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# PREFACE

## **Why this Guide?**

We live in an age of information. Never has society been so bombarded with info and data. It is easy to collect but difficult to organise. We read our e mails or forwarded articles with the thought, "this is an interesting article. I will save and read it later". But where will you save it, so that you can retrieve it in the future? We pile up reports, documents, studies, correspondence all with the view of reading them later!

Generally, we, intuitively or with little thinking, devise our own systems of retrieval. We use labelled boxes, plastic folders, box files, computer folders, cupboards and open shelves. The person who puts them in is usually the only one who can find them easily. Secondly, when the material piles up, then you ask yourself 'How am I going to organise all this, de-clutter, put them in some sort of order'? That's when the hunt for methods of compiling, classifying and storing data begins.

This Guide will be useful in helping you plan and manage your material taking into consideration different forms of materials, new technology and new issues.

## **A Guide to De-Clutter**

This Guide attempts to demystify information processing. It gives step by step suggestions on how to manage your information so that the information can be accessed when needed. Information management involves collecting information relevant for your organisation's needs. It includes organising and processing information in both manual and computerised information systems and physically storing information in a suitable manner. The Guide also provides recommendations on information dissemination services and activities.

The Guide is of special use for developing an appropriate classification system for your organisation's specific needs. It may also be used as a basis for modifying your existing classification system. The list of keywords is a very useful tool, saving librarians time and trouble of developing such a list from scratch.

The information management processes contained in this Guide are mainly based on the processes followed in the Akshara Gender Resource Centre.

## **Who can use this Guide?**

This Guide can be used by a women's library, general resource centre, or individuals to organise their personal and organisation's collections of information.

It could also serve as a training guide for interns and to acquaint the general staff members of the organisation with the documentation processing activities. This will enable the staff to

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undertake the day-to-day documentation work in the absence of the documentation staff and thus avoid a backlog.

The guide will help the staff members to use the information system independently for their research purposes. It can guide external users in their information search in the absence of a librarian.

### **Map of the Guide**

This guide is arranged thus:

- A brief introduction to organising information with explanation of information collection, information processing, physical storage of information, and computerisation.
  - Procedure for systematising information with a classification system.
  - A step-by-step guide to how information is processed; it covers books, documents, periodicals, audio visuals, games, banners and posters. It also includes cataloguing explanation of how keywords are selected and annual stock taking.
  - Information dissemination is an important activity of the resource centre. This section deals with Akshara's dissemination services and activities.
  - Finally there are two annexures containing the Akshara Classification Schedule and a Alphabetical Subject Index.
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## HISTORY OF THIS GUIDE

The earlier version, entitled *The Akshara Handbook: an alternative classification and documentation system*, was published in 1995. The emphasis of the Handbook was on the alternative classification and alternative documentation centre.

Social activism was at its peak in 1980s and we discovered that we did not always get the information we wanted. In our work in the development field, we usually needed information of a specific nature on specific issues, on some aspect of women's lives or indigenous people; on protests or social movements; about opinions not officially favoured or papers not generally circulated. In addition, most of the time, materials came in unprocessed form so we had to hunt for the relevant material through several documents. Our social movements generated lot of alternative information which was not properly organised and hence difficult to access when needed. Even as we set up our own documentation centres or small personal reference collections, we were faced with the question of how to 'handle' our information collection and what sort of equipment we should get. If we managed to devise our own ways of arranging information, how could we make it better, more efficient and more effective?

We could not find a system suitable for our (women's) specific needs. This is because women and their issues are invisible and difficult to slot in pre-determined categories. We realised that while documentation centres included women's issues, they did not primarily focus on or treat women's issues as women's groups would. Hence we felt the need for a classification system which would give space for all the different issues and topics which have newly emerged and treat all of them with equal respect. But most of all, we felt the need for a classification system which would be able to respond to a sudden development or a crisis in the women's movement and support the movement and its campaign activities at the local, national and international levels. Thus we developed our own alternative classification system, the Akshara Classification which is appropriate for women's as well as general alternative documentation needs and which is easy to use. The Akshara Handbook provides background to alternative documentation and includes the Akshara Classification System and guide to information processing.

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# CONTENTS

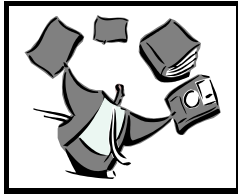
## PREFACE

1. An Introduction to Organising Information .....	5
2. Collection of Information .....	8
3. How to Systematise your Information .....	10
4. Information Processing .....	20
5. Information Storage .....	22
6. Computerisation of Information .....	25
7. Information Dissemination .....	30
8. Annexure I - Akshara Classification .....	33
9. Annexure II - Alphabetical Subject Index .....	53



## An Introduction to Organising Information

Most organisations start in a small way and then find that they have a plethora of material which they need to systematise.



We usually have different types of information like books, periodicals, reports, conference proceedings, newspaper clippings, brochures, posters, audio visuals including CDs and DVDs, games, banners and so on. These materials may be on varying topics depending on your organisation's interest, involvement in issues and scope of work.

An efficient information management system involves the following processes:

- Collection of Information
- Classifying
- Processing
- Storage
- Computerisation
- Dissemination

Each of these processes is briefly discussed here with a detailed one in the coming sections.

### Collection

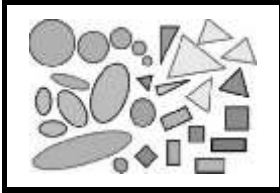
It might be that you have been unconsciously collecting material and then the piles of papers and overflowing shelves drive you to thinking about systematising them. Or it could be that you are starting out and wondering how to acquire and collect information. You may be facing the problem of space for storage, insufficient funds or not enough people to organise it. What most of us need are clear objectives.

- Why are we collecting information?
- What should we be collecting?
- How can we go about doing so?



It is not only a good idea to start out with stating your objectives but to do so every year as the context of your work changes.

## Classifying Information



Now that you have collected material, it needs to be classified or arranging them according to subject areas so all materials dealing with a subject or related subjects are brought together for the convenience of the user. This is usually done by using a broad, home-made classification system like all violence books, or all material on environment, etc. Or it could be library system or an alternative one.

You will need to decide any one classification system and stick to it as its painstaking to keep changing it.

## Processing Information



Cataloguing involves writing down the details of the book or any material on medium sized index cards. The cards are then kept according to author or subject according to your requirement. They can not only tell you the author and subject but also where the book is located. And it is most useful during stock taking or checking of books at the end of the year for missing books.



Information processing is an important but laborious task. Do not take shortcuts because in the long run it helps in maintaining your system and in retrieval of books, etc.

All books need to be entered in a ledger so you will have a record of your total collection. Then accession numbers and classification numbers need to be written in the book and on labels on the spine of the book. Lastly, make out a book card with

details and insert it into a book pocket.

The book is now processed and ready to put in your library or reference section. This process will help you trace a book given to a staff member or any other borrower.

## Storage



Physical storage of materials is very important for easy retrieval of information. Storage depends on the format of the information. For instance, books are stored on book shelves; they are arranged according to their classification numbers or their subject. Documents are stored in vertical files in filing cabinets or hanging storage systems.

Journals are kept for display. Posters, banners and paintings are stored in wide drawers so they are not folded and not get creased.

Most materials today can be scanned and stored digitally.

### **Computerisation**



There are a number of options available in the software market for computerisation of material. It not only acts as a back up to the physical card system but has added features like search through authors or keywords. It makes retrieval much easier.

### **Dissemination of Information**

The information you have gathered might be for in-house use or for the use of other users. This will depend on your objectives for having established the centre or library. Whoever might be your users, the information generated and collected, needs to reach them. And that requires a conscious strategy.

We will discuss some of the ways usually used to disseminate information.

## Collection of Information

To set ourselves clear objectives and to put it into practice, we need to clarify for ourselves:

- What are our objectives
- Decide on the actions necessary to realise the objectives
- How you can support those decisions
- Determine the phases or time period for information collection and management

Do remember:

- That information is only relevant if it is used
- That information is only relevant if it can be accessed easily
- That information is only relevant if it is updated regularly

## Conscious Collection

What information you want to collect depends mainly on the interest and activities of your organisation. We asked ourselves the question “why does Akshara want to collect material and for whom?” When we began there was a dearth of material on gender so our goal was to collect gender based data, in order to make it available to undergrad students and women activists. This narrowed our focus to the college syllabus and needs of activism and our users to students and activists.

In order to collect relevant data, you can either go on a war footing basis or do so gradually. Financial resources will play an important role in information collection. Or you may have a restriction of space. It will be necessary to limit purchases of books, publications and audio visuals.

We can transform our lack of resources into an asset by being precise about our focus i.e. our area of concern and operation. It means that we have to buy limited and relevant books. We need to find subject experts who will be able to guide us in the selection of materials. To facilitate this process, it would be useful to develop an acquisition policy to guide your information collection.

Our second step was to ensure that there is no duplication in our collection. By that we mean that we should not duplicate what already exists in other documentation centres. We, at Akshara, did a little research examining the collection of alternative resource centres such as CED, SNTD Research Unit on Women's Studies, Feminist Resource Centre, etc., and planned our acquisition policy according to the Akshara perspective as well as taking in to consideration the information gap on gender issues in our city. If you set up an inter-documentation centre co-operation and library membership, you can, not only network, but your members can avail of different materials.



The collection of materials can be turned into a political process. Besides buying books, you could solicit donations from sympathisers and publishing houses. This is one way of informing people of your existence and involving them in supporting you. It also helps if you could participate in campaign meetings, protests and conferences. You will be amazed at what a lot of otherwise unavailable material will come your way.

It may also be necessary to generate alternative information. When information is not available on certain subjects, groups are known to conduct research on a topic and publish its findings. For instance, Jagori's project on single women, Akshara's research booklet, "Shadow Workers: women in home-based production", CED's research publication on contraception and the textile strike.

## How to Systematise your Information

### Classifying Information

After formulating an acquisition policy and gathering books and other material, we need to formulate some way of systematising them. Or you might already have a load of material which you want to organise. How do we go about it?

We do some sort of systemisation in our everyday lives. For instance, we may shelve books according to their size. Or, we organise our cupboard according to our clothes such as hanging suits and dresses, casuals may be folded and stored on shelves, ties, stoles and scarves may be hanging on a rod and drawers are reserved for socks and innerwear. We organise our desk, allotting space for important papers and stationery. We need to design our systems for our convenience - to make it easier for us have things at hand.

There are many classification systems for organising materials. There are also very complicated classification systems used by large libraries but these are dependent on trained librarians.

In small organisations and for small collections of materials, there are other systems developed to cater to their specific needs, and some even developed with different ideological perspectives. Alternative documentation centres use simple information systems with fewer procedures. Such systems do not require staff to have high academic qualifications and they are simple enough to use after a brief training.

### What is Classification?

Classification is the process of bringing together under one broad category all material on a particular subject.

You need to choose from the various options available or you can devise one to suit your needs. No matter what you choose, remember that it should reflect the ideological framework you believe in and your resources like time, people and funds.

Below we give you brief write ups on some classification systems.

### The Dewey Decimal Classification System

The most used and popular system is the **Dewey Decimal Classification** (DDC) which was developed by an American, Mevil Dewey and published in 1876. It is an international standard classification system, most commonly used in public and academic libraries. It has been found particularly useful for technical subjects such as medicine, engineering and pure sciences. It requires a trained librarian to use the exorbitantly priced, three-volume set of Dewey Decimal Classification.

Despite its widespread use, there are serious drawbacks: it is tedious and labour intensive, it is very Euro-centric and does not have space for alternative or newly developing concepts.

For instance, the class Religion (Class No. 200) which has 10 sub-classes, reserves eight for Christianity, one for Natural Theology and only one sub-class for all other religions, i.e. 290. This is a good demonstration of bias and demolishes the myth of neutrality. Are other great religions like Islam and Hinduism not worthy of more sub-classes?

Similarly, in Literature (Class 800), eight sub-classes are reserved for western literature (810-880), i.e. American, English, German, French, Italian, Spanish, Latin, and Greek, while just one (890) for other literatures of the world. Hindi poetry would be classified in 891.431 (954).

Apart from these problems, we are also faced with a sexist bias in DDC. This makes classification of materials on women's issues even more frustrating, particularly in the widely used 16th edition of the DDC which was published in 1958.

Women have not even been granted a separate classification number. They are part of the sub-classification of 390. Thus, we would be required to cram most women's issues in the general class 396 - Woman: Comprehensive Works including Feminism.

This Class is further classified in such broad terms that it is difficult to us:

- 396.1 - Emancipation of Women
- 396.2 - Legal Status of Women, incl. Property Rights
- 396.3 - Careers of Women
- 396.6 - Women in the Home

DDC is also cumbersome to use, and requires training in library science. Take, for instance the class 331.4 - Women's Labour or Employment. The numbers expand to 331.481 for women in major industries and go to 331.481 361 for women social workers.

The resultant class numbers are very long, rendering it cumbersome to write, remember and locate. A slight error in classifying or shelving would cause the book to be lost to users. Error of class number on the part of the user will result in wastage of precious time taken to locate the book/document or other non-print material.

Sexism comes to the fore in its most undiluted form in this classification, in the class Family. Family is classified at 301.42 among "social organisations" and institutions. It is sub-classified as follows:

- 301.422 Forms of marriage
- 301.423 Family and social change
- 301.423 3 Industrialisation and the family

The number 301.424 3 is allocated to Prostitution. The inclusion of "prostitution" in family

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fails to take into account women's oppression or that it could be a woman's choice or see her as a sex worker.

The bias in the 16th edition of DDC is carried further when it identifies unmarried mothers as being a specific social problem, e.g. Unmarried mothers - 362.839 2

The 18th edition of DDC published in 1971, has made some modifications in an attempt to include women's issues. However, the DDC's conservative perspective has not changed. For instance, it includes prostitution in Sex Offences - 364.153, clubbing it together with rape, adultery, seduction and acts of perversion. Similarly homosexuality is classed in 301.415 7, which is the class number for extramarital and abnormal sexual relations.

