

CHAPTER 1

1 ORIGIN AND BACKGROUND OF THE INVESTIGATION

1.1 Introduction

Library is one of the intellectual focal point of any Educational Institution. It is frequently referred to as the social and intellectual heart of the campus. As the learning resource, library is taking more academic space and time in the life of a learner; therefore library has a role in academic development. Libraries largely support learning, teaching and research processes in institutions.

A lot of money is being spent on collection development and other infrastructure in the library, but usage aspect is of concern. The basic laws of library science state that “Library is for use, and user satisfaction is the most important goal of the library”. In today’s electronic environment the personal interaction between library staff and library patrons are extremely important. “The importance of a user-centered approach to library services is becoming widely accepted within libraries and beyond. Whatever that user is called – patron, customer, library user – and whatever the library is called – information centre, library media service, learning resource centre, information commons - the library must surprise and delight the customer with prompt, friendly, efficient service that meets the need of the movement.” (Laughlin & Wilson, 2009)

Today, knowledge exists in various forms text, graphics, sound and algorithms and is distributed in digital representation over worldwide Network and is accessible by any one. The global changes particularly ICT have impact on the functioning academic libraries. “As commercial Web-based reference services pop up everywhere, libraries and librarians are no longer the sole providers of information. Sites such as Webhelp, Expertcentral, and AskJeeves demonstrate that there is a market for real-time reference services on the Web. And at a time when it seems that just about anyone can qualify as an “expert”, librarians have a whole lot to offer. With its myriad of disorganized and unverified information, the Web is in need of librarians who are trained in the structure and organization of information, have the ability to locate and evaluate information resources, and have in-depth subject expertise.” (Davis, 2000)

The development in ICT has changed the user's expectation from the academic libraries in different ways. In this situation educating the user to various sources and opportunities is one of the prime concerns of the librarians working in the academic and research organizations. To meet the end-users demands effectively, the academic libraries need to identify and adopt good practices and benchmarks. "Today and tomorrow, the leading libraries of the world will excel at connecting readers with information in its myriad manifestations. They will facilitate the transformation of that information into knowledge by organizing collections so that books and other materials are easy to find, by eliminating barriers to access, and by providing the tools and environment in which readers can work productively and with the necessary satisfaction and enjoyment that imbues successful research and learning." (Oxford University Library, 2011)

"The Libraries were the earliest to adopt the technological advances since time of early mechanization era entered in information processing. Hence there is a need for reassessing the practices followed by the Libraries and to improve upon the existing ones and make innovations for the new." (Konnur, Asundi, & Ragavan, 2006) The best practices employed by librarians will ultimately enhance the value based services of libraries.

"The various library development schemes of the UGC during last over fifty years; ranging from grants for infrastructural facilities along with those for replenishing library collections, launching and implementing various activities and programmes through INFLIBNET to the sanction of special grants for upgrading library facilities, have kept the academic libraries in the country in shape and services. The efforts of national bodies like Association of Indian Universities (AIU), All India Council of Technical Education (AICTE), National Assessment and Accreditation Council (NACC), and some individual States and Universities too have contributed to this development in terms of formulation of some norms and guidelines for their effective functioning. The Planning Commission, Professional Associations like ILA and IASLIC and State and Central Governments have also their share in this development. City and national level Library Networks too have accelerated the pace of the development of academic libraries in their own ways". (Tikekar, 2009)

There is a healthy movement taking place in the area of quality education. The setting up of the National Assessment and Accreditation Council (NAAC) is a commendable step. The vision of the NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. Institutions voluntarily coming forward to get assessed are another of this healthy trend. “It is well accepted by one and all that quality movement in higher education has raised to a new level. With keen eagerness for assessment and accreditation by National Assessment and Accreditation Council (NAAC) and certification by other agencies like ISO, quality consciousness has gained wider acceptance.” (Barad, 2008)

In the accreditation process, evaluation of libraries is an essential component, where the collection, services and their outreaching capacity are monitored. Today many academic libraries are actively involved in the implementation of quality frameworks and are utilising quality management tools such as benchmarking and performance measurement. However, much of what is happening within these libraries is neither well known nor communicated outside the institution. There are libraries which have brought out innovative practices. But the documentation and dissemination of the same is lacking. As a result, a vast pool of knowledge is not being transferred to the institutions in the other regions of the country, especially interior, and socio-economically backward regions of the country.

There is generally a lack of published literature about the Academic libraries in Goa, neither their institutional websites carry sufficient information about the libraries. Goa is the small State with 47 numbers of colleges, yet there are no efforts to share the resources among the institutions. There are obvious benefits in a greater sharing of experience and ideas, particularly for the academic libraries in Goa.

The Academic Libraries in Goa has not taken full benefit of the various schemes of various agencies such as U.G. C. and INFLIBNET for the development of academic libraries. There are various standards and guidelines published by various national and international agencies like American Library Association, IFLA, NAAC, AICTE, etc., however they are not all implemented in libraries.

1.2 Project description

A Best Practice is a value-added standard practice that has user satisfaction as a specific objective. The project has identified the various best practices in the academic libraries in Goa, and compare them with national and international standards.

The project has investigated current examples of 'best practice' in National and Overseas academic libraries. The investigation has encompassed an examination of the selection and implementation of quality frameworks, and the extent of benchmarking and performance measurement activity. Comparisons with selected overseas institutions in the form of case studies have also been included. An analysis of best practice activity in University and College Libraries in Goa has been done with the help of gathered data, and compared them with national and international countries. A number of key issues have been addressed, such as Library Quality, Library Benchmarking, performance indicators, library standards and guidelines.

1.3 Objectives of the study

- I. To find out various national and internal standards regarding library best practices for College and University libraries.
- II. To find out various best practices in College and University libraries in Goa according to national and international standards and its impact on library and library users.
- III. To study the impact of NAAC on the improvement in the library services.
- IV. To find out the factors responsible for the emergence of best practices.
- V. To find out the limitations and applicability of the best practices.
- VI. To compare the various best practices of other libraries with College and University libraries in Goa, and to bring out the suggestions to improve the practices.
- VII. To study the impact of information and communication technology on the library services.
- VIII. To find out whether the best practices are absolute or relative.

1.4 Research methodology

The information required to address the key issues was gathered from a number of sources.

1.4.1 Literature review

An extensive review literature was undertaken on the topics such as best practice, quality management, benchmarking and performance measurement both published in India and overseas.

The references included in the literature review are from national and international databases, the Internet, e-mail discussion lists, contacts with colleagues, visits to Goa University and Colleges in Goa, and some of the University and Colleges in India. In reviewing this material, emphasis has been on providing some insight into the current level of activity of academic libraries involved in the development and implementation of quality frameworks and tools, both within India and internationally.

1.5 Surveys

Data was collected through structured questionnaires, which were administered personally to all major Colleges and Universities of Goa, and also through interview supported by schedules, observation, and reference of registers.

The surveys aimed to identify best practice activities being undertaken within this sector, and focused on the identification of quality, benchmarking, and performance measurement implementation, and self identified areas of best practice.

1.6 Site visits

During the surveys a series of site visits were undertaken to the university and Colleges in Goa. The researcher conducted interviews with the Librarian, Library Staff and library users. The visits allowed for the exploration and clarification of issues raised in the survey

findings, and enabled the documentation of best practice activities within these libraries.

1.7 Scope and Limitations of the Study

There are 47 Colleges affiliated to Goa University. Out of this there are 22 Non-professional Colleges with Arts, Commerce and Science as the main stream and 25 professional colleges which include engineering, medical, Nursing, fine arts, Music, architecture, and home science as the main branches. Out of 47 colleges the study has taken 29 colleges as the sample for study. The study has also included Goa University Library and The Birla Institute of Technology & Science (BITS), Pilani Goa Campus Library as a part of study. Therefore out of 49 institution 31 libraries were selected for the study, a sample size of 63.26%. The library of BITS Pilani was chosen to mainly to compare its library with Goa University. The study is mainly focused on the academic and engineering colleges. Those Institutions whose student strength is less than 100 and are less focused on the library were excluded.

(See APPENDIX I for list of all the colleges in Goa)

1.8 Results

From the investigations, the researcher has been able to find:
The various standards and guidelines regarding academic libraries.
Use of various quality management tools and performance indicators.
Demonstrate the applicability of TQM, quality assurance processes and quality management frameworks to academic library management. Analyse the effectiveness of the current NAAC, ACRL, performance indicators with recommendations for the amendment and extension of these indicators.

CHAPTER 2

2 LITERATURE REVIEW

The term "best practices" is often used interchangeably with other terms such as "good practices" "effective practices" or "guidelines" or "standards." The term is also associated with 'Quality', "Benchmarking" and "Performance Management".

2.1 BEST PRACTICE

"Best Practices is a term dating back to the 1980s that was popularized by business writers, most notably Tom Peters and Robert Waterman in their bestseller *In Search of Excellence: Lessons from America's Best Run Companies (1982)*" (Postar, 2006) Since then the term is used in the business community and academic world. "Whilst many people will talk about Best Practice, there is confusion about what Best Practice really means." (Ilsley, 2007)

Many organisations are interested in the best practices; they wanted to outperform others and to get better at what they do. In doing this some organisations are seen consistently to outperform others, at least for the period of time. These top performers are so recognisable and so effective. There is something to be learned from these organizations. According to Peter Herman and John R. Whitman, "Best practices are the means by which leading organizations achieve top performance, and they serve as goals for other organizations striving for excellence. Best practices encourage change and improvement, and they reward staff for their innovations." (Hernon & Whitman, 2009)

2.1.1 Definitions

The Online Dictionary of Library and Information Science, describes best practices as, "In the application of theory to real-life situations, Procedures that, when properly, applied consistently yield superior results and are therefore used as reference points in evaluation of the effectiveness of alternative methods of accomplishing the same task. Best practices are identified by examining empirical evidence of success."

