CHAPTER V

Inputs

G. Fitzmaurice's view is that

Maximum efforts can be directed to readers' service only if sufficient resources are provided to the library.

This chapter deals with input component of the model. Inputs have been identified with the energy the open system imports from the environment. Inputs are defined as those parameters of the system environment whose variability affects system functioning. Inputs thus have three characteristics: 1. they are drawn from the environment; 2. they will be relevant, i.e. they are directly related to the working of the library; and 3. any change, qualitative or quantitative, in them affects the functioning of the library.

The energetic inputs of the library can be categorised in the following twelve groups. An unconventional approach is taken while including some of the items as inputs. The rationale behind their inclusion is explained while discussing them in details:

1. Location of the library
2. Planned housing
3. Space for library operations
4. Furniture

5. Communication system
6. Organisational set-up
7. Funds
8. Reading material
9. Personnel
10. Mechanical gadgets
11. Computer services
12. Peripheral environmental inputs

First five of these can be categorised in one broad group as physical facilities. But each of them has a significance by itself. Therefore, they are mutually exclusive. As such, they are categorised separately. The order in which they are presented here does not indicate their gradation by importance. The reference to this has already been made in the last chapter. Each of these categories consists of several elements which are, in effect, specific inputs. Those will be clarified in this chapter. The questionnaire to check and measure each of them in respect of the individual library and the scores which have been assigned them are also discussed in this chapter. The questionnaire, the directions how to acquire the information and analyse it and assign the score are given in four appendices to this chapter.

I LOCATION

Strategic location of the library is a factor directly connected with the use of the library by the users as also it is the one that affects functioning of the library. Suitable location of the library is a foregone conclusion. 4 Wheeler 5

in 1956 made a specific study which confirms the point that the strategic location of the library is directly related to effectiveness. If the library is located at a place where one has to make special efforts to reach, the users will not visit it as frequently as they would, if it is located at an easily accessible place. The ideal location of the library is at the centre of the premises of the parent organisation. If the library has a separate building, it should be equidistant from all the functional areas. If it is a part of the multi-storeyed building, the library should be on the ground floor or the first floor. If, of course, the parent organisation itself is very large and spread over a very vast area, any location of the library building is bound to be inconvenient to some sections of the users. Therefore, the point is to be considered in a relative perspective. It is also necessary to check in such circumstances whether the disadvantage resulting from a large campus is off-set by provision of other measures such as transport facility, telephone facility or courier service. In the context of the multi-storeyed buildings it would be the lifts that would serve the purpose.

The characteristic feature of the desire for the library use is that it just gets flashed in the mind of the users. Suddenly one would develop an urge for reading or getting a reference checked or get a piece of information. Its intensity gets lost, if it is not satisfied at that point of time. Communication like direct telephone is very valuable in such circumstances. The need for the hard copy, however, can only be satisfied by a personal visit or messenger/courier service.
It must be noted that in the discussion on the effectiveness of the library such points as 'instant urge to read', 'flash of an idea needing verification or checking from the library material' are very relevant. These are the moments which are creative and library's participation may not only strengthen but even stimulate creativity. This is the effectiveness of the library of the highest order. It is difficult to bring it into measurement exercise and therefore will remain immeasurable for ever. But such situations will be there and inputs like ideal location, transport, and telephone facilities are vital for them.

It would be worthwhile clarifying one of the misgivings about the library location. It is argued that the library is a place for reading and study should be "far from the madding crowd". As a matter of fact, the reference here is to the internal environment within the four walls of the library rather than to the location. It is obvious that the internal environment can be maintained calm and quiet by artificial devices.

Two questions are asked in the questionnaire (Q 1/2). The second is the alternative to the first. If the answer to the first is negative, a positive answer to the second question will give the library a score. It need not be emphasised why the question has been graded category A.

II. PLANNED HOUSING:

There can not be two opinions on the fact that the library has to be housed in a place which is planned for the purpose. It, however, needs to be specifically mentioned as this obvious fact, on many an occasion, is found to have been over-looked. It has a
special significance in the context of effectiveness. The following facts are relevant in this respect:

1. The library has a separate building.
2. The library building has been planned after taking library requirements into consideration.
3. The library is strong enough to bear the load of books and racks.
4. It is completely water-proof.
5. It is sound proof.
6. There is proper lighting.
7. There is a provision for controlling humidity and temperature.
8. The ventilation has been provided.
9. The internal layout is suitable for conducting library activities.
10. The internal layout provides for controlling movements of the staff and users.
11. It has an aesthetic quality.
12. There is a provision for expansion.

It would be desirable to examine the above statements in detail.

1. There are many advantages in having a separate building for the library. A library housed in a separate building has automatically an identity of its own. It becomes a distinct place among all other units of the parent organisation. It facilitates expansion. In day-to-day functioning, a separate building facilitates flexibility of working hours according to the needs; cleaning, repairing, maintaining the building and furniture can be arranged outside the working hours. Special arrangement for pest-control, fire-safety can easily be made without any constraint being imposed unlike when the library is part of the central building.
2 & 11. The library building must have been planned in joint consultation of the librarian and the architect. If the architect dominates, architectural conveniences would be more looked into, relegating functions of the library to the background. On the other hand, if the architect does not apply his mind and constructs as desired by the librarian, the building loses professional touch of architecture and loses those qualities which contribute to creating an inviting atmosphere in the library. The eleventh point in the above list is very relevant here. Since the library is to be 'sold' to the users, (they are the customers of the library), it must have all the qualities that attract the users. Consultation between the librarian and the architect is, therefore, very essential. Orr suggests a number of ways the aesthetic quality of the library can be increased. He shows how aesthetically good environment can affect the library staff as well as the users. Metcalf advises on the aesthetic


considerations to be observed while renovating the existing library building.

In a measurement exercise, it is difficult to prescribe any standard for this quality. The general reaction of the users, observations of the evaluator and librarian's statement that he participated in the planning processes are the only measures that can be used.

3. It is also obvious that the library building has to be strong. But it needs special mention because of the load of the books and racks that have to be kept in mind while constructing the floors especially the mezzanine floors.

4. Water is a natural enemy of books. It is therefore necessary to ensure that the building is water-proof.

5. Sound pollution is another menace in the library. Sources of sound inside the library are a) the movements of users and b) echoing of the sound. The echo factor has to be considered at the time of planning the building itself. The design of the walls, ceiling and plaster can stop the echoes. The noise due to the movements of the users can be eliminated by controlling the movements and by providing the rubber coating to the floors. Luyben et al report on a study conducted to reduce the noise inside the library. They show that

arrangement of furniture in a library is an important variable to consider in noise control. He suggests that the library users' subjective rating of noise could be used to introduce noise reduction?

6. Lighting is very closely associated with library service. A library suffering from poor lighting in the reading room, stack-room, or work-room area is not liked by users and library staff. It is necessary to pay due attention to the provision of sufficient light in all the varying seasons of the year at the time of planning the library building. Although artificial lighting is an easy solution, a planned approach to use natural light will not only conserve the energy but it will be welcome by the users.

