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Strategy to Sharpen the Students' Skills in Colon Classification

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Abstract

The paper sheds light on the strategy opted to sharpen the skills of the Library and Information Science Students in Colon Classification Scheme (6th Ed.). A few topics, namely Notational System, Main Class, Facet Formula and Postulates & Principles have been sliced here. Understanding the need and purpose of the said topics are a must for the freshers. The freshers should make their foundation as strong in the Normative Principles. Dr.S.R.Ranganathan (1967) insisted that the Colon Classification (6th Edition) techniques need to be taught to the students in the classroom with the help of Postulates and Principles. Students have had their sessions where enough exercises were worked out by them to gain more skills in the said topics. The strategy opted by the course teacher to sharpen the students' skills and the outcomes have been measured using the six levels of Revised Bloom's Taxonomy. The strategy enabled the course teacher to capture a clearer picture of the students' capabilities and their progress ranges in the select topics. The students' classroom activity encompasses multiple exercises along with the Revised Bloom's Taxonomy levels, and some scoring indicators. Students were instructed to process the exercises at regular intervals, and in final, based on their skill levels they were directed to revise the topic or move to another topic. The classroom exercises encompass both the theory (Course Code: 19LISC103) and the practice (Course Code: 19LISC202) performed by the students are screened here for better understanding. The Main Class related exercises were performed by the students during the end semester (Course Code: 19LISC202). For illustrative purpose, two students' outcomes are vouched here where a fast learner [Student-1 and Annexures-i & iii] performance covers all the topics (one exercise from each topic), and one topic, namely Rounds and Levels performed by a slow learner [Student-2 & Annexure-ii] have been extracted. The learning techniques opted by the students in the classroom to sharpen their skills in Notation types, Main Class, Facet Formula and Postulates & Principles enabled them to gain progress [See Annexures-i, ii & iii] in the selected topics. Further, the structured exercise formats let the course teacher to evaluate the strength and weakness of each student's skills in the same fields. The topics encompass Notation types, Main Class (BCN to BC, BC to BCN and BC & BCN), the Postulates namely, Postulate of Basic Facet, Postulate of Isolate Facet, Postulate of Rounds and Levels, Postulates for Facet Sequence, and the Principle related to Wall-Picture concept. Further, the Facet Formula related practice also has been given to raise the students' skills in making possible arrangements among the identified facets. Who Knows? Today they are learners and may become an expert tomorrow when they acquire adequate knowledge and expertise in Colon Classification. The students reflected over-whelming responses while they practice the exercises in the classroom using the structured formats. Adequate charts have been generated to detect the students' skills and progress in each level as well as the overall level in a crystal-clear way. The fast learner performance is given in the Annexure-i while the slow learner performance can be traced from the Annexure-ii. A few sample titles and practice format are given in the Annexure-iii. The general format of student performance evaluation report is at Annexure-iv. For illustrative purpose, this paper screens the fast learner performance report. The students feedback form for the said course is at Annexure-v.

Keywords: library science, S.R.Ranganathan, colon classification, notation, main class, facet formula, postulates and principles, Revised Bloom's Taxonomy, pedagogy, teaching strategy, learning strategy

Introduction:

The learners who are in the beginner level and want to gain the skills more and more in Colon Classification should acquire enough knowledge in the basic concepts (Ranganathan, 1967). This paper is centred on Notation types, Main Class, Facet Formula and Postulates & Principles. "System of ordinal numbers used to represent the classes in a class is known as Notational system" (Ranganathan, 1967, p.232). Of the various notation types, pure notation, mixed notation, faceted and non-faceted notation related exercises were performed by the students in

the classroom. Tracing the Basic Facets and Isolates would be easy for all the learners/classifiers with the aid of the Schedule. But tracing the same without the schedule demands continued practice and experience. However, one may or may not trace the basic or isolate facets and their sequences correctly. The expertise and regular practice may help to achieve this task. This is what actually the Classificationists do in their schemes. Thorough knowledge of the schedules of basic subjects is must for the learners to trace the basic facet (Ranganathan, 1967). At the beginners' level, tracing the facets and isolates won't be easy as it needs depth knowledge in the Universe of Subjects, which have been identified in the Schedule. "The Facet Formula prescribes the sequence in which the identified facets can be sequenced "(Ranganathan, 1960, p.1.20).

All the Postulates and Principles show a right direction to the classifiers while processing the titles. Postulates and Principles are playing a major role in reducing the burdens of the classifiers by way of providing the guidelines to full extent. According to S.R.Ranganathan (1967) "there exist five and only five fundamental categories" (p.399). They are identified as Time, Space, Energy, Matter and Personality. The Postulate of fundamental categories lets the classifiers to grasp the characteristics of the facets and its manifestations. One should approach these fundamental categories using a classification sense as the ideas and terms are belonging to the context of classificatory discipline. Understanding the fundamental categories demand expertise of the learners. The fundamental categories manifestations need to be sensed with more care. For instance, tasting the sweets in real time is a totally different one rather than sensing the taste of the same. Whatever the taste captured using the sense couldn't be fulfilled until it is tasted by the tongue. Both the outcomes should have to be correlated. S.R.Ranganathan (1967) stated as "Working on the basis of fundamental categories has produced the satisfactory results during the last twenty years. The questions related to the limitations of five fundamental categories would be possible. But, the expert, who raises the question regarding the postulate of 3 categories or postulate of 6 categories etc., should produce the satisfactory results by way of arranging the subjects along a line. If this would be possible then the postulate of 3 or postulate of 6 and so on may be accepted" (p.398).

It may be easy to guess the Basic Facet for the titles belonging to the *Explicit* type. In contrary, the titles which fall under the *Implicit* type need the aid of the Schedule. S.R.Ranganathan (1967) suggested that when the students face the difficulties to trace the Basic Facet, they can go through the content pages or the whole document to resolve the issues related to the Basic Facet. According to S.R.Ranganathan (1967) "the Basic Subject of the document will be of help in sensing the absence of the indication of a necessary facet of the compound subject. The experience will develop this capacity for sensing this" (p.404). It is crystal clear that the learners should have a wide knowledge in the Universe of Subjects so as they can trace the Basic Facet or Isolate Facets without the support of schedule to the level of some extent. "The Postulate of Rounds indicate the manifestation of fundamental categories in one and the same subject more than once. The fundamental categories Personality, Matter and Energy may manifest itself in Round 1, Round 2 and so on. The fundamental categories Space and Time manifest itself only in the last of the Rounds in a subject" (Ranganagthan,1967, p.410). The Postulate of Levels indicate the manifestation of fundamental categories more than once in one and the same Round within a subject. "The fundamental category Energy may manifest itself only once within a Round. So, there is no levels for Energy facet "(Ranganagthan,1967, p.411). A helpful sequence can be traced after the identifying the different facet combinations that exist in a compound subject (Ranganagthan,1967). Under the Wall-Picture principle, S.R.Ranganathan (1967) stated that "if

two facets A and B of a subject are such that the concept behind the B is not operative unless the concept behind A is conceded" (p.425).

Objectives: The present study sheds light on the following areas.

- To enable the students to grasp the basics of the Revised Bloom's Taxonomy levels 1-6.
- To structure a few scoring indicators, namely *'1-Not Cleared' '2-Cleared'* to assess the Revised Bloom's Taxonomy levels-based course outcomes.
- To structure a few scoring indicators for the course teacher' 'Remarks' namely *'1-Need Practice' and '2-Cleared'* to assess the Revised Bloom's Taxonomy overall levels-based course outcomes.
- To sharpen the students' skills in Colon Classification Scheme related fundamental theoretical and practical concepts, in specific, Notation types, Main Class, Facet Formula, the Postulates and Principles by way of using the structured exercise formats and a few e-contents.
- To train the students to complete the classroom exercises such as Notation types, Main Class, Facet Formula, Postulates and Principles by way of using the structured exercise formats and a few e-contents.
- To trace the students' skills and progress in the Notation types, Main Class, Facet Formula, Postulates and Principles under each level of the Revised Bloom's Taxonomy.
- To trace the students' skills and progress in the Notation types, Main Class, Facet Formula, Postulates and Principles under overall levels of the Revised Bloom's Taxonomy.
- To generate each level wise and overall level clearance charts for the purpose of slicing the strength and weakness of the students, who are identified as the fast learners and slow learners in the Notation types, Main Class, Facet Formula, Postulates and Principles.
- To design a format for sample titles practice in the classroom.
- To structure the student performance evaluation report format, which slices the student skill status in depth in the selected topics across the various levels of Revised Bloom's Taxonomy.
- To trace the student's course outcomes and the related bar chart in the student performance evaluation report.
- To measure the outcomes using some indicators, namely *Outstanding, Very Good, Good, Fair and Poor.*
- To structure the students' course related feedback form.

Research Design:

According to S.R.Ranganathan(1967), "the teaching should be mostly through example, punctuated by precepts at suitable stages. Illustrations should be taken from different situations in life and from different subjects, so that every student may be able to follow the idea with interest"(p.548). The students, at the beginners' level, won't be well-versed in the fundamental concepts of Colon Classification. Keeping this aspect in the mind, the Notation types such as Pure notation, Mixed Notation, Faceted Notation, Non-Faceted Notation, Main Class, Facet Formula and the Postulates namely Postulate of Basic Facet, Postulate of Isolate Facet, Postulate

of Rounds and Levels, Postulate for Facets Sequence, and the Principle named as Wall-Picture Principle related exercises were selected, structured along with the Revised Bloom's Taxonomy Levels (Anderson,L.W., & Krathwohl, D.R., 2001) and then distributed among the students in the classroom with sufficient time to complete the task. To trace the students' skills and progress in each level *(Remember, Understand, Apply, Analyse Evaluate and Create)* as well as overall level, Minitab®19 has been opted to process the data observed from the students' classroom exercises. The exercises are classified as shown below.

Notational System: This part covers *two* exercises namely 1.0 and 1.1 where each exercise comprises *ten* notations spanning from SN-1 to SN-10 for practice. In total, the learners have had their practice with *twenty* notations.

Postulate of Basic Facet and Postulate of Isolate Facet: This part covers *seven* exercises spanning from 2.0 to 2.6 where each exercise comprises *ten* titles spanning from SN-1 to SN-10 for practice. In total, the learners have had their practice with *seventy* titles.

Postulate of Rounds and Levels: This part covers *two* exercises placed under 3.0 and 3.1 where each exercise comprises *Ten* facets spanning from SN-1 to SN-10 for practice. In total, the learners have had their practice with *twenty* facets.

Facet Formula: This part covers *one* exercise placed under 4.0 where *four* facets are given for practice. The learners were asked to make the possible ways of sequences using the *four* facets and finalize the helpful sequence among the various sequences.

Postulates for Facet Sequence: This part covers *three* exercises spanning from 4.1 to 4.3 where each exercise other than 4.3 comprises *ten* facets spanning from SN-1 to SN-10 for practice. Exercise 4.3 is structured with a sample title where the students were instructed to sequence the facets and trace the helpful sequence among the other sequences. In total, the learners have had their practice with *twenty* facets (Fundamental Categories Symbols) and *one* sample title.

Wall-Picture Principle: This part covers *three* exercises slotted under 5.0 to 5.2 where each exercise comprises *four* sample titles spanning from SN-1 to SN-4 for practice. In total, the learners have had their practice with *twelve* sample titles.

Tracing the Fundamental Categories demand depth knowledge in Universe of Subjects, Classification Skills and enough experience. Hence, it would be difficult for the students at the beginners' level to trace the manifestation of the Facet or Isolate other than Time Facet and Space Facet without referring the schedule.

Main Class: The classroom practices related to the Main Class have been given to the students in both the theory and practical courses. In theory, they did use the e-content (Saravanan, 2020) to grasp the basics of Colon Classification while the Main Class related e-content (Saravanan, 2021) was accessed by the students to extract the required essence. In the practical course, the students practiced *three* exercises using the e-content (Saravanan, 2022) slotted under 6.0 to 6.2. The exercise 6.0 covers Basic Class Number for all Basic Classes identified in the Schedule. Students need to identify the right Basic Classes using the Revised Bloom's Taxonomy levels 1 and 2. The exercises 6.1 covers Basic Classes identified in the Schedule. The Basic Classes are randomly flashed and the students need to identify the right Basic Class Number using the Revised Bloom's Taxonomy levels 1 and 2. Students practiced these exercises up to *seven* times. However, the fast learners needed a few chances. The exercise 6.2 explores various documents raw titles on a random basis and the students need to identify the right Basic Class and the related Basic Class Number within the time frame. The exercise 6.0 includes the classroom practices spanning from 6.0.0 to 6.0.6 and the exercise 6.1 covers the classroom practices

spanning from 6.1.0 to 6.1.6 followed by the exercise 6.2. The Main class related exercises 6.0 and 6.1 include the first two levels of Revised Bloom's Taxonomy. For the exercise 6.2, all levels have been applied by the students. The e-contents, which were developed by the course teacher have been utilized for practice purpose in the classroom. The e-content (Saravanan, 2022), which was used for the exercises 6.0 and 6.1 offer the maximum of 3 seconds timeline to trace the right answer for the identified Basic Class/Basic Class Number. However, the e-content which was used for the exercise 6.2 had more timeline rather than the exercises 6.0 & 6.1. The exercise 7.0 (Annexure-iii) shows the predefined format to process the sample titles using the classification steps and this may be useful for various purposes such as classroom practice, internal tests and semester examination. Some titles are identified in the Annexure-iv for classroom practice purpose. More titles for practice can be found in the e-content developed by the course teacher (Saravanan,2022). The student feedback form is given in the *Annexure-v*.

Students' Progress Level has been traced using two methods where one method helps to identify the Revised Bloom's Taxonomy Level wise (i.e., Level-1, Level-2, Level-3, Level-4, Level-5 and Level-6) clearance status and second method gives the overall level clearance status of each student.

The *first method* covers two indicators denoted by the numerical digits 1 & 2 where 1 refers the status 'Not Cleared' and 2 refers the status 'Cleared'.

The *second method* covers two numerical indicators 1 and 2 for overall clearance status where 1 refers 'Need Practice' and 2 refers 'Cleared'.

To assess the progress of the students, the above said methods enabled the course teacher to trace the strength and weakness of the students in the specific level that could be observed from the formulated exercise formats, progress charts [Annexure-i & ii] and the student performance evaluation report [Annexure-iv]. The final report unfolds the students' skills in the selected topics across the exercises, S.N., or Sequences, each level wise (RBT Levels-1 to 6) clearance status, overall clearance status (Remarks), course outcomes and outcomes-based bar chart. This helps the course teacher to focus on the specific S.N., under the exercise for each student, and trace the student, who has not successfully cleared the levels 1 to 6. The indicator 'Need Practice' used in the second method helps the teacher to identify the overall skills status of the student for the specific S.N. Hence, the given two methods help to assess the strength and weakness of the students in the selected topic.

1- *Each level wise skills progress status.*
2- *Overall skills progress status.*

The exercises were given to the students at frequent intervals. The clearance levels obtained by the students in each exercise were exported to the select statistical package in order to generate the performance charts. The students, who are strong and weak in the Notation types, Main Class, Facet Formula, Postulates and Principles can be easily traced and more exercises may be assigned to them to sharp their skills so as they will try to stay away from this kind of mistakes in the classroom practice as well as in the real time. Sometimes, a student may be strong in level-1 and level-2, but may express the weakness in the remaining levels spanning from the level-3, level-4, level-5 and level-6. I noticed some students that they were skilled in the first two levels *Remember and Understand* but reflected poor performance in the remaining levels. The possibilities are there to face the issues like this in any of the levels spanning from 3 to 6. This is quite natural one. Sometimes the students may be sound in theoretical concepts, but not in real time. However, they can overcome this problem by way of having regular practice.

Note: The outcomes obtained from the analysis let the course teacher to focus on the student and fix the issues related to the specific topic. For illustrative purpose, one exercise from each category is depicted here to reduce the length of this paper. The same is used to generate the Level wise progress charts and Overall progress charts for better understanding.

Edge:

The study slices the concepts related to Colon Classification [6th.Ed.] Scheme only and no other Classification schemes are vouched here. This paper briefs the strategy opted by the course teacher in the classroom to sharp the students' skills in Notations, Main Class, Facet Formula, Postulates and Principles only. The study encompasses the full-time students (Batch 2021-2022) of Department of Library and Information Science, Annamalai University, Tamilnadu, India. For illustrative purpose, one exercise from each topic performed by the fast learner (Exercises: 1.0, 2.5, 3.0, 4.0, 4.1, 5.1, 5.3, 6.0 & 6.2) is screened here. The exercises 1.0 to 5.3 were practiced by the students during the odd semester and the exercises 6.0 to 6.2 have been performed by the students during the end semester. One Exercise (3.0), practiced by the slow learner during the odd semester is also counted here. The format (Annexure-iii) used in the exercise 7.0 enabled the students to process the sample titles in the classroom. The required charts related to the exercises performed by the fast learner can be traced from the Annexure-i while a few charts for the slow learner is available at Annexure-ii. The skills progress of both the learners in each level as well as overall level has been extracted towards these charts. The student performance evaluation report for the fast learner (Student-1) is at Annexure-iv, which is generated using MS-Excel Worksheet where all the features have been automated. The student performance report includes the exercises from 1.0 to 6.2 and this can be extended as structured in the Annexure-iv for the remaining exercises. The exercises, whatever need to be further added should be structured as discussed in this paper. The course teacher has automated the performance report using the MS-Excel Worksheet where the indicators would be highlighted automatically with different colours namely *Green* for 'C' (Cleared), *Red* for 'NC' and 'NP' (Not Cleared and Need Practice) and so on. The outcomes such as *Outstanding, Very Good, Good, Fair and Poor* also have been predefined with the select colours. The students feedback form is given in the Annexure-v.

Class Room Activities:

Classification Scheme: Colon Classification [6th Ed.] by Dr.S.R.Ranganathan.

The scanned classroom exercises, which are worked out by the students are screened here where *S.N., Select topic details, Revised Bloom's Taxonomy Levels (Level 1, Level 2, Level 3, Level 4, Level 5, Level 6) and Remarks* are identified. The bottom area depicts the scaling options for the *Revised Bloom's Taxonomy Levels* and *Remarks,* along with the required instructions for the students. Actually, the students shall have to use the *column 3* only in the given format and rest of the parts are predefined that will be controlled by the course teacher. This part lets the course teacher to capture the skills levels of each student so as the course teacher will decide whether or not the student can be permitted to move to another topic.

The students have been instructed to always keep the Colon Classification Main Classes and the related Notations in their memory, and they should be ready to recite whenever they are asked. I usually have a habit to spend a few minutes for having interactions with the students, where randomly the questions related to the Main Class or Notation would be asked. Students should say the right Main Class or related Notation using the Revised Bloom's Taxonomy Levels 1

(remember) and 2 *(Understand)*. This is a regular practice in the classroom so as the students can fulfil the demands of first two levels of Revised Bloom's Taxonomy, and also it helps them to trace the Basic Facet (Idea Plane) for the titles up to their level best. If they face any difficulties in tracing the Basic Facet, they can go for the schedule (Verbal Plane and Notational Plane).
The course teacher has built a few LIS e-contents by which the freshers had their practice in the identified topics.
[Note: Revised Bloom's Taxonomy Levels (1 to 6) differ from the scaling levels (1 and 2), which have been identified here.]
The *column 1* in the structured format indicates the S.N., while the *column 2* shows pre-defined samples captured from select topics for practice. The *column 3* is left blank where the students need to write the answer. The Revised Bloom's Taxonomy levels are given from *column 4 to column 9*. Each Revised Bloom's Taxonomy Level (1-6) is scaled with the *numeric digits 1 and 2* where *1* denotes an option "*Not Cleared*" while 2 indicates "*Cleared*". The scales that fall under the Revised Bloom's Taxonomy Levels enable the course teacher to trace the students' skills clearance levels in each Revised Bloom's Taxonomy Level from Level-1 to Level-6. It also helps the students themselves to know their skill levels. The last *column* denotes the "*Remarks*", which needs to be filled with the *numeric digits 1 and 2* where *1* is identified by an option "*Need Practice*" while *2* indicates "*Cleared*". Each student will get the overall skills progress-based graphs so as he/she will be able to know the skills progress levels in each topic. However, the Exercises 3.0, 4.0, 4.3, 6.0 and 6.1 formats are slightly modified as per the demand.
[Note: The structured format opens the gates of Ph.D., level research for the Library and Information Science researchers, who are keen to conduct research in Colon Classification. However, it requires a well-structured research design. The data should be collected using the scales identified in the given format, which further needs to be transferred into a statistical application where a suitable statistical test can be performed. For this kind of research, a population-based study is advisable instead of making generalizations. Sampling based study may be avoided in order to trace the accuracy and precise in the results as well as to keep the researcher and research stay away from the bias.]

1.0: Notational System

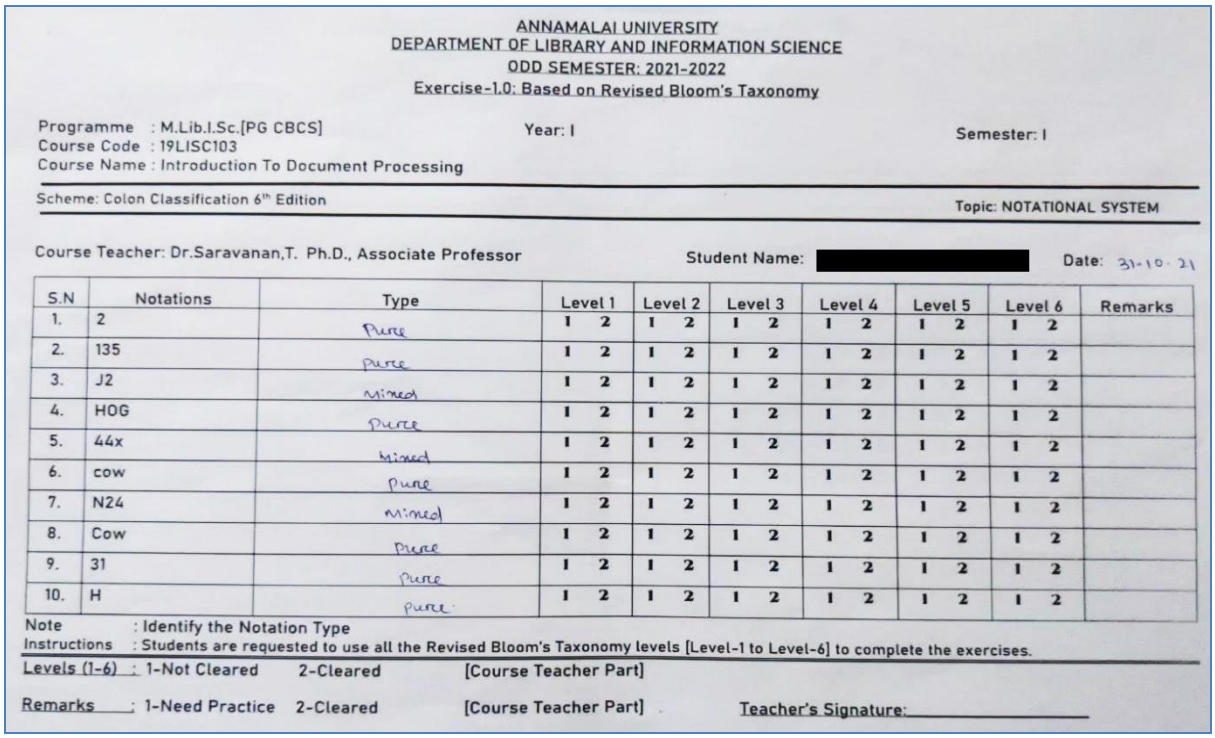
Student-1:

The questions for all the levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	Recall the basics of Notational system.
2	*Understand*	Can you interpret various types of Notational System?
3	*Apply*	How would you approach the given Notations?
4	*Analyze*	Distinguish the given Notations based on its type.
5	*Evaluate*	What Information would you use to support the Notation types?
6	*Create*	How would you estimate the types of Notations?

The six levels related questions raised above and the structured *Format-1.0* enabled the students to reach the assigned task as explained below:

***Format*:1.0-Notational System**



ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ODD SEMESTER: 2021-2022
Exercise-1.0: Based on Revised Bloom's Taxonomy

Programme : M.Lib.I.Sc.[PG CBCS] Year: I Semester: I
Course Code : 19LISC103
Course Name : Introduction To Document Processing

Scheme: Colon Classification 6th Edition Topic: NOTATIONAL SYSTEM

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor Student Name: [redacted] Date: 31-10-21

S.N	Notations	Type	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
1.	2	Pure	1 2	1 2	1 2	1 2	1 2	1 2	
2.	135	Pure	1 2	1 2	1 2	1 2	1 2	1 2	
3.	J2	Mixed	1 2	1 2	1 2	1 2	1 2	1 2	
4.	HOG	Pure	1 2	1 2	1 2	1 2	1 2	1 2	
5.	44x	Mixed	1 2	1 2	1 2	1 2	1 2	1 2	
6.	cow	Pure	1 2	1 2	1 2	1 2	1 2	1 2	
7.	N24	Mixed	1 2	1 2	1 2	1 2	1 2	1 2	
8.	Cow	Pure	1 2	1 2	1 2	1 2	1 2	1 2	
9.	31	Pure	1 2	1 2	1 2	1 2	1 2	1 2	
10.	H	Pure	1 2	1 2	1 2	1 2	1 2	1 2	

Note : Identify the Notation Type
Instructions : Students are requested to use all the Revised Bloom's Taxonomy levels [Level-1 to Level-6] to complete the exercises.
Levels (1-6) : 1-Not Cleared 2-Cleared [Course Teacher Part]
Remarks : 1-Need Practice 2-Cleared [Course Teacher Part] Teacher's Signature:

S.N-1: 2

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.1*)

S.N-2: 135

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.2*)

S.N-3: J2

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.3*)

S.N-4: HOG

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.4*)

S.N-5: 44x

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.5*)

S.N-6: cow

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.6*)

S.N-7: N24

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.7*)

S.N-8: Cow

The student didn't perform well and slipped down here that led to trace the wrong notation type. Before commencing the practice, all types of notations were correctly explained by the student in the classroom that let the student to clear the first two levels *Remember* and *Understand*. However, at the time of practice, student has faced the difficulties from the *level-3 to level-6* that led to trace the wrong notation type. Beginners usually commits mistakes at the initial stage. The mistakes may not be repeated when the students gain enough practice and experience. The student was not able to clear the Revised Bloom's Taxonomy Levels 3, 4, 5 and 6. Hence, the student was instructed to go through this again. (*See Annexure-i: Figure 1.0 & Figure 1.0.8*)

S.N-9: 31

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.9*)

S.N-10: H

The student has performed well and the notation type is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 1.0 & Figure 1.0.10*)

The student's progress in each level could be clearly observed from the *level wise progress charts*. In Exercise-1.0, all notations' types spanning from S.N-1 to S.N-10 are covered by the charts. Each level wise clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 1.0.1 to 1.0.10*).

The student's progress in overall level could be clearly observed from the *overall progress charts*. In Exercise-1.0, all notations' types spanning from S.N-1 to S.N-10 are covered by the charts. Overall level clearance status of the student for each S.N spanning from S.N-1 to S.N-10 could be clearly observed from the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 1.0*).

