CHAPTER VI

Throughputs

Library as an open system imports energy in the form of resources from its environment - parent organisation and beyond. These resources are processed by the library. The processing of the resources is termed as 'throughputs'. Systematic library services are the products that the library exports into the environment. These products make an impact on the environment which further provides energy for the survival of the library. The imported energy from the immediate and ultra environment, i.e. parent organisation and the society, has been discussed in the last chapter. The throughputs that convert the inputs (imported energy) into library services, that is, the process of the management of library is discussed in this chapter.

The basic function of the management process is to obtain maximum returns out of the resources that are available. White defines managers as individuals entrusted with the control over the use of resources both in personnel and material. Resources are always scarce, especially in service organisations. As the organisation gives service efficiently, the demand for that service increases. The expectations about the organisation keep on rising, and more services are demanded. The resources may not come in proportion to the demand made for services. At this

stage, it is necessary that the existing resources are properly utilised. This can be done by scientific management of resources. The process of management is also helpful in systematic development of the final products. Thus, if the library is managed scientifically, it will be able to exploit the resources to the maximum benefit for producing the services and, at the same time, plan and develop equally systematically new services, with the result that they will make a real impact.

This component of the model is thus useful in the effectiveness process. As it is seen below, the throughputs can take care of some deficiencies in the inputs. It is, therefore, necessary that this component of the model is as strong as others. It is necessary for the parent organisation to see that the library is properly managed. But it is ultimately the librarian who manages the library. So the

appointment of the librarian is crucial to the effective library. The librarian must be both a professional as well as a manager.

Many authors have stressed the managerial role of the librarian. Drake observes that,

"Survival of large libraries in their present form is very much in doubt. Few organisations can outlast protracted conflicts between funders, managers, staff and clientele. The manager of a large library who is barely coping with the current conditions must plan and implement changes which will provide a purposeful existence for the library as an organisation."

Kashyap stresses the decision-making function of the librarian.

Silva points at the poor management of libraries in developing countries, which according to him, is due to the dearth of 'properly' trained librarians in addition to the low status of the profession, poor availability of reading material and lack of standardisation. Mole demonstrates how the role of the librarian as a manager has developed gradually and how the librarian has taken over the control of the library from the Governing Council, step-by-step. Mole, in his argument, stops at librarian's concern for organisational structure of the library and the management of personnel. However, today, it is necessary

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to go further and prove that the librarian has to manage
one of the important organs of the parent organisation.

12 Moskowitz brings out this aptly when he says that the
librarian has two managerial roles: external and internal.
External role consists of being a figurehead to carry out
ceremonial duties - liaison role performer, a monitor, spokesman
and negotiator. The internal role of the librarian is that of a
leader, disseminator, disturbance handler, resource allocator,
and so on. Moskowitz shows, on the basis of a survey, that
the internal role demands more energies of the librarian than
the external role, although he maintains that the latter is
vital and should not be overlooked by him.

The application of management techniques has faced
criticism as well. Such criticism is summarised by Vaughan
as follows: 1) The managerial techniques are based on the
information which may be correct, but cannot provide a guide to
managerial action, leaving many unquantifiable factors out of
account; 2) Information collected is consciously or unconsciously
biased because the problem is always defined from the managers'
point of view which leads to the collection of certain type of
information and neglect of the other possibly more revealing
data; and 3) That many library management techniques are suffused

12. Moskowitz, M.A. "The managerial roles of academic library
directors: the Mintzberg Model." College & Research Libraries,

13. Vaughan, A. "Control, structure, techniques: library
administration becomes library management." IN Studies in
Library Management Vol. 6 edited by A. Vaughan, London,
1980 pp 111-139.
with the belief that with enough scientifically acquired data all human and organisational problems can be solved, a belief that has sometimes been termed as 'Scienticism'. Decisions based on such scientifically acquired data are considered to be rational, by which is meant, apparently, completely neutral and value-free. All problems are seen as technical ones. Awkward questions like 'what should the library do?' are pushed to one side or neutralised through the establishment of a set of value objectives which can be agreed to by all.

Vaughan further adds that the viewpoint of the formal structure has less reality for the librarians, and it may be alright as long as the library is running smooth on the better side. However, the moment the conflict arises, it is only the formal structure that really matters. Dougherty and Heinritz point out that Dollars are easier to measure than services, but the very fact that libraries are not dependent upon showing financial profits in order to exist makes it more imperative that they be well managed.

It need not be over-emphasised that 'well-managed' is scientifically-managed. Throughputs, thus assume more importance in making the library more effective.

The throughput component of the model has seven facets.

1. Planning
2. Organising

3. Staffing
4. Control
5. Innovation
6. Collection Building
7. Self Development

The last three have been specifically stated as independent facets, because they have a special significance in the context of library management as has been already made clear in chapter IV. Each of these groups consists of several specific throughputs. These will now be discussed along with the questionnaire that has been designed to check and measure the throughputs in the case of individual libraries. The questionnaire is appended to this chapter, instructions on the sources of collecting data and assigning the score are also given in the appendix.

I PLANNING

As the manager of the library, the librarian has to plan all the activities. Kalia, Wilson and Davis stress the need for a planned approach to library management because the library is a highly constrained institution which is heavily


dependent on others to shape its future. Kemper lists five basic characteristics of library planning which are important to the concept of a total library planning programme: 1) plans that cover all aspects of the organisation; 2) functionally related top administrative and operational plan; 3) designated responsibility; 4) dynamic planning system; and 5) criteria for measurement of output. He suggests that objectives in the form of standards must serve as the yardstick against which to measure the output of the library organisation (the term standards is defined as criteria one uses to determine whether or not the plans are being carried out as expected). Samuels states that the library planning requires an understanding of the psychological context in which such planning is carried out. An important component of an organisation's psychological context is its planning culture. The planning culture facilitates the planning process by creating an environment within which the process can be effectively carried out. Bibliometric models suggested by Parker for the management of an information store can be useful as planning model for library services.


Planning is not just a one-time exercise, but it has to be an on-going process. Planning, in general, involves a) review of objectives; b) identification of long term and short term goals; c) review of resources; d) allocation of resources. Collection planning is a special feature of the planning in the context of library management.

a) **Review of Objectives**

While planning the library work, it is necessary to have a clear idea about the objectives of the library. Jones presents three types of service objectives: i) provision objectives; ii) output objective; and iii) benefit objectives (meaning thereby that the objectives that cause a positive change in user behaviour as he uses the library or any of its services) Jones has outlined the problems in setting objectives. According to him, 1) it is difficult to state library service objectives in meaningful quantitative terms; 2) there is also a

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* It will be observed that the collection is being very much emphasised in this model. Therefore, the issue of collection is referred to at the various levels. In the discussion on inputs, it was viewed as the legacy of the past. Here, only the planning aspect of the collection building is considered. How the development of collection will be achieved according to the plan is discussed in a separate section of this chapter. The next chapter discusses the emergence of the collection due to the input and throughput. It will thus be clear that different facets of collection building are discussed at different places.
danger of neglecting the important non-quantifiable aspects of the work; 3) there is a necessity for achieving specific goals rather than maintaining a certain standard of service; 4) there is a possibility of inhibiting the staff creativity and initiative by locking them into tightly structured succession of objectives; 5) MbO is criticised as a device of super bureaucracy - the do-it-yourself hangman's kit of work speed up and nagging supervision; 6) exercise in setting objectives is considered unsuitable as it imports procedures and black-mail them into the staff who see them as a threat to the maintenance of traditional professional standards.