7. Frequent changes in the heat and humidity not only affect the comforts of the users but cause damage to the books and other reading materials in the library. The heat and humidity, have to be controlled by artificial means. Changes in working hours during the summer may relieve users of the difficulty.

8. Ventilation is absolutely necessary for keeping the air in the library fresh and cool. The planners have to consider facilitating it by giving due attention to wind direction while planning the library building. They must also provide for the windows accordingly. Air-conditioning of the

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* It would be fascinating to cite a worth emulating example of Prof. D N Marshall, veteran former librarian of the University of Bombay who used to make it a point to wear shoe with rubber soles when everybody else was using shoe with hard soles. Even the telephones in the library of the University of Bombay would make that much sound as the person at the table would only hear.
entire library solves the problems of heat, humidity, ventilation to a large extent. It provides a very comfortable atmosphere for reading and protection to books. External sounds are kept away, users are saved from noise. Dust is also kept away. But it is very expensive and energy consuming.

9 & 10. Internal layout has to be visualised at the time of planning the building itself. It allows for the best utilisation of space. It is possible to provide sufficient and appropriate place for various activities of the library. It will facilitate controlled movements of the users as well as the library staff thereby creating less disturbance for reading. This aspect is categorised as input only so long as it is already provided by the planners. If it was not, it would be considered in the through-put as it would be the skill of the librarian to use the available place economically and imaginatively. A resourceful librarian would turn this into a virtue thereby changing the arrangement occasionally to avoid monotony. There could be scope for managerial activity even when internal layout is built-in in the plan.

12. Library grows in terms of reading material, staff, users and services. It is necessary to provide space to accommodate the growing number of books, staff etc. The provision for expansion must be made at the time of planning the original building.
PLANNED HOUSING IN THE LIBRARY WHICH HAS NO SEPARATE BUILDING

Even if the library does not have a separate building, it is essential that the part of the building which is earmarked for the library must be properly planned. All the aspects of planned housing that are mentioned above are applicable in this case also.

In either of the cases whether the library is housed in a separate building or in a part of the main building there are advantages and disadvantages. The merits and demerits of a separate building are already discussed. If the library is a part of the building which houses other units of the parent organisation there are some disadvantages. But there is one great advantage: it is in the midst of the main-stream of parent organisation's activity; it is easily accessible to most of the users.

For checking this facet nine questions have been designed in the questionnaire (Q 3 to 11). Question 4 is the alternative to question 3. Two pairs 7&8 and 9&10 are to be considered together. So there are six questions that have been assigned score. One (Q 3/4) is of category A, Q 11 relates to category B and other four belong to category C. The whole facet thus is assigned nine points.

III. SPACE

Library needs space to conduct various activities and services. Space is a constraint everywhere. It, however, has

Standards have already been developed for providing space to the library to conduct its activities. It would, therefore, be easy to measure this input with the help of these standards. It must be noted here that as the library grows faster than the speed with which space is made available to the library, most of the libraries are likely to lose the score on this account. This may be an instance of some of the paradoxes where loss is actually a gain. The most relevant point here is that, whatever space is available has to be utilised in such a manner that library can get a maximum advantage out of it. The loss in input thus can be got over in the throughput. It is examined in the next chapter how this can be done.

One question (Q 12) obviously belonging to category A has been allotted for this input.

The space problem has another dimension. The analysis of this dimension could be a qualitative analysis. It has much relevance, but it is highly subjective. The library does have a space constraint. But, paradoxically, if a question is put to the user, authorities in parent organisation, some of the library staff or an independent observer, one gets an answer that the library has sufficient space. This type of investigation has more relevance to effectiveness. But it has no reliability and it is highly subjective and therefore excluded from a quantitative measurement. A question based on this has been included in the questionnaire (Q 13) but it is not included in
measurement exercise. It is left to the investigator to use the answer in the evaluation, if he thinks it fit.

IV  FURNITURE

Furniture, in the library, is needed to hold the library material, to exhibit the same, to provide comfort to the users in their use of the library and finally to add to the beauty of the library. The factors such as sufficiency of furniture and the process of acquiring additional pieces etc. are also relevant but they are not taken for consideration here. The library furniture design is more or less standardised. Whether the library is using standardised furniture could be a straight and simple question. But furniture is an expensive item. Moreover, since it has an aesthetic value many variations are introduced in the design. There are other constraints like the design of the building, inherited furniture especially in the case of old libraries. Therefore the investigator should examine certain things that are listed here. Book racks apart from holding the books also have to exhibit them. The user must be able to browse through the book racks comfortably. Even in a closed access library, there is a certain section of the users who need to have facility for browsing. Browsing becomes comfortable only if the shelves are open and the books can be seen. This means that they need not be too high or the books should not be kept in two rows (one behind the other). Many old libraries have inherited high racks. The books on such racks go beyond the eye sight of the user. These racks can not be replaced, but could be so used that the lower shelves may be used for keeping current

acquisitions for browsing and the upper shelves for storing less-used items. The racks to be used for periodical exhibition must have two qualities. They must exhibit the latest issues of periodicals as clearly as possible and store some of the earlier issues. The librarian cannot ignore the beautiful and attractive designs of the periodical covers which have the capacity to attract the users to them. This capacity needs to be exploited.

The second type of furniture required in the library is the one needed by users. The tables and chairs provided for them must be so designed as would provide comfort for long hours. Perhaps more comfortable chairs in the periodicals section would be welcome for the type of reading involved there.

The third category of furniture is the one needed for library work. First, it is the issue counter. Impatience of the user on one hand and the necessity for complying with the procedures on the other create tension on the counter. Well-designed counters do help to reduce the tension. Catalogue cabinets is the second item of essential furniture. Apart from use, they have an exhibition value also. Other items of furniture are needed for storing less-used material. This material is of various types like newspapers, reports of different sizes, ephemeral literature, etc.

Aesthetic quality is another aspect of all types of furniture that has to be considered next to utility.
**Fixtures**

Along-with the furniture, major fixtures such as fans, additional electric plugs, notice boards, display-boards, wall-clocks fixed at the appropriate places, increase the efficiency of the library.

Five questions (Q 14 to 18) are asked in the questionnaire to assess this input. All the five questions have been assigned category B, in view of the relative importance of this input of the library. The total score assigned to this input, thus, works out to 10 points.

**V COMMUNICATION**

Library needs to communicate with other organs of the parent organisation, if it has to be effective. The means of communication are also necessary to carry the library message to the active and pro-active clients. Such means of communication as telephone, notice-boards, circulars, library bulletins and hand outs are necessary. There are many library services which have to be made known to the users. These are then the means of communication. The surveys conducted by D'Elia and Durfee point out that the frequency and intensity of user of the library is related to awareness among the users of the library services. Two questions (Q 19 & 20) are put in this

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respect. One of them belongs to category B and the other to C, total score on this input being three points.

