CHAPTER VIII

Library Effectiveness

The previous three chapters examine the inputs, throughputs and the efficiency of the library. The main argument has been that a library can be effective only when it attains a certain level of efficiency for which it requires a certain measure of infrastructure. The main characteristics of efficient library have been discussed in the last chapter. This chapter deals with the effectiveness component of the model.

It may be reiterated that, by definition, as accepted in this study, library effectiveness is the impact library service makes on users and parent organisation as a whole. Library effectiveness has been distinguished from how efficiently the library is run or renders the services to the users. The latter is a part of the efficiency component of the model. The effective component is however concerned with the impact of efficient library service.

The impact of the library has been identified with its contribution in the improved quality of the output of an individual user and that of the parent organisation as a whole. Some authors, as is seen earlier, call it the change that has taken place in the individual or the parent organisation due to the library. The change is a result of many factors among which the library is one. It is impossible
to isolate the library's contribution from that of other factors. What is necessary for this study is to establish that the library has contributed in that process of change. This can be established with the help of a few indicators. While it must be admitted that specific contribution of the library would be immeasurable, it is possible to quantify the dimensions of these indicators. This model uses these indicators to measure library effectiveness. These indicators are, thus, the criteria for measuring library effectiveness.

Before presenting the criteria it may be pointed out that the criteria used in this study are unconventional. The traditional talk of library effectiveness centres around such factors as promptness in giving library service, satisfying demands of users, anticipation of the needs of the users, alertness of the library staff and things like these. This study treats these factors as efficiency factors. These are parts of the total duties and functions of the librarian and his staff who manage the library. If it is done satisfactorily, the library becomes an efficient organisation. For its being effective it must make impact on users and on the parent organisation. The suggested criteria should be viewed from the unconventional approach adopted in the present analysis.

The following are the suggested criteria for measuring library effectiveness:

1. Use of the library in terms of the number of users.
2. Use of books in quantitative terms.
3. Use of reference service.
4. Use of bibliographical services.
5. Qualitative use of library by users.
6. Use of interlibrary loan service.
7. Use of equipment.
8. Participation in the promotion of the goals of the parent organisation.

As according to the pattern followed in the model developed in this study each of these criteria has further been subdivided into smaller elements, a question has been formulated around the same and the finding is used to check its presence or otherwise in the service rendered by the library under investigation.

The problems that arise in the measurement exercise have already been enumerated in the second chapter. These problems place limitations on the measurement exercise. As it is necessary to be cautious about these limitations it would be necessary to re-iterate the principal problems before discussing the measurement of effectiveness.

The first and foremost problem is that this exercise cannot draw upon past research. Even the library standards that could be used for measuring some of the criteria have not yet been developed. The available international survey of library standards indicates that the standards that have been developed are relevant to developed societies. The only systematic attempt for developing standards suitable for the

conditions in this country was made in the University Grants Commission Report. But even these are also inadequate and, being dated, need revision. Measurements suggested in the present study, therefore, were primarily based on the practical experience. While suggesting them, the caution given by Caldwell that the standards should not be too far beyond the reasonable attainability for fear of their being ignored or becoming a source of cynicism has been heeded. In spite of this, to bring in realism, they were subjected to the review of experts. On the basis of the trend that emerged in the response to the opinion survey (which is termed as consensus) they were reviewed and the revised measurements have been suggested in the eleventh chapter.

The second problem that needs to be mentioned here is the individualistic character of the library. Due to several factors like age of the library, size of collection, nature of users and cultural background each library tends to be a class in itself thereby making it almost impossible to attempt common measurement criteria. This problem has been got over by incorporating these factors in the instrument to measure the library

and directing the evaluator to take their cognisance while
giving the score on various accounts.

Other problems have been sufficiently dealt with earlier.

The aforementioned eight-fold criteria for measuring library effectiveness concentrate on two major
issues: a) use of the library services, and b) the library's
involvement in the functioning of the parent organisation. The
first seven criteria relate to the former whereas the last one,
eighth, refers to the latter. Use of the library has been a
well accepted criterion, whereas the criterion of 'participation'
is being specifically emphasised here. Although many authors do
not specifically refer to it, there are a large enough number
of them who refer to it in an indirect manner. This will be
indicated later.

