"EVALUATION OF LIBRARY COLLECTION OF IMDR LIBRARY: A CASE STUDY"

A DISSERTATION SUBMITTED TO TILAK MAHARASHTRA UNIVERSITY, PUNE FOR THE AWARD OF THE DEGREE OF MASTER OF PHILOSOPHY IN LIBRARY AND INFORMATION SCIENCE

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DECLARATION

I hereby declare that this dissertation entitled **"Evaluation of Library Collection of IMDR Library: A Case Study"** submitted herewith for the award of **master of philosophy** to the **Tilak Maharashtra University, Pune** is the result of work carried by me , under the guidance of **Dr. Manoj Kulkarni**, Senior Librarian Yashada, Pune.

This dissertation or any part of it has not been submitted to any other award of any degree.

Neeti Shreeniwas Karanjkar

CERTIFICATE

This is to certify that this dissertation entitled **"Evaluation of Library Collection of IMDR Library: A Case Study"** submitted by **Neeti Shreeniwas Karanjkar** for the **Degree of Master of Philosophy** to the **Tilak Maharashtra University**, Pune is the result of work done by her under my guidance.

This research work has not been submitted previously by any other person to any other university or institution for the award of any degree.

I have permitted **Neeti Shreeniwas Karanjkar** to submit the dissertation to the **Tilak Maharashtra University, Pune** for the award of master of philosophy degree in the library and information science.

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Dr. Manoj Kulkarni
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Date:

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Abbreviations

IIM- Indian Institute of Management

XLRI-Xavier's Labour Relations Institute

AICTE-All India Council of Technical Education

IGNOU- Indira Gandhi National Open University

BRAOU- Dr. B.R.Ambedkar Open University

AlMA-All India Management Association

NBA- National Board of Accreditation

Chapter - I
INTRODUCTION

1.1   Introduction

Management education in India is predominately a derivative of western management thought and practice. Occasionally, management schools draw some inferences from Indian epics, Shastras and practices. It may be worthwhile to notice that management itself as a discipline has evolved from fundamental disciplines of philosophy, psychology, economics, accounting, computer science, mathematics, statistics and industrial engineering. Management, as branch of higher education is responsible for enlargement and development of trade and business which leads to economic and industrial development of the country. Today the management degree is viewed as a key to success in the corporate world. It is one of the most preferred choices of higher education among the youths in the world.

History of Management Education

Management education is in great demand especially after the change towards liberalization, privatization and globalization. There are several challenges of management education which require change in the character and structure of management education, integration of management education with corporate sector, up gradation of curriculum and course content, designing of different programs for executives, maintenance of an efficient and effective regulatory system of check mushrooming, and emphasis on research.

Unfortunately, the management education in India has never connected to the fundamental disciplines from which it has evolved and has become narrow in its content. A handful of management institutions in this country are trying to realign the management education by using a multi-dimensional approach. The first dimension of this would focus on the individuals. The second dimension (of this education) would focus on the standard tools and techniques of management education. The third dimension would connect the individual to the society by compassion, entrepreneurship and social sensitivity.

Management education in India is a post-independence phenomenon. The Andhra University was the first to start a full time postgraduate management programme in 1957. The All India Institute of Management and Labour Welfare and the Department of Management, Delhi University followed suit in 1968. A number of universities setup the postgraduate management programme thereafter. The first Indian Institute of Management (IIM) was set up in1961 at Calcutta followed by IIMs at Ahmedabad in 1961, Bangalore in 1973, Lucknow in 1984, Kozhikode 1996, Indore 1998, Shillong 2007, Rohtak 2010, Raipur IIM-Rp 2010, Ranchi 2010, Tiruchirappalli 2011, Udaipur 2011, Kashipur 2011 with the number going up to 13.

Role of AICTE

The Xavier's Labour Relations Institute (XLRI) was set up in 1966 in the non-government sector. The universities which did not want to lag behind started setting up their management courses. By year 2000, about 120 universities had set up full-fledged courses in management. The industry demand for the management graduates far exceeded the supply. Further the central and the state governments did not have sufficient funds to meet the industry needs. This resulted in the setting up of the All India Council of Technical Education (AICTE) charged with the twin responsibilities of maintaining! Upgrading the standards of management education on the one hand and promoting initiative for setting up the management education institutions in the private sector on the other hand. The number of such institutions by year 2012 increased to around 3900.

In the late 1950s and in1960s, the society (formed under the aegis of the Ministry of Education, Government of India) and the university department mode were adopted to launch postgraduate management programmes. The autonomous society mode became popular in1990s with the AICTE drive of expanding management education rapidly. As fallout of the liberalization, globalization and economic reforms, some of the AICTE recognized management institutes have set up postgraduate management programmes with some foreign universities/institutes. India has around 1400 Business schools accredited by AICTE

The pattern of Indian management education had an important switch in 1985 with the setting up of the Indira Gandhi National Open University (IGNOU) under the distance education mode which commenced a certificate course in management education which was later upgraded to a diploma course and finally took shape as a full-fledged MBA course. Inspired by this innovative measure, Dr. B.R. Ambedkar Open University (BRAOU), Andhra Pradesh started the distance education programme for MBA. The Madurai Kamraj University, several other Universities imparting distance education followed suit. Some professional associations such as the All India Management Association (AlMA) were permitted by the AICTE to award the postgraduate diploma in business management on modular basis 'under distance education mode.

AICTE was established by an Act of the parliament in 1987. As a part of its programs and activities, the National Board of Accreditation (NBA) was set up by AICTE in September 1987. As a part of its programs and activities, the NBA was set up by AICTE in 1994, in order to assess the qualitative competence of educational institutions from the Diploma level to the Pose-Graduate level in Engineering and technology, Management, Pharmacy, Architecture.

The accreditation committee examines resources, facilities and services provided by library during the various processes of new approval, extending approval. The AICTE has directed all the Management Institutes in India to obtain NBA accreditation. The NBA board also included library as one of the important parameters by allotting 50 marks for quality assessment in management institutes.

Libraries in management institute

Education is a lifelong process and libraries are proper agencies for providing requisite information by using print and non-print resources of information to one and all to attain proper education throughout one's life time. Libraries of Management Institutes make unique contributions to management education. This contribution ranges from developing collections to provide bibliographic access to

all library materials and interpreting these materials for all users. Specific services include access to on-line resources and creation of new tools to enhance access to information available locally, regionally, nationally, or internationally.

The nature of management discipline is multidisciplinary; therefore role of the libraries in such institutions is crucial. The management discipline is very fast and complex, unlike other discipline. Diverse subjects are studied and researched under Management in one context or the other. A management Library acts as an academic as well as a research library. It is an era in which users demand quality information at earliest. These libraries serve to their users by using the various print and non print information resources.

Presently management institutes are facing changes in several fronts such as course structure, rapid introduction of revised syllabi and semesterization. It has a direct bearing on management libraries. So to cope up with these changes, continuous improvement has become necessary for the libraries of these institutions to adapt and adopt the newer ways and techniques of management for the overall development of it.

It is therefore necessary that the resources, facilities and services of these libraries to be studied and which will help in adopting new practices for the betterment.

1.2   Purpose of study

Since IMDR *c*laims that it is pioneer in management education and that collection in library is unique, rare and classic it is essential to evaluate the collection to prove the point. It is essential to study the collection development policy used so far which says the collection consists of more reference books than text books.

1.3   Significance of the Study

This study is undertaken to evaluate the present collection and to give findings and suggestions that would be useful for other management institutes and librarians and also helpful in curriculum design by the faculty and useful to students too. This

would form a basis of generalization for others in the same background, i.e. Management. Study can help in formulating an acquisition policy.

1.4   STUDY DESIGN

1.4.1 Statement of Problem

IMDR library has a collection of books, journals, CD/DVD's. The quality of collection is one of the best in spite of the being low on quantity. The collection is built by the interest shown by the Directors and the faculty. But there is a need to know & evaluate the collection so that it can improve upon. This could be an example to other management libraries. Therefore, study Titled **"Evaluation of Library Collection of IMDR Library: A Case Study"** is proposed.

1.4.2 Objectives of the Study

The study is undertaken keeping the following objectives

1.   To study the collection of IMDR library with following aspects in mind
    - Subjects covered
    - Methods adapted for updating of collection
    - Ratio of Foreign/Indian publications purchased
    - Bifurcation of collection as reference, text Books, & other collection
    - Bifurcation of subjects as number of documents in core, peripheral, and supportive areas
    - cost incurred on collection year wise break up
2.   To examine role of faculty in Library Collection Development
3.   To study the trend of growth of collection year wise
4.   To evaluate and see whether the collection is balanced on the subjects covered in the curriculum are appropriate on management topics.
5.   To find out the weak areas in the collection development.
6.   To know if there are any standard followed for collection development as far as library science is concerned.
7.   To study practices for collection development other management institutes follow.

8.   To study provision of funds for Collection Development.

1.4.3 Scope of the Study

The target library

The library under study is the Institute of Management Development and Research, Pune. **Institute of Management Development and Research (IMDR)** is a pioneer institute of the Deccan Education Society established in the year 1974. It has a 25yr old tradition in management education. It has de-linked from the University of Pune since 1979 and has never looked back. Library is considered as the heart of education system at IMDR and has slowly and steadily grown to its present state. It has moved from being a traditional library to one that caters to the information and curriculum needs of its users, both the faculty and students

1.4.4 Limitations

While evaluating the objectives it was found that many of the statistical details were not available for the past years and hence the study was restricted to the past 10 years for most of the objectives. Time limit was another constraint to limit certain aspects. Library software also does not have the provision to get customized reports required particularly for the study purpose.

1.5   Research Methodology

1.5.1 Data Collection and Treatment

The statistical figures were collected from the accession registers, invoice registers, questionnaire, and software of the library etc. These were tabulated in excel, analyzed and conclusions drawn later.

1.5.2 Techniques of Research

A questionnaire was circulated to get the feedback and suggestions from faculty to evaluate the collection and improve upon the procedure of collection development.

1.5.3 Method of Data Collection

1.   Questionnaire
2.   Data was collected in a structures manner based on literature review and personal experience

1.5.4 Target Library

The study deals with the collection evaluation of the IMDR, Library and hence this is a case study for which the technique Review of literature is conducted. The collection is evaluated based on the various objectives set for the purpose and data is analyzed to draw conclusions and make suggestions.

The entire medias available in the library were evaluated which include books, journals, CD/DVDs, audio/visual, other media, reports, e-books etc. The objectives proposed were fulfilled. Subjects covered were identified. Methods adapted for updating of collection were listed. The Ratio of Foreign/Indian publications purchased was also given. Bifurcation of collection as reference, text Books, & other collection was studied. Bifurcation of subjects as number of documents in core, peripheral, and supportive areas was found out. Break up of cost incurred on collection year wise was provided. The role of faculty in the Library Collection Development was examined. The trend of growth in collection year wise was studied. Evaluation was done to see whether the collection is balanced on the subjects covered in the curriculum are appropriate on management topics. The weak areas in the collection development were identified. To know if there are any standard followed for collection development as far as library science is concerned. Provision of funds for Collection Development was studied.

1.6   Organization of the Thesis

The present study has been divided into following chapters.

Chapter 1 - Introduction :

The first chapter is the introduction which discussed management education system in India, libraries in management institute, objectives of management libraries,

services, new dimension, aims and objectives, limitations, research hypothesis and research methodology.

Chapter 2 – IMDR Library:

The second chapter is a brief description of IMDR library and assessment of e-resources which discussed about digital divide, OPAC, CD-ROM and Indian networks. The second chapter is accessing of resources OPAC, CD-ROM etc.

Chapter 3 – Review of Literature:

The third chapter presents the history of and review of literature on the evaluation of collection of various libraries.

Chapter 4 – Data Collection and Analysis:

The forth chapter presents an evaluation of resources in IMDR library as how resources have been used and proved useful for the better library services.

Chapter 5 – Collection Development Models:

The fifth chapter discusses the development of resources and their collection models applied in management libraries.

Chapter 6 – Conclusion, Suggestion, Recommendations and Further Research:

The sixth chapter is conclusion and suggestions for improvement etc.

Bibliography

Appendix

1. **Questionnaire**
2. **List of Journals**

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Chapter - II
ABOUT IMDR

2.1   DECCAN EDUCATION SOCIETY

Deccan Education Society, Pune was established in 1884 and registered on 13th August 1885 and by four patriotic visionaries - Vishnu Shastri Chiplunkar, Bal Gangadhar Tilak, Gopal Ganesh Agarkar and Mahadeo Ballal Namjoshi-who were already recognized as the pioneers of new education in India with the Launch of New English School in Pune in the year 1880. This was a revolutionary step, because in those days Government Institutions and Christian Missionaries were the only agencies involved in educating masses. Private enterprise in education was often discouraged. It was also pointed out by these Nationalists that there was no education available to generate leadership, for industrial regeneration of India, or for defense of the motherland i.e. education required by the people of a self – governing nation. It was the idea of filling these voids that the DES came in to existence. In the view of its founders, Education was the means of rousing-the intellect, the drooping will and the slumbering conscience of their fallen countrymen. They began with a modest aim of facilitating education at low costs by starting schools and colleges.

In the year 1885, the renowned Fergusson College was started. In the year1919, DES established Willingdon College in The southern region of Maharashtra at Sangli on a 125 acre campus. Recognizing the need for commerce Education, the society started Brihan Maharashtra College of commerce in 1943 in followed by Chintamanarao College of Commerce in Sangli in 1960. In the year 1954, Kirti M Doongursee College was established in Mumbai. The Society entered in the field of technical education too with the launch of Technical Institute in Pune (1937). DES started management institute viz. IMDR (Institute of Management Development and Research) in 1974 at Pune and IMR at Sangli in 1996, the year 2003 witnessed addition of DES Law College and the year 2007 DES started Physiotherapy College. DES also runs an autonomous institute in the field of Vocational Training at Pune. With a view to imparting basic education, the Society has started many

schools at various places in the state. The DES management is trying to expand its educational activities as per the requirements of the society in general, guided and aided by educationists, visionaries, philanthropists and ex-students, in order to pursue its goal **'**Knowledge is Power'**.**

2.1.1 History of Deccan Education

Early years of DES

Founders

Bal Gangadhar Tilak — Mahadeo Ballal Namjoshi — Vishnushastri Chiplunkar — Gopal Ganesh Agarkar — Vamanrao Apte

Scenario in 1880s

In the year 1880, the late Shri V. K. Chiplunkar with Lokmanya Tilak and M. B. Namjoshi started 'New English School' in Pune with the objective of 'cheapening and facilitating education'. In course of time Shri V. S. Apte, (M. A.), Shri.G. G. Agarkar, (M. A.), Shri V. B. Kelkar, (B. A.), Shri M. S. Gole, (M. A.), and Shri. N. K. Dharap, (B. A.) joined them.

This was a revolutionary step because Government Institutions and Christian missionaries were the only agencies involved in educating the masses and the education provided failed to generate leadership for industrial regeneration of a self-governing nation. Private enterprises in education were discouraged. With the idea of providing education to rouse the intellect, drooping will and slumbering conscience of the fallen countrymen, Deccan Education Society came into existence.

To incorporate a regular constitution on a new and more extended basis, these pioneers of innovative education called a meeting of the sympathizers with private education on the 24th October, 1884, and at that meeting the Deccan Education Society was formed and the New English School, (Tilak Road, Pune), placed under its management. On the 13th August 1885 the Society was registered under Societies Registration Act XXI of 1860. Since that time several institutions have been created and have been placed under the management of the Society.

To fulfill the set objectives, DES established various educational institutions in Western Maharashtra. These educational institutions include not only schools and colleges, but also technical institutes and autonomous institutes in the field of management, law, agricultural education and vocational training. With a view to impart basic education, DES has started many schools at various places. The DES management believes in 'Union is strength'. So guided and aided by educationists, visionaries, philanthropists and ex-students, the Society is endeavoring to mold and expand educational activities.

Table No. 1.   Institutes under D.E. Society

S.No.	Collegiate institutes	Year
1	Technical Institute	1937
2	Institute of Management Development and Research	1974
3	Institute of Applied Research and Development in Agriculture	1982
4	Jagannath Rathi Vocational Guidance and Training Institute	1987
5	Institute of Management and Research	1995
6	RESOLVE (Information Technology and Robotics)	1998

2.2.   Institute of Management Development and Research (IMDR)

The Institute of Management Development and Research, Pune was established as a constituent unit of the Deccan Education Society in May, 1974. It took over the MBA programme of the MBA Centre of the University of Pune and the DBM programme, run in the BMCC (a sister institution) since 1968. Affiliated to the

University of Pune, the *IMDR* was also a recognized Centre for research leading to Ph. D. In 1977, the *IMDR* became an autonomous institution by voluntarily delinking from the University of Pune.

The D.E. Society was the first to recognize portents of times. It started a Commerce College before Independence. Similarly, it pioneered MANAGEMENT EDUCATION in 1968 at a time when the Engineering and Automobile industry in Pune was just beginning to take shape. At the start of the liberalization process in 1991, the Deccan Education Society pioneered a full-time Education programme in INTERNATIONAL TRADE. One of the main goals of the D.E Society followed by IMDR was to provide education to WIDER SECTIONS OF SOCIETY by making it cheap and affordable.

IMDR is committed to provide quality management education to students and is guided by the values and principles of the DES. The two-year full-time PGDM programme is considered equivalent to the full-time MBA programme conducted by Universities, by the industry for the purpose of recruitment.

All India Council for Technical Education (AICTE) and Directorate of Technical Education (DTE) has approved IMDR's PGDM programme with an intake of 120 students.

IMDR also provides opportunities to students to get international exposure through its tie-up with ESSCA one of the top management institutes of France – to attend either a semester or summer programme in ESSCA's campuses in France and Budapest (Hungary).

2.2.1 IMDR Library Mission and Vision

Library is the sub system of larger system IMDR. The library works on the lines of the Vision and mission of IMDR. Library aims to provide information services to the students, faculty and management professionals. IMDR consist of students, staff and faculty striving to be vibrant with learning process and committed to the kind of

Management Education which contributes to more enlightened management practice and sustained growth of work organizations it is the library which through its enriched resources and enhanced services has always strived to be supportive to this process. Library nurtures relatedness with other management institutes by visiting and keeping abreast the latest developments made by libraries of management institutes. The students are encouraged to read books to become thoughtful and sensitive professionals with a commitment to simultaneously contributing to the environment and the self. The Institute tries to establish relatedness with industry in India to help in integrating and enriching theory and practice in the field of management through research, training and consultancy and library develops its collection relevant for the purpose. It has a very good collection on research, training and consultancy.

2.2.2 Library Policy

The policy of the library has been to make collection mainly in the field of management and its allied subjects relevant to its curriculum. It distinguishes itself from other management libraries due to variety of reference sources from various disciplines. Library has in its collection 'classics' related to disciplines and functional areas of Management. More importance has been given to build a collection of classics in the various areas of social science and general management. The library collection has resources, which are in relevant to the subjects taught at IMDR specially Individual and society, Indigenous Management, Self and Career Development, Science Technology and Environment, Entrepreneurship and business planning. There are books on business biographies, philosophy, literature, ethics, computers and psychology apart from major disciplines in management like marketing, production, finance Organization behavior & personnel management. And at the same time the textbook procurement is kept to the minimum not making it a textbook library. The books are procured with suggestions from the faculty and the students and also from the various publisher catalogues, Internet book websites. The policy is developing collection by quality & not just quantity.

2.2.3 Audio Visual

The CD and VHS video collection has stopped increasing over the years. CDs on management, economics, entrepreneurship and sociology and movies on human dilemmas are some of the subjects of the collection.

The DVD collection of classic movies in the library is on themes like culture in organization, institutionalization of management, time management, bureaucracy etc. help students understand the subject better.

2.2.4 Library Plan

The library has been preparing library plans on long term and short term basis. These plans are evolved around the areas like acquiring expensive reference sources, making efficient use of available resources by providing key words to books, article indexing and OPAC for users, redesigning of the part or whole of the library. The collection development is on the basis of new ideas or concepts since 1980's & classics in the functional areas since 1930's onwards. Decisions like weeding and shifting to online periodicals to use existing space efficiently are taken through plans. And it has successfully implemented most of its plans fully or partially with available resources in hand. These plans help to improve upon existing facilities and to make the library user friendly.

2.2.5 Library System and Procedures

With the support of the Director, faculty and the students, IMDR Library has grown enormously. The total collection is about 16279 books, 741CD's, 212DVD's, 1234 seminar reports, working papers and 364audio-visual cassettes. There are 64 Indian Journals and 25 Foreign Journals and bound volumes of some prominent journals for over 21 years. It has 7 English and 3 local language newspapers.

Library began its computerization in the early 90's with the DOS based version of local ready-made software, developed by Soft-Aid, using clipper. Followed by various versions like DOS based version developed using FoxPro, Visual basics, developed using the client Server Technology. This is Windows based version

developed using Visual Basic for user interface and MS-Access for Data storage. Active Server Pages (ASP), this is a Web based version. Software is accessible from any machine connected to intranet. Entire collection of the library including the Books, periodicals, audio-visual, CD-DVD collection, project reports of students, can be queried through WEBEPAC. The library uses bar code technology and has a scanner and Audio & VCD player. The library has an information bulletin on the intranet of IMDR called "Mosaic" on which the library activities, resources and services are displayed.