VI ORGANISATIONAL SET-UP

The inputs that come under the category of "organisational set-up" are most vital inputs in the effectiveness model. Neville rightly observes that

> The organisational environment plays an important role in facilitating enhanced staff productivity. Staff are responsible for providing direct service to the library users, and may find complicated organisational obstacles limiting service delivery function.

These inputs have a direct relevance to efficiency and, therefore, the effectiveness of the library. Many inputs in this category have a multiplier effect. The deficiency in one input leads to several deficiencies in through-puts which, in turn, cause an adverse effect on the efficiency and effectiveness. In quantitative terms, this means that a loss of one point in one of the inputs in this category will cause a loss of two or more in throughputs score and three or more in efficiency and four or more in effectiveness score.

The main arguments in this thesis is, effectiveness is directly related to some inputs, as these inputs are independent of throughputs. If the library is found ineffective, there is a high probability of locating the root cause in the deficiency of inputs, especially belonging to this category of organisational set-up. That is why it is argued that this is the most crucial input category.

This group of inputs has many elements which can be set into following subgroups:

1. Role statement.
2. Organisational structure and place of the library in the set-up.
3. Power and authority of the librarian.
4. Organisational policies affecting the libraries.
5. Organisational procedures affecting the libraries.
6. Supporting services provided by the organisation.
7. User groups.

The discussion of each of these sub-groups will indicate specific inputs covered in the sub-group.

1. Role Statement

It is absolutely necessary that, like any organisation, the role of the library has been clearly defined.

Emphasising the need of the statement of goals, Jones observes that,

> Standards and guidelines both draw on the experience of the past to assist practitioners of today. But each library authority must also look to the future and define, at least in broad terms, the needs it will try to satisfy, and hence the kind of service it will try to create. For this purpose, it must determine its objectives, and objectives must precede the use of guidelines which are suggestions as to the methods by which certain objectives might best be achieved.

Hamburg et al stress the need of the statement of goals to relate them, clearly and distinctively with the performance measures.


In many libraries it is found that the role is not stated at all, mainly because, it is argued that it is not necessary. The library has been so familiar that to ask of the role statement is to ask for the obvious. This has really been creating problems in the same way as any other organisation would face if its role has not been defined. When the role is not stated, the objectives are not clear. Role and objectives are inter-related. When the objectives are not clear it is not possible to plan the work. Whatever work that is carried out under such conditions is aimless, without any direction and provides no motivation to the staff, no satisfaction of the job. The worst part is that the emphasis on various aspects of the work goes on changing as the person in authority in the parent organisation changes. The so-called obvious role has its interpretations which mostly suit to those in power. What is important is that there is a shift in roles, thereby causing damage to the smooth functioning of the library as well as its sustained growth. It would be helpful here to discuss the role in the context of some types of libraries.

In academic institutions the role assigned to the library should be the same as is assigned to classroom teaching and research. Students are being educated in the academic organisations. They learn in the classroom and in laboratories. They also must learn in the library. In the class they learn from the teacher, in the laboratories they learn through experiments, observation. They equally can learn from the librarian.
There are many limitations to the class-room teaching.
There are many things which cannot be taught in the class-
room. A library is a place where one can learn all that
has been left out in the classroom. Not only are doubts
clarified by the use of the library but it also
does stimulate thinking which is the real purpose of
education. The researchers learn by field surveys,
laboratory experiments, discussions in seminars, conferences
and workshops. They also equally learn from the library.
No research can be started, carried out or completed without
a library. It may be argued that in the academic organisations
where entire teaching is examination oriented, confined to a
definite syllabus, limited to a question bank, there is no
role for the library as on educator. Far from it. Even in
this pattern of education, the basic function of education is
not lost. It may be that the number of students seeking real
education will be small. But the library has to play this role
for those few. And there are teachers who cannot afford to
ignore the library. Thus the role of participating in the
function of educating the students is assigned to the library
in an academic institution. Once it is assigned, the library
gets an appropriate place in the organisational set-up. It can
then plan all its activities beginning from collection building
to services for achieving the objectives and fulfilling its
role. Corbett observes that

It becomes easy for a librarian to be able
to defend his services and its\textit{library's}]
claims for spending with a carefully
measured statement of its role and objec­tives and, so far as is possible, to
have facts and figures available which
evaluate the services provided.

He continues

\textit{The authority will not be inclined to}
accept subjective judgements or
emotive arguments.

When this does not happen what one gets is a very
distorted picture of the library service in academic institutions.

There are academic libraries which render useful library
services but there are many which are engaged only in purchase
of books selected by a couple of teachers and do not go
beyond the lending function. Under these circumstances, even
the obvious role of the library is not being played by them.\textsuperscript{19}

In the non-academic institutions the role of the library
is that it is an organ that is responsible for collecting and
disseminating the relevant information. If this so called
obvious role is not stated in clear terms, the library faces
the problems right from recruiting the librarian and providing
him the necessary facilities to enable him to discharge his role.
The library then becomes a store house of whatever printed
material is acquired.

\textsuperscript{18} Corbett, E.V. \textit{Fundamentals of library organisation and

\textsuperscript{19} Naidu, R. Sreepathy. "Survey of the special libraries in
Andhra Pradesh". \textit{Lucknow Librarian} 14:1 (Jan-Mar 1982)
1-20.
Thus, it will be seen that the library does not function as a library in a real sense of the term in the long run, if there is no formal statement on the role.  

Stead and Scamell observe that role ambiguity and role conflict are both significantly related to overall job satisfaction of the professional librarians. They conclude that there is a strong need for the administrators of libraries to clarify for librarians their departmental and organisational objectives and how they might function in their roles to help achieve these objectives.

Rather unconventional approach has been adopted while treating goals/objectives as an input. This is due to peculiar conditions prevailing in this country. Unless there is a clear statement on goals and objectives, with the sanction of organisation, the library cannot function at all. As is pointed above, it will grow in a half hazard manner if there is role ambiguity or there is absence of a statement on goals. Like other factors such as funds, staff, furniture, the parent organisation must provide a statement on goals. In this sense, it is treated as an input. Gough and Srikantaiah also argue that a statement on goal is a critical input, if evaluation of performance of the organisation is to be undertaken.


This input is thus very crucial and question 21 seeking information on it gets a score of three. For assigning a score on questions relating to this input, a special method has been suggested at the end of discussion on this input.

