate	Common isolate
isolate	idea	term	number
Focus	Class	Subject	Class number

11.7 SUMMARY

We have already seen that it is essential that work be separated at three planes. The idea plane is supposed to lay down the goals to be achieved. In the idea plane, a classificationist is primarily concerned with the nature of the universe of subjects. The verbal plane provides isolate terms ift to be used as subject headings. Here, the primary concern is to express concepts in suitable terms. It is the work of the notational plane to implement the findings of the idea plane and also mechanize the arrangement of entities classified. The separation of work at three planes has also led to the fact that versatility of the notational plane should be improved, so that findings on the idea plane can be implemented fully. Work in three planes cannot be demarcated completely; it will overlap, but should be coordinated.

11.8 SELF CHECK EXERCISES

1. Define the Idea verbal

The verbal plane involves expression of concepts in a natural language. However, we find that every natural language develops slower than ideas. Because of this, homonyms (the same word is used in different senses in different disciplines or in the same discipline) and synonyms (the two different words may represent one entity) grow at a fast pace. In fact every natural language proves to be inadequate. The ideas are formed faster than words.

2. Explain Notational Place

The notational plane is a plane of numbers, where concepts are represented by numbers. The main concern at the notational plane is to develop a set of ordinal digits and the rules for their usage. These are the distinctive features of the notational plane.

3. Describe the Advantages of Idea Verbal

1. The role of each plane has been well defined. For insurance, it is considered that the decision in the idea plane is paramount and it is the duty of the notational plane to implement findings of the idea plane.
2. Due to the limitations of the notational plane, work in the idea plane could not progress satisfactorily. There were also inherent shortcomings at the verbal plane.
3. Eight steps have been suggested by Ranganathan to carry out the translation of the name of a subject into artificial language of ordinal digits.

Cannon for Classification

NOTES

11.9 MODEL QUESTIONS

1. What are the Cannon Classification?
2. Define every Cannon in detail.
3. Write any five advantages of Cannon Classification.

11.10 SUGGESTED READINGS

1. S.R.Ranganathan, Prolegomena to library classification, 3rd ed., Bombay, Asia Publishing House, 1967.
2. Krishna Kumar and Girija Kumar, Classification Theory and Practice.

Library Classification

Notes

NOTES

UNIT 12

NOTATION NEED TYPES AND FUNCTIONS

Structure

- 12.0 Aims and Objectives
- 12.1 Introduction
- 12.2 Definition of Notation
- 12.3 Purpose of Notation in Classification
- 12.4 Advantages of Notation
- 12.5 Functions of Notation
- 12.6 Types of Notation
- 12.7 Quality of Notation
- 12.8 Canons for Notation
- 12.9 Summary
- 12.10 Self Check Exercises
- 12.11 Model Questions
- 12.12 Suggested Readings

12.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- Know about the Needs of Notation
- Understand the Types of Notation
- Explain the Functions of Notation.

12.1 INTRODUCTION

Alphabetical arrangement (of documents) is unhelpful as a means of mechanising the arrangement of subjects in a preferred helpful sequence, as the names of the subjects are not unique in any natural language. In library classification, ordinal numbers are used for mechanising the arrangement of subjects in a helpful sequence. Melvil Dewey was the first to popularise the application of this practice to the arrangement of subjects. Later other symbols were adopted to denote the subjects in library classification. Such symbols or digits are known as Notation.

NOTES

12.2 DEFINITION OF NOTATION

According to

1. S.R. Ranganathan : Notation is a system of ordinal numbers used to represent the classes in a scheme of classification.
2. Berwic Sayers : He explains the notation as a series of symbols or shorthand sings standing for the name of terms forming a convenient means of reference to the arrangement in a classification.
3. Bliss: He defines notation as a system of marks or symbols in some order denoting terms of members of a series or system of things.
4. Richardson: He states, "Notation is really a condense word for each class and conveys representations not merely the divisions but also of the sequence and not only the artificial sequence, but the logical sequence so far as can be expressed".
5. Mann : Notation is a symbol which stands for the class and their sub-divisions.
6. S.J. Palmer and A.J. Wells define notation as a device for mechanising the arrangement and must be composed of written symbols whose order is defines. As notation is used in Library Classification, Library Classification is the translation of the name of subject of a book into a preferred artificial language of ordinal numbers.
7. Shara and Egan : In the "Classification Catalogue" define notation as a convenient and economical array of symbols, possessing a unique and necessary order. This order when applied to the terms of the classification results in the ordering of the element of the schematism.
8. In the Glossary of DDC 19th Edition : The notation is defined as Numeral, Letters, and/or other symbols used to represent the main and subordinate divisions of a classification scheme.

12.3 PURPOSE OF NOTATION IN CLASSIFICATION

The purpose of a notation in classification are many Berwick Sayers has given the most important purposes of it in the following :

1. To give up a schedule of classification a symbol for ecah of its terms which shall be constant, so that whenever a term is to be represented, it shall be marked by one class mark only.
2. The class mark thus fixes the place of the term in the hierarchy of the schedule.
3. To be a short sign to be written on the back of the book as well as in catalogue entries, so that the books on a subject are held together by their subject number.
4. To show the sequence and sub-ordination of subjects. A successful notation is one whereby at a glance the order of the scheme can be seen and from an individual number the importance of a subject in relation to its main class can be inferred.
5. To achieve the qualifying of subject by the combination of symbols (a) to show related subjects (b) to analyse books of several subjects (c) to record aspects etc.
6. To make practical insertion of new subjects or further sub-divisions of older one, at any point of the scheme, without any dislocation of its order.

12.4 ADVANTAGES OF NOTATION

Palmer has mentioned some important advantages of Notation in the following :

1. Once the outline of the scheme, or of one of its main is know, this acquires a mnemonic value and helps user to grasp and understand the field of knowledge.
2. The analysis of readers enquiries and the subsequent search strategy in satisfying them is more explicit because the notation itself reflects the steps to be taken and so prompts the right action.
3. The appearance of a digit in the notation indicates to the cataloguer that a term needs indexing and so aids in the process of making the subject catalogue.

12.5 FUNCTIONS OF NOTATION

J. Mills states the functions of notation as follows :

1. The vital function is to mechanically maintain the sequence of the subjects, by giving each term a symbol possessing an agreed ordinal value. Notation is primarily an ordering device.
2. It makes the alphabetical subject index possible. Reference from a term in the index would not in itself convey to a user the exact location of a subject. But a class number cited along side the term (e.g., Economics 330 locates automatical.
3. By the use of synthesis, or number building it makes possible enormous economics in the construction and physical size of the schedule.
4. By the use of synthesis, notation greatly increases the range of specification possible.
5. It may provide mnemonic quality as which assist the librarian to remember the sequence of divisions within a class.
6. It assist the guiding of a library.
7. In lending libraries, it may be used as a charging symbol which keeps the issue in a helpful order and one from which figures of class issues are essentially obtained.

B.C. Vickery also gives more or less the same functions of notation in the following

1. Notation must mechanise arrangement.
2. Notation must be hospitable, that is, it must be possible to insert terms, arrays, chains hierarchies or facets into the schedule in their preferred position.
3. Notation may reflect and demonstrate structural features of the subjects classified.

12.6 TYPES OF NOTATION

Tables are two types of notations. They are :

1. Pure Notation and
2. Mixed Notation

Pure Notation has one and only one species of digits e.g. DDC. It use only Indo-Arabic numerals with dot which is intended only ease the eyes and for pronunciation.

Notation Need Types and Functions

NOTES

Library Classification

NOTES

CC uses - mixed notation i.e., it uses more than one species of digits.

CC uses (1) Indo-Arabic Numerals (2) Roman Capital letters (3) Lower case of Roman Alphabets (4) Greek Letters (5) punctuation marks, hyphens, equal, arrows () etc., (6) In the 7th edition CC is going to have "(Double inverted commas) for common isolations' '&' (ampersand) as indicator digit for phase relation; inverted (i.e., not yet finalised see p.242 of Prolegomena Ed. 3).

12.7 QUALITY OF NOTATION

Bliss states that "Notation does not make classification though it may mark it. It means that classification of knowledge is a main thing whereas notation is only a means serving as a system of symbols denoting the classes and their order without naming and defining them. In fact Notation concretises the abstract knowledge classification from bibliographic classification.

However, a good notation does not make a bad classification good. Since notation is merely a device to reflect. What the scheme of classification represents in the idea plan. But a bad notation may destroy the usefulness of a good classification since imperfect notation does not faithfully implement the requirements of a good classification scheme. So, to carry out the requirements of a good classification scheme, the notation should have the followed qualities.

1. Brevity
2. Simplicity
3. Speed of Writing
4. Pronouncibility
5. Easy to remember
6. Flexibility
7. Mnemonics
8. Hospitable to accommodate new classes in array and chain
9. Synthesis should be possible
10. Expensive and
11. Length of Notation should be relative to the depth of the class it represents
12. Notation should be unique and each class number should represent only one subject.

1. Brevity

Brevity is a desirable quality of a class number as it is to be written on the spine of book. Moreover, it is easy to carry in our mind.

2. Simplicity

The brevity of notation has something to do with somplicity. Simplicity depends upon the kind of symbol used. However, the notation to be adopted for classification for classification should be brief and simple.

3. Speed of Writing

Speed of writing is important, space the class number of each book must be entered in several places in the book namely on the spine, the date label back of title, page, inside the book and the book card, and in the accession register, shelf register, and in the main numerous entries in catalogues.

4. Pronunciability

One quality of the notation is that it is easily pronounced. But this is not essential as a class number is not going to be read out more often than being written down, seen and temporarily retained in memory.

5. Easy to Remember

If the notation is brief and simple it is then easy to remember.

6. Flexibility

This means a notation adopted in a scheme of classification should be flexible to allow any new subject into any place without dislocating sequence of the already existing classes.

7. Mnemonics

By mnemonic notation we mean that whenever a subject or form appears, it has always the same notation throughout the classification. In DDC standard sub-division secures this. In CC, Common Isolates, Space, schedule S.D. etc., secure this.

8. Hospital to Accommodate new subjects in array Chain

By this, it means that the notation should be flexible to accommodate a new class array and chain of classes without disturbing the already existing sequence of classes.

9. Synthesis should be Possible

By the use of synthesis or numbers buildings, it makes possible enormous economics in the construction and physical size of the schedules. However, this is possible if the scheme is a faceted one.

10. Expressive

This is the degree to which notation reflects in its allocation the sub-ordination of subjects. That is it expresses the hierarchy of making numbers expressive for coordinate and sub-ordinate topics.

11. Length of Notation should be relative to Depth of Subject

E.g. 800 Literature; 820 English; 822 Drama; 822.3 Elizabethan period; 822.33 Shakespeare; 922.33 SI 5 Antony & Cleopatra : L. Medicine, L45 Lung; L45:4 Disease of Lung : L45:46 Treatment of Lung disease.

12. Notation should be Unique and each class number should represent only one subject

E.g.	CC	DDC
	Q Religion	200
	Q 6 Christianity	220 - 289

Note : In DDC "Christianity" is represented by more than one class number and so uniqueness is lost.

12.8 CANON FOR NOTATION

The following canons are for Notations

1. Canon of Synonyms
2. Canon of Homonym
3. Canon of Relativity

Notation Need Types and Functions

NOTES

Library Classification

NOTES

4. Canon of Uniformity
5. Canon of Hierarchy
6. Canon of Non-hierarchy
7. Canon of Mixed-Base
8. Canon of Purse Base
9. Canon of Faceted Notation
10. Canon of Non-Faceted Notation
11. Canon of Co-extensiveness
12. Canon of Under-Extensiveness

1. Canon of Synonym

The Class Number of a subject in a system of class number and the isolate number of an isolate idea in a system of isolate number should be unique.

It implies that each subject should be represented by one and only one class number. In other words, no subject should be represented by two or more class number.

E.g.	CC	DDC
	B9a Bibliographies	016.52 or 520.16
	of Astronomy	(See Page 13 of Vol. 2 DDC)

DDC violates this canon. No doubt CC also gives such number building. For example India is represented either by the number 44 or by the number 2 as favoured country. In the same way English language may be represented either by 111, or by ' _ ' (hyphan) for favoured languages. However, DDC and CC rules prevent the use of both. It has to exercise the option one and for all.

2. Canon of Homonym

The subject represented by a class number in a system of class numbers and the isolate idea represented by an isolate number in a system of isolate should be unique. It implies that each class number should represent one and only one subject. No class number should represent two or more subjects.

E.g.	CC	DDC
	Q Religion	200
	Q 6 Christianity	200 - 289 (Homonym)

3. Canon of Relativity

The number of digits in a class number/isolate number should be the same as the subject or the isolate idea, as the case may be, represented by it. That is to say that the length of the class number should be proportionate to the order of the subject.

For Example	CC	DDC
Physics	C	530
Light	C 5	535
Diffraction	C 5 : 55	535.4
Spectrum	C 5 : 31	535.84
Ultra - violet	C 52 : 31	535.844
Raman Effect	C 52 : 38 N 28	535.846
Literature	0	800

English	0111	820
Drama	0111, 2	822
Shakespeare	0111, 2J64	822.33
Antony & Cleopatra	0111, 2J64, 5	822.33S1-2.

Notation Need Types and Functions

The Canon of Relativity is fully observed by CC and DDC.

4. Canon of Uniformity

The number of digits in a class number should be constant whatever be the order of the subject represented by it. It means that though each digit of the class number represents the subjects, the number of digits should be constant even for the subject of increasing intension. In the above example 1, both the subject Ultra-violet and Raman Effect, the number of digits is 7 in the case of DDC. The advantage of this canon is that in Mechanical Retrieval it is easy to feed into the machinery class number with the same number of digits.

5. Canon of Hierarchy

In a class number there should be a digit to represent each of the characteristics used in constructing the class number. According to Canon of Relativity, every characteristic used in deriving the class from the original universe will be represented by a digit in the class. In other words, all the characteristics of the class number should be represented by the successive digits, in the class number. Viewed from this angle, the canon of Hierarchy looks as a corollary of Canon of Relativity. But in some cases, it is not possible to follow this canon simply because of Telescoped Array.

E.g. Telescoped array of Geographical Division

Class of Array of Order CC	Isolate Terms
In the idea plane there 1	World
are the sub-divisions of (Telescoped)	
4	Coelenterate
5	Echinodermate
;	
8	
9	Vertebrata
(Telescoped)	
91	Prochordata
92	Fish
93	Amphibia etc. Upto 97.

It is because of the Telescoping in array in the schedule of Classification one more canon is added.

6. Canon of Non-Hierarchy

In a class number or in an isolate number, there need not be a digit to represent each of the characteristics used in constructing the class number or isolate number as the case may be. This canon violates the canon of Hierarchy. This is done deliberately to satisfy the Law of Parsimony.

7. Canon of Mixed Base

The Base of the Notational System of a scheme for classification should use two or more species of digits.

NOTES

Library Classification

NOTES

E.g. Ba'n7 Bibliography of Mathematics brought upto 1970.

8. Canon of Pure Notation

The Base of the Notation System of a scheme for classification should use one and only one species of digits. A pure notation is practicable, only if the universe classified is a finite one and if all its entities are known before the notation is designed. Such a cases is trivial.

The notation, therefore, should have a mixed base. In Richardsons statement, an ideal notation is one using mixed symbol but with a predominantly decimal base. This is desirable simply because of the entities of a universe are likely to be known only in successive installments in the future and particularly if the universe is infinite, pure notation proves to be a failure.

9. Canon of Faceted Notation

A Faceted Notational System should be used when the length of the base of the notation is about 10 and the universe is likely to contain more than a million subjects or entities, and the length of the base is about 56 and the universe is likely to obtain 1000 millions or more subjects.

10. Canon of Non-Faceted Notation

A Non-Faceted Notational System may be adequate when the length of the base of the notation is about 10 and the universe is likely to contain not more than a million subjects or entities and the length of the base is about 56 and the universe is likely to contain not more than 1000 million entities.

11. Canon of Co-Extensiveness

In a Class Number, digits should be added successively so as to represent each and every characteristics adopted in succession to build the class number. This canon urges for close classification or Minute classification.

12. Canon of Under Extensiveness

"In a class number, it is nor essential that the digits should be continued so as to represent the measure of characteristic used in succession to build the class number". This canon lead to Broad Classification.

Meaning of Close or Minute Classification : According to the Glossary of DDC 19th Edition. Page plxxviii, colse classification means (1) a Classification providing for minute sub-divisions or topics. It is also caused bibliographic (2) Arrangement of works in conformity with the provisions of such a scheme. In other words close classification means minute classification.

E.g.	L	Medicine
	L42	Lung
	L42:2	Disease of Lung
	L42:4:6	Treatment of Lung Disease

Meaning of Broad Classification : According to the DDC Glossary page plxxvii Broad Classification means (1) use of only the more inclusive classes of a classification scheme, imitting detailed sub-divisions. Also called reduction of number () a classification scheme which does not provide for minute sub-divisions of topics.

E.g.	In DDC	
	Gastric Stomach	616.333

Gastric Indigestion 616.333

Disordes of Secretion 616.333

Notation Need Types and Functions

This kind of broad classification leads to homonym in classification that is, the canon of homonym cannot be satisfied unless the canon of Co-Extensiveness is satisfied. Such classification has not potentiality for depth classification.

NOTES

12.9 SUMMARY

Notation is a set of ordinal numbers used to mechanise the arrangement of documents and also represent the classes and their subdivisions. Notation is essential not only for mechanising the arrangement of documents, but also to derive a helpful sequence of the documents, which can not be derived by an alphabetical order or any other order. It facilitates collocation of documents by indicating the subordination, coordination and other relations among the classes.

In order to achieve this many a classification theorists developed various kinds of notation to meet the requirements of library classification.

12.10 SELF CHECK EXERCISES

1) Define the Notation.

According to S.R. Ranganathan Notation is a system of ordinal numbers used to represent the classes in a scheme of classification.

According to Berwick Sayers He explains the notation as a series of symbols or shorthand signs standing for the name of terms forming a convenient means of reference to the arrangement in a classification.

2) What is the purpose of Notation in Classification

The purpose of a notation in classification are many Berwick Sayers has given the most important purposes of it in the following :

1. To give up a schedule of classification a symbol for each of its terms which shall be constant, so that whenever a term is to be represented, it shall be marked by one class mark only.
2. The class mark thus fixes the place of the term in the hierarchy of the schedule.
3. How many Types of Notation? Briefly explain.

There are two types of notations. They are mentioned below:

1. Pure Notation
2. Mixed Notation

Pure Notation has one and only one species of digits e.g. DDC. It uses only Indo-Arabic numerals with dot which is intended only to ease the eyes and for pronunciation.

CC uses - mixed notation i.e., it uses more than one species of digits.

Library Classification

NOTES

12.11 MODEL QUESTIONS

1. Define notation and discuss the qualities of notation.
2. Write a comparative account of Pure and Mixed notation.

12.12 SUGGESTED READINGS

1. Maltby, Arthur, Sayers' Manual of Classification for Libraries, 5th ed., London: Andre Deutsch, 1978.
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CALL NUMBER CLASS NUMBER BOOK NUMBER COLLECTION NUMBER

Structure

- 13.0 Aims and Objectives
- 13.1 Introduction
- 13.2 Call Number
 - 13.2.1 Definition of Call Number
 - 13.2.2 Utility of Call Number
 - 13.2.3 Structure of Call Number
 - 13.2.4 Writing Call Number
 - 13.2.5 Method of writing Call Number
- 13.3 Class Number
- 13.4 Book Number
 - 13.4.1 Canon of Book Number
 - 13.4.2 Evolution of book number
 - 13.4.3 Description of Book Number Facet
- 13.5 Collection Number
 - 13.5.1 Need for Collection Number:
 - 13.5.2 Nature of Documents
 - 13.5.3 Structure of Library
 - 13.5.4 Special Requirements of Users of Libraries
 - 13.5.5 Categorisation of Collections
 - 13.5.6 Meaning of Collection Number
 - 13.5.7 Canon of Collection Number
 - 13.5.8 How of collection Number in CC
- 13.6 Summary
- 13.7 Self Check Exercises
- 13.8 Model Questions
- 13.9 Suggested Readings

NOTES

13.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- Know about the Call Number
- Explain about the Class Number
- Understand about the Book Number and Collection Number.

13.1 INTRODUCTION

Library classification is concerned with the arrangement of knowledge. (Embodied in documents) on the shelves. Arrangement of knowledge on the basis of subject does not give much difficulty than arrangement of books which are the embodiment of the subjects. For example, The subject 'Physics' has been subdivided and arranged in CC as fundamentals, properties of matter, sound, heat, high (radiation) electricity, Magnetism and cosmic hypothesis. If the subdivision 'Sound' is embodied in the document-Like books, periodicals, micro –film, video tapes, magnetic tapes etc., all these documents get the same class number 'C3'. Problem arises as how these different forms of documents are to be conveniently arranged among as in all cases, the class number 'C3' is the same. This class Ranganathan names as 'Ultimate Class'.

Ranganathan defines 'Ultimate Class of a book' as the class of the smallest extension, in the preferred scheme for classification, in which the book can be placed (Prolegomena Ed.3 P.503.)

Hence, the documents belonging to the same ultimate class can be subdivided on the basis of appropriate characteristics, other than subject matter, such as the name of the author, year of publication, language, form of exposition of medium of exposition number of volumes etc.

13.2 CALL NUMBER

One of the routine of library activities is the acquisition of books and other reading materials. These reading materials are to be arranged in a convenient way that will increase optimum utility. Library classification aims to achieve this objectives. If the collection of documents in a library is small, running into a few hundreds only, then to identify or call a particular book of demands, the size or color or form of documents may be adopted. On the otherhand, when the collection grows beyond a few hundreds, difficulty arises in spotting out a particular document or searching it in the ocean of documents and from other records like issue register. Departmental collection register, binding register, library catalogue, shelf list etc. To facilitate searching, it is desirable that a shortened form giving all details like subject form of document and other physical feature of it and also the location of it in a particular collection is more desirable. This enables to call a document from the library collection. For this purpose libraries adopt an artificial language of numbers of ordinal values denoting all the characteristics of a document. Such number is known as Call Number.

13.2.1 Definition of Call Number

According to Ranganathan (1) Call Number of a Book unit is the symbol used to fix its position relatively to other books (Colon Classification Ed. 6, 0.1.3). (2) The Class Number, the book number, and the collection number together form the call number

(Prolegomena Ed. 3, p. 520). (3) In the context of defining library classification call number is defined as the translation of the name of the subject into 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 number which represent some features of the books other than their thought content. (Element of Library Classification Ed. 3 Chapter A & B).

DDC (19th Edn.) Glossary provides definition for call number as 'A set of letters, numerals, and/or other symbols providing complete identification of an individual work and its relative location, consisting of class and book number and sometimes of such other data as date, volume number, copy number, location symbol', (DDC Glossary plxxviii).

13.2.2 Utility of Call Number

The Utility of Call Number may be summed up as give below :

1. Call Number enables to call a book amidst ocean or books and restores it in an automatic way and thus mechanises the arrangement. In catalogue entries, it play a vital role as index number in identifying a particular document. A reader may consult the catalogue with the approach terms like name of author, title, series, subject etc. but ultimately all the above entries lead him to search a book in the stack with the call number.
2. It enables the library staff to develop special collection to meet the requirement of different sectors of reading population;
3. In stock verification, it ensures a thorough and efficient and speedy stock population;
4. Even in reference service, the reference librarian is helped by it to identify the exact requirements of readers and thus enables him to trace any relevant materials;
5. With the help of call number, it is possible to compile classified catalogue and know many documents are available in a particular subject;
6. It is a mechanical and time saving device for the device of knowledge in books and so on.

13.2.3 Structure of Call Number

From the definition of Call Number, it is obvious that Call Number consists of Class Number, Book Number and Collection Number. With regard to the structure of Call Number, Ranganathan applies the metaphysical analogy to the universe of documents as explained below:

Document = Soul + Subtle body + Gross body

In the context of Idea Plane

Soul	=	Thought Content
Subtle body	=	Medium of emposition embodying the thought.
Gross body	=	Physique embodying the expressed thought

In the context of verbal plane

Soul	=	Subjects
Subtle body	=	Language of other medium and form of exposition
Gross body	=	material in which the work is embodied

In the context of Notational Plane

Soul	=	Class Number;

Call Number Class Number Book Number
Collection Number

NOTES

Library Classification

Subtle body = Book Number;

Gross body = Sequence number or collection number

Thus call number = Class Number + Book Number + Collection Number

NOTES

13.2.4 Writing Call Number

If all the components are integrated into a single number, the length of the Call Number will exceed the physiological and hysiological limit set of the capacity of the mind to hold a number and by the requirements of single breadth and of a single comfortable sweep of the eye. Hence Ranganathan separated them from one another and for that enunciated 'Conon of Distinctiveness' which reads thus :

In a scheme for classiifcation, the Class Number the book number and the collection number together forming the call number should be written quite distinct from one another (Prolegomena Ed. 3 P. 520).

13.2.5 Method of writing Call Number

There are two methods of writing call number :

1. When written in a horizontal straight line, sufficient but uniform space, say double space, is left between class number, Book number and collection number and
2. When written in a vertical line, the three co-components are written one below the other in three different line.

In practice, when the call number is to be written horizontally, the collection written above the book number as shown below :

Example :	2D	Collection Number
	2:51N	Class Number
	1K4	Book Number

13.3 CLASS NUMBER

Ranganatham defines class numbers "The ordinal Number representing a class in a scheme for classification" (Prolegomena Ed. 3. p. 172). In the glossary of DDC (19th edition, page No. 1xxviii) class number is defined as "that portion of a call Number which designates the class of a given work". The class of a work may be identified as one of the ten major groups numbered 0-9 of the DDC, generally known as Main Class and a subdivision of DDC, generally known as Main Class and a subdivision of DD for any degree of specificity. In a work class number designates the subject of a document.

The class number of a book thus becomes the symbol and to fix the position of its specific subject relatively into the article of ordinal numbers (Colon Classification Ed., Ranganathan specifically define class number of a book as a translation of the name of its specific subject into the antificiates Ed.6, 1.4.).

A class number consists of an intelliible concatenation of one or moral of the following symbols - The ten Insolation of one or more of the following symbols - The twenty three, the and are called backs and horizontal.

The class number of a document embodying thought to constructed on the basis of rules and facet formula provided to each Main Class (CC).

The substantive resources class numbers.

2. 8.....Z....., 1.....3, A..... 43.

Any number followed by a Roman small, or shall have precedence over the original.

The connecting by a Roman small or so arrow till in the following sequence when arranged in the levels value.

The absolute value connecting symbol is less than that of any substantive digit. In other words, it is less than the of 'g'.

The absolute value of the starter is greater than that of z and the absolute value of the earrester is less than that of. It is to be noted that the arrows are to be used only in Depth, Classification in Documentation work for spoined specialists Procedure in the construction of class number.

The process of assigning the class number to a document is known as classification or classifying.

Ranganatham has given us eight successive steps in translating a subject of natural language into classificatory language of ordinal numbers. These steps are carefully developed by basing them on postulates and associated principles.

The eight steps in classifying a document have been described in Unit - I; Lesson 5; Page No. 133, (Explain the eight steps in this paragraph).

Call Number Class Number Book Number
Collection Number

NOTES

13.4 BOOK NUMBER

The meaning of book number is understood from the following:

1. The book number of a book is a symbol used to fix its position relatively to the other books having the same ultimate class.
2. It individualizes is among the books sharing the same class number and
3. The book number is the translation of the names of certain of its specified features into the artificial languages of ordinal number, Specified and elaborated in the rules of the book numbers given in CC.

13.4.1 Canon of Book Number

Considering the above Ranganathan has formulated canon of book number which reads thus:

“A Scheme of book classification should include a scheme for book number in order to individualize the documents having the same subject as their ultimate class and to mechanize their preferred arrangement among themselves”(Prolegomena Ed.3 P.503).

“The book number takes up the individualism of books at the point where the class number has to leave it as beyond its power”. According to J.D.Brown, “The most sensible and straight forward way to distinguish books from each other is to rely entirely upon the class number of symbol, plus the lettering on the books themselves, For whatever purpose required, it seems much simpler to arrange books on shelves in charging system. In catalogues or any where else in a plain and easy sequence of authors names in alphabetical order, under each division or sub-division of a class or subject”(Subject Classification ed.3 Sec.32.Page.27)

13.4.2 Evolution of book number

There are varying practices which have been adopted by classificationists in this matter. The following are some such book number developed from time to time on the basis of demand of the period:

1. Author Marks

Library Classification

NOTES

2. Author Number
3. Cutter Book Number
4. Merrill Book Number
5. Jast and Brown Book Number
6. Biscoe Book Number
7. Rider Book Number
8. Colon Book Number

1. Author Marks

When the number of authors who wrote books of the same subject was few, book number was constructed by choosing the characteristic of the name of the author and denoted by first two or three letters of the author's name. This method was favoured as it was easy to construct Book Number and also for the user to understand in case of author approach.

Sayers, has commented, "When the whole question of author marks has been Considered, we think something may be said for using the first three letters of the author's name, without any further requirements, at least where books are not charge by combined class marks and author numbers' (WCB Sayers: Introduction to Library Classification, 1935, P.65).

Example

Colon classification by S.R.Ranganathan gets the

Call number: 2:51N3 RAN

Class number Book Number i.e. Author Marks

In case of more books written in the subject by the same author, then they are got individualized by the book number consisting author mark and the alphabetical letters of the title year of publication of different books.

Example

1. S.R.Ranganathan: Colon Classification 1933 RAN 1933 or RAN.C

2. S.R.Ranganathan: Descriptive Account of Ran. 1964

Colon Classification RAN.C

However, individualization of books consisting of ultimate class by author marks is not effective due to the fact.

1. There can be more titles beginning with the same letter written by the same author.
2. There can be more than one title published by them in the same year.
3. Different copies of the same book cannot be individualized:
4. Different editions of the same book cannot be individualized.
5. Different volumes of a multivolumed books cannot be individualized.
6. Books by different author whose first three letters are identical cannot be individualized.

2. Author Number

The second method of using the author's name to construct the book number as described by Dewey is consisting of the invention of translation system by which a name is translated into numbers.

Example Freeman F.85

Call Number Class Number Book Number
Collection Number

In edition 13 of the DC and Appendix containing a special series of mark which are called “Olin Book Number” is formulated.

Examples from Olin Book Number are given below:

A	A11	Ga	A35
Ra	A12	J	A45
Day	A25	Na	A64
Fa	A28	S	A84
	Z	A99	

However, it is observed that alphabets serve a useful purpose in individualizing the book number. But introduction of numerals seems to be difficult to understand. Dewey also described three other methods of constructing book numbers, such as special author tables, true numbers and accession order. In spite of all these, DDC does not develop the number as an integral part of the scheme for Library classification.

3. Cutter Book Number

Charles Amni Cutter to devised a scheme for book numbers in his ‘Expansive classification’ first six systems. The system is similar to Dewey’s system. It is an alphabetical table consisting of first few letters of the names of authors followed by numbers. The table is in three sequences Viz...

1. Consonants 2. Vowels 3. Alphabets. The following examples highlighted the structure of book number.

1. Consonants:

Board	R34
Holmes	H73
Huxley	H78
Lowell	L95
Macaulay	M11

2. Vowels:

Abbet	Ab2
Anne	AN7
Edwards	ED9
Olmey	OL6
Smith	Sm51
Swam	Se1
Upton	UP1

3. Alphabets beginning with SC letters

Scannon	Sca 5
Schopenhaver	Sch 6
Scheider	Sch 57

4. Cutter Sanborn three figure Author table:

Cutter’s Book Number was revised by Kate –E- Sanborn and fitted it with three figures. This is known as ‘Cutter –Sanborn.’ Three figures author table. The table consists of

NOTES

Library Classification

NOTES

three or more initial letters from a surname or surname itself and a three digit number. The letters J,K,E,I,O and U and the letter Q and X are fitted with two figures and one digit numbers respectively. The rest of the letters are fitted with three digit numbers. The arrangement is alphabetical but the letter 's' and the vowel have given at the end of the consonants.

A sample from the cuttet sanborn three figure author tables is given below.

Bem	455	Chand1
Ben	456	Chandler,M
Benc	457	Chan1
Bend	458	Chann
Bendc	459	Chant
“	“	“
“	“	“
“	“	“
Na	111	Pa
Naas	112	Pac
Nab	113	Paac
Nabb	114	Pacc
Nabe	115	Pace
Nabi	116	Pach
Nabo	117	Paci
Nac	118	Pacin
Nach	119	Pack
“	“	“
“	“	“
“	“	“
Yor	61	Zet
York,j	62	Ze
York,p	63	Zev
Yorke	64	Zi
Yorke,	M65	Zie
Yot	66	Zieg
You	867	Zies
Young	68	Zif
Young,	c69	Zil

In the above table, the numbers in the centre are applicable to letters in both adjoining columns. In order to apply the table, the letter group that is close to the surname of the author should be selected and the initial letter is to be added. In case, the surname of the author fits between two numbers, then the earlier number in the table should be selected. To this, a work mark (i.e., Title letter) can be added to get an individualising number for each work.

The work mark is added after the Cutter Number:

Call Number Class Number Book Number
Collection Number

Example

1. Dispersal of light by Mathew Chandler gets the book Number: C 456 D
2. The Indian way of life by C.Young gets the book Number: Y 69 I
3. The figures used in the table are regarded as decimal. In the case of authors whose names are common, if the book number available is already used for one of them, then another number as decimal number is to be added.

Example:

Young	=	Y 68
Young. C	=	Y 69
Young. D	=	Y 692
Young. F	=	Y 694

4. In case of a work translated in many languages, the initial letter of the language is added to the author mark.

Example

Bendint's Riddless	
(in original language English)	B 458 R
Bendint's Riddless	
(Translated work in German)	B 458 R.G

When the number of editions of a single work exceeds, the various editions are differentiated from one another by adding the year of publication of the edition instead of number 2,3,,4,5 and so on.

5. Merrill Book Number

Merrill Book Number was also constructed with numericals and partly by letters. The example from Merrill Book Number Table is given bellow:

01	A
02	Agre
08	Bax
10	Bix
98	Wit
99	X - Z

6. Jast Book Number and Brown Book Number

The jast Book Number and Brown Numbers are also similar to the above methods. However, they do not individualise different copies of the same work, different editions of the same book and different volumes of a multi-volumed book.

7. Biscoe Book Number

The first scheme of Book numbers based on year of publication was worked out by W.S. Biscoe in 1885. It was called Biscoe date table. The provision of the date table is given bellow.

Symbol	Year
A	B.C
B	1 to 999 AD

NOTES

Library Classification

NOTES

C	1000 to 1499 AD
D	1500 to 1599 AD
E	1600 to 1699 AD
F	1700 to 1799 AD
G	1800 to 1809 AD
H	1810 to 1819 AD
I	1820 to 1829 AD
J	1830 to 1839 AD
K	1840 to 1849 AD
L	1850 to 1859 AD
M	1860 to 1869 AD
N	1870 to 1879 AD
O	1880 to 1889 AD
P	1890 to 1899 AD
Q	1900 to 1909 AD
R	1910 to 1919 AD
S	1920 to 1929 AD
T	1930 to 1939 AD
U	1940 to 1949 AD
V	1950 to 1959 AD
W	1960 to 1969 AD
X	1970 to 1979 AD
Y	1980 to 1989 AD
Z	1990 to 1999 AD

A Biscoe Book Number consists of a Roman capital as the first digit followed by a single digit numerical, representing the year. For Example 1986 AD can be represented by Y 6. The advantage claimed is that generally a Biscoe book number will be short and have only two digits. But it is obvious that books published after 2000 AD it is not possible to construct book number for want of enumeration.

The Biscoe book number allows an extra digit a Roman small to be used to individualise two or more books published in the same year in the same ultimate class. But it does not provide for forming language groups among the books belonging to the same ultimate class. Nor does it provide forming separate grouped for each of the form of exposition. Again, it does not provide for individualising additional copies or the different volumes of one and the same book. This failure will cause an unhelpful mix up on the shelves. Further it has no means of bringing together the evaluation of a pedestrian book in just a position to itself.

8. Rider Book Number

F.Rider constructed a modified Biscoe Book Number. He used the Biscoe table for the first digit of the book number the digit of decade of publication. For the second digit, the first letter in the surname of the author was used thus a "Two symbol book number" was developed by him. In the case of the same author publishing two or more books in the same initial letters in their surname, he negotiated to increase the number of digits.

For copies of a book, he prescribed an additional number group initiated by the letter 'V'.

Call Number Class Number Book Number
Collection Number

9. Colon Book Number

Ranganathan after a thorough study of the different practices adopted in the construction of book number, devised Colon Book Number based on Facet Formula. It is based on facet analysis and provides for possible characteristics which are likely to arise in the exposition of an idea in forming a work and also the characteristics likely to arise in embodying a work in the form of a book (Prolegomena Ed. 3.p. 307).

Ranganathan's Book Number with facet formula and rules for the construction are provided in Part - I of colon classification. In Part - I under page No. 13, a special chronological table for the construction of Book Number is also provided.

The facet formula for Book Number proscribed in the Prolegomena Ed. 3 (P.507) is :

(L) (F) (Y) (SN).(V) – (S);(C):(EVN)

The Symbol used in the formula are explained bellow:

L	Language Facet
F	Form Facet
Y	Year Facet
SN	Serial Number
V	Volume Facet
S	Supplement Number Facet
C	Copy Number Facet
EVN	Evaluation Number Facet

Ranganathan sates that each Facet has been introduced only on the basis of actual experience gained by observing the relation of readers while in the stack room and noting some of their remarks. The need for indicating the volume number and supplement number is inherent. So also the need for distinguishing by a serial number, form number and year number can be seen easily

13.4.3 Description of Book Number Facet

Language Facet

The language number is not by translating the name of the language in which the book is written into appropriate symbols in accordance with the language schedule given in chapter 5, page No: 2.26 of CC

In order to adopt economy in book number Ranganathan developed the concept of favoured Facet Number. This is adopted for the language Facet as explained bellow:

1. Each library can find out its favoured language that is, the language in which the library has the largest number of books. The convention is that the language number need not be written in the book number \, if the book is in the favoured language of the library.
2. The class number of a periodical includes the number of its country of publication. Normally, this will indicate its language. So the convention is that the language number need not be written in the book number of a volume of periodical:
3. In the case of a book failing within the Basic subject literature, the class number contains the language number for the languages of the literature. So the convention is that the language number need not be written in the book number of a book in literature unless the language of a book is different from the language of the

NOTES

Library Classification

NOTES

literatures; and

- In the case of a book falling with the Basic subject 'Linguistics' the class number contains the number for the language. So the convention is that the language numbers need to be written in the book number of a book in linguistics, unless the language of a book is different from the language studied.

Example

Let the language of the library be English which is termed as 'Favoured language' of the library, Shakespeare's Drama written in Hindi will get the call number

0111,2 J64 152

|

|

Class number

Book Number

Shakespeare's Drama in Tamil gets the class number:

0111, 2J64 Book No: 31

Form Facet

As there are books written in different languages, so there are also books written in different forms of exposition normally books, are written in different forms of exposition normally books are written in the form of code. Index, Graph, Picture, Quotation etc. For example Colon Classification and classified catalogue code of Ranganathan are in the code form; Sear's list of subject heading is in the list form; Vol. 3 of DDC is in the index form.

The form number is got by translating the name of the form of exposition into appropriate symbols in accordance with the schedule forming chapter – 3 of Page No: 23 of Colon Classification. It may be stated that the form number need not be written if the book is in the conventional prose form. As a result of this prescription, the majority of books in the library will not require the form or facet in their book number. In addition Form number beginning with 'W' is not applicable to a book in the main class 'Literature'.

Example

- Ranganathan's Colon Classification is in the code form hence the call number is

Call number is	Class No:	Book No:
	2:51N3	q
- Ranganathan's classified Catalogue Code gets the

Class No:	Year Facet
2: 55N3	q

Out of the Facets of the book number, the number indicating the year of publication is the most compulsory one. It helps us to arrange books on one specific subject according to their dates of publication and the latest books on the subject are always found at the end. This is found quite convenient and useful by the year of publication into appropriate symbols in accordance with the 'Chronological' table for book number as forming page No: 1.13 of CC.

Libraries whose collection mostly constitute of recent publications, say since 1900 AD may follow the chronological table for Book Number as given below:

Symbol	Year
A	Before 1880
B	1880 to 1889
C	1890 to 1899

D	1900 to 1909
E	1910 to 1919
F	1920 to 1929
G	1930 to 1939
H	1940 to 1949
I	1950 to 1959
J	1960 to 1969
K	1970 to 1979
L	1980 to 1989
M	1990 to 1999
N	2000 to 2009
O	2010 to 2019
P	2020 to 2029
Q	2030 to 2039
R	2040 to 2049
S	2050 to 2059
T	2060 to 2069
U	2070 to 2079
V	2080 to 2089
W	2090 to 2099
X	2100 to 2109
Y	2110 to 2119
Z	2120 to 2129
ZB	2130 to 2139
ZC	2140 to 2149
ZD	2150 to 2159

Call Number Class Number Book Number
Collection Number

NOTES

Example

Class No:

Book No.

- 1) S.R. Ranganathan : Colon
Classification Published 2 : 51N3 K4 in 1964
- 2) F.X. Fox : Mathematics in
French Published in 1939 B113 G9

In the case of a periodical publication, the year covered by the volume should be used for the year number. If the volume of a periodical publication covers two or more years, the earliest of them should be used. If the issues of the periodical publication, covering a year, form two or more volumes or parts, such volumes or parts should be regarded as an indivisible set. In addition, if the volume of a periodical publication cannot be related to definite years, they may be deemed to constitute a multi-volumed book.

Serial Number Facet or Accession Part of Book Number :

In Colon Classification (Page No. 113), this facet is referred to as Accession part of the Book Number. Later, Ranganathan renamed this facet as 'Serial Number Facet' as

Library Classification

NOTES

observed in the prolegomena Ed.3.

In case, there are many books which have the same Ultimate class with the same language number, form number and also published in the same year, then they should be individualised by accession number or serial number.

In case of the first of such books, the book number should end with the year number and for the second the digit 1 should be added after the year number and for the third, the digit 2 should be added after the year number and so on. In the case of nth book, the digit (n-1) is to be added to after the year number. If the Accession part of the Book Number consists of more than one digit, it should be read as an integer and not as a decimal fraction.

Example

S.No.	Title	Class No.	Book No.
1.	Text book of economics Published in 1985	x	M5
2.	Introduction to Economics Published in 1985	x	M5,1
		Second book individualised by the digit 1	
3.	Glimpses of Economics Published in 1985	x	M5,2
		Third book individualised by the digit 2	
	Volume Number Facet		

Sometimes it so happens that the thought may be printed in more than one single book. For example the DDC consists of three volumes. The new encyclopaedia of Britannica consists of 30 volumes; the Encyclopaedia of Americana consists of 30 volumes such books published in many volumes are termed as "Multi-volumed books". In this case, it would be desirable to design the Book Number of the volumes in such a way that they are all brought together since a set of volumes is to be deemed to be indivisible and thus form multi volumed books. However, books having the following features are said to be multi volumed books.

1. The set possesses a common index;
2. The same sequence of pagination is continued throughout all the volumes of the set; and
3. The subject matter is so distributed among the volumes of the set that it is not helpful to treat each volume a separate book.

Ranganathan has employed a device to bring all the volumes in one place by specifying the following rules (vide CC page No.1.1r)

1. In the case of an indivisible set of volumes, the volumes, the volumes of the set are to be individualised by putting a dot (.) after the year number or the serial number part of the book number or the serial number part of the book number as the case may be and putting the number of the volume in Indo Arabic Numerals after the dot.
2. The digit or digits thus added after the dot may be termed the volume number.
3. If the volume number consists of more than one digit it should be read as an integer and not as decimal fraction.

Example

The DDC 18th Edition was published in the year 1971 in three volumes i.e. Volume-1: Introduction; Volume-2; Schedule and Volume -3; Index.

Since all the volumes get the same class number and published in the same year, individualisation of these volumes is possible by volume number as shown below:

1. Dewey Decimal Classification	Class No.	Book No.
(18th ed.) Vol.1: Introduction	2:51M76	L1.1
2. Dewey Decimal Classification	2:51M76	L1.2
3. Dewey Decimal Classification		
(18th Ed.) vol.3: Index		

Published in the same year, the year to be used for the year number is indeterminate. Hence, the following rules are prescribed to remove indeterminateness.

- 1) The year of the publication of an indivisible set is the year in which the last published volume of the set is published.

Example

Let there be two volumes having the title 'Text Book of Physics - Volume-1' Published in the year 1980 and volume -2 in 1985. Then the two volumes get the following call number.

Class No.	Book No.
1. Text Book of Physics Volume-1 published in the year 1980	C MO.1
2. Text Book of Physics Volume-2 published in the year 1985	C MO.2

Supplement Number Facet

Sometimes, multivolumed books may have supplementary volume. In such cases the Book Number of the supplementary volume should consist of the Book Number of the corresponding main volume followed by a dash (-) which is itself followed by the number of the supplement in Indo-Arabic Numerals. The digit(s) thus added after the dash is called the Supplementary Number.

If the supplementary Number consists of more than one digit it should be read as an integer and not as a decimal fraction.

Example	Class No:	Book No
1. Dewey Decimal Classification L1.2	2:5 1M76	
Volume-2 Schedule		
2. Supplement to Dewey Decimal Classification Vol-2 Schedule (Supplementary Number)	2:5 1M76	L1.2-1

If a supplementary volume relates to more than one volume of an indivisible set of volumes, the number of the supplement should be attached to the Book Number of the last of such volumes in the set (Vide CC Page No: 1.15)

Example	Class No	Book No
1. DDC(18th edn.) in 3 volumes published in 1971 with a supplementary volume vol. Number	2:5 1M76	L1.31

NOTES

Library Classification

Supplementary Number.

NOTES

Copy Number Facet: Normally libraries purchase some books of highest demand in many copies. In the case the first book is taken as original one and the rest as copies of the first original one. Hence, Ranganathan prescribe rules (vide CC page No: 1.15) for copy number as given below:

1. The book number of the second, third etc. copies of a book should consist of the first copy followed by a simicolon (;) and thereafter by the digits 1,2 etc. respectively.

Example:

	Class No:	Book No:
1. Text Book of Physics published in 1971 (First book purchased in the Library)	C	L1
2. Text Book of Physics Published in 1971 (Second book purchased in the Library)	C	L1;1
3. -do- Third copy	C	L1;2
4. -do- Fourth copy	C	L1;3
5. -do- nth copy	C	L1;n-1

The number added after the digit semi colon (;) in accordance with the Book Facet formula is known as Copy Number.

If the copy number is more than one digit, it should be read as integer and not as a decimal fraction.

Fascimile-reproduction, reprints and even the successive non-distinctive of an ordinary book, without any substantial changes should be treated as copies of the book, even though they are brought out in different years.

However, a distinctive edition of a work in literature, or a sacred book in religion or a classic in any other subject with a class number of its own, should not be treated as a copy; of the book, even though they are brought out in different years.

However, a distinctive edition of a work in literature, or a sacred book in religion or a classic in any other subject with a class number of its own should not be treated as a copy; but it should be individualised by used its own year of publication to construct year number.

But re-issues and renewed editions of one and the same distinctive edition of a work in literature or a sacred book in religion or a classic in any other subject should be treated as copies of the earliest issue of the Distinctive Edition in questions.

Some times different editions of the same book may be published in different years. For exampled the first edition is published in the year gets the Book Number as 'HQ' the second edition is published in the year 1945 and hence the book number is H5 and so on. In arrangement, the above two editions are got scattered.

To bring different editions of the same book, Ranganathan states, "the numbers of the years of publication of the successive editions may be used as if they were copy numbers, (Prolegomena Fd. 3.P. 510). Accordingly the first edition published in the year 1940 gets tha Book Number 'HG' and the second edition HG; 1.

Evaluation Number Facet

Call Number Class Number Book Number
Collection Number

In Colon Classification (Page No. 1.16) this facet is denoted by the symbol 'C' to mean criticism number. But in the Prolegomena Ed. 3, it is denoted by the symbol "EVN" to mean Evaluation Number.

Evulation Number is used for pseudo-classics. Pseudo classic is a pedestrain work-that is, a work to be treated as a classic provoking associated works-such as evaluation of paradise itself (Prolegomena Ed. 3 p. 501). In a work, a work which leads to the creation of other works on it, is called pseudo classic or pedestrain work. Such a work is called a "Hose Book" and the other works on the Bost Book are called "Associated Book".

To bring the host book along with its Associated Book, should consist of that of its Host Book followed by ":g" and this number is known as Evaluation Number.

Example

1.	Theory of Population by Dr. S. Chandrasekar (Published in 1940)	Class No: Y:5	Book No: HG
2.	An evaluatin of Dr. S. Chandrasekar's Population theory by Dr. Krishnamurthy	Y:5	HG : g

If there are many associated books of the same host book, then the Book Number should consist of that of the first associated work in the more ":g" and for the second associated work with "g" followed by the digit 1. This means the second associated work will have the Book Number :g1 and for the third Associated work, the Book Number is :g2 and so on.

3.	An analytical study of Dr. S. Chandrasekar's theory of population by Dr. M.S. Jayachandran (this is the Second Associated work of Dr. S. Chandrasekar's theory or population)	Y:5	HG:g1
4.	An appraisal of theory of population of Chandrasekar by Radhakrishnan (third associated work on the Host Book "Theory of population" by Chandrasekar)	Y:5	HG : g2 Accession part of Evaluation Number and so on.

The number so added after the evaluation may be called the Accession Part of the Evaluation Number. If the Accession Part of the Evaluation Number consists of two or more degits, it should be read as an interger and not as decimal fraction.

NOTES

NOTES

13.5 COLLECTION NUMBER

13.5.1 Need for Collection Number

Library Classification is concerned with the book classification for securing a systematic arrangement by subjects. But in the practical arrangement of books problems arise owing to the nature of documents, like rarity, size, format, weight, etc. Structure of the library like reading room, reference section, periodical section, main section, departmental libraries etc. Special requirement of users of library like children, Handicaped, research scholars, etc. Let us discuss the above problems.

13.5.2 Nature of Documents

If we examine the documents of any library whether academic or public: small or large: special or research we can identify different size of documents like miniature or undersized books, abnormal sized books, voluminous books, pamphlets, gaint foloids, etc. Such books cannot be kept along with ordinary books. However, can be named as "under size book collections oversize book collection; pamphlet collection" etc. In the same way, modern libraries have different types of documents, such as micro-films, micro-cards, video texts, magnetic tapes, micro-fiche, barile books, ceiling books, gramophone records. Linguaphone, manuscripts and so on.

13.5.3 Structure of Library

A large library may have several sections like reading room, reference section, periodical section and so on. Sometimes, there may be central or main library with several departmental libraries as observed in the universities and colleges. Depending upon the convenience of the users and the library the reading materials in the concerned sections may be kept as distinct collection such as Main Collection, Text Book Collection, periodical collection, reference book collection, Departmental collection and so on.

13.5.4 Special Requirements of Users of Libraries

For the special categories of users, libraries may develop different collections of reading materials such as children's book collectio, women book collection: Braisle Book Collection and coiling book collection for the handicaps; these and dissertations collection for the researchers and so on. Sometimes on some special occasions, libraries may develop temporary and special collection under different topics such as Gandhi Jayanthi Collection, Valluvar Day Collection, film Festival Collection, seminars collection and so on.

13.5.5 Categorisation of Collections

Dr. Ranganathan, being a practical librarian and classificationist realised the need for different collection of reading materials in serving libraries and identified three kinds of collections

- 1) Permanent Collection;
- 2) Quasi-permanent collection;
- 3) Temporary collection.

Reading room collections, departmental collections of public libraries references collection etc., would be a permanent collections in the special libraries are example of quasi permanent collections. A text book collection changes with the changes in curriculum, the periodical special collections like festival-collection, these kinds of collections. Ranganathan prescribed different collection numbers. In the case of permanent and quasi permanent collections a separate collection number along with call number has been assigned to facilitate their where about.

13.5.6 Meaning of Collection Number

According to Ranganathan, Collection number is defined as "The mark added to

classnumber-cum-number of a book to indicate the collection containing it". "The collection Number of a book denotes the collection to which it belongs". It is a suitable symbol to be improvised by each library according to its need" (Colon Classification ed.6 Chapter-4).

13.5.7 Canon of Collection Number

Ranganathan enunciated a canon for collection number in the prolegomena to library classification ad. 3 page no. 518 thus: "A scheme of book classification may be provided with a schedule of collection number to individualise the various collections of special documents to be framed on the basis of the particularities of their gross bodies or theories rarity or service exigency to facilitate use by reading".

13.5.8 How of Collection Number in CC

Colon Classification is the only scheme which has provided canon and the method of constructing collection number of books. In CC 6th edition in Chapter 4, the method of constructing collection number with examples is provided as given below:-

1) For Books of different sizes

Collection	Collection Number	Example	Presentation of Number with Call No.
Undersized	Underline Book Number	Call Number	L:4-Class Number N55-Book underlined
Oversized	Overline Book Number	Call Number	L:4 Class N55 Book Number Overlined
Abnormal	Underline and Overline Book Number	Call Number	L:4 Class Number N55 Book Number between lines
Worn-out Number	Encircle Book Number	Call Number	L:4 Class Number N55 Book encircled

2) For Books under different collection

Sl.No.	Collection	Collection Number
1.	Reading Room	RR First digit
2.	Secondary Collection	SC represents alphabet of concerned
3.	Tertiary Collection	TC Collection
4.	Periodicals	PC
5.	Physics Departmental Collection	CD (in which the digit 'C' is the Main Class Physics)
6.	Law Department Collection	ZD (in which the digit 'Z' is the Main Class "Law").

Thus CC provides a schedule of collection number to individualise the various collections of special documents to be formed to facilitate their use by the readers. It may be stated that the collection number scheme is formulated and implemented by the maintenance section. This section maintains control through the shelf register. Whenever a document is transferred from one collection to another, its shelf register card should be moved in a corresponding way. This will also involve change of collection number in some cases. That is why the collection number is left to the care of maintenance section. This method of securing mobility for the documents to go from one collection to another,

Call Number Class Number Book Number
Collection Number

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Library Classification

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with the least possible amount of work, has been related to the "Principle of parallel movement". The following are some examples of collection number.

- (024) Books for particular kind of user irrespective of scope;
- (04) Brochure, addresses, theses, letters, articles, reports, abstracts, notices;
- (084) Graphic, pictorial presentations, Illustrative materials;
- (035) Special kind of documents. Objects as documents.

13.6 SUMMARY

The Collection Number is not included in the call number, if the call number, is treated an index number in the book index Entries. Likewise in a general documentation list or in a National bibliography collection number may not be necessary. Simple Class number and book Number in such cases constitute Call Number. In certain cases like documents listed in one and the same language and in one and the same form of exposition, when book number may be unnecessary. Simply class number is enough. That is why we assign class number for periodical publication in the main entry as per CCC.

13.7 SELF CHECK EXERCISES

1) What is Call Number ?

Call Number of a Book unit is the symbol used to fix its position relatively to other books. In the context of defining library classification call number is defined as the translation of the name of the subject into 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 number which represent some features of the books other than their thought content'.

2) What is Book Number?

The book number of a book is a symbol used to fix its position relatively to the other books having the same ultimate class.

13.8 MODEL QUESTIONS

- 1) Briefly Explain the Collection Number and Book Number
- 2) How can you build a Call Number? Discuss.

13.9 SUGGESTED READINGS

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LIBRARY CLASSIFICATION PRACTICE

***Bachelor of Library Science
PAPER - IV***

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CONTENTS

UNIT - I

	Page No.
1. INTRODUCTION TO DEWEY DECIMAL CLASSIFICATION	
1.0 Aims and Objectives	4
1.1 Introduction	4
1.2 Melvil Dewey (1851 -1931)	4
1.3 Editions of DDC	5
1.4 Features of DDC	6
1.4.1 Characteristics of DDC	6
1.4.2 Minute division	7
1.4.3 Decimal Notations	7
1.4.4 Integrity of members	7
1.4.5 Mnemonics	7
1.4.6 Relative Location	8
1.5 Process of Division	8
1.5.1 Main Classes	8
1.5.2 Divisions	8
1.5.3 Sections	9
1.6 Auxiliary Tables	9
1.6.1 Table 1- Standard Sub-Divisions	11
1.6.2 Table 2 - Geographic Areas	11
1.6.3 Table 3 - Sub -divisions for individuals literatures	12
1.6.4 Table 4 - Sub -divisions for individuals languages	12
1.6.5 Table 5 - Racial, Ethnic, National groups (r.e.n.)	12
1.6.6 Table 6 - languages	13
1.6.7 Table 7 - Groups of Person	13
1.7 Summary	14
1.8 Key Words	14
1.9 Self Check Exercises	15
1.10 Model Questions	15
1.11 Suggested Readings	15

UNIT - II

2. SAILENT FEATURES OF DDC - 20	
2.0 Aims and Objectives	20
2.1 Introduction	20
2.2 Objectives of DDC-200	20

2.3	Physical Format	20
2.3.1	Volume-1	20
2.3.2	Volumes 2 and 3	21
2.3.3	Volume 4	21
2.4	Important Features	21
2.4.1	Manual	21
2.4.2	General Format	21
2.4.3	Revised Schedules	22
2.4.4	Relative Index	22
2.4.5	Featur s of the Schedules and Tables	22
2.4.6	Summaries	22
2.5	Summaries of the Schedules	22
2.5.1	Single level Summaries	22
2.5.2	Multi level Summaries	23
2.6	Notes	23
2.6.1	Including notes	23
2.6.2	Contains notes	23
2.6.3	Common name notes	24
2.7	Revision Notes	25
2.7.1	Class Elsewhere Notes	25
2.7.2	Discontinued Notes	25
2.7.3	Relocation Notes	25
2.7.4	OptionNotes	25
2.8	Structure of an Entry	25
2.9	Summary	26
2.10	Key words	26
2.11	Self Check Exercises	27
2.12	Model Questions	27
2.13	Suggested Readings	27

UNIT - III

3. NUMBER BUILDING

3.0	Aims and Objectives	31
3.1	Introduction	31
3.2	Adding from Table-1	32
3.3	Adding from Tables 2 - 7	32
3.4	Citation Order	36
3.5	Precedence Order	36
3.6	Relative Index (Volume - 4)	37

3.7	Arrangement	37
3.8	Terms included	38
3.9	Options	38
3.10	Alphabetical and Chronological Arrangements	38
3.11	Summary	38
3.12	Key words	38
3.13	Self Check Exercises	39
3.14	Model Questions	39
3.15	Suggested Readings	39

UNIT - IV

4. UNIVERSE OF KNOWLEDGE

4.0	Aims and Objectives	43
4.1	Introduction	43
4.2	First Summary	43
4.3	Secondary Summary	44
4.4	Third Summary	46
4.5	Summary	69
4.6	Self Check Exercises	70
4.7	Model Questions	70
4.8	Suggested Readings	70

UNIT - V

5. SUBJECT FORMULATION

5.0	Aims and Objectives	73
5.1	Introduction	73
5.2	Title of the Book	73
5.3	Fly Leaves of the Book Jacket	74
5.4	Assigning Class Number	74
5.5	Summary	74
5.6	Self Check Exercises	75
5.7	Model Questions	75
5.8	Suggested Readings	75

UNIT - VI

6. USE OF SCHEDULES INDEX AND TABLES

6.0	Aims and Objectives	79
6.1	Introduction	79
6.2	Self Check Exercises	81

6.3	Model Questions	81
6.4	Suggested Readings	81

UNIT - VII

7. AUXILIARY TABLE STANDARD SUB DIVISION

7.0	Aims and objectives	85
7.1	Introduction	85
7.2	Table 1 Standard Sub Division	85
7.3	Model Questions	87
7.4	Suggested Readings	87

UNIT - VIII

8. AUXILIARY TABLE GEOGRAPHICAL AREAS

8.0	Aims and objectives	91
8.1	Introduction	91
8.2	Model Questions	93

UNIT - IX

9. AUXILIARY TABLE SUB DIVISIONS OF INDIVIDUAL LANGUES & LANGUAGES

9.0	Aims and objectives	97
9.1	Introduction	97
9.2	Model Questions	99

UNIT - X

10. AUXILIARY TABLE SUB DIVISIONS OF RACIAL, NATIONAL ETHNICAL GROUPS & GROUP OF PERSONS

10.0	Aims and objectives	103
10.1	Introduction	103
10.2	Model Questions	106

UNIT - XI

11. ASSIGNED NUMBER BUILDING

11.0	Aims and objectives	109
11.1	Introduction	109

UNIT - XII

12. COLON CLASSIFICATION

12.0	Aims and Objectives	125
12.1	Introduction	125
12.2	Ranganathan's Works	126

12.3 Division of Universe of Knowledge	126
12.4 Main classes	127
12.5 Facet Analysis and Fundamental Categories	127
12.6 Fundamental Categories	128
12.6.1 Time	128
12.6.2 Space	129
12.6.3 Energy	129
12.6.4 Matter	130
12.6.5. Personality	130
12.7 Rounds and Levels in colon classification	131
12.8 Postulates Of Rounds For Energy	131
12.9 Rounds for personality and Matter	131
12.10 Rounds for space and Time	132
12.11 Levels	132
12.12 Levels of Personality	133
12.13 Summary	135
12.14 Suggested Readings	135

UNIT - XIII

13. COMMON, SPACE AND TIME ISOLATES

13.0 Aims and Objectives	139
13.1 Introduction	139
13.2 Anteriorising Common Isolates (ACI)	140
13.3 Posteriorising Common Isolates (PCI)	143
13.4 Summary	144
13.5 Self Check Exercises	145
13.6 Model Questions	145
13.7 Suggested Readings	145

UNIT - XIV

14. DEVICES

14.0 Aims and Objectives	149
14.1 Introduction	149
14.2 Types of Device	149
14.2.1 Chronological Device (CD)	150
14.2.2 Geographical Device (GD)	150
14.2.3 Subject Device (SD)	151
14.2.4 Mnemonic Device (MD)	152
14.2.5 Alphabetical Device (AD)	152
14.2.6 Super Imposition Device (SID)	153

14.3 Summary	153
14.4 Self Check Exercises	153
14.5 Model Questions	153
14.6 Suggested Readings	154

UNIT - XV

15. PHASE RELATIONS

15.0 Aims and Objectives	157
15.1 Introduction	158
15.2 Types of Phase Relations	158
15.2.1 Phase Relation (Inter-Subject Phase Relation)	159
15.2.2 Bias Phase Relation	159
15.2.3 Comparison Phase Relation	159
15.2.4 Difference Phase Relation	160
15.2.5 Influence Phase Relation	160
15.3 Intra Facet Phase Relation	160
15.3.1 General	160
15.3.2 Bias Relation	160
15.3.3 Comparison Relation	161
15.3.4 Difference Relation	161
15.3.5 Influence Relation	161
15.4 Intra- Array Phase Relation	162
15.4.1 General	162
15.4.2 Bias Relation	162
15.4.3 Comparison Relation	162
15.4.4 Difference Relation	162
15.4.5 Influencing Relation	163
15.5 Summary	163
15.6 Self Check Exercises	163
15.7 Model Questions	163

UNIT - XVI

16. SYSTEMS AND SPECIALS

16.0 Aims and Objectives	167
16.1 Introduction	167
16.2 Systems	167
16.3 Specials	167
16.4 Summary	172
16.5 Suggested Readings	172

UNIT - XVII

17. ASSIGNED NUMBER BUILDING

17.0 Aims and objectives	175
17.1 Number Building In Generalia	175
17.2 Number Building in Library Science	177
17.3 Number Building in Mathamatics	178
17.4 Number Building in Physics	179
17.5 Number Building in Engineering	180
17.6 Number Building in Chemistry	181
17.7 Number building in Technology	182
17.8 Number building in Biology	184
17.9 Number building in Geology	185
17.10 New Numbers assigned by S.R. Ranganathan	186
17.11 Number building in Hydrology	187
17.12 Number building in Botany	188
17.13 Number building in Socialogy	189
17.14 Number building in Law	190

UNIT - XVIII

18. DEWEY DECIMAL CLASSIFICATION	195

UNIT - XIX

19. COLON CLASSIFICATION	207

Bachelor of Library and Information Science (B.L.I.Sc)

PAPER -IV: *LIBRARY CLASSIFICATION PRACTICE*

1. Basic and Compound subjects, Anteriorising & Posteriorising common Isolates and Auxiliary Schedules (DC)
2. Compound Classes, complex classes
3. Different devices, Phase, Intra – facet and Intra-array relations.

INTRODUCTION TO DEWEY DECIMAL CLASSIFICATION

Structure

- 1.0 Aims and Objectives
- 1.1 Introduction
- 1.2 Melvil Dewey (1851 -1931)
- 1.3 Editions of DDC
- 1.4 Features of DDC
 - 1.4.1 Characteristics of DDC
 - 1.4.2 Minute division
 - 1.4.3 Decimal Notations
 - 1.4.4 Integrity of members
 - 1.4.5 Mnemonics
 - 1.4.6 Relative Location
- 1.5 Process of Division
 - 1.5.1 Main Classes
 - 1.5.2 Divisions
 - 1.5.3 Sections
- 1.6 Auxiliary Tables
 - 1.6.1 Table 1- Standard Sub-Divisions
 - 1.6.2 Table 2 - Geographic Areas
 - 1.6.3 Table 3 - Sub -divisions for individuals literatures
 - 1.6.4 Table 4 - Sub -divisions for individuals languages
 - 1.6.5 Table 5 - Racial, Ethnic, National groups (r.e.n.)
 - 1.6.6 Table 6 - languages
 - 1.6.7 Table 7 - Groups of Person
- 1.7 Summary
- 1.8 Key Words
- 1.9 Self Check Exercises
- 1.10 Model Questions
- 1.11 Suggested Readings

NOTES

1.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to -

- Know the importance of Dewey Decimal Classification (DDS)
- Understand the view of the Dewey Decimal Classification
- Explain the best features of Dewey Decimal Classification
- Know the auxiliary tables.
- Know the main classes of Dewey Decimal Classification.

1.1 INTRODUCTION

Library Classification is very essential to classify various types of documents on the basis of their thought content and arrange them in a most helpful sequence of several general schemes for library classification. Dewey Decimal Classification (DDS) is one of most important, popular and widely used library classification schemes. This lesson briefly draws a pen picture of Dewey and traces the genesis, development, features and characteristics of DDC.

This Unit discusses the basic plan and the process of division of Universe of Knowledge. The provision of seven auxiliary tables and useful Relative Index is also highlighted. You will also be introduced in this Unit the traces of facet analysis in some of the main classes and the process of synthesis or number building. In the following sections all these aspects have been briefly presented. The examples quoted for your easy understanding is from the 20th Edition of DDC.

1.2 MELVIL DEWEY

Melvil Louis Kossuth Dewey, was born at Adams Centre, New York in 1851. In 1872 he secured a post of a student library Assistant in Amherst college and there he put forward a plan for rearranging the collections in the library in a most systematic fashion. He graduated from Amherst College in 1874 and was promoted to the post of Assistant Librarian in the same college.

In 1876 he published anonymously a work entitled “A Classification and Subject rules for catalogue and arranging books and pamphlets of library”, which was to have far reaching effects and influence in the field of library classification. The first edition of decimal classification was 44 page long; 14 pages of front and back matter, 12 pages of summaries and schedules and 18 pages of Index.

He was the founder of first Academic Library School at Columbia University in 1877, the first Secretary of American Library Association (ALA) founded in 1876, first editor of Library Journal (1876). Dewey had a wide interest in education and was an ardent, active supporter of women’s education, and spelling and metric reforms. He also promoted the standard catalogue card (12.5 cm X 7.5 Cm).

These significant and multifarious activities brought Dewey into limelight in the world of Librarianship. In 1883 Dewey was invited to Columbia of library economy. In 1889, he is assumed the office of the secretary of the Board of Regents of the State University of New York, and also became the State Librarian at Albany, New York State. He resigned in 1905 and retired to Lake Placid Club in Florida where he stayed until his death on December 26, 1931. In recognition of his outstanding and singular contribution to the cause of librarianship Alfred and Syracuse Universities conferred on him honorary degrees in 1902.

1.3 EDITIONS OF DDC

The success of the classification scheme depends upon the publication of different education at regular intervals. Right from the first edition (1876) different editions of DDC were brought out at regular intervals. Dewey assured the user libraries that after the second edition (1888) he substantial changes would be made in the existing allocation of notation to various subject fields and creation of an organization for revision and publication of the scheme. It has been the first scheme to be issued at regular intervals and maintained in a compact. Printed and easy to handle format. The assurance of bringing out revised editions incorporating changes and developments in the universe of subjects bestows stability to the scheme for its use by a majority of libraries in the world.

Edition	Year of	Total	Editor	Publication	Pages
1.	1876	44	Melvil Dewey		
2.	1885	314	Meivil Dewey		
3.	1888	416	Melvil Dewey		
4.	1891	466	E.M. Seymour		
5.	1894	467	E.M. Seymour		
6.	1888	416	Melvil Dewey		
7.	1891	466	E.M. Seymour		
6	1899	511	E.M Seymour		
7	1911	792	E.M.Seymour		
8	1913	850	E.M.Seymour		
9	1915	856	E.M.Seymour		
10	1919	940	E.M. Seymour		
11	1922	938	J.D. Fellows		
12	1927	1243	J.D. Fellows		
13	1932	1647	J.D. Fellows		
14	1942	1927	C. Mazney		
15 (Revised)	1952	927	MJ.Ferguson		
16	1958	2439	B.A. Custer		
17	1965	2513	B.A. Custer		
18 (3 Vols)	1971	2718	B.A. Custer		
19 (3 Vols)	1979	3385	B.A. Custer		
20 (4 Vols)	1989	3388	J.P Comaromi		
21. (4 Vols)	1996	4115			
22. (4 Vols)	2003	4076			

From the above table, you can understand the degree the expansion of DDC. From the 18th Edition, the scheme was published in three volumes viz. V-1 Tables, V-2 Schedules and V-3 Schedules and V-4 Relative Index including Manual. It was in the 15th Edition (1951) the author's name Dewey was first added to the title and published as "Dewey Decimal Classification and Relative Index". The subsequent editions of DDC were published under this title. In addition to unabridged editions, abridged editions

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were also being brought out for use by medium and small libraries. The first abridged was published in 1894 and the twelfth was published in the year 1990.

At present, the DDC 22nd Edition is available in printed form and also in electronic form. The 22nd edition is called as "Web Edition", which is available online in electronic form. It is its first kind of electronic form. No other classification schemes are not available in the above said form i.e., web version.

1.4 FEATURES OF DDC

Dewey Decimal Classification has become almost synonymous with library classification. The scheme is presently used by most of the libraries, especially public and academic in the world. It has been translated into several European and Asian languages in the unabridged and abridged form. The reason for this grand success may be attributed to its cardinal virtues such as:

1. Universality and hospitality for new subjects.
2. Simple and expandable notation.
3. Good mnemonic forms.
4. Permanent machinery for revision and updating.
5. Availability in full and abridged editions.
6. Last but not least, and outstanding Relative index.

Its other outstanding features, which contribute for its viability, stability, success and popularity, are as follows:

1. Pragmatic or realistic development based on the concept of hierarchical subject relationship.
2. Adaptability for use by libraries of various sizes and kinds because of its hierarchically expressive notation, which permits varying degrees of inclusiveness and exclusiveness within its decimal structure.
3. Adaptability to both conventional and computerized retrieval systems.
4. Thrust towards international perspective both in depth of analysis and adaptability of application.
5. Endorsement and encouragement of translation in important languages of the world.
6. Use by central bibliographical services, and also by Indexing and Abstracting services and the availability of DDC class numbers for specific titles and on printed card services.

Dewey has not formulated any classification theory on which to develop his classification scheme. Even in the introduction to DC, he has not made any precise statement of the principles regarding the design and the structure of the scheme. The following sub-sections deal with the characteristics of DDC on the basis of its present state of development.

1.4.1 Characteristics of DDC

According to Ranganathan's categorization of schemes for library classification, DDC falls under Almost Enumerative Scheme for library classification, in which the schedules of subjects will enumerate not only basic subjects, but also compound subjects. As a result the schedules of subject will be long. The class numbers for compound and complex subjects can be constructed with the help of auxiliary tables. If you go through the introductory chapters of DDC, you can identify the following characteristics.

1. The basic classes in DDC are organized by traditional academic disciplines or

fields of study.

Introduction to Dewey Decimal Classification

2. No principle is more basic to the DDC than this.
3. The subjects are grouped under each discipline which reflects specialise, areas of universe of knowledge. This type of grouping some times violates the principle of filiatory sequence c collocation i.e., bringing of related subjects in close proximity.

1.4.2 Minute Division

Because of enumerative nature of the scheme, subjects are minutely divided to the desired length keeping view the principle of literary warrant. The growth from 44 pages in the first edition {1876} reflects this minute division.

It also reveals the flexibility of notation to undertake such minute division of knowledge as embodied documents. The desirability of minute division was emphasized by Dewey who stated that “the advantage close classing is unquestioned if the user knows just what it is”.

1.4.3 Decimal Notations

The notations of document of Indo-Arabic numerals 0-9 used decimally for the sub-division of knowledge. So, the scheme is named as Decimal Classification. At the broadest level, DDC is divided into ten main classes. Which together comprehend the entire universe of knowledge. These classes are further divided into ten sections. The process of division continues to reflect the very specialized areas of Knowledge.

Hierarchy

Hierarchy means the arrangement of classification system from general to specific. In the DDC, the degree of specificity of a class is usually indicated by the length of the notation and the corresponding depth the subject. You will find two types of hierarchy viz. notational hierarchy and structural hierarchy.

300	Social sciences
330	Economics
331	Labour economics
331.11	Labourforce
331.114	Qualifications and personal characteristics
331.1142	Qualifications
331.11422	By level of skills

Structural hierarchy means, that aside from the ten main classes. Every topic is subordinate and part all broader topics above it.

1.4.4 Integrity of Members

This means fixing the number in a scheme of classification once for all taking them as permanent representative the concepts to which they were originally assigned. In the second edition of Decimal Classification, Dewey announced that the basic structure of the scheme would not be changed in future and that the expansions schedules would be effected according to necessary. Since then through all the successive editions, the basic structure of the scheme remained constant.

1.4.5 Mnemonics

The notation of DDC lends itself to subject synthesis with the help of memory aids or mnemonics. The main use of synthesis is through the added instruction and use of auxiliary tables. You can find the use of thrty types of mnemonics viz. alphabetical, systematic and scheduled employed in this DDC.

NOTES

NOTES

1.4.6 Relative Location

The outline of the main classes in the DDC is based on the schemes devised by Bacon and Harris. The order of main classes of Harris and Dewey and the evolution from the outline of Bacon chart of learning illustrated below:

BACON	HARRI	DEWEY
History	Science	General Works
000(Memory)	Philosophy	Philosophy
100	Religion	Religion
200	Social and Political	Social sciences
300	Sciences	Linguistics
400	Natural Sciences	Sciences
500	Useful Arts	Useful Arts
600	Poetry, Art	Fine arts
700(Imagination)	Pure Fiction Literature	Literary Miscellany
800	Philosophy History	History, Geography
(Reason)	Geography and Travel	Travel
900	Biography	

1.5 PROCESS OF DIVISION

DDC is a hierarchical scheme which proceeds from general to specific using the decimal fraction notation for the sub-division of knowledge.

1.5.1 Main Classes

DDC divides Universal of Knowledge into ten main classes. The ten main classes are:

- 000 Generalities
- 100 Philosophy
- 200 Religion
- 300 Social Sciences
- 400 Language
- 500 Natural sciences and Mathematics
- 600 Technology (Applied Sciences)
- 700 The Arts, Fine and Decorative Arts
- 800 Literature (belles - letters) and rhetoric
- 900 Geography, History and auxiliary disciplines

The first digit in the number listed below indicate main class. Although each number contains three digits the first digit underlined above, is significant. The remaining zeroes fill out the notation to the required three digits minimum.

1.5.2 Divisions

Each main class is further divided into ten divisions also numbered 0 through 9. The number of significant digits is two the second digit indicating the division. For example in 300 social sciences, the second digit 0(zero) is used for generate works on social sciences. 310 for statistics and 320 for political science. 330 for economics, 340 law, 350 for public administration and so on.

1.5.3 Sections

Introduction to Dewey Decimal Classification

Each division is further divided into ten sections numbered 0 through 9. The third digit in each three digit number indicates section. For example, in the class number 330 Economics, the third digit 0 (zero) is used for general works on Economics, 331 labour economics, 332 financial economics, 333 land economics, 334 cooperatives and so on. The process of division continues with the help of decimal fraction notation. A decimal point follows the third digit after which division by ten continues to the required length and depth of a subject field. The second volume DDC 20 edition presented the three summaries at page IX.

NOTES

1.6 AUXILIARY TABLES

These tables support the main schedules of the schemes. It was in the second edition of DC (1885). Dewey hit up of classes to meet the ever growing needs of libraries. These form divisions with varying degrees of detail continue to play very important role in the construction of class numbers. The plethora of auxiliary tables found in other schemes, had an impact on the editorial policy of DC since the thirteenth edition (1982). The policy started giving more emphasis to the development of variety of auxiliary schedules culminating in the introduction of seven tables in the 18 edition. The seven tables are:

1. Standard sub-divisions
2. Geographic Areas
3. Sub-divisions for individual literature
4. Sub-divisions of individual languages
5. Racial, Ethnic and National groups
6. Languages
7. Groups of Persons

Relative Index

It is called as "Heart For DC" The index in the DDC is called relative because it relates subjects to disciplines. In the schedules, subjects are distributed among disciplines. But in the relative index subjects are arranged alphabetically, with the terms identifying the disciplines in which they are treated and sub-arranged alphabetically under them. The following example from the 20 edition will indicate the relative nature of the index.

Telephone	384.5
Communication services	384.6
Engineering	621.385
International Law	341.7577
Law	343.09943
Military Engineering	679.733
Public engineering	351.8745
Sociology	302.235

The main purpose of this index is to aid locating a subject and to achieve consistency in placing a subject by the classifier with the help of the index dewey solved the problem of finding a given subject in the detailed specification and complex and systematic arrangement of the schedules.

Facet Analysis

Although DDC is an almost enumerative scheme for classification, we find facet analysis

NOTES

in some of the main classes such as language, literature, history, agriculture and animal husbandry.

Language

The main class language (400) is divided first by the language characteristic followed by problem characteristics schematically as follows;

(400) LANGUAGE

2. English	1. Writing systems and phonology
3. German	2. Etymology
4. French	3. Dictionaries
5. Italian	5. Structural systems
6. Spanish	6. Historical and Geographical variation

From the 18th edition onwards specific languages are listed under the main class language at 420-490. Problem isolates are listed under table - 4. Sub-divisions of individual languages.

Examples:

1. Spelling and Pronunciation in French language.

The Class Number is 441.52.

Analysis :

Languages (MC) = 400

Spelling and pronunciation

(Problem facet) (T 4) - 152

French Specific language facet = 400

Synthesis : 440+152 (One Zero is Ommitted) = 441.52

Literature (800)

The main class literature 800 is divided on the basis of three facets **viz.** languages Form and period. Schematically it is as follows:

800	Literature
Language facet Form facet	Period facet

Literature of specific languages are listed in the main class literature 800 at 810-890. in the 20th Edition of DDC specific literary forms are listed under table-3 sub-division for individuals literature, for specific literary forms. The table is common to all literatures. There is no common period facet. Literatures of specific languages have been provided with different period tables.

Example : if we analyse the number you will find the following facets.

1. English poetry during Victorian period.

The class number is 821.8.

Analysis:

Literature (MC): 800 Victorian period (Period Facet) - 8 (T-3A)

Eng!ish| : 820 Poetry

(Language facet) (form facet) T3-1

Synthesis : 820 +1 +8 = [One Zero is Ommitted] = 821.8

Agriculture

Introduction to Dewey Decimal Classification

The main class agriculture 630 is divided on the basis of three facets **viz:** cultivator facet, operation facet and handling facet. Specific crops (cultivator facet) are listed at 633-635. Each crop identified by an '(asterisk)' can be further divided by cultivation and harvesting at 7-8 (operation facet) as per the instructions given at 633-635 (page 247, v3) of the 20th edition DDC. Schematically the facet analysis for agriculture is as follows:

630 Agriculture

Specific crop (Cultivator facet)	methods of cultivation and harvesting (operation facet)	Injuries, diseases, pest control (handling facet)

Take for example : if you analyse this class number, you will find the following facets.

1. Harvesting of Rice.

The class number for this title is 633.1852

Analysis

Agriculture (MC) : 630 Harvesting - 5
(Operation Facet)
Rice : 633.18
(cultivator facet)
Synthesis : $633.18 + 5 = 633.185$

Number Building

DDC is an almost enumerative scheme for classification where in for most of the subjects. Yet many more class numbers can be synthesized by the number building process. The phrase number building has been identified as making a given schedule number appropriately specific by adding notation from the tables or other parts of schedules". (DDC- ed. 20 Glossary).

There are four types of number buildings no.1. From standard sub-divisions (Table 1), 2. From the other tables (Table 2-7). 3. From other parts of the schedules and 4. From add tables in the schedules the following sub-sections deal with the four ways of number building with suitable examples. Adding standard sub-divisions from table-1

1.6.1 Table 1. Standard Sub-Divisions

It is the first table among other tables. This Standard sub-divisions may be added to any number in the schedule. Some of the examples were discussed below.

025.401 Philosophy of library classification.

330.15 Scientific principles in economics.

540.5 Serial publications in chemistry.

575.072 Research in Genetics.

734.09 History of music

1.6.2 Table-2: Geographic Areas

As per the instructions in the schedules you can add a number from tables 2-7 to a base number from the schedules or to a number from a table. The use of these tables are specified in the schedules. The following are examples of use of each of these tables.

NOTES

NOTES

You can add area numbers directly to the schedule numbers when specified in a note. Some examples were given below.

1. The legislative process in specific jurisdictions in the modern world.

Note: Add to base number 328 notation 4-9 from table 2 e.g., the legislative process in India 328.54.

2. Foreign policy of India = 327.54

3. Foreign Relations between America and India = 327.73054

1.6.3 Table :3 Sub -Divisions for Individuals Literatures

You can use these sub-divisions only for the main class literature 800 as instructed. These sub-divisions usually follow a specific languages in 810-896. Take for example.

820 *English and old English

Add to base number as instructed at the beginning of table

at the beginning of table 3. (DDC 20th ed. VI. Page 389) you will find the following note.

Notation from table 3 is never used alone, but may be used for individual literatures identified by * under 810-890 at page. No. 654 (v.3).

Earliest English poetry

Analysis

820 english literature (MC)

1 poetry (from table 3)

1 earliest period (from period table for English literature v3.0.657),

Synthesis

$820 + 1 + 1 = 821.1$

1.6.4 Table 4 - Sub -divisions of Individuals Languages

You can use these sub-divisions only in class 400 as instructed. These divisions usually follow a specific language in 420-490. Take for example.

= 491.4 Sanskrit

(*add to base number as instructed under 420-490)

420-49Q specific language .

“add to base number for each language identified by

*notation 01-86 from table 4.

Example: Sanskrit Grammar

Analysis

Sanskrit language (MC) = 491.2

Grammar (T4) = -5 grammar (from 14, page 418)

Synthesis : $491.2 + 5 = 491.25$

10 1.6.5 Table 5 Racial, Ethnic, National groups (R.E.N.)

Introduction to Dewey Decimal Classification

12 You can use these sub-divisions directly to schedule numbers when specified in a note in the schedules. Take for example.

Indians in America : 305.891411073

Analysis

Base Number : 305.8 (The above title is Not giving main class. So, we are providing)

Indian : T5-91411 Social Stratification (i.e. 305.2. From 305.8)

America : T2-73

Synthesis: 305.8 + 914 11 + 0+ 73

17 Note: Add to base number 305.8 notation 03-99 from table s, e.g., Indians 305.8 91411

1.6.6 Table 6 Languages

12 You can use these divisions to provide the basis for building a specific language number in 490 and to provide the basis for building a specific literature number in 890. Take for example.

Telugu to English Dictionary = 494.82732

Analysis

Telugu Language (MC) = 494.827

Dictionary (T4) = -3

English (T6) = - 21

Synthesis: 494.827 321

1.6.7 Table - 7 Groups of Person

17 You can use these divisions through the use of standard sub-division 024 from table -1 to indicate treatment of specific subject for specific kinds of users. You can also use these numbers primarily in the main class sociology 301. The numbers from table - 7 can directly be added to the schedule number.

2 305.98 persons by physical and mental characteristics add to the base number 305.908 the numbers following -08 in notation 081 -082 from table 7 e.g., gifted persons 305.908 i.e., from(-29) adding from other parts of the schedules you will find at many places in the schedules instructions to make a direct addition to a number from other parts of the schedules. Take for example ;

Engineering for Engineers = 620.2462

Analysis

Engineering = 620 MC

Adding notation = - 024 (T1)

Engineer = - 62 (T7)

Synthesis : = 620.246 2

You will find at many places in the schedules part of the number requires to be added to another number upon instructions. Take for example.

NOTES

NOTES

325.91: Public Utilities and Transportation

add to the base number 352.91

The numbers following 351.87 in 851.872 - 351.878. e.g.,

vehicular transportation 352.9188 i.e., from (351.8783)

Adding from tables found in the schedule

You will at few places in the schedules find add tables which “provide numbers to be added to designated schedule numbers identified and to those numbers tagged with an astrisk*. For example the add table at 616.1-616.9 is used only for diseases tagged with an asterisk. Take for example

Drug therapy for *migraine = 616.857061.

Analysis

Migraine 616.857

Drug therapy 061 from add table at page no.59 of DDC

Ed. Vol.3.

Synthesis:

$616.857 + 061 = 616.857061$

1.7 SUMMARY

As you have seen in the preceding sections that the originator of DDC is Melvil Dewey, the father of modern library classification. One of the key to success of a scheme is a permanent machinery for revision and bringing out successive editions. Forest Press is the official publisher of DDC and the editorial work is being carried out at the library of congress. The features and characteristics such as minute division, decimal notation, hierarchy, integrity of numbers, mnemonics, relative location have greatly contributed to the success of the scheme.

The process of division of knowledge in DDC is from general to specific, universe of knowledge is divided into main classes, divisions, and sections and this process continues to the desired length of specificity in, a given subject field. The provision of seven auxiliary tables has greatly strengthened the synthetic nature of the scheme. Despite of its enumerative structure the scheme has incorporated several synthetic devices such as: 1. adding standard sub-divisions 2. adding tables 2 ,7, 3. adding from other parts of the schedules and 4. Adding from tables found in the schedules.

1.8 KEY WORDS

Melvi Dewey (1851 -1931)

Melvil Louis Kossuth Dewey, was born at Adams Centre, New York in 1851. In 1872 he secured a post of a student library Assistant in Amherst college and there he put forward a plan for rearranging the collections in the library in a most systematic fashion. He graduated from Amherst College in 1874 and was promoted to the post of Assistant Librarian in the same college. In 1876 he published anonymously a work entitled “A

Classification and Subject rules for catalogue and arranging books and pamphlets of library”, which was to have far reaching effects and influence in the field of library classification. The first edition of decimal classification was 44 page long; 14 pages of front and back matter, 12 pages of summaries and schedules and 18 pages of Index.

Introduction to Dewey Decimal Classification

Editions of DDC

The success of the classification scheme depends upon the publication of different education at regular intervals. Right from the first edition (1876) different editions of DDC were brought out at regular intervals. Dewey assured the user libraries that after the second edition (1888) he substantial changes would be made in the existing allocation of notation to various subject fields and creation of an organization for revision and publication of the scheme. It has been the first scheme to be issued at regular intervals and maintained in a compact. Printed and easy to handle format.

Minute Division

Because of enumerative nature of the scheme, subjects are minutely divided to the desired length keeping view the principle of literary warrant. The growth from 44 pages in the first edition {1876} reflects this minute division. It also reveals the flexibility of notation to undertake such minute division of knowledge as embodied documents. The desirability of minute division was emphasized by Dewey who stated that “the advantage close classing is unquestioned if the user knows just what it is”.

Decimal Notations

The notations of document of Indo-Arabic numerals 0-9 used decimally for the subdivision of knowledge. So, the scheme is named as Decimal Classification. At the broadest level, DDC is divided into ten main classes. Which together comprehend the entire universe of knowledge. These classes are further divided into ten sections. The process of division continues to reflect the very specialized areas of Knowledge.

Hierarchy

Hierarchy means the arrangement of classification system from general to specific. In the DDC, the degree of specificity of a class is usually indicated by the length of the notation and the corresponding depth the subject. You will find two types of hierarchy viz. notational hierarchy and structural hierarchy.

Integrity of members

This means fixing the number in a scheme of classification once for all taking them as permanent representative the concepts to which they were originally assigned. In the second edition of Decimal Classification, Dewey announced that the basic structure of the scheme would not be changed in future and that the expansions schedules would be effected according to necessary. Since then through all the successive editions, the basic structure of the scheme remained constant.

Mnemonics

The notation of DDC lends itself to subject synthesis with the help of memory aids or mnemonics. The main use of synthesis is through the added instruction and use of auxiliary tables. You can find the use of thirty types of mnemonics viz. alphabetical, systematic and scheduled employed in this DDC.

NOTES

Library Classification Practical

NOTES

1.9 SELF-CHECK EXERCISES

1. History of India : 954
2. Foreign Policy of Japan : 327.52
3. Buddhism : 294.4
4. Introduction to Education : 370
5. Principles of Chemistry : 540

1.10 MODEL QUESTIONS

1. History of Jainism
2. A Text book on Medicine
3. Research in Physical Chemistry
4. Wages in China
5. Business Economics

1.11 SUGGESTED READINGS

1. Raju, AAN., Introduction to DDC 20
2. Sehgal, R.L., Number Building in DDC, CC and UDC.



SAILENT FEATURES OF DDC - 20

Structure

- 2.0 Aims and Objectives
- 2.1 Introduction
- 2.2 Objectives of DDC-20
- 2.3 Physical Format
 - 2.3.1 Volume-1
 - 2.3.2 Volumes 2 and 3
 - 2.3.3 Volume 4
- 2.4 Important Features
 - 2.4.1 Manual
 - 2.4.2 General Format
 - 2.4.3 Revised Schedules
 - 2.4.4 Relative Index
 - 2.4.5 Featurrs of the Schedules and Tables
 - 2.4.6 Summaries
- 2.5 Summaries of the Schedules
 - 2.5.1 Single level Summaries
 - 2.5.2 Multi level Summaries
- 2.6 Notes
 - 2.6.1 Including notes
 - 2.6.2 Contains notes
 - 2.6.3 Common name notes
- 2.7 Revision Notes
 - 2.7.1 Class Elsewhere Notes
 - 2.7.2 Discontinued Notes
 - 2.7.3 Relocation Notes
 - 2.7.4 OptionNotes
- 2.8 Structure of an Entry
- 2.9 Summary
- 2.10 Key words
 - 2.11 Self Check Exercises
 - 2.12 Model Questions
 - 2.13 Suggested Readings

Library Classification

NOTES

2.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- Understand the salient features of DDC 20.
- Know about the structure of DDC 20.
- Explain about the physical format of DDC 20.
- Explain assigned numbered building system.

2.1 INTRODUCTION

The publication of DDC -20 in 1989 is an important landmark in the history of development of DC. It is very effectively it has been published in four volumes. Some of the important features of DDC -20 are provision of a manual, general format, revised schedules and refined relative index. Its other significant features are provision of increased number of single level and multi level summaries in the schedules, various types of notes to guide the classified effectively in the use of schedules, synthesis and number building levels with suitable examples, Notation and precedence order for synthesising the number to meet local requirements. The Provision of refined relative index reducing unnecessary entries enhanced its utility to the classifier. The provisions of options and alphabetical and chronological arrangements will greatly enhance the usefulness of the scheme.

2.2 OBJECTIVES OF DDC-200

DDC 20 edition in 1989 is a significant landmark in the long and chequered history. It has been transformed into a truly universal scheme. Good coverage of subject fields very helpful relative index and thrust towards internationally perspective both in depth of analysis and exclusiveness of subjects are some of its outstanding characteristics. These characteristics have helped its ever increasing use by libraries and information centers throughout the world.

The main objective of DDC 20 is user convenience and user friendly. We can use the scheme without much difficulty. This is possible because of clear instructions, more explanation with suitable examples, greater accessibility through expanded summaries. An effort has also been made to eliminate through duplicate provisions is the inclusion manual along with relative index to guide the classifier/user to the scheme very effectively.

2.3 PHYSICAL FORMAT

DDC -20 was published in four volumes edited by John P. Commari and others. The four volumes are: v-1, Introduction and Tables, v-2, schedules (000-599), v-3, schedules (600-999) and v-4. Relative Index and manual. Each volume is separately originated. The four volumes together consists of 3,308 pages.

2.3.1 Volume-1

This volume consists of following three parts:

1. Introduction : Introduces the user to DDC and provides instructions how to use it.
2. Tables: The Seven Auxiliary Tables with notation that can be added to the class number in the schedules.

3. Lists which compare Editions 19 and 20. Relocations, reductions, etc.

Sailent Features of DDC - 20

2.3.2 Volumes 2 and 3

These two volumes are the main body of the scheme. V-2 (000-599), v-3 (600-999). - Schedules -knowledge organized from 000-999.

2.3.3 Volume 4

This volume consists of the following two parts.

1. Relative Index: an alphabetical list of subjects found in the schedules and tables.
2. Manual: It assists the classifier for classifying difficult areas.

In the development of DDC-20, the year 1988 witnessed two important events which have profound effect on the future of DDC in the years to come. On July, 1988 a computer tape containing substantially all the text of DDC -20 was delivered to a firm in Massachusetts to beginning production of this editions. The Forests Press and DDC became part of the on line computer library Centre(OCLC),the Ohio based non-profit organization.

NOTES

2.4 IMPORTANT FEATURES

You will find in each edition of DDC-20 some important features to meet the ever changing needs of the user community. As in the case of editions 17-19 in the DDC-20 also you will find the following features.

2.4.1 Manual

The most important feature is the provisions of manual in volume-4, to assist the classifiers and students in its application. The manual describes the policies and practices of the decimal classification Division of library congress. It offers advice on classifying in different areas and explains how to choose between related numbers with suitable examples. It is arranged in numerical sequence of tables and schedules i.e., T1-T7 and 000-999. For certain classes, there are several notes which contain section problems. An appendix at the end of the manual describes policies and procedures of DC division of library of congress.

2.4.2 General Format

The number of summaries i.e., listing of the chief divisions of a class has been increased. A new type of summary which provides an over view of the class is included. You can find an example of this type summary at 370 education. There are more class elsewhere notes to explain the relationship between overlapping and closely related subjects. You will also find a new kind of note '**see also**' note. Which informs the classifier about related subjects. Take for example:

150.724 Experimental reasons
 Seealso 174.915 for the ethics of
 Psychological testing
 Every add instruction includes at least one example. Take for example.
760.44 Iconography of graphic arts. Add to base number 780.044 the numbers following 704.94 in 704,942- 704,949., e.g.. Landscape in graphic arts.

You will also find many optional notes in the schedules, now enclosed in parenthesis to provide notation which may be used in place of preferred standard notation. Take for example:

Library Classification

NOTES

51.59 (serial publications) in specific languages and language families.

(option A: to give local emphasis and a shorter number to serial publications in a specific languages, place them first by use of a letter or other symbol e.g. Hindi languages serial publications 05H (preceding 051).

2.4.3 Revised Schedules

The only completely revised schedule is 780. . You will find detailed description of changes in 780 under the heading 780 in the manual The area table for British Colombia (T2-711) is completely revised. The area table for Japan (T2-52), and Papu a New Guinea (T2-953) have also been revised. You can refer to DDC-20 vol. 1 pages XX-XXIII, for important areas of revision in the tables and schedules.

2.4.4 Relative Index

The size of the relative Index (v-4) is reduced compared to that of Index to 19 edition. This was possible because of references. 'See also' reference lead to broader and related terms. You will also find that proper names are indexed under their AACR 2 form and other commonly used forms of the name. The seven tables are identified by T1, T2, T3, and so on instead of S.S., area: lit.sub./, lang.sub., r.e.n. lang., and pers., respectively.

2.4.5 Features of the Schedules and Tables

If you go through the schedules and tables of the DDC, you will find various types of summaries, entries and notes to guide you properly in the use of the scheme. The types, purpose, functions and incidence of summaries and notes is briefly presented with suitable examples in the following sub sections.

2.4.6 Summaries

The key feature of DDC-20 is the provision of three types of summaries viz. 1. summaries of the schedules as a whole found at the front of the schedules (V2). 2. Single level summaries and 3. Multi-level summaries. These summaries provides an over view of the intellectual and notational structure of the class.

2.5 SUMMARIES OF THE SCHEDULES

DDC divided in to ten main classes. Which are further divided into ten divisions and each division into ten sectors. These divisions are called first summary (Ten main classes). Second Summary (Hundred divisions) and Third Summary (Thousand sections). These summaries are found at the front of the schedules VZ papers IX - XX.

2.5.1 Single Level Summaries

You will find that single level summaries in the schedules and tables provide an over of classes that have sub-divisions. Take for example 332 Financial Economics which as the following summary.

332.01-.9	Standard Sub-divisions
.1	Banks and Banking
.2	Specialised banking institutions
.3	Credit and loan institutions

- .4 Money
- .5 Other Mediums of exchange
- .6 Investment and investments
- .7 Credit
- .8 Interest and discount
- .9 Counter Teiting, forgery, alteration.

Sailent Features of DDC - 20

NOTES

2.5.2 Multi level Summaries

This is a new feature incorporated in DDC-20. These summaries provide a birds eye view of the major divisions of a subject field. Eight major divisions and Area Tables for Europe and North American are this type of summary. Take for example 340 law which has been provided with multi level summary at pages 394-935.

2.6 NOTES

As in the case of summaries, you will find varieties of notes in DDC-20. Notes supply information that is not obvious in the notational hierarchy or in the heading with regard to order, structure, sub-ordination and other aspects. You will find four types of notes **viz.** 1. Notes that describe what is found in a class. 2. Notes that identify topics in the standing room. 3. Notes what is found in other classes, 4. Notes explaining changes in the tables and schedules. The four types are presented briefly with suitable examples.

1. Definition and Scope Notes

These indicate the meaning and scope of the class. Take for example:

363.19 Product hazards

Adulterations, contamination, safety, adequacy effectiveness of products offered for human consumption.

2. Former Heading Notes

These are provided when the heading has been altered to such a degree that the new heading bears little or no resemblance to the old. Take for example

591.89 Rahoides|

Former heading diplasiocoela

3. Variant Name Notes:

These are used to indicate synonyms or near synonyms. Take for example.

531.382 Elastic deformation

Variant names: elasticity, temporary deformation including elastic limit, coefficient of restitution.

4. General Aspects Notes:

These enumerate aspects that are not found in the standard sub-divisions of Table -1 but are applicable to all the sub-divisions of a particular number. Take for example

002 The book

Library Classification

NOTES

General aspect: history, description, critical appraisal.

These notes identify topics that have standing room in the number. Where the note is found, the standing room numbers provide a location for topics with relatively few works written about them but whose literature may grow in the future. There are four types of notes viz., Including, contains, Example (s) and Common names.

2.6.1 Including Notes

This type of note lists topics, that are not obviously part of the number. Take for example.

342.06 executive branch of government including terms of office, modes of selection, powers, functions, duties, immunities, privileges, qualifications, conduct discipline, salaries, expenses and retirement.

2.6.2 Contains Notes

This type of note lists all of the major components of the number that do not prove their own subdivisions. Take for example:

669.725 Alkali and alkaline earth metals.

Contains barium, cesium, francium, lithium, potassium, radium, rubidium, sodium, strontium.

Example Notes

This type of notes describes the contents of an abstract category when the specific contents may not be immediately apparent. Example:

731.2 Materials

Examples: metals, wire, wood, stone, ceramic material, clay, glass, wax, rope, textiles, plastics, fiber glass, paper, paper-mache, found objects.

2.6.3 Common Name Notes

This type of notes are mostly used in life sciences ie., Biology, Botany and Zoology. This note provides common English terms for Latin names. Take for Example:

584.43 'Agariaes

Common names: aloe, Century plant, dracaena, sansevieris, sisal hemp. Snake plant, tequila, yucca.

Notes on what is found in other classes

There are three types of notes, which come under this category. The purpose is to direct from one entry to another entry in the schedules. The three types are briefly presented in the following sub sections with suitable examples:

1. Class Elsewhere Notes

This note indicates where to class parts of a subject or topics related to it, if they do not class in subdivisions of the number at hand. Take for example:

515.354 Linear differential equations:

Class, linear ordinary differential equations in 515.532 linear partial differential equations in 515.353.

2. 'See' Reference Notes

This note signifies that the subject referred to is a part of the class from which the reference is made. Take for example:

712.5 Public parks and grounds.

Class here amusement parks...

For private parks, see 712.6

3. 'See Also' reference notes

This note refers to subjects tangentially i.e. particularly related to the class in hand. Take for example:

780.266 *sound recordings of music. Class here comprehensive work on music records.

See also 781.49 for recording of music.

Notes explaining changes in the schedules and Tables

In each new edition certain changes are effected in the table and schedules to make them up-to-date and useful. There are three types of change notes that you will find in DDC-20. These are:

1. Revision notes.
2. Discontinued notes.
3. Relocation notes.

The three types of notes are briefly presented in the following.

2.7 REVISION NOTES

2.7.1 Class Elsewhere Notes

The purpose of this note is to bring to the notice of classifier, the changes effected in the sub-division of a class since the previous edition. This notes includes both complete and partial revision of schedules as well as tables. Take for example:

780 Music

This schedule is new and has been prepared with little or no reference to previous editions. Most numbers have been reused with new meanings.

2.7.2 Discontinued Notes

This notes indicates that a number from an earlier editions no longer used. Take for example: 646.926 case of face, skin.

Use of this number for comprehensive works on hair, skin, Nails on cosmetology discontinued class in 646.72.

2.7.3 Relocation Notes

The notes is used to indicate that all or part of the contents of a number have been moved to an different number

Example

722.4 Anoint. South and South East Asian architecture, Comprehensive works on buddhist architecture relocated to 720.95 on Jain. Hindu architecture located to 720.954.

2.7.4 Option Notes

You will find at a number places in the schedules options provided for libraries whose needs are not met by the standard provisions. This provision is very useful for libraries in India especially to classify philosophy religion, arts and culture. Options are indicated in parenthesis. Take for example:

292-299 Religions other than Christianity Options: to give preferred treatment or shorter numbers to. specific religion, use one of the following:

(Option - A class the religion in 230-280, its sources in 220, comprehensive works in 200, in that case class Bible and Christianity in 298).

NOTES

Library Classification

NOTES

2.8 STRUCTURE OF AN ENTRY

Entry means a self contained Unit in the schedules and Tables. Consisting of a number or span of numbers, leading and often one or more notes. You will find in DDC-20 schedule and Table entries are compose, of numbers in the number column, a heading describing the class, that the number represents and often one more notes. Take for example an entry from DDC-20 (V-2 page 585).

Class Number (left column)

368 Insurance

1. Class here production economics of (insurance industry
2. Class credit and loan functions of insurance companies in 332.88

Notes :

1. Class here notes
2. Class elsewhere notes

Structure of an Entry

If you see an entry in the schedules, you will find that the first-three digits when first used (main class, division, section) appear only once in the number column (left column of a page). They are repeated at the top of each page when their sub-divisions continue. Subordinate numbers beginning with decimal point appear in the number column.

Take for example:

514 Topology
 .2 algebraic topology
 .3 combinational topology

Table numbers are given in full in the number column of the Tables. These numbers are never used alone They may be used only when appended or added to the numbers from the schedules.

You will also find in the schedules and Tables some numbers in square brackets [] and in parenthesis (). The numbers in square brackets [] have been relocated elsewhere in the schedules or are unassigned.

Take for example:

331 [.1] Liquid mechanics.

Numbers discontinued Class in 532. The numbers in parenthesis provide options to standard practice.

Take for example: 172(.412) Readers

(Optional number: prepare specific language, using notation 86 from Table 4, e.g., English Language Readers 428.6).

2.9 SUMMARY

The DDC -20 is in four volumes. Some of the important features of DDC -20 are provision of a manual, general format, revised schedules and refined relative index. Its

other significant features are provision of increased number of single level and multi level summaries in the schedules, various types of notes to guide the classified effectively in the use of schedules, synthesis and number building levels with suitable examples, Notation and precedence order for synthesising the number to meet local requirements.

Sailent Features of DDC - 20

NOTES

2.10 KEYWORDS

Class Elsewhere Notes

The purpose of this note is to bring to the notice of classifier, the changes effected in the sub-division of a class since the previous edition. This notes includes both complete and partial revision of schedules as well as tables.

Discontinued Notes

This notes indicates that a number from an earlier editions no longer used. Take for example: 646.926 case of face, skin.

Use of this number for comprehensive works on hair, skin, Nails on cosmetology discontinued class in 646.72.

Relocation Notes

The notes is used to indicate that all or part of the contents of a number have been moved to an different number.

Multi level Summaries

This is a new feature incorporated in DDC-20. These summaries provide a birds eye view of the major divisions of a subject field. Eight major divisions and Area Tables for Europe and North American are this type of summary.

Revised Schedules

The only completely revised schedule is 780. You will find detailed description of changes in 780 under the heading 780 in the manual The area table for British Colombia (T2-711) is completely revised. The area table for Japan (T2-52), and Papu a New Guinea (T2-953) have also been revised. You can refer to DDC-20 vol. 1 pages XX-XXIII, for important areas of revision in the tables and schedules.

Relative Index

The size of the relative Index (v-4) is reduced compared to that of Index to 19 edition. This was possible because of references. 'See also' reference lead to broader and related terms. You will also find that proper names are indexed under their AACR 2 form and other commonly used forms of the name. The seven tables are identified by T1, T2, T3, and so on instead of S.S., area: lit.sub./, lang.sub., r.e.n. lang., and pers., respectively.

2.11 SELF CHECK EXERCISES

History of United Kigdom	941
Principles of Mathematics	510
Introduction to Medicine	610

Library Classification

Child Psychology	155.4
Jainism	294.3

NOTES

2.12 MODEL QUESTIONS

1. History of India
2. Foreign Policy of China
3. Dictionary of Telugu
4. Indians in Russia
5. Biography of APJ Kalam

2.13 SUGGESTED READINGS

1. DDC-19thEdition
2. DDC - 20th Edition
3. IGNOU - Course Material



NUMBER BUILDING

Structure

- 3.0 Aims and Objectives
- 3.1 Introduction
- 3.2 Adding from Table-1
- 3.3 Adding from Tables 2 - 7
- 3.4 Citation Order
- 3.5 Precedence Order
- 3.6 Relative Index (Volume - 4)
- 3.7 Arrangement
- 3.8 Terms included
- 3.9 Options
- 3.10 Alphabetical and Chronological Arrangements
- 3.11 Summary
- 3.12 Key words
- 3.13 Self Check Exercises
- 3.14 Model Questions
- 3.15 Suggested Readings

3.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able -

- To explain about the seven Auxiliary Tables of DDC 20.
- To explain construction of number building procedure.
- To know about the number building as per the DDC 20.

3.1 INTRODUCTION

DDC is an almost enumerative scheme where for most of the subject fields you have to synthesis the number taking from other parts of the schedules and tables. At several classes in DDC, you will find synthetic or number building devices to achieve coextensive class number for minute subjects. The devices have to be used only on the basis of instructions in the schedules. There are four ways of synthesis or number building in DDC. Viz., 1) adding standard sub-divisions from Table 1. 2) Adding from other tables [T2-T7] 3) Adding from other parts of the schedules and 4) Adding from add tables found in the schedules. The four methods are presented below with suitable examples.

Library Classification

NOTES

3.2 ADDING FROM TABLE-1

At several places in the schedules you will find instruction to the effect that the notation from Table-1 may be added to any number in the schedules. The standing sub-divisions represent recurring physical forms or concepts to be added to any subject or discipline. Ranganathan named these sub-divisions as common isolates.

Let us take the following few simple examples.

1. Dictionary of philosophy

100 Philosophy (Main Class)

-03 Dictionary (T1)

Synthesis : $100+03 = 103$ [one zero is omitted]

2. Study and Teaching of Astronomy = 520

(Main class) 100+07

Study and Teaching - 07 (T1)

Synthesis : $520+07 = 520.7$ [One Zero from Main class is Omitted]

3. Research in Education = 370.72

Education =370 (Main Class)

Research (T1) - 072

Synthesis : $370+072 = 370.72$ [One Zero is Omitted]

3.3 ADDING FROM TABLES 2-7

You have to add a numbers from Tables 2-7 to the base number from the schedules or to a number from a table as per the instructions to arrive at coextensive class number. The use of these tables are clearly stated at various points in the schedules with suitable examples you have to synthesis or build a number for a given title. The use of each table with examples is shown in the following sub-sections.

TABLE 2 : Geographic Areas

These are also known as space isolates. The use of this table is specified in the schedules. Numbers from this table can be used directly to a base number or through standard sub-divisions from Table-1 as base number or through standard sub-divisions from Table-1 as per instructions and workedout example Let take following examples:

These are also known as space isolates. The use of this table is specified in the schedules. Numbers from this table can be used directly to a base number or through standard sub-divisions from Table-1 as base number or through standard sub-divisions from Table-1 as per instructions and workedout example Let take following examples:

1. Labour Market in India = 331.120 954

Analysis

Labour Market : 331.12

India (T2) : -54

Note: Under 331.12 there is no instruction to add area notation. Hence you have to add area notation -54 [India] from Table.2 with 09 [historical, Geographical treatment] from Table-1.

Synthesis : $331.12 + 09 + + 54 = 331.120 954$

2. Public Libraries in U.S.A. 027.473

Number Building

Analysis

Public Libraries : 027,4

U.S.A. (T2) : -73

Note: At 027.43-49 in the schedules [V2.P. 51] you will find the following instruction.

Add to Libraries in France 027.444. on the basis of this workedout example: the class number for public Libraries in U.S.A. is :

Synthesis : 027.4 + + 73 =027.473

Table 2 sub-divisions of Individual Literatures

As told to you already in Unit -1 section 1.12.2.7. these divisions are used only in class 800 Literature as per instructions, usually following specific language number.

1. English poetry during the Victorian period: 821.8

Analysis

English Literature = 820

Poetry = -1 [fromtableTSA,VI,p.391]

Victorian period = - 8 [from period tables for

English Literature , V3, P. 657]

Synthesis : 82 + +1 + 8 = 821,8

2. German Ballads during reformation period

Analysis

German Literature = 830

Ballads = -1044 (From Table 3B,V1,p.401)

Reformation period = 4 (From period Tables for German Literature, V3, (P-662))

Synthesis : 830 + +1044 + 4 = 831.0444

Table 4 : Subdivisions of individual languages

The sub-divisions are only used in class 400 Linguistics as per the instructions. These divisions generally follow specific language number 420-499.

Examples

1. Foreign elements in English Language - 422.4

Analysis

English Language = 420

Foreign elements = -24 (From Table 4, VI, V3Page 417)

2. German language readers

Analysis

German Language = 430

Readers = -86 (From Table 4, VI, V3 P. 420)

Synthesis : 430 + 86 = 438.6

Table 5 : Racial Ethnic, National Groups (r.e.n)

These divisions are added by two methods i.e., through the use of standard sub-divisions

NOTES

Library Classification

NOTES

-089 from Table 1 and directly from Table 5 to the scheduled numbers as per specification and instruction.

1 . Wood carving of Indian Artists

Analysis

Wood Carvings = 736.4

National groups = -089 (From Table 1)

As per note under-89, you can add notation 03-99 from Table 5 to base number -089, represent specific national groups.

Indians = -91411 (From Table 5, V3 p. 427)

Synthesis : $736.4 + 089 + 91411 = 763.408\ 991\ 411$

2. Public opinion of Australians = 303.38724

Analysis

Opinion by National Groups 303.387

Note: At 303.387 there is a direction to add to base number, notation 1-9 from Table 3.5.

Australians = -024 (From T3.5, VI, p.423)

Synthesis: $303.387 + 24 = 303.38724$

Table 6: Languages

These divisions are primarily used at 490 other languages to derive specific language and at 890 literatures of other languages, to derive specific literatures. These numbers are also used under T2 at -1 75 regions where specific languages predominate and also at various points in the schedules.

Examples :

1. History of Swahili languages = 496.963 920 9

Analysis

African Languages 496

Note: at 496, there is a direction to add to 496 the numbers following -96 in notation 961 -969 from

Swahili = -96392 (From Table 3.6)

History = -09 (From Table 3.1)

Synthesis : $496 + 96392 + 09 = 496\ 963\ 920\ 9$

Zulu Poetry : 896.963 9871

Analysis

89 = African literature

Under 806 as per the instruction “add to 896 the numbers following -96 in notation 961-965 from Table-6” Zulu (language) -963987 (From Table-6. V3Page 452)

Poetr -1 (From Table 3)

Thesis : $896 + 963986 + 1 = 896.398\ 61$

T.7 Groups of Persons

These divisions are mostly used in sociology. Social welfare and through standard sub-divisions -024 -088 from the Table 1. In other parts of the schedules you will also find the use of this Table 7.

For Examples

Number Building

Library & Information Scientists : 305.9092

Analysis

Occupational and Miscellaneous groups = 305.9

Note: At 305.099-. 999 you will find the following note.

“Add to the base number 305.9 notation 09-99 from Table-7”.

Library & Information Scientists -092 (From Table 3.7).

Thesis: 305.9 + +092 = 305.9092

Statistics for Economists

Analysis

Statistics = 519.5

Works for specific type of users -024 (From Table 1)

Note: Add to base number -024 notation 03-99 from Table7 Economists-33 (From Table 7)

Synthesis: 519.5 + 024 + 33 = 519.502433.

At several places in the schedules you will find a note to synthesis the number by adding from other parts schedules. This is most frequently used device in DDC. There are two types of notes Viz. Adding a full number 2.Part of a number from another part of the schedule. [Two Main Classess]

Examples

Labour market in computer applications : 331.129 165 18

Analysis

Labour Market 331.1291

Note: “add to base number 331.1291 notation 001-999”.

Computer applications 651.8;

Analysis : 331.1291 651.8 = 331.12916518

2. Biochemistry of plant hormones : 581.192 7

Analysis

Biochemistry of plants = 581.19

Note: Add to base number 581.19, the numbers following 574.19 in 574.191 -574.192

Hormones 574.1927 [574.19 is Removal and 27 should be added to Base Number]

Synthesis: 581.19 +27 = 581.1927

Adding from Tables found in the schedules

You will find under specific subjects. Sets of tabulated numbers in the form of add notes. These are never used alone but to be added to a specific number identified by * asterisk as per instruction. For example you will find add tables at 362-363. Specific social problems. 616.1-616.9 specific diseases, 633-635 specific plant groups. 661.82-661.89 compounds. 721-729 specific aspects of architecture.

Examples:

1. Remodelling Hotels and Motels : 728.502 86

Analysis

Hotels and Motels 728.5;

NOTES

Library Classification

NOTES

(And as instructed under 721 - 729)

Remodelling 0286 (from add table given under 721-729 V3. Page 466)

Synthesis : $728.5 + 0286 = 728.50286$

2. Rescue operations of floods : 363.349 381

Analysis

Floods 363.349

(Add as instructed under 362 - 363)

Rescue as instructed under 362 - 363),.

Rescue operations 81 (From add table given under 362-363 (V2 Page 542)

Synthesis: $363.36493 + 81 = 363.349381$

3.4 CITATION ORDER

DDC has gradually transformed from purely enumerative to almost ennumeratives with traces of facet analysis in the schedules, you will find facet analysis in some subjects and at several points in the schedules. You will also find the use of more than one aspect to synthesise the number. When you apply more than one facet or aspect or characteristic you have to decide their order. The order in which the facets or characteristics of a class are to be combined in number building process is known as citation order. In DDC-20 you will find citation order in number building instruction at several points in the schedules. For example 808.042-049 Rhetoric and collections in other languages. Add to base number 808.0431 : then to the result add numbers following 808.042 in 808.04201-08.04227, eg. Study of German rhetoric through critical reading 808.04317.

3.5 PRECEDENCE ORDER

Precedence order means indicating which one or two or more numbers is to be chosen when the numbers represent different characteristics of a subject that cannot be shown in fully by number building. You will find at several places in the schedules, tables of precedence indicating which characteristic is to be selected. When you synthesis a number by using more than one characteristic, in a specified sequence it is known as precedence order.

Example: 363.1 PUBLIC SAFETY PROGRAMMES

“Unless other instructions are given, observe the following precedence, eg. Use of hazardous materials in health care facilities 363.17 (not 363.15)

Hazarous materials	363.17
Hazards in sports	363.14
Transportation hazards	363.12
Hazardous machinery	363.18
Production hazards	363.13
Hazards in health care facilities	363.15
Occupational and industrial hazards	363.11

In the above given example, Hazardous materials is 363.17 and Health care facilities is 363.15. As per the ordinal sequence 363.15 has the precedence over 363.17. But as per the order of precedence shown in the above tables, hazardous materials 363.17 has been given precedence over 363,15.

3.6 RELATIVE INDEX (VOLUME - 4)

Number Building

The Relative Index is one of the most significant features of DDC. The Index relates subjects to disciplines. The Index to DDC-20 is smaller than the index of Edition-19. Once you establish the specific subject of a document to be classified and if you are specific subject of a document to be classified and if you are not able to find out the appropriate discipline/subject under which the document is to be classified you refer the which the document is to be classified the index for guidance. Take for example if you want to classify a book entitled "Introduction to Migrant workers" you have to find out in what context "Migrant workers" is dealt in the book. see the relative Index under Migrant workers (page 410)

Migrant workers	T1 -08624
Economics	330
Social class	305.562
Social welfare	362.85

Say, if the book to be classified deals with economic aspects on migrant workers you have to assign the number 381.544. The relative Index is primarily an index to terminology of DDC. If a specific term you are searching for is not found in the Index, you should try for a broader ter, For Birds migration you have to see broader heading Migration animals - 581.25.

3.7 ARRANGEMENT

The entries in the Index are arranged alphabetically word by word eg. Circus Animals precedes Circuses. Subheadings under each broader heading is arranged alphabetically, Take for example.

Communicative disorders	362.196855
Genetics	618.976855
Incidence	614.59855
Medicine	616.855
Pediatrics	618.92855
Social services	362.196855

For each subject in the left column of the Index. See the class number in the right column. The class number is printed in groups of three digits for easy reading and copying. Take for example.

Circuit switching	621.381 587

"SEE ALSO" references are used for Synonyms. For references to broader terms and for references to related terms. Take for example

Common Market	341.2422
Mycosec	574.2326
See also Fungus diseases	178

NOTES

Library Classification

Speed

See also vices.

NOTES

3.8 TERMS INCLUDED

The relative Index includes terms used in the headings and notes of schedules and tables. It includes names of countries, states and provinces, important geographical features, heads of state, religious leaders, proper names and place names are given in the form specified by the second edition of AACR-2.

Phrases beginning with the adjective form of languages and countries by phrases which contain general concepts represented by standard subdivisions eg. Art Education. Educational Statistics are not included.

3.9 OPTIONS

In order to meet local requirements options are provided at several places in the schedules. The optionals, are provided in parenthesis. Some of the optional notes includes insertion of letters in the notation or use of briefer notation to give prominence to philosophy, culture, religion, language, literature, arts of particular country. The following are some of the examples quoted from the schedules.

1. 031 -039 Encyclopedias in specific languages. (Option-A, to give local emphasis and shorter number encyclopedias in specific languages place them first by use of letter or other symbol. Eg. Arabic Language encyclopedia 03A (preceding 0311).
2. 190 Modern Western Philosophy (Option -A; To give local emphasis and a shorter number to philosophy of a specific country use one of the following, (Optional -A; Place it first by use of letter or other Symbol... eg Philosophy of Mexico 19M (preceding 191.) (Option - B: Class it in 191: in that case class philosophy of United States and Canada in 199.7).
3. 291 Comparative Religion. (Option; To give preferred treatment or shorter number to a specific religion other than Christianity, class it in this number and add to the base number 291 the numbers following the base number for that religion in 292-299, eg. Hinduism 291 (instead of 291.5 () Mahabharata 291.923 (i.e., from 291.5923).

3.10 ALPHABETICAL AND CHRONOLOGICAL ARRANGEMENTS

Another important option is through alphabetical or chronological arrangement notes found at some place in the schedules. These notes are not placed in parenthesis. Take for example. 005.262 Programming Languages Arrange alphabetically by name of Programming language e.g. FORTRAN.

3.11 SUMMARY

DDC is an almost enumerative scheme where for most of the subject fields you have to synthesize the number taking from other parts of the schedules and tables. At several

classes in DDC, you will find synthetic or number building devices to achieve coextensive class number for minute subjects. The devices have to be used only on the basis of instructions in the schedules.

Number Building

3.12 KEY WORDS

Relative Index

The Relative Index is one of the most significant features of DDC. The Index relates subjects to disciplines. The Index to DDC-20 is smaller than the index of Edition-19. Once you establish the specific subject of a document to be classified and if you are specific subject of a document to be classified and if you are not able to find out the appropriate discipline/subject under which the document is to be classified you refer the which the document is to be classified the index for guidance.

Arrangement

The entries in the Index are arranged alphabetically word by word eg. Circus Animals precedes Circuses. Subheadings under each broader heading is arranged alphabetically.

Options

In order to meet local requirements options are provided at several places in the schedules. The optionals, are provided in parenthesis. Some of the optional notes includes inspection of letters in the notation or use of briefer notation to give prominence to philosophy, culture, religion, language, literature, arts of particular country.

3.13 SELF CHECK EXERCISES

1. History of Andhra Pradesh	954.84
2. Research in Education	370.72
3. Research in Economics	330.72
4. Research in Medicine	610.72
5. Research in Management	658.072
6. Research in Public Administration	350.00072

3.14 MODEL QUESTIONS

1. Hinduisim
2. Programming Languages
3. Colon Classification
4. Education for Teachers
5. Americans in Iraq.

3.15 SUGGESTED READINGS

1. Raju, AAN., Introduction to DDC 20.
2. Sehgal, R.L., Number Building in DDC, CC and UDC.

NOTES

Library Classification

Notes

NOTES



UNIVERSE OF KNOWLEDGE

NOTES

Structure

- 4.0 Aims and Objectives
- 4.1 Introduction
- 4.2 First Summary
- 4.3 Secondary Summary
- 4.4 Third Summary
- 4.5 Summary
- 4.6 Self Check Exercises
- 4.7 Model Questions
- 4.8 Suggested Readings

4.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Explain about the summaries of DDC 20.
- Explain about the first summary of DDC 20.
- Explain about the second summary of DDC 20.
- Explain about the third summary of DDC 20.

4.1 INTRODUCTION

Melvil Dewey, the first Librarian of Library of Congress, United States of America called as Father of Dewey Decimal Classification, as enumerated the universe of knowledge as mentioned below in three summaries, which is more freely faceted scheme. This scheme is adopting and practising at the global level all types of libraries.

4.2 FIRST SUMMARY (TEN MAIN CLASSES)

According to Melvil Dewey, the Universe of Knowledge is divided into three summaries as follows :

000	Generalities
100	Philosophy & Psychology
200	Religion
300	Social Sciences
400	Languages
500	Natural Sciences & Mathematics

Library Classification

- 600 Technology (Applied Sciences)
- 700 The Arts
- 800 Literature & Rhetoric
- 900 Geography & History

NOTES

Every First Summary is divided according to “**Growth of Universe of Knowledge**” further into second summary as describes below :

4.3 SECONDARY SUMMARY (HUNDRED SECTIONS)

000 Generalities!

- 010 Bibliography
- 020 Library & Information sciences
- 030 General encyclopedic works
- 040
- 050 General serials & their indexes
- 060 General organisations & musicology
- 070 News media, journalism, publishing
- 080 General collections
- 090 Manuscripts & Rare books

100 Philosophy & Psychology

- 110 Metaphysics
- 120 Epistemology, causation, humankind
- 130 Paranormal phenomena
- 140 Specific philosophical schools
- 150 Psychology
- 160 Logic
- 170 Ethics (moral philosophy)
- 180 Ancient, medieval, oriental philosophy
- 190 Modern western philosophy

200 Religion

- 210 Natural theology
- 220 Bible
- 230 Christian theology
- 240 Christian moral & devotional theology
- 250 Christian orders
- 260 Christian social theology
- 270 Christian church history
- 280 Christian denominations & sects
- 290 Other & comparative religions

300 Social Sciences

- 310 General statistics

320 Political science

330 Economics

340 Law

350 Public administration

360 Social service association

370 Education

380 Commerce, communication, transport

390 Customs, etiquette, folklore

400 Languages

410 Linguistics

420 English & old English

430 Germanic languages German

440 Romance languages French

450 Italian, Romanian, Rhaeto-Romanic

460 Spanish & Portuguese languages

470 Italic languages Latin

480 Hellenic languages classical Greek

490 Other languages

500 Natural sciences & mathematics

510 Mathematics

520 Astronomy Allied sciences

530 Physics

540

550 Earth sciences

560 Paleontology paleozoology

570 Life sciences

580 Botanical sciences

590 Zoological sciences

600 Technology (applied sciences)

610 Medical sciences medicine

620 Engineering & allied operations

630 Agriculture

640 Home economics & family living

650 Management & auxiliary services

660 Chemical engineering

670 Manufacturing

680 Manufacture for specific uses

690 Buildings:

700 The Arts

710 Civic & landscape art

Universe of Knowledge

NOTES

Library Classification

NOTES

- 720 Architecture
- 730 Plastics arts sculpture
- 740 Drawing & decorative arts
- 750 Painting & paintings
- 760 Graphic arts print making Sprints
- 770 Photography & photographs
- 780 Music
- 790 Recreation
- 800 Literature & Rhetoric**
- 810 American literature in English
- 820 English & old English literatures
- 830 Literature in Germanic language
- 840 Literature of roman language
- 850 Itallian, romanian, rhaeto -romanic
- 860 Spanish & portugese languages
- 870 Italic literature Latin
- 880 Hellenic literatures, classical Greek
- 890 Literatures of other languages
- 900 Geography & History**
- 910 Geography & Travel
- 920 Biography, geneology, insignia
- 930 History of ancient world
- 940 General history of Europe
- 950 General history of Asia Far East
- 960 General history of Africa
- 970 General history of North America
- 980 General history of south America
- 990 General history of other Areas

Every Secondary Summary is further divided into "Thousand Sections" which is called as "Third Summary".

4.4 THIRD SUMMARY (THE THOUSAND SECTIONS)

000 Generalities

- 001 Knowledge
- 002 The book
- 003 Systems
- 004 Data processing computer science
- 005 Computer programming, programs, data
- 006 Special computer methods
- 007

NOTES

008
009
010 Bibliography
011 Bibliographies
012 Of individuals
013 Of works by specific classes of authors
014 Of anonymous & pseudonymous works
015 Of work from specific places
016 Of works on specific subjects
017 General subject catalogues
018 Catalogues arranged by author & date
019 Dictionary catalogs!
020 Library & Information Sciences
021 Library relationships
022 Administration of the physical plant
023 Personnel administration
024 Library Operations
025 Libraries for specific subjects
026 General libraries
027 Reading, use of other information media
028 General encyclopedic works
029
030 General encyclopedic works
031 American
032 English
033 In other Germanic languages
034 In french, provencal, Catalan
035 In Italian, Romanian, rhaeto - romanic
036 In Spanish & Portuguese
037 In Slavic languages
038 In Scandinavian languages
039 In other languages
040
041
042
043
044
045
046
047

Library Classification

NOTES

- 048
- 049
- 050 General serials & their indexes
- 051 American
- 052 In English
- 053 In other Germanic languages
- 054 In French, provençal, Catalan
- 055 In Italian, Romanian, rhaeto - romanic
- 056 In Spanish & Portuguese
- 057 In Slavic languages
- 058 In soandipanvian languages
- 059 In other languages
- 060 General organisations & musiology
- 061 In North America
- 062 In British Isles in England
- 063 In Central Europe in Germany
- 064 In France & Moraco
- 065 In Italy & Adjacent territories
- 066 In Iberian peninsula & adjacent islands
- 067 In Eastern Europe in soviet Union
- 068 In other areas
- 069 Museolgy (museum science)
- 070 News media, Journalism, publishing
- 071 In North America
- 072 In Britsh Isles in England
- 073 Tin central Europe in Germany
- 074 In France & Moraco
- 075 In Italy & adjacent territories
- 076 In Iberian peninsula Sadjacent islands
- 077 In Eastern Europe in soviet Union
- 078 In scandinovia
- 079 In other areas
- 080 General collections
- 081 American
- 082 In English
- 083 In other Germanic Languages
- 084 In French, provençai, Catalan
- 085 In Italian, romanian, rhaeto - romanic
- 086 In Spanish & Portuguese

NOTES

087	In Slavic languages
088	In Scandinavian languages
089	In other languages
090	Manuscripts & Rare books
091	Manuscripts
092	Block books
093	Incunabula
094	Printed books
095	Books notable for binding
096	Books notable for illustrations
097	Books notable for ownership or origin
098	Prohibited works, forgeries, hoaxes
099	Books notable for format
100	Philosophy & Psychology
101	Theory of philosophy
102	Miscellany of philosophy
103	Dictionaries of philosophy
104	
105	Serial publication of philosophy
106	Organisations of philosophy
110	Metaphysics
111	Ontology
112	
113	Cosmology (philosophy of nature)
114	Soaos
115	Time
116	Change
117	Structure
118	Force & Energy
119	Number & Quantity
120	Epistemology, causation, humankind
121	Epistemology (theory of knowledge)
122	Causation
123	Determinism & Indeterminism
124	Teleology
125	
126	Theself
127	The unconscious & the sub-conscious
128	Humankind
129	Origin & destiny of individual souls

Library Classification

3

NOTES

130	Paranormal Herionieha
131	Occult methods for achieving well being
132	
133	Parapsychology, occultism
134	
135	Dreams & mysteries
136	
137	Divinatory graphology
138	Physiognomy
139	Phrenology
140	Specific philosophical schools
141	Idealism & related systems
142	Critical philosophy
143	Intutionism & Bergsonism
144	Humanism & related systems
145	Sensationalism
146	Naturalism & related systems
147	Pantheism & related systems
148	Liberalism, eclecticism, traditionalism
149	Other philosophical systems
150	Psychology
151	
152	Perception, movement, emotions, drives
153	Mental processes & intelligence
154	Subconscious & altered states
155	Differential & developmental psychology
156	Comparative psychology
157	
158	Applied psychology
159	
160	Logic
161	Induction
162	Deduction
165	Fallacies & sources of error
166	Syllogisms
167	Hypothesis
168	Argument & persuasion
169	Analogy
170	Ethics (moral philosophy)
171	Systems & doctrines

NOTES

172	Political ethics
173	Ethics of family relationships
174	Economic & Professional ethics
175	Ethics of recreation & leisure
176	Ethics of sex & reproduction
177	Ethics of social relations
178	Ethics of consumption
179	Other ethical norms
180	Ancient, medieval, oriental philosophy
181	Oriental philosophy
182	Pre-Socratic Greek philosophies
183	Sophistic & Socratic philosophies
184	Platonic philosophy
185	Acsitoteliien philosophy
186	Skeptic & neoplatonic philosophies
187	European philosophy
188	Stoic philosophy)
189	Medeival western philosophy
190	Modern western philosophy
191	United states & Canada
192	British Isles
193	Germany & Australia
194	France
195	Italy
196	Spain & Portugal
197	Soviet union
198	Scandinavia
199	Other geographical areas
200	Religion
201	Philosophy of Christianity
202	Miscellany of Christianity
203	Dictionaries of Christianity
204	Special topics
205	Serial publication of Christianity
206	Organisation of Christianity
207	Education, Research in Christianity
208	Kinds of persons in Christianity
209	History & geography of Christianity
210	Natural theology
211	Concepts of God

21

Library Classification

NOTES

212 Existence, attributes of God
 213 Creation
 214 Theodicy
 215 Science & Religion
 216 Good & evil
 217
 218 Humankind
 219
 220 Bible
 221 Old testament
 222 Historical books of old testament
 223 Poetic books of old testament
 224 Prophetic books of old testament
 225 New Testament
 226 Gospels & sorts
 227 Epistles
 228 Revelation (apocalypse)
 229 Apocrypha & pseudopigrapha
 230 Christian theology
 231 God
 232 Jesus Christ & his family!
 233 Human kind
 234 Salvation (Selenology) & grace
 235 Spiritual beings
 237
 238 Creeus & catechisms
 239 Apologetics & polemics
 240 Christian moral & devotional theology
 241 Moral theology
 242 Devotional literature
 243 Evangelistic writings for individuals
 244
 245 Texts of hymns
 246 Use of art in Christianity
 247 Church furnishings & articles
 248 Christian experience, practice, life
 249 Christian observance in family life
 250 Christian orders & local church
 251 Preacrvng (homiletics)
 252 Texts of sermons

3

NOTES

253 Pastoral office (pastoral theology)
 254 Parish government & administration
 255 Religious orders
 256
 257
 258
 259 Activities of the local church
 260 Christian social theology
 261 Social theology
 262 Ecclesiology
 263 Temples, places of religious observance
 264 Public worship
 265 Sacraments Other rites & facts
 266 Missions
 267 Associations for religious works
 268 Religious education
 269 Spiritual renewal
 270 Christian church history
 271 Religious orders in church history
 272 Persecutions in church history
 273 Heresies in church history
 274 Christian church in Europe
 275 Christian church in Asia
 276 Christian church in Africa
 277 Christian church in North-America
 278 Christian church in South-America
 283 Religion churches
 284 Protestants of continental origin
 285 Presbyterian, reformed, congregations
 286 Baptist, disciples of Christ, adventists
 287 Methodists & related churches
 288
 289 Other denominations & sects
 290 Other & comparative religions
 291 Comparative religion
 292 Classical (Greek & Roman) religion
 293 Germanic religion
 294 Religions of India origin
 295 Zoroastrianism (Zoroastrianism, Mazdaism)
 296 Judaism

Library Classification

NOTES

297	Islam & religions originating in it
298	
299	Other religions
300	Social sciences
301	Sociology & Anthropology
302	Social interaction
303	Social process
304	Factors affecting social behaviour
305	Social Groups
306	Culture & institutions
307	Communities
308	
309	
310	General statistics
311	
312	
313	
314	Of Europe
315	Of Asia
316	Of Africa
317	Of North-America
318	Of South-America
319	Of other parts of the world
320	Political science
321	Systems of governments & states
322	Relation of states to organised groups
323	Civil & political rights
324	The political process
325	International migration & colonisation
326	Slavery & emancipation
327	International relations
328	The legislative process
329	
330	Economics
331	Labour economics
332	Financial economics
333	Land economics
334	Cooperatives
335	Socialism & related systems
336	Public finance

NOTES

337 International economics
 338 Production
 339 Macroeconomics & related topics
 340 Law
 341 International law
 342 Constitutional & administrative law
 343 Military, tax, trade, industrial law
 344 Social, labour, welfare & related law
 345 Criminal law
 346 Private law
 347 Civil procedure & courts
 348 Law (statutes), regulations, cases
 349 Law of specific jurisdiction & areas
 350 Public administration
 351 Of central government
 352 Of local government
 353 Of U.S. Federal & state government
 354 Of specific central government
 355 Military sciences
 356 Fool forces & warfare
 357 Mounted forces & warfare
 358 O'her specialized forces & services
 359 S-sa (naval) forces & warfare
 380 Social services association
 361 General social problems & welfare
 362 Social welfare problems & services
 363 Other social problems & services
 364 Criminology
 365 Renal & related institutions
 366 Association
 367 General clubs
 368 Insurance
 369 Miscellaneous Kinds of associations
 370 Education
 371 School management, special education
 372 Elementary education
 373 Secondary education
 374 Adult education
 375 Curriculums
 376 Education of women

NOTES

377 School & religion
 378 Higher education
 379 Government regulation.control, support
 380 Commerce, communication, transport
 381 Internal commerce (domestic trade)
 382 International commerce (foreign trade)
 383 Postal conrounication
 384 Communications
 385 Rail-road transport
 386 Inland waterway & Ferry transportation
 387 Water, air, space transportation
 388 Ground transportation
 389 Metrology & standardization
 391 Costume & personal appearance
 392 Customs of life ovole & domestic life
 393 Death customs
 394 General customs
 395 Etiquette (manners)
 396
 397
 398 Foikiore
 399 Customs of war & diplomacy
 400 Languages
 401 Philosophy & Theory
 402 Miscellany
 403 Dictionaries of anaxopedia
 404 Special topics
 405 Serial publications
 406 Organisations & Management
 407 Education, reseach, related topics
 408 With respect to kinds of persons
 409 Geographical & persons treatment
 410 Linguistics
 411 Writing systems
 412 Etymology
 413 Dictionaries
 414 Phonology
 415 Structural systems (grammar)
 416
 417 Dialectology & Historical linguistics

NOTES

418 Standard usage applied linguistics
 419 Verbal language not spoken or written
 420 English & old English
 421 English written
 423 English dictionaries
 424
 425 English grammar
 426
 427 English language variation
 428 Standard English usage
 429 Old English (anglo-saxon)
 430 Germanic languages german
 431 German writing system & phonology
 432 German etymology
 434
 435 German grammar
 436
 437 German language variations
 438 Standard English usage
 439 Other Germanic languages
 440 Romance language french
 441 French writing system & phonology
 442 French etymology
 443 French dictionaries
 444
 445 French grammar
 446
 447 French language variations
 448 Standard french usage
 449 Provençal & catalan
 450 Italian, romanian, rhaeto-romanian
 451 Italian writing system & phonology
 452 Italian atymology
 453 Italian dictionaries
 454
 455 Italian grammar
 456
 457 Italian language variations
 458 Standard italian usage
 459 Romanian & rhaeto romanian

Library Classification

NOTES

8

460	Spanish & portugese languages
461	Spanish writing system & phonology
463	Spanish dictionaries
464	
465	Spanish grammar
466	
467	Spanish language variations
468	Standard Spanish usage
469	Portuguese
470	Italic languages Latin
471	Classical Latin writing & phoology
472	Classical Latin atymology
473	Classical Latin dictionaries
474	
475	Classical Latin grammar
476	
477	Old, postolassical, vulgar Latin
478	Classical Latin usage
479	Other italic languages
480	Hellenic languages classical Greek
481	Classical Greek writing & phonology
482	Classical Greek etymology
483	Classical dictionaries -484
485	Classical Greek grammar
486	
487	Preclassical & Postoclassical Greek
488	Classical Greek usage
489	Other Hellenic languages
490	Other languages
491	East Indo-European & cletic languages
492	Afro-asiatic languages Semitic
493	Non-semetic afro-asiatic languages
494	Unal-altalo, paleoslberian.dravidian
495	Languages of east & south-east asia
496	African language
497	North-American native languages
498	South-American native languges
499	Miscellaneous languages
500	Natural sciences & Mathematics
501	Philosophy & Theory

- 502 Miscellany
- 503 Dictionaries & encyclopedias
- 504
- 505 Serial publications
- 506 Organizations & management
- 507 Education, research, related topics
- 508 Natural history
- 509 Historical, areas, persons treatment
- 510 Mathematics
- 511 General principles
- 512 Algebra & number theory
- 513 Arithematic
- 514 Topology
- 515 Analysis
- 516 Geometry
- 517
- 518
- 519 Probabilities & allied sciences
- 520 Astronomy & allied sciences
- 521 Celestial mechanics
- 522 Techniques, equipment, materials
- 523 Specific celestial bodies & phenomena
- 524
- 525 Earth (astronomical geography)
- 526 Mathematical geography
- 527 Celestial navigation
- 528 Ephemerides
- 529 Chronology
- 530 Physics
- 531 Classical mechanics, solid mechanics
- 532 Fluid mechnics, liquid mechanics
- 533 Gas mechanics
- 534 Sound & related vibrations
- 535 Light & paraphotic phenomena
- 536 Heal
- 537 Elctricity & electronics
- 538 Magnetism
- 539 Modern physics
- 540 Chemistry & allied science
- 541 Physical & theoretical chemistry

Universe of Knowledge

NOTES

2

Library Classification

NOTES

3

3

542 Technique, equipment, materials
 543 Analytical chemistry
 544 Qualitative analysis
 545 Quantitative analysis
 546 Inorganic chemistry
 547 Organic chemistry
 548 Crystallography
 549 Mineralogy
600 Technology (applied science)
 601 Philosophy & Theory
 602 Miscellany
 603 Dictionaries & encyclopedias
 604 Special topics
 605 Serial publications
 606 Organizations
 607 Education, research, related topics
 608 Invention
 609 Historical, areas, persons, treatment
 610 Medical sciences medicine
 611 Human anatomy, cytology, histology
 612 Human physiology
 613 Promotion of health
 614 Incidence & prevention of disease
 615 Pharmacology & therapeutics
 616 Diseases
 617 Surgery & related medical specialties
 618 Gynecology & other medical specialties
 619 Experimental medicine
 620 Engineering & allied operations
 621 Applied physics
 622 Military & related operations
 623 Military & nautical engineering
 624 Civil engineering
 625 Engineering of rail roads & roads
 626
 627 Hydraulic engineering
 628 Sanitary & municipal engineering
 629 Other branches of engineering
 630 Agriculture
 631 Techniques, equipment's, material

NOTES

- 632 Plant injuries, diseases, pests
- 633 Field & plantation crops;
- 634 Orchards, fruits, forestry
- 635 Garden crops (horticulture)
- 636 Human husbandry
- 637 Processing diary & related pnxfycts
- 638 Insect culture
- 639 Hunting, fishing, conservation
- 640 Home economics & family living
- 641 Food & drink
- 642 Meals & table service
- 643 Housing & household equipment
- 644 Household utilities
- 645 Household furnishings
- 646 Sewing, clothing, personal living
- 647 Management of public households
- 648 House keeping
- 2 649 Child hearing & home care of sick .
- 650 Management & auxiliary services
- 651 Office services
- 652 Process of written communication
- 653 Shorthand
- 654
- 655
- 656
- 657
- 3 658 General management
- 659 Advertising & public relations
- 660 Chemical engineering
- 661 Industrial chemicals technology
- 662 Explosives, fuels, technology
- 663 Beverage technology
- 664 Food technology
- 665 Industrial oils, fats, waxes, gases
- 666 Ceramic & allied technologies
- 667 Cleaning, color, related technologies
- 668 Technology of other organic products
- 669 Metallurgy
- 670 Manufacturing
- 671 Metal working & Metal products

Library Classification

NOTES

- 672 Iron steel & other iron alloys
- 673 Non ferrous metals
- 674 Lumber processing, wood products, cork
- 675 Leather & fur processing
- 676 Pulp & paper technology
- 677 Textiles
- 678 Elastomers & Elastomer products
- 679 Other factors for specific materials
- 680 Manufacture for specific uses
- 681 Presicion instruments & other devices
- 682 Small forge work (bjacksmithing)
- 683 Hardware & household appliances
- 684 Furnisings & home workkshops
- 685 Leather, fur, related products
- 686 Printing & related activities
- 687 Clothing
- 688 Other final products & packaging
- 689
- 690 Buildings
- 891 Building materials
- 692 Auxiliary construction practices
- 693 Specific materials & purposes
- 694 Wood construction carpentsar
- 695 Roof covering
- 696 Utilities
- 697 Heating, ventilating, air-conditioning
- 698 DetalMinishingl
- 699
- 700 The Arts**
- 701 Philosoghy & theory
- 702 Miscellany
- 703 Dictionaries & management
- 704 Specita topics
- 705 Serial Publications
- 706 Organization & Management
- 707 Education, research, related topics
- 708 Galleries,museums, private collections
- 709 Historical, Areas, persons treatment
- 710 Civic & landscape art
- 711 Area planning (civic art)

NOTES

- 712 Landscape; Aarchitecture
- 713 Landscape architecture of traffic ways
- 714 Water features
- 715 Woody ants
- 716 Herbaceous plants
- 717 Structures
- 718 Landscape design of cemeteries
- 719 Natural landscapes
- 720 Architecture
- 721 Architectural structure
- 722 Architecture to oa. 300
- 723 Architecture from ce. 300 to 1399
- 724 Architecture from 1400
- 725 Public structures
- 726 Buildngs for religious proposes
- 727 Buildings for education & reseach
- 728 Residential & related buildings
- 729 Design & decoration
- 730 Plastic arts sculpture
- 731 Processes, forms, subjects of sculpture
- 732 Sculpture oa. 500
- 733 Greek etruscan, roman sculpture
- 734 Sculpture from oa.500 to 1399
- 735 Sculpture from 1400
- 736 Carving Scarvings
- 737 Numismatcs & sigillography
- 738 Ceramic arts
- 739 Art metal network
- 740 Drawing & decorative arts
- 741 Drawing & drawings
- 742 Prespective
- 743 Drawing & drawing by subjects
- 744
- 745 Decorative arts
- 746 Textile arts
- 747 Interior decoration
- 748 Glass
- 749 Furniture & accessories
- 750 Painting & paintings
- 751 Techniques, equipment, forms

Library Classification

NOTES

752	Color
753	Symbolism, allegory, mythology, legend
754	Genre paintings
755	Religion & religions symbolism
756	
757	Human figures & their parts
758	Other subjects;
759	Historical, areas, persons treatment
760	Graphic arts, print making & prints
761	Relief processes (biobook printing)
762	
763	Lithographic (Planographic) processes
764	Chromolithography & serigraphy
765	Metal engraving]
766	Mezzotinting & related processes
767	Etching & drypoint
768	
769	Prints
770	Photography
771	Techniques, equipment, materials
772	Metallic salt processes
773	Pigment processes of printing
774	Holography
775	
776	
777	
778	Fields & kinds of photography
779	Photographs
780	Music
781	General principles & musical forms
782	Vocal music
783	Music for single voices the voice
784	Instruments & instrumental ensembles
785	Chamber music
786	Keyboard & other instrumental ensembles
787	Stringed instruments (chord phones)
788	Wind instruments(earphones)
789	
790	Recreational & performing arts
791	Public performances

NOTES

- 792 Stage presentation
- 793 Indoor games & amusements
- 794 Indoor games of skill
- 795 Games of chances
- 796 Athletic, out door sports & games
- 797 Aquatic & air sports
- 798 Aqesterian sports & animal racing
- 799 Fishing, hunting, shooting
- 800 Literature & Rhetoric**
- 801 Philosophy & Theory
- 802 Miscellany
- 803 Dictionaries & encyclopedias
- 804
- 805 Serial publications
- 806 Organizations;
- 807 Education, research, related topics
- 808 Rhetoric & collections of literature
- 809 Literary history & criticism
- 810 American literature in English
- 811 Poetry
- 812 Game
- 813 Fiction
- 814 Essays
- 815 Speeches
- 816 Letters
- 817 Satire& humor
- 818 Miscellaneous writings
- 819
- 820 English & old English literature
- 821 English poetry
- 822 English drama
- 823 English Fiction
- 824 English essays
- 825 English speeches
- 826 English letters
- 827 English satire & humor
- 828 English miscellaneous writings
- 829 Old English (Anglo-Saxon)
- 830 Literatures of Germanic languages
- 831 Germany poetry

Library Classification

NOTES

832	German drama
833	German fiction
834	German essays
835	German speeches
836	German letters
837	German stairs & humor
838	German miscellaneous writings
839	Other Germanic literatures
840	Literatures of Romance languages
841	French poetry
842	French drama
843	French fiction
844	French essays
845	French speeches
846	French letters
847	French stairs & humor
848	French miscellaneous writings
849	Provincial & Italian
850	Italian, Romanian, Reheat - Romance
851	Italian poetry
852	Italian drama
853	Italian fiction
854	Italian essays
855	Italian speeches
656	Italian letters
857	Italian stairs & humor
858	Italian miscellaneous writings
859	Romanian & Rhaeto-Romance
860	Spanish & Portuguese literatures
861	Spanish poetry
862	Spanish drama
863	Spanish fiction
864	Spanish essays
865	Spanish speeches
866	Spanish letters
867	Spanish stairs & humor
868	Spanish miscellaneous writings
869	Portuguese
870	Italic literatures Latin
871	Latin poetry
872	Latin drama

NOTES

873	Latin fiction
874	Latin essays
875	Latin speeches
876	Latin letters
877	Latin stairs & humor,,....
878	Latin miscellaneous writings
879	Literatures of other Itajiclanguages
880	Hellenic literatures Classical Greek
881	Classical Greek poetry
882	Classical Gfek drama
883	Classical Greek epic poetry & fiction
884	Classical Greek lyric poetry
885	Classical Greek speeches
886	
887	Classical Greek stairs & humor
888	Classical Greek miscellaneous writings
889	Modem Greek
890	Literatures of other languages
891	East Indo - European & Celtic
892	Afro - Asiatic literatures Semitic
893	Non-Semitic Afro-Asiatic literatures
894	Ural-Altaic, PaleosIberian, DravktiarfciiV
895	Literatures of East & Southeast Asia
896	African literatures
897	North American native literatures
898	South American native literatures
899	Other literatures
900	Geography & History
901	Philosophy & theory
902	Miscellany
903	Dictionaries & encyclopedias
904	Collected accounts of events
905	Serial publications
906	Organizations & Management
907	Education, research, related topics
908	With respect to kinds of persons
909	World history
910	Geography & travel
911	Historical geography
912	Graphic representations of earth

Library Classification

NOTES

913	Ancient worlc
914	Europe
915	Asia
916	Africa
917	North America
918	South America!
919	Other areas
920	Biography, genealogy, insignia
921	
922	
923	
924	
925	
926	
927	
928	
929	Genealogy, names, insignia
930	History of ancient world
931	China
932	Egypt
933	Palestine
934	India
935	Mesopotamia & Iranian Plateau
936	Europe north & West of Italy
937	Italy & adjacent territories
938	Greece
940	General history of Europe
941	British Isles,
942	England & wakes
943	Central Europe Germany
944	France & Moraco
945	Italian peninsula & adjacent islands
946	Liberian Peninsula & adjacent islands
947	Eastern Europe Soviet Union
948	Northern Europe Scandinavia
949	Other parts of Europe
950	General history of Asia to East
951	China & adjacent areas
952	Japan
953	Arabian peninsula & adjacent areas

NOTES

- 954 South Asia India
- 955 Iran
- 956 Middle (Near East)
- 957 Siberia (Asiatic Russia)
- 958 Central Asia
- 959 South East Asia
- 960 General history of America
- 961 Tunisia & Libya
- 962 Egypt & Sudan
- 963 Ethiopia
- 964 Morocco & Canary islands
- 965 Algeria
- 966 West Africa & offshore islands
- 967 Central Africa & offshore islands
- 968 South Africa
- 969 South Indian Ocean islands
- 970 General history of North America
- 971 Canada
- 972 Middle America Mexico
- 973 United States
- 974 North Eastern United States
- 975 South Eastern United States
- 976 South Central United States
- 977 North Central United States
- 978 Western United States
- 979 Great basin & Pacific Slope
- 980 General history of other areas
- 991
- 992
- 993 New Zealand
- 994 Australia
- 995 Malesia New Guinea
- 996 Other parts of pacific Polynesia
- 997 Atlantic Ocean islands
- 998 Arctic islands & Anttabortion
- 999 Extraterrestrial worlds

4.5 SUMMARY

Melvil Dewey, the first Librarian of Library of Congress, United States of America called as Father of Dewey Decimal Classification, as enumerated the universe of knowledge as mentioned below in three summaries, which is more freely faceted scheme. This scheme is adopting and practising at the global level all types of libraries.

19

Library Classification**NOTES**

22

87

12

The universe of knowledge is divided into three summaries such as first summary, second summary and third summary with consisting of four volumes of DDC 20.

4.6 SELF CHECK EXERCISES

What is first summary?

The universe of knowledge is divided into three summaries. The first summary is in Ten Main Classes , starts from 000 to 999. Every first division defines as independent subject. eg: Philosophy = 100, Religion = 200, Social Sciences = 300, Languages = 400, Life Sciences = 500, Technology = 600, Arts = 700, Literature =800 and History & Geography = 900.

What is second summary?

In DDC 20, the universe of knowledge as discussed in this introductory part, the second summary is in Hundred Divisions. Each main class is further is divided into divisions. eg: 300 = Social Sciences, 310 , 320, 330, 340, 350, 360, 370, 380 and 390. Other main classes also alike.

4.7 MODEL QUESTIONS

1. Philosophy = 100
2. Arts = 770
3. Library Management = 658.020

4.8 SUGGESTED READINGS

1. Raju, AAN., Introduction to DDC 20
2. Sehgal, R.L., Number Building in DDC, CC and UDC.
3. SDLCE, Kakatiay University, BLISc Course Material, paper VII.

UNIT 5

SUBJECT FORMULATION

Structure

- 5.0 Aims and Objectives
- 5.1 Introduction
- 5.2 Title of the Book
- 5.3 Fly Leaves of the Book Jacket
- 5.4 Assigning Class Number
- 5.5 Summary
- 5.6 Self Check Exercises
- 5.7 Model Questions
- 5.8 Suggested Readings

5.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to -

- Know about the universe of knowledge
- Explain the classification procedure of documents.
- Understand the importance of DDC scheme.

5.1 INTRODUCTION

Before the classifier attempts to classify a book, he must acquaint himself with the DDC system. In particular he should study the three summaries given. In DDC all possible numbers have been assigned to all the known subjects to classify a book. It is the first thing to find out the subject of the book.

To know the subject of the book one has to use his own knowledge. It is not possible for all to know all the subjects. But whether we know the subject or not we have to classify all books acquired by the library. There are many ways to find out subject of a book. The subject may be basic, compound or complex.

The following are the ways to find out the subject of the book.

Library Classification

NOTES

5.2 TITLE OF THE BOOK

In most of the cases the title of the book indicates the subject of the book.

Example

Introduction to Chemistry, History of Andhra Pradesh, and A text book of Botany so on. These are simple titles and indicate the subject of the books without any difficulty. But all the titles will not be as simple as mentioned above. There will be many titles, which will not give any idea about the subject of the book.

5.3 FLY LEAVES OF THE BOOK JACKET

Usually books have a cover page on which bio-data of the author (s) and salient features covered in book are provided. These will provide us a clue to find out subject of the book.

- If the title and book jacket do not given any information go through the table of contents as it is an excellent guide to the subject matter.
- If there is no table of contents, chapter headings give an indication of the contents. It can also be known by bibliographies and list of sources used by the author.
- It is better to scan the preface, the foreword or the introduction of the book, which gives particulars discussed by author in the book.
- If such sources prove unsatisfactory, you have to read the book to find out the subject.
- If the subject is complex to the classifier, he has to consult information sources like bibliographies, reviews, catalogues, encyclopedias and other reference works to find out the subject of the work.
- If all the above methods falls, the subject experts may be consulted to decide the subject of the book.

5.4 ASSIGNING CLASS NUMBER

Let us presume that the subject is known to classifier. The question arises How to trace the number? Let us take the simple titles and see what numbers are to be assigned.

1. A Text book of Zoology. The subject of the book is 'zoology' and we have to find out the number Zoology. You have studied that the universe of knowledge is divided

22

into ten main classes. If your are the first summary you can know that Zoology is to be classified under pure sciences No. 500. Zoology is listed against the number 590.

Assign the number 590 for the book 'A Text book Zoology'.

2. An Introduction to History of Asia : Go through the first Summary you will find the number 90C General Geography and History. Again search for the exact number for History of Asia in the Seer summary. You will find History of Asia against 950.
3. Let us take another simple title - History of China is to be classified under the main class history according to the first Summary.

Again Search in the second summary under 900 class 950 stands for history of Asia. China is par Asia so further number for the China must be a division of 950. Now we can find 951 number for China which is an exact number for History of China in third summary.

5.5 SUMMARY

The classification as per the DDC 20 rules & regulations, the classifier attempts to classify a book, he must acquaint himself with the DDC system. In particular he should study the three summaries given. In DDC all possible numbers have been assigned to all the known subjects to classify a book. It is the first thing to find out the subject of the book. To know the subject of the book one has to use his own knowledge. It is not possible for all to know all the subjects. But whether we know the subject or not we have to classify all books acquired by the library. There are many ways to find out subject of a book. The subject may be basic, compound or complex.

5.6 SELF CHECK EXERCISES

1. History of Japan	952
2. Computer programming	004
3. Public libraries in Srilanka	027.45493
4. History of America	973

5.7 MODEL QUESTIONS

1. Adult Psychology.

NOTES

Library Classification

NOTES

2. A book of Palmistry.
3. Early History of Australia.
4. Library Administration.
5. French Revolution.
6. History of Japan
7. History of Andhra Pradesh.
8. World History.

5.8 SUGGESTED READINGS

1. Raju, AAN., Introduction to DDC 20
2. Sehgal, R.L., Number Building in DDC, CC and UDC.
3. SDLCE, Kakatiya University, BLISc Course Material
4. Indira Gandhi National Open University (IGNOU), BLISc Course material (Practice).

UNIT 6

USE OF SCHEDULES INDEX AND TABLES

10

Structure

- 6.0 Aims and Objectives
- 6.1 Introduction
- 6.2 Self Check Exercises
- 6.3 Model Questions
- 6.4 Suggested Readings

6.0 AIMS AND OBJECTIVES

30

After reading this lesson, you will be able to:

- Know the DDC 20 classification procedure
- Explain about the assigning the number building system in DDC 20.
- To understand the procedure of classification of the library material.

6.1 INTRODUCTION

To familiarize with the schedule Vol. 2 of DDC, let us try to find out numbers for the following simple titles covering most of the main classes with the help of relative index of DDC 20th Edition.

1. Adult Psychology.
2. A book of Palmistry.
1. A book on Jainism
2. Adult education
3. Women workers
4. A text book of Geometry
5. Plant anatomy
6. Human physiology
7. A text book of American poetry
8. Geography of Pakistan
9. An introduction to organic chemistry
10. Indian philosophy

Let us workout the above titles one by one

- 1) **A book on Jainism:** The book on 'Jainism' deals with religious aspects and it comes **under** religions. The main class for religion is 200 Number from 200-289

Library Classification

NOTES

stands for Christianity and all other religions are covered undt 290. If we go through the schedule we will find the **direct number 294.4 for Jainism.**

- 2) **Adult Education:** The class number of education is 370. The adult education is **also a part of education. I schedule we find the number 374 for adult education.**
- 3) **Women Workers:** All types of labourers **like** child labour women labour etc. Come under basic class 33' labour economics. The women workers is a sub-division of labour economics, under labour economics we find the class number 331.4 for women workers.
- 4) **A Text Book of Geometry:** The basic class is mathematics i.e. 510. the number for **Geometryis 518.**
- 5) **Plant Anatomy:** Plant Kingdom comes under pure sciences 500. Number for botany is 580. Hence, the plant is a sub-division of botany under 580. tn the schedule there will be a number for plant anatomy 581.4.
- 6) **Human Physiology:** The subject which deals medical aspects of beings comes under Medical Sciences.for medical science is 510. Human physiology is a part f medicine. The number assigned for the Human phisiology is 612.
- 7) **Text Book of American Poetry:** The main class is literature 800. Under literature 800 we well see 810 is for American literature and 811 American Poetry.

When we have to workout the numbers for literature there is a **TABLE 3** which gives sub-divisions of dual literatures. These numbers can be added to numbers taken from the schedules where ever is needed, **Table 3** is exclusively used for literature.

In the above workedout number, There is no problem because there is already worked out number for American Poetry 811. If we have to classify Hindi Poetry, schedules provide number for Hindi only i.e. 891 43 but is no number for poetry. Against Hindi literature there is an asterik mark and there is a direction to **add to number as instructed under 810-890.** On page **number 1398** some rules are given to construct the number literature class.The rule says "under each literature identified by" **asterik add to designated based number** Sub divisions **of individual literatures notation 01-89 from Table - 3.**

Let us see the worked cut numbers for American poetry. The number is 811 the ready made number from the schedule. Actually the base number 31 is American literature and 1 poetry taken from Table - 3 9 it stands for poetry.

Similarly, the number 891.43 is Hindi Literature, to work out Hindi.poetry, as per the direction 1 is to be from table - 3. Now the number for Hindi poetry is 891.431.

8) Geography of Pakistan

900 is main class for Geography and History, Geography number in this class is 910. In succedings of schedule you will found the Geography of different regions like.

- 914 **Geography of and travel in Europe.**
- 915 **Geography of and travel in Asia**
- 916 **Geography of and Travel in Africa**

21 917 Geography of and Travel in North America

2 918 Geography of and Travel in South America

919 Geography of and Travel in other parts of world and extraterrestrial worlds.

A book on Geography and Travel gets the same number. There is an instruction

2 to “add as instructed 914-919” 914 - 919 there is a direction to “add areas Notation 4-9 from Table - 2 to base number 91 .There is also, worked out example Geography of England 914.2. Here 91 is Geography and 42 stands for England taken from .reasTable-2 of Volume- 1. In the same way number for geography of India will be 915.4. here, 91 is the number for geography and area number for India 54 is added to the base number.

On the same analogue the number for Geography of Pakistan will be 915.491. Have also the base number geography is 91 and area number 5491 is for Pakistan is added to the base.

An Introduction to Organic Chemistry:

The number for Chemistry is 540. Organic Chemistry is a part of Chemistry and you will find the number for organic chemistry in the schedule.

10) Indian Philosophy

If we go through the second summary under 100 philosophy and related disciplines we come across the number 1 81 i.e. oriental. India is a part of oriental world So, the number for Indian philosophy should be under 1 81 . Further if we go into detail under 1 81. We will find the number 181 .4 against India. So, the number for Hindu **Philosophy** is **181 .4**.

6.2 SELF CHECK EXERCISES

1. A Text book on English	420
2. Introduction to Law	340
3. Indian Philosophy	181.4
4. Hinduism	294.5
5. English to Telugu Dictionary	423.94827

6.3 MODEL QUESTIONS

1. A Book on Buddhism
2. Women's Education
3. A Text Book of Physical Chemistry
4. Human Anatomy
5. Physiology of Plants
6. A text Book of English Poetry

NOTES

Library Classification**NOTES**

7. Bengali Poetry
8. American fiction
9. Hindi Literature
10. Urban Poetry

6.4 SUGGESTED READINGS

1. Raju, AAN., Introduction to DDC 20
2. Sehgal, R.L., Number Building in DDC, CC and UDC.
3. SDLCE, Kakatiay University, BLISc Course Material



AUXILIARY TABLE STANDARD SUB DIVISION

NOTES

14

82

Structure

- 7.0 Aims and objectives
- 7.1 Introduction
- 7.2 Table 1 Standard Sub Division
- 7.3 Model Questions
- 7.4 Suggested Readings

7.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the Table 1 Standard Sub Divisions
- Examples to use the standard sub-divisions.

7.1 INTRODUCTION

In DDC 20, the Universe of Knowledge classified with the help of Auxiliary Seven Tables which are called as Common Isolates. With the help of these tables, the classifier classifies the documents to shelve on the racks to get the relevant documents by the user. With these S.R. Ranganathan's Fourth Law "Save the Time of the Reader".

7.2 TABLE 1 STANDARD SUB DIVISION

The auxiliary tables support the main schedule of the scheme. These are started as for Division's from second edition of DDC in 1885 we meet the ever growing needs of the library. From 18 ed. onwards, in policy started giving more emphasis on varies types of auxiliary tables. At present there are seven auxiliary tables in Vol. I of 20th edn.

In this lesson we learn how to use Table -I, Table-I "stands for standard sub-divisions". Common aspects like theory, principles, study and teaching, reasearch, history etc., go with different specific subjects are involved in Table - 1, Table -1 is exclusively for common isolates. These numbers can be applied any where with and without a direction in the schedule and are never used alone.

Some of the standard sub-divisions are reproduced below:

- 01 Philosophy and Theory
- 012 Classification
- 014 Languages and Communication

Library Classification

NOTES

015	Scientific Principles
016	Indexes
018	Methodology
02	Miscellany
021	Tabulated and related materials
022	Illustrations and models
023	The subject as a profession, occupation, hobby
024	Works for specific types users
025	Directories of persons and organisations
026	
027	Patents and Identification marks
028	Techniques procedures, apparatus, equipment, materials
03	Dictionaries
04	Special topics of general applicability
06	Organisations and Management
07	Study and Teaching
071	Research
08	History and description of the subject among groups
09	Historical and geographical treatment
091	Treatment by areas, regions, places in general
092	Persons associated in with the subject
093-099	Treatment by specific continents, countries, Localities, extraterrestrial worlds.
The following few examples will give an idea how to use the standard sub-divisions.	
1. Encyclopaedia of Hinduism;	
2. Dictionary of Biological Sciences	
3. Journal of Physical Chemistry	
4. Proceedings of the All Indian Library Science Conference	
5. Teaching of Mathematics	
6. Research in Agriculture	
7. History of Education	

1) Encyclopedia of Hinduism : 294.503

Hinduism is part of religion i.e., 200. Go through the schedule, in-detail you will come across the number 294 is for Religions of India origin under 294 you will find **the** number 294.5 against Hinduism. Here, there is need to add number for encyclopedia. The number 03 stands for encyclopedia in Table - 1 of the volume - 1. After adding the encyclopedia number to Hinduism number the number for Encyclopedia of Hinduism will be 294.503.

2) Dictionary of Biological Sciences : 574.03

Auxiliary Table Standard Sub Division

The title itself reveals the subject of the book i.e., biological sciences. The number for biological sciences in the schedule is 574. Further, treatment for dictionary requires the standard sub-division number 03 which stands for dictionary. The number after adding these two numbers **dictionary of biological sciences is 574.03.**

3) Journal of Physical chemistry : 541.305

Here, the subject of the document is chemistry. The number for physical chemistry is 541.3. Journal is a serial publication. Published at regular intervals. So, it needs the serial sub-division number 05 which is for serial publications to give the specific treatment. Add the serial publication number 05 to the base number 541.3 physical Chemistry. Now for the **Journal of physical Chemistry the number will be 541 305.**

4) Proceedings of the Indian Library science conference : 020.605 4

40

The subject of the book is library science. The number for library Science is 02 number for proceedings under standard sub-divisions is 06. Under 06 there is a provision for national organisations ie. 060- 3-9. Under 060 3-9 further. The country number can be worked out using table - 2 areas. The number for India will be 06054. Therefore, the number for the proceedings of the **Indian Library Science conference will be 020.6054.**

5) Teaching of Mathematics : 510.7

Number for Mathematics is 510 but the base number is 51. Under standard sub-division number for study and teaching is 07. Hence, the **number for Teaching of Mathematics is 510 7.**

6) Research in Agriculture : 630.72

Number for agriculture is 630. But, in previous lesson we have already learnt that the basic number for English 42 psychology 15 etc., on the same analogy, the number for agriculture is 63. The book needs further treatment. Research under standard sub-division is -072.

So, the number for a book on Research in Agriculture will be 630.72.

7) History of Education : 370.9

Education is 370. The base number for Education is 37. It needs further treatment as it deals with the history of education. Under standard sub-division -09 stands for historical treatment.

Hence the number for document history of education is 370 9.

7.3 MODELQUESTIONS

1. Encyclopedia of Buddhism
2. History of Management
3. Dictionary of Mathematics
4. Journal of Political Science

NOTES

Library Classification

NOTES

5. Teaching of medicine
6. Scientific Principles of Mathematics
7. Study & Teaching of Zoology
8. History of Literature
9. Theory of Public Administration
10. Research in Library & Information Science

7.4 SUGGESTED READINGS

1. DDC - 20 : Practice Manual: AAN Raju
2. DDC - 20 : Sewa Singh
3. Dewey Dellmal Classification - A Number Building - IGNOU Course Material.



AUXILIARY TABLE GEOGRAPHICAL AREAS

NOTES

Structure

- 8.0 Aims and objectives
- 8.1 Introduction
- 8.2 Model Questions

8.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the formation of the auxiliary tables
- About the Indian parliament.

8.1 INTRODUCTION

In volume 1, there are seven tables and table 2 gives all the geographical places of the world. T2 numbers provided in numbers are not used independently. The geographical numbers are to be attached to number taken from the schedule i.e., volume 2. Usually there will be a direction in the Schedule for further number to be added from the table - 2. We can see that all the numbers start with (-) a dash, in seven tables in vol. 1. These numbers are to be attached to a class number omitting the dash.

If we have to construct a number for Economic Conditions in India. The Class No. is 330.954.

330.9 is Economic Situation and Condition is taken from the schedule and 54 [India] is from area table. [area number] added to the base number 330.9 as per instructions given in the schedule. Like add Area notation 1-9 from table 2 to the base number 330.9.

Area numbers have been worked out on the following basis:

- 1) Zones Like North Frigid Zones and South Frigid zones and temperate zones.
- 2) Land forms Like continents Islands
- 3) Regions by type of vegetation- Forests Grass lands, desserts.
- 4) Regions concerned by water Like Atlantic Ocean, pacific Ocean and Indian Ocean.
- 5) Socio-economic regions:

Library Classification

NOTES

- a) There are many regions under this category like by political orientation- westerubloo, unalight bloc communist bloc and Afro-Asian bloc.
- b) By Economic orientation - developed and developing countries.
- c) By social grouping - Urban regions, suburban regions, rural regions.
- d) By Language- Spanish, French, Italian speaking regions
- e) By religion - Islamic, Christianity predominate regions.

2. For persons regardless of area, region and place

4. Europe
5. Asia
6. Africa
7. North America
8. South America
9. Other Parts of the world.

Let us construct the number for history of India. Number for history of India

954. 9 History 95. Asia-History 954 India-History

In the sehudules there is a direction to add area notation 3-9 from table-2 to the base number '9'. Here for History and the further numbers added stands for the History of that area. If we have to Cons truct a number for History of Utter pradesh it will be 954 2.

9 History
95 Asia
954 India
954.2 Uttar pradesh

Examples

- 1) Political Situation in Srilanka
- 2) Political Parties in Pakistan
- 3) Foreign Policy of India
- 4) Elections in Pakistan
- 5) Indian Parliament
- 6) Economic Conditions in Bangladesh
- 7) Unemployment in China.
- 8) Wages in Afghanistan
1. Political Situation in Srilanka 320.05493

320.9 Political situation and condition is the base number from schedule.

Auxiliary Table Geographical Areas

-5493 Srilanka (from area tables)

2. Political Parties in Pakistan 324.25491

Analysis

- 300 - Social Sciences
- 320 - Political Sciences
- 324 - Political process
- 324.2 - political parties
- 324.24.29 - Treatment by specific continents, (base number 324.2)

10

There is a direction to add area notation 4-9 from table2 to base number accordingly -5491 is a area number of Pakistan added to 324.2 from area table -2.

3). Foreign policy of India. 327.54.

Analysis

- 327 - International relations
- 327.3 - 9 Instruction given to add 'areas' notation
- 3 - 9 from Table 2 to base number 327

Number for foreign policy of U.K. -327.41. 41 is area number for United Kingdom. In the same way for India the area number is -54, so, the Class No. is 327.54.

4) Elections in Pakistan 324.9485

- 324 - Political process
- 324.9 - Historical & Geographical Treatment of Elections.

31

For Geographical treatment, there is a direction to add Areas Notation 09 from Tale 2 to base number 324.9 Area number for America is 73 and, hence the class No. 324.973 is for elections in America.

5) Indian Parliament 328.54

Analysis

- 328 - Legislation
- 328.4-9 - Legislative branch of specific jurisdiction in modern world.

2

Here, 54 is area number of India added to the base No. 328 i.e.,

328.54 Indian Parliament.

6) Economic Condition in Bangladesh: 330.95492

380.9 Economic situation and condition - worked our No. 330.944 for Economic situation and Conditions in France. 44 from Areas Table - 2. Area number added to the base no. 330.9 for Bangladesh number is -5492 which is added to the base No. 330.9

7) Unemployment in China 331,137 951

Analysis

- 331.337 - Unemployment
- 331.137 9 - Historical and geographical treatment

NOTES

Library Classification

331.18791 18799 - Geographical treatment
51 (T2) - China

NOTES

Added (Area) No. 51 to the base number 331,1379 from Areas Table -2 from 331,137951. 8)

8) Wages in Afghanistan 331.29581.

331.2 - Wages

331,291-299 - Geographical Treatment of Wages

Add Areas Notation from Table - 2 to the base number 331 29 Afghanistan

Number is 331.29581.

8.2 MODEL QUESTIONS

- 1) Political Situation in Afghanistan.
- 2) Political parties in India.
- 3) Foreign Policy of Russia
- 4) Elections in Sweden.
- 5) Japanese Parliament.
- 6) Unemployment in Bangladesh.
- 7) Wages in China.
- 8) Economic Conditions in Srilanka.



AUXILIARY TABLE SUB DIVISION OF INDIVIDUAL LANGUES & LANGUAGES

Structure

25

9.0 Aims and objectives

20

9.1 Introduction

9.2 Model Questions

9.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the formation of the auxiliary tables
- About the Dictionary checking of words.

9.1 INTRODUCTION

To acquaint the students the use of Table 4&6 the sub-divisions of Languages. You have already learnt how to construct the literature numbers. There is a similarity in constructing for the documents on Linguistics i.e., study of Language. For the subject Language Class Number is 400. We can see the similarity in both the numbers for individual languages are literature. For example, English literature 820 and English language 420. Hindi literature is 891.43 and Hindi Language is 491.43 and Hindi Language is 491.43 we can find out the change in initial number.

In linguistics, there are many sub-divisions. Let us take the example 423 English Dictionary, German Dictionary 433 French Dictionary 448, and so on. But there is no worked out numbers for East Indo-European and Celtic languages etc. these are to be got from language table - 6. If we have to construct the number for Bengali Dictionary, 491.44 is Bengali and according to direction. Add to the base number as instructs under 420-490. On the page No. 600 of the schedule there is 1 instruction that dictionary number can be added from Table No. 4 to designed base number. It means remaining numbers are to be got from Table - 4 of Volume -1. In table - 4.3 stands for dictionary. As per the instruction the 3 dictionary number 1 to be attached to base number 491.44 Bengali language. Then number for Bengali dictionary is 491.443.

Examples

- English spelling
- Telugu Dictionary
- Tamil Phonology

Library Classification

NOTES

4. Sanskrit words in Hindi
5. A study of early writings of Marathi
6. Kannada grammar
7. English-Telugu Dictionary
8. Hindi-Telugu Dictionary.

1. English Spelling: 421.52

42 is the number for English is given in the schedules. The number for spelling which is given in the Table - 4 on Volume -1. -152 is to be added to the base number English 42. After adding the spelling number we get 421.52 a decimal point is away inserted following the third of any number thus constructed.

2. Telugu Dictionary : 494.827 3

For Telugu Language, it is given in the schedules is 494.827. Dictionary number - 3 as in Table - 4 of volume -1. So, the number for **Telugu dictionary is 494.8273**

3. Tamil Phonology : 494.81117

Number for Tamil Language is 494. 811. Number for phonology as given in Table - 4 of Volume -1 is -17. Then the number for **Tamil Phonology will be 494.81117**

4. Sanskrit Words in Hindi: 491.432. 491 2

In course of time many languages borrowed words from other languages. Here, we can say how Sanskrit language has influenced. Hindi languages is given in the schedule is 491.43. In Table - 4 of Volume - 1 -24 stands of foreign element is equivalent to borrowed words. Under -24 in Table -4 of Volume -1 there is a worked out example i.e. **French words in English language the number is 422.441.**

Analysis

42	-	is English Language
42-24	-	is Foreign elements (From T4)
- 41	-	is French Languages (From - T6)

41 is taken from the Table - 6 of volume - 1 as for the direction given under -24 (foreign elements). As per the above the number for the Sanskrit words in Hindi is 491.4324 912.

491.43	-	is Hindi Language
491.4324	-	is Foreign elements
491.4324312	-	is Sanskrit word in Hindi Language-912

5. A study of Early Writings of Marathi

The study of early writings of any language is called paleography. The number for Marathi is 491.46 and Paleography number -17 as given in Table 4 of Vol. -1. Now the number for a study of early writings of Marathi language is 491.4617;

6. Kannada Grammar

*Auxiliary Table Sub Divisions of Individual
Langues & Languages*

494.814 Kannada Language number and grammar number is - 5. There fore the number for Kannada Grammar is 494.8145.

7. English Telugu Dictionary : 423.94827

Bilingual dictionaries are very common like English, French, English-Russian. English - Telugun etc. In such cases both the languages are to be represented. In Table - 4 under -32-39 bilingual, there is a worked out example for French and English and there is a direction to add language Notation 2-9 from table -6 to -3. For dictionaries of French and English number is given as 443.21.

Analysis

420 = English Language

-3 = Dictionary T4

- 94827 = Telugu

443 - is dictionaries of language T6

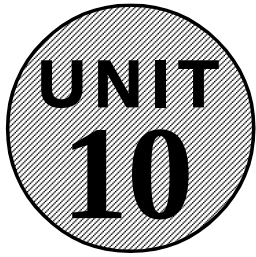
$420 + 3 + 94827 = 423.948\ 27$

9.2 MODEL QUESTIONS

1. Tamil Grammar
2. French Phonology
3. Sanskrit words in Telugu languages
4. English - Sanskrit Dictionary
5. Russian dictionary
6. Urdhu - Telugu Dictionary
7. English Works in Telugu
8. Telugu Spelling.

NOTES

Library Classification**NOTES**



AUXILLIARY TABLES SUB DIVISIONS OF RACIAL, NATIONAL ETHNICAL GROUPS & GROUP OF PERSONS

NOTES

1

Structure

- 10.0 Aims and objectives
- 10.1 Introduction
- 10.2 Model Questions

14

10.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the formation of the auxiliary tables
- About the problems of Hindus in Fiji.

19

10.1 INTRODUCTION

In previous lessons, we have learnt that auxiliary tables should not be used unless there is a direction the schedules. But in case of tables 5 & 7, they can be used in Two ways:

- 1) If there is any instructions in the schedule they are to be used.
- 2) They can be used when warranted with the combination of standard sub-divisions of Tables -To acquaint Tables 5 & 7 Let us work out the following Examples.
 1. Problems of Hindus in Fiji
 2. Social customs of doctors
 3. Psychology for social workers
 4. Mathematics for Chemists
 5. Education of Indians in America
 6. Treatment of Negroes in England.

1) Problems of Hindus in Fiji

The subject of the document is social aspect, so it comes under Class 300, 305 stands for status role proble and discrimination of people in the society. The discrimination against particular religion groups is given 305.6. under this number there is a direction how to coin the number. There is a worked out example Christ scientists in France.

305	Social stratification
305.6	Adherents of religions groups
305.685	Taken from Table - 7 Christian scientists

Library Classification

305.685044 Taken from Table - 2 France.

The number thus coined for Christian scientists in France is 305.685044.

In our example we have to provide the number for Hindus and as per the rule the numbers following person's notation from 21-29 from Table -7 are to be added to the base number 305.6. As per instructions number for problems of Hindus will 305.6745. Then add and to the result add Area thus coined will 305.674509611 Now the number for problems of Hindus in Fiji is 305. 674 509 611

2) Social Customs of Doctors

In Decimal classification, we find the number for customs etiquette. Folklore under 390, and 390 4 is customs of people of various specific occupations. There is a direction to add persons notation 09-99 from Table to base number 390.4 Under 390.4 there is also a worked out problem i.e. customs of lawyers 390.4344.

390.4 customs of people of various specific occupations 390.4344 Lawyers from Table - 7.

The number for customs of lawyers is 390. 4344, On the same analogy, number for the customs of doctors can be constructed.

0.4 Customs of people of various specific occupations.

0.461 From Table - 7 for doctors.

i.e., number thus coined (constructed) for the customs of doctors will be 390.461.

3) Psychology for Social Workers

Here, the book is psychology. It is meant for social workers. Number for the psychology is 150. The number for the specific type of user is provided standard sub-division Table -1 is -024. There is a direction to add the number from Table - 7. In Table,- 7 the number 362 is for persons occupied with social work. So, the number for the psychology for social workers will be 150 2461.

150 - Psychology

-024 - from standard subdivision Table -1 specific type of users.

-362 - From Table - 7 for social workers.

Psychology for social worker number is 150.24362.

4) Mathematics for Chemists

The subject of the book is Mathematics and is useful for persons engaged in the study of chemistry.

310 - Mathematics

024 - Standard sub-division number for specific type of users.
(From Table 1)

-541 - Number for Chemists (From T7)

The number for Mathematics for Chemists 510.24541.

NOTES

Education of Indians in America

*Auxiliary Tables Sub Divisions of Racial
National Ethnic Groups & Group of Persons*

The subject of the book is education. In decimal classification there is a provision for the education of dents of racial, ethic and National groups. The number for this is 371.97.

NOTES

31

There is a direction to add "Racial, National Groups". Notation 01 -99 from Table - 5 to base number 371.97. is also a worked out example, ...

2

Education of Jews in France : 371.97924044

To analyse the number;

371.97924 Education of Jews (924 Jews from Table - 5)

371.979240 '0' is a connecting symbol.

On the same lines, we can coin the number for education of Indians in America.

371.97 Education of students of Racial, Ethnic, National groups.

377.97914 11 Number for Indians from Table-5

377.97914110 Connecting symbol (as for direction under 371.97)

377.97 914 110 73 United State of America.

Thus is constructed for "Education of Indians in America" will be 371.97 91411073.

6. Treatment of Negroes in England

108

This is a relation between the state and a class of residents and so, goes 323. For treatment of specific racial, ethnic and national groups is given under 323.11 and you are directed to add further number Notation 2-9 from Table - 5 to base number 323.11. There is a specific number for Negroes descent. The number for Negroes is 3231.196. Now the England number -42 is to be added after a '0' taking from Table - 2. The number thus constructed for treatment of Negroes in England will be 323 1196042.

2

1). Emigration from India to U.S.A.: 325.2540973

Number for emigration is = 325.2 (MC)

Emigration from specific

Continents, countries & Localities 325.23-29|

Emigration from India 325.254 under 325.23-29 similar examples is given and

10

there is a direction to add 'Areas' Notation 3-9 from Table - 2 to the base number 325.2. Again there is another direction to add 09, to the result 'Areas' notation 1 -9 from Table - 2 for Emigration from India to USA thus constructed will be 325.2540973.

2

2). Foreign Relations between Russia & China : 327.47051

Number for Foreign relations = 327

Foreign policies and relations

Between specific countries = 327.3-9

Foreign relations of Russia = 327 47

10

Library Classification

NOTES

Under 327.309 there is a direction to add 'Areas' notation 3-9 from table - 2 to the base number 327. The number for a '0' to the first country and add areas number of the second country. The area number for china is -51 and there fore foreign relation between Russia and China is 327.47051.

3) West Germany investments in India : 332.673 432 054

332.673 3-6739 Number for investments originating in specific continents and countries,

332 673 43 : West Germany Foreign investment 43 is from Table - 2 for Germany.

As per the instruction you have to add a '0' and then to the result add second country number from areas Table-2.

So, the number for Germany investment in India will be 332.673 432 054.

5) Economic Relations Between India and Srilanka : 337. 540 549 3

337 International economics.

337.3 - 9 Foreign economic policies and relations.

There is a direction to add 'Areas' notation 3-9 from Table - 2 to the base number S37.-54 is number for India. Economic relation of India is 337.54. Then foreign economic relations between two jurisdictions you have to add '0' and to the result add 'Areas' notation 1 -9 from Table - 2. The number for economic relations between India and Sritanka will be 337.5405493. Here, the number for Srilanka is -5493 taken from Table - 2.

6) United Nations and Pakistan : 341.230 549 1

Number for United Nations 341.23

Relation with specific nations 341 234-239

Under 341 234-239 there is a direction to add nrea notation 4-9 from Table - 2 to base number 341.23.

Number for Pakistan - 5491.

Therefore the number for United Nations and Pakistan is 341.230 549 1.

10.2 MODEL QUESTIONS

1. DiscriminationofSikhs in England.
2. Social customs of Teachers.
3. Mathematics for Engineers.
4. Psychology of Negroes.
5. Education of Iranians in India.
6. Foreign Trade between India and U.S.A.
7. Japanese investments in India.
8. Foreign relations between Pakistan and China.
9. Emigration from India to Iran.
10. Economic co-operation between non-aligned countries.



ASSIGNED NUMBER BUILDING

NOTES

1

Structure

11.0 Aims and objectives

11.1 Introduction

40

11.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know the formation assigned number building

11.1 INTRODUCTION

The following assigned numbers were provided to the benefit and useful for Library and Information Science (LIS) students.

Journal of Public Administration	350.000 5
Journal of Aptitude Tests	153.940005
Research in Public Administration in UK	350.000 720 41
Research in the Local Governments of UK	$352.0 + 41072 = 352.041072$
Research in U.S.A. on the Local Governments of UK	352.041 072073
Research in the Central Govt. of India	354.540 007 2
Research in UK in the Central Govt. of India	354.540 007 204 1
Statistical Principles of Biology	574.015195
Dictionary of Algebra in Spanish	512.00361
Indian Trade Catalogue for Furniture	684.10029454
Directory of Universities Teaching Journalism in Japan	070.071 152
Journalism in 19th Century	070.9034
Journalism in UK in 19th Century	072,090 34
Journalism in British Colonies in 19th Century	079.717241 034
Journalism in Muslim Countries	079.1767
Journalism in Muslim Countries in 19th Century	079.1767034
Journalism in Portuguese Speaking area of India	
079.175(Table 2) +G9(Table 6) + 0+54 (Table 2)	$= 079.175 690 54$
Journalism in Canada in 19th Century	071.1034
Female Journalists	$070+088 \text{ (Table 1)} + 042 \text{ (Table 7)} = 070.089 914 12$
Contribution of Pakistanis in Journalism	

Library Classification

NOTES

070 + 089 (Table 1) + 91412 (Table 5) = 070.089 914 12

Economic Conditions in Muslim dominated Prts of India

330.9 + 176 (Table 2) + 7 (from 292-299 of schedule) = 0 + 54 (Table 2)
= 330.91767054

Other alternative as described under - 3-9 in Table 2 (p.72) is as follows:

330.9+54+009+76 (from Table 2, deleting 1) + 7 (from 292-292 from Schedule)
= 330.954 009 767

Economic conditions in Christian dominated parts of India

330.91761054

or

330.954 009 761

Here, if Time period is required, it is to be taken from the History schedule of that country.

Economic conditions in Christian dominated parts of India during 1947 -1971

330.9176105404

or

330.954009761 04

Political conditions in Non-aligned Countries of Africa

320.9171606

or

320.9G009716

Political conditions in Non-aligned Countries of Africa during 1970 -1979

320.91716060327

Social charnge in India Villages

303.4 + 0954 (Table 1 &2) + 009 + 734 (Table 2 deleting 1) =
303. 409 540 097 34

Social change in Hindi Speaking area of India

303.4 + 0954 (Table 1 &2) _ 009+75 (Table 2 deleting 1) + 9143 (Table 6)
= 303.409 540 097 591 43

History of the Third World

909.09+724 (from Table 2), following 1) = 909.097 24

History of the Third World during 1960 -1969

909.09724+0+826-909.097 240 826

World History of the Communist Bloc

909.09717

History of Christain Nations in 19th Century

909.097 610Q

History of English Speaking nations

909.09 + 75 + 21 = 909.097 521

Migration of people for India to U.S.A.

$$304.8 + 73 + 0 + 54 = 304.873\ 054$$

Please note that the country towards which migration occurs is to be taken first and the place of origin comes later. Migration to U.S.A. from Poor Countries during 1950-1959

$$304.87301724 + 045 = 304.873\ 017\ 240\ 45$$

Migration of Buddhists to Europe

$$304.8 + 4 + 0 + 176 + 43 \text{ (from 292 - 299)} = 304.840\ 176\ 43$$

Exchange Rate between US dollar and Indian Rupee

$$332.45609 + 73 + 0 + 54 = 332.456\ 097\ 305\ 4$$

Conversion of Italian Lira into Pound Sterling

$$332.456\ 094\ 450\ 41$$

British Colonies in Asia $325.3 + 41 + 09 + 5 = 325.341\ 095$

British Colonies in India Ocean Area $325.3 + 41 + 09 + 165 = 325.34109165$

Artists in Muslim regions of India

$$709.54009 + 76 \text{ (Table 2 without digit 1)} + 7 \text{ (from 297 of table 7)} \\ = 709.540\ 097\ 67$$

Muslim Artists $704 + 297 \text{ (Table 7)} = 704\ .297$

British financial investment in the Third World

$$332.673 + 41 + 0 + 1724 = 332.673\ 410\ 172\ 4$$

US foreign investment in Pakistan $332.673\ 054\ S$

Foreign Investment of Communist Countries of Europe in Muslim Countries

$$332.6 + 4 + 009 + 717 \text{ (from 1717 of Table 2)}$$

$$+ 0 + 176 \text{ {Table 2}} + 7 \text{ (from 297)} = 332.640\ 097\ 170\ 176\ 7$$

Emigration from India to U.S.A. $352.2 + 54 + 0 + 73 = 325.254\ 073$

(Here the country entered comes later in the citation order, and the country of departure comes first)| Emigration from India to English Speaking Countries.

$$325.25401752104$$

Sino - US Foreign relations $327 + 51 + 0 + 73 = 327.510\ 73$

Foreign relations between U.S.A. and Communist Bloc

$$327.730172\ 4$$

Foreign relations of Israel with Muslim Countries

$$327.569\ 401\ 767$$

Foreign relations of Israel with Muslim Countries of Asia

$$327.569\ 401\ 767\ 05$$

Foreign relations of India with British Commonwealth Countries

$$= 327 + 54 + \text{(Table 2)} + 0 + 1712 \text{ (Table 2)} + 41 \text{ (Table 2)}\ 327.091\ 712241$$

Labour Workers from Nepal in India

$$331.62 + 5496 + 0 + 56 * 331.625\ 490\ 56$$

Labour workers from Pakistan in Middle East

$$331.62 + 549 + 0 + 56 = 331.625\ 490\ 56$$

Assigned Number Building

NOTES

Library Classification

NOTES

India's economic assistance to Nepal

$$338.91 + 54 + 0 + 5496 = 338.915\ 405\ 496$$

Economic aid from U.S.A. to developing Countries 338.917301 724

Economic aid from British Commonwealth countries to Poor Nations

$$338.911\ 7124101724$$

Russian Economic aid to the Communist bloc in Europe 338.914701 71704

Trade between Japan and Canada $382.09 + 52 + 0 + 72 = 382.095\ 207\ 1$

Trade between Communist bloc and the Third World

$$382.09171701724$$

Trade agreements between Japan and Canada $382.9 + 52 + 0 + 7 = 382.952\ 071$

Trade agreements between India and U.S.A. 382.954073

Public Libraries in developing Countries 027.409 172 4|

Synthesis from the Schedules :

Administration of University Libraries $025.19 + 77 \text{ (from } 027.7\text{)} = 025.197\ 7$

Administration of Prison Libraries $025.19 + 7665 - 025.197\ 665$

Document Selection in University Libraries $025.218 + 7665 = 025.218\ 766\ 5$

Book Selection in Prison Libraries $025.218 + 7665 = 025.218\ 766\ 5$

Book Selection on International Law $025.27 + 341 = 025.27341$

Book Selection on the history of US Civil War (1861 -1865)

$$025.27 + 0252 = 025.270\ 252$$

Book Selection on Collection Development in Libraries

$$025.27 + 0252 = 025.270\ 252$$

Selection and Procurement of Govt. Publications

$$025.28 + 34 + 025.2834$$

Acquisition of Microforms in Libraries

$$025.28 + 94 = 025.289\ 4$$

Microform Acquisitions on International Law in University Libraries

$$025.27 + 341 = 025.273\ 41$$

Problem of Serial Procurements in Natural Science in Public Libraries

$$025.27 + 32 = 025.273\ 2$$

Reference Service in the Library of Congress

$$025.527 + 75 \text{ (from } 026 - 027\text{)} + 73 \text{ (Table 2)} = 025.527\ 757\ 3$$

Reference Service in Children Libraries

$$025.527 + 7625 = 025.527\ 762\ 5$$

Agriculture Journalism

$$070.449 + 020 = 070.449\ 02$$

Library Science Journalism

$$070.449 + 020\ 070.449\ 02$$

Apritude Tests for Medical Profession

$$153.94 + 610 = 153.9461$$

Aptitude Tests for literary abilities

$$153.94 + 8 = 153.948$$

Phychology of Deaf Children

155.45 + 12 (Digits following 371.9:The number for deaf children being 371.912 = 155.451 2 Emotions and feelings in Animals

$$1562 + 4 \text{ (from } 152.1 - 152.8\_ = 156.24)$$

Astronomy as treated in Bible

$$220.8 + 520 = 220.852 0$$

Old Testament in Hindi

$$221 + \text{(from } 220.1 - 220.8) + 9143 \text{ (Table 6)} = 221.591 43$$

Historical book of Old Testament in Hindi

$$222 + 0 + 5 + 9143 = 222.059 143$$

Ten Commandments in Hindi

$$222.16 + 0 + 5 + 9143 = 222.160 591 43$$

New Testament in Hindi

$$225 + 5 \text{ (from } 220.1 - 220.8) + 9143 \text{ (Table 6)} = 225.591 43$$

Doctrines of Oriental Churches

$$230 + 15 \text{ (from } 281 - 289 \text{ where oriental church is } 281.5) = 230.15$$

Sacred Shrines of Jains

$$294.4 + 35 \text{ (from } 291) = 294.435$$

Jain Religious Calendar

$$294.4 + 36 = 294.436;$$

Statistics of Deaths due to injuries :

Please note that it is not any specific disease, so will not fall in 312.261 - 265. It will fall under 312.2604 and we have been asked to add to the above base the digits following 61 in 617-618. Since the class number for injuries is 617.1, so we add "71". Hence the nubmer is.

$$312.2604 + 71 = 312.260471$$

Statistics of deaths due to complications of Pregnancy

$$312.2604 + 83 = 312.260 483$$

(The class nubmer for complication of pregnancy is 618.3)

Job Opportunities in Documentation $331.124 + 30 = 331.1243$

Job Opportunities in Agriculture $331.124 + 30 = 331.1243$

Job mobility among Documentalists $331.1291 + 025 = 331.1291025$

Job mobility in Agriculture occupation $331.129 + 30 = 331.1293$

Wages of Documentalists $331.281 + 025 = 331.281 025$

Wages in Agricultural occupations $331.28 + 30 = 331.283$

Trade Unions of Documentalists $331.8811 + 025 = 331.881 102 5$

professional associations with ss-06) Agricultural Workers Union

$$331.881 + 30 = 331.881 3$$

Assigned Number Building

NOTES

Library Classification

NOTES

Labour Management disputes in Documentation Centres

$$331.89041 + 025 = 331.890\ 410\ 25$$

Labour disputes of Agriculture labour $331.8904 + 30 = 331.890\ 43$

Strikes by Documentalists $331.89281 + 025 = 892\ 810\ 25$

Srtikes by Agricultural Workers $331.8928 + 30 = 331.89283$

Cooperation in Documentation Services $334,68 + 30 = 334.683$

Economics of Poultry Farming

$$338.17 + 65 \text{ (from } 633 - 638, \text{ where Poultry is } 636.5^{\wedge} = 338.176\ 5$$

Economics of Metal Extractions $338.27 + 4 \text{ (from } 553.2 - 553.9_{-} = 338.274$

Administration of Telephone system by the Govt.

$$351.874 + 6 \text{ (from } 384.1 - 384.6) = 351.874\ 6$$

Government Administration of Television $351.874 + 55 = 351.87455$

Foreign Ministry of Kenya $354 + 6762 \text{ (table 2)} + 06$

(As instructed under $354.3-9_{-} + 1$

(from $351.01 - 351.08$ for foreign ministry we have 351.01

$$= 354.676\ 206\ 1$$

Ministry of Defence of the Govt. of Canada 354.71066

Social Welfare Ministry of the Indian Govt. $354.54 + 06 + 84 = 354.540\ 684$

Vice-President of the pepublic of India

$$354.54 + 0 + 318 \text{ (from } 351.003\ 18) = 354.540\ 318$$

Rashtriya Panchayat (Parliament) of Nepal $328.5496 = 328.549\ 6$

Japanese Cabinet $354.52 + 0 + 4 = 354.520\ 4$

Social Welfare Sertices for Cancer Patients

$362.19 + 6994 \text{ (from } 616-618_{-} = 362.196\ 994$

Social Welfare for Patient Suffering from Lung Cancer

$$362.19 + 6994 + 24 \text{ (from } 611.2 - 611.9) = 362.196\ 994\ 24$$

Welfare Services for Leprosy Patients $362.19 + 6998 = 362.196\ 998$

Social effects of alcholism

$$362.292 + 3 \text{ (from special sub-divisions under } 362-363)$$

$$+ 24 \text{ (from } 361.2 - 361.8) = 362.292\ 524$$

Reform movements for Alcoholics

$$362.292 + 5 \text{ (from special sub-divisions under } 362-363) + 24 \text{ (from } 361.2 - 361.8)$$

$$= 362.292\ 524$$

Reform movements for Drug addicts

$$362.293 + 5 + 24 = 362.293\ 524$$

Social Assylums for the Mentally retarded people $362. + 85 = 362.385$

Providing Shelter to Flood victims $363. 3493 + 83 = 363.349\ 383$

Teaching methods for the Deaf Students

$$371.912 + 3 \text{ (from } 371.904\ 2-371.9046_{-} = 371.912\ 3$$

Teaching equipment for the deucation of the mentally retarded

$$371.928 + 0 + 5 \text{ (from } 371.9042\text{-}371.9046\text{) } = 371.928 \text{ } 05$$

Corporal punishment in elementary schools

$$372.1 + 542 \text{ (from } 371.1 - 371.8\text{) } = 372.154 \text{ } 2$$

Teaching through audio-visuals in elementary schools

$$372.1 + 335 = 372.1335$$

Science Curriculum in Elementary Schools

$$372.35 + 043 \text{ (Special sub-divisions under } 372.3 - 372.8\text{) } - \mathbf{372.350 \text{ } 43}$$

Corporal punishment in Secondary Schools

$$373.1 + 542 \text{ (from } 371.1 - 371.8\text{, } = 373.154 \text{ } 2$$

Teaching through audio - visuats in Secondary Schools

$$373.1 + 335 = 373.1335$$

Teaching through audio-visuals in Universities

$$378.17 + 35\text{-} \text{ (from } 371.3028 - 371.397 \text{ where AVs are } 371,335\text{) } = 378.1735$$

Medical care of the students in Universities

$$378.19 + 712 \text{ (from } (371.6 - 371.8)\text{) } = 378.197 \text{ } 12$$

Folk Tales about Elephants

$$398.2452 - 961 \text{ (from } 592\text{-}599\text{y where elephant is } 599.61\text{) } = 398.245 \text{ } 296 \text{ } 1.$$

Rose in Folk tales

$$398.368\text{-i-}3372 \text{ (from } 582\text{-}589 \text{ where rose is } 583.372\text{) } = 398.368 \text{ } 337 \text{ } 2$$

Satellites of the Planet Saturn

$$523\text{..-}8\text{-}1\text{-}6 \text{ (from } 523.4\text{-}523.48 \text{ Where Saturn is } 523.46\text{) } \\ = 523.986$$

Hindu (Chronological) Calendar

$$529.32\text{-I-}45 \text{ (from } 292\text{-}299 \text{ where Hindu religion is } 294.5\text{) } = 529.324 \text{ } 5$$

Supersonic Velocity in Aerodynamics

$$533.62\text{-I-}75 \text{ (from } 533.21\text{-}533.29\text{) } \sim = 533.627 \text{ } 5$$

Acceleration of Meson Particles

$$539.737\text{-f-}62 \text{ (from } 539.7211 - 539.7217 \text{ where Meson is } 539.72162\text{) } = 539.737 \text{ } 62$$

Radioactive isotopes of inorganic chemical substances (It is a topic of Inorganic Physical Chemistry)

$$546:26+88 \text{ (from } 541.34\text{-}541.39\text{) }$$

Where radioactive isotopes is 541.388) = 546.268 8

Radioactive isotopes of Radium

$$546.396\text{-i-}5 \text{ (Special subdivision under } 546\text{) -f-}88 \text{ (from } 541.34\text{-}541.39\text{) } = 546.396 \text{ } 588$$

Physical Chemistry of organic substances

$$547.1 + 3 \text{ (form } 541.2 - 541.7\text{) } = 547.13$$

Radioactive isotopes of organic substances

$$547.1 + 3884 \text{ (from } 541.2\text{-}517.7\text{) } = 547.138 \text{ } 84$$

Radioactive isotopes of Hydrocarbons

Assigned Number Building

NOTES

Library Classification

NOTES

547.01 + 045 special subdivisions under 547J-1-884
 (from 541.34-547.39) = 547.010 458 84
 Radioactive isotopes of the Hydrocarbons in Aromatic Chemistry
 547.61+045+884 (from 547.34-541.39) = 547.610 458 84
 Organic aromatic acids
 547.63+7 (from 547.035-547.038) = 547.637
 Analytical biochemistry of Plants
 581.19+285 (from 574.191-574.192) = 581.192 85
 Biophysics and biochemistry of Spermatophyta
 582.0 +19 (from 581.1 -581.3) = 582.019
 Biochemistry of Spermatophyta
 582.0 + 19; 2 (from 574.91 -574.192 where biochemistry is 574.192) = 582.019 2
 Analytical biochemistry of Spermatophyta
 582.0 +19;285 (from 574.191-574.192,
 Where analytical biochemistry is
 574.19285=582.019285
 Biochemistry of organic compaunds of Spermatophyta plants
 582.0+19;24=582.01924
 Each of the organic compounds can be specified as instructed under 574.192 4
 Biochemistry of Steroids (organic compounds) in Super-matophyta
 582.0 +19+24+3 (from 547.72-5-7.78 where steroids is 547.73) =582.019 243
 Biochemistry of glucose in Spermatophyta
 582.0+19+24+81 =582.019 248 1
 Animal Biochemistry
 591.19+2 (from 574.191-574.192)=591.192
 Analytical biochemistry of Animals.
 591.19+285 (Analytical biochemistry is 574.19285) = 591.192 85
 Organic compounds in animal biochemistry
 591.19+24 = 591.1924
 Function of Steroids (organic compounds) in animal biochemistry.
 591.19+24+3 (from 547.72-547.78 where steroids is 547.73) = 591.192 43
 Function of glucose in animal biochemistry
 591.19+24+813 (glucose is 547.7813) = 591.192 481 3
 Biophysics and Biochemistry of Invertebrates
 592.0+19 (from 591.1-591.8) = 592.019
 Biochemistry of Invertebrates
 592,0+19 (from 591.1 -591:8)-1-2 (from 574.191 ~574.I92) = 592.019
 Biochemistry of organic compounds in Invertebrates
 592.0+19+24 (from 574.191-574.192,

2

where bio-chemistry of organic compounds is

574.1924)^592.019 24

Biochemistry of Steroids (orJanic compounds) in ..Invertebrates

592.0+19-f-24-l-3 (from 547.74-547.78, where Steroids is 547.73) = 592.019 243

Glucose in the Biochemistry of Insects

595.70+19+24—813 (Glucose is 547,7813 in 547.72-547.78) = 59S.701 924 813

Biochemistry of Orthoptera (Insects)

595.726+04 (as instructed under 592-599)+19 (from 591.1-591.8

as instructed under -04J-I-2 (as instructed under 591.19) = 595.726 041 92

Analytical biochemistry of Orthoptera (Insects)

595.726+04+19+285 = 595.726 041 928 5

Biochemistry of organic compounds in Orthoptera (Insects)

595.726+04+19+24 = 595.726041 924

Biochemistry of Steroids (organic compounds) in Orthoptera (Insects)

595.726+04+19+24+3 (from 547.72-547.78) = 595.726 041 924 3

Biochemistry of glucose in Orthoptera (Insects)

595.726+04+19+24+813 = 595.726 041 924 813

Biochemistry of glucose in Penguin Birds

598.441+04+19+24+813-598:441 041 924813

Regional Physiology of Human Head

612.9+1 (from 611.91 -611.98 where head is 611.91)=612.91

Synthetic Halogenated organic drugs

615.31-1-2 (from 547.01-547.08 where Halogenated compounds is 547.02) = 615.312 Organometallic Synthetic drugs .

615.31 +5 (from 547.01-547.08 where organometallic compounds is 547.05)^615.315 Synthetic organoaluminium drugs

615.31+5+673 (Following 546 in 546.38-546.68), where aluminium is 546.673) = 615.315 673 Synthetic organo-potassium drugs

615.31+5+383 (from 546.38-546.68 where Potassium is546.383)-615.315383

Copper Poison

615.925+652 (from 546.2-546.7 where copper is 546:652)=615.925 652

Lead Poison

615.925+688 = 615.925 688

Diagnosis of Lungs Diseases

616.24+07 (as instructed under 616.1-616.9 where pathology is 07)+5 (from 616.071-616.079 where diagnosis is 616.075) = 616.240 75

Electrical diagnosis of Lungs Diseases

616.24+07+56 = 616.240 756

Spurious Therapies of Small-pox

Assigned Number Building

NOTES

Library Classification

NOTES

615.912 Smallpox is an asterisked class number; at the footnote we have been asked to special subject divisions as instructed under 616.1-616.9 (pp. 868-869); there therapies is 06; and to specify various therapies, we have been asked to add to 06 the digits following 615.8 in 615.82-615.89, and spurious therapies is 615.856. Hence,

$$615.912+06+56 = 615.912\ 065\ 6$$

Electrotherapy for Diseases of bones

$$616.71 + 06 + 45 = 616.710\ 645$$

Climatotherapy for Tuberculosis

$$616.995+06+34 = 616.995\ 063\ 4$$

Climatotherapy for Tuberculosis of Bones

(Tuberculosis is 616.995 for Tuberculosis of any organ, we have been asked to divide 616.995 like 611.1-611.9, where bone is 611.71, hence, the class number for boneTB is 616.995+71 = 616.995\ 71 The special subject Sub-divisions given under

616.1-616.8 are still applicable here. Hence:

$$616.99571+06+34 = 616.995\ 710\ 634$$

is the required number Drug therapy for Pulmonary Tuberculosis

$$616.995+24+061 = 616.995\ 240\ 61$$

X-ray diagnosis of Bone Tuberculosis

$$616.995+71\ (\text{from } 611.1-611.9)+07$$

(special sub-divisions under 616.1-616.9)+ 572 (from 616.071-616.079).

$$616.995\ 710\ 757\ 2$$

Rib Fractures-617.15+2 (from 611:711-611.718 where ribs is 611.712)

$$= 617.152$$

Drug Therapy for Dental Diseases

$$617.63+061\ (\text{from special divisions under } 617) = 617.630\ 61$$

Electro Therapy for diseases of gums

$$617.632+06+45\ (\text{from } 615.82-615.89\ \text{where}$$

Electrotherapy is 615.845) = 617.632\ 064\ 5 Nutritional Diseases in Children

$$618.92+35\ (\text{from } 616.1-616.9\ \text{where Nutritional}$$

Diseases is 616.39) = 618.923\ 9 Case histories in Children Diseases

$$618.920+09\ (\text{from special sub divisions under})$$

$$616.1-616.9, \text{ where case histories is } 09) = 618.920\ 09$$

Lighting in Museum Buildings

$$621.322+76\ (\text{from } 725-728$$

where Museum Buildings is 727.6) = 621.322\ 76

Lighting in Biological Museum Buildings

$$621.322+76+574\ (\text{from } 001-999\ \text{where Biology is } 574) = 621.322\ 765\ 74$$

Lighting in Pottery Museums

$$621.322+76+6663\ (\text{from } 001-999\ \text{where Pottery is } 666.3) = 621.322\ 766\ 563$$

Lighting in Hospital Libraries

Assigned Number Building

NOTES

621.322+782 (from 725-728 where general libraries is 727.82)+662
 (from 027.1-027.8 where Hospital libraries is 027.662)^621.322 782 662
 Concrete as Foundation material in Civil Engineering
 624.153+36 (from 620.12-620.19 where concrete is 620.136) = 624,153 36
 Repair of Bicycles
 629.287+72 (from 629.2204-629.229, where bicycles is 629.2272) = 629.287 72
 Chemistry of Agriculture
 630.2+40 (from 510-590) 630.24
 Physical Chemistry of Agriculture
 630.2+413 (from 510-590 where physical chemistry is 541.3)=630.241 3
 Fertilizers for Fruit Orchards
 634.04+89 (from special subdivisions under 633-635 as per instructions in the
 footnote on page 1046) = 634.048 9 Nitrate Fertilizers for Fruit Orchards
 634.04+89+42 (from 631.81 -631.87) where
 Nitrate Fertilizer is 631.842) = 634.048 942 Nitrate Fertilizers for Citrus Fruits
 634.331+89+42 = 634.331 8942
 Nitrate Fertilizers for Flower and Ornamental Plants
 635.91 +842 (from 631.2-631.8) = 635.918 42
 Poultry Feed
 636.50+855 (from 636.01-636.08 where Feed is 636.0;85 5=6,36.508 55
 Bee Farming
 638.57+99 (from 595.71 -595.79 where Bee is 595.799;=638.579 9
 Snake Farming
 639.39+6 (from 597.92-597.98 where snakes is 592.96)=639.396
 Snake Farming in South India
 639.396+09548-639.396 095 48 Food value of Oranges
 641.34+31 (from 634.1 -634.8 where oranges is 634.31) = 641.343 1
 Home construction of children clothes
 646.40+6 (from 646.31 -646.36 where cl-ildren clothing is 646.36) = 6.6.406
 Home construction of raincoats for women
 646.453+0+-4 = 646.453 04
 Rearing of Children from Royal Families
 649.15+62 (from 371.91 -371.97 where royalty is 371.962) = 649.156 2
 Rearing of Deaf Children
 649.15+12-649.151 2
 Rearing of Jew Children
 649.15+7 (from 371.91 - 371.97
 where children of racial, ethnic and national origin is
 371.97)+924 (from Table 5 for Jews) = 649.157 924

Library Classification

NOTES

Rearing of Jew children in U.S.A.