There is a Library Committee well represented by student, faculty & library. It consists of Chairman represented by faculty; Secretary the librarian, among the members there is one faulty member and two fulltime student representatives. It makes it a point to meet twice a year to review, plan and communicate the library progress. The goal of the committee is to ensure that the academic requirements of students and faculty are adequately met by arrangements in the library, without causing any interference in the day to day functioning of the library.

2.2.6 Library Services

The library is totally automated & the media bar-coded. The bar-coded system for its membership & circulation the library caters to maximum needs of its users. It has a company database called the "Prowess" by Center for Monitoring Indian Economy, Encyclopedia Britannica on CD-ROM, "India Speaks" CD-ROM on Indian Languages. Library software provides its users with services like CAS, SDI, New arrivals and the Online Public Access Catalogue (OPAC) to query material available in the library. Recently the library is screening the classic movies on DVD for its members. The e-mail facility has enabled library to provide quicker service & access to its collection. The Question paper database is prepared by the library, updated by the examination section & provided to the users via e-mail, which has enhanced the use of the database. The services like SDI, CAS, and New arrivals list are provided via email on request. The library has an Internet access. The library has an attached photocopying facility. The library organizes book exhibitions/book corners for the benefit of its users. Library also introduces the students to its

collection through informal talk and power point presentation about the library during induction each year. The library is member of various national & international associations and the member of BCL. The library is accessible by the students belonging to fulltime, faculty and executives from the corporate sector. There is a minimal library fees for the student and the executive class. User survey has been conducted to improve upon services.

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Chapter - III
REVIEW OF LITERATURE

3.1. Overviews of Literature

This chapter covers materials that introduce collection evaluation through Discussion of its purpose, the process itself, the major approaches and techniques, and the published literature. Included are textbook chapters, introductory surveys, and bibliographical research.

The overview and survey literature typically cover such topics as:

- The purpose of collection evaluation.
- Steps in the collection evaluation process.
- Evaluation's role in collection development or collection management.
- The techniques that can be used for collection evaluation.
- The advantages and disadvantages of the available methods.
- The application of collection evaluation methodology to a particular type of library or context.
- Previously published literature concerning collection evaluation.

3.1.1 OVERVIEWS AND SURVEYS

1. Alire, Camila A. (1992) analyzes the applicability of five basic techniques to community college collection evaluation: list-checking, quantitative analysis, direct examination, standards, and use studies. The author outlines a three-step collection evaluation process for community college libraries: data collection and analysis, data interpretation, and writing a plan for collection development. The collection is at the evaluating library's discretion and subject areas is divided into numbers are based upon the Conspectus. Data is then gathered on size of holdings, each subject's holdings as percentage of the total collection, availability, median age, subject distribution and median age of circulating items, and subject distribution of the previous year's acquisitions. This entry offers a

praiseworthy overview of collection evaluation from a community college perspective.

2. Clayton, Peter, and Gary E. Gorman. (2001) considers that accountability is an important reason for collection evaluation and that the perception of a library's performance is more important than the reality. Seven "essential steps" in implementing a collection evaluation are discussed: setting the objectives, reviewing earlier research, determining methodology and data to be collected, selecting a population sample, conducting a pilot study, data analysis, and facilitating replication. They state that user-centered approaches "are increasingly the methods of choice." They discuss in detail the pros and cons of use and user studies, document delivery tests, shelf availability tests, circulation studies, in-house use studies, and qualitative measures of user opinion. This chapter uses collection centered methods, verification studies (checklist method) and citation analysis. They conclude that the evaluation should focus on five "elements": size, utilization, access, age, and condition.

3. Dillon, Ken, McGregor, Joy, and Henri James (2001 and 2003) emphasizes that collection analysis should be "planned, systematic, and continuous" instead of a "series of isolated, random events." Numerous reasons why collection evaluation is important for school library collection management (e.g., assessing how the collection is supporting the school's educational goals) are listed. A bullet outline approach is used to list advantages and disadvantages of checking lists, direct examination/expert opinion, compiling statistics, standards, circulation studies, citation analysis, in-house use studies, and user surveys, all of which have "varying degrees of relevance" for school libraries. The author suggests that David V. Loertscher's collection mapping may be "the queen of methodologies" in a school library context. He then disapproves such frequent criticisms of collection mapping as its time-consuming nature and focus on ownership at the expense of access. The author stresses that collection mapping should be

preceded by curriculum mapping, which is the use of content analysis to systematically describe what is actually being taught. This entry has universal application to school library collection evaluation.

4. Dobson, Cynthia, Jeffrey D. Kushkowski, and Kristin H. Gerhard. (July 1996) address the problems of collection evaluation in interdisciplinary fields. The authors observe that information resources vary during the three stages of an interdisciplinary field's development: "pioneering,""elaboration and proliferation," and "establishment." Because of variation among interdisciplinary fields, one must consider a field's relationship to its parent discipline, the number of parent disciplines, and the interdisciplinary field's age. The authors propose a three-level model for interdisciplinary materials: interdisciplinary core resources; closely related, interdisciplinary resources; and related resources from traditional disciplines. They contend that traditional evaluation methods do not work for interdisciplinary fields because the focus may be on a specific subject, reference resources may be unavailable for immature fields, and the Library of Congress (LC) classification ranges may be widely scattered. Thus, they recommend familiarity with the interdisciplinary area itself and the local program, definition of the user group, use of the Internet and CD-ROMs to identify resources, and evaluation beyond the local holdings by investigation of existing cooperative collection development agreements and the library's ability to deliver unowned materials.

5. Doll, Carol A., and Pamela Petrick Barron. (2002)" offer both an overview of evaluation methods for school libraries and practical advice on implementing them. The authors explain use of simple, stratified, and systematic random sampling for cases in which data cannot be extracted from an automated circulation or cataloging system. They then outline techniques for calculating the collection's subject dispersion by Dewey classes; its average age; the subject dispersion and average age of circulating materials; as well as for checking standard bibliographies, textbooks, or

periodical indexes against the holdings. They discuss the benefits of evaluating a "limited area." Step-by-step processes are outlined for calculating the cost of increasing the collection's average age (i.e., making it more current, and fulfilling unmet teacher requests). Finally, a section addresses evaluation of information in different formats and reviews eight evaluative criteria (e.g., currency, depth of overage, authority, etc.). More than thirty bar graphs, pie charts, spreadsheet print-outs, and forms are used for illustration.

6.   Evans, G. Edward, with the assistance of Margaret R. Zarnosky. (2000) give twenty-nine reasons for collection evaluation are outlined, including internal ones (for collection development and budgeting needs) and external reasons (to meet local institutional plus extra-organizational needs). The chapter has balanced discussion concerning the relative merits of the major approaches to collection evaluation. Separate sections are devoted to list checking, expert opinion, comparative use statistics, and collection standards (collection-centered techniques) as well as circulation studies, customer perceptions, interlibrary loan (ILL) statistics, and citation studies (use-centered methods). Several tables illustrate the OCLC/Amigos Collection Analysis CD, while availability studies are mentioned.

7.   Everhart, Nancy. (1998) analyzes student, teacher/administrator, and parent information needs; outlining key issues; and listing student records, informal conversations, school and community publications, and surveys as sources. State standards on holdings size and expenditures are reprinted to assist quantitative evaluation. Fourteen criteria for qualitative evaluation of individual items (such as authority, appropriateness, and scope) are listed. Author has outlined content, organization, objectivity, scope, authenticity, appeal, format, construction, and uses as "points to consider" in evaluating audiovisual resources. Fifteen bibliographies are listed that can serve as checklists and provides two sample questionnaires for surveying student and

faculty opinion. In short, this chapter offers a helpful tool kit for evaluating school library media center collections.

8.   Gabriel, Michael R. (1995) reviews the collection evaluation literature and critiques some of the leading techniques. Five major approaches of evaluation-compiling statistics, list checking, obtaining user opinion, directly examining the collection, and applying standards are discussed in detail. The pros and cons of citation analysis, the Conspectus, and correlating the curriculum with the holdings are also examined. An online public access catalog's (OPAC) potential role in collection evaluation is stressed: it tells whether an item is checked out; facilitates analysis by age, language, and format; and provides speedy keyword searching to determine the number of items supporting a particular course. Author offers a reasonably balanced overview, but he depends too much on older resources.

9.   Gorman, Gary E., and J. Kennedy. (1992) discusses "how collections can be evaluated."Eight questions that should be answered at the project's beginning are listed, such as, "what is the goal of the study?" Evaluation measures are classified into three categories: "user-oriented," "collection-oriented," and "non-quantifiable." The first category, according to the authors is based on the implicit assumption that use indicates value. Document delivery tests and studies of shelf availability, circulation, and in-house use are discussed as examples. Verification studies and "citation analysis," that is, using citations as a checklist, are discussed under the "collection-oriented" heading. Here a "stimulus-response" approach to user need is assumed. Finally, they state non quantifiable measures "rely on opinions rather than on counting" and examine user surveys. The benefits and drawbacks of each approach are analyzed, and in many instances, published studies from the literature are cited. The authors offer a beneficial survey of traditional collection evaluation methods from an Australian perspective.

10.   Gorman, Gary E., and J. Kennedy. (1992) provides an analysis of basic collection evaluation issues. Eleven aims of collection evaluation are listed in priority order with the caution that understanding the collection's current state "underpins" all other aims. The chapter also outlines the "essential steps" in designing either a user-centered or collection-centered evaluation:

- Set purpose and objectives
- Review previous research
- Select data to be collected and methodology
- Select population sample
- Analyze data
- Facilitate replication

Several paragraphs are devoted to each stage of the procedure.

11.   Gorman, Gary E., and Ruth H. Miller. (2001) in this article, addresses four factors that shape the current collection development environment: patron demand for remote access, aggregated databases, digitization, and e-books. The authors believe collection evaluation is still important because data is needed to support budgeting, to understand client needs, and to assist selection. The authors argue that integrated automated system reports, citation data, and transaction log analysis from Web sites and databases are "new measures" that can identify users and their needs. The authors conclude that three questions must constantly be asked:

- What to measure
- How to measure it
- How to use the data

12.   Hawks, Carol Pitts. (1992) reviews the use of automated serials and acquisitions products in collection assessment as of the early 1990s. She explains how the Ohio State University (OSU) library used Books in Print (BIP) Plus for approval plan evaluation. She also describes and analyzes the potential collection assessment applications of automated acquisitions systems, and other products. This entry illustrates the unexpected use of

technology, that is, technology beyond its real purpose when products designed to perform specific functions are also employed for evaluation.

13. Intner, Sheila S., and Elizabeth Futas. (May 1994) discuss and give the pros and cons of a "do-it yourself" approach, using an outside consultant, or combining the former and latter. The authors explain that four factors should be considered before making any decisions based on evaluation data: the community, material use, shelf allocation, and user views. This is a short but useful justification for collection evaluation in public libraries.

14. Kachel, Debra E. (1997) focuses on collection evaluation. The first chapter describes a five-stage collection management process, consisting of needs assessment, collection assessment, selection, acquisition, and making the resources accessible. Collection assessment in the book is defined as "an organized process for systematically analyzing and describing a library's collection." Second chapter reviews specific techniques, such as calculation of collection size, growth rate, age, and subject breakdown plus items per pupil; visual inspection; circulation, in-house use, and ILL statistics; relative use by subject; and user surveys. The third chapter explains how the Conspectus approach can be adopted to school libraries, including a "quick list" of techniques to be used and a sample timetable for project completion. Fourth chapter addresses collection development policies, and chapter 5 explains cooperative collection development. The conclusion observes that assessment can help match the collection to the curriculum. The book is devoted to collection assessment worksheets and useful glossary of collection evaluation terminology. This entry provides both an assessment action plan and a synopsis of collection evaluation's overall role in school libraries.

15. Kelley, Shirley A. (January 1996) sent a list of nine collection evaluation techniques to the Directors of twenty-five small academic libraries in North Carolina (68 percent responded) asking whether the method was used in

their library, and if so, for them to rate its effectiveness on a 1 (low) to 5 (high) scale. She found that surveying the faculty to determine the collection's adequacy was the most frequently employed method (used by 100 percent of respondents) and also deemed the most effective. She replicated her survey with a more diverse group of 30 librarians at an Association of Christian Librarians (ACL) conference workshop at Lakeland, Florida, in June 1995, using a modified list of eleven methods. In this second survey "direct contact with faculty" (one of the two methods added to the original list of nine) was discovered to be the most frequently used (by 93.3 percent) and was also rated as most effective. While not methodologically rigorous, this study is worth noting.

16. Lancaster, F.W. (1993) focuses on three collection-centered evaluation methods: size and growth rate formulas, expert opinion, and the checklist method. Author uses his own observations and detailed analysis of the literature to explain and, more frequently, point out the pitfalls of these approaches. Growth rate is more validly measured by the number of volumes added than by percentages, although a collection's size may reach "saturation" whereby increases in acquisitions do not result in a proportionate increase in use. Seven sources of checklists (standard lists, monographs, textbooks, indexing/ abstracting tools, journals, faculty publications, and bibliographic searches) are analyzed while it is emphasized that variant results can be obtained from different lists. A brief final section addresses the use of overlap studies for comparing the collections of different libraries. The final paragraph comments that these techniques do not consider the collection's use.

17. MacEwan, Bonnie. (1993) presented this item at one in a series of successful collection development institutes during the late 1980s/early 1990s. About two-thirds of the text is devoted to the National Shelflist Count (NSC) and the Association of Research Libraries' (ARL) North American Collections Inventory Project (NCIP), based on the Conspectus. Author observes that the

Conspectus "can provide more information" than the NSC because it is both qualitative and quantitative while the latter is only quantitative. The author notes that forty to seventy hours are required for a library to gather its NSC data. Short sections describe the OCLC/Amigos Collection Analysis CD, course and faculty research profiles, comparing holdings with *Books for College Libraries,* 3rd edition *(BCL3),* and use methods for public library assessment.

18.   MacEwan, Bonnie. (1992) addresses managerial aspects of collection assessment. Author turns to client-centered methods to differentiate "use" and "user" studies and lists eight methods (interviews, citation analysis, etc.) for gathering information. The author discusses collection-centered methods, focusing on the benefits and drawbacks of the National Shelf Count. Eight types of information (holdings size, age of collection, etc.) for assessing public library collections are also listed. In the final session, the author discusses the Conspectus, which was being used in the NCIP. This report provides an overview of collection evaluation at the beginning of the 1990s.

19.   Roy, Loriene. (Spring 1992) reviews some quantitative and subjective approaches to evaluating collections for youth, as a library and information science (LIS) educator he maintains that local library data on holdings and circulation can be used in evaluation research. For illustration, author cites four studies: circulation and user characteristics in an elementary school library during five years; analysis of circulation patterns in a public library and a school library media center during one academic year; overlap between the public and school library collections in four communities; and investigation of the correlation between collection size and circulation rate in WI public libraries. This entry's major contribution lies in its summary of four earlier studies.

20.   Richards, Daniel T., and Dottie Eakin. (1997) takes a concise but systematic summary of collection assessment. A bullet approach is used to list sixteen

reasons for assessment, nine steps in planning an assessment program, ten project focuses (i.e., subject, format, language, etc.), and eight steps in writing a report. The advantages and disadvantages of checking lists, expert review, circulation studies, user surveys, and citation studies are outlined. A brief literature review about serials cancellation projects reveals that use and cost were the most frequent criteria. Along table outlines a generic serials review project plan, covering goals, project guidelines, and methodology. Then a major section addressing collection assessment explains the following three steps: understanding the program, understanding the field's literature, and identifying other available resources. In short, the authors make a commendable effort to explain fundamental collection evaluation concepts in the context of health sciences libraries.

21.   Van Fleet, Connie. (2001) offers an interesting organization of collection evaluation techniques. They are organized into five categories according to their focus:

1.   The "extent" of the collection by measuring size. Examples are holdings counts; ratios, such as volumes per capita; formulas, such as Clapp Jordan; and the Conspectus.

2.   "Efficiency" by measuring cost. Examples are ratios, such as expenditure per capita or weighted systems, such as the Hennen's American Public Library Rating (HAPLR) Index.

3.   "Quality." The checklist method, citation analysis, and impressionistic judgment fall into this category.

4.   "Performance" to measure achievement of goals. This approach is divided into three subcategories:

a.   Use measures, such as circulation, in-house use, aging studies, Web server logs, and weeding techniques

b.   User satisfaction, through surveys, interviews, and focus groups

c.   Availability, based on fill rates, response time, and ILL ratios

5. "Effectiveness" to analyze the relationship between performance and efficiency. Cost-benefit analysis is the main example.

    Each technique is briefly described while the advantages and disadvantages of the major approaches are discussed. The author offers a brief summary of the available methods at the beginning of the twenty-first century.

22. Van Orden, Phyllis J. (1995) gives four evaluation process phases: problem identification, establishment of the methodology, data collection and interpretation, and reporting information. The authors make a useful distinction between evaluation, "determining worth," and measurement, "identifying extent or quantity." Five evaluation barriers are discussed, including lack of staff time and lack of knowledge. Most of the chapter is devoted to twelve specific evaluation methods organized into three broad categories: checking lists, direct examination, age analysis, comparative statistics, and standards under the heading "collection-centered measures;" circulation studies, in-house use studies, user surveys, shelf availability studies, and ILL statistical analysis under "use-centered measures;" plus citation studies and document delivery tests as "simulated-use studies." A separate section for each method lists advantages plus disadvantages and then discusses the technique's application to school library collection evaluation. An excellent summary of the basic collection evaluation methods in the context of school libraries is offered here.

23. Zweck, Trevor. (April 1996) proposes a collection evaluation plan for the Lohe Memorial Library. Three methods proposed are: a document delivery test; a verification study (his terminology for what is usually called the checklist method); and visual appraisal. The article is devoted to steps in implementing the process: population samples, that is determining which lists to check and documents to use in the document delivery test (DOT); data analysis; facilitating replication; and utilization of results. The most significant contribution is of the major collection evaluation approaches:

document delivery tests, shelf availability tests, circulation studies, in-house use studies, verification studies (checklists), citation analysis, standards, and qualitative methods such as expert opinion.

24. Nisonger, Thomas E. (1992) has annotated Six hundred seventeen English language items here dealing with academic library collection evaluation. Among the twelve chapters, separate ones are devoted to methods and methodology, case studies, use studies, availability and document delivery tests, overlap studies, the Conspectus, citation studies, serials, journal ranking, and the application of automation to evaluation. There is a glossary as well as author-title and subject indexes.

3.2   Conclusion

This chapter gives us various methods and techniques for collection evaluation. Mainly it discusses the twelve specific evaluation methods organized into three broad categories: checking lists, direct examination, age analysis, comparative statistics, and standards under the heading "collection-centered measures;" circulation studies, in-house use studies, user surveys, shelf availability studies, and ILL statistical analysis under "use-centered measures;" plus citation studies and document delivery tests as "simulated-use studies."

The current study is based on the case study method. For which objectives are set. Qualitative and quantitative is collected using "collection centered measures" and "use-centered measures". Data collected through survey and is analyzed providing tabulated data, bar diagrams, pie charts and statistical calculations are done using excel sheet to draw conclusions.

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Chapter - IV
EVALUATION OF COLLECTION

4.1   PGDM Curriculum

PGDM is primarily an entry-level qualification for a management career. This is **Initial Education** which provides the conceptual structure of the organized body of knowledge in any new field of activity.

The curriculum of PGDM, at IMDR is designed as Initial Education leading to an entry level qualification for a management career.

4.1.1   Institutional Purpose

The institutional purpose captures the conviction that a professional manager should address not only his/her *self-development* and *role in an organization*, but also the *role in society* at large. The curriculum facilitates the `Professional in the Making' by focusing on the roles at the Individual, Organizational and Societal level. In sum, the programme would prepare students to become *thoughtful and sensitive professionals* who participate actively in the organizational processes towards achieving sustained growth of work organizations.

4.1.2   Curriculum Structure

Management is an inter-disciplinary, applied field which draws heavily on principles, concepts and terminologies from **basic** disciplines. These basic disciplines thus form the `**Foundation**' of management

There are certain `**Core**' processes within the organization at the system and sub-system level that require basic approach of thinking in terms of People, Resources, Decisions and Organization. Subjects dealing with such processes are included in the second semester.

The knowledge for decision making and problem solving are derived from `**Applied'** subjects, which are classified as `**Functional**' and `**Integrative**' applied subjects.

Forces *outside* the direct control of the organization, but having an *impact* on the workings of the organization, are categorized as `**Environmental**' subjects.

In the first year, students are introduced to the inter-disciplinary basis of Management Studies at the **Foundation level**. The basic disciplines provide a conceptual framework and a method of enquiry. This led to understanding the core processes taking place in organizations in terms of behavior, communication, decision-making, management and interface with the environment. In the third Semester, student study the applied functions in a business organization which comprise Operations and Resource Management.

