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ABSTRACT

The opening session of the seventh annual seminar of the Documentation Research and Training Center is provided in verbatim form. The section of Group Meetings and Plenary Sessions examines the propositions presented in the thirty-two papers presented in Volume I (IT 002 230). The balance of the report provides: (1) the Valedictory Address and the Vote of Thanks that was given as part of the Concluding Session, (2) the list of office-bearers and groups, (3) the list of delegates, (4) the time table, (5) the Draft Rules of Procedure for Plenary Sessions and Group Meetings and (6) an index. (MF)

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OCT 27 1970

③ DOCUMENTATION RESEARCH AND TRAINING CENTRE, *Bangalore*  
(INDIAN STATISTICAL INSTITUTE) *(India)*

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## ANNUAL SEMINAR

7

SUBJECT ANALYSIS FOR DOCUMENT FINDING SYSTEMS  
QUANTIFICATION AND LIBRAMETRIC STUDIES  
MANAGEMENT OF TRANSLATION SERVICE.

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V 2 : PROCEEDINGS AND INDEX

## DOCUMENTATION RESEARCH AND TRAINING CENTRE (=DRTC)

112 Cross Road 11, Malleswaram, Bangalore 3

### 1 OBJECTIVES

The Documentation Research and Training Centre, established in 1962 by the Indian Statistical Institute, has the following objectives :

- 1 To do and to promote continuing research in documentation ;
- 2 To give a course of training in documentation ; and
- 3 To do consultant service in documentation.

### 2 THE COURSE

The course offers comprehensive instruction in the theory and practice of documentation. It places emphasis on imparting theoretical knowledge of a high order and at the same time on equipping the student with the necessary professional competence based on practical experience. Instruction is largely individual. Tutorials, small group discussions, and weekly colloquia are organised so as to develop in the students the capacity for systematic thinking and for clear exposition.

In the observational study period, the trainees are given an opportunity to visit and observe the working of specialist libraries, industrial units, and research laboratories. They are also given practical working knowledge of document finding with mechanical aids such as Punched Cards and Computer. They also receive instruction and experience in the organisation and managerial aspects of reprography and translation work.

#### 21 ANNUAL SEMINAR

The Annual Seminar, turned on some specific area of documentation, forms an integral part of the course.

#### 22 HOSTEL

To make this participative work possible, the DRTC is made a residential institution. Living in the hostel attached to it is obligatory.

### 3 SUBJECTS OF STUDY

Group 1	Group 2	Group 3
1 Universe of subjects : its development and structure ;	5 Documentation ;	9 A project consisting of the survey of the trend in current research in a specific subject.
2 Depth classification (Theory) ;	6 Management of specialist library	10 Observational study.
3 Depth classification (Practice) ;	7 (i) Mechanised document finding systems ;	
4 Library catalogue.	(ii) Elements of statistical analysis ;	
	8 A project in documentation.	

#### 31 PROJECT I

The project in documentation, to be completed during the formal course in DRTC, consists of the preparation of a documentation list by each student on a specific subject. The work involves scanning and selecting articles from an approved set of periodicals relevant to the subject, minutely classifying the documents, preparation of abstracts of the documents, and preparation of the necessary added entries.

1 Depth Schedule for the classification of the subjects covered by the documentation also to be worked out simultaneously for the minute classification of the documents.

### **DRTC Annual Seminar, Papers and Proceedings**

- (1) (1963) Documentation Periodicals : Coverage.Arrangement.Scatter.  
Seepage.Compilation.
- (2) (1964) Document Retrieval : Classification. Subject Heading. Present-  
ation of Information.
- \* (3) (1965) Depth Classification. Subject Heading.
- \* (4) (1966) Universe of Knowledge : Its Structure and Development.  
Developments in the Design of Depth Schedules. Promotion  
of the Use of Documentation List in Libraries.
- (5) (1967) Developments in Classification. Management of Reprography  
Service. Subject Headings and Feature Headings.
- (6) (1968) Theory and Practice of Abstracting. Developments in Classifi-  
cation. Technique of Teaching Documentation.

\* Out of Stock

### **" The Five Laws of Library Science**

- 1 Books are for use.
- 2 Every reader his book.
- 3 Every book its reader.
- 4 Save the time of the reader.
- 5 A library is a growing organism."

**S R RANGANATHAN**

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## CONTENTS

<i>Paper</i>	<i>Particulars</i>	<i>Page</i>
<b>Part M : Opening Session</b>		
MA	NEELAMEGHAN (A). Welcome Address .....	651—53
MB	RANGANATHAN (S R). Demand of Industries on the Library Profession: Documentation. (Director's Address) .....	654—66
MC	GHATAGE (V M). Inaugural Address .....	667—71
MD	GUPTA (B S S). Vote of Thanks .....	672—73
<b>Parts N/V: Group Meetings and Plenary Sessions</b>		
<b>Parts N/Q: Subject Analysis for Document Finding Systems</b>		
<b>Part II: Universe of Subjects: Its Development and Structure</b>		
NA/ND	Propositions A1 to A4 .....	677—98
<b>Part P: Subject Analysis and Classification</b>		
PA/PD	Propositions B1 to B4 .....	699—712
<b>Part Q: Subject Heading</b>		
QA/QD	Propositions C1 to C4 .....	713—22
<b>Parts R/T: Quantification and Librametric Studies</b>		
<b>Part R: General</b>		
RA/RD	Propositions D1 and D2 .....	725—40
<b>Part S: Subject Analysis</b>		
SA/SB	Propositions E1 and E2 .....	741—44
<b>Part T: Documentation list</b>		
TA	Proposition O1 .....	745—46

(Continued)

PART M : OPENING SESSION

C O N T E N T S

Paper	Particulars	Page
MA	NEELAMEGHAN (A). Welcome Address.	651-3
MB	RANGANATHAN (S R). Demand of Industries on the Library Profession: Documentation (Director's Address)	654-66
MC	GHATAGE (V M). Inaugural Address.	667-71
MD	GUPTA (B S S). Vote of Thanks.	672-3

DRTC Seminar (7)(1969). MA.

WELCOME ADDRESS:

A NEELAMEGHAN, Convener, DRTC Seminar.

Dr Ghatage, Dr Ranganathan, Delegates to the Seminar, and Ladies and Gentlemen,

At the outset, let me extend to you all a warm welcome to the DRTC and to this inaugural function of the Seventh All-India Seminar on Documentation. This I do on behalf of the Staff, Research Scholars, and Students of DRTC, the Indian Statistical Institute, which is the parent body of this Centre, and Dr Ranganathan, Director of the Seminar, who is not able to be present here to greet you personally due to indifferent health.

We are particularly happy that Dr Ghatage is inaugurating the Seminar. It is gracious of you, Sir, to have acceded to our request. It is also a measure of the importance you place on library and information service. As one who has been a teacher, design and production engineer, and a manager of a large industrial undertaking, for several years in each of these capacities, Dr Ghatage can tell us with authority the information needs of teachers, research workers, production engineers, and managers. And his advice will be heeded with respect. Dr Ghatage had his higher education at the Kaiser-Wilhelm Institute, Gottingen, submitting his thesis in the field of Aerodynamics in 1936. After serving as Professor of Aeronautical Engineering in the Indian Institute of Science from 1942 to 1947, Dr Ghatage



MA

Neelameghan

joined the Hindustan Aeronautics Ltd as Chief Design Engineer, to become the General Manager of the company in 1967. Among his achievements as a Design Engineer are a Troop Carrying Glider (1941-42), HT-2 Trainer Aircraft, HJT-16, the first Jet Trainer for the IAF designed in this country and the HJE-2500 Turbo-jet Engine. Dr Ghatage is a Fellow of the Indian Academy of Sciences, the Aeronautical Society of India, Royal Aeronautical Society, and a member of the Institute of Aeronautical Sciences, USA. For his significant contributions to the field of production engineering, he was awarded, in 1969, the Walter Puckey Prize by the Institution of Production Engineers. Dr Ghatage has contributed several research articles and reports in his field of specialisation. He has toured widely in Europe, USA, and Australia. Ladies and Gentlemen, you will agree with me that here we have an outstanding personality to inaugurate the DRTC Seminar.

To all the delegates and observers attending the Seminar I extend a hearty welcome. As you are all aware, the annual seminar is designed to provide for an exchange of ideas on technical problems among the documentalists and between the practising documentalists and the research workers at this Centre. The provisional list of 100 delegates indicate that we have representatives from all over India -- 17.6 percent representing Industry and Business Organisations, 42.7 percent representing Academic Institutions, 39.7 percent representing Research Institutions. Those, who had indicated their intention of participating in the Seminar early, would have received a copy of the volume of papers and the propositions

to be discussed at the Seminar three weeks ago. The others would have got them by now at least. I trust that you will have fruitful discussions in all the sessions and those who are coming from outside Bangalore, will, I hope, also have a reasonably comfortable stay here.

To the alumni of the DRTC, the annual seminar is an occasion for reunion and meeting with the new batch of students. I am extending to you a warm welcome.

Finally, to the distinguished ladies and gentlemen, who have kindly accepted our invitation and added dignity to this function by their gracious presence, I extend a hearty and warm welcome.

DRTC Seminar (7)(1969). MB.

DEMAND OF INDUSTRIES ON THE LIBRARY PROFESSION :  
DOCUMENTATION.

S R RANGANATHAN, Director of the Seminar.

OPENING ADDRESS.

Dr Ghatage, Professor Neelamegha, Mr Langridge,  
Colleagues in the Profession, Ladies and Gentlemen:

#### 0 WORK OF THE YEAR

One of the usual parts of the Opening Address of the Director of a Seminar or the President of a Conference is a rapid survey of the work done during the year in the subject-field. But this task has been made unnecessary by Professor A Neelamegha and Messrs Ganesh Bhattacharyya and M A Gopinath, by their giving a report of the DRTC Research Cell of 1969. These papers will be found at the end of the volume of papers. They cover classification research, cataloguing research, and Librametry. I therefore, skip this part of my address, avoid technicalities, and begin with the general part of my address.

#### 1 EMERGENCE OF DOCUMENTATION

The theme of my opening address this year is "Demand of Industries on the Library Profession : Documentation". To realise why the library profession took up Documentation as a new function on itself, why this has been done in earnestness only after World War II, and what it is all about, we should look into the past along two lines and also look around to see what is happening today.

With regard to the past, we shall confine ourselves only to the post-printing era. One line of approach will be the nature of the users of library service. Another will be the nature and the rate of production of printed documents for use. With regard to what is happening today, we should consider the heavy impact of the population pressure and the consequent social pressure on library service.

## 2 CHANGE IN THE NATURE OF THE USERS OF LIBRARY SERVICE

Till about half a century ago, literacy was very low in every country. The number of scholars seeking the use of libraries was lower still. Therefore, a library was generally managed by a scholar in some subject, assisted by clerical labour. This was so in most of the university and college libraries. No library profession could emerge in these circumstances. In fact, it did not emerge. About the middle of the nineteenth century, elementary education was made compulsory in some of the countries. To prevent relapse to illiteracy, a public libraries system was also slowly developed as an auxiliary. The readers were mostly non-scholars, who had completed just the elementary school course. Naturally, their demand was largely for books of entertainment -- such as, fiction and travel. Therefore, the librarians appointed for public libraries were largely non-university men. They pursued their work more as a craft than as a profession. Of course, there were a few exceptions. Melvil Dewey, James Duff Brown, and W C Berwick Sayers are outstanding examples of this kind. The

practice of having a full-timed librarian instead of putting a scholar in part-time charge was taken up by academic libraries too. This led to abler men taking up library work. In its turn, this gradually led to the emergence of a library profession. This factor paved the way to meet the new social demands on library service today.

### 3 CHANGE IN THE NATURE OF DOCUMENTS FOR USE

Till the present century, the number of books published was relatively small. The rate of growth of a library was also small. Therefore, a scholar-reader could easily find his way among the books, and choose what was suitable to him without the help of a librarian. But in the present century, this condition changed. New books are produced each year in great numbers. And also books are added to a library in great numbers. A library collection soon went beyond the capacity of self-help even in the case of a scholar-reader. It was particularly so in the case of a generalist reader using public library service. Therefore, the need for personal help to readers by librarians in the choice of books gradually intensified. The need for a classified arrangement of books and a scientifically prepared catalogue also got intensified. The number of books likely to be of use to a library went beyond its financial capacity. Therefore, the need for basing Book-Selection work on scientific principles slowly got intensified. All these factors led to the emergence of a library profession and of a library science capable of giving guidance to the library profession. As a result of these social factors, library craft changed into library science. The signal for this

was the formulation of the fundamental laws of this science about 40 years ago. This happened in India. The fundamental laws were published under the title Five laws of library science. These laws are:-

1. Books are for use;
2. Every reader his book;
3. Every book its reader;
4. Save the time of the reader; and
5. Library is a growing organism.

Of these laws, Berwick Sayers wrote in 1957, "A work of great simplicity which conceals depths and yet reveals what may be called the spiritual but intensely practical springs" of the activities of the library profession. This factor paved the way to meet the new social demands on library service today.

#### 4 WASTE DUE TO ABSENCE OF DOCUMENTATION SERVICE

During the last 25 years, industrialisation has led to intensive specialisation. Tiny new subjects emerged here, there, and everywhere from the horizon of the already known universe of subjects. These tiny new subjects would not justify communication through separate books on them. They have to be communicated in the form of articles in periodicals. The rate of output of research -- particularly of team research -- oriented to the needs of industries has exceeded all anticipation. Therefore, the number of periodicals containing them has gone on mounting up. It is now estimated to be approaching the neighbourhood of 100,000. The research workers naturally find it difficult to keep track of them. As a result, a good deal of unintended

and unwanted repetition of one and the same piece of research happens to occur. It has taken some years for the industries to discover it. Here is an illustrative account, from the list of case studies compiled recently by Prof Neelameghan, of the loss incurred unknowingly in some industries.

SN	Loss	Field of Research	Country
1	Rs 216,000,000	Science in general	UK
2	Rs 15,000,000	Electronics	USA
3	Rs 18,700,000	Electronic translations equipment	USA

##### 5 PREVENTIVE MEASURE AGAINST LOSS

It is the realisation of such colossal loss that has led the library profession to extend its service to the research forming the basis of specific industries. For this purpose, it is developing profoundly sharper techniques in Classification, Cataloguing, and Reference Service. It is also taking the help of the Translation Profession and of the technicians needed for the Reprography of documents. Here is an illustrative account, from the list of prepared case studies compiled recently by Prof Neelameghan, of the savings made by some industries, as a result of employing documentation lists.

##### Savings Due to Documentation Service

SN	Saving	Field of Research	Country
1	Rs 1,650,000	Electronic welding equipment	Lithuania

SN	Saving	Field of Research	Country
2	Rs 8,000 per annum	Handicrafts ..	Sweden
3	Rs 100,000	Clothing ..	Denmark
4	Rs 300,000	Machine tool ..	India
5	500 man-hours of research personnel	Research and development laboratory	USA

## 6 DOCUMENTATION: THE MEANS FOR PREVENTION OF LOSS

### 61 Atomisation of Commodity Production.

The library profession has been looking around to find the lines along which it should modify its service to meet the requirements of industries. What is it that makes a change necessary! It has traced the ultimate cause for the needed change to the trend in modern industries. That trend may be summed up by the term 'Atomisation of Commodity Production'.

Let us begin with a homely example. Let us consider food production. About 70 years ago, when I was a boy, our village had about a hundred families. Each family owned its own fields, itself prepared the necessary manure, grew paddy and pulses, had its own coconut trees, tamarind trees, and kitchen garden. The family itself husked the paddy, cured and split the pulses; and made flour of them. All such ingredients were used in the kitchen of the family and food was cooked. The family had its own cow and buffalo. Milk, butter, and other dairy products were made in the family itself. What is happening today? As an illustration,



- 1 Some persons specialise in fertilizers;
- 2 Some specialise in cultivating and harvesting work;
- 3 Some others specialise in producing insecticides to save the crops;
- 4 A few in producing better strains of the different varieties of crops;
- 5 Some others in making flour out of the grains;
- 6 Some in dairy work; and
- 7 Some in kitchen gardening.

The family buys all the necessary commodities, and reduces its own kitchen work to a minimum. The trend in the production of any commodity today is somewhat as follows:

- 1 The Central Factory designs and specifies the different kinds of the ultimate parts of the commodity;
- 2 It leaves the production of each ultimate part to a small-scale industry of its own;
- 3 It then collects the ultimate parts from the respective small-scale industry;
- 4 It tests their quality and their conformity to the prescribed standard and specification; and
- 5 It assembles them into the final commodity, making slight amendments of the parts, wherever found necessary.

For example, a wrist watch consists of about 120 kinds of parts. While living in Switzerland, I found the production of each such part left to the care of cottage industries in the villages. The main work of the watch maker was the assembling of these parts. I am told that an aircraft requires a few thousands of ultimate parts; and that a motor

car, a few hundreds. The production of each part is already left or will soon be left to an auxiliary producer. This is what is meant by Atomisation of Commodity Production.

## 62 Atomisation of the Subject of Industrial Research

A consequence of the atomisation of commodity production is that the subject of industrial research also gets atomised. A small industry concerned with a particular part builds up a vast experience in respect of that part. This leads it to make continuous improvements in the parts through specialised research. For example, in May 1958, I visited Mangalore, where I had started teaching in 1917. I found one of the students of the first batch, specialising in making springs for transport vehicles -- be it a locomotive engine, or a railway carriage, or a motor truck, or even a horse carriage. He and his son had developed several new techniques in this field. Such a thing could not be even dreamt of in 1917. Least did I then expect that one of my students in the senior Intermediate Class would become a specialist of such a severe kind. Anyhow it indicates the modern trend in specialisation.

In 1959, I found in the Patel Vidyapith (University) in Gujarat, specialisation in making fences. They were supplying these fences to the different railways and to several other organisations. This Centre was developing new techniques in the subjects connected with the production of fences.

This is what is meant by Atomisation of the Subject of Industrial Research.

### 63 Articles on Atomised Research

The results obtained by such atomised research are now published in periodicals. Viewed from the international angle, some fields of atomised research maintain their own periodicals to publish their articles. In the case of others, the articles are scattered in periodicals in one or other of connected subjects. If a specialist, making research in the subject concerning a particular part of a commodity is not fed with the latest ideas having a bearing on his subject-field -- however narrow -- his research time will be wasted. Or, the producer of the commodity concerned will be using outmoded techniques. This will lead to a shrinkage in his market and an ultimate decline in the success of his business. This phenomenon is not peculiar to commodity production alone. It is developing in business management and in the running of Government Departments. About five years ago, the Home Ministry of the Government of India had realised this phenomenon. One of its Deputy Secretaries came to the DRTC along with a librarian of the Ministry, to discuss the ways and means of feeding the Officers with the latest or the nascent ideas appearing in the field of the work of his Ministry. This sensitiveness to the reality of the situation and readiness to cut off from the old ways filled me with a sense of joy and of hope for the future of our Motherland.

### 7 IMPACT OF ATOMISATION ON LIBRARY TECHNIQUES

The library profession realised the demands on its work of

#### 1 Atomisation of commodity production, and of

the processes in the business and governmental  
anagement;

2 Atomisation in the fields of specialised research;

3 Abundance of specialised articles on nascent ideas on minute subjects, pouring into libraries through periodicals;

4 Inadequacy, for service in specialist libraries, of the older library techniques developed for generalist libraries including the academic libraries of the past;

5 Continuing research in library techniques to organise and to serve specialist readers with articles containing the latest or the nascent ideas in their respective fields of work;

6 Application of the ever-changing new techniques in the preparation of documentation lists and in the facet analysis of readers' queries in the course of the trilogue between the reader, the documentation list, and himself; and

7 Advanced training to enable specialist librarians -- denoted by the term 'Documentalist' -- to give adequate service to specialists in industrial and other research organisations and Government Departments.

## 8 DRTO AND ITS WORK

### 81 Foundation of DRTO

A documentalist needs special education, after taking a degree in library science. The statesman-scientist Professor P C Mahalanobis, FRS, anticipated this need even in 1955, when he was a member in the Planning Commission in charge of Perspective Planning. When he came to Zurich in 1956, he met me and urged me to return to India to start research and training in documentation. In 1961, he succeeded in persuading

the Indian Statistical Institute to establish the Documentation Research and Training Centre for this purpose. It was finally started in 1962 at Malleswaram, Bangalore.

## 82 The Course

The course is an arduous one and it extends over 14 months. Each student has to be given not only a general course in documentation, but also a special course suited to the needs of the industry or the research organisation, which deputes him. He has also to be given training in developmental research in documentation. This is necessary because every special subject is now proliferating rapidly; and he will have to meet these proliferations by his own tiny research. Each student of DRTC has therefore to work long hours and meet any of the teachers at any time during the day. This has made residence compulsory in DRTC. Each student has to work out two projects. The first is done during the period of his residence in DRTC. It consists of:

- 1 Preparing a list of about 500 assorted current articles in the subject-field of his deputing body;
- 2 Designing, under guidance, a Depth Version of the scheme for classification suited to his subject-field; and
- 3 Preparing the Documentation List with the aid of the schedule for Depth Classification designed by him.

The second project is done after the completion of his course, while working as documentalist in his own organisation. It consists of the preparation of the Trend Report in the development of his subject-field.

### 83 Annual Seminar

There is an Annual Seminar on a specified area of documentation. This is usually attended also by the old students of DRTC and by other documentalists. This gives the students -- both present and past -- a rich and rewarding experience.

### 84 Research in Documentation

The staff of the DRTC has not only to train the students in this intensive way, but also conduct research in documentation. Without this, the teaching will become ineffective. Therefore, the admission has to be restricted to six students per year.

### 85 Permeation of the Influence of DRTC

According to the Chairman of the Classification Research Group of the International Federation for Documentation (FID/CR), this intensive training in documentation given by DRTC is unique; its work is of value not only for India, but to all the countries of the world. This is a subject in which India is not lagging behind other countries.

## 9 APPEAL TO INDUSTRY, RESEARCH ORGANISATIONS, AND GOVERNMENT DEPARTMENTS

Each industry, research organisation, and Government Department, should realise that the money spent in selecting a suitable candidate and deputing him to DRTC to be trained as a documentalist is not money thrown away. As illustrated in Sec 4, it eliminates a considerable waste; and as shown in Sec 5, the money invested in the training comes back to the organisation many-fold. This is an appeal to the

MB9

Ranganathan

industrial enterprises, research organisations, and Government Departments of India. The Inauguration of this Seminar on Documentation by a person who has been the Head of one of the biggest industrial enterprises in the country is a good augury.

With all best wishes for useful achievements in the deliberations of this Seminar.

DRTC Seminar (7)(1969).MC.

INAUGURAL ADDRESS.

V M GHATAGE, Member, Board of Directors, Hindustan Aeronautics Limited, Bangalore.

Professor Neelameghan, Ladies and Gentlemen:

1 INTRODUCTION

I was wondering what was the reason for my being invited to inaugurate the Seventh DRTC Annual Seminar. I found the answer to this question a few minutes back, before coming onto the platform. Obviously, there seems to be a feeling that if you are connected with an industry -- and that forms one of the subjects for discussion in the seminar -- something could be done by me in the matter. I am sorry to disappoint you in this, because I have ceased to be connected with the HAL any more. However, I must thank Prof Neelameghan for introducing me in very flattering words and saying that I should be of some use in expressing the information needs of the industry and what we expect from the library profession.

2 USE OF INFORMATION

Well, in any human activity, one does refer to books, periodicals, and other documents, for information on any subject that one is interested in. This is because one would like to know what others have done before in the subject, and what is being done at the present moment. To get exhaustive information available on a subject, is an impossibility. Because the sources have become too many; and



the number of workers in every field of activity is also multiplying rapidly. It has, therefore, become necessary that somebody organises a systematic method by which one gets his information needs satisfied as much as possible in the shortest space of time. But nobody can vouchsafe that everything available in the world on a given subject could be understood or digested before you undertake to do some research or develop some new methods in the industry. Obviously, the better the system designed, the more is the information available.

### 3 PROLIFERATION OF INFORMATION

But, is it possible for anybody -- even supposing that I choose a particular subject, a small branch of it, and still a specialised one in that field -- to have access to information in full? Let us also suppose that an efficient man, trained in the methods of giving effective information service, is to be approached. He gives me a list of sources of information and I glance through it. Obviously it is in the form of extracts. Even if that list is boiled down further by the man who uses it, by ticking off "may be this is not of interest", my experience has been that, in many cases, you still remain unsatisfied with what is available to you and do not get what you are seeking for. Either the information is of a general nature, or much of it is presented in a different manner. You want some specific information on a job, so that you do not waste your resources in experimentation. You find that the proportion of the information that is of relevance to your requirement to that you cannot use, has such a vast difference, that many a time one wonders

whether it is worthwhile doing it. I am certainly not indicating that efforts have not been made to give better service. This may happen because you know that the number of periodicals, and other documents, in many different fields, are growing rapidly.