$649.157924+0+73$ (as per instructions under 371.97)^{649.157 924 073}

Rearing of Punjabi children in Canada

$649.15+7+9142+0+71 = 649.157 914 207 1$

Cost accounting in hospitals

$657.8322+0+42$ (from 657.1-657.7 where Cost Accounting is 657.42)
 $= 657.832 204 2$

Cost Accounting in Government Offices

$657.835+0+42 = 657.835 042$

Auditing of hospital accounts

$657.8322+0+45-657.832 204 5$

Marketing of Rugs and Carpets

$658.809+7467$ (from 001-999 where Rugs and Carpets is 746.7) = 658.809 746 7

Advertising Rugs and Carpets

$659.19+7467=659.197 467$

Industrial production of Nitrogen Compounds

$661.0+711$ (from 546.4-546.7 where Nitrogen is 546.711) = 661.071 1

Industrial thermochemistry

$660.29+6$ (from 541.34-541.39
where Thermochemistry is 541.36) = 660.296

Industrial properties of anthracite coal

$662.222+5$ (from 553.21-553.25 where anthracite coal is 553.25) = 662.222 5

Pasteurization in Industrial production of Wines

$663.20+5$ (from 663.11 -663.19 where Pasteurization is 663.15)=663.205

Pasteurization in Industrial production of Grapewine

$663.2204+5 = 663.220 45$

Journal of Pottery technology

$666.3+5$ (from ss 01-09) = 666.35

Research in Pottery Technology

$666.3+72$ (from ss 0?2) = -666.372

Research in U.S.A. in Pottery Technology

$666.3+72+0+73$ (Area) = 666.372 073

All India Conference on Pottery Technology

$666.3+6+0+54 = 666.36054$

Industrial Manufacturing of Nitro-dyes

$667.25 +2$ (from 547.862-547.867 where Nitro-dyes is 547.862) = 667.252

Industrial Dyeing of Silk

$667.3+39$ (from 677.1 -677.5 where Silk is 677.39) 667.339

Industrial dyeing of polyester Textiles

$667.3+4743 = 667.34743$

Industrial Production of Urea (Fertilizer)

$668.62+41$ (from 631.83 - 631.85 where Urea is 631.841)=668.624 1

Industrial Production of Sodium Nitrate Fertilizer

$668.62+42 = 668.6242$

Physical Metallurgy of Copper

$669.96+3$ (from 669.1-669.7 where Copper is 669.3) = 669,963

Physical Metallurgy of Nickel

$669.96+7332 = 669.967\ 332$

Manufacture of Ultraviolet rays Spectroscopes

$681.414+4$ (from 535.842-535.846

where Ultravioletlight is

$535.844) = 681.4144$

Manufacture of Infrared rays Spectroscopes

$681.414+2=611.4142$

Manufacturing of Guitars

$681.81+761$ (from 786.2-789.6 where guitar is 787.61) = 681.817 61

Manufacturing of Pianos

$681.81+621 = 681.81621$

Manufacture of Hockey sticks

$688.76+355$ (from 796.1 -796.9 where hockey is 796.355)=688.763 55

Manufacture of equipment for ice skating

$688.76+91 = 688.769\ 1$

Installing Air Conditioning in Museums

$697.93+76$ (from 725-738 where Museum Building is 727.6)—.697.937 6

Installation of Air Conditioning in Biological Museums

$697:93+76+574$ (from 001-999 where biology is 574) = 697.937 657 4

installing Air Conditioning in Hospital library building

$697.93+782$ (from 725-728 where general libraries is 727.82)

+662 (from 027.1-027.8 where hospital

libraries is 027. 662) = 697.937 826 62

Installing Air Conditioning in Residential Buildings

$697.93+8 = 697.938$

Depiction of Buddhist themes in Art Works

$704.9489+43$ (Following 29 in 292-299,

where Buddhism is 294.3) 704.948 943

Medical Objects as Art works

$704.949+61$ (from 000-999) = 704.949 61

Use of Copper in Architectural Construction

$721.0447+3$ (from 669.1 -669.7, where copper is 669.3) = 721.044 73

Architecture of Buildings for indoor games with special reference to handicapped persons

Assigned Number Building

NOTES

Library Classification

NOTES

725.84+042 (Special subdivision from 72I-729) = 725.840 42

Architecture of Hindu Temples

726.1+45 (from 292-299 where Hinduism is 294:5) = 726.145

Architecture of Library Science School Buildings

724.4+02 (from 001-999) = 724.402

Whereas the Architecture of Library Buildings is placed at 727.8 which is amenable to further expansion e.g.

Architecture of General Library Buildings.

727.82

Architecture of Hospital Libraries Industrial

727.82+662 (from 027.662) = 727,826 62

Maintenance and repair of Hospital Libraries Industries

727.82+662+0289 (page 1238) -727.826 620 289

Effects of Social Conditions on the Architecture of the National Library of India Industri

727.82+5 (from 027.5)-f-54 (Area Table)+010

(page I238J+3 (from 700.103)^727.825 540 103 pastes

Architecture of Club Houses keeping in view the special needs of aged people.

728.4+042 (from the speciat subdivisions under 721-729)

= 728.404 2

Pastei Drawings, of Reptiles

743.6+79 (from 592-599, where reptiles is 597.9) = 743.679

Drawings of Penguin Birds

743.6+8441 (from 592-599 where Penguin is 598.441)=743.684 41

Rose Paintings depicting Social Life

758.9+301 (from 001-999) 758.930 1

Resei Photography of Animals)

778.538+590 (from 001 -999) = 778.538 59

Bird Photography

778.538+598 = 778.538 598

Fishing Sharks

799.17+31 (from 597.2-597.5, where Sharks is 597.31) = 799.173 1

Sacred Music of the Sikhs

783.029+46 (from 292-299 where Sikhism is 294.6) = 783.029 46

Scores on Jazz Music

785.42+5 (from special subdivisions under 785.1-785.8) = 785.425

Indu Collection of Guitar Scores by more than one player

787.61+52 (from special subdivisions under 787-789) = 787.615 2

Dewey Decimal Classification for Indians

025.431 024039 1411.

UNIT 12

COLON CLASSIFICATION

Structure

- 42 12.0 Aims and Objectives
- 12.1 Introduction
- 12.2 Ranganathan's Works
- 12.3 Division of Universe of Knowledge
- 12.4 Main classes
- 12.5 Facet Analysis and Fundamental Categories
- 12.6 Fundamental Categories
 - 12.6.1 Time
 - 12.6.2 Space
 - 12.6.3 Energy
 - 12.6.4 Matter
 - 12.6.5. Personality
- 12.7 Rounds and Levels in colon classification
- 22 12.8 Postulates of Rounds For Energy
- 12.9 Rounds for personality and Matter
- 12.10 Rounds for space and Time
- 12.11 Levels
- 12.12 Levels of Personality
- 12.13 Summary
- 51 12.14 Suggested Readings

12.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- Explain about the Colon Classification of SR Ranganathan
- Understand the universe of knowledge and subjects
- Known about the organisation of subject formulation
- Explain about the Fundamental Categories = PMEST
- Explain about the Rounds and Levels.

12.1 INTRODUCTION

37 The Colon Classification scheme [CC] is expounded by Shiyali Ramamrutha Ranganathan in the year 1933. Dr. S.R. Ranganathan is considered as the Father of Librarianship in

Library Classification

NOTES

India was on 9th August, 1892 at shiyali, a village in Tanjore District of Tamil Nadu. He had obtained Postgraduate Degree MA [Mathematics] from Madras University and taught Mathematics in the Government College, Madras [1920] and later became Assistant Professor of Mathematics in the Presidency College, Madras [1920-2;] was appointed as the University Librarian of Madras University in the year 1924. Then he was sent to England to undergo training in librarianship at University of London, He was inspired by W.C.B. Sayers the author of "Introduction to Library Classification. Ranganathan visited different libraries in United Kingdom and gained practical knowledge. After training he returned to Madras with a firm decision to improve the library services in the country., Ranganathan put all his experiences into practical what he had seen and learnt in England. He organised the Madras University Library in order to provide maximum services to its clientele. He started the school of Library Science for training the library personnel. He also started the Madras Library Association was its secretary for several years.

12.2 RANGANATHAN'S WORKS

He wrote scholarly and practical treatises on Library Classification, Cataloguing, Library Organization Administration, Book Selection, Reference service, Library Legislation, Library Planning. Standardization, Library Training and Documentation. He became world's noted writer on subject and wrote on subject and nearly 60 books and published hundreds of research papers both in Indian and Foreign Journals. He for three Library Science Journals viz [1] ABGILA [2] "ANNALS OF LIBRARY SCIENCE" and [3] Library Science with slant to Documentation. His contribution is unique in the field of library education.

The first edition of Colon Classification was published in 1933. Since then it has been considerably wised and undergone many changes. The sixth edition of colon classification is in three parts. The first part deals with Basic Rules the second deals with Books Numbers, and Third deals with Classics each part has its own Index.

12.3 DIVISION OF UNIVERSE OF KNOWLEDGE

The following chart shows the process of division of Universe of Knowledge in Colon Classification. Universe of Knowledge

Array of class	Natural Science	Humanities	Social sciences
Chain of			
Main classes			
Facets		-do-	-do-
Isolates			
Sub- Isolates			

Ranganathan mapped the universe of knowledge by dividing broadly it into three divisions. At the instance [1] Natural Science [2] Humanities and [3] Social Sciences. Then each broad division of Universe classes has further divided into a set of Main Classes. But Dr. S.R. Range anathan the term facets in the place of "train of characteristics". The each facet is divided into isolates on the basis of principles. These principles are known as principles of helpful sequence. Each isolate can further led into sub-isolates. This process of division continues as the growth of knowledge is continuous.

12.4 MAIN CLASSES

Ranganathan used both Arabic Numbers and Roman alphabets and other symbols to accommodate in classes. The following are the main classes of Universe of Knowledge.

Colon Classification

Main Classes

a.	Generalia	F	Technology
1.	Universe of Knowledge	G	Biology
2.	Library Science	H	Geology
3.	Book Science	HX	Mining
4.	Journalism	I	Botany
A.	Natural Science	J	Agriculture
AZ	Mathematical Science	K	Zoology
B.	Mathematics	KX	Animal Husbandry
BZ	Physical Science	L	Medicine
C	Physics	LX	Pharmacognosy
D	Engineering	M	Useful Arts
E	Chemistry		
	Spiritual Experience and	U	Geography
	Mysticism	V	History
MZ	Humanities and Social	W	Political Science
	Sciences	X	Economics
MZA	Humanities	Y	Sociology
N	Fine Arts	YX	Social work
NX	Literature and Language	Z	Law
O	Literature		
P	Linguistics	[g]	Criticism technique
Q	Religion	[p]	Conference technique
R	Philosophy	[r]	Administration report
S	Psychology		technique
E	Social sciences	[p]	Communication
T	Education	[x]	Management

NOTES

In colon classification, there is no readymade number. One has to construct a number on the basis principles initiated by Ranganathan. Ranganathan divided the main classes into facets by application of characteristics. The concept of facet analysis and fundamental categories are the contribution of Ranganathan for the development of the theory of classification.

12.5 FACET ANALYSIS AND FUNDAMENTAL CATEGORIES

Facet Analysis means, Analysis of a subject into its facets according to postulates and principles stated purpose. This can be explained with the help of the following example,

1) Prevention of drinking habit among the Youth:

This title can be reduced to the skeleton form sociology [Youth] [Drinking] [Prevention]. The skeleton form separates the terms on the basis of train of characteristics of classification.

Library Classification

NOTES

Youth: Relates to the group characteristics,

Drinking to the problem characteristic and

Prevention to secondary problem handling facet.

This skeleton form of the title has facets in addition to the basic facet sociology.

‘Sociology’ is the focus of basic facet.

‘Youth’ is the focus of group facet.

3. ‘Drinking’ is the focus of problem facet,

4. ‘Prevention’ is the focus in the handling facet.

“Y12 : 829

12.6 FUNDAMENTAL CATEGORIES

According to Ranganathan there are only five fundamental categories. They are “PMEST. Some categories are more concrete and some are very abstract. To solve this problem he used residual method and explained more concrete ones first. In the process more abstract facet left off is personality.

12.6.1 Time

The following are the workedout examples to show how”fundamental category 'Time' represented in a class number.The time is used here as we use in common usage to represent a year, a month, day etc. The time is enumerated in an auxiliary table and it can be used any where to represent time. The time is denoted by the connecting symbol “single inverted coma”.

1) Economic conditions of Japan in 19th century = X.42 ‘M

Analysis

X = Economics (Main Class)

42 = Japan

M = 19th century (Time)

2) Russia Foreign Policy in 1989 : V 58 :19 ‘N89

Analysis

V = History (Main Class)

V58 = Russian History

V56 : 19 = Russian foreign policy

V58 :19 ‘N89 = Russian foreign policy in 1989.

3) Elections in America 1987 : V73 :91 ‘N87

Analysis:

V = History (Main Class)

V73 = American History

V73 : 91 = Elections in America

V73 : 91‘N87 = Elections in America in 1987.

4) Ancient history of India : V 44 `C

Analysis:

V	=	History (Main Class)
V44	=	Indian History
V44 `C	=	Ancient Indian history

12.6.2 SPACE

The fundamental category 'Space' is very easy to understand. Space stands for all countries regions of the world. In a class number, if the place is to be represented it would be written after a connecting symbol (.) dot.

1) Agriculture in India : J.44

Analysis:

J	=	Agriculture(Main Class)
44	=	India

2) University libraries in America : 234.73

Analysis:

2	=	Library science (MC)
23	=	Academic libraries
234	=	University Libraries
234.73	=	University library in America

The connecting symbol (.) is for space. By mistake if you write J. 5 instead of J.5 mean agriculture of oil plants and J. 5 mean agriculture in Europe. While classifying the documents the correct connecting symbols are to be used.

In space isolate Arabic numeral 1 represent worlds, 2 is for Mother country. The meaning of Mother country is to represent ones own country. In our case to represent India instead of giving 44. It can be represented by digit 2. If the book is "Economic condition of India" instead of X.44 it can be given X.2. If the book is "Economic condition of America" and if this book is classified in a library of America they also can give the number X.2 representing their mother country.

Digit 3 is allotted for favored country. The use of the digit depends upon the relationship of the country with other countries. The outpost is to reduce one or more digits in the class number.

12.6.3 Energy

The two fundamental category space and time can be added to any subject when warranted. Because of this reason these two facets are separately enumerated. In case of personality matter and Energy they are given under each Main Class as one kind or the other isolate ideas such as structure, morphology, physiology, disease, ecology, harvesting, teaching, management, treatment, uring etc., are deemed to be the manifestation of the fundamental category energy: The following example reveal how it is being used.

1) Disease of lung = L 45 : 4

Analysis :

L	=	Medicine (Main Class)
45	=	Lung (P)
:	=	Connecting symbol for Energy
4	=	Disease (Energy)

Colon Classification

NOTES

Library Classification

NOTES

2. Harvesting of Rice = Class No. J 381:7

Analysis :

J = Agriculture (Main class)

381 = Rice (P)

7 = Harvesting (E)

12.6.4 Matter

The fundamental category "Matter" in the general sense stands for material. In painting the material like paper, canvas etc., are used as base. They stand for material facet for minting currency, copper, silver. Gold and paper is used and it stand for material. In Libraries, books, periodicals, newspapers etc., stands for materials. Its Connecting Symbole is semi - colon;

1) Periodicals in university libraries ; 234 :46

Analysis

2 = Library Science (MC)

2 34 = University Libraries

2 34 ; 46 = Periodicals

2) Books in College Libraries in India ; 233.43

Analysis 2 = Library Science(MC)

2 33 = University Libraries

2 33 ; 43 = Books (M)

12.6.5 Personality

The fundamental category Personality is very difficult concept. It is taken to represent not only hurt personality but every thing human, animal, vegetable or other categories like language, religion, sociology and legal systems which have an individually unity and aroma of their own. The personality can be recognisec elimination process. After recognising the manifestations of time, space, energy, and matter, in a given subject the left off can be identified as personality. This elemination process is also called residence method.

Examples:

S1 = Psychology of Children

234 = University Libraries

L45 : 4 = Disease of lung

In the PMEST formula, it is stated that each fundamental category must precede with its connecting symbol. There is an exception, When the personality facet succeeds immediately after the main class the connecting symbol (comma) is omitted.

Here, is an example given and it explains all the five fundamental categories.

1) Lending of books in university libraries in India during the year 1989.

234; 43 : 62. 44'N89

In the above title, the main class is Library science. For each main class a facet formula is provided. T facet formula for library science is 2[P]; [M]: [E] / [2P]

To Explain

BS	(P)	; (M)	; (E) (2P) .	(S) ,	(T)
Mainclass	Univ.	books	LendingIndia		1989

Lib. Science Libs.

Analysis : 234; 43 : 62.4 'N89

2 = Library Science

34 = University libraries Foci in (P)
 (Personality facet)

 = Connecting symbol for matter

43 = Books (As given in the general Bibliography)
 Science class to use the generalise class as under Pin in ()
 Connecting symbol for Energy

62 = Leading - Fool in (E) and (2P)n
 Connecting symbol for space

44 = India (taken from space isolate)
 Connecting symbol for time

N89 = 1989 taken from time isolate

Colon Classification

NOTES

12.7 ROUNDS AND LEVELS IN COLON CLASSIFICATION

In compound subjects, Some of the fundamental categories occur more than one. To represent these occurring face's systematic way the concept of rounds and leaves is introduced. The concept of Round denotes cyclic recurrence of fundamental categories in the facet analysis of a subject. The concept of levedenotes recurrence of one and the same fundamental category with in a round.

12.8 POSTULATES OF ROUNDS FOR RNERGY

The fundamental category 'Energy' may manifest itself in one and the same subject more than once. The manifestation is taken to end round of the manifestations of the three fundamental categories- Personality, after and Energy. The second manifestation is taken to and round-2, and so on.

The manifestations of energy are represented by the following symbols

- (1E) Round 1 Energy Facet (Also represented as (E)
- (2E) Round 2 Energy Facet
- (3E) Round 3 Energy Facet and so on.

Examples

Eradication of poverty in rural areas in India 1980's : Class No. Y31 : 434 : 64. 44 'N8.

Analysis

Y = Sociology

31 = Rural (P)

: = Energy connecting symbol

434 = Poverty (E)

: = Energy connecting symbol

64 = Eradication (2E)

 = Space connecting symbol

Library Classification

44 = India
6 = Time connecting symbol
N8 = 1980

NOTES

In the above example, we find the manifestation of Energy two times i.e. at the end of first round and also Second Round.

12.9 ROUNDS FOR PERSONALITY AND MATTER

“Each of the fundamental categories ‘Personality’ and ‘Matter’ may manifest itself in round - 1. Round -and so on

- (IP) Round - 1 personality facet (For economy it is also represented by P)
- (2M) Round-2
- (3M) Round-3 unds for space and Time.

12.10 ROUNDS FOR SPACE AND TIME

“Ordinarilly any of the fundamental categories Space and Time” may manifest itself only in the last of the subject. These manifestations are represented as symbols (S) and (T).

Example : Harvesting of wheat in Andhra Pradesh in 1989 : J 382 :7.4416 N89

J = Agriculture (B.S.)
382 = Wheat (P)
:7 = Harvesting (E)
.4416 = A.P. (Space)
N89 = 1989 (Time)

The fundamental category **space and time** facets can occur only in the last Round of the subject. There is no need to indicate the round in their names or their symbols. The manifestations of **space and time facets in the last round** can be represented as given below:

- (S1) Level 1 space Facet
- (S2) Level 2 space Facet
- (T1) Level 1 Time Facet
- (T2) Level 2 Time Facet.

12.11 LEVELS

Any of the fundamental categories ‘Personality’ and ‘Matter’ may manifest itself more than once in one and other same round within a subject and similarly with Space and Time in the last round (Prolegomena P 411). The first manifestation of fundamental category of Personality (P) and Mater (M) with in a round in the same subject will be its

Round - 1, Level - 1 of the facet its second manifestation within the same round will be its Round -1, level - 2 of that facet and so on. They are symbolically represented as follows:

Colon Classification

96	(1P1)	Round 1	Level 1 Personality Facet
	(1P2)	Round 2	Level 2 Personality Facet
	(2P1)	Round 2	Level 1 Personality Facet
	(2P2)	Round 2	Level 2 Personality Facet
106	(1M1)	Round 1	Level 1 Matter Facet
	(1M2)	Round 1	Level 2 Matter Facet
22	(2M1)	Round 2	Level 1 Matter Facet
	(2M2)	Round 2	Level 2 Matter Facet

The fundamental category 'Energy' can occur only once within a round and therefore no levels for Energy Facet.

Examples : Space and Time Levels

1) Storing of Wheat in A.P. In Godavari delta in 1989 during winter =

J382 : 8.4416.137G 'N 89'n7

3(P) (E) : 2(E) (S1) (S2) (T1) (T2)

J382 : 7 : 8.4416 137G'N89'n7

Analysis:

J = Agriculture

382 = Wheat (P)

7 = Harvesting (E)

8 = Storing (2E)

4416 = Andhra Pradesh space (S1)

137G = Godavari Delta (S2)

N7 = winter (T2)

2) Hamlet: English Drama by Shakespeare = 0111, 2364.5

0 (P), (P2) (P3), (P4)

0111,2364.5

P1 = Language

P2 = Form

P3 = Author

P4 = Work

3) Indian National Bibliography (1988) = a 14, 144, N58

a (P), (P2) (P3), (P4)

NOTES

Library Classification

NOTES

P1	=	Material
P2	=	Kind
P3	=	Country
P4	=	Origin

12.12 LEVELS OF PERSONALITY

To acquaint with the levels of Personality and Language isolate.

In Colon classification schedules, under each main class a facet formula is given. As per the provided facet formula let us construct numbers for the following titles. Through the examples the levels of personality used in various subjects is explained.

1) HISTORY

1) History of Japan up to 1968 = V42 ' N 68

Under main class History the facet formula is given as below;

V[P], [p₂] : [E] [2P]

V stands for History Main class, under Main Class, History, it is stated that Foci in (p) is to be got by (G.D) Geographical Division.

Under common isolates (Geographical Division) Space isolates are enumerated and the same is to be taken as Geographical Device. The number space isolate for Japan is 42.1968 is N68 as per the Time isolates. Now the number, thus, constructed for the title the history of Japan upto 1968 will be V42 'N68.

2) Powers of the American Senate = V 73.31:3

According to Dr. S.R. Ranganathan if the subject deals with a country is to be classified under history and only theoretical aspects go under political science.

The political parties of American and Foreign policy of America are to be classified under history main class and not in political science.

The above title is to be classified under history.

BS	(p)	(p2)	(E)	(2p)	(T)
History America		House of	power		Absent in Senate
= V73. 31 :3					

3) Constitution of India = V 44 : 2

MC(P)	:	(E)	MC (P) : E
History India		Constitution	India Contitution
V44	:	2	V 44 : 2

5) Foreign Policy between Russia and India : V 47 :1944

Analysis:

V	=	History (MC)
V47	=	Russia
V47 : 19	=	Foreign Policy

V47 : 1944 = India

Colon Classification

6) Mc-Graw Hill Encyclopaedia of Science and Technology - 1952 = Fk 73, N52

Analysis

F = Technology

k = Dictionary (Common isolate) Encyclopaedia

73 = America (G.D)

N52 = 52 (the year of origin)

2) Literature

The Facet Formula For Literature is = O, (P), (P1), (P2), (P3), (P4)

O = Literature

P = Language

P2 = Form

P3 = Author

P4 = Work

6) Kalidasa : Shakunthala : 015, 1D40.8

Analysis:

o = Literature

15 = Sanskrit

1 = Poetry

D40 = Year of birth of the author

8 = 8th work of the author

7) Generalia Bibliography

The facet formula is: a(p), (p2), (p3), (p4)

British National Bibliography 1950 = a 14,156, 'N5

Analysis :

a = General Bibliography

14 = Printed Book (p)

1 = List of publication from a geographical region (p2)

56 = Britain (p3)

N5 = 1950 origin of B.N.B.

NOTES

12.13 SUMMARY

There are many classification schemes are in practice. Among Colon Classification (CC) is one, which is more convenient to the classifiers to classify the documents or books. This scheme is also called as Analytico Syntheletic. The importance of Colon Classification that the newly emerging subjects can be classified without any problems which is not available in DDC. So, the SR Ranganathan is called as "Father of Librarian" in India.

*Library Classification***NOTES**

In CC, the universe of knowledge is classified five fundamental categories i.e., P M E S T with their respective connecting symbols. P stands for Personality (comma ,) M stands for Matter (semi colon ;) E stands for Energy (colon :) S stands for Space (dot .) and T stands for Time (apostrophe ').

12.14 SUGGESTED READINGS

1. Ranganathan, S.R., Colon Classification, Sixth Edition.
2. Sehgal, R.H., Number Building in UDC, DDC & CC.
3. Krishna Kumar & Girija Kumar, Theory of Classification
4. Hussain, Shabhat., Library Classification: Facts & Analysis
5. Bliss, H.E., The Organisation of Knowledge in Libraries.
6. Sayers, W.C.B., Manual of Classification.



COMMON SPACE AND TIME ISOLATES

Structure

- 13.0 Aims and Objectives
- 13.1 Introduction
- 13.2 Anterioring Common Isolates (ACI)
- 13.3 Posteriorising Common Isolates (PCI)
- 13.4 Summary
- 13.5 Self Check Exercises
- 13.6 Model Questions
- 13.7 Suggested Readings

13.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Explain about the Common Isolates
- Delineate about the Space Isolate
- Describe about the Time Isolate
- Discuss about the Anterioring Common Isolates (ACI)
- Define Posteriorising Common Isolates (PCI).

13.1 INTRODUCTION

We have classified simple books (Titles) as per the facet formula prescribed under each subject. The publications may differ in physical makeup. In the arrangement of information and in the treatment of subject etc. The information can be presented in the form of dictionaries cyclopaedia, maps, periodicals etc. The history of a subject or theory of a subject will be useful if they are arranged separately. For this a classification scheme should have scope to differentiate them.

For reference librarian distinguishing such material will be of immense use in retrieving information. Let us take the simple example of a book on British India and another book on narration on history of India in maps. The book on British India is a narration on history of India of a particular period and the second book gives number of maps explaining the history of that particular period. To different late this there should be a provision which gives specific treatment to such books. The classificationists recognized this problem and made necessary provisions in their classification schemes in the form of separate tables or isolates. They are called by parent names such as

Library Classification

NOTES

auxiliary tables, standard sub-divisions, common isolates etc. In colon classification, they are called "common isolates", Dr. S.R. Ranganathan recognized two types of common isolates Viz Anteriorising Common Isolates and Posteriorising Common Isolates. (ACI's & PCPs) "eriorising Common isolates are those attached to a class number without any connecting symbol.

13.2 ANTERIORING COMMON INSOLATES (ACI)

Anterioring Common Isolates (applicable before space Facet)

Terms	Facet formula
Biobliography	a (T)
Concordance	
Table	
Formula	1 (T)
Atlas	k (p), (p2)
Cyclopaedia	m (p), (p2)
Periodical	n (p), (p2)
Serial	p (p), (p2)
Conference proceedings	v (s), (T)
History	
Biography	w (S), (T)
General w (p)	
Individual	w (p), 1
Autobiography	w (p), 2
Ana	w(p), 4
Letters	
Works Collection or Selection	
General S (S), (T)	
Individual	S (P)
Programs of Instruction	
Y1 Programmes of Instruction	
Y2 Syllabus	
Y2 Synopsis	
Y4 Scope	
Y7 Case Study	
Y8 Digest	

The following are the few examples worked out using the Anteriorising Common Isolates.(ACI)

1. Ecology of Birds a Bibliography up to 1989

- 1) A bibliography on Ecology of Birds
- 2) Mathematics Tables
- 3) Chemical formula
- 4) Atlas of India
- 5) Encyclopaedia of Science
- 6) Dictionary of Medical Science
- 7) Indian Journal of Education
- 8) American Journal of Library science
- 9) Proceedings of the Indian botanical conference 1989
- 10) A short history of physics
- 11) Biography of Indira Gandhi (1917-1964)
- 12) Correspondence of Pandit Jawahar Lal Nehru (1889 -1964)

We have to workout the number as per the facet formula of the concerned subject. After giving the subject number the common isolate number for bibliography to be attached to main class number. Here the number for ecology of birds is K96 : 5 and the common Isolate (C1) for bibliography is 'a', the number for bibliography on Ecology of birds be comes **K96:5a**.

K	=	Zoology
K96	=	Birds
K96:5	=	Zoology of birds
K96:5a	=	A bibliography on Ecology of birds
K96:5aN89	=	A bibliography on Ecology of birds upto 1989.

2. Mathematical Tables = Bd.

Main Class Mathematics	=	B.
Table	=	d (ACI)

Common Isolate number 'd' for Tables is to be attached t Main Class Mathematics B. the number thus constructed will be Bd.

3. Chemical formula = Ee

E	=	Chemistry
Ee	=	Chemical formula

4. Atlas of India 1989 = U.44P 'N89

U	=	Geography

NOTES

Library Classification

U.44 = Geography of India
 U.44p = Atlas of India
 U.44pN'89 = Atlas of India 1989.

NOTES

5. Encyclopaedia of Education = Tk

T = Education
 k = Encyclopedia
 Tk = Encyclopedia of Education

6. Dictionary of Thermodynamics C4 = 7k

C = Physics
 C4 = Heat
 C4.7 = Thermodynamics
 C4:7k = Dictionary of thermodynamics

7. Indian Journal of Education = Tm 44

T = Education
 Tm = Education - Journal
 Tm44 = Indian Journal of Education

8. American Journal of Library Science = 2m73

2 = Library
 m2 = Journal of Library science
 2m73 = American Journal of Library Science

9. Proceedings of Indian Botanical conference 1939 = Ip 44, N89

I = Botany
 Ip = Proceedings of Botanical conference
 Ip44 = Proceedings of Indian conference
 Ip44,N89 = Proceedings of Indian botanical conference held in 1989,

10. A short history of Physics = Cv 'N85

C = Physics
 V = History of Physics
 V = History of Physics
 N85 = History of Physics brought up to 1985

11. Biography of Indira Gandhi (1917 -1984) = V44,21y7N17

V = History
 V44.21 = Prime Minister of India
 V44,21y7N17 = Biography of Prime minister of India (1917-84)

12. Correspondence of pndt. Jawahar Lal Nehru (1889 -1964)

V44.21y7M89,4J

The last digit 4 distinguishes the biographic work and reveals that it is based on letters or correspondence of a person.

Common, Space and Time Isolates

Anteriorising Common Isolates (Applicable only after Space Facet)

Number	Term	Facet formula
	Administration report	
	Statistics (if periodical)	S(T)

NOTES

1. Annual statistics of Wheat crop in U.P. 1989 = J382.4451S 'N89

J	=	Agriculture (Main Class)
J382	=	Wheat Crop
J382.4452	=	Wheat Crop in Uttar Pradesh

Common isolates for statistics (s) is to be attached after space.

J382.4452S	=	Annual statistics of wheat crops in UP

2. Annual report of education in India 1989 = T44.N89

T	=	Education
44	=	India
r	=	Report (AC)
N89	=	The year of the report 1989
T.44rN89	=	Annual report of education in India 1989.

Anteriorising Common Isolates (**Applicable only after time Facet.**)

s	Statistics (if stray)
t	Commission report
t4	Survey
t5	Plan
t6	Ideal
V	Source Material
VS	Literature
V6	Tradition
V7	Archaeology etc. (as in V History)

1. Commission Report on the university Library system in America, 1982.

2	=	(Main Class) Library science
23	=	Academic Libraries
234	=	University Libraries.
234.73	=	University Library system in America

234 73'N82t = Commission report on the University Library system in America

2. A Survey of Social conditions in Madras 1986.

Y	=	sociology (MC)

Library Classification

44111 = Madras

Y.44111 'N86 = Social conditions in Madras 1986

Social conditions is a broad subject and needs no further sub-division. Survey number is to be added Y4111 'N86.14 is the number of survey. The number thus constructed will be Y.4111 'N86t4.

NOTES

13.3 POSTERIORISING COMMON ISOLATES(PCI)

Posterior Common Isolates are attached with connecting symbols to any number or host class.

Posterior common Isolates (PCI) are of two types.

1. Energy (P.C.I)

2. Personality (P.C.I)

Posteriorising Common Isolate : Energy Common Isolate

b1 Calculating

b2 Designing

b6 Measuring

e1 Weighing

f investigation

f2 Observation

f3 Experiment

f4 Discussion

g Criticism

p Drafting

r Reporting

u Surveying

(C1), (p), (p2) : (3)

b Profession

d Institution

e Educational (in which the subject, represented by the host class, is taught)

e2 Lowei

e4 Higher

f Investigating

f2 Observational

f3 Experimentings

f4 discussional

- f7 Yogic (Asrama)
- g Learned society
- h Industrial body
- k Commercial body
- w Administrative department of Government

Common, Space and Time Isolates

NOTES

Examples for PCI: (Energy)

1. Literary criticism O: g
2. Introduction to scientific Investigation = A: f

Examples for PCI : (Personality)

1. American libraianship 2.7\$ b
2. Astronomical society of India B9.44, g
3. Functions of Kakaitya University V.C. Class No. T4.44,e4,k4, 12 :3

Analysis

- T = Education
- T4,441 = University Education
- T4,44e4 = University Education (e4 C1 represents Higher)
- T4, 44e4ku, 12 = K.U. Vice Chancellor (Number 12 is taken V history class for V.C)
- T4, 44,e4, ku, 12:3= Functions of K.U. VC No. 3 is taken from V history Class for functions)

13.4 SUMMARY

To classify the documents or books, the classificationists recognized this problem and made necessary provisions in their classification schemes in the form of separate tables or isolates. They are called by parent names such as auxiliary tables, standard subdivisions, common isolates etc. In colon classification, they are called "common isolates", Dr. S.R. Ranganathan recognized two types of common isolates **Viz** Anteriorising Common Isolates and Posteriorising Common Isolates. (ACI's & PCPs).

13.5 SELF CHECK EXERCISES

1. Biography of APJ Kalam V44,1w.
2. Biography of SR Ranganathan 2w
3. Autobiography of Jawaharlal Nehru V44a,21Y7'N47

*Library Classification***NOTES**

13.6 MODEL QUESTIONS

1. Autobiography of Sir CV Raman
 2. My Experiments with Truth = A biography
 3. National Seminar on Digital Libraries = A challenge for Librarians 2010
-

13.7 SUGGESTED READINGS

1. Ranganathan, S.R., Colon Classification, Sixth Edition.
2. Sehgal, R.H., Number Building in UDC, DDC & CC.
3. Krishna Kumar & Girija Kumar, Theory of Classification
4. Hussain, Shabhat., Library Classification : Facts & Analysis
5. Bliss, H.E., The Organisation of Knowledge in Libraries.
6. Sayers, W.C.B., Manual of Classification.



DEVICES

NOTES

Structure

- 14.0 Aims and Objectives
- 14.1 Introduction
- 14.2 Types of Device
 - 14.2.1 Chronological Device (CD)
 - 14.2.2 Geographical Device (GD)
 - 14.2.3 Subject Device (SD)
 - 14.2.4 Mnemonic Device (MD)
 - 14.2.5 Alphabetical Device (AD)
 - 14.2.6 Super Imposition Device (SID)
- 14.3 Summary
- 14.4 Self Check Exercises
- 14.5 Model Questions
- 14.6 Suggested Readings

14.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to -

- Explain about the importance of devices in Colon Classification
- Describe Chronological Device
- Delineate the Geographical Device
- Discuss about the Subject Device
- Explain about the Mnemonic Device, Alphabetical Device, Super Imposition Device

14.1 INTRODUCTION

The purpose of device is to sharpen the focus in any facet. The classificationist using these devices constructs logical schedules leaving lot of scope to assign new numbers to the newly emerging subjects or concepts / Ideas. These devices may be employed by the classificationist to sharpen the focus in any facet to meet the situation without waiting for guidance from the classificationist.

NOTES

14.2 TYPES OF DEVICE

The following devices have been used in the formation of the isolates found in the schedules.

1. Chronological Device (C.D.)
2. Geographical Device (G.D.)
3. Subject Device (S.D.)
4. Mnemonic Device (M.D.)
5. Alphabetical Device (A.D.)
6. Super Imposition Device (SID)

The Colon classification explains that these devices are used. When new subjects come into existence and call for the formation of new isolates or the sharpening of existing ones and the forming of numbers coextensive with them. These devices will enable the classifier to meet the “situation without. Waiting guidance from the classificationist” The correct employment of these devices will generally lead to the same isolate idea and the same isolate number who ever is the classifier. These devices can be employed by the classifier with autonomy to classify documents using analytico-synthetic classification schemes like colon classification.

14.2.1 Chronological Device

The chronological device uses appropriate chronological characteristics. For the formation of the subdivisions of an isolate chronological method is used for the individualization of the isolates or subisolates and depend on the period of origin birth on the year of first investigation on the year of discovery or on the year that may be definitely associated with the respective isolates in any other manner reason.

The chronological device is used in the individualization of special forms and functions in mathematics in fixing the author numbers in literature in the classification artificial languages in the schedule of language classes given in schedule.

Examples:

- 1)B239M = Alebelian theory of education the theory was initiated by
Abelian 19th century
M stands for 19th century.
- 2)NR44.K = Indian music in 17th century
- | | | |
|----|---|--------------|
| NR | = | Music |
| 44 | = | India |
| K | = | 17th century |
- 3)N 73.J = American Painting of 16th century
- | | | |
|----|---|--------------|
| N | = | Painting |
| 73 | = | American USA |
| J | = | 16th century |

14.2.2 Geographical Device

Devices

The geographical device consists in using the appropriate geographical characteristic i.e., continent. Country, State, District as the case may be for the formation and isolate or the formation of the sub-division of an isolate which is capable of subject formation for the individualisation of the isolates or sub-isolates the place of origin, habitation, prevalence or for any other reason.

Geographical Device is used in the languages table given in chapter 5 of the schedules, languages not belonging to the Indo-European, the semantic and the provider families are to be individualisation by the geographical device. Geographical Device has been used in the main classes, Linguistics, Religion, History, Sociology, law and in several other classes. Few examples are given below using the device.

Examples

Under language isolate other languages 4 to 9 are to be derived by the geographical device.

Japanese Language	42
Korean Language	495
Somalian Language	683

In the language schedule, the Jargon, slang and dialect of a language of a particular area can be represented by geographical device.

1) Telugu dialect of Andhra Pradesh = P 35 , 9D 4416

P	=	Linguistics (Main class)
35	=	From the language schedule for Telugu
9D	=	Dialect from (p2)
4416	=	Andhra Pradesh from space isolate

In philosophy class, philosophy of country is derived by geographical device, in History and law foci in (p) is got by Geographical Device, In sociology class, the social classes of people of a country are also to be derived by geographical device.

V44	=	History of India. 44 from space isolates
273	=	American law. 73 from space Isolates
y76	=	Social groups in Africa
y	=	Sociology
y7	=	Classes of people by territory
y76	=	social groups in Africa (The digit 6 is Africa got by (6.D.))

14.2.3 Subject Device

Subject device is employed by using a class number in the notational plane as the focal number in an array to form or sharpen a facet in an analytical classification.

In colon classification device is applied in a greater measure and it is indicated by the direction division by (S.D) in the schedules.

NOTES

Library Classification

NOTES

Examples :

1) Mathematics Library - 24(B)

2 = Library Sciences

24 = Special Libraries

24 (B) = Mathematics library (mathematics is got by using subject device)

2) Education for Minority people = T (Y 58)

T = Education

Y58 = Minority (to be got by subject device from main class sociology)

3) Chemical industry = X B (E)

X = Economics

XB = Economics of industry

XB (E) = Chemical industry (chemistry is got by subject device)

Subject Device is also used in Energy facet

4) Nuclear Technological Engineering = D 7 : (F)

D = Engineering

D7 = Nuclear Engineering

D7: (F) = Nuclear Technological Engineering

5) G: (C) = Biophysics

G = Physics

G: (C) = Biophysics

6) G; (C) : (B) = Mathematical Biophysics

G = Biology

C = Physics

B = Mathematics

7) X : (828) = Econometrics

X = Economics

B = Mathematics

B28 = Statistics

8) TS = Educational Psychology

T = Education

S = Psychology

14.2.4 Mnemonic Device

A scheme for library classification is said to have mnemonic value when its notation has the power memory aiding i.e., When some of its symbols have more or less the same significance wherever they appear in 1 schedules.

The digit 1 (Indo-Arabic Numeral) is used as mnemonic for Unity, God, World. The digit 2 is mnemonic for structure, anatomy, morphology, physiography, physical anthropology etc.

Examples

Devices

K : 3	=	Animal Physiology
1 : 3	=	Plant Physiology
L : 3	=	Human Physiology
1 : 5	=	Plant Ecology
K :5	=	Animal Ecology

NOTES

14.2.5 Alphabetical Device

The Alphabetical Device is to be employed only in the cases where no other method of sub-divisin-gives a more helpful sequence.

This device is used by using the first one or the first two or the three initial letters of an international name in the notational plane as the focal number in an array to form an sharpen a facet in an analytic synthr classification and also in an inumerative schemes.

0381	Rice	05125	Cycles
0381 B	Basmathi Rice	051 25 A	Atlas
0381 M	Masuri Rice	051 25 H	Hercules
0381 S	Samba Rice	05133	Motar Cars
		051 33 A	Ambassdors
		051 33 M	Maruthi
		051 33 P	Padmini

14.2.6 Super Imposition Device (SID)

Isolate can be further sharpened by super imposition device.The combination of two or more isolates aid produce again one isolate only.

Examples :

L163-36	=	Veins of arms
L	=	Medicine
163	=	Arm
	=	Super imposition device symbol
36	=	Vein
Y31 -3	=	Rural Sociology
Y	=	Socilolgy
31	=	Rural
--	=	Super imposition device
33	=	Urban
T4-68	=	University education for blind
T	=	Education
4	=	University education
--	=	Super imposition device symbol
68	=	Blind

NOTES

14.3 SUMMARY

S.R. Ranganathan introduced the a new concept in the Colon Classification i.e., Devices. With the help of the devices, the classifier may be classified the documents.

The purpose of device is to sharpen the fous in any facet. The classificationist using these devices constructs logioal schedules leaving lot of scope to assign new numbers to the newly emerging subjects or concepts / Ideas. These devices may be employed by the classified to sharpen the focus in any facet to meet, the situation without waiting for guidance from the classificationist.

14.4 SELF CHECK EXERCISES

1. History of India	V44
2. Introduction to Economics	X
3. Principles of Mathematics	B
4. A Text Book on Physics	C
5. A Text Book on Education	T

14.5 MODEL QUESTIONS

- History of Andhra Pradesh
- A Text Book on Physical Education
- A Book on Budhism
- Republic
- Marketing Management

14.6 SUGGESTED READINGS

- Ranganathan, S.R., Colon Classification, Sixth Edition.
- Sehgal, R.H., Number Building in UDC, DDC & CC.
- Krishna Kumar & Girija Kumar, Theory of Classification
- Hussain, Shabhat., Library Classification : Facts & Analysis
- Blissh, H.E., The Organisation of Knowledge in Libraries.
- Sayers, W.C.B., Manual of Classification.



PHASE RELATIONS

NOTES

Structure

- 15.0 Aims and Objectives
- 15.1 Introduction
- 15.2 Types of Phase Relations
 - 15.2.1 Phase Relation (Inter-Subject Phase Relation)
 - 15.2.2 Bias Phase Relation
 - 15.2.3 Comparison Phase Relation
 - 15.2.4 Difference Phase Relation
 - 15.2.5 Influence Phase Relation
- 15.3 Intra Facet Phase Relation
 - 15.3.1 General
 - 15.3.2 Bias Relation
 - 15.3.3 Comparison Relation
 - 15.3.4 Difference Relation
 - 15.3.5 Influence Relation
- 15.4 Intra- Array Phase Relation
 - 15.4.1 General
 - 15.4.2 Bias Relation
 - 15.4.3 Comparison Relation
 - 15.4.4 Difference Relation
 - 15.4.5 Influencing Relation
- 15.5 Summary
- 15.6 Self Check Exercises
- 15.7 Model Questions

15.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to

- Explain about the importance of Phase Relations.
- Explain about the Bias Phase Relations.
- Explain about the Comparison Phase Relations.
- Explain about the Difference Phase Relations.
- Explain about the Influence Phase Relations.

Library Classification

NOTES

15.1 INTRODUCTION

The Universe of Knowledge is multi-dimensional and every branch of knowledge has its own way of expounding ideas. Due to the research activities in social and economic problems they are giving birth to inter-disciplinary subjects. Thus, new subjects are created like geo-politics, econometrics, geo-physics etc. Ranganathan was fully aware of this mode of formation of subjects in the universe of subjects. This mode of formation is called as loose assemblage in Library Classification. Subjects which are formed by loose assemblage are accommodated by phase relation. Phase relation combines two or more subjects, basic or compound isolate ideas in one and the same facet or isolate ideas in one and the same array. The term 'phase' denotes a single subject. Ranganathan stated that a subject is one phased, if it is a basic class or a compound class. A subject is two phased if it brings into relation two basic classes or two compound classes or a basic class or a compound class.

15.2 TYPES OF PHASE RELATIONS

Ranganathan recognised three types of Phase Relations :

1. Phase Relation (Inter-Subject Phase Relation)
2. Intra-Facet Phase Relation
3. Intra-array Phase Relation

Phase Relation means, "an assemblage of two or more subjects basic or compound isolates. Phase relation indicates the interaction of two distinct subjects. They are called phase-1 and phase-2 as determined by sequence in the assemblage."

The subjects can be grouped into two simple compound and complex subjects. The simple subject consists only main class. It does not have any other facets it is called as one phased.

Examples

Physics	=	C
Chemistry	=	E
Psychology	=	S
Sociology	=	Y

Phase Relation Types

Each of phase relation can be further categorised as :

1. General Phase Relation
2. Bias Phase Relation
3. Comparison Phase Relation
4. Difference Phase Relation
5. Influencing phase Relation

a) Phase Indicator Digits

The digits which are used to indicate particular are called phase Indicator digits and to connect two different phases a connecting symbol 'o' (zero) and a roman lower case letter is used. The roman lower case alphabet indicates the type of relation. The table given below gives the type of relation and connecting alphabet, that is used to construct

the numbers for compound subjects. Phase, intra facet, and intra - array relation

Phase Relations

Nature of Relation	Phase	Intra-facet	Intra- array
General	a	j	t
Bias	b	k	u
Comparison	c	m	v
Difference Influencing	d	n	w
Influencing	g	p	Y

15.2.1 Phase Relation (Inter-Subject Phase Relation)

Example

1)Relation between mathematics and physics : Class No. B Oa C

B = Mathematics (MC) first phase
O = Connecting symbol
a = Phase relation indicator digit
C = Physics (BC) second phase

Note: 'B' comes earlier in the schedule and 'C' comes next so the order of main classes are to be maintained.

2) Agriculture and Botany : Class No. I oa J

a = general phase relation
j = agriculture (be) second phase
I = Botony

Note: I is of smaller value than 'J'. I represent first phase and J represents second phase.

15.2.2 Bias Phase Relation

Example

1) Psychology for teachers : Class No. Sobt

S = Pyschology
o = Connecting symbol
b = Bias phase relation
T = Education

2) Labour economics for social workers = Class No. x: 9 ob YZ

Analysis

x = Economics
x:9 = Labour economics
o = Connecting symbol
b = Bias phase relation
YZ = Social worker

15.2.3 Comparison Phase Relation

Example

1) Chemistry compared to Physics = Class No. CocE

C = Physics
O = Connecting symbol

NOTES

Library Classification

NOTES

c = Comparison phase relation

E = Chemistry

2) Botany compared with Zoology : Class No. KOcI

I = Botany

O = Connecting symbol

C = Comparison phase relation

K = Zoology

15.2.4 Difference Phase Relation

Example

1) Difference between chemistry and physics : Class No. Cod E

C = Physics

O = Connecting symbol

d = Difference phase relation

E = Chemistry

15.2.5 Influence Phase Relation

Example :

1) Influence of mathematics on physics : Class No. Cog B

C = Physics

og = Influence phase relation

B = Mathematics

2) Gepolitics (Influence of geography on politics): Class No.Wog U

W = Political Science

O = Connecting symbol

g = Influence phase relation

U = Geography

15.3 INTRA FACET PHASE RELATION

15.3.1 General

Example

I) General relation between Hinduism and christianity : Class No. Q 2OjG

Q = Religion

Q2 = Hinduism

OJ = General intrafacet relations

G = Christianity

Economic relation between India and U.S.A : Class No. X440j73

X = Economics

44 = India

OJ = General intra feet phase relation

7Ocj3 = U.S.A.

15.3.2 Bias Relation

Phase Relations

i) Physiological anatomy (Anatomy biased to physiology in medicine) Class No. L; 2
Ok S

L = Medicine
:e = Connecting symbol
:2 = Anatomy
Ok = Bias intra facet phase relation
S = Physiology

15.3.3 Comparison Relation

i) Hinduism compared to buddhism : Class No.

Q1 = Hindusim
Qm = Comparison phase relation
4 = Buddhism

Morphology compared to physiology = Class No: L: 2 Om S

L = Medicine
L:2 = Morphology (Anatomy)
Om = Comparison phase relation
S = Physiology

15.3.4 Difference Relation

Difference between torts and crimes = Z 4 On 5

Analysis

Z = Law
Z.4 = Torts
On = Difference phase relation
5 = Crimes

Difference between Hinduism and Buddhism = Q2On4

Analysis

Q = Religion
Q2 = Hinduism
On = Difference phase relation
4 = Buddhism

15.3.5 Influence Relation

Influence of Christianity on Hinduism: Class No. Q2 or 6

Q = Religion
Q2 = Hinduism
Or = Influence phase relation
6 = Christianity

iii) Influence of France trade relation on India = Class No. X : 5.44 or 53

Analysis

X: = Economics

NOTES

Library Classification

NOTES

X:5 = Trade
X:5.44 = India's trade
Or = Influence phase relation
53 = France

15.4 Intra- Array Phase Relation

15.4.1 General

Example

i) Relations between district libraries and City libraries = 221 ot 2

22 = Local Libraries
221 = District libraries
ot = General relations
2 = City libraries

In this example 221 is district library and 222 is city library. To connect district and city libraries the common digits 22 is to be emitted. The last digit 2 which represent city library to be given.

iii. Relation between Lokasabha and Rajya sabha in india. Class No. v44. 31 ot2

Analysis

V = History
V44 = Indian History
V44.31 = Lok Sabha
Ot = General intra array phase relation
2 = Rajya Sabha

15.4.2 Bias Relation

i) Hinayana biased to mahayana = Class No. Q41 Ou 2

Q = Religion
Q4 = Buddhism
Q41 = Hinayana
Qu = Bias relationship
2 = Mahayana

15.4.3 Comparison Relation

i) Rural folk compared to city folk = Class No. Y31 Ov 5

Analysis

Y = Sociology
T31 = Rural 70lk
Ov = Comparison Relation
5 = City Folk

15.4.4 Difference Relation

Example

i) Difference between rural folk and city folk: Y310 w 5

Analysis

y = Sociology
31 = Rural work
ow = Difference phase relation
5 = City folk

ii) Difference between feelings of laughter and joy = Class No. 5 : 521 Ow 3

Analysis

S = Psychological
: = (E) Connecting symbol
521 = Laughter
Ow = Difference relation
3 = Joy

15.4.5 Influencing Relation

Example

i) Influence of education on women education = Class No.T55Oy1

T = Education
T55 = Women education
Oy = Influence relation
1 = Men education

15.5 SUMMARY

Subjects which are formed by loose assemblage are accommodated by phase relation. Phase relation combines two or more subjects, basic or compound isolate ideas in one and the same facet or isolate ideas in one and the same array. The term 'phase' denotes a single subject. Ranganathan stated that a subject is one phased, if it is a basic class or a compound class. A subject is two phased if it brings into relation two basic classes or two compound classes or a basic class or a compound class.

15.6 SELF CHECK EXERCISES

1. Relations between Library Science and Mathematics 2OaB
2. Difference between Library Science and Mathematics 2OdB
3. Comparison between Library Science and Mathematics 2OcB
4. Bias between Library Science and Mathematics 2ObB
5. Influence of Library Science on Mathematics BOg2

15.7 MODEL QUESTIONS

1. Relations between History and Geography
2. Influence of Mathematics on Physics

Phase Relations

NOTES

Library Classification

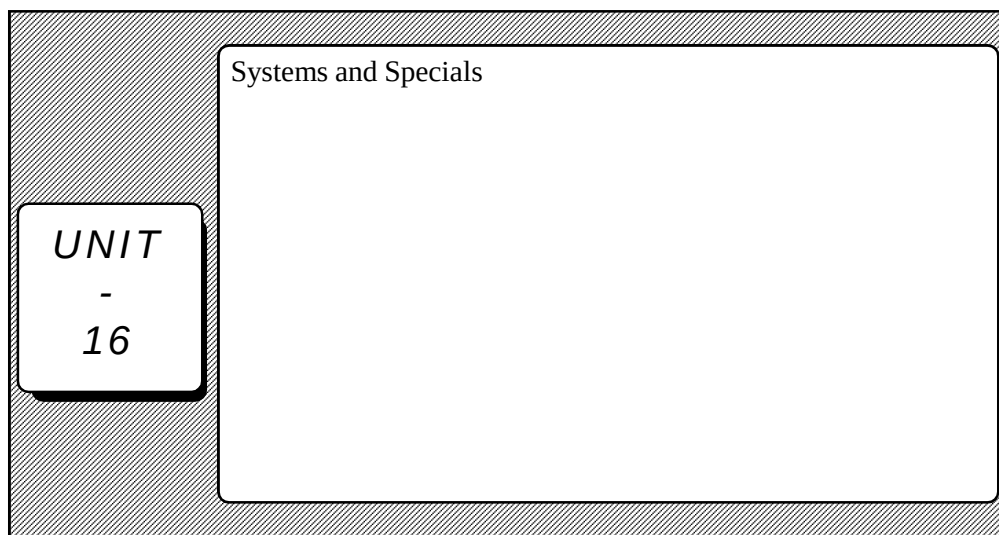
3. Difference between Hinduism and Buddhism
4. Comparison between Christianity and Islam.

NOTES

15.8 SUGGESTED READINGS

1. Ranganathan, S.R., Colon Classification, Sixth Edition.
2. Sehgal, R.H., Number Building in UDC, DDC & CC.
3. Krishna Kumar & Girija Kumar, Theory of Classification.
4. Hussain, Shabhat., Library Classification : Facts & Analysis.
5. Bliss, H.E., The Organisation of Knowledge in Libraries.
6. Sayers, W.C.B., Manual of Classification.

LIBRARY CLASSIFICATION



Library Classification**NOTES**



SYSTEMS AND SPECIALS

NOTES

Structure

- 16.0 Aims and Objectives
- 16.1 Introduction
- 16.2 Systems
- 16.3 Specials
- 16.4 Summary
- 16.5 Suggested Readings

16.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Know about the Systems and Specials
- Understand to assign the number building as per the systems and specials.

16.1 INTRODUCTION

Subject approach by scholars is varied and depends upon the type of subject. They have their theories and schools of thought. The different schools of thought in a subject are known as system. In classification for a number of subject we find different systems or schools of thought number of system: subject depends on number of approaches by different scholars. For example in Medicine, Ayurveda, Unani, Allopathy, Homeopathy and Nature pahty are systems. Dr. S.R. Ranganathan has recongised thei listed in the schedules at the end of the concerned Main Classes. The main class facet formula is also applied to the systems listed under. In colon classification these systems of thought are individualized by Chronological device taking the time of origin of them into consideration. These systems may represent the century and in some cases year.

16.2 SYSTEMS

Example:

- SN Gestal (Originated in 20th century)
- SN1 Behaviouristic (Originated in 1910)
- SN14 Individualistic (Originated in 1914)

Following are the subject having the systems listed in the schedules under main classes.

1. Mathematics
2. Physicsz
3. Agriculture
4. Psychology

Library Classification

NOTES

	5. Education
	6. History
	7. Economics
Mathematics	
	B6A Systems of Geometry by (CD)
	B6M3 Elliptic
	B6M5 Hyperbolic
	B6 N Line - Complex
Physics	
	CA Systems by (CD)
	CK Gravitation theory
	CM Kinetic theory
	CMS Ether tneory
	CM65 Electromagnetic theory
	CMS Electron theory
	CM96 Radio Activity
	CN Relativity
	CN1 Quantum theory
	CN2 Wave Mechanic (Statistical mechanics)
Agriculture	
	JA Systems
	JB Forestry
Medicine	
	LA Systems by (CD)
	LB Ayurveda
	LC Siddha
	LD Unani
	LL Homeopathy
	LM Naturopathy
Psychology	
	SA Systems by (CD)
	SM Experimental
	SM9 Psycho analytic
	SW Gestalt
	SN1 Behaviouristic
	SN14 Individualistic
	SN2 Eidetict, typological
	SN8 Field
	5N39 We

Education

TA	Systems by (CD)
TJ	Commenius, Object teaching
TL	Roussesuis School
TL2	Kant School
TL5	Pestalozzi School
TL6	Fioht School
TL7	Herbert School
TL8	Froebel Kinder Garden
TL9	Mannis Training
TN	Plantoor School
TN1	Montessory School
TN3	Basic Wardha

Economics

XA	Systems by (CD)
XB	War economics
XM	Co-operative
XM2	Socialism
XN	Communism
XN1	Syndicalisam
XN19	Technology

16.3 SPECIALS

Now a days, the research scholars are taking a minture area of a subject for their study. These special areas are at the end of the schedules under certain main classes. If that subject does not have system special are arranged at the end. If a subject has both the systems and specials they are arranged before the them. They are esented by 9 and a Roman capital. The specials listed under main classes chemistry. Bilogy, Agriculture, Medicine and Economics.

Chemistry

E9A	Specials
E9G	Biochemistry

Biology

G9A	Specials
G9B	Embryo
G9C	Child
G9D	Adolesoent
G9E	Old age

Agriculture

J9A	Special
J9D	Dry Forking

Systems and Specials

NOTES

Library Classification

NOTES

	J9S	Soilless Farming
Medicine		
	L9A	Special
	L9B	Embrye
	L9C	Child
	L9D	Adolescent
	L9E	Old age
	L9F	Female
	L9T	Aviation
	L9V	War
	L9X	Industrial
Economics		
	X9A	Specials
	X96	Small
	X9D	Large Scale
	X9S	Private enteroris
	X9V	Public Utility
	X8W	Public enterprise
If in a document more than one special or system is discussed, it will be represented by a Roman Capital letter A		
Example		
	L9A	Specials
	LA	Systems
In case of a document deals with both the specials and systems, the systems number comes first and the specials number has to be attached omitting the common Roman capital letter to it and the systems and specialist numbers are separated by comma.		
Example		
Treatment of throat diseases of old aged by Unani = LD, 9F, 177.4:6		
In the above example, the number for old age is L9E (special) after omitting the L the commop Roman Capital Attached to (System) Unani.		
Let us work out following simple titles to acquaint with specialis and systems.		
Examples		
1. Eye disease of old age persons		
2. Lung disease of children		
3. Behaviouistic psychology of blind persons		
4. Treatment of Ear diseases of children by Homeopathy		
5. Treatment of stomach diseases of old age persons by Naturopathy		
6. Large scale textile industry		
7. Wages in small scale paper industry		
8. Management of bank in private sector		

9. Biochemistry

10. Communism

11. Socialism in public enterprises

Systems and Specials

1) Eye disease of old age persons = Class number L9E, 185 :4.

Analysis

L9E Old age persons (special)
 , Comma (O.S.)
 185 Eye (D)
 : Colon (Connecting Symbol)
 4 Disease (E)

2) Lung disease of Children = Class Number: L9C 45 : 4

Analysis

L9C = Children (Special)
 45 = Lung (p)
 : = Colon (CS)
 4 = Disease (E)
 3. Behaviouristic Psychology of blind persons : Class No. SN1, 68

Analysis

SN1 Behaviouristic Psychology (Systems)
 , Comma (CS)
 69 Blind Persons (P)
 4. Treatment of Ear disease of children by Homeopathy : LL, 9c188 :4:6

Analysis

LL = Homeopathy (System)
 L9C = Child (Special)
 = Comma (CS)
 188 = Ear(P)
 : = Colon (CS)
 4 = Disease (E)
 : = Colon (CS)
 6 = Treatment (E)

5. Treatment of stomach disease of old aged persons by Naturopathy

Class Number : LM 9E, 24 : 4 :6

Analysis

LM = Naturopathy (System)
 , = Comma (CS)
 L9E = Old age (Special)
 24 = Stomach (P)
 : = Colon (CS)
 4 = Disease

NOTES

Library Classification

: = Colon (CS)
6 = Treatment (2E)

6. Large scale textile industry :

Class Number: X90, 8 (M7)

X90 = Large Scale (Special)
, Comma = Connecting Symbol
8(M7) = Textile industry (P)

7. Wages in small scale paper industry

Class Number: X9B, 8(M18), 93

Analysis

X9B = Small Sclae (special)
, = Comma (CS)
8(M12) = Paper Industry (P)
: = Colon (CS)
93 = Wages

8. Management of banks in privace sector = Class Number: X95, 62:8

Analysis

X95 Private Sector (Special)
, Comma (CS)
62 Banks (P)
: Colon (CS)
8 Management (E)

16.4 SUMMARY

Dr. S.R. Ranganathan has recongised thei listed in the schedules at the end of the concerned Main Classes. The main class facet formula is also applied to the Systems and Specials. In Colon Classification these systems and Specials of thought are individualized by Chronological device taking the time of origin of them into consideration.

In Colon Classification, we may find that the Systems & Specials in main classes such as Agriculture, Economics, Medicine and Education. These are contributions of our Father of Library Science.

16.5 SUGGESTED READINGS

1. Ranganathan, S.R., Colon Classification, Sixth Edition.
2. Sehgal, R.H., Number Building in UDC, DDC & CC.
3. Krishna Kumar & Girija Kumar, Theory of Classification
4. Hussain, Shabhat., Library Classification : Facts & Analysis
5. Blissh, H.E., The Organisation of Knowledge in Libraries.
6. Sayers, W.C.B., Manual of Classification.

NOTES



ASSIGNED NUMBER BUILDING

NOTES

Structure

- 17.0 Aims and objectives
- 17.1 Number Building In Generalia
- 17.2 Number Building in Library Science
- 17.3 Number Building in Mathamatics
- 17.4 Number Building in Physics
- 17.5 Number Building in Engineering
- 17.6 Number Building in Chemistry
- 17.7 Number building in Technology
- 17.8 Number building in Biology
- 17.9 Number building in Geology
- 17.10 New Numbers assigned by S.R. Ranganathan
- 17.11 Number building in Hydrology
- 17.12 Number building in Botany
- 17.13 Number building in Socialogy
- 17.14 Number building in Law

17.0 AIMS AND OBJECTIVES

After reading this lesson, you will be able to:

- Number Building In different subjects

17.1 NUMBER BUILDING IN GENERALIA

1. Bibliography in Hindi Language	a3152
2. Reading list of reference books	a47, 7
3. Subject guide to books in Print	a14, 173, N 48
4. Bibliography of Periodicals in a U.P. Library	a46, 24452
5. McGraw-Hill Publication	a14, 3MH
6. Bibliography of English Periodical in a Library	a3111-46, 2
7. Union Catalogue of United Nations	a211, N4
8. Bibliography of Persian Manuscripts	a12-3164
9. Union Catalogue of Scientific Periodicals in India	a46, 2144;(A)

Library Classification

NOTES

10. Indian National Bibliography of Printed Books in English, 1953. a14-211, 144, N53
11. Bibliography of Doctorate theses in Indian Universitites in 1950's. a494-54, 144, N5
12. Illustration of children's books, 1975. a811, L75p
13. Good reading for young readers. a812, 7
14. World bibliography of bibliographics. aa, N5
15. Triennial Catalogue of manuscripts in Madras Govt. Oriental Manuscript Library. 12-55, 24411, L
16. Catalogue of (Sanskrit) manuscripts in the Library of His Highness Maharaja of Ulivah. a12-315, 231, U
17. Catalogue Catalogorum. a12-385
18. Sanskrit manuscripts in Asiatic society of Bengal a12-315,1446AS
19. List of Sanskrit manuscripts in libraries of Bombay. a12-315-74441
20. Catalogue of Sanskrit manuscripts in a library. a12-315, 2
21. A Sanskrit and Prakrit manuscripts in Adyar Library a12-315, 2441, A
22. Catalogue of Marathi manuscripts in Marathi. a12-315, 2
23. Catalogue of Gujarati manuscripts in London Library. a12-3156, 256124, M
24. Catalogue of Marathi manuscripts in India office library, London. a12-3155, 256124, M01
25. Catalogue of Persian Manuscripts British Museum, Longon established in 1753. a12-3164, 256, d, L53
26. Early American book illustration and wood engraving. a1(M1440aNN),
A catalogue of collection of American books
in a museum, 1958. 273, d, N58
27. A catalogue of serial publications in the Library of Rothamsted experimental stations. a46, 23, N, f3, R
28. Fifteen minutes a day : A reading guide for University students. a, 54, 7
29. Illustrations from children books : a useful catalogue of everyone, 1981. a811, 7, N81
30. Bibliography of Persian manuscripts a12-3164
31. Descriptive guide to 20th century Irish manuscripts in the Library of Trinity college, Dublin. a12-31285, 2564111, N

32. Catalogue of East India Co. documents. a14-55, 244, K
33. Catalogue of periodicals in Madras University, Madras, 1970. a46-54, 2144111, N7
34. Union Catalogue of Scientific periodical (in India). a46, 2144:(A)
35. British Union Catalogue of periodicals. a46, 2156
36. Bibliography of printed books in English translated in Hindi in B.H.U. (Varanasi) library, Delux edition. 24452, N16

Assigned Number Building

NOTES

17.2 NUMBER BUILDING IN LIBRARY SCIENCE

1. Micro Recording in Libraries 2 : 151
2. Business Libraries in U.S.A. 24.73
3. Dewey Decimal Classification 2 : 51M
4. Maintenance Work in Library for Blind 268 : 88
5. Book Selections System in University Libraries of India 234 : 81.44
6. Library Resource and Technical Services, 1955 2 m 73, N55
7. Colon Classification 2 : 51N 33
8. Circulation of Newspapers 2 ; 44 : 6
9. Social Utility of Libraries 2 : (Y : 3)
10. Classification of Film Strips in Insurance Libraries 24 (X81) ; 1511 : 51
11. Directory of libraries publishers and book-sellers in Bombay city, 1965. 20a4n44331 ; N65
12. Fluorescence light in Libraries. 2 : (C5 : 75)
13. Library profession in India 2.44, b
14. Cooperation among religious libraries 24(Q) : 4
15. Cataloguing and classification of manuscripts in Government departments libraries 248 ; 12 : 55-6
16. Documentation in insurance libraries. 24(X81) : 97
17. Maintenance of maps in Academic libraries. 23; 1 : 88
18. Guide to industrial libraries in Britain in 1980 22.56aN80
19. Supervising library personnel 2 : (X9)
20. Proceedings of the XI All India Library Conference (first held in 1933). 2p44'N33
21. Classification of books on Political Science by Colon Classification in Public Libraries in India. 2;43:51N33,(W)44

Library Classification

NOTES

22. Evaluation of the concept of Metapsychology and its relevance to the Library of Congress Classification scheme of Library Science. 2:51N3,9(2):g(S:8)
23. Influence of computer on documentation 2 : 970gD6, 8(B)
Circulation of pamphlets in the University Libraries. 234;9917 : 6
24. Difference in the treatment of Indian History in DDC and CC. 2:51M76.0WN33,(V44)
25. Comparative study of UDC and CC. 2:51M960VN33
26. DRTC, Bangalore, 1962. 2.44, f, 9N62
27. Report of Advisory Committees for Libraries' 1957 (India). 2.44'N57t
28. Function the Present of business libraries in U.S.A. (F. 1911) 24.73, g, N11, 1:3

17.3 NUMBER BUILDING IN MATHEMATICS

1. Highly Composite Number B1321
2. Diophantine Equation Theory B13, 3
3. Multiplicative Function B13, 9N
4. Geometrical Method of Warning's Problem B13, 5 L : 6
1. Binary Higher Algebra B252
2. Cubic Higher Algebra B25, 3
3. Cubic Transformation B25 : 3
4. Special transformation B25 ; 8
1. Ordinary Differential and Integral Equation B331
2. Cubic Total Differential Equation B333, 3
3. Third Order Cubic Total Differential Equation B333, 3, 3
4. Graphic Solution of Cubic Total nth Degree Equation B333, 3, 7 : 6
1. Surface of Second Degree B632
2. Differential Three Dimensions Geometry B63 : 3
3. Pure Geometry of cubic surface B633 : 6
4. Martand Panchang for 1984, published in Punjab State B9: 58n4436, N84
5. Astronomical abstracts in Mahabharata B9:1:(O15,1A2)
6. Soviet Astronomy, Periodical USSR, 1957 B9m58, N57
Pt 3 : Typical Examples
7. Theory of determinants in historical perspectivw B24v
8. History of Indian cosmological ideas B9 : 8v44
9. Barlwe's tables of squares Curves, etc. Bd
10. Mathematics for engineers BOdD
11. Biomathematics B:(G)

12. mathematical theory of lattices.	B:(C21)
13. Biography of Newton	BwK42
14. Ramanuja's note books.	BxM87
15. Method of rational approximation by continued fraction in Waring's problem theory	B1321, 5L5 : 22
16. Special Invariant Quadratic Transformation and Solution of Quartemary form of Quadratic invariant	B254, 2 : 28
17. Graphic solution of integral quintic equations of the third Order	B335, 5, 3 : 6
18. Calculating the Mass of the stars	B96 : 622 : b1
19. Indian Institute of Astrophysics (1972)	B9 : 6.44, d, 9N72
20. Structure of turbulent shear flow	B75 : 353
21. Journal, American Statistical Association. Q. 1888	B28m73, M88
22. Astronomical abstracts in Mahabharata	B9 : 1 : (O15,A2)
23. Magnets-Hydrodynamics	B75 : 3 (C7)
24. History of Indian Cosmogonical ideas	B9 : 8v44
25. History of Bibliography of mathematics in India brought upto 1970's.	Bav44, N7

Assigned Number Building

NOTES

17.4 NUMBER BUILDING IN PHYSICS

1. Properties of Crystal	C216
2. Shape of Crystal	C216 : 25
3. Ultra Sound	C35
4. Analysis of Ultra Sound	C35 : 38
5. Ultra Violet Rays	C52
6. Raman Effect	C5 : 38 N 28
7. Direct Current Electricity	C623
8. Propagation of Two-Phase Electricity	C6 : 242
9. Terrestrial Magnetism	C75
10. Nature of Magnetism	C7 : 8
11. Electron	C9B823
12. Interference in a Monochromatic light	C5911:5
13. Multiphase Thermoelectricity	C6248:44
14. Technical Electricity	C6ObD
15. Advanced semi-conductors	C6:21
16. Dielectric study of static electricity	C63:211
17. Terrestrial magnetic	C75:8
18. nuclear spectroscopy tables	C9B3, 5:3d

Library Classification

NOTES

19. Optical properties of thin solid films	C9B6, C5
20. High pressure observations	C9B78:f2
21. Radio activity and Radio substance	CM96OaE:296
22. Atomic terminology	C2B2:(P111:4)k
23. Plasma physics and thermodynamics	C9B3, 28:(E:2136)
24. Micro-waves and radar electronics	CM65OaD65,4
25. Radio activity for pharmaceutical and allied Research laboratories	CM96bLZ:f3
26. International Conference on Vacuum Ultra-violet radiation physics, 1V Conference, Italy, 1962.	C9B71, 52:31pl N62
27. Journal of Optical Society of America	C5m73, N17
28. Nucleonics	C9B3m73, N47
29. Acustica	C3m56, N51

17.5 NUMBER BUILDING IN ENGINEERING

1. Rewinding Small Motors	D66, 38 : 85
2. Design of Small Dams	D26, 8 : 4
3. Railroads in Britain	D415.56
4. Work Capacity of Pumping Machine	D6, 8 (D85) : 8
5. Designs of Textile Mills	D6, 8 (M7) : 4
6. Maintenance of Telegraphy Machines	D65, 47 : 82
7. Flood Control in Punjab	D2, 8.4436
8. Execution of Telegraphic Lines	D65, 47 : 7
9. Electronic Researcher	D65, 8 (2 : 55)
10. Biology of Water Supply	D85 : (G)
11. Nuclear Science and Engineering 1956	D68m73, N56
12. Indivenuous Agricultural Equipments	D6, 8(J). 44
13. Maintenance of Farm Tractors	D6,8(J:1:2):82
14. Repairing the machines	D6,8(MJ38):85
15. Lubrication of Dynamometers	D6296-627
16. Voltameters Designs	D635e34:4
17. Steam Engines for artificial silk processing	D641ObF573
18. Specifications for Radio	D65, 43:5
19. Nuclear technological engineering	D: (F)
20. foundry practice for cast iron	D6, 1ObF182
21. Designing the aircraft power systems	D6,435:4

22. Flying Sauces	D6, 48
23. Centrifugal pumps	D6,8(D6355)
24. Electrical machines	D6,8(D66)
25. Indigenous Agricultural Equipments	D6, 8IJ):44
26. Micro-techniques	D6,8(G:19)
27. Logic machines and diagrams designs	D6,8(R1):4
28. Thermodynamics applied to heat engines	D6;(C4:7)
29. Fuel testing machines	D646,8(F55):8
30. Electronic researcher	D65,8(2:55)
31. Construction of overhead transmission wires	D66,21:7
32. Engineering College, Kurukshetra	D,e4,4436K
33. Specifications of aeroplane propellers	D535,7:5
34. Applied mechanics Review	D:1m73, N48
35. Voltage detector for transformation of voltage	D66, 31e211

Assigned Number Building

NOTES

17.6 NUMBER BUILDING IN CHEMISTRY

1. Quantitative Analysis of Silicon	E141 : 34
2. Chemistry foe Medical Technologies	EobLZ3
3. Analysis of Food Supplied to Hospital Patients	E:3:(L : 573)
4. Electrochemistry in Biology and Medicine	E:2 60bG
5. Chemistry of Plants, Gums and Mucilages	E688-6893 (G2164
6. Biochemistry of hernia	E9G:(L:473)
7. High Temperature Flames and Their Thermodynamics	E:2131:(C9D8:47)
8. Synthesis of Gold Chloride	E3118 : 4
9. Physical Method in Chemical Analysis	E:3, B
11. Sodium Pyrosulphate $\text{Na}_2\text{S}_2\text{O}_7$ In all the above three cases Sodium & Sulphur have the one and Six Valency respectively.	E4111616,2
12. Sodium Sulphate $\text{Na}_2\text{S}_2\text{O}_3$	E4111612
13. Sodium Thiosulphate $\text{Na}_2\text{S}_2\text{O}_3$	E4111612
14. Sodium Sulphide Na_2S In the above three cases Sulphur has 4, 2 & 1 valency respectively.	E:111611
15. Name reactions and mechanism.	E5:213
16. Structural problems in Organic Chemistry.	E5:218
17. Commercial Organic Analysis	E5:3, 6

Library Classification

NOTES

18. Application of absorption Spectroscopy in Organic Compounds.	E5:3, E5
19. Qualitative analysis of Organic Compounds.	E5:33
20. Handbook of Organic quantitative analysis.	E5:34
21. Reagents in Organic Synthesis.	E5:40k891
22. Purification of Organic Compounds by Sublimation.	E5:832
23. Reagents in Organic Chemistry.	E5:891
24. Analysis of Organic Solvents.	E522:3
25. Ethers, Aldehydes and Ketones of Aliphatic Compounds.	E6,28
26. Chemistry of Carboxylic Acids.	E6,3
27. Optical isomerism in Aliphatic Acids.	E6,3:282
28. Aliphatic amino.	E6,51
29. Chemistry of paraffins.	E61
30. Preparation of Methane	CHJ E611:11
31. Preparations of Halogen derivatives of Methane.	E611,1:11
32. Chemistry of Olefins.	E63
33. Chemistry of Ethylene.	E632
34. Chemistry of Acetylene or Alkynes Series.	E65
35. Alcohols and Phenols of a Cetylene Series.	E65,2
36. Chemistry of Carbohydrate.	E68
37. Isomerisation in Carbohydrates.	E68:282
38. Classification of Carbohydrates.	E68:91
39. Chemistry of Hexose (Glucose).	E6813
40. Chemical Reactions of Aldehyde group of Glucose.	E6813,2831:21
41. Structural aspects of Aromatic Compounds.	E7:218
42. Oxidation of Aromatic Halogen Compounds.	E7,1:81
43. Aromatic Phenols and Alcohols.	E7,2
44. Aromatic Acids.	E7,3
45. Amino Compounds with Aromatic Compounds.	E7,51
46. Aromatic Nitro Compounds.	E7,57
47. Specification for benzene reagents.	E711:891
48. Sulphuric Acid with Isomerism of Benzene Neucloes.	E711,63:282
49. Chemistry of Heterocyclic Compounds.	E8
50. Furan (heterocyclic compounds with oxygen ring).	E84
51. Pyrrole (with Nitrogen).	E85
52. Thiophene (Heterocyclic Compounds with Sulphur ring).	E86
53. Synthesis of Quinoline (Nitrogen).	E89:4

17.7 NUMBER BUILDING IN TECHNOLOGY

Assigned Number Building

1. Physics of metals	F191
2. Heat treatment	F191 : 4
3. Hydrogenation of edible oil -. 4. Physics for metals	F943 : 2
4. Physics for metals	F191: (C)
5. Chocolate processing	F53:(J482)
6. Classification of nail polish	F9568 : 91
7. Industrial microbiology	F : (G91)
8. Nuclear chemical engineering	F : (C9133)
9. Oil processing in Bombay	F 555.4431
10. Micro-biology of Liquid soaps	F949695 : (G91)
11. Chemical engineering thermodynamics	F:(E:24)
12. History of technology, India 1876	Fv44, M76
13. Metal Work	F191
14. Metallurgy	F191
15. Plastic Technology	F52
16. Food Technology	F53
17. Food processing and Vitamins	F53-97
18. Cereal Chemical Technology	F53:(J38)
19. Journal of Advanced study in Food Research (Started in 1950's)	F53:(T48)m73,N5
20. Development and exploitation of oil and Gas fields	F55
21. Story of coal	F551v
22. Coal technology	F551
23. Petroleum handbook	F555
24. Oil processing in Bombay State	F555.4431
25. Physical principles of petroleum	F555:(C)
26. Antibiotics Technology	F56
27. Chemical Technology of Dyeing	F58
28. Paints and Varnishes	F5895
29. Research and development in lac Manufacturing	F5897:f
30. Vinegar: Its uses and manufacturing	F5964
31. Technology and Chemistry of Alkaloids	F92
32. Vanaspathi Industry in India	F943.44
33. Vitamin G in Vegetable oil	F943.97
34. French Cosmetic Journal (Started in 1919)	F95m53,N19
35. Formation and Functions of Cosmetics	F95

NOTES

Library Classification

NOTES

36. Hair Techniques Guide	F952
37. History of Western Technology upto 1965	Fv19M,N65
38. History of Chemical Technology in UK upto 1980	Fv56.N7
39. Technology and Society	FObY
40. Technological Profession in India	F.44,b
41. Indian Institute of Technology (IIT), New Delhi	F.44,e4,D
42. IIT, Kanpur	F.44,e4,K
43. European Technology	F.5
44. Technological Progress in USSR	F.58
45. Calculating Machines for Chemical Engineers	F:b1
46. Measuring Instrument for Chemical Engineers	F:b6
47. Experimentation in Technology	F:f3
48. Fundamentals of Synthetic Polymer Technology	F:98
49. Mathematics in Chemicals Engineering	F:(B)
50. Indigo Harvesting Technology	F:(J851:7)
51. Technology of Zinc	F123
52. Technology of Tin	E145
53. Thorium Production Technology	F149
54. Uranium Ore Processing	F1616
55. International Conference on Plutonium Metallurgy (France, 19.22 April 1960)	F16993p1, NB60
56. Chlorine; Its Manufacturing and uses	F171
57. Basic Sheet Metal Practice	F191

17.8 NUMBER BUILDING IN BIOLOGY

1. Metaplastic body	G1124
2. Ecology of Coastal waters	G95531 : 5
3. A Sexual hydro-biology	G955 : 676
4. Microbiology of the atmosphere	G91 : 558
5. River Pollution studies in India	G95576 : 5.44
6. Old age and its prevention of diseases	G9E : 54
7. Material Vibration and movement	G : 33C2
8. Child diet system	G9C : 573
9. Caryophyllaceae	G8141
10. Humiriaceae	G8212
11. Unisexuales	G887
12. Plant and animals of Central India	G : 13.4481

13. Mathematical biographies	G : (C) : (B)
14. Microscopical anatomy	Gil : 2
15. Anatomy of Scalp	G187 : 2
16. Chemical physiology	G : 3 : (E)
17. Tissue's transplantation	G12 : (J : 315)
18. Abstracting periodical of mycology	G23am73, N67
19. Material vibration and movement of pteridophyta	G4:33C2
20. Ginkgoaceae Mimicry	G63:5637
21. Neurobiology	G7
22. Anabolism of angiosperms	G7:331
23. Classification of parietales	G812:ll
24. Plantaginea ecology	G871:5
25. Evolution in desert life.	G95121:66
26. Conservation of forest lives	G95124:527
27. Ecology of the lives in marshy lands	G9515:5
28. Asexual hydrobiolog	G955:676
29. Underground heredity method	G9551:61
30. Reproductive method of Coastal creatures	G95531:67
31. Marine ecology	G9555:5
32. Embryo Katalolism	G9B : 332
33. Systematic embryology of the angiosperms	G9B,11
34. Microscopy of Generembryology	G9B,116:19
35. Intolerance among adolescent	G9D:565
36. Oldage diet system	G9E:573
37. Tissues of old age and its prevention of diseases.	G9E, 12:54
38. Water fasting system.	G:345
39. Bacterial biology	G:424
40. Bacteriology	G:424
41. Entomology	G:424
42. Control of pests	G:438:55
43. Biology of parasitism.	G:564
44. Journal of genetics (Started in India in I'PIO).	G:6m44, N10
45. Genetics	G:6
46. Biometrical genetics	G:6:(B28)
47. Hybridisation.	G:64

Assigned Number Building

NOTES

Library Classification

NOTES

48. Mathematical biophysics.	G:(C):(B)
49. Dictionary of biological sciences.	G:(Plll:4k)
50. Nomenclature of basic and regional life.	Gll
51. Cytology	G15
52. Quarterly journal of microscopical science	Gllm56,M52
53. Molecular biology	G1l
54. Stain technology: Journal of microtechnic and histochemistry.	Gll:198m73,N25
55. Microscopical anatomy	Gll:2
56. Chemical aspects of nuclear acids	G1123:(E)
57. Biology of genes	G116
58. Microscopic histology and histo-chemistry.	G12:190aE91G2
59. Transplantation of tissues.	G12:(J:315)
60. Anatomy of scalp	G187
61. Physical effect of teeth	G214:33C
62. Milk teeth taxonomy	G 1431:11
63. Development of salivary glands.	G216:7

17.9 NUMBER BUILDING IN GEOLOGY

1. Diamond	HI91
2. Classification of diamond	H191:11
3. Artificial Production of topaz	H195:164
4. Earthquakes of Japan	H4 132.42
5. Mineral resources of Bihar	H7.4453
6. Platinum ores of U.S.A.	H7 1879.73
7. Utility of water in Producing electricity	H422:(C6)
8. The Sukhana lake in Karnal	H4228.443612
9. Underground water in Egypt	H7210.677
10. Fish fossils in the Himalayas	H6(KZ332)4449
11. Mineral Statistical yearbook of India 1985	H:(B28)n2N85
12. Geophysical prospecting	H:(C):15
13. Relation between Geology and Geography	HoaU
14. Prospecting for diamond in the Egypt in 1985	H191:15.677,N85
	H7 [P] : [E] [2P]
Foci in [P] : [E] are the same as for 'HI'.	
15. Origin of copper deposits of Australia	H7113:16.8
16. Economic listing of nickle	H71829:18

17. Platinum ores of South Africa	H71879.63
18. Artificial production of zinc	H7123:164
19. Prospecting of mercury	H7128:15
20. Occurrence of tin	H7145:155

Assigned Number Building

NOTES

17.10 NEW NUMBER ASSIGNED BY S.R.RAGANATHAN

21. Geology	HUB
22. Geophysics	HUC
23. Geoelectricity	HUC1
24. Geomagnetism	HUC2
25. Internal geo-dynamics	HUC2Z
26. Volcanology	HUC3
27. Seismology	HUC4
28. Hydrology	HUC 5
29. Oceanography	HUC 6
30. Meteorology	HUC7
31. Aerology (upper air physics)	HUC8
32. Geochemistry	HUE
33. Mining	HY
34. Plant-sciences	HZ
35. Encyclopedia of geological sciences	Hk
36. Geological engineering	HOBD
37. Geophysical tables	H:(C)d
38. Geochemistry	H:(E)
39. Genesis of iron	HI 182:16
40. Microphotography of lanthanides	HI 1921:1995
41. Virtues of the topaz as per Hindu astrology	H195(A2:864)
42. Occurrence of diamonds in Andhra Pradesh in 1982	H191:155.4418'N82
43. Classification of plutonic rocks	H217-.1
44. Microscopic sedimentary petrography	H23-.19
45. Earth quakes in Persia (Iran)	H4132.45
46. Fish fossils in Kashmir	H6(KZ332.4441)
47. Artificial production of zinc	H7123:164
48. Collecting of non-metal elements	H7195:17
49. Crystallography of pearls	H98:8

Library Classification

NOTES

17.11 NUMBER BUILDING IN HYDROLOGY

1. Lighting facilities in Coal mines	HZ551 : 55
2. Water in mines and mine pumps	HZ : (D85)
3. Cooling the tunnel in copper mines	HZ113, 3 : 54
4. Mining machinery	HZ : (D6, 6)
5. Mine Plant design	HZ : (D : 4)
6. Ventilation facilities in Zink mines	HZ : 123 : 53
7. Screening of earth	HZ : 24
8. British mining Laws	HZ.56 : (Z)
9. Extraction in the pit of gold mines	HZ118,1 : 11
10. Fire damp in tunnelling of gold mines	HZ118.3 ; 41
11. Dressing work	HZ:29
12. Danger and accident	HZ:4
13. Firedamp	HZ:41
14. Mine fire	HZ:42
15. Crushing (fall of ground)	HZ:43
16. Accident to minor	HZ:44
17. Flooding	HZ:45
18. Health Measure	HZ:5
19. Drainage	HZ:52
20. Ventilation	HZ:53
21. Heating. Cooling	HZ:54
22. Lighting	HZ:55
23. Screening of mines	HZ:24
24. Accident to the miners	HZ:44
25. Water in mines and mine pumps	HZ:(D85)
26. British mining laws	HZ:(Z).56
27. Underground roads in the copper mines	HZ 113,4
28. Quarring in rubidium stores	HZ 114:12
29. Masonary living in cesium mines	HZ116:8
30. Fire damp in tunneling of gold mines	HZ118,3:41
31. Extraction in the pits of zinc mines	HZ123,1-11
32. Magnetic separation in sulphur mines	HZ 161:27
33. Plutonium mining in USA	HZ 1693:73
34. Drilling of iron mines	HZ182:13
35. Heating of mines	HZ551:54

36. Oil well drilling

HZ555:13

Assigned Number Building

17.12 NUMBER BUILDING IN BOTANY

1. Basic cell of plant	I,11
2. Prevention of plant diseases	1:4:5
3. Plant Ecology	1:5
4. Biology of the leaf mi	I,15:4(K86)
5. Industrial mycology	1230bF
6. Biochemistry of Climbing plants	1953:(E9G)
7. Short history of Indian plants	Iv2,N
8. Anatomy of wood plants	195124:2
9. Secondary root of the Creepers found in Peshawar	1952.132.44Q766
10. History of botanical researchers in India up to 1984	I:(T48)v2,N81
11. Proteaceae in Malay	I8852.435
12. Thymeleaceae in Madagascar	I8153.691
13. Nomenclatures of penaeaceae	I8854:11
14. Natural history of elaeagnaceae	I8855:12
15. Evolution of achlamyosporeae	I886:66
16. Popular description of loranthaceae	I8861:13
17. Santalaceae in pictures	I8862:14
18. Collecting the balanophoreae	I8863:15
19. Unisexualcs flowers	I887,16
20. Microscopy of enphorbiaceae	I8871:19
21. Anatomy of urticaceae	I8873:2
22. Physiology of platanaceae	I8874:3
23. Metabolism in leitnerieae	I8875:33
24. Ecology of juglandaeae	I8866:5
25. Conservation of myricaceae	I8877:527
26. Prevention of diseases, and injuries to casuarineae	I8878:54
27. Environment for planting cupulifera	I8891:55
28. Ordine anomali seeds	I89,178
29. Ground for growing salicineae	I891:551
30. Season for planting lacistemaceae	I892:556
31. Nutrition for empetraceae	I893:573
32. Ceratophylleae-hybridisation	I864:64
33. Ecological group. Same as in 'G'	I95
34. Basic and regional (life) of plants	I951

NOTES

Library Classification

NOTES

35. Cell membrane	I95211
36. Cilia	I951115
37. Cytoplasm	I95112
38. Centrosome	I951122
39. Nucleus	I95113
40. Nuclear membrane	I951131
41. Chromation	I951132
42. Nuclear acids	I951133
43. Nuclear sap	I951134
44. Nucleoli	I951135
45. Karyosome	I951351
46. Gene	I95116
47. Protista (and in addition the following)	I9591
48. Evolution of creepers	I952,66
49. Development of climbers	I953:7
50. Classification of insectivorous plants	I9597:11
51. Tissues of a plant leaf	I,12-5
52. Secondary tissue of a leaf	I,132-5
53. Practical plant anatomy	I:2:f3
54. Insecta Biology of the leaf plants	I,15:4(K86)
55. Practical observations on microphotography of fungus on hills	I27:195:f3
56. Embryology of flowering plants	I9B,5
57. History of botanical researches	I:(T48)v44,N84
58. Photosynthesis of plants grown on the tops of the mountains of United States	I951:33(5.73)
59. Mycologia, 1909	123m73,N09
60. International conference on Himalayan flora, 1984	I:13.4g7Hpl,N84
16. Difference between sociology and political science	YOdW

17.13 NUMBER BUILDING IN SOCIOLOGY

17. History of civilizations	Y:lv
18. Visit of China	Y:1.41
19. Wonder that was India	Y:1.44'C
20. Under-developed states of India	Y:42.44-44
21. Population growth and economic development	Y:52OgX:82ZB
22. Great luminaries of India	Y:761.44
23. Pre-historical utensils of India	Y:82.44'C
24. Writing implements of ancient Egypt	Y:83(P18).677

25. Bullock carts of the Punjab	Y:855121.44
26. Influence of televisions on the young people of India	Y11 OgD65,45.44
27. Head ornaments of Zanzibar	Y:8688.608
28. Community development programmes in India	Y31:7:7.44
29. Rural uplift programmes in Punjab	Y31:7:7.4436
30. Refugee problem of the Punjab in 1947	Y394.4436'N47
31. Marriage ceremony in Christian community	Y73(Q):317
32. Folklore of India	Y:351.44
33. Family planning in India	Y2:52:5(Y)44
34. Relief measures adopted by the government after the earthquake in Bengal in 1942	Y:436:67.4462'N42
35. Intemperance of criminal student	Y73(T65):41
36. The etiology of social evil in India brought upto 1970's	Y:44:2.44'N7
37. Aryan civilization in the Far-East	Y73(P1):1.19E
38. Diagnosis of crime among the slave	Y492:45:3
39. Modesty of a woman	Y 15:312
40. Juvenile delinquency	Y 12:42
41. Influence of personality	Y:7:5
42. Comparative study of Aryan culture	Y73(P1):1:6
43. Prevention of accident among working class	Y49:437:5
44. Treatment of spiritual degeneration among the aristocrats	Y54:411:5
45. Prohibition by legislation	Y:411:5(Z)
46. Treatment of unemployment among rural youth	Y12-31:433:6
47. Corporeal punishment of espionage	Y:484:691
48. Charity for the poor among the Hindus	Y73(Q2):433:68
49. Tolerance in society	Y:314
50. Effects of immoral habits on society	Y:315
51. Inauguration of library	Y:348(2)
52. Inauguration of a temple	Y:348(Q2:45)
53. Engineering material for society	Y:381(D)
54. Sociology of the idea of God	Y:38211
55. Sound of disembodied soul in rural area	Y31:38316
56. Graphic model of an angel in the society	Y: 38412
57. Gesture of fairies	Y:38615
58. Script of Vedic society	Y388(Q1)

Assigned Number Building

NOTES

17.14 NUMBER BUILDING IN LAW

1. British law of Primogeniture	Z56,211,6
2. Administrative Law	Z,9298

Library Classification

NOTES

3. Criminal proceedings according to American law	77,75,15
4. Judgement of Punjab High Court in 1984	Z236,83,7N81
5. Gift according to Muslim'law	Z(Q7),2',42
6. Company laws of India	Z2.181
7. Indian Copy Right Act of 1959	Z2,2674'N59
8. Indian Registration Act	Z2,98:3
9. Strikes in-Indian Law	Z2:(X:979D)
10. Status of women according to Hindu Law	Z(Q2),115
11. Stridhana according to Hindu Law	Z(02),2,1456
12. Relation between tort and crime	Z,40j5
13. Role of Supreme Court of India	Z2.81
14. Hindu Law of Succession	Z(Q2),2,6
15. Family law reforms in Muslim world	Z(Q7),12
16. Muslim marriage and dissolution	Z(Q7),1227
17. Law of wills in Muslim law	
18. Islamic jurisprudence in Modern world	
19. Some important legal decisions	Z(Q7),2,41 Z(Q7),91,N
20. Relation between tort and crime	Zy7
21. Trials of War criminals	Z.40J5
22. Sacred sources of Christian laws	Z,5ZA,6
23. French law of pre-emption	Z(Q6),921
24. Resjudicata; Cases decided in Indian Courts of law	Z53,2,195
25. Judgement of Punjab High Court in 1983	Z44,7,22
26. Gift according to Hindu law	Z4436,83,7'N83
27. Legal history of sovereign states of India brought upto 1947	Z(Q2),2,42 Z44-44,171vN47
28. British administrative law for local bodies	Z56,186-9291
29. Possession of property of common interest by government according to the laws of United States	Z73.21573,2
30. Indian Copyright Act, 1959	Z44,2674'N59
31. Indian Registration Act	Z44,98:3
32. International law of declaration of Air War	Z1.D.1
33. Judgement of Allahabad High Court in 1975	Z445222,83,7'N75
34. Difference between immovable and movable property	Z,21On6
35. A Comparative study of United States and British laws of property ownership	Z73Om56,2,l
36. All India Conference on International Law, 1982	Zlp44,N82

DEWEY DECIMAL CLASSIFICATION

1. Library and Information Science education in India.
2. Handicrafts exhibition in Karnataka.
3. US foreign investments in Srilanka.
4. Constitutional Law of Italy.
5. Research on Indian Music.
6. Collection of 20th Century Punjabi Short Stories.
7. Sanskrit words in Telugu.
8. Social Status of Tibetans.
9. Ethics for politicians.
10. Drug therapy for Leprosy.
11. Labour market in Textile industries of Gujarat.
12. Telugu Tamil Dictionary.
13. Journal of Transportaion.
14. Political conditions in Bangladesh in 21st century.
15. American Library Association.
16. Russian-Sanskrit Dictionary.
17. X-ray Treatment for Tuberculosis.
18. India's Foreign Policy with Sri Lanka.
19. Collective Bargaining in the Public Sector.
20. Punishment in Indian Criminal Law.
21. Psychology for Teachers.
22. Astronomical observatories in Calcutta.
23. Biography of S.R. Ranganathan.
24. Trade Relations between India and Japan.
25. Income Tax Laws of India.
26. Harmful Plants in South India.
27. Dictionary of Medical terms.
28. Criticism of Kannada Poetry.
29. Administration of Central Government in India.
30. India's International Relations with Pakistan.

Library Classification

NOTES

31. Forecasting of cyclones in Andhra Pradesh.
32. Indian Immigrant Labourers in Canada.
33. Bibliography of Rajeev Gandhi.
34. Treatment of Blood Cancer by Chemotherapy.
35. Mathematics for Doctors.
36. Journal of International Law.
37. Civil Rights in Communist Countries.
38. Computers-an introduction.
39. History of Tamilnadu during 19th Century.
40. Continuing Education for Librarians.
41. Emigration from India to USA.
42. Telugu-Kannada Dictionary.
43. Higher education in Andhra Pradesh.
44. Collection of French poems.
45. Statistics for Engineers.
46. Surgery for heart diseases.
47. Concept of 'Guru' in Hinduism.
48. Dictionary of Economic plants.
49. Travels in China during 1975-78.
50. Early Sanskrit dramas.
51. Birth and Death Statistics of India.
52. Sanskrit-Telugu Dictionary.
53. Encyclopedia of Horticulture.
54. Business Communication.
55. Vedic and Aryan India.
56. Indo-Pakistan War.
57. Software Engineering.
58. Quantitative Inorganic Chemistry.
59. Monetary Policy in USA.
60. Srimad Valmiki Ramayana Sangrah.
61. Raja Rao 'Serpant and Rope' -A critical study.
62. Research Methodology in Tourism.
63. India's Struggle for Universalization of Elementary Education.
64. Fundamentals of Statistics.
65. Election Politics in India.
66. Europe and India's Foreign Policy.

67. Human Resource Development in 21st Century.
68. Law of Homicide in India.
69. Distance Education in 21st Century.
70. Training of Lions for Circus.
71. Cold Storage of milk in Sweeden.
72. Chinese Speaking people in USA.
73. History of Mughals 1526-1707.
74. Cultivation of Roses in Holland.
75. Computer Graphics.
76. Travel in Canada.
77. Earthquake Relief Work Sumithra.
78. Public Libraries in UK.
79. Journal of Polymer Science (Published from Delhi, since 1960).
80. Land Reforms in India.
81. Studies in Medieval Indian Architecture.
82. Exploited Child : A study on child labour problem in India.
83. Dictionary of Psychology terms.
84. Problems of Handloom Industry.
85. Bibliography on Dewey Decimal Classification.
86. Coconut production in Kerala.
87. Swami Vivekananda - a biography.
88. Russia's Foreign policy towards India.
89. Treatment of Heart-diseases in children.
90. Migration of Indians to Canada.
91. French - Italian Dictionary.
92. Critical Study on Milton's poetry.
93. Elementary Education in Urban India.
94. American Library of Congress.
95. Psychology of married women.
96. Hindu religious reform movement
97. FamilyPlanning in India.
98. Social causes of suicides in U.S.A.
99. Education of physically exceptional children.
100. Composition and properties of sea water.
101. Bird watching in Kashmir Valley.
102. Diagnosis of Lukemiainchildrea

Dewey Decimal Classification

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Library Classification

NOTES

103. British rule in India 1785 - 1947.
104. Mahatma Gandhi Biography.
105. Urdu poetry a criticism.
106. High explosives RDX(cyclonite).
107. Solid State Chemistry.
108. Real Analysis.
109. R.K. Narayan; Malgudi days-A critical study.
110. Sanskrit words in Telugu.
111. India's foreign aid to Nepal.
112. History and Civilization of Iraq.
113. Migration of birds to Kolleru Lake A.P.
114. Concise dictionary of Indian philosophy.
115. Growing Fruits and Vegetables in Uttar Pradesh.
116. Bhuj-earthquake relief operations.
117. C++ computer programming language.
118. Emotion in children.
119. Telugu readers for Tamilians.
120. Indian Constitution.
121. Quran-a sacred book of Muslims.
122. Foreign relations between India and USA in 1998.
122. Problems of married women employees in Libraries
124. Programming for digital mainframe computers.
125. Indexing of Agricultural terms.
126. Magnetic therapy for muscles of thighs.
127. Husking of Rice in Andhra Pradesh.
128. Maintenance and repair of Car parts in India.
129. An introduction to use of electronic media in continuing education.
130. Autobiography of P.V. Narasimha Rao.
131. English words in Telugu.
132. Golden period of Elizabeth in Britain.
132. Physiology of Respiratory Organs of Horses.
133. A critical review of Ramayana Kalpavriksham.
134. Transmission of ultrasonic vibrations.
135. An introduction to Manu Dharmasastra.
136. Political situation in Chile in 1998.
137. Job Opportunities in Textile Industries.

138. An introduction to graphics programming for Digital Mainframe Computers.
139. Library Classification in Medical Libraries
140. Radiotherapy for Cancer diseases.
141. Harvesting of Wheat in Punjab
142. Manufacture of dental surgery tools in USA
143. Teaching Mathematics in elementary schools
144. Biography of Marx
145. Sanskrit words in Hindi
146. Golden period of Guptas in India
147. Anatomy of circulatory organs of elephants
148. Criticism of 'Othello'
149. Quantitative analysis of Sound
150. An introduction to New Testament.
151. Political situation in Chile in 1998
152. Systems Analysis and Design.
153. Students Dictionary of Psychology.
154. Buddhism in India.
155. Aspects of Famine in Orissa.
156. An introduction to sources of international law.
157. Advanced practical Organic Chemistry.
158. History of English Language.
159. Liquid state Physics and super fluidity.
160. Human Resources in India.
161. Greek Literature.
162. History of Great Britain.
163. Management of Horse Races.
164. Remote Sensing Technology Encyclopedia.
165. India during Charan Singh.
166. Travel Guide to Africa.
167. Digital Microcomputers.
168. Public Libraries in China,
169. Economic assistance from India to China.
170. Material Science for Engineers.
171. Polymer Chemistry.
172. Reinforced Concrete Handbook.
173. Sales Management in U.S.

Dewey Decimal Classification

NOTES

Library Classification

NOTES

174. Critical Study of Shakespeare dramas.
175. Foders travel guide to India.
176. World War-111939-1945.
177. English Words in Telugu.
178. Training Dogs.
179. Religions of Vedic Period.
180. SR Ranganathan : A Biography.
181. Nucleic Acids.
182. Foreign policy of America towards Russia.
183. Morphology of stems.
184. Training of employees in human relations.
185. Measurement of Low temperature
186. Unemployment of computer engineers in U.S.A.
187. Water birds in Orissa,
188. Lifco's English - Telugu Dictionary.
189. Anatomy of dogs.
190. A textbook of Euclidean Geometry.
191. Treatment of Lung diseases of animals.
192. Hindu Temples in South India.
193. Biography of Pandit Jawaharlal Nehru.
194. A study of Golden period of Guptas in India.
195. Library Co-operation among University Libraries.
196. Trade Agreements between India and Japan.
197. Saudi Arabia in the Nineteenth Century.
198. ElccbonsinAndhraPradcsh.
199. Hindi-Kannada dictionary.
200. Trade Agreement bei ween India and China.
201. Indian Journal of Agricultural Economics.
202. A history of Medieval Philosophy.
203. Bengali poetry of 19lh Century.
204. Sanskrit words in Tel ugu language.
205. Mathematics for Physicisix
206. Trade Unions in Textile Industry.
207. Circulatory organs ol fishes.
208. French-speaking people in England.
209. Reference Service in Public Libraries.

210. Migration of Birds,
211. Morphology of Vascular plants
212. Correspondence schools in Tamilnadu.
213. Indian National Bibliography
214. Cold Storage of Grapes in Kashmir
215. Ecology of animals in India.
216. Rural bus transport in Kaniutuka.
217. Etliics for Journalists
218. Tamil people in US.A,
219. Dictionary of Engineering in Telugu
220. Trade Agreeemnts between South Korea and China.
221. Immigrant workers from Bangladesh to Saudi Arabia.
222. History of Ancient Egypt
223. British Journal of Criminology.
224. Sanskrit words in Hindi language,
225. Motion picture photography of birds.
226. Treatment of digestive disorders in cows.
227. Correspondence schools in Britain
228. Indian National Bibliography (INB)
229. Sanskrit words in Hindi language.
230. Motion picture photography of birds.
231. Treatment of digestive disorders in cows.
232. An introduction to prngrammijiu languages,
233. University libraries in India.
234. Prplimitiar Hindi grammar.
235. Physical and structural crystallography.
236. Ecology of plants,
237. Harvesting cf wheat.
238. Geriatric orthopaedic! - a study,
239. CD-Rom Technology lor eiernal storage of information.
240. Cotton ginning in Africa.
241. Women education in U.S.A.
242. Television iraiiunisiion by Satellite.
243. Land Reforms in India,
244. Criticism of German novels.
245. American Civil War.

Dewey Decimal Classification

NOTES

Library Classification

NOTES

246. Bhagavad Gita.
247. Emotions in Aguh
248. Classification of books in Academic Libraries
249. Treatment of Heart diseases in Adults
250. Indian temples architecture
251. Immigrant workers from India to Saudi Arabia
252. Colon classification by Dr SR Ranganathan
253. Teaching of Telugu in primary school of Andhra Pradesh
254. Hingu temples in America
255. Production management in textile industries
256. Foreign policy of U.S.A. towards Japan
257. Animal Pathology
258. Treatment of Lung disease in children
259. A text book of molecular physics
260. A study of Hindu Puranas
261. Fungus disease of grapes
262. Advertisements through road signs
263. Golden period of Gupta dynasty
264. Agricultural workers in Andhra Pradesh
265. Blood Pressure problem of old aye people
266. Training of put animals
267. Marketing of Curs
268. Architecture: of Public Library buildings
269. Millon's Paradise Lost -a critical study
270. French Revolution
271. Vivekananda a biography
272. A book of Kinetics and Kinematics
273. Tamil English Dictionary
274. A concise history of Andhrii Pradesh
275. Chemical properties of Mciciiry
276. Foreign Relations between India and China
277. History of Moghul Architecture
278. Indian Criminal Law
279. Research on Public Administration
280. Indian Library Association
281. American Aid to Iraq

282. Strikes in Automobile Industries in USA
283. Teaching Library Science In Indian Universities
284. Rainfall in Assam
285. Treatment of Liver Disease
286. Muslim in the United Kingdom
287. Newspaper reporting on Medical subjects
288. British National Library a historical sketch
289. Recent elections in Meghalaya and Nagaland
290. Kashmir - a tourists paradise on earth
291. Tamil speaking people in U.S.A,
292. Floriculture in Holland
293. Human rights in China
294. French - German dictionary
295. Bull fighting in Europe
296. Storage of Chillies
297. Hindu Marriages
298. Science dictionary
299. Computer Science for banking
300. 'War and Peace' - by Tolstoy
301. Journal of Transportation.
302. Political conditions in Bangladesh in 21st century.
303. British Library Association,
304. Russian-Sanskrit Dictionary.
305. X-ray Treatment for Tuberculosis.
306. India's Foreign Policy with Sri Lanka,
307. Collective Bargaining in the Public Sector.
308. Punishment in Indian Criminal Law.
309. Psychology for Teachers,
310. Astronomical observatories in Calcutta.
311. Biography of APJ Kalam
312. Trade Relations between India and France
313. Income Tax Laws of India
314. Tamil People in U.S.A.
315. India under the rule of Pandit Jawahar Lal Nehru.
316. History of Tamil Nadu during 19th Century.
317. Continuing education for Teachers
318. Emigration from India to UK.

Dewey Decimal Classification

NOTES

Library Classification**NOTES**

319. Telugu-Kannada Dictionary.
320. Higher education in Andhra Pradesh.
321. Collection of French poems.
322. Statistics for Engineers.
323. Surgery for heart diseases.
324. Concept of Hinduism.
325. Bibliography of Psycholinguistics.
326. Dictionary of Economics
327. Travels in China during 1975-7S.
328. Early Sanskrit dramas.
329. Handbook of Chemical patents.
330. Development of Ceramic industry in France.
331. Birth and Death Statistics of USA
332. Sanskrit-Urgu Dictionary.
333. Encyclopedia of Social Sciences
334. Business Communication.
335. Vedic and Aryan India.
336. Indo-Pakistan War.
337. Software Engineering.
338. Quantitative Inorganic Chemistry.
339. Monetary Policy in Britain
340. Social Research.



COLON CLASSIFICATION

1. Lunar Eclipse.
2. British National Bibliography.
3. Cataloguing of Microforms in Spedal ligraries of Ardhra Pradesh.
4. Influence of climate on Mango drop.
5. Nitrogen metabolism in plants.
6. Animals of Nepal.
7. Design of bridges.
8. Weaving of Jute Carpets.
9. Stars in Hindu Astrology.
10. Biography of William Shakispesre (born in 1564).
11. Family ethics of Royalty.
12. Physical Geography of the Himalayas.
13. History of Cold War between USA and Russia.
14. Cold Storage of Eggs.
15. Age of the Earth.
16. Psychology of anger.
17. A Bibliography on Democracy.
18. Morphology of Algae.
19. Female Labour in Bicycle Industry.
20. Influence of Technology on Society.
21. Annual Report of Kakatiya University for the year 2007-2008.
22. Handbook of cyclonicstorms in the Bay of Bengal.
23. Wages in Rubber Industry.
24. Diagnosis of Leukemia.
25. Premchand's Godan : an appraisal (Born in 1880).
26. Powers and Functions of the Prime Minister of India.
27. Law of property in Bombay.
28. Sound : an introduction.
29. Introduction to Hydrobiology.
30. Law of Muslim Marriage.
31. Treatment of Eye disease of children.
32. Constitution of United Kingdom.
33. Migration of Snakes in India.

Library Classification

NOTES

34. Fresco Painting of Greeks.
35. Nitrogen metabolism in plants.
36. Rural Development in Andhra Pradesh.
37. Tobacco habits in Youth in A.P.
38. Life of Mahatma Gandhi (born in 1868)
39. Threshing of pulses.
40. Silk waving in Tamilnadu.
41. Bee breeding in Brezil.
42. Pakistan's foreign policy towards India.
43. Impact of Politics on Society.
44. Hindu occultism.
45. Differential plane geometry.
46. Classification of History books.
47. Indian National Bibliography.
48. Treatment of skin diseases of Children.
49. Foreign plicy between China and japan.
50. Educatinal Psychology.
51. Female workers in Textile industries.
52. Indian Journal of Entomology (Started form 1939).
53. Weaving of Jute Carpets.
54. Landscape in Mughal paintings.
55. Collected poems of Tehomas Hardy (born in 1862).
56. Sanskrit-English Dictionary.
57. Functions of Presedent of India.
58. Democracy in India.
59. Labour Economics for Social Workers.
60. Cows milk.
61. Mineral resources of Orissa.
62. Classification of Books in University Libraries.
63. Unemployed youth in Urban India.
64. Dental treatment for old age people.
65. Indian Journal and Chemistry(Started during the year 1950).
66. Indian Institute of Technology Chennai : Annual Report 2007.
67. Elevation of Hotel buildings in Italian Annual Report 2007.
68. Bhagvat Gita-text and annotations.
69. Atomic weight of magnesium.
70. Tulasidas : Ramacharitamanas.
71. Bamboos Cultivation.
72. Statistical Abstract Andhra Pradesh 2007.
73. Flora and Fauna of Krishna District.

74. Influence of Buddhism on Dhristanity.
75. Method of Teaching Algebra in Elementary Schools.
76. Rainfall in Sweden during 2006.
77. Adivats philosophy.
78. Training of horses in USA.
79. Handwriting of Genius people.
80. Elections to Rajya Sabha during 2006
81. Milton's Paradise Lost.
82. Wages of Labour in Coal Industry.
83. Teratment of Heart diseases according ot Ayurveda.
84. Agricultural Research in India.
85. Indian Railways - Glorious 150 years.
86. Journal of the paleontological Society of India (started in 1956).
87. Common Indian Flowers.
88. Islam in Modern Asia.
89. Influence of Sanskrit language on Telugu language.
90. Prevention of Tobcco habit in working classes.
91. Functions of Indian Presedent.
92. Feelings and emotions of blind people
93. X-ray treatment for cacer in women.
94. Viswanatha Sathyanarayana : Veyi Padagalu : a critical study.
95. Administration of Medical Libraries in United Kingdom.
96. Adult and Non-formal education in India.
97. Relief in famine affected parts of Arica.
98. Hotel Buildings in Italian Architecture.
99. Journal of Plant Sciences (published from Meerut since 1950)
100. Know India Better : travel and discover.
101. Story of Football
102. Hindu Festivals.
103. English -French didtionary.
104. Botany compared with Zoology.
105. Libraries in USA in 21 st century.
106. Wages in coal mining industry.
107. Foreign Policy of India & U.K.
108. Management education in India.
109. Travel in West Africa.
110. Storing of wheat.
111. Kalidasa's Abhignana Shakuntalam :a criticism.
112. Srgical treatment for tonsils inchildren.
113. Indian Criminal Procedure.

Colon Classification

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Library Classification

NOTES

114. Birds of Burma.
115. Ecology of algae- an overview.
116. India's coin heritage.
117. Eradication of Child Labour.
118. Nucleus :anInternational Journal (Published from Delhi, since 1970).
119. Psychology for doctors.
120. Preserbation of butter.
121. Diagnosis of heart diseases in Women.
122. Budhist sculpture.
123. Intensity of sound.
124. Cold storage of chillies in Warangal.
125. Lock-outs in Nizam sugar factory.
126. Biography of Presedent of India.
127. Dictionary of Telugu language.
128. Industrial relations in Indian steel industry.
129. Collection of selected English stories.
130. Jainism in North India (800 BC-AD 526).
131. Advances in forestry research in India.
132. Indian history distorted - Study of Indian history by British historians.
133. Tribes of India.
134. Treatment of Lung Diseases
135. Preservation of Potato
136. Pollution in Rivers in India.
137. Book selection in public libraries
138. Leather Industry in Madras
139. Social prblems of women
140. Kannada-Hindi Dictionary
141. Text book of Vedanta philosophy
142. English for Journalists
143. Folk Literature in Telugu
144. Harvesting Rece in Kavery Vallery
145. Travel in India during winter
146. Rural Sociology in America
147. History of Scheduled Castes
148. Mughal Architecture in India.
149. China and Pakistan forign relations during 1990-95.
150. Stridhana according to Hindu Law.
151. Computrisation fo circulation system in Academic
152. Planning of pillars of temples during Chalukyan period.
153. Radio-therapic treatment of Lung Cancer of Women.

154. Rainfall on the mountains of Himachal Pradesh during Winter '97.
155. Cold storage for mangoes in Coastal Andhra during nights of Summer season.
156. Quantitative analysis of proteins by Raman spectra in Biochemistry.
157. Dictionary of phrases of French Jargon.
158. Quantum theory of light.
159. Religious rites in Hindu marriages.
160. Hindu customs.
161. Financing of Co-operative Sugar industries in Andhra Pradesh during 1995.
162. Criticism of Morning face (17th work) of Mulk Raj Anand (1905)'s novel.
163. Teaching of Algebra through audio-visual method in Montessori Schools.
164. Mid-term Parliament elections in India during 1998
165. Hindu Succession Act of 1956
166. Computer applications in University Libraries
167. Elevation of Domes in Mughal Museums
168. Homoeopathic treatment for eye diseases of old aged persons
169. Earthquake in Afghanistan during 1998
170. Preventive measures for Fungus diseases of grapes in A.P.
171. Quantitative analysis of water by Electrical method
172. Dictionary of phrases of English Jargon.
173. Wave theory of light
174. Biography of Jesus Christ
175. Naming Ceremony of Muslim children
176. Strikes of Technical staff in Paper Industry during 1990.
178. Criticism of Abhignana Sakuntalam of Kalidasa
179. Teaching of Geometry through Audio-Visual method in primary schools.
180. Shankhya Philosophy.
181. Plant Physiology.
182. Dairy Farming in India.
183. Ordinary Differential Equations.
184. Book selection in District Central Library, Warangal.
185. Earthquakes in Gujarat.
186. Law for Doctors.
187. Prevention of alcoholism in youth.
189. Education of deaf through visual method in China.
190. Personnel management problems in Iron Industry.
191. Gurujada Appa Tao (1861) : Kanyasulkam.
192. History of French Language.
193. Rainfall in Andhra Pradesh : a statistical presentation.
194. India's freedom struggle.
195. Treatment of ear diseases in children.

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NOTES

Library Classification

NOTES

196. Cotton Textile Weaving.
197. Indian National Library Administration.
198. Age of Earth.
199. Physical Chemistry.
200. Animal Ecology.
201. Marriage : A Family Ethic.
202. Comparative study of metals and non-metals.
203. Prevention of Thefts in urban areas.
204. Role of student organisations in Indian higher education.
205. Bank Employees Strike in India.
206. Ramacharitamans : written by Tulsidas (Date of Birth 1534).
207. Sanskrit Grammar.
208. Weather Forecasting.
209. Election to American Senate held in Nov. 2006.
210. Treatment of heart diseases in women in Taiwan.
211. Technical treatment of Patents in Industrial Libraries of A.P. during 1990s.
212. Harvesting of Rice in Punjab in 2001
213. Historical Geography of Afghanistan.
214. Physiology of flowering plants.
215. Roman Iconography.
216. Impact of Examination reforms at Intermediate level in A.P. during 2003.
217. Life of Kalidasa (40 A.D.)
218. Management of Co-operative Banks in A.P. in 2003.
219. Hindi-Telugu dictionary.
220. Naming ceremony of Hindus.
221. Sanitary engineering facilities of India.
222. Disarmament policy of India during 2002.
223. Treatment of Asthma among children through Homeopathy.
224. Hindu property Law.
225. Designing of Pillars of Chalukya temples.
226. Education in Bangalore city in 1990's .
227. Audio-Visual method of teaching Physics.
228. British Journal of Psychology (started in 1926).
229. Homeopathic treatment of eye diseases of old aged persons.
230. Storing of Rice during rainy season.
231. Dictionary of automobile engineering.
232. Impact of religion on education.
233. Biography of Pandit Jawaharlal Nehru (born in 1889).
234. Punjab Land Ceiling Act, 1972.
235. Borrowed words in Hindi.

236. Prevention of Tobacco habits among rural-youth.
237. Book selection precedure in college and university libraries in India.
238. Functions of the Vice-Chancellor of Osmania University.
239. Physiology of Animals in India.
240. Observation of Moon.
241. Hindi-Telugu Dictionary.
242. Colouring disinfectant soap.
243. Earth-quake in Gujarat, 1999.
244. Higher Education in A.P. :A survery report 1999.
245. Indo-US cultural relations.
246. Encyclopaedia of Social Sciences.
246. Anatomyof flowering plants.
247. Fresco paintion of Greeks.
248. Non-Alignment policy of India.
249. Audio-Visual method of teaching Algebra.
250. Atomic weight of Gold.
251. Srinivasa Ramanujan : abiography. (Ramanujan was born in 1887)
252. Harvesting of Rice during rainy seasons in India.
253. Proceedings of the Internrnational conference on cataloguing principles (1961) Paris.
254. Observation of Moon .
255. Hindi-Telugu Dictionary.
256. Colouring disinfectant soap.
257. Muslim narriage law in saudi Arabia.
258. Functions of President of India.
259. Use of green manures for cultivation of groundnut in Andhra Pradesh during summer.
260. Hostel facilities in Indian Universities during 1995.
261. Sexual reproduction in Mammalia.
262. Expedition to Antarctica.
263. Tratment of Asthma among women in Unani system.
264. Bok selection process in industrial libraries of France.
265. Planning of building pillars in Pallavan architecture.
266. Proceedings of ILA conference held at Vijayawada in 1995.
267. Maghasadesham of Kalidasa (4A.D.-3rd work).
268. Economic conditions of India during 1990s.
269. Liquid properties of matter and their viscocity.
270. Structure of Lgneous rocks in Inda.
271. Marriage in Arya Samaj.
272. Statistics of book circulation in public libraries in U.S.A. during 2003

Colon Classification

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Library Classification

NOTES

273. Lok Sabha elections in India during 2004
274. Diffraction of Ultra- violet rays
275. Designing of motor cars using computers in Japan
276. Prevention of famine problems in Ethiopia
277. Ramacharita Manas of Tulasidas (1534);1st work
278. Migration of birds from India to Russia
279. Telugu dialects of Warangal
280. Chemical treatment of Skindiseases in children according to Unani
281. Oil colour painting of Mountains on paper in India during summer seasons
282. Education of Physically handicapped children through audio-visual methods in Primary schools
283. Solar Eclipse in India during 2003
284. Recruitment of Skilled persommel in Public sector Iron and Steel industries in India
285. An autobiography of Pandit Jawaharlal Nehru (1889)
286. Divirce according to Hindu Law in India
287. Teaching of Library Science through correspondence education in Indian Universities
288. Biotechnology
289. Direct taxes in India
290. Indian education statistics 1974
291. Prevention of alcoholism in urban youth
292. Recruitement of unskilled female workers in cashew industry in Kerala
293. Water colour paintions on paper about natural scenes
294. Blood Pressure problems in Women: diagnosis and treatment using naturopathy
295. Forign relations between United States and India.
296. Extraction of Coal from Bhoopalpalli Coal Mines
297. Use of nitrogenous fertilizers in cultivation of rice in India
298. Hindi dictionary
299. Anger in Females
300. Audio-visual teaching of Mathematics in Primary School of India
301. Valconos in Japan
302. Herald of Library Science 1990
303. Experiments in Physics
304. Lending of periodicals in Industrial librarian in India
305. Preparation of washing soaps in China
306. Social Science Research in India during 21st century
307. Cultivation of Millets through Dry farming
308. Flora & Fauna of Himalaya
309. Admission in to correspondence corses in higher education in U.S.
310. Gora-a novel by Ravindranath Tagore (1861),3rd work

311. Reptiles and mammals of Indian rule continent
312. Himalaya Expedition in 2001
313. Ayurvedic Treatment of Lung diseases in children
314. Election of American Presedent
315. Labour problem small scale textile industries in Solapur during 2003
316. Social status of Women in modern India.
317. Criticism of Telugu Novels
318. History of Indian Astronomy
319. Treatment of Cancer among old age people by Chemotheraphy
320. Wages of unskilled workers in Glass Industries in Belgium
321. Library and Information Science Abstract (An Abstracting Journal from U.K., started in 1960)
322. Critical study of William Shakespeare (He is an English dramatist, born in 1564)
323. Bio-Chemistry for Doctors
324. Economic Trade Agreements between China an USA
325. Application of Computers in Libraries
326. Teaching of Library Science in Colleges in Nagpur
327. Hindi Grammar
328. Hand of Cooking
329. Rate of interest in Savings Banks
330. Cataloguing of Sound Recordings In Special Libraries
331. Inhibition among Deaf and Dumb
332. Reasearch in library classification
333. Wages of Coal Industry Workers
334. Treatment of Heart Diseases In Children
335. Basumathi Rice
336. Teaching of Political Science in Indian Unifersities
337. History of Telugu Literature
338. Travel In Switzerland in summer
340. Hotel buildings in Taiwan
341. Yoga: Indian Philosophy.
342. Willian Shakespeare (born In 1564)
343. Organic Synthesis
344. Glimpses of Vedic Indian Civilization
345. Encyclocopaedia of Pediatrics
346. Self consciosness in teachers
347. Indian Political Parties
348. Classification of Books in University Libraries
349. A text-book of Geometry
350. Magnetism-a study.

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Library Classification

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351. Earthquakes in Japan during 2000.
352. A study of plant genetics.
353. Storing of wheat in India during 2003.
354. Treatment of Lung diseases.
355. Textile yarn weaving.
356. Kalidasa Shakuntalam (40 AD) 1st Work.
357. Marriages according to Hindu Law.
358. Constitution of United States of America.
360. Child Labour in paper industry in India during 1995.
361. Audio-Visual methods of teaching for illiterates in A.P. during summer season in 2002.
362. Functions of Prime Minister of India.
363. Ajanta Fresco Paintings.
364. Observation of Moon.
365. Hindi-Telugu Dictionary.
366. Colouring disinfectant Soap.
367. Earth -quake in Gujarat, 1999.
368. Higher Education in A.P. : A survey report 1999.
369. Indo-US cultural relations.
370. Encyclopaedia of Social Sciences.
371. Anatomy of flowering plants.
372. Fresco painting of Greeks.
373. Non-Alignment policy of India.
374. Audio-Visual method of teaching Algebra,
375. Atomic weight of Gold.
376. Srinivasa Ramanuja : a biography (Ramanujan was born in 1887)
377. Harvesting of Rice during rainy seasons in India.
378. Proceedings of the International conference on cataloguing principles (1961) Paris.
379. Collective Works of Melvil Dewey (1851-1931) -The Great Librarian.
380. Hydrobiology.
381. Influence of Technology on Society.
382. Muslim Marriage Law.
383. Life of Mahatma Gandhi (born in 1868).
384. Cyclonic Storms in the Bay of Bengal.
385. Functions of the President of India.
386. Non-Alignment Policy of India.
387. Bibliography of Dental Surgery.
388. Silk Weaving in Tamilnadu.
389. Alcoholism in Andhra Pradesh.
390. Agricultural development in Karnataka.

391. Maintenance of Airports.
392. Rainfall in Delhi.
393. Drainage in Coal Mines.
394. Hindu occultism.
395. Differential plane geometry.
396. Classification of History books.
397. Indian National Bibliography.
398. Treatment of skin diseases of Children.
399. Foreign policy between China and Japan.
400. Educational Pshchology.
401. Female workers in Textile industries.
402. Indian Journal of Entomology (Started from 1939).
403. Weaving of Jute Carpets.
404. Landscape in Mughal paintings.
405. Collected poems of Thomas Hardy (born in 1862).
406. Sanskrit-English Dictionary.
407. Functions of President of India.
408. Democracy in India.
409. LabourEconomics for Social Workers.
- 410 Cow milk.
411. Mineral resources of Orissa.
412. Classification of Books in University Libraries.
413. Unemployed youth in Urban India.
414. Dental treatment forlod age people.
415. Indian Journal and Chemisty (stared during the year 1950).
416. IndianInstitute of Technology Chennai: Annual Report 2007.
417. Elevation of Hotel buildings in Italian Architecture.
418. Bhagvath Gita-text and annotations.
419. Atomic weight of magnesium.
420. Tulasidas : Ramacharitamanas.
421. Bamboos Cultivation.
422. Statistical Abstract- Andhra Pradesh 2007.
423. Flora and Fauna of Krishan Disrrict.
424. Hindu occultis.
425. Differential plane geometry.
426. Classification of History books.
427. Indian National Bibliography.
428. Treatment of skin diseases of Children.
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430. Educational Psychology.

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Library Classification

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431. Female workers in Textile industries.
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433. Weaving of Jute Carpets.
434. Landsscape in Mughal paintings.
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440. Age of the Earth.
441. Psychology of anger.
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444. Female Labour in Bicycle Industry.
445. Influence of Technology on Society.
446. Annual Report of Kakatiya University for the year 2003-2004.
447. Hannbook of cyclonic storms in the Bay of Bengal.
448. Wages in Rubber Industry.
449. Diagnosis of Leukemia.
450. Premchand's Godan : an appraisal(Born in 1880).
451. Powers and Functions of the Prime Minister ofn India.
452. Law of Property in Bombay.
453. C++ Programming
454. Visual Basic. NET
455. Introguction to colon Classification.

Shaik Naseem

UG Languages

 cymbalaria

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28	Internet	mrcet.com	<1%
29	Student papers	American Intercontinental University Online on 2006-10-12	<1%
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32	Internet	www.uou.ac.in	<1%
33	Publication	John L. Bennett. "Chapter 7 Coaching Skill: Listening for Understanding", Walter d...	<1%
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42	Internet	pdffox.com	<1%
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ప్రాచీన తెలుగు కవిత్వం

డిగ్రీ (జనరల్) / సెమిస్టర్

రచయితలు

డా॥ బి. అశోక్

తెలుగు విభాగం

ఎస్. వి. విశ్వ విద్యాలయం

తిరువతి, ఆంధ్రప్రదేశ్ - 517 502



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విజయోస్తు

మమ్మీ అన్న మాటలో మమకారం కన్న

అమ్మ! అన్న మాటలో మాధుర్యం మిన్న

అమ్మ నుండి అలవడే అమృత భాష

ఆత్మీయతను పెంచే ఆంధ్ర భాష

మాధుర్యాన్ని పెంచే మాన్యభాష

రాగసుధలను రంగరించే రాష్ట్ర భాష

మమకారాన్ని పంచే మాతృభాష

తేనెలొలుకు భాష మన తెలుగు భాష

తెలుగు భాషను గౌరవిద్దాం

తెలుగు భాషలో మాట్లాడుదాం

తెలుగు జాతికి వన్నెతెద్దాం

ఇదే తెలుగుతల్లికి మనమిచ్చే నీరాజనాలు

- రచయితలు

జనరల్ తెలుగు / సెమిస్టర్ - 1

ప్రాచీన తెలుగు కవిత్వం

ఈ కోర్సు విజయవంతంగా ముగించాక, విద్యార్థులు క్రింది అభ్యసన ఫలితాలను పొందగలరు.

1. ప్రాచీన తెలుగుసాహిత్యం యొక్క ప్రాచీనతను, విశిష్టతను గుర్తిస్తారు. తెలుగు సాహిత్యంలో ఆదికవి నన్నయ కాలంనాటి భాషానంకృతులను, ఇతిహాసకాలంనాటి రాజనీతి విషయాలపట్ల పరిజ్ఞానాన్ని సంపాదించగలరు.
2. శివకవుల కాలంనాటి మతపరిస్థితులను, భాషావిశేషాలను గ్రహిస్తారు. తెలుగు సుడికారం, సామెతలు, లోకోక్తులు మొదలైన భాషాంశాల పట్ల పరిజ్ఞానాన్ని పొందగలరు.
3. తిక్కన భారతంనాటి మత, ధార్మిక పరిస్థితులను, తిక్కన కవితాశిల్పాన్ని, నాటకీయతను అవగాహన చేసుకోగలరు.
4. ఎఱ్ఱన సూక్తివైచిత్రిని, ఇతిహాస కవిత్వంలోని విభిన్న రీతులపట్ల అభిరుచిని పొందగలరు. శ్రీనాథుని కాలం నాటి కవితావిశేషాలను, మొల్ల కవితా విశిష్టతను గుర్తించగలరు.
5. తెలుగు పద్యం స్వరూప-స్వభావాలను, సాహిత్యాభిరుచిని పెంపొందించుకుంటారు. ప్రాచీన కావ్యభాషలోని వ్యాకరణాంశాలను అధ్యయనం చేయడం ద్వారా భాషాసామర్థ్యాన్ని, రచనలో మెళకువలను గ్రహించగలరు.

పాఠ్య ప్రణాళిక

యునిట్ - I

రాజనీతి

-

నన్నయ

మహాభారతం - సభాపర్వం - ప్రథమాశ్వాసం - (26-57 పద్యాలు)

యునిట్ - II

దక్షయజ్ఞం - నన్నెచోడుడు

కుమారసంభవం - ద్వితీయాశ్వాసం - (49 - 86 పద్యాలు)

యూనిట్ - III

ధామ్య ధర్మపదేశము - తిక్కన

మహాభారతం - విరాటపర్వం - ప్రథమాశ్వాసం - (116 - 146) పద్యాలు

యూనిట్ - IV

పలనాటి బెబ్బలి - శ్రీనాథుడు (పలనాటి వీరచరిత్ర - ద్విపద కావ్యం పుట 108 - 112 'బాలచంద్రుడు భీమంబగు సంగ్రామం జొనర్చుట.. (108)...

వెతిగంది కుంది' (112) సం. అక్కిరాజు ఉమాకాంతం ముద్రణ. వి. కె. స్వామి, బెజవాడ 1911.

యూనిట్ - V

సీతారావణ సంవాదం - మొల్ల

రామాయణము - సుందరకాండము - (40 - 87 పద్యాలు)

వ్యాకరణం

సంధులు: ఉత్ప, త్రిక, ద్రుతప్రకృతిక, నుగాగమ, ద్విరుక్తటకారాదేశ, యణాదేశ, వృద్ధి, శ్చుత్వ, జశ్వ, అనునాసిక సంధులు.

సమాసాలు: అవ్యయిభావ, తత్పురుష, కర్మధారయ, ద్వంద్వ, ద్విగు, బహువ్రీహి.

అలంకారాలు:

అర్థాలంకారాలు: ఉపమ, ఉత్పేక్ష, రూపక, స్వభావోక్తి, అర్థాంతరవ్యాస, అతిశయోక్తి.

శబ్దాలంకారాలు: అనుప్రాస (వృత్త్యనుప్రాస, ఛేకామప్రాస లాటానుప్రాస, అంత్యానుప్రాస) ఛందస్సు

వృత్తాలు: ఉత్పలమాల, చంపకమాల, శార్దూలము, మత్తేభము;

జాతులు: కందం, ద్విపద; ఉపజాతులు: ఆటవెలది, తేటగీతి, సీసం మరియు ముత్యాలసరాలు

విషయ సూచిక

ప్రాచీన తెలుగు కవిత్వం

యూనిట్-1: రాజనీతి

1.1	ఉద్దేశం	1
1.2	కవి పరిచయం	1
1.3	మహాభారత ప్రాశస్త్యము	1
1.4	పాఠ్యభాగం	2
1.5	పాఠ్యభాగ పరిచయం	7
1.6	కఠిన పదాలకు అర్థాలు	7
1.7	ప్రతిపదార్థ : తాత్పర్యాలు	10
1.8	సందర్భ సహిత వ్యాఖ్యలు	17
1.9	పాఠ్యభాగ సారాంశం	19
1.10	ప్రశ్నలు - జవాబులు	22
1.11	సంగ్రహ ప్రశ్నలు	30
1.12	అభ్యాసం	31

యూనిట్-2: దక్షయజ్ఞం

2.1	ఉద్దేశం	33
2.2	కవి పరిచయం	33
2.3	పాఠ్యభాగము	34
2.4	పాఠ్యాంశ పరిచయం	39
2.5	ప్రతిపదార్థ - తాత్పర్యాలు	42
2.6	సందర్భ సహిత వ్యాఖ్యలు	49
2.7	పాఠ్యభాగసారాంశము	51

2.8	ప్రశ్నలు - జవాబులు	54
2.9	సంగ్రహ ప్రశ్నలు	63
2.10	అభ్యాసం	64

యూనిట్-3: ధౌమ్య ధర్మోపదేశం

3.1	ఉద్దేశం	67
3.2	పరిచయం	67
3.3	పాఠ్యభాగము	68
3.4	పాఠ్యభాగ పరిచయం	73
3.5	కఠిన పదాలకు అర్థాలు	73
3.6	ప్రతిపదార్థ - తాత్పర్యాలు	75
3.7	సందర్భ సహిత వ్యాఖ్యాలు	80
3.8	పాఠ్యభాగ సారాంశము	82
3.9	ప్రశ్నలు -సమాధానములు	85
3.10	సంగ్రహ ప్రశ్నలు	91
3.11	అభ్యాసం	93

యూనిట్-4: పలనాటి బెబ్బులి

4.1	ఉద్దేశం	95
4.2	పరిచయం	95
4.3	పాఠ్యభాగము	96
4.4	పాఠ్యభాగ పరిచయం	104
4.5	కఠిన పదాలకు అర్థాలు	104
4.6	సందర్భ సహిత వ్యాఖ్యాలు	108
4.7	పాఠ్యభాగం సారాంశం	110

4.8	వ్యాసరూప ప్రశ్నలు	113
4.9	సంగ్రహ ప్రశ్నలు	118
4.10	అభ్యాసం	120

యూనిట్-5: సీతారావణ సంవాదం

5.0	ఉద్దేశం	121
5.1	కవియిత్రి పరిచయం	121
5.2	పాఠ్యభాగము	121
5.3	పాఠ్యభాగ పరిచయం	130
5.4	కఠిన పదాలకు అర్థాలు	130
5.5	సందర్భ సహిత వ్యాఖ్యలు	137
5.6	పాఠ్యభాగసారాంశం	139
5.7	ప్రశ్నలు సమాధానములు	144
5.8	సంగ్రహరూప ప్రశ్నలు	153
5.9	అభ్యాసం	156

యూనిట్-6: వ్యాకరణం

6.1	సంధులు	157
6.2	సమాసములు	162
6.3	అలంకారములు	167
6.4	ఛందస్సు	170

యూనిట్ - 1

రాజనీతి

సన్నయ్య

1.1 ఉద్దేశం

ప్రజలను పరిపాలించు ప్రభువు ఎలాంటి రాజనీతిని అవలంబించ వలసి ఉంటుందో ఈ పాఠ్యాంశము ద్వారా తెలుసుకోవచ్చు.

1.2 కవి పరిచయం

నన్నయ క్రీ.శ. 11 వ శతాబ్దికి చెందిన కవి. చాళుక్య ప్రభువైన రాజరాజనరేంద్రుని ఆస్థానంలో ఉండేవాడు. ఈయన ఆదికవి, వాగానుశాసనుడు, శబ్దశాసనుడు అనే బిరుదులతో విరాజిల్లినాడు. నన్నయ ఆంధ్ర మహాభారతం ఆది, నభా, అరణ్యపర్వంలోని చతుర్దాశ్వాసంలోని 142 వ పద్యం వరకు ఆంధ్రీకరించాడు. ఈయన ఆంధ్రశబ్ద చింతామణి వ్యాకరణ గ్రంథాన్ని రచించాడు. “చాముండికా విలాసము”, “ఇంద్ర విజయము”, “లక్షణసారము”, “రాఘవాభ్యుదయము” అనే గ్రంథాలను రచించినాడని అంటారు. ఇవి అలభ్యాలు. భారత రచనలో నన్నయకు నారాయణభట్టు సహాయకుడిగా ఉన్నట్టు, ఈయన సంస్కృత, పైశాచిక, కర్ణాటాంధ్ర భాషలలో కవిశేఖరగా ఖ్యాతినొందినట్టు ప్రతీతి. ఈ పాఠ్యభాగం నన్నయ రచించిన ఆంధ్ర మహాభారతం సభాపర్వం - ప్రథమాశ్వాసం నుండి గ్రహించబడింది.

నన్నయ కవిత్వంలో ప్రసన్న కథా కలితార్థయుక్తి, అక్షర రమ్యత, నానారుచిరార్థ సూక్తి నిధిత్వమువంటి లక్షణాలున్నాయి.

1.3 మహాభారత ప్రాశస్త్యము

ఇది భారతీయుల ఇతిహాసం, మానవజీవన వికాసం, (యదిహాస్తితదన్యత్ర యన్నేహస్తి నతత్కృచ్ఛిత్) ధర్మార్థ, కామ, మోక్షాల గురించి భారతంలో ఉన్నదే లోకంలో ఉన్నది.

ఇందులో లేనిది ఎక్కడా లేదు. సంస్కృతంలో వేదవ్యాసుడు 'జయమ్' అనే పేరుతో సకల పురాణాల, నాలుగు వేదాల సారాన్ని ప్రతిపాదిస్తూ మహాభారతాన్ని రచించడం జరిగింది. దీనిని పంచమ వేదంగా కూడా భావిస్తారు.

పాఠ్యభాగ సందర్భం: శ్రీకృష్ణుని కోరికపై ధర్మరాజు రాజసూమయాగం చేస్తాడు. మయుడు నిర్మించి ఇచ్చిన అపూర్వమైన సభాభవనంలో వైభవంగా ప్రవేశిస్తాడు. ఆ సమయంలో వచ్చిన నారదుడు ధర్మరాజుకు 'రాజనీతి'ని బోధిస్తాడు.

1.4 పాఠ్యభాగం

సీ॥ మీ వంశమున నర దేవోత్తములదైన
సద్ధర్మమార్గంబు సలుపుదయ్య?
ధర్మ విదుండవై ధర్మార్థకామంబు
లోండొంటి బాధింపకుండ నుచిత
కాల విభక్తముల్ గా లీల సేవితె?
ధర్మపునంద చిత్తంబు నిలిపి
యిమ్ముల నపరరాత్రమ్ములం దెప్పుడు
జింతితె నిజబుద్ధి జేయందగిన

ఆ రాజకృత్యములం? దిరంబుగా నిఖిల ని
యోగ వృత్తులందు యోగ్యులయిన
వారిం గరము గారవమ్మునం బంచితె
నీవు వారిదైన నేర్పెఱింగి

26

క. అనఘుల శాస్త్ర విధిజ్ఞుల
ననురక్తులం బితృపితామహాక్రమమున వ
చ్చిన విప్రుల మంత్రులం గా
నొనరించితె కార్య సంప్రయోగము పొంటెన్

27

క. రాజునకు విజయమూలము
రాజిత మంత్రంబు; సుస్థిరంబుగ దానిన్
రాజాస్వయ రక్షితె ధ
రాజనులకుం గర్హగోచరము గాకుండన్

28

- క. ధీరుడు ధర్మాధర్మవి
శారదుడు బహుశ్రుతుండు సమచిత్తుడు వా
ణీ రమణీ శ్రిత వదన స
రోరుహుఁ డనఁ జనునె నీ పురోహితుఁ డధిపా! 29
- క. జనవర! నీ యజ్ఞములం
దనవరతనియుక్తుడయిన యాజ్ఞకుఁడు ప్రయో
గ నిపుణుడై యేమ అకుం
డునె నిజకృత్యముల నెప్పుడును సమబుద్ధిన్ 30
- క. నానావిధరణ విజయమ
హానిపుణు లవార్యవీర్య లనందగువారిన్
సేనాధ్యక్షులఁ జేసితె!
నీ నమ్మిన వారి మాననీయుల హితులన్ 31
- చ. కడుఁజనువాఁడునై పురుషకారియు దక్షుడునైన మంత్రి పెం
పడరఁగ రాజపుత్రుల మహాధనవంతులఁజేసి వారితో
నొడబడి పక్ష మేర్పడఁగ నుండఁడుగా, ధనమెట్టి వారికిం
గడుకొని సేయకుండునె జగన్నుత! గర్వము దుర్విమోహమున్ 32
- క. క్షితినాథ! శాస్త్రదృష్టి
ప్రతిభను దివ్యాంతరిక్ష భౌమోత్పాత
ప్రతికారులగుచు సన్యా
నితులయి వర్తింతురయ్య నీదైవజ్ఞుల్ 33
- క. అనిశము సేవించురె ని
న్ననఘా! యష్టాంగమైన యాయుర్వేదం
బున దక్షులైన వైద్యులు
ఘనముగ ననురక్తులై జగద్ధితబుద్ధిన్ 34
- క. సారమతిఁజేసి మానస
శారీర రుజావళులకు సతతంబుఁబ్రతీ
కారములు సేయుచుండుదె
యారఁగ వృద్ధోపసేవ నౌషధసేవన్ 35

- క. ఉపధాశుద్ధులఁబాప
వ్యపగత బుద్ధుల వినీతివర్తుల సములన్
సుపరీక్ష నియోగించితె
నిపుణుల నర్థార్జనాదినృపకార్యములన్ 36
- ఉ. ఉత్తమ మధ్యమాధమ నియోగ్యత బుద్ధి నెఱింగి వారి న
యుత్తమ మధ్యమాధమ నియోగములన్ నియమించితే నరేం
ద్రోత్తమ! భృత్యకోటికి ననూనముగాఁ దగుజీవితంబు లా
యత్తము సేసియితైదయ నయ్యయికాలము దప్పకుండఁగన్ 37
- క. తమతమ కనియెడె తఱి జీ
తము గానక నవయు భటుల దౌర్గత్య విషా
దము లేలనివాని కవ
శ్యము నెగ్గొనరించు నతఁడు శక్రుండైనన్ 38
- క. కులపుత్రులైన నద్భు
త్యులకును సత్కారమర్థితోఁ జేయుదె? వా
రలు నీ ప్రస్తవమున ని
మ్ములఁ గృతము దలంచి ప్రాణములు విడుతు రనిన్ 39
- క. అనఘా! నీ ప్రస్తవమున
నని నీల్గినవీరభటుల యనుపోప్పుల నె
ల్లను బ్రోతె భోజనాచ్చా
దానముల వారలకు నెమ్మి దఱుఁగక యుండన్ 40
- క. ధనలుబ్ధుల మ్రుచ్చులఁ గూ
ర్పని వారలఁ బగఱవలని వారల ధృతి చా
లని వారల దుర్జనులం
బనుపవుగా రాజకార్యభారము చాల్పన్ 41
- క. చోరభయవర్జితముగా
ధారుణిఁ బాలింతె, యధికధనలోభమునం
జోరుల రక్షింపరుగా
వారలచే ధనముగొని భవద్భృత్యవరుల్ 42

- క. ధరణీనాథ! భవద్భుజ
పరిపాలితయైన వసుధఁ బరిపూర్ణములై
కరమొప్పుచున్నె చెఱువులు
ధరణీ కవగ్రహభయంబు దనుకక యుండన్ 43
- క. హీనులగు కర్షకులకును
భూసుత! ధాన్యంబు బీజములు, వణిజులకున్
మానుగ శతైకవృద్ధి న
నూనముగా బుణము లితై యుత్తమబుద్ధిన్ 44
- క. పంగుల మూకాంధులవిక
లాంగులను నబాంధవుల దయంబ్రోతె? భయా
ర్తుం గడిచి శత్రునైనను
సంగరరంగమునఁ గాతె శరణంబనినన్ 45
- క. కృత మెఱిగి కర్త నుత్తమ
మతుల సభల సంస్తుతించిమఱవక తగు న
తృప్తి సేయదె? కృతమెఱిగెడు
పతియె జగజ్జనుల నెల్లఁ బరిపాలించున్ 46
- సీ. ఆయంబునందు నాలవ భాగముండె మూఁ
డవ భాగమొండె, సం దర్భమొండె
గాని మిక్కిలి సేయఁగాదు వ్యయంబని
యవధరించితె బుద్ధి నవనినాథ!
యాయుధాగారధనాధ్యక్షములయందు
పరవాజివారణావళులయందు
బండారములయందుఁ బరమవిశ్వాసుల
భక్తుల దక్షులఁ బంచితయ్య?
- ఆ. గురులవృద్ధ శిల్పివరవణిగ్నాంధవ
జనుల నాశ్రితులను సాధుజనులఁ
గరుణఁ బేదఱికము వొరయకుండఁగఁ బ్రోతె
సకల జనులు నిన్ను సంస్తుతింప 47
- క. వలయు నమాత్యులు జుట్టుం
బులు మూలబలంబు రాజపుత్రులు విద్వాం
సులు బలసియుండ నిచ్చులుఁ
గొలుపుండుదె లోకమెల్లఁగొనియాడంగన్ 48

- క. పరికించుచు బాహ్యభ్యం
తరజనముల వలన సంతతము నిజరక్షా
పరుండవయి పరమహీశుల
చరితము వీక్షితై నిపుణచరనేత్రములన్ 49
- క. వెలయగ విద్వజ్జన ము
ఖ్యులతోడనశేష ధర్మకుశలుండ వయి యి
మ్ముల లోకవ్యహార
మ్ములు దయఁబరికింతై నిత్యమును సమబుద్ధిన్ 50
- ఆ. వార్తయందు జగము వర్తిల్లుచున్నది
యదియు లేనినాడ యఖిలజనులు
సంధకారమగులగుదురు గావున
వార్త నిర్వహింపవలయుం బతికి 51
- ఆ. దార సంగ్రహంబు ధారణీశ!
రతి పుత్రఫలము, శీలవృత్త ఫలము శ్రుతము
దత్త భుక్తఫలము ధానము, వేదము లగ్ని
హోత్ర ఫలము లనియు నొగినెఱుంగు 52
- చ. బహుధనధాన్య సంగ్రహము బాణశరాసన యోధవీర సంధ
గ్రహము నిరంతరాంతరుదకంబులు ఘాసరసేంద్రనౌఘ సం
గ్రహము ననేకయంత్రములుం గల్గి యసాధ్యములై ద్విషద్భయా
వహు లగుచుండ నొప్పునె భవత్పరిరక్ష్తములైన దుర్గముల్ 53
- చ. వదలక బుద్ధి సంతరరి వర్గము నోర్చి జితేంద్రయుండ వై
మొదలన దేశకాలబలముల్ మఱి దైవబలంబుం గల్గి భూ
విదిత బలుండవై యహితవీరుల నోర్వంగ నుత్సహింతై దు
ర్మద మలినాంధ చిత్తుల బ్రమత్తుల నింద్రియ నిర్జితాత్ములన్ 54
- తే. కడిది రిపులపైఁ బోవంగఁ గడగియున్న
నీకు ముందఱఁజని రిపున్యపులయందుం
దగిలి సామాద్యుపాయంబు లొగిన సంప్ర
యోగమునఁజేసి వర్తిల్లుచున్నె చెవుమ 55

వ. మఱియు నాస్తిక్యం బన్పతంబు ప్రమాదం బాలస్యం బనర్థజ్ఞుల తోడి చింతనంబు క్రోధంబు దీర్ఘచింత దీర్ఘసూత్రత యెఱుక గలవారి నెఱుంగమి యర్థంబుల యందనర్థక చింత నిశ్చిత కార్యంబులు సేయమి మంత్రంబుల రక్షింపమి శుభంబులఁ బ్రయోగింపమి విషయంబులం దగులుటయనంబురింగిన పదునాలుగు రాజదోషంబులఁ బరిహరింతె? యని యడిగిన నారదునకు ధర్మరాజుట్లనియె. 56

తే. నాయథాశక్తిఁ జేసి యన్యాయ పథముఁ
బరిహరించి మహత్ముల చరితలందు
బుద్ధి నిలిపి మీ యుపదేశమున శుభంబు
లయిన వాని ననుష్ఠింతుఁ బ్రియముతోడ 57

1.5 పాఠ్యభాగ పరిచయం

ఖాండవవన దహన సమయంలో కృష్ణార్జునులు “మయుడనే” గంధర్వుని రక్షించారు. అందుకు ప్రతిగా వారిని మయుడు ఏమైనా కోరుకోమని అర్థించాడు. కృష్ణుడు ఎంతగానో ఆలోచించి ధర్మరాజుకు చక్కని సభా మండపాన్ని నిర్మించి ఇమ్మని కోరాడు. అందుకు అంగీకరించిన మయుడు అద్భుత విశేషాలతో నిండిన సభా భవనాన్ని నిర్మించి ఇచ్చాడు. అందుకే దానికి ‘మయసభ’ అనే పేరు. పాండవులు సభా భవన ప్రవేశ సమయంలో వివిధ దేశాల రాజులు, వివిధ లోకాల నుంచి మహర్షులు, దేవతలు విచ్చేశారు. ధర్మరాజును ఆశీర్వదించారు. ఒకనాడు నారదుడు వచ్చి ధర్మరాజునకు రాజనీతి సూత్రాలను తెలుపుతూ, ‘నీవు ఆ విధానంలో నడుచుకుంటున్నావు కదా’, ‘ధర్మపాలన చేస్తున్నావు కదా’ అని అడిగాడు. అందుకు ధర్మరాజు వినయంగా మీరు తెలియజేసిన మార్గంలోనే రాజ్యపాలన చేస్తున్నానని, చేస్తూ ఉంటానని చెప్పాడు. ఈ సందర్భంగా నారదుడు చెప్పిన రాజనీతి సూత్రాలే ఈ పాఠ్యాంశము.

1.6 కఠిన పదాలకు అర్థాలు

నరదేవ + ఉత్తముల + అది + ఐన	=	రాజశ్రేష్ఠులడైన
సత్ + ధర్మ మార్గంబు	=	మంచి ధర్మ పద్ధతిని
సలుపుదు + అయ్య	=	ఆచరిస్తున్నావు కదా
ధర్మవిదుండువు + ఐ	=	ధర్మం తెలిసిన వాడివై
ఒండు + ఒంటి	=	ఒకదాన్ని ఒకటి
కాన్	=	కాగా

లీల	=	సంతోషముగా
ధర్మపున్ + అందు + అ	=	ధర్మమందే
చిత్తము	=	మనస్సు
ఇమ్ములన్	=	ప్రీతిగా
అపరరాత్రముల + అందున్	=	రాత్రి ఉత్తర భాగంలో (అర్ధరాత్రి తరువాత)
రాజకృత్యములన్	=	రాజకార్యాలను
చింతింతె (చింతింతువు + ఎ)	=	ఆలోచిస్తున్నావు కదా!
తిరంబుగాన్	=	స్థిరంగా
నిఖిల, నియోగ, వృత్తుల + అందున్	=	అన్ని ప్రభుత్వ ఉద్యోగాల్లో
యోగ్యులు + ఐన	=	తగినవారిని
కరము	=	మిక్కిలి
గారవమ్మునన్	=	గౌరవభావంతో
పంచితే (పంచితివి + ఏ)	=	నియమించావు కదా!
అనఘులన్	=	పాపాత్ములు కానివాళ్ళను
శాస్త్ర విధిజ్ఞులన్	=	శాస్త్ర నియమాలు తెలిసినవారు
అనురక్తులన్	=	(మీ మీద) ప్రేమకల వాళ్ళు
విప్రుల్	=	బ్రాహ్మణులు
కార్య సంప్రయోగముపొంటెన్	=	రాజకార్యనిర్వహణం కొరకు
ఒనరించితె	=	చేశావు కదా!
రాజు + అన్వయ	=	చంద్రవంశానికి చెందిన ఓ ధర్మరాజు!
రాజిత మంత్రంబు	=	చక్కని రహస్యాలోచన
సుస్థిరమ్ముగా	=	పదిలంగా
కర్ణగోచరము కాకుండన్	=	చెవిని పడకుండా
అధిపా	=	ఓ రాజు
ధీరుడు	=	ధైర్యశాలి

బహుశ్రుతుండు	=	అనేక వేద శాస్త్రా లెరిగినవాడు
అనన్ + చనునే	=	అని అనదగినవాడే
జనవర	=	ఓ రాజా!
యాజ్ఞీకుడు	=	యాజ్ఞం చేయించే బ్రాహ్మణుడు
నిజకృత్యముల్	=	తానే చేయదగిన పనుల్లో
వీర్వులు	=	ఎదిరించ సాధ్యం కాని పరాక్రమం కలవాళ్ళు
మానసీయులన్	=	గౌరవింపదగిన వాళ్ళను
హితులు	=	మేలు కోరే వాళ్ళను
జగత్ + సుత	=	లోకం చేత కీర్తింపబడేవాడా!
చనువాడన్ + ఐ	=	పలుకుబడికలవాడై
పురుషకారియున్	=	కృషి చేసేవాడు
పెంపు + అదరంగన్	=	అతిశయం
ఒడబడి	=	చేతులు కలిపి
క్షతినాథా	=	భూమికి అధిపతి అయిన ఓ రాజా (ధర్మరాజా) !
దివ్య + అంతరిక్ష	=	దేవతా సంబంధులు, ఆకాశ సంబంధులు
భౌమ + ఉత్పాత	=	భూ సంబంధాలైన అనర్ధాలకు
ప్రతీకారులు + అగుచున్	=	విరుగుడు తెలిసినవారు
వర్తింతురు + అయ్య	=	నడుచుకుంటున్నారు కదా!
అనిశము	=	ఎల్లప్పుడు
అనురక్తులు + ఐ	=	ప్రేమగలవారై
సారమతిన్ + చేసి	=	నిపుణమైన బుద్ధితో (చక్కగా ఆలోచించి)

సతతంబున్	=	ఎల్లప్పుడు
ఆరగన్	=	ఒప్పుగా
వృద్ధ+ ఉపసేనన్	=	వృద్ధులను సేవించుట చేత
ఉపధా, శుద్ధులన్	=	ధర్మ పరీక్షల చేత పరిశు- ద్ధులైనవారు.
వినీత వర్తలు	=	వినయవంతులు
అనూనముగాన్	=	కొరతలేకుండా

1.7 ప్రతిపదార్థ : తాత్పర్యాలు

చ. కడుఁజనువాఁడునై పురుషకారీయు దక్షుడునైన మంత్రి పెం
పడరఁగ రాజపుత్రుల మహాధనవంతులఁజేసి వారితో
నొడబడి పక్ష మేర్పడఁగ నుండఁడుగా, ధనమెట్టి వారికిం
గడుకొని చేయకుండునె జగన్నుత! గర్వము దుర్విమోహమున్

పరిచయం: ఈ పద్యం శ్రీ.శ. 11 వ శతాబ్దికి చెందిన నన్నయచే రచింపబడినది. ఆంధ్ర మహాభారతంలోని 'సభాపర్వం' ప్రథమాశ్వాసం నుండి తీసుకోబడిన 'రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది. నన్నయ రాజరాజనరేంద్రుని ఆస్థానకవి. ఇతనికి 'ఆదికవి' శబ్దశాసనుడు (వాగాను శాసనుడు) అను బిరుదుములు కలవు. నన్నయ 'మహాభారతం'లో ఆది, సభాపర్వాలు, అరణ్యపర్వంలో కొంతభాగాన్ని ఆంధ్రీకరించెను.

సందర్భం: ఖాండవ వన దహన సమయంలో కృష్ణార్జునులచే రక్షణ పొందిన 'మయుడు' అద్భుతమైన 'మయసభా భవనాన్ని' నిర్మించి వారికి ఇచ్చాడు. ధర్మరాజు 'మయసభా' ప్రవేశ సమయములో వివిధ లోకముల నుంచి దేవతలు, మహర్షులు, వివిధ దేశాల రాజులు సభా భవనాన్ని చూసి తన్మయులై పాండవులను కీర్తించి వెళ్ళిన తరువాత నారద మహర్షి వచ్చాడు. పాండవులు అతనిని ఎంతగానో గౌరవించారు. అతడు వారి కుశలములను తెలుసుకొన్న పిదప ప్రత్యేకించి ధర్మరాజుతో 'రాజనీతి' విషయాలను ప్రస్తావించిన సందర్భం.

ప్రతిపదార్థం:

జగత్ + నుత!	=	లోకం చేత కీర్తించబడే ఓ ధర్మరాజా!
కడున్	=	మిక్కిలి

చనువాడున్ +ఐ	=	పలుకుబడికలవాడై
పురుషకారియున్	=	కృషిచేసేవాడూ
దక్షుడును + ఐన	=	సమర్థుడును అయిన
మంత్రి	=	మంత్రి
పెంపు + అడరగన్	=	అతిశయం మీర
మహాధనవంతులన్	=	గొప్పసంపన్నులను
చేసి	=	చేసి
ఒడంబడి	=	చేతులు కలిపి
పక్షము + ఏర్పడంగన్	=	వ్యతిరేక వర్గం ఏర్పడేటట్లుగా
ఉండడుగా	=	ఉండటం లేదుకదా!
ధనము	=	సంపద అనేది
ఎట్టివారికిన్	=	ఎటువంటి వాళ్ళకైనా
కడుకొని	=	పూని
గర్వమున్	=	గర్వాన్ని
దుర్విమోహమున్	=	చెడ్డదైన మితిమీరిన కాంక్షను
చేయక + ఉండునే	=	కలిగించకుండా ఉంటుందా?

తాత్పర్యం: ధర్మరాజా! ఎక్కువ పలుకుబడి కలిగి, క్రియాశీలి, సమర్థుడు అయిన మంత్రి తన పరిధి మీరి, ఇతర రాజ పుత్రుల్ని మహా ధనవంతులుగా చేసి, వాళ్ళతో చేతులు కలిపి, నీకు వ్యతిరేకంగా ఏర్పడేటట్లుగా ఉండటం లేదు కదా! ధనం ఎటువంటి వాళ్ళకైనా దురాశను, గర్వాన్ని కలిగిస్తుంది కదా!

విశేషం: ఈ కోవకు చెందిన మంత్రులు కలియుగ రాజకీయాల్లో గణనీయంగా ఉన్నారు. అటువంటి వారిని ఓ కంట కనిపెట్టడం మంచిదని ఆనాడే నారదుడు హెచ్చరించాడు.

ఈ పద్యంలోని అలంకారం - అర్ధాంతరన్యాసం

విశేష విషయాన్ని సామాన్య విషయంతో గాని, సామాన్య విషయాన్ని విశేష విషయంతో గాని సమర్థించి చెప్పడమే అర్ధాంతరన్యాసం.

సంధులు:

కడున్ + చనువాడు	=	కడున్ జనువాడు	=	ద్రుత ప్రకృతిక సంధి
దక్షుడును + అయిన	=	దక్షుడునయిన	=	ఉత్పసంధి
ధనవంతులన్ + చేసి	=	ధనవంతుల జేసి	=	ద్రుత ప్రకృతిక సంధి
పక్షము + ఏర్పడగ	=	పక్షమేర్పడగ	=	ఉత్పసంధి
ధనము + ఎట్టివారిన్	=	ధనమెట్టివారిన్	=	ఉత్పసంధి
జగత్ + నుత	=	జగన్నుత	=	అనునాసిక సంధి

సమాసములు:

జగన్నుత	=	జగములచే పొగడబడినవాడు	=	బహుప్రీహి సమాసం
గర్వము దుర్విమోహము	=	గర్వము, దుర్విమోహము	=	ద్వంద్వం సమాసం

ఈ పద్యం చంపకమాల (వృత్తము)

ఇందు నజభజజజర అనే గణములు ఉంటాయి

మొత్తం అక్షరాలు 21

యతి - 1 - 11 అక్షరాలకు

- ఉత్తమ మధ్యమాధమ నియోగ్యత బుద్ధి నెఱింగి వారి న
యుత్తమ మధ్యమాధమ నియోగములన్ నియమించితే నరేం
ద్రోత్రమ! భృత్యకోటికి ననూనముగాఁ దగుజీవితంబు లా
యత్తము సేసియితైదయ నయ్యయికాలము దప్పకుండంగన్

పరిచయం : ఈ పద్యం క్రీ.శ. 11 వ శతాబ్దికి చెందిన నన్నయచే రచింపబడినది. ఆంధ్రా మహాభారతంలోని 'సభాపర్వం' ప్రధామాశ్వాసం నుండి తీసుకోబడిన 'రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది. నన్నయ రాజరాజనరేంద్రుని ఆస్థానకవి. ఇతనికి 'ఆదికవి' శబ్దశాసనుడు (వాగాను శాసనుడు) అను బిరుదుములు కలవు. నన్నయ 'మహాభారతం'లో ఆది, సభాపర్వాలు, అరణ్యపర్వంలో కొంతభాగాన్ని ఆంధ్రీకరించెను.

సందర్భం : ఖాండవ వన దహన సమయంలో కృష్ణార్జునులచే రక్షణ పొందిన 'మయుడు' అద్భుతమైన 'మయసభా భవనాన్ని' నిర్మించి వారికి ఇచ్చాడు. ధర్మరాజు 'మయసభా'

ప్రవేశ సమయములో వివిధ లోకముల నుంచి దేవతలు, మహర్షులు, వివిధ దేశాల రాజులు సభా భవనాన్ని చూసి తన్మయులై పాండవులను కీర్తించి వెళ్ళిన తరువాత నారద మహర్షి వచ్చాడు. పాండవులు అతనిని ఎంతగానో గౌరవించారు. అతడు వారి కుశల మడిగాడు. ప్రత్యేకించి ధర్మరాజుతో 'రాజనీతి' విషయాలను ప్రస్తావించిన సందర్భం.

ప్రతిపదార్థం :

నరేంద్ర + ఉత్తమ	=	శ్రీ రాజశ్రేష్ఠా
ఉత్తమ, మధ్యమ + అధమ	=	ఉత్తమ, మధ్యమ, అధమ
నియోగ్యత	=	నియమింపబడిన వ్యక్తుల యోగ్యతలు
బుద్ధిన్ + ఎఠింగి	=	గ్రహించి
వారిన్	=	వారిని
ఆ + ఉత్తమ మధ్యమ + అధమ - నియోగములన్ = ఆయా స్థానాల్లో		
నియమించితి(వి) + ఏ	=	నియమించావు కదా!
భృత్యకోటికిన్	=	సేవకుల సమూహానికి
అనూనముగాన్	=	కొరతలేకుండా
తగు జీవితంబులు	=	తగిన జీతాలను;
దయన్	=	దయతో
ఆ + ఆయి కాలము	=	ఆయా నిర్ణీత సమయాలలో
తప్పక + ఉండగన్	=	దాటకుండా
ఆయుత్తము, చేసి	=	సిద్ధంచేసి
ఇతై(ఇచ్చుదువు + ఎ)	=	ఇస్తున్నావు కదా!

తాత్పర్యం :

ఓ ధర్మరాజా! వ్యక్తుల ఉత్తమ, మధ్య మాధమ యోగ్యతలను తెలుసుకొనివాళ్ళను ఉత్తమ, మధ్యమాధమ ఉద్యోగాల్లో నియమించావు కదా! సేవకులందరికీ, కొరతలేకుండా తగు జీతాలు దయతో సకాలంలో అందజేస్తున్నావు కదా!

విశేషం : ద్వుక్తర ప్రాసలో వృత్తం అలంకృతమై ప్రతిపాద్య వస్తువును ఆస్వాద యోగ్యం చేస్తున్నది. సమత అనే గుణం పద్య నిర్మాణంలో కనిపిస్తుంది.

మొదటి మూడు చరణాలు చివరి అక్షరం ముందు విరిగి పై పాదంలో కొనసాగటం సమత

మార్గభేదం: అవైషమ్యం ఉండటం చేత సమతా గుణం స్ఫురిస్తుంది.

సేవకుల నందిరినీ సమంగా చూస్తున్న రాజు యొక్క చిత్తవృత్తిని వ్యంజింపజేస్తుంది.

సంధులు :

మధ్యమాధమ = మధ్యమ+ అధమ = సవర్ణదీర్ఘ సంధి

అయ్యుత్తమ = ఆ+ ఉత్తమ = (యడాగమ త్రిక సంధులు)

నరేంద్రోత్తమా = నరేంద్ర+ ఉత్తమ = గుణసంధి (నర + ఇంద్ర+ ఉత్తమ)

సమాసములు :

మధ్యమాధమ = మధ్యములు , అధములు = ద్వంద్వ

బుద్ధినెరిగి = బుద్ధి వలన ఎరిగి = పంచమీ తత్పురుష

అసాధ్యము = సాధ్యముకానిది = సజ్జ తత్పురుష

3. బహుధనధాన్య సంగ్రహము బాణశరాసన యోధవీర సంధ
గ్రహము నిరంతరాంతరుదకంబులు ఘాసరసేంద్రనౌఘ సం
గ్రహము ననేకయంత్రములుఁ గల్గి యసాధ్యములై ద్విషద్భయా
వహు లగుచుండ నొప్పునె భవత్పరిరక్ష్యములైన దుర్గముల్

పరిచయం : ఈ పద్యం క్రీ.శ. 11 వ శతాబ్దికి చెందిన నన్నయచే రచింపబడినది. ఆంధ్ర మహాభారతంలోని 'సభాపర్వం' ప్రధామాశ్వాసం నుండి తీసుకోబడిన 'రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది. నన్నయ రాజరాజనరేంద్రుని ఆస్థానకవి. ఇతనికి 'ఆదికవి' శబ్దశాసనుడు (వాగను శాసనుడు) అను బిరుదములు కలవు. నన్నయ 'మహాభారతం'లో ఆది, సభాపర్వాలు, అరణ్యపర్వంలో కొంతభాగాన్ని ఆంధ్రీకరించారు.

సందర్భం : ఖాండవ వన దహన సమయంలో కృష్ణార్జునులచే రక్షణ పొందిన 'మయుడు' అద్భుతమైన 'మయసభా భవనాన్ని' నిర్మించి వారికి ఇచ్చాడు. ధర్మరాజు 'మయసభా' ప్రవేశ సమయములో వివిధ లోకముల నుంచి దేవతలు, మహర్షులు, వివిధ దేశాల రాజులు సభా భవనాన్ని చూసి తనమయలై పొందవులను కీర్తించి వెళ్ళిన తరువాత నారద మహర్షి వచ్చాడు. పొందవులు అతనిని ఎంతగానో గౌరవించారు. అతడు వారి కుశల మడిగాడు ప్రత్యేకించి ధర్మరాజుతో 'రాజనీతి' విషయాలను ప్రస్తావించిన సందర్భం.

ప్రతిపదార్థం :

భవత్+ పరిరక్ష్యములు +ఐన = నీచే రక్షింపబడుతున్నవైన;

దుర్గముల్ = కోటలు;

బహు, ధన, ధాన్య, సంగ్రహము = ఎక్కువ ధన, ధాన్యాల నిల్వ;

బాణ శర+ ఆసన, యోధవీర,

సంగ్రహము = బాణాల యొక్క, ధనస్సుల యొక్క
యుద్ధవీరుల యొక్క కూడిక;
నిరంతర + అంతః ఉదకంబులు = ఎల్లప్పుడు లోపల ఉండే నీళ్ళు;
ఘాస, రస+ ఇంధన+ ఓఘ సంగ్రహము = గడ్డి, ఉప్పు, పులుపు, కారం
మొదలైన పదార్థాలు; వివిధ పానీయాలు
అసాధ్యములు+ ఐ = భేదించశక్యంకానివై;
ద్విషత్+ భయ + ఆవహులు
+ అగుచు+ ఉండన్ + ఒప్పునె = శత్రువులకు భయం కలిగించేవూ ఒప్పి
ఉన్నాయి కదా!

తాత్పర్యం :

ఓ ధర్మరాజా! నీ రక్షణలో నున్న కోటలన్నీ, - ఎక్కువగా ధనధాన్యాల్ని, ధనుర్బాణాల్ని, యుద్ధవీరుల్ని, ఎప్పుడూ తరుగని నీళ్ళని, పశువుల గడ్డిని, ఉప్పు, పులుపు, కారంవంటి అహార పదార్థాల్ని, వివిధ పానీయాల్ని, వంట కట్టెల్ని, సమృద్ధిగా కలిగి అనేక యంత్ర సాధనాలతో కూడి దుర్భేద్యాలై శత్రు భయంకారాలై ఒప్పుతున్నాయి కదా!

సంఘటనలు :

శరాసన = శర+ ఆసన = సవర్ణదీర్ఘ సంధి
నిరంతరాంతర = నిరంత+ అంతర = సవర్ణదీర్ఘ సంధి
ద్విషద్భయావహ = ద్విషత్+ భయావహ = జస్త్యసంధి
ఇందనౌఘ = ఇందన + ఓఘ = వృద్ధిసంధి

సమాసములు :

అసాధ్యములు = సాధ్యములు కానివి = నజ్ తత్పురుష
అనేకములు = న ఏకము = నజ్ తత్పురుష

4 వదలక బుద్ధి నంతరరి వర్గము నోర్చి జితేంద్రయుండ వై
మొదలన దేశకాలబలముల్ మఱి దైవబలంబుఁ గల్గి భూ
విదిత బలుండవై యహితవీరుల నోర్వంగ నుత్సహితె దు
ర్మద మలినాంధ చిత్తులఁ బ్రమత్తుల నింద్రియ నిర్జితాత్ములన్

పరిచయం : ఈ పద్యం క్రీ.శ. 11 వ శతాబ్దికి చెందిన నన్నయచే రచింపబడినది. ఆంధ్రా మహాభారతంలోని 'సభాపర్వం' ప్రధామాశ్వాసం నుండి తీసుకోబడిన 'రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది. నన్నయ రాజరాజనరేంద్రుని ఆస్థానకవి.

ఇతనికి 'ఆదికవి' శబ్దశాసనుడు (వాగాను శాసనుడు) అను బిరుదములు కలవు. నన్నయ 'మహాభారతం'లో ఆది, సభాపర్వాలు, అరణ్యపర్వంలో కొంతభాగాన్ని ఆంధ్రీకరించెను.

సందర్భం : ఖాండవ వన దహన సమయంలో కృష్ణార్జునులచే రక్షణ పొందిన 'మయుడు' అద్భుతమైన 'మయసభా భవనాన్ని' నిర్మించి వారికి ఇచ్చాడు. ధర్మరాజు 'మయసభా' ప్రవేశ సమయములో వివిధ లోకముల నుంచి దేవతలు, మహర్షులు, వివిధ దేశాల రాజులు సభా భవనాన్ని చూసి తన్మయులై పాండవులను కీర్తించి వెళ్ళిన తరువాత నారద మహర్షి వచ్చాడు. పాండవులు అతనిని ఎంతగానో గౌరవించారు. అతడు వారి కుశల మడిగాడు ప్రత్యేకించి ధర్మరాజుతో 'రాజనీతి' విషయాలను ప్రస్తావించిన సందర్భం.

ప్రతిపదార్థం :

వదలక	= విడువక
బుద్ధిన్	= నీ బుద్ధిబలంచేత
అంతః+ అరి, వర్గమున్+ ఓర్చి	= లోపలి (నీలోని) శత్రుసమూహాన్ని జయించి
జిత + ఇంద్రియుండవు +ఐ	= జయించిన ఇంద్రియాలు కలవాడివై;
మొదలన	= మొదటనే;
మఱి	= అంతేగాక
బలుండువు +ఐ	= ప్రపంచంలో తెలియబడిన బలం కలవాడివై
దుర్మద+ మలిన+ అంధ, చిత్తులన్	= మితిమీరిన గర్వమనే మాలిన్యంచేత గ్రుడ్డిదైన మనస్సు కలవాళ్ళను
ప్రమత్తులన్	= మిక్కిలి మత్తెక్కిన వాళ్ళను
ఇంద్రియ, నిర్జిత+ ఆత్మలన్	= ఇంద్రియాలచేత జయించబడిన బుద్ధికలవాళ్ళను,
అహిత, వీరులన్	= శత్రువీరులను;
ఓర్వంగన్	= జయించడానికి
ఉత్సహింతె (ఉత్సహింతువు+ఎ)	= ఉత్సాహపడుతున్నావుకదా!

తాత్పర్యం: దేశకాల దైవబలాన్ని ముందుగ పొంది, బుద్ధిబలంతో అంతశ్శత్రువులైన కామక్రోధాదుల్ని, ఇంద్రియాల్ని జయించి, ప్రపంచ ప్రసిద్ధిగల బలవంతుడివై, మితిమీరిన

మదం అనే మాలిన్యంతో గ్రుడ్డిదైన మనస్సు కలవాళ్ళు, మిక్కిలి మత్తెక్కిన వాళ్ళు, ఇంద్రియాలకు వశమైన బుద్ధికలవాళ్ళు అయిన శత్రువుల్ని జయించాలన్న ఉత్సాహంతో ఉన్నావు కదా!

విశేషాంశం: అంతరరివర్గం - కామ, క్రోధ, లోభ, మోహ, మద, మాత్సర్యాలు, కర్మేంద్రియాలు- వాక్, పాణి, పాద, పాయు, గుహ్యాలు, జ్ఞానేంద్రియాలు-త్వక్కు, చక్షువు, శ్రోత్రం, జిహ్వ, ఘ్రాణం; మనస్సును కూడా చేర్చితే మొత్తం ఇంద్రియాలు పదకొండు. మదములు- విద్యామదం, ధనమదం, కులమదం, ఉద్యోగమదం, యౌవనమదం మొదలైనవి.

1.8 సందర్భ సహిత వ్యాఖ్యలు

1. ధరాజనులకు గర్జగోచరము గాకుండన్

కవిపరిచయం : ఈ వాక్యం క్రీ.శ 11 వ శతాబ్దానికి చెందిన ఆదికవి, వాగనుశాసనుడు అను బిరుదులు కల నన్నయ రచించిన ఆంధ్ర మహాభారతంలోని 'సభాపర్వం' ప్రథమాశ్వాసము నుండి తీసుకోబడిన ' రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది.

సందర్భం : మయసభను దర్శించిన నారదుడు ప్రత్యేకంగా ధర్మరాజుతో ' రాజనీతి' విషయాలను చర్చించిన సందర్భం.

భావం : రాజుకు విజయ కారణం అతడి రహస్యాలోచనం. ఆ రహస్యాలోచనం నీ ప్రజల చెవిని పడకుండా పదిలంగా రక్షించుకుంటున్నావు కదా అని భావం.

2. ధనమెట్టివారికిం గడుకొని చేయకుండునే జగన్నుత

కవిపరిచయం : ఈ వాక్యం క్రీ.శ 11 వ శతాబ్దానికి చెందిన ఆదికవి, వాగనుశాసనుడు అను బిరుదులు కల నన్నయ రచించిన ఆంధ్రా మహాభారతంలోని 'సభాపర్వం' ప్రథమాశ్వాసము నుండి తీసుకోబడిన ' రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది.

సందర్భం : మయసభను దర్శించిన నారదుడు ప్రత్యేకంగా ధర్మరాజుతో ' రాజనీతి' విషయాలను చర్చించిన సందర్భం.

భావం : ధనం ఎటువంటి వాళ్ళనైనా దురాశను, గర్వాన్ని కలిగిస్తుంది.

3. సంగర రంగమునఁగాతె శరణు బనినన్

కవిపరిచయం : ఈ వాక్యం క్రీ.శ 11 వ శతాబ్దానికి చెందిన ఆదికవి, వాగనుశాసనుడు అను బిరుదులు కల నన్నయ రచించిన ఆంధ్రా మహాభారతంలోని 'సభాపర్వం' ప్రథమాశ్వాసము నుండి తీసుకోబడిన ' రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది.

సందర్భం : మయసభను దర్శించిన నారదుడు ప్రత్యేకంగా ధర్మరాజుతో ' రాజనీతి' విషయాలను చర్చించిన సందర్భం.

భావం : భయంతో దుఃఖిస్తూ శరణు వేడిన పెద్ద శత్రువుడైనా యుద్ధభూమిలో కాపాడుతున్నావు కదా!

4. వార్త నిర్వహింపవలయుఁబఱికి

కవిపరిచయం : ఈ వాక్యం క్రీ.శ 11 వ శతాబ్దానికి చెందిన ఆదికవి, వాగనుశాసనుడు అను బిరుదులు కల నన్నయ రచించిన ఆంధ్రా మహాభారతంలోని 'సభాపర్వం' ప్రథమాశ్వాసము నుండి తీసుకోబడిన ' రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది.

సందర్భం : మయసభను దర్శించిన నారదుడు ప్రత్యేకంగా ధర్మరాజుతో ' రాజనీతి' విషయాలను చర్చించిన సందర్భం.

భావం : ప్రపంచమంతా వార్తమీదే నడుస్తున్నది. అందువల్ల ప్రభువు వార్తను బాగా నిర్వహించాలి.

5. అనూనముగా ఋణము లితై యుత్తమబుద్ధిన్

కవిపరిచయం : ఈ వాక్యం క్రీ.శ 11 వ శతాబ్దానికి చెందిన ఆదికవి, వాగనుశాసనుడు అను బిరుదులు కల నన్నయ రచించిన ఆంధ్రా మహాభారతంలోని 'సభాపర్వం' ప్రథమాశ్వాసము నుండి తీసుకోబడిన ' రాజనీతి' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది.

సందర్భం : మయసభను దర్శించిన నారదుడు ప్రత్యేకంగా ధర్మరాజుతో ' రాజనీతి' విషయాలను చర్చించిన సందర్భం.

భావం : ఉదారబుద్ధితో పేదరైతులకు సులభ వడ్డీపై ఋణములు ఇస్తున్నావు కదా!

1.9 పాఠ్యభాగ సారాంశం

పర్వత పారిజాత దైవత సుముఖులనే మహర్షులతో కలిసి వచ్చిన నారద మహామునికి ధర్మరాజు తమ్ములతో కూడా ఎదురేగి నమస్కరించాడు. ఉన్నతాననం మీద కూర్చుండ బెట్టాడు. అర్హు పాద్యాది పూజా విధానాలతో పూజించాడు. నారద మహర్షి పాండవులందరిని కుశల మడిగాడు. ప్రత్యేకించి ధర్మరాజుతో రాజనీతి విషయాలు చర్చించాడు.

రాజా! మీ వంశంలో జన్మించిన రాజశ్రేష్టులు ఏర్పరచిన ధర్మ పద్ధతిని ఆచరిస్తున్నావు కదా! ధర్మాన్ని తెలుసుకొని, ధర్మార్థ కామాలను కాలోచితముగా విభజించుకొని సేవిస్తున్నావు కదా! చేయదగిన రాజకార్యాల్ని స్వబుద్ధితో ఎల్లప్పుడూ అర్థరాత్రి దాటిన తరువాతే ఆలోచిస్తున్నావు కదా! ప్రభుత్వ ఉద్యోగాల్లో యోగ్యులైన వారినే, వారివారి శక్తి సామర్థ్యాల్ని గుర్తించి గౌరవ భావంతో, స్థిరంగా నియమించావు కదా! పుణ్యాత్ములు, శాస్త్ర నియమాలు బాగా తెలిసినవాళ్ళు, నీ మీద ప్రేమ గల వాళ్ళు, తాతల తండ్రుల నాటి నుండి వంశపారంపర్యంగా కొలువు చేస్తున్న వాళ్ళు అయిన ఉత్తముల్ని రాచకార్య నిర్వహణకు మంత్రులుగా ఏర్పరుచుకున్నావు కదా!

ఓ ధర్మరాజా! రాజుకు విజయకారణం రహస్యసమాలోచనం. ఆ రహస్యాలోచనం నీ ప్రజల చెవిని పడకుండా పదిలంగా రక్షించుకుంటున్నావు కదా! నీ పురోహితుడు ధైర్యవంతుడు, ధర్మాధర్మాలు తెలిసినవాడు, వివిధ శాస్త్రాలు బాగా అధ్యయనం చేసినవాడు, రాగద్వేష రహితమైన సమచిత్తం కలవాడు అని అనదగినవాడే కదా! నీవు యజ్ఞాలలో నియమించిన యాజ్ఞికుడు యజ్ఞం చేయించటంలో నిపుణుడై రాగద్వేషరహితమైన సమబుద్ధితో తన కర్తవ్యాలను విస్మరించకుండా ఉన్నాడు కదా! పలు విధాలైన యుద్ధాలలో విజయాన్ని సాధించటంలో నిపుణులైన వాళ్ళను, ఎదిరించ సాధ్యంకాని పరాక్రమం కలవాళ్ళను, విశ్వాస పాత్రులైన వాళ్ళను, గౌరవానికి అర్హులైన వాళ్ళను, నీ మేలు కోరే వాళ్ళను సైన్యాధ్యక్షులుగా నియమించావు కదా!

ఎక్కువ పలుకుబడి కలిగి, క్రియాశీలి, సమర్థుడు అయిన మంత్రి తన పరిధి మీరి, ఇతర రాజపుత్రులను ధనవంతులను చేసి వారితో చేతులు కలిపి, నీకు వ్యతిరేకంగా ఏర్పడేటట్లుగా ఉండటం లేదు కదా! ధర్మరాజా! ధనం ఎటువంటి వారికైనా గర్వాన్ని, దురాశను కలిగిస్తుంది. నీ ఆస్థాన జ్యోతిష్కులు శాస్త్ర పాండిత్యం చేత, స్వీయ ప్రతిభ చేత దేవతా సంబంధాలు, అంతరిక్ష సంబంధాలు, భూ సంబంధాలు అయిన ఉత్పాతాలను

పొందుతున్నార కదా! ఆయుర్వేదంలో సమర్థులైన వైద్యులు లోకానికి మేలు చేసే బుద్ధితో ప్రజల మీది ప్రేమతో ఆ వైద్య విధానంలో సేవలు చేస్తున్నారా? చక్కగా ఆలోచించి పెద్దల సేవ ద్వారా నీ మనోవ్యాధులను నిర్మూలించుకుంటూ, ఔషధ సేవలో శారీరక రుగ్మతలు రాకుండా నివారించుకుంటున్నారు కదా!

వన్నులు వనూలు చేయటం వంటి ధనార్జనా రూపమైన రాజకార్యాలతో అవినీతిపరులు, పక్షపాత బుది కలవాళ్ళు నియుక్తులైతే- ప్రభుత్వ కోశాగారానికి నష్టం వాటిల్లటమేకాన, ప్రభుత్వం మీద ప్రజలకు ద్వేష భావం పెరుగుతుంది. అందువల్ల అలాంటి ఉద్యోగ నియామకాల్లో ప్రభువు ప్రత్యేక శ్రద్ధ వహించాలి. వ్యక్తుల ఉత్తమ, మధ్యమ, అధమ యోగ్యతలను గుర్తించి, వారిని ఆయా ఉద్యోగాల్లో నియమించావు కదా! సేవకులందరికీ, కొరతలేకుండా తగు జీతాలు దయతో సకాలంలో అందజేస్తున్నావు కదా! తాము పొందవలసిన సమయంలో జీతాలు పొందక శుష్కించే సేవకుల దారిద్ర్య దుఃఖాలు ప్రభువుకు, (అతడు దేవేంద్రుడైనా) తప్పక కీడు కలిగిస్తాయి. వంశపారంపర్యంగా వచ్చే మంచి సేవకులకు ప్రీతితో సమ్మానం చేస్తున్నావు కదా! వారు మనసారా నీ ఉపకారాన్ని స్మరించి, యుద్ధభూమిలో నీకై ప్రాణాలు ఒడ్డి యుద్ధం చేస్తారు గదా!

పుణ్యాత్ముడైన ఓ ధర్మరాజా! నీ కొరకు యుద్ధంలో మరణించిన వీరసైనికుల కుటుంబాలను కూడు గుడ్డలు, లోటు లేకుండా, వాళ్ళ సంతోషం తగ్గకుండా పోషిస్తున్నావు కదా! ధనం పట్ల లోభబుద్ధి కలవాళ్ళని దొంగల్ని, స్నేహానికి యోగ్యులు కానివాళ్ళని, శత్రువుల పట్ల పక్షపాతం కలవాళ్ళని ధైర్యం చాలని వాళ్ళని, దుర్మార్గులైన వాళ్ళని రాజకార్యం నిర్వహించటానికి వంపందం లేదు కదా! ప్రజలకు దొంగభయం లేకుండా నీవు రాజ్యాన్ని ఏలుతున్నావు కదా! నీ ప్రభుత్వోద్యోగుల్లో ముఖ్యమైన వాళ్ళు ధనాశపరులై దొంగల దగ్గర డబ్బు పుచ్చుకొని వాళ్ళకు రక్షణ కల్పించటం లేదు కదా! భుజబలంతో నీవు పరిపాలిస్తున్న ఈ భూమిలో అనావృష్టి భయం లేకుండా చెరువులు నిండి ఉన్నాయి కదా! ఓ రాజా! ఉదారబుద్ధితో పేద రైతులకు ధాన్యపు విత్తనాలు, వర్తకులకు సులభ వడ్డీపై అప్పులు ఇస్తున్నావు కదా! కుంటి వాళ్ళను, మూగవాళ్ళను గ్రుడ్డివాళ్ళను, అంగవిహీనులైన వాళ్ళను, బంధువులు లేని వారిని దయతో పోషిస్తున్నావు కదా! భయంతో దుఃఖిస్తూ శరణు వేడిన పెద్ద శత్రువునైనా యుద్ధభూమిలో కాపాడుతున్నావు కదా! చేసిన మేలు గుర్తించి, ఆ మేలు చేసిన వ్యక్తిని పదిమంది పెద్దలున్న సభల్లో ఉచితరీతిని సత్కరిస్తున్నావు కదా! చేసిన మేలు గుర్తించగల ప్రభులే ప్రజలనందరిని చక్కగా పరిపాలించగలడు.

ధర్మరాజా! ఆదాయంలో నాల్గవ భాగాన్ని లేదా మూడవ భాగాన్ని లేదా సగ భాగాన్ని మాత్రమే ఖర్చు చేయాలి కాని, అంతకుమించి చేయకూడదని గ్రహించావు కదా! ఆయుధశాలలు, ధనాగారాలు, అశ్వశాలలు, గజశాలలు, కోశాగారాలు, వీటి పాలన ఎంతో నమ్మదగిన వాళ్ళను నీ పట్ల భక్తిగల వాళ్ళను, సమర్థులైన వాళ్ళను నియమించావు కదా! ప్రజలంతా నిన్ను ప్రశంసించేటట్లుగా గురువుల్ని వృద్ధశిల్పుల్ని గొప్ప వ్యాపారుల్ని, బంధువుల్ని, ఆశ్రితుల్ని, సజ్జనుల్ని పేదరికం రాకుండా దయతో పోషిస్తున్నావు కదా! ఇష్టమైన మంత్రులు, బంధువులు, సైన్యాధిపతులు, రాకుమారులు పండితులు అధిక సంఖ్యలో ఆశీసులై ఉండగా ప్రపంచమంతా ప్రశంసించే విధంగా ప్రతిదినం నీవు కొలువు తీరుతున్నావు కదా! జాగ్రత్తగా గమనిస్తూ బయట, లోపల ఉండే శత్రువుల నుండి నిన్ను నీవు రక్షించుకుంటూ, శత్రురాజుల ప్రవర్తనను గూఢచారులు అనే కళ్ళ ద్వారా కనుగొంటున్నావు కదా! గొప్ప పండితులతో కలసి, సర్వ ధర్మాల్లో నేర్పరివై, రాగద్వేషరహితమై సమబుద్ధితో శ్రద్ధగా దయతో లోకవ్యవహారాలు విచారిస్తున్నావు కదా!

ప్రపంచమంతా వార్త మీదే నడుస్తుంది. అది లేకుంటే ప్రజలు చీకట్లో మునిగిపోతే. అందువల్ల ప్రభువు వార్తను బాగా నడపాలి. ఓ ధర్మరాజా! వివాహం వలన ధర్మార్థ కామమోక్ష సాధనలు, సచ్చీలం, సత్రువర్తన అనేవి అలవడుతాయని తెలుసుకో. నీ రక్షణలోనున్న కోటలలో ఉన్న ధనధాన్యాల్ని, ధనుర్బాణాల్ని కాపాడుకుంటున్నావు కదా! నీ కోటలు అనేక యంత్ర సాధనాలతో కూడి దుర్భేద్యాలై శత్రు భయంకరాలై ఒప్పుతున్నాయి కదా.

ఓ ధర్మరాజా! దైవ బలాన్ని ముందుగా పొంది, బుద్ధిబలంతో అంతశ్శత్రువులైన కామక్రోధాదుల్ని, ఇంద్రియాల్ని జయించినావు కదా! ప్రపంచ ప్రసిద్ధి గల బలవంతుడివై మదం అనే మాలిన్యంతో గ్రుడ్డిదైన మనస్సు కలవాళ్ళు, మిక్కిలి మత్తెక్కిన వాళ్ళు. అయిన శత్రువుల్ని జయించాలన్న ఉత్సాహంతో ఉన్నావు కదా! నీవు దండెత్తడానికి ముందే బలవంతులైన శత్రురాజుల మీద సామదానాది చతుర్విధోపాయాల్ని చక్కగా ప్రయోగిస్తున్నావు కదా! నాస్తికత, అసత్యమాడటం, ఏమరుపాటు, సోమరితనం, తెలివితక్కువ వాళ్ళతో కార్యాలోచన చెయ్యటం, అతి కోపం, అధికకాలం దుఃఖించటం, చేయవలసిన పనిని గూర్చి అతి దీర్ఘంగా ఆలోచించటం, అలస్యంగా చేయడం, జ్ఞానుల్ని గుర్తించక పోవటం, రహస్య మంతనాలు బయట పడకుండా కాపాడుకోవటం, శుభకార్యాలు చెయ్యకుండటం, ఇంద్రియ సుఖాల్లో తగులోపడం వంటి రాజదోషాలను విడనాడినావు కదా! అని ఇలా నారద మహర్షి ధర్మరాజును అడిగి తెలుసుకున్నాడు.

ధర్మరాజు సమాధానం : నారదమునీంద్ర ! చేతనైనంత వరకు అన్యాయ మార్గాన్ని వదలి, మహాత్ముల చరిత్రల్ని ఆదర్శంగా ఉంచుకొని, మీ ధర్మ బోధవల్ల శుభాలైన వాటిని మన ఃపూర్వకంగా ఆచరిస్తాను. అని వినయంగా ధర్మరాజు సమాధానమిచ్చాను.

1.10 ప్రశ్నలు - జవాబులు

1. 'రాజనీతి' పాఠ్యభాగ సారాంశమును వివరింపుము.

పర్వత పారిజాత రైవత సుముఖులనే మహర్షులతో కలిసి వచ్చిన నారద మహామునికి ధర్మరాజు తమ్ములతో కూడా ఎదురేగి నమస్కరించాడు. ఉన్నతాననం మీద కూర్చుండ బెట్టాడు. అర్జు పాద్యాది పూజా విధానాలతో పూజించాడు. నారద మహర్షి పాండవులందరిని కుశల మడిగాడు. ప్రత్యేకించి ధర్మరాజుతో రాజనీతి విషయాలు చర్చించాడు.

రాజా! మీ వంశంలో జన్మించిన రాజశ్రేష్టులు ఏర్పరచిన ధర్మ పద్ధతిని ఆచరిస్తున్నావు కదా! ధర్మాన్ని తెలుసుకొని, ధర్మార్థ కామాలను కాలోచితముగా విభజించుకొని సేవిస్తున్నావు కదా! చేయదగిన రాజకార్యాల్ని స్వబుద్ధితో ఎల్లప్పుడూ అర్థరాత్రి దాటిన తరువాతే ఆలోచిస్తున్నావు కదా! ప్రభుత్వ ఉద్యోగాల్లో యోగ్యులైన వారినే, వారివారి శక్తి సామర్థ్యాల్ని గుర్తించి గౌరవ భావంతో, స్థిరంగా నియమించావు కదా! పుణ్యాత్ములు, శాస్త్ర నియమాలు బాగా తెలిసినవాళ్ళు, నీ మీద ప్రేమ గల వాళ్ళు, తాతల తండ్రుల నాటి నుండి వంశపారంపర్యంగా కొలువు చేస్తున్న వాళ్ళు అయిన ఉత్తముల్ని రాచకార్య నిర్వహణకు మంత్రులుగా ఏర్పరుచుకున్నావు కదా!

ఓ ధర్మరాజా! రాజుకు విజయకారణం రహస్యసమాలోచనం. ఆ రహస్యాలోచనం నీ ప్రజల చెవిని పడకుండా పదిలంగా రక్షించుకుంటున్నావు కదా! నీ పురోహితుడు ధైర్యవంతుడు, ధర్మధర్మాలు తెలిసినవాడు, వివిధ శాస్త్రాలు బాగా అధ్యయనం చేసినవాడు, రాగద్వేష రహితమైన సమచిత్తం కలవాడు అని అనదగినవాడే కదా! నీవు యజ్ఞాలలో నియమించిన యాజ్ఞికుడు యజ్ఞం చేయించటంలో నీవుణుడై రాగద్వేషరహితమైన సమబుద్ధితో తన కర్తవ్యాలను విస్మరించకుండా ఉన్నాడు కదా! పలు విధాలైన యుద్ధాలలో విజయాన్ని సాధించటంలో నీవుణులైన వాళ్ళను, ఎదిరించ సాధ్యంకాని పరాక్రమం కలవాళ్ళను, విశ్వాస పాత్రులైన వాళ్ళను, గౌరవానికి అర్హులైన వాళ్ళను, నీ మేలు కోరే వాళ్ళను సైన్యాధ్యక్షులుగా నియమించావు కదా!

ఎక్కువ పలుకుబడి కలిగి, క్రియాశీలి, సమర్థుడు అయిన మంత్రి తన పరిధి మీరి, ఇతర రాజపుత్రులను ధనవంతులను చేసి వారితో చేతులు కలిపి, నీకు వ్యతిరేకంగా

ఏర్పడేటట్లుగా ఉండటం లేదు కదా! ధర్మరాజా! ధనం ఎటువంటి వారికైనా గర్వాన్ని, దురాశను కలిగిస్తుంది. నీ ఆస్థాన జ్యోతిష్కులు శాస్త్ర పాండిత్యం చేత, స్వీయ ప్రతిభ చేత దేవతా సంబంధాలు, అంతరిక్ష సంబంధాలు, భూ సంబంధాలు అయిన ఉత్పాతాలను కనిపెట్టి వాటికి విరుగుడుగా శాంతి క్రియాదులు జరిపించి, నీ చేత సన్మానాలు పొందుతున్నార కదా! ఆయుర్వేదంలో సమర్థులైన వైద్యులు లోకానికి మేలు చేసే బుద్ధితో ప్రజల మీది ప్రేమతో ఆ వైద్య విధానంలో సేవలు చేస్తున్నారా? చక్కగా ఆలోచించి పెద్దల సేవ ద్వారా నీ మనోవ్యాధులను నిర్మూలించుకుంటూ, ఔషధ సేవలో శారీరక రుగ్మతలు రాకుండా నివారించుకుంటున్నారు కదా!

వన్నులు వనూలు చేయటం వంటి ధనార్జనా రూపమైన రాజకార్యాలతో అవినీతిపరులు, పక్షపాత బుద్ధి కలవాళ్ళు నియుక్తులైతే- ప్రభుత్వ కోశాగారానికి నష్టం వాటిల్లటమేకాక, ప్రభుత్వం మీద ప్రజలకు ద్వేష భావం పెరుగుతుంది. అందువల్ల అలాంటి ఉద్యోగ నియామకాల్లో ప్రభువు ప్రత్యేక శ్రద్ధ వహించాలి. వ్యక్తుల ఉత్తమ, మధ్యమ, అధమ యోగ్యతలను గుర్తించి, వారిని ఆయా ఉద్యోగాల్లో నియమించావు కదా! సేవకులందరికీ, కొరతలేకుండా తగు జీతాలు దయతో సకాలంలో అందజేస్తున్నావు కదా! తాము పొందవలసిన సమయంలో జీతాలు పొందక శుష్కించే సేవకుల దారిద్ర్య దుఃఖాలు ప్రభువుకు, (అతడు దేవేంద్రుడైనా) తప్పక కీడు కలిగిస్తాయి. వంశపారంపర్యంగా వచ్చే మంచి సేవకులకు ప్రీతితో సమ్మానం చేస్తున్నావు కదా! వారు మనసారా నీ ఉపకారాన్ని స్మరించి యుద్ధ భూమిలో నీకై ప్రాణాలు ఒడ్డి యుద్ధం చేస్తారు గదా!

పుణ్యాత్ముడైన ఓ ధర్మరాజా! నీ కొరకు యుద్ధంలో మరణించిన వీరసైనికుల కుటుంబాలను కూడు గుడ్డలు, లోటు లేకుండా, వాళ్ళ సంతోషం తగ్గకుండా పోషిస్తున్నావు కదా! ధనం పట్ల లోభబుద్ధి కలవాళ్ళని దొంగల్ని, స్నేహానికి యోగ్యులు కానివాళ్ళని, శత్రువుల పట్ల పక్షపాతం కలవాళ్ళని ధైర్యం చాలని వాళ్ళని, దుర్మార్గులైన వాళ్ళని రాజకార్యం నిర్వహించటానికి వంపండం లేదు కదా! ప్రజలకు దొంగభయం లేకుండా నీవు రాజ్యాన్ని ఏలుతున్నావు కదా! నీ ప్రభుత్వోద్యోగుల్లో ముఖ్యమైన వాళ్ళు ధనాశపరులై దొంగల దగ్గర డబ్బు పుచ్చుకొని వాళ్ళకు రక్షణ కల్పించటం లేదు కదా! భుజబలంతో నీవు పరిపాలిస్తున్న ఈ భూమిలో అనావృష్టి భయం లేకుండా చెరువులు నిండి ఉన్నాయి కదా! ఓ రాజా! ఉదారబుద్ధితో పేద రైతులకు ధాన్యపు విత్తనాలు, వర్తకులకు సులభ వడ్డీపై అప్పులు ఇస్తున్నావు కదా! కుంటి వాళ్ళను, మూగవాళ్ళను గ్రుడ్డివాళ్ళను, అంగవిహీనులైన వాళ్ళను, బంధువులు లేని వారిని దయతో పోషిస్తున్నావు కదా! భయంతో

దుఃఖిస్తూ శరణు వేడిన పెద్ద శత్రువునైనా యుద్ధ భూమిలో కాపాడుతున్నావు కదా! చేసిన మేలు గుర్తించి, ఆ మేలు చేసిన వ్యక్తిని పదిమంది పెద్దలున్న సభల్లో ఉచితరీతిని సత్కరిస్తున్నావు కదా! చేసిన మేలు గుర్తించగల ప్రభులే ప్రజలనందరిని చక్కగా పరిపాలించగలడు.

ధర్మరాజా! ఆదాయంలో నాల్గవ భాగాన్ని లేదా మూడవ భాగాన్ని లేదా సగ భాగాన్ని మాత్రమే ఖర్చు చేయాలి కాని, అంతకుమించి చేయకూడదని గ్రహించావు కదా! ఆయుధశాలలు, ధనాగారాలు, అశ్వశాలలు, గజశాలలు, కోశాగారాలు, వీటి పాలన ఎంతో నమ్మదగిన వాళ్ళను నీ పట్ల భక్తిగల వాళ్ళను, సమర్థులైన వాళ్ళను నియమించావు కదా! ప్రజలంతా నిన్ను ప్రశంసించేటట్లుగా గురువుల్ని వృద్ధశిల్పుల్ని గొప్ప వ్యాపారుల్ని బంధువుల్ని, ఆశ్రితుల్ని, సజ్జనుల్ని పేదరికం రాకుండా దయతో పోషిస్తున్నావు కదా! ఇష్టమైన మంత్రులు, బంధువులు, సైన్యాధిపతులు, రాకుమారులు పండితులు అధిక సంఖ్యలో ఆశీసులై ఉండగా ప్రపంచమంతా ప్రశంసించే విధంగా ప్రతిదినం నీవు కొలువు తీరుతున్నావు కదా! జాగ్రత్తగా గమనిస్తూ వెలుపల, లోపల ఉండే శత్రువుల నుండి నిన్ను నీవు రక్షించుకుంటూ, శత్రురాజుల ప్రవర్తనను గూఢచారులు అనే కళ్ళ ద్వారా కనుగొంటున్నావు కదా! గొప్ప పండితులతో కలసి, సర్వ ధర్మాల్లో నేర్పరివై, రాగద్వేషరహితమై సమబుద్ధితో శ్రద్ధగా దయతో లోకవ్యవహారాలు విచారిస్తున్నావు కదా!

ప్రపంచమంతా వార్త మీదే నడుస్తుంది. అది లేకుంటే ప్రజలు చీకట్లో మునిగినట్లే. అందువల్ల ప్రభువు వార్తను బాగా నడపాలి. ఓ ధర్మరాజా! వివాహం వలన ధర్మార్థ కామమోక్ష సాధనలు, సచ్చీలం, సత్రవర్తన అనేవి అలవడుతాయని తెలుసుకో. నీ రక్షణలోనున్న కోటలలో ఉన్న ధనధాన్యాల్ని, ధనుర్బాణాల్ని కాపాడుకుంటున్నావు కదా! నీ కోటలు అనేక యంత్ర సాధనాలతో కూడి దుర్భేద్యాలై శత్రు భయంకరాలై ఒప్పుతున్నాయి కదా.

ఓ ధర్మరాజా! దైవ బలాన్ని ముందుగా పొంది, బుద్ధిబలంతో అంతశ్శత్రువులైన కామక్రోధాదుల్ని, ఇంద్రియాల్ని జయించినావు కదా! ప్రపంచ ప్రసిద్ధి గల బలవంతుడివై మదం అనే మాలిన్యంతో గ్రుడ్డిదైన మనస్సు కలవాళ్ళు, మిక్కిలి మత్తెక్కిన వాళ్ళు. అయిన శత్రువుల్ని జయించాలన్న ఉత్సాహంతో ఉన్నావు కదా! నీవు దండెత్తడానికి ముందే బలవంతులైన శత్రురాజుల మీద సామదానాది చతుర్విధోపాయాల్ని చక్కగా ప్రయోగిస్తున్నావు కదా! నాస్తికత, అసత్యమాడటం, ఏమరుపాటు, సోమరితనం, తెలివితక్కువ వాళ్ళతో కార్యాలోచన చెయ్యటం, అతి కోపం, అధికకాలం దుఃఖించటం,

చేయవలసిన పనిని గూర్చి అతి దీర్ఘంగా ఆలోచించటం, అలస్యంగా చేయటం, జ్ఞానాన్ని గుర్తించక పోవటం, రహస్య మంతనాలు బయట పడకుండా కాపాడుకోవటం, శుభకార్యాలు చెయ్యకుండటం, ఇంద్రియ సుఖాల్లో తగుల్కోటం వంటి రాజదోషాలను విడనాడినావు కదా! అని ఇలా నారద మహర్షి ధర్మరాజును అడిగి తెలుసుకున్నాడు.

ధర్మరాజు సమాధానం : నారదమునీంద్ర ! చేతనైనంత వరకు అన్యాయ మార్గాన్ని వదలి, మహాత్ముల చరిత్రల్ని ఆదర్శంగా ఉంచుకొని, మీ ధర్మ బోధవల్ల శుభాలైన వాటిని మనఃపూర్వకంగా ఆచరిస్తాను. అని వినయంగా ధర్మరాజు సమాధానమిచ్చాడు.

2. 'రాజనీతి' పాఠ్యాంశము ఆధారంగా నన్నయ కవితా రీతులను వివరింపుము.

జ. నన్నయ వేంగి దేశాన్ని పాలించిన రాజరాజనరేంద్రుని (క్రీ.శ. 1022- 1061) ఆస్థాన కవి. తెలుగులో గురు పద్య విద్యకు ఆధ్యుడు. విపుల శబ్దాశాసనుడు. లోకజ్ఞుడు, సత్ప్రతిభాభియోగ్యుడు. నన్నయ్య తెలుగు కవులకు ఆదికవి. భారతాంధ్రీకరణతో పాటు 'ఆంధ్రశబ్ద చింతామణి' అనే వ్యాకరణ శాస్త్ర గ్రంథాన్ని, లక్షణ సారమనే గ్రంథాన్ని రచించాడు. నన్నయ రచనలైన రాఘవాభ్యుదయం, ఇంద్రవిజయం, చాముండికావिलाసము అను కావ్యములు అలభ్యములు. తిక్కన నన్నయను ఆంధ్రా కవిత్వ విశారదుడు, శ్రీనాథుడు, ఆంధ్రాకవితా పట్టాభిషిక్తుడని, కవి సమ్రాట్ విశ్వనాథసత్యన్నారాయణ ఋషి వంటి నన్నయ రెండవ వాల్మీకి అని ప్రశంసించేరు.

మహాభారతం మహాకవులకు 'మహాకావ్యం' ధర్మ తత్వజ్ఞులకు ధర్మశాస్త్రము. ఇతిహాసికులకు ఇతిహాసము, పౌరాణీకులకు మతిపురాణము వేదవ్యాసమహర్షి సంస్కృతములో వ్రాసిన భారతములను తెనుగులో మొట్టమొదట ఆంధ్రీకరించిన కవి నన్నయ్య. ఆయన తన కవితా లక్షణాలను గురించి

సారమతిం గావీంద్రులు ప్రసన్న కథా కవితార్థయుక్తిలో
నారసిమేలునా, నితరు లక్షర రమ్యత నాదరింప, నా
నా రుచిరార్థ సూక్తినిధి నన్నయభట్టు తెనుంగునన్ మహా
భారత సంహిత రచన బంధురుడయ్యె జగద్ధితంబుగిన్

చెప్పుకున్నాడు. ఆయన కవితా లక్షణాలు మూడు.

1. ప్రసన్న కథా కలితార్థయుక్తి
2. అక్షర రమ్యత
3. నారారుచిరార్థ సూక్త నిధిత్వం

ప్రసన్న కథా కవితార్థయుక్తి : కలితార్థయుక్తిలో కథను ప్రసన్నముగా నడుపుటలో నన్నయ అగ్రగణ్యుడు 'రాజనీతి' పాఠ్యాంశములో ప్రత్యేకంగా కథలు లేవు. కాని..... పాఠ్య సారాంశములను ప్రారంభముగా ఖాండవ వనదహన సమయంలో కృష్ణార్జునులు 'మయుడ'ను రక్షించుట, దేవశిల్పి అయిన 'మయుడు' తనను రక్షించినందుకుగాను ఏదైనా కోరుకోమని కృష్ణార్జునులను ఆభ్యర్థించడం, అందుకు కృష్ణుడు 'మయనభి' ను నిర్మించమనటం 'రాజనీతి' పాఠ్యాంశమునకు ముందు, తరువాత గొప్ప కథా క్రమానికి శ్రీకారంగా ఈ పాఠ్యాంశమును పేర్కొనవచ్చు. నారదుడు ప్రత్యేకంగా ధర్మరాజులో రాజనీతి విషయాలను చర్చించడంలో ఎన్నెన్నో విశేషాలు, విషయాలను తెలుపుతూనే ధర్మరాజును ప్రశ్నించడం అనేది ఓ గొప్ప విశేషం. ఆయా సందర్భంలో వచ్చిన పద్యాలు నన్నయ కవితా రచనకు కథాక్రమానికి మచ్చుతునక. రాజనీతి మర్మాలను వివరించడంలో ఎన్నెన్నో రాజనీతి శాస్త్ర పరమైన ధర్మాలు సూత్రాలు, వాటి వెనుక రాజుగా ధర్మజుడు గ్రహించవలసిన మర్మాలు వంటివి నారదుడునిచే నర్మగర్భంగా నన్నయ పలికించడం పాఠ్యాంశములో చూడవచ్చు.