The functional areas in the second year are offered as Electives. Each elective area is further divided into a number of courses. These courses deal with the fundamental aspects of a functional area that are common to the different job profiles in that area.

These courses have the objective of making students well acquainted with the analytic procedures and techniques for decision-making and problem-solving. The emphasis here is on Application.

Compulsory courses in the second year deal with Corporate Management and Environmental Interface. Towards the end of the first year, students were urged to take charge of their own learning process. This is referred to as `Self Driven Learning System', and continues in the second year. Classroom interaction aims at clarifying perspectives, providing insights and explaining finer aspects. Taking charge of own studies is not always possible for some students in the first year. It calls for giving up an entrenched attitude of dependency. In the second year, this becomes crucial.

Besides self-study, students have a significant component of assignments, especially in the elective courses. It is strongly urged that assignments be handled in a planned manner rather than making a last-minute hash. Towards this end, students are well advised to learn a Planning Methodology in the first few weeks. The methodology would be useful to them later in their careers as well.

The collection of various media of IMDR, Library is given below:

LIST OF SUBJECTS FOR THE FIRST YEAR

Semester 1 subjects (Foundation courses):
1. Sociology
2. Psychology of Learning and Development
3. Communication: Theory and Process
4. Information Processing and Information Systems
5. Statistics For Management
6. Accounting For Managers
7. Economics (Micro and Macro)
8. Self and Career Development
9. Science and Technology
10. Commercial Geography

Semester 2 subjects (Core Processes and Functional Areas)
1. Organization Behavior and Cases
2. Management Accounting
3. Management Processes and Cases
4. Human Resource Management and Cases
5. Operations Management and Cases
6. Marketing Management and Cases
7. Financial Management and Cases
8. Business Regulation and Control and Cases
9. Global Logistics
10. Business Research Methods (Qualitative and Quantitative)

List of Subjects PGDM II

The **compulsory subjects** (8+2) are as follows, Nos.1-8 are mandatory. Students can select *any two* from Nos. 9-13

1.   Strategic Management

2.   Systems Thinking

3.   Business Ethics

4.   Economic Environment

5.   Organisational Design

6.   Management of Quality

7.   Information Management

8.   Services Marketing and Management

Any *Two* of the following:

9.   Science Technology & Ecology

10.   Individual and Society

11.   Entrepreneurship and Bus. Planning

12.   Project Management

ELECTIVE SUBJECTS

- Out of the elective area subjects in HR, Finance, Marketing, Operations and Systems students are free to choose 8 subjects from any area. How ever, each student will have to select an *area of concentration*, which could be HR or Finance or Marketing or Systems or Operations.

- To fulfil the requirement of *area of concentration*
  - A student has to select the following subjects in the chosen elective area:
    - Finance: Corporate Finance, Management Control Systems, Tax and Regulatory Environment
    - Marketing: Sales Management, Marketing Strategy, Legal & Commercial Aspects of Marketing

- ▪ HR: Human Resource Development, Manpower Planning, Organisation Development, Employee Compensation, Labour Legislation
  - o A student has to select at least *Five* subjects in the chosen elective area:
- An elective area subject will not be offered unless at least 10% of the total no. of students opts for it.

Electives In Finance:-

Corporate Finance

Management Control Systems

Investment Analysis

Project Finance

Financial Systems and Services

Tax and Regulatory Environment

Banking

Wealth Management

Electives In Human Resource

Human Resource Development

Labour Legislation

Employee Compensation and Benefits

Industrial and Employee Relations

Manpower Planning and Selection

Organisation Development

Organisation Communication

Performance Management

Organisational Studies

Electives in Marketing

Marketing Strategy

Sales Management

Advertising and Promotion

International Marketing

Marketing Research

Distribution Management

Direct Marketing and CRM

Retail Management

Legal & Commercial Aspects of Marketing

B2B Marketing

Electives in Operations

Manufacturing & Services

Materials Management

Logistics

Decision Techniques

Supply Chain Management

Strategic Initiatives

Operations Research

Electives In Systems

Systems Analysis & Design

Systems Planning & Audit

Enterprise Software

RDBMS

Software Project Management

Marketing of IT Products

Electives in International Trade

Exim

Insurance

Export Finance

International Finance

Economics of Foreign Trade

Domestic and International Trade Institutions

Cross Culture Management

Table No.4.1   Holdings of IMDR Library

Sr.No.	Media	Holdings
1	AUDIO/VIDEO CASSETTES	426
2	BOUND VOLUMES	364
3	DVD	177
4	THESIS	21
5	BOOKS	18140
6	CD ROM	736
7	ELECTRONIC BOOKS	20
8	OTHER MEDIA	1828
9	Foreign Journals Indian Journals	25 64

Users of the library are around 170 students and 25faculties (including fulltime and visiting).

4.2   Collection Evaluation

1.   To study the collection of IMDR Library with reference to the following aspects:

- **Subjects covered** –

    Marketing, Finance, Banking & insurance, Personnel Management/ HR/Industrial relations Production and Operations Management, International Trade, Management, Philosophy, Psychology, Logic, Ethics, Religion, Research Methods, Business Law, Economics, Management Information System and Systems, Language, literature, fiction (English and Marathi)

Observations:

The collection is done on the basis of subjects offered in the curriculum.

The books on electives are the core collection and there are also books on the related subject areas.

The collection consists of books other than management also.

- Methods adopted for updating of Collections- the collection is built through a number of ways
    - Selection from Publisher catalogue both print and online.
    - Selection from Books from vendors local and form other parts of the nation
    - Selection from suggestions made by faculty both fulltime /visiting and students
    - Visit to book exhibitions and Book shops
    - Online book newspaper and magazine reviews
    - Suggestion from faculty and students

Observations:

This shows that the collection is done keeping in mind the procedures as per the library science. There is an all-round method to update collection.

- Ratio for foreign/Indian Publications purchased

Table No. 4.2   Foreign Indian Publications

Publishers	Publications
Foreign	940
Indian	1390
Total	2330

Observations:

The ratio of foreign publication to that of the Indian publication is less. This is because the collection consists of text books that are related to Indian context.

The foreign publication being expensive most of the times are not purchased due to limited budget and rising cost.

- Bifurcation of collection as reference, text and other collection

Table No. 4.3   Bifurcation of Collection

Subjects	Text	Reference	Others
Marketing	290	674	
Finance	241	1189	
Banking & insurance	339	315	
Philosophy/Psychology/Logic/Ethics/Religion	55	644	291
Social Science/sociology	48	387	
Research Methods	36	169	
Business Law	70	104	5
Economics	285	1009	6
Personnel Management/HR/Industrial Management	297	1079	
Production and Operations Management	369	589	
Management Information System/Systems	47	144	
Management	518	2810	
International Trade	168	604	
Reference Sources			162

Observations:

i.   The text books for all subjects are less compared to the reference

ii.   The policy of the library is to keep the text to limited copies

iii.   The largest collection is on Management, followed by Finance, Personnel management and Economics

iv.   The subjects like Philosophy/Psychology/Logic/Ethics/Religion, Research Methods are foundation subjects hence their text collection is less

v.   Students opting for the Management Information System (MIS) and International Trade are less and hence the collection of text in this area is less.

vi.   Text in Banking and Insurance are more than reference as the Subjects are common for International trade and Economics

vii.   Text books on Management are the highest as this is a basic for management Program

- Bifurcation of subjects as number of documents in Foundation, Functional and environmental areas

Semester 1 subjects (Foundation areas/environmental areas/core processes):

Table no. 4.4   Foundation Subjects

Sr.No	Subject	Collection
1.	Sociology	258
2.	Psychology of Learning and Development	665
3.	Communication: Theory and Process	263
4.	Information Processing and Information Systems	329
5.	Mathematics and Statistics	247
6.	Accounting For Managers	492
7.	Economics (Micro and Macro)	61
8.	Self and Career Development	105
9.	Science and Technology	200
10.	Commercial Geography	41

Semester 2 subjects (Core Processes/Functional Areas/integrative)

Table No. 4.5   Subjects in Functional areas

Sr.No.	Subject	Collection
1.	Organization Behavior and Cases	657
2.	Management Accounting	39
3.	Management Processes and Cases	176
4.	Human Resource Management and Cases	127
5.	Operations Management and Cases	79
6.	Marketing Management and Cases	200
7.	Financial Management and Cases	262
8.	Business Regulation and Control and Cases	285
9.	Global Logistics	75
10.	Business Research Methods (Qualitative and Quantitative)	202

Electives in Finance

Table No. 4.6   Subjects in Finance

Sr.No.	Subject	Collection
1.	Corporate finance	36
2.	Management control systems	12
3.	Investment analysis	83
4.	Project finance	90
5.	Financial systems and services	55
6.	Tax and regulatory environment	100
7.	Banking	174
8.	Wealth management	44

Electives in Human Resource Management

Table No. 4.7   Subjects in Human Resource Management

Sr.No.	Subject	Collection
1.	Human resource development	63
2.	Labour legislation	142
3.	Employee compensation and benefits	56
4.	Employee and Industrial relations	143
5.	Manpower planning and selection	21
6.	Organisation development	63
7.	Performance management	207

Electives in Marketing Management

Table No. 4.8   Subjects in Marketing Management

Sr.No.	Subject	Collection
1.	Marketing strategy	36
2.	Sales management	38
3.	Advertising and promotion	130
4.	International marketing	46
5.	Marketing research	89
6.	Distribution management	84
7.	Direct marketing and CRM	52
8.	Retail management	33
9.	Legal & commercial aspects of marketing	81
10.	B2b marketing	35

Electives in Operations Management

Table No. 4.9   Subjects in Operations Management

Sr.No.	Subject	Collection
1.	Manufacturing & services	34
2.	Materials management	71
3.	Logistics	59
4.	Decision techniques	45
5.	Supply chain management	47
6.	Strategic initiatives	153
7.	Operations research	44

Electives in Systems Management

Table No. 4.10   Subjects in Systems Management

Sr.No.	Subject	Collection
1.	SYSTEMS ANALYSIS & DESIGN	18
2.	SYSTEMS PLANNING & AUDIT	1
3.	ENTERPRISE SOFTWARE	0
4.	RDBMS	0
5.	SOFTWARE PROJECT MANAGEMENT	0
6.	MARKETING OF IT PRODUCTS	0

Electives in International Trade Managements

Table No. 4.11   Subjects in International Trade Management

Sr.No.	Subject	Collection
1.	Exim	101
2.	Insurance	111
3.	Export Finance	124
4.	International Finance	54
5.	International Marketing	73
6.	Domestic and International Trade Institutions	113
7.	Cross Culture Management	6
8.	Supply Chain Management	47

Observations:

There is a spread out collection on all the foundation functional and elective areas of the curriculum. Systems elective is not offered often lecture notes given to students and there is no fulltime faculty to give in suggestions, hence the collection is week. The subject Cross Culture Management is introduces recently and hence collection is low

- Cost incurred on collection year wise break up

Table No. 4.12   Year wise cost incurred on various media

Media/ Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Book	277469	265176	324086	331463	352194	385055	358695	332643	355325	250844	27173
Other Media	31520	37191	41145	25740	41829	47200	37085	42515	36234	40995	4530
Audio/ Video-cassettes	5130	99	0	0	0	0	0	3200	0	0	0
CD ROM	10475	16840	18207	15553	4146	14281	14207	2895	12458	14374	149
DVD	0	0	0	13487	8821	5597	11661	12353	3296	11668	1699

Observations:

Maximum amount of cost incurred on Books in 2007

The amount spent on books in 2012 has come down to 27173 as the institute had got an AICTE approval in 2011 and there was an intake of only one batch of the PGDM. Budget to be spent was restricted.

Audio/Video cassettes were popular in 1990's and hence their purchase is almost nil in the past three years and also between 2004-2008

Amount spent on CD's in 2012 is again restricted due to limited intake of students

The DVD's were purchased from 2005 onwards

2.   **To examine the role of faculty in collection development**
   - Faculty approve books from catalogues
   - They also visit vendors and give in their suggestions
   - They approve books from vendors
   - They give in their own recommendations
   - They suggest references below chapters in books
   - Suggest books from Book reviews in newspapers

Observations:

Faculty are involved in the process of collection development

They are aware of all the means to collection development

3.   **To study the trend of growth of collection year wise**

Table No. 4.13   Year wise trend in growth of collection

Media	Apr 1974-Mar1995	Apr1995-Mar2004	Apr2004-Mar2005	Apr2005-Mar2006	Apr2006-Mar2007	Apr2007-Mar2008	Apr2008-Mar2009	Apr2009-Mar2010	Apr2010-Mar2011	Apr2011-Mar2012
BOOK	5743	5957	973	725	821	854	828	857	806	235
EXPORT AUDIO & CD ROMS		30				9	5	18		
ARTICLES		1374								
BOUND VOLUMES	1	10		137	18		10			60
FLOPPIES		11		2						
EXPORT OTHER MEDIA	59	949	139	128	112	123	72	133	88	50
AUDIO/VIDEO CASSETTES	160	196	3		3	1		1		
CD ROM		245	69	106	57	48	62	52	40	45
Project Reports			236	88	112					
DVD			1	51	20	11	47	19	6	56
THESIS							21			
ELECTRONIC BOOKS									14	6

49

Observations:

There is a steady growth in the collection of books up to 2010. Though there is increase and decrease in between this may be due to rise in the cost of books.

After 2010 all the part time courses shut down and only three fulltime courses remained. And in 2011 only one AICTE approved PGDM course remains. Hence there is decline in purchase as budget was to be used sparingly.

4.   To evaluate and see whether the collection is balanced on the subjects covered in the curriculum are appropriate on management topics

Seeing the bifurcation of collection on various subjects it can be seen that Systems Management is the subject of the curriculum where the collection is less. The collection in the other areas is fairly balanced.

Observations:

The collection is in line with the suggestions from faculty and meets the curriculum needs

5.   To find out the weak areas in the collection development

Weak areas in the collection are systems and finance and Systems management

Observations:

Finance because there was no fulltime faculty in recent years to develop the same

Systems management as it was not taken by students as elective in the past few years.

6.   To know if there are any standard followed for collection development as far as library science is concerned

Library does its collection based on the mission statement of the institute, the purpose of this collection and the audience to whom it is meant. Its collection is for its students and faculty; it serves the fulltime PGDM program. It has a budget of its

own. It has a collection on management related topics as per relevance. The subjects are classified according to library classification scheme (Dewey Decimal Classification). Books selected from catalogue from publishers, exhibitions, recommendations from faculty and students and approval from vendors. The Librarian and faculty are responsible for the collection. Collection assessment or evaluation is done using client-centered and collection-centered techniques, including both quantitative and qualitative results are employed in the data gathering and description process. Weeding of the old and outdated collection is done periodically.

Observations:

Standards followed for collection development are in line with Library Science.

7.   To study the provision of funds for collection development

Table No. 4.14   Provision of Funds for Collection Development

Period	BOOK	Audio Visual/ CD/ DVD	Periodicals
01/04/2000-31/03/2001	2,40,000	15,000	1,85,000
01/04/2001-31/03/2002	2,40,000	15,000	1,85,000
01/04/2002-31/03/2003	2,40,000	15,000	1,85,000
01/04/2003-31/03/2004	2,40,000	15,000	2,00,000
01/04/2004-31/03/2005	4,05,000	15,000	2,00,000
01/04/2005-31/03/2006	4,15,000	15,000	2,15,000
01/04/2006-31/03/2007	4,15,000	50,000	2,80,000
01/04/2007-31/03/2008	4,15,000	50,000	2,80,000
01/04/2008-31/03/2009	410000	50,000	2,80,000
01/04/2009-31/03/2010	410000	50,000	2,80,000
01/04/2010-30/04/2011	420000	50,000	2,80,000
01/04/2011-31/03/2012	410000	50,000	2,80,000

Observations:

There is an increase in the budget over the years. For the first five years the budget was the same for books and audio-visual. There was an increase in periodical budget from 2003 as new periodicals were added and there was an increase in the cost of subscriptions. There is an increase in the Budget for books and periodicals thereafter due to rising cost of both. Budget for Audio-visual aid though fairly remained the same for initial years as it was not a media frequently used by the entire faculty. Later on the CD/DVD came in use and the budget was increased. The budget has decreased between 2008-2010 as the process for AICTE approval had begun with the last batches for the PGDIT and PGDHR.

4.2.1   Analysis of Faculty Feedback– Part I

Faculty Feedback Questionnaire   24 responded   (Male : 16, Female : 8)

1.   **Which of the following resources you use most prominently? (Please give sequence as per your importance 1, 2…)**

Table No. 4.15   Types of collection

Sr. No	Type of Collection	Your importance						
		1	2	3	4	5	6	7
a	Books	16						
b	e-books	1	2	3	2	3	2	1
c	CD/DVD	1	6	2	1	3	3	
d	Instructor Resources	2	2	1	3	1	2	1
e	Print Journals	2	3	4	2	2	2	1
f	Online Journals	2	3	1	2	2	1	2
g	Databases		2	2	3	2		4
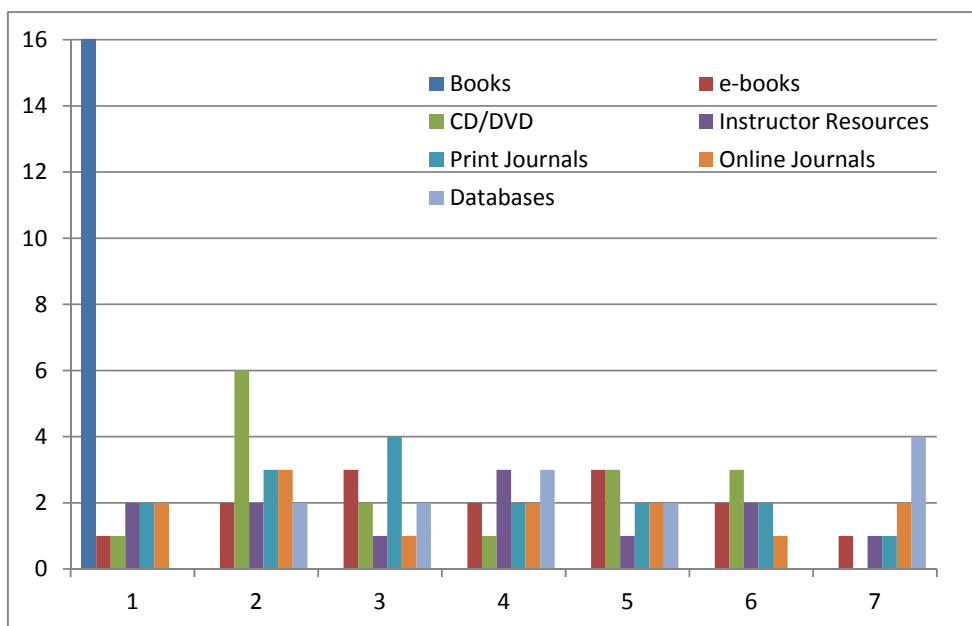
Fig. 4.1 Types of collection

Observations:

Most of the faculty use books prominently. Some of them have given their second preference to CD/DVD and few others have given third preference to print journals while teaching.