Use of the various services of the library indicates
their impact on the library. The library services are of no
value, if they are not used by the users. They are meant for

5. Evans, G.E. et al. "Review of criteria used to measure
library effectiveness." Bulletin of the Medical Library

6. Kent, Allen et al. Use of library materials : the University

7. Arthur. D. Little (Inc). Into the information age. Chicago,
1979 pp 134.

8. Hamburg, Morris. et al. Library planning and decision making
systems. Cambridge (Mass), 1974 pp 144-146.
use and should be used. Very well equipped library with most effi­cient staff will be worthless if there are no users. Such a library will not sustain for long. Whereas, a continuous use of the library indicates its effectiveness. Every repeated use indicates the effect of the earlier use.

Commenting on the relationship of library use and effectiveness, Beasley states that,

The effectiveness of library is a function of ability of the library to supply information under conditions which encourage still further use (emphasis added)

Seven categories of use discussed below are the seven measures of the library effectiveness. The term 'use' has been taken in the wider sense as is defined by Allen Kent. It also means 'what an individual actually uses' as distinguished by 'what he needs, wants, demands or requires'.

I. USE OF LIBRARY IN TERMS OF NUMBER OF USERS

This criterion basically measures the visits of the users to the library. Although the physical visit would always be meaningful, a telephone call, a letter or note received through a courier service, would be termed as visit. Similarly two or more


visits by the same user will be treated as separate visits. The data considered in measurement exercise will be the daily average based on monthly data ignoring holidays, if the library is closed on those days. The average on monthly data will take care of fluctuations like hectic period (examination in academic institutions) or lean period (e.g. long vacations). The measurement of use is required to be done in terms of the following categories of users

1. Potential users
2. Registered users
3. Active users
4. Visitors

Elton and Vickery prescribe the extent to which potential use is actualised as one of the true measures of effectiveness. Potential users are those for whom the library has primarily been created. For example, students, teachers and research staff in an academic institute, and R & D staff and decision-makers in an industrial house are the potential users in libraries of the respective institutions. Registered users are those who formally enroll as users of the library. Registration is a conscious action on the part of the users towards using the library. Active users are those who actually use the library. Visitors are not the bonafide members of the organisation of which the library is a part. Use of the library by visitors indicates the reputation of the library as having a specialised collection, efficient service etc.

The following quantitative measures were therefore suggested as suitable for an effective library: The percentages of active users to registered users in different types of libraries should be

- University: 100
- College: 90
- School: 50
- Research Institute: 100
- Training Institute: 100

The active users are those who use the library at least once a week. However, the library must be used daily by 50% of the registered users. Visitors should be one percent in number of the potential users. It is recommended that these figures may be worked out on the basis of the average of annual data so that the seasonal variations can be taken care of.

Score of 12 has been assigned to this criterion. There are four questions (Q 1-4) in the questionnaire, all belonging to category A, which inquire into this criterion.

**II. USE OF BOOKS IN QUANTITATIVE TERMS**

'Number of books used' is prescribed as the next criterion for measuring library effectiveness. This has been widely accepted in the literature. Raza and Baker prescribe the number of material items used as one of the criteria for measuring the goal.

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achievement of a university library. Hammond and Vine relate
the lending rate per head of population to the extent of the
services offered. For the purpose of this criterion, the term
book will include all bibliographical items in the library
except text books in academic libraries; and use means use
within and outside the library. The yardsticks for measurement
would be

a. The number of books issued out every day.
b. The number of books consulted every day.
c. Use of every book in the collection.

The figures may be worked out on the basis of monthly data as
far as daily use is concerned; yearly data as far as the books
consulted within the library are concerned and a 10-year span of
measuring the entire collection. The quantitative measurements
suggested were as follows:

a. Daily use should be equal to 20% of the potential
   users;
b. Daily books consulted should be 25% of the potential
   users;*
c. Each book must be used at least once in 10 years.

The score arranged for this facet is nine. Three
questions (Q 5-7) belonging to category 'A' inquire into this
criterion.

library users. London, 1972 (Research Memorandum No. 367)

* This quantitative measure was not disclosed in the opinion
survey. That question was kept open in opinion survey.
Reasons for this are explained in the next chapter. This
measure is suggested on the basis that books consulted will
always be more than those that are issued.
III. USE OF REFERENCE SERVICE

Extensive and natural use of reference service indicates that the users have accepted the library as a dependable source of information. In order to gain this confidence, the reference service must be efficient. Efficient service increases demand for service and demand for reference service improves the reference service. Rothstein argues for the need of the quantification of reference service for projecting the value of the service and the library. Chait, Haizell, Weech and Goldhor suggest ways of measuring reference service. Chait provides a mathematical method, Maizell suggests the relationship between questions asked and questions answered, whereas Weech and Goldhor compare obtrusive with unobtrusive reference service. Thomas et al emphasise the measurement


because of the vast difference they found between the librarian's perception of success rate and the user's perception of it. These are the efficiency measures. The effectiveness measures would be

1. The number of queries which may be provoked by developments in immediate environment (parent organisation) or ultra environment (beyond parent organisation).