Some of the definitions found on the Web define Best Practice as:

- A best practice is a , method, process, activity, incentive, or reward that is believed to be more effective at delivering a particular outcome than any other technique, method, process, etc. when applied to a particular condition or circumstance. ... en.wikipedia.org/wiki/Best_practices
- Standard, published operating methods found to produce the best performance and results in a given industry or organization. www.bridgefieldgroup.com/bridgefieldgroup/glos1.htm
- The processes, practices, and systems identified in public and private organizations that performed exceptionally well and are widely recognized as improving an organization's performance and efficiency in specific areas. ... www.gao.gov/special.pubs/bprag/bprgloss.htm
- Best practices are practical techniques gained from experience that organizations may use to improve internal processes. thequalityportal.com/glossary/b.htm
- The procedures and policies that allow a business to outperform all other in a particular business process. www.crfonline.org/orc/glossary/b.html
- The identification and use of processes and/or practices that result in excellent products or services. Best practices, sometimes called preferred practices, often generate ideas for improvements in other organizations or work units. www.admin.state.nh.us/hr/documents/Workforce_Development/worforce_development_definitions.doc
- fundamental principles that add value to organizational performance; workplace behavioral standards that contribute to consistently excellent performance by employees and teams of employees; comparative research (ie, benchmarking) that is intended to improve organizational performance. ... www.securiguard.com/glossary.html

Richard Ilsley (2007), have studied many organisations that have implemented Best Practice processes, both the successes and the failures. According to Ilsley, "best practices" are documented strategies and tactics employed by highly admired companies. These companies are not "best-in-class" in every area - such a company does not exist. But due to the nature of competition and their drive for excellence, the profiled practices have been implemented and honed to help place their practitioners as the most admired, the most profitable, and the keenest competitors in business.

Apparent success does not always mean Best Practice. Or failing to achieve the goals as a result of unforeseen external events does not indicate that an established Best Practice process has necessarily failed. To put in to the words of Richard Ilesley, "Achieving goals consistently through efficient performance is the principal aim of Best Practice but it does not follow that achieving a target is indicative of the existence of Best Practice process. It could be that the targets are wrong. It could be that external events, beyond the control of the organization, have assisted in the target achievement. There are numerous examples of this situation, including an upward movement of the market, a major competitor experiencing difficulties, a fall in the price of raw materials and so on. Each of these events could have a major positive impact on the organization's business." (Ilesley, 2007, p. 17)

According to Prasad (2006), "A practice qualifies to a 'best practice' status if it resulted in high value impact on any aspect of educational activity in an institution. It is different from 'standard practice' in that it is value-added standard practice. Again, what is best practice may depend on viewer's perspective and time and context. Continual review and improvement of current practice becomes necessary to elevate it to the status of best practice, more so in the present day scenario of fast-paced educational innovations." (Prasad, 2006)

2.1.2 Ten Best Practice Fundamentals

Richard Ilesley (2007), have summarise a set of fundamental guidelines for any organisation planning to embark on Best Practice development.

1. Best Practice must be defined: If Best Practice is to have any meaning; it cannot be a vague intangible concept. The company needs to be able to define specifically what it means by 'Best Practice' so that everyone can understand what the result and process should like.
2. Best Practice must be measurable and measured: Applying a measure forces the company to define exactly what is meant and to recognise that performance may not always live up to definition.
3. Implementing Best Practice does not guarantee a performance increase: Implementing the Best Practice process does not guarantee success, however it can be shown to increase the chance of success.

4. There is no single Best Practice person or company: Best Practice is not vested in one person or company. Different individuals and different companies are more effective at different things. Inevitable individuals and companies have stronger and weaker areas.
5. Success today does not guarantee success tomorrow: Yesterday's best practice is unlikely to be effective today or tomorrow in the same way the today's best practice must evolve to meet the demands of tomorrow.
6. Talking is not the same as doing: Just as thinking you have a Best Practice approach in place is very different from knowing you do. Knowing implies that best practice is defined and that we can all recognise it going on around us. Knowing involves having tangible evidence.
7. Having is not the same as using: Having a Best Practice model is very different from using a Best Practice model.
8. Best Practice is not fixed: The Best Practice model is not fixed but will change as circumstances change and a new learning is gained.
9. Best means Best: If everyone is doing it then it is no longer Best Practice- it is common practice! It is not Best Practice to make products that work that you can deliver on time in the same way that it is not Best Practice to arrive on time. That is just a basic expectation. One again, having a clear Best Practice model will ensure that Best Practice is defined for everyone and that the definition really does not reflect best. Best really does have to mean Best.
10. Make it your own: It is truism that every organisation is unique. A Best Practice Model cannot be introduced by copying from someone else's without adapting it to your circumstances. (Ilsley, 2007, pp. 63-66)

2.1.3 Best Practice Model

Best Practices is a very specific concept, and the identifying of best practices is done through specific information gathering and comparison methods. There are three options for developing the Best Practice Model:-

1. Developing Best Practice from Within
2. Developing a Best Practice Approach by Importing Learning from Outside the Organisation
3. Developing Best Practice from Scratch. (Ilsley, 2007, p. 70)

2.1.3.1 Developing a Best Practice from Within

Within the organisation there exist most of the Best Practice elements, but it exists in various pieces throughout the organisation and these pieces must be formally identified and synthesised to become the recognised model to be implemented. The model may be revised in the light of new learning and experience.

2.1.3.2 Developing a Best Practice Approach by Importing Learning from Outside the Organisation

If the organisation is not convince that there are all of the elements of Best Practice within the organisation, the organisation may import the model which is already develop and tested. The external model may be compared to the current operation and difference may be identified. The model may be then implemented or revise in the light of new learning and experience.

2.1.3.3 Developing Best Practice from Scratch

This approach assumes that the organisation needs to start from scratch in recognition or expectation of major change. Potential solutions may be identified for the model. By conducting the sense test for the model the best practice model may be synthesise.

2.1.3.4 Evidence-based practice

‘Another method of identifying and evaluating best practices is evidence-based practice. Evidence-based practice is a concept that migrated from the health sciences to medical librarianship. It is in the early stages of being adopted in general library and information practice. Evidence-based practice consists of identifying and comparing all of the available research evidence on a particular practice. A practice can then be implemented, improved, or discontinued based on the existing evidence. Implemented practices that are studied can then be improved or discontinued in ongoing iterations of the process, with the goal of continuous quality improvement.’ (Gallagher, 2005)

2.1.4 Focus Areas in Library Management

The Best Practice in Library Management can be broadly placed under two focus areas namely: 1. Managing Resources and 2. Managing Processes (Prakash & Date, 2006, pp. 334-335)

1. Managing Resources include Human Resources; Budgetary Resources; Information Resources; and Infrastructure Development.
2. Managing Processes include Organizational Culture; Library Services; Strategy & Planning; Automation; Professional Ethics; Marketing and Outreach and Customer Care.

The New emerging library areas include practices in Resource Sharing & Consortiums; Digitization of Resources; Web-site Design and Development; Integrating Library Processes with Distance Education; Information Organization & Security.

“Every type of organization in every industry should be interested in best practices. The reason why is obvious: We all want to get better at what we do. And, as the term suggests, best practices can help us find our way to the next level. (Leandri, 2005)

2.2 QUALITY

Quality is a universal concern for all businesses and organizations. ‘An understanding of quality and quality tools is essential to build competitiveness into the future. Customers and clients will not accept the levels of quality that were acceptable even 10 years ago. The old attitude of “it will be good enough!” must be destroyed and replaced with one where products and services are of the highest quality and worth the asking price’. (Keegan & O'Kelly, 2006, p. 94)

The Random House Dictionary defines “Quality” of a person or a thing as a characteristic, innate or acquired, which, in particular, determines the nature and behavior of the person or thing. The synonyms of ‘Quality’ are trait, character, feature, attribute, property, etc.

In modern management quality means everything that an organization does, in the eyes of its customers.

2.2.1 Total Quality Management

W. Edward Deming, the Quality Guru, who led Japanese industry in applying new principles of management and helped them revolutionize their quality and productivity has formulated the PDCA (Plan, Do, Check and Act) cycle as a systematic approach to problem solving. The PDCA cycle emphasizes the need for management to be deeply involved in the organization’s quality initiatives.

Deming suggested 14 points for quality management, which are highly applicable in libraries and information centers: (Deming, 1982)

1. Create constancy of purpose;
2. Adopt a new philosophy of doing business;
3. Stop dependence on inspection;
4. End awarding of business on price alone;
5. Strive for continuous improvement of products and services;
6. Introduce on the job training and education;
7. Provide leadership rather than supervisors to help employees do better;
8. Drive out fear so that all feel secure and work effectively;
9. Break down barriers between departments and encourage co-operation among them;
10. Stop using exhortation, slogan, targets to get work out of the employees;
11. Eliminate Work Standards, Numerical Quotas or Management by Objectives to achieve goals. Instead use statistical methods and leadership to achieve continuous improvement;
12. Remove barriers and provide equipment and method that encourage work and provide workers with job pride;
13. Encourage education and training program for self improvement;
14. Involve everyone in the organization towards commitment to quality.

2.2.2 Library and Quality

Quality is the universal concern for libraries today in the changing global environment. ‘Academic libraries are facing two major threats: a global digital environment and increasing competition. They must improve the quality of their services in order to survive’. (Cullen, 2001)

‘Historically, the quality of an academic library has been described in terms of its collection and measured by the size of the library’s holdings and various counts of its uses’. (Nimsomboon & Nagata, 2003) ‘ For decades, even centuries, libraries have assessed their ability to serve their publics based on measurements, usually simple counts of items or persons figures such as the number of users per year, the number of items circulated per year, the number of volumes in the collection, or the number of reference questions answered per

year have been used to gauge a library's size and activity, with the assumption that somehow larger collections and higher levels of user activity imply greater Library quality.' (Chapman & Ragsdale, 2002)

Chapman and Ragsdale (2002) has observed that, 'these simple ideas about library quality are among the many victims of the electronic information revolution. In today's library, a count of physical volumes or even electronic databases cannot convey the breadth and depth of the information resources offered to the public. A simple door count cannot capture the true use of the library when database access is offered to users in their offices and homes. And as our measurements have become more sophisticated, so have our ideas about library quality. Instead of trying to own the most resources, libraries focus on providing access to the right resources.'