అక్షరరమ్యత : కవిత్వంలో శబ్ద సౌందర్యానికి అక్షర రమ్యత ఎంతగానో ఉపకరిస్తుంది. రసోచితమైన శబ్ద సంఘటనలో కవి ప్రతిభ వెల్లడి అవుతుంది. నారదుడు ధర్మరాజును అడిగిన, చెప్పిన రాజనీతి సూత్రాలలో ప్రతి పద్యంలోనూ అక్షర రమ్యత ప్రస్ఫుటమవుతుంది. చేసిన మేలు గుర్తించగల ప్రభువే ప్రజలనందరిని చక్కగా పరిపాలించగలడనే సత్యాన్ని 'అర్థాంతరన్యాసం' తో చెప్పిన విధాన్ని క్రింది పద్యంలో గమనించవచ్చు.

కృతమెఱింగి కర్తనుత్తమ

మతుల సభల సంస్తుతించి మఱవక తగున

తృతి సేయదే? కృతమెఱింగెడు

పతియె జగజ్జనుల నెల్లఁ బరిపాలించున్

ధర్మరాజు యొక్క సౌశీల్యం, వినయం వంటి వాటిని తెలియజేసే పద్యంలో అక్షర రమ్యతతో పాటు నాటకీయతను కూడా నన్నయ్య జోడించాడు.

నాయథాశక్తిజేసి యన్యాయ పథముఁ

బరిహరించి మహాత్ముల చరితలందు

బుద్ధి నిలిపి మీ యపదేశమున శుభంబు

లయిన వాని ననుష్ఠింతుఁ బ్రియముతోడ

ఈ పద్యంలో 'నాయథాశక్తిజేసి అనటంలో ధర్మరాజు వినయం, 'అనుష్ఠింతుఁ బ్రియముతోడ' అని పలకటంలో ఆయన ధర్మ ప్రయత్నం చక్కగా వ్యక్తమవుతున్నాయి. యథాశక్తి అవ్యయిభావ సమాసం. నన్నయ ఇట్టి వాటిని విశేష్యలుగా వాడుతుంటాడు. **నానారుచిరార్థ సూక్తినిధిత్వం:** ఈ పాఠ్యాంశ భాగములో ప్రత్యేకమైన సూక్తులు వంటివి లేవుగాని ధర్మరాజు, నారదుల మధ్య జరిగిన సంభాషణలో ఎన్నెన్నో మంచి మంచి విషయాలు నన్నయ వివరిస్తారు. రాజు ఎటువంటి గుణగణాలను కలిగి ఉండాలి. ఇంత చక్కని భవిష్యత్ దృష్టి, పాలనా దక్షత వంటి వారికి ఈ అంశాలు దోహదం చేస్తాయి. మొత్తం పాఠ్యాంశములో ఓ మంచి పరిపాలకుడిగా ఉండవలసిన న్యాయ, ధర్మ, మానవత విలువలతో కూడిన విషయాలను నారదుడు 'రాజనీతి' లక్షణాలతో మేళవించి ప్రశ్నలు రూపంలో తెలియజేస్తాడు.

ఈ విధంగా నన్నయ కథా కథన శైలిలో నాదాత్మకమైన అక్షరరమ్యతతో వివిధ ధర్మ సూక్ష్మాలను వెల్లడిస్తూ ' రాజనీతి' ని తీర్చిదిద్దాడు.

పాఠ్యభాగ సారాంశము : మయసభ భవనంలో ధర్మరాజు సోదరులు భార్యతో కలిసి ప్రవేశించారు. వివిధ లోకాలకు చెందిన దేవతలు, వివిధ దేశాధీశులు వచ్చి ధర్మరాజు ఇచ్చిన ఆతిథ్యం స్వీకరించి వెళ్ళారు. అనంతరం నారదుడు వచ్చి ధర్మరాజుతో రాజనీతి అంశములను గూర్చి చర్చించడం ఇందులో సారాంశం.

3. నారదుడు ధర్మరాజుకు చెప్పిన పరిపాలన పద్ధతులను వివరింపుము.

జ. పర్వత పారిజాత రైవత సుముఖులనే మహర్షులతో కలిసి వచ్చిన నారద మహామునికి ధర్మరాజు తమ్ములతో కూడా ఎదురేగి నమస్కరించాడు. ఉన్నతాననం మీద కూర్చుండ బెట్టాడు. అర్హు పాద్యాది పూజా విధానాలతో పూజించాడు. నారద మహర్షి పాండవులందరిని కుశల మడిగాడు. ప్రత్యేకించి ధర్మరాజుతో రాజనీతి విషయాలు చర్చించాడు.

ఓ ధర్మరాజా! రాజుకు విజయకారణం రహస్యసమాలోచనం. ఆ రహస్యాలోచనం నీ ప్రజల చెవిని పడకుండా పదిలంగా రక్షించుకుంటున్నావు కదా! నీ పురోహితుడు ధైర్యవంతుడు, ధర్మాధర్మాలు తెలిసినవాడు, వివిధ శాస్త్రాలు బాగా అధ్యయనం చేసినవాడు, రాగద్వేష రహితమైన సమచిత్తం కలవాడు అని అనదగినవాడే కదా! నీవు యజ్ఞాలలో నియమించిన యాజ్ఞకుడు యజ్ఞం చేయించటంలో నిపుణుడై రాగద్వేషరహితమైన సమబుద్ధితో తన కర్తవ్యాలను విస్మరించకుండా ఉన్నాడు కదా! పలు విధాలైన యుద్ధాలలో

విజయాన్ని సాధించటంలో నిపుణులైన వాళ్ళను, ఎదిరించ సాధ్యంకాని పరాక్రమం కలవాళ్ళను, విశ్వాస పాత్రులైన వాళ్ళను, గౌరవానికి అర్హులైన వాళ్ళను, నీ మేలు కోరే వాళ్ళను సైన్యాధ్యక్షులుగా నియమించావు కదా!

ఎక్కువ పలుకుబడి కలిగి, క్రియాశీలీ, సమర్థుడు అయిన మంత్రి తన పరిధి మీరి, ఇతర రాజపుత్రులను ధనవంతులను చేసి వారితో చేతులు కలిపి, నీకు వ్యతిరేకంగా ఏర్పడేటట్లుగా ఉండటం లేదు కదా! ధర్మరాజా! ధనం ఎటువంటి వారికైనా గర్వాన్ని, దురాశను కలిగిస్తుంది. నీ ఆస్థాన జ్యోతిష్కులు శాస్త్ర పాండిత్యం చేత, స్వీయ ప్రతిభ చేత దేవతా సంబంధాలు, అంతరిక్ష సంబంధాలు, భూ సంబంధాలు అయిన ఉత్పాతాలను కనిపెట్టి వాటికి విరుగుడుగా శాంతి క్రియాదులు జరిపించి, నీ చేత సన్మానాలు పొందుతున్నారు కదా! ఆయుర్వేదంలో సమర్థులైన వైద్యులు లోకానికి మేలు చేసే బుద్ధితో ప్రజల మీది ప్రేమతో ఆ వైద్య విధానంలో సేవలు చేస్తున్నారా? చక్కగా ఆలోచించి పెద్దల సేవ ద్వారా నీ మనోవ్యాధులను నిర్మూలించుకుంటూ, ఔషధ సేవలో శారీరక రుగ్మతలు రాకుండా నివారించుకుంటున్నారు కదా!

పన్నులు వసూలు చేయటం వంటి ధనార్జనా రూపమైన రాజకార్యాలతో అవినీతిపరులు, పక్షపాత బుద్ధి కలవాళ్ళు నియుక్తులైతే- ప్రభుత్వ కోశాగారానికి నష్టం వాటిల్లటమేకాక, ప్రభుత్వం మీద ప్రజలకు ద్వేష భావం పెరుగుతుంది. అందువల్ల అలాంటి ఉద్యోగ నియామకాల్లో ప్రభువు ప్రత్యేక శ్రద్ధ వహించాలి. వ్యక్తుల ఉత్తమ, మధ్యమ, అధమ యోగ్యతలను గుర్తించి, వారిని ఆయా ఉద్యోగాల్లో నియమించావు కదా! సేవకులందరికి, కొరతలేకుండా తగు జీతాలు దయతో సకాలంలో అందజేస్తున్నావు కదా! తాము పొందవలసిన సమయంలో జీతాలు పొందక శుష్కించే సేవకుల దారిద్ర్య దుఃఖాలు ప్రభువుకు, (అతడు దేవేంద్రుడైనా) తప్పక కీడు కలిగిస్తాయి. వంశపారంపర్యంగా వచ్చే మంచి సేవకులకు ప్రీతితో సమ్మానం చేస్తున్నావు కదా! వారు మనసారా నీ ఉపకారాన్ని స్మరించి యుద్ధ భూమిలో నీకై ప్రాణాలు ఒడ్డి యుద్ధం చేస్తారు గదా!

పుణ్యాత్ముడైన ఓ ధర్మరాజా! నీ కొరకు యుద్ధంలో మరణించిన వీర సైనికులు కుటుంబాలకు కూడు గుడ్డలు, లోటు లేకుండా, వాళ్ళ సంతోషం తగ్గకుండా పోషిస్తున్నావు కదా! ధనం పట్ల లోభబుద్ధి కలవాళ్ళని దొంగల్ని, స్నేహానికి యోగ్యులు కానివాళ్ళని, శత్రువుల పట్ల పక్షపాతం కలవాళ్ళని ధైర్యం చాలని వాళ్ళని, దుర్మార్గులైన వాళ్ళని రాజకార్యం నిర్వహించటానికి వంపండం లేదు కదా! ప్రజలకు దొంగభయం లేకుండా

నీవు రాజ్యాన్ని ఏలుతున్నావు కదా! నీ ప్రభుత్వోద్యమంలో ముఖ్యమైన వాళ్ళు ధనాశపరులై దొంగల దగ్గర డబ్బు పుచ్చుకొని వాళ్ళకు రక్షణ కల్పించటం లేదు కదా! భుజబలంతో నీవు పరిపాలిస్తున్న ఈ భూమిలో అనావృష్టి భయం లేకుండా చెరువులు నిండి ఉన్నాయి కదా! ఓ రాజా! ఉదారబుద్ధితో పేద రైతులకు ధాన్యపు విత్తనాలు, వర్తకులకు సులభ వడ్డీపై అప్పులు ఇస్తున్నావు కదా! కుంటి వాళ్ళను, మూగవాళ్ళను గ్రుడ్డివాళ్ళను, అంగవిహీనులైన వాళ్ళను, బంధువులు లేని వారిని దయతో పోషిస్తున్నావు కదా! భయంతో దుఃఖిస్తూ శరణు వేడిన పెద్ద శత్రువునైనా యుద్ధ భూమిలో కాపాడుతున్నావు కదా! చేసిన మేలు గుర్తించి, ఆ మేలు చేసిన వ్యక్తిని పదిమంది పెద్దలున్న సభల్లో ఉచితరీతిని సత్కరిస్తున్నావు కదా! చేసిన మేలు గుర్తించగల ప్రభులే ప్రజలనందరిని చక్కగా పరిపాలించగలడు.

ధర్మరాజా! ఆదాయంలో నాల్గవ భాగాన్ని లేదా మూడవ భాగాన్ని లేదా సగ భాగాన్ని మాత్రమే ఖర్చు చేయాలి కాని, అంతకుమించి చేయకూడదని గ్రహించావు కదా! ఆయుధశాలలు, ధనాగారాలు, అశ్వశాలలు, గజశాలలు, కోశాగారాలు, వీటి పాలన ఎంతో నమ్మదగిన వాళ్ళను నీ పట్ల భక్తిగల వాళ్ళను, సమర్థులైన వాళ్ళను నియమించావు కదా! ప్రజలంతా నిన్ను ప్రశంసించేటట్లుగా గురువుల్ని వృద్ధశిల్పుల్ని గొప్ప వ్యాపారుల్ని, బంధువుల్ని, ఆశ్రితుల్ని, సజ్జనుల్ని పేదరికం రాకుండా దయతో పోషిస్తున్నావు కదా! ఇష్టమైన మంత్రులు, బంధువులు, సైన్యాధిపతులు, రాకుమారులు పండితులు అధిక సంఖ్యలో ఆసీనులై ఉండగా ప్రపంచమంతా ప్రశంసించే విధంగా ప్రతిదినం నీవు కొలువు తీరుతున్నావు కదా! జాగ్రత్తగా గమనిస్తూ వెలుపల, లోపల ఉండే శత్రువుల నుండి నిన్ను నీవు రక్షించుకుంటూ, శత్రురాజుల ప్రవర్తనను గూఢచారులు అనే కళ్ళ ద్వారా కనుగొంటున్నావు కదా! గొప్ప పండితులతో కలసి, సర్వ ధర్మాల్లో నేర్పరివై, రాగద్వేషరహితమైన సమబుద్ధితో శ్రద్ధగా దయతో లోకవ్యవహారాలు విచారిస్తున్నావు కదా!

ప్రపంచమంతా వార్త మీదే నడుస్తుంది. అది లేకుంటే ప్రజలు చీకట్లో మునిగినట్లే. అందువల్ల ప్రభువు వార్తను బాగా నడపాలి. నీ రక్షణలోనున్న కోటలలో ఉన్న ధనధాన్యాల్ని, ధనుర్బాణాల్ని కాపాడుకుంటున్నావు కదా! నీ కోటలు అనేక యంత్ర సాధనాలతో కూడి దుర్భేద్యాలై శత్రు భయంకరాలై ఒప్పుతున్నాయి కదా.

నీవు దండెత్తడానికి ముందే బలవంతులైన శత్రురాజుల మీద సామదానాది చతుర్విధోపాయాల్ని చక్కగా ప్రయోగిస్తున్నావు కదా! నాస్తికత, అసత్యమాడటం, ఏమరుపాటు, సోమరితనం, తెలివితక్కువ వాళ్ళతో కార్యాలోచన చెయ్యటం, అతి కోపం, అధికకాలం దుఃఖించటం, చేయవలసిన పనిని గూర్చి అతి దీర్ఘంగా ఆలోచించటం, ఆలస్యంగా చేయటం, జ్ఞానుల్ని గుర్తించక పోవటం, రహస్య మంతనాలు బయట పడకుండా కాపాడుకోవటం, శుభకార్యాలు చెయ్యకుండాటం, ఇంద్రియ సుఖాల్లో తగుల్కోవటం వంటి రాజదోషాలను విడనాడినావు కదా! అని ఇలా నారద మహర్షి ధర్మరాజును అడిగి తెలుసుకున్నాడు.

ధర్మరాజు సమాధానం : నారదమునీంద్ర! చేతనైనంత వరకు అన్యాయ మార్గాన్ని వదలి, మహాత్ముల చరిత్రల్ని ఆదర్శంగా ఉంచుకొని, మీ ధర్మ బోధపల్ల శుభాలైన వాటిని మనఃపూర్వకంగా ఆచరిస్తాను. అని వినయంగా ధర్మరాజు సమాధానమిచ్చాడు.

1.11 సంగ్రహ ప్రశ్నలు

1. నారదుడు చెప్పిన 'పథ్యాలుగు రకాల' రాజ లక్షణాలను వివరించండి.

జ. నాస్తికత, అసత్యమాడటం, ఏమరుపాటు, సోమరితనం, తెలివితక్కువ వాళ్ళతో కార్యాలోచన చెయ్యటం, అతి కోపం, అధికకాలం దుఃఖించటం, చేయవలసిన పనిని గూర్చి అతి దీర్ఘంగా ఆలోచించటం, ఆలస్యంగా చేయడం, జ్ఞానుల్ని గుర్తించక పోవటం, రహస్య రచనలు బయట పడకుండా కాపాడుకోవటం, అశుభకార్యాలు చెయ్యకుండాటం, ఇంద్రియ సుఖాల్లో తగుల్కోవటం అనే పదునాలుగు రాజదోషాలను విడనాడావు కదా! అని నారద మహర్షి ధర్మరాజుతో రాజలక్షణాలను గూర్చి చెప్పాడు.

2. ధర్మరాజునకు నారదుడు చెప్పిన 'రాజనీతి' అంశములేవి?

జ. నారదుడు ధర్మరాజుకు రాజనీతి అంశములను వివరిస్తూ : రాజా! మీ వంశంలో జన్మించిన రాజశ్రేష్టులు ఏర్పరచిన ధర్మ పద్ధతిని ఆచరిస్తున్నావు కదా! ధర్మాన్ని తెలుసుకొని, ధర్మార్థ కామాలను కాలోచితముగా విభజించుకొని సేవిస్తున్నావు కదా! చేయదగిన రాజకార్యాల్ని స్వబుద్ధితో ఎల్లప్పుడూ అర్ధరాత్రి దాటిన తరువాతే ఆలోచిస్తున్నావు కదా! రాజుకు విజయకారణం రహస్యలోచనం. ఆ రహస్యాలోచనం నీ ప్రజల చెవిని పడకుండా పదిలంగా రక్షించుకుంటున్నావు కదా! నీ పురోహితుడు ధైర్యవంతుడు, ధర్మాధర్మాలు తెలిసినవాడు, వివిధ శాస్త్రాలు బాగా అధ్యయనం చేసినవాడు, రాగద్వేష రహితమైన సమచిత్తం కలవాడు అని అనదగినవాడే కదా! ఎక్కువ పలుకుబడి కలిగి, క్రియాశీలి, సమర్థుడు అయిన మంత్రి తన పరిధి మీరి, ఇతర రాజపుత్రులను ధనవంతులను చేసి

వారితో చేతులు కలిపి, నీకు వ్యతిరేకంగా ఏర్పడేటట్లుగా ఉండటం లేదు కదా! ధర్మరాజా! ధనం ఎటువంటి వారికైనా గర్వాన్ని, దురాశను కలిగిస్తుంది. పన్నులు పసాలు చేయటం వంటి ధనార్జనా రూపమైన రాజకార్యాలతో అవినీతిపరులు, పక్షపాత బుద్ధి కలవాళ్ళు నియుక్తులైతే- ప్రభుత్వ కోశానికి నష్టం వాటిల్లటమేకా, ప్రభుత్వం మీద ప్రజలకు ద్వేష భావం పెరుగుతుంది. అందువల్ల అలాంటి ఉద్యోగ నియామాకాల్లో ప్రభువు ప్రత్యేక శ్రద్ధ వహించాలి. పుణ్యాత్ముడైన ఓ ధర్మరాజా! నీ కొరకు యుద్ధంలో మరణించిన వీర సైనికులు కుటుంబాలకు కూడు గుడ్డలు, లోటు లేకుండా ఇచ్చి, వాళ్ళ సంతోషం తగ్గకుండా పోషిస్తున్నావు కదా! ప్రపంచమంతా వార్త మీదే నడుస్తుంది. అది నీకు ప్రజలు చీకట్లో మునిగినట్లే. అందువల్ల ప్రభువు వార్తను బాగా నడపాలి. ఓ ధర్మరాజా! దేశ కాల దైవ బలాన్ని ముందుగా పొంది, బుద్ధిబలంతో అంతశ్శత్రువులైన కామక్రోధాదుల్ని, ఇంద్రియాల్ని జయించి, ప్రపంచ ప్రసిద్ధి గల బలవంతుడివై మదం అనే మాలిన్యంతో గ్రుడ్డిదైన మనస్సు కలవాళ్ళు, మిక్కిలి మత్తెక్కిన వాళ్ళు. అయిన శత్రువుల్ని జయించాలన్న ఉత్సాహంతో ఉన్నావు కదా! అని అడిగి తెలుసుకొనెను.

3. 'వార్త' ను గురించి నారదుడు ఏమని పలికెను?

జ. ఓ ధర్మరాజా! "రాజు అనేవాడు వార్తలను నిర్వహించవలసి ఉంటుంది. రాజ్యంలో నిరంతరం జరిగేటటు వంటి అనేక అంశాలు అనుక్షణం రాజుకు చేరవేసేటట్టు వార్తాహరులను ఏర్పాటు చేసుకోవాలి. ప్రపంచమంతా వార్త మీదే నడుస్తుంది. అది లేకుంటే ప్రజలు చీకట్లో మునిగినట్లే. అందువల్ల ప్రభువు వార్తను బాగా నడపాలి". అని నారదుడు ధర్మరాజుతో వార్త యొక్క ప్రాధాన్యతను వివరించాడు.

4. 'రాజనీతి' పాఠ్యభాగ నేపథ్యమును వ్రాయుము.

జ. పర్వత పారిజాత రైవత సుముఖులనే మహర్షులతో కలిసి వచ్చిన నారద మహర్షికి ధర్మరాజు తమ్ములతో కూడా ఎదురేగి నమస్కరించాడు. ఉన్నతాననం మీద కూర్చుండ బెట్టాడు. అర్హు పాద్యాది పూజా విధానాలతో పూజించాడు. నారద మహర్షి పాండవులందరిని కుశల మడిగాడు. ప్రత్యేకించి ధర్మరాజుతో రాజనీతి విషయాలు చర్చించాడు.

1.12 అభ్యాసం

ఈ క్రింది సంగ్రహ ప్రశ్నలకు సమాధానములు వ్రాయుము.

1. శత్రువుల్ని జయించే లక్షణాలు ఏవి?
2. ఎనిమిది రకాల ఆయుర్వేద వైద్య చికిత్సలను వివరించండి.
3. ఎటువంటి వారిని మంత్రిగా నియమించు కోవాలి?

ఈ క్రిందివానికి సందర్భ సహిత వ్యాఖ్యలు వ్రాయుము.

1. నిపుణుల నర్థానాది నృపకార్యములన్
2. కృతము దలంచి ప్రాణములు విడుతురనిన్
3. యోగమునఁ జేసి వర్తిల్లుచున్న చెపుమ
4. వానిననుష్ఠింతుఁ బ్రియముతోడ

ఈ క్రింది పదములను విడదీసి సంధి నామములను వ్రాయుము.

1. దేవోత్తములు
2. సద్ధర్మమార్గము,
3. రాజాస్వయ,
4. పురోహితు డధిప,
5. దివ్యాంతరిక్ష
6. నరేంద్రోత్తమ,
7. పక్షమేర్పడ,
8. జగజ్జనులు,
9. శతైక వృద్ధి.

ఈ క్రింది పదములకు సమాస, విగ్రహ వాక్యములను వ్రాయుము.

1. ధర్మార్థ కామములు
2. పితృపితామహులు,
3. అష్టాంగములు,
4. జితేంద్రియుడు,
5. చోరభయము,
6. ధరణీశ,
7. శాస్త్రదృష్టి.

ఈ క్రింది పద్యములకు ప్రతిపదార్థతాత్పర్యములను వ్రాయుము.

1. బహుధనదాన్యసంగ్రహము _____ రక్ష్యములైన దుర్గముల్
2. వదలక బుద్ధిసంతరరి వర్గము _____ నింద్రియ నిర్జితాత్ములన్

విద్యార్థులకు సూచనలు

అభ్యాసం కోసం ఇచ్చిన అంశములను స్వంతంగా చేయగలరు.

గుర్తు ఉన్న పద్యములను కంఠస్థము చేయవలెను.

యూనిట్ - 2

దక్షయజ్ఞం నన్నెచోరుడు

2.1 ఉద్దేశం

అహంకారంతో విద్రవీగుతూ, ఇతరులను లెక్కచేయక అవమాన పరచే లక్షణం కలిగిన వాళ్ళు చివరికి వారే అవమానాల పాలవుతారని ఈ పాఠ్యాంశం ద్వారా తెలుసుకొనగలరు.

2.2 కవి పరిచయం

‘దక్షయజ్ఞం’ పాఠ్యభాగ రచయిత నన్నెచోరుడు. ఇతడు క్రీ.శ. 1130 కాలమునాటివాడు. ఇతని తల్లిదండ్రులు శ్రీసతి చోడబల్లి. తెలుగులో మార్గదేశీ పదములను కవిత్వ పరంగా వాడిన మొదటికవి ఈయన. కుమార సంభవము పీఠికలో మార్గ, దేశి భేదాలు కనిపిస్తాయి. సంస్కృత భాషా సాహిత్య లక్షణ ప్రభావంతో ఉభయ భాషాపండితులను ఉద్దేశించి నెరపిన కవితను మార్గ కవిత అని, జన సామాన్యంలో వ్యాప్తి కోసం వ్రాయబడిన కవితను దేశీ కవిత అని - ఈతని అభిప్రాయం. తెలుగులో తొలిసారిగా జాను తెనుగు, వస్తు కవిత అనే పదములను కూడా పేర్కొన్న కవి ఈయనే. నన్నెచోరుడు తెలుగు భాషలో స్వభావసిద్ధముగా వాడెడి సంస్కృత సమాసములు, జన సామాన్యమున వ్యవహరింపబడే దేశీ పదములతో కూడిన మంజులమైన, సరళమైన, ప్రసన్నమైన తెనుగును జాను తెలుగు అని, వస్తు ప్రధానమైన కవితను వస్తు కవిత అని ఈ కవి ప్రతిపాదన. ఈయన “కుమారసంభవం” రచన శివపురాణములోని కథకు ప్రబంధానుకూలంగా మార్పులు చేశాడు. దక్షయజ్ఞం అనే ఈ పాఠ్యభాగం కుమార సంభవము ద్వితీయాశ్వాసము నుండి గ్రహింపబడినది.

దక్షుడు తన కుమార్తెల కాపురములను చూడడానికి బయలుదేరెను. తన అల్లుడైన శివుడు తనను సత్కరించి తగిన మర్యాదలు చేయని కారణంగా అతనిని అవమానించడానికి దక్షుడు యజ్ఞము నిర్వహించదలచాడు.

2.3 పాఠ్యభాగము

- మ. ప్ర. వివిధాస్రానీక జాతావిరల బహు లనద్విస్ఫులింగాగ్నియుం ద,
త్పవమానాహారవక్త్ర ప్రకటిత విషవిభ్రాజితో గ్రానలంబున్
సవికారాత్మాతికోపోజ్జ్వలతర విపులజ్వాలియుం గూడివర్సెన్
భవభాలాభీల నేత్రోద్భవశిఖిశిఖలన్ బద్ధజాండంబుదాకన్ 49
- వ. తదవసరంబున 50
- చ. ఖరపదఘట్టనన్ ధరణిగ్రుంగ ఫణీంద్రుడునుగ్గు నుగ్గుగాఁ
బరువడి నూర్పులందెరలి పాఠఁబయోనిధులుం గులాఢ్రులుం
బొరిఁబొరిఁద్రుంగ శృంగహతిఁ బొందదివంబునజాండమున్ మహే
శ్వరు వృషభంబు నాక్షణమ వచ్చెఁదిలోక భయంకరాకృతిన్ 51
- వ. అంత పుష్పదంత భృంగిరిట ఘంటాకర్ణమహాకర్ణ విభోగవీర శంకర వీరభద్ర
రుద్రగణాధినాథు లొందురులు గడవనుద్రేకించి 52
- మ. హరిమర్ధింతుమో, బ్రహ్మఁబట్టుదు మో, యింద్రాద్యష్టదిక్పాలురం
బరిమార్చన్ వధియింతుమో త్రిదశులన్ భంజింతుమో లోకసం
హరణం బిప్పుడ చేయనెత్తుదుమో విశ్వాధీశ్వరుండీశుండె
వ్వరిపై నల్లెనో చూడుఁ డంచు బ్రమథవ్రాతంబు రౌద్రాకృతిన్ 53
- వ. సంక్షోభించి విరూపాక్షుండు దక్షు నాక్షేపించు టెఱింగి పొంగుచు
నతిరభసంబునం బరమేశ్వరు ముందఱికి వచ్చి మహాబ్రహ్మ ప్రళయ
వ్యవసాయంబునకు నురుతరాఘాతసంప్లవోపక్రమంబునకు ననేక
బ్రహ్మాండఖండ విఖండన వ్యాపారంబునకు నే మేమ చాలుదు మనుచున్న
గుణంబులందు గణ ముఖ్యులు దలతల మని వెడలి విగుర్పించి 54
- చ. జలజభవాండ మంతయును జర్జరితం బగుచుండ వచ్చి మున్
గులగిరు లుర్విమీఁద వడిఁగూలఁగఁ ద్రోచిజగంబులబ్బలం
గలిపి, మహాబ్బలన్నియును గంజభవాండముమేర కక్కడన్
వెలువడఁ జల్లి రౌద్రగతి విశ్వము నిప్పుడ సంహరించెదన్ 55
- క. పంకజనాభాద్యమరుల
బొంకం బఱుఁ బట్టితెత్తు భూరిబలమునం
గింకజగంబుల మ్రింగుచు
శంకర యేఁ గలుగ నీకుఁ జనునేయలుగన్ 56

- గీ. ఎలుక తోడి కోపమున నిల్లేర్చునట్లు
దక్షుపై నల్లి జగమెల్ల నీక్షణంబు
సంహరింపంగఁ దలంచుట సన్నె వానిఁ
బట్టి తెచ్చెద వడి నన్నుఁ బనుపుదేవ! 57
- వ. అనియనేక ప్రకారంబులం బ్రత్యేకంబ పలుకుచున్న గణా ధిపతుల వారింబి
గణాధీశ్వరుండు పరమేశ్వరున కభిముఖుండై ప్రళయకాలనీల
ఘనాఘనంబునుంజోలె మహాధ్వని గర్జిల్లుచు 58
- ఉత్సాహ. బలిమి బిట్ట కలిగి పాశుపతము దొడుగ నేటిక
గ్గలిక ములుక కాయ కెత్తు గల్గు గొనగ నేల ము
న్నెలుక వేట కుఱుము తిండి యేల నీకు నలుగఁగాఁ
దలము గలదె నన్నుఁ బనుపు దక్షుఁబట్టి తెచ్చెదన్ 59
- వ. అన్మదీయ జననీ పరాభవం బింతయుం గావున నవశ్యంబుగ నిప్పని నాకు
దయసేయ వలయునని పన్నువడం బలుకుచున్న గణాధీశ్వరు తెగువ యెఱింగి
దక్షాధ్వరధ్వంసంబు చేసి దక్షుం బట్టి తెమ్మని పరమేశ్వరుండు నియమించిన
మహాప్రసాదం బని వీడుకొనియె నంత నా క్షణంబు 60
- ఉ. స్థూలసమున్న తాంగులు చతుర్భుజ ఫాలతటాక్ష చూలకా
పాలకరోరకార్ముక కృపాణధరుల్ ప్రమథాధినాథులా
భీల పరాక్రముల్ నిఖిల భీకర మూర్తులు వచ్చి రోలింగం
కాలసమేతులై భువనకంపముగా గణనాథు పాలికిన్ 61
- వ. తదవసరంబున దేవ గణాధీశ్వరి నిఖిలశాకినీ ధాకినీకూశ్మాండ యోగినీ
గణపరివృతయై 62
- క. లోకాలోకములోఁగల
చీకటియెల్లనొక పొడవు సేకొని యెనో నా
నాకాశ మడరి వచ్చెమ
హాకాళి మహా భయంకరాకారముతోన్ 63
- వ. ఇట్టఖిలగణ పరివృతుండై గణాధీశ్వరుఁడతిరయంబున్ దక్ష ప్రజాపతిపైఁ
బరిగొని దక్షాధ్వరా వాసంబుగని కోపించి నిజగణంబులకు జేయి వీచిన
నాక్షణంబ 64

- సీ. క్రతురక్షకులం దాకి కనుకనిం బోదోలి
చూపఱ విదశలు సారగం దోలి
వడిజన్నసాల నివాసంబు గొని వేది
కలు గ్రొచ్చిగుండముల్ గవియం ద్రోచి
ఋత్విగ్గణంబులం జత్వాలమునం బాంతి
బలిమి నదన్యుల నలియ మోది
యుపదర్శి మెడనుల్ని యూపంబుతోంగట్టి
పరిచారకులం బట్టి బారిసమరి
- ఆ. వహ్ని జిహ్వ రెండుప్రయ్యలుగాం గోసి
పరిజనముల నేలపాలు చేసి
యాక్షణంబు ముట్టి దక్షాధ్వరం బశ్ర
మమునం బెఱిచి యార్చెం బ్రమథగణము 65
- వ. అట్టి సంకులంబున
- వ. ఉ. ఆయవవీసురాసురచయం బురుసత్తుల నుగ్రులన్ మహా
కాయులం దధ్ధణాధిపులం గాంచుచు మీదికి మీదజీవముల్
హోయిరి కొందఱోడి చెడపోయిరి కొందఱుచుట్టుముట్టినం
గూయిడం జొచ్చిరుక్కడింగి కొందఱు అలందురి భీతచిత్తులై 66
- వ. ఇట్లుతి భీషణశాసనులైన గణాధీశ్వరుల కవిదిల కబ్బిగింపక సురవరు లతి
సంభ్రమంబునం బరిమొగంబు దప్పం గనుకనిం జను నవసరంబున 67
- ఆ. వాహనంబునెక్క వచ్చి భయంబున
వడకి నేలబడ్డ వనజ గర్భుం
గమిచికొని మరాళకము వాఱెఱెందమ్మి
గఱచికొని రయమునం బఱచినట్లు 68
- ఆ. గరుడి నడుము మెడయుం గాలనుం గేలను
నిఱికి కొనుచుం జక్రి వెఱచి పఱచె
ఘర్మజలము లొడలం గ్రమ్మంగ వర్షేంద్ర
చాపజలదభాతిం జదలం బొదల 69
- ఆ. వేంటకాఱు ముట్టి వెనుకొనగా శ్వేత
నగము చఱికిందారు నమిలివోలె
నభ్ర గజము మీది కాసహస్రాక్షుండు
ప్రాకి పాఱెం బ్రమథరాజి యార్వ 70

- అ. ఇక్కుముట్టి చక్కినెక్కంగ మఱచి సంగ
భ్రమముఁబొంది పిఱుఁదఁ బ్రమథగణము
లార్వఁ బోతుమీఁద నడ్డంబుపడి యుప్పుఁ
బెఱిక వోలె వెఱచి పఱచె జముఁదు 71
- గీ ఉరుత రాభీశుఁ డయ్యును నోడి పాఱె
వరుణుఁ డలుకుచు నోడిక వాఁగు వోలెఁ
గలుము లెడరైన నేమియు నిలువ వనుట
దగ భయాతురుఁడై నోరఁ దడియు లేక 72
- క. తనయెక్కిన మానిసిఁదా
ననయము నెక్కంగ మఱచి యాతనిఁదన మూఁ
పున నిడికొని పఱచె భయం
ఋన ధనపతి తన్నుఁ బిఱుదభూతము లార్వన్ 73
- వ. తదవనరంబునం బ్రజాపతినికరంబు దక్ష ప్రజాపతిం బరిమొగంబు
దప్పించుకొని బ్రహ్మాండ ఖండంబున కరిగిన గణాధీశ్వరు లెల్లకడలను శోధించి
దక్షుం దున్న పట్టెప్పట్లును గానకఁ కాందీశీకులై కనుకనింజని సకల భువ
నాధీశ్వరు పైఁ బరిగొని 74
- క. వల వచ్చినట్లు జగములఁ
గల విప్పుడును గలియ నొక్కకవిఁ జనికోలా
హలముగ సురాసురోరగ
కులముల నా గణము ముంచికొని వచ్చి వడిన్ 75
- చ. మునిమనుజుసురాహిసురముఖ్యుల వీఁపుల తోకు లెత్తఁగా
మును గుది గట్టి మోఁపియును ముందల కట్టులు గట్టికొట్టియున్
జన బెడకేలు గట్టియును జర్మ పటంబులు డిగ్గనొల్చియున్
జెనసి మసంగి కారసము నేసిరి తత్ప్రమ థాధినాయకుల్ 76
- చ. ఖలుఁడని వజ్రి చేయి విఱుగంగ వడింబడి మోఁచి రెత్తిదో
ర్భలమునఁ దాఁకి యజ్ఞ తలపందల యెత్తిరి తద్గణాధిపుల్
కలుషముతోడ ముట్టి భగుకన్నో కఁడచ్చన వుచ్చి రుగ్రులై
బలువడిఁ జుట్టి పూపుముని పండులు డుల్లగవ్రేసి రీసునన్ 77

- సగ్గర కోపోద్రేకంబునం జేకొన కజుహరితో
గూడ బంధించి దేవా
శాపాలేంద్రాదులం దక్షణమ పరిభవా
సక్తులం జేసి దక్షుం
బాపాచారున్ వధాద్యాపదల కరుహు
దద్భహ్మ బంధున్ దురాత్మున్
చూపుం డెచ్చోట నంచున్ సురలను బ్రమథుల్
చుట్టి దండించి రల్కన్ 78
- వ. తదనరంబున శివద్రోహుం డైన దక్షుం డను నిద్దురాత్మునకై
మహోగ్రాక్షగణాగ్రణులచే నిగ్రహంబు వడుటేమి పనియని సురమునిజనంబు
లొందురులం గడవ 79
- క. కనుగీటి చూపువారును
గనుమఱి చెడివట్టుం జూపం గడంగెడు వారుం
గని కడపి పుచ్చు వారును
గనుమఱు పడువారుంబరులం గనుగొను వారున్ 80
- వ. తదనవసరంబున నతిభయభ్రాంతుండై కన్నవారలక మ్రొక్కుచు స్రుక్కుచు
లోంగుచు డాంగుచు గోమేధిక సదనంబులో బెదిరి చూచుచున్న దక్షునింగని
గణముఖ్యులైతింగి పట్టుకొని 81
- ఉ. వీందె ఖలుండు దక్షుం డను వీటిడి పాణుడు వీండు సర్వ వ
ధ్యుండెడసేయ కుండు శివదూషకు నాలుక గోసి యుప్పునిం
పుండు ద్రపుద్రవంబాడల బూయుడు లోహము గాచి నోరబో
యుండు దూరాత్మచర్మపట మొల్వుడు గన్నులు మీటుండుకృత్ 82
- వ. అని యనేక ప్రకారంబులం బలుకుచు నారకోచితదండంబుల దండించి
నిజాధీశ్వరుండైన గణాధీశ్వరున కొప్పించి తన్ని యోగంబున 83
- అ. ప్రమథగణము దక్షుం బడగొట్టి కట్టుచుం
గాలుం జేయు బడయంగావడించి
మనుమృగంబు గట్టికొనివచ్చు బలువేట
కాటువోలె వచ్చి కనిరి శంభు 84

వ. తదవసరంబున

85

సీ. ఉరుశోక రసవార్ధి యుష్పాంగెననమేన
ఘర్మాశుజలములు గడలుకొనంగ
గడిసన్నతమ్మి బాం కడరెనో యనదీన
వదనంబుపై నెఱుల్ సెదరి తూల
ముఖలక్ష్మి భీతిం దమోవీధిం జొచ్చెనా
జాలియ విరివేణి వ్రేలుచుండ
గవవాసి యలదురు కలహంసరుతము నా
నా క్రంద నారావ మతిశ యిల్లన్

ఆ. దొడరు నడుగు లిడుచు దుఃఖాతిశయమున
దల్లడిల్లుచున్న దక్షు ధర్మ
పత్నివచ్చి పురుష భైక్షంబు వేడుచు
జాలి దవుల నభవు మ్రోలం బడియె

86

2.4 పాఠ్యాంశ పరిచయం

దక్షుడు చేస్తున్న యజ్ఞానికి అతని కుమార్తె అయిన దాక్షాయణి భర్త అయిన శివుని అనుమతి కోరి వెళ్ళింది. యజ్ఞ నిర్వహణ ప్రదేశంలో బ్రహ్మ, విష్ణువు తదితర దేవతలు హాజరయినారని పార్వతి తెలుసుకొంది. యజ్ఞ వాటికనందు తన భర్త అయిన శివుడు యజ్ఞ సమయంలో పూజార్హుడు కాదా? అని ప్రశ్నిస్తుంది. ఇది తప్పని చెప్పింది. కాని దాక్షాయని మాటలను విష్ణువు, బ్రహ్మతో పాటు మునీశ్వరులు, దేవతలు అందరూ దక్షునితో చర్చించారు. కాని ఇది దక్షునికి ఆగ్రహం కలిగించింది. దక్షుడు శివుని వివిధ రకాలుగా నిందించాడు. తన ముందే త్రిమూర్తులలో ఒకరైన శివుని నిందించటం సహించలేని దాక్షాయని అగ్నిని సృష్టించుకొని అందులో తనను తాను ఆహుతి చేసుకుంది. నారదుని ద్వారా ఈ విషయం తెలుసుకున్న శివుడు ఉగ్రుడయినాడు. అతని కోపాగ్ని జ్వాలలు అంతటా వ్యాపించాయి. ప్రమధగణాలు కలవరపడి శివుని వద్దకు బయలుదేరారు. శివుడు విశ్వాన్ని దగ్ధం చేస్తానని ఉగ్రుడై పలికాడు. అంతటి అతని కుమారుడు, గణములకు అధిపతి అయిన గణపతి ముందుకు వచ్చి ఈ కోపానికి కారకుడయిన దక్షుని అంతం చేసే పని తాను పూర్తి చేస్తానని అనుమతి కోరినాడు. శివుడు గణపతి దక్షత తెలిసిన వాడై అనుమతినిచ్చాడు. గణపతి మిగిలిన గణములతో కూడి దక్షుడు చేస్తున్న యజ్ఞ వాటికను చేరుకున్నాడు.

‘దక్షయజ్ఞం’ అనే ఈ పాఠ్యభాగం నన్నెచోడుడు రచించిన కుమార సంభవము ద్వితీయాశ్వాసమునుండి గ్రహింపబడినది.

కఠిన పదాలకు అర్థాలు:

వివిధ + అస్త్ర = వివిధాస్త్రా	=	వివిధములైన అస్త్రములు
భవభాలాభీల	=	శివుడు పుట్టిన కనులు వెలుగులు జిమ్మే
నేత్ర	=	కనులు (నేత్రములు)
ఉద్భవ	=	ఉద్భవించిన
శిఖిఖిలన్	=	అగ్నికీలలు
పద్మజాండంబు	=	బ్రహ్మాండము
ఖురపదఘట్టన	=	పాదాలకున్న డెక్కల తాకిడివలన
ధరణి	=	భూమి
క్రుంగ	=	క్రుంగ
ఫణీంద్రుడు	=	నాగరాజు
ఉగ్గునుగ్గుగా	=	చిద్రమవగా (ముక్కలుగా)
పయోనిధులు	=	సముద్రములు
పారిబౌరి	=	తునియలు
త్రుంగ	=	ముక్కలు
శృంగహతి	=	కొమ్ములతాకిడి
నజాండము	=	లోకము (విశ్వము)
వృషభంబు	=	ఎద్దు (నంది)
త్రిలోక	=	మూడు లోకములు
హరి	=	విష్ణువు
మర్ధించు	=	సంహరించు
పరిమార్చు	=	వధించుట
విరూపాక్షుండు	=	శివుడు
జలజభవాండ	=	బ్రహ్మ విశ్వము
జర్ఘంతం	=	కంపించుట
కులగిరులు	=	సప్తకుల పర్వతాలు

ఉర్వి	=	భూమి
జగంబు	=	విశ్వము
అబ్దులు	=	సముద్రములు
కంజభవాండము	=	బ్రహ్మాండము
ఇప్పుడు	=	ఇప్పుడే
సంహరించెదన్	=	నాశనం చేస్తాను.
ఇల్లేర్లునట్లు	=	ఇల్లును పీకినట్లు
జగము	=	విశ్వము
పట్టితెచ్చెద	=	పట్టుకొని వస్తాను.
ములుక	=	ముల్లు
కుటుమతి	=	అధికము(పోగు)
అస్మదీయ	=	నా యొక్క
జననీ	=	తల్లి
పరాభవం	=	అవమానం
అవశ్యంబుగ	=	తప్పనిసరి
గణాధీశ్వరుడు	=	గణములకు అధినేత గణపతి
ఆడరి	=	ఆ విధముగా
క్రతురక్షకులు	=	యజ్ఞములను నిర్వహించేవాడు
వేదికలు	=	మండపాలు
ఋత్విగణంబులు	=	యజ్ఞం చేసే వారి బృందాలు
జిహ్వ	=	నాలుక
ప్రయ్యాలు	=	ముక్కలు
అతిభీషణ	=	భయంకరంగా
కబ్బిగింపక	=	ఎదుర్కోనలేక
వనజగరుడు	=	బ్రహ్మ
మరాళము	=	హంస
గలచికొని	=	కఱచుకొని
కెందెమ్మి	=	ఎఱ్ఱని కలువ
చక్ర	=	విష్ణువు

చాపము	=	ఇంద్రధనస్సు
శ్వేతనాగము	=	కైలాస పర్వతం
సహస్రాక్షుండు	=	వేయి కనులు కలవాడు ఇంద్రుడు
సంభ్రమము	=	అశ్చర్యము (భయము వలన)
ఉరుతర+ అబ్ధీశుడు	=	సముద్రముకు నీరు నిచ్చే వరుణుడు
నోడిక	=	ఎండిపోయిన
మానిసి	=	(మనిషి) నరుడు
మూపు	=	భుజం
పఱచే	=	పరుగెత్తి
ధనపతి	=	కుబేరుడు (కుబేరుని వాహనం మనిషి)
సురాసరోరగ	=	దేవతలు, రాక్షసులు, నాగులు
ఖలుడు	=	రాక్షసుడు (దుర్మార్గుడు)
సురమునిజనంబు	=	దేవతలు, మునులు, మిగిలిన జనం
కని	=	చూచి
ఉరు శోకరవార్ధి	=	కన్నీటి సముద్రం
ఘర్మాశుజలము	=	కన్నీరు, చెమటకుసిన్
వదనంబుపై	=	పెదవులపైన
ధర్మపత్ని	=	భార్య
వేడుచు	=	వేడుకొనుచు
దుఃఖాతిశయము	=	విపరీతిమైన దుఃఖములో
ప్రభువు	=	శివుడు
మ్రోల	=	పాదాలు
ఉద్రపుద్రవము	=	ఉల్లినీరు (ఉల్లరసం)

2.5 ప్రతిపదార్థ - తాత్పర్యాలు

- జలజభవాండ మంతయును జర్జరితం బగుచుండ ప్రచ్ఛిమున్
గులగిరు లుర్విమీంద వాడిఁగూలఁగఁ ద్రోచిజగంబులబ్ధులం
గలిపి మహాబ్ధులన్నియును గంజభవాండముమేర కక్కడన్
వెలువడఁజల్లి రౌద్రగతి విశ్వము నిప్పుడ సంహరించెదన్

కవిపరిచయం : ఈ పద్యం ' దక్షయజ్ఞం' అనే పాఠ్యభాగంలోనిది. కవి నన్నెచోరుడు రచించిన 'కుమారసంభవం' ద్వితీయాశ్వాసము నుండి గ్రహింపబడినది.

సందర్భం : శివుని భార్య అయిన ద్రాక్షాయని అగ్నిని సృష్టించుకొని తనకు తాను ఆహుతి అయినదని నారదుని ద్వారా విన్న శివుడు ఇందుకు కారణమైన దక్షుడిని సంహరిస్తానని ఉగ్రరూపుడై పలికిన సందర్భం.

ప్రతిపదార్థం:

జలజ భవాండము	=	బ్రహ్మాండము
అంతయును	=	అంతయును
జర్జితంబగుచుండ	=	శిథిలమగుచుండగా
వచ్చి	=	చీల్చి
కులగిరులు	=	పర్వతాలు
ఉర్వి	=	భూమి
పడి	=	పడినట్లుగా
కూలగద్రోచి	=	కూలినట్లుగా తోసివేసి
జగంబులు	=	లోకములు
మహాబ్దులు	=	సప్త సముద్రములు
కక్కడన్	=	తారుమారు
వెలువడ	=	కనబడేవిధంగా
చల్లి	=	శివుడు
కంజభవాండము	=	విశ్వము అంతటా
రౌద్రగతి	=	మహావేశము (మిక్కిలి ఆవేశముతో)
విశ్వమును + ఇప్పుడే	=	ఈక్షణమే ప్రపంచమును
సంహరించెదన్	=	నాశనం చేస్తాను.

తాత్పర్యం: శివుడు దక్షునిపై గల కోపంతో సముద్రాలు, మహా సముద్రాలు, కుల పర్వతాలు కలిగిన బ్రహ్మాండము ఇప్పుడే నాశనం చేస్తానని ఉగ్రుడై పలుకుచుండెను.

సంధులు:

జలజ + భవాంబము	=	జలజభవాండము	-	సవర్ణదీర్ఘసంధి
కులగిరులు+ ఉర్వి	=	కులగిరులుర్వి	-	ఉత్వసంధి

$$\begin{aligned} \text{మహా} + \text{అబ్బలు} &= \text{మహాబ్బలు} & - & \text{సవర్ణదీర్ఘసంధి} \\ \text{కూలగ} + \text{త్రోచి} &= \text{కూలగద్రోచి} & - & \text{సరళాదేశ సంధి} \end{aligned}$$

సమాసములు :

$$\text{జలజభవుడు} = \text{జలజము నుండి పుట్టినవాడు (బ్రహ్మ)} - \text{బహువ్రీహి సమాసము}$$

$$\text{మహాబ్బలు} = \text{గొప్పదైన సముద్రాలు} - \text{విశేషణ పూర్వపద సమాసము}$$

$$\text{జగంబులబ్బలు} = \text{జగంబులు, మరియు అబ్బలు} - \text{ద్వంద్వ సమాసము}$$

ఛందస్సు:

ఈ పద్యం చంపకమాల వృత్తమునకు చెందినది.

ఇందు న జ భ జ జ జ ర అనే గణాలు ఉంటాయి.

మొత్తం అక్షరాల సంఖ్యం - 21

1-11 అక్షరాలకు యతి కుదురుతుంది.

2. స్థూలసమున్నతాంగులు చతుర్భుజ పాలతటాక్ష శూలకా
పాలకరోరకార్ముక కృపాణధరుల్ ప్రమథాధినాథులా
భీల పరాక్రముల్ నిఖిల భీకర మూర్తులు వచ్చి రోలింగం
కాలసమేతులై భువనకంపముగా గణనాథు పాలికిన్

కవిపరిచయం : ఈ పద్యం ‘ దక్షయజ్ఞం’ అనే పాఠ్యభాగంలోనిది. కవి నన్నెచోరుడు రచించిన ‘కుమారసంభవం’ ద్వితీయాశ్వాసము నుండి గ్రహింపబడినది.

సందర్భం : దక్షుని సంహరించుటకు తండ్రి అయిన శివుని అనుమతితో గణాధిపతి అయిన గణేశ్వరుడు బయలుదేరాడు. అతని అనుసరిస్తూ గణాధీశులందరూ తమ తమ పరివారంలో ఆయుధాలను ధరించి భూమి కంపించే విధంగా సన్నద్ధం అయిన సందర్భం.

ప్రతిపదార్థం :

$$\text{స్థూలసమున్నతాంగులు} = \text{బలమైన, ఎత్తైన శరీరములు గల పరాక్రమమునందు}$$

$$\text{చతుర్భుజులు} = \text{చతురమైన భుజబలము కలిగినవారు}$$

$$\text{పాలతటాక్షుడు} = \text{సుదిట్టియందు శూలము ముద్రలుగా కలిగినవారు}$$

కరోర కార్ముక	=	కరినమైన బాణము
కృపాణధారుల్	=	కత్తులన్ చేత ధరించినవారు
ప్రమధ + అధినాథులు	=	ప్రమధ గణాదులు
లాభీల పరాక్రమము	=	భయంకరమైన వీరత్వము
నిఖిల	=	ఎదుర్కోనే
భీకర	=	భయంకరమైన
మూర్తులు	=	ఆకారము కలిగినవారు
భువన కంపంభముగా	=	లోకములు కంపించే విధముగా
కంకాల సమేతులై	=	అస్థి పంజరముబోలు ఆయుధాలతో వచ్చారి
వోలి	=	వెంటనే
గణనాథులు	=	గణములకు నాధుడైన గణపతి
పారికిన్	=	విఘ్నేశ్వరుని వద్దకు
వచ్చిరి	=	చేరారు.

తాత్పర్యం : శివుడు దక్షున్ని సంహరించుటకు గణపతికి అనుమతి ఇవ్వగా మిగిలిన గణములు వారివారి అనుచరులైన నుదిటిపై శూలము చిహ్నమైన బొట్టును ధరించినవారు, చతురస్రకారముగా బొట్టు ధరించినవారు, తమ వద్ద ఉన్న ఎముకల గూడు వంటి అస్థి పంజరాలతో తయారు చేయబడిన ఆయుధములు గలవారు గణపతి వద్దకు వచ్చారు. వారి యొక్క ఆకారాలు భయంకరంగా ఉన్నాయని భావం.

సంధులు:

సమున్నాతాంగులు	=	సమున్నత + అంగులు	=	సవర్ణదీర్ఘసంధి
ప్రమధాధినాథులు	=	ప్రమధ + అధినాథులు	=	సవర్ణదీర్ఘసంధి
వచ్చిరోలి	=	వచ్చిరి + వోలి	=	ఇకార

సహసములు :

ఉన్నతాంగులు	=	ఉన్నతమైన అంగములు కలిగినవారు	=	బహుప్రీహి
భీకరమూర్తులు	=	భీకరమైన ఆకారముగలవారు	=	విశేషణ పూర్వ
గణనాథు పారికిన్	=	గణనాథుని వద్దకు	=	ద్వితీయ
చతుర్భుజము	=	నాలుగు భుజములు	=	ద్విగు

ఫందస్సు : ఈ పద్యము ఉత్పలమాల వృత్తముకు చెందినది.

ఇందు భ ర న భ భ ర వ అనే గణములు ఉంటాయి

1-10 అక్షరాలకు యతి వర్తిస్తుంది.

మొత్తం అక్షరాల సంఖ్య

3. ఖురపదఘట్టనన్ ధరణిగ్రుంగ ఫణీంద్రుడునుగ్గు నుగ్గుగా
బరువడి నూర్వులందెరలి పాఱబయోనిధులుం గులాద్రులుం
బొరిబొరిద్రుంగ శృంగహతిఁ బొందదివంబునజాండమున్ మహే
శ్వరు వృషభంబు నాక్షణమ వచ్చెద్రిలోక భయంకరాకృతిన్

కవిపరిచయం : ఈ పద్యం ' దక్షయజ్ఞం' అనే పాఠ్యభాగంలోనిది. కవి నన్నెచోరుడు రచించిన 'కుమారసంభవం' ద్వితీయాశ్వాసము నుండి గ్రహింపబడినది.

సందర్భం : దక్షుని సంహరించుటకు తండ్రి అయిన శివుని అనుమతితో గణాధిపతి అయిన గణేశ్వరుడు బయలుదేరాడు. అతని అనుసరిస్తూ గణాధీశులందరూ తమ తమ పరివారంలో ఆయుధాలను ధరించి భూమి కంపించే విధంగా సన్నద్ధం అయిన సందర్భం.

ప్రతిపదార్థం :

మహేశ్వరువృషభంబు = శివుని వాహనమైన నందీశ్వరుడు

అక్షణంబు = ఆ సమయంలో

ఖురపదఘట్టనన్ = గిట్టలతోడి కాళ్ళ రాయిడిచే

ధరణికృంగ = భూమిఅడగగా

ఫణీంద్రుడు = సర్పరాజగు ఆదిశేషుడు

నుగ్గునుగ్గుగా = తెగలుతెగలుగా

కొరవడి నూర్వులన్

తెరలి = త్వరతిగతిని (నిట్టూర్పులు) బుసలుకొట్టునట్లుగా

పయోనిధులన్ = సముద్రములు

కులాద్రులన్ = కులపర్వతములు

బొరిబొరి = సుడులుతిరుగునట్లుగా

శృంగహతిచే	=	కొమ్ములతాకిడిచే
త్రుంగ	=	కూలినట్లుగా
పొంద	=	పొందినట్లుగా
దివంబుఆజాండమున్	=	సమస్తలోకములు
త్రిలోక భయాంకరాకృతిన్	=	ముల్లోకములు భయపడునట్లు కోపముతో
వచ్చె	=	వచ్చినది

తాత్పర్యం : శివుని వాహనమైన నందీశ్వరుడు గిట్టలతోడి పాదములు త్రొక్కిడిచే భూమి ఆ సర్పరాజగు ఆదిశేషుడు పిండిపిండికాగా, సముద్రములు వేగముగా సుడులు తిరుగునట్లుగా, కులపర్వతములు తునకలు కాగా, బ్రహ్మాండము కొమ్ముల దెబ్బను పొందగా, ముల్లోకములు భయపెట్టునట్లు రూపముతో వచ్చినది.

విశేషాంశం : కులాద్రులు అనగా మహేంద్రము, మలయము, సైహ్యద్రి, శక్తిమంతము, గంధమాదనము, వింధ్యము, పారీయాత్రము అను ఏడు.

సంధులు :

ఫణీంద్రుడు	=	ఫణి+ ఇంద్రుడు	=	సవర్ణదీర్ఘసంధి
కులాద్రులు	=	కుల+ అద్రులు	=	సవర్ణదీర్ఘసంధి
మహేశ్వరుడు	=	మహా+ ఈశ్వరుడు	=	గుణసంధి
భయంకారకృతిన్	=	భయంకర+ ఆకృతిన్	=	సవర్ణదీర్ఘసంధి

సమాసములు :

ఫణీంద్రుడు	=	ఫణులలో ఇంద్రుడు	=	షష్ఠీ తత్పురుష
శృంగహతి	=	శృంగము వలన హతి	=	పంచమి తత్పురుష

4. హరిమర్ధింతు మొ, బ్రహ్మబట్టుడు మొ, యింద్రాద్యష్టదిక్పాలురం
బరిమార్పన్ వధియింతుమో త్రిదశులన్ భంజింతుమోలోకసం
హరణం బిప్పుడ చేయనెత్తుడు మొ విశ్వాధీశ్వరుండిశుండె
వ్వరిపై నల్లెనో చూడుం డంచు బ్రమథవ్రాతంబు రౌద్రాకృతిన్

కవిపరిచయం : ఈ పద్యం ' దక్షయజ్ఞం' అనే పాఠ్యభాగంలోనిది. కవి నన్నెచోరుడు రచించిన 'కుమారసంభవం' ద్వితీయాశ్వాసము నుండి గ్రహింపబడినది.

సందర్భం : దక్షుని సంహరించుటకు తండ్రి అయిన శివుని అనుమతితో గణాధిపతి అయిన గణేశ్వరుడు బయలుదేరాడు. అతని అనుసరిస్తూ గణాధీశులందరూ తమ తమ పరివారంలో ఆయుధాలను ధరించి భూమి కంపించే విధంగా సన్నద్ధం అయిన సందర్భం.

ప్రతిపదార్థం :

ప్రమథవ్రాతంబు	=	ప్రమథగణములు
రౌద్రాకృతిన్	=	ఉగ్రరూపులై
హరిమర్ధింతుమో	=	విష్ణువుని సంహరింతుమో
బ్రహ్మన్బట్టుదుమో	=	బ్రహ్మనుబంధించెదామా?
ఇంద్రాది	=	ఇంద్రుడు మొదలైన
అష్టదిక్పాలురన్	=	ఎనిమిది మంది దిక్పాలకులను
పరిమార్చన్	=	వధింతుమో
త్రిదశులన్	=	దేవతలు
భంజితుమో	=	మట్టుపెట్టుదేమో
లోకసంహరణంబు	=	ముల్లోకముల సంహరణము
ఇప్పుడాచేయునెత్తుదము	=	చేయుదమా?
విశ్వాధీశుండు	=	విశ్వమునకు నాధుడైన
ఈశుండు	=	శివుడు(విశ్వేశ్వరుడు)
ఎవ్వరిపైన	=	ఎవ్వరిపై
అలెన్	=	కోపించెన్
చూడుడు	=	తెలుసుకొనండి

తాత్పర్యం : విష్ణువును మర్ధింతుమో, బ్రహ్మను బంధింతుమో, ఇంద్రుడు మున్నగు ఎనిమిదిమంది దిక్పాలకులను చంపుదమో. దేవతలను సంహరింతుమో, ఇప్పుడే లోకనాశనము చేయ దండెత్తిపోవుదమో, విశ్వేశ్వరుడైన శివుడు ఎవరిపై కోపించెన్ తెలుసుకోదని ప్రమథగణములు ఉగ్రరూపులైరి.

విశేషాంశం : అష్టదిక్పాలకులు అనగా ఇంద్రుడు, అగ్ని, యముడు, వరుణుడు, వాయువు, నికృతి, కుబేరుడు, ఈశాణుడు.

సంధులు :

విశ్వాధీశ్వరుడు = విశ్వ + అధీశ్వరుడు = సవర్ణదీర్ఘసంధి

రౌద్రాకృతిన్ = రౌద్ర + ఆకృతిన్ = సవర్ణదీర్ఘసంధి

సమాసములు :

అష్టదిక్పాలకులు = ఎనిమిది దిక్పాలకులు = ద్విగు సమాసము

విశ్వాధీశ్వరుడు = విశ్వమునకు అధీశ్వరుడు = షష్ఠీతత్పురుష సమాసము

రౌద్రాకృతిన్ = రౌద్రమైన ఆకృతితో = విశేషణ పూర్వపద సమాసము

2.6 సందర్భ సహిత వ్యాఖ్యలు

1. వెలువడఁజల్లి రౌద్రగతి విశ్వము నిప్పుడ సంహరించెదన్

కవిపరిచయం : ఈ వాక్యము 'దక్షయజ్ఞం' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది.

నన్నెచోడుడు రచించిన 'కుమార సంభవం' ద్వితీయాశ్వాసము నుండి తీసుకోబడినది.

సందర్భం : తన భార్య అయిన దాక్షాయని దక్షయజ్ఞ వాణీకయందు అగ్నిని సృష్టించుకొని, ఆత్మాహుతి చేసుకున్నదన్న వార్తను నారదుని ద్వారా విన్న శివుడు కోపముతో ఈ విశ్వమును ఇప్పుడే నాశనం చేస్తానని రౌద్రంగా పలికిన సందర్భం.

భావం : రుద్రుని అగ్రహము నుండి వెలువడిన అగ్ని జ్వాలలు వలన విశ్వం అతలాకుతలం కాసాగెను.

2. ఎలుక మీది కోపమున నిల్లేర్చునట్లు

కవిపరిచయం : ఈ వాక్యము 'దక్షయజ్ఞం' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది.

నన్నెచోడుడు రచించిన 'కుమార సంభవం' ద్వితీయాశ్వాసము నుండి తీసుకోబడినది.

సందర్భం : శివుని కోపకారకుడు దక్షుడని తెలుసుకొన్న ప్రమథగణాలు దక్షుని సంహరించుటకు మీరెందుకు, మేము వెళతామని అనుమతి కోరిన సందర్భం.

భావం : అల్పుడయిన దక్షుని, వధించుటకు శివుని వంటివాడు పోవలెనా? ఎలుకను చంపటం కోసం ఇల్లు కూల్చుకోవటం ఎందుకని భావం

3. ఉప్పు బెటికి వోలె వెఱచి పఱచెజముడు

కవిపరిచయం : ఈ వాక్యము 'దక్షయజ్ఞం' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది. నన్నెచోడుడు రచించిన 'కుమార సంభవం' ద్వితీయాశ్వాసము నుండి తీసుకోబడినది.

సందర్భం : శివుని అనుమతితో ప్రమధగణాలతో గణపతి దక్షయజ్ఞ వాటికను నాశనం చేసిన సందర్భంలో బ్రహ్మ, విష్ణు తదితరులు భయపడిరి. వీరితో వచ్చిన యముడు పిరికివానివలె పారిపోయెను అనునది సందర్భం.

భావం : ఉప్పు బస్తాను మీదను వేసికొన్న విధంగా యముని తనపై వేసుకొన్న అతని వాహనమైన దున్నపోతు పరుగుతీసెను.

4. వేట కాలు వోలె వచ్చి కనిరిశంభు

కవిపరిచయం : ఈ వాక్యము 'దక్షయజ్ఞం' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది. నన్నెచోడుడు రచించిన 'కుమార సంభవం' ద్వితీయాశ్వాసము నుండి తీసుకోబడినది.

సందర్భం : ప్రమధ గణములతో వెళ్ళిన గణపతి దక్షుని బంధించి శివుని వద్దకు తీసుకు వచ్చిన సందర్భం.

భావం : దక్షుని పట్టుకొని కాళ్ళు చేతులు విరిచికట్టి కావడిగా కట్టి, వేటగాండ్రు మోసుకువచ్చిన విధంగా ప్రమధ గణములతో గణపతి శివుని వద్దకు చేరిరి.

5. జాలిదవుల సభపుమ్రోలఁబడియె

కవిపరిచయం : ఈ వాక్యము 'దక్షయజ్ఞం' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది. నన్నెచోడుడు రచించిన 'కుమార సంభవం' ద్వితీయాశ్వాసము నుండి తీసుకోబడినది.

సందర్భం : దక్షున్ని బంధించి గణపతి శివుని వద్దకు తీసుకురాగా దక్షుని భార్య కన్నీటితో తనకు పతిభిక్ష పెట్టమని శివుని వేడుకొను సందర్భం.

భావం : కన్నీటితో దక్షుని భార్య ప్రభువయిన శివున్ని పతి భిక్షపెట్టమని ప్రార్థించెను.

6. నన్నుఁ బనుపు దక్షుఁబట్టి తెచ్చెదన్

కవిపరిచయం : ఈ వాక్యము 'దక్షయజ్ఞం' అనే పాఠ్యభాగము నుండి గ్రహింపబడినది. నన్నెచోడుడు రచించిన 'కుమార సంభవం' ద్వితీయాశ్వాసము నుండి తీసుకోబడినది.

సందర్భం : దక్షున్ని బంధించి గణపతి శివుని వద్దకు తీసుకురాగా దక్షుని భార్య కన్నీటితో తనకు పతిభిక్ష పెట్టమని శివుని వేడుకొను సందర్భం.

భావం : గణపతి తండ్రితో నన్ను పంపండి దక్షుని పట్టి తెచ్చెదను అనెను.

2.7 పాఠ్యభాగసారాంశము

దక్షుడు తన కుమార్తెల కాపురములను చూడడానికి వెళ్ళాడు. అందరి దగ్గర ఎంతగానో గౌరవింపబడి, సత్కారములందుకొన్న దక్షుడు - తన అల్లుడైన శివుడు మాత్రం తనను సత్కరించలేదు. ఇది దక్షునికి అవమానంగా తోచింది. శివుని తక్కువ చేసేందుకు అతనిని ఆహ్వానించకుండానే దక్షుడు యజ్ఞం చేయదలిచాడు. యజ్ఞ కార్యక్రమాలు ప్రారంభమయాయి. సమస్త దేవతలను, అష్టదిక్పాలకులను, ఋషులు, యక్ష కిన్నెర గంధర్వ కింపురుషాది వర్గాలను ఆహ్వానించాడు అల్లుడయిన శివునికి ఆహ్వానం పంపలేదు. అతను చిరునవ్వుతోనే మిన్నకుండిపోయాడు. కాని.... పార్వతి తన పుట్టింటి వారు చేస్తున్న యజ్ఞమునకు వెళ్ళి దలచుకుంది. పిలువని పేరంటం అవమానకరమని రుద్రుడు తన భార్య అయిన దాక్షాయనిని హెచ్చరించాడు. అయినా ఆమె వెళ్ళాలనే వాంఛను కనబరిచింది. శివుడు కాదనలేకపోయాడు.

యజ్ఞవేదిక వద్దకు వెళ్ళిన దాక్షాయని తండ్రిని చూసింది. శివుడు యజ్ఞ ఆహ్వానానికి అనర్హుడా? శివుడు లేని యజ్ఞమా? ఇది తప్పని తండ్రికి చెప్పింది. అక్కడున్న బ్రహ్మ, విష్ణువు తదితరులు ఆమె చెప్పింది వాస్తవమని పలికారు. అందుకు ఇది దక్షునికి కోపం కలిగింది. దాక్షాయని ఎదుట ఆమె భర్త అయిన శివుని నిందించసాగాడు. తండ్రి మాటలు విని భరించలేని దాక్షాయని దుఃఖితురాలై ఆవేదనతో తనకు తానే అగ్నిని సృష్టించుకొని అందు ప్రవేశించి ఆత్మాహుతి చేసుకుంది. అందరూ నిశ్చేష్టులైనారు. ఇదంతా చూసిన నారదుడు శివుని వద్దకు వెళ్ళి ఈ అంశాలన్నీ వివరించాడు. రుద్రుడు రౌద్రరూపుడయినాడు. అతని శరీరం నుంచి, నేత్రముల నుంచి అగ్ని కీలలు, విష వాయువులు వెలువడి లోకాలను చుట్టముట్టసాగాయి. బ్రహ్మాండమంతా వేడిమికి విషజ్వాలకు ఉక్కిరిబిక్కిరి కాసాగినది. ఏం జరిగిందో తెలియక భయాందోందళనలకు లోనయినాయి. కైలాసంలో శివుడు రౌద్రంగా వేసిన అడుగులకు భూమిని మోస్తున్న నాగేంద్రుడు భారంతో క్రుంగిపోసాగాడు. ఏమి యీ విపరీతమని కలత చెందసాగాడు. సముద్రములు ఇంకి పోసాగాయి. కొండలన్నీ నుగ్గునుగ్గు కాసాగాయి. మహేశ్వరుని వాహనం అయిన నంది (వృషభం) పరుగుతో శివునిని సమీపింపబోయింది. త్రిలోకములు భయమునందు విధముగా ఉన్న ఆ శంకరుని ఆకృతిని చూసి నిలిచిపోయింది. కైలాసంలోనే కాక సమస్త భూవలయంలోనూ జరుగుతున్న విపరీతములకు ప్రమథ గణములు మిక్కిలి భయభ్రాంతులైనారు. ఏదో జరగబోతుందని, పుష్పదంతుడు, భృంగి, ఘంటాకర్ణ, మహాకర్ణ, వీరభోగ, వీరశంకర, వీరభద్ర వంటి రుద్ర గణాలు ఒకరితో

ఒకరు చర్చించుకొంటున్నారు. వారి చర్చలు శంకరుని విలయ సృష్టికి కారణాలు వెతుక్కోనే విధంగా ఉన్నాయి. హరిని కాని బ్రహ్మను కాని సంహరిస్తాడా. ఇంద్రాది అష్టదిక్పాలను శిక్షిస్తాడా, త్రిలోకాల్లో ఉన్నా అధినాథులకు ఏ హాని జరగనుందో, శివుడు ఎవరిమీద అలిగినాడో చూడవలయును అని ప్రమథ గణములు తమతో తాము చర్చించుకొంటూ శివుని రుద్ర ఆకారమును చూసిరి, భయపడ్డారు. ఆ సమయంలో శివుడు దక్షుని పై కోపగించుకొన్నాడనే విషయం వారికి తెలిసింది. వారిలో అంతవరకూ ఉన్న సందేహాలు తొలగిపోయాయి. బ్రహ్మాండమును నుజ్జుగా చేస్తాం. కులగిరులను పిండిగా చేస్తాం. భూమీద్వ సముద్రములను ఇంకింపజేస్తాం. ఈ సృష్టినంతటను ఇప్పుడే నాశనం చేస్తాం. బ్రహ్మతదితర దేవతలను పట్టి తెస్తాం. భూమీద్వనున్న రాజులునందరిని చంపివేస్తాం. అనుమతించండి స్వామి అంటూ మీ అలుకకు కారణమైన దక్షుడు అల్పుడు. అటువంటి వాడిని ఈ క్షణమే బంధించి మీ ముందుకు తెస్తాం. మమ్ము పంపుమని ప్రమథగణాలు ఎవరికివారే శివునితో ప్రార్థించారు.

ప్రమథగణాలు పలుకుతున్న మాటలను గణాధిపతి విని పరమేశ్వరునికి ఎదురుగా నిలచి గొప్ప గర్జన వంటి శబ్దము వచ్చే విధంగా మాట్లాడటం ప్రారంభించెను. ‘అల్పమైన వానికోసం పాశుపతము ప్రయోగించటం ఎందుకు, ముల్లును తీయటంకోసం గొడ్డలిని వాడటం ఎందుకు? చిన్న చిట్టెలుక వంటి వాడిని వేటాడటం కోసం సాక్షాత్తు మహాశివుడే తరలి వెళ్ళటమా? నన్ను పంపు తండ్రి ఇప్పుడు జరిగిన అవమానం నా తల్లిది. కుమారుడుగా నా తల్లి అవమానానికి హేతువయిన వానిని సంహరించవలసిన బాధ్యత నాది కదా! అలస్యం చేయకుండా నన్ను పంపినచో ఆ దక్షున్ని పట్టి తెస్తానని అనగా అతని తండ్రి అయిన శివుడు కుమారుని శక్తి సామర్థ్యములు తెలిసినవాడై. దక్షుని పట్టుకొని ప్రాణములతో తన వద్దకు తీసుకు రమ్మని గణపతికి అనుజ్ఞ ఇస్తాడు.

శివుని అనుమతి పొందిన గణపతిని చూసిన ప్రమథగణములు ఆనందపడ్డాయి. శాలములు ధరించినవారు, నుదుటి న చతురాస్రకారముగా శివనామములు దిద్దుకొన్నవారు. భయంకరమైన కత్తులు ధరించినవారు భీకరమైన ఆకృతి దాల్చిన ప్రమథగణాలు తమ తమ పరివారములో గణపతి వద్దకు వచ్చి నిలుచున్నారు. ఆ సమయంలో దేవగణములకు అధీశ్వరి అయిన, ధాకీనీ, కుశ్మాండ యోగిని కూడా తన పరివారంతో అక్కడకు చేరుకున్నది. ఆ సమయంలో లోకములలో గల చీకటిని తన శరీరచ్ఛాయగా పులుముకొన్నదా అన్నట్లుగా ఆకాశము నుండి మహా కాళీ మహాభయంకరాకారముతో అక్కడకు వచ్చెను. ఈ విధంగా వచ్చిన తన పరివారమును

వెంటబెట్టుకొని గణపతి దక్షుని యజ్ఞవాటిక చేరుకున్నాడు. ప్రజాపతి అయిన దక్షునిపైన విపరీతిమైన ఆగ్రహం కలిగింది. కోపంలో గణేశుడు తన పరివారమునకు సంజ్ఞ చేయగానే రెట్టించిన ఉత్సాహముతో ఆగ్రహంతో భూత, ప్రేత, పిశాచి, దేవతా గణాలు యజ్ఞ వాసులను ధ్వంసం చేయసాగాయి. క్రతువును రక్షిస్తున్న వారిని కనుగొని పట్టి సంహరించ సాగారు. ఆశ్రమ వాసాలను త్రోసివేసారు. యజ్ఞ వేదికలను కూల్చి వేసారు. అగ్ని గుండములను త్రవ్వి పారేశారు. ఋత్విగ్గణాన్ని హింసించసాగారు. యజ్ఞమును చూచుటకు వచ్చిన వారిని భయభ్రాంతులను చేసి పరుగులు పెట్టించారు. యజ్ఞమును పర్యవేక్షించే 'ఉపదర్శి'ని పట్టి మెడను నులిమి, త్రాడుతో బంధించారు. పరిచారకులను బంధించి హింసించారు. మంత్రాలు పఠించే వారి నాలుకలను రెండు ముక్కలు చేసారు. పరిజనులను నేలపాలు చేసారు. దక్షుని యజ్ఞ వాటికను నాశనం చేసారు. భయాపహ వాతావరణం సృష్టించారు. రాజులు, రాక్షసులు, దేవతల వంటి వారు వీరిని చూసిన మాత్రముననే కొందరికి పై ప్రాణాలు పైనే పోయాయనుకున్నారు. కొందరు వారితో పోరాడ దలచి, ఓడిపోయారు. అందరిని చుట్టుముట్టి భయం కలిగించారు. ఇలా అందరిని భయకంపితులు చేస్తూ, యజ్ఞవాటికను నాశనం చేసిన ఆ ప్రమథ గణముల ధాటికి, వీర విహారానికి అందరూ కకావికలమైపోయారు. చివరకు దేవతలు సహితం దిక్కులు మరచి పరుగెత్తసాగారు. హంసను వాహనంగా చేసుకొని వచ్చిన బ్రహ్మ తన వాహనమును అధిష్టించడం మరచిపోయాడు. హంసే బ్రహ్మను నోటి కరుచుకొని ఎఱ్ఱని కలువను నోట తీసుకుపోతున్న విధంగా బ్రహ్మను తీసుకు పోసాగింది. గరుడు వాహనదారి అయిన విష్ణువు తన వాహనమైన అధిరోహించ మరచిపోగా, గరుత్మంతుడే విష్ణువును తీసుకు పోసాగాడు. విష్ణువు నడుమును పట్టి తీసుకుపోతున్న సమయంలో అతని శరీరచ్ఛాయ హరివిల్లి ఆకాశలో కనిపించినట్లుగా ఉంది. అతని శరీరము నుంచి భూమిపై పడుతున్న చెమట నీరు వర్షపు చినుకులుగా ఉందని కవి వర్ణన. వేటగాడు తరుముతున్న విధంగా పరుగులు పెడుతున్న ఐరావతము మీదకు ఇంద్రుడు ఎక్కడం కాకుండా ఎగబ్రాకుతు పోయాడు. ప్రమథ గణములు సృష్టించిన బీభత్సమునకు జడిచిపోయిన యముడు తన వాహనమైన దున్నపోతు మీద అడ్డంగా పడి పారిపోయాడు. సముద్రములకు రాజయిన వరుణుడు భయం చేత నోట నీరు లేక ఎండిన నోటితో ఎండిపోయిన వాగులాగ భయముతో అక్కడనుండి మాయమైపోయాడు. తనను వాహనంగా తీసుకు వెళ్ళవలసిన 'మనిషి' ని తానే వాహనమైన తీసుకు వెళ్తున్నాడు భయంతో కుబేరుడు, ఇటువంటి భీతాపహ వాతావరణమును చూసిన దక్షుడు భయంతో యాగశాలకు పారిపోయాడు. అతడిని పట్టుకోవాలని ప్రమథగణాధీశులు అన్ని ప్రాంతాలను జల్లెడ

వేసిన విధంగా వెతకసాగారు. కాందీశీకుల వలె అతని కోసం అన్వేషణను కొనసాగిస్తున్నారు. దేవతలు, రాక్షసులు కోలహలముగా నున్న వాతావరణమది. ప్రమద గణాధీశులు ఎవరిని లెక్క చేయటం లేదు. దక్షుడి ఆచూకి చెప్పని వారికి తోలు వలుస్తున్నారు. ఎక్కడి వారక్కడే భయంతో కంపించసాగారు. ఒకరికొకరు కళ్ళతోనే సౌంజ్జులు చేసుకుంటూ తప్పించుకోసాగారు. దక్షుడు సహితం మిక్కిలి భయము కలిగినవాడై తన గురించి ఎవరికీ చెప్పవద్దని తనవారిని, తనవారుకాని వారిని కూడా కాళ్ళా వేళ్ళా పడి బ్రతిమాలుతున్నాడు. శివద్రోహం చేసిన దక్షున్ని రక్షించి ఎందుకు తమ ప్రాణాల మీదకు తెచ్చుకోవటమని కొంతమంది దేవతలు, ఋషులు గుసగుసలు ఆడసాగారు. కను చూపులతో ఒకరినొకరు హెచ్చరించుకోసాగారు. అటువంటి సమయంలో ప్రమథ గణములకు గోమేధికములతో చేసిన భవనములో దాక్కున్న దక్షుడు దొరికాడు. వీడే ఆ దుర్మార్గుడు పట్టుకొండి శివదూషణ చేసిన ఇతని నాలుకను కోయండి. ఉప్పు నిప్పుండి. ఉపద్రవమును ఒంటినిండా పూయండి. లోహమును కరిగించి నోట్లో పోయండి. ఆ దుర్మార్గుడి చర్మం ఒలిచి, కన్నులు పెకిలించండి అని అనేక విధములుగా నిందిస్తూ దక్షుని పట్టుకొన్నారు.

తనకు దొరికిన దక్షుడి కాళ్ళు చేతులను తాళ్ళతో బంధించి వేశారు. వేటగాళ్ళు మృగమును వేటాడి తెచ్చిన విధముగా దక్షుని శివుని ఎదుటకు తీసుకు వచ్చారు ప్రమథ గణాలతో గణపతి. ఆ సమయంలో కన్నీటి సముద్రమో అన్నట్టుగా శరీరం నిండా చెమటలు పట్టి, దీనమైన ముఖంతో, రాజసం నశించి, ఓటమి భారంతో తలదించుకొని ఉన్న దక్షుని చూసి అతని ధర్మపత్ని పరుగున వచ్చి శివుని పాదాలపై పడి తనకు పతిభిక్ష పెట్టమని వేడుకుంది.

2.8 ప్రశ్నలు - జవాబులు

1. దక్షయజ్ఞం పాఠ్యభాగ సారాంశమును వ్రాయుము.

లేదా

దక్షుడు గర్వభంగం చెందిన విధము వ్రాయుము.

దక్షుడు తన కుమార్తెల కాపురములను చూచుటకు వెళ్ళాడు. అందరి దగ్గర ఎంతగానో గౌరవింపబడి, సత్కారములందుకొన్న దక్షుడు - తన అల్లుడైన శివుడు మాత్రం తనను సత్కరించలేదు. ఇది దక్షునికి అవమానంగా తోచింది. శివుని తక్కువ

చేసేందుకు అతనిని ఆహ్వానించకుండానే దక్కుడు యజ్ఞం చేయదలిచాడు. యజ్ఞ కార్యక్రమాలు ప్రారంభమయాయి. సమస్త దేవతలను, అష్టదిక్పాలకులను, ఋషులు, యక్ష కిన్నెర గంధర్వ కింపురుషాదులను వర్గాలను ఆహ్వానించాడు అల్లుడయిన శివుడు ఆహ్వానం పంపలేదు. అతను చిరునవ్వుతోనే మిన్నకుండిపోయాడు. కాని.... పార్వతి తన పుట్టింటి వారు చేస్తున్న యజ్ఞమునకు వెళ్ళ దలచుకుంది. పిలువని పేరంటం అవమానకరమని రుద్రుడు తన భార్య అయిన దాక్షాయనిని హెచ్చరించాడు. అయినా ఆమె వెళ్ళాలనే వాంఛను కనబరిచింది. శివుడు కాదనలేకపోయాడు.

యజ్ఞవేదిక వద్దకు వెళ్ళిన దాక్షాయని తండ్రిని చూసింది. శివుడు యజ్ఞ ఆహ్వానానికి అనర్హుడా? శివుడు లేని యజ్ఞమా? ఇది తప్పని తండ్రికి చెప్పింది. అక్కడున్న బ్రహ్మ, విష్ణువు తదితరులు ఆమె చెప్పింది వాస్తవమని పలికారు. అందుకు ఇది దక్షునికి కోపం కలిగింది. దాక్షాయని ఎదుట ఆమె భర్త అయిన శివుని నిందించసాగాడు. తండ్రి మాటలు విని భరించలేని దాక్షాయని దుఃఖితురాలై ఆవేదనతో తనకు తానే అగ్నిని సృష్టించుకొని అందు ప్రవేశించి ఆత్మాహుతి చేసుకుంది అందరూ నిశ్చేష్టులైనారు. ఇదంతా చూసిన నారదుడు శివుని వద్దకు వెళ్ళి ఈ అంశాలన్నీ వివరించాడు. రుద్రుడు రౌద్రరూపుడయినాడు. అతని శరీరం నుంచి, నేత్రముల నుంచి అగ్ని కీలలు, విష వాయువులు వెలువడి లోకాలను చుట్టముట్టసాగాయి. బ్రహ్మాండమంతా వేడిమికి విషజ్వాలకు ఉక్కిరిబిక్కిరి కాసాగినది. ఏం జరిగిందో తెలియక భయాందోందళనలకు లోనయినాయి. కైలాసంలో శివుడు రౌద్రంగా వేసిన అడుగులకు భూమిని మోస్తున్న నాగేంద్రుడు భారంతో క్రుంగిపోసాగాడు. ఏమి యీ విపరీతమని కలత చెందసాగాడు. సముద్రములు ఇంకి పోసాగాయి. కొండలన్నీ నుగ్గునుగ్గు కాసాగాయి. మహేశ్వరుని వాహనం అయిన నంది (వృషభం) పరుగుతో శివునిని సమీపింపబోయింది. త్రిలోకములు భయమునందు విధముగా ఉన్న ఆ శంకరుని ఆకృతిని చూసి నిలిచిపోయింది.. కైలాసంలోనే కాక సమస్త భూవలయంలోనూ జరుగుతున్న విపరీతములకు ప్రమథ గణములు మిక్కిలి భయభ్రాంతులైనారు. ఏదో జరగబోతుందని, పుష్పదంతుడు, భృంగి, ఘంటాకర్ణ, మహాకర్ణ, వీరభోగ, వీరశంకర, వీరభద్ర వంటి రుద్ర గణాలు ఒకరితో ఒకరు చర్చించుకొంటున్నారు. వారి చర్చలు శంకరుని విలయ సృష్టికి కారణాలు వెతుక్కోనే విధంగా ఉన్నాయి. హరిని కాని బ్రహ్మను కాని సంహరిస్తాడా. ఇంద్రాది అష్టదిక్పాలను శిక్షిస్తాడా, త్రిలోకాల్లో ఉన్నా అధినాథులకు ఏ హాని జరగనుందో, శివుడు ఎవరిమీద అలిగినాడో చూడవలయును అని ప్రమథ గణములు తమతో తాము చర్చించుకొంటూ

శివుని రుద్ర ఆకారమును చూసిరి. భయపడిరి. ఆ సమయంలో శివుడు దక్షుని పై కోపగించుకొన్నాడనే విషయం వారికి తెలిసింది. వారిలో అంతవరకూ ఉన్న సందేహాలు తొలగిపోయాయి. బ్రహ్మాండమును నుజ్జుగా చేస్తాం. కులగిరులను పిండిగా చేస్తాం. భూమీద్ సముద్రములను ఇంకింపజేస్తాం. ఈ సృష్టినంతటను ఇప్పుడే నాశనం చేస్తాం. బ్రహ్మాతదితర దేవతలను పట్టి తెస్తాం. భూమీదనున్న రాజులునందరిని చంపివేస్తాం. అనుమతించండి స్వామి అంటూ మీ అలుకకు కారణమైన దక్షుడు అల్పుడు. అటువంటి వాడిని ఈ క్షణమే బంధించి మీ ముందుకు తెస్తాం. మమ్ము పంపుమని ప్రమథగణాలు ఎవరికివారే శివునితో ప్రార్థించారు.

ప్రమథగణాలు పలుకుతున్న మాటలను గణాధిపతి విని పరమేశ్వరునికి ఎదురుగా నిలచి గొప్ప గర్జన వంటి శబ్దము వచ్చే విధంగా మాట్లాడటం ప్రారంభించెను. ‘అల్పమైన వానికోసం పాశుపతము ప్రయోగించటం ఎందుకు, ముల్లును తీయటంకోసం గొడ్డలిని వాడటం ఎందుకు? చిన్న చిట్టెలుక వంటి వాడిని వేటాడటం కోసం సాక్షాత్తు మహాశివుడే తరలి వెళ్ళటమా? నన్ను పంపు తండ్రి ఇప్పుడు జరిగిన అవమానం నా తల్లిది. కుమారుడుగా నా తల్లి అవమానానికి హేతువయిన వానిని సంహరించవలసిన బాధ్యత నాది కదా! ఆలస్యం చేయకుండా నన్ను పంపినచో ఆ దక్షున్ని పట్టి తెస్తానని అనగా అతని తండ్రి అయిన శివుడు కుమారుని శక్తి సామర్థ్యములు తెలిసినవాడై. దక్షుని పట్టుకొని ప్రాణములతో తన వద్దకు తీసుకు రమ్మని గణపతికి అనుజ్ఞ ఇస్తాడు.

శివుని అనుమతి పొందిన గణపతిని చూసిన ప్రమథగణములు ఆనందపడ్డాయి. శూలములు ధరించినవారు, నుదుటి న చతురాస్రకారముగా శివనామములు దిద్దుకొన్నవారు. భయంకరమైన కత్తులు ధరించినవారు భీకరమైన ఆకృతి దాల్చిన ప్రమథగణాలు తమ తమ పరివారములో గణపతి వద్దకు వచ్చి నిలుచున్నారు. ఆ సమయంలో దేవగణములకు అధీశ్వరి అయిన, ధాకీనీ, కుశ్మాండ యోగిని కూడా తన పరివారంతో అక్కడకు చేరుకున్నది. ఆ సమయంలో లోకములలో గల చీకటిని తన శరీరచ్ఛాయగా పులుముకొన్నదా అన్నట్లుగా ఆకాశము నుండి మహా కాళీ మహాభయంకరాకారముతో అక్కడకు వచ్చెను. ఈ విధంగా వచ్చిన తన పరివారమును వెంటబెట్టుకొని గణపతి దక్షుని యజ్ఞవాటిక చేరుకున్నాడు. ప్రణామి అయిన దక్షునిపైన విపరీతిమైన ఆగ్రహం కలిగింది. కోపంలో గణేశుడు తన పరివారమునకు సంజ్ఞ

చేయగానే రెట్టించిన ఉత్సాహముతో అగ్రహంతో భూత, ప్రేత, పిశాచి, దేవతా గణాలు యజ్ఞ వాసులను ధ్వంసం చేయసాగాయి. క్రతువును రక్షిస్తున్న వారిని కనుగొని పట్టి సహరించ సాగారు. ఆశ్రమ వాసులను త్రోసివేసారు. యజ్ఞ వేదికలను కూల్చి వేసారు. అగ్ని గుండములను త్రవ్వి పారేశారు. ఋత్విగ్గణాన్ని హింసించసాగారు. యజ్ఞమును చూచుటకు వచ్చిన వారిని భయభ్రాంతులను చేసి పరుగులు పెట్టించారు. యజ్ఞమును పర్యవేక్షించే 'ఉపదర్శి'ని పట్టి మెడను నులిమి, త్రాడుతో బంధించారు. పరిచారకులను బంధించి హింసించారు. మంత్రాలు పఠించే వారి నాలుకలను రెండు ముక్కలు చేసారు. పరిజనులను నేలపాలు చేసారు. దక్షుని యజ్ఞ వాటికను నాశనం చేసారు. భయావహ వాతావరణం సృష్టించారు. రాజులు, రాక్షసులు, దేవతల వంటి వారు వీరిని చూసిన మాత్రముననే కొందరికి పై ప్రాణాలు పైనే పోయాయనుకున్నారు. కొందరు వారితో పోరాడ దలచి, ఓడిపోయారు. అందరిని చుట్టుముట్టి భయం కలిగించారు. ఇలా అందరిని భయకంపితులు చేస్తూ, యజ్ఞవాటికను నాశనం చేసిన ఆ ప్రమథ గణముల ధాటికి, వీర విహారానికి అందరూ కకావికలమైపోయారు. చివరకు దేవతలు సహితం దిక్కులు మరచి పరుగెత్తసాగారు. హంసను వాహనంగా చేసుకొని వచ్చిన బ్రహ్మ తన వాహనమును అధిష్టించడం మరచిపోయాడు. హంసే బ్రహ్మను నోటి కరుచుకొని ఎఱ్ఱని కలువను నోట తీసుకుపోతున్న విధంగా బ్రహ్మను తీసుకు పోసాగింది. గరుడు వాహనదారి అయిన విష్ణువు తన వాహనమైన అధిరోహించ మరచిపోగా, గరుత్మంతుడే విష్ణువును తీసుకు పోసాగాడు. విష్ణువు నడుమును పట్టి తీసుకుపోతున్న సమయంలో అతని శరీరచ్ఛాయ హరివిల్లు ఆకాశలో పొడసూపినట్లుగా ఉంది. అతని శరీరము నుంచి భూమిపై పడుతున్న చెమట నీరు వర్షపు చినుకులుగా ఉందని కవి వర్ణన. వేటగాడు తరుముతున్న విధంగా పరుగులు పెడుతున్న ఐరావతము మీదకు ఇంద్రుడు ఎక్కడం కాకుండా ఎగబ్రాకుతు పోయాడు. ప్రమథ గణములు సృష్టించిన బీభత్సమునకు జడిచిపోయిన యముడు తన వాహనమైన దున్నపోతు మీద అడ్డంగా పడి పారిపోయాడు. సముద్రములకు రాజయిన వరుణుడు భయం చేత నోట నీరు లేక ఎండిన నోటితో ఎండిపోయిన వాగులాగ భయముతో అక్కడనుండి మాయమైపోయాడు. తనను వాహనంగా తీసుకు వెళ్ళవలసిన 'మనిషి' ని తానే వాహనమైన తీసుకు వెళుతున్నాడు భయంతో కుబేరుడు, ఇటువంటి భీతావహ వాతావరణమును చూసిన దక్షుడు భయంతో యాగశాల

పారిపోయాడు. అతడిని పట్టుకోవాలని ప్రమదగణాధీశులు అన్ని ప్రాంతాలను జల్లెడ వేసిన విధంగా వెతకసాగాడు. కాందీశీకుల వలె అతని కోసం అన్వేషణను కొనసాగిస్తున్నారు. దేవతలు, రాక్షసులు కోలహలముగా నున్న వాతావరణమది. ప్రమద గణాధీశులు ఎవరిని లెక్క చేయటం లేదు. దక్షుడి ఆచూకీ చెప్పని వారికి తోలు వలుస్తున్నారు. ఎక్కడి వారక్కడే భయంతో కంపించసాగారు. ఒకరికొకరు కళ్ళతోనే సౌంజులు చేసుకుంటూ తప్పించుకోసాగారు. దక్షుడు సహితం మిక్కిలి భయము కలిగినవాడై తన గురించి ఎవరికీ చెప్పవద్దని తనవారిని, తనవారుకాని వారిని కూడా కాళ్ళా వేళ్ళా పడి బ్రతిమాలుతున్నాడు. శివద్రోహం చేసిన దక్షున్ని రక్షించి ఎందుకు తమ ప్రాణాల మీదకు తెచ్చుకోవటమని కొంతమంది దేవతలు, ఋషులు గుసగుసలు ఆడసాగారు. కను చూపులతో ఒకరినొకరు హెచ్చరించుకోసాగారు. అటువంటి సమయంలో ప్రమద గణములకు గోమేధికములతో చేసిన భవనములో దాక్కున్న దక్షుడు దొరికాడు. వీడే ఆ దుర్మార్గుడు పట్టుకొండి శివదూషణ చేసిన ఇతని నాలుకను కోయండి. ఉప్పు నిప్పుండి. ఉపద్రవమును ఒంటినిండా పూయండి. లోహమును కరిగించి నోట్లో పోయండి. ఆ దుర్మార్గుడి చర్మం ఒలిచి, కన్నులు పెకిలించండి అని అనేక విధములుగా నిందిస్తూ దక్షుని పట్టుకొన్నారు.

తనకు దొరికిన దక్షుడి కాళ్ళు చేతులను తాళ్ళతో బంధించి వేశారు. వేటగాళ్ళు మృగమును వేటాడి తెచ్చిన విధముగా దక్షుని శివుని ఎదుటకు తీసుకు వచ్చారు ప్రమద గణాలతో గణపతి. ఆ సమయంలో కన్నీటి సముద్రమో అన్నట్టుగా శరీరం నిండా చెమటలు పట్టి, దీనమైన ముఖంతో, రాజసం సరించి, ఓటమి భారంతో తలదించుకొని ఉన్న దక్షుని చూసి అతని ధర్మపత్ని పరుగున వచ్చి శివుని పాదాలపై పడి తనకు పతిభిక్ష పెట్టమని వేడుకుంది.

2. నన్నెచోడుడు కవితా లక్షణములు వ్రాయుము.

‘దక్షయజ్ఞం పాఠ్య భాగ రచయిత నన్నెచోడుడు. ఇతని కాలం క్రీ.శ. 1130 తల్లిదండ్రులు శ్రీసతి, చోడబల్లి అనువారు. ఇతని గురువు జంగమ మల్లికార్జునుడు. నన్నెచోడుడు అద్వైతి. ఇతను రచించిన ‘కుమారసంభవము’. కావ్యము ద్వితీయాశ్వాసమునుండి ఈ పాఠ్యభాగం గ్రహింపబడింది. ఈ గ్రంథము అష్టా ప్రబంధ లక్షణములకు నెలవు. శ్లేష, ఉపమ, రూపకము వంటి అలంకారాలరు స్థానం. ఇతని

కవిత్వంలో శబ్దసృష్టి, అర్థపుష్టి రససృష్టికి నిలయం. కల్పనల యందు, భావనల యందు ఈ కవిని మించిన వారు లేరు. ‘కుమారసంభవము’ సర్వ లక్షణ సంపన్నమైన కావ్యం.

తెలుగులో మార్గదేశి పదములను కవిత్వ పరముగ వాడినకవి నన్నెచోడుడు. అదే విధముగా జానుతెనుగు. వస్తు కవిత అనే పదములను తెలుగులో తొలిసారిగా పేర్కొన్నవాడు కూడా ఈ కవే! వస్తు కవీశ్వరుల నూత్న రుచిర కావ్య పద్ధతి ఎలా ఉండాలో తనకు తానే చెప్పుకున్నాడు. కుమార సంభవములో ‘మృదురీతి సూక్తులిం పొందవింప మేలేల్ల భావము నెలమి క్రీడావహముగ/మిఱుమిట్లు వోపంగఁగాఁతి సుధా సూతి కాఁతిఁజెనయు...’ పద్యంలో ఈ కవి వస్తు కవిత, మృదుసూక్తులు, మేలిభావములు, మిఱుమిట్లు గొలుపు మెఱుగులు, మనోహర కాంతులు, వర్ణనకెక్కు వర్ణనలు, తళుకొత్త రసములు, అలంకారములు వంటివి గొప్పగా కనిపిస్తాయి. “ఎలుక మీఁది కోపమున నిల్లేర్చునట్లు” “బలిమిఁబట్టి కలిగి పాశుపతము దొడుగ నేఁటిక/గలిక ములుక కాయ కెత్తు గల్లు గొనఁగ నేల” వంటి సూక్తులు అందంగా కనిపిస్తాయి. ఈశ్వరుని నేత్రముల నుండి ప్రజ్వరిల్లిన కోపానలము సృష్టిని ఆక్రమించిన క్రమమును “వివిధాస్రానేక జాతా విరల బహుళ/ సద్విస్ఫులింగాగ్ని యుంద/ త్వవమానాహారవక్త్ర ప్రకటిత విషవిభ్రాజితో గ్రానలంబు” అనే పద్యము పదగాంభీర్యము, భావస్ఫూర్తి కూడా చక్కగా కనిపిస్తుంది. ప్రమథ గణములు దక్షుని యజ్ఞ వాటికను ధ్వంసం చేసిన సమయంలో దేవతలు తమతమ వాహనములను ఆధిరోహించ లేక పడిన ఇక్కట్లను అతిశయోక్తులతో చిత్రించిన విధానం అతని కవితకు చమత్కారం అద్దినట్టు కనిపిస్తుంది. “వాహనంబు నెక్కవచ్చి గరుడి నడుము మెడయు.....” “వేటఁకాఱు ముట్టి పెనుకొనగాఁ ఇక్కుముట్టి చక్కనెక్కంగ... ఉరుతరాభీశు ఁడయును.....” వంటి వాటిలో శబ్దార్థ, భావార్థ, రసవృష్టిని చూడవచ్చు. గంభీరమైన భావములు అలంకారయుత వర్ణనలు నన్నెచోడుని కవితలో కనిపిస్తాయి. ‘మునిమనుజుసరాహిసురముఖుల వీఁపులతోకు లెత్తఁగా లో ఓ సుదీర్ఘమైన సమాస పదాలు కనిపిస్తాయి. రసజ్ఞులకు విందు చేస్తాయి. నన్నెచోరుడు వస్తుకవీశ్వరుడు. అతనిది వస్తు కవిత. ఈ కుమార సంభవమునందు దక్షయజ్ఞ ఘట్టం వస్తు కవితను ప్రతిపాదించాడు.

3. గణనాధులతో గణపతి దక్షుని గర్వమును ఏ విధముగా అణిచెను?

జ. దక్షుడు తన కుమార్తెల కాపురములను చూచుటకు వెళ్ళాడు. అందరి దగ్గర ఎంతగానో గౌరవింపబడి, సత్కారములందుకొన్న దక్షుడు - తన అల్లుడైన శివుడు

మాత్రం తనను సత్కరించలేదు. ఇది దక్షునికి అవమానంగా తోచింది. శివుని తక్కువ చేసేందుకు అతనిని ఆహ్వానించకుండానే దక్షుడు యజ్ఞం చేయదలిచాడు. యజ్ఞ కార్యక్రమాలు ప్రారంభమయాయి. సమస్త దేవతలను, అష్టదిక్పాలకులను, ఋషులు, యక్ష కిన్నెర గంధర్వ కింపురుషాదులను వర్గాలను ఆహ్వానించాడు అల్లుడయిన శివుడు ఆహ్వానం పంపలేదు. శివుని అనుమతితో యజ్ఞశాలకు వెళ్ళిన దాక్షాయని తండ్రిని చూసింది. శివుడు యజ్ఞ ఆహ్వానానికి అనర్హుడా? శివుడు లేని యజ్ఞమా? ఇది తప్పని తండ్రికి చెప్పింది. అక్కడున్న బ్రహ్మ, విష్ణువు తదితరులు ఆమె చెప్పింది వాస్తవమని పలికారు. అందుకు ఇది దక్షునికి కోపం కలిగింది. దాక్షాయని ఎదుట ఆమె భర్త అయిన శివుని నిందించసాగాడు. తండ్రి మాటలు విని భరించలేని దాక్షాయని దుఃఖితరాలై ఆవేదనతో తనకు తానే అగ్నిని సృష్టించుకొని అందు ప్రవేశించి ఆత్మాహుతి చేసుకుంది అందరూ నిశ్చేష్టులైనారు. ఇదంతా చూసిన నారదుడు శివుని వద్దకు వెళ్ళి ఈ అంశాలన్నీ వివరించాడు. రుద్రుడు రౌద్రరూపుడయినాడు. తత్ ఫలితంగా కైలాసంలోనే కాక సమస్త భూవలయంలోనూ జరుగుతున్న విపరీతములకు ప్రమథ గణములు మిక్కిలి భయభ్రాంతులైనారు. ఏదో జరగబోతుందని, పుష్పదంతుడు, భృంగి, ఘంటాకర్ణ, మహాకర్ణ, వీరభోగ, వీరశంకర, వీరభద్ర వంటి రుద్ర గణాలు ఒకరితో ఒకరు చర్చించుకొంటున్నారు. వారి చర్చలు శంకరుని విలయ సృష్టికి కారణాలు వెతుక్కోనే విధంగా ఉన్నాయి. హరిని కాని బ్రహ్మను కాని సంహరిస్తాడా. ఇంద్రాది అష్టదిక్పాలను శిక్షిస్తాడా, త్రిలోకాల్లో ఉన్నా అధినాథులకు ఏ హాని జరగనుందో, శివుడు ఎవరిమీద అలిగినాడో చూడాలని అని ప్రమథ గణములు తమతో తాము చర్చించుకొంటూ శివుని రుద్ర ఆకారమును చూసిరి. భయపడిరి. ఆ సమయంలో శివుడు దక్షుని పై కోపగించుకొన్నాడనే విషయం వారికి తెలిసింది. వారిలో అంతవరకూ ఉన్న సందేహాలు తొలగిపోయాయి. బ్రహ్మాండమును సుజ్ఞగా చేస్తాం. కులగిరులను పిండిగా చేస్తాం. భూమీద సముద్రములను ఇంకింపజేస్తాం. ఈ సృష్టినంతటను ఇప్పుడే నాశనం చేస్తాం. బ్రహ్మతదితర దేవతలను పట్టి తెస్తాం. భూమీదనున్న రాజులునందరిని చంపివేస్తాం. అనుమతించండి స్వామి అంటూ మీ అలుకకు కారణమైన దక్షుడు అల్పుడు. అటువంటి వాడిని ఈ క్షణమే బంధించి మీ ముందుకు తెస్తాం. మమ్ము పంపుమని ప్రమథగణాలు ఎవరికివారే శివునితో ప్రార్థించారు.

ప్రమథగణాలు పలుకుతున్న మాటలను గణాధిపతి విని పరమేశ్వరునికి ఎదురుగా నిలిచి గొప్ప గర్జన వంటి శబ్దము వచ్చే విధంగా మాట్లాడటం ప్రారంభించాడు. 'అల్పమైన వానికోసం పాశుపతము ప్రయోగించటం ఎందుకు, ముల్లును తీయటంకోసం గొడ్డలిని వాడటం ఎందుకు? చిన్న చిట్టెలుక వంటి వాడిని వేటాడటం కోసం సాక్షాత్తు మహాశివుడే తరలి వెళ్ళటమా? నన్ను పంపు తండ్రి ఇప్పుడు జరిగిన అవమానం నా తల్లిది. కుమారుడుగా నా తల్లి అవమానానికి హేతువయిన వానిని సంహరించవలసిన బాధ్యత నాది కదా! ఆలస్యం చేయకుండా నన్ను పంపినచో ఆ దక్షున్ని పట్టి తెస్తానని అనగా అతని తండ్రి అయిన శివుడు కుమారుని శక్తి సామర్థ్యములు తెలిసినవాడై. దక్షుని పట్టుకొని ప్రాణములతో తన వద్దకు తీసుకు రమ్మని గణపతికి అనుజ్ఞ ఇస్తాడు.

శివుని అనుమతి పొందిన గణపతిని చూసిన ప్రమథగణములు ఆనందపడ్డాయి. శూలములు ధరించినవారు, నుదుటిని చతురాస్రకారముగా శివనామములు దిద్దుకొన్నవారు. భయంకరమైన కత్తులు ధరించినవారు భీకరమైన ఆకృతి దాల్చిన ప్రమథగణాలు తమ తమ పరివారములో గణపతి వద్దకు వచ్చి నిలుచున్నారు. ఆ సమయంలో దేవగణములకు అధీశ్వరి అయిన, ధాకీనీ, కుశ్మాండ యోగిని కూడా తన పరివారంతో అక్కడకు చేరుకున్నది. ఆ సమయంలో లోకములలో గల చీకటిని తన శరీరచ్ఛాయగా పులుముకొన్నదా అన్నట్లుగా ఆకాశము నుండి మహా కాళీ మహాభయంకరాకారముతో అక్కడకు వచ్చెను. ఈ విధంగా వచ్చిన తన పరివారమును వెంటబెట్టుకొని గణపతి దక్షుని యజ్ఞవాటిక చేరుకున్నాడు. ప్రజాపతి అయిన దక్షునిపైన విపరీతిమైన ఆగ్రహం కలిగింది. కోపంలో గణేశుడు తన పరివారమునకు సంజ్ఞ చేయగానే రెట్టించిన ఉత్సాహముతో ఆగ్రహంతో భూత, ప్రేత, పిశాచి, దేవతా గణాలు యజ్ఞ వాసులను ధ్వంసం చేయసాగాయి. క్రతువును రక్షిస్తున్న వారిని కనుగొని పట్టి సంహరించ సాగారు. ఆశ్రమ వాసాలను త్రోసివేసారు. యజ్ఞ వేదికలను కూల్చి వేసారు. అగ్ని గుండములను త్రవ్వి పారేశారు. ఋత్విగ్గణాన్ని హింసించసాగారు. యజ్ఞమును చూచుటకు వచ్చిన వారిని భయభ్రాంతులను చేసి పరుగులు పెట్టించారు. యజ్ఞమును పర్యవేక్షించే 'ఉపదర్శి'ని పట్టి మెడను నులిమి, త్రాడుతో బంధించారు. పరిచారకులను బంధించి హింసించారు. మంత్రాలు పఠించే వారి నాలుకలను రెండు ముక్కలు చేసారు. పరిజనులను నేలపాలు చేసారు. దక్షుని యజ్ఞ వాటికను నాశనం చేసారు. భయావహ

వాతావరణం సృష్టించారు. రాజులు, రాక్షసులు, దేవతల వంటి వారు వీరిని చూసిన మాత్రముననే కొందరికి పై ప్రాణాలు పైనే పోయాయనుకున్నారు. కొందరు వారితో పోరాడ దలచి, ఓడిపోయారు. అందరిని చుట్టుముట్టి భయం కలిగించారు. ఇలా అందరిని భయకంపితులు చేస్తూ, యజ్ఞవాటికను నాశనం చేసిన ఆ ప్రమథ గణముల ధాటికి, వీర విహారానికి అందరూ కకావికలమైపోయారు. చివరకు దేవతలు సహితం దిక్కులు మరచి పరుగెత్తసాగారు. హంసను వాహనంగా చేసుకొని వచ్చిన బ్రహ్మ తన వాహనమును అధిష్టించడం మరచిపోయాడు. హంసే బ్రహ్మను నోటి కరుచుకొని ఎఱ్ఱని కలువను నోట తీసుకుపోతున్న విధంగా బ్రహ్మను తీసుకు పోసాగింది. గరుడు వాహనదారి అయిన విష్ణువు తన వాహనమైన అధిరోహించ మరచిపోగా, గరుత్మంతుడే విష్ణువును తీసుకు పోసాగాడు. విష్ణువు నడుమును పట్టి తీసుకుపోతున్న సమయంలో అతని శరీరచ్ఛాయ హరివిల్లు ఆకాశలో పొడసూపినట్లుగా ఉంది. అతని శరీరము నుంచి భూమిపై పడుతున్న చెమట నీరు వర్షపు చినుకులుగా ఉందని కవి వర్ణన. వేటగాడు తరుముతున్న విధంగా పరుగులు పెడుతున్న ఐరావతము మీదకు ఇంద్రుడు ఎక్కడం కాకుండా ఎగబ్రాకుతు పోయాడు. ప్రమథ గణములు సృష్టించిన బీభత్సమునకు జడిచిపోయిన యముడు తన వాహనమైన దున్నపోతు మీద అడ్డంగా పడి పారిపోయాడు. సముద్రములకు రాజయిన వరుణుడు భయం చేత నోట నీరు లేక ఎండిన నోటితో ఎండిపోయిన వాగులాగ భయముతో అక్కడనుండి మాయమైపోయాడు. తనను వాహనంగా తీసుకు వెళ్ళవలసిన 'మనిషి' ని తానే వాహనమైన తీసుకు వెళుతున్నాడు భయంతో కుబేరుడు, ఇటువంటి భీతావహ వాతావరణమును చూసిన దక్షుడు భయంతో యాగశాల పారిపోయాడు. అతడిని పట్టుకోవాలని ప్రమదగణాధీశులు అన్ని ప్రాంతాలను జల్లెడ వేసిన విధంగా వెతకసాగాడు. కాందీశీకుల వలె అతని కోసం అన్వేషణను కొనసాగిస్తున్నారు. దేవతలు, రాక్షసులు కోలహలముగా నున్న వాతావరణమది. ప్రమద గణాధీశులు ఎవరిని లెక్క చేయటం లేదు. దక్షుడి ఆచూకి చెప్పని వారికి తోలు వలుస్తున్నారు. ఎక్కడి వారక్కడే భయంతో కంపించసాగారు. ఒకరికొకరు కళ్ళతోనే సౌంజ్ఞలు చేసుకుంటూ తప్పించుకోసాగారు. దక్షుడు సహితం మిక్కిలి భయము కలిగినవాడై తన గురించి ఎవరికీ చెప్పవద్దని తనవారిని, తనవారుకాని వారిని కూడా కాళ్ళా వేళ్ళా పడి బ్రతిమాలుతున్నాడు. శివద్రోహం చేసిన దక్షున్ని రక్షించి ఎందుకు తమ ప్రాణాల

మీదకు తెచ్చుకోవటమని కొంతమంది దేవతలు, ఋషులు గుసగుసలు ఆడసాగారు. కను చూపులతో ఒకరినొకరు హెచ్చరించుకోసాగారు. అటువంటి సమయంలో ప్రమథ గణములకు గోమేధికములతో చేసిన భవనములో దాక్కొన్న దక్షుడు దొరికాడు. వీడే ఆ దుర్మార్గుడు పట్టుకొండి శివదూషణ చేసిన ఇతని నాలుకను కోయండి. ఉప్పు నిప్పుండి. ఉపద్రవమును ఒంటినిండా పూయండి. లోహమును కరిగించి నోట్లో పోయండి. ఆ దుర్మార్గుడి చర్మం ఒలిచి, కన్నులు పెకిలించండి అని అనేక విధములుగా నిందిస్తూ దక్షుని పట్టుకొన్నారు.

తనకు దొరికిన దక్షుడి కాళ్ళు చేతులను తాళ్ళతో బంధించి వేశారు. వేటగాళ్ళు మృగమును వేటాడి తెచ్చిన విధముగా దక్షుని శివుని ఎదుటకు తీసుకు వచ్చారు ప్రమథ గణాలతో గణపతి. ఆ సమయంలో కన్నీటి సముద్రమో అన్నట్టుగా శరీరం నిండా చెమటలు పట్టి, దీనమైన ముఖంతో, రాజసం నశించి, ఓటమి భారంతో తలదించుకొని ఉన్న దక్షుని చూసి అతని ధర్మపత్ని పరుగున వచ్చి శివుని పాదాలపై పడి తనకు పతిభిక్ష పెట్టమని వేడుకుంది.

2.9 సంగ్రహ ప్రశ్నలు

1. యజ్ఞ వాటికలో జరిగిన పరిణామాలలో బ్రహ్మ, విష్ణుల పరిస్థితి వివరించండి?

జ. దేవతలు సహితం దిక్కులు మరచి పరుగెత్తసాగారు. హంసను వాహనంగా చేసుకొని వచ్చిన బ్రహ్మ తన వాహనమును అధిష్టించడం మరచిపోయాడు. హంసే బ్రహ్మను నోటి కరుచుకొని ఎఱ్ఱని కలువను నోటితో తీసుకుపోతున్న విధంగా బ్రహ్మను తీసుకు పోసాగింది. గరుడ వాహనుడైన విష్ణువు తన వాహనమును అధిరోహించ మరచిపోగా, గరుత్మంతుడే విష్ణువును తీసుకు పోసాగాడు. విష్ణువు నడుమును పట్టి తీసుకుపోతున్న సమయంలో అతని శరీరచ్ఛాయ హరివిల్లు ఆకాశలో పొడసూపినట్టుగా ఉంది. అతని శరీరము నుంచి భూమిపై పడుతున్న చెమట వర్షపు చినుకులుగా ఉందని కవి వర్ణన.

2. దక్షయజ్ఞ వాటిక భీతావహమైన వేళ, ఇంద్ర, కుబేరుల స్థితి తెలపండి.

జ. వేటగాడు తరముతున్న విధంగా పరుగులు పెడుతున్న ఐరావతము మీదకు ఇంద్రుడు ఎక్కడం కాకుండా ఎగబ్రాకుతు పోయాడు. ప్రమథ గణములు సృష్టించిన భీభత్సానికి

జడిసిపోయిన యముడు తన వాహనమైన దున్నపోతు మీద అడ్డంగా పడి పారిపోయాడు. సముద్రములకు రాజయిన వరుణుడు భయం చేత నోట నీరు లేక ఎండిన నోటితో ఎండిపోయిన వాగులాగా భయముతో అక్కడనుండి మాయమైపోయాడు. తనను వాహనంగా తీసుకు వెళ్ళవలసిన 'మనిషి' ని తానే వాహనమైన తీసుకు వెళుతున్నాడు భయంతో కుబేరుడు .

3. దక్షయజ్ఞ పాఠ్యభాగ నేపథ్యమును వ్రాయుము.

జ. దక్షుడు తన కుమార్తెల కాపురములను చూచుటకు వెళ్ళాడు. అందరి దగ్గర ఎంతగానో గౌరవింపబడి, సత్కారములందుకొన్న దక్షుడు - తన అల్లుడైన శివుడు మాత్రం తనను సత్కరించలేదు. ఇది దక్షునికి అవమానంగా తోచింది. శివుని తక్కువ చేసేందుకు అతనిని ఆహ్వానించకుండానే దక్షుడు యజ్ఞం చేయదలిచాడు. యజ్ఞ కార్యక్రమాలు ప్రారంభమయాయి. సమస్త దేవతలను, అష్టదిక్పాలకులను, ఋషులు, యక్ష కిన్నెర గంధర్వ కింపురుషాదులను వర్గాలను ఆహ్వానించాడు అల్లుడయిన శివుడు ఆహ్వానం పంపలేదు. అతను చిరునవ్వుతోనే మిన్నకుండిపోయాడు. కాని.... పార్వతి తన పుట్టింటి వారు చేస్తున్న యజ్ఞమునకు వెళ్ళ దలచుకుంది. పిలువని పేరంటం అవమానకరమని రుద్రుడు తన భార్య అయిన దాక్షాయనిని హెచ్చరించాడు. అయినా ఆమె వెళ్ళాలనే వాంఛను కనబరిచింది. శివుడు కాదనలేకపోయాడు. తరువాత జరిగే పర్యవసనాలు దక్షయజ్ఞం పాఠ్యభాగం నేపథ్యం.

2.10 అభ్యాసం

వ్యాస రూప ప్రశ్న

1. దాక్షాయని ఆత్మాహుతి అనంతర పరిణామాలను వివరించండి?

సంగ్రహ ప్రశ్నలు

1. కవి నన్నెచోడుడును గూర్చి వ్రాయుము.
2. దాక్షాయని అగ్ని ప్రవేశమునకు గల కారణములను విశ్లేషించండి.

ఈ క్రింది పద్యమునకు ప్రతి పదార్థం తాత్పర్యములు వ్రాయుము.

వీండే ఖలుండు దక్షుడను వీటిడి పాటుండు వీడు సర్వప -----

యుండు దురాత్ముచర్మపట మొల్పుండు గన్నులు మీటుం దుక్కాన్

క్రింది సందర్భ సహిత వ్యాఖ్యలు వ్రాయుము.

1. వప్నీ జిహ్వ రెండు వ్రయ్యలుగాఁగోసి
2. ప్రాఁకిపాతెఁ బ్రమథ రాజియార్ప
3. కులముల నా గణము ముంచికొని వచ్చి వడిన్

క్రింది పదములకు సంధి నామములు వ్రాయుము.

1. ముఖాగారములు
2. ఉద్రోదేకము,
3. కోపానలము,
4. జగమెల్ల,
5. దోర్బలము,
6. వీధిజొచ్చె
7. తనయెక్కక, తదవసరము,
9. మున్నెలుకమే.

క్రింది పదములకు సమాసములను గుర్తించి విగ్రహ వాక్యములను వ్రాయుము.

1. కపవప్నీ,
2. మహేశ్వరవృషభేంభం
3. జననీపరాభవము,
4. చతుర్భుజుడు,
5. సహస్రాక్షుడు.

విశేషాంశములు :

జ “ ఎలుకతోడి కోపమున ని లేర్చునట్లు”

ఇందు ఉపమాలంకారము కలదు.

జ “బలిమిఁ బిట్ట కలిగి పాశుపతము దొడుగ నేటి”

ఇందు అలంకారము దృష్టాంతము. మొదటి మూడు పాదములందును మూడు దృష్టాంతములు కలవు.

ఈ పద్యము “ ఉత్సాహ వృత్తము”. ఇందు నాలుగు పాదములుండును. ఒక్కొక్క పాదము ఏడు సూర్య గణములు, ఒక గురువు ఉండును. మొదటి గణము మొదటి అక్షరమునకు, ఐదవ గణము మొదటి అక్షరమునకు యతిమైత్రి. ప్రాసనియమము కలదు.

జ “ ఇక్కు మట్టి చక్కి నెక్కంగ మఱచి”

ఇందు అలంకారము ఉపమ మరియు స్వభావోక్తి అలంకారములు కలవు.

విద్యార్థులకు సూచనలు :

పాఠ్యాంశ పద్యములలో అలంకారములను గుర్తించవలెను.

ఛందస్సు అంశములను మీ పాఠ్యభాగమునుండి గ్రహించవలెను.

నక్షత్ర మార్కుగల పద్యములను కంఠస్థము చేయవలెను.

యూనిట్ - 3

ధౌమ్య ధర్మోపదేశం

తిక్కన

3.1 ఉద్దేశం

ఉన్నతులుగా జీవించిన వారు కూడా విధివశాత్తు ఇంకొకరి వద్ద ఊడిగం చేయవలసి వచ్చినపుడు ఎలా తమ జీవనాన్ని సాగించాలో ఈ పాఠ్యాంశంలో గమనించవచ్చు.

3.2 పరిచయం

తెలుగులో భారతాన్ని ఆంధ్రీకరించిన 'కవిత్రయం' లో తిక్కన రెండవవాడు. 13 వ శతాబ్దపు కవి మనుమసిద్ధికి మంత్రిగా, అస్థానకవిగా వ్యవహరించేవాడు. తల్లి అన్నమ్మ. తండ్రి కొమ్మన ఇతని శిష్యుడైన మూలఘటిక కేతన రచించిన 'దశకుమార చరిత్ర' లో తిక్కను గూర్చిన ఎన్నో వివరాలు తెలియజేసినాడు. తిక్కన 'నిర్వచనోత్తరరామాయణం' లభ్యం. 'విజయసేనం', 'కవిదిగ్భంధన' అనే ఛందో గ్రంథాన్ని, 'కృష్ణ శతకం' అనే రచనలు చేసాడు. ఇవి అలభ్యాలు. నన్నయకు రెండువందల సంవత్సరాల తరువాత తిక్కన 'విరాటపర్వం' మొదలుకొని ఆఖరది అయిన 'స్వర్గోరోహణ పర్వం' వరకు ఏకబిగిని రచించాడు. 'కవిబ్రహ్మ' 'ఉభయ కవిమిత్రుడు' అనేవి ఇతని బిరుదములు. ఈయన భారతరచనలో అలతి అలతి తేట తెలుగు పదాలు కోకొల్లలు. నాటకీయత, రసపోషణ, వర్ణనానైపుణ్యం, పాత్రపోషణ, వీరి రచనలో ప్రధానమైనవి. తెలుగుదనపు నుడికారాలు, జాతీయాలు వంటివి తిక్కన కవితా లక్షణాలుగా చెప్పుకోవచ్చు.

3.3 పాఠ్యభాగము

క. ఎఱింగెడు వారికి నైనను

గఱపక తక్కు రుచిత ప్రకారము శుభముం

గొఱలుహితు; లట్లగుటనం

దఱకును జెప్పంగ వలయుండగియెడు బుద్ధుల్ 116

వ. అదియునుం గాక 117

తే. కౌరవాన్వయజాతులైగారవమునఁ

బెరిగినట్టి మీ రొండొక నరునిఁగొలిచి

మనలి వర్తిల్లిమానావమానములకు

నోర్చి, యడఁకువతోడన యునికియరిది 118

క. వాలివివిధాస్త్రవిద్యా

జ్ఞాపల వెలుఁగొందు పాండవజ్వలనం బా

భీలత మండం దొడరినఁ

గాల విరోధంబు మఱచికార్యము ఁదప్పున్ 119

వ. కావున మీకు నప్రమాదార్థంబుగా నా నేర్చిన విధంబుననుపదేశం బవశ్య
కర్తవ్యంబు; రాజులంఁగొలిచి యెమ్మొయి నయిననుబ్రదుకు జనంబులు
గీడునుం బొరయకుండునట్టి సాధారణనీతి సంక్షేప రూపంబున నెఱింగించెద
సావధానులరయి వినుండు 120

క. తగఁజొచ్చి తనకు నర్హం.

బగు నెడఁగూర్చుండి రూపమవికృతవేషం

బుగ సమయ మెఱింగి కొలచిన

జగతీవల్లభున కతడు సమ్మాన్యఁడగున్ 121

క. 'నరనాథుఁ గొలిచియలవడఁ

దిరిగితి నా కేమి ' యనుచుఁ దేఁకువలేమిన్

మరియాద దప్పుమెలఁగినఁ

బురుషార్థంబునకు హాని పుట్టుకయున్నే? 122

- ఉ. రాజగృహంబుకంటె నభిరామముగా నిలుగట్టంగూడ, దే
యోజ నృపాలుండాకృతికి నొప్పుగు వేషము లాచరించు, నే
యోజ విహరముల్ సలుపనుల్లమునం గడువేడ్చుసేయు, నే
యోజ విదగ్ధుండై పలుకు, నొడ్డులకుం దగదట్లుసేయంగన్ 123
- క. పుత్రులు పౌత్రులు భ్రాతలు
మిత్రులనరు రాజు లాజ్ఞ మిగిలిన చోటన్
శత్రులకా దమయలుకకు
బాత్రము సేయుదురు నిజశుభాస్థితి పొంటెన్ 124
- క. చనువాని చేయుకార్యం
బునకడ్డము సొచ్చి నేరువున మెలంగుచుండా
నును బయి బూసికొనటదన
మును మెలంగిన మెలకువకును ముప్పుగుం బిదపన్ 125
- అ. రాజునొడ్డం బలువురకు సంకటంబుగా
దిరుగు పనుల నెంత తేజమయిన
వాని బుద్ధి గలుగు వారొల్ల; రవి మీదం
జేటు తెచ్చుటెట్లు సిద్ధమగుట 126
- క. ఊరకయుండక, పలువుర
తో రవమెనంగంగం బలుకక దొడరకయు, మదిం
జేరువ గల నాగరికులు
దారుంగలసి పలుకవలయు ధరణీశుకడన్ 127
- క. వేతాక తెఱంగున నొరులకు
మాతాడక యునికి లెస్సమనుజేంద్రుకడం;
దీఱమి గల చోటులండా
మీతి కడంగి వచ్చి పంపుమెయికొన వలయున్ 128

- చ. ధరణీపు చక్క గట్టెదరు దక్కి పిఱందును గానియట్లుగా
నిరుగెలనం దగం గొలిచి యే మనునో, యెటు సూచునొక్కో! యె
వ్వరి దెసనెప్పుడే తలంపు వచ్చునొ యీతని కంచు జూడ్కిను
స్థిరముగఁదన్ముఖంబునన చేర్చుచు నుండుట నీతి కొల్వనన్ 129
- క. నగళులలో పలి మాటలు
దగునేవెలి నుగ్గడింపఁదన? కేర్పడనాం
డుగడం బుట్టినఁ బతివిన
నగుపని చెప్పెడిది గాక యీతని తోడన్ 130
- క. అంతిపురము చుట్టతీకం
బెంతయుఁగీ, డంతకంటెనెగ్గు తదీయో
పాంత చర కుబ్జ వామన
కాంతాదులదోడి పొందు కలిమి భటునకున్ 131
- ఆ. ఉత్తమాసనములు, నుత్కృష్ట వాహనం
బులును గరుణఁ దమకు భూమిపాలుఁ
డీక తార యెక్కుటెంతటి మన్నన
గలుగు వారికైన గార్యమగునె? 132
- క. మన్నన కుబ్జక, యవమతి
దన్నోందిన స్రుక్కబడక, ధరణీశుకడన్
మున్నున్న యట్ల మెలఁగిన
యన్నరునకు శుభము లొదవు నా పదలడఁగున్ 133
- క. జనపతియెవ్వరినైనను
మనుపఁజెఱుపఁ బూనియునికి మది తెలియనెఱిం
గిన యేనిఁ దానువెలిపు
చ్చునె మునుమున్నెట్టి పాలసుండును దానిన్? 134
- ఉ. ఎండకు వానకోర్చి, తన యిల్లు ప్రవాసపుఁజోటునాక, యీ
కొండు, నలంగుదున్, నిదురకుందఱిదప్పెడు, డప్పిపుట్టె, నొ
క్కండన యెట్లాకో యనక కార్యము ముట్టిన చోట నేలినా
తం దొక చాయ చూపినను దత్పరతంబనిసేయు టొప్పుగున్ 135

- క. తానెంత యావుడైన మ
హీనాయకు సొమ్ము పాము నెమ్ములుగా లో
నూనిన భయమునఁ బొరయక
మానినఁగా కేల కలుగు మానము బ్రదుకున్? 136
- అ. ఆవులింత, తుమ్ము, హాసంబు, నిష్ఠీవ
నంబు గుప్తవర్తనములు గాగఁ
జలుప వలయు నృపతి కొలువున్న యెడల, బా
హిరములైనఁ గెలనికెగ్గులగుట 137
- క. వైరుల దూతలు, నెరవగు
వారు, నిరాకృతులుఁ బాపవంతులుఁడమకుం
జేరువఁగా వర్తించుట
నేరమి, తుదిఁబోయి చేటు నిందయు వచ్చున్ 138
- అ. వసుమతీశు పాలవనియించు నేనుంగు
తోడనైన, దోమతోడనైన
వైరమగు తెఱంగు వలవదు; తానెంత
పూజ్యుడైన జనులు పొందులెన్న 139
- క. కలిమికి భోగముల కదా
ఫలమని తను మెఱసి బయలుపడఁ బెల్లుగ వి
చ్చలవిడి భోగింపక వే
డ్మలు సలుపఁగ వలయు భటుఁడఁకువ తోడన్ 140
- వ. అని యిట్లు పురోహితుడు సేవా ధర్మంబు లెఱింగించిన ధర్మజ భీమార్జునకుల
సహదేవులు ప్రసన్న చిత్తులై యిట్లనిరి 141
- క. తల్లియు దండ్రీయు దైవము
నెల్ల సుహృజ్ఞనము మీర; యిట్లు గొలిచి వ
ర్తిల్లెడు తెఱంగు లెంతయుఁ
దెల్లము సేసితిరి; బ్రతికితిమి మీ కరుణన్ 142

- అ. అనిన ధౌమ్యుడిట్టలనియె; నీ వత్సర
మొకడు నెట్టలయిన నుడిగి మడిగి
సంకటముల కోర్చి చరియించి యాపద
నిస్తరించి పిదపనెగడవలయు 143
- క. అనవుడు నట్టుల చేసెద
మని వారలు భక్తియుక్తినతనికి నభివం
దన మొనరించినఁ దగుదీ
వనలిచ్చెనతండు గాఢవాత్సల్యమునన్ 144
- క. భూదేవోత్తమునాశీ
ర్వాదంబులఁ బ్రీతిఁ బొంది వారలు ప్రస్థా
నాదరపరుల గుటయున
మౌడావహ పుణ్యకర్మముల కుద్యుతుడై 145
- అ. అతడు నియతితోడనగ్ని సముజ్జ్వలం
బుగనొనర్చి కామ్యపూజ దీర్చి
యాన సమయ మంగళార్థంబులగు మంత్ర
సంచయములు దగ జపించుచుండె 146

3.4 పాఠ్యభాగ పరిచయం

పాండవులు అరణ్యవాసం ముగిసింది. అజ్ఞాతవాసం ప్రారంభంకానున్నది. మత్స్యదేశాన్ని పాలిస్తున్న రాజు విరటుడు. ఈయన కొలువునే తమ అజ్ఞాత కాల ఆవాసంగా ధర్మరాజు నిర్ణయించాడు. భీముడు, అర్జునుడు, నకుల సహదేవులు, ద్రౌపదీలతో ఎవరెవరు ఏయే విధంగా కొలువులో ఉండి అజ్ఞాతంగా ఉండాలో నిర్ణయించాడు. తమ వెనుక వచ్చిన ఆత్మీయ పరివారాలను వారికి తగిన విధంగా చెప్పి వెనకకు పంపించివేసాడు.. గురుతుల్యుడైన ధౌమ్యుని అగ్నిహోత్రుని వలె గౌరవిస్తూ ప్రదక్షిణ సమస్కారాలు చేసి సెలవు తీసుకొని అజ్ఞాతవాసానికి వెళ్ళే సందర్భములో ధౌమ్యుడు పాండవులకు సేవా ధర్మము తెలియ జేయడమే ఈ పాఠ్యాంశము.

‘ధౌమ్యధర్మోపదేశము’ అనే ఈ పాఠ్యభాగము తిక్కన రచించిన ఆంధ్రమహాభారతంలోని ‘విరాటపర్వం’ ప్రథమాశ్వాసం నుంచి గ్రహించబడినది.

3.5 కఠిన పదాలకు అర్థాలు

హితులు	=	స్నేహితులు
కఱుపక తక్కురు	=	ఉపదేశం చేయకుండా వదిలిపెట్టరు
అట్లు + అగుటన్	=	అందుచేత
ఒండొక	=	మరొక
మసలివర్తిల్లి	=	అణగిమణిగి నడుచుకొని
కొలిచి	=	సేవించి
ఓర్చి	=	నహించి
అడఁకువ + తోడన్	=	వినయంతో
అరిది	=	కష్టం
వాలి	=	విజృంభించి
అభీలతన్	=	భయంకరంగా
మండన్ + తొడరినన్	=	మండటం మొదలు పెట్టితే
అప్రమాద + అర్థంబు	=	ఏమరపాటు కలుగకుండా
ఉపదేశంబు	=	హితవు చెప్పటం
అవశ్య కర్తవ్యంబు	=	తప్పక చేయదగినపని
సావధానులరు + అయి	=	ఏకాగ్రతచిత్తం కలవారై
అర్హంబు + అగు + ఎడన్	=	తగినచోటు
అవికృతవేషంబుగన్	=	వికారంకాని వేషం కలిగి ఉండేటట్లు
జగతివల్లభునకున్	=	రాజు
సమ్మాన్యుడు + అగున్	=	గౌరవించదగిన వాడవుతాడు.
తేఁకువలేమిన్	=	జంకుగొంకు లేకుండా
పురుషార్థంబునకున్	=	పురుష ప్రయోజనానికి

హాని + పుట్టుక + ఉన్నే	=	కీడు కలగకుండా ఉంటుందా?
ఇలు	=	ఇల్లు
నృపాలుడు	=	రాజు
చలువన్	=	చేయడానికి
ఉల్లమునన్	=	మనస్సులో
కడువేడ్డు + చేయున్	=	బాగా ఇష్టపడతాడు
ఏ + ఓజన్	=	ఏ విధంగా
అభిరామముగాన్	=	అందంగా
ఒండులకున్	=	ఇతరులకు
విదగ్ధుడు + ఐ	=	నేర్పరియై
పౌత్రులు	=	మనుమళ్ళు
బ్రాతలు	=	సొదరులు
అనరు	=	అని భావించరు
కోరువునన్	=	నేర్పుతో
మెలంగుచున్	=	ప్రవర్తిస్తూ
పయిన్ + పూనుకొనుటన్	=	తగుదమ్మా అంటూ ఏ పనిని మీద వేసుకోవటం
మెలకువకును	=	జాగురుకతతో
ముప్పు + అగున్	=	ముప్పే అవుతుంది
రాజున్ + ఒద్దన్	=	రాజు దగ్గర
సంకటంబు + కాన్	=	ఇబ్బంది కలిగేటట్లు
తేజము + అయినన్	=	ఎంతతేజస్సు ఉన్నా
చేటు తెచ్చుట	=	ఇబ్బంది కలిగించటం
రవము + ఎసంగంగన్	=	ఆర్భాటాలు ప్రకటిస్తూ
పలుకన్ + తొడరకయున్	=	మాటలాడటం మొదలుపెట్టక
చేరువ	=	సాన్నిహిత్యం
తారున్	=	తామును

వేరొక తెలుగునన్	=	ఇంకొక పద్ధతిలో
మాటు + ఆరక + ఉనికి	=	సమాధానం చెప్పకుండా ఉండటం
లెస్స	=	మంచిది
తీఱమి	=	అక్కర
కలచోటులన్	=	ఉన్నచోటులలో
పంపు	=	పంపుట (రాజాజ్ఞ)
మెయికొనవలయున్	=	అంగీకరించాలి
చక్కన్	=	సమక్షం
పిఱుందును	=	వెనుకవైపున
ఇరు+కెలగన్	=	రెండు ప్రక్కలా
నగకుల లోపలి	=	అంతఃపురాలలోని

1. రాజగృహంబుకంటె నభిరామముగా నిలుగట్టంగూడ, దే
యోజ నృపాలుండాకృతికి నొప్పుగు వేషము లాచరించు, నే
యోజ విహరముల్ సలుపనుల్లమునం గడువేడ్కసేయు, నే
యోజ విదగ్ధుండై పలుకు, నొడ్డులకుం దగుదట్టుసేయంగన్

ఈ పద్యం తిక్కనచే రచించబడిన భాష్యధర్మోపదేశం నుండి గ్రహింపబడినది. ఈ పాఠ్యాంశము ఆంధ్ర మహా భారతమందలి విరాటపర్వం ప్రథమాశ్వాసం నుండి స్వీకరింపబడినది.

3.6 ప్రతిపదార్థ - తాత్పర్యాలు

రాజగృహంబుకంటెన్	=	రాజుగారి ఇంటి కన్నా
అభిరామముగాన్	=	అందముగా
ఇలు	=	ఇల్లు
కట్టన్+ కూడదు	=	కట్టకూడదు
నృపాలుడు	=	రాజు
ఏ+ ఓజన్	=	ఏ రకంగా
అకృతికిన్	=	అకారానికి

ఒప్పు + అగు	=	తగిన
వేషములన్	=	వేషధారణలు
ఆచరించున్	=	ఆచరిస్తాడో
ఏ + ఓజస్	=	ఏ విధంగా
విసరముల్	=	విహారాలను
నలుపన్	=	చేయడానికి
ఉల్లమునన్	=	మనస్సులో
కడువేడ్క + చేయున్	=	బాగా ఇష్టపడతాడో
విదగ్ధుడు + ఐ	=	నేర్పరియై
పలుకున్	=	మాట్లాడతాడో
అట్లు చేయంగన్	=	ఆ విధంగా చేయటం
తగదు	=	తగదు

తాత్పర్యం: రాజు గారి ఇంటి కన్నా అందంగా ఇల్లు కట్టు కొనకూడదు. రాజు గారి వేషధారణ పద్ధతిలో తాను దుస్తులు తొడుగుకొనకూడదు. రాజు చేసే విహారం వలె తానూ విహరించ కూడదు. రాజు మాట్లాడే పద్ధతిలో తాను మాట్లాడటం తగదు.

విశేషం: రాజులు అందరికంటే అధికంగా ఉండాలనుకుంటారు. రాజసం వారి లక్షణం. అందుచేత సేవకులు రాజు కంటే ఎందులోనూ అధికంగా ఉండరాదు.

సంధులు :

వేడ్కసేయు	=	వేడుక + చేయు	=	గసగదవా దేశ సంధి
అట్లు సేయగన్	=	అట్లు + చేయగ	=	గసగదవా దేశ సంధి
నృపాలుడాకృతి	=	నృపాలుడు + ఆకృతి	=	ఉత్వసంధి
వేషములాచరించు	=	వేషములు + ఆచరించు	=	ఉత్వసంధి

సమాసములు :

రాజగృహము = రాజు యొక్క గృహము = షష్ఠీతత్పురుష

ఛందస్సు = ఈ పద్యము ఉత్పలమాల - వృత్తము నకు చెందినవి.

ఇందు ' భ ర న భ భ ర వ ' అనే గణములు వస్తాయి.

అక్షరములు సంఖ్య = 20

యతి 1- 10 అక్షరముములు

2. ధరణిపు చక్క గట్టెదరు దక్కి పిఱందును గానియట్లుగా
నిరుగెలనం దగం గొలిచి యే మనునో, యెటు సూచునొక్కో! యె
వ్వరి దెసనెప్పుడే తలచు వచ్చునొ యీతని కంచు జూడ్కిగు
స్థిరముగదన్ముఖుంబునన చేర్చుచు నుండుట నీతి కొల్వునన్

ఈ పద్యం తిక్కనచే రచించబడిన ధౌమ్యధర్మపదేశం నుండి గ్రహింపబడినది. ఈ పాఠ్యాంశము ఆంధ్ర మహా భారతమందలి విరాటపర్వం ప్రథమాశ్వాసం నుండి స్వీకరింపబడినది.

ప్రతిపదార్థం :

ధరణిపు	=	రాజు యొక్క
చక్కన్	=	సమక్షంలో
కడు + ఎదురు +తక్కి	=	ఎట్టెదుట ఉండటాన్ని వదిలిపెట్టి (ఎదురుగా నిలబడకుండా)
పిఱందున్	=	వెనుకవైపున
కాని + అట్లుగాన్	=	కాని విధంగా
ఇరు + కెలన్	=	రెండు పక్కలా
తగన్	=	తగునట్లు
కొలిచి	=	సేవించి
ఏమి + అనున్	=	ఏమి అంటాడో
ఎటుచూచున్ + ఒక్క	=	ఎటువైపు చూస్తాడో
ఈతనికిన్	=	ఇతనికి (రాజుకు)
ఎవ్వరిదెసన్	=	ఎవరి పట్ల
ఏ తలపు	=	ఎటువంటి అభిప్రాయం
వచ్చునో	=	వస్తుందో (కలుగుతుందో)

అంచున్	=	అంటూ
చూడ్చి	=	చూపు
సుస్థిరముగన్	=	నిశ్చలంగా
తత్+ ముఖంబునన్	=	ఆరాజు ముఖం మీదనే
చేర్చుచున్	=	ఉంచుతూ
కొల్పునన్	=	సభలో
ఉండుట	=	ఉండడం
నీతి	=	న్యాయం

తాత్పర్యం : కొలువులో రాజుకు మరీ ఎట్ట ఎదురుగా ఉండకూడదు. అట్లాగని వెనుక వైపు ఉండకూడదు. ఏదో ఒక ప్రక్కన నిలబడి సేవించాలి. ఏమంటాడో, ఎటు చూస్తాడో ఎవరిని చూస్తే ఎటువంటి ఆలోచన కలుగుతుందో - మొదలైన భావాలను మనసులో ఉంచుకొని రాజు ముఖం మీదనే దృష్టి సారించి సభలో మెలగాలి.

సంధులు :

తన్ముఖంబున్	=	తత్+ ముఖము	=	అనునాసిక సంధి
కట్టెదుట	=	కడు + ఎదుట	=	ద్విరుక్తటకార సంధి
ఈతనికంచు	=	ఈతనికి + అంచు	=	ఇకార సంధి
అతండొక	=	అతండు+ ఒక	=	ఉత్వసంధి
వానకోర్చి	=	వానకు + ఓర్చి	=	ఉత్వసంధి
ప్రవాసపుచోటు	=	ప్రవాసము + చోటు	=	పుంప్వాదేశ సంధి

సమాసములు :

తన యిల్లు	=	తన యొక్క యిల్లు	=	షష్ఠీ తత్పురుష

ఛందస్సు : ఈ పద్యము చంపకమాల వృత్తముకు చెందినది

ఇందు న జ భ జ జ జ ర అను గణములు ఉంటాయి

అక్షరాల మొత్తం 21

1-11 అక్షరాలకు యతి వర్తిస్తుంది.

3. ఎండకు వానకోర్చి, తన యిల్లు ప్రవాసపుఁజోటునాక, యా
కొండు, నలంగుదున్, నిదురకుందతిదప్పెడు, డప్పిపుట్టె, నొ
క్కండన యెట్లాకో యనక కార్యము ముట్టిన చోట నేలినా
తం డొక చాయ చూపినను దత్తురతంబనిసేయు టొప్పుగున్

ఈ పద్యం తిక్కనచే రచించబడిన ధౌమ్యధర్మపదేశం నుండి గ్రహింపబడినది. ఈ పాఠ్యాంశము ఆంధ్ర మహా భారతమందలి విరాటపర్వం ప్రథమాశ్వాసం నుండి స్వీకరింపబడినది.

ప్రతిపదార్థం :

ఎండకున్	=	ఎండకూ
వానకున్	=	వానకూ
ఓర్చి	=	ఓర్చుకొని
తన ఇల్లు, ప్రవాసము+చోటు నాక	=	ఇది తన యిల్లు, ఇది పరాయి చోటు అనుకొనకుండా
ఆ కొండున్	=	ఆకలిగొందును;
నలంగుదున్	=	నలిగి (అలసి) పోతాను;
నిదురకున్ + తతి తప్పెడన్	=	నిద్రకు సమయం మించిపోతుంది.
డప్పి+ పుట్టెన్	=	దాహం వేస్తున్నది;
ఒక్కండన + ఎట్లు + ఒకో	=	ఒక్కడినే ఎట్లాగో;
అనక	=	అని తలపక;
కార్యము	=	పని;
ముట్టినచోటన్	=	కలిగినచోట;
ఏలిన + అతండు	=	రాజు;
ఒక చాయ	=	ఒక రీతి;
చూపినను	=	చూపిస్తే కూడా;
తత్తురతన్	=	నిష్ఠతో, ఏకాగ్రతతో

పనిచేయుట

=

పనిచేయడం;

ఒప్పు+ అగున్

=

ఉచితమౌతుంది.

సమాసములు :

ఎండకు వానకు

=

ఎండకును, వానకున్

=

ద్వంద్వ సమాసము

తన యిల్లు

=

తన యొక్క యిల్లు

=

షష్ఠీ తత్పురుష సమాసము

తాత్పర్యం:

ఎండకూ, వానకూ సహించాలి. తన యిల్లనీ, పొరుగుచోటనీ అనుకొనరాదు. ఆకలివేస్తుంది. అలసిపోతాను. నిద్రకు సమయం మించిపోతుంది. దాహం వేస్తున్నది. ఒక్కడినే ఎట్లా? అనే ఆలోచనలకు అవకాశం ఎప్పుడూ ఇవ్వకూడదు. అనుకోకుండా రాజు ఒక పనిని సూచించినట్లయితే ఆ పనిని శ్రద్ధతో, భక్తితో చెయ్యాలి.

3.7 సందర్భ సహిత వ్యాఖ్యలు

1. కాల విరోధంబు మఱచి కార్యముచేడప్పున్

కవి పరిచయం : భారతాన్ని ఆంధ్రీకరించిన కవులలో తిక్కన రెండవవాడు. 13 వ శతాబ్దపు కవి. తల్లి అన్నమ్మ. తండ్రి కొమ్మన. మనుమసిద్దికి మంత్రిగా, ఆస్థానకవిగా వ్యవహరించేవాడు. తిక్కన ' నిర్వచనోత్తరరామాయణం', అనే గ్రంథాన్ని రచించెను. ఈయనకు 'కవిబ్రహ్మ' ఉభయ కవిమిత్రుడు అనే బిరుదులు కలవు. ఈ వాక్యం విరాటపర్వం - ప్రథమాశ్వాసం 'ధౌమ్య ధర్మోపదేశము ' అనే పాఠ్యాంశములోనిది.

సందర్భం : పాండవులకు గురుతుల్యుడైన ధౌమ్యుడు పాండవులకు అజ్ఞాతవాస కాలంలో మనలుకోవలసిన ధర్మములను గూర్చి వివరించిన సందర్భం.

భావం : కాల విరోధాన్ని మరచి పోకూడదు. కాదాని పరాక్రమాదులను ప్రదర్శిస్తే అజ్ఞాతవాసం భంగమవుతుంది. కార్యం చెడిపోతుంది.

2. పురుషార్థంబునకు హాని పుట్టుకయున్నే

కవి పరిచయం : భారతాన్ని ఆంధ్రీకరించిన కవులలో తిక్కన రెండవవాడు. 13 వ శతాబ్దపు కవి. తల్లి అన్నమ్మ. తండ్రి కొమ్మన. మనుమసిద్దికి మంత్రిగా, ఆస్థానకవిగా వ్యవహరించేవాడు. తిక్కన ' నిర్వచనోత్తరరామాయణం', అనే గ్రంథాన్ని రచించెను.

ఈయనకు 'కవిబ్రహ్మ' ఉభయ కవిమిత్రుడు అనే బిరుదులు కలవు. ఈ వాక్యం విరాటపర్వం - ప్రథమాశ్వాసం 'ధౌమ్మ్య ధర్మోపదేశము' అనే పాఠ్యాంశములోనిది.

సందర్భం : పాండవులకు గురుతుల్యుడైన ధౌమ్మ్యుడు పాండవులకు అజ్ఞాతవాస కాలంలో మసలుకోవలసిన ధర్మములను గూర్చి వివరించిన సందర్భం.

భావం : మర్యాదను అతిక్రమించి నడుచుకుంటే మొదటికే మోసం వస్తుంది అని భావన.

3. కాంతాదులతోడి పొందు కలిమి భటునకున్

కవి పరిచయం : భారతాన్ని ఆంధ్రీకరించిన కవులలో తిక్కన రెండవవాడు. 13 వ శతాబ్దపు కవి. తల్లి అన్నమ్మ. తండ్రి కొమ్మన. మనుమసిద్ధికి మంత్రిగా, అస్థానకవిగా వ్యవహరించేవాడు. తిక్కన 'నిర్వచనోత్తర రామాయణం', అనే గ్రంథాన్ని రచించెను. ఈయనకు 'కవిబ్రహ్మ' ఉభయ కవిమిత్రుడు అనే బిరుదులు కలవు. ఈ వాక్యం విరాటపర్వం - ప్రథమాశ్వాసం 'ధౌమ్మ్య ధర్మోపదేశము' అనే పాఠ్యాంశములోనిది.

సందర్భం : పాండవులకు గురుతుల్యుడైన ధౌమ్మ్యుడు పాండవులకు అజ్ఞాతవాస కాలంలో మసలుకోవలసిన ధర్మములను గూర్చి వివరించిన సందర్భం.

భావం : భటుడికి అంతఃపురంలో సంబంధం మంచిదికాదు. అక్కడ స్త్రీలలో గూనివారు, వామనులు వంటివారు ఉండురు. వారి పొందు కీడు కలిగిస్తుందని భావం.

4. పూజ్యుడైన జనుల పొందు లెస్స

కవి పరిచయం : భారతాన్ని ఆంధ్రీకరించిన కవులలో తిక్కన రెండవవాడు. 13 వ శతాబ్దపు కవి. తల్లి అన్నమ్మ. తండ్రి కొమ్మన. మనుమసిద్ధికి మంత్రిగా, అస్థానకవిగా వ్యవహరించేవాడు. తిక్కన 'నిర్వచనోత్తర రామాయణం', అనే గ్రంథాన్ని రచించెను. ఈయనకు 'కవిబ్రహ్మ' ఉభయ కవిమిత్రుడు అనే బిరుదులు కలవు. ఈ వాక్యం విరాటపర్వం - ప్రథమాశ్వాసం 'ధౌమ్మ్య ధర్మోపదేశము' అనే పాఠ్యాంశములోనిది.

సందర్భం : పాండవులకు గురుతుల్యుడైన ధౌమ్మ్యుడు పాండవులకు అజ్ఞాతవాస కాలంలో మసలుకోవలసిన ధర్మములను గూర్చి వివరించిన సందర్భం.

భావం : భటుడు తానెంత పూజనీయుడయినా రాజు కొలువుకు సంబంధించిన జనులతో స్నేహంతో మెలిగి ఉండటం మేలు.

5. జేటు తెచ్చుటెట్లు సిద్ధమగుట

కవి పరిచయం: భారతాన్ని ఆంధ్రీకరించిన కవులలో తిక్కన రెండవవాడు. 13 వ శతాబ్దపు కవి. తల్లి అన్నమ్మ. తండ్రి కొమ్మన. .. మనుమసిద్ధికి మంత్రిగా, అస్థానకవిగా వ్యవహరించేవాడు. తిక్కన ' నిర్వచనోత్తర రామాయణం,'అనే గ్రంథాన్ని రచించెను. ఈయనకు 'కవిబ్రహ్మ' ఉభయ కవిమిత్రుడు అనే బిరుదులు కలవు. ఈ వాక్యం విరాటపర్వం - ప్రథమాశ్వాసం 'ధౌమ్య ధర్మోపదేశము ' అనే పాఠ్యాంశములోనిది.

సందర్భం: పాండవులకు గురుతుల్యుడైన ధౌమ్యుడు పాండవులకు అజ్ఞాతవాస కాలంలో మనసుకోవలసిన ధర్మములను గూర్చి వివరించిన సందర్భం.

భావం : రాజుతో చనువుగా ఉన్న మర్యాదను అతిక్రమించరాదు. మర్యాదను అతిక్రమిస్తే చేటు కలుగుతుంది.

3.8 పాఠ్యభాగ సారాంశము

పాండవుల అరణ్యవాసం ముగిసిన పిదప అజ్ఞాతవాసం ప్రారంభంకానున్నది. ధర్మరాజు తన సోదరులతో చర్చించి అజ్ఞాత వాసానికి తగిన ఆవాసం మత్సదేశమని నిర్ణయించాడు. మత్సదేశ రాజు విరాటుడు. పాండవులు అందరూ ఎవరెవరు ఏయే పనులు చేయాలో నిర్ణయించుకున్నారు. అందుకు తగిన వేషధారణను గూర్చి చర్చించుకున్నారు. ధర్మరాజు తన వెంట ఉన్న పరివారాన్ని వెనక్కి పంపివేశాడు. ధౌమ్యుని అడ్మినిస్ట్రేటరు వలె గౌరవిస్తూ ప్రదక్షిణ నమస్కారాలు చేసి సెలవు తీసుకుంటున్న సందర్భంలో ధర్మరాజు యొక్క ఔచిత్యవర్తనానికి తగిన విధంగా వివిధ సేవా ధర్మాలను గురించి ధౌమ్యుడు బోధ చేసిన సందర్భం.

ధౌమ్యుడు పాండవులకు సేవా ధర్మంబులును తెలుపుట : ఓ రాజా! కురువంశంలో పుట్టినవారు. గౌరవంగా పెరిగినవారు. మీ వంటి వారు మరొక సామాన్య మానవులైతే (రాజుని) సేవిస్తూ మానావమానాలు సహిస్తూ అణిగమణిగి సవినయంగా ఉండటం వీలు కాదు. వివిధాస్త్రాలు మంటలు వంటివి. వాటిని ధరించిన పాండవులు అగ్నులు వంటివారు. కాల విరోధాన్ని మరచి పోకూడదు. మరచి మండిపడితే, పరాక్రమాదులను ప్రదర్శిస్తే తమ ఉనికి బహిర్గతం అవుతుంది. అజ్ఞాతవాసం భంగమవుతుంది. మీకు ఎటువంటి ప్రమాదం కలుగకుండా ఉండాలని నా కోరిక. అందుచేత నాకు చేతనయిన విధంగా ఉపదేశం చేస్తాను. రాజులను సేవించవలసిన వారు జాగ్రత్తగా ఉండాలి. రాజసేవలో ఇబ్బందులకు లోనుగాకుండా విధంగా సాధారణ నీతిని సంగ్రహంగా మీకు చెబుతాను. శ్రద్ధగా వినండి.

తగిన పద్ధతిలో సభలోనికి అడుగుపెట్టాలి. తనకిచ్చిన స్థానంలో కూర్చోవాలి. తన రూపం, వేషం వికృతంగా ఉండకుండా జాగ్రత్త వహించాలి. సమయం తెలిసికొని, మసలుకొంటూ సేవించాలి. ఆ విధంగా చేయగల వ్యక్తి రాజులకు గౌరవ పాత్రుడవుతాడు. రాజు కొలువులో ఉన్నానని, రాజుతో చనువుగా తిరుగుతున్నానని, 'నాకేమిటి' అనే విధంగా నిర్భయంగా, మర్యాదను అతిక్రమించే విధంగా నడుచుకోరాదు. అలా చేస్తే మొదటికే మోసం వస్తుందని గ్రహించాలి. రాజుగారి ఇంటికన్నా అందంగా ఇల్లు కొట్టుకొనకూడదు. రాజుగారి వేషధారణ పద్ధతిలో తాను దుస్తులు ధరించరాదు. రాజు చేసే విహారం వలె తాను విహారం చేయకూడదు. రాజు మాట్లాడే విధంగా మాట్లాడటం మంచిదికాదు. తమ ఆజ్ఞ మీరినవారు కొడుకులైన, బంధువులైన, స్నేహితులైన, మనుషులు అయిన రాజులు క్షమించరు. భద్రత కొరకు అటువంటివారిని శత్రువులుగా చూస్తారు. కోపం పెంచుకుంటారు. వారి అంతు చూస్తారు. ఏదయినా సరే రాజు సమర్థుడు చేస్తున్న పనికి అడ్డు వెళ్ళకూడదు. అట్లా చేస్తే మొదటికే ముప్పు తప్పదని గ్రహించు కోవాలి. రాజుతో సన్నిహితంగా ఉండటం తప్పుకాదు. కాని, అతని వద్ద ఉండే చాలామందికి కష్టం కలిగించే పనులలో మాత్రం జోక్యం పనికిరాదు. అటువంటి పనుల వలన సేవకుడి శక్తి బహిర్గతం కావచ్చు. కాని, ఆ తరువాత హాని కలుగుటం మాత్రం తథ్యం. తెలివిగలవారు అటువంటి పనులకు దూరంగా ఉంటారు.

రాజు దగ్గర మౌనంగా ఉండకూడదు. పదిమందితో ఆర్భాటంగా మాట్లాడటం పనికిరాదు. తనకు దగ్గర వారైన కొలువుకాండ్రతో కలసి తాను రాజుతో మాట్లాడటం సబబు. తాను రాజు దగ్గర ఉన్నప్పుడు వ్యతిరేకత తోచే విధంగా ఇతరులకు సమాధానం చెప్పకూడదు. అవసరం ఏర్పడితే మాత్రం తనంతట తానే ముందుకు వచ్చి రాజాజ్ఞను నిర్వర్తించాలి. కొలువులో రాజుకు మరీ ఎట్ట ఎదురుగా ఉండకూడదు. వెనుక వైపునా ఉండకూడదు. ఏదో ఒక ప్రక్కన నిలబడి సేవించాలి. ఏమంటాడో ఎటు చూస్తాడో, ఎవరిని చూస్తే ఎటువంటి ఆలోచన కలుగుతుందో మొదలయిన భావాలను మనసులో ఉంచుకొని రాజు ముఖంమీదనే దృష్టి సారించి సభలో మెలగాలి.

అంతఃపుర వార్తలను ఎప్పటికీ బయట పెట్టరాదు. ఇతరత్రా మరెక్కడయినా రాజుకు సంబంధించిన మాటలు వింటే ముందు ఆలోచించాలి. ఆ తరువాత రాజు వినదగినవయితే చెప్పాలి. భటుడికి అంతఃపురంతో సంబంధం మంచిదికాదు. అక్కడ తిరిగే గూనివారు, వామనులు, పరిచారికలు మొదలైన వారితో స్నేహం కీడు కలిగిస్తుంది. రాజు అనుగ్రహిస్తేనే ఆసనాలు అధిరోపించాలి. అట్లాగే వాహనాలు కూడా. రాజునుగ్రహం

లేకుండా శ్రేష్ఠమైన ఆసనాలు వాహనాలను తమంతట తామే ఎన్నుకోరాదు. ఆ రెండింటిని లెక్కచేయక వెనుకటి వలెనే రాజు దగ్గర ప్రవర్తించే సేవకులకు మంచి జరుగుతుంది. ఆపదలు తొలగిపోతాయి.

రాజు ఎవరినైనా రక్షించాలన్నా, శిక్షించాలన్నా అటువంటి విషయాలు తెలిసినా సేవకుడు తనంతట తాను బయట పెట్టరాదు. అలా చేసేవాడు మూర్ఖుడు. ఎండకు, వానకు సహించాలి. ఆకలి, అలసట, నిద్ర, దాహం, ఒంటరితనం వంటి ఆలోచనలకు అవకాశం ఇవ్వకూడదు. అనుకోకుండా రాజు ఒక పనిని సూచించినట్లయితే ఆ పనిని శ్రద్ధతో భక్తితో చేయాలి. రాజుకు తాను ఎంత ఆప్తుడయినా రాజు ధనాన్ని పాము వలె భావించాలి. వాటిని సంగ్రహించే గుణం మానితే గాని మానము, ప్రాణము నిలువవు. రాజు కొలువు తీరినప్పుడు సేవకులు ఆవులించకూడదు. తుమ్మటం మంచిదికాదు. ఉమ్మటం, నవ్వుటం వంటివి తప్పని గ్రహించుకోవాలి. శత్రువుల యొక్క దూతలు వద్ద గాని, రాజు అగ్రహానికి గురైన వారి వద్ద గాని, పాపాత్ములు వద్ద గాని మీరు ఉండకుండా చూసుకోవాలి. లేకుంటే చివరకు కీడు, నిందా వస్తాయి. భటుడు తానెంత పూజనీయుడైనా, రాజు కొలువుకు సంబంధించిన వ్యక్తులతో స్నేహం మంచిది. భోగాల కొరకే సంపదలని సేవకుడు విచ్చలవిడిగా భావించరాదు. రాజునకు కంటగింపు కలుగకుండా నమ్రతతో మసలుకోవాలి. అని ధౌమ్యుడు సేవా ధర్మములను పాండవులకు విశదపరచినాడు.

పాండవుల సమాధానం : ధౌమ్యుడు చెప్పిన సేవా ధర్మములకు సంతోషించిన పాండవులు ఓ! మునిశ్రేష్ఠా! మాకు తలైన, తండ్రైనా, దైవమైనా, మిత్ర సమూహమైనా అన్నీ మీరే. మేము కొలువు చేసేటప్పుడు పాటించవలసిన పద్ధతులను మీరు ఎంతో స్పష్టముగా తెలియజేసారు. నిజంగా మీ దయ వలన మేము ధన్యులమని చెప్పారు. అంతట ధౌమ్యుడు వారితో ‘ ఈ ఒక్క సంవత్సరకాలం ఎట్లాగయినా అణగమణిగి ఉండాలి. కష్టాలకు ఓర్చుకోవాలి. ఆపదలనుండి గట్టిక్కి బయటపడాలి.’ అని వక్కాణించెను. పాండవులు ధౌమ్యునితో అట్లాగే నడుచుకుంటామని మాట యిచ్చి నమస్కరించారు. అతిశయించిన వాత్సల్యంతో ధౌమ్యుడు పాండవులకు దీవెనలు ఇచ్చాడు. పాండవులు ఎంతగానో ఆనందించారు ఆయన ఆశీస్సులతో మత్స్యదేశానికి ప్రయాణమయ్యారు.

3.9 ప్రశ్నలు -సమాధానములు

1. ధౌమ్యు ధర్మోపదేశము పాఠ్యాంశ ఆధారంగా తిక్కన వివరించిన సేవా ధర్మములను వివరింపుము. లేదా

ధౌమ్యుడు పాండవులకు ఉపదేశించిన సేవా ధర్మములను వ్రాయుము.

జ. పాండవుల అరణ్యవాసం ముగిసిన పిదప అజ్ఞాతవాసం ప్రారంభంకానున్నది. ధర్మరాజు తన సోదరులతో చర్చించి అజ్ఞాత వాసానికి తగిన ఆవాసం మత్సదేశమని నిర్ణయించాడు. మత్సదేశ రాజు విరాటుడు. పాండవులు అందరూ ఎవరెవరు ఏయే వసులు చేయాలో నిర్ణయించుకున్నారు. అందుకు తగిన వేషధారణను గూర్చి చర్చించుకున్నారు. ధర్మరాజు తన వెంట ఉన్న పరివారాన్ని వెనక్కి పంపివేశాడు. ధౌమ్యుని అడ్మినిస్ట్రేటరు వలె గౌరవిస్తూ ప్రదక్షిణ నమస్కారాలు చేసి సెలవు తీసుకుంటున్న సందర్భంలో ధర్మరాజు యొక్క జెచిత్యవర్తనానికి తగిన విధంగా వివిధ సేవా ధర్మాలను గురించి ధౌమ్యుడు బోధ చేసిన సందర్భం.

ధౌమ్యుడు పాండవులకు సేవా ధర్మములను తెలుపుట: ఓ రాజా! కురువంశంలో పుట్టినవారు. గౌరవంగా పెరిగినవారు. మీ వంటి వారు మరొక సామాన్య మానవులవలె (రాజుని) సేవిస్తూ మానావమానాలు సహిస్తూ అణిగమణిగి సవినయంగా ఉండటం మీలు కాదు. వివిధాస్త్రాలు మంటలు వంటివి. వాటిని ధరించిన పాండవులు అగ్నులు వంటివారు. కాల విరోధాన్ని మరచి పోకూడదు. మరచి మండిపడితే, పరాక్రమాదులను ప్రదర్శిస్తే తమ ఉనికి బహిర్గతం అవుతుంది. అజ్ఞాతవాసం భంగమవుతుంది. మీకు ఎటువంటి ప్రమాదం కలుగకుండా ఉండాలని నా కోరిక. అందుచేత నాకు చేతనయిన విధంగా ఉపదేశం చేస్తాను. రాజులను సేవించవలసిన వారు జాగ్రత్తగా ఉండాలి. రాజసేవలో ఇబ్బందులకు లోనుగాకుండా విధంగా సాధారణ నీతిని సంగ్రహంగా మీకు చెబుతాను. శ్రద్ధగా వినండి.

తగిన పద్ధతిలో సభలోనికి అడుగుపెట్టాలి. తనకిచ్చిన స్థానంలో కూర్చోవాలి. తన రూపం, వేషం వికృతంగా ఉండకుండా జాగ్రత్త వహించాలి. సమయం తెలిసికొని, మసలుకొంటూ సేవించాలి. ఆ విధంగా చేయగల వ్యక్తి రాజులకు గౌరవ పాత్రుడవుతాడు. రాజు కొలువులో ఉన్నానని, రాజుతో చనువుగా తిరుగుతున్నానని, 'నాకేమిటి' అనే విధంగా నిర్భయంగా, మర్యాదను అతిక్రమించే విధంగా నడుచుకోరాదు. అలా చేస్తే మొదటికే మోసం వస్తుందని గ్రహించాలి. రాజుగారి ఇంటికన్నా అందంగా ఇల్లు

కొట్టుకొనకూడదు. రాజుగారి వేషధారణ పద్ధతిలో తాను దుస్తులు ధరించరాదు. రాజు చేసే విహారం వలె తాను విహారం చేయకూడదు. రాజు మాట్లాడే విధంగా మాట్లాడటం మంచిదికాదు. తమ ఆజ్ఞ మీరినవారు కొడుకులైన, బంధువులైన, స్నేహితులైన, మనుమలు అయిన రాజులు క్షమించరు. భద్రత కొరకు అటువంటివారిని శత్రువులుగా చూస్తారు. కోపం పెంచుకుంటారు. వారి అంతు చూస్తారు. ఏదయినా సరే రాజు సమర్థుడు చేస్తున్న పనికి అడ్డు వెళ్ళకూడదు. అట్లా చేస్తే మొదటికే ముప్పు తప్పదని గ్రహించు కోవాలి. రాజుతో సన్నిహితంగా ఉండటం తప్పుకాదు. కాని, అతని వద్ద ఉండే చాలామందికి కష్టం కలిగించే పనులలో మాత్రం జోక్యం పనికిరాదు. అటువంటి పనుల వలన సేవకుడి శక్తి బహిర్గతం కావచ్చు. కాని, ఆ తరువాత హాని కలుగటం మాత్రం తథ్యం. తెలివిగలవారు అటువంటి పనులకు దూరంగా ఉంటారు.

రాజు దగ్గర మౌనంగా ఉండకూడదు. పదిమందితో ఆర్భాటంగా మాట్లాడటం పనికిరాదు. తనకు దగ్గరి వాడైన కొలువుకాండ్రతో కలసి తాను రాజుతో మాట్లాడటం సబబు. తాను రాజు దగ్గర ఉన్నప్పుడు వ్యతిరేకత తోచే విధంగా ఇతరులకు సమాధానం చెప్పకూడదు. అవసరం ఏర్పడితే మాత్రం తనంతట తానే ముందుకు వచ్చి రాజాజ్ఞను నిర్వర్తించాలి. కొలువులో రాజుకు మరీ ఎట్ట ఎదురుగా ఉండకూడదు. వెనుక వైపునా ఉండకూడదు. ఏదో ఒక ప్రక్కన నిలబడి సేవించాలి. ఏమంటాడో ఎటు చూస్తాడో, ఎవరిని చూస్తే ఎటువంటి ఆలోచన కలుగుతుందో మొదలయిన భావాలను మనసులో ఉంచుకొని రాజు ముఖంమీదనే దృష్టి సారించి సభలో మెలగాలి.

అంతఃపుర వార్తలను ఎప్పటికీ బయట పెట్టరాదు. ఇతరత్రా మరెక్కడయినా రాజుకు సంబంధించిన మాటలు వింటే ముందు ఆలోచించాలి. ఆ తరువాత రాజు వినదగినవయితే చెప్పాలి. భటుడికి అంతఃపురంతో సంబంధం మంచిదికాదు. అక్కడ తిరిగే గూనివారు, వామనులు, పరిచారికలు మొదలైన వారితో స్నేహం కీడు కలిగిస్తుంది. రాజు అనుగ్రహిస్తేనే ఆసనాలు అధిరోపించాలి. అట్లాగే వాహనాలు కూడా. రాజానుగ్రహం లేకుండా శ్రేష్ఠమైన ఆసనాలు వాహనాలను తమంతట తామే ఎన్నుకోరాదు. ఆ రెండింటిని లెక్కచేయక వెనుకటి వలెనే రాజు దగ్గర ప్రవర్తించే సేవకులకు మంచి జరుగుతుంది. ఆపదలు తొలగిపోతాయి.

రాజు ఎవరినైనా రక్షించాలన్నకున్నా, శిక్షించాలనుకొన్నా అటువంటి విషయాలు తెలిసినా సేవకుడు తనంతట తాను బయట పెట్టరాదు. అలా చేసేవాడు మూర్ఖుడు.

ఎందకు, వానకు సహించాలి. ఆకలి, అలసట, నిద్ర, దాహం, ఒంటరితనం వంటి ఆలోచనలకు అవకాశం ఇవ్వకూడదు. అనుకోకుండా రాజు ఒక పనిని సూచించినట్లయితే ఆ పనిని శ్రద్ధతో భక్తితో చేయాలి. రాజుకు తాను ఎంత అప్పుడయినా రాజు ధనాన్ని పాము వలె భావించాలి. వాటిని సంగ్రహించే గుణం మానితే గాని మానము, ప్రాణము నిలువవు. రాజు కొలువు తీరినప్పుడు సేవకులు అవులించకూడదు. తుమ్మటం మంచిదికాదు. ఉమ్మటం, నవ్వుటం వంటివి తప్పని గ్రహించుకోవాలి. శత్రువుల యొక్క దూతలు వద్ద గాని, రాజు ఆగ్రహానికి గురైన వారి వద్ద గాని, పాపాత్ములు వద్ద గాని మీరు ఉండకుండా చూసుకోవాలి. లేకుంటే చివరకు కీడు, నిందా వస్తాయి. భటుడు తానెంత పూజనీయుడైనా, రాజు కొలువుకు సంబంధించిన వ్యక్తులతో స్నేహం మంచిది. భోగాల కొరకే సంపదలని సేవకుడు విచ్చలవిడిగా భావించరాదు. రాజునకు కంటగింపు కలుగకుండా నమ్రతతో మసలుకోవాలి. అని ధౌమ్మ్యుడు సేవా ధర్మములను పాండవులకు విశదపరచినాడు.

2. తిక్కన కవితా లక్షణములు వివరింపుము

జ. తెలుగు భారతాన్ని రచించిన కవిత్రయంలో తిక్కన రెండవవాడు. క్రీ.శ. 13 వ శతాబ్దం కవి. మనుమసిద్ధి ఆస్థానకవిగా, మంత్రిగా పనిచేసాడు. తల్లి అన్నమ్మ తండ్రి కొమ్మన తిక్కనను గూర్చిన మరెన్నో విషయాలు అతని శిష్యుడైన మూలఘటిక కేతన రచించిన 'దశకుమార చరిత్ర' లో ఉన్నాయి. తిక్కన 'నిర్వచనోత్తర రామాయణం' అనే కావ్యమును రాసి మనుమసిద్ధికి అంకితమిచ్చాడు. ఇవి కాక 'విజయసేనం' 'కవిదిగ్బంధం', అనే ఛంధో గ్రంథమును 'కృష్ణశతకము'ను రచించినా ప్రస్తుతం ఇవి అలభ్యములు. నన్నయ్య పూర్తి చేయని అరణ్యపర్వాన్ని వదలి 'విరాటపర్వం' మొదలుకొని ఆఖరుది అయిన స్వర్గారోహణ పర్వం వరకూ ఏకబిగిని అంధ్రీకరించారు. నన్నయకు రెండ వందల సంవత్సరాల తరువాతి వాడు తిక్కన. ఈయన భారత రచనకు ఉపక్రమించాడు. 'కవిబ్రహ్మ' అని కీర్తి పొందాడు. మహా భారత రచన కోసం 'దీక్ష' ను చేపట్టి, అందుకోసం మొదట 'సోమయాగం' చేసాడు. ఇందువలన తిక్కన సోమయాజిగా ప్రసిద్ధుడయ్యాడు.

తిక్కన తాను రచించిన భారత భాగాన్ని హరిహరనాథునికి అంకితం చేసాడు. హరి అనగా విష్ణువు. హరుడు అనగా శివుడు. “విష్ణు రూపాయ నమశ్శివాయ” అని శివుడికి విష్ణువుకి మధ్య బేధం లేదని ప్రకటించాడు. దీనితో వీరవైష్ణవం, వీరశైవం అనే మత భేదాలతో అశాంతితో అట్టుడికి పోయే సమకాలీక సమాజానికి అద్వైతమనే సందేశాన్ని అందించిన కవి తిక్కన.

కవితారీతులు : తిక్కన ఆంధ్రావళి మోదం కోసం మహాకవిత్వ దీక్షను చేపట్టి భవ్య కవితావేశంతో భారతాన్ని రచిస్తున్నానని చెప్పాడు. తన ‘నిర్వచనోత్తర రామాయణం’లో అమలోదాత మనీషనేను భయకావ్య ప్రౌఢి బాటించి శిల్పమునబారగుడ కళావిదుడ అని చెప్పుకున్నాడు. సంస్కృత, ఆంధ్రభాషలలో గొప్ప కవిత్వాన్ని సృష్టించిన తిక్కన ఉ భయకవి మిత్రుడుగా కీర్తి పొందాడు.

శైలి : తిక్కన రచనలో అలతి అలతి తేటతెలుగు పదాలు కనిపిస్తాయి. ఈయన శైలిలో నాటకీయత ప్రధానమైనది. ఈ పాఠ్యాంశములో ‘పుత్రులు పౌత్రులు భాత్రులు మిత్రులనరు రాజు లాజ్ఞ మిగిలిన చోటన్ శత్రులకాఁ దమయలు’.

అనే పద్యములో ఎంతో తేలికైన పదాలతో భావాన్ని సులభంగా అర్థం చేసుకొనే విధంగా అతని శైలి కాన వస్తుంది. తన వ్యతిరేకులైన వారు ఎవరైనా వారు రాజుకు శత్రువులే! వారి వివిధాస్త్ర విద్యా..... అనే పద్యమును రూపకాలంకారములో అస్త్రాలు మంటలు వంటి వని చెబుతూనే వాటి అండతో పరాక్రమాదులు చూపితే కార్యం చెడుతుందని ఎంతో నాటకీయంగా పాండవులు అస్త్రాలను దాచి పెట్టుకోవాలని ధ్వని మాత్రంగా చెప్పటం కనిపిస్తుంది.

తిక్కన అలంకారాలలో ఉపమను ఎక్కువుగా ఉపయోగించియున్నాడు.. జీవితంలో గమనించిన ఉపమనాలను ఉపయోగిస్తాడు. విరాటపర్వంలో ఇందుకు ఎన్నెన్నో ఉదాహరణలున్నాయి. ‘నివులు గనిసిన మెఱయని నిప్పువోవె’ మంటల్లో మిడతలు సొచ్చినట్లయిన’ ఏనుంగునకు సిళ్ళు చూపినట్లు’ ఇలా ఎన్నో ఉన్నాయి.

తిక్కన కవిత్వంలో రసపోషణ, వర్ణనా నైపుణ్య, పాత్ర పోషణ తెలుగుదనం ఉట్టి పడే నుడికారాలు, జాతీయాలు, వ్యంగ్య సంభాషణలు ఇలా గొప్ప అర్థ వివరణతో కూడిన లక్షణాలు కనిపిస్తాయి.

3 ధౌమ్యుడు పాండవులకు వివరించిన ధర్మోపదేశములను వివరింపుము?

జ. పాండవుల అరణ్యవాసం ముగిసిన పిదప అజ్ఞాతవాసం ప్రారంభంకానున్నది. ధర్మరాజు తన సోదరులతో చర్చించి అజ్ఞాత వాసానికి తగిన ఆవాసం మత్స్యదేశమని నిర్ణయించాడు. మత్స్యదేశ రాజు విరాటుడు. పాండవులు అందరూ ఎవరెవరు ఏయే పనులు చేయాలో నిర్ణయించుకున్నారు. అందుకు తగిన వేషధారణను గూర్చి చర్చించుకున్నారు. ధర్మరాజు తన వెంట ఉన్న పరివారాన్ని వెనక్కి పంపివేశాడు. ధౌమ్యుని అడ్మినిస్ట్రేటరు వలె గౌరవిస్తూ ప్రదక్షిణ నమస్కారాలు చేసి సెలవు తీసుకుంటున్న సందర్భంలో ధర్మరాజు యొక్క జిచిత్యవర్తనానికి తగిన విధంగా వివిధ సేవా ధర్మాలను గురించి ధౌమ్యుడు బోధ చేసిన సందర్భం.

ధౌమ్యుడు పాండవులకు వివరించిన ధర్మోపదేశములు : ఓ రాజా! కురువంశంలో పుట్టినవారు. గౌరవంగా పెరిగినవారు. మీ వంటి వారు మరొక సామాన్య మానమపుత్రుడిని (రాజుని) సేవిస్తూ మానావమానాలు సహిస్తూ అణిగమణిగి సవినయంగా ఉండటం వీలు కాదు. వివిధాస్త్రాలు మంటలు వంటివి. వాటిని ధరించిన పాండవులు అగ్నులు వంటివారు. కాల విరోధాన్ని మరచి పోకూడదు. మరచి మండిపడితే, పరాక్రమాదులను ప్రదర్శిస్తే తమ ఉనికి బహిర్గతం అవుతుంది. అజ్ఞాతవాసం భంగమవుతుంది. మీకు ఎటువంటి ప్రమాదం కలుగకుండా ఉండాలని నా కోరిక. అందుచేత నాకు చేతనయిన విధంగా ఉపదేశం చేస్తాను. రాజులను సేవించవలసిన వారు జాగ్రత్తగా ఉండాలి. రాజసేవలో ఇబ్బందులకు లోనుగాకుండే విధంగా సాధారణ నీతిని సంగ్రహంగా మీకు చెబుతాను. శ్రద్ధగా వినండి.

తగిన పద్ధతిలో సభలోనికి అడుగుపెట్టాలి. తనకిచ్చిన స్థానంలో కూర్చోవాలి. తన రూపం, వేషం వికృతంగా ఉండకుండా జాగ్రత్త వహించాలి. సమయం తెలిసికొని, మసలుకొంటూ సేవించాలి. ఆ విధంగా చేయగల వ్యక్తి రాజులకు గౌరవ పాత్రుడవుతాడు. రాజు కొలువులో ఉన్నానని, రాజుతో చనువుగా తిరుగుతున్నానని, 'నాకేమిటి' అనే విధంగా నిర్భయంగా, మర్యాదను అతిక్రమించే విధంగా నడుచుకోరాదు. అలా చేస్తే మొదటికే మోసం వస్తుందని గ్రహించాలి. రాజుగారి ఇంటికన్నా అందంగా ఇల్లు కొట్టుకొనకూడదు. రాజుగారి వేషధారణ పద్ధతిలో తాను దుస్తులు ధరించరాదు. రాజు చేసే విహారం వలె తాను విహారం చేయకూడదు. రాజు మాట్లాడే విధంగా మాట్లాడటం మంచిదికాదు. తమ ఆజ్ఞ మీరినవారు కొడుకులైన, బంధువులైన, స్నేహితులైన, మనుషులు

అయిన రాజులు క్షమించరు. భద్రత కొరకు అటువంటివారిని శత్రువులుగా చూస్తారు. కోపం పెంచుకుంటారు. వారి అంతు చూస్తారు. ఏదయినా సరే సాధించుకోనగలిగిన సమర్థుడు చేస్తున్న పనికి అడ్డు వెళ్ళకూడదు. అట్లా చేస్తే మొదటికే ముప్పు తప్పదని గ్రహించు కోవాలి. రాజుతో సన్నిహితంగా ఉండటం తప్పుకాదు. కాని, అతని వద్ద ఉండే చాలామందికి కష్టం కలిగించే పనులలో మాత్రం జోక్యం పనికిరాదు. అటువంటి పనుల వలన సేవకుడి శక్తి బహిర్గతం కావచ్చు. కాని, ఆ తరువాత హాని కలుగటం మాత్రం తథ్యం. తెలివిగలవారు అటువంటి పనులకు దూరంగా ఉంటారు.

రాజు దగ్గర మౌనంగా ఉండకూడదు. పదిమందితో ఆర్భాటంగా మాట్లాడటం పనికిరాదు. తనకు దగ్గరి వారైన కొలువుకాండ్రతో కలసి తాను రాజుతో మాట్లాడటం సబబు. తాను రాజు దగ్గర ఉన్నప్పుడు వ్యతిరేకత తోచే విధంగా ఇతరులకు సమాధానం చెప్పకూడదు. అవసరం ఏర్పడితే మాత్రం తనంతట తానే ముందుకు వచ్చి రాజాజ్ఞను నిర్వర్తించాలి. కొలువులో రాజుకు మరీ ఎట్ట ఎదురుగా ఉండకూడదు. వెనుక వైపునా ఉండకూడదు. ఏదో ఒక ప్రక్కన నిలబడి సేవించాలి. ఏమంటాడో ఎటు చూస్తాడో, ఎవరిని చూస్తే ఎటువంటి ఆలోచన కలుగుతుందో మొదలయిన భావాలను మనసులో ఉంచుకొని రాజు ముఖంమీదనే దృష్టి సారించి సభలో మెలగాలి.

అంతః పురాలలో మాటలను ఎప్పటికీ బయట పెట్టరాదు. ఇతరత్రా మరెక్కడయినా రాజుకు సంబంధించిన మాటలు వింటే ముందు ఆలోచించాలి. ఆ తరువాత రాజు వినదగినవయితే చెప్పాలి. భటుడికి అంతఃపురంతో సంబంధం మంచిదికాదు. అక్కడ తిరిగే గూనివారు, వామనులు, పరిచారికలు మొదలైన వారితో స్నేహం కీడు కలిగిస్తుంది. రాజు అనుగ్రహిస్తేనే ఆసనాలు అధిరోపించాలి. అట్లాగే వాహనాలు కూడా. రాజునుగ్రహం లేకుండా శ్రేష్ఠమైన ఆసనాలు వాహనాలను తమంతట తామే ఎన్నుకోరాదు. ఎంతగా రాజు గౌరవం పొందినా సరే ఇటువంటి కార్యములు మంచివికావు. రాజు గౌరవిస్తే పొంగిపోవటం, అవమానిస్తే కృంగిపోవటం మంచిదికాదు. ఆ రెండింటిని లెక్కచేయక వెనుకటి వలెనే రాజు దగ్గర ప్రవర్తించే సేవకులకు మంచి జరుగుతుంది. ఆపదలు తొలగిపోతాయి.

రాజు ఎవరినైనా రక్షించాలన్నా, శిక్షించాలన్నా అటువంటి విషయాలు తెలిసినా సేవకుడు తనంతట తాను బయట పెట్టరాదు. అలా చేసేవాడు మూర్ఖుడు. ఎండకు, వానకు సహించాలి. ఆకలి, అలసట, నిద్ర, దాహం, ఒంటరితనం వంటి

అలోచనలకు అవకాశం ఇవ్వకూడదు. అనుకోకుండా రాజు ఒక పనిని సూచించినట్లయితే ఆ పనిని శ్రద్ధతో భక్తితో చేయాలి. రాజుకు తాను ఎంత ఆప్తుడయినా రాజు ధనాన్ని పాము వలె భావించాలి. వాటిని పరికించాలి. వాటిని సంగ్రహించే గుణం మానితే గాని మానము, ప్రాణము నిలువవు. రాజు కొలువు తీరినప్పుడు సేవకులు ఆవులించకూడదు. తుమ్మటం మంచిదికాదు. ఉమ్మటం, నవ్వుటం వంటివి తప్పని గ్రహించుకోవాలి. శత్రువుల యొక్క దూతలు వద్ద గాని, రాజు ఆగ్రహానికి గురైన వారి వద్ద గాని, పాపాత్ములు వద్ద గాని ఉండకుండా చూసుకోవాలి. లేకుంటే చివరకు కీడు, నిందా వస్తాయి. భటుడు తానెంత పూజనీయుడైనా, రాజు కొలువుకు సంబంధించిన వ్యక్తులతో స్నేహం మంచిది. భోగాల కొరకే సంపదలని సేవకుడు విచ్చలవిడిగా భావించరాదు. రాజునకు కంటగింపు కలుగకుండా నమ్రతతో మసలుకోవాలి. అని ధౌమ్మడు సేవా ధర్మములను పాండవులకు విశదపరచినాడు.

3.10 సంగ్రహ ప్రశ్నలు

1. రాజు కొలువులో ఉన్న ఉద్యోగులు గోప్యముగా ఉంచవలసిన అంశములేవి?

జ. అంతఃపురాలలో మాటలను ఎప్పటికీ బయట పెట్టరాదు. ఇతరత్రా మరెక్కడయినా రాజుకు సంబంధించిన మాటలు వింటే ముందు ఆలోచించాలి. ఆ తరువాత రాజు వినదగినవయితే చెప్పాలి. భటుడికి అంతఃపురంతో సంబంధం మంచిదికాదు. రాజు ఎవరినైనా రక్షించాలన్నకున్నా, శిక్షించాలనుకున్నా అటువంటి విషయాలు తెలిసినా సేవకుడు తనంతట తానుగా బయట పెట్టరాదు.

2. రాజసేవకుని లక్షణములను వ్రాయుము.

జ. ఎండకు, వానకు సహించాలి. విధి నిర్వహణలో తన యిల్లు, పొరుగుయిల్లు అని అనుకోరాదు. ఆకలి, అలసట, నిద్ర, దాహం, ఒంటరితనం వంటి ఆలోచనలకు అవకాశం ఇవ్వకూడదు. అనుకోకుండా రాజు ఒక పనిని సూచించినట్లయితే ఆ పనిని శ్రద్ధతో భక్తితో చేయాలి. రాజుకు తాను ఎంత ఆప్తుడయినా రాజు ధనాన్ని పాము వలె భావించాలి. వాటిని సంగ్రహించే గుణం మానితే గాని మానము, ప్రాణము నిలువవు. రాజు కొలువు తీరినప్పుడు సేవకులు ఆవులించకూడదు. తుమ్మటం మంచిదికాదు. ఉమ్మటం, నవ్వుటం వంటివి తప్పని గ్రహించుకోవాలి. వాటిని గోప్యంగా చేసుకోవాలి. శత్రువుల దూతలు గాని, రాజు ఆగ్రహానికి పాత్రులై నిరాకరించబడినవారుగాని, పాపాత్ములు గాని తమకు దగ్గరగా ఉండకుండా చూసుకోవాలి. లేకుంటే చివరకు కీడు, నిందా వస్తాయి.

3. తిక్కనను గూర్చి వ్రాయుము.

జ. తెలుగు భారతాన్ని రచించిన కవిత్వంలో తిక్కన రెండవవాడు. క్రీ.శ. 13 వ శతాబ్దం కవి. మనుమసిద్ధి ఆస్థానకవిగా, మంత్రిగా పనిచేసాడు. తల్లి అన్నమ్మ తండ్రి కొమ్మన తిక్కనను గూర్చిన మరెన్నో విషయాలు అతని శిష్యుడైన మూలఘటిక కేతన రచించిన 'దశకుమార చరిత్ర' లో ఉన్నాయి. తిక్కన 'నిర్వచనోత్తర రామాయణం' అనే కావ్యమును రాసి మనుమసిద్ధికి అంకితమిచ్చాడు. ఇవి కాక 'విజయసేనం' 'కవిదిగ్బంధం' అనే ఛంధో గ్రంథమును 'కృష్ణశతకము'ను రచించినా ప్రస్తుతం ఇవి అలభ్యములు. నన్నయ్య పూర్తి చేయని అరణ్యపర్వాన్ని వదలి 'విరాటపర్వం' మొదలుకొని ఆఖరుది అయిన స్వర్ణారోహణ పర్వం వరకూ ఏకబిగిని ఆంధ్రీకరించాడు. నన్నయకు రెండ వందల సంవత్సరాల తరువాత తిక్కన భారత రచనకు ఉపక్రమించాడు. 'కవిబ్రహ్మ' అని కీర్తి పొందాడు. మహా భారత రచన కోసం 'దీక్ష' ను చేపట్టి, అందుకోసం మొదట 'సోమయాగం' చేసాడు. ఇందువలన తిక్కన సోమయాజిగా ప్రసిద్ధుడయ్యాడు.

4. రాజు దగ్గర సేవకుడు ఏ విధంగా ఉండాలి?

జ. రాజు దగ్గర మౌనంగా ఉండకూడదు. పదిమందితో ఆర్భాటంగా మాట్లాడటం పనికిరాదు. తనకు దగ్గరి వారైన కొలువుకాండ్రతో కలసి తాను రాజుతో మాట్లాడటం సబబు. తాను రాజు దగ్గర ఉన్నప్పుడు వ్యతిరేకత తోచే విధంగా ఇతరులకు సమాధానం చెప్పకూడదు. అవసరం ఏర్పడితే మాత్రం తనంతట తానే ముందుకు వచ్చి రాజాజ్ఞను నిర్వర్తించాలి. కొలువులో రాజుకు మరీ ఎట్ట ఎదురుగా ఉండకూడదు. వెనుక వైపునా ఉండకూడదు. ఏదో ఒక ప్రక్కన నిలబడి సేవించాలి. ఏమంటాడో ఎటు చూస్తాడో, ఎవరిని చూస్తే ఎటువంటి ఆలోచన కలుగుతుందో మొదలయిన భావాలను మనసులో ఉంచుకొని రాజు ముఖంమీదనే దృష్టి సారించి మెలగాలి.

5. అంతఃపుర మర్యాదచేవి?

జ. అంతః పురాలలో మాటలను ఎప్పటికీ బయట పెట్టరాదు. ఇతరత్రా మరెక్కడయినా రాజుకు సంబంధించిన మాటలు వింటే ముందు ఆలోచించాలి. ఆ తరువాత రాజు వినదగినవయితే చెప్పాలి. భటుడికి అంతఃపురంతో సంబంధం మంచిదికాదు. అక్కడ తిరిగే గూనివారు, వామనులు, పరిచారికలు మొదలైన వారితో స్నేహం కీడు కలిగిస్తుంది.

రాజు అనుగ్రహిస్తేనే ఆసనాలు అధిరోపించాలి. అట్లాగే వాహనాలు కూడా. రాజానుగ్రహం లేకుండా శ్రేష్ఠమైన ఆసనాలు వాహనాలను తమంతట తామే ఎన్నుకోరాదు. ఎంతగా రాజు గౌరవం పొందినా సరే ఇటువంటి కార్యములు మంచివికావు. రాజు గౌరవిస్తే పొంగిపోవటం, అవమానిస్తే కృంగిపోవటం మంచిదికాదు. ఆ రెండింటిని లెక్కచేయక వెనుకటి వలెనే రాజు దగ్గర ప్రవర్తించే సేవకులకు మంచి జరుగుతుంది. ఆపదలు తొలగిపోతాయి.

6. భాష్యభర్తృపదేతం పాఠ్యభాగ నేపథ్యమును వివరింపుము.

జ. అంతః పురాలలో మాటలను ఎప్పటికీ బయట పెట్టరాదు. ఇతరత్రా మరెక్కడయినా రాజుకు సంబంధించిన మాటలు వింటే ముందు ఆలోచించాలి. ఆ తరువాత రాజు వినదగినవయితే చెప్పాలి. భటుడికి అంతఃపురంతో సంబంధం మంచిదికాదు. అక్కడ తిరిగే గూనివారు, వామనులు, పరిచారికలు మొదలైన వారితో స్నేహం కీడు కలిగిస్తుంది. రాజు అనుగ్రహిస్తేనే ఆసనాలు అధిరోపించాలి. అట్లాగే వాహనాలు కూడా. రాజానుగ్రహం లేకుండా శ్రేష్ఠమైన ఆసనాలు వాహనాలను తమంతట తామే ఎన్నుకోరాదు. ఎంతగా రాజు గౌరవం పొందినా సరే ఇటువంటి కార్యములు మంచివికావు. రాజు గౌరవిస్తే పొంగిపోవటం, అవమానిస్తే కృంగిపోవటం మంచిదికాదు. ఆ రెండింటిని లెక్కచేయక వెనుకటి వలెనే రాజు దగ్గర ప్రవర్తించే సేవకులకు మంచి జరుగుతుంది. ఆపదలు తొలగిపోతాయి.

3.11 అభ్యాసం

1. ఈ క్రింది ప్రశ్నలకు సమాధానములు వ్రాయుము.

1. ఎట్టివానిని మూఢుడు అంటారు.
2. రాజు అనుగ్రహంతో చేయవలసిన పనులు ఏవి?

2. క్రింది పద్యమునకు ప్రతిపదార్థ తాత్పర్యములు వ్రాయుము.

1. ' ఎండకు వాన కోర్చి..... దత్తుర తంబని సేయుటొప్పుగున్

3. క్రింది వాటికి సందర్భ సహిత వ్యాఖ్యలు వ్రాయుము.

1. బురుషార్థంబునకు హాని పుట్టుకయున్నే?
2. మన్నన, గలుగువారికైనఁ గార్యమగునె?
3. మానినఁగాకేల కలుగు మానముబ్రదుకున్

4. క్రింది పదములను విడదీసి సంధినామములను వ్రాయుము.

1. కౌరవాన్వయము
2. పురుషార్థములు
3. వేషములాచరించు,
4. వేడక్కసేయు,
5. అట్లుసేయు,
6. అడ్డముసొచ్చి,
7. ఊరకయుండక,
8. ధారణీశుడు
9. మనుజేంద్రుడు,
10. కట్టెదుర,
11. అన్నరునకు.

5. క్రింది పదములకు సమాస నామములు, విగ్రహ వాక్యములు వ్రాయుము.

1. మానావమానములు,
2. అంతిపురము,
3. ఉత్తమాసనములు,
4. భూమిపాలుడు,
5. తనయిల్లు,
6. వైరుల దూతలు.

విద్యార్థులకు సూచనలు

నక్షత్రము గుర్తున్న పద్యములు కంఠస్తమ చేయవలెను.

పద్యముల నందలి అలంకారములు, ఛందస్సును గుర్తించవలెను.

యూనిట్ - 4

పలనాటి బెబ్బులి

శ్రీనాథుడు

4.1 ఉద్దేశం

ప్రజారక్షణ కోసం చేస్తున్న ప్రచున్న యుద్ధంలో బలపరాక్రమాదులు ఎలా ప్రదర్శించాలో వీరులకు ఎటువంటి లక్షణాలు ఉండాలో ఈ పాఠ్యాంశం తెలియజేస్తుంది.

4.2 పరిచయం

శ్రీనాథుడు 1385-1475 క్రీ.శ. కాలపు అగ్రగణ్యుడు. అనేక గ్రంథములను రచించిన మహాకవి. మారయ, భీమాంబలు ఈతని తల్లిదండ్రులు. తాత కమలనాభామాత్యుడు కాల్వట్టణాధీశ్వరుడు. శ్రీనాథుడు బాల్యమునుండి కవి పండితుడుగా ప్రఖ్యాతి పొందాడు. సకల విద్యాసనాథుడు, కవి సార్వభౌముడు, బ్రాహ్మీదత్త వరప్రసాదుడు, ఈశ్వరార్చన కళాశీలుడు. తెలుగులో శ్రీనాథుడంతటి ప్రజ్ఞావంతుడైన పండితకవి మరొకడు కానరాదు. వివిధ భాషా పండితులతో పాండిత్య గోష్టి జరిపినాడు. నానారాజు సందర్శనం గావించినాడు. విద్యాధికారిగా, బహు గ్రంథకర్తగా, విద్వత్కవిగా విఖ్యాతుడు. ఇతని రచనలు - 'మరుత్తరాట్పురిత్ర' 'శాలివాహన సప్తశతి', 'పండితారాధ్య చరిత్ర', 'భీమేశ్వర పురాణము', 'క్రీడాభిరామం, కాశీకాండము', 'శివరాత్రి మాహాత్మ్యము', 'శృంగార నైషధము' మొదలగునవి. పల్నాటి వీరచరిత్ర తెలుగులో మొదటి వీరగాథా కావ్యము. ఇది 'మంజరి ద్విపద' అనే దేశీయ ఛందస్సులో వ్రాయబడినది.

4.3 పాఠ్యభాగము

మణికట్లదునుమాడి మస్తకవితతి
ధరమీదనారంగంగ దట్టించినరకి
మో చేతు లెడచేసి ముక్కులు చెక్కి
ఫాలంబులంజింపి ప్రక్కలగోసి
దొడలూగమాకి దండముల్ ద్రుంచి
కనుగ్రుడ్లు పగులంగ కర్ణముల్ వ్రాల
బలువైన రొమ్ములు పరియలుగాగ
తొడలెల్ల తునుకలై తూగాడుచుండ

తానువులూడంగ జంఘలువిరుగ
చీలలుపట్టేది చీకాకునొంద
ఈరీతి గొంతసే పీష్పిత మడర
అనుజులతో గూడ నని చేసిపిదప
దంతావళంబుల దట్టంబుచూచి

బాలుడుకోపంబు ప్రకటంబుగాగ
కొదమసింహము భంగి కుప్పించి యెగిరి
బలిమిమై కుంభముల్ పగులుగమోది
తొండముల్ తోకలు తునకలు సేసి
మావంతులనుగొట్టి మరణమెందించి

పైనున్నదొరలను పడిపోవపొడచి
దంతముల్ ముక్కులై ధరవ్రాలజిదిమి
చెవులను కత్తితో చీలికల్ చేసి
పిల్లదంతంబుల బెకలిచివైచి
ఘనపదంబుల దున్నికంఠముల్ నరికి

కొంతనేపిమ్మాడ్కి గురుశౌర్యమలర
 సమరంబు గావించి జవనాశ్వువితతి
 చక్కాడపైబడి సాహసగరిమ
 ఖడ్గకుంతంబులు కరములుబట్టి
 పైనున్న రాహుత్త పటలిని చంపి
 తొడిగినజోడంగి తుక్కుగజేసి
 సింగిణివిండ్లను చిదుకలొనర్చి
 బాణతూణీరముల్ భగ్గుముచేసి
 ఖడ్గఖేటకములు ఖండించిమించి
 మెడలురెండుగజేసి మేనులుచించి

యెదురు రొమ్ములలెన్న యీటెలగుచ్చి
 కొంకులు తెగగొట్టి ఖరములుచెక్కి
 చాలసేపీగతి సమరంబొనర్చె
 బలమెల్లనీలాగు భంగంబునొంది
 కంఠముల్ దెగిపడ గ్రక్కుననురికి

సలగామరాజు సైన్యము కలతఁనొందుట

పడితన్ని కొనిచచ్చు బలసమూహంబు
 మస్తకంబులుపోయి మహిమీదమడిసి
 కన్నులు తెరచుచు గంతలువైచి
 ప్రాణముల్విడిచెడు వారునుమరియు
 పాదముల్ విరుగగ బవరంబుచేయ

పండ్లు గీటుచు నేలపై గూలువారు
 కరములుతునిసిన గత్తులు వదలి
 బాలునిగనివచ్చు భయదోగ్రభటులు
 ప్రేవులువెడలిన పెడచేతనెత్తి
 కడిమిచెబల్లెంబు గట్టిగా బట్టి

అహమహమికతోడ అరుదెంచగడిగి
సంచలింపనిదీర్ఘ సాహసఘనులు
మూల్గుచుచచ్చెడు మదియోధవరులు
బాలునికనుగొని భయమంది బెగడి
పారిపోయెడుపంద భట సమూహంబు

పారిపోవగలేక బ్రతుకుపైనాశ
బ్రతిమాలుచుండెడు బలనిచయంబు
లిటువంటి జగడంబు లెన్నడెరుంగ
మేలాగుపోదు మన్నేడ్చేడువారు

ఆలుబిడ్డలబాసి అన్నంబుకొరకు
వచ్చితిమీనేల వ్రాసెనుమృత్యు
పనిదుఃఖమొందుచు నసురుసురంచు
వేగమెప్రాణముల్ విడిచెడువారు
బహుదినంబులు మేము పాలేరుచేసి
మునికోల్లలెల్లను ముంజూర్లదోపి

పణతులుదిట్టిన పడకలేక వచ్చి
చచ్చుచునుంటమీ సమరరంగమున
పారిపోనిచ్చిన బ్రతుకుదుమయ్య
అని మ్రొక్కుచుండెడు అతిదీనభటులు
బోయవారము మేము పూర్వంబునందు
బుజముల కాయలు పూనికన్నొనుడి
పగవారుమముగని పారిపోవుదురు
మీకేమిభయమని మెలతనాగమ్మ
బాగుగా నమ్మించి పంపవచ్చితిమి
జీవముల్ దక్కిన చిన్నలగలిసి

బలుసాకుదినియైన బ్రతుకగగలము
 మీరుపిల్చినవేళ మేమరుదెంచు
 మనియంజలియొనర్చి యవమాన మొంది
 మగసిరి విడిచిన మానహీనులను
 వీలు చిక్కినరణ వీరులవదలి
 పోయెడునట్టి దుర్బుద్ధియుక్తులను
 చచ్చినవిధమున సమరోర్ధియందు
 పలుకకయూరక వ్రాలెడువారు
 చనలేకభయమున చచ్చిన వారి
 మీదద్రోసుక యుండి మెదలనివారు

చచ్చినగజముల చాటునడాగి
 పందతనంబున పడియుండువారు
 పెండ్లాలదలచుక బిట్టేడ్చువారు
 వల్మీకముల మీద వసియించువారు
 గడ్డిలోజొరబడి కదలనివారు
 వ్రేళ్ళుచీకెడువారు వెన్నిచ్చువారు
 వెండ్రుకల్ విప్పుక విదిలించువారు
 నీ వారమని పల్కి నిల్చుండవారు
 ఆయుధాల్ పడవైచి యలికెడువారు
 పడలేకచతికిలబడి యుండువారు

బవరంబులోగూలి ప్రాణజాలంబు
 విడిచియు ఖడ్గముల్ విడువనివారు
 భయదమైయిబ్బంగి పరికింపరాక
 సమరరంగము భయజనకమైయుండె

బాలచంద్రుడు శాత్రవబలంబులఁ జక్కాడుట

కొందరు విలుకాండ్రు గుంపులు గూడి
బహుబాణములు మీద బరపెడువేళ
తమ్ములనందర తగనిల్వజేసి
పరిఘమొక్కటిచేత పట్టుకతూరి
తనువునబాణముల్ దాకకుండంగ
భ్రమణనైపుణ్యంబు బల్విడిజూపి

పరతెంచువిశిఖముల్ పాయగొట్టుచును
ఖడ్గమాడించుచు గర్జలోనర్చి
అట్టహాసంబున నావిలుకాండ్ర
పైకేగిధనువుల భంగంబు చేసి
శింజనులెల్లను జిదురుపల్ చేసి

తూణముల్ శరములు తుమురుగా గొట్టి
చుట్టు పేరెమువారిశూరతమెరయ
పండతరిగినట్లు వడిమేను లెల్ల
ఖండించియము జేర గ్రక్కుననంపె
చొక్కచువ్వల వారు శూరత హెచ్చ

వంచుకపైకుర్కి వచ్చుటసూచి
బాలుడు వెసనార్చి పకపకనవ్వి
కమ్ములతోడు రాదంటయైతొడరి
కుప్పించిపైబడి గొడ్డండ్ల తోడ
చెరకులునరికిన చెలువుఘట్టిల్ల
అలుగులనీటెల నన్నింటిదునిమి

శూలంబులంబొడ్చి సురియల గ్రుమ్మి
గండ్రగొడ్డండ్రతో గనెలుగాగొట్టి
బాకులరొమ్ములు పరియలుచేసి
గదలచేశిరముల గడునుగ్గొనర్చి

బాధించిపొట్టల పటిమచేజించి
కత్తుల మేనులు కండలుడుచ్చి
పంపించెజముజూడ బలములనెల్ల
సంగ్రామ మీరితి జరిగిన వేళ
పారిరి మిగిలిన బంటులు గూడి
ఆవేశ నరసింగు అధిక కోపమున

పారిపోవుచున్న సైన్యమునకు నరసింహ భూపతి ధైర్యవాక్యములు చెప్పుట

పారెడువారికి బలుకంగసాగె
విరిగిపోవుట యిట్లువీరధర్మంబె
బాలురకనుగొని పరువిడనేల
మిమ్ముగాచీనవారి మేలెత్తజింప

బలిమిమీనరములఁ బారురక్తంబు
రాజాన్నవర్ధిత రక్తంబుగాదె
ధూర్జులైన్యపునకు ద్రోహంబొనర్చి
నమ్మినరాజును నట్టేటముంచీ
పోవుటయేనీతి పుణ్యాత్ములారా

తనువులస్థిరములు ధనములుకల్ల
కీర్తియొక్కటి భువిఖిలముగాకుండు
ధైర్యహీనత వీరధర్మంబుమాని
భంగురంబై మలభాండమైనట్టి
దేహంబుకొరకు సత్కీర్తిపోనాడి
విరిగిపోయెడునట్టి వెల్లులుగలరె

వీరసింహములకు వినుతినిగాంచు
సమరరంగంబులే సంచారవనులు
చచ్చినబ్రతికిన సౌఖ్యమచ్చటనే

బుద్ధులుచెడి పాఠిపోవుదురేని
భుక్తియుక్తులు రెండుపొవునుదొలంగి
ననుబాసిపోవుట న్యాయంబుగాదు
తప్పునామరణంబు తలచెడిపార
మృత్యుదేవతవచ్చి మేనులనిల్చె
బంటుపంతంబులే పారిపోవుటలు

పరికింపపెండ్లికి వచ్చుటలేదు
సమరకార్యమునకై చనుదెంచి నాము
వచ్చినకార్యంబు వరదలోగలిపి
బంధులుమిత్రులు పగవారునవ్వ
పోవుట నీచతపుట్టదన్నంబు
పోవద్దురాజాన పోయితిరేని
అనియిట్లుపల్కిన ఆబలంబెల్ల
పారిపోవకరోష భరితమై నిల్చె
బాలచంద్రుండంత భ్రాతలగూడి

నలగామ రాజు సైన్యంబు బాలచంద్రునిపైఁ గవయుట

అట్టహాసముచేసె అరిసేనలపుడు
జడిసిగుండెలు వ్రీల చలనంబునొంది
ధైర్యంబువహించి దర్భముల్మీర
కదలుచక్రంబులు గండ్రగొడ్డండ్లు
పెద్దవిసురియలు భిండివాలములు
బల్లెముల్కుంతముల్ పరుశూలచయము
కొనికరంబుల తీవ్రకోపులై వచ్చి

మిడుతలుమంటపై మిడిపివడ్డట్లు
బాలునిదాకిరి భయధూరులగుచు
విక్రమాటోపత వెలసిబాలుండు

జలధిలోమందర శైలంబుతిరిగి
కలకనొందించిన కైవడిమీరి
కాలాగ్నిలోకముల్ కాచించినట్లు
దవవప్పివిపినంబు దారొన్నభంగి
మనుజులలోమారి మరిగినరీతి
శత్రుపైన్యంబుపై చయ్యనగదిసి

వారుప్రయోగించు వరశస్త్రవితతి
బహువిధంబులద్రుంచె భంగముగాక
ఒకబంటునొకకాలు నొయ్యనబట్టి
యొకబంటుతొడవట్టి హుంకరించుచును
ఇద్దరముగ్గుర నేకకాలమున

కుంతంబులంజిమ్మి కూలజేయుచును
బాణంబులంగ్రుచ్చి పట్టియెత్తుచును
కత్తులతోతలల్ గట్టిగానరకి
ప్రయ్యలైతనువులు వసుధపైబడగ
కడిదేశములయందు కత్తులవేయ

తునకలైభూస్థలి దొరుగుచునుండె
కుంతంబులెడ గ్రుమ్మికూల్చెడువేళ
నెత్తురుభూమిపై నిండుగపారె
ఎదురులేక సమరమీగతిచెల్ల
కనుగొనినరసింగు కంపంబుగదుర
తలయూచిశ్రీహరి దలచినెమ్మదిని
వ్రేలిడిముక్కుపై వెరగందికుంది.

4.4 పాఠ్యభాగ పరిచయం

తెలుగులో మొట్టమొదటి వీరగాథా కావ్యము పల్నాటి వీరచరిత్ర. అందరూ చదువుకొనేందుకుగాను పల్నాటి వీర చరిత్రలోని 'కల్లు ప్రతిష్ఠ, బాలచంద్రుని యుద్ధము అనే భాగాలను మంజరీద్వీపదలో రచించాడు. భారతకథకు పల్నాటి యుద్ధ కథకు పెక్కు పోలికలుండుటచే దీనిని పల్నాటి భారతము అని కూడా వ్యవహరించడం కద్దు. ఆర్యులకు భారతమెట్టిదో ఆంధ్రులకు పల్నాటి వీరచరిత్ర అట్టిది. బాలచంద్రుని కథను భారతము నందలి అభిమన్యుని కథతో పోలుస్తారు. బాలచంద్రుని తండ్రి బ్రహ్మనాయుడు. తల్లి ఐతాంబ ఈ దంపతులకు లేకలేక కలిగిన సంతానం బాలచంద్రుడు. ఇతని భార్య మాంచాలా, ఈమె వీరనారి.

యుద్ధ రంగంలో బాలచంద్రుని యొక్క పరాక్రమాన్ని వర్ణించడం ఈ పాఠంలో వివరించబడింది.