The 20th edition, published in 1989, is by and large more progressive. But their revisions are being made within the existing scheme, with no change in ideology or perspective. Therefore, women's issues continue to be treated from DDC's particular patriarchal point of view, making it inappropriate and unsuitable for women's documentation purposes. It is not surprising that libraries using the 16th or 18th edition of DDC find themselves in problems. Over and above, these libraries, because of inadequate resources, cannot make use of the expensive DDC's later editions to reclassify their entire collection.

### **Some Alternative Classification Systems**

It is not surprising that the Dewey System was rejected by alternative and small organisations specialising in specific topics.

The **Thesaurus of Consumer Terms** (TCT) was developed in 1979 by the International Organisation of Consumers Unions (IOCU), now renamed Consumers International. It serves as a tool for information retrieval for subjects of consumer interest. The TCT understanding of what constitutes consumer interest goes far beyond the role of consumers in the market place.

The Thesaurus of Consumer Terms includes medicine, social welfare, transport, housing, environment, etc., practically every aspect of a person's life. The Classification uses the alpha-numeral notation and divides the subjects into 23 broad classes.

Women's issues are classed as follows:

Women	V 111 (in Society)
Women as Consumers	C 018 (in Consumerism and Consumer Affairs)
Women's Diseases	T 397 (in Medicine)
Women's Employment	F 812 (in Finance and Economies)
Women's Magazines	Q 158 (in Communications, Information & Education)
Women's Rights	V 309 (in Society, People & Social Welfare)

Whilst, this system is extremely good for consumer subjects, for a women's documentation centre, it might be difficult to use. For instance, "Women's Rights" is too broad. Women's rights are part of every issue i.e. in the media, employment and health.

The **SATIS Classification** was developed in 1979, and revised and expanded in 1983 by the Socially Appropriate Technology International Information Services (SATIS) in Amsterdam, Netherlands. It was designed and used by people working on appropriate technologies for popular development. The SATIS scheme is developed to fit the aims and objectives of SATIS and its users. The world as they see it consists of human beings who strive for human existence (development) and therefore need:

- a) Socially appropriate systems, techniques, equipment, resources for the production of
- b) Relevant goods, services and ideas in
- c) A human environment (SATIS Classification, Amsterdam, 1983)

It uses a numeral notation with decimal point for sub-classification and has eight main subject groups. Women are classified at 118 - Women and Development of the first main group: "Man and Society".

**The Centre for Education and Documentation (CED)**, Mumbai, developed its own indigenous classification when it was established in 1979. It uses an alpha-numeral notation with two digits and further sub-classification by means of lower case alphabets. At the time of the development of its classification scheme, it had 21 main classes. Women were classified in the main class as follows:

L - Socio-cultural situation

L 30 Women (General)

L 30a Women in the Family

L 30b Women and Development

L 30c Women and Work

L 30d Women's Portrayal in the Media

L 31 Women: Exploitation & Social Problems

L 31a Rape

L 31b Dowry

L 31c Prostitution

L 32 Women: Alternatives (Theories on Feminism, etc.)

L 32a Women: Movements

L 32b Women: Organisations

This section of CED classification was drastically revised in 1986 and expanded to include more issues concerning women. It is now classified in Section A - Gender, Women and Society, and has 47 sub-classes.

**The Research Centre on Women's Studies** of the SNDT Women's University, Bombay, also uses its own classification scheme. Devised in 1982 by trained librarians, it follows the Dewey ideology and often falls into the trap of social conditioning.

It uses numerals and alphabets for notation, a minimum of two digits with alphabets in lower case for sub-classification. It has 20 main classes with a total of 110 sub-classes. It divides the class Health thus:

120 Health and Women

120a Family Planning

120a.1 Medical Termination of Pregnancy/Abortion

120a.2 Population Control/Demography

This sub-division indicates that the medical termination of pregnancy and abortion are family planning methods. Women's health groups perceive MTP as a choice which by right should belong to women, whereas the Government sees it as a method to contain the population. This difference in perspective is crucial when classifying material.

**The Research Centre on Women's Studies** of the SNDT Women's University, Bombay has some examples of sexual bias. Consider these instances:

130 Marriage

130a Sex, including extramarital relations, homosexuality, lesbians and pornography.

and

140 Family and Women

140a Women as Housewife

140b Women as Mother

140b.1 Working Mothers/Wives

The class 'Family and Women' does not take into account single women. According to this classification there is no room for single women in our society, and women can exist only as a wife or mother. The subject, Sex, is sub-classified under Marriage implying that sex follows/or is related to marriage. Moreover, the inclusion of extramarital relations and non-heterosexual relations clubbed together under the same class number, thus suggesting that such relationships are unacceptable. Pornography would be better placed in media or under violence, than in the class 'sex'.

**The Akshara Classification System** was devised keeping the drawbacks of other classification systems in the context of gender. Firstly, it has a feminist perspective. What does that mean? Anyone can say we have one, so we would like to elaborate. A feminist perspective stresses that

- That all women, from all classes have a secondary status in society and are oppressed and exploited, though in different ways.
- Women's oppression is not due to biology but the result of historical processes, deep rooted patriarchal practices and ideologies in society.
- Gender equality is possible.

Going into the nuances of these premises will lead us to different political ideologies and strategies. However, for the purpose of an alternative documentation, it is sufficient as it provides us with a framework for the collection and collation of material. It inherently dismisses a prioritising of 'general' and 'women' material as is often done in most documentation centres. All general issues should be concerned with women who form half of society.

Similarly women's issues cannot be ghetto-ised or segregated either. It would be patriarchal reductionism and would trap women's groups into only considering issues, such as rape, dowry, pornography or abortion.

Women face inequality and discrimination which needs to be located in a general context. For example, housing rights campaigns primarily stress houses and land for the poor and homeless. They assume that shelters and homes will belong to the male head of the family. But women, because of violence, economic dependency, and limited rights of inheritance, form the potentially biggest group of homeless people. The campaign should also struggle for joint ownership of homes.

Let us go back to the vexed issue of prostitution which is usually seen as a social problem. Using a feminist perspective, would mean putting prostitution and sex trafficking into the class of sexual violence or under labour as sex workers.

### **Features of the Akshara Classification**

The Akshara Classification system is devised with the following features:

- it is both general and women-oriented with special emphasis on movements and campaigns
  - it is suitable for all oppressed groups
  - it is flexible - its features can be easily applied to other existing systems
  - it is easily accessible and user-friendly
  - it provides for future expansion.
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The Akshara Classification may be used for all information sources within the documentation centre, i.e. it can accommodate books, documents, pamphlets, journal articles, and audio visual and digital materials. And it is designed to be flexible. It can be used equally well for broad and in-depth classification, for example, a library or information centre specialising in health can use class H and sub-divide it more closely according to its needs. A library, though focusing on women's issues, can also classify materials on general issues.

The Akshara Classification uses an alphabet to represent the main class and a three-digit notation to represent the sub-classes e.g. H - Health, the numeral 100 – stands for theory/debates/analysis.

It is user-friendly in that it provides a useful memory aid, which enables the user to search independently. The use of alphabets to associate subjects serves as a memory tool, for example, C for communications, E for education, H for health, L for labour, and S for society. Where this is not possible, attempts have been made to come as close as possible to the subject, for example A for Ecology connotes air, while K is used phonetically for culture.

There is repetition of a standard pattern of arrangement; for example, numbers 00, 40, 50, 60, 70, 80 and 90 are reserved for theory/analysis/debates, education, international and national conferences, legislations/policies/recommendations, campaigns, resources and organisations respectively.

All materials collected in Akshara Resource Centre are classified according to the Akshara Classification system. **The complete Akshara Classification Schedule is provided in Annexure I.**

### **How to classify with the Akshara Classification System**

The Akshara Classification is presented in two ways:

- 1) Classification Schedule
- 2) Alphabetical Subject Index.

***The Classification Schedule:*** Familiarise yourself with the Akshara Schedule and the scope of each class/subject.

The classification code or class number appears with alpha-numeral notations followed by subject terms. The subject classification displays the hierarchical structure of the subjects. It provides an overview of the subject area and reveals the depth of coverage: alphabet for subject and numerals for depth. In the classification schedule, terms are indented to show the hierarchy of the subject, for example:

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- H 500 Reproductive Health
- H 510 Pregnancy and Childbirth
- H 512 Teenage Pregnancy

Each subject is divided by means of numerals. Three digits form the base. They are further sub-divided by hundreds, tens and units, for example,

- C Communications
- C 200 Media: Theory/Analysis/Debates
- C 210 Mass Media
- C 211 Radio
- C 212 Television

An attempt has been made to maintain consistency throughout the scheme. Thus 00 in every subject refers to theory, analysis or debates, 40 for Education, 60 for Legislations, Policies or Recommendations, 70 for Campaigns, 80 for Resources indicating bibliographies or other such materials and 90 for Organisations, directories, etc for example

- A 100 Ecology: Theory/Analysis/Debates
- C 100 Communications: Theory/Analysis/Debates
- D 100 Development: Theory/Analysis/Debates

Or

- L 160 Labour: Legislations / Policies / Recommendations
- S 216 Indigenous Peoples : Legislations / Policies / Recommendations

Or

- V 270 Prostitution: Campaigns
- H 170 Health: Campaigns
- H 547 Population Control: Campaigns

**The Alphabetical Subject Index** is an alphabetical list of subjects with class numbers. The index facilitates the primary location of the subject in the classification schedule. To a certain extent, the index is relative as it brings together the various aspects of a subject to show their arrangement through the schedule. However, the index is limited to include only those terms appearing in the schedule. Sometimes individual cross-references are included in the index as synonyms. See Annexure 2.

The index may be used in co-ordination with the classification schedule by the classifier. The index helps the casual users who are not familiar with the schedule and those who are only interested in retrieving the information.

### **More Than One Subject**

If the book or document deals with two or more inter-related subjects, then classify it under the subject that has greater emphasis and give a cross-reference to the subject referred to in fair depth. For example, the document dealing with women's educational status which will be classified in E 100 will also be dealing with sexism in textbooks. Hence you may make a cross-reference in E 220 - Sexism in Education. Or, if a document deals in great detail with the health status of women in India, you may classify it in H 101. But it will also address issues of child health raised by an infant feeding action group (which may be of particular interest to your organisation) giving details of its campaigns against bottle-feeding and for extension of maternity leave and child care provisions. In this case, you may want to make cross-reference to H 720 - Child Health, 770 - Campaigns, L 730 - Maternity Benefits in Labour Welfare.

### **Conclusion**

Documentation centres may have different interpretations of a classification system. In fact, within a centre, there may be differences on how and where to classify a particular document. It would help immensely if the documentation team holds regular discussions to arrive at a better understanding of subject terms and concepts used in the classification schedule. This will avoid confusion as documents can be classified at different places by different classifiers. Moreover, any classification schedule should undergo periodic revisions to keep up with the growing/changing interests of the organisation.

#### **A Ecology**

Scope: Environment, human settlements, urbanization tourism

#### **C Communications & Media**

Scope: Communications, media, publishing, informatics.

#### **D Development & Economy**

Scope: Development, agriculture, industry, marketing, consumer protection, economy, Banking, co operatives, International economy.

#### **E Education**

Scope: Formal and non formal education, training, women's studies, research methods

#### **H Health**

Scope: Health status, mental health, health services, health hazards, pharmaceutical drugs, Child health, alternative health, disability.

#### **I Social Movements**

Scope: History of women's movements and social movements, theoretical concepts.

#### **J Judiciary & Law**

Scope: Legal aid, legal education, laws, judiciary.

**K Culture & Language**

Scope: Culture, language, literature, arts, cultural heritage.

**L Labour**

Scope: Labour situation, labour relations, formal and informal sectors, special categories of Labour, labour welfare, and new technology.

**O Organisations**

Scope: analysis of civil society organisations; Indian, foreign, donor and UN bodies etc.

**P Politics & Government**

Scope: national and international politics, political systems, state, human rights, militarization, nuclear armament and disarmament.

**R Religion**

Scope: Religion, women's status in religion and fundamentalism.

**S Society**

Scope: Social status of women in India and abroad, indigenous people, caste issues, migration, family and kinship, children, elderly people, sociology, sports.

**T Technology & Science**

Scope: Science, technology, appropriate, alternative and new technologies.

**V Violence & Crime**

Scope: Sexual violence, social and domestic violence, crime.

**X Sexuality**

Scope: Sex roles, sex stereotyping, sex education, sexual relations.

**Z Other Social Sciences**

Scope: History, anthropology, philosophy.

## Information Processing

After classifying books your material, you will need to process them. This means labelling them in different ways so that you can keep a record as well as retrieve them as quickly as possible. In this section we describe the process in easy steps.

**Cataloguing** books is essential to know the library's collection. Two types of catalogues can be maintained:

- 1 Cards arranged alphabetically according to author and title
- 2 A subject catalogue arranged according to classification numbers

You can decide on any one of them because computerisation will help in querying books by author or subject. Why then maintain physical cards? At Akshara, in order to simplify work, only author/title catalogue cards are maintained. Catalogue cards are useful if the computer crashes. They are also used to check books during annual stock taking. Below is a sample.

### Catalogue Card

D 1330
SHI Shiva, Vandana
The Great Grain Drain
Books for Change
Bangalore, 1998
Pages, 119
Price - Rs. 200

### Book processing involves the following steps:

- 1 Books are entered in a ledger or an Accession Register which will have the details of the book, such as, author's name, title, publisher, year of publication, no of pages and price. The register will have a serial number or Accession number (Acc. No.) Akshara also maintains these details in the computer.
- 2 The classification number and accession number then need to be written inside the book.
- 3 Book labels are necessary to identify a book on the shelf. The label which is stuck on the bottom of the book's spine will have a Class number and below that the author mark (three letters of the author's surname followed by a slash and three letters of the title. For example "Breastfeeding and Reproductive Health" by L Menon

H 510

MEN/BRE

In case of multiple authors or editors, use the first name and if there is no author, then use the title. If the title begins with an article such as The, An, A, then use the next word.

4 Book Card and Book Pocket

A librarian or assistant may not be present in the library. But your staff or library members might want to borrow books and they can do so by removing the book card and signing it with the date. When a book is loaned out, the book card is kept in the borrower's membership card.