"Quality of service in academic libraries...is defined in terms of the needs of the library user, and the skills of the library staff in assessing and meeting those needs." (Croin, 1985)

'In library and information science, service quality is typically defined in terms of gap analysis, or the gap between customers' expectations in general (for an ideal library) and perceptions relating to the particular library and its services. In other words, it is the gap between customer expectations of those services of library in general and those perceptions of the services offered by a particular library'. (Hernon & Whitman, 2009, p. 15)

Many libraries, motivated by both the changing environment and the new demands of accreditation, have chosen to implement formal assessment programs. An assessment program requires a long-term commitment to pursuing feedback from library users and then acting on that feedback.

"A library assessment program is an invaluable tool for improving library service quality. Information gathered from both users and nonusers about their needs and satisfaction levels can be an important component of evaluation and planning. A library can adopt the techniques best suited to its environment--print or Web-based surveys, focus groups, feedback programs, or any other opportunity for input from users--to create an ongoing program that will guide library staff in providing the services most valued by its users at the highest possible level of quality". (Chapman & Ragsdale, 2002)

Today library user's expectations are driven by their experiences in the other parts of their lives. They expect the same levels of service from their libraries: Users want current, accurate information; users expect convenient 24/7 service; Users want services designed for them, users want reliable service; users expect high-quality service in comfortable surroundings.

'customers expectations are not static- they change over time as customers gain new experiences and are offered new services from a wide assortment of providers. Customers will compare services and select those features they most appreciate.' (Hernon & Whitman, 2009, p. 166)

Sara Laughlin and Ray W. Wilson has termed library as a process, these process include selecting and ordering items, cataloging items, circulating items, answering questions, presenting programs, and teaching classes. Beside these there are supporting processes which include cleaning the library, updating software, hiring and training staff, preparing the budget, and paying the bills. (Laughlin & Wilson, 2009, p. 5)

The library needs to identify this process and see which process needs improvement.

2.2.3 Library Service Quality

'Service quality is the most researched topic in service marketing to date, and the pioneering work of Parasuraman, Berry, and Zeithaml has influenced most of the recent research. Their research consists of a series of qualitative (focus groups and individual interviews) and quantitative (customer surveys) studies. A major outcome of their work is a conceptual framework (the Gaps Model of Service Quality) and a measurement instrument (SERVQUAL) for assessing service quality'. (Niatecki, 1996)

2.2.3.1 SERVQUAL

Measuring library quality in quantifiable terms needs to be supplemented by qualitative methods like measuring service quality. 'Servqual is an instrument for measuring service quality at libraries. Introduced in 1988, by the marketing research team of Parasuraman, Berry and Zeithaml, SERVQUAL has been used in replication studies in wide range of service industries including libraries.' (Voelker, 2006). The SERVQUAL has evolved as an instrument to measure service quality and what customers value as important. Through numerous qualitative studies, these authors identified a set of five

dimensions which have been consistently ranked by customers to be most important for service quality, regardless of service industry.

These five dimensions are defined as follows:

1. Tangibles: Physical facilities, equipment and appearance of personnel;
2. Reliability: Ability to perform the promised service dependably and accurately;
3. Responsiveness: Willingness to help customers and provide prompt service;
4. Assurance: Knowledge and courtesy of employees and their ability to inspire trust and confidence; and
5. Empathy: Caring, individualized attention the firm provides its customers. (Parasuraman, Berry, & Zeithaml, 1988)

Their research also identified a consistent pattern of the importance, to customers evaluating a service, of these five critical dimensions. They found that Reliability is most important and Tangibles is least important, regardless of service industry being assessed. Their findings suggest opportunities for companies to improve their service quality. Balancing customers' expectations and perceptions, and closing the gap between them, are essential if a company is to provide high-quality services. (Niatecki, 1996)

The SERVQUAL instrument rates customers' expectations and perceptions of services using 22 statements which the authors have identified as reliable measures of their five quality dimensions. Their Gaps Model emerges from executive perspectives on a service organization's design, marketing and delivery of services, but also incorporates the customer's perspective.

A set of five gaps summarizes the Model:

- Gap 1. The discrepancy between customers' expectations and managements' perceptions of these expectations;
- Gap 2. The discrepancy between managements' perceptions of customers' expectations and service-quality specifications;
- Gap 3. The discrepancy between service-quality specifications and actual service delivery;
- Gap 4. The discrepancy between actual service delivery and what is communicated to customers about it; and
- Gap 5. The discrepancy between customers' expected services and perceived service delivered.

The first four gaps are the major contributors to the service-quality

gap that customers may perceive. The fifth gap is the basis of a customer-oriented definition of service quality: the discrepancy between customers' expectations for excellence, and their perceptions of actual service delivered. This discrepancy is the conceptual basis for the SERVQUAL instrument.

Strengths of SERVQUAL Benefits

“Most users would agree that a comprehensive and thorough examination of service needs and service quality provides an invaluable approach to improving service quality. SERVQUAL provides details information about”: (Fedoroff, 2010)

- i. Customer perceptions of service (a benchmark established by your own customers)
- ii. Performance levels as perceived by customers
- iii. Customer comments and suggestions
- iv. Impressions from employees with respect to customers expectations and satisfaction.

2.2.3.2 LibQUAL+® Survey (ARL, 2009)

LibQUAL+® is an internationally recognized survey instrument for measuring library performance and user satisfaction. The LibQUAL+® survey is evolved from a conceptual model based on the SERVQUAL instrument. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+®. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library.

LibQUAL+® aims to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Facilitate the on-going collection and interpretation of library user feedback
- Provide comparable information from peer institutions
- Identify best practices in library service
- Enhance analytical skills for interpreting and acting on data

Since 2000, more than 1,000 libraries have participated in LibQUAL+®, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries—some through various consortia, others as independent participants. LibQUAL+® has expanded internationally, with participating institutions in Africa, Australia, Asia, and Europe. This growing community of participants and its extensive dataset are rich resources for improving library services.

LibQUAL+® includes the quantitative data yielded from the 22 core items, but also includes qualitative data provided by users in the form of open-ended comments.

Currently, the system supports 12 languages: Afrikaans, American English, British English, Chinese (Traditional), Danish, Dutch, Finnish, French (Canadian), French (European), German, Norwegian, and Swedish.

The surveys are conducted via-email. Respondents complete the survey form and their answers are sent to a central database. The data are then analyzed and presented in reports describing users' desired, perceived, and minimum expectations of service.

LibQUAL+® gives library users a chance to tell where the library services need improvement so that the library managers can respond to and better manage their expectations. Libraries can develop services that better meet your users' expectations by comparing their library's data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users.

LibQUAL+ also creates a new culture of cooperation by providing incentive to redefine relationships with the benchmarking partners. LibQUAL+ provides information that can lead to widespread improvement in research libraries nationally and internationally. In

order to compete with the growing capability of the corporate world to serve library customers, LibQUAL+ enables us to learn from one another and share successful approaches. It also provides a connection with the combined set of customers that demonstrates a caring attitude, an expectation for feedback, a commitment to quality improvement, and a dedication to partnering in transforming the educational process. (Phipps, 2001)

LibQUAL+® is available at <http://www.libqual.org>

2.2.3.3 LibQUAL+ and SERVQUAL Studies

Various studies are carried out for the assessment of library using LibQUAL+ and SERVQUAL model. The study made by Prof. Narit Nimsomboon and Prof. Haruki Nagata about Assessment of Library Service Quality at Thammasat University, Thailand, examines the overall service quality of Thammasat University Library System from users' perspectives, as well as identifies the dimensions that determine the customers' evaluation of service quality. The concept of the *Zone of Tolerance* was applied to investigate which are the essential attributes that library managers should allocate the resource for good service quality. The problems users had encountered when involved in library service are also investigated in this study. The modification of SERVQUAL questionnaires were distributed for data gathering. Several insight gained from this study shown that all users desired expectations are not met. The result of the *Zone of Tolerance* reveals that each user group was treated differently. The three dimensions of service quality : Affect of service – Organizational, Collection & Access, and Affect of service – Personal were extracted by factor analysis method. The problems users encountered when involved in library service are counted manually and categorized into free categories. The most problematic is about insufficient and non update collection. Some useful recommendations are presented to improve service quality of TU library system.

Dr. Zeynep Filiz, has undertaken a survey amongst the students at Osmangazi University Library and Anadolu University library using modified version of SERVQUAL to assess service quality and user satisfaction. He observed that the survival of a library is very much depends on the benefits it brings to users. Its existence will be in question when users begin looking for alternatives to library services. One way to show value is by providing quality service. It is therefore important for the library to be aware of changing user expectations, and to continually strive to provide quality service to its users. (Zeynep, 2007)

2.2.4 Internal Quality Assurance Cell (IQAC)

The vision of the NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. NAAC insists that the educational institutions must have a long-term objective, and not rest after initial euphoria of accreditation process. It is in this context, that the NAAC has been pushing colleges to set up Internal Quality Assurance Cells (IQAC). NAAC has proposed that every accredited institution should establish the Internal Quality Assurance Cell (IQAC) to continuously improve quality as 'enhancement' and sustain the good work of the institution. IQAC facilitates the process of internalization of the quality and play a catalytic role in performance improvement of the institution. Accredited institutions sends established IQAC in their organisation and submit annual quality assurance reports to NAAC as self-reviewed progress reports.

The IQAC is conceived as an in-campus equivalent of NAAC, in a functional sense. As for structure, institutions may feel free to develop a structure to suit their individual contexts, keeping in view the broad guidelines formulated by the NAAC for the purpose. One of the important functions of IQAC is to develop realistic and attainable quality benchmarks for each of the academic and administrative activities. According to Prasad (2006), 'In several countries, internal structures to monitor the quality aspect of academic activities exist and are active. In India, given the overall situation, IQAC is being advocated as a post-accreditation activity, with the hope that accreditation would have given sufficient scope for institutions to streamline their affairs, and IQAC would help sustain and strengthen the momentum generated.' (Prasad, 2006)

2.3 Benchmarking

“Benchmarking is part of the Quality Management concept and has its roots in industry”. (Keegan & O'Kelly, 2006, p. 14) Benchmarking technique is used to improve performance. ‘Benchmarking has dramatically grown in popularity and use ever since the Xerox Group introduced the term into management at the end of the 1970s. It was then something of a shock to find that the Japanese were selling small and medium-sized copiers at prices lower than Xerox production costs. Management put this down to the Japanese predilection for price dumping. On closer inspection it was found that the Japanese had made a breakthrough in both design and production and that the Xerox productivity goals fell well short of what was needed. It was at this point that benchmarking was introduced as a means of stepping up development. Since then, benchmarking has spread like wildfire from Anglo-Saxon countries to the rest of the world’. (Karlöf & Lovingsson, 2006, p. 28)

Among the improvement strategies and techniques such as Total Quality Management (TQM), Continuous Quality Improvement (CQI), and Business Process Reengineering (BPR), benchmarking has emerged as a useful, easily understood, and effective tool for staying competitive.