2.5: Postulate of Basic Facet and Postulate of Isolate Facet

According to S.R.Ranganathan (1967) "Every Compound subject has a Basic Facet. A subject may have two or more basic facets. Then it will be a case of phase relation between the basic facets themselves or between the compound subjects of which they are the respective basic facets, or a case of one of the subjects figuring as a facet in a compound subject going with the other" (p.402). Further, he stated that the postulates and principles guide the work of classifying and they appear almost at every step.

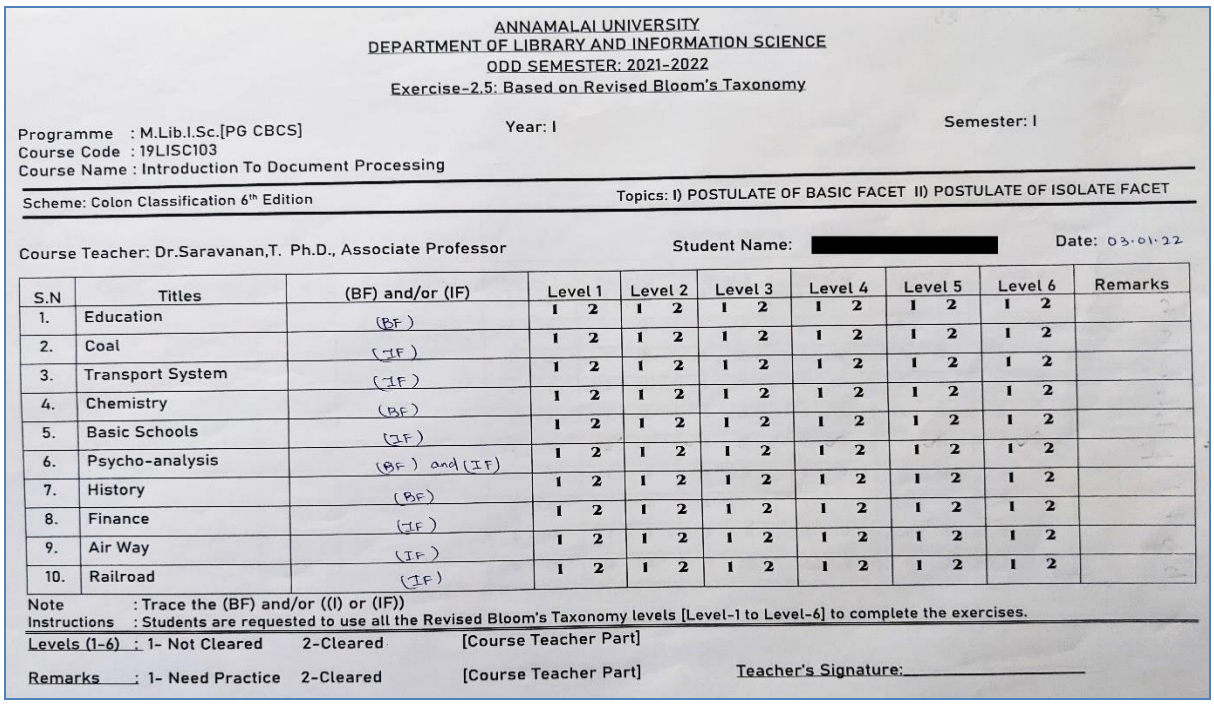
Student-1:

The questions for all the levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	Recite the Basic Facet and Isolate Facet.
2	*Understand*	Could you explain the Basic Facet and Isolate Facet?
3	*Apply*	How would you identify the Basic Facet and Isolate Facet?
4	*Analyze*	How would you inspect the given titles?
5	*Evaluate*	Do you agree with the Basic Facet and Isolate Facet?
6	*Create*	How would you predict the Basic Facet and Isolate Facet?

The six levels related questions raised above and the structured *Format-2.5* enabled the students to reach the assigned task as shown below:

Format-2.5: **Postulate of Basic Facet and Postulate of Isolate Facet**



ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ODD SEMESTER: 2021-2022
Exercise-2.5: Based on Revised Bloom's Taxonomy

Programme : M.Lib.I.Sc.[PG CBCS] Year: I Semester: I
Course Code : 19LISC103
Course Name : Introduction To Document Processing

Scheme: Colon Classification 6th Edition Topics: I) POSTULATE OF BASIC FACET II) POSTULATE OF ISOLATE FACET

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor Student Name: [redacted] Date: 03.01.22

S.N	Titles	(BF) and/or (IF)	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
1.	Education	(BF)	1 2	1 2	1 2	1 2	1 2	1 2	
2.	Coal	(IF)	1 2	1 2	1 2	1 2	1 2	1 2	
3.	Transport System	(IF)	1 2	1 2	1 2	1 2	1 2	1 2	
4.	Chemistry	(BF)	1 2	1 2	1 2	1 2	1 2	1 2	
5.	Basic Schools	(IF)	1 2	1 2	1 2	1 2	1 2	1 2	
6.	Psycho-analysis	(BF) and (IF)	1 2	1 2	1 2	1 2	1 2	1 2	
7.	History	(BF)	1 2	1 2	1 2	1 2	1 2	1 2	
8.	Finance	(IF)	1 2	1 2	1 2	1 2	1 2	1 2	
9.	Air Way	(IF)	1 2	1 2	1 2	1 2	1 2	1 2	
10.	Railroad	(IF)	1 2	1 2	1 2	1 2	1 2	1 2	

Note : Trace the (BF) and/or ((I) or (IF))
Instructions : Students are requested to use all the Revised Bloom's Taxonomy levels [Level-1 to Level-6] to complete the exercises.

Levels (1-6) : 1- Not Cleared 2-Cleared [Course Teacher Part]

Remarks : 1- Need Practice 2-Cleared [Course Teacher Part] Teacher's Signature:

S.N-1: Education

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.1*)

S.N-2: Coal

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.2*)

S.N-3: Transport System

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.3*)

S.N-4: Chemistry

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.4*)

S.N-5: Basic Schools

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.5*)

S.N-6: Psycho-analysis

The student didn't perform well and slipped down here that led to trace the wrong facet. Before commencing the practice, basic concepts related to the Basic Facet and Isolate Facet were clearly explained by the student in the classroom that let the student to clear the first two levels *Remember* and *Understand*. However, at the time of practice, the student has faced the difficulties from the *level-3 to level-6* that led to trace the wrong facet. Beginners usually commits mistakes at the initial stage. The mistakes may not be repeated when the students gain enough practice and experience. The student was not able to clear the Revised Bloom's Taxonomy Levels 3, 4, 5 and 6. Hence, the student was instructed to go through this again. (*See Annexure-i: Figure 2.5 & Figure 2.5.6*)

S.N-7: History

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.7*)

S.N-8: Finance

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.8*)

S.N-9: Air Way

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.9*)

S.N-10: Railroad

The student has performed well and the Facet [Basic Facet and/or Isolate Facet] is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 2.5 & Figure 2.5.10*)

The student's progress in each level could be clearly observed from the *level wise progress charts*. In Exercise-2.5, all the titles spanning from S.N-1 to S.N-10 are covered by the charts. Each level wise clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 2.5.1 to 2.5.10*).

The student's progress in overall level could be clearly observed from the *overall progress charts*. In Exercise-2.5, all the titles spanning from S.N-1 to S.N-10 are covered by the charts. Overall level clearance status of the student for each S.N spanning from S.N-1 to S.N-10 could be clearly observed from the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 2.5*).

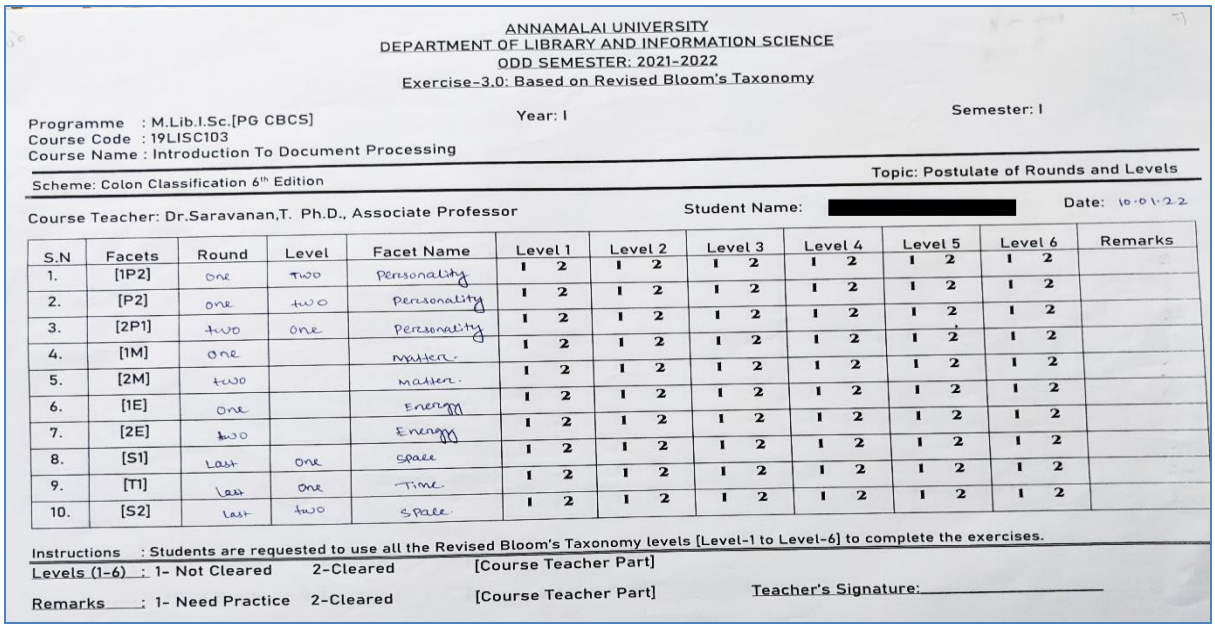
3.0: Postulate of Rounds and Levels

The questions for all the levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	Find the Postulates of Rounds and Levels.
2	*Understand*	Can you Interpret the Postulates of Rounds and Levels?
3	*Apply*	How would you plan to use the Rounds and Levels?
4	*Analyze*	Would you distinct the Rounds and Levels?
5	*Evaluate*	Can you defend with the Rounds and Levels of the given titles?
6	*Create*	How would you adapt the Rounds and Levels?

The six levels related questions raised above and the structured *Format-3.0* enabled the students to reach the assigned task as shown below:

Format-3.0: **Postulate of Rounds and Levels**



ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ODD SEMESTER: 2021-2022
Exercise-3.0: Based on Revised Bloom's Taxonomy

Programme : M.Lib.I.Sc.[PG CBCS] Year: I Semester: I
Course Code : 19LISC103
Course Name : Introduction To Document Processing

Scheme: Colon Classification 6th Edition Topic: Postulate of Rounds and Levels

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor Student Name: [redacted] Date: 10.01.22

S.N	Facets	Round	Level	Facet Name	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
1.	[1P2]	one	two	Personality	1 2	1 2	1 2	1 2	1 2	1 2	
2.	[P2]	one	two	Personality	1 2	1 2	1 2	1 2	1 2	1 2	
3.	[2P1]	two	one	Personality	1 2	1 2	1 2	1 2	1 2	1 2	
4.	[1M]	one		Matter.	1 2	1 2	1 2	1 2	1 2	1 2	
5.	[2M]	two		Matter.	1 2	1 2	1 2	1 2	1 2	1 2	
6.	[1E]	one		Energy	1 2	1 2	1 2	1 2	1 2	1 2	
7.	[2E]	two		Energy	1 2	1 2	1 2	1 2	1 2	1 2	
8.	[S1]	Last	one	Space	1 2	1 2	1 2	1 2	1 2	1 2	
9.	[T1]	Last	one	Time	1 2	1 2	1 2	1 2	1 2	1 2	
10.	[S2]	Last	two	Space	1 2	1 2	1 2	1 2	1 2	1 2	

Instructions : Students are requested to use all the Revised Bloom's Taxonomy levels [Level-1 to Level-6] to complete the exercises.
Levels (1-6) : 1- Not Cleared 2-Cleared [Course Teacher Part]
Remarks : 1- Need Practice 2-Cleared [Course Teacher Part] Teacher's Signature:

Student-1(Fast Learner):

S.N-1: [1P2]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 3.0 & Figure 3.0.1*)

S.N-2: [P2]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 3.0 & Figure 3.0.2*)

S.N-3: [2P1]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 3.0 & Figure 3.0.3*)

S.N-4: [1M] & S.N-5: [2M]

The student didn't perform well and slipped down here that led to miss the Level identification. Before commencing the practice, the Rounds and Levels were correctly explained by the student in the classroom that let the student to clear the first two levels *Remember* and *Understand*. However, at the time of practice, student has faced the difficulties from the *level-3 to level-6* that led to miss the Level for the said facets. Beginners usually commits mistakes at the initial stage. The mistakes may not be repeated when the students gain enough practice and experience. The student was not able to clear the Revised Bloom's Taxonomy Levels 3, 4, 5 and 6. Hence, the student was instructed to go through this again. (*See Annexure-i: Figure 3.0, Figure 3.0.4 & 3.0.5*)

S.N-6: [1E]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 3.0 & Figure 3.0.6*)

S.N-7: [2E]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 3.0 & Figure 3.0.7*)

[Note: The levels for S.N-6 & S.N-7 have been left blank by the student. Hence the student was instructed to go through this again.]

S.N-8: [S1]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 3.0 & Figure 3.0.8*)

S.N-9: [T1]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 3.0 & Figure 3.0.9*)

S.N-10: [S2]

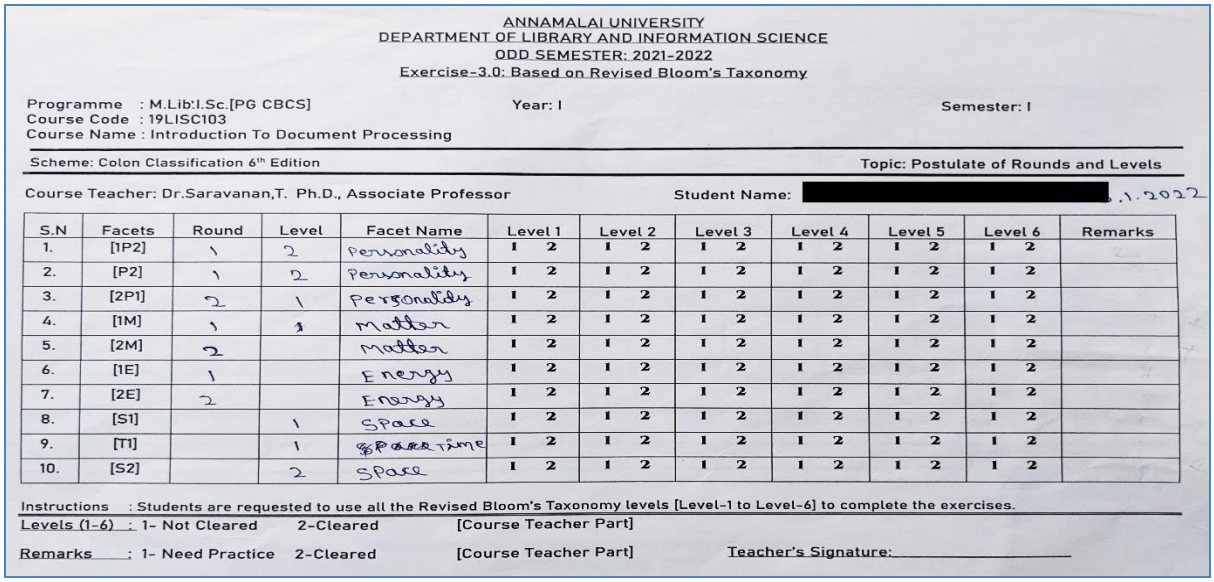
The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 3.0 & Figure 3.0.10*)

The progress of fast learner (Student-1) in each level could be clearly observed from the *Level wise progress charts*. In Exercise-3.0, all the facets spanning from S.N-1 to S.N-10 are covered by the charts. Each level wise clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 3.0.1 to 3.0.10*).

The progress of the fast learner (Student-1) in overall level could be clearly observed from the *overall progress charts*. In Exercise-3.0, all the facets spanning from S.N-1 to S.N-10 are covered by the charts. Overall level clearance status of the student for each S.N spanning from S.N-1 to S.N-10 could be clearly observed from the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 3.0*).

One of the students, who has not performed well on this topic is also explored here towards the *Format-3.0*. We shouldn't expect that all the students in the classroom should have the fast-learning skills. Students' learning capabilities differ from each and every one. This method helps the teachers to trace such kind of learners. Further, this method enables the learners to step forward from the lower level to higher levels. The classroom practice done by one slow learner is given here for the purpose of understanding the different levels of students' learning capabilities.

Format-3.0: **Postulate of Rounds and Levels**



ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ODD SEMESTER: 2021-2022
Exercise-3.0: Based on Revised Bloom's Taxonomy

Programme : M.Lib:I.Sc.[PG CBCS] Year: I Semester: I
Course Code : 19LISC103
Course Name : Introduction To Document Processing

Scheme: Colon Classification 6th Edition Topic: Postulate of Rounds and Levels

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor Student Name: [redacted] .1.2022

S.N	Facets	Round	Level	Facet Name	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
1.	[1P2]	1	2	Personality	1 2	1 2	1 2	1 2	1 2	1 2	
2.	[P2]	1	2	Personality	1 2	1 2	1 2	1 2	1 2	1 2	
3.	[2P1]	2	1	Personality	1 2	1 2	1 2	1 2	1 2	1 2	
4.	[1M]	1	1	Matter	1 2	1 2	1 2	1 2	1 2	1 2	
5.	[2M]	2		Matter	1 2	1 2	1 2	1 2	1 2	1 2	
6.	[1E]	1		Energy	1 2	1 2	1 2	1 2	1 2	1 2	
7.	[2E]	2		Energy	1 2	1 2	1 2	1 2	1 2	1 2	
8.	[S1]		1	Space	1 2	1 2	1 2	1 2	1 2	1 2	
9.	[T1]		1	Space time	1 2	1 2	1 2	1 2	1 2	1 2	
10.	[S2]		2	Space	1 2	1 2	1 2	1 2	1 2	1 2	

Instructions : Students are requested to use all the Revised Bloom's Taxonomy levels [Level-1 to Level-6] to complete the exercises.
Levels (1-6) : 1- Not Cleared 2-Cleared [Course Teacher Part]
Remarks : 1- Need Practice 2-Cleared [Course Teacher Part] Teacher's Signature:_____

Student-2 (Slow Learner):

S.N-1: [1P2]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-ii: Figure 3.0 & Figure 3.0.1*)

S.N-2: [P2]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-ii: Figure 3.0 & Figure 3.0.2*)

S.N-3: [2P1]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-ii: Figure 3.0 & Figure 3.0.3*)

S.N-4: [1M] & S.N-5: [2M]

The student didn't perform well and slipped down here that led to miss the Level identification. Before commencing the practice, the Rounds and Levels were correctly explained by the student in the classroom that let the student to clear the first two levels *Remember* and *Understand*. However, at the time of practice, student has faced the difficulties from the *level-3 to level-6* that led to miss the Level for the said facets. Beginners usually commits mistakes at the initial stage. The mistakes may not be repeated when the students gain enough practice and experience. The student was not able to clear the Revised Bloom's Taxonomy Levels 3, 4, 5 and 6. Hence, the student was instructed to go through this again. (*See Annexure-ii: Figure 3.0, Figure 3.0.4 & 3.0.5*)

S.N-6: [1E]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-ii: Figure 3.0 & Figure 3.0.6*)

S.N-7: [2E]

The student has traced the Rounds and Levels of the Facet successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-ii: Figure 3.0 & Figure 3.0.7*)

S.N-8: [S1], S.N-9: [T1] & S.N-10: [S2]

The student didn't perform well and slipped down here that led to miss the Round identification. Before commencing the practice, the Rounds and Levels were correctly explained by the student in the classroom that let the student to clear the first two levels *Remember* and *Understand*. However, at the time of practice, student has faced the difficulties from the *level-3 to level-6* that led to miss the Round for the said facets. Beginners usually commits mistakes at the initial stage. The mistakes may not be repeated when the students gain enough practice and experience. The student was not able to clear the Revised Bloom's Taxonomy Levels 3, 4, 5 and 6. Hence, the student was instructed to go through this again. (*See Annexure-ii: Figure 3.0, Figure 3.0.8, 3.0.9 & 3.0.10*)

The progress of the slow learner (Student-2) in each level could be clearly observed from the *level wise progress charts*. In Exercise-3.0, all the facets spanning from S.N-1 to S.N-10 are covered by the charts. Each level wise clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-ii: Figure 3.0.1 to 3.0.10*).

The progress of slow learner (Student-2) in overall level could be clearly observed from the *overall progress charts*. In Exercise-3.0, all the facets spanning from S.N-1 to S.N-10 are covered by the charts. Overall level clearance status of the student for each S.N spanning from S.N-1 to S.N-10 could be clearly observed from the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-ii: Figure 3.0*).

4.0: Facet Formula

In the Analytico-Synthetic Classification, the Classificationist is not determining the actual sequence of subjects. He is guided by the Postulates and Principles applicable to the seminal level [Ranganathan,1967, p.454). S.R.Ranganathan has made possible combinations among the facets based on a train of characteristics. He successfully traced the Facet Formula in Colon Classification Scheme. Understanding the Facet Formula is an essential part for the learners/classifiers so as they can handle the schedule. Of course, this is an essential skill for the Classificationists. The classifiers should develop their skills in making the possible sequences using the given facets so as a helpful sequence among the possible sequences can be finalized. All possible sequences are not to be treated as a helpful sequence. Adequate knowledge in the specific subject may help to choose the correct sequence. To formulate the Rounds and Levels in the Colon Classification scheme, understanding the Facet Formula is a must for the Classificationists. To practice the Rounds and Levels concepts in the Colon Classification scheme, understanding the Facet Formula is very important for the learners and classifiers. The learners who are skilled in Classification may become a Classificationist in future. So, Facet Formula needs to be given enough weightage and should be taught in the classroom. The given exercise comprises four facets where the students were instructed to make possible sequences using the four facets. Having enough practice in making facets sequences is a must for the beginners. They may later develop the skills in tracing the helpful sequence among all the facets sequences.

For instance, among the facets A and B, the possible sequences are only two. The favoured sequence may be fixed that depends on the subject context. When the facets are increased, the sequences of these facets also will be increased. Hence, clear understanding of the possible ways

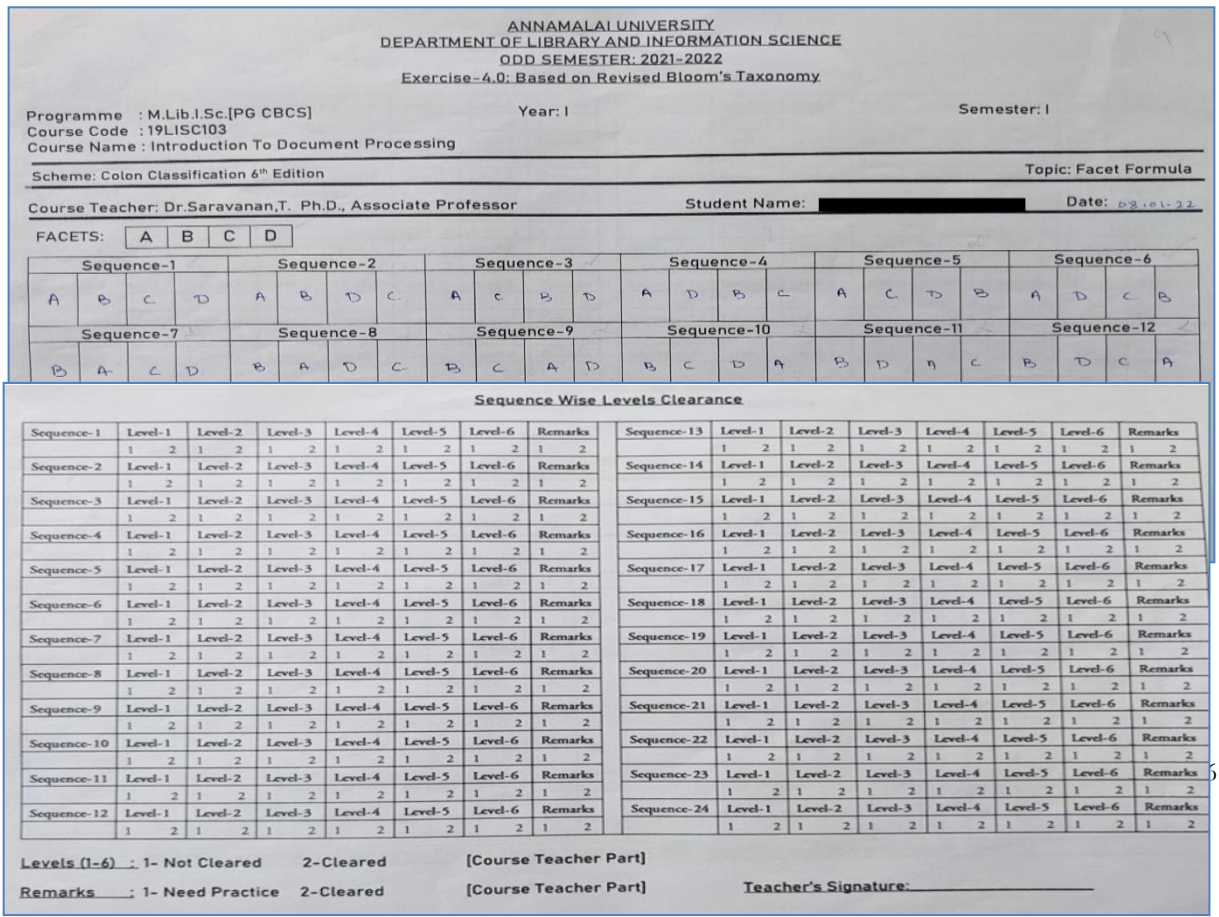
of sequences of various facets and tracing one favoured helpful sequence among these sequences will help to finalize the Facet Formula. According to S.R.Ranganathan [1967) "there are *twenty-four* ways of arranging *four* facets (4x6=24). The problem is to decide which of these *twenty-four* possible sequences will be the most helpful sequence" (p.1.20). Mathematically speaking, the combinations and permutations always help the Classificationist to trace the facets arrangements. There are four types of measurements exist for facets arrangements. They can be measured as combinations, combinations with repetition, permutation, permutation with repetitions. Here, the permutation is vouched to perform different arrangements for the select facets. For instance, the four facets given in the exercise should have 35 combinations with repetitions, 24 permutations and 256 permutations with repetitions. Of the 24 ways of facets sequences, a helpful sequence is an essential part that needs to be identified. However, enough experience and expertise only will help to finalize the helpful sequence among the various sequences of facets. In this exercise, the students' skills have been measured as shown below. However, their performance was not up to the mark and they did try this up to their level best.