2. Workload and quality of reference work demanded by the users (especially in respect of what is conventionally called as 'long-range reference service'). Beasley suggests that the total staff time spent on reference work is a better measure than the number of questions.

The quantitative measurements suggested in the model are:

1. Effective library should receive that number of short queries for information which would be 10% of the registered users.

2. The queries should seek information on a mixture of topics both related and not related to the work of parent organisation.

3. Workload of reference work that can be categorised as long-range reference work should keep reference librarian busy for half the working time.

4. The abovementioned work should mainly be concerned with peripheral subject areas (as the one related with core areas forms part of normal reference service as stated in the chapter on efficiency component).

A score of twelve has been assigned to these criteria. Four questions (Q 8-11) belonging to category A inquire into this aspect.

IV. USE OF BIBLIOGRAPHICAL SERVICES

The bibliographic service provided by the library is effectively utilized by users in the following three ways:

1. They demand an article/book listed in the bibliography,

2. References listed in the bibliography are used for the author's bibliography appended to his final product; article, book or report. Or they form a part of the reading material of the course programme.

3. Entire bibliography, part thereof or even one citation may cause fundamental change in the users' research design or suggest new area of research.

A quantitative measure is suggested for only the first, as the other two factors are purely of qualitative nature. A quantitative measurement suggested for the first is that the feedback for bibliographies should be 40% i.e. 40 of the 100 items listed in the bibliography must be demanded by the users.

A score of 12 points has been assigned to this criterion. It is measured with the help of four questions (Q 12-15) in the questionnaire. All of them belong to category A.

V. QUALITATIVE USE OF THE LIBRARY BY USERS

Qualitative use of the library can be judged by the feedback library receives in the form of the change in the user behaviour. It is really difficult to know what happens to the books once they are issued out. The librarian has no direct way to find out whether the user has i) read them, or ii) given them to others to read, iii) read and forgotten about them or
iv) returned them without reading. However, to assess the benefit of the service is undoubtedly the concern of the librarian. There are only indirect ways of checking them. They are:

1. Recommendations for purchase of new books or journals made by the user may indicate the use of the library as there is a possibility of users knowing about the new books and journals from the library's resources (new issues of journals, publishers' latest catalogues etc). A case study conducted by Shridhar at the library of Indian Space Research Organisation shows that less participation of users in book selection is due to less use of periodicals, less efficiency of the library's current awareness service etc.

2. Recommendation from a user for discontinuation of a periodical can be an indication of the library use. A survey of changes in the periodicals list in the library conducted by White confirms that users play a major role in it.

3. A citation analysis of the literary output of the users of the library would indicate if the users refer to the latest items received in the library.

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24. White, K.S. "Factors in the decisions by individuals and libraries, to place or cancel subscription to scholarly and research journals". Library Quarterly, 50:3 (July 1980) 287-309.
A quantitative dimension has been proposed in the case of the first factor. It is this: in an effective library 50% of the books procured against firm orders must have been recommended by users.

The score assigned to this criterion of effectiveness is 15. Five questions (Q 16-20) belonging to category A examine it.

VI. USE OF INTER-LIBRARY LOAN SERVICE

The fact that inter-library loan service is used is an indication of the effectiveness of the library, since such a use presupposes exploitation by users of the in-house resources. In the libraries of the same age group more or less of the same size, quantitative measure may also be possible, viz. that the number of books borrowed and lent should be more or less the same. If the collections in two libraries are balanced in the sense described in the previous chapter, the books borrowed by other libraries will be from the core areas of the lending library and peripheral of the borrowing library. Such ideal situations are however rare. Therefore, it is difficult to prescribe a quantitative measure in general. However, the issue remains to be a measure of effectiveness.

It would certainly be a positive factor, if the library finds it necessary to borrow from international sources.

Seven questions (Q 21-27) in the questionnaire examine the use of this service. One of them belongs to category B, and six to C, thus assigning the score of eight for this criterion.