Each book will have a book card which is kept in a book pocket on the last page or inside back cover of the book. The book card will have the title and author of the book, the class number and Accession number. See below for a sample of the book card. A book card helps denitrifying the borrower. It also helps the librarian trace the borrower and contact her/him in case of delay in returning the book.

**Book Card**

Class/Acc.No	
Author	
Title	
Date	Borrower's Name

Processing books etc may seem tedious, but do remember that in the long term it helps in keeping and maintaining your collection.

## Information Storage

The last stage is storing your material. Once again, you need to store it in a way that you can retrieve it easily.

Books are stored on book shelves, standing vertically with their spine facing the user.

- They have to be shelved according to classification number and author's surname (or title if there is no author) alphabetically.
- In case books have the same classification numbers and author name, the accession numbers will have to be taken into consideration and kept serially.
- Shelving books in the right order is important in order to locate them easily. A mis-shelved book is as bad as lost.
- Outsize books may be shelved together horizontally. Hence they may not be with books with the same class numbers.

## Other resources

Documents, seminar papers, brochures, newspaper articles are classified (but not entered in the Accession Register) and then stored in respective folders which are kept in lower racks.

**Journals and periodicals :** Journals and periodicals are kept for display for a period of time (usually till the next issue is received) and back issues are usually bound and stored in archives. Magazines and journals that are subscribed to or are received regularly are stored in separate folders/boxes, e.g. Economic and Political Weekly, Infochange, Arrows for Change, Sexuality Matters, Jivhala, Advocacy Internet, Hum Sabala. For those journals which are not kept, important articles are cut out and stored in the document folder.

Some special material like training manuals, videos, posters and banners which are classified under broad categories and they need to follow all steps of processing. These are listed with all details, category-wise in the resource directory (this is updated periodically) which helps users to identify easily what they require. These materials, which are stored separately are described below.

**Training manuals :** Akshara has a fairly large collection of training manuals on various gender issues which have been acquired from different organisations. These are useful for preparing training modules for workshops. These are referred to by staff members as well as visitors. There is a separate section for training manuals. You can select categories Violence, Ideology, Sexuality, Education, etc.

**Dossiers** are collections or compilations of various papers or documents on specific topics. They are specially prepared for students for reference purposes for their college

assignments on specific topics. These are stored on a separate rack and labelled according to their topics, such as:

- Declining sex ratio
- Impact of globalisation
- Women and media
- Sexuality
- Women's movement in India
- Feminism
- Legal Rights

**Posters :** Akshara has been collecting posters on women's issues, as well as issues like globalisation and communalism. The posters are mounted on cardboards, covered with cellophane paper, given serial numbers and then stored category-wise in separate folders. The posters are stored under the following

### **Categories:**

- General
- Health
- Sexual harassment
- Legal rights

Each poster is classified with the first three initials of the category ('vio' for violence) followed by the serial number. Then it is stored in folders under specified heads as mentioned above. Photographs of all the posters have been taken and kept category-wise in the computer so that staff members as well as individuals or representatives of organisations who want to borrow them can browse through the photograph folders. Akshara also maintains a record of organisations or individuals who borrow the posters. This is to help know the total number of borrowers, both individuals and organisations, each year.

**Banners:** Over the years Akshara has been making and getting banners made for different campaigns as well as for workshops and Yuvak and Yuvati Melas. These banners are also used in our workshops and borrowed by other organisations. The banners, in cloth and flex, are stored according to the following sections:

- Banners - Game / Stall
  - Backdrops
  - Banners on violence
  - General ones
-

**Videos :** Video films on socially relevant issues are procured from different organisations/institutes. They are screened during Akshara workshops to raise awareness and initiate discussions on particular topics. These videos are also borrowed by individuals/organisations.

- DVDs and VCDs have categories like feature films, documentary films, textual CDs and software ones. A synopsis of each videos, along with name of the director, duration and language, is written down.

**Digital storage:** Most materials today can be scanned and stored digitally. Information downloaded from the Internet may be archived in computers and entered into the organisation's database; they can be accessed by class numbers, keywords, author and title.

## **Stock Taking**

Stock taking is done essentially to check whether books other material have not been misplaced or lost. This exercise also helps to ensure that the book card and library card are in place. It is done once a year normally in April-May when there are fewer visitors to the library.

**The following is the procedure for stock taking:**

- 1 Firstly all books have to be kept in the right order.
- 2 Each catalogue card is matched with the books on the shelf to ensure that it is in the right place along with the book card.
- 3 A list has to be made of missing books and missing cards. This activity helps to take account of the stock and find out the exact number of books that have gone missing during the year.
- 4 The cards and books found to be missing are then replaced.



## **Computerisation of Information**

Computers offer easy information storage and rapid information retrieval. Printed matter including posters and other visual collections can be scanned and stored digitally. Information search has never had it so good with search engines such as Google, Alta Vista and Yahoo. Software programs such as Page Maker, Corel Draw, Photoshop have made layout designing a dream come true with innumerable possibilities for creativity. Laser or bubble jet printers serve as an effective dissemination medium of attractively-packaged information.

### **Library Software Programs**

Software programs for data management are widely available. Some of the most common software programs used in data management are DBase IV Plus, Foxbase/ Foxpro and CDS-ISIS. The CDS-ISIS program promoted by UNESCO and distributed free initially (now, at a nominal cost) became very popular and the later Windows-based version of CDS-ISIS, called Win-ISIS is now quite widely used by NGOs.

Other commonly used software programs for library management include the following: LIBRIS: Library Management System, SLIM: System for Library Information Management, MINISIS, and LibSys.

Akshara had first computerised its library collection in late 1990s using a modified Fox Pro software program. It was found inadequate and expensive. So when the CDS ISIS software was developed by UNESCO and distributed free, Akshara decided to adopt it.

The WIN-ISIS program was modified for Akshara usage and serves as a register of books as well as catalogues. Books can be accessed by author, title, publisher, class number and keywords.

The Akshara collection of CDs, posters and banners are entered in Microsoft Excel in the computer. Each of the posters and banners are photographed and saved in a folder in the computer so that borrowers can identify suitable ones before borrowing them.

We would like to emphasize that despite computerisation, you need to maintain a manual information system. For some organisations without a regular supply of electricity or Internet connection, the manual system is a necessity. For others, it will serve as a backup.

A manual information system continues to be a necessary pre/requisite for information processing. For instance, classification schedules, storage infrastructure and the like have to be manually created. It continues to form the operational base in spite of an automated system of information processing. Hence, it is advisable not to do away with the manual system even if an organisation is equipped with a computerised system. In other words, a judicious mix of both manual and non-manual systems is advisable depending of course on factors like availability of financial and other resources.

## WIN-ISIS Software

Akshara has adopted WIN-ISIS software for storing and retrieving information in the library. WIN-ISIS is a computer program for processing information designed especially for textual records or databases with a definite structure. Each data base of the records will have a similar structure. The most important feature of WIN-ISIS is that the information can be of varying lengths and also have repeated fields and subfields. It also allows free text searching. Records can be accessed by the number or by the content. One can search/extract information as per requirement. In our library, for example, one can search for books by using author name, accession number, title or key words.

## Functions of WIN-ISIS

- Display of details of data bases
- Entry of new records
- Modify/correct or delete existing record
- Retrieve record through search
- Display record as per requirement
- Print partial/full catalogue

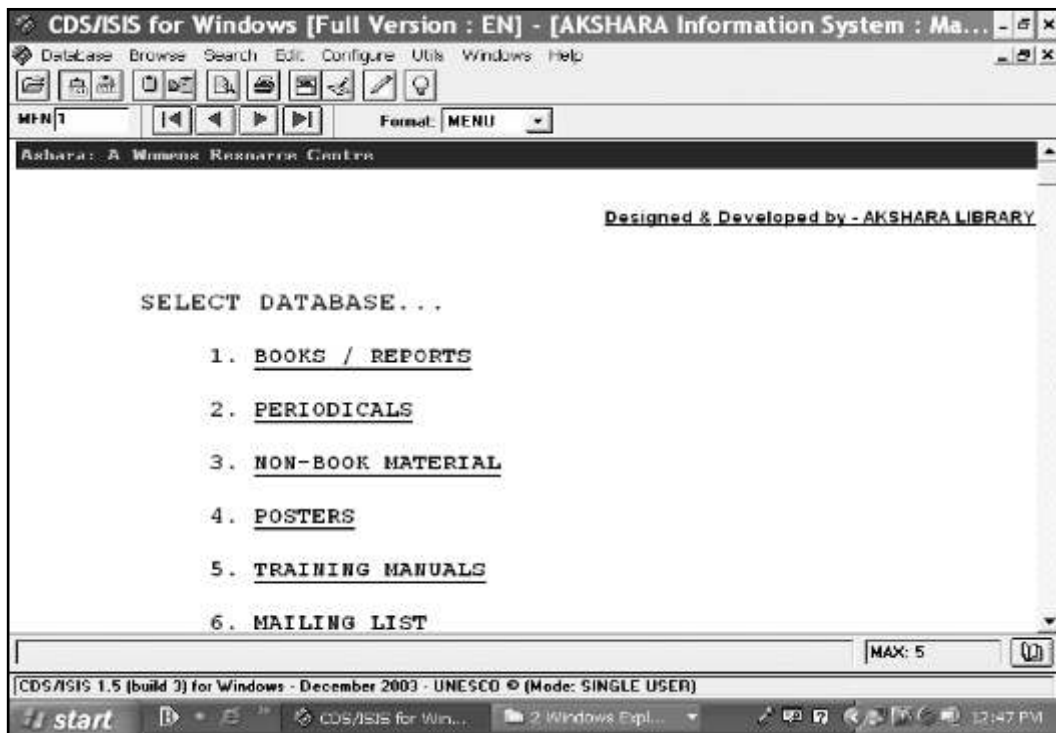


The menu bar provides access to all these functions mentioned above.

## Creating Database To create a new database,

- Open CD ISIS and then open database... New.
- Give a file name (maximum six characters), then click OK.
- In the Field table go the tag section and then enter any number say 200, and in the name section title or whatever has been decided as field names.
- Then select type of material which could be alphabetical/ numerical, etc. Choosing an alphanumerical covers both. The field pattern can be blank.
- Then go to the next tag section, its number could be say 300 and the subject author. Please note that the tag could be any number or the same number as given in another database that you may have and would in future use for sorting. Thus fill all the field names like title, author, publication, year, pages, etc. Next click on normal style.
- In FST wizard, which is for search technique, click on all fields so that we can in future search using all the fields. Then terminate (OK).

Akshara's database window on WIN-ISIS is reproduced below and this menu will appear every time we start the system



### Open database

Once the database is created, we put new information by adding data. Records are stored in a file named Master File (MST). Each record in the data base can be referred to by its MFN or Master File Number.

To open the existing database, select the Menu option. File open, and then double click on menu.mst from the data list. Under select database, click on Books/Reports as shown above. The data base is open and one can choose any of the options and start using WIN-ISIS. One has to follow this every time before clicking on any of the options as given below.



### Data entry

Data may be entered by clicking on the data entry icon in the Edit menu and entering details about the publication.

### Saving data

After every data entry, the record is saved to the disk. The new content becomes available for browsing. The inverted file needs to be updated every time. Open database and then click on I/F update. **If the inverted file is not updated, new data will not be available for retrieval.** It may be updated after every entry or before we exit the program.

### Edit menu

This command opens the data entry window which allows us to modify database records. The 'delete' command deletes the current record which is displayed in the data entry window. Data will have to be saved once again as mentioned earlier.

### **Search menu**

Expert search command opens the search window and allows us to search the data base after we key in the search words. We can search by MFN number, classification number, keyword, author name or any word which may be part of the title of the book. The whole list of books will then appear and one can click on each of them for details. 'Save search' saves the result of a particular search for later processing. 'Recall saved search' recalls previously saved search.

### **Print menu**

This command can be given from Database. The record to be printed will have to be defined. It could be the entire range or from lowest to highest MFN. The output to section also has to be defined. If we choose output to the printer directly then the output gets printed in the default printer. If we choose output on ASCII File, the output gets stored as a text file (the file name can be only of three characters, ending with .doc) in the Work directory in WIN-ISIS in the C drive from where it can be printed.

The data to be printed can also be sorted the way we want, i.e. by author, title, or subject. In that case we go to print format and in pre-defined format click on whether it should be subject wise or author wise. And then click on sorting. Then under Edit, we go to Field Selection Table and then select which ever way we want it sorted, select name and tag and mention the mhl formatting code. Then we go to database and print, specifying the mfn numbers

## **Information Dissemination**

Many of us do not pay sufficient attention to developing a strategy for dissemination of info and other material. We use it in-house and occasionally see that it reaches other organisations. It is a difficult task to 'market' our 'products'.

Here are some tips from our experience in Akshara.

### **Encouraging Referencing**

Akshara started out as a library but quickly realised that it could not function as a circulating library because of lack of resources. So we shifted to being a Reference Facility for students.

The Reference Facility is open for students from Tuesday to Saturday, 10.30 am to 4.30 pm.

### **Following are some rules:**

- All students/ researchers have to enter their names and other details into a Register. This register is important as it can be later analysed for number of users, college names, subjects accessed and their comments.
- Users are given the classification schedule to decide on the topics on which they would be requiring material.
- Students can not access the books from the racks. Once the books are handed over to them they browse through the books and take notes.
- We do not have in-house photocopying facilities. Users mark the page numbers and a staff member takes the books out for photocopying. Users pay the commercial rates for photocopying.
- There will be a demand for borrowing books. We discourage it even for staff members as it is difficult to follow those who do not return them in time. In case it is important to borrow out a book, we need to keep the book card with a note of the persons name on it.

The Reference Facility has one librarian and a data operator-cum-admin person for the processing of books, classification etc and attending to users.

Every year during the summer holidays, there is a complete stock taking of all books and other material with the help of volunteers or students. Missing books are replaced, books for sale/circulation are counted, and an analysis of users, borrowers of material, circulation of books is undertaken.

### **Loaning out Resources**

Through the years, Akshara gathered or produced DVDs, posters, banners and Yuvak/Yuvati Mela games. When other organisations asked if they could use them, we decided to make it one of our activities.