The questions for all the levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	What is Facet Formula?
2	*Understand*	Why does Colon Classification insist Facet Formula?
3	*Apply*	How would you utilize Facet Formula?
4	*Analyze*	Would you dissect the given Facets using the Facet Formula?
5	*Evaluate*	Can you assess the effect of Facet Formula on the Facets?
6	*Create*	How would you build Facets sequence?

The six levels related questions raised above and the structured *Format-4.0* enabled the students to reach the assigned task as shown below:

Format-4.0: **Facet Formula**



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DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ODD SEMESTER: 2021-2022
Exercise-4.0: Based on Revised Bloom's Taxonomy

Programme : M.Lib.I.Sc.[PG CBCS] Year: I Semester: I
Course Code : 19LISC103
Course Name : Introduction To Document Processing

Scheme: Colon Classification 6th Edition Topic: Facet Formula

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor Student Name: [redacted] Date: 08.01.22

FACETS: A B C D

Sequence-1	Sequence-2	Sequence-3	Sequence-4	Sequence-5	Sequence-6
A B C D	A B D C	A C B D	A D B C	A C D B	A D C B
Sequence-7	**Sequence-8**	**Sequence-9**	**Sequence-10**	**Sequence-11**	**Sequence-12**
B A C D	B A D C	B C A D	B C D A	B D A C	B D C A

Sequence Wise Levels Clearance

Sequence-1	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-2	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-3	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-4	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-5	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-6	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-7	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-8	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-9	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-10	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-11	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-12	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2

Sequence-13	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-14	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-15	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-16	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-17	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-18	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-19	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-20	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-21	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-22	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-23	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Sequence-24	Level-1	Level-2	Level-3	Level-4	Level-5	Level-6	Remarks
	1 2	1 2	1 2	1 2	1 2	1 2	1 2

Levels (1-6) : 1- Not Cleared 2-Cleared [Course Teacher Part]
Remarks : 1- Need Practice 2-Cleared [Course Teacher Part] Teacher's Signature:

Student-1:

Sequences-1 to 24:

The student has traced the possible combinations that led to clear the Revised Bloom's Taxonomy Levels for the Sequences-1,2,3,6,19,20,23 and 24 while the first two levels only have been cleared for the remaining Sequences-4,5,7-18,21 and 22. (*See Annexure-i: Figure 4.0.1-6, 4.0.7-12, 4.0.13-18, 4.0.19-24*). A good facet sequence always helps to access the facets from both the horizontal and vertical perspectives. This one may help to access in a horizontal way while vertical will not be possible as the facets combinations are not properly structured by the student. *[See Annexure-iv: Exercise-4.0 for more details]*.

The progress of the fast learner (Student-1) in each level could be clearly observed from the *level wise progress charts*. In Exercise-4.0, all four facets spanning from Sequence-1 to Sequence-24 are covered by the charts. Each level wise clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 4.0.1-6, 4.0.7-12, 4.0.13-18, 4.0.19-24*)

The progress of the fast learner (Student-1) in overall level could be clearly observed from the *overall progress charts*. In Exercise-4.0, all four facets spanning from Sequence-1 to Sequence-24 are covered by the charts. Overall level clearance status of the student for each Sequence spanning from Sequence-1 to Sequence-24 could be clearly observed from the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 4.0*).

[Note: Each sequence needs to be verified using the six levels in order to make sure that whether or not the possible facets sequence is successfully traced by the students. Ph.D., level research may be conducted among the learners/classifiers where their skills in Postulates and Principles can be analysed in depth using a well-structured research design.]

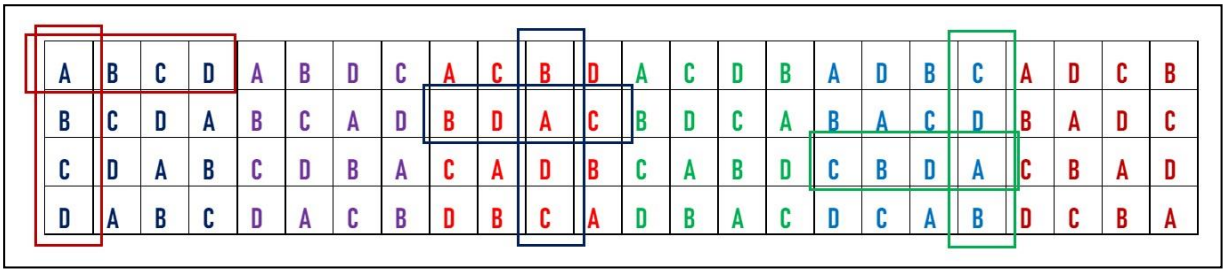
The students have traced the possible combinations up to their level best. The ways of possible sequences of the four facets are given in the Table 1, which is further sliced as given in the Table-1.1. The given combinations help to access the facets in either horizontal or vertical format. For illustrative purpose, the facets sequences are randomly indicated from both the perspectives. The students have done it in one way where the horizontal access is only possible. The two-way perspectives will help the learners not to repeat the same facets combinations in another sequence. The purpose of two-way perspectives-based practice is meant for keeping the learners stay away from repeating the same facets sequence in the combinations. This may be observed from the student worked out exercise as depicted here. By this way only the repetitions of the facets sequence in different combinations will be avoided. It may be possible when they gain enough experience as well as expertise. Without expertise the experience alone is nothing and meaningless. However, all sequences can't be treated as helpful sequence. Hence, a helpful sequence among the different sequences should be traced. The helpful sequence tracing exercise is given in the Exercise-4.3.

Table 1: Possible Facet Sequences

Facets	Facets Sequences					
A	ABCD	ABDC	ACBD	ACDB	ADBC	ADCB
B	BCDA	BCAD	BDAC	BDCA	BACD	BADC
C	CDAB	CDBA	CADB	CABD	CBDA	CBAD

D	DABC	DACB	DBCA	DBAC	DCAB	DCBA

Table 1.1: Possible Facet Sequences (Sliced format)



According to S.R.Ranganatghan (1967), "the sequence of the classes in an array of classes, and of the ranked isolates in an array of ranked isolates, should be helpful to the purpose of those for whom it is intended"(p.163). For instance, the Universe of Food can be categorized based on its taste as per the Indian traditional food system. In India, the traditional food culture insists the necessity of food tastes that need to be followed in a right way. They are identified as *six* tastes-based foods that play a major role in Indian foods in order to protect the health from an imbalance (Kandasamy, 1957). Each taste has its own property and provide numerous benefits to the human health. Hence, acquiring enough knowledge of food culture based on the tastes in Indian system is a must for the Classificationists so that the facets can get the suitable slots in the schedule. For the above *six* facets there are 120 possible ways of sequences exist (6x120=720). In final, 462 combinations with repetitions, 720 permutations and 46,656 permutations with repetitions would be traced. However, not all the sequences are helpful sequence. Sequence of the facets based on the taste of the foods should meet the demands of the Indian traditional food system as well as the readers. Of the 720 ways of *six* facets sequence, a helpful sequence is only *one* that needs to be correctly identified. The tastes are identified in the form of *Sweet, Sour, Salty, Spicy, Bitter, Astringent* (Kasim, 1932). Wrong sequence of the facets order would never meet the demands of helpful sequence in class numbers. Hence, the said sequence would be more helpful rather than any other sequence. The books which are related to the said kinds of tastes need to be arranged in a helpful sequence. However, the facet sequence for this kind is suitable for Indian libraries as it focusses on the Indian traditional food system and may not fulfil the demands of other Countries' library users' requirements. Indian users who are well aware of traditional foods and their tastes will definitely access the documents through the *six* kinds of tastes under the subclass 'Food' a division of Basic Class 'Agriculture' and there is no doubt about it. However, S.R.Ranganathan didn't adopt this kind of facets sequence in the Colon Classification Schedule. This kind of sequence will give the satisfaction to many of the Canons. However, this sequence may violate the Canon of Relevance in another sense.

S.R.Ranganatghan (1967) has raised the question "How to make a selection of just those relevant characteristics for the constructions of associated scheme for characteristics that is likely to give us the most helpful scheme for classification? There is yet no definite answer to this question. It is clear that what is helpful to one purpose many not be helpful to another. The helpfulness of sequence will vary with the users of the scheme for classification" (p.147). A few questions were raised by S.R.Ranganatghan (1967, p.163) as shown below.

1- Should a different scheme for classification be designed to suit different users?
2- Is it proper to design a standard scheme for classification to suit the purpose of the largest number of users?

3- Is there any way of helping the minority groups of users in adopting the standard scheme to their respective purposes without altering the class numbers and isolate numbers in the standard scheme?

Keeping the concept "International Use" in the mind, S.R.Ranganathan has suggested the answers as 'No' to the first question and 'Yes' to the second question. For the third question, the Book Number construction techniques may be useful.

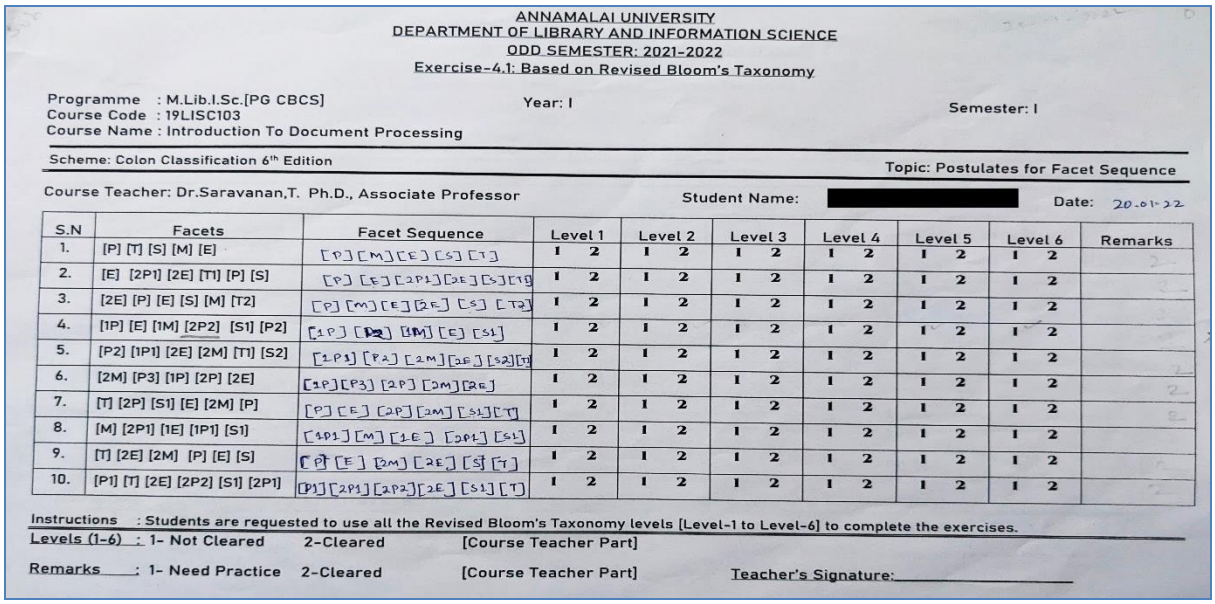
4.1: Postulates for Facet Sequence

The questions for all the levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	Recall Postulates for Facet sequence.
2	*Understand*	Can you rephrase the Postulates for Facet sequence?
3	*Apply*	How would you construct the Facet sequence?
4	*Analyze*	Examine the Facet sequence among the given Facets.
5	*Evaluate*	Do you agree with the Facet sequence?
6	*Create*	How would you compose the Facet sequence?

The six levels related questions raised above and the structured *Format-4.1* enabled the students to reach the assigned task as shown below:

Format-4.1: Postulates for Facet Sequence



ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ODD SEMESTER: 2021-2022
Exercise-4.1: Based on Revised Bloom's Taxonomy

Programme : M.Lib.I.Sc.[PG CBCS] Year: I Semester: I
Course Code : 19LISC103
Course Name : Introduction To Document Processing

Scheme: Colon Classification 6th Edition Topic: Postulates for Facet Sequence

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor Student Name: [redacted] Date: 20-01-22

S.N	Facets	Facet Sequence	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
1.	[P] [T] [S] [M] [E]	[P] [M] [E] [S] [T]	1 2	1 2	1 2	1 2	1 2	1 2	
2.	[E] [2P1] [2E] [T1] [P] [S]	[P] [E] [2P1] [2E] [S] [T1]	1 2	1 2	1 2	1 2	1 2	1 2	
3.	[2E] [P] [E] [S] [M] [T2]	[P] [M] [E] [2E] [S] [T2]	1 2	1 2	1 2	1 2	1 2	1 2	
4.	[1P] [E] [1M] [2P2] [S1] [P2]	[1P] [P2] [1M] [E] [S1]	1 2	1 2	1 2	1 2	1 2	1 2	
5.	[P2] [1P1] [2E] [2M] [T1] [S2]	[1P1] [P2] [2M] [2E] [S2] [T]	1 2	1 2	1 2	1 2	1 2	1 2	
6.	[2M] [P3] [1P] [2P] [2E]	[1P] [P3] [2P] [2M] [2E]	1 2	1 2	1 2	1 2	1 2	1 2	
7.	[T] [2P] [S1] [E] [2M] [P]	[P] [E] [2P] [2M] [S1] [T]	1 2	1 2	1 2	1 2	1 2	1 2	
8.	[M] [2P1] [1E] [1P1] [S1]	[1P1] [M] [1E] [2P1] [S1]	1 2	1 2	1 2	1 2	1 2	1 2	
9.	[T] [2E] [2M] [P] [E] [S]	[P] [E] [2M] [2E] [S] [T]	1 2	1 2	1 2	1 2	1 2	1 2	
10.	[P1] [T] [2E] [2P2] [S1] [2P1]	[P1] [2P1] [2P2] [2E] [S1] [T]	1 2	1 2	1 2	1 2	1 2	1 2	

Instructions : Students are requested to use all the Revised Bloom's Taxonomy levels [Level-1 to Level-6] to complete the exercises.
Levels (1-6) : 1- Not Cleared 2-Cleared [Course Teacher Part]
Remarks : 1- Need Practice 2-Cleared [Course Teacher Part] Teacher's Signature:_____

Student-1:

S.N-1: [P] [T] [S] [M] [E]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.1*)

S.N-2: [E] [2P1] [2E] [T1] [P] [S]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.2*)

S.N-3: [2E] [P] [E] [S] [M] [T2]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.3*)

S.N-4: [1P] [E] [1M] [2P2] [S1] [P2]

The student didn't perform well and slipped down here that led to trace the wrong Facet sequence. Before commencing the practice, the basic concepts related to the Facet sequence were correctly explained by the student in the classroom that let the student to clear the first two levels *Remember* and *Understand*. However, at the time of practice, student has faced the difficulties from the *level-3 to level-6* that led to miss one Facet while structuring the Facet sequence. Beginners usually commits mistakes at the initial stage. The mistakes may not be repeated when the students gain enough practice and experience. The student was not able to clear the Revised Bloom's Taxonomy Levels 3, 4, 5 and 6. Hence, the student was instructed to go through this again. (*See Annexure-i: Figure 4.1 & Figure 4.1.4*)

[Note: Concepts related to the Facet sequence sometimes may confuse the freshers. This is quite natural and often happens at the beginner level.]

S.N-5: [P2] [1P1] [2E] [2M] [T1] [S2]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.5*)

S.N-6: [2M] [P3] [1P] [2P] [2E]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.6*)

S.N-7: [T] [2P] [S1] [E] [2M] [P]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.7*)

S.N-8: [M] [2P1] [1E] [1P1] [S1]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.8*)

S.N-9: [T] [2E] [2M] [P] [E] [S]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.9*)

S.N-10: [P1] [T] [2E] [2P2] [S1] [2P1]

The student has performed well and the Facets sequence of the various fundamental categories is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 4.1 & Figure 4.1.10*)

The student's progress in each level could be clearly observed from the *level wise progress charts*. In Exercise-4.1, all the facets' sequences based on the Rounds and Levels spanning from S.N-1 to S.N-10 are covered by the charts. Each level wise clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 4.1.1 to 4.1.10*).

The student's progress in overall level could be clearly observed from the *overall progress charts*. In Exercise-4.1, all the facets' sequences based on the Rounds and Levels spanning from S.N-1 to S.N-10 are covered by the charts. Overall level clearance status of the student for each S.N spanning from S.N-1 to S.N-10 could be clearly observed from the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 4.1*).

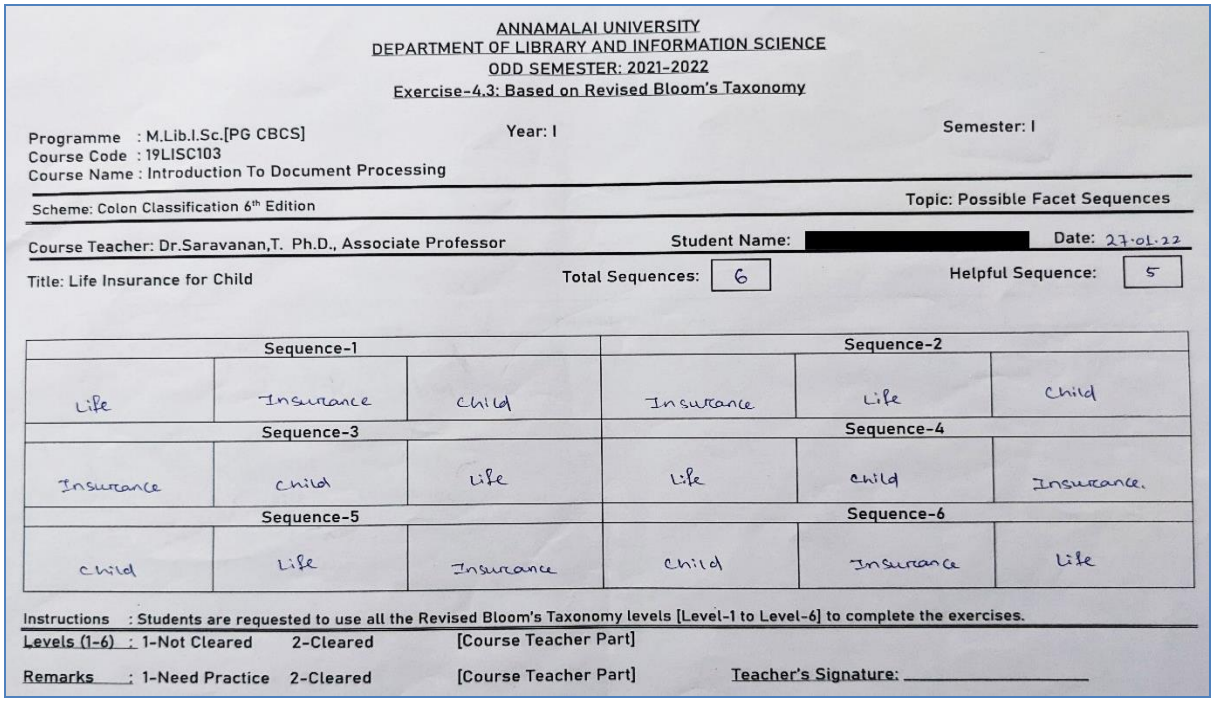
4.3: Possible Facet Sequences

The questions for all the levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	Recall facet formula.
2	*Understand*	Can you rephrase the Possible facet sequences?
3	*Apply*	How would you construct the possible facet sequences?
4	*Analyze*	Examine the possible combinations of facets.
5	*Evaluate*	Do you agree with all possible combinations of facets?
6	*Create*	How would you compose the possible combinations of facets?

The six levels related questions raised above and the structured *Format-4.3* enabled the students to reach the assigned task as shown below:

Format-4.3: **Possible Facet Sequences**



ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ODD SEMESTER: 2021-2022
Exercise-4.3: Based on Revised Bloom's Taxonomy

Programme : M.Lib.I.Sc.[PG CBCS] Year: I Semester: I
Course Code : 19LISC103
Course Name : Introduction To Document Processing

Scheme: Colon Classification 6th Edition Topic: Possible Facet Sequences

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor Student Name: [redacted] Date: 27.01.22

Title: Life Insurance for Child Total Sequences: 6 Helpful Sequence: 5

Sequence-1			Sequence-2		
Life	Insurance	Child	Insurance	Life	Child
Sequence-3			**Sequence-4**		
Insurance	Child	Life	Life	Child	Insurance.
Sequence-5			**Sequence-6**		
Child	Life	Insurance	Child	Insurance	Life

Instructions : Students are requested to use all the Revised Bloom's Taxonomy levels [Level-1 to Level-6] to complete the exercises.
Levels (1-6) : 1-Not Cleared 2-Cleared [Course Teacher Part]
Remarks : 1-Need Practice 2-Cleared [Course Teacher Part] Teacher's Signature: _____

Student-1:
Sequences-1 to 6:

The student has traced the total possible facets sequences that led to clear Revised Bloom's Taxonomy Levels 1 to 6. Tracing the helpful sequence among the various sequences and fixing the Rounds and Levels of the facets within the sequence can be determined by the correct facets sequence only. The sequence should flow in a correct way with the suitable facets' combinations. However, the student was not able to trace the helpful sequence among the six possible sequences. The student has traced the sequence-5 as helpful sequence. Hence, the student was directed to go through this again. The fast learner did face the difficulties to complete the task. What can I say about the slow learners? They were not able to perform well in this practice. The students were instructed to focus more on this topic.

[Note: Since the student was at the beginner level, there would be no way to expect the expertise to trace the helpful sequence among the various possible sequences of the facets. The Wall-Picture Principle wasn't properly applied by

the student due to the lack of expertise. The student will gain this skill when acquire enough experience and expertise [See Annexure-iv: Exercise-4.3].]

The student's progress in each level could be clearly observed from the *level wise progress charts*. In Exercise-4.3, all the possible facets sequences spanning from Sequence-1 to Sequence-6 are covered by the charts. Each level wise clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 4.3.1 to 4.3.6*).
The student's progress in overall level could be clearly observed from the *overall progress charts*. In Exercise-4.3, all the possible facets sequences spanning from Sequence-1 to Sequence-6 are covered by the charts. Overall level clearance status of the student for each Sequence spanning from Sequence-1 to Sequence-6 could be clearly observed from the chart. Further, total number of possible sequences and helpful sequence identification status are explored towards the chart. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 4.3*).

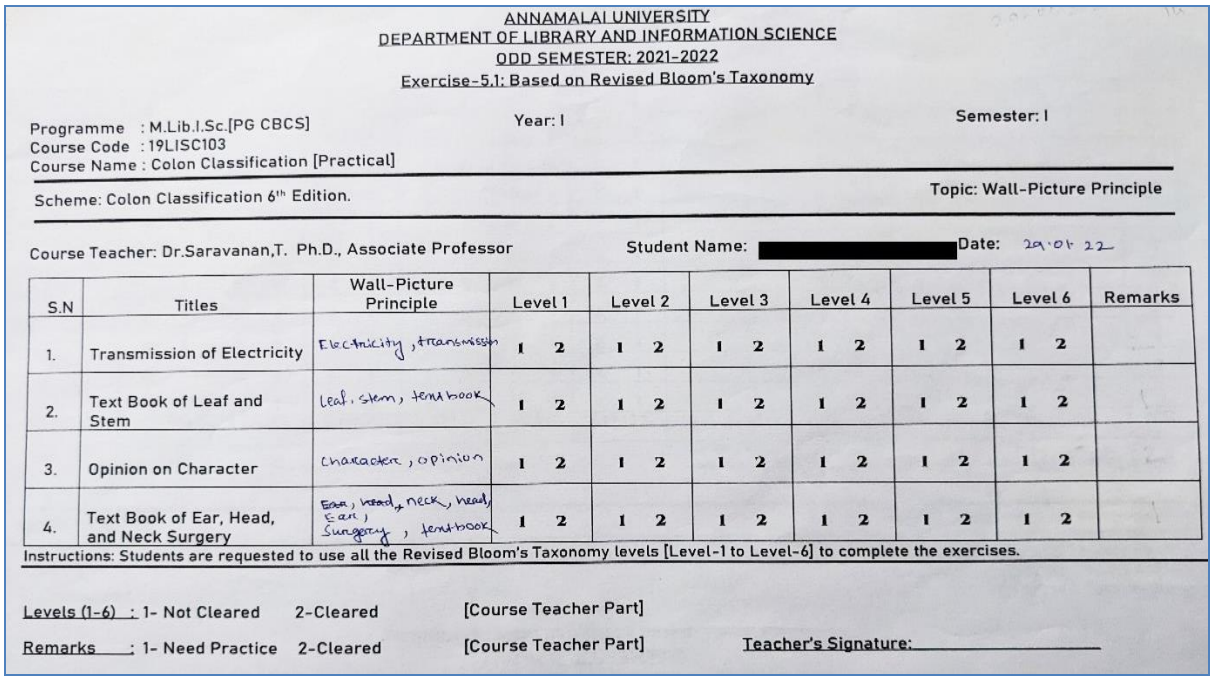
5.1: Wall-Picture Principle

The questions for all the levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	What is the need for Wall-Picture Principle?
2	*Understand*	Can you translate the Wall-Picture Principle?
3	*Apply*	How would you develop the Wall-Picture Principle?
4	*Analyze*	Categorize the Facets using Wall-Picture Principle.
5	*Evaluate*	Can you determine the Facets of the given titles?
6	*Create*	How would you combine the Facets of the given titles?

The six levels related questions raised above and the structured *Format-5.3* enabled the students to reach the assigned task as shown below:

Format-5.1: **Wall-Picture Principle**



ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ODD SEMESTER: 2021-2022
Exercise-5.1: Based on Revised Bloom's Taxonomy

Programme : M.Lib.I.Sc.[PG CBCS]
Course Code : 19LISC103
Course Name : Colon Classification [Practical]
Year: I
Semester: I

Scheme: Colon Classification 6th Edition.
Topic: Wall-Picture Principle

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor
Student Name: [redacted]
Date: 29.01.22

S.N	Titles	Wall-Picture Principle	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
1.	Transmission of Electricity	Electricity, transmission	1 2	1 2	1 2	1 2	1 2	1 2	
2.	Text Book of Leaf and Stem	Leaf, stem, text book	1 2	1 2	1 2	1 2	1 2	1 2	
3.	Opinion on Character	Character, opinion	1 2	1 2	1 2	1 2	1 2	1 2	
4.	Text Book of Ear, Head, and Neck Surgery	Ear, head, neck, head, Ear, Surgery, text book	1 2	1 2	1 2	1 2	1 2	1 2	

Instructions: Students are requested to use all the Revised Bloom's Taxonomy levels [Level-1 to Level-6] to complete the exercises.