4.5 కఠిన పదాలకు అర్థాలు

ధర	=	భూమి
ఒదగంగా	=	పడిపోయినట్లు
ఫాలంబు	=	నుదురు
త్రుంచి	=	ముక్కలు చేసి (నాశనం చేసి)
కర్ణములు	=	చెవులు
రీతి	=	విధము
దంతావళంబులు	=	పళ్ళభాగము (దంతములు గల ఏనుగులు)
ప్రకటించు	=	ప్రకటించే విధం - ప్రకటన
భంగి	=	విధము
బలిమి	=	బలం
మావంతులు	=	మావటులు (ఏనుగును నడిపేవారు)
ఖడ్గము	=	కత్తి
సమరంబు	=	యుద్ధం
కుంతంబులు	=	బల్లెములు

జవనాశ్వుము	=	మేలైన పరుగెత్తగల గుఱ్ఱము
సింగిణీవిండ్ల	=	బాణములు
బాణతూణీరములు	=	అమ్ములతో కూడిన పొది
మేనులు	=	శరీరాలు
యీటెలు	=	ఈటెలు (ఒక రకమైన ఆయుధం)
ఖురములుచే	=	డెక్కలు
కంఠములు	=	కంఠములు (గొంతుభాగం)
సమూహంబు	=	గుంపులు
మహి	=	భూమి
కరములు	=	చేతులు
కడిమి	=	మిక్కిలి
అవమహమిక	=	నువ్వా? నేనా?
యోధవరులు	=	వీరులైన వారు
జగడంబు	=	యుద్ధం
సమరాంగణము	=	యుద్ధభూమి
జీవములు	=	ప్రాణములు
సమరోర్వియందు	=	యుద్ధ భూమియందు
దుర్బుద్ధి	=	చెడు ఆలోచన
యుక్తులు	=	ఉపాయాలు
చనలేక	=	వెళ్ళలేక
గజములు	=	ఏనుగులు
వల్మీకములు	=	పుట్టలు
చొరబడి	=	ప్రవేశించి
బవరంబు	=	యుద్ధభూమిలో
విడువని	=	వదలని

సమరము	=	యుద్ధం
భయదము + అయి + భంగి	=	భయం గొలిపేటట్లు
విలుకాండ్రు	=	విల్లు ధరించి పోరాడేవారు
ధనువు	=	ధనస్సు (విల్లు)
(శింజినులు + ఎల్లు)		
శింజినులెల్లు	=	వింటినారి
శరీరములు	=	బాణములు
తుమురు	=	ముక్కలు
శూరతము	=	పరాక్రమము
శిరములు	=	తలలు
సంగ్రామము	=	యుద్ధము
పారిరి	=	పారిపోయెరు
బంటులు	=	సేవకులు, భటులు
ధూర్తులు	=	దుర్మార్గులు
అస్థిరములు	=	స్థిరము కానిది
కల్ల	=	అబద్ధం, అశాశ్వతం
రాజాన్య వర్ధితం	=	రాజు వలన కలిగినది
మేలు + త్యజింప	=	మంచిన వదిలేసి
భంగురం	=	అశాశ్వతమైనది.
దైర్యహీనత	=	దైర్యం లేకపోవటం
దేహంబు	=	శరీరం
భాండము	=	కుండ(నిండినది)
(సత్ + కీర్తి) సత్కీర్తి	=	గొప్పదైన పేరు ఖ్యాతి

వెల్లులు	=	వెర్రివారు, మూర్ఖులు
సౌఖ్యము	=	సుఖము
భుక్తి	=	ఆహారం
ముక్తి	=	మోక్షం
బాసిపోవుట	=	వదిలివెళ్ళటం
బంటులు	=	సేవకులు
పంతంబు	=	పని కార్యము
నీచ	=	నీచమైన
ఆబలంబెల్ల	=	సైనికులు (బలగములు)
రోషభరితమై	=	కోపం కలిగినవారై
అరిసేనలు	=	శత్రు సైన్యం
ఖండివాలములు	=	సూది మొన కలిగిన ఈటె
కుంతముల్	=	బల్లెము
పరుశూలచయము	=	శూలములు
దావహిన్ని	=	అడవికార్చిచ్చు
విపినంబు	=	అడవి
భంగి	=	విధముగా
చయ్యనగదిపి	=	ఎదుర్కొని
ద్రుంచె	=	నాశనం చేసే
కుంతంబులం	=	బల్లెము
తునకులు	=	ముక్కలు
భూస్థలి	=	భూమిపై ప్రదేశము
సమరము	=	యుద్ధం

4.6 సందర్భ సహిత వ్యాఖ్యాలు

1. కనుగ్రుడ్లు పగులంగ కర్ణములు వ్రాల

కవిపరిచయం: ఈ వాక్యం 15 వ శతాబ్దానికి చెందిన కవి సార్వభౌముడు 'శ్రీనాథ' మహాకవిచే రచింపబడిన 'పలనాటి వీరచరిత్ర' అనే గ్రంథము నుండి గ్రహింపబడిన 'పలనాటి బెబ్బలి' అనే పాఠ్యభాగం నుండి స్వీకరింపబడింది.

సందర్భం: యుద్ధ రంగమున బాలచంద్రుడు చేస్తున్న వీర విహారమునకు శత్రువుల యొక్క శరీర భాగములు ముక్కలవుతున్న వని కవి వివరిస్తున్న సందర్భం.

భావం: కనుగ్రుడ్లు పగిలిపోయి చెవుల వరకు వ్రాలిపోయినవని భావం.

2. విరిగిపోవుట యిట్లు వీరధర్మంబె

కవిపరిచయం: ఈ వాక్యం 15 వ శతాబ్దానికి చెందిన కవి సార్వభౌముడు 'శ్రీనాథ' మహాకవిచే రచింపబడిన 'పలనాటి వీరచరిత్ర' అనే గ్రంథము నుండి గ్రహింపబడిన 'పలనాటి బెబ్బలి' అనే పాఠ్యభాగమునుండి స్వీకరింపబడినది.

సందర్భం: బాలచంద్రుని పోరాట పటిమకు భయమంది నరసింహ భూపతి సైన్యం పారిపోవటం చూసి తన సైన్యమునకు ధైర్యం కలిగెట్ట పౌరషపు పలుకులు పలుకుతున్న సందర్భం

భావం: పారిపోవటం వీర ధర్మం కాదు

3. 'మిమ్ము గాచిన వారి మేలెత్తజింప

కవిపరిచయం: ఈ వాక్యం 15 వ శతాబ్దానికి చెందిన కవి సార్వభౌముడు 'శ్రీనాథ' మహాకవిచే రచింపబడిన 'పలనాటి వీరచరిత్ర' అనే గ్రంథము నుండి గ్రహింపబడిన 'పలనాటి బెబ్బలి' అనే పాఠ్యభాగంనుండి స్వీకరింపబడింది.

సందర్భం: నరసింహభూపతి సమర భూమిని వీడి భయంతో పారిపోతున్న తన సైన్యమునకు ధైర్య వాక్యాలు చెబుతున్న సందర్భం.

భావం : 'మిమ్మల్ని పోషిస్తున్న వారి మేలును వదిలేసి' వెళ్ళడం ధర్మంకాదు అని భావం.

4. తనువుల స్థిరములు ధనములు కల్ల

కవిపరిచయం : ఈ వాక్యం 15 వ శతాబ్దానికి చెందిన కవి సార్వభౌముడు 'శ్రీనాథ' మహాకవిచే రచింపబడిన 'పలనాటి వీరచరిత్ర' అనే గ్రంథము నుండి గ్రహింపబడిన 'పలనాటి బెబ్బలి' అనే పాఠ్యభాగంనుండి స్వీకరింపబడింది.

సందర్భం : నరసింహభూపతి సమర భూమిని వీడి భయంతో పారిపోతున్న తన సైన్యమునకు ధైర్య వాక్యాలు చెబుతున్న సందర్భం.

భావం : శరీరములు స్థిరమైనవి కావు. ఏనాటికైనా నశించేవే. సిరిసంపదలు అశాశ్వతములే అని భావం.

5. ' కీర్తి యొక్కటి భవినిఖిలముగాకుండు

కవిపరిచయం : ఈ వాక్యం 15 వ శతాబ్దానికి చెందిన కవి సార్వభౌముడు 'శ్రీనాథ' మహాకవిచే రచింపబడిన 'పలనాటి వీరచరిత్ర ' అనే గ్రంథము నుండి గ్రహింపబడిన 'పలనాటి బెబ్బలి' అనే పాఠ్యభాగంనుండి స్వీకరింపబడింది.

సందర్భం : బాలచంద్రుని యుద్ధ ధాటికి సమర రంగాన్ని వీడి వెనుతిరిగిపోతున్న సైన్యమును చూసి నరసింహభూపతి ధైర్య వనచనములు చెప్పు సందర్భం.

భావం : కీర్తి ఒక్కటే ఈ భూమి మీది శాశ్వతంగా నిలుస్తుంది. మిగిలినవన్నీ అశాశ్వతములేనని భావం.

6. పెండ్లాల దలచుక బిట్టేడ్చువారు

కవిపరిచయం : ఈ వాక్యం 15 వ శతాబ్దానికి చెందిన కవి సార్వభౌముడు 'శ్రీనాథ' మహాకవిచే రచింపబడిన 'పలనాటి వీరచరిత్ర ' అనే గ్రంథము నుండి గ్రహింపబడిన 'పలనాటి బెబ్బలి' అనే పాఠ్యభాగంనుండి స్వీకరింపబడింది.

సందర్భం : బాలచంద్రుని యుద్ధ ధాటికి సమర రంగమును వీడి వెనుతిరిగిపోతున్న సైన్యమును చూసి నరసింహభూపతి ధైర్య వనచనములు చెప్పు సందర్భం.

భావం : వివాహితులు తన భార్యను తలచుకొని విచారిస్తున్నారని భావము

7. చచ్చిన బ్రతికిన సౌఖ్యమచ్చటనే

కవిపరిచయం : ఈ వాక్యం 15 వ శతాబ్దానికి చెందిన కవి సార్వభౌముడు 'శ్రీనాథ' మహాకవిచే రచింపబడిన 'పలనాటి వీరచరిత్ర ' అనే గ్రంథము నుండి గ్రహింపబడిన 'పలనాటి బెబ్బలి' అనే పాఠ్యభాగం నుండి స్వీకరింపబడింది.

సందర్భం : బాలచంద్రుని యుద్ధ ధాటికి సమర రంగాన్ని వీడి వెనుతిరిగిపోతున్న సైన్యమును చూసి నరసింహభూపతి ధైర్య వనచనములు చెప్పు సందర్భం.

భావం : నరసింహభూపతి, వీరులు.... చచ్చినా బ్రతికినా యుద్ధరంగమునే.....అని తన సైన్యమునకు ధైర్యము చెప్పుట.

4.7 పాఠ్యభాగం సారాంశం

బాలచంద్రుడు ఆంధ్ర అభిమన్యుడని పేరు గాంచిన గొప్ప వీరుడు. బ్రహ్మనాయుని కుమారుడు. భారత వీరులలో సుప్రసిద్ధమయిన అభిమన్యునితో పోల్చదగినవాడు.

పాఠ్యాంశమునకు ముందుగా కొంత పలనాటి వీరచరిత్రను రేఖామాత్రంగా తెలుసుకోవలసిన అవసరం ఉంది. ఈ కావ్య కథలో గురజాలను రాజధానిగా చేసుకొని అనుగురాజు పల్నాటి రాజ్యాన్ని పాలించేవాడు. ఇతనికి ముగ్గురు భార్యలు. వీరవిద్యాదేవి, భూరమాదేవి, మైలమాదేవి. ఇతనికి మొదటి భార్య అయిన వీరవిద్యాదేవి వలన పెదమల్లదేవుడు.. పినమల్లదేవుడు, బాలమల్లదేవుడు అను ముగ్గురును, రెండవ భార్య అయిన భూరమాదేవికి “కామరాజు. నరసింహరాజు, జెట్టిరాజు పెరుమాళ్ళరాజు” అను నలుగురును. మూడవ భార్య అయిన మైలమాదేవికి నలగామరాజును, బిడ్డలుగా జన్మించిరి. నలగాముడే అందరి కన్నా పెద్దవాడు. అనుగురాజు తన మరణ కాల సమయమున తన కుమారులు చిన్నవారగుటచే వెలమ వీరుడైన, శీలవంతుడయిన బ్రహ్మనాయుని కప్పగించి వారిని పెద్దవారిని చేయమని కోరినాడు. అంతవరకు మంత్రిగా ఉంటూ రాజ్యవ్యవహారములు పర్యవేక్షించమని వేడుకొన్నాడు. వీరందరిని కంటికి రెప్ప వలే చూసుకొంటూ బ్రహ్మనాయుడు రాజ్యపాలనము చేయసాగెను. అతనిని పలనాటి ప్రజలు పలనాటి కృష్ణుడని కొనియాడేవారు. అభ్యుదయ భావాలతో బ్రహ్మనాయుడు ‘చాపకూడు’, దళితులకు ఆలయ ప్రవేశము కల్పించుట వంటి సంఘ సంస్కరణ కార్యక్రమాలు చేపట్టినాడు. మతావలంబులైనవారు అతని ధోరణి నచ్చక కొందరు దాయాదులతో కలసి నాగాంబ అను ఆమె సహాయమును కోరెను. ఆమె తన రాజకీయ తంత్రములతో కొన్నాళ్ళకు గురజాలకు మంత్రిణిగా విచ్చేసినది. ఆనాటి నుంచి బ్రహ్మనాయుడు, నాగాంబుల మధ్య రాజకీయ ప్రచ్ఛనయుద్ధము కొనసాగింది. బ్రహ్మనాయుని భార్య ఐతాంబకు కలిగిన ఏకైక సంతానము బాలచంద్రుడు. ఒకానొక సందర్భములో నాగాంబ ఏర్పాటు చేసిన కోడి పందెములు వలన బ్రహ్మనాయుని కోడిపుంజు ఓడిపోయినది. ఈ కారణంగా దాయాదుల మధ్య యుద్ధం అనివార్య మయెను. యుద్ధములో భాగంగా బాలచంద్రుడు యుద్ధ భూమిలో ప్రవేశించినాడు. కొద్దికాలము క్రితమే వీరమాంచాలతో వివాహితుడైనందున బాలచంద్రుడు యుద్ధభూమికి వెళ్ళకుండా ఉండేందుకు తల్లిదండ్రులు ప్రయత్నము చేసి విఫలమయిరి.

బాలుడైన బాలచంద్రుడు యుద్ధ రంగమున ప్రవేశించి శత్రు సైన్యము పాలిట యముని లాగా విజృంభించినాడు. అతని పరాక్రమానికి నరసింహ భూపతి సైన్యము

భయపడి పారిపోసాగింది. చేత మణికట్లను నరికివేసి భూమీద్ద పడేటట్లుగా, మోచేతులు మడచి ముక్కలు ముక్కలుగా చేస్తూ, నుదుటి భాగాలు కత్తివేటకు వికృతంగా మారిపోతూ కనుగ్రుడ్లు వెలుపలకు వచ్చి చెవుల వరకు వ్రేలాడుతూ ఉన్నాయి. బరువయిన రొమ్ములు చిద్రం అవుతున్నాయి. తొడలు ముక్కలు అవుతున్నాయి. నడుములు విరుగుతున్నాయి. ఈ విధంగా భీకరమైన వాతావరణం నెలకొని ఉంది. ఆ సమయంలో అనుచరులతో వచ్చిన బాలచంద్రుడు కొదమ సింహంలాగా కుప్పించి ఎగిరి ఏనుగుల కుంభ స్థలములను నాశనం చేస్తున్నాడు. తోకలు, తొండములను ముక్కలు చేస్తున్నాడు. ఏనుగులను నడుపుతున్న మావటలను సంహరించుచూ, ఏనుగులనధిరోహించిన దొరలు క్రింద పడగానే వారి కంఠాలను కత్తిరిస్తున్నాడు. ఈ విధంగా కొంతసేపు, గొప్ప శౌర్యముతో, తను అధిరోహించిన మేలు జాతి అశ్వపు గొప్పదైన పరుగుతో శత్రువుల యొక్క వీరత్వాన్ని నాశనం చేసాడు. శత్రువుల కత్తులను, బాణములను, శరీరములను తుత్తునియులుగా చేసాడు. కత్తులను ముక్కలు చేస్తూ, శత్రువుల మెడలను రెండుగా విరిచేస్తూ రొమ్ములో యీటిలను గ్రుచ్చి, శత్రు బలగం యొక్క బలాన్ని భగ్నం చేసి తనదైన రీతిలో యుద్ధం చేస్తున్నాడు.

నలగామ రాజు సైన్యం కలత చెందడం : బలవంతులైనవారు తన సైనికులు బాలచంద్రునితో తలపడలేక గుంపులుగా చనిపోతూ భూమీద్ద పడిపోతున్నారు. కన్నులు తెరిచే మరణించిన వారు కొందరు. పాదములు విరిగి నేలపై పడిపోతున్నారు. చేతులు తెగిపడినవారు. కొందరు నువ్వా నేనా అను విధంగా యుద్ధము చేస్తున్నటువంటి సాహసవంతులున్నారు. చలించని వీరత్వముతో యుద్ధం చేస్తున్న వయసు మళ్ళినవారు బాలుడి యొక్క సాహసమునకు ఆశ్చర్యపోతున్నారు. కొందరు భటులు భయపడిపారిపోసాగారు. బ్రతుకపై ఆశతో పారిపోలేక కొందరు తమను విడువమని బ్రతిమాలు కోసాగారు. ఇటువంటి యుద్ధం ఎన్నడూ చూడలేదని కొందరు విస్మయం పొందుతున్నారు. ఆలుబిడ్డలను వదిలేసి అన్నం కోసం వచ్చిన జీతగాళ్ళు తమకు మృత్యువు దాపురించిందని విచారించసాగారు. ఎంతోకాలంగా పాలేరు పనిచేస్తున్నవారు తమ ఆడువారు చెప్పిన మాటలు విని యుద్ధమునకు వచ్చామని అవకాశమిస్తే పారిపోతామని వేడుకోసాగారు. భుజబలంతో ఉన్న మిమ్ములను చూసి శత్రువులు భయంతో పారిపోతారని నాగమ్మ చెప్పిన మాటలు విని యుద్ధానికి వచ్చామని కొందరు బాధపడసాగారు. ప్రాణాలు దక్కితే చాలని వేడుకున్నారు. బ్రతికుంటే బలుసాకు తిని బ్రతుకుతామని, మీరు ఎప్పుడు పిలిస్తే అప్పుడు వచ్చి మీకు సహాయం చేయగలమని కొందరు చేతులు జోడించి ప్రార్థించసాగారు. పౌరుషం విడిచిన మానహీనులు, భయంతో చచ్చినవారి లాగా

పడియుండినవారు, అదుగు ముందుకు వేయలేక బిక్కుచచ్చినవారు, చనిపోయిన వారి శరీరాలను మీద వేసుకొని ప్రాణాలను నిలుపుకొనే ప్రయత్నం చేస్తూ కొందరు, చచ్చిన ఏనుగుల మాటున దాగినవారు కొందరు, అవివాహిత యువత ఆవేదనను తమలోనే దాచుకొని వేదన చెందుతున్నారు. పుట్టల ప్రక్కన దాక్కున్నవారు కొందరు, గడ్డివాములోని దూరి కొందరు ప్రాణములను రక్షించుకోసాగారు. వ్రేళ్ళు చీకెడివారు, వెన్ను చూపిన వారు కొందరు. ప్రాణములు విడిచినా కూడా చేత కత్తిని విడువని వారు ఇంకొందరు. ఇలా భయానకమైన యుద్ధ రంగమును చూచి నలగాముడు కలతచెంద సాగాడు.

బాలచంద్రుడు తన యుద్ధ సైన్యమును ప్రదర్శించుట : బాలచంద్రుడు తన దగ్గర ఉన్న అస్త్రములతో యుద్ధ రంగమున తన యొక్క వీరత్వమును ప్రదర్శించెను. కొంతమంది విల్లంబులు ధరించినవారు అతనిపై శరములు వేస్తుండుగా వాటిని తన వద్దనున్న వాడియైన కత్తితో నాశనం చేస్తూనే, వారి తూజీరములను నాశనం చేసాడు. భ్రమణ సైన్యంతో కత్తి యుద్ధం చేస్తున్నాడు. గర్జన చేస్తూ, తలలను త్రుంచి వేసాడు. ధనుస్సులు విరిగేటట్లు చేసాడు. అందరూ తనను కేంద్రంగా చేసుకొని తన పైకి వస్తున్న శత్రు భటుల యొక్క తలలను నరుకుతున్నాడు. తనపై బాణాలు వేస్తున్న వారిని శూలముతో పొడిచాడు. గండ్రగొడ్డలితో వారిని ముక్కలు చేస్తున్నాడు. బాకులను రొమ్ములలో గ్రుచ్చుతున్నాడు. గదతో శిరములను విరగ్గడుతున్నాడు. కత్తులతో వారి శరీరాలను మ్రుక్కలు చేస్తున్నాడు. వారిని యమపురికి పంపిస్తున్నాడు. ఇలా భీకరంగా యుద్ధం చేస్తున్న బాలచంద్రుని నిపుణతకు, ఉగ్రరూపానికి భయపడిపారిపోతున్న భటులను సమీపించి నరసింహభూపతి వారికి ధైర్య వచనాలు చెప్పసాగాడు.

నరసింహభూపతి ధైర్య వాక్యములు చెప్పడం: పారిపోతున్న సైన్యమును నిలువరించి “ ఈ బాలుని చూసి ఇలా పారిపోవడం వీర ధర్మమేనా? మిమ్ము నమ్మిన వారి మేలును వదిలి వేస్తారా? మీ బలము, మీ నరాల్లో ప్రవహించే రక్తం రాజు యిచ్చిన ఆహారముతో కలిగింది కదా! యుద్ధానికి భయపడి రాజుకు ద్రోహం చేస్తారా? నమ్మిన రాజును నట్టేట ముంచి పారిపోవటం ఏ రకమైన నీతి. ఓ సైనికులారా! జీవితం అశాశ్వతం. సంపద భ్రమ. కీర్తి ఒక్కటే భూమ్మీద కలకాలం నిలిచి ఉంటుంది. పిరికితనంతో వీరధర్మమును వదలి, మలినమైన ఈ శరీరం కొరకు తపన ఎందుకు? ఇందుకోసం సత్కీర్తిని వదులుకుంటారా? వీరులైన వారికి యుద్ధరంగమే చక్కని వేదిక. చచ్చినా, బ్రతికినా అక్కడే ! భయపడి పారిపోయిన్నంత మాత్రమున మరణం తప్పిపోతుందా? పిరికివారి లక్షణమే పారిపోవటం. మనమంతా పెళ్ళికి రాలేదు. యుద్ధ రంగానికి వచ్చాము. వెన్నుచూపి పారిపోతే బంధువులు, శత్రువులు కూడా నవ్విపోతారు. ఇటువంటి నీచపు

పుట్టుక వ్యర్థం. పారిపోవద్దు. ఇది రాజాజ్ఞ సుమీ! అనే పరుష వాక్యాలు తన సైనికుల్లో పొరుషాన్ని నింపాయి. వారు బాలచంద్రునిపై రెట్టించిన పరాక్రమముతో విరుచుకుపడి యుద్ధం చేశారు.

నలగామరాజు సైన్యం బాలచంద్రునిపై పడుట : అట్టహాసంగా శత్రు సైన్యం ఎదుటవారి గుండెలు అదురునట్లుగా, మిక్కిలి ధైర్యముతో గండ్రగొడ్డలు, పెద్ద శూలములు, బల్లెములు, కత్తులు, పరుశువులతో మిడుతల దండు వచ్చినట్లుగా, భయము వదలి బాలుడైన బాలచంద్రునిపై పడి సముద్రంలో మంధర పర్వతం తిరిగిన విధంగా, కాలాగ్ని లోకములను కాల్చినట్లుగా యుద్ధ రంగమున అగ్నిజ్వాల ప్రజ్వరిల్లినట్లు శత్రు సైన్యంబుపై బాలచంద్రుడు పడి వారు ప్రయోగించిన అస్త్ర, శస్త్రములను వివిధ రీతులో నాశనం చేయిసాగాడు. ఒక బంటు కాలు పట్టుకొని, మరొక బంటును తొడవట్టి హంకరించుచు, ఇద్దరు ముగ్గురిని ఏకకాలమున చంపివేస్తూ, బాణంబులు గ్రుచ్చి, కత్తితో తలలు నరికి, ముక్కలైన వారి శరీరములు భూమీద్ద పడేటట్లు చేస్తున్నాడు. నెత్తురు భూమిపై ఏరుల వలే ప్రవహించింది. ఎదురు లేకుండా సాగుతున్న యుద్ధము నరసింహునిలో భయాన్ని కలిగించింది.

4.8 వ్యాసరూప ప్రశ్నలు

1 పలనాటి బెబ్బలి కథా సారాంశాన్ని వివరించండి.

జ. బాలచంద్రుడు ఆంధ్ర అభిమన్యుడని పేరు గాంచిన గొప్ప వీరుడు. బ్రహ్మనాయుని కుమారుడు. భారత వీరులలో సుప్రసిద్ధమయిన అభిమన్యునితో పోల్చదగినవాడు.

పాఠ్యాంశమునకు ముందుగా కొంత పలనాటి వీరచరిత్రను రేఖామాత్రంగా తెలుసుకోవలసిన అవసరం ఉంది. ఈ కావ్య కథలో గురజాలను రాజధానిగా చేసుకొని అనుగురాజు పల్నాటి రాజ్యాన్ని పాలించసాగెను. ఇతనికి ముగ్గురు భార్యలు. వీరవిద్యాదేవి, భూరమాదేవి, మైలమాదేవి. ఇతనికి మొదటి భార్య అయిన వీరవిద్యాదేవి వలన పెదమల్లదేవుడు.. పినమల్లదేవుడు, బాలమల్లదేవుడు అను ముగ్గురును, రెండవ భార్య అయిన భూరమాదేవికి “కామరాజు. నరసింహరాజు, జెట్టిరాజు పెరుమాళ్ళరాజు” అను నలుగురును. మూడవ భార్య అయిన మైలమాదేవికి నలగామరాజును, బిడ్డలుగా జన్మించిరి. నలగాముడే అందరి కన్నా పెద్దవాడు. అనుగురాజు తన మరణ కాల సమయమున తన కుమారులు చిన్నవారగుటచే వెలమ వీరుడైన, శీలవంతుడయిన బ్రహ్మనాయుని కప్పగించి వారిని పెద్దవారిని చేయమని కోరినాడు. అంతవరకు మంత్రిగా ఉంటూ రాజ్యవ్యవహారములు పర్యవేక్షించమని వేడుకొన్నాడు. వీరందరిని కంటికి రెప్ప వలే చూసుకొంటూ బ్రహ్మనాయుడు రాజ్యపాలనము చేయసాగెను. అతనిని పలనాటి

ప్రజలు వలనాటి కృష్ణుడని కొనియాడేవారు. అభ్యుదయ భావాలతో బ్రహ్మనాయుడు 'చాపకూడు', దళితులకు ఆలయ ప్రవేశము కల్పించుట వంటి సంఘ సంస్కరణ కార్యక్రమాలు చేపట్టినాడు. మతావలంబులైనవారు అతని ధోరణి నచ్చక కొందరు దాయాదులతో కలసి నాగాంబ అను ఆమె సహాయం కోరింది. ఆమె తన రాజకీయ తంత్రములతో కొన్నాళ్ళకు గురజాలకు మంత్రిణిగా విచ్చేసింది. ఆనాటి నుంచి బ్రహ్మనాయుడు, నాగాంబుల మధ్య రాజకీయ ప్రచ్ఛనయుద్ధము కొనసాగింది. బ్రహ్మనాయుని భార్య ఐతాంబకు కలిగిన ఏకైక సంతానము బాలచంద్రుడు. ఒకానొక సందర్భములో నాగాంబ ఏర్పాటు చేసిన కోడి పందెములు వలన బ్రహ్మనాయుని కోడిపుంజు ఓడిపోయింది. ఈ కారణంగా దాయాదుల మధ్య యుద్ధం అనివార్య మైంది. యుద్ధములో భాగంగా బాలచంద్రుడు యుద్ధ భూమిలో ప్రవేశించినాడు. కొద్దికాలము క్రితమే వీరమాంచాలతో వివాహితుడైనందున బాలచంద్రుడు యుద్ధభూమికి వెళ్ళకుండా ఉండేందుకు తల్లిదండ్రులు ప్రయత్నం చేసి విఫలమైనారు.

బాలుడైనా బాలచంద్రుడు యుద్ధ రంగమున ప్రవేశించి శత్రు సైన్యము పాలిట కాలుడు వలే విజృంభించినాడు. అతని పరాక్రమునకు నరసింహ భూపతి సైన్యము భయపడి పారిపోసాగెను. చేత మణికట్లను నరికివేసి భూమీద్ద పడేటట్లుగా, మోచేతులు మడచి ముక్కలు ముక్కలుగా చేస్తూ, నుదుటి భాగాలు కత్తివేటకు వికృతంగా మారిపోతున్నాయి. కనుగ్రుడ్లు వెలువలకు వచ్చి చెవుల వరకు వ్రేలాడుతున్నాయి. బరువయిన రొమ్మలు చిద్రం అవుతున్నాయి. నడుములు విరుగుతున్నాయి. ఈ విధంగా భీకరమైన వాతావరణం నెలకొని ఉంది. ఆ సమయంలో అనుచరులతో వచ్చిన బాలచంద్రుడు కొదమ సింహంలాగా కుప్పించి ఎగిరి ఏనుగుల కుంభ స్థలాలను నాశనం చేస్తున్నాడు. తోకలు, తొండాలను ముక్కలు చేస్తున్నాడు. ఏనుగులను నడుపుతున్న మావటులను సంహరిస్తూ, ఏనుగులనధిరోహించిన దొరలు క్రింద పడగానే వారి కంఠాలను కత్తిరిస్తున్నాడు. ఈ విధంగా కొంతసేపు, గొప్ప శౌర్యముతో, తన అధిరోహించిన మేలు జాతి అశ్వపు గొప్పదైన పరుగుతో శత్రువుల యొక్క వీరత్వాన్ని నాశనం చేసాడు. శత్రువుల కత్తులను, బాణాలను, శరీరాలను తుత్తునియులుగా చేసాడు. కత్తులను ముక్కలు చేస్తూ, శత్రువుల మెడలను రెండుగా విరిచేస్తూ, రొమ్ములో ఈటలను గ్రుచ్చి, శత్రు బలగం యొక్క బలాన్ని భగ్నం చేసి తనదైన రీతిలో యుద్ధం చేస్తున్నాడు.

నలగామ రాజు సైన్యం కలత చెందుట : బలవంతులైనవారు తన సైనికులు బాలచంద్రునితో తలపడలేక గుంపులుగా చనిపోతూ భూమీద్ద పడిపోతున్నారు. కన్నులు

తెరిచే మరణించిన వారు కొందరు. కాళ్ళువిరిగి నేలపై పడిపోతున్నారు. చేతులు తెగిపడినవారు. కొందరు నువ్వా నేనా అనే విధంగా యుద్ధము చేస్తున్నటువంటి సాహసవంతులున్నారు. చలించని వీరత్వముతో యుద్ధం చేస్తున్న వయసు మళ్ళినవారు బాలుడి యొక్క సాహసమునకు ఆశ్చర్యపోతున్నారు. కొందరు భటులు భయపడిపారిపోసాగారు. బ్రతుకపై ఆశతో పారిపోలేక కొందరు తమను విడువమని బ్రతిమాలు కోసాగారు. ఇటువంటి యుద్ధం ఎన్నడూ చూడలేదని కొందరు విస్మయం పొందుతున్నారు. అలుబిడ్డలను వదిలేసి అన్నం కోసం వచ్చిన జీతగాళ్ళు తమకు మృత్యువు దాపురించిందని విచారించసాగారు. ఎంతోకాలంగా పాలేరు పనిచేస్తున్నవారు తమ అడువారు చెప్పిన మాటలు విని యుద్ధమునకు వచ్చామని, అవకాశమిస్తే పారిపోతామని వేడుకోసాగారు. భుజబలంతో ఉన్న మిమ్ములను చూసి శత్రువులు భయంతో పారిపోతారని నాగమ్మ చెప్పిన మాటలు విని యుద్ధానికి వచ్చామని కొందరు బాధపడసాగారు. ప్రాణాలు దక్కితే చాలని వేడుకున్నారు. బ్రతికుంటే బలుసాకు తిని బ్రతుకుతామని, మీరు ఎప్పుడు పిలిస్తే అప్పుడు వచ్చి మీకు సహాయం చేయగలమని కొందరు చేతులు జోడించి ప్రార్థించసాగారు. పౌరుషం విడిచిన మానహీనులు, భయంతో చచ్చినవారు వలె పడియుండినవారు, అడుగు ముందుకు వేయలేక బిక్కచచ్చినవారు, చనిపోయిన వారి దేహములను మీద వేసుకొని ప్రాణములును నిలుపుకొనే ప్రయత్నం చేస్తున్నా కొందరు, చచ్చిన ఏనుగుల మాటున దాగినవారు కొందరు, అవివాహిత యువత ఆవేదనను తమలోనే దాచుకొని వేదన చెందుతున్నారు. పుట్టల ప్రక్కన దాక్కున్నవారు కొందరు, గడ్డివాములోని దూరి కొందరు ప్రాణములను రక్షించుకోసాగారు. వెన్ను చూపిన వారు కొందరు. ప్రాణములు విడిచినా కూడా చేత కత్తిని విడువని వారు ఇంకొందరు. ఇలా భయానకమైన యుద్ధ రంగమును చూచి నలగాముడు కలతచెంద సాగాడు.

బాలచంద్రుడు తన యుద్ధ నైపుణ్యమును ప్రదర్శించుట : బాలచంద్రుడు తన దగ్గర ఉన్న అస్త్రములతో యుద్ధ రంగంలో తన యొక్క వీరత్వమును ప్రదర్శించాడు. కొంతమంది విల్లంబులు ధరించినవారు అతనిపై బాణాలు వేస్తుండుగా వాటిని తన వద్దనున్న పదునైన కత్తితో నాశనం చేస్తూనే, వాటిని నాశనం చేసాడు. భ్రమణ నైపుణ్యంతో కత్తి యుద్ధం చేస్తున్నాడు. గర్జన చేస్తూ, తలలను త్రుంచి వేసాడు. ధనుస్సులు విరిగేటట్లు చేసాడు. అందరూ తనను కేంద్రంగా చేసుకొని తన పైకి వస్తున్న శత్రు భటుల యొక్క తలలను నరుకుతున్నాడు. తనపై బాణాలు వేస్తున్న వారిని శూలంతో పొడిచాడు. గండ్రగొడ్డలితో వారిని ముక్కలు చేస్తున్నాడు. బాకులను రొమ్ముల్లో గ్రుచ్చుతున్నాడు. గదతో తలలను

కొడుతున్నాడు. కత్తులతో వారి శరీరాలను మ్రుక్కలు చేస్తున్నాడు. వారిని యమపురికి పంపిస్తున్నాడు. ఇలా భీకరంగా యుద్ధం చేస్తున్న బాలచంద్రుని నిపుణతకు, ఉగ్రరూపానికి భయపడిపారిపోతున్న భటులను సమీపించి నరసింహభూపతి వారికి ఇలా ధైర్య వచనాలు పలికాడు.

నరసింహభూపతి ధైర్య వాక్యములు చెప్పడం: పారిపోతున్న సైన్యమును నిలువరించి “ఈ బాలుని చూసి ఇలా పారిపోవడం వీర ధర్మమేనా? మిమ్ము నమ్మిన వారి మేలును వదిలి వేస్తారా? మీ బలము, మీ నరములలో ప్రవహించే రక్తం రాజు యిచ్చిన ఆహారముతో కలిగినది కదా! యుద్ధానికి భయపడి రాజుకు ద్రోహం చేస్తారా? నమ్మిన రాజును నట్టేట ముంచి పారిపోవటం ఏ రకమైన నీతి. ఓ సైనికులారా! జీవితం అశాశ్వతం. సంపద భ్రమ. కీర్తి ఒక్కటే భూమ్మీద కలకాలం నిలిచి ఉంటుంది. పిరికితనంతో వీరధర్మమును వదలి, మలినమైన ఈ శరీరం కొరకు తపన ఎందుకు? ఇందుకోసం సత్పీఠిని వదులుకుంటారా? వీరులైన వారికి యుద్ధరంగమే చక్కని వేదిక. చచ్చినా, బ్రతికినా అక్కడే ! భయపడి పారిపోయిన్నంత మాత్రమున మరణం తప్పిపోతుందా? పిరికివారి లక్షణమే పారిపోవటం. మనమంతా పెళ్ళికి రాలేదు. యుద్ధ రంగానికి వచ్చాము. వెన్నుచూపి పారిపోతే బంధువులు, శత్రువులు కూడా నవ్విపోతారు. ఇటువంటి నీచపు పుట్టుక వ్యర్థం. పారిపోవద్దు. ఇది రాజాజ్ఞ సుమీ! అనే పరుష వాక్యాలు తన సైనికుల్లో పౌరుషాన్ని నింపాయి. వారు బాలచంద్రునిపై రెట్టించిన పరామ్రుకమముతో విరుచుకుపడి యుద్ధం చేసినారు.

నలగమరాజు సైన్యం బాలచంద్రునిపై పడుట : అట్టహాసంగా శత్రుసైన్యం ఎదుటవారి గుండెలు అదిరేటట్లుగా, మిక్కిలి ధైర్యంతో గండ్రగొడ్డకట్టు, పెద్ద చూలాలు, బల్లెములు, కత్తులు, పరుశువులతో మిడుతల దండు వచ్చినట్లుగా, భయము వదలి బాలుడైన బాలచంద్రునిపై పడి సముద్రమున మంధర పర్వతము తిరుగు విధంగా, కాలాగ్ని లోకములను కాల్చినట్లుగా యుద్ధ రంగమున అగ్నిజ్వాల ప్రజ్వలిల్లెనా అన్నట్లుగా శత్రుసైన్యంపై బాలచంద్రుడు పడి, వారు ప్రయోగించిన అస్త్ర, శస్త్రములను వివిధ రీతులో నాశనం చేయిసాగాడు. ఒక బంటు కాలు పట్టుకొని, మరొక బంటును తొడపట్టి హంకరించుచు, ఇద్దరు ముగ్గురిని ఏకకాలమున చంపివేస్తూ, బాణంబులు గ్రుచ్చి, కత్తితో తలలు నరికి, ముక్కలైన వారి శరీరములు భూమ్మీద పడేటట్లు చేస్తున్నాడు. నెత్తురు భూమిపై ఏరుల వలే ప్రవహించింది. ఎదురు లేకుండా సాగుతున్న యుద్ధము నరసింహునిలో భయాన్ని కలిగించింది.

2. బాలచంద్రుని పరాక్రమమును వివరింపుము?

జ. బాలుడైనా బాలచంద్రుడు యుద్ధ రంగమున శత్రు సైన్యము పాలిట యమునిలాగా విజృంభించాడు. అతని పరాక్రమానికి నరసింహ భూపతి సైన్యం భయపడి పారిపోసాగింది. చేత మణికట్లను నరికివేసి భూమీద పడేటట్లుగా, మోచేతులు మడచి ముక్కులు ముక్కులుగా చేస్తూ, నుదిటి భాగాలు కత్తివేటకు వికృతంగా మారిపోతున్నాయి. కనుగ్రుడ్లు వెలుపలకు వచ్చి చెవుల వరకు వ్రేలాడుతున్నాయి. బరువయిన రొమ్ములు చిద్రం అవుతున్నాయి. నడుములు విరుగుతున్నాయి. ఈ విధంగా భీకరమైన వాతావరణం నెలకొని ఉంది. ఆ సమయంలో అనుచరులతో వచ్చిన బాలచంద్రుడు కొదమ సింహంలాగా కుప్పించి ఎగిరి ఏనుగుల కుంభ స్థలములను నాశనం చేస్తున్నాడు. తోకలు, తొండములను ముక్కులు చేస్తున్నాడు. ఏనుగులను నడుపుతున్న మావటులను సంహరించుచూ, ఏనుగులనధిరోహించిన దొరలు క్రింద పడగానే వారి కంఠాలను కత్తిరిస్తున్నాడు. ఈ విధంగా కొంతసేపు, గొప్ప శౌర్యంతో, తను అధిరోహించిన మేలు జాతి అశ్వపు గొప్పదైన పరుగుతో శత్రువుల యొక్క వీరత్వాన్ని నాశనం చేశాడు. శత్రువుల కత్తులను, బాణాలను, శరీరాలను తుత్తునియులుగా చేసాడు. కత్తులను ముక్కులు చేస్తూ, శత్రువుల మెడలను రెండుగా విరిచేస్తూ రొమ్ములో ఈటెలను గ్రుచ్చి, శత్రు బలగం యొక్క బలాన్ని భంగం చేసి తనదైన రీతిలో యుద్ధం చేస్తున్నాడు.

3. నలగామరాజు ధైర్యమును తెలియజేయండి.

జ. బాలచంద్రుడు అరవీర పరాక్రమంతో యుద్ధరంగంలో చెలరేగాడు. నలగాముని సైన్యం అతని పరాక్రమము ధాటికి తట్టుకోలేక పారిపోసాగింది. ఆ సందర్భంలో నలగామ రాజు, అతని సైన్యం కలత చెందింది. నలగాముని యొక్క ధైర్యమును కవి ఈ సందర్భంగా ఇలా వివరించాడు. బలవంతులైనవారు తన సైనికులు బాలచంద్రునితో తలపడలేక గుంపులుగా చనిపోతూ భూమీద పడిపోతున్నారు. కన్నులు తెరిచే మరణించిన వారు కొందరు, పాదములు విరిగి నేలపై పడిపోతున్నారు. చేతులు తెగిపడినవారు, కొందరు నువ్వా నేనా అను విధంగా యుద్ధము చేస్తున్నటువంటి సాహసవంతులున్నారు. చలించని వీరత్వంతో యుద్ధం చేస్తున్న వయసు మళ్ళినవారు బాలుడి యొక్క సాహసానికి ఆశ్చర్యపోతున్నారు. కొందరు భటులు భయపడిపారిపోసాగారు. బ్రతుకపై ఆశతో పారిపోలేక కొందరు తమను విడిచిపెట్టమని బ్రతిమాలు కోసాగారు. ఇటువంటి యుద్ధం ఎన్నడూ చూడలేదని కొందరు విస్మయం పొందుతున్నారు. ఆలుబిడ్డలను వదిలేసి అన్నం కోసం వచ్చిన జీతగాళ్ళు తమకు మృత్యువు దాపురించిందని విచారించసాగారు.

ఎంతోకాలంగా పాలేరు పనిచేస్తున్నవారు తమ భార్యలు చెప్పిన మాటలు విని యుద్ధమునకు వచ్చామని, అవకాశమిస్తే పారిపోతామని వేడుకోసాగారు. భుజబలంతో ఉన్న మమ్ములను చూసి శత్రువులు భయంతో పారిపోతారని నాగమ్మ చెప్పిన మాటలు విని యుద్ధానికి వచ్చామని కొందరు బాధపడసాగారు. ప్రాణాలు దక్కితే చాలని వేడుకున్నారు. బ్రతికుంటే బలుసాకు తిని బ్రతుకుతామని, మీరు ఎప్పుడు పిలిస్తే అప్పుడు వచ్చి మీకు సహాయం చేయగలమని కొందరు చేతులు జోడించి ప్రార్థించసాగారు. పౌరుషం విడిచిన మానహీనులు, భయంతో చచ్చినవారిలాగా పడిపోయినవారు, అడుగు ముందుకు వేయలేక బిక్కుచచ్చినవారు, చనిపోయిన వారి శరారాలను మీద వేసుకొని ప్రాణములను నిలుపుకొనే ప్రయత్నం చేస్తున్నా కొందరు, చచ్చిన ఏనుగుల మాటున దాగినవారు కొందరు, అవివాహిత యువత ఆవేదనను తమలోనే దాచుకొని వేదన చెందుతున్నారు. పుట్టల ప్రక్కన దాక్కొన్నవారు కొందరు, గడ్డివాములోని దూరి కొందరు ప్రాణములను రక్షించుకోసాగారు. వెన్ను చూపిన వారు కొందరు. ప్రాణములు విడిచినా కూడా చేత కత్తిని విడువని వారు ఇంకొందరు. ఇలా భయానకమైన యుద్ధ రంగమును చూచి నలగాముడు కలతచెంద సాగాడు.

4.9 సంగ్రహ ప్రశ్నలు

1. శ్రీనాథుని గూర్చి రాయండి.

జ. శ్రీనాథుడు 1385-1475 క్రీ.శ. కాలపు ఆగర్భకవి. మారయ, భీమాంబలు ఇతని తల్లిదండ్రులు. తాత కమలనాభామాత్యుడు కాల్పట్టణాధీశ్వరుడు. శ్రీనాథుడు బాల్యమునే కవి పండితుడుగా ప్రఖ్యాతి పొందాడు. సకల విద్యాసనాధుడు. కవిసార్వభౌముడు. బ్రాహ్మదత్త వరప్రసాదుడు. ఈశ్వరార్చన కళాశీలుడు. తెలుగులో శ్రీనాథుడంతటి ప్రజ్ఞావంతుడైన పండితకవి మరొకడు కానరాదు. ఈ కవి వివిధ భాషా పండితులతో పాండిత్య గోష్టి జరిపినాడు. వివిధ ప్రాంతాలను దర్శించాడు. విద్యాధికారిగా, బహు గ్రంథకర్తగా, విద్వత్కవిగా ఇతడు ప్రసిద్ధి. ఇతని రచనలు - మరుత్తరాట్మరిత్ర, శాలివాహన సప్తశతి, పండితారాధ్య చరిత్ర, భీమేశ్వర పురాణము, క్రీడాభిరామం కాశీఖండము, శివరాత్రి మహాత్మ్యము, శృంగార నైషధము, పల్నాటి వీరచరిత్ర. తెలుగులో మొదటి వీరగాథాకావ్యము. పలనాటి వీరచరిత్ర మంజరి ద్విపదలో వ్రాయబడినది.

2. నలగామరాజు ఎందుకు కలత చెందాడు?

జ. బలవంతులైనవారు తన సైనికులు బాలచంద్రునితో తలపడలేక గుంపులుగా చనిపోతూ భూమీద్ధ పడిపోతున్నారు. కన్నులు తెరిచే మరణించిన వారు కొందరు.

పాదములు విరిగి నేలపై పడిపోతున్నారు. చేతులు తెగిపడినవారు. కొందరు నువ్వా నేనా అను విధంగా యుద్ధము చేస్తున్నటువంటి సాహసవంతులున్నారు. చలించని వీరత్వముతో యుద్ధం చేస్తున్న వయసు మళ్ళినవారు బాలుడి యొక్క సాహసానికి ఆశ్చర్యపోతున్నారు. కొందరు భటులు భయపడిపారిపోసాగారు. బ్రతుకపై ఆశతో పారిపోలేక కొందరు తమను విడువమని బ్రతిమాలు కోసాగారు. ఇటువంటి యుద్ధం ఎన్నడూ చూడలేదని కొందరు విస్మయం పొందుతున్నారు. అలుబిడ్డలను వదిలేసి అన్నం కోసం వచ్చిన జీతగాళ్ళు తమకు మృత్యువు దాపురించిందని విచారించసాగారు. ఎంతోకాలంగా పాలేరు పనిచేస్తున్నవారు తమ ఆడువారు చెప్పిన మాటలు విని యుద్ధమునకు వచ్చామని అవకాశమిస్తే పారిపోతామని వేడుకోసాగారు. భుజబలంతో ఉన్న మమ్ములను చూసి శత్రువులు భయంతో పారిపోతారని నాగమ్మ చెప్పిన మాటలు విని యుద్ధానికి వచ్చామని కొందరు బాధపడసాగారు. ప్రాణాలు దక్కితే చాలని వేడుకున్నారు. బ్రతికుంటే బలుసాకు తిని బ్రతుకుతామని, మీరు ఎప్పుడు పిలిస్తే అప్పుడు వచ్చి మీకు సహాయం చేయగలమని కొందరు చేతులు జోడించి ప్రార్థించసాగారు. పౌరుషం విడిచిన మానహీనులు, భయంతో చచ్చినవారు వలె పడియుండినవారు, అడుగు ముందుకు వేయలేక బిక్కచచ్చినవారు, చనిపోయిన వారి దేహములను మీద వేసుకొని ప్రాణములను నిలుపుకొనే ప్రయత్నం చేస్తున్నా కొందరు, చచ్చిన ఏనుగుల మాటున దాగినవారు కొందరు, అవివాహిత యువత ఆవేదనను తమలోనే దాచుకొని వేదన చెందుతున్నారు. పుట్టల ప్రక్కన దాక్కొన్నవారు కొందరు, గడ్డివాములోని దూరి కొందరు ప్రాణములను రక్షించుకోసాగారు. వ్రేళ్ళు చీకెడివారు, వెన్న చూపిన వారు కొందరు. ప్రాణములు విడిచినా కూడా చేతి కత్తిని విడువని వారు ఇంకొందరు. ఇలా భయానకమైన యుద్ధ రంగాన్ని చూసి నలగాముడు కలతచెంద సాగాడు.

3. నరసింహభూపతి సైన్యమునకు చెప్పిన ధైర్య వచనములు ఏవి?

జ. పారిపోతున్న సైన్యాన్ని ఆపి “ఈ బాలుని చూసి ఇలా పారిపోవడం వీర ధర్మమేనా? మిమ్ము నమ్మిన వారి మేలును వదిలి వేస్తారా? మీ బలము, మీ నరములలో ప్రవహించు రక్తము రాజు యిచ్చిన ఆహారముతో కలిగినది కదా! యుద్ధానికి భయపడి రాజుకు ద్రోహం చేస్తారా? నమ్మిన రాజును నట్టేట ముంచి పారిపోవటం ఏ రకమైన నీతి. ఓ సైనికులారా! జీవితం అశాశ్వతం. సంపద భ్రమ. కీర్తి ఒక్కటే భూమీద కలకాలం నిలిచి ఉంటుంది. పిరికితనంతో వీరధర్మమును వదలి, మలినమైన ఈ శరీరం కొరకు తపన ఎందుకు? ఇందుకోసం సతీర్థిని వదులుకుంటారా? వీరులైన వారికి యుద్ధరంగమే

చక్కని వేదిక. చచ్చినా, బ్రతికినా అక్కడే ! భయపడి పారిపోయిన్నంత మాత్రమున మరణం తప్పిపోతుందా? పిరికివారి లక్షణమే పారిపోవటం. మనమంతా పెళ్ళికి రాలేదు. యుద్ధ రంగానికి వచ్చాము. వెన్నుచూపి పారిపోతే బంధువులు, శత్రువులు కూడా నవ్విపోతారు. ఇటువంటి నీచపు పుట్టుక వ్యర్థం. పారిపోవద్దు. ఇది రాజాజ్ఞ సుమీ! అనే పరుష వాక్యాలు తన సైనికుల్లో పౌరుషాన్ని నింపాయి. వారు బాలచంద్రునిపై రెట్టించిన పరాక్రమముతో విరుచుకుపడి యుద్ధం చేసినారు.

4. బాలచంద్రుని తల్లిదండ్రులెవరు? వారిని గూర్చి వ్రాయుము.

జ. బ్రహ్మనాయుని భార్య ఐతాంబకు కలిగిన ఏకైక సంతానము బాలచంద్రుడు. ఒకానొక సందర్భములో నాగాంబ ఏర్పాటు చేసిన కోడి పందేల వల్ల బ్రహ్మనాయుని కోడిపుంజు ఓడిపోయినది. ఈ కారణంగా దాయాదుల మధ్య యుద్ధం అనివార్య మయెను. యుద్ధములో భాగంగా బాలచంద్రుడు యుద్ధ భూమిలో ప్రవేశించినాడు. కొద్దికాలము క్రితమే వీరమాంచాలతో వివాహితుడైనందున బాలచంద్రుడు యుద్ధభూమికి వెళ్ళకుండా ఉండేందుకు తల్లిదండ్రులు ప్రయత్నము చేసి విఫలమయిరి.

5. పలనాటి బెబ్బులి పాత్రభాగ సారాంశాన్ని సంక్షిప్తంగా రాయండి.

జ. శ్రీనాథుడు తన పలనాటి వీరచరిత్రలో బాలచంద్రుని యొక్క వీర పరాక్రమమును అద్భుతంగా వర్ణించిన ఘట్టము “పలనాటి బెబ్బులి” పాత్రభాగం. బాలచంద్రుడు ఆంధ్ర అభిమన్యుడని పేరుగాంచిన గొప్ప వీరుడు. ఇతడు బ్రహ్మ నాయుని కుమారుడు. భారత వీరులలో సుప్రసిద్ధమైన అభిమన్యునితో పోల్చదగ్గవాడు. యుద్ధరంగంలో బాలచంద్రుని పోరాట పటిమను, పరాక్రమ స్ఫూర్తి ఈ పాఠ్యాంశములో కనిపిస్తుంది.

4.10 అభ్యాసం

సంగ్రహరూప ప్రశ్నలు

1. శ్రీనాథుని ఇతర రచనలు ఏవి?
2. నలగామరాజు ఎందుకు విచారించెను.

సందర్భ సహిత వ్యాక్యాలు

1. కన్నులు తెరుచుచు గంతులు వైచి

యూనిట్ - 5

సీతారావణ సంవాదం

- మొల్ల

5.0 ఉద్దేశం

దుర్మార్గునికి- సన్మార్గునికి గల తేడాను ఈ పాఠ్యాంశం ద్వారా నేర్చుకుంటారు.

5.1 కవియిత్రి పరిచయం

‘తేనె సోక నోరు తీయనగురీతి, తోడనర్థమెల్ల’ తోచునట్లు తేట తెలుగు మాటలతో రామాయణాన్ని వ్రాసి, కీర్తి గడించిన మొదటి తెలుగు కవియిత్రి మొల్ల. ఆతుకూరి కేసన కుమార్తె. గోపవరపు శ్రీకంఠమల్లేశు వరము చేత కవిత్వం చెప్పడం నేర్చుకుంది. 16 వ శతాబ్దానికి చెందిన ఏకావ్రునాథుడు ‘సిద్ధేశ్వర చరిత్ర’ అనే తన గ్రంథంలో ఈమెను గురించిన ప్రస్తావన చేసాడు. ఈమె రామభక్తురాలు. తన జీవితాన్ని రామాంకింతం చేసింది. ఈమె కవిత్వంలో దేశీయపదాలు, తెలుగు పదాలు, తత్సమ పదాలతో కూడి రసభావచమత్కారాలతో అలరారుతూ రసస్ఫూర్తిని కలిగిస్తాయి.

5.2 పాఠ్యభాగము

వ. ఆ రాముం జూచి, శ్రీరామచంద్రుని దేవినిగాఁ దలంపుచు, నగ్గోపురంబునుండి
డిగ్గి, సూక్ష్మరూపంబుఁ గైకొని, శింశుపా వృక్షం బారోహించి యందు 40
సీ. పతిఁ బాసినట్టి యాపదల కంటెఁ బలుమాఱు
వివిధ మాయల చేత వేఁగి వేఁగి
వీరదానవ కోటి వికృత వేషంబులు
కనుగొని చిత్తంబు క్రాఁగి క్రాఁగి
తన దిక్కు లేమికి! దలపోసి తలపోసి
లోలోన మిక్కిలి లోఁగి లోఁగి

కర్ణ కఠోరంబుగా నాడు మాటలఁ

దొరఁగెడి కన్నీటఁ దోఁగి తోఁగి

ఆ. రాముఁ దలఁచు కొంచు, రామునిఁ బేర్పొంచు,

రామ!రామ! యనుచు రమణి పలుకఁ

గపివరుండు సూచి కామినీ రత్నంబు

సీతయనుచు బొంగెఁ జిత్తమందు

41

వ. అట్టి సమయంబున రావణాసురుండు సీతాపహృత హృదయుండై పన్నీట మజ్జనంబాడి, దివ్యాంబరంబులు గట్టుకొని, కర్పూర సమ్మిళితంబైన శ్రీగంధంబునెఱి పూత పూసి, పారిజాత పుష్పంబులు ముడిచి, మవ్వంపు దాని నివ్వటిలైదు జవ్వాది మెత్తి దశశిరంబులయందును రత్న మకుటుంబులు ధరించి, మణిమండి తంబులగు కుండలములు పూని, భాను ప్రభా విలసితంబులగు పతకంబులను, ముక్తాహారంబులను, భుజకీర్తులను, బాహు పురులను, నంగుళీయంబులును, నవరత్న స్థగితంబగునొడ్డాణం బునునమరించి, చంద్రహాసహస్తంబై, కందర్పవిలాస సుందరుండగుచు, గిన్నర కింపురుష గంధర్వామ రోరగ సిద్ధ విద్యాధరాంగనలుభయ పార్శ్వంబుల నాలవట్టంబులు పట్టి, మౌక్తికచ్ఛత్రంబులను, దాళవృంతంబులను, వింజామరంబులును ధరించి రాఁగొందఱు కరదీపికా సహస్రంబులు గైకొని, ముందఱఁ బిఱుందనేతేర, నశో కారామంబునకుఁ జనుదెంచె, నప్పుడు గంధ వాతూలంబునం దూలు పుష్పలతయునుం బోలె వడవడ వడంకుచు, దన సుందరాంగంబులు, హస్తోరు వస్త్రకేశంబుల, మాటియుఁ, గప్పియు, నడంచియు, నివురు గప్పిన నిప్పుచందంబున, ధూళి ధూసరంబగు రత్నంబుకైవడి, మేఘచ్ఛన్నంబగు చంద్ర బింబంబు డంబున, నిత్తడి పొదిగిన కుందనంపు శలాక లాగున, మాటుపడియున్న జానకిని గదిసి

42

రావణుడు మదనాతురుండై సీతను బ్రార్థించుట

క. సీతను గనుకొని రావణుఁ

డాతత నయ వాక్య ఫణితి నతి కుతుకమునన్

తేజోభవ నిశి తాంబక

పాతంబులఁ జాల నొచ్చి పలుకఁగ జొచ్చెన్.

43

లయగ్రాహి తోయజ దళాక్షి! వలరాయండిటు లేచిపటు
 సాయకము లేర్చి యిపు డేయంగ దొడంగెన్
 దోయద పథంబున నమేయ రుచితోడ నుడు
 రాయండును మంచి వడఁ గాయంగఁ గడంగెన్
 గోయిలలుఁ గీరములుఁ గూయగ నళి ప్రజము
 లే యెడలఁ జూచినను మ్రోయుచుఁ జెలంగెన్
 నాయెడఁ గృపా రసము సేయ కవి వేకమున
 నీ యెడల నుండు టిది న్యాయమె లతాంగీ!

44

వ. అని మఱియును

45

సీ. అల కేశ్వరుం డుపాయనముగా నిచ్చిన
 యంచిత చీనిచీనాంబరములు
 దివిజాధినాథుండు దిన దినంబును నిచ్చు
 పారిజా తోల్ల సత్ప్రసవములును
 దక్షిణాధీశుండు తగఁ గాన్మలంపిన
 సురభి కర్పూరాది పరిమళములుఁ
 బాతాళముననుండి ఫణి సార్వభౌముండు
 పుత్తైంచినటువంటి భూషణములు

తే. గలవు నాయుంటనే ప్రొద్దుఁ గడమ లేక,
 దేహ పరితృప్తి గావించి మోహ మలరఁ
 గాము కేళి సుఖంబులఁ గలయుటొప్పు
 విడువు మడియాస రామ భూవిభుని మీఁద

46

సీ. ఎవ్వని వీటికి నేడు వారాసులు
 పెట్టని కోటలై పెచ్చు పెరుగు
 లెవ్వని సేవింతు రింద్రాది దేవత
 లనుచర బలు లయి యను దినంబు,
 నెవ్వని చెఱసాల నే ప్రొద్దు నుందురు
 గంధర్వ సురయక్ష గరుడ కాంత,
 లెవ్వని భండార మిరవొంద విలసిల్లు
 నవ విధానంబుల వివిధ భంగి

తే. సకల లోకంబులును మహాత్మాహ వృత్తి
నెవ్వనికి జెల్లు బుప్పుకమ్మెక్కి తిరుగ,
నాకె తక్కుంగ గలదె యే నాటనైన?
మద్భుజా శక్తి ప్రతి పోల్ప నద్భుతంబు 47

సీ. శ్వసనుండు లోగిలి సమ్మార్జనము జేయ
నట్టి నాథుడు కలయంపి సల్లం
బావకుం డారుదెంచి పాకంబు లొనరింప
శమనుండు వెసం బరిచర్యజేయ
బాకారి కల్పక ప్రకరంబు లర్పింప
దనుజేశ్వరుండు కైదండ యిడంగ
నరవాహనుండు తా నగరి వెచ్చము వెట్ట
నీశానుండు విభూతి నెలమి నీయ

తే. గురుండు పంచాంగ మెప్పుడు సరవిం జెప్ప
నమర కిన్నర గంధర్వయక్ష భుజగ
సిద్ధకింపురు షాంగనల్ చేరి కొలువ
వైభవంబున జెలు వొందువాడం దరుణి! 48

ఉ. ఎత్తితి శంక రాచల మహీన బలంబున బంతి లాగునన్
మొత్తితి సర్వ దిక్పతుల మూంగిన గర్వము విచ్చి పాఱంగా
నొత్తితి శత్రు భూపతుల నుగ్రగ్రణంబున భూమిం ద్రెళ్ళంగా
మొత్తితి భోగి కంఠము లమోఘజవంబున మేటి కీర్తులన్ 49

తే. జడలు ధరియించి తపసుల చందమునను
దమ్ముండును దాను ఘోర దుర్గమ్ములందుం
గూరగాయలు కూడుగా గుడుచునట్టి
రాముండే రీతి లంకకు రాగలండు? 50

ఆ. ఇంక జేయం నేర రీదంగ నోపరు
కట్టలేరు చుట్టి పట్టలేరు
జలధి దాట లావు చాలదు నరులకు
వచ్చు త్రోవ చెవుమ వారిజాక్షి? 51

- క. దానవులెప్పుడు చూచిన
మానవులను గెలువ గలరు, మది నూహింపన్
మానవ భక్షకులై మను
దానవులకు గెలువ నరుల తరమే జగతిన్? 52
- క. జగతీశుడు మానవుడట!
నగరే భుజశక్తి చేత నాకెదు రన్నన్?
నగధరుండో, నగధన్యుండో
నగ భేదియొ, కొంత కొంత నాతోఁ బోరన్? 53
- వ. ఆ సంగతి యట్లుండ నిమ్ము 54
- క. నీ కన్నుల సౌభాగ్యము
నీ కుచముల గలుగుమేలు, నీ ముఖకాంతుల్
నీ కరముల లావణ్యము
నాక స్త్రీలందు లేవు నాకుంజూడన్ 55
- మ. సురకాంతల్ సరిరారు! యక్షసతులున్ సూటింపగారారు, కి
న్నర భామల్ ప్రతిరారు, సిద్ధ వనితల్ న్యాయంబుగాఁ బోల, రా
గరుడాబ్జాక్షులు సాటిరారు, తలంపన్ గంధర్వ లోలాక్షులున్
మఠియేరి నినుఁ జెప్పి చెప్పఁ దరుణుల్ మత్తేభ కుంభస్తనీ 56
- క. ప్రీడ యలంకారముగా
నాడుము భయ ముడిగి మధురమైన మృదూక్తుల్
బేడిసల నేలు కన్నులఁ
జూడుము కను తెప్ప లెత్తి సుదతీ! నన్నున్ 57
- వ. అని యిట్లు నోరికి వచ్చిన మచ్చునఁ బ్రేలుచున్న యా నీచుని దుష్ట
భాషణంబులకురోసి తృణంబు చేపట్టి, జనక భూపాల నందన యిట్లనియె 58
- సీత రావణుని దెగడి శ్రీరాముని బొగడట**
- క. పతి దైవముగా నెప్పుడు
మతిఁ దలంచుచు నుండునట్టి మగువలఁ జెఱుపన్
బ్రతిన గలయట్టి నీతోఁ
బ్రతి వచనము, లాడు కంటెఁ బాపము గలదే? 59

- క. పరదార రతుల గోరెడు
పురుషుల కాయువు నశించుచు, బుణ్యమునెడు, న
త్పరుషుల దూషింపచగచ దుది
నరకంబున బడదు రనెడి న్యాయము వినవే? 60
- వ. అదియునుచ గాక 61
- క. తన సాహసంబు తానే
కొనియాడు నతండు హీన గుణుడని వినుచున్
నిను నీవ పొగడు కొంటివి
వినగూడదు ధర్మశాస్త్ర విపరీతంబుల్ 62
- శా. సంగర రంగమందు నతి శౌర్యమునన్ రఘురాముతోడ మా
తంగ తురంగ సద్భట శతాంగ బలంబులచ గూడి నీవు పో
రంగను నోప, కిప్పుడు విరాధఖరాదుల పాటుచ జూచియున్
దొంగలి నన్ను దెచ్చితివి, తుచ్చుచు బల్కులు పల్క బారియే? 63
- సీ. కూకటి ముడికినై కురులు కూడని నాచె
బెదరక తాటక బీచ మఱచె
గాధేయు డొనరించు క్రతు రక్షణము సేయచ
బెక్కండ్రు దైత్యుల నుక్కుణచె
నవనిపై విలసిల్లు నఖిల రాజన్యులు
వ్రేలచ జూపచగ లేని విల్లు విఱచె
ఘోరాటపులలోన గ్రుమ్మరు నప్పుడు
ఖర దూషణాది రాక్షసులచ జంపెచ
- తే. బాద రజమున నొక తాయిచ బడతెచ జేసె
లీల మాయా మృగంబును గూలనేసె
రాజ మాత్రుండె మేదిని రక్షకుండు
రామ భూపాలుండాది నారాయణుండు 64
- తే. అట్టి రామున కీ యబ్ధి యనచగ నెంత?
లంకయననెంత? దనుజు పొంకమెంత?
నీవనచగ నెంత? నీ లావు చేవ యెంత?
చెప్ప నేటికి నీవే చూచెదవు గాక! 65

శా. వీరాలాపము లాడనేల వినుమీ, విశ్వప్రకాశంబుగా
 బారావారముగట్టి, రాఘవుడు కోపస్ఫూర్తిదీపింపగా
 ఘోరాజిన్నినుడాసి, లావు కలిమిన్ గోటీర యుక్తంబుగా
 గ్రూరాస్త్రంబుల మస్తముల్ దునిమి, భుక్తుల్ పెట్టు భూతాళికిన్ 66

శా. ఆరూఢ ప్రతిమాన విక్రమ కళాహంకార తేజో నిధిన్
 శ్రీరామున్, సుగుణాభిరాముఁ దెగడన్ జేకొన్న నిన్నాజిలో
 దారన్ దొంగిలితంచు నిప్పుర గతిన్ దండించి ఖండింపము
 న్నీ రెట్టైనను దాఁటివచ్చు నలుకన్ నేడెల్లి శాంతింపుమా 67

వ. అని తన్నుఁ జీరికిం గొనక వీరాలాపంబు లాడ నా రావణుం దొడుపు దప్పిన
 కాలాహి చందంబున నుగ్రుండై మండిపడి యిట్లనియె 68

రావణుడు కుపితుడై సీతకు వ్యవధి నొసగుట

క. ఆఁటదిగా యని కూరిమి
 పాటించిన కొలది నన్నుఁ బలుకఁ గఁ జొచ్చెను
 మాటడకుండ నాలుక
 తూఁ టులుగా ఁ జేయకున్న దోసముగాదె! 69

క. కుయ్యాడక నా ముందఱు
 గయ్యమునకుఁ గాలు దువ్వఁగడఁగెను దీనిన్
 దయ్యాలకు బలిపెట్టిద
 ప్రయ్యలుగా నఱికి యెల్లవారునుజూడన్ 70

క. కాకున్న దీని బలిమిని
 బైకొని నాకాంక్ష దీఱ భావజ కేళిన్
 జేకొనక విడిచి పెట్టినఁ
 గైకొనునే నవ్వుగాక గర్వము పేర్మిన్ 71

శా. భీమాటోప భుజ ప్రతాప మహిమన్ భీమాచలం బెత్తి, సు
 త్రామా దృష్ట దిగీశ సైన్యముల సంగ్రామంబులో నోర్చి, యు
 ద్ధామ ప్రౌఢిఁ జెలంగుచుండెడు కళాధాముండ, నా ముందటన్
 రామున్ గీముని జెప్పు గిప్పు నగరా రాకేందు బింబాననా 72

సీ. అఖిల లోకముల నా యాజ్ఞ నిల్పితినేక
 హేలను బుష్పకం బెక్కి తిరిగి,
 వేల్పు మూఁకల చేత వెట్టి సేయించితి
 దితి వంశ వల్లభుల్ నుతులు సేయ
 గణములతోఁ గూడగైలాస మెత్తితి
 బటువైన పూవులబంతి పగిది
 వనజ గర్భుని చేత వరములు గైకొంటి
 దాండిగా నత్యుగ్ర తపము నల్పి

తే. చెఱలు పట్టితి గంధర్వ సిద్ధ సాధ్య
 భుజగ సుర యక్ష కిన్నర ముఖ్యసతుల
 నిట్టి సామర్థ్య మెవరి కేనాఁడు గలదు?
 మహిని నా కొక్కనికె కాక మంజువాణి!

73

తే. నాకు నెదిరింప నొక పేద నరుని నొడ్డి
 వెఱవ కీ రీతి దుర్భాషలఱచు దీని
 జిహ్వ మొదలంటఁ బట్టి యీ శిత కుఠార
 ధారఁ దునుమాడి ధారుణిఁ బాఱవైతు

74

వ. అని చంద్రహాసంబు జంకించి లేవ నుంకించు తఱిఁ గొందఱు ప్రియ సుందరు
 లడ్డంబు సొచ్చి

75

చ. సురవరుడో? ధనుంజయుడో? సూర్యత నూజుండో? యాతు ధానుడో?
 శరధి విభండో? గాడ్సో? పురశాసను మిత్రుండో? భోగి భూషుడో?
 గురు భుజశక్తిఁ గైకొనుచుఁ గోపము సూపఁగ నీకు నెంతయి
 త్తరుణిపయిం బ్రతాపమున దారుణ కృత్యము సేయఁ గూడునే?

76

క. ఏటికి మీరిటు కినియఁగ
 గాటవుజంకెనయె చాలుఁ, గరవాలునకీ
 యాటది యర్హమె? మమునీ
 మాటికి మన్నించి కావు మా యింకఁజాలున్

77

వ. అని శాంత వచనంబులఁ బ్రియంబు సెప్పిన యప్పంకరుహోక్షుల విన్నపంబులు
 మన్నించి, యారాక్షస చక్రవర్తి వైదేహికిఁగావలి యున్న యేకజటా,ద్విజటా,
 త్రిజటా, దుర్ముఖీ, వాయుముఖీ, శూర్పణఖలాదిగాఁగల దైత్య కామినుల వంకఁ
 గనుకొని

78

- క. గడువిచ్చితి నిరు మానము
 లొడఁ బఱుపుడు నేర్చినట్టు, లొడఁబడ కున్నన్
 గడికండలుగాఁ గోసుక
 పక్కతులు భాక్షింపుఁ డింతి పలలం బంతన్ 79
- వ అని రోషారుణిత నేత్రుండై యతి భీషణాకారంబుఁ దాల్చి పలికిన 80

జానకి సంతాపము

- క. తన పతి నిందించుటకును
 దన ప్రియములు చెప్ప వినక తక్కిన మీదన్
 దనుఁజంపుఁడన్న మాటకు
 నిన కుల వల్లభుని దేవి యేడ్చెన్ బెలుచన్ 81
- సీ. జానకి శోకింప సాధ్య కిన్నెర యక్ష
 గరు డోరగా మర కాంత లెల్ల
 వెంటనే శోకింప విని గంధవహుపుత్రు
 డాత్మలోఁజింతించి యాగ్రహమున
 నీ దుష్ట దైత్యుపై నిప్పుడే లంఘించి
 చెండాడ నా చేతఁ జిక్కెనేని
 కార్యంబు లెస్సగుఁగాక సత్త్వము తూలి
 బలువిడి వీనిచేఁబుడితినేని
- తే. సీతఁ గానంగ లేక కృశించిరామ
 భద్రుఁడడగిన, సీతయుఁబ్రాణమెడలు
 లక్ష్మణుండును జూడ నాలస్య ముడిగి
 తెగును, నట్టైనఁ గార్యంబు తెఱఁగు దప్పు 82
- చ. అని పవనాత్మజుండు దివిజారి పయిందెగ వేళగాదు, భూ
 తనయకు నాదురాక, వసుధా వరుమేలు నెఱుంగఁ జెప్పి మీ
 దను మఱి చూతమంచు నుచిత స్థితి సూరకయుండెనప్పుడా
 దనుజ విభుండు వోయె నిజ ధామముఁజేర సతీసమేతుండై 83
- వ. అప్పుడు యామీనీచర కామినులు రావణానుమతంబున ననేక విధంబులగు
 మధురా రాలాపంబుల మిథిలాధీశు కుమారిం గుఱించి బోధించి, కార్యంబు
 సాధింపనోపక, యలసి యుంటంజేసి యొక్కింతసేపు నిద్రించుచుండ, మేల్కొని
 త్రిజటయను నిశాచరి యిట్లనియె 84

త్రిజటా స్వప్న వృత్తాంతము

- మ. కలగంటిన్ వినుఁ డింతులార! మనలంకా ద్వీపమీయబ్ధిలో
పలవ్రాలన్, మన రావణేశ్వరుని శుంభద్రత్ను కోటీరముల్
కలనన్ గూల రఘూద్వహుండెలమితో గంధేభమున్నెక్కి
యుజ్వుల కాంతిన్ విలసిల్లు సీతఁగొనిపోవన్మిన్నకే నిప్పుడే 85
- క. శుదాత్ముడైన రాముడు
శుద్ధాంతపు దేవిఁగాన శుభసూచకముల్
సిద్ధ మయితోఁంచు చున్నవి
సిద్ధం బీమాట వేద సిద్ధాంతముగాన్ 86
- క. కావున నిక్కోమలి యెడఁ
గావలి యున్నట్టి మీరు కఠినోక్తులుగా
నేవియు నాడకుఁ డిక నీ
దేవియ రక్షింప మనకు దిక్కు గు మీఁదన్ 87

5.3 పాఠ్యభాగ పరిచయం

రావణునిచే సీతాపహరణ జరిగిన తరువాత సీతాన్వేషణలో రామలక్ష్మణులకు సుగ్రీవునితో స్నేహం ఏర్పడడం, వారి వధానంతరం సుగ్రీవుడు తన వానర సైన్యాన్ని నాలుగు దిక్కులకు పంపి సీత జాడ తెలుసుకొని రమ్మంటాడు. ఈ కార్యంలో భాగంగా లంకానగరంలో వెతకమని అంజనేయుని పంపిస్తాడు. అతడు లంకానగరం చేరి సీతను వెదుకుతాడు. ఒకచోట రామ నామస్మరణ వినిపిస్తుంది. అశోకవనంలో ఉన్న సీత చేస్తున్న స్మరణ అది. అక్కడకు చేరుకుంటాడు. సూక్ష్మరూపంలో ఒక వృక్ష శిఖరాగ్రమున దాక్కుంటాడు. ఇంతలో రావణుడు దాసదాసీ జనంతో వచ్చి సీతతో సంభాషించిన సందర్భంలో సీతారావణుల మధ్య జరిగిన సంవాదమే ఈ పాఠ్యభాగం.

ఈ పాఠ్యభాగము కవయిత్రి మొల్ల రచించిన మొల్ల రామాయణంలోని సుందరకాండ, ప్రథమాశ్వాసం నుండి గ్రహింపబడినది.

5.4 కఠిన పదాలకు అర్థాలు

శింశుపా వృక్షము	=	అశోక వృక్షము
సూక్ష్మరూపంబు	=	చిన్నదయిన రూపము
బాసినట్టి	=	విడిచిన దగ్గరనుంచి

వివిధ	=	అనేక
వేగివేగి	=	వేదనపడి
క్రాగి క్రాగి	=	మదనపడి
దానవకోటి	=	రాక్షసుల సమూహము
చిత్తంబు	=	మనసు
లేమి	=	లేకపోవుట
కర్ణకఠోరంబుగా	=	చెవికి వినసొంపుగా లేని
రమణి	=	స్త్రీ (సీత)
కపివరుండు	=	కోతి (హనుమ)
కామినీ రత్నంబు	=	స్త్రీలలో రత్నము వంటి (సీత)
దివ్యాంబరములు	=	దివ్యమయిన బట్టలు (దుస్తులు)
భాను ప్రభ	=	సూర్యకాంతి
మకుటము	=	కిరీటం
ముక్తాహారములు	=	ముత్యాలదండలు
అంగుళీయము	=	ఉంగరము
మౌక్షికములు	=	ముత్యాలు
ఛత్రము	=	గొడుగు
గైకొని	=	పట్టుకొని
చనుదెంచె	=	వెళ్ళెను
గంధవాతూలంబు	=	పెనుగాలి
నివురు	=	బూడిద
మేఘచ్ఛన్నంబు	=	మేఘములచే కప్పబడిన
నిశితాంబక	=	వాడి అయిన బాణము
పాతంబుల	=	కురియుట (వేయుట)
పలుకగ	=	పలికెను (చెప్పసాగెను)
వలరాయుడు	=	మన్మథుడు
ఉడురాయుడు	=	చంద్రుడు
కృపారసము	=	కరణరసం (దయ)
దివిజాధినాథుండు	=	ఇంద్రుడు

ఫణిసార్వభౌముడు	=	సర్పములకు రాజు - నాగరాజు
దేహము	=	శరీరం
రామభూవిభుడు	=	శ్రీరాముడు
అనుదినంబు	=	ప్రతీరోజు
బలులయి	=	సేవకులై
భండారము	=	కోశాగారము
లోకంబులు	=	లోకములు
అభినాథుడు	=	సముద్రుడు
శ్వసనుండు	=	వాయుదేవుడు (గాలి)
పావకుండు	=	అగ్ని
శమనుండు	=	గాలి (వాయువు)
నరవాహనుండు	=	కుబేరుడు (ఇతని వాహనం నరుడు)
వెచ్చములు	=	ఖర్బులు
అంగనల్	=	స్త్రీలు
తరుణి	=	స్త్రీ
శంకారచల	=	కైలాసం (శివుడు ఉండే పర్వతం)
భూపతులు	=	రాజులు
రణంబు	=	యుద్ధం
ఘోరదుర్గమ్ములు	=	భయంకరమైన అరణ్యాలు
జలధి	=	సముద్రం
త్రోవ	=	దారి
దానవులు	=	రాక్షసులు
జగతి	=	జగత్తు
నగధరుడో	=	కృష్ణుడు (కొండను చిటికెను వ్రేలుపై ఎత్తినవాడు)
నగధన్యుడో	=	శివుడు (కొండను ధనువుగా కలిగినవాడు)

ప్రతిపదార్థ తాత్పర్యములు

- 1 వీరాలాపము లాదనేల వినుమీ, విశ్వప్రకాశంబుగాఁ
బారావారముఁగట్టి, రాఘవుడు కోపస్ఫూర్తిదీపింపఁగా
ఘోరాజిన్ ననుదాసి, లావు కలిమిన్ గోటీర యుక్తంబుగాఁ
గ్రూరాస్తంబుల మస్తముల్ దునిమి, భుక్తుల్ పెటు భూతాళికిన్

కవిపరిచయం : ఈ పద్యం కవయిత్రి మొల్ల రచించిన మొల్ల రామాయణం సుందరకాండ ప్రథమాశ్వాసం నుండి గ్రహింపబడినది.

ప్రతిపదార్థం :

వీరాలాపములు	=	వీరోచితపు పలుకులు (వ్యంగ్యంగా)
ఆడనేల	=	పలకడం ఎందుకు
వినుమీ	=	వినుము
విశ్వప్రకాశంబుగా	=	విశ్వమంతా తెలిసే విధంగా
పారావారము	=	సముద్రాన్ని
కట్టి	=	బంధించి
రాఘవుడు	=	శ్రీరాముడు
కోపస్ఫూర్తి	=	కోపముతో
దీపింపంగా	=	కనబడేటట్లుగా
ఘోరాజిన్	=	మహాసంగ్రామం (యుద్ధం) లో
నిను	=	నిన్ను
డాసి	=	చంపి
లావుకలిమిన్	=	బలముతో (పరాక్రమ)
కోటీరయుక్తంబుగా	=	రాజ చిహ్నములతో (కిరీటిము)
క్రూరాస్త్రంబుల్	=	గొప్పవయిన అస్త్రములు
మస్తముల్	=	తలలు
దునిమి	=	త్రుంచి
భూతావళికి	=	భూతములకు
భుక్తులు పెట్టు	=	ఆహారంగా పెడతాడు

తాత్పర్యం : వ్యర్థమైన ప్రలాపములు ఎందుకు విను. శ్రీరాముడు లోకము మెచ్చనట్లుగా సముద్రమును చుట్టి వచ్చి మహా వీరత్వముతో మహాసంగ్రామంలో నీ తల కాయను కోసి భూతములకు ఆహారముగా పెట్టగలరు.

సంఘటనలు :

వీరాలాపములు	=	వీర + ఆలాపములు	=	సవర్ణదీర్ఘసంధి
పారావారము	=	పార + ఆవారము	=	సవర్ణదీర్ఘసంధి

ఘోరాజిన్ = ఘోర + ఆజిన్ = సవర్ణదీర్ఘసంధి
 కృపాస్తంబులు = కృప + అస్తంబుల్ = సవర్ణదీర్ఘసంధి

సమాసములు :

వీరాలాపములు = వీరమైన ఆలాపములు = విశేషణ పూర్వపద
 విశ్వ ప్రకాశంబు = విశ్వమునందు ప్రకాశం = సప్తమీ తత్పురుష
 కోపస్ఫూర్తి = కోపము వలన స్ఫూర్తి = పంచమీ తత్పురుష

ఛందస్సు : శార్దూలము

మ స జ స త త గా అనే గణాలు ఉంటాయి.

అక్షరాలు మొత్తం - 19

1 - 13 అక్షరాలకు యతి

2. అని పవనాత్మజుండు దివిజారి పయిందెగ వేళగాదు, భూ
 తనయకు నాదురాక, వసుధా వరుమేలు నెఱుంగఁ జెప్పి మీ
 దను మీతి చూతమంచు సుచిత స్థితి నూరకయందె
 దనుజ విభుండు వోయె నిజ ధామముఁజేరి సతీసమేతుఁడై

కవిపరిచయం : ఈ పద్యం కవయిత్రి మొల్ల రచించిన మొల్ల రామాయణం నుండరకాండ ప్రథమాశ్వాసము నుండి గ్రహింపబడినది. 'సీతారావణ సంవాదం' అనే పాఠ్యభాగం లోనిది.

ప్రతిపదార్థం :

పవన + ఆత్మంజుడు = హనుమంతుడు
 దివిజారి = దేవతల శత్రువు (రావణుడు)
 తెగ = దండెత్తి వెళ్ళుటకు
 వేలకాదు = సమయంకాదు
 భూ తనయ = సీత (భూమాత పుత్రిక)కు
 నాదురాక = నేను లంకలోకి ప్రవేశించుటను
 వసుధావరు = రాముడు(భూమీద శ్రేష్ఠమైన) గూర్చి
 ఎరింగిచెప్పి = తెలిసేటట్టు చెప్పటను
 మీదను = ఆపివృత్తి
 చూతము = చూడవచ్చు
 అంచు = అనుచు

అప్పుడు	=	ఆ సమయంలో
ఉచితస్థితి	=	ఉచితమైన స్థితి (అనువయిన స్థితి) అని
ఊరకయుండిన	=	మౌనంగా ఉండగా
ధనుజ విభుండు	=	రాక్షసుల రాజు (రావణుడు)
గృహ ధామము	=	తన మందిరంలోనికి
సతీసమేతుడై	=	భార్యతో కూడి
వెడలెను	=	వెళ్ళిపోయాడు.

తాత్పర్యం : హనుమంతుడు రావణుని మాటలు విని కిందకు వచ్చి అతనిని సహరిద్దామనుకున్నాడు. కాని తగు సమయం కాదని, తాను లంకలో ప్రవేశించినట్లుగా సీతకు తెలియజేయడం ఉచితమని భావించాడు. ఇలా ఆలోచించిన ఆ సమయంలో రావణుడు తన దాసదాసీ జనంతో భార్యతో కూడి మందిరానికి వెనుదిరిగి వెళ్ళాడు.

సంధులు :

పవనాత్మజుడు	=	పవన + ఆత్మజుడు	=	సవర్ణదీర్ఘసంధి
దివిజారి	=	దివిజ + అరి	=	సవర్ణదీర్ఘసంధి
చూతమంచు	=	చూతము + అంచు	=	ఉకారసంధి
ఊరకయుండె	=	ఊరక + ఉండె	=	యడాగమము
విభాండువోయె	=	విభుండు + పోయె	=	గసడదవాదేశ సంధి
ధామముజేర	=	ధామమున్ + చేర	=	సరళాదేశ సంధి

సమాసములు :

1. పవనాత్మజుండు = పవనుని యొక్క కుమారుడు = షష్ఠీ తత్పురుష సమాసము
2. భూతనయ = భూమి యొక్క తనయ = షష్ఠీ తత్పురుష సమాసము
3. దివిజారి = దివిజుల యొక్క శత్రువు (అరి) = షష్ఠీ తత్పురుష సమాసము
4. వసుధావరు = వసుధ యందు వరుడు = సప్తమీ తత్పురష సమాసము

ఛందస్సు :

చంపకమాల అక్షరములు న, జ ,భ, జ, జ, జ, ర

మొత్తం అక్షరాలు = 21,

1- 10 అక్షరాల మధ్య యతి.

3 ఎత్తితి శంక రాచల మహీన బలంబున బంతి లాగునన్
మొత్తితి సర్వ దిక్పతుల మూఁగిన గర్వము విచ్చి పాఠంగా
నొత్తితి శత్రు భూపతుల సుగ్రరణంబున భూమిఁ ద్రెళ్ళఁగా
మొత్తితి భోగి కంఠము లమోఘజవంబున మేటి కీర్తులన్

కవిపరిచయం : ఈ పద్యం కవయిత్రి మొల్ల రచించిన మొల్ల రామాయణం సుందరకాండ ప్రథమాశ్వాసము నుండి గ్రహింపబడినది.

ప్రతిపదార్థం :

అమోఘజవంబున	=	అమితమైన భుజబలముతో
శంకరాచలము	=	కైలాసపర్వతము
బంతిలాగునన్	=	బంతివలె
ఎత్తితి	=	ఎత్తాను
సర్వదిక్పతులు	=	సమస్తదిక్కుల అధిపతులు
గర్వమును	=	అహంకారమును
విచ్చిపారగ	=	తొలగునట్లుగా
మొత్తితి	=	నాశనం చేశాను
ఉగ్రరణంబునన్	=	ఘోరమైన యుద్ధములో
శత్రుభూపతులు	=	శత్రురాజులను
భూమిత్రిల్లగా	=	భూమిపై పడునట్లుగా
వత్తితి	=	ఓడించితి
భోగికంఠముల్	=	పడగలెత్తెపాములను (నాగలోకం)
మొత్తితి	=	ఓడించితి
మేటికీర్తులన్	=	గొప్పదైన కీర్తితో కూడిన వాడినైతిని

తాత్పర్యం : అమితమైన భుజబలముతో కైలాసపర్వతమును బంతివలె ఎత్తితిని. సమస్త దిక్కుల అధిపతుల అహంకారమును నాశనము చేశాను. ఘోరమైన యుద్ధములో శత్రురాజులను భూమిపై పడునట్లుగా ఓడించితిని. పడగలెత్తె పాములను సైతం నాగలోకమున ఓడించితిని. ఈ విధముగా త్రిలోకములను జయించి గొప్పదైన కీర్తితో కూడినవాడినైతిని.

సంధులు :

శంకరాచలము = శంకర + అచలము = సవర్ణదీర్ఘసంధి

దిక్పతులు = దిక్ + పతులు = హల్సంధి

సమాసములు :

1. శంకరాచలము = శంకరడను పేరు గల కొండ = సంభావన పూర్వపద
2. భోగికంఠము = భోగి యొక్క కంఠము = షష్ఠీ తత్పురుష
3. శత్రుభూపతులు = శత్రువులైన భూపతులు = విశేషణపూర్వపద
4. ఉగ్రరణంబు = ఉగ్రమైన యుద్ధము = విశేషణపూర్వపద

5.5 సందర్భ సహిత వ్యాఖ్యలు

1. వచ్చుతోవ చెప్పము వారిజాక్షి?

కవిపరిచయం: ఈ వాక్యము సీతా రావణ సంవాదం నుండి గ్రహింపబడినది. కవియిత్రి మొల్లచే రచింపబడిన మొల్ల రామాయణం నందు సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడినది. 'సీతారావణ సంవాదం' లోనిది.

సందర్భం : అశోక వనంలో ఉంచిన సీత వద్దకు వచ్చిన రావణుడు తన యొక్క నగరమైన 'లంక' గురించి గొప్పగా వర్ణిస్తూ నరుడయినవాడు దుర్భేద్యమయిన లంకానగరంలోకి ప్రవేశించడం సాధ్యపడదని చెప్పిన సందర్భం

భావం : ఎంతో కట్టుదిట్టములు గల కోటకు నాలుగు వైపులా సముద్రము ఉన్న లంకలోనికి ఏ త్రోవన వచ్చునో చెప్పుమా అని భావం

2. వినకూడదు ధర్మశాస్త్ర విపరీతంబుల్

కవిపరిచయం : ఈ వాక్యము సీతా రావణ సంవాదం నుండి గ్రహింపబడినది. కవియిత్రి మొల్లచే రచింపబడిన మొల్ల రామాయణం నందు సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడినది.

సందర్భం: లంకాధీశుడు అయిన రావణుడు సీత వద్దకు వచ్చి తన యొక్క గొప్ప తనమును తానే చెప్పుకొనే సమయములో సీత అతని మాటలను ఖండిస్తూ పలికిన సందర్భం.

భావం : తనను తాను పొగడుకోవటం ధర్మ విరుద్ధం. అటువంటి మాటలు ధర్మపరులు వినకూడదని భావం.

3. చెప్పనేటికి నీవె చూచెదవు గాక!

కవిపరిచయం: ఈ వాక్యము సీతా రావణ సంవాదం నుండి గ్రహింపబడినది. కవియిత్రి మొల్లచే రచింపబడిన మొల్ల రామాయణం నందు సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడినది. 'సీతారావణ సంవాదం' లోనిది.

సందర్భం : తన గొప్పతనం ఎక్కువుగా చెప్పుకుంటున్న రావణునితో, సీత రాముని యొక్క గొప్పతనమును గూర్చి చెప్పిన సందర్భం. రాముడు ఎంతటి పరాక్రమశీలో యుద్ధమునందు నీవె చూడగలవు.

భావం : వివరించి చెప్పటం ఎందుకు నీవే ప్రత్యక్షంగా చూస్తావుగా అని సీత పలికింది.

4. మహిని నా కొక్కనికె కాక మంజువాణి !

కవిపరిచయం : కవియిత్రి మొల్లచే రచింపబడిన మొల్ల రామాయణం నందు సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడినది. 'సీతారావణ సంవాదం' లోనిది.

సందర్భం : సీత చెప్పిన రాముని గొప్ప తనమును విని రావణుడు కోపంతో తన యొక్క గొప్పతనంను సీతకు వివరించిన సందర్భం.

భావం : సీత! ఇంతటి శక్తి సామర్థ్యాలు ఈ భూమ్మీద నాకు కాక ఇంకెవరికి ఉన్నాయి.

5. నీ యెడల నుండు టిది న్యాయమె లతాంగీ!

కవిపరిచయం : కవియిత్రి మొల్లచే రచింపబడిన మొల్ల రామాయణం నందు సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడిన 'సీతారావణ సంవాదం' లోనిది.

సందర్భం : సీత చెప్పిన రాముని గొప్ప తనమును విని రావణుడు కోపంతో తన యొక్క గొప్పతనంను సీతకు వివరించిన సందర్భం.

భావం : నీవు నా పట్ల అవివేకముతో ప్రవర్తించుట న్యాయమేనా? అని రావణుడు సీతను అడిగెను.

6. స్త్రీలందు లేవు నాకుం జూడన్

కవిపరిచయం : కవియిత్రి మొల్లచే రచింపబడిన మొల్ల రామాయణం నందు సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడినది.

సందర్భం : సీత చెప్పిన రాముని గొప్ప తనమును విని రావణుడు కోపంతో తన యొక్క గొప్పతనంను సీతకు వివరించిన సందర్భం.

భావం : నీకు గల సౌందర్యం మరే స్త్రీలయందు లేదు.

7. తూటలుగాఁ జేయకున్న దోసముగాదేఁ

కవిపరిచయం : ఈ వాక్యము సీతా రావణ సంవాదం నుండి గ్రహింపబడినది. కవియిత్రి మొల్లచే రచింపబడిన మొల్ల రామాయణం నందు సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడినది.

సందర్భం : సీత చెప్పిన రాముని గొప్ప తనమును విని రావణుడు కోపంతో తన యొక్క గొప్పతనంను సీతకు వివరించిన సందర్భం.

భావం : సీతపై ఆగ్రహించిన రావణుడు నీ నాలుకను ముక్కలుగా చేయకున్న పాపమని చెప్పిన భావం.

8. గైకొనునే నవ్వుఁగాక గర్వము పేర్కొన్

కవిపరిచయం : ఈ వాక్యము సీతా రావణ సంవాదం నుండి గ్రహింపబడింది. కవియిత్రి మొల్లచే రచింపబడిన మొల్ల రామాయణం సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడింది.

సందర్భం : సీత చెప్పిన రాముని గొప్పదనాన్ని విని రావణుడు కోపంతో తన గూర్చి సీతకు వివరించిన సందర్భం.

భావం : నా కోరిక తీరకుండా ఈమెను విడిచిపెట్టుట నవ్వులాటకదా.

5.6 పాఠ్యభాగసారాంశం

సీతా రావణ సంవాదము అనే మా యీ పాఠ్యభాగ కవయిత్రి మొల్ల. ఆమె రచించిన 'మొల్ల రామాయణము సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడింది.

శ్రీరామ, సుగ్రీవుల ఆదేశానుసారం సీత జాడ అన్వేషణకు హనుమంతుడు సముద్రమును దాటి లంకానగరంలోకి ప్రవేశించాడు. సీత కోసం ఆ నగరంలో నివాసగృహాలు, రహదారులు..తోటలు.. ఆరామాలు వంటివి అణువణువునా గాలిస్తూ ఉన్నాడు. కాని ఆమెను కనుగొనలేక పోయాడు. ఏమి చేయాలో తోచక, ఒక ఆరామ సమీపంలోని గోపురం మీద కూర్చొని ఉండగా సమీపంలో ఉన్న స్త్రీ మూర్తిని చూసాడు. ఆమెను గురించి తెలుసుకోవాలనుకున్నాడు. గోపురం దిగి, సూక్ష్మరూపంలో దగ్గరలోని అశోకవృక్షం పైకి చేరి పరిశీలించసాగాడు.

భర్తకు దూరమయిన తరువాత కలిగిన బాధ కంటే రాక్షస సేనలు, సేవకులు చేసే వివిధములయిన వికృతచేష్టలకు ఆమె మనసు వేదనాభరితమయింది. తనుకు ఎవరూ లేని దిక్కులేని దానిగా వేదన చెందసాగింది. రావణుని, పరిచారికలు రాముని

గురించి, తన గురించి చెప్పే మాటలు ఆమె చెవులకు కఠోరంగా ఉన్నాయి. వాటిని తలచుకుంటూ ఆమె కన్నులలో కన్నీటి సుడులు తిరుగుతున్నాయి. రాముని నిరంతరం తలచుకుంటూ 'రామ' 'రామ' అని నిరంతరం నామస్మరణ చేస్తున్న ఆ స్త్రీమూర్తిని చూచిన హనుమంతుడు. ఆమె 'సీత' అని నిశ్చయించుకొని మనసులో ఎంతగానో సంతోషించాడు.

అదే సమయములో రావణుడు సీత పైన ఆశ కలిగినవాడై, పరితపించిన హృదయంతో ఆమెను దర్శించడానికి పన్నీటి స్నానం చేసి, మంచి వస్త్రాలు ధరించి, కర్పూరము గంధములతో కలగలిపిన పూతలు శరీరమునకు పూసుకొని, పారిజాత పుష్పములను ముడుచుకొని, పైన జవ్వాది తదితర సువాసనా భరిత తైల లేపమును పూసుకుని, తనకున్న పదితలలకు రత్న కిరీటములును ధరించాడు. చెవులకు మణిమయ ఆభరణములును ధరించాడు. సూర్యకాంతితో వెలిగే, పతకాలను, ముత్యాలదండలు, భుజకీర్తులు, విలువైన రత్నాలతో చేసిన ఉంగరాలను వ్రేళ్ళకు ధరించాడు. నవరత్నములు పొదిగిన సువర్ణమయ వొడ్డాణమును ధరించాడు. విలాసమైన పురుషుడుగా, వెన్నెలవంటి నవ్వును పెదాలపై అలముకొని ఉన్నాడు. అతనికి ఇరువైపుల కిన్నెర, కింపురుష, గంధర్వ జాతులకు చెందిన మహిళామణులు. వెంట ముత్యాల గొడుగులు పడుతూ, వినన కర్రలతో విసురుతూ వస్తున్నారు. మరి కొంతమంది తన చేతులతో కరదీపికలును ధరించి అతని ముందర గబగబా నడుస్తూ వస్తున్నారు. మంది మార్బలంతో రావణాసురుడు అత్యంత విలాసవంతమైన, అధికార దర్పంతో ఆశోకవనంలో సీత ఉన్న ప్రదేశానికి వచ్చాడు. వారిని చూసిన సీత వాయు వేగమునకు తూలే పుష్పమువలే చలించినదై, తన యొక్క శరీరాంగములను తను ధరించిన వస్త్రములతో పూర్తిగా కప్పకొన్నది. ధూళితో కప్పబడిన రత్నమువలె, నివురు గప్పిన నిప్పువలే మేఘములు కప్పిన చంద్రబింబమువలే, ఇత్తడి పూతచే కప్పివేయబడిన బంగారపు తునకలాగా సీత కూర్చోని ఉంది.

రావణుడు సీతను ప్రార్థించుట : విశాలమైన నేత్రములు కలిగిన సీత! మన్మథుడు లేచి తనదైన వాడి బాణములతో నా పై దాడి చేస్తున్నాడు. చక్కని శీతల పవనాలుతో వాయుదేవుడు మనసును ఆనంద పరచునీ చేస్తున్నాడు. కోయిలలు, వివిధ రకాలైన పక్షుల యొక్క కిలకిలరావములతో ప్రకృతి అంతా మిక్కిలి పులకిస్తూ ఉంది. మనసులోని ఆలోచనలకు ఆనందాన్నిస్తున్నాయి. ఇటువంటి రసరమ్య ప్రకృతి మధ్య నీవు నా పట్ల కృపను చూపక, అవివేకంతో వ్యవహరిస్తున్నావు. నీకిది తగునా? ఓ సీతా! అలకాపూర్ణాశు డయిన కుబేరుడు నాకు బహుమానముగా ఇచ్చిన పట్టు వస్త్రాలు చూడు, ఇంద్రుడు

ప్రతిదినం నాకు పారిజాత పుష్పాలు పంపిస్తాడు. దక్షిణాధీశుడైన ప్రభువు నాకు కర్పూరము తదితర సుగంధ ద్రవ్యాలను సమర్పిస్తారు. నాగలోక సార్వభౌముడైన నాగరాజు పాతాళలోకమునుండి విలువయినట్టి రత్న రాశులను తీసుకొని వస్తాడు. ఇవన్నీ నాయొంట్లో రాశులుగా ఉన్నాయి. వాటితో శరీరమును అలంకరించుకొని, నాకు సుఖములు ఇస్తూ నీవు సుఖిస్తూ ఉండాలి. రాముని పైన అడియశను వదిలివేయి.

ఓ సీతా! నా కోటను గురించి వివరములు నీకు తెలియవనుకుంటాను. సముద్రము నా లంకకు అగడ్తగా రక్షణనిస్తుంది. ఇంద్రాది దేవతలు నిరంతరం నా అనుచరులుగా సేవలందిస్తారు. గంధర్వ, కిన్నెర, సురకాంతలు నా కౌగిలి చెఱసాలలో ఉండటానికి వస్తారు. సకల లోకములను పుష్పకం ఎక్కి మిక్కిలి ఉత్సాహంగా తిరుగాడే వారెవరు? ఈ లోకంలో నేను తప్ప. నా యొక్క భుజశక్తికి సాటిరాగలవారెవరున్నారు. వాయుదేవుడు నా కోట పరిసరాల్లోని దుమ్ము ధూళిని శుభ్రం చేస్తాడు. సముద్రుడు ఉదయమే నా ఇంటి ముంగిట కళ్యాపి జల్లుతాడు. నా దినసరి ఖర్చులను కుబేరుడు సరి చూస్తాడు. గురుడు (బృహస్పతి) నా మంచి చెడు ముహూర్తములను పంచాంగం చూసి చెబుతుంటాడు. ఓ సీతా! ఇవన్నీ ఈ లోకంలో నేను మాత్రమే చేయగలవాడనను.

శంకరుడు నివాసమైన కైలాస పర్వతాన్ని బంతిలాగా ఎత్తి పట్టుకున్న వీరత్వం నాది. దిక్పాలకుల యొక్క గర్వమును యుద్ధంలో నాశనం చేసాను. నాగలోకంలో మహా నాగులు గర్వాన్ని సహితం అణిచాను. తైల సంస్కారం లేక జుత్తు జడలు కట్టి, మునుల వలే తమ్మునితో కలసి దుర్గమమైన అరణ్యాలలో తిరుగుతూ, కందమూలములు తింటూ తిరిగే రాముడు ఎలా లంకకు రాగలడు? ఏ విధంగాను నాతో సరికాడు. రాక్షసులు ఎప్పుడైనా మనుషులను గెలువలేరు. మానవమాంస భక్షులైన రాక్షసులను మానవులు చంపట మనేది ఎప్పుడైన ఈ భూమి మీద జరిగిందా? నా యొక్క భుజశక్తిని ఎదిరించ గల సమర్థత రామునికెక్కడిది? ఈశ్వరుడో, ఇంద్రుడో అయితే నాతో అంతో ఇంతో పోరాడగలరు. ఆ సంగతి అట్లుండనీ. నీ కన్నుల అందం, నీ శరీర సౌష్ఠ్యం, నీ చేతుల సౌకుమార్యం మరే స్త్రీ యందు నేను చూడలేదు. దేవతా స్త్రీలు, యక్షుల భార్యలు, కిన్నెరులైన ఆడవారు నీకు సాటిరారు. మునిపత్నులు సహజంగానే నీతో పోల్చలేనివారు. గురుడు, గంధర్వ లోకాలలో నిన్ను మించిన సౌందర్యం గల వారే? గొప్పవయిన దుస్తులను ధరించి, భయమువీడి, మృదువైన మాటలు నాతో మాట్లాడు. ప్రేమ పూరిత కన్నులతో నన్ను చూడు. అని నోటికి వచ్చినట్లు మాట్లాడిన రావణుని అసహ్యంగా చూసి, తిరస్కార భావంతో ఓ గడ్డిపోచను త్రొపి దానిని చేత్తో పట్టుకొని సీత రావణుని తిరస్కరిస్తూ ఇల్లు పలకసాగెను.

సీత రావణుని నిందించి, రాముని పొగడుట: పతినే దైవంగా అన్నివేళల్లో మనసులో కొలుచుకొనే స్త్రీలు నీ వంటి నీచునితో మాట్లాడటం కంటే వేరే పాపముందా? పరస్త్రీలను కోరే పురుషుల ఆయువు నశిస్తుంది. పుణ్యము చెడుతుంది. ఉత్తములైనవారు నిందిస్తారు. అది నరకమనే మాట నీవు వినలేదా? అంతేకాదు.. తన సాహసాన్ని తానే పొగడుకొనే వాడు హీనమైన గుణము కలవాడు. నీకు నీవే పొగడుకుంటున్నావు. ఇటువంటి ధర్మశాస్త్ర విరుద్ధములయిన మాటలు పలుకరాదు. యుద్ధరంగంలో నా పతి రఘురాముడు సైన్యముగా వచ్చిన వానరసేనతో నీతో పోరాడినప్పుడు తన పరాక్రమాన్ని చూడవచ్చు. ప్రస్తుతం నన్ను దొంగలించుకొని వచ్చావు. నీవు ఇటువంటి తుచ్ఛపు మాటలు మాట్లాడటం నీకు సమంజసమేనా? ముడుచుకొనుటకు కురులు (జుట్టు) కూడా లేని పిన్న వయసులోనే ఎటువంటి భయములేకుండా తాటకిని హతమార్చినాడు. విశ్వామిత్రుడి వెంట యాగరక్షణకు వెళ్ళి ఎంతో మంది రాక్షసులను సంహరించిన వీరుడు నా రాముడు. ఈ భూమ్మీద ఏ రాజు కూడా విరువలేని శివధనుర్భంగం చేసినాడు. దుర్లభమైన అడవుల్లో ఖర, ధూషణాది రాక్షసులను సంహరించాడు. తన పాదస్పర్శతో రాయిని నాతిగా మార్చిన వైనం నీకు తెలుసా? మాయచేత మాయామృగముగా వచ్చిన మారీచుని గతి ఏమయింది? రాజుగా ఈ భూమిని రక్షించగల రాముడు సాక్షాత్తు ఆదినారాయణుడే! అటువంటి రామునికి ఈ సముద్రమెంత? ఈ లంక ఎంత? ఈ రాక్షసులెంత? ప్రగల్భాలు ఎందుకు? సముద్రమును ఇంకింపజేసి, శ్రీరాముడు కోవమును చవిచూసేటట్లుగా నిను భయంకరమైన యుద్ధములో చంపి, నీ యొక్క అస్త్రములను ముక్కలు చేసి నిన్ను భూతాలకు ఆహారంగా పెట్టగలడు. అప్రహతమైన శౌర్యపరాక్రమాలతో నిన్ను సంహరించి, తన సామర్థ్యాన్ని చూపగలడు.

రావణుడు కోపంతో సీతకు వ్యవధి ఇచ్చుట : సీత మాటలకు రావణుడు కోపోద్రిక్తుడై ఆమెను నిందించసాగాడు. “స్త్రీ కదాయని ఓర్పు వహించిన కొలది నన్నే తక్కువ చేసి మాట్లాడుతున్నది. దీని నాలుక ముక్కలు ముక్కలుగా చేయగలను. మాట్లాడకుండా నా ముందర పడి ఉండవలసినదే. నాతోనే కయ్యమునకు కాలుదువ్వుతున్నది. దీనిని సంహరించి దెయ్యాలకు ఆహారంగా వేస్తాను. నా కోటిక తీర్చుకొని విడిచిపెడతాను. నా యొక్క భుజబలంతో కైలాసాన్నే ఎత్తిన వాడను. దిక్పాలకులను నా సైన్యంతో రణరంగమున భయావహులను చేసి ఓడించాను. అటువంటి నా పరాక్రమమును గుర్తించక రాముడు భీకరుడని అతడి పరాక్రమమును పొగడుతున్నది సీత. సమస్త లోకములలో నా పుష్పకమునెక్కి తిరుగేవాడిని. దేవతల చేత వెట్టి చాకిరి చేయించుకోగలవాడిని, బ్రహ్మచేత

వరములు పొందినవాడిని, ఘోర తపస్సు చేసినవాడిని, యక్ష, కిన్నెర, గంధర్వల యొక్క భార్యలను చేపట్టినవాడిని, నన్ను కాదని ఒక పేద నరుని కీర్తిస్తూ నన్ను ఎదిరిస్తున్న దీని నాలుకను తుదకంటూ తెగనరికి నేలపై పడేటట్లు చేస్తాను". అని ఉగ్రముగా ఆమెను చేరబోయిన రావణుని చూచి కొందరు రాక్షస స్త్రీలు అడ్డు వచ్చి ఇంద్రుడు, యముడు, నిర్యతి వంటి వారిపై చూపవలసిన కోపమును ఒక స్త్రీ మీద చూపడం మంచిది కాదు. పిచ్చుక పై బ్రహ్మాస్త్రం ఎందుకు? ఇటువంటి ఒంటరి, బలహీను రాలైన స్త్రీపై ప్రతాపం చూపడం మంచిదేనా? మీ వంటి వీరుల కత్తికి ఈమె అర్హురాలేనా? మాకొక అవకాశము ఇవ్వవలసిందిగా కోరుతున్నాము. ఈమె మనసును మారుస్తాము అని శాంత వచనములు ప్రియముగా చెప్పగా, ఆ రాక్షస చక్రవర్తి రావణుడు సీత ప్రక్కనున్న ఏకజటా, ద్విజట, త్రిజట, దుర్ముఖి, వాయుముఖి, శూర్పణఖ తదితర రాక్షస స్త్రీలను చూసి, వారితో రెండు మాసములు గడుపు ఇస్తున్నాను. నాకు లోబడేటట్లు చేయండి. లేకపోతే ఈమెను కండలు కండలుగా కోసుకు తినడని చెప్పి కోపంతో అక్కడ నుండి వెళ్ళిపోయారు. అంతట సీత తన భర్తను నిందించడమే కాక, తనను చంపమని చెప్పిన మాటకు ఆమె మిక్కిలి విచారపడుతూ తన భర్త అయిన రాముని తలచుకొని దుఃఖించసాగింది.

సీతాదేవి దుఃఖిస్తున్నందుకు, ఆమె బాధను చూసిన యక్ష, కిన్నెర, గంధర్వ స్త్రీలు కూడ ఏడ్చారు. వారి ఆవేదనను విన్న హనుమ మనసులో మిక్కిలి విచారించాడు. రెట్టించిన కోపముతో వెంటనే వెళ్ళి రావణాసురుని సంహరించాలనుకున్నాడు. కాని కావలసిన కార్యం చెడుతుందని ఆగినాడు. సీతను తానుచూచిన విషయం రామలక్ష్మణులకు ఆలస్యం లేకుండా తెలియజేయాలనుకున్నాడు. హనుమంతుడు క్రిందకు దిగుదామని అనుకున్నాడు. కాని ఇది తగిన సమయం కాదని భావించారు.

రాక్షస స్త్రీలు సీతకు రావణుని గురించి అనేక విధములుగా చెప్పి చూసారు. కాని జానకీదేవి వారి మాటలు వినక రాముని స్మరిస్తూ నిద్రలోనికి జారుకుంది. కొందరు రాక్షస స్త్రీలు నిద్రపోయారు. నిద్రించక ఉన్న రాక్షస స్త్రీలతో అక్కడనున్న త్రిజట ఇలా చెప్పటం ప్రారంభించింది.

త్రిజట స్వప్న వృత్తాంతము : చెలులారా! నేను ఒక కల కన్నాను. ఆ కలలో రాముడు వచ్చి రావణునితో యద్ధం చేసి, అతడిని వధించి సీతను పుష్పక విమానంలో తీసుకొనిపోయినట్లు శుద్ధాత్ముడైన రాముడు శుద్ధాత్మ అయిన సీత, మరియు ఆమెకు కలుగు శుభ సూచకములు నాకు కనిపించాయి. కావున... మీరు తొందరపడి సీతను

కఠినమైన మాటలతో నిందించకండి. సీతను రక్షించడమే మనకు మిగిలిన కర్తవ్యం అని వారికి తెలియజెప్పింది.

5.7 ప్రశ్నలు సమాధానములు

వ్యాసరూప ప్రశ్నలు

1. సీతారావణ సంవాదమును వివరించండి.

లేదా

సీతారావణ సంవాద పాఠ్య భాగ సారాంశాన్ని వివరించండి.

జ సీతా రావణ సంవాదము అనే మా యీ పాఠ్యభాగ కవయిత్రి మొల్ల. ఈ పాఠ్యభాగం ఆమె రచించిన 'మొల్ల రామాయణము సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడింది.

శ్రీరామ, సుగ్రీవుల ఆదేశానుసారం సీత జాడ అన్వేషణకు హనుమంతుడు సముద్రాన్ని దాటి, లంకానగరంలో ప్రవేశించాడు. సీత కోసం ఆ నగరమునందు నివాసగృహాలు, రహదారులు, తోటలు, ఆరామాలు వంటివి అణువణువునా గాలిస్తూ ఉన్నాడు. కాని... ఆమెను కనుగొనలేక పోయాడు. ఏమి చేయాలో తోచక... ఒక ఆరామ సమీపంలోని గోవురం మీద కూర్చొని ఉండగా, ఆ సమీపంలోనున్న స్త్రీ మూర్తిని చూసాడు. ఆమెను గురించి తెలుసుకోవాలనుకున్నాడు. గోవురం దిగి, సూక్ష్మరూపంలో దగ్గరలోని అశోకవృక్షం పైకి చేరి పరిశీలించసాగాడు.

భర్తకు దూరమయిన తరువాత కలిగిన బాధ కంటే రాక్షస సేనలు, సేవకులు చేసే వివిధములయిన వికృతచేష్టలకు ఆమె మనసు వేదనాభరితమయింది. తనుకు ఎవరూ లేని దిక్కులేని దానిగా వేదన చెందసాగింది. రావణుడు, పరిచారికలు రాముని గురించి, తన గురించి చెప్పే మాటలు ఆమె చెవులకు కఠోరంగా ఉన్నాయి. వాటిని తలచుకుంటూ ఆమె కన్నులలో కన్నీటి సుడులు తిరుగుతున్నాయి. రాముని నిరంతరం తలచుకుంటూ 'రామ' 'రామ' అని నిరంతరం నామస్మరణ చేస్తున్న ఆ స్త్రీమూర్తిని చూచిన హనుమంతుడు. ఆమె సీత అని నిశ్చయించుకొని మనసులో ఎంతగానో సంతోషించాడు.

అదే సమయములో రావణుడు సీత పైన ఆశ కలిగినవాడై, పరితపించిన హృదయముతో ఆమెను దర్శించడానికి పన్నీటి స్నానం చేసి, గొప్పవయిన వస్త్రములు ధరించి, కర్పూరము గంధములతో కలగలిపిన పూతల శరీరమునకు పూసుకొని, పారిజాత

పుష్పములను ముడుచుకొని, పైన జవ్వాది తదితర సువాసనా భరిత తైల లేపమును పూసుకుని, తనకున్న పదితలలకు రత్న కిరీటములును ధరించాడు. చెవులకు మణిమయ ఆభరణములును ధరించాడు. సూర్యకాంతితో వెలిగే, పతకాలను, ముత్యాలదండలు, భుజకీర్తులు, విలువైన రత్నాలతో చేసిన ఉంగరాలను వ్రేళ్ళకు ధరించాడు. నవరత్నములు పొదిగిన సువర్ణమయ వౌడ్డాణమును ధరించాడు. విలాసమైన పురుషుడుగా, వెన్నెలవంటి నవ్వును పెదాలపై అలముకొని ఉన్నాడు. అతనికి ఇరువైపుల కిన్నెర, కింపురుష, గంధర్వ జాతులకు చెందిన మహిళామణులు. వెంట ముత్యాల గొడుగులు పడుతూ, వినన కర్రలతో విసురుతూ వస్తున్నారు. మరి కొంతమంది తన చేతులతో కరదీపికలను ధరించి అతని ముందర గబగబా నడుస్తూ వస్తున్నారు. మంచి మార్బలంతో రావణాసురుడు అత్యంత విలాసవంతమైన, అధికార దర్పంతో ఆశోకవనంలో సీత ఉన్న ప్రదేశానికి వచ్చాడు. వారిని చూసిన సీత వాయు వేగమునకు తూలే పుష్పలాగా చలించినదై, తన యొక్క శరీరాంగములను తను ధరించిన వస్త్రములతో పూర్తిగా కప్పుకొన్నది. ధూళితో కప్పబడిన రత్నమువలె, నిపురు గప్పిన నిప్పువలే మేఘములు కప్పిన చంద్రబింబంలాగా, ఇత్తడి పూతచే కప్పివేయబడిన బంగారపు తునక లాగా సీత ప్రవేశించింది.

రావణుడు సీతను ప్రార్థించుట : విశాలమైన నేత్రములు కలిగిన సీత! మన్మధుడు లేచి తనదైన వాడి బాణములతో నా పై దాడి చేస్తున్నాడు. చక్కని శీతల పవనాలుతో వాయుదేవుడు మనసును ఆనంద పరచునీ చేస్తున్నాడు. కోయిలలు, వివిధ రకాలైన పక్షుల యొక్క కిలకిలరావములతో ప్రకృతి అంతా మిక్కిలి పులకిస్తూ ఉంది. మనసులోని ఆలోచనలకు ఆనందాన్నిస్తున్నాయి. ఇటువంటి రసరమ్య ప్రకృతి మధ్య నీవు నా పట్ల కృపను చూపక, అవివేకముతో వ్యవహరిస్తున్నావు. నీకిది తగునా? ఓ సీతా.....అలకాపురాధీశుడయిన కుబేరుడు నాకు బహుమానముగా ఇచ్చిన పట్టు వస్త్రాలు ఇదిగో ఇంద్రుడు ప్రతిదినం నాకు పారిజాత పుష్పాలు పంపిస్తాడు. దక్షిణాధీశుడైన ప్రభువు నాకు కర్పూరము తదితర సుగంధ ద్రవ్యాలను సమర్పిస్తారు. నాగలోక సార్వభౌముడైన నాగరాజు పాతాళలోకమునుండి విలువయిన రత్నరాశులను తీసుకొని వస్తాడు. ఇవన్నీ నాయింట్లో రాశులుగా ఉన్నాయి. వాటితో శరీరమును అలంకరించుకొని, నాకు సుఖములు ఇస్తూ నీవు సుఖిస్తూ ఉండాలి. రాముని పైన అడియశను విడిచిపెట్టుకొనుము.

ఓ సీతా! నా కోటను గురించి వివరములు నీకు తెలియవనుకుంటాను. సముద్రము నా లంకకు అగడ్తగా రక్షణనిస్తుంది. ఇంద్రాది దేవతలు నిరంతరం నా అనుచరులుగా

సేవలందిస్తారు. గంధర్వు, కిన్నెర, సురకాంతలు నా కౌగిలి చెఱసాలలో ఉండటానికి వస్తారు. సకల లోకములను పుష్పకం ఎక్కి మిక్కిలి ఉత్సాహంగా తిరుగాడే వారు నేను తప్ప మరొకరు లేరు. నా యొక్క భుజశక్తికి సాటిరాగలవారెవరున్నారు. వాయుదేవుడు నా కోట పరిసరాల్లోని దుమ్ము ధూళిని శుభ్రం చేస్తాడు. సముద్రుడు ఉదయమే నా ఇంటి ముంగిట కళ్ళాపి జల్లుతాడు. నా దినసరి ఖర్చులను కుబేరుడు సరి చూస్తాడు. గురుడు(బృహస్పతి) నా మంచి చెడు ముహూర్తములను పంచాంగం చూసి చెబుతుంటాడు. ఓ సీతా ఇవన్నీ ఈ లోకంలో నేను మాత్రమే చేయగలవాడను.

శంకరుడు నివాసమైన కైలాస పర్వతాన్ని బంతిలాగా ఎత్తి పట్టుకున్న వీరత్వం నాది. దిక్పాలకుల యొక్క గర్వమును యుద్ధంలో నాశనం చేసాను. నాగలోకంలో మహా నాగులు గర్వాన్ని సహితం అణిచాను. తైల సంస్కారం లేక జుత్తు జడలు కట్టి, మునుల వలే తమ్మునితో కలసి దుర్గమమైన అరణ్యాలలో తిరుగుతూ, కందమూలములు తింటూ తిరిగే రాముడు ఎలా లంకకు రాగలడు? ఏ విధంగాను నాతో సరికాదు. రాక్షసులు ఎప్పుడైనా మనుషులను గెలువగలరా? మానవమాంస భక్షులైన రాక్షసులను మానవులు చంపట మనేది ఎప్పుడైన ఈ భూమి మీద జరిగిందా? నా యొక్క భుజశక్తిని ఎదిరించ గల సమర్థత రామునికెక్కడిది? ఈశ్వరుడో, ఇంద్రుడో అయితే నాతో అంతో ఇంతో పోరాడగలరు. ఆ సంగతి అట్లుండనీ నీ కన్నుల అందం, నీ శరీర సౌష్ఠ్యం, నీ చేతుల సౌకుమార్యం మరే స్త్రీ యందు నేను చూడలేదు. దేవతా స్త్రీలు, యక్షుల భార్యలు, కిన్నెరలైన ఆడవారు నీకు సాటిరారు. మునిపత్నులు సహజంగానే నీతో పోల్చలేనివారు. గురుడు, గంధర్వు లోకాలలో నిన్ను మించిన సౌందర్యం గల వారే? గొప్పవయిన దుస్తులను ధరించి, భయమువీడి, మృదువైన మాటలు నాతో మాట్లాడు. ప్రేమ పూరిత కన్నులతో నన్ను చూడుము. కనురెప్పలెత్తి చూడుము. అని నోటికి వచ్చినట్లు మాట్లాడిన రావణుని అనవ్యంగా చూసి, తిరస్కార భావంతో ఓ గడ్డిపోచను త్రొపి దానిని చేత్తో పట్టుకొని సీత రావణుని తిరస్కరిస్తూ ఇట్లు పలకసాగెను.

సీత రావణుని నిందించి, రాముని పొగడుట: పతినే దైవంగా ఎల్లవేళలయందు మనసులో కొలుచుకొనే స్త్రీలు నీ వంటి నీచునితో మాట్లాడటం కంటే వేరే పాపముందా? పరస్త్రీలను కోరే పురుషుల ఆయువు నశిస్తుంది. పుణ్యం చెడుతుంది. ఉత్తములైనవారు నిందిస్తారు. అది సరకమనే మాట నీవు వినలేదా? అంతేకాదు, తన సాహసాన్ని తానే పొగడుకొనే వాడు హీనమైన గుణము కలవాడు. నీకు నీవే పొగడుకుంటున్నావు. ఇటువంటి ధర్మశాస్త్ర విరుద్ధములయిన మాటలు మంచివికావు. యుద్ధరంగంలో నా పతి రఘురాముడు సైన్యముగా వచ్చిన వానరసేనతో పోరాడినప్పుడు తన పరాక్రమమును చూడవచ్చు.

ప్రస్తుతం నన్ను దొంగలించుకొని వచ్చావు. నీవు ఇటువంటి తుచ్చపు మాటలు మాట్లాడటం సమంజసమేనా? ముడుచుకొనుటకు కురులు (జుట్టు) కూడా లేని పిన్న వయసులోనే ఎటువంటి భయములేకుండా తాటకిని హతమార్చినాడు. విశ్వామిత్రుడి వెంట యాగరక్షణకు వెళ్ళి ఎంతో మంది రాక్షసులను సంహరించాడు. ఈ భూమ్మీద ఏ రాజు కూడా విరువలేని శివధనుర్భంగం చేసినాడు. దుర్లభమైన అడవుల్లో ఖర, ధూషణాది రాక్షసులను సంహరించాడు. తన పాదస్పర్శతో రాయిని నాతిగా మార్చిన వైనం నీకు తెలుసా? మాయచేత మాయామృగముగా వచ్చిన మారీచుని గతి ఏమయింది? రాజుగా ఈ భూమిని రక్షించగల రాముడు సాక్షాత్తు అదినారాయణుడే! అటువంటి రామునికి ఈ సముద్రమెంత? ఈ లంక ఎంత? ఈ రాక్షసులెంత? ప్రగల్భాలు ఎందుకు? సముద్రమును ఇంకింపజేసి, శ్రీరాముడు కోవమును చవిచూసేటట్లుగా నిను భయంకరమైన యుద్ధములో చంపి, నీ యొక్క అస్త్రములను ముక్కలుగా చేసి నిన్ను భూతాలకు అహారంగా పెట్టగలడు. అప్రహతిమైన శౌర్యపరాక్రమాలతో నిన్ను సంహరించి, తన సామర్థ్యాన్ని చూపగలడు.

రావణుడు కోపంతో సీతకు వ్యవధి ఇచ్చట : సీత మాటలకు రావణుడు కోపోద్రిక్తుడై ఆమెను నిందించసాగాడు. స్త్రీ కదాయని ఓర్పు వహించిన కొద్దీ నన్నే తక్కువ చేసి మాట్లాడుతున్నది. దీని నాలుక ముక్కలు ముక్కలుగా చేయగలను. మాట్లాడకుండా నా ముందర పడి ఉండవలసినదే. నాతోనే కయ్యమునకు కాలుదువ్వుతున్నది. దీనిని సంహరించి దెయ్యాలకు అహారంగా వేస్తాను. నా కోటికీ తీర్చుకొని విడిచిపెట్టెదను. నా యొక్క భుజబలంతో కైలాసాన్నే ఎత్తిన వాడిని. దిక్పాలకులను నా సైన్యంతో రణరంగంలో భయావహాలను చేసి ఓడించాను. అటువంటి నా పరాక్రమమును గుర్తించక రాముడు భీకరుడని అతడి పరాక్రమమును పొగడుతున్నదీ సీత. సమస్త లోకములలో నా పుష్పకమునెక్కె తిరుగుగలవాడను. దేవతల చేత వెట్టి చాకిరి చేయించుకోగలవాడను. బ్రహ్మచేత వరములు పొందినవాడను. ఘోర తపస్సు చేసినవాడను. యక్ష, కిన్నెర, గంధర్వల యొక్క భార్యలను చేపట్టినవాడను. నన్ను కాదని ఒక పేద నరుని కీర్తిస్తూ నన్ను ఎదిరిస్తున్న దీని నాలుకను తుదకంటూ తెగనరికి నేలపై పడేటట్లు చేస్తాను. అని ఉగ్రముగా ఆమెను చేరబోయిన రావణుని చూచి కొందరు రాక్షస స్త్రీలు అడ్డు వచ్చి ఇంద్రుడు, యముడు, నిర్వృతి వంటి వారిపై చూపవలసిన కోపాన్ని ఒక స్త్రీ మీద చూపడం మంచిది కాదు. పిచ్చుక పై బ్రహ్మాస్త్రం ఎందుకు? ఇటువంటి ఒంటరి, బలహీను రాలైన స్త్రీపై ప్రతాపం చూపడం ఎందుకు? మీ వంటి వీరుల కత్తికి ఈమె అర్హురాలేనా? మాకొక అవకాశము ఇవ్వవలసిందిగా కోరుతున్నాము. ఈమె మనసును మారుస్తాము”

అని శాంత వచనములు చెప్పగా, ఆ రాక్షస చక్రవర్తి రావణుడు సీత ప్రక్కనున్న ఏకజటా, ద్విజట, త్రిజట, దుర్ముఖి, వాయుముఖి, శూర్పణఖ తదితర రాక్షస స్త్రీలను చూసి, వారితో “రెండు మానములు గడువు ఇస్తున్నాను. నాకు లోబడేటట్లు చేయండి. లేకున్నా కండలు కండలుగా ఆమెను కోసుకు తినడని చెప్పి కోపంతో అక్కడ నుండి వెళ్ళిపోయాడు. అంతట సీత తన భర్తను నిందించటంతో పాటు తనను చంపమని చెప్పిన మాటకు ఆమె మిక్కిలి విచారపడుతూ తన భర్త రాముని తలచుకొని దుఃఖించసాగింది.

సీతాదేవి ఏడుస్తున్నందుకు, ఆమె బాధను గ్రహించిన దగ్గర్లోని యక్ష, కిన్నెర, గంధర్వ స్త్రీలు కూడా ఏడ్చారు. వారి ఆవేదనను విన్న హనుమ మనసులో మిక్కిలి విచారించెను. రెట్టించిన కోవముతో వెంటనే వెళ్ళి రావణాసురుని సంహరించాలనుకున్నాడు. కాని కావలసిన కార్యం చెడుతుందని ఆగినాడు. సీతను తానుచూచిన విషయం రామలక్ష్మణులకు ఆలస్యం లేకుండా తెలియజేయాలనుకున్నాడు. హనుమంతుడు క్రిందకు దిగుదామని అనుకున్నాడు. కాని ఇది తగిన సమయం కాదని భావించారు.

రాక్షస స్త్రీలు సీతకు రావణుని గురించి అనేక విధములుగా చెప్పి చూసారు. కాని జానకీదేవి వారి మాటలు వినక రాముని స్మరిస్తూ నిద్రలోనికి జారుకుంది. కొందరు రాక్షస స్త్రీలు నిద్రపోయారు. నిద్రించక ఉన్న రాక్షస స్త్రీలతో అక్కడున్న త్రిజట ఇలా చెప్పటం ప్రారంభించింది.

త్రిజట స్వప్న వృత్తాంతము : చెలులారా! నేను ఒక కల కన్నాను. ఆ కలలో రాముడు వచ్చి రావణునితో యద్ధం చేసి, అతడిని వధించి సీతను పుష్పక విమానంలో తీసుకొనిపోయినట్లు శుద్ధాత్ముడైన రాముడు శుద్ధాత్మ అయిన సీత, మరియు ఆమెకు కలుగు శుభ సూచకములు నాకు కనిపించాయి. కావున... మీరు తొందరపడి సీతను కఠినమైన మాటలతో నిందించకండి. సీతను రక్షించడమే మనకు మిగిలిన కర్తవ్యం అని వారికి తెలియజెప్పినది.

2. కవయిత్రి మొల్ల కవితా లక్షణములను వివరించండి.

జ. తేనే సోక నోరు తీయనయగు రీతిగా నర్థమెల్ల తోచేట్టు చక్కని, మధురమైన తెలుగు మాటలతో రామాయణం వ్రాసి, బహుళ జనాదరణ పాత్రంగా తీర్చిన మొదటి తెలుగు కవయిత్రి మొల్ల. మొల్ల కేసన కూతురు. విఖ్యాత గోపవరపు శ్రీకంఠ మల్లేశు వరము చేత కవిత్వం చెప్పడం నేర్చుకున్నానని ఆమె చెప్పుకున్నారు. 16వ శతాబ్దంనకు చెందిన ఏకామ్రనాథుడు తన సిద్ధేశ్వర చరిత్ర ప్రతాప చరిత్రలో ఈమెకు చెందిన విషయాలు తెలియజేసాడు. ఈమె రామభక్తరాలు. రామునికే జీవితం అంకితం చేసినది.

వినయశీలి అయిన మొల్ల వెనుకటి కవుల కన్నా తను గొప్పగా రామాయణ రచన చేయలేనని చెప్పుకుంది. దేశీయ పదాలు, తెలుగులోని సంధులు, ప్రాజ్ఞుల శబ్ద వితత్తి, శయ్యాలు, రీతులు, చాటు ప్రబంధాలు, సమాసాలు, అర్థాలు, భావార్థాలు, కావ్య పరిపాకాలు, రసభావ చమత్కారాలు, పలుకు సరళీ, బహువర్ణాలు, విభక్తులు, రీతులు బహువర్ణాలు, విభక్తులు, ధాతువులు, అలంకారాలు, ఛందో విలక్షణాలు, కావ్య సంపద, క్రియలు, నిఘంటువులు, ఇవేవీ తనకు తెలియవని సవినయంగా చెప్పుకున్నదామె. విఖ్యాత గోపవరపు శ్రీ కంఠమల్లేశు వరముచేత నెఱిగి గవిత్వంబుంజెప్పగా నేర్చుకొంటి అన్నది. పోతన వలనే మొల్ల కూడా సల్లలిత ప్రతాపగుణసాగరుండై విలసిల్లి ధాత్రిపై బల్లిడుండైన రామ నరపాలకునిన్ స్తుతి చేయు జిహ్వకున్ రాజలోకమును జేకొని మెచ్చుగ నిచ్చుటట్టునే అని రామచంద్రునికే తన కావ్యమును అంకితం చేసిన భక్తురాలు మొల్ల.

రామాయణంలో సుందరకాండ ఎంతో ప్రసిద్ధమైనది. మిగిలిన కాండల కన్నా ఇది ఎంతో అందమైనది. పారాయణ చేసేవారు ముఖ్యంగా పాఠ్యభాగమైన సీతారావణ సంవాదం, ఘట్టంలో రావణుని అహంకారం, స్త్రీమూర్తి, సహనశీలి అయిన సీత యొక్క సౌశీల్యం చక్కని పద బంధనాలతో వర్ణించినవైనం అద్భుతం. వన్నిట మజ్జనం బాడి దివ్యాంబరాలు గట్టుకొని రావణుడు అట్టహాసంగా తన పరివారంలో అశోకవనానికి వస్తాడు. సీతను చూసి నా యెడ గృహారసము సేయ కవివేకమున నీ యెడల నుండుటిది న్యాయమెలతిరిగి అంటాడు. తన సంపదలను గురించి చెబుతాడు. సమస్త దేవతలు, దిక్పాలకు తన యింట బానిసలుగా ఉన్నారని గర్విస్తాడు. తన కోటను వాయుదేవుడు శుభ్రం చేస్తాడని, సముద్రుడు కళ్ళాపి చల్లుతాడని, మద్భుజాశక్తి ప్రతిపోల్చి అద్భుతంబు అని చెబుతాడు. కాని సీత ఎంతో సంయమనంతో నోకికి వచ్చిన మచ్చున బ్రేలుచున్న యా నీచుని దుష్టభాషణంబులకు రోసి తృణంబు చేపట్టి జనకభూపాలనందన జవాబు చెబుతుంది. పరదాలను చెరబడడమే వ్రతంగా పెట్టుకున్నా నీకు జవాబు చెప్పడం కూడా పాపమే. ఇతర భార్యలను దొంగచాటుగా నన్ను తీసుకు వచ్చావు. రాజమాత్రుండే మేదిని రక్షకుండు రామభూపాలుండాది నారాయణుండు నీవనంగనెంత? నీలావు చేవయెంత? చెప్పనేటికి నీవే చూచెదవు గాక! ఒడుపు దప్పిన కాలాపి దీనిన్ దెయ్యాలకు బలిపెట్టెద బలిమిని బైకొని నీకాంక్షదీర భావజకేటీన్ ఇలా ఎన్నెన్నో పద్యాలతో మొల్ల తన కవితా లక్షణాలను విపులంగా వివరిస్తారు. ఎంతో సుందరమైన భావాలు, భాషతో చక్కని అలంకారికయంతమై పద్యాలతో వీరి సంవాద రమ్యంగా చిత్రించారు కవయిత్రి మొల్ల. ఎటువంటి ఛందోవ్యాకరణాంశాలు తనకు తెలియవని వినయంగా మొల్ల ప్రకటించుకున్నా

రామాయణ రమ్యతకు కావలసిన సుందరమైన అలంకారాలను సందర్భ సహితంగా వినియోగించిన రీతి మొల్ల రామాయణాన్ని చిరస్మరణీయం చేసింది.

మొల్ల రామాయణ రచనలో పాత్రల యొక్క వ్యక్తిత్వ చిత్రణలో తన కవితాంశములను జోడిస్తూ ఎంతో యుక్తియుక్తంగా చిత్రిస్తారు. రావణుడు తన పరాక్రమంను వివరిస్తూ తనలో పోరుకు నగధరుడో, నగధిన్యుడో నగ ఛేడియో, కొంతకొంత నాతో బోరన్ అంటాడు. చివరిగా సీతను చంపుతానన్న రావణునిలో కొందరు రాక్షస కాంతలు సురవరుడో? ధనుంజయుడో సూర్యతనూజుడో యాత శరధి విభుండో.. అని అతను అటువంటి వారిపై కోపం చూపాలి కాని స్త్రీ అయిన సీత పైన ఎందుకని చెప్పిన సందర్భంలో తన రాజు యొక్క మానసిక బలము, బలహీనతను ఆ రాక్షస స్త్రీలతో చెప్పించడం ఓ కవితా చమత్కరి.

ఈ విధంగా “సీతారావణ సంవాదము” అను ఈ పాఠ్యభాగంలో మొల్ల కవిత్వపు సౌబర్యము, చమత్కారం వంటి ఉన్నాయి.

3. రావణుని అలంకరణను వివరింపుము.

జ. “సీతారావణ సంవాదము” అనే పాఠ్యభాగ కవయిత్రి మొల్ల. ఆమె రచించిన ‘మొల్ల రామాయణము సుందరకాండలోని ప్రథమాశ్వాసం నుండి స్వీకరింపబడినది.

శ్రీరామ, సుగ్రీవుల ఆదేశానుసారం సీత జాడ అన్వేషణకు హనుమంతుడు సముద్రాన్ని దాటి లంకానగరంలో ప్రవేశించాడు. సీత కోసం ఆ నగరంలోని నివాసగృహాలు, రహదారులు, తోటలు, ఆరామాలు వంటివి అణువణువున గాలిస్తూ ఉన్నాడు. కానీ... ఆమెను కనుక్కోలేక పోయాడు. ఏమి చేయాలో తోచక... ఒక ఆరామ సమీపంలోని గోపురం పై ఉండగా.... ఆ సమీపంలోనున్న స్త్రీ మూర్తిని చూసాడు. ఆమెను గురించి తెలుసుకోవాలనుకున్నాడు. గోపురం దిగి, సూక్ష్మరూపంలో దగ్గరలోని అశోకవృక్షం పైకి చేరి పరిశీలించసాగాడు.

భర్తకు దూరమయిన తరువాత కలిగిన బాధ కంటే రాక్షస సేనలు, సేవకులు చేసే వివిధములయిన వికృతచేష్టలకు ఆమె మనసు వేదనాభరితమయింది. తనుకు ఎవరూ లేని దిక్కులేని దానిగా వేదన చెందసాగింది. రావణుడు, పరిచారికలు రాముని గురించి, తన గురించి చెప్పే మాటలు ఆమె చెవులకు కఠోరంగా ఉన్నాయి. వాటిని తలచుకుంటూ ఆమె కన్నులలో కన్నీటి సుడులు తిరుగుతున్నాయి. రాముని నిరంతరం తలచుకుంటూ ‘రామ’ ‘రామ’ అని నిరంతరం నామస్మరణ చేస్తున్న ఆ స్త్రీమూర్తిని చూచిన హనుమంతుడు. ఆమె ‘సీత’ అని నిశ్చయించుకొని మనసులో ఎంతగానో సంతోషించాడు.

అదే సమయములో రావణుడు సీత పైన ఆశ కలిగినవాడై, పరితపించిన హృదయముతో ఆమెను దర్శించడానికి వస్త్రీటి స్నానం చేసి, గొప్పవయిన వస్త్రములు ధరించి, కర్పూరము గంధములతో కలగలిపిన పూతల శరీరమునకు పూసుకొని, పారిజాత పుష్పములను ముడుచుకొని, పైన జవ్వాది తదితర సువాసనా భరిత తైల లేపమును పూసుకుని, తనకున్న పదితలలకు రత్న కిరీటాలను ధరించాడు. చెవులకు మణిమయ ఆభరణాలను ధరించాడు. సూర్యకాంతితో వెలిగే, పతకాలను, ముత్యాలదండలు, భుజకీర్తులు, విలువైన రత్నాలతో చేసిన ఉంగరాలను వ్రేళ్ళకు ధరించాడు. నవరత్నములు పొదిగిన సువర్ణమయ వొడ్డాణమును ధరించాడు. విలాసమైన పురుషుడుగా, వెన్నెలవంటి నవ్వును పెదాలపై అలముకొని ఉన్నాడు. అతనికి ఇరువైపుల కిన్నెర, కింపురుష, గంధర్వ జాతులకు చెందిన మహిళామనులు. వెంట ముత్యాల గొడుగులు పడుతూ, వినన క్రలతో విసురుతూ వస్తున్నారు. మరి కొంతమంది తన చేతులతో కరదీపికలును ధరించి అతని ముందర గబగబా నడుస్తూ వస్తున్నారు. మంది మార్బలంతో రావణాసురుడు అత్యంత విలాసవంతమైన, అధికార దర్పంతో ఆశోకవనంలో సీత ఉన్న ప్రదేశానికి వచ్చాడు. వారిని చూసిన సీత వాయు వేగమునకు తూలే పుష్పమువలే చలించినదై, తన శరీరాన్ని తను ధరించిన వస్త్రాలతో పూర్తిగా కప్పకొన్నది. ధూళితో కప్పబడిన రత్నమువలే, నిపురు గప్పిన నిప్పువలే మేఘములు కప్పిన చంద్రబింబంలాగా, ఇత్తడి పూతచే కప్పివేయబడిన బంగారపు తునకలాగా ఆమె ఉన్నది.

4 రావణుడు సీతను ఏమని అభ్యర్థించెను?

జ. రావణుడు సీతను అభ్యర్థించుట : విశాలమైన నేత్రములు కలిగిన సీత! మన్మథుడు లేచి తనదైన వాడి బాణములతో నా పై దాడి చేస్తున్నాడు. చక్కని శీతల పవనాలుతో వాయుదేవుడు మనసును ఆనంద పరచుచునే ఉన్నాడు. కోయిలలు, వివిధ రకాలైన పక్షుల యొక్క కిలకిలరావాలతో ప్రకృతి అంతా మిక్కిలిగా పులకిస్తూ ఉంది. మనసులోని ఆలోచనలకు ఆనందాన్నిస్తున్నాయి. ఇటువంటి రసరమ్య ప్రకృతి మధ్య నీవు నా పట్ల కృపను చూపక, అవివేకముతో వ్యవహరిస్తున్నావు. నీకిది తగూనా? ఓ సీతా.....అలకాపురాధీశుడయిన కుబేరుడు నాకు బహుమానముగా ఇచ్చిన పట్టు వస్త్రాలు ఇవిగో ఇంద్రుడు ప్రతిదినం నాకు పారిజాత పుష్పాలు పంపిస్తాడు. దక్షిణాధీశుడైన ప్రభువు నాకు కర్పూరము తదితర సుగంధ ద్రవ్యాలను సమర్పిస్తారు. నాగలోక సార్వభౌముడైన నాగరాజు పాతాళలోకమునుండి విలువయినట్టి రత్న రాశులను తీసుకొని వస్తాడు. ఇవన్నీ నాయింట్లో రాశులుగా ఉన్నాయి. వాటితో శరీరమును అలంకరించుకొని, నాకు సుఖములు ఇస్తూ నీవు సుఖిస్తూ ఉండాలి. రాముని పైన అడియాశను విడిచిపెట్టుకో.

ఓ సీతా! నా కోటను గురించి వివరములు నీకు తెలియవనుకుంటాను. సముద్రము నా లంకకు అగడ్తగా రక్షణనిస్తుంది. ఇంద్రాది దేవతలు నిరంతరం నా అనుచరులుగా

సేవలందిస్తారు. గంధర్వ, కిన్నెర, సురకాంతలు నా కౌగిలి చెఱసాలలో ఉండటానికి వస్తారు. సకల లోకములను పుష్పకం ఎక్కి మిక్కిలి ఉత్సాహంగా తిరుగాడే వాణ్ణి ఈ లోకంలో మాత్రమే నా యొక్క భుజశక్తికి సాటిరాగలవారెవరున్నారు. వాయుదేవుడు నా కోట పరిసరాల్లోని దుమ్ము ధూళిని శుభ్రం చేస్తాడు. సముద్రుడు ఉదయమే నా ఇంటి ముంగిట కళ్యాపి జల్లుతాడు. నా దినసరి ఖర్చులను కుబేరుడు సరి చూస్తాడు. గురుడు(బృహస్పతి) నా మంచి చెడు ముహూర్తములను పంచాంగం చూసి చెబుతుంటాడు. ఓ సీతా ఇవన్నీ ఈ లోకంలో నేను మాత్రమే చేయగలవాడను.

శంకరుడు నివాసమైన కైలాస పర్వతాన్ని బంతిలాగా ఎత్తి పట్టుకున్న వీరత్వం నాది. దిక్పాలకుల యొక్క గర్వమును యుద్ధంలో నాశనం చేశాను. నాగలోకంలో మహా నాగుల గర్వాన్ని సహితం అణిచాను. తైల సంస్కారం లేక జుత్తు జడలు కట్టి, మునుల వలే తమ్మునితో కలసి దుర్గమమైన అరణ్యాలలో తిరుగుతూ, కందమూలములు తింటూ తిరిగే రాముడు ఎలా లంకకు రాగలడు? ఏ విధంగాను నాతో సరికాడు. రాక్షసులు ఎప్పుడైనా మనుషులను గెలువగలరు. మానవమాంస భక్షులైన రాక్షసులను మానవులు చంపట మనేది ఎప్పుడైన ఈ భూమి మీద జరిగిందా? నా యొక్క భుజశక్తిని ఎదిరించ గల సమర్థత రామునికెక్కడిది? ఈశ్వరుడో, ఇంద్రుడో అయితే నాతో అంతో ఇంతో పోరాడగలరు. ఆ సంగతి అట్లుండనీ! నీ కన్నుల అందం, నీ శరీర సౌష్ఠ్యం, నీ చేతుల సౌకుమార్యం మరే స్త్రీ యందు నేను చూడలేదు. దేవతా స్త్రీలు, యక్షుల భార్యలు, కిన్నెరులైన ఆడవారు నీకు సాటిరారు. మునిపత్నులు సహజంగానే నీతో పోల్చలేనివారు. గురుడు, గంధర్వ లోకాలలో నిన్ను మించిన సౌందర్యం గల వారే? గొప్పవయిన దుస్తులను ధరించి, భయమువీడి, మృదువైన మాటలు నాతో మాట్లాడు. ప్రేమ పూరిత కన్నులతో నన్ను చూడుము. కనురెప్పలెత్తి చూడుము. అని నోటికి వచ్చినట్లు మాట్లాడిన రావణుని అసహ్యంగా చూసి, తిరస్కార భావంతో ఓ గడ్డిపోచను త్రొంపి దానిని చేత్తో పట్టుకొని సీత రావణుని తిరస్కరిస్తూ ఇలా మాట్లాడింది.

5. రావణునికి సీతపై ఎందుకు ఆగ్రహం కలిగింది?

జ. సీత మాటలకు రావణుడు కోపోద్రిక్తుడై ఆమెను నిందించసాగాడు. “స్త్రీ కదాయని ఓర్పు వహించి

న కొద్దీ నన్నే తక్కువ చేసి మాట్లాడుతున్నది. దీని నాలుక ముక్కలు ముక్కలుగా చేయగలను. మాట్లాడకుండా నా ముందర వడి ఉండవలసినదే. నాతోనే కయ్యమునకు కాలుదువ్వుతున్నది. దీనిని సంహరించి దెయ్యాలకు ఆహారంగా వేస్తాను. నా కోటిక తీర్పుకొని విడిచిపెట్టెదను. నా యొక్క భుజబలంతో కైలాసాన్నే ఎత్తిన వాడను.

దిక్పాలకులను నా సైన్యంతో రణరంగమున భయావహులను చేసి ఓడించాను. అటువంటి నా పరాక్రమమును గుర్తించక రాముడు భీకరుడని అతడి పరాక్రమమును పొగడుతున్నదీ సీత. సమస్త లోకములలో నా పుష్పకమునెక్కి తిరుగుగలవాడిని. దేవతల చేత వెట్టి చాకిరి చేయించుకోగలవాడిని, బ్రహ్మచేత వరములు పొందినవాడిని, ఘోర తపస్సు చేసినవాడిని, యక్ష, కిన్నెర, గంధర్వల యొక్క భార్యలను చేపట్టినవాడిని. నన్ను కాదని ఒక పేద నరుని కీర్తిస్తూ నన్ను ఎదిరిస్తున్న దీని నాలుకను తుదకంటూ తెగనరికి నేలపై పడునట్లు చేస్తాను". అని కోపంగా ఆమెను చేరబోయిన రావణుని చూచి కొందరు రాక్షస స్త్రీలు అడ్డు వచ్చి ఇంద్రుడు, యముడు, నిరృతి వంటి వారిపై చూపవలసిన కోపాన్ని ఒక స్త్రీ మీద చూపడం మంచిది కాదు. పిచ్చుక పై బ్రహ్మాస్త్రం ఎందుకు? ఇటువంటి ఒంటరి, బలహీను రాలైన స్త్రీపై ప్రతాపం చూపడం మంచిదేనా? మీ వంటి వీరుల కత్తికి ఈమె అర్హురాలేనా? మాకొక అవకాశము ఇవ్వండి. ఈమె మనసును మారుస్తాము అని శాంత వచనాలు చెప్పగా, ఆ రాక్షస చక్రవర్తి రావణుడు సీత ప్రక్కనున్న ఏకజటా, ద్విజట, త్రిజట, దుర్ముఖి, వాయుముఖి, శూర్పణఖ తదితర రాక్షస స్త్రీలను చూసి, వారితో రెండు మాసములు గడుపు ఇస్తున్నాను. నాకు లోబడేటట్లు చేయండి. లేకున్నా కండలు కండలుగా ఆమెను కోసుకు తినడని చెప్పి కోపంతో అక్కడ నుండి వెళ్ళిపోయాడు. అంతట సీత తన భర్తను నిందించడమే కాకుండా తనను చంపమని చెప్పిన మాటకు ఆమె మిక్కిలి విచారపడుతూ తన భర్త అయిన రాముని తలచుకొని దుఃఖించసాగింది.

సీతాదేవి దుఃఖిస్తున్నందుకు, ఆమె బాధను చూసిన యక్ష, కిన్నెర, గంధర్వ స్త్రీలు సహితం ఏడ్వసాగిరి. వారి ఆవేదనను విన్న హనుమ మనసులో మిక్కిలి విచారించెను. రెట్టించిన కోపముతో వెంటనే వెళ్ళి రావణాసురుని సంహరించాలనుకున్నాడు. కాని కావలసిన కార్యం చెడుతుందని ఆగినాడు. సీతను తానుచూచిన విషయం రామలక్ష్మణులకు అలస్యం లేకుండా తెలియజేయాలనుకున్నాడు. హనుమంతుడు క్రిందకు దిగుదాముని అనుకున్నాడు. కాని ఇది తగిన సమయం కాదని భావించాడు.

5.8 సంగ్రహరూప ప్రశ్నలు

1. సీత రాముని గొప్పదనాన్ని గురించి చెప్పిన విధం వ్రాయండి.

జ. పతినే దైవంగా ఎల్లవేళలయందు మనసులో కొలుచుకొనే స్త్రీలు నీ వంటి నీచునితో మాట్లాడటం కంటే వేరే పాపముందా? పరస్త్రీలను కోరే పురుషుల ఆయువు నశిస్తుంది. పుణ్యము చెడుతుంది. ఉత్తములైనవారు నిందిస్తారు. అది నరకమనే మాట నీవు వినలేదా? అంతేకాదు.. తన సాహసాన్ని తానే పొగడుకొనే వాడు హీనమైన గుణము కలవాడు.

నీకు నీవే పొగడుకుంటున్నావు. ఇటువంటి ధర్మశాస్త్ర విరుద్ధములయిన మాటలు తప్పు. యుద్ధరంగంలో నా పతి రఘురాముడు సైన్యముగా వచ్చిన వానరసేనతో పోరాడినప్పుడు తన పరాక్రమమును చూడవచ్చు. ప్రస్తుతం నన్ను దొంగలించుకొని వచ్చావు. నీవు ఇటువంటి తుచ్ఛపు మాటలు మాట్లాడటం నీకు సమంజసమేనా? ముడుచుకొనుటకు కురులు (జుట్టు) కూడా లేని పిన్న వయసులోనే ఎటువంటి భయములేకుండా తాటకిని హతమార్చినాడు. విశ్వామిత్రుడి వెంట యాగరక్షణకు వెళ్ళి ఎంతో మంది రాక్షసులను సంహరించినాడు. ఈ భూమీద ఏ రాజు కూడా విరువలేని శివధనుర్భంగం చేసినాడు. దుర్లభమైన అడవుల్లో ఖర, ధూషణాది రాక్షసులను సంహరించాడు. తన పాదస్పర్శతో రాయిని నాతిగా మార్చిన వైనం నీకు తెలుసా? మాయచేత మాయామృగముగా వచ్చిన మారీచుని గతి ఏమయింది? రాజుగా ఈ భూమిని రక్షించగల రాముడు సాక్షాత్తు అదినారాయణుడే! అటువంటి రామునికి ఈ సముద్రమెంత? ఈ లంక ఎంత? ఈ రాక్షసులెంత? ప్రగల్భాలు ఎందుకు? సముద్రమును ఇంకింపజేసి, శ్రీరాముడు కోపమును చవిచూసేటట్లుగా నిను భయంకరమైన యుద్ధములో చంపి, నీ యొక్క అస్త్రములను ముక్కలుగా చేసి నిన్ను భూతాలకు ఆహారంగా పెట్టగలడు. అవ్రహామిమైన శౌర్యపరాక్రమాలతో నిన్ను సంహరించి, తన సామర్థ్యాన్ని చూపగలడు. అని సీత తన రాముని గొప్పదనానన్ని గూర్చి రావణుతో పలికింది.

2. రావణుడు సీతను ఏమి చేయమని రాక్షస వనితలకు చెప్పాడు?

జ. ఆ రాక్షస చక్రవర్తి రావణుడు సీత ప్రక్కనున్న ఏకజటా, ద్విజట, త్రిజట, దుర్ముఖి వాయుముఖి, శూర్పణఖ తదితర రాక్షస స్త్రీలను చూసి, వారితో రెండు మాసములు గడుపు ఇస్తున్నాను. నాకు లోబడేటట్లు చేయండి. లేకున్నా కండలు కండలుగా ఆమెను కోసుకు తినండని చెప్పి కోపంతో అక్కడ నుండి వెళ్ళిపోయాడు.

3. రావణుడు సీతపై ఎందుకు ఆగ్రహించాడు?

జ. రావణుడు సీత తన యొక్క అధికారం వీరత్వమును గుర్తించక, తన భర్త అయిన శ్రీరాముని పరాక్రమమును పొగడటం రావణునికి నచ్చలేదు. ఈ కారణంగా తన అధికార దర్బాన్ని ప్రదర్శించుకొనేందుకు ఆమెను వధించమని రాక్షస స్త్రీలకు చెప్పెను. ఒక సాధారణమైన స్త్రీ సీత తనను తన కోరికను మన్నించకపోవడంతో రావణుడు సీతపై ఆగ్రహించాడు.

4 హనుమ సీత వద్దకు చేరిన పద్ధతిని గూర్చి వ్రాయండి.

జ. 'సీతా రావణ సంవాదము' అనే మా పాఠ్యభాగ కవియిత్రి మొల్ల. ఆమె రచించిన 'మొల్ల రామాయణము సుందరకాండలోని ప్రథమాశ్వాసము నుండి స్వీకరింపబడినది.

శ్రీరామ, సుగ్రీవుల ఆదేశానుసారం సీత జాడ అన్వేషణకు హనుమంతుడు సముద్రమును దాటి లంకానగరంలో ప్రవేశించాడు. సీత కోసం ఆ నగరంలో నివాసగృహాలు, రహదారులు.. తోటలు, ఆరామాలు అణువణువునా గాలిస్తూ ఉన్నాడు. కానీ... ఆమెను కనుగొనలేక పోయాడు. ఏమి చేయాలో తోచక... ఒక ఆరామ సమీపంలోని గోపురంపై ఉండగా.... ఆ సమీపంలోనున్న స్త్రీ మూర్తి సీతను చూసాడు. ఆమెను గురించి తెలుసుకోవాలనుకున్నాడు. గోపురం దిగి, సూక్ష్మరూపంలో దగ్గరలోని అశోకవృక్షం పైకి చేరి పరిశీలించసాగాడు.

భర్తకు దూరమయిన తరువాత కలిగిన బాధ కంటే రాక్షస సేనలు, సేవకులు చేసే వివిధములయిన వికృతచేష్టలకు ఆమె మనసు వేదనాభరితమయింది. తనుకు ఎవరూ లేని దిక్కులేని దానిగా వేదన చెందసాగింది. రావణుడు, పరిచారికలు రాముని గురించి, తన గురించి చెప్పే మాటలు ఆమె చెవులకు కఠోరంగా ఉన్నాయి. వాటిని తలచుకుంటూ ఆమె కన్నులలో కన్నీటి సుడులు తిరుగుతున్నాయి. రాముని నిరంతరం తలచుకుంటూ 'రామ' 'రామ' అని నిరంతరం నామస్మరణ చేస్తున్న ఆ స్త్రీమూర్తిని చూచిన హనుమంతుడు. ఆమె 'సీత' అని నిశ్చయించుకొని మనసులో ఎంతగానో సంతోషించాడు.

5. త్రిజట స్వప్న వృత్తాంతాన్ని గురించి వ్రాయండి.

జ. త్రిజట స్వప్న వృత్తాంతము : చెలులారా! నేను ఒక కల కన్నాను. ఆ కలలో రాముడు వచ్చి రావణునితో యద్ధం చేసి, అతడిని వధించి సీతను పుష్పక విమానంలో తీసుకొనిపోయినట్లు శుద్ధాత్ముడైన రాముడు శుద్ధాత్మ అయిన సీత, మరియు ఆమెకు కలుగు శుభ సూచకములు నాకు కనిపించాయి. కావున... మీరు తొందరపడి సీతను కఠినమైన మాటలతో నిందించకండి. సీతను రక్షించడమే మనకు మిగిలిన కర్తవ్యం అని వారికి తెలియజెప్పింది.

6. సీతారావణ సంవాదం పాఠ్యభాగ నేపథ్యాన్ని వివరించండి.

జ. రావణునిచే సీతాహరణ జరిగిన తరువాత సీతాన్వేషణలో రామలక్ష్మణులకు సుగ్రీవునితో స్నేహం ఏర్పడింది. వారి వధానంతరం సుగ్రీవుడు తన వానర సైన్యాన్ని నాలుగు దిక్కులకు పంపి సీత జాడ తెలుసుకొని రమ్మంటాడు. ఈ కార్యంలో భాగంగా లంకానగరంలో వెతకమని ఆంజనేయుని పంపిస్తాడు. అతడు లంకానగరం చేరి సీతను వెదుకుతాడు. ఒకచోట రామ నామస్మరణ వినిపిస్తుంది. అశోకవనంలో ఉన్న సీత

చేస్తున్న స్మరణ అది. అక్కడకు చేరుకుంటాడు. సూక్ష్మరూపంలో ఒక వృక్ష శిఖరాగ్రమున దాక్కుంటాడు. ఇంతలో రావణుడు దాసదాసీ జనంతో వచ్చి సీతతో సంభాషించిన సందర్భంలో సీతారావణుల మధ్య జరిగిన సంవాదమే ఈ పాఠ్యభాగం.

5.9 అభ్యాసం

1. కవయిత్రి మొల్లను గూర్చి వ్రాయండి.
2. రావణుడు సీతపై ఆగ్రహించిన విధమును గురించి రాయండి.

సందర్భ సహిత వ్యాఖ్యలు వ్రాయుము.

1. వచ్చు త్రోవ చెవుమ వారిజాక్షి
2. బ్రతివచనము లాడుకంటె c బాపము గలదే?
3. వినఁగూడదు ధర్మశాస్త్ర విపరీతంబుల్
4. చెప్పనేటికి నీవె చూచెదవు గాక!

క్రింది పదములను విడదీసి సంధినామములు వ్రాయుము.

1. అగ్గోపురము	2. నిశితాంబక
3. చీనాంబరములు	4. నవనిధానంబులు
5. మహోత్సాహము	6. పాకారి
7. ధనుజేశ్వరుడు	8. పంచాంగము
9. మృధాక్షులు	10. సత్పురుషులు

క్రింది పదములకు విగ్రహ వాక్యములు వ్రాసి సమాస నామములను తెల్పుము.

1. సూక్ష్మరూపము,	2. శింశుపా వృక్షము,
3. లతాంగి,	4. లంకేశ్వరుడు
5. సుందరాంగములు ,	6. అహీనబలము
7. హీనగుణుడు	8. మేదిని రక్షకుడు,
9. ఘోరాజి	10. నామందర
11. దిగీశు సైన్యములు	

విద్యార్థులకు సూచన

అలంకారములను పద్యములయందు గుర్తించి వ్రాయండి.

ఇచ్చిన పద్యములనందు ఛందస్సును గుర్తించండి.

నక్షత్రము గుర్తు కలిగిన పద్యములు కంఠస్థము చేయండి.

యూనిట్ - 6

వ్యాకరణం

6.1 సంధులు

సంధులు 2 రకములు

1. సంస్కృత సంధులు - సంస్కృత పదాల మధ్య జరిగే సంధులు
2. తెలుగు సంధులు - అచ్చ తెలుగు పదాల మధ్య జరిగే సంధులు

తెలుగు సంధి నిర్వచనము :

పూర్వ పర స్వరములకు పర స్వరములు ఏకాదేశము కావడం సంధి

పూర్వ స్వరము - మొదటి పదము చివరి నుండు అచ్చు

పర స్వరము - రెండవ పదము మొదటి అచ్చు

ఈ రెండు అచ్చుల స్థానమున పర అచ్చు ఒక్కటే ఆదేశముగనని అర్థం

ఉదా : రాముడు + అతడు

మొదటి పదము రాముడు చివరి అచ్చు = డ్ + ఉ

రెండవ పదము అతడు మొదటి అచ్చు = అ

ఈ రెండింటి స్థానమున రెండవ అచ్చు ఆదేశముగా వచ్చి ' రాముడతడు' అగును.

సంధి కార్యములో వచ్చు పారిభాషిక పదాలు

బహుళం : వ్యాకరణ నియమం కొన్ని చోట్ల నిత్యంగా, కొన్ని చోట్ల వైకల్పికంగా, కొన్ని చోట్ల నిషిద్ధంగా, కొన్ని చోట్ల అన్యకార్యంగా ఉండటం.

ఉదా :

పెద్దన్న = పెద్ద + అన్న = నిత్యం

పుట్టినిల్లు, పుట్టినయిల్లు = పుట్టిన + ఇల్లు = వైకల్పికం

గంగ యున్నది = గంగ + ఉన్నది = నిషేధం

ఒకానొక = ఒక + ఒక = అన్యకార్యం

వైకల్పికం : వ్యాకరణ నియమం ఒకసారి వర్తించి ఒక రూపం, వర్తించకుండా మరొక రూపం వస్తుంది

ఉదా : ఏమి + అన్నావు = ఏమన్నావు, ఏమియన్నావు

నిత్యం : తప్పనిసరిగా వర్తించటం

ఉదా : మనము + ఉన్నాము = మనమున్నాము

ఏకాదేశం : రెండు వర్ణములుకు బదులు ఒకే వర్ణము రావడం

రాముడు + అతడు = రాముడతడు

ఆదేశం : స్థానాక్రమణము ‘ శత్రువేత్ ఆదేశః’ ఒక వర్ణ స్థానంలో మరొక వర్ణం శత్రువుగా రావటం

ఉదా : కాయ + కూర = కాయగూర

నీవు + టక్కరివి = నీవుడక్కరివి

ఆగమం : పర్ణాధిక్యము “మిత్రవత్ ఆగమః”. మిత్రుని వలె అదనంగా మరొక వర్ణం చేరటం.

ఉదా : పేద + ఆలు = పేదరాలు = పేద + ర్ + ఆలు

నీ + కరుణ = నీదుకరుణ = నీ + దు + కరుణ (దుగాగమం)

పాఠ్య ప్రణాళికలో నిర్దేశించిన సంధులు

సంధులు :

1. ఉత్పసంధి
2. త్రిక సంధి
3. ద్రుత ప్రకృతిక సంధి
4. నుగాగమ సంధి
5. ద్విరుక్తటకారదేశ సంధి
6. యణాదేశ సంధి
7. వృద్ధి సంధి
8. శ్చుత్వసంధి
9. జశ్వు సంధి
10. అనునాసిక సంధి

1. ఉత్పసంధి :

ఉత్పసంధి అచ్చు పరంబగునపుడు సంధి యగును. (వివరణ : ఉత్తు అనగా హ్రస్వ ఉ కారము. ఉకారమునకు అచ్చు పరమగుట)

ఉదా :

రాముడతడు = రాముడు + అతడు (ఉ+అ = అ)

మునుముంటిమి = మనము + ఉంటిమి (ఉ+ ఉ= ఉ)

భావమేమి = భావము + ఏమి (ఉ+ ఏ = ఏ)

సూత్రం : ప్రథమేతర విభక్తి, శత్రువృత్తవర్ణంబులందున్న ఉకారమునకు సంధి వైకల్పికము.

వివరణ : ప్రథమా విభక్తి ఇతర విభక్తులందున్న ఉకారమునకు ను, శత్రువృత్త

చువర్ణములందున్న ఉకారమునకును సంధి వైకల్పికము.

శత్రువు - అనగా వర్తమాన కాల అసమాపక క్రియ. ఉదా॥ వచ్చుచున్

చివర గల అసమాపక క్రియ

నన్నడిగె = నన్నున్ + అడిగె

వాకొఱకిచ్చె = నా కొఱకున్ + ఇచ్చె

నా కొరకు నిచ్చె = నా కొఱకున్ + ఇచ్చె

2. త్రికసంధి :

సూత్రములు :

1. ఆ, ఈ, ఏ అనునవి త్రికములు.
2. త్రికము మీది అసంయుక్త హల్లునకు ద్విత్వంబు బహుళంబుగానగును.
3. ద్విరుక్తంబగు హల్లు పరంబగునపుడు ఆచ్ఛికంబగు దీర్ఘంబునకు ప్రాస్వంబగు

ఉదా : ఆ + కన్య = అక్కన్య

ఆ + మానిని = అమ్మానిని

ఈ + విధము = ఇవిధము

ఏ + చోటు = ఏచోటు

3. ద్రుత ప్రకృతిక సంధి (సరళాదేశ సంధి)

1. ' న ' కారాన్ని ద్రుతం అంటారు. ' న్, ని, ను - లు ద్రుతాలు - ద్రుతమంటే 'కరిగిపోయేది' అని అర్థం. అవసరంలోని చోట లోపిస్తుందని అర్థం.

2. ద్రుతం చివరగల పదాలను ద్రుతప్రకృతికాలు అంటారు.

పరుషములు = క చ ట త ప

సరళములు = గ జ డ ద వ

సూత్రం : ద్రుత ప్రకృతికము మీది పరుషములకు సరళములగు.

పూచెన్ + కలువలు = పూచెన్ న్న లువలు (క - గ)

చేసెన్ + టక్కు = చేసెన్ డ్ల క్కు (చ - జ)

చేసెన్ + తల్లి = చేసెన్ డ్ల ల్లి (త - ద)

సూత్రం : ఆదేశ సరళానికి ముందున్న ద్రుతానికి బిందు సంక్షేపణ విభాషగా వస్తాయి.

సూచన : ఒక్కొక్కసారి బిందువు వస్తుంది. ఒక్కొక్కసారి సంక్షేప వస్తుంది.

పూచెన్ + గలువలు = పూచెను గలువలు (ద్రుతం మార్పులేదు)
 = పూచెం గలువలు (ద్రుత'సున్న' గా మారుట)
 = పూచెం గలువలు (ద్రుతము అరసున్న గా మారుట)
 = పూచెన్లువలు (ద్రుతము సంక్షేపం)

4. సుగాగమ సంధి :

సూత్రం : ఉదంతమగు తద్దార్పక విశేషణమున కచ్చు పరమగునప్పుడు సుగాగమంబగు

ఉదా : చేయునతడు = చేయు అతడు = చేయు+ న్ + అతడు

పోవునట్లు = పోవు + అట్లు = పోవు+ న్ + అట్లు

కలుగునప్పుడు = కలుగు + అప్పుడు = కలుగు + న్ + అప్పుడు

సూత్రం : షష్ఠీ తత్పురుషాల్లో ఉకారానికి, ఋకారానికి అచ్చు పరమగునప్పుడు 'సుగాగమం' వస్తుంది.

ఉదా: రాజునాజ్ఞ = రాజు+ ఆజ్ఞ = రాజు + న్ + ఆజ్ఞ (రాజు ఉకారాంతం)

విధాతృనానుతి= విధాతృ + ఆనతి = విధాతృ + న్ + ఆనతి

(విధాతృ ఋకారాంతం)

5. ద్విరుక్తటకారాదేశ సంధి :

సూత్రం : కుఱు, చిఱు, కడు, నడు, నిడు శబ్దముల 'ఱ' 'డ' లకు అచ్చు పరమగునప్పుడు ద్విరుక్తటకారంబగు.

ఉదా : కుఱు + ఉసురు = కుట్టుసురు (ఱు + ఉ = ట్టు)

చిఱు + అడవి = చిట్టడవి (ఱు+ అ = ట్ట)

కడు + ఎదురు = కట్టెదురు (డు+ లు = ట్టె)

నిడు + ఊర్పు = నిట్టూర్పు (డు + ఊ = ట్టూ)

నడు + ఇల్లు = నట్టిల్లు (డు + ఇ = ట్టె)

సంస్కృతసంధులు :

6. యణాదేశ సంధి :

సూత్రం : ఇ, ఉ, ఋ వర్ణములకు అసవర్ణములు పరమైనచో వరుసగా య,వ,ర,లు అదేశంగా వస్తాయి. య, వ, ర లను "యణ్ణులు" అంటారు.

ఉదా : అతి + అంతము = అత్యంతము (ఇ+ అ = య)

గురు + ఆజ్ఞ = గుర్వాజ్ఞ (ఉ+ ఆ = వ)

పితృ + ఆజ్ఞ = పిత్రాజ్ఞ (ఋ+ ఆ = ర)

7. వృద్ధిసంధి :

ఐ, ఔ లను వృద్ధులంటారు.

ఇవి వచ్చు సంధి కావున వృద్ధి సంధి అంటారు.

సూత్రం : అకారమునకు ఏ, ఐ లు పరమైన ' ఐ కారము, ఓ, ఔ లు పరమైన 'ఔ కారము ఏకాదేశమగును.

ఉదా : వసుధ + ఏక	=	వసుధైక (అ+ ఏ =ఐ)
వన + ఓషధి	=	వనౌషధి (అ+ ఓ = ఔ)
రమా + ఐక్యము	=	రమైక్యము (అ+ ఐ= ఐ)
మహా + ఔషధము	=	మహౌషధము (అ+ ఔ+ = ఔ)

8. శ్చుత్వ సంధి

సూత్రం : ' స' కార ' త' వర్గలకు వరుసగా ' శ' కార 'చ' వర్గలు పరమైతే 'శ' కార 'చ' వర్గలే ఆదేశములుగా వచ్చును.

సూచన : 'స' కార 'త' వర్గలు - స మరియు త, ధ, ద, ధ, న

' శ' 'కార' 'చ' వర్గలు - శ మరియు చ, ఛ, జ, ఝ, ఞ

నిశ్చింత	=	నిస్ + చింత
మనశ్చలనము	=	మనస్ + చలనము
సజ్జనుడు	=	సత్ + జనుడు
జగజ్జనని	=	జగత్ + జనని
యావజ్జగము	=	యావత్ + జగము

9. జశ్చ సంధి :

సూత్రం : వర్గ ప్రథమాక్షరములకు అచ్చులుగాని, వర్గ తృతీయ, చతుర్థాక్షరములుగాని, 'హ, య, వ, ర 'లుగాని పరమగునపుడు క్రమముగా (అయా వర్గ తృతీయాక్షరములు) గ, జ, డ, ద, బ, లు ఆదేశమగును.

ఉదా : వాగ్వాదము	=	వాక్ + వాదము
దిగంతము	=	దిక్ + అంతము
అజంతము	=	అచ్ + అంతము
విరాడ్రూపము	=	విరాట్ + రూపము
సద్విషయం	=	సత్ + విషయం
సద్భావము	=	సత్ + భావము

శరద్రాత్రి	=	శరత్ + రాత్రి
జగద్విఖ్యాతి	=	జగత్ + విఖ్యాతి
మహద్వాచకము	=	మహత్ + వాచకము
వాగ్దేవి	=	వాక్ + దేవి

10. అనునాసిక సంధి

సూత్రము : క, చ, ట, త, ప లకు 'న, మ' లు పరమైన క్రమముగా వర్గాను నాసికాలు (జ, ఙ, ణ, న, మ) ఆదేశమగును.

ఉదా : వాఙ్మయము	=	వాక్ + మయము
రాణ్మహేంద్రవరము	=	రాట్ + మహేంద్ర వరము
జగన్నాథుడు	=	జగత్ + నాథుడు
జగన్మాత	=	జగత్ + మాత

6.2 సమాసములు

విద్యార్థులు నేర్చుకోవలసిన సమాసములు

1. అవ్యయిభావ	2. తత్పురుష	3. కర్మధారయ
4. ద్వంద్వం	5. ద్విగు	6. బహువ్రీహి

సమర్థంబులగు పఠంబులు ఏక పదంబగుట సమాసము.

1. అవ్యయిభావ :

సూత్రం : పూర్వ పదార్థ ప్రాధాన్య కలది అవ్యయి భావ సమాసం

(లింగ, వచన, విభక్తి లేనివి అవ్యయాలుగా పిలవబడతాయి)

ఉదా : ఆబాలగోపాలం	=	బాలుడి నుంచి గోపాలుని వరకు (పిల్లల నుంచి పెద్దల దాకా అందరు అని అర్థం)
అనుకూలం	=	కూలమును (ఓడ్డును) అనుసరించి
ప్రతిమాసం	=	మాసం మాసం
యథామూలం	=	మూలం ఎంతో అంత

తత్పురుష సమాసము

ద్వితీయాది విభక్తి ప్రత్యయాలను విగ్రహ వాక్యంలో ఉపయోగించే సమాసాలు తత్పురుష సమాసాలు

ఈ సమాసంలో రెండవ పదము యొక్క అర్థం ప్రధానంగా ఉంటుంది.

విభక్తులు :

1. నిన్, నున్, లన్, కూర్చి గురించి = ద్వితీయా
2. చేత(న్), చే(న్), తోడ (న్) తో(న్) = తృతీయా
3. కొఱకు(న్), కై = చతుర్థి
4. వలన (న్), కంటి (న్), పట్టి = పంచమీ
5. కి(న్) కు(న్) యొక్క లో (న్) = షష్ఠీ
6. అందు(న్), న(న్) = సప్తమీ విభక్తి

ద్వితీయ తత్పురుష :

- చక్రధరుడు = చక్రమును ధరించినవాడు
పుత్రార్థి = పుత్రుని అర్ధించేవాడు
స్త్రీ రూప ధారిణి = స్త్రీ రూపమును ధరించునది

తృతీయ :

- ఇంద్ర సమానుడు = ఇంద్రునితో సమానుడు
వయో వృద్ధుడు = వయస్సు చేత వృద్ధుడు

చతుర్థి :

- హోమధేనువు = హోమము కొరకు ధేనువు
పని మనిషి = పని కొరకు మనిషి

పంచమీ :

- పాపభీతి = పాపము వలన భీతి
దొంగ భయము = దొంగ వలన భయము

షష్ఠీ తత్పురుష :

- రాముని బాణము = రాముని యొక్క బాణం
దేశ చరిత్రలు = దేశము యొక్క చరిత్రలు
పాండు కుమారులు = పాండు రాజు యొక్క కుమారులు

సప్తమీ తత్పురుష :

- వీరాగ్రగణ్యుడు = వీరుల యందు అగ్రగణ్యుడు
దేశభక్తి = దేశము నందు భక్తి

సజాత తత్పురుష :

అప్రియములు	=	ప్రియములు కానిది
అజ్ఞానము	=	జ్ఞానము కానిది
కర్మధారయము	=	విశేషణమునకు విశేష్యము తోడి సమాసము కర్మధారయము (సమానాధికరణము అని కూడా అంటారు)

విశేష్యము అంటే నామవాచకము.

1. విశేషణం పూర్వపరంగా (మొదటి పదంగా) ఉంటే అటువంటి సమాసాన్ని, విశేషణ పూర్వపద కర్మధారయ సమాసం అంటారు.

ఉదా : నల్ల కలువ = నల్లదైన కలువ

(ఇందు ' నల్ల' అనేది విశేషణం (పూర్వపదం) కలువ (రెండవ పదం - ఉత్తరపదం) విశేష్యం (నామవాచకం

తెల్ల గుఱ్ఱం = తెల్లదైన గుఱ్ఱం

పుణ్యభూమి = పుణ్యమైన భూమి

దివ్యాంబరములు = దివ్యమైన అంబరములు

2. విశేషణం ఉత్తరపదంగా (రెండవ పదం) ఉంటే విశేషణ ఉత్తర పద కర్మధారయ సమాసము అంటారు.

ఉదా : మామిడి గున్న = గున్నయైన మామిడి

(ఇందు 'గున్న' (రెండవ పదం - ఉత్తరపదం) విశేషణం. మామిడి నామవాచకం (విశేష్యము)

ఉదా : కార్మిక వృద్ధుడు = వృద్ధుడైన కార్మికుడు

పురుషోత్తముడు = ఉత్తముడైన పురుషుడు

కపోత వృద్ధము = వృద్ధమైన కపోతము

3. విశేషణోభయపద కర్మధారయము : అన్ని పదాలు విశేషణాలుగా ఉంటాయి.

విగ్రహవాక్యంలో చివరిపదం 'ఒనది' అని వస్తుంది.

- ఉదా: మృదుమధురము = మృదువైనది, మధురమైనది
 సరసగంభీరము = సరసమైనది, గంభీరమైనది
 శీతోష్ణము = శీతమును, ఉష్ణమును (అయిన కాలం)
 ధీరోదాత్తుడు = ధీరుడును, ఉదాత్తుడును (అయినవాడు)

4. ఉపమాన పూర్వపద కర్మధారయము : ఉపమానం పూర్వపదంగా ఉండునది.

- ఉదా: కలువ కన్నులు = కలువల వంటి కన్నులు
 తేనెమాట = తేనె వంటి మాట
 చిగురుకేలు = చిగురు వంటి కేలు
 పేకమేడలు = పేకల వంటి మేడలు

5. ఉపమానోత్తర పద కర్మధారయము : రెండవ పదము ఉపమానముగా ఉండునది.

- ఉదా : ముఖపద్మము = పద్మము వంటి ముఖము
 చరణ కమలములు = కమలములు వంటి చరణములు
 తనూలత = లత వంటి తనువు

6. రూపక సమాసం (అవధారణాపూర్వపద) ఉపమానం మొదటిపదంగా ఉపమేయం రెండవపదంగా ఉంటాయి.

- ఉపమాన ధర్మం ఉపమేయం మీద ఆరోపించబడుతుంది.
 విగ్రహవాక్యంలో మొదటి మాట అయిన ఉపమేయానికి 'అనేడి' చేరుతుంది.
 విద్యాధనం = విద్య అనేడి ధనం
 (' విద్య' ఉపమేయం, ' ధనం' ఉపమానం)

- ఉదా :హృదయ సాగరం = హృదయమనేడి సాగరం
 పుణ్యలక్ష్మి = పుణ్యమనేడి లక్ష్మి

7. సంభావనాపూర్వపద కర్మధారయము : మొదటి మాట సంజ్ఞానామవాచకంగా, రెండోమాట జాతి నామవాచకంగా ఉంటాయి. మొదటి మాట అయిన నామవాచకానికి 'అను పేరు గల ' అనునది అదనంగా చేరుతుంది.

ఉదా : గంగానది	=	గంగ అనే పేరు గల నది
మట్టి చెట్టు	=	మట్టి అనే పేరు గల చెట్టు
వింధ్య పర్వతం	=	వింధ్య అనే పేరు గల పర్వతం

8. ద్వంద్వ సమాసం

ఉభయ పదార్థ ప్రధానమైనది ద్వంద్వము.

సమాసము నందు రెండు పదములు యొక్క అర్థము ప్రధానముగా ఉండునదని అర్థం.

రెండుగాని అంతకంటే ఎక్కువుగా నామ వాచకములతో ఏర్పడే సమాసం.

పదములన్ని ప్రథమా విభక్తిలోనే ఉంటాయి.

చివర బహు వచన ప్రత్యయముంటుంది.

ఉదా : రామలక్ష్మణులు	=	రాముడు, లక్ష్మణుడు
తల్లిదండ్రులు	=	తల్లి, తండ్రి
సీతారాములు	=	సీతయును, రాముడును.
సూర్యచంద్రులు	=	సూర్యుడు, చంద్రుడు
వేషభాషలు	=	వేషము, భాష
లక్ష్మణ భరత శత్రుఘ్నులు	=	లక్ష్మణుడు, భరతుడు, శత్రుఘ్నుడు.

9. ద్విగు సమాసము : సంఖ్యా పూర్వక కర్మ ధారయమునే ద్విగు సమాసమంటారు.

ఇందు మొదటి పదము సంఖ్యా వాచకంగా ఉంటుంది.

ఉదా : ముల్లోకములు	=	మూడైన లోకములు
నాలుగడుగులు	=	నాలుగు సంఖ్య గల అడుగులు
పంచ భూతములు	=	పంచ సంఖ్య గల భూతములు
నవరసాలు	=	నవ (9) సంఖ్య గల రసాలు

10. బహువ్రీహి : అన్య పదార్థ ప్రధానమైనది బహువ్రీహి

విగ్రహ వాక్యము చివర కలది, కలవాడు అను పదములు వచ్చును.

ఉదా : లతాంగి	=	లత వంటి అంగములు కలది
ఏక వస్త్ర	=	ఒకే వస్త్రము కలది
ముక్కుంటి	=	మూడు కన్నులు గలవాడు (శివుడు)

చతుర్ముఖుడు	=	నాలుగు ముఖములు కలవాడు
చక్రపాణి	=	చక్రము పాణియందు (చేతిలో) కలవాడు విష్ణువు
నీలాంబరి	=	నల్లని అంబరము కలది
గరుడవాహనుడు	=	గరుత్మంతుడు వాహనంగా కలవాడు.

6.3 అలంకారములు

అలంకారము అనగా సౌందర్యం
విషయాన్ని అందంగా మలిచేవి
కావ్య సౌందర్యాన్ని ఇనుమడింపజేసేవి

ఇవి మూడు రకములు

శబ్దాలంకారములు : అర్థమును అపేక్షింపక, కేవలము శబ్దమును మాత్రమే ఆశ్రయించునవి.

అర్థాలంకారములు : శబ్దమును అపేక్షింపక, కేవలము అర్థమును మాత్రమే ఆశ్రయించునవి.

శబ్దమును, అర్థమును ఆశ్రయించునవి ఉభయములు.

విద్యార్థులు నేర్చుకోవలసిన అలంకారములు

అర్థాలంకారములు : ఉపమ, ఉత్పేక్ష, రూపక, స్వభావోక్తి అర్థాంతరన్యాస, అతిశయోక్తి.

శబ్దాలంకారములు : అనుప్రాస, (వృత్తానుప్రాస, ఛేకానుప్రాస, లాటానుప్రాస, అంత్యానుప్రాస)

(అ) అర్థాలంకారములు :

1. **ఉపమాలంకారము :** ఉపమాన ఉపమేయములకు చక్కని సాదృశ్యం చెప్పటం ఇందు నాలుగు అంశములుంటాయి.

ఉపమేయము (దేనిని పోలుస్తున్నామో అది) (వర్ణించే వస్తువు)- పోల్చబడే వస్తువు
ఉపమానము (దేనితో పోలుస్తున్నామో అది) (పోల్చే వస్తువు)- పోలికగా చెప్పే వస్తువు

సమానధర్మం (ఉపమాన, ఉపమేయాలోని సమాన గుణం)

ఉపమావాచకం (ఉపమాన, ఉపమేయములను కలిపేది)

ఉదా: ఆమె ముఖము చంద్రబింబం వలె అందముగా ఉన్నది.

ఇందు ఆమె ముఖము =	ఉపమేయం
చంద్రబింబము =	ఉపమానం
అందము =	సమానధర్మం
వలె =	ఉపమావాచకం

ఉదా : సత్యభామ ముఖము పద్మము వలె మనోహరము.

2. ఉత్తేజ్జ్వలంకారం : ఉత్తేజ్జ అనగా ఊహ

ఉపమేయమును ఉపమానముగా ఊహించుట

ఉపమానము యొక్క గుణము, క్రియ వంటి వాటిని ఊహించుట

ఉదా : ప్రణయ కోపనయగు సత్యభామనేత్రములు, చెంగలువ దళములో యనునట్లున్నవి

సమన్వయం : సత్యభామ నేత్రములు అనే ఉపమేయము చెంగు కలువ దళములు అనే ఉపమానముగా ఊహించబడుతుంది.

3. రూపకాలంకారం :

రూపము యొక్క ఆరోపణయే రూపకము

ఉపమేయానికి, ఉపమానానికి అబేధం చెప్పుట

ఉపమేయమునందు ఉపమాన ధర్మాన్ని ఆరోపించుట

ఉదా : రుక్మిణి ముఖము పూర్ణ సుధాకర బింబము

ఇందు ఉపమానము : పూర్ణ సుధాకర బింబము

ఉపమేయము : రుక్మిణి ముఖము.

ఉదా : ఆయన మాట కఠినమైనా మనసు వెన్న

4. స్వభావోక్తి :

జాతి క్రియాదులు స్వభావములు సహృదయ హృదయంగముగా వర్ణించుట

వస్తువు స్వభావాన్ని ఉన్నది ఉన్నట్లు వర్ణించుట

ఉదా : జింకలు బిత్తర చూపులు చూస్తూ చెవులు నిగిడ్చి చెంగు చెంగున గెంతుతున్నాయి. పై వాక్యములో జింకలు స్వభావము రమ్యముగా వర్ణింపబడినది.

5. అర్థాంతరన్యాసము : విశేషాంశము చేత సామాన్యాంశము గాని, సామాన్యాంశము చేత విశేషాంశము గాని సమర్థించి చెబితే అది అర్థాంతరన్యాసము అవుతుంది.

విశేషముచే సామాన్యాంశమును సమర్థించుట

ఉదా: శివాజీ కళ్యాణ దుర్గాన్ని సాధించాడు. వీరులకు సాధ్యము కానిది లేదు.

శివాజీ కళ్యాణ దుర్గాన్ని సాధించడం విశేష విషయం. వీరులకు సాధ్యము కానిది లేదు సామాన్య విషయం

ఉదా: గొప్ప వారిలోనున్న సామాన్యులను గౌరవిస్తారు. పూలతో పాటు దారాన్ని కూడా సిగెక్కిస్తారు.

6. అతిశయోక్తి :

అతిశయించి పేర్కొనడం అతిశయోక్తి

ఉపమేయమును తక్కువ చేసి ఉపమానమును మాత్రమే చెప్పటం.

విషయాన్ని ఉన్న దాని కంటే ఎక్కువ చేసి చెప్పటం. గోరంతలు కొండంతలు చేసి చెప్పటం

ఉదా: ద్వారకా నగరము నందలి సౌధములు, గగన తలమును అంటుచున్నవి. ఇందు ఉపమేయమైన సౌధముల ఔన్నత్యానికి, ఉన్నతమైన గగనతలము (ఉపమానము) చేత న్యూనత్వము తోస్తుంది.

2. శబ్దాలంకారాలు

అను ప్రాస (ఇవి ఆరు విధములు)

1. వృత్తానుప్రాస : ఒకే వర్ణము అనేక పర్యాయములు ఆవృత్త అయినచో అది వృత్తానుప్రాస

ఉదా : చిలు కల కిల కి ల లు ల యాత్మకంగా ఉన్నాయి.

ఇందు ' ల ' అనే వర్ణము అనేక పర్యాయములు వచ్చింది. కనుక ఇది వృత్తానుప్రాస.

ఉదా : కా కి కో కి ల కాదు కదా!

విష్ణు రోచిష్ణు సహిష్ణు కృష్ణు

2. ఛేదానుప్రాస : అవ్యవధానముగా హల్లుల సముదాయాన్ని అర్థభేదం ఉండేటట్లు ప్రయోగించడం

హల్లుల జంట వెంట వెంటనే అర్థ భేదంలో వచ్చట

ఉదా : సుందర దరహాస రుచులు

పై ఉదాహరణమున 'దర' అనే రెండు హల్లులు వెంట వెంటనే అర్థ భేదములో ఉపయోగించడం జరిగింది. సుందర' లో దర సుందరము, రెండవ 'దర' చిఱునవ్వు అనే అర్థమును సూచిస్తుంది.

ఉదా : నీకు వంద వందనాలు

3. లాటానుప్రాస : అర్థబేధం లేకుండా, తాత్పర్య బేధం ఉండేటట్లు శబ్దాలను అవ్యవధానంగా ప్రయోగిస్తే లాటాను ప్రాస అవుతుంది.

ఉదా : కమలాక్షు నర్పించు కరములు కరములు

ఇందు మొదటి కరములు ' చేతులు' అనే అర్థమున, రెండవ కరములు 'సార్థకమైన' అనే అర్థమున ఉపయోగించడం జరిగింది.

ఉదా : శ్రీనాథు వర్ణించు జిహ్వ జిహ్వ

4. అంత్యానుప్రాస : పదాలు, పాదాల, వాక్యాల, చరణాల చివరిలో ఒకే హల్లుగాని, అక్షర సముదాయంకాని పునరుక్తం కావటం

ఉదా : ' భాగవతమున భక్తి

భారతములో యుక్తి

రామకథయే రక్తి

ఓ కూనలమ్మ!

పై ఉదాహరణమున ప్రతి వాక్యం చివర ' క్తి ' అనే అక్షరం ఉంది.

ఉదా : లోకాలు

భవభూతి శ్లోకాలు

పరమేష్ఠి జుకాలు

నామహోద్రేకాలు

6.4 ఛందస్సు

పద్యములు 3 రకములు

1. వృత్తములు, 2. జాతులు, 3. ఉపజాతులు

వృత్తాలు : ఉత్పలమాల, చంపకమాల, శార్దూలము, మత్తేభము

1. ఉత్పలమాల :

ఈ పద్యంలో నాలుగు పాదాలుంటాయి.

ప్రతిపాదంలోనూ భ, ర, న , భ, భ, ర, వ అనే గణాలు వరుసగా ఉంటాయి.

ప్రతిపాదంలోనూ 1-10 అక్షరం 'యతి' మైత్రి పాటించాలి

యతి మైత్రి అనగా పద్యపాదము యొక్క మొదటి అక్షరంతో ఆ పద్యములో నిర్ణయించబడిన స్థానమందలి అక్షరము మైత్రి కలిగి ఉండడాన్ని యతి మైత్రి అంటారు. హల్లుతోనూ, అచ్చుతోనూ మైత్రి ఉండాలి.

నాలుగు పాదాల్లో ప్రాసనియమం ఉండాలి.

పద్యము పాదములోని రెండవ అక్షరాన్ని 'ప్రాస' అంటారు

యతి 10 వ అక్షరం

మొత్తం అక్షరాలు - 20

U I I U I U I I I U I U U I I U I U I U

ఉదా : సారపు ధర్మమున్ విమల సత్యము పాపము చేతబొం కుచే
భ ర న భ భ ర వ

2. చంపకమాల :

ఈ పద్యంలో నాలుగు పాదాలుంటాయి.

ప్రతిపాదంలోనూ న, జ, భ, జ, జ, జ, ర అనే గణాలు వరుసగా ఉంటాయి.

ప్రతిపాదంలోనూ 1-11 అక్షరం 'యతి' మైత్రి పాటించాలి

ప్రాస నియమం ఉంది. మొత్తం అక్షరాలు 21 ఉంటాయి.

I I I I U I U I I I U I I U I U I U I U

అమిత ప రా క్ర మంబును రయంబు నులావు ను గల్గు ఖేచ రో
న జ భ జ జ జ జ ర

3. శార్దూలము :

నాలుగు పాదాలుంటాయి.

ప్రతిపాదంలోనూ మ, స, జ, స, త, త, గ అనే గణాలు వరుసగా ఉంటాయి.

ప్రతిపాదంలోనూ 1-13 అక్షరం 'యతి'

మొత్తం అక్షరాలు 19 ఉంటాయి.

U U U I I U U I U I I U U U I U U I U

ఆదుర్యో ధనుడం తమాత్ర మునుజే యంజాల దోకాని పెం
మ స జ స త త గ

4. మత్తేభం :

నాలుగు పాదాలుంటాయి.

ప్రతిపాదంలోనూ స, భ, ర, న, మ, య, వ అనే గణాలు వరుసగా ఉంటాయి.

ప్రతిపాదంలోనూ 1-14 అక్షరం మధ్య యతి

ప్రాస నియమం ఉంది. మొత్తం అక్షరాలు 20 ఉంటాయి.

I I U U I I U I U I I U U U I U U I U

ప్రవిపు ష్పంబగు నగ్నిమం చగుగు కూపారం బుభూమీ స్థలం
స, భ, ర, న, మ, య, వ

జాతులు

ఈ విభాగంలో ద్విపద, మంజరీ ద్విపద ప్రాసనియమం లేనిది కందము అనునవి ఉంటాయి.

1. ద్వీపద : లక్షణం.

ప్రతీ పద్యంలో రెండు పాదాలుంటాయి

ప్రాసనియమం ఉంటుంది.

UU I I I U I I I I U U I

ఉదా: గ ర్విం చి ద ను ది వ్య గ డ గి యే తె చు

2. కందం :

1, 3 పాదాలలో మూడేసి గణాలు, 2,4 పాదాలలో ఐదేసి గణాలు ఉండాలి.

ప్రతీ రెండు నాలుగు పదాలలో మొదటి అక్షరంలో యతి నియము పాటించాలి.

అనగా

4 వ గణం మొదటి అక్షరానికి

7 వ గణం మొదటి అక్షరానికి యతి చెల్లుతుంది.

ప్రాస నియమము పాటించాలి. భేసి సంఖ్యాగణాల్లో జగణము వాడకూడదు.

రెండు, నాలుగు పాదాలలో చివరి అక్షరం గురవయి ఉండాలి.

U I I I I I U U I I

ఉదా : కందము త్రిశరగణంబులు

భ నల భ

U II U II I I I U I I I U U U

నందము గాభజ సనలము లటవడి మాటన్

భ భ నల నల గగ

3. ఉపజాతులు : ఆటవెలది, తేటగీతి, సీసం, ముత్యాల సరాలు,

తేటగీతి :

నాలుగు పాదాలుంటాయి

ప్రతీ పాదంలోనూ వరుసగా ఒక సూర్యగణం 2 ఇంద్ర గణాలు, మరియు 2 సూర్య గణాలు ఉంటాయి.

ప్రతీ పాదంలోనూ మొదటి గణం తొలి అక్షరానికి, నాల్గవ గణం మొదటి అక్షరానికి యతిమైత్రి ఉంటుంది.

ప్రాస యతి పాటించవచ్చు.

ప్రాస నియమం లేదు.

I I I I I I I U U I

ఉదా : తి వి రి యిసుమున దైలంబు తీయ వచ్చు
న నల త హ హ

ఆటవెలది :

నాలుగు పాదాలుంటాయి.

ఒకటి, మూడు పాదాలలో వరుసగా మూడు సూర్యగణాలు, రెండు ఇంద్ర గణాలుండాలి.

రెండు, నాల్గవ పాదాల్లో 5 సూర్యగణాలు ఉండాలి.

మొదటి గణం తొలి అక్షరానికి, 4 వ గణం మొదటి అక్షరానికి యతి మైత్రి ఉంటుంది.

ప్రాసయతి చెల్లుతుంది.

ప్రాస నియమం ఉండదు.

I I I I I I I I I U I I U I

ఉదా : తిలక మిడదు నుదుట తిలకినీ తిలకంబు
న న న నగ సల

I I I I I I I I I U I

కమల గృహము జొరదు కమల హస్త
న న న న గల

సీసం :

ఇందు నాలుగు పాదములు ఉంటాయి.

ప్రతీ పాదము లోను 6 ఇంద్ర గణములు, 2 సూర్యగణములు ఉంటాయి.

(1- వ భాగములో 4 ఇంద్రగణాలు, 2 వ భాగంలో 2 ఇంద్ర గణాలు + 2 సూర్య గణాలు మొత్తం 8 గణాలు ఉంటాయి)

4 పాదాలు తరువాత ఆటవెలది లేదా తేటగీతి గాని ఉంటుంది. దీనిని ' ఎత్తుగీతి' అని కూడా అంటారు.

1-3 గణాలు మొదటి అక్షరం, 5-7 గణాల మొదటి అక్షరాలకు యతి వేయబడుతుంది.

I I I U I I I I I U I U I I

ఉదా : మృగనాభి యలమదు మృగరాజు మధ్యమ

సల సల సల భ

II III U II III U I

జలముల నాడదు జలజ గంధి

సల (ఇ) భా (ఇ) స (సూ) గల(ఇ)

ముత్యాలసరాలు

గురజాడవారు చేసిన సాహసోపేతమైన ప్రయోగాలలో ముత్యాలసరము ఒకటి ముత్యముల తెలుగు పలుకులకు ముచ్చటైన రూపమిచ్చిన వారు గురజాడ దేశచ్ఛందస్సులో కవిత్వము వ్రాసినందున మిశ్రగతిలో నడుచు ఛందస్సుకు తన అభిరుచికి అనుగుణంగా “ ముత్యాల సరాలు అని పేరు పెట్టుకున్నారు గురజాడ. ఒకజాతి పార్సీ గజల్ యొక్క నడక ముత్యాల సరములో తీసుకు వచ్చే ప్రయత్నం చేశానని గురజాడ వారు చెప్పుకున్నారు.

లక్షణాలు :

నాలుగు పాదాలుంటాయి.

మొదటి పాదములలో $3+4+3+4 = 14$ మాత్రలుండును.

నాలుగవ పాదములో 7 మాత్రల నుంచి 14 వరకు ఉండును.

ఉదా : వెలుగు నీటను గ్రుంకె చుక్కలు

బాదల చీకటి కాదల బారెను

యెక్కడనో వొక చెట్టు మాటు

నొక్క కోకిల పలుకసాగెను

విద్యార్థులకు అభ్యాసం : సంధులు

ఏకైక	అమరావగౌఘము	దివ్యౌషధము
తన్వంగి	అత్యంతము	మాత్రంశ
భావమేలు	మనసైన	మధువాలికె
ఇవ్వధము	ఎచ్చోట	అక్కోమలి
పూచెన్గలువలు	వడిన్బట్టి	దెసన్జూచి
పోవునట్లు	తెల్లనదము	చేయునతడు
కట్టెదురు	నట్టిల్లు	నట్టేట
వాగ్వాదము	శరద్రాతి	తద్విదము

సమాసములు ఈ క్రింది పదములకు సమాస నామము, విగ్రహ వాక్యం వ్రాయుము.

ప్రతి దినము	అనుక్షణం	యధేచ్ఛ
స్త్రీ రూపధారిణి	పుత్రార్థి	జనవంద్యులు
భూతబలి	పాపభీతి	అమలోద్భవుడు
దేశచరిత్రలు	దేశభక్తి	అక్షయము
శాంతి వచనములు	తమ్ముకుఱులు	ధీరోదాత్తుడు
పేకమేడలు	చిగురుకేలు	ముఖపద్యము
నైలునది	విద్యాదానము	అమరావతీపట్టణము
కోటపేటలు	జారచోరులు	ఆలుబిడ్డలు
సీతారామలక్ష్మణుడు	పంచభూతములు	భీమార్జునులు
వారిజనేత్ర	ముక్కుంటి	చతుర్ముఖుడు
మల్లొకములు		

అలంకారములు : క్రింది వాక్యములో అలంకారమును గుర్తించుము

1. వేదశాఖల వెలిసెనిచ్చట
2. ఆది కావ్యంబలరె నిచ్చట
3. నాయనా! నేను నిన్నేమన్నా అన్నానా? నీవు నన్నెమన్నా అన్నావా?
4. నీకు వంద వందనాలు
5. హరిభజయించు హస్తములు హస్తములు
6. ఆమె ముఖం చంద్రబింబము వలె ఉన్నది
7. అతని ఇంటిముందున్న పెద్దకుక్కను చూసి సింహమనుకొని భయపడ్డాను.
8. ఆ పట్టణంలో భవనాలు ఆకాశాన్ని తాకుతున్నాయి.
9. ఆయన మాట కఠినమైనా మనసు వెన్న
10. ఓ రాజా నీవే కీర్తి మంతుఁవు - చంద్రుడే కాంతిమంతుడు.
11. రాజు కువలయానందకరుడు
12. గొప్పవారితో ఉన్న సామాన్యులను గౌరవిస్తారు. పూవులతో పాటు దారాన్ని సిగకెక్కిస్తాడు.

ఈ క్రింది వానికి గణ విభజన చేసి ఏ పద్యపాదమో కనుగొనుము.

1. సారపు ధర్మమున్ విమల సత్యము బాపము చేతబొంకుబేం
2. అయుత పరాక్రమంబును రయంబు నులావును గల్లు భేచరో

3. ఆదుర్యో ధనుడంత మాత్రమును జేయంజాల డోకాని పెం
4. వచ్చెద విదర్భ భూమికి
5. చొచ్చెద భీష్మకు పురంబు సురుచిర లీలన్
6. వండనలయదు వేపురు వచ్చిరేని
7. తిలక మిడదు నుదుట తిలకినీ తిలకంబు

అదనపు సమాచారం :

వివరణ : ఇంద్ర గణములు = (ఆరు) నల, నగ, సల, భ, ర, త

నలము	=	I I I I	ఉదా : అసురులు
నగము	=	I I I U	ఉదా : సరసిజం
సలము	=	I I U I	ఉదా : వనజాక్షి
భగము	=	U I I	ఉదా : రాముడు
రగణము	=	U I U	ఉదా : ఆముదం
తగణము	=	U U I	ఉదా : శ్రీరామ

సూర్య గణములు రెండు గల, న, గణములు

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	=	ఉదా : రామ
నలము	=	I I I
	=	ఉదా : వనిత

A Course in Communication and Soft Skills

***As per Choice Based Credit System (CBCS)
For Degree I-Year/I-sem
Common to all Branches***



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A Course in Communication and Soft Skills

Learning Outcomes

By the end of the course the learner will be able to:

- Use grammar effectively in writing and speaking.
- Demonstrate the use of good vocabulary
- Demonstrate an understating of writing skills
- Acquire ability to use Soft Skills in professional and daily life.
- Confidently use the tools of communication skills

Unit-1: Listening Skills

- i. Importance of Listening
- ii. Types of Listening
- iii. Barriers to Listening
- iv. Effective Listening

Unit-2: Speaking Skills

- a. Sounds of English: Vowels and Consonants
- b. Word Accent
- c. Intonation

Unit-3: Grammar

- a. Concord
- b. Modals
- c. Tenses (Present/Past/Future)
- d. Articles
- e. Prepositions
- f. Question Tags
- g. Sentence Transformation (Voice, Reported Speech & Degrees of Comparison)
- h. Error Correction

Unit-4: Writing

- i. Punctuation
- ii. Spelling
- iii. Paragraph Writing

Unit-5: Soft Skills

- a. SWOC
- b. Attitude
- c. Emotional Intelligence
- d. Telephone Etiquette
- e. Interpersonal Skills

Content

A Course in Communication and Soft Skills

Unit-1: Listening skills

1.0	Objectives	1
1.1	Listening Skills	1
1.2	Importance	2
1.2.1	Importance of Listening Skills	3
1.2.2	Ways to Improve Listening Skill	3
1.3	Techniques to Improve Listening	4
1.3.1	Characteristics associated with the Speaker and Listener	4
1.4	Process or Stages of Listening	5
1.5	Listening Modes	6
1.5.1	Advantages of Listening	7
1.5.2	Poor Listening Habits	8
1.5.3	Good Listening Habits	8
1.6	Types of Listening	9
1.7	Barriers To Listening	12
1.8	Effectiveness of Listening	14
1.8.1	Strategies for Effective Listening	16
1.9	Listening Comprehension	17
1.9.1	Listening to Sounds: Sounds of English Language	18
1.10	Exercises	19
1.11	Check your Progress	21
1.12	Outcomes	21
1.13	Exercise	22
1.14	Practice Exercises	22

Unit-2: Speaking Skills

2.0	Objectives	25
2.1	Introduction	25
2.2	Essentials Of Effective Speaking Skills	26
2.2.1	Principles of Speaking Skills	27
2.2.2	Improving Speaking Skills	28
2.3	Barriers of Speaking skills	29
2.3.1	Effectiveness of Speaking Skills	30

2.4	Sounds of English	30
2.5	Introduction To Phonetics	31
2.5.1	The Sounds of English	32
2.5.2	Task	33
2.6	Vowels	34
2.6.1	Pure Vowels or Monophthongs	35
2.6.2	Tasks	40
2.6.3	Diphthongs	42
2.6.4	Tasks	47
2.7	Consonants	48
2.7.1	Double Consonant Letters	56
2.7.2	Tasks	58
2.8	Word Accent	60
2.8.1	Importance of Stress	61
2.8.2	Aspects of Word Stress	61
2.8.3	Rules of Word Stress	63
2.8.4	Stress Shift According to Function	67
2.8.4	Stress Shift According to Function	67
2.8.5	Stress in Compound Words	67
2.9	Tasks	68
2.10	Accent/Stress and Rhythm in Connected Speech	69
2.10.1	Rhythm in Connected Speech	70
2.10.2	Strong/Weak Forms and Contracted Forms	71
2.11	Tasks	74
2.12	Intonation	75
2.12.1	Objective Factors	76
2.12.2	Tone Groups	76
2.12.3	Some Important Points to be Remembered	80
2.13	Tasks	81
2.14	Outcomes	81
2.15	Check Out	81
Unit-3: Grammar		
3.0	Objectives	83
3.1	Importance of Grammar	84
3.2	Concord	84
3.2.1	Rules for Concord	85
3.2.2	Concord of Proximity	88

3.2.3	The Basics of Subject-Verb Concord	89
3.2.4	Tasks	90
3.2.5	Check Out	93
3.3	Modals	94
3.3.1	List of Modal Verbs	94
3.3.2	Tasks	99
3.3.3	Check Out	101
3.4	Tenses (Present/ Past/ Future)	102
3.4.1	Present Tense	103
3.4.2	Past Tense	105
3.4.3	Future Tense	106
3.4.4	Tasks	108
3.4.5	Check Out	113
3.5	Articles	121
3.5.1	The Definite Article	122
3.5.2	The Indefinite Article	122
3.5.3	Indefinite articles with Uncountable Nouns	123
3.5.4	Uses of Article 'a'	124
3.5.5	Uses of Article 'an'	125
3.5.6	Omission of Articles/Zero Article	125
3.5.7	Use of the Definite Article 'the'	127
3.5.8	Omission of the Article 'the'	128
3.5.9	Task	129
3.5.10	Check Out	132
3.6	Prepositions	136
3.6.1	Types of Prepositions	136
3.6.2	Unnecessary Prepositions	138
3.6.3	Other Uses of Preposition	138
3.6.4	Task (GATE 2018)	139
3.6.5	Check Out	142
3.7	Question Tags	144
3.7.1	Positive or Negative Question Tags	144
3.7.2	Intonation	146
3.7.3	Tone Groups	148
3.7.4	Some Important Points to be Remembered	150
3.7.5	Tasks	151
3.7.6	Check Out	153

3.8	Reported Speech	155
68	3.8.1 Direct and Indirect Speech	155
	3.8.2 Converting Direct Speech into Indirect Speech	157
	3.8.3 Rules for Reported Speech	157
	3.8.4 Tasks	166
	3.8.5 Check Out	168
3.9	Active and Passive Voice	169
67	3.9.1 When to use Active and Passive Voice	169
	3.9.2 Active to Passive Voice Rules For Conversion of Sentence	170
	3.9.3 Tasks	173
	3.9.4 Check Out	184
3.10	Degree of Comparison	187
	3.10.1 Rules for Changing the Degrees of Comparison	190
	3.10.2 Degrees of Comparison are Applicable only to Adjectives and Adverbs	192
	3.10.3 Rules for Adjectives and Adverbs in Degrees of Comparison	194
	3.10.4 Tasks	198
3.11	Outcomes	200
Unit-4: Writing		
4.0	Objectives	201
4.1	Introduction	201
4.2	Significance Of Writing	203
	4.2.1 Spelling	204
4.3	Tasks (SSC Codes)	207
4.4	Punctuation	212
	4.4.1 Task	216
4.5	Paragraph Writing	217
	4.5.1 Organising Principles of Paragraph Writing	218
	4.5.2 Paragraph Development Techniques and Methods	220
	4.5.3 Types of Paragraphs	222
	4.5.4 Tasks	223
4.6	Outcomes	224
4.7	Check Out	224
Unit-5: Soft Skills		
5.0	Objectives	229
5.1	Introduction	229
	5.1.1 How it Works	230
	5.1.2 Importance	230

	5.1.3 Soft Skills List and Examples	231
	5.1.4 Improvement of Soft Skills	232
	5.1.5 Highlight your Soft Skills	233
	5.2 SWOC	234
	5.2.1 Personal SWOT Analysis	235
58	5.2.2 SWOT Questions to Ask Yourself	237
	5.2.3 Determining the Outcomes	238
	5.2.4 Taking Action	238
	5.2.5 Why do A Personal SWOT Analysis?	238
72	5.2.6 When Should you Perform a Personal SWOT Analysis	241
	5.3 Attitude	242
	5.3.1 Definition of Attitude	242
	5.3.2 Components of Attitude	244
	5.3.3 Factors Influencing Attitude	246
	5.3.4 Differences between Attitude and Behaviour	247
	5.3.5 Differences between Attitude and Behavior	248
	5.3.6 Attitude at Workplace	248
	5.3.7 Effects of Positive Attitude	249
	5.3.8 Effects of Negative Attitude	250
	5.4 Emotional Intelligence	251
62	5.4.1 The 4 Dimensions of Emotional Intelligence (and a Chart)	253
	5.4.2 Key Skills in the Emotional Intelligence Framework	254
60	5.4.3 Emotional Intelligence, IQ, and Personality Are Different	255
	5.4.4 Emotional Intelligence Is Linked to Performance	256
	5.4.5 Emotional Intelligence Can Be Developed	257
	5.5 Telephone Etiquette	259
	5.5.1 Essential Rules of Phone Etiquette	261
	5.5.2 Customer Service Phone Etiquette	263
	5.5.3 Ways to Improve Your Telephone Etiquette	265
	5.6 Interpersonal Skills	266
	5.6.1 Understanding Interpersonal Skills	266
	5.6.2 Importance of Interpersonal Skills	267
	5.6.3 How to Improve Interpersonal Skills	268
	5.6.4 Highlight Interpersonal Skills when Applying for Jobs	268
	5.7 Outcomes	269
	5.8 Interview Questions	270

Unit-1

LISTENING SKILLS

55

1.0 OBJECTIVES

After completion of this unit we should be able to understand:

- Importance of Listening
- Various types of Listening
- Different Strategies for Effective Listening and
- Overview of Barriers/ Obstacles to Effective Listening.