2.3.1 Benchmarking Definition

According to Janardhan Rao, “Benchmarking is a tool for checking performance of best practices and understanding the process by which they are achieved. It involves looking outward to examine how others achieve their performance levels and to understand the process they use. In this way benchmarking helps explain the process behind excellent performance.” (Rao, 2006)

“Benchmark is a term borrowed from surveying to indicate the superior quality of a product or service recognized as a standard or point of reference in comparisons made by other products or providers intent on improving their performance.” (Reitz, 2005)

“Benchmarking is a way of helping organizations to compare themselves against others, in order to learn from others. It provides a proven mechanism to help identify and prioritize areas for improvement within a business in an objective manner, as well as providing a

simple way to measure progress over time.” (Keegan & O'Kelly, 2006, p. 3)

“Benchmarking is an ongoing, systematic process for measuring and comparing the work processes of one organization to those of another, by bringing an external focus to internal activities, functions, or operations (Kempner 1993).

“The benchmarking definition refers to benchmarking as being a continuous, systematic process. By using benchmarking continuously, it can monitor progress or may be see none and use this as a stimulus to staff to look for other means of improvement or superior effort”. (Keegan & O'Kelly, 2006, pp. 3-4)

The goal of benchmarking is to provide key personnel, in charge of processes, with an external standard for measuring the quality and cost of internal activities, and to help identify where opportunities for improvement may reside.

Benchmarking attempts to answer the following questions:

- *How well are we doing compared to others?
- *How good do we want to be?
- *Who is doing it the best?
- *How do they do it?
- *How can we adapt what they do to our institution?
- *How can we be better than the best? (Kempner 1993)

Benchmarking enables people to compare their sector, of similar size. It allows them to understand what others are doing to get their levels of performance and can help them identify key issues the company faces if it is to improve performance. Benchmarking provides the opportunity to compare a business against international levels of practice and performance. By accessing international benchmarking tools, small and medium-sized companies can gain valuable insights into how their international competitors work. It provides a means of identifying real competitiveness levels and also of learning how to achieve them. (Keegan & O'Kelly, 2006, p. 6)

Benchmarking involves the basic procedures such as: measurement of key processes; identification of gaps in performance; comparison of the processes with other organizations; and establishment of best practice leading to improved performance.

2.3.2 Types of Benchmarking

There are several types of benchmarking that may be utilized by organizations interested in improving performance: (Britz & Gehrke, 2004) and (Alstete, 1997)

1. Internal benchmarking can be conducted at large, decentralized institutions where there are several departments or units that conduct similar processes. The comparison of similar internal operations and processes within the library or information service.
2. Competitive benchmarking is a specific ‘comparisons of own performance in a process or service with that of competitor in the same industry’. The more common competitive benchmarking analyzes processes with peer institutions that are competing in similar markets.
3. Functional or industry benchmarking is similar to competitive benchmarking, except that the group of competitors is larger and more broadly defined.
4. Generic benchmarking is a comparison of the best practice of similar functions or processes, regardless of industry or service lines. Generic or best-in-class uses the broadest application of data collection from different industries to find the best operations practices available.
5. Metric **benchmarking** that compares statistical data. Usually the data compares a performance indicator, such as customer satisfaction, costs, or staff turnover. It is a relatively inexpensive method that compares the organisation's results with those of other organisations. The main drawback is that it does not explain the reason for any differences.
6. Diagnostic **benchmarking** that compares an organisation's operation with the operation of another organisation. This method distinguishes processes that might result in especially positive or negative results. It identifies organisational strengths and weaknesses while highlighting areas that require improvement.
7. Process **benchmarking** that systematically compares specific processes within an organisation or within other organisations. It identifies areas that need improvement, details specific approaches

for effecting those improvements, and ensures implementation. This technique is resource intensive, but may yield impressive results.

2.3.3 Methodologies for library benchmarking

To implement benchmarking successfully, a well-structured methodology should be followed. The benchmarking process is normally documented as a series of steps which may range from six to twelve depending on the way each step is described and the level of detail included. Whilst language may vary from one text to another, the following components have been distilled from the literature as describing a standard methodology to be applied to a benchmarking project:

- i. Recognise the need of change, gain commitment and set the scope;
- ii. Identify process to be benchmarked (subject) and how the process will be performed (approach);
- iii. Select team and train members;
- iv. Analyse own processes within the broad area already defined;
- v. Define and understand the process to be benchmarked; identify measures and collect process data;
- vi. Establish (call for) benchmarking partner(s);
- vii. Seek background information and process data;
- viii. Analyse and compare data against own internal process;
- ix. Finalise partner(s);
- x. Conduct visits;
- xi. Analyse results;
- xii. Develop action plans;
- xiii. Implement and monitor action plans;
- xiv. Benchmark again if necessary.

(Britz & Gehrke, 2004) Has argued that, “Libraries and information services should learn to compete in the current environment.

Consequently, quality management takes on a new importance and one of the quality tools that libraries and organisations should

consider utilising is benchmarking. Benchmarking can serve many purposes or a library or information service that is interested in improving the services it offers”. These include:

- i. Highlighting existing strengths within an organisation
- ii. Drawing attention to methods that can be used to ameliorate weaknesses
- iii. Validating efforts at continuous improvement
- iv. Enabling the organisation to provide better customer service while containing costs
- v. Assisting with strategic planning by identifying areas that need improvement
- vi. Creating reasonable customer expectations
- vii. Improving employee morale and performance.

2.4 STANDARDS AND GUIDELINES

A Standard is usually defined as a quantitative and/ or qualitative measure established by an accepted authority and used as a criterion in evaluating adequacy or efficiency.

“Standards are an acceptable level or criterion according to which something is compared, measured, or judged”. (Reitz, 2005)

“Standards are not a celebration of mediocrity nor intended to provide a level of comfort by showing activities or statistics that represent a hypothetical average. Rather, the standards provide a path, sometimes difficult, to an ideal.” – Illinois Library Association.

The ALA Policy Manual (55) defines standards as, “policies which describe shared values and principles of performance for a library.”

Standards documents:

- a. Tend to be comprehensive, covering a broad scope of programs and services provided by a library.
- b. May define both qualitative and quantitative criteria.
- c. Present goals toward which the profession aspires.
- d. May include statements expressed in relative terms; that is, by relating library performance to norms derived from a reference population.

- e. Set criteria for the decisions and actions of those concerned with the planning and administering and accrediting of library services. (ALA)

In order for a document to be classified as a standard it must:

1. Present goals for library programs, services, and staffing.
2. Serve as a rule or model for quantity, quality, extent, and level of suitability.
3. Support criteria that are qualitative and/or quantitative, both of which are in the process of continuing review.
4. Act as a criterion for decision and actions in the academic community, confirming the planning and administration of library programs and services with regard to value, quality, and suitability.
5. Suggest outcomes to be achieved by academic libraries in the areas described in the standard.
6. Include statements expressed in relative terms, relating performance to norms derived from a reference population. (Eberhart, 2009, pp. 18-19)

“Guidelines are recommended procedures for accomplishing a given task or achieving a set of goals and objectives, formulated by a body with authority to speak on the subject but less binding than the formal standards used in evaluation and assessment.” (Reitz, 2005)

In order for a document to be classified as a guideline it must:
(Eberhart, 2009, pp. 18-19)

1. Be specific to programs, services, or staffing.
2. Identify a framework for developing policies and procedures.
3. Define qualitative criteria; generally exclude quantitative criteria.
4. Identify factors contributing to effectiveness.
5. Incorporate benchmarks by which programs, services, and staffing may be assessed.

The ALA Policy Manual (55) states that guidelines “consist of procedures that will prove useful in meeting the standards.” Guideline documents:

- a. Are program- or service-specific and not necessarily comprehensive.
- b. Define qualitative criteria; generally exclude quantitative criteria.
- c. Identify factors contributing to program effectiveness.

- d. Provide a framework for developing service policies and procedures.
- e. Incorporate benchmarks by which a particular library and information service, resource, or material may be judged. (ALA)

In general, there are four types of standards and guidelines relevant to libraries.

1. Service standards and guidelines
2. Procedural standards and guidelines
3. Educational standards and guidelines
4. Technical standards and guidelines

Service standards and guidelines define a level of excellence or adequacy in performance of library service, typically for a certain type of library or library user. Examples are: ACRL “Standards for College Libraries,” and ASCLA “Standards for Cooperative Multitype Library Organizations.”

Procedural standards and guidelines describe an acceptable or agreed-upon method of accomplishing a particular type of library activity or task. Examples are: *Anglo-American Cataloguing Rules*, and “National Interlibrary Loan Code.”

Educational standards and guidelines describe requirements for acceptable library education programs. An example is the “Standards for Accreditation of Master’s Programs in Library & Information Studies.”

Technical standards and guidelines in library work are formal consensus standards developed nationally or internationally, and typically provide a measure of excellence and adequacy for a product or thing developed. ALA does not usually issue this type of standard but may collaborate on development with external organizations. Examples of the broad range of technical standards are: NISO Z39.2, Bibliographic Interchange Format, (the basis for the MARC formats)
NISO Z39.9, International Standard Serial Numbering (ISSN).