Levels (1-6) : 1- Not Cleared 2-Cleared [Course Teacher Part]
Remarks : 1- Need Practice 2-Cleared [Course Teacher Part] Teacher's Signature:

Student-1:

S.N-1: Title- *Transmission of Electricity*

The student has performed well and the Facets sequence for the given title is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 5.1 & Figure 5.1.1*)

S.N-2: Title- *Text Book of Leaf and Stem*

The student didn't perform well and slipped down here to use the Wall-Picture Principle that led to trace the wrong Facet sequence. Before commencing the practice, the basic concepts related to the Wall-Picture Principle were correctly explained by the student in the classroom that let the student to clear the first two levels *Remember* and *Understand*. However, at the time of practice, student has faced the difficulties from the *level-3 to level-6* that led to put the Facets in wrong location while structuring the Facet sequence. Beginners usually commits mistakes at the initial stage. The mistakes may not be repeated when the students gain enough practice and experience. Understanding of Wall-Picture Principle is a must to perform this exercise. The student has done up to the level best. (*See Annexure-i: Figure 5.1 & Figure 5.1.2*)

S.N-3: Title- *Opinion on Character*

The student has performed well and the Facets sequence for the given title is traced successfully that led to clear the Revised Bloom's Taxonomy Levels. (*See Annexure-i: Figure 5.1 & Figure 5.1.3*)

S.N-4: Title- *Text Book of Ear, Head and Neck Surgery*

The student didn't perform well and slipped down here to use the Wall-Picture Principle that led to trace the wrong Facet sequence. Before commencing the practice, the basic concepts related to the Wall-Picture Principle were correctly explained by the student in the classroom that let the student to clear the first two levels *Remember* and *Understand*. However, at the time of practice, student has faced the difficulties from the *level-3 to level-6* that led to put the Facets in wrong location while structuring the Facet sequence. Beginners usually commits mistakes at the initial stage. The mistakes may not be repeated when the students gain enough practice and experience. Understanding of Wall-Picture Principle is a must to perform this exercise. The student has done up to the level best. (*See Annexure-i: Figure 5.1 & Figure 5.1.4*)

[Note: This exercise was performed by the student without referring the Colon Classification Schedule. Further, all the students performed this exercise after having completed enough exercises spanning from 1.0 to 4.3.]

The student's progress in each level could be clearly observed from the *level wise progress charts*. In Exercise-5.1, all the facets' sequences based on the Wall-Picture principle spanning from S.N-1 to S.N-4 are covered by the charts. Each level wise clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 5.1.1 to 5.1.4*).

The student's progress in overall level could be clearly observed from the *overall progress charts*. In Exercise-5.1, all the facets' sequences based on the Wall-Picture principle spanning from S.N-1 to S.N-4 are covered by the charts. Overall level clearance status of the student for each S.N spanning from S.N-1 to S.N-4 could be clearly observed from the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 5.1*).

The fast learner [Student-1] has Science discipline background at the Postgraduation level, and performed up to the level best in the given exercises. However, the student did face the difficulties in some exercises that could be clearly captured from the charts as well as performance evaluation report as given in the Annexures-i & iii. The slow learner [Student-2] has received the graduation in Arts subject and did the exercises to some extent that could be also observed from the given charts (*See Annexure-ii*). All the students were given equal and wide opportunity to develop their skills in the identified topics by practicing various exercises in the classroom. The said classroom exercises' formats enabled them to have a practice again and again using Revised Bloom's Taxonomy Levels 1-6. Further their skills in overall as well as each level also could be further sliced that led to finalize the student performance evaluation report (*See Annexure-iv*). The Course Outcomes (Cos) attained by the students can be correlated to the Programme Outcomes (POs), which may be discussed in the future article.

6.0: Main Class (Basic Class Number to Basic Class)

The questions for the first two levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	What is the Basic Subject for the given Notations?
2	*Understand*	Can you translate the artificial language into natural language?

The students had this practice at the beginning of the end semester (*Course Code: 19LISC202*). This exercise was performed by the students using the e-content, which was developed by the course teacher (Saravanan, 2022). As explained earlier, each student did receive many chances for practice in the classroom. The first two levels of Revised Bloom's taxonomy were used for practice and one fast learner performance is screened here. However, this student was able to reach the task in the third chance (*Practice-3*). The slow learners practiced the same more than three chances. The course teacher should review the slow learners' capability and based on the outcomes more chances may be offered to the students. The structured *Format-6.0* is as shown below:

Format-6.0: **Main Class (Basic Class Number to Basic Class)**

ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
END SEMESTER: 2021-2022
Exercise-6.0: Based on Revised Bloom's Taxonomy

Student Name: [redacted]
Programme : M.Lib.I.Sc **Year:** I **Semester:** II
Course Code : 19LISC202
Course Name : Colon Classification (Practical)

Scheme: Colon Classification 6th Edition **Topic:** MAIN CLASS-BCN To BS

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor

S.N.	BCN To BS	Practice-1 Dt: 01-03-2022 Level-1		Level-2		Remarks	Practice-2 Dt: 02-03-2022 Level-1		Level-2		Remarks	Practice-3 Dt: 04-03-2022 Level-1		Level-2		Remarks
1	1	1	2	1	2		1	2	1	2		1	2	1	2	
2	2	1	2	1	2		1	2	1	2		1	2	1	2	
3	3	1	2	1	2		1	2	1	2		1	2	1	2	
4	4	1	2	1	2		1	2	1	2		1	2	1	2	
5	z	1	2	1	2		1	2	1	2		1	2	1	2	
6	A	1	2	1	2		1	2	1	2		1	2	1	2	
7	B	1	2	1	2		1	2	1	2		1	2	1	2	
8	C	1	2	1	2		1	2	1	2		1	2	1	2	
9	D	1	2	1	2		1	2	1	2		1	2	1	2	
10	E	1	2	1	2		1	2	1	2		1	2	1	2	
11	F	1	2	1	2		1	2	1	2		1	2	1	2	
12	G	1	2	1	2		1	2	1	2		1	2	1	2	
13	H	1	2	1	2		1	2	1	2		1	2	1	2	
14	HZ	1	2	1	2		1	2	1	2		1	2	1	2	
15	I	1	2	1	2		1	2	1	2		1	2	1	2	
16	J	1	2	1	2		1	2	1	2		1	2	1	2	
17	K	1	2	1	2		1	2	1	2		1	2	1	2	
18	KZ	1	2	1	2		1	2	1	2		1	2	1	2	
19	L	1	2	1	2		1	2	1	2		1	2	1	2	
20	LZ	1	2	1	2		1	2	1	2		1	2	1	2	
21	M	1	2	1	2		1	2	1	2		1	2	1	2	
22	△	1	2	1	2		1	2	1	2		1	2	1	2	
23	N	1	2	1	2		1	2	1	2		1	2	1	2	
24	O	1	2	1	2		1	2	1	2		1	2	1	2	
25	P	1	2	1	2		1	2	1	2		1	2	1	2	
26	Q	1	2	1	2		1	2	1	2		1	2	1	2	
27	R	1	2	1	2		1	2	1	2		1	2	1	2	
28	S	1	2	1	2		1	2	1	2		1	2	1	2	
29	T	1	2	1	2		1	2	1	2		1	2	1	2	
30	U	1	2	1	2		1	2	1	2		1	2	1	2	
31	V	1	2	1	2		1	2	1	2		1	2	1	2	
32	W	1	2	1	2		1	2	1	2		1	2	1	2	
33	X	1	2	1	2		1	2	1	2		1	2	1	2	
34	Y	1	2	1	2		1	2	1	2		1	2	1	2	
35	Z	1	2	1	2		1	2	1	2		1	2	1	2	

RBT Level-1 & Level-2 Clearance Status: 1-Not Cleared 2-Cleared
Remarks : 1-Need Practice 2-Cleared
Source : LIS E-Content developed by the Course Teacher has been utilized by the learners.
E-Content Link URL : https://www.youtube.com/watch?v=-PPBD_7ld-A

***

[Note: This exercise demands the students to use first two levels of Revised Bloom's Taxonomy. Students were instructed to access the related e-content while practicing this exercise. The students were asked to go to the stage one by one to complete the task. The course teacher should monitor their skill levels using the structured format as

shown here. The given exercise format and the discussions explore the fast learner outcomes. Hence, only three practices are covered by this format. For the slow learners, the format loads the slots up to seven practices.]

Student-1:

The student has successfully traced the Basic Class for the Notations placed against the S.N.1-11, S.N.13, 14 & 16-35, and didn't clear the levels for the notations placed against the S.N.12 & 15. (*See Annexure-i: Figure 6.0.1 & Figure 6.0.1.1-.35*). The student has also committed some mistakes in the practice-2, and cleared the levels in the practice-3.

The student's progress for the first two levels could be clearly observed from the *level wise progress charts*. Exercise-6.0 covers three practices where all main class notations spanning from S.N-1 to S.N-35 are given. For illustrative purpose, the practice-1 dated on 01-03-2022 is given in the charts. First two levels clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 6.0.1.1-35*).

The student's progress in overall level could be clearly observed from the *overall progress charts*. Exercise-6.0 includes three practices where all main class notations spanning from S.N-1 to S.N-35 are covered by the charts. Overall level clearance status of the student for each S.N., spanning from S.N-1 to S.N-35 for three practices. For illustrative purpose, the practice-1 dated on 01-03-2022 is given in the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 6.0.1*).

The exercise 6.1 explored the Basic Classes and the students did trace the right Basic Class Number using the e-content (Saravanan, 2022). *See Annexure-iv* for better understanding.

6.2: Main Class (Sample Titles: Basic Class and Basic Class Number):

The questions for all the levels are structured using the suitable action verbs based on the Revised Bloom's Taxonomy as shown below:

Level	Level Name	Questions
1	*Remember*	What is the Basic Class and BCN for the given raw title?
2	*Understand*	Can you trace the Basic Class and BCN?
3	*Apply*	How would you develop the Basic Class and BCN?
4	*Analyze*	How could you assume the Basic Class and BCN?
5	*Evaluate*	Can you defend the Basic Class and BCN?
6	*Create*	How did you compose the Basic Class and BCN?

The students had this practice during the end semester (*Course Code: 19LISC202*). This exercise has been performed by the students using the e-content, which was developed by the course teacher (Saravanan, 2022). The e-content did flash the raw titles one by one on a random basis. The students were instructed to observe the title and trace the Basic Class and Basic Class Number within the time frame. The fast learner performance is screened here. The structured *Format-6.2* is as shown below:

[Note: This exercise demands the students to use six levels of Revised Bloom's Taxonomy. Students need to finish the assigned task by way of accessing the related e-content. The course teacher was operating the e-content where the titles were displayed one by one with the time frame of maximum 5 seconds to trace the Basic Class and related Basic Class Number. Students were given one attempt to complete this practice as the e-content has the provision to

display the Basic Class and Basic Class Number for each title. The students themselves could verify their answers using this e-content. However, the students were not permitted to overwrite the answers.]

Format-6.2: Main Class (Basic Class and Basic Class Number)

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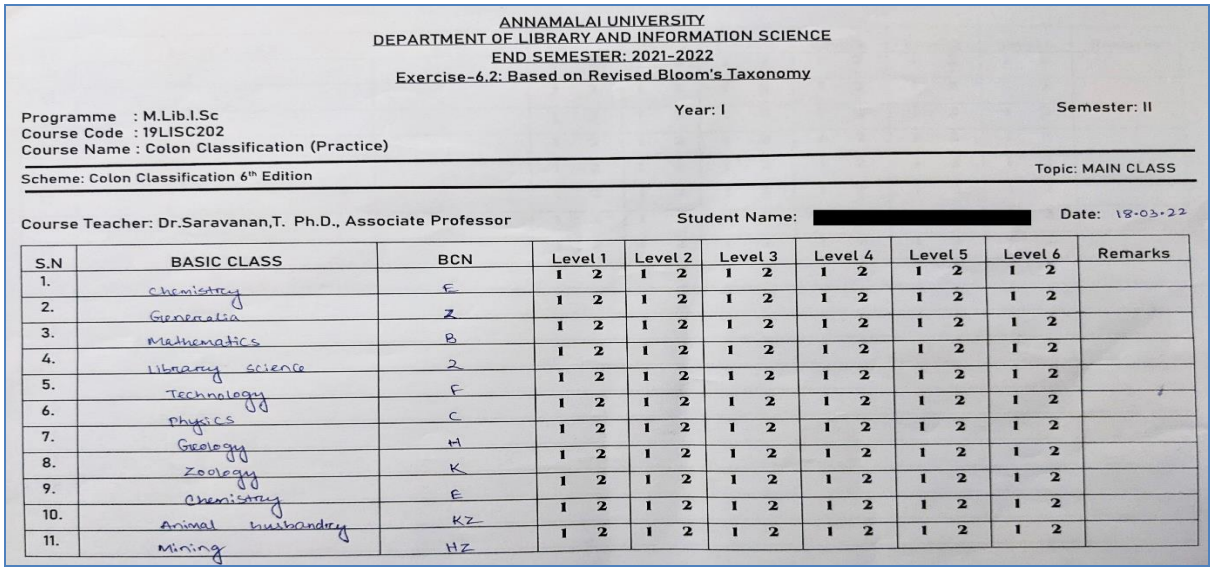

ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
END SEMESTER: 2021-2022
Exercise-6.2: Based on Revised Bloom's Taxonomy

Programme : M.Lib.I.Sc
Course Code : 19LISC202
Course Name : Colon Classification (Practice)
Year: I
Semester: II
Scheme: Colon Classification 6th Edition
Topic: MAIN CLASS

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor
Student Name: [redacted]
Date: 18-03-22

S.N	BASIC CLASS	BCN	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
1.	Chemistry	E	1 2	1 2	1 2	1 2	1 2	1 2	
2.	Generalia	Z	1 2	1 2	1 2	1 2	1 2	1 2	
3.	Mathematics	B	1 2	1 2	1 2	1 2	1 2	1 2	
4.	Library Science	2	1 2	1 2	1 2	1 2	1 2	1 2	
5.	Technology	F	1 2	1 2	1 2	1 2	1 2	1 2	
6.	Physics	C	1 2	1 2	1 2	1 2	1 2	1 2	
7.	Geology	H	1 2	1 2	1 2	1 2	1 2	1 2	
8.	Zoology	K	1 2	1 2	1 2	1 2	1 2	1 2	
9.	Chemistry	E	1 2	1 2	1 2	1 2	1 2	1 2	
10.	Animal husbandry	KZ	1 2	1 2	1 2	1 2	1 2	1 2	
11.	Mining	HZ	1 2	1 2	1 2	1 2	1 2	1 2	

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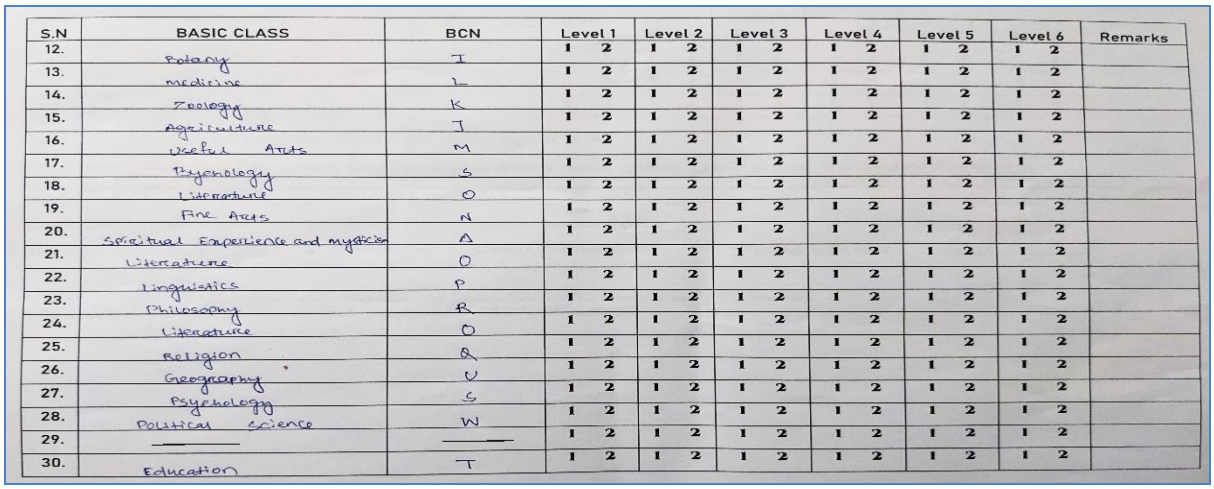
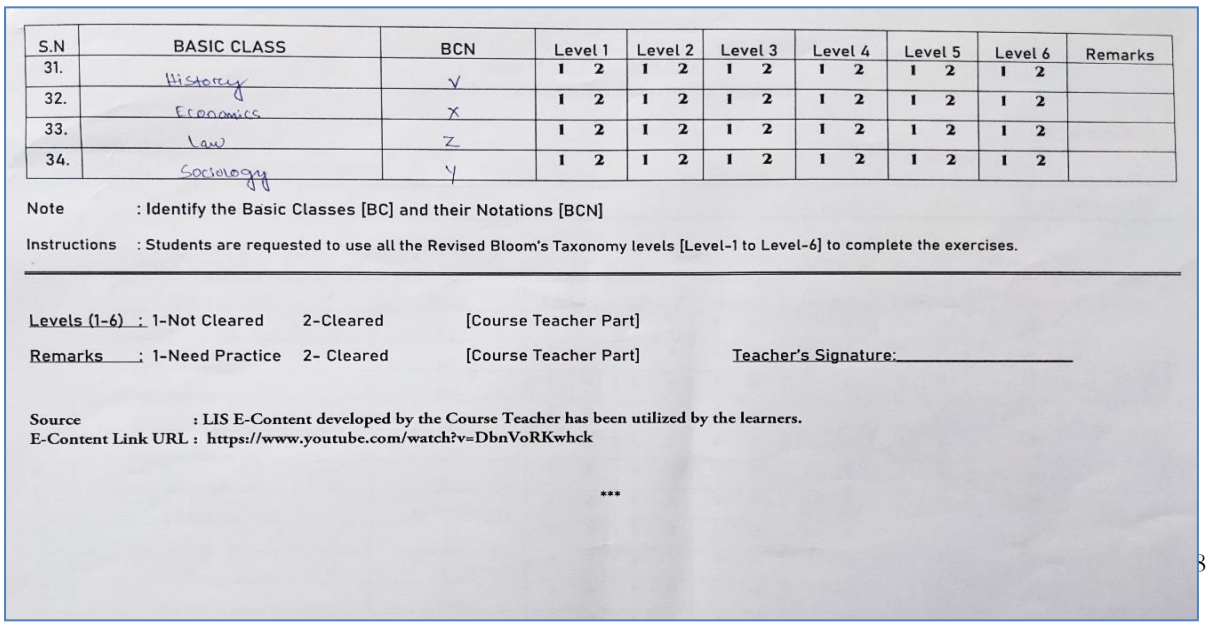


S.N	BASIC CLASS	BCN	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
12.	Botany	I	1 2	1 2	1 2	1 2	1 2	1 2	
13.	Medicine	L	1 2	1 2	1 2	1 2	1 2	1 2	
14.	Zoology	K	1 2	1 2	1 2	1 2	1 2	1 2	
15.	Agriculture	J	1 2	1 2	1 2	1 2	1 2	1 2	
16.	Useful Arts	M	1 2	1 2	1 2	1 2	1 2	1 2	
17.	Psychology	S	1 2	1 2	1 2	1 2	1 2	1 2	
18.	Literature	O	1 2	1 2	1 2	1 2	1 2	1 2	
19.	Fine Arts	N	1 2	1 2	1 2	1 2	1 2	1 2	
20.	Spiritual Experience and mystics	A	1 2	1 2	1 2	1 2	1 2	1 2	
21.	Literature	O	1 2	1 2	1 2	1 2	1 2	1 2	
22.	Linguistics	P	1 2	1 2	1 2	1 2	1 2	1 2	
23.	Philosophy	R	1 2	1 2	1 2	1 2	1 2	1 2	
24.	Literature	O	1 2	1 2	1 2	1 2	1 2	1 2	
25.	Religion	Q	1 2	1 2	1 2	1 2	1 2	1 2	
26.	Geography	U	1 2	1 2	1 2	1 2	1 2	1 2	
27.	Psychology	S	1 2	1 2	1 2	1 2	1 2	1 2	
28.	Political Science	W	1 2	1 2	1 2	1 2	1 2	1 2	
29.	———	———	1 2	1 2	1 2	1 2	1 2	1 2	
30.	Education	T	1 2	1 2	1 2	1 2	1 2	1 2	

Page-3/3



S.N	BASIC CLASS	BCN	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Remarks
31.	History	V	1 2	1 2	1 2	1 2	1 2	1 2	
32.	Economics	X	1 2	1 2	1 2	1 2	1 2	1 2	
33.	Law	Z	1 2	1 2	1 2	1 2	1 2	1 2	
34.	Sociology	Y	1 2	1 2	1 2	1 2	1 2	1 2	

Note : Identify the Basic Classes [BC] and their Notations [BCN]

Instructions : Students are requested to use all the Revised Bloom's Taxonomy levels [Level-1 to Level-6] to complete the exercises.

Levels (1-6) : 1-Not Cleared 2-Cleared [Course Teacher Part]

Remarks : 1-Need Practice 2- Cleared [Course Teacher Part] Teacher's Signature:_____

Source : LIS E-Content developed by the Course Teacher has been utilized by the learners.
E-Content Link URL : https://www.youtube.com/watch?v=DbnVoRKwhck

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Student-1:

The student has performed well in the S.Ns.1-4, 6, 7, 10-16 and 18-34 while the S.Ns., 5, 8, 9 and 17 were not cleared (*See Annexure-i: Figure 6.2.1-34 & Figure 6.2.1-17 & 6.2.18-34*). The S.N.-29 is skipped and it hasn't been vouched here.

The student's progress for the levels could be clearly observed from the *level wise progress charts*. In Exercise-6.2, all main classes and their related notations spanning from S.N-1 to S.N-34 are covered by the charts. Each level clearance status of the student could be clearly observed from the charts. The student's clearance status is denoted by 'Not Cleared' or 'Cleared' that could be identified towards the charts (*See Annexure-i: Figure 6.2.1-17 & 6.2.18-34*).

The student's progress in overall level could be clearly observed from the *overall progress charts*. In Exercise-6.2, all main classes and their related notations spanning from S.N-1 to S.N-34 are covered by the charts. Overall level clearance status of the student for each S.N., spanning from S.N-1 to S.N-34 could be clearly observed from the charts. The student's clearance status is represented by 'Need Practice' or 'Cleared' that could be identified towards the chart (*See Annexure-i: Figure 6.2.1-34*).

Findings, Conclusions and Recommendations:

S.R.Ranganathan (1967) explained the status of Postulate as "Elucid postulated that two parallel lines do not meet. Gauss postulated that parallel lines meet at both ends. Which of these two postulates are we to prefer? Whichever is helpful to our purpose whichever does the job for us" (p.396).

The course teacher has the habit of directing the students to raise a few questions themselves before starting to learn the Classification concepts. They are;

Can a student learn the Medicine without Biology knowledge?
Can a student learn the Engineering without Physics and Mathematics knowledge?
Can a student write a Program without Computer Science knowledge?

The above questions led the students to another question:

Can a student learn the Classification Subject without Universe of Subjects Knowledge?

The synonyms, homonyms etc., related issues are always travelling along with the classifiers and they are treated as major issues by the Classificationists. Of course, the classifiers can't stop those terms that fall under the synonyms, homonyms etc., but the ways identified by the various Classificationists in their schemes may guide the classifiers to fix the issues whenever there is a need. Of course, Colon Classification fulfils the demands of Canon of Synonyms and Canon of Homonyms. However, the Canon of Synonyms is violated in the schedules of Geographical Isolates where *Mother Country of the Library* and *India* have been represented by two different notations 2 and 44 respectively. To face the environment like these kinds, the students/classifiers need enough knowledge about the Universe of Subjects, divisions, subdivisions and the associated terms.

For instance, observe the given sample title-4 '*Seal*' that may lead the learners to the Canonical Division, ND Sculpture or the Main Class V History as per the schedule. But this book should be classified under the Main Class K Zoology where it can be traced under the *Carnivora* which is classified under *Mammalia*. Of course, the non-science discipline students may face the difficulties to trace the Basic Class for this kind as the said title falls under the *Implicit* type. Chances are there for the students to classify this title under some other Basic Class other than the Basic Class Zoology. The schedule may direct the non-science discipline students to simply select the *Canonical division* ND or Main Class V where the facet *Seal* is classified under *Numismatics*. The concepts related to the facet *Seal* given in the Index are entirely different as it falls under the *Numismatics*. As explained earlier, in this context, the title alone will never help the students to trace the Basic Class. They should go through the context of the document for more information to finalize the Basic Class. Hence, it is mandatory for all students to know the basics related to the Universe of Subjects and related notations in order to trace the right Basic Class. If the black board is used for teaching, then the course teacher should provide more relevant details which are related to the document title to the students whenever they are in need, so as they can trace the Basic Class and the Basic Class Number without complications. The course teacher may take the students to the Central Library, where the real environment will let the students get more experience. The students need to go through the newly purchased documents to trace the Basic Class and the Basic Class Number after getting permission from the Institution Librarian. The on campus/off campus training need to be followed to train the students in the Classification sector. The terminologies used in the various classes need to be carefully traced so as the right Basic Class can be finalized.

For instance, see the given sample titles where the students required further details to trace the Basic Class.

Mechanical Seals
Navy Seals
Seal Book

Seal
Seal
Seals
Seals and Sealing
The way of the Seal

The *First book* explores the topics ranging from design fundamentals and test rigs to leakage, wear, friction and power, reliability, and special designs.
The *Second book* covers the combat history of the deadliest warriors on the planet.
The *Third book* narrates the Company Act.
The *Fourth book* discusses about the Animals at Risk.
The *Fifth book* covers a Navy SEAL's secrets to surviving any disaster.
The *Sixth book* discusses about the US Navy's Elite Fighting Force.
The *Seventh book* explains the Sealing Technology.
The *Eighth book* reveals exercises, meditations and focusing techniques to train our mind for mental toughness, emotional resilience and uncanny intuition.

In the Classroom practice, the titles like the said kind should be given along with the additional information which are related to the title contexts so as the students will get a clear picture about the Basic Facet (Ideal Plane). The structured format in the exercise 7.0 *(Annexure-iii)* may fulfil the said demands. In real time, the classifiers should go through the contexts of the books to justify the Basic Facet (Idea Plane) for the given document title.