But there are advantages of MbO approach. For staff, it relates their day-to-day activities to perceived and shared aims in service to the user community and thus combats the perennial library management problem - problem of goal displacement (preoccupation with materials and procedures rather than aims and uses); it makes possible a regulated balance between strong unobtrusive leadership and extensive delegation and staff participation in decision making; it encourages the emergence of purposive, innovatory and self-confident professionalism at a time when many library bureaucracies are disintegrating into management-by-professionals; it provides senior management with a valuable framework for planning, resource allocation and coordination; it provides tangible support for the library's claims on scarce resources;
it encourages evaluation of a wide range of possible objectives at all levels, and a sense of priorities, costing and anticipated effectiveness; it can provide continuous feedback on the effectiveness of its services on the changes in the user needs and expectations, and on organisational dysfunctions; it provides a basis for dispassionate and cooperative appraisal of problems of management and of individual staff; it suggests training and development needs and facilitates manpower planning; its successful practice requires and implies some fundamental rethinking and discussion throughout the library system so that it becomes a better kind of organisation to work. Sewell discusses how the standards of library service can be used as a tool in library development planning and particularly in translating generalised library service goals into specific objectives. Jones observes that

Standards and guidelines both draw on the experience of the past to assist practitioners of today. But each library authority also must 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.


Mackenzie, while describing an experiment conducted in the University of Durham to place priorities of various services offered by the library, shows how the objectives can be formulated for a university library. The various aspects of a library's services (additional book purchase, improved inter-library-loan service, improved reference services, SDI, free photocopying, extended opening hours etc) were assigned price which, although nominal, would have some relationship to the true costs. Members of the university were then asked to imagine that they have at their disposal a certain fixed amount of money and to declare how they would wish to spend this on varying combinations of the proposed benefits.

The objectives should be based on the role that is assigned to the library. In the previous chapter it was seen that the role, if it has been already spelt out, becomes an input of the library as the library has to set the objectives within the boundaries of the role assigned to it. But, more often than not, it is found that there is hardly a case where the role has been clearly defined. Even in cases where the role is identified, it may need revision. It will be necessary for the librarian to review the stated role. This is because he may find that the existing statement does not take note of the real strength of the library. The role statement must ensure that the potentials of the library have been fully realised and are being

fully exploited. In the cases where the role is not defined, the first task of the librarian is to define it in as many clear terms as possible. Both these tasks, viz., revising the already existing role and formulating the statement of role become the management function. Therefore, it is included as a throughput. While assigning a score in the scoring model it has been stipulated as follows: if there is a statement of role and the librarian, after considered opinion, agrees with it, the library gets one point. If the librarian does not agree with the existing role and suggests modification, the library gets two points for this throughput. Similarly, if there is no statement and the librarian prepares one, library gets two points for this throughput.

Once the role has been crystalised it is easy to set objectives. The library's objectives are basically related to the services the library offers to its users. The library service is, of course, the final product of the library. The library will have to achieve many things before starting the services. Some of the objectives may relate to the means that will be needed to render the services. The objectives relating to this kind will be the secondary objectives. Primary objectives, i.e., to render the services, will be formulated taking into consideration the objectives of the parent organisation and the needs of the user. Swanson emphasises this aspect when he advocates problem-oriented access to information. The users no

doubt work for the objectives of the parent organisation. Yet there could be some difference due to the individual interest. The library has to cater to the individual needs of the users though they may be different from the organisation's interest.

The assessment of the organisation's information needs from the point of view of the organisation's objectives will be easy when the latter are clearly defined. Identifying individual needs of the user is a difficult and laborious task. Curras emphasises the identification of needs of individual users from a different point of view. She states that users do not take advantage of the library service because they feel a certain degree of doubt as far as its usefulness is concerned. The librarian is unhappy because his services are not used. Curras therefore strongly argues for the documentalist to be aware of his users and to adjust his products to their needs. Wyatt goes still further when he asks librarians and information scientists to learn the way in which the scientists work. Rohde suggests two methods for identifying information needs. One is


the development of methodology using situational theory which is concerned with the needs of individuals in a variety of situations. The other method is identifying information needs as they arise in the work settings or as a result of work tasks. If the number of the users is too high, it would be worthwhile considering them as groups and assessing the needs of groups. Various other methods can be adopted for identifying the individual or group needs. Interview is the best method if the number is small. Questionnaire coupled with interview in selected cases would be convenient only when the number is large. But the most reliable method is the systematic analysis of the books issued out of the library and the reference queries asked by the users. The type of books borrowed by the users will indicate the subject interest. This source is more reliable because it is concrete and data based. The analysis of the books issued will be a guide for book selection also. The information needs can also be assessed be studying the reference queries. Generally reference queries relate to the information and data. Another useful source is the unsatisfied demands, both in terms of books as well as reference queries. The library staff in charge of issue counter and reference service should be asked to make note of books demanded by users, but not available in the library and the information that could not be supplied in response to queries. This will indicate the gaps between the existing and expected nature of library collection.
assessment of organisational and individual needs thus will help the librarian to plan his services.

b) **Priority Setting**

It is necessary to set the priorities. For this purpose, the objectives can be divided into long term objectives and short term objectives. The objectives that would need larger resources, long term planning, added manpower and change in the structure could be long term objectives, whereas those that can be achieved mainly within the existing resources and without much change in the existing set up are the short term objectives.

c) **Review of Resources**

For the purpose of setting the priorities as well as for the purposes of working for long term objectives it is necessary for the planner to take the review of the resources available. The resources needed for the library service were dealt with in the previous chapter. A complete assessment of the resources is needed so that their full exploitation is possible. Full utilisation of the available resources particularly of the funds, place, reading material, manpower and equipment has to be ensured while planning the library services. It has to be seen that the space allocated to the library is fully utilised and utilised for useful purposes, that the funds made available to the library are properly spent, that the manpower


available in the library is utilised in such a manner
that maximum work is carried out and, lastly all types of
the reading material in the library is used to render services
to users.

d) **Allocation of Resources**

Another planning exercise, viz. allocation of resources, would be more beneficial in achieving full utilisation of the resources. Having reviewed the resources available to the library and having set the objectives for the library, the librarian will allocate the available resources for various activities in such a way that they will be fully utilised. This exercise will enable the librarian to identify resources needed for achieving long term objectives.

Newhouse and Alexander present a model for allocating budget for books. Although it is in the context of public library, it may be useful for other libraries also.

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e) **Collection Planning**

As is stated earlier, the concept of collection here refers to all types of reading material, book and non-book. Collection planning covers two aspects of collection management i) collection building and ii) collection organisation. Planning for collection building leads to the concept of balanced collection and planning for collection organisation leads to the selection and use of effective retrieval systems like classification, cataloguing and indexing.

