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Kasahyap, Madan Mohan. (2003). **Likeness Between Ranganathan's Postulations Approach to Knowledge Classification and Entity Relationship Data Modelling Approach.** *Knowledge Organization*, 30(1). 1-19. 31 refs.

ABSTRACT: This paper describes the *Postulations Based Approach to Facet Classification* as articulated by **S. R. Ranganathan** for knowledge classification and for the design of a facet scheme of library classification, and the *Entity-Relationship Data Modelling and Analysis Approach* set by **Peter Pin-Sen Chen**; both further modified by other experts. Efforts have been made to show the parallelism between the two approaches. It points out that, both the theoretical approaches are concerned with the organisation of knowledge or information, and apply almost similar theoretical principles, concepts, and techniques for the design and development of a framework for the organisation of knowledge, information, or data, in their respective domains. It states that both the approaches are complementary and supplementary to each other. The paper also argues that Ranganathan's postulations based approach or analytico-synthetic approach to knowledge classification can be applied for developing efficient data retrieval systems in addition to the data analysis and modelling domain.

Szostak, Rick. (2003). **Classifying Scholarly Theories and Methods.** *Knowledge Organization*, 30(1). 20-35. 35 refs.

ABSTRACT: This paper develops a simple yet powerful typology of scholarly theory, based on the 5W questions: "Who?", "What?", "Where?", "When?", and "Why?". It also develops a list of the twelve distinct methods used by scholars. These are then evaluated in terms of the 5W questions. Classifying theory types and methods allows scholars and students to better appreciate the advantages and disadvantages of different theory types and methods. Classifications of theory and method can and should be important components of a system for classifying scholarly documents. Researchers and students are presently limited in their ability to search by theory type or method. As a result, scholars often "re-invent" previous research of which they were unaware.