2. Organisational structure and the place of the library in the organisational set-up

A clear statement of the status of the library as a unit in the organisation and its relative place in the set-up is very vital in the process of measuring library effectiveness. This is necessary to ensure that the double standards are not applied. It is generally found that parent organisations set very high standards of effectiveness for the library but assign a very low standard for rating the library in the organisational set-up. There is a tendency to treat the library as part of administrative wing of the organisation where the nature of work that is expected from it is of an academic nature. The library’s status as an administrative department would have been justified, if the library’s work had been confined to purchase of books recommended by authorities and users, processing the books and maintaining the records, issuing them as and when demanded, recording the receipt of returned books and giving an annual report on the books lost and the ones that are in stock. This is as good as handling a stationery department or a stores department. But if it is expected that the library takes initiative in building up a collection of books that would be a useful source of information for major activities of the parent organisation, if the library employs the techniques to facilitate easy, quick and precise
search of literature by the users, evaluates the sources of information, takes upon itself to keep the individual user or a group of them informed on a continuous basis about the latest literature or data in his/their area, collects relevant information from a variety of non-conventional sources, guides the research students right from the stage of identification of research topic to the relevant data sources, the library's job certainly cannot be called as purely administrative. Wyatt argues that librarians are educators rather than technicians.

The academic function makes the library primarily an academic wing of the organisation. If the library has to render this service, it needs to adopt different strategies than those generally adopted by the bureaucracy. The library's style must be dynamic and receptive to the new ideas. Bureaucracies are more concerned with internal distribution of power and status than with the organisation's goal accomplishment. Bureaucracy's reaction to the new ideas and suggested changes is 'How does this affect us?' Jones observes that the history of the library organisation is concerned both with evolution,

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away from bureaucratic baseline and with the persistence of bureaucratic characteristics, capable of deforming new structure and frustrating new management strategies and techniques.

25 Sengupta attributes the reasons for research libraries in India failing to come up as a real education centres to the failures of librarians along with the parent organisation. The crux of the problem is that a person needed to give the shape and guidance to the library, viz. librarian, who can provide dynamic leadership and is a subject specialist with equal status with scientists, is not appointed.

So, if the library is expected to give good results it must have the status of an academic or research department and certainly not a part of the administrative department. In the organisation chart the library should get a higher place, directly reporting to the decision maker. If it is an administrative department, it has to reach the decision maker through administrators where the bureaucratic attitude leaves a mark on decision making.

The academic or research status to the library and the direct reporting by the librarian to the decision making authority are two sensitive inputs for an effective library. The formal position of the librarian will be decided by the status of the department. The formal position yields the authority and power. It is often found that there is an anomalous situation in the

libraries. The librarian is accorded certain status but the power and authority that go by the status are denied to him. On the other hand, the librarian is given some power and authority but the status is denied to him. It is, therefore, necessary to check independently the status, the power and authority of the librarian.

This part of the organisational structure and status is checked by two questions (Q 22 & 23) in the questionnaire and both of them belong to category A and are assigned six points.

3. **Power and authority of the librarian**

As a matter of fact, power and authority go with the status of the position. Power is ability to do something; authority is the competence to do something. White states four sources of authority: legal source, power coming out of competence, referrent power and charisma. Referrent power is the acceptance of the authority figure as a role model. This comes from experience and seniority. White defines power as a legitimate right to direct or influence the behaviour of others.

Librarians must have power basically from a legal source to introduce new services, modify the existing ones, to make them more effective. Discontinue the existing services if they are found to be giving no expected result. The librarian's authority, on the other hand,

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consists of right to do such things as make decisions, assign work to subordinates, review their work, recommend their retention or release or promotion on the basis of their performance. In many libraries it is found that an anomalous situation, as described above, is found: the power and authority exist without status. such a situation is termed as 'Influence' by Presthus. Kapoor and Sengupta present a very realistic picture of how the library service suffers due to lack of appropriate power and authority enjoyed by librarians in India. Of course the problem is not peculiar to India but it is common as stated by White. He says that it is a common complaint that librarians are too low on the organisational ladder to be able to effect policies and effect changes.

The questionnaire inquires into the power and authority enjoyed by the librarian with the help of six questions (Q 24 to 29). Two of them belong to category B and four belong to category C. The group is assigned eight points.

4. Organisational Policies

Policy is described as guide which charts the course of an organisation and governs its activities towards the achievement of the purpose for which it was set up. Holden et al define policies as the guiding principles established by the company to govern actions, usually under repetitive conditions. The library has to function within the framework of the organisational policies of the parent organisation. The function of the library is thus conditioned by these policies. Hence policies are treated as inputs. The organisational policies affect the book selection, book purchase, weeding of books, manpower, library use. Each of these are directly or indirectly associated with library effectiveness. It is always desirable that policies are explicitly written down.

a) Book Selection Policy

Parent organisation's policy is likely to affect the book selection of the library in some ways. It would be creditable to the parent organisation if it does not impose such policies as would affect the healthy development of library collection.

b) Book Purchase Policy

Policies such as purchase of books by calling tenders, or through selected vendors will pose obvious problems for the library. Some organisations impose such restrictions as not allowing advance payment to be made; some other organisations

do not allow cash purchase; still others insist on discounts. Such purchase policies ultimately come in the way of development of balanced and up-to-date collections. It is absolutely necessary, however, that book selection policies must be written down if they are to be effective. "Writing policies serves to force their articulation" says Pankake.

C) Weeding Policy

One of the qualities of the updated collection is that old, out-dated material is weeded out. Every library must have a weeding policy. But if the parent organisation treats books as a capital asset, weeding becomes such a complicated and difficult process that librarians prefer to postpone it or even not to do it at all. It is necessary for the parent organisation therefore that it formulates a policy for weeding out books no longer of any practical value. Constraint on space imposes that weeding of books must be resorted to. The policy should be such as will make it easy to implement.


d) **Manpower Policy**

Manpower is a crucial policy issue for the library. In this context organisational status of the library referred to above is very relevant. Policies encompassing all the stages from recruitment to retirement vary with the generalist staff and the specialist staff. If the library is an academic or research department, the staff is not generalist. It is a specialist staff. A separate set of manpower policy suitable to them has to be adopted. It is desirable that library staff is treated as a specialist staff. Professionalism gets the recognition. Only those who have professional qualifications get inducted into the library. The recognition to the professional expertise serves as a motivation for the library staff and it reflects in the efficiency of the library. The attitude towards staff development is also different. The professional expertise needs to be developed by participation in seminars, conferences and specialised training courses. The evaluation of specialised staff is done in a different manner than that of generalists. The criteria for promotion for the library staff cannot be the same as the ones for the generalist. More emphasis has to be given to academic development, contribution to profession, excellence in performance and the last one, seniority. The library work does not consist of only routine jobs, but it is an intellectual work. The manpower policy should provide for the motivation of the staff. Staff can be motivated by both, financial as well as

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38. White, Herbert S. (1985) *op. cit*
non-financial factors. Jones and Jordan observe that Motivating staff is a complex and delicate business, pervading all phases of staff management, from job analysis and job description to staff selection, appraisal and training.