VII. USE OF EQUIPMENT

Use of technology in library services is now becoming common.
In fact, better services are possible only through use of technology. Its use is therefore taken as indicative of library effectiveness. Xerograph, Xerox machine, microfilm readers, slide projectors, VCP, slide projectors comprise the equipment. As a quantitative measure minimum frequency of use is suggested such as, copier being used, on an average for half a working day; microfilm reader twice a week and other equipment twice a month.

Three questions (Q 28-30) each belonging to category B investigate into these aspects and the total score is six.

VIII. PARTICIPATION IN THE PROMOTION OF THE GOALS OF THE PARENT ORGANISATION

This criterion pertains to the parent organisation's perception of the library as its integral part and the reflection of the perception in the organisation's practices. This criterion is not concerned with the services offered by the library. The services form part of the efficiency of the library and the library will render them as a part of its normal work. What is important is that the parent organisation appreciates that library participates in its (parent organisation's) activities. It is argued in the fifth chapter on inputs that library's role-identification by the parent organisation is a very vital input for the library. If that is done, the following results will emerge:

1. The library's initiative apart, the parent organisation will welcome the library to introduce user education. User education is an activity necessity of which should primarily be felt by the parent organisation. The library potential is so vast and complex that no amount of technical devices like classification, indexing, abstracting is sufficient to reveal it to the user. The library can be really utilised if its potential is revealed to the users and no better person than the librarian can be found to do
It is from this point of view that Girja Kumar and Krishan Kumar consider user education as a rennaissance for academic libraries.

2. The parent organisation assigns specific tasks, as an integral part of its programmes, to the library. For example, there will be a library period in the school timetable; or some time will be specified for library work in each of the training programmes. In a research programme also, the library work will be a specific item when the budgeting of the research work in terms of time, manpower and finances is done.

3. The librarian has been assigned a role directly related to the institutional objectives and which is in addition to day-to-day management of the library. In a research organisation, for example, he guides researchers on literature search. In general, he is associated with decision making process in the parent organisation. For example, he is a member of the decision making body like faculty, academic council, policy committee etc.

4. A library will have been given a leadership role by the parent organisation in its activities which are information based; such as clearing house of teaching material, data bank activity, depository of published as well as

5. The total effect of this would be that the library becomes an indispensable organ of the parent body.

This aspect of the library is discussed by many authors. According to Maizell a qualitative measure for measuring library effectiveness relates to the degree to which the library personnel participate in the larger organisation they serve and the degree to which library material and services have become an intrinsic part of the day-to-day operations of it.

The value of the library to the organisation, according to Musselman and Talavage, is associated with the library's contribution to parent organisations' work. In the context of public libraries, Davies puts forth this point when he emphasises the adaptability of the organisation to the needs of its community.

In a larger context, the same argument is presented by Caplan et al when they state that the social science information is utilised by the upper level employees in the executive branch of the Federal Government of the U.S.A. to formulate government policies.

policies. Thiagarajan defines effectiveness of information as one that causes change in the action state of the decision-maker.

Nine questions (Q 31-39), eight of which belong to category A and one belongs to B, inquire into this aspect with a score of 26 assigned to it.

Eight main criteria for measuring the library effectiveness discussed above can be utilised with the help of 39 questions listed in the questionnaire. The instructions for collecting data and scoring method have been appended.

These criteria could be applied, on the whole, to all types of libraries. Academic libraries, viz. school college and university libraries, will have a few more effectiveness characteristics that will be peculiar to each of these three subtypes. Before closing the discussion, it would be worthwhile to refer to them, as separate questions relating to them have been formulated in the questionnaire.

EFFECTIVENESS OF SCHOOL LIBRARY

As far back as in 1960 when the American Library Association published the standards for school library programme the committee that prepared them emphasised the importance of the school library relationship to the overall goal of the school.

It must be noted that the membership of the committee included


twenty professional organisations representing many groups

with interest in the school library. In 1985, in expressing

reaction to the report on *A nation at risk* prepared by the

U.S. National Commission on excellence in education, the National 32

Commission on Libraries and Information Service, U.S.A., stated

that,

The basic objective of education is

for each student to learn hard to

identify the needed information,

locate and organise it and present

it in a clear and persuasive

manner. This objective should

be realised in part through academic

courses and in part through the

school library media centres which

provide special opportunity for students
to develop research and self-study

skills and to build capacities for life

long learning.