Development and adoption of standards have several valid and inter-related facets: (a) changing concern for improved quality of service, (b) need to meet local, state or national criteria and requirements, (c) desire to give adequate public credibility as to the potential or

ultimate goal of library service. Mere existence of standards or their adoption on paper does not assure good, adequate or improved service. What is significant is the extent to which standards are used as significant part of management as well as the imagination and creativity that goes into their use. Multiplicity in the development of standards should be the existence for continued re-examination in the light of future development since the library should be dynamic agency, which should be able to adapt its activities to the changing needs of the user.

“When applying these Standards, it is best to be reminded that rapid changes in information and technology in recent years involve increasing expectations. With the increase in the availability of information in multiple formats and the revolutionary changes in library operations and services, academic libraries are reasonably expected to rise above these standards”.

Standards have been developed for all the facets of library service. These include: collection, development, service personal, physical infrastructure, administration and organizational structure and planning budget.

2.4.1 USE OF STANDARDS IN LIBRARY

1. The standards sets as the benchmark for the level of services, access, collections, staffing, etc. that they strive to meet and maintain.
2. The standards give the ability to document the minimum level of services they should provide to students, faculty, and staff.
3. Standards are used as the guidelines for evaluating the library performance in terms of the mission and goals of the academic institutions they serve.
4. The key elements in the standards contribute in the preparation of annual report.
5. Standards are useful to assess the library’s strength and weaknesses.
6. Standards are helpful in preparing the self-study document during accreditation visit.

2.4.2 SOURCES OF STANDARDS

Standards have been laid down by various agencies such as by the American Library Association, UNESCO, Bureau of Indian Standards, IFLA , NAAC, and other such organisations.

In addition other national and international organizations coordinate the preparation and publishing of formal consensus standards. The following are some key organizations involved in standards development.

ANSI. The American National Standards Institute is the organization that coordinates the system of voluntary technical standards development in the United States and accredits standards developers. ALA participates in this activity as a member of the Institute. ANSI serves as the clearinghouse for all voluntary standards agencies in the United States. See <http://www.ansi.org>.

NISO. The National Information Standards Organization develops and publishes a wide variety of standards, mostly technical in nature, used in library and information services and publishing. NISO is accredited by the American National Standards Institute. The ALA is a voting member of NISO. NISO standards address the communication needs of libraries, information services, publishing and book trade in such areas as: information transfer formats, identification systems (codes and numbering systems), publication formats, and library equipment and supplies. Some examples of currently available NISO American National Standards are:

Z39.7 Information Services and Use

Z39.41 Printed Information on Spines

Z39.50 Information Retrieval (Z39.50): Application Service Definition and Protocol Specification (2003)

Z39.84 Syntax for the Digital Object Identifier

Z39.88 OpenURL Framework for Context-Sensitive Services

NISO standards are available online at www.niso.org/standards/ or may be purchased via the same website. Additional information about technical standards for library and information science and related publishing practices is available from NISO, 4733 Bethesda Avenue, Suite 300, Bethesda, MD 20814, Telephone (301) 654-2512, Fax (301) 654-1721, or e-mail: nisohq@niso.org. The URL is <http://www.niso.org>.

ISO, TC46. Many standards have implications beyond the United States. To facilitate the international use of standards, ANSI and NISO participate in the International Organization for Standardization (ISO), which is engaged in the preparation of international standards. Standards for library and information systems are developed by ISO Technical Committee 46. NISO is the official U.S. participant in TC 46. Many ISO standards have been adapted from NISO standards. Some ISO standards are:

ANSI/NISO/ISO 12083 Electronic Manuscript Preparation and Markup

For a list of ISO standards related to library and information science, contact NISO at the address listed above. Further information on ISO standards and activities is available from ANSI, the official U.S. member of ISO. ISO standards are sold in the United States by the American National Standards Institute, Inc., 11 West 42nd Street, New York, New York 10036, Telephone 212- 642-4900. The URL is <http://www.ansi.org>.

AIIM Standards The Association for Information and Image Management(AIIM), produces a number of technical standards concerning the production and use of microforms. Further information on AIIM Standards is available from AIIM, 1100 Wayne Avenue, Suite 1100, Silver Spring, Maryland 20910. See <http://www.aiim.org>.

Accredited Standards Committee X3, whose secretariat is the ITI (Information Technology Industry Council); and the Electronic Data Interchange X12 Committee, whose secretariat is the Data Interchange Standards Association, also produce library related standards. Examples are:

ANSI X3.4-1986 Seven-bit American National Standard Code for Information Interchange.

ANSI X12.1-1986 Purchase Order Transaction Set.

2.4.3 ASSOCIATION STANDARDS

Association standards set acceptable level of performance for any institution seeking accreditation. The purpose of these standards is to define minimum levels of expectations that institutions must strive to meet or that they do not fall below. Standards view an institution as part of a large grouping – all institutions under the jurisdiction of the association – and offer a base of general comparison. (Hernon & Whitman, 2009, p. 48)

2.4.3.1 AMERICAN LIBRARY ASSOCIATION (ALA) STANDARDS

ALA founded in the year 1876, is the leading professional association of public and academic libraries and librarians in the United States. The Association of College and Research Libraries (ACRL) is the division of the ALA since 1889, ACRL has a membership of academic and research librarians committed to improving quality of service in academic libraries, promoting the career and professional development of academic and research librarians, and supporting the programs of academic and research libraries. (Reitz, 2005)

“ACRL is the source that the higher education community looks to for standards and guidelines on academic libraries. ACRL promulgates standards and guidelines to help libraries, academic institutions, and accrediting agencies understand the components of an excellent library. These standards, guidelines, and model statements are reviewed and updated by the membership on a regular basis.” (ACRL, 2011)

2.4.3.2 Standards for Libraries in Higher Education (ACRL, 2004)

These standards were approved by the ACRL Board of Directors in June 2004. These standards supersede earlier separate library standards produced by the CLS, CJCLS, and ULS sections of ACRL. The first edition of the college library standards was published in 1959; subsequent editions were published in 1975, 1986, 1995, and 2000. Standards for two-year institutions were first published in 1960 and revised in 1979, 1990, and 1994. Standards for university libraries were first issued in 1979 and revised in 1989. These standards differ from earlier ACRL library standards in four significant respects.

1. They are intended to apply to all types of libraries in higher education, from technical institutes to research universities.
2. The standards and key principles are designed as a tool to help libraries establish individual goals within the context of their institutional goals.
3. They focus on documenting the library's contribution to institutional effectiveness and student learning outcomes
4. The standards provide suggested points of comparison for peer and longitudinal comparison, and encourage the development of other measures. Some measures of quality and quantity are used in this document, as well as questions to provide guidance for assessing each element of library operations and the provision of library services.

These standards are intended to apply to libraries supporting academic programs at institutions of higher education. They provide a comprehensive outline to methodically examine and analyze all library operations, services, and outcomes in the context of accreditation. The expectation is that these standards embrace key principles that will continue to be espoused by regional accrediting associations as critical elements or core requirements that provide a foundation upon which a library documents its compliance.

These standards take in to consideration the Inputs, Outputs, and Outcomes. ACRL Task Force on Academic Library Outcomes Assessment Report defines these terms as,

***Inputs** are generally regarded as the raw materials of a library program-the money, space, collection, equipment, and staff, out of which a program can arise.*

***Outputs** serve to quantify the work done, i.e., number of books circulated, number of reference questions answered.*

***Outcomes** are the ways in which library users are changed as a result of their contact with the library's resources and programs.*

These Standards provide both a quantitative and a qualitative approach to assessing the effectiveness of a library and its librarians. Librarians are increasingly expected to assist users in evaluating the information they receive. These standards suggest a closer partnership with users and a greater responsibility for the educational process.

(See Appendix II)

2.4.3.3 Guidelines for University Library Services to Undergraduate Students 2005 (ACRL, 2005)

These guidelines were approved at by ALA in the year 2005 and are intended to apply to library services to undergraduate students at university libraries and to be used in conjunction with the ACRL Standards for Libraries in Higher Education 2004.

The guidelines are designed as a tool to help those providing services to undergraduate students in a large university setting establish individual goals for developing, maintaining and expanding those services within the context of their library's and university's goals.

These guidelines provide both a quantitative and a qualitative approach to assessing the effectiveness of undergraduate programs and services. They advocate the use of input, output, and outcome measures in the context of the general library's mission statement and goals, and they encourage comparison of these measures with those of peer institutions.

The results of the assessments outlined in the guidelines can be used within the library to raise awareness of the strengths and weaknesses of current library services to undergraduates. The results can be used during strategic planning by providing concrete baselines and goals. In library public relations with colleagues and throughout the campus, the assessment results can be incorporated into promotional materials for undergraduate services.

These guidelines explains the campus environment in the library, the characteristics of library users, the need for peer group comparisons, Planning, Assessment, and Outcomes Assessment, library instruction, services provided to users, collection policies, and library administration.

These standards are available on:

<http://www.ala.org/ala/mgrps/divs/acrl/standards/ulsundergraduate.cfm>

2.4.3.4 ACRL Standards for Proficiencies for Instruction Librarians and Coordinators (ACRL, 2007)

These standards were approved by the ACRL Board in June 24, 2007. This document is intended to help instruction librarians define and gain the skills needed to be excellent teachers in library instruction programs and to foster collaborations necessary to create and improve information literacy programs.