#### 4 PROBLEM OF SELECTION

In my own field of activity, I happen to glance, every day, through a number of periodicals, in which a sort of a precis of an article of interest, is given. This itself forms a big volume each month. I find that a lot of repetitive work is reported or the work on a project is reported with only minor modifications. The same thing occurs again and again, but with different presentation. One rarely comes across something fundamental and not done before. But what is reported has the potentiality of developing into a new subject altogether, by utilising it for many purposes. And in that fashion, one has to choose -- it is very difficult to say -- what is of importance, leaving out the trash part which forms about 80 per cent of the volume. When we pickout a very small part of the information, after scanning a number of papers, we wonder whether it is worthwhile to do so. The wastage of newsprint is tremendous. The sorted out paper gets multiplied and then it is thrown on the consumer so that he himself has to start another operation to sort out. And this, I think, is the trend of the world today. And we think that the more information one is having, the more he appears learned before you.

#### 5 REAL PURPOSE OF SYSTEMATISATION OF KNOWLEDGE

I would like to put a few thoughts before you

about the industry, which have nothing to do with the industry I once represented. Your seminar is going to deal with the subjects such as "Subject Analysis", "Use of Quantification and Librametric Studies, and "Provision of Translation". On these subjects, I would like to say a few words, which are not mine. I have read these ideas in a completely different field. Lately I have slowly developed interest in matters concerning the classification of things in the various subjects. We talk about knowledge which we have acquired by a study of the outside world. But this knowledge, we cannot claim it as our own. A personal, intimate knowledge of a subject is very difficult to get. If we sit down quietly and do a bit of introspection, we reach the limiting point. We begin to wonder whether the knowledge we have acquired is beset with a tremendous amount of limitation. Library science, or for that matter, any human activity, has merely to deal with the outside world or with the knowledge of it. The noble profession of really systematising knowledge, of putting it together in a coherent and understandable way, is a very good and laudable effort. Let us not forget the purpose of this systematisation of knowledge and get caught in the maze of techniques.

## 6 TRANSLATION

There is another small thought I would like to share with you and that is the difficulty the industrialists face in understanding the scientific documents translated into English from French, German, Russian, etc. It is not sufficient if the translator knows the language of the document he has to translate. He has to know something about the subject also.

Otherwise the user will find it difficult to understand the translated document.

## 7 CONCLUSION

Ladies and Gentlemen, I do not want to take much of your time. I am thankful to you for giving me an opportunity to put across my ideas to you for consideration. I have now great pleasure in inaugurating this annual seminar, where you are going to put together your heads, discuss things -- I suppose as violently as I would like you to do if you honestly believe me --, and come to some useful conclusions, because the results of your deliberations are going to be used by us, thereby saving time and money as it has been described before.

DRTC Seminar (7)(1969). MD.

VOTE OF THANKS AT THE INAUGURAL FUNCTION.

B S S GUPTA, DRTC, Bangalore 3.

Dr V M Ghatage, Dr S R Ranganathan, and Friends:

I have great pleasure in proposing a hearty vote of thanks to the distinguished speaker of today on behalf of the Documentation Research and Training Centre, the Indian Statistical Institute, the delegates to this Seminar, and all those who have assembled here. Dr V M Ghatage who inaugurated this seminar was gracious enough to have accepted our invitation to inaugurate this seminar in spite of his heavy commitments. In his inaugural address he rightly pointed out the repetitive aspects in information production and this leading to search through disorganised heaps of information to get relevant data. Thus there is a vicious circle between real knowledge, repetitive knowledge, and search for real knowledge, and he said that documentation has a role to play in spotting out the relevant information at the right moment, thus braking the vicious circle in the publishing world.

It is our misfortune that we could not have Dr Ranganathan, Director of the Seminar, to be present here, to deliver the Opening Address, due to indifferent health. However, we are very grateful to him for having taken pains to write out his Opening Address, to be read at this session. He has traced the emergence of documentation, as a consequence of population pressure, social pressure,

## Vote of Thanks

MD

and economic pressure. He has succinctly pointed out the value of documentation service to industries, its role in the promotion of national economy and emphasised the need for specialised training to man documentation centres in industries. He has also pointed out the role of DRTC towards this aspect.

On behalf of the delegates to this seminar and those who have assembled here, I have great pleasure in proposing a hearty vote of thanks to him.

Finally, I thank all the delegates to the seminar and all the distinguished guests, who have assembled here for the inaugural session.

Thank you.

PARTS N/Q : SUBJECT ANALYSIS FOR DOCUMENT FINDING  
SYSTEM

C O N T E N T S

Paper	Particulars	Page
	<u>Part N : Universe of Subjects: Its Development and Structure</u>	
NA	Proposition A1 .. .. .	677-82
NB	Proposition A2 .. .. .	683-8
NC	Proposition A3 .. .. .	689-93
ND	Proposition A4 .. .. .	694-8
	<u>Part P : Subject Analysis and Classification</u>	
PA	Proposition B1 .. .. .	699-704
PB	Proposition B2 .. .. .	705-7
PC	Proposition B3 .. .. .	708-9
PD	Proposition B4 .. .. .	710-2
	<u>Part Q : Subject Heading</u>	
QA	Proposition C1 .. .. .	713-6
QB	Proposition C2 .. .. .	717-8
QC	Proposition C3 .. .. .	719-21
QD	Proposition C4 .. .. .	722

DRTC Seminar (7)(1969). NA.

PROPOSITION A1.

# 1 STATEMENT OF PROPOSITION A1

In the design of document finding system, it is helpful to recognise the specialists view of the patterns of the Universe of Subjects. [Paper AA].

## 2 PRESENTATION OF PAPER AA

F J Devadason presented the salient points of the work reported in Paper AA. He said:

1 A Document Finding System should be resilient and versatile to accomodate new subjects, different modes of development of subjects, and also the variation in the rate of development of subjects.

2 For this purpose, the librarian in general and the classificationist in particular, should find out the subject specialist's own view about the attributes of the universe of subjects.

3 The subject specialists are both the creators as well as users of the subjects. It is helpful for the librarian in designing a Document Finding System to recognise the view of the subject specialists about the modes of formation of subjects.

4 Paper AA presents the view of Kenneth Boulding, Solco W Tromp, and K Feibleman on the modes of formation of subjects.

According to Boulding the following four modes of formation of subjects can be recognised:

41 Fragmentation.- Division of the universe of subjects into a large number of small chunks each attracting a small group of specialists;



## NA2            Group Meetings and Plenary Sessions

42 Combination.-- Combination of any two subjects due to inter-disciplinary approach giving rise to the Hybrid Disciplines; and

43 Integration.-- Mode giving rise to unifying disciplines, such as General Systems Theory and Theory of Integrative Levels.

These may be likened to Fission, Lamination, and Fusion respectively as studied by the librarian in the course on the universe of subjects.

Similarly, Tromp's "Border science" comprises those branches of sciences which interconnect the fringes of well established basic sciences, forming a new independent discipline. Examples of Border sciences are Psycho-physics, Physical embryology, Physical Neurology, Geo-ecology, Medical geography, Bio-climatology, and Bio-meteorology. Astronautics, and Supersensorics are examples of "Border science", yet to be established.

These findings may help a librarian in understanding the structure and development of subjects for the purpose of designing efficient document finding systems.

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

The following issues relating to Proposition A1 were discussed in the group meetings:

31 Comparison with the growth-pattern of a living organism (Weiss).

32 Modes of formation of

321 Hybrid disciplines (Boulding),

322 Border sciences (Tromp), and

323 Integrative disciplines (Boulding, Feibleman, etc).

33 Comparison of modes of formation recognised by subject specialists (mentioned in Category 2 above) with the modes of formation of subjects such as Fission, Lamination, Loose Assemblage, and Fusion.

34 Methods of accommodation of the disciplines that are mentioned above in a scheme for classification.

35 Interpretation of the growth-pattern with modes of formation of subjects.

#### 4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41 The comparison of the growth pattern of a living organism with the growth pattern of knowledge as described by Weiss is a helpful analogy. But the analogy would be more appropriate in relation to the process of thinking of an individual rather than to the pattern of development of the universe of subject as a whole. It may also be taken as an illustration of the pattern of emergence of knowledge through an individual mind.

42 The modes of formation of Boulding's Hybrid Disciplines and Tromp's Border Sciences, are not entirely interconnected ones. There may be some overlapping in this region. However, the idea of integrative disciplines of Boulding, Feibleman, and others point to a similarity of view of the development of the universe of subjects.

43 The concepts of Hybrid Discipline and of Border Science appear to be somewhat similar to the concepts of Fusion, and Partial Comprehension.

## NA43 Group Meetings and Plenary Sessions

Further investigation should be done to find correlation between the modes expressed by Boulding, Tromp, and others and those envisaged in the General Theory of Classification.

44 The proposition confines itself mainly to the study of the development and structure of the universe of subjects. The method of incorporating the ideas in the design of a scheme for classification should be further investigated.

45 The growth pattern of a living organism should not be over-emphasised, but as stated earlier (See Category 41 above), it refers mainly to an individual's mode of acquisition of knowledge.

## 5 DISCUSSION IN PLENARY SESSION

### 50 Moving of Proposition A1

Proposition A1 was moved by F J Devadason.  
Miss Rajni Ahuja seconded.

### 51 Amendment 1

1 M N Seetharaman moved Amendment 1 on behalf of Group C. It read as follows:

"Replace 'Document Finding System' by 'Scheme for Classification'".

Supporting the amendment, Seetharaman said the term 'Document Finding System' is a very old term. But the pattern of the universe of subjects is studied largely for the purpose of designing a Scheme for Classification. Hence the amendment.

2 Miss V K Malhotra seconded the amendment.

3 T Ranganathan, B S Ramananda, K Chandrasekhar

Sastri, and Prof A Neelameghan pointed out that the term 'Document Finding System' included not only a scheme for classification but also the library catalogue. It is supplemented by personalised reference service. In all these, the analysis of subjects is involved. The amendment restricts the scope of the proposition.

The general consensus was against the amendment.

#### 52 Amendment 2

1 Derek Langridge moved Amendment 2. The amended proposition read as follows:

"In the design of a document finding system, it is helpful to recognise the universal view of the pattern of growth of the universe of subjects expressed by some thinkers."

2 S V Sangameswaran seconded the amendment.

M N Seetharaman, M M Kashyap, Krishna Kumar, T Ranganathan, M V Ranga Rau, B L Gupta, B S Ramananda, B Rajannan and P Pratapalingam, suggested the deletion of the term 'universal' from the amended proposition. They felt that this epithet did not add anything to the original proposition; but on the other hand, it gave the impression of the need for evaluating the view of specialists from the point of universality.

Langridge agreed to drop the term 'Universal'.

The modified version of Amendment 2 was accepted by the house.

#### 53 Amendment 3

1 B D Baliga moved Amendment 3. It read as follows:

"In the design of document finding system, it is helpful to recognise the specialists' views of the pattern of the subjects concerned."

Baliga said that the members of his group felt that Proposition A1 restricted the study only to the patterns of growth in the universe of subjects, and that they wanted to utilise the specialist's view of the pattern of growth in each individual subject,

2 B L Gupta seconded the amendment

Opposing the proposition M A Gopinath said that Amendment 3, as explained by the mover, suggested new work and it amounted to a new proposition. But Proposition A1 was based on Paper AA which discussed the pattern of Growth of the Universe of Subjects only. Therefore, Amendment 3 may be taken as suggestion for further work.

The house accepted this suggestion.

DRTC Seminar (7)(1969). NB.

PROPOSITION A2.

1 STATEMENT OF PROPOSITION A2

It would be helpful to deem each of the following subjects and similar ones as a Specials Basic Subject with Public Health as the Host Main Subject.

- 1 Tropical public health;
- 2 Public health in developing countries;
- 3 Industrial public health;
- 4 Ship sanitation; and
- 5 Sanitation in aviation. [Paper AB].

2 PRESENTATION OF PAPER AB

Miss Rajni Ahuja presented the salient points of the work reported in Paper AB. She said:

In the preview of the forthcoming Ed 7 of Colon Classification, Dr Ranganathan has enumerated 'Public Health' as a Main Subject. This he has done in view of the developments in the universe of subjects in general and in the field of "Public Health" in particular. Paper AB studies the Subject 'Public Health' from the following aspects;

- 1 Stages of development;
- 2 Significant contributions in the different stages of its development;
- 3 Major topics of interest to the specialist in public health;
- 4 Dominant characteristics of the different subjects falling in the field of Public Health;
- 5 The interest of the specialist in Public

## NB2 Group Meetings and Plenary Sessions

Health in environmental health services including the inspection, supervision, and sanitary control of water supply, sewage disposal, milk production, distribution, food handling, collection and analysis of vital statistics, operation of community hospitals, nursing homes, rehabilitation centres, community health planning, consultation and information dissemination.

The specialist in public health also draws ideas from a variety of disciplines, such as the following: Chemistry, Sanitary Engineering, Biology, Microbiology, Veterinary Medicine, Medicine, Nursing, Dentistry, Psychology, Education, Economics, International Relations, Sociology, Social work, Law. The paper also points out the relation of Clinical Medicine and Social Medicine to Public Health.

The scope of each of the interdisciplinary subjects, such as Medical Sociology, Human Ecology, Social Anthropology, Social Paediatrics, Social Geriatrics, and Social Pathology, that contribute ideas to studies in public health is briefly outlined.

From the data presented in the paper, the steady increase with time in the number of contributions to the field of Public Health is evident.

Examples of possible Specials Basic Subjects with Public Health as the Host Main Subject are the following:

- 1 Tropical Public Health;
- 2 Public Health in developing countries;
- 3 Industrial Public Health;
- 4 Ship Sanitation; and
- 5 Sanitation in aviation.

These can be formed by using the "Environment" characteristic. Similarly, Specials Basic Subjects, such as Child Public Health, Geriatric Public Health can be got on the basis of the characteristic "Age"; and Public Health for Women by the characteristic "Sex". Thus, the formation of Specials Basic Subjects in Public Health and in Medicine appear to be analogous.

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Similarity in the formation of Specials Basic Subjects with Medicine and Public Health as Host Main Subjects respectively.

32 Any likely conflict of the Specials Basic Subjects in Public Health with those in Medicine.

33 Further sub-division of Specials Basic Subject in Public Health.

### 4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41 Viewing the formation of Specials Basic Subjects with "Public Health" as host Main Subject, as similar to that of Specials Basic Subject with "Medicine" as Host Main Subject, is helpful both from the point of view of subject specialists as well as in the design of schemes for classification.

42 The possibility of any conflict between the Specials Basic Subjects going with Medicine and those with Public Health has to be examined further.

43 Subdivision of Specials Basic Subjects going with Public Health is not likely to give rise to any difficulty.



NB5      Group Meetings and Plenary Sessions

5    DISCUSSION IN PLENIARY SESSION

50    Moving of Proposition A2

Proposition A2 was moved by Miss Rajni Ahuja.

H L Amga seconded.

The Chair suggested that since Amendments 1 and 2 referred to the same point they may be taken together for discussion.

51    Amendment 1

1    T Ranganathan moved Amendment 1 on behalf of Group G. It read as follows:

"Replace 'Industrial Public Health' by 'Occupational Public Health'.

Supporting the amendment, Ranganathan said that the term 'Occupational Public Health' gives a wider scope for the Specials Basic Subject than the term 'Industrial Public Health'. For example, the Public Health aspect of 'Taxi Drivers' is not covered by the latter term.

2    K Chandrasekhara Sastri seconded.

52    Amendment 2

1    B S Ramananda moved Amendment 2 on behalf of Group B. It read as follows:

"Replace 'Ship Sanitation' by 'Navigation Sanitation' and add at the end of the proposition '6 Public Health in Developing countries'.

Supporting the Amendment, Ramananda said that the term "Navigation Sanitation" is more comprehensive than the term "Ship Sanitation". He said that Group B felt the "Public Health in Developing Countries" is gaining literary warrant. Therefore,

it should be included in the Proposition.

2 B S S Gupta seconded.

### 53 Discussion on Amendments 1 and 2

Prof Neelameghan pointed out that the Specials Basic Subject enumerated in Proposition A2 are by no means exhaustive. But these are listed just to indicate the kind of the Specials Basic Subjects that may go with the Host Main Subject "Public Health".

P N Kaula and DB Eswara Reddy doubted whether "Public Health in Developing Country" can be taken as Specials Basic Subject.

Prof Neelameghan said that the restriction is based on an Extranormal environment -- namely, "Developing Country". Hence, it is taken as Specials Basic Subject based on "Environment" characteristic.

D W Langridge felt that the present way of recognising a Basic Subject was not based on any set of criteria whereas earlier there was some kind of rationale in recognising a Basic Subject. He felt that we are letting loose a floodgate of all kinds of Basic Subjects without adequate theoretical basis.

M A Gopinath said that it was wrong to say that there was no rationale behind the recognition of Basic Subjects. We have some guiding principles. The few guidelines for recognising a Basic Subject were:

- 1 A subject which calls for special schedules of special isolates forming facets of a set of compound subjects going with one and the same host subject.

NB53      Group Meetings and Plenary Sessions

2 A subject which has to be taken as the core subject and in which one cannot distinctly recognise isolate facets. That is, subject not having any isolate facets. In other words, a subject which cannot be expressed as the compound subject going with any one of the already known Basic Subjects; and

3 A subject which has some specialisation in academic circles -- such as, in forming Departments of Universities, having Degree Courses, Periodicals, etc. But these are by no means definite and exhaustive. We have to gain more experience by our study about the structure, formation, and development of different subjects.

The general consensus of the house was that the original Proposition A2 accommodated the ideas sought to be included by the Amendments 1 and 2. Hence, the Proposition A2 in its original form was accepted.

DRTC Seminar (7)(1969). NC.

### PROPOSITION A3.

#### 1 STATEMENT OF PROPOSITION A3

It is more helpful to deem the variants of one and the same system of Psychology as an independent system and classify them as such, rather than placing them with the 'parent' system. [Paper AC].

#### 2 PRESENTATION OF PAPER AC

M P Sinha presented the salient points of the work reported in Paper AC. He said:

" I have taken the subject "Psychology" as a case study to obtain some experience in the study of the implications of the structure and development of the universe of subjects by a librarian and also to know how to relate the findings of such study in the designing of an efficient document finding system".

The paper gives information about the scope of Psychology and its relation with other subjects. Major topics in Psychology is charted.

In discussing the developmental history of Psychology, its origin, mode, stages, trend, and rate of development have been treated. Four major kinds of treatment have been recognised. In its early stage of development, Psychology was religion-based and philosophy-based. Eighteenth century was an age of empirical study and measurement. In the last quarter of the nineteenth century, as in the case of several other subjects, Psychology also came to be regarded as a discipline independent of Philosophy.

## NC2            Group Meetings and Plenary Sessions

The year 1897 is usually considered as the beginning of modern Psychology. William Wundt, the father of modern Psychology paved the way in which the new science should move. However, from the year 1900 the situation changed radically and several systems or schools of thought emerged. In dealing with the developmental history only three major and influential systems have been discussed and the variants of each of these systems have been mentioned in the paper. From about 1930, excepting the Psychoanalytic System, the distinction between the systems of Psychology appear to be gradually fading. The study of the developmental history helps the librarian to recognise:

- 1 The significant contributors and contributions;
- 2 Sources of characteristics for the divisions of the subject;
- 3 The trend of literary warrant;
- 4 Specialists view of some of the aspects of the subject; and
- 5 The mode and trend of development of the object.

Sections 4 to 6 of the paper deal with the content of the subject -- general framework -- input, central and output processes, methods, and technique of study and the postulates. These also help in recognising the isolates to be enumerated in the schedule for classification of Psychology.

Sec 7 of the Paper examines the treatment of Psychology in some of the major schemes for classification. The assignment of Main Class status to Psychology fixing its position in the schedule of main classes in CC is also dealt with.

In recent years Psychology is being applied in a variety of fields, as an aid to solving problems of human behaviour and in the study of interpersonal and group behaviour. It is also seen that Social Psychology and Applied Psychology have in recent years developed into self-sustaining disciplines and attracting to themselves considerable literary warrant. In a scheme for classification each of them may claim treatment as a Basic Subject. The Paper also discusses the possible kinds of formation of new Basic Subjects with Psychology as the Host Main Subject and the arrangement of documents on the variants of the major systems of psychology.

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 The advantages and disadvantages of the suggested arrangement of variants of a system of psychology in a specialist library serving psychologists and in a generalist library; and

32 Methods of meeting special requirements, such as bringing together the variants of a system of psychology in juxtaposition to the appropriate parent system.

### 4 GROUP DISCUSSION

There was general agreement among the members of the group on the following points:

41 It is more helpful to keep the variants of a system with the parent system. But, because of the difficulty in recognising the variant of a system -- as there are divergent opinions even among specialists -- it may not be possible to group together all the variants of a system to the satis-

#### NC41 Group Meetings and Plenary Sessions

faction of even the majority of specialists in the subject. Hence, the variant of a system should preferably be treated as an independent system for the purpose of classification.

42 However, an alternative arrangement of the variants of a system could be provided for in the catalogue in library, if necessary. The catalogue may be used to collect together with the least loss of time, all the documents available on a system and its variants. Personalised Reference Service and collection-formation will be of help.

#### 5 DISCUSSION IN PLENARY SESSION

##### 51 Moving of Proposition A3

Proposition A3 was moved by M P Sinha.

H L Anaga seconded.

##### 52 Amended Version of the Proposition

T N Rajan moved the amended version of Proposition A3 on behalf of Group F. It read as follows:

"It is more helpful to deem such variants as are having sufficient literary warrant, although they belong to the same system of psychology, as independent systems and classify them as such, rather than placing them with the 'parent' system."

Supporting the amendment, Rajan said that in Psychology there were a number of variants of each system. Many of these variants do not have any literary warrant. Therefore, Group F felt that it would be better to bring out this point in the proposition.

V P Vij seconded.

D W Langridge objected to the use of the term 'Literary Warrant'. He said that the term as used in the amended version of the proposition connotes a shade of meaning that is different from that of its originator Wyndham Hulme.

Prof Neelameghan said that the term 'Literary Warrant' is a homonym. It denoted either

1 The existence of a large number of documents on a particular subject; or

2 The recognition of the existence of the idea concerned necessitating the librarian to take certain action.

Group F might have taken the term 'Literary Warrant' in both the senses.

M P Sinha said that the amended version is not necessary. Because, a scheme for library classification would introduce a subject or an isolate, only when it occurs in at least one document. Therefore, the original proposition, by implication, included what was sought to be brought out by the amended version.

The general consensus of the house was against the amended version. Hence, the original Proposition A3 was accepted.



DRTC Seminar (7)(1969). ND.

PROPOSITION A4.

1 STATEMENT OF PROPOSITION A4

The Spiral of Scientific Method is helpful in differentiating the sciences from the non-science disciplines. [Paper AD].

2 PRESENTATION OF PAPER AD

H C Revannasiddappa presented the salient points of the work reported in Paper AD. He said:

1 The mode of development of the universe of subjects is one of the factors affecting the design of a scheme for classification, and reference and documentation services.

2 The mode of development of the universe of subjects may be considered in different ways. The work of developing certain subjects of the universe of subjects may conform to what is generally known as the Scientific Method. This can be visualised in the form of a spiral -- that is, the Spiral of Scientific Method (vide Fig 1 in P73 of Paper AD). The study of a subject amenable to development according to the Spiral helps to

1 Learn something about the intrinsic attributes of the subject;

2 Learn about the stages of the development of the subject;

3 Understand better the kind of work involved and the kind of ideas produced in the different stages of development of the subject;

4 Envisage the different patterns or modes of development in the universe of subjects;

5 Study comparatively the modes of development of different subjects and of groups of subjects;

6 Predict the likely trend of developments in a subject;

7 Examine the relative affinity among large regions of knowledge;

8 Observe the interaction between different subjects at the level of collection of data and at the level of fundamental laws and their applications to specific cases in each subject; and

9 Get a proper historical perspective of the development of a subject or of the universe of subjects as a whole.

In Paper AD, the developments leading to and the formulation of some of the Laws of Conservation are dealt with. The threat of failure of the Laws of Conservation of Mass and of Energy in the case of radioactivity and the solution given by the Special Theory of Relativity are mentioned. Failure of a fundamental law to account for a phenomenon is illustrated by the failure of the Law of Conservation of Strangeness and the Law of Conservation of Parity in the case of weak interactions among elementary particles. Some inferences drawn about the subject Physics on the basis of this study are that:

1 Physics is a subject amenable for cultivation according to the Spiral of Scientific Method;

2 Physics has completed at least one cycle in the Spiral;

3 There is a close relation between subjects in the field of Physics and those in the field of Chemistry;

4 Some Conservation Laws do not hold good in the

## ND2      Group Meetings and Plenary Sessions.

case of elementary particles;

5 The development of new ideas becomes necessary for a correct explanation of the phenomenon observed;

6 There is need for development of new and sophisticated instruments for testing and measuring to confirm or disprove predictions in the fields not envisaged earlier;

7 The use of instruments and techniques necessitates the co-operative action of a team of specialists in different subjects; and

8 The stage of development of the subject may indicate the likely trends in it in the near future.

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Helpfulness of the use of the Spiral of Scientific Method for the study of the mode of development of subjects.