It further states that,

We urge that each student be provided
effective library and effective

information service. These services

should be integrated with the students’
entire program of studies and should

be connected with the services outside

of the school such as those of public,
academic and research libraries.

ALA’s reaction was that,

Teachers should help their students to

become better library users. Every
academic and school library should

provide library use and study-skills

instructions as an integral part of

their intellectual curriculum.

32. USA. National Commission on Libraries and Information Service.
Library and information service in learning society. Annual

33. American Library Association. Realities, educational reforms
Oldman sees the role of the library as a rival educational process, whereas Carroll elaborates the role of the librarian as a teacher.

Earlier studies on school library effectiveness emphasised cost-effectiveness. Later, the effectiveness was measured in terms of the ALA standards. Taking all these views together a set of three criteria can be prescribed as peculiar to school library.

1. Reading habit has been developed among the pupils, which can be checked from the records of books borrowed by them.

2. They have learnt the self-study skill which can be checked by taking interviews and observation of the behaviour of pupils in the library.

3. Library habit has been developed among them. This means that they have accepted the fact that the library is to be used for getting any information. For, they are sure they will get it there. It can be measured by interview and observation.

EIGHT questions listed in the first appendix to the main questionnaire inquire into this aspect. All of them are of category A adding up to 24 points. A couple of these in the main will not be applicable for conditions in schools. The score can be worked on a percentage basis.


EFFECTIVENESS OF COLLEGE LIBRARIES

A college library is an academic library and, in purpose it is same as any university library. It is differenciated because of the specific character of the students. The students are young adults. Their future careers are shaped in colleges. It is absolutely necessary to have proper understanding of the nature of college library. Generally it is found to be too idealistic or too poor. Pituraman and Gopalkrishnan suggest a way to increase the use of the college library. Collection building is a very crucial and difficult aspect of the college library. Principal focus of the collection in a college library is the student and the instructional programme of the college, observes Johnson. Equally important is what Mann calls the reader-service librarian or inter-librarian.

In view of the above, the special criteria of effectiveness of college library are:

1. The demand for newspapers and weeklies increases. They satisfy the students' need to know more as well as their style suits the students' intellectual abilities.

2. More students participate in intellectual competitions and appear for similar examinations.

3. At least a few of them undertake concentrated planned reading like one author, or one form of literature.

4. Students seek the library's participation in such activities as Science Association, Literary Colloquia, Readers' Club or Friends-of-the book Club.

5. A few of them know how to use basic reference sources like dictionaries, encyclopedias, yearbooks.

All the above are the qualitative aspects. No quantitative measure is suggested. It is necessary to take a survey of the students to find out about the above mentioned items.

EFFECTIVENESS OF UNIVERSITY LIBRARY

A role, the library in university education has to play is so important that it is impossible to think of university education without libraries. Much has been written in the literature about the university libraries and the role is more or less clear. On a large scale conscious attempts are also being made to put it into practice. A few significant criteria therefore will be used here. They are peculiar to the clientele especially the students. The students in universities are much more mature, they have developed the skills of self study and are aware of the need for the library service. From this point of view 'use' is the basic criterion. Students' performance in the examinations is the obvious measure of library effectiveness. But the qualitative change in the student behaviour could be measured in the following terms(These are additional features peculiar to the university library. Therefore they form as appendix
to the main component of effectiveness:

1. Use of journals by the students should be on the increase.
2. Use of reference works be tended towards specialised reference books like subject encyclopaedias.
3. Skills of conducting research including compilation of bibliographies and technical writing have been developed.

There are no quantitative measures suggested. But qualitative changes could be identified through questionnaire method and interview method coupled with observations.

Three questions belonging to category A are appended adding up the score of 9 to the main component.

This chapter, thus, presents the effectiveness component of the model and describes how to measure the effectiveness of libraries serving the parent organisations in general, and the schools, colleges and universities in particular.

The model presented in the last five chapters has been based on the practical experience. It is argued that the model has been framed taking into consideration the conditions prevailing in a developing society. Literary support that would encompass all the ideas on which the model is framed was not available. However, in order that the new ideas may not prove too utopian two corrective measures were taken:

1. Debatable points were taken to a group of experts and their opinions were sought with a view to arriving at a consensus.
2. The model was tested in 12 real situations.
As a result of the above it was pointed out that some modifications are necessary.