According to these standards, “the role of instruction and information literacy continues to grow in the academic library; librarians are faced with a need to develop a more focused set of skills to teach effectively in library instruction programs. At the same time, many libraries struggle to offer meaningful training and professional development to improve instruction, especially without a set of established standards for what makes a good instructor. In many academic libraries, instruction librarians also serve as coordinators of instructional services and as instructional leaders in their organization. In addition to proficiencies needed for librarians with teaching responsibilities are the skills required for instruction coordinators to manage programs. They also must operate effectively at all levels of the academic organization in order to implement broad-reaching curriculum-integrated information literacy programs.” (ACRL, 2007)

The set of skills required to teach effectively in library instruction programs are group in to 12 categories:

1. Administrative skills
2. Assessment and evaluation skills
3. Communication skills
4. Curriculum knowledge
5. Information literacy integration skills
6. Instructional design skills
7. Leadership skills
8. Planning skills
9. Presentation skills
10. Promotion skills
11. Subject expertise
12. Teaching skills

The "Standards for Proficiencies for Instruction Librarians and Coordinators" allows academic libraries to begin with a common definition for the scope of responsibilities for instruction librarians and coordinators of instruction programs. At a basic level, they can be

used as standards to create professional development opportunities for librarians with teaching responsibilities in order to improve or expand their skills. They can also be used by administrators and coordinators of instructional services to define clearly responsibilities of these positions.” (ACRL, 2007)

2.4.3.5 Guidelines for the Interlibrary Loan of Rare and Unique Materials

These guidelines were adopted by the Association of College and Research Libraries in 1994, and in June, 2004. (ACRL, 2004)

The committee's objectives in preparing these guidelines are:

1. to encourage and facilitate inter-institutional loan from special collections for research use;
2. to affirm curatorial responsibility in decisions regarding the loan of special collections;
3. to specify the responsibilities of lending and borrowing institutions; and
4. to ensure the safety and security of items loaned.

Basic assumptions underlying these guidelines are:

1. Inter-institutional loan from special collections for research use is strongly encouraged but must be conducted in a manner that ensures responsible care and effectively safeguards materials from loss or damage.
2. Institutions may refuse to lend materials of exceptional rarity or monetary value, items in fragile condition, or materials for which size or format creates increased potential for shipping damage or possible loss (e.g. folios, maps, unbound manuscripts). Loans of these materials might be possible with the addition of security measures outside of the normal interlibrary loan procedures outlined in this document such as formal written agreements, insurance certificates or other relevant documentation.
3. Patrons who contact potential lending institutions directly regarding loan of rare or unique materials usually will be referred to their own institution to initiate an interlibrary loan request.
4. The decision to lend materials should involve the individual exercising curatorial responsibility for those materials. Such decisions should reflect an item-by-item, series-by-series, or

collection-by-collection consideration, whichever is appropriate, rather than broad categorical responses.

5. The loan of materials should rest on well-defined inter-institutional commitments rather than on personal contacts. However, personal familiarity and/or direct communications with curatorial staff at other institutions may facilitate the lending process.
6. A borrowing institution must meet specific criteria described in this document in order to provide appropriate conditions for security, housing and use of rare and unique materials.

This document also defines the Responsibilities of Borrowing Institutions with regard to Institutional prerequisites for borrowing. Guidelines for initiating a loan request, Guidelines for handling materials on loan, Responsibilities of lending institutions, and Liability and transport for borrowed materials.

2.4.3.6 Guidelines for Media Resources in Academic Libraries (ACRL, 2006)

The 2006 "Guidelines for Media Resources in Academic Libraries" are the fourth set of guidelines for audiovisual materials or media resources adopted by the Association of College and Research Libraries (ACRL). The first edition of the Guidelines for Media Resources in Academic Libraries was approved in 1968, and revised in 1987 and 1999. (ACRL, 2006)

The goal of these "Guidelines for Media Resources in Academic Libraries" is to assist librarians and library administrators who are developing media collections and services and address the core issues related to collecting and maintaining media resources and their attendant services.

These guidelines represent best practices for an academic library media program. Collectively, they describe a model media resources program. In this document, "media resources program" refers to all aspects of media resource collections and services in the library.

Assumptions of a Model Media Resources Program

Assumption 1: All academic libraries will collect media resources.

Assumption 2: All media resources will be cataloged in accordance with current national standards and practices, including full subject access and classification.

Assumption 3: All academic libraries will provide adequate funding for media services and collections; "adequate funding" is determined by the library's goals and objectives for media services and collections.

Assumption 4: The principles of collection management that apply to print and other library collections also apply to media resources

Assumption 5: The principles of collection preservation that apply to print and other library collections also apply to media resources.

Assumption 6: The principles of library service that apply to other library services also apply to media services.

This document says that the Librarians should develop a mission statement for the media resources program based upon the mission statement of the library. The responsibilities and functions of the media resources program should be clearly defined within the organizational structure of the library. The administration of the library should assign responsibility for the media resources program to a librarian. The person responsible for the media resources program should take a proactive role within the institution, beyond the library, working cooperatively and collaboratively with personnel in other media-related units on campus. The person responsible for the media resources should be qualified and should belong to and participate in media-related professional associations and other professional development activities. The library should fund continuing education and conference attendance.

The document also has the specifications for the media program, media equipment, media related services, instruction programs, Collection of materials, and space for housing collections. (ACRL, 2006)

2.4.3.7 STANDARDS FOR CANADIAN COLLEGE LIBRARIES 2004

Canadian Association of College and Universities Libraries (CACUL) is a division of the Canada Library Association, CACUL seeks to develop and promote high standards of librarianship in institutions of postsecondary education. Standards for Canadian College Libraries 2004 are prepared by Community & Technical College Libraries (CTCL) Standards Committee 2004 and published as CACUL Occasional Paper Series No. 15, June 2004 by CACUL.

These standards are a revision to the 1992 Standards for Canadian College Learning Resource Centres, published as CACUL Occasional Paper Series No. 6 by the Canadian Library Association. These standards apply to all the colleges in Canada. Colleges in Canada offer a wide range of traditional and non-traditional programs and services, and as such, vary in their administrative and physical configurations. The quantitative standards offered in this document reflect the very minimum standards that colleges need to consider. The purpose of these standards is to provide an instrument by which college libraries can be assessed with respect to their objectives, organization, staffing, services, collections, budget and space. Both quantitative and qualitative standards are provided to assist institutions in improving all facets of their library and learning resource programs. There are seven standards mention in this document with respect to libraries mission, administration, staffing, services, collections, budget, and facilities. These standards are available on

http://www.cla.ca/AM/Template.cfm?Section=Occasional_Paper_Series&Template=/CM/ContentDisplay.cfm&ContentID=4040.

(See APPENDIX III)

2.4.3.8 PAARL STANDARDS FOR ACADEMIC LIBRARIES FOR 2010 (PAARL, 2010)

PAARL Standards for Academic Libraries for 2010 is a document prepared by Philippine Association of Academic/Research Librarians PAARL, and is generally intended to apply to libraries supporting academic programs at institutions of higher education, specifically, at the bachelor's degree level (for college libraries), and master's and doctoral degree levels (for university libraries).

These standards are designed to help these academic libraries and their parent institutions in determining priorities and evaluating the library performance in terms of the mission and goals of the academic institutions they serve.

These standards are designed for the primary need of determining and establishing measurable expectations within the context of their institutional goals.

An underlying principle of this document is that each library is unique, and therefore should determine its own criteria for performance and evaluation, a process which should be undertaken within the framework of the institution's mission and goals.

The document states that the library should have a mission statement and goals to serve as a framework for its activities. The other standards are regarding library administration, human resources, financial resources, library collection and management, organization and care of materials, services provided by the library, library facilities, and linkages and networking.

These standards are available on :

<http://paarl.wikispaces.com/file/view/2010%20PAARL%20Standards%20for%20Academic%20Libraries%20-%20DRAFT%20PROPOSAL.pdf>

2.4.3.9 NAAC GUIDELINES

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) that laid special emphasis on upholding the quality of higher education in India.

The NAAC has recognized the crucial role of libraries in the learning process, and felt that libraries are shouldering newer responsibilities in higher education. “It is true that libraries largely support learning, teaching and research processes in institutions. So far, the classroom has, by and large, been the primary source of learning, with library accorded a supplementary status. In times ahead, one can foresee a role reversal, and indeed, in the increasingly learner-centric educational effort, one may already be witness to the library becoming the primary learning resource in many instances, with conventional classroom teaching playing mainly facilitating role.” (Prasad, 2006)

In view of this backdrop the NAAC has developed a set of objective indicators to facilitate assessment of the library and Information Services of academic institutions. The guidelines are derived from an understanding of the global developments in the activities and services of libraries, the national environment, and the outcome of a national-level workshop held at the NAAC, in which college and university librarians and library scholars from across the country had participated.

NAAC has developed a format for quality indicators in library and Information services for 1. Universities and Autonomous colleges and
2. Affiliated/Constituent Colleges

2.4.3.9.1 GUIDELINES ON QUALITY INDICATORS IN LIBRARY AND INFORMATION IN UNIVERSITIES AND AUTONOMOUS COLLEGES

A. MANAGEMENT OF LIBRARY AND INFORMATION SERVICES

The large campus environment such as universities and in large colleges there is central library and 'branch or department libraries'. The large campus environment often defines the use of the library in terms of the strength and size of the text and research collection. The central library supports the general information requirements of the users whereas the department libraries cater to the specific subject needs of the users, both for study and research. NAAC has set the minimum parameters to ensure quality in library systems of university and autonomous colleges. The NAAC expect the library should be kept open even on Sundays and holidays to facilitate use by students and faculty. In order to have an opportunity for readers to use the library without disturbance to their academic schedule, the libraries should be open before the institutions opening time and closes after closing time. The NAAC recommends for Library Advisory Committee with an equal representation by faculty and students, and the role of the committee and its functions in developing the library services are to be well defined. For guaranteeing a professional approach in delivering information services the Qualifications and experience of the librarian and the library staff should be on par with that of the academic staff and should fulfill the norms prescribed by UGC/AICTE/NCTE/ICMR etc. Total qualified and semi-skilled manpower, the ratio between number of users and collection, needs to be maintained as per UGC/AICTE and government norms for promoting a better library environment. The NAAC recommends for separate building for the Library with proper planning and organization of space, and has proper furniture, necessary quantity and quality of reading chairs, tables, display racks, magazine racks, etc. The minimum carpet area for service counters and other sections of the library as prescribed by government and other governing bodies are to be taken note of along with proper ventilation, fans, and water and toilet facilities. Fixing of notice boards, research cubicles for scholars/teachers, providing uninterrupted power supply systems

(UPS, generator, etc.) along with due attention to overall building maintenance and cleanliness also need consideration. The ICT Infrastructure should be developed taking into account the total number of users, type of users and programs offered. The library should have networking facility and be a part of institutional network, with fully implemented automation. The bandwidth of Internet access and subscription, organization and access of e- resources, etc. are important factors in the transmission of digital information services.