32 Other methods of differentiating between a science and a 'non-science' discipline.

33 Subjects where the application of the Spiral of Scientific Method may not be helpful.

34 Incidence of deductive process in the Spiral of Scientific Method.

### 4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following:

41 The Spiral of Scientific Method is helpful in determining the stages of the development of a subject. Case studies based on the Spiral of Scientific Method, for a large number of subjects, should be made.

42 Any method which tries to differentiate a "Science" from "Non-science" is likely to be similar to the Spiral of Scientific Method.

43 The Spiral of Scientific Method gives a generalised picture of the various stages of development of a subject. It must be remembered that every subject may not have all the four quadrants. Some may have only quadrants 3 and 4. Mysticism has quadrant 3 only. Physics has all the four quadrants.

It is postulated that a subject which completes at least one cycle in the Spiral -- that is, all the four quadrants are incident in its development -- may be deemed a "science".

44 The deductive process (quadrant 4) as postulated in the Spiral of Scientific Method is helpful and necessary. The controversy about this aspect of development of a subject leads only to further generalisation in which no distinction between inductive and deductive process is made.

## 5 DISCUSSION IN PLENARY SESSION

### 51 Moving of Proposition A4

Proposition A4 was moved by H C Revannasiddappa, Miss Rajni Ahuja seconded.

### 52 Amended Version of the Proposition

M A Gopinath suggested that all the three amended versions of the proposition pointed to one thing -- that is, deletion of the term 'Non-Science'. Therefore, they may be taken together for discussion. The house accepted.

ND52      Group Meetings and Plenary Sessions

0    The Chairman asked the house to choose one of the amended versions for discussion. The house accepted Dr D B Krishna Rao's suggestion that the amended version 3 be taken up for discussion.

1    Dr D B Krishna Rao moved the amended version. It read as follows:

"The Spiral of Scientific Method is helpful in differentiation of the sciences from other disciplines".

Supporting the amended version Dr Krishna Rao said that the term 'Non-science' was somewhat critical and it would be better to replace by the term "other disciplines".

2    Miss V K Malhotra seconded.

D W Langridge and P N Kaula supported the amendment and said that the term 'Non-Science' was not an accepted one and it should be deleted. Prof A Ncelameghan that the 'Non-Science' was used in the Britannica perspectives to distinguish 'Science' disciplines from 'Non-science' disciplines. The mover of the original proposition H C Revannasiddappa favoured the amendment.

The general consensus of the house favoured the amended version.

DRTC Seminar (7)(1969). PA.

PROPOSITION B1.

1 STATEMENT OF PROPOSITION B1

In a complex subject presenting Bias Phase Relation, it is more helpful to have as the subject of Phase 1, the Biasing Phase rather than the Biased Phase. [Paper BB]

2 PRESENTATION OF PAPER BB

M A Gopinath presented the salient points of Paper BB. He said:

The work reported in paper BB was initiated with the objective of examining

1 The different kinds of subjects embodied in books in which two subjects may be dealt with in relation to each other, with particular reference to Phase Relation -- that is, Complex Subject; and

2 The kinds of relation arising among the components of a complex subjects embodied in the books.

For this purpose, we collected 258 books from about 16,000 documents listed in the Publishers' trade list annual (1965). All these books involved relation between two subjects. These were then broadly grouped into those involving phase relation and those not. Nearly 48 per cent of the books involved Phase Relation. Of those, Bias Phase Relation and Influence Phase Relation accounted for 70 per cent. Comparison Phase Relation accounted for about 9 per cent and General Phase Relation about 18 per cent.

Among the subjects not involving Phase Relation, 55 per cent accounted for Facet Relation between two

## PA2      Group Meetings and Plenary Sessions

subjects. Subjects involving facet relation, involved different kinds of (1M1) isolates, such as "Basis", "Interpretation", and "Method" as "Link isolates" between two subjects. For example, subjects such as "Biological basis of human behaviour", "Psychological interpretation of Religion" and "Mathematical methods in chemical engineering".

The subjects involving different kinds of Phase Relation are further grouped as "Dynamic Phase Relation" and "Passive Phase Relation". Each of the Bias Phase Relation, Tool Phase Relation, and Influencing Phase Relation is dynamic. For, in each of these cases, one subject produces some kind of impact on the other subject. The General Phase Relation Comparison Phase Relation, and Difference Phase Relation, are taken to be Passive as there is no mutual impact among the component subjects.

A study has been made about the sequence of component subjects involving Phase Relations. A case has been made out for making the Biasing Phase as Phase 1 and Biased Phase as Phase 2. For, if the complex subject involving Bias Phase Relation is placed in the Biased Phase, it will not reach the majority among readers. For, the majority among readers seeking such books are those who are specialising in the Biasing subject. For example, a book embodying a subject, such as "Psychology for teachers" is of interest largely to teachers. But, according to the Rules of CC on Bias Phase, the book will be placed in Psychology; it is a violation of Canon of Helpful Sequence. This canon states in essence that the sequence of subjects in a group of subjects

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ed be helpful to those who are specialising in

it. Further, placing of such subjects in Biasing Phase, brings together different subjects which are oriented to the needs of the specialist readers. Hence, the Proposition B1.

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Relative helpfulness to the majority of readers of the suggested method of classifying a subject presenting a Bias Phase Relation.

32 The suggestion in relation to other kinds of Phase Relation, such as Application and Influence.

33 Proposition in relation to modes of development in the universe of subjects.

34 It may be more helpful to arrange all kinds of phase relation of two different compound or Basic Subjects in one continuous sequence.

35 Proposition B1 in relation to particular kinds of libraries.

### 4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41 It is helpful to place the Complex Subject involving Bias Phase Relation, in the Biased Phase rather than the Biasing Phase. For, the subject expounded is the Biased Phase and the Biasing Phase represents only a group of specialists -- it is not a subject. Library classification is fundamentally based on subject-content of the book.

42 In the case of Application and Influence Phase Relations, the affected subject is the first Phase. The interest of specialist is in the affected



PA42 Group Meetings and Plenary Sessions

subject not the subject "Applied", but in the subject to which it is applied. Similar is the case with influencing phase.

43 The mode "loose assemblage" represents Phase Relation. There may be certain gradation of strength of bond from General Phase Relation to Influence Phase Relation.

44 The arrangement of the different kinds of Phase Relation between any two component subjects in one continuous sequence may not be helpful. But, it requires further examination.

45 The Proposition is a general one and it raises a fundamental issue in library classification.

5 DISCUSSION IN PLENARY SESSION

50 Moving of Proposition B1

Proposition B1 was moved by Prof A Neelamegham.  
M A Gopinath seconded.

51 Amendment 1

B L Gupta moved the Amendment 1 on behalf of the Group H. It read as follows:

"Insert the words "in a specialist library" at the end of the proposition".

Supporting the amendment, B L Gupta said that the suggestion contained in the proposition may not be helpful in all libraries. For, it seems to be against the general principles of classification. However, the suggestion would be of help in a specialist library. Hence the amendment.

B S S Gupta seconded.

S V Sangameswaran and M A Gopinath opposed the amendment and said that the Proposition was a general one and it suggested the change in the sequence of component subjects in a complex subject involving Bias Phase Relation. This is a problem in the analysis of subject and its classification. This does not vary according to the kind of libraries.

The general consensus was against the amendment.

## 52 General Discussion on Proposition B1

The House wanted full discussion on the original Proposition itself and the Chairman allowed it.

M V R Rau and M V Gopinath opposed the proposition and said that the proposition is against the fundamental idea that library classification is the classification of subjects embodied in documents. For, in a subject involving Bias Phase relation, the primary subject is the Biased Phase and not the Biasing Phase. The latter comes only in the exposition aspect. For example, in the complex subject "Statistics for Engineers", Statistics is the Biased Phase and Engineering is the Biasing Phase. Here "Statistics" is expounded in such a way as to help the "Engineer" and there may be not much of "Engineering" in the document. It would be wrong to deviate from the overall general principle of classification by subject, because it does not give helpful sequence in this case.

Explaining the purpose of the Proposition, Prof Neelameghan said that the basic issue involved is helping the reader to get his document. The purpose of library classification is to do this pin-pointedly, exhaustively, and expeditiously. In the case of Bias Phase Relation, the target is mainly the reader specialising in the "Biasing Subject" and not the one

PA52      Group Meetings and Plenary Sessions

specialising in the "Biased Subject". According to the existing rules in CC, the document embodying a subject involving Bias Phase Relation, will be placed in the Biased Phase. This obviously is not helpful to the majority of readers.

Girja Kumar and Dr D B Krishna Rao said that the spirit of the proposition is good and some way of reconciling the conflict between the classification by subject and helpfulness to the reader should be found out.

Prof Neelameghan said that the real purpose of the proposition is to bring to the surface this conflict and find out ways of overcoming it.

The general consensus of the house was for deferring a decision on the Proposition.

DRTC Seminar (7)(1969). PB.

PROPOSITION B2.

1 STATEMENT OF PROPOSITION B2

It is helpful to deem psychosomatic medicine as a Fused Main Subject. [Paper BB]

2 PRESENTATION OF PAPER BB

(See Sec 2 of Chap PA)

3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Definition and scope of "Psychosomatic Medicine".

32 Alternative methods of classifying psychosomatic medicine and their relative helpfulness to specialists in psychosomatic medicine.

33 Psychosomatic medicine in relation to the criteria for determining a Fused Main Subject.

4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41 Psychosomatic medicine stresses the psychological unity of the human being. The close interaction between mind and body in health and disease, and the role that the mind may play in the genesis and control of diseases of body. In other words, it is the psychological study of the state of human body.

42 The "Psychosomatic" concept could be taken

## PB42 Group Meetings and Plenary Sessions

as an Isolate Facet of Medicine. It could also be taken as a derived isolate of "4. Disease" in I. Medicine in CC. Then, it could occur with any one of the Personality Isolates forming a component of a Compound Subject going with "I. Medicine". But this would scatter psychosomatic medicine into different pigeonholes. For example, "Psychosomatic aspect of Dentistry" would go with Dentistry, and "Psychosomatic aspect of Cancer" would go with Cancer. On the other hand, if psychosomatic medicine is taken as a Main Subject all the compound subjects going with it would get arranged in a filiatory sequence; this would be more helpful to the specialist reader.

43 Psychosomatic medicine satisfies the criteria for deeming it a Fused Main Subject. Further studies should be made of the different kinds of compound subjects involving psychosomatic medicine.

## 5 DISCUSSION IN PLENARY SESSION

### 50 Moving of Proposition B2

1 Proposition B2 was moved by M A Gopinath.

He said:

In recent years, the compound subjects involving the concept of "Psychosomatic Medicine" involved certain isolates which are peculiar to psychosomatic medicine. By its very definition, the subject "Psychosomatic Medicine" is a fused subject involving Medicine and Psychology as Parent Main Subjects.

2 Prof A Neelamegham seconded.

### 51 Amendment 1

1 A H Kidwai moved Amendment 1 on behalf of

Group B. It read as follows:

"Delete "fused" from the proposition".

2 B S Ramananda seconded it.

3 Opposing the amendment, M A Gopinath said that the subject "Psychosomatic Medicine" is by its very definition satisfies the criteria for deeming it a Fused Main Subject. If at all it is taken as a Main Subject, it should be taken Fused Main Subject.

4 Dr D B Krishna Rao supporting the amendment, said that the spirit of the original proposition is to deem the subject "Psychosomatic Medicine" as a Main Subject. Whether it is due to fusion, distillation or postulation need not be brought in.

5 The general consensus of the house was in favour of the amendment.

DRTC Seminar (7)(1969). PC.

## PROPOSITION B3.

### 1 STATEMENT OF PROPOSITION B3

A set of criteria should be evolved to distinguish an Energy Isolate from a Property Isolate.  
[Paper BC].

### 2 PRESENTATION OF PAPER BC

Prof A Neelamegham described the salient points of Paper BC. He said:

Since 1966, all the isolates enumerated in the different schedules under the heading "Foci in [E] cum [2P]" in Colon classification (ed 6;1960) has been investigated. Most of the isolates enumerated in these schedules were taken to be Property Isolates and deemed to be manifestation of Matter.

However, some of the isolates posed problems in identifying their manifestation. The ideas denoted by most of these are action-associated ideas. The differentiation of Energy Isolate from Property Isolate has been a problem.

Paper BC contains a suggestion. If the manifestation of an action-associated isolate idea is considered in the total subject-context in which it occurs, there is a possibility of each and every one of such isolates being deemed a Property Isolate. Such a procedure is unhelpful. If the action associated Isolate Idea denotes a function or an "Action" by an external agency, it is likely to be a manifestation of the Fundamental Category Energy. If it is an "Action" inherent in an entity or phenomenon and thus dependent for its connotation on the context

provided by its preceding facets, it may be deemed a Property.

This is only a broad guideline. Further experiments are to be done to evolve specific principles.

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Differentiating with the aid of the concept "Action".

32 Differentiating with the aid of the subject context in which it occurs.

33 Differentiating with the aid of the concept of "qualifiers to Energy" and "Levels of Energy".

### 4 GROUP DISCUSSION

There was general agreement among the groups on the following points:

41 Any Isolate Idea which connotes the "Action by an external Agency" should be deemed to be manifestation of Energy.

42 Concept of qualifier to Energy Isolate should be examined.

43 Comprehensive schedules for Energy Common Isolates and for Property Common Isolates should be developed.

### 5 DISCUSSION IN PLENARY SESSION

#### 50 Moving of Proposition B3

1 Proposition B3 was moved by Prof A Neelamegham.

2 M P Sinha seconded.

3 There were no amendments.



DRTC Seminar (7)(1969). PD.

#### PROPOSITION B4.

##### 1 STATEMENT OF PROPOSITION B4

In a Compound Subject, an idea denoting a Property qua Property need not be considered as an isolate, but only as a Kernel Idea that can be attached to any other isolate or Basic Subject forming the components of a compound subject; the sequence between the two, Host Isolate or the Basic Subject and the Kernel Idea denoting Property, being determined by the Wall-Picture Principle or its corollaries. [Paper BD].

##### 2 PRESENTATION OF PAPER BD

Prof A Neelamegham presented the salient points of Paper BD. He said:

Work on Property Isolate idea came into prominence about 1967, when it was recognised that most of the isolates hitherto deemed to be manifestation of the fundamental category Energy should be deemed Property Isolates and therefore manifestation of the fundamental category Matter. But this change in recognising the manifestation of fundamental category has led to new problems in facet analysing a subject.

Paper BC discusses one such problem.

Property, by its very definition, is always associated with or is dependent upon the other Isolate ideas and the Basic Subject of the compound subject in which it occurs. This kind of association is not reflected in the facet analysis and in the class number for some compound subjects. For, according to the Postulate of Level Cluster different levels of manifestation of one and the same fundamental

category and in one and the same round should come together. Thus, all the (1P) isolates should cluster together and all (1M) isolates should cluster together. This obviously separates, as indicated in Paper BD, the (1P1) isolates and its properties and (1P2) isolates and its properties. This gives a distorted picture of the subject to be analysed. In order to avoid this anomaly, the idea denoting a property of an entity occurring in a subject may be treated as a kernel idea not amounting to an isolate. The following example illustrates this:

Subject: Measurement of the size of particles  
entrenched in seeds and blisters of glass  
Transformed Title: (Taking property as Matter  
Isolate) Production Technology (BS).  
Glass [1P1]. Defect - Seeds and  
blisters [1MP1]. Particles [1MM1].  
Size [1MP2]. Measurement [1E].

The representation of the concept "Particle entrenched in seeds and blisters of Glass" is distorted in the above analysis, according to the postulate of level cluster, and of Decreasing Concreteness between Matter (Material) and Matter (Property). The Transformed Title given above gives, however, a sequence of ideas in conformity with the sequence derivable according to the Wall-Picture Principle. For, in the context of the subject of the document under consideration, unless the concept of "seed in glass" is conceded the concept "Particle in seeds" cannot become operative. In order to avoid this conflict between the two principles both of which give generally helpful sequence in a majority of the cases, the Property may not given the status of the isolate but taken as kernel idea which can be attached with any isolate.

## PD2 Group Meetings and Plenary Sessions

With this modification, the Transformed Title of the subject will be as follows:

Production technology (BS), Glass [1P1].  
Defect-seeds and blisters (Property). Particle  
(in seeds) [1M1]. Size (Property). Measure-  
ment [1E].

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Factors necessitating the change of concept regarding Property.

32 Any violation of the guiding principles and postulates of classification.

33 Advantages of the suggestion.

### 4 GROUP DISCUSSION

There was general agreement among the groups on the following points:

41 As explained in Paper BD, there is a likelihood of some mix up in the sequence of isolates in compound subjects involving a Property Isolate. However, one should be careful in the subject-analysis.

42 This is a case of violation of the Postulate of Level Cluster.

43 To avoid this violation, the suggested solution in proposition B2 may be adopted. Further investigations should be made to examine the helpfulness of the solution.

### 5 DISCUSSION IN PLENARY SESSION

#### 50 Moving of Proposition B4

- 1 Proposition B4 was moved by Prof A Neelamegham.
- 2 F J Devadasan seconded.
- 3 There were no amendments to the Proposition.

DRTC Seminar (7)(1969). QA.

## PROPOSITION C1.

### 1 STATEMENT OF PROPOSITION C1

A post-determined subject heading should be preferred to a pre-determined one in the case of every document. [Papers CA and CB].

### 2 PRESENTATION OF PAPERS

#### 21 Presentation of Paper CA

Prof A Neelameghan presented the salient points of Paper CA. He said:

In the Classified Catalogue System, the specific entries for subjects going with the different Basic Subjects, and those for compound subjects going with one and the same Basic Subject are brought together and arranged in a filiatory sequence. All the features of the Classified Catalogue System, excepting the 'Filiatory Sequence' of subjects can be incorporated in the Dictionary Catalogue System by

- 1 Making the Postulates of Facet Analysis and Principles of Facet Sequence as the basis for its subject catalogue; and

- 2 Adopting the Forward-Rendering Method for the Specific Subject Heading determined on the basis of the Title-in-Standard-Terms arrived at in Step 5 of the Method of Postulates.

A General Subject Entry prepared on the basis of the Title-in-Standard-Terms arrived at in Step 5 of the Method of Postulates and by using each of the sought terms as the First Heading followed by the other terms in it as in a cyclical permutation, provides access to the specific subject entry by

## QA21 Group Meetings and Plenary Sessions

any Sought Term occurring in the specific subject heading.

To help in determining the Specific Subject Heading in the Heading of a General Subject Entry itself and to obviate the need of mentioning the Referred-to-Heading, a virgule ( / ) and a full stop ( . ) are used to indicate its beginning and end respectively.

## 22 Presentation of Paper CB

M A Gopinath presented, on behalf of Dr S R Ranganathan, the salient points of Paper CB. He said:

Pre-determined Subject Headings such as the ones suggested in the LC Subject headings list are incapable of meeting the challenges thrown forth by the growing universe of subjects. It imposes rigidity on the analysis needed to arrive at coextensive subject headings. On the other hand, the post-determination of subject headings, based on a set of postulates used in arriving at the Class Number can give a co-extensive subject heading. Examples are given in Paper CB to show the

1 Near-concurrence to this idea found in the British national bibliography;

2 Partial concurrence to this idea found in the NLM Medical subject headings; and

3 Divergence from this idea found in the LC Subject headings list.

The post-determination of subject headings are discussed in relation to the syntax of the ideas in the Forward Multiple Subject Headings and in the Reverse Multiple Subject Headings used for See Reference.

DRTC is engaged in removing some of the residual difficulties in Subject Heading determination and rendering. The issue of the relative helpfulness in document finding systems, of the use of natural language and of classificatory language respectively for expressing multiple subject headings also needs investigation.

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Relative advantages of post-determined subject heading.

32 Source of the terms for subject heading.

33 Control of vocabulary for post-determination.

### 4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41 Post-determined subject heading is capable of representing the subject-co-extensively. This may not always be possible in the case of pre-determined subject heading. Further, post-determination of subject heading gives freedom for arranging the component headings in the sequence suggested by the subject of the document.

42 The terms in the system for post-determining of subject heading can be taken from schedules of library classification using standardised current terminology or from thesauri of standard terms for different subjects developed for the purpose.

### 5 DISCUSSION IN PLENARY SESSION

50 Moving of Proposition C1

1 Proposition C1 was moved by Prof A Neelanathan.

QA50            Group Meetings and Plenary Sessions

2 H L Amga seconded.

51 Amendment 1

1 B S Ramananda moved Amendment 1 on behalf of Group B. It read as follows:

At the end of the proposition add ", classified according to a co-extensive scheme for classification".

Supporting the amendment, Ramananda said that it would be helpful to explicitly state in the proposition the symbiotic relation between the twin techniques of classification and cataloguing. Further, it is necessary to avoid duplication of subject-analysis -- one for subject heading and another for class number determination.

2 A H Kidwai seconded.

3 F J Devadason, Miss R A Nagarathna, B L Gupta, T N Rajan and M A Gopinath opposed the amendment and said that the scheme for classification need not be brought into the proposition. M A Gopinath said that Papers CA and CB bring out the point that the analysis for subject heading need not necessarily be tied up with a scheme for classification.

4 The general consensus of the house was against the amendment.

DRTC Seminar (7)(1969). QB.

## PROPOSITION C2.

### 1 STATEMENT OF PROPOSITION C2

The method for the subject analysis for the post determination of a subject of a document is the same as the systematic one based on postulates used in the post-determined class number. [Papers CA and CB].

### 2 PRESENTATION OF PAPER

(See Sec 2 in Chap QA)

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Influence of the theory of classification and the scheme for classification on the post-determination of subject heading.

32 Alternative methods of post-determination of subject heading.

### 4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41 There need not be undue influence of a scheme for classification on the system for deriving post-determined subject heading. But the use of the same set of postulates for classification and for arriving at subject heading is a help and may play roles complimentary to each other.

42 As an alternative to the suggested method, we have to develop a system of postulates and thesauri



QB42 Group Meetings and Plenary Sessions

for each subject to be used for post-determination of subject heading. But this is not very different from what we do in designing and developing a scheme for classification.

5 DISCUSSION IN PLENARY SESSION

50 Moving of Proposition C2

1 Proposition C2 was moved by M A Gopinath.

2 It was seconded by Prof A Neelameghan.

51 Amendment

1 M A Gopinath moved Amendment 1 on behalf of Group E. It read as follows:

"Insert 'heading' between 'Subject' and 'of' in line 2."

2 B S S Gupta seconded.

The house accepted the amendment.

DRTC Seminar (7)(1969). QC.

## PROPOSITION C3

### 1 STATEMENT OF PROPOSITION C3

The result in Step 5 (Title-in-Standard-Terms) of the systematic method of the post-determination of Class Number of a document gives the post-determined subject heading. [Papers CA and CB].

### 2 PRESENTATION OF PAPERS

(See Sec 2 in Chap QA)

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Rendering of the terms in a multi-worded Subject Heading in relation to the Classified Catalogue and the Dictionary Catalogue.

32 Relative advantages and disadvantages of the two methods of rendering a multi-worded Subject Heading.

33 Economy in input.

### 4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41 It is helpful to render a multi-worded Subject Heading for subject entry in Dictionary Catalogue, as it occurs in the sequence obtained in Step 5 of the Systematic Method.

42 The reverse sequence of the component headings occurring in Step 5 would be more helpful in the case of the alphabetical part of the Classified Catalogue.

#### QC42 Group Meetings and Plenary Sessions

The classified part of the Classified Catalogue caters to the other approach.

43 Considerable economy in input can be effected, if clearcut guiding principles are explicitly stated, in arriving at co-extensive Subject Headings.

#### 5 DISCUSSION IN PLENARY SESSION

##### 50 Moving of Proposition C3

1 Proposition C3 was moved by M A Gopinath.

2 Prof A Neelamegham seconded.

##### 51 Amendment

1 M A Gopinath moved the amended version of Proposition C3, on behalf of Group E. It read as follows:

"The Title in Standard Terms (the result of Step 5 of the systematic method of post-determination of the class number for a document) gives the subject heading in the case of a Dictionary Catalogue. But the reverse sequence of the terms in the same gives the Class Index Heading in a Classified Catalogue".

2 Supporting the amended version, M A Gopinath said that the original proposition did not specify the sequence of rendering the terms in a multiworded Subject Heading. But the wording of the proposition suggested that the sequence of terms in Step 5 of the Systematic Method of arriving at Class Number, was helpful in the Dictionary Catalogue as well as in the Classified Catalogue.

3 Miss Rajni Ahuja seconded.

4 Opposing the amendment Prof A Neelameghan, M M Kashyap and F J Devadason said that Proposition C3 said that Step 5 gives the post-determined subject heading. It does not say anything about rendering. Further, Proposition C4 discusses the point suggested in the amendment.

The general consensus of the house was against the amendment.

DRTC Seminar (7)(1969). QD.

## PROPOSITION C4.

### 1 STATEMENT OF PROPOSITION C4

In a dictionary catalogue, the particular method of cyclical rendering of the Cross Reference Index Entries, suggested in Paper CA, is more helpful than the one suggested in the Classified Catalogue Code.

[Paper CA].