2. **Which type of Books do you use more frequently?**

Table No. 4.16   Types of Books

Sr. No	Books	Usage
a	Text	10
b	reference	17
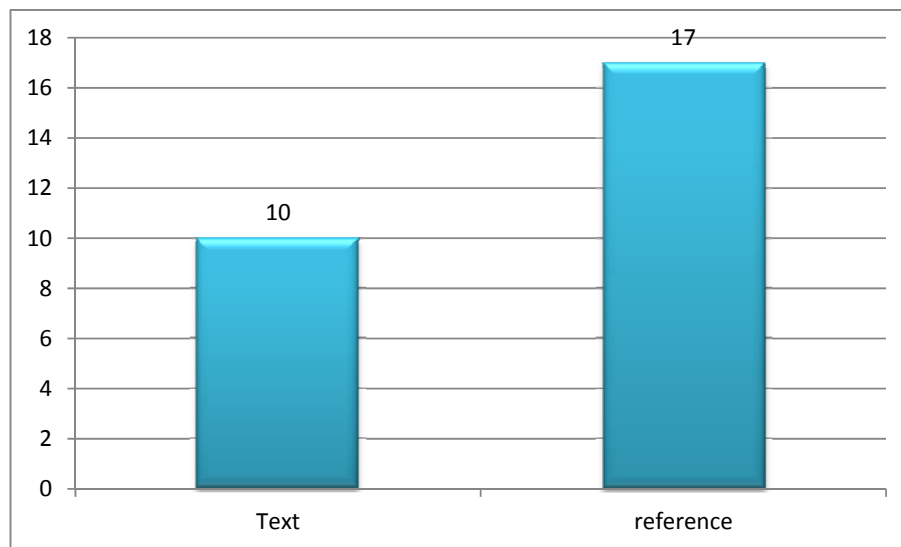
Fig. 4.2 Types of Books

Observations:

Percentage use of text 37% and reference books is 62.9% which shows that faculty uses more of reference books than text books

3.   Which type of Journals do you use more frequently?

Table No. 4.17   Types of Journals

Sr. No	Journals	Usage
a.	Foreign	14
b.	Indian	12
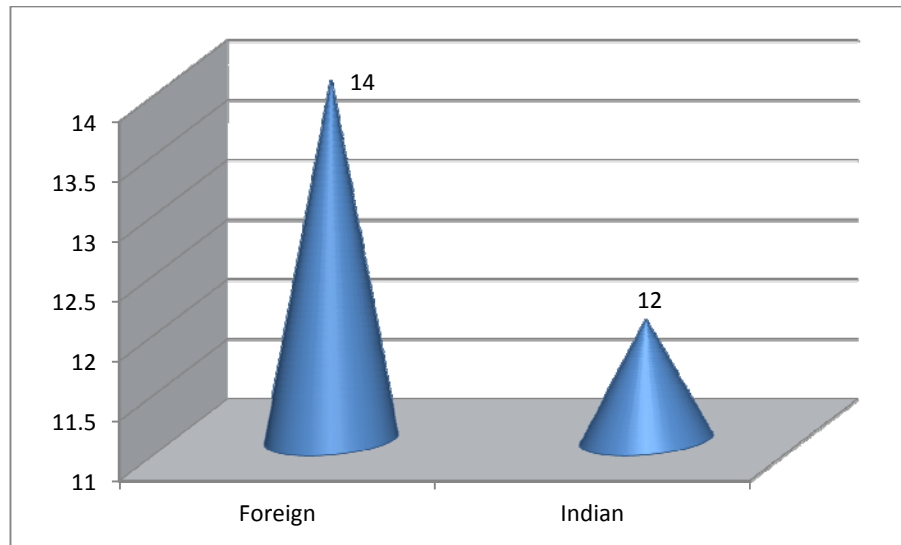
Fig. 4.3 Types of Journals

Observations:

53.8% use more of Foreign Journals and 46% use Indian journals

4.   Which of this multimedia do you use more frequently?

Table No. 4.18   Multimedia Usage

Sr. No	Multimedia	Usage
a	Audio Cassette	2
b	CD	8
c	DVD	15
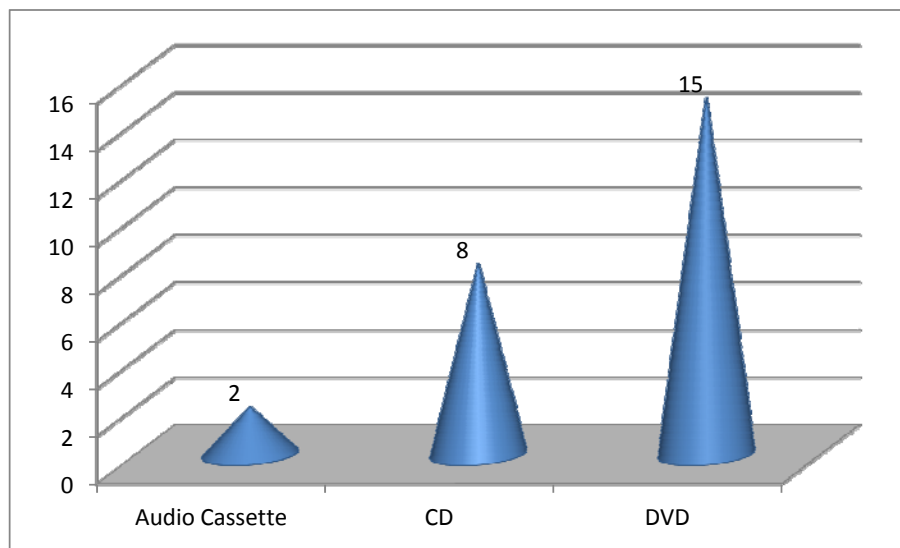
Fig. 4.4 Multimedia Usage

Observations:

Among the multimedia 60% use DVD, 32% use CD and only 8% use audio. This is mainly because the technology has shifted from use of Audio/video to CD/DVD.

5.   What is the purpose of your use of the following resources more frequently?

Table No. 4.19 Purpose of use of Resources

Sr.No.	Type of Collection	Self-Study	Teaching
a.	Books	23	19
b.	e-books	15	8
c.	CD/DVD	11	13
d.	Instructor Resources	7	13
e.	Print Journals	20	8
f.	Online Journals	21	5
g.	Databases	10	11
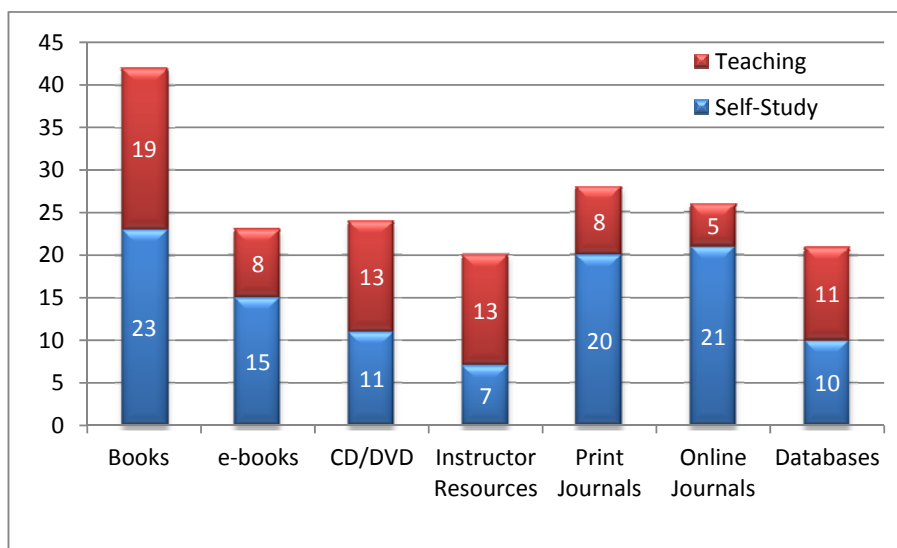
Fig. 4.5 Purpose of use of Resources

Observations:

21% of faculty use books for self-study and 24% for teaching. 14% use e-books for self-study and 10% use them for teaching. 6.5% use instructor resources for self-study and 6.4% use online journals for teaching. 19.6% use online journals for self-study. The usage of print journal for self-study is 18.6% whereas the use in teaching is 10.3%.

6.   Which is the most convenient place for the use the following resources?

Table No. 4.20 Convenient Place to use resources

Sr. No	Type of Collection	IMDR Library	Internet	Other Library
a.	Books	23	5	1
b.	e-books	4	11	2
c.	CD/DVD	10	6	4
d.	Instructor Resources	12	9	1
e.	Print Journals	16	1	5
f.	Online Journals	7	14	1
g.	Databases	9	9	1
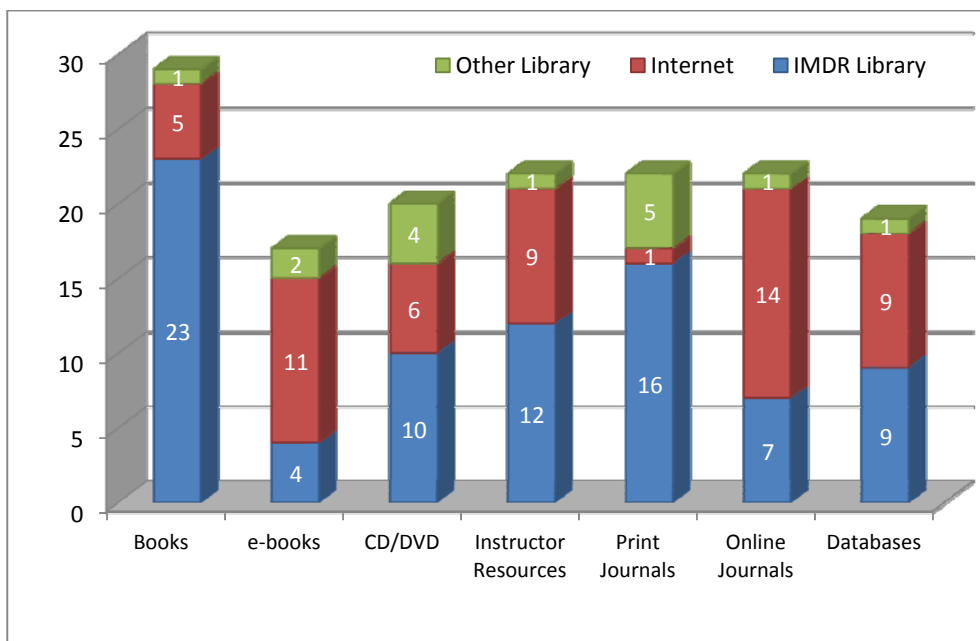
Fig. 4.6 Convenient Place to use resources

Observations:

53.6% use IMDR Library for the above mentioned resources, 36.4% use internet for the resources and 9.9% use other libraries to access the m.

7.   What is the frequency of use of the following resources?

Table No. 4.21   Frequency of Collection Usage

Sr. No.	Type of Collection	Often	Sometimes	Rarely
a.	Books	20	2	
b.	e-books	6	5	5
c.	CD/DVD	4	15	1
d.	Instructor Resources	6	8	2
e.	Print Journals	8	7	1
f.	Online Journals	9	4	2
g.	Databases	2	9	4
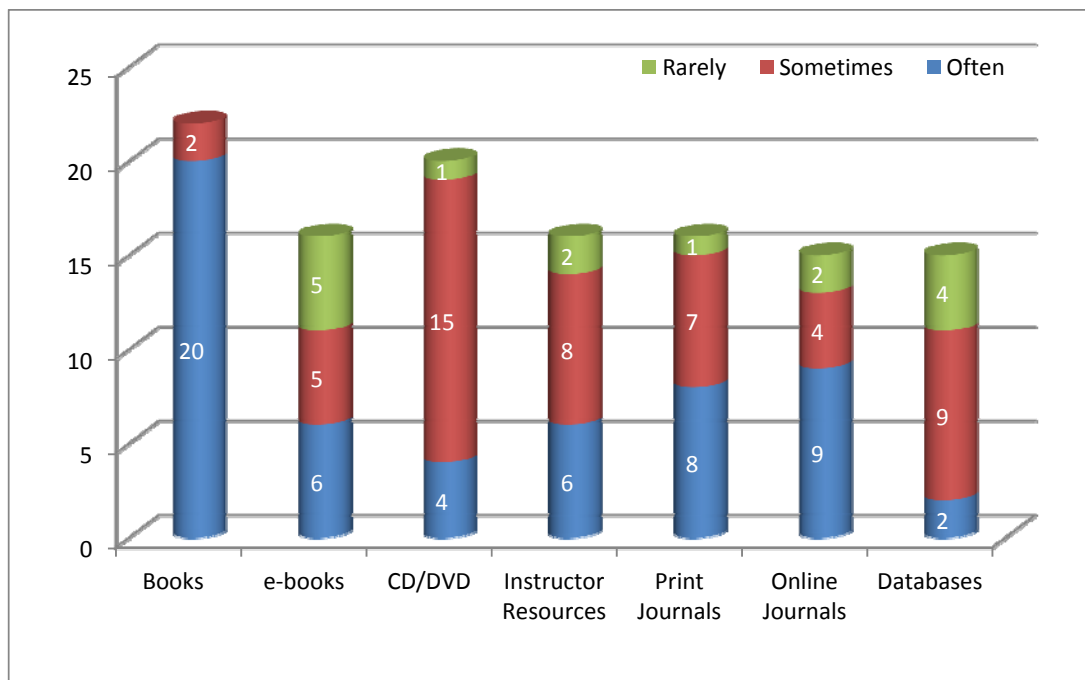
Fig. 4.7 Frequency of Collection Usage

Observations:

45.8% use the above mentioned resources often, 41.6% use them sometimes and 12.5 % use them rarely.

8.   Does the IMDR library fulfill your requirement of books etc.?

Table No. 4.22 Requirements fulfilled

Fully	Partly	Cannot say
17	4	2
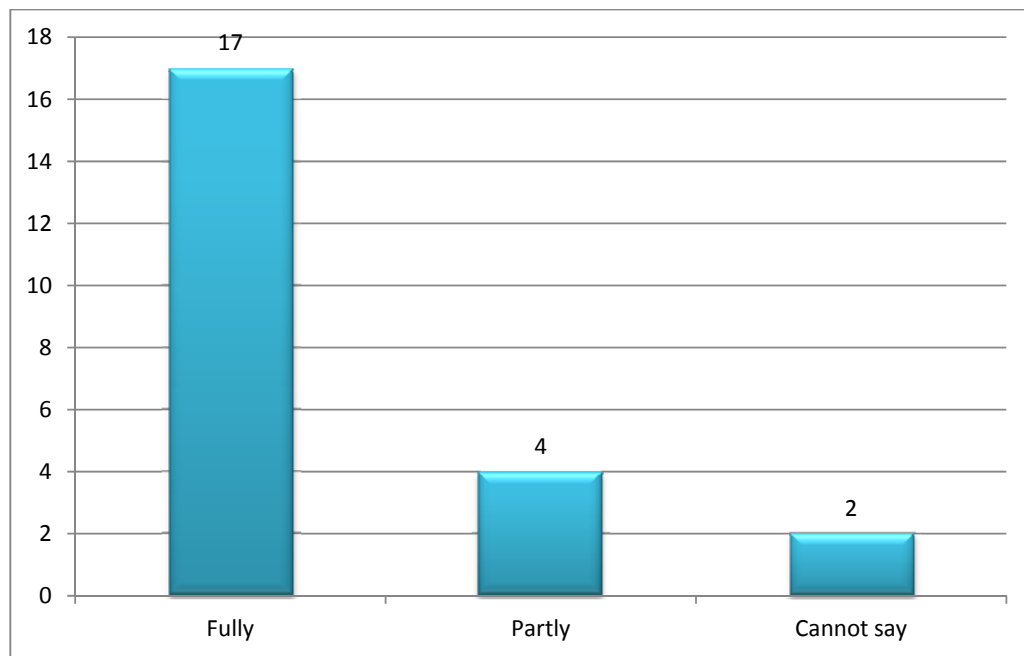
Fig. 4.8 Requirements fulfilled

Observations:

73.9% say that IMDR library fulfills their requirement for books, 17.3% say their requirements partly and 8.5% cannot say anything for sure.

9. **Which of the e-resources from IMDR Library you are using more frequently?**

Table No. 4.23 Usage of e-resources

Sr. No	Type of Collection	Often	Sometimes	Rarely
a.	EBSCO	2		5
b.	J-gate	1		7
c.	Prowess	1	1	6
d.	e-journals	1	2	4
e.	CD along with books	3	2	2
f.	Instructor resources	2	2	3
g.	K-base	3	1	4
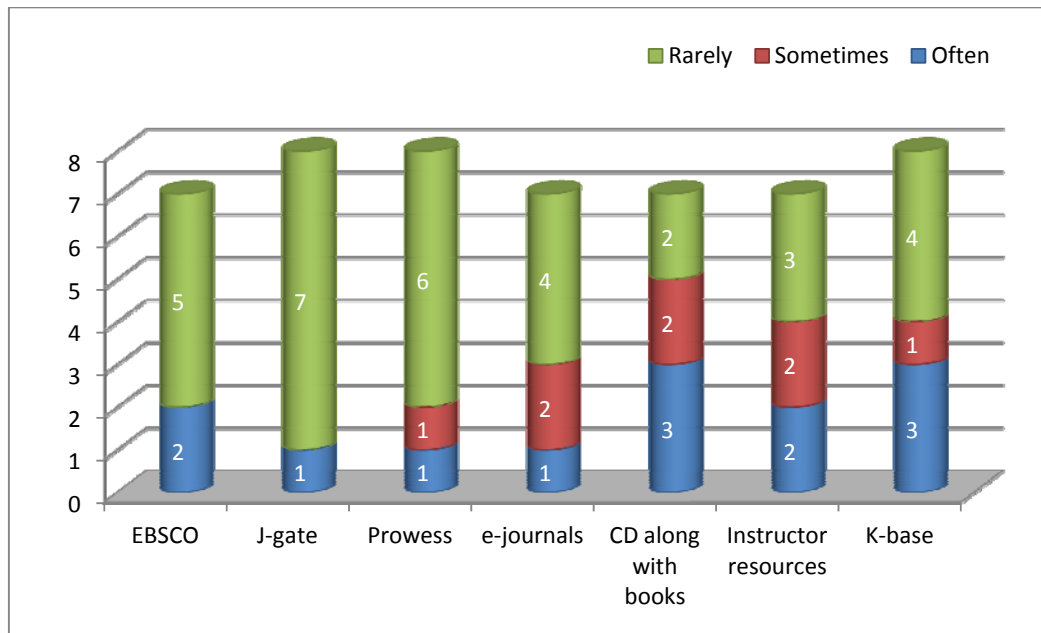
Fig. 4.9 Usage of e-resources

Observations:

E-resources like J-gate, EBSCO followed by e-journals are rarely used

10. **In your opinion, how does the use of the above e-resource benefit your teaching?**

Table No. 4.24 Benefits of e-resources

Very useful	Not very useful	Not at all useful
11	4	Nil
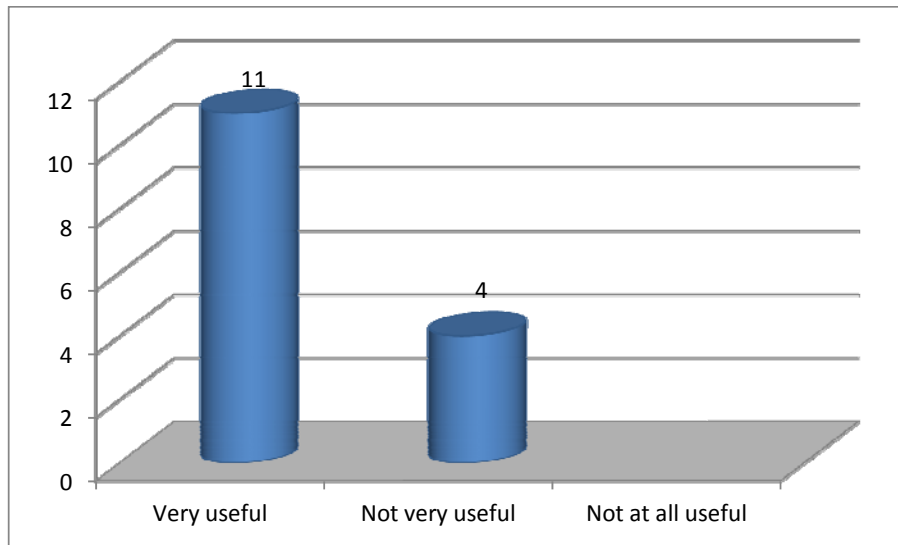
Fig. 4.10 Benefits of e-resources

Observations:

73.3% find using e-resource beneficial to teaching, 26.6% feel It is no very beneficial in teaching.

11.   Are the resources you access through WEBOPAC easily available?

Table No. 4.25 Availability of E-Resources

Always	Sometimes	Never
9	1	Nil
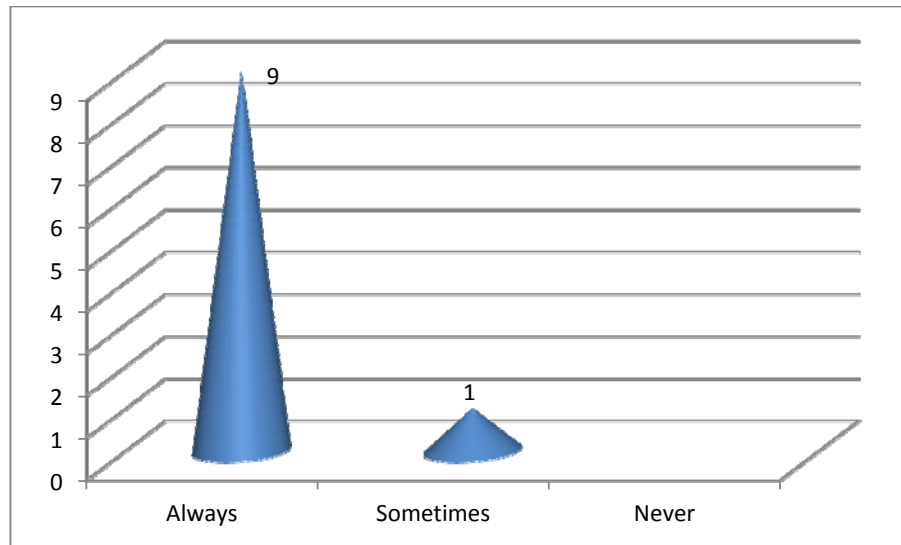
Fig. 4.11 Availability of E-Resources

Observations:

90% say WEBOPAC is useful 10% say it is useful sometimes.