Apart from promotion, financial incentives can be an additional motivation. Cash rewards such as double increment, prize for efficiency are some such incentives. Non-financial incentives could be many like deputation to seminars and conferences, or advanced training facilities for continuing education, described as carrot and stick adage by White. Rewards for regular attendance, special mention in the annual report or house journal, acknowledgement in research paper and so on are other possible motivational factors.

e) Library User Policy

Library user policy of the parent organisation is very vital in the effectiveness discussion. There are some libraries that have a very valuable collection but would not allow the use of it to the members outside the parent organisation. Although the library is to serve the parent organisation, its resources may be made available to others after having satisfied the primary local users. If it is not done the resource remain underutilised. On the other hand, some organisations, perhaps for the sake of popularity, allow the outsiders too liberally, as


41. White, Herbert S 1985 op. cit.
a result of which, the local legitimate users suffer.

There are ten questions (Q 30 to 39) asked in the questionnaire to assess the policy input. Q 30 is alternative to Q 31 and all of them belong to category C. The score of this input is thus nine.

5) Organisational Procedures Affecting Library

Like policies, the procedures that are laid down by the parent organisation are to be followed by the library. The library cannot deviate from them even if they are inconvenient and are affecting the efficient functioning of the library. They are thus the inputs for the library. Procedures prescribe the manner or method by which work is to be performed. Procedures tell how the work should be done. There is no doubt that the procedures are necessary but what is also necessary is that they need not be rigid. They should be flexible so that the policies can easily be implemented. Complicated and rigid procedures can kill good policies. Three questions (Q 40, 41, and 42) one of category B and two of category C are put in the questionnaire to elicit information on this input. Four points are assigned to this input in the measurement exercise.

6) Supporting Services

Supporting services like typing and secretarial, maintenance of accounts, administration of staff, maintenance of building, maintenance of equipment, cleaning of the library

premises and stacks, postal services, messenger services, are very essential for rendering primary library services. They are the auxiliary services that support library services. Two questions (Q 43, 44) take care of all the supporting services. They have been assigned to category B, thereby four points to this input.

7) User Group

One of the inputs which does not affect the output of the library in quantitative terms but affects the quality of the output is the type of user group the library has. Given the same conditions, at some times, library has a certain type of users which make it necessary for the library to change the normal style of functioning. In an academic institution, for example, there are batches of students going out and coming in. At a certain point of time one of the batches of students is of high academic calibre and, as a result, the nature of the library services undergoes change. The library should have the capacity to change the style of functioning to meet the needs of changing clientele. This input is of a highly qualitative nature and simply cannot be measured.

This group of input called 'Organisational set-up' has 25 questions. As it has been said earlier, this is the largest group, in terms of the number of questions asked and the points assigned in the measurement exercise. But it is very important specially as it has a multiplier effect as explained earlier. Most of the ills of the library have their roots in the deficiency in this group of inputs. The decision makers
in the library matters have to give due consideration to these factors while setting up a library service. If these inputs are taken care of there should be no difficulty in ensuring effective library service. Of the 25 questions asked, one is seeking qualitative aspect which is difficult to measure in terms of quantity. Q 30 is alternative to Q 31. Three questions belong to category A, five belong to category B and 15 belong to category C. Thus the group is assigned 34 points, one third of the total score.

This being a very crucial input-group, and a sensitive one, a certain precaution in measurement is necessary. More often than not, it is experienced that there is a mismatch between the librarian's perception about the organisational set-up and the actual fact as per the record. This is further complicated because the authorities also would like to present themselves as idealists. They will therefore talk so highly about the library publicly that the librarian's perceptions get confirmed. But the record is likely to say something different. For example, it is quite common that the librarians consider themselves academic personnel in line with the practice in advanced countries; publicly the institutional authorities also would pretend to agree with it. But, in practice, they/their staff are administrative personnel. The investigator, therefore, has to be careful while conducting the survey. On many occasions, there is nothing on record either way. Therefore, for this model, it is suggested that the investigator should give the score only if the answers are supported by
the documentary proofs wherever it has been so recommended in the instructions for assigning the score. Yet it also has to be admitted that if there is no record either way, the views of the librarian have to be honoured. It may also be the case that organisation's culture does not call for putting everything on paper. Therefore, the model provides that the score gained by the library on account of this input be reduced by 50% if the facts, as stated by the librarian, his staff, or authorities, are not backed by the documentary evidence. The idea of scaling down has been checked with the expert opinion and there is a consensus of the experts on this. (cf. chapter IX.) The library gets full score if answers are supported by documents.

**VII. FUNDS**

Finance is necessary to conduct all the activities in the library. There are no sources of income for the library except small amounts of library fees collected or amounts received out of the charges for rendering services (if at all such charges are levied.) But the expenditure side is far bigger than the income side. The library, therefore, is called the spending department. In the olden days, surprisingly, libraries did not face the funds problem. In a way, the library used to be a weak-point of the fund-granting authorities. Although it was difficult to collect funds, these authorities used to spend liberally for the libraries. They were empowered to sanction the funds. There was no external interference. Now a days, on the one hand the funds are on the decrease, and on the other hand, the prices of books and other material are rising. External
controls are also on the increase. In order to measure whether adequate funds are being given to the library it would be convenient to apply the accepted standards.

The one, stipulated in the report to the University Grants Commission on University and College Libraries, holds good even today. It recommended 6% of the total budget of the parent organisation to be spent on the library. Randall's rationalised ratios also provide a parameter for allocation of budgets to libraries.

Three questions (Q 46, 47, 48) investigate this input. One of them is a fact finding question. The other two are about the allocation of the budget. Both belong to category A and are assigned six points.

**VIII READING MATERIAL**

A library is built up over years. Most of the libraries inherit collection built up over years. In this way, the built-up collection becomes the input. Addition to the collection at any point of time is conditioned by the nature of existing collection. Therefore, it can further be said that the existing collection is also an input, on which to build the future collections. It is thus necessary to evaluate the existing collection. Magrill suggests a number of techniques.


of collection evaluation, such as checking with the standard list, asking experts, analysing circulation and citation data, surveying users on their successes, failures, expectations etc. Various standards have been developed for library collection. ACRL standards are the latest (1986). There should be no difficulty in accepting these standards.

In the measurement exercise when the collection is viewed as an input, it is to be viewed as a total collection and not its qualitative and analytic aspects. The collection will be broken up only by form such as books, periodicals, non-book material and audio-visual. Line categorises the audio-visual material in the following manner: 1) Visual records - still, which include slides, film-strips, photographs, postcards, wall-charts, posters and others; 3) Sound recordings: Discs, Cassettes, Cylinders, Piano rolls etc; 4) Mix-Media including tapes, slide-sets etc; 5) Artefacts and 'Realia' - which cover games, models etc. He does not include computer discs and texts in audio-visual material as, like micro forms they are simply different means of storing the printed word. Lettner reports that

87% of the libraries, public and academic, in the USA have Video-Cassettes collections.

Books will only be viewed from the point of their being text-books, reference books and others.

There are eight (Q 49-56) questions which inquire into the nature of existing library collection. Two of them belong to category B and six to category C. Thus, this input is assigned ten points in the score card.