### 2 PRESENTATION OF PAPER CA

(See Sec 2 of Chap QA)

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

Advantages and disadvantages of the suggested method of rendering the Cross Reference Index Entries.

### 4 GROUP DISCUSSION

There was general agreement among the members of groups on the following points.

41 The cyclical method of rendering the heading of Cross Reference Index Entry is helpful to the Reader as well as to the Cataloguer and Reference Librarian.

42 It also helps the elimination of referred to entries, because the context of the first component heading is suggested by the later component headings.

### 5 DISCUSSION IN PLENARY SESSION

#### 50 Moving of Proposition C4

1 Proposition C4 was moved by Prof A Neelameghan.

2 H L Amga seconded.

There were no amendments. The house accepted the proposition.

PARTS R/T : QUANTIFICATION & LIBRAMETRIC STUDIES

C O N T E N T S

Paper	Particulars	Page
	<u>Part R : General</u>	
RA	Proposition D1 .. ..	725-37
RB	Proposition D2 .. ..	738-40
	<u>Part S : Subject Analysis</u>	
SA	Proposition E1 .. ..	741-2
SB	Proposition E2 .. ..	743-4
	<u>Part T : Documentation List</u>	
TA	Proposition G1 .. ...	745-6

DRTC Seminar (7)(1969). RA.

PROPOSITION D1.

1 STATEMENT OF PROPOSITION D1

Statistical Calculus and Operations Research should be suitably utilised in measuring and planning library work and in doing research in library science. [Papers in Parts D to J].

2 PRESENTATION OF PAPERS

21 Presentation of Paper DA

B S S Gupta presented, on behalf of Dr S R Ranganathan, Paper DA. He said:

The term 'Librametry' was coined in 1948 by S R Ranganathan, at the Aslib Conference in Leamington Spa. Dr Ranganathan has given illustrative examples of the use of Statistical Calculus, Operations Research, and Sampling to certain library problems. The examples include the following:

- 1 Determination of the strength of library staff;
- 2 Disposition of library staff for circulation work during different library hours;
- 3 Disposition of library staff for reference service during different library hours;
- 4 Organisation of library system;
- 5 Establishing the distinction between "service library" and "dormitory library";
- 6 Design of library buildings, fittings, and furniture;
- 7 Book selection;
- 8 Absolute Syntax and Facet Syntax in relation to classification;

RA21      Group Meetings and Plenary Sessions

- 9   Length of Class Number;
  - 10   Variation in style in writing catalogue entries;
- and
- 11   Doc-Finder.

Operations Research in the

- 1   Transfer of a big library from one building to another; and
- 2   Periodical changes in the sequence of subjects in the shelving of books in the stack room in relation to saving of the time of readers.

Sampling in the

- 1   Estimation of opinion of readers about library service received by them;
- 2   Estimation of library use; and
- 3   Accuracy in cataloguing work.

22   Presentation of Paper   DB

H L Amga presented the salient points of Paper DB. He said:

"Law 4 of Library Science -- Save the time of the reader and of the library staff -- demands:

- 1   Reduction in variety of materials used and in the methods of doing routine and repetitive work;
- 2   Work simplification; and   3   Work standardisation.

Law 5 of Library Science -- Library is a growing organism -- emphasises the dynamic and changing context in which library work is done. Change in the attributes of a component or of a component itself of a system may necessitate modification and adaptation of an existing standard, or the formulation of a new one. Based on a survey of one thousand books, data are presented on the pattern of incidence of certain cataloguing features in books



published during the period 1925-1968. Using graphs and the techniques of least squares and analysis of variance, it is shown that the incidence of 1 Single Personal Authorship is decreasing with time; and 2 Two Joint Personal Authorship, Corporate Authorship, Collaborator, and Series is increasing with time and significantly so in the Natural Sciences. There is need to modify any standard set up some years ago for the number of books to be catalogued by a person in a given period. To maintain an earlier performance standard, the methods of cataloguing may have to be changed, or additional hands will have to be utilised. Since there appears to be a predictable trend in the increase of the number of books presenting complexities for cataloguing, the work standard for cataloguing should be reviewed at suitable intervals of time.

### 23 Presentation of Paper EA

P Jayarajan presented Paper EA. He said:

A scheme for library classification is essentially a scheme for classification of subjects. Therefore, the designer and the reviser of a scheme for classification should have a thorough knowledge of the "structure" and "development" of the universe of subjects.

For this purpose, the classificationist should be able to get reliable data on the attributes of the universe of subjects. This would help him to

- 1 Give a co-extensive and expressive representation of the subjects embodied in documents; and
- 2 Keep pace with the developments in the universe of subjects.

Paper EA presents a case study in gathering

## RA23      Group Meetings and Plenary Sessions

information on one of the attributes of the universe of subjects. In particular, it presents the study of growth in the number of facets incident in the set of compound subjects going with Medicine. The years chosen for study are 1925, 1951, and 1967. The trend is that the mode of incidence of facets was between 3 and 4 in 1951 and 1967 respectively. It was 2 in 1925. It also showed that there is a decrease with time in the percentage of subjects having 1 and 2 facets, and an increase of those with 3 or more facets. This indicates that books published in recent years embody subjects of greater intension than in the earlier years.

### 24    Presentation of Paper    EB

M A Gopinath presented, on behalf of S Seetharama, the salient points of Paper EB. He said:

The title of an article is one of the first points of contact of the reader and of the documentalist, with the subject of the article. Elements in the Title are used in recalling and identifying an article. The title is the starting point in classifying a document by the Postulational Method. Certain kinds of KWIC indexes are essentially based on Titles of documents. A Title that expresses co-extensively the specific subject of an article will be of help in documentation in various ways. Data on the extent of expressiveness of the titles of an assortment of 300 articles appearing in medical periodicals show that only about 3 percent of the titles are less than 50 percent expressive. The ellipses in the title, are of various kinds -- omission of Basic Subject Term, Personality Isolate

Term, Matter Isolate Term, and of Energy Isolate Term. Use of Derived Composite Terms, Synonymous Terms, Homonymous Terms, is also a common feature. A cooperative approach on the part of the Author, Editor, and Documentalist in formulating guiding principles for the construction of helpful expressive titles of articles is necessary.

25 Presentation of Paper FA

Paper FA was not presented as the author Ashis Sen was not present.

26 Presentation of Paper FB

N K Gopalakrishnan presented the salient points of Paper FB. He said:

Paper FB presents only the data on the work of reclassification -- changeover from one scheme for classification to another -- undertaken in a technical library containing about 50,000 volumes. Policy decisions were made with regard to classification, cataloguing, and shelving, in order to secure consistency in work. The paper also details the categories of personnel and the number in each category, the kind of work done by each category of personnel, the daily output per person, sample data on man-hours spent, and the costing of reclassification of a book. The average cost of reclassification of a book works out to Rs 1.25.

27 Presentation of Paper GA

S V Sangameswaran presented the salient points of Paper GA. He said:

In 1963 the research work at the Central Food

## RA27 Group Meetings and Plenary Sessions

Technological Research Institute, Mysore, was re-organised into a number of precisely formulated projects. An efficient local documentation list became a necessity. The monthly Library bulletin of the Institute's Library listing articles under the broad classes of the Colon Classification was not adequate. A depth schedule for Food Technology was designed with guidance from DRTO and a separate minutely classified and adequately featured documentation list was started in July 1966. The different parts of the documentation list are mentioned and the structure of the entries in the classified part and in the alphabetical part is illustrated with examples. The items of work, the sequence in which they are done, and the time taken to do each item in the compilation and distribution of an issue of the documentation list are enumerated. The categories of personnel employed on the different items of work and the costing of an issue of the list are dealt with. There has been a 40 percent reduction over the last three years in the time taken to prepare the documentation list. The reasons for this increased output are mentioned. Steps taken to promote the use of the documentation list in CFTRI, and the useful role the documentation list is playing in keeping the scientists in the Institute, and in similar other institutions receiving the list, are indicated. Some steps to increase the efficiency of the service further are mentioned.

## 28 Presentation of Paper GB

M V Ranga Rau presented the salient points of Paper GB. He said:

The Current leather literature is a monthly abstracting periodical produced by the Central Leather Research Institute. It is a classified list of entries with abstracts. Besides Leather Science and Leather Technology, it covers articles on Engineering, Chemistry, Chemical Technology, Textile Technology, Polymers and Plastics, Biology, and Agriculture. It also covers patents and reports of conferences on these subjects. A step-by-step analysis of the work, the quantum of professional, semi-professional, and non-professional work involved in the production of an issue of Current leather literature, are mentioned. The ratio of the three categories of man-hours works out approximately as follows:

Professional	:	Semi-Professional	:	Non-Professional
2.5	:	1	:	5.5

It takes a total of about 356 man-hours to produce the documentation list.

#### 291 Presentation of Paper GC

B L Gupta presented the salient of Paper GC. He said:

Documentation service is the name given to Reference Service when the emphasis shifts from generalist reader to specialist reader. It is intensified reference service. Documentation service may be of two kinds; namely,

- 1 Generalised Documentation Service; and
- 2 Individualised Documentation Service.

Generalised Documentation Service is documentation service rendered,

- 1 To a large group of specialists (Individuals or Corporate Bodies such as, Government Departments,

RA291      Group Meetings and Plenary Sessions-

Industries, Institutions, etc);

2 Through a general documentation list containing abstracts on most of the facets of the subjects in which the constituents of the group of specialists concerned are interested; and

3 Without any emphasis on any specific facet or requirement of any particular group within the larger group.

An example of this kind of service is IIP packaging abstracts, supplied to the industries in India.

Individualised Documentation Service is documentation service rendered

1 To a specific group of specialists, whose interest are similar at an optimum level of specialisation; and

2 Through a documentation list containing abstracts only on those facets in which the constituents of the group specialise.

An example of this kind of service may be a documentation list on 'Paper Packaging' supplied to those who specialise in that field.

A survey of the specific requirements of the specialist groups and industries receiving IIP Packaging abstracts is worthwhile doing. Restriction of the coverage of IIP Packing abstracts to subjects of interest to specific groups of specialists, exhaustive coverage of documents in the respective specialised subject areas, and issuing the documentation list in card form, are proposed as first steps in improving the efficiency of documentation service to the specialists in packaging.

## 292 Presentation of Paper HA

A H Kidwai presented, on behalf of G S Raghavendra Rao, the salient points in Paper HA. He said:

It is helpful to examine periodically the pattern of incidence of different kinds of reference questions put by different categories of readers. Periodical surveys are to be made by the library staff in order to improve and to anticipate short range reference service. The paper presents data on the short range reference questions asked by different categories of readers in a library of an academic-cum-research type institution. The data on the subject-wise distribution of short range reference questions is compared with the subject-wise distribution of the

- 1 Library's holdings;

- 2 Books and periodicals issued to readers;

- 3 Staff, students, and research scholars of the institution constituting the potential users of the library.

Subjects in the field of the Physical Sciences are seen to be the most dominant in each of these cases.

## 293 Presentation of Paper HB

R K Goel presented the salient points of Paper HB. He said:

Periodical survey of the use of documents by specialists is helpful and necessary. The interview and questionnaire methods of survey may not be economical for an individual library. The pattern of document usage by specialists in the Central Building

RA293      Group Meetings and Plenary Sessions

Research Institute, Roorkee, was studied through an analysis of the documents cited by them in their research publications. The average age of the documents cited in the CBRI publications was over five years. The extent of use of patents and standards was not appreciable although the research at the Institute was mainly in the applied subjects. Some inferences and suggestions for further investigations are made on the basis of the findings of the study.

294    Presentation of Papers JA and JB

Papers JA and JB were not presented as the authors were not present.

295    Presentation of Paper JC

Prof A Neelameghan presented the salient points of Paper JC. V V Buche explained the statistical analysis part of it. Prof Neelameghan said:

The kind of ideas added, the mode and rate of their addition, and the process of assimilation of ideas in the universe of subjects affect the work of the librarian -- particularly document selection, classification, reference service, and documentation service. Scientific discoveries constitute one source of ideas. Predictability, unpredictability, and duplications are attributes of these ideas. The proportion of new ideas and duplications in a subject at different periods partly affect the shape of the growth-curve for that subject. Wastage due to unintended duplication, partly arising from a deficient documentation service, is the concern of librarians and of those making policies for the organisation of research and development. These and various other



social implications of scientific research are studied by specialists in different disciplines, grouped under the name 'science of science'. Data on the discovery and duplication of antibiotics are presented. Regression analysis, Analysis of Variance, and a Modified Poisson Distribution have been used to analyse the data and study the trend of duplication, the distribution of duplication, and the relationship between duplication and discovery. The findings are: 1) The total number of discoveries, new discoveries, and duplications are predictable by assuming a linear relationship between the respective pairs of variables; 2) The pattern of duplication is not due to chance alone; there is a regularity, in the statistical sense, in its behaviour; 3) The reported discoveries and duplications both increase with time; 4) The behaviour of the functional relationship between the number of duplications in relation to time, are different; 5) Over the thirty-year period 1937-66, the rate of duplication has nearly halved; and 6) There appears to be a tendency for the cumulative duplication to stabilise at about twenty-five percent of the cumulative discoveries over the sixty-year period 1907-66. Further work in the subject is mentioned.

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Statistical and operations research techniques particularly useful for application in library work.

32 Limitations of these techniques in certain areas of library work.

RA4            Group Meetings and Plenary Sessions

4    GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41    Some of the techniques useful for application in library work are, Random sampling, Queuing, Dynamic programming, Linear programming, Opinion survey, Questionnaire and observation, and Analysis of Variance.

42    These techniques help in generalising and predicting the trend. But one should be careful in getting reliable data, and its analysis. Limitations are in recognising the various factors and situations, and in choosing the appropriate techniques.

5    DISCUSSION IN PLENARY SESSION

50    Moving of Proposition C1

1    Proposition C1 was moved by B S S Gupta.

2    B L Gupta seconded.

51    Amendment 1

Miss Rajni Ahuja, moved Amendment 1. It read as follows:

"Replace the word 'Calculus' by 'Methods'."

Supporting the amendment, Miss Ahuja said that the term 'Statistical Calculus' is not current and the term 'Statistical Method' is in vogue. Hence, the amendment.

Shri A H Kidwai seconded.

The house felt that this is only a verbal amendment and could be taken care of by the Secretariat.

52 Amendment 2

B S S Gupta moved, on behalf of Group H, Amendment 2. It read as follows:

"Replace the word 'Calculus' by 'Techniques'; delete the words 'measuring and planning', and replace the word 'suitably' by the word 'efficiently'."

Supporting the amendment, Gupta said that the term 'Statistical calculus' and 'Statistical method' are not descriptive of the role of statistician. It may better be replaced by the term 'Efficiently utilise' because 'suitably' may mean changing the techniques to suit the occasion.

B L Gupta seconded.

Since these are verbal amendments, the house requested the Secretariat to take care of them.

DRTC Seminar (7)(1969). RB.

## PROPOSITION D2.

### 1 STATEMENT OF PROPOSITION

The work standard for classification and cataloging should be revised at suitable intervals of time. [Papers DB and EA].

### 2 PRESENTATION OF PAPERS

(See Sec 22 and 23 in Chap RA)

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Methods for predicting the trend in the classification and cataloging features presented by books.

32 Is it helpful to study separately the trend in the complexity of the cataloging features presented by books in the field of natural sciences and by those in the field of humanities and social sciences.

33 What are the other factors affecting classification and cataloging time and methods of measuring each of them?

### 4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

41 Time series analysis and Regression analysis techniques are helpful in predicting the trend in the classification and cataloging features presented by books.

42 A separate study of subjects embodied in books, falling within the areas of Natural sciences, Humanities, and Social sciences is helpful in knowing and predicting the respective classification and cataloguing features.

43 The intensity of subject and the problems presented by publishing industry in the title-pages and its overflow, or the capacity of the scheme for classification or catalogue code, the expertise in respect of classification and cataloguing of the person classifying or cataloguing, are some of the factors to be noted.

## 5 DISCUSSION IN PLENARY SESSION 2

### 50 Movement of Proposition D2

1 Proposition D2 was moved by H L Amga.

Supporting the proposition Amga said that the suggestions made in Papers DB and EA show that the specificity in terms of the intension of the subjects embodied in books is increasing. This affects the work standard for the classification and cataloguing of books.

2 F Jayarajan seconded.

### 51 Amendment 1

Krishan Kumar moved Amendment 1. It read as follows:

"At the end of the proposition add 'based on studies, on the complexities of the subjects thrown out on the wave-front of knowledge'."

Miss R A Nagarathna seconded.

RB51      Group Meetings and Plenary Sessions

Devadason, Girja Kumar, and Kashyap opposed the amendment saying that it is redundant.

The general consensus of the house was against the amendment.

52 Amendment 2

D B Eswara Reddy moved Amendment 2. It read as follows:

"Replace the term 'The work Standard' by 'The Standard Quantum of work' in the proposition."

V P Vij seconded.

The general consensus of the house was this was only a verbal amendment and could be taken care of by the Secretariat.

DRTC Seminar (7)(1969). SA.

PROPOSITION E1.

1 STATEMENT OF PROPOSITION E1

The intension of subjects embodied in books is increasing with time and it calls for built-in-capacity in the schemes for library classification to accommodate this trend. [Paper EA]

2 PRESENTATION OF PAPER EA

(See Sec 23 in Chap RA)

3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Methods of measuring the trend.

32 Methods of accommodating the trend in the development of the subjects in a scheme for classification.

4 GROUP DISCUSSION

There was general agreement among members of the groups on the following points:

41 There is need for examining the different methods of understanding of the trend in the subject-content of books from time to time.

42 The method, demonstrated in Paper EA, for measuring the trend in the subject-content of publications is helpful.

43 Exploring newer modes of formation of subjects and developing techniques for accomodating the new modes in the schemes for classification.

SA5      Group Meetings and Plenary Sessions

5   DISCUSSION IN PLENARY SESSION

50   Moving of Proposition E1

Proposition E1 was moved by P Jayarajan.

Prof A Neelamegham seconded.

There was no amendment.



DRTC Seminar (7)(1969). SB.

## PROPOSITION E2.

### 1 STATEMENT OF PROPOSITION E2

There will be considerable economy if titles of articles in periodicals are made fully expressive of the subject of the article. [Paper EB].

### 2 PRESENTATION OF PAPER EB

(See Sec 24 in Chap RA)

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Need for formulation of guiding principles.

32 Need for cooperation between author, editor, and documentalist.

33 Mode and areas of cooperation.

### 4 GROUP DISCUSSION

There was general agreement among the members of groups on the following points:

41 Guidelines will be helpful for formulating fully expressive titles for articles in periodicals. The concept of facet analysis may aid this.

42 Steps are to be taken to bring a communion between author, editor, publisher, and documentalist.

43 Developing standards for rendering titles of articles would be helpful.

### 5 DISCUSSION IN PLENARY SESSION

#### 50 Moving of Provision E2

Proposition EB was moved, on behalf of S Seetharama

SB50      Group Meetings and Plenary Sessions

by Prof A Neelamegham. He said that there could be considerable saving and efficiency in classification, cataloguing, reference service, and abstracting, if titles of articles in periodicals are made expressive. The fully expressive title has assumed great importance in these days of using the electronic gadgets in document finding. This is illustrated in Paper EB by S Seetharama.

P Jayarajan seconded.

51 Amendment 1

V P Vij moved, on behalf of Group F, Amendment

1. It read as follows:

"Add the word 'Learned' in between the words 'in' and 'periodicals'."

Vij said that the term 'Learned' is introduced just to avoid the problem of titling articles in popular magazines and newspapers.

H C Revannasiddappa seconded.

The general consensus of the house was in favour of Amendment 1.

DRTC Seminar (7)(1969). TA.

## PROPOSITION G1.

### 1 STATEMENT OF PROPOSITION G1

In the preparation of a documentation list, the reaction of its users should be studied periodically and the documentation list modified on the basis of the findings. [Papers GA to HB].

### 2 PRESENTATION OF PAPERS

(See Sec 27 to 293 in Chap RA)

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Factors on which information should be collected in the survey.

32 Methods of survey.

### 4 GROUP DISCUSSION

There was general agreement among the groups on the following points:

41 Some of the factors to be considered are:

411 Reader's subject-background;

412 His tastes for reading and ability for absorbing new ideas; and

413 The documents he reads casually and those seriously, etc.

42 Direct-contact and written questionnaire method may be employed with periodical reminders.

### 5 DISCUSSION IN PLENARY SESSION

#### 50 Moving of Proposition G1

Proposition G1 was moved by B L Gupta.

S V Sangameswaran seconded.

TA50      Group Meetings and Plenary Sessions

Since there were no amendments the chairman allowed discussion on the Proposition itself.

Dr D B Krishna Rao said that surveys are not always properly conducted. Therefore, the results of a survey should be carefully examined before effecting modification in a documentation list.

S V Sangameswaran said that the reader's reactions may be sometimes unpalatable. But the documentalist should take care of this and modification made so that it satisfies readers.

Prof P N Kaula said that the consumer's reaction towards the techniques used such as classification and cataloguing, are to be noted for revision of the scheme for classification or code for cataloguing as the case may be.

Prof A Neelamegham (Chairman) said that the use of a good scheme for classification and a good cataloguing code in the preparation of a documentation list alone will not achieve the objective of documentation service. Steps should be taken to inform the readers of the utility and advantages of using the documentation list and how to use it. Personal experience shows that once a research worker discovers the helpfulness of using the documentation list, he is most likely to inform his co-workers about it and the use of the services of the library will increase.

PART. U : MANAGEMENT OF TRANSLATION SERVICE

C O N T E N T S

Paper	Particulars	Page
UA	Proposition K1 .. ..	749-52
UB	Proposition K2 .. ..	753-4

DRTC Seminar (7)(1969). UA.

PROPOSITION K1.

1 STATEMENT OF PROPOSITION K1

A systematic survey of the translation needs of the country in every language-subject combination should be made using appropriate survey method, and on the basis of the findings, the UGC or any other appropriate central agency should organise part-time training courses for translation personnel, open to post-graduate students during their course. [Papers KA to KD].

2 PRESENTATION OF PAPERS

21 Presentation of Paper KA

M V Ranganathan presented, on behalf of Dr S R Ranganathan, the salient points of Paper KA. He said:

There is a cultural need for the translation of the books of one linguistic group into other languages. Towards this, in the international plane Unesco has played a vital role in the promotion of translation of books. The Union Ministry of Education of India is promoting the translations of books into different Indian languages.

The growing need for the translation of micro documents could be traced to the beginning of the twentieth century.

Self-translation service is now being replaced by the triangle of Producer-Consumer-Promoter.

In the international plane, cover-to-cover translations have been promoted in anticipation of demand.

UA21      Group Meetings and Plenary Sessions

The difficulties posed by the ad hoc demand for translations may be effectively met by the establishment of a National Translation Centre.

This centre should also provide for special training for technical translators. However, this should be done by a new profession of translators -- technical translators -- and not by the documentalist.

22    Presentation of Paper KB

B D Baliga presented the salient points of Paper KB. He said;

The languages and the subject-fields in which translations are predominantly required at present and the likely trend in the requirement in the near future are factors to be taken into consideration in planning translation service.

The trend of research and developmental work in different subjects in the country and the fact of its being influenced by the work done in other countries are factors affecting the focus of attention in subject-fields and languages from time to time.

Some topics in mining and allied subjects are of immediate interest to India. Other subjects are likely to become important and focus of attention in the future.

A survey of such areas of interest gives some idea of the languages from which translation would be required at present and in the near future.

In the field of Mining, documents in the East European languages, French, and Japanese have relevance to the research and developmental work done in India.

23 Presentation of Papers KC and KD

Papers KC and KD were not presented as the authors were not present.

3 ISSUES DISCUSSED IN GROUP MEETINGS

- 31 Methods of collecting data.
- 32 Agency for sponsoring and financing surveys.
- 33 Contents of the course for translators.
- 34 Duration of the course.
- 35 Practicability of the suggested survey.

4 GROUP DISCUSSION

There was general agreement among the members of the groups on the following points:

- 41 Questionnaire method and interview with the technical and industrial organisations are to be made to assess their respective translation needs.
- 42 The suggested survey should be a realistic and well planned one.
- 43 Either CSIR or UGC or any other national body should finance and sponsor such surveys.
- 44 The course should lay adequate emphasis on translation technique, the quality of good translation, etc rather than teaching languages.
- 45 Duration of the Course may be one academic year.

5 DISCUSSION IN PLENARY SESSION

50 Moving of Proposition K1

Proposition K1 was moved by B D Baiga.

B S Ramananda seconded.



UA51      Group Meetings and Plenary Sessions

51    Amendment

R P Wasan, on behalf of Group F, moved Amendment 1. It read as follows:

"Delete the words 'Part-time' and 'open to postgraduate students during their course' from the proposition."

Wasan said that this amendment sought to remove the restrictions imposed in the original proposition. The details about the admission, whether it is full or part time, should be left for decision in the context.

D B Eswara Reddy seconded.

Opposing the amendment B L Gupta, T N Rajan, V P Vij, V S Padmanabhan and B D Baliga said that the spirit of the original proposition is to say that in the present context there is no sufficient scope for full-time translation training courses. But, to meet the ad hoc needs of translation, it is helpful to have part-time courses open to post-graduates.