12. **Which of the following collection in the IMDR Library you use more frequently?**

Table No. 4.26 Frequency of Usage of Collection

Sr. No	Type of Collection	Often	Sometimes	Rarely
a.	Biographies		6	8
b.	Directories		6	8
c.	Dictionaries	1	6	7
d.	Handbooks	2	7	6
e.	Yearbooks		6	7
f.	Encyclopedias		5	5
g.	Fiction (Marathi & English)	1	4	10
h.	Language		4	11
i.	Philosophy/Psychology	2	7	8
j.	Politics	2	2	10
k.	Religion		2	12
l.	Economics	3	6	5
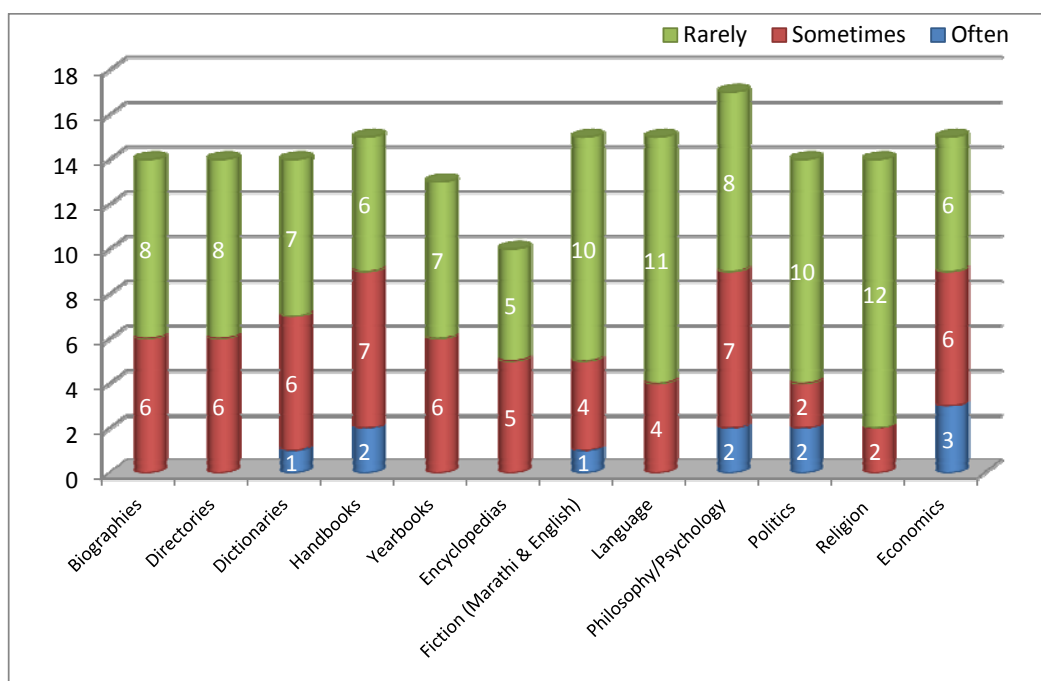
Fig. 4.12 Frequency of Usage of Collection

Observations:

From the table above it can be seen that the collection mentioned therein is sometimes or rarely used by the faculty. Only dictionaries, handbooks, fiction, philosophy/ psychology, politics and economics are used often by few of them.

13.   In your opinion do books available in IMDR library fulfill requirement of the curriculum of your subject?

Table No. 4.27 Books fulfilling Curriculum Requirement

Fully	Partly	Can't say
18	3	1
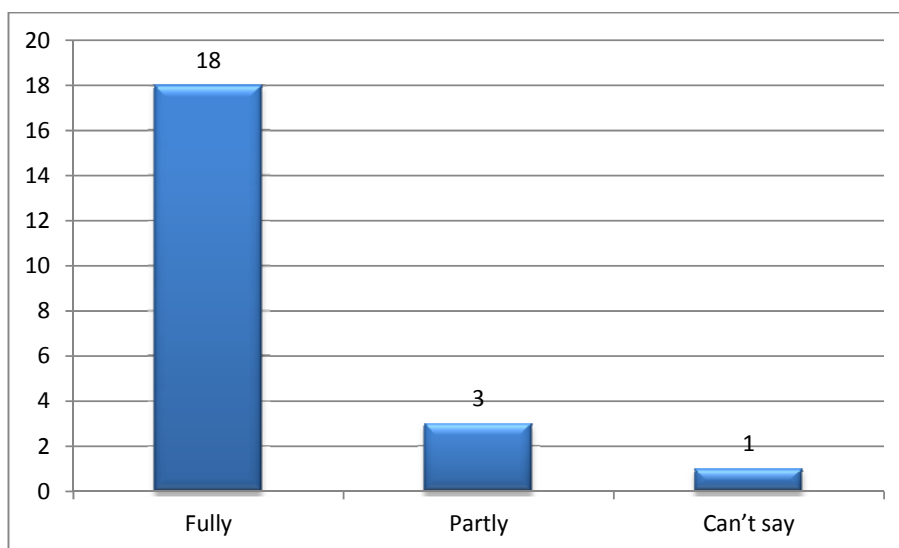
Fig. 4.13 Books fulfilling Curriculum Requirement

Observations:

81.8% say the books available in IMDR Library fulfill requirements of curriculum of their subject, 13.6% say it fulfills their requirements partly, 4.5%   can' say anything for sure.

14.   How would you describe library collection?

Table No. 4.28 Description of Library Collection

Updated Fully	Updated Partly	Needs Improvement	Can't say
12	5	-	2
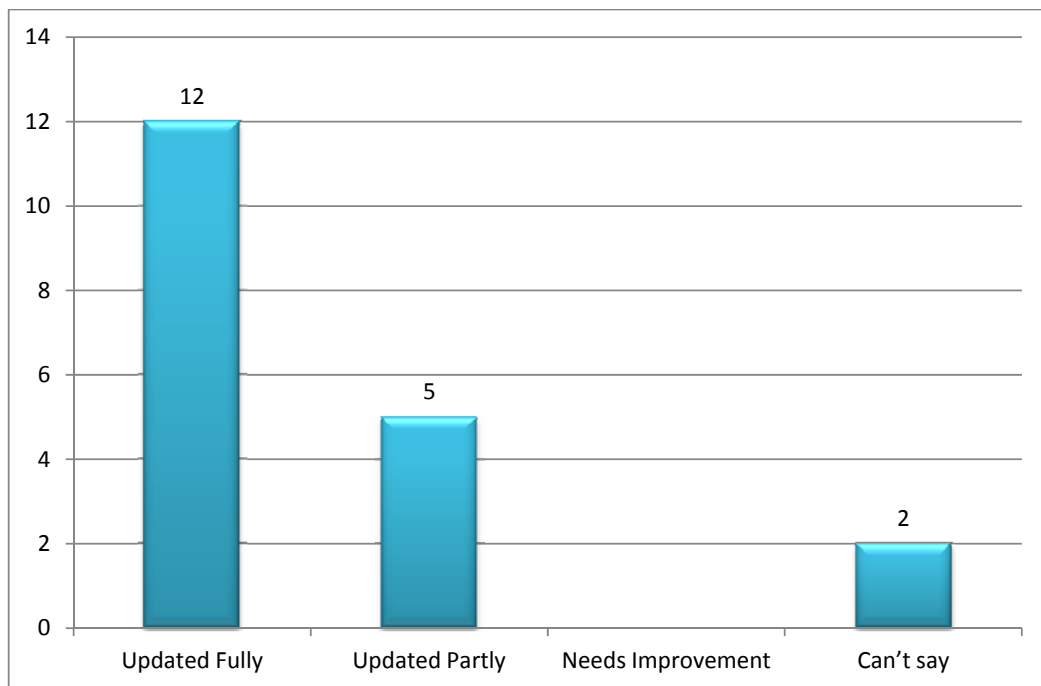
Fig. 4.14 Description of Library Collection

Observations:

63.1 % say collection is updated, 26.3% say it is partly updated 10.5% say they can't say anything for sure.

15. **Which is the area that needs more attention for collection development in IMDR Library?**

   ➢   Can't say authoritatively as have rarely used the library
   ➢   DVD related to operations Management, materials Management, Logistics Management, Supply Chain management.
   ➢   Write off books (Law Books) Which have become redundant
   ➢   There are few titles now they are not used or have become out dated.
   ➢   Instructor Resource book availability.
   ➢   On Culture.
   ➢   E-books, E-articles.
   ➢   Regular updating as Subject matter & Context of management as a discipline is quite dynamic.
   ➢   Books may be arranged number wise serially.
   ➢   Nothing specific as of now.
   ➢   DVD Collection for management related.
   ➢   B2B marketing
   ➢   Regular updates about new books being purchased by leading publishers. The representatives of publishers may be asked to visit the library and also meet faculty.
   ➢   CD collection
   ➢   Latest books in relevant areas
   ➢   Collection is good but not fully utilized by faculty and students
   ➢   Promotion needed
   ➢   Services extended
   ➢   Fresh cases
   ➢   Introduction to psychology books
   ➢   Technology, enterprise business
   ➢   Not equipped to comment
   ➢   Analyze the issue-return data it is difficult to answer

16. **How would like to contribute for Collection Development plan in the library?**

Table No. 4.29 Contribution to Collection Development Plan

Sr. No.	Ways of contributing to Collection Development	Responses
a.	Suggestions form catalogue	9
b.	Suggestions from Book reviews	12
c.	Joining Visits to Book Shops	8
d.	Approving books received from vendors in the library	12
e.	Visiting various Exhibitions in the City and outside	5
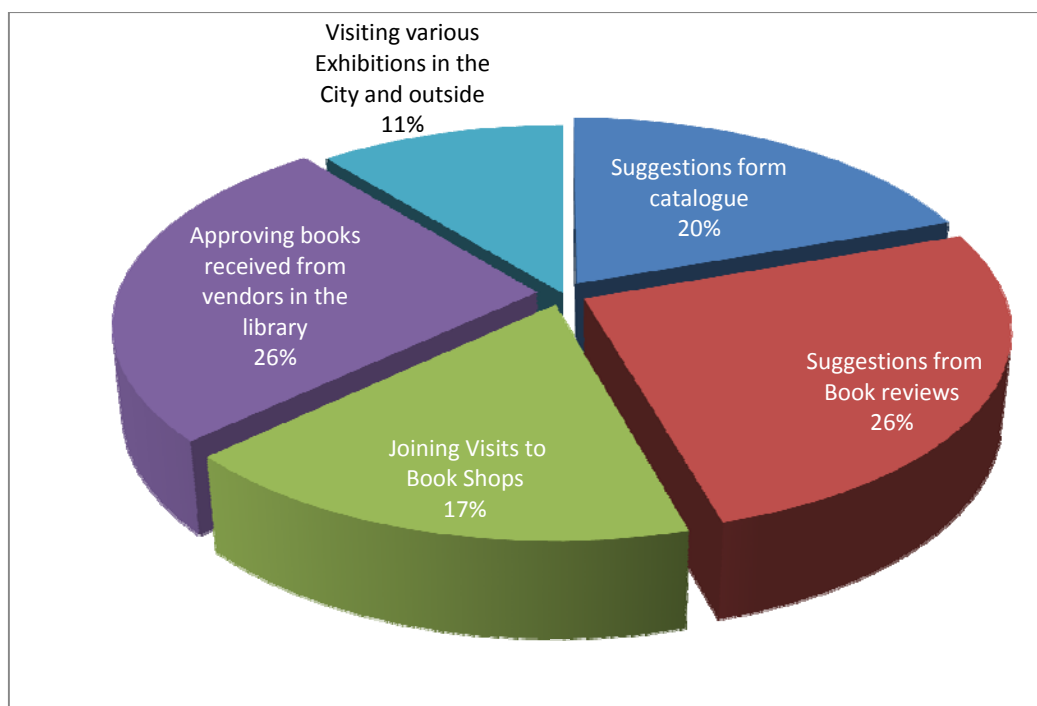
Fig. 4.15 Contribution to Collection Development Plan

Observations:

12 have said they would like to suggest books from book reviews, and 12 others say they would like to approve books coming from the vendor. 9 say they would suggest from Publisher catalogs and 8 say they prefer visiting book shops while 5 say they like to visit exhibitions to recommend or select books.

17.   In your opinion which is the better channel for updating the library collection?

Table No. 4.30 Channels to Update the Library Collection

Sr.No.	Channel for updating Collection	Responses
a.	Catalogue	15
b.	Supply of books from Vendors	5
c.	Student suggestions	12
d.	Faculty suggestions	22
e.	Purchase in the Exhibitions	2
f.	Attending Book review (readers club)	8
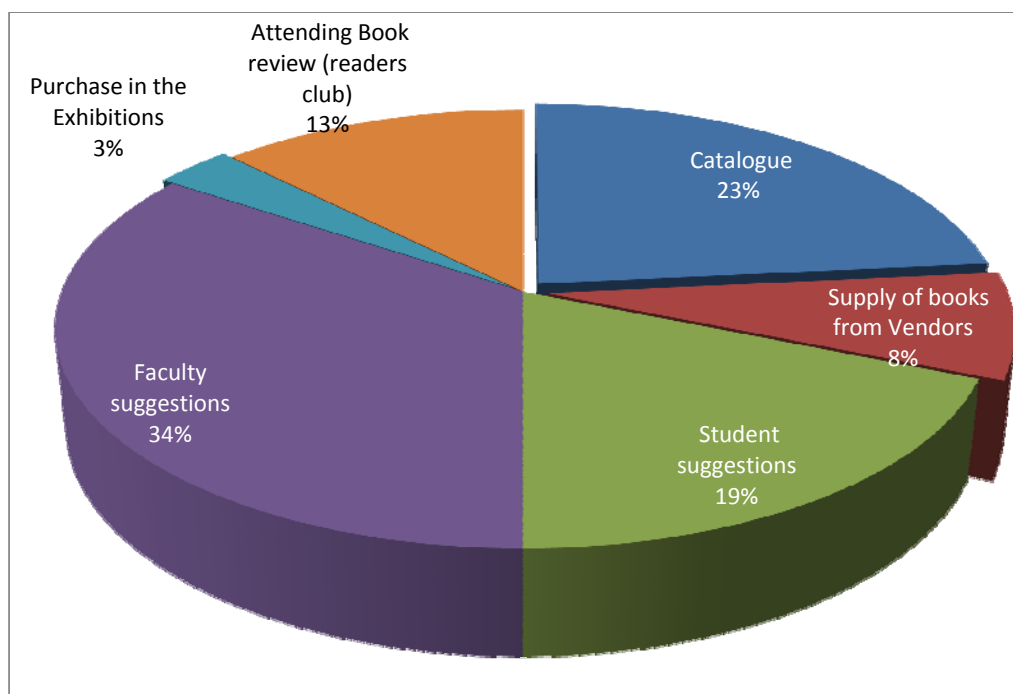
Fig. 4.16 Channels to Update the Library Collection

Observations:

22 say they prefer faculty suggestions to update library collections, 15 say catalogs are better, and 12 feel student suggestions are a better channel. 8 feel attending book review club are a better channel and 5 feel supply of book from vendor is the right channel. Only 2 feel exhibition is the right channel to update collection.

18. Do you have membership of any other library? (Please mention if Yes)

➢ N/A

➢ NIBM Lib.

➢ GIPE (Life Member)

➢ Other Management Institution

➢ Organize video shows for increasing foot falls.

➢ Work with faculty members to have subject wise reading list.

➢ The librarian needs to add more e-resources

➢ More focus on soft copies CD's/DVD's

➢ BCL

➢ Fergusson college library

19. **How would you rate IMDR Library in comparison with other library/ management library?**

Table No. 4.31 Library Rating

Above Average	Average	Below Average
20	1	Nil
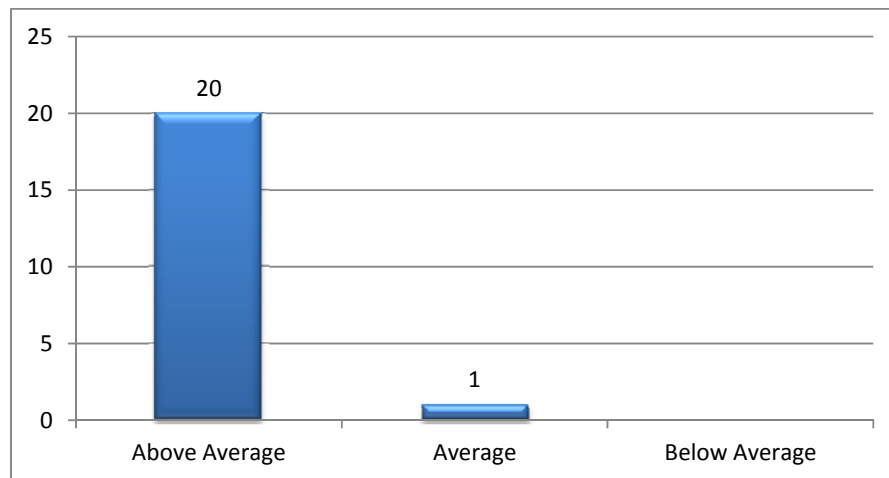
Fig. 4.17 Library Rating

Observations:

20 have rated IMDR Library as above average. 1 has rated it as average. 2 have not responded to the question

95.2% rate IMDR Library as above average and 4.7% rate it as Average library

20. Do you have any suggestions to improve upon the Library collection?

➢ Due to infinite availability of informational resources available universally, the nature of library usage has shifted and changed drastically it is possible that it may be now be increasingly made available as a clearing house for informational need so the users. The competencies require for this however may be quite different from those conventionally understood.

➢ Need to collect more DVD's on various Subjects.

➢ E-book's

➢ A Complete Collection of Classics (eg- Chaplin etc.)

➢ Books are difficult to identify

➢ Sequence and order.

➢ There are a number of videos on YouTube which may be downloaded for use as teaching aids.

➢ Very old books may be replaced with replaced improved editions.

➢ Damaged books may be rebound if can't be replaced.

➢ Nothing as of Now.

➢ DVD Collection on management topics

➢ Books of foreign authors may be purchased

➢ Best of best titles in each area may be explored.

➢ Collection of case in Indian context latest.

➢ No problem with collection

➢ Where is the reader (Every book has a reader)

➢ Continue to have large base of Reference books

➢ Please purchase books so that each student has sufficient copies of the same. Last year some issues were faced due to lack of copies

➢ Have not used the library enough to comment

21. What is the role of Librarian in collection development according to you? How do you think he/she should contribute?

➢ The nature of the job has changed. Hence it is difficult to maintain the conventional role as a custodian of informational resources. Newer

abilities, such as deeper search capabilities, abilities to guide community's search for information etc., may become necessary.

➢ The librarian will probably have to be an avid and accomplished searcher herself.

➢ Librarian works as facilitator.

➢ Constantly update the books, a made it more visible to students of their availability.

➢ Annual Visit to Leading College (IIM, ISB) to know the trend.

➢ Discussion with internal/ External Faculty regarding upcoming books.

➢ The Librarian should keep in touch with the new publication & invite publisher / catalogues etc. to update the collection.

➢ He/she may also visit other libraries to see their collection / updates.

➢ Suggesting books for relevant topics.

➢ Recommending articles from Journals

➢ Database of earlier done projects. Senior faculty notes, teaching instructions (may not be relevant)

➢ The responsibility for Collection development lies with faculty & librarian, I see the librarians role as one of creating awareness and interest in the collection.

➢ Visiting Vendor exhibition selecting books.

➢ Seeing the books before Purchasing.

➢ Having interaction with users of library.

➢ If Possible visiting other Libraries.

➢ The Librarian is a bridge between assessments of gap of what is available v/s desired. He /She thus a link between external & internal environment for striking balance.

➢ Understanding the requirement of the users and offering best possible available options. (resources)

➢ Updating the users about new trends and resources available.