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All borrowers whether they are individuals, NGOs or staff members have to enter their names and type of resource in a register called the Borrowers Register.

We have nominal rates for a deposit (in case the resource gets lost) and for usage.

**The charges for borrowing are as follows:**

**CDs** Deposit Rs 250; charges per day Rs 35 per CD

**Posters** Deposit Rs 200 for 5 posters; Charges per day Rs 25 per poster

**Banners** Deposit Rs 500; Rs 75 to Rs 25 per day depending on size

**Mela games** Deposit Rs 200; Charges Rs 100 per day

This amount goes into redoing posters, making new ones or repairing them.

**Circulating Akshara Publications**

Akshara brings out booklets, manuals, posters which are circulated and given to people who give a nominal donation, which goes towards printing costs. The donation price is mentioned in each publication.

As Akshara is not a publisher with a registration number, we have to write “For Private Circulation Only” in all our booklets. We also cannot exhibit them in bookstores or sell through distributors. So our main method of dissemination is through meetings, conferences and seminars.

The record of disseminated publications gets updated, in manual and computerised form. Donations get deposited in the bank every six months. Buyers of these publications are also provided an official receipt. It is necessary to maintain a record in an Excel Sheet with details such as numbers of books disseminated, donations collected, remaining booklets in stock, etc.

**Using the InterNet**

- Many of us have websites which can be used for displaying our productions, library catalogues and journals.
- Facebook and other social networking sites are the new mediums for telling the world what you do and what you have produced for circulation.
- E-mail fliers are the most popular means of sending out info on your products.
- Updates on your materials, new books and journals and bibliographies can be sent via e-mail at nominal cost. It is a good way to keep in touch with users.

**Conclusion**

Finally, what is important is that your organisation should be dynamic - that is, it should be able to respond to the emerging information needs of groups, campaigns and movements. The right information to the right people/organisation at the right time is the key to the success.

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It is not enough to wait for information requests. The centre must reach out to women's and other groups by offering relevant information. To know their information needs, it is necessary to be aware of the happenings in the movement and to keep track of current campaigns and the organisations engaged in various campaigns. The documentation centre should be especially alert to the information needs of grassroots organisations in the country.



# ANNEXURE I AKSHARA

## A ECOLOGY

### A100 Ecology: Analysis/Data

- A 110 Eco feminism
- A 111 Ecological alternatives
- A 112 Ecological thought
- A 115 Environmental movement
- A 150 Natural Disasters & Rehabilitation
- A 155 Disasters- Man made incl. Bhopal gas
- A 170 Legislation / Policies
- A 180 Campaigns
- A 190 Reports/Directory

### A 200 Natural Resources: Analysis/Data

- A 210 Forests incl. deforestation/ reforestation/biodiversity
- A 220 Deserts & Wastelands
- A 230 Water & Marine Resources
- A 235 Water Management incl. Dams
- A 236 Privatisation of Water
- A 240 Wildlife
- A 250 Energy/Alternative Energy Sources Incl. Enron

### Classification Schedule

- A 255 Nuclear Power Plants
- A 260 Forest, Reservation
- A 270 Legislation / Policies

- A 280 Campaigns
- A 290 Reports/Directory

### A 300 Pollution and Control: Analysis/Data

- A 310 Water Pollution
- A 311 Privatization of rivers
- A 315 Waste Dumping & Waste Management
- A 320 Air Pollution
- A 321 Climate Change
- A 330 Noise Pollution
- A 335 Vehicular pollution
- A 360 Other Pollutions
- A 362 Pesticides
- A 370 Legislation / Policies
- A 380 Campaigns
- A 390 Reports/Directory

### A 400 Environment: Analysis/Data

- A 410 Sustainable Development
- A 411 Industrialization and environment
- A 420 Displacements incl. Narmada
- A 440 Environmental Education
- A 450 International Conference on Environment
- A 455 National Conference on Environment
- A 470 Legislation / Policies
- A 480 Campaigns
- A 490 Reports /Directory

### A 500 Human Settlements: Analysis//Data

- A 510 Urbanisation

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- A 520 Housing: Urban  
 A 521 Housing: Single Women  
 A 523 Hostels  
 A 525 Slums  
 A 530 Housing: Rural  
 A 550 International Conference on Housing  
 A 555 National Conference on Housing  
 A 570 Legislations/Policies  
 A 580 Campaigns  
 A 590 Reports / Directory
- A 600 Tourism: Analysis/Data**  
 A 610 Alternative Tourism  
 A 670 Legislation/Policies  
 A 680 Campaigns  
 A 690 Reports/Directory
- C COMMUNICATIONS & MEDIA**
- C 100 Communication: Analysis/ Debates**  
 C 120 Alternative Communications  
 C 140 Communications: Education  
 C 145 Communication material for community workers  
 C 150 International Conference on Communications & Media  
 C 155 National Conference on Communications & Media  
 C 170 Legislations/Policies  
 C 180 Campaigns  
 C 190 Reports / Directory
- C 200 Media: Analysis/Data**  
 C 210 Mass Media  
 C 211 Broadcasting/Radio  
 C 212 Television /cinema  
 C 213 Telecommunications  
 C 214 Video/production  
 C 215 Print Media/Press  
 C 220 Portrayals of Women in Media: Analysis/Data  
 C 221 Portrayals of Women in Radio Programs  
 C 222 Portrayals of Women in Television  
 C 223 Portrayals of Women in Advertisements  
 C 224 Portrayals of Women in Films  
 C 225 Portrayals of Women in Print Media  
 C 230 Pornography  
 C 240 Violence in media  
 C 250 Communalism: role of media  
 C 260 Portrayals Of Women in Media: Policies/Recommendations  
 C 270 Legislation / Policies  
 C 280 Campaigns
- C 300 Publishing: Analysis/Data**  
 C 310 Printing  
 C 315 Feminist Journals  
 C 320 Feminist Press  
 C 330 Feminist Bookshops  
 C 370 Legislations/Policies  
 C 380 Campaigns  
 C 390 Reports/Directory
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- C 400 Politics of Info: Analysis/Data**
- C 405 Methods & Medium of Information
- C 406 Censorship
- C 407 Right to Information
- C 410 International Information Order
- C 420 Information Systems incl. Documentation
- C 425 Classification Systems/Schedules
- C 427 Thesauruses
- C 430 Information, Communications Technology
- C 435 Software Programs
- C 440 Information Networking
- C 450 International Conferences on Documentation
- C 455 National Conferences
- C 470 Legislations/Policies
- C 480 Campaigns
- C 490 Reports/Directory
- D DEVELOPMENT & ECONOMY**
- D 100 Developments: Analysis/ Debates**
- D 102 Women/ Gender and Development
- D 110 Development Components
- D 111 Development Strategies
- D 112 Development Management/Planning
- D 113 Programme Evaluation
- D 114 Development Education /Training
- D 115 Development Finance/Fund Raising
- D 120 NGO Development Programmes
- D 122 NGO Programmes in India + Govt. Schemes
- D 124 Development Programmes in Other Countries
- D 125 Income Generating Projects
- D 130 Social Work/ Social Welfare
- D 132 Critiques of Social Work Approach
- D 133 Advocacy (Theory and Method)
- D 139 Development & Displacement Social Work/Welfare Work
- D 170 Legislation/Policies
- D 180 Campaigns
- D 190 Reports/Directory
- D 200 Rural Development: Analysis/Data**
- D 202 Integrated Programs: India
- D 204 Integrated Programs: Other Countries
- D 220 Irrigation Programs
- D 222 Water and Sanitation Programs
- D 224 Rural Technology Programs
- D 270 Legislation / Policies
- D 280 Campaigns
- D 290 Reports/Directory
- D 300 Agriculture: Analysis/Data**
- D 305 Farming Systems: Cultivation and Production
- D 307 Food Crops
- D 308 Cash Crops
- D 310 Fertilizer & Pesticide Use incl. Pesticide Use in Urban Habitat
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| D 312 Integrated Pest Management/Organic Farming                        | D 402 Privatisation; Private Sector; SEZ                 |
| D 315 Farmers/Peasants  | D 403 Industry: Situation & Performance in India         |
| D 316 Policies/Recommendations  | D 404 Industry: Situation & Performance: Other Countries |
| D 319 Organisations incl. Peasant Organisations                         | D 405 Industry: Informal/ Unorganised Sector             |
| D 320 Agro-Industry: Analysis/Data                                      | D 406 Sub-Contracting/Ancillarisation                    |
| D 321 Dairy   | D 410 Chemical Industry                                  |
| D 322 Poultry   | D 412 Petrochemicals                                     |
| D 323 Animal Husbandry  | D 413 Plastic and Related Materials                      |
| D 324 Fisheries   | D 414 Textiles   |
| D 325 Other Agro-Industries incl. Sericulture                           | D 415 Footwear Industry                                  |
| D 326 Agro-Industry: Policies/ Recommendations                          | D 417 Food Processing                                    |
| D 330 Food Situation & Supply: Analysis/Data                            | D 418 Soaps & Cosmetics                                  |
| D 331 Food Situation: India   | D 420 Mining & Metallurgy                                |
| D 332 Politics of Food (G M Foods)                                      | D 423 Precious Metals/Precious Stones                    |
| D 334 Hunger & Food Aid   | D 425 Electrical & Electronic Industry                   |
| D 336 Foods: Policies / Recommendations                                 | D 426 Computer and Software                              |
| D 337 Food: Campaigns   | D 430 Small-Scale Industry incl. Cottage Industry        |
| D 338 Food: Resources   | D 435 Small Business Enterprises incl. NGO Businesses    |
| D 339 Food: Organisations, incl. FAO, PDS (Public Distribution Systems) | D 440 Utilities & Services Industry                      |
| D 340 World food summit / Rome Declaration on Hunger                    | D 441 Electricity/Energy Supply                          |
| D 341 Food Security   | D 442 Telecommunications/Telephones                      |
| D 370 Legislation / Policies  | D 443 Transports   |
| D 380 Campaigns   | D 450 Multinational Corporations                         |
| D 390 Reports/Directory   | D 470 Legislations/Policies                              |
| <b>D 400 Industry: Analysis/Data</b>                                    | D 480 Campaigns  |
| D 401 Nationalization & Public Sector                                   | D 490 Reports/Directory                                  |
|   | <b>D 500 Marketing: Analysis/Data</b>                    |
|   | D 510 Marketing Practices: India                         |
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| D 512 Marketing Practices: Other Countries                            | D 707 Legislation / Policies                       |
| D 515 Advertising   | D 708 Campaigns                                    |
| D 516 Marketing: Legislations/Policies/Codes                          | D 709 Reports/Directory                            |
| D 530 Insurance   | D 710 Banking & Credit: Analysis/Data              |
| D 550 Consumer Protection: Theory/Analysis/Debate                     | D 712 Banks  |
| D 552 Consumer Issues in India  | D 713 Credits & Loan (bachat gat) self help groups |
| D 553 Consumer Issues in Other Countries                              | D 714 Private Money Lending                        |
| D 554 Consumer Education  | D 715 Rural Banks                                  |
| D 570 Legislations/Policies   | D 717 Banking & Credit: Legislations/Policies      |
| D 580 Campaigns   | D 718 Banking & Credit: Campaigns                  |
| D 590 Reports/Directory   | D 719 Banking & Credit: Reports/Directory          |
| <b>D 600 International Trade: Analysis/Data</b>                       | D 720 Co-Operatives: Analysis/Data                 |
| D 610 International Trade: India                                      | D 721 Co-Operatives: India                         |
| D 615 International Trade: Other Countries                            | D 722 Co-Operatives: Other Countries               |
| D 620 Uruguay Round & GATT Talks                                      | D 727 Co-Operatives: Legislations/Policies         |
| D 670 Legislations/Policies   | D 728 Co-Operatives: Campaigns                     |
| D 680 Campaigns   | D 729 Co-operatives: Reports/Directory             |
| D 690 Reports/Directory   | D 730 International Economy: Analysis/Data         |
| <b>D 700 Economy: Analysis/Data</b>                                   | D 732 International Economy: Asia-Pacific          |
| D 701 Economic Situation: India                                       | D 734 International Economy: Other Countries       |
| D 702 Globalization – SAP / TRIPS                                     | D 737 International Economy: Legislation/Policies  |
| D 703 Poverty & Debt  | D 738 International Economy: Campaigns             |
| D 704 Budget & Inflation incl. Gender Audit                           | D 739 International Economy: Reports/Directory     |
| D 705 Taxation & Taxes  | D 740 Foreign Aid: Analysis/Data                   |
| D 706 Economic Planning/Policies incl. Structural Adjustment Policies | D 742 Foreign Aid: India                           |
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| D 743 Foreign Aid: Other Countries                        | E 220 Sexism in Education incl. Sex Stereotyping     |
| D 746 Foreign Aid: Legislations/Policies/Recommendations  | E 230 Higher Education incl. University              |
| D 747 Foreign Aid: Legislations/Policies                  | E 232 Distance Learning incl. Correspondence Courses |
| D 748 Foreign Aid: Campaigns                              | E 235 Foreign Education                              |
| D 749 Foreign Aid: Reports/Directory                      | E 240 Vocational Training/Career Planning            |
| D 750 Foreign Debt: Analysis/Data                         | E 245 Students                                       |
| D 752 Foreign Debt: India                                 | E 250 Teachers                                       |
| D 753 Foreign Debt: Other Countries                       | E 270 Legislation/Policies:                          |
| D 756 Foreign Debt: Legislations/Policies/Recommendations | E 280 Campaigns                                      |
| D 757 Foreign Debt: Legislations/Policies                 | E 290 Reports/Directory                              |
| D 758 Foreign Debt: Campaigns                             | <b>E 300 Non-Formal Education</b>                    |
| D 759 Foreign Debt: Reports/Directory                     | E 310 Adult Education                                |
| <b>D 760 Globalization: Analysis/Data</b>                 | E 320 Popular Education                              |
| D 762 Structural Adjustment                               | E 330 Literacy Situation & Programmes                |
| D 763 Impact of Globalization                             | E 340 UN Literacy Programmes                         |
| D 764 TRIPS; Patents                                      | E 350 Women & Education                              |
| D 778 Anti Globalization campaign/movement                | E 370 Legislation/Policies                           |
|   | E 380 Campaigns Reports/Directory                    |
| <b>E EDUCATION</b>  | <b>E 400 Training: Analysis/Data</b>                 |
| <b>E 100 Education: Analysis/Data</b>                     | E 420 Gender Sensitisation Training                  |
| E 150 International Conference on Education               | E 430 Training resources                             |
| E 155 National Conference on Education                    | E 440 Training progs: NGOs etc                       |
| E 170 Legislation / Policies                              | E 450 Gender Assessment                              |
| E 180 Campaigns   | E 470 Legislation / Policies                         |
| E 190 Reports/Directory                                   | E 480 Campaigns                                      |
|   | E 490 Reports/Directory                              |
| <b>E 200 Formal Education: Analysis/Data</b>              | <b>E 500 Women's Studies: Analysis/Data</b>          |
| E 210 Curriculum/Textbooks                                | E 520 Women's Studies Curriculum                     |
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| E 525 Women's Studies: Conferences                               | H 121 Preventive Health/Preventive Medicine incl. Immunisation  |
| E 530 Research Methods   | H 130 Medical Ethics incl. Euthanasia, Organ Transplant Racket  |
| E 535 Participatory Research                                     | H 135 Sexism in Medicine  |
| E 540 Women's Studies: Training Workshops                        | H 140 Medical Education/Training                                |
| E 560 Women's Studies: Policies                                  | H 142 Health Education: Non-Formal                              |
| E 570 Legislation / Policies                                     | H 144 Medical Professionals                                     |
| E 580 Campaigns  | H 145 Nursing & Midwifery                                       |
| E 590 Reports/Directory  | H 146 Para Medical Training                                     |
| <b>E 600 Communalisation of education</b>                        | H 150 International Conference on Health                        |
| <b>H HEALTH</b>  | H 155 National Conference on Health                             |
| <b>H 100 Health: Analysis/Data</b>                               | H 170 Legislations/Policies                                     |
| H 101 Women's Health Status: India                               | H 180 Campaigns   |
| H 102 Women's Health Status: Other Countries                     | H 190 Reports/Directory   |
| H 103 Nutrition  | <b>H 200 Disease and Treatment: Analysis/Data</b>               |
| H 104 Ageing   | H 210 Epidemics   |
| H 105 Mental Health  | H 220 Sexually Transmitted Diseases                             |
| H 106 Mental Health Services: Clinics & Hospitals                | H 230 Other Diseases  |
| H 107 Psychology/ Psychotherapy/ Psycho Analysis and Counselling | H 240 Cancer  |
| H 108 Critique of Mental Health                                  | H 242 Cancer Related to Women                                   |
| H 109 Mental Health Education                                    | H 244 Cancer Education  |
| H 110 Health Services: Projects                                  | H 250 AIDS: Analysis/Debates                                    |
| H 112 Primary Health Care  | H 252 AIDS: Medical Aspects & Myths related/case studies/photos |
| H 113 Community Health Work                                      | H 254 AIDS Education & Prevention                               |
| H 115 Self-Help  | H 270 Legislation/Policies                                      |
| H 116 Hospitals & Clinics (Government)                           | H 280 Campaigns   |
| H 118 Hospitals & Clinics (Private)                              | H 290 Reports/Directory   |
| H 119 Malnutrition deaths  |   |
| H 120 Health Promotion   |   |
-