**Balanced Collection**

A balanced collection especially in the context of special libraries represents a judicious composition of core, peripheral and alien subjects. Such a categorisation of subjects has always to be decided in relation to the subject interests of the parent organisation. The subjects that are directly associated with activities of the parent organisation are the core subjects. The subjects that are related to the core subjects and where concepts converge to unify with the concepts in the core subjects are peripheral subjects. Alien subjects are those which are apparently not connected with the core or peripheral subjects. In a management training institute, for example, management, behavioural sciences, qualitative methods, public administration would be the core areas; Economics, Law, Education would be.

peripheral areas, whereas subjects in humanities, pure
sciences, applied arts, would be the alien areas. There could
be no dispute about core and peripheral areas being represented
in the collection but doubts may be raised about the existence
of books in alien subjects. The need for acquiring books on
those subjects in the library collection arises out of the
convergence theory. Ultimately all fields of knowledge converge
into total knowledge. The technologist, after reaching a certain
level of expertise in his field, needs the understanding of economic
factors operating in the society. He even further needs an
insight into culture and history of the society he works for. Any
library, be it a highly specialised one, has its primary and
fundamental relation with total knowledge though on a highly
selective basis. The decision in respect of the size and value of
such holdings in alien areas is subject to local factors such as the
budget provision, space available and the number of users.
However, the fact that alien subjects have place in the library
collection must be recognised by the planner. Acquisition of
popular scientific books in a highly specialised scientific
library is also relevant in this context. A survey conducted by
Morton in a medical library concludes that popular medical books
have a place in a medical library almost on par with the technical
books.

The position is different in university libraries

40. Morton, W.W. "Popular versus technical works in the medical
library: a use study". Library Resources & Technical
Services. 28:3 (July/Sep 1984) 263-267.
where all subjects could be termed as core. However, within a given subject there will be certain aspects more fashionable at a given juncture. These aspects then form the core areas and the rest peripheral areas.

The peripheral group will be very large and the subjects in it will certainly vary in importance as far as the library needs of the parent organisation are concerned. It is, therefore, necessary that in every library three levels of peripheral subjects are created. Level I would cover those subjects which are very near to the core areas. Level II would have those that are the foundation subjects for the core subjects and the third level will include those which are not alien but are remotely related to core subjects. In a banking institution, for example, Banking and Monetary Economics would be the core subjects; Economic Conditions and sectoral Economic Studies in relation to mother country would form Level I of peripheral subjects; Economic Theory, Economic Conditions in other countries, Planning and Economic Development and Foreign Trade would be the second level peripheral subjects; the third level peripheral subjects would include subjects like Social Conditions in the mother country, Rural Development, Management and Computers; all remaining subjects, of course, will form the alien category. The number of peripheral subjects is bound to be larger than the number of core subjects, in a special library in particular. The number of alien subject will be still larger than that of the peripheral subjects.
For the purpose of the model presented in this study, the levels in the core and peripheral areas are kept aside. Only three general types are considered.

A balanced collection, as it is stated above, is a judicious combination of core, peripheral, and alien subjects. A judicious combination has quantitative as well as qualitative implications. The qualitative considerations of the composition of three types - core, peripheral, and alien - of collections would first relate to the type of reading material. The types that would be relevant here would be textbooks, standard books, classics, research monographs, conference proceedings, reference books, government publications, periodicals (on a subject but of general nature), research periodicals, and press clippings. In the core areas, the library should have all types of books mentioned above. In the peripheral areas, the library should purchase standard books, at least one reference book of each type (e.g., one encyclopedia, one dictionary, one directory, etc.) and government publications giving statistical data, and selected periodicals. In alien areas, the library should have introductory books; one or two general (subject) periodicals and one reference book on each major subject. Setting quantitative norms is very difficult. It is proposed that in the specialised libraries, where core subjects would not exceed five, the composition of the library collection should be:

| Core Subject | 40% of the total |
| Peripheral   | 40% of the total |
| Alien Subject| 20% of the total |
In the libraries like University and College where core subjects are large in number the proportion could be 60:30:10.

It is necessary that a further study based on empirical data is necessary to arrive at the most acceptable composition. It may, however, be mentioned that such a concept of balanced collection has not been developed so far. As no study so far has been done, a modest effort to arrive at the concept of judicious composition was made through an opinion survey in this study.

By statistical techniques the consensus reached in the opinion survey is that in the library where there are less than five core subjects, the composition of core, peripheral and alien subjects should be 60:30:10 and in the libraries where there are more than five core subjects it should be 70:20:10.

On the issue of composition of core, peripheral and alien subjects there was a general agreement except on the quantitative dimension in the matter of research journals. The number of research journals subscribed by each library was suggested, to be equal to 50% of published journals in core, peripheral and alien areas. Another limitation was the English language quarterlies listed in Ulrich Directory. None of the experts gave alternative percentages, but none agreed with the suggested standards. Further research is needed in this area also.
Collection Organisation

It is necessary at the planning stage itself to take decision about organising the collection. These are very crucial decisions likely to affect the working of the library for ever. A wrong decision in this matter could be very disastrous. These decisions are about the classification and cataloguing system to be adopted. It is also necessary to decide on the modifications to be introduced in the adopted systems. Classification and cataloguing were earlier retrieval systems. In spite of the mechanical retrieval systems being introduced, conventional systems have not lost importance at all. The choice of particular classification and cataloguing systems has to be made taking a very long-range view of the library and parent organisation. The guiding factor would be 'compatibility with the local conditions.' The choice of a computer based system for retrieval purposes is also a similar decision having far-reaching consequences. It would be worth noting that while classification and other technical aspects of library management are important, the librarian must bear in mind what Maltby says. He states that the library staff must be aware of what classification can do as well as what it cannot do and how it reacts with other retrieval devices.


Management of the stacks and taking necessary steps to protect the books being stolen away is also one of the important aspects of collection organisation. This is considered in the next chapter in more details.

It is also necessary to take steps to keep the books safe from the menace of vermin. Hickin in his book on bookworms has given description of common bookworms and how to eliminate them.

In the questionnaire that inquires into the planning as resorted to by the librarians, 21 questions have been asked. Q 1 is of fact finding nature. Q 4 is the alternative to Q 2 & 3 taken together. Similarly, Q 20 is the alternative to Q 18 & 19 taken together, and Q 6 is the alternative to Q 7, 12, 13 together. Thus, in effect, there are 17 questions of which 12 have been assigned scores. Two belong to category A, six belong to category B and five belong to C. The group thus has been assigned 23 points.

II. ORGANISING

The second throughput which is basically of a traditional nature is organising the library work. Organisation is

The process of identifying, the grouping of the work to be performed, defining and delegating


responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives. 46

Basically two processes are associated with organising the work in the library: a) work analysis, and b) allocation of work and responsibility.

a) **Work Analysis**

Exercise of analysing the work in the library can be undertaken in two ways. The librarian may have his own listing in the light of the objectives set by him. Alternatively, he can take a total view of the work being done in the library as on a day and identify the missing items and prepare a comprehensive analysis of work. Whichever way he does it, (the latter would be more practicable though), he will be able to have a full grasp of the total work done.