In the next chapter the results of the opinion survey are presented. The results of the library survey are presented in the tenth chapter. The modifications in the model as were found necessary are discussed in the eleventh chapter.
1. How many of the potential users have registered as users?

2. How many users visit the library every day?  
   (Please work out average from monthly data)

3. How many of the potential users visit at least once a week?

4. How many visitors from other institutions use the library every year?

5. How many books are issued every day?  Text books ___
   (Based on the average of monthly data) Non-text books ___

6. How many books are consulted every day?  Text books ___
   (Based on the average of monthly data) Non-text books ___

7. Can you estimate the number of books in your library that have been issued at least once after these were acquired by the library?

8. How many short term reference queries do you receive during the course of a day?  (Based on the average of monthly data)

* Question used in pilot survey was relating to the use in ten years.
9. Do the reference queries have any relation to current event in society, in parent organisation or to a T.V. serial? (If yes, give real example)

10. Can you estimate the time you or your staff spend in a week on Long Range Reference Service to the users?

11. Kindly list the topics on which you have compiled a bibliographies on demand from the users during the last three months.

1. 

2. 

3. 

4. 

5. 

12. Generally what percentage of articles or books listed in the bibliography are demanded by users?

13. Can you give an example where items from a bibliography complied by the library are cited in a research paper contributed by a user?

14. Are the bibliographies prepared by you included in the reading material distributed at Seminars, Training Courses or as a help to students for their home assignments? Yes/No

   If yes, give two examples.

15. Is there any other way in which the bibliographies prepared by you are used?

16. In general, does the research output of the parent organisation (for which you have not supplied a bibliography) cite references dated precious two years?

17. What percentage of books are purchased against firm orders?
18. What percentage of them are recommended by the users?

19. Are the recommendations based on the book reviews?

20. Do your users recommend discontinuation of a journal/s or addition of a newly published journal? Can you supply statistics for the past five years?

21. Which are the libraries you borrow books from on Inter-library loan system?
   1. 
   2. 
   3. 

22. Do the books you borrow belong to Core Area/Peripheral Area

23. Can you give the number of books borrowed in a month?

24. Which are the libraries that borrow books from you?
   1. 
   2. 
   3. 

25. Do you borrow books belonging to core areas or peripheral areas?

26. Can you state the number of books issued out on inter-library loan in a month?

27. Do you acquire any information from any international database? If not, give reasons -
Do you acquire any material subsequently from a back-up service?
28. How frequently is the microfilm reader used?  
   Once a day/once a week/rarely

29. How many hours is the xerox machine used for library services in a day?  
   1/2/3/more

30. Can it be said that each film, video tape, slide set in the library is used at least once in a year? Once/twice/more

31. Have the trainees/students ever asked for specific time to be allocated for library use?

32. Do the students/trainees go to the librarian for guidance in their library assignment?

33. Do you regularly go to the training class to explain the use of the library?

34. Is the library a depository of all published and unpublished material of the parent organisation?

35. Do you have to attend those meetings where important decisions about the working of parent organisation are taken?

36. Is the library a part of the data bank activity of the Institute/Is it associated with information-based activity of the parent organisation? Please give details.

37. Does the library get special funds for a new project undertaken by the parent organisation?

38. Do the users offer to participate in any of the library programmes? Give examples.

39. Can you say that due to the library use, the users have developed a library habit? Please elucidate.
IF YOURS IS A SCHOOL / JR. COLLEGE LIBRARY

1. Do the teachers encourage students to go to the library?

2. Do the teachers request you to help some students?

3. Do you provide the matter for
   a. Daily writings on Bulletin Board
   b. Background of special event
   c. Information about the places of excursion
   d. Wall paper

4. Do you provide information for school magazine?

5. Do the students know how to see the catalogue?

6. Do the students follow the library rules?

7. Have you succeeded in giving a message to at least a few that the can use library to know more on some topics?

8. Do some of them ask for more books relating to their curriculum (self study)?

IF YOURS IS A COLLEGE LIBRARY, ADD

1. Do the students demand (and read) a variety of newspapers and weeklies?

2. Do they use -
   a. Dictionaries
   b. Encyclopedias
   c. Yearbooks
   d. Atlases
3. Do they use library for intellectual competitive programmes/examinations?

4. Are there any students who are doing, at the instance of their teacher or librarian, planned such as
   a. One author
   b. One literary form
   c. One subject

5. Do they use library for learning an additional language?

6. Do the students or teachers ask for library participation in activities like Science Association, Literary Association, Social Service Group?