The NAAC has recommended an Overall approved policy of the institution on library with respect to collection development, introduction of new services, support in terms of fund, annual increase of budget, binding procedure, removal of obsolete books, and policy on loss of books and an ongoing commitment of the institution in deputing library professionals for continuing and further education. There should be proportionate growth in the library budget with respect to library documents and other resources.

B. COLLECTION AND SERVICES PROVIDED TO USERS

(i). Collection

The library is required to provide varied, authoritative and up-to-date resources that support its mission and the needs of its users. Resources may be provided onsite or from remote storage locations, on the main campus and/or at off-campus locations. Moreover, resources may be in a variety of formats, including print or hard copy, online electronic text or images, and other media. A university/autonomous college should contain the quantity of resources as prescribed by the government, UGC/AICTE and other governing bodies. The Library may maintain a special collection of national and international agencies (World Bank, UNO, EU, UGC, DST, etc.) government documents, book-bank, rare materials, collections for civil service/competitive exams, etc. Even with limited budget, the library may explore ways, such as open access sources to provide quality resources in the most efficient manner possible. Collection currency and strength may be maintained through judicious weeding-out policies.

(ii). Services

The NAAC expects following type of services to be provided by the library.

- a. Publication and Research Support services
- b. Information display and notification
- c. Bibliographic compilation
- d. ILL/Resource Sharing
- e. Reprographic facilities
- f. Book Bank
- g. User orientation
- h. Computers
- i. OPAC/Indexing services
- j. Audio-visual resources
- k. Internet
- l. Digital library services
- m. Network of academic libraries under the University's Jurisdiction
- n. Membership of library networks(INFLIBNET/DELNET) and Consortia (UGC INFONET/INDEST) or any other

C. EXTENT OF THE USE OF SERVICES

The NAAC has recommended Performance evaluation of university and autonomous college libraries needs to be carried out at regular intervals in order to enhance the quality and its sustenance, with the following parameters for assessing the extent of use of library and its services.

I.

1. Number of books issued/returned per day.
2. Number of reference enquires (users) on an average per month. (percentage may be specified)
3. Number of services delivered per-user per month.

4. Average number of users who visited/documents consulted per month.
- II. Compiling the information on number of Log- ins into the E-Library services/E-documents delivered per month.

BEST PRACTICES FOR UNIVERSITY/AUTONOMOUS COLLEGE LIBRARIES

NAAC has suggested following set of best practices.

1. Library Brochure/Dairies /Information Packs.
2. Central Reference Library for the use of constituent and affiliated colleges.
3. A feedback from stakeholders through scientifically designed and analyzed questionnaire, at least twice a year.
4. Compiling and displaying of student/teacher attendance statistics (graphic) on the notice boards of the library as well as in the departments.
5. Communication of current awareness to different user groups.
6. Information literacy programs
 - Beginning of the academic year with a general presentation
 - Periodically for need based groups
 - Teaching library programs
7. Creation of digital Repositories
 - Article Repositories
 - Publication Repositories
 - Question paper Repositories
 - Course ware Repositories
8. Displaying new arrivals of books/journals and circulating a list to different departments that use the library.
9. Suggestion box and timely response.
10. Development of a website/web page for the library including all the services and necessary information.
11. Establishing linkage with other libraries and avail free/ nominal fee services.

12. Initiatives for research projects/ turn key projects from the library.
13. Development of electronic environment on the campus and encouragement to e-deliveries.
14. Developing linkage with the functional units of the universities.
 - Information Center
 - Computer Center
 - Department of Computer Science
 - Student welfare Directorate/Training & Placement Cell
15. Conducting Exhibitions/Demonstrations/Lectures on Current Issues.
16. Building a Network of College Libraries under the aegis of the University.

2.4.3.9.2 GUIDELINES ON QUALITY INDICATORS IN LIBRARY AND INFORMATION SERVICES IN AFFILIATED/CONSTITUENT COLLEGES

These guidelines suggest that College libraries should have facilities that promote effective and interactive access and use of information resources for all users. In the area of physical facilities, the libraries need to offer safe, comfortable, well-lighted, clean space, with adequate and appropriate seating arrangements to ensure effective use of the library's resources including digital resources. Also, college libraries are required to consider study space needs, while allocating the seating space, with special attention being paid to reserve collections and the hostel environment of the institution. The libraries need to prepare well-framed rules and guidelines with regard to hours of access, circulation policies, and other regulations to offer better services to the users.

The guidelines presented below identify the principal factors influencing the development and maintenance of college library services and collections.

MANAGEMENT OF LIBRARY AND INFORMATION SERVICES

In affiliated colleges, the core objective of the library is to support the academic programmes offered and the library may evolve its collection and services mainly to reflect the curriculum requirements of its users. Besides, the library may design a system to deliver its products and services to attract more users. Ultimately the library should aim at bringing all its target users to the library and ensure its optimum usage. The parameters compiled here would facilitate the quality enhancement and sustenance of library services to a large extent. The libraries of the affiliated colleges may firm up their performance by equipping/enabling themselves to answer the following questions in the affirmative.

1. Does the library function on Saturdays, Sundays and holidays to facilitate use by students and faculty?
2. Does the library have extended and appropriate working hours before/after the class hours?
3. Does the college have a Library Advisory Committee? If yes, what is the role of the library committee?
4. Are the qualifications, experience and pay of the Librarian on par with that of the academic staff and as per government/UGC norms?
5. Has the librarian attended/participated in orientation/refresher courses and workshops/seminars (national/regional)?
6. Does the library have separate premises of its own? Does it contain minimum infrastructure facilities such as utilities, staff area, reading hall, periodicals section, circulation counter, service area, Information Display, etc.?
7. What is the ratio of the seating capacity to the users (students and faculty)?
8. Is the Generator facility extended to the library?
9. What are the measures for overall maintenance and cleanliness of the library?
10. Does the library have computers and Internet facilities?
11. Are the library functions automated? If yes, are they fully/partially automated?

12. What are the financial/funding sources other than the state, central and UGC grants?

13. Is there any defined policy for collection development, stock verification, promotion and training of library staff?

COLLECTION AND SERVICES PROVIDED TO USERS

I. Collection

The library is required to provide varied, authoritative and up-to-date resources that support its mission and fulfill the needs of its users. Resources may be provided in a variety of formats, including print or hard copy, online, electronic text or images, and other media. A college library needs to have the quantity of resources as prescribed by government, UGC, AICTE and other governing bodies.

II. SERVICES

The library has a key role in supporting the academic activities of the institutions by establishing, maintaining and promoting library and information services, both quantitatively and qualitatively. The library offers a wide range of services from reference to electronic information services. College libraries may answer the following basic questions for ensuring appropriate services to the academic community.

I) Does the library provide the following basic services?

- a. Circulation Services
- b. Clipping services
- c. Bibliographic compilation
- d. Information display and notification services
- e. Reference/referral services
- f. Photocopy and printing services
- g. User Orientation/Information Literacy
- h. Resource sharing/ILL
- I. Internet / digital resources availability

Extent of the Use of Services

Like Universities NAAC also expect performance evaluation of college libraries at regular intervals in order to sustain and enhance

their quality. The evaluation can be made on compilation of use statistics. The following parameters would help in assessing the extent of use of library and its services.

1. a) Average number of books issued/returned per day
- b) Number of reference enquiries (users) on an average per month
- c) Number of services delivered per capita per month
- d) Average no. of users who visited/documents consulted

D. BEST PRACTICES FOR COLLEGE LIBRARIES

Listed below are some of the best practices that can enhance the academic information environment and usability.

1. Computerization of library with standard digital software.
2. Inclusion of sufficient information about the library in the college prospectus.
3. Compiling student/teacher attendance statistics and locating the same on the notice board.
4. Displaying newspaper clippings on the notice board periodically.
5. Career/Employment Information/ Services.
6. Internet Facilities to different user groups.
7. Information literacy programs.
8. Suggestion box and timely response.
9. Displaying new arrivals and circulating a list of those to academic departments.
10. Conducting book exhibitions on different occasions.
11. Organizing book talks.
12. Instituting Annual Best User award for students.
13. Organizing competitions annually.
14. Conducting user surveys periodically.

2.4.3.10 AICTE GUIDELINES

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. AICTE was given statutory status by an Act of Parliament in the year 1987. AICTE is responsible for proper planning and co-ordinated development of the technical education and management education system in India.

AICTE norms are published on Approval Process Hand Book (2011-2012) and are available on the AICTE website on <http://www.aicte-india.org>

AICTE Norms for books, Journals and library activities

Programme	Total Number Of divisions	Titles	Volumes	National Journals	International journals	E.Journals	Reading Room Seating	Multimedia PCs for Digital Library/ Internet Surfing in reading room
Engineering/ Technology (UG)	B	100	500XB	6XB	3XB	Required	15 % (Max 150)	
		50 per course	250 per course-division					
Pharmacy(UG)	B	100	500XB	6XB	6XB	Required	15 % (Max 150)	
		50	500XB					
Architecture & Town Planning(UG)	B	100	400XB	6XB	6XB	Required	15 % (Max 150)	
		50	400XB					
Applied Arts & Crafts(UG)	B	100	500XB	6XB	3XB	Required	15 % (Max 150)	
		50	500XB					
HMCT	B	100	500XB	6XB	3XB	Required	15 % (Max 150)	
		50	500XB					
MBA/PGDM/ MCA(PG)	B	100	500XB	12XB	12XB	Required	25 % (Max 100)	
		50	500XB					
Engineering/ Technology/ Pharmacy/ Architecture & Town Planning/ Applied Arts & Crafts (PG)	B	50	200	5XB	5XB	Required	25 % (Max 100)	
		As Required	100					
Diploma in Engineering/ Tech/Pharmacy/ Town Planning Applied Arts & Crafts, HMCT	B	Half the Number as required for UG Course in the same programme	Half the number as required for UG course in the same programme	Half the number as required for UG course in the same programme	-	Required	15 % (Max 100)	1 % (Max 10)

B=Number of divisions at 1st year (shift 1+2) + Number of 2nd year direct divisions (shift 1+2)

	Book titles and volumes required at the time of starting new Institution.
	Yearly increment.
	Component for additional division / course.
	Journals and Books shall also include subjects of Science & Humanities.
	Digital Library facility with multimedia facility is essential.
	Reprographic facility in the library is essential.
	Document scanning facility in the library is essential.
	Document printing facility in the library is essential.
	Library books/non books classification as per standard classification methods is essential.
	Availability of NPTEL facility at the library is essential.
	Computerized indexing with bar coded / RF tagged book handling is desired

2.4.3.11 Compilation of standards from ARLIS/NA

ARLIS/NA is a dynamic organization of over 1,000 individuals devoted to fostering excellence in art and design librarianship and image management. They have compile all types of library standards. These standards are available on. http://www.arlisna.org/organization/com/standards/standards_list.pdf
(See Appendix IV)

CHAPTER 3

3 LIBRARY BEST PRACTICES

These Library Best Practices presented in this chapter are collected from extensive literature search and by visit to some of the best libraries in India. These best practices can be broadly classified under four broad categories such as Management and Administration of the library; Collection development and Services provided to users, Information and technology related best practices and other best practices.