The work analysis has to be done fully, including in it the semi-professional and non-professional work. It would enable him to group the related items. This will further enable him to design the formation of various departments. One of the greatest advantages of work analysis is that each of the job can be graded. The gradation will help in the grouping of the jobs according to the different types of skills they need. This in turn will help to evolve a hierarchical work structure. This facilitates charting the staff structure and manpower needs of

the library. To achieve the efficiency in the work and to avoid delays and wastage of manpower, it is necessary to chart out a work flow system of the library. Work analysis helps the librarian to design such a work flow system.

b) Allocation of Work

Having analysed, grouped and graded the work, it is necessary to make allocation. The work allocated to a staff member should match with his abilities. This policy will ensure better productivity and better quality, as the person will work with interest. Specific allocation of work makes the job meaningful and better cooperation among the staff is achieved.

Work allocation helps proper distribution of work. Library service is concerned with the clientele. There are certain points in the library where the work cannot be held up for the reasons like absenteeism. Immediate replacement in such cases is necessary. It becomes possible to delegate some authority to the assistants because of the proper allocation of work. In delegating authority there must be a clear idea about what has been delegated and what has not been. White and Howard conclude after a survey of four university libraries that delegation promotes


49. White, Herbert S. (1985) op.cit

50. Ibid

innovation in the library activities.

One of the most reliable tests of successful organisation of work is to ensure that the principle of dispensability is satisfied. Dispensability and not indispensability is the criterion of perfect work organisation. No one in the organisation should have a feeling of his being indispensable, nor should he be so in reality. A routine type of work should not be held up for want of the services of a particular person. Replacement of persons on different jobs should be possible and it should prove to be smooth.

Four questions in the questionnaire seek information about the work organisation in the library. All these questions belong to category B making the score eight on this count. As has been indicated in the instructions it is necessary to have relevant documents that will support the information given by the librarian. It would also benefit checking with the staff members on this count.

III. STAFFING

The third function of the management relates to human resources. The management of people in an organisation is a very difficult task. It demands a special type of skills from the manager, as human behaviour is very unpredictable. This is particularly true in the library. The library work itself is of a specialised nature. Unlike the work in bureaucratic organisations, the work in the library demands interest and involvement on the part of library staff. The library does not deal just with the physical entities called books and periodicals, but with the knowledge that they contain. Only the staff that is motivated and involved
can deal with it.

White states that the librarian can discharge personnel function efficiently if he has the qualities of a leader such as intelligence, social sensitivity, active participation, communication skills etc. Redfern, while emphasising the need and importance of systematic management of personnel in libraries, observes that libraries are developed and maintained by people to serve the needs of other people. So the libraries can ill-afford to be dismissive of, or arrogant about the theory and practice of, personnel management.

ALA Manual shows how the personnel function should be carried out in the context of goals and objectives of the library. The personnel function begins with manpower planning. Walker defines personnel planning as a rather complex task of the forecasting and planning for the right numbers and right kinds of people at the right places and the right time to perform activities that will benefit both the organisations and the individuals in it.

Jones and Jordon state that manpower planning covers a range of activities designed to ensure for library

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52. White, Herbert S. (1985) op. cit


55. Walker, J.W. (1968) op.cit

and information workers in both quantitative and qualitative terms. It is concerned with what kind of people and how many are needed now and in the future to run the library and information services at all levels from junior assistants through parapersonals to professionals. It is equally concerned with government policies at national and local levels.

Manpower policy of the parent organisation and the manpower provided for the library are the inputs of the library. They have been discussed in the previous chapter. If the manpower policy of the parent organisation is healthy, that is, if it is on the lines suggested in the last chapter, the librarian's job becomes comparatively easy. If, again, the parent organisation provides the manpower in the required number, the librarian can organise the work properly, utilise the manpower and extend better service. If both have not been satisfactory the librarian as a manager has to use his skills to the maximum extent and try to minimise the illeffects of the policy.

The need for using managerial skills by the librarian is in no way less, even if the two factors are favourable. There are no limits to the service the library can give to its users. More the resources the more innovative services can be given. The guiding principle for discharging the staffing function by the manager is: 1) ensuring the involvement of the staff; and 2) keeping them motivated for the work. The staffing function involves selection and recruitment, initiation of newly recruited staff, motivation and development of staff, appraisal, promotion, grievance handling, and reward or punishment.
a) **Selection and Recruitment**

The librarian should see that the selection is made with maximum emphasis on merits. All the techniques of personnel selection such as intelligence testing, group discussions, interview may be utilised to make a proper selection.

b) **Initiation**

The first day of the work of the new employee is very important not only for him but also for the librarian and other staff. The librarian should take care that the first impressions of newly recruited person are positive. The librarian should communicate to the new recruit that he is part of a system and he should try to be one as soon as possible.

c) **Appraisal**

Performance appraisal of a person plays an important role in the career path of the employee. The librarian must ensure that a dispassionate view of the performance of the individual is taken.

There are many ways the library persons can be appraised. Hagerty recommends that a liberal, broad view of performance rather than strict rating of performance be taken.

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Waldhart and Marcum provide an example of how the productivity of the library staff be measured. Lakhanpal suggests a peer evaluation method, i.e. the evaluation of the person by his colleagues.

d) Motivation

In addition to motivating policies of the parent organisation, the librarian must have his own ways of motivating his staff. Usherwood rightly highlights the need for motivational factors in spite of proper professional training and developing skills. He provides guidelines to the librarian manager how to design motivational factors under local conditions. Kapoor and Kanta and Saibaba point out that motivation for the library staff is absolutely necessary as even smaller jobs are very significant and have to be done perfectly in the library.

It has now been accepted that it is not always the material benefits that keep the staff motivated. Although the importance of material benefits cannot be ignored (and therefore they must be used as one of the effective motivational tools), the most powerful motivating force is the job satisfaction.

58. Waldhart, T.J. and Marcum, T.P. "Productivity measurement in academic libraries". IN Advances in Librarianship Vol 6, edited by M.J. Voigt and M.Harris, 1976 pp 53-78.


and recognition for the job performed. As a matter of fact, there is built-in provision for job satisfaction in the library jobs. The findings of a study of job satisfaction conducted by Lynch and Verdin reveal that those who were professionals and those who had spent many years in service reported high level of satisfaction. Reference service is the first and circulation is the second in providing job satisfaction among all the library jobs. The staff can be motivated by making them participate in the development of the library. Helping the staff in their efforts to improve their qualifications is also a motivating factor.

e) Promotion

Promotion is a very sensitive issue in personnel management. The library's promotion policy is linked with that of the parent organisation. It is again linked with the recruitment and appraisal function. Therefore, it is desirable to systematise promotions of the library staff. Systematisation eliminates subjective element and turns promotion as a motivating factor rather than a cause for dissatisfaction.

f) Grievance Handling

Staffing is a function where unexpected problems arise. In spite of a high degree of systematisation of policies and procedures everything that is connected with human relations simply cannot be encompassed in the policies. The best strategy

to be adopted in such cases is to establish staff communication and encourage the participation. Emery rightly brings out the relevance of staff communication when he says,

> A library as a whole exists only to the extent that its parts are brought together in a network of internal relationship. An organisation consists of people who through cooperation can achieve goals. For cooperation to exist a process of interaction and unification between people must be developed. In the process of unification, communication plays an outstanding role and facilitates the direction of the library towards its goals.