7. Do you have a group like 'Friends of Books' of 'Readers Club'?

IF YOURS IS A UNIVERSITY LIBRARY, ADD

1. Are the students aware of journals in their subject of study? Do they scan these journals?

2. Do they make extensive use of following type of reference works?
   a. Handbooks
   b. Specialised Dictionaries
   c. Subject Encyclopedias
   d. Statistical Publications
   e. Abstracting Periodicals
   f. Indexes

3. Do they know the technique of compiling bibliographies?
Source and method of collecting data and assigning the score.*

1. Verify from records the number of potential users as well as registered users. Assign the score as mentioned in the text, except in the core of university library where it should be 90 percent instead of 100.

2. Check the reliability of the record. Verify the data from record. Give a score if daily visitors are 50 percent of registered users. However, as the number of potential users increases the percentage will gradually come down. It may come down to the maximum extent of 10 percent.

3. Record needs to be created, if they are not there. Observe from 5 to 6 weeks under normal period of year i.e. excluding lean as well as peak periods.

Give score if all users visit at least once a week.

4. Check from record. 1 percent of potential users gets a score.

5. Check the record. Give score if the non-text books issued are 20 percent of the potential users. However, with the number of potential users increasing it may come down.

6. Check the record. Give score if 25 percent of non-text books are consulted every day. Opinion survey however, suggests percentage can be come down as 10 percent.

* These instructions are revised taking with consideration the modifications which have been accepted as a result of opinion survey and library survey.
7. Conduct a sample survey and verify the claims. 'All the books' gets only a score. Opinion survey suggests each book must be consulted at least once in ten years, with the exception of few cases.

8. Check from the record. If the number works out to be 10 percent of registered users give a score.

9. 'Yes' supported by sufficient number of illustrations gives a score to the library.

10. If the time works out to half a man-day, the library gets a score. Verify from record and check with staff.

11. Five topics must be cited. The topics must relate to peripheral subject areas of the library or of interdisciplinary nature or they are be micro-topics.

12. Verify from few concrete examples. If 40 percent is the answer the library gets a point. It can come down to 25 percent if the items listed are more.

13-15. If a few instances are provided the library gets a point after verifying from the record.

16. Can be checked by conducting citation analysis exercise. If 'Yes' library gets a point.

17. Check the record. 50 percent gets a score.

18. 20

19-20. Check the record. 'Yes' gets a score.

21. Three names mentioned, together with verification from record gives the library a score.
22&25. 'Peripheral areas' should be the answer to get a point, but if the answer is 'core areas', it is better to probe further.

23 & 26. If numbers in the answer are more or less the same, both get a score. But if they do not, probe further if proper justification is available.

24. Mention of 3 libraries with verification from records, gives a score to the library.

27. 'Yes' supported by record. Gets a score.

28. 'Once a week' gets the score, checking the record is necessary.

29. 'Three of more hours' gets a point. Checking the record is necessary.

30. 'Once' gets a point. Checking the record is necessary.

31. 'Yes' supported by proof gives a score.

32. Check with teachers and students. If yes, give a score.

33-37. 'Yes' supported by evidence gives a score.

38. 'Yes' and examples supported by evidence gives a score.

39. 'Yes', examples and checking with users gives a score.
SCHOOL LIBRARY

1. Check with students and teachers. 'Yes' gets a score.

2. Check with teachers and librarian. 'Yes' gets a score.

3. Check it in action. 'Yes' to all four gets a score.

4. Check it with teachers or record. 'Yes' gets a score.

5. Check it with students. 'Yes' gets a score.

6. Observe. 'Yes' gets a score.

7. Check with a sample of students & teachers. 'Yes' gets a score.

8. Check the record. 'Yes' gets a score.

COLLEGE LIBRARY

1&2. Observe. 'Yes' gets a score.

3. Check from students, teachers. 'Yes' gets a score.

4-7. Check from students, teachers, collect data. 'Yes' gets a score.

UNIVERSITY LIBRARY

1 to 3. Check from students, teachers, collect data. 'Yes' gets a score.
CHAPTER : VIII
ANNEXURE : 3-a
EFFECTIVENESS QUESTIONNAIRE - GENERAL
WEIGHTAGES AND SCORES

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CHAPTER : VIII
ANNEXURE 3-b

EFFECTIVENESS QUESTIONNAIRE - SPECIAL
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