IX PERSONNEL

It is the persons that run the library. It is they who make or mar the service. The parent organisation may provide all other inputs in sufficient quality and quantity, but they are meaningful only if the men and women are capable to put them to proper use. The managerial qualities of the librarian in properly utilising these resources are discussed in the next chapter. The policies of the parent organisation have already been dealt with under the organisational set-up input. In this section it will only be examined whether a sufficient number of personnel has been provided to enable the library to perform the expected tasks and to render proposed services and whether the manpower policies discussed above have been implemented while providing staff to the library. As far as the number is concerned the standards that have been developed for different kinds of libraries and for different services to be provided by the library can be used as a measure. Two more aspects, in addition to number are to be checked: One is that the library staff has good academic background, and the second is that
the staff is service oriented. The library techniques are effective only if there is an academic excellence behind it. The matter which library staff handles, viz. knowledge and the targets of his service, i.e. those who are pursuing knowledge demand that the librarian is not just a technician. He himself should be capable of understanding his users' needs, so that he can relate the reading material to the user. This is true not only with the librarian at the top but at every lower stage of library service right up to the issue counter. It is therefore necessary that the library staff is academically well qualified and has an urge to learn more. In this context, it may be recalled that while discussing about the status of the library department it has been stated that it must be academic. Such a status would provide a built-in need for the academic excellence of the staff. In simple terms, it can be said that, the librarian as technician will notice the bibliographic elements like author, title, broad subject and other outer aspects of the book. But the scholar librarian will see something beyond these aspects and fathom those very aspects for which the book is read.

The other quality of the library staff is that they must be ready to serve the user promptly and with a smiling face. It is easy to inject this quality into the professionals than in the generalists. For, the professional training itself prepares the ground for the acceptance of this quality. It must again be pointed out that the manpower policies are mostly responsible for injecting this attitude if it is not already present. It is easy for the investigator
to check the first quality, viz. the academic background. But the second can be checked only by observation and by interviewing the library users as also authorities in the parent organisation.

Five questions (Q 57-61) in the questionnaire will investigate this input. One belongs to category A, two belong to category B and two to category C. Nine points are thus assigned.

X MECHANICAL GADGETS

In the age of technological advances, the machines do have an important place in the library service. Machines, if properly handled, do the jobs faster and without mistakes. The jobs that are of repetitive nature and are therefore likely to lead to monotony can be passed on to the machines to increase the efficiency of the service. Reprographic machine is an essential gadget in the library. It facilitates prompt dissemination of information to the user. In its absence, the users can only be given the information about information. It is desirable to install a machine in the library itself. Alternatively, the one installed in the parent organisation can be availed of. Whether the service is being given against charges is not a very important question. It would be desirable to introduce a charge so that the bare cost could be recovered and, more importantly indiscriminate use will be avoided. Another gadget that the library needs is the micro-film reader. With the constraint on space and proliferation of reading material, micro films and microfiches have become ubiquitous. They can only be read with the help of a reader. However, experience has shown that it is
difficult to use a micro-film reader for a long time. It strains the eye. The more convenient, therefore, is the micro-film reader-printer which can enlarge as well as print the required material. Micro-film reading is not generally charged but the printing is charged as the material used for it is expensive.

The third gadget needed in the library is the film projector. Since films are meant for use, it is desirable that the library has a film projector in its possession.

But films are being replaced rapidly by the video cassettes. This gadget is very convenient to use in many ways although the capital costs are higher. VCPs can be used by an individual without disturbing others in the library. It needs less space, no expert person to operate and no creation of environmental conditions like darkness.

Record players, however, are still needed as the library can have audio-tapes in its collection.

Some libraries do keep the conference system which is useful for holding seminars, conferences by the library. But usually this gadget is in the custody of the parent organisation.

Three questions (Q 62, 63, 64), all belonging to category C, assess this part of the input. Three points are assigned to this input.

XI COMPUTER SERVICE

Use of computers for retrieval of information by the libraries has been accepted. Shortly, it will be done on a
wider scale. With the advent of the personal computers, it will be easy for smaller libraries to use it for their work. Compilation of bibliographies, their updating on a continuous basis and getting a print-out of an updated version at any point of time is possible only with the help of the computer. It will be useful to retrieve hundreds of statistical tables appearing in the statistical data sources. The computer can also be used for library administrative functions. It can store the data about a large number of library members. The book ordering can be done with its help. Catalogues can be maintained on floppy-disks, accounts can be maintained, periodical's work including receipts, reminders, subscription renewals can be done quickly and efficiently. It will be more useful for maintaining union catalogues of books and periodical holdings covering a very large number of libraries.

Soon presents a very interesting picture of the library in information age - He says,

Library will look more and more as a computer centre or a hybrid between the existing library and the computer centre. It will also mean that the users will have to stop thinking of the library as a place since the primary location of the information is no longer relevant. Instead, the library will have to be thought of as a service. The librarian will no longer be pictured as a custodian of the vast collection of books and journals. Instead, he should be a professional information specialist who would act as a consultant and teacher to the users on how to obtain the relevant information. With the diversity

in sources of information, even the specialist in any subject cannot hope to secure the information he needs, unaided. He has to rely on the librarian, who acts very much like an information broker.

It is always desirable to have a terminal in the library so that the use can be easy and convenient. If that is not possible, the computer time may be made available to the library. It is also better to train the library staff in the use of the computer so that maximum utilisation would be possible.

There has been only one question (Q 65) relating to the computer in the questionnaire. It belongs to category A, with three points assigned to it.

XII PERIPHERAL ENVIRONMENTAL INPUTS

It has been stated that the inputs of the library are basically coming from the parent organisation. The library's output is also directed towards parent organisation. However, there are certain conditions in the environment which are beyond the boundaries of the parent organisation that operate as the controlling factors for the functioning of the library. Since they affect the library, they cannot be ignored. They are therefore being considered as additional inputs. However, they are not very strong inputs. Their effect is on the periphery. So they are being called peripheral environmental inputs. Those that are considered here, are book trade, government policy, professional association, unionisation, professional training and socio-economic-geographical environment from which the users come. These inputs can be positive or negative. Those that help the library in rendering efficient
service are called positive. Those that work as obstruction to the library service are called negative.

a) Book Trade

The library must be able to procure books as easily as possible. This depends upon the existence of an efficient book trade in the city. If the book market is well developed and organised, it is possible to get a good number of books to make a useful selection. An efficient book trade can procure books which are not published by well-known publishers. Such a book trade will extend the facility of easy credit and approved discount. A good rapport between the library and book trade is essential for collection building.

b) Government policies

Some policies of the government of the country affect the library directly. Such policy issues are: 1) import policy for books as well as other audio-visual items; 2) labour policy which restricts freedom of recruiting, promoting and expanding the staff; 3) finance policies which affect the release of grants (if the finances are to come from government); 4) censorship policy is again one that is directly connected with the library. Mangla demonstrates how the government policy on libraries affects the collection building activity.