As far as the effectiveness of participation is concerned, the survey conducted by Khanna in 25 university libraries confirms that the library staff considers participative management as a significant factor for adding to the work effectiveness of the employees. Anderson provides an interesting example of how the participation can solve different problems at the very critical stage. In a case cited by him, the librarian did not consider overdue of books by the faculty a problem, but the subordinate not only considered it a problem but also suggested a solution which reduced the overdue problem.


Unforeseen factors apart, many situations that arise due to human interaction remain outside the policies that are prescribed. This gives rise to grievances. If the grievances are not handled tactfully and in time, they may lead to a variety of undesirable practices. It is therefore necessary to create a machinery for handling grievances of the staff. It is necessary to formulate a procedure for grievance handling so that the principle of impartiality can be ensured. If this is not done, it will give rise to the formation of a trade-union which, as has been discussed in the last chapter, is detrimental to the functioning of the library.

However, librarians are strongly divided over this issue. White, Caynon, Kleingartner and Kennelly and Jones and Jordan see no difficulty for librarians forming a trade union to get their demands settled. But a survey of academic librarians conducted by Carmack and Olsgaard reports that the areas that had shown the highest change for the worse due to librarians engaged in collective bargaining were generally of an organisational

nature, viz. the library services. The best course is that the librarian creates a situation where no need for forming a trade union arises. White suggests such steps as "right people right place", "train and hire", "evaluate and counsel", "review the performance", and "let them know the organisation goals".

g) **Punishment**

Human relations as it is, in spite of healthy personnel policies from selection to grievance handling, in spite of a sympathetic and humane attitude taken by the librarian and those concerned in the parent organisation, there are persons on the staff who behave in such a manner as would call for a disciplinary action. Durey discusses the cases of such 'problem staff members' who include habitual absentees, unpunctuals etc. Although such cases would be rare, it is necessary to make provision for them in personnel function. Paradoxically such a provision may act as a deterrent. There is nothing peculiar in the disciplinary action in the staffing function of the library. The procedures and practices of disciplinary action have been so standardised that it would be convenient to adopt one of them. It is always beneficial to

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adopt the one that is prevalent in the parent organisation.

A few amendments peculiar to library conditions may be incorporated in it.

The staffing function of library management is elaborately discussed due to its relative importance. There are 13 questions (Q 26 to 38) in the questionnaire that inquire into the discharging of staffing function in the library. There are two cases in which one piece of information has been sought through more than one question. (Q 27 & 28 ask for one and the same item and Q 36, 37, 38 also inquire about one and the same item). Therefore, 10 of these 13 questions have been assigned score. One question belongs to category B and the remaining nine belong to category C, making the total of 11 points in the score card of 100 for the throughput component of the model.

IV. CONTROL

Through the control mechanism, the manager can ensure that the work is being carried out according to the plan. Control mechanism provides the manager with the feedback at every stage of the implementation of the plan. Such a feedback is very essential. If the planning and organisation go wrong at a certain stage, it can be quickly detected and the corrective measures taken at the most appropriate time. What is true in general management is true in the case of libraries. It may also happen that the desired results are not achieved even though the work is carried out according to the plan. In such cases, it is necessary
to change the planning and organisation strategies themselves. Control is thus an essential function of management as much as planning and organising. There are four types of control mechanisms that can be useful in library management: budgetary control, supervisory control, statistical reporting and personal contacts.

**Budgetary Control**

Budgetary control is the most effective control. It is customary to associate budgeting with only finances of organisation. But budgeting could be used for physical resources, manpower and work. Financial budgetary control is the most effective means of control, as almost every activity has a financial aspect. Trumpteter and Rounds present budgetary techniques including Zero Based Budgeting for libraries and Roberts discusses the cost management for library and information services. Budgeting techniques is meaningful only if the budgetary discipline is observed strictly. Budgetary discipline consists of spending the amount for the same head for which it is allocated and, secondly, the amount is being spent all the year round and not just at one time. For better budgetary control

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it is essential to introduce budget reporting system.

**Supervisory Control**

It is practically impossible for the librarian to supervise the work done by each member of the staff everyday. Nor, is it practicable for every member of the staff to report everyday to the librarian. The librarian has to exercise control through the supervisors who are the section heads.

**Statistical Reporting**

Statistical data are very concrete feedback on the work carried out in the department. Statistical data can be compiled on the following items related to the user services: 1) Daily issue of books; 2) Number of books consulted daily; 3) Daily visitors; 4) Number of reference queries asked everyday; and 5) Number of books issued on inter-library-loan. The items relating to the work of the library for which data are collected would be:

- a) Number of books ordered
- b) Number of books acquired
- c) Number of catalogue entries filed
- d) Number of periodical subscriptions reviewed
- e) Number of bills processed
- f) Number of books sent for binding
- g) Number of reminders for overdue issued out and so on.

White suggests a method by which statistics on directional and reference transactions at academic library reference desks can be used by the library to improve the service. The method involves data gathering by reference personnel who are reporting in their own activities. Initially information variables are recorded such as time and nature of inquiry, action taken, source used. Several variables can subsequently be combined to yield information that goes beyond a mere percentage breakdown and which can be used, e.g. to set staffing patterns.

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and reference transactions at the academic library reference desk can be used by the library to improve the service. The librarian should make it a practice to compile and analyse the data received from all the sections and discuss the results in the staff meeting.

Personal Visits

Although it is not possible for the librarian to pay visits to the sections frequently, he must make it a point to pay unscheduled visits to various sections and see the work to get the first hand information about the section. MIS is the most effective system designed to give a feedback to the manager in the organisations. MIS for a library decision-maker has been described by Rajan and Ramaswami, Lantz and Bruce.

Thirteen questions (Q 39 to 51) in the questionnaire inquire into this throughput. Two of them (Q 42 & 43) inquire about one item only. Similarly, three questions (Q 47, 48, 49) inquire about one item only. Therefore, out of 13, 10 have been assigned the score. Three of them belong to category A, three belong to category B and four belong to category C, thereby the

77. Rajan, T.N. and Ramaswami, K. MIS in libraries in India: some aspects of research towards effective management of library and information systems and services. New Delhi, "983 (Mimeo).
the control throughput is assigned 19 points.

V INNOVATION

Innovation is a nontraditional management function. It is the acceptance and implementation of new ideas, processes, projects, and services for the first time within the organisational setting. It has assumed a significant role in management recently due to the technological advancement and fierce competition.