Satyanarayana, B S Ramananda, and D Ch Raja Rao supported the amendment.

The general consensus of the house was in favour of the amendment.

DRTC Seminar (7)(1969). UB.

## PROPOSITION K2.

### 1 STATEMENT OF PROPOSITION K2

There should be a National Translation Centre for co-ordinating the translation facility in the country [Papers KA to KD].

### 2 PRESENTATION OF PAPERS

(See Sec 21 to 24 in Chap UA)

### 3 ISSUES DISCUSSED IN GROUP MEETINGS

31 Functions of the National Translation Centre.

32 Steps to be taken to organise a National Translation Centre.

33 International cooperation in this matter.

### 4 GROUP DISCUSSION

There was general agreement among the members of groups on the following points:

41 The National Translation Centre should act as a Central Coordinating Agency. It should, from time to time, act as a feeder line between the centre needing translation and the centre where translation could be done.

42 The Ministry of Education of the Government of India may be persuaded to establish a National Translation Centre.

43 To facilitate national and international co-operation, a list of translations done in the country should be prepared and published periodically.

U35      Group Meetings and Plenary Sessions

5   DISCUSSION IN PLENARY SESSION

50   Moving of Proposition   K2

Proposition K2 was moved by Prof A Neelamegham.

M A Gopinath seconded.

There was general agreement on the need for a National Translation Centre in India. The proposition was accepted without any amendment.

PART V : NEW PROPOSITIONS AND SUGGESTIONS  
FOR FURTHER WORK

C O N T E N T S

Paper	Particulars	Page
VA	New Propositions arising out of Group Discussions. ..	757
VB	Suggestions for Further Work arising out of Group Dis- cussions. ..	758-60

DRTC Seminar (7)(1969). VA.

NEW PROPOSITIONS ARISING OUT OF GROUP DISCUSSIONS.

1 PAPER BB

In a Complex Subject, presenting any Phase Relation, it is helpful to leave it to the discretion of the classifier to have any one of the subjects as the subject of Phase 1, subject of Phase 2, and so on. (Group D).

2 PAPERS GA TO HB

An Individualised Documentation Service at the optimum level of specialisation is more helpful than a Generalised Documentation Service. (Groups C and H).

3 PAPERS KA TO KD

A Central Institute for Foreign Languages may be established under the auspices of the Government of India, with special emphasis for training translators in science and technology. (Groups A, B and C).

DRTC Seminar (7)(1969). VB.

SUGGESTIONS FOR FURTHER WORK ARISING OUT OF GROUP  
DISCUSSIONS.

1 PAPER AA

It would be useful to test the validity of the theories about the modes of formation of subjects suggested by Boulding, Tromp and others, by taking up specific projects. (Group A).

2 PAPER AB

In the Host Main Subject Public Health, characteristics, such as environment, age, and sex may be used for the formation of Special Basic Subjects. The problems should be reviewed when a detailed schedule on Public Health is worked out. (Group F).

3 PAPER AC

The classification of the variant of a system of psychology should be examined in order to bring them together with the 'parent' system. (Group C).

4 PAPER AD

41 Further studies should be made to find out the incidence of the deductive process in the Spiral of Scientific Method. (Group B).

42 Investigation should be made in detail to deem Physical Education as a science or not, according to the Spiral of Scientific Method. (Group H).

5 PAPER BB

51 Further studies should be made in regard to other kinds of Phase Relation, such as "Application" and

"Influence". (Group B).

52 In order to arrange all kinds of Phase Relation of two different Compound or Basic Subjects in one continuous sequence, work should be done in the Notational Plane to implement the findings of the Idea Plane. (Groups F and H).

53 A project should be taken up to develop a set of criteria for deeming a subject as a Fused Main Subject. (Group G).

54 The validity of Proposition B1 can only be substantiated if it proves to be efficacious when tested over a large population of documents dealing with diverse subjects brought together in various phases. If necessary, the active cooperation of the participants for conducting the studies in their respective organisations can be sought. (Group A).

#### 6 PAPER BC

61 Extensive schedules for Energy Isolates and Property Isolates should be built up. (Group F).

62 A detailed study should be made regarding the qualifiers to Energy Isolates. (Group H).

63 A set of criteria should be evolved to distinguish an Energy Isolate from a Property Isolate. (Group F).

#### 7 PAPER BD

71 In order to test the validity of Proposition B3, further investigations may be done taking assorted examples from Compound Subjects going with each of the different Basic Subjects. (Group E).

VB8            Group Meetings and Plenary Sessions

8 PAPERS CA AND CB

Further studies should be made in the cyclic rendering of Cross Reference Index Entries for a dictionary catalogue. (Group H).

91 PAPER EB

911 A set of guiding principles should be formulated by documentalists for constructing expressive titles of articles in periodicals for the consideration of Authors and Editors. Guiding principles may be drafted by the Indian Standards Institution. (Group G).

912 An International Seminar of Authors, Editors, Publishers, and Documentalists be convened to consider ways and means of achieving the objective mentioned in the Proposition E2., (Group B).

92 PAPERS IN PARTS D TO J

921 It would be useful to include courses in Statistical Calculus and Operations Research in the Syllabus for advanced training in Library Science and Documentation. (Group C).

922 Utilisation of Statistical Calculus and Operations Research in library work could be done better in consultation with Specialists in Statistics and Operations Research. (Group F).

93 PAPERS KA TO KD

The experience gained by INSDOC in respect of setting up of a National Translation Centre should be taken into account. (Group F).



PART W : CONCLUDING SESSION

C O N T E N T S

Paper	Particulars	Page
WA	RANGANATHAN (S R). Valedictory Address.	.. 763-8
WB	Vote of Thanks ..	.. 769-74

DRTC Seminar (7)(1969). WA.

VALEDICTORY ADDRESS.

S R RANGANATHAN, Director of the Seminar.

Colleagues in the Profession:

1 NEED FOR FREQUENT RE-EXAMINATION OF LIBRARY PRACTICES

I am glad that you have completed your task after strenuous work throughout the week. I congratulate you on the devotion with which you discussed the subjects in the group meetings and finalised the findings in the Plenary Sessions. The proposals approved by the Plenary Sessions confirm some of the existing practices on the basis of the experience of the participants. But do not forget that you will have to re-examine them from year to year, as violent changes are taking place, both in the Universe of Subjects and in the needs of research workers.

2 NEED FOR FOLLOW-UP OF THE NEW SUGGESTION BY EXPERIMENT AND STUDY AND FOR REPORTING THE RESULT

There are also suggestions made for the investigation of new problems. I trust that the persons and the groups who thought of these suggestions will make the necessary experiments and work out a paper for presentation at an early annual conference. I trust that the DRTC will cooperate with such persons and groups.

3 THE AVERAGE AGE OF THE PARTICIPANTS BEING LOW IS A GOOD AUGURY

During the last seven years I have been observing

that the average age of the participants has been slowly going down. This year, the mean as well as the median age has reached 35. This is a good augury for the future of India. One naturally expects new ideas and vigorous investigation of such ideas to emanate from the younger generation. Though the wisdom of older generation may be of help, the older generation develops rigidity in its intellectual work and feels overwhelmed by its addiction to old practices and traditions. This is a phenomenon that cannot be overlooked. That is why I have been feeling happy that the younger generation is taking an active part in our work.

#### 4 FREQUENCY TABLE OF THE AGE-GROUP OF PARTICIPANTS

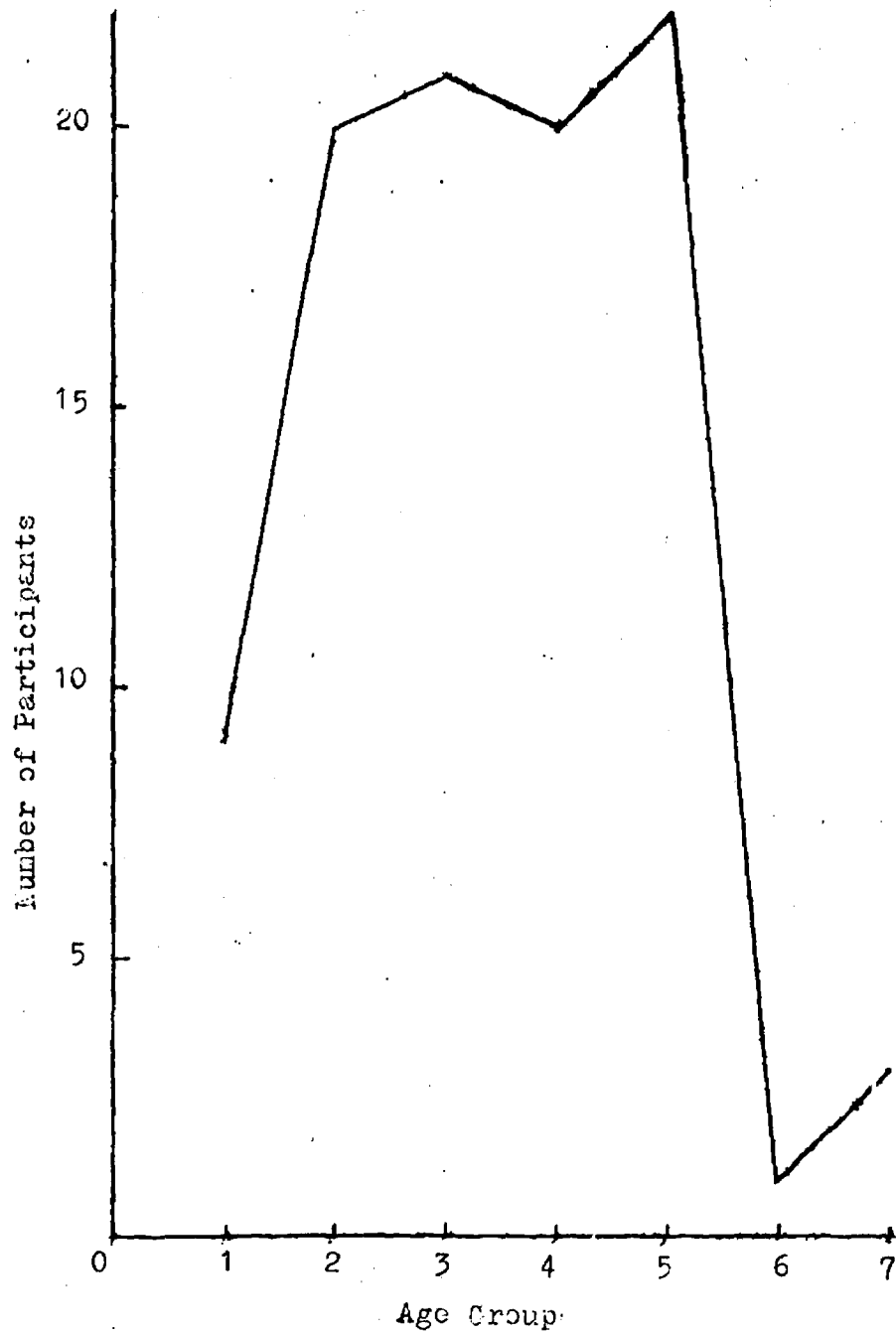
A frequency table of the age-group is as follows:

<u>SN</u>	<u>Age-Group</u>	<u>N of Delegates</u>	<u>Percentage</u>
1	20-25	9	9.0
2	25-30	20	20.9
3	30-35	21	21.9
4	35-40	20	20.9
5	40-45	22	22.9
6	45-50	1	1.03
7	50-55	3	3.06

#### 5 FREQUENCY CURVE OF THE AGE OF PARTICIPANTS

The above data are presented in the form of a frequency curve (next page). This curve requires detailed study and interpretation. My own general interpretation is that it indicates a healthy trend in the development of our profession.

51 Frequency Curve



## 6 WORK OF THE DOCUMENTALIST

I should like to conclude this short valedictory address with a few statements:

1 Kindly accept my apologies for my inability to be present amidst you during the seminar and enjoy the performance of the young librarians. However, my mind has been always with the seminar and I was getting frequent reports about what was happening from time to time.

2 I should like to appeal to you to take library profession seriously. It is of considerable social value. In the Pre-Gandhian India, our people did not realise the value of library service even to the generalist reader. But the renaissance that has come in the present Gandhian period is producing in our younger generation an assessment of the value of library service, not only to generalist readers in public libraries and academic libraries but even more so of the importance of library service -- called "Documentation Service", to emphasise it -- to our Government Departments, research workers, and particularly each one of our industries. Our industries will not be able to cope with the development of industries in the other parts of the world unless it is continuously improving its designs and know-hows. In developing these, the time of the research worker should be saved from having to waste a large amount of time in wading through a large number of periodicals containing nascent ideas, in order to fish out what is relevant to his own work. The library profession should, therefore, become a partner in research work. It should acquire collectively, in India as a whole, as large a number of learned periodicals as possible, scan them, be in touch with the work in

progress in the different parts of the country, pick out the articles bearing on them, produce a classified documentation list of them, and serve them to all research workers.

3 This documentation service will have to be done both in anticipation and on demand. The work on anticipation can be done in two levels -- one at the national level, covering all the research work in progress in the country and the second at the local level by the library of each research organisation, correctly oriented to the actual needs of the workers in the organisation. The documentation list on demand should be prepared promptly and served to the research worker demanding the same. This can be done best only if the anticipatory documentation list is made and kept cumulated with equal promptness. No doubt the international abstracting periodicals will be of help in the case of older materials, but it is the current materials that are of the greatest importance to the research workers. This demand cannot be met by international abstracting periodicals. That is the reason why we should have national and local documentation work done, covering just the work in progress in the country.

4 Making a documentation list is necessary, but it is not sufficient. The documentalist in each research organisation should keep in close touch with each research worker in his organisation, both officially and unofficially, find out in a friendly way what he is working on and adapt his documentation work accordingly.

5 Again, when a research worker comes with a specific request, it is essential that a trilogue should be started between the documentalist, the research worker, and the cumulated documentation.

list; and the research worker should be helped to formulate as close an approximation as possible to his own requirement at the moment by the very method of Facet Analysis of the question, as is used in classifying a document. Once this is done, the research worker will be helped to scan only through a very small pack of catalogue cards. While scanning, he will be able to recognise immediately what exactly he wanted but was unable to express in precise terms.

I trust, my friends, that you will make this your life-work from day-to-day.

#### 7 THANKS TO THE PARTICIPANTS

Finally, I want to take leave of you, thanking you and your predecessors in the last seven years for all the kindness shown to me by the members of the Seminar. This will be the last year when I shall be the Director of the Seminar. I wish to withdraw from this position for two reasons: one is my physical debility, and the other is my firm belief that no old man should always hang on to a post denying opportunity for the younger people to occupy such a post and gain experience and leadership.

#### 8 THANKS TO MR LANGRIDGE

Though not strictly connected with the Seminar, I wish to take this opportunity to express the thanks of my wife and myself for the kindness of Mr Langridge to have come all the way from London to deliver the Sarada Ranganathan Endowment Lectures this year, in spite of his not being quite well.

DRTC Seminar (7)(1969). WB.

VOTE OF THANKS.

1 ON BEHALF OF THE DRTC

By Prof A Neelamegham

Ladies and Gentlemen:

One of the usual items of the concluding session of our Seminar is to have your suggestions about Subjects for discussion at the next seminar. We have already gone through this item earlier and taken note of the subjects suggested by the delegates.

Our Seminar dates, as you know, have been fixed to be 15 to 19 December each year. This has been done advisedly so that the dates of other Seminars can be spaced out conveniently. Some of you have suggested that the seminar be held in the first week of November. There have also been suggestions regarding the duration of the seminar and the hours of break between the plenary sessions and the group meetings. It has been suggested that each day the seminar sessions close earlier than what it has been so far and that the Endowment Lectures be completed by about 5.30 in the evening, so that the delegates may find some time to attend to their own private business. We in DRTC shall think about these suggestions and try to draw up the programme suitably, keeping also in view the convenience of the local people who attend the Endowment Lectures.

However, I would like to remind you that if we have to prepone the dates of the seminar, the dates for DRTC indicating acceptance and for submission of the completed



papers etc will also have to be preponed. By February, the draft of the outline of the proposed papers will have to be sent to us and the full papers should reach us by July. The delegates may kindly note these points, if they prefer to have the seminar in November. The authors are requested to bear in mind that we have to do a lot of editing and sometimes change a great deal the presentation in a paper to make it fit into the area of subjects for discussion. The work of editing and bringing out the pre-conference papers will become easier if the authors cooperate with us in these matters.

My next pleasant task is to thank all the delegates of this year, who have so well cooperated with us in the conduct of the seminar. Without your cooperation, it is difficult to run a seminar in the way we have been able to do. Special thanks are due to Dr Ranganathan, although he could not be present here physically. In spite of this, his mind was all the time in the seminar, and he has been getting information as to what was going on here.

Our thanks are due to the authors who contributed papers to this seminar. We are also grateful to the Chairmen of the different sessions and to the leaders and rapporteurs of the group meetings who have done a very good job. It is possible for us to produce the Proceedings of the seminar mainly because of what the leaders and rapporteurs do.

Apart from the participants, we have a few distinguished guests who were able to be present for sometime at least and have given us the benefit of their experience.

## Vote of Thanks

WB2

Our thanks are also due to the Mysore Library Association who got up an "At Home" for the delegates. I thank you for having accepted the invitation of the Association.

On behalf of the DRTC, I thank Mr D W Langridge for having accepted our invitation as a Visiting Professor for one week. Our thanks are also due to the British Council who made it possible for him to come to our country.

Finally, you will all appreciate the nice work done by the DRTC Secretariat staff and our thanks are due to them. They started the work of mimeographing the papers much earlier than the seminar dates, such that the little bulky volume that you have, could reach you at least three weeks before the seminar dates, to enable you to come prepared for the seminar. It was only on account of their continuous work, this was possible.

Lastly, but not the least, our thanks are to the DRTC hostel staff who served you lunch and refreshment during these four days.

Thank you all.

## 2 ON BEHALF OF THE PARTICIPANTS

By Dr D B Krishna Rao

Beloved Professor Ranganathan in absentia, Prof Neelamegham, and Delegates:

On behalf of the delegates collected here from different parts of the country and on my own behalf, I have great pleasure in expressing our thanks to the Director of the Seminar for organising the

seminar on such excellent lines and who has been the guiding spirit and to Prof Neelamegha and Mr Gopinath for the hard work they have put in, to make the seminar a great success. Our thanks are also due to Mr Langridge for having come here all the way from London and given three lectures under the auspices of the Sarada Ranganathan Endowment for Library Science. We look forward to reading the other lectures in print.

We thank the DRTC for the excellent hospitality arrangements made during the period of the seminar.

Our thanks are due to all the delegates who have taken the trouble to be here to present their papers and participate in the celebration.

Lastly, we have great pleasure in thanking every one for the excellent way in which they have participated.

I dare say that the seminar conducted by DRTC is on such excellent lines, that we have not come across another of its kind. I also doubt whether any other country conducts a seminar on such disciplined lines.

Once again, I have great pleasure in conveying our thanks to Prof Ranganathan and Prof Neelamegha.

### 3 ON BEHALF OF THE DRTC ALUMNI

By M V Ranga Reddy

I am here to propose a vote of thanks on behalf of the alumni of the DRTC.

We have once again come to the end of another

## Vote of Thanks

WB3

very stimulating seminar. We have had a brilliant series of lectures by a very eminent exponent on Teaching of Library Classification. We have had a memorable assemble of distinguished delegates from all parts of the country. We have such distinguished guests in our midst as Dr D B Krishna Rao, P N Kaula, T N Rajan, Guha, Vij and other specialists in the field, who had not been seen before in such great numbers. This shows the very great attraction that the DRTC seminar is drawing gradually from year to year, as a source for re-education.

We very much missed the physical presence of our beloved Professor Ranganathan, whose aroma of intellectual and spiritual presence were all pervasive and inductive. Our thanks are due to Prof Neelameghan and his very live-wire colleagues for the excellent organisation and implementation of a well-planned seminar in the true tradition of DRTC.

We are so much enthused to find that in each succeeding generation of the DRTC alumni, the calibre of the students is reaching a higher degree, from what we saw from the present batch of students who participated in the discussions with us.

On behalf of the DRTC alumni, I have privilege of conveying our best wishes for many more years of great health and brilliant ideas to our beloved Professor and Guide, Dr Ranganathan.

Our thanks are also due to Prof Neelameghan and Shri Gopinath and all our friends in the administration and executive side of the DRTC, who made our

stay here a memorable and pleasant one which we cherish for years to come!

I am sure we should not forget the hospitality that was extended to us by the Mysore Library Association yesterday evening. Our thanks are also due to them. We hope that the hospitality will continue.

To the present batch of DRTC students, I would say that we were very jealous of them in the sense that we were not able to achieve what they did. Our thanks are also due to the Sarada Ranganathan Endowment for Library Science and the British Council for having made it possible for us to benefit from the powerful series of lectures by top authorities at the international level. Our enthusiasm has been kept at a high level once again with the announcement of Dr Pauline Atherton's visit next year.

Thank you very much.

#### 4 ON BEHALF OF DRTC STUDENTS

By M P Sinha

Dr Ranganathan in absentia, Prof Neelamegham, and Distinguished Delegates:

On behalf of the present batch of students of the DRTC it is my privilege to express my hearty vote of thanks. As a result of our discussion with you in the group meetings, we have gained good experience. This is the first time that we the students of the DRTC contributed papers both individually and collectively. This would not have been possible but for the guidance and cooperation of Prof Neelamegham. On behalf of the present batch of DRTC students I tend to you all a hearty vote of thanks.

PART X : END MATTER

C O N T E N T S

Paper	Particulars	Page
XA	List of Office-Bearers and Groups	777-80
XB	List of Delegates .. ..	781-7
XC	Time-Table .. ..	788
XD	Draft Rules of Procedure for Plenary Sessions & Group Meetings	789-91
INDEX	.. ..	792-834

DRTC Seminar (7)(1969). KA.

**.OFFICE-BEARERS AND GROUPS.**

Director Dr S R Ranganathan,  
National Research Professor  
in Library Science, and  
Honorary Professor, DRTC.

Rapporteur-General M A Gopinath,  
Lecturer, DRTC.

Convener A Neelameghan,  
Professor, DRTC.

**CHAIRMEN OF PLENARY SESSIONS**

Name	Date	Hours
A Neelameghan	15 Dec 1969	11.00 to 12.30
	18 Dec 1969	9.00 to 10.30 and 11.00 to 12.30
	19 Dec 1969	9.00 to 10.30
B Guha	16 Dec 1969	9.00 to 10.30
Dr D B Krishna Rao	16 Dec 1969	11.00 to 12.30
Girja Kumar	17 Dec 1969	9.00 to 10.30
P N Kaula	17 Dec 1969	11.00 to 12.30

**RAPPORTEURS FOR PLENARY SESSIONS**

Ahuja (R)(Miss) Revannasiddappa (H C)  
Amga (H L) Sinha (M P)  
Devadason (F J)

**LEADERS FOR GROUP MEETINGS**

Baliga (B D) Gopinath (M A)  
Bhargava (G D) Gopinath (M V)  
Girja Kumar Guha (B)

XA

Office-Bearers and Groups

Gupta (B L)	Raja Rao (D Ch)
Iyengar (T K S)	Ramananda (B S)
Jacob Thomas (T)	Ranganathan (T)
Jogdeo (R G)	Ranga Rau (M V)
Kashyap (M M)	Sampath (H K)
Kaula (P N)	Seetharaman (M N)
Kidwai (A H)	Shah (P C)
Krishna Rao (D B)(Dr)	Srinivasan (V)
Nagarathna (R A)(Miss)	Subramanian (P V S)
Padmenabhan (V S)(Dr)	Vij (V P)
Rajan (T N)	Wasan (R P)
Rajannan (B)	

RAPORTEURS FOR GROUP MEETINGS

Ahuja (R)(Miss)	Revannasiddappa (H C)
Chandrashekara Sastri (K)	Sangameswaran (S V)
Devadason (F J)	Semwal (G P)
Gundu Rao (D)	Sinha (M P)
Raghavendra Rao (G S)	

MEMBERS OF GROUPS

Group A

Ahsani (A S)  
Devedason (F J)  
Gupta (S B)  
Iyengar (T K S)  
Jayasheelan (R)  
Krishna Kumar  
Mohenraj (P A)  
Nagarathna (R A)(Miss)  
Pandya (J F)  
Patil (M B)  
Pratapalingam (P)  
Radha Iyengar (Miss)  
Ranga Rau (H V)

Group B

Ahuja (R)(Miss)  
Buche (V V)  
Govindaswamy (R)  
Hoskote (V N)(Miss)  
Khasnis (R N)  
Kidwai (A H)  
Murthy (N N K)  
Ramananda (B S)  
Semwal (G P)  
Shaheed (K F)(Miss)  
Shah (P C)  
Subramanian (P V S)  
Krishnan (A)



# Office-Bearers and Groups

XA

## Group C

Connie Farrow (Miss)  
Geel (R K)  
Gopalakrishnan (N K)  
Guha (B)  
Hemamalini (B S)(Miss)  
Jogdeo (R G)  
Johnson (I Y)(Mrs)  
Krishna Rao (D B)  
Malhotra (V K)(Miss)  
Raghavendra Rao (G S)  
Seetharaman (M N)  
Subhashini (K)(Mrs)  
Ved Prakash

## Group D

Afroze Fatima (Mrs)  
Anand (S R)  
Bimla Nanda (Mrs)  
Chitale (S A)(Miss)  
Ghosh (A K)  
Gundu Rao (D)  
Jain (H G)  
Kashyap (M M)  
Nadgir (C B)(Miss)  
Padmanabhan (V S)  
Saxpath (H K)  
Showde (D W)  
Sikri (A L)  
Tripathi (G S)

## Group E

Anga (H L)  
Bankapur (M B)  
Girja Kumar  
Gopinath (M A)  
Gopinath (M V)  
Izzat Jehan Begam (Miss)  
Langridge (D W)  
Mehendale (A R)  
Parthasarathy (V V)  
Ranganathan (M V)  
Sangameswaran (S V)  
Satyanarayana (S)  
Srinivasan (V)

## Group F

Bharucha (R R)(Mrs)  
Eswara Reddy (D B)  
Jayarajan (P)  
Pavitrani (M K)  
Raja Rao (D Ch)  
Rajan (T N)  
Revannasiddappa (H C)  
Saini (M L)  
Srinivastava (M S)  
Subba Rao (K)  
Suseela Kumar (Mrs)  
Tyagi (M S)  
Vij (V P)  
Wasan (R P)

XA

Office-Bearers and Groups

Group G

Chandrasekhara Sastri (K)  
Jacob Thomas (T)  
Kaula (P N)  
Krishnamurthy (R)  
Pandurangam (S)  
Parimala Rao (R N)(Miss)  
Rajannan (B)  
Ranganathan (T)  
Shukla (D N)  
Sree Ranga (T)  
Sudha S Murthy (Mrs)  
Syed Mohsin Taqi  
Venkataramanaiah (T V)

Group H

Baliga (B D)  
Bhargava (G D)  
Gupta (B L)  
Gupta (B S S)  
Mohan Roy (R P)  
Raghavendra (S R)  
Samba Murthy (N)  
Sangannavar (I C)  
Sanjeeva Rao (P J)  
Sastry (K B C)  
Sinha (M P)  
Sugra Begum (R)(Miss)  
Nagarajan (K S)  
Vireswara Rao (K S)

DRTC Seminar (7)(1969). KB.