- 
- H 300 Health Hazards: Analysis/Data**
- H 310 Addictions incl. Tobacco, Alcohol, Narcotics
- H 330 Hazardous Chemicals/Hazardous Products
- H 335 Radiation & Nuclear Hazards
- H 340 Food Hazards & Food Allergies
- H 342 Adulterated Food/Irradiated Food/Junk Foods / GM
- H 344 Slimming Programmes incl. cosmetic surgery
- H 370 Legislations/Policies
- H 380 Campaigns
- H 390 Reports/Directory
- H 400 Pharmaceutical Drugs: Analysis/Data**
- H 410 Essential Drugs
- H 420 Harmful Drugs
- H 430 Drug Industry – Critique & Functioning
- H 470 Legislations/Policies
- H 480 Campaigns
- H 490 Reports/Directory
- H 500 Reproductive Health: Analysis/Data:**
- H 501 Reproductive Health - Male
- H 502 Menstruation
- H 503 Hysterectomy
- H 505 Menopause & Ageing
- H 510 Pregnancy & Childbirth
- H 512 Teenage Pregnancy
- H 513 Adolescent Rep. Health (Youth Sexuality)
- H 514 Maternal Morbidity & Mortality
- H 517 Legislations/Policies
- H 518 Campaigns
- H 519 Reports/Directory
- H 520 Abortion: Analysis/Data
- H 521 Abortion: India
- H 522 Abortion: Other Countries
- H 524 Abortion: Medical Aspects incl. RU 486
- H 527 Legislations/Policies
- H 528 Campaigns
- H 529 Reports/Directory
- H 530 Abortion: Organizations
- H 530 Contraception: Theory/Analysis/Debates
- H 531 Contraceptive Methods
- H 532 Contraceptive Drugs incl. Anti fertility Vaccine
- H 533 Family Planning Programmes: India
- H 534 Family Planning Programmes: Other Countries
- H 535 Sterilisation
- H 536 Contraception: Policies /Recommendations
- H 537 Legislations/Policies
- H 538 Campaigns
- H 539 Reports/Directory
- H 540 Population Issues: Analysis/Data
- H 542 Population Control: Feminist Critiques
- H 543 Population Control: Official Agency Report
-



- 
- H 544 National / International Conference on Population
- H 547 Legislations/Policies
- H 548 Campaigns
- H 549 Reports/Directory
- H 600 Reproductive Technology: Analysis/Data**
- H 610 In-Vitro Fertility Techniques/Embryo Transfer
- H 620 Surrogate Motherhood
- H 630 Sex-Determination Techniques & Amniocentesis
- H 640 Genetic Engineering/Eugenics
- H 670 Legislations / Policies
- H 680 Campaigns
- H 690 Reports/Directory
- H 700 Child Health & Child Care: Analysis/Data**
- H 705 Child Mortality & Morbidity
- H 710 Child Health Care incl. Immunization
- H 720 Child Feeding Practices/Child Nutrition
- H721 Malnutrition deaths
- H 722 Breastfeeding
- H 724 Bottle-feeding
- H 770 Legislations/Policies
- H 780 Campaigns**
- H 790 Reports/Directory
- H 800 Alternative Health: Analysis/Data
- H 810 Traditional Health Practices: India
- H 812 Traditional Health Practices: Other Countries
- H 820 Faith Healing
- H 830 Alternative Medicine: Analysis/Data
- H 831 Homeopathy
- H 832 Ayurveda/Unani
- H 833 Folk Medicine
- H 834 Herbal Medicine
- H 835 Chinese Medicine
- H 836 Acupressure/Acupuncture
- H 837 Other Alternative Medicine incl. Naturopathy
- H 840 Discriminatory Socio-Health Practices: Analysis/Data
- H 842 Female Circumcision/Genital Mutilation
- H 844 Practices During Menstruation
- H 845 Food Taboos during Pregnancy
- H 850 Health Well-Being: Analysis/Data
- H 852 Types of Exercise
- H 870 Legislation / Policies
- H 880 Campaigns
- H 890 Reports/Directory
- H 900 Disability: Analysis/Data**
- H 910 Physically Challenged
- H 930 Mentally Challenged
- H 970 Legislations/Policies
- H 980 Campaigns
- H 990 Reports/Directory
- I SOCIAL MOVEMENTS**
- I 100 Indian Women's Movement: Analysis/Data**
- I 105 National Conference on Women's Movement
-

- 
- |  |   |   |  |
|--|---|---|--|
| I 110  | Women's Movement: India   | I 360                                     | Others (Right wing/ Nehruvian/ Vivekanda)                      |
| I 112  | Reform Movement   | I 370                                     | Legislation / Policies   |
| I 113  | Nationalist Movement  | I 380                                     | Campaigns  |
| I 115  | Contemporary Period   | I 390                                     | Reports/Directory  |
| I 120  | Women's Studies Movement: Other Countries   | <b>I 400 Social Movements Theory/Data</b> |  |
| I 122  | Women's Studies: India  | I 410                                     | Agrarian Movement /Rural Women's Movement                      |
| I 123  | National / International Conf. on Women's Studies                                 | I 420                                     | Tribal Movement  |
| I 128  | Critique of Women's Studies   | I 430                                     | Dalit/Caste Movement/Black Movement                            |
| I 137  | Legislation / Policies  | I 440                                     | World Social Forum   |
| I 188  | Campaigns   | I 450                                     | Socialist Movement   |
| I 189  | Reports/Directory   | I 460                                     | Labour Movement  |
| <b>I 200 Feminism: Analysis/Data</b>                         |   | I 470                                     | Legislation / Policies   |
| I 210  | Types of Feminism incl. Radical, Cultural, Bourgeois, Liberal, Socialist Feminism | I 480                                     | Campaigns  |
| I 225  | Patriarchy  | I 490                                     | Reports/Directory  |
| I 226  | Gender identities/ Theory   | <b>J JUDICIARY &amp; LAW</b>              |  |
| <b>I 300 Theoretical Concepts/ Ideologies: Analysis/Data</b> |   | <b>J 100 Law: Analysis/Data</b>           |  |
| I 310  | Marxism Literature: Theory/Debates/Analysis                                       | J 120                                     | Legal Status of Women: India                                   |
| I 311  | Marxism   | J 125                                     | Legal Status of Women: other Countries                         |
| I 312  | Leninism  | J 130                                     | Legal Aid  |
| I 313  | Maoism/Marxist-Leninism   | J 135                                     | Legal Education  |
| I 314  | Socialism   | J 140                                     | Judicial Procedures  |
| I 315  | Trotskyism  | J 150                                     | Alternative Courts incl. Family Courts                         |
| I 320  | Anarchism   | J 155                                     | National/ International Conference on Law / Regional workshops |
| I 330  | Gandhian Thought  | J 170                                     | Legislation / Policies   |
| I 340  | Ambedkar Thought  |   |  |
| I 345  | Phule   |   |  |
| I 350  | Utopianism  |   |  |
-

**J 200 Family Law: Analysis/Data**

- J 201 Land Rights
- J 210 Family Law: India, incl. Uniform Civil Code
- J 215 Family Law & Family Code: Other Countries
- J 220 Muslim Personal Law
- J 230 Hindu Personal Law
- J 240 Christian Personal Law
- J 250 Personal Law: Other Religions
- J 270 Legislation / Policies
- J 280 Campaigns
- J 290 Reports/Directory

**J 300 Criminal Law: Theory/Analysis/Data**

- J 305 Criminal Law: Juveniles
- J 306 Children / Juveniles
- J 307 Women
- J 310 Laws Against Terrorism
- J 330 Death Penalty
- J 370 Legislation / Policies
- J 380 Campaigns
- J 390 Reports/Directory

**J 400 Public Law: Analysis/Data**

- J 420 Security Laws
- J 430 Immigration Laws
- J 440 Public Trusts
- J 450 Public Interest Litigation
- J 470 Legislation / Policies
- J 480 Campaigns
- J 490 Reports/Directory

**J 500 International Law: Analysis/Data****J 600 Judiciary: Theory/Analysis/Debates**

- J 610 Civil Procedures/Courts
- J 616 Alternative courts
- J 620 Lawyers/Advocates
- J 630 Judges
- J 680 Campaigns
- J 690 Reports/Directory

**J 700 Civil Law****J 800 Corporate Law****K CULTURE & LANGUAGE****K 100 Culture: Analysis/Data**

- K 140 Cultural Practices: India
- K 145 Cultural Practices: Other Countries
- K 150 Mythology/Epics/Folklore
- K 160 Mythology: Theory

**K 200 Language & Linguistics: Analysis/Data**

- K 210 Sexism in Language
- K 220 Feminist Language incl. Dictionaries

**K 300 Literature: Analysis/Data**

- K 305 Children's Literature
- K 306 Fairy Tales & Fables
- K 310 Feminist Fiction
- K 313 Quiz
- K 315 General Fiction

- 
- |  |   |
|--|---|
| K 320 Prose/Writings   | L 104 Labour Situation: Other Countries                     |
| K 322 Essays/Speeches  | L 110 Gender / Racial Discrimination                        |
| K 323 Quotations   | L 120 Equal Opportunities                                   |
| K 324 Autobiographies/Biographies/<br>Profiles of Women's    | L 130 Harassment at Work                                    |
| K 325 Travelogues  | L 140 Labour Relations                                      |
| K 330 Poetry   | L 150 International Conference on<br>Labour                 |
| K 340 Drama  | L 151 Women and New Economic<br>Policies                    |
| K 395 Saint Poets  | L 152 Employment Guarantee Scheme                           |
| K 396 Dalit Literature                                       | L 155 National Conference on Labour                         |
| <b>K 400 Performing &amp; Visual Arts:<br/>Analysis/Data</b> | L 170 Labour Legislations/Policies: India                   |
| K 410 Music/Songs  | L 175 Labour Legislations/Policies:<br>Other Countries      |
| K 420 Theatre (incl. Public Speaking)                        | L 180 Campaigns   |
| K 430 Dance  | L 190 Reports/Directory                                     |
| K 440 Visual Arts  | <b>L 200 Labour Management:<br/>Analysis/Data</b>           |
| K 445 Graphics/Caroons                                       | L 210 Labour: India   |
| K 446 Photographs/Posters/Calendars/<br>Diaries              | L 212 Labour: Other Countries                               |
| K 447 Films/Videos   | L 220 Management & Management<br>Practices                  |
| K 448 Audio Visuals  | L 225 Production Processes                                  |
| <b>K 500 Cultural Heritage: Analysis/Data</b>                | L 230 New Technology / Practices                            |
| K 510 Museums/Galleries                                      | L 240 Labour in Multinational<br>Companies/Free Trade Zones |
| K 520 Historical Monuments                                   | L 250 Cottage Industry/Handicrafts                          |
| <b>K 700 Legislations/Policies</b>                           | L 270 Labour: Legislations / Policies                       |
| <b>K 800 Campaigns</b>                                       | L 280 Labour: Campaigns                                     |
| <b>K 900 Reports/Directory</b>                               | L 290 Labour: Reports/Directory                             |
| <b>L LABOUR</b>  | <b>L 300 Types of Workers: Analysis/Data</b>                |
| <b>L 100 Labour: Analysis/Data</b>                           | L 310 Self-Employed Women incl.<br>Women Entrepreneurs      |
| L 102 Labour Situation: India                                |   |
-