Library and Information Science Schools across the globe attract the students from various disciplines. Students should step up to learn the basics related to the Universe of Subjects in order to make themselves as skilled in Classification. For instance, a student from the Faculty of Science may or may not be familiar with the basic concepts of the subjects belonging to other disciplines. The same may be faced by a student from the Faculty of Arts or any other Faculty.
In my class, the students of the current batch have different subjects background at Under graduation/Postgraduation level, namely Geology, Computer Science, Mathematics, English Literature etc., The students who have the science subject background may be able to grasp the concepts related to the science titles while students from Literature, etc., did face the difficulties to extract the required essence from the Science discipline associated titles. Hence, each and every learner in the School of Library and Information Science should acquire fundamental knowledge about the Universe of Subjects. For the Main Class Literature, the students did access the extended device using the given URL (Saravanan, 2020) and practiced the title with the help of the e-contents (Saravanan, 2021) developed by the course teacher. The extended device lets the students to finalize the class numbers for the titles without burdens as the extended device which is available in the URL gives the enumerated notations for the authors' works. The time consumption to calculate the work number for the Personality Facet Level four [P4] has been reduced. The students processed the Literature related title using the extended device and picked the right notation for the authors' works. Sometimes the students had to face the network issues while accessing this extended device through URL for authors' works. Downloading and accessing the same extended device using the mobile is also not convenience to the students. They faced little trouble while scroll the pages in both the directions as the structure of the device explores the pure notations. Hence a proposal was made by the course teacher to make

enough copies of this extended device in the hard bound format and donate them to the LIS School library so as the students can use them for practice in the classroom. However, this request is not able to see the green signal. It doesn't mean that the students from *English, Economics, Sociology,* etc., should be an expert in the subjects *Mathematics, Physics, Chemistry,* etc., but they should at least try to acquire the basics related to other disciplines' subjects up to their level best. For instance, the non-science students may face the difficulties while classify the titles that fall under the Basic Class Chemistry where the elements group, period and valency need to be traced in order to synthesize the class numbers. Further the students should stick with the associated rules provided for the subject Chemistry wherever they are warranted. The students should be aware of the genus, species etc., in order to synthesize the class numbers for the titles that fall under the Basic Class Agriculture. In many classes the basics related to the subjects need to be learnt by the students. The same is applicable to other discipline students. In my class, I have observed that some of the students, who faced said kind of issues while processing the titles. They struggled to grasp the essence from other discipline subject related titles. The school level education may offer the chance to all the students to learn the basic concepts of all subjects, and when it comes to the Higher Education Level, the students will be diverted based on the choice of the subject preferred by them. The higher educational institutions run various programmes where the subjects are categorized based on the subject specialization such as *Chemistry, Mathematics, Physics, Botany, Zoology, Computer Science, Economics, Commerce, Philosophy, Sociology* and so on.

Library and Information Science Community should keep one thing in their mind that they are responsible for controlling the Universe of Subjects by way of using Colon Classification Scheme or any other Schemes in their Libraries/Information centres etc., For the successful Classification process, acquiring enough knowledge about the Universe of Subjects are mandatory for the learners. As said earlier, the learners should be strong in the Normative Principles as they play a vital role. The learners should focus on all the subjects related basic concepts to gain more skills. the student Hence, the skills related to the Postulates and Principles need to be developed in the classroom where enough practice may let them gain progress in the specific part. In this context, the students have practiced different exercises, which were related to the concept of Postulates and Principles. The course teachers are always loyal to their job. The course teachers may try to sharp the skills of the students in the topics concerned using various teaching strategies in the classroom, but the success rate is always depending on the grasping capability of the students as it usually differs from each and every one. As a teacher, I should know how to act and react while handling the subjects in the classroom. Students' timely reactions in the classroom are a must that may fulfil the expectations of the course teachers. Poor cooperation from the students will never help both of them to reach the assigned task. However, it would be the responsibility of the course teachers to motivate the students so as their skills can go in an upward direction. The rest is up to the students. The students should be loyal to them first. They should ready to work hard without time restrictions.

I would like to rewind my memories which are filled with unforgettable events that had happened three decades back. I could remember my classroom days (Library and Information Science, Madurai Kamaraj University, Tamilnadu, India) where I was standing outside of my beloved teacher's cabin for more than two hours to clear my doubts in the topic 'Mnemonics'. Since my teacher was very busy in the academic routines, I had to wait to clear

my doubts after the class hours. Further, I was permitted to visit my teacher's home for clearing subject related doubts.

Some flaws may be found in the students' worked-out exercises. In Statistics, analyses are usually performed by various Statistical applications. Roger Stern and others (2002) stated as "It is a good idea to make some mistakes. Some users are naturals at making mistakes, but if you are not, then make some deliberate errors." As a beginner, committing mistakes are quite natural and they can be fixed after having acquired enough knowledge in the subjects' related basic concepts and experience. The mistakes, let the beginners get an alert. S.R.Ranganathan (1967) visited various countries and had taught the Postulates and Principles to the students in School of Library Science. Based on his experience, he stated that "The general impression received was that the students found this method of learning classification meaningful and rewarding" (p.30). This expression is supported and proved again with the structured exercise formats related to the Notation, Facet Formula, Main Classes and Postulates & Principles which were worked out by the students in the classroom using the Revised Bloom's Taxonomy levels as discussed above. Students found that these level indicators enabled them to realize their capabilities and also to identify their skill levels where it had been inclined/declined. Further, these indicators helped them to focus on the topics where they were identified as weak. The Postulates and guiding Principles let the learners to capture the subject concepts without much burdens. Each and every stage the Postulates and Principles often help the learners to carry out the classification process successfully as they have been treated as guiding techniques.

The Covid-19 pandemic and lockdown has impacted students across the world by keeping them away from the regular classroom activities. Indeed, the sudden shift to online class was a challenging task for the students. The students were in the position to flex their mind to balance the unstable classroom environment often. Attending on campus classes for a few days and shifting everything to online classroom would be definitely inconvenient for the students. I had kept my students active even in the online mode too. I observed that some of the students faced the difficulties to grasp the subject concepts in online due to various factors. However, as a teacher, I should step up to appreciate my students for their enthusiasm to learn the said course either in online or offline without bothering the timeline. Time to thank all of them as they had made their presence in all the classes and showed their kind cooperation during the class hours. I can say that all students have sharpened their skills up to their level best in the said topics and their performance level should have been obviously raised from the ground level.

***

Acknowledgement:

This work is dedicated to Dr.S.R.Ranganathan (Father of Library Science in India).

"I never teach my pupils. I only attempt to provide the conditions in which they can learn"
- Albert Einstein.

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Annexure-i (Student-1)