- Advance CRM should be implemented to know the profiles, likings of the users and library need to be pro-active. Librarian should have meeting with each faculty for each subject.
- Make the library accessible to outsiders/alumni/other B-school teachers at cost.
- Organize events around book review and reading.
- The librarian has to play a dual role of Facilitator & knowledge seeker
- She/he must be well read about socio-politic-economic events & make relevant suggestions for books/AV material.
- Also much compliance is required / many suggestions are made by students. She/he should facilitate the process.
- Law journals- e.g. Consumer protection journal
- Frequently interacting with faculty and developing contacts with publishers
- Meet other librarians and discuss
- Visit book shops
- Read business press regularly
- Contact visiting faculty
- Locating subject or topic specific articles, research papers, contemporary management topics
- The role played by the librarian in IMDR library in terms of assisting in finding books and indexing the library is excellent
- Share book reviews with readers and faculty
- Continue the practice of taking feedback from students & teachers
- Increase awareness among users
- Periodically review the collection with the help of concerned faculty

Analysis of Student Feedback - Part II

Student Feedback Questionnaire

Responded – 78   Male: 53   Female: 35

1.   Is the library collection relevant to the curriculum? (Tick Mark relevant)

Table No. 4.32 Relevance of the Library Collection

Sr. No.	Relevance of Collection	Response
a.	Extensively	21
b.	Sufficiently	44
c.	Fairly	12
d.	Remotely	-
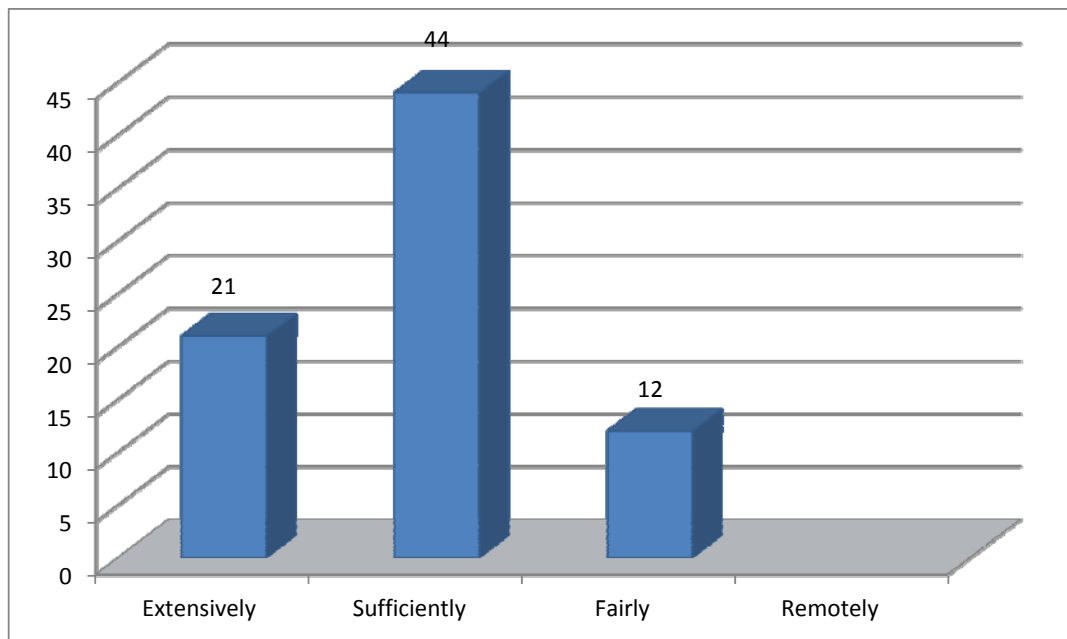
Fig. 4.18 Channels to Update the Library Collection

Observations:

27.2% say it is extensively relevant, 57.1% say it is sufficiently relevant, 15.5% say it is fairly relevant.

2.   Does the library collection of IMDR cover the following elective subjects from the curriculum?

Table No. 4. 33 Elective Subjects Coverage

Sr. No.	Subject	Full coverage	Partial coverage	No coverage
a.	Marketing	54	18	-
b.	Finance	51	25	-
c.	General Management	50	18	-
f.	Human Resources	44	23	-
e.	Operations	45	24	-
f.	Systems	33	30	2
g.	International Trade	43	25	-
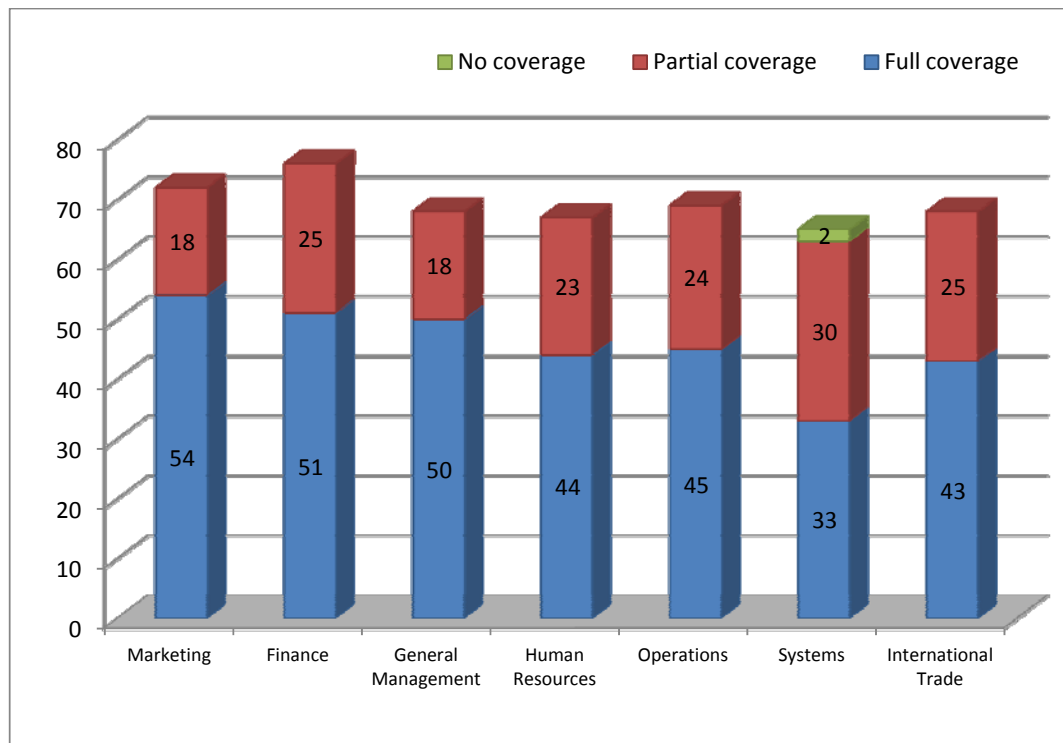
Fig. 4.19 Elective Subjects Coverage

Observations:

There is a full coverage in the areas of Marketing, Finance, General Management, Human Resources, Operations and International Trade

3.   Do you use the Audio/CD/DVD?

Table No. 4.34 Multimedia Usage

Sr. No.	Type of collection	Often	Sometimes	Rarely
a.	Audio	6	18	43
b.	CD	6	29	37
c.	DVD	7	23	39
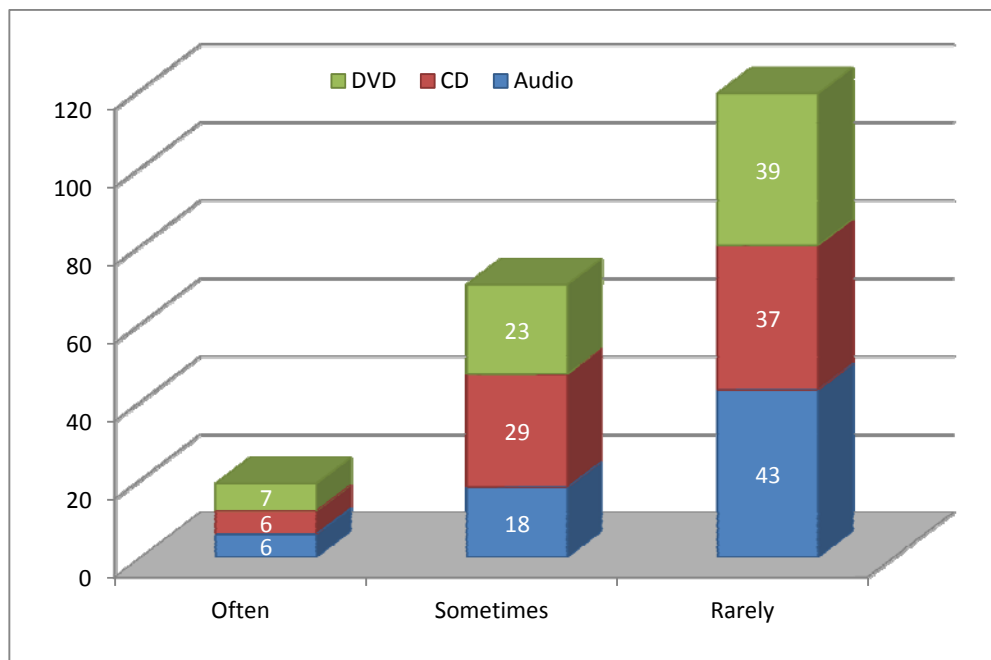
Fig. 4.20 Multimedia Usage

Observations:

10.14% often use DVD and only 8% often use audio and CD. 43% use CD sometimes and 34% use DVD sometimes and 26% use audio sometimes. 54% rarely use Audio cassettes 51% rarely use CD and 56.5% rarely use DVD.

4.   Have you used the WEBOPAC for the Journal articles listed in it?

Table No. 4. 35 Webopac Journal Articles Usage

Sr.No.-	Use of WEBOPAC	Yes	No
a.	articles	48	24
b.	reference books	1	
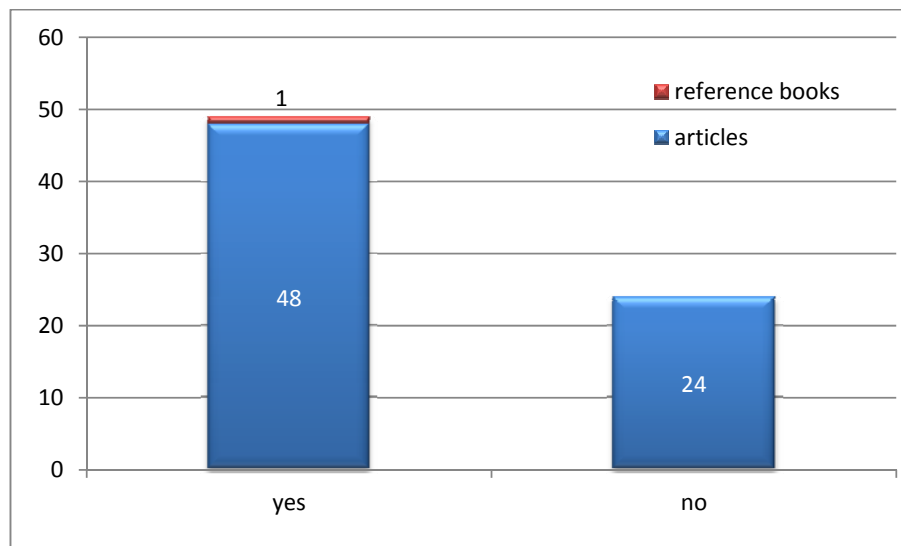
Fig. 4.21 Webopac Journal Articles Usage

Observations:

48 use articles listed in Webopac and 24 don't use them

5.   **Have you used the following collection in the IMDR Library? (Tick the relevant)**

<p align="center">Table No. 4.36 Usage of Subject Collection</p>

Sr. No.	Subjects in collection	Yes	No
a.	Biographies	34	34
b.	Fiction (Marathi & English)	47	25
c.	Language	27	40
d.	Philosophy/Psychology	58	10
e.	Politics	24	42
f.	Religion	18	47
g.	Economics	45	4
h.	sociology	50	1
i.	Taxation	17	34
j.	Banking	14	37
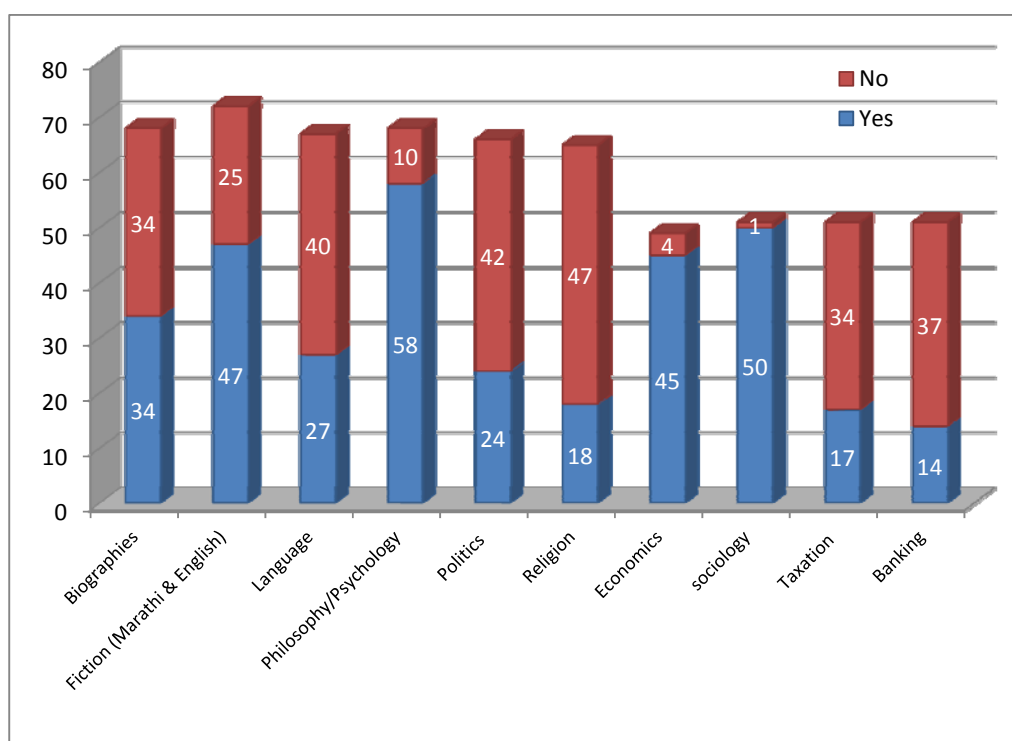
<p align="center">Fig. 4.22 Usage of Subject Collection</p>

Observations:

85% have used sociology 91% used Economics, 85% have used Philosophy/ Psychology, 65% used Fiction, 40% used Language, 36% used Politics, 33% Taxation and 27% used Banking.

6.   Which Journals do you use the most? (Tick the relevant)

Table No. 4.37 Usage of Journals

Sr. No.	Type of journal	Yes	No
a.	Indian	53	5
b.	Foreign	14	27
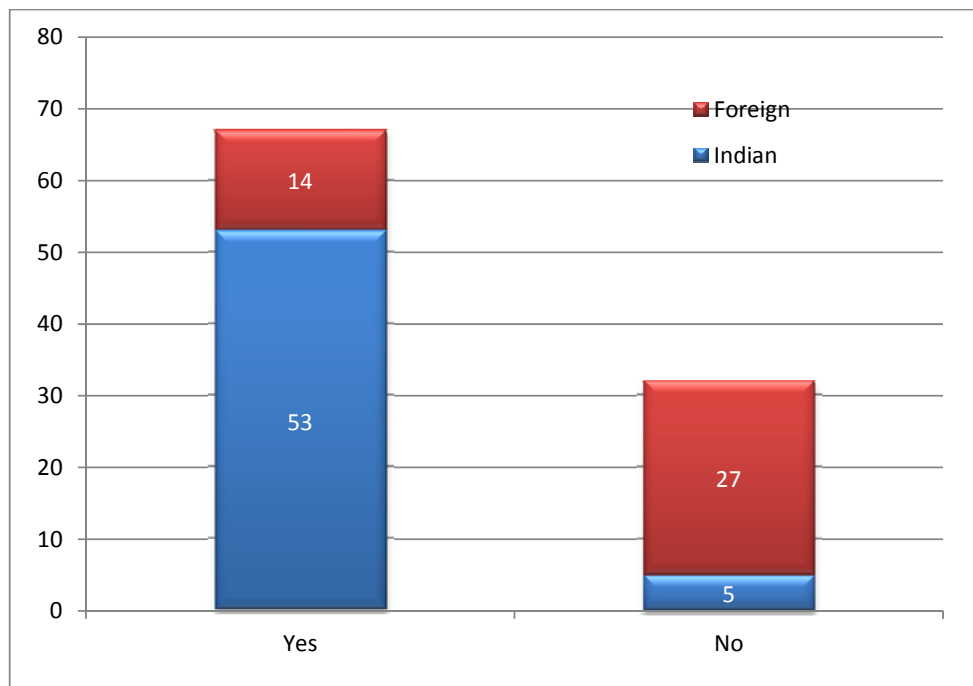
Fig. 4.23 Usage of Journals

Observations:

91.37% use Indian Journals and 8.62% did not use them. Similarly only 34% used Foreign journals and 65.85% never used them.

7.   Do you use the e-resources in the library?

Table No. 4.38 E-Resources Usage

Sr.No.	Type of e-resources	Yes	No
a.	CD's accompanying books	13	64
b.	Sage e-journals	7	66
c.	E-books in WEBOPAC	20	43
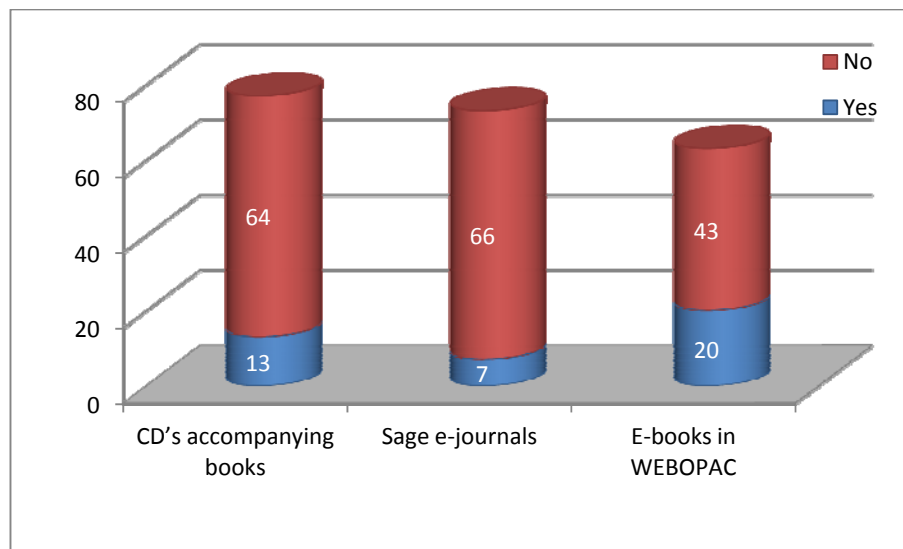
Fig. 4.24 E-Resources Usage

Observations:

17% use the CD's accompanying books and 83% don't use them. 10% use Sage e-journals and 90% don't use the same. 32% use E-books in Webopac and 68% don't use the same.

8.   Which of the following databases have you used?

Table No. 4.39 Database Usage

Sr. No.	Type of Database	Yes	No
a.	EBSCO	27	43
b.	J-Gate	4	14
c.	Prowess	18	53
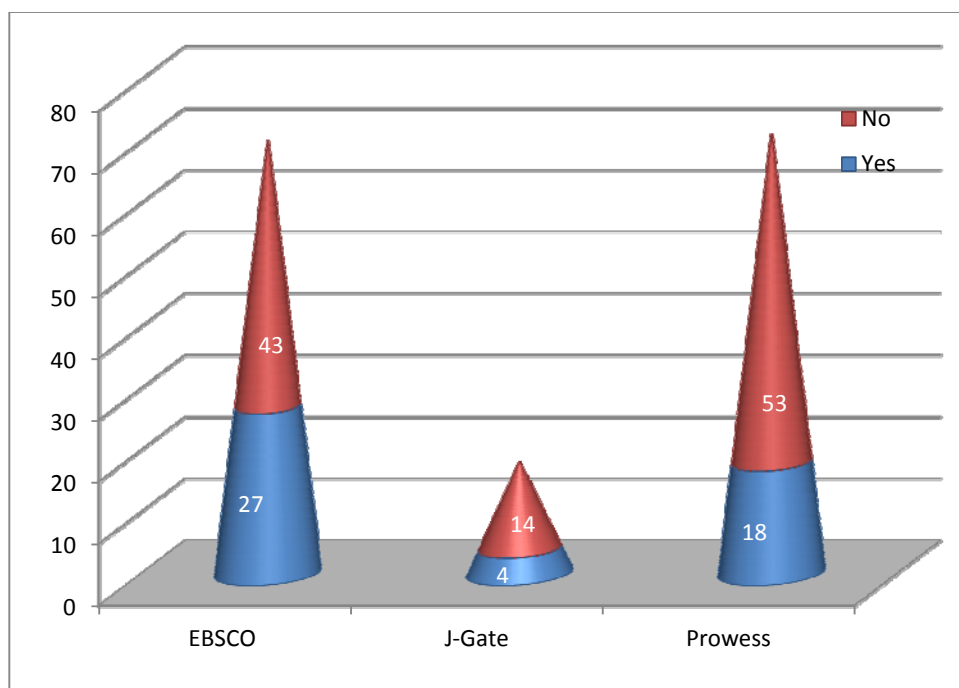
Fig. 4.25 Database Usage

Observations:

EBSCO- 39% used it and 61 % didn't use it.

J-GATE- 22% used it and 78% didn't use it.

PROWESS- 25 % used it where as 75% didn't use it.