- 
- |  |   |
|--|---|
| <p>L 320 Casual Labour/Contract Labour/<br/>Seasonal Labour</p> <p>L 321 Call Centre Workers</p> <p>L 322 IT Sectors</p> <p>L 325 Part time work</p> <p>L 330 Home-Based Labour</p> <p>L 340 Domestic Labour/Househelpers</p> <p>L 350 Other Unorganised Workers</p> <p>L 370 Legislations/Policies</p> <p>L 380 Campaigns</p> <p>L 390 Reports/Directory</p> <p><b>L 400 Rural Labour: Analysis/Data</b></p> <p>L 410 Agricultural Labour</p> <p>L 415 Plantations</p> <p>L 416 Mining</p> <p>L 420 Agro-Industry: Labour incl. Dairies,<br/>Fisheries, Poultry, Animal<br/>Husbandry</p> <p>L 470 Legislations/Policies</p> <p>L 480 Campaigns</p> <p>L 490 Reports/Directory</p> <p><b>L 500 Migrant Labour: Analysis/Data</b></p> <p>L 510 Migrant Labour in India</p> <p>L 520 Indian Migrant Labour Overseas</p> <p>L 522 Foreign Migrant Labour</p> <p>L 524 Government Welfare Programmes<br/>for Migrant Labour</p> <p>L 525 Recruitment Agencies &amp;<br/>Exploitation</p> <p>L 570 Legislations/Policies</p> <p>L 580 Campaigns</p> <p>L 590 Reports/Directory</p> | <p><b>L 600 Special Categories of Workers:<br/>Analysis/Data</b></p> <p>L 610 Child Labour</p> <p>L 611 Girl Child Workers</p> <p>L 620 Sex Workers</p> <p>L 630 Older Workers</p> <p>L 640 House Work (Unpaid)</p> <p>L 650 Bonded Labour/Slave Labour</p> <p>L 670 Legislations / Policies</p> <p>L 680 Campaigns</p> <p>L 690 Reports/Directory</p> <p><b>L 700 Labour Welfare/Working<br/>Conditions: Analysis/Date</b></p> <p>L 710 Wages &amp; Benefits</p> <p>L 715 Maternity/Paternity Benefits</p> <p>L 717 Child Care Provisions</p> <p>L 720 Health &amp; Safety of Workers</p> <p>L 740 Workers' Education &amp; Training</p> <p>L 750 Social &amp; Financial Security</p> <p>L 770 Legislations / Policies</p> <p>L 780 Campaigns</p> <p>L 790 Reports/Directory</p> <p><b>O Organisations</b></p> <p><b>O 100 Organisations: Analysis/Data</b></p> <p>O 110 Capacity Building</p> <p>O 115 Activists &amp; Activism</p> <p>O 130 Values &amp; Accountability</p> <p>O 150 Policies &amp; State</p> <p>O 170 Issues</p> <p>O 190 Organisation Development</p> <p>O 195 Campaigns</p> |
|--|---|
-

---

**O 200 Indian Organisation & Groups:  
Analysis/Data**

- O 230 North Zone – General (Reports)
- O 231 North Zone – Women
- O 251 South Zone – General (Reports)
- O 255 South Zone – Women
- O 270 East Zone – General (Reports)
- O 275 East Zone – Women
- O 290 West Zone – General (Reports)
- O 292 West Zone – Women
- O 295 Legislation / Campaigns
- O 296 Reports / Directory

**O 300 Foreign Org. & Groups:  
Analysis/Data**

- O 310 Europe (Reports)
- O 320 USA & Canada
- O 330 West, Central, East & South East Asia
- O 340 South Asia
- O 360 Australia, New Zealand, Pacific
- O 370 Latin America & Caribbean
- O 380 Africa
- O 390 Reports/Directory

**O 400 Indian Donor Bodies:  
Analysis/Data**

- O 430 North Zone (Reports)
- O 450 South Zone (Reports)
- O 470 East Zone (Reports)
- O 490 West Zone (Reports)

**O 500 Foreign Donor Bodies:  
Analysis/Data**

- O 510 Europe (Reports)

- O 520 USA & Canada
- O 530 West, Central, South East & South Asia
- O 540 Australia, New Zealand & Pacific
- O 550 Latin America & Caribbean
- O 560 Africa
- O 570 Legislation / Policies
- O 580 Campaigns
- O 590 Reports/Directory

**O 600 United Nations Bodies:  
Analysis/Data**

- O 610 Unifem
- O 620 Unesco
- O 630 Unicef
- O 640 UNDP
- O 650 WHO
- O 680 Instruments & Records
- O 685 CEDAW
- O 690 Policies / Policies
- O 693 Campaigns
- O 695 Reports/Directory

**O 700 Government Bodies:  
Analysis/Data**

- O 710 Depts / Bodies for Women
  - O 715 National Women's Commission
  - O 716 Maharashtra State Women's Commission
  - O 717 Women's Cells
  - O 720 Govt. Schemes (General)
  - O 730 Govt. Schemes Women
  - O 770 Legislation / Policies
  - O 780 Campaigns
  - O 790 Reports/Directory
-

**O 800 Women's Organisations:  
Analysis/Data**

- O 810 Service Organisation
- O 815 Federation
- O 820 Campaign Groups
- O 825 Women's Cells
- O 826 Women's Commission – State
- O 827 Women's Commission – National
- O 870 Legislation / Policies
- O 880 Campaigns
- O 890 Reports/Directory

**P POLITICS & GOVERNMENT****P 100 Politics: Analysis/Data**

- P 105 Politics: India –Centre-State
- P 106 Politics: India – Different State
- P 110 Politics: Asia - South, South East, East, West Central Asia
- P 114 Politics: Pacific, Australia & New Zealand
- P 115 Politics: Africa
- P 116 Politics: Latin America & Caribbean
- P 117 Politics: Western / Eastern Europe
- P 118 Politics: North America
- P 120 International Politics: Analysis/Data
- P 121 Politics: South-South Politics
- P 122 Politics: South-North
- P 170 Legislation / Policies
- P 180 Campaigns
- P 190 Reports/Directory
- P 195 Political Organisations

**P 200 Political Systems: Analysis/Data**

- P 205 Women's Political Participation
- P 210 Political Parties
- P 220 Elections
- P 230 Central State Government: Structure & Functioning
- P 235 Democracy
- P 236 Fascism
- P 240 Local Government: Panchayat/ Zilla/ Municipality
- P 242 Reservation Policy for Local Govt.
- P 245 Reservation Policy – Lok Sabha
- P 255 Women's Policy
- P 270 Legislation / Policies
- P 280 Campaigns
- P 290 Reports/Directory

**P 300 State: Analysis/Data**

- P 305 Censorship
- P 310 Police incl. Police Atrocities
- P 320 Para Military Forces
- P 330 Prisons & Correctional Institutions
- P 370 Legislations/Policies
- P 380 Campaigns
- P 390 Reports/Directory

**P 400 Human Rights: Analysis/Data**

- P 402 Human Rights Situation: India
- P 403 Women's Rights as Human Rights
- P 404 Human Rights Situation: Other Countries
- P 406 Capital punishment
- P 410 Political Detainees

- 
- P 420 Civil rights/ Civil Liberties /  
Citizenship
- P 430 Voluntary action – Civil Society
- P 470 Legislation / Policies
- P 480 Campaigns
- P 490 Reports/Directory
- P 500 Militarisation: Analysis/Data**
- P 510 Wars of Aggression
- P 512 Wars: India
- P 514 Civil Conflicts
- P 515 Territorial Disputes
- P 520 Nuclear Armament/ Disarmament/  
War
- P 530 Peace and Non-Violence
- P 540 Peace Education
- P 560 Peace  
Treaties/Agreements/Policies
- P 570 Legislation / Policies
- P 580 Campaigns
- P 590 Reports/Directory
- R RELIGION**
- R 100 Religion: Analysis/Data**
- R 101 Hinduism
- R 102 Christianity incl. Liberation  
Theology
- R 103 Islam
- R 104 Buddhism
- R 105 Other Religions
- R 110 Spirituality
- R 120 Feminist Theology
- R 140 Superstition
- R 150 International Conference on  
Religion
- R 155 National Conference on Religion
- R 160 Secularism
- R 161 Communalism
- R 162 Hindutva
- R 163 Anti-Communal Initiatives
- R 170 Legislation / Policies
- R 180 Campaigns
- R 190 Reports/Directory
- R 200 Women's Status in Religion:  
Analysis/Data**
- R 210 Women's Status in Hinduism
- R 220 Women's Status in Christianity
- R 230 Women's Status in Islam
- R 240 Women's Status in Buddhism
- R 250 Women's Status in Other  
Religions
- R 255 Religious Sects
- R 27 Legislation / Policies
- R 280 Campaigns
- R 290 Reports/Directory
- R 300 Fundamentalism: Analysis/Data**
- R 310 Fundamentalism – Hindu
- R 320 Fundamentalism – Muslim
- R 330 Fundamentalism – Christian
- R 340 Fundamentalism – Others
- R 350 Communal Politics / Communal  
Riots
- R 370 Legislation / Policies
- R 380 Campaigns
- R 390 Reports/Directory
-



**S SOCIETY****S 100 Society: Analysis/Data**

- S 101 Social Relationships
- S 105 Demography/Census
- S 110 Women's Social Status: India
- S 120 Women's Social Status in South, South East, West, Central Asia
- S 122 India incl. Successful Women
- S 125 Status of Muslim Women
- S 130 Women's Social Status in the Pacific/Australia/New Zealand
- S 140 Women's Social Status: South America
- S 150 Women's Social Status in Africa
- S 160 Women's Social Status in North America
- S 162 Native Indians
- S 165 Islands around North America
- S 170 Legislation / Policies
- S 180 Campaigns
- S 190 Reports/Directory

**S 200 Indigenous Peoples: Analysis/Data**

- S 210 Indigenous Peoples: Tribals & Adivasis
- S 213 Indigenous Peoples: Other Countries
- S 214 National Conferences on Indigenous People
- S 215 International Conferences on Indigenous People
- S 220 Caste Issues: Data/Analysis
- S 221 Dalit Women's Issues
- S 222 Dalits/Scheduled Castes

- S 225 National Conference on Caste Issues
- S 230 Racism/ Apartheid: Analysis/Data
- S 231 Untouchability
- S 232 Caste Violence
- S 233 Conversion
- S 240 Minorities
- S 270 Legislation / Policies
- S 280 Campaigns
- S 290 Reports/Directory

**S 300 Migration: Analysis/Data**

- S 310 Domestic Migration: India
- S 320 Domestic Migration: Other Countries
- S 330 Emigration
- S 340 Refugees: Status of Refugees
- S 341 Refugees: India
- S 342 Refugees: Other Countries
- S 370 Legislation / Policies
- S 380 Campaigns
- S 390 Reports/Directory

**S 400 Family & Kinship: Analysis/Data**

- S 405 Socialisation
- S 410 Kinship Systems
- S 412 Matrilineal System
- S 421 Widows
- S 424 Extended Family
- S 426 Same Sex Families
- S 428 Single Women
- S 430 Family Relationships: Theory/Analysis/Debates
- S 432 Marriage incl. Child Marriage

- 
- S 433 Divorce
  - S 434 Single Parents, Alternative Households
  - S 435 Parenting incl. Motherhood, Mother-Child, Working Mothers, Parents and Children
  - S 470 Legislation / Policies
  - S 480 Campaigns
  - S 490 Reports/Directory

**S 500 Children: Analysis/Data**

- S 510 Children's Rights
- S 511 Children's Rights: Girls Child
- S 522 Children's Status: India
- S 523 Girl Child Status: India
- S 524 Children's Status: Other Countries
- S 525 Youth
- S 526 Adolescence
- S 530 Children: Institutional Care incl. Orphanages, Reform Schools
- S 532 Adoption incl. Non-institutional services e.g. foster care, sponsorship programmes
- S 550 International Conference on Children/Youth
- S 555 National Conference on Children/Youth
- S 570 Legislation / Policies
- S 580 Campaigns
- S 590 Reports/Directory

**S 600 Elderly people**

- S 610 Elderly People: Organisation
- S 670 Legislation / Policies

- S 680 Campaigns
- S 690 Reports/Directory

**S 700 Sociology: Analysis/Data**

- S 720 Sociological Methods
- S 750 Feminist Interventions in Sociological Methods
- S 770 Legislation / Policies
- S 780 Campaigns
- S 790 Reports/Directory

**S 800 Sports: Analysis/Data**

- S 810 Politics of Sports
- S 870 Legislation / Policies
- S 880 Campaigns
- S 890 Reports/Directory

**T TECHNOLOGY & SCIENCE****T 100 Science: Analysis/Data**

- T 130 Scientistes
- T 150 International Conference on Science & Technology
- T 155 National Conference on Sc.&Tech.
- T 170 Legislations/Policies
- T 180 Campaigns
- T 190 Reports/Directory

**T 200 Technology: Analysis/Data**

- T 210 Appropriate Technology
  - T 212 Appropriate Technology and Housing
  - T 213 Appropriate Technology and Fuel/Energy
  - T 230 Alternative Technology
  - T 270 Legislations/Policies
-