As the technology advances, systemisation is achieved on a larger scale. This, on one hand, renders some resources like manpower as redundant, and increases the monotony on the other. In order to meet these new challenges the manager resorts to new ways of management. The new ways range from planning to control function. They can be introduced at macrolevel as well as at microlavel. There could be a new way of appraising the performance of the staff, or entirely new philosophy of personnel management can be introduced by an innovative manager. Mathew for example, has suggested that the librarian should adopt Keynesian approach to university library management and services to increase the library use. Innovation brings in new enthusiasm in the work environment. It removes monotony in the work. Innovation is not peculiar to production organisations; innovative ways are resorted to in service organisations also.

80. Aiken, Michael and Hage, Jerald. "The organic organisation and innovation." Sociology. 5:1 (Jan 1971) 64.

Basically these innovations are unconventional activities conducted with a view to putting the library resources to full use and thereby increase the efficiency of the library. Innovation brings in new life into the library work.

Innovation should be a continuous process. Librarians must be continuously in touch with changing needs of the users and the continuous flow of reading material in the library. They must be resourceful persons. As White puts it, innovation does not come from groups. It comes from iconoclastic individuals who are well ahead of the groups and frequently unpopular.

There cannot be static rules, regulations and guidelines for introducing innovations, as innovations are strictly related to local needs and other local conditions in the library. However, possible areas in which innovation can be introduced are:

a) **User Services**

In addition to the conventional services like borrowing, reading facility, reference service, the librarian must think of new services to the users. For this purpose he must get the report from the person at the issue counter as also from the reference desk. He must attend the meetings held in the parent

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82. White, H.S. "Participative management is the answer, but what was the question?" *Library Journal*. 110: 13 Aug. 1985 62-63.
organisation where major decisions about its activities are taken. He should keep personal contact with the users to understand their reactions to the existing services and their essential needs which are not being met. He should discuss this in the staff meetings and, after enough brainstorming, he is likely to come out with either a modification in the existing service or an altogether new service.

b) Self-Appraisal

The librarian, with the help of his professional staff undertakes the self-appraisal. Some services are started by him with a particular objective in view. The data relating to such services be collected and it should be checked whether the objective has been achieved or not. There is one danger in such studies which must be carefully avoided. When a staff member is conducting a study, there is a tendency on his part to try to justify the service or to be too critical about it. Both must be avoided and the conclusions drawn from the data must be presented.

c) Marketing

Marketing of the library services is another innovative function for the librarian.

The term marketing refers to effective management by an organisation of its exchange relations with its various publics. The obvious reason for the librarians to become involved in formalised efforts of this nature is
Marketing is necessary to educate the community (students, faculty, managers, researchers) that the library is its vital information centre. Durfee has shown that the users use the library services more, if they are made aware of them. Whereas, Baker shows that marketing devices, such as display, increase the library use because they narrow down users' choices overcoming the effects of information overload. Curiously librarians are shy of publicity. They provide for the services but they will be reluctant to let them widely known. The result is that the services remain unutilised or underutilised. It is necessary for librarians to realise that marketing of services is far from soliciting cheap publicity. It is making users aware of the existence of the services. There are many ways in which the services are made known. Libraries prepare a handout which explains the services offered by the library, in addition to describing the resources. Some libraries prepare a slide set with a taped commentary to introduce the library to the users. The

library notice board, or the notice board of the parent organisation, is utilised for announcing the new services introduced or new material received. The two can be used differently. The parent organisation's notice board can be utilised to highlight the service and attract the users to the library, whereas the details could be displayed on the library's notice board. Another way to make the library known to users is arranging periodic exhibitions of reading material in the library. The exhibition should match with the activity in the parent organisation, or they could have relevance to a contemporary development.

Cordial relations with the users is also one of the important facets of marketing. 'Problem reader', is a common feature in every library. Robinson provides a practical guide to handle a complaint from the patrons. He advises librarians to treat every complaint as an opportunity to do better job in the future by finding out what he is doing now.

d) Creation of New Resources

One of the innovative activities of the librarian is that he creates new resources. Resources are always scarce. One way of making maximum utilisation of resources is to use management techniques. Another is to create new resources. It

87. Robinson, W.C. Complaints handling in the library. (Urbana, University of Illinois, School of Library & Information Services, Occasional Paper No. 166) Dec 1984 pp 34.
is possible for the librarian to create new resources of three kinds: funds, space, manpower. i) Funds: Raising funds by way of donations in terms of cash or books is a commonly adopted practice. Arranging fund-raising entertainment programmes is another practice. Breivik and Gibson present a number of ways in which funds from foundations, alumni, industry and government can be raised systematically. They give practical suggestions for organising the fund-raising activities including the dangerous spots, that exist in such an activity. But raising funds by charging for the library services is a very challenging idea. Libraries render services to its users as a matter of their fundamental duty. But the same services could be charged, if the outsiders would like to take the advantage. By outsiders it is meant those who are not the legitimate users of the library. If the library's services are found useful, users are willing to pay for them. The more useful those services, the more funds the library can raise. It thus becomes a challenging job for the librarian to render useful services. Even for the legitimate users the golden rule for giving free service is to provide it till the felt wants are satisfied. Beyond that the users should be charged. Another


way, a most effective one, of creating additional resources is to share the acquisition of reading material by a group of libraries. Cooperative reference service, which Murray observes as the latest trend in library effectiveness, can save a lot of money spent by each library on very expensive reference works. The library can create resources by establishing exchange programmes with other institutions.

ii) Space: Space is always a formidable problem for all the libraries. Novak suggests a number of ways to create additional space for a growing library. The library should also adopt the policy of weeding out books. But the most practical way for creating shelf space is to introduce compact


93. Slots, S.J. (1975) op. cit.

94. McKee, Penelope. "Weeding the Forest Hill branch of Toronto Public Library by the Slots method: a test case." Library Research. 3:3 (Fall 1981) 283-301.

The review of the literature indicates that past use is the best predictor of future use. Of several methods for measuring past use, Slots's seems to be the most efficient. The method was tested in a public library branch and was shown to be effective in maintaining an active collection and in increasing circulation.

Shelving. Stayner presents a formal model which illustrates the relationship between storage and retrieval costs, level of use of an item and its appropriate storage regime.

**Human Resources:** Library service is a highly personalised service, and there is always a demand for more intelligent and imaginative human power. A resourceful librarian may identify the library work which is of a routine nature and which can be carried out with a little amount of training. Students who are in need of financial help can very well be employed to carry out the routine jobs in school, college and university libraries. In this way, the manpower needed can be had at a comparatively cheaper costs.

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e) **Uniqueness of the Library**

One more innovative feature that can be introduced by the library is to specialise in a certain aspect of library service that will distinguish it from other libraries of similar nature. For example, among the three Indian Institute of Management Libraries, Ahmedabad specialises in private sector, Bangalore in public sector, while Calcutta in personnel management and industrial relations.

These are some of the innovative ideas that can be introduced in the library to make it more effective. All these innovative ideas increase the efficiency of the library without any extra strain on the resources that are not aplenty. The capability of the librarian to innovate lies in the leadership skills that he has. The librarian as an innovator is the new role for the librarian as a manager.