Figure 1.0.1 to 1.0.10: Level Wise Progress Charts

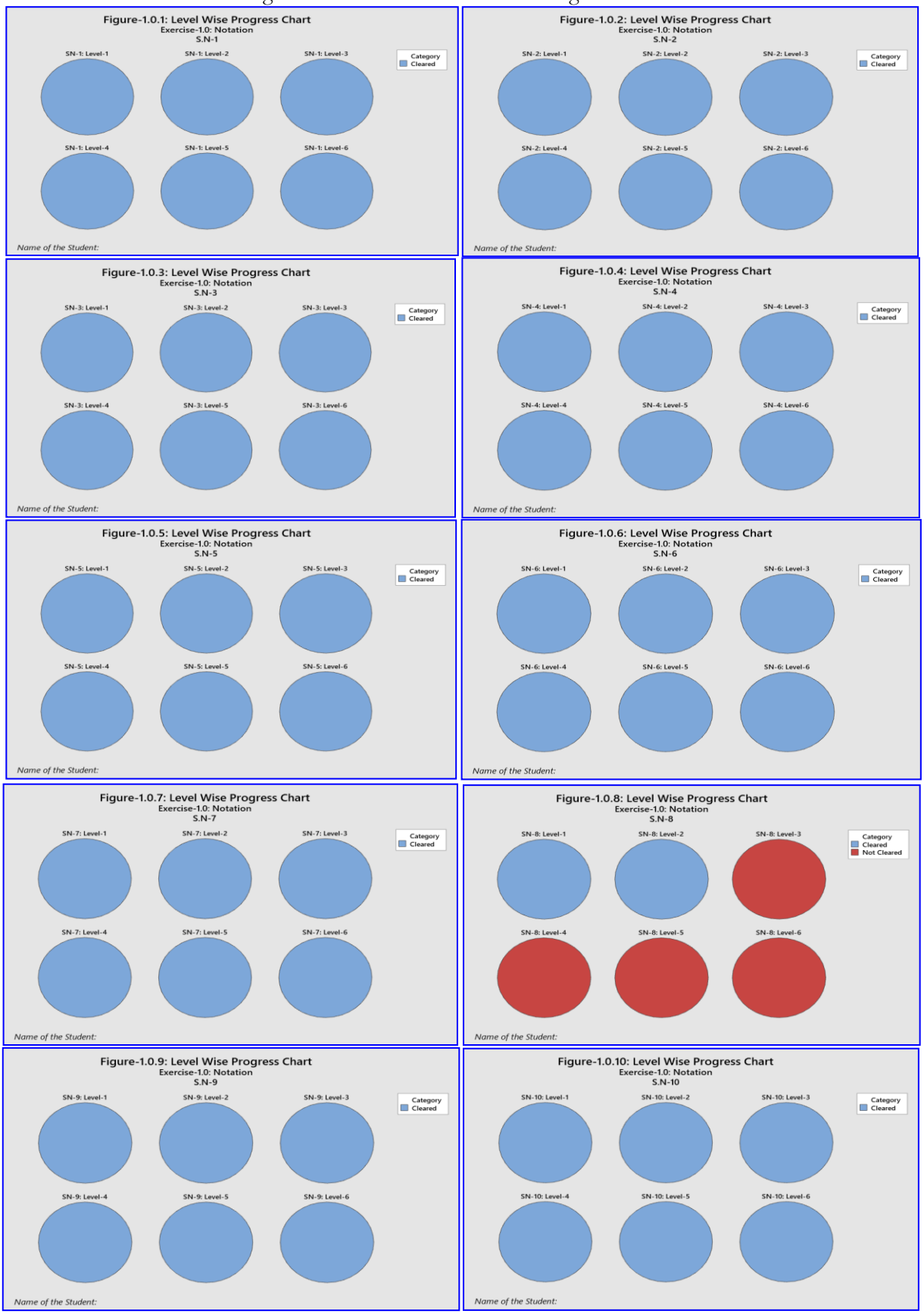


Figure 1.0: Overall Progress Charts

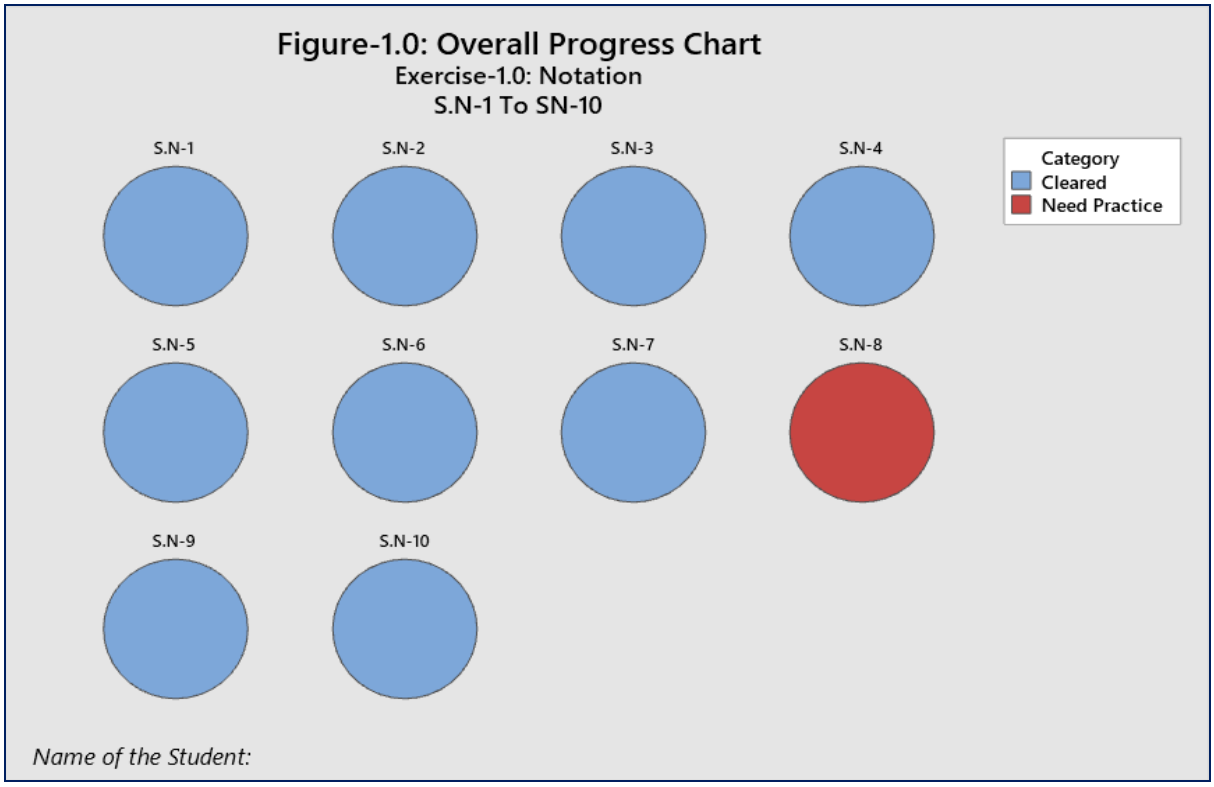


Figure 2.5: Overall Progress Charts

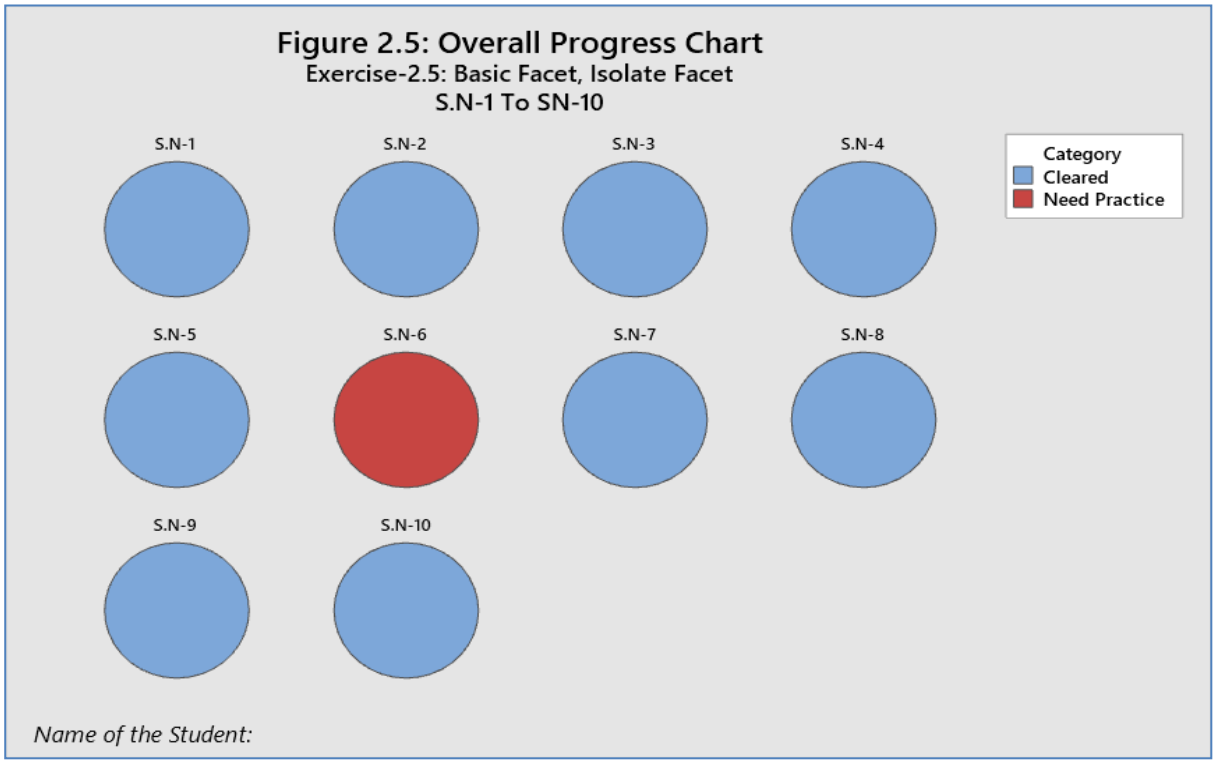


Figure 2.5.1 to 2.5.10: Level Wise Progress Charts

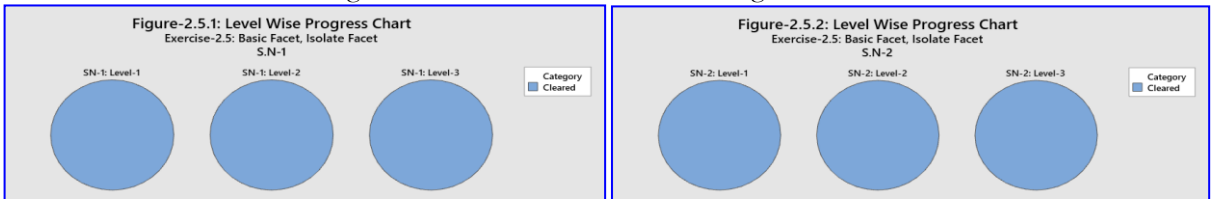


Figure 3.0.1 to 3.0.10: Level Wise Progress Charts

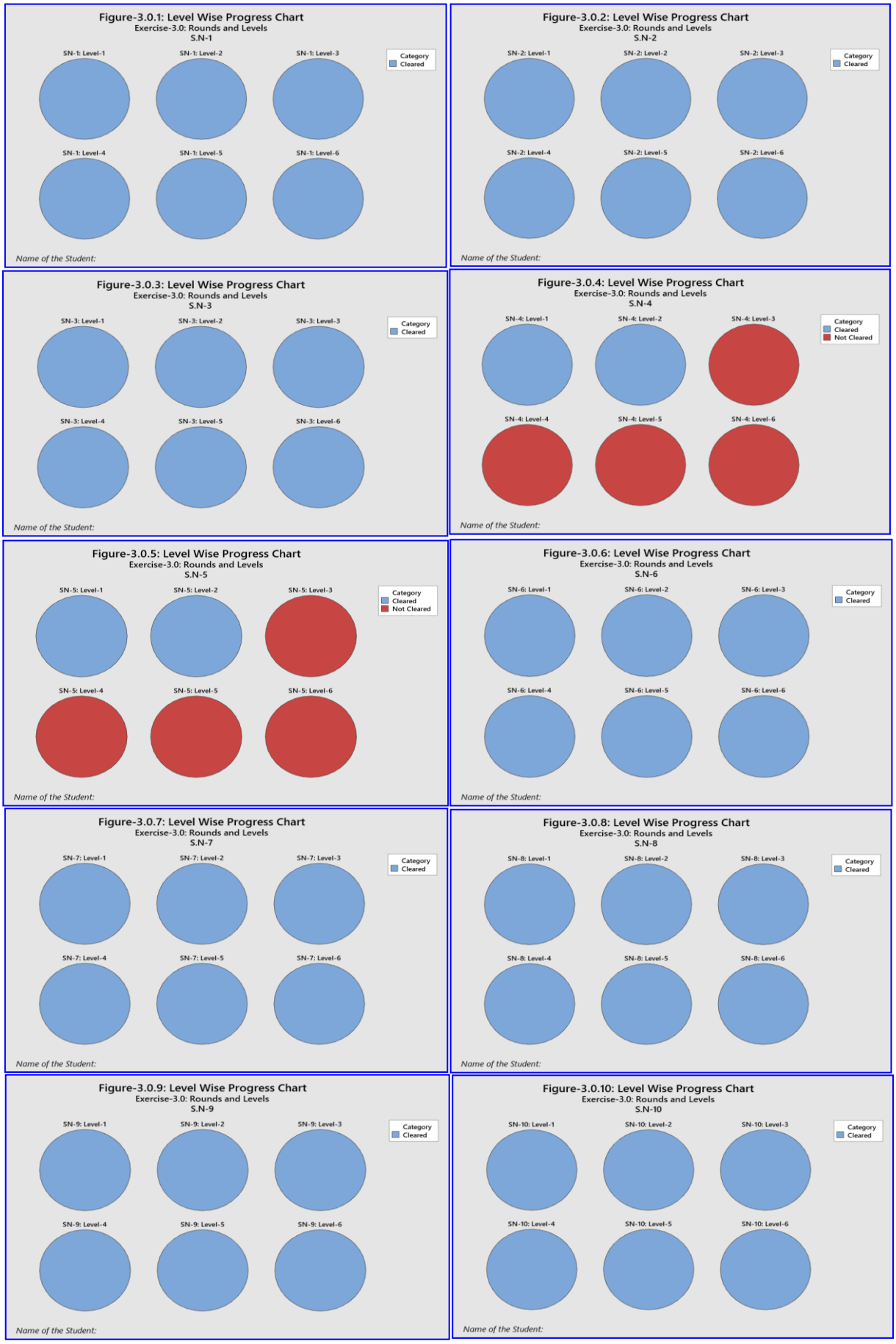


Figure 3.0: Overall Progress Charts

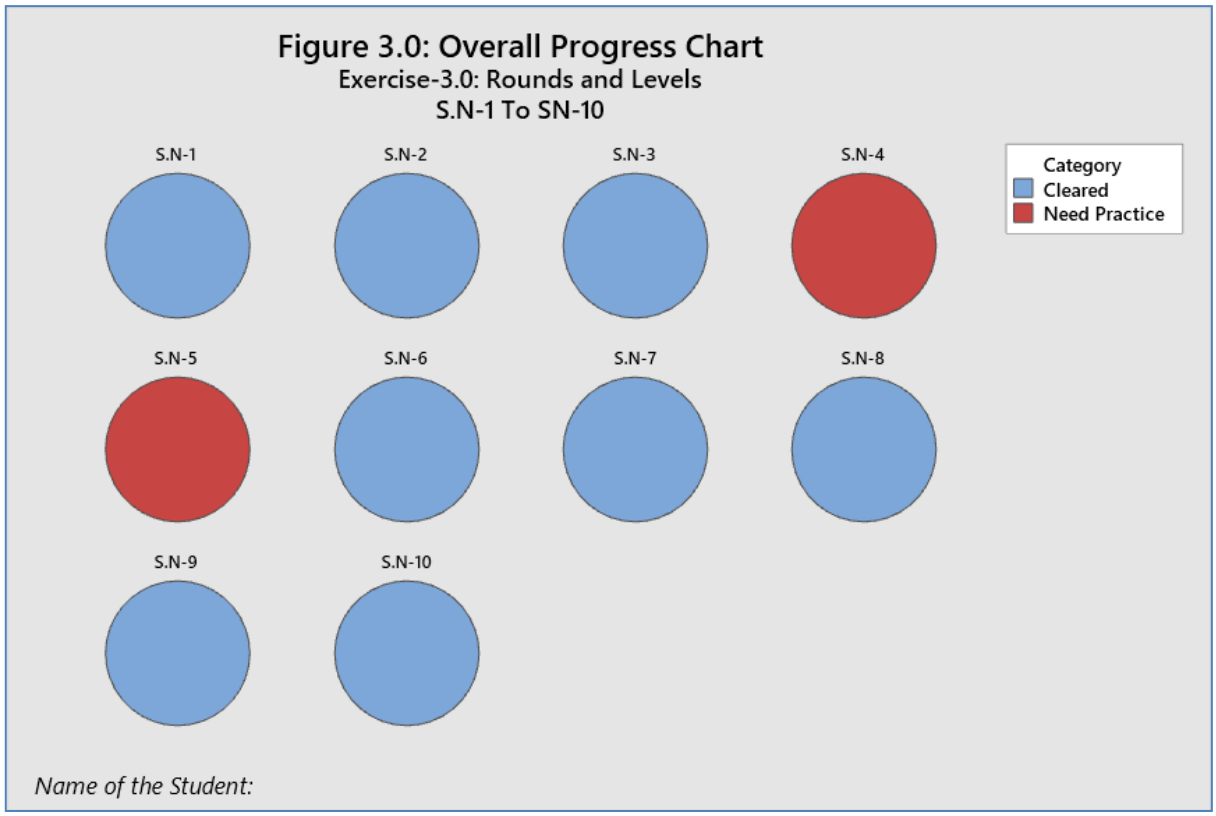


Figure 4.0: Overall Progress Charts

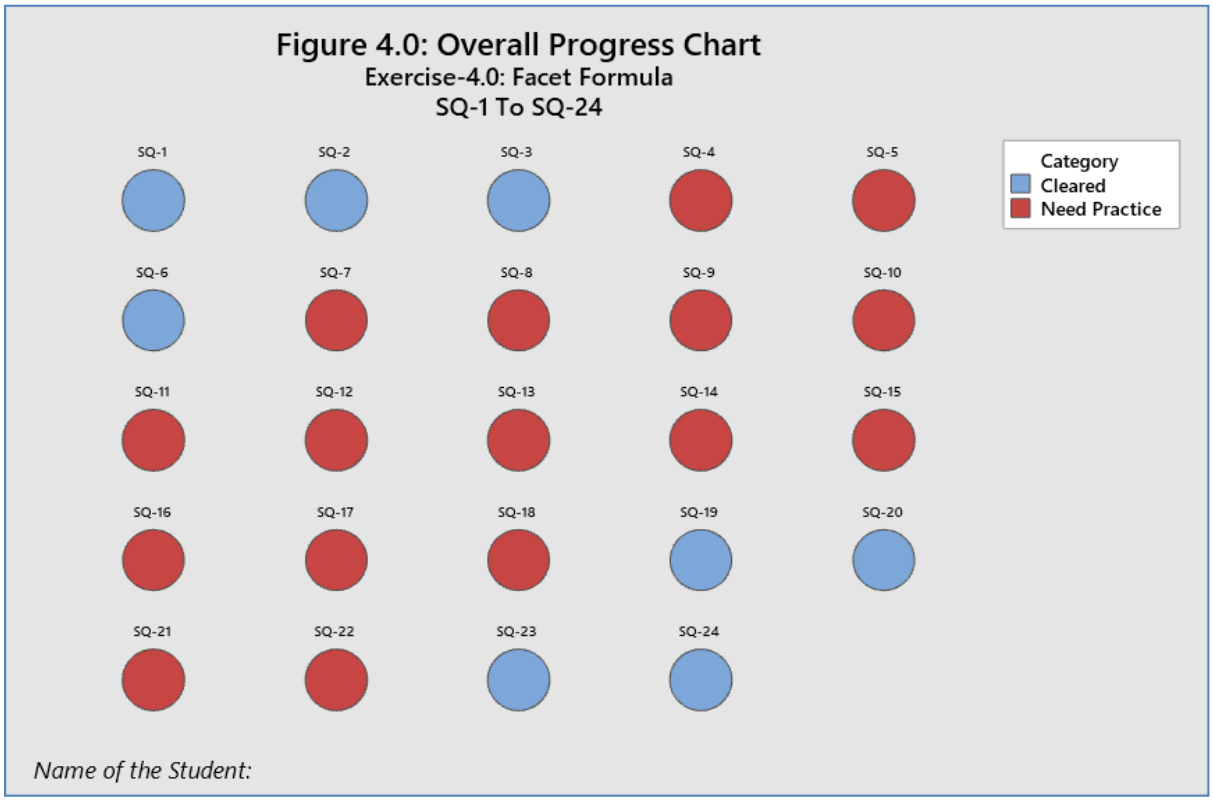


Figure 4.0.1-6: Level Wise Progress Charts

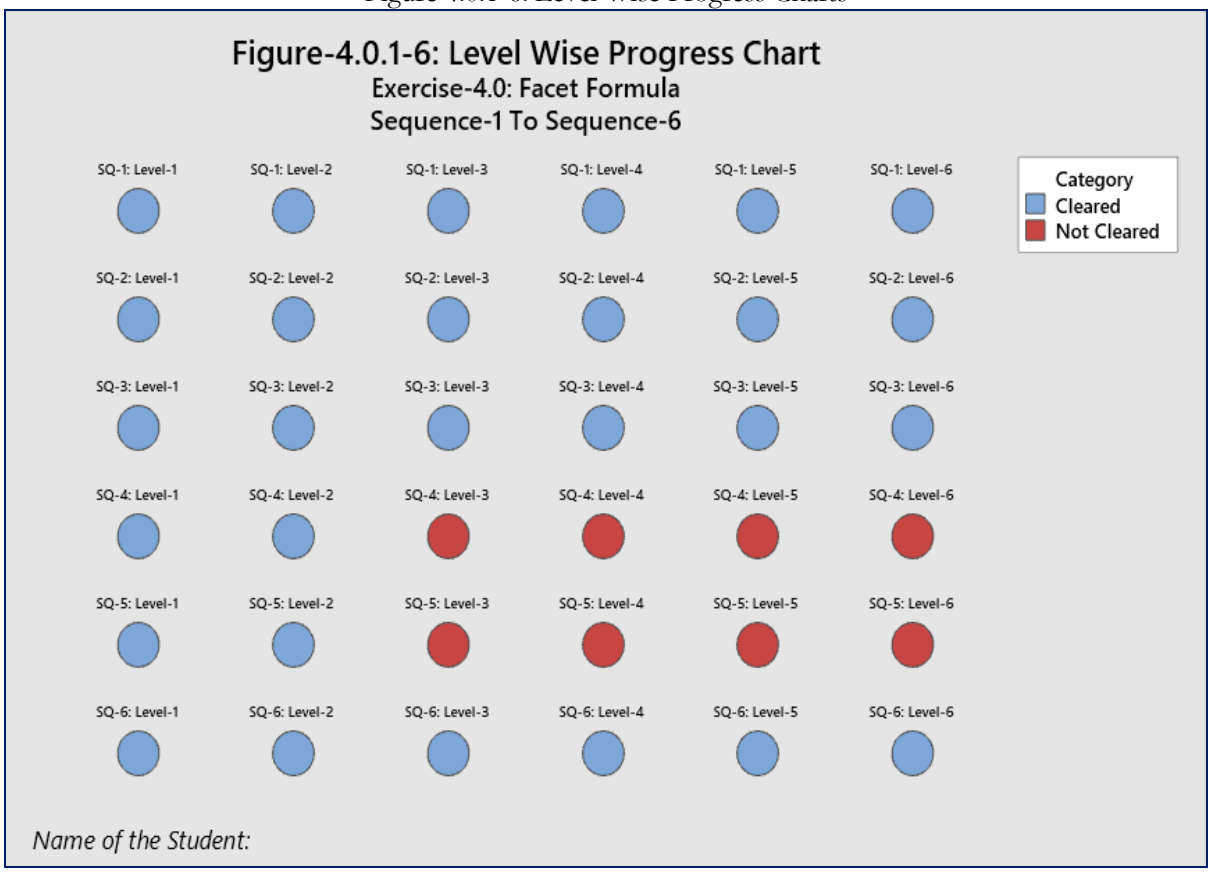


Figure 4.0.7-12: Level Wise Progress Charts

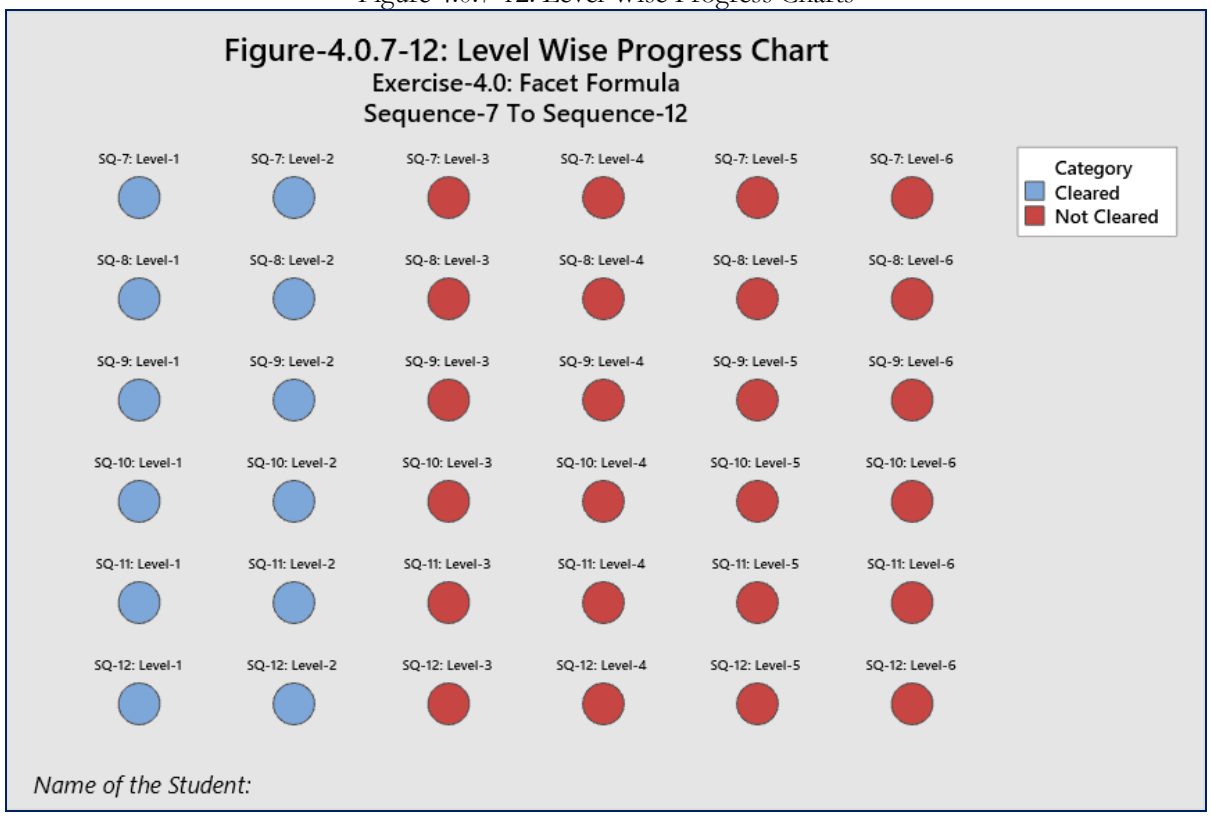


Figure 4.0.13-18: Level Wise Progress Charts

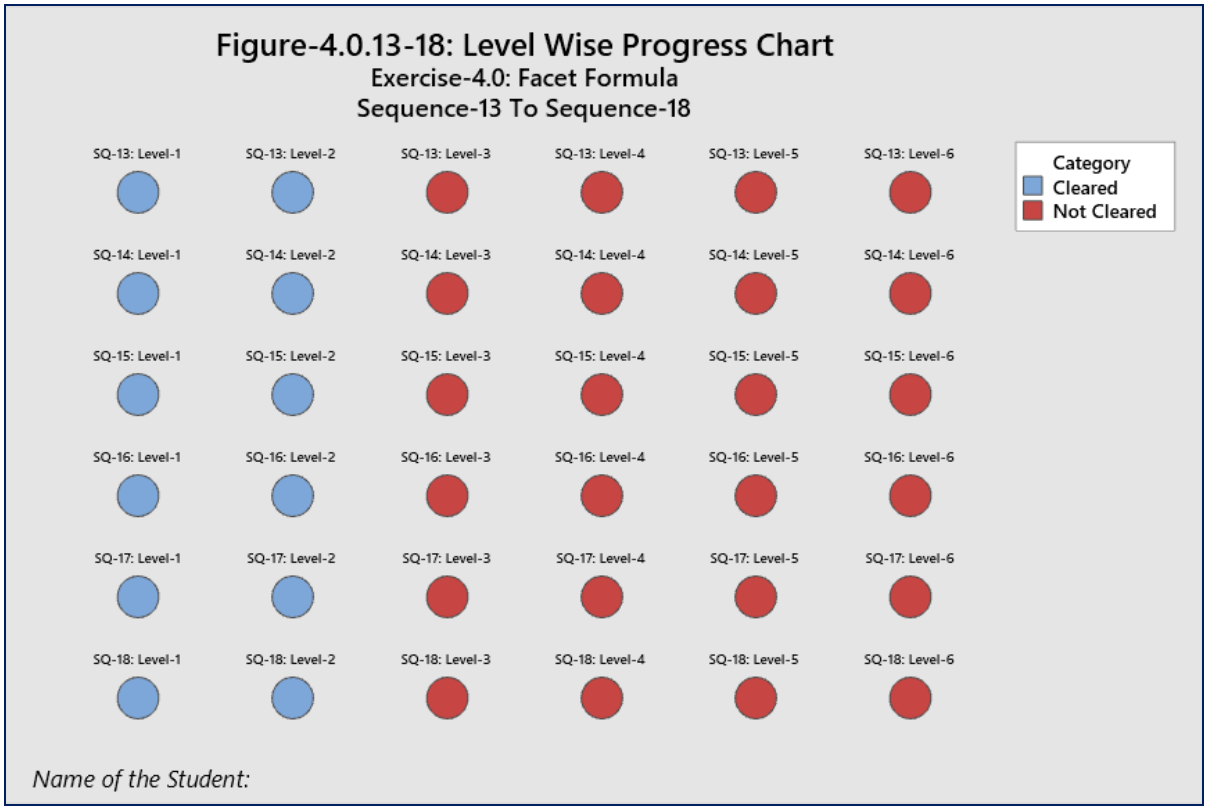


Figure 4.0.19-24: Level Wise Progress Charts

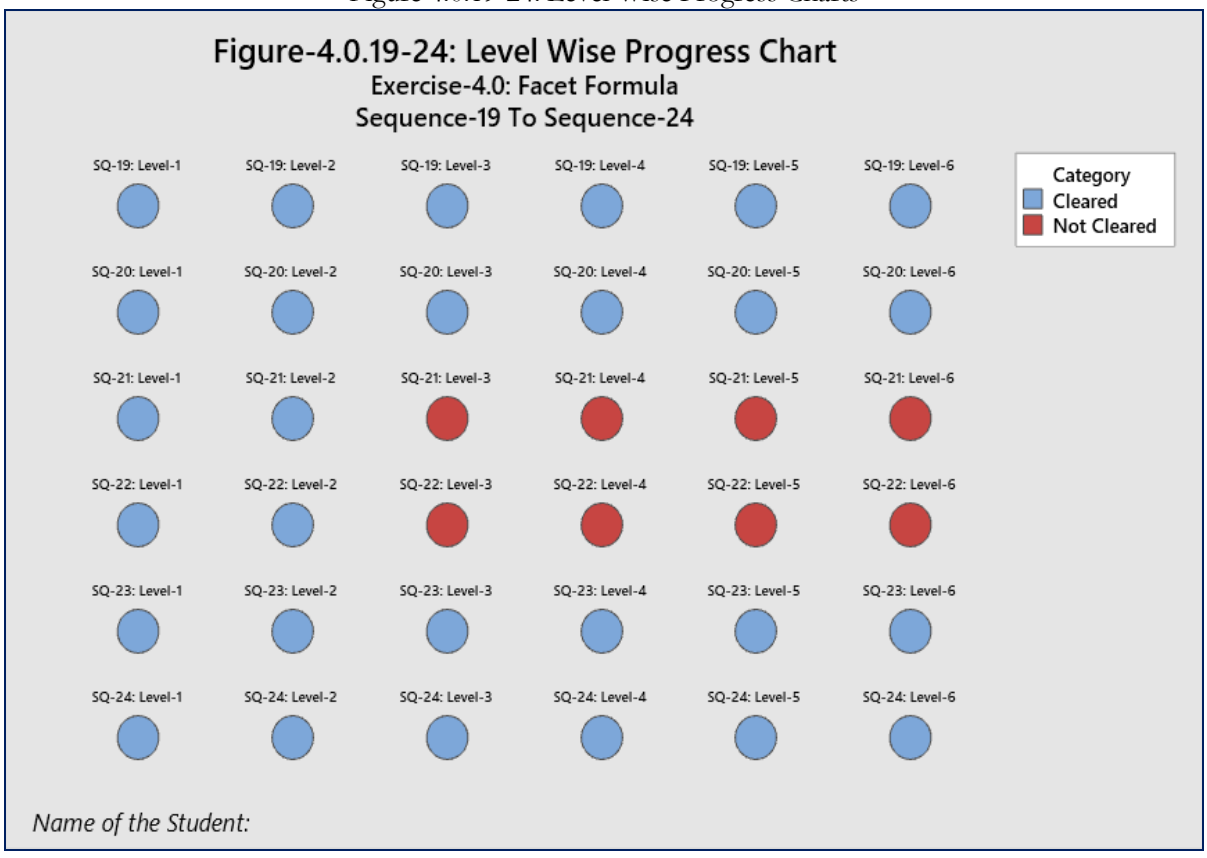


Figure 4.1.1 to 4.1.10: Level Wise Progress Charts

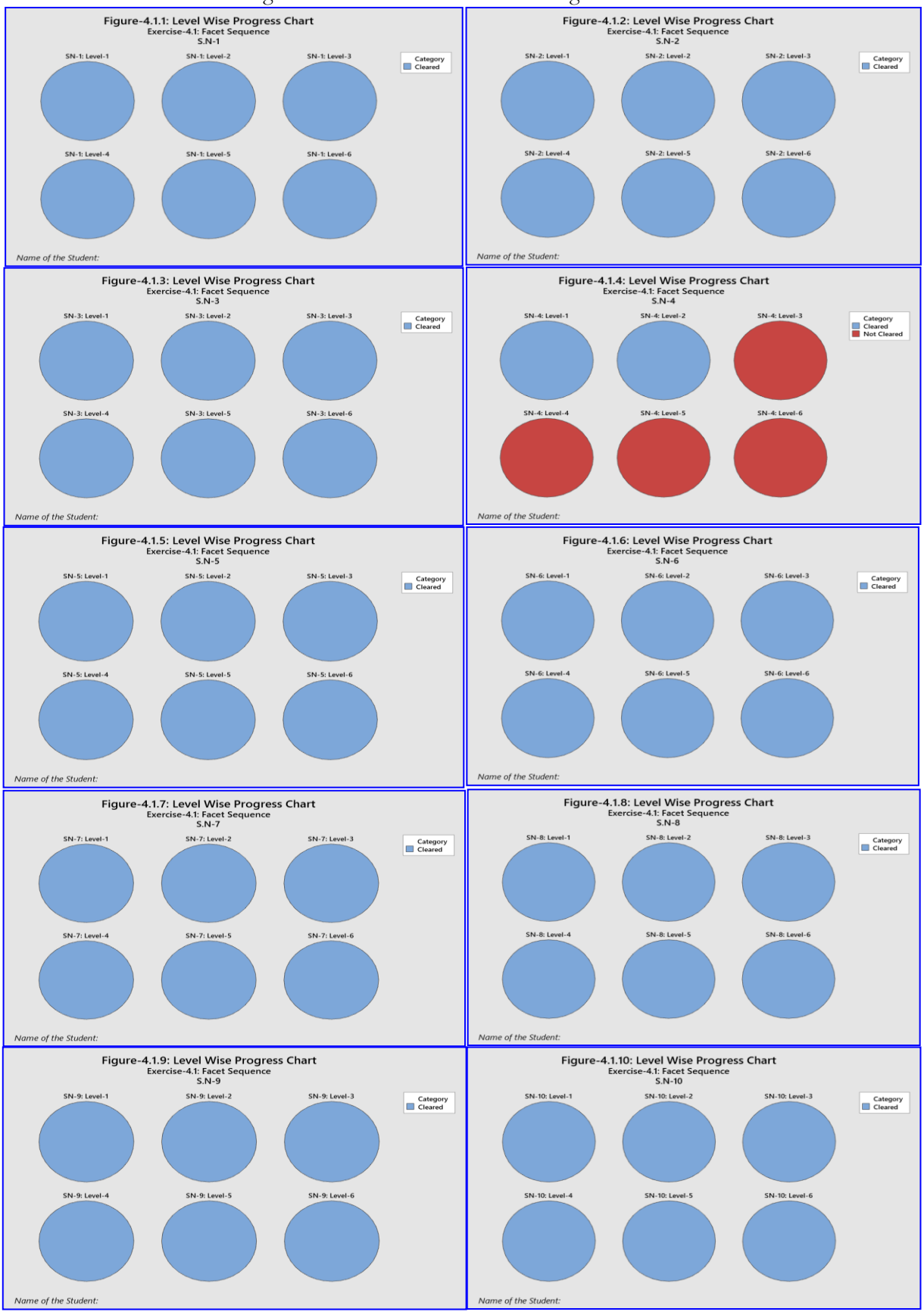


Figure 4.1: Overall Progress Charts

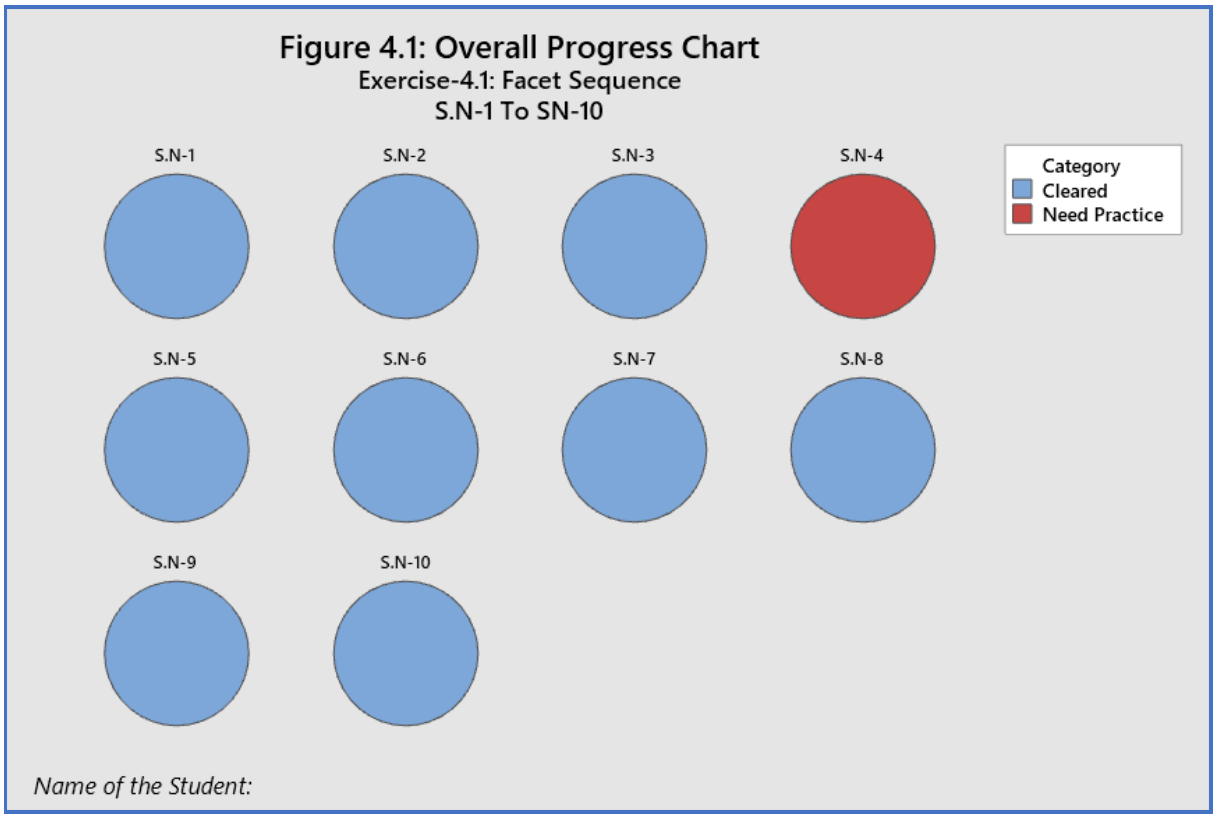


Figure 4.3: Possible Facet Sequences Charts

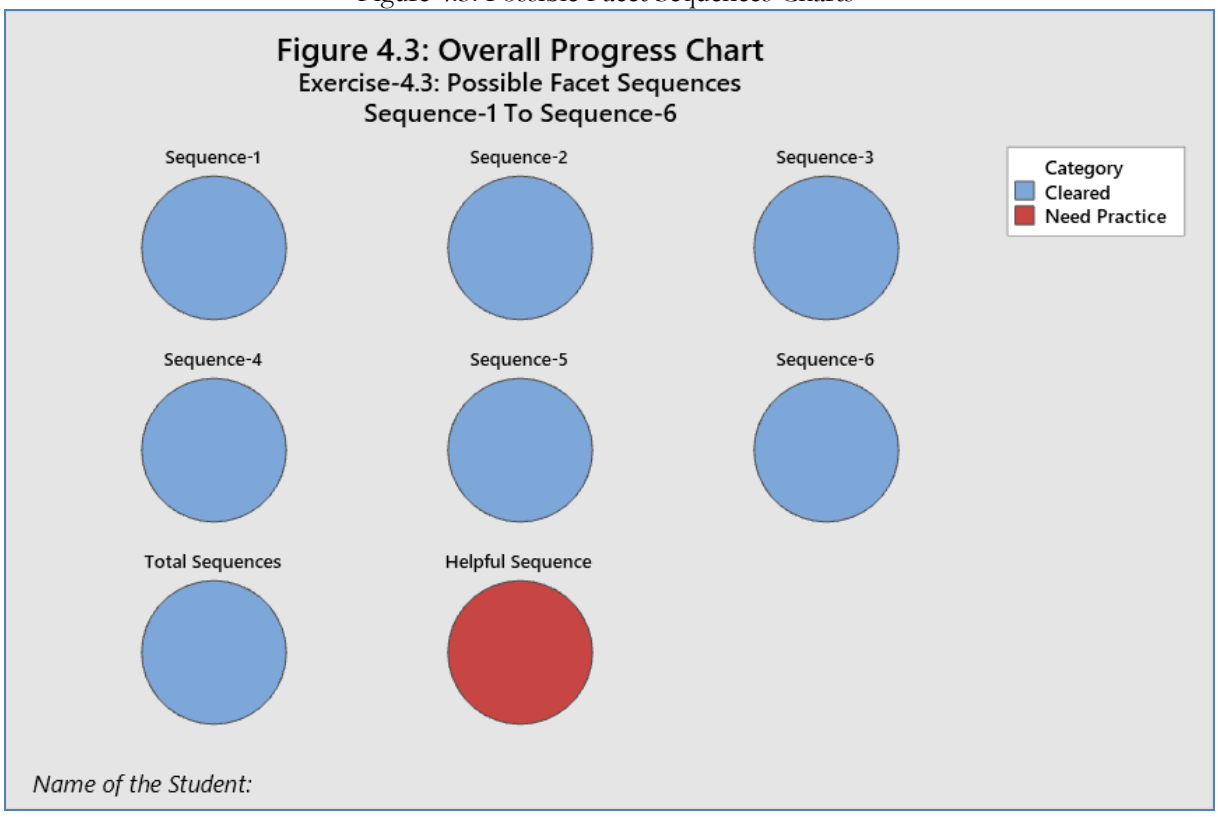
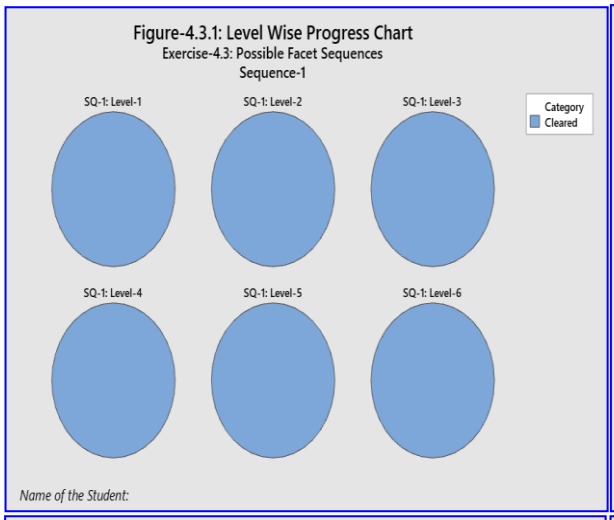
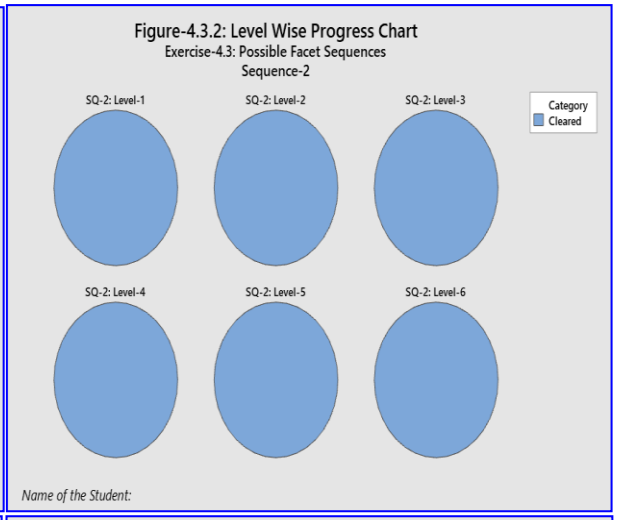
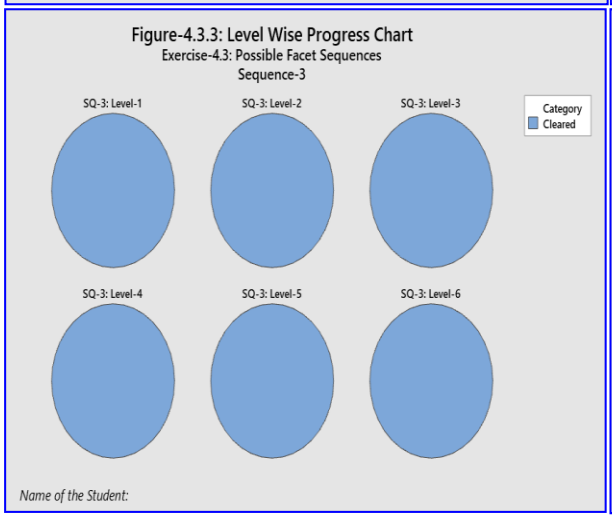
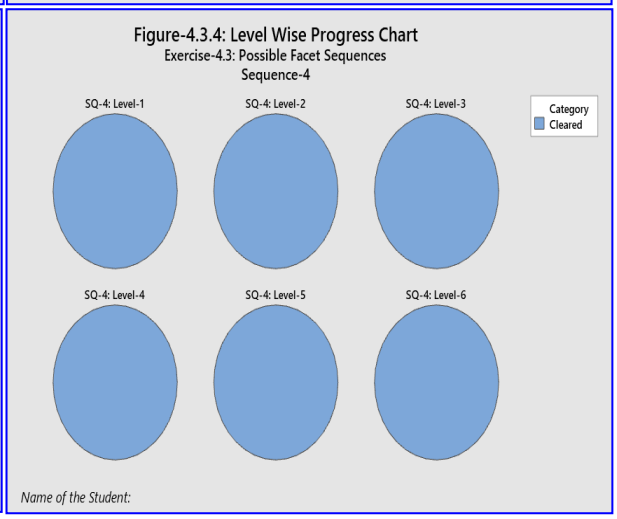