LIST OF DELEGATES.

- 1 AFROZE FATHIMA (Mrs). Librarian, Hindustan Machine Tools Ltd, Bangalore 31.
- 2 AHSAN (Abu Shoaib). Librarian, Indian Agricultural Research Institute, New Delhi 12.
- 3 AHUJA (Rajni)(Miss). Trainee, DRTC Course (1969-70). Librarian, MGM Medical College, Jamshedpur.
- 4 AMGA (H L). Trainee, DRTC Course (1969-70). House No 1219, Bhagatsingh Marg, Mhow Post. (MP).
- 5 ANAND (S R). Librarian, Central Machine Tools Institute, Bangalore 22.
- 6 BALIGA (B D). Scientist, Central Mining Research Station, Dhanbad.
- 7 BANKAPUR (M B). Librarian, Institute of Horticultural Research, Bangalore 6.
- 8 BHARUCHA (R R)(Mrs). Librarian, Physical Research Laboratory, Navarangpura, Ahmedabad 9.
- 9 BIMLA NANDA (Mrs). Assistant Librarian, Delhi University Library, Delhi 7.
- 10 BUCHE (V V). Technical Officer, SQC Unit, Indian Statistical Institute, 4 Richmond Road, Bangalore 25.
- 11 CHANDRASEKHARA SASTRY (K). Librarian, National Dairy Research Institute, Bangalore 30.
- 12 CHITALE (S A)(Miss)(Dr). Director, National Medical Library, DGHS, Temple Lane, New Delhi.
- 13 CONNIE FARROW (Miss). M L S student, University of California, USA.
- 14 DEVADASON (F J). Student, DRTC Course (1969-70). S/o Rev. Y G Devadason, Koodan Kulam, Radapuram Taluk, Tirunelvely District, Tamil Nadu.

- 15 ESWARA REDDY (D B). Assistant Librarian, Bangalore University Library, Bangalore 1.
- 16 GHOSH(Ashit Kumar). Documentation Officer, Department of International Relations, Jadavpur University, Calcutta 32.
- 17 GIRJA KUMAR. Librarian, Indian School of International Studies, Sapru House, Barakhamba Road, New Delhi 1.
- 18 GOEL (R K). Central Building Research Institute, Roorkee.
- 19 GOPALAKRISHNAN (N K). Technical Assistant (Library), Indian Institute of Technology, Madras 36.
- 20 GOPINATH (M A). Lecturer, DRTC, Bangalore 3.
- 21 GOPINATH (M V). Librarian, Defence Food Research Laboratory, Mysore 1.
- 22 GOVINDASWAMY (R). Librarian, British Council Library, St Mark's Road, Bangalore 1.
- 23 GUHA (B). Scientist, INSDOC, New Delhi 12.
- 24 GUNDU RAO (D). Librarian, Bharat Electronics Limited, Bangalore 13.
- 25 GUPTA (B L). Librarian, Indian Institute of Packaging, Dr AB Road, Prabhadevi, Bombay 25 DD.
- 26 GUPTA (B S S). Programmer, DRTC, Bangalore 3.
- 27 GUPTA (S B). Assistant Librarian, Delhi University Library, Delhi 7.
- 28 HEMAMALINI (B S)(Miss). Library Assistant, Institute of Horticulture Research, Bangalore 6.
- 29 IYENGAR (T K S)(Dr). Librarian, Indian Institute of Science, Bangalore 12.
- 30 IZZATH JEHAN BEGUM (Miss). Librarian, Indian Plywood Industries Research Association, Bangalore 22.
- 31 JACOB THOMAS (T). Technical Supervisor, Research and Development Establishment (Engrs), Poona 15.

List of Delegates

XB

- 32 JAIN (H C). Assistant Librarian, Delhi University Library, Delhi 7.
- 33 JAYARAMAN (P). Research Assistant to National Research Professor in Library Science, DRTC, Bangalore 3.
- 34 JEYASEELAN (R). Technical Assistant, Madurai University Library, Madurai 2.
- 35 JOGDEO (R G). Assistant Librarian, Marathwada University, Aurangabad.
- 36 JOHNSON (Irma Y)(Mrs). Library Advisor, Kanpur Indo-American Project, Indian Institute of Technology Library, Kanpur.
- 37 KASHYAP (M M). Department of Library Science, Delhi University, Delhi 7.
- 38 KAULA (P N). Professor of Library Science, Banaras Hindu University, Varanasi 5.
- 39 KHASNIS (R N). Assistant Librarian, Bangalore University, Bangalore 1.
- 40 KIDWAI (A H). Lecturer in Library Science, Aligarh Muslim University, Aligarh.
- 41 KRISHNA KUMAR. Lecturer in Library Science, University of Delhi, Delhi 7.
- 42 KRISHNAMURTHY (R). Assistant Librarian, Gas Turbine Research Establishment, Bangalore 17.
- 43 KRISHNAN (A). Scientist, Insdc, New Delhi 12.
- 44 KRISHNARAO (D B)(Dr). Professor and Head, Department of Library Science, University of Madras, Madras 5.
- 45 LANGRIDGE (D W). Principal Lecturer, School of Library Science, North-Western Polytechnic, London.
- 46 MALHOTRA (V K)(Miss). Research Scholar, University of Delhi, Delhi 7.
- 47 MEHENDALE (A R). Librarian, Sir Parashurambhau College, Poona 30.

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List of Delegates

- 48 MOHANRAJ (P A). Lecturer, Department of Library Science, University of Madras, Madras 5.
- 49 MURTHY (N N K). Foreman, Technical Information Centre, LRDE, High Grounds, Bangalore 1.
- 50 NADGIR (G B)(Miss). Assistant Librarian, Indian Institute of Science, Bangalore 12.
- 51 NAGARAJAN (K S). Officer-in-Charge, Insdoc Regional Centre, Bangalore 12.
- 52 NAGARATHNA (R A)(Miss). Chargeman, Technical Information Centre, LRDE, High Grounds, Bangalore 1.
- 53 PADMANABHAN (V S)(Dr). Scientist, TIC, Central Leather Research Institute, Adyar, Madras 20.
- 54 PANDURANGAM (S). Librarian, Geological Survey of India, Hyderabad.
- 55 PANDYA (J F). Reference Librarian, Indian Institute of Management, Vastrapur, Ahmedabad 6.
- 56 PARIMALA RAO (R N)(Miss). Bangalore University Library, Bangalore 1.
- 57 PARTHASARATHY (V V). Marketing Manager, Vulcan-Laval (India) Ltd, Bombay 1.
- 58 PATIL (M B). Senior Scientific Assistant, Institute of Armament Technology, Poona 25.
- 59 PAUL MOHAN ROY. Technical Assistant, Madurai University Library, Madurai 2.
- 60 PAVITRAN (M K). Librarian, Hindustan Machine Tools Ltd, Kalamassery, Kerala.
- 61 PRATAPALINGAM (P). Librarian, Hindustan Machine Tools Ltd, Balanagar, Hyderabad 37.
- 62 RADHA IYENGAR (MISS). Student of Library Science Course, Polytechnic for Women, Bangalore.
- 63 RAGHAVENDRA (S R). Librarian, CARS (ICAR), South Canara.

List of Delegates

XB

- 64 RAGHAVENDRA RAO (G S). Assistant Librarian,  
Indian Institute of Science, Bangalore 12.
- 65 RAJANNAN (Busnagi). Librarian, American Studies  
Research Centre, Hyderabad 7.
- 66 RAJA RAO (D Ch). Librarian, Central Tobacco  
Research Institute, Rajamundry 1.
- 67 RAJAN (T N). Officer-in-Charge, Training Course  
in Documentation and Reprography, Insdoc,  
New Delhi 12.
- 68 RAMANANDA (B S). Documentation Officer, Hindustan  
Machine Tools Ltd, Bangalore 31.
- 69 RANGANATHAN (M V). Translation Department,  
Hindustan Machine Tools Ltd, Bangalore 31.
- 70 RANGANATHAN (T). Senior Scientific Assistant,  
National Aeronautical Laboratory, Bangalore 17.
- 71 RAU (M V R). Scientist (Information), Central  
Leather Research Institute, Madras 20.
- 72 REVANNASIDDAPPA (H C). Trainee, DRTC Course  
(1969-70). S/o Chikkarevanna, Herur Post,  
Kunigal Taluk, Tumkur District.
- 73 SAINI (M L). Librarian, Institute of Post-  
Graduate (Evening) Studies, University of  
Delhi, Delhi 7.
- 74 SAMBAMURTHY (N). Library Assistant, University  
of Agricultural Sciences, Bangalore 24.
- 75 SAMPATH (H K). Assistant Librarian, Indian  
Institute of Science, Bangalore 12.
- 76 SANGAMESWARAN (S V). Scientist (Library), Central  
Food Technological Research Institute,  
Mysore 2A.
- 77 SANGANNAVAR (I C). Lecturer, Government Library  
Training School, Bangalore 20. (C/o State  
Central Library, Bangalore 1).
- 78 SANJEEVARAO (P J). Librarian, Power Research  
Institute, Bangalore 12.

XB

List of Delegates

- 79 SASTRY (K B C). Librarian, Central Library,  
Hindustan Aeronautics Ltd, Bangalore 17.
- 80 SATYANARAYANA (S). SSA, Directorate of Medical  
Sciences, Defence R&D Organisation HQ,  
New Delhi 11.
- 81 SEETHARAMAN (M N). Scientist-in-Charge, Library,  
National Aeronautical Laboratory, Bangalore 17.
- 82 SEMWAL (G P). Librarian, Defence Laboratory,  
Tatanada Palace, Jodhpur.
- 83 SHAH (P C). Librarian, Ahmedabad Textile In-  
dustries Research Association, Ahmedabad-9.
- 84 SHAHEED (K F)(Miss). Professional Assistant,  
Delhi University Library, Delhi 7.
- 85 SHUKLA (D N). Assistant Librarian, Gujarat  
University Library, Ahmedabad 9.
- 86 SIKRI (A L). Professional Assistant, Delhi Uni-  
versity Library, Delhi 7.
- 87 SINHA (M P). Trainee, DRTC Course (1969-70).  
Jadavpur University Library, Calcutta 32.
- 88 SREE RANGA (T). Foreman, Head of Technical  
Information Centre, Chief Inspectorate of  
Electronics, Bangalore 6.
- 89 SRINIVASAN (V). Assistant Librarian, Indian  
Institute of Science, Bangalore 12.
- 90 SUBBA RAO (K). Documentation Division, Hindustan  
Aeronautics Ltd, Hyderabad 37.
- 91 SUBHASHINI (K)(Mrs). Librarian, SIET Institute,  
Yousufguda, Hyderabad 38.
- 92 SUBRAMANIAN (P V S). Scientist, Central Ele-  
ctrochemical Research Institute, Karaikudi 3.
- 93 SUDHA S MURTHY (Mrs). Librarian, National  
Tuberculosis Institute, 8 Bellary Road,  
Bangalore 3.
- 94 SUGRA BEGUM (R)(Miss). Lecturer, Polytechnic  
for Women, Bangalore 1.



List of Delegates

XB

- 95 SUSEELA KUMAR (Mrs). Librarian, The British Council, 150-A Mount Road, Madras 2.
- 96 SYED MOHSIN TAQI. Librarian, Hindustan Aeronautics Limited, Belanagar Township, Hyderabad 37.
- 97 TRIPATHI (G S). Assistant Librarian, Indian Institute of Technology, Kanpur.
- 98 TYAGI (M S). Librarian, Shivaji College, University of Delhi, New Delhi.
- 99 VED PRAKASH. Librarian State Institute of Education, Kingsway Camp, New Delhi.
- 100 VENKATARAMANIAN (T V). Assistant Librarian, Bangalore University Library, Bangalore 1.
- 101 VIJ (Ved P). Deputy Director (Library), Indian Standards Institution, New Delhi.
- 102 VIRESWARA RAO (K S). Librarian, Central Training Institute for Instructors, Guindy, Madras 32.
- 103 WASAN ( RP). Librarian, Institute for Defence Studies and Analyses, Sapru House, Barakhamba Road, New Delhi 1.
- 104 RANGANATHAN (S R). National Research Professor in Library Science and Honorary Professor, DRTC, Bangalore 3.
- 105 NEELAMEGHAN (A). Professor, DRTC, Bangalore 3.

DRTC Seminar (7)(1969). XC.

TIME TABLE.

Date	Time	Particulars
Dec 1969		
15	08.15 - 09.15	Registration
	09.30 - 11.00	Inauguration
	11.30 - 12.30	Plenary session to present papers and propositions for discussion by the groups
	15.00 - 17.30	Group meetings
	18.00 - 19.30	Sarada Ranganathan Lecture 1. By Mr D W Langridge on "Teaching of Library Classification."
16 - 18	09.00 - 10.30	Plenary session to present papers and propositions for discussion by the groups
	10.30 - 11.00	Interval
	11.00 - 12.30	Plenary session to finalise the propositions discussed by the groups on the previous day
	15.00 - 17.30	Group meetings
	18.00 - 19.30	Sarada Ranganathan Lectures 2 to 4
19	09.00 - 10.30	Plenary session to finalise the propositions discussed by the groups on the previous day and Closing session
	11.00 - 12.30	Sarada Ranganathan Lecture 5.

DRTC Seminar (7)(1969). XD.

## DRAFT RULES OF PROCEDURE FOR PLENARY SESSIONS AND GROUP MEETINGS.

### 1 GENERAL

11 For each proposition presented, the mover will be allowed not more than 5 minutes at the beginning and not more than 3 minutes at the end for reply.

12 The mover of an amendment will be allowed 3 minutes at the beginning only.

13 Any other speaker on a proposition will be allowed not more than 2 minutes.

14 Any other speaker on an amendment will be allowed not more than 3 minutes.

15 Subject to the mover of a proposition being allowed to speak a second time to reply, no other person will be allowed to speak more than once on a proposition or an amendment.

16 For this purpose, an amendment to a proposition will be taken as a new proposition except that there will be no mover.

17 An amendment to a proposition should consist of one or more of the following:

- 1 Omission of certain words;
- 2 Addition of certain words; and
- 3 Alteration of certain words.

18 An amendment should not be a proposition to its negative.

19 In all cases of doubt, the Chairman's ruling will be final.

### 2 PLENARY SESSION FOR PRESENTING PROPOSITIONS

21 During the first half hour, the respective authors whose papers are covered by the propositions to be presented at the Plenary Session may, on request by members, clarify any point arising out of their respective papers. Each author will be allowed not more than 3 minutes.

22 In the Plenary Session for presenting Propositions for consideration at Group Meetings,

all the facets of the proposition to be considered will be enumerated.

23 This may be done by the Chairman or by any delegate.

24 Any delegate may suggest more than one facet for consideration.

25 There will be no voting in the finalisation of the facets for consideration.

26 The delegates will make note of the facts and bear them in mind in their respective Group Meetings.

### 3 PLENARY SESSION FOR FINALISING PROPOSITIONS

31 Each proposition will be moved by a delegate and seconded by another.

32 If there is no amendment suggested by any group, there may not generally be necessity to discuss the proposition.

33 However, any delegate may ask for a discussion.

34 If there be two or more amendments to a proposition, the Chairman will decide the sequence in which they should be taken up for discussion.

35 Each amendment as well as the final proposition will be voted upon, if found necessary.

### 4 DRAFT RULES OF PROCEDURE FOR GROUP MEETINGS

#### 41 General

411 In general, the rules of procedure for the plenary session will be observed in group meetings except that

1 A member may be allowed to speak more than once occasionally, at the discretion of the Leader:

2 There need not necessarily be a formal voting; and

3 It is sufficient if the Leader ascertains the general sense of the group.

412 As far as possible, opportunity should be given to all the members of the group to participate in the discussion.

413 The propositions referred to the group by the plenary session should be disposed of first.

414 Thereafter, the group may formulate and consider any other proposition relevant to the papers covered by the propositions formulated by the plenary session.

## 42 Leader

421 The Leader will regulate the conduct of the meeting of the group in accordance with the rules of procedure.

422 As far as practicable, as and when the discussion on a proposition is over, he should see that the proposition in its original or amended form, as the case may be, is passed on to the Convener, in order to facilitate the consolidation of the findings of the different groups and making copies of them in time for distribution before the members disperse in the evening.

423 The Leader will help the Rapporteur to complete all the instalments of the report of the group before 17.15 hours on the day of the meeting and pass it on to the Convener.

## 43 Rapporteur

431 The rapporteur will keep a record of the names of the members of the group participating in the discussion and wherever possible, indicate whether he spoke for or against any proposition or amendment.

432 A report containing the items mentioned in 431 should be done in a separate sheet and handed over to the convener by 17.30 hours on the day of the meeting.

433 Each instalment of the report on propositions as well as the report on the participating members should contain the number of the group and the date. It should also have the signature of the Leader and the Rapporteur.

## I N D E X

### Note.-

1 The index number is the number of the paper, chapter, or section of the occurrence of the item indexed.

2 The following contractions are used:

def = defined

irt = in relation to

qirt = quoted irt

### AACR

compared with CCC LB4

Absolute Syntax DA61

Abstract irt

Current leather literature GB26

Documentation list GA54

Packaging abstracts

Irrelevancy GC4

Physical form of GC352

Proposed method for GC63

Abstracting irt

Current leather literature GB42

Accelerated development of

Public health AB32

Universe of subjects AA22

Accessioning work

Time study of FA4

Accuracy in translation work KA7

Action-Action-Actor principle BB353

Action-associated isolate

as Energy isolate BC64

irt Total subject-context BC53

Problems in differentiation BC41

Adaptive doc finding system

def BA01

Strategy for BA6

Age of

citation irt Frequency JB44

self-citation JB55

Ahuja (R)

Laws of Lib Sc and change in work standard DB

Public health AB

## Index

Alphabetical subject index irt  
Dictionary catalogue system CA641  
Documentation list for food tech GA232  
Packaging abstracts GC331  
Alphabetisation irt  
Dictionary catalogue system CA533  
Amga (H L)  
Laws of Lib Sc and change in work standard DB  
Ammonium nitrate for mine blasting KB424  
Analysis  
as Energy isolate BC642  
of  
complex subject in Medicine EA6  
data on  
Cataloguing features DB6  
Findings from DB7  
citations by CBRI scientists HB 3/6  
Sub-facets irt Medicine EA5  
subjects EA  
General trends in EA71  
Implication to classification EA72  
in Medicine EA1  
Reader's query LA26  
Variance irt  
Duplication of discovery JC44  
Relation between discovery and duplication JC63  
Trend in incidence of cataloguing features DB64  
Annual seminar (DRTC) MB83  
Antibiotics  
Duplication of discovery of JC  
Data on JC3  
Distribution of JC5  
Findings of JC7  
Trend in JC4  
Antimatter AD333  
Apperception AC42  
Applied Psychology  
as a Main Subject AC76(2)  
Article  
irt Expressiveness of subjects  
in title EE21  
on atomised research  
Dissemination of MB63  
Assembly of data collection DB47  
Assignment, def BE44  
Astronautics AA71  
Astronomischer jahresbericht irt  
Astronomy JA31  
Radioastronomy JA34  
Astronomy

## Index

- Distribution of multiple authorship JA3
- Atomisation of
  - commodity production MB61
  - research
    - Impact on library techniques MB7
    - subject of industrial research MB62
- Attention AC43
- Author
  - editor-documentalist cooperation EB7
  - Number of irt Self citation JB52
  - productivity of JB22
- Availability of
  - document irt
    - Category of readers HA521
    - Time spent on HA541
  - periodical for planning
    - translation service KD43
  - personnel for translation from
    - Serbo-Croatian KD44
- Bacteriology irt
  - Multiple authorship JA221
- Baliga (B D)
  - Research and development as a factor in planning translation service KB
- Barber (B) JC16
- Barrier of language and secrecy KA21
  - Removal of KA25
- Basic Subject
  - irt Psychology AC76
  - Schedule of
    - See Schedule of Basic Subject term EB521
- "Basis" as Matter Property isolate BB72
  - Examples BB95
- Beaver and Price
  - irt Multiple authorship JA24
- Behaviourism AC352
- Bernal (J D) irt
  - Librametry DA1
  - Science of science JC15
- Bernoulli(D) AD32
- Bhattacharyya (G)
  - Cataloguing research LB
  - Postulate-based subject heading CA
- Bias relation BB3
  - def BB31
  - Examples BB91



## Index

Kinds of subjects in BB33  
Proposition on PA  
Biased phase sequence BB351  
    opposing reasons BB353  
    Supporting reasons BB352  
Biasing phase sequence BB353(1)  
Bibliografija jugoslavija KD43  
Bibliographical control of translation KD52  
Bibliography and index of geology  
    exclusive of North America JA33  
Big science JA11  
Bilateralism in translation service KA12  
Bioclimatology AA613(4)  
Biologist AA12  
Biomedicine  
    irt Multiple authorship JA22  
Biorhythmics AA614  
Blasting  
    Research and development in KB4  
Boltzman (Henri) AD32  
Bond strength, Theory of  
    See Theory of Bond Strength  
Book  
    collection in tech lib FB02  
    production in Yugoslavia KD71  
        Science  
        Translation of KA20  
    selection  
        irt Librametry DA5  
Border science AA5/8  
    def AA51  
    Enumeration of AA52  
Boulding (K E)  
    irt Cross-disciplinary specialisation AA832  
        General system theory AA81  
        Two-parented hybrid discipline AA42  
    qirt  
        Effect of specialisation AA24  
Brentano AC352  
British  
    national bibliography irt  
        Books in Medicine EA1  
        Subject heading in CB52  
    technology index CB4  
Buche (V V)  
    Universe of subjects and duplication of  
        discovery JC

## Index

Canon of  
  Ascertainability AC77  
  Permanence AC77  
  Recall value LB3  
    Formulation of LB35  
    irt Entry word LB33  
Catalogue card irt  
  Reclassification  
    Filing of FB27  
    Finding out FB21  
Cataloguing  
  code irt Recall value LB34  
  feature  
    Analysis of variance in DB64  
    Date on DB5  
      Statistical analysis of DB6  
      Findings from DB7  
    Survey of DB  
      Laying down objectives DB41  
      Procedure in DB4  
      Steps in work DB40  
    Test of trend DB61  
irt  
  Librametry DA7  
  Reclassification FB24  
    Policy decision on FB12  
research  
  in India LB2  
  Report for 1969 LB  
  Time study of FA5  
  Work standard for  
    Proposition on RB  
Categorisation  
  dof BE43  
  irt Computer BE4  
CC  
  and UDC  
    Compatibility between LA7  
  Class number irt DC DA62  
  devices irt computer LA84  
  Digits, use of LA4  
  Ed 7 LA6  
  Energy isolate BC  
  Facet sequence BD  
  phase relation in BB3/6  
  Position of Psychology in AC74  
  Property isolate BC  
  Relation between two subjects BB