- 
- T 280 Campaigns  
T 290 Reports/Directory
- T 300 New Technology: Analysis/Data**  
T 310 Biotechnology  
T 311 Genetic Engineering (Non-human)  
T 370 Legislations/Policies  
T 380 Campaigns  
T 390 Reports/Directory
- V VIOLENCE & CRIME**
- V 100 Violence: Analysis/Data**  
V 110 Sexual Violence: Analysis/Data  
V 120 Sexual Harassment/Molestation/  
Abuse  
V 122 Sexual Harassment at Work Place  
V 125 Incest  
V 130 Rape  
V 140 Violence during conflict  
V 150 International Conference on  
Violence Against Women  
V 155 National Conference on Violence  
Against Women  
V 160 Violence against women with  
disability  
V 170 Legislations/Policies  
V 180 Campaigns  
V 190 Reports/Directory
- V 200 Prostitution: Analysis/Data**  
V 203 Devadasis  
V 205 Child Prostitution  
V 215 Entertainers / Bar dancers  
V 220 Comfort Women  
V 223 Militarised Prostitution
- V 224 Mail Order Brides/Bride Exports  
V 225 Sex Tourism  
V 260 Trafficking in Women  
V 270 Legislations/Policies  
V 280 Campaigns  
V 290 Reports/Directory
- V 300 Social & Domestic Violence:  
Analysis/Data**  
V 302 Social & Domestic Violence  
V 303 Honour Killings  
V 305 Dating Violence / Teen Violence  
(Ek tarfi prem)  
V 310 Wife Beating/Desertions  
V 320 Child Abuse incl. Sexual Abuse  
V 325 Female Foeticide & Female  
Infanticide  
V 330 Dowry Practice/Dowry Violence  
V 340 Sati  
V 350 Witch Hunting  
V 360 Social & Domestic Violence:  
Policies/Recommendations  
V 370 Legislation / Policies  
V 380 Campaigns  
V 390 Reports/Directory
- V 400 Crime: Analysis/Data**  
V 410 Corruption: Politician/Business  
V 450 Self-Defence  
V 455 State Violence / Police Misconduct  
V 470 Legislation / Policies  
V 480 Campaigns  
V 490 Reports / Directory
-

**X SEXUALITY**

**X 100 Sexuality: Analysis/Data**

- X 110 Sex Roles/Gender Stereotyping
- X 112 Beauty Contests
- X 120 Sex Education
- X 150 National / International conferences on Sexuality
- X 170 Legislation / Policies
- X 180 Campaigns
- X 190 Reports/Directory

**X 200 Sexual Relations: Analysis/Data**

- X 210 Heterosexual Relations
- X 220 Lesbians
- X 230 Homosexuals
- X 270 Legislation / Policies
- X 280 Campaigns (Gay Rights)
- X 290 Reports/Directory

**Z OTHER SOCIAL SCIENCES**

**Z 100 History: Analysis/Data**

- Z 110 History: India
- Z 112 History: Oral
- Z 115 Partition
- Z 130 History: Asia
- Z 140 History: Pacific
- Z 150 History: Africa
- Z 160 History: Latin America & Caribbean
- X 270 Legislation / Policies
- X 280 Campaigns (Gay Rights)
- X 290 Reports/Directory

**Z 200 Anthropology**

**Z 400 Philosophy: Data/Analysis**

- Z 410 Indian Philosophy
- Z 420 Greek Philosophy
- Z 430 Western Philosophy
- Z 470 Legislation / Policies
- Z 480 Campaigns
- Z 490 Reports/Directory
- Z 500 Management

**Z 600 Science**

## Annexure II

# Alphabetical Subject Index

### A

- Abortion H 520  
Acupressure H 836  
Acupuncture H 836  
Activists I 195  
ADB D 137  
Addictions H 310  
Adivasis S 210  
Adoption S 532  
Adult Education E 310  
Adulterated Food H 345  
Advertising D 515  
Advocates J 620  
Aerobics H 854  
Africa: Women's Social Status S 150  
African History P 619  
African Politics Z 150  
African Women's Movement I 140  
Ageing H 505  
Agitational Groups I 193  
Agrarian Movement I 410  
Agricultural Labour L 410  
Agriculture D 300  
Agro-Industry D 320  
AIDS Education & Prevention H 254  
AIDS: Analysis/ Debates H 250  
AIDS: Medical Aspects H 252  
Air Pollution A 320  
Alcohol Addiction H 310  
Alternate Energy Sources A 250  
Alternative Comm-unications C 120  
Alternative Health H 800  
Alternative Households S 434  
Alternative Medicine H 830  
Alternative Technology T 230  
Alternative Tourism A 610  
Ambedkar Thought I 340  
Amniocentesis H 630  
Anarchism I 320  
Ancillarisation: Industries D 406  
Animal Husbandry D 323  
Animal Husbandry (Labour) L 420  
Anthropology Z 200  
Anti-fertility Vaccine H 532  
Anti Globalisation campaign D 778  
Anti-liquor Movement I 116  
Appropriate Technology T 210  
Appropriate Technology: Fuel/ Energy T 213  
Appropriate Technology: Housing T 212  
Arts K 400  
Asian Development Bank D 137  
Asian History Z 130  
Asian Politics P111  
Asian Women's Movement I 120  
Asian Women's Social Status S 120  
Audio Visual Aids K 448  
Autobiographies K 324  
AVA K 448  
Ayurveda H 832
-

**B**

Banking & Credit D 710  
 Banks D 712  
 Bar Dancers: Sexual Abuse V 215  
 Beauty Contests X 112  
 Beijing World Conference -  
 1995 D 156  
 Benefits, Labour L 710  
 Biographies K 324  
 Biotechnology T 310  
 Black Movement I 440  
 Bonded Labour L 650  
 Bottlefeeding H 724  
 Bourgeois Feminism I 210  
 Breastfeeding H 722  
 Bride Exports V 224  
 Broadcasting C 211  
 Buddhism R 104  
 Buddhism, Status of Women in R 240  
 Budget D 704

**C**

Calendars K 446  
 Campaign Organisations I 193  
 Cancer H 240  
 Cancer Education H 244  
 Capitalism P 136  
 Career Planning E 240  
 Caribbean Women's Movement I 150  
 Caribbean; Women's Social  
 Status S 146  
 Cartoons K 445  
 Caste movement I 430

Cash Crops D 308  
 Caste Issues S 220  
 Casual Labour L 320  
 CEDAW D 197  
 Censorship P 305  
 Census S 105  
 Central America: Women's Social  
 Status S 144  
 Central Government: Functioning P 230  
 Central Government: Structure P 230  
 Centre (National) Politics P105  
 Cervical Smear Tests H 242  
 Chemical Industry D 410  
 Child Abuse V 320  
 Child Care Provisions L 717  
 Child Feeding Practices H 720  
 Child Health & Child Care: Theory H 700  
 Child Health Care H 710  
 Child Immunisation H 710  
 Child Labour L 610  
 Child Marriage S 432  
 Child Mortality & Morbidity H 705  
 Child Prostitution V 205  
 Child Sexual Abuse V 320  
 Childbirth H 510  
 Children S 500  
 Children's Literature K 305  
 Children's Rights S 510  
 Children's Status: India S 522  
 Children's Status: Other  
 Countries S 524  
 Children: Institutional Care S 530  
 Chinese Medicine H 835

---

- Christian Personal Law J 240  
 Christianity R 102  
 Christianity, Women's Status in, R 220  
 Citizenship P 420  
 Civil Conflicts P 514  
 Civil Law J 350  
 Civil Liberties P 420  
 Civil Proceedings J 610  
 Classification Systems/  
 Schedules C 425  
 Climate Change A 322  
 Clinics (Government) H 116  
 Clinics (Private) H 118  
 Comfort Women V 220  
 Commissions (Government) P 290  
 Communal Politics R 350  
 Communal Riots R 350  
 Communalisation of Education E 600  
 Communications C 100  
 Community Health Work H 113  
 Computer Industry D 426  
 Consumer Education D 554  
 Consumer Protection D 550  
 Contemporary Indian Women's  
 Movement I 115  
 Contraception H 530  
 Contraceptive Drugs H 532  
 Contraceptive Methods H 531  
 Contract Labour L 320  
 Conventions (UN) D 197  
 Co-Operatives D 720  
 Correctional Institutions P 330  
 Correspondence Courses E 232  
 Cosmetic Surgery H 344  
 Cosmetics Industry D 418  
 Cottage Industry D 430  
 Cottage Industry (Labour) L 250  
 Counselling H 108  
 Course Module: Education E 410  
 Courts J 610  
 Credit D 713  
 Criminal Law J 300  
 Crime V 400  
 Critiques of Social Work Approach D 132  
 Cultural Feminism I 210  
 Cultural Heritage K 500  
 Cultural Practices K 140  
 Culture K 100  
 Curriculum E 210
- D**
- Dairies: Labour L 420  
 Dairy: Agro-Industry D 321  
 Dalit movement I 430  
 Dalits S 222  
 Dams A 235  
 Dance K 430  
 Death Penalty J 330  
 Debt: National D 703  
 Demography S 105  
 Deserts A 220  
 Devadasis V 203  
 Development D 100  
 Development Components D 110  
 Development Education D 114
-

- Development Finance D 115  
Development Management D 112  
Development Organisations D 190  
Development Planning D 112  
Development Programmes D 120  
Development Strategies D 111  
Disability H 900  
Discriminatory Socio-Health Practices H 840  
Disease H 200  
Displaced Persons D 140  
Distance Learning E 232  
Divorce S 433  
Documentation C 420  
Domestic Labour L 340  
Domestic Migration S 310  
Domestic Violence V 300  
Donor Agencies D 196  
Dowry Practice V 330  
Drama K 340  
Drug Industry H 430  
Drug Information H 400
- E**
- E-Mail C 432  
East Africa: Women's Social Status S 155  
East Asia: Women's Social Status S 124  
Eastern Europe: History Z 185  
Eastern Europe: Politics P 119  
Eastern Europe: Women's Social Status S 175  
Eco-Feminism A 110
- Ecology A 100  
Economy D 700  
Education E 100  
Education: Training Design E 400  
Elderly People S 600  
Elections P 220  
Electrical Industry D 425  
Electricity Supply D 441  
Electronic Industry D 425  
Electronic Information Systems C 430  
Embryo Transfer Technology H 610  
Empowerment I 227  
Emigration S 330  
Energy A 250  
Energy Supply D 441  
Energy: Appropriate Technology T 213  
Entertainers: Sexual Abuse V 215  
Entrepreneurs L 310  
Environment A 400  
Environmental Education A 440  
Epics K 150  
Epidemics H 210  
Equal Opportunities L 120  
Essays K 322  
Essential Drugs H 420  
Eugenics H 640  
Euthanasia H 130  
Extended Family S 424
- F**
- Fables K 306  
Fairy Tales K 306
-



- 
- Faith Healing H 820  
 Family & Kinship S 400  
 Family Law & Family Code J 210  
 Family Planning Programmes H 533  
 Family Relationships S 430  
 Family Systems S 420  
 FAO D 339  
 Farmers D 315  
 Farming Systems: Cultivation and Production D 305  
 Female Circumcision H 842  
 Female Foeticide V 325  
 Female Infanticide V 325  
 Feminism I 200  
 Feminism, Types of I 210  
 Feminist Bookshops C 330  
 Feminist Fiction K 310  
 Feminist Interventions in Social Work S 750  
 Feminist Journals J 315  
 Feminist Language K 220  
 Feminist Press C 320  
 Feminist Theology R 120  
 Fertiliser Use D 310  
 Fiction K 315  
 Films K 447  
 Financial Security L 750  
 Fisheries D 324  
 Fisheries: Labour L 420  
 Folklore K 150  
 Folk Medicine H 833  
 Food Aid D 334  
 Food Allergies H 340  
 Food and Agriculture Organization D 339  
 Food Crops D 307  
 Food Hazards H 340  
 Food security D 341  
 Food Situation & Supply D 330  
 Food Taboos during Pregnancy H 845  
 Footwear D 415  
 Foreign Aid D 740  
 Foreign Debt D 750  
 Foreign Education E 235  
 Forests A 210  
 Formal Education E 200  
 Foster Care Programmes S 532  
 Free Trade Zones: Labour L 240  
 Fundamentalism R 300  
 Funding Agencies D 196
- G**
- Galleries K 510  
 Gandian Thought I 330  
 GATT/WTO D 690  
 GATT Talks D 620  
 Gender and Development D 102  
 Gender Sensitisation Training E 420  
 Genetic Engineering T 311  
 Genetic Engineering (Human) H 640  
 Genital Mutilation H 842  
 Global warming A 322  
 Globalisation D 760  
 Globalisation, Impact of D 763  
 Government, Central P 230  
 Government, Local P 240  
 Government Bodies P 290
-

Government Organisations D 193  
Govt Welfare Prog. for Overseas  
Workers L 520  
Graphics K 445  
Greek Philosophy Z 420  
Green Movement I 470  
Gymnastics H 855

## H

Harassment at Work L 130  
Harmful Drugs H 430  
Hazardous Chemicals H 330  
Hazardous Products H 330  
Hazards: Nuclear H 335  
Hazards: Radiation H 310  
Health H 100  
Health Education: Non-Formal H 142  
Health Hazards H 300  
Health Promotion H 120  
Health Services: Projects H 110  
Health Well Being H 850  
Health Workers L 720  
Herbal Medicine H 834  
Heterosexual Relations X 210  
Higher Education E 230  
Hindu Personal Law J 230  
Hinduism R 101  
Hinduism: Women's Status R 210  
Historical Monuments K 520  
History Z 100  
History: Africa Z 150  
History: Asia Z 130  
History: Eastern Europe Z 185  
History: India Z 110  
History: Latin America Z 160  
History: North America Z 170  
History: Pacific Z 140  
History: Western Europe Z 180  
History Z 100  
Home-Based Labour L 330  
Homoepathy H 831  
Homosexuality X 230  
Hospitals (Government) H116  
Hospitals (Private) H 118  
Hostels A 523  
House Work (Unpaid) L 640  
Househelpers L 340  
Housing: Appropriate Technology T 212  
Housing: Rural A 530  
Housing: Urban A 520  
Human Rights P 400  
Human Settlements A 500  
Hunger D 334

## I

Ideology: Feminist I 200  
Ideology: Others I 360  
Immigration Laws J 430  
Immunisation H 121  
Impact of Globalisation D 763  
In-Vitro Fertility Technology H 610  
Incest V 125  
Income Generating Dev. Projects D 125  
Indian Philosophy Z 410  
Indigenous Peoples S 218  
Informal Sector: Industry D 405