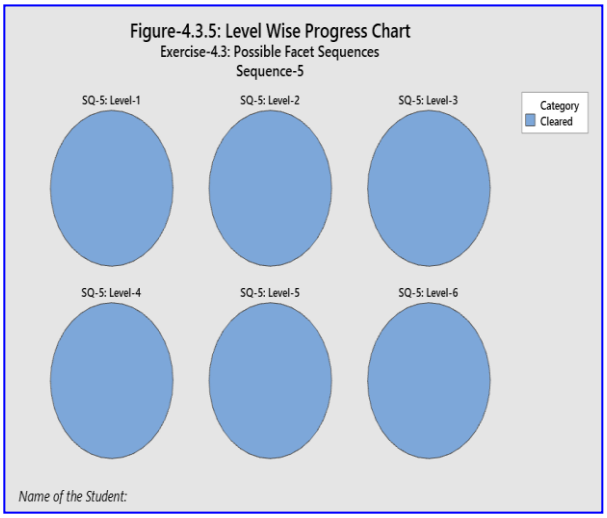
Figure 4.3.1 to 4.3.6: Possible Facet Sequences Charts











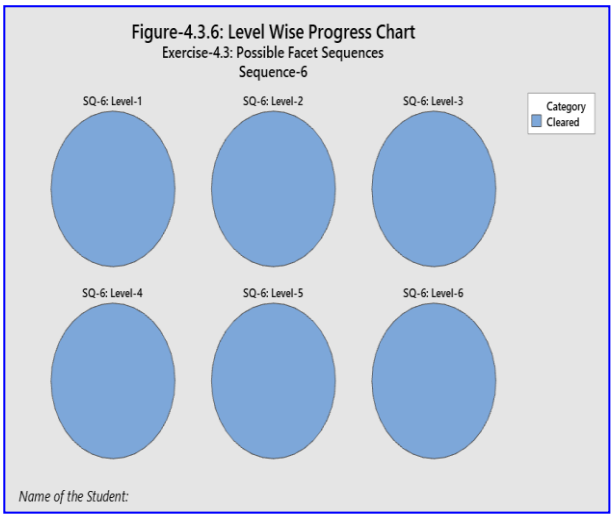


Figure 5.1.1 to 5.1.4: Level Wise Progress Charts

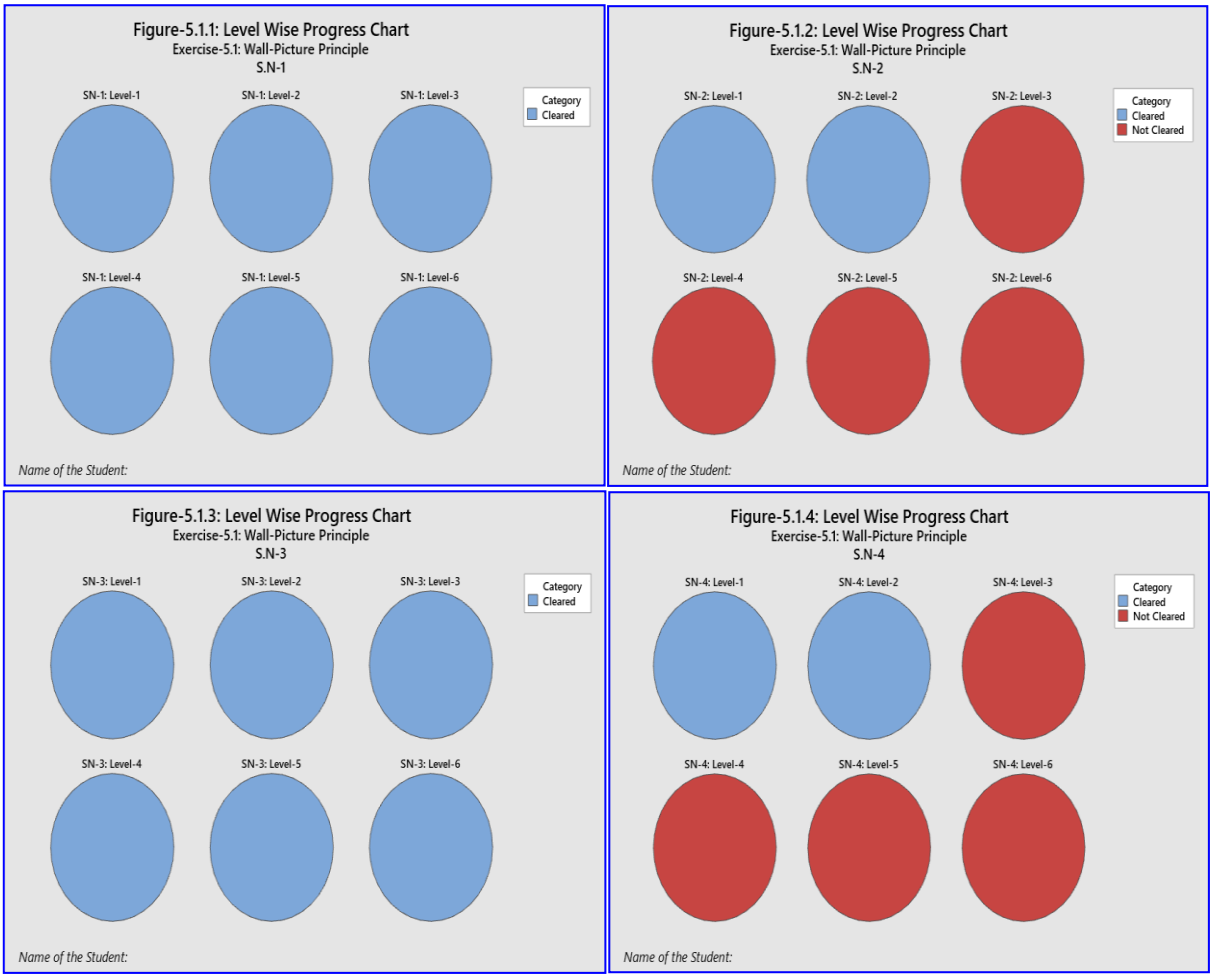


Figure 5.1: Overall Progress Chart

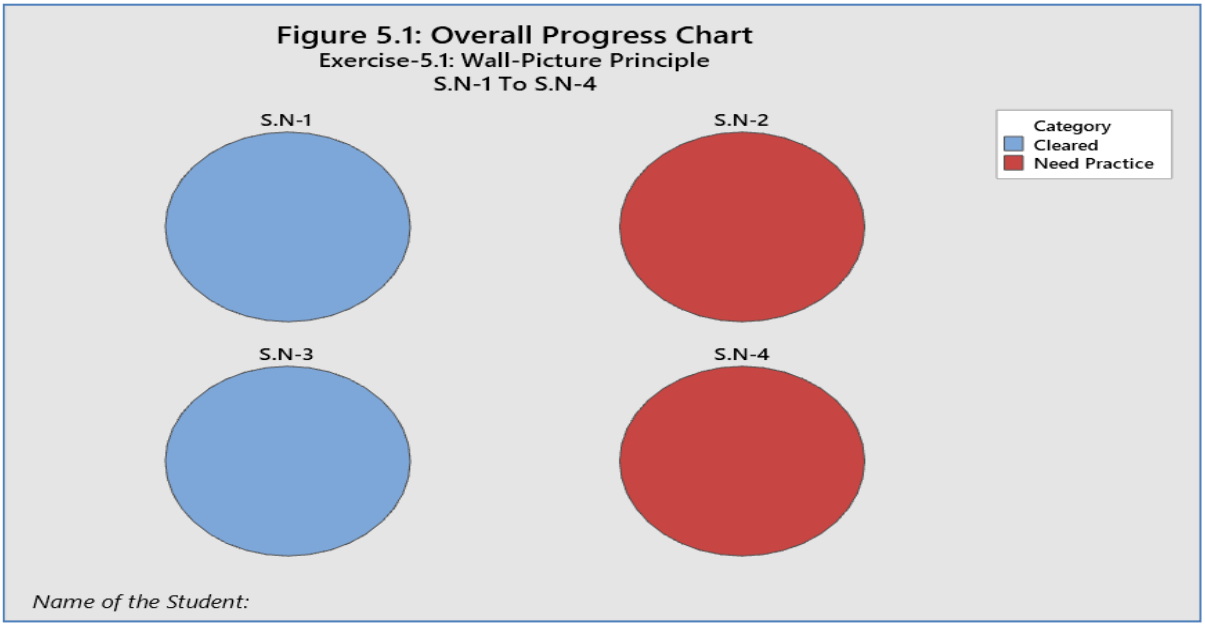


Figure 6.0.1.1-35: Level Wise Progress Chart

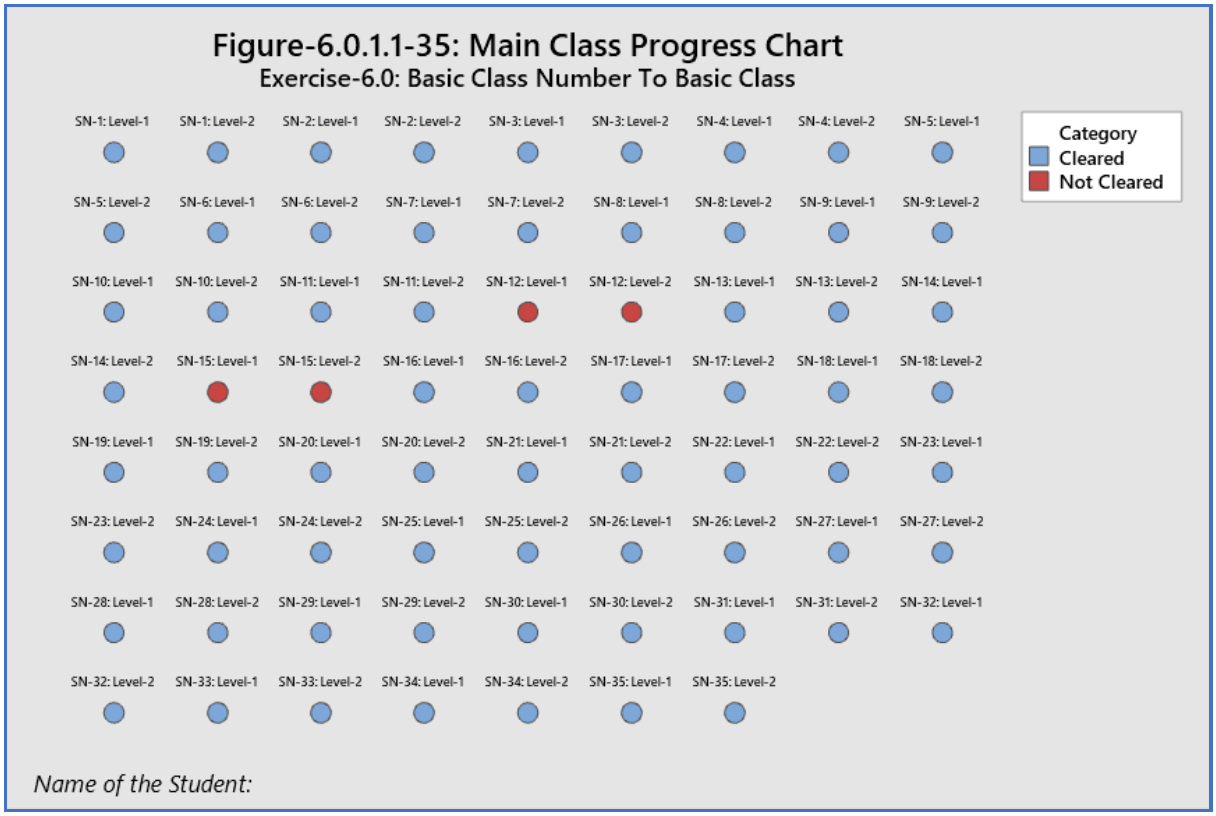


Figure 6.0.1: Overall Progress Chart

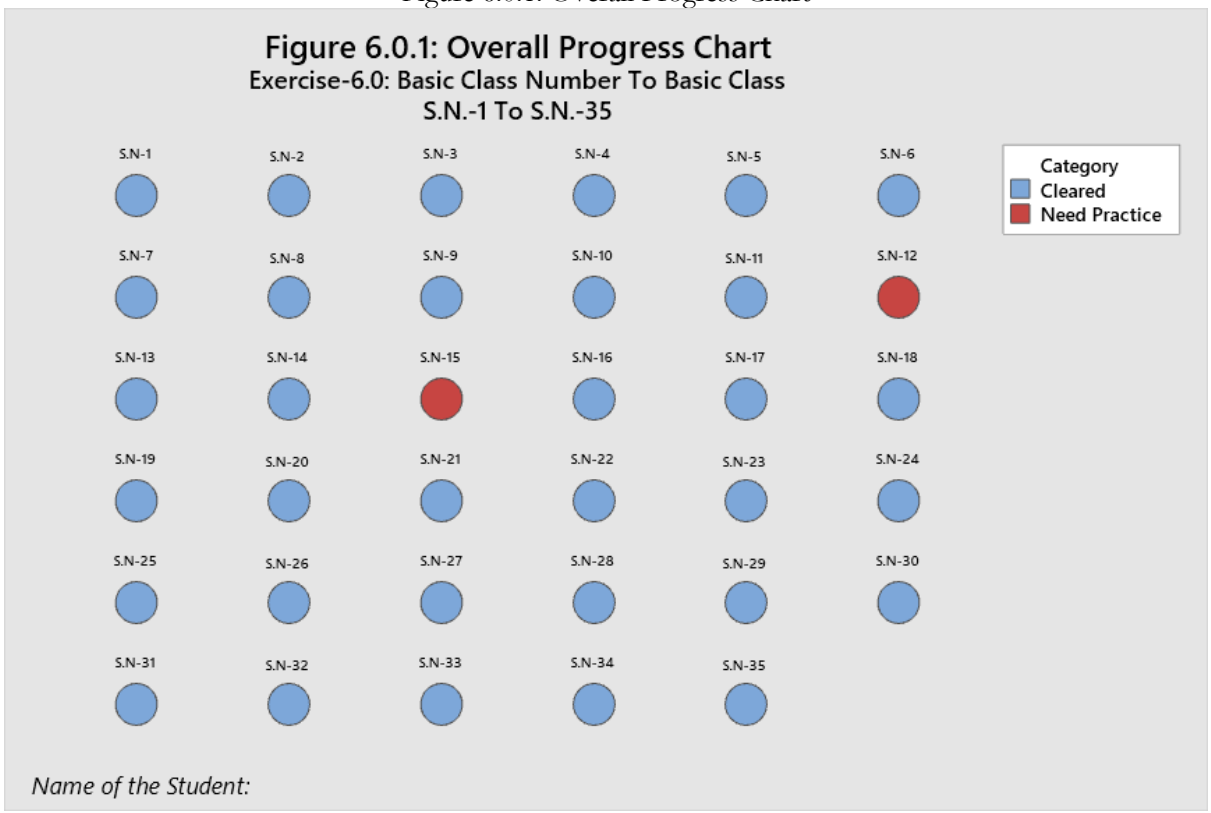


Figure 6.2.1-34: Overall Progress Chart

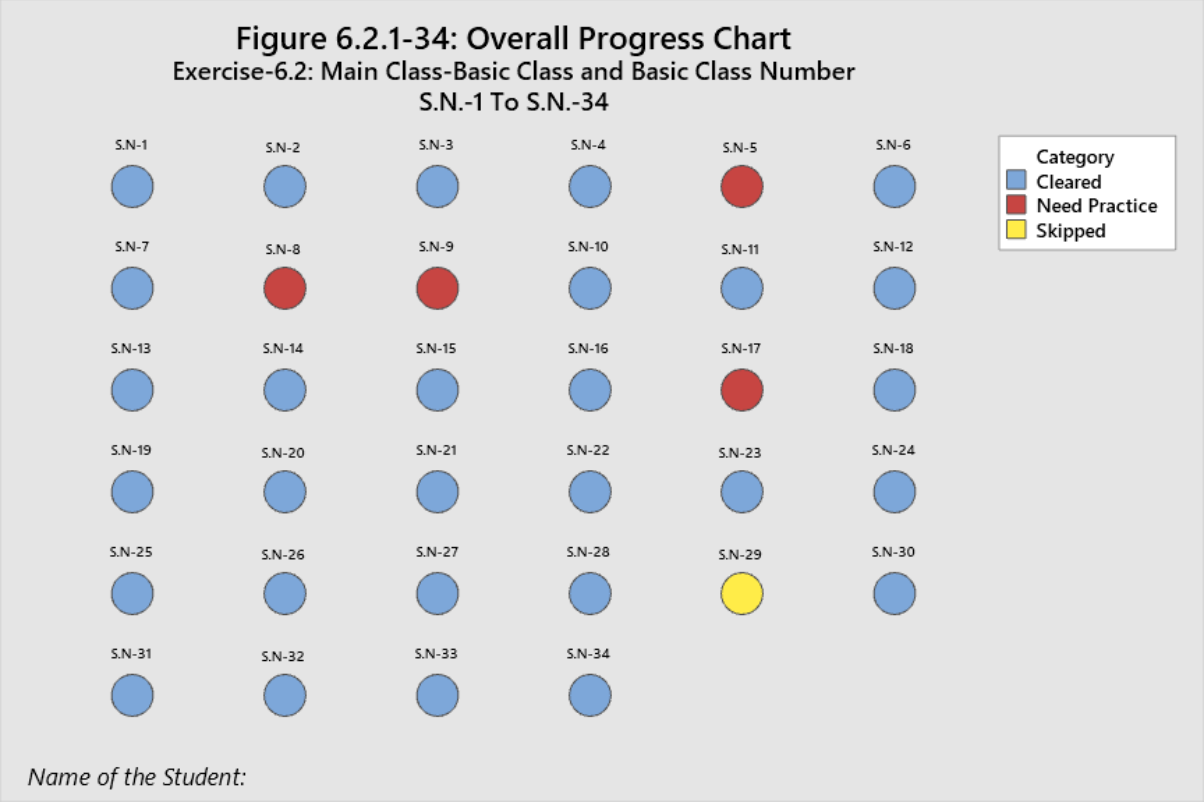


Figure 6.2.1-17: Level Wise Progress Chart

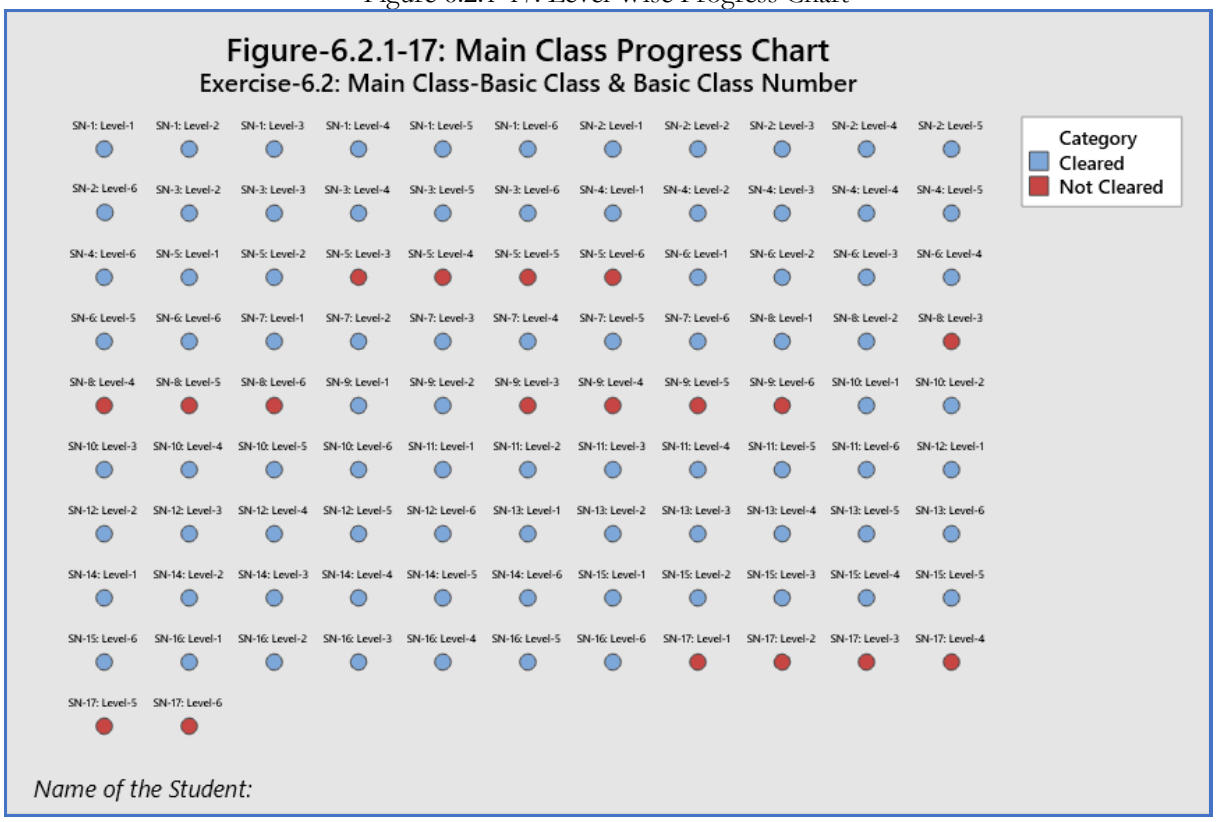
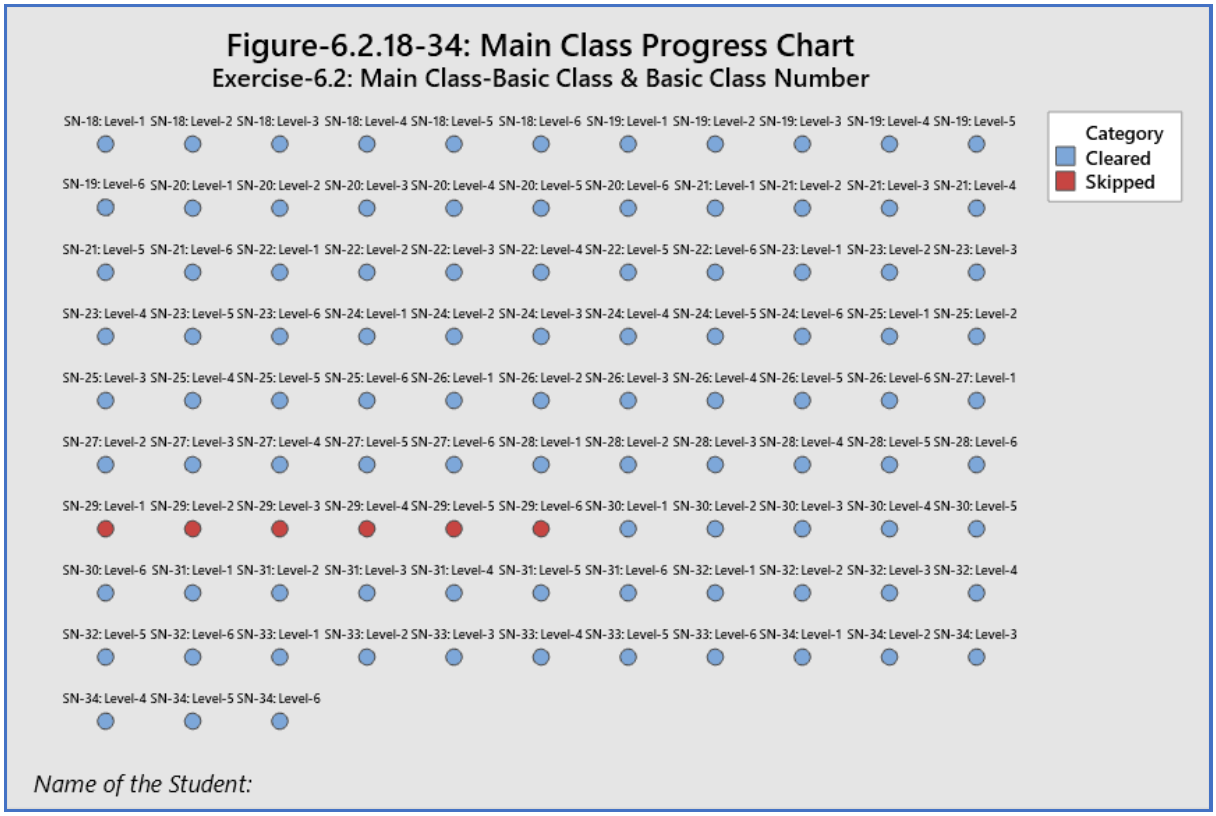


Figure 6.2.18-34: Level Wise Progress Chart



Annexure-ii (Student-2)