1.1 LISTENING SKILLS

41

Listening Skill is a prerequisite skill to enhance communication. The power to listen is a remarkably sensitive skill, perhaps the greatest talent of human race. It is certainly the skill that makes interpersonal communication truly effective rewarding for all concerned. An efficient listening helps one to get along with others and learn. The listening is a key to all effective communication. Without an ability to listen effectively, messages are easily misunderstood. Listening is actually the interpretation of the sounds that can be heard. Listening is an active process of selecting and interpreting information from whatever we see and hear.

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Basically most of the languages on earth can be associated with four basic skills. These are generally referred to as LSRW (Listening, Speaking, Reading and Writing). These skills are like tools. Of all the skills, Listening is the one which made interpersonal communication truly effective and the rewarding. It involves a receiving, interpreting and responding to the message sent by the communicator. If the listening can be seen as fundamental to all communication, poor listening is the major barrier to communication.

“The World is giving you answers each day. Learn to LISTEN.”

2 **Definition:** Listening is the ability to accurately receive and interpret messages in the communication process. Listening is a skill of critical significance in all aspects of our lives from maintaining our personal relationships, to getting our jobs done, to taking notes in class, to figuring out which bus to take to the airport.

3 *Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires various other skills and is benefited.*

3 *“Listening is the act of hearing attentively”. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding.*

“Active listening, which is very important for effective communication” - Thomlison

2 Regardless of how we are engaged with listening, it is important to understand that listening involves more than just hearing the words that are directed at us.

2 **Listening Vs Hearing or Listening is not the same as ‘Hearing’**

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body.

In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

1.2 IMPORTANCE

Listening is an active process by which we make sense of assess and respond to what we hear.

2 Listening skills are an important part of effective communication. Hearing is the physical ability, while listening is a skill. Listening skills allow one to make sense of and understand what another person is saying.

“Are you listening to me?” This question is often asked because the speaker thinks the listener is nodding off or day dreaming. You may have heard the adage, “We have two ears but only one mouth”. An easy way to remember that listening can be twice as important as talking.

The ability to actively listen demonstrates sincerity, and that nothing is being assumed or taken for granted. Active listening is most often used to improve personal relationships, reduce misunderstanding and conflicts, strengthen cooperation, and foster understanding.

2 If you listen effectively, you’re able to show your co-workers that you’re interested in and have respect for what they have to say. You encourage them to do the same and so develop mutual respect, which fosters strong and smooth work relationships.

27 1.2.1 Importance of Listening Skills

Good listening skills make workers more productive. The ability to listen carefully will be allowing a person to

- Understand assignments in better way and find and what is expected from him.
- Build rapport with co-workers, bosses and clients.
- Show support.
- Work better in a team-based environment.
- Resolve problems with customers, co-workers and bosses.
- Answer questions.
- Find underlying meanings in what others say.

1.2.2 Ways to Improve Listening Skill

Hearing and Listening are two different activities. Hearing is passive whereas Listening is active. Listening is the psychological process. It can be improved by regular practice. Listening is a very helpful skill. Here are some of the tips which can help the person to improve his Listening skill:

1. **Face the Speaker:** Sit up straight or lean forward slightly to show on your attentiveness through body language.
2. **Maintain Eye Contact.**
3. **Minimize External Distractions.**
- 3 4. **An appropriate response** to show that you understand. Murmur (“uh-huh” and “um-hmm”) and nod. Raise your eyebrows. Say words like “Really,” “Interesting,” as well as more direct prompts: “What did you do then?” and “What did she say?”
5. **Focus solely on what the speaker is saying.**
6. **Minimize Internal Distractions.**
7. **Keep an Open Mind.**
- 3 8. **Avoid letting the speaker know how you handled a similar situation.**
- 3 9. **Even if the speaker is launching a complaint against you, wait until they finish defending yourself.**
- 3 10. **Engage Yourself:** Ask questions for clarification, but, once again, wait until the speaker has finished.

1.3 TECHNIQUES TO IMPROVE LISTENING

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In order to consider how to improve listening skills, it can be useful to reflect on the aspects of listening. There are four main aspects which need to be considered in relation to the process of listening.

These are characteristics can be associated with a listener, the speaker, the message and the environment. The communication moves in a circular manner, alternating between a speaker and listener over the course of an interaction.

1.3.1 Characteristics associated with the Speaker and Listener

Characteristics of Listening

L = Look interested
I = Involve yourself by responding
S = Stay on target
T = Test your understanding
E = Evaluate the message
N = Neutralize your feelings



39

The non-verbal aspects already discussed all impinge on the listening process. Number of positive correlations has been found between the characteristics of a listener and the ability to listen effectively. These include

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- **Linguistic Aptitude:** Those with a wider vocabulary are better listeners.
- **Motivation:** When the listener is highly motivated, he or she will remember more of the information.
- **Organizational Ability:** An ability to organize incoming information into appropriate categories facilitates listening. Good listeners can identify the key elements of a messages received.
- **Physical Condition:** The listening ability deteriorates as fatigue increases, an important consideration for busy professionals and clients.
- **Disposition:** Usually, introverts are better listeners than extroverts; usually they sit back and let the other person as the centre of attention.
- **Anxiety:** It reduces an ability to listen. When worried about self, animal or others, we do not listen carefully.
- **Feedback:** When given appropriately, it assists with the art of listening.

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1.4 PROCESS OR STAGES OF LISTENING

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The listening process involves five stages: *receiving, understanding, remembering, evaluating, and responding*. Basically, an effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what has been said, and respond (either verbally or nonverbally) to information they have received.

1. **Receiving:** This is the first and most basic stage of the listening process: the act of actually absorbing the information being expressed to you, whether verbally or nonverbally. Not all communication is done through speech, and not all listening is done with ears.

Focus all of your energy on them, by following these three simple tips:

- i. **Avoid Distractions:** This is obvious. Don't have your cell phone out, or your iPod in, or the television on. Don't try to divide your attention between the speaker and something else.
- ii. **Don't Interrupt the Speaker:** You might want to make an assumption about what the speaker is saying, or what they're about to say don't. It's rude, and you may find your assumption was wrong, which is beneficial to no one.
- iii. **Don't Rehearse your Response:** Not yet. At this stage, your job is only to listen. If you start to plan a speech while the other person is speaking, you're going to miss certain points and not be able to respond to their larger message when it's your turn to talk.

2. **Understanding:** This is the point in the listening process where you're able to plan your response. Understanding takes place after you've received the information from the speaker, and begin to process its meaning.

You can do this by asking questions, or rephrasing parts of the speaker's message. This allows you to demonstrate your active engagement with their words, *and* help you better understand their key points.

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3. **Remembering:** Listening serves a greater purpose when the message is recorded for its useful life. To aid one's memory, one may take notes or create mental pictures.

2

Make the Message Familiar: If the speaker touches some old memories and past experiences, it becomes easy to retain the attention of the listener. Use those to help you retain incoming information as a listener.

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Example: When an address is being explained. But written notes may sometimes put the speaker on high alert and halt his communication.

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4. **Evaluating:** It's at this stage where you can begin to prepare for your response, but remember: you're still a listener, not a speaker. After the message has been absorbed, processed, and remembered, you can begin to sort the information into pieces.

What is fact, and what is opinion?

What parts of their message were interpreted, and which parts were unbiased?

What was the speaker's intent with their message?

After interpreting the speaker's message, through a combination of understanding, retention, and evaluation, you're ready to form a response.

5. **Responding:** If you've completed the receiving, understanding, remembering, and evaluating portions of the listening process, responding should be easier than ever. It's important to understand the transition between listening and speaking though, and be aware of the ways responding is still a part of the active listening process.
- i. **Don't Complete the Speaker's Sentences:** This is a presumptuous and rude way to segue into your own response. It impedes on the receiving process, and will make the original speaker want to listen to you less.
- ii. **Address the Speaker's Points:** It will make it easier for the speaker to transition into a listener when they know exactly what part of their message you're addressing.

1.5 LISTENING MODES

Basic Listening Modes

Following are three types of basic listening modes,

a. **Competitive (or) Combative Listening**

It happens when we are more interested in promoting our own point of view than in understanding or exploring someone else's view. We either listen for openings to take the floor, or for flaws or weak points we can attack. When we pretend to pay attention we are impatiently waiting for an opening, or internally formulating our rebuttal and planning our devastating comeback that will destroy their argument.

b. **In Passive or Attentive Listening**

If we are genuinely interested in hearing and understanding the other person's point of view. We are attentive and passively listen. If we assume that we heard and understand correctly. But stay passive and do not verify it.

c. **Active or Reflective Listening**

It is the single most useful and important listening skill. In active listening we are also genuinely interested in understanding what the other person is thinking, feeling, or what the message means and we are active in checking out our understanding before we responds with our own new message. When we restate or paraphrase our understanding of their message and

29

23

reflect it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it can be effective.

1.5.1 Advantages of Listening

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a. **Listening Helps to know the Organization:** Listening, especially careful listening to the grapevine will be enabling you to know what the members of the staff think of the company's policies and activities. Thus, it will help you understand your organization better.

b. **Listening Helps to make Better Policies:** If we listen to your subordinates carefully, you will know which policies are suitable for your organization. You will not keep stumbling from one top-heavy policy to another. You will chalk out the policies which are acceptable to another members.

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c. **Listening Modifies the Complaining Employee:** Very often employees have certain grievances which exist more in their mind than in reality, i.e., which are primarily psychological. If we listen to them patiently and sympathetically, their anger will subside and their attitude will be modified.

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d. **Listening is Important for the Success of Open-door Policy:** Many managers takes pride in the fact that they believe in open-door policy, i.e., they always keep their door open for the employees to walk into their room and talk to them. No doubt, their door is always open, but they are themselves bad listeners. So their employees are inhibited to talk freely. The result is a total failure of upward communication. If the manager, listen sympathetically, your employees will be encouraged to talk and there will be free upward communication.

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e. **Listening Helps to Spot Sensitive:** In an engineering firm, for instance, the management decided to meet the worker's union regularly whether there were any problems not to sort out. By this they began to listen to each other well for a first time. These were able to spot sensitive areas and find out solutions before they became explosive and many other problems which could have led to serious disputes just did not arise.

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f. The Following are some more advantages of listening:

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- To obtain information
- To solve problems
- To share experiences
- To persuade or dissuade
- It is easy to imagine that if people were bad listeners,
- Only inaccurate and incomplete information would be exchanged.

- The problems would not be clearly understood and would remain unsolved.
- They would not be able to share one another's experience.
- On account of being unable to understand each other through their own or others' inattentiveness, they would not be able to persuade or dissuade others.

1.5.2 Poor Listening Habits

Some people spend more time on listening than they spend on any other communication activities. Some people never learn to listen well; main reason is developing poor listening habits and continues it throughout their life. Some of the poor listening habits are,

- Not Paying Attention:** Listeners allow themselves to think of something else or to be absent minded and also not wanting to listen frequently gives to lack of attention.
- Not Hearing:** Some people listen only points or to the way they were presented and miss the real meaning.
- Pseudo Listening:** Some people who are thinking something else disparately try to look as though they were listening. Such acting leaves the speaker with an impression that the listener has heard some important information by speaker.
- Rehearsing:** Some people listen until they want to say something then they quit listening, start rehearsing what they will say and wait for an opportunity to respond.
- Interrupting:** Listener does not wait until the complete meaning can be determined, but interrupts so forcefully that the speaker stops in the middle of a sentence.
- Hearing What is Expected:** People frequently think they heard speakers say what they expected them to say. Instead they refuse to hear that they do not want to hear.
- Feeling Defensive:** The listener can be assume that they know the speaker's intention, or why something was said or for why reasons, they expect to be attacked.
- Listening for a Point of Disagreement:** Some listeners seem to wait for the chance to attack someone. These people listen intently for points on which they can disagree.

1.5.3 Good Listening Habits

- Concentrate on what a person is saying rather than on how he looks. Don't be distracted by his physical appearance or his mannerism.
- Repeat the key ideas to yourself. Particularly, while listening to a long lecture see when we can repeat to yourself all the important ideas the speaker has put before you. This will also help you to understand the lecture better.

Good Listening Skills!

-  Look at the speaker
-  Have a nice quiet mouth
-  Listen to what he or she is saying
-  Repeat it back
-  Check to make sure the message is correct

- iii. Try to relate the speaker's remarks to your personal background and the experience. It will be enables you to retain those remarks in your memory longer.
- iv. Do not let your mind wander away from what the speaker is saying. Do not think of pleasant or unpleasant experiences of your own. Be determined that you are going to shut everything out of your mind except the speaker's words. It is also advisable to keep your eyes fixed on a speaker. When we start looking out of the window around the room, your mind will go on unnecessary excursions.
- v. Listen with a positive attitude. Many listeners fail to listen because these are mentally unprepared to listen. Don't let your prejudices close your mind to what the other person has to say.
- vi. Try to grasp 'between-the-lines' messages. Listen to what you can't hear. Watch for body language, for changes in expression, for voice intonations, which might be very significant indicators of the real message.
- vii. Take notes if you feel desirable. But this might distract you from listening. So keep the notes to the minimum. Let them be aids to memory rather than detailed notes.
- viii. Don't be afraid to ask questions or seek clarification wherever you are in doubt. Interrupting is discourteous, not asking questions, for asking question is an evidence of your being interested.

1.6 TYPES OF LISTENING

Depending upon the quality of a listening, it can be divided into various types. The following are the various kinds of listening:

- i. **Discriminative Listening/ Ignoring:** Discriminative listening is the most basic type of listening; it is the lowest level of listening – not listening at all. When we are distracted by anything while talking to a user, they can get an impression that you are ignoring them. For example: while a user is speaking, you start a conversation or interject a comment with another IT technical support i.e., you are ignoring your user. Speaker might feel snubbed and

hurt which might further lead to a total break-down of a communication. Same preoccupation might also result in a listener not taking note of the speaker's reaction.

- ii. **Casual Listening:** Casual listening is hearing and understanding a message but not trying to remember the message in a long term. It is also called as passive listening. Casual listeners expends little effort or energy. Even though the listener may understand the message, remembering it for long time is not important. Casual thinking is relaxed, if we are talking with others you must be careful not to listen so casually that others think that you are not paying attention.
- iii. **Active Listening:** Active listening is hearing and trying to understand and remember a message. The active listening may be informative, evaluative, emphatic or reflective.
- iv. **Informative Listening:** Informative listening can be used to understand a message or to obtain specific information. Best example is doctors use informative listening when talking with their patients. Recall a time when you listened very intently because you had something to gain from what you said. You listed actively because you were motivated by your interests.
- 24 v. **Evaluative Listening:** In an evaluative listening, or critical listening, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy. It is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior. With this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us. An evaluative listening is also called as critical, judgmental or interpretive listening.
- 24 vi. **Empathetic Listening:** When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. It can be requires excellent discrimination and close attention to the nuances of emotional signals. If we are being truly empathetic, we actually feel what they are feeling. In order to get others to expose these deep parts of them to us, we also need to demonstrate our empathy in our demeanour towards them, asking sensitively and in a way that encourages self disclosure.
- 28 vii. **Reflective Listening:** It is the single most useful and important listening skill. In active listening we are also genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means, and we are active in checking out our understanding before we respond with our own new message. We restate or paraphrase our understanding of their message and reflect it back to the sender for verification. This verification or feedback process distinguishes active listening and makes it effective.

16

viii. **Comprehension Listening:** Next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying. Same is true, of course, for visual components of communication, and an understanding of body language helps us understand what the other person is really meaning. Comprehension listening is also known as content listening, informative listening and full listening.:

16

ix. **Critical Listening:** Critical listening is a listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires a significant real time cognitive effort as listener analyzes what is being said, relating it to existing knowledge and rules.

3

x. **Biased Listening:** Biased listening happens when a person hears only what they want to hear, typically misinterpreting what the other person says based on stereotypes and other biases that they have. Such biased listening can be often very evaluative in nature.

16

xi. **Appreciative Listening:** In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

xii. **Sympathetic Listening:** In sympathetic listening we care about other person and show concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

xii. **Empathetic Listening:** When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. It requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling. To get others to expose these deep parts of them to us, we also need to demonstrate our empathy in our demeanour towards them, asking sensitively and in a way that encourages the self disclosure.

xiii. **Therapeutic Listening:** The listener has a purpose of not only emphasizing with the speaker but also to use this deep connection in order to help the speakers understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to diagnose problems from listening and also helps a speaker cure themselves, perhaps by some cathartic process.

13

xiv. **Dialogic Listening:** A word 'dialogue' stems from Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Dialogic listening means learning through a conversation and

an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think. The dialogic listening is sometimes known as 'relational listening'.

- xv. **Relationship Listening:** Most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and listen closely to what each other has to say but the same words from someone else would seem to be rather boring. Relationship listening is also important in areas like negotiation and sales, if the other person likes you and trusts you.

1.7 BARRIERS TO LISTENING

Listening can be often requires little physical input, laziness and failure to pay attention can create bad listening habits and resulting in a poor listening. There are different types of barriers that create poor listening habits. As pointed out earlier, listening is not easy and there are a number of obstacles that stand in the way of effective listening, both within and outside the workplace. These barriers may be categorized as follows;

1. **Physiological Barriers:** Physiology means the state of human body and mind. Physiological barriers of communication occur due to the physical condition of sender or receiver which might even be physical disabilities. It includes sensory dysfunction and other physical dysfunctions.
2. **Physical Barriers:** Physical barrier is the environmental and natural condition that act as a barrier in communication in sending message from sender to receiver. Organizational environment or interior workspace design problems, technological problems and noise are the parts of physical barriers.

These are referred to distraction in the environment such as the sound of an air conditioner, cigarette smoke, or an overheated room, which interfere with the listening process. They could also be in the form of information overload.

3. **Attitudinal Barriers:** Attitudes are commonly formed by an individual's opinions or personal feelings on a subject or person and can be difficult to alter. When attitudinal barriers override the sense of professionalism in a workplace, it can become difficult for a group to engage in productive communication.

One attitudinal barrier is pre-occupation. It means the state or condition of being preoccupied or engrossed with something. This results in the difficulty to focus one's attention completely on what speaker is saying. Another common attitudinal barrier is egocentrism, or the belief that you are more knowledgeable than the speaker and that you have nothing new to learn from his ideas. People with this kind of close minded attitude may very poor listeners.

4. **Wrong Assumptions:** The success of communication depends on the both the sender and receiver. It is wrong to assume that communication is the sole responsibility of the sender or

the speaker and that listeners have no role to play. Such an assumption can create a barrier to listening. For example, a brilliant speech or presentation, however well delivered, is wasted if the receiver is not listening at the other end. Listeners have as much responsibility as speakers to make the communication successful, by giving feedback. Another wrong assumption is to think that listening is a passive activity, in which a listener merely hears the thoughts of the speaker. On the contrary, real listening or active listening is hard work- it requires speaking sometimes to ask questions, agree or disagree with the speaker, give feedback etc.

2

5. **Cultural Barriers:** Wherever we live, you're going to be influenced by the attitudes, customs and practices of the people around us. Those basic elements are the definition of culture. When a person of one culture encounters the beliefs and resulting actions of another culture, a clash can occur. This is known as cultural barrier.

Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. Another type of cultural barrier is differing cultural values. The importance attached to listening and speaking differs in western and oriental cultures.

6. **Gender Barriers:** Communication research has shown that gender can be barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the facts and the content.

Example

A salesperson giving a demonstration of a new type of office equipment may be asked by two colleagues if the equipment will work without problem and respond by saying "sure". A male user may take this at face value, whereas the female user may detect some hesitation in his voice. This is because the male users listen for the content of the message, whereas the female users listen for the tone of the message.

7. **Lack of Training:** Listening is not an inborn skill. People are not born good listeners. They have to develop the art of listening through practice and training. Lack of training in listening skills is an important barrier to listening, in the Indian context.
8. **Bad Listening Habits:** Most people are very average listeners who have developed poor listening habits that are hard to said and that act as barriers to listening. For example, some people have the habits of "faking" attention, or trying to look like a listeners, in order to impress the speaker and to assure him that they are paying attention. Others may tend to listen to each and every fact and, as a result, miss out on the main point.
9. **Bringing in Emotions:** Emotions erect barriers to effective communication. A listener's senses are not likely to be functioning at their optimum level when he or she is angry. Likewise,

it is not possible to understand or appreciate what the speaker is saying if the listener is excessively sad.

- 10. Fear:** Fear is a great barrier to listening. People who are afraid during a conversation are not likely to listen. They become defensive and tend to argue.

Tips to Overcome Fear: Be aware that fear can only worsen the situation. Listen to what the other person is about to say without fear.

Keeping calm will give you mental strength to face any situation.

Taking a deep breath helps in overcoming fear.

1.8 EFFECTIVENESS OF LISTENING

In today's high-tech, high-speed, high-stress world, communication is more important than ever, yet we seem to devote less and less time to really listening to one another. Genuine listening has become a rare gift - the gift of time. It helps build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. At work, effective listening means fewer errors and less wasted time. At home, it helps develop resourceful, self-reliant kids who can solve their own problems. Listening builds friendships and careers.

Here are eight tips to bring effectiveness to your listening.

Step-1: Face the Speaker and Maintain Eye Contact

Eye contact occurs when two people look at each other's eyes at the same time. In human beings, eye contact is a form of non-verbal communication and is thought to have a large influence on social behavior. This term came from the West in mid 1960s. This term defines the act as a meaningful and important sign of confidence, respect, and social communication. Eye Contact provides some of the strongest emotions during a social conversation. It provides details on emotions and intentions. Prolonged eye contact can tell someone you are interested in what they have to say.

Step-2: Be Attentive but Relaxed

Now that you've made eye contact, relax. You don't have to stare fixedly at the other person. You can look away now and then and carry on like a normal person. The important thing is to be attentive. Mentally screen out distractions, like background activity and noise. In addition, try not to focus on the speaker's accent or speech mannerisms to the point where they become distractions. Finally, don't be distracted by your own thoughts, feelings, or biases.

Step-3: Keep an Open Mind

Listen without judging the other person or mentally criticizing the things she tells you. Listen without jumping to conclusions. Remember that the speaker is using language to represent the thoughts and feelings inside his or her brain. Don't be a sentence-grabber.

Step-4: Listen to the Words and Try to Picture what the Speaker is saying

Allow your mind to create a mental model of the information being communicated. Your brain will do the necessary work if you stay focused, with senses fully alert. When listening for long stretches, concentrate on, and remember, key words and phrases. Finally, concentrate on what is being said, even if it bores you. If your thoughts start to wander, immediately force yourself to refocus.

Step-5: Wait for the Speaker to Pause to ask Clarifying Questions

When you don't understand something, of course you should ask the speaker to explain it to you. But rather than interrupt, wait until the speaker pauses. Then say something like, "Back up a second. I didn't understand what you just said about...".

Step-6: Try to Feel what the Speaker is Feeling

If you feel sad when the person with whom you are talking expresses sadness, joyful when she expresses joy, fearful when she describes her fears and convey those feelings through your facial expressions and words then your effectiveness as a listener is assured. Empathy is the heart and soul of good listening.

To experience empathy, you have to put yourself in the other person's place and allow yourself to feel what it is like to *be her* at that moment. This is not an easy thing to do. It takes energy and concentration. But it is a generous and helpful thing to do, and it facilitates communication like nothing else does.

Step-7: Give the Speaker Regular Feedback

Show that you understand where the speaker is coming from by reflecting the speaker's feelings. Or just nod and show your understanding through appropriate facial expressions and an occasional well-timed "hmmm" or "uh huh."

The idea is to give the speaker some proof that you are listening, and that you are following her train of thought-not off indulging in your own fantasies while she talks to the ether.

In task situations, regardless of whether at work or home, always restate instructions and messages to be sure you understand correctly.

Step-8: Pay Attention to what *isn't* said - to Non-verbal Clues

If you exclude email, the majority of direct communication is probably non-verbal. We glean a great deal of information about each other without saying a word. Even over the telephone, you can learn almost as much about a person from the tone and cadence of her voice than from anything she says. When I talk to my best friend, it doesn't matter what we chat about, if I hear a lilt and laughter in her voice, I feel reassured that she's doing well.

Face to face with a person, you can detect enthusiasm, boredom, or irritation very quickly in the expression around the eyes, the set of the mouth, the slope of the shoulders. These are clues you can't ignore. When listening, remember that words convey only a fraction of the message.

1.8.1 Strategies for Effective listening

In today's high-tech, high speed, high stress world, communication is more important than ever, yet we seem to allocate less time to listening to one another. Genuine listening has become a rare gift-the gift of time. It helps to build relationships, solve problems, ensure understanding, resolve friction and improve accuracy. At work, an effective listening means fewer errors and less wasted time. These are certain methods for an effective Listening.

1. **Face the Speaker and Maintain Eye Contact:** In most western cultures, an eye contact can be considered a basic element of effective communication. When we talk, we look at each other and turning face at each other. Look at them, even if they don't look at you. Shyness, uncertainty, shame, guilt or other emotions along with cultural boycott can inhibit eye contact under some circumstances, but stay focused yourself.
2. **Be Attentive but Relaxed:** Mentally screen out distractions like background activity and noise. Don't be distracted by your own thoughts, feelings or unfairness.
3. **Keep an Open Mind:** To listen without judging the other person or mentally criticizing the things he/she tells you. Listen without jumping to conclusions. The speaker is using the language to represent the thoughts and feelings inside his/her brain. You don't know what those thoughts and feelings are and the only way you will find it by listening. Don't be a sentence grabber by an interrupting and finishing another person's sentences.
4. **Listen to the Words and try to picturize what the Speaker is Saying:** Allow your mind to create a mental model of the information being communicated. Whether a literal picture, or an arrangement of abstract concepts, your brain will do the necessary work if you stay focused, with senses fully alert. If listening for long stretches, concentrate on, and remember, keywords and phrases.

When it's your turn to listen, don't spend the time planning what to say next. We can't prepare and listen at same time. Listen carefully and think what the other person is saying.

5. **Don't Interrupt and Don't Impose your Solutions:** Don't interrupt while listening to someone talk. If you interrupt him/her sends a variety of messages. It says
 - a. I am more important than you are.
 - b. I don't really care what you think.
 - c. I don't have time for your opinion.

We all think and speak at different rates. While listening to someone talk about a problem, avoid suggesting solutions. When we are absolutely bursting with a brilliant solution, at least get the speaker's permission. Ask, "Would you like to hear my ideas?"

6. **Wait for the Speakers to Pause to ask Clarify Questions:** When you don't understand something, of course you should ask the speaker to explain it to you. But rather than interrupt, wait until the speaker pauses. Then say something like, "Back up a second. I didn't understand what you just said about..."
- 2 19 7. **Try to Feel what the Speaker is Feeling:** If you feel sad when the person with whom you are talking expresses sadness, joyful, fearful if he describes his fears and convey those feelings through your facial expressions and words, then your effectiveness as a listener can be assured. *Empathy is the heart and soul of good listening.*
- 2 8. **Give the Speaker Regular Feedback:** Show that you understand where the speaker is coming from by reflecting the speaker's feelings. "I can see that you are confused", "You must be thrilled". When the speaker's feelings are hidden or unclear, then occasionally paraphrase the context of a message or just nod and show your understanding through appropriate facial expressions.
- 2 19 9. **Pay attention to what isn't said to non verbal cues:** Face to face with a person, we can detect enthusiasm, frustration or irritation very quickly in the expression around the eyes, the set of the mouth, slope of the shoulders. These are clues we can't ignore. If listening, remembering that words convey only a fraction of the message.

1.9 LISTENING COMPREHENSION

Listening is the one skill that you use the most in everyday life. Comprehension means the ability to understand completely and be familiar with a situation, facts, etc. Listening comprehension is the basis for your speaking, writing and reading skills. To train your listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to. Make it a habit to listen to audio books, podcasts, news, songs, etc. and to watch videos and films in the foreign language. Following are the methods to achieve effective listening of comprehension.

1. **Set the Purpose:** Students need to understand the purpose for listening to get the most from the experience. Having an explicit purpose in mind will help them know where to focus, enabling them to achieve success.
2. **Set the Stage:** Getting ready to listen is like getting in the zone or warming up. A good first step in setting the stage is to tell students the purpose for listening. A second step is to prepare the environment. Eliminating background noise, sitting in an appropriate configuration, and third, telling students what will transpire after they have listened are three ways to set the stage for listening.

3. **Provide Follow up:** Immediately after students have listened, hold them accountable for whatever it was that they were attending to when listening. Many times this follow up will be in a written format so that there is a paper trail of student learning. Such follow-up enables you to see what they were able to ascertain while listening, thus serving as an authentic assessment of sorts.

1.9.1 Listening to Sounds: Sounds of English Language

In the English alphabet there are 26 letters, but these letters produce 44 sounds. For this reason, one letter is used to produce more than one sound. In order to know the correct pronunciation certain symbols denoting these sounds have been devised and standardized. By learning these symbols you will be able to find the correct pronunciation of any word in a standard dictionary. These symbols will also help you to go through the book with guidance for correct pronunciation of words and conversations. These sounds are classified into two types:

1. Vowel Sounds (20)

2. Consonant Sounds (24)

There are only 5 vowel letters in English (a, e, i, o, u), but the sounds indicated by these 5 letters are 20. A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc.

The vowel sounds are of two types;

I. Vowel Sounds in English

a. Monophthongs

2

- b. **Diphthongs:** These vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another. For instance, in the word 'light' the sound of 'i' is a combination of the vowel sounds /a:/ as in 'art' and /i/ as in 'it'. The words 'hair', 'toy' and 'poor' also contain double vowel sounds.

Diphthongs consist of sounds such as,

2

II. Consonant Sounds: This list describes the consonant sounds of English.

Consonant Letters with more than one Sound

- i. "C" followed by "e, i or y" usually has the soft sound "s".
Examples: "cyst", "central", and "city".
- ii. "C" followed by "a, o or u" usually has the hard sound |k|. Examples: can, cube, cone, cane.
- iii. "G" followed by "e, i or y" usually has the soft sound |d'| ("j").
Examples: "gem", "gym", and "gist".

Exceptions: give, gill, get, geyser, girl

iv. “G” followed by “a, o or u” usually has the hard sound |g|.

Examples: ‘good’, ‘gas’, ‘got’, ‘gun’, ‘gave’

v. The alphabet ‘s’ is pronounced

|s| in sight

|z| in rise

1.10 EXERCISES

Exercise-1

I. Imagine you are a doctor and your friend plays the role of a patient suffering from fever.

Patient : Good morning Doctor, I'm Vinod.

Doctor : Good Morning Mr.Vinod, what's your problem?

Patient : I 've been suffering from fever from the last two days, Doctor.

Doctor : Then let me take temperature first.

Patient : Yes, Doctor you can take.

Doctor : Your temperature is 103 degrees. You needn't worry, It 's some viral fever very common in this season.

Patient : Can I get recovery from it within days doctor? I've some important work.

Doctor : Don't worry.. I'm prescribing some medicines you will be alright by tomorrow.

II. In The Library

Imagine that you are at the Library. you have to return some books and take some other books.

Student : Excuse me sir, I want to return these two books.

Clerk : Oh! They were due four days ago. I'm afraid, you'll have to pay the fine.

Student : Oh yes, I do know it. It's due to sickness. I have'nt been coming to college for all these days.

Clerk : Please meet the librarian to get the permission for not paying the last fees.

Student : Very well, I'll see the librarian and get the things done. Meanwhile, please issue me with these two new books.

Clerk : It's alright.

Student : Thank you very much sir.

III. In The Office of Your College

Imagine you are in the office of your college and you talk with the clerk about the Terminal fees.

Student : Please tell me about the last date of the Terminal fees.

Clerk : I don't know why you are asking me. The principal has already circulated the matter to your classroom.

Student : I was absent on the day, when the circular came to our class.

Clerk : Then you would have known the matter from your classmates.

Student : To know the matter officially, I'm asking it in the office.

Clerk : It's alright. You have to pay the fees by the end of February. Otherwise your Hall Ticket for the examination won't be issued.

Student : If it's, please take the amount for the fees now itself.

Circle the best answer to these questions.

1. The teacher wants the students to _____.
 (a) take notes after she has finished speaking. (b) take notes while she is speaking.
 (c) forget about taking notes.
2. The teacher suggests eating _____.
 (a) sugary snacks. (b) only apples. (c) fruit and cereals.
3. The teacher suggests finding a study place with a lot of _____.
 (a) light. (b) space. (c) books.
4. If students feel stressed they should _____.
 (a) go to bed. (b) go out for a walk. (c) drink some water.
5. Students are advised to _____.
 (a) select the important things to learn. (b) read through everything once.
 (c) make notes about every topic.
6. The teacher understands that repeating things can be _____.
 (a) difficult. (b) uninteresting. (c) tiring.
7. Students can do past exam papers _____.
 (a) in the library only. (b) at home if they take photocopies.
 (c) in the after-school study group.

8. The teacher recommends a break of five minutes every _____.
 (a) hour. (b) two hours. (c) thirty minutes.
9. It's important to _____.
 (a) eat regularly. (b) sleep when you feel tired. (c) keep hydrated.
10. The teacher is sure that the students will _____.
 (a) pass their exams. (b) fail their exams. (c) do their best.

Key

1. (a)	2. (c)	3. (a)	4. (b)	5. (a)
6. (c)	7. (a)	8. (c)	9. (c)	10. (c)

1.11 CHECK YOUR PROGRESS

1. List some measures to improve listening.

Ans. _____

2. What are the different types of Listening?

Ans. _____

3. List some of the barriers that affect Listening.

Ans. _____

4. Discuss some elements of Communication.

Ans. _____

5. Underline the silent letters in the following;

Comb Psychology Hour Precis Learn

Ans. _____

1.12 OUTCOMES

- Listening skill is a technique used for understanding, what is being said by taking into account how something is said and the nonverbal signs and body language that accompanies it.

- Listening skill makes you successful in workplace, family and in the society.
- Good listening skill is mandatory to get into a profession in communications, management, planning, sales, etc.
- Listening skills involve a different set of etiquettes, questioning for explanation, showing empathy and providing a suitable response.
- Listening is a facility that most living beings possess. Notice how many people are unable to listen to teachers in college classrooms and to colleagues and employers in work places.

1.13 EXERCISE

1. What is the importance of listening skill?
2. What are the tips to improve listening?
3. What are the techniques to Improve Listening?
4. What are the advantages of listening?
5. Explain about the good listening habits.
6. What are poor listening habits?
7. What are the types of listening?
8. Explain about the barriers to effective listening.
9. What are the strategies for an effective listening?

1.14 PRACTICE EXERCISES

Activities to improve listening skills

1. Voice blogging

Using a free website (such as Voice Thread) have students record voice journals about their week. Encourage students with semi-personal topics or hypothetical questions (e.g. What would you do if you had one million dollars? Describe your best vacation. etc..) to prompt speaking. This works just like a blog but with student voices rather than writing. Even if your school doesn't have computers with microphones or recording capabilities, with Voice Thread students can use any phone to record their voice blog.

Students can then be assigned to listen to several of their classmates and give each other comments. By listening to each other and giving encouraging comments, you are building a positive classroom environment and cooperation within the classroom all while students build their listening skills.

2. Listen for the hidden phrase

An engaging whole class activity is to pair students up and give each pair a “secret” word or phrase. For easier dialogues, give a simple phrase such as “I love soccer,” or “My father works a lot;” etc... To challenge students, give a slightly more obscure phrase, such as “John does yoga every Saturday,” or “I saw a UFO in my yard last night.”

Students are then tasked with developing a dialogue with their partner that somehow uses this phrase. Students may script the dialogue if they wish, but only give them limited planning time (5-10 minutes). After they have prepared their dialogue, students perform the dialogue in front of the class, and the other students listen carefully to hear which words or phrases seem extra carefully planned to find the secret phrase. If you have individual white boards, have the students write down the phrase as they hear it and then show their board after the pair has finished the dialogue. If they found the correct secret phrase, they get a point. If no one finds the pair’s secret phrase, the pair that developed the dialogue gets a point.

3. Listen for the word

Using popular culture media is always a good way to practice listening skills. Using songs, watching TV shows, or even listening to podcasts will help build skills. To go an extra step, have an additional task while listening to the song or TV show such as assign students different words to listen for and have them keep track of how often they hear these words. This is particularly helpful with reductions like gonna, wanna, hafta.

Listening to various media is also a good time to practice unfamiliar words. Encourage students to write down words they have never heard before. Without subtitles or lyrics, students will have to rely on the sounds they think they heard to make a guess at how to spell this unfamiliar word. Encourage students to write down other surrounding words to help you decipher what the word might be or to write down the time when they heard the word so you can go back to the spot and listen again. These are important skills for students to master so that they can continue learning even outside of the classroom by hearing new words.

4. Student-designed quizzes

If students are in a computer lab or if they have iPads/iPhones, give each student a dialogue, lecture, or song to listen to. These can be easily found on various free listening websites. Have students listen to the lecture multiple times and then create a quiz for another student to take. Students will be excited to “play teacher” by creating quiz questions, and they will have to rely on their listening skills to write accurate questions.

5. Put the celebrity in the right place

Similar to the picture describing game, this game has a similar setup but without the drawing. Give students a chart with many different celebrities in the boxes/grid. This can be easily done by

creating a table in a word processing program and pasting internet images of celebrities in the table. Be sure to make several different versions with celebrities in the different spaces. It's okay if the students don't know all of the celebrities; in fact, it may be better if there are some they don't know, so they have to rely on describing physical features rather than giving names. Print a second blank grid with the pictures of the celebrities cut out into individual pieces but not attached to the grid.

Students should sit back to back and be instructed to not peek or cheat. The student with the table with pre-assigned celebrities should give the other student instructions on how to fill in his table with the celebrity picture pieces. For example, the first student might say "The picture of Brad Pitt goes in the first square, and Angelina goes in the square below Brad Pitt." It may be helpful to pre-teach the vocabulary "columns" and "rows."

6. Red Ball, Blue Ball

In this listening and communicating exercise, speed is not the point. The goal is make sure your message heard, not just spoken. To begin, everyone stands in a circle. The facilitator mimes holding a ball, which they pass to someone else in the circle while making eye contact and saying "Red ball."

The recipient then repeats, "Red ball" as they take it. They toss the imaginary ball to someone else, saying "Red ball" and making eye contact as they do. That person repeats "Red ball" as they receive it, and so on.

This continues until everyone in the circle has had the ball a couple of times. The Director then gives someone a mimed bowl, saying "Red bowl." That person repeats "Red bowl," and passes it on to someone else. Once the red bowl and red ball have gone around the circle, the Director can add another object a bread bowl, a Red Bull (miming a can), a red shawl, a lemon meringue pie, blue ball, green ball etc.

When all the items are in play, the facilitator stops everyone and asks who has each item by a show of hands. In debriefing the exercise, you might ask: If we were to do it again, what behaviours would improve communication? What behaviours displayed decreased communication? What lessons might we carry forward into our work?

7. Workstations

The Workstations puzzle uses a matrix of information and requires teams to use a process of elimination to find the answer to a set of questions. With one "fact" on each card in the deck, key information needed to solve the puzzle is divided up between members of a working team. Team members are not allowed to draw or write anything, so they are dependent upon gathering and collating verbal information in order to solve the puzzle.

Unit-2

SPEAKING SKILLS

2.0 OBJECTIVES

After completion of this module we should be able to understand

- Understand the effective speaking skills.
- To know about the Phonetics and exercises
- Discuss about Word accent with examples
- Discuss the Presentation Skills

2.1 INTRODUCTION

Language is a tool for communication. We communicate with others, to express our ideas, and to know others ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e., in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results, lead to misunderstandings and problems.

When we communicate verbally with others, either in a conversation or in a presentation, our usual goal is to have people understand what are we trying to say. In order to accomplish this, we should remember the acronym KISS (Keep It Short and Simple). When we talk to others, we assume they will understand us. We know what are we trying to say, so obviously, our message will get through. Right? Not necessarily. People bring their own attitudes, opinions, emotions and experiences to an encounter. This often clouds their perception of the message.

Definition: Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language.

To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner.

Significance: English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc.

In all our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

2.2 ESSENTIALS OF EFFECTIVE SPEAKING SKILLS

The Essentials of Effective Speaking are,

1. **The Audience is not the Enemy:** The reason why many people avoid public speaking, because they fear of it, which is partially feared of an unknown and possibly hostile audience. Just remember that the audience is not our enemy.

Think positively, why am I getting feared? Is it necessary. Just it is part in part of “barriers of communication”. Is it me thinking? Then, automatically, slow and stud, you practice and practice. Finally, you become a good speaker. Remember, it comes on practice. It is in your hands.

The audience will forgive an occasional mistake; Just remember to locate some friendly faces out there, those people who seem to be nodding and in general getting enthusiastic about your message. If you do happen to make a mistake, locate those friendly faces! Just remember that because you see somewhat who seems not to be enthusiastic, it could be a combination of culture, personality, or occupation that do not permit them to show it as openly as others.

2. **Write your Speech Word for Word:** Good speaking begins with good writing; good writing depends on good editing. For example, Gettysburg Address, delivered by Abraham Lincoln during American Civil War, this consists of 10 sentences that took a total of 2 minutes to deliver. There is an apocryphal story about how it was cobbled together by Lincoln on the back of an envelope on his way to give the speech: that is simply not true, because we have several drafts of his speech which prove otherwise. What is interesting in reading the drafts is not what was included in the speech; it was how much was taken out. Every word has a purpose.

3. **Bring Life to your Words with Colorful Images and Examples:** This is where style becomes apparent. Choose those words which evoke the audience's own imagination, so that they start to experience what are you saying, rather than just hearing it.
4. **Six Words that can Change the way you Speak: Make a Point; Tell a Story:** The speaker should have a point in his/her speech; rather than explain that point to audience. He needs to have them discover it through experiencing it as part of the story he tells.
5. **Six Emotions that will Connect with any Audience: Happiness, Sadness, Anger, Surprise, Disgust, and Fear:** Choose words which not only create an image, but evoke at least one of the emotions listed above. When people empathize with you, they are more willing to accept your message that you want to convey in your speech.
6. **Don't Underestimate the Power of Laughter:** When we laugh, we relax. When we relax, our minds are more receptive to learning. A professional joke-teller is a comedian; you don't have to be a comedian to make people laugh. Just ask yourself what makes you laugh. Take a notebook with you or a digital recorder and if you see something that makes you laugh, write it down and make a "humor file". In fact, this technique works with the six emotions listed above. Then have this on hand so that you can insert these into a speech, a place where they will have the most impact.
7. **Don't Tell us, Take us:** Rather than describing the incident like a reporter, take us as eyewitness to the event by acting it out with movements, gestures, vocal inflections that put us right there in the middle of the action.

2.2.1 Principles of Speaking Skills

Spoken communication or the communication employing speech is known as "oral communication". The following are the principles of Speaking skills.

1. **Clear Pronunciation:** The first important pre-requisite of effective oral communication is that words should be pronounced clearly and correctly. Oral messages are often misunderstood because the speaker does not talk distinctly. Inability to use the Jaws freely, to speak with a limber tongue, limber lips, and to speak slowly often makes particularly for the poor communication.
2. **Brevity:** People take pleasure in talking. So speaking skills tends to suffer from over-communication. If a speaker keeps on talking for long, his message will get lost in a sea of verbosity and distraction. So it is important to keep the message as brief as possible without appearing abrupt and discourteous.
3. **Precision:** Precision can make oral communication which is very effective.

4. **Conviction:** A person communicating orally must have conviction in what he says. Lack of conviction causes lack of confidence, so that he is not able to impress the receiver with the message. Conviction comes from sincere approach, careful thinking as well as planning.
5. **Logical Sequence:** If the speaker has given a proper thought to his message, he will be able to arrange the various ideas contained in it in their logical sequence. Jumbled ideas create confusion, while logically arranged ideas make the message forceful.
6. **Appropriate Word Choice:** Words have different meanings for different people. So it is important to be careful in the choice of words. In oral communication, it is very important to use the terms familiar to the listener rather than the terms that are familiar to the speaker.
7. **Avoiding Hackneyed Phrases and Cliches:** Speakers, often when they are graphing for words, make use of hackneyed phrases like, “what I mean”, “do you follow”, “is not it”, “I see” etc. Such words and phrases interrupt the flow of their speech and impede quick grasp of meaning. The speakers, therefore, should take deliberate pains to exclude them from their speech.
8. **Natural Voice:** The message should be presented in the natural voice. This voice should be made pleasing and clear with practice, confidence and emotional content. The sound of the voice should not be steady and flat. There should be variations in the voice according to the occasion. Such variations create interest and maintain the attention of the listener or listeners. Thus, the most effective speech is that which is correct, the same time natural and unaffected. One should, therefore, cultivate a pleasing voice, speak clearly and distinctly.

2.2.2 Improving Speaking Skills

Improving speaking skills is of great importance to communication. A speaker has to keep in mind the factors which can enhance his speaking skills.

1. Practice where you can, when you can. Any practice is good whether you speak to someone who is native English speaker or not.
2. Have knowledge of the subject as well as knowledge of the audience.
3. It is important to build confidence and having good command over language to deliver the message clearly with confidence.
4. If possible use simple words, simple and short sentences. Try to use words and phrases you know in new situations using correct grammar along with correct pronunciation.
5. Appropriate gestures and body language- eye contact, hand and head movements.
6. It is better not to speak too fast. It will be difficult for the people to understand you.

7. Maintaining good sense of humour while speaking and when you speak English at normal speed, you'll discover that many of the pronunciation skills such as linking between words, will happen automatically.
8. Having the ability of describing and explaining the concepts and problems to handle the questions from the audience.
9. When speaking English try to be less hesitant and more confident.
10. It is a better way to explain the concept by using examples and make comparisons.

2.3 BARRIERS OF SPEAKING SKILLS

It does not matter how effective you are in communicating with others, sometimes you may face communication barriers. Communication barriers are defined as the factors that break or interrupt a communication process.

They are roughly classified as,

1. Listening barriers and
2. Speaking barriers

Listening Barriers

1. Interrupting the speaker with improper body language and meaning-less questions.
2. Less concentration on speaker's facial expressions and not keeping eye contact with the speaker.
3. Provoking the speaker to conclude the topic as soon as possible.
4. Giving an impression that the speaker is wasting his/her time with his speech.
5. More concentration on distracting material which is not a part of the on going discussion.
6. Going ahead of the speaker and concluding his/her ideas.
7. Less memory power - this makes you out of the subject being discussed.
8. Asking too many questions to prove your attentiveness.

Speaking Barriers

1. Rough and unclear data or information about the topic.
2. Inconsistent communication - Missing the flow and going too fast or too slow.
3. Unclear pronunciation - abrupt sentences or words.
4. Miscommunication or not understanding the listener.
5. Using negative words - Meaning of some words may differ from region to region and culture to culture.

2.3.1 Effectiveness of Speaking Skills

- i. **Ability to Inform, Persuade, and Direct:** Ability to inform, persuade, and direct. Business managers, educators, military leaders, lawyers, politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of the audience, providing the golden opportunity for the speaker to make the message known.
- ii. **Ability to Stand out from the Rest:** When one thinks of speaking skills, one tends to think of it as a common skill. Think again. The ability to stand before others and speak effectively is not an ordinary ability. Many people are afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way.
- iii. **Career Enhancement:** Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek.

2.4 SOUNDS OF ENGLISH

English is a world language spoken and written by a vast majority of people around the globe. It is heterogeneous language accommodating all kinds of influences exerted upon it by the other languages of the world. The English language has been gaining in status as well as prestige all these days as a result of expertise persons' related efforts massively.

Nowadays, spoken language is given much importance as it prepares the ground for the young aspirants to get knowledge properly for themselves in order to face the challenges from the rest of the world.

We need to improve our speech habits and it is necessary that we remain all the time conscious of our speech habits. Once, we come to hear some strange or new ways of pronunciation, we come across the following;

a. Origin of English	b. Linguistic form
c. Variation Styles	d. Speech Formation
- a. **Origin of English:** The written form of English is based on the Latin alphabet. It has its existence for more than 1050 years. The change in English spelling is based on the pronunciation. There have been very few rights from 15th century. It got stabilized in the present form more or less. There is no relationship between spelling and pronunciation in English. It is clearly known, English is the world language influenced by regional languages irrespective of state or country.

- b. **Linguistic Form:** Linguistically, the sound system of English is strengthened enormously with the ideas from the experts in its field. The phonetics analysis in a linguistic investigation of the language has become a question but later on the years; this analysis is getting altered; as a result of massive work which was done by the expertise to improve linguistic ability.
- c. **Variation of Styles:** The English language is being used in different regions of the world in different styles, which show the variations according to the different regions and the social classes. The context in which the language itself takes responsibility for a change. All the time, nature of the language is responsible for the production of speech.
- d. **Formation of Speech:** The formation of speech is an integral part of communicative methodology. The speed of vibration of our vocal chords can be varied. There are various organs in our body which convert them into speech sounds. The organs of speech are
1. The respiratory system.
 2. The Phonetary system and
 3. The articulatory system.

2.5 INTRODUCTION TO PHONETICS

What is Phonetics?

Phonetics is the study of the actual sounds that make up the words of a language. Every language has its own characteristics and there are sounds in English that we may not use in our language. The sounds in our language, we use in English and one of the more difficult things about English is the spelling as well as pronunciation.

This introduction to phonetics will look at the difference between the written spelling and the actual pronunciation. We have only 26 letters in the alphabet but modern English uses about 44 different sounds. So when we look at a word, it can be difficult to know, from the spelling, how to pronounce it because the same letters can be pronounced differently in different words.

For example case-1: In the following words, the first letter of the alphabet, ‘a’ appears in all the five words.

At, cat, arm, ate, around

Here, ‘a’ looks the same in all the words. But when we pronounce or say these words aloud, we find how different the sounds are.

In the same way note how different ‘u’ sounds in the below words

Put, but, up, urgent, rude

In the four words given below, ‘s’ is common but sounds different in each.

Sad, sugar, music, vision.

Case-2: Sound of k - by letter **k** in kite, **ch** in chemistry, **c** in cut, **cc** in claim, **ck** in stock, **q** in question.

Here, one cannot spell a new word that has heard.

To overcome this problem, an alphabet was evolved in which words of any language could be written unambiguously. This alphabet is called the **International Phonetic Alphabet(IPA)**. It is claimed to have symbols to represent all the sounds that exist in the languages.

This phonetic script has one to one correspondence between the sounds and symbols: a given symbol represents one, and only one sound, and a given sound is always represented by the same symbol that is to say one symbol for one sound.

Phonetic Symbol: A phonetic symbol is a sign representing a speech sound. If we use the phonetic symbols to represent the sound of 's' in the below listed four words:

/s/	in	sad
/f/	in	sugar
/z/	in	music
/ \ /	in	vision

Phonetic symbols are placed between two slashes to indicate that we are referring to sounds and not letters. Thus 's' is the letter, '/S/' is the sound.

2.5.1 The Sounds of English

Every language is a set of sounds produced with the air that we breathe out. Different sounds are produced as different parts of the mouth and the throat take different positions and as the air comes out through these positions.

In English alphabet there are 26 letters, but these letters produce 44 sounds. As a result of this reason, one letter is used to produce more than one sound. In order to know the correct pronunciation certain symbols denoting these sounds have been devised and standardized. By learning these symbols you will be able to find the correct pronunciation of any word in a standard dictionary. These symbols will also help you to go through the book with guidance for correct pronunciation of words and conversations. These sounds are classified into two types:

1. Vowel Sounds (20)
2. Consonant Sounds (24)

Segmental Features of Sounds

The impact of the elimination of the Mother tongue is possible with the eventual improvement of Pronunciation, Vowels and Consonant sounds.

Speech is caused when an air-stream from the lungs passes through the windpipe and speech organs and escapes, creating a sound. The organs of speech are the larynx(windpipe), vocal chords, tongue, lips, nose and palate. These organs are shown in the figure below:

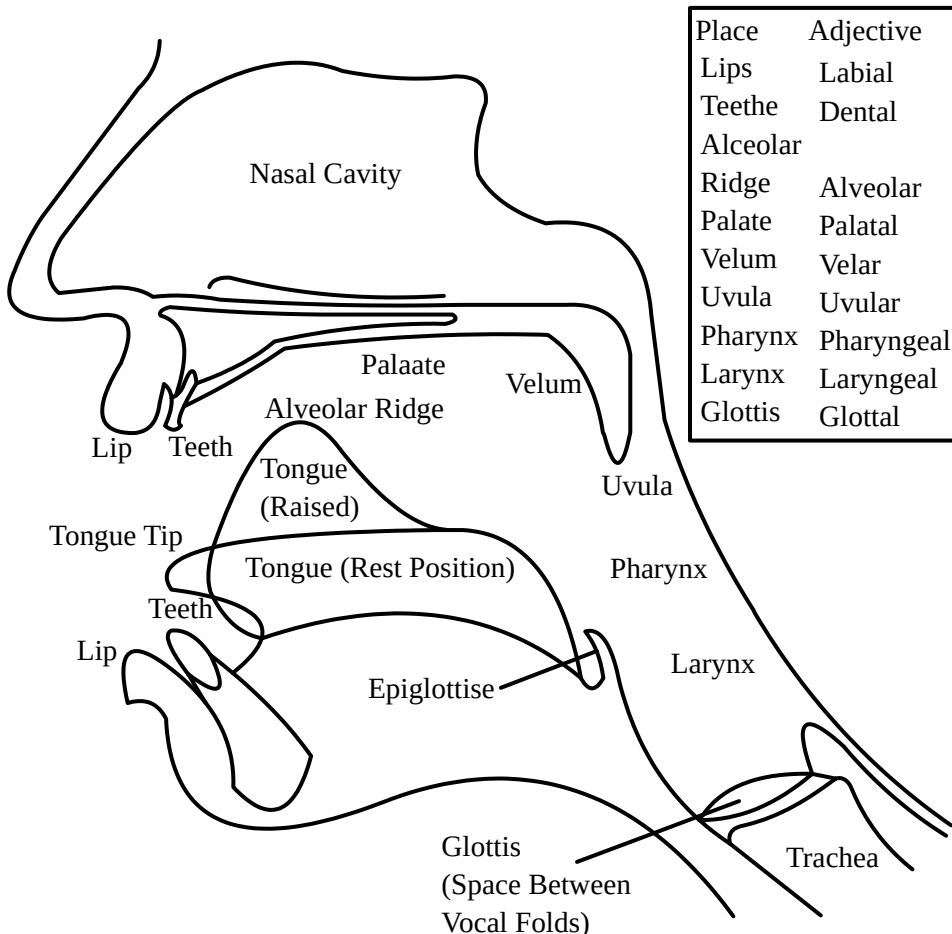


Figure-2.1: Articulators /Speech Organs

2.5.2 Task

TASK-1: In the following pairs of words, identify those that are pronounced alike.

a. sail - sale	f. trail - trial
b. quite - quiet	g. weather - whether
c. rain - reign	h. heard - herd
d. bough - bow	i. coat - quote
e. son - sun	j. tap - tape

Answers

b. quite - quiet

d. bough - bow

e. son - sun

f. trail - trial

g. weather - whether

h. heard - herd

i. coat - quote

TASK-2: Write in the blank another word with the same pronunciation but different spelling.

1. write = _____

6. might = _____

2. break = _____

7. team = _____

3. sight = _____

8. bear = _____

4. so = _____

9. cast = _____

5. roll = _____

10. tail = _____

Answers

1. write = right

2. break = brake

3. sight = site

4. so = sow

5. roll = role

6. might = mite

7. team = teem

8. bear = bare

9. cast = caste

10. tail = tale

TASK-3: Some of the words in each set have the some represented by the underlined letter (s) in the word in brackets. Identify the words that have the sound and underline the letter(s) that represent it.

a. four courage force

goes mouse loud (crown)

b. agree elephant furnace

leopard bell (rubber)

c. winter vine waste

cover tower cow stove (wash)

d. cash cease backward

crisp krait crane cell (cool)

e. sought normal not

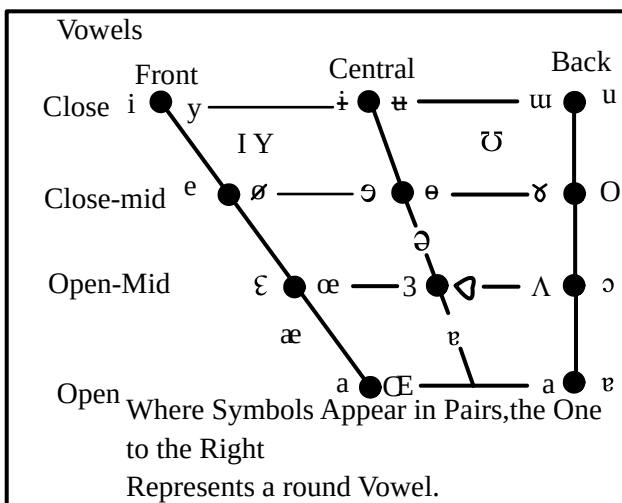
taught lotus horse soul (fall)

2.6 VOWELS

English has five vowels in its alphabet: **a, e, i, o u**. The International Alphabet Chart for the vowels in English is shown as mentioned below. However, there are many ways of pronouncing the vowels than the five sounds given by a,e,i,o,u.

/a/ can be pronounced as a 'short' sound as in the word <bad>, or pronunciations common such as <grass> and <bath>. It represents a 'long' sound, as in the word <laugh>, or <bath> or <grass>. The sound represented by /o/ is spelt in different ways, such as in the word <off> or <cough>.

The below sited diagram says the range of movement:



There are twenty vowels in English that include twelve monophthongs (Pure vowels) and eight diphthongs. Monophthongs are the symbols for single vowel sounds and the Diphthongs are the symbols for the double vowel sounds.

There are only 5 vowel letters in English (a,e,i,o,u), but the sounds indicated by these 5 letters are 20. A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc. The vowel sounds are of two types:

2.6.1 Pure Vowels or Monophthongs

In the below table, along with phonetical symbols, Telugu letters are given to understand in a easy manner.

S.No		Examples	Classification of tongue positions for vowels.
1	/i:/ -	Each, sea	Front close unrounded
2	/I/ -	In, pit	Front unrounded vowel between close and half-close
3	/e/-	Egg, set	Front unrounded vowel between half-close and half-open

4	/æ/ -	sad, mat	Front unrounded vowel just below the half-open position
5	/ɑ:/ -	Ask, flask	Back open unrounded
6	/u/ -	Put, foot	Back rounded vowel between close and half-close
7	/u:/ -	Pool, fool	Back close rounded vowel
8	/ɐ/ -	Off, lot	Back open unrounded
9	/ɔ:/ -	All, tall	Back rounded vowel between half-close and half-open
10	/ʌ/ -	Up, fun	Central unrounded vowel between open and half-open
11	/ɜ:/ -	Earth, yearn	Central unrounded vowel between half-close and half-open
12	/ə/ -	Sofa, alike	Central unrounded vowel between half-close and half-open

1. Front Vowels

The most front and closed vowel is /i/ which is heard when you say /eee/; in this way you feel how small the cavity is, in which air has to vibrate in; in pronouncing vowel, the lips are also spread, opposite to lip rounding.

By the time, pronouncing this [i] sound, if you slightly open your mouth and lower your tongue with the jaw; articulating a short vowel in this position would resemble the [I] vowel heard in words like /sit/. The next vowel is lower in the mouth and its vowel height is closed-mid, the tongue is positioned halfway between a closed vowel and a mid-vowel; this vowel [e] is illustrated in some accents. Apart from this, the penultimate front vowel is [æ], which is almost completely open, but slightly constricted as the tongue is positioned somewhat at lower level. This

is found when pronouncing words such as 'mad', where you should be able to feel that the cavity though focused in the front of the mouth, still has space within the center.

Observe the phonemic symbol that is given to show the underlined sound.

sit / ɪ /

eat / i: /

set / e /

fan / æ /

These four sounds are called front vowels because they are uttered in the front of the mouth.

Examples

/ɪ/	/ i: /	/ e /	/æ/
miss	free	any	pan
many	ego	send	tab
coffee	key	bed	plait
money	quay	kettle	can
marriage	image	set	man
pretty	meal	ate	plait

Examples of the words in phonemic transcription

- I. /ɪ/** **/i:/**
- i. it = /ɪt/ eat = /i:t/
- ii. sit = /sɪt/ seat = /si:t/
- iii. will = /wɪl/ wheel = /wi:l/
- iv. sick = /sɪk/ seek = /si:k/
- v. bins = /bɪns/ beans = /bi:ns/
- vi. lid = /lɪd/ lead = /li:d/
- vii. wit = /wɪt/ wheat = /wi:t/
- II. /e/** **/æ/**
- i. pen = /pen/ pan = /pæn/
- ii. men = /men/ man = /mæn/
- iii. send = /send/ sand = /sænd/
- iv. lend = /lend/ land = /lænd/
- v. led = /led/ lad = /læd/

2. Back Vowels

The most open back vowel is [a] , which is the most extreme opposite of [i]; it is typically the vowel doctors ask you to say when looking down your throat. In articulation there is no contact between the tongue and the palate, the mouth is wide open and the lips are spread.

The remaining back vowels involve lip rounding, a key feature that distinguishes them from front vowels. The next most open back vowel is /ɜ/ , which is found in words such as /fox/ and /sausage/; in most British English accents. Furthermore, at the half closed position on the vowel chart, the long [ɔ] is found which occurs in words like /for/ and /floor/.

Moving up, the next closed back vowel [o] is closed mid, in that the tongue which is positioned halfway between a closed vowel and a mid-vowel, with its roundedness also protruded like [ɔ] ; this vowel is typically found in the cockney accent in words like /yawn/. Moreover, the penultimate rounded back vowel [ʊ] has a near close vowel height since the tongue is not so constricted like that of a closed vowel; it is also a near back vowel as the tongue is positioned like a back vowel, but slightly more forward in the mouth. This vowel is found in many English words like /cook/.

Observe the phonemic symbol that is given to show the underlined sound.

put	/ u /	fool	/ u: /
cot	/ ɜ /	fought	/ ɔ: /

These sounds are produced in the back of the mouth. So they are called back vowels.

Examples

/ u /	/ u: /	/ ɜ /	/ ɔ: /	/ ɔ: /
pull	fool	was	tall	four
foot	route	hot	fault	floor
woman	crew	cough	warm	board
could	blue	because	born	bought
cook	fruit	knowledge	awkward	broad

Examples of the words in phonemic transcription

I.	/ u /	/ u: /
i.	pull = /pul/	pool = /pu:l/
ii.	full = /ful/	fool = /fu:l/
iii.	book = /buk/	boot = /bu:t/
iv.	took = /tuk/	tool = /tu:l/
v.	foot = /fut/	food = /fu:d/

eater	journey	trouble	calm
beggar	word	does	clerk

Examples of the words in phonemic transcription

I. /ʌ/	/ɑ:/
i. hut = /hʌt/	heart = /ha:t/
ii. bun = /bʌn/	barn = /ba:n/
iii. luck = /lʌk/	lark = /la:k/
iv. cut = /kʌt/	cart = /ka:t/
v. but = /bʌt/	aunt = /a:nt/
II. /ə/	/ɜ:/
i. beggar = /begə/	bird = /bɜ:d/
ii. effort = /efət/	turn = /tɜ:n/
iii. for = /fə/	heard = /hɜ:d/
iv. pole = /pəul/	learn = /lɜ:n/
v. cold = /kəuld/	term = /tɜ:m/

2.6.2 Tasks

TASK-4: Read the following words, paying attention to the vowel sounds represented by the highlighted letter (s) . Write down two more words that have the same vowel sound.

a. won _____	b. fault _____
c. put _____	d. test _____
e. alike _____	f. rule _____
g. whale _____	h. dry _____
i. share _____	j. sound _____

Answers

a. son, fun	b. taught, what	c. look, took
d. best, rest	e. about, alot	f. wool, fool
g. male, tail	h. try, cry	i. care, bare
j. found, bound.		

TASK-5: Listen to the words below and write down the phonemic symbol for the vowel sound.

a. wood	f. dam
b. cord	g. bee
c. root	h. work
d. car	i. cud
e. hit	j. stock

Answers

a. wood = /u/	f. dam = /æ/
b. cord = /ɔ:/	g. bee = /i:/
c. root = /u:/	h. work = /ɜ:/
d. car = /a:/	i. cud = /ʌ/
e. hit = /ɪ/	j. stock = /v/

TASK-6: For each phonemic symbol, write a word that contains the corresponding sound, and underline the letter (s) that corresponding to it.

Symbol	Word	Symbol	Word
a. /e/	_____	h. /i:/	_____
b. /ə/	_____	i. /u/	_____
c. /a:/	_____	j. /ɔ:/	_____
d. /ɜ:/	_____	k. /æ/	_____
e. /e/	_____	l. /ɪ/	_____
f. /v/	_____		
g. /ʌ/	_____		

Answers

a. said	b. beggar	c. farm
d. work	e. let	f. hot
g. blood	h. wheel	i. book
j. hawk	k. mass	l. hill

TASK-7: Identify the words that have the sound represented by the highlighted letter in the word given before each set.

a. Pot:	drop	for	ball	lot	orange
b. Culture:	bull	dull	trouble	student	tusk
c. Content:	yell	oral	new	cover	madam
d. Ever:	head	central	lend	garment	often
e. Prove:	Soup	school	look	use	foot

Answers

a. pot: drop	b. culture: dull, trouble
c. content: yell	
d. ever: head, central	
e. prove: soup, school	

2.6.3 Diphthongs

These vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another.

For instance, in the word ‘light’ the sound of ‘i’ is a combination of the vowel sounds /a:/ as in ‘art’ and /i/ as in ‘it’. The words ‘hair’, ‘toy’ and ‘poor’ also contain double vowel sounds.

Diphthongs are a combination of two different positions of the tongue with an audible guide from one to the next; three groups of diphthongs are present in English, those ending with a schwa [ə] , ones ending in [ɪ] and those ending in [ʊ] . The first group is all centralising diphthongs as they move from one periphery of the mouth to a central vowel; there are three examples of this, ones that move from the front of the mouth include /ɪə/ which is found in /near/ and /eə/ which is found in /fair/. While ones that move from the back of the mouth include /ʊə/ which is found in words like /poor/.

The second group of diphthongs requires moving towards the front closed position of [ɪ] ; in two instances the initiating position is a more open front one as in /eɪ/ , which is exemplified in /say/, and /aɪ/ found in /high/. In the remaining case the diphthong moves from a half open back vowel, /ɔɪ/ for example in /boy/.

The final group of diphthongs end on the half back closed vowel [ʊ] , from an open front vowel as in /aʊ/ which is found in /mouse/ or from a half back vowel, in the case of /oʊ/ as exemplified in /boat/.

Sounds	Description	Examples
/eɪ/	A glide from a front unrounded vowel just below half-close to a centralized front unrounded vowel just above half-close.	Ale, make
/aɪ/	A glide from a front – open unrounded vowel to a centralized front unrounded vowel just above half-close.	Ice, mike
/ɔɪ/	A glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position.	Oil, boy
/aʊ/	A glide from the back open unrounded position and moves in the direction of RP. (u)	About, mouth
/əʊ/	A glide from a central unrounded vowel between half-close and half-open to a centralized back rounded vowel just above the half-close position.	No, old
/ɪə/	A glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Serious, period
/ɔə/	A glide from the centralized back rounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Poor, cure
/eə/	A glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open.	Air, hair

I. Glides ending in /ɪ/

Double vowel sounds ending with /ɪ/ are /eɪ/ , /aɪ/ , /ɔɪ/ .

Example:

Word	Sound in phonemic symbol
race	/eɪ/
lime	/aɪ/
voice	/ɔɪ/

1. Some examples of the double vowel sound /eɪ/ are:

race	brain	break	veil	pay
ate	fail	great	eight	prey
plane	aim	pale	deity	they
trace	train	lane	rain	play

Examples of the words in phonemic transcription

1. pain = /peɪn/	6. plane = /pleɪn/
2. main = /meɪn/	7. name = /neɪm/
3. saint = /seɪnt/	8. hey = /heɪ/
4. lane = /leɪn/	9. day = /deɪ/
5. laid = /leɪd/	10. veil = /veɪ/

2. Some examples of the double vowel sound /aɪ/ are:

eye	lime	either	aisle	buy
bike	try	height	cried	site
time	dye	type	die	bite
high	sign	try	file	kite

Examples of the words in phonemic transcription

1. mine = /maɪn/	6. vice = /vaɪs/
2. file = /faɪl/	7. dice = /daɪs/
3. tie = /taɪ/	8. white = /waɪt/
4. buy = /baɪ/	9. live = /laɪv/
5. tile = /taɪl/	10. night = /naɪt/

3. Some examples of the double vowel sound /ɔɪ/ are:

oil	boy	boil	toy
toil	coy	soil	enjoy

coin	oyster	moist	employ
voice	doyen	rejoice	loiter

Examples of the words in phonemic transcription

1. poison = /pɔɪzn/	5. boy = /bɔɪ/
2. voice = /vɔɪs/	6. noise = /nɔɪs/
3. toil = /tɔɪl/	7. toy = /tɔɪ/
4. foil = /fɔɪl/	8. point = /pɔɪnt/

II. Glides ending in /u/

Double vowel sounds ending with /u/ are /əu/ , /au/ .

Example:

Word	Sound in phonemic symbol

old	/əu/

cow	/au/

1. Some examples of the double vowel sound /əu/ are:

old	road	toe	soul	bowl
no	oats	hoe	mould	throw
so	oath	foe	foul	show
coke	coat	town	gold	sow

Examples of the words in phonemic transcription

1. stove = /stəʊv/	6. comb = /kəʊm/
2. mauve = /məʊv/	7. cold = /kəʊld/
3. mole = /məʊl/	8. toe = /təʊ/
4. most = /məʊst/	9. coat = /kəʊt/
5. soul = /səʊl/	10. toe = /təʊ/

2. Some examples of the double vowel sound /au/ are:

out	cow	round	wow
ounce	howl	plough	now
oust	clown	house	how
outbid	gown	bounce	town

Examples of the words in phonemic transcription

1. bough	/bau/	6. hound	/haund/
2. bounds	/baundz/	7. town	/taun/
3. round	/raund/	8. sow	/sau/
4. drown	/draun/	9. drought	/draut/
5. house	/haus/	10. stout	/staut/

III. Glides ending in /ə/

Double vowel sounds ending with /ə/ are /eə/ , /uə/ , /ɪə/ .

Example:

Word	Sound in phonemic symbol

chair	/eə/
near	/ɪə/
tour	/uə/

1. Some examples of the double vowel sound /eə/ are:

various	chair	wear	care	their
there	airbag	pair	bear	bare
careless	airbase	rare	tear	heir

Examples of the words in phonemic transcription

1. bare = /beə/	5. bear = /beə/
2. dared = /beəd/	6. careful = /'keəfl/
3. mayor = /meə/	7. scarce = /skeəs/
4. pear = /pəu/	

2. Some examples of the double vowel sound /ɪə/ are:

zero	dear	idea	here
peer	indian	real	real
beard	deer	media	sphere
reel	clear	fear	period
weird	eardrum	hear	mere

Examples of the words in phonemic transcription

1. peers = /pɪəz/	6. tearful = /tɪəfl/
2. Gears = /gɪəz/	7. fearful = /fɪəfl/
3. pierce = /pɪəs/	8. fierce = /fɪəs/
4. dear = /dɪə/	9. deer = /dɪə/
5. weird = /wɪə/	10. here = /hɪə/

3. Some examples of the double vowel sound /uə/ are:

poor	tour	jury	manual
sure	purely	surely	actual
cure	moor	sour	furious

Examples of the words in phonemic transcription

1. poor = /puə/	5. tour = /tuə/
2. sewer = /sjuə/	6. truer = /truə/
3. gourd = /guəd/	7. fewer = /fjuə/
4. viewer = /vjuə/	

2.6.4 Tasks

TASK-8: Listen to the words and identify the diphthongs that you listen to.

1. float	/əu/	/au/	2. doubt	/əu/	/au/		
3. devour	/əu/	/au/	4. loaf	/əu/	/au/		
5. vowel	/əu/	/au/	6. career	/eə/	/uə/	/ɪə/	
7. affair	/eə/	/uə/	/ɪə/	8. sewer	/eə/	/uə/	/ɪə/
9. severe	/eə/	/uə/	/ɪə/	10. stair	/eə/	/uə/	/ɪə/

Answers

1. float = /əu/	2. doubt = /au/	3. devour = /au/
4. loaf = /əu/	5. vowel = /au/	6. career = /ɪə/
7. affair = /eə/	8. sewer = /uə/	9. severe = /ɪə/
10. stair = /eə/		

TASK-9: Transcribe the following words using the diphthongs phonemic symbols.

1. pane	_____	6. boat	_____

2. fate	_____	7. window	_____
3. fear	_____	8. crow	_____
4. near	_____	9. drought	_____
5. bear	_____	10. plate	_____

Answers

1. pane = /peɪn/	6. boat = /bəʊt/
2. fate = /feɪt/	7. window = /wɪndəʊ/
3. fear = /fɪə/	8. crow = /krəʊ/
4. near = /nɪə/	9. drought = /draʊt/
5. bear = /beə/	10. plate = /pleɪt/

2.7 CONSONANTS

A consonant is a speech sound produced by a partial or complete obstruction of the airstream which is influenced by tongue, lower jaw and upper jaw etc.

The consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. The consonants in the table below are the consonant phonemes.

This list describes the consonant sounds of English.

Plosives		Examples
/p/	Voiceless	Pet, spill
/b/	Voiced	Bun, above
/t/	Voiceless	Talk, active
/d/	Voiced	Day, adopt
/k/	Voiceless	Keeper, speaker
/g/	Voiced	Goal, begin
Fricatives		Examples
/f/	Voiceless	fit, before
/v/	Voiced	Vow, avoid
/θ/	Voiceless	Thought, atheist
/ð/	Voiced	These, weather
/s/	Voiceless	Set, post
/z/	Voiced	Desert, reason
/ʃ/	Voiceless	Sheet, cash
/ʒ/	Voiced	Provision, occasion
/h/	Voiceless	Hay, behind

Affricates		Examples
/tʃ/	Voiceless	Chop, latch
/dʒ/	Voiced	Jew, jar
Nasals		Examples
/m/	Voiced	Man, calm
/n/	Voiced	Nose, banal
/ŋ/	Voiced	Ring, singing
Semi-vowels		Examples
/j/	Voiced	Yes, yesterday
/w/	Voiced	Wonder, widow
Lateral		Examples
/l/	Voiced	Live, calm
Frictionless continuant		Examples
/r/	Voiced–continuant	Ground, great

In IPA there are 24 symbols for consonant sounds. Most of them are the same those of the english alphabet; some of are different. Here in the following table, you can have a look at Telugu letters along with phonetics related symbols in order to understand easily.

Consonant Sounds

Examples

(phonetic symbols)

/p/ - ప	paper, pen, copy
/b/ - బ	back, job, baby
/t/ - త	tea, tight, temple
/d/ - డ & f	day, ladder, die
/k/ - క & ఖ	key, clock, school
/g/ - గ & ఙ	get, ghost, good
/tʃ/ - చ & ఛ	church, match, nature
/dʒ/ - జ & ఝ	judge, age, large
/f/ - ఫ & భ	fat, photo, rough
/v/ - వ & భ	view, live, visit
/θ/ - థ & ఌ	path, smooth, author

/ð/ - <ð>	this, other, bathe
/s/- dð	soon, sister, sun
/ʃ/ -wð	ship, sure, national
/ʒ/ - È	pleasure, music, vision
/h/- Vð²	hot, heavy, behave
/m/- eT	more, move, sum
/n/-q	nice, novel, no
/ŋ/ -+>´	ring, thanks, hang
/l/- \	light, laugh, tale
/r/- sÁ	right, run, rain
/j/- jáT	yet, few, beauty, use
/w/- e	wet, when, one
/z/- È	zoo, buzz, lose

- I. Plosives:** Plosives denotes a consonant that is produced by stopping the airflow using the lips, teeth, or palate, followed by a sudden release of air. The basic plosives in English are t, k, and p (voiceless) and d, g, and b (voiced). Plosives are made by fully blocking the flow of air as it leaves the mouth.

Sound is produced when the blocked air is released in an explosion.

There are 6 plosive sounds in English: /p/, /b/, /t/, /d/, /k/, /g/.

Example:

Word	Sound in phonemic symbol
pet	/p/
ribbons	/b/
right	/t/
dog	/d/
carefully	/k/
grand	/g/

TASK-10: With the help of the phonemic symbol and word, write words on your own with the sounds in the initial, medium and final positions.

1. pain /p/ _____	2. bane /b/ _____
3. taint /t/ _____	4. dane /d/ _____
5. cane /k/ _____	6. gain /g/ _____

Answers

1. people, appear, gap	2. book, about, mob	3. tough, attack, mat
4. dance, advance, mad	5. keep, account, mock	6. good, again, fog

TASK-11: Identify the sounds that are different in the given words and write the phonemic symbols.

words	symbol
1. pill, bill	_____
2. ton, done	_____
3. played, blade	_____
4. hit, hid	_____
5. cane, gain	_____

Answers

1. pill, bill = /p/, /b/	2. ton, done = /t/, /d/	3. played, blade = /p/, /b/
4. hit, hid = /t/, /d/	5. cane, gain = /k/, /g/.	

2. Affricates: The English affricates, the 'ch sound' /tʃ/ and 'j sound' /dʒ/ are two-part consonant sounds. They begin by fully stopping the air from leaving the vocal tract, then releasing it through a constricted opening.

The International Phonetic Alphabet symbols nicely show that /tʃ/ begins similar to a /t/ and is released similar to an 'sh sound' /ʃ/. The corresponding /dʒ/ begins similar to a /d/ and is released similar to a 'zh sound' /ʒ/.

Example:

Word	Sound in phonemic symbol
chair	/tʃ/
jar	/dʒ/

3. Fricatives: Fricative, in phonetics, a consonant sound, such as English f or v, produced by bringing the mouth into position to block the passage of the airstream, but not making complete closure, so that air moving through the mouth generates audible friction.

The nine english fricatives sounds are:

i. v sound /v/	ii. f sound /f/
iii. voiced th sound /ð/	iv. unvoiced th sound /θ/
v. z sound /z/	vi. s sound /s/
vii. zh sound /ʒ/	viii. sh sound /ʃ/
ix. h sound /h/	

Example:

Word	Sound in phonemic symbol
f it, o ffer, l augh	/f/
v ain	/v/
th in	/θ/
th at, tee th	/ð/
s ee, l oss, s cene, f ancy	/s/
z eal, l eaves, d azzle	/z/
sh ell, m achine, s ure, a ssure	/ʃ/
r evis ion , d ecis ion , m easure	/ʒ/
h at, w hose	/h/

TASK-12: With the help of the phonemic symbol and word, write words on your own.

1. f eel /f/ _____	2. v ery /v/ _____
3. th ea th /θ/ _____	4. th ese /ð/ _____
5. s even /s/ _____	6. z ebra /z/ _____
7. sh arp /ʃ/ _____	8. vis ual /ʒ/ _____
9. h ouse /h/ _____	

Answers

1. r oof, f ail, s oft	2. l ove, p revent, a live, v anilla
3. th in, e thics, l engthy, m onth	4. th at, e ither, b athe, a lthough
5. s ee, l oss, s ixths, s plash	6. z inc, g raze, e rase
7. s ure, a ssure, s pecial	8. u sual, p leasure, s eizure
9. w hose, p erhaps, h erbal	

TASK-13: Identify the sounds that are different in the given words and write the phonemic symbols.

words	symbol
1. few, view	_____
2. thigh, thy	_____
3. seal, zeal	_____
4. ether, either	_____
5. composer, composure	_____
6. niece, knees	_____
7. fission, vision	_____
8. pressure, pleasure	_____

Answers

1. /f/, /v/	2. /θ/ , /ð/	3. /s/, /z/	4. /θ/ , /ð/
5. /z/, /ʒ/	6. /s/, /z/	7. /ʃ/ , /ʒ/	8. /ʃ/ , /ʒ/

4. Nasals: Nasal, in phonetics, speech sound in which the airstream passes through the nose as a result of the lowering of the soft palate at the back of the mouth. In the case of nasal consonants, such as English m, n, and ng (the final sound in “sing”), the mouth is occluded at some point by the lips or tongue and the airstream is expelled entirely through the nose. Sounds in which the airstream is expelled partly through the nose and partly through the mouth are classified as nasalized.

There are three nasal sounds in American English pronunciation: the 'm sound' /m/, 'n sound' /n/, and 'ng sound' /ŋ/ .

Example

Word	Sound in phonemic symbol
mad, summer, autumn	/m/
run, sign, knit	/n/
thing, think	/ŋ/

TASK-14: With the help of the phonemic symbol and word, write words on your own.

1. mother /m/	_____
2. knit /n/	_____
3. finger /ŋ/	_____

Answers

1. mad, climb, smashed, prism
2. needle, annual, melon
3. angry, long, amongst.

TASK-15: Listen to the words and identify the sounds.

1. master	_____	2. longer	_____
3. neighbour	_____	4. broom	_____
5. annoy	_____		

Answers

1. /m/
 2. /ŋ/
 3. /n/
 4. /m/
 5. /n/
5. **Laterals:** Laterals in phonetics, speech sound pronounced with partial closure of the air passage by the tongue, which is so placed as to allow the breath to flow on one or both sides of the point of contact.

One English consonant /l/ is formed laterally, that is instead of the breath passing down the centre of the mouth, it passes round the sides of an obstruction set up in the center.

Example

Word	Sound in phonemic symbol
let	/l/
hill	/l/

TASK-16: Write words with the sound /l/ in the initial, medium and final positions.

1. lake	/l/	_____	2. leap	/l/	_____
3. leaning	/l/	_____	4. lesson	/l/	_____
5. learn	/l/	_____			

Answers

1. leaf, fellow, all
2. laugh, plural, dimple
3. letter, foolish, kettle
4. late, holiday, tool
5. like, believe, sell

6. Friction-less continuant

/r/ is called a frictionless continuant. The /r/ sound involves moving your tongue close to the alveolar ridge (without touching it).

Example

Word	Sound in phonemic symbol
room	/r/
arrive	/r/

7. Approximants/Semivowels

They are vowel-like consonant sounds because we don't block the airflow fully.

The /j/ sound is similar in position to the vowel sound /i:/.

The /w/ sound is similar in position to the vowel sound /u:/, air is partly blocked at the back of the mouth and with the lips.

Example:

Word	Sound in phonemic symbol
yet, unit, onion	/j/
new, feud, argue, suit	/j/
west, which	/w/

TASK-23: Write words with the sound /j/, /w/ in the initial, medium and final positions.

1. room /r/ _____	2. yet /j/ _____
3. wise /w/ _____	4. unique /j/ _____
5. reply /r/ _____	

Answers

1. reach, arrive, injury	2. yoke, yes, yesterday
3. wine, aware, swallow	4. university, beauty, unique
5. radio, sorry, career.	

TASK-17: Listen to the words and identify the sounds.

1. variety _____	6. equality _____
2. winter _____	7. view _____
3. yacht _____	8. resent _____
4. equal _____	9. swimmer _____
5. curious _____	10. beautiful _____

Answers

1. /r/	2. /w/	3. /j/	4. /w/	5. /j/
6. /w/	7. /j/	8. /r/	9. /w/	10. /j/

2.7.1 Double Consonant Letters

Double consonants are frequently found in words that have a suffix added to them.

Ex: I dropped the heavy bags to the floor.

When adding certain endings such as -ed, -ing, -er, and -est to words, we sometimes double consonants.

All double consonant letters are pronounced as single consonant sounds except 'cc'. For example

1. acclaim = pronounced as /k/	2. occur = pronounced as /k/
3. accent = pronounced as /ks/	4. accept = pronounced as /ks/
5. accord = pronounced as /k/	

Others

1. fall as /l/	2. balloon as /l/ & /u:/
3. better as /t/	4. sunny as /n/

Thus, we observe that the **double c** is pronounced as /k/ in some cases and in others as /ks/. All other double consonant letter are pronounced as single consonant sounds.

Transcription of words with 'ed', 'd' endings

To form the past simple and past participle of regular verbs we add -ed:

Example

play ----played

work----- worked

start ----- started

Sound	Example	Pronunciation
/t/	worked	't' sound
/d/	played	'd' sound
/id/	started	'id' sound

1. It is pronounced /ɪd/ after /t/, /d/

a. painted = /peɪtɪd/	b. landed = /ləndɪd/
c. hated = /heɪtɪd/	d. headed = /hedɪd/

2. It is pronounced /t/ after consonants /p, k, tʃ, f, s, ʃ, θ/

a. looked = /lʊkt/	b. laughed = /lɑːft/
c. pushed = /puʃt/	d. matched = /mætʃt/

3. It is pronounced /d/ after all vowels and remaining consonants.

a. clubbed = /klʌbd/	b. logged = /lɒgd/
c. planned = /plænd/	d. called = /kɔːld/
e. prayed = /preɪd/	

Transcription of words with 's', 'es' endings

1. It is pronounced /ɪz/ after /s, z, ʃ, z, dʒ/

a. horses = /hɔːsɪz/	b. crosses = /krɒsɪz/
c. roses = /rəʊzɪz/	d. benches = /bentʃɪz/

2. It is pronounced /s/ after consonants /p, t, k, f, θ/

a. books = /bʊks/	b. cats = /kæts/
c. fits = /fɪts/	d. shops = /ʃɒps/

3. It is pronounced /z/ after all vowels and remaining consonants except.

a. boys = /bɔɪz/	b. girls = /gɜːlz/
c. bags = /bægz/	d. loves = /lʌvz/

Consonant Letters with more than one Sound

- i. "C" followed by "e, i or y" usually has the soft sound "s".

Examples: "cyst", "central", and "city".

- ii. "C" followed by "a, o or u" usually has the hard sound /k/.

Examples: can, cube, cone, cane.

- iii. "G" followed by "e, i or y" usually has the soft sound /d/ ("j").

Examples: "gem", "gym", and "gist".

Exceptions: give, gill, get, geyser, girl

iv. “G” followed by “a, o or u” usually has the hard sound /g/.

Examples: ‘good’, ‘gas’, ‘got’, ‘gun’, ‘gave’

v. **The alphabet ‘s’ is pronounced**

/s/ in sight

/z/ in rise

2.7.2 Tasks

TASK-18: Read the following words, paying attention to the consonant sounds represented by the highlighted letter(s). For each item, write down three words that have the consonant sound represented by the highlighted letter(s).

a. pencil	_____	_____	_____
b. ache	_____	_____	_____
c. book	_____	_____	_____
d. pray	_____	_____	_____
e. twice	_____	_____	_____
f. earth	_____	_____	_____
g. noisy	_____	_____	_____
h. tomato	_____	_____	_____
i. breathe	_____	_____	_____
j. ugly	_____	_____	_____

Answers

a. pencil	pet	appoint	cap
b. ache	cat	acquire	check
c. book	bat	about	lab
d. pray	rose	arise	super
e. twice	water	flower	cow
f. earth	thanks	mother	faith
g. noisy	sink	assignment	bus
h. tomato	mango	common	palm
i. breathe	thumb	mathematics	depth
j. ugly	loyal	english	silly

TASK-19: Underline the letter(s) which correspond to the phonetic symbols given alongside the words below.

/θ/	<u>thumb</u>	/ʃ/	press <u>ure</u>
/ŋ/	br <u>ing</u>	/ʒ/	treas <u>ure</u>
/m/	pl <u>um</u> ber	/g/	beggar
/n/	<u>knee</u>	/r/	<u>rhyme</u>
/z/	reas <u>on</u>	/dʒ/	lang <u>u</u> age
/k/	pock <u>e</u> t	/tʃ/	cat <u>ch</u>
/ʒ/	divis <u>ion</u>	/j/	new
/ð/	weath <u>er</u>		

TASK-20: Transcribe the following words using the phonemic symbols of both consonants and vowels you have learnt.

1. each	_____	6. than	_____
2. cable	_____	7. cycle	_____
3. thank	_____	8. style	_____
4. check	_____	9. though	_____
5. university	_____	10. treasure	_____

Answers

1. /i:tʃ/	6. /ðæn/
2. /keɪbl/	7. /saɪkl/
3. /θæŋk/	8. /stɑɪl/
4. /tʃek/	9. /ðeu/
5. /ju:nɪvɜ:sɪti/	10. /treʒə/

TASK-21: From the given transcription write down the words in ordinary spelling:

1. /dʒu:t/	6. /kwɔ:rə/
2. /blu:/	7. /rɪzʌlt/
3. mʌðə/	8. /θɜ:zdeɪ/
4. /si:z/	9. /ʃɜ:t/
5. /dʒest/	10. /sɔ:/

Answers

1. jute	2. blue	3. mother	4. seize	5. jest
6. quarrel	7. result	8. thursday	9. shirt	10. saw

TASK-22: Transcribe the following words using the phonemic symbols you have learnt.

1. seized	_____	6. weaves	_____
2. licked	_____	7. legs	_____
3. coiled	_____	8. leaves	_____
4. batted	_____	9. walks	_____
5. chicks	_____	10. bushes	_____

Answers

1. seized = /si:zd/	6. weaves = /wi:vz/
2. licked = /lɪkt/	7. legs = /legz/
3. coiled = /kɔɪld/	8. leaves = /li:vz/
4. batted = /bætɪd/	9. walks = /wɜ:ks/
5. chicks = /tʃɪks/	10. bushes = /bʊʃɪz/

2.8 WORD ACCENT

Accent is the music of language. Pronunciation of individual words and the manner in which words glide one into the other, in addition to intonation patterns, determine the accent of a language. A single language can therefore have varied accents. English, for instance, can be spoken the British way, the American way, the Indian way, the Canadian way and the Australian way.

With the basic knowledge of a language, it is possible to learn a new accent in two ways: one can learn it either by just listening and imitating or by studying the accent in a systematic way.

Phonetics and its role in Accent

Phonetics is the systematic study of speech sounds. Every language has its own speech sounds. Phonetics is a branch of Linguistics and it deals with the medium of speech like production, transmission and reception of the sounds of human speech.

Languages like English and French are non- phonetic. By this, we mean that there isn't always a one-to-one correspondence between the letters of English alphabet and the sounds of the language.

For example, cat, c is usually pronounced like "k" as in pinyin "kan".

sun, s is often pronounced like "s" as in pinyin "sun".

It is therefore important to learn phonetics properly to become perfect in our pronunciation. The way Indians articulate certain sounds differs largely from the way that of the Americans do.

In Accent, one can listen natural pronunciation and observe lip movement. Accent is an important feature of Spoken English.

A word in English has one or more syllables. In each syllable, vowel is prominent which pushes the air out of the lungs. Vowels generally take the central position in syllables and consonants take the marginal positions.

2.8.1 Importance of Stress

The accent is the stress placed in varying degrees upon the vowel sounds in syllables. A word consists of one or more syllables. Every syllable usually has a vowel sound, but it may or may not have a consonant sound on either side of it.

In any word, if the syllables are more than one, only one syllable is prominent or louder than the rest of the syllables. One syllable occasionally, stands out and is said to be accented or carrying the primary stress.

Example

Ex-1: Consider the word 'tea' - has one vowel sound. It is a mono syllabic word, then it is not stressed in isolation.

Ex-2: Consider the word 'beggar' - has two syllables, beg-gar is a bisyllabic word with stress on the first syllable. So, the syllable 'beg' is spoken with greater stress than 'gar'.

Ex-3: Consider the word 'humanist' - has three syllables, hu-ma-nist is a trisyllabic word with stress on the first syllable 'hu'.

Consider the word 'gi-gan-tic'.

When it is pronounced in the way it should be, the syllable **gan** is heard with more force than the other two syllables. We use vertical line on the prominent syllable- gi-'gan - tic. This is called stressed syllable.

Since English has words with one, two, three, four and more syllables, this stress may be on any one of them.

2.8.2 Aspects of Word Stress

The first aspect of word stress is that stress in English is quite often irregular and unpredictable in which the syllables are stressed in words with two or more than two syllables. It is often difficult to say which syllable is the loudest or which receives the primary stress.

In a word like a e-du-ca-tion, there are four syllables. All the four are not said with the same energy. Only one syllable is made prominent. In this word, only /ke/ is stressed. In English there may be words with one syllable, two syllables, three syllables, and more. The stress may be on any syllable. The stress may be either on the first, second, third syllable or on any other syllable.

I. Stress in Disyllabic Words

Some disyllabic words such as 'always , 'battle are stressed on the first syllable, while other disyllabic words such as ad'vance , con'tain , have the main stress on the second syllable.

Examples of two syllable words with the primary stress on the first syllable

'Action	'EAger	'INstant
'Able	'EARly	'JEWel
'Body	'FOreign	'KITchen
'BEGgar	'GESure	'KIDnap
'CAREful	'GOLden	'MAxim
'DIFFerent	'HARvest	'HUSband
'MESsage	'DOCtor	'IMPulse

Examples of two syllable words with the primary stress on the second syllable

a'bove	con'trol	re'mind
a'bout	de'ceive	pre'vent
a'cross	de'fend	gi'raffe
be'tween	ne'glect	trans'late
be'yond	ob'tain	
con'fess	oc'cur	
con'firm	re'late	

II. Stress in Trisyllabic Words

There are trisyllabic words like ' interval, 'legacy which are stressed on the first syllable, but in other trisyllabic words like de'clare , en'tire , ma'chine, stress is placed on the second syllable and in words like under'stand , disap'pear , stress is placed on the third syllable.

Examples of tri syllable words with the primary stress on the first syllable

'advertise	'industry
'agency	'instrument

'capital	'legislate
'delicate	'manifest
'eagerly	'natural
'excellent	'obstinate

Examples of tri syllable words with the primary stress on the second syllable

a'bolish
 be'haviour
 com'munize
 ef'fective
 e'lectric

Examples of tri syllable words with the primary stress on the third syllable

addres'see	employ'ee	person'nel
ciga'rette	intro'vert	under'stand
coin'cide	intro'duce	volun'teer
devo'tee	recom'mend	seven'teen

2.8.3 Rules of Word Stress

There are **English Accent Rules** which are important to understand and apply in pronunciation and spell English words accordingly. In English, word stress is not fixed on a particular syllable. It can be first syllable, second, third and so on. But for some word endings there are certain rules of word stress.

1. **Accent Rule-1:** Each word with two or more syllables has one syllable whose vowel is accented. For example, for-g'et . Accents are very important to spelling rules. Accented means that the sound of that vowel is stressed, or louder, than those in other syllables.
2. **Accent Rule-2:** A long word may have more than one accent. The vowel that is stressed more or most is called the primary accent. The primary accent is key to many of the spelling rules. A second accented vowel is called the secondary accent. For example, c'on-ver-s'a-tion . Very long words can have even more stressed vowel sounds, but only one primary accent.
3. **Accent Rule-3:** The primary accent is usually on the root before a double consonant. For example, for-gét-ting.

4. **Accent Rule-4:** Unaccented vowel sounds frequently have the soft /uh/ schwa sound, especially when there is only one letter in the syllable. All vowels can have the schwa sound. For example, the a in a-bo'ut .
5. **Accent Rule-5:** The primary accent is usually on the first syllable in two-syllable words. For example, p'ay-ment .
6. **Accent Rule-6:** The primary accent is usually on the second syllable of two-syllable words that have a prefix in the first syllable and a root in the second syllable. For example, dis-tr'act .
7. **Accent Rule-7:** For two-syllable words that act as both nouns and verbs, the primary accent is usually on the prefix (first syllable) of the noun and on the root (second syllable) of the verb. For example, pró-duce as a noun; pro-d'uce as a verb.
8. **Accent Rule -8:** The primary accent is usually on the first syllable in three-syllable words, if that syllable is a root. For example, ch'ar-ac-ter .
9. **Accent Rule-9:** The primary accent is usually on the second syllable in three-syllable words that are formed by a prefix-root-suffix. For example, in-v'est-ment .
10. **Accent Rule-10:** The primary accent is usually on the second syllable in four-syllable words. For example, in-t'el-li-gent .

Apart from the above, we can have close look at the following rules:

Rule-1: The syllable having /ə/ vowel sound is usually unstressed.

Examples

a. 'Bro-ther	b. Po-'lice	c. A-'bout

Rule-2: When longer words are made from words, the accent tends to shift from Ist syllable to the second and so on. The third aspect of word stress is that there is a shift in the stresses syllable when some suffixes are added to the same word.

Examples

a. 'po-li-tics	po-'li-ti-cal	po-li-'ti-cian
b. 'pho-to-graph	pho-'to-gra-phy	pho-to-'gra-phic
c. 'hy-po-crite	hy-'po-cri-sy	hy-po-'cri-ti-cal
d. a'cademy	aca'demic	acade'mician

Rule-3: Most words ending in -self, -ee, -eer, -ette and -ique take the stress on the last syllable.

-self my'self , your'self , him'self , her'self

-ee absen'tee , refe'ree , lichen'see , devo'tee

-eer volun'teer , ca'reer , auctio'neer , pio'neer

-ette kitche'nette , ga'zette , geor'gette , ciga'rettee

-ique an'tique , cri'tique , u'nique , o'blique

Rule-4: Words having the following suffixes are stressed on the syllable preceding i.e. second syllable from the end.

Suffix	Example
-ia	'ma-nia, 'm-edia
-id	'can-did, 'ac-id
-im	'de-nim, 'max-im
-ic; -ics	'pub-lic, 'lo-gic
-iac	'ma-niac, car-diac
-ial	'so-cial, con-fi-'den-tial
-ian	'In-dian, co-'me-dian
-iance	'bril-liance, 'ra-diance
-ual	'u-sual, in-di-'vi-dual
-ture	'pic-ture, 'tor-ture
-sure	ex-'po-sure, 'clo-sure
-ental	fun-da-men-tal, ac-ci-'den-tal
-ient	de-'fi-cient, ex-'pe-dient
-ier	'car-rier, 'fron-tier
-ion	va-'ca-tion, af-'fec-tion
-ious /eous	de-'li-cious, cou-'ra-geous
-ium	'cal-cium, 'pre-mium
-tor	'sculp-tor, 'doc-tor
-ience	'au-dience, o-'be-dience

Rule-5: Words having the following suffixes are stressed on the syllable just before the suffix i.e. third syllable counted from the last as the suffix has 2 syllables.

Suffix	Example
-ary	'pri-ma-ry, 'con-tra-ry
-eau	'bu-re-au, 'pla-te-au

-icle	'ar-ti-cle, 'par-ti-cle
-era	'cho-le-ra, 'ca-me-ra
-erie	're-ve-rie
-ery	'bra-ve-ry, 'art-er-y
-ical	e-co-'no-mi-cal, his-'to-ri-cal
-itive	pro-'hi-bi-tive, com-'pe-ti-tive
-logy	psy-'cho-lo-gy, phy-si-'o-lo-gy
-tory	'vic-to-ry, 'his-to-ry
-inal	o-'ri-gi-nal, me-'di-ci-nal
-iture	ex-'pen-di-ture, 'fur-ni-ture
-ity	pe-cu-'lia-ri-ty, ca-'pa-ci-ty
-itive	pro-'hi-bi-tive
-sory	com-'pul-so-ry
-cracy	de-'mo-cra-cy
-graphy	ge-'o-gra-phy
-gamy	'bi-ga-my
-nomy	as-'tro-no-my
-gyny	mi-'so-gy-ny
-metry	tri-go-'no-me-try
-scopy	ra-di-'o-sco-py
-phony	'eu-pho-ny
-sophy	phi-'lo-so-phy

Rule-6: The words having the following suffixes are stressed on the last syllable i.e. the syllable containing the suffix.

Suffix	Example
-aire	que-stion-'naire
-eer	en-gi-'neer
-ier	bri-ga-'dier
-ee	em-ploy-'ee
-ate	trans-'late, re-'late, cul-ti-'vate

Note: As we have seen in the above given examples, stress is affected by a change in the suffix. But there are some suffixes which do not affect stress. Some of them are -age, -ance, -en, -ess, -er.

-age	'parent , 'parentage
-ance	'clear , 'clearance
-en	'gold , 'golden
-ess	'host , 'hostess
-er	'teach , 'teacher

2.8.4 Stress Shift According to Function

Another aspect of word stress is the shift in stress in a number of disyllabic words, depending on whether the words are used as nouns, as adjectives or as verbs. If it is used as a noun or an adjective, the stress is on the first syllable. If the same word is used as a verb, the stress is on the second syllable.

Noun/Adj	Verb
'absent(adj)	ab'sent
'conduct(n)	con'duct
'confines(n)	con'fines
'dilute(adj)	di'lute
'desert(n)	de'sert
'exploits(n)	ex'ploits
'frequent(adj)	fre'quent

2.8.5 Stress in Compound Words

Compound words are made up of two words written as one word with or without hyphen. In a compound word, consisting of a combination of two words, the primary stress is generally on the first word.

Examples of primary stress on the first word

a. 'notebook	b. 'blackboard	c. 'bookcase
d. 'raincoat	e. 'cardboard	

Examples of primary stress on the second word

a. part'time	b. four'wheeler	c. middle'class
d. north'east	e. loud'speaker	

1. Compound words with fore, up, under and out as the first element are stressed as follows:

- (a) If the second element is a noun then the accent is on the first element.
a. 'forenoon b. 'upward c. 'underclothes d. 'outdoor
- (b) If the second element is a verb then the accent is on the second element.
a. fore'see b. up'hold c. under'take d. out'look

2. Compound words having here, there, where, over and self as the first element, irrespective of the status of the second element (i.e., whether it is a noun or a verb) have the accent on the second element.

- (a) i. here'in ii. here'to iii. here'with iv. here'by
- (b) i. there'after ii. there'in iii. there'of iv. thereu'pon
- (c) i. where'as ii. where'by iii. where'in iv. where'ever
- (d) i. over'whelm ii. over'flow iii. over'hear iv. over'night

2.9 TASKS

TASK-24: Listen to the following words and mark the syllable which receives the primary stress.

- a. academy b. academic c. academician
- d. advertise e. advertisement f. responsible g. responsibility

Answers

- a. a'cademy b. aca'demic c. acade'mician
- d. 'advertise e. ad'vertisement f. re'sponsible g. responsi'bility

TASK-25: Listen to the following compound words and identify the part on which the stress falls.

- a. second-hand b. bedtime c. typewriter
- d. airport e. salesman f. greenhouse
- g. short-sighted h. postgraduate i. teacup j. vicechancellor

Answers

- a. second-'hand b. 'bedtime c. 'typewriter
- d. 'airport e. 'salesman f. 'greenhouse
- g. short-'sighted h. post-'graduate i. 'teacup j. vice-'chancellor

TASK-26: Using the rules of words stress, mark the primary accent in the following groups of words and pronounce them correctly.

- conjunction, dissection, congratulations, vacation, participation, comprehension
- pathetic, sympathetic, grammatical, historically, characteristic, radical
- ambitious, luxuriant, industrial, casual, commercial, conscious
- unique, japanese, convalesce, incidental, zoology, plutocracy
- kingdom, clearance, brotherhood, wonderful, laziness, employment.

Answers

- con'junction, dis'section, congratu'lations, va'cation , partici'pation, compre'hension
- pa'thetic ,sympa'thetic, gram'matical, hi'storically, character'istic, 'radical
- am'bitious ,lux'uriant, in'dustrial, 'casual, com'mercial, 'conscious
- u'nique , japan'ese , conva'lesce, inci'dental, zo'o'logy, plu'tocracy
- 'kingdom, 'clearance, 'brotherhood, 'wonderful, 'laziness, em'ployment

2.10 ACCENT/STRESS AND RHYTHM IN CONNECTED SPEECH

When words are combined into sentences, some of the syllables receive greater prominence. When we listen to someone speaking, we can notice variation in the voice of the speaker. We need to determine the words that are normally to be stressed in a sentence.

Connected speech: We have seen that every word of two or more syllables, when said individual, has a stress on one of its syllables.

This is called word-stress. But in connected speech we do not hear a stress on every word. Some words lose their stresses, especially when we talk quickly, other words keep their stresses and these stressed syllables form what is called **sentence stress**.

In connected speech we put words together to form sentences.

For example, 'Mary and 'John 'went to the 'states is a sentence.

When we put words together to form sentences in English, In a sentence (or in a longer piece of connected speech) we stress some of the words and leave the others unstressed.

In the sentence “ 'Mary and 'John 'went to the 'states ” we stress only the word 'Mary , 'John , 'went , 'states and leave the other words unstressed.

Words which are usually stressed in English speech belong to **content words**. Namely, nouns, adjectives, numerals, notional verbs, adverbs, demonstrative, interrogative, indefinite pronouns and possessive pronouns functioning as nouns.

The words that are usually unstressed in English speech are **form words or structure words** namely, pronouns, auxiliary and modal verbs, verb to be, monosyllabic prepositions, monosyllabic conjunctions, articles and prepositions.

Examples

A few examples are given below, in which only the content words are stressed and the grammatical words are left unstressed.

- a. I 'gave him 'ten 'books.
- b. I 'love to 'live in 'Delhi.
- c. My 'son is a 'good 'driver.
- d. We have a 'grey 'cat in our 'house.

In the above examples, most of the content words are **monosyllabic**. If a content word that has more than one syllable occurs in a piece of connected speech, we stress only that syllable in it which we stress if we were to say the word by itself.

A few examples are given below in which the content words have **more than one syllable each**.

- a. Do you re'quire any as'sistance?
- b. To'morrow is a 'holiday'.
- c. I will 'never for' get you.

2.10.1 Rhythm in Connected Speech

English is a stress timed language, it is said to be having a stress-timed rhythm. Rhythm refers to the recurrence of an event at regular periods of time. The rhythm of English speech depends on the stressed syllables occurring at regular intervals of time by the alternation of stressed and unstressed syllables.

Example

Ex-1: Consider the following sentence:

'Go and 'post this 'card.

In the above sentence there is one stressed syllable, then one unstressed syllable, and then one stressed syllable, and so on and therefore it is easy for the speaker to speak in such a way that the stressed syllables occur at regular intervals of time.

Ex-2: Consider the following sentence:

My 'friend has ar'anged for my re'turn trip

There are four stressed syllables. The first two stressed syllables have two unstressed syllables between them, the next two have three and the last two have none.

The time taken to pronounce a stressed syllable is approximately same as the time taken for the pronunciation of the following unstressed syllable. This stressing of some syllables and weakening of some syllables brings in the quality of the rhythm. This is very important feature of English connected speech and if it is neglected, the characteristic rhythm of the language is lost. To make the speech sound natural and fluent and to achieve the regularity of occurrence of stressed and unstressed syllables, we use the weak forms and contracted forms to maintain the rhythm of the language.

2.10.2 Strong/Weak Forms and Contracted Forms

Strong and Weak Forms

The structure of the form words or the structure words have two forms. The words which are spoken forcefully are called **Strong words**, pronounced when the words are uttered individually or when they are stressed in a given context.

The words that are spoken with a very low tone are called **Weak words**, that are unstressed and hence reduced when these words are uttered in connected speech.

For Example: I have **found** my **CD**.

In the above example, the words in bold are called the strong words, the words which underlined are called weak words.

The **strong words** are usually the nouns, main verbs, adjectives, adverbs. These words are always spoken loudly with stress while speaking. These words are important for conveying the meaning of the sentence.

The words that are spoken without stress, in a low voice are **weak words**. These are usually the pronouns other than the demonstrative and interrogative, prepositions, helping or auxiliary verbs, articles and conjunctions.

Some of the strong and weak forms of words are given below:

Word	Strong form	Weak form
Articles		
a	/eɪ/	/ə/
an	/æn/	/ən/
the	/ði:/	/ðɪ/

Auxiliary verbs

am	/æm/	/əm/
are	/a:/	/ə/
is		
was	/wɜz/	/wɔz/
were	/wɜ:/	/wə/
will	/wɪl/	/l/
would	/wud/	/wəd/
can	/kæn/	/kən/
does	/dʌz/	/dɔz/
had	/had/	/həd/
has	/hæz/	/həz/
have	/hæv/	/həv/
shall	/ʃæl/	/ʃəl/

Prepositions

at	/æt/	/ət/
for	/fɔ:/	/fɒ/
from	/frɔ:m/	/frɒm/
to	/tu:/	/tə/
of	ɒv/	/əv/

Conjunctions

and	/ænd/	/ənd/
as	/æz/	/ɔz/
than	/ðæn/	/ðən/
that	/ðæt/	/ðət/

Pronouns

he	/hi:/	/hɪ/
him	/hɪm/	/ɪm/
his	/hɪz/	/ɪz/
me	/mi:/	/mɪ/
she	/ʃi:/	/ʃɪ/

her	/hɜ:/	/hə/
them	/ðem/	/ðəm/
some	/sʌm/	/sem/
you	/ju:/	/ju/

Contracted Words: The words that are shortened or contracted are called the contracted words.

For Example

- a. He'll come at nine b. I've found my book.

In the above example, the words that are underlined are called the contracted words. “I’ve” is the contracted form of ‘I have’ and “He’ll” is the contracted form of ‘He will’. The contracted words are also another type of weak form words.

They are severely reduced forms of some auxiliary verbs, such as is, am, are, have, has, had, will, shall, would are attached to the preceding noun or pronoun.

Example

- a. He is - He's b. They are - they're
c. we have - we've d. I would - I'd

Look at the contracted forms given below:

Personal pronoun	Contraction
I	I'm
you	you're
he	he's
she	she's
it	it's
we	we're
they	they're

We would/should/had	we'd
They are	they're
They have	they've
They will	they'll
They would/should/had	they'd
He is/has	he's
He will	he'll
He would/had/should	he'd
She is/has	she's
She will	she'll
She would/should/had	she'd
It is/has	it's
It will	it'll
It would/should/had	it'd

Negative Contractions

does + not - doesn't
 has + not - hasn't
 can + not - can't
 would + not - wouldn't
 should + not - shouldn't
 will + not - won't
 do + not - don't

2.11 TASKS

TASK-27: Mark the stressed syllables in the following sentences. Say the sentences with the correct stress patterns.

1. He's a good painter.
2. Jack and Jill went to get some water.
3. I'm afraid I'm very late today.
4. The plane to London is delayed by two hours.
5. He's extremely honest.
6. He's a Professor of Physics

7. My neighbour has an imported car.	8. I worked in the States for two years.
9. She has a very pleasant personality,	10. Can you get me a cup of tea?

Answers

1. He's a 'good 'painter.	2. 'Sam and 'Ram 'went to 'get some 'water.
3. I'm a'fraid I'm 'very 'late to'day.	
4. The plane to 'London is de'layed by 'two hours.	
5. He is extremely 'honest.	6. He is a pro'fessor of 'Physics.
7. My 'neighbour has an im'ported 'car.	8. I 'worked in the 'States for 'two 'years.
9. She has a 'very 'pleasant perso'nality.	10. Can you 'get me a 'cup of 'tea?

TASK-28: Write the following sentences in phonemic transcription using the appropriate weak forms and read them aloud.

- I thought it was silly.
- It's not what I asked you for.
- Turn to the right at the end of the street.
- It's very kind of you to come.
- An apple a day keeps the doctor away.

Answers

1. /aɪ 'θʌ:t ɪt wəz 'sɪli/	2. /ɪts 'nɒt wɒt aɪ 'a:skt ju fɔ:/
3. /hɪ 'dʌznt 'wɒnt tə 'si: ðəm/	4. /ɪts 'veri 'kaɪnd əvju tə 'kʌm/
5. /ən 'æpl ə'deɪ 'ki:ps ðə 'dɒktər ə'weɪ/	

2.12 INTONATION

Intonation is the word used to describe the way in which the voice rises or falls in spoken English. It is very important in speech. The rise and fall of the voice while speaking is called Intonation.

Intonation is defined as “speech melody consisting of different tones”. An intonation is a melody that belongs to an entire sentence. Intonation plays an important role in the spoken language. Different intonation patterns are used to send out signals to express different attitudes that may “colour” a message.

Without intonation, our voices are flat and monotone. Without intonation, one cannot understand the speaker's feelings as well as the speaker's attitudes.

For Example: Are they really happy? or Are they very angry?

Is there something exciting happening or perhaps a surprise of some sort? Thus, the person confident in what they think or say, or are they unsure of what they are thinking or saying?

Intonation is about how we say things, rather than what we say, the way the voice rises and falls when speaking, that is why, it is the music of the language.

2.12.1 Objective Factors

Few things must be kept in mind during a conversation:

a. Pitch

While some people naturally have higher voices than others. Women tend to speak in a high pitch voice than men. We convey emotions through our pitch of voice.

b. Pace

This is how fast and slow the speech is. While rapid speech may indicate that the speaker is nervous or excited, a steady pace shows confidence. It reflects a topic of a more serious nature.

c. Power

This refers to where you place the stress in a sentence, and can change the meaning of your speech almost entirely. For example, take a sentence “I didn’t say your behaviour was bad!”. Depending on where you place the stress in this sentence, you can elicit an entirely different response. The rate at which work is done is called power. One can practically name it by the way of utterance.

d. Tone

Tone is the easiest giveaway when it comes to emotion. We often think of vocal tones as being warm or cold. For example, the phrase “see you later” spoken in a warm tone implies excitement at the impending reunion, whereas spoken in a cold tone it could be a clue that the speaker isn’t particularly keen on seeing you after all! Tone makes the sender as well as the listener attentive.

2.12.2 Tone Groups

Intonation and stress are closely linked. They go hand in hand. Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, wonder, gratitude, solitude etc.). It indicates the mood of the speaker.

There are two basic patterns of intonation in English:

1. Falling intonation and
2. Rising intonation.

In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.

I. Falling Intonation (?):- The pitch of the voice falls at the end of the sentence. But, voice must be clear till the end. Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions, confirmatory question tags and exclamations as well.

1. Statements

- a. Glad to meet ↘ you.
- b. I will be back in a ↘ minute.
- c. He doesn't seen here ↘ anymore.
- d. My mother wants to change her ↘ car.
- e. Here is the weather ↘ forecast.

2. Commands

- a. Write your name ↘ here.
- b. Show me what have you ↘ written.
- c. Keep it on the ↘ desk.
- d. Take that picture ↘ down.
- e. Throw that ↘ out.

3. Why-questions(requesting information)

(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

- a. What country do you come ↘ from?
- b. Where do you ↘ work?
- c. Which of them do you ↘ prefer?
- d. How many books have you ↘ bought?
- e. When does the shop ↘ open?
- f. Whose bag is ↘ this?

4. Questions Tags that are statements requesting confirmation rather than questions.

Not all tag questions are really questions. Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.

- a. She thinks, she's so clever, doesn't ↘she?
- b. He is such an arrogant, isn't ↘he?
- c. They failed the test because they didn't revise, did ↘they?
- d. It doesn't seem to bother him much, does ↘it?

5. Exclamations

- a. How nice of ↘you!
- b. That's just what they ↘need!
- c. He doesn't ↘say!
- d. What a beautiful ↘voice!
- e. That's a ↘wonder!

II. Rising Intonation

The pitch of the voice rises at the end of a sentence. Rising intonation invites the speaker to continue talking. It is normally used with yes/no questions, and question tags that are real questions.

1. Yes or No Questions

- a. Do you like your new ↗teacher?
- b. Have you finished work ↗already?
- c. May I borrow your ↗bike?
- d. Do you have any ↗magazines?
- e. Do you sell ↗grocery?

2. Questions tags that show uncertainty and require an answer (real questions).

- a. We've met already, ↗haven't we?
- b. You like fish, ↗don't you?
- c. You're a new student ↗aren't you?
- d. The view is beautiful, ↗isn't it?

We sometimes use a combination of rising and falling intonation in the same sentence. The combination is called Rise-Fall or Fall-Rise intonation.

III. Rise-Fall Intonation (↗↘) : This is also called Rising Tone-Falling Tone. We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

1. Choices(alternative questions)
 - a. Do you have ↗tea or ↘coffee?
 - b. Is Kavish leaving on ↗Monday or ↘Friday?
 - c. Does he speaks ↗French or ↘English?
 - d. Is your name ↗Rama or ↘Bima?
2. **Lists** (rising, rising, rising, falling) – 3 times rising and one time falling. Intonation falls on the last item to show that the list is finished.
 - a. We've got ↗apples, pears, bananas and ↘oranges.
 - b. The sweater comes in ↗blue, white pink and ↘black.
 - c. I like ↗football, tennis, basketball and ↘volleyball.
 - d. I bought ↗ a t-shirt, a skirt and a ↘ handbag.
3. **Unfinished thoughts(partial statements):** In the responses to the following questions, the rise-fall intonation indicates reservation. The speaker hesitates to express his/her thoughts completely.
 - a. Do you like my new handset? Well the ↗guard is ↘nice...
(but i don't like it).
 - b. What was the meal like? Hmm, the ↗ bitter guord dish was ↘ good...
(but the rest wasn't great).
4. **Conditional Sentences:** The tone rises in the first clause and falls gradually in the second clause.
 - a. If she ↗calls, ask her to leave a ↘message.
 - b. Unless he ↗insists, I'm not going to ↘go.
 - c. If you have any ↗problems, just ↘contact us.

IV. Fall-Rise Intonation (↘↗) : The voice falls and rises usually within one word. The main function of fall-rise intonation is to show, the speaker is not certain of the answer. It is also used in polite or suggestions.

1. Hesitation/reluctance

- a. So you'd be willing to confirm that? ...Well ... I \sup↗pose so ...
- b. You didn't see him on Monday?I don't quite \re↗member ...

2. Politeness-Doubt-Uncertainty: (You are not sure what the answer might be.)

- a. Perhaps we could \vis↗it the place?
- b. Do you think it's \al↗lowed?

2.12.3 Some Important Points to be Remembered

The following are the most important aspects to be noted.

Pronunciation, Stress and Rhythm are the integral parts of intonation.

1. One must be a good listener.
2. Be attentive while you talk.
3. Observe lip movement and mouth while others pronouncing.
4. Initially, take one letter or two pairs of letters or small words – get on to the pronunciation.
5. One must observe oneself by standing in front of a mirror – practice accordingly.
6. Make a note from the sounds of English.
7. Tongue plays a vital role, for Eg – ‘l’, ‘R’.
8. Break the words into sounds, for Eg – ‘in’- ‘tro’- DUCE.
9. Take a video of your pronunciation and check twice.
10. Get improved by reading aloud.
11. This is going to act a key to speak.
12. Pronunciation mixed with stress sometimes become softer and sometimes hard.
13. Practice right form of the letters into words and then to sentences.
14. The tone and pitch of the voice sometimes incredible and listeners get impressed.
15. This has its own naturality with strength and sometimes the force of action.
16. Pronunciation along with stress joined with rhythm give natural sound.
17. It has its own fluency.
18. It develops confidence.
19. Improve listening skills and speaking ability.
20. This is music of English.

2.13 TASKS

TASK-29: Mark the stress and use falling intonation on the following sentences.

1. Nobody told me about it.
2. You can't be so disobedient.
3. There's some milk in the fridge.
4. I never understood him.
5. Very nice of you to have come.
6. Can you help me lift the box?
7. I'm very sorry.
8. Get me a glass of water please.
9. I bought a pen, a pencil, a scale and a book.
10. When I was young _____ .

Answers

1. 'Nobody 'told me a\bout it.
2. You\can't be'so dis'obedient.
3. 'There's some 'milk in the\fridge.
4. I never 'understood \him.
5. 'Very nice of 'you to have\come.
6. Can you ↗help me lift this box?
7. I'm 'very ↗sorry.
8. 'Get me a 'glass of 'water ↗please.
9. I bought a ↗pen, a ↗pencil, a ↗scale and a 'book.
10. When I was ↗young.....(incomplete sentence)

2.14 OUTCOMES

1. Communicate with professors or other professionals by phone to set up appointments for which to later conduct interviews; present interview results to the class
2. Use appropriate vocabulary and grammar in speaking at the advanced level.
3. Develop your public speaking abilities by giving you opportunities to speak in class, both informally and formally.
4. Increase your self-awareness about the English language and the culturally-bound conventions of American academic writing.

2.15 CHECK OUT

Assignment-1: Listen to the words below and write down the phonemic symbol for the vowel sound.

1. could
2. food
3. finger
4. large
5. cinema
6. father

7. little	8. where
9. pleasure	10. yellow

Assignment-2: For each phonemic symbol, write a word that contains the corresponding sound, and underline the letter (s) that corresponding to it.

Symbol	Word	Symbol	Word
1. /ŋ/		2. /ʃ/	
3. /ʌ/		4. /u:/	
5. /eɪ/		6. /ɔɪ/	
7. /tʃ/		8. /i:/	

Assignment -4: Listen to the following compound words and identify the part on which the stress falls.

a. grandmother	b. swimming pool
c. instruction	d. government
e. difference	f. tomorrow
g. autobiography	h. superstitious
i. politician	j. incredible

Assignment-6: Read aloud the sentences below as naturally as possible.

Please pay special attention to the weak pronunciation form of some words and the intonation of each sentence.

- I ordered an apple not a pear.
- Pass me the onion near the sugar bowl.
- Are you coming to our party?
- Is he the man you talked to me about?
- I already know him, but I haven't met her yet.
- Ask them all the questions you want.
- Where were your glasses?
- John'll do the work for you?
- I was cleaning the house when he arrived.
- There are eighteen students in my class.
- What's it mean?
- The teacher gave each one of us a piece of cake.

Unit-3**GRAMMAR****3.0 OBJECTIVES**

After completion of this module we should be able to understand

- To know about the Model, Concord, Tenses, Articles.
- Discuss about the preposition.
- Concept of Question tags, Active & Passive Voice, Degree of Comparison.
- Discuss the concept of Vocabulary

Grammar is the system of a language. People sometimes describe grammar as the “rules” of a language; but in fact no language has rules. If we use the word “rules”, we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call “grammar” is simply a reflection of a language at a particular time.

Grammar is the breaking down of the building blocks, or parts of speech, in language, and the use of those pieces to form complete sentences. In this lesson, we will identify the eight primary parts of speech, look at their functions, and practice using them.



Do we need to study grammar to learn a language? The short answer is “no”. Very many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word “grammar”. But if you are serious about learning a foreign language, the long answer is “yes, grammar can help you to learn a language more quickly and more efficiently.” It’s important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.

3.1 IMPORTANCE OF GRAMMAR

Correct grammar is your key to speaking English fluently and confidently. Knowing your grammar will help you avoid errors that make your English sound strange to native speakers.

But there are certain situations in which English grammar is especially important. For example, if you’re going for a job interview in an English-speaking country, the employer will be interested in the quality of your spoken and written English. In fact, in a recent survey of U.K. job recruiters, 50% said that bad spelling and grammar was the biggest reason they would dislike an application.

Correct grammar won’t just demonstrate your English skills—it’ll also show that you’re diligent and have an eye for detail.

This is equally important if you’re aiming to study abroad. Colleges and universities are likely to assess your academic English based largely on your knowledge of English grammar.

Grammar is even important for your social life. Did you know that people on online dating apps are 14% less likely to chat with someone who uses poor grammar? Plus, when you’re meeting new people or visiting new places, the last thing you want is to be misunderstood! To avoid confusing your friends, or even ordering more drinks than you intended, you need to have a firm idea of how to structure your words.

With all that said, remember that in some situations it’s okay to relax your grammar. When you’re texting a close friend, for example, it’s fine to use casual or more simplified language. Talking online is a fantastic way to connect with native speakers and other English learners in a friendly and pressure-free environment.

3.2 CONCORD

The word concord is derived from the Latin for agreement. When applied to English grammar, the term is defined as the grammatical agreement between two words in a sentence. Some linguists use the terms concord and agreement interchangeably, although traditionally, concord is used in reference to the proper relationship between adjectives and the nouns they modify, while agreement refers to the proper relationship between verbs and their subjects or objects.

Mixed concord, also known as discord, is the combination of a singular verb and a plural pronoun. This structure happens when there's a substantial distance between a noun and its modifier and shows up most frequently in informal or spoken language. Discord is motivated when the abstract preference for a phrase's meaning to be in agreement outweighs the desire for the formal subject noun phrase to agree.

Concord, as it is also often referred to, mainly focuses on subject-verb agreement. This is subdivided into three categories:

1. Grammatical concord
2. Concord of Proximity
3. Notional concord

1. Grammatical Concord: Some Rules for Grammatical Concord

The grand rule of subject-verb concord is that a singular subject takes a singular verb and a plural subject takes a plural verb. And it is needful to establish this fact that singular verbs are inflected with suffix '-s' while plural verbs maintain the base form. In other words, a singular verb ends with an 's' and a plural verb has no 's'.

Singular	Plural
comes	come
greet	greet
prays	pray

Let's check some of the guiding rules under grammatical concord:

3.2.1 Rules for Concord

Rule 1: Singular subjects take singular verbs.

- The student advocates for free lunch after the extra mural lesson.
- A serious situation calls for a serious approach.
- The period between pregnancy and childbirth is sometimes critical.
- Anxiety solves no problem.

Rule 2: Plural subjects take plural verbs.

- The children wake up late every day.
- Serious issues call for serious approaches.
- The young boys on the pitch play

Note: The focus is on the subject of the verb, not what comes in between the subject and the verb.

Rule 3: When a subject is joined to another noun by subordinator, disregard the subjoined noun or noun phrase. Focus on the first noun.

- The chairman alongside other members visits the orphanage quarterly.
- The teachers with the principal encourage the students to perform well.
- The senior prefect, as well as, other students never likes the physics teacher.
- From the examples above, we have two nouns in each subject slot as highlighted below:
- The chairman alongside other members ...
- The teachers with the principal ...
- The senior prefect, as well as, other students...
- The subjoined nouns are members, principal and students. Going by the rules, the focus of the expression is on chairman, teachers and senior prefect. Hence, they determine the nature of the verbs. Moreover, the sentence can be restructured thus for further clarity:
- Alongside other members, the chairman visits the orphanage quarterly.
- With the principal, the teachers encourage the students to perform well.

So, the main subject determines the status of the verb.

Other examples

- The man with his children attends to customers.
- The soldiers as well as the vigilante team watch over the small community.

Rule 4: When more than one is used as a subject of a verb in simple present tense, the verb should be singular because the headword is one.

- More than one man was asked to embark on the journey.
- More than one mango was shared among the children.

Rule 5: When two nouns refer to one person at the subject position, the verb should be singular, of course, because it is one person.

- My husband and boss never goes late for meetings.
- Here the speaker's husband is also her boss. So, one pre-modifier is used for both nouns as it is one person. Compare, "My husband and my boss never go late to meeting". Here, the speaker is referring to two different people.
- The president and Commander-in-chief of the armed forces lives his life fighting corruption.
- The class captain and best student of our set is just too proud.

Note: Always check for the pre-modifier when you have two nouns in the subject slot. When the nouns refer to one person, we use one pre-modifier.

Rule 6: When an indefinite pronoun pre-modifies a subject or acts as the main subject, the verb should be singular.

- Everyone loves to be respected.
- Every boy and girl loves his or her mother.
- Nobody cares for everybody's job.

Rule 7: Some nouns end with 's' but they are singular. You need to be careful because they are meant to go with singular verbs.

- Measles is caused by uncleanliness.
- Mathematics has been the problem of most students.

Rule 8: When a relative/adjectival clause qualifies a noun, the verb in the relative/adjectival clause works with the noun it qualifies.

For instance, 'One of the girls that sit in the front row has been suspended'. 'sit' in the relative clause agrees with 'girls' as the relative clause, 'that sit in the front row' qualifies the noun, 'girls'. Then, the main verb in the sentence 'has' agrees with 'one'.

- Semantically, it means many girls sit in the front row only one has been suspended.

Other examples

- Algebra is one of the topics that confuse
- Dr Osoba is one of the lecturers who teach well in LASU.

Rule 9: When a generic reference is used with the definite article 'the' as a subject of the verb, the verb should be plural.

Generic reference is used when you make a reference to all the members of a class of people or things.

Examples

- The rich also cry.
- The less privileged look after one another.

Rule 10: When a result of a survey is issued or reported, caution should be exercised to avoid error of overgeneralization.

For instance, 'One in ten prefer coffee to tea'; Not, 'One in ten prefers coffee to tea'. In the real sense, more than one person prefers coffee. So, if we have thirty-two people in a group and we say one in ten, it then means at least two. Such expressions attract the plural.

Other examples

- One in every five boys go to the local cinema.

Rule 11. When an uncountable noun is introduced with a quantifier or percentage, it attracts a singular verb. In the same vein, when a countable noun is introduced in percentage, it goes with a plural verb.

- A quarter of the land is occupied by the aborigines.
- Two cups of flour is enough for the cake.
- Only ten percent of people in the world actually believe in self-actualization.

Rule 12. When a modal auxiliary verb precedes a main verb, the verb maintains the base form.

- The boy might come
- He came in so that we could discuss the issue.

Rule 13: Mandative Subjunctive: Mandative Subjunctive is used to express a demand, requirement, request, recommendation or suggestion. When it is used with either a the singular or the plural subject, the verb takes the base form:

- I recommend he attend the seminar alone.
- The board suggests the chairman resign immediately.

3.2.2 Concord of Proximity

The rule here says when a subject of a sentence is initiated by ‘either...or’, ‘neither...nor’, ‘not only...but’ only the noun after the correlative conjunction, that is, the one closer to the main verb is considered to determine the status of the verb.

For instance

Neither the vice principal nor the teachers honour the principal.

Neither the teachers nor the vice principal honours the principal.

Either the main man or I am supposed to anchor the event.

Not only the king but his subjects swear to the gods of the land.

Not only the people of the land but also the priest defies the tradition.

1. Notional concord

Here under notional concord we consider the relationship between collective nouns and their verbs. A collective noun is a noun used to refer a group of people or thing e.g. committee, team etc.

With collective nouns, the context determines whether the verb is singular or plural. If the noun is taken as a unit. Then the singular verb will be used but if the members in the group are seen as separate. Then, the plural will be used.

Examples

- The committee contribute to issues as they are empowered.
- The jury vote according to their consciences.

3.2.3 The Basics of Subject-Verb Concord

In subject-verb concord, if the subject of the sentence is singular, the verb must also be singular. If the subject is plural, the verb must be plural as well.

- The window is open. (Incorrect)
- The windows are open. (Correct)

Of course, these are easy examples but where people tend to get confused is when a phrase is containing another noun is inserted between the subject and the modifying verb and that noun has a different numeric value (singular or plural) than the subject noun.

- In this example, the first sentence is incorrect:
- The crates in the warehouse is ready to be loaded. (Incorrect)
- The crates in the warehouse are ready to be loaded. (Correct)

While “warehouse” is singular, it is not the subject of the sentence. The second sentence is correct. The word “crates” is the subject of the sentence, so must take the plural form of the vowel (in this case, “are”) to be in agreement.

When two singular subjects are linked in a sentence by “either/or” or “neither/nor,” correct usage requires the singular verb.

Neither Mary or Walter is available at present.

What happens when one subject is singular and the other is plural? Agreement depends on the subject placement in the sentence:

- Either the dog or the cats are in the basement.
- Either the twins or Mandy is waiting for you now.
- Two subjects connected by “and” take a plural verb.
- Orville and Wilbur are over by the fence.
- The rooster and the chickens are missing.

There are two exceptions to these rules. The first is when a compound subject is connected with “and” but through popular use is considered a singular subject. While “Bacon and eggs is my favorite breakfast” is not grammatically correct, “bacon and eggs” is considered a singular item on the average American breakfast menu. The second exception is when both subjects are the same entity: The author and illustrator of “Where the Wild Things Are” is Maurice Sendak.

Meanwhile, some plural subjects call for singular verbs:

- Fifty dollars is too much to pay for that dress.
- Twenty seconds is all you get before I scream.

The following all take singular verbs: each, everyone, everybody, anyone, anybody, somebody, nobody, someone, none, and no-one.

- Each candle is burning.
- Everyone is having a good time.
- Nobody is going to mind if you get to the party on time.
- Someone is likely to know where the house is.
- None of us is to blame.

3.2.4 Tasks

TASK-1: Fill in with the correct form of the verb given in brackets.

1. Every boy _____ a pair of shoes. (needs/need)
2. Jai or her sister _____ done this. (has/have)
3. Either John or his wife _____ dinner. (cooks / cook)
4. Neither my brother nor my sister _____ come today. (has/have)
5. Raju or his brothers _____ home every Sunday. (come/comes)
6. Neither I nor my mother _____ heard the sound. (has/have)
7. The boy as well as his parents _____ arrived. (has/have)
8. The guest, along with others _____ left. (has/have)
9. All the students, together with their teacher _____ arrived. (have/has)
10. One of the students _____ fined. (was/were)
11. More than one invitee _____ arrived. (has/have)
12. A good number of students _____ passed. (have/has)
13. None of the passengers _____ injured. (was/were)
14. A lot of money _____ spent on education. (is/are)

15. A dozen oranges _____ Rs.50/- (cost/costs)
16. The furniture _____ old. (is/are)
17. Physics _____an interesting subject. (is/are)
18. My trousers _____new. (are/is)
19. The poet and philosopher _____ the award. (deserves/deserve)
20. The police _____searching for a clue. (are/is)
21. Antony and Cleopatra _____an absorbing film. (is/are)
22. Each man and woman __the same rights.
(a) has (b) have (c) had (d) is having
23. Every means _____tried but without much result.
(a) has been (b) have been (c) are (d) is
24. There _____in this room.
(a) are too much furniture (b) is too many furnitures
(c) are too much furnitures (d) is too much furniture
25. _____is to attend our evening.
(a) both the singer and the dancer (b) Either the singer or dancers
(c) The singer or dancers (d) The singer and dancer
26. Not only I but also David and Iris _____ fond of playing basketball.
(a) am (b) is (d) are
27. _____ was wrong.
(a) Not the teacher but the students (b) Both the students and the teacher
(c) Neither the teacher not the students (d) Not the students but the teacher
28. More than one worker _____ dismissed.
(a) have been (b) are (c) has been (d) has
29. The Prime Minister together with his colleagues _____ attending the dinner.
(a) is (b) are (c) been (d) has been
30. The public _____generous in their contributions to the earthquake victims.
(a) is (b) was (c) are (d) has been

Answers

1. need	2. has	3. cooks	4. have	5. come
6. have	7. have	8. has	9. have	10. was
11. has	12. have	13. were	14. is	15. costs
16. is	17. is	18. are	19. deserves	20. is
21. is	22. a (has)	23. d (is)	24. d (is too much furniture)	
25. a (both the singer and the dancer)			26. a (am)	
27. b (Both the students and the teacher)			28. c (has been)	
29. a (is)	30. c (are)			

Examples on Subject Verb Concord

TASK-2: Choose the correct subject verb combinations in the sentences below.

- The captain with his crew **was/were** drowned.
- Many a boy **is/are** doing their work.
- If **you work/ will work** hard, you will pass.
- Each of those mangoes **is/are** rotten.
- Neither he nor I **was/ were** there.
- Either he or his brother **has/ have** made the mistake.
- Man and woman **is/ are** complementary to each other.
- Plenty of mangoes and bananas **is/ are** available in this season.
- A dictionary and an atlas **is/ are** missing from the library.
- The leader as well as his brothers **belong/ belongs** to the same tribe.
- Cats and dogs **do/does** not get along.
- The brothers as well as their sister **is/ are** good at their studies.
- The teacher with his students **has/have** gone on a picnic.
- A Lot of houses **has/ have** collapsed in the storm.
- The children as well as their mother **is/ are** missing.

Answers

1. Was	2. Is	3. Work	4. Is	5. Was
6. Has	7. Are	8. Are	9. Are	10. Belongs
11. Do	12. are	13. Has	14. Have	15. Are

3.2.5 Check Out

Assignment-1: Choose the correct form of the verbs given in the brackets in the following sentences

1. Each of these producers _____ his own advantage, (has, have)
2. Ten miles _____ long distance, (is, are)
3. Many a student _____ hard to pass his entrance exam, (try, tries)
4. The furniture in his house _____ impressive, (look, looks)
5. Few students _____ present in the class today, (is, are)
6. Ramesh, my best friend _____ leaving for Japan next week, (is, are)
7. Most of my friends _____ government employees, (is, are)
8. The level of intoxication _____ from subject to subject, (vary, varies)
9. Either men or women _____ telling lies, (is, are)
10. A number of people _____ reported to be missing in the train accident at Sruthi. (was, were)
11. The Ritesh _____ divided in their opinions, (was, were)
12. There _____ many exceptions to this rule, (is, are)
13. Bread and butter _____ my favourite breakfast, (is, are)
14. Neither Naresh nor his friends _____ hurt, (was, were)
15. Slow and steady _____ the race, (win, wins)

Assignment-2: Correct the following sentences: (concord)

1. Siri as well as Ramya like fruit.
2. The owner of these houses are very clever.
3. There is eleven players in the ground.
4. Rice and curry are his favourite dish.
5. 'Great Expectations' are a good book.
6. Both of the books requires careful reading.
7. Neither Tarun nor his friends is going there.
8. A doctor as well as a nurse are working in the hospital.
9. A doctor and a nurse is working in the hospital.
10. A number of books is missing.

3.3 MODALS

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English. They are different from normal verbs like “work, play, visit...” They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

Here are some characteristics of modal verbs

- They never change their form. You can't add “s”, “ed”, “ing”...
- They are always followed by an infinitive without “to” (i.e., the bare infinitive.) in most cases, except Ought to: You can go home. You ought to go home.
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability.

Note: Here you must recall the similarity and differences between Primary auxiliaries verbs and Modal auxiliaries verbs

Primary Auxiliaries	Modal Auxiliaries
1. Form tenses and voices.	1. Don't have "s", "ed", "ing" forms.
2. Form negatives and questions.	2. Form questions and negatives.
3. May stand alone.	3. Never stand alone. Always used with main verbs.
4. Change form according to the number and person of the subject.	4. Express a wide variety of meanings.
5. Help the main verb to carry the different times of action.	5. Their form does not change according to the number or person of the subject.

3.3.1 List of Modal Verbs

Here is a list of modal verbs: can, could, may, might, will, would, shall, should, must.

The verbs or expressions dare, ought to, had better, and need not behave like modal auxiliaries to a large extent and may be added to the above list.

Modal verbs are used to express functions such as:

1. Permission	2. Ability	3. Obligation	4. Prohibition
5. Lack of necessity	6. Advice	7. Possibility	8. Probability

Examples of modal verbs

Here is a list of modals with examples:

1. *can*

Use	Examples
ability to do sth. in the present (substitute form: to be able to)	I can speak English.
permission to do sth. in the present (substitute form: to be allowed to)	Can I go to the cinema?
request	Can you wait a moment, please?
offer	I can lend you my car till tomorrow.
suggestion	Can we visit Grandma at the weekend?
possibility	It can get very hot in Arizona.

2. *could*

Use	Examples
ability to do sth. in the past (substitute form: to be able to)	I could speak English.
permission to do sth. in the past (substitute form: to be allowed to)	I could go to the cinema.
polite question *	Could I go to the cinema, please?
polite request *	Could you wait a moment, please?
polite offer *	I could lend you my car till tomorrow.
polite suggestion *	Could we visit Grandma at the weekend?
possibility *	It could get very hot in Montana.

3. may

Use	Examples
possibility	It may rain today.
permission to do sth. in the present (substitute form: to be allowed to)	May I go to the cinema?
polite suggestion	May I help you?

4. might

Use	Examples
possibility (less possible than may) *	It might rain today.
hesitant offer *	Might I help you?

5. must

Use	Examples
force, necessity	I must go to the supermarket today.
possibility	You must be tired.
advice, recommendation	You must see the new film with Brad Pitt.

6. must not/may not

Use	Examples
prohibition (must is a little stronger)	You mustn't work on dad's computer.
	You may not work on dad's computer.

7. need not

Use	Examples
sth. is not necessary	I needn't go to the supermarket, we're going to the restaurant tonight.

8. ought to

similar to *should* – *ought to* sounds a little less subjective

Use	Examples
advice	You ought to drive carefully in bad weather.
obligation	You ought to switch off the light when you leave the room.

9. shall: used instead of *will* in the 1st person

Use	Examples
suggestion	Shall I carry your bag?

10. should

Use	Examples
advice	You should drive carefully in bad weather.
obligation	You should switch off the light when you leave the room.

11. will

Use	Examples
wish, request, demand, order (less polite than would)	Will you please shut the door?
prediction, assumption	I think it will rain on Friday.
promise	I will stop smoking.
spontaneous decision	Can somebody drive me to the station? - I will .
habits	She's strange, she'll sit for hours without talking.

12. would

Use	Examples
wish, request (more polite than will)	Would you shut the door, please?
habits in the past	Sometimes he would bring me some flowers.

Examples

- You **must stop** when the traffic lights turn red.
- You **should see** to the doctor.
- There are a lot of tomatoes in the fridge. You **need not buy** any.

Modals in the present and past

Generally speaking modals in the past have the following form:

- modal + have + past participle

Example

- Present**

You **should see** a doctor.

- Past**

You **should have seen** a doctor

Except for modals that express obligation, ability and lack of necessity:

- Obligation**

Present = I **must / have to** work hard. Past = I **had to** work hard.

- Ability**

Present = I **can** run fast. Past = I **could** run fast when I was young.

- Lack of necessity**

Present = You **don't have to / needn't** take your umbrella. Past = You **didn't have to / didn't need** to take your umbrella.

	Modals in the Present	Modals in the Past
Obligation	You must / have to stop when the traffic lights are red.	You had to stop .
Advice	You should see a doctor.	You should have seen a doctor
Prohibition	You mustn't smoke here.	You mustn't have smoked there.
Ability	I can run fast.	I could run fast. now I am old.

	Modals in the Present	Modals in the Past
Certainty	He has a Rolls Royce. He must be very rich. He can't be American. His English is terrible.	He must have been rich. He had a big house and an expensive car. He can't have written that poem. He was illiterate.
Permission	Can I go out?	She could drive her father's car when she was only 15.

Possibility	It may / can / could / might rain. It's cloudy.	I guess it may / can / could / might have been Lacy on the phone.
Lack of necessity	You don't have to / needn't buy any tomatoes. There are plenty in the fridge.	You didn't have to / didn't need to buy tomatoes.

3.3.2 Tasks

TASK-3: Choose the right modal verb

- There are plenty of drumsticks in the fridge. You _____ buy any.
- It's a nursing care. You _____ smoke.
- He had been working for more than 12 hours. He _____ be tired after such hard work. He _____ prefer to get some rest.
- I _____ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____ just say a few things in the language.
- The teacher said we _____ read this book for our own pleasure as it is optional. But we _____ read it if we don't want to.
- _____ you stand on your head for more than a minute? No, I _____.
- If you want to learn to speak English fluently, you _____ to work hard. .
- Take an umbrella. It _____ rain later.
- You _____ leave small objects lying around. Such objects _____ be swallowed by children.
- People _____ walk on grass.
- Drivers _____ stop when the traffic lights are red.
- _____ I ask a question? Yes, of course.
- You _____ take your umbrella. It is not raining.
- _____ you speak Spanish? No, I _____.

Answers

- There are plenty of drumsticks in the fridge. You needn't buy any.
- It's a nursing care. You mustn't smoke.

3. He had been working for more than 12 hours. He must be tired after such hard work. He may prefer to get some rest.
4. I could speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I can just say a few things in the language.
5. The teacher said we can read this book for our own pleasure as it is optional. But we needn't read it if we don't want to.
6. Can you stand on your head for more than a minute? No, I can't.
7. If you want to learn to speak English fluently, you need to work hard.
8. Take an umbrella. It might rain later.
9. You shouldn't leave small objects lying around. Such objects may be swallowed by children.
10. People mustn't walk on grass.
11. Drivers must stop when the traffic lights are red.
12. May I ask a question? Yes, of course.
13. You needn't take your umbrella. It is not raining.
14. Can you speak Spanish? No, I can't.

TASK-4: Choose the right on modal forms in the following sentences

1. May I use your mobile phone?
2. May I help you?
3. You mustn't walk on grass.
4. What do you think I should do?
5. Can you help me with this exercise?
6. I can speak Arabic.
7. I think you should see a doctor.
8. You must stop when the traffic lights are red.
9. You needn't take your umbrella. It isn't raining.
10. You may pass the exam. It is not very difficult. You only have to work harder.

Answers

1. Asking for permission	2. Making an offer	3. Expressing prohibition
4. Asking for advice	5. Making a request	6. Expressing ability

7. Giving advice 8. Expressing obligation
9. Expressing lack of necessity. 10. Expressing possibility.

TASK-5: Choose the correct Modal Verbs

He had been working for more than 11 hours. He _____ be tired after such hard work. He _____ prefer to get some rest. 2. _____ stand on your head for more than a minute? No, I _____. 3. If you want to learn to speak English fluently, you _____ to work hard. 4. Take an umbrella. It _____ rain later. 5. You _____ leave small objects lying around. Such objects _____ be swallowed by children. 6. People _____ walk on grass. 7. I _____ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____ just say a few things in the language. 8. The teacher said we _____ read this book for our own pleasure as it is optional. But we _____ read it if we don't want to. 9. There are plenty of tomatoes in the fridge. You _____ buy any. 10. It's a hospital. You _____ smoke.

1. Must, may	2. Can, can't	3. Need	4. Might
5. Shouldn't, may	6. Mustn't	7. Could, can	8. Can, needn't
9. Needn't	10. Mustn't		

3.3.3 Check Out

Assignment-3: Choose the right modal verb

1. I didn't feel very well yesterday. I _____ eat anything.
(a) cannot (b) couldn't (c) mustn't
2. You _____ look at me when I am talking to you.
(a) could (b) should (c) would
3. I was using my pencil a minute ago. It _____ be here somewhere!
(a) can (b) could (c) must (d) would
4. You really _____ be late again.
(a) must not (b) don't have to be
5. If you don't start working harder, you _____ repeat the course next year.
(a) have to (b) must (c) will have to
6. His parents spoil him. He's always _____ to do whatever he wants.
(a) been able (b) been allowed

7. Phone her now. She _____ home by now.
(a) has to be (b) must to be (c) would be
8. You _____ forget your sun cream. It's going to be very hot!
(a) don't have to (b) mustn't (c) needn't
9. I _____ be able to help you, but I'm not sure yet.
(a) might (b) would
10. Entrance to the museum was free. We _____ pay to get in.
(a) needn't (b) didn't need to

Assignment-4: Fill in the blanks in the following sentences with modals - Will / Shall , Would/ Should or Can/Could.

1. She told me that she was unwell so she _____ not go to office.
2. The visitors _____ not carry eatables with them in the hotel.
3. As he is in dire need of money, we _____ help him immediately.
4. _____ you please lend me your book for a week?
5. His son is not so brilliant in his studies but he _____ pass the examination.
6. I _____ be thankful to you if you help me at this time of need.
7. Drive fast lest you _____ miss the flight.
8. _____ you like to accompany us to the market tomorrow?
9. The lady has grown so old that she _____ not walk without a stick.
10. Had he worked hard, he _____ have passed the examination.

3.4 TENSES (PRESENT/ PAST/ FUTURE)

Tenses play a crucial role in the English language. It denotes the time an action takes place, whether some time in the past, in the present or will take some time in the future.

Tense is the form taken by a verb to indicate time and continuance or completeness of action. Mainly verbs come in three tenses namely past, present, and future. Then these three continuance or completeness of action is classified into four subcategories

The past is used to describe things that have already happened (e.g., earlier in the day, yesterday, previous week, five years ago). The present tense is used to describe things that are happening (e.g., right now, or things that are continuous). The future tense describes things that have yet to happen (e.g., later, tomorrow, next week, next year, five years from now).

3.4.1 Present Tense

1. Simple present tense
2. Present progressive or continuous tense
3. Present perfect tense
4. Present perfect continuous tense

1. Simple present tense

Subject + V1 + s/es + object

We use **present** tense from: **subject** + **stem** verb to communicate

- i. It is used to express habitual action.
 - She **goes** for a walk every evening.
 - I get up early in the morning.
- ii. It is used in Repetition of action
 - Promotion exercises **occur** twice a year
 - **"I spend** two or three days a week in New York besides Detroit."
- iii. General statements not bound to specific time
 - Oil **floats** on water.
 - You **take** one step towards god and god **takes** ten steps towards you, they say.
 - Heated ice **turns** to water.
 - Delayed premium payments **attract** a fine.
- iv. Action in future time in 'if' and 'time' clauses
 - If you **agree** to the conditions, you'll get the contract.
 - You'll know what I mean when she **speaks** to you.
- v. Certain verbs only in present tense form in present time
 - "Twenty million?" He gasped in mock horror. "That's outrageous!"
 - "I've seen the algorithm. I **assure** you it's well worth it."
 - "We both **know** Mr. Tarun would never stand for this".
 - "And Takanado gave this ring to a total stranger moment before he died? Why?" "What do you **think**?"

2. Present Continuous Tense

We use present progressive/continuous tense form: Subject + **be** + **v-ing** to communicate

- i. It is used to express an action that is going on at the time of speaking.
 - What you're **offering** is peanuts.

- Tell him I'm talking to the Governor on line one
- "How much are you asking for both keys?"
- ii. It is used to express an action that will happen in the future.
 - Are you **doing** anything this evening?
 - "Mommy is with me. She's **catching** a plane from Boston to London and will be home with you tomorrow."
- iii. It is used an action in process but not necessarily occurring in the present time
 - **I'm doing** part-time PhD.
 - "The pass-key is worth hundreds of times what he **is paying** me to handle it for home."
 - **I'm** Seriously **thinking** of reporting the matter.
 - **I'm** always forgetting people's names

3. Present perfect tense

We use present perfect tense form: subject + **have/has** ['s] + [been] **past participle** to communicate

- Action completing in the present • **I've done** my job; it's up to you now.
- ii. It is used to express a past action the result of which continuous at present [as knowledge/information/ Experience]
 - She say she's **read** the instructions but doesn't understand them.
 - "The list of [paintings] **has been circulated** to museums, art dealers and collectors."
- iii. It is used to express an action starting in the past and going on in the present time.
 - **I've lived** here for twenty years/since 1998.
 - **I haven't visited** my parents for five years.

4. Present perfect continuous tense

We use present perfect continuous tense form: subject + **have/has** + **been** + **v-ing** to communicate

- It is used to refer to an action that begins in the past and continuous through a given period of time up to the present moment.
- My wife **has been pestering** me for some platinum jewellery.
- Sudhakar **has been seeing** a lot of Swarna lately.
- He has been painting the door since 2 p.m.

Note on when to use present perfect and present perfect progressive tenses

- a. Present perfect tense is used to describe permanent situations:
 - I've lived here all my life. This mosque has stood here for two hundred years.
- b. Present perfect progressive is used to describe temporary situations:
 - I've been waiting here for two hours. We've been living here since last month.
- ii. Present perfect progressive can also describe an action completed in the present [The emphasis here is on the effect of the action rather than on the action itself.]:
 - Please excuse my dirty clothes. I've been dusting the Sitting room.
 - Be careful! I've been painting the door. [The paint is still wet.]

3.4.2 Past Tense

1. Simple past tense	2. Past continuous tense
3. Past perfect tense	4. Past perfect continues tense

1. Simple past tense

We use simple **past** tense form: subject + stem verb to communicate

- i. It is used to express the action completed in the past. Adverbs and adverbial phrases expressing past time are often used with this tense.
 - The train **reached** half an hour late.
 - She **underwent** a training course for a month.
- ii. It is used to express a habitual action in the past.
 - I never **believed** in ghosts.
 - She always carried an umbrella.
- iii. It is used to express that not real in the present time or future time but imagined to be real
 - If you brought a lawsuit, the company would fire you.
[I know you don't intend to bring a lawsuit.]
[I'm just imagining it as a condition.]
 - "I'd rather you **didn't look** at that."
 - It's time you **slept**.
 - You look as if you **were** slapped.

2. Past Continuous Tense

We use past progressive tense form : subject + **was/were** + **v-ing** to communicate

- i. It is used to express an action that was still going on the past time.

- Why **were** you weeping?
- When I saw him last, he **was watering** the plants in the garden.

3. Past perfect tense

We use past perfect tense form: subject + had+ [verb] past participle to communicate

- It is used to express an action which had been completed at some point in the past time before another action was started.
 - She had to stay away from school because she had been suspended for a week.
“..... but when Dana asked him what **had happened**, he could not tell her the truth.”
- In indirect speech a message that had been expressed in past tense or present perfect tense in direct speech
 - He said, “She has resigned.” • He said she **had resigned**
 - He said, “she **reached** the station in time to board the train.”
 - He said she **had reached** the station in time to board the train.
- It is used to express that a condition in the past time with an implied negative meaning
 - If I had known you would be offended, I wouldn’t have treated the matter so lightly.
[meaning : I didn’t know you’d be]
[offended, so I treated the matter lightly.]

4. Past perfect continuous tense

We use past perfect continuous tense form: subject + **had + been +v-ing** to communicate

- It is used to show an action that had begun in the past and continued till some point of time in the past.
 - We **had been trying** to get her on the phone but were unsuccessful.
 - She wanted to know what I **had been doing** before becoming freelance journalist.

3.4.3 Future Tense

- Simple future tense
- Future continuous tense
- Future Perfect tense
- Future perfect continuous tense

1. Simple future tense: We use simple future tense form

will/shall +v [for first person: I, we] **will** +v [for second and third person “ you, she, he, **it**, they]
to communicate

- i. It is used to express an action that will take place in the future.
 - I **shall/will** post the letter.
 - **Will** he grant permission?
 - I wonder if they **Will** accept the terms of the contract.

Note: I **won't** see her again. [I am determined not to see her again.]

- I **won't be seeing** her again. [I will have no chance of meeting her again.]

2. Future Progressive/Continuous Tense

We use future progressive tense form: subject + **shall/will** + **be** + **v-ing** to communicate

- i. It is used to express an action going on at some point in future.
 - "Are you free tomorrow morning?"
 - "I'll **be giving** a lecture."

3. Future Perfect Tense

We use future perfect tense form: subject + **will** + **have** + **past participle** to communicate

- i. It is used to express an action that will be completed at some point in the future.
 - On 25 July we **shall have been** married thirty years.
- ii. It is also used to express that possibility or assumption
 - By this time, next year I'll have retired from service.
 - It's six o'clock; they'll **have arrived** by now.

Note: Verbs **rarely** used in progressive [**continuous**] form-present, past, future

- i. State verbs like 'be,' become, 'taste'
- ii. Verbs of perception and appearance: **notice, perceive, see, hear, seem, appear, resemble**
- iii. Verbs of belief and knowledge: **believe, consider, regard, think, imagine, suppose, suspect, know, realise, recognise, understand, see, remember, recall, remind, forget**
- iv. Verbs of emotion, desire and attitude
 - Like, love, adore, admire, respect, trust, please, appeal,
 - Amuse, attract, interest, desire, need, prefer, require,
 - Want, wish, dislike, hate, detest, despise, care about,
 - Mind, concern, fear, frighten, shock, surprise, amaze,

4. Futures perfect continuous tense

- i. The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future.

- This time tomorrow, I will be enjoying the cricket match in the stadium.
- ii. It is also used to talk about planned actions or actions expected to happen.
- They will be staying for a week's

Table Format of Tenses

Tense	Formula	Example
Present tense		
Simple present tense	Subject + V1 + s/es + object	She writes a letter
Present continuous	Subject + be +v-ing	she is writing a letter.
Present perfect	subject + have/has ['s] + [been] past participle	She has written a letter.
Present perfect continuous	subject + have/has + been + v-ing	She has been writing a letter.
Past tense		
Simple past tense	subject + stem verb or v2 form verb	She wrote a letter
Past continuous	subject + was/were + v-ing	She was writing a letter.
Past perfect	subject + had+ [verb] past participle	She had written a letter.
Past perfect continuous	subject + had + been +v-ing	She had been writing a letter.
Future tense		
Simple future tense	will/shall +v [for first person: I, we] will +v	She will write a letter.
Future continuous tense	subject + shall/will + be + v-ing	She will be writing a letter.
Future perfect	subject + will + have + past participle	She will have written a letter.
Future perfect continuous	Will/Shall + Have been + Verb (1st form) + ing	She will have been writing a letter.

3.4.4 Tasks

TASK-6: Choose the correct tense from the following brackets

- When I opened my eyes, I _____ a strange sight. (saw, was seeing, have seen)
- Every morning she _____ up early and gets ready for work.
(is waking, wakes, has woken)

3. If I knew what he wanted, I _____ this.
(will not permit, would not permit, would not have permitted)
4. I _____ anything from her in a long time. (didn't hear, haven't heard, am not hearing)
5. The headmaster _____ to talk to you. (want, wants, is wanting)
6. Jane _____ with her parents. (is living, lives, has lived)
7. We _____ Greece next month. (visit, will visit, would visit, are visiting)
8. The moon _____ around the earth. (is revolving, has revolved, revolves)
9. She _____ a novel. (wrote, writes, has written)
10. All students _____ in their work. (handed, have handed, hand)

Answers

1. Saw	2. wakes	3. would not permit
4. haven't heard	5. wants	6. lives
7. are visiting	8. revolves	9. has written
10. have handed		

TASK-7: Choose the correct tense on simple past and present.

1. Dad _____ tea in the morning, but today he _____ coffee.
(drinks, drank; drinks, drinks; drank, drinks)
2. All children _____ love. (need, needed, needs)
3. I _____ a strange dream yesterday. (have, had)
4. I _____ a Sci-fi movie yesterday. (watch, watched)
5. I _____ my phone while I was on vacation in Greece. (lose, lost, lost)
6. He _____ gently to the child. (speaks, spoke)
7. Plants _____ carbon dioxide and release oxygen. (absorb, absorbed)
8. Kind words _____ others happy. (absorb, made)
9. Birds _____ in the sky. (fly, flies, flew)
10. Money _____ on trees. (do not grow, does not grow, did not grow)
11. They _____ the car to pay off the loan. (sold, sell, had sold)
12. She _____ me a story the other day. (tell, told, has told)

Answers

1. drinks, drank	2. need	3. had	4. watched	5. lost
6. spoke	7. absorb	8. absorb	9. fly	10. does not grow
11. sold	12. told			

TASK-8: Choose the correct verb form from those in brackets:

- Abdul _____ to be a doctor. (wants, wanting, is wanting)
- The Soup _____ good. (taste, tastes, is tasting)
- He _____ TV most evening. (watches, is watch, is watching)
- He _____ out five minutes ago. (has gone, had gone, went)
- When he lived in Hyderabad, he _____ to the cinema once a week. (goes, went, was going)
- The baby _____ all morning. (cries, has been crying)
- I _____ Rahim at the zoo. (saw, have seen, had seen)
- I _____ Kumar this week. (haven't seen, did't see, am not seeing)
- This paper _____ twice weekly. (is appearing, appearing, appears)
- Ashok fell off the ladder when he _____ the roof. (is mending, was mending, mended)
- I _____ something burning. (smell, am smelling, have been smelling)
- Look, the sun _____ over the hills. (rises, is rise, is rising)
- She _____ unconscious since four o'clock. (is, was, has been)
- He used to visit us every week, but he _ now. (rarely comes, is rarely coming, has rarely come)
- I _____ him since we met a year ago. (didn't see, haven't seen, hadn't seen)

Answers

1. Wants	2. Tastes	3. Watches	4. Went	5. Went
6. Has been crying	7. Saw	8. Haven't seen	9. Appears	10. Was mending
11. Smell	12. Is rising	13. Has been	14. Rarely comes	15. Haven't seen

TASK-9: Complete the following dialogues by using the perfect form of the verb.

- A: Did suma write to her parents about the problems in her hostel?
B: I don't think she _____ home since January. (write)
- A: Did you see Lavanya? I've to return her book.
B: I _____ not _____ her since Monday. (see)

3. A: The police are search in for the thief everywhere. They even went to his village.
B: Yeas, I know. People say he _____ (be, not) home for six months.
4. A: Have you completed your work?
B: I _____ (not, be) able to because I was busy.
5. A: _____ you _____ in Hyderabad for many years? (lives)
B: No, I haven't.
6. A: _____ you ever ____ a tree? (climb)
B: Of course, I have so many times.
7. A: Will you come for the movie?
B: No, I _____ (see) it.
8. A: Shall I add the tea powder now to the water?
B: The water _____ not _____ yet. (boil)

Answers

1. has written	2. have ... seen	3. has not been	4. have not been
5. Have ... lived	6. Have ... climbed	7. have seen	8. has ... boiled

TASK-10: Complete the following sentences by using the appropriate modal.

1. The train will leave at 9.00 pm; we (must be / can be) ready by 8.00 pm so that we can reach the station in time.
2. In order to save petrol, motorists (should be / can be) very cautious while driving along the highways.
3. Rash driving (can / must) be dangerous.
4. (Can't / mustn't) you ever understand what I'm saying?
5. Neither of us (could / can) attend the function tonight.
6. Shamala said she (will / would) come.
7. What (will / may) you do if this class is cancelled?
8. You (can / ought to) know what I like.

Answers

1. The train will leave at 9.00 pm; we **must be** ready by 8.00 pm so that we can reach the station in time.

2. In order to save petrol, motorists **should be** very cautious while driving along the highways.
3. Rash driving **can** be dangerous.
4. **Can't** you ever understand what I'm saying?
5. Neither of us **can** attend the function tonight.
6. Shamala said she **would** come.
7. What **will** you do if this class is cancelled?
8. You **ought to** know what I like.

TASK-11: Fill in the blanks with the past tense form of the verb given in brackets.

1. I ____ to you about him. (speak)
2. Venu ____ the letter a week ago. (receive)
3. Ramu ____ (see) the Tai Mahal when she ____ to Agra last year. (go)
4. Bharat ____ the entrance exam well. (write)
5. After he ____ his homework, he went out within. (do)
6. I ____ cricket every morning last year. (play)
7. While I ____ a letter, I heard a loud sound. (write)
8. Meena l ____ when the phone rang. (study)
9. When Sita reached home, the children ____ TV.(watch)
10. They ____ the old wall when it collapsed.(paint)

Answer

1. spoke	2. received	3. saw/went	4. wrote	5. did
6. played	7. was writing	8. was studying	9. were watching	10. were painting

TASK-12: Fill in the blanks with the future tense form of the verb given in brackets.

1. He ____ a house by the end of next year. (build)
2. She ____ in hospital for 6 months by the end of July. (be)
3. The Prime Minister ____ 5 years office by March. (complete)
4. Let us leave at 5 p.m. I ____ my exercise by then. (finished)
5. He ____ by the time you reach. (leave)
6. By the end of this month, we ____ here for 25 years. (work)
7. She ____ for eight months by the end of this year. (travel)

8. They ____ in Vijayawada for five years by the end of 2011. (live)
9. I ____ in this college for two twenty years by the end of February this year. (teach)
10. Sachin Tendulkar ____ for India for twenty years by 2010. (play)

Answer

1. will have built	2. will have been	3. will have completed
4. shall have finished	5. will have left	6. will have been working
7. will have travelling	8. will have been living	9. shall have been teaching
10. will have been playing		

3.4.5 Check Out

Assignment-5: Fill in the correct form of the verb – All tenses

1. My family have _____ (buy) some land in southern France recently. They _____ (build) a summer house there at the moment.
2. Andy and Mary _____ (go) to a concert tomorrow night. They _____ (look forward to) it the whole week.
3. Jonathon _____ (watch) the news on TV every day and it _____ (help) him with his English.
4. My car _____ (break) down when I _____ (drive) home from work. I _____ (fix) it if I _____ (know) what was wrong. But I didn't so _____ (have) to take it to the garage.
5. When he _____ (found) Microsoft, Bill Gates was only 20 years old. He _____ (already write) his first computer programme six years earlier.
6. An accident _____ (happen) near my house last night. A car _____ (hit) a young man. He _____ (ride) his bike when someone in front of him suddenly _____ (open) a car door. Many people _____ (see) the accident. The police _____ (interrogate) them last night.
7. Mrs Smith said that one day she _____ (retire) from teaching. She said that she _____ (spend) her new free time learning about computers.
8. I ____ (not sleep) at all last night. Someone _____ (listen) to music all night.
9. I _____ (see) a film a week ago, but I _____ (not enjoy) it very much because I _____ (already read) the book. If I _____ (not read) the book I _____ (probably enjoy) the film more.

10. The judge sentenced the man to eight years in prison because he _____ (rob) a bank.
11. They _____ (stand) in the queue for over an hour when the manager _____ (tell) them that there were no more tickets.
12. Alan _____ (be) in the car accident yesterday. The other driver _____ (lose) control of his car because he _____ (fall) asleep.
13. She _____ (not see) her father since he _____ (start) to work in Marseille two years ago.
14. I _____ (sleep) when the fire broke out.
15. Linda phoned and explained that she _____ (not can) to come to the party the next day because she _____ (be) still sick.
16. I _____ (just see) the film "The Da Vinci Code". _____ (you see) it too? – No, I _____ (not have) but I _____ (read) the book.
17. My sister _____ (fly) home from London today. Her flight _____ (arrive) in an hour so I _____ (leave) for the airport right now to get there in time.
18. Unless he _____ (sell) more he won't get much money.
19. While he _____ (wait) for the bus there _____ (be) a robbery at the bank. After the robbers _____ (go) away the police _____ (come) but they _____ (not can) to catch them.
20. I _____ (use) to ski when I was at the university but I _____ (break) a leg five years ago and since then I _____ (not ski) any more.

Assignment-6: Fill in the blanks with the present tense form of the verb given in brackets.

1. Shriya cannot talk to you because she ____ her home work.(do)
2. What ____ you ____ about? (talk)
3. The beggar ____ for alms. (beg)
4. I ____ my home work. (finish)
5. The clock ____ just ____ twelve. (strike)
6. I ____ him for a long time. (know)
7. Mr. Martin ____ a book on English Grammar. (write)
8. Rahul ____ disobedient.(be)
9. Tripura ____ for three hours. (dance)
10. My clothes are wet because I ____ the garden.(water)

Assignment-7: Complete the following dialogues by using the past tense of the verb.

1. A: When did Rajini finish reading the book?
B: I think she _____ sixteen minutes ago. (finish)
2. A: Did Revanth agree to help?
B: Yes, he _____ to do so. (promise)
3. A: Did you go to watch the movie last night?
B: No, I didn't. I _____ (have another engagement)
4. A: _____ you _____ (drink milk) this morning.
B: I sometimes do, but I didn't drink milk this morning.
5. A: The phone _____ (ring) a short time ago.
B: I didn't hear it but Annaya _____ it. (hear)
6. A: Vani _____ a purse in the market. (find)
B: What did she do about it ?
7. A: I believe Raja _____ the silver medal this year. (win)
B: Yes, he did, But last year he _____ the gold medal. (win)
8. A: Sid _____ a wrong ticket at the railway station. (buy)
B: What _____ then? (happen)
A: He _____ (explain) the mistake to the clerk and _____ (ask) for another ticket.
9. A: When did the children finish eating?
B: I think they _____ about an hour ago. (finish)
10. A: We _____ to a beach resort last week. (go)
B: Yes, but the Sharmas _____ (go) to a hill station.

Assignment-8: Fill in the correct form verb – All Tenses

1. I _____ a great film yesterday. (see)
2. _____ a new car? (you ever buy)
3. I _____ him last Monday. (meet)
4. The band _____ while I _____ . (play, write)
5. She _____ the new car in 2005. (buy)
6. Her mother _____ in Victoria for the past five years. (live)

7. They _____ in Germany when we arrived a few days ago. (already be)
8. _____ to get married? (you plan)
9. I _____ so much fun since I was a kid. (have)
10. When I got up I _____ out of the window and _____ that it _____. (look, see, rain)
11. Janet _____ for Smith and Brothers before she came to work for us. (work)
12. I _____ three movies so far this week. (see)
13. How long _____ for me? (you wait)
14. I _____ over Loch Ness last week. _____ the Loch Ness monster? (fly, you see)
15. I'm afraid I'm not hungry. I _____. (already eat)
16. Peter _____ football in the afternoon when he got the call. (play)
17. "What _____ between 9 and 12 yesterday morning", the detective said. (you do)
18. He kept looking at her, wondering where he _____ her before. (see)
19. The doctor's waiting room was full of people. Some _____ a magazine, a woman _____ and a child _____ with a doll. Suddenly the door _____ and a nurse _____ out. (read, knit, play, open, come).
20. Travelling _____ much easier and more comfortable in the past hundred years. (become)
21. I _____ cake. That's why my hands are full of flour. (bake)
22. When I first came to this house it _____ quite a noisy area. (be)
23. He twisted his ankle while he _____ (ski)
24. _____ the doors before you leave the house? (you ever lock)
25. My best friend and I _____ each other for 15 years. (know)
26. Jack usually _____ but he _____ when his father comes. (smoke, not smoke)
27. _____ breakfast yet? – Yes I had it together with Sue at 7. (you have)
28. I _____ this kind of work when I was a small boy. (do)
29. He _____ the paper when his wife came home. (read)
30. He _____ for an hour now. I'll be finished soon. (speak)
31. How long _____ John and Maria? – We met the couple over thirteen years ago. (you know)
32. He _____ in Oxford for two years and when his mother died he moved to London. (live)

33. After Harry _____ his work he _____ Jude from the office. (finish, call)
34. You _____ your homework for two hours. Haven't you finished yet? (do)
35. He always _____ to the supermarket alone, but today he _____ his son with him. (go, take)
36. He never _____ in the evening, only on Sundays. (work)
37. I _____ to South America but I have been to New York several times. (never, be)
38. _____ Jean? – No, she probably went to her friend's place. (anybody, see)
39. I _____ to the bank yesterday but when I got there it was closed. (go)
40. She _____ in school all day. (be)
41. Lee _____ late every day since Tuesday. (be)
42. Herbert's father _____ his son's birthday (never forget)
43. I _____ my report because I had a problem with my computer. (not finish)

Assignment-9: A. Put in the present continuous form of the verb in brackets.

1. Please be quiet. I _____ (try) to read my book.
2. I _____ (not/use) the computer at the moment so you can use it.
3. Mary is ill so Sue _____ (teach) her lessons today.
4. Excuse me, I _____ (look) for a hotel. Is there one near here?
5. _____ (you/wait) for someone?
6. Jack, you are very careless. You _____ (always/forget) to do your homework!
7. The cost of living _____ (rise) very fast. Every year things are more expensive.
8. What _____ (you/do)? I _____ (clean) my shoes.
9. Why _____ (not/wear) shorts? It's so hot today.
10. The neighbours are so noisy! They _____ (always/argue) loudly.

B: Put the verb in brackets into the present simple or the present continuous

1. She always _____ (remember) my birthday.
2. Mr Brown _____ (work) in a supermarket.
3. I _____ (work) in this factory until I find a better job.
4. Look! It _____ (snow).
5. Can you hear those girls? What _____ (they/talk) about?
6. _____ (you/know) Helen?
7. We _____ (never/go) to work by tube. It is too busy.

8. When I'm in Paris I _____ (usually/stay) in the Hotel du Pont, but this time I _____ (stay) in the more expensive Hotel Notre Dame.
9. Ruth _____ (be) a vegetarian. She _____ (not/eat) meat or fish.
10. My father _____ (be) an engineer, but he _____ (not/work) right now.
11. _____ (you/believe) in ghosts?
12. My parents _____ (live) in Sydney. Where _____ (your parents/live)?
13. We _____ (own) two cars, an estate car and a sports car.
14. Can you drive? No, but I _____ (learn) at the moment.
15. Look! That woman _____ (try) to steal that man's wallet.
16. The River Nile _____ (flow) into the Mediterranean.
17. _____ (you/like) Bon Jovi?
18. I _____ (get) thirsty. Let's get something to drink.
19. Those flowers _____ (smell) lovely. What are they?
20. Jane _____ (repair) her bike. She _____ (know) exactly what to do.

Assignment-10 Past Simple and Past Continuous

A: Put one of these verbs in each sentence. Use the past simple: eat bring write buy see meet

1. The party was fantastic. Every guest _____ something to eat and a bottle of wine.
2. I had an extravagant weekend. I _____ some clothes and a plant.
3. Three weeks ago Tracy _____ her ex-husband in Mallorca. What a coincidence!
4. When I lived in Italy, we always _____ lamb at Easter.
5. Shakespeare _____ a lot of plays.

B: Put the verb in the past simple

1. Tom _____ (not/come) to the office yesterday because he _____ (be) ill.
2. She _____ (not/read) the book because she _____ (not/be) very interested in that author.
3. The students _____ (not/finish) their group project because they _____ (run out) of time.
4. We _____ (not/eat) anything for breakfast because we _____ (be) in a hurry.
5. Mary _____ (not/catch) the train to Mexico City because she _____ (arrive) at the station too late.

C: Put the verb in the correct form: past simple or past continuous

1. I _____ (dream) when the alarm clock _____ (go off).
2. They _____ (wait) for me when I _____ (arrive).
3. The phone _____ (ring) while I _____ (have) a shower.
4. We _____ (not/go out) last Sunday because it _____ (rain).
5. I _____ (see) Kim at the party. She _____ (wear) a new dress.
6. I _____ (break) a bowl this morning. When I _____ (wash) the dishes it just _____ (slip) out of my hand onto the floor!
7. When he _____ (carry) the table, he _____ (feel) a sharp pain in his back.
8. Sarah _____ (go) down the stairs when the lights _____ (go out).
9. We _____ (watch) TV when someone _____ (come) to the door and _____ (knock) very loudly.
10. What _____ (you/do) at this time yesterday? Oh, I _____ (prepare) the dinner.
11. I _____ (fall) asleep while I _____ (watch) television.
12. At 12:45 yesterday, Mr Alright _____ (see) a client in his office.

D: Complete the sentences using the present perfect continuous and add since or for.

1. Maria _____ (learn) English _____ two years.
2. I _____ (write) letters _____ 8:00.
3. Robert and Jane _____ (travel) around Europe _____ five weeks.
4. We _____ (go) to Ireland for our holidays _____ 1968.
5. It _____ (rain) _____ this morning.
6. Anne _____ (look) for a new job _____ a long time.
7. Mark _____ (sell) computers _____ he started his job with Olivetti.
8. We _____ (wait) for the bus _____ twenty-five minutes.
9. She _____ (play) piano _____ she was eight.
10. They _____ (watch) TV _____ hours.

E: Put the verb in the most suitable form, present perfect simple or continuous.

1. You look tired. _____ (you/study) hard?
2. Mr Brown is new here, isn't he? How long _____ (he/work) for the company?

3. I _____ (lose) my wallet. Have you seen it anywhere?
4. I _____ (read) the magazine you lent me, but I _____ (not/finish) yet.
5. _____ (you/hear) the bad news? Simon _____ (break) his leg!
6. How many articles _____ (you/write)?
7. What _____ (you/do)? I _____ (wait) for you for an hour!
8. Bob and his friends _____ (play) golf since this morning.
9. I _____ (know) Louise for ten years.
10. Mr Brown _____ (mark) the exams all morning, but he _____ (not/read) them all.

F: Put in the correct verb form: present perfect or past simple.

1. How long _____ (she/study) German?
2. When _____ (he/begin) to study Business Administration?
3. Who _____ (write) the play Dancing at Lughnasa.
4. _____ (you/visit) any museums when you were in Sofia.
5. Henry has a perfect school record. He _____ (not/be) sick this year.
6. Prices _____ (go) up. Things are much more expensive this week.
7. What _____ (happen) to you. I waited all afternoon for you.
8. Marilyn ____ (have) an accident. She was running for the bus when she ____ (fall) down.
9. Mr Arnold _____ (win) the Exporter of the Year prize twice.His brother _____ (win) it four times already.
10. Alfred Hitchcock _____ (make) lots of films in his long career.
11. I _____ (just/remember) something.
12. _____ (you/reply) to Mr Aston's letter yet?
13. Mr Miller _____ (work) in a travel agency for years. Then he gave it up.
14. Melanie lives in Bucharest. She _____ (live) there all her life.
15. My uncle died in 1960. I _____ (never/have) the opportunity to meet him.

G: Complete the sentences using the past simple or the past perfect.

1. When the teacher came in, everybody _____ (stand up).
2. I arrived two hours late because my car _____ (break down).
3. I was really tired last night. I _____ (have) a hard day.
4. Sam felt ill, so he _____ (go) to bed.
5. When we _____ (write) the letter, we went to the post office.

H: Complete the sentences using the past perfect or the past perfect continuous.

1. By the time I got home they _____ (eat) all the cake.
2. The room was very smoky. I could tell that my brother _____ (smoke) in there all afternoon.
3. She retired at fifty-five, but she _____ (work) hard all her life.
4. James was very irritable. He _____ (look) for his contact lens for an hour and he still _____ (not / find) it!
5. I was furious with Tom when he arrived. I _____ (wait) for him for hours.
6. Harry was sad to sell his car. He _____ (have) it for a long time.
7. Mary was covered in white paint. She _____ (decorate) the kitchen all afternoon.
8. Lucy went into the sitting room. The TV was on. Her brother _____ (watch) it and _____ (forget) to switch it off.
9. Hattie felt terribly sick. She _____ (eat) too many cream cakes.
10. The journey was incredibly long. We _____ (travel) for ten hours and we weren't even half way yet.

I: Complete the sentences using the present perfect or past perfect.

1. The park looked awful after the music festival. People _____ (leave) litter everywhere.
2. You _____ (make) a mistake. I am not the person you are looking for.
3. When we arrived at the cinema, the film _____ (already/start).
4. It isn't raining now. It _____ (finally/stop).
5. I am really not very hungry. I _____ (just/have) lunch.
6. His apartment was really dirty. He obviously _____ (not/clean) it for weeks.
7. At last the Board of Directors were ready to announce their decision. They _____ (make) up their mind.
8. I am so exhausted. _____ (really/have) a tough week.
9. The ball hit the back of the net before the goalkeeper _____ (notice).
10. The CEO didn't speak until he _____ (hear) all the arguments.

3.5 ARTICLES

Articles are words that define a noun as specific or unspecific. Consider the following examples:

After the long day, the cup of tea tasted particularly good.

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

After a long day, a cup of tea tastes particularly good.

English has two types of articles: Definite and Indefinite. Let's discuss them now in more detail.

3.5.1 The definite article

The definite article is the word *the*. It limits the meaning of a noun to one particular thing. For example, your friend might ask, "are you going to the party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, plural, or uncountable nouns. Below are some examples of the definite article *the* used in context:

Please give me the hammer

Please give me the red hammer; the blue one is too small.

Please give me the nail.

Please give me the large nail; it's the only one strong enough to hold this painting.

Please give me the hammer and the nail.

3.5.2 The indefinite article

The indefinite article takes two forms. It's the word *a* when it precedes a word that begins with a consonant. It's the word *an* when it precedes a word that begins with a vowel. The indefinite article indicates that a noun refers to a general idea rather than a particular thing.

For example, you might ask your friend, "should I bring *a* gift to the party?" Your friend will understand that you are not asking about a specific type of gift or a specific item. "I am going to bring *an* apple pie," your friend tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite article only appears with singular nouns. Consider the following examples of indefinite articles used in context

Please hand me a book; any book will do.

Please hand me an autobiography; any autobiography will do.

Exceptions: Choosing a or an

There are a few exceptions to the general rule of using *a* before words that start with consonants and *an* before words that begin with vowels. The first letter of the word *honor*, for example, is a consonant, but it's unpronounced. In spite of its spelling, the word *honor* begins with a vowel sound. Therefore, we use *an*.

Consider the example sentence below for an illustration of this concept.

My mother is a honest woman.

My mother is an honest woman.

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use *a*, as in the sample sentence below:

She is an united states senator.

She is a United States senator.

This holds true with acronyms and Initialisms, too: an CD display, a UK-based company, an HR department, a URL.

Article before an adjective

Sometimes an article modifies a noun that is also modified by an adjective. The usual word order is article + adjective + noun. If the article is indefinite, choose *a* or *an* based on the word that immediately follows it. Consider the following examples for reference:

Eliza will bring a small gift to Sophie's party.

I heard an interesting story yesterday.

3.5.3 Indefinite articles with uncountable nouns

Uncountable nouns are nouns that are either difficult or impossible to count. Uncountable nouns include intangible things (e.g., information, air), liquids (e.g., milk, wine), and things that are too large or numerous to count (e.g., equipment, sand, wood). Because these things can't be counted, you should never use *a* or *an* with them - remember, the indefinite article is only for singular nouns. Uncountable nouns can be modified by words like *some*, however. Consider the examples below for reference.

Please give me a water.

Water is an uncountable noun and should not be used with the indefinite article.

Please give me some water.

However, if you describe the water in terms of countable units (like bottles), you can use the indefinite article.

Please give me a bottle of water.

Please give me an ice.

Note that depending on the context, some nouns can be countable or uncountable (e.g., hair, noise, time):

We need a light in this room.

We need some light in this room.

3.5.4 Uses of article ‘a’

- I. Before a word which begins with a consonant sound.
a man, a horse, a cat, a dog, a girl, a man, a woman and a pen.
- II. Before a vowel which has a consonant sound ‘yu’ or ‘w’:
a utensil, a university, a union, a uniform, a useful thing, European and a one rupee note.
- III. Before a common noun in the singular to represent the whole class.
A lion is a dangerous animal.
A dog is a faithful animal
- IV. Before Mr./miss/ Mrs. /Ms. And a surname when he or she is a stranger to the speaker.
a Mr. Rao left his card for you
- V. Before the names of professions/ a trade/ an occupation/ a class/ a religion, etc.
a teacher, a doctor, a lawyer, a farmer, a Hindu, a Christian and a Muslim.
My father is a farmer.
- VI. A is used with a proper noun used as a common noun.
He thinks he is a Bheema.
He thinks he is a Tendulkar.
- VII. Before numerical expressions such as:
Dozen/ hundred/ thousand/ million.
I ordered a hundred chairs.
She bought a dozen mangoes.
- VIII. Before phrases of time/speed/ratio and measurements.
He was driving at 50 miles an hour.
Tomatoes are rs.20 a kilo.
- IX. A is used in exclamations before singular countable nouns.
What a beautiful monument!
What a pretty child!

X. A is used with few and little in a positive sense.

We've had a few replies.

I need a few things from the store.

A stitch in time saves nine.

XI. Used before certain words: noise, headache, distance, hurry, walks.

Don't make a noise.

He is suffering from a headache.

3.5.5 Uses of article 'an'

I. Before a word beginning with a vowel or a vowel sound

(a, e, i, o, u).

An event, an egg, an hour, an x-ray, an Indian, an orange and an umbrella.

an event in history.

II. Before a word which starts with a silent 'h'.

An hour, an honest man, an honourable man, etc.

III. A consonant in an abbreviation which begins with a vowel sound.

An M.L.A., an M.P, an M.A., etc.

3.5.6 Omission of articles/Zero Article

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a "zero article."

I Often, the article is omitted before nouns that refer to abstract ideas.

Examples

Let's go out for a dinner tonight.

Let's go out for dinner tonight.

The creativity is a valuable quality in children.

Creativity is a valuable quality in children.

II. Many languages and nationalities are not preceded by an article.

Example: *I studied the French in high school for four years.*

I studied French in high school for four years.

III. Sports and academic subjects do not require articles.

Examples

I like to play the baseball.

I like to play baseball.

My sister was always good at the math.

My sister was always good at math.

IV. a + nouns starting with a pronounced “h”: a horse

In some cases where “h” is pronounced, such as historical,” you can use an. However, a is more commonly used and preferred.

A historical event is worth recording

V. If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows the article:

Examples

A broken egg

An unusual problem

a European country (sounds like ‘yer-o-pi-an,’ i.e. Begins with consonant ‘y’ sound)

VI. Remember, the indefinite articles are used to indicate membership in a group:

I am a teacher. (I am a member of a large group known as teachers.)

Brian is an Irishman. (Brian is a member of the people known as Irish.)

Seiko is a practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

VII. Before plural nouns.

Cows give milk.

Dogs are pet animals.

VIII. Before uncountable nouns.

Luggage, news, information, furniture, water, rice, milk, coffee and money.

I like coffee.

IX. Before material nouns

Gold, silver, glass, paper, cloth, wood, fiber and milk.

The table is made of wood.

3.5.7 Use of the definite article ‘the’

- I. Before a noun which refers to a specific or particular thing.
The boy in blue shirt is my brother.
The people i met there were very friendly.
- II. To refer to persons or things mentioned for the second time.
I met a girl and the girl was beautiful.
- III. To signify persons or things understood from the context.
I left the luggage (which I had with me) at the cloak room at the airport.
- IV. Before a singular noun which represents the whole class.
The lion is a ferocious animal.
The dog is a faithful animal.
The rose is a lovely flower.
- v. Before the names of unique things. (which there is only one in the universe)
The earth, the sky, the sun and the moon.
The sun rises in the east.
The sky is in blue color.
- VI. Before the names of rivers/ oceans/ seas/ gulfs/ mountain ranges and groups of islands.
 - (a) The Godavari, the Ganges, the Narmada, the Nile, the Krishna, etc.
 - (b) The Indian Ocean, the Arabian sea, the Persian gulf.
 - (c) The Himalayas, the vindhyas, the Andaman and Nicobar islands, the Maldives.
- VII. To tell the names of well known/ famous books. (Holy books)
The Ramayana, the Koran, the bible, the Bhagavad-Gita, etc.
The bible is a scripture.
- VIII. Before the names of ships/ trains/ aero planes and rockets.
The minar express, the jumbo, the Aryabhata.
The Boeing 707 is a supersonic flight.
- IX. Before the names of public/ historical buildings/ hotels/ shops/ theatres/ clubs/ companies etc.
The parliament house, the taj-banjara, the shopper’s stop and the lions club.
The maharaja palace is in Mysore.

- X. Before the plural names of the countries or where the type of the government is mentioned.
The west indies, the Netherlands, the Indian republic, the united kingdom.
He went to the U.S.A. last month.
- XI. Before the names of inventions.
The telescope enables us to see distant stars.
- XII. Before proper noun, when it is used as a common noun.
Kalidasa is the shakespeare of India.
- XIII. Before superlative degree (adjectives).
He is the best player in the team.
He is the smallest boy in class.
It was the best day of my life.
- XIV. Before ordinals (first, second, etc).
He came here on the fifth of October recently.

3.5.8 Omission of the article 'the'

- I. Before proper nouns/ material nouns/ collective nouns/ abstract nouns/ plural nouns (used in general sense).
(a) Joy, sorrow, intelligence, ram, Hyderabad and India.
India is a great country.
Gold is a valuable metal.
Fruits are good for health.
Knowledge is power.
- II. Before institutions and places of assembly like school, church, college, hospital and university etc., (when these places are visited for their primary purpose).
We went to church on Sunday.
Children go to school.
- III. Before names of meals unless specially qualified. (when used in general sense)
Dinner is ready.
Children are waiting for breakfast.
- IV. Before the names of the days/night/week/month/year, proceeded by next or last.
We will meet next year.
Went to a film last night.

- V. Before parts of the body (when they are used with possessives)
My legs, his eyes
- VI. Before names of substances (used in general sense).
(a) Iron, flour and dough etc.
- VII. Before words showing nationality used in plural form.
Indians are very good at heart.
- VIII. Before title/positions like president, king, pope etc., if the name follows;
Pope Benedict is a good Samaritan.
- IX. Before the names of mountains and hills.
Mt. McKinley is the highest peak in North America.
- X. Geographical use of the
There are some specific rules for using 'the' with geographical nouns.

Do not use the before

Names of most countries/territories: Italy, Mexico, Bolivia; however, the Netherlands, the Dominican republic, the Philippines, the United States is correct.

Names of cities, towns, or states: Mumbai, Delhi

Names of streets: Gandhi Street

Names of lakes and bays: Lake Kolleru, Lake Panama except with a group of lakes like the Great Lakes of Africa.

Names of mountains: Mount Everest, Mount Fuji except with ranges of mountains like the Andes or the Rockies or unusual names like the Matterhorn

Names of continents: Asia, Europe

Names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands.

3.5.9 Task

TASK-13: Choose the suitable article from the following

- Are you coming to _____ party next Saturday?
- I bought _____ new TV set yesterday.
- I think _____ man over there is very ill. He can't stand on his feet.
- I watched _____ video you had sent me.
- She was wearing _____ ugly dress when she met him.
- I am crazy about reading _____ history books.

7. She is _____ nice girl.
8. Do you want to go to _____ restaurant where we first met?
9. He is _____ engineer.
10. He thinks that _____ love is what will save us all.

Answers

1. Are you coming to the party next Saturday?
2. I bought a new TV set yesterday.
3. I think the man over there is very ill. He can't stand on his feet.
4. I watched the video you had sent me.
5. She was wearing an ugly dress when she met him.
6. I am crazy about reading x history books.
7. She is a nice girl.
8. Do you want to go to the restaurant where we first met?
9. He is an engineer.
10. He thinks that x love is what will save us all.

TASK-14: Choose the correct article: (a or an)

1. I am going to _____ concert tomorrow.
2. My boyfriend is _____ actor.
3. Her cousin has _____ very good job.
4. That was _____ interesting game.
5. She is _____ honest person.
6. We had _____ really good time yesterday.
7. Bring _____ umbrella. It is going to rain.
8. Tomorrow will be _____ hot day.
9. Mary is _____ good friend.
10. I want to eat _____ apple.

Answers

1. a	2. an	3. a	4. an	5. an
6. a	7. an	8. a	9. a	10. an

Mixed Articles**TASK-15: For each blank space, choose the proper article (a, an, the, or no article)**

1. Denver is located at the foot of _____ Rocky Mountains. a) a b) the c) no article
2. Toronto is located on _____ Lake Ontario. a) a b) the c) no article
3. San Diego is located near _____ Mexican border. a) a b) the c) no article
4. Let's go to _____ Mexico. a) a b) the c) no article
5. _____ Nile is the longest river in the world. a) A b) The c) no article
6. _____ Sahara is the world's biggest desert. a) A b) The c) no article
7. I spoke with _____ Chinese film director that I told you about. a) a b) the c) no article
8. Do you speak _____ Chinese? a) a b) the c) no article
9. I need _____ bottle of water. a) a b) the c) no article
10. Spain is one of _____ largest European countries. a) a b) the c) no article

Answers

1. b	2. c	3. b	4. c	5. b
6. b	7. b	8. c	9. a	10. b

TASK-16: Fill in the blanks below with either a, an, the, or no article:

1. Q: Is dad picking us up today?
A: Nope, _____ mom's picking us up.
2. Q: Who's that?
A: That's _____ guy I told you about last week.
3. Q: Why are you so upset?
A: I'm not upset. You're _____ one who's upset.
4. Q: Is this _____ bad time? Should I call you later?
A: Yes, please call me in 30 minutes.
5. Q: How do you like my dress?
A: Wow! That's _____ one beautiful dress!
6. Q: Why won't your brother talk to me?
A: Because you told him he was stupid! That was _____ very mean thing to say.

7. Q: Do you like cats or dogs?

A: I like them both, but I think I like _____ cats more than _____ dogs.

8. Q: Is this _____ road to San Francisco?

A: Yes, it is.

9. Q: Do you know the name of _____ artist who painted this portrait?

A: Yes, it's Henri

10. Q: We'll never make it on time!

A: Sure we will! I know _____ shortcut

Answers

1. no article	2. the	3. the	4. a	5. no article
6. a	7. no article	8. the	9. the	10. a

TASK-17: Please complete the following exercise using a/an/the/zero (no article) in the underlined spaces where appropriate. (Some articles have been included for you, but others are missing.) Change capital letters to lower case letters at the beginning of a sentence if necessary.

There has never been (1) _____ more exciting time to produce (2) _____ new dictionary. Everything is changing and expanding: the English language itself, the technology that helps us to describe it, and (3) _____ needs and goals of those learning and teaching (4) _____ English. (5) _____ 1960s saw the development of (6) _____ first large corporate (special collections) of English text. (7) _____ another of the Macmillan English dictionary's innovations is that two similar but separate editions have been created from (8) _____ same database: one for learners whose main target variety is (9) _____ American English, (10) _____ other for learners of British English. The differences are small but significant.

Answers

1. A	2. A	3. The	4. No article	5. The
6. The	7. No article	8. The	9. No article	10. The

3.5.10 Check Out

Assignment-11: Fill in the blanks below with either a, an, the, or no article:

1. Q: What did you get for your birthday?

A: I got _____ lot of good presents.

2. Q: What did you get for your birthday?
A: I got _____ lots of good presents.
3. Q: Where are you going for your vacation?
A: I'm going to _____ Dominican Republic.
4. Q: What do you think of Mexico?
A: I think it's _____ very beautiful country.
5. Q: Do you have a scarf I could borrow?
A: Yes, I have two. _____ blue one and _____ beige one.
6. Q: How is your grandfather?
A: He's _____ little sick, but it's nothing serious.
7. Q: Where were you _____ last night? I called you three times.
A: Oh, sorry. My cell phone was off all day yesterday.
8. Q: Do you think he's lying?
A: No, he's the kind of _____ guy that always tells the truth.
9. Q: Do you remember _____ exact date when the war started?
A: No, I don't.
10. Q: Are you watching _____ Lakers-Celtics game? What's _____ score?

Assignment-12: Choose the correct article: (a or an)

1. I moved to _____ USA when I was 15 years old.
(a) a (b) the (c) no article
2. I can spell as well as _____ most students.
(a) a (b) the (c) no article
3. He is _____ most famous actor I know.
(a) a (b) the (c) no article
4. Hurry up. We don't have _____ lot of time.
(a) a (b) the (c) no article
5. I live around here = I live in _____ neighborhood.
(a) a (b) the (c) no article

6. I don't know at all = I don't have _____ clue.
(a) a (b) the (c) no article
7. I have _____ idea!
(a) a (b) the (c) no article
8. _____ tea in my cup is too hot to drink.
(a) a (b) the (c) no article
9. The US President lives in _____ White House.
(a) a (b) the (c) no article
10. My parents live in _____ white house.
(a) a (b) the (c) no article

Assignment-13: Complete the following exercise with a / an, or the, put "X" where no article is needed.

1. Have you got _____ car?" "No, I've never had _____ car in my life."
2. Don't stay in that hotel. _____ beds are very uncomfortable.
3. "Is that your wife?" "No, my wife's _____ woman in _____ red dress."
4. After I leave _____ school, I want to go to _____ university.
5. What's in _____ newspaper?
6. Can you show me _____ that book, please?
7. What's _____ name of _____ woman in _____ blue dress?
8. _____ water turns into _____ ice at 0 degree c.
9. I go to _____ hospital to treat _____ patient.
10. She lives in _____ nice flat on _____ fifth floor of _____ old house.

Assignment-14: Put a suitable article wherever necessary.

1. I have _____ little money left; let's have dinner in _____ restaurant.
2. I had _____ very bad night; i didn't sleep _____ wink.
3. He is _____ vegetarian; you won't get _____ meat at his house.
4. Tobacco is one of _____ most important products of _____ south.
5. Like many women, she loves _____ tea parties and _____ gossip.
6. _____ coffee which comes from Brazil is _____ best.

7. _____ fresh air is needed by everyone.
8. I get on _____ train at _____ same place every day.
9. _____ telephone seldom rings in our home.
10. _____ coffee is very strong.

Assignment-15: Fill in the blanks with the suitable article.

I am from Winchester, Hampshire. Winchester is ____ city in ____ united kingdom. I live in ____ town called taunt on which is on ____ river tone. I live in ____ house in ____ Quiet Street in the country side. ____ street is called Hudson street and ____ house is old more than 100 years old! I am ____ English lecturer at ____ college near ____ centre of the town. I like books, music and taking photographs. I usually have lunch at college. I usually go home by car. We have all kinds of food in England. I like polish food very much. Sometimes, I go to ____ polish restaurant in bath. ____ restaurant is called magda's. ____ Polish food is delicious!

Assignment-16: Complete the following exercise with a / an, or the, put "X" where no article is needed.

1. Have you got _____ car?" "No, I've never had _____ car in my life."
2. Don't stay in that hotel. _____ beds are very uncomfortable.
3. "Is that your wife?" "No, my wife's _____ woman in _____ red dress."
4. After I leave _____ school, I want to go to _____ university.
5. What's in _____ newspaper?
6. Can you show me _____ that book, please?
7. What's _____ name of _____ woman in _____ blue dress?
8. _____ water turns into _____ ice at 0 degree c.
9. I go to _____ hospital to treat _____ patient.
10. She lives in _____ nice flat on _____ fifth floor of _____ old house.

Assignment-17: Put a suitable article wherever necessary

1. I have _____ little money left; let's have dinner in _____ restaurant.
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4. Tobacco is one of _____ most important products of _____ south.
5. Like many women, she loves _____ tea parties and _____ gossip.

6. _____ coffee which comes from Brazil is _____ best.
7. _____ fresh air is needed by everyone.
8. I get on _____ train at _____ same place every day.
9. _____ telephone seldom rings in our home.
10. _____ coffee is very strong.

3.6 PREPOSITIONS

Prepositions are short words (on, in, to) that usually stand in front of nouns. The prepositions are a part of the parts of speech which connect words, clauses and sentences together and show the relations between them. In a sentence, the preposition shows relationships among other words in the sentence that include direction, place, time, cause, manner and amount.

Prepositions are those words in a sentence that show how the nouns, pronouns and phrases are related with other parts of the sentence.

Example: In the sentence the cow is in the field, the preposition in shows the relationship between the words cow and the field. The relations that prepositions express can be as follows:

(a) Time relation	(b) place relation	(c) Position relation
(d) state relation	(e) Cause relation	(f) purpose relation.

By using the relations we have the following examples

- (i) He came at five o'clock. (Expresses time relation of the noun to the verb.)
- (ii) He is in the room. (Expresses place relation of the noun to the verb.)
- (iii) He is standing between John and Jack. (Between expresses position relation.)
- (iv) She is in a trouble. (Expresses state relation of the noun to the verb.)
- (v) They jumped up for joy. (For expresses cause relation.)
- (vi) They stood firm for their rights. (Expresses purpose relation.)

3.6.1 Types of Prepositions

Prepositions may be arranged in the following classes

1. Simple preposition

At, by, for, from, in, of, off, on, out, through, till, to, up, with.

2. Compound preposition

Which are generally formed by prefixing a preposition to a noun, an adjective or an adverb.

Ex: About, above, across, along, amidst, among, before, behind, beside, between, inside, outside, underneath, within, without.

3. **Phrase preposition:** Phrase preposition is a group of words used with the force of a single preposition: according to, in accordance with, in place of, along with, in course of, owing to, with a view to, in order to, for the sake of.
4. **Preposition of place:** About, across, among, before, between below, behind, from, through, near, on, over, under, upon, within, round, without, beside into.
5. **Preposition of time:** After, at, in, on, during, since, through, throughout, towards, from, during, into, behind.

At: Is used to indicate a definite point of time:

Ex: He came *at* 8 o'clock; I shall tell him the fact *at* the right time.

In: Is used to indicate year, century, morning, evening, time period (in years, hours, days, months) seasons etc.

Ex: I get up early *in* the morning. It shall be completed *in* four hours/months.

On: Is used in expressing days and dates, as

Ex: My school shall reopen on Monday

India was declared independent on 15th august 1947.

From and to: From is used to indicate the beginning of an action, and to indicate the time when the action ends.

Ex: The diwali vacation is from 15th October to 22nd October 2005.

6. **Preposition of direction:** Prepositions are those indicative of direction, such as across, up, and down.

Ex: look to the left and you'll see our destination.

Ending a sentence with a preposition

The old claim that it's wrong to end a sentence with a preposition has been utterly debunked. It's not true and it never was true. Writers who always insist that a preposition can't end a sentence often end up with stilted and unnatural sentences:

There's no one else to hide behind. (Grammatically correct and natural)

There's no one else behind whom to hide. (Grammatically correct, but unnatural)

Where did you come from? (Grammatically correct and natural)

From where did you come? (Grammatically correct, but unnatural)

That said, it is sometimes more elegant to move a preposition to an earlier spot in a sentence, especially in very serious and formal writing. But if you do move the preposition, remember to delete it from the end.

This is something we must meditate on.

This is something on which we must meditate.

This is something on which we must meditate on.

3.6.2 Unnecessary Prepositions

One of the most common preposition mistakes is adding an unnecessary at to the end of a question.

Where is your brother at?

Although this is common in some English dialects, it's considered an error in writing. You can fix the problem by simply deleting the at.

Where is your brother?

On the bright side, if you're not sure which preposition to use, sometimes you can just get rid of it altogether. In fact, you should always get rid of unnecessary prepositional phrases. Too many prepositions can be a sign of flabby writing.

Getting rid of the prepositions forces you to tighten up the sentence. The result is shorter, more direct, and easier to understand:

Here's another example

Alex hit the baseball up over the fence.

Get rid of the up. You don't need it:

Alex hit the baseball over the fence.

3.6.3 Other Uses of Preposition

1. **`About`** shows nearness.

Example: I am about to reach.

2. **`After`** refers to sequence.

Example: She came just after her husband.

3. **`Across`** means from one side.

Example: Rahul shouted my name from across the road.

4. **`Before`** stands for `in front of`.

Example: Aman stood before his father and begged for his forgiveness.

5. 'Beside' means 'by the side of'.

Example: A couple should stand beside each other through tough times.

3

6. 'Besides' means 'in addition to'.

Example: I cannot come, besides I am not even interested in the event.

3.6.4 Task (GATE 2018)

TASK-18: Correct the sentence using the proper preposition

1. The diver dive in the pool from a great height (SSC CGL, 2019)
 - (a) Dives to a pool
 - (b) Dived into the pool
 - (c) No improvement
 - (d) Dived at the pool
2. The director will agree with the proposal if we do not exceed the budget. (SSC CGL, 2019)
 - (a) No Improvement
 - (b) Agree to the proposal
 - (c) Agree on the proposal
 - (d) Agreed by the proposal
3. There is a great degrade in values in modern age. (SSC CGL, 2019)
 - (a) Degradation of values
 - (b) Deliberation of values
 - (c) Demonstration from values
 - (d) No Improvement
4. No effort has been made by the Indian cricket team to cash off on its vibrant image in the world cup (SSC CGL, 2019)
 - (a) to cash up on
 - (b) for cash through in
 - (c) to cash in on
 - (d) for cashing off on
5. Amit has the good command on English as he was born and brought up in England (SSC CGL, 2019)
 - (a) A better command of
 - (b) A good command over
 - (c) No improvement
 - (d) The best command in
6. Our new office will become operational from a week's time. (SSC CGL, 2019)
 - (a) In a week's time
 - (b) By the week's time
 - (c) For a week's time
 - (d) No Improvement

51

In the sentence identify the segment which contains the grammatical error

7. The prime minister along with the other ministers ____ for America. (SSC CGL, 2019)
 - (a) For America
 - (b) Have left
 - (c) The prime minister along with
 - (d) The other ministers

8. A man in need pleaded for help (SSC CGL, 2019)
 (a) No Improvement (b) Promised for help
 (c) Commanded to help (d) Requested for helpin
9. Deepa walked down the road slowly without looking anybody (SSC CGL, 2019)
 (a) Slowly without (b) Down the road (c) Looking anybody (d) Deepa walked
10. One of the boys from our school have been selected for national badminton (SSC CGL, 2019)
 (a) Have been selected (b) From our school
 (c) For national badminton championship (d) One of the boys
11. One of the greatest responsibilities of a scientist is that his discoveries and inventions are utilized to the overall development of the nation. (SSC CGL, 2019)
 (a) Development of the nation (b) One of the greatest responsibilities of a scientist
 (c) Is that his discoveries and inventions (d) Are utilized to the overall
12. Everyone except she have travelled by air (SSC CGL, 2019)
 (a) Everyone except (b) No Error (c) Travelled by air (d) She have
13. We had a long discussion at a cup of coffee (SSC CGL, 2019)
 (a) A long discussion (b) Of coffee (c) We had (d) At a cup
14. He was greatly disappointed to be failed again (SSC CGL, 2019)
 (a) By being failed (b) On failing (c) To failed (d) No improvement
15. As a little child she was afraid from darkness (SSC CGL, 2019)
 (a) No error (b) As a little child (c) From darkness (d) She was afraid

Answers

1. (b) 2. (b) 3. (a) 4. (c) 5. (b) 6. (a) 7. (b) 8. (a)
 9. (c) 10. (a) 11. (d) 12. (d) 13. (d) 14. (b) 15. (c)

TASK-19: Choose the correct prepositions from the following options

1. I talked to him _____ the weekend.
 (a) at (b) in (c) on
2. The dog is _____ the doghouse.
 (a) at (b) in (c) on

3. I eat breakfast _____ the morning.
(a) at (b) in (c) on
4. We arrived _____ the airport in the evening.
(a) at (b) in (c) on
5. I was _____ work all day.
(a) at (b) in (c) on
6. Put the book _____ the table.
(a) at (b) in (c) on
7. He is currently _____ vacation.
(a) at (b) in (c) on
8. I'll call you _____ half an hour.
(a) at (b) in (c) on
9. We had a good time _____ the basketball game.
(a) at (b) in (c) on
10. There are many good restaurants _____ this city.
(a) at (b) in (c) on
11. Thank you _____ telling me about this.
(a) in (b) by (c) for
12. Who did you buy this _____?
(a) from (b) on (c) in
13. The factory workers have been _____ strike since January.
(a) on (b) in (c) about
14. _____ you and me, I don't think he's a very good teacher.
(a) Through (b) Between (c) Among
15. P1: Did you do it _____ purpose? P2: No, it was an accident!
(a) by (b) in (c) on

Answers

1. c 2. b 3. b 4. a 5. a 6. c 7. c 8. b 9. a 10. b
11. c 12. a 13. a 14. b 15. c

TASK-20: Write the correct preposition in a given paragraph.

I'm Peter and I live _____ (1) Germany. _____ (2) Summer I like to travel _____ (3) Italy, because _____ (4) the weather and the people there. Last summer I took a plane _____ (5) Munich to Rome. _____ (6) the airport we went to our hotel _____ (7) bus. We stopped _____ (8) a small restaurant for a quick meal. The driver parked the bus _____ (9) the restaurant. Nobody could find the bus and the driver, so we waited _____ (10) the restaurant _____ (11) one hour. The driver was walking _____ (12) the small park _____ (13) the restaurant which we did not know. So we were very angry _____ (14) him. But my holidays were great. We sat _____ (15) campfires and went dancing _____ (16) the early mornings.

Answers

1. In	2. In	3. To	4. Of	5. From	6. From
7. By	8. At	9. Behind	10. Outside	11. For	12. Through
13. Near	14. With	15. Round	16. Till		

3.6.5 Check Out**Assignment-18: Please choose the correct preposition (in/of/on) for the sentences in this exercise.**

1. All the students will work _____ a collaborative environment.
2. They need to concentrate _____ their studies.
3. They will be placed _____ a range of community settings.
4. We examined the scientific basis _____ dental practice.
5. This degree appeals to students who are interested _____ working in the new fields and occupations created by digitization
6. The essay will be _____ a topic you have studied recently.
7. These are the cultural processes _____ globalisation.
8. Here is a simple analysis _____ algorithm.
9. The researchers are reliant _____ external funding.
10. This course provides the opportunity to focus _____ your major area of interest.

Assignment-19: Please choose the correct preposition (about/for/to) for the sentences in this exercise.

1. In addition to the formal contact time required _____ each course students will need to allocate non-contact time.

2. The course encourages students to think critically ——— development.
3. The relative proportion of contact and non-contact time may vary from course ——— course.
4. The course aims to help people make sound choices ——— health.
5. Graduates are well equipped ——— careers in environmental policy.
6. Marine biology is all ——— the largest and most diverse ecosystem on the planet ——— the sea.
7. This academic program offers opportunities for studies that can lead ——— careers in the increasingly important field of international business.
8. Students will learn ——— such key concepts as the scientific method.
9. The degree is designed to build a student's capacity ——— lifelong learning beyond graduation.
10. You will study issues related ——— individual adjustment and maladjustment.

Assignment-20: Fill the gaps with the correct prepositions.

1. We live _____ London.
2. Would you like to go _____ the cinema tonight?
3. No, thanks. I was _____ the cinema yesterday.
4. We are going _____ holiday next week.
5. There is a bridge _____ the river.
6. The flight from Leipzig to London was _____ Frankfurt.
7. _____ my wall, there are many picture postcards.
8. Who is the person _____ this picture?
9. Come _____ the sitting room, we want to watch TV.
10. Munich lies 530 meters _____ sea level.
11. James stood _____ the end of the cliff and looked to the sea below.
12. I met my girlfriend _____ an art exhibition.
13. They've bought a house _____ the corner of Green Street.
14. We stopped _____ our way to Madame Tussaud's to ask for directions.
15. The group of boys walked slowly _____ the entrance sign.
16. The best view of the city is _____ the top of the castle, but you have to climb a steep hill to reach it.

17. We couldn't get _____ the theatre because the doors were locked.
18. He ran _____ the stairs and opened the front door.
19. Go _____ the bridge and you'll see the bowling alley on the other side.
20. We stopped in shock because we saw a huge truck coming _____ us.

Assignment-21: Complete the passages using suitable prepositions.

The dromedary is a type of camel kept _____ (1) desert people. It is not an easy animal to handle. It never becomes friends' _____ (2) its master or anybody else. Every night, these animals have to be pushed _____ (3) to their knees and tied _____ (4) tightly.