## Index

- CCC
  - comparison with AACR LB4
  - Census of significant contribution to
    - Engineering AA151
    - Public Health AB34
  - Central
    - Building Research Institute
      - Survey of document usage HB
    - Food Tech Research Institute
      - Documentation list GA1
    - Mining Research Station (Dhanbad)
      - Data on translation KB72
      - process in Psychology AC43
    - Ceramics See glass and ceramic technology
    - Certificate course in
      - Serbo-Croatian language KD531
    - Chadwick (J) AD331
    - Chain procedure CB22
    - Chandrasekharan (S) DA41
    - Characteristics of
      - citations in Indian j pure and applied phys JB3
      - 1st Periodical documents JB4
      - documents cited by Indian Physicists JB
      - self-citation in Indian j pure and applied phys JB5
  - Chemical
    - abstracts 1st Multiple authorship in
      - Biomedicine JA22
      - Chemistry JA21
      - thermodynamics AD321
    - Chemistry 1st Multiple authorship JA21
    - Choice of heading for
      - general subject entry JA821
      - specific subject entry CA811
  - Citation
    - in Indian j pure and applied physics
      - Characteristics of JB3
      - Distribution of JB31
      - of contribution by Indian authors JB6
      - to non-periodical document JB32
      - periodical document JB4
    - of document by
      - Indian physicists JB
      - Findings of survey on JB8
      - readers of library HB2
      - specialists in CBRI
        - Data on Indian and foreign contribution of HB3
        - Survey of HB4
          - Findings of HB7
          - Observation on HB5
        - Standards and patents by
          - Specialists in CBRI HB6

## Index

Cited  
document  
Entry for JB14  
periodical  
Frequency of citation JB41  
by Age JB44  
Country of origin JB42  
Subject-wise JB45  
Year of publication JB43  
Citing document  
Entry for JB13  
Selection of JB12  
Clarke (B I) JA22  
Class  
index entry  
for doc list GA53  
irt Reclassification FB33  
number in CC and DC DA62  
Length of DA62  
stability  
def BAO4  
irt Resolution BA5  
vs Obsolescence BA72  
Classes of characteristics  
List of BE23  
Classification  
and subject analysis Part B  
Propositions on PA/PD  
irt  
Computer-aided finding LA8  
Current leather literature GB44  
Data management system BE3  
Attitude towards BE25  
Documentation list GA52  
Librimetry FA6  
Psychology AC7  
Reclassification  
Checking of FB25  
Policy decision on FB11  
Subject heading BE31  
Real purpose of MC5  
research  
Report for 1969 LA  
scheme irt Process control BE93  
Time study of FA5  
Work standard for  
Proposition on RB  
Classificationist irt  
Study of analysis of subjects EA72  
Classificatory language  
vs Natural language CB7  
Classified catalogue  
code See CCC  
system CA1

## Index

Helpful feature of CA12  
Clausium (R J E) AD31  
Clientele served by  
    Current leather literature GB27  
Clump analysis BA71  
Cluster formation BA1  
    Influencing factors in BA11  
Coal mining  
    Research and dev in India KB2  
Collaboration pattern in  
    multiple authorship JA514  
Collaborator  
    Analysis of variance for DB642  
    Incidence of DB74  
Collection of books for reclassification FB20  
Colon Classification  
    See CC  
Combination  
    irt Universe of subjects AA3/7  
    of facets in Medicine EA3  
Comparative study in distribution of  
    multiple authorship JA4  
Compatibility of CC and UDC LA7  
Complete bibliography BA3  
Complex subjects in Medicine  
    Analysis of EA6  
Compound  
    Basic subject BB742  
    subject  
        Rounds in BD53  
Computer  
    aided finding irt Classification LA8  
    in document finding system BA73  
    irt Categorisation BE4  
    structure in data handling BE7  
    use in mining engineering KB6  
Computers and categorisation BE  
Conflict of Authorship  
    Person vs  
        Corporate body LB42  
        Person LB41  
Conservation  
    law  
        Crisis of AD5  
        Recovery from AD52  
        def. AD11  
        Development of AD1  
        Enumeration of AD12  
        Failure of AD4  
        irt Elementary particles AD6  
        See also Law of conservation  
of  
    energy  
        Historical dev of AD7

## Index

- irt Spiral of scientific method AD2
- Law of
  - see Law of conservation of energy
- parity AD43
- strangeness AD42
- Content structure BE73
- Continuous watch-time study PA3
- Contribution in Indian j pure and applied phys JB21
- Contributors irt
  - Behaviourism AC352
  - Conservation of energy AD7
  - Gestalt Psychology AC353
  - Psychoanalysis AC351
  - Psychology AC34
- Cooperation among
  - Author-Editor-Documentalist EB7
- Coordinate isolates irt
  - Dictionary catalogue system CA732
- Cost analysis irt
  - Personnel for Current leather lit GB53
  - Preparation of doc list GA4
  - Reclassification FB8
- Country of origin of cited
  - periodical JB42
- Course in Serbo-Croatian
  - language in India KD32/33
- Cover-to-cover translation irt
  - Foreign periodicals KA4
  - Glass and ceramic technology KC63
  - Serbo-Croatian document KD46
- Coverage of document irt
  - Study of citations HB21
- Cowan (C L) AD332
- Critical stability BA2
- Cross
  - disciplinary specialisation AA832
  - reference index entry
    - Cyclical rendering of CA8
    - Proposition on QD
- CSIR Conference of
  - Information Scientists (Mysore (1963) K03
- Cultural need for
  - translation of books KA1
- Current leather literature GB2
  - Job analysis for GB54
  - Operation analysis for GB5
  - Personnel for GB3
  - Structure of GB28
  - Work analysis for GB4
- Cybernetics AA62
- Cyclical rendering of Cross
  - Reference Index Entry CA8
  - Proposition on QD

## Index

Dastur (K M)  
Preparation of a documentation list GA  
Data  
collection irt  
Cataloguing features DB43  
Procedure for DB44  
Record of DB444  
Short-range reference questions HA3  
description  
def BEO1  
Rationalisation of BE91  
for calculating mean time  
and standard deviation HB42  
handling BE41  
Computer structure in BE7  
Internal vs External representation BE42  
management system BE  
by data BE81  
on  
cataloguing feature DB5  
Analysis of DB6  
Findings from DB7  
discovery and duplication of antibiotics JC3  
documents cited by CBRI scientist HB22  
Analysis of HB 3/6  
expressiveness of raw title EB3  
multiple authorship in Astronomy JA32  
short-range reference question  
Items of information HA34  
Two periods HA351  
subjects  
involving phase relation BB431  
not involving phase relation BB133  
Deductions from Law of Conservation of Energy AD3  
Delhi Univ course in  
Serbo-Croatian language KD33  
Demand of industries on library  
profession: Documentation MB  
Depth schedules constructed  
during 1969 LA5  
De Sarkar (B K)  
Some aspects of translation service KC  
Descartes (R) AD224  
Design of depth schedules  
Step by step procedure in LA53  
Deuteronomy AB31  
Devadason (F J)  
Laws of lib sc and change in  
work standard DB  
Subject specialists' view of the  
Universe of subjects AA

## Index

- Development of
  - psychology AC3
  - public health AB3
  - service in England AB32
- Dictionary catalogue system
  - Approximating the classified catalogue CA21
  - Cyclical rendering of Cross Ref Index Entry
    - Proposition on QD
  - Heading for general subject entry CA532
  - Inadequacy of CA73
  - Increasing the efficiency of CA71
  - Parallel arrangement with
    - classified sequence CA534
  - Postulate-based subject heading CA3
    - Facet analysis CA531
    - General subject entry CA64
      - Helpfulness of CA642
    - Observation on CA6
    - Selection of documents CA531
  - Project on subject heading CA5
- Differentiation of
  - Energy isolate from Property isolate BC
    - Proposition on PC
  - science from non-science
    - Proposition on ND
- Digits in CC
  - Research on use of LA4
- Diploma course in
  - Serbo-croatian language KD332
- Discovery
  - Duplication of
    - see Duplication of discovery
  - Relation with duplication JC6
- Distribution
  - of
    - citation in Indian j pure and applied phys JB31
    - contributions in Indian j pure and applied phys JB2
    - duplication of discovery JC5
    - multiple authorship
      - Comparative study on JA4
      - in Astronomy JA3
      - other subjects JA2
    - self-citation in Indian j pure and applied phys JB51
  - work irt
    - Current leather literature GB46
- Divergence irt
  - Multiple subject heading CB54



## Index

### Document

- Change in nature of use of MB3
- Citation of
  - see citation of document
- coverage in
  - Current leather literature GB22
  - Packaging abstracts G0322
- finding system
  - and subject heading CB
  - Design of AAO
  - irt Laws of lib sc CAO
  - on mining in India KB12
  - selection by user
    - Problem of MC4
  - usage in a specialist library HB
  - Use of MB2

### Documentalist

- Author-Editor cooperation EB7
- irt Translation service KA27
- Training of KA8
- Work of WA6

### Documentation

- def GC11
- Emergence of MB1
- irt Expressive title EB62
- list
  - for food technology GA2
  - Objectives of GA71
  - Promotion of use of GA6
  - Use of
    - outside CFTRI GA73
    - within CFTRI GA72
  - for packaging
    - Present method GC3
    - Proposed method GC6
  - Ideal GC5
  - in CFTRI GA1
  - Preparation of
    - Increase in productivity GA5
    - Work measurement for GA3
  - User study of Part G
  - Proposition on TA
- service
  - def GC12
  - Efficiency of MC3
  - Kinds of GC2
  - for packaging
    - Deficiency in GC4
  - irt User's needs HB11

## Index

Loss due to absence of MB4  
Preventive measure against MB5  
Drilling  
Research in KB4  
DRTC  
and its work MB8  
research cell  
Report for 1969  
1 Classification LA  
2 Cataloguing LB  
3 Librametry LC  
Duplication  
and discovery JC6  
of discovery  
def JC21  
of antibiotics  
Data on JC3  
Distribution of JC5  
Rate of JC41  
Study of JC  
Findings of JC7  
Trend in JC4  
Wastage due to JC14  
Dynamic  
phase relation BB22  
programming BA71  
Ecology  
as Matter Property isolate BB741  
Economy in  
general subject entry CA66  
number of LC subject heading CB12  
translation work KA72  
Editing irt  
Current leather literature GB43  
Editor-Author-Documentalist cooperation EB7  
Education  
for librarianship  
Foreign languages in KA243  
of translator KA35  
Efficiency of  
Classified catalogue system CA11  
Dictionary catalogue system CA71  
Eiconics AA832  
Einstein (A) AD52  
Electronic doc-finder  
irt Librametry DA91  
Elementary particles AD6

## Index

Ellipsis in title EB5  
Emotion AC43  
Empirical  
    principles irt conservation of energy AD22  
    studies in psychology AC34  
Energy isolate BC2  
    and property isolate BC  
    Attributes of BC71  
    following kernel idea BC7  
    Proposition on PC  
    term irt  
        Ellipsis in title EB54  
Engineering  
    Significant contribution in AA151  
England  
    Development of public health service AB32  
English catalogue EA1  
Entry for  
    cited document JB14  
    citing document JB13  
    documentation list for food tech GA23  
Enumerative scheme for classif  
    compared with pre-determined  
        subject headings CB16  
Environment as  
    Matter-property isolate BB741  
Eponym in title EB523  
Equilibrium in Univ of Subjects AA21  
Established border science AA6  
"Evaluation" point of view  
    in facet relation BB86  
Experiment and data  
    irt Conservation of energy AD21  
Experiment in psychology AC34  
Expressive title  
    Need for LB14  
Expressiveness of subject in  
    titles of articles EB  
        Data on EB3  
        Help to documentation EB62  
        Omission of EB5  
        Procedure in study of EB2  
        Proposition on SB  
External representation  
    vs Internal representation BE42

Facet  
    analysis BD52

## Index

- irt
  - Expressiveness of subject in title EB22
  - Medicine EA2
    - Combination of EA3
    - Relation between two subjects BB122
    - Subject heading for DCS CA531
  - Latent fallacy in BD51
  - Misconception about CB4
  - Sequence of kernel ideas in BD3
  - Reversal of BD4
  - Subjects for BD1
  - Use of CB4
  - vs Conventional subject cataloguing BE32
  - relation between two subjects BB7
  - sequence in CC
    - Postulates for BD2
    - Principles for BD2
    - Problem in BD
    - Solution to BD5
  - syntax BD4
  - irt Level cluster principle BD53
  - Librametry DA61
- Failure of conservation law AD4
- Feature heading GA53
- Feeling AC43
- Feibleman AA832
- Fermi AD332
- Filing of catalogue card FB27
- Financial support irt
  - Multiple authorship JA511
  - Research in Physics in India JB26
- Five
  - faceted subjects in Medicine EA34
  - laws of library science
  - Formulation of MB3
- Flow charting irt
  - Preparation of Current leather literature GB47
  - Reclassification FB31
  - Work study in technical processing FA2
- Formulae and tables for statistical work DB64
- Forward Rendering in subject heading
  - for Dictionary Catalogue CA51
- Four faceted subjects in Medicine EA33
- Fragmentation of Univ of subjects AA23
- Free collaboration JA514
- Freely faceted classification
  - for subject heading CB16
  - Foundation of BD520
  - irt Manifestation of different (FC) BC8
- Frequency of publication of
  - Current leather literature GB25

. Index

Freud AC351  
Fry (T O) DA33  
Fuel oil explosives in  
mine blasting KB424  
Fundamental  
category  
    irt Perpetual classif BA74  
    Postulate of BC1  
law irt  
    Conservation of energy AD23  
  
Gell-Man (M) AD423  
General  
    frame work of psychology AC41  
    subject entry  
        Advantage of CA72  
        for Dictionary Catalogue  
        Current practice in CA621  
        Helpfulness of CA642  
        Suggested method of CA622  
    Heading for CA532  
    Rules for CA82  
    systems theory AA81  
Generalised documentation service  
    Characteristics of GC23  
    def GC21  
    for packaging  
        Deficiency in GC4  
        Case study GC42  
Geo-ecology AA613  
Geological survey of India (Calcutta)  
    Time and motion study of tech processing FA  
Geology irt  
    Multiple authorship JA33  
Germ theory AB32  
Gestalt psychology AC353  
Ghatage (V M)  
    Inaugural address MC  
Gibbs (J W) AD321  
Glass and ceramic technology  
    Translation service for KC  
    Demand of KC1  
Goel (R K)  
    Document usage HB  
Goodness of fit JC52  
Gopalakrishnan (N K)  
    Reclassification FB

## Index

Gopinath (M A)  
    Analysis of subjects   EA  
    Classification research   LA  
    Problem in Facet sequence in CC   BD  
    Subjects preserving relation  
        between two subjects   BB  
Grammar of science . AC71  
Griffel (D M)  
    Computers and categorisation   BE  
Group meetings and  
    plenary sessions   N/U  
Growth  
    curve of univ of subjects   JC13  
    of multiple authorship   JA  
    Univ of subjects   BA12  
    process  
        Drive towards stability   AA2/4  
        of living organism and  
            univ of subjects   AA12  
            Comparison of   AA121  
            Illustration of   AA13  
Guidance in use of library  
    irt Category of readers   HA524  
    Time spent on   HA544  
Guiding principle for  
    change of work standard   DB21  
    work standard in library   DB11  
Gundu Rao (D)  
    Laws of lib sc and  
        change in work standard   DB  
Gupta (A K)  
    Characteristics of documents  
        cited by Indian Physicists   JB  
Gupta (B L)  
    Individualised documentation service  
        for packaging   GC  
Gupta (B S S)  
    Universe of subjects and  
        duplication of discovery   JC  
    Vote of thanks   MD

Hagstrom   JA514  
Hall (G S)   AC35  
Hartog committee on  
    Examinations   DA11  
Heading for  
    general subject entry   CA532  
    Rules for CA82  
    specific subject entry   CA81

## Index

Helmholtz (H von) qirt  
    Law of conservation of energy AD23  
Heterogeneity of regression JC45  
Hirsch and Singleton JA23  
Homeostasis AA2  
Homonym  
    irt Translation work KA34  
    Resolution of CB651  
Human ecology AB52  
Hybrid discipline AA41  
Hydraulic mining KB221  
    irt Open cast mining KB321

Iaslic irt  
    Panel system in translation KC51

Idea  
    Addition of JC1  
        Growth-curve of JC13  
        of property BD62  
        plane  
        Research in LA3  
Ideal documentation list GC5  
Inaugural address MC  
Incidence of  
    facets in Medicine EA21  
    Trend in EA22  
    isolate ideas in Medicine EA4  
    phase relation in Medicine EA6

Index  
    of trend in duplication of discovery JC41  
    translationum KA13

Indexing for  
    Current leather literature GB44

India  
    Research and develop in mining KB2/6  
    Translation of Serbo-croatian documents KD  
        Personnel for KD3  
    Translation service in KA6

Indian  
    authors  
        irt Citation by physicists JB6  
    Institute of  
        Packaging  
        Documentation service in GC  
        Science library  
        irt staff formula DA21  
    Journal of pure and applied physics JB2  
        irt Study of citation JB11

## Index

- Indicator digit for
  - component of
    - Forward multiple subject heading CB652
    - Reserve multiple subject heading CB653
  - property BD72
- Individualised documentation service
  - Characteristics of GC23
  - def GC22
  - for packaging GC
  - Proposed method of GC6
- Industrial loss due to
  - absence of documentation MB4
  - Preventive measure against MB5
- Influence relation BB5
  - def BB51
  - Examples of BB93
  - Kinds of subjects in BB53
- Information
  - Exchange Group JA24
  - theory BA73
- Input process in psychology AC42
- Insdoc
  - irt Panel system in translation K051
  - list irt Expressive title EB14
  - Seminar on Translation (1965) KC3
- Institut za Naučno-Techničku Dokumentaciju i Informacije (INIDI) KD43
- Institutional contribution in
  - Indian j pure and applied phys JB25
- Integrative discipline AA8
- Interconversion of energy AD223
- Inter-departmental
  - inter-disciplines AA44
- Interdisciplinary activity AA4
- Internal representation
  - vs External representation BE42
- International
  - economy in research KA21
  - Federation of Translators Congress (1959) KC3
  - Labour Office DA21
  - nomenclature irt Translation KA33
  - Summer School on Public Libraries DA1
- Interpretation
  - as Matter property isolate BB73
  - Examples BB96
- Interrelation of
  - Psychology with other subjects AC21
  - Chart AC22
  - Public health with other subjects AB41
- Inventory catalogue BE52



## Index

Irrelevant abstract  
in Packaging abstracts GC41  
Case study of GC42

Isolate  
for psychology AC75  
idea  
Analysis BC642  
for facet relation as  
Basis BB72  
Ecology BB74  
Evaluation BB86  
Interpretation BB73  
in Medicine  
Incidence of EA4  
Measuring BC641  
Treatment BC643  
number by computer LA84  
term in [2P] EB55

Jayarajan (P)  
Analysis of subjects EA  
Jenner AB32  
Job analysis for  
Current leather literature GB54  
documentation list GA3  
Joule AD212  
Journal of bacteriology JA221

Kapur (V P)  
Resolution and class stability  
of perpetual classification BA  
Kelvin AD225  
Kempthorne JC45  
Kernel  
idea  
correlated with (F C) BA74  
following Energy isolate BC7  
Kinds of BD61  
term by computer LA82  
Kinetic  
energy AD225  
theory of gases AD32  
Knowledge irt  
Fields of investigation AC11  
Koch (Robert) AB32  
Kochen (M) and Uhr (L) girt  
Theory of value in doc finding system BA61

## Index

Krishna Rao (D B)  
Vote of thanks WB2  
Kuhn (T) JC12  
Kull (F C) JA221  
KWIC Indexes EB14

Lagrange (J L) AD225  
Language  
coverage by  
    Current leather literature GB24  
    Packaging abstracts GC323  
    irt Planning of translation service KB01  
Latent  
    class analysis BA71  
    fallacy in analysis BD51  
Law of  
    conservation  
        of energy AD23  
        Deduction and application of AD3  
        mass energy AD52  
        parity AD432  
        strangeness AD422  
        see Conservation law  
Library science  
    and change in work standard DB  
    irt  
        Document finding system CAO  
        Documentation GC11  
        Expressive title EB62  
        Universe of subjects AA11  
    Violation of irt  
        Packaging abstracts GC43/45  
parameter DB21  
parsimony DB11  
Layout of Packaging abstracts GC33  
L C  
    Class Number irt  
        Chain procedure CB22  
    subject headings  
        Difficulty in use of CB14  
        Number of subjects in CB11  
        Systematic procedure for CB54  
Learning AC43  
Lee (T D) AD433  
Leibniz AD224  
Le Meister (H) DA1  
Level  
    cluster principle BD53  
    of Matter  
        Postulate of BD54

## Index

Leviticus AB31  
Librametry  
    and its scope DA  
    Earlier practice of DA11  
    Genesis of DA1  
    irt  
        Book selection DA5  
        Cataloguing DA7  
        Classification DA6  
        Deposit libraries DA32  
        Electronic doc-finder DA91  
        Library building DA33  
        Library work DA2  
        Service libraries DA32  
        Viability of rural library DA31  
    Proposition on RA  
    Research report for 1969 LC  
    Scope of LC3  
Librarian's  
    education irt Foreign language KA243  
    function as translator KA242  
    interest irt Addition of ideas JC11  
Library  
    irt Translation service KA15  
    science curriculum  
        Statistical calculus in DA92  
    service  
        change in user MB2  
    technique irt  
        Atomisation of research MB7  
    usage  
        Statistical study of Part H  
    work irt  
        Operations research DA4  
        Sampling DA8  
Linear relation between  
    discovery and duplication JC62  
Literary warrant for  
    Psychology A071  
Local translation service  
    on demand KA51  
Locating document  
    irt Category of readers HA522  
    Time spent on HA542  
Logistic growth pattern AA15  
LS combination  
    see Subject-language combination

## Index

Machine structure  
    irt System data BE72  
Madras University Library  
    Use of Librametry in irt  
        Staff DA2  
        Transfer of books DA41  
        Use of books DA2  
Mahalanobis MB81  
Main  
    class  
        Construction of schedules of LA51  
        status for psychoology in CC AC72  
    entry in doc list GA231  
    subject  
        scatter in Dictionary Catalogue CA731  
Management of translation service Part K  
    irt Serbo-Croatian language KD5  
Man  
    hours spent for  
        preparation of doc list GA41  
        reclassification FB7  
    power irt  
        Multiple authorship JA513  
Manual on basic principles of lot sampling DA8  
Martyn (J) girt  
    Duplication of discovery JC14  
Maryland symposium on Foundation  
    of Syntactic Relations in Classification DA61  
Mass blasting KB422  
Master codelist BE621  
    interrelation with target codelist BE63  
Mathematical  
    approach in perpetual classification BA71  
    reviews JA21  
Matter  
    isolate term LB523  
    property  
        facet, Qualifiers in EB53  
    isolate  
        See Property isolate  
Maxwell AD32  
Mayer (R) AD221  
McIntosh (Stuart D)  
    Computers and categorisation BE  
Mean and standard deviation  
    Calculation of HB423  
Measuring as Energy BC641  
Mechanised open cast mining KB3  
Medical  
    sociology AB51  
    subject headings CR53

## Index

Medicinskaja bibliografija    KD43  
Memory    AC43  
Merton    JC16  
Meta data    BE6  
      def    EE03  
      irt Data description management    BE82  
Method  
      as a Kernel idea    BB8  
      of  
          analysis of subject    EA12  
          least squares    JC43  
Micro document  
      irt Afro-Asian countries    KA26  
Mind    AC71  
Mine mechanisation in India    KB2  
Mining engineering in India    KB1  
      Survey of trend in    KB2/6  
Model of  
      document finding system    BA6  
      growth of multiple authorship    JA62  
Modified poisson distribution    JC51  
Mossbauer effect    AD62  
Motivation in psychology    AC43  
Multi  
      hybrid disciplines    AA45  
          irt General Theory of growth    AA47  
          Theory of individual behaviour    AA46  
      parented hybrid discipline    AA43  
Multiple  
      authorship  
          Distribution of    JA2/3  
          Comparative study in    JA4  
          Trend in    JA37  
          Growth of    JA  
          Influence of subject matter in    JA61  
          Model in    JA62  
          Influencing factors in    JA51  
          irt Big science    JA11  
      subject heading  
          Difficulties in    CB65  
          Divergence in    CB54  
          Indicator digit for  
              forward rendering    CB652  
              reverse rendering    CB653  
          Inflexional form in    CB631  
          Avoidance of    CB632  
          Near-concurrence in    CB52  
          Partial concurrence in    CB53  
          Resolution of homonym    CB651  
          Reverse 'see reference'    CB62  
Multiplicity index    JA41