Figure 3.0: Overall Progress Charts

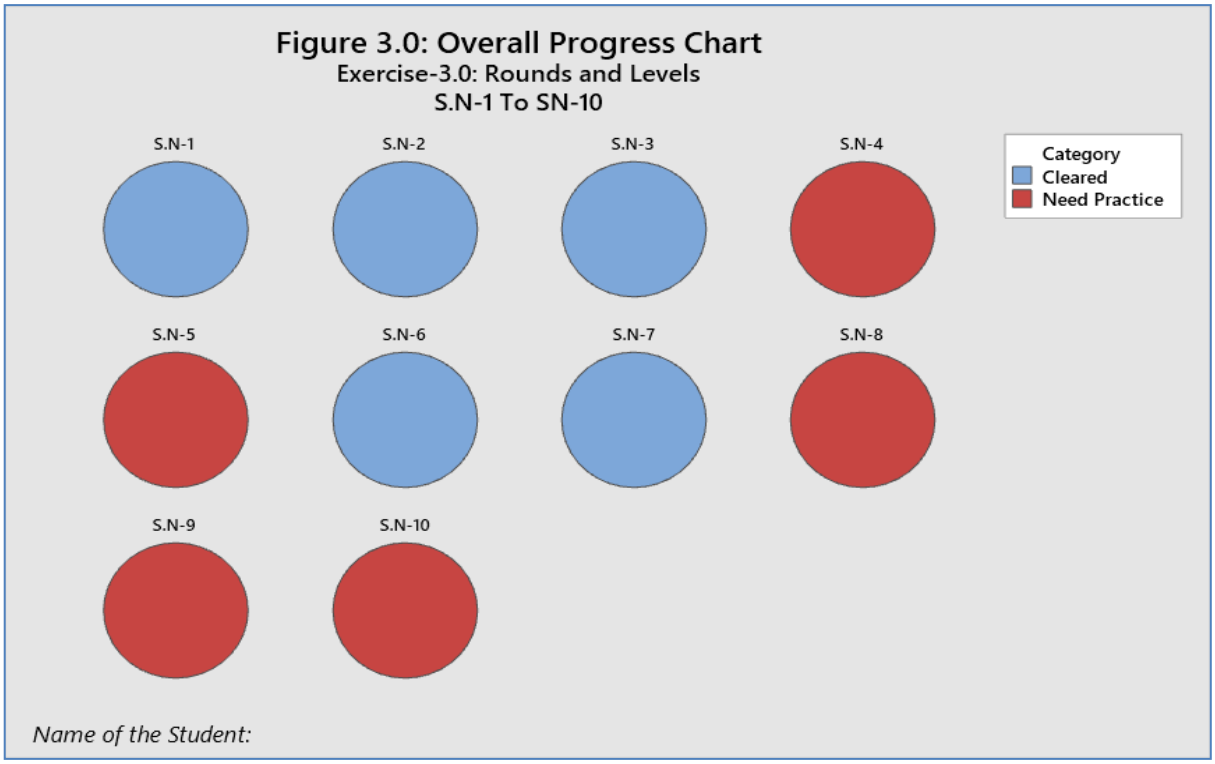
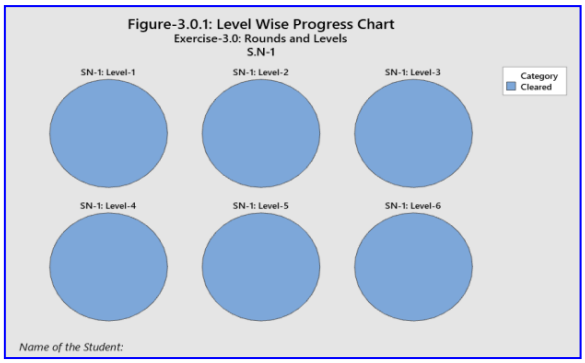
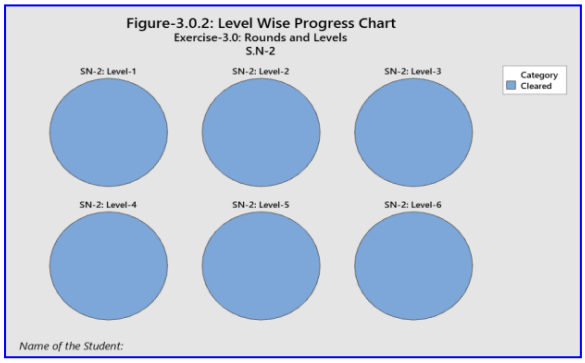
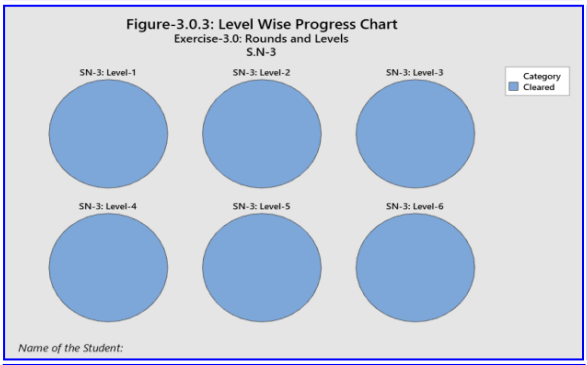
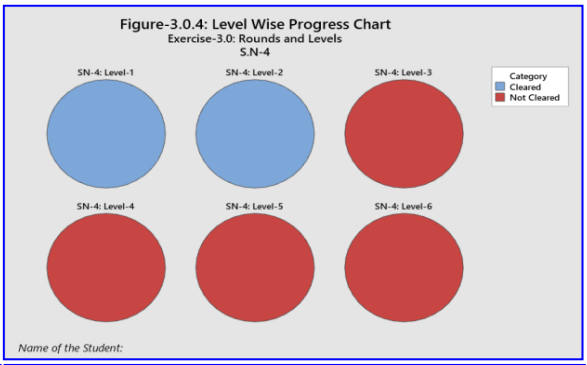


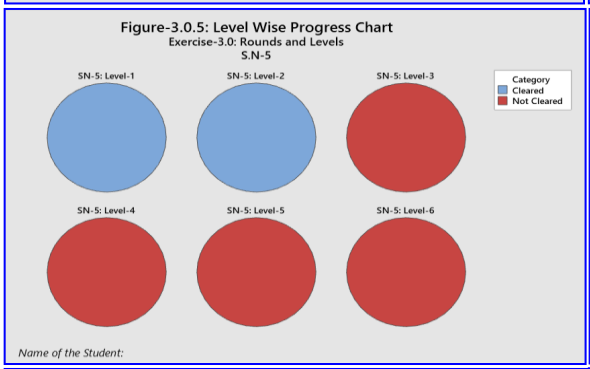
Figure 3.0.1 to 3.0.10: Level Wise Progress Charts

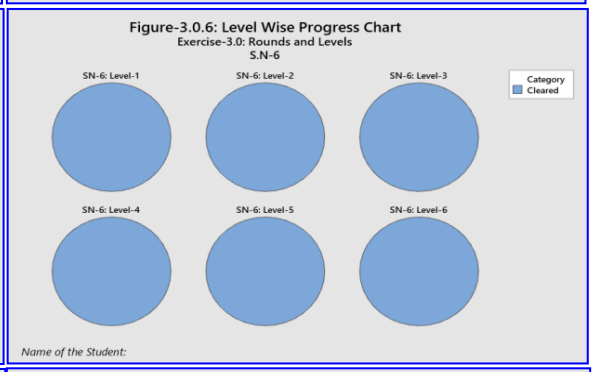


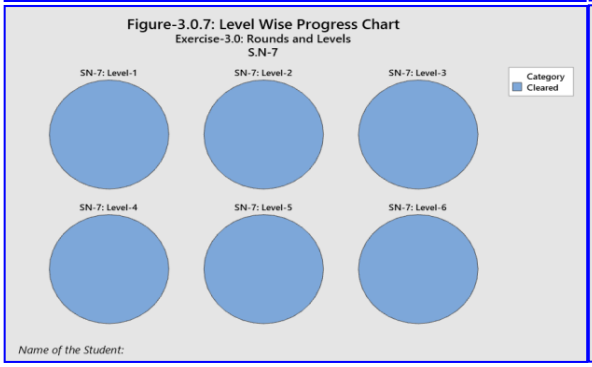


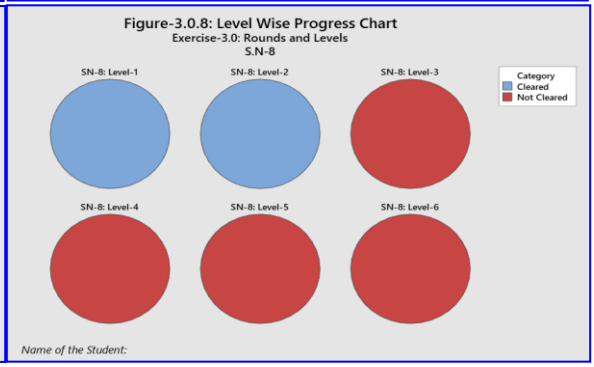


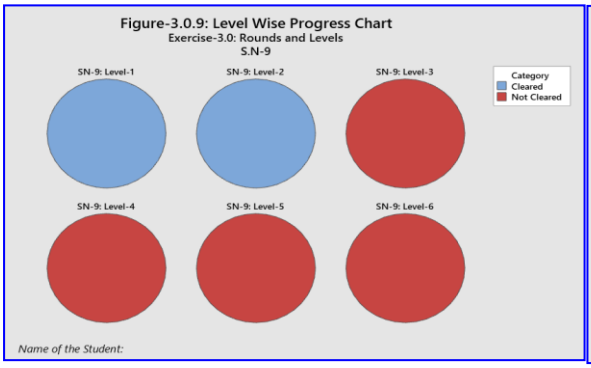


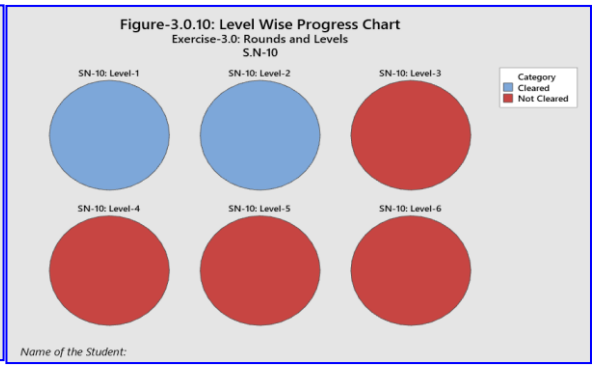












Annexure-iii

Titles Practice Format

ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
END SEMESTER: 2021-2022
Exercise-7.0: Based on Revised Bloom's Taxonomy
Classroom Practice-

Student Name: Year: I Semester: II
Programme : M.Lib.I.Sc. Course Code : 19LISC202
Course Name: Colon Classification (Practical)

Scheme: Colon Classification 6th Edition Topic: STEPS IN COLON CLASSIFICATION

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor Date:

Sample Title:	*Relevant Details:*

Steps	Step Name	Process
Step-0		
Step-1		
Step-2		
Step-3		
Step-4		
Step-5		
Step-6		
Step-7		
Step-8		

Remarks: **Outcome:**

Course Teacher's Signature & Date:

Sample Titles

The given sample titles may let the students to get some practice to sharp their skills in Postulates and Principles.

Title Number	*Titles*
1.	*Flora of Tropical Africa*
2.	*Business Planning*
3.	*The Art of Miniature Paining on Ivory*
4.	*Revision of Neosprucea*
5.	*Hotel Building*
6.	*Strategic Planning*
7.	*Conservatory Method for Trumpet*
8.	*Flora Capensis*
9.	*Urban Planning*
10.	*Hotel Development*
11.	*The Flute*
12.	*Flora of Siberia*
13.	*Building Planning and Drawing*
14.	*The Harmonium Handbook*
15.	*Hotel Proposals*
16.	*Flora of Great Britain and Ireland*
17.	*Site Planning*
18.	*Plants of Central Asia-Plant Collection from China and Mongolia*
19.	*Library Building Design*
20.	*A People's History of the United States*
21.	*Development in Latin America*
22.	*Planning the Modern Public Library Building*
23.	*University Development in Canada*
24.	*1491: New Revelations of the Americas Before Columbus*
25.	*An Army at Dawn: The War in North Africa, 1942-1943*

Annexure-iv (Student-1)

Student Performance Evaluation Report [Sample]

ANNAMALAI UNIVERSITY

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE [ODD SEMESTER: 2021-2022]

STUDENT PERFORMANCE EVALUATION REPORT [Based on Revised Bloom's Taxonomy]

Programme : M.Lib.I.Sc.[PG-CBCS] Year: I Semester: I Register No.: xxxxxx Student Name: xxxxxxx

Course Code : 19LISC103

Course Name : Introduction To Document Processing

Scheme: Colon Classification 6th Ed.

Topic: Notational System

Exercises	S.N.	Levels						Remarks	Outcomes	Chart
		1	2	3	4	5	6			
1.0	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	NC	NC	NC	NC	NP	Fair	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	
1.1	1	C	C	NC	NC	NC	NC	NP	Fair	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	NC	NC	NC	NC	NP	Fair	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	NC	NC	NC	NC	NP	Fair	

Topic: Postulational Approach-Basic Facet, Isolate Facet

Exercises	S.N.	Levels						Remarks	Outcomes	Chart
		1	2	3	4	5	6			
2.0	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	
2.1	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	
2.2	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	
2.3	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	

Exercises	S.N.	Levels						Remarks	Outcomes	Chart
		1	2	3	4	5	6			
2.4	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	
2.5	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	NC	NC	NC	NC	NP	Fair	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	
2.6	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	

Topic: Postulational Approach-Rounds and Levels

Exercises	S.N.	Levels						Remarks	Outcomes	Chart
		1	2	3	4	5	6			
3.0	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	NC	NC	NC	NC	NP	Fair	
	5	C	C	NC	NC	NC	NC	NP	Fair	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	
3.1	1	C	C	NC	NC	NC	NC	NP	Fair	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	NC	NC	NC	NC	NP	Fair	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	NC	NC	NC	NC	NP	Fair	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	

Topic: Facet Formula [Possible Sequences]										
		Levels								
Exercises	Sequences	1	2	3	4	5	6	Remarks	Outcomes	Chart
4.0	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	NC	NC	NC	NC	NP	Fair	
	5	C	C	NC	NC	NC	NC	NP	Fair	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	NC	NC	NC	NC	NP	Fair	
	8	C	C	NC	NC	NC	NC	NP	Fair	
	9	C	C	NC	NC	NC	NC	NP	Fair	
	10	C	C	NC	NC	NC	NC	NP	Fair	
	11	C	C	NC	NC	NC	NC	NP	Fair	
	12	C	C	NC	NC	NC	NC	NP	Fair	
	13	C	C	NC	NC	NC	NC	NP	Fair	
	14	C	C	NC	NC	NC	NC	NP	Fair	
	15	C	C	NC	NC	NC	NC	NP	Fair	
	16	C	C	NC	NC	NC	NC	NP	Fair	
	17	C	C	NC	NC	NC	NC	NP	Fair	
	18	C	C	NC	NC	NC	NC	NP	Fair	
	19	C	C	C	C	C	C	C	Good	
	20	C	C	C	C	C	C	C	Good	
	21	C	C	NC	NC	NC	NC	NP	Fair	
	22	C	C	NC	NC	NC	NC	NP	Fair	
	23	C	C	C	C	C	C	C	Good	
	24	C	C	C	C	C	C	C	Good	

Topic: Postulational Approach-Facet Sequence										
		Levels								
Exercises	S.N.	1	2	3	4	5	6	Remarks	Outcomes	Chart
4.1	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	NC	NC	NC	NC	NP	Fair	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	
4.2	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	C	C	C	C	C	Good	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	C	C	C	C	C	Good	
	9	C	C	C	C	C	C	C	Good	
	10	C	C	C	C	C	C	C	Good	

Topic: Possible Facet Sequences

Exercises	Sequences	Levels						Remarks	Outcomes	Chart
		1	2	3	4	5	6			
4.3	1	C	C	C	C	C	C	NP	Fair	
	2	C	C	C	C	C	C	NP	Fair	
	3	C	C	C	C	C	C	NP	Fair	
	4	C	C	C	C	C	C	NP	Fair	
	5	C	C	C	C	C	C	NP	Fair	
	6	C	C	C	C	C	C	NP	Fair	

Note: Student has traced the possible facet sequences successfully but identified the wrong helpful sequence. Hence, student needs more practice (NP).

Exercise	Sequences	Remarks	Outcomes	Chart
4.3	Total Sequences	Cleared	Good	
	Helpful Sequence	NP	Fair	

Topic: Wall-Picture Principle

Exercises	S.N.	Levels						Remarks	Outcomes	Chart
		1	2	3	4	5	6			
5.0	1	C	C	NC	NC	NC	NC	NP	Fair	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
5.1	1	C	C	C	C	C	C	C	Good	
	2	C	C	NC	NC	NC	NC	NP	Fair	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	NC	NC	NC	NC	NP	Fair	
5.2	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	

Exercise: 6.0 Course Code: 19LISC202 Course Name: Colon Classification (Practical) Topic: Main Class-BCN To Basic Class

S.N.	BCN To Basic Class	Dt: 01-03-2022					Dt: 02-03-2022					Dt: 04-03-2022				
		Level-1	Level-2	Remarks	Outcomes	Chart	Level-1	Level-2	Remarks	Outcomes	Chart	Level-1	Level-2	Remarks	Outcomes	Chart
1	1	C	C	C	Good		C	C	C	Good		C	C	C	Good	
2	2	C	C	C	Good		C	C	C	Good		C	C	C	Good	
3	3	C	C	C	Good		C	C	C	Good		C	C	C	Good	
4	4	C	C	C	Good		C	C	C	Good		C	C	C	Good	
5	z	C	C	C	Good		C	C	C	Good		C	C	C	Good	
6	A	C	C	C	Good		C	C	C	Good		C	C	C	Good	
7	B	C	C	C	Good		C	C	C	Good		C	C	C	Good	
8	C	C	C	C	Good		C	C	C	Good		C	C	C	Good	
9	D	C	C	C	Good		C	C	C	Good		C	C	C	Good	
10	E	C	C	C	Good		C	C	C	Good		C	C	C	Good	
11	F	C	C	C	Good		C	C	C	Good		C	C	C	Good	
12	G	NC	NC	NP	Fair		C	C	C	Good		C	C	C	Good	
13	H	C	C	C	Good		C	C	C	Good		C	C	C	Good	
14	HZ	C	C	C	Good		C	C	C	Good		C	C	C	Good	
15	I	NC	NC	NP	Fair		C	C	C	Good		C	C	C	Good	
16	J	C	C	C	Good		NC	NC	NP	Fair		C	C	C	Good	
17	K	C	C	C	Good		C	C	C	Good		C	C	C	Good	
18	KZ	C	C	C	Good		C	C	C	Good		C	C	C	Good	
19	L	C	C	C	Good		C	C	C	Good		C	C	C	Good	
20	LZ	C	C	C	Good		C	C	C	Good		C	C	C	Good	
21	M	C	C	C	Good		C	C	C	Good		C	C	C	Good	
22	Δ	C	C	C	Good		C	C	C	Good		C	C	C	Good	
23	N	C	C	C	Good		C	C	C	Good		C	C	C	Good	
24	O	C	C	C	Good		C	C	C	Good		C	C	C	Good	
25	P	C	C	C	Good		C	C	C	Good		C	C	C	Good	
26	Q	C	C	C	Good		C	C	C	Good		C	C	C	Good	
27	R	C	C	C	Good		C	C	C	Good		C	C	C	Good	
28	S	C	C	C	Good		C	C	C	Good		C	C	C	Good	
29	T	C	C	C	Good		C	C	C	Good		C	C	C	Good	
30	U	C	C	C	Good		C	C	C	Good		C	C	C	Good	
31	V	C	C	C	Good		C	C	C	Good		C	C	C	Good	
32	W	C	C	C	Good		C	C	C	Good		C	C	C	Good	
33	X	C	C	C	Good		C	C	C	Good		C	C	C	Good	
34	Y	C	C	C	Good		C	C	C	Good		C	C	C	Good	
35	Z	C	C	C	Good		C	C	C	Good		C	C	C	Good	

Exercise: 6.1		Course Code: 19LISC202				Course Name: Colon Classification (Practical)						Topic: Main Class-Basic Class To BCN				
		Dt: 01-03-2022					Dt: 02-03-2022					Dt: 04-03-2022				
S.N.	Basic Class To BCN	Level-1	Level-2	Remarks	Outcomes	Chart	Level-1	Level-2	Remarks	Outcomes	Chart	Level-1	Level-2	Remarks	Outcomes	Chart
1	Natural Sciences	C	C	C	Good		C	C	C	Good		C	C	C	Good	
2	Journalism	C	C	C	Good		C	C	C	Good		C	C	C	Good	
3	Book Science	C	C	C	Good		C	C	C	Good		C	C	C	Good	
4	Library Science	C	C	C	Good		C	C	C	Good		C	C	C	Good	
5	Mathematics	C	C	C	Good		C	C	C	Good		C	C	C	Good	
6	Univ. of Knowledge	C	C	C	Good		C	C	C	Good		C	C	C	Good	
7	Generalia	C	C	C	Good		C	C	C	Good		C	C	C	Good	
8	Chemistry	C	C	C	Good		C	C	C	Good		C	C	C	Good	
9	Physics	C	C	C	Good		C	C	C	Good		C	C	C	Good	
10	Engineering	C	C	C	Good		C	C	C	Good		C	C	C	Good	
11	Geology	C	C	C	Good		C	C	C	Good		C	C	C	Good	
12	Biology	NC	NC	NP	Fair		C	C	C	Good		C	C	C	Good	
13	Technology	C	C	C	Good		C	C	C	Good		C	C	C	Good	
14	Mining	C	C	C	Good		C	C	C	Good		C	C	C	Good	
15	Animal Husbandry	C	C	C	Good		C	C	C	Good		C	C	C	Good	
16	Agriculture	NC	NC	NP	Fair		C	C	C	Good		C	C	C	Good	
17	Zoology	C	C	C	Good		C	C	C	Good		C	C	C	Good	
18	Botany	C	C	C	Good		C	C	C	Good		C	C	C	Good	
19	Mysticism	C	C	C	Good		C	C	C	Good		C	C	C	Good	
20	Pharmacognosy	C	C	C	Good		C	C	C	Good		C	C	C	Good	
21	Literature	C	C	C	Good		C	C	C	Good		C	C	C	Good	
22	Fine Arts	C	C	C	Good		C	C	C	Good		C	C	C	Good	
23	Useful Arts	C	C	C	Good		NC	NC	NP	Fair		C	C	C	Good	
24	Philosophy	C	C	C	Good		C	C	C	Good		C	C	C	Good	
25	Psychology	C	C	C	Good		C	C	C	Good		C	C	C	Good	
26	Linguistics	C	C	C	Good		C	C	C	Good		C	C	C	Good	
27	Religion	C	C	C	Good		C	C	C	Good		C	C	C	Good	
28	History	C	C	C	Good		C	C	C	Good		C	C	C	Good	
29	Political Science	C	C	C	Good		C	C	C	Good		C	C	C	Good	
30	Education	C	C	C	Good		C	C	C	Good		C	C	C	Good	
31	Geography	C	C	C	Good		C	C	C	Good		C	C	C	Good	
32	Law	C	C	C	Good		C	C	C	Good		C	C	C	Good	
33	Sociology	C	C	C	Good		C	C	C	Good		C	C	C	Good	
34	Economics	C	C	C	Good		C	C	C	Good		C	C	C	Good	
35	Medicine	C	C	C	Good		C	C	C	Good		C	C	C	Good	

Course Code: 19LISC202		Course Name: Colon Classification (Practical)						Topic: Main Class-Basic Class and Basic Class Number		
		Levels								
Exercise	S.N.	1	2	3	4	5	6	Remarks	Outcomes	Chart
6.2	1	C	C	C	C	C	C	C	Good	
	2	C	C	C	C	C	C	C	Good	
	3	C	C	C	C	C	C	C	Good	
	4	C	C	C	C	C	C	C	Good	
	5	C	C	NC	NC	NC	NC	NP	Fair	
	6	C	C	C	C	C	C	C	Good	
	7	C	C	C	C	C	C	C	Good	
	8	C	C	NC	NC	NC	NC	NP	Fair	
	9	C	C	NC	NC	NC	NC	NP	Fair	
	10	C	C	C	C	C	C	C	Good	
	11	C	C	C	C	C	C	C	Good	
	12	C	C	C	C	C	C	C	Good	
	13	C	C	C	C	C	C	C	Good	
	14	C	C	C	C	C	C	C	Good	
	15	C	C	C	C	C	C	C	Good	
	16	C	C	C	C	C	C	C	Good	
	17	C	C	NC	NC	NC	NC	NP	Fair	
	18	C	C	C	C	C	C	C	Good	
	19	C	C	C	C	C	C	C	Good	
	20	C	C	C	C	C	C	C	Good	
	21	C	C	C	C	C	C	C	Good	
	22	C	C	C	C	C	C	C	Good	
	23	C	C	C	C	C	C	C	Good	
	24	C	C	C	C	C	C	C	Good	
	25	C	C	C	C	C	C	C	Good	
	26	C	C	C	C	C	C	C	Good	
	27	C	C	C	C	C	C	C	Good	
	28	C	C	C	C	C	C	C	Good	
	29	Skipped	Skipped	Skipped	Skipped	Skipped	Skipped	Nil	Nil	Nil
	30	C	C	C	C	C	C	C	Good	
	31	C	C	C	C	C	C	C	Good	
	32	C	C	C	C	C	C	C	Good	
	33	C	C	C	C	C	C	C	Good	
	34	C	C	C	C	C	C	C	Good	

RBT Levels Clearance Indicators	
C	Cleared
NC	Not Cleared
NP	Need Practice
Outcomes	
Outstanding	
Very Good	
Good	
Fair	
Poor	

Course Teacher: Dr.Saravanan,T. Ph.D., Associate Professor.

Signature: _____

Date:

WISH YOU ALL THE BEST

Annexure-v

Students Feedback Form

ANNAMALAI UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
[ODD SEMESTER: 2021-2022]
COURSE FEEDBACK

Student Name :
Register No. :
Programme :
Year :
Semester :
Course Code :
Course Name :

Date:_____

Dear Students,

Thanks for your interest in the Programme Library and Information Science. Your feedback for the said course may help your followers, who are keen to do the same programme and develop their knowledge in the said course. I request you to provide feedback using the given questionnaire by sparing 10 minutes. I hope you won't mind sparing a little of your time. I greatly appreciate your kind co-operation.

1. Are you aware of the Programme Outcomes? Yes ◯ No ◯
   If 'No', give the details. _____
2. Are you aware of the Programme Specific Outcomes? Yes ◯ No ◯
   If 'No', give the details. _____
3. Are you aware of the Course Outcomes? Yes ◯ No ◯
   If 'No', give the details. _____
4. Are you aware of Revised Bloom's Taxonomy? Yes ◯ No ◯
   If 'No', give the details. _____
5. Have you learned the levels of Revised Bloom's Taxonomy? Yes ◯ No ◯
   If 'No', give the details. _____
6. Did your course teacher explain the Revised Bloom's Taxonomy concepts?
   Yes ◯ No ◯
   If 'No', give the details. _____
7. Have you learned the course using the Revised Bloom's Taxonomy? Yes ◯ No ◯
   If 'No', give the details. _____

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8. Have you applied the Revised Bloom's Taxonomy in classroom learning?

Yes ◯ No ◯

If 'No', give the details. _____

9. Did the course teacher teach the fundamentals of the course/lessons? Yes ◯ No ◯

If 'No', give the details. _____

10. Have you acquired adequate fundamental knowledge of the course/lessons?

Yes ◯ No ◯

If 'No', give the details. _____

11. Are you satisfied with the techniques opted by the course teacher to teach the course?

Highly Satisfied ◯ Partially Satisfied ◯ Not Satisfied ◯

If 'Not Satisfied', give the details. _____

12. Did the teacher motivate you to learn the course contents? Yes ◯ No ◯

If 'No', give the details. _____

13. Did the teacher clear your queries as and when required? Yes ◯ No ◯

If 'No', give the details. _____

14. Did the teacher regularly interact with you in the classroom? Yes ◯ No ◯

If 'No', give the details. _____

15. Did the teacher give you a chance to handle the classroom seminar? Yes ◯ No ◯

If 'No', give the details. _____

16. Have you completed the course related assignments? Yes ◯ No ◯

If 'No', give the details. _____

17. Are you using the course related e-contents developed by the course teacher?

Yes ◯ No ◯

If 'No', give the details. _____

18. Are you satisfied with the course teacher's Online Mode of teaching? Yes ◯ No ◯

If 'No', give the details. _____

19. Did the teacher teach the course in online with the presentation tools? Yes ◯ No ◯

If 'No', give the details. _____

20. Did the e-contents helpful to learn the course? Yes ◯ No ◯

If 'No', give the details. _____

21. Has the syllabus covered by the course teacher? Yes ◯ No ◯

If 'No', give the details. _____

22. Are you satisfied with the Question Pattern of Internal Tests? Yes ◯ No ◯

If 'No', give the details. _____

23. Are you satisfied with the Question Pattern of Semester Examination? Yes ◯ No ◯

If 'No', give the details. _____

24. What is your opinion about this kind of learning strategy?

Excellent ◯ Good ◯ Satisfactory ◯

If 'Satisfactory', give the details. _____

25. What do you feel about your skills progress after completing the course?

High ◯ Moderate ◯ Low ◯

If 'Low', give the details. _____

26. What is your opinion about the overall teaching strategy of the course teacher?

Excellent ◯ Good ◯ Satisfactory ◯ No Comments ◯

If 'Satisfactory', give the details. _____

_____

27. Suggestions (if any) _____

_____

_____

Thanks for your feedback.

&&&

Signature of the Student:

E-Mail Id:

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