The dromedary is strong. It can easily throw _____ (5) all it is carrying and gallop madly _____ (6). To lead these animals, the nomads use long reins. These reins are tied _____ (7) an iron ring. The iron ring is pushed _____ (8) the nostril of the animal.

Dromedaries can live _____ (9) thorny plants, leaves, twigs and dried grasses that other animals cannot eat. They keep stores of fat _____ (10) the humps on their backs. Their bodies can use these stores of fat _____ (11) bad times, when there is no food. They can make water _____ (12) these stores, too. Dromedaries are able to go _____ (13) food and water _____ (14) many days. Hence, they are extremely useful for journeys _____ (15) the desert.

3.7 QUESTION TAGS

66

Question tags are used in spoken English, but not in written English. They are put **at the end of the sentence**.

To make a **question tag**, use the first auxiliary (forms of to be, have) or modal verb (must, can, will). If there isn't an auxiliary or modal verb, use do, does or did.

3.7.1 Positive or Negative Question Tags

57

1. If the sentence is positive, the question tag must be negative.

- He **is** good at dancing, **isn't** he?
- They **left** yesterday afternoon, **didn't** they?
- She **was** surprised, **wasn't** she?
- Madhavi can speak English, **can't** she?

3

2. If the sentence is negative, the question tag must be positive.

- He **isn't** good at dancing, **is** he?
- They **didn't** leave yesterday, **did** they?
- She **wasn't** surprised, **was** she?
- They **aren't** funny, **are** they?
- He **shouldn't** say things like that, **should** he?

37

3. When the verb in the main sentence is in the present simple we form the question tag with **do / does**.

- You play the guitar, **don't** you?
- Anitha likes tennis, **doesn't** she?

42

If the verb is in the past simple we use **did**.

- They went to the cinema, **didn't** they?
- She studied in Germany, **didn't** she?

37

4. When the statement contains a word with a negative meaning, the question tag needs to be **positive**

- He hardly ever speaks, **does** he?
- They rarely eat in restaurants, **do** they?

5. Question Tags with Auxiliary Verbs

- They **haven't** met him before, **have** they?
- He **is** in the park, **isn't** he?
- They **are** studying at the moment, **aren't** they?
- She **has** a brother, **hasn't** she?
- They **were** in Paris last week, **weren't** they?

6. Question tags with modal verbs

- She **can** help him, **can't** she?
- He **will** tell me, **won't** he?
- They **should** learn for the test, **shouldn't** they?
- It **can't** be true, **can** it?

7. Question tags without auxiliary or modal verb

- She **left** last Friday, **didn't** she?
- He **works** in your company, **doesn't** he?
- You **don't** know him, **do** you?

37

8. Each, every, everyone, everybody, no one, nobody, none are singular and hence will take singular verb/ singular pronoun/ singular adjective with them but their question tag will take plural verb and plural pronoun.

- Everyone has come, **haven't** they
- Everybody has to pay his own bill, **Haven't** they?
- None of your friends has arrived yet, **Have** they?
- None of your friends like her, **do** they
- Everyone can speak English, **can't** they?

9. If the sentence starts with "let us/ let's", "shall we" is used in the question.

- Let us go to party tonight, **shall** we?
- Let us help her to complete the work, **shall** we?
- Let us go to meet her, **shall** we?

10. In Imperative sentences, question tag 'won't you' is used.

- come in, **won't** you?
- Please give me the documents, **won't** you?

11. Collective noun takes singular verb and singular pronoun in question tag.

- The jury has taken its decision, **hasn't** it?

12. If we talk about the individual members of the collective noun or if there is a difference in opinion among the members of the collective noun, plural verb and plural pronoun are used.

- The comm are divided in their opinion, **aren't** they?
- The audience have taken their seats, **haven't** they?

13. If in a imperative sentence, somebody is being offered anything, or if someone is being asked to do something, "will you/ would you" is used in the question tag.

- Open the door, **would** you?
- Have some more tea, **would** you?

14. Moon, earth, river, motherland, country, ship, train are treated as feminine gender. In the tag question the Pronoun used will be "she". Instead of she ' it' can also be used.

- The Titanic was thought to be unsinkable, **wasn't** she?
- India has never attacked any country, **has** she?

Exceptions

Some verbs / expressions have different question tags. For example

- **I am** - I am attractive, **aren't** I?
- **Positive imperative** - Stop daydreaming, **will** / **won't** you?
- **Negative imperative** - Don't stop singing, **will** you?
- **Let's** - Let's go to the beach, **shall** we?
- **Have got (possession)** - He has got a car, **hasn't** he?
- **There is / are** - There aren't any spiders in the bedroom, **are there**?
- **This / that is** - This is Paul's pen, **isn't** it?

3.7.2 Intonation

Intonation is the word used to describe the way in which the voice rises or falls is spoken English. It is very important in speech. The rise and fall of the voice while speaking is called Intonation.

Intonation is defined as "speech melody consisting of different tones". An intonation is a melody that belongs to an entire sentence. Intonation plays an important role in the spoken language.

Different intonation patterns are used to send out signals to express different attitudes that may “colour” a message.

Without intonation, our voices are flat and monotone. Without intonation, one cannot understand the speaker’s feelings as well the speaker’s attitudes.

For Example

Are they really happy? or Are they very angry?

Is there something exciting happening or perhaps a surprise of some sort? Thus, the person confident in what they think or say, or are they unsure of what they are thinking or saying?

Intonation is about how we say things, rather than what we say, the way the voice rises and falls when speaking, that is why, it is the music of the language.

Objective Factors

Few things must be kept in mind during a conversation:

a. Pitch

While some people naturally have higher voices than others. Women tend to speak in a high pitch voice than men. We convey emotions through our pitch of voice.

b. Pace

This is how fast and slow the speech is. While rapid speech may indicate that the speaker is nervous or excited, a steady pace shows confidence. It reflects a topic of a more serious nature.

c. Power

This refers to where you place the stress in a sentence, and can change the meaning of your speech almost entirely. For example, take a sentence “I didn’t say your behaviour was bad!”. Depending on where you place the stress in this sentence, you can elicit an entirely different response. The rate at which work is done is called power. One can practically name it by the way of utterancy.

d. Tone

Tone is the easiest giveaway when it comes to emotion. We often think of vocal tones as being warm or cold. For example, the phrase “see you later” spoken in a warm tone implies excitement at the impending reunion, whereas spoken in a cold tone it could be a clue that the speaker isn’t particularly keen on seeing you after all! Tone makes the sender as well as the listener attentive.

3.7.3 Tone Groups

Intonation and stress are closely linked. They go hand in hand. Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, wonder, gratitude, solitude etc.). It indicates the mood of the speaker.

There are two basic patterns of intonation in English:

1. Falling intonation and
2. Rising intonation.

In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.

- I. Falling Intonation (?):-** The pitch of the voice falls at the end of the sentence. But, voice must be clear till the end. Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions, confirmatory question tags and exclamations as well.

1. Statements

a. Glad to meet ↘ you.	b. I will be back in a ↘ minute.
c. He doesn't seen here ↘ anymore.	d. My mother wants to change her ↘ car.
e. Here is the weather ↘ forecast.	

2. Commands

a. Write your name ↘ here.	b. Show me what have you ↘ written.
c. Keep it on the ↘ desk.	d. Take that picture ↘ down.
e. Throw that ↘ out.	

3. Why-questions(requesting information)

(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

a. What country do you come ↘ from?	b. Where do you ↘ work?
c. Which of them do you ↘ prefer?	d. How many books have you ↘ bought?
e. When does the shop ↘ open?	f. Whose bag is ↘ this?

4. Questions Tags that are statements requesting confirmation rather than questions.

Not all tag questions are really questions. Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.

- a. She thinks, she's so clever, doesn't ↘ she?

- b. He is such an arrogant, isn't ↘he?
- c. They failed the test because they didn't revise, did ↘they?
- d. It doesn't seem to bother him much, does ↘it?

5. Exclamations

- a. How nice of ↘you!
- b. That's just what they ↘need!
- c. He doesn't ↘say!
- d. What a beautiful ↘voice!
- e. That's a ↘wonder!

II. Rising Intonation

The pitch of the voice rises at the end of a sentence. Rising intonation invites the speaker to continue talking. It is normally used with yes/no questions, and question tags that are real questions.

1. Yes or No Questions

- a. Do you like your new ↗teacher?
- b. Have you finished work ↗already?
- c. May I borrow your ↗bike?
- d. Do you have any ↗magazines?
- e. Do you sell ↗grocery?

2. Questions tags that show uncertainty and require an answer (real questions).

- a. We've met already, ↗haven't we?
- b. You like fish, ↗don't you?
- c. You're a new student ↗aren't you?
- d. The view is beautiful, ↗isn't it?

We sometimes use a combination of rising and falling intonation in the same sentence. The combination is called Rise-Fall or Fall-Rise intonation.

III. Rise-Fall Intonation (↗↘) : This is also called Rising Tone-Falling Tone. We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

1. Choices(alternative questions)

- a. Do you have ↗tea or ↘coffee?
- b. Is Kavish leaving on ↗Monday or ↘Friday?
- c. Does he speaks ↗French or ↘English?

- d. Is your name ↗Rama or ↘Bima?

2. Lists (rising, rising, rising, falling) – 3 times rising and one time falling. Intonation falls on the last item to show that the list is finished.

- a. We've got ↗apples, pears, bananas and ↘oranges.

- b. The sweater comes in ↗blue, white pink and ↘black.
 - c. I like ↗football, tennis, basketball and ↘volleyball.
 - d. I bought ↗ a t-shirt, a skirt and a ↘ handbag.
- 3. Unfinished thoughts(partial statements):** In the responses to the following questions, the rise-fall intonation indicates reservation. The speaker hesitates to express his/her thoughts completely.
- a. Do you like my new handset? Well the ↗guard is ↘nice...
(but i don't like it).
 - b. What was the meal like? Hmm, the ↗ bitter guord dish was ↘ good...
(but the rest wasn't great).
- 4. Conditional Sentences:** The tone tone rises in the first clause and falls gradually in the second clause.
- a. If she ↗calls, ask her to leave a ↘message.
 - b. Unless he ↗insists, I'm not going to ↘go.
 - c. If you have any ↗problems, just ↘contact us.

IV. Fall-Rise Intonation (↘↗): The voice falls and rises usually within one word. The main function of fall-rise intonation is to show, the speaker is not certain of the answer. It is also used in polite or suggestions.

1. Hesitation/reluctance

- a. So you'd be willing to confirm that? ...Well ... I ↘sup ↗pose so ...
- b. You didn't see him on Monday?I don't quite ↘re ↗member ...

2. Politeness-Doubt-Uncertainty: (You are not sure what the answer might be.)

- a. Perhaps we could ↘vis ↗it the place?
- b. Do you think it's ↘al ↗lowed?

3.7.4 Some Important Points to be Remembered

The following are the most important aspects to be noted.

Pronunciation, Stress and Rhythm are the integral parts of intonation.

1. One must be a good listener.
2. Be attentive while you talk.
3. Observe lip movement and mouth while others pronouncing.

4. Initially, take one letter or two pairs of letters or small words – get on to the pronunciation.
5. One must observe oneself by standing in front of a mirror – practice accordingly.
6. Make a note from the sounds of English.
7. Tongue plays a vital role, for Eg – ‘l’, ‘R’.
8. Break the words into sounds, for Eg – ‘in’- ‘tro’- DUCE.
9. Take a video of your pronunciation and check twice.
10. Get improved by reading aloud.
11. This is going to act a key to speak.
12. Pronunciation mixed with stress sometimes become softer and sometimes hard.
13. Practice right form of the letters into words and then to sentences.
14. The tone and pitch of the voice sometimes incredible and listeners get impressed.
15. This has its own naturality with strength and sometimes the force of action.
16. Pronunciation along with stress joined with rhythm give natural sound.
17. It has its own fluency.
18. It develops confidence.
19. Improve listening skills and speaking ability.
20. This is music of English.

3.7.5 Tasks

TASK-21: Mark the stress and use falling intonation of the following sentences.

1. Nobody told me about it.
2. You cant be so disobedient.
3. There’s some milk in the fridge.
4. I never understood him.
5. Very nice of you to have come.
6. Can you help me lift the box?
7. I’m very sorry.
8. Gert me a glass of water please.
9. I bought a pen, a pencil, a scale and a book.
10. When I was young..... .

Answers

1. 'Nobody 'told me a\bout it.
2. You\can't be'so dis'obedient.

3. 'There's some 'milk in the \fridge. 4. I never 'understood \him.
5. 'Very nice of 'you to have \come. 6. Can you ↗help me lift this box?
7. I'm 'very ↗sorry. 8. 'Get me a 'glass of 'water ↗please.
9. I bought a ↗pen, a ↗pencil, a ↗scale and a 'book.
10. When I was ↗young.....(incomplete sentence)

TASK-22: Choose the correct tag to complete the questions.

1. She is collecting stickers, _____?
2. We often watch TV in the afternoon, _____?
3. You have cleaned your bike, _____?
4. John and Max don't like maths, _____?
5. Peter played handball yesterday, _____?
6. They are going home from school, _____?
7. Mary didn't do her homework last Monday, _____?
8. He could have bought a new car, _____?
9. Kevin will come tonight, _____?
10. I'm clever, _____?

Answers

1. She is collecting stickers, **isn't she**?
2. We often watch TV in the afternoon, **don't we**?
3. You have cleaned your bike, **haven't you**?
4. John and Max don't like maths, **do they**?
5. Peter played handball yesterday, **didn't he**?
6. They are going home from school, **aren't they**?
7. Mary didn't do her homework last Monday, **did she**?
8. He could have bought a new car, **couldn't he**?
9. Kevin will come tonight, **won't he**?
10. I'm clever, **aren't I**?

TASK-23: Choose the correct words and word order to make a Wh-question with “going to”.

1. When /is she / study?
2. are they / to go / where going /?
3. are you / what / do tomorrow?
4. Who / to Rome / is travel?
5. where / Boris / (go) / to college?
6. What / you / (eat) / for breakfast?
7. you / how many books / (read) / this summer?
8. the plane / where / (land) ?
9. what / your children / to the beach / (wear)?
10. where / your family / (move) / next year?

Answers

1. When is she going to study?	2. Where are they going to go?
3. What are you going to do tomorrow?	4. Who is going to travel to Rome?
5. Where is Boris going to go to college?	6. What are you going to eat for breakfast?
7. How many books are you going to read this summer?	
8. Where is the plane going to land?	
9. What are your children going to wear to the beach?	
10. Where is your family going to move next year?	

3.7.6 Check Out

Assignment-22: Give the correct question tag for the following

1. Neither of them were responsible, _____?
2. Man is mortal, _____?
3. I am tired, _____?
4. Either you or your brother came here, _____?
5. Her mother couldn't walk, _____?
6. Laila knows you, _____?
7. How nicely she writes, _____?
8. Pinnacle conducts classes early in the morning _____?

9. We are your well wishers_____?
10. I had a bad headache yesterday, _____?
11. It is an important matter, _____?
12. I am happy, _____?
13. The jury gave different opinions, _____?
14. The kid is crying, _____?
15. There are many mistakes in his composition,_____?

Assignment-23: Write questions using going to.

1. (where / stay?) Where are you going to stay?
2. (what / see?) _____?
3. (who / go with?) _____?
4. (how / travel?) _____?
5. (how much bags / take?) _____?
6. (what souvenirs / buy?) _____?
7. (Where / we / eat tonight?) _____?
8. (What / he / do tomorrow)? _____?
9. (What / I / eat for dinner)? _____?
10. (Who / carry the shopping for me)? _____?
11. (What time / you / phone me)? _____?
12. (How much juice / they / drink)? _____?

Assignment-24: Mark the stress and use rising, falling and rise-fall intonation on the following sentences.

1. I think we are completely lost.
2. OK, here's the magazine you wanted.
3. Where's the nearest post-office?
4. What time does the film finish?
5. I hear the Health Centre is expanding. So, is that the new doctor?
6. Is this your camera?
7. Would you like another coffee?

8. You like fish, don't you?
9. You're a new student aren't you?
10. The view is beautiful, isn't it?

Assignment-25: Write the correct question tag from the following.

1. It's raining, _____?
2. They are at home, _____?
3. It was a beautiful day, _____?
4. She works very hard, _____?
5. There is a station nearby, _____?
6. You have enough money with you, _____?
7. She is looking after her younger brother, _____?
8. They stayed out late, _____?
9. You are talking about Pamela, _____?
10. She hasn't met him before, _____?
11. You won't tell my parents, _____?
12. She coloured her hair black, _____?
13. They weren't studying hard, _____?
14. He could give them a lift, _____?
15. She hasn't found the keys, _____?

3.8 REPORTED SPEECH

Introduction

Reported speech is the report of one speaker or writer on the words spoken, written, or thought by someone else. In other words, we report a speaker's words to someone else. Speech may include one or many sentences. Sometimes, we report a speaker's words immediately and at other times it may take any amount of time.

3.8.1 Direct and Indirect Speech

There two ways to convey a message of a person, or the words spoken by a person to other person.

1. Direct speech (in which the original speaker's words are quoted word for word) and
2. Indirect speech (in which the original speaker's thoughts are conveyed without using the speaker's exact words).

For example-1

Suppose your friend whose name is Rahul tells you in school, “I will give you a pen”. You come to home and you want to tell your brother what your friend told you.

There are two ways to tell him.

Direct speech : Rahul said, “I will give you a pen”.

Indirect Speech : Rahul said that he would give me a pen.

These two ways are also used to simply narrate spoken words of one person to another.

For example-2

Suppose you meet your friend, Mr. David, in a college. Mr. David says to you, “I bought a book for you”. When you come home, you may say the words of Mr. David to your sister in the following two ways.

Direct Speech : Mr. David said, “I bought a book for you”.

Indirect Speech : Mr. David said that he had bought a book for me.

Direct Speech

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, the exact words of the speaker are enclosed in quotation marks (“ ”) and there is no change in these words. We may be reporting something that's being said now, or telling someone later about a previous conversation. There is always a comma or a colon after “said” that introduces the spoken words.

Example: He said, “I am busy”.

Indirect Speech

Reported or indirect speech is usually used to talk about the past. The actual words of the speaker are changed. Because the actual words have been spoken by the speaker in the past, so the tense will change and pronoun may also be changed accordingly so as to represent it in the present.

We use reporting verbs like ‘say’, ‘tell’, ‘ask’, and we may use the word ‘that’ to introduce the reported words. Inverted commas are not used. Indirect speech is also called reported speech because reported speech refers to the second part of indirect speech in which something has been told by a person.

Example:

Direct Speech : He said, “I am busy”.

Indirect Speech : He said that he was busy.

3.8.2 Converting Direct Speech into Indirect Speech

We learn the following two components of a sentence of Direct Speech.

Reporting Verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence or the actual words of the speaker is called reporting verb. The key element in changing direct speech into reported speech is the use of the reporting verb.

Examples: In the following examples the reporting verbs are ‘said’, ‘say’, ‘says’.

1. He **said**, “I work in a factory” (Direct speech)
2. He **said** that he worked in a factory. (Indirect speech)
3. She **says**, “You are an intelligent student”.
4. You will **say**, “I need your help”.

Here are some of the frequently used reporting verbs:

- **Statements(affirmative and negative):** affirm, state, declare, assert, propose, alleg, maintain, assure, announce, protest, swear, agree, promise, remark, remind, explain.
- **Questions:** enquire(of someone), question, query, wonder.
- **Commands and requests:** command, direct, forbid, warn, ask, beg, plead, pray, advise.
- **Exclamations:** cry, scream. shout, exclaim, thunder, yell.

Reported Speech: The second part of indirect speech in which something has been told by a person (which is enclosed in quotation marks in direct speech) is called reported speech.

For example, a sentence of indirect speech is,

He said that he worked in a factory.

In this sentence the second part “he worked in a factory” is called reported speech and that is why the indirect speech as a whole can also be called reported speech.

Examples

1. He said, “**I got job in a hotel**”.
2. They said, “**It is time to leave for the meeting**”.
3. Raghu said, “ **I am fit to play the game**”.

3.8.3 Rules for Reported Speech

1. Reported speech is not enclosed in quotation marks.
2. The conjunction “that” is always used between reporting verb and reported speech in indirect speech.

Example:

Direct Speech : He said, “ I write a letter”.

Indirect Speech : He said that he wrote a letter.

3. Change in the tense of reported speech

A change is made in tense of reported speech for changing direct speech into indirect speech. If the reporting verb or first part of sentence of direct speech belongs to present or future tense, the tense of reported speech will not change in indirect speech. If the reporting verb or first part of sentence of direct speech belongs to past tense, the tense of reported speech will change for making indirect speech.

Example-1:

Direct speech: He said, “I am happy”

Indirect Speech: He said that he was happy. (Tense of reported speech changed)

Example-2:

Direct speech: He says, “Life is dull”.

Indirect Speech: He says that life is dull. (Tense of reported speech didn't change)

I. Present Tense

● Present Simple changes into Past Simple

Examples:

1. **Direct Speech:** Ravi said, “ The bell rings at 9 a.m”.

Indirect Speech: Ravi said that the bell rang at 9 a.m.

2. **Direct Speech:** She said, “ I am glad”.

Indirect Speech: She said that she was glad.

3. **Direct Speech:** They said, “We love football”.

Indirect Speech: They said that they loved football.

● Present Continuous changes into Past Continuous

Examples:

1. **Direct Speech:** He said, “he is watching movie”.

Indirect Speech: He said that he was watching movie.

2. **Direct Speech:** They said, “we are enjoying the drama”.

Indirect Speech: They said that they were not enjoying the drama.

3. **Direct Speech:** He said to me, “My children are playing now”.

Indirect Speech: He told me that his children were playing then.

- **Present Perfect changes into Past Perfect**

Examples:

1. **Direct Speech:** My father said, “The monsoon has set in”.

Indirect Speech: My father said that the monsoon had set in.

2. **Direct Speech:** I said, “she have eaten the meal”

Indirect Speech: I said that she had eaten the meal.

3. **Direct Speech:** She said, “he has done his job”.

Indirect Speech: She said that he had done his job.

- **Present Perfect Continuous changes into Past Perfect Continuous**

Examples:

1. **Direct Speech:** She said, “It has been raining for three days”.

Indirect Speech: She said that it been raining for three days.

2. **Direct Speech:** The manager said, “ The workers have been working extra hours”.

Indirect Speech: The manager said that the workers had been working extra hours.

3. **Direct Speech:** I said, “He has been working since 2008”.

Indirect Speech: I said that she had been working since 2008.

II. Past Tense

- **Past Simple changes into Past Perfect**

Examples:

1. **Direct Speech:** Ravi said, “The bell rang”.

Indirect Speech: Ravi said that the bell had rung.

2. **Direct Speech:** He said to me, “You behaved well”.

Indirect Speech: He said to me that I had behaved well.

3. **Direct Speech:** She said, “I didn’t buy a car”

Indirect Speech: She said that she had not bought a car.

- **Past Continous changes into Past Perfect Continous**

Examples:

1. **Direct Speech:** He said to me, “ I was waiting for you”.
Indirect Speech: He said to me that he had been waiting for me.
2. **Direct Speech:** She said, “I was not smiling”.
Indirect Speech: She said that she had not been smiling.
3. **Direct Speech:** The kids said, “We were playing a game”.
Indirect Speech: The kids said that they had been playing a game”.

III. Future Tense

- **Future Simple Tense**

WILL changes into WOULD

Examples:

1. **Direct Speech:** He said, “I will study the book”.
Indirect Speech: He said that he would study the book.
2. **Direct Speech:** They said to me, “we will surprise you”.
Indirect Speech: They said to me that they would surprise you.
3. **Direct Speech:** She said, “I will start a new job”.
Indirect Speech: She said that she would start a new job.

- **Future Continous Tense**

WILL BE changes into WOULD BE

Examples:

1. **Direct Speech:** She said,” I will be shifting to new home”.
Indirect Speech: She said that she would be shifting to a new home.
2. **Direct Speech:** He said, “he will be respecting elders”.
Indirect Speech: He said that he would be respecting elders.
3. **Direct Speech:** She said,” I will be singing a song”.
Indirect Speech: She said that she would be singing a song.

- **Future Perfect Tense**

WILL HAVE changes into WOULD HAVE

Examples

1. **Direct Speech:** She said, "They will have achieved the target".
Indirect Speech: She said that they would have achieved the target.
2. **Direct Speech:** She said, "they will have passed the examination".
Indirect Speech: She said that they would have passed the examination.
3. **Direct Speech:** He said, "I will have cleaned the room".
Indirect Speech: He said that he would have cleaned the room.

We can follow the table below to see how demonstratives change in reported speech.

Direct Speech	Indirect Speech
now or just	then
this	that
these	those
thus	so
here	there
ago	before, earlier
today/tonight	that day/that night
tomorrow	the next day/the following day
yesterday	the day before/the previous day
last monththe	previous month
next Thursday	the following Thursday
last night	the night before

4. The tenses may not change if the statement is a universal truth

Examples:

1. **Direct Speech:** The teacher said, "The earth is round".
Indirect Speech: The teacher said that the earth is round.
2. **Direct Speech:** The teacher said, "The sun rises in the east".
Indirect Speech: The teacher said that the sun rises in the east.

5. Indirect Speech for Interrogative Sentences

- The reporting verbs used in the questions are ask, enquire, wonder, want to know.
- When the question is introduced by a verb, the reporting verb is followed by 'if' or 'whether'.
- When the question is introduced by an interrogative word(what, where, when, why, how, etc), the same word is used in the Indirect Speech. No conjunction is used.

- Question mark is not used in indirect speech.

Examples

1. **Direct Speech:** My friend said, "Is Mr. Rao on leave?"

Indirect Speech: My friend enquired if Mr. Rao was on leave.

2. **Direct Speech:** John said, "Will you play chess with me?"

Indirect Speech: John asked me whether I would play chess with him.

3. **Direct Speech:** I said to him, "Are you feeling well?"

Indirect Speech: I asked him if he was feeling well.

4. **Direct speech:** He said, "when will they come?"

Indirect speech: He asked when they would come.

5. **Direct speech:** Teacher said to him, "What is your name?"

Indirect speech: Teacher asked him what his name was.

6. Indirect Speech for Exclamatory Sentences

Sentence which expresses state of joy or sorrow or wonder is called exclamatory sentence.

- The exclamations are changed into statements in the Indirect Speech.
- To change such sentences, the words "exclaimed with joy" or "exclaimed with sorrow" or "exclaimed with wonder" is added in the reporting verb depending upon the nature of exclamatory sentence in indirect speech.
- The reporting verbs used in exclamatory sentences are exclaim, wonder, remark, wish, pray, shout, cry, etc. are used in Indirect Speech.
- Exclamatory mark(!) is removed.
- The conjunction 'that' is used.

Examples:

1. **Direct Speech:** He said, "What a fool I am!"

Indirect Speech: He exclaimed that he was a fool.

2. **Direct Speech:** He said, "Alas! my wife is dead!"

Indirect Speech: He exclaimed sorrowfully that his wife was dead.

3. **Direct speech:** They said, "Wow! What a pleasant weather it is".

Indirect Speech: They exclaimed with wonder that it was a pleasant weather.

4. **Direct speech:** He said, "Hurrah! I won a prize".

Indirect Speech: He exclaimed with joy that he had won a prize.

5. **Direct Speech:** He said, "May your daughter soon recover"!

Indirect Speech: He prayed that his daughter might soon recover.

7. Indirect Speech for Imperative Sentences

A sentence which expresses command, request, advice or suggestion is called imperative sentence.

- To change such sentences into indirect speech, the word "ordered" or "requested" or "advised" or "suggested" or "forbade" or "not to do" is added to reporting verb depending upon nature of imperative sentence in reported speech.
- The reporting verbs used in imperative sentences are advice, ask, order, request, command, urge, beg, etc.
- The imperative mood is changed into the infinitive.

Examples:

1. **Direct Speech:** They said to us, "Grow more trees".

Indirect Speech: They urged us to grow more trees.

2. **Direct Speech:** The teacher said to the boy, "Get out of the room".

Indirect Speech: The teacher ordered the boy to get out of the room.

3. **Direct Speech:** My friend said, "Let us go to the cinema".

Indirect Speech: My friend proposed that they should go to the cinema.

4. **Direct speech:** He said to me, "please help me"

Indirect Speech: He requested me to help him.

5. **Direct speech:** The teacher said to student, "do not waste time"

Indirect Speech: The teacher advised the students not to waste time.

8. Change in Pronoun

The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change.

In following example the pronoun of reported speech is "I" which will be changed in indirect speech into the pronoun (Subject) of reporting verb that is "he".

Direct speech: He said, "I like music".

Indirect Speech: He said that he liked music.

Rule No.1: The 1st person pronoun of reported speech(We, I, Me, My, Mine, Us or our) is changed according to the pronoun of the reporting verb if it is 3rd person pronoun(i.e. she, he, it, they, their. her, his).

Examples:

1. **Direct Speech:** She said, "I work in a factory".

Indirect Speech: She said that she work in a factory.

2. **Direct Speech:** They said, "We have completed the work".

Indirect Speech: They said that they had completed the work.

Rule No.2: The 1st person pronoun of reported speech(We, I, Me, My, Mine, Us or our) is not changed, if the pronoun of the reporting verb is also 1st person pronoun(i.e. I, we).

Examples:

1. **Direct Speech:** I said, "I had applied for a job".

Indirect Speech: I said that I had applied for a job.

2. **Direct Speech:** We said, "We sing a song".

Indirect Speech: We said that we sang a song.

Rule No.3: The 2nd person pronoun(i.e. you, yours) of the reported speech is changed according to "object" of the reported verb.

Examples:

1. **Direct Speech:** She said to me, "You are a brilliant student".

Indirect Speech: She said to me that I was a brilliant student.

2. **Direct Speech:** She said to them, "You are brilliant students".

Indirect Speech: She said to them that they were brilliant students.

Rule No.4: The 3rd person pronoun (i.e. She, He, It, They, His, Him, the, his) of the reported speech will not changed in the Indirect Speech.

Examples:

1. **Direct Speech:** He said, "She will buy a pen".

Indirect Speech: He said that she would buy a pen.

2. **Direct Speech:** They said, "It is raining".

Indirect Speech: They said that it was raining.

3. **Direct Speech:** He said, "She is waiting for them".

Indirect Speech: He said that she was waiting for them.

9. **Change in time:** Time is changed according to certain rules like now to then, today to that day, tomorrow to next day and yesterday to previous day.

Examples:

1. **Direct speech:** He said, "I am happy today"

Indirect Speech: He said that he was happy that day.

2. **Direct Speech:** She said, "I will go to college tomorrow".

Indirect Speech: She said that she would go to college the next day.

3. **Direct Speech:** He said, "I met my friend yesterday".

Indirect Speech: He said that he had met his friend the previous day.

10. Indirect Speech for having MODALS

Indirect speech for sentence having MODALS, "can, may, must, should, ought to":

For converting direct speech into indirect speech, present modals(must, can, may) are changed into past modals(had to, could, might).

Examples:

1. **Direct Speech:** He said, "I **can** drive a car".

Indirect Speech: He said that he **could** drive a car.

2. **Direct Speech:** Ramu said, "I **can** play a piano".

Indirect Speech: Ramu said that he **could** play a piano.

3. **Direct Speech:** They said, "They **may** go to zoo".

Indirect Speech: They said that they **might** go to zoo.

4. **Direct Speech:** He said, "I **may** call a Doctor".

Indirect Speech: He said that he **might** call a Doctor.

5. **Direct Speech:** She said, "they **must** carry on their work".

Indirect Speech: She said that they **had to** carry on their work.

6. **Direct Speech:** They said, "We **must** finish the work in time".

Indirect Speech: They said that they **had to** finish the work in time.

Indirect speech for sentence having MODALS, "should, ought to, might, would, and could":

These modals are not changed and remain same in indirect speech.

Examples:

1. **Direct Speech:** They said, "We **would** apply for a visa".
Indirect Speech: They said that they **would** apply for visa.
2. **Direct Speech:** She said, "She **could** play a piano".
Indirect Speech: She said that she **could** play a violin.
3. **Direct Speech:** He said, "I **should** avail the opportunity".
Indirect Speech: He said that he **should** avail the opportunity.
4. **Direct Speech:** She said, "It **might** rain".
Indirect Speech: She said that it **might** rain.
5. **Direct Speech:** She said, "I **ought to** learn method of study".
Indirect Speech: She said that she **ought to** learn method of study.

3.8.4 Tasks

TASK-24: Rewrite as directed.

1. He said, "The meeting is at five". **(Change it into indirect speech)**
2. He said to her, "Get out of my sight". **(Change it into indirect speech)**
3. She asked me if I know her. **(Change it into direct speech)**
4. They said that they would go to a movie that day. **(Change it into direct speech)**
5. He said, "We are taking the English exam". **(Change it into indirect speech)**
6. They asked when the results would be published. **(Change it into direct speech)**
7. The singer asked the audience, "Do you like classical music?" **(Change it into direct speech)**
8. He said, "my father died." **(Change it into indirect speech)**
9. My friends said that they enjoyed the final cricket match. **(Change it into direct speech)**
10. Mohan said that he had been living in Bombay for nine years. **(Change it into direct speech)**

Answers

1. He said that the meeting was at five.
2. He ordered her to get out of his sight.
3. She said to me, "Do you know her?"
4. They said, "We will go to a movie today".
5. He said that they were taking the English exam".
6. They said, "When will the results be published?"

7. The singer asked the audience whether they liked classical music.
8. He said that his father was dead.
9. My friends said, "we enjoyed the final cricket match".
10. Mohan said, "I have been living in Bombay for nine years."

TASK-25: Change the following into Indirect Speech.

Read what these people say and write sentences with He/She/They said that.....

1. Lucy will come later.
2. I was waiting for the bus when he arrived.
3. I'm very busy.
4. I have to go out.
5. We haven't got a key.
6. We'll be home late.
7. I won't see you tomorrow.
8. He could read when he was three.
9. He hasn't eaten breakfast.
10. I'm going to buy a computer.

Answers

1. She said that Lucy would come later.
2. She said that she had been waiting for the bus when he arrived.
3. He said that he was very busy.
4. He said that he had to go out.
5. They told that they had not got a key.
6. They told that they would be home late.
7. She said that she wouldn't see me tomorrow.
8. She said that he could read when he was three.
9. She said that he hadn't eaten breakfast.
10. She said that she was going to buy a computer.

TASK-26: Convert the below exclamatory, interrogative and imperative sentences into reported speech.

1. Madhur said, "Happy Birthday!"
2. She said in Shimla, "Wow! What a pleasant weather it is."
3. Neha said to Poonam, "Congratulations!"
4. They said to us, "Welcome! Please come in."
5. She said, "How foolish I have been!"
6. The teacher said to Raj, "Stand up on the bench."

7. Seema said to her husband, “Do not tell a lie.”
8. Doctor said to a patient, “Change your life style and eating habits”.
9. He said, “Am I not looking handsome?”
10. Ramu said to me, “Have you read the book on Swaami Vivekananda?”

Answers

1. Madhur wished me happy birthday.
2. She exclaimed with joy in Shimla that it was a very pleasant weather.
3. Neha congratulated Poonam.
4. They welcomed us and requested to come in.
5. She regretted that she had been very foolish.
6. The teacher ordered Raj to stand up on the bench.
7. Seema warned her husband not to tell a lie.
8. Doctor suggested a patient to change his life style and eating habits.
9. He asked whether he was not looking handsome.
10. Biswas jee asked me whether I had read the book on Swaami Vivekananda.

3.8.5 Check Out

Assignment-26: Change into Indirect Speech.

1. Venu said, “I can type the letters”.
2. She said, “I can solve the problem”.
3. I said to Rani, “I have posted the letter just now.?”
4. Gopal said, “I am very busy now.”
5. Rajesh said, “I scored a century yesterday.”

Assignment-27: Change the following into Indirect Speech. Read what these people say and write sentences with He/She/They said (that) ...

1. I’ve lost my watch.	2. I’m very busy.
3. I can’t go to the party.	4. I have to go out.
5. I’m learning Russian.	6. I don’t feel very well.
7. We’ll be home late.	8. I’ve just come back from holiday.
9. I’m going to buy a computer.	10. We havent got a key.

3.9 ACTIVE AND PASSIVE VOICE

1. Active voice

When the subject of a sentence performs the verb's action, we say that the sentence is in the active voice. Sentences in the active voice have a strong, direct, and clear tone. Here are some short and straightforward examples of active voice.

Examples

- Monkeys adore bananas.
- The dog chased the squirrel.
- The cashier counted the money.

All three sentences have a basic active voice construction: subject, verb, and object. The subject monkey performs the action described by adore. The subject the cashier performs the action described by counted. The subject the dog performs the action described by chased. The subjects are doing, doing, doing—they take action in their sentences. The active voice reminds us of the popular Nike slogan, “Just Do It.”

2. Passive voice

A sentence is in the passive voice, on the other hand, when the subject is acted on by the verb. The passive voice is always constructed with a conjugated form of to be plus the verb's past participle. Doing this usually generates a preposition as well. That sounds much more complicated than it is passive voice is actually quite easy to detect. For these examples of passive voice, we will transform the three active sentences above to illustrate the difference.

Examples

- Bananas are adored by monkeys.
- The squirrel was chased by the dog.
- The money was counted by the cashier.

Let's take a closer look at the first pair of sentences, “Monkeys adore bananas” and “Bananas are adored by monkeys.” The active sentence consists of monkeys (subject) + adore (verb) + bananas (object). The passive sentence consists of bananas (object) + are adored (a form of to be plus the past participle adored) + by (preposition) + monkeys (subject). Making the sentence passive flipped the structure and necessitated the preposition by. In fact, all three of the transformed sentences above required the addition of by.

3.9.1 When to use active and passive voice

Using the active voice conveys a strong, clear tone and the passive voice is subtler and weaker. Here's some good advice: don't use the passive voice just because you think it sounds a bit fancier than the active voice.

That said, there are times the passive voice is useful and called for. Take “The squirrel was chased by the dog,” for example. That sentence construction would be helpful if the squirrel were the focus of your writing and not the dog.

A good rule of thumb is to try to put the majority of your sentences in the active voice, unless you truly can’t write your sentence in any other way.

3.9.2 Active to Passive Voice Rules For Conversion of Sentence

Below are the rules to follow for changing an active sentence into a passive voice. Before heading to the rules, let’s check the examples of active and passive voice sentences.

Conversion of Active and Passive voice examples

Rita wrote a letter. (Subject + Verb + Object)

A letter was written by Rita. (Object) + (auxiliary verb) + (past participle) + (by subject).

She cooks food. (Subject + Verb + Object)

The food is cooked by her. (Object) + (auxiliary verb) + (past participle) + (by subject)

Candidates can watch the video on rules and concept of Active and Passive voice in English. This will help them gain conceptual knowledge and understand the variety of questions asked in the exams even better.

Conversion of Active Voice into Passive Voice Rule

Rule 1. Identify the (S+V+O) Subject, Verb and object in the active sentence to convert to passive voice

Example: He drives car. (Subject – He, verb – Drives, object – Car)

Rule 2. Interchange the object and subject with each other, i.e. object of the active sentence become the subject of the passive sentence.

Example: Active voice : She knits sweater. (Subject – She, Verb – Knits, Object – Sweater)

Passive Voice: The sweater is knitted by her. (Object sweater is interchanged with the subject She).

Rule 3. In passive voice sometimes the subject is not used, i.e. the subject in passive voice can be omitted if the sentence without it gives enough meaning.

Example: Milk is sold in litres

Rule 4. Change the base verb in active sentence into the past participle ie. third form verb in passive sentence i.e. preceded by (By, With, to, etc). Base verbs are never used in passive voice sentences.

Example

Active voice: She prepares dinner.

Passive voice: The dinner is prepared by her.

Active voice: She knows him.

Passive voice: He is known to her.

Active voice: Juice fills the jar.

Passive voice: The jar is filled with juice.

Rule 5. While conversion of Active voice sentence to Passive voice sentence, the pronoun used in the sentence also changes in the following manner.

Active Voice Pronoun	Passive Voice Pronoun
I	Me
We	Us
He	Him
She	Her
They	Them
You	You
It	It

Rule 6. Use the suitable helping or auxiliary verb (is/am/are/was, etc.). The rules for using auxiliary verbs in passive voice sentences are different for each tense.

Example:

- The letter is written by her
- A book was not bought by her
- Chocolates are being eaten by them.

Examples

Simple Present Tense

1. **Active Voice:** Seema eats an apple.

Passive Voice: An apple is eaten by Seema.

2. **A.V:** Seema eats two apples.

P.V: Two apples are eaten by Seema.

Present Continuous Tense

1. **A.V:** Seema is eating an apple.
P.V: An apple is being eaten by Seema.
2. **A.V:** They are flying kites
P.V: Kites are being flown by them

Present Perfect Tense

- 1 **A.V:** Seema has eaten an apple.
P.V: An apple has been eaten by Seema.
2. **A.V:** They have received a gift.
P.V: A gift has been received by them.

Simple Past Tense

1. **A.V:** Seema ate an apple.
P.V: An apple was eaten by Seema.
2. **A.V:** Seema ate two apples.
P.V: Two apples were eaten by Seema.

Past Continuous Tense

1. **A.V:** Seema was eating an apple.
P.V: An apple was being eaten by Seema.
2. **A.V:** They were catching a bird
P.V: A bird was being caught by them

Past Perfect Tense

1. **A.V:** Seema had eaten an apple.
P.V: An apple had been eaten by Seema.
2. **A.V:** I had finished my duty before five
P.V: My duty had been finished by me before five

Simple Future Tense

1. **A.V:** Seema will eat an apple.
P.V: An apple will be eaten by Seema.

2. **A.V:** They will not eat sweets

P.V: Sweets will not be eaten by them

Future Perfect Tense

1. **A.V:** Seema will have eaten an apple.
P.V: An apple will have been eaten by Seema.
2. **A.V:** You will have played the Foot-ball match.
P.V: The Foot-ball match will have been played by you.

Imperative Sentences

1. **A.V:** Bring some water.
P.V: Let some water be brought.
2. **A.V:** Post this letter.
P.V: Let this letter be posted.
3. **A.V:** Do not insult the poor.
P.V: Let the poor be not insulted.

Sentences with Object Complements

1. **A.V:** He was called a fool.
P.V: They called him a fool.
2. **A.V:** We chose Ravi leader of our group.
P.V: Ravi was chosen leader of our group.
3. **A.V:** The judge found him guilty of murder.
P.V: He was found guilty of murder.

Sentences with verbs followed by prepositions

1. **A.V:** They will look into your case.
P.V: Your case will be looked into. (by them)

2. **A.V:** The Principal presided over the meeting.
P.V: The meeting was presided over by the Principal.
3. **A.V:** They have objected to my proposal
P.V: My proposal has been objected to (by them).

Interrogative Sentences

1. **A.V:** Do they sell apples?
P.V: Are apples sold by them?
2. **A.V:** Does he play cricket?
P.V: Is cricket played by him.?
3. **A.V:** Will he help me?
P.V: Shall I be helped by him?
4. **A.V:** Who wrote Geetanjali?
P.V: By whom was Geetanjali written?
5. **A.V:** Where did he find the pen?
P.V: Where was the pen found by him?

3.9.3 Tasks

TASK-27: Rewrite the following changing the active sentences to passive and passive sentences to active.

1. The thieves have been arrested by the police.
2. The marvelous performance delivered by the children enthralled us.
3. He has been invited to their party.
4. We have shipped your order.
5. The girl recited the poem beautifully.
6. The guests enjoyed the party.
7. The child impressed everyone with his polite manners.
8. A girl from Chennai won the first prize.
9. The readers like the latest book of the writer.
10. They are painting the walls.

Answers

1. The police have arrested the thieves.
2. We were enthralled by the marvelous performance delivered by the children.
3. They have invited him to their party.
4. Your order has been shipped by us.
5. The poem was beautifully recited by the girl.
6. The party was enjoyed by the guests.
7. Everyone was impressed with the polite manners of the child.
8. The first prize was won by a girl from Chennai.
9. The latest book of the writer is liked by the readers.
10. The walls are being painted by them.

TASK-28: Change the following active sentences into passive voice.

1. I did not beat her.
 - a. She is not beaten by me.
 - b. She has not beaten by me.
 - c. She was not beaten by me.
2. I will never forget this experience.
 - a. This experience is not forgotten by me.
 - b. This experience would never be forgotten by me.
 - c. This experience will never be forgotten by me.
3. Mother made a cake yesterday.
 - a. A cake made by mother yesterday.
 - b. A cake is made by mother yesterday.
 - c. A cake was made by mother yesterday.
4. The boy teased the girl.
 - a. The girl was teased by the boy.
 - b. The girl had teased by the boy.
5. Did she do her duty?
 - a. Was she done her duty?
 - b. Was her duty done by her?
 - c. Had her duty done by her?
6. The tiger was chasing the deer.
 - a. The deer was chased by the tiger.
 - b. The deer was being chased by the tiger.
 - c. The deer had chased by the tiger.

7. She has written a novel.
 - a. A novel has written by her.
 - b. A novel has been written by her.
 - c. A novel had written by her.
8. She has learned her lessons.
 - a. Her lessons has learned by her.
 - b. Her lessons have been learned by her.
 - c. Her lessons had been learned by her.
9. Have you finished the report?
 - a. Has the report finished by you?
 - b. Has the report been finished by you?
 - c. Had the report been finished by you?
10. The police have caught the thief.
 - a. The thief has been caught by the police.
 - b. The thief was caught by the police.
 - c. The thief had been caught by the police.

Answers

1. She was not beaten by me.
2. This experience will never be forgotten by me.
3. A cake was made by mother yesterday.
4. The girl was teased by the boy.
5. Was her duty done by her?
6. The deer was being chased by the tiger.
7. A novel has been written by her.
8. Her lessons have been learned by her.
9. Has the report been finished by you?
10. The thief has been caught by the police.

TASK-29: Complete the following sentences using appropriate active or passive verb forms. Choose your answers from the given options.

1. The problem _____ to the children. (explained / was explained)
2. Those pyramids _____ around 400 AD. (built / were built)
3. All the trouble _____ by your mother. (has caused / was caused)
4. The visitors _____ (were shown / have shown) a collection of old manuscripts.

5. I _____ him ten thousand pounds last year. (lend / lent / was lent)
6. She _____ of spiders. (frightened / is frightened)
7. That picture _____ by my grandmother. (painted / was painted)
8. I _____ by his attitude. (shocked / have shocked / was shocked)
9. Excuse the mess. The house _____ (is painting / is being painted / has painted)
10. I knew why I _____ (had chosen / had been chosen)

Answers

1. The problem was explained to the children.
2. Those pyramids were built around 400 AD.
3. All the trouble was caused by your mother.
4. The visitors were shown a collection of old manuscripts.
5. I lent him ten thousand pounds last year.
6. She is frightened of spiders.
7. That picture was painted by my grandmother.
8. I was shocked by his attitude.
9. Excuse the mess. The house is being painted.
10. I knew why I had been chosen.

TASK-30

1. The manager keeps the work pending. **[SSC CGL 2019]**
 - (a) The work is kept pending by the manager.
 - (b) The work was kept pending by the manager.
 - (c) The work has been kept pending by the manager.
 - (d) The work are being kept pending by the manager.
2. The farmer is ploughing the fields. **[SSC CGL 2019]**
 - (a) The fields have been ploughed by the farmer.
 - (b) The fields were ploughed by the farmer.
 - (c) The fields are ploughed by the farmer.
 - (d) The fields are being ploughed by the farmer.

3. She is teaching French to children. **[SSC CGL 2019]**
(a) Children are taught French by her. (b) Children were taught French by her.
(c) Children are being taught French by her. (d) Children have been French by her.
4. The thief was being arrested by the police. **[SSC CGL 2019]**
(a) The police was arresting the thief. (b) The police has arrested the thief.
(c) The police arrested the thief. (d) The police had arrested the thief.
5. The cyclone has damaged several crops. **[SSC CHSL T-I, 2018]**
(a) Several crops are being damaged by the cyclone.
(b) Several crops had been damaged by the cyclone.
(c) Several crops have been damaged by the cyclone.
(d) Several crops have damaged the cyclone.
6. His mother gave him a note for his teacher. **[SSC CHSL T-I, 2018]**
(a) He had been given a note for his teacher by his mother.
(b) He is given a note for his teacher by his mother.
(c) He was given a note for his teacher by his mother.
(d) His teacher was given a note for his mother.
7. Please lock the door. **[SSC CHSL T-I, 2018]**
(a) The door should kindly being locked. (b) You are requested to lock the door.
(c) You are being ordered to lock the door. (d) Please let the door be lock.
8. The store manager caught the teenager shop lifting. **[SSC CHSL T-I, 2018]**
(a) The store manager is "taught shoplifting by the teenager.
(b) The teenager is caught shoplifting by the store manner.
(c) The teenager has been caught shoplifting by the store manager.
(d) The teenager was caught shoplifting by the store manager.
9. How much monthly rent did you pay for the house? **[SSC CHSL T-I, 2018]**
(a) How much monthly rent was paid for the house?
(b) How much monthly rent is being paid for the house?
(c) How much monthly rent was being paid for the house?
(d) How much monthly rent is paid for the house?

10. The merchant took out the dead parrot from the cage. **[SSC CHSL T-I, 2018]**
 - (a) The dead parrot took out from the cage by the merchant.
 - (b) The dead parrot taken out from the cage by the merchant.
 - (c) The dead parrot was taking out from the cage by the merchant.
 - (d) The dead parrot taken out from the cage by the merchant.
11. Please show me my son's Mathematics notebook. **[SSC CGL T-I, 2018]**
 - (a) I will please be shown my son's Mathematics notebook.
 - (b) I may please be shown my son's Mathematics notebook.
 - (c) My son's Mathematics notebook was please shown to me.
 - (d) My son may please be shown the Mathematics notebook.
12. At night, lock the outer gate. **[SSC CGL T-I, 2018]**
 - (a) The outer gate is requested to be locked at night.
 - (b) The outer gate be locked at night. (c) Let the outer gate b locked at night.
 - (d) The outer gate is lo(ked at night.
13. Every passing vehicle was being thoroughly checked by the guards. **[SSC CGL T-I, 2018]**
 - (a) The guards were throughly checking every passing vehicle.
 - (b) The guards have thoroughly checked every passing vehicle.
 - (c) Every passing vehicle were thoroughly checking the guards.
 - (d) The guards have been thoroughly checking every passing vehicle.
14. The wall of this park is being painted by children. **[SSC CGL T-I, 2018]**
 - (a) Children are painting the wall of this park.
 - (b) Children have been painting the wall of this park
 - (c) The wall is painting children of this park. (d) Children painted tie wall of this park.
15. One of the passengers was being thoroughly checked by the custom officers. **[SSC CGL T-I, 2018]**
 - (a) The custom officers thoroughly checked one of the passengers.
 - (b) The custom officers have been thoroughly checking one of the passengers.
 - (c) The custom officers were thoroughly checking one of the passengers.
 - (d) One of the passengers was thoroughly checking the custom officers.

16. This medicine gives me a heartburn. **[SSC CGL T-II, 2017]**
- (a) Giving of heartburn is done by this medicine.
- (b) I have got heartburn by that medicine.
- (c) A heartburn is given to me by this medicine.
- (d) Heartburning has been caused by this medicine.
17. She will never admit her mistakes. **[SSC CGL T-H, 2017]**
- (a) Admission of her mistakes will never be done by her.
- (b) Her mistakes will never be admitted by her.
- (c) Her mistakes is what she will never be admitting.
- (d) Admitting her mistakes has never been done by her.
18. I always carry a bottle of water with me. **[SSC CGL T-H, 2017]**
- (a) carrying a bottle of water is always done by me.
- (b) A bottle of water is always carried with me.
- (c) It is with me that I always am carrying a bottle of water.
- (d) Always I carried self.
19. I have known this **[SSC CGL T-II, 2017]**
- (a) This place has was a kid. (b) Knowing this ing done by me.
- (c) Since I was a me. (d) I have been knowing time I was a kid.
20. I rarely watch action movies. **[SSC CGL T-II, 2017]**
- (a) Action movies are rarely watched by myself.
- (b) Action movies are rarely watched by me.
- (c) I had rarely watched action movies.
- (d) Watching of action movies is rarely done by me.
21. You need to offer them a better deal. **[SSC CGL T-II, 2017]**
- (a) They are in need of being offered a better deal by yourself.
- (b) They need to be offered a better deal by you.
- (c) A better deal is needed by them and you have to offer it.
- (d) The offering of a better deal has to be done by you for their need.

22. You are making your life more difficult. **[SSC CGL T-II, 2017]**
- (a) Your life is being made more difficult by you.
 - (b) You yourself make your life more difficult.
 - (c) Your life had been made more difficult by you yourself.
 - (d) Making of your life more difficult has been done by yourself.
23. She always took her medicines on time **[SSC CGL T-II, 2017]**
- (a) The medicines was always took on time by her.
 - (b) The medicines were always taken on time by her.
 - (c) On time medicines she always took.
 - (d) Taking of the medicines on time was being done by her.
24. Who has composed this song? **[SSC CGL T-II, 2017]**
- (a) This song will be composed by whom? (b) Who composes this song?
 - (c) Composing of this song has been done by who?
 - (d) This song has been composed by whom?
25. You have to take these medicines. **[SSC CGL T-II, 2017]**
- (a) These medicines you have to take. (b) You have took these medicines.
 - (c) These medicines have to be taken by you.
 - (d) Taking of these medicines has toe done by you.
26. The authorities are mistreating the prisoners. **[SSC CGL T-II, 2017]**
- (a) The prisoners will be mistreated by the authorities.
 - (b) The authorities mistreat the prisoners.
 - (c) The prisoners are being mistreated by the authorities.
 - (d) Mistreating of the prisoners will be done by the authorities.
27. The policeman carries a baton whenever he goes on a round. **[SSC CGL T-II, 2017]**
- (a) Carrying of a baton is lone by the policeman whenever he has gone on a round.
 - (b) The policeman has never gone on around without carrying a baton.
 - (c) Going on a round has seen done by the policeman by carrying a baton.
 - (d) A baton is carried by the policeman when ever he goes as a round.

28. The auctioneers are conducting the auction. **[SSC CGL T-II, 2017]**
- (a) The auction is being conducted by the auctioneers.
 - (b) Conducting of the auction has been done by the auctioneers.
 - (c) Conduction of the auctioning has been done by the auctioneers.
 - (d) Conduction of the auctioning is being done by the auctioneers.
29. The moist air will corrode the beam. **[SSC CGL T-II, 2017]**
- (a) Corroding of the beam will be done by the moist air.
 - (b) Corrosion of the beam by the moist air would be done.
 - (c) The beam would be under corrosion by moist air.
 - (d) The beam will be corroded by moist air.
30. She laughed at the antics of the jester. **[SSC CGL T-II, 2017]**
- (a) Laughing at the antics of the jester was done by her.
 - (b) She herself laughs at the antics of the jester.
 - (c) The antics of the jester were laughed at by her.
 - (d) Her laughter was to the antics of the jester.
31. Does he race cars? **[SSC CGL T-II, 2017]**
- (a) Is racing of the cars done by him?
 - (b) Are cars raced by him?
 - (c) Does he the racing of cars?
 - (d) Are race cars done by him?
32. Do you speak Marathi? **[SSC CGL T-II, 2017]**
- (a) Is speaking of Marathi done by you?
 - (b) Do you yourself speak Marathi?
 - (c) Is Marathi spoken by you?
 - (d) Are Marathi ever spoken by your ,elf?
33. His brother doesn't drive a car. **[SSC CGL T-II, 2017]**
- (a) Driving of a car is not done by his brother.
 - (b) The car is not being driven by his brother.
 - (c) Driving of a car has not been done by his brother.
 - (d) A car is not driven by his brother.

34. He doesn't pay tips ever. **[SSC CGL T-II, 2017]**

- (a) Paying of tips has (b) Tips are never paid by him.
(c) Always he himself forgets my name.
(d) My name has been forgotten by him.

35. Does he sing only Ghazals? **[SSC CGL T-II, 2017]**

- (a) Is singing of only Ghazals done by him?
(b) He sang only Ghazals, did he?
(c) He is a singer of only Ghazals, isn't he?
(d) Are only Ghazals sung by him?

36. Does he respect his elders? **[SSC CGL T-II, 2017]**

- (a) Is respecting of elders done by him?
(b) His elders are being respected by him, aren't they?
(c) Are his elders respected by him?
(d) He respects his elders, doesn't he?

37. Meenu will return the book. **[SSC CGL T-II, 2017]**

- (a) Returning of the book will be done by Meenu.
(b) The book will be returned by Meenu.
(c) The book would have been returned by Meenu.
(d) The book Meenu will be returning.

38. I have poured the tea. **[SSC CGL T-II, 2017]**

- (a) Pouring of the tea by me has been done.
(b) The tea is being poured by me.
(c) The tea has been poured by me.
(d) The tea pouring was done by myself.

Answers

1. (a)	2. (d)	3. (c)	4. (a)	5. (c)	6. (c)
7. (b)	8. (d)	9. (a)	10. (d)	11. (a)	12. (c)
13. (a)	14. (a)	15. (d)			

16. (c) The object 'The heartfurn' should be used be used in feginning of passive voice.
17. (b) Sentence should start with object "her mistake" and "cannot be replaced "is", so B is correct answer.
18. (b) "A bottle of water" is object here so sentence should start with it and "carry" should be replaced by "carried".
19. (a) The passive of this sentence should start with object 'This place' and accordingly "Have" should be replaced by "Has".
20. (d)
21. (b)
22. (a) Active [sub + is/am/are + V1 + ing + obj] -4
23. (b)
24. (d) (Interrogative remains interrogative)
25. (c)
26. (c)
27. (d) Changes Active → Subject + V1 + Object Passive → Object + is / am/ are + V3 + by + Sub
28. (a) Changes Active „→ Subject + V1 + Object Passive → Object + is / am/ are + V3 + by + Sub
29. (d) Changes Active „→ Subject + Shall/will + V1 + Object Passive „→ Object + Shall/will + be + V3 + by + Sub
30. (c) Changes Active „→ Subject V2 + Object Passive → Object + was / were + V3 + by + Sub
31. (b) In case of Interrogative sentences 'does' is converted to "in/are" depending on the new subject. Use "cars" as subject and convert "does' to are Correct form is, Are cars raced by him.
32. (c) "Marathi" is object here so, after conversion it will be used as subject. Accordingly "go" will be converted to "Is".
33. (d) "A car" is object here so it will act as subject in converted form and there helping verb will be according to it, convert "doesn't" to "is not".

34. (b) “Tips” are object here so the respective helping verb according to it is “are”.
35. “Ghaza is object here and in converted form it will influence the helping verb, so does will be replaced by Art.
36. (c) “His elders” is object here so helping verb “does” will be replaced by “are”.
37. Changes ACTIVE „→ Subject + shall/will + V1 + object
PASSIVE „→ Object + shall/will + be + V3 + by +Subject
The book will be returned by Meenu.
38. (c) Changes ACTIVE „→ Subject + has/have + V3 + object
PASSIVE → Object + has/have + been + V3 + by +Subject
The tea has been poured by me.

3.9.4 Check Out

Assignment-28: Rewrite these sentences in the passive voice.

1. They will build a new bridge next year.
2. Brian Brody directed The Ultimate Space Adventure.
3. Madhuri will design her costume.
4. Someone found my wallet.
5. Someone built this house 180 years ago.
6. A thief stole my purse.
7. The police will arrest the robbers.
8. They produce bikes in this factory.
9. They serve lunch at one o'clock every day.
10. People throw away tones of rubbish every day.
11. They make coffee in Britain.
12. Someone stole Jim's bike lat night.
13. One of the students broke the window.
14. They will deliver my computer on Friday.
15. Madhavi invited Pavani to her birthday party.

Assignment-29

1. Did the problems you had to face discourage you? **[SSC CGL 2019]**
 - (a) Are you discouraged by the problems you had to face ?
 - (b) Were you discouraged by the problems you had to face?
 - (c) Are you being discouraged by the problems you had to face?
 - (d) Have you been discouraged by the problems you had to face ?

2. This beautiful story was written by Maya **[SSC CGL 2019]**
 - (a) Maya is writing this beautiful story
 - (b) Maya was writing this beautiful story
 - (c) Maya writes this beautiful story
 - (d) Maya wrote this beautiful story

3. They are going to open the shops at eleven O'clock. **[SSC CHSL T-1, 2018]**
 - (a) The shops must be opened at eleven O'clock.
 - (b) The shops were opened at eleven O'clock
 - (c) The shops are going to be opened at eleven O'clock.
 - (d) The shops have been opened at eleven o'clock.

4. The gardener has mowed the lawn. **[SSC CHSL T-I, 2018]**
 - (a) The lawn was mowed by the gardener.
 - (b) The lawn has been mowed by the gardener.
 - (c) The lawn is mowed by the gardener.
 - (d) The gardener has been mowed by the lawn.

5. Take this suitcase upstairs. **[SSC CGL T-I, 2018]**
 - (a) You must be taking this suitcase upstairs.
 - (b) This suitcase should be taken upstairs.
 - (c) Let this suitcase been taken upstairs.
 - (d) You are requested to take this suitcase upstairs.

6. An elephant may be helped even by an ant. **[SSC CGL T-I, 2017]**
- (a) An ant can even help a elephant.
 (b) An ant may even help a elephant.
 (c) Even ant may help an elephant.
 (d) Even an ant ought to help an elephant.
7. Please guide me. **[SSC CGL T-I, 2017]**
- (a) You are requested to guide me. (b) You have been requested to guide me.
 (c) You were requested to guide me. (d) You are being requested to guide me.
8. I saw him leaving the movie theatre. **[SSC CGL T-I, 2017]**
- (a) He was seen leaving the movie theatre by me.
 (b) Leaving the movie theatre he was seen by me.
 (c) He was seen to be leaving the movie theatre.
 (d) He had been seen leaving the movie theatre.
9. Varun ate six rotis at dinner. **[SSC CGL T-I, 2017]**
- (a) At dinner, six rotis were eaten by Varun.
 (b) At dinner, six rotis were eaten by Varun.
 (c) At dinner, Varun had eaten six rotis.
 (d) At dinner, Varun had eaten six rotis.
10. I adore movie stars. **[SSC CGL T-II, 2017]**
- (a) Adoring movie stars is being done by me.
 (b) Movie stars are adored by me.
 (c) I am in adoration of movie stars.
 (d) Movie stars are what that is adored by me.
11. His behaviour embarrasses me. **[SSC CGL T-II, 2017]**
- (a) His behaviour is embarrassing for me.
 (b) I am embarrassed by his behaviour.
 (c) I am myself embarrassed by his behaviour.
 (d) Embarrassing of myself is done by his behaviour.

12. I gaze at the stars from my balcony. **[SSC CGL T-II, 2017]**
- (a) Gazing at the stars has been done by me from the balcony.
- (b) The stars are being gazed at by me from the balcony.
- (c) The stars are gazed at from the balcony by me.
- (d) From my balcony I have gazed at the stars.
13. Does he egret drink tea? **[SSC CGL T-II, 2017]**
- (a) Is tea ever drunk by him?
- (b) Has drinking of tea ever been done by him?
- (c) He never does drink tea, does he?
- (d) Tea drinking has never been done by him isn't it?
14. I wrote a harsh letter to the editor. **[SSC CGL T-II, 2017]**
- (a) Writing of a harsh letter has been done by me to the editor.
- (b) I myself have written a letter which harsh to the editor.
- (c) The editor will get a harsh letter I wrote.
- (d) A harsh letter was written by me to the editor.
15. Do crows like to eat grain? **[SSC CGL T-II, 2017]**
- (a) Is liking of grain eating done by crows?
- (b) Is eating grain liked by crows?
- (c) Are grain eating liked by crows?
- (d) Is grain eaten by crows and liked?

3.10 DEGREE OF COMPARISON

There are three degrees of comparison. They are:

1. The Positive degree.
2. The Comparative degree.
3. The Superlative degree.

Examples

The Positive degree	: Rama is tall.
The Comparative degree	: Rama is taller than Gopal.
The Superlative degree	: Rama is the tallest boy in the class.

1. Positive Degree

Comparison of qualities of two or more persons or things can be done in two ways. We can use as ... as or so and a qualitative adjective to compare qualities of two or more things.

Example

- Vijay is not as tall as Ajay.
 - Ajay is not so intelligent as Vijay.
 - No other person in the class is as handsome as Ajay.
 - No other person in the class is so clever as Vijay.
- i. The adjectives used in the above sentences are said to be in the positive degree. In a number of common expressions, not so is used rather than not as.

Examples

- He's not so bad.
 - The roof is not so high.
- ii. Some quantitative adjectives can also be used in as ... as construction. Then quantity of something is compared to the quantity of something else.

Example

- We earn as much as they but they lead a better life.

2. Comparative Degree

We can also express the comparison of qualities of two or more persons or objects by using comparative form of an adjective and the word than after the adjective.

Examples

- Vizag is bigger than Kakinada.
- Plastic bags are more common than jute bags.
- Raja Reddy is more popular than other politicians.

i. Comparative Adjective

- To compare two people, places or things: add comparative adjective + than
- Two syllable adjectives: add -er or more
- More than two syllables: add more to make comparative form

- Comparative form of an adjective is formed by either addition of the suffix-ex to the adjective or the use of the word more before the adjective. Usually -er is attached to monosyllabic adjectives.

In the case of other adjectives, the word more/less is used.

Some irregular comparative forms of adjectives are

- i. The comparative elder is not followed by the word than.
 - She is elder of the two sisters.
 - He is elder to me by two years.
- ii. The words senior and junior can also be used to compare persons. But, they are followed by the preposition to.
 - Prasad is senior to me. (Not 'Prasad is senior than me')
 - She is junior to everybody here. (Not 'She is junior than everybody')

Comparative Adverbs

- i. To compare two actions: comparative adverbs + than
One syllable adverbs: add – er
Adverbs that end with –ly: add more

Examples

- Did cities grow more quickly after the Industrial Revolution?
- He hit the ball more powerfully than his competitor.

3. Superlative Degree

When a person or thing is superior to all the other persons or things under consideration, a superlative adjective is used. That is, we compare a person or thing with all the other things and say that person or the thing is superior to all those in some respect. A superlative adjective is formed either by affixing-est or by using the word most/least before the adjective. Note that the definite article is used before the superlative adjective.

Examples

- Anita was the best singer of the evening.
- These are the most expensive shoes I have ever bought.
- She is the youngest of all the graduates.

- i. Like comparatives, some adjectives have irregular superlative forms.

When the word most is used for emphasis not for comparison, it is not preceded by the definite article.

Examples

- This year, the results are most encouraging.
- That's a most interesting book.

3.10.1 Rules for Changing the Degrees of Comparison

1. Positive Degree

- a. An adjective without comparison is said to be in the Positive Degree.

Examples

- Gopi is a clever boy.
 - The rose is a beautiful flower.
- b. (i) Start the sentence with very few.
(ii) Add the subject.
(iii) Write the Positive Degree.

Very few + subject + verb + as + Positive Degree + as

Examples

- Very few kings are as noble as
 - Very few cities are as much populated as
 - Very few girls are as clever as
- c. When two persons or two things are compared:

Examples

- Hercules is not stronger than Atlas. [C.D]
 - Atlas is as strong as Hercules. [P.D]
- d. (i) Start the sentence with 'No other'.
(ii) Write the positive form so + P.D + as

Example- No other building in Madras is so tall as the L.I.C. building.

- (iii) Write the remaining part.

No other + subject + verb + so + P.D + as

No other building is so tall as

No other creature is so industrious as

Example- No other creature is so industrious as the ant.

Examples

1. Sakunthala is the best drama in Sanskrit. [S.D]
Sakunthala is better than any other drama in Sanskrit. [C.D]
No other drama in Sanskrit is so good as Sakunthala. [P.D]
2. Govind is the tallest man I have ever seen. [S.D]
Govind is taller than any other man I have ever seen. [C.D]
No other man I have ever seen is so tall as Govind. [P.D]

2. Comparative Degree

An adjective used to compare only two persons or two things is said to be in the Comparative Degree.

Examples

- Gopi is a cleverer than Murali.
 - The rose is more beautiful than Jasmine.
- i. Comparative Degree -er is added.
 - ii. In Comparative Degree more is added to positive degree.

Ex: Beautiful ... more beautiful

- iii. Add 'than;
- iv. Write any other.

Cleverer + than + any other _____

taller + than + any other _____

heavier + than + any other _____

more beautiful + than + any other _____

more difficult + than + any other _____

Examples

1. The L.I.C. building is the tallest in Madras. [S.D]
The L.I.C building is taller than any other building in Madras. [C.D]
2. The ant is the most industrious of all the creatures. [S.D]
The ant is more industrious than any other creature. [C.D]

3. Superlative Degree

An adjective used to compare more than two things or two persons and which indicates the highest degree of quality is said to be in the Superlative Degree.

- a. In (Superlative Degree if 'one of' is there).
 - i. Put the comparative degree
 - ii. Add 'most other'
- richer than + most other
prettier than + most other

Examples

1. Gopi is the cleverest of all the boys in the class. [S.D]
Gopi is cleverer than any other boy in the class. [C.D]
No other boy in the class is so clever as Gopi. [P.D]
2. America is one of the richest countries. [S.D]
America is richer than most other countries.[C.D]
Very few countries are as rich as America. [P.D]

3.10.2 Degrees of Comparison are Applicable only to Adjectives and Adverbs

1. Nouns and verbs do not have degrees of comparisons

He is the tallest student in the class.

The term "tallest" is an adjective.

Among the members of the group, Mr. Charan speaks most effectively.

The term "effectively" is an adverb.

All the terms used in the above examples are either adjectives or adverbs.

We have seen all the three Degrees of Comparison.

a. Models for Degrees of Comparison

Model -1: “The best”:

Examples

- i. This is the best hospital in this area.
No other hospital is as better as this one in this area.
No other hospital is as good as this one in this area.
- ii. Unemployment is the most serious problem facing our country.
Unemployment is more serious than any other problem facing our country.
No other problem facing our country is as serious as unemployment.

Model-2: “One of the best”:

Examples

- i. Calcutta is one of the largest cities in India.
Calcutta is large than most other cities in India.
Very few cities in India are as large as Calcutta.
- ii. Sachin Tendulkar is one of the best batsmen in the world.
Sachin Tendulkar is better than most other batsmen in the world.
No other batsmen in the world is as good as Sachin Tendulkar.

Model-3: “Not the best”:

Examples

- i. This is not the best solution to the problem.
This is not better than few other solutions to this problem.
Other solutions to this problem are not as good as this one.
 - ii. New York is not the largest city in America.
New York is not bigger than many other cities in America.
Few other cities in America are at least as large as New York.
2. Few adjectives and adverbs get their Comparative forms by simply getting “more” before them. And their superlative terms, by getting “most” before them.

3.10.3 Rules for Adjectives and Adverbs in Degrees of Comparison

Some Rules for adjectives and adverbs in degrees of comparison

1. By addition of 'er' and 'est' to the positive degree

Positive	Comparative	Superlative
bright	brighter	brightest
black	blacker	blackest
bold	bolder	boldest
clever	cleverer	cleverest
cold	colder	coldest
fast	faster	fastest
great	greater	greatest
high	higher	highest
kind	kinder	kindest
long	longer	longest
rich	richer	richest
small	smaller	smallest
strong	stronger	strongest
sweet	sweeter	sweetest
tall	taller	tallest
thick	thicker	thickest
young	younger	youngest

2. By addition of 'r' and 'st' to the positive degree ending in 'e'

Positive	Comparative	Superlative
brave	braver	bravest
fine	finer	finest
large	larger	largest
nice	nicer	nicest
noble	nobler	noblest
pale	paler	palest
simple	simpler	simplest
wise	wiser	wisest
white	whiter	whitest

3. When the positive ends in 'y' and has a consonant before it, we change 'y' into 'i' and then add 'er' and 'est'.

By deleting the final 'y' and adding 'ier' and 'iest'

Positive	Comparative	Superlative
costly	costlier	costliest
dry	drier	driest
easy	easier	easiest
happy	happier	happiest
heavy	heavier	heaviest
lazy	lazier	laziest
mercy	mercier	merciest
wealthy	wealthier	wealthiest

4. When the positive degree ends in a consonant with a vowel before it, we double the consonant & then add '-er' and '-est'

Positive	Comparative	Superlative
big	bigger	biggest
dim	dimmer	dimmest
fat	fatter	fattest
hot	hotter	hottest
thin	thinner	thinnest

5. By addition of '-er' and '-est' to the positive degree when it ends in '-y'

Positive	Comparative	Superlative
gay	gayer	gayest
grey	greyer	greyest

6. By placing 'more' and 'most' before the positive form

Positive	Comparative	Superlative
active	more active	most active
attractive	more attractive	most attractive

beautiful	more beautiful	most beautiful
brilliant	more brilliant	most brilliant
careful	more careful	most careful
courageous	more courageous	most courageous
cunning	more cunning	most cunning
difficult	more difficult	most difficult
famous	more famous	most famous
faithful	more faithful	most faithful
important	more important	most important
proper	more proper	most proper
popular	more popular	most popular
splendid	more splendid	most splendid
suitable	more suitable	most suitable

Some adjectives do not follow any of the rules explained earlier. They are compared irregularly. Here are the different forms of such adjectives.

Positive	Comparative	Superlative
bad	worse	worst
evil	worse	worst
good	better	best
ill	worse	worst
far	farther	farthest
well	better	best
late	later	latest (time)
late	later	last (position)
little	less	least
much	more	most
many	more	most
near	nearer	nearest
old	older	oldest
old	elder	eldest

1. Difference in meaning with adjectives

Positive	Comparative	Superlative	Comment
Far	Farther Further	Farthest Furthest	Distance Distance or time
Late	Later Latter X	Latest X Last	
Old	Older Elder	Oldest Eldest	People and things People (family)

2. Special adjectives

Some adjectives have two possible forms of comparison (-er/-est and more/most).

Positive

clever

common

likely

pleasant

polite

quiet

simple

stupid

subtle

sure

Comparative

cleverer / more clever

commoner / more common

likelier / more likely

pleasanter / more pleasant

politer / more polite

quieter / more quiet

simpler / more simple

stupider / more stupid

subtler / more subtle

surer / more sure

Superlative

cleverest / most clever

commonest / most common

likeliest / most likely

pleasantest / most pleasant

politest / most polite

quietest / most quiet

simplest / most simple

stupidest / most stupid

subtlest / most subtle

surest / most sure

3. Irregular adjectives

Positive

good

bad

much

many

little

small

Comparative

better

worse

more

more

less

smaller

Superlative

best

worst

most

most

least

smallest

Comment

uncountable nouns

countable nouns

3.10.4 Tasks

TASK-31: Fill in the blanks with suitable degree of words

1. This summer is _____ than the previous summer. (hot)
2. Harsha is the _____ boy in the class. (intelligent)
3. Her doll is _____ than yours. (pretty)
4. Name the _____ city in the world. (big)
5. He is the _____ friend I have. (good)
6. Iron is _____ than any other metal. (useful)
7. Ram's work is bad, Hari's is _____, but Govind's work is the _____. (bad)
8. Silver is _____ than gold. (cheap)
9. The Eiffel Tower is _____ than the Qutub Minar. (tall)
10. Akbar was the _____ Mughal Emperor. (great)
11. Prevention is _____ than cure. (good)
12. Mathematics is the _____ subject. (difficult)
13. Apples are _____ than oranges. (Costly)
14. Mr. Sharma is the _____ person I have ever seen. (fat)
15. This suitcase is _____ than that one. (heavy)

Answers

1. hotter	2. most intelligent	3. prettier	4. biggest
5. best	6. more useful	7. worse, worst	8. cheaper
9. taller	10. greatest	11. better	12. most difficult
13. costlier	14. fattest	15. heavier	

TASK-32: Fill in the blanks with an adjective of the appropriate degree of comparison.

1. James is as _____ as his brother.
(a) tall (b) taller (c) tall than
2. Alexander was one of _____ kings who ever lived.
(a) great (b) the greatest (c) the greater
3. Martin is _____ than any other boy in the class.
(a) more industrious (b) the more industrious (c) the most industrious

4. Chennai is _____ than Mumbai.
(a) hot (b) hotter (c) hottest
5. Very few cities in Asia are as _____ as Hong Kong.
(a) big (b) bigger (c) biggest
6. This cathedral is the _____ in South India.
(a) big (b) bigger (c) biggest
7. An airplane flies _____ than birds.
(a) more fast (b) more faster (c) faster
8. Kitchen appliances have made cooking _____.
(a) more easy (b) more easier (c) easier
9. Very few countries are as rich _____ America.
(a) than (b) as (c) so
10. Some beans are at least _____ as meat.
(a) more nutritious (b) as nutritious (c) nutritious

Answers

1. James is as **tall** as his brother.
2. Alexander was one of the **greatest** kings who ever lived.
3. Martin is **more industrious** than any other boy in the class.
4. Chennai is **hotter** than Mumbai.
5. Very few cities in Asia are as **big** as Hong Kong.
6. This cathedral is **the biggest** in South India.
7. An airplane flies **faster** than birds.
8. Kitchen appliances have made cooking **easier**.
9. Very few countries are **as rich** as America.
10. Some beans are at least **as nutritious as** meat.

Task-33: Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big)_____ than yours.
2. This flower is (beautiful)_____ than that one.

Unit-4

WRITING

4.0 OBJECTIVES

After completion of this module we should be able to understand

- Concepts of sentence structures and uses of phrases and clauses
- Basic concepts of a paragraph structure and strategies to develop a paragraph.
- Nature and style of sensible writing and describing objects, events, places.

4.1 INTRODUCTION

Writing is a form of communication that allows to put people their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. Written communication guarantees that everyone concerned has the same information. It provides a long-lasting record of communication for future. Written instructions are essential when the action called for is crucial and complex. To be effectual, written communication should be understandable, brief, truthful and comprehensive.

The Written Communication has lots of forms. The letter, the content of a letter, report, essays, situations and processes. The written communication means also the total of all written communications which intercede in a judicial person's activities regarding his interests and relations. The written communication of a judicial or physical person it's a type writing paper like application, address, offers, telegram, complaint and so on. We use written communication when oral communication is not possible, when there is no other way of communicating and the written communication is the most convenient.



But always, it's necessary the existence of a written form. For physical persons, the written communication is an occasional activity. For State bodies, institutions and all the other foundations, the communication is a continue activity, a work method, a modality of solving lots of problems. The correspondence made possible new relations in politic life, in commercial activity, in cultural world and also in quotidian existence. The correspondence respect a certain protocol and suppose as for emitter but also for receiver, the knowledge and the respect of some rules. It supposes also privacy. The written communication role in commercial activities of the society infuses the definition of correspondence but also its importance.

The correspondence is a written communication between two persons, institutions, received letters, send by an institutions, organism or person. This form of written communication is very important because it plays a big role in the activity of commercial societies. For approaching other problem of written communication, I'll talk in the following lines about some examples of written communication technology use of phrases with average length (15-20 words), of centered paragraphs for a single idea, of correct words, avoiding common expressing and bootless words. The written communication process a great number of advantages which should cater for like it's durability in rapport with oral communication and also a text can be seen or read by many persons.

The List of Written Communication Tools are

1. Written communication includes **written words, graphs, charts, reports, diagrams**, etc. It takes several forms such as letters, memos, notice, reports, etc.
2. Written messages are transmitted by the **mail, courier, telegraph, telex, fax, e-mail, notice boards and bulletin boards, newspapers and magazines**.
3. Facsimiles (Fax) and Electronic mail (e-mail) are the most used computerized media for transmission of the written message.

Merits of Written Communication

- It ensures transmission of information in uniform manner.

- It provides a permanent record of communication for future reference.
- It is an idealistic way of conveying long messages.
- It ensures little risk of unauthorized alteration in the message.
- It tends to be comprehensive, obvious and accurate.
- It is well suited to express messages to a large number of persons at the same time.
- It can be quoted as legal evidence in case of any disputes.

Demerits of Written Communication

- It is costly and time consuming.
- It becomes difficult to maintain privacy about written communication.
- It is rigid and doesn't provide any scope for making changes for inaccuracies that might have crept.
- It is very formal and lacks personal touch.
- It boosts red-tapism and involves so many formalities.
- It may be represented in a different way by different people.

4.2 SIGNIFICANCE OF WRITING

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Definition: Writing is a medium of human communication that represents language and emotion with signs and symbols. It consists of letters or characters that serve as visible signs of ideas, words, or symbols.

Significance: Writing is the frame work of our communication. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Writing plays an important role in our day to day life. We write in order to prepare notes, note down important points of heard and watched content, or even writing answers in the examination is considered as a skill of writing. We write letters to convey official information or sending emails includes framing the content in understandable written content.

Writing skills can be major criteria towards better academic position and greater educational success. Students should believe the importance of writing skills in helping them achieve academic

mastery. Every career path requires its workers to write notes, memos, emails, and reports, all of which require good writing skills to effectively communicate a certain set of ideas.

4.2.1 Spelling

1. **Spelling:** English spelling is notoriously difficult to master for native speakers and language learners as well. Because English developed from several different language families, and because it so easily absorbs new words from other languages even today, the language of English has many different ways to spell the same sound and many different ways to pronounce the same spelling.

Spelling, the art of correctly assembling words from their letters, is one of the essential components of successful writing. Being confident at spelling leads to confidence in all aspects of literacy. The ability to recognise the links between word of the same origin and understanding word relationships has been proven to aid comprehension skills.

Improving your English spelling is not impossible: with some patience, one can see a noticeable improvement in spelling by using some techniques as good spellers use.

i. Importance

- a. **Communication:** Good spelling facilitates communication, when the same rules applied for spelling words, we can all understand the text we read.
- b. **Comprehension:** Good spelling avoids confusion, which is a bit like sports. It is up to the person passing the ball to make sure the receiver actually catches it. The same is apply even in the case of spelling. If you write with intent and proper spelling, the receiver of that text can understand it.
- c. **Future:** Let us face it, to our surprise university applications and job resumes littered with spelling errors.
- d. **Computer error:** We cannot rely on computers to check our spelling. They get it wrong sometimes.
- e. **Distraction:** Poor spelling distracts the reader and they lose focus. It is hard to read a text for comprehension when it is full of spelling errors.
- f. **Impressions Last:** When you have people read something you have written and that text is full of spelling errors, it does not leave a good impression. We should care about the fundamental part good spelling plays in our language. Spelling is a part in part of English Grammar.

- g. **Make it a Habit to Use a (good) Dictionary to Improve Spelling Skills:** Though memory aids are useful for memorizing difficult-to-spell words, good spellers never rely solely on memory: they depend on a reliable, up-to-date dictionary. There are many kinds of dictionaries available, both in print and online. Some of your instructors will have strong preferences about spelling conventions while others will accept any standard spelling from a standard dictionary.

An English dictionary designed for English language learners, such as Longman's Dictionary of Contemporary English or Oxford's Advanced Learner's Dictionary, can be very helpful for non-native speakers. These dictionaries give more information and often many more examples of words in context to help the students in order to select and use words appropriately.

- Be consistent about using British or American spellings in your writing.
 - Create your own "difficult-to-spell" lists.
 - Learn the standard pronunciations for frequently misspelled words.
 - Use your computer spellchecker, but with caution.
 - Become familiar with English spelling rules.
- ii. **Rules:** The rules are meant for proper spelling-Writing skills.
- a. **Adding a Suffix:** When a suffix (an ending) is added to a word, the word's spelling usually changes in the following ways

- **Rule-1: One-syllable Words**

When a suffix that begins with a vowel (-ed, -ing, -er, -est) is added to a one-syllable word that ends in a consonant-vowel-consonant pattern, the final consonant of the word is doubled.

Examples:

● plan + ed =planned	● swim + ing = swimming
● er = runner	● thin + est = thinnest

- **Rule-2: Multi-syllable Words**

When a suffix that begins with a vowel (-ed, -ing, -er, -est) is added to a multi-syllable word, the final consonant is doubled if (1) the word ends in a consonant-vowel-consonant pattern, and (2) the accent or stress is on the last syllable.

Examples:

● begin + ing =beginning	● control + ed = controlled

- **Rule-3: Words Ending in-e**

When a suffix that begins with a vowel (-ing, -ence, -able) is added to a word ending in -e, the word's final-e is usually dropped. However, if the suffix begins with a consonant (-ment, -less, -ly), the word's final -e usually remains.

- Examples:**
- move + ing = moving
 - note + able = notable
 - advertise + ment = advertisement
 - home + less = homeless

Some exceptions to this rule include the words argument, awful, courageous, judgement, manageable, noticeable, truly, and simply.

● **Rule – 4: Words Ending in –y**

For most words that end in -y, if the letter before the -y is a consonant, the -y becomes an -i when the suffix is added. However, if the letter before the -y is a vowel, the -y remains unchanged.

- Examples:**
- happy + ness = happiness
 - portray + ed = portrayed

Some notable exceptions are the words daily, laid, paid, and said. Also, anytime -ing is added to a word ending in -y, the -y is not dropped.

- Examples:**
- copy + ing = copying
 - delay + ing = delaying

● **Choosing Between –s and –es**

If a word ends in a consonant, the suffix -s, rather than -es, is usually added. However, -es is used for words ending in -ch, -sh, -ss, -x, or -z.

- Examples:**
- relax + es = relaxes
 - crutch + es = crutches

For words where the final -y is changed to an -i (See “Words Ending in -y” on page 1), -es is used.

- Examples:**
- fry + es = fries
 - marry + es = marries

When a word ends in -o, -es is used rather than -s.

- Examples:**
- do + es = does
 - echo + es = echoes
 - tomato + es = tomatoes
 - Some exceptions to this rule are the words pianos, radios, sopranos, and solos.

● **Choosing Between –ie and –ei**

The letter -e precedes the letter -i when the two letters create an “ay” sound, as in neighbor and weigh. In other cases, however, -i is always placed before -e unless the letter -c precedes them both.

- Examples:**
- vein, niece
 - friend, receipt

Furthermore, even when the letter -c precedes the -i and -e, the word should be spelled with an -ie if the letters combine with the -c to create a “shen” sound.

- Examples:**
- ancient, conscience
 - efficient, sufficient

iii. How to Improve Spell Ability

- a. Use creative strategies to remember the correct spelling of words.

For example: Remember that the -a's in separate are separated by an -r, and dessert has two -s's because you want two desserts.

- b. Refer to a dictionary, and always check essays with the computer's spellchecker.
- c. Watch out for homonyms.
- These are often missed by the computer's spellchecker.
 - Some common homonyms are their/there/they're, it's/its, and hear/here.
- d. Keep a list of words you commonly misspell nearby when you write. Look over returned essays for misspelled words, and add them to your list.
- e. Test yourself on spelling using flashcards or other memorization techniques.
- f. Put the correctly spelled words that you have problems with somewhere you will see them every day: on a desk, on your mirror, in your car, etc....then you can remember the correct spelling instead of the incorrect tone.
- g. English learner should take care from the beginning how to write the spellings perfectly. Make it a habit.

4.3 TASKS (SSC CODES)

TASK (1-5): In the following questions, groups of four words are given. In each group, one word is correctly spelt. Find the correctly spelt word.

(SSC CGL 1st Sit. 2010)

1. (a) collaborate	(b) comemorate	(c) colate	(d) choclote
2. (a) circuiteous	(b) clairvoyant	(c) chivelery	(d) cavelcade
3. (a) severety	(b) sovereignty	(c) superiorty	(d) serenity
4. (a) cummulative	(b) comemmorative	(c) accummulative	(d) accommodative
5. (a) benidiction	(b) besmerch	(c) beneficent	(d) benevolence

TASK (6–10): In the following questions, groups of four words are given. In each group, one word is correctly spelt. Find the correctly spelt word.

(SSC CGL 2nd Sit. 2010)

6. (a) parapharnelia (b) parsimonious (c) peccadilo (d) peadiatrics
7. (a) measureable (b) manageable (c) marriagable (d) manoevrable
8. (a) tussel (b) tunnle (c) tumble (d) trable
9. (a) populus (b) pompuous (c) prelious (d) presumptuous
10. (a) impromptue (b) illustrious (c) illusery (d) impetous

TASK (11–15): In the following questions, groupsof four words are given. In each group, one word is correctly spelt. Find the correctly spelt word.

(SSC CGL 1st Sit. 2011)

11. (a) agnostik (b) accomplice (c) advercity (d) acrimonous
12. (a) dysentery (b) momentary (c) cemetary (d) comentary
13. (a) ebullient (b) jubilant (c) imminent (d) tolerant
14. (a) malaign (b) arraign (c) asigne (d) degine
15. (a) harrassment (b) embarrasment (c) fulfilment (d) denoument

TASK (16-20): In the following questions, groups of four words are given. In each group, one word is correctly spelt. Find the correctly spelt word and mark your answer in the Answer Sheet.

(SSC CGL 2nd Sit. 2011)

16. (a) qestalt (b) imbrolios (c) ampasse (d) recondite
17. (a) hindrance (b) corespondence (c) insurence (d) assurance
18. (a) adversery (b) adulatory (c) advisory (d) arbitrary
19. (a) rogeu (b) colleague (c) diluge (d) atege
20. (a) malignant (b) impertinant (c) independant (d) neglegent

TASK (21-25): In questions, there are four different words out of which one is correctly spelt. Find the correctly spelt word.

(SSC CGL 1st Sit. 2012)

21. (a) pleintive (b) sustein (c) villain (d) alleince
22. (a) comissioner (b) commissioner (c) commisioner (d) commissioner
23. (a) aprentice (b) advertise (c) treatice (d) sencitive
24. (a) suprintendent (b) supirentendent (c) superintendent (d) superentendent
25. (a) symetry (b) symmitry (c) symatry (d) symmetry

TASK (26-30): In the following questions, four words are given in each question, out of which only one word is correctly spelt. Find the correctly spelt word.

(SSC CGL 2nd Sit. 2012)

26. (a) digresion (b) digrestion (c) digression (d) degression
27. (a) presumpchous (b) presumtous (c) presumptuous (d) presomptous
28. (a) equalibirium (b) equilibrium (c) equilibriam (d) equilibirium
29. (a) vaterinerian (b) veterinarian (c) vetarinerian (d) veterinerian
30. (a) marrytime (b) marytime (c) maritime (d) meritime

TASK (31-35): In the following questions, four words are given in each question, out of which only one word is correctly spelt. Find the correctly spelt word.

(SSC CGL 1st Sit. 2012)

31. (a) abracadebra (b) abracadebri (c) abracadabra (d) abrakadabra
32. (a) apparrel (b) aparell (c) aparel (d) apparel
33. (a) refferee (b) referre (c) referre (d) referee
34. (a) commissioner (b) comissioner (c) commissionar (d) comissionor
35. (a) etiquette (b) etiquette (c) ettiquette (d) ettiquete

TASK (36-40): In the following questions four words are given in each question, out of which only one word is correctly spelt. Find the correctly spelt word.

(SSC CGL 2nd Sit. 2012)

36. (a) garulous (b) garrulous (c) garullous (d) garrullous
37. (a) marquee (b) markue (c) marquei (d) marquie
38. (a) puissant (b) puiscant (c) puiscent (d) puissant
39. (a) disconncerting (b) disconserting (c) discuncerting (d) disconcerting
40. (a) exilarate (b) exhilerate (c) exsilarate (d) exhilarate

TASK (41-45): There are four different words out of which one is correctly spelt. Find the correctly spelt word.

(SSC Sub. Ins. 2012)

41. (a) pursuasive (b) persuasive (c) persuesive (d) persuasieve
42. (a) assendency (b) ascendancy (c) ascendancy (d) ascendensy
43. (a) anathema (b) annathema (c) anathemaa (d) anathima

44. (a) quaint (b) qauint (c) quiant (d) quaaaint
 45. (a) effervesent (b) efervescent (c) effervescent (d) efferescent

TASK (46-47): There are four words out of which one is correctly spelt. Find the correctly spelt word. (SSC CHSL 2012)

46. (a) Manoeuvre (b) Manueover (c) Manuovere (d) Maneouvre
 47. (a) Venerable (b) Vanerable (c) Veneruble (d) Venarable

TASK (48-49): In the following questions, four words are given in each question, out of which only one word is correctly spelt. Find the correctly spelt word and mark your answer in the Answer Sheet. (SSC CGL 2nd Sit. 2013)

48. The laboratories are _____ with high tech electronic gadgets.
 (a) equipped (b) equpped (c) eqiuped (d) equepped
 49. Software companies have ushered in _____ culture along with advanced technology.
 (a) foreing (b) foreegn (c) forigen (d) foreign

TASK (50-51): In these questions, four words are given in each question, out of which only one word is correctly spelt. Find the correctly spelt word. (SSC CGL 1st Sit. 2013)

50. (a) Busyness (b) Bussyness (c) Business (d) Bussiness
 51. (a) Questionnaire (b) Questionnair (c) Questionaire (d) Questionnare

TASK (52-53): In the following questions, four words are given in each question, out of which only one word is correctly spelt. (SSC CGL 1st Sit. 2013)

52. (a) milennium (b) millenium (c) milleneum (d) millennium
 53. (a) ocaasion (b) occassion (c) occasion (d) occation

TASK (54-55): Four words are given in each question, out of which only one word is correctly spelt. Find the correctly spelt word and mark your answer in the Answer Sheet. (SSC CGL 1st Sit. 2013)

54. (a) conivance (b) connivanse (c) connivance (d) conivence
 55. (a) maintennance (b) manteinance (c) maintenance (d) mentenance

TASK (56-60): In the following questions, four words are given. In each group, out of which only one word is correctly spelt. Find the correctly spelt word. (SSC Sub. Ins. 2013)

56. (a) rhythm (b) rhithim (c) rhythim (d) rhythm
57. (a) indeganeous (b) indigenous (c) indegenous (d) indigeneous
58. (a) saccarine (b) sacarine (c) sachharine (d) saccharine
59. (a) revolutionize (b) revoulutionize (c) revvolutionize (d) revollutionize
60. (a) disentry (b) dysentry (c) diesentry (d) dysentery

Answers

1. (a) Correct spellings of other words are : commemorate, collate and chocolate.
2. (b) Correct spellings of other words are : circuitous, chivalry and cavalcade.
3. (d) Correct spellings of other words are : severity, sovereignty and superiority.
4. (d) Correct spellings of other words are : cumulative, commemorative and accumulative.
5. (d) Correct spellings of other words are : benediction, besmirch and beneficent.
6. (b) Correct spellings of other words are : paraphernalia, peccadillo and paediatrics.
7. (b) Correct spellings of other words are : measurable : marriageable and manauverable.
8. (c) Correct spellings of other words are : tussle, tunnel and treble.
9. (d) Correct spellings of other words are : populous, pompous and perilous.
10. (b) Correct spellings of other words are : impromptu : illusory and impetus.
11. (b) accomplice (agnostic; adversity; acrimonious).
12. (a) dysentery (cemetary; momentary; commentary).
13. (b) jubilant (ebullient; imminent; tolerant).
14. (b) arraign (malign; assign; design).
15. (c) fulfilment (harassment; embarrassment; denouement).
16. (d) recondite (imbroglios, impasse, gestalt)
17. (a) hindrance (correspondence, insurance, assurance)
18. (c) advisory (adversary, adultery, arbitrary)
19. (b) colleague (rogue, dialogue, allege)
20. (a) malignant (impertinent: independent negligent).
21. (c) 22. (d) 23. (b) 24. (c) 25. (d) 26. (c) 27. (c) 28. (b) 29. (b) 30. (c) 31. (c) 32. (d) 33. (d)
34. (a) 35. (b) 36. (b) garrulous 37. (a) Marquee 38. (a) Puissant 39. (d) Disconcerting

40. (d) Exhilarate 41. (b) 42. (c) 43. (a) 44. (a) 45. (c) 46. (a) 47. (a) 48. (a) 49. (d) 50. (c)
51. (a) 52. (d) 53. (c) 54. (c) 55. (c)
56. (d) Rhythm = a strong regular repeated pattern of sounds or movements.
57. (b) Indigenous = native ; belonging to a particular place.
58. (d) Saccharine = sentimental
59. (a) Revolutionize = to completely change the way that something is done.
60. (d) Dysentery = an infection of the bowels that causes severe diarrhoea with loss of blood.

4.4 PUNCTUATION

Punctuation serves as a pause within a sentence, which is often necessary in order to emphasize certain phrases or words in order to help readers and listeners understand better what the writer or speaker is trying to convey. Thus, the basic function of punctuation is to place stress on certain sections of a sentence.

Punctuation marks are also used to divide text into words and phrases when necessary in order to better clarify the meaning of those words or phrases. On the contrary, using punctuation incorrectly can convey an entirely different meaning of a sentence from the one that was originally intended.

There are 14 punctuation marks that are commonly used in English grammar. They are the period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing.

1. Sentence Endings

Three of the fourteen punctuation marks are appropriate for use as sentence endings. They are the period, question mark, and exclamation point.

- i. The **period** (.) is placed at the end of declarative sentences, statements thought to be complete and after many abbreviations.
 - As a sentence ender: Jane and Jack went to the market.
 - After an abbreviation: Her son, John Jones Jr., was born on Dec. 6, 2008.
- ii. Use a **question mark** (?) to indicate a direct question when placed at the end of a sentence.
 - When did Jane leave for the market?

iii. The **exclamation point (!)** is used when a person wants to express a sudden outcry or add emphasis.

- Within dialogue: "Holy cow!" screamed Jane.
- To emphasize a point: My mother-in-law's rants make me furious!

2. Comma, Semicolon and Colon

The comma, semicolon and colon are often misused because they all can indicate a pause in a series.

i. The **comma** is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in numbers, dates and letter writing after the salutation and closing.

- **Direct address:** Thanks for all your help, John.
- **Separation of two complete sentences:** We went to the movies, and then we went out to lunch.
- **Separating lists or elements within sentences:** Suzi wanted the black, green, and blue dress.

Whether to add a final comma before the conjunction in a list is a matter of debate. This final comma, known as an Oxford or serial comma, is useful in a complex series of elements or phrases but is often considered unnecessary in a simple series such as in the example above. It usually comes down to a style choice by the writer.

ii. The **semicolon (;)** is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.

- John was hurt; he knew she only said it to upset him.

iii. A **colon (:)** has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

- He was planning to study four subjects: politics, philosophy, sociology and economics.

The second is between independent clauses, when the second explains the first, similar to a semicolon:

- I didn't have time to get changed: I was already late.

The third use of a colon is for emphasis:

- There was one thing she loved more than any other: her dog.

A colon also has non-grammatical uses in time, ratio, business correspondence and references.

3. Dash and the Hyphen

Two other common punctuation marks are the dash and hyphen. These marks are often confused with each other due to their appearance but they are very different.

- i. A **dash** is used to separate words into statements. There are two common types of dashes: en dash and em dash.
 - **En dash:** Slightly wider than a hyphen, the en dash is a symbol (-) that is used in writing or printing to indicate a range or connections and differentiations, such as 1880-1945 or Princeton-New York trains.
 - **Em dash:** Twice as long as the en dash, the em dash can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence.

For example: She gave him her answer - No!

Whether you put spaces around the em dash or not is a style choice. Just be consistent.

- ii. A **hyphen** is used to join two or more words together into a compound term and is not separated by spaces. For example, part-time, back-to-back, well-known.

4. Brackets, Braces and Parentheses

Brackets, braces and parentheses are symbols used to contain words that are a further explanation or are considered a group.

- i. **Brackets** ([]) are the squared off notations used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence will still make sense.
 - He [Mr. Jones] was the last person seen at the house.
- ii. **Braces** ({}) are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are not commonplace in most writing, but can be seen in computer programming to show what should be contained within the same lines. They can also be used in mathematical expressions. For example, $2\{1+[23-3]\}=X$.
- iii. **Parentheses** () are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases.
 - John and Jane (who were actually half brother and sister) both have red hair.

5. Apostrophe, Quotation Marks and Ellipsis

The final three punctuation forms in English grammar are the apostrophe, quotation marks and ellipsis. Unlike previously mentioned grammatical marks, they are not related to one another in any form.

i. An **apostrophe** (‘ ’) is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:

- **Omission of letters from a word:** I’ve seen that movie several times. She wasn’t the only one who knew the answer.
- **Possessive case:** Sara’s dog bit the neighbor.
- **Plural for lowercase letters:** Six people were told to mind their p’s and q’s.

It should be noted that, according to Purdue University, some teachers and editors enlarge the scope of the use of apostrophe, and prefer their use on symbols (&’s), numbers (7’s) and capitalized letters (Q&A’s), even though they are not necessary.

ii. **Quotations marks** (“ ”) are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

- “Don’t go outside,” she said.

Single quotation marks (‘ ’) are used most frequently for quotes within quotes.

- Marie told the teacher, “I saw Marc at the playground, and he said to me ‘Bill started the fight,’ and I believed him.”

iii. The **ellipsis** is most commonly represented by three periods (. . .) although it is occasionally demonstrated with three asterisks (***). The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning. Students writing research papers or newspapers quoting parts of speeches will often employ ellipsis to avoid copying lengthy text that is not needed.

- Omission of words: She began to count, “One, two, three, four...” until she got to 10, then went to find him.
- Within a quotation: When Newton stated, “An object at rest stays at rest and an object in motion stays in motion...” he developed the law of motion.

4.4.1 Task

TASK-61: Punctuate the following sentences by using, wherever necessary, capitals and all the punctuation marks you have learnt so far.

1. we had a great time in france
2. some people work best in the mornings
3. what are you doing next weekend
4. she has a heart problem
5. did you understand
7. we will arrive on monday morning
8. No he yelled.
9. He neither smiled spoke nor looked at me
10. Having lost all my money I went home

Answers

1. We had a great time in France.
2. Some people work best in the mornings.
3. What are you doing next weekend?
4. She has a heart problem.
5. Did you understand?
7. We will arrive on Monday morning.
8. No! he yelled.
9. He neither smiled, spoke, nor looked at me.
10. Having lost all my money, I went home.

TASK-62: Punctuate the following sentences by using, wherever necessary, capitals and all the punctuation marks you have learnt so far.

1. are they arriving tomorrow
2. do as i say
3. he asked me what time it was
4. wow what an absolutely fantastic idea

5. i recommend that you write a letter of complaint
6. you are much better now, aren't you
7. how extraordinary
8. what a hot day let's stay at home
9. who's there oh, it's you
10. 'how long will it take us to reach there' he asked

Answers

1. Are they arriving tomorrow?
2. Do as I say?
3. He asked me what time it was.
4. Wow what an absolutely fantastic idea!
5. I recommend that you write a letter of complaint.
6. You are much better now, aren't you?
7. How extraordinary!
8. What a hot day! Let's stay at home.
9. Who's there? Oh, it's you!
10. 'How long will it take us to reach there', he asked.

4.5 PARAGRAPH WRITING

Paragraph Structure: The paragraph is always the basic unit of an essay. It can perform the function of an introduction, an exposition, an explanation, a description, an analysis, a comparison, an argument, an illustration or a conclusion. It can be short or long according to the needs of an idea it takes up and the function it has to perform.

Definition: The paragraph is the unit of written composition next larger than sentence. This is a unit of composition in the sense that contains only one subject expressed in one more idea. Main idea is also known as the central idea. Single central idea around which a paragraph develops is supported by other subordinate ideas. A unity is a paragraph's essential features of a composition.

(or) It can be defined as unknown term by relating to a known term is called as the "paragraph". It can be uses the methods of comparison, contrast and synthesis, generally at the same time.

The paragraph can be classified into two types. These are

1. Topical paragraph and

2. Special paragraph

The topical paragraph develops a topic or an idea. Special paragraphs introduce, conclude or modulate the ideas developed in an easy.

“The paragraph is essentially a unit of thought, not of length. A succession of very short ones is as irritating as very long ones are wearisome”. - **H.W. Fowler**

4.5.1 Organising Principles of Paragraph Writing

Writing Paragraphs: Document means a piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record. A document consists of a number of paragraphs to present the various aspects of intended information. A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages.

The Basic Rule: Keep one idea to one paragraph.

The basic rule of thumb with paragraphing is to keep one idea to one paragraph. If you begin to transition into a new idea, it belongs in a new paragraph.

It is essential to develop an ability to write effective paragraphs as all longer pieces of technical composition contain a series of related paragraphs. In long reports and proposals, paragraphs help to develop the core idea of a document. In fact, writing a technical message involves writing paragraphs. If the writing needs to be purposeful, precise and reader oriented, it is important to compose paragraphs that are clear, cohesive, concise and result oriented.

Elements of a Paragraph: Paragraph writing is a significant productive skill, integrating both composing and organising skills. In order to write an effective paragraph, a careful writing plan should be adopted to ensure proper length, unity, coherence, logical development, and organisation of ideas. Writing an effective paragraph can be involves adopting a careful writing plan that ensures the following:

1. Proper length

2. Unity

3. Coherence and

4. Logical development of ideas.

1. Proper Length: Effective paragraphs vary in length. Paragraph length should be adjusted according to the needs and requirements of a readers, subject matter, wring, style, variety, and emphasis. A paragraph is a part of composition in moderate length ranging from 2 to 10 lines.

If you want to achieve clarity and conciseness in your writing, you have to limit the length of a paragraph, which should be decided depending on the kind of the readers you have in mind.

2. **Unity:** A unity should be maintained within a paragraph. Only one idea should be developed and every sentence in the paragraph should be used to support and expand that idea. Deviations or useless digressions should be avoided. Unity means oneness of purpose.

When applied to paragraph structure. It can be implied that a paragraph develops around a single idea and every detail included in a paragraph should develop this idea. To maintain unity in a paragraph, one main thought should be expressed in a paragraph. An impressive paragraph should be well arranged, compact and organized in a proper way.

It should have a proper beginning, middle and end. First sentence should state the subject of the paragraph. The next group of sentences should Marshall the evidence in support of describing the subject. The final part of the paragraph provides a conclusion or summary of what has been said in the paragraph or it provides a transition to the next paragraph.

3. **Coherence:** Coherence means holding together to form a whole. In writing, it means that all the sentences in a paragraph should be interlinked. Coherence is the method that makes the paragraph easily understandable to readers. Unity and coherence are the passwords of good writing. Coherence and unity can be maintained by using pronouns, repetition of sonic keywords, using connectives and logical development of the idea.
- a. **Pronouns:** A pronoun is used as a substitute for a noun, and this always serves as a reminder of the noun in the earlier sentence. Thus, it maintains continuity of thought.
- b. **Repetition:** The repetition of some key words or phrases in the paragraph serves not only to make the paragraph coherent but also to emphasize the author's point of view. But repetition should be used with care, as too much of it can make the paragraph monotonous.
- c. **Connectives:** These are words or phrases which usually occur at the beginning of a sentence to show the relationship between the new sentence and the preceding sentence. Some of these connective are 'and', 'but', 'or', 'therefore', 'next', 'further', 'besides', 'similarly', 'on the other hand', 'secondly', etc.

Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

Logical Bridges

- The same idea of a topic is carried over from sentence to sentence.
- Successive sentences can be constructed in parallel form.

Verbal Bridges

- Key words can be repeated in several sentences.

- Synonymous words can be repeated in several sentences.
 - Pronouns can refer to nouns in previous sentences.
 - Transition words can be used to link ideas from different sentences.
4. **Topic Sentence (Logical Development of Ideas):** The topic sentence expresses the main idea of a paragraph and the remaining sentences support it. In other words, the topic sentence serves as a headline for the paragraph and other sentences supply the story.

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. This is a good general rule for less experienced writers, although it is not the only way to do it. Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

Some methods to make sure your paragraph is well-developed

- Use examples and illustrations.
- Cite data (facts, statistics, evidence, details, and others).
- Examine testimony (what other people say such as quotes and paraphrases)
- Use an anecdote or story
- Define terms in the paragraph
- Compare and contrast
- Evaluate causes and reasons
- Examine effects and consequences
- Analyze the topic
- Describe the topic
- Offer a chronology of an event (time segments)

4.5.2 Paragraph Development Techniques and Methods

In order to build unity of a paragraph, the entire paragraph may be developed by using certain devices. Popular devices to bring unity in a paragraph are the:

1. Inductive method
2. Deductive method
3. Chronological method
4. Spatial method and
5. Linear method.

1. **Inductive Method:** To supporting facts or details are given one after another leading to the final sentence having the main idea. Here, the author arranges the matter logically, includes examples and specific details and gives a conclusion in the form of a topic sentence. A paragraph which is developed by inductive method contains the topic sentence at the end.

Example: The Indian farmer today is provided with seeds which are not only 'high yielding', but also, thanks to the work of scientists in our agricultural universities and research institutions, resistant to drought and disease.

He is encouraged to use fertilizers to ensure an adequate supply of nourishment to his crops. In areas where rains are scanty, irrigation canals are dug to bring water to the fields. Tractors, harvesters and other machines have taken the place of the primitive implements used by farmers since the dawn of civilization. In these, and many other ways, there has been an impressive progress in our agriculture, which is often referred to as the green revolution.

2. **Deductive Method:** This is reverse of the inductive method. In this method, the core idea, which is the topic sentence, is stated in the beginning and then explained or amplified or supported with examples or details in the sentences that follow. Here, the writer begins with the topic sentence and goes on to record the supporting facts.

Example: Old age has always been thought of as the worst age to be: but it is not necessary for the old to be unhappy. With old age should come wisdom and the ability to help others with advice wisely given, the old can have the joy of seeing their children making progress in life: they can watch their grandchildren growing up around them: and, perhaps best of all, they can, if their life has been a useful one, feel the happiness of having come through the battle of life safely and of having reached a time when they can lie back and rest, leaving others to continue the fight.

3. **Chronological Method:** In chronological order of facts, events or even ideas are discussed in the order in which they occurred or came to one's mind.

Development of the matter is made in terms of time, and importance is given to the date and time while organizing the sentences. This method can be used in explaining a process or in narrative writing.

Example: In the relatively short span of sixty years, there has been an incredible evolution in the size and capabilities of computer. Today, computer chips are smaller than the tip of your finger nail and have the same capabilities as the room-sized machines of years ago.

The first computer was developed around 1945. They were so large that they required special air-conditioned rooms. About twenty years later, in the 1960s, desk-sized computers were developed. This represented a gigantic advance. Before the end of that same decade, however, a

third generation of computer, which used simple integrated circuits and which were even smaller and faster, had appeared. In 1971, the first microprocessor, less than one square centimetre in size, was developed. Today modern microprocessors contain as many as 10 million microprocessors doubles every eighteen months.

4. **Spatial Method:** In the spatial method of paragraph development, items are arranged according to their physical position or relationship. This method refers to space or layout in which setting is described in some son of order based on location.

It helps the readers to visualize what they see and in better understanding the physical qualities of the subject matter. In spatial arrangement, the writer can arrange the matter from near to far, from far to near, from outside to inside, or from less prominent to the more prominent.

Example: She led me into a cold dark room, rough and very gloomy, although with two candles burning. I took little heed of the thing in it, though I marked that the window was open. That which I heeded was an old man, very stem and comely, with death upon his countenance: yet not lying in his bed, but set upright in a chair, with a loose red cloak thrown over him.

Upon this his white hair fell, and his pale fingers lay in a ghastly fashion, without a sign of life or movement, or of the power that kept him up: all rigid, calm, relentless. Only in his great black eyes, fixed upon me solemnly, all the power of his body dwelt, all the life of his soul was burning.

4.5.3 Types of Paragraphs

1. **Descriptive:** A paragraph in which you describe a scene or a thing or a person. The aim should be to give a valid picture of the object so that the reader may be able to visualize it before his mind's eye. Only significant details should be given, otherwise the picture will be blurred and confused.
2. **Narrative:** In such a paragraph you narrate an incident or an anecdote, giving significant developments in the progress of the event in a coherent manner.
3. **A Paragraph of Definition:** In such paragraphs don't waste words and be objective, scientific and dispassionate in defining things.
4. **A Paragraph of Similarities:** When you compare two things, you have to bring out the similarities between them in a convincing manner.
5. **A Paragraph of Differences:** When you contrast two things, the differences have to be stated in an explicit manner. The coherence words, but whereas, on the other hand, on the contrary, etc; will be useful for this purpose.
6. **A Paragraph of Comparison and Contrast:** Sometimes in the same paragraph the similarities, as well as the differences between two persons or things may be brought out.

7. **A Paragraph of Reasoning:** On the basis of certain data or facts you try to arrive at a certain conclusion by the process of reasoning.
8. **Statement of Facts and Figures:** There are paragraphs which do not belong to any of the above categories and are mainly concerned with giving facts and figures in a clear and emphatic manner.

4.5.4 Tasks

TASK-63: A House on Fire

It was midnight. I was sleeping soundly in my room. All at once the cries of 'Fire! Fire!' awoke me. I sprang out of my scene of fire. A fire had broken out in a three-strayed building. I found the house was all ablaze. As a strong wind was blowing, the fire soon spread. Flames rose up to the sky.

The inmates of the house were crying. It was a terrible sight. We felt that we were undone. The air was thick with smoke. The atmosphere was suffocating. The sparks were flying all around. The heat was intense. The topmost storey was burnt to ashes before the arrival of the fire brigade.

TASK-64: The Scene at a Bus Stop

The scene at a Bus-Stop is interesting. There is great hustle and bustle before the arrival of a bus. The passengers belong to different sections of the society. Most of them can be seen chatting, and they are very conscious of their luggage. The vendors attract customers. There is a great rush at tea-stalls. Young boys and girls are busy with their cell phones. As soon as the bus comes, the passengers run into it to get a seat. At the departure of the bus, friends of the exchange farewells. Then the bus-station for few minutes seems deserted.

TASK-65: Beggar

Beggars are common sight these days. He leads a very hard life. Nowadays even small children are made beggars everywhere. Some of them are used to begging, it has become easy way of earning money. Those who are physically fit also are seen as beggars. Poverty and illiteracy are main reasons for the increase of beggars.

TASK-66: Students and Politics

Students are the backbone of a nation. They are the architects of modern India. Whether students should participate in politics or not is a highly controversial issue. Some say that students should take active part in politics. So, that they can occupy important positions in the Syndicates and Senates of the Universities. But others say, it hinders their progress in academic matters. So, much can be said on both sides.



Students must understand what is happening in the country politically, economically, socially and religiously. But they should not get involved in active political organizations. If they have political affiliations, they become more puppets in the hands of the elderly cunning and clever politicians. So, it is better for students to confine to their studies and strive for academic excellence and intellectual enlightenment.

TASK-67: Importance of English Language in Day to Day Life

Nowadays English language plays a vital role in our day to day life. After office automation and the introduction of computers, most of the people have to depend only on English. It is an international language through which we can see the world. For internet, computer utilization, fax machines, telecommunications, we need mostly English. It is a means of international communication at all levels.

Most of the standard books on computer knowledge, software, hardware, engineering, medicine, history, literature, geography, science, commerce and arts are only in English. Next to Chinese, English is spoken by the largest number of people in the world. It is the link language in the amity of the world nations. Journals and magazines of English show the popularity of English even in the Press of our country.

When the whole world has become a global village, the significance of English has increased considerably. All kinds of ideas, shades of meaning can be beautifully expressed in English. Any unpleasant idea can be conveyed in a pleasant and less offensive manner. English is continued in our schools, offices, colleges and universities because the employment potential is very high. It is a world language both by virtue of the number of words and power of expression. Thus, English is an important language in our day to day life as it is very useful not only for getting jobs but also for acquiring communication skills and information.

4.6 OUTCOMES

1. Produce coherent and unified paragraphs with adequate support and detail;
2. Produce appropriate vocabulary and correct word forms;
3. Use a variety of accurate sentence structures and use language as an effective tool of communication.
4. Write a paragraph with a topic sentence, support, and concluding sentence;

4.7 CHECK OUT

Assignment-1 : Use appropriate punctuation marks in the following sentences.

1. we had a great time in france the kids really enjoyed it
2. what are you doing next weekend
4. mother had to go into hospital she had heart problems
5. did you understand why i was upset
6. it is a fine idea let us hope that it is going to work
7. We will be arriving on monday morning at least I think so
8. a textbook can be a wall between teacher and class
9. the girls father sat in a corner
10. in the words of murphys Law anything that can go wrong will go wrong

Assignment-2: Punctuate the following sentences

1. he is not really nice looking and yet he has enormous charm
2. when i was a child i could watch tv whenever I wanted to
3. it is a fine idea let us hope that it is going to work
4. mrs madhav who was sitting behind the desk gave me a big smile
5. we were believe it or not inhuman towards animals
6. i don't like this one bit said jwala
7. have you met our handsome new financial director
8. if you ever come nizambad come and see me

9. anil the student in the first bench is proud of his wealth
10. looking straight at her he said I cant help you.

Assignment-3: Punctuate the following sentences.

1. reena said to the servant what have you been doing since morning the servant said madam i have been walking the dog said go at once to the kitchen what have to do there the servant asked.
2. alas said her mother you have eaten all that i had mother do not worry i can manage without food but what about you said shaurya you have not eaten too.
3. great god i would rather be a pagan than such a christian wrote wordsworth.
4. by god I have not done it.
5. good heavens I have lost my purse.
6. good morning suhani have you slept well said her mom you do not appear to have slept well asked suhani in turn you were awake when I got up to turn off the air conditioner.
7. i cannot go she said because rain has not stopped so far.
8. they are well now arnav said they can go but it is drizzling how can they go said my daughter pearl.
9. do not desire O my young friend to get what you cannot get said the fisherman.
10. the king said to the jester how dare you touch the magic thing meant for me be ready to face the consequences shedding tears the jester said I am sorry no use crying said the king I am crying for you my lord replied the jester why asked the king.
11. you expect every body the slave said to the master, to flatter you all the time why is it so.
12. the queen cried help help.
13. advise me deep said how can i solve this problem.
14. no said malini i have not heard this news.
15. young and old good and bad all must die.
16. the names of the students are rohit, meenakshi, rahul, sona and ankur.
17. oh dear i am tired today.
18. o yes i like singing you like dancing.
19. some are born great some achieve greatness.
20. you fools how dare you enter my room without permission.

21. she wouldnt go there my son.
22. for god's sake please help me.
23. ah i am undone my friends have ruined me.
24. alas what a fool i am he has after all cheated me.
25. the words the prohibited area were written on the wall.

Assignment-4: Write a paragraph on each of the following subjects

1. An accident. (Narrative)
2. A patriot.(Definition)
3. The growth of virtue and the growth of a plant. (Similarity)
4. Town life versus country life. (Contrast)
5. Why population should be controlled? (Reasoning)

Assignment-5: Write a short paragraph on each of the following topics:

1. A Rainy day	2. A leader
3. Your Parents	4. Your college
5. Your Ambition & Goal	6. Your favorite picnic spot
7. Present day politics	8. Use of English

Assignment-7: Describe the following in not less than 250 words of your own on the following topics.

1. Effects of Pollution
2. The Changes in the Ocean
3. The Civil Rights Movement and the Effects
4. Causes and Effects of the Popularity of Fast Food Restaurants
5. Internet Influence on kids
6. Popularity of Sports in US
7. Effects of professional sport on children
8. Alcohol and nervous system
9. Domestic violence
10. Growing up with a single parent

Assignment-8: Describe the following in not less than 300 words of your own on the following topics.

1. The influence of my favorite movie/book on me.
2. How war in Syria effects US.
3. What impact smoking has on a pregnant woman.
4. Telling lies. The cause and effect.
5. The causes of divorces.
6. What is the impact of genetically engineered food.
7. What causes a tsunami.
8. What causes racism.
9. How globalization affects economy.
10. What was your cause of choosing your major/your college.
11. The effects of credit culture.
12. What are causes and effects of terrorism.
13. What makes a person to be a good teacher/mother/doctor/artist.
14. What are the effects of home schooling.
15. What causes heart problems?

3. This is the (interesting) _____ book I have ever read.
4. Non-smokers usually live (long) _____ than smokers.
5. Which is the (dangerous) _____ animal in the world?
6. A holiday by the sea is (good) _____ than a holiday in the mountains.
7. It is strange but often a coke is (expensive) _____ than a beer.
8. Who is the (rich) _____ woman on earth?
9. The weather this summer is even (bad) _____ than last summer.
10. He was the (clever) _____ thief of all.

Answers

1. My house is bigger than yours.
2. This flower is more beautiful than that one.
3. This is the most interesting book I have ever read.
4. Non-smokers usually live longer than smokers.
5. Which is the most dangerous animal in the world?
6. A holiday by the sea is better than a holiday in the mountains.
7. It is strange but often a coke is more expensive than a beer.
8. Who is the richest woman on earth?
9. The weather this summer is even worse than last summer.
10. He was the cleverest thief of all.

3.11 OUTCOMES

1. Demonstrate an understanding of more complex grammatical structures in conversations and discussions. In addition, students will begin to initiate and sustain conversations and discussions.
2. Some linguists use the terms concord and agreement interchangeably, although traditionally, concord is used in reference to the proper relationship between adjectives.
3. They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability.
4. Tense is the form taken by a verb to indicate time and continuance or completeness of action and the Active vs. passive; verbs and objects with the passive; reasons for using passive.

Unit-5**SOFT SKILLS****5.0 OBJECTIVES**

After completion of this module we should be able to understand

- Understand the SWOC analysis.
- To know the Attitude and Emotional Intelligence in Soft Skills.
- Discuss about Telephone Etiquette and Interpersonal Skills.

5.1 INTRODUCTION

Soft skills include any skill that can be classified as a personality trait or habit. Interpersonal skills and communication skills are more specific categories of soft skills that many employers look for in job candidates.

There are many soft skills that you could list on your resume or cover letter. Some of the most sought after soft skills include:

- Effective communication skills
- Teamwork
- Dependability
- Adaptability
- Conflict resolution
- Flexibility
- Leadership
- Problem-solving
- Research
- Creativity
- Work ethic
- Integrity

Broad types of soft skills, which you can read more about below, include:

- Communication
- Problem-solving
- Creativity
- Adaptability
- Work ethic

Soft skills relate to how you work. Soft skills include interpersonal (people) skills, communication skills, listening skills, time management, and empathy, among others. Hiring managers typically look for job candidates with soft skills because they make someone more successful in the workplace. Someone can be excellent with technical, job-specific skills, but if they can't manage their time or work within a team, they may not be successful in the workplace.

5.1.1 How it Works

Soft skills are also important to the success of most employers. After all, nearly every job requires employees to engage with others in some way.

Another reason hiring managers and employers look for applicants with soft skills is that soft skills are transferable skills that can be used regardless of the person's job. This makes job candidates with soft skills very adaptable employees.

Soft skills are particularly crucial in customer-based jobs. These employees are in direct contact with customers. It takes several soft skills to be able to listen to a customer and provide that customer with helpful and polite service.

5.1.2 Importance

Soft skills play an important role in resume writing, interviewing and finding success in communicating with people at work and in other areas of your life. For example, as you look for jobs, you may find that many employers list specific soft skills on their job posts in the 'required' or 'desired' sections. A job posting for a Human Resources associate may list 'attention to detail' as a desired trait, while a job for a Marketing Specialist could list 'leadership' and 'great communication skills'.

Soft skills are often transferable across careers and industries. As a result, you may find that you possess many of the required traits even if you don't match the exact profile in a job description. As you search for jobs, pay special attention to posts calling for candidates with soft skills or traits you possess. Even if the job title isn't a great fit, you may find that the description makes sense for you. As you progress through the job search process, keep your resume updated to reflect soft skills most relevant to the jobs you're applying for.

You may also find it helpful to consider how you might showcase your soft skills in an interview. While you can display some skills like good communication, you may consider weaving others into your answers to interview questions. For example, you might talk about your problem-solving skills when answering a question like, "Tell me about a time you overcame an obstacle."

If the employer prompts you to provide references, think of those that can speak to examples that verify your soft skills and other strengths.

5.1.3 Soft Skills List and Examples

Because soft skills are often innate personality traits, you already possess several marketable soft skills that will help you get and be successful in a job. Though many are formed with your personality, soft skills can also be learned and developed with practice and experience. Here are few examples of key soft skills and how those skills can enhance your performance during and after the job search process.

- 1 **Communication:** Effective communication skills will be helpful through the interview process and in your career. The ability to communicate involves knowing how you should speak to others in different situations or settings. For example, when working with a team on a project, you may need to communicate when you believe that an idea or process is ineffective. Finding a way to tactfully and skilfully disagree with others on the job without creating conflict is an important skill that employers value.

Related Communication Skills

- Active listening
 - Confidence
 - Conflict resolution
 - Organisation
2. **Problem-Solving:** Employers highly value people who can resolve issues quickly and effectively. That may involve calling on industry knowledge to fix an issue immediately, as it occurs, or taking time to research and consult with colleagues to find a scalable, long-term solution.

Related Problem-Solving Skills

- Creativity
 - Research
 - Risk management
 - Teamwork
3. **Creativity:** Creativity is a broad ability incorporating many different skill sets including other soft skills and technical skills. Employees with creativity can find new ways to perform tasks, improve processes or even develop new and exciting avenues for the business to explore. Creativity can be used in any role at any level.

Related Creativity Skills

- Curiosity
 - Learning from others
 - Open-mindedness
 - Taking calculated risks
4. **Adaptability:** How easily do you adapt to changes? If you're working in a technology-driven field or start-up, adaptability is especially important. Changes in processes, tools or clients you work with can happen quickly. Employees who are capable of adapting to new situations and ways of working are valuable in many jobs and industries.

Related Adaptability Skills

- Consistency
- Organisation
- Optimism
- Flexibility

5. **Work Ethic:** Work ethic is the ability to follow through on tasks and duties in a timely, quality manner. A strong work ethic will help ensure you develop a positive relationship with your employer and colleagues even when you are still developing technical skills in a new job. Many employers would rather work with someone who has a strong work ethic and is eager to learn than a skilled worker who seems unmotivated.

Related Work Ethic Skills

- Attention to detail
- Integrity
- Persistence
- Time management

5.1.4 Improvement of Soft Skills

Many employers value strong soft skills over technical skills because they are often personality traits developed over a lifetime and can be difficult to teach. That being said, anyone can improve their soft skills with experience and practice. For example, you may find that an employer is seeking someone skilled in conflict resolution. While you may be naturally skilled at effective communication, it may help to practice working through conflicts with others.

There are several ways you can help improve your soft skills.

1. **Pick a Soft Skill you Want to Improve and Practice it Consistently:** You can improve any soft skill if you make it a practice. Most soft skills are a matter of routine. For example, you can practice dependability, both on the job and at home, by improving punctuality (showing up to work or events on time or early) and starting on projects at work earlier so you can complete them ahead of schedule.
2. **Observe and Mimic the Positive Soft Skills you see in Others:** There are likely professionals you know or work with who have strengths in various soft skills. You may be able to develop integral soft skills by observing the practices of others and incorporating them into your own daily routine. You may find, for example, that effective communicators often write down notes when others are talking during meetings. This helps them organise their thoughts so they are prepared to ask and answer important questions. This is also an active listening practice that may be good to utilise as part of your own work.
3. **Set Milestone Goals to Improve Soft Skills:** Set specific, measurable goals by carefully reading your performance reviews at work or asking trusted friends and colleagues for

constructive criticism. This can help you to identify key areas of improvement for goal setting and areas of strength to highlight on your resume and in interviews. You can prioritise which soft skills to work on based on those that you need to get a certain job or move up in a career you already have.

4. **Find Resources to help you Learn:** You can find several resources to help you learn tactics for improving the soft skills you want to focus on like books, podcasts or online classes. While some require payment, many are free of cost and can be accessed at any time. You might try out few different types of resources to see which are best for your learning style.

5.1.5 Highlight your Soft Skills

Showcasing your soft skills can be useful when looking and applying for jobs, in an interview or in your daily work. If you are looking for work, you can highlight your soft skills on your resume and in your cover letter.

1. Soft Skills for Resumes

Your resume should include a section that lists your relevant hard and soft skills. When deciding which skills to put on a resume, consider what skills are called for in the job post and those you possess that can be verified by your references.

Here's an example of what your resume skills section could look like.

Technical Skills: Learning technology

- Mac OS
- Windows OS
- Blackboard

Additional Skills: Strong communication skills

- Empathic
- Passionate and motivated

2. Soft Skills for Cover Letters

Your cover letter should include at least one well-developed and relevant soft skill that provides context as to why you're a good fit for the job. You can do this by explaining how your soft skill aligns with the company's goals, values and/or mission.

Your use of a soft skill in your cover letter may look similar to the following example.

In my previous role, I displayed both passion and creativity that were highly regarded by my colleagues and managers. For example, I successfully proposed and put together a team to work on a marketing campaign targeting a younger demographic for our product. From start to finish, my team members and managers praised my ability to positively work with my team to help establish a new interest in our company.

While hard skills are important for completing technical tasks, strong soft skills will make you the kind of worker employers want to hire, retain and promote. It's important to highlight the soft skills you have at all stages of the job search process and continue developing those skills once you find the job you're looking for.

5.2 SWOC

SWOC analysis is used in business or firms whereas SWOT Analysis is done for an Individual.

SWOC analysis is a strategic planning method used to research external and internal factors which affect company success and growth. Firms use SWOC analysis to determine the strengths, weaknesses, opportunities, and challenges of their firm, products, and competition.

SWOC analysis is relevant to SWOT analysis. SWOT examines strengths, weaknesses, and opportunities. But it focuses on threats rather than challenges. The two are similar but they do have their differences, which is why firms may choose to use SWOC or SWOT.

How to use SWOC analysis

When beginning a SWOC analysis of a product or firm, you must go through each section individually. Starting with...

Strengths: Strengths are features which benefit the company, such as product sales. For example, sales of Product X is growing 3% each month. But Product Z is seeing a 3% monthly decline. In this case, Product X, which brings in more revenue, is where the firm should focus their efforts to continue profit growth.

Strengths can also be more abstract. If you've decided to build a product because you know you can offer it cheaper than your competitor, this is an overall strength of the company. Or if you have records of better customer service via positive reviews online, this is a strength you can use to your advantage. Strengths can be documented through statistics, customer service reviews, and surveys.

Weaknesses: The next step is noticing weaknesses. Weaknesses cause a company to struggle. For example, if you've decided to target a younger audience but your packaging is still dedicated to senior citizens, the new consumer base will struggle to connect to the product. This will show in reports, and cause an internal struggle within the company.

Weaknesses need to be documented and acknowledged to handle them promptly before it spreads and leads to overall destruction.

Opportunities: Opportunities are often external. They provide ways for firms to grow successfully. For example, a digital marketing agency helps a client develop an effective email marketing

strategy. The agency has been thinking of doing graphic design so they offer a reduced fee to re-do the existing client's logo. This is an opportunity for the agency to develop a new section of their business without having to devise a marketing plan because they can reach out to existing clients.

Being open to opportunities, knowing when to look for them, and how to act on them can boost a firm's success. Documenting past opportunities can help create a plan on how to capitalize future opportunities.

Challenges: The final step in SWOC analysis is acknowledging challenges. This is how SWOC and SWOT analysis differ because SWOT analysis focuses on threats. Challenges are similar to threats but have the chance of being overcome. Threats have the potential to damage a firm, but challenges often already exist and need to be handled appropriately.

This step is crucial. If you've already examined the strengths, weaknesses, and opportunities but skip assessing challenges, you may be on the path to failure. Challenges can greatly undermine any progress you've made, so by ignoring this step, you've opened yourself up to potential failure.

When to use SWOC analysis

Use SWOC analysis whenever you have a business idea. Whether it's starting a brand new business, a product, or a product upgrade. You can do SWOC analysis annually, quarterly, or monthly; it depends on what product or idea you're using SWOC analysis for.

But if you choose to do SWOC analysis, remember it's a great cost-effective way to reduce challenges and deter failure of a business venture or product.

5.2.1 Personal SWOT Analysis

A personal SWOT analysis can do the same for an individual in pursuit of their career goals. It provides insights based on your personality strengths and weaknesses, what challenges you see ahead of you, and what opportunities are present around you now and in the future.

The SWOT analysis was first devised as a business tool in the 1960s by business icons Edmund P. Learned, C. Roland Christensen, Kenneth Andrews and William D. Guth. In 1982, Heinz Weihrich took it one step further, constructing a 2 x 2 matrix to plot out the answers to the four key questions for easy comparison. Strengths and weaknesses were across the top, and opportunities and threats in the bottom row. This remains the most common and effective way to conduct the analysis.

While there are many formats for the SWOT analysis, in its simplest and truest form, the SWOT matrix is a four-quadrant table with a color-coded grid, looking something like this:

Strengths	Weakness
Opportunities	Threats

Strengths and opportunities are things you consider favorable and within your control, while weaknesses and threats are unfavorable and dictated by external forces. You can use this data to explore the correlation between your strengths and weaknesses, how to leverage your strengths to make the most of your opportunities, and how to improve weaknesses to mitigate threats.

Some believe that SWOT originated in the '50s and was developed by professors George Albert Smith Jr., C. Roland Christensen, and Kenneth Andrews at the Harvard Business School. Others acknowledge Albert S. Humphrey as the creator of SWOT analysis at Stanford Research Institute in the '60s, although Humphrey himself never took credit.

- Regardless of who deserves recognition for its creation, SWOT analysis is a very popular tool used to help businesses and individuals identify the following:
- Strengths: Characteristics that give you an advantage over others.
- Weaknesses: Characteristics that give you a disadvantage in relation to others.
- Opportunities: Trends or technologies that you can exploit to gain an advantage.
- Threats: Obstacles that impede your career growth.

In this article, we will explain how to do a SWOT analysis on yourself. We will also share some personal SWOT analysis examples to help you get started with your own self-reflection.

SWOT Analysis

	Helpful	Harmful
Internal	Strengths	Weaknesses
External	Opportunities	Threats

5.2.2 SWOT Questions to Ask Yourself

There are many SWOT analysis templates online. Find one that makes sense to you, and get ready to evaluate your internal strengths, acknowledge your weaknesses, and find what makes you excited about your work, job, or career as well as what keeps you awake at night.

To make a SWOT worth the effort, you need to set aside the time to really think about it, then sleep on it and revisit it. You won't think of everything in one sitting, and that question or answer that entered your brain overnight might be the most relevant and revealing insight in the exercise. Understand that you will need to come back to this a few times over a week or two to truly capture complete answers.

Begin by identifying your strengths. These are the traits or skills that set you apart from others. Ask yourself these questions:

- What are you good at naturally?
- What skills have you worked to develop?
- What are your talents, or natural-born gifts?

The next step is weaknesses. This part examines the areas in which you need to improve and the things that will set you back in your career. These are some questions to consider:

- What are your negative work habits and traits?
- Does any part of your education or training need improvement?
- What would other people see as your weaknesses?

For the opportunities section, look at the external factors you can take advantage of to pursue a promotion, find a new job or determine a career direction. These are some questions to ask yourself:

- What is the state of the economy?
- Is your industry growing?
- Is there new technology in your industry?

Finally, look at any threats to your career growth. This part accounts for the external factors that could hurt your chances to attain your goals. Consider these questions:

- Is your industry contracting or changing direction?
- Is there strong competition for the types of jobs for which you are best suited?
- What is the biggest external danger to your goals?

Remember to be objective, and consult others who know you if necessary. Moving outside your comfort zone will help you get the results you're looking for instead of reinforcing your own beliefs. The key to writing a good personal SWOT analysis is honesty. Be unflinching in revealing faults and weaknesses but also in celebrating your personal strengths and what makes you the best you.

5.2.3 Determining the Outcomes

You can evaluate your results using two popular methods. The first is matching. Matching means connecting two of the categories to determine a course of action. For example, matching strengths to opportunities shows you where to be aggressive and take action. On the other hand, matching weaknesses to threats exposes areas you should work on or situations to avoid, letting you know where to be more defensive of your position.

The second is to convert is to turn negatives into positives – in other words, converting your weaknesses into strengths, or threats into opportunities. This can mean growing a skill set through education or finding a creative way to feature a weakness as a strength. For instance, if you are very outgoing, an introspective and isolated work environment may not suit you very well. But if you can work toward a position, such as sales, in which you interact with many people, that weakness turns into a strength and could allow you to excel.

5.2.4 Taking Action

Once your personal SWOT analysis is complete, it is crucial to follow through on the insights you uncovered.

“SWOT analysis can fail to be effective if it is simply treated as a laundry list, without any tie-in to how the elements identified in the analysis can be put into play for the individual carrying out the assessment.” “For example, how can the identified strengths move the needle in the endeavor to achieve a key goal? Or how can one navigate a potential threat once it is identified ... to ensure no ground is lost?”

“The best outcome is to take action and succeed in the opportunities you have identified,” Smith said. “This can benefit you on a personal and professional level, and set you apart from your peers and colleagues.”

Once you start using your results, track your progress. Set up measurements and milestones, and keep working toward them. Step by step, little by little, you will get where you want to be, so get started now.

5.2.5 Why do A Personal SWOT Analysis?

First, let's discuss why you should perform a self SWOT analysis in the first place. You may have heard the often repeated aphorism, “Find a job you love, and you'll never work a day in your life.”

The adage is usually attributed to Confucius, even though nobody can find any evidence that he ever said it (and how many job opportunities could there have been in 500 B.C.?).

The point is that you should try to find a job that you really enjoy doing. But, how do you find a job that you love, that matches your skill set, and that pays well? An assessment of your strengths and weaknesses using a SWOT analysis is a good start to help you find a career that is a good fit for you and your employer.

How do you do an individual SWOT analysis?

Create your own SWOT matrix or use a premade personal SWOT analysis template from Lucid chart. To perform a personal SWOT analysis, complete the following four basic steps to fill in each quadrant of the template.

Step 1: Assess your strengths

It's okay to "toot your own horn" here as you write down what makes you stand out from your peers. Answer questions such as:

- What skills and certifications do you have that give you an advantage over others?
- Do you have any powerful industry contacts who could vouch for your skills and abilities?
- What would your boss or your co-workers say are your strengths?
- What can you do better than anybody else?
- Does your education and expertise fill a void that is lacking in your organization?
- What beneficial values do you have that you believe others fail to show?
- What are your most rewarding achievements?

As you answer these questions, don't worry about being modest. However, be as objective as you can-you don't want to be delusional about your abilities. Include some of your personal qualities because those can also be your strengths.

It is also important to understand that some of the things that you list as a strengths are not really strengths at all. For example, you may believe that you can "make it" in the music industry because you write songs. However, as it turns out, there are millions of people who can write songs. To find your true strength, you need to consider what makes your music stand out from the others.

Step 2: Assess your weaknesses

Like when you assessed your strengths, you don't want to hold back here. Be brutally honest with yourself to determine your weaknesses and answer questions such as:

- Are there tasks that you avoid or pass off to others because you don't feel confident enough to do them?
- What holes are there in your education or skills that are holding you back?
- What new technologies or practices have been introduced since you earned your degree?
- Do you have any bad habits like being late to work, not following prescribed processes, communicating poorly, or having the attitude that you are surrounded by idiots and you alone know all the answers?
- How well do you handle stress?
- Do you meet deadlines?
- What weaknesses might your co-workers and boss point out?

As you work through this process, remember that "I work too much" is not a valid weakness. It also is not the answer that the hiring manager wants to hear in an interview.

Listing your weaknesses should not feel like you are beating yourself up. Instead, this should be a positive exercise that identifies the areas that you can turn into strengths, so you can get a promotion or a better job to further your career.

Step 3: Identify opportunities

A quotation often attributed to Thomas Edison says, "We often miss opportunity because it's dressed in overalls and looks like work."

The point is, there are generally opportunities all around. Finding those opportunities depends on individual personality and desire. Positive people tend to see more opportunities than negative people. And people who are less ambitious may not recognize an opportunity unless it hits them over the head.

As you fill in this section of the SWOT template, look for opportunities such as:

- Is there a new technology that you can learn that will help you reach your goals?
- Can you find help from others on the Internet?
- Is there an open position within your company, or outside your company, that more closely matches your skills and strengths?
- In what ways is your industry growing, and what can you do to help it grow?
- Can you volunteer to take on a task or project that nobody else wants to do?
- Are there seminars or classes that you can attend to improve your skills?
- Is there a need that nobody else is filling?

As you work through this section, look at your weaknesses to see if there are any that can be turned into opportunities. For example, you may not think of yourself as a very good project lead, but how can you know if you don't jump at the chance to lead a project when it comes up?

Step 4: Be aware of threats

In this quadrant of the SWOT analysis template, take a look at possible stumbling blocks or situations that impede you from meeting your goals. Ask yourself:

- Who is your competition?
- Are you and other co-workers trying to get the same job or promotion?
- Is there new technology that your position requires? Can you get up to speed quickly, or will the time required to learn a new technology stop your progress?
- Are you seen as too old or out of touch with current trends?
- Are your skills obsolete?
- Are your personality traits holding you back?

Performing this self-SWOT analysis can help you put things into perspective and point out the most important things you can do to improve your chances to grow in a chosen job or career.

5.2.6 When should you perform a personal SWOT analysis

You can do a SWOT analysis whenever you want to. Are you thinking of changing careers? Do you want a different opportunity in your current organization? Getting ready for a job interview? A self-analysis of your strengths and weaknesses for any of these situations can be beneficial.

When you do the analysis, think of yourself as the product that needs to be sold.

For example, let's say that you struggle writing performance reviews because you don't think that anything you do is exceptional. You feel like you are just doing your job. Consider using a SWOT matrix to

- Identify your strengths that were beneficial to your team or organization. Did an innovation improve performance? Did you meet every deadline or complete tasks early?
- List the weaknesses you want to improve so you can be a better asset. Do you need to attend training to improve writing skills? Are you current on HTML5 programming skills?
- Write down the opportunities or goals you want to work on in the coming year to improve your position in the department or to move into a new role.
- Identify the threats that may be in your way as you work toward your goals. Present ideas and a plan to help you overcome these threats.

Performing a self-analysis in this way can help you get that raise or promotion that you deserve.

5.3 ATTITUDE

An attitude is a positive; negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of a favorable or unfavorable evaluation of a person, place, thing or event. These are fundamental determinants of our perceptions of, and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions.

How much we like or dislike something determines our behavior towards that thing.

We tend to approach, seek out or be associated with things we like; we avoid, shun or reject things we do not like.

Some examples of attitudes are- he has a positive attitude about the changes, she is friendly and has a good attitude, he was showing some attitude during practice today, so the coach benched him, I like my friends that means I am expressing my attitudes towards my friends, etc.

5.3.1 Definition of Attitude

Attitude is the manner, disposition, feeling and position with regard to a person or thing, tendency or orientation especially in the mind.

According to **Gordon Allport**, “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.”

Frank Freeman said, “An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one’s typical mode of response.”

Thurstone said, “An attitude denotes the sum total of man’s inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and other any specific topic.”

Anastasi defined attitude as, “A tendency to react favorably or unfavorably towards a designated class of stimuli, such as a national or racial group, a custom or an institution.”

According to **N.L. Munn**, “Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service or institution.”

A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual’s choice of action, and responses to challenges, incentives, and rewards (together called stimuli).

Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli.

Attitude can be described as a tendency to react positively or negatively to a person or circumstances.

Thus the two main elements of attitude are this tendency or predisposition and the direction of this predisposition.

It has been defined as a mental state of readiness; organize to through experience which exerts a directive or dynamic influence on the responses.

These can also be explicit and implicit.

Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs. Implicit attitudes are unconscious, but still, have an effect on our beliefs and behaviors.

As said by psychologists Thomas which imposes limits as a level attitude trend is positive and negative, associated with the object of psychology.

Object psychology here include symbols, words, slogans, people, institutions, ideas and so on.

5.3.1.1 Characteristics of Attitude

1. Attitudes are the complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations.
2. It can fall anywhere along a continuum from very favorable to very unfavorable.
3. All people, irrespective of their status or intelligence, hold attitudes.
4. An attitude exists in every person's mind. It helps to define our identity, guide our actions, and influence how we judge people.
5. Although the feeling and belief components of attitude are internal to a person, we can view a person's attitude from his or her resulting behavior.
6. Attitude helps us define how we see situations, as well as define how we behave toward the situation or object.
7. It provides us with internal cognitions or beliefs and thoughts about people and objects.
8. It can also be explicit and implicit. Explicit attitude is those that we are consciously aware of an implicit attitude is unconscious, but still, have an effect on our behaviors.
9. Attitudes cause us to behave in a particular way toward an object or person.

10. An attitude is a summary of a person's past experience; thus, an attitude is grounded in direct experience predicts future behavior more accurately.
11. It includes certain aspects of the personality as interests, appreciation and social conduct.
12. It indicates the sum total of a man's inclinations and feelings. An attitude is a point of view, substantiated or otherwise, true or false which one holds towards an idea, object or person. It has aspects such as direction, intensity, generality or specificity.
13. It refers to one's readiness for doing Work.
14. It may be positive or negative and may be affected by age, position, and education.
15. Attitude may be defined as a feeling or disposition to favor or to be against objects, persons, and situations.

It is a well-defined object of reference. It may be defined as 'an enduring predisposition or readiness to react or behave in a particular manner to a given object or situation, idea, material or person'.

It describes and evaluates the action with respect to an object or a situation, with each belief having a cognitive effect and behavioral components.

Each of these beliefs is a predisposition that results in some preferential response towards the object or the situation. Actually, it is frequently used in describing people and explaining their behavior.

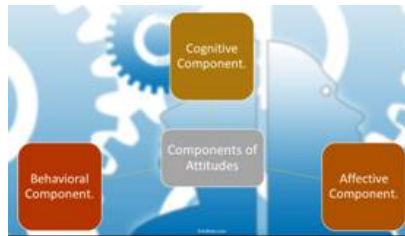
For example: "I like her attitude", "He has a good attitude" etc. Actually, it is characterized by the tendency to feel and behave in a particular way toward some object.

5.3.2 Components of Attitude

Attitudes represent our evaluations, preferences or rejections based on the information we receive. It is a generalized tendency to think or act in a certain way in respect of some object or situation, often accompanied by feelings. It is a learned predisposition to respond in a consistent manner with respect to a given object.

This can include evaluations of people, issues, objects, or events. Such evaluations are often positive or negative, but they can also be uncertain at times. These are the way of thinking, and they shape how we relate to the world both in work and Outside of work. Researchers also suggest that there are several different components that make up attitudes.

One can see this by looking at the three components of an attitude: cognition, affect and behavior.



3 components of attitude are;

- Cognitive Component.
- Affective Component.
- Behavioral Component.

1. Cognitive Component: The cognitive component of attitudes refers to the beliefs, thoughts, and attributes that we would associate with an object. It is the opinion or belief segment of an attitude. It refers to that part of attitude which is related in general knowledge of a person.

Typically these come to light in generalities or stereotypes, such as ‘all babies are cute’, ‘smoking is harmful to health’ etc.

2. Affective Component: Affective component is the emotional or feeling segment of an attitude.

It is related to the statement which affects another person. It deals with feelings or emotions that are brought to the surface about something, such as fear or hate. Using the above example, someone might have the attitude that they love all babies because they are cute or that they hate smoking because it is harmful to health.

3. Behavioral Component: Behavior component of an attitude consists of a person’s tendencies to behave’ in a particular way toward an object. It refers to that part of attitude which reflects the intention of a person in the short-run or long run.

Using the above example, the behavioral attitude maybe- ‘I cannot wait to kiss the baby’, or ‘we better keep those smokers out of the library, etc.

Attitude is composed of three components, which include a cognitive component, effective or emotional component, and a behavioral component. Basically, the cognitive component is based on the information or knowledge, whereas the affective component is based on the feelings.

The behavioral component reflects how attitude affects the way we act or behave. It is helpful in understanding their complexity and the potential relationship between attitudes and behavior.

But for clarity’s sake, keep in mind that the term attitude essentially refers to the affected part of the three components.

In an organization, attitudes are important for their goal or objective to succeed. Each one of these components is very different from the other, and they can build upon one another to form our attitudes and, therefore, affect how we relate to the world.

5.3.3 Factors Influencing Attitude

actors affecting the attitudes are:

(a) **Environment:** Environment comprises of the following:

- i. **Home:** The home environment into which you were born and where you grew up is influenced by your parents, siblings, relatives, neighbours and friends.
 - ii. **School:** At school you interact with teachers, school staff, seniors, peers and juniors. Each of them influences your opinion about the world, depending on your experiences with them.
 - iii. **Work Place:** At work you relate to experiences with your colleagues, superiors and subordinates. How they treat you or how you treat them will influence your attitude.
 - iv. **Media:** With the media intruding into the home in a big way, its influence on attitude formation is tremendous. It can be easily misused to change attitudes in any way.
 - v. **Cultural Background:** Your cultural background influences your attitude adoption because it is a powerful environmental component.
 - vi. **Religious Background:** The religion you were born into or adopt as a choice later, influences attitudes because of the indoctrination imposed on followers in most religions.
 - vii. **Traditions and Beliefs:** Some cultures and families require their members to adopt certain ways of thinking. This leads to the acceptance of traditional attitudes or beliefs.
 - viii. **Social Environment:** The social strata to which a person belongs influences people to adopt attitudes such as 'rich people are corrupt and crooked'.
 - ix. **Political Environment:** The political environment prevailing in the region where you live can influence attitude formation. Depending on how politicians behave, people can have positive or negative attitudes towards each other or the region itself.
- (b) **Experiences:** Based on our experiences in life, we adopt certain attitudes towards people. These experiences could be pleasant or distasteful. Pleasant experiences contribute to making a positive attitude whereas unpleasant experiences will be sought to be avoided and will, therefore, strengthen negative attitudes.
- (c) **Education:** The process of preparing oneself for the difficulties and challenges of life is education which could be formal or informal. Formal education is the one we receive in schools and colleges and informal education is what we learn from life or others around us.

The teacher or professor, thus, plays a vital role in attitude formation and should, therefore, be very careful how he or she conducts himself or herself.

Although the above mentioned three E's have a significant role to play in forming your attitude, the attitude you adopt is a choice made by you. You and you alone are responsible for your attitude. It is wrong to think that the environment and external factors decide your attitude. The fact is that the environment you experience is the result of your attitude.

5.3.4 Differences between Attitude and Behaviour

One of the widely accepted facts about human beings is, No two people are alike, whether in terms of physical appearance (i.e. body structure, height, weight, colour, etc) or abstract aspects (like intelligence, attitude, personality, behaviour and so on). Many people take a person's attitude as their behaviour. Although directly or indirectly they are interrelated, they are different in the sense that **attitude** represents how a person thinks or feels about someone or something.

Comparison Chart

BASIS FOR COMPARISON	ATTITUDE	BEHAVIOR
Meaning	Attitude refers to a person's mental view, regarding the way he/she thinks or feels about someone or something	Behavior implies the actions, moves, conduct or functions of an individual or group towards other persons.
Based on	Experience and observation	Situation
Trait	Human	Inborn
What is it?	A person's mindset.	Outward expression of attitude.
Reflects	What you think or feel?	What you do?
Defined by	Way we perceive things.	Social Norms

Definition of Behavior

The term 'behavior' can be described as the way of conducting oneself. It is the manner of acting or controlling oneself towards other people. It is the range of actions, responses, and mannerisms set by an individual, system or organization in association with themselves or their environment, in any circumstances.

In short, behavior is an individual or group reaction to inputs such as an action, environment or stimulus which can be internal or external, voluntary or involuntary, conscious or subconscious.

5.3.5 Differences between Attitude and Behavior

The difference between attitude and behavior can be drawn clearly on the following grounds:

1. Attitude is defined as a person's mental tendency, which is responsible for the way he thinks or feels for someone or something. Behavior implies the actions, moves, conduct or functions of an individual or group towards other persons.
2. A person's attitude is mainly based on the experiences gained by him during the course of his life and observations. On the other hand, the behavior of a person relies on the situation.
3. Attitude is a person's inner thoughts and feelings. As opposed to, behavior expresses a person's attitude.
4. The way of thinking or feeling is reflected by a person's attitude. On the contrary, a person's conduct is reflected by his behavior.
5. Attitude is defined by the way we perceive things whereas behavior is ruled by social norms.
6. Attitude is a human trait but behavior is an inborn attribute.

5.3.6 Attitude at Workplace

Our behavior at work often depends on how we feel about being there. Therefore, making sense of how people behave depends on understanding their work attitudes. An attitude refers to our opinions, beliefs, and feelings about aspects of our environment. We have attitudes toward the food we eat, people we interact with, courses we take, and various other things. At work, two particular job attitudes have the greatest potential to influence how we behave. These are job satisfaction and organizational commitment.

Five Attitudes That Are Important in Workplaces

It may seem as if skills and experience are the most important characteristics of an employee, but attitude plays just as big of a role. After all, what good are great professional skills without the attitude to see it all through? There are five key attitudes that small businesses should seek out in employees to ensure a harmonious professional environment and a productive staff.

1. **Respect for Others:** Respect in the workplace doesn't solely extend to the way employees interact with management. People who have self-respect don't do managers' bidding no matter what; they think for themselves and present alternative ideas at times, but respectfully. Employees should also have a respectful attitude when interacting with clients and customers as well as co-workers. Those with this type of attitude are willing to treat other people politely and professionally, even if they disagree with the other person's point of view.

2. **Infectious Enthusiasm About Life:** Someone who is enthusiastic about life in general radiates a positive energy that rubs off on everyone around her. She dives into every project with interest, eagerly learns new skills and ideas and quickly applies them to her work. Some people are born with positive energy, but it can also be developed. Teach your staff to approach every situation, positive or negative, as a challenge and an opportunity.

Adopt a “glass half full” attitude in the company and encourage employees to build on it. Soon they’ll extend an enthusiastic attitude toward co-workers, customers and everything they do.
3. **Commitment to the Job:** Small businesses need employees who are not only committed to the goals and initiatives that affect the bottom line, but who also are committed to their particular positions. Employees project a committed attitude by showing a willingness to do whatever it takes to fulfill the duties of their positions and via the development of new ideas to make the company even better. When committed individuals work together as a team towards company goals, everyone benefits.
4. **Innovative Ideas and Finding New Ways:** Employees with an innovative attitude don’t shy away from trying something new or finding a different way to do things. Small businesses need employees who can think outside of the box and innovate new ways to accomplish existing tasks and approach goals. Employees with this type of attitude know their ideas might not work out to be the best way to do something, but that the biggest failure is not at least giving new ideas a shot.
5. **Helpfulness with Others:** It is important to have a helpful attitude at work, whether that means assisting clients and customers with their needs or helping co-workers accomplish overall company goals. The more helpful an attitude employees have, the more people want to be around them at work and the more willing they are to partner with those employees on key projects and initiatives.

5.3.7 Effects of Positive Attitude

1. **Less Stressful Environment:** Positivity in a workplace helps to reduce stress and make it slightly bearable. It all comes down to what makes you happy and how you can take advantage of that to uplift your mood. It is easy to be dragged into a state of constant negativity and distress. The problem with negative people is that they drag everyone down with them. Sooner or later, people start to avoid them too. Positivity will help you see the silver lining and experience life in a less stressful and wholesome manner. Having a positive outlook, helps employees avoid nasty work politics as well. Work politics is known to affect the overall lives of employees.

2. **Gives Clarity to Employees:** A positive attitude helps to give clarity, no matter which aspect of your life is under consideration. The more clarity you have, you will be more confident in carrying out your daily tasks. Clarity can help improve the quality of your work and have a positive impact on your self-esteem. Employee health is a highly underrated factor that is not considered. It is merely discarded and not considered important. Whereas, it is one of the major factors that contributes to the success of an organization.
3. **Improves Leadership Abilities:** There is a strong link in between positivity and leadership. In fact, a leadership role is meant to be as positive as it can be. Nobody would want a leader to be projecting negativity in their direction. Moreover, a positive leader will manage to improve the productivity in the organization. He/she will be able to set realistic goals which can be accomplished by the employees in the said amount of time.
4. **Improves Interpersonal Relations:** Improving interpersonal relations at workplace is extremely important for the sake of cultivating strong interpersonal relationships. It is crucial for employees to get along with each other and maintain healthy communication. Having a positive attitude in the workplace helps improve interpersonal relations. Other than having strong communication, it is also important to give space to your fellow employees. Moreover, employees must leave their egos behind when dealing with work-related tensions. In order to foster good relations, the leader of the team must acknowledge the effort of team members.

5.3.8 Effects of Negative Attitude

1. **Unproductivity at Workplace:** The main aim of every business or company is to improve the productivity. It becomes impossible for a work environment to flourish with negative behavior of the employees. Moreover, having a negative outlook towards life can be injurious for the mental health of the employees. As team leader it would be have a negative impact on your employees.
2. **Create a Toxic Work Environment :** Just like in any situation with a group of people. Negative attitude at work place will lead to toxicity and affect productivity. Leaders tend to give the image that no matter how well their employees perform, the higher management is not happy. It is worth mentioning that, the negative attitude of the higher management only will not cause the company to suffer. It can be a person from any level of the management. Negativity projected from an individual can affect the entire office.
3. **Loss of Innovation and Creativity:** A workplace with only negative thoughts floating around has no room for creativity and innovation. It is a healthy activity for workers to have a brainstorming session and sit together to discuss ideas. However, these sessions can prove be quite stressful even if one person is projecting negativity. Stress can be a huge barrier for the generation of creative ideas. The most positive employees are bound to snap under stress and negative peers. Nobody likes to hear constant whining and criticism.

Creating a Positive Work Environment

Creating positivity in a work place requires both the effort of the higher management and the staff as well. It can only be through efforts of the entire team which will eventually create a positive environment at work.

1. **Clarity in Communication:** The first step towards eradicating negativity in a workplace is to build a strong communication channel. Having good communication channel is essential in fostering good work relationships. If there has been issue at work such as dirty carpets or upholstery, then it is best to address it as soon as possible. There is no point in beating around the bush and avoid an issue by simply hiring any cleaning services. Moreover, the higher management should be able to communicate to the staff about their expectations from them and what goals they need to achieve. Clarity at communication is essential at all levels.
2. **Pay Attention:** Most of the higher management makes the mistake of ignoring what their staff is saying. This leaves the employees feel that they are not being valued and what they say is worthless. There should be certain times of the day that should be reserved to listen to the employees and what hurdles they have been facing. This activity will help improve communication and make the employees feel that they are heard.
3. **Give Recognition where it is due:** One of the leading causes of depression at a workplace is not being recognized for your efforts. Employees who perform well must be rewarded in some way. Either they should be rewarded in monetary ways or through verbal appreciation. Moreover, there can be additional benefits such as letting employees work from home or letting them come to work late or leave early. Giving employees such incentives will inculcate positivity in the workplace and boost employee morale as well.

5.4 EMOTIONAL INTELLIGENCE

Although throughout the early history of intelligence research the focus was on the measurement of cognitive skills, this approach has also attracted some criticism.

Drawing from several different sources, a simple definition of emotional intelligence (also called the Emotional Quotient, or EQ) describes an ability to monitor your own emotions as well as the emotions of others, to distinguish between and label different emotions correctly, and to use emotional information to guide your thinking and behavior and influence that of others (Goleman, 1995; Mayer & Salovey, 1990).

Emotional intelligence is what we use when we empathize with our co-workers, have deep conversations about our relationships with significant others, and attempt to manage an unruly or distraught child. It allows us to connect with others, understand ourselves better, and live a more authentic, healthy, and happy life.

1. **EQ vs. IQ:** EQ is emotional intelligence, which, as stated above, is all about identifying emotions in ourselves and others, relating to others, and communicating about our feelings.

IQ, on the other hand, is cognitive intelligence. This is the intelligence that people are generally most familiar with, as it is the type that is most often referred to when the word “intelligence” is used. It is also the type that is most often measured through testing and estimated through things like grade-point average.

2. **Social Intelligence vs. Emotional Intelligence:** Social intelligence is more closely related to emotional intelligence than IQ is, as they both have to do with navigating social or emotional situations. However, these are two distinct types of intelligence even if they somewhat overlap.

Social intelligence uses some of the same skills and abilities but is often focused toward the future. It allows you to understand the feelings, personalities, and behaviors of yourself and others in order to seek positive outcomes.

3. **Emotional Intelligence in Psychology:** Emotional intelligence filled a gap in the mainstream understanding of intelligence, especially for psychologists. The field always seemed to have a general understanding that IQ wasn’t everything, but the theories on what, exactly, the other important components were varied greatly, and psychologists couldn’t agree on a single concept or idea.
4. **The Framework:** There are two numbers to remember to help you understand what emotional intelligence is all about: five and four. There are five components of the emotional intelligence model and four dimensions to EQ.
5. **Components/Elements/Domains of the EQ Model:** According to Daniel Goleman, there are five components or elements of emotional intelligence:

- Self-Awareness;
- Self-Regulation;
- Motivation;
- Empathy;
- Social Skills.

1. Self-awareness can be defined as “the ability to recognize and understand your own emotions”. It is the foundational building block of emotional intelligence, since regulating ourselves, having empathy for others, and so on all rely on identifying and understanding emotion in ourselves.
2. Self-regulation is one step further to have high EQ, we must not only be able to recognize our own emotions, but we must also be able to appropriately express, regulate, and manage them.

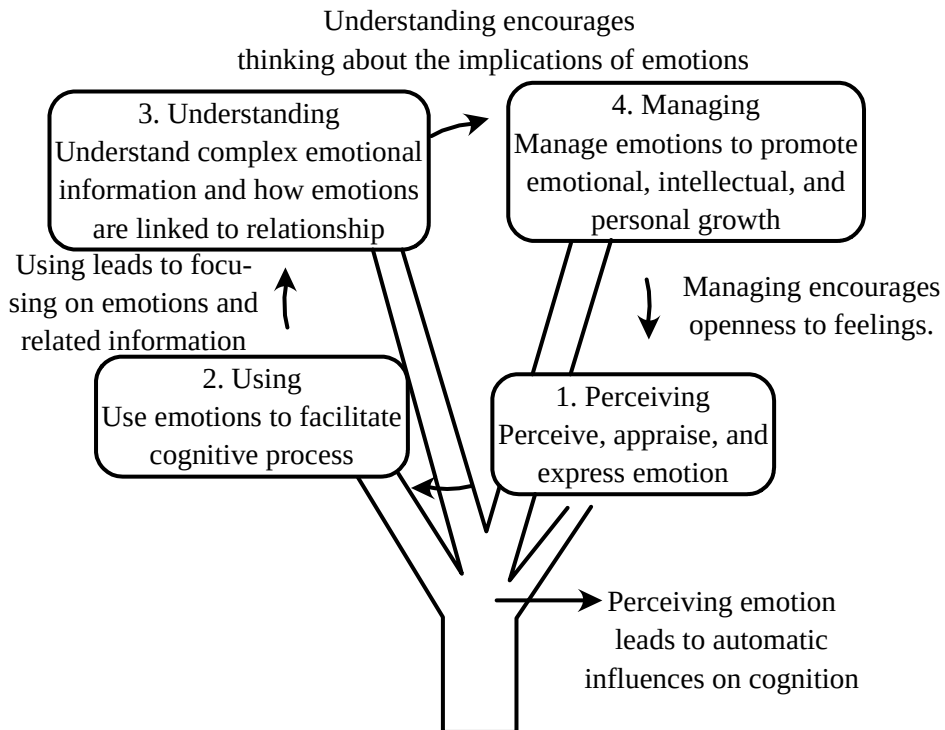
3. People who have high EQs also generally possess more intrinsic motivation. Those with high EQs are motivated for their own personal reasons and work toward their own goals.
4. Empathy can be defined as the ability to understand how other people are feeling and recognize, on an intimate level. It does not mean you sympathize with, validate, or accept their behavior, just that you can see things from their perspective and feel what they feel.
5. Finally, social skills are the last piece of the EQ puzzle; these skills are what allow people to interact socially with one another and to successfully navigate social situations. Those with high EQs generally have higher-than-average social skills and are able to effectively pursue their goals and get the outcomes they want when interacting with others.

5.4.1 The 4 Dimensions of Emotional Intelligence (and a Chart)

According to EQ “founding fathers” Salovey and Mayer, there are four distinct dimensions or branches of emotional intelligence that form a hierarchy of emotional skills and abilities:

1. Perceiving emotion;
 2. Using emotions to facilitate thought;
 3. Understanding emotions;
 4. Managing emotions.
1. The first dimension, perceiving emotion, relates to being aware of and recognizing other people’s states (both physical and psychological states, like being in physical pain or feeling frazzled), identifying emotions in other people, expressing one’s own emotions and needs accurately and appropriately, and distinguishing between accurate, honest feelings and inaccurate, dishonest feelings.
 2. Using emotions to facilitate thought involves redirecting and prioritizing your thinking based on the feelings associated with those thoughts, generating emotions that will facilitate better judgment and memory, capitalizing on mood changes so you can appreciate multiple points of view, and using emotional states to improve your problem-solving skills and creativity.
 3. The dimension of understanding emotions includes understanding the relationships between various emotions, perceiving the causes and consequences of emotions, understanding complex feelings and contradictory states, and understanding the transitions among emotions.
 4. The final dimension, managing emotions, refers to being open to both pleasant and unpleasant feelings; monitoring and reflecting on your emotions; engaging, prolonging, or detaching from an emotional state; and managing the emotions both within yourself and in others.

See the chart below to get a better idea of this hierarchy.



5.4.2 Key Skills in the Emotional Intelligence Framework

This emotional intelligence framework has been adapted to fit business and organizational contexts. In this organizational context, there are a few sub-skills and abilities under each component that contribute to higher emotional intelligence and greater success as an employee, group member, and organization member:

1. Self-Awareness

- **Emotional awareness:** recognizing one's emotions and their effects;
- **Accurate self-assessment:** knowing one's strengths and limits;
- **Self-confidence:** sureness about one's self-worth and capabilities.

2. Self-Regulation

- **Self-control:** managing disruptive emotions and impulses;
- **Trustworthiness:** maintaining standards of honesty and integrity;
- **Conscientiousness:** taking responsibility for personal performance;
- **Adaptability:** flexibility in handling change;
- **Innovativeness:** being comfortable with and open to novel ideas and new information.

3. Self-Motivation

- **Achievement drive:** striving to improve or meet a standard of excellence;
- **Commitment:** aligning with the goals of the group or organization;
- **Initiative:** readiness to act on opportunities;
- **Optimism:** persistence in pursuing goals despite obstacles and setbacks.

4. Empathy/Social Awareness

- **Empathy:** sensing others' feelings and perspective, and taking an active interest in their concerns;
- **Service orientation:** anticipating, recognizing, and meeting customers' needs;
- **Developing others:** sensing what others need in order to develop, and bolstering their abilities;
- **Leveraging diversity:** cultivating opportunities through diverse people;
- **Political awareness:** reading a group's emotional currents and power relationships.

5. Social Skills

- **Influence:** wielding effective tactics for persuasion.
- **Communication:** sending clear and convincing messages.
- **Leadership:** inspiring and guiding groups and people.
- **Change catalyst:** initiating or managing change.
- **Conflict management:** negotiating and resolving disagreements.
- **Building bonds:** nurturing instrumental relationships.
- **Collaboration and cooperation:** working with others toward shared goals (see emotional intelligence in the workplace).
- **Team capabilities:** creating group synergy in pursuing collective goals (Goleman, 1998).

5.4.3 Emotional Intelligence, IQ, and Personality Are Different



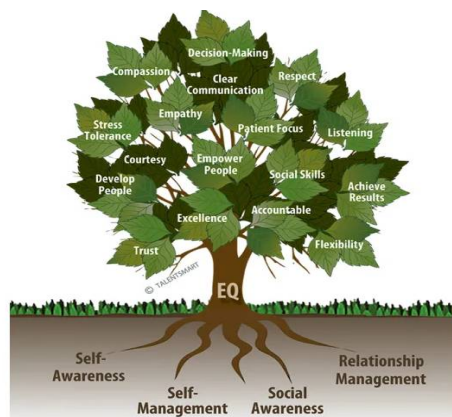
Emotional intelligence is an essential part of the whole person

Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect. There is no known connection between IQ and emotional intelligence; you

simply can't predict emotional intelligence based on how smart someone is. Intelligence is your ability to learn, and it's the same at age 15 as it is at age 50. On the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally more emotionally intelligent than others, you can develop high emotional intelligence even if you aren't born with it.

Personality is the final piece of the puzzle. It's the stable "style" that defines each of us. Personality is the result of hard-wired preferences, such as the inclination toward introversion or extroversion. Also like IQ, personality is stable over a lifetime and doesn't change. IQ, emotional intelligence, and personality each cover unique ground and help to explain what makes a person tick.

5.4.4 Emotional Intelligence Is Linked to Performance



Emotional intelligence is the foundation for critical skills

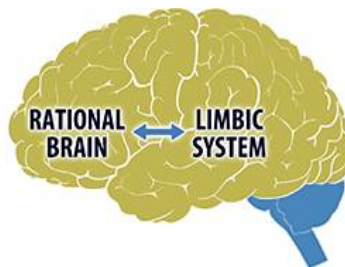
How much of an impact does emotional intelligence have on your professional success? The short answer is a lot! It's a powerful way to focus your energy in one direction with a tremendous result. Talent Smart tested emotional intelligence along side 33 other important workplace skills, and found that emotional intelligence is the strongest predictor of performance, explaining a full 58% of success in all types of jobs.

Of all the people we've studied at work, we've found that 90% of top performers are also high in emotional intelligence. On the flip side, just 20% of bottom performers are high in emotional intelligence. You can be a top performer without emotional intelligence, but the chances are slim.

Naturally, people with a high degree of emotional intelligence make more money an average of \$29,000 more per year than people with a low degree of emotional intelligence. The link between emotional intelligence and earnings is so direct that every point increase in emotional intelligence adds \$1,300 to an annual salary. These findings hold true for people in all industries, at all levels, in every region of the world. We haven't yet been able to find a job in which performance and pay aren't tied closely to emotional intelligence.

5.4.5 Emotional Intelligence Can Be Developed

The communication between your emotional and rational “brains” is the physical source of emotional intelligence. The pathway for emotional intelligence starts in the brain, at the spinal cord. Your primary senses enter here and must travel to the front of your brain before you can think rationally about your experience. However, first they travel through the limbic system, the place where emotions are generated. So, we have an emotional reaction to events before our rational mind is able to engage. Emotional intelligence requires effective communication between the rational and emotional centers of the brain.



Emotional intelligence is a balance between the rational and emotional brain

“Plasticity” is the term neurologists use to describe the brain’s ability to change. Your brain grows new connections as you learn new skills. The change is gradual, as your brain cells develop new connections to speed the efficiency of new skills acquired.

Using strategies to increase your emotional intelligence allows the billions of microscopic neurons lining the road between the rational and emotional centres of your brain to branch off small “arms” (much like a tree) to reach out to the other cells. A single cell can grow 15,000 connections with its neighbors. This chain reaction of growth ensures it’s easier to kick this new behavior into action in the future. Once you train your brain by repeatedly using new emotional intelligence strategies, emotionally intelligent behaviors become habits.

Exercise

1. How would you describe yourself?
2. **I understand the reasons for my feelings.**
AlwaysMost of the timeFrequentlySometimesRarelyNever
3. **I understand how other people’s experiences affect their feelings, thoughts, and behavior.**
AlwaysMost of the timeFrequentlySometimesRarelyNever
4. **I understand my leadership strengths and weaknesses.**
AlwaysMost of the timeFrequentlySometimesRarelyNever

5. I see people as good and well-intentioned.

Always Most of the time Frequently Sometimes Rarely Never

6. I look forward to the future.

Always Most of the time Frequently Sometimes Rarely Never

7. I can describe my feelings in detail, beyond just “happy,” “sad,” “angry,” and so on.

Always Most of the time Frequently Sometimes Rarely Never

8. I manage stress well.

Always Most of the time Frequently Sometimes Rarely Never

9. I focus on opportunities rather than obstacles.

Always Most of the time Frequently Sometimes Rarely Never

10. I’m calm in the face of pressure or emotional turmoil.

Always Most of the time Frequently Sometimes Rarely Never

11. I feel hopeful.

Always Most of the time Frequently Sometimes Rarely Never

12. I control my impulses.

Always Most of the time Frequently Sometimes Rarely Never

13. I’m optimistic in the face of challenging circumstances.

Always Most of the time Frequently Sometimes Rarely Never

14. I use strong emotions, such as anger, fear, and joy, appropriately and for the good of others.

Always Most of the time Frequently Sometimes Rarely Never

15. I’m patient.

Always Most of the time Frequently Sometimes Rarely Never

16. I try to understand why people behave the way they do.

Always Most of the time Frequently Sometimes Rarely Never

17. I’m adept at managing multiple, conflicting demands.

Always Most of the time Frequently Sometimes Rarely Never

18. I readily understand others’ viewpoints, even when they are different from my own.

Always Most of the time Frequently Sometimes Rarely Never

19. I'm flexible when situations change unexpectedly.

AlwaysMost of the timeFrequentlySometimesRarelyNever

20. I understand how stress affects my mood and behavior.

AlwaysMost of the timeFrequentlySometimesRarelyNever

21. I can easily adjust goals when circumstances change.

AlwaysMost of the timeFrequentlySometimesRarelyNever

22. I can describe my emotions in the moment I experience them.

AlwaysMost of the timeFrequentlySometimesRarelyNever

23. I can shift my priorities quickly.

AlwaysMost of the timeFrequentlySometimesRarelyNever

24. My curiosity about others drives me to listen attentively to them.

AlwaysMost of the timeFrequentlySometimesRarelyNever

25. I strive to understand people's underlying feelings.

AlwaysMost of the timeFrequentlySometimesRarelyNever

26. I adapt easily when a situation is uncertain or ever-changing.

AlwaysMost of the timeFrequentlySometimesRarelyNever

5.5 TELEPHONE ETIQUETTE

These are some basic manners that everyone in Business should follow because what you say represents you, your organization and your ideas. All of these deserve to be portrayed in the best possible manner. There are certain thumb rules that we go by in Business.

Telephone is an important device with the help of which people separated by distance can easily interact and exchange their ideas. Got a brilliant idea and want to convey information to your friend staying out of the country, use the telephone. Telephone is one of the easiest and cheapest modes of communication.

Telephone etiquettes - An individual needs to follow a set of rules and regulations while interacting with the other person over the phone. These are often called as telephone etiquettes. It is important to follow the basic telephone etiquettes as our voice plays a very important role in creating an impression of our personality, education, family background as well as the nature of job we are engaged in. The person giving the information is called the sender and the second party is the recipient.

Let us now study the various telephone etiquettes. Please find below the various telephone etiquettes.

- Always remember your **voice has to be very pleasant** while interacting with the other person over the phone. Don't just start speaking, before starting the conversation use warm greetings like "good morning", "good evening" or "good noon" depending on the time.
- **Never call any person at odd hours** like early morning or late nights as the person will definitely be sleeping and will not be interested in talking to you.
- **In any official call, don't use words like "Any guess who I am?"** as the person on the other side might be occupied with something and can get disturbed. Always say "Is it Ted?", and do ask him, "Is it the good time to talk to you?" and then start communicating.
- **Make sure your content is crisp and relevant.** Don't play with words, come to the point directly and convey the information in a convincing manner. First prepare your content thoroughly and then only pick up the receiver to start interacting.
- After dialling, always reconfirm whether the person on the other side is the desired person whom you want to interact with. Always ask "Am I speaking to Mike?" or "Is this Jenny?" before starting the conversation.
- Always carefully dial the numbers, never be in a rush or dial the numbers in dark as it would lead to a wrong call. If by mistake you have dialled a wrong number, don't just hang up, do say sorry and then keep the phone courteously.
- **Never put the second party on a very long holds.** Always keep the information handy and don't run for things in between any call as the listener is bound to get irritated.
- While interacting over the phone, don't chew anything or eat your food. First finish your food and then only dial the number. If you are reading, please leave the book aside, first concentrate what the other person wishes to convey and then continue with the book.
- After completing the conversation, don't just hang up. Reconfirm with the receiver whether he has downloaded the correct information or not and do end your conversation with pleasant words like "Take care", "nice speaking with you" and a warm bye but never say Goodbye.
- Always speak each and every word clearly. The person on the other hand can't see your expressions so remember your tone should be apt to express your feelings in the correct form.
- **Don't take too long to pick up any call.** If you miss the call, make sure you give a call back as the other person might have an important message to convey. Avoid giving missed calls at work places as it irritates the other person.
- In professional talks, never keep the conversation too long as the other person might be busy.

- If you are not the correct person and the speaker needs to speak to your fellow worker always say “one moment please- I will call him in a minute”. If the colleague is not in the office premises, always take a message on his behalf and don’t forget to convey him when he is back.
- Decrease the volume of the television or turn off the speakers while speaking over the phone as noise acts as a hindrance to effective communication
- If there is any disturbance in the network, don’t just keep speaking for the sake of it; try to call after sometime with a better line.

5.5.1 Essential Rules of Phone Etiquette

1. **Answer a call within three rings:** If your position entails always being available to callers, you should actually be available. That means staying focused and answering calls immediately. The last thing you want to do is keep a customer waiting after a string of endless ringing or send them to voicemail when you should’ve been able and ready to reply.

As long as you’re alert and at your phone at all times excluding breaks this rule should be fairly simple to follow. However, we recommend responding within three rings in order give yourself enough time to get in the zone and prepare for the call. Picking up the phone right away might leave you flustered.

2. **Immediately Introduce Yourself:** Upon picking up the phone, you should confirm with the person whom they have called. In personal calls, it’s sufficient to begin with a “Hello?” and let the caller introduce themselves first. However, you want to allow the caller to know if they’ve hit a wrong number, as well as whom they are speaking with.

Practice answer the phone with, “Hi, this is K. Teja Kumar(Your first name) from XY company (Company name). How can I help you?” Your customer will be met with warmth, which will encourage a positive start to your call. And, if it ends up being an exasperated college student trying to order pizza, they’ll at least appreciate your friendliness.

3. **Speak Clearly:** Phone calls, while a great option for those who detest in-person interaction, do require very strong communication skills. For one, the person on the other end of the line can only judge you based on your voice, since they don’t get to identify your body language and hopefully kind smile.

You always want to speak as clearly as possible. Project your voice without shouting. You want to be heard and avoid having to repeat yourself. A strong, confident voice can make a customer trust you and your support more. In case of bad cell service or any inability to hear or be heard, immediately ask to hang up and call back.

4. **Only use speakerphone when necessary:** We all know the trials of speakerphone. It's easier for you because you can use your hands to multitask. However, for the other caller, it's like trying to hear one voice through a honking crowd of taxis in Manhattan impossible and frustrating.
5. **Actively listen, and take notes:** Speaking of paying attention to your customers, it's essential that you're actively listening to them throughout the conversation. Actively listening means hearing everything they have to say and basing your response off of their comments, rather than using a prescribed script. This proves to your customers that you're present and are empathetic to their inconveniences.

6. **Use Proper Language:** A key difference between professional and personal phone calls is obvious the language. It might be acceptable to use slang and swears when talking on the phone with your friends, but this kind of language can cause you to lose a customer for life.

Always be mindful and respectful when on the phone. You never know what customers might be offended by something you say, so it's best to use formal language. It's okay to throw in humor if appropriate, but never crack a joke that could upset a customer.

7. **Remain Cheerful:** You never know when a customer is having a bad day. When someone is rude to you on the phone, your immediate reaction may be to put them in your place. First, though, take a moment to step into their shoes and recognize why they're so upset.

The point is to always remain positive and friendly, especially in the face of negativity. Your optimistic outlook may be enough to turn a failing phone call right around. Remind yourself that the last thing your customer probably wanted was to spend their afternoon on the phone with customer support. So, make that call the best it can be, and it may create a loyal, lifetime customer.

8. **Ask before putting someone on hold or transferring A Call:** There's often nothing more infuriating than being put on hold. After waiting on hold for ten or fifteen minutes to speak with a real-life human being, you finally get to explain your problem. Then, you're immediately put back on hold and then transferred to someone else to whom you must re-explain the whole problem. Talk about exhausting.

However, if you must put a customer on hold or transfer their call, always ask for their permission first. Explain why it's necessary to do so, and reassure them that you or another employee are going to get their problem solved swiftly. By keeping your customer in the loop, they'll be less inclined to complain about a long wait time.

9. **Be honest if you don't know the answer:** You might need to put a customer on hold or transfer their call if the dreaded occurs you don't know the solution. Perhaps you've tried everything you can or simply have no idea what they're talking about. Don't panic; customer support representatives are humans, too, and it's okay not to be the knowing everything voice of reason.

10. **Be mindful of your volume:** You may be so focused on your phone call with a customer that you're barely paying attention to your present setting. When working in a call center, things can get pretty loud. You always want to be mindful of your volume and ensure that you're not disrupting the ability of your co-workers to speak to customers and get their work done.
11. **Check for and respond to voicemails:** It's quite possible that a customer might reach out to you when you're on a break or after you've left work for the day. If it's possible for you to receive voicemails, make sure you're always checking for them. It's easy for a voicemail to slip under the radar, but the customer won't easily forget.

Start and end each day by checking your voicemail. It takes just a few minutes and can avoid a lost customer support request. Your customers will appreciate your prompt response, and you can get on to doing what you do best providing knowledgeable and friendly support.

However, there will be some interactions where these actions may not be enough to defuse the situation. Some customer interactions will require your team to take special measures to ensure you're meeting the customer's immediate and long-term needs. In the next section, we'll break down a few of these scenarios and what you can do to resolve them.

5.5.2 Customer Service Phone Etiquette

Sometimes you may pick up the phone and immediately have to rebuild a relationship with a customer. These cases should be scarce, but they will happen to even the best customer service teams. It's important to use the correct phone etiquette in these types of cases to produce the most effective outcome for both the customer and the company. To help you prepare, below are a few common challenges that most customer service reps will face when working on the phone.

1. **The customer is asking you to do something that you can't:** The only "downside" to providing great customer service is that sometimes your customers expect too much from you. When you're constantly fulfilling their needs they may ask you to do something that you simply don't have the power to do, or is against your company's policy. Often times they're not making a malicious request, but rather the customer thinks your team is so effective it can provide an advanced service.
2. **The customer insists on staying on the phone until their problem is resolved:** Customers are dedicated to reaching their goals and some will do nearly anything to achieve success, even if that means staying on the phone until they get their way. This motivation can sometimes lead to stressful situations where customers become agitated because a rep can't perform a specific action. These cases are rare but they will happen, especially if your product is imperative for customer success.

The best measure to take in these cases is to provide proactive customer service. Pay attention to cues in the customer's tone and vocabulary that would indicate frustration or stress. Then prevent escalation by acknowledging the roadblock as well as how the problem impacts the customer's workflow. This demonstrates to the customer that you have been actively listening to their request and are aligned with their goals.

If you can't defuse the situation, the next best step is to initiate a follow up plan. Let the customer know that you would like to look into the issue further and would like to follow up via their preferred contact method. If the customer is resistant to getting off the phone, explain how you need to get in touch with internal references who can assist you with the issue. Make it clear that it's in the customer's best interest to hang up the phone and follow up at a later time. If that's not possible, contact your manager immediately to intervene with the situation.

3. **The Customer is Demanding to Speak with A Manager:** Many customers think that demanding to speak with management will help resolve their case faster. In actuality, customer service managers dictate the company's stance on customer service issues and will echo the rep's initial response if it's in accordance with their policy. This can lead to poor customer experiences as customers will feel like the company has failed to meet their individual needs.

Sometimes customers will demand outright to speak with your manager. For these cases we recommend implementing a one strike rule, meaning if a customer asks to speak with your manager then you have one chance to prevent the escalation.

4. **The Customer doesn't Understand your Explanation:** Phones are great for providing immediate support for simple and easy-to-fix issues but they can be tricky to work on when cases become more complex. Both you and the customer have to keep track of important case details to ensure you're on the same page throughout the troubleshooting process. In these cases, it's easy for customers to misinterpret information and become confused about the steps you're recommending. Even if you're providing detailed troubleshooting steps, your in-depth explanation may be too advanced for the customer's level of product knowledge.

For these scenarios, leverage customer service tools that can help clarify your explanation. Tools like screen shares and virtual assistants provide hands-on support and guide customers through each step of the troubleshooting process. They're following by your recommendations properly and answer any questions that have at that moment.

5. **The Customer is keeping you on the Phone for too Long:** Customers value their time, but so do customer service reps. Most reps have a case quota that they need to reach every day and will fall short if they get stuck on a lengthy call. When you're dealing with 30+ calls each day, you can't afford to be bogged down by an hour-long call. This presents you with a tricky challenge of meeting customer needs as well as your own career goals.

While you should give each customer your utmost attention and dedication to their problem, be mindful of how long you're on the phone with a customer. When you're no longer making any significant progress on the case, ask to follow up with them. Explain why you need to follow up and how this will lead to a faster resolution. This measure not only helps you reach your daily goals but will proactively demonstrate that you're being mindful of the customer's time.

5.5.3 Ways to Improve Your Telephone Etiquette

For working as a corporate employee for the last several years, the following telephone etiquette may expertise for the benefit of others. Regardless of your position, answering the phone is a part of everyone's daily repertoire at work. So, it makes sense to be the best you can be when taking a call. Below are some tips that will up your game.

1. **Greet everyone with a calm tone**, no matter how busy you may be at that moment. Likewise, notice their tone and the speed in which they are speaking. This will alert you to how urgent the call is.
2. **Be positive and upbeat**, so the caller knows you're happy to hear from them. That goes along with smiling, even though they can't see you they will pick up on it at the other end of the line.
3. **Take the time to say "Good morning" or "Good afternoon."** With caller ID, it can be easy to also use the person's name.
 - If you are unfamiliar with the name given by caller ID or the caller's voice, however, it's preferable to ask, "Who's calling, please?" or wait until they introduce themselves, rather than making assumptions.
 - If you do know them well, you may want to take a moment for personal chit-chat, like "How is your day going?" But, then quickly get down to business.
4. **Be efficient.** Realize other people are as busy as you are, so keep business calls brief and remain sensitive to their schedule. If a phone meeting is supposed to last one hour, stay within that time constraint. End the call on time or sooner.
5. **Always be respectful**, as you may not realize to whom you're speaking. If it is a prospective client or new hire, a phone call may very well be the "first and lasting" impression they form of the company. A simple phone conversation can make them feel welcome (or not).
6. **Express your willingness to help** or assist in any way, providing the needed information or referring the caller to someone else who knows the answer to their questions.
7. **Be a good listener!** That means practicing "active" listening (what some call "world-class" listening), without interrupting and focusing on the caller's need.

8. **Let them know you liked talking to them.** Saying something as simple as, “It was a pleasure talking to you today,” can go a long way. Even the trite, “Have a nice day,” still works as a polite, thoughtful closure to a call.
9. **Get to know your frequent callers.** Remembering their names and what they might be calling about is flattering and communicates that you value their business.

Finally, on business calls, it’s important to **always have a professional demeanor** and speak in more formal language. Slang or casual verbiage has no place in work-related communications. There’s a fine line between being *friendly* and treating someone like a *friend*.

Although most of these tips are geared towards external callers, some of the same principles can also be applied to intra-company phone calls. It may be harder to keep that professional edge going when talking to colleagues with whom you work closely and have developed friendships.

However, my advice is to sound professional on all phone calls during work hours, staying in business mode. The place to be more casual is at offsite working lunches and happy hour events.

5.6 INTERPERSONAL SKILLS

Interpersonal skills involve the ability to communicate and build relationships with others. Often called ‘people skills’, they tend to incorporate both your innate personality traits and how you’ve learned to handle certain social situations. Effective interpersonal skills can help you during the job interview process and can have a positive impact on your career advancement.

Interpersonal skills are the behaviors and tactics a person uses to interact with others effectively. In the business world, the term refers to an employee’s ability to work well with others. Interpersonal skills range from communication and listening to attitude and deportment.

Interpersonal skills are often referred to as social intelligence. They depend on reading the signals others send and interpreting them accurately in order to form a response.

Everyone has a personal style and an interpersonal style, but some are more successful than others. While interpersonal skills may be based in part on personality and instinct, they also can be developed.

5.6.1 Understanding Interpersonal Skills

Interpersonal skills can be developed but they cannot be learned solely from a textbook. They come naturally to some people, while others have to work at cultivating them. In many organizations, employees with strong interpersonal skills are valued for their pleasant demeanor and positive, solution-oriented attitude. These employees are seen as team players, who work well with others to achieve a goal. In more human terms, everyone likes being around them, and that never hurts.

Interpersonal skills are strongly linked to a knowledge of social expectations and customs, whether learned or acquired. People with the strongest interpersonal skills adjust their tactics and communications on the fly depending on the reactions of others.

5.6.2 Importance of Interpersonal Skills

Strong interpersonal skills can help you during the job interview process as interviewers look for applicants who can work well with others. They will also help you succeed in almost any job by helping you understand other people and adjusting your approach to work together effectively. For example, while a software engineer may spend the majority of her time working on code independently, she may need to collaborate with other programmers to effectively bring a product to market.

This is especially true as more companies implement collaborative agile frameworks to get work done. Employers will be looking for workers who can both perform technical tasks with excellence and communicate well with colleagues.

Employers value interpersonal skills because they contribute to positive work environments and help maintain an efficient workflow. Here is a list of interpersonal skills for you to identify the ones you may possess that are valuable to employers.

1. **Active listening:** Active listening means listening to others with the purpose of gathering information and engaging with the speaker. Active listeners avoid distracting behaviours while in conversation with others. This can mean putting away or closing laptops or mobile devices while listening and asking and answering questions when prompted.
2. **Dependability:** Dependable people can be relied on in any given situation. This can include anything from being punctual to keeping promises. Employers highly value dependable workers and trust them with important tasks and duties.
3. **Empathy:** A worker's 'emotional intelligence' is how well they understand the needs and feelings of others. Employers may hire empathetic or compassionate employees to create a positive, high-functioning workplace.
4. **Leadership:** Leadership is an important interpersonal skill that involves effective decision making. Effective leaders incorporate many other interpersonal skills like empathy and patience to make decisions. Leadership skills can be used by both managers and individual contributors. In any role, employers value people who take ownership to reach common goals.
5. **Teamwork:** The ability to work together as a team is extremely valuable in every workplace. Teamwork involves many other interpersonal skills like communication, active listening, flexibility and responsibility. Those who are good 'team players' are often given important tasks in the workplace and may be seen as good candidates for promotions.

5.6.3 How to Improve Interpersonal Skills

While interpersonal skills can seem easy to practice as you interact with others on a daily basis, making a deliberate plan can help you quickly improve. Consider the following ways to improve your interpersonal skills.

1. **Attend workshops or online classes:** There are several workshops, online classes and videos on ways you can practice building interpersonal skills. While many are free, some are available at a cost.
2. **Seek opportunities to build relationships:** If you work from home or do not otherwise have many opportunities to build interpersonal skills, you might consider joining a group. This could be related to your work networking or industry-specific groups or simply a group that shares a similar interest or hobby.
3. **Be thoughtful about ways your interactions could improve.** Take time to review the interactions you have had and consider ways you could have interacted more effectively. This might be certain words you said, ways you reacted or body language you used.
4. **Ask trusted friends or colleagues for constructive criticism.** It is helpful to get a third-party perspective about your skill level and specific ways you can improve. Ask friends or trusted colleagues to provide constructive criticism regarding your interpersonal skills.
5. **Observe other positive interpersonal interactions.** It can also be helpful to learn by observing others use their interpersonal skills. Observe positive interactions of those around you and apply the qualities you admire to your own relationships.
6. **Seek mentorship.** Asking someone you trust, admire and respect to counsel you on improving interpersonal skills and advancing in your career can be an extremely effective way to learn.

5.6.4 Highlight Interpersonal Skills when Applying for Jobs

During the job application and interview phase, you can highlight your interpersonal skills on your resume and your cover letter. After you are hired, you should continue to maintain your skills and develop new ones.

1. **Including Interpersonal skills on a resume:** On your resume, include a few key interpersonal skills under the 'skills' section. Generally, the best skills to put on a resume are those that you are confident will be verified by any of the references you list on your job application. Review the job posting to understand which of your skills are most relevant to the job you're applying for and which you should prioritise on your resume.

Your resume skills section may look like this.

Technical skills: POS Systems, Excel, HTML, Digital Phone Systems

Additional skills: *Effective Team Player, Highly Communicative and Cooperative, Active Listener, Innovative Researcher*

You can also provide examples of your interpersonal skills in the ‘experience’ section of your resume. Do this by including concrete examples of how you worked with others and the results you achieved. For example, collaborated with designers, copywriters and strategists on a rebranding initiative that resulted in a 30 percent increase in website visits.

- 2. Including interpersonal skills on a cover letter:** For your cover letter, you may want to focus on one strong, relevant interpersonal skill. This can help the employer get a good idea about an area you see as one of your strengths. You may also want to briefly explain how that skill can benefit the employer and create a good work relationship.

An example section highlighting your skills in a cover letter could look like the following.

With my previous employer, I was often called upon to help form collaborative teams. My managers pointed to my ability to listen and understand my colleagues’ strengths to best determine how to assign effective roles.

- 3. Interpersonal skills in a job interview and on the job:** During your job interview, the hiring manager may be looking to see how actively you listen, whether you maintain eye contact and if you are courteous and respectful. The job interview is also a good opportunity to show dependability. Arriving early for your interview, for example, shows you are serious about the interview and respect the interviewer’s time.

Once you successfully get a job, you will continue to rely on interpersonal skills. By demonstrating that you are dependable, taking the initiative to lead and having a positive impact on your colleagues, you can develop a strong reputation as a collaborative teammate.

Interpersonal communication skills are increasingly valued by employers in every industry. Regardless of what type of career you are looking to enter, your ability to work well with your colleagues and employer may make a good impression and result in positive career growth.

5.7 OUTCOMES

1. Effectively communicate through verbal/oral communication and improve the listening skills
2. Become more effective individual through goal/target setting, self motivation and practicing creative thinking.
3. Self-Awareness, Personal Development, and Life Skills and students will develop and exhibit and accurate sense of self.

5.8 INTERVIEW QUESTIONS

The Phone Interview

Due to a company's geographic location, travel costs, and divergent schedules, a phone interview may often be your initial contact with a prospective employer. Therefore, we're offering some phone interview tips.

Objective: The idea behind a phone interview is to gain an invitation for a personal interview, and to gather more information for future steps in the process.

Preparation: Have a pad, pen, and a copy of your resume near the phone. Use a phone in a quiet area. Avoid any background noise. Also avoid using a cordless phone, because they tend to transmit poorly.

Speaking

- a. Smile and be enthusiastic. Your enthusiasm will carry through to the interviewer.
- b. Speak in a conversational manner, and be sure to speak loudly enough to be heard. Speak with some inflection and tone.
- c. Let the interviewer do most of the talking. When s/he asks you a question, expound upon the answer. Use the opportunity to sell your skills and experience.
- d. When the interview is over, let her/him know that you are very interested in scheduling a personal interview at her/his place of business.

Placement Questions

Here some of the HR Interview Questions asked for Freshers Candidates. (Capgemini)

- Tell me about yourself
- What will be the first you will do if you will see someone getting fired?
- How you will feel if you get rejected from here?
- What is the first thing you will do after going out?
- How many stairs you climbed while coming for this interview?
- Why you haven't chosen any other project as a final year project?
- Have you copied the project or did it on your own?
- Why should we hire you on Capgemini?
- Why do you want to work with Capgemini?

HR Interview Questions asked for Freshers/Experience Candidates. (Cognizant)

- Tell me about a situation where you had to quickly adjust to a change in your department or team priorities. How did this change affect you?

- Describe a time you had to meet a scheduled deadline while your work was being interrupted continuously. What was most difficult about this and how did you handle it?
- Give me an example of a time when you had to balance multiple responsibilities at once. What did you do to keep organized? How did you prioritize your tasks?
- Tell me about a challenging time you faced with a person from a different background or culture.
- Interacting with co-workers or customers from different backgrounds or cultures can be challenging at times. Tell me about a challenging time you faced with a person from a different background or culture.
- What skill do you feel you need to develop the most? Why?
- Describe some specific tasks or conditions you found frustrating. How did you handle them?
- Describe the style of management under which you work most effectively. Why do you prefer this style?
- Tell me about a time you received constructive criticism. What was it? How did it make you feel when you received it? What did you do to improve?
- Tell me about a time when you were asked to change your schedule unexpectedly. How did you feel about it? How did you handle it?
- What types of responsibilities do you like most?
- What types of responsibilities do you like least?
- What makes one location of work more desirable to you than another?
- Are you willing to relocate or travel?
- Tell me about a time when it was necessary to admit to others that you had made a mistake. How did you handle that?
- How would you describe the perfect work environment for you?
- How do you react when asked to do something beyond your capabilities?
- Describe your ideal company, location and job
- How do you feel about working nights and weekends?
- What motivates you to do good job?
- What makes you angry?
- Where do you see yourself five years from now?
- What is more important to you: money offered, or the type of job?
- Do you enjoy working independently?

- In what kind of a work environment are you most comfortable?
- Do you prefer working with others or all by yourself?

Interview Questions

[IBM]

- Where is your resume? Sir invigilator stapled it with my answer sheet.
- Introduce yourself.
- Why do you want to switch to S/W industry? More opportunities.
- Write a program in C to sort a list of numbers in descending order.
- What is static & dynamic logic?
- Differentiate between analog & digital communication.
- What's BI-CMOS?
- Why do you think we should recruit you?
- Which is the last book that you have read?
- Tell me something about the book?
- Which is your preferred location?
- Are you ready to relocate?
- Do you have any questions for us?
- Tell about yourself which is not mentioned in your resume.
- Why IBM?
- Sell yourself, Why should we recruit you when so many candidates are there.
- Why do you want to leave your previous company?
- Don't mention any negative comments about your previous company.
- What do you expect from IBM?
- List all 48 subjects throughout your Engineering?
- Tell any three good things about your college.
- They will ask you about relocation Initially say anywhere throughout the globe and you can speak your preference once you smell the victory.

Life Skill Course
Human Values and Professional Ethics
As per Choice Based Credit System (CBCS)
Common to all Branches



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Human Values and Professional Ethics

Learning Outcome

On completion of this course, the UG students will be able to:

- Understand the significance of value inputs in a classroom and start applying them in their life and profession
- Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
- Understand the value of harmonious relationship based on trust and respect in their life and profession
- Understand the role of a human being in ensuring harmony in society and nature.
- Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Unit-1: Introduction - Definition, Importance, Process & Classifications of Value Education

- Understanding the need, basic guidelines, content and process for Value Education
- Understanding the thought provoking issues; need for Values in our daily life
- Choices making - Choosing, Cherishing & Acting
- Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.

Unit-2: Harmony in the Family - Understanding Values in Human Relationships

- Understanding harmony in the Family- the basic unit of human interaction
- Understanding the set of proposals to verify the Harmony in the Family;

- Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship
- Present Scenario: Differentiation (Disrespect) in relationships on the basis of body, physical facilities, or beliefs.
- Understanding the Problems faced due to differentiation in Relationships
- Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals
- Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj*), Universal Order (*Sarvabhaum Vyawastha*)- from family to world family.

Unit-3: Professional Ethics in Education

- Understanding about Professional Integrity, Respect & Equality, Privacy, Building Trusting Relationships.
- Understanding the concepts; Positive cooperation, Respecting the competence of other professions.
- Understanding about Taking initiative and Promoting the culture of openness.
- Depicting Loyalty towards Goals and objectives.

Content

Human Values and Professional Ethics

Unit-1: Introduction

1.0	Objectives	1
1.1	Introduction	1
1.2	Value Education	2
1.2.1	Effective Management of Value Education	4
1.2.2	Objectives of Value-Education	6
1.2.3	Significance of Value Education	7
1.2.4	Guidelines for Value Education	7
1.2.5	Importance of Value Education	8
1.3	Introduction to Values	9
1.4	Definition of Values	10
1.5	Classification of Value Education	12
1.5.1	Characteristics of Values	14
1.5.2	Types of Values	15
1.6	Human Values	15
1.6.1	Evolution of Human Values	16
1.6.2	Important Human Values	17
1.6.3	Types of Human Values	17
1.6.4	Universal Values	18
1.6.5	Cultural Values	18
1.6.6	Humanbeing in Bigger Order	19
1.6.7	Fundamental Values	20
1.7	Content of Value Education	20
1.8	Role of Value Education	21
1.9	Need for Value Education	22
1.9.1	Basic Guidelines for Value Education	25
1.10	Content and Process of Value Education	26
1.10.1	Preconditioning	26

1.10.2	Ways to Apply our Personal Core values in Daily Life	27
1.10.3	Ways to Select Choice Making	29
1.11	Prosperity as parts of Value Education	29
1.11.1	Physical Facilities for Animals and Humans	32
1.11.2	Basic Human Aspirations	35
1.11.3	Our State Today in Human Aspiration	36
1.11.4	Need for Right Understanding	37
1.11.5	Why is Happiness so Important to All of Us?	38
1.11.6	Differences between Prosperity and Wealth	38
1.11.7	SVDD, SSDD, SSSS	40
1.12	Outcomes	42
1.13	Review Questions	42
1.14	Multiple Choice Questions	43

Unit-2: Harmony in the Family

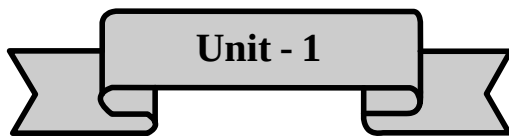
2.0	Objectives	45
2.1	Introduction	45
2.2	Harmony	46
2.2.1	Harmony in Society	47
2.2.2	Extended Relationship from Family to Society	47
2.2.3	Harmony from Family to World Family	48
2.3	Harmony in Nature	48
2.4	Harmony in the family	49
2.4.1	Family is Basic Unit of Human Interaction	50
2.4.2	Family is a Natural Laboratory	50
2.5	Family is Basic Unit of all Interaction	50
2.5.1	Set of Proposals to Verify Harmony in Family	51
2.5.2	Justice (Nyaya)	51
2.5.3	Differentiation (Disrespect) in Relationships	52
2.5.4	Problems Faced Due to Differentiation in Relationships	54
2.6	Values in Relationships	55

2.6.1	Values in Human Relationships	56
2.7	Basics for respect and today's Crisis	57
2.7.1	Trust (Vishwas)	57
2.7.2	Respect (Samman)	59
2.7.3	Affection	60
2.7.4	Care	61
2.7.5	Guidance	61
2.7.6	Reverence	62
2.7.7	Glory	62
2.7.8	Gratitude	62
2.7.9	Love	63
2.7.10	Difference between Belief & Understanding	64
2.8	Comprehensive Human Goal: The Five dimensions of Human Endeavour	64
2.8.1	Comprehensive Human Goal	67
2.8.2	Five Dimensions of Human Endeavour	68
2.8.3	Prosperity in Families	69
2.8.4	Recyclability and Self-regulation in Nature	70
2.9	Universal Human Order	71
2.9.1	Right understanding in the Individuals is the basis for Harmony in the Family	72
2.10	Outcomes	72
2.11	Review Questions	73
2.12	Multiple Choice Questions	74

Unit-3: Professional Ethics in Education

3.0	Objectives	77
3.1	Introduction	77
3.2	Value Based Life and Profession	78
3.3	Professional Integrity	78
3.3.1	Professional Integrity in Business	79
3.3.2	Equality and Respect	80
3.3.3	Is Professional Integrity is Possible in Actual Working	80

3.3.4	Important of Professional Integrity in the Workplace	80
3.3.5	Tips for Maintaining Integrity	81
3.3.6	Demonstrate of Integrity in the Workplace	83
3.3.7	Examples of Integrity in the Workplace	83
3.4	Respect and Equality	84
3.4.1	Respect	84
3.4.2	Equality	85
3.4.3	Characteristic Features of Equality	85
3.4.4	Kinds of Equality	86
3.5	Privacy	89
3.5.1	Multiple Dimensions or Types of Privacy	89
3.5.2	Chief Contents or Aspects of Privacy	91
3.6	Privacy Law	94
3.6.1	Classification of Privacy Law	94
3.7	Building Trusting Relationship	95
3.7.1	How to Build Good Work Relationships	96
3.8	Positive Cooperation	98
3.8.1	Importance of Cooperation	99
3.8.2	Advantages of Cooperation	100
3.9	Ethical Competence	101
3.9.1	Salient Features of Competence in Professional Ethics	102
3.9.2	Respecting the competence of other professions	103
3.9.3	Fundamental Principles in Competence in Professional Ethics	103
3.10	Openness	104
3.10.1	Drivers of Openness in an Organization	105
3.11	Loyalty	108
3.11.1	Loyalty towards Goals and Objectives	108
3.11.2	Differing Concepts of Loyalty	108
3.12	Outcomes	110
3.13	Review Questions	110
3.14	Multiple Choice Questions	111



INTRODUCTION

1.0 OBJECTIVES

After completion of this unit we should be able to understand :

- Basic concepts of human values, Value Education.
- Importance of human values and their classification.
- Guidelines for value education.
- Discuss Process of Value Education.

1.1 INTRODUCTION

The word “Value” stands for ideas, beliefs or concepts of a person or the group of persons who treat them as very much essential to their life. It is a concept with some an emotional connotation. The value education is always essential to shape one’s life and to give one an opportunity of performing on global stage. An values form basis for all our thoughts, behaviors and actions. Once we know what is valuable to us, these values becomes the basis and anchor for our actions.

Concepts of various disciplines concern out head but values stir our hearts. Thus, the values of an individual, group or a society includes all important religious beliefs, moral attitudes and philosophy of life, political ideologies and social structure etc., which are of great importance for sustaining society and its culture.

The value means importance and education means knowledge, therefore value education means knowledge of importance. Other words when we get knowledge of importance of anything, importance of human being, importance of us as human being, then we have value education.

We need to understand universality of various human values, because only then we can have a definite and common program for value education. Only we can be assured of a happy and harmonious human society.

Character oriented education that instills basic values and the ethnic values in one's psyche is called as 'value based education'. One definition refers to it as process that gives young people an initiation into values, giving knowledge of rules needed to function in this mode of relating to other people, and to seek development in the student a grasp of certain underlying principles, together with an ability to apply these rules intelligently, and to have settled disposition to do so. Values form the basis for all our thoughts, behaviors and the actions.

Values refers to a person's principles or standards of behavior; one's judgment of what is important in life. Ethics is a set of rules, almost similar to values but tends to be codified into recognized system or set of rules which are clearly adopted by a group of people.

1.2 VALUE EDUCATION

The value of education can be defined as fundamentals of comfort and materialistic happiness that enables human beings to live in harmony. It is valuable universally. Value education is defined as process in which people gives value to an other peoples.

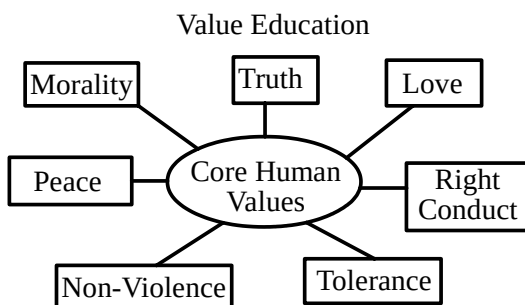


Figure-1.1: Value Education

“Excess of knowledge and power, without Values, make human beings devils”
- **Swami Vivekananda**

“Value-education is an aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behaviour of positive values in the society in which he lives”.

- **C. V. Good**

Value Education is important to help everyone in improving value system that he/she holds and put them to use. Once, everyone has understood their values in a life they can examine and the control different choices they make in their life. The value education is always essential to shape one's life and to give him an opportunity of performing himself on the global stage. Value education is an combination of two words value and the education. The term can be looked at from two points of view.

1. Is Education of any value or worth? and
2. How can we add the value to education.

Value education is deals with what is universally valuable to us, what is conductive to our individual and collective happiness and prosperity in a sustainable way. It can be refers to it as process that gives young people an initiation into values, giving knowledge of rules needed to function in this mode of relating to an other people, and to seek an development in a student a grasp of certain underlying principles, together with an ability to apply these rules intelligently and to have settled disposition to do so. The character oriented education that instils basic values and ethnic values in one's psyche is called as 'Value Based Education'. Subject that enables us to understand 'what is valuable' for human happiness is called as value education.

1. Value education is important to help everyone in improving value system that he/she holds and puts it to use.
2. An value education means inculcating in a children a sense of humanism, the deep concern for the well-being of others and nation.

It can be accomplished only when we instill in a children a deep feeling of commitment to values that would build this country and bring back to people pride in a work that brings order, security and assured

progress. The value education we like to develop the social, moral, aesthetic and the spiritual sides of person which are often undetermined in a formal education. Value education teaches us to preserve whatever is good and worthwhile in what we have inherited from our culture. It can help us to accept respect attitude and the behaviour of those who differ from us. The value education does not mean value imposition or indoctrination.

Value education has capacity to transform the diseased mind into a very young, fresh, innocent, healthy natural and attentive mind.

Transformed mind can be capable of higher sensitivity and heightened level of a perception. It leads to fulfillment of evolutionary role in man and in a life.

The value of education should include:

- (i) All dimensions thought, behavior, work and realization.
- (ii) All levels of human living – individual, family, society and nature

Very purpose and the main function of education is development of an all round and well-balanced personality of a student, and also to develop all dimensions of human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich and the intellectually competitive nation.

The value-education is a many-sided endeavour and an activity during which young people are assisted by adults or older people in schools, family homes, clubs and religious and other organisations, to make explicit those underlying their own attitudes, to assess an effectiveness of these values for their own and others long term well-being and to reflect on and acquire other values which are more effective for the long term well-being.

1.2.1 Effective Management of Value Education

Following are activities for effective management of value education;

1. Paripath is the regular activity of school, D.Ed. College, in B.Ed. College and Junior and Senior Colleges it should be the regular activity.