There are 17 questions that investigate the innovative aspect of the library management. The total score assigned to the innovative aspect of management is 30, nearly one third of the total score for the throughput. This is so because innovation is a very vital feature if the interest of the users of the library is to be kept sustained. The librarian with whatever resources have been provided, must do his best to offer effective library services for the benefit of the users.
This cannot be achieved only by traditional services being offered. Some innovative ways have to be adopted.

Four of the questions are of category A, five of category B and eight of category C.

VI. COLLECTION BUILDING

In the last chapter, the stress was on the collection the library inherits as an input. In this chapter, collection building as a planning process has been discussed. Collection building at the action level is what is being discussed in this facet of the throughput. The librarian will take up the task of collection building, viewing it as the foundation of the entire library service. He will spare no effort to make this foundation as strong and perfect as possible.

One of the steps is to acquire rare material in core area, another is to be on the lookout for books in exhibitions and book-shops; still another is to take special steps to complete the serial publications, and maintaining healthy relations with the book-trade. Main guiding factor, of course, will be current needs of the user. The other guiding factor would be, specifically


105. Peasgood, A.N. "Towards demand-led book acquisitions?
for academic institutions, the curriculum. Whaley\textsuperscript{106} suggests that the curriculum be translated into usable information for developing the collection. a) **Acquisition of rare material**: Rare material here refers to the lasting but not easily obtainable material. Usually the materials that come under the category of rare are classical works, data sources, reports of various committees and annual reports of related organisations. Such material increases the qualitative value of the library. b) **Visits to book-shops, book exhibitions etc.**: Visits to bookshops at frequent intervals are absolutely necessary for the librarian to know about the latest arrival on the market. c) **Completing serials**: Special mention of this type of publications has to be made as these publications have a specific value. Usually they are serials of volumes published at regular intervals such as "Annual Review" or "Year book" and "Year's Work", "Advances" etc. The librarian has to be very careful about those that are not published at regular intervals. Placing a standing order with the publisher is one way of ensuring the acquisition of a complete set. d) **Healthy relations with the book trade**: Booksellers and publishers are the friends of the librarian. The librarian must maintain cordial relations with the book trade. University and institutional publishers, including government, are very difficult sources as they do not market books as vigorously as the private

publishers do. So it is the librarian who has to take initiative in acquiring such material by constantly corresponding with them.

This part of collection building function has been checked through four questions (Q 69-72) in the questionnaire. One of them belongs to category B and three to category C. Thus, five points are assigned to this throughput function.

VII. SELF DEVELOPMENT

This aspect of throughput is concerned with the librarian himself. The librarian has a dual role of managing the library and guiding the users in reading and seeking information. It is both, making books available and making the right type of books available. It has all the time been emphasised in this study that the second function is more important and difficult. The effectiveness of the library depends upon this function. Most of the library activities have to be directed to discharge this function as efficiently as possible. The librarian's personality is the basis of this activity. It is, therefore, necessary that the librarian has a systematic programme of self-development. As the library grows, the librarian should grow with it. Self development of the librarian has to be three-fold: he has to sharpen his managerial skills, to improve his academic perspective and to develop as a library professional. In all these tasks he has to be his own path-finder.
The major tool for achieving this is his library itself. Another way in which he can develop himself is by associating himself with the academic activities that are going around. He should attend conferences, seminars and lectures as and when opportunity occurs.

Specialising in at least one area other than library science is another way the librarian can develop himself. Just as it is necessary to come in contact with the users in the library, it is also necessary for the librarian to develop contacts with the individuals and associations in the society at large.

The librarian can keep himself professionally updated by associating himself with professional activities. White warns that,

Professional librarians, no matter how well-educated and trained, will quickly become obsolete if they do not continue to learn.

There are four questions (Q 73-76) in the questionnaire that will help investigate whether the librarian is engaged in the self development process. All the questions are of category C. Therefore, this throughput is assigned four points.

This chapter thus examines seven categories of throughputs that are needed for making a library effective. Every organisation always faces the problem of scarcity of resources. A service organisation certainly does, as there is really no limit to the

107. White, Herbert S. (1985) _op.cit._
services that can be rendered. It is no doubt that the throughputs help to gain most out of the available resources. Even in the exceptional cases; where the resources are no problems, throughputs help proper utilisation and avoidance of wastages. As it has been shown above, the deficiency in inputs can be taken care of by the throughputs. It does not allow these deficiencies to affect the effectiveness of the library.

The entire questionnaire designed for checking the throughputs has 76 questions. The total score work out to 100.

The inputs described in the last chapter and the throughputs dealt with in this together result into an efficient library. The characteristics of efficient library and the method for measuring the efficiency of the library are discussed in the next chapter.
Planning

1. Is the role of the library clearly defined? (If yes, please attach a copy).
   Yes/No

2. If yes, do you, as a professional, agree with the role assigned? Yes/No/Not thought of

3. If you do not agree, have you attempted to restate the goals and tried to get them accepted at organisational level? Yes/No
   If Yes, please present a copy.

4. If the role is not stated, have you prepared a statement and initiated the process to get it accepted? Yes/No

5. Have you worked out the library services that should be introduced, if the role is to be fully accomplished? Yes/No
   If yes, kindly attach a list.

6. Are you providing all of these services? Yes/No

7. If not, have you prepared a phased plan to introduce them? Yes/No
   Please attach a copy.

8. Have you fully utilised the library space? Yes/No
9. Do you feel that all the library staff members have been allotted work that would utilise their full capacities? Yes/No

10. Are the funds allocated to you fully utilised? Yes/No

11. On the whole would you say that various services offered by you cover all the categories of reading material? Yes/No

12. In relation to question 5 above have you worked out the resources you will need in the long run? Yes/No

13. If yes, have you phased out as plan to acquire them? Yes/No
   Please state the phasing briefly
   Phase I
   Phase II


15. Have you identified your core subjects? Yes/No
   If yes, please state them.

16. Have you identified peripheral subjects? Yes/No
   If yes, please state them.

17. Have you identified any weakness in any core/peripheral area? Yes/No
   If there is any, please specify
   Core
   peripheral

18. Do you follow a standard scheme of classification? Yes/No
19. If yes, in which cases you have to introduce modifications in it?

20. If not, have you designed a scheme to suit your needs? Is it working well? Yes/No

21. Which type of catalogue do you have? Classified/Dictionary
   What modifications have you made to suit your needs?

Organising

22. Have you prepared listing of jobs of all the positions in the library? Yes/No

23. Have you graded the jobs? Yes/No

24. Have you matched the types of jobs with the grades of the staff? Yes/No

25. Have you prepared a flow-chart of work of the library? Yes/No

Staffing

26. How frequently do you organise meetings of your staff? Once a month/quarterly/Never

27. Do you receive/accept suggestions from your staff? Yes/No

28. Do you implement them? Yes/No
29. Do you feel that your presence is absolutely necessary for the efficient working of the library? Yes/No

30. Do you feel handicapped when any of your colleagues has not reported for duty? Yes/No

31. Are you in a position to cope with sudden rush of work without additional staff? Yes/No

32. Do you have a programme to orient a new member of the staff? Yes/No If yes, please give salient features.

33. Do you have a system of assessing your staff? Yes/No Please state its salient features.

34. Do you consciously and consistently give opportunities to your colleagues to improve their performance? Yes/No Please state briefly how you do it.