9. **Are the following sources of information adequate in the IMDR Library?**

Table No. 4.40 Sources of Information

Sr. No.	Type of Information Sources	Yes	No	Not Sure
a.	Dictionaries	31	2	8
b.	Directories	20	2	18
c.	Handbooks	28	2	12
d.	Yearbooks	24	1	17
e.	Encyclopedias	25	4	13
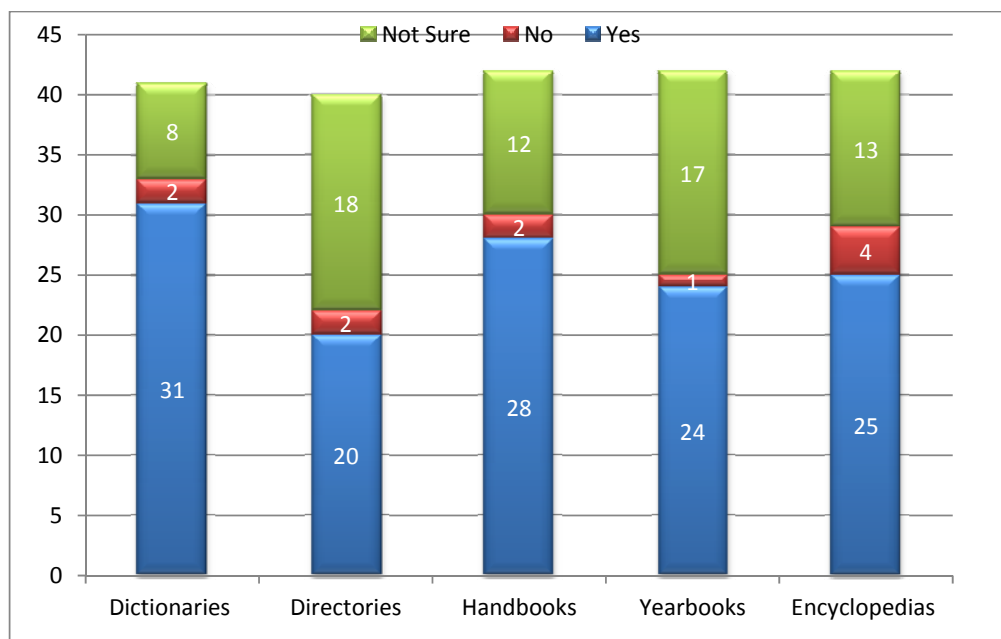
Fig. 4.26 Sources of Information

Observations:

Dictionaries- 75% say they are adequate, 4% say no they are not and 20% are not sure of the same.

Directories- 50% say they are adequate, 5% say no they are not and 45% are not sure of the same.

Handbooks- 67% say they are adequate, 5% say no they are not and 29% are not sure of the same.

Yearbooks- 57% say they are adequate, 3% say no they are not and 40% are not sure of the same.

Encyclopedias- 60% say they are adequate, 10% say no they are not and 30% are not sure of the same.

10.   Is the library collection of text books for the following subjects adequate?

Table No. 4.41 Text Book Collection

Sr. No.	Text book Collection	Yes	No
a.	Marketing	38	2
b.	Finance	34	7
c.	General Management	35	4
d.	Human Resources	33	4
e.	Operations	32	5
f.	Systems	26	11
g.	International Trade	33	4
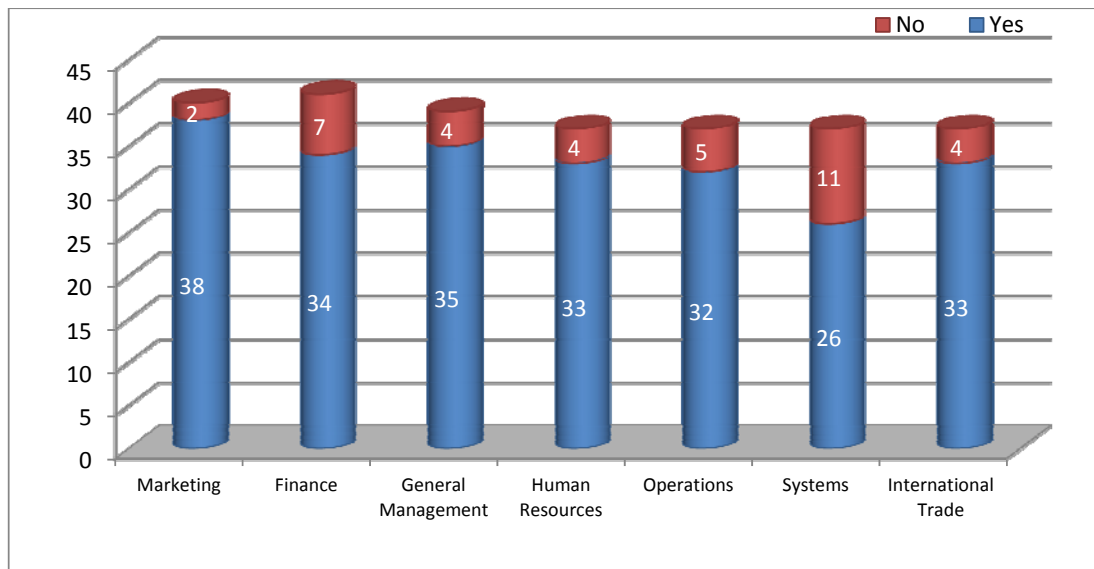
Fig. 4.27 Text book Collection

Observations:

Marketing- 95% says text collection adequate and 5% say it is not.

Finance- 83% says text collection adequate and 17% say it is not

General Management- 90% says text collection adequate and 10% say it is not

Human Resources- 89% says text collection adequate and 11% say it is not

Operations- 86% says text collection adequate and 14% say it is not

Systems- 70% says text collection adequate and 30% say it is not

International Trade- 89% says text collection adequate and 11% say it is not

11. **Is the library collection of reference books for following subjects adequate?**

Table No. 4.42 Reference book Collection

Sr. No.	Reference book Collection	Yes	No	Not Sure
a.	Marketing	34	3	
b.	Finance	32	4	1
c.	General Management	34	4	1
d.	Human Resources	16	3	
e.	Operations	15	1	1
f.	Systems	13	5	2
g.	International Trade	17	2	
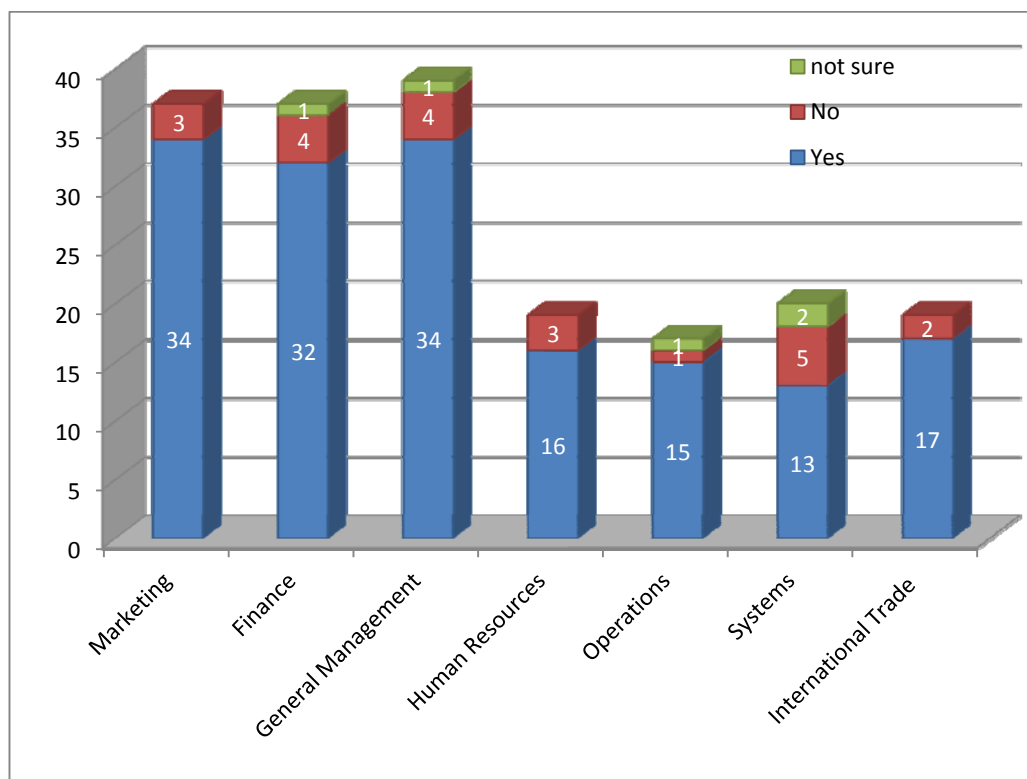
Fig. 4.28 Reference book Collection

Observations:

Marketing- 92% says reference collection adequate and 8% say it is not

Finance- 86% says reference collection adequate, 11% say it is not and remaining 3% say they are not sure

General Management- 90% says reference collection adequate, 10% say it is not and remaining 3% say they are not sure

Human Resources- 89% says reference collection adequate and 11% say it is not

Operations- 88% says reference collection adequate, 6% say it is not and remaining 6% say they are not sure

Systems- 65% says reference collection adequate, 25% say it is not and remaining 10% say they are not sure

International Trade- 89% says reference collection adequate, 11% say it is not

12.   How would you describe library collection in general?

- ➢   Very Rich. But We Cannot Fully Unilize its Resources.
- ➢   A great collection with a great staff.
- ➢   We have very good collection of books for every field but the problem in its volume.
- ➢   An ideal Library Collection must have reference books with Text Book.
- ➢   Good.
- ➢   Our Collection is Very good we Can got enough study material to read each topic subject
- ➢   Our library has awesome collection of books, and we are very happy with current Collection.
- ➢   According to me the library collection in general is adequate for me as per my usage.
- ➢   The Collection is very good it has reference as well as text books of all the subjects I can easily get the book which I like to read.
- ➢   It's good I have used library in many places. It is good compared to many.
- ➢   IMDR is having one of best collection of management books in Pune.
- ➢   Library Collection is Very good.
- ➢   It is Very good all type of Books available.
- ➢   Extensive collection and with Proper updates.

➤ The books on the companies, their way of working and the books on economics are great. Here all type of magazines are available and this is a great help for GD.

➤ A Good Collection. Some of the book are very old that are could not find in the open market.

13. Do you have any suggestions to improve upon the library collection?

➤ More Pc should Be Added in Library.

➤ We also want Reference books to be issued.

➤ Timing should be increased or I want library to be opened 24 hrs. (Because I love to read in night)

➤ Section can be divided.

➤ More CD Collection should be kept.

➤ The number of reference books must be increased, so that it can be issued.

➤ Computer are there in library but few one not working & rest are very slow in processing

➤ Try to bring more Copies of Text book in Curriculum.

➤ More books.

➤ There should be increase the no. of books which is very famous & which books has been preferred by student.

➤ Think we have insufficient collection of Supply Chain Management books.

➤ There should be a guide for finding the book

➤ There should be seminar related to knowledge of books which is available.

➤ I want to increase the library times just like IIM.

➤ Proper system should be there to use DVD's & CD's

➤ Search engines. i.e. WEBOPAC should be easier.

➤ Kindly allow us to take home some magazine for 5 days period in the present fine

➤ Increase the no of copies.

- ➢   Issue of Magazine.
- ➢   Bring more E-books.
- ➢   Bring more book for the daily reading

Reference

1. Data Collected from Library software "Libsuite-Asp 2003 version"

2. PGDM Curriculum

3. Feedback Questionnaires

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Chapter - V

Collection Development Model

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5.1   Collection Development

Collection evaluation should be considered an integral aspect of collection development. By "collection development" we mean the systematic and dynamic process of identifying, selecting, obtaining, evaluating, weeding, managing and maintaining in good physical condition the materials that a library makes available to its users, through its different collections.

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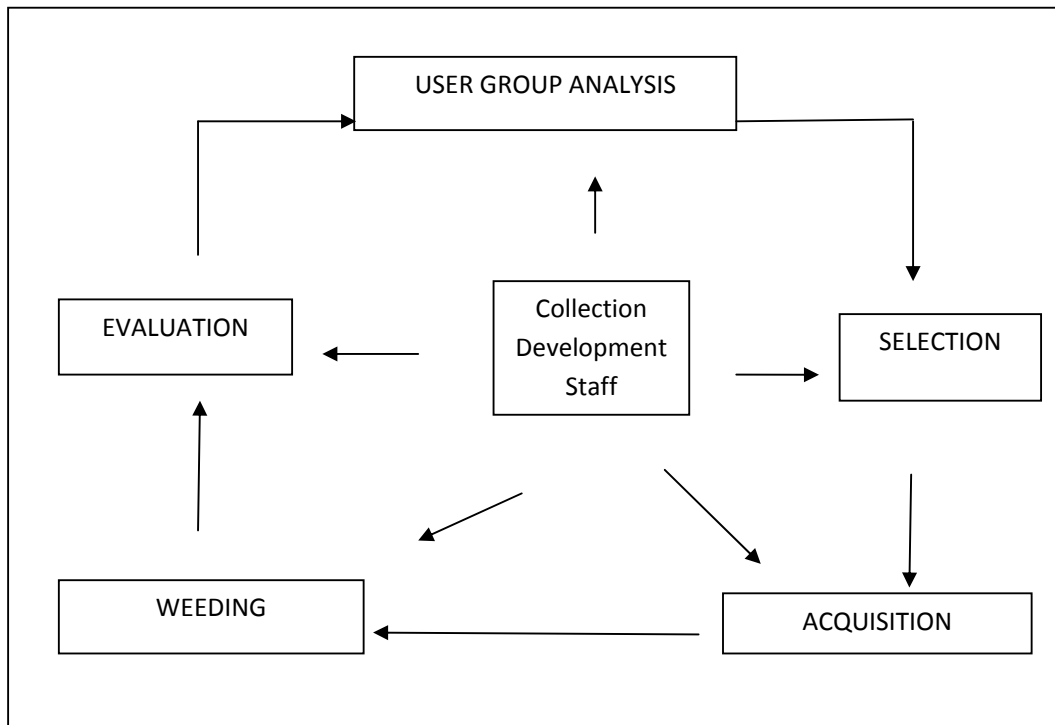
Figure 5.1 Collection Development Process.

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5.1.1 Users and Information Professional

The basic steps of the collection development process are:

- Users and information professional. Determining what information resources are needed (community analysis) - Collection development is a dynamic process that should involve both the information professional and the user

community. Knowledge of the user community is the keystone to effective development. No collection can completely meet the information needs of an individual user or a class of users. With limited resources to serve a wide range of interests, there must be proper analysis of the information needs of users for developing an effective collection.

- **Policies**- No library can be effective without a policy which sets out aims and objectives, identifies user groups and services, and indicates priorities amongst them. Effective collection development requires creating a policy to correct weaknesses and to strengthen a collection. Collection development policy is a written statement, providing details for the guidance of the library staff. The **Defence Science Library** also has a collection development policy which leads to the following:

  - Informs the readers about the nature and scope of the collection
  - informs about assigning priorities
  - Forces thinking about organizational goals to be met by the collection
  - Establishes some degree of commitment to meeting organizational goals
  - Sets norms for inclusion and exclusion
  - Reduces the influence of a single selector and personal bias
  - Provides a training / orientation tool for new staff
  - Guides the staff in handling problems
  - Aids in weeding and evaluating the collection
  - Helps in rationalizing budget allocations
  - Provides a public relations document
  - Provides outsiders with information about the purpose of collection

- Identifying or selecting the appropriate items, acquiring, and evaluating the collection and weeding out items not required.

5.1.2 Selection:

The selection of library materials is a highly time consuming, intellectual, and continuous process. Selection is the process of deciding which materials to acquire for a library collection. In essence, it is a matter of systematically determining quality and value. There is not enough money available to buy everything that might be of value to the user community. This necessitates that one or more professional staff members in the form of a selection committee, must decide which item should or should not be purchased.

The sources for book selection may consist of:
- Readers' suggestions
- Book reviews in periodicals
- Subject bibliographies
- National bibliographies
- Trade catalogues
- Bibliographies of reference works
- Bibliographies of periodical publications
- Bibliographies of abstracting periodicals
- Bibliographies of translations
- Books in Print and Book Banks in CD-ROM form
- Book fairs

Books:

In book selection, each book has to be evaluated individually against a background of other factors - library policy, user demand, budget allocation, etc.-before a selection decision can be made. Some key characteristics of books are listed here which help in the selection decision:
- Price
- Date of publication
- Author
- Publisher
- Level of readership
- Topic and contents

- Readability
- Language
- Index, bibliography
- Physical features of book e.g. format, binding, illustrations, typography
- Publisher's information
- Reviews - reviews in the popular press, specialist journals and general reviewing journals.

Periodicals:

Periodicals are often the first printed sources of information about a new subject or development, and generally contain the most current information about a topic. Selection of periodicals for a special library requires a study of subjects covered by the library. Directories of periodicals, general guides to serial publications, and similar compilations that list titles of periodicals covering different subjects should be referred for selecting periodicals. The complete list of periodicals on subscription should be reviewed annually to enable new titles to be added and those of lesser value be considered for deletion. Suggestions from the users also form one of the basis for selecting periodicals.

Audio-visual Materials:

Knowledge is no more confined to the usual book form but is now-a-days also coming in various audio-visual forms. These audio-visual forms are more convenient to users for assimilation and quick understanding.

The commonly used equipment required for using the aforesaid audio-visual materials are:
- Tape recorders
- Colour TV sets
- Video cassette players
- Head phones

CD-ROMs and Databases:

The use of databases accessed through telecommunication links and searched online, has become familiar to most librarians over the past decade. A more recent

information storage medium is the invaluable CD-ROM databases. Evaluation of the databases themselves can be a complex process. The databases must not only be compared against others in the same subject area, but where they exist in both online and CD-ROM form, the two formats must be compared for effectiveness.

The following are some of the important criteria for evaluation of databases:

(i)   Subject coverage of one database in relation to other.

(ii)   Sources covered and type of literature included such as books, journals, reports, etc. Retrospective coverage may differ between online and CD-ROM services.

(iii)   Average delay between publication of the documents and their addition to the database.

(iv)   Effectiveness of the indexing and retrieval system used.

(v)   Software system, including documentation and the existence of a help desk.

(vi)   Costs - Online searches add a considerable and frequently recurring expenditure to a library's budget; whereas CD-ROM involves cost the original purchase and its cost effectiveness increases with increasing

Online databases:

Library uses online database either those that are subscribed to or even its library database in form of library catalog to give easy access to its users to know about the holdings of the library.

Gifts and Exchange:

Library often acquires some documents as gifts. These gift items are handled by the Acquisition department of the library and the ultimate selection and evaluation of gift is the responsibility of librarian. Thus, gifts and exchanges can play an important role in developing a comprehensive subject collection.

Collection development is a common activity in most libraries and information centers.

5.1.3 Acquisition:

Library collection is being developed on the recommendation of various departments of the Institute. Every department can make recommendation for purchase of books within its allocated amount. Books are acquired through publishers and agents. The librarian and his staff also select books under the categories of generalia and reference books.

Acquisition is the process for obtaining materials, after the selection. Acquisition involves selecting vendors, placing orders, sending reminders to vendors and finally processing the materials and bills when received.

Books-

After approval of the Book Selection Committee, order for each title is placed with appropriate vendor. As soon as a book is received it is processed for acquisition, classification, cataloguing and put on display. Reminders are generated for non receipt of publications. Bills for the acquired books are processed for payment.

These are also procured through exhibitions, organised periodically by publishers and book sellers. This method besides helping in acquisition, also results in creating awareness among users about new publications

Periodicals & **CD-ROMs:**

Periodicals and CD-ROMs are acquired on subscription basis by placing orders with various publishers through agent(s). The agent takes the responsibility for proper addressing of the periodicals and CD-ROMs, claiming missing issues in the case of periodicals, and notifying the library when subscriptions fall due or when there are changes in the subscription rates.

* Foreign publications are also obtained in the same manner. There are a few periodicals which cannot be handled through dealers, and require membership with an association. Such titles are subscribed directly by the library. Orders for periodicals are placed annually.

5.1.4 Weeding:

Weeding has been defined as 'the practice of discarding or transferring to storage excess copies, rarely used books and materials no longer of use'. Before a weeding program is implemented, an evaluation of library policies and goals must take place. This evaluation should also include analysis of the present situation, consideration of possible alternative, feasibility of a weeding program in terms of library operations, faculty co-operation, and type of library involved, types of materials collected, and cost. Some of the data for the weeding program should come from the collection evaluation activities that the selection officers and others have undertaken on a regular basis. An active weeding policy should be a part of the library's collection development policy. Selection and weeding are similar activities as both are necessary in effective collection development program and require the same type of decision-making rules. The same factors that lead to the decision to add an item can also lead to decision to remove the item sometime later. So book selection policy will also determine weeding policy.

A team of experts under guidance of the selection office prepare a list for books which are old and not relevant to the subject area covered whose new editions have been acquired and those which are rarely used. Another list is prepared for the books which are physically damaged and cannot be read. The first list is sent to all those concerned to know if any book or material from the list is required by them for their subjects. The books which are demanded by any faculty are kept. For the rest of the books which are not demanded and those physically damaged, a list is circulated and approval is taken from all the committee members to weed them out from the library.

5.1.5 Evaluation:

Evaluation of the collection completes collection development cycle. Since it is closely tied to the need assessment activities it forms the basis for the next cycle. The person for collection development should be an intelligent, experienced and cultured selection officer with diplomatic abilities. a selection officer with a team of experts to evaluate, from time to time, the usefulness, strengths and weaknesses of

the collection, and finally how effectively the collection development has been achieved.