2. Follow up activities should be conducted of the paripath, some activities based on a paripath should be organised.
3. Renowned persons, ideal teacher's the contribution may be taken.
4. Media should disseminate non-formal education interestingly, literature, serials, movies should not encourage false belief, sex and the violence.
5. Through textbooks, especially of first languages, teaching should be done, keeping in view, what values will be inculcated through the each lesson

For an effective management of value education we suggest following recommendations:

1. An value education should be imparted compulsorily up to high school level. Evaluation of value education should be routine one. It should be based on daily observation of student by teachers and peers.
2. Student should be rewarded for good habits and good deeds in assembly which will inspire other student.
3. Non-formal programmes such as educational visits, exchange of resource material, mobile exhibitions, regional seminars, visits to cultural and the national monuments and museums needs to be emphasised.
4. All teachers in the school should be regarded at teachers of value education and all subjects including physical education can be used for the inculcation of right values.
5. There should be formation of courses both at secondary level and at university level aiming at giving the children basic knowledge about media, its people and the cultural tradition.
6. Co-curricular activities have physical, ethical, aesthetic, recreational, psychological, academic, social, cultural, disciplinary values for that proper selection of the activities is an important part of organisation.
7. An exchange of programmes amongst various states, countries, studying each other's cultures and the literacy works should be taken up to develop the spirit of kind-ship and common value system.

8. Co-curricular activities which are necessary for inculcation of values should be arranged rigorously.
9. For all round development of students provision of special teachers for subjects such as physical education, vocation, music and dance is to be made.
10. Fine arts, music, creative writing, puppetry and theatre are to be given due place in curriculum right from school to university level.
11. Fairly long period of social service should be introduced by all schools and the universities.
12. Student should maintain a diary of daily activity and teacher should check it.

1.2.2 Objectives of Value-Education

An objectives of value-education were based on the religion and philosophy. There was no secular value-education; but in today's modern world, it has been taken as very much essential.

1. To improve the integral growth of human value.
2. To create and develop awareness about the values and their significance and their role.
3. Inculcation of good manners and of the responsible and cooperative citizenship.
4. An inculcation of the spirit of patriotism and the national integration.
5. Developing tolerance towards and understanding of different religious faiths.
6. Enabling pupils to make decisions on the basis of sound moral principles.
7. Developing the democratic way of thinking and living.
8. Developing sense of brotherhood at social, national and the international levels.
9. Helping pupils to have faith in themselves and in some supernatural power i.e., supposed to control this universe and human life.

10. Evolving the evaluation criteria on the value-education.
11. Clarifying the meaning and the concept of value-education.
12. Suggesting measures for an better utilisation of value-education.
13. Finding out interests of pupils in relation to different aspects and the activities of an value-education.
14. To increase awareness about our national history, our culture, heritage, constitutional rights, national integration, community development and the environment.

1.2.3 Significance of Value Education

1. If once, we have understood his/her values in life he/she can examine and the control different choices he/she makes in his/ her life.
2. The value education is an important to help everyone in improves the value system that he/she holds and puts it to use.
3. One has to frequently uphold different types of values in his/ her life like cultural values, universal values, personal values and the social values.
4. Value education is always essential to shape one's life and to give one an opportunity of performing on the global stage.

Need for an value education among parents, children, teachers etc, is constantly increasing as we continue to witness increasing violent activities, behavioral disorders and the lack of unity in a society etc.

An value education can be enables us to understand our needs and visualize our goals correctly and also indicates the direction for their fulfillment. It can also be helps remove our confusions and the contradictions and enables us to rightly utilize the technological innovations.

1.2.4 Guidelines for Value Education

An education is for a holistic life and not for a mere living. The 'Education' needs to be enriched with values and it is not mere stuffing of facts. To qualify for any course on the value education following guidelines for the content of the course are important.

1. Universal
 2. Rational and secular
 3. Natural and verifiable
 4. Encompassing and
 5. Leading to harmony
1. **Universal:** Value education is universal which implies that it is applicable to every human beings irrespective of of cast, creed, nationalities, religions etc., for all times and space.
 2. **Rational:** Value education should be in accordance with human reasoning.
 3. **Secular:** It is not dependent on any cast, creed or religion or sect.
 4. **Natural:** It has to be 'naturally acceptable' to the human being who goes through the course and there needs to be every provision in nature for its fulfillment.
 5. **Verifiable:** It needs to be experientially verifiable, and not based on dogmas. It should not be a mere theory based on assumptions.
 6. **All encompassing:** It needs to cover all features like one's thoughts, behaviour, experience, realization and work. It should also include all the levels of human existence like individual, family, society and nature.
 7. **Leading to Harmony:** The Value Education ultimately is targeted to promote harmony within the individual, among human beings and with nature. The aim is to promote harmony at all levels.
 - i) Individual
 - ii) Family
 - iii) Society
 - iv) Nature

1.2.5 Importance of Value Education

1. Value Education helps us to build up strong relationships.
2. Value Education helps us to explore our inner happiness.
3. Value Education helps us to actualize the potential which already exists within us.

4. Value Education reduces the feeling of jealousy and promotes brotherhood.
5. Value Education widens our perception towards analyzing things.
6. Value education teaches one to be in harmony with self, people around us and an entire world.
7. Value Education helps us to visualize our goals clearly.
8. Value Education helps us to remove the ignorance which covers our inner knowledge.

1.3 INTRODUCTION TO VALUES

Values refer to a person's principles or standards of behavior; one's judgment of what is important in life. Ethics is a set of rules, almost similar to values but tends to be codified into recognized system or the set of rules which are clearly adopted by group of people. To behave ethically is to behave in a manner, acceptable to society.

An value denotes the importance of determining what action or ideal is best to do or live, Value may be described as treating the actions themselves by putting value to them. The value deals with the right conduct and the good life, in the sense that the highly valuable action can be regarded as ethically "good" and the action of low value may be regarded as "bad".

An ethical value denotes the importance of a thing, with the aim of determining what action or life is best to do, or at least attempt to describe an value of different actions. It can be described as treating actions themselves as abstract objects, putting value to them. It can be deals with right conduct and the good life. In the sense that a highly, or at least relatively highly, valuable action or may be regarded as the good, and an action of low, or at least relatively low, value can regarded as bad.

Personal and cultural values are relative in sense that they can be differ between people, and on a larger scale, between people of various cultures. On other hand, there are theories of existence of absolute values, which can also be termed as noumenal values. The absolute value is independent of individual and the cultural views and also independent of whether it is known or not.

An relative value can be regarded as an ‘experience’ by subjects of absolute value. Relative value thus varies with an individual and the cultural interpretation, while absolute value remains constant, regardless of individual or collective ‘experience’ of it.

An intensity or duration of an object decreases its total value and vice versa when decrease in the whole value. Total value can be regarded as being the sum of total intrinsic value and total instrumental value. It can be either relative or absolute, or both. Ethics and values are important virtues since they can be develop to be roots of traditions of various people around a world.

Other words values are those aspects of personality that are important to someone while ethics is a system of moral values that governs the behavior of a person in a society. Good examples of ethical values are integrity, honesty and responsibility. Leaders recognize the importance of ethical behavior. Best leaders exhibit both their values and their ethics in their leadership style and the actions.

1.4 DEFINITION OF VALUES

Values decide the standard of behavior. Some universally accepted values are freedom justice and equality. Other principles of values are love, care, honesty, integrity, self respect. Values reflect one’s personal attitudes and the judgments, decisions and choices, behaviour and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. An values are regarded desirable, important and held in high esteem by a particular society in which a person lives. Thus, the values give meaning and strength to the person’s character by occupying the central place in his life.

“The value is defined as a principle that promotes well-being or prevents harm. Values are our guidelines for our success-our paradigm about what is acceptable”.

Human as a whole defines ones individual personality which is the human nature. There are multiplicities of Definitions on Values.

1. "A thing has or is a value if and when people behave toward it so as to retain or increase their possession of it."
- **George Lundberg.**
2. "Values are obverse of motives...the object, quality, or condition that satisfies the motivation."
- **Richard.T.Lapiere**
3. "By a social value we understood any datum having an empirical content accessible to the members of some social group and the meaning with an regard to which it is or may be an object of activity."
- **Znaniecki**
4. "A value is a conception, explicit or implicit distinctive of an individual or characteristic of a group of desirable which influences the selection from available means and ends of the action".
- **Clyde Kluckhohn**
5. "Values are desirable end states which acts as a guide to human endeavor or most general statements of legitimate ends which guide social action".
- **Neil.J.Smelser**
6. "Values are normative standards by which human beings are influenced in their choice among alternative courses of action which they perceive".
- **Philip.E.Jacob & James. J.Flink**
7. "What we properly call a value in life is an organic mixture of need, interest, feeling, purpose and goal, the production and conservation of values is one of the main concerns of human existence."
- **Lewis Mumford**
8. "A value is a brief upon which a man acts by preference".
- **Gordon .W. Allport**
9. "The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else".
- **John Dewe**

An values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring

joy, satisfaction and peace to life. Values are such as the rails that keep a train on a track and help it move smoothly, quickly and with direction. They bring quality to life.

1.5 CLASSIFICATION OF VALUE EDUCATION

Values are a set of principles or standards of behaviour. In words of John Dewey, “the value means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgement upon nature and amounts of values as compared with something else”.

The values are regarded as desirable, important and held in high esteem by the particular society in which a person lives. Thus, the values give meaning and strength to a person’s character by occupying a central place in his life. The values reflect one’s personal attitudes and judgments, decisions and choices, behaviour and the relationships, dreams and vision. They can influence our thoughts, feelings and the actions. They guide us to do right things.

The values are guiding principles of life which are conducive to all round development. They give direction and firmness to lift and bring joy, satisfaction and peace to life. Values are like the rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life.

The values are classified broadly into five types. They are,

1. Personal
2. Social
3. Moral
4. Spiritual and
5. Behavioural

1. **Personal Values:** Personal values refer to those values which are desired and cherished by individual irrespective of his or her social relationship. Individual determines his own standards of achievement and attains these targets without an explicit interaction with any other person.

Examples: Ambition, cleanliness, contentment, courage, creativity, determination, dignity of labour, diligence, excellence, honesty, hope, maturity, regularity, punctuality, self-confidence, self-motivation and the simplicity etc.

2. **Social Values:** Social values refers to those values which are other oriented. These are concerning to society. These values are cherished and practised because of our association with others. Unlike personal values, the practice of social values necessitates the interaction of two or more persons. Social values are always practised in relation to our neighbors, community, society, nation and world. These are local, parochial and temporary in application.

Examples: Accountability, brotherhood, concern for environment, courtesy, dialogue, dutifulness, forgiveness, freedom, friendship, gratitude, hospitality, Justice, love, magnanimity, patience, repentance, responsibility, service, sharing, sports-manship, sympathy, team spirit and tolerance etc.

3. **Moral Values:** These values refers to those values which are related to an individual's character and the personality conforming to what is right and virtuous. They can be reveal a person's self-control. Realm of moral values is rather a debatable one. According to the sage Yagnavalkya, as a moral Value 'dharma' signifies cultivation of virtues of non-injury, sincerity, honesty, cleanliness, control of senses, charity, self-restraint, love and forbearance.

Examples: Honesty, integrity, sense of responsibility and compassion etc.

4. **Spiritual Values:** Ethical value as perception of the 'within' in man, it arises from inner depth dimension of man; it bestows the capacity to see the false as false and the true as the true. This is the key to the integration of man. Ultimate ethical value is called as spiritual value. Spiritual value is awareness itself. An virtues that can be associated with an spiritual values are purity, contentment, austerity, the scriptural study, devotion to God, spiritual wisdom, dispassion, self-discipline, control of senses, endurance, piety, sublimity, japa, meditation and the tranquility etc.

5. **Behavioural Values:** Behavioural values refers to all good manners that can be needed to make our life successful and joyous. These are those values which we exhibit by our conduct and the behaviour in our daily life. An behavioural values will adorn our life and the spread cordiality, friendliness and love all around.

The nature of professional requirement values can be classified into various categories like,

a. Economic	b. Social
c. Political	d. Spiritual
e. Modern	f. Aesthetic
g. Religious	h. Material
i. Academic	j. Socio-political
k. Global	l. Environmental
m. Cultural	n. Moral professional values etc.

1.5.1 Characteristics of Values

1. Values are represent an individual's highest priorities and deeply held driving forces.
2. Values are the hub of personality and is powerful force affecting behaviour.
3. Many values are relatively constant and durable.
4. Its contains a judgment element.
5. Values are generally, tinged with moral flavour and they contain a judgmental element, involving an individual's idea as to what is right, good, desirable.
6. In the value system, all of us have a hierarchy of values; which is identified by the relative importance we assign to different values such as freedom, self respect, honesty, self respect, and so on.
7. When we rank an individual's values in terms of their intensity. We obtain the value system of that person.
8. Values are fewer in number than attitudes.
9. Values transcend specific objects, situations or persons.

1.5.2 Types of Values

Values can be classified into two broad categories.

1. **Individual values:** These are the values which are related with the development of human personality or individual norms of recognition and protection of the human personality such as honesty, loyalty, veracity and honour.
2. **Collective values:** These values are connected with the solidarity of the community or collective norms of equality, justice, solidarity and sociableness are known as collective values.
3. **Terminal Values:** A terminal value is an ultimate goal in a desired status or outcome. These lead to the ends to be achieved.
4. **Instrumental values:** The combination of terminal and instrumental values an individual has, create an enduring cluster of values which is his value system. Thus, according to this survey, our values and value system are primarily the determinants of who and what we are as individuals.
5. **Intrinsic values:** These are the values which are related with goals of life. They are sometimes known as ultimate and transcendent values. They determine the schemata of human rights and duties and of human virtues. In the hierarchy of values, they occupy the highest place and superior to all other values of life.

1.6 HUMAN VALUES

Value of any unit in this existence is its participation in larger order of which it is a part, e.g. value of a pen is that it can write. Here writing is participation of the pen in the bigger order in which pen, paper, human being all are present.

An value of an eye is that it can be used for seeing. Value of a spinach plant is that it gives nutrition to animals and humans.

Moral + Values + Ethics = Human Values

- a. **Ethics:** Ethics is the study of characteristics of morals. It can be defined as the discipline dealing with what is good and bad with moral duty and obligation. Personal ethics is deals with how we treat others in our day to day life. It deals with moral choices that are made by each person in his or her relationship with other persons.

- b. **Values:** Values decide the standard of behavior. Some universally accepted values are freedom justice and equality. Other principles of values are love, care, honesty, integrity and self respect. Values are classified as three types. They are,
- Moral
 - Pragmatic and
 - Aesthetic
 - **Moral:** In moral-fairness, truth, love, happiness, justice can appear.
 - **Pragmatic:** In pragmatic-efficiency, health, thrift, patience can appear.
 - **Aesthetic:** In aesthetic-attractive, cold, soft can appear.
- c. **Morals:** Morals are more like principles, based on teachings and often guided by the societal and religious standards. Morals refer to the way in which people behave in relationships and in wider society.

Human values are the set of emotional rules; people follows to make the right decisions in life. When values are used in the professional setting, these are called as ethics. Values are used in every day decision making at work and at home. Good values instill the sense of integrity, honesty and the diligence in people. Without good values, people would become corrupt, dishonest and the undependable as people and the employees.

1.6.1 Evolution of Human Values

The human values evolve because of following factors:

1. An impact of norms of society on fulfillment of the individual's needs or desires.
2. Developed or modified by one's own awareness, choice, and judgment in fulfilling a needs.
3. By the teachings and practice of Preceptors (Gurus) or Saviors or the religious leaders.
4. Fostered or the modified by social leaders, rulers of kingdom and by law (government).

1.6.2 Important Human Values

Human values can be refer to principles, standards or quality considered worthwhile or desirable, which a person can be expected to demonstrate while dealing with an others. Following are some important human values;

1. Obeying the law.
2. Reflecting and the responsibility expected of all professionals.
3. Demonstrating the strong and consistent commitment to an ethical values.
4. Protecting life and the safeguarding people.
5. Commitment to community well being.
6. Care for an environment.

1.6.3 Types of Human Values

Human values can be classified as follows;

1. **Positive Values:** Truth, love, peace, creative, etc.
2. **Negative Values:** Impatience, greed, blind faith, arrogance, etc.

Human values can be classified as follows;

1. Values relating to an individual (good or bad) i.e., related to the person.
2. Values where there is normally an element of consensus implied as interms like fair, decent and tolerant.
3. Values relating to things in a sense of 'fitting' such as good pen or the good computer etc.

With reference to above values, there are two separate and important aspects:

1. How does each culture establish its current, commonly accepted values?
2. How does each person acquire an values that are unique for him or her? Given that all individual items must inevitably be strongly coloured and the broadly determined by culture in which he or she was born and bred?

An management by values highlights the concepts of 'self' in man. An ethical quantity of managerial decision making can be improved through a full understanding and internalization of doctrine of karma. All decisions can be depends critically on a purity of mind of decision, maker. Virtues held in high esteem are simlicity, scrifice, renunciation and compassion.

1.6.4 Universal Values

There are five systems of universal values that makes a human being noble, caring and kind.

1. **Peace:** When the will power is strong to discern the differences between real needs and unnecessary desires, we cease to be driven by urge to own more and more things. The state of Inner nervous stops and the remain peaceful.
2. **Right Conduct:** Right conduct is concerned with maintenance of body to serve us in performing the tasks of life.
3. **Love:** Love is a sudden reaction of the heart. It is the power of love which causes one person to wish happiness for another and take pleasure in his or well- being. Love is unconditional, positive and regard for the good of another. This is the unseen undercurrent binding all the four values.
4. **Non- violence:** Non-violence can be described as a universal love. This creates harmony with the environment. That is living in a way that causes as little harm as possible to one-self, other people, animals, plants is a sign of a well-balanced personality.
5. **Truth:** Truth is a first and vital step in the formation of a strong character. Voicing untruth is an anti-social act and causes confusion in the minds of both the speaker and listener. Telling lies hurts ourselves and others in a subtle but a real way.

1.6.5 Cultural Values

1. The groups, societies and cultures have values that are largely shared by their members.

2. Values identify those objects, conditions or characteristics that members of society consider important i.e., valuable.
3. In the western world, for example, values might includes material comfort, wealth, competition, individualism or religiosity.
4. Values of a society can be often identified by noting which people receives the honour or respect.
5. In the US, for example, the professional athletes at top levels in some sports are honored in the form of monetary payment morethan college professors.
6. Values are related to norms of a culture, but they are more general and the abstract than norms. Norms are rules for a behavior in the specific situations, while values identify what should be judged as good or evil.

Example: Flying national flag on 15th August in India is a norm, but it reflects an value of patriotism.

7. Wearing dark clothing and the appearing solemn are normative behaviors at funeral. They can be reflect the values of respect and support of friends and the family.
8. Various cultures reflect an different values. “Over last three decades, traditional-age college students have shown an increased interest in personal well-being and the decreased interest in welfare of others”. An values seem to have changed and affecting the beliefs and attitudes of the college students.

1.6.6 Humanbeing in Bigger Order

Bigger order includes the human beings, plants, air, water, soil, animals and birds etc. Value of human being is participation of human being to ensure continuity of harmony in that order. In order to understand human values, we need to study human being along with all that is there in a existence, and role of human being in relationship with each unit in a existence.

1.6.7 Fundamental Values

Four fundamental values developed by Indians about human life are,

1. Presence of divine motherhood in all women.
2. An essential divinity inherent in all life.
3. Civilization is manifestation of divinity in a man. Society is most developed where highest truths becomes the practical. An end of all work is to being out divine in ourselves by serving divine in others.
4. Religion is the manifestation of divinity already in a man. Pluraliity of religion is only on a surface. At spiritual core there is an essential unity of all of them.

1.7 CONTENT OF VALUE EDUCATION

Value education is the ladder which leads us to harmony. The contents of value education helps to understand myself and answer the questions like - Who am I? From where have I come? It also helps us to understand the difference between ambitions and aspirations.

It can be helps to discover the path to real happiness and content-
edness. It can be leads one to real laughter and the encourages positive
thinking. It can be describes the interrelationships at all levels namely,
individual, family, society, nature and the existence. Everything has its
own importance in nature and this study helps us to identity this fact
through our thoughts. We learn to live in harmony within ourselves, others
in a society and rest of nature.

- To understand myself, my aspirations, my happiness.
- To understand the goal of human life.
- To understand the other entities in nature, their inter-connectedness and co-existence and role of human being in nature.
- To understand the harmony at four levels of human living

The value education must be include as,

- i. All dimensions thought, behaviour, work and the realization.
- ii. All levels individual, family, society, nature and the existence.

1.8 ROLE OF VALUE EDUCATION

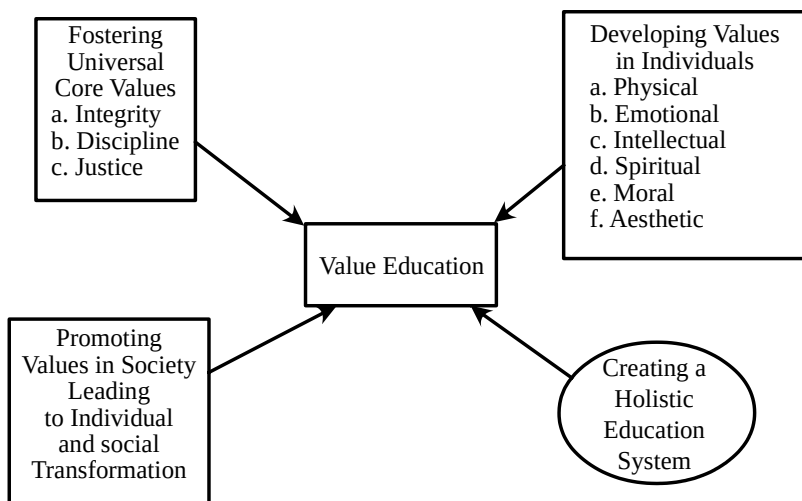


Figure-1.2

An value education plays the very important role in creating the better society, more ethical organizations and groups and better human beings.

1. Value education can be helps to build human beings who possess strength, integrity and fortitude.
2. Value education builds an values of cooperation and peace as well as the tolerance.
3. An efficiency can be step up when the person possesses the right values. It can be include punctuality, keeping one's word, professionalism, lack of bias or prejudice etc.
4. Promoting an personality development and the social cohesion.
5. Creating the cordial relationships between people by encouraging an values of respect, love and the affection.
6. Building character in the young people who will lead the country in the future.
7. Regeneration values of the national pride and the integration towards nation- building.
8. Promoting harmony between nations and creating a peaceful world order.

9. Identifying an core universal values of:
 - a. Truth (Satya)
 - b. Righteous Conduct (Dharma)
 - c. Peace (Shanti)
 - d. Love (Prema) and
 - e. Non-Violence (Ahimsa)
10. To help create a foundation of quality of life and the strike a balance between external and an internal values. Hence, the value of education can be plays the significant role in a betterment of individuals, groups and society at large.

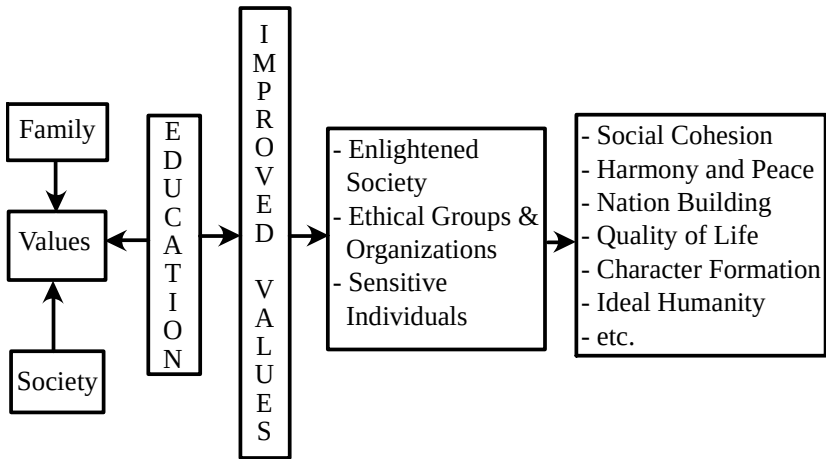


Figure-1.3

1.9 NEED FOR VALUE EDUCATION

The value education is necessary to:

1. Identity the our aspirations correctly.
2. Understand the universal human values for continuous prosperity.
3. To value complements with an skills
4. To evaluate our beliefs
5. Use technology to evaluate human values for human welfare

Value education is an crucial missing link in the present education system. It deals with fundamentals of human values that aim at fulfilling the needs of humans and society. It can be helps to understand and visualize a desirable content for the human happiness.

It can be liberates the human misery and sufferings by establishing character of the technology for human welfare. It can be helps impart right knowledge or insight to identify an important virtues of life. It can be helps confront serious maladies and become aware of dangers and the initiate alternative solutions. An subject that can be enables us to understand 'what is valuable' for human happiness is called as value education. Need for value education is,

1. **Correct Identification of our Aspirations:** Subject which can be enables us to understand 'what is valuable' for human happiness is called as 'value education' (VE). It can be enables us to understand our needs and the visualize our goals correctly and also indicates the direction for their fulfilment. It can also be helps to remove our confusions and contra-dictions and bring harmony at all levels.
2. **Understanding Universal Human Values to Fulfil our Aspirations in Continuity:** Values form the basis for all our thoughts, behaviours and the actions. Once we know what is valuable to us, these values becomes the basis and the anchor for our actions.

We also need to understand a universality of different human values, because only then we can have the definite and common program for the value education. Then only we can be assured of a happy and the harmonious human society.

3. **Complimentarity of Values and Skills:** To fulfil our aspirations both values and the skills are necessary. If we identify and set the right goals and produced in a right direction. It is known as value domain, the domain of wisdom, and when we learn and practices to actualize this goal to develop techniques to snake this happen in a real life in different dimensions of human endeavour (struggle). It is known as domain of skills.

Thus, there is an essential complementarity between values and the skills for an success of any human endeavour. For example, I want to lead a healthy life. Only wishing for the good health will not help me keep my body fit and healthy and without having understood the meaning of health, I will not be able to choose things correctly to keep my body fit and the healthy.

4. **Evaluation of Our Beliefs:** Each one of us believes in a certain things and we base our values on these beliefs, be they false or true which may or may not be true in reality. These believes come to us from what we read, see, hear, what our parents tells us our friends talk about, what the magazines talk of, what we see from TV etc. The value Education helps as to evaluate our beliefs and can be assumed the values.
5. **Technology and Human Values:** Present education system has become largely skill-based. Prime emphasis is on science and the technology. Science and technology can only helps to provide the means to achieve what is considered as valuable.

It is not within a scope of the science and technology to provide a competence of deciding what really is valuable. An value Education is a crucial missing link in a present education system. Became of this deficiency, most of our efforts can be prove to be counter productive and the serious crises at the individual, societal and an environmental level are manifesting.

6. **Technical and Other Professional Institutions:** The subject that enables us to understand ‘what is valuable’ for human happiness is called as value education. Present education system has become largely skill-based. Prime emphasis is on science and the technology.
 - a. Science and technology can only help us to provide the means to achieve what is considered valuable.
 - b. It is not within a scope of science and technology to provides the competence of deciding what really is valuable.
 - c. The value Education is a crucial missing link in a present education system. Because of this deficiency, most of our efforts may prove to be counter productive and the serious crises at individual, societal and the environmental level are manifesting.

7. **Students and Teachers:** Teachers pass values to students both consciously and unconsciously through their conduct in and out of class rooms. Thus, the need for a consciously planned value education program is obvious to establish the formal learning.

Students might face more complicated decision making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations through value education.

1.9.1 Basic Guidelines for Value Education

Definition: Value Education is “the education that addresses questions like - How to live lifewell? How to find happiness? How to make others happy? How to manage all kinds of peopleand happenings? How to grow and succeed in the right manner?” The Basic Guidelines for value-education are:

- (a) Universal Outlook
 - (b) Rationalism.
 - (c) Natural and verifiable
 - (d) All Encompassing
 - (e) Harmony.
 - (f) Sustainability
 - (g) Sensitivity to other human begins
- (a) **Universal:** It needs to be applicable to all the human beings irrespective of cast, creed, nationalities, religion, etc., for all times and regions.
- (b) **Rational:** It has to appeal to human reasoning. It has to be amenable to reasoning and not based on dogmas or blind beliefs.
- (c) **Natural and Verifiable:** It has to be naturally acceptable to the human being who goes through the course and when we live on the basis of such values it leads to our happiness. It needs to be experientially verifiable, and not based on dogmas, beliefs or assumptions.
- (d) **All Encompassing:** Value education is aimed at transforming our consciousness and living. Hence, it needs to cover all the dimensions (thought, behaviour, work and realization) and levels (individual, family, society, nature and existence) of human life and profession.

- (d) **Leading to Harmony:** The value education ultimately is targeted to promote harmony within the individual, among human beings and with nature.
- (e) **Sustainability:** Value education should inculcate the concept of sustainability among the various individuals. Sustainability aims at use of material resources without causing harm or depletion or denying them for the future generation.
- (f) **Sensitivity to other human beings and creatures:** Value education should develop sensitivity among individuals for other human beings and creatures. It should lead one to realize and understand that the other persons belonging to different caste, community, creed or country are the same at the level of consciousness. Each one of us has unique existence and essence. With this understanding, one is likely to become harmless being and will not inflict harm among other persons and creatures.

1.10 CONTENT AND PROCESS OF VALUE EDUCATION

Process of Value Education: The process of value education is that of self-exploration which means the self-investigation or self-attentiveness. This is a process of discovering your inner-self, being in harmony with an oneself and living in harmony with an others.

The process for Value Education has to be that of a Self-exploration, and not of giving sermons or telling dos & don'ts. Whatever is found as truth or reality may be stated as proposal and every student is to be encouraged to verify it on his/her own right. This process of Self-exploration has to be in the form of a dialogue. The dialogue between the teacher and students to begin with and within the student finally.

1.10.1 Preconditioning

The Preconditioning is assumptions on certain things that have been accumulated as desires without an pre-evaluation. Preconditioning arise due to non-evaluation of belief's and the assumptions that are kept as secrets. One does not bother to evaluate them as the conflict arises. It can be leads to non- fulfillment of relationships with an surroundings.

Sources of preconditioning are,

1. Scriptures
2. Other's experimental assumptions and
3. Statement from unreliable sources.

It can be resolved by:

1. Verifying one's assumptions based on the natural acceptance and the validation.
2. Testing for assurance, satisfaction and the universality.
3. Knowledge remains intact and is not distributed by the external circumstances.
4. Naturally acceptable by the self expression.

1.10.2 Ways to Apply our Personal Core values in Daily Life

The way to daily application of our core values is to establish behaviour that keeps us front of mind. We want to find the opportunities that will lead to our success and prevent decisions that will get us into trouble. So, here are the methods that we use to make sure that our values take root and precedent.

1. **Put them where you can see them:** Our core values are all a single word so they are easy to apply in multiple places. But they are four to seven word phrases we can still put them on post it notes, our screen saver, home screen, and anywhere else i.e., in our line of sight.
2. **Discuss them with class family and friends:** Our core values take on life when you have deep discussions about them. Share them with our significant other and our best friend. Get in the habit of using them to describe our thoughts, feelings and behaviours. Our core value of truth is an important topic when dealing with the critical people in our life. The more intimate the discussion, the more the values will comfortably settle into our soul.
3. **Put the Right people in our life:** The most impactful way to use core values is to manage the company. Other people don't have to share our core values, but they do need to fit them. The most important core value is creativity. We don't require all people in our

life to be creative, but we do require them to be supportive of a creative approach. Otherwise, we know we will have useless conflict. Time is a limited commodity that other people consume. Use our valuable core values to make sure our time is being spent with people worthy of our values.

4. **Assess our daily tasks each morning:** Core values are great filters that help we make good decisions. When we list out our daily activities, we use our values to evaluate whether or not they are the right things for us to be doing. Make sure every thing we do is consistent with whom we are and we will find our day running and effectively.
5. **Integrate them into our regular conversations:** Core values take on a whole new life when they become an integrated part of our dialogue. Even casual conversation spurs opportunity to express ourself through value speak. Since consistency is one of our values, we often use that word to explain why we must stay true to our own writings even when it feels unnatural.
6. **Apply them an key motivators:** Our personal core values are the basis for determining our preferred future. Every opportunity and goal should be looked at through the lens of our core values we will create unnecessary self-conflict and struggle on our life journey. Take a day or two each quarter to do strategic planning and really think about how our life objectives and core values fit together. As long as they are in sync, our mind and soul can work together to accomplish great things.
7. **Evaluate our day at bed time:** The only way lo truly improve is to see where we have strayed from the perfect path. Every day we take time to often prayer and determine it our behaviour was consistent with our core values. Here we apply and core values of Diligence and thoroughly examine our day to transgression. Because we are humans, there is always some thing we could have done better, so we consider the better alternative and took improve tomarrow. No need to beat ourselves up.

1.10.3 Ways to Select Choice Making

The important thing to remember is that we are a product of the choices we make. Each decision helps to define who we are and how we were different from one another. Making good choices begins with taking charge of the decision-making process.

The followings are the ways to make good choice.

1. **Manage the big stuff:** It is very easy to get sidetracked by insignificant issues in life. If you spend a lot of time on trivial stuff; we won't have time to contemplate things that matter.
2. **Values matter:** Make decisions that are consistent with our core beliefs and values. The alternative invariably leads to regret.
3. **Learn from the past:** Learn from our experiences and the experiences of others. Identify situations, where you have had a similar choice in the past. How can you apply those lessons learned to the existing situation.
4. **Know what we know and what we do not know:** Don't try to be an expert in everything. Seek input and advice when variables lie outside our comfort zone.
5. **Keep the right perspective:** View an issue from every angle. What do the facts say? What is our intuition telling us? Is our conscience trying to tell us something listen up?
6. **Don't procrastinate:** We will rarely have all the information that we need to make a 'perfect' decision. So we do not demand perfection. The philosopher Voltaire warned against letting the perfect be the enemy of the good. That advice still holds true today.
7. **Once you make a decision, don't look back, make it work:** Don't second-guess ourselves. We can't relive the past, It is a waste of valuable time and energy.

1.11 PROSPERITY AS PARTS OF VALUE EDUCATION

Prosperity: This is the state of flourishing, thriving, success or good fortune. A prosperity often encompasses not only wealth to varying degrees like happiness and health.

Prosperity is related with material things/physical facilities that are having, when we are able to serve to needs of a body adequately, we feel prosperous. This prosperity is an feeling of adequacy or abidance of physical facilities. The word means the sum of three aspects health, wealth and wisdom, Prosperity is the state of enlightenment towards better life and towards happy society.

Wealth: Wealth is a physical thing. It means having money, or having a lot of physical facilities, or having both.

Prosperity Vs Wealth: Wealth means possessing more number of physical things while Prosperity is a feeling of possessing more than required physical facilities.

Possibilities

- A person may not possess required physical facilities, so he may not feel the prosperous.
- A person may accumulate more and more wealth but still he can be deprived of feeling of prosperity.
- A person may have required wealth and the feel prosperous.

This is the feeling of having more physical facilities than required. An prosperity creates the desire to share what one possesses. Thus, the need for physical facilities is limitless, the feeling of prosperity cannot be assured.

An prosperity is a feeling of happiness availed through the physical facilities that are limited and can be evaluated quantitatively. Wealth is an physical thing which could be money or any other physical things. It can be determines the desires of a human being as physical thing. An accumulating wealth may not leads to happiness as it makes one feel deprived even when sufficient quantity can be available.

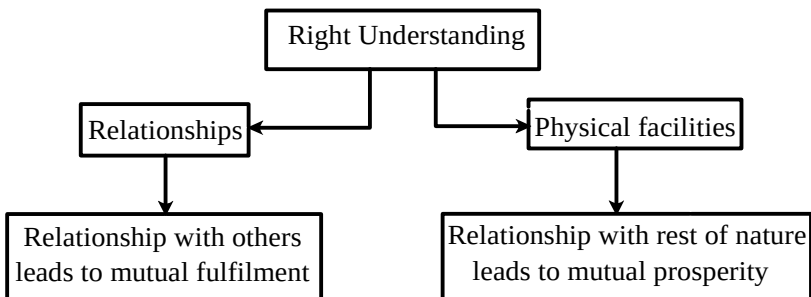


Figure-1.4

Prosperity is to feel happy after the certain desired wealth can be earned and there is no greed to acquire more wealth. It is a feeling of having more than required that gives satisfaction from available physical things. Three basic requirements to ensure happiness and prosperity for human beings are,

1. Right understanding
2. Relationship and
3. Physical facilities

Our basic aspirations are happiness (mutual fulfilment) and prosperity (mutual prosperity). Happiness is ensured by the relationships with other human beings and prosperity is ensured by working on physical facilities.

1. **Right Understanding:** This refers to higher order human skills, the need to learn and utilize our intelligence most effectively. The 'right understanding' will be enable us to work out our requirements for physical facilities and hence correctly distinguish the difference between wealth and the prosperity. Right understanding means understanding the harmony at all. These are four levels of our living.
 - a. Myself
 - b. Family
 - c. Society
 - d. Nature/Existence
2. **Good Relationships:** It refers to the interpersonal relationships that a person builds in his or her life at home, at workplace and in society. Right understanding helps him to develop healthy relations and also to know an expectations involved in relationship.
3. **Physical Facilities:** It includes the physiological needs of individuals and indicates the necessities as well as comforts of life. It means the feeling of having or being able to have more physical facilities than is needed.

Examples: Good clothes, shelter and protection etc.

Thus we can say that when we use right understanding with relationships it gives us mutual fulfillment because if we have right understanding, then we can be happy in ourselves and work to have fulfilling relationships with humans and mutual prosperity with nature. If we do not have the right understanding, then we have problems. Thus, our happiness depends on a fulfillment of these three basic requirements.

- Right understanding + Relationship = Mutual fulfillment or happiness.
- Right understanding + Physical facilities = Mutual prosperity.

This order will ensure mutual fulfillment with an human beings and mutual prosperity with an rest of a nature.

- Mutual fulfillment = Right understanding + Relationship
- Mutual prosperity = Right understanding + physical facilities.

Physical facilities are necessary and complete for animals, while they are necessary but not complete for humans. It is easy to verify.

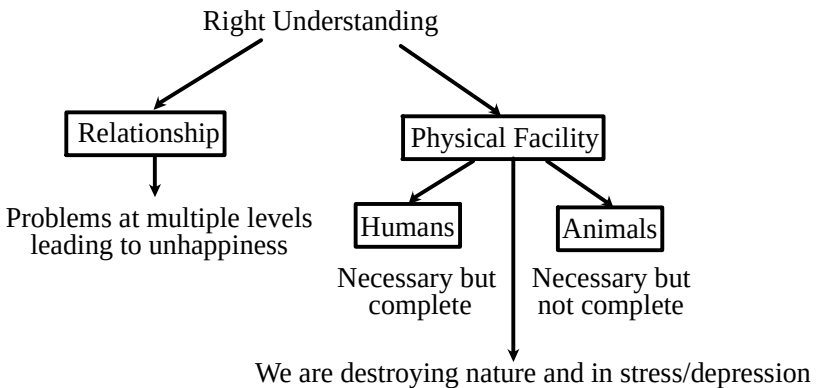


Figure-1.5

1.11.1 Physical Facilities for Animals and Humans

Animals need physical things to survive, mainly to take care of their body. For example, cow will look for food when it is hungry. Once it gets the grass or fodder. It eats it, sits around to chew at leisure. Hence, we can say that as long as animals have physical things, these are largely fine. They don't desire other things like knowledge or a peaceful animal society or getting a good MBA.

While physical facilities are necessary for human beings, these are not complete by themselves to fulfill our needs. Our needs are more than just physical facilities. We all have other needs, other plans, perhaps we think of going to a movie or reading a book, or go to college, or watch some TV, or spend time with family and friends this list is endless. Thus it is easy to see that while physical facilities are necessary for us human beings, they are not complete by themselves to fulfill all our needs.

Giving all priorities to physical facilities only can be termed as ‘Animal consciousness’

1. For animal, physical facility is necessary as well as complete whereas for human beings it is necessary but not complete.
2. Working only for physical facilities is living with an Animal Consciousness.

Hence we can say that for animals – “Physical facilities are necessary and complete.”

For humans “Physical facilities are necessary but not complete.”

Giving all priorities to physical facilities only, or to live solely on a basis of physical facilities, may be termed as ‘Animal Consciousness’. Living with all three; Right understanding, Relationship and Physical facilities is called as ‘Human Consciousness’.

3. Working for right understanding as first priority followed by relationship and the physical facilities implies living with an Human Consciousness.
4. There is a need for transformation from Animal Consciousness to Human Consciousness. It can be accomplished only by working for right understanding as the first priority.
5. This transformation from Animal conscious to human consciousness forms the basis for human values based living

Requirement	Animal	Human being
Necessary	Yes	Yes
Complete	Yes	No

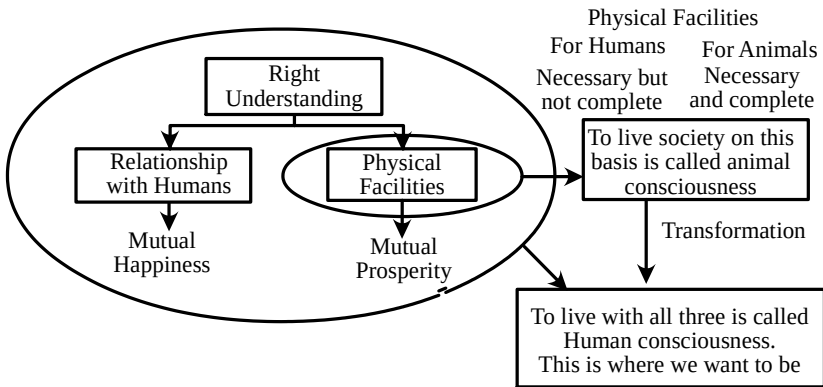


Figure-1.6

- **Relationship:** The relationship we have with other people, or human beings like Mother, brother and sisters, our friends our teachers we desire good relationships with all of them,
- **Mutual Fulfillment:** If there is a problem in relationship, we feel uneasy, it bothers us. Even when we are interacting with someone, and something we said or did offends them, it makes us uneasy i.e., we want mutual fulfillment in relationship.
- **Prosperity in us, Enrichment in Nature:** Prosperity means the feeling of having or being able to have more physical facilities than is needed. When we don't have the feeling of prosperity we will exploit others. Similarly as we interact with nature for our various physical needs either exploit nature or enrich it. Our natural acceptance is that we want to live in harmony with nature.

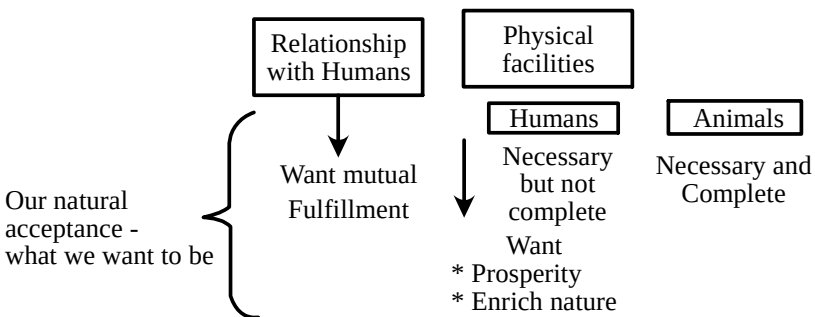


Figure-1.7

1.11.2 Basic Human Aspirations

We desire for many things in this world, say materialistic needs, respect, recognition, love and trust etc., but in the form of all these we aspire for true and continuous happiness and the prosperity.

Happiness: “To be in a state of liking is happiness”. To be in a state of harmony is happiness.

Prosperity: Feeling of having more than required physical facility.

For prosperity two things are required. These are,

1. Identification of quantity required for physical needs
2. Ensuring availability/production

Happiness can be described as consisting of positive emotions and positive activities. There may be three kinds of happiness:

- a. Plenum
- b. Engagement, and
- c. Meaning

In other words, freedom from want and distress, consciousness of the good order of things, assurance of one's place in a universe or society, inner peace and so forth. The happiness is the state of mind, where we feel good in most of walk of life.

Happiness is a very desirable state. Happiness is contagious i.e., when you are happy then only you can spread happiness. In order to attain happiness we must prioritize happiness. There are two paths which leads one to happiness.

- i) **Preya:** What is pleasant? It gives instant happiness. For example, eating good food in a restaurant, wearing nice clothes etc. Happiness thus can be attained is short lived and does not last for long.
- ii) **Shreya:** What is beneficial? Though this path does not give instant happiness but it can be leads one to path of enduring happiness. It can be provides happiness in a long run. For example, working hard for your exams and getting the good result, adjustment in a family which leads to the stronger relationships. True happiness is always leads to peace of a mind.

1.11.3 Our State Today in Human Aspiration

In relationship with humans, there are unfulfilling relationships with family, society and the world at large. Most of them end up working only for accumulation of wealth and exploiting and destroying nature through one wants to feel prosperous and enrich nature relationship.

Prevailing Notions of Happiness and Prosperity

In a modern world, the desire for physical facilities has become unlimited. Physical facilities are no longer seen as objects fulfilling bodily needs but as a means of maximizing happiness. It can be unlimited desire for physical facilities has become anti-ecological and anti-people endangering human survival itself. False notions of happiness and Prosperity can be affected human living at all four levels:

1. **At the Level of Individual:** Problems of depression, psychological disorders, suicides, stress, insecurity, psycho-somatic diseases and loneliness etc.
2. **At the Level of Family:** Breaking of Joint families, mistrust, conflict between older and younger generations, insecurity in relationships, divorce, dowry tortures, family feuds, wasteful expenditures in family functions etc.
3. **At the Level of Society:** Terrorism, naxalism, communism, casteism, racial, ethnic struggles, wars between nations, genocide, nuclear genetic warfare.
4. **At the Level of Nature:** Global Warming, pollution, depletion of mineral resources, deforestation, loss of soil fertility.

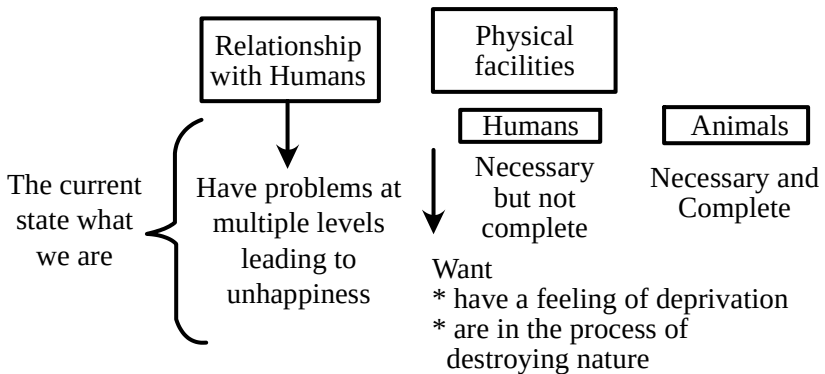


Figure-1.8

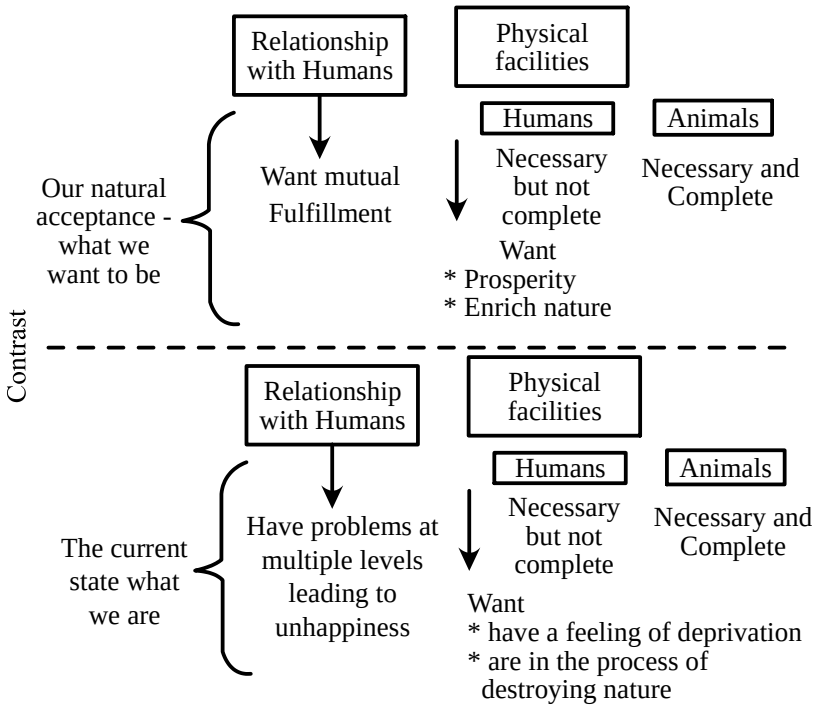


Figure-1.9

1.11.4 Need for Right Understanding

In order to resolve the issues in human relationships, we need to understand them first and this would come from an 'right understanding of relationship'. Similarly in order to be prosperous and to enrich nature, we need to have 'right understanding'.

'Right understanding' will be enable us to work out our requirements for physical facilities and hence correctly distinguish the difference between wealth and prosperity. With nature as well, we need to understand the harmony in nature, and how we can complement this harmony.

Example-7: "Physical facilities are necessary and complete for animals, while they are necessary but not complete for humans". Comment.

Ans.

Animals need physical thing to survive and only to take care of their body. As long as physical things like food are available, they are fine. They do not have any other desire live know-ledge, wealth, power etc.

In case of humans, even if physical things like food is available, they desire for other physical things such as book to read, movie to watch, vehicle to travel, time with family and friends etc. the needs of fulfill the desire goes on until they find happiness. They seen relationship for mutual fulfill-ment of their aspirations.

1.11.5 Why is Happiness so Important to All of Us?

1. As we become happier, we become better people.
2. We are able to enhance our creativity.
3. As we become happier, we become more compassionate.
4. We feel more energetic and perform our task an efficiently.
5. We develop an healthy mind and develop right understanding.
6. We can work towards the creating a 'better' world.

1.11.6 Differences between Prosperity and Wealth

Prosperity is a feeling of having more than required physical facilities; it is not just physical facilities. Almost all of us feel that wealth alone means prosperity and try to explain this phenomenon on this nonexistent or half fact.

Wealth is a physical thing. It means having money, or having a lot of physical facilities or both. This is a very important distinction. We mostly fail to make this distinction today. We keep working for wealth, without realizing that the basic desire is for the feeling of prosperity to have a feeling of having enough. All our physical facilities are directly or indirectly depends on a nature. Continuity of our prosperity can be ensured only if our production systems are in a harmony with a nature. It means by using natural resources in a renewable manner and utilizes appropriate technologies so that human needs are satisfied and nature is also enriched.

Prosperity is more acceptable to us because wealth is just a part of prosperity. We are trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. It is becoming anti-ecological and anti-people, and threatening the human survival itself. A person has lot of money, but does not want to share even a bit of it. The person 'has wealth' but feels 'deprived'. If one felt prosperous he/she would have shared what one has, since there is lot more than enough wealth anyway.

We are trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. It is becoming anti-ecological and anti-people, and threatening the human survival itself. For prosperity, two things are required. Those are,

1. Identification of required quantity of physical facilities, and
2. Ensuring availability/production of morethan required physical facilities.

Prosperity is state of enlightenment towards better life and towards the happy society.

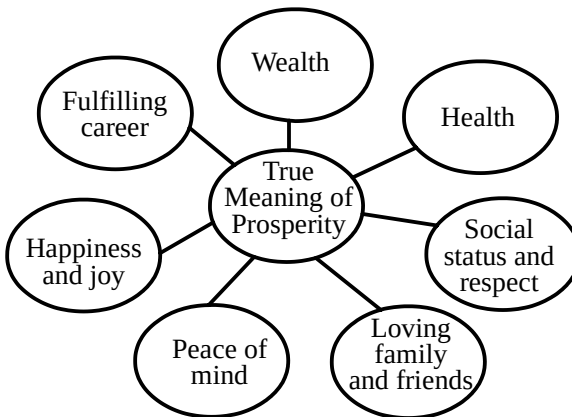


Figure-1.10

To achieve our basic aspiration we need to work for right understanding as base to which we can work for relationship and then physical facilities. Today we are not working accordingly to this that why we can see that there are two kinds of people in a world.

1. Those that do not have physical facilities/wealth and feel unhappy and deprived i.e., SVDD Sadhan Viheen Dukhi Daridra- Materially deficient, unhappy and deprived.

2. Those that have physical facilities /wealth and feel unhappy and deprived i.e., SSDD.

1.11.7 SVDD, SSDD, SSSS

Abbreviations stands for:

- SVDD = Sadhan Viheen Dukhi Daridra
- SSDD = Sadhan Sampann Dukhi Daridra
- SSSS = Sadhan Sampann Sukhi Samridh
- SVDD belongs to category of people lacking physical facilities and are unhappy.
- SSDD belongs to category of people having physical facilities but are unhappy.
- SSSS belongs to category of people having both physical facilities and are feeling happy and prosperous.

The reason for people being in the state of SSDD is that they have accumulated enough wealth but lack right understanding to have relationship with other humans.

To achieve our basic aspirations we need to work for right understanding as base on which we can work for relationship and then physical facilities. Today we are not working according to this that why we can see that there are two kind of people in the world.

- a. Those that do not have physical facilities/wealth and feel unhappy and deprived i.e., SVDD: Sadhan Viheen Dukhi Daridra – Materially Deficient, Unhappy and Deprived.
- b. Those that have physical facilities/wealth and feel unhappy and deprived i.e., SSDD: Sadhan Sampann Dukhi Daridra – Materially Affluent, Unhappy and Deprived. But these are states we don't want to be in. We want to move from this to third category.
- c. Having physical facilities and feeling happy and prosperous i.e., SSSS: Sadhan Sampann Sukhi Samriddha – Materially Adequate, Happy and Prosperous.

Presently, as we look around, we find most of the people in the above two categories called SVDD and SSDD, while the natural acceptance of all human beings is to be in the category of SSSS.

1. SVDD: Sadhan Viheen Dukhi Daridra

These words in their usual meanings stands for

Sadhan	- Means to acquire
Viheen	- Lack of, deprived of
Dukhi	- Sadness
Daridra	- Poverty

Before we come to the explanation of this topic we should have a clear understanding of “desires. Desires are of two kinds. They are,

- a. Materialistic
 - b. Non-materialistic.
- a. **Materialistic Desires:** It comprises of food, shelter, clothes and physical facilities which are quantifiable. We do not desire them constantly but need an interval before we need them again.
- b. **Non-materialistic Desires:** It is qualitative in nature such as respect, trust, happiness, recognition and peace etc. We desire them endlessly and limitlessly.

Sadhan Viheen Dukhi Daridra is simply refers to a condition of a person who does not have the means to fulfill even his materialistic desires. The lack of means is the cause of unhappiness. If these desires are not met, then it becomes difficult for an individual to survive in this materialistic world. For example, if a person is not able to get food, his hunger will not allow him to live happily.

2. SSDD (Sadhan Sampann Dukhi Daridra)

It is well said that money is not all that matters. There are different other parameters on which the happiness of a person depends. Sadhan Sampann Dukhi Daridra signifies a state of person in which he has all means to acquire materialistic requirements of life, but still he is not happy. He still feels that something is lacking in his life.

For example, the rich man with all luxuries of a world living alone feels unhappy. This is because he has no one with whom he can share his feelings of joy and sorrow. In his pursuit towards success he has left all his relations behind him, working constantly to acquire the physical facilities. Achievement is what he got, but not alone, it was accompanied by sour relations and isolation.

Today, we are conditioned to think that being prosperous is having loads of money. Money is a very small part of our needs which suffices only to enhance our physical capabilities. An individual needs trust, respect, affection, care, guidance, reverence, glory, gratitude and love. Money can only provide care. As it is well said,

Money can buy a bed, but not sleep.

Money can buy good food, but not appetite.

Money can buy things, but not character and happiness.

.....

3. SSSS (Sadhan Sampann Sukhi Samridhha)

Sadhan Sampann signifies an availability of physical facilities. Sukhi Samridhha signifies continuous happiness and prosperity. It is the goal of every human being. Every individual aspires to be in this state of continuous happiness and prosperity.

To achieve this state what we require right understands. Right understanding is necessary so as to verify that all our ideas are naturally acceptable to us and they lead to mutual happiness when dealing with other human beings and mutual prosperity when dealing with the rest of nature.

When there is mutual happiness, there will be no case where a human being will want to hurt another human being and so happiness will prevail all around. If we have right understanding and prosperity in family, there is nothing to be afraid of in the society.

1.12 OUTCOMES

- Understand the value of education and basic guidelines of value education.
- Analyse the way of provoking issues and need for values in daily life.
- Understand the prosperity creates the desire to share what one possesses.
- Understand the classification of value education like Personal, Social, Moral, Spiritual and Behavioural Values.

1.13 REVIEW QUESTIONS

I. Long Answer Questions

1. What are the basic requirements to fulfill human aspirations? Indicate their correct priority.

2. Write a short notes on process of value education.
3. List the characteristics of natural acceptance.
4. What is the difference between prosperity and wealth?
5. There are many problems manifest today at the level of individual, family, society and the nature. Identify some of these problems humans suffer from.

II. Short Answer Questions

1. Define the values.
2. Write the important human values.
3. What are different types of human values?
4. What is the value education?
5. How the values are classified?
6. Explain the need for value education.
7. What are the guidelines for the value education?
8. What are Human Values?
9. Explain the content of value education.
10. What do you understand by prosperity? How are they related? What is the difference prosperity and wealth?

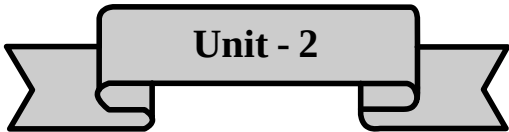
1.14 MULTIPLE CHOICE QUESTIONS

1. ____are a set of principles or standards of behavior. ()
(a) Values (b) moral (c) Ethic (d) none
2. The subject that enables us to understand 'what is valuable' for human happiness is called ____education. ()
(a) moral (b) Values (c) Ethic (d) none
3. ____values are local, parochial and temporary in application. ()
(a) Personal (b) Moral (c) Social (d) Spiritual
4. ____values refer to all good manners that are needed to make our life successful and joyous. ()
(a) Behavioural (b) Personal and Social
(c) Moral (d) Spiritual

5. The value of _____ is the participation of human being to ensure the continuity of harmony in that order. ()
 (a) Animals (b) human being
 (c) Universal (d) none
6. _____ of value education is that of self-exploration which means self-investigation or self-attentiveness. ()
 (a) Process (b) content
 (c) Measures (d) understanding
7. Education today is only concerned to earn ()
 (a) Salvation (b) Good Character
 (c) Sound relations (d) Bread and butter
8. Value education should be universal . It implies that ()
 (a) It is applicable to all people only
 (b) It is applicable at all places only
 (c) It is applicable at all times only
 (d) It is applicable to every individual for all time and space
9. The value education must be include as ()
 (a) All dimensions thought, behaviour, work & realization and
 (b) All levels individual, family, society, nature & existence.
 (c) a and b
 (d) All levels individual, family and society only
10. Value education leads a human being to _____ ()
 (a) Body (b) Psyche
 (c) Health (d) Harmony

Answers

1. (a)	2. (b)	3. (c)	4. (a)
5. (b)	6. (a)	7. (d)	8. (d)
9. (c)	10. (d)		

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Unit - 2

HARMONY IN THE FAMILY

2.0 OBJECTIVES

After completion of this unit we should be able to understand :

- Human - Human relationship and importance of family.
- How can competition can leads to harmony?
- Basics for respect and today's Crisis like Affection, Care, Guidance, Reverence, Glory, Gratitude and Love.
- Five dimensions of Human Endeavour.

2.1 INTRODUCTION

We live in a family. In family we have relationships where we interact with an other human beings. Family is the foundation of society and provides the basis of continuity of human tradition on a earth. Everyone is born and lives in such relationships. This is an indivisible part of living. Human is co-existence of self and the body. It is a self that understands and has feelings.

Self recognizes the relationship. Hence, the relationship exists between self and the other self. Relation to the body is through self. Feelings in relationship is a natural. These are neither created nor removed. These feelings are basis of relationship and can be recognizes. Feelings in relationships are actually definite and not vague.

These relationships have values like trust, respect, affection etc. Understanding that relationship which exists between self and the other's self, people know that the relationships are not limited in the family but extended to include all the human beings. The basic human aspiration of every human being is continuous happiness and prosperity. The happiness lies in understanding and living in harmony at levels of society.

2.2 HARMONY

Harmony in the family is the building block for harmony in the society. Harmony in the society can be leads to an undivided society when we feel related with an each other. Harmony in the family can be maintained if each and every member of the family feels that he/she is needed and their individual goals and aspirations get the space to flourish and prosper. We can achieve harmony in relationships by the acknowledgement of other person as an individual. We must not use our relationships to fulfill our expectations.

"Grow and let grow"

It should be the golden rule of a successful rapport.

The harmony brings within us a sense of belonging which cannot be recreated by something else.

"You cannot make a plant grow in soil unsuited to it".

It can be clearly indicates that to be in a state of innate happiness and prosperity one should live in the harmony.

Living a life that counts can be determined by,

1. Relationships that 'I' form.
2. The decisions that 'I' make.
3. The experiences that 'I' encounter.

When you are not doing something with your life, then it doesn't matter how long you live. When you're not doing something with your life, then it doesn't matter how short your life can be. The life is not measured by years lived but by its usefulness.

When you are giving, living, serving helping, encouraging and adding value to an others, then you are living the life, that counts. The relationships

with people around us are perhaps a most precious and cherished things that bring meaning to the life.

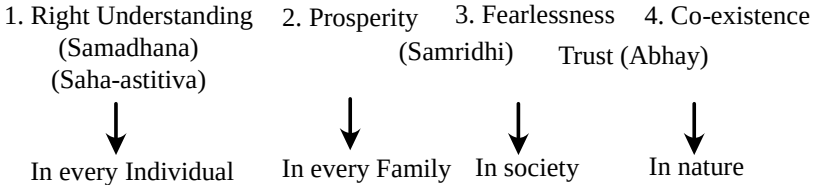


Figure-2.1

Harmony in a society can be promoted by ensuring justice among the relationships. It leads to trust and courage for a dual in a society to live in a harmony with an others.

Preservation of a nature by enriching protection and right utilization leads coexistence in nature. Moving or production is carried out in harmony with nature thus leading to harmony in coexistence with nature.

2.2.1 Harmony in Society

Society or human society is the set of relations among people, including their social status and the roles. By extension, society can be denotes the people of a region or country. Sometime even the world, taken as the whole. Used in a sense of an association, the society is a body of individuals outlined by an bounds of functional interdependence possibly comprising characteristics like national or cultural identity, social solidarity, language or hierarchical organization.

An human societies are characterized by patterns of relationships between individuals sharing a distinctive culture and the institutions. Like other communities or the groups, the society can be allows its members to achieve needs or wishes they could not fulfill alone.

World society can also be refer to an organized voluntary association of people for religious benevolent, cultural, scientific, political, patriotic or other purpose. Today the term society is currently used to cover both the number of political and the scientific connotations as well as variety of association.

2.2.2 Extended Relationship from Family to Society

To understand our relationship in a family and live harmoniously in these relationships, we become aware of our relatedness to all the human

beings. Family is a first place to understand our relationships, recognizing the feeling in an these relationship live according to these feelings and attains the mutual happiness. Our natural acceptance is to feel and it can be related to everyone. We can be easily explore this within ourselves.

Our competence might be limited at the moment and we might feel we are unable to do so but we spontaneously accept that we wish for their we wish for their happiness as well, along with an ours; this is our intention. We expect same from an other. We feel related when we are with people who feel related to us and we enjoy the feeling of assurance and in this social web. An harmony in a family is the family building for harmony in the society.

The harmony in society can be leads to an undivided society with each and every human being. Our natural acceptance is for relatedness with all and we can very naturally expend into a world family. It is the basis of an undivided society (akhanad sarnaja), the feeling of relatedness with all. If we begin to understand and become aware of a harmony at this level in our living, we begin to see our responsibility and the participation.

2.2.3 Harmony from Family to World Family

Justice (recognition of feelings in a relationship, its fulfillment, evaluation happiness) starts from family and slowly expands to a world family. In family, we learn relationship, the definite feelings or values and learn how to fulfill them.

If we do not understand values in relationship, we are governed by our petty prejudices and conditionings. This leads fragmented society while our natural acceptance is for an undivided society

2.3 HARMONY IN NATURE

An aggregate of all mutually interacting units big or small, sentient or insentient together can be called as the nature. These units are infinite in a number and we could easily observe that there exists the dynamic balance, self regulation among all these units. This self regulation is a harmony or the balance in a nature.

Law of nature has a unique cause and the effect system which must be understood in order to be in harmony with natural law of things. Natural harmony is necessary for the following reasons:

1. Natural harmony is necessary to solve a problem of global warming and the depletion of non-renewable natural resource can be avoided.
2. Natural harmony with trees cure all problems such as reduction of wind velocity, energy savings, doing companion planting, development of an eco-subsystem in terms of establishing the forest garden, reduction of a building heat.
3. This is possible to achieve natural harmony in a establishment, maintenance and the management of an educational institution such as schools, colleges and the universities.
4. One can understand the depths of a harmony and alignment in a natural by contemplating and the reflecting upon a natural order. This is possible to unravel the mystery of a natural synthesis in a midst of ongoing chaos at the material plane.

2.4 HARMONY IN THE FAMILY

Family is the fundamental unit in a entire social structure. Family is the group where individuals share space within an atmosphere of mutual empathy and the love.

An importance of family lies in a fact that families can provide comfort, emotional support, nurturing and warmth of a love and tenderness. The reciprocal relationship can be exists between various members of the family.

Children receive guidance from a family as to what they should do or what they should not do. The family can be determines to a large extent the social roles that children will be perform. One of the life's greatest achievements is to grow and let your seeds grow. Nothing in life is more fulfilling than watching your children blossom.

The family helps us to inculcate values such as honesty, integrity, patience and self control gradually and steadily to our children. Thus, the basic structure of social support to any member of a particular society is formed by the family.

2.4.1 Family is Basic Unit of Human Interaction

The family is the natural laboratory and learning ground,

1. To understand a harmony in a relationship with human beings.
2. To practice it in terms of its fulfillment, evaluation and ensuring mutual happiness before we extend this to every unit in a Society and then to Nature.
 - (i) We naturally live in a family. In family, we have relationships where we interact with an other human beings.
 - (ii) Child starts interacting with a mother, father and other members in a family, and starts understanding relationship.
 - (iii) Family is a foundation of society, and provides a basis of continuity of human tradition on a earth.
 - (iv) Human beings get an opportunity to interact, understand, fulfill, share and work in the mutual relationships living in the family.

2.4.2 Family is a Natural Laboratory

To make a family bond, humans form a normal relationships. Relationships are veracity of a life between family members. An improved to interact with one another, share mutual interest's tastes and the recognize affinity.

Relationships in a family help us to understand their connection with an other individuals such as friends. Thus, it helps us to create the social order in a society.

2.5 FAMILY IS BASIC UNIT OF ALL INTERACTION

Each of us is born into the family which can be includes the number of relationships. These relationships are reality of our life. We recognize and identify these individuals. We share our feelings, tastes, interests and understanding with these people and have an affinity for them.

Beginning with our family as the basic unit of interaction, we extend our interactions to immediate neighborhood like shopkeepers, servants, classmates, teachers and colleagues etc. Hence, we extend our interactions from beginning from our family to bigger social order and then move further to a still bigger web of a interdependency.

2.5.1 Set of Proposals to Verify Harmony in Family

1. **Relationship is and it exists between Self ('I') and other Self ('I'):** In a family, we do not create the relationships. Instead we are embedded into the relationships that are already there and all that we need to do is to recognize them and understand them.
2. **Self ('I') has Feelings in a Relationship:** These feelings are between ('I') and ('I'). In any relationship, it is the person's Self (I) i.e., related to other person's Self (I). An body is only a means to express our relationship.

Example: In a mother and a child, it is the Self of a mother and Self of the child who feel connected. Their bodies are incapable of understanding or having feelings.

3. **Feelings in ('I') are Definite i.e., they can be Identified with Definiteness:** The feelings in a relationship between "I" and "I" such as Trust, Respect and Affection etc., can be identified with clarity. These feelings are values which characterize any relationship.
4. **Recognizing and Fulfilling these Feelings Lead to Mutual Happiness in a Relationship:** Once we recognize the values essential for any relationship, we start working and behaving according to these feelings. We begin evaluating ours' and an others' feelings in a relationship. Hence, living with these values leads to mutual fulfillment and happiness in all our relationships.

2.5.2 Justice (Nyaya)

Justice is recognition of values (the definite feelings) in a relationship, their fulfilment, the right evaluation of fulfilment resulting in mutual happiness. Justice concerns itself with an proper ordering of things and people within the society. There are four elements:

1. Recognition of values.
2. Fulfilment.
3. Evaluation and
4. Mutual happiness ensured.

If all the four are ensured, justice can be ensured. The mutual fulfilment is hallmark of justice. Justice is the essential in all relationships. Justice starts from the family and slowly expands to world family.

Child gets the understanding of a justice in family. With this understanding, he goes out in a society and interacts with an people.

When the understanding of justice can be ensured in a family, there will be justice in all interactions we have in a world at large. When we do not understand an values in a relationships, we are governed by our petty prejudices and conditionings. We may treat people as high or low based on their body (particular caste, or sex or race or tribe), on a basis of wealth one possesses or belief systems that one follows. It is a source of injustice and leads to fragmented society while our natural acceptance is for an undivided society and the universal human order. Having explored a harmony in human beings, we are able to explore the harmony in a family. It can be enables us to understand harmony at the level of society and the nature/existence. This is the way, the harmony in our living grows. We slowly get a competence to live in a harmony with all human beings.

2.5.3 Differentiation (Disrespect) in Relationships

The respect means accepting individuality and doing the right evaluation (to be evaluated as I am). Nowadays, our basis for respect is largely quite contrary. Instead of respect being the basis of similarity or one of right evaluation, we have made it into something on a basis of which we differentiate i.e., by respecting you mean you are doing something special, because you are special or have something special or are in some special position. Hence all of us are running around seeking respect from one another by trying to the become something special. We are differentiating in the name of respect. Either differentiate people as follows;

1. On a basis of their body.
2. On the basis of their wealth and,
3. Possessions or on the basis of their beliefs.

There is no notion of respect in terms of the right evaluation. Hence, there is no real feeling of a relationship, only one of differentiation.

1. On the Basis of Body

- **Sex/gender:** We ignore the fact that being male or female is an attribute of a body, and not an attribute at level of 'I'. Differentiate in giving respect on a basis of gender is called male and females. In many countries, people even prefer the male child to a female child, and in some other societies and the other way round.
- **Race:** When the person is of same race as oneself, then we treat them differently. For example, we differentiate on a basis of skin colour, white, brown, black etc., or on basis of whether the person is of Aryan race, Mongolian race etc. On the basis of caste. Again here, we don't do the evaluation on a basis of 'I', but on a basis of the body
- **Age:** We have notions like 'one must respect elders'. There is no such notion as respect youngsters. We see that we are again evaluating at level of a body. An age is related to body, and not to 'I'.
- **Physical Strength:** When someone is stronger, we again treat him/her differently. This is again at level of a body. We think that we are respecting an other while it is fear; the fear that if we do not treat them like this, we will be harmed.

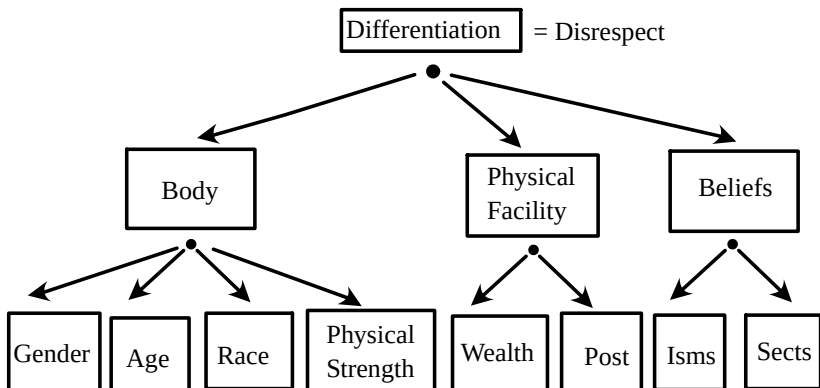


Figure-2.2

2. On the Basis of Physical Facilities

- **Wealth:** When we differentiate people because some have wealth than others. What we term as the "rich person" gets idolized. We

don't even bother to find out whether such people are feeling prosperous, or when they just have wealth. We are over-evaluating physical facilities first, which are just meant to fulfil a needs of a body, and then on a basis, we are wrongly identifying our relationship.

- **Post:** If we try to respect on a basis of a person's position. It is wrongly evaluated as mark of a person's excellence and differentiation sets in. An post is considered important either on a basis that it gives more physical facilities or on a basis that certain positions are assumed to be important. In our education, we are trained directly or indirectly to earn posts for us to fetch respect.

3. On the Basis of Beliefs

- **'Isms':** 'Ism' means any belief in terms of the 'thought-system' that we have, or that we have adopted. There are also many modern 'isms' like capitalism, socialism and communism, etc. An people following these sets of the beliefs are called as capitalists, socialists, communists, and so on. People that have adopted them or are following them have been exposed to them since childhood. Believing theirs to be right belief. Thus, all beliefs, as we have seen are at level of desires, thoughts and expectations (selections) in 'I'. There is no definiteness at this level, and hence, this becomes a cause for differentiation.
- **Sects:** People of one sect only consider those with an similar belief system to be their 'own' and worthy of the respect. Following is the particular tradition, or what we call as religion, becomes a basis of respect and the disrespect in a relationship.

2.5.4 Problems Faced Due to Differentiation in Relationships

1. **Differentiation based on Sex/Gender:** Issue of women's rights, and women protesting and demanding for equality in a education, in jobs and in peoples' representation. People are insecure and afraid of one another based on their gender.
2. **Differentiation based on Tace:** There are many movements and protect against racial discrimination and the demands for equality,

racial attacks, movements against cast discrimination has people living in fear of such racism, racist attacks, casticism and discrimination.

3. **Differentiation based on Age:** Protests and movements demanding for an equal rights for children on one hand and for rights for elderly people on other generation gap.
4. **Differentiation based on Wealth:** Class struggle and movements to do away with an class-differentiation. Many people suffering from the lack of self-esteem and some even committing suicide,
5. **Differentiation based on Post:** Protests against high handed government officials. At an level of individual, leads to depression, etc.
6. **Differentiation based on 'isms':** Fights, turmoil, terrorism and war, people converting from one Ism to another in order to be able to get more respect.
7. **Differentiation based on Sects:** Countless religions and the sects and each sect has its own movement to ensure that there is no discrimination against people of their belief and the demands for special provisions in a jobs and in education.

2.6 VALUES IN RELATIONSHIPS

Relationships: Relationships can shape our character, values and the interest. Relationships can be help us to define what we are and what we can become. Following things are essential in any relationships;

1. Right perception
2. Right observation and
3. Right expression.

Man is the relationship is right perception, right observation and the right expression. Man is a knot into which relationships are tied. We are highly mistaken in a case of body and the self considering them as one, the same is in a case of relationships.

By relationships, we do not mean a relationships between body and body but the relationship between 'I' and T. We must not just see someone's outer self. The relationship is a reality and not an assumption. It is very rightly said.

"Assumptions are termites of relationships"- Henry Winkler

There are feelings can be associated in a relationship of one 'I' with an other. These feelings are natural and have to be understood. Our greatest joy and our greatest pain come in our relationships with an others. Good relationship is not one that just lasts but one that can be co-exists with the self-respect, individuality and need to grow.

In a relationships we exchange energy, emotions, ideas and the values. When the feelings in a relationship are recognized, rightly evaluated and fulfilled it can be leads to harmonious relationships.

Common misunderstanding in a relationships is that physical facilities routinely fulfill the needs of the relationship. It can be due to the rating a relationships in terms of the physical needs and the comforts.

Example: Old parents are often left out in a old-age homes I comforts by their children ignoring a feelings of T.

When relationship is based on physical facilities, the purpose of relationship is reduced to material needs. Right understanding and the feelings in relationships are also lost and not recognized self (I).

2.6.1 Values in Human Relationships

Feelings of a self (I) require values to be in the relationship with an other (T). Salient values include individuals' beliefs regarding important goals and processes that people & agencies should follows in specific situations;

1. Trust or Viswasa.
2. Respect or Samman.
3. Affection or Sneha.
4. Care or mamat.
5. Guidance or Kusalya.
6. Reverence or shraddha.

7. Glory or Guarava.
8. Gratitude or Kritagyata.
9. Love or Prema.

Feelings in relationship are values in relationship. All feelings are already within you. All the feelings are already within you-understanding only makes you aware and once you are aware of it there is continuity of these feelings and you are able to fulfill them. Trust is a foundational value of the relationship, i.e., relationship starts only when we have trust and love is a complete value.

2.7 BASICS FOR RESPECT AND TODAY'S CRISIS

There are certain basic and important values in maintaining the relationship. These values, we all know, are backbone of health and the happy family relations. Feelings, emotions, sentiments and respect all are of the real importance. These values lead to elimination of a friction and establishment of the total harmony in a relationship on a long term basis.

2.7.1 Trust (Vishwas)

Trust is absolutely important. Trust or vishwas is the foundational value in relationship. Trust is created by our own behavior, our own value systems and our own responses.

“To be assured that each human being inherently wants oneself and the other to be happy and prosperous”. If we have trust in the other, we are able to see an other as a relative and not as an adversary.

1. Trust in a relationship is clarity/understanding/assurance that the other wants and works for my happiness and prosperity.
2. Trust is one of those things that are much easier to maintain than it is to repair. Trust is everything and we should try to nurture it.
3. Relations are building on person to person basis, their perception about each other and the trust created in a process of action and the reaction.

Aspects in Trust: There are two aspects in a trust:

- a. Intention (wanting to-our natural acceptance).
- b. Competence (being able to do).

Both intention and the competence are aspects of a trust. Intention is what one aspires for (our natural acceptance) and the competence is an ability to fulfil the aspiration.

In intention every human being wants to do what is right, only the competence may be lacking which needs to be developed through the proper understanding and practice. What we are doing today is that when we are judging ourself we are judging on a basis of our intention. When we are judging an other we are judging him on a basis of his competence.

2.7.1.1 Difference between Intention and Competence

Intention (Natural Acceptance)	Competence (Ability to Fulfill)
I want to be happy.	I am always happy.
I want to make the other happy.	I make the other always happy.
The other wants to be happy.	The other is always happy.
The other wants to make me happy.	The other makes me always happy.
What we really want to be is the intention.	What we are is the competence.

Example-1: If I trust everyone, people would take advantage of me. Do you agree? Explain.

Ans.

Usually, trust is based on right understanding and assures the happy relationship. Good understanding builds the strength and effective ion. Being uninformed of a situations or knowledge can be taken advantage of. In the good relationship competence is based on a trust. I agree that trusting blindly everyone can be taken advantage of if right understanding is not.

Example-2: How is trust the foundation value of relationship?

Ans.

Trust is a foundational value or 'Adhara mulyal'. This is the right understanding and happiness between a humans trust leads to penalty

such as arguments, blame or even threat to life. An human intention is to be happy and feel natural relationships. Trust is a foundational value of such a human relations.

2.7.2 Respect (Samman)

Sense of individuality is prime object. It is the first basic step towards respect (sammana). Once we realized that we are individual then only we can see our self different from an others. Other words, respect means right evaluation, to be evaluated as I am.

The term 'respect' refers to 'right evaluation'. An every individual wants that he/she should be evaluated as he/she is and also, to evaluate others as they are,

The need of 'I'

- 'I' should be evaluated as 'I' am.
- 'I' should evaluate others as they are.

We should take care that we do not evaluate the human being as a body but should evaluate him on a basis of 'I'. Evaluation can be either right or wrong.

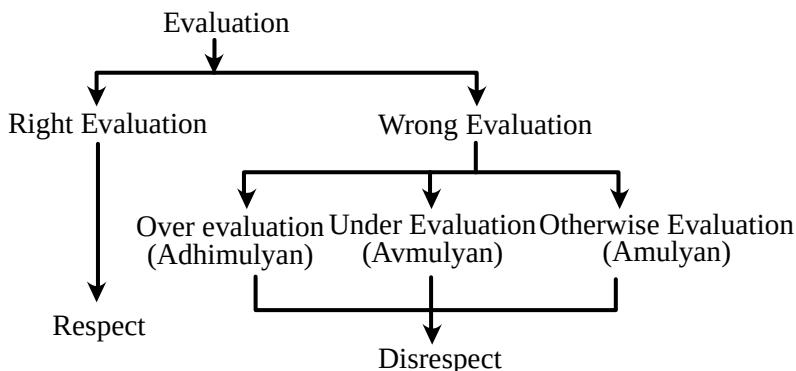


Figure-2.3

- Over Evaluation:** To evaluate for more than what it is. When someone praises you for an qualities which you don't possess, you feel uncomfortable.
- Under Evaluation:** To evaluate for less than what it is.

Example: If someone underestimates your qualities then also you feel uncomfortable.

(iii) **Otherwise Evaluation:** To evaluate for something other than what it is.

Example: When you are evaluated as something else, say donkey will feel uncomfortable.

If we do not evaluate an other person rightly, then it is showing disrespect for him. These feelings of disrespect can lead to resentments and protests. If trust and respect are ensured, the other feelings follow very easily.

2.7.2.1 Difference between Respect and Differentiation/Disrespect

Respect	Differentiation
Respect is right evaluation.	Differentiation is lack of understanding of respect.
Respect for others is generated by the right evaluation and understanding which leads to fulfilment in relationships. This further creates a sense of respect among people.	This differentiation can take the form of: a. Gender bias b. Generation gap c. Caste struggle d. Power play and e. Domination f. Communal violence g. Clash of race, religion,etc. h. Class struggle.
	It leads to escalation in the problems of society which further lowers the respect shown to others in society.

2.7.3 Affection

Affection: It can be defined as a feeling of being related to one another and make happy.

People accept an each other the way they trust and respect each other. Bonding between family members is based on a mutual trust and natural acceptance. When any of even commit a mistake due to misunderstanding, family bounding guides the space mid time to accept each

other and evaluate correctly. The physical facilities are shared in a family, it is often acceptable to an each other. Problems arise is assessing other based on a wealth. Physical facilities try to make the family stronger.

This is something that we can provide or receive. Affection is something that flows and moves from one person to another producing some emotion. This is the feeling of accepting other as one's relative. Affection is a expression of care.

It can be symbolizes security, protection, comfort, approval which is vital ingredients for any relationship. This is the positive feeling of liking and it is an emotion that can be derived from the recognition of one's own values in a character of another.

Example: Newly born baby makes its place in a home as well as in 'I' of the family members. It receives affection.

2.7.4 Care

Care refers to nurturing and protecting the body of one with whom we are related. This develops a sense of a responsibility towards a body of an other, especially when the other person is incapable of taking care of himself.

Feeling of care is the feeling to nurture and protect the body of our relative. In other words a state of mind in which one is troubled; worry, anxiety, or concern is called care. Care is level of active concern, or lack of negligence, towards avoidance of possible dangers, mistakes, pitfalls, and risks, demanded of a party as a duty or legal obligation.

We understand the human being as a coexistence of self ('I') and the body, and body is an instrument of 'I'. Based on this understanding, we take a responsibility of nurturing and the protecting a body of our relatives.

2.7.5 Guidance

Guidance here refers to special care or activities shown by an individual towards the other's 'I' in order to evoke right understanding and a sense of responsibility in him.

The feeling of ensuring right understanding and feelings in the other (my relative) is called as guidance. We understand the need of self ('I') for right understanding and feelings. The other is similar to me in his/her faculty of a natural acceptance, desire of wanting continuous happiness and program of a living in a harmony at all the four levels.

An other is also similar to me in a potential of desire, thoughts and the expectation.

Example: Care shown by parents towards their children.

2.7.6 Reverence

This is a feeling or attitude of deep respect. By showing reverence to the other person, we accept his excellence. This feeling of acceptance inspires an individual to acquire all those good qualities.

The feeling of acceptance of excellence in the other is called reverence. When we see that the other has achieved this excellence-which means to understand and to live in harmony at all the levels of living ensuring continuity of happiness, we have a feeling of reverence for him/her.

2.7.7 Glory

To attain excellence one has to make efforts. Recognition of these efforts and the feeling thus developed for that person is called as glory.

Glory is the feeling for someone who has made efforts for excellence. We find that there have been people in a history, or even around us, who are investing their time, energy and their belongings to achieve excellence (to understand and to live in harmony at all levels of living ensuring continuity of happiness), to make others excellent. It gives us a feeling of glory for them.

2.7.8 Gratitude

Gratitude is a feeling for a person who has helped 'me' to achieve my excellence. A feeling of giving thanks to them for all the things they do is called gratitude.

Gratitude is the feeling of acceptance for those who have made efforts for my an excellence. Gratitude is an emotion that occurs after people receive help, depending on how they interpret the situation.

Example: In our life, we come across many teachers, who bring out our hidden talents and lead us to excellence.

Specifically, the gratitude is experienced when people perceive the help they receive as,

- (a) Valuable to them.
- (b) Costly to their benefactor, and
- (c) Given by benefactor with benevolent intentions.

2.7.9 Love

It is a feeling of involvement with the entire existence. It is a feeling of being related to all are love or prema. Love is also known as Puma multi as it involves all human beings. It is a universal feeling shared in a society, family and friends. It is a natural acceptance and it is represented as a complete value.

Love begins by taking care of the closest ones- the ones at home. It is like a seed which sprouts first at home and then it grows into a tree. As a tree spreads its branches and gives shade, love also spreads its fragrance in all directions and soothes the human mind. So, where there is love, there is harmony.

Love is the emotion of a strong affection and personal attachment. In other words, love is a feeling of warm personal attachment or deep affection, as for a parent, child, or the friend.

This feeling or value is also called as complete value since this is the feeling of relatedness to all human beings. It starts with identifying that one is related to other human being (the feeling of affection) and it slowly expands to the feeling of being related to all human beings.

“Thinking with Love is truth, feeling with Love is Peace, acting with Love is right conduct, understanding with Love is non-violence”

Above mentioned values are core of all relations. One has to follow all to gain on a day to day problems. These values are intrinsic and available in every person. We need to find out in ourselves and implement. Without implementation, one cannot think of a strong family relation.

2.7.10 Difference between Belief & Understanding

Key point that underpins a distinction between understanding and belief is that and it is easy to think of a instances in which one understand (or) at least partly understand an idea while believing the completely different idea.

For example the student understands the concepts of a solar system still believing his/her religious doctrine. So beliefs are ad-hoc values while correct understanding is the universal human values.

An distinction between beliefs and understanding can be under-pinned by evaluating following points:

Beliefs	Understanding
Beliefs are the ad-hoc values.	Correct understanding is the univ- ersal human values.
They usually not the same for every-body.	They are same for everyone.
Beliefs are assumed values.	Understanding is evaluated values.
Belief usually change with time. For e.g. at one point of time you might have thought getting in to a good college is the most important now it may change to a getting a good job to a company or getting a job in a good company.	Understanding does not change with time.

2.8 COMPREHENSIVE HUMAN GOAL: THE FIVE DIMENSIONS OF HUMAN ENDEAVOUR

Identification of Comprehensive Human Goal

In order to facilitate the fulfillment of a basic aspirations of all human beings in a society. Following comprehensive human goal needs to be understood.

1. Right understanding is necessary for human beings, for all human beings. When one does not have right understanding one remains disturbed and also acts in a manner so as to create disharmony with other human being as well as with rest of nature.

2. Prosperity is needed in every family. Prosperity in the family means that the family is able to identify its needs and is able to produce/achieve more than its requirements.
3. Fearlessness/Trust in society means every member of society feels related to everyone else and therefore there is trust and fearlessness.
4. Co-existence in nature means there is a relationship and complementarity among all the entities in nature including human beings.

The comprehensive human goal. With a little exploration, we find that all four are required for a human society. We are not satisfied with anything less than this. This is the basic minimum requirement to ensure sustainable happiness and prosperity.

We can't cut down any of them. It is the minimum level that each one of us wants, and also maximum we can think of. We can't think of anything more than this. This is the target for each one of us, the whole human race and the human tradition.

Moment we leave anyone of them out, there will be loss of continuity, and goal cannot be achieved.

Samadhan: We can solve society's problems when we see beyond the contradictions of life. When we live in a higher consciousness, we obtain the higher knowledge that sees the higher harmonies which enable the resolution of every problem.

Samridhi (Prosperity): Prosperity is a state of flourishing, thriving, success, or good fortune. Prosperity often encompasses wealth but also includes other factors which are independent of wealth to varying degrees, such as happiness and the health.

Abhay: Man is eager to live and afraid to die. Most problems owe themselves to this fact. Fear of death might be reckoned as a prime fear but most primeval and basic fear is that of expectation being defeated, or more specifically, that of losing what one delusively thinks one owns.

Fear of losing what one is attached to (the family, for, example) gives birth to fear of death and therefore the former is most basic fear because one is attached to the body and is afraid to lose it. Fear resides

within and not outside us. External fear is mere fiction. When we succeed in cultivating fearlessness no incident, no external circumstances can strike fear in us.

Abhay is not associated with bhaya and nirbhaya, at all. Abhaya means fearlessness; it is a permanent state where there is no question of ever experiencing any fear.

Fear is only the delusion created by the mind; lack of fear is also a delusion created by the mind. Mistaking one thing for another leads to fear; recognizing the mistake and rectifying it, leads to removal of fear. These two, Bhaya and Nirbhaya, are associated with fear and freedom from fear.

Factors for Fear

There are many factors which can make a person develop fear.

1. Ignorance and distorted perception of a world.
2. Fear of unknown is the most common factor.
3. Fear of the past is due to guilty feelings attached to our past actions.
4. Fear of the future is insecurity and
5. Death is another major cause of fear for many people.

Steps to Attain Abhaya

1. Fear can be overcome when we enquire into the nature of its cause objectively and the causative factors are resolved.
2. Fear of the past can be overcome if we take responsibility for our actions and stop doing things which will add to our guilt later.
3. Insecurity can be overcome if we accept our limitations and perceive the wonderful cosmic order as a humble spectator.

Co-existence (Sah--astitva)

World is full of Diversity – there are different nations, cultures, religions, communities, languages, and beliefs. Beauty of existence can only be maximized if everything in this world is in a harmony. Peaceful, symbiotic co-existence is key to harmony in a world. For peaceful co-existence to occur in a diverse society the following must happen:

1. People must recognize that traditional interpretations of peaceful co-existence are outdated.

2. Governments and individuals must recognize that society needn't be homogeneous or institutionalized to serve an important purpose for people.
3. Members of varying cultures, countries and faiths must learn to respect a traditions, beliefs and the boundaries of one another.
4. Religion and politics must be separate and
5. An people must agree to disagree regarding certain moral values and beliefs and come to recognize that others can be different from them and yet be equally capable in their own unique manner.

We may also understand it in the following sequence;

Right understanding → Prosperity → Fearlessness (trust) → Co-existence.

Programs needed to achieve the comprehensive human goal and the five dimensions of a human Endeavour.

2.8.1 Comprehensive Human Goal

In order to facilitate the fulfillment of a basic aspirations of all human beings in a society. Following human goal needs to be understood in a comprehensive manner:

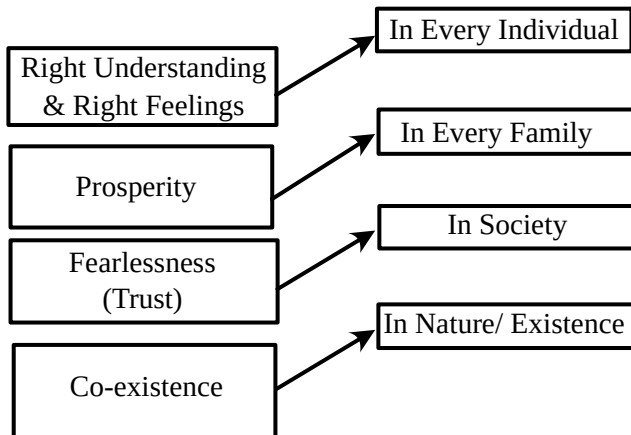


Figure-2.4

1. If one does not have the right understanding, one remains disturbed and also acts in a manner so as to create disharmony with an other human being as well as with rest of nature.

2. Prosperity in a family means that family is able to identify its needs and is able to produce/achieve more than its requirements.
3. Trust in a society means every member of society feels related to everyone else and therefore there is trust and the fearlessness.
4. Co-existence in a nature means there is a relationship and complementarity among all the entities in nature including human beings.

Abhaya means fearlessness; it is a permanent state where there is no question of ever experiencing any fear. Person with abhaya is continuously aware of his own reality; for him to become subject to fear would be impossible. Consider this quality of abhaya as just an absence of fear. Fearlessness in the society begins from the individual. We need to ensure right understanding in the individual as the foundation of harmony in a society.

With an right understanding, the need for physical facilities in a family can be ascertained. By assessing our needs correctly and by producing more than required a family can be prosperous. Assurance of right understanding in individuals and prosperity in the families, understanding of human relationships leads to harmony and trust (fearlessness) in a society.

If every individual is able to live harmoniously in a relationship, and the needs of all families are ensured, fearlessness (mutual trust) in a society will naturally follow. Hence, the state of absence of fear at a society level will only be achieved when we have right understanding at individual level and the prosperity at the level of a family

2.8.2 Five Dimensions of Human Endeavour

Comprehensive human goals are right understanding, prosperity, fearlessness and co-existence.

The programs needed to achieve the comprehensive human goals are,

1. Education - Right Living (Siksha - Sanskar)
2. Health - Self Regulation (Svasthya - Sanyam)
3. Justice - Preservation (Nyaya - Suraksha)
4. Production - Work (Utpadan - Kriya)
5. Exchange - Storage (Vinimaya - Kosh)

1. **Education - Right Living:** Having the process of education and right living leads to right understanding in the individual. An education refers to understanding harmony at all four levels of the living. While right living can be refers to commitment and the preparedness to live in a harmony at all four levels of living.
2. **Health-Self Regulation:** Sanyama refers to the feeling of responsibility for nurturing, protecting and the rightly utilizing a body. When the body is fit to act according to the needs of self ('I'), and, there is harmony among the parts of a body, it can be referred to as health or svasthya. Having the program for health and sanyam leads to well-being of a body, and identification of need for physical facilities which alongs with production can be ensures feeling of prosperity in the family.
3. **Justice-Preservation:** Justice (nyaya) can be refers to harmony in relationship between human beings, while preservation (suraksha) refers to harmony in the relationship between human being and rest of nature. Ensuring justice in relationship, or mutual fulfillment in relationship on the basis of values like Trust, Respect, etc., leads to fearlessness in a society, while Suraksha of nature - via enrichment, protection and the right utilization leads to co-existence in nature.
4. **Production - Work:** Production and work are for physical facilities, and it leads to a feeling of a prosperity in a family. Production is done in a harmony with a nature. Thus, it is also leads to co-existence with a nature.
5. **Exchange - Storage:** Exchange (vinimaya) refers to the exchange of physical facilities between the members of the society, while storage (kosa) refers to the storage of physical facilities that is left after fulfilling the needs of the family. When we store and exchange for mutual fulfillment and not for exploitation, then it leads to fearlessness (trust) in a society.

2.8.3 Prosperity in Families

We are not able to see that needs of a physical facilities can be limited and that, we can have more than what we need. We are only talking about how to generate wealth. We seem to have forgotten that the need

to have wealth is connected with the need to keep a body healthy and use it for the right purpose and not for an maximizing accumulation for purpose of the sensory enjoyment.

Fearlessness (Trust) in Society: In a place of working for fearlessness, we are working for strategic power. In the name of defence, we are misusing a valuable resources of a nature to make weapons and ammunitions.

We are becoming increasingly more fearful of an each other. Most of the countries in a world are busy preparing for war, in the hope that more and more competence for a war will leads to peace.

Co-existence with Nature: Instead of co-existing we are busy figuring out better ways to exploit a nature. We have tended to assume that the goal of our technological development is to get victory over nature, to subjugate a entities in a nature and to disrupt nature's cycle, in pursuance of our whims and the fancies.

We even have disregarded the truth that nature is our basic support systems and the disturbing its balance will result in our own destruction.

2.8.4 Recyclability and Self-regulation in Nature

There are several cyclical processes that we can see in a nature. For example the cycle of a water, evaporating, condensing and the precipitating back to water giving the weather phenomena.

The cycles keep these materials self-regulated on a earth. Breeds of plants and the animals are similarly self-regulated in their environment. In a forest, the growth of trees takes place in a way so that an amount of soil, plants and the animals remains conserved. It never happens that the number of trees shoots up and there is a lack of soil for an trees.

An appropriateness of a conditions for growth of both plants and the animals are self-regulated in a nature keeping the population proportions naturally maintained. This phenomenon is termed as self regulation. In a single breed of animals, the number of males and females generated through the procreation is such that a continuity of species is ensured by itself. It happens with humans too, but inhuman practices have led to disproportionate numbers of men and the women. These two characteristics namely, cyclical nature and self-regulation provide us with some clues of a harmony that is in a nature.

2.9 UNIVERSAL HUMAN ORDER

The sarvabhaum vyawastha (Universal Human Order) is the state of realizing the freedom of individual in context of this universe. The respect towards mankind and nature is must to establish the universal order. Having understood the comprehensive human goal, we are able to be in harmony not only with human beings, but also with the rest of nature. We are able to see that we are related to every unit in the nature and ensure mutual fulfilment in that relationship. Working on the five dimensions of human endeavour in the light of right understanding, we are able to work for an orderly living of the human society, whose foundational unit is the family and the final destination is the world family.

Universal Human Order (Sarvabhauma Vyavastha): Feeling of being related to every unit including human beings and other entities of nature.

Undivided society (Akhand samaja): Feeling of being related to every human being. An undivided human centric society is one of the higher human goals. Akhand samaj is the state of the society where all people of different religion and thought process live together and work towards betterment of the society.

Three activities can be performed to send the message of a holistic society:

1. **Educating Society through Workshops, Seminars and Street plays**

This is about organizing workshops, seminars and street plays at various levels in society. The activity may be carried out by N.G.O.'s but must receive the support of government organizations. These activities can be categorized into three types which include

- Knowing the self,
- Knowing the existence on basis of self,
- Knowing the definite human conduct which is contribution of self in existence.

2. **Value Education in Educational Institutions**

Value education should be introduced in current education system at all levels - primary school, secondary school, senior secondary school as well as college level.

3. Helping to Apply values to the Real World

Organizations - both government and non-government should open up counselling centres which can help their employees or general public to apply values to real life situations. It is about realizing the alternatives in life. Various individuals are on the way of selfexploration, finding their natural acceptance towards holistic approach of life and realizing it at all levels starting from self (with knowledge) to family (with meaningful relationships), then to society (education - health - production - business - services). The idea is not to live in isolation or individualism but with expansion of SELF to higher levels in the social system.

2.9.1 Right understanding in the Individuals is the basis for Harmony in the Family

The following are the right understanding in the individuals is the basis for harmony in the family, which is the building block for harmony in the society.

1. The harmony in the society begins from the individual. We need to ensure right understanding in the individual as the foundation of harmony in the society.
2. With right understanding, the need for physical facilities in the family can be ascertained. By assessing our needs correctly and by producing more than required the family can be prosperous.
3. Assurance of right understanding in the individuals and prosperity in the families, understanding of human relationships leads to harmony and trust (fearlessness) in the society. When every individual is able to live harmoniously in relationship, and the needs of all the families are ensured, fearlessness (mutual trust) in society will naturally follow.
4. When human beings with right understanding interact with nature, it will be in consonance with the coexistence and will be mutually enriching.

2.10 OUTCOMES

1. Understand the harmony in the family and in the society and the basic unit of human interaction.

2. Understand that the family is basic unit of all interaction and the set of proposals to verify harmony in family.
3. Understand the values in human relationships are Trust or Viswasa, Respect or Samman, Affection or Sneha, Care or mamata, Guidance or Kusalya, Reverence or shraddha, Glory or Guarava, Gratitude or Kritagyata, Love or Prema.
4. Understand the problems faced due to disrespect or differentiation in relationship.
5. To know a universal harmony order in the society and undivided society (AkhandSamaj), Universal Order (SarvabhaumVyawastha) from family to the world family.

2.11 REVIEW QUESTIONS

I. Long Answer Questions

1. Family is a natural laboratory to understand human relationships. Elaborate.
2. What is the outcome when we try to identify relationships based on the exchange of physical facilities?
3. Understand the values in human and human relationship.
4. Define affection. How does affection lead to harmony in family? What is the role of physical in the fulfillment of this feeling?
5. What is the meaning of Nyaya and protection?
6. Explain the trust (Vishwas) and respect (Samman) as the foundational values of relationship.
7. Write the difference between intention and competence.
8. Explain the feelings of care and guidance, glory, reverence and gratitude.
9. How can we move towards the universal human order?
10. “Right understanding in the individuals is the basis for harmony in the family, which is the building block for harmony in the society”.

II. Short Answer Questions

1. Write about relationships in human values.
2. Explain about harmony in the family.

3. Describe harmony.
4. What is the basic unit of human interaction?
5. List down the values in human relationships.
6. What are the salient values in relationship?
7. What is justice? What are its four elements? Is it a continuous or temporary need?
8. Define love. How can you say that the love is the complete value?

2.12 MULTIPLE CHOICE QUESTIONS

1. Sahastitva means ____ ()
(a) Co-existence (b) Co-operation
(c) Co-option (d) Corporate identity
2. Feeling of relatedness to all human beings is called ____ ()
(a) Love (b) Affection
(c) Responsibility (d) None
3. When nature is submerged in a space we call it ____ ()
(a) Nature (b) Existence (c) Co-existence (d) Space
4. Employing the body physically for production and maintenance of physical facilities is called _____. ()
(a) Labour (b) Family
(c) Society (d) None
5. When something is active or has activity, we call it a _____. ()
(a) Unit (b) Existence
(c) Co-existence (d) Space
6. A harmonious world is created by values at 4 levels. These are _____. ()
(a) Home, family, society, country
(b) Individual, family, society, universe
(c) School, home, office, temple
(d) None

7. Values important for relationship are many they may include: ()
- (a) Aggression (b) Competition
(c) Integrity and character (d) Arrogance
8. Harmony should be maintained in: ()
- (a) Between body and life
(b) Between self and society
(c) Between life & environment
(d) All the above
9. Many human values seem good or right due to ____ ()
- (a) Positive feelings (b) Internal happiness
(c) Natural acceptance (d) All of the above
10. ____ is the basis of ____ ()
- (a) Love, affection (b) Affection, love
(c) Sanyama, Swasthya (d) Swasthya, Sanyama
11. ____ is vital for the _____. ()
- (a) Love, affection (b) Affection, love
(c) Sanyam, Swasthya (d) Swasthya, Sanyama
12. The basic capacity of self is known as ____ ()
- (a) Strength (b) Weakness
(c) Control (d) Power
13. The power/capacity for selecting/tasting is ____ ()
- (a) Strength (b) Weakness
(c) Expectation (d) Power
14. ____ is the capacity of ____ ()
- (a) Caring, Affection
(b) Expectation, Selecting/tasting
(c) Selecting/tasting, Expectation
(d) Affection, Caring

15. The capacity of _____ could lead to _____ ()
- (a) Thoughts, desires (b) Thoughts, caring
- (c) Caring, Thoughts (d) Desires, Thoughts
16. Activity of desires, thoughts and expecting, together is called as _____ ()
- (a) Halogenation (b) Imagination
- (c) Assumption (d) Creation
17. What we analyze may keep changing, the activity of analyzing is _____ ()
- (a) Random (b) Unique
- (c) Continuous (d) All of the above
18. _____ is the foundational value in relationship. ()
- (a) Love (b) care (c) Unique (d) Trust

Answers

1. (a)	2. (b)	3. (b)	4. (a)
5. (a)	6. (b)	7. (c)	8. (d)
9. (d)	10. (c)	11. (c)	12. (d)
13. (c)	14. (b)	15. (a)	16. (b)
17. (c)	18. (d)		

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PROFESIONAL ETHICS IN EDUCATION

3.0 OBJECTIVES

After completion of this unit we should be able to understand:

- Basic concepts of professional ethics.
- Concept of co-opertaion and competence of professions.
- Fundamental principles in competence in professional ethics.
- Overview privacy, Integrity, Respect and Equality and trust relationship.

3.1 INTRODUCTION

Professional ethics means to develop professional competence with ethical human conduct. Ethical human conduct means definitiveness of human conduct. Profession is a significant domain of human activity targeted towards participating in a larger order which includes the society and the nature around.

Competence of living in accordance with an universal human values or participation of a unit in a larger order and its natural characteristics or svabhava. Professional ethics concerns the moral issues that arise because of specialist knowledge that professionals attain, and how the use of this knowledge should be governed when providing a service to the public.

Values are a part of our ethical conduct. These are natural outcome of realization and right understanding which are always definite. Values need not to be imposed through fear, greed or blind belief.

3.2 VALUE BASED LIFE AND PROFESSION

Social work can be defined as “profession to promote social change, problem solving in human relationships and empowerment and liberation of people to enhance well-being”. Main purposes of social work profession are to solve problems in a human relationship, support individuals or communities to seek social reform at different levels so that everyone can enjoy the better life.

Supporting and the empowering people, particularly poor, disadvantaged, oppressed and vulnerable people to achieve their basic needs is also the mission of social workers.

For many people, image for social workers can be mainly attached to child the protection workers. This is not a proper image. Social work profession is much broader than that. When the students come to the social work program, they can choose from a variety of concentrations from direct practice such as services for children and family, mental health, child welfare, school social work, to community practice like human service management, community organizing and the advocacy.

The social workers work and promote changes at different levels, from changes in individual, community, to society. An direct practice and community practice makes a social work approach become comprehensive. Without either one of those, change would be difficult to achieve and might not be sustainable.

An social work is the distinct profession which can be possesses a unique approach in their practice with clearly defined values and code of ethics. Social workers were and are providing a majority of services in mental health, family and the children’s services.

Social workers have also been very active in a community organizing and policy advocacy to seek the social reform at macro level. Thus, social workers needs to inform public better about those works so that more people can relate and engage into those causes better.

3.3 PROFESSIONAL INTEGRITY

Professional integrity is the practice of maintaining appropriate ethical behaviour. Professional integrity is the practice of showing strong adherence to moral and ethical principles and values such as honesty, honour, dependability and trustworthiness. People who behave with professional integrity generally uphold a moral standard of conduct, both in professional as well as personal endeavors.

These standards govern how professionals conduct themselves, their work ethic and their communication practices. It is what gives employees a reason to trust that leaders will place professional standards over their own self-interests.

Honesty is the basis for maintaining integrity. Being loyal to a company, producing the results expected of you and being trustworthy and reliable are all qualities that characterise someone who has professional integrity.

Integrity

Integrity is the act of behaving honorably, even when no one is watching. People with integrity follow moral and ethical principles in all aspects of life. Integrity should extend to professional areas at work such as decision making, interacting with colleagues and serving customers or clients.

C.S. Lewis, *"Integrity is doing the right thing, even when no one is looking." Integrity is a foundational moral virtue, and the bedrock upon which good character is built.*

3.3.1 Professional Integrity in Business

In business relationships too, honesty, truthfulness, honour, dependability and trustworthiness are all traits of those with integrity. It is upholding a mutual standard of conduct in both professional and personal endeavors. Standards governing professional conduct include knowing how you present yourself, your work ethic and how you communicate with others.

3.3.2 Equality and Respect

Professional integrity in an organisation depends upon two important aspects which is equality and respect. Equality means treating all the employees equally, irrespective of gender, status, capabilities. A person with integrity looks beyond his own personal interests and pursues team centered goals. This requires polite and professional communication, appropriate interactions and respect for the thoughts and opinions of Co-workers.

3.3.3 Is Professional Integrity is Possible in Actual Working

It is not possible to observe professional integrity at all times. Many a time it is deviation of the original concept of integrity.

For example

- (a) **Integrity in the case of social media forum:** When an issue arises in a social media forum, a person with integrity does not tee off in a public forum in a way that is disrespectful to the professions of coding. In other words a person with integrity finds a way to express disagreement or dissatisfaction in a way that is not disrespectful or demeaning others: It is a deviation of Professional Integrity.
- (b) **In case of Conferences:** Whether a person attend the industrial conference or any other conference of an association, he has to obey and follow the discussions of the conference and exhibit integrity and professionally work with others.
- (c) **Absolute integrity not possible:** True integrity requires absolute adherence, to appropriate moral code and honesty. It requires a person always be truthful when faced with the choice of acting with integrity. We are often required to choose the harder right than the easier wrong. However in actual practice most of the employers recognise that absolute integrity is something. We can only strive to achieve.

3.3.4 Important of Professional Integrity in the Workplace

Integrity is one of the most important attributes in a leader.

The following are the few reasons for intergrity such as;

1. **Employee satisfaction:** Employees are typically happier working for someone who they believe is trustworthy and dependable, someone who would never ask them to compromise their own principles. Integrity in a supervisor has been linked to job satisfaction and engagement, employee health and even life satisfaction.
2. **Reputation:** You need to behave with integrity. Investors need to trust you to consider investing in your business. Vendors need to trust that you will pay for goods and services. Maintaining professional integrity will allow you to build a strong reputation that will increase the trust and comfort others have in doing business with you.
3. **Clearer focus:** Consistently behaving with professional integrity means you have the energy to focus on what is important rather than wasting energy covering up bad practice.
4. **Stronger sales:** Now a days customers are motivated to buy from companies that are socially and environmentally responsible. The most effective way to create a culture of integrity and ethical behavior is to behave with professional integrity.

3.3.5 Tips for Maintaining Integrity

The following are the tips which you can use to maintain your own professional integrity and encourage an entire culture of ethical behavior in the workplace.

- i. Treat everyone as same.
- ii. Reward honesty.
- iii. Admit your mistakes.
- iv. Encourage teams to speak freely.
- v. Conduct self-assessments.
- vi. Keep your commitments.
- vii. Maximum effort.
- i. **Treat everyone as same:** Integrity is to know about honesty, wholeness and being the same person in all situations and with all people. Treat supervisors, coworkers and even the intern with the

same level of professionalism and respect, regardless of their level of seniority. The same applies to customers. Every customer should be given the best treatment, regardless of the level of service they pay for.

- ii. **Reward honesty:** It create a culture of integrity by encouraging others to be honest with you, even when they make costly mistakes. Reward honesty publicly and repeatedly until everyone on your team understands that it's always safe and always the best idea to be honest with you.
- iii. **Admit your mistakes:** Everyone makes mistakes and no one, from customers to employees, expects everyone to be perfect all the time. The key to behaving with professional integrity is admitting mistakes and apologizing when you're wrong. You must also demonstrate your regret through your actions and demeanor.
- iv. **Encourage teams to speak freely:** Encourage your team to come up with fresh and creative approaches to everyday business challenges you encounter. Team discussions regarding new ideas should be honest and critical, yet respectful and open-minded of other perspectives. Encourage your team to speak freely as well as give and receive constructive criticism to improve ideas.
- v. **Conduct self-assessments:** Periodically evaluate whether you are behaving with professional integrity. Evaluate whether you are heavily influenced by stronger personalities, pressured by your boss or tempted by easy money. Make a non-judgemental inventory of your own integrity and determine whether you need to take action based on potential areas of self-improvement.
- vi. **Keep your Commitments:** If you want to develop a reputation as being someone who delivers on their promises, make a habit of always keeping your word.
- vii. **Maximum effort:** Put all your focus and effort into something to reach a goal is a character trait that others admire. It demonstrates a strong work ethics and a commitment to results for the betterment of the organization.

3.3.6 Demonstrate of Integrity in the Workplace

- **Respect and follow company policies:** Workplace policies are created to guide you on best practices for everything from conduct to dress code. Follow the company policy that enables to make informed decisions based on the business' values and objectives.
- **Ready to work:** Employees with integrity, on the other hand, are willing to go above and beyond with their own work and help others out if the situation calls for it.
- **Respect others' opinions, even if you don't agree with them:** No matter how great your working environment may be, chances are there will be times when you simply don't agree with someone else's opinion. In these cases, it's still important to be respectful, listen, and take on board what the other person is saying.
- **Be accountable for your mistakes:** Everybody makes mistakes from time to time. Owning up to and being accountable for your mistakes demonstrates that you're honest and open to constructive feedback both traits that are common to people with a high degree of workplace integrity.

3.3.7 Examples of Integrity in the Workplace

Here are some examples of how integrity could look in the workplace.

1. Rohit missed a deadline for an important project due to two of his team members not delivering what was expected. Instead of blaming his team members, Rohit took responsibility for the missed deadline, making sure to provide further training and change the process to prevent missed deadlines from occurring again.
2. Sujatha and her peer Suma were discussing how to allocate their marketing budget for the upcoming quarter. Suma suggested that they put a large chunk of the budget towards a major marketing campaign at the start of the quarter. Although Sujatha decided they wouldn't be able to execute it so soon, she earmarked Suma's campaign idea for the following quarter so that they would have enough time to prepare and execute it further down the track.

3. Janu met with Bharathi, who she managed directly, for their fortnightly catch-up. Bharathi relayed that he was struggling to stay on top of his workload due to having to attend several meetings a day. Janu implemented a new process within her team to keep meetings to 30 minutes or less wherever possible and follow an agenda. She also set up a group online chat functionality so that team members could communicate more quickly and easily.

3.4 RESPECT AND EQUALITY

3.4.1 Respect

Respect means individuality. The sense of individuality is prime object. This is the first basic step towards respect (sammāna). Once we realized that we are individual then only we can see ourself different from others.

Respect is a basic requirement for nurturing friendship, team work and for the synergy it promotes and sustains. The principles should express in this regard are:

1. Recognize and accept the existence of other persons as human beings, because human beings have a right to live, just as you have.
2. Respect others ideas and decisions, words and labour (actions). One need not to accept or approve them, but shall listen to them first. One can correct or warn, if they commit mistakes. Some people may wait and watch as fun, if someone falls, claiming that they know others' mistake before and that they will fall.
3. Appreciate colleagues and subordinates on their positive actions. Criticize constructively and encourage them. They are bound to improve their performance, by learning properly and by putting more efforts.
4. Basically, the goodwill reflects on the originator and multiplies itself on everybody. This will facilitate collinearity, focus, coherence and strength to achieve the goals.

3.4.2 Equality

The concept of “Equality” grew out of the political, social and economic inequalities that exist in society from a very long time. Absolute equality is impossible to achieve .since. men differ in strength and physical powers, in mental ability and creative quality. As Laski puts, “it does not mean the identity of treatment and the identity of reward for efforts”.

Definitions

According to **D.D Raphall**, *“The Right to Equality proper is a right of equal satisfaction of basic human needs, including the need to develop and use capacities which are specifically human.”*

According to **Laski**, *“Equality means that no man shall be so placed in society that he can over-reach his neighbour to the extent which constitutes a denial of latter’s citizenship.”* Barker opined that “Equality means equal rights for all the people and the abolition of all special rights and privileges.”

According to **Barker**, *“Equality means equal rights for all the people and the abolition of all special rights and privileges”.*

G. Sartori explained that *“equality has so many facets and so many implications that after we have examined it from all angles we are left with a feeling of not having really mastered it.”*

Therefore, as a whole, equality does not mean absolute equality in all spheres and to every person. It does not aim at identity of treatment as intellectual and physical capacity varies. It opposes inequitable treatment. It means complete and absolute equality at the bottom most level and then equal opportunity to develop one’s inner potentiality.

3.4.3 Characteristic features of Equality

The following are the few characteristic features of equality.

- Equality stands for absence of all unnatural manmade inequalities and specially privileged classes in the society.
- It infers the system of equal and adequate opportunities for all the people in society.
- It does not stand for absolute equality. It accepts the presence of some natural dissimilarities or unequalities.

- It supports an equitable and fair distribution of wealth and resources i.e. Minimum possible gap between the rich and poor.
- It assumes the grant and guarantee of equal rights and freedoms to all the people.
- It means equal satisfaction of basic needs of all the persons before the special needs.
- It accepts the principle of protective discrimination for helping the weaker sections of society. In the Indian political system, right to equality has been given to all and yet there stands incorporated provisions for granting special protection facilities and reservations to persons belonging to scheduled castes, scheduled tribes, other backward classes, minorities, women, and children.

Thus equality stands for three basic features such as

- Absence of special privileges in society.
- Presence of adequate and equal opportunities for development of all.
- Equal satisfaction of basic needs of all.

3.4.4 Kinds of Equality

The following are the different kinds of equality such as

1. Social Equality.
2. Natural Equality.
3. Civil Equality.
4. Legal Equality.
5. Political Equality.
6. Economic Equality.
7. Equality of Opportunity and Education.

1. Social Equality

Social equality stands for equal rights and opportunities for development for all classes of people without any discrimination such as civil rights,

freedom of speech, property rights, and equal access to social goods and services. However, social equality also includes concepts of health equity, economic equality and other social securities.

It requires the absence of legally enforced social class or caste boundaries and the absence of discrimination motivated by an inalienable part of a person's identity.

Specifically, social equality stands for:

- (i) Absence of special privileges for any classes of people or caste or religions group or an ethnic group;
- (ii) Prohibition of discrimination against any one on the basis of caste, colour, creed, religion, gender and place of birth;
- (iii) Free access to public places for all the people, i.e. no social segregation; and
- (iv) Equal opportunity for all the category of people. However it accepts the concept of protective discrimination in favour of all weaker sections of society.

A modern central theme of social equality is to end gender inequality, to ensure equal status and opportunities to the women and to ensure equal rights of male and female children to live and develop.

2. Natural Equality

Though the fact that human differ in respect of their physical features, psychological traits, mental abilities and capacities, all humans are to be treated as equal humans. All are to be considered worthy of enjoying all human rights and freedoms.

3. Civil Equality

It is stand for the grant of equal rights and freedoms to all the people and social groups. All the people are to be treated equal before Law. Civil liberty comprises of the enjoyment of similar civil liberties and civil rights by all the citizens. The civil rights are right to life, right to freedom, right to property, right to religion, right to vote etc.

Civil laws should treat all the individuals equally. There should not be any discrimination of superior and inferior, the rich and the poor, caste and creed, colour and race, clan and tribes, groups and classes. Rule of law is in force in England and in the eyes of the rule of law all are equal. Equal treatment is given to all by the rule of law.

4. Legal Equality

Legal Equality is defined as equality before law, equal subjection of all to the same legal code and equal opportunity for all to secure legal protection of their rights and freedom. There should rule of law and laws must be equally binding for all. In every society equality must be ensured in all these forms.

5. Political Equality

Political Equality stands for equal opportunities for participation of all in the political process. The process involves the concept of equal political rights for all the citizens with some uniform qualifications for everyone. All citizens must possess similar political rights, they should have similar voice in the working of the government and they should have equal opportunities to actively participate in the political life and affairs of the country. Political equality guarantees the enjoyment of similar political rights to all citizens.

6. Economic Equality

According to **Lord Bryce**, Economic Equality “*is the attempt to expunge all differences in wealth’ allotting to every man and woman an equal share in worldly goods*”. But this concept of ideal economic equality can never be materialised in practical politics.

Economic equality does not indicate that equal treatment or equal reward or equal wages for all. It stands for fair and adequate opportunities to all for work and for earning of their livelihoods. It also means that primary needs of all should be met before the special needs of few are satisfied. The gap between rich and poor should be minimum. There should be equitable distribution of wealth and resources in the society.

7. Equality of Opportunity and Education

It stands for all the citizens should be given equal and similar opportunities by the state. All the individuals should have similar chances to receive education. They should have similar opportunities to develop their personality. Racial or any type of discrimination should not be observed. There should not be any distinction of caste and creed, colour and race, rich and poor. In India, all are provided with equal opportunities and all have equal rights to education.

3.5 PRIVACY

Meaning: It is the ability of the individual or group to rectude themselves or information about themselves and there by express themselves selectively. The right of privacy is recognised all over the world and the right is not to be subjected to unsanctional, invasions of privacy by the government, corporations or individuals.

Privacy is the interest that individuals have in sustaining 'personal space', free from interference by other people and organisations. Drilling down to a deeper level, privacy turns out not to be a single interest, but rather has multiple dimensions.

3.5.1 Multiple Dimensions or Types of Privacy

The following are the dimensions or types of privacy.

1. **Privacy of the Person:** Sometimes referred to as 'bodily privacy'. This is concerned with the integrity of the individual's body. Issues include compulsory immunisation, blood transfusion without consent, compulsory provision of samples of body fluids and body tissue, and compulsory sterilisation.
2. **Privacy of Personal Behaviour:** This personal behaviour relates to all aspects of behaviour, but especially to sensitive matters, such as sexual preferences and habits, political activities and religious practices. However, the notion of privacy of personal behaviour concerns activities that happen in public space, as well as private

space, and Clarke makes a distinction between casual observation of behaviour by a few nearby people in a public space with the systematic recording and storage of information about those activities.

3. **Privacy of Personal Communications:** It aims to avoid the interception of communications, including mail interception, the use of bugs, directional microphones, telephone or wireless communication interception or recording and access to e-mail messages. This right is recognised by many governments through requirements that wiretapping or other communication interception must be overseen by a judicial or other authority. This aspect of privacy benefits individuals and society because it enables and encourages a free discussion of a wide range of views and options, and enables growth in the communications sector.
4. **Privacy of Personal Data:** Individuals claim that data about themselves should not be automatically available to other individuals and organisations, and that, even where data is possessed by another party, the individual must be able to exercise a substantial degree of control over that data and its use. This is sometimes referred to as 'data privacy' and 'information privacy'.
5. **Privacy of Thoughts and Feelings:** People have a right not to share their thoughts or feelings or to have those thoughts or feeling revealed. Individual persons should have the right to think whatever they like. Such creative freedom benefits from society because it relates to the balance of power between the state and the individual. This aspect of privacy may be coming under threat as a direct result of new and emerging technologies.
6. **Privacy of Location and Space:** Individuals have the right to move about in public or semi-public space without being identified, tracked or monitored. This conception of privacy also includes a right to solitude and a right to privacy in spaces such as the home, the car or the office. Such a conception of privacy has social value. When citizens are free to move about public space without fear of identification, monitoring or tracking, they experience a sense of living in a democracy and experiencing freedom.

7. **Privacy of Association:** Privacy of association is concerned with people's right to associate with whomever they wish, without being monitored. This has long been recognised as desirable (necessary) for a democratic society as it fosters freedom of speech, including political speech, freedom of worship and other forms of association.

3.5.2 Chief Contents or Aspects of Privacy

The following are the chief contents or aspects of privacy.

1. Right to be let alone,
 2. Limited access,
 3. Control over information,
 4. States of privacy,
 5. Secrecy,
 6. Personhood
 7. Autonomy,
 8. Self identity
 9. personal growth,
 10. Intimacy,
 11. Personal privacy,
 12. Organisational privacy.
-
1. **Right to be let alone:** The right to privacy is regarded by some as the right to be let alone. It means the right of a person to choose seclusion from the attention of others and the right to be immune from scrutiny.
 2. **Limited access:** It means the right of every man to keep his affairs to himself and to decide for himself to what extent they shall be the subject to public observation and discussion.
 3. **Control over information:** Control over one's personal information is the concept that privacy is the claim of individuals, groups or institutions to determine for themselves and to what extent of information about them is communicated to others.

4. **States of Privacy:** Alan Westin advocated four states or experiences of privacy. They are solitude, intimacy, anonymity and reserve.

- **Solitude:** It is a physical separation from others.
- **Intimacy:** Intimacy is a close, relaxed and frank relationship between two or more individuals.
- **Anonymity:** It is the desire of individuals for times. of public privacy.
- **Reserve:** Reserve is the creation of a psychological barrier against unwanted intrusions.

In addition to the psychological barrier of reserve, Kirsty physical, identified three more kinds of privacy barriers viz., physical, behavioural and normative barriers.

- **Physical Barriers:** Physical barriers such as walls and doors prevent others from accessing personal informations about him or her.
 - **Behavioural Barriers:** Behavioural barriers communicate to others verbally or non verbally through personal space, body language etc. that an individual does not want them to access.
 - **Normative Barriers:** Normative barriers, such as laws and social norms restrain others from attempting to access.
5. **Secrecy:** Privacy is sometimes defined as an option to have secrecy. Privacy is the right of the people to conceal information about themselves and others might use for their disadvantage. In secrecy, the individuals keep some information secret and private, while they choose to make other information to public and private.
6. **Personhood:** Privacy may be understood as a necessary pre-condition for the development and preservation of personhood. It means, recognition or identification of one's ownerships of his or her physical and mental reality and a moral right to his her self determination.
7. **Autonomy:** Autonomy is a concept closely connected to that of personhood. An autonomous self concept entails the conception of

one self as a purposeful, self-determining responsible agent and an awareness of one's capacity to control the boundary between the self and the other.

8. **Self Identity:** Privacy may be understood as a pre requirement for the development of a sense of self identity. Privacy barriers in particular are instrumental in this process. According to **Irwin Altman**, such barriers define and limit the boundaries of the self and thus serve to help define the self.
9. **Personal growth:** Privacy may be seen as a state that fosters personal growth, a process integral to the development of self-identity. It is suggested that without privacy-solitude, anonymity and temporary releases from social roles - individuals would be unable to freely express themselves and to engage in self discovery and self - criticism.
8. **Intimacy:** Intimacy stands for close relationship with others may be in the form of close friendship or intimate relationships with others. As a part of close human relations, the individuals try to self - disclose, if not all personal information to others.
9. **Personal Privacy:** It stands for physical privacy. Physical privacy stands for preventing intrusions into one's physical space or solitude.

In other words, it is the right of the people to secure in their persons, houses, papers and effects against unreasonable searches and seizous. Personal privacy denote personal dignity.

10. **Organizational privacy:** Government agencies, corporations, groups, societies and other organisations may desire to keep their activities or secrets from being revealed to other organisations or individuals by adopting various security practices. Organisations may seek legal protection for their secrets.

For example, a government administration may be able to invoke executive privilege, or declares certain information to be classified, or a corporation might attempt to protect trade secrets.

Realising the importance of privacy in almost all the countries of the world recognised the right to privacy as a fundamental right. The breach of Right to Privacy is punishable in the court of law. However there is a threat to the Right of Privacy through Internet, Twitter and Facebook.

3.6 PRIVACY LAW

Privacy law is the area of law concerned with the protection and preservation of the privacy rights of individuals. Increasingly, governments and other public as well as private organizations collect vast amounts of personal information about individuals for a variety of purposes. The law of privacy regulates the type of information which may be collected and how this information may be used. The scope of applicability of privacy laws is called expectation of privacy.

3.6.1 Classification of Privacy Law

Privacy Laws can be broadly classified into two ways such as

1. General Privacy Law.
 2. Specific Privact Law.
1. **General Privacy Law:** General privacy laws have an overall bearing on the personal information of individuals and affect the policies that govern many different areas of information.
 2. **Specific Privacy Law:** These laws are designed to regulate specific types of information. Some examples are included in this specific privacy law are
 - Health privacy laws.
 - Financial privacy laws.
 - Online privacy laws.
 - Communication privacy laws.
 - Information privacy laws.

3.6.2 Reasons for Adopting Comprehensive Laws on Privacy

There are three major reasons for the movement towards comprehensive privacy and data protection laws. Many countries are adopting these laws for several reasons.

- To reform or redress past injustices. Many countries, especially in Central Europe, South America and South Africa, are adopting laws to reform or redress privacy violations that occurred under previous authoritarian regimes.
- To stimulate electronic commerce. Many countries, particularly in Asia, but also Canada, have developed or are currently developing laws in an effort to promote electronic commerce. These countries acknowledge consumers are disturbed with their personal information being sent worldwide. Privacy laws are being introduced as part of a package of laws intended to facilitate electronic commerce by setting up uniform rules.
- To verify the laws are consistent with Pan-European laws. Most of the countries in Central and Eastern Europe are adopting new laws based on the Council of Europe Convention and the European Union Data Protection Directive. Many of these countries hope to join the European Union in the near future. Countries in other regions like Canada, are adopting new laws to ensure that trade will not be affected by the requirements of the EU Directive.

3.7 BUILDING TRUSTING RELATIONSHIP

Defining a Good Relationship

A good work relationship requires trust, respect, self-awareness, inclusion, and open communication. Let's explore each of these characteristics.

- **Trust:** The ability to trust your coworkers and the feeling that you can rely on them is an important characteristic when building a workplace relationship.
- **Respect:** teams working together with mutual respect value one another's input, and find solutions based on collective insight, wisdom, and creativity.

- **Acceptance:** Acceptance and understanding of one another and your role in the workplace relationship is an important element.
- **Self-awareness :** this means taking responsibility for your words and actions, and not letting your own negative emotions impact the people around you.
- **Inclusion:** don't just accept diverse people and opinions, but welcome them! For instance, when your colleagues offer different opinions from yours, factor their insights and perspective – or “cultural add ” – into your decision-making.
- **Open communication:** Open communication is crucial to any relationship, including a workplace one. Encouraging open communication, asking questions and getting to know your coworkers is one of the first steps toward a working relationship.

3.7.1 How to Build Good Work Relationships

Building positive relationships in the workplace may come naturally to some. However, even if you are unsure how to transition coworker relationships into positive workplace relationships, you can use the following steps:

1. Identify Your Relationship Needs

Do you know what you need from others? And do you know what they need from you? Understanding these needs can be instrumental in building better relationships.

2. Develop Your People Skills

Good relationships start with good people skills. Take our quiz *How Good Are Your People Skills?* to test how well you collaborate, communicate, and deal with conflict. The quiz will also point you toward useful tools to improve any weak areas.

3. Focus on your Emotional intelligence (EI)

Emotional intelligence (EI) is your ability to recognize your own emotions, and better understand what they're telling you. By developing your EI, you'll become more adept at identifying and handling the emotions and needs of others.

4. Practice Mindful Listening

People respond better to those who truly listen to what they have to say. By practicing mindful listening, you'll talk less and understand more. And you'll quickly become known as trustworthy.

5. Schedule Time to Develop Relationships

Building positive relationships in the workplace takes time. The daily expectations and duties of your position can make it difficult to find time to interact with other team members. By scheduling time to develop relationships, you will find it easier to interact with and get to know your coworkers. You might schedule time during lunch, during the first 10 minutes of your workday or as you are leaving the office at the end of the day. You could even schedule the first 10 minutes of a meeting to be a time when everyone catches up with one another. Additionally, many employers have after-work outings or team events which can be great for building workplace relationships.

6. Manage Your Boundaries

Make time, but not too much! Sometimes, a work relationship can impair productivity, especially when a friend or colleague begins to monopolize your time. It's important to set your boundaries and manage how much time you devote to social interactions at work.

7. Appreciate Others

Everyone, from your boss to the intern, wants to feel that their work is appreciated. So, genuinely compliment the people around you when they do something well. Praise and recognition will open the door to great work relationships.

8. Be Positive

Focus on being positive. Positivity is contagious and people gravitate to those that make them feel good.

9. Avoid Office Gossiping

Office politics and gossip can ruin workplace relationships. If you're experiencing conflict with someone in your group, talk to

them directly about the problem. Gossiping with other colleagues will only exacerbate the situation, accelerating mistrust and animosity.

10. Be present in the workplace

With the many responsibilities and requirements that come with the workday, it can often feel like the day flies by. It might feel more productive to multi-task throughout the day, answering emails during a team meeting or working on your report during lunch. However, these tasks prevent you from being present. By paying attention to those around you, beginning communication and getting to know your coworkers, you will find that you are able to build workplace relationships with minimal effort.

3.8 POSITIVE COOPERATION

Concept of Positive Cooperation

Professional Ethical Education - Positive Collaboration - Concept.

Cooperation is an integral element of teamwork, collaboration, and coordination. Cooperation usually consists of two or more people sharing ideas or activities. You often share the information you generate from cooperation - while it is sometimes required, it is an informal process. Compared with teamwork, collaboration, and coordination, cooperation is the activity that requires the least amount of shared purpose and dependence on team members.

For example, all kinds of work can be done quickly and efficiently with the cooperation of everyone in the fields like education and medicine. Positive cooperation shows the way to resolve conflicts between employees. Team work in professional moral education is a symbol of cooperation in academia. 'Team work makes dreams come true,' says **John C. Said Maxwell**. Teachers and students collaborate with each other to achieve their goals.

In professional moral education students must cooperate with each other and come together as a team. The primary role of teachers as a leader is similar to motivating them. Positive collaboration influences

students as an employer, supervisor or leader. Shows positive collaboration on how to build the most effective team in professional education.

It is the cornerstone of teamwork. So collaboration defines leading to the formation of a group of people who work together for the benefit of everyone.

In some organizations, heavy competition to acquire resources leads to a focus on short-term gains, neglecting the long-term gains of cooperation. In other organizations, cooperation seems to be rooted in informal agreements between the parties involved in such a way that it leads to benefits for all. If the level of cooperation is high, the goals of the organization as a whole will be better served.

It is often the quality of cooperation that distinguishes successful from less successful organizations. Therefore, managers are challenged to foster cooperation within the company.

- To ensure that the company is able to quickly adapt to changes in the environment;
- To ensure that the company is well positioned in inter-organizational networks.
- To ensure that flexibility in production or services is assured to cope with changes in the environment.

3.8.1 Importance of Cooperation

In professional moral education, collaboration is seen when students work together for a common goal. Cooperation refers to the need for everyone to recognize value and have a positive attitude and they need to know what is needed when cooperating. This approach facilitates working together to achieve a specific goal. But many scholars do not consider cooperation to be a luxury and an important human value. The collaboration has been appreciated for years for its importance. This value demonstrates kindness and concern for others. The true significance of this value begins with the work of caring for those who do not care about themselves. Always rely on someone else for help at one time or another.

3.8.2 Advantages of Cooperation

1. Reduces unproductive competition

Team cooperation encourages employees to work together for the benefit of the organization. It reduces the desire of employees to compete against each other, which often is never good for the business, and instead focus on working together to achieve a common goal.

When you foster teamwork in your organization, you will realize that employees fight less especially on issues that do not help the organization. The positive result for your firm makes everyone look good. Failure of the organization results in a black mark for everyone associated with it.

2. Enhances knowledge sharing

In a team, every member is encouraged to participate and contribute to the task at hand which results in compounded outputs. When employees work cooperatively, their efforts multiply, become stronger and better. In the process, the employees working together to share their ideas as each of them gain new perspective and knowledge. While individual workers can also do that, team cooperation is well-defined and can help employees expect help from their teammates.

Sharing knowledge results in learning opportunities for employees which would not be possible if each team member were looking out for their limited interests. In this way, all team members can benefit, even if later on they each go their separate ways to pursue better opportunities.

3. Fosters good communication

It also emphasizes good communication within employees and the organization at large. Employees who work well together and consider themselves as part of the team incline towards better communication. The entire organization can benefit from team cooperation that leads to better communication.

Furthermore, effective communication in an organization reduces misunderstandings, conflicts, and delays in work delivery this is very important for the success of the organization.

4. Easy achievement of organizational goals

It can be agreed that creating the right level of teamwork is not always easy. However, having said that we need to keep in mind that it is not impossible.

As a manager, it is important that you motivate your employees so that they work towards a goal and set to achieve it. In an organizational environment, you must be able to promote the best possible ethics among a workforce. This will ensure that everyone will get on board and strive to work towards the common goal. With team cooperation, everyone's morale will get naturally boosted once there is a healthy work environment, improving employee motivation and ultimately incline everyone towards the achievement of organizational goals, visions, and objective.

5. Establishes trust

Working in a team builds confidence in any setting, and in team cooperation, it creates strong relationships among employees. Trust in a team also tends to allow a brilliant flow of ideas. This helps team members to share their thoughts and encourage each other during and after work.

Team cooperation, allows employees to learn its importance and that losses and wins affect each member of the team. This in turn instills confidence in them about the other teammates. When employees trust each other in a team, they establish a strong foundation of relationships that endure minor conflicts especially those that arise due to individual differences.

3.9 ETHICAL COMPETENCE

Definition of Ethical competence

Ethical competence is the quest for knowledge and action that defines right and wrong behavior. What does it mean to be ethically competent? Why is ethical competence so important? How is it achieved?

In demand within and across academic disciplines and applied professions - medical, engineering, law, psychology, social work, public administration, and more. At its root, ethical competence resides in the human quest for knowledge and action that defines right and wrong

behavior, the touchstone of ethics. Thus, an ethically competent person is one who through innate or learned behavior can distinguish between right and wrong and act accordingly.

Developing ethical competence in the individuals (professional) is the only effective way to ensure professional ethics. In the absence of such competence, administering oaths and prescribing codes of conduct etc. are mere formalities. It was due to lack of correct understanding about comprehensive human goal and the assumption that sensory enjoyment and prosperity lies in the accumulation of wealth which leads to unethical practices. Hence the need of the hour is to develop ethical competence in profession through value education which is possible only by one's right understanding.

3.9.1 Salient features of competence in Professional Ethics

The following are the salient features of competence in Professional Ethics

- a) Clarity about the comprehensive human goal (Samadhana, Samriddhi, Abliaya, Sahastitva) and its fulfilment through universal human order from family to world family.
- b) Confidence in the harmony as well as confidence in myself and co-existence prevailing in entire existence based on right understanding of oneself and the rest of existence.
- c) Competence in professional ethics is mutually fulfilling behaviour, clarity and confidence in ethical human conduct and its co-relation with sustainable personal as well as collective happiness and prosperity.
- d) Competence in professional ethics is mutually enriching interaction with nature, ability to assess the needs for physical facilities for the family and their fulfilment through production systems ensuring harmony in the nature.
- e) Competence in professional ethics is actualising one's understanding.

3.9.2 Respecting the Competence of other Professions

Developing ethical competence in the individuals (professional) is the only effective way to ensure professional ethics. Believe it or not, professionalism and ethical behaviour can benefit your career or future and improve your chances of future success. In general, professional behavior comes down to ethics and dedication. It is very important to have the necessary skills to make your work effective.

Respecting the competence of other professions with professional ethics can help you reach a higher level that will contribute to future career success. One should have a respectful attitude towards others at all times, even in times of stress.

3.9.3 Fundamental Principles in Competence in Professional Ethics

Within the Code, Fundamental Principles are set out in Part A. As a member body of International Federation of Accountants (IFAC), ACCA can be required to apply an ethical standards that are at least as stringent as those stated in International Ethics Standards Board for Accountants Code of Ethics for Professional Accountants (the IESBA Code).

The IESBA Code is revised, ACCA Rulebook is reviewed and updated as necessary, to ensure that it remains aligned with the IESBA Code.

Fundamental Principles set out an obligations placed on all members, whether or not they are in practice. The five principles are,

- (i) **Integrity:** Members shall be 'straightforward and honest in all professional and business relationships'. ACCA Rulebook (and the IESBA Code) goes on to state that integrity implies not merely honesty but fair dealing and the truthfulness.
- (ii) **Objectivity:** Members shall not allow bias, conflicts of interest or undue Influence of others to compromise their professional or business judgment.

(iii) **Professional Competence and Due Care:** Members have a continuing duty ‘to maintain professional knowledge and skill at a level required to ensure that clients or employers receive competent professional service’.

Members shall ‘act diligently in accordance with applicable technical and professional standards when providing professional services’.

(iv) **Confidentiality:** Members shall respect a confidentiality of information ‘acquired as the result of professional and business relationships’, and shall not disclose any such information to third parties ‘without proper and specific authority or unless there is a legal or professional right or duty to disclose’. Similarly, confidential information acquired as the result of professional and business relationships shall not be used to personal advantage of members or third parties.

(v) **Professional Behaviour:** Members shall comply with an relevant laws and the regulations and shall avoid any action that may discredit the profession. ACCA Rulebook goes further and states that members shall ‘behave with courtesy and consideration’ towards all with whom they come into a contact in the professional capacity.

3.10 OPENNESS

Openness means being open in terms of sharing information so employees know what’s going on, and crucially, feel heard. But it also means being, and expecting, an openness to different ways of working — different styles, different opinions, and, critically, feedback. It means openness to change.

Definitions

1. Proactive communication and inclusive bi-directional dialogue and interactions on things that matter to the physical and psychological well being of the employees.
2. We welcome people, perspectives and ideas with an open mind.
3. Where there is freedom to express and create one’s own value.

3.10.1 Drivers of Openness in an Organization

Openness in an organization's culture is driven by the following factors.

1. Encouraging Innovations and risk-taking.
2. Having Decentralized Decision Making.
3. Practicing Informal Communication.
4. Incorporating Transparency.
5. Have open Information Sharing.
6. Value diversity rather than uniformity.
7. Make People feel valued and supported.

1. Innovations and risk-taking

Leaders need to take the first step in extending trust to those they lead. Through their words and actions, leaders can send the message that appropriate and thoughtful risk-taking is encouraged and rewarded. When people feel trusted and secure in their contributions to the organization, they don't waste energy engaging in CYA (cover your "assets") behavior and are willing to risk failure.

The willingness to take risks is the genesis of creativity and innovation, without which organizations today will die on the vine. Creating a culture of risk-taking will only be possible when mistakes are viewed as learning opportunities.

2. Decentralized Decision- making

Decentralized decision-making practices ensure that decision rights are as close as possible to the people who deal with customers, competitors, front-line employees, and other stakeholders. By doing so one can avoid the delays associated with information and approvals traveling up and down the management hierarchy. Creating systems for high involvement in change efforts, openly discussing decision-making criteria, giving and receiving feedback, and ensuring organizational policies and procedures and applied fairly and equitably are all valuable strategies to ensure decentralized decision-making.

On an individual basis, it's important for the leaders to remember that their people want to know the company's values, beliefs, and what motivates the decisions and actions.

3. Open Information Sharing

In the absence of information, people will make up their version of the truth. This leads to gossip, rumors which results in people questioning leadership decisions and losing focus on the mission at hand. Leaders who share information about themselves and the organization build trust and credibility with their followers.

When people are entrusted with all the necessary information to make intelligent business decisions, they are compelled to act responsibly and a culture of accountability can be maintained.

4. Valuing Diversity

Creating a diverse workforce can contribute to:

- Increased retention and productivity.
- Increased responsiveness of an organization to the diverse world of customers.
- Better relations with the surrounding community,
- Expanding the creativity of the organization overall.
- To value diversity, one needs to develop an understanding of what is diversity. It needs to be seen as an area of opportunity. Diversity must be taken into account during recruitments, talent development, mentorship, partnership, communication, etc.

5. Making People feel Valued

When employees feel valued, they're more likely to remain loyal to the organization, even if it's not perfect. Increased job satisfaction can lead to improved performance and reduced turnover. Clearly, employers have an incentive to ensure employees feel valued but how can they do that? Let's take a look at some ways.

Recognition: The simple and obvious first answer to making employees feel valued is to provide them with the recognition they deserve.

This can come in many forms, but the important thing is that it happens. It can be one-on-one, in a group setting, in the form of raises or bonuses, etc.

Solicit employee opinion and utilize it as much as possible. Ask them not only about the work but also about the job itself: what's good and bad about it and how it can be improved

Provide work that offers the right level of challenge showing that you trust their capabilities

Say "thank you" simple, but effective, and often overlooked. This can be done in a lot of different ways. For example, a simple verbal thank-you from a manager can be meaningful. It can also be meaningful for a leader to publicly thank an entire team for their efforts.

6. Role of Transparency

Of all the drivers of openness, transparency tends to serve most of all. Here are ways of incorporating transparency in a corporation:

- Everyone working on a project or initiative should have access to all pertinent materials by default.
- Motivation and training should be programmed such that people willingly disclose their work, invite participation on projects before those projects are complete and/or "final," and respond positively to request for additional details.
- People affected by decisions should have the provision to access and review the processes and arguments that lead to those decisions.
- People should value both success and failures for the lessons they provide.
- Goals should be public and explicit.

7. Informal Communication

Informal communication at work is any type of communication that doesn't take place using formal methods or structures in a company. It can be spoken, written or even conveyed through gestures and body language.

The informal communication network that exists in a workplace is often termed “the grapevine”. This is when colleagues chat or gossip about what’s going on in the company.

3.11 LOYALTY

Loyalty is an essential quality in any close relationship. When your person is loyal, it’s a strong assurance of another person. Whether it be in work, business, family, friendship or a relationship, loyalty builds from specific characteristics

According to **Royce**, *Loyalty is a virtue, indeed a primary virtue, “the heart of all the virtues, the central duty amongst all the duties”. ... The short definition that he gives of the idea is that loyalty is “the willing and practical and thoroughgoing devotion of a person to a cause”.*

3.11.1 Loyalty towards Goals and Objectives

Concept of loyalty: The success of an organisation in the achievement of its goals and objectives mainly depend upon, the loyalty of its employees. In general the duty of loyalty means an employee is obliged to render loyal and faithful service to the employer. This is to act with good faith and not to compete with others but rather to advance the employer’s interests.

Loyalty requires that an employee refrain from acting in a manner, contrary to the employer’s interest. This duty creates some basic rules that employees must follow on the job and provides employer with enforceable right against employees who violate them.

Further without the consent of the employer, an employee cannot hold a second job, it would compete or conflict with the first job. The degree of loyalty is usually related to the degree of responsibility or trust an employee places in an employer. In a nutshell loyal employees dedicate their services to the success of an organisation and do not actively search for an alternative employment and are not responsive to others.

3.11.2 Differing Concepts of Loyalty

1. **Recruitment of employees “at will”:** The nature of appointment by the organisation had its impact on loyalty. If an employee

is appointed “at will”, there is no security of job and employees feel less loyalty to an organisation. Of course “at will” employment means the employee can also quit the job at any time.

The right to “equal treatment with respect to employment” protects persons in all aspects of employment, including applying for a job, recruitment, training, transfers, promotions, terms of apprenticeship, dismissals, layoffs and terminations.

2. **Economic phenomenon affecting loyalty:** An economic phenomenon affecting loyalty in the private sector was the switch from defined benefit to defined contribution retirement plans. In defined benefit plan employee benefits are usually sponsored or paid fully by the employer and calculating using formula based on length of employment, salary history and other factors. In that the employer administers the plan and manages the investment risk, promising the employee to set payout upon retirement. Often it is called pension plans on retirement.

In contribution plan, the employees invest a certain percentage of his salary in the form of retirement fund, where it is matched (partially or fully) by the employer. Defined benefit plans reward longevity in the firm, whereas defined-contribution plans reward high earnings over seniority. Thus with the growth of defined contribution plans, some reasons for staying with the same employer over time are no longer applicable.

3. **Two leading reasons to leave the job:** There are two leading reasons that compel the employee to leave their job. They are at first higher pay and second, personal reasons like family problems, health, marriage etc.
4. **Money alone does not motivate an employee to higher performance:** It is true that increasing salary or other benefits like bonuses or rewards or increments can be a way of demonstrating both the company's loyalty to its employees and the role it believes employee's best interest play in its mission. For example, some employees, simply being acknowledged and thanked for their service and good work can go a long way toward sparking their loyalty.

5. **Improve employees loyalty is a challenge to managers:** In any organisation or company salary plays an important role in an employee's decisions to move to a new job. Therefore retention of bonuses is a popular and perhaps more successful technique for instilling loyalty. Maintaining competitive pay is an important part in instilling loyalty of the employee to the employer or an organisation.
6. **Change in the attitude of old and present generation of employees:** Now-a-days, the attitude of the most of the employees is not to stay with the current job longer than three years. Their attitude is to shift to a another job for better pay for better future or career. But the old employees are different. Old employees believe that working for the organisation in their best option.

3.12 OUTCOMES

- Understand the value of education, professional integrity, respect and equality, privacy, develop trusting relationships.
- Understand the development of positive cooperation and respecting their competence of other professions.
- To know the scope of applicability of privacy laws and classifications of privacy law.
- Understand about the loyalty and its goals and objectives.

3.13 REVIEW QUESTIONS

I. Long Answer Questions

1. What do you understand by Professional Integrity and respect and explain about building relationship in professional ethics?
2. What is meant by professional integrity? Is it possible in actual practice.
3. What is meant by Equality? What are its different kinds?
4. What is privacy? What are its aspects of privacy?
5. Explain the concept of positive Cooperation and respecting the competence of others in professional ethics education.

6. What is openness? What are its contents?
7. Assess the role of loyalty in an organisation towards its goals and objectives?
8. Explain Privacy law and its classification?

II. Short Answer Questions

1. What do you mean by professional ethics. Explain.
2. Competence in professional Ethics.
3. What is professional integrity?
4. Tips for maintaining integrity.
5. Define economic equality?
6. Define social equality?
7. Explain advantages of cooperation?
8. Define privacy law?
9. Define political equality?
10. Define legal equality?

3.14 MULTIPLE CHOICE QUESTIONS

1. Competence in professional ethics refer to _____ ()
 - (a) Ability to utilize power effectively
 - (b) Ability to augment the universal human order
 - (c) Ability to make profit
 - (d) Both b and c.
2. Developing ethical competence in the profession is the only effective way to ensure (Professional ethics) ____ ()
 - (a) Professional ethics
 - (b) Family
 - (c) Love
 - (d) None
3. Professional ethics is the implication of _____ ()
 - (a) right understanding
 - (b) Prosperity
 - (c) Harmony
 - (d) Body

4. _____ is the ability of an individual to do a job properly. ()
 (a) Fulfill (b) Right understanding
 (c) Competence (d) Ethics
5. Competence is _____. ()
 (a) Experience (b) Knowledge
 (c) Both a& b (d) None
6. Professional ethics means to develop professional competence with _____. ()
 (a) Ethical human conduct (b) Prosperity
 (c) Happiness (d) None
7. Values important for relationship are many they may include _____. ()
 (a) Aggression (b) Competition
 (c) Integrity and character (d) Arroga
8. ____ is the implication of right understanding in profession. ()
 (a) Professional ethics (b) Competence
 (c) Behavior (d) Attitude

Answers

1. (d)	2. (a)	3. (a)	4. (c)
5. (c)	6. (a)	7. (c)	8. (a)

Skill Development Course
Office Secretaryship
As per Choice Based Credit System (CBCS)
Common to all Branches



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Office Secretaryship

Learning Outcomes

By the successful completion of course, the student will be able to;

1. Understand the organizational hierarchy and outlines of functioning.
2. Comprehend the role of office secretaryship in a small and medium organization.
3. Acquire knowledge on office procedures and interpersonal skills.
4. Apply the skills in preparing and presenting notes, letters, statements, reports in different situations.

Unit-I: Introduction

Introduction - Organisational structure of a small and medium organization - Types of offices - Kinds of secretaries - The scope of office secretaryship.

Unit-II: Office Secretary

The role of an office secretary - Duties and responsibilities - Usage of different devices - Flowchart and office manuals - Coordinating different wings of an office/organisation - Arranging common meetings - Operations of banking and financial services - travel and hospitality management services.

Unit-III: Office Procedures

Office procedures - Filing - Circulating files - Preparation of notes, circulars, agenda and minutes of meetings - Issue of press notes - Maintenance of files and records - Inventory, office, human resources, financial and confidential - maintaining public relations.

Content

Office Secretaryship

Unit-1: Introduction

1.0	Objectives	1
1.1	Introduction	1
1.2	Organisation	2
1.2.1	Definitions of Organization and Organizing	2
1.2.2	Elements of Organization	3
1.2.3	Nature of Organization	6
1.2.4	Importance of Organization	7
1.2.5	Advantages of Organizing	7
1.2.6	Principles of Organization	9
1.2.7	Steps in the Process of Organisation	11
1.3	Organizations Structure	12
1.3.1	Significance of Organization Structure	13
1.3.2	Principles of Organization Structure	14
1.4	Types of Organizations	14
1.4.1	Based on Organization Structure	14
1.4.2	Based on Authority	19
1.5	Meaning and Definition of Office	22
1.5.1	Office Work	24
1.5.2	Office Activities	25
1.5.3	Factors Contributing to the Growth of Office	
	Work	26
1.5.4	Types of Office	27
1.6	Secretary	28
1.6.1	Appointment of a Secretary	30

1.6.2	Qualifications and Personal Qualities of a Secretary	31
1.6.3	Remuneration of a Secretary	35
1.6.4	Functions or Duties of a Secretary	35
1.6.5	Rights of a Secretary	36
1.6.6	Powers of a Secretary	36
1.6.7	Liabilities of a Secretary	37
1.6.8	Importance of Secretary	37
1.7	Types of Secretary	38
1.8	Scope of Secretary	40
1.9	Outcomes	43
1.10	Review Questions	43

Unit-2: Office Secretary

2.0	Objectives	45
2.1	Introduction	45
2.2	Role of an Office Secretary	46
2.3	Duties of Office Secretary	48
2.4	Responsibilities of Secretary	51
2.5	Usage of Different Devices	53
2.5.1	Brief Overview of Office Equipments	54
2.5.2	Brief List of Modern Office Technologies	55
2.5.3	Summary of the Advantages of Office Equipments	56
2.5.4	Meaning and Types of Mail	56
2.5.4.1	Handling of Incoming Mail	57
2.5.4.2	Handling of Outgoing Mail	59
2.5.4.3	Handling of Electronic Mail	62
2.5.4.4	Mail Room Equipment	63

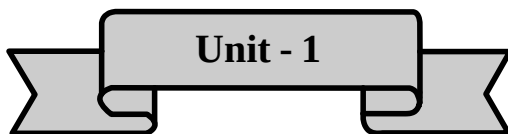
2.6	Flow Chart	65
2.6.1	Straight-Line Flow of Work	66
2.6.2	Problems in Smooth Flow of Work	67
2.7	Office Manuals	68
2.7.1	Definition of Office Manual	68
2.7.2	Need for Office Manuals	69
2.7.3	Types of Office Manuals	69
2.7.4	Principles of Office Manuals	71
2.7.5	Steps in Preparation and Writing of Office Manuals	71
2.7.6	Advantages of Office Manuals	73
2.7.7	Disadvantages of Office Manuals	73
2.7.8	Revision and Distribution of Office Manuals	74
2.7.9	Distribution of Office Manuals	74
2.8	Coordinating Different Wings of an Office/Organisation	74
2.9	Meeting - Meaning, Importance and Types of Meetings	77
2.9.1	Types of Meetings	77
2.9.2	Requisites of a Valid Meeting	79
2.9.3	Secretarial Duties Relating to Meetings	84
2.9.4	Terms Relating to Meeting	85
2.10	Services Provided by Banks	87
2.10.1	Other Common Facilities Provided by Banks	91
2.10.2	General Utility Services Provided by Banks	92
2.10.3	Terms Used in Banking Transactions	94
2.11	Modes of Travel	99
2.11.1	How to Make Railway Reservation	100

2.11.2	Air Travel	101
2.11.3	E-Ticket and Paper Ticket	103
2.11.4	Travel Agencies	103
2.11.5	Hotel Reservation	104
2.11.6	Itinerary	105
2.11.7	Organizing Travel	105
2.11.8	Tour Advance and Tour Claim	106
2.11.9	Overse as Travel Appangement	106
2.12	Outcomes	108
2.13	Review Questions	109

Unit-3: Office Procedures

3.0	Objectives	111
3.1	Introduction	111
3.2	Meaning of Procedure	113
3.2.1	Definition	113
3.2.2	Importance of Systems and Procedures	114
3.2.3	Benefits and Limitations of Systems and Procedures	114
3.3	Filing - Meaning, Importance and Essentials	115
3.3.1	Essentials of a Good Filing System	117
3.3.2	Classification of Filing - Alphabetical, Numerical, Geogr-Aphical, Subject, Chronological	117
3.3.3	Methods of filing- Horizontal and Vertical	122
3.3.4	E-Filing	124
3.3.5	Weeding out or Destruction of Old Records	128
3.3.6	Indexing	128
3.3.7	Filing Procedure	132

3.4	Notice	134
3.5	Circular	137
3.6	Preparation of Notice, Agenda and Minutes of Meeting	139
3.7	Press Note	147
3.7.1	Press Notes have the Force of Law	147
3.7.2	Press Notes are Subject to Judicial Review	149
3.8	Maintenance of Files and Records	149
3.8.1	Improve Records Management in Any Office	153
3.9	Maintenance of Inventory Records	154
3.9.1	Maintaining Inventory Records	157
3.10	Maintenance of Human Resource	163
3.10.1	Benefits of Cloud- Based Document Storage	165
3.10.2	Important Practices for Personnel Files	165
3.11	Maintenance of Financial Record	166
3.12	Confidential Files	169
3.13	Public Relations	170
3.13.1	Functions of Public Relations Department (Promotion Tools in PR)	171
3.13.2	Role of Public Relations in an Organisation	173
3.14	Outcomes	175
3.15	Review Questions	175



INTRODUCTION

1.0 OBJECTIVES

After completing this unit you will understand:

- Understand the organizational hierarchy and outlines of functioning.
- Comprehend the role of office secretaryship in a small and medium organization.
- Define organization and organizing.
- Appraise the concepts and importance of organization.
- Identify the elements and types of organization.
- Understand the different types of Offices.
- Explain various kinds of Secretaries.

1.1 INTRODUCTION

Any business activity becomes a reality only when efforts are made to bring the resources together. Mere availability of resources such as capital, machinery, raw materials, labour, etc., is not enough. There is a need to organise these resources in a systematic manner and ensure coordination among them to attain the desired result. The word 'organisation' derived from the word 'organise' means put together. In the present day context, any business activity calls for the combined and coordinated effort of a group of people. Thus, an organisation is a team of persons coming together for the purpose of achieving a common objective. Organisation is an instrument through which the activities are

performed. Organisation does not mean only the world of business but it also refers to educational institutions, hospitals, banks, government departments etc.

1.2 ORGANISATION

We now know that organisation is one of the major functions of management. In layman terms, one can look at organising as an activity to eliminate chaos and introduce a systematic functioning in the enterprise. But by organisation definition, the organisation helps in establishing authorities, dividing workloads, assigning responsibilities, grouping tasks and allocating resources.

This is of utter importance because once the plans have been laid there is a need to allocate resources, divide tasks, workforce, ensure optimal utilisation of resources etc. so that the objectives are fulfilled. Further, it facilitates the collective working of the various members of the enterprise in an ordered manner.

Also, organisation involves defining various roles that need to be filled by suitable employees and establishing relationships between these defined goals to eliminate ambiguities in performance. In turn, this groups the activities clarifies the amount of power and authority in the hands of different employees and clarifies the responsibility for various activities within the enterprise.

In a nutshell, an organisation can be defined as a process that defines the resources as well as allocate them, coordinates human efforts and integrates both in order to achieve the defined goals.

1.2.1 Definitions of Organization and Organizing

Different experts have defined the term organization in different ways by emphasizing different characteristics of organization. The definitions given by some well known theorists are as given below.

According to **Mooney and Railey** *“Organization is the form of human association for attaining common objectives.”*

According to **Louis A. Allen** *“Organization is the process of identifying and grouping the work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling the people to work most effectively together in accomplishing objectives.”*

According to **Keith Davis** *“Organizing is the process of combining the work which individuals and groups have to perform with*

the facilities necessary for its execution that the duties so formed provide the best channels for efficient positive and coordinated application of available efforts."

According to **George Terry** *"Organizing is the establishing of effective behavioral relationships among persons so that they may work together efficiently and gain personal satisfaction in doing selected tasks, under given environmental conditions for the purpose of achieving some goal or object."*

According to **Koontz and O'Donnell** *"Organizing involves grouping of activities necessary to accomplish goals and plans, the assignment of these activities to the appropriate departments and the provisions for authority delegation and coordination."*

Organization and Organizing are different terms used in which organization is a noun which means "Association of persons coming together to do any activity". Organizing is adverb which, means "Managerial activity in an organization to implement any plan."

From these definitions one can understand that organization is a human association, a process of identifying and grouping the work, delegating authority and responsibility and establishing relationships among people together to accomplish objectives. Organizing is a process of combining the work for efficient, systematic, positive and coordinated relationships among people necessary to accomplish goals as per plans.

1.2.2 Elements of Organization

From the definitions and different views expressed by different authors regarding the word organization one can understand certain characteristics. One thing which is common in all the view points is that organization is the establishment of authority relationship among persons so that it helps in the achievement of organizational objectives.

- i. **A Group of People:** A Group is a small number of people who are together in the same place. People are very important element in an organization. Without people, there is no organization. An organization is a group of people come together to do any activity. Organization consists of formal and informal group of people. Groups having a well-defined structure are formal groups in which they define the superior subordinate relationship in an organization. Informal groups relates to personal attitudes, likes and dislikes in order to satisfy personal and social needs. Groups provide individuals an opportunity for exchange of ideas, thoughts, experiences and

knowledge. Organizations encourage formation of a variety of groups within the organization, which help in realization of goals.

Eg: Cricket team is a formal group. Friendship group is an informal group.

- ii. Division of Work:** Division of work means identifying total work of the enterprises into small components, activities and functions. These activities are allotted to different individuals based on their skills and aptitude towards the task. When each individual performs task repetitively over and over, his or her ability to perform job continually increase which leads to specialization. According to **Fayol** *“the object of division of work is to produce more and better work with the same effort”*.

Ex: When we go a restaurant to have a dinner. Firstly someone takes order. He is called steward. Once that was completed, it will be submitted to the cooks. The cook prepares meal and places it on the counter. Someone working at the counter collects cooked food and serves it to us. Those are the different activities that take place to fully complete one task. Each task is a division of complete task.

- iii. Objectives:** Objective means purpose or aim. Every organization shall have specific objectives. For example a kirana shop has an objective of selling goods to make profit. The objectives are broken into small parts known as goals. Individuals contribute their energy to achieve these goals within a specified time. Objectives facilitate policy formulation and the planning and control.

Ex: A doctor's objective is to save life. Objective of business is making profit.

- iv. Structure:** A structure is an orderly arrangement of activities. Within the structure people work to achieve the desired objectives. It is an arrangement for relationships, power, roles, functions and objectives and it concentrates on the division of work, specialization, departmental delegation, authority and responsibility etc. The organizational structure helps management tasks to be done easily and smoothly through the identification of different tasks, grouping together of similar activities and assigning tasks to individuals. The organization structure should be adaptable, flexible, problem solving and professional.

- v. Cooperation and Communication:** Cooperation means sharing of efforts. In order to complete a task there must be cooperation among people. It increases harmony and develops a positive attitude which leads to coordinated effort. Cooperation allows people and groups to work together to achieve a common goal. For in-

stance taking restaurant as an example, the cook and the steward should have cooperation. Otherwise food is not served properly. That leads to loss of respect and business.

Communication is sharing of feelings i.e., exchange of information between two or more persons. In order to improve understanding among people there must be a good communication. Effective communication leads to better performance and effective realization of goals.

For example, in construction of wall one person holds a brick, and then another person lays the brick. If cooperation is missing bricks fall on the head and he may injure if wall is not complete.

Superior calls subordinate and explains how to greet and respect customers is an example of communication. Otherwise, customers will not be respected.

vi. Co-ordination: Coordination is the act of making different people or things work together for a goal. It involves unity of purpose and harmonious implementation of desired ends. Coordination and control are essential in an informal organization to lead the performance in the right direction. It is one of the key functions of management.

Ex: When a sales manager is making a plan to increase his sales target, he should consult the production manager, the purchase manager, and the finance manager etc., to see that the goods are produced according to sales orders. Finance manager shall supply adequate funds to purchase materials etc. Coordination ensures avoiding any problem that may arise in future. Thus, coordination is essential.

vii. Authority and Responsibility: Authority means right to take decisions. They guide the actions of another. Responsibility means an obligation to perform duty assigned to a subordinate. The structural relationship becomes effective with the allocation of authority and responsibility between superior and subordinates.

Ex: In a college the principal is superior. He has authority to take a decision regarding conducting a sports day. He assigns responsibility of conducting sports events to P.T. Then he will get authority to take decision regarding various events to be included and so on.

viii. Rules and Regulations: Rules are guidelines and regulations are orders. Directions are required in an organization to keep everything in a systematic way. If rules are broken employees are liable for punishment. Thus, they are essential for the achievement of organizational goals.

Ex: All traffic should drive only on left side is a rule. Police shall see that this rule is followed by giving an order that if any one violates rule he will be punished.

An examination of the elements reveals that organizations are complex, dynamic and interactive systems. Individuals in organizations interact, performs task continually that leads to specialization. They need to maintain coordinated relationship, develop clarity of goals, involve in communication, act in cooperation and follow rules and regulations which are important to achieve organizational goals.

1.2.3 Nature of Organization

1. **Division of work or Specialization:** The entire philosophy of organization depends on the concept of specialization and division of work. In specialization, various activities are assigned to different people who are specialists in that area.
2. **Orientation towards Goals:** Every organization has its own purposes and objectives. Organizing is the function employed to achieve the overall goals of the organization.
3. **Composition of Individuals and Groups:** Individuals form a group and the groups form an organization. Individuals are grouped into departments and their work is coordinated and directed towards organizational goals.
4. **Differentiated Functions:** The organization divides the entire work and assigns the tasks to individuals; each one has to perform a different task and tasks of one individual must be coordinated with the tasks of others.
5. **Continuous Process:** An organization is a group of people with defined relationship to each other. These relationships do not come to end after completing a task. Organization is a never ending process.

1.2.4 Importance of Organization

Sound organization enables to accomplish goals and contribute to success. The following points clarify the importance of organization.

1. **Optimum utilization of Resources:** Organization brings human resources through recruitment, trains and places them in works. They are provided material, technical and financial resources. These resources are used in a structured manner. This brings harmony in their efforts, improving the communication network and motivating them to improve their efficiency. These ensure an optimum use of human resources of an enterprise.

2. **Facilitates Administration:** Administration is concerned with determination of objectives, policies, coordination of finance, production and distribution and also setting up of an organizational structure under executive control. Effective administrative work is possible with the support of sound organization. An Organization sets up all environments for effective delegation and securing coordination at various levels. Therefore a sound organization enables effective administration with certainty and continuity.
3. **Optimum utilization of Technological Improvement:** Organization helps in the optimum use of technology. Flexible and structured organizations accommodate improvement, extensions and so on. It is possible to incorporate several technological developments and increase in efficiency. Organization promotes solutions to the problems by creative and intelligent application of technology.
4. **Ensures Growth, Expansion and Diversification:** Organization is the base on which the company grows and diversifies its activities. Organization continuously changes, while facilitating day to day activities. This helps for the growth, expansion and diversification of activities. Expansion and diversification enable organization to employ more persons without disturbing the work.
5. **Encourages Initiative and Creativity:** Initiative implies the power of thinking out a plan and ensuring its successful implementation. A good organization provides a scope for taking initiative. Persons are allowed to try new ideas for improving their work. Organization encourages initiative and creativeness among people which leads to self development of people and overall development of organization.
6. **Better Human Relations:** A good organization enables to maintain good human relations with people. Organization should clearly define role, work, authority and responsibility of people. Each individual should perform task coordinately and maintain cordial relations with each other. Human relations should be maintained at various levels of management for the successful attainment of organizational goals.

1.2.5 Advantages of Organzing

The following are the advantages of organization:

- (1) **Increase in Managerial Efficiency:** A good and balanced organization helps the managers to increase their efficiency. Managers,

through the medium of organization, make a proper distribution of the whole work among different people according to their ability.

- (2) **Proper utilization of Resources:** Through the medium of organization optimum utilization of all the available human and material resources of an enterprise becomes possible. Work is allotted to every individual according to his ability and capacity and conditions are created to enable him to utilize his ability to the maximum extent. For example, if an employee possesses the knowledge of modern machinery but the modern machinery is not available in the organization, in that case, efforts are made to make available the modern machinery.
- (3) **Sound Communication possible:** Communication is essential for taking the right decision at the right time. However, the establishment of a good communication system is possible only through an organization. In an organization the time of communication is decided so that all the useful information reaches the officers concerned which, in turn, helps the decision-making.
- (4) **Facilitates Coordination:** In order to attain successfully the objectives of the organization, coordination among various activities in the organization is essential. Organization is the only medium which makes coordination possible. Under organization the division of work is made in such a manner as to make all the activities complementary to each other increasing their interdependence. Inter-dependence gives rise to the establishment of relations which, in turn, increases coordination.
- (5) **Increase in Specialization:** Under organization the whole work is divided into different parts. Competent persons are appointed to handle all the sub-works and by handling a particular work repeatedly they become specialists. This enables them to have maximum work performance in the minimum time while the organization gets the benefit of specialization.
- (6) **Helpful in Expansion:** A good organization helps the enterprise in facing competition. When an enterprise starts making available good quality product at cheap rates, it increases the demand for its products. In order to meet the increasing demand for its products an organization has to expand its business. On the other hand, a good organization has an element of flexibility which far from impeding the expansion work encourages it.

1.2.6 Principles of Organization

The Principles of an organization are guidelines to managers to effectively design an organizational structure. F.W. Taylor, Henry Fayol, Lyndall Urwick, Mooney and Railey have given various principles for efficient and effective organization.

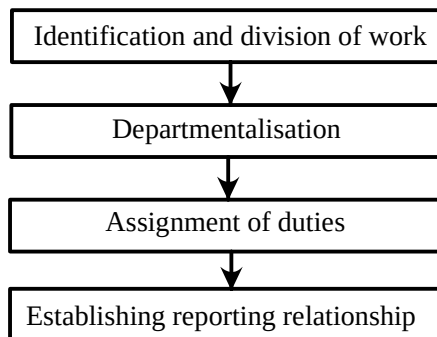
1. **Principle of Objective:** Objectives are the statement of purpose of existence. Principle of objective implies that objectives should be clearly stated. In an organization there are various departments which perform several tasks but there is a possibility of conflict arises among them which lead to conflict in organization. In order to eliminate conflicts there must be a common objective for the organization.
2. **Principle of Specialization:** Specialization means performing a task continuously and effectively as compared to other task. This helps in increased production in the concern. This principle states that an employee should continue to do the same work so that he specializes in the work. Specialization is the result of division of labor i.e., dividing the total task in to small manageable components and assigning them to individuals. When each individual is allowed performing task continuously he will attain specialization.
3. **Principle of Authority and Responsibility:** Authority is the right to take decisions for the commitment of organizational resources. Responsibility is the obligation to perform tasks. This principle implies that if a superior delegate his authority to his subordinate the superior is not free from his responsibilities though subordinate is liable to his superior. Authority and responsibility go side by side. When authority is delegated then some responsibility for getting the assigned task is also fixed. A sound organization requires authority to flow in an uninterrupted manner from the higher level to lower level.
4. **Principle of Coordination:** Coordination means making different people to work together for a goal. This principle states that each and every individual should work in a coordinated way. In an organization people perform several tasks in various departments. The management should coordinate the activities in such a way that it can perform its activities effectively and systematically.
5. **Principle of Balance:** According to this, proper balance is necessary in organization in relation to activities, based on their importance, size and functions. This principle implies that the work should

be divided in such a way that everybody should have a fairly balanced work in every activity.

6. **Principle of Continuity:** Organizations are ongoing concerns. With the changes in methods of production and marketing system, organizations should be amendable to the changing situations. This principle states that organizations should be dynamic and ever changing as per the needs of society. There should always be a possibility of making necessary adjustments so that it should be serviceable for a long time.
7. **Principle of Span of Control:** Span of control refers to the number of subordinates who are required to work under the supervision of a superior. According to this principle span of control should be minimum because there is limit to the number of persons that can be effectively supervised by one boss. For effective supervision and control it is important to determine the number of subordinates as the superior is capable of managing. If span of control is disproportionate, it affects the efficiency of workers and organization i.e., too many subordinates will overburden a superior's capacity.
8. **Principle of Definition:** Organization should clearly define the roles, authority and responsibility of individuals. When each individual performs allotted task perfectly, systematically and efficiently it leads to attainment of organizational goals. Similarly, there must be a balance between authority delegated and responsibility entrusted to a position.
9. **Principle of Exception:** Exception refers to concentration of those activities which have an impact on performance. This principle implies that top management should concentrate on important matters by leaving routine things so that valuable time of management is not wasted. It allows executives to refer only exceptional matters for their decision and matters of routine nature should be decided by the subordinate themselves. Therefore, each and every minor activity is not worth consideration by the top management.
10. **Principle of Unity of Command:** Unity of command refers to an employee should receive orders only from one superior. If more than one superior exercise their authority over the same employee, it leads to disorder, delay, indiscipline and confusion. This principle minimizes the possibility of conflicts in instructions and develops the feeling of personal responsibility for the work.

11. **Principle of Uniformity:** Uniformity refers to having one or the same form. The work is to be distributed to employees in a uniformity manner so that conflicts do not arise. Each employee should be allotted task in his respective area to maintain uniformity and to avoid confusion.
12. **Principle of Simplicity:** The organization structure should be simple and clear to understand by each and every person. Simplicity makes a person to manage activities effectively and efficiently. If the organization structure has a large number of levels, the problem of effective co-ordination and communication may arise.
13. **Principle of Efficiency:** Efficiency refers to capability to work. The efficiency of an organization can be determined through the achievement of organizational goals at a minimum cost. If an organization utilizes fully available human and material resources, it leads to efficiency. Efficiency makes the attainment of job satisfaction to various employees.
14. **Scalar Principle:** This principle is sometimes known as the “chain of command”. It refers to the flow line of authority from the higher level to the lower level in the organization in an uninterrupted manner. The line of authority should be clearly defined for establishing a clear line of command to avoid confusion. This principle suggests that as far as possible the scalar chain of authority should be short and should not be broken.

1.2.7 Steps in the Process of Organisation



So we can broadly list the steps in the process of organisation as follows

1. **Identification and Division of Work:** The organisational work commences with an identification of the extent and the amount of

work that needs to be done and dividing this into manageable activities. The idea behind this is to eliminate duplication and share the burden of work.

2. **Departmentalisation:** Now as the work has been redefined as a number of manageable activities, the next step is to group activities according to a predefined basis. This basis decided what activities are similar to each other. All the similar activities are assigned to a particular department. All in all, a number of departments are defined that are concerned with their own set of activities.
3. **Assignment of Duties:** The next step involves the distribution of work among the employees in organisations. The responsibility of looking after the functioning of each department is given to an individual. Further, jobs are allocated to employees.

It is important to realize that this assignment of jobs should be done in such a manner that the employees most suited for a particular type of job ultimately perform it. This ensures, a proper match between the ability and the type of job of the employee and subsequently effective overall performance.

4. **Establishing Reporting Relationships:** The final step is concerned with erecting a hierarchical structure and effecting communication among the diverse departments. This is done by establishing relationships. Effectively this means that every employee should be made aware of whom he has to take orders from and prove his accountability.

1.3 ORGANIZATIONS STRUCTURE

The term organization is understood as a structure and also as a process. It is used in static and dynamic sense. In a static sense, an organization is a structure i.e., “Organization structures are group of people functions within the structure and try to accomplish certain objectives”.

In a dynamic sense, an organization structure is ever changing as per needs of society i.e., “An organization structure must be designed to work, to permit contributions by members of a group and to help people, to achieve objectives efficiently in a changing future”. Organization structure specifies which individuals will work as subordinates to which superiors. Hence, Organization structure is defined as “The logical arrangement of task and the network of relationships and roles among the various positions established to carry out the activities necessary to achieve the

predetermined objectives of business". Organization suggests the structure with in which people associate for the attainment of objective.

Definitions of Organization Structure

Different experts have defined the term organization structure in different ways. Each of the definition emphasizes different characteristics of organization structure. The definitions given by some well known theorists are as given below.

1. According to **Kast and Rosenzweig**, *"Structure is the established pattern of relationships among the component parts of the organization"*.
2. According to **March and Simon**, *"Organization structure consists of only those aspects or pattern of behavior in organization that are static and change very slowly"*.
3. According to **Stephen.P.Robbins** has defined organization structure as *"how job tasks are formally divided, grouped and coordinated"*.

From the definitions one can understand that organization structure is deliberately created to attain specific goals. It acts as framework such as dividing, grouping and coordinating activities in a systematic manner.

1.3.1 Significance of Organization Structure

- Properly designed organization can help improve teamwork and productivity by providing a framework within which the people can work together most effectively.
- Organization structure determines the location of decision-making in the organization.
- Sound organization structure stimulates creative thinking and initiative among organizational members by providing well defined patterns of authority.
- A sound organization structure facilitates growth of enterprise by increasing its capacity to handle increased level of authority.
- Organization structure provides the pattern of communication and coordination.
- The organization structure helps a member to know what his role is and how it relates to other roles.

1.3.2 Principles of Organization Structure

Modern organizational structures have evolved from several organizational theories, which have identified certain principles as basic to any organization structure.

- a) **Line and Staff Relationships:** Line authority refers to the scalar chain, or to the superior-subordinate linkages, that extend throughout the hierarchy (Koontz, O'Donnell and Weihrich). Line employees are responsible for achieving the basic or strategic objectives of the organization, while staff plays a supporting role to line employees and provides services. The relationship between line and staff is crucial in organizational structure, design and efficiency. It is also an important aid to information processing and coordination.
- b) **Departmentalization:** Departmentalization is a process of horizontal clustering of different types of functions and activities on any one level of the hierarchy. Departmentalization is conventionally based on purpose, product, process, function, personal things and place.
- c) **Span of Control:** This refers to the number of specialized activities or individuals supervised by one person. Deciding the span of control is important for coordinating different types of activities effectively.
- d) **Decentralization and Centralization:** De-centralization refers to decision making at lower levels in the hierarchy of authority. In contrast, decision making in a centralized type of organizational structure is at higher levels. The degree of centralization and decentralization depends on the number of levels of hierarchy, degree of coordination, specialization and span of control.

Every organizational structure contains both centralization and decentralization, but to varying degrees. The extent of this can be determined by identifying how much of the decision making is concentrated at the top and how much is delegated to lower levels. Modern organizational structures show a strong tendency towards decentralization.

1.4 TYPES OF ORGANIZATIONS

1.4.1 Based on Organization Structure

An organization is formed with certain properties and specific characteristics. Individuals form an association to attain the group goals. Organizations can be classified as business, military, service, banking, gov-

ernment, judicial, religious etc. Based on organization structure, organizations can be formal and informal.

1. **Formal Organization:** A formal organization has a well defined system and specific properties. It clearly defines measures of authority, responsibility, obligation and accountability for attaining the specific objective of the organization. Formal organization is a fixed set of rules of intra- organization procedures and structures. Individuals have to do certain things in a specific manner, obey orders from designated individuals and cooperate with others. Thus, it facilitates the determination of objectives and policies, communication, delegation of authority and coordination according to a pre-scribed pattern.

Features of Formal Organization: The following are the features of formal organization.

- 1) The formal organizational structure is created intentionally by the process of organizing.
- 2) The formal organization has a specific organizational goal.
- 3) In formal organization, every individual is assigned a specific job, a fixed authority or decision-making power.
- 4) Formal organizational structure creates a scalar chain of communication in the organization.

Advantages: Formal organizations help people to achieve goals. They help in continuous existence. The advantages are described here.

- 1) **Achievement of Organizational Objectives:** Objectives are the statement of purpose of existence. A formal organization has well-defined objectives. The organizational objectives are laid down for the individuals to achieve goals.
- 2) **Systematic Working:** Individuals in an organization have specialized functions. They are assigned jobs, duties and responsibilities. They are responsible for achieving objectives within a specified period of time. This is possible when they perform their respective jobs systematically, it results in systematic and smooth functioning of an organization. Formal organization helps in conducting activities in a systematic manner.
- 3) **No Overlapping of Work:** In formal organization work is clearly defined, and divided among various departments and employees.

So there is no chance of duplication or overlapping of work. This avoids confusion and ambiguity among people.

- 4) **Co-ordination:** Coordination is uniformity, consensus in thinking and action. Since individuals perform their respective jobs, their activities are required to be coordinated to attain the objectives of the organization otherwise organization collapses. Coordinated effort is possible only through formality of procedures.
- 5) **Creation of Chain of Command:** Chain of Command is the unbroken line of authority that extends from the top level to lower level. It clearly defines superior subordinate relationship i.e., who reports to whom. Formal organizations are basically identified the chain of command. Chain of command in formal organizations leads to clarity in the working.
- 6) **Succession:** Formal organizations create documented procedures. They help as directions for future. So even if people retire and new individuals enter as formal organizations exist continuously over a long time period.

Disadvantages: In spite of several advantages, formal organizations suffer from these limitations.

- 1) **Delay in Action:** Formal organization defines authority relationship through a scalar chain. So every communication should pass through the chain. This results delay in taking action.
- 2) **Ignores Social needs of Employees:** Social needs such as associating, making friendships, seeking affection etc., which are essential for every individual to lead a happy life. But in the formal organization all activities are done in a well-defined structure by eliminating personal communication, relationships and personal understanding among employees. This lead to de-motivation of employees.
- 3) **Emphasis Work Only:** In formal organization each and every individual should concentrate on work and also perform their duties and responsibilities in a systematic manner by ignoring human relations, creativity, talents etc.
- 4) **Informal Organization:** Social structure of an organization focuses on social interaction and relationships between members. Informal organization is a group of people instantly combined themselves to do a specific activity. The members of an informal or-

ganization do not follow any rules and regulations. Communication is done through the grapevine. Grapevine is unstructured communication. Informal organization is in the form of friendship groups or other small groups with informal organization. Hence, it is a network of personal and social relationships.

Features of Informal Organization

- 1) Informal Organizations are formed by the employees to get psychological satisfaction.
- 2) Relationships in informal organization structure are created automatically without any intended efforts of managers,
- 3) Individual needs are given top priority in these organizations.
- 4) Authority and communication does not follow any fixed path of flow.
- 5) Leadership is developed spontaneously.

Advantages of Informal Organization

- 1) **Fast Communication:** Communication in informal organization is fastest as there is no flow of line of authority from top to bottom. This leads to speedier decisions. The communication system is known as Grapevine.
- 2) **Fulfills Social Needs:** It gives due importance to psychological and social need of employees. These needs motivate the employees to perform better.
- 3) **Correct Feedback:** In this organization, superior subordinate maintains a friendly relationship. They share information easily and quickly on various matters. The top level managers know the real feedback of employees on various policies and plans.
- 4) **Safety Value:** Informal organization facilitates sharing of information on work related stress. This enables employees to release their anxiety and tension. Stress free employee contributes more to productivity.

Disadvantages of Informal Organization

- 1) **No Systematic Working:** Working relationships in informal organization are ill structured. They do not follow any particular direction. There is no systematic form of structure for smooth working of an organization.

- 2) **More Emphasis to Individual Interest:** It lays more emphasis on individual interest than organizational interest. Individuals perform task and show interest to achieve their own goals but not organizational goals.
- 3) **Source of Information:** Sources of information is difficult to be established in informal organization as any person can communicate with anyone in the organization.
- 4) **May bring Negative Results:** Members in informal organization may strongly oppose the policies and changes initiated by management. Then it becomes very difficult to implement them in a smooth manner.

In spite of limitations informal organizations render a lot of support to management. Manager should develop skills to make use of these organizations for the benefit of organization.

Differences between Formal and Informal Organizations

It would be appropriate to appreciate the differences for better understanding of these organizations. The differences are presented here:

Difference between Formal and Informal Organisation

Basis of Differences	Formal Organisation	Informal Organisation
Meaning	A formal organisation is one with fixed set of rules, procedures and structures.	An informal organisation is a network of personal and social relationships.
Formation	It is formed by the top level management with conscious effort.	An informal organisation is formed spontaneously guided by social forces within the formal organisation.
objectives	The objectives or goals are specific and well-defined. The main objectives of a formal organisation are productivity, growth and expansion.	The objectives are not specific and well defined. The main objectives of an informal organisation are friendship, security, common interest, individual and group satisfaction.

Rules and regulations	The members of a formal organisation have to follow certain rules and regulations.	The members of an informal organisation need not have to follow any rules and regulations of formal organisation.
Stability	A formal organisation is stable.	An informal organisation is not stable.
Superior-subordinate relationship.	In a formal organisation there exists a superior-subordinate relationship. Manager becomes leader.	In an informal organisation, there is no such superior-subordinate relationship. Leaders emerge spontaneously.
Benefits for members	The members of formal organisation get financial benefits like wages or salaries, bonus, etc.	The members of informal organisation get social and personal benefits like friendship, community, group's recognition, appreciation, status, etc.

1.4.2 Based on Authority

Types of organizations based on authority relationships and contributions to goals are described here.

- 1) Line organization
- 2) Staff organization
- 3) Line and Staff organization
- 4) Functional organization

1) Line Organization: It is also called as military/scalar organization. Line organization is a relationship of authority between the superior and subordinates in a hierarchical arrangement i.e., the authority flows vertically from top to the bottom and the command is through a straight and unbroken line. The superior has control over his immediate subordinates. There are less levels of authority and a small number of people. Lines are positions having authority for taking decisions.

They contribute directly to the basic goals of organization. Their work contributes revenue to the organization. The top level management are responsible for accomplishing basic objectives. They issue orders and implement plans and policies with the help of subordinates. They are authorized to maintain discipline. The line organization maintains direct communication from the higher to lower levels and vice versa.

But due to concentration of authority at top level and lack of specialization, line organization is suitable for only small organization. A line organization figure 1.1 is shown here.

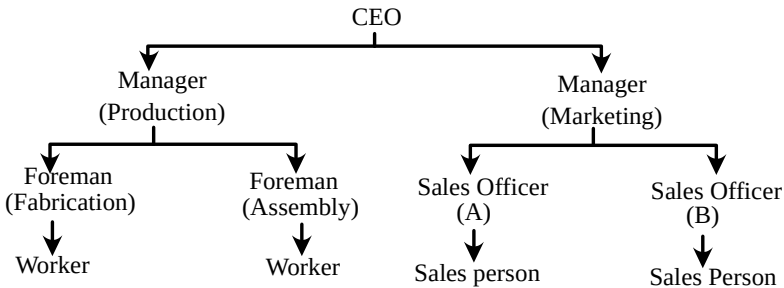


Figure-1.1: Line Organization

2) **Staff Organization:** The whole task of the enterprise is divided into specialized functions and each function is performed by a specialist. These specialists are known as ‘staff’. Staff specialists are attached to line positions to advise them on important matters. The staff positions are created to support the line managers. They have no authority to command subordinates in other departments. They have line authority over the subordinates working in their own department. Staff organization facilitates the accomplishment of organizational objectives by making available valuable advice and expert knowledge. Staff officers may be asked to suggest solutions to various problems encountered by line officers. Staff organization is shown in figure 1.2.

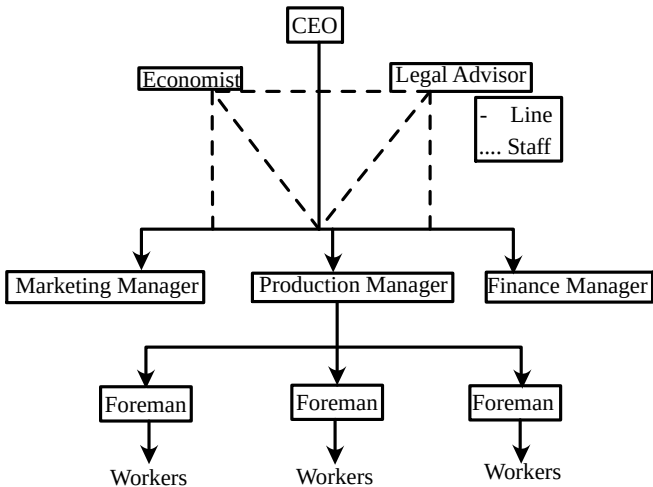


Figure-1.2: Staff Organization

- 3) **Line and Staff Organization:** In line and staff organization line authority moves down in the same manner as in the line organization. In addition specialists are attached to line managers to advise them on important matters. They are called 'staff'. They have the capacity to think, advice, analyze, research, recommend and supplement knowledge, whereas line is authorized to perform, command, execute policies and plans, establish superior subordinate relationships on all operational duties and responsibilities.

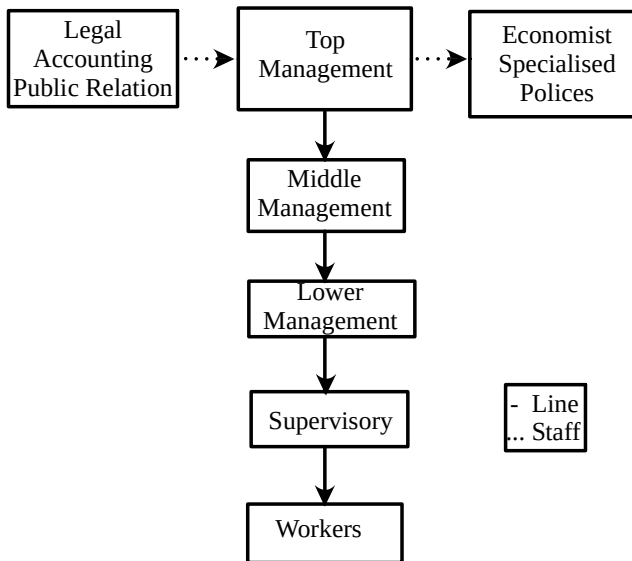
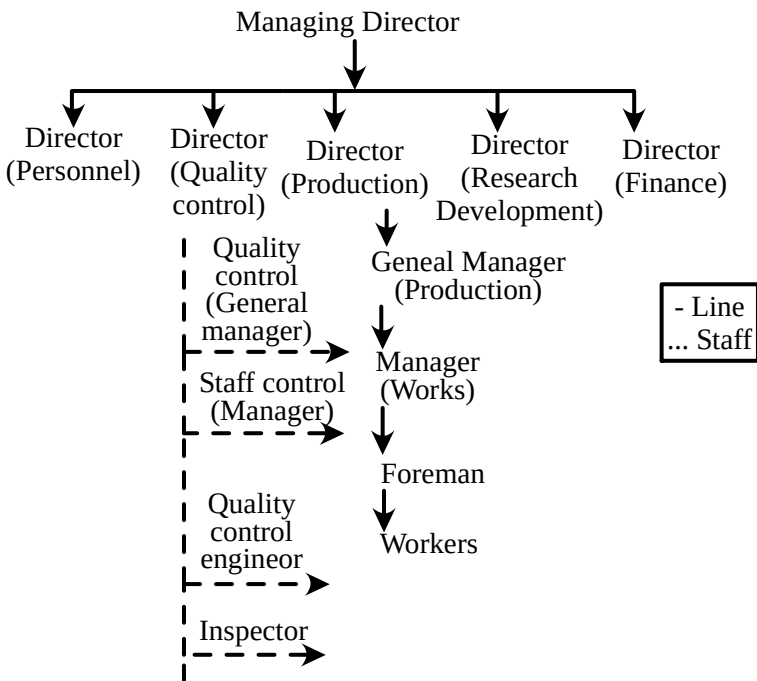


Figure-1.3: *Line and Staff Organization*

The line organization has authority and responsibility for production, and marketing whereas staffs are limited to finance, human resources, research and development and information system. They have no authority over the line authority. Line managers get the benefit of specialized knowledge of staff specialists. Staff specialists help the line managers in taking better decisions by providing them with adequate information of right moment and expert advice which helps in increasing efficiency of all workers at all levels. There is a possibility of conflicts relating to knowledgeable, recognition etc. Hence, there is a need for complete cohesiveness and confidence between the line and staff organizations which makes an organization success in every walk of life.

- 4) **Functional Organization:** Functional organization uses the principle of specialization based on function or role. In this organization superiors and subordinates perform their respective duties. The

line officers or managers exercise the direct authority (known as line authority) on even staff to achieve the organizational goals. Similarly the staff officers or managers have staff authority (i.e., authority to advice the line) over the line authority. Functional organization helps in achieving the benefits of specialization of work, reduces the burden on the top executives, facilitates better control and supervision and maintains a better industrial relation and mutual cooperation among members to have a great scope for expansion as compared to line organization. But there are obstacles such as lack of personal contact, coordination and violation of unity of command. Hence, a functional structure can be economical as only one function is given to an employee who performs the job quickly and qualitatively. Functional organizational chart is shown here figure 1.4.



1.5 MEANING AND DEFINITION OF OFFICE

Office is a place for transacting business where clerical and administrative functions are carried out to coordinate and control activities of the organization. A typical office performs tasks such as framing of business policies, processing and communication of information, record

keeping, handling mails, execution of orders and managing receipts and payments. Office can be described as any place where information converges on paper which is documented, preserved and used for both current and future operations of business.

Office activities have undergone a vast change in the last four of five decades. The old dingy, cluttered, stuffy office rooms have vanished and in their place we have well ventilated well-lighted, air-conditioned offices with up to date furnishings in alluring, designs. Gone are the day when the head of the concern personally supervised the work of clerks. Today, modern offices are organized on scientific principles and their management and administration are in the hands of specialized office manager.

Managers do not share the same room with clerks but sit in separate rooms. The clerks are supervised and controlled with the help of supervisors and through standard office systems, routines, office manuals etc.

The vast changes have led to an expansion in the scale of production and business activities. As the size of business enterprises grows, there is corresponding increase in the volume of office work. The office activities of today are not performed by general clerks but by specialized clerks – Receptionist, Cashier, Typist, Telephone Operators etc. There is also a greater division of labour. Departmentalization of office has been effected. The office managers of today welcome greater use of machines and minimal use of human beings in the office work. Machines-typewriter, telephones, computers, calculators, duplicating machines, Dictaphones, accounting machines, intercom, cellular phones, internet system etc. help to save time and labour. Computers are the latest additions to the long list of office machines. They are capable of performing most clerical operations at high speed without errors. Thus modern office are becoming more and more high-tech.

Office is an important section of a business. The term business implies office work. The dictionary meaning of office is “a place for the transaction of business, the room or department, where the clerical work is done,” or we can say “a place where business is carried on”, or it is “a place where all sorts of activities of organization are dealt with”. Office is the centre of an organization. Commercial office acts as a central directing and co-ordinating agency of the various activities of any business.

In modern age, the “office” is used in a broader sense. Prof. Dicksee states, “*An office is to a business what the mainspring is to a watch*”. An organization cannot be carried on without an office, as a watch without the mainspring is useless. In the present times, the modern office organization has so much importance as the brain in a human body. *Thus a commercial office can be called “a clearing house of all essential business information”*. The office has to receive or collect all information of the business, process the collected information (analyse, arrange and classify) and put them into understandable form on the one hand. On the other hand, the processed, information has to be presented or communicated to the management of the business, as and when required.

Definitions

A few definitions of office are given below

“An office is the administrative centre of a business. The purpose of an office has been defined as the providing of a service of communication and record” - **Mills & Standing Ford**

“An office is a place where business is transacted or professional service is available”. - **Random Hours Dictionary**

“Office is a unit where relevant records for the purpose of control, planning and efficient management of the organization are prepared, handled or preserved. Office provides facilities for internal and external communication and coordinates activities of different departments of the organization.”

- **Little field and Rachel**

“The essential feature of the office is the work itself, not who does it or where it is done. If it is office or clerical work in one place, it is office or clerical work everywhere regardless of where the work is done or who does it” - **Leffingwell and Robinson**

1.5.1 Office Work

According to the old concept “Office work” is mostly concerned with the records of an enterprise and making, preserving the records for further usage, so from this we can call office work as clerical work. And office work not only deals with records, it also includes communication, mechanical data processing, planning and scheduling etc.

Office work is mainly concerned with clerical work or paper work. But this is a very narrow view and is an old concept of office work. Now-a-days, office work has a very wide scope. Office work is primarily concerned with making, preserving and using records. The records are concerned about purchasing, producing, selling, accounting and correspondence, inventories and written or printed memorandum of all kinds. These records are essential for an efficient and effective control of the organization.

An office serves as the memory centre and control centre of an organization. The office performs many services like communication, reproduction, mechanical data, processing procuring of stationery, furniture and equipment, secretarial assistance etc., to other departments in an organization.

Office is a unit where relevant records for the purpose of control, planning and efficient management of the organization are prepared, handled and preserved. Office provides facilities for internal and external communication and co-ordinates activities of different departments of the organization.

The purpose of an office is

1. To preserve all the records of the business.
2. To handle incoming correspondence.
3. To plan the policies of the business and ensure their implementation.
4. To direct and co-ordinate the activities of the various department, and
5. To maintain accounts, statutory and non-statutory books etc., of the business.

1.5.2 Office Activities

Each office has a personality of its own. This personality is a reflection of the purpose for which an office exists. The manufacturing office will have a profile that differs from that of a sales office. The accounting office will have a different orientation from that of a research and development office. In organizing a new office the office manager must

first determine the prime reason existence of that office and then add the necessary ingredients to bring about an efficient operation entity that achieves predetermined results.

Although offices differ from one another in prime responsibility, many activities are commonly carried out by all the offices. Some of these activities are:

- a) Processing Incoming mail.
- b) Processing outgoing mail.
- c) Maintenance of records (Filing and Indexing).
- d) Establishing standard at office work.
- e) Designing and procuring at office forms, stationery etc.
- f) Recruitment and training of office staff.
- g) Maintenance of furniture, machines, appliances etc.
- h) Preparation of statements, reports etc.
- i) Maintenance of accounts and other financial records.
- j) Handling Telephone calls and enquiries.
- k) Preparing update information for the whole firm.
- l) Arranging the data in a quickly and accessible form for use.
- m) Safeguarding the assets.
- n) Keeping a prompt and accurate handling of enquiries orders etc.
- o) Maintaining efficient flow of work in the office.

1.5.3 Factors contributing to the growth of office work

The office work has tremendously grown in the modern economy. Due to the expansion of economic activities, the work has been increased manifold. The following factors have contributed to the growth of office work

- i) The management needs proper and timely information all aspects of business operations in order to arrive at intelligent decision – making.

- ii) When the business grows, office work also grows proportionately.
- iii) The work concerned with the preparation of returns to Govt., financial statements, dealings with employees etc., increase office work.
- iv) With increase of service activities such as accounting, banking, advertising, marketing, insurance damages etc., the paper work has increased tremendously.
- v) The importance of office in relation to customers is of great significance. Office acts as the channel that links the business organization with its customers.

1.5.4 Types of Office

The various types of office are as follows:

1. **Front Office:** It is a business term that-refers to a company's departments that come in contact with clients including the marketing, sales and service departments. The front office welcomes visitors, meets and greets them and handles their queries.
2. **The Middle Office:** Middle office comprises departments of financial service that manage position keeping.

These divisions ensure that transactions capture profit flows. The middle office is usually a part of operations division, which is also in-charge of settlement. Due to their critical role, middle office functions along with front office and is supervised by the back office managers.

3. **The Electronic Office or E-Office:** It was a term coined to cover the increasing use of computer-based information technology for office work, especially in the 1980s. it is widely used since all modern office are electronic offices.

E-office reduces most of the paper work and also makes the office communication electronic. E-office requires the use of individual computers loaded with software applications which are inter connected in Local Area Network (LAN).

4. **The Virtual Office:** It is the combination off-site live communication and address services that allow users to reduce traditional office costs while maintaining business professionalism. Virtual

office implies space utilization, but a full application includes professional live communications of tele conferencing.

5. **Back Office:** It is a part of most operations where tasks dedicated to operating the company are performed. The term comes from the building layout of early organizations where the front office would contain the sales and other customer facing staff and the back office would be those manufacturing or developing the products or involved in administration but without being seen by customers. Although the operations of a back office usually not given a lot of consideration, their contribution to the business is significant.

Examples of Back Office tasks include Accounting, Computerization of transact running (operation architecture), accounting and human supported by software and database.

1.6 SECRETARY

Meaning

The word Secretary is derived from the Latin word “Secretarius” which means “a confidential person”. As the word conveys an idea of secrecy, the title of Secretary is generally used to apply to an official who conducts confidential correspondence and performs such works. However, in today’s world, the duties of a Secretary have become so varied that a modern secretary is no longer just restricted to performing confidential work. A Secretary is, also sometimes called Personal Assistant, Executive Assistant or Professional Secretary etc. and considered to work for CEO, Chairman, Managing Director, Chief Manager, Departmental Heads and so on. Today, the profile of a Secretary has completely changed.

A Secretary has to be responsible person to whom an executive can delegate his/her routine duties, entrust confidential matters with full confidence to act on his/her behalf whenever necessary.

A Secretary is appointed to assist executives in all types of organization; whether commercial, manufacturing, industrial, educational or any other type. However, the functions and duties of a Secretary vary according to the nature and size of an organization. Basically, every Secretary has to perform certain routine duties. In an organization,

generally, a Personal Assistant is a junior official who has to perform the duties of a Front Office Assistant or a Stenographer, whereas a Private Secretary is usually attached to a top executive who has to perform such duties which require higher level of secretarial skills. He/She is considered as a link between the executive and the junior officials to facilitate implementation of the decisions taken. Nowa-days, every Private Secretary is supposed to be administrative specialist and well trained member of an office team.

Definition of Secretary: Functionally the term Secretary means a person who writes in secret on behalf of his superior or for body. The word Secretary has been derived from the Latin word Secretarius which means a confidant or a confidential officer. The Latin words Secretarius contains a sense of secretion or secrete.

Hence, from the definition two basic points have to be noted

- (1) A Secretary writes for his superior or for a body and not for himself. The word 'body' means a society, an association, a company, a club or even a state. This is perhaps a more important point.
- (2) A Secretary writes in confidence or in secret. This point is, however, not always true, judging from the functions of a Secretary in modern age.

In order to understand the meaning of the term Secretary we may refer to some standard English dictionaries. According to the **Oxford Dictionary**, '**Secretary**' means: *"One whose office is to write for another; especially one who is employed to conduct correspondence, to keep records and to transact various other business, for another person or for a society, corporation or public body."*

According to the **Webster Dictionary**, '**Secretary**' means- *"One employed to handle correspondence and manage routine and detail work for a superior; an officer of a business concern who may keep records of directors' and stockholders' meetings and of stock ownership and transfer and help supervise the company's legal interests; an officer of an organisation or society responsible for its records and correspondence; an officer of state who superintends a government administrative department."*

1.6.1 Appointment of a Secretary

A company has to undergo various legal formalities from its inception till it continues to exist. The winding up of a company needs elaborate legal procedure. In order to tackle all the legal formalities a company prefers to appoint a person as its secretary who has the requisite qualifications. Generally a small company cannot afford to appoint a full time secretary and so it employs a part-time secretary.

According to the amendment of the Companies Act in 1974, Sec. 383A provides that a company having paid-up capital of Rs. 25 lakhs or more must appoint a qualified secretary. A person who has passed the Company Secretaryship examination conducted by the Institute of Company Secretaries of India, originally established by the Central Government but converted into a Statutory Body (like the Institute of Chartered Accountants of India) in 1980, and has been admitted as a member of the Institute of Company Secretaries is said to be qualified for the job.

The appointment is given by the company under an agreement giving the terms and conditions in details spelling out the rights, duties, and powers of the secretary subject to the provisions of the Companies Act. In many cases, the promoters of a company themselves appoint a secretary to get his specialised service in the process of promotion of the company in undergoing the legal formalities.

After the formation of the company the appointment is regularized with retrospective effect. According to Sec. 2(30)- of the Act, a secretary is an 'officer' of the company who is liable to personal punishments in case of any default made by him with regard to specific legal formalities for which he is responsible. Sec. 2(45) of the Companies Act defines a secretary as "an individual possessing the prescribed qualifications appointed to perform the duties which may be performed by a Secretary under this Act and any other ministerial or administrative duties".

In the past (under the original Companies Act, 1956) a partnership firm or a company could be appointed as secretary. It means that a partnership firm or a company could do the profession of company

secretary-ship just as a firm of chartered accountants can do the profession of audit. But by 1974 amendment only an individual having prescribed qualifications can be appointed as secretary.

Previously many chartered accountants or persons holding any Master's Degree together with a Degree in Law used to serve as secretaries of companies. It is no longer permissible. But, some exemptions have been granted to those who have been working as company secretaries for some considerable time. No new appointment is possible without having the prescribed qualifications.

1.6.2 Qualifications and Personal Qualities of a Secretary

With increasing complexities of administration and competition, a Secretary has become an indispensable person. Much of secretarial work is carried on behind the scene and is not noticed at times. The credit for his/her work generally goes to the executive with whom he/she is attached. To perform the secretarial duties with confidence and efficiency, a Private Secretary requires many qualities and skills as well as a wide general education. These qualifications and qualities are discussed below.

- a) **Academic Qualification:** The education develops mind of a person and enables a person to appreciate better the total environment. A senior level Secretary is usually a graduate. However, for the post of a junior secretary, XII class qualification is adequate. One holding a junior secretarial position and aspiring to reach higher in the cadre do efforts to acquire higher qualification by joining correspondence courses along with the job. It is generally said that, the more the education, the greater is the awareness and better power of understanding, grasping and expression.
- b) **Vocational Course of Secretarial Practice or Office Management:** A course in Secretarial Practice is a very useful attribute for a Private Secretary. Opportunities for high level secretarial jobs and promotion come often to those who have broad general education with a vocational course in Secretarial Practice or Office Management. The course includes mastery of various subjects

viz. Stenography, Computer Operation, Office Procedure, Business Communication, etc.

- c) **Mastery of IT and Secretarial Skills:** A Private Secretary must have a complete mastery of some basic skills which are the essential tools of his/her trade. Complete knowledge of word processing, preparation of spread sheets, using internet, locating information from various sources, sending e mails etc. is must. Besides, he/she must be able to take dictation rapidly and transcribe the same accurately. He/she must be fast and accurate on the computer. The letters and other material typed by them should always be neat and well-arranged along with flair to present error-free work for signature, except in those cases where only a rough draft is called for. Other secretarial skills include mastery on record management, reprography, ability to write correctly and to the point, to answer telephone calls, to deal with visitors, to meet people and talk with them pleasantly.

To be able to assist top executives, locating information on a variety of topics for him/her and dealing with a variety of people coming into the office, one should have knowledge of the recent developments in political, economic and social fields and have an awareness of national and international events. It can be achieved by regular reading newspapers, periodicals, journals and magazines etc.

- d) **Good Communication Skills:** A large part of Secretary's work consists of correspondence and preparation of notices, agenda, minutes, reports, speeches etc. Therefore, to be a successful Secretary, one should have a good command over the oral and written communication skills. Business in majority of offices in India is carried on in English language. In this global era, English also serve as a language of commercial contact between different countries. Therefore, a Secretary should have sound knowledge of English. Skill in shorthand is of no use without proficiency in language. A Secretary should preferably have the knowledge of the regional language too. If the organization has dealings with foreign institutions, it will be an advantage to have a working knowledge of one or more foreign languages also.

- e) **Knowledge of the Profession or Business of the Employer:** Besides the above, one should be thoroughly familiar with the objectives and management of the firm or organization for which one is working. In other words, one should know the full range of activities of the organization, strong personalities, key figures in any particular field of activity along with duties and responsibilities of the executive with whom one is working. The more one knows about the organization, the better job one will be able to do.
- f) **Personal Qualities of a Secretary:** A Secretary should possess a variety of soft skills to be successful and develop calm, positive personality. Some of the important personal qualities relevant for the job a Private Secretary are discussed below:
- i. **Adaptability:** If Private Secretary has got the quality of adaptability, adjustment under all the situations in office becomes easy and less straining. It is important that a Private Secretary should be adaptable to all kinds of people, situations and problems. Sometimes, it may happen that one executive is transferred and the new executive takes over. The new executive might not be having the same nature or temperament. Also, there may be heavy work at one time due to certain deadlines but may not be much work in office at any other time. Thus, a Secretary should inculcate habit of adjusting with different types of persons/situations.
- ii. **Cooperative Attitude:** In an organization, cooperativeness means assisting every member with a courteous and helpful attitude including exercising self-control at times of extra pressure. It is teamwork that counts in an organization. A Secretary should cooperate with every member of the organization, from the highest to the lowest in rank. Cooperativeness enhances respect of a Secretary. The urgency of work may require, sometimes, to sit late in the office or to attend office during holidays. If the exigencies of work require it, one should try to understand the situation with a cooperative attitude.
- iii. **Courtesy:** A Secretary should show proper consideration for all members of the organization as well as to outside callers. One must avoid embarrassing anyone and making sarcastic comments. Courtesy may be shown in greeting each member and visitor

pleasantly, offering a seat, etc., and with use of words such as 'Please' or 'Thank you', whenever required.

- iv. **Loyalty:** To be loyal means faithful to the employer and always helpful to him/her. A Secretary should be dedicated to the job and do assigned work honestly and sincerely. Loyalty is critical quality for holding a secretarial position. In order to be loyal to your executive and to the company or firm or institution for which you work, you must be familiar with the executive's goals and the organization's overall objectives and work at all times towards the goals.
- v. **Punctuality:** Punctuality means available to the executive for work at the desired time and also to finish the assigned job at the proper time. This simple but significant quality is very essential for a Secretary. One must not be a 'Late Starter' or 'Early Stopper'. It is very annoying for an executive to find his/her Secretary absent when something requiring immediate attention comes up suddenly.
- vi. **Tactfulness:** Tact enables one to act in a particular fashion under particular situation. It is the personal skill of saying or doing what is required by the circumstances, the ability to handle a difficult situation in a right and positive manner. It has been truly called the "fine art of avoiding offence". A Secretary is called upon to exercise tact in dealing with his/her employer, colleagues, visitors, etc. Judgement and discrimination are essential to become tactful.
- vii. **Pleasing Voice:** A Secretary should have a low but confident well-controlled and pleasing voice. A pleasant, clear voice is attractive while loud and demanding voice is unattractive. It has also to be understood that a very low and retiring voice makes communication difficult.
- viii. **Personality and Poise:** Personality is usually linked to what you are, what you do and how you do it. Personality makes one person different from another. It is not important what kind of physical features you have, but rather the expression on those features. Good personality creates a positive impact on other people. Poise

is getting along with people well without superior or inferior feeling. It comes from knowing one's abilities as well as limitations. Poise enables a secretary to be at ease and also to make others feel at ease. It is rightly said that knowing that you are well-groomed will give you confidence and confidence gives you poise.

- ix. **Good Interpersonal Skills :** Interpersonal skills are the skills which help a person to interact with others properly. In an organizational setting, it is the ability to get along well with other members; whether senior or junior. It is important for a Secretary to possess excellent interpersonal skills to facilitate effective working relationships.