35. Has there been an occasion when it was necessary to take disciplinary action against a staff? Yes/No How many warnings have to be given before taking such action? Three/ more than three

36. Do you encourage and give facilities to your staff to continue general education? Yes/No

37. Do you encourage and give facilities to your staff to continue professional education? Yes/No

38. Do you encourage your staff to contribute to professional journals? Yes/No
39. How do you allocate funds (in percentages) budgeted for the library?

Books -------------- Periodicals --------------

Audio-Visual -------------- Micro Forms --------------

Binding & Repairs --------------

40. Do you allocate budget for books subjectwise? Yes/No

41. Which criteria do you apply while making allocations for various subjects:

Core/Peripheral Yes/No

No. of Students/users of the subjects Yes/No

42. Is budget allocation adhered to strictly? Yes/No

43. If not, what is the reason for change? Yes/No

44. Are purchases made throughout the year? Yes/No

45. Do you have a budget reporting system? Yes/No

What is the frequency of the reporting? Every two/Three/More months

46. Do you collect statistics on the following items? Tick, if yes.

a. Daily Visitors [ ]
b. Daily Issue of books [ ]
c. Daily consulted books [ ]
d. Reference queries (daily) [ ]
e. Inter-library loan [ ]
f. Loss of books reported [ ]
47. Are the above data included in agenda of the staff meetings? Yes/No

48. Are these statistics / the above data made available to the Library Committee and discussed? Yes/No

49. Are the data used to improve the services? Yes/No

50. Do you have a periodic reporting system from various section-heads? Yes/No

If yes, please check if you get report on
- Books ordered Yes/No
- Books acquired Yes/No
- Catalogue entries filed Yes/No
- Periodical subscriptions renewed Yes/No
- Receipt of periodicals Yes/No
- Bills processed Yes/No
- Binding work Yes/No
- Outstanding issues of books (loan) Yes/No

How frequently do you obtain reports on the above? Quarterly/six monthly

51. Do you inspect the work in different sections periodically? Yes/No

How frequently?

Innovation

52. Do you meet the users? Yes/No

On what occasions?

53. Do users come forward with suggestions about improvement of library services? Yes/No

Can you give a couple of examples?
54. Do you modify the existing services? Yes/No
   Can you illustrate one such modification?

55. Have you discontinued any services? Yes/No

56. Have you started any new service recently? Yes/No
   If yes, please state what.

57. Do you arrange exhibition of books on special occasions? Yes/No
   Give a couple of examples (latest occasions)

58. In what way do you use the display board in the library?

59. Do you use any notice board/rack outside the library for this purpose? Yes/No

60. Have you prepared any handout/slide set/video tape introducing the library to the users? Yes/No

61. Have you taken initiative to establish the exchange programme with other institutions? Yes/No

62. Do you make efforts to obtain books by way of donations? Yes/No

63. Are you participating in a resource sharing programme? Yes/No
   If not, would you participate if approached?

64. Do you price the library services? Yes/No

65. Have you introduced compact shelving? Yes/No
   How do you select books for compact shelving?
66. What is the unique feature of your library? Yes/No

67. Do you encourage users to purchase books? Yes/No

68. Do you engage students, retired able persons, housewives to do some library job?

Collection Building

69. Do you procure catalogues from well-known publishers?

70. Do you acquire rare material? (Please give example of)

71. Do you visit bookshops/book exhibitions for book selection?

72. Do you ensure that all volumes in a series are being acquired?

Self Development

73. Have you visited leading libraries in the country? If not, do you plan to do?

74. Do you participate in library conferences?

75. Do you participate in organising professional activities?

76. Do you write papers/books on library science?
ANNEXURE 2

Source and method of collecting data and assigning the score.

Q. 1-4 Document support is necessary.
If role is defined (answer 'Yes' to Q. 1) and librarian agrees, Q. 3 & 4 are redundant and library gets a score of 1 only.

If answer to Q. 1 is 'No' and answer to Q. 4 is 'Yes' library gets a score of 2 points.
If answer to Q. 2 is 'No' and 3 is 'Yes' library gets 2 points.
There is no score to Question No. 1

Q. 5. 'Yes' supported by document gets the score.

Q. 6. Cross-check with 'efficiency questionnaire' & by observation.
'Yes' gets a score.

Q. 7. Redundant, if answer to Q. 6 is 'Yes'.
Otherwise, 'Yes' supported by document gets a score.

Q. 8. Supported by document and inspection.
'Yes' gets a score.

'Yes' gets a score.

Q. 10. 'Yes' supported by document gets a score.

Q. 11. Cross-check with 'Efficiency questionnaire'.
'Yes' gets a score.
Q. 12-13. Redundant, if answer to 6 is 'Yes'.
    Otherwise, 'Yes' supported by document gets a score.

Q. 14. Satisfactory answer, judged by investigator, gets score.

Q. 15-19. 'Yes' supported by examples gets a score.

Q. 20. Redundant, if answer to Q. 18 is 'Yes'.
    Otherwise, with the documentary support, 'Yes' gets a score.

Q. 21 If there are modifications and examples are given
    Investigator should inspect and assign the score.

Q. 22-25. 'Yes' supported by documents gets a score.

Q. 26. 'Once a month', cross-checked with staff, gets a score.

Q. 27-28. 'Yes' supported by example, gets a score.

Q. 29-30. 'No' supported by checking with staff and users,
    gets a score.

Q. 31-34. 'Yes' with confirmation from staff, gets a score.

Q. 35. 'No' or 'Yes', with three chances, gets a score.
    Cross-check with staff.

Q. 36-38. 'Yes' to any one or all of them, supported by the
    staff views, gets a score.

Q. 39. '4% to 5% of parent organisation's budget' gets a score.
Q. 40. 'Yes' supported by record, gets a score.

Q. 41-42 'Yes' to any one of the two criteria, supported by document, gets a score.

Q. 43. Redundant, if answer to 42 is 'Yes'. Otherwise, convincing answer gets a score.

Q. 44. 'Yes' supported by record, gets a score.

Q. 45. 'Yes', with every two or three months, gets a score, supported by record.

Q. 46. 'Yes' to minimum 3, supported by record, gets a score.

Q. 47-49. 'Yes' to any question, supported by record, gets a score.

Q. 50. 'Yes' to at least 4, supported by record, gets a score.

Q. 51. 'Yes' confirmed by the staff, gets a score.

Q. 52-76. 'Yes', supported by record or example, gets a score.
## ANNEXURE - 3

### THROUGHPUT QUESTIONNAIRE: WEIGHTAGES AND SCORES.

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<tr>
<th>SC.</th>
<th>Q</th>
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* SEE THE TEXT
## THROUGHPUT FACETS AND FACET - SCORES

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