An anticipation of demand is a rule of collection of library materials. The selection of material for addition to the stock of a library should reflect the needs of its users Libraries attached to the institutions of higher academic study and research-work cannot therefore afford to be without periodicals. The books and periodicals collection should be of a reasonable size so as to serve as a base for any research and development work in particular fields of their interest.

Collection development through agents is facilitating as he places centralized orders on behalf of individual parties and recoveries from the agent who fails to supply the materials is easier. The Agents are getting some discount from the publisher, thereby, saving some foreign exchange of the nation. Agents are now supplying the materials by registered post and air - speeded avoiding any missing of materials and resulting in the collection of information materials earlier.

Collection Development Policy

A collection development policy establishes ground rules for planning, budgeting, selecting and acquiring library materials. These documents provide a framework for coordinated collection development programme throughout university libraries. Collection development policies also function as a guide to library resources for faculty, other users and other libraries by describing the scope and nature of the collection. A collection development policy is a written statement of selection principles and criteria, with guidelines on the depth of subject coverage and details such as language, geography and time period. The e-resources should be considered alongside printed resources such as e-journals, books and databases etc. and the library formulates an overall quality collection development policy covering all materials. Such policy includes:

- Outline the present collection's strengths and weakness.
- Identify the reader community that the collection are aimed at and recognized their needs, which will be met by the policy.
- Make the policy decisions available to all involved in purchasing activities.

- Most importantly the policy should be open to changes and constantly reviewed and updated.

Collection development has to be constantly guided by the requirements of the institution. In this information age, it is not practicably possible for any library to satisfy all the information needs of all its users all the time.

The CD policy has to incorporate all the formats in which relevant information is available. Students, scholars and scientists rely on various sources of information formal and informal, documentary and non-documentary, publications in electronic media such as online databases, CD-ROM, - full-text journals, multimedia and others. In view of the tremendous storage and retrieval capacity of the new media, the ease with which the information can be searched and retrieved, there is no other alternative for libraries except incorporating them in collection, and imparting user education.

5.2   The IMDR Collection model

IMDR follows its own model to build library collection which also includes the following:
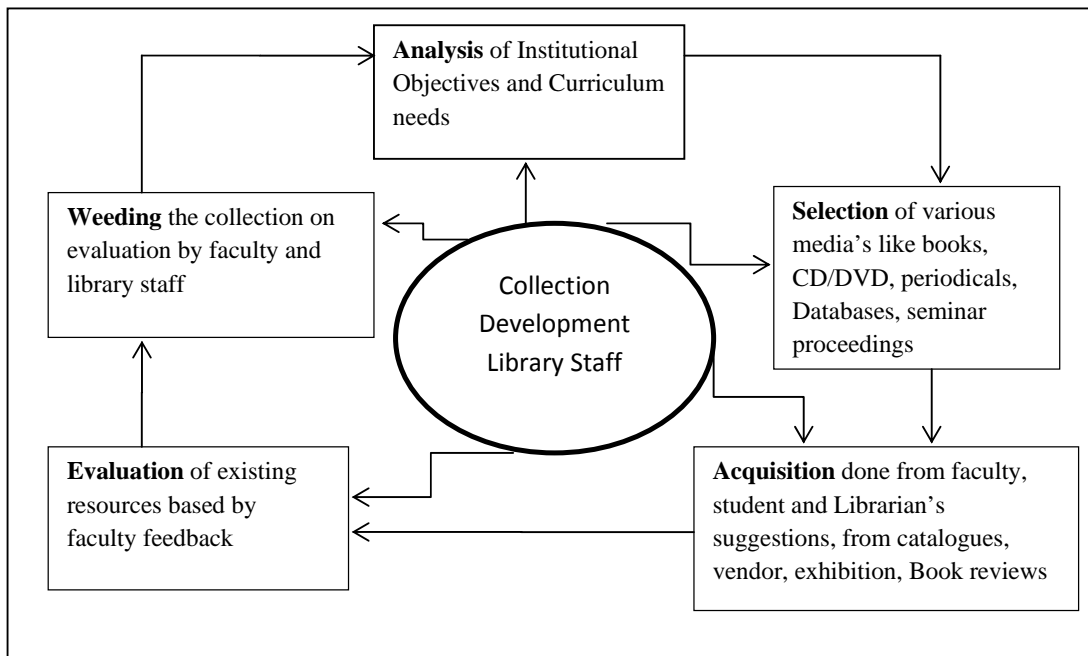
Fig. 5.2 IMDR Collection Model

The Library analyzes the institutional objectives and curriculum needs before selecting the various library resources. The Collection Development policy has the entire formats like the book, seminar/workshop reports publications in electronic media such as online databases, CD-ROM/DVD, print journals, e-journals, e-books. The library begins selecting and acquiring material from the Publisher catalogues, Books on approval from vendors, selecting books from exhibitions, picking the best books of the year from the internet, Book reviews in periodicals, books from the suggestions of students, the collection is also developed with suggestions from the various subject faculties and visiting faculty, visiting the like libraries to see its collection etc. The Librarian makes suggestion/recommendations for the purchase of References like directories, dictionaries and encyclopedias. Library often acquires some documents as gratis or donations. The ultimate selection and evaluation of donation is the responsibility of librarian

Periodicals and CD-ROMs are acquired on subscription basis by placing orders with various publishers through agent(s). There are a few periodicals which cannot be handled through dealers, and require membership with an association. Such titles are subscribed directly by the library. Orders for periodicals are placed annually. The complete list of periodicals on subscription is reviewed annually to enable new titles to be added and those of lesser value are considered for deletion. Suggestions from the users also form one of the bases for selecting periodicals.

There is a time to time evaluation of the collection by circulating the existing list titles to the faculty for them to decide on which to withdraw and what to add to update the collection. Thus the old collection is weeded.

The collection is also maintained by binding the books, replacing the overused and books that are issued and unlikely to be back, but are much required text from the fees/deposit of the members.

Chapter - VI
Findings and Suggestions

6.1   Findings of the study

General:

- Almost all the subjects covered in the curriculum are available and those other than management too are available. There are books on the core subjects and the related areas.

- Library collection is done as per library science and there is an all-round method to update the collection

- The Indian Publication is more when compare to the foreign publication as the Indian context is more relevant to the teaching and foreign publications are expensive too and don't find more space in the collection as budgets are limited.

- Collection of text is less compared to reference and collection as the library is not a text library. Also collection on management is the largest

- Books in the elective area Systems is the least as teaching notes are used by faculty and very few opt for this elective

- Budget is spent on various resources as per the need. Even if the amount for each media is allotted it is not necessary that the amount is totally spent. The amount spent during the AICTE approval in 2012 is less due to only one batch of PGDM course. Amount spent on

- Audio cassettes and VCD were popular come years back and hence amount was spent on them and certain amount of such collection can be seen. Later CD/DVD became popular and hence more amount was spent on the same and collection developed

- Faculty are the prime factor in collection development and are aware of all the means to develop collection

- Collection is in line with the needs of the curriculum

- Finance and systems are probably the week areas in the collection.

- The budget has increased over the years but there has been an increase in the cost of publications and the course conducted has come down to only one fulltime course PGDM since 2011. The nature of library budget spent has shifted from Books and Periodicals to multimedia – CD/DVD and databases

Faculty View

- Faculty give importance to books followed by instructor resources, print journals and online journals
- Faculty use more of reference books more frequently when compared to text books
- Faculty use Foreign Journals more frequent when compared to Indian Journals
- DVD is preferred over audio and CD
- Faculty use more books Print Journals and Online Journals for self-study and books CD/DVD, Instructor resources and Databases for teaching
- Faculty find it convenient to use resources of IMDR library followed by Internet resources and other libraries
- Books print journal and online journals are used often when compared to the other resources similarly CD/DVD, Instructor resources, Databases used sometimes and remaining resources are rarely used
- Most of them say IMDR Library fulfills their requirements
- Some often use EBSCO, K-Base, Instructor Resources, and CD along with books. But others rarely use the e-resources on the campus
- Those using e-resources find it beneficial for teaching others say it is not very useful
- Those using WEBOPAC say that resources are easily available through it. Few others say they are sometimes available
- The non subject collection and the reference resources is sometimes or rarely used by Faculty
- Maximum feel books available in the library fulfill curriculum requirements
- Most of them say the IMDR Library collection is updated others feel it is partly updated and some can't say anything

- Faculty want more of CD/DVD on management related subjects, e-books Instructor resources, cases, more books on culture, B2B marketing, Technology and Business Enterprise, Psychology. Best books and classics in each subject and by foreign authors

- Most of the faculty would like to contribute to the collection development plan by approving books from vendors, suggesting from Book reviews and the would like to suggest books from catalogues, visit the book shops and exhibitions

- Most feel faculty suggestions, catalogues and student suggestions as the better channel for collection development

- Some have memberships of GIPE, Fergusson College, NIBM, BCL and other Management Institutions

- Most of them have rated IMDR library as above average

Student View

- They find the collection sufficiently relevant rather than extensively relevant

- The respondents feel the collection on subjects in the curriculum are fully covered more so in the more so in the areas of Marketing, Finance, General Management

- CD/DVD is used sometimes and Audio is used rarely

- Most of them have used the WEBOPAC for journal articles

- Students have used more of the Philosophy/Psychology, sociology, Fiction and Economics. Whereas Language, Politics and Religion is not used by many

- Indian Journals are more used when compared to the foreign journals

- E-resources available in the library are not used to great extent

- Databases are not used quite often. EBSCO and Prowess are more used when compared to J-Gate

- Most of the sources of information like dictionaries, Handbooks, yearbooks, encyclopedias, and directories are adequate as per the students

- Text books on elective areas are adequate as per the students

- Reference Book collection too is adequate as per the students and few feel they are not sure of the collection on certain subjects
- Collection according to students is all-round covering all subjects and up-to-date
- Students want to have more number of text book and reference books. They have also suggested to have e-books

6.2 Recommendations

1. An independent group of librarians should be formed so as to discuss experiences, common problems and best practices.
2. A network of management libraries ion Pune should be formed for resources sharing.
3. A formal link with libraries of IIMs should be established in order to facilitate students, faculty members and other researchers in the management field.
4. There should be a strong Collection Development Policy
5. There should also be a collection evaluation policy which will help analyze and build a balanced and strong collection. This would again help in weeding the unused collection
6. The collection needs to move from traditional material to digital and e-format.
7. The Librarian should involve both the faculty and the students in collection Development. He should also take the advice of the Librarians of similar organization and the parent organization

6.3 Scope of Further Study

During the research process the researcher found that following are some of the topics where further research could be undertaken

Specialized library service requirements of management students, faculty and other users of management collages.

Collection development in management libraries.

Use of library services in management libraries.

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APPENDIX 1

List of Journals

Foreign Journals

Sr.No.	Name	Available From
1	Academy Of Management Journal	2011
2	Academy Of Management LEARNING & EDUCATION	Aug 05
3	Advances In Developing Human Resources	Feb07
4	AIMS International Journal Of Management	2011
5	Asian Journal Of Management Cases	2004
6	Asian Management Review	Jan 2008
7	China Report	1995
8	Contributions To Indian Sociology	1994
9	Global Business Review	2001
10	Harvard Business Review	1980
11	Human Resource Development Review	2005
12	International Journal Of Cross Cultural Management	April 07
13	International Journal Of Operation & Quantitative Management	2011
14	International Studies	1995
15	Journal Of Emerging Market Finance	2004
16	Journal Of Entrepreneurship	1994
17	Journal Of Human Resources	2011
18	Journal Of Human Values	July'97
19	Journal Of Management	Feb'06
20	Journal Of Marketing.	1990
21	MIT Sloan Management Review	July 2005
22	Psychology & Developing Societies.	1994
23	Science Technology And Society.	1997
24	South Asia Economic Journal	2002
25	South Asian Survey	2002

National Journals

Sr.No.	Name	Available From
1	Abhigyan	1994
2	Anvesha	2009
3	Case Folio	2002
4	Decision	1994
5	Defence Management	1996-
6	Financial Planning Journal 2	2010
7	Foreign Trade Review	1992
8	IICMR Research Journal	2010
9	IIMB Management Review	1996
10	Indian Journal Of Corporate Governance	2011
11	Indian Journal Of Human Development	2007
12	Indian Journal Of Industrial Relations.	1994
13	Indian Journal Of Labour Economics.	1994
14	Indian Journal Of Marketing	2010
15	Indian Journal Of Training & Development	1994
16	Indian Literature	1994
17	Indian Management	2000
18	Indian Ports	previous 4yrs
19	Journal Of Bank Management	2010
20	Journal Of Brand Management	2012
21	Journal Of Business Strategy ICFAI	March 07
22	Journal Of Economic Policy And Research	2011
23	Journal Of Educational, Planning, & Administration.	1997
24	Journal Of Financial Economics	2010
25	Journal Of HRM Review	2010
26	Journal Of Information Technology	Oct09
27	Journal Of International Economics	2011
28	Journal Of International Relations	2009

Sr.No.	Name	Available From
29	Journal Of Knowledge Management	2012
30	Journal Of Law Review	2012
31	Journal Of Management Research	2011
32	Journal Of Managerial Economics ICFAI	May07
33	Journal Of Managerial Finance And Research	2011
34	Journal Of Marketing Management ICFAI	May 07
35	Journal Of Marketing Vistas	2011
36	Journal Of Operations Management ICFAI	May07
37	Journal Of Organization Behaviour ICFAI	July 07
38	Journal Of Risk & Insurance	2011
39	Journal Of Science Technology And Management	2010
40	Journal Of Soft Skills	Oct2009
41	Journal Of Supply Chain Management ICFAI	June 2006
42	Journal Of Systems Management	2012
43	Journal Of Venture Capital & Financial Services	2011
44	Labour File	1996
45	Management & Labour Studies.	1994
46	Nirma University Journal Of Business And Management Studies	2011
47	NSHM Journal Of Management Research & Applications	2010
48	People Matters	July09
49	Prabandhan: Indian Journal Of Management	2010
50	Prajnan.	1994
51	PRANJANA: The Journal Of Management Awareness	2009
52	Productivity	1994
53	RBI Bulletin	previous 4yrs
54	Sociological Bulletin	Jan06
55	Seminar	1994
56	Smart Manager	2002

Sr.No.	Name	Available From
57	South Asian Journal Of Management.	1994
58	The Link	2002
59	The Management Scientist	2011
60	Times Food Processing Journal	June2003
61	Times Shipping Journal	August2003
62	Vedaang	2011
63	Vikalpa	1994
64	VISION: The Journal Of Business Perspective	1994

APPENDIX 2

Questionnaires

Faculty Feedback Questionnaire

Name: Dr. / Mr./ Ms. …………………………………….

Designation……………………………….   Category: Visiting

Faculty / In house Faculty

Subject taught:………………………..

1.   Which of the following resources you use most prominently?

        (Please give sequence as per your importance 1, 2…)

No	Type of Collection	Your importance
a	Books	
B	e-books	
c	CD/DVD	
d	Instructor Resources	
E	Print Journals	
F	Online Journals	
g	Databases	

Please tick mark option for the question given below.

2.   Which type of Books do you use more frequently?

        a.   Text books

        b.   Reference books

3.   Which type of Journals do you use more frequently?

        a.   Foreign

        b.   Indian

4.   Which of this multimedia do you use more frequently?

      a.   Audio cassette

      b.   CD

      c.   DVD

5.   What is the purpose of your use of the following resources more frequently?

No	Type of Collection	Self-Study	Teaching
a.	Books		
b.	e-books		
c.	CD/DVD		
d.	Instructor Resources		
e.	Print Journals		
f.	Online Journals		
g.	Databases		

6.   Which is the most convenient place for the use the following resources?

No	Type of Collection	IMDR Library	Internet	Other Library
a.	Books			
b.	e-books			
c.	CD/DVD			
d.	Instructor Resources			
e.	Print Journals			
f.	Online Journals			
g.	Databases			

7. What is the frequency of use of the following resources?

No.	Type of Collection	Often	Sometimes	Rarely
a.	Books			
b.	e-books			
c.	CD/DVD			
d.	Instructor Resources			
e.	Print Journals			
f.	Online Journals			
g.	Databases			

8. Does the IMDR library fulfill your requirement of books etc.?

Fully	Partly	Cannot say

9. Which of the e-resources from IMDR Library you are using more frequently?

No	Type of Collection	Often	Sometimes	Rarely
a.	EBSCO			
b.	J-gate			
c.	Prowess			
d.	e-journals			
e.	CD along with books			
f.	Instructor resources			
g.	K-base			

10. In your opinion, how does the use of the above e-resource benefit your teaching?

Very useful	Not very useful	Not at all useful

11. Are the resources you access through WEBOPAC easily available?

Always	Sometimes	Never

12. Which of the following collection in the IMDR Library you use more frequently?

No	Type of Collection	Often	Sometimes	Rarely
a.	Biographies			
b.	Directories			
c.	Dictionaries			
d.	Handbooks			
e.	Yearbooks			
f.	Encyclopedias			
g.	Fiction (Marathi & English)			
h.	Language			
i.	Philosophy/Psychology			
j.	Politics			
k.	Religion			
l.	Economics			

13. In your opinion are books available in IMDR library fulfills requirement of the curriculum of your subject?

Fully	Partly	Can't say

14.	How would you describe library collection?

Updated Fully	Updated Partly	Needs Improvement	Can't say

15.	Which is the area that needs more attention for collection development in IMDR Library?

a.	---

b.	---

c.	---

d.	---

16.	How would you like to contribute for Collection Development plan in the library?

a.	Suggestions form catalogue

b.	Suggestions from Book reviews

c.	Joining Visits to Book Shops

d.	Approving books received from vendors in the library

e.	Visiting various Exhibitions in the City and outside

17.	In your opinion which is the better channel for updating the library collection?

a.	Catalogue

b.	 Supply of books from Vendors

c.	Student suggestions

d.	Faculty suggestions

e.	Purchase in the Exhibitions

f.	Attending Book review (readers club)

18.   Do you have membership of any other library? (Please mention if Yes)

    I.   --
    II.   --
    III.   --

19.   How would you rate IMDR Library in comparison with other library/ management library?

Above Average	Average	Below Average

20.   Do you have any suggestions to improve upon the Library collection?

    i.   ---
    ii.   ---
    iii.   ---
    iv.   ---

21.   What is the role of Librarian in collection development according to you? How do you think he/she should contribute?

Date:-

Signature

Date:

Dear Student,

As a part of my MPhil dissertation I am evaluating the IMDR library collection. The survey through the questionnaire would enable the library to maximize use of the resources and build a balanced collection. You are requested to fill in this questionnaire that would take ten minutes

LIBRARIAN

Name: ----------------------------

Courses: --------------------------   Div.: ------------------------

1.   Is the library collection relevant to the curriculum? (Tick Mark relevant)

        a. Extensively

        b. Sufficiently

        c. Fairly

        d.   Remotely

2.   Does the library collection of IMDR cover the following elective subjects from the curriculum?

No.	Subject	Full coverage	Partial coverage	No coverage
a.	Marketing			
b.	Finance			
c.	General Management			
f.	Human Resources			
e.	Operations			
f.	Systems			
g.	International Trade			

3.   Do you use the Audio/CD/DVD?

No.	Type of collection	Often	Sometimes	Rarely
a.	Audio			
b.	CD			
c.	DVD			

4.   Have you used the WEBOPAC for the Journal articles listed in it?

            Yes   No

5.   Have you used the following collection in the IMDR Library? (Tick the relevant)

No.	Subjects in collection	Yes	No
a.	Biographies		
b.	Fiction (Marathi & English)		
c.	Language		
d.	Philosophy/Psychology		
e.	Politics		
f.	Religion		
g.	Economics		
h.	Sociology		
i.	Banking & Taxation		

6.   Which Journals do you use the most?(Tick the relevant)

No.	Type of journal	Yes	No
a.	Indian		
b.	Foreign		

7.   Do you use the e-resources in the library?

No.	Type of e-resources	Yes	No
a.	CD's accompanying books		
b.	Sage e-journals		
c.	E-books in WEBOPAC		

8.   Which of the following databases have you used?

No.	Type of Database	Yes	No
a.	EBSCO		
b.	J-Gate		
c.	Prowess		

9.   Are the following sources of information adequate in the IMDR Library?

No.	Type of Information Sources	Yes	No	Not Sure
a.	Dictionaries			
b.	Directories			
c.	Handbooks			
d.	Yearbooks			
e.	Encyclopedias			

10.   Is the library collection of **text books** for the following subjects adequate?

No.	Text book Collection	Yes	No
a.	Marketing		
b.	Finance		
c.	General Management		
d.	Human Resources		
e.	Operations		
f.	Systems		
g.	International Trade		

11.   Is the library collection of reference books for following subjects adequate?

No.	Reference book Collection	Yes	No
a.	Marketing		
b.	Finance		
c.	General Management		
d.	Human Resources		
e.	Operations		
f.	Systems		
g.	International Trade		

12.   How would you describe library collection in general?

_____

_____

_____

_____

_____

13.	Do you have any suggestions to improve upon the library collection?

I.	--

II.	--

III.	--

Thank You.