c) **Professional Association**

Existence of a professional association is one factor that affects the morale of the library personnel. An active library association primarily fosters library cooperation that has a very crucial role to play in rendering efficient library service. A library association is a collective force to set the standards of library service and help improve the total library service in the city and around.

d) **Unionisation**

In view of the nature of the library work there is no room for a trade union type of movement. Librarians are divided on the issue. Yet, it is true that this is a professional service. Trade unions cause more damage to the library service than the good they do. There are certain built-in disadvantages in library service from the point of view of unionism. It is not an essential service. So the disruption in it cannot immediately and directly cause any damage which is a necessary factor for union activity. The profession does not have numerical strength to impose political influence on the government. The problems could better be solved through professional associations only.

c) **Professional Training**

It is essential that good and qualitative professional education is available in the vicinity. In the absence of it,


the non-professionals or semi-professionals have to be recruited which certainly affects the efficiency of the library service. It is also necessary that the syllabuses of the prevailing professional courses must move with the time. They should produce professionals and not technicians alone. They must impart education which can create professionals of the type Shera describes. He says,

Of all the professions, that of the librarian is probably the most derivative and synthetic, is most dependent upon the more formal disciplines for the derivation of its own theoretical structure and its corpus of practice.

He continues,

This very quality has given librarianship a uniquely strategic position of leadership in the integration of human knowledge and it could make of librarianship a great unifying force, not only in the world of scholarship but also throughout all human type.

f) Socio-Economic-Geographic Environment

Social, economic as well as geographic conditions in which the library is situated affect the style of functioning of the library. The language that people around the library speak certainly affect the collection policy of the library. The library of an educational institution which is located in the rural areas will have to offer the services which will be in tune with the habits and economic conditions of the population from where the users come to the library. Totterdell and Bird in

the famous Hillingdon report have emphasised the need to
analyse the community as its nature affects the needs of the
57 users. Parker in his framework for collecting the data for
planning library development places more emphasis on the
factors such as geography and climate, history and politics,
cultural and social factors, administrative factors, mass
communication and entertainment, education and research, and
existing plans and policies. James establishes a correlation
between the membership and local unemployment. Lincoln links
the crime in the library with the size of the city, location
of the library and neighbourhood social class. The library
serving a parent organisation located in hill areas will have
different problems to face. The library serving a management
school which is surrounded by the public sector has to take
note of the public sector while building up its collection and
planning its services especially to the outsiders. Bookstein
has developed a model which can help to assess how libraries

57. Parker, J.S. "A systematic framework for the description
analysis and planning of library and information service."
IN Aspects of library development planning. London, 1983
pp 10-39.

58. James, Stephen E. "The relationship between local economic
conditions and the use of public libraries." Library Quarterly

59. Lincoln, Alan Jay. Crime in the library : a study of patterns,

60. Bookstein, Abraham. "An economic model of library service".
are likely to respond to changing economic conditions of the people. It provides conceptual guidance for rational decision making in allocation of library funds.

Although these environmental factors are of a qualitative nature, their role in quantitative evaluation has to be carefully measured by the investigator. Question 66 to 74 in the questionnaire inquire into the environment beyond the parent organisation from where the signals come that influence the library. Two of these questions are of fact finding nature. All the remaining seven belong to category C, thus, leaving seven points to this last category of inputs.

In the next chapter, it is seen how these inputs are managed by providing throughputs.
CHAPTER V

ANNEXURE - I

INPUT QUESTIONNAIRE

Location

1. Is the location of the library suitable for the readers to visit?  Yes/No

2. If not, how do readers reach the library?
   (Please check)
   - Transport is provided/Lift is provided
   - Library is easily connectable on telephone
   - None of these

Planned Housing

3. Is the library housed in a separate building?  Yes/No

4. If it is a part of the building, was it planned for the library?  Yes/No

5. Are routine movements of the readers & staff controlled?  Yes/No

6. Is noise controlled?  Yes/No

7. Is light controlled?  Yes/No

8. Is natural Light used?  Yes/No
9. Is ventilation provided for?  
10. Is airconditioning provided?  
11. Is there a provision of expansion?  

Yes/No  

Yes/No  

Yes/No  

Area

12. What is the total carpet area in square feet?  

13. Do you think that you have sufficient area?  

Yes/No  

Furniture

14. Are the book stacks suitable for 'Library' stacking? (As distinguished from storage stacking)  

Yes/No  

15. Are the 'Periodical' racks suitable for exhibiting periodicals?  

Yes/No  

16. Are the tables and chairs comfortable for reading?  

Yes/No  

17. Are the catalogue cabinets comfortable for handling?  

Yes/No  

18. Is the design of the issue counter suitable for quick transactions?  

Yes/No  

Communication

19. Does the library have external telephone connection?  

Yes/No
20. Does the library have any means for library publicity?  
If yes, please specify  

Yes/No

Organisational Set-up

21. Is the role assigned to the library clearly stated in the records of the parent organisation?  

Yes/No

22. Does the librarian report directly to the head/decision making authority of the parent organisation?  

Yes/No

23. Is the library given the status of an academic/research department as distinguished from administrative department?  
    If not, is it part of the administrative set up of the organisation?  

Yes/No

24. Does the librarian within his authority extend library facility to a reader?  

Yes/No

25. Does the librarian select books or subscribe to a new periodical?  

Yes/No

26. Does the librarian start a new service or revise an existing one?  

Yes/No

27. Does the librarian have financial powers?  
    If yes, up to what limit?  
    Rs. 100/- Rs. 500/- Rs. 1000/- above  

Yes/No

28. Can he sanction or refuse leave to his staff?  

Yes/No
29. Is the librarian expected to evaluate the performance of his staff? Yes/No
Does his evaluation matter in deciding promotions? Yes/No

30. Have you a policy in respect of book purchase? Yes/No
Is it clearly stated? Yes/No

31. Are certain books prohibited? Yes/No

32. Are books purchased by calling tenders? Yes/No

33. Is there any restriction on purchasing books by cash/VPP? Yes/No

34. Is discount insisted upon? Yes/No

35. Are books treated as dead stock? Yes/No

36. Are books withdrawn from circulation? Yes/No
What type of books are withdrawn?

37. Is library facility extended to outsiders? Yes/No
If not, what are the restrictions?

38. Is it the policy of the organisation to appoint only professional staff in the library? Yes/No

39. Is there promotion policy that keeps up the morale of the staff? Yes/No
What are the criteria laid down for promotion for library staff?