Informal Sector: Labour L 300  
 International NGOs D 194  
 Industry D 400  
 Inflation D 704  
 Informatics C 400  
 Information Networking C 440  
 Information Systems C 420  
 Institutional Care for Children S 530  
 Insurance D 530  
 Integrated Pest Management D 312  
 International Conference on  
 Children S 550  
 International Conference on  
 Communications C 150  
 Int'l Conference on Documentation C 450  
 Int'l Conference on Education E 150  
 Int'l Conference on Environment A 450  
 Int'l Conference on Health H 150  
 Int'l Conference on Indigenous  
 People S 215  
 Int'l Conference on Labour L 150  
 Int'l Conference on Law J 150  
 Int'l Conference on Media C 150  
 Int'l Conferenc on Religion R 150  
 Int'l Conference on Science & Tech. T  
 150  
 Int'l Conference on Violence Ag. Women  
 V 150  
 Int'l Conference on Women & Dev. D 150  
 International Economy D 730  
 International Law J 500  
 International Politics P 120  
 International Trade D 600  
 International Women's Movement I 205

Irradiated Food H 345  
 Irrigation D 220  
 Islam R 103  
 Islam: Women's Status R 230  
 Islands around North America S 165

## J

Judges J 630  
 Judiciary J 600  
 Junk Foods H 345  
 Juveniles: Criminal Law J 30515  
 Kinship Systems S 410

## L

Labour L 100  
 Labour and New Technology L 800  
 Labour in Formal Sector L 200  
 Labour in Income-Generating  
 Programmes L 315  
 Labour in Informal Sector L 300  
 Labour in Multinational Companies L 240  
 Labour Legislations L 160  
 Labour Movement: History I 460  
 Labour Organisations L 190  
 Labour Relations L 140  
 Labour Situation & Statistics L 102  
 Labour Struggles (General) L 170  
 Labour Welfare L 700  
 Labour: Resources L 180  
 Land Rights D 237  
 Language & Linguistics K 200  
 Latin America: Women's Social  
 Status S 140

---

Latin American History Z 160  
Latin American Politics P 116  
Latin American Women's Movement I  
150  
Law J 100  
Laws Against Terrorism J 310  
Lawyers J 620  
Legal Aid J 130  
Legal Education J 140  
Legal Status of Women J 120  
Legislative Bills: Pending J 160  
Leninism I 312  
Lesbianism X 220  
Liberal Feminism I 210  
Liberation Theology R 102  
Literacy Programmes/Situation E 330  
Literature K 300  
Loans D 713  
Local Government P 235

## **M**

Mail Order Brides V 224  
Mammography H 242  
Management L 220  
Maoism I 313  
Marine Resources A 230  
Marketing D 500  
Marriage S 432  
Marxism I 310  
Marxist Feminism I 210  
Marxist Leninism I 313  
Mass Media C 210  
Maternal Morbidity & Mortality H 514

Maternity Benefits L 715  
Matriarchal Family System S 422  
Matrilineal System S 412  
Media C 200  
Medical Education H 140  
Medical Ethics H 150  
Medical Professionals H 144  
Medical Training H 142  
Menopause H 505  
Menstruation H 502  
Mental Disability H 930  
Mental Health H 105  
Metallurgy D 440  
Middle East Politics P 113  
Middle East: Women's Social  
Status S 128  
Midwifery H 145  
Migrant Labour L 500  
Migration S 300  
Militarised Prostitution V 223  
Militarisation P 500  
Mining D 420  
MNCs: Labour L 240  
Mother-Child Relationship S 435  
Motherhood S 435  
Multinational Corporations D 450  
Municipal Govt. P 240  
Museums K 510  
Music K 410  
Muslim Civil Law J 220  
Mythology K 150

**N**

- Nairobi World Conference - 1985 D 151  
Narcotic Addiction H 310  
National Conference on Children S 555  
National Conference on Communications C 155  
National Conference on Documentation C 455  
National Conference on Education E 155  
National Conference on Environment A 455  
National Conference on Health H 155  
National Conference on Indigenous People S 214  
National Conference on Labour L 155  
National Conference on Law J 155  
National Conference on Media C 155  
National Conference on Population H 544  
National Conference on Religion R 155  
National Conference on Science & Tech T 155  
National Conference on Sexuality X 155  
National Conference on Violence Ag Women V 155  
National Conference on Women's Movement I 105  
Nationalisation: Industries D 401  
Nationalist Movement I 113  
Natural Disasters A 150  
Natural Resources A 200  
New International Information Order C 410  
New Technology T 300  
NGO Businesses D 435  
Noise Pollution A 330  
Non-Formal Education E 300  
Non-Government Organisations D 191  
Non-Institutional Services for Children S 532  
Non-Violence P 530  
North Africa: Women's Social Status S 151  
North America: Women's Social Status S 160  
North-North Politics P 123  
Nuclear Armament P 520  
Nuclear Disarmament P 520  
Nuclear Hazards H 335  
Nuclear Power Plants A 255  
Nursing H 145  
Nutrition H 103  
Nutrition: Child H 720

**O**

- Occupational Health L 740  
Office Personnel L 230  
Older Workers L 630  
Organ Transplant Racket H 130  
Organic Farming D 312  
Organisational Functioning and Debates I 199  
Orphanages S 530

**P**

- Panchayat Govt. P 240  
Para Medical Training H 146
-

- Para Military Forces P 320  
Parenting S 435  
Patents D 765  
Participatory Research E 535  
Paternity Benefits L 715  
Patriarchy I 225  
Peace P 530  
Peace Campaigns P 570  
Peace Education P 540  
Peace Treaties/Agreements P 560  
Peasants D 315  
Peasant Organisations D 319  
Pending Bills J 160  
Personal Laws J 210  
Pesticide Use in Agriculture D 310  
Pesticide use in Urban Habitat D 310  
Petrochemicals D 412  
Philosophy Z 400  
Pharmaceutical Drugs H 400  
Photographs K 446  
Physical Disability H 910  
Plantations L 415  
Plastic and Related Materials D 413  
Poetry K 330  
Police Atrocities P 310  
Political Campaigns P 170  
Political Detainees P 410  
Political Organisations P 190  
Political Participation P 205  
Political Parties P 210  
Political Struggles P 170  
Political Systems P 200  
Politics: Africa P 115  
Politics: Asia P 110  
Politics: Eastern Europe P 119  
Politics: North America P 118  
Politics: Western Europe P 117  
Politics: Latin America P 116  
Politics P 100  
Politics of Food D 332  
Politics of Information C 405  
Politics of Sports S 810  
Pollution and Control A 300  
Popular Education E 320  
Population Control H 540  
Pornography C 230  
Portrayal of Women in Media C 220  
Posters K 446  
Poultry D 322  
Poultry: Labour L 420  
Poverty D 703  
Practices During Menstruation H 844  
Precious Metals D 423  
Precious Stones D 423  
Pregnancy H 510  
Press C 215  
Preventive Health H 121  
Preventive Medicine H 121  
Primary Health Care H 112  
Print Media C 215  
Printing C 310  
Prisons P 330  
Private Money Lending D 714  
Private Sector: Industries D 402  
Privatisation: Industries D 402  
Processed Food D 417
-

Professionals L 225  
Programme Evaluation D 113  
Prose K 320  
Prostitution V 200  
PsychoAnalysis H 108  
Psychology H 108  
Psychotherapy H 108  
Public Distribution Systems D 339  
Public Interest Law J 450  
Public Law J 400  
Public Sector Units D D 401  
Public Speaking K 420  
Public Trusts J 440  
Publishing C 300

## Q

Quotations K 323

## R

Racism S 230  
Radiation Hazards H 335  
Radio C 211  
Rape V 130  
Recruitment Agencies L 525  
Reform Movement I 112  
Reform Schools S 530  
Refugees S 340  
Rehabilitation of Natural Disaster Victims A 150  
Religion R 100  
Religious Sects R 255  
Reproductive Health H 500  
Reproductive Technology H 600

Research Methods E 530  
Reservation in Local Govt. P 242  
Reservation Policy: Scheduled Caste S 226  
RU 486 H 524  
Rural Banks D 715  
Rural Development Programmes D 202  
Rural Development: Irrigation D 220  
Rural Development D 200  
Rural Development: Water and Sanitation D 222  
Rural Labour L 400  
Rural Technologies D 224  
Rural Women's Movement I 410

## S

Safety of Workers L 720  
Same Sex Families S 426  
Sanitation: Appropriate Tech T 212  
Sanitation: Rural Development D 222  
Sati (Widow Immolation) V 340  
Scheduled Castes of India S 222  
Science T 100  
Scientists T 150  
Seasonal Labour L 320  
Secularism R 160  
Security Laws J 420  
Self Employed Women L 310  
Self-Defence V 450  
Self-Help H 115  
Sericulture D 325  
Service Organisations I 191  
Sex Education X 120

- Sex Roles X 110  
 Sex Stereotyping in Education E 220  
 Sex Tourism V 225  
 Sex Trafficking V 210  
 Sex Workers L 620  
 Sex-Determination Techniques H 630  
 Sexism in Education E 220  
 Sexism in Medicine H 155  
 Sexist Language K 210  
 Sexual Harassment/Molestation V 120  
 Sexual Relations X 200  
 Sexual Violence V 110  
 Sexual/Racial Discrimination of Labour L 110  
 Sexuality X 100  
 Sexually Transmitted Diseases H 220  
 Single Parents S 434  
 Single Women S 428  
 Slave Labour L 650  
 Slimming Programmes H 347  
 Slums A 525  
 Small Business Enterprises D 435  
 Small-Scale Industry D 430  
 Social Relationships S 101  
 Social Security L 750  
 Social Violence V 300  
 Soaps Industry D 418  
 Social Welfare D 130  
 Social Work D 130  
 Social Work: Institutions D 139  
 Social Work: Organisations D 139  
 Socialism I 314  
 Socialist Movement I 450  
 Society S 100  
 Sociological Methods S 720  
 Sociology S 700  
 Software Industry D 426  
 Software Programs C 435  
 Songs K 410  
 South America: Women's Social Status S 142  
 South Asia: Women's Social Status S 126  
 South East Asia: Women's Social Status S 122  
 South Pacific History Z 140  
 South Pacific Politics P 114  
 South Pacific Women's Movement I 130  
 South Pacific Women's Social Status S 133  
 South-North Politics P 122  
 South-South Politics P 121  
 Southern Africa: Women's Social Status S 157  
 Special Categories of Labour L 600  
 Speeches K 322  
 Spirituality R 110  
 Sponsorship Programmes for Children S 532  
 Sports S 800  
 State P 300  
 Structural Adjustment D 761  
 Structural Adjustment Policies (India) D 706  
 Structural Adj. Policies (Other Countries) D 734  
 Students E 245  
 Subcontracting: Industries D 406
-



Suicide V 100  
Superstition R 140  
Surrogate Motherhood H 620  
Sustainable Agriculture D 303  
Sustainable Development A 410

## T

Tax Laws J 410  
Taxation & Taxes D 705  
Teachers E 250  
Technology T 200  
Teenage Pregnancy H 512  
Telecommunications C 213  
Telecommunications D 442  
Telephones D 442  
Television C 212  
Territorial Disputes P 515  
Terrorism: Laws J 310  
Textbooks E 210  
Textiles D 414  
Theatre K 420  
Theoretical Concepts I 220  
Thesaurus C 427  
TNCs D 450  
TNCs: Labour L 240  
Tobacco Addiction H 310  
Tourism A 600  
Traditional Agriculture D 303  
Traditional Health Practices H 810  
Training E 400  
Training: Development D 114  
Transnational Corporations D 450  
Transport D 443

Travelogues K 325  
Tribal Movement I 420  
Tribals S 210  
TRIPS D 764  
Trotskyism I 315

## U

UN Agencies D 197  
UN Conference D 199  
UN Coventions D 197  
UN Literacy Programmes E 340  
Unani Medicine H 832  
Uniform Civil Code J 210  
University Education E 230  
Unorganised Sector: Industry D 405  
Unorganised Workers L 350  
Urbanisation A 510  
Utilities Industry D 440  
Utopianism I 350

## V

Videos K 447  
Violence V 100  
Visual Arts K 440  
Vocation Training E 240

## W

Wages L 710  
Walking H 852  
War P 510  
Waste Dumping A 315  
Waste Management A 315

---

- Wastelands A 220  
Water Management A 235  
Water Resources A 230  
Water and Sanitation: Rural Development D 222  
Water Pollution A 310  
West Africa: Women's Social Status S 153  
West Asia: Women's Social Status S 128  
Western Europe: History Z 120  
Western Europe: Politics P117  
Western Europe: Women's Social Status S 172  
Western Philosophy Z 430  
Western Politics P 115  
WID Conference: Asia-Pacific - 1993 D 153  
WID Conference: Beijing - 1995 D 154  
WID: National Conference D 158  
Widow Immolation V 340  
Wife Beating V 310  
Wife Desertions V 310  
Wildlife A 240  
Women and Development D 102  
Women's Associations I 192  
Women's Cell I 194  
Women's Federations I 192  
Women's Health Status H 101  
Women's Movement I 200  
Women's Movement: Africa I 140  
Women's Movement: Asia I 120  
Women's Movement: India I 110  
Women's Movement: International I 175  
Women's Movement: Middle East I 128  
Women's Political Participation P 205  
Women's Social Status S 110  
Women's Social Status: Asia S 120  
Women's Social Status: Europe S 170  
Women's Social Status: Pacific S 130  
Women's Status in Religion R 200  
Women's Studies E 500  
Women's Studies: Conferences E 525  
Women's Studies Curriculum E 520  
Women's Studies: Asia E 503  
Women's International Conferences D 150  
Workers' Training L 740  
Workers' Education L 740  
Working Conditions: Theory L 700  
Working Mothers S 435  
World Bank D 198  
World Social Forum I 440  
Writings K 320
- Y**
- Yoga H 853  
Youth S 525  
Youth Organisations S 590
- Z**
- Zilla Parishad P 240
-