1.6.3 Remuneration of a Secretary

The secretary is one of the highest paid executives of a company. His remuneration is next to the chief executive of the concern, either the managing director or the general manager. In many companies the secretary is the chief executive.

The secretary is often described as the principal officer of the company and accordingly is treated as the chief executive. But he has to function under the superintendence and control of the Board of Directors. The secretary may be a nominated director or a director may be appointed as secretary. The Board depends much on the secretary.

1.6.4 Functions or Duties of a Secretary

The functions or duties of a company secretary are varied and can be broadly classified into two groups

- (a) **Statutory:** The Companies Act provides many kinds of legal formalities which a company has to undergo from its inception till it exists as a going concern. Elaborate legal formalities are necessary for its winding up. A secretary has the primary function of looking after these formalities.
- (b) **Non-Statutory:** As a secretary he has to function as an office executive, a liaison officer and an advisor.

From another viewpoint, he has functions or duties directed to

- (a) The company
- (b) To the directors
- (c) To the members of the company
- (d) To the Registrar of Companies and
- (e) To all other people coming in contact with the company.

It is rightly said that a company secretary is not only a servant of the company but he is a servant of law. Accordingly, he has non-statutory and statutory functions respectively.

1.6.5 Rights of a Secretary

The rights of a secretary are consequential. He is appointed under certain terms and conditions which determine his rights. Whenever he is entrusted with some duties, he becomes reci-procally entitled to some rights.

For example, a secretary has rights to get proper remuneration corresponding to the responsibilities he has to shoulder and the variety of functions he has to do. He has the right to enjoy all the privileges as an employee of high rank. He has also the right to get all the facilities like adequate accommodation, proper equipment, etc., so that he can carry out his duties.

1.6.6 Powers of a Secretary

A secretary is empowered to use his authority as the chief executive. He derives his power from his position. Authority is delegated to him by the top level management to look after the office and the office staff.

He is empowered to sign letters and documents which have legal effects, on behalf of the organisation. He is often given 'power of attorney', i.e., power to represent the organisation in respect of legal matters. A secretary of a registered body like a company or a cooperative society has statutory powers also.

1.6.7 Liabilities of a Secretary

A secretary of a registered body like a company or cooperative society is liable to punishment if he fails to observe some legal obligations which as secretary he is bound to observe. As he has powers by law, he has liabilities under law too. The terms of appointment of a company secretary include such personal liabilities which may arise on his defaults.

1.6.8 Importance of Secretary

In modern times the importance of a secretary has been largely enhanced. Practically a secretary is indispensable in our everyday life.

This is because of the following reasons

- (1) Life is today a democratic process. We have to form different groups or associations or committees in our social, business and political life. Decisions have to be taken at meetings through discussions. Records have to be maintained. Communication, both internal and external, has to be carried out. All these need office work or secretarial work. What is true for our individual life is also applicable to the Government or to a public body like a Municipality.
- (2) With the introduction of the concept of registered societies or associations like a Trade Union or a Co-operative Society or a Com-pany, various legal formalities have been made compulsory through legislations for forming and managing them. Appointment of a secretary to each of such bodies has become essential or even com-pulsory. Even a Students' Union needs a Secretary.
- (3) The functions of the executives and senior men in a business concern have become so complicated and varied and public relations have become so wide that it is no longer possible for them to look after everything single-handed. Secretaries are appointed to assist them and mainly to carry out routine office work and particularly those which have legal implications.

- (4) The secretary himself is ranked as a senior executive taking part in the policy-making process for the whole organisation. The post of Director Secretary is very common in modern companies.
- (5) In some countries, as in USA, the Secretaries hold the highest posts in the Government as there are no Ministers. In other countries, the Ministers largely depend on the departmental Secretaries.
- (6) The functions of a secretary are considered to be a specialist's job. There are training courses and examinations for Secretaryship of different categories in different countries. In India the Government has introduced Company Secretaryship examination as found in UK and other advanced countries.
- (7) Secretaryship is treated as a profession. The rights, duties, functions, powers and obligations are being defined and outlined in different statutes (e.g., the Companies Act, the Co-operative Societies Act, etc.).

Because of his growing importance and specialisation we need today not only a Secretary but a qualified one. Such qualifications can be acquired and imparted through training. Corresponding to importance, the responsibilities of a secretary have also increased.

1.7 TYPES OF SECRETARY

Depending on the extent of the responsibilities performed by the secretaries; they can be classified in many categories. The major categories of secretary are as follows

1. **Private secretary:** A private secretary is a person who is employed for performing some personal works of his employer. Generally, the high officials of any organization or the important persons of the society, like businessmen, doctors, actors and actresses, political leaders, lawyers etc. employ private secretary for getting help in performing their routine functions. Of a private secretary are

conducting correspondences, preserving and filling the important documents, making and recording appointments, attending the guests and visitors, handling telephone calls etc.

2. **Secretary of an Association:** Sometimes it is seen that many associations, like cultural and sporting clubs, trade associations or some human organizations appoint secretaries to administer their day to day activities. This type of secretary acts either as the chief executive officer of as the representative or as the chief adviser of the association. The main jobs of such secretaries are to direct and supervise the functions of subordinates, conducting correspondence with the outsiders, maintaining the important documents and books of accounts, arranging and conducting various meetings, etc. however, they perform their activities under the supervision of the managing committee of the concerned body or association.
3. **Secretary of Embassy:** Every embassy or high commission or foreign mission appoints a secretary for performing some of its important functions. The secretary of the embassy or high commission is positioned net to the ambassador or high commissioner. In absence of the ambassador or high commissioner, he runs the embassy or commission office.
4. **Secretary of a Cooperative Society:** The managing committee of every cooperative society generally appoints a secretary to administer the society on their behalf. Any member of the society or any other outsider person can be appointed as the full-time secretary of the society on a fixed salary. The secretaries of cooperative societies also discharge their duties under the direct supervision of the managing committee.

5. **Secretary of Local body:** When a person is appointed as the executive head of any municipal corporation or district board or of any local body, he is designated as the secretary of that body. Secretary of any local body is appointed as per the rules of that body and the law also specifies the functions, duties, and responsibilities of the secretary.
6. **Secretary of Government department:** Generally, government activities are performed under various ministries and departments. Every ministry or department is controlled by a minister with the help of a secretary. The secretary is the executive head of the ministry, while the minister is the head of the ministry.
7. **Company Secretary:** Company secretary is a high-level officer of the company having requisite qualifications. He is appointed as per the rules prescribed in the companies act. Company secretary is mainly responsible for looking after the secretarial works. He generally maintains liaison with the board of directors, employees, shareholders and other outside parties. Now a day, company secretary is one of the most important persons who perform some specified duties in the company form of business. The functions that are performed by company secretaries are maintenance of books and registers as required by the company's act, issue of share certificates, certification of meetings, arranging and attending meetings, drafting the minutes, sending returns to the register, etc.

1.8 SCOPE OF SECRETARY

In view of global era and development in IT skills, work profile of secretary has entirely changed. Earlier, even the managers at junior level were also taking secretarial help in order to discharge their duties. But since the advent of computers, usually the junior and, to some extent, middle level managers are performing most of their routine administrative jobs like preparing letters, sending of mails, record management, etc. on

their own. However, top management level and senior executives do have to delegate their routine administrative tasks to their Private Secretary. With this change in scenario, it is evident that the secretarial work requires lots of expertise and skills as usually every Private Secretary has to directly report to senior executives in an organization. It is generally noted that no two private secretaries perform exactly the same work.

Therefore, one cannot lay down an arbitrary list of duties. A PS to a junior executive has to work as a Front Office Assistant, Stenographer, Multi-Tasking Assistant etc. while a PS to the senior executive has to collect information on different topics, draft reports and speeches, write down the proceedings of the meetings/seminars and give advice to the executive on certain administrative matters. That is why a definite list of duties of a PA/PS cannot be laid down.

- Usually, the duty performed by a Private Secretary depends on the:
- Skills, personality and intelligence of a Secretary.
- Size of an organization where the secretary is working.
- Position of the executive with whom the secretary is working.
- Willingness of the executive to delegate authority and.
- Secretary's willingness to assume responsibility.
- The duties of a Private Secretary may be divided in two types:

10 a) Routine Office Duties.

b) Miscellaneous Duties.

The above duties are discussed in detail below:

Routine Office Duties

- i) Take dictation and transcribe the same on computer.
- ii) Tabulate data, make simple calculations etc.
- iii) Do correspondence with other organizations on the instructions of the executive.

- iv) Take initiative for briefing the information to the executive.
- v) Handle inward and outward paper (physical) mail/e mail.
- vi) Maintain records.
- vii) Operate office machines.
- viii) Maintain appointment diary, memory aids, etc.
- ix) Locate information from various sources including internet.
- x) Arranging and planning tour programme of the executive.
- xi) Organizing and conducting meetings (preparation and issue of notice and agenda, making seating and refreshment arrangements, keeping ready all the documents which may be required during the meeting, keeping record of attendance of the members, recording minutes, typing minutes and communicating the decisions and resolutions to the members etc.)
- xii) Attending to liaison duties like telephone calls, visitors, handling enquiries. Everyday some new jobs may come up and they are to be managed according to the priority.

The best way to finalize priorities is to consult with the executive. For example, connecting telephone calls can be given priority in the forenoon. This will be applicable in taking down dictation also. Dictation must be transcribed on the same days as some instructions pertaining to dictations might be forgotten which remain fresh during the day. The most important thing is to ensure that predetermined deadlines which are time bound are adhered to.

A Private Secretary has to handle the visitors who come to see the boss. An efficient PA/PS should be familiar with the art of meeting people and receiving them. The manner of dealing with visitors reflect image of the executive and as well as organization.

Miscellaneous Duties Private Secretary has to perform some miscellaneous duties, like to Prepare Power Point Presentations on various topics.

- Work as Data Entry Operator.
- Present concise information when the officer has to sit for an interview.

Draft reports and speeches for meetings and workshops, etc.,

- Supervise junior employees and their training, etc.
- Act as a liaison officer between the employer and the employees.
- Advise executive on purchase of office machine/equipment and stationery, etc.

In order to perform secretarial duties the most efficiently and effectively, it is necessary for a Private Secretary to be competent in IT and secretarial skills. Today, an efficient Private Secretary is a combination of secretarial plus managerial skills, as he/she has to often report directly to senior executives and take care of multiple administrative responsibilities.

1.9 OUTCOMES

- Define Organisation its importance and principles.
- Explain principles of Organisation structure.
- Discuss various types of Organisation structure.
- Define office work and its types.
- Qualification and qualities of Secretary.
- Delineate types of secretaries.

1.10 REVIEW QUESTIONS

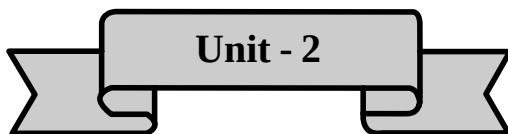
I. Short Answer Questions

1. Define Organisation
2. Discuss Importance and principles of Organisation.
3. Explain principles of Organisation structure.
4. Discuss various types of Organisation structure.
5. Define office work.

6. What are various types of offices?
7. Qualification and qualities of Secretary.
8. Delineate types of secretaries.

II. Long Answer Questions

1. Define an office and explain its various activities?
2. "The office is a coordinating factor" Explain?
3. Discuss the various factors contributing to the growth of office work?
4. Explain the various activities of a modern office?
5. List the different types of offices?
6. Define Organisation.
7. Explain principles of Organisation.
8. Discuss various types of organisations.
9. What do you mean by the word 'Secretary'?
10. Explain the role of a Secretary in any organisation.
11. List out various duties of a Private Secretary.
12. What is Office work.
13. Explain various types of offices.
14. Discuss the various types of Secretaries along with brief job profile of each.
15. Enlist various qualifications and skills which an ideal Secretary is required to possess.
16. Describe the various personal traits of a Secretary.



OFFICE SECRETARY

2.0 OBJECTIVES

After going through this lesson, you will be able to:

- Role and Responsibilities of office Secretary.
- Explain the two types of handling of mail: electronic and paper (physical).
- List out frequently used postal services in an organization.
- Know the meaning of the meeting and also its importance.
- Know various services provided by banks as on date viz. deposits, advancing loans, transfer of funds etc.
- Understand common terms relating to banking transactions/industry.
- Enumerate the different modes of travel.
- Explain the role of travel agencies.
- Prepare an itinerary.

2.1 INTRODUCTION

A Private Secretary or Personal Assistant is the backbone of an organisation, whose work requires a variety of project management, communication and organizational skills. The work profile of a Secretary of today is not the same as was in decades past. The job responsibilities have evolved to acquire much more advanced skill set such as mastering

Microsoft Office applications, drafting correspondence, preparing presentations, managing budgets, maintaining websites, preparing expense reports etc.

Secretaries might also manage all the administrative details of running a high-level conference or meeting and be responsible for arranging the catering for a lunch meeting. Often executives will ask their assistant to take the minutes at meetings and prepare meeting documents for review. In addition, a Secretary may be responsible for keeping all of the official records of a company or organization. Hence, Secretary is an assistant to an executive, possessing mastery of office skills who is supposed to have an ability to assume responsibility without direct supervision, the one who displays initiative, exercises judgement and makes decision within the scope of his/her authority.

2.2 ROLE OF AN OFFICE SECRETARY

1. Role of Secretary as Office Manager

The secretary of an organisation is primarily the chief executive and is in charge of the office.

He may be called the office manager but in fact he is more than that because of the following reasons:

- (a) The secretary has a higher status than an ordinary office manager. An office manager does not belong to the top management group but the secretary generally is. At least he is next to the top management group, i.e., the Board of Directors in case of a company. Very often he is taken in the Board of Directors or a director function as the secretary.

In case of a cooperative society, the secretary belongs to the managing committee. In any other association the secretary, as elected from among the members, holds the highest administrative position. An office manager mostly supervises the routine work while a secretary controls the entire administration. In that sense an office manager is subordinate to the secretary.

- (b) An office manager has his authority determined by the terms of his appointment. He does what he is told to do. But a secretary, particularly a company secretary has its authority also from the statute.
- (c) A secretary is an advisor to the management which an office manager is not.

- (d) In some organisations, an office secretary is appointed whose functions are those of an office manager and he acts under the superintendence and control of the secretary, who is the chief executive.
- (e) By nature the secretary is the chief executive but an office manager is not necessarily the chief executive.
- (f) Sometimes a secretary requires by law some special qualifications as we find in case of a company secretary. No such special qualifications are necessary for an office manager.
- (g) A secretary functions as an office manager when there is no separate office manager but an office manager cannot do the functions of a secretary particularly the statutory functions.

2. Other Roles played by Secretary are

- Reviews and reports on membership matters, formation and dissolution of Chapters and Sections and proposed amendments to Chapter bylaws, and makes action recommendations to the board.
- Works with the president and COO and chair and CEO to prepare agendas for the meetings of the Executive Committee and board of directors.
- Oversees the preparation of minutes of organisation Board of Directors meetings and conference calls, as well as minutes of the Leadership Assembly.
- Has a good working knowledge of "Robert's Rules of Order, Newly Revised," and plays a key role in keeping board meetings functioning in an orderly fashion. Maintains a system to keep the flow of communication smooth during board meetings and assists in maintaining adherence to the agenda.
- Reviews the organisation Policies and Procedures Manual and determines revisions to be made.
- Presents the delegate credentials and meeting rules for the Assembly, and reviews all proposed bylaw changes and petitions prepared for Assembly submission.
- Determines the number of Leadership Assembly delegates-at-large (representing those members of organisation who are not members of a Chapter) on the basis of one delegate for each 100 such members of organisation or fraction thereof, and reports this number to the chair of the Nominating Committee.

- Chairs the Assembly Minutes Committee, which is composed of the current PRSA secretary, the organisation secretary-elect and a delegate from the host Chapter in the Assembly's location.
- Prepares the minutes of the Assembly and circulates to the Minutes Committee for review and approval. Works with staff to post Assembly minutes to the organisation website as soon as possible after the meeting. The minutes are the official record of the Assembly.
- May be called upon to attend Chapter and District meetings to give a brief national update or presentation to its board of directors and/or to the Chapter or District membership at large.
- Attend all meetings of the organisation Board of Directors, Executive Committee, Leadership Assembly and International Conference.
- Serves on the five-member Executive Committee as an officer of organisation.

2.3 DUTIES OF OFFICE SECRETARY

A secretary's duties can vary depending on where they work, and sometimes secretaries exceed their job requirements.

1. **Answering and Directing Phone Calls:** Secretaries may be responsible for answering office phone lines and directing each call to the appropriate individual. Oftentimes, secretaries are the individuals that handle solicitation calls, client calls and taking messages. For instance, a legal secretary may regularly take calls from clients regarding casework or other information, and they need to be able to direct each client call to the appropriate attorney, as well as taking and distributing other messages and correspondences. A secretary may also need to have expertise in differentiating between urgent and less important communication.
2. **Organizing and Distributing Messages:** Another essential task secretaries may commonly perform is organizing and distributing memos, notes, messages and other written communications. Additionally, secretaries may have exceptional communication and analytical skills to take on communication tasks like these. For example, an executive secretary who works for a CEO of a large technology corporation might be expected to organize and disseminate various messages or memos to bring only the most

urgent communications to their CEO. An urgent message might relate to a change in a client's contract, and the executive secretary needs to be capable of quick and efficient communication as they pass messages along.

3. **Maintaining company schedules:** Secretaries are also commonly in charge of maintaining the schedules and agendas of professionals in their companies. For instance, a secretary for a large marketing firm might organize team schedules for each of the company's departments as well as the executives' agendas by setting appointments with clients, vendors and shareholders. Secretaries may also be the individuals that keep staff on track with reminders and alerts for upcoming conferences or meetings.
4. **Organizing documents and files:** Keeping documents, records and files organized is another important task that secretaries can be expected to perform. For instance, a medical secretary may commonly take charge of maintaining a filing system for patient medical records, expense reports for medical supplies and medications, procedural documentation and other important documents. Oftentimes, a company's documents, files and other records are stored within a computer database, and secretaries may frequently be expected to have the technical skills necessary to use these types of filing systems.
5. **Greeting business clients and guests:** Secretaries may also take on receptionist duties in addition to their administrative responsibilities. For example, an executive assistant may act as a receptionist to greet clients who arrive for conferences or meetings and might be the individual who helps visitors get settled, brings refreshments, takes notes during meetings with clients, and generally works to maintain the professionalism and overall brand image of their company when greeting and directing visitors.
6. **Documenting financial information:** Another highly essential task that secretaries may take on is the documentation of expenses, earnings and other financial information. For instance, a secretary at a sales corporation might be responsible for documenting the revenue and sales numbers from the sales team's reports as well as the company's expenses and costs of operation. The secretary might then use spreadsheet software to organize financial data into specific financial reports for the company's CEO to analyze and approve.

7. **Maintaining and ordering office supplies:** Secretaries may also be the individuals responsible for keeping inventory records and maintaining office supplies. The secretary may also be responsible for putting in orders for supplies that are running out. For example, an office administrator might make a monthly spreadsheet to keep a running record of the number of supplies like copy paper, toner, pens, filing folders and other supplies to keep track of which supplies are needed and which supplies are sufficiently stocked.
8. **Organizing and conducting meetings:** Along with scheduling meetings and conferences, secretaries may also take on the responsibility of organizing and conducting meetings. For instance, an executive secretary for a CEO of a retail corporation might organize a meeting with clothing designers, fashion brands or other professionals in the industry. Then, the secretary may conduct the meeting by discussing the important points of the conference and taking notes for the CEO and other decision-makers at the company. Secretaries can be a vital team member in performing these types of tasks, as executives, directors and other high-level professionals may sometimes be unavailable in similar circumstances.
9. **Assisting executives with project tasks:** Sometimes a secretary can be invaluable in assisting their supervisors with completing small tasks as part of larger projects. For example, a secretary for a lead marketing director might assist by organizing reports, printing documents or preparing a presentation. Because of the range in tasks a secretary might perform, this type of professional must possess a wide range of soft and hard skills to succeed in the role.
10. **Supervising staff and new employees:** Secretaries might also be the mentors who work with staff when implementing procedures and when training new employees. Because of their knowledge and experience with their companies, many secretaries help lead staff and new hires in developing their skills, following company protocol and learning about the overall company environment. As an example, a legal secretary might take on mentoring a newly hired paralegal and show them how to use the firm's computer and filing systems, how to organize casework and documents according to policy and the methods staff uses to complete tasks and handle clients.
11. **Coordinating with other organizations:** Secretaries also work to coordinate and form relationships with other businesses and

organizations. For instance, a secretary for an engineering firm might be the liaison that connects with contractors, designers and other engineering organizations to set up conferences, purchase resources or form business partnerships.

- 12. Implementing administrative procedures:** Secretaries might also play a role in developing and implementing company policies and various administrative procedures. For example, a medical secretary may develop a procedure for documenting patient treatment plans that includes following a set of steps to document medical information in a database. The secretary might then implement this new procedure by training nurses and staff on how to carry out the directives of the policy.

Because secretaries can take on a variety of different tasks and responsibilities, it can be crucial for secretaries to possess a wide range of skills like administrative skills, communication skills, customer service skills, technical skills, analytical and problem-solving skills. Secretaries may also rely on leadership skills to organize and direct office staff and procedures.

2.4 RESPONSIBILITIES OF SECRETARY

Main responsibilities of the Secretary.

The responsibilities of the Secretary of a Management Committee are outlined below:

1. Ensuring meetings are effectively organised and minuted.
 - Liaising with the Chair to plan meetings.
 - Receiving agenda items from committee members.
 - Circulating agendas and reports.
 - Taking minutes (unless there is a minutes secretary).
 - Circulating approved minutes.
 - Checking that agreed actions are carried out.
2. Maintaining effective records and administration.
 - Keeping up-to-date contact details (i.e., names, addresses and telephone numbers) for the management committee and (where relevant) ordinary members of the organisation.
 - Filing minutes and reports.

- Compiling lists of names and addresses that are useful to the organisation, including those of appropriate officials or officers of voluntary organisations.
 - Keeping a record of the organisation's activities.
 - Keeping a diary of future activities.
3. Upholding legal requirements.
- Acting as custodian of the organisation's governing duties.
 - Checking quorum is present at meetings.
 - Ensuring elections are in line with stipulated procedures.
 - Ensuring organisation's activities are in line with its objects.
 - Ensuring charity and company law requirements are met (where relevant, unless there is a separate company secretary).
 - Sitting on appraisal, recruitment and disciplinary panels, as required.
4. Communication and correspondence.
- Responding to all committee correspondence.
 - Filing all committee correspondence received and copies of replies sent.
 - Keeping a record of any of the organisation's publications (e.g. leaflets or newsletters).
 - Reporting the activities of the organisation and future programmes to members, the press and the public (unless there is an Information or Publicity Officer).
 - Preparing a report of the organisation's activities for the year, for the Annual General Meeting.

Use the links below to access further articles and resources which will help you understand the role of the Secretary and prepare your own role description or person specification.

Company Secretary

Since April 2008, private companies are no longer required to have a Company Secretary, but Companies House needs to be informed if no Company Secretary is appointed and you must ensure this complies with your Articles of Association.

If your organisation is incorporated as a limited company (e.g. Company Limited by Guarantee or a Community Interest Company),

you may also have a Company Secretary*, which is different from the role of an honorary secretary. This post carries greater responsibility than an honorary secretary to ensure that the requirements of Company Law are met.

2.5 USAGE OF DIFFERENT DEVICES

The modern office has changed dramatically since the 1990s. Offices in today's society are transmitting information via electronic mail (e-mail), electronic calendars, and teleconferencing, as well as other electronic devices. Communication via technology is just as important as oral and written communication in the work environment. Technology continues to play a vital role in transforming the business environment.

Today's modern offices are substantially different from the office environment of 20 years ago. Sweeping changes have occurred at the workplace as a result of new office technology and automation of office equipment. New technology is changing the scope of what's considered an office. Offices inevitably adopt newer technologies that get more work done with fewer people, and there's pressure to keep a modern, professional image by staying on top of the latest tech trends.

The need for high productivity and maximization of profit has led to the wide use of modern machines in most offices. There has never been a greater need for efficiency in business than there is today. All kinds of business must employ modern methods of gadgets or equipment in offices to meet the challenges of today's world. As an office staff, the secretary who is the image maker of the organization and from whom most information emanates, requires a great knowledge of Information and Communication Technology to perform efficiently on the job which would influence the speed of information delivery, production of job requested by the boss or organization within a short space of time, make less mistakes and high productivity on performance of job.

This mechanization of office work has come as a result of need for greater speed and accuracy. The characteristic picture of modern office is the successful integrated use of machines and equipment into what is called system. New information systems can be powerful instruments for organization change enabling organizations to redesign their structure, scope, power relationships, workflows, products and services. These machines and equipment are grouped or linked together to achieve a common purpose.

2.5.1 Brief Overview of Office Equipments

Office equipment refers to the machines used for the efficiency of workers in the office. Office equipments free workers from many of the routines and time-consuming tasks done manually. These are categorized into three accounting, secretarial, and general.

- a. **Accounting Machines:** They are either operated manually or electrically. Accounting machines are used for posting the ledger cards, writing cheques, receipts and preparing the payroll. Some accounting machines are calculators, electronic calculators, adding machines other basic accounting machines are book-keeping, electronic billing, and electronic alpha-numeric accounting machines.
- b. **Secretarial Machines:** They are machines used for secretarial office routine. They include typewriters, franking, and reprographic machines. Others are Dictaphone, automatic time-and-date stamping machines envelope sealing machine, jogger, shredder, etc. Typewriters are either manually or electrically operated. Franking machine is used to print stamp impression on envelopes without the use of adhesive stamps. Reprographic machines are photocopier, spirit or ink duplicating machines.

Chief executives make use of Dictaphone to dictate messages for secretaries to type on either computer or typewriter. The automatic time and data stamping machine is used to print the impression of the time and date of receipt on office correspondence. The envelope sealing machine moisturizes the flap of envelope before sealing it. The jogger is used to collate papers before binding. A shredder is used to destroy unused office document into unreadable forms.

- c. **General Office Machines:** These are generally used in the office. They include computers, fax, offset litho and laminating machines. Computer processes data and it is most commonly used in offices. There are desktop laptop and series of other forms of computers in offices today. The fax or facsimile facilitates the dissemination of information and diagrams over telephone wires through facsimile telegraphy. Documents are scanned by a beam of light and an identical image is reproduced on the other fax machine operated by another subscriber at the other end. The offset litho is more of printing machine. It is good for producing staff magazine, inter-office memoranda, etc. The laminating machine is used for protecting documents against moisture, dirt, creasing and tampering

by the use of cellophane. This is done through the heat process. The machine seals the document automatically for durability.

2.5.2 Brief List of Modern Office Technologies

- a. **The Computer:** Everybody knows what a computer is. It can simply be defined as an accurate electronic device that performs calculations and processes information at great speed. Computers come in different sizes, shapes, capacities, etc. We have desktops, laptops, and palmtops. The computer is used in medicine, engineering, architecture, education, banking, etc.
- b. **Telephones, Mobile and Land:** The land line is the most basic office communications tool used by secretaries. The most popular mobile phone used in the business place is the GSM Global Systems for Mobile Communication.
- c. **Fax Machine:** Just like the telephones, the fax machine transmits information, but in text or document format.
- d. **Internet (www, e-mail, search engine, etc.):** This is an intangible facility on the computer. WWW stands for worldwide web and it is a collection of information in multimedia form on the internet. This information is stored at locations, called websites, in the form of web pages. Websites are an effective way of distributing information, such as advertisements, technical information, comments, ideas, etc. Other applications on the internet are chatting for simultaneous communication between people and the use of a web camera for seeing while chatting. Search engines like Google, yahoo, msn, etc. are used to find information on the internet looking through millions of sources all over the world.
- e. **Teleconferencing:** This facility, usually embedded in the telephone technology, allows more than two people to communicate via phone at the same time. This makes it possible for people in different cities to hold meetings together.
- f. **Video Conferencing:** This facility usually makes use of the internet with or without the telephone and allows visual and speech communication among several people at the same time. Like teleconferencing, it enhances remote communication. For example, your colleague in America can remotely participate in a meeting held in Ghana where by he sees and hears everybody who attends the meeting in Ghana as he makes his own contributions.

- g. **Scanner:** This machine is used to convert hard copy documents into soft copies to later be transmitted from one place to the other via the internet. This format can include colors, unlike the typical fax machine.
- h. **Printers and Photocopiers:** Printers are used to convert our documents from soft copy formats to hard copies and photocopiers are used to make additional copies of such documents.

2.5.3 Summary of the Advantages of Office Equipments

Information that is the most important to the office can be stored, processed, and retrieved by computer facilities.

- They can be used to produce fast and accurate information.
- They provide very cheap services.
- Messages can be sent to many people simultaneously.
- Security of information is assured.
- Time, effort and money are saved.
- Stress is minimized.
- Space is saved as little or no paper is used in the office.

2.5.4 Meaning and Types of Mail

Mail is a form of written communication sent out or received in an organization with the help of an agency. The agencies which may help in transmission of mail are

- Internet (E-mail)
- Fax Machine
- Post Office
- Special Messenger
- Courier etc.

In big organizations, a separate Mailing Department is set up to handle various mailing operations. However, in small organizations, a Professional Secretary has to take care of handling mail in addition to other secretarial functions. A Private Secretary or an Office Manager generally plans mail handling work in an organization. Systematic planning of mail handling ensures that mailing operations are carried out efficiently and effectively without delay. It also helps to ensure that

- a) Every mail received or generated in the organization gets due attention.
- b) There are no last minute hassles.

- c) Judicious use of Mail Room Equipment.
- d) Selection of proper agency for transmission of mail.
- e) Proper recording of mail.

Types of Mail

There are three kinds of mail received or sent out from an organization.

They include

- a) **Incoming (Inward) Mail:** Any type of written communication coming to an organization is termed as Incoming Mail.
- b) **Outgoing (Outward) Mail:** Written communication sent out or dispatched from an organization is called Outgoing Mail.
- c) **Inter-Department Mail:** The mail received or sent from one department to another department within the same organization is Inter-Departmental Mail.

In business houses, there is a defined procedure for handling of incoming and outgoing mail. Inter-Departmental Mail is handled by the executives according to their requirements and convenience.

2.5.4.1 Handling of Incoming Mail

Effective and efficient handling of all incoming and outgoing physical mail reflects efficiency of a Secretary. Post Office, Special Messenger and Courier Companies help in physical delivery of mail from one place to another. Post Office provides various facilities regarding domestic and international carriage of mail. Local mail of urgent nature may be sent with the help of a Special Messenger. Sending mail by this mode ensures quick delivery of mail along with its acknowledgement.

Now-a-days, Courier companies are also playing a vital role in delivery of mail due to various additional services they are offering to their clients. This has also become a popular mode of delivery of mail, whether local or international. However, today, the most frequent method of sending and receiving mail is electronic mail (e-mail).

In every organization, there are defined steps for physical handling of inward mail so that the mail could reach the concerned official without delay. These steps vary depending on the size and nature of the organization.

The following procedure is usually followed in handling of incoming mail if the paper mail is received manually/physically.

1. **Receiving Mail:** Paper mail is delivered once or twice a day by a Postman in an organization while mail from special messengers or courier companies keep pouring throughout the day. A Junior Secretary or Mailing Clerk is entrusted with the task of receiving the mail and providing acknowledgement of the receipt, wherever necessary. In case, the mail is to be received from Post Box or Post Bag, a person is deputed to collect the same from the Post Office once or twice a day.
2. **Sorting Mail:** After receiving the mail, it is necessary to sort the received mail so that mail marked as Private, Personal, Secret, Confidential etc. are not opened. This type of mail is directly delivered to the person concerned unopened. Important mail viz. court summons, tenders, confidential reports etc. is sorted out from the routine mail to accord priority in opening. Routine mail consisting of sales letters, catalogues, product literature etc. are opened at last. Trays or open racks with separate compartments are usually available in Mailing Department in which segregated mail is kept while sorting. Trays or racks used for sorting mail have the name of the departments clearly marked on them.
3. **Opening Mail:** A paper knife is generally used for opening envelopes. In case of large mail, a Letter Opening Machine is helpful as it improves efficiency and opens the mail neatly. While opening an envelope, it should be ensured that
 - a) Contents of the envelope are not damaged.
 - b) Before disposing off the envelope, nothing is left inside the envelope.
 - c) Enclosures are fastened if they are not properly tagged.

Sometimes, it is necessary to preserve the envelope received along with the mail. In such cases, the same is attached along with the letter.

4. **Examining Contents and Stamping Mail:** After opening the mail, a Secretary should briefly examine its contents. Examining of contents is done to again sort out the mail which needs immediate action so as to accord priority. Sometimes, there are certain letters which require time-bound reply and are to be dealt on urgent basis. Examining of contents of mail also help to know if any of the enclosures of the letter received are missing. In such cases, the facts are recorded on the letter.

All the mail received is date stamped to authenticate receiving of the same in the organization. It can be done with the help of a Rubber Stamp or an Automatic Numbering & Dating Machine. A specimen of date stamp normally used in an organization has the following details.

M/s Concept Technology, New Delhi

Date _____ Time _____

Diary No _____

Signature _____

5. **Recording Mail:** Recording of mail helps in tracing out any letter received in the office at a later date. An Incoming Mail Register is maintained to make a brief record of all the incoming mail. Incoming Mail Register is also called Diary Register or Dak Register.

An Incoming Mail Register has a column viz. Date of Reply to ensure that all the received mail has been attended to.

S.No./ Diary No.	Date	Ref. No. of letter	Name & Address of Sender	Brief Subject	Dept./ Official referred	Initials of Receiver	Date of Reply

Some companies do not carry out the practice of recording of mail as it is quite time consuming.

6. **Distributing Mail:** The recorded mail is segregated department-wise and immediately distributed to the concerned departments by a peon or messenger.
7. **Follow-up Action:** Every incoming mail which needs a follow up action should be quickly attended to by the concerned official. In business houses, it is ensured that every mail received should be disposed-off within maximum 3-4 days, wherever possible.

2.5.4.2 Handling of Outgoing Mail

Like incoming mail, speedy disposal of outward mail is equally important. Delay in sending mail not only results in loss of business prospects but also creates a bad image for the company. While on the other hand, quick replies of mail show the importance which has been attached to it. The following steps are generally followed in case of handling of outward mail physically

1. **Production of Mail:** The letters which are sent out of an organization are prepared and signed by an authorized person. Every

outgoing mail should bear a reference number which facilitates future reference of the same. The mail ready to be dispatched is usually kept in 'Out Tray' available in all departments.

2. **Collection of Mail:** All outgoing letters are collected twice a day by a peon deputed by Mailing Department for onward transmission. A Professional Secretary should ensure that the mail is collected timely so that it could be dispatched from the office without delay.

It is also the duty of the Professional Secretary to mention the preferred mode of dispatch of the mail. The Mailing Department or Despatch Section delivers the mail according to the instructions given on the mail.

3. **Recording Mail:** Every outgoing mail is to be recorded in a register called Despatch Register or Mail Outward Register. A specimen of the same is given below.

Outgoing Mail register/ Despatch register

S.No. / Despatch No.	Date	Reference No	Name & Address of Receiver	Subject	Mode of Delivery	Postage Stamps used		Remarks
						Rs.	Rs.	

Local Mail which is sent by a Special Messenger is recorded in a Peon Book.

A Peon Book has following columns

PEON BOOK

S.No.	Ref. No. & date	Name & Address of Receiver	Brief Subject	By whom delivered	Signature of Receiver along with date and time

4. **Writing of Addresses:** If the mail is to be sent in an envelope, the same should be selected of suitable size according to the size and paper(s) to be inserted in it. While writing address on an envelope, it should be ensured that the address should be written parallel to the length of the cover and in the lower half and towards the right-hand side thus leaving adequate margin at the top for the postage stamps and labels, postmarks and other indications.

Writing of correct, legible and complete address of the receiver on the outward mail is very important point to be taken care of by a Professional Secretary. The addressed Post Town should be written in

block letters with complete spellings (no abbreviations) along with the PIN (Postal Index Number) Code.

- a. **Postal Index Number:** It is a code in the Post Office numbering used by India Post. It is a unique 6 digit number, shortly known as PIN code. There are nine PIN zones in India, including eight regional zones and one functional zone (for the Indian Army). The first digit of the PIN code indicates the region. The second digit indicates the sub-region, and the third digit indicates the sorting district within the region. The fourth digit represents the route on which a delivery office is located in the sorting district. The last two digits represent the delivery office within the sorting district. Hence, with the use PIN code, speedy and accurate postal delivery is possible all over the country.

In case of addressing of large mail, an Addressing Machine can be used which saves a lot of time and energy of a Professional Secretary besides reproduction of correct address on the outgoing mail.

5. **Folding letters and inserting them into Envelopes:** Letters intended to be inserted into envelopes should be folded in such a manner that it has minimum number of folds according to the size of the envelopes. Letters and enclosures must be folded together.

Folding and Inserting Machines can be used to make the task easy for a secretary in case of handling of large outgoing mail.

6. **Sealing of Envelopes:** The next step is to seal the envelopes to secure the contents of letters. The mail containing financial documents, registered and insured articles should be sealed carefully. Book Post mail mostly consisting of Product literatures, catalogues, price lists etc. are sometimes not sealed for the convenience of the receiver.
7. **Affixing Stamps on Envelopes:** On the outgoing mail to be sent through Post Office, postage stamps of required denominations are to be affixed as per the prescribed rates. The mail is weighed to calculate the correct amount of the postage stamps. Overstamping and under-stamping are to be avoided at all costs. Franking Machines are commonly used by offices for stamping the outgoing mail.
8. **Posting Mail:** Posting of Mail is the last step in the procedure of handling of outgoing mail. Letters intended to be sent through Post Office are sent by a peon to the nearest Post Office. Mail marked as Registered, Speed Post, Insured etc. are submitted at

the counter of the Post Office and a proof of delivery of the mail is obtained. Local mail which is to be sent through special messenger is handed over to the concerned person along with Peon Book. Courier Mail is handed over to the representatives of courier companies, whenever they arrive as per the specified time schedules.

2.5.4.3 Handling of Electronic Mail

Electronically, mail can be received or sent out with the help of computer, fax, mobile phone etc. via a network. This type of mail does not have any elaborate handling procedure. The mail is mostly addressed by name on individual's e-mail address or number. E-mail messages received on organizational e-mail address are directly delivered to the person concerned for further action.

Electronic Mail or E-mail messages may be sent to one or more recipients at a time. An e-mail message consists of two parts: the message header and message body. The message header contains space for email address (s) and subject. The content of the mail is written in the message body. The mail is easy to compose and transmit just with a click of button. It is generally received and sent from an individual's e-mail address in an organization.

E-mail has given rise to concept of paperless office because of the following advantages

- Speedy delivery
- Economy
- Security
- Feasibility of sending bulk mail
- Possibility of use of pictures, demonstrations etc.
- Automated record management

The problems which may be associated with e-mail include threat of virus, hacking of mail, crowded in-box etc. However, with the various techniques, it is possible to deal and overcome all these hazards. It is important that inbox of mail should be checked-in regularly.

Due to exponential growth of mail volumes, Digital Mail Rooms are set up now-a-days in organizations. In such Mail Rooms, documents are scanned, archived and retrieved in original image format. Electronic mail formats, fax etc. can also be combined while document processing. The setting of Digital Mail Rooms has reduced decision making cycles, saved paper costs and rationalized circulation of information.

2.5.4.4 Mail Room Equipment

Various mechanical equipment is used to handle the incoming and outgoing paper mail efficiently and effectively. Use of the mechanical devices also helps to reduce monotony and increase accuracy of mailing operations.

Equipment and machines in Mail Room has following advantages:

- Increase in the speed of operations.
- Saving of time.
- Improvement in efficiency and accuracy.
- Elimination of wastage.
- Simplification of fixing of postage and avoidance of misuse of postage stamps.

The following Mail Room Equipment is commonly used in a large organization

1. **Letter Opening Machine:** With the help of a Letter Opening Machine which operates manually or electrically at a great speed and can open 100 to 500 letters per minute, work of opening of mail can be efficiently managed. It has a rotary knife which shaves off a very thin slice of the edge of envelopes. While using the machine, one should be careful that the contents of the envelope are not damaged.
2. **Numbering and Dating Machine:** An Automatic Numbering & Dating Machine is used for stamping on the incoming mail. In this machine, the next serial numbers and date automatically changes after every use with the help of self-inking stamp pad.
3. **Folding and Inserting Machine:** A Folding Machine can fold approx. 5,000 to 10,000 sheets per hour. It is possible to fold and insert letters into an envelope with this machine. The machine is to be adjusted as per the required number of folds according to size of envelope.
4. **Sealing Machine:** Sealing Machine helps in automatically moistening the flaps of an envelope and then sealing the same. Sealing with wax can also be conveniently done with the help of this machine. Hand operated sealing machines can seal about 100 envelopes a minute while electrically operated ones can operate at a speed of 15000 envelopes in an hour. The work of sealing of mail can be performed very neatly and efficiently with the help of this machine.

5. **Mailing Scale:** A Mailing Scale is used to weigh outgoing mail and ascertain postage stamps which are to be affixed on it. Digital scales at a very economical price are widely available in the market. It is essential equipment in Mail Room for performing mailing operations.
6. **Addressograph (Addressing Machine):** It helps in printing of addresses on envelopes, parcels etc. The machine is used when mail is to be sent to those customers which are regular and frequent on mailing list. It can be operated manually or electrically. In this machine, there is a ribbon to give print of the addresses from already prepared embossed plates. Once the address plates are prepared, it can be repeatedly used any number of times. The required plates are selected and fed into the machine from one side. After operating the machine, one can get the addressed envelopes from the other side.
7. **Franking Machine:** A Postal Franking Machine is a stamping machine intended to stamp impressions of dies of approved design on postal articles for payment of postage fee. A commission of 1 to 1.5 percent is permitted on the value of franks used.

The use of a Franking Machine except under a valid license issued by the Head of the Postal Division is prohibited. The franked articles are tendered at the counter of Post Office and each consignment must be accompanied by a Window Delivery Ticket for identification of the licensee's representative.

The impressions of the franking machines recorded on postal articles should not be interfered with in any way. Impression should be of bright red color, clear and distinct and should not overlap. As far as possible, it should be on the right top corner on the address side of the article itself or an address wrapper or an address label firmly attached to it. Franking is allowed up to any amount.

The main benefits of using the machine include less risk of misappropriation of postal stamps, avoidance of errors in stamping and simplification in keeping the account of stamps used. Department of Posts have also introduced Remotely Managed Franking Machine in place of Electronic Franking Machine with security features like generation of 2D barcode with franked impression and elimination of human intervention for up-loading credit in Franking Machine.

Now-a-days, business houses use Mail Accounting Software to manage postage expenses. The software helps in collecting, maintaining and reporting mail accounting data. It also helps in tracking and better

controlling of business mail expenses. As physical handling of incoming and outgoing mail is quite time consuming and monotonous job, the mail room equipment discussed above helps a Professional Secretary to overcome these limitations and handle mailing operations in the most effective and efficient manner.

2.6 FLOW CHART

Flow of work is concerned with the way work move along with one operation to another. It denotes the volume of work going through the rate at which it moves along and the smoothness of its passage.

The flow of work aims at greater efficiency in every office activity, so that costs are cut down and delays are eliminated. Flow of work is a problem to be solved by the managers.

Flow charts are prepared for the purpose to know whether the flow of work is ideal or there is scope for improvement. The following types of flow charts can be used for analysis.

- a. **Office Layout Chart:** This chart analyses the flow of work of each part of office and eliminates waste motion & back tracking. In the chart, lines are drawn to indicate the movement of office forms and documents from operation to operation.

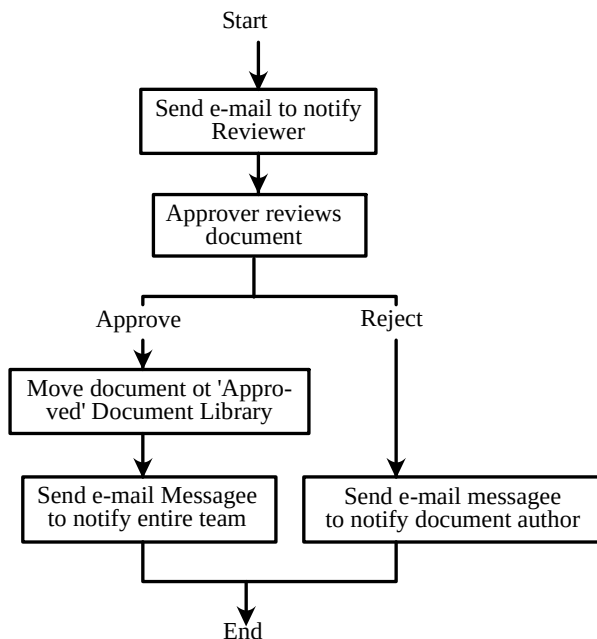


Figure-2.1: Layout chart

- b. **Flow Process Chart:** Process chart is also known as work simplification chart. By using certain standard symbols, the chart shows the flow of work under a specific procedure. Presentation and reading is easy because the charts are more graphic with symbols.

It helps to simplify the work. These standard symbols have been developed by the American society of mechanical engineer, New York.

-  Transportation (Passing the work along or sending it to some other places)
-  Inspection (checking, comparing, or reviewing the work)
-  Operation (doing the work like typing posting entry and etc.)
-  Delay (delay due to interruption, bottlenecks, changeover, etc)
-  Storage (Holding the work for any reason)

- c. **Management Type Flow Chart:** Management type flow chart is fully illustrated chart and each operation or steps involved are described in short and descriptive sentence. The chart is written and read horizontally from left to right.

2.6.1 Straight-Line Flow of Work

Smooth flow of work can be ensured by the use of straight-line flow of work method. This method is applicable for the factory as well as the office. It can be described as the method, in which the work flows, while progressing from one operation to another, it should follow a course approximating as nearly as may be possible in a straight line. In order to avoid the wastage of time, effort and delay in the flow of information, the work must always move forward and in a straight-line.

Benefits of Straight-Line Flow of Work

The following are the list of benefits of Straight-line flow of work

1. **Greater Speed:** The speed of work increases greatly, since the movement of work is over the least area.
2. **Lesser Messenger Work:** Since the work is flowing in a straight-line, the desks can be arranged in a straight-line, the distance

between the different operations is small and the papers or files are passed over from one desk to another by the clerks is easy. It reduces the messenger work.

3. **Less Loss of Papers:** In this method, papers are rarely mislaid or lost as they are handled in a systematic manner.
4. **Use of Conveyors:** In certain organization conveyors are used to transfer the files from one place to another, such an arrangement helps to speed up the work.
5. **Keeps Executives and Clerks at Their Desks:** As the work moves in a straight-line, this method avoids moving here and there unnecessarily and makes the employees to sit in their chair to do the work.

2.6.2 Problems in Smooth Flow of Work

Smooth flow of work faces number of problems, which must be tackled in order to improve the efficiency of office routine. It can be solved only by the managers. The problems are outlined below

1. **Unequal Flow of Work:** The work in the office cannot be equal throughout the day, the week or the year. The work may be heavy on particular day in a week or it may be heavy during a particular period. For example, there may be greater incoming mails in the morning and on Mondays. The problem of unusual flow of work can be solved by collecting relevant statistics and their analysis.
2. **Interruptions to Work:** The interruptions to work are internal or external. Internal interruption may be caused by lack of materials with which to work, information needed is not available or because of change of work through change of plan, etc. External interruptions to work may be caused by outsiders calling the employees and external telephone calls.
3. **Unequal Times Needed for Different Operations:** This is the major problem in the flow of work where, different operations of a job need different time to complete. For example, the sequence of operations for the first operation may require one minute, while the next may require three minutes.
4. **Lack of Standard:** Steady flow of work may also be affected, if the work to be done by an individual that can not equal to the standard fixed. In the absence of standard, some employees may over burden with heavy work while the others may have less work.

5. **Lack of Planning and Scheduling:** If the office manager does not plan and schedule the work before time, it is not possible to do the work quickly or not to do the work within the allotted time.
6. **Faulty Layout:** Steady flow of work may be affected if the layout of the office is not made according to a well-developed plan. Criss-crossing and back tracking procedure will affect the flow of work.

2.7 OFFICE MANUALS

The office manual contains the details of the work to be performed in an office and other important particulars of the organization. It is the source of information, knowledge of which is essential for the performance of the work. It may be in the form of a book or booklet and contains the information which benefits the office staff. If Office employees are supplied with copies of office manual they do not have to approach their superiors again and again. Therefore, they do not interrupt the work of their superiors and there is no wastage of time to office employees (new entrants) as well as to executives (Superiors).

Office manual is useful to the employees, especially new joined, to understand the work without any difficulty. The office manual contains the details of the whole office work such as standard practices, current practices, instructions and organizational policies in such a form that they are easily and readily available to the office personnel for reference and guidance.

Meaning of Office Manual

An office manual means a handy form of book or booklet containing information relating to the policy, organization system, routines and procedures, methods and standards and the rules and regulations regarding employment.

An office manual is prepared to help the employees know all relevant information regarding the organization, its set up i.e. structure and how he fits into it.

2.7.1 Definition of Office Manual

According to **George R. Terry**, An office manual is a “written record of information and instructions which concern and can be used to guide the employee’s efforts in an enterprise”.

Also, an office manual has been defined as “a document disclosing the information about an organization, its set up, conditions of employment,

and the established systems, routines, procedures, methods, standards, rules and regulations of an office operation.”

2.7.2 Need for Office Manuals

A large size organization has a number of branches or departments or sections or divisions. Thousands of employees are employed in large size organization. Hence it is very difficult to control the employees by the management. If instructions or guidelines are given in writing to the employees, the management can control the employees very easily and avoid misunderstanding of employees. Office manuals help the management and the employees in various ways.

1. Employees understand their position, duties and responsibilities in an Organization.
2. Employees understand their role in the achievement of office Objectives.
3. There is a possibility of maintaining good relations among the employees by themselves.
4. Both existing and new employees freed the management in getting the same information, explanations and instructions repeatedly.
5. The concerned employees are held responsible if the duties are not performed by them in a specified manner.
6. Delegation of authority can be enhanced throughout the organization set up without much difficulty.
7. Each employee can understand the extent of authority delegated to them.
8. New employees are getting training with the help of office manual by knowing policies, practices, systems, routines and procedures.
9. Office manual is imparting refresher training to existing employees.

2.7.3 Types of Office Manuals

1. **Policy Manual:** Every organization has its own policy which is served as basic guide to action. The entire activities of an organization are fully guided by policy manual. A policy manual contains decision, resolutions and directions of the board of directors stating the policies of the company.
2. **Organizational Manual:** The organizational manual describes the organization structure. The duties and responsibilities of each

employee in department wise or section wise or division wise are explained along with the line of authority and responsibilities connected with them. Each employee can understand the relationship with others. Sometimes, a separate manual is prepared for each department in case of multinational companies.

3. **Administrative Practice Manual:** Standard methods and procedures for effective performance of work are given in this manual. Separate methods and procedures are given for each department specifically, if needed. This manual also contains guidelines and instructions on education required to an employee and training to employees, format of correspondence and reports, and the inter-relationship of office employees.
4. **Departmental Practice Manual:** This manual deals with policy of the concerned department, methods and procedures followed in the concerned department. This type of manual is prepared for each department separately.
5. **Mailing Manual:** A mailing manual gives detailed instructions in all phases of handling both incoming and outgoing mail. The letter drafting procedure is also given in this manual.
6. **Filing Manual:** The names of the files to be maintained in an office are given in this manual. Besides, the preparation of title and its maintenance are also clearly discussed.
7. **Rules and Regulations Manual:** Rules and regulations are very much important to every office employee. Everybody should work according to the rules and regulations. Various types of leave are availed by the office employees. The number of such leave and their availing procedure are given in this manual.
8. **Historical Manual:** An employee should know something about his enterprise. This manual contains brief history of an enterprise. Name and address of the enterprise, founders, objectives for establishing such enterprise, circumstances under which the enterprise is established, capital required and contributed by the founders, registration, coverage of law etc are briefly discussed. This information is highly useful to new entrants in an office.
9. **Multi-Purpose Manual or Hand Book:** Some offices prefer to have a single manual instead of several manuals such as discussed above; If so, only relevant and important information are combined

in the form of a hand book. In such a way, multi-purpose manual is prepared.

The information included in a manual of one office may not be the same of another office. In other words, the contents of a manual are according to the needs and preferences of the concerned office.

2.7.4 Principles of Office Manuals

The following principles should be observed in preparing manuals.

1. Centralise all authority and responsibility for the office manual programme.
2. Write the level of the employees who is going to use the manual.
3. Prepare and revise the distribution list so that manuals are distributed among the employees without omission.
4. Use simple and direct Language.
5. The material should be arranged in simple manner without much complication
6. The matter should have proper cross referencing and indexing
7. Make use of charts and diagram.
8. Revise manuals constantly and highlight changes.
9. Periodic audit should be carried out.

2.7.5 Steps in Preparation and Writing of Office Manuals

A standard and an orderly procedure should be followed while preparing office manuals. If so, the prepared manual can ensure complete, accurate and comprehensive. The preparation is to be completed within a reasonable period of time. The following steps may be taken while preparing an office manual.

1. **Assigning an Individual or Formation of a Committee:** An individual is enough to prepare an office manual in small size organization. A committee has to be formed to prepare an office manual in case of large size organization. So, this formality is carried on according to the size of the organization.
2. **Preparing the List of Subjects Covered:** The responsible executives prepare the list of subjects to be covered in the preparation of office manual. List of subjects vary according to the type of manual preparation. The subjects and topics to be covered should be classified and arranged into logical headings and sub-headings.

3. **Receiving Ideas and Suggestions:** Ideas and suggestions have to be received from the managers of functional departments and supervisors as per the subjects covered. A time schedule is to be fixed for receiving ideas and suggestions.
4. **Verification of Ideas and Suggestions:** Received ideas and suggestions have to be tabled and verify the same. Irrelevant and impracticable ideas and suggestions have to be rejected with due care.
5. **Classification and Arrangement of Information:** The collected information and data have to be classified and arranged under each subject and write them up in subject-wise. The information and data included should be accurate and complete in all aspects.
6. **Prepare a Draft Manual:** A draft manual is prepared by considering the relevance of the concerned manual. A limited number of copies of such draft manual is typed or cyclostyled for circulation. A copy of draft manual is circulated among the office manager, functional manager, union representatives and top management executives for their criticism. Such criticism is used for the betterment of the preparation of office manual.
7. **Revision of the Draft Manual:** Suggestions and criticism have been incorporated in improving the manual by adding new points or deleting some points. The style and standard of language can be improved by the process of revision of the draft manual. As far as possible, short sentences and words can be used. The language should be simple and direct.
8. **Submission for Approval of Top Management:** The revised manual has been placed before the top management for approval. Approval of top management is necessary before the production of the manual.
9. **Mechanical Production of the Manual:** Arrangement for the production of the manual should be made after the draft is approved by the top management. The type of production of manual is depending upon the number of copies required. Details regarding size, paper cover and binding should be considered before the actual production of manual. The manual should preferably be in a booklet form.
10. **Distribution of Office Manual:** Copies of office manual are distributed among the employees of an organization on need basis.

A few copies are maintained as spare copies which will be used for the future reference and further revision of the manual.

2.7.6 Advantages of Office Manuals

The advantages of Office Manuals are

1. It contains printed instructions and all the important decisions for the execution of the work, so the employees don't want explanation for the work again and again.
2. It gives readily available printed instruction about system, procedure and duties existing in the organization, so it is easy to train the employees.
3. In large organization which is having many branches, similar type or uniformity of activities can be performed if they have manual
4. The entire work of an office is brought together, studied, examined and incorporated in office manual, so that the activity having less importance can be eliminated.
5. It helps the executives to take decision promptly by referring instructions and policies contained in printed form.
6. When the rules and regulations are in the written format it is easy for the employees to get an idea about their responsibility, duties and authorities. It helps to improve good relation between the employees.
7. When the employees are transferred from one office to another office, with the help of manual they can start their work without delay.

2.7.7 Disadvantages of Office Manuals

The disadvantages of Office Manuals are

1. To keep the manual up-to-date is a difficult job
2. It is costly and time consuming process, so it is difficult to have manuals in small firms.
3. If simple words are not used in manuals the employee reading can misinterpret it.

2.7.8 Revision and Distribution of Office Manuals

Revision of Office Manuals: Manuals must be revised from time to time. It is necessary to keep them up to date. In revising manuals the following factors should kept in mind.

1. The responsibility of revising manual is in the hands of the department that created it.
2. It is necessary to revise the manual as frequent as practicable.
3. Where no provision has been made to revise manual and the responsibility of revising them is not fixed, manuals should be discarded.

2.7.9 Distribution of Office Manuals

Office Manuals are useless unless they are properly distributed amongst employees for whom they are meant. In fact, it is they who would be responsible for carrying out the instructions and ideas given in the manuals. Organization manuals may be distributed only amongst the major executives and in rare cases amongst those with lesser responsibility. The different departmental practice manuals should be distributed to departments and employees directly affected by them.

2.8 COORDINATING DIFFERENT WINGS OF AN OFFICE/ ORGANISATON

The duties of a secretary to the office have an early start. As the secretary belongs to the top management group he is in the process of overall policy-making including the policy in respect of office administration. The composition and functions of an office largely depend on the nature and extent of the functions of the orga-nisation.

The secretary is an advisor to the management and generally he is entrusted with the administrative part of management as a whole so he/she is cordinate the different departments by following below duties.

(A) Planning and Organizing: Planning for and organising the office, which are the functions of the top management group, may be entrusted on the secretary.

Such functions are:

- (1) The primary duty of the secretary is to prepare the Organisation Chart for the office, determining the different positions to be held and their levels. At the same time job grading has to be finalized. The number of employees has to be estimated by him and a recruitment policy also to be decided. Together with the Organisation Chart an Office Manual also has to be prepared clearly defining the authority of each position and its functions.

This is very helpful to avoid

- (a) Indetermination and confusion,
- (b) Overlapping of authority and
- (c) Conflict among the members of the staff.

With planning also comes, preparation of budget for the establishment cost of the office, both present and future.

- (2) The secretary will now decide what system should be followed in office organisation a system of centralisation or a system of decentralisation. A wise blending of the two systems will be ideal.
- (3) Next comes the lay-out of the office. Definitely the modern open type of lay-out will be preferred by, the secretary. Much depends on the system to be followed and the shape and size of the available accommodation.
- (4) Now the stage is set for the secretary for establishing and running the office. Recruitments have to be made and equipment of all types have to be procured under his supervision and guidance.
- (5) The secretary will divide the office into functional departments, man the departments and assign duties to the members of the staff. Appropriate authority together with corresponding responsibility will be delegated to each member of the staff. If necessary, training will be arranged for them.

- (B) Supervision and Control:** Supervision and control are not identical terms. Supervising means just overseeing whether the subordinates are doing their duties or not. Generally it is done by the office manager. Controlling is a bigger function.

It entails:

- (a) Fixation of standard of performance;
 - (b) Evaluation of actual performance;
 - (c) Verification of actual performance with the standard;
 - (d) Rectification of errors, if any, so that they are not repeated.
- (1) The secretary is more than a mere office manager and so he has both the duties to perform-supervision and control. When there is no office manager, he may be assisted by supervisors. He may not have control over the departmental managers like production manager, marketing manager, etc. who are doing the main functions and known as 'line' people. They may be under the General Manager.

But the 'staff' people who are the heads over the service functions like the Personnel Manager, Finance Manager, etc. are generally under the direct control of the secretary. Whatever may be the case, the secretary has to control and coordinate the different clerical functions connected with the general or centralised office.

- (2) He has to maintain a continuous liaison between the top management and the other employees of the organisation as well as with the Government and the outside people interested with the concern. He has to maintain liaison between the organisation and the public at large. This he carries on from the office.
- (3) He has to maintain a coordination between the head or the main office and those of the branch or divisional offices, if any.
- (4) He has to maintain continuous supply of office equipment.
- (5) He has to do filing of all statements and documents as required under his statutory duties.
- (6) He has to arrange all meetings required under statutes or otherwise and do all the needful for the meetings. Meetings may be held at the office or elsewhere.
- (7) He has to apply his mind for the improvement of office functions through O & M study and out of his own.
- (8) He has to apprise the top management about the functioning of the office and submit oral or written reports with or without recommendations on the same.

- (C) **General:** Sometimes, specially in case of a society or association or a small-size concern, much of the clerical functions are directly handled by the secretary himself. Generally, most of the outgoing letters are signed by him. In some offices, the practice is that the incoming mail will go to the secretary first who will look over the papers before they are being distributed among the respective departments.

2.9 MEETING - MEANING, IMPORTANCE AND TYPES OF MEETINGS

A meeting may be generally defined as a gathering or assembly or getting together of a number of persons for transacting any lawful business, discussing certain matters of concern, making recommendations or taking decisions. In other words, a meeting is “any focused conversation which has usually a specific agenda.” There should be at least two persons to constitute a meeting.

Importance: In an organization, meetings help in smooth functioning of an organization. Basically, meetings may be organised to.

- Transact official business.
- Find solutions for problems.
- Exchange ideas, opinions, etc. for growth of business.
- Take decisions and make recommendations for the growth of business.
- Plan new schemes.
- Brief members on plans already made or proposals already finalised
- Discuss and make arrangements for a specific event.
- Review the progress being made on a particular front.
- Resolve conflicts, confusions and disagreements.
- Change the existing policies and procedures.
- Motivate staff by generating enthusiasm and positive attitude.

2.9.1 Types of Meetings

Broadly meetings may be categorized as

- Public Meetings
- Business Meetings

Public Meetings are those meetings which are open to the members of the public in general. These are generally held at some public place like a park or public hall. The purpose of these meetings may be to propagate some knowledge or belief. Notice of such meetings is served by announcements in the newspapers or by posters etc. Civic reception meetings, political meetings etc. are example of the public meetings.

Business Meetings are those meetings which are held by private bodies or associations in which affairs or business of the private body concerned are discussed. These are open to those persons only who are the members of that body or those who have been invited to attend. Business meetings may be classified as

- i) General Meetings ii) Committee or Sub-committee Meetings
- i) **General Meetings:** These meetings are for all the members of the body or organization concerned. At such meetings, the general business of the organization is transacted and discussed.

There are two types of general meetings

- Annual General Meetings and • Extraordinary General Meetings
- a. **Annual General Meeting:** It is a formal meeting that is held by companies once every year in order to deal with ordinary business. According to the Company Law, all companies are obligated to hold an Annual General Meeting (AGM) every year. In this meeting, the company's executives, directors, and shareholders meet for the purpose of transacting ordinary business. The Annual Report of the company is presented to everyone gathered at the meeting. Some of the other businesses transacted at Annual General Meetings may be the appointment of directors of the company, adopting of the budget for the next 12 months, dealing with the remuneration of auditors of the company etc. Before an annual general meeting is held, it is normally required that a 21 days' notice is issued.
- b. **Extra-ordinary General Meeting:** An Extraordinary General Meeting or the EGM is a meeting which is convened by the Directors of a company in order to deal with any special business that is so important that it cannot wait until the next Annual General Meeting

to be dealt with. These meetings do not have a regular time of occurrence and can be held anytime to deal with any urgent matter.

Because of the nature of these meetings, they are normally called on short notices. A minimum of 14 days notice is generally required for an Extraordinary General Meeting.

- ii. **Committee Meetings:** Committee Meetings are the meetings in which only concerned or elected members are invited to attend. For example, Governing Body Meeting, Sales Committee, Canteen Committee or Finance Committee Meetings etc. Committee meetings may take the form of problem solving meetings, innovation meetings, team meetings etc.

2.9.2 Requisites of a Valid Meeting

Every meeting needs to be planned in advance, so that it is successful. A meeting is said to be properly convened when proper notice of a meeting has been issued by a proper authority to all persons who have right to attend the meeting. Further, in a duly constituted meeting, there is a proper person in the chair to preside over it and the quorum is complete. The first step towards planning a meeting is that it must be properly convened and constituted. It is the duty of a PA/PS to know all the valid requisites of a meeting which are discussed below.

1. **Notice of a Meeting:** Notice of a meeting means advance information or intimation of a meeting so that the person receiving it gets an opportunity to prepare himself/herself for it. The notice of a meeting should contain the day, date, time and venue of the meeting. It must also indicate the purpose and nature of the meeting. If so required under the rules, copies of certain reports, statement etc., must also be enclosed or annexed to the notice. For example, in the case of an Annual General Meeting of the company, a copy of the

Balance Sheet and Profit and Loss Account of the company and Directors' Report have to be sent along with the notice. Issuing notice to all the members who are supposed to attend the meeting is mandatory and obligatory. The notice must be served in the manner prescribed as per the rules or constitution of the organization or body concerned. Notice should always be in writing.

Minimum notice period required for a meeting is also prescribed in the rules or constitution of the organization. For example, as also said above, in the case of an Annual General Meeting of a Company, the notice about the meeting must reach the members at least 21 days before the meeting. A private secretary should ensure that the notice is circulated to all the members within the stipulated time.

2. **Agenda of a Meeting:** It is a practice to send an agenda along with the notice to the members who have to attend the meeting. An agenda is a programme of the items of the business to be discussed at a meeting in the order in which they are to be taken.

The purpose of agenda is to let all the members of the committee or organization give adequate information so as to enable them, prior to the meeting, ponder over the items of business to be discussed. Agenda is prepared by Secretary in consultation with the Chairperson and the items of business dealt with at the previous meeting are taken into consideration. The Secretary should make a note of any matters requiring the attention of the members, so that these may be included in the agenda for the next meeting.

An agenda could be a part of the notice of the meeting or can be annexed along with it. When the agenda is given as an annexure to the notice or circulated separately it contains the following information:

- Name of the organization and date of circulation.
- The day, date, time and venue of the meeting.
- The items of business to be transacted at the meeting.
- The background paper or information, if any

Sometimes, the first item on an agenda is the “confirmation of minutes of the previous meeting” and the last item is “any other matter with the permission of the chair”. Other matters are arranged according to their importance. The routine matters are put first and then the controversial matters.

3. **Quorum of a Meeting:** The word “quorum” is derived from Latin word and may be defined as the minimum number of members who must be present at a meeting as required by the constitution or rules. No important decisions can be taken or business transacted in a meeting without a proper quorum. A meeting is not properly

constituted if the quorum is not present and any business transacted at such a meeting will be invalid. The main Purpose of having a quorum is to prevent a small minority from taking decisions which may be unacceptable to the majority of the members.

The number of members required to complete a quorum is given in the rules of the organization. For example, in the case of the meetings of the Governing Body of a College, it may be provided that quorum will be onethird of the total strength of the Committee.

4. Chairperson of a Meeting: In the context of a meeting, Chairperson is the person who presides over a meeting. The person in charge of a meeting or organization is referred to as the Chair or sometimes the Chairperson. These words can be used to refer to either a man or a woman. In other words, it is necessary to designate a chairperson to preside over and conduct the proceedings of a meeting in proper manner according to the rules and constitution. The other points of importance of Chairperson in a meeting are to:

- Approve the items to be discussed on the agenda.
- Manage the proceedings of a meeting and keep order.
- Conduct the business according to the agenda and constitution/standing orders/rules and keep the discussion within the prescribed limits.
- Deal with points of order.
- Provide guidance in the discussion and assist the meeting to make decisions by passing resolutions, amendments, etc.
- Take a vote or poll and declare the result.
- Do signature on the minutes and ensure that action is taken, as approved.
- Adjourn or postpone meetings.
- Exercise casting vote.

5. Motions and Resolutions: A motion is a proposal put before a meeting for its consideration and decision. The business of a meeting is transacted through motions. A motion must normally be written and handed to the Chairperson or Secretary before the meeting. A member, who wants to put a proposal, first of all secures the permission of the Chair and then introduces the motion. The mover

of the motion speaks of it and has the right of reply at the close of the discussion. A motion is then required to be seconded by another member, who is called the seconder. If there is no seconder, a motion is dropped and cannot be introduced again. However, no seconder is required if the motion is moved by the Chairperson.

After a motion is formally put before the meeting, the Chairperson asks members to express their views on it. Therefore, when put to a meeting, the motion becomes “the question” and when a decision is taken after discussion and is passed then it is called “the resolution”.

A resolution is defined as the formal decision of the meeting on any proposal put before it. A resolution if adopted and recorded in the minutes becomes the official decision of the meeting. Usually the rules provide for passing of two kinds of resolutions: ordinary resolutions and special resolutions.

A resolution which is passed by a simple majority of votes is called ordinary resolution. Simple majority means that the votes cast in favour of the resolution must exceed the votes cast against it. Special resolution is a resolution which is passed by a three-fourths majority. Votes cast in favour of the special resolution must be at least three times more than the number of votes cast against it. The matters for which special resolution must be passed are specified in the rules of the body concerned.

An amendment is a proposal to alter a motion by adding or deleting words. Before a motion is voted upon and adopted, an amendment may be proposed. It must be also proposed, seconded and passed in the meeting in the customary manner. When the motion of amendment is moved, seconded and accepted, discussion on the original motion ceases and discussion on the motion of amendment starts. After the discussion, it is put to vote and if it is passed, the original motion is amended

6. Adjournment of a Meeting: It means suspending the proceedings of the meeting either for a particular time or indefinitely. Subject to the articles, rules or constitution of an organization, the Chairperson, with the consent of members of the meeting, may adjourn it in order to postpone further discussion. If it is carried, the meeting is adjourned to the agreed date or indefinitely.

A Chairperson, can adjourn the meeting when there is no quorum or the meeting becomes so disorderly that it is impossible to transact the business at his own discretion. In other words, he/she can adjourn the meeting or a discussion for a bona fide purpose.

7. **Minutes of a Meeting:** Minutes of a meeting may be defined as a record of the proceedings of a meeting and are kept to preserve a brief, accurate and clear record of the business transacted. The term 'Minutes' in literal sense means a note to preserve the memory. The minutes of any meeting serves as an official record of what took place i.e. the points discussed and decisions taken during any meeting. One must be very alert and accurate in taking down minutes of meeting.

Before the Meeting, choose your medium carefully with which you will take notes, i.e. pen and paper, laptop, computer, or tape recorder. Also ensure that the same is in working order and have a backup facility in case of emergency. It is important to refer the meeting agenda to formulate an outline of minutes of meeting.

During the Meeting

- Get a list of committee members and pass around an attendance sheet.
- Note the time when the meeting begins.
- Don't try to write down every single comment - just the main ideas.
- Write down motions, which made them, and the results of votes, if any; also write down who seconded a motion.
- Make note of any motions to be voted at future meetings.
- Note the ending time of the meeting.

After the Meeting

- Type the minutes as soon as possible after the meeting, while everything is still fresh in your mind.
- Include the name of organization, name of committee, type of meeting (daily, weekly, monthly, annual, or special) and purpose of meeting.
- Include the time the meeting began and ended.

- Proofread the minutes before submitting to the executive for obtaining relevant signatures.

A draft is generally submitted to the Chairperson for approval before the final copy is typed.

2.9.3 Secretarial Duties Relating to Meetings

It must be understood that there is no direct authority and responsibility of a private secretary for convening and conducting a meeting. But it is one of his/her duties to assist the executive in the performance of all the secretarial work relating to meeting. Secretarial work relating to a meeting may be before, during and after the meeting. Before the meeting, a Secretary has to:

1. Ascertain the date, time and place i.e. when and where the meeting is to be held in consultation with the executive and take steps to make preparations accordingly e.g. booking of the committee/conference room, hotel etc.
2. Draft the notice and agenda and get it approved.
3. Get adequate number of copies of the notice, agenda and reports etc., if any, required to be sent along with the notice and send the same to all the members who have a right to attend the meeting.
4. Check in advance all logistics viz. air-conditioning system, blowers etc., in the meeting room and to arrange for public address system, OHP/LCD/Screen and other equipment that may be required and to see that sufficient number of chairs are made available in the meeting room keeping in view the number of invitees.
5. Book in advance necessary orders for refreshment and lunch.
6. Keep ready (i) the items of stationery such as writing paper, pen, pencil, (ii) spare copies of agenda, (iii) minutes of the previous meeting, (iv) the papers, reports, statements and other documents likely to be required at the time of the meeting including letters of apology received from the members unable to attend, (v) attendance sheets or register, (vi) any books of reference, standing orders etc.

Secretarial duties during the meeting are to:

1. Obtain signatures of the members present in the Attendance Book or on Attendance Sheets.
2. Help the chairperson in ascertaining the quorum.
3. Keep before the Chairperson the necessary papers, files and documents for ready reference and to distribute papers and documents, if any, to the members.
4. Read, if required, the notice of the meeting, apologies for absence, minutes of the last meeting and Auditors' Report etc., if directed by the Chairperson to do so.
5. See that refreshment is served properly.
6. Supply necessary information, if any, regarding rules of procedure, papers and documents required by the Chairperson while conducting the proceedings of the meeting.
7. Take notes of the proceedings of the meeting.

After the meeting, it is the duty of the Secretary to:

1. Prepare draft minutes and when approved, get the same typed in proper form.
2. See that the meeting room is left in good order, check the room for papers or personal items left behind by the departing participants, arrange to return borrowed equipment, to have unused supplies and exhibits picked up.
3. Arrange for carrying out decisions taken in the meeting and to ensure that proper intimation is given to those who are associated with given assignments.

2.9.4 Terms Relating to Meeting

Ad hoc Subcommittee: Ad hoc means 'arranged for this purpose'. An ad hoc subcommittee is appointed for the purpose of carrying out one particular piece of work, such as the arrangements for the visit of a VIP.

These committees are also called special purpose committee.

Addressing the Chair: All remarks must be addressed to the Chairperson and members must not discuss matters between themselves at a meeting.

Attendance Sheet: A record of people present at a meeting, usually provided at a sheet which is passed round for signature by members.

Casting Vote: A vote usually allowed to the Chairperson. A casting vote is used only when there are equal numbers of votes 'for' and 'against' a motion.

Convener: A person authorized to call a meeting.

Co-opted Member: A person who serves on a committee as a result of the committee's powers of co-option, i.e. the committee approves of the appointment of a co-opted member by a majority vote in order to engage the services of a person qualified to assist them in their work.

Ex-officio Member: A person who is a member of a committee by virtue of office.

Memorandum and Articles of Association: These are regulations drawn up by a company setting out the objects for which the company is formed and defining the manner in which its business shall be conducted respectively.

Point of Order: A point of order is a question regarding the proceedings of a meeting or a query relating to the standing orders or constitution of the meeting. For example, a member may draw the attention of the Chairperson to the fact that there is no quorum or the motion put before the meeting is not within the scope of the meeting or there is use of improper language or indecent behaviour. When a point of order is raised, debate on the main motion will stop. The Chairperson will give his decision at once which will be final and binding. After the settlement of the point of order, discussion on the main motion will start again.

Poll: Poll is the term given for the method of voting at an election and in a meeting this usually takes form of a secret vote by ballot paper.

Proxy: A person appointed to attend a meeting and vote on behalf of a member who is unable to attend.

Rider: A rider is an additional clause or sentence added to a resolution after it has been passed.

Standing Orders: These are the rules compiled by the organization regulating the manner in which its business is to be conducted. It may also have the title 'constitution'.

Status Quo: It is used to refer to matter in which there is no change.

Teller: A person who counts the votes at a meeting.

Web Conferencing: Web conferencing enables the real-time sharing of computer screens, individual applications or web-based content among two or more computers or mobile devices. It works the same way in the virtual world as it does the real world. Web conferencing platforms may be internet based and delivered via software, which enables the users to hold live meetings and conferences.

Web conferencing also covers online collaborative services like web seminars ("webinars") and webcasts (it is considered to be a video broadcast of an event transmitted across the internet).

Ultra Vires: Beyond the legal power or authority of a company or organization.

Unanimous: When all members of a meeting have voted in favour of a resolution, it is said to be carried 'unanimously'.

2.10 SERVICES PROVIDED BY BANKS

a) DEPOSITS

- i. **Current Deposits (Demand Deposits) Account:** It is a running account for a businessman with minimum number of restrictions. One can make any number of deposits and withdrawals in a single day. A bank grants overdraft facility in this account.
- ii. **Saving Deposits Account:** It is an account opened by a person who wishes to save some part of his income for meeting the

unforeseen expenses and also future needs. It is also a source of income on the savings made by him. This account provides a nominal rate of interest and a person can deposit as many times in a day. All the entries of deposits made and withdrawn are entered in a small book called Pass book. The specified rate of interest given by the bank on the amount deposited in the saving bank account keep varying.

This rate of interest is fixed by Reserve Bank of India. It is around 4% currently. To open this account, one has to complete all the formalities required by the Bank such as photograph of the person, Aadhar card, residential proof etc.

- iii. **Fixed Deposits (Time Deposits):** These types of accounts are for a fixed period. The depositor can deposit the money in fixed deposit for a specific period and the interest earned on this deposit is taxable at current tax slab. The rate of interest is more than saving deposit account and the interest is payable on the maturity of account. The rate of interest differs from bank to bank and also depend upon the amount of deposit.

The higher the amount of deposit for a longer period, the higher is the rate of interest.

- iv. **Recurring Deposit Account:** It is also called Term Deposit which can be opened for a specific period and a specific amount is deposited every month during that term of period. On this deposit, the rate of interest given is slightly less than fixed deposit which is given on the maturity of account.

- b) **ONLINE BANKING:** Online banking, also known as internet banking, e-banking or virtual banking, is an electronic banking system that enables customers of a bank or other financial institutions to conduct a range of financial activities through its website. The online banking system will typically connect to or be part of the core banking system operated by a bank and is in contrast to branch banking which is the traditional way customers accessed banking services.

- c) **MOBILE BANKING:** Mobile banking is a service provided by a bank or other financial institution that allows its customers to conduct financial transactions remotely using a mobile device such as a mobile phone or tablet. It uses software, usually called an app, provided by the financial institution for the purpose. Mobile banking is usually available on a 24-hour basis. Some financial institutions have restrictions on which accounts may be accessed through mobile banking, as well as a limit on the amount that can be transacted.
- d) **TRANSFER OF FUNDS:** Transfer of funds within your own accounts is known as Fund Transfer. Transfer of funds can be made to third party account also held in the same or different bank.
- e) **CHEQUE FACILITY:** A cheque is a bill of exchange or an instrument drawn on any bank on demand. In other words, cheque is a bill of exchange drawn on a specified banker ordering the banker to pay a certain sum of money to the drawer of cheque or another person. Money is generally withdrawn by clients by cheques. Cheque is always payable on demand. Commonly, following four types of cheques are used in:
- **Bearer Cheque:** This cheque is payable by the drawee bank over the counter to the bearer or presenter of the cheque. A bearer cheque can be negotiated or passed to another person by mere delivery.
 - **Order Cheque:** When the word “bearer” on the cheque is cancelled, it becomes an order cheque. Such a cheque is paid to the person specified therein as payee. The payee can be anyone else too, to whom the cheque is endorsed.
 - **Open Cheque:** An open cheque is a cheque that is not crossed on the left corner and payable at the counter of the drawee bank on presentation of the cheque. An open cheque may be bearer or order cheque.
 - **Crossed Cheque:** A crossed cheque is a cheque that has been marked to specify an instruction about the way it is to be redeemed. A common instruction is to specify that it must be deposited directly into an account with a bank and not immediately encashed by a bank over the counter. Crossed cheque means drawing two parallel lines on the upper left hand corner of the cheque and writing the

words 'A/c Payee'. The main advantage of this cheque is that if the cheque is lost, nobody can take the payment. In case of any mis-use, it can be easily found in whose account the payment is credited. So it is advisable to cross the cheque always.

- f) **DEMAND DRAFT:** It is a cheque or a document stating to pay the amount written on this document on demand. This document is issued by the bank requesting to pay the specified amount to the person in whose name this demand draft is issued. It is convenient and simple method of remitting payments or money from one person to another.
- g) **OVERDRAFT:** An overdraft allows a person to borrow money for short time through current account. Having overdraft facility from a bank helps an individual or businessmen to meet with short term cash flow problems.
- h) **CASH CREDIT (LOANS AGAINST CERTAIN SECURITY):** Cash credit is a short-term source of finance. Under cash credit, the bank offers its customer to take a loan up to a certain limit. Cash credit is also

known as bank overdraft.

Advantages of Cash Credit:

- i. It is an important source of working capital financing.
- ii. Cash credit can be obtained very easily and quickly.
- iii. Interest is charged only on the amount of loan taken by the customer and not on the amount of credit sanctioned. In other words, interest is charged only on the utilized amount.

Disadvantages of Cash Credit:

- i. The rate of interest charged by loan on cash credit is very high.
- ii. Such loan is granted by bank on the basis of company's turnover, its financial status, value of inventory, etc. So, it is difficult for new and financially weak companies to obtain cash credit.
- i) **DISCOUNTING (BILLS OF EXCHANGE):** The holder of a bill can get it discounted by the bank, when he/she is in need of money. After deducting its commission, the bank pays the present price of the bill to the holder. The commercial banks can re-discount

the discounted bills with the central banks when they are in need of money. When the bill matures the bank can secure its payment from the party which had accepted the bill.

- j) **MONEY AT CALL:** Bank also grant loans for a very short period, generally not exceeding 7 days to the borrowers, usually dealers or brokers in stock exchange markets against collateral securities like stock or equity shares, debentures, etc., offered by them. Such advances are repayable immediately at short notice, hence, they are described as money at call or call money.
- k) **TERM LOANS:** Banks give term loans to traders, industrialists and now to agriculturists also against some collateral securities. Term loans are so-called because their maturity period varies between 1 to 10 years. Term loans, as such provide intermediate or working capital funds to the borrowers. Sometimes, two or more banks may jointly provide large term loans to the borrower against a common security. Such loans are called
- l) **CONSUMER CREDIT:** Banks grant credit to households in a limited amount to buy some durable consumer goods such as television sets, refrigerators, etc., or to meet some personal needs like payment of hospital bills etc. Such consumer credit is made in a lump sum and is repayable in instalments in a short time. The scope of consumer credit has been extended to cover expenses on marriage, funeral etc., as well.
- m) **MISCELLANEOUS ADVANCES:** Among other forms of bank advances there are packing credits given to exporters for a short duration, export bills purchased/discounted, import finance i.e. advances against import bills, finance to the self-employed, credit to the public sector, credit to the cooperative sector and above all, credit to the weaker sections of the community at concessional rates.

2.10.1 Other Common Facilities Provided by Banks

- **Agency Services:** Banks also perform certain agency functions for and on behalf of their customers like collection and payment of credit instrument. Banks collect and pay various credit instruments like cheque, bills of exchange, promissory notes etc., on behalf of their customers.

- **Purchase and Sale of Securities:** Banks purchase and sell various securities like shares, stocks, bonds, debentures on behalf of their customers.
- **Collection of Dividends on Shares:** Banks collect dividends and interest on shares and debentures of their customers and credit them to their accounts.
- **Acts as Correspondent:** Sometimes banks act as representative and correspondents of their customers. They get passports, traveller tickets and even secure air and sea passages for their customers.
- **Execution of Standing Orders:** Banks execute the standing instructions of their customers for making various periodic payments. They pay subscriptions, rents, insurance premium etc. on behalf of their customers.
- **Acts as Trustee and Executor:** Banks preserve the 'Wills' of their customers and execute them after their death.

2.10.2 General Utility Services Provided by Banks

- a) **Locker Facility:** Bank provides locker facility to their customers. The customers can keep their valuables, such as gold and silver ornaments, important documents, shares and debentures etc. in these lockers for safe custody.
- b) **Credit Cards:** A credit card is a payment card issued to user as a system of payment. It allows the cardholder to pay for goods and services based on the promise to pay for them. The issuer of the card creates revolving accounts and grants a line of credit to a consumer or the user from which the user can borrow money for payment to a merchant or as a cash advance to a user. In short, credit card is a small plastic card issued by a bank, building society, etc., allowing the holder to purchase goods or services on credit.
- c) **Debit Cards:** A debit card is a plastic payment card that provides the card holder electronic access to his/her bank account at the financial institution. It is a card that deducts money directly from a consumer's checking account to pay for a purchase.

Debit cards eliminate the need to carry cash or physical checks to make purchases. These cards help their customers to travel without the fear of theft or loss of money. With this facility, the customers need not take the risk of carrying cash with them during their travels.

- d) **Letter of Credit:** A letter of credit is a guarantee letter from a bank thereby guaranteeing that the buyer's payment to the seller will be received on time and for the correct amount. In case of non-payment, the bank will be required to cover the full or remaining amount of the purchase. Due to the nature of international dealings, including factors such as distance, differing laws in each country, and difficulty in knowing each party personally, the use of letters of credit has become a very important aspect of international business. In short, letters of credit are issued by the banks to their customers certifying their credit worthiness.
- e) **Collection of Statistics:** Banks collect statistics giving important information relating to trade, commerce, industries, money and banking. They also publish valuable journals and bulletins containing articles on economic and financial matters.
- f) **Acting Referee:** Banks may act as referees with respect to the financial standing, business reputation and respectability of customers.
- g) **Underwriting Securities:** Banks underwrite the shares and debentures issued by the Government, public or private companies.
- h) **Gift Cards:** Banks issue gift cards of various denominations to be used on auspicious occasions.
- i) **Merchant Banking:** Some commercial banks have opened merchant banking divisions to provide merchant banking services.
- j) **Automated Teller Machine (ATM):** It is installed by almost all the banks to facilitate the customers to withdraw money at any time as per their convenience on all the days of the year. For this, an ATM card is issued which has a PIN number. When this card is used on the machine, a password is to be set before the transaction is carried on. It releases the amount punched by the customer after taking into consideration the balance of the customer's account.
- k) **Electronic Clearing System (E.C.S.):** This system helps to credit the funds faster. Under this system, the account holder can make payment to other parties having their account in the same banks without issuing any proper instrument. This system is restricted or limited to the accounts maintained in one or different branches of

the same bank within or outside the city. The computer system allows the transfer of funds to the other party after verifying the details from the account.

2.10.3 Terms Used in Banking Transactions

1. **PAY IN SLIP:** It is a slip or the form with a counter foil to be filled for depositing the money by the depositor or any other person for depositing the cash, cheque, draft etc. in any account.
2. **CASH WITHDRAWAL SLIP:** This is a form or slip used for withdrawing the money from the account where the cheque book or ATM cards are not issued to the account holder. The passbook is to be produced along with the cash withdrawal slip at the time of withdrawing the money from the account in a bank.
3. **PASS BOOK:** Pass book is a small handy book issued by bank to the customers to record all the dealings between them. Now-a-days, printed statements of accounts are also being issued by a bank instead of pass book.
4. **CHEQUE BOOK:** It is a book containing detachable blank cheques and issued by a bank or building society to holders of bank accounts.
5. **DRAWER:** Person who withdraws the money or writes the cheques. He is an account holder.
6. **DRAWEE:** The party authorized to payout the money, it is the bank.
7. **BANKRUPT:** To go out of business.
8. **REAL TIME GROSS SETTLEMENT (RTGS):** It means an electronic form of funds transfer where the transmission takes place on a real time basis. In India, transfer of funds with RTGS is done for high value transactions, and at present, the minimum amount being Rs 2 lakh. The beneficiary account receives the funds transferred, on a real time basis.
9. **NATIONAL ELECTRONIC FUNDS TRANSFER (NEFT):** It means a nation-wide payment system facilitating one-to-one funds transfer. Individuals can electronically transfer funds from

any bank branch to any individual having an account with any other bank branch in the country.

10. **IFSC (Indian Financial System Code):** It is an alphanumeric code that is used to identify the particular branch of a participating bank in either of the popular electronic funds settlement options in India, namely RTGS and NEFT.
11. **INTEREST RATE:** The percentage amount that banks give to savers when they leave their money there or charge customers when they borrow money.
12. **OTP (One Time Password):** It is a password that is valid for only one login session or transaction, on a computer system or other digital device. For eg. Mobile phones e-mail etc.
13. **PIN:** Personal Identification Number. Generally a four-character number or word, the PIN is the secret code given to credit or debit cardholders enabling them to access their accounts. The code is randomly assigned by a bank to their customers. It is intended to prevent unauthorized use of the card while accessing a financial service terminal.
14. **MORTGAGE:** It is an agreement between a customer and a bank in which it lends you money to buy a house; you have to pay back the money with interest over a longer period of time.
15. **RBI:** The Reserve Bank of India (RBI) is India's central banking institution, which controls the monetary policy of the Indian rupee.
16. **NRE ACCOUNT (Non-Resident External Account):** An NRE account can be opened by any person who is residing outside India.
17. **NRIs:** (Non-Resident Indians) having NRE account in India are permitted to hold and maintain foreign currency earnings in Indian rupees. Moreover the interest earned is not taxable in India.
18. **NRO ACCOUNT (Non-Resident Ordinary Rupee Account):** An NRO account is a savings or current account held in India that helps NRIs manage income earned in India such as rent, dividends, or pension from abroad. The account holder can deposit and manage accumulated rupee funds conveniently through an NRO account.

19. **FCNR Account (Foreign Currency Non Resident Account):** FCNR Deposit is a Fixed Deposit Foreign Currency account and not a savings account. Deposits in this account can be made in any of the major currencies like US Dollar, UK Pound, Canadian Dollar, Deutsche Mark, Japanese Yen and Euro.
20. **CASH RESERVE RATIO (CRR):** It is the amount of funds that the banks have to keep with RBI. If RBI decides to increase the percent of this, the available amount with the banks comes down. RBI is using this method (increase of CRR rate), to drain out the excessive money from the banks.
21. **BANK RATE:** It is the rate of interest which a central bank charges on the loans and advances that it extends to commercial banks and other financial intermediaries. Changes in the bank rate are often used by central banks to control the money supply.
22. **FDI (Foreign Direct Investment):** It is an investment which occurs with the purchase of the “physical assets or a significant amount of ownership (stock) of a company in another country in order to gain a measure of management control” or a foreign company having a stake in an Indian Company.
23. **ACCRUED INTEREST:** It means the interest that has been earned but not yet paid.
24. **AUTOMATED CLEARING HOUSE (ACH):** It has a computerized facility used by member depository institutions to electronically combine, sort, and distribute inter-bank credits and debits.

ACHs process electronic transfers of government securities and provide customer services, such as direct deposit of customers' salaries and government benefit payments (i.e., social security, welfare, and veterans entitlements), and preauthorized transfers.
25. **DISHONOUR OF CHEQUE:** Non-payment of a cheque by the paying banker with a return memo giving reasons for the non-payment. It is a condition in which the bank does not pay the amount of the cheque to the payee. In fact, when the drawer draws the cheque without following all the rules of issuing cheque and where an account does not have sufficient balance to honour the cheque

- issued by the customer, the cheque is returned by the bank with the reason "funds insufficient" or "exceeds arrangement".
26. **BANK OMBUDSMAN:** Bank Ombudsman is the authority to look into complaints against Banks in the main areas of collection of cheque/bills, issue of demand drafts, nonadherence to prescribed hours of working, failure to honour guarantee/letter of credit commitments, operations in deposit accounts and also in the areas of loans and advances where banks flout directions/instructions of RBI. This Scheme was announced in 1995 and is functioning with new guidelines from 2007. This scheme covers all scheduled banks, the RRBs and co-operative banks.
 27. **CO-OPERATIVE BANK:** An association of persons who collectively own and operate a bank for the benefit of consumers/customers, like Saraswat Co-operative Bank or Indraprastha Sehkari Co-operative Bank etc.
 28. **CORE BANKING:** It is a banking service provided by a group of networked bank branches where customers may access their bank account and perform basic transactions from any of the member branch offices.
 29. **E-BANKING:** E-Banking or electronic banking is a form of banking where funds are transferred through exchange of electronic signals between banks and financial institutions and customers' ATMs, Credit Cards, Debit Cards, International Cards, Internet Banking and new fund transfer devices like SWIFT, RTGS belong to this category.
 30. **EFT - (Electronic Fund Transfer):** It is a device to facilitate automatic transmission and processing of messages as well as funds from one bank branch to another bank branch and even from one branch of a bank to a branch of another bank. EFT allows transfer of funds electronically with debit and credit to relative accounts.
 31. **EITHER OR SURVIVOR:** It means operation of the account opened in two names with a bank. It means that any one of the account holders have powers to withdraw money from the account, issue cheques, give stop payment instructions etc. In the event of

death of one of the account holder, the surviving account holder gets all the powers of operation.

32. **ELECTRONIC COMMERCE (E-Commerce):** E-Commerce is the paperless commerce where the exchange of business takes place by electronic means.
33. **FOREIGN BANKS:** Banks incorporated outside India but operating in India and regulated by the Reserve Bank of India (RBI), e.g. Barclays Bank, HSBC, Citibank, Standard Chartered Bank, etc.
34. **KYC NORMS:** Know Your Customer norms are imposed by R.B.I. on banks and other financial institutions to ensure that they know their customers and to ensure that customers deal only in legitimate banking operations and not in money laundering or frauds.
35. **MORATORIUM:** R.B.I. imposes moratorium on operations of a bank; if the affairs of the bank are not conducted as per banking norms. After moratorium, R.B.I. and Government explore the options of safeguarding the interests of depositors by way of change in management, amalgamation or take over or by other means.
36. **POST DATED CHEQUE:** A Cheque which bears the date which is subsequent to the date when it is drawn. For example, a cheque drawn on 8th of February, 2007 bears the date of 12th February, 2007.
37. **PLASTIC MONEY:** Credit Cards, Debit Cards, ATM Cards and International Cards are considered plastic money as like money they can enable us to get goods and services.
38. **RESTRICTIVE ENDORSEMENT:** Where endorser desires that instrument is to be paid to a particular person only i.e. a person restricts further negotiation or transfer by such words as "Pay to Vijay only". Now Vijay cannot negotiate the instrument further.
39. **TELLER:** Teller is a staff member of a bank who accepts deposits, cashes cheques and performs other banking services for the public.
40. **VIRTUAL BANKING:** Virtual banking is also called internet banking, through which financial and banking services are accessed via internet's World Wide Web. It is called virtual banking because an internet bank has no boundaries of brick and mortar and it exists only on the internet.

2.11 MODES OF TRAVEL

Various modes of travel include air, rail, road, water etc. Each mode has its own merits and demerits and is chosen on the basis of cost, speed, route and capability.

Normally, business travel is multi-modal. When more than one mode of transport is used for a journey, the journey is described as multi-modal. The following modes of travel are commonly used by executives while on business tour:

- a) Private Car, Taxi or Cabs
- b) Bus
- c) Railway
- d) Air

Private Car, Taxi or Cabs: It provides ad-hoc services at rider's desire. This is resorted for travelling short distances within the country. Though this mode of travel is bit expensive but it offers flexibility of travel. The concept of cabs (radio taxis) is very popular now-a-days. But private car and taxi have lower capacity and are, sometimes, time consuming.

There is no elaborate procedure involved in booking cars and taxis. A person can either book a car/taxi on telephone, on-line or approach personally local taxi stand. Cab users usually download the various service applications on their mobile and make use of the same, whenever the service needed.

Bus: The cheapest mode of transport is bus. We know that every city has a welldeveloped system of buses. Luxury and air conditioned buses are available to make travel comfortable. For booking a ticket in a bus, there are not much formalities needed. Like private car/taxi, a ticket can be booked on-line, on telephone or by approaching local bus terminal.

Railway: Rail travel is very important mode of travel between different cities. Train travel can bring much comfort and convenience to the travellers. Unlike planes, one can use cell phone on trains. The seats on a train are comfortable and trains are rarely delayed due to bad weather.

India has one of the most spectacular rail networks in the world. Advance reservation is necessary for rail travel. One can refer to time

table published by Indian Railways which is published at regular intervals or visit the website - w.w.w.indianrail.gov. to find out the different classes of services offered by Indian Railways to its passengers. One can go for booking tickets on internet and check for all the enquiries like Train Alert, PNR Status, Train Status, Seat Availability, Train Schedule, Train Information, Train Time Table, Train Fare etc.

One can send SMS on 57886 through mobile phone to get any information on railways.

2.11.1 How to Make Railway Reservation

For booking reservation in railway trains personally, Railway Reservation Slip is to be filled in with particulars about journey, trains and persons travelling. This slip is also used for cancellation of journey, if so required. A specimen of railway reservation/cancellation form is given below:

- Reservation/Cancellation Requisition Form
- If you are a Medical Practitioner ● Please tick () in Box
- (You could be of help in an emergency) Dr.
- If you want Sr. Citizen Concession, please write
- Yes/No in Box

(if yes, please carry a proof of age during the journey to avoid inconvenience of panel charging under extant Railway Rules)

Do you want to be upgraded without any extra charge? Write Yes/NO in the box.

(if this option is not exercised, full fare paying passengers may be upgraded automatically)

Train No & Name

Date of journey

Class

Number of Berth/Seat

Station From To

Boarding at Reservation upto

S.No.

Name in Block Letters (not more than 15 letters)

Sex(M/F) Age

Concession/Travel

Authority No.

Choice (Lower / Upper Berth)

Meals for Rajdhani/ Shatabdi Express

FOR OFFICE USE ONLY

S.No. of

Requisition _____

PNR No. _____

Berth/Seat No. _____ Amount collected

_____ Signature of Reservation Clerk

NOTE

1. Maximum permissible passengers are 6 per requisition.
2. One person can give one requisition form at a time.
3. Please check your ticket and balance amount before leaving the window.
4. Forms not properly filled or in illegible forms shall not be entertained.
5. Choice is subject to availability.

For rail e-ticket booking in India, Register as an individual. Registration is free. The e-booking procedure of railway and air ticket is almost similar. The same is discussed in the section just below.

2.11.2 Air Travel

Air travel has become extremely popular for long distance travelling and is widely used by top and middle level executives. Air transport has in the recent past become relatively economical due to competitive prices. Further, it is a fast and reliable mode of transport. The decline in prices has increased its demand. Like rail travel, advance reservations are also necessary for all airline flights.

Air travel can be divided into two:

- Domestic flights
- International flights

In addition to Air India, there are several private airlines services which operate on both domestic and international routes.

For booking airline reservation, a person can:

- Buy a seat online.
- Walk into any counter at airport or city airline office.

Booking an air ticket through internet is just a few clicks away. To book an air ticket online, we need a credit card or a net banking account. Online air ticket booking sites have been provided by airlines and booking agents. Some of sites of online air ticket booking are goibibo, yatra.com, cleartrip.com, makemytrip.com, expedia etc. In addition, the sites also help to:

- Provide information about the discounts in fare and hotel packages.
- Find out latest offers from different airlines.
- Avail special offers given by different banks to credit/debit card holders.
- Select extra insurance and other schemes provided by third party companies.

I. Air Ticket Reservation: It is very simple to book an air ticket online. First you have to select whether it is a one way trip or round trip. Then select the travelling dates for one way trip select the starting date and for round trip select the return date too. Then you have to select the source and destination cities. You can scroll down through all major cities and towns in India. Once the source and destination is selected then you have to specify number of passengers including children and infants. After giving all these details, click on search and it will display all available flights from different airlines on the particular date.

After selecting your convenient flight, click on Book button to go to the billing page. In the billing page, you have to enter your personal details including email id and phone number. It will take you to the payment page for selecting a payment option. Most airlines accept two types of payment - one is through a credit or debit card and next is via a net banking account.

Select your payment method and fill the necessary details. Once this step is completed, you will get a confirmation page and an email in your specified email id within few seconds.

Thus, there are many ways that helps you in making flight reservations on the net. You can make use of number of travel sites to find out what prices are obtainable for your executive's tour itinerary. It

is so interesting to note that some of the travel websites allow you to choose the fare you are eager to shell out and then provide help to find the tickets for that price. To book the flight reservation, you can also contact the airlines directly. The advent of modern technology has made flight reservation a cakewalk. Various travel agencies also do provide facilities by booking tickets on commission basis.

2.11.3 E-Ticket and Paper Ticket

Both, railways and airlines support e-tickets. You can take a printout or show the screenshot of the ticket along with an identification proof at the time of travelling. A soft copy of ticket in a mobile is also as good as a paper ticket. For the travel, any valid photo identification proof like original passport, Voter's ID, Aadhar Card, Driving license etc. is mandatory. For international travel, passengers need to carry valid passport, visa and/or entry permits and health certificates as required. Embarkation forms (this is part of the immigration formalities required to be concluded for your visit to the country, and contains the personal, passport and visa details which are to be filled up by you in addition to the flight details. The form is to be submitted at the immigration counter where your entry to the country shall be stamped in the passport) should be duly filled and submitted to customs and immigration authorities before boarding the aircraft.

2.11.4 Travel Agencies

Travel agencies help travellers by sorting through vast amount of information to help their clients make the best possible travel arrangements. Travel agents offer advice on destinations and make arrangements for planning itineraries, transportation, hotel accommodations, car rentals, city tours etc. for their clients. Travel agents are also expected to be able to advise travellers about their destinations, such as the weather conditions, local ordinances and customs, attractions, and exhibitions.

For those travelling internationally, the agents also provide information on customs regulations, required documents (passports, visas, and certificates of vaccination), travel advisories, and currency exchange rates. In the event of changes in itinerary in the middle of a trip, travel agents intervene on the traveller's behalf to make alternative booking arrangements, which avoid lots of inconvenience.

Some travel agencies specialize in commercial and business travel only. Travel agencies do have a separate department for senior

executives and business travellers to cater their special needs. There are also travel agencies that serve their clients by having offices in various countries.

A good travel agent can save endless hours of searching the travel information. They protect clients' interest by providing the best possible services at the most economical rates and offering special discounts. It is very important to select a good travel agent to take care of travel arrangements for your executive's tour. While searching on internet, you will find that several companies are engaged for years in tourism and travel trade. You have to select really a good travel agent who has been in this line of business for quite some time. One of the first questions, you should consider is how long the agency has been in this business. In order to find out their credentials, one can read the reviews of the customers available online. This would give an opportunity to assess the scope and skills along with the genuineness of the facilities which are being offered by the agency. As said, a reputed travel agency has its offices in different cities.

Travel agents work on commission basis and do charge from their clients for providing various services. Thus, while making travel arrangements, it is important to search sites available on the internet which provide information of reputed travel agents and give complete information about the various services offered by them along with the previous clients' reviews and experiences.

2.11.5 Hotel Reservation

Based on your executive's eligibility and preferences, you have to find out the various facilities offered by the hotel which you are planning to book. These may include internet access, non-smoking areas, swimming pool, fitness centre, restaurant, book shop, etc.

You can search for good hotels on line and do booking for all good reputed hotels in any part of the world. Various sites help in comparing the rates offered by different hotels and provide all the relevant information. Once the hotel is booked online, confirmation of the same is sent on email address provided. One can check the reservation status or cancel the reservation, if needed, by the link provided in the confirmation that is sent on e-mail. A rating system of 'one to five stars' is there which helps the prospective clients to compare the facilities offered by different hotels.

2.11.6 Itinerary

It means a detailed tour programme for any person or a party. The success of your executive's tour depends upon how well a secretary can help him/her at planning stage. When your executive gives full particulars of his/her tour programme, you should prepare an itinerary and circulate it to all concerned officials to whom he/she has to confer. It is the duty of secretary to prepare an itinerary so that the tour of the executive takes place without any trouble.

The following points must be kept in mind while preparing an itinerary:

1. The time and place of departure and arrival.
2. The mode of travel preferred.
3. Sequence of visits.
4. Hotel Accommodation (Motel is a roadside hotel designed primarily for motorists usually situated on highways).
5. Conveyance between hotels and railway station/airports.
6. Appointments and meetings of the executive.

Sincere planning and a thoughtful consideration on the executive's preferences, comfort and convenience is primarily necessary while preparation of itinerary. Once basic planning done, final approval of executive is necessary before making any specific engagements and bookings.

Samples of itinerary template: ITINERARY OF MR AMIT VERMA, GENERAL MANAGER

Date/Time	Departure Station	Arrival Station	Train No. / Purpose	Remarks
				Flight No.

2.11.7 Organizing Travel

After making all the travel and accommodation arrangements for your executive, a secretary is required to perform other important duties. Before departure on tour, the private secretary should hand over all the related papers and other things to the executive. These may include:

- A copy of itinerary.
- Transportation tickets.

- Hotel Reservation confirmation print outs
- Financial instruments, if required (Cash, credit cards, traveller's cheques etc.).
- All relevant documents, reports, proposals, files, agenda of meeting etc.
- Telephone nos., e-mail addresses of all concerned people.
- Necessary stationery, pen drive, hard disk etc.

It is important to prepare a check list and then make preparations accordingly. If you are an efficient secretary, then your executive has every reason to anticipate his travel information i.e. who, what, when and where of his various travel reservations.

2.11.8 Tour Advance and Tour Claim

All the expenses concerning official travel are reimbursed by every company to the staff as per the policies/procedures laid down. It is the duty of the secretary to discuss and find out the adequate amount which may be needed by the executive to incur various expenses during the tour and draw the same from the Finance Department. Usually, before leaving for official tour, a Tour Advance Form which contains complete details of journey to be performed is filled up to draw necessary advance.

After completion of the journey, Tour Claim Form is filled-in by the Secretary. It contains in detail the actual expenses incurred by the executive while performing the journey viz. boarding and lodging expenses, conveyance expenses, etc. Tour advance already taken, if any, is also filled up in the Tour Claim Form and accordingly, the private secretary draws the balance amount or returns the excess amount. Tour claim form is accompanied with all relevant bills of hotel, travel tickets or other expenses incurred.

2.11.9 Overseas Travel Arrangement

If your executive has to proceed on an international tour, he/she will require a variety of travel documents apart from an itinerary, meeting notes and so on. The necessary documents needed for tour to foreign countries include:

- Passport
- Visa

- Health documents
 - Travel Insurance Policy
1. **Passport:** A passport is a travel document, usually issued by a country's government that certifies the identity and nationality of its holder for the purpose of international travel. Standard passports may contain information such as the holder's name, place and date of birth, photograph, signature, and other identifying information. There are three types of Indian Passport, which are:
 - Regular Passport has a Navy Blue cover and is issued for ordinary travel, such as vacations and business trips.
 - Diplomatic Passport has a Maroon cover and is issued to Indian diplomats, top ranking government officials and diplomatic couriers.
 - Official Passport has a White cover and it is issued to individuals representing the Indian government on official business.
 2. **VISA:** Visa (often said to be Visitors Intended Stay Abroad) is a document issued by a country to a person to formally ask the travelling country for permission, with a specific reason for a stipulated amount of time. All the countries have their own visa laws and it is up to the country to allow a traveller to allow him/her or not. A visa does not guarantee entry. A person's entry may also be rejected after granting visa.

Visa is granted by High Commission/Embassy/Consulate of a country subject to eligibility and on an application made in the prescribed form. The application for visa must be supported by the necessary documents.

When visa is granted, it is endorsed on the passport indicating the period of stay in the country.

Types of Visa: Tourist Visa, Student Visa, Employment Visa, Business Visa, Pilgrim Visa, etc.

Health Documents

Before travel, it is important to find out country specific information regarding health check up to be performed. Most of the countries have made it mandatory for visitors to get vaccinated prior to their visit as a precautionary measure.

Travel Insurance Policy

Travel insurance policy covers several risks associated with unfortunate events such as baggage loss, passport loss, a medical emergency or an accident. Having Overseas Travel Insurance ensures that in a foreign land, you do not feel helpless in any kind of an emergency.

Foreign Exchange

Foreign Exchange (or Forex) is exchange of one currency for another. It also means conversion of one currency into another currency. All travellers intended to travel abroad require foreign exchange. Information regarding currency regulations should be found for each country. This includes details of how much currency can a passenger bring into the country and how much foreign exchange can a passenger carry out of a country.

In addition to above, travel vouchers and maps are another important documents which may be needed while executive's travel. As discussed, travel vouchers are provided for various bookings undertaken usually on email id provided viz. travel tickets, car rental confirmations, hotel accommodation etc.

It is important to note that while travelling abroad, your executive may feel 'jet lag' which means extreme tiredness and other physical discomforts after a long flight across several time zones. In other words, he/she may be tired and slightly disoriented for days after arriving, accompanied by a lack of concentration and motivation, especially for any activity that requires effort, such as reading or discussing a business deal. So, all meetings scheduled abroad to be taken care of and the time zone differential respected among various countries to avoid any embarrassed situation at a later date.

2.12 OUTCOMES

After completing this lesson, you will be know:

- Handle the procedure of handling incoming and outgoing mail.
- Explain the importance of speed post and courier services
- Understand different types of meetings.
- List out the requisites of a valid meeting.
- Know duties before, during and after a meeting.
- Identify the formalities needed to make rail and air reservations.

- Explain the role of travel agencies.
- Prepare an itinerary.
- Make arrangements for travel in accordance with organisational policies.
- Know the various documents needed for an overseas tour.

2.13 REVIEW QUESTIONS

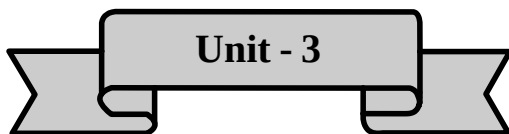
I. Short Answer Questions

1. Discuss the role of Office secretary.
2. What are the responsibilities of office secretary?
3. Differentiate between Electronic Mail Handling & Physical Mail Handling
4. NRO Account
5. FDI
6. IFSC
7. ACH
8. KYC
9. Differentiate between NEFT and RTGS.
10. Electronic Fund Transfer

II. Long Answer Questions

1. Explain duties of Office secretary.
2. Suggest various steps involved in handling of incoming paper mail, if the same is being handled physically.
3. Outline the procedure of physical handling of Outgoing Mail.
4. Discuss any three Mail Room Equipment which are useful in performing mailing operations efficiently.
5. How Peon Book is different from Mail Outward Register?
6. Discuss the use of:
 - i) Remotely Managed Franking Machine
 - ii) Mail Accounting Software
7. Define the term - Meeting. Enumerate the various types of meetings.

8. Explain the requisites of a valid meeting.
9. Differentiate between Agenda and Minutes of the Meeting.
10. Discuss the various secretarial duties before, during and after a meeting.
11. Explain the following terms:
 - (a) Casting Vote
 - (b) Proxy
 - (c) Rider
12. Discuss different types of bank accounts in which one can deposit money.
13. Explain the following banking terms:
 - (a) Virtual Banking
 - (b) Interest Rate
 - (c) Electronic Fund Transfer
 - (d) Bank Ombudsman
14. How will you select a good travel agent for your executive?
15. When your officer plans a tour, what points you will keep in mind to make his/her tour successful?
16. Make an imaginary itinerary of your executive with five entries.
17. Differentiate between passport and visa.
18. What general preferences of boss you need to know while making tour preparation for your executive's travel?
19. What is the difference between Tour Advance and TA Claim?
20. Explain in details the formalities required for Overseas Travel.
21. What is e-Ticketing? Write down the process.



OFFICE PROCEDURES

3.0 OBJECTIVES

After going through this lesson, you will be able to:

- Define the term record.
- Know the importance of records in an organization.
- Explain the importance of filing as a mean to preserve the records.
- Understand essentials of good filing system.
- Explain classification and method of filing.
- Preparations of notices, circulars .
- Maintenance of files and records

3.1 INTRODUCTION

Business undertakings have certain well –defined objectives. These objectives can be attained only when it is approached in a systematic way. Business itself is a system comprising of several sub-systems. Marvin R.Gore remarked that business is a system that has its output goals and objectives and the business can be divided into small systems that vary according to the organization of the business.

George R.Terry says that each business has a number of sub-systems like production control system, marketing system, office system and so on. Thus, office system itself is a sub-system of the whole

business. Office systems are a continuation of several procedures integrated together in such a way as to attain the needed objectives. It is defined as a network of routines, which are designed and integrated to carry out office work. In other words Systems comprises of various interconnected routines.

Definition of System

According to **Milton Reitzfeld** *“Success in business, government and non-profit venture is determined by the maximum utilization of people, information and resources. Such utilities can be achieved only through the development, installation and supervision of appropriate systems and procedure”.*

According to **Terry**, *“A system is a network of procedures which are integrated and designed to carry out the major activity”.*

6

According to **Littlefield**, A system may be defined as, *“a ground of interrelated and interdependent parts operating in sequence according to a predetermined plan in order to achieve a goal or a series of goals”*

Principles of Office Systems

Every office has its own systems. The systems are not identical in all offices. They vary with the type and size of business. However, whatever system is evolved, it should ensure maximum efficiency. Following are some of the important principles of office systems.

1. Good flow of work without bottlenecks should be ensured.
2. Unnecessary duplication of work and records should be avoided.
3. Movement of staff should be kept to a minimum.
4. Unnecessary writing would be avoided.
5. Best use of specialization should be made.
6. The amount of paper work should be the absolute minimum.
7. The principle of management by exception should be used.
8. Only a few exceptions to the functional procedure should be allowed.
9. Unnecessary checking should be avoided.
10. Possibilities to make best use of machines should be provided.
11. The system should be simple and easy to understand.

6

3.2 MEANING OF PROCEDURE

The term procedure denotes a planned sequence of operations for handling recurring business transactions uniformly and consistently. Procedure is a routine, which has been planned in advance in order to handle recurring business operations uniformly step by step. It is a guide to management as to who should do, what, how, and when.

Some Organizations have a written record of systems and procedures; it may be in book form or loose-leaf form.

6

3.2.1 Definition

According to **Charles O. Liberty** “Office procedures are a series of clerical acts organized under supervision to accomplish the purpose of the office”.

Zane K. Quible has given the following definitions of system, procedure and method.

System: *Interrelated procedure necessary to achieve a well defined goal.*

Procedure: *Related method necessary to complete a work process.*

Method: *Specific clerical or mechanical operations or activities.*

To illustrate the system concept, a system designed for purchasing office supplies (purchasing system) is presented as:

6

Procedure-1: Select Sources of Supply

Methods

- A. Fill out quotation form.
- B. Send forms to prospective vendors
- C. Obtain quotations from vendors.
- D. Catalogue respective quotations

Procedure-2: Order Supplies

Methods

- A. Fill out purchase order
- B. Send purchase order to vendor

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Procedure-3: Receive Supplies

Methods

- A. Check order to verify quantity and acceptability
- B. Deliver supplies to appropriate departments.
- C. Notify accounts payable.

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3.2.2 Importance of Systems and Procedures

1. In the system concept a uniform procedure is followed for similar transaction, so it helps to reduce errors and waste motion of machine operations.
2. The cost of performing routine office work is reduced.
3. Responsibility can be easily fixed.
4. Good office system and procedure helps in smooth running of office and help to reduce delay in work.
5. It helps for speedy despatch of work.
6. Systems & Procedure include internal checking; they assist in the prevention of fraud and have control on work.
7. Good system helps to maintain better Co-ordination between departments.
8. Helps the management to train the staff.
9. A good system will reduce the chance of error and improve the efficiency of the organization.
10. A good system will give instructions to employees what has to be done, when and where and gives information on the organization supporting various systems.

3.2.3 Benefits and Limitations of Systems and Procedures

- I. **Benefits of Systems and Procedures:** Following are the benefits which may be obtained if suitable systems and procedure are derived in an office:
 1. Errors in the smooth flow of office work can be easily eliminated.
 2. Uniformity can be achieved and the duplication of various routines can be avoided.
 3. Systems and routines help in training office personnel in the efficient performance of their work without supervisors.
 4. Responsibility can be fixed for each employee.
 5. Unnecessary operations are eliminated and so wastage of any nature can be controlled.
 6. Office personnel can perform their jobs independently and with confidence.
 7. Systems ensure better control of work. The possibility of fraud is eliminated.

8. Work efficiency in the office increases and unnecessary forms are eliminated. It reduces the cost of office operations.
9. Better co-ordination is possible through the introduction of a system.
- II. Limitations of Systems and Procedures:** An office system does not work by itself. There are some limitations to its applications:
 1. The efficiency of the system depends on planning. If the planning is not done properly the whole systems would fail.
 2. Strict adherence to a system makes it inflexible and it may not work smoothly.
 3. The system may not be useful when changes take place.
 4. The efficiency of the system should be evaluated and decided by making a cost-benefit analysis of it. If the cost is more we cannot use that system.

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3.3 FILING-MEANING, IMPORTANCE AND ESSENTIALS

It is necessary for an organization to produce and handle a great deal of information for its survival and growth. But all this information which generate during the course of business may not be important to preserve for future use.

Record means any information generated or received in the course of conducting business, which should be maintained to meet the financial, legal, historical or administrative needs of an organization in future. A record may be any document that has been used to make key business decision. Some common examples of record in business are – financial reports, income tax returns, statistical compilations, company bylaws, minutes of meeting, business plans, employment agreements, letter of credits etc. Further, a record may be in the form of paper, computer printout, magnetic or optical disk, microfilm, audio recording or any other way by which information could be stored.

Filing is the process of arranging and storing records in neat, orderly and efficient manner so that they can be located easily and quickly when they are required.

Usually, in every office, all relevant papers like notes, correspondence, reports on a given subject are stored in one file so that they are available for use at any point of time in future. Every executive expects from his/her secretary to present quickly required records at the time of need. Therefore, record management is an important task to

be undertaken by every secretary. In order to file records efficiently, a secretary should follow standard rules and procedures of filing. Also for a responsible secretary, it is important to review the papers to be filed every day or once a week and file them appropriately.

Importance of Filing: The records formulate memory of an organization. Records not only provide a history of the business but they also provide a foundation for future decisions.

The information contained in the records forms the basis of all business activities. Whether to place an order, make a payment, get a loan or any another function of business, office records is the origin of all activities.

Decisions for the future course of business are taken keeping in view the past performance, policies and strategies of the organization as per the records and the available up to the date information. The sooner the desired information is available, the more quickly it can be put to use where it will do the most good. A business decision can be as good as the fact or information on which it is based. On the contrary, mismanagement of important records may lead the organization to the business loss, litigation, fines and even regulatory investigations. Therefore, records play an important role in the effective and efficient functioning of an organization.

The factors which make records important are listed below:

1. The records act as memory unit of an organization and hence provide history of any business.
2. Records constitute the database for the Managerial Information System. Here, they provide necessary information for future planning and policy formulation of a business.
3. Important decisions for the smooth functioning of a business originate from records.
4. Records provide the basis for compliance of legal and statutory requirements.
5. Status of the business, i.e., financial health, societal status, comparison with competitors, etc. can be ascertained with the help of business records in the form of various statements and reports.
6. Records help in handling customers and correspondence carefully to maintain the goodwill of an organization.

3.3.1 Essentials of a Good Filing System

There are various methods of filing and no filing system is ideal and complete in all respects for every office. A filing system chosen must meet specific requirements of the office. Whichever filing system is adopted by an office, it should be simple so that it may be understood by everybody in the office even in the absence of a filing clerk. A good filing system should have the following characteristics:

1. **Compactness** - Filing system should be compact which means that it should not take unnecessary space.
2. **Economical** - Filing system should be economical in terms of time, space, money and operation which mean that the cost of installation of filing equipment should be as low as possible.
3. **Flexibility** - Filing system should be flexible so that it can be expanded or contracted in case of need.
4. **Easy Location** - The record should be placed at that place where it should be easily located when required for reference without any delay.
5. **Safety** - Filing system should be such that proper safety of records is ensured from dust, water, fire, theft, insects, etc.

3.3.2 Classification of Filing - Alphabetical, Numerical, Geographical, Subject, Chronological

When we plan to maintain a particular type of record in a file for future use, we have to classify the same and give a suitable title or heading depending on the subject or section to which it belongs. Classification of Filing means the process of selecting headings under which records are grouped or classified on the basis of common characteristics before filing them.

The main purpose of classification of records is to locate any one document from among all the documents stored in the office without loss of time and at minimum cost. Proper classification of a file at a proper place helps to retrieve the same quickly and it will not be difficult to find it out later. The classification can be followed by sub-divisions, depending on the nature of subject matter. There are different kinds of classification methods which may be adopted in an organization. Commonly used methods of classifications of files are:

- I. Alphabetical Classification II. Numerical Classification

III. Geographical Classification IV. Subject based Classification

V. Chronological Classification

I. Alphabetical System of Classification: This is the most popular system of record management. As it is the basis of most of the other systems of classification, it is very important to understand this system.

In this system, all the records are kept in strict alphabetical order. Dictionaries, contact list in mobiles and telephone directories are good examples of this system. In order to maintain alphabetical classification of files, following rules need to be followed:

Rule 1: File by name in terms of the first letter, e.g.:

- Amit & Co.
- Bhushan & Bhushan
- Garg Enterprises
- Triveni Electronics

Rule 2: If the first letters are the same, file in terms of the second letter, e.g.:

- Clarence
- Colours
- Cyndee
- Cyril

Rule 3: File in terms of surnames, e.g.:

- Arora G.
- Diwan A.K.
- Taneja V.R.
- Yusuf R.K.

Rule 4: If surnames are the same, file in terms of the initial, e.g.:

- Anil J.S.
- Anil J.U.
- Anil R.S.
- Anil T.M.

Rule 5: When there are two surnames, files according to the first surname, e.g.:

- Chopra & Khosla
- Khurana & Chhabra
- Mehta & Gosain
- Verma & Sharma

Advantages of Alphabetical Method of Classification

- It is easy to understand and simple to operate.
- It contains self-indexing. No need for separate index.
- It reduces the chances of misfiling of documents.
- It can be expanded to any length.
- It provides ready reference and a quick check.

Disadvantages of Alphabetical Method of Classification

- i) There may be difficulty in forecasting the space required for different letters of alphabets.
- ii) There may be congestion of files under a particular name.
- iii) The method of filing leads to confusion and congestion if there is a common name or surname.

II. Numerical System of Classification: Here, a unique number is allotted to a file and the file is placed in the filing system in numerical order. Whenever, a new file is opened, it is allotted a new number. This is a simple and logical method quite suitable for organizations dealing with large number of customers or clients, especially where the work is growing. This system is supported by an index from which the file number is obtained.

Many a times, every section/department is given a definite number and then different files under each section/department are given additional numbers by allotting a decimal or slash to differentiate.

For example, Sales Department is given 001; Stores Department is given 002, etc. Now say files maintained by Sales are given internal numbers for various cadres, say Sales Manager as 1, Sales Supervisor as 2, Salesmen as 3, and so on. Further, the files are given sub classification on the basis of their names like.

Employees with names starting with A-B

Employees with names starting with C-D

Employees with names starting with E-F and so on

Therefore, in this system, we have to prepare index cards and the file numbers are written on them and arranged in alphabetical order in a drawer. Whenever a particular file is needed, the secretary has to consult the index card to retrieve the file.

Advantages of Numerical Method of Classification

- i) It has the feature of expansion which means whenever a new file is placed next to the last existing one, it is allocated a next number. Thus, with this method, filing system can be expanded to any length.
- ii) The file numbers can be used as a reference number in correspondence.
- iii) It facilitates accuracy in terms of filing of papers.

- iv) It is simple to understand and easy to operate.
- v) Chances of misfiling of papers are less.

Disadvantages of Numerical Method of Classification

- i) We need more care to avoid errors arising out of transposition of figures.
- ii) A separate index is required.
- iii) One has to first consult an index to locate any file.

III. Geographical System of Classification: The method is suitable for an organization which has its business spread in different geographical regions. In this system, the files are grouped on country, states, towns or district basis, according to the area of operation.

Further, geographical groups of records are usually arranged alphabetically. If numerical system is used, a separate name and location index is prepared giving the name of the party and its geographical place. In geographical system of filing, the whole area may be divided into different zones. There may be north zone, south zone, east and west zone. The areas allocated under each zone are to be clearly defined. Then, zones may be further divided into states. For example:

North Zones: Haryana, Himachal Pradesh, Punjab, Uttar Pradesh, Uttarakhand.

South Zone: Andhra Pradesh, Karnataka, Kerala, Orissa, Tamil Nadu.

After that, each state may be classified on district-wise or town-wise in an alphabetical manner:

District Wise: Haryana: Ambala District, Karnal District, Rohtak District.

Town Wise: Punjab: Amritsar, Hoshiarpur, Jalandhar, and Ludhiana.

After that, individual classification for different customers may be adopted.

Advantages of Geographical Method of Classification

- i) The system helps in quick location of the files in an organization which has its business spread in many geographical regions.
- ii) It is simple to understand and study comparative progress made in different regions in terms of sales or any other parameter.

Disadvantages of Geographical Method of Classification

- i) Without proper knowledge of geography of an area before filing records, this system is useless.
- ii) It must be combined with other methods, viz, alphabetical, numerical, etc., to file records.

Geographical filing is suitable when records are scattered in a diversified area and review of the activities of different regions is to be made on continuous basis.

IV. Subject-wise System of Classification: Under this system of classification, records are first sorted out on the basis of the subject matter they contain, and then are filed accordingly. All letters, documents and papers relating to a particular subject are brought together in one file even though they are received from different parties or geographical locations. In a particular subject file, papers are to be filed in some definite order, i.e., either alphabetically or chronologically.

An organization in which subject matter is of greater importance than the parties/persons/places, subject system of classification is adopted.

Advantages of Subject wise Method of Classification

- i) There is convenience of reference, if the subject is known.
- ii) In this system, there is possibility of unlimited expansion.
- iii) It proves useful whenever it is desired to combine different documents on a single subject.

Disadvantages of Subject wise Method of Classification

- i) There may be difficulty in filing of papers on the basis of subject matter as the filing clerk has to study and decide about the nature of the record. Sometimes, it is not an easy task to divide the papers on the basis of subject and giving the titles to the concerned files as most of the papers are inter-related.
- ii) We cannot file miscellaneous papers according to this system.
- iii) We always need an index for this type of classification system.

This system is suitable for offices where a number of projects are in progress at one point of time and each project is important irrespective of the party/client.

- V. **Chronological System of Classification:** It means arranging all records and files in date order. Here, files are maintained in order of time, i.e., according to the year, month and date. The most recent (current date) papers are kept at the top of the file and the older papers are kept at the back. This system is important because often it is the most recent correspondence that is usually needed and employed in filing invoices and other vouchers associated with the payments.

In this system, the maintenance of files could be done in any of the classification system but the records inside the file are to be arranged in chronological order so that they can be retrieved at the earliest. This system is helpful for follow up actions. Further, files for daily appointments, conferences and other important business engagements should always be maintained in chronological order.

Advantages of Chronological Method of Classification

- i) It is simple to understand and operate.
- ii) Retrieval of records is easy if dates are known and also good for overall classification i.e., if correspondence to be maintained of different years.

Disadvantages of Chronological Method of Classification

- i) This method is useful only for small business enterprises.
- ii) It may not be suitable at times as incoming letters and their outgoing replies are to be kept separately if both belong to different dates.
- iii) Difficult to trace a record if dates are not known.

The choice of the appropriate method depends upon the nature of the business, and the policies of the management. It is very difficult to choose any one method of maintaining files. No method can be termed as the best. Different combination of these can be considered for maintaining files.

Selection of an appropriate method also depends upon the size of the filing system. Other things to be kept in mind are convenience, simplicity, degree of expansion, speed of reference and accuracy.

3.3.3 Methods of filing- Horizontal and Vertical

Filing method means how files are physically arranged. It may differ according to the nature and size of records which are to be arranged. However, the purpose for keeping files is that records are easily retrievable at the time of need. It is also important to ensure their safety

from theft, fire, dust and other calamities. The methods of filing can be grouped as:

- Horizontal Filing
- Vertical filling

Horizontal Filing: In this method, the papers are filed into the filing folders which are kept one upon another on the shelves of the racks or almirahs, parallel to the ground or horizontal way. For easy maintenance, shallow drawer cabinets or deep drawers fitted with desks are used. However, the main difficulty in this system is when a file lying at the bottom is required, all the files above are to be taken out first and then only the lower file can be taken.

Vertical Filing: The most preferred and scientific method of arrangements of files is the vertical filing system. Under this system, files are kept vertically in specially made drawers, one behind another so that the side label is always in the front. It is very easy to find a file, to take or put in, without disturbing other files. It is very flexible and classification of files becomes easy.

I. Filing Equipment: For storage of records, we need to have various equipment which is discussed in brief.

Cabinets: Though there are many kinds and sizes of file cabinets that are available in market, the cabinet size is determined by the size of the records to be stored. Usually, five or four-drawer cabinets should be used whenever possible because they contain more filing space and occupy the same floor space. The drawer or cabinet should be just a little larger than the material. It is a waste of money, space and material to use a cabinet larger than needed. Legal-size cabinets should be used only when the greater portion of the material to be filed is larger than 8 ½ by 11 inches (A4 size).

Commonly used types of filing cabinets for storing paper records are:

- Vertical Filing Cabinets
- Lateral Filing Cabinets
- Open Shelf Cabinets

Principles for selecting a suitable cabinet to meet your requirements are:

- 1) **Space Available:** As office space is expensive, it is important to note that one should always try to select filing cabinets which make the best use of office space. Further at the time of measurement of the filing cabinets, space that is needed to pull out a drawer and to stand in front of the cabinet should also be included.

- 2) **Storage Needs:** Storage space of the organization can be known on the basis of present requirement in addition to making provision for future expansion plans. For the purpose of present requirements, active records are taken into consideration. Then the future need is assessed by looking at how fast the volume of files grows each year. For example, if it is expected that the volume of active files will grow by ten percent per year over the next five years, the organization will need 40 percent more storage space than it has now. On the safer side, it will be better to include an extra 14 percent more storage space for contingencies.
- 3) **Security Needs:** Certain records require a higher degree of security than the normal records. These records should be stored in locked cabinets. Secure and fire safe cabinets are more expensive, so they should only be purchased to meet a specific need.
- 4) **Costs:** As budget is an important consideration, cost of the equipment should match with the finance available as per earmarked budget by an organization for this specific purpose. A comparison of prices should be made so that costs of filing equipment could be compared for equal amount of file storage space.
- 5) **Operational Costs:** Expenditure on storage cabinets is one time but the on-going operational cost, if any, also needs to be considered.
- 6) **Physical Format of Records:** Special records like maps, drawings, videos, films, microfilm and diskettes may require special storage equipment.
- 7) **Retrieval Efficiency:** Retrieval efficiency is the most important aspect of record management. It should be given a thought that how many people will be using the cabinets, and how they will retrieve records from it. Open shelf filing cabinets lets a large number of people access the files at the same time.

Vertical, lateral, and mobile cabinets work best if only one or two people are accessing the files at the same time. Moreover, physical abilities of employees should also be taken into consideration. For example, a person in a wheelchair may not be able to reach for files that are in the top drawer of a tall cabinet.

3.3.4 E-Filing

One of the major problems of all filing systems is of storage space, especially for documents that are no longer frequently used. Earlier, Microfilming was the ideal solution to the storage problems for firms

that could afford it. Microfilming is a photographic process whereby documents can be photographed and reduced to a much smaller size. Instead of files, there are just small rolls of films to store. The original documents can then be destroyed. When a document is needed, the microfilm can be viewed on a scanner where the negative is enlarged and projected on to a display screen. One microfilm allows for very compact storage of books and documents. However, with the advent of computers, electronic filing has almost replaced microfilming.

1. **Electronic Filing (E-Filing):** Computers have proved to be a boon to office managers and office workers. Creation of documents, sharing of information, communication and record management, all these have become easy with the help of computers. The stage of paperless office has arrived as there is no unforeseen fear of loss of records by virus or other electronic threats. Therefore, users now just manage records electronically and there is no need to create a print out of the records. However, few organizations are still managing records in both electronic and as well as paper format. Paper records are scanned and images are stored electronically. Whenever required, electronic records may be printed and saved manually.

Multiple files can be stored in a folder. All sensitive files can be protected with the help of password. It takes flash of a second to retrieve a stored file. The ease with which a file can be retrieved has prompted the organizations now-a-days to replace physical filing with e-filing and, thus, move to a paperless era.

Options for Saving your Electronic Files

There are many ways to store your e-files. Some of the ways are:

- USB Flash Drive
- Hard Disk
- Save to desktop & send as an email attachment
- Sign up for free online file storage
- Sign up for free online word processor and spread sheets
- Save with the help of bookmarks/favourites online

A USB Flash Drive holds as much as 100 or 1,000 times as a single floppy disk drive. They are referred to by many names including “keychain drive,” “pen drive”, “flash drive”, etc.

They can hold Microsoft Word files, Excel spread sheet files, digital images, music/video files and more. In most cases, personal computer

assigns the letter - e: to a USB drive. Opening of files from or saving files to the USB drive is also very easy. You may need to type e: in the “File Name:” cell and then hit the “enter” key on your keyboard to force Windows to “see” the USB Flash Drive.

When you are ready to remove your USB drive, click the “Safely Remove Hardware” icon on the Window toolbar in the lower right corner of the screen. When the power light on your drive turns off, you can remove it from the PC. If the “Safely Remove Hardware” icon is not available or it is not working, make sure all of your files are closed (power light on your drive should not be blinking) before removing your drive.

2. **Free Online File Storage:** There are a number of free internet services you may use to store files on a remote server that can be accessed using an Internet browser from any computer that has access to the Web. Using these services generally requires you to set up a free account.

In general, free file storage services provide storage up to a certain limit and may also restrict the size of individual files that may be uploaded. Some free services are meant to store files for just a few days. However, it is important to read complete instructions and policies carefully before taking up online service.

If you are storing critical files such as a resume, it is wise to have it stored in more than one place. For example, you might have it stored online and also on a USB or hard disk.

To best manage electronic records, following points should be taken care of:

- i. Electronic or Digital records are just as valid and important as paper records, and are subject to same formalities and legal and fiscal requirements.
- ii. These records also require the same treatment for retention as is required for their paper equivalents. Therefore, they should not be retained longer than the approved retention policy of the concerned organization.
- iii. Where possible, departmental file plans used for paper records may serve as a basis for the classification of electronic records, Departmental computers should have similar directory structures, and allow for documents to be classified within the established record series.

- iv. All official digital records can be moved off from individual workstations, and onto a document repository server that is shared by the department.
- v. As per the requirements of an organization, it should be decided which records need to be stored in paper format or electronic format. Double record management for same records should be avoided. If paper equivalents are required, retention period of digital records may be reduced or vice versa.
- vi. No analogous hard copy equivalent to the computer records need to be maintained. It is especially essential that policies be developed and documented for their eventual disposition. A plan should also be put in place to ensure that this disposition is carried out on schedule.
- vii. It should be ensured that duplicates and drafts are disposed along with their master documents.
- viii. Printing or saving an e-mail message to disk makes it a document which requires the same record management treatment as is required in case of other records. Therefore, one should be judicious in the use and retention of electronic mail.
- ix. Saving electronic documents on magnetic media such as floppy disks or data tapes is not advisable for long term retention. Magnetic media is usually unstable, and loses its signal very quickly. Records stored on these media are likely to be unreadable when they are needed at a later date.
- x. Records in electronic formats may quickly become unusable due to changing hardware and software standards. For instance, a document saved in an early version of a program may be unreadable when that program is upgraded to a new version. If electronic documents require retention beyond three years, a strategy must be in place to migrate that data forward.
- xi. It should be ensured that the protection of electronic document backup is not optional but quite essential. IT tools help users classify, manage, retain and dispose their digital records with the same care and attention as we have provided for paper files. The time has come when a lot of emphasis is given on the management of electronic records within the office environment.

3.3.5 Weeding out or Destruction of Old Records

Weeding out or destruction of old records means destroying the unwanted papers or documents or files after completing the record period to make a space for future documents. All dead records should be destroyed as per organizational policies. A destruction certificate may be prepared giving the date on which the record was destroyed. A Paper Shredder is a mechanical device used to cut paper into either strips or fine particles to destroy private, confidential or otherwise sensitive documents.

3.3.6 Indexing

Index is a ready guide to the location of the file required. As an aid to filing, indexing can be described as a process of providing a ready reference list of records to locate particular documents at the time of need. It is important to know here that files maintained in alphabetical order are self-indexed and do not require the additional tool of indexing for the purpose of easy retrieval or location but in all other systems, indexing is a must for ready reference and early retrieval.

Importance of Indexing

An index is an essential aid to the filing system. Its importance can be understood from the following benefits:

- i) It facilitates easy location of papers and records whenever needed.
- ii) It provides easy cross-referencing and cross-checking, which ultimately improves the efficiency of office staff, thereby saving time and energy.

Types of Indexing

- Page indexing
- Card indexing
- **The Page Indexing:** It is an old system of indexing. Here index is prepared on papers. This index consists of a page for each letter of the alphabet, fitted with a tab showing the letter and on each page the names are written beginning with the letter and quoting the relevant page numbers. This type of indexing can be in the form of:
 - i. **Bound Book Index:** In this form of index, a bound book or a register is divided into various sections. Each section is allotted an alphabet. Names of the parties and the persons starting from a particular alphabet are written in the concerned section. At the outer margin of the page letter groups are shown by cut outs so that the initial letters of all the sections are visible at a glance. All entries relating to a particular letter of the alphabet are arranged in

the same section or pages reserved for the same letter of the alphabet in a strict alphabetical order. The best example of this type of index is printed telephone directory.

This method of indexing has following advantages

- i. This system is very simple and easy to grasp.
- ii. It does not involve high cost.
- iii. It is good for maintaining records for a longer period.
- iv. Since the pages are bound, fear of loss and disarrangement is not there.

Some of the disadvantages of this system are

- i. It is not flexible. When name of a new party comes which should be placed before an existing name, there may not be sufficient space for it. If an old party's name or record is to be deleted, his name still remains in the index register occupying some space unnecessarily.
- ii. Much time is lost to prepare it and to consult it.
- iii. If one man is busy seeing it, another man cannot consult it simultaneously.
- iv. It cannot show the function of the party unless separate index books are maintained for separate subjects.
- ii. **Loose Leaf Index:** In this type of index, the pages on which the index is prepared are not bound. Here the pages are fitted on to a metal hinges and screwed. Thus, wherever required some pages can be taken out and/or additional pages can be inserted.

This method of indexing has following advantages

- i. This method is very much flexible. The number of sheets can be added or removed as per the requirement. Thus, loose-leaf binders have complete flexibility and can be expanded without disturbing the order or sequence of records.



- ii. The records sheets can be classified in any manner and there can be self-indexing. The sheets can also be rearranged at any time in a new order.
- iii. Tabled index or guide sheets can be inserted at reasonably spaced intervals to facilitate quick location of any sheet.
- iv. The speed of reference and the facilities of making entries in loose-leaf books are so favourable that there is considerable economy of time and labour.

The only disadvantage of this system is that loose leaves can be removed intentionally and there is fear of loss and mishandling.

- **Card Indexing:** Card indexing is the most popular method of indexing. These are commonly used as they overcome the difficulty of an ordinary page index. It consists of a number of cards of a standard size, each concerned with one item of index.

The heading is written on the top edge of the card and the remaining space is used to indicate the place where the corresponding record is kept. The lower portion of a card also carries certain essential information. Cards may be arranged in alphabetical or numerical order and are kept in drawers or boxes specially meant for these. These drawers are divided into sections with 'sticking up tabs'. Sometimes the cards are filed on a rotary deck or on a wheel.

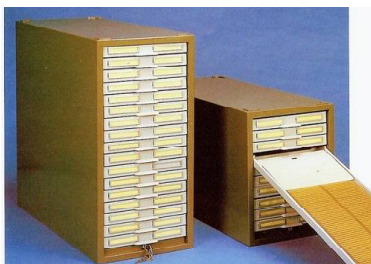
The advantages of card indexing system are as follows

- i. As the cards are serially arranged, it takes very little time to find out a card and to locate the file.
- ii. It is extremely flexible. When a new party comes, the relevant card is prepared and placed at the proper place.
- iii. It can be expanded to any extent.
- iv. It gives some additional services. On the back side of the card, important useful information about the file can be maintained.
- v. By using different coloured cards, they can be grouped according to subjects or regions.
- vi. A mark can be made on the card by fixing a clip, whenever the file of a party has been taken out from the filing rack.
- vii. It can be operated by more than one person simultaneously.
- viii. The system is quite cheap to install and operate. The equipment required includes card and drawers of desired size.

The disadvantages of this system are

- i. All cards cannot be seen at a glance. So it may be time consuming for the filing clerk to locate a particular card out of all.
- ii. The cards may get spoiled because of frequent handling and, therefore, have to be replaced.
- iii. There is a danger of separate cards being lost or manipulated.

However, as the merits of this system overcome its disadvantages, it is widely used in offices including libraries.



- i. **Visible Card Index:** In this system, the cards are laid flat in transparent covers in a metal frame or a shallow tray. Each card is so fitted into a metal hinge that it overlaps the one before it, the name and address on it being visible without touching another card. The trays or frames may be fitted horizontally into cabinets or attached vertically to metal stands. The hinges enable the operator to read on each card, either on back or front, without removing it from its place.

A modern method of visible card indexing is operated with the help of special wheel in which cards are attached to metal rods surrounding a wheel set on a tub or stand. The wheel rotates and can be spun around or held in any position by a brake. It can hold between 1,000 and 4,000 cards.



The advantages of Visible Card Indexing system are

- i. It is a compact index as the number of cards which can be kept in a tray or cabinet (or fixed on wheels, frames, etc., as in card wheel or strip index) is much larger than in other types of index.
- ii. As the main reference (name or subject title) is visible, any card can be instantly located and entries can be quickly made.

The disadvantages of this system are

- i. The requisite type of equipment for visible card index is very costly in comparison to the non-visible card indexing system.
- ii. It is not so easy to understand and operate.
- ii. **Strip Index** : The strip index is type of visible indexing which can be used when entries in an index are limited to a few lines (names, addresses, reference, etc.). It consists, of a frame into which strips of stiff paper can be fitted in any required order. Each strip is devoted to one item. Frames can be either fixed on the wall, held in a book form, or arranged on a rotary stand which can be turned round to look at any part of the index.



3.3.7 Filing Procedure

Let us study filing procedure which is usually used in organizations in case of physical record management.

Step-1: Receiving of a document: A letter or document which has been received through the physical mail is first recorded in Mail Inward Register. Then the same is stamped with 'dating and stamping machine'.

Step-2: Dealing with the Mail: After that, the letter/document is sent to the person that has to deal with it.

Step-3: Follow up Action: It is to be ensured that the action has been taken on the letter/document as required.

Step-4: Collecting Documents to be filed: All relevant documents and copy of the replies must be collected in a filing tray.

Step-5: Sorting: Bulky tags, pins and paper clips are removed from the documents and the same are sorted into convenient batches for filing. Always remember to sort and file by date order.

Step-6: Filing: File regularly so that you are never left with a huge pile of loose documents.

Step-7: Indexing: Carefully refer to index. Each document must be examined to decide under which heading it should be filed.

Step-8: Cross-referencing: In case a document is to be filed in more than one heading/file, put cross reference cards.

Step-9: Storage: The following points to be taken care of while storing documents in files and cabinets:

- a) Use File Trays to keep documents that are waiting to be filed and not on the open shelves.
- b) Sorted batch of papers should be as per the classification method used in the organization.
- c) To avoid inconvenience, open one cabinet drawer at a time and shut it before opening the next.
- d) Insert documents into the file, in date order, placing the latest document on top.
- e) Return the file to the cabinet and remove the guide card, if inserted.
- f) Avoid bulky folders.
- g) Replace the file covers when these are worn or torn off with new ones.
- h) Avoid filing drawers or cabinets to become too bulky or heavy.
- i) Lock up all confidential documents.

In order to observe good housekeeping, a Secretary should leave the table tidy at the end of the day and place all waste papers in rubbish bins. As a secretary, it is your duty to provide the executive all the necessary information and documents as and when required without any waste of time.

11

3.4 NOTICE

The persons entitled to attend a meeting must be informed of the time, place, date and business of the meeting in proper time.

The communication informing the persons entitled to attend the meeting about time, place, date and business of the meeting is called the 'notice'.

To make the meeting valid, the notice must be served by the right person by the right means to all the persons entitled to attend the meeting. Usually, the notice is drafted and issued by the Secretary under the instruction of the Director of the company. A notice, in order to be valid, must be signed by the proper authority.

The requisites of the meeting can be classified into the following classes:

1. The notice must specify the exact date, time and place of the meeting.
2. The notice must state the nature of business to be transacted at the meeting. A complete agenda is appended to the notice.
3. The notice should be served to all members entitled to attend the meeting.
4. The notice must be clear and unconditional.
5. Proper length of notice must be given in accordance with the rules of the organisation.

Notice of the first Board Meeting of company with a complete agenda.

Students Helpline Publishing Company

1 College Street, Hyderabad 38

Dated 1st July 2020

13

Notice: This is to inform that the first meeting of the Board of Directors of the company will be held at its registered office at MLRIT, Hyderabad 38, on Tuesday, 22nd July 2020 at 3.P.M.

Your presence is solicited.

D. Roy

Director

Agenda:

1. Election of the Chairman.
- 13 2. Adoption of the Memorandum of Association, Articles of Association and Certificate of Incorporation of the Company.
- 13 3. Appointment of the first Directors of the Company.
- 13 4. Appointment of the Chairman of the Board.
5. Appointment of the Managing Director.
6. Appointment of the Secretary with retrospective effect.
7. Appointment of the Bankers of the Company and Auditors.
8. Fixation of the date of the next Board meeting.
9. Any other business.

Notice for an Annual General Meeting of Chinsurah Cooperative Credit Society

Chinsurah Cooperative Credit Society Ltd.

Regd. Office: 6 Netaji Subhas Road

P.O. Chinsurah, Dist. Hooghly, 712103

Notice

1st July 2019

13 Notice is hereby given that the 10th Annual General Meeting of the Society will be held on 20th July 2019 at 3. P.M. at the registered office of the Secretary at 6 Netaji Subhas Rd, Chinsurah, to transact the following business.

S. N. Sen

Secretary

Agenda:

- 13 1. To confirm the proceedings of the last meeting.
2. To consider the adoption of the Secretary's Report.
- 13 3. To consider the adoption of the Audited Accounts of the year ended 31st March 1992.
4. To consider the question of declaring dividend.
5. To elect the directors.
6. To adopt the budget for 1992-93.

7. To fix up the borrowing power of the Society.
8. To consider any other business with the permission of the Chair.

Notice of the Board meeting other than the first

Roychowdhury Chemicals Ltd.

Regd. Office, 10 Netaji Subhas Road

Calcutta 700 001

2nd February 2021

To

Mohan

Director

326, Surneni Nilayam

Dear Sir,

The 11th meeting of the Board of Directors of Roychowdhury Chemicals Ltd. will be held at the Registered Office of the Company at 10 Netaji Subhas Rd. Calcutta 700001, on Monday, 25 February 2021 at 3 P.M.

Your presence is solicited.

Yours faithfully

Tapan Roychowdhury

Secretary

Agenda:

1. Confirmation of the minutes of the 10th Board Meeting.
2. Approval of share transfer.
3. Production of financial statements and declaration of interim dividend.
4. Consideration of opening a new branch at Bhubaneswar.
5. Fixation of the date of the next Board Meeting.
6. Any other business with the permission of the Chair.

Notice of the Statutory Meeting of a Public Company

Raj and Raj Co. Ltd.

Regd. Office, 2 Netaji Subhas Road

Calcutta 700 001

1 February 1998

Notice

Pursuant to Section 165 of the Companies Act, 1965, Notice is hereby given that the Statutory Meet-ing of the Company will be held at the Registered Office of the Company on Monday 1 March 1998 at 3 P.M.

A copy of the Statutory Report is annexed herewith.

By order of the Board

B. Das

Secretary

Agenda:

1. Consideration and adoption of the Statutory Report.
2. Inspection of the list of Members.
3. Discussion on any matter related to the formation of the company.

Note: A member entitled to attend and vote is entitled to appoint a proxy to attend and vote in case of poll only instead of himself and the proxy need to be a member of the company.

A proxy form is attached herewith.

3.5 CIRCULAR

Circular letters are used to communicate the same message to a large number of customers and suppliers. If they are written in an attractive style and in an interesting manner it will be effective for business communication.

When a business-man wants to give publicity to a cause or a campaign they go for circular letters. Through such letters the readers are provided with facts and figures about the firm. The circular letters aim to create the interest in the contents and thereby win the confidence of the readers.

Circular letters are normally used when opening of a new branch, change of premises, introduce a new article, reduction of sales, admission, retirement and death of a partner and change in the constitu-tion of the firm.

While drafting a circular the following points should be kept in mind:

1. The circular letter must be drafted carefully.
2. They must be informative.
3. They must not be ambiguous.
4. The circulars must be courteous in tone and pleasing in form.
5. While drafting a circular letter the purpose of the same should be kept in mind.
6. The circular letter must be concise.

Purposes: The circular letters are issued for many purposes.

Generally, a circular letter conveys the following types of information:

1. Establishment or transfer of a business.
2. Opening of a new branch.
3. Change of premises.
4. Taking over a business or closing down a business.
5. Dissolution or amalgamation of business.
6. Appointment, discharge or retirement of an important employee.
7. Admission or death of a partner.
8. Issue of bonus shares.
9. Offer of right shares to shareholders.

Draft a circular letter to customers and dealers announcing the opening of a new branch

Bata Shoe Company
23 Chowringhee Road

Calcutta 700 019

Circular No N/B/6 March 15 2019

Dear Sirs

We have the pleasure to announce the opening of our new branch at 10, Zonal Central, Durgapur, West Bengal, in order to cope with the increasing demand for our products in that area. Mr. S. M. Bhattacharya has been appointed the Branch Manager. The new branch will start operation from 20 March 2019.

With your cooperation and patronage, we have been able to supply different types of shoes to cater various types of customers for the last 60 years.

3

We hope you will extend your patronage to our new branch and we assure you of our best attention at all times.

Yours faithfully

S. N. Basak

Sales Manager

3

Draft a circular letter to customers and dealers announcing of a new showroom

Khadi Gramoudyog Ltd.

37 Chittaranjan Avenue

Calcutta 700 020

2nd January 2018

Dear Sirs

We have the pleasure in announcing the opening of a new showroom for our products at 57 College Street, Calcutta 700013, to meet the growing demand of our Central Calcutta customers. The showroom will be inaugurated on 1st February 2018.

The site for the new showroom at College Street is excellent as it is very convenient to the customers residing in College Street area and North Calcutta.

Mr. S. M. Bose, who was Assistant Sales Manager in our main showroom, has been appointed the Manager of our new showroom at College Street branch.

We hope you will kindly extend the same patronage to our new showroom as you extended to our main stores.

Yours faithfully

S. C. Patel

Director

3.6 PREPARATION OF NOTICE, AGENDA AND MINUTES OF MEETING

7

Some of the major components of a business meeting are :

1. Notice of Meeting,
2. Agenda of Meeting and
3. Minutes of the Meeting.

1. Notice of a Meeting: When a meeting is to be convened, a notice is required to be sent to all who are to attend it.

It should satisfy these conditions:

1. It should be under proper authority
2. It should state the name of the organisation
3. It should state the day, date, time, and place. Also, sometimes, how to reach the place.
4. It should be well in advance. Some require seven days' notice, some 48 hours'.
5. It should state the purpose and, if possible, the agenda
6. It should carry the date of circulation and convener's/secretary's signature.
7. It should go to all persons required at the meet
8. It should mention the TA/DA etc. payable and the arrangements for this.

In practice, it is necessary to ensure that the notice has reached in time. This may be done telephonically. Dispatch section and post are prone to delays.

We often find that between the date of a letter from a major public organisation and the post mark on the letter, there is a gap of 10-12 days. A notice that should reach seven days before a meet should not reach seven days after the meet.

3

Specimen Notice

Seven Hills Housing Cooperative Society, Sundar Nagar, New Delhi

Notice of Meeting

11th September 2011

3

6

The 44th meeting of the Executive Committee will be held at 8.00p.m. on Sunday, 22nd September 2011 in Sankar Auditorium. The agenda is given below.

44.01 Minutes of the previous meeting

44.02 Appointment of a new watchman

44.03 Celebration of Kojajiri

44.04 Donations for flood relief

44.05 Permission to sell flat

3

44.06 Defaulting members

44.07 Purchase of a generator

44.08 Any other matter with the permission of the Chair.

You are requested to attend the meet.

Rajnath Mistry

Executive Secretary

cc: To all members

Itwari Kirana Dealers Association

Resham Oil, Nagpur

Notice of Meeting

To: All members

Notice is hereby given that the Annual General Meeting of the members; of IKDA is scheduled to be held on 1st November, 2011 at 4.40 p.m. at Hotel India Sun, Central Avenue to consider the following business:

- To receive and adopt the income and Expenditure Account, Balance Sheet, and Report of the Auditors for the year ended Diwali 2011.
- To elect President, Vice President, Honorary Secretary, Treasurer and Executive Committee Members for the current year.
- To prepare a representation to the NMC; about the actions of the Anti-Encroachment Squad.
- To discuss any other matter for which at least SEVEN day's advance notice is given and which is approved by the Chair.

By order of the Executive Committee

Nagpur

Arun Maira

20th October 2011

Honorary Secretary

3

2. **Agenda:** As stated earlier, an agenda is the list of items to be considered at a meeting. It is also called business or order of business. It comes from the Latin word *agendum* (singular) which means 'a thing to be done.' But *agenda* (the Latin plural) is used as a singular noun.

It is the route map of the meeting. The specimen notices above already contain a hint of how it is written. The agenda may be a part of the notice or may be attached as an annexure. The convenor/secretary prepares it in consultation with the chairperson and gets his approval.

The items of agenda should cover all that is necessary to be considered at that time. Meetings take time and effort to arrange; hence the agenda has to be well thought out.

The items may be devised from:

- (a) Previous minutes
- (b) Suggestions received
- (c) Actions and events since last meeting
- (d) Correspondence of the organisation

The agenda contains routine items as well as special ones.

Here are some guidelines for listing the items:

1. Apologies from absent members (need not be written previously).
2. Condolences if any (may or may not be written previously).
3. Reading and approval of minutes of the last meet.
4. Matters arising out of previous meet's minutes (this need not always be mentioned).
5. Urgent and non-controversial items.
6. Matters requiring closer discussion and debates.
7. Any new, on-the-spot items with the approval of the chairman.
8. Date of the next meet.

The last item in a meeting is a vote of thanks to the chairman but this need to be mentioned. The items are mentioned briefly or elaborately according to the practice or need.

The style used is as follows:

- (i) Appointment of auditors
- (ii) Induction of new members
- (iii) Reading of minutes
- (iv) Felicitating so-and-so on the award of Padmashri to him/her

OR

- (i) To read and approve the minutes of the previous meet.
- (ii) To consider the advertisement draft.
- (iii) To organize a blood donation camp.
- (iv) To appoint sub-committees for sports competition and music competition.

The agenda should be manageable within the time at disposal. Some clubs have a time limit for the duration of a meeting (e.g. 90 minutes), which automatically dictates the scope of discussion.

Specimen Agendas

Suyash Cooperative Society

Pune

Agenda for the 44th Meeting dated 1.9.2011

1. To confirm minutes of the 43th meeting (1.8.2.11), copy enclosed.
2. To sanction loans to eligible applicants (copies of applications to follow).
3. To review the working of the Canteen Committee.
4. Any other matter with the approval of the Chair.
5. Next meeting.

3. **Minutes of the Meeting:** The minutes of a meeting are the record of the discussions/decisions therein. They have an official status; they are useful in law, and in some cases required by law to be written. Minutes are final when they are approved by the members of the group to which they relate, generally in the next meeting, and signed by the chairperson.

Even if there are emotional moments in a meet, the minutes are written in an unemotional manner, are cool, factual, impersonal, and impartial. Moreover, such are the demands of time on most people that the minutes should be concise, boiled down to the essentials.

Only some organizations' require that they record the detailed discussions as well (i.e. who said what and what were the reactions... until the decision was reached). Normally, the body of the minute's records.

- (a) The motions and amendments thereto.
- (b) The proposer and seconded of motions.
- (c) The details of voting, if any.
- (d) Recommendations.
- (e) Decisions/ resolutions.
- (f) Tasks assigned to individuals, sub-committees.

The overall minutes should give:

1. The name of the organisation/ unit.
2. Day, date, time and place.
3. Number in order (e.g. 33rd meeting of...).
4. Names of chairperson and secretary.
5. Names of members present
6. Names of the absent
7. Attendees by special invitation, e.g. auditor, caterer, etc.
8. Record of the transactions (on the guidelines given above)
9. Signature of secretary and, after approval, that of the chairman.

Tips for writing minutes: The minutes are written generally by the secretary from the notes taken during the meet. He/she can use the agenda as the framework for writing them and use short forms, shorthand etc. to take quick and accurate notes. He may have to ask members to repeat their words to get them right.

He should note down all the particulars needed for the fair copy of minutes. The items of the minutes can be written under short headings such as are used in the agenda.

(As for reading them, some committees circulate them in advance and take them as read. Otherwise the reader should read them loudly, clearly, and quickly.)

Style wise, they use one of these constructions

- a. It was resolved that the minutes of the previous meeting be approved.
- b. It was decided that a sub-committee be set up to consider
- c. Resolved that a blood donation camp be held on 15th August. (The verb is used in the subjunctive mood: “be done, be appointed”, etc.)

Alternatively, the description is given in the past tense

1. Minutes of last meet: The secretary read out the minutes of the meet dated... and they were approved.
2. Donation received: The chairman informed that he had received a donation of Rs. 50,000 from ex-member Mr. Gopal Rathi.

At the time of approval, the chairman asks, “Do you accept the minutes as they stand?” OR “Any matters arising out of the minutes?”

Your ability to write good minutes can earn you a prize position in an organisation. Also, if you hold a position and do not know how to write minutes, you may face embarrassment.

Speciman Minutes

1. Archana Literary Society, New Delhi Minutes of Meeting dated 1st August 1999	
Place and Time of Meeting	Residence of President Dr. Mansha Khan at A-12 Connaught Circus, 3.10 p.m.
Roll call	Members present: Dr. Mansha Khan (Chairman) Mrs. Padma Raut Col. Devrajan (Secretary) Ms. Dilnawaz Kantawala Mr. Bharatendu Jain Mr. Prabhat Kumar Khatri Mr. Amrit Bose Mrs. Amrita Bose
Members absent:	Dr. Rajan Chhabra
Approval of Minutes of the Meeting	The minutes of the meeting dated 25th Last June were read by the secretary and confirmed.
Treasurer's Report	The treasurer Mr. B. Jain, circulated his report of the earnings and outgoing of the fete held on 10 th July, which was accepted.
Briefing for All-India Poetry Meet	The President Dr Mansha Khan briefed the members about their roles in the forthcoming All India Fort on 26th January 2000.
Induction of New Members	The membership application of four applicants Mr. D. K. Dawani Ms. Snehlata Sharma Mr. L.K. Gosai and Mrs. Geeta Hariwanshi were accepted. The application of Prof. F. F. Guha was held in abeyance owing to invalid recommendation.

35

Sub-committee for Publication Unit	A. sub-committee of three members Mr. Devrajan Mr. Amrit Bose was set up for launching a publication unit.
Date of Next Meeting	The next meeting was scheduled for 15 th September.
	Col. Devrajan Secretary

Specimen Minutes

35

2. SBI Zonal Office Employees' Welfare Organisation Anrangabad

Minutes of Executive Committee Meeting

3

47

Meeting no.: 15 Time: 9.15 a.m.
Date: Sunday, 1 January 2011 Place: Staff Welfare Hall
Present: ABC (Chairman) NOP
DEF (Secretary) QRS
GHI TUV
KLM
Absent: None

Sr. no.	Item
1.	Meeting called to order at 9.20 a.m.
2.	Minutes of the 14th meeting dated 20th November 2006 read and accepted.
3.	DEF proposed and TUV seconded and ABC was renominated chairman for the year 2011 unanimously.
4.	Sankrantri get-together decided to be held on 15th January. Sub-committee to be headed by NOP, with GHI and QRS as members.
5.	Meditation camp decided to be organised in the first week of February under the guidance of Swami Swarajanand. DEF to head the organising.
6.	Next meeting to be held on 31th January.
7.	Meeting ended at 10.05 a.m. with a vote of thanks to the Chair.

4

3.7 PRESS NOTE

A Press Note is a policy document responsible for facilitating foreign investment, technology flows, and monitoring industrial development in liberalised India. One of the chief functions of the DIPP is to formulate and regulate FDI Policy. To exercise this function, it issues Press Notes that enshrine the policy regulating the manner and form of FDI into India. These are issued on an ad-hoc basis, when DIPP aspires to amend existing policy. Once issued, they acquire the force of law.

As per the Government of India (Allocation of Business) Rules, 1961, in exercise of powers conferred on the President under Article 77(3) of the Constitution, DIPP is constitutionally empowered to frame executive policies on “Direct Foreign and non-resident investment in industrial and service projects”.

4

3.7.1 Press Notes have the Force of Law

Though Press Notes have the force of law, they do not go through the legislative process, nor are they placed before Parliament. Article 245 of the Constitution states that Parliament has the authority to make laws for the whole or any part of India. Press Notes, however, are non-legislative state actions or Executive actions. The question that arises is whether an admittedly legislative act (such as regulating sectoral FDI limits) may be perpetuated purely by Executive orders, such as a Press Note, and whether there is any constitutional/ legal requirement to have the same ratified by Parliament.

All non-legislative state actions, e.g. Press Notes, that operate as laws must usually fall into one of these two categories: (i) Delegated Legislation; or (ii) Executive Action.

Delegated legislation contemplates administrative actions in furtherance of a statute and is an internationally accepted mode of law making. It draws legitimacy from an underlying parent legislation, wherein the Legislature delegates its law-making power to the Executive. Delegated legislations are not formulated by the sovereign, and therefore are dependent on an enabling statute or authority for continued existence. The Legislature may accordingly empower the Executive to carry out statutory functions, which may be considered as ‘legislative’ powers.

However, applying this principle to DIPP’s Press Notes we find that:

The power to issue Press Notes flows directly from the sovereign (since Press Notes are issued by India’s highest authority, the Central Government (CG), or the sovereign)

It is not dependant on any superior authority for its existence (such as the Legislature). Not being dependant on a statute, and for the abovementioned reasons, Press Notes cannot be considered as delegated legislation.

Executive Action contemplates actions taken by the CG in its sovereign authority. Article 73 of the Constitution states, in part, that subject to the provisions of the Constitution, the Executive power of the Union shall extend to matters with respect to which Parliament has law making powers, implying that CG can validly take Executive action in all areas where Parliament's legislative power extends.

It has been established that absent any legal provisions to the contrary and vide Article 73, the CG does not require any legislative sanction or authority for exercising Executive power. In *Ram Jawaya Kapur v. State of Punjab*[1], the Supreme Court (SC) stated that while the Executive has no authority to act against the provisions of a law, it is not a corollary that to enable the Executive to function, relating to any matter within the scope of its authority, there must be a law which specifically authorises such action.

Executive functions comprise both determination of the policy and its execution. Thus, the CG, acting through the DIPP, does not require any law to authorise its Executive action, be it determining or executing FDI policy. Further, since Article 73 is itself subject to the provisions of the Constitution, and in the absence of such a restriction of exercise of the Executive's policy making functions, it cannot be said that the DIPP's functions are ultra vires the Constitution.

The Government Issue Press Notes for all its Executive Actions

The principle of jurisdiction is that Executive action may extend to all areas where Parliament's legislative power extends, except in matters of occupied field i.e., where prior legislation over the subject matter exists; and the Executive action violates such legislation. In such a case, the existing legislation will prevail and the Executive action will be struck down.

While there are specific entries in the Union List (i.e., matters wherein Parliament has the power to legislate and to which the Executive power of the Union extends), there is no express entry on FDI when dealing with foreign exchange and the Reserve Bank of India (RBI). Consequently, the same falls within the purview of residuary Entry 97 of the Union List and therefore, the Parliament will have the power to

legislate on the same and the Union's executive power will extend thereto.

Currently, FDI is not an occupied field, except for certain overlaps with provisions under the Foreign Exchange Management Act, 1999 (FEMA). Accordingly, the Union is competent to regulate FDI Policy through Executive orders such as Press Notes or the extant consolidated FDI Policy so long as they do not conflict with the statutory provisions under FEMA.

4

3.7.2 Press Notes are Subject to Judicial Review

As Executive actions have the force of law, they are subject to the same tests to which a law is, such as reasonableness, arbitrariness, violation of fundamental rights and the doctrine of ultra vires.

All Executive actions are subject to judicial review but on limited grounds. The SC in *M.P Oil Extraction v. State of Jammu and Kashmir*[2] held that the courts, while exercising their power of judicial review of Executive actions, must be cognizant of the 'doctrine of separation of powers'. That means they must avoid overstepping their judicial limits but may interfere where the policy is absolutely capricious, arbitrary, not informed by reason or based on mere ipse dixit[3], which offends the fundamental right of equality under Article 14 of the Constitution.

It would be difficult however to challenge the validity of Press Notes merely on the ground that though legislative in effect, they are not ratified by Parliament. Article 73 of the Constitution admits no such argument.

In this context it is important to refer to the observations of the SC in *M. L. Sharma v. Union of India*[4] wherein the validity of FDI Policy on multi-brand retail trading was challenged under Article 32. The SC held that in relation to policy matters, courts cannot interfere unless the same is "unconstitutional or contrary to the statutory provisions or arbitrary or irrational or in abuse of power."

3.8 MAINTENANCE OF FILES AND RECORDS

10

While the records are active within your office, they must be filed appropriately using the file classification plan and maintained on a day-to-day basis until the file is closed. All records should be managed together using the same file plan regardless of format (paper, electronic, other media).

Although the terminology for paper and electronic records may differ, they should be managed in the same way. In paper format, documents are stored in file folders; in electronic formats, single documents are referred to as files and are grouped into electronic folders.

1. **Recordkeeping Systems:** There are three types of recordkeeping systems in common use: paper files, shared drives and customized software systems. These are not always mutually exclusive as offices frequently retain some records in paper, for example, while managing other documents entirely within shared drives. Each system has its advantages and disadvantages.

Paper filing systems have been used traditionally in office environments and are still used in environments where offices receive a lot of incoming paper documents or where the original format must be retained in order to ensure the integrity of the document (e.g. where a signature is required). However, the rationale for managing paper systems is decreasing as more records are created digitally, transactions occur online, and laws of evidence are amended. Furthermore, paper filing systems do not provide the same level of searchability as electronic systems.

Nevertheless, paper files tend to be fairly well managed because they occupy office space, and so their maintenance is usually assigned to an administrative staff member who ensures the files are moved out of the office or destroyed as appropriate.

Shared drives have become a common method for organizing and storing records in the modern office environment where paper filing systems no longer exist. The advantage of shared drives is that records which are “born digital” can remain in electronic format and are easily retrievable at the desktop. The disadvantage to shared drive filing systems is that their maintenance is often not assigned to a staff member so they become dumping grounds for all sorts of records. As well, shared drives may not be able to handle the management of certain kinds of records, such as databases, or email from certain systems (see Special Issues - Email). Where shared drives are used, it is important that a staff member be given responsibility for managing the drive, including ensuring folders are named properly, and that retention and disposition rules are implemented.

Electronic records management systems are specialized software applications designed to classify records and manage them through their

life cycle. Their advantage is that they combine powerful search and retrieval capabilities with the ability to manage records and information across the institution both paper and electronic. They are designed to manage secure access to documents, handle version control, track use of documents, and automatically implement retention and disposition rules. Furthermore, they maintain important recordkeeping metadata to ensure the integrity and authenticity of official records. The disadvantage to such systems is that they require a financial investment and usually some customization. Where they exist, such systems tend to be well-managed as their maintenance must be assigned to a responsible employee.

8

2. **Official Format:** Many records are created in both electronic and paper form. In order to avoid duplication, units should decide in which format to keep the official copy. The decision must be applied consistently for each file class and should be noted in the file plan.

8

3. **Keeping Track of Files and Folders:** The file plan will reflect the file classes used within the unit. Units should also keep a listing of files opened and closed that fall within each of the file classes. It is useful to create such a list so that the unit:

- Knows what files have already been created (more important for paper filing systems where the physical file folders are likely stored in a separate file room or in multiple offices).
- Can search for files that have been sent to storage (again, more useful in a paper environment).
- Can quickly prepare a listing of files when it comes time to implement the retention and disposition.

The list can take any format: table, spreadsheet, database. It is useful to include the following information for each file:

- File Class Code (from the CRS).
- File Title.
- Date Range.
- Contents/Description (optional).
- File Number (optional).
- Location (optional).
- Status (open or closed) (optional).
- Keywords/Names (optional).

8

4. **Opening Files and Folders:** Before opening a new paper file or electronic folder, use the file listing to ensure that a similar file doesn't already exist. Also, ensure that it will contain University records; transitory records should not be filed.

Each paper file or electronic folder should be labelled with the file class code. This is important because the file class code corresponds to a specific retention and disposition rule.

Titles should be assigned to each file or folder. The title should accurately reflect the contents. Avoid using vague titles such as "Miscellaneous". Units should decide on the format of file titles (spaces, capitals, date) and consistently apply the same conventions for all their paper and electronic records. See Tip Sheet 6 on Naming Conventions for Electronic Files and Folders.

For paper files, labels can be generated from the file listing using only the fields necessary to identify the file. At a minimum, these should include: file plan code, file title, and date. For electronic folders, the file class can serve as the primary folder (directory) level, with sub-folders (sub-directories) underneath reflecting the file titles.

NOTE: It is a good practice to open a new file when a folder becomes too large to handle. When a new volume is opened, bring forward active records to ensure continuity.

8

5. **Using Documents and Files:** Throughout their lifecycle, records will be used for operational and administrative purposes. Units should develop their own protocols around the versioning of documents, and the manner in which documents will be checked out for use. For paper filing systems, a charge-out card system is often used to ensure that files do not go missing. Electronic records management systems can be configured to provide this charge-out function as well. For documents on shared drives, it is important that documents used and updated are given version numbers or some other indication of any changes made (see Tip Sheet 6 on Naming Conventions for Electronic Files and Folders).

It is important to ensure that confidential records are managed in a way that ensures confidential information is not disclosed inappropriately (see Tip Sheet 2 on Confidential Records).

8

6. **Closing Files and Folders:** A file can be considered closed when no more records are to be added to it. The closure of a file can be triggered in a number of ways: by date, by event, or at the discretion

of the unit. Normally the retention period begins when a file is closed.

Date: many files are closed based on a year – calendar, fiscal or academic. At the beginning of the year, a new file is opened and the retention period begins for the closed file.

Event: a file may be closed based on an identifiable event. For example, a file might be closed when a contract expires, an employee leaves, or at the end of a dean's term.

Continuous: files which do not have a definitive date or event triggering their closure are considered to be open 'continuously'. The decision on when to close such a file is up to the unit, but often such files are closed when an issue is resolved or when the file is no longer of operational use.

8

7. **Creating an Office RIM Protocol:** Each unit should assign responsibility to a staff member for overseeing the records and information management (RIM) activities within the office.

It is recommended that each unit create its own RIM protocol, a written document setting out responsibilities and operational procedures for managing the unit's records and information.

3.8.1 Improve Records Management in Any Office

In most offices only about 25% of the paper is program record materials that need to be managed in the office. That means that 75% of the paper mountain we face falls into one of the following categories:

- Administrative records used to carry out routine operations.
- Older program records that can be stored offsite.
- Working files used by staff to carry out their assigned duties.
- Reference materials.

The trick to good records management is identifying which of the files in your office belong to each category, and managing them appropriately. Here are 10 suggestions for improving records management in your office. By applying any or all of them, you will decrease the amount of paper in your office, increase the amount of available space, and improve staff efficiency. The key idea is to understand what portion of the paper in your office really needs to be managed.

1. Segregate your paper into four categories: records for which your program is responsible, administrative records, working files, and reference materials.
2. Set up a "records center" or official file station for your major program files. Make someone responsible for each major program file your office maintains, and send those persons to records management training.
3. Apply your records schedules. Most programs keep more records longer than they need to. Hold regular cleanup days to encourage staff to retire older records to the Federal Records Center or recycle them as the schedule specifies.
4. Draft lists of documents that need to be included in the official program files and those that don't need to be retained. Coordinate this list with your records manager and counsel as necessary.
5. Cut off your program and administrative files at the end of each year. Start new files and bring forward only the material that is still active. This will simplify retiring inactive records later.
6. File records by type and by disposition rather than filing everything together. For example, file final reports which have a long retention and active life separately from drafts which have a short retention. Separate controlled correspondence from general correspondence, and so on.
7. Use the Agency's file codes to help you organize your files. Arranging them in this manner will assist with the year-end cleanup process.
8. When you create a new type of record or file, develop a disposition for it in conjunction with the records management program. This will allow you to plan how long you need to retain records.
9. When you automate, be sure to include records management considerations and responsibilities in your mission needs analysis.
10. Set up a central reference file for documents that are needed by the staff on an occasional basis, rather than having each staff member retain a copy.

3.9 MAINTENANCE OF INVENTORY RECORDS

Part of maintaining an efficient office is ensuring that everyone has access to the tools they need. While it can be difficult to decide which

tools an office can most benefit from, one resource that the entire office uses is office supplies. But when everyone needs access to the same supply room, how do you prevent it from being abused?

Managing Office Supplies: Office supplies are easy to use and easier to run out of. Paper, pens, inks, toners, staples, tape, paper clips, and more are all important, but can become a hassle if they aren't monitored. Also, your employees may take too many office supplies at once, which can lead to over-ordering and overspending.

Workplace flexibility can increase these issues. How should you regulate supply use when some employees work remotely for some or all of the week?

Looking for better ways to manage your office supplies? See our strategies below:

1. **Limit Access to Supplies:** Start by improving the organization system you already have. How do you currently keep track of supplies? Open supply rooms, while great in theory, are often poor in practice because they don't limit which or how many supplies employees can take.

There are three ways to limit access. First, you can appoint someone to be the gatekeeper. This person is in charge of the supply room; if employees need office supplies, then they must go through the gatekeeper to get them. This is the most effective method for maintaining inventory, but it may be inefficient for offices that don't have someone who can absorb a gatekeeper's responsibilities.

Second, you can limit access to a select group of employees. By installing a keypad or putting a lock on the supply room door, you can still control the flow of office supplies. The group of employees you select should be the only individuals who know the keypad code or who have a copy of the supply room key. They can then distribute office supplies to employees as is necessary.

Finally, you can create a log for employees to use and keep it in an open supply room. Employees should write down which supplies they take, how many they take, and when they take them every time they leave the supply room. While this may be the easiest of the three options, it is also the least effective because it relies on the honor system. Employees may forget to fill it out, which can cause confusion and bring the office back to square one. Choose the option that is best for your office based on how often you use office supplies and whether or not your office is already experiencing a misuse of supplies.

2. **Organize what you already have:** Once you have decided how to limit access to office supplies, it's time to organize your supply room. Make it easy for employees to find the supplies they need by grouping similar items together (for example, put paper clips and thumbtacks on the same shelf). Place the most frequently used items on shelves at eye level and place less popular items higher up. If something isn't being used, toss it and make a note not to order more in the future.

Keep the supply room as neat as possible. Encourage employees to put extra supplies back where they found them. If you have a larger supply room, you may want to post a list that explains where different supplies can be found. Organizing your supply room this way will also make maintaining an inventory much easier.

3. **Use it up first, then buy more:** Prevent over-ordering by encouraging employees to use up what the office already has before they break into new supplies. After a certain amount of time, paper will turn yellow, inks and toners will dry out, and pens will stop working, so use up what's already available first. This also prevents the office from wasting money by throwing out supplies that were never opened but grew too old to use. You'll reduce waste and the office's carbon footprint and you may even help out the planet a little, too.

4. **Strategize when to reorder supplies:** Many office supply companies offer a discount when companies order in bulk. To get the most out of your company's dollars, you want to order the most supplies your office will need right when you run out of them. The ultimate goal is to avoid an excessive order (see tip above), but to place one that is large enough to merit a bulk discount.

Keep track of which supplies your office uses the most and how long it takes to receive a shipment of those supplies. You should combine these numbers to find a time when the office will be low on supplies but not so low that it will run out before the next shipment arrives. It's a careful science, but one that will pay off in the long run.

Consider setting up an automated reorder process with some or all of your supply companies. This way, you will always receive a shipment in time and you won't forget to place an order in the future.

5. **Keep an inventory log:** Keeping an inventory log is the best way to ensure that you always know how many supplies the office

has. If you are unsure where to start, try downloading a free office supply inventory template from one of the many available online. This one is great to start with, and you can adjust it to fit your office's needs.

But an inventory log only works if it is regularly updated. Be sure to periodically perform inventory checks so you can revise your log and remain aware of which supplies may be running low. A good rule of thumb is to always have enough office supplies on hand to keep your workplace running for one week.

3.9.1 Maintaining Inventory Records

The following sections detail the activities that keep Inventory up-to-date and provide status and auditing information. The activities are:

- Adjusting Stock Levels.
 - Recording the Receipt of Goods.
 - Transferring Stock Between Inventory Locations.
 - Ordering Stock.
 - Checking Stock Levels.
 - Inspecting Stock History.
1. **Adjusting Stock Levels:** The Stock Levels tab is important for managing stock quantities. It lists all the product variations and the possible stockpoints.

Details	Display	Inventory Detail	Suppliers	Barcodes	Sell Prices	Stock Levels	Stock History	Reservations
Adjust... Count... Receipt... Transfer... Order... Receipt Order...								
Location	Code	Variations	In Stock	Reserved	Required	On Order		
Box Office	CTTLG	Large - Grey	0	0	0	0		
Box Office	CTTLK	Large - Black	0	0	0	0		
Box Office	CTTMG	Medium - Grey	0	0	0	0		
Box Office	CTTMK	Medium - Black	0	0	0	0		
Box Office	CTTSG	Small - Grey	0	0	0	0		
Box Office	CTTSK	Small - Black	0	0	0	0		
Gift Shop	CTTLG	Large - Grey	0	0	0	0		
Gift Shop	CTTLK	Large - Black	0	0	0	0		
Gift Shop	CTTMG	Medium - Grey	0	0	0	0		
Gift Shop	CTTMK	Medium - Black	0	0	0	0		
Gift Shop	CTTSG	Small - Grey	0	0	0	0		
Gift Shop	CTTSK	Small - Black	0	0	0	0		
Storeroom	CTTLG	Large - Grey	0	0	0	0		
Storeroom	CTTLK	Large - Black	0	0	0	0		
Total			0	0	0	0		

When you are first setting up Inventory and have existing stock to enter, or if you need to correct stock levels for a reason such as stock being written off, you will need to adjust the quantity of stock in Inventory. Select an entry in the table and click the Adjust... button.

Details

Display

Inventory Detail

Suppliers

Barcodes

Sell Prices

Stock Levels

Stock History

Reservations

Adjust...

Count...

Receipt...

Transfer...

Order...

Receipt Order...

Location	Code	Variations	In Stock	Reserved	Required	On Order
Box Office	CTTLG	Large - Grey	0	0	0	
Box Office	CTTLK	Large - Black	0	0	0	
Box Office	CTTMG	Medium - Grey	0	0	0	
Box Office	CTTLV	Medium - Black	0	0	0	

In the Adjustment field, enter the correction that is required. If Inventory has fewer items on record than are actually on hand, enter a positive number to make the right correction. If Inventory has more items on record than are available for sale, enter a negative number to correct the Inventory record. When entering existing stock levels when setting up Inventory, this means we enter the number of items on hand.

There is a Reason field with options to select. The options are customised in Administration at Setup > Inventory > Transaction Reasons. Examples could include Initial Stock and Write-offs. Depending on how the transaction reason has been specified, you may also be required to enter a comment further explaining the stock adjustment. For example, if Write-offs requires a comment when selected, "shop soiled" might be entered to explain the correction.

Stock Adjustment

✕

Product:

CTTLG - Comedy-Tragedy Tee - Large - Grey

Location:

Box Office

Current Stock:

0

Unit Cost:

0.00

Adjustment:

15

(+ve to increase / -ve to decrease)

Reason:

Initial Stock

Other

Changed By:

PBS

OK

Cancel

Another occasion when stock counts need to be corrected is during a stocktake. Instead of hand-calculating the necessary stock adjustments and using the Adjust... button described above, select a product variation and location and click the Count... button.

Enter the New Count for the product variant, and select a Reason from the list. The options are customised in Administration at Setp > Inventory > Transaction Reasons. An example reason might be Stocktake. Depending on how the transaction reason has been specified, you may also be required to enter a comment.

Details	Display	Inventory Detail	Suppliers	Barcodes	Sell Prices	Stock Levels	Stock History	Reservations
Adjust...	Count...	Receipt...	Transfer...	Order...	Receipt Order...			
Location	Code	Variations	In Stock	Reserved	Required	On Order		
Box Office	CTTLG	Large - Grey	15	0	0	0		
Box Office	CTTLK	Large - Black	0	0	0	0		
Box Office	CTTMG	Medium - Grey	0	0	0	0		
Box Office	CTTMK	Medium - Black	0	0	0	0		
Box Office	CTTSG	Small - Grey	0	0	0	0		
Box Office	CTTSK	Small - Black	0	0	0	0		
Gift Shop	CTTLG	Large - Grey	0	0	0	0		

Recording the Receipt of Goods: When shipments arrive from a supplier, enter the shipment quantities into Inventory. Click the Receipt... button.

Details	Display	Inventory Detail	Suppliers	Barcodes	Sell Prices	Stock Levels	Stock History	Reservations
Adjust...	Count...	Receipt...	Transfer...	Order...	Receipt Order...			
Location	Code	Variations	In Stock	Reserved	Required	On Order		
Box Office	CTTSG	Small - Grey	0	0	0	0		
Box Office	CTTSK	Small - Black	0	0	0	0		
Gift Shop	CTTLG	Large - Grey	0	0	0	0		
Gift Shop	CTTLK	Large - Black	0	0	0	0		
Gift Shop	CTTMG	Medium - Grey	0	0	0	0		
Gift Shop	CTTMK	Medium - Black	0	0	0	0		
Gift Shop	CTTSG	Small - Grey	0	0	0	0		
Gift Shop	CTTSK	Small - Black	0	0	0	0		
Storeroom	CTTLG	Large - Grey	0	0	0	0		
Storeroom	CTTLK	Large - Black	15	0	0	0		
Storeroom	CTTMG	Medium - Grey	15	0	0	0		
Storeroom	CTTMK	Medium - Black	15	0	0	0		
Storeroom	CTTSG	Small - Grey	0	0	0	0		
Storeroom	CTTSK	Small - Black	0	0	0	0		

In the Stock Receipt window, select the Supplier of the shipment from the list of options. Enter the shipment Reference from the consignment slip, correct the Unit Cost if necessary, and enter the Qty to Receipt. Make sure you enter the number of product items, not the number of shipping units. If three packets of t-shirts arrive, and each

packet holds five t-shirts, the consignment slip may specify 3 packets, but Inventory needs to be told about 15 t-shirts being entered into the system. In this case, 15 would be the correct number to enter.

Stock Receipt

Product:

CTTSG - Comedy-Tragedy Tee - Small - Grey

Location:

Storeroom

Current Stock:

0

Reserved:

0

Backordered:

0

Supplier:

Tee Shirts 'R' Us

Reference:

LIS00334

Unit Cost:

12.47

Qty To Receipt:

15

Changed By:

PBS

OK

Cancel

Transferring Stock Between Inventory Locations

Transferring stock between inventory locations is necessary when moving stock from storage to sale locations, or when one sale location requires an item in stock at another sale location. Select a product variation at the location you are moving products from, and click the Transfer... button.

Details Display Inventory Detail Suppliers Barcodes Sell Prices Stock Levels Stock History Reservations						
Adjust... Count... Receipt... Transfer... Order... Receipt Order...						
Location	Code	Variations	In Stock	Reserved	Required	On Order
Box Office	CTTLG	Large - Grey	15	0	0	0
Box Office	CTTLK	Large - Black	0	0	0	0
Box Office	CTTMG	Medium - Grey	0	0	0	0
Box Office	CTTMK	Medium - Black	0	0	0	0

Select the To Location that will be the destination for the transferred items, and the quantity of Stock To Move.

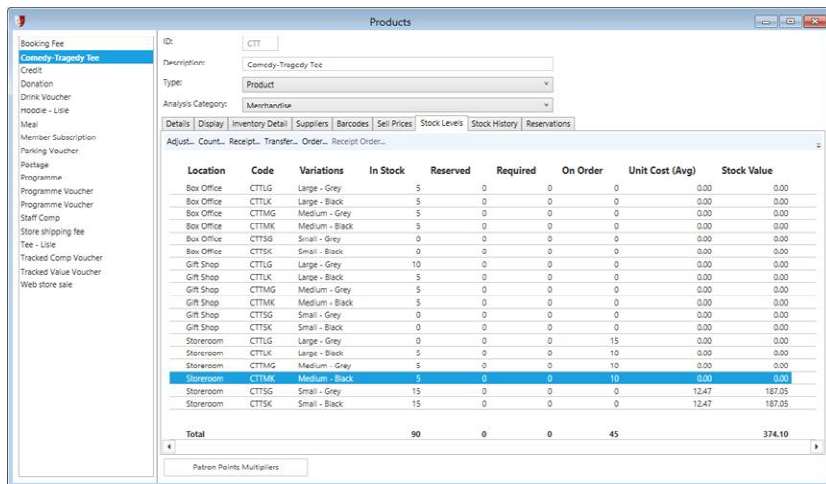
Ordering Stock: When your inventory reports inform you that stock levels have reached or fallen below the Reorder point, find the product and in the Stock Levels tab, select the Order... button.

In the Stock Order window, enter the same details as you are entering into the purchase order to the supplier. Select the Supplier you are using from the list, enter the order Reference number or code, correct the Unit Cost if this has changed, and specify the Quantity being ordered.

Submission ID trn:oid::3618145108380

Checking Stock Levels

To check stock levels, open the Products window in Administration by opening Setup > Sales > Products. Open the Stock Levels tab.

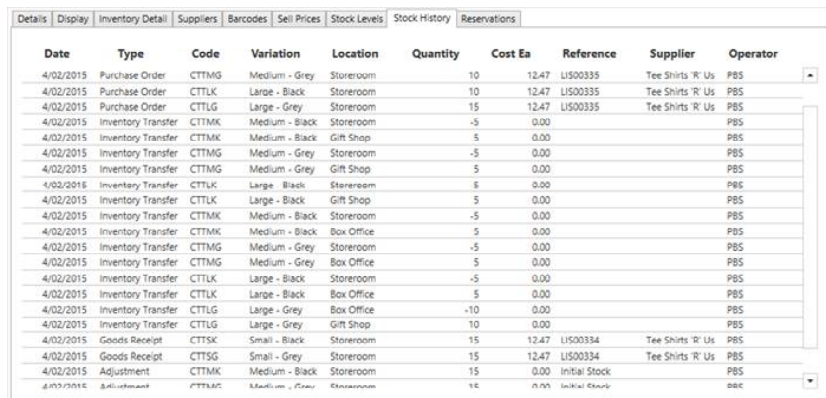


Location	Code	Variations	In Stock	Reserved	Required	On Order	Unit Cost (Avg)	Stock Value
Box Office	CTTLG	Large - Grey	5	0	0	0	0.00	0.00
Box Office	CTTLK	Large - Black	5	0	0	0	0.00	0.00
Box Office	CTTMG	Medium - Grey	5	0	0	0	0.00	0.00
Box Office	CTTMK	Medium - Black	5	0	0	0	0.00	0.00
Box Office	CTTSG	Small - Grey	0	0	0	0	0.00	0.00
Box Office	CTTSK	Small - Black	0	0	0	0	0.00	0.00
Gift Shop	CTTLG	Large - Grey	10	0	0	0	0.00	0.00
Gift Shop	CTTLK	Large - Black	5	0	0	0	0.00	0.00
Gift Shop	CTTMG	Medium - Grey	5	0	0	0	0.00	0.00
Gift Shop	CTTMK	Medium - Black	5	0	0	0	0.00	0.00
Gift Shop	CTTSG	Small - Grey	0	0	0	0	0.00	0.00
Gift Shop	CTTSK	Small - Black	0	0	0	0	0.00	0.00
Storeroom	CTTLG	Large - Grey	0	0	0	15	0.00	0.00
Storeroom	CTTLK	Large - Black	5	0	0	10	0.00	0.00
Storeroom	CTTMG	Medium - Grey	5	0	0	10	0.00	0.00
Storeroom	CTTMK	Medium - Black	5	0	0	10	0.00	0.00
Storeroom	CTTSG	Small - Grey	15	0	0	0	12.47	187.05
Storeroom	CTTSK	Small - Black	15	0	0	0	12.47	187.05
Total			90	0	0	45		374.10

Click a column header to change the column the table is sorted by. Clicking again will reverse the sort order.

Inspecting Stock History

To see an audit trail of Inventory transactions for any product, open the Products window in Administration by opening Setup > Sales > Products. Open the Stock History tab. The Stock History tab will display a list of all the adjustments, corrections, orders, and sales for each product variation and location.



Date	Type	Code	Variation	Location	Quantity	Cost Ea	Reference	Supplier	Operator
4/02/2015	Purchase Order	CTTMG	Medium - Grey	Storeroom	10	12.47	L1500335	Tee Shirts 'R' Us	PBS
4/02/2015	Purchase Order	CTTLK	Large - Black	Storeroom	10	12.47	L1500335	Tee Shirts 'R' Us	PBS
4/02/2015	Purchase Order	CTTLG	Large - Grey	Storeroom	15	12.47	L1500335	Tee Shirts 'R' Us	PBS
4/02/2015	Inventory Transfer	CTTMK	Medium - Black	Storeroom	-5	0.00			PBS
4/02/2015	Inventory Transfer	CTTMK	Medium - Black	Gift Shop	5	0.00			PBS
4/02/2015	Inventory Transfer	CTTMG	Medium - Grey	Storeroom	-5	0.00			PBS
4/02/2015	Inventory Transfer	CTTMG	Medium - Grey	Gift Shop	5	0.00			PBS
4/02/2015	Inventory Transfer	CTTLK	Large - Black	Storeroom	5	0.00			PBS
4/02/2015	Inventory Transfer	CTTLK	Large - Black	Gift Shop	5	0.00			PBS
4/02/2015	Inventory Transfer	CTTMK	Medium - Black	Storeroom	-5	0.00			PBS
4/02/2015	Inventory Transfer	CTTMK	Medium - Black	Box Office	5	0.00			PBS
4/02/2015	Inventory Transfer	CTTMG	Medium - Grey	Storeroom	-5	0.00			PBS
4/02/2015	Inventory Transfer	CTTMG	Medium - Grey	Box Office	5	0.00			PBS
4/02/2015	Inventory Transfer	CTTLK	Large - Black	Storeroom	-5	0.00			PBS
4/02/2015	Inventory Transfer	CTTLK	Large - Black	Box Office	5	0.00			PBS
4/02/2015	Inventory Transfer	CTTLG	Large - Grey	Box Office	10	0.00			PBS
4/02/2015	Inventory Transfer	CTTLG	Large - Grey	Gift Shop	10	0.00			PBS
4/02/2015	Goods Receipt	CTTSK	Small - Black	Storeroom	15	12.47	L1500334	Tee Shirts 'R' Us	PBS
4/02/2015	Goods Receipt	CTTSG	Small - Grey	Storeroom	15	12.47	L1500334	Tee Shirts 'R' Us	PBS
4/02/2015	Adjustment	CTTMK	Medium - Black	Storeroom	15	0.00	Initial Stock		PBS
4/02/2015	Adjustment	CTTLK	Large - Black	Storeroom	15	0.00	Initial Stock		PBS

Click a column header to change the column the table is sorted by. Clicking again will reverse the sort order.

3.10 MAINTENACE OF HUMAN RESOURCE

It's a good idea for an employer to maintain a personnel file for each employee. Documentation of employment history, records of contribution and achievement, disciplinary notices, promotions, performance development plans, and much more, belong in a personnel file. Responsible, careful employers keep more than one personnel file, too, as each type of file has content that is appropriate for their purpose.

The employer has good reasons to keep several personnel files—some legal and some for employment best practices purposes. Documentation is needed so the employer has an accurate view of an employee's employment history. Documentation supports the employer's decisions and may protect the employer in a lawsuit—preserved correctly.

Different Guidelines Are Associated With Different Personnel File Types

Because several types of personnel files are recommended, different rules and guidelines are associated with each type of personnel file for where they are kept and who has access.

For example, most organizations do not allow the employee's manager to access the overall personnel file. They expect the managers to keep relevant documentation in their own management employee file which is not the official personnel file.

- Each type of personnel file has a different reason for existing and different contents, based on that reason.
- Each type of personnel file is stored differently.
- Access to a personnel file is restricted to certain employees in most organizations. Many organizations restrict personnel file access to Human Resources staff only. Different personnel file types also have different access guidelines.
- Employee access to his or her personnel file is allowed, but most employers set up guidelines for employee access with a personnel file access policy in the employee handbook. (Various states and jurisdictions have different rules, so stay up-to-date on the requirements for your location.)
- The Human Resources department owns and is responsible for employee personnel files.

Recommended Personnel Files

Here are the types of personnel files recommended and what you need to know about working with them.

1. **Employee Personnel File:** This is the main personnel file an employer maintains for each employee. The personnel file stores the employment history of each employee. This is what you need to know about an employee personnel file.
2. **Medical File:** The employee medical file has serious legal restrictions that the employer must know and heed. Here is what you need to know about the confidentiality and contents of an employee medical file.
3. **Payroll File:** Employee access to the employee payroll file is less restrictive than access to either the medical or the personnel file. The payroll file holds information about salary, benefits selection, pay rate changes, garnishments, and other legal documentation that affects an employee's paycheck. Various accounting and Human Resources staff access the information in the payroll file.
4. **I-9 Forms File for Employees:** Because of the access rights of various government agencies, you follow best practice by maintaining a separate file for all employee I-9 forms. You do not want government agencies poking around in your main employee personnel file. Find out more about storing I-9 forms.
5. **Personnel File Access Policy for Employees:** You want to enable each employee to know what is in his or her personnel file, but you need to control the integrity, completeness, and thoroughness of the file. Maintaining employee and employer confidentiality and limited access are ensured with a personnel file access policy.
6. **What Not to Include in an Employee Personnel File:** Looking for guidelines about content that should never be included in an employee personnel file? Here are my best recommendations about the content that you want to maintain either in a separate, informal location or not retain at all. Retention of unneeded and purely opinionated documentation can hurt you.
7. **Documentation:** The word, documentation, crops up frequently in the world of employment and Human Resources. But, the meaning of documentation and why you might want to document particular employment events is thoroughly covered in this article,

"The Importance of Documentation in Human Resources." Take a look because proper documentation is essential for accurate employment files.

3.10.1 Benefits of Cloud- Based Document Storage

One of the benefits of a cloud-based total workforce management system is the ability to store documents electronically. This allows for convenient online access, and it also frees up office space, securely preserves information, and helps organizations ensure compliance with federal, state and local laws.

A total workforce management system can track expiration dates and provide dashboard alerts year-round, allowing HR professionals to quickly see which employees require updated forms (for example, form I-9). This helps organizations proactively maintain compliance and avoid penalties.

3.10.2 Important practices for Personnel Files

It is essential to maintain employees' personnel files and keep them up to date. In addition to being a good business practice, keeping good records - whether electronically, on paper, or a combination of the two - can help protect organizations in case of an audit or legal action.

Personnel files should contain only employment-related information, such as documents about qualifications and job performance. Do not include information of a personal nature (private life, medical records, political views, etc.).

I-9 forms, which verify an employee's eligibility to work in the United States, can either be stored separately in printed form, or electronically in a cloud-based document storage system like APS. If storing electronically, it is important to make sure the proper storage protocols (who has access, audit trails to track any changes, etc.) are followed. In the event that United States Citizen and Immigration Services inspects these forms, you can keep the rest of your employees' personnel files private. Examples of documents to keep in an employee's personnel file:

- Employee's resume and job application.
- Contract and offer of employment.
- Job description.
- Benefits information.

- Forms (W-4s, W-2s, etc.).
- FMLA paperwork.
- Training and certification information.
- Performance reviews.
- Changes to employee's position or pay rate.
- Employee commendations and awards.
- Documentation about attendance problems, warnings and disciplinary actions.
- Exit interview, termination letter, etc., for former employees.
- Workers' compensation reports.
- Copy of driver's license for workers who drive on the job.
- Military paperwork for reservists.

Ensure that confidential information, such as employees' medical information or workers' compensation reports, are stored separately from general employment information.

3.11 MAINTENANCE OF FINANCIAL RECORD

Bookkeeping is a complicated system that reflects financial situation of your company. To commit the maintenance of accounting records to the specialists of audit is a wise decision of a manager who is interested in reaching success in his business.

From one side, you save valuable time that you might spend for finding a good bookkeeping specialist, from another side you don't have a risk to lose money in case you happen to employ an incompetent bookkeeper. But the main thing is that you receive a full package of services by the specialists of the highest qualification:

- Preparation, maintenance and storage of accounting records as well as tax and statistical returns;
- Express advising;
- Provision of up-to-date bookkeeping information necessary for taking managerial decisions;
- Insuring professional responsibility of a bookkeeper.

Audit offers a well-timed, professional and competent protection of your interests. Security of your business is our responsibility.

Books of accounts including vouchers and receipts are required to be maintained under different statutory laws Income Tax Act, Companies Act 2013 and GST Act. Books to be maintained, retention period and compulsion requirements are different under all the 3 laws.

Under Income Tax Act: If the sale/turnover/gross receipts from the business or profession is more than Rs. 25,00,000 or the income from business or profession is more than Rs. 2,50,000 in any of the 3 preceding years, then books of accounts will be compulsorily maintained.

Following professions are covered under this provision:

- Legal.
- Medical.
- Engineering.
- Architectural.
- Accountancy.
- Technical consultancy.
- Interior decoration.
- Authorised Representative (one who charges fees for representing someone before tribunal or any authority)
- Film artist (producer, editor, actor, director, music director, art director, dance director, cameraman, singer, lyricist, story writer, screenplay or dialogue writer and costume designers).
- **Company secretary:** Thus, if the above-mentioned professions have an income of more than Rs. 2,50,000 in any of the 3 preceding years, they need to maintain books of accounts. In case of a new profession also, if the income is expected to be more than Rs. 2,50,000, the professionals should maintain books.

Books of accounts as per Rule 6F

- Cash Book.
- Journal.
- Ledgers.
- Copies of bills or receipts.
- Daily cash register with details of patients, services rendered, fees received and date of receipt (persons carrying on medical profession).

43

- Details of stock of drugs, medicines, and other consumables used (persons carrying on medical profession)

If the income isn't more than Rs. 2,50,000 in any of the 3 preceding years or not expected to be more than Rs. 2,50,000 in case of a new profession, then also books should be maintained. However, books, in this case, haven't been specified so any books can be maintained but it should be such that ATO can calculate the income.

13

Books should be maintained for a period of 6 years from the end of the relevant year.

Under Companies Act: Every company has to maintain books of accounts, at the registered office or any office that board of directors may decide. If the company is maintaining books at an office other than the registered office, it has to intimate the same to RoC. The company can maintain the accounts electronically also.

13

Books should be maintained for a period of 8 years from the end of the relevant financial year.

Books of accounts to be maintained

- Cash flow statement.
- Records of sales and purchases.
- Records of assets and liabilities.
- Items of cost.
- Deeds, vouchers, writing, documents, minutes, and registers whether in physical or electronic mode.

Under GST Act

- Every registered person has to maintain GST records at the principal place of business.

Records to be maintained:

- Production or manufacture of goods.
- Inward and outward supply of goods or services or both.
- Stock of goods.
- Input tax credit availed.
- Output tax payable and paid and,
- Other particulars as may be prescribed.

Books and records should be maintained for 6 years from the last date of filing of the annual return (31st December) for that year..

3.12 CONFIDENTIAL FILES

Government data information breaches have gained a lot of attention in the media lately, but the government isn't the only one at risk. Private and public companies are susceptible to data leaks as well. If it hasn't happened to you, it might be hard to imagine that it could.

The reality is, data leaks can impact any company. If your company's confidential records aren't properly secured, compromised data could have tremendous consequences.

The beginning of a new year is the perfect time to introduce new practices for safeguarding your most important records. Below, we're discussing five reasons why it's important to keep your confidential records safe. We also have recommendations on how to do that.

1. **Confidential Records Help You Stay Competitive in Your Industry:** No matter what industry you're in, staying relevant over competitors is an important element of business success. If your company has trade secrets or sensitive information that helps you stay competitive, you want to protect that at all costs.

A leak of confidential records could benefit a competitor by giving them a glimpse at your practices and helping them develop a strategy to respond to that. Protecting your sensitive information is the best way to ensure you keep whatever upper hand you have.

2. **Value Your Employee's Privacy:** Some data leaks expose sensitive and personal information about a company's employees. Falling victim to that kind of leak can create an unpleasant work environment. You want to prove to current and potential employees that you value their privacy by doing what you can to keep their information safe.
3. **Customers Expect Protection:** From credit card information to family data, customers provide a lot of private information to the companies and businesses they work with. This is especially true of patients who provide confidential information to their medical providers.

If confidential records with customer information were to be made public, the trust your customers have in your company would be severely

compromised. They may choose to take their business elsewhere, and will likely advise friends and family to do the same.

4. **Your Reputation Matters:** Even if you have an incredible reputation for customer service and satisfaction, one data leak is enough to change that in the public's mind. When it comes to bad news, the public tends to have a long memory. You don't want to be remembered for compromising their information. And you don't want one negative situation to overshadow the good work you've done.
5. **Protecting Data is Easy:** For whatever reason, some companies may choose not to protect their sensitive information because they believe doing so would be difficult and expensive. The truth is, record management and offsite shredding services make it easy for any business to secure sensitive data.

Is there a cost associated with it of course. But it may be far more expensive not to protect this information, especially if a leak does occur.

Ready to Start Protecting Your Confidential Records?

In today's increasingly technology-driven world, sensitive information stored online is vulnerable. Hackers or malicious software can do extreme damage, and ruin a company's reputation in the meantime. But these situations are avoidable.

Protecting your records protects your customers, your employees, and, ultimately the success of your business.

3.13 PUBLIC RELATIONS

A company must relate constructively to a large number of interested public. Public is any group that has an actual or potential interest in or has an impact on a company's ability to achieve its objectives. The public can facilitate or hamper a company's ability to achieve its objectives, Effective public relations can enhance the usefulness of promotion tools employed by the service company. Public relations involve a variety of programmes designed to promote a company or to protect the image or its individual products.

According to **Stanton** "*public relations is a management tool designed to favorably influence the attitude towards an organization, its products and its policies.*"

50

The definition given by British Institute of Public Relations is *It is the planned and sustained effort to establish and maintain goodwill between an organization and the public.*

3

Publics are all groups of people and organizations which have an interest in the service company.

3

A wise company endeavors to maintain successful relations with its key public. Most companies operate a public relations department. This department maintains a goods communication channel with the public to develop good will.

Objectives of Public Relations

25

Department of public relations aims to develop the positive image of the company, its products and policies.

It achieves following objectives for the organisation:

- (i) It facilitates smooth functioning of business and achievement of organisational objectives.
- (ii) It builds corporate image and creates a favourable impression and creditability of company's products.
- (iii) It helps in launch of new products and maintain interest and confidence in the existing products.
- (iv) It acts as a supplement to advertising in promoting existing and new products. Thus, it helps business and its associates to sell products easily.
- (v) It lowers the promotional cost as it has to simply maintain staff to develop and circulate information with media or manage events.

3.13.1 Functions of Public Relations Department (Promotion Tools in PR)

18

Public relations department monitors the attitude of the public in general in favor of the company. It sends out information and spreads communication to the public for building goodwill of the organization. The public relations department counsels the top management to adopt positive programmes. They eliminate questionable practices so that negative publicity does not arise against the company.

A Public Relations Departments perform the following functions:

12

1. **Community Relations:** A business should be seen as a responsible citizen of the community it operates in. A comprehensive

community relation programme should focus on building a respectable image for the company in the community in the long run. Many organizations implement educational and health related programmes for improving quality of life of the community members. Such activities help to build their reputation along with benefiting the society.

2. **Employee Relations:** Employees are the most valuable assets of the company and the organization had to create employee goodwill for maintaining a loyal workforce. Loyal employees are more productive and interested in the well-being of the company.
3. **Customer Relations:** The most important component of external public is the customer. The customer is the reason behind the existence of the organization. Public relations informs the customer about introduction of new products or changes in existing ones. Public relations plays a crucial role in attracting the attention of the buyer towards the company's offerings and helps to differentiate the product from those of its competitors.
4. **Financial Relations:** A segment of the company's public consists of those individuals and institutions the company has financial dealings with. These include the shareholders, creditors, potential investors, banks, financial analysts, etc.

These parties have to be informed about the company's finances, plans for expansions, plans to raise share capital, etc. A well planned financial relations programme is necessary to improve the organization's image and increase the value of its stock.

5. **Political and Government Relations:** The Company has to function under the control of government rules and regulations. It has to forge proper relations with various government officials and political parties to ensure smooth functioning of the enterprise.
6. **Crisis Communication:** The role of public relations takes on vital significance during crisis situations like an accident, financial scams, bankruptcies, etc. It is the responsibility of the public relations to give the honest and accurate information to the concerned publics and assure them of remedial measures taken to control the crisis
7. **Press relations:** A PR department performs the function of Creation and dissemination of information to Press. This is known as publicity.

8. **Product Publicity:** The product information presented in the 'Paid space' of media is read or heard by a company's customers or prospects. The department publicizes the product through sponsoring efforts.
9. **Corporate Communication:** PR Departments promote the understanding of the company and its products and services. For this purpose, they undertake external and internal communication.
- 18 10. **Counseling:** Public Relations departments advise the top management on matters related to public issues. This also includes advising the company in the event of product mishap.
11. **In house Hournals:** Many service organizations such as hospitals, . health care, beauty parlor etc., publicize their own magazines which are circulated among customers. The role of PR Departments in developing- in house journals.is significant. Apart from in-house journals,. companies publish annual reports, brochures, articles, company's newsletter and audio-visual materials. Creating websites on the history of the company and its present developments also influence the target markets..
12. **Special Events:** PR Departments help organizations attract media attention by arranging newsworthy organizations. These special events are the backbone of service marketers.
13. **Public Service Activities:** PR Departments help companies build goodwill by contributing money and time to good causes. Large corporate ask executives to support community affairs.

3.13.2 Role of Public Relations in an Organisation

14 Public relations professionals shape an organization's image. They build the brand, spread the organization's message and minimize the effect of negative publicity. At a small company, the PR person may have to handle all the roles – cheerleader, media contact person, the deflector of criticism – themselves. At larger companies or big PR firms, staffers can have more specialized roles to handle different organizational needs.

- 20 20 i. **Manager or Technician:** One way to divide up roles is between communication technicians and communication managers. Communication technicians are PR writers. They turn out press releases, newsletters, website content, speeches, blogs and social media posts. Managers handle the bigger picture, assessing the PR goals to accomplish or the problems to solve and determining the PR strategy required.

ii. **Different Organizational Missions:** Another way to segment public relations is looking at what different roles accomplish for the organization:

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Crisis management deals with emergencies affecting the organization. They help establish policies for dealing with emergencies, such as who gets to communicate with the media, and how management shares information with employees.

Relationship management establishes strategies for building and maintaining relationships with important segments of the public such as customers and reporters. Image management professionals work to present the company as socially responsible, compassionate and involved in the community.

Resource management looks at the budget and resources for the organization's PR and figures out how to make the best use of it.

14

An organization usually needs its PR team to fill more than one role. Managing relationships and shaping the company's image can generate a lot of goodwill. When a crisis or negative news breaks out, the PR role has to be the minimization of any damage or blowback from the events.

iii. **Different Skill Sets:** Different PR roles call for different skill sets. PR communication technicians have to be good writers. Their talent lies in writing messages with strong imagery and evocative language that steers listeners to the point the organization wants them to reach. These technicians execute the strategy drawn out by the managers.

Communications managers are more into the big picture. They don't have to be gifted writers themselves, but they set the goals for the people who are. Communications managers have a seat at the management table, discussing strategy, resource management and how to improve the company's image or build relationships given the resources at hand. Sometimes they watch for potential threats to the organization's success, and then craft a PR strategy to head the problem off.

The roles aren't bound by anything but ability and opportunity. A skilled technician may shift from image management to relationship management in different situations. If technicians have the right skills, they may eventually step up and become communications managers.

3.14 OUTCOMES

Once the chapter is completed you will know:

1

- Understand the term e-filing and also its importance.
- Explain about indexing and its relationship with filing.
- Recall different ways in which the indexing can be done.
- Enumerate the steps involved in filing process.
- Describe Circular and its purpose.
- Delineate Agenda of Meeting.
- Learn minutes and their contents.
- Define Public Relations.

3.15 REVIEW QUESTIONS

I. Short Answer Questions

1. What is notice?
2. Describe Circular and its purpose.
3. Delineate Agenda of Meeting.
4. What are minutes and their contents.
5. Define Press note.
6. Why does inventory records are maintained?
7. What type of files are maintained by Human resource?
8. Define PR.

II. Long Answer Questions

1. Define office Procedure and its importance.
2. Describe benefits and limitations of systems and procedures.
3. Define the term - Filing. Also discuss various essentials of an efficient filing system.
4. Name various methods of classification of filing.
5. Alphabetical filing is the basis of all other types of filing. Do you agree with the statement? Also explain its advantages and disadvantages.

1



6. What do you understand by chronological classification of filing? Also discuss its advantages and disadvantages.
7. What types of organizations should adopt geographical filing? Also discuss disadvantages of geographical filing.
8. "The simplest method of filing classification is by subject method". Do you agree with the statement? Explain the subject method of classification with the help of an example.
9. What are the horizontal and vertical methods of filing?
10. Explain the term indexing. Why is it important to have a proper indexing system in an organization?
11. What are the essential steps that should be followed for effective and efficient management of electronic records?
12. Discuss in brief Filing Procedure.
13. Why financial records are maintained?
14. What are the function and objectives of Public relations?
15. Discuss the role played by PR in an organisation.