What other forms of motivation do you provide?
40. Are library bills paid reasonably in time? Yes/No

41. Do you experience difficulty in getting the required furniture/equipment/stationery? Yes/No

42. Do you experience difficulty in filling up staff vacancies? Yes/No

43. Is photocopying service available to readers? Yes/No
   Are audiovisual aids available to readers? Yes/No
   If not made available, is it due to a. financial reasons Yes/No
   b. procedural reasons Yes/No

44. Do you face difficulty in getting the supporting services like secretarial, typing, cyclostyling, accounting, building maintenance etc.? Yes/No

45. What is the number of potential users of your library? Who are the potential users?

Finance

46. What is the total budget of the parent organisation?

47. What is the budget provision for the library Rs. _____
   Books Rs. _____
   Periodicals Rs. _____

48. Is there separate budget provision for other library materials?
   Stationary Rs. _____
   Binding Rs. _____
   Furniture Rs. _____
Reading Material

49. What is the total number of books in the library as on date?

50. What is the average annual additions?

51. How many periodicals do you subscribe to?
   (Including Newspapers)

52. How many reference books are there in the reference section?

53. How many text books do you have in the library?

54. Do you have an organised non-book material section containing (Please tick)

   - Dissertations/Theses
   - Pamphlets
   - Working Papers
   - Reports
   - Others

55. Do you have audio-visual collection (Please tick)

   - Maps and Atlases
   - Films
   - Tapes
   - Transparency collection
   - Video tapes

56. Do you have micrographic literature?
   - Microfiches, Microfilms

Personnel

57. What is the number of staff in the library?

58. How many of these are professionals?
59. How many of them are semi-professionals?

60. Does the Librarian/Dy. Librarian have high academic qualifications?

61. Is the staff of the library service-oriented?

**Mechanical Gadgets**

62. Do you have reprographic machine in the library? Yes/No

If not, is one at any other place in the organisation available for library service/use? Yes/No

63. Do you have a microfilm reader? Yes/No

64. Do you have a film projector and/or VCP? Yes/No

**Computer Service**

65. Does the library have a computer terminal? Yes/No

Is the computer time available for library use? Yes/No

Is the library staff trained to use computer? Yes/No

If a computer is available, is it fully utilised? Yes/No

**Peripheral Environmental Inputs**

66. Your library is located in

   a. Rural area

   b. Urban area
67. Is the community around
   a. Economically affluent ? Yes/No
   b. Economically backward ? Yes/No
   c. Industrial workers dominated ? Yes/No
   d. Professionals dominated ? Yes/No

68. Is there a good book market nearby ?

69. Can you import books direct from abroad ?

70. Is there an active professional library association in the city ? Yes/No

71. Has your library staff formed a union of their own ? Yes/No
    Are they members of any trade union ? Yes/No

72. Do you think that current Govt. policies are directly or indirectly affecting the development of your library ?
    Please give your views

73. Do you find it difficult to get professionally qualified persons ? Yes/no

74. Is the rate of books getting mutilated or being stolen high in your opinion in spite of precautions taken by you ? Yes/No
Source and method of collecting data and assigning the score.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>HINTS</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Check form librarian, readers and through observation. If possible, see site map. 'Yes' gets a score.</td>
</tr>
<tr>
<td>2.</td>
<td>Alternative to Question 1 gets the score if transport/lift as well as telephone are provided. (If answer to both the questions is yes, no score is to be given to the second question.)</td>
</tr>
<tr>
<td>3.</td>
<td>By observation 'Yes' gets a score.</td>
</tr>
<tr>
<td>4.</td>
<td>Check from librarian, parent organisation and through observation. 'Yes' gets score.</td>
</tr>
<tr>
<td>5.</td>
<td>By observation 'Yes' gets a score.</td>
</tr>
<tr>
<td>6.</td>
<td>By observation 'Yes' gets a score.</td>
</tr>
<tr>
<td>7 &amp; 8.</td>
<td>To be considered together. By observation 'Yes' to anyone or both gets a score.</td>
</tr>
<tr>
<td>9 &amp; 10.</td>
<td>Same as above.</td>
</tr>
<tr>
<td>11.</td>
<td>By observation as well as by verifying from records. 'Yes' gets a score.</td>
</tr>
</tbody>
</table>
12. From records. If the accepted standard is satisfied, give the score. ACRL Standard (1986) is prescribed.

13. Address the question to librarian, authorities, library staff, readers, note the answers and use it in the qualitative evaluation. No score.

14 to 19. By observation and checking readers' reactions. 'Yes' gets a score.

20. Librarian, supported by examples/specimen. 'Yes' gets a score.

21 to 29. Documentary evidence is a must. If not available accept librarian's word but slash the score by 50%.

30. Written document is a must. 'Yes' gets a score.

31. If answer to Q. No. 30 is 'No', this is redundant. Otherwise the answer 'Yes' or 'No' confirms 'Yes' above. However, in qualitative analysis, 'No' would be a better answer.

32 & 35. Written document is a must. Answer 'No' gets a score.

36. Documentary evidence is a must. 'Yes' gets a score.

37. Documentary evidence needed. 'Yes' gets a score. But, if the answer is 'No' and the restrictions are reasonable, library gets a score.
38. Documentary evidence needed. 'Yes' gets a score.

39. Documentary evidence. Staff views, views of authorities. 'Yes' with details gets a point.

40. Documentary evidence. 'Yes' gets a score.

41 to 42. Librarian's views and authority's views. 'No' gets the score.

43. Librarian's & Reader's views. This question basically tries to find out whether procedural restrictions are coming in the way of providing services.

44. Staff's, authority's and librarian's views. 'No' gets as score.

45 to 46 No score. Fact-finding query.

47. 5 to 6 percent of institutional budget on total library expenditure gets a score. Documentary evidence is needed. Standards for books and periodicals are not set for Indian libraries.

48. Documentary proof needed. 'Yes' gets a score. (amount should not matter as standards are not set)

49 to 52. ACRL standards with modifications to suit local conditions as judged by the investigator gets a score.

53. Total number of text books should atleast be equal to double the number of student population.
54 to 56. By observation investigator. 'Yes' gets a score.

57 to 59. ACRL standard with modifications to suit local conditions as judged by the investigator gets a score. It is desirable however the all the staff except those needed for office work and manual work like cleaning and housekeeping are professional and semi-professional.

60. 'Yes' gets a score. (Academic is other than professional)

61. Check with librarian and users (A large sample is needed as this is a very subjective query). 'Yes' gets a score.

62. 'Yes' to either or both gets a score. Verify by observation.

63 to 65. Verify by observation. 'Yes' gets a score.

66 to 67. Investigator collects the data from the sources in addition to the one provided by librarian. Qualit'tive data. No score.

68. Data to be collected as above. 'Yes' gets a score.

69. Documentary proof needed. 'Yes' gets a score.

70. As at '68'.

71 to 74. Librarian and library staff to be consulted. 'No' gets a score.
CHAPTER : V

ANNEXURE - 3

INPUT QUESTIONNAIRE : WEIGHATEGES AND SCORES

<table>
<thead>
<tr>
<th>Q</th>
<th>W</th>
<th>SC.</th>
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<th>SC.</th>
<th>Q</th>
<th>W</th>
<th>SC.</th>
<th>TOTAL 100</th>
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<td>*1</td>
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* SEE THE TEXT
CHAPTER : V
ANNEXURE - 4

INPUT FACETS AND FACET SCORES

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