## Index

National  
library system  
    irt Librametry DA3  
Translation  
    Centre KD53  
        Proposition on UB  
        Suggestion for KC7  
    service KA51  
        Location of KA52  
Natural language vs  
    Classificatory language  
        irt Subject heading CB7  
Needham girt  
    Theory of integrative levels AA832  
Needham (R M) BA71  
Neelamegham (A)  
    Energy isolate and property isolate BC  
    Librametry LC  
    Postulate-based subject heading CA  
    Problem in facet sequence in CC BD  
    irt  
        Loss due to absence of documentation MB4  
        Savings due to documentation service MB5  
    Subjects presenting relation between two  
        subjects BB  
    Universe of subjects and duplication  
        of discovery JC  
    Vote of thanks WB1  
    Welcome address MA  
Neutrino AD332  
Neutron DA331  
New propositions VA  
Non.  
    established border science AA7  
    periodical document cited in  
        Indian j pure and applied phys JB32  
Norm of data  
    def BE05  
Novikoff AA832  
Nuclear blasting KB423  
  
Object data BE51  
    def BE02  
Obsolescence  
    vs Class stability KA72  
O'Connor (Jean G)  
    Growth of multiple authorship JA  
Operation  
    analysis irt

## Index

- Preparation of Current leather literature GB5  
research irt  
    Arrangement in stackroom DA42  
    Library work DA4  
        Proposition on RA  
    Mining engineering KB6  
    Perpetual classification BA71  
    Transfer of books DA41  
Organisation for data  
    collection DB47  
Organism, Growth process  
    Compared with Universe of Subjects AA121  
Output process in psychology AC44
- Packaging  
    abstracts GC3  
        Coverage of GC32  
        Dericiency in service with GC4  
        irt Laws of library science GC43/45  
    Documentation service for GO  
        Present method of GC3  
        Proposed method of GC4  
Padmanabhan (V S)  
    Preparation of Current leather literature GB  
Page in machine structure  
    in computer BE72  
Panel system of translation work KC51  
    Failure of KC61  
Parity AD431  
Parker-Rhodes (A F) BA71  
Participants in seminar  
    Average age-group WA3  
    Frequency  
        curve of WA5  
        table of WA4  
Particle physics AD42  
Passive phase relation BB21  
Pasteur AB32  
Patents  
    Use in OBRI library HB62  
Pauli AD332  
Pearson AC71  
Peltier (Jean) AD223  
Penumbra subject  
    irt Public health AB5  
Perception AC42  
Periodical  
    Availability of  
        irt Planning translation service KD43

## Index

- coverage in Current leather literature GB23
- Criteria for citation study of JB01
- wise distribution of
  - citation JB41
  - self-citation JB54
- Periodicity of Packaging abstracts GC35
- Perpetual classification
  - Critical stability in EA2
  - def BAO2
  - Method of developing BA4
  - Mathematical approach in BA71
- Personality
  - in psychology AC43
  - isolate term EB522
- Personnel for
  - preparation of
    - Current leather literature GB3
    - Cost analysis of GB53
    - Kinds of work for GB52
    - documentation list GA41
  - reclassification FB4
  - Salary of FB81
  - Work
    - Assignment of FB5
    - Measurement of FB6
  - short range reference question HA61
  - technical translation KA3
  - Education for KA35
  - from Serbo-croatian language KD3
  - Availability of KD44
  - Training of KA63
- Phase relation BB3/6
  - Data on subjects EB131
  - Incidence of
    - 1st Medicine EA6
- Philosophische studien AC71
- Philosophy-based psychology AC332
- Physical
  - embryology AA611
  - form of Packaging abstracts GC34
  - Proposed for GC63
  - neurology AA612
  - structure in computer BE72
- Pilot study of
  - survey of cataloguing features DB45
- Planning translation service KBO
  - for mining engineering in India KB71
  - in Serbo-croatian language KD4
- Plenary sessions and
  - Group meetings N/U



## Index

- Policy decision
  - irt Reclassification FB1
- Popularity of subject
  - influencing multiple authorship JA512
- Post determination of
  - class number CB5
  - subject heading CB5
    - from postulational method of classif
    - Proposition on QC
  - Helpfulness of CB60
  - Proposition on QA
- Postulate
  - based subject heading
    - for classified catalogue system CA1
    - Dictionary catalogue system CA
  - Proposition on QB
  - irt specific subject approach CA64
  - of classification 3D2
    - fundamental categories BC1
    - levels of Matter BD54
    - library science AA11
    - psychology AC62
- Postulational method of classif
  - irt Post-determined subject heading
    - Proposition on QC
- Pre-determined subject heading CB1
  - compared with
    - Enumerative scheme for classif OB16
  - Difficulty in use of CF14
- Prediction irt
  - Conservation law AD41
  - Law of conservation of energy AD33
- Preparation of
  - book irt Reclassification FB25
  - Checking of FB26
  - Current leather literature GB
  - documentation list GA
- Pre-splitting technique KB421
- Pre-view of CC Ed 7 LA6
- Price
  - irt
    - Logistic growth pattern in subjects AA15
    - Multiple authorship in
      - chemistry JA21
      - Information Exchange Group JA24
  - qirt
    - Duplication of discovery JC16
    - Importance of an article JB71
- Principle
  - for subject heading CA3
  - of classification BD2

## Index

conservation of mechanical energy AD225  
decreasing concreteness BD2  
Probability and its engineering news DA33  
Problem  
for pursuit  
irt subject heading CB6  
in Facet sequence in CC BD  
Procedure for  
analysis of subject FA1  
Study of  
change in cataloguing features DB4  
citation of document by Indian Physicists JB1  
expressiveness of subject in titles EB2  
time study in technical processing FA3  
Process control BE8  
Classification scheme in BE93  
Procrustean bed CB15  
Productivity in preparation  
of documentation list GA5  
Professional staff  
irt Reclassification FB42  
Proforma for collecting data on  
cataloguing features DB441  
short-range reference questions HA33  
Program management system BE11  
Project on subject heading  
for DCS CA5  
Promotion of use of  
documentation list GA6  
Property  
as a non-isolate idea BD6  
Advantages of BD71  
Proposition on PD  
def BC61  
Idea of BD62  
Indicator digit for BD72  
isolate B03  
Action-associated BC41  
Examples of BC42  
Criteria to denote B051  
Application of B052  
Differentiation of B063  
Proposition on PC  
irt Subject BC6  
Total subject-context BC53  
Methodology to select BC62  
Problems in differentiation B0  
Solution to B05  
Use of irt Facet relation BB71  
qua property as a kernel idea

## Index

Proposition on PD  
Psychoanalysis AC351  
Psychologische studien AC71  
Psychology  
Development and structure of AC  
Current trends in AC36  
History of AC3  
Interaction with other subjects AC21  
1st Classification AC7  
Main Class AC72  
Study of behaviour AC61  
Major ideas in AC4  
Methodology of study AC5  
of sex DA5  
Position in schedule of (BS) AC74  
Postulates of AC62  
Scope of AC2  
Systems of  
Proposition on NC  
Psycho-physics AA61  
Psychosomatic  
factor as Matter-Property isolate BB852  
medicine BB85  
Alternative classification for BB852  
as Fused Main Subject BB851  
Proposition on PB  
Public health  
Contributions to AB34  
Development of AB  
History of AB3  
1st Penumbra subjects AB5  
Major fields of interest in AB4  
Scope of AD1  
Specials Basic Subject in AB42  
Proposition on NB  
Structure of AB  
Publishers' trade list annual BB121  
Pulsar JA35  
  
Qualifier in Matter-property facet EB53  
Quantification  
and librarmetric study D/J  
Proposition on RA/RB  
1st Process control BE83  
Problem of BE24  
  
Radioactive element AD51  
Radioastronomy

## Index

as a big science JA36  
irt Multiple authorship JA34  
Raghavendra Rao (G S)  
Short-range reference questions HA  
Raines (F) AD332  
Ranga Rau (M V)  
Preparation of Current leather literature GB  
Vote of thanks WB3  
Ranganathan (S R)  
Demand of industries on the  
library profession MB  
irt Library of Congress CB21  
Fundamental categories in  
perpetual classif BA74  
Wrong impression about chain indexing CB23  
Librametry and its scope DA  
Opening address at seminar (7)(1969) MB  
Subject heading and doc finding system CB  
Triangle in translation service KA  
Valedictory address WA  
Rankine (W J M) AD225  
Reader  
behaviour  
irt Survey of document usage HB12  
Category of  
irt Short-range ref question HA353  
Comment on HA53  
Table HA43  
Time spent on  
Comment on HA55  
Table HA45  
Reader's query  
Analysis of LA26  
Reading list irt  
Short-range ref questions HA563  
Recall value LB34  
Concept of LB32  
Reclassification FB  
by UDC FB22  
Cost analysis of FB8  
Data on  
average output FB6  
man hours spent FB7  
Need for FE03  
Personnel for FB4  
Policy decision for FB1  
System analysis of FB2  
Work-flow for FB3  
Reference question  
kinds of HA11

## Index

- Short-range
  - see Short-range reference questions
- Referent
  - Characteristics of BE22
  - def BE21
- Regression analysis irt
  - Cataloguing features DB612
  - Duplication of discovery JC43
- Relation between two subjects
  - Kinds of phase relation in BB6
  - Chart BB94
  - Study of BB
    - Procedure for BB12
- Relational process, def BE06
- Religion-based psychology AC331
- Rendering of heading for
  - general subject entry CA822
  - specific subject entry CA812
- Repeated citation
  - by Indian physicists CB7
  - def JB72
- Research
  - and development
    - in Mining in India KB2/6
    - irt Planning translation service KB
  - in
    - documentation by staff of DRTC MB84
    - Relay
      - Need for translation service in KA21
      - Yugoslavia KD21
    - irt Translation of micro documents KA2
  - scholar
    - irt Short-range reference question HA532
    - Outside HA561
- Reshelving of books FB13
- Residual for linear relation JC621
- Resolution
  - def BA03
  - irt Class stability BA5
- Revanasiddappa (H C)
  - Laws of library science and
    - change in work standard DB
  - Spiral of scientific method AD
- Reverse
  - rendering of subject heading
    - irt Dictionary catalogue CA4
    - 'see references' from
      - multiple subject heading CB62
- Revision of

## Index

translation work KA71  
work standard DB8  
Rock mechanics KB5  
Role of depth classif in  
System for doc finding LA81  
Rosenbaum (E P) AD423  
Roster of Indian scientific and tech translators  
irt Panel system KC51  
Serbo-croatian language KD44  
Round in compound subject BD53  
Rumford AD211  
Russian document  
Need for translation of KA241

Salary of personnel  
for reclassification FB81  
Sampling irt  
Library work DA8  
Sangameswaran (S V)  
Preparation of a documentation list GA  
Saving due to  
documentation service MB5  
Sayers (W C B) girt  
Five laws of lib sc MB3  
Scanning of periodical GB41  
Scatter diagram irt  
Duplication of discovery JC61  
Schedule  
of basic subject  
irt Psychology AC74  
on tape  
Research on LA83  
Science of science JC15  
Scientific  
discovery JC12  
man-power JA513  
method, Spiral of  
see Spiral of scientific method  
periodicals in Serbo-Croatian language KD72  
Sears' list of subject heading CB15  
See reference from  
reverse multiple subject-heading CB62  
synonyms CB61  
Seebeck (T) AD223  
Seetharama (S)  
Expressiveness of subject in titles of arti-  
cles EB  
Selection of

## Index

books irt Relation between subjects BB121  
citing document JB12  
core periodical JB01  
document irt  
    Subject heading for dictionary catalogue CA531  
microdocuments for translation K02  
property isolate EC62  
source periodical irt  
    Study of citation JB11  
Self  
    citation  
        by specialists IB32  
        in Indian j pure and applied phys JB5  
        Reason for JE56  
    translation service KA23  
Seminar Director's address MB  
Sen (Ashis)  
    Technical processing FA  
Sensation AC42  
Sequence of  
    kernel ideas in Facet analysis BD3  
    Reversal of BD4  
    subjects in  
        bias phase relation BB32  
        influence phase relation BE52  
        tool phase relation BB42  
Serbo-Croatian  
    document irt  
        planning translation service KD4  
        Translation in India KD  
        Personnel for KD3  
    language KD1  
        Course in India KD33  
        Scientific periodicals in KD72  
        Training in Yugoslavia in KD34  
    research publication KD2  
Series  
    Analysis of variance of I  
    Incidence of DB75  
Seshadrinathan KC61  
Seethu Ayyar (P V) DA11  
Shelving of books FB13  
Short  
    class number  
        in article level DA6  
        book level DA621  
range reference question  
    Average time taken in  
    Collection of data E  
    in a specialist library

## Index

Kinds of HA12  
  answers HA352  
  Table HA42  
    Comment on HA52  
  number of HA51  
  Personnel for HA61  
  Readers served HA353  
    Percentage of HA53  
    Time spent on HA55  
  Time spent on  
    Table HA44  
    Comment on HA54  
  Unanswered HA73  
Significant contribution to  
  Behaviourism AC352  
  empirical studies of psychology AC34  
  engineering AA151  
  Gestalt psychology AC353  
  Psychoanalysis AC351  
  psychology  
    Rate of increase in AC37  
  Public health AB34  
Single  
  authorship  
    Distribution of JA2  
    Percentage of in different subjects JA25  
  personal authorship  
    Analysis of variance DB641  
    Incidence of DB71  
Singleton and Hirsch JA23  
Sinha (M P)  
  Laws of library science and  
    change in work standard DB  
  Psychology AC  
  Vote of thanks WB4  
Sinha (S C)  
  Document usage HB  
Six-faceted subject EA35  
Skilled staff irt  
  Reclassification work FB43  
Social  
  anthropology AB53  
  function of science JC15  
  geriatrics AB56  
  paediatrics AB55  
  pathology AB57  
  psychology AB54  
    as basic subject AC76(1)



## Index

Sociology irt  
Multiple authorship JA23  
Sorting of  
data on short range ref questions HA35  
entries BB123  
Source periodical for  
study of citation JB11  
Specific  
interest of specialist GC61  
subject query irt  
category of readers HA523  
Time spent on HA543  
Special theory of relativity AD52  
Specialisation AA24  
Specialist  
in public health AB2  
library  
Short-range reference question in HA  
reader  
irt Expressive title DB61  
Specialists' view  
irt Integrative discipline AA8  
of specialisation AA24  
universe of subjects AA  
Proposition on NA  
Specials basic subject irt  
Public health AB42  
Proposition on NB  
Specific subject entry  
by postulational approach CA64  
Choice of CA65  
for classified catalogue CA651  
Dictionary catalogue CA531  
Choice of CA652  
Rules for CA81  
Spiral of scientific method  
Application of AD  
Proposition on ND  
def ADO2  
Helpfulness of study ADO3  
irt Development of psychology AO32  
Srinivasan (S)  
Document usage in specialist library HB  
Staff  
for reclassification FB45  
formula DA21  
translator KA73  
Standards  
Use of  
by specialists in CERI HB61

## Index

State library system irt Librametry DA3  
Statistical .  
    analysis  
        irt Library science  
            Proposition on RA  
            of data on  
                cataloguing features DB6  
                Findings from DB7  
                discovery and duplication of antibiotics  
                JC3/6  
                Findings from JC7  
            calculus in lib sc curriculum DA92  
            techniques for librarians LC2  
Storage structure in computer BE71  
Straith (R S) FA3  
Strata control KB5  
Strategy for building  
    adaptive document finding system BA6  
Strong hierarchies in cluster BA2  
Structure of  
    Current leather literature GB28  
    entry irt Documentation list GA23  
Style of writing for heading of  
    general subject entry CA823  
    Specific subject entry CA813  
Sub-facets  
    Analysis of EA5  
    in [1P1] EA52  
        [1P2] EA53  
        [2P1] EA56  
    Basic facet EA51  
    Matter material EA54  
    Property EA55  
Subject  
    analysis and classification B  
        Propositions on PA/PD  
    as factor in planning translation service KB01  
    cataloguing  
        vs Facet analysis EE32  
    classification BE61  
    content of document  
        Growth in intension of EA  
        Proposition on SA  
    coverage in  
        Current leather literature GB21  
        Packaging abstracts GC321  
    expressed in title of article EB  
        Proposition on SB  
    heading CB  
        for Dictionary catalogue CA532

## Index

### Subject (contd)

Observation on CA6  
Procedure in CA53  
Project on CA5  
Unhelpful sequence in CA4  
irt Class number CB22  
Wrong procedure CB23  
Classification BE31  
Natural language vs  
Classificatory language CB7  
Number of CB11  
Postulate-based CA3  
Pre-determined  
    see Pre-determined subject heading  
Propositions on QA/QD  
Research on LB5  
Rules for CA8  
Systematic procedure for CB51  
influencing multiple authorship JA61  
involving  
    Basis BB72  
    Evaluation point of view BB86  
    Interpretation BE73  
    Method BB81  
    phase relation BB131  
language combination irt  
    Education of translator KA35  
    Quality of translation KC61  
not involving phase relation BB7/8  
    Data on groups of BB133  
    Scope of study of BP23  
presenting relation between two subjects BB  
Relation between  
    see Relation between subjects  
specialists' view of the univ of subjects AA  
wise distribution of  
    cited periodicals JB45  
    contribution in  
        Indian j pure and applied phys JB211  
reference questions  
    compared with library's holdings HA62  
Suggestions for further work VB  
Supersensorics AA72 AC42(4)  
Survey  
    for planning translation service in India KA62  
    of cataloguing features  
        Data on DB5  
        Findings of DE7  
        Procedure in DE4  
    citation of document  
        by Indian physicist JE

## Index

specialists in CBRI HB5/7  
reader  
behaviour HB12  
requirement HB11  
trend in research development  
in mining in India KB2/6  
Swedish Railway library DA21  
Synonym  
in title EB523  
irt Translation work KA34  
See references from CB61  
Syntax of  
forward multiple subject heading CB63  
position CB633  
Reverse Multiple subject heading CB64  
System  
analysis irt Reclassification FB2  
based psychology AC35  
data BE7  
Data description of BE92  
def BE04  
management BE81  
by meta data BE82  
of psychology AC77  
Systematic procedure for  
classification CB32  
subject heading CB51  
  
Tagore qirt  
Library DA32  
Tamilnadu Public Libraries Act (1948) DA31  
Target codelist BE622  
interrelation with master codelist BE63  
Teaching staff irt  
Short-range reference questions HA533  
Team research AA3  
Technical  
jargon of a subject KA32  
Processing: A case study FA  
translation profession KA3  
Technique of least squares DB611  
Terminology irt  
Quality of translation KC62  
Test of trend in  
Cataloguing features DB61  
Theory of  
bond strength irt

## Index

Facet sequence BD4  
Level cluster principle BD53  
growth AA47  
individual behaviour AA46  
integrative levels AA832  
Thermodynamics AD31  
Thompson (B) AD211  
Three-faceted subjects in Medicine EA32  
Time  
    and motion study of technical processing FA3/6  
    lag irt  
        Publication of contribution in  
            Indian j pure and applied phys JB23  
        Revised manuscript JB24  
Timing of reclassification FBO4  
Title of document  
    def EB11  
    Ellipsis in EB5  
    Expressiveness of subjects in EB  
        Data on EB3  
        for specialist reader EB61  
        Help to documentation EB62  
    Kinds of EB12  
    Use of EB13  
Tool phase relation BB4  
    def BB41  
    Example BB92  
Topological matching BA73  
Total subject-context  
    irt Property isolate BC53  
Training of  
    documentalist irt  
        Translation work KA8  
    translator KA63  
        Proposition on UA  
Translation  
    activity  
        coordination of KD41  
    bank KA72  
    from Serbo-Croatian KD51  
    in anticipation KA4  
    of  
        microdocuments  
            Aids in selection of KC2  
            Need for KA2  
            Serbo-Croatian in India KD  
    on demand KA5  
    personnel  
        Training of KA63  
        Proposition on UA

## Index

Quality of    KC6  
service  
    at national level    KC5  
    Cultural need for    KA1  
    for Serbo-Croatian    KD  
    in India    KA6  
    irt  
        Glass and ceramic tech    KC  
        Mining engineering    KB72  
Management of    K  
    irt Serbo-Croatian language    KD5  
Planning of  
    see Planning translation service  
Problems in    KC4  
    Consideration of    KC3  
Triangle in  
    see Triangle in translation service  
User's view on    MC6  
work  
    Economy in    KA72  
    irt Training of documentalist    KA8  
    Revision of    KA71  
Treatment as Energy isolate    BC643  
Trend  
    in cataloguing features    DB  
    distribution of multiple authorship    JA37  
    duplication of discovery    JC4  
    Statistical analysis of    JC42  
    of research and development  
        as factor in planning translation service    KB02  
Triangle in translation service    KA  
    Role of library in    KA15  
Tromp (Solco W)    AA5  
Two  
    faceted subjects in Medicine    EA31  
    parented hybrid disciplines    AA42  
  
UDC and CC  
    Compatibility between    LA7  
Uhr (L) and Kochen (M) girt  
    Theory of value    BA61  
Unanswered short-range  
    reference question    HA73  
Unesco irt  
    Translation service    KA13  
Unified theory of value    BA61  
Universe  
    for consideration irt doc finding system    AA01

## Index

of subjects A  
     Accelerated development of AA22  
     Addition of ideas to JC1  
     and duplication of discovery JC  
     Attributes of EA01  
         Data on EA02  
     Development of AA1  
     Equilibrium in AA21  
     Growth process in  
         Compared with Organism AA121  
         influencing doc finding system BA12  
     Proposition on NA/ND  
     Research in LA2  
     Subject specialists' view AA  
 University  
     course in mining engineering KB11  
     of Calcutta library DA32  
 Unskilled staff irt  
     Reclassification work FB44  
 Use of  
     Documentation list for food technology GA7  
         Promotion of GA6  
     documents  
         Change in MB3  
     information MC2  
     title of document EB13  
 User  
     of  
         Current leather literature GB27  
         library service MB2  
     survey irt Documentation list G  
         Proposition on TA  
 Utz (W R) JA21  
  
 Valedictory address  
     by S R Ranganathan WA  
 Value of parameter  
     Calculation of HB42  
 Variants of systems of psychology  
     Proposition on NC  
 Vinacke (W E) AC62  
 Volta (A) AD223  
 Vote of thanks  
     at inaugural function MD  
     on behalf of  
         DRTC WB1  
         alumni WB3  
         present students WB4  
     Participants WB2

## Index

Wall picture principle irt  
    Sequence of kernel ideas   BD3  
    Reversal of   BD4  
Watson (J B)   AC352  
Weak  
    hierarchies in cluster   BA2  
    interaction   AD421  
Weiss (P)   AA12  
Welcome address  
    at inaugural function   MA  
Work  
    assignment to personnel  
        for reclassification   FB5  
    flow irt  
        Current leather literature   GB4  
        Reclassification   FB3  
    measurement for  
        personnel for reclassification   FB6  
        preparation of documentation list   GA3  
    of documentalists   WA6  
    standard  
        irt Cataloguing   DE8  
        Library work  
            Proposition on   RB  
            Research on   LC4  
        Need for DB1  
            change   DB2  
    study of technical processing   FA  
        Flow charting in   FA2  
World wide coverage irt  
    Packaging   GC62  
Wu (Chien-Shinng)   AD433  
Wundt (W) irt  
    Behaviourism   AC352  
    System based psychology   AC35  
  
Yang (C N)   AD433  
Year of publication irt  
    Frequency of citation   JB43  
Yugoslavia  
    Language of   KD1  
    Training in   KD34  
    Research activity in   KD21  
  
Zilaphi (S P) girt  
    Quality of translation   KC61



## 32 PROJECT 2

Project 2, to be completed within six months after the formal course in DRTC, consists of the preparation of a Trend Report on an approved specific subject based on the survey of the current documents on the subject appearing in various periodicals, reports, etc.

## 4 DURATION

The formal course commences on 15 April every year and continues till about 14 June the following year.

## 5 ADMISSION

A candidate seeking admission to the course should ordinarily possess any one of the following minimum basic academic qualifications :

- 1 Post-graduate Degree or Diploma in Library Science.

Or

- 2 MA/MSc or an equivalent degree or a degree in Engineering, Technology, Agriculture, Animal Husbandry, or Medicine, and practical experience in Documentation.

Admission to the course is strictly based on the merit of a candidate as judged by his academic record, and if necessary, performance in a special admission test held for the purpose or a personal interview by a selection committee.

## 6 AWARDS FOR PROFESSIONAL ATTAINMENTS

- 1 Associateship in Documentation on the basis of examination and the report of professional work in DRTC; (The Associateship is declared equivalent to the M Lib Sc degree by the Government of India).

- 2 Associate Fellowship in Documentation on the basis of report/thesis of research work done in DRTC;

- 3 Fellowship in Documentation for outstanding contributions and published works in the field of documentation.

## 7 RESEARCH FELLOWSHIP

Some research fellowships are available to pursue advanced work in DRTC. There is also provision for research fellows to work with Dr S R Ranganathan, National Research Professor in Library Science, and Hon Professor, DRTC.

A practising documentalist will be provided facilities to reside in DRTC for a specific period to pursue a specific line of research in the field of documentation.

## 8 PUBLICATIONS

- 1 *Library science with a slant to documentation*, a quarterly published in collaboration with the Sarada Ranganathan Endowment for Library Science; and

- 2 Proceedings of the DRTC Seminars.