3.1 MANAGEMENT AND ADMINISTRATION OF LIBRARY

3.1.1 AIM OF THE LIBRARY

Every system should have aim that is clear to everyone in the system and include the purpose or mission of the system and its plans for the future. The Library aim is expressed in a constancy of purpose statement that includes four elements: mission, vision, values, and measures. “Ultimately the library should aim at bringing all its target users to the library and to ensure its optimum usage.” (NAAC, 2006, p. 70) Best practices and policies rely on the mission, vision and goals of the library and the parent institution.

3.1.1.1 MISSION

A mission statement is generally defined as a statement that describes the reason an organization exists – its core purpose. The library’s mission statement tells the community what business the library is in, who the library serves, what they receive from the library, and for what purpose. “It is the promise the library makes to its customers and funders”. (Laughlin & Wilson, 2009, p. 8)

3.1.1.2 VISION

The vision describes the library in its future perfect state, assuming that the mission is being carried out in the most perfect way. It is the word picture that helps the library and others in the community imagine what is possible. (Laughlin & Wilson, 2009, p. 8)

3.1.1.3 VALUES

Values clarify the enduring principles for which library stands. Values express the shared beliefs that provide the foundation of the library profession, define expectations for staff works behavior and communications, and articulate the quality of services that the public can expect to receive from the library. The values provide a description of the organizational culture the staff and board want to create. Library value statements can address an array of topics, from intellectual freedom and privacy issues through respect and customer service to teamwork and accountability. (Nelson, 2009, p. 76)

3.1.1.4 MEASURES

High-level measurements allow the library decision makers and shake holders to follow the library's progress.

3.1.1.5 TAGLINE

A tagline is a statement or motto that succinctly defines or represents an organization's mission. A tagline distills the benefits of the library and its values into a short and memorable phrase that can be used to help brand the library. Example: "Free Books for All"

Most of the libraries in U.S.A. and U.K. give their mission and vision statement on their library website. For example:

University of Chicago Library (University of Chicago, 2007)

Mission

The Libraries mission is to provide comprehensive resources and services in support of the research, teaching, and learning needs of the University community.

To fulfil this mission, the Library commits to:

- Understand the research, teaching, and learning needs of its users;
- Build collections and create tools to support research, teaching, and learning;
- Provide access to and promote the discovery and use of local and external information resources;

- Ensure the preservation and long-lasting availability of Library collections and resources;
- Create hospitable physical and virtual environments for study, teaching, and research;
- Collaborate with other members of the University to enrich the research and learning community;
- Advance local, national, and international library and information initiatives;
- Develop, encourage, and sustain expertise, skill, commitment and an innovative spirit in its staff.

Library Vision

As a center of intense intellectual inquiry, the University of Chicago Library shares with the University the aspiration to be the most dynamic learning environment in the world.

In this desired future, the Library ensures that its collections remain forward-looking, diverse in breadth and form, open to browsing, and of world-renowned quality. Through promotion, the Library makes people aware of the resources available to them, and through innovation, it makes access to these resources easier. The Library's creation of an integrated, seamless web of information further streamlines access. To serve future users, the Library preserves information across all formats and ensures effective storage and delivery systems. The Library's physical and virtual spaces respond to the changing habits of its users to enrich the campus experience and to multiply the ways in which people can pursue inquiry. The Library's collaboration with expanding circles of partners yields unified access, broadening knowledge, and enhanced services.

The Library continues to embrace change and align itself to thrive on diversity, to support professional growth and opportunity, and to reward flexibility and innovation.

Library Values

The library is guided by values such as knowledge, service, quality, integrity, respect and Communication.

3.1.2 EXTENDED HOURS OF SERVICE

The hours during which a library is open to its users, are known as library hours. Customers have different values such as convenience, timeliness, cost effectiveness and speed. The libraries must respond to these values. For libraries, customer values are expressed in demands for hours that meet individual needs for timely, and indeed, non-traditional access to facilities and services. As a result, academic libraries are studying library hours more regularly and closely than they have in the past to determine where changes need to be made to meet demands. Libraries can examine their library service hours on a regular basis, using gate counts, circulation data, and other measures to indicate how and when the library is being used.

A library hour depends upon staffing, security, and special funding that support extended hours. Libraries can adjust library as generously as possible within the resource availability. Some libraries have study rooms or areas—such as a reserve room—that can be secured from the rest of the library to accommodate extended hours of access, if not service. Libraries can also be available by telephone and their web pages. Some libraries are equipped with a book drop for returning items when the facility is closed. Extended library opening hours helps the users, especially students during examination time.

According to NAAC guidelines library should be open before the institution's opening time and closes after the closing time so that readers have an opportunity to use the library without disturbance to their academic schedules. NAAC also expect libraries to be kept open even during Sundays and holidays.

3.1.3 BOOK DROP

A Book Drop is a slot, chute, bin, or box to which books and other items borrowed from a library may be returned, especially during hours when the facility is closed. Book drops may be free-standing (usually outside the walls of the library) or built into the circulation desk or an exterior wall. (Reitz, 2005)

3.1.4 MAINTENANCE OF SERVICE AREAS

The user visits the library to read, consult and borrow reading materials. For customer focused library the atmosphere in the library should be inviting with the areas inside and outside the library being

clean. The maintenance of calm and neat atmosphere in the reading and stack areas is a must for concentrated reading and searching of materials. Dust free environment and green lawn in the front and also in the courtyard within the library are place of attraction for many users for reading. (NAAC, 2006, p. 8) The University of Hyderabad outsources the cleaning and mopping activities including maintenance of toilet.

3.1.5 LIBRARY ADVISORY COMMITTEE

According to NAAC guidelines the library committee should have equal representation by faculty and students, and the role of the committee and its functions in developing the library services are to be well defined. Generally the library committee includes the head of the institution as the Chairman, Librarian as the Secretary, two or three senior teachers as members of the committee. In some libraries representation is given to students also. The role of the library committee include the formulation of library budget, to determine the policies of library, to see the library discipline and to help in conducting the programmes of the library.

3.1.6 COMPACT STORAGE OF LESS USED COLLECTION

“A compact Storage is a library shelving area, often reserved for low-use materials in which narrow aisles, higher than normal shelves, and/or compact shelving is employed to maximize storage capacity.” (Reitz, 2005) “Every library has its less used collection. Over a period of time these collection will increase due to the syllabus changes and out dated contents.” (NAAC, 2006, p. 19) Due to space problem in the library and to provide place for new collections on the shelf, it is better to separate the collection which is less use and make compact shelving. A periodic survey of less used documents will help in removal of less used books from the shelves to draw the attention of the users towards popular books. This process can be done with the help of circulation data. The library may also ask the help of respective subject teacher. The less used books should be retained and stored separately for the reference of future generation. This practice saves the time of the user in retrieving the document and also saves space.

3.1.7 IN SERVICE TRAINING

Training of staff benefits both library and its users. Therefore training staff at all levels and on a wide variety of technologies is vital.

“Staff must be flexible about work schedules, comfortable with multitasking, collaborative, energetic, and enthusiastic. Staff working in this changing environment must also be comfortable with ongoing experimentation, and the must be sufficiently self-confident to apply their skills to new challenges.” (Wawrzaszek & Wedaman, 2008). The training given to staff should be updated and adaptive in the changing environment.

The goal of this programme would be to motivate professional staff to enhance their skill and expertise in conventional and e-library associated services and operations by arranging in house and external training programmes. These programmes give opportunities for staff to become familiar with and learn about library automation and other e-skills.

3.1.8 STAFF PROMOTIONAL POLICY

The clear promotional policy enhances the performance level of staff in the library system. The policy involves designing and implementing a transparent promotion policy with requirements in terms of qualifications, length of service, expertise, regularity etc with a time frame for promotion. This practice will motivate the library staff to acquire higher qualifications and experience required to get a promotion to the next higher grade.

3.1.9 ASSOCIATION MEMBERSHIP

Memberships in associations related to the employee development function help ensure that staffs are aware of trends and opportunities in the field, both for personal development and for keeping the curriculum and teaching methods up to date. In addition, there are discussion groups within divisions of the Associations such as American Library Association (ALA) that focus on issues pertinent to the employee development function. “Two examples are the Association of College and Research Libraries (ACRL) Personnel Administrators and Staff Development Officers Discussion Group, and the LAMA Library Organization and Management Section

Organizational Development Discussion Group”. (Keith, Kathleen, & Linda, 2003)

3.1.10 FIELD TRIPS

“Field trips to other institutions are frequently done for benchmarking, and some institutions devote significant time, effort, and expense to set up such visits. The benefits of actually being present where something special is going on cannot be underestimated.” (Keith, Kathleen, & Linda, 2003) The goal of this practice is to refresh the library staff members and educate them about the prevailing work practices in other institutions.

3.1.11 REMOTE STORAGE FACILITY

Remote Storage Facility is an off-campus site where less-used library materials are stored to alleviate overcrowding in the on-campus libraries. Two or more libraries can come together and share a common place for less used collections. Books can be recall from this location only if demanded within 24 hours.

Five College Library Depository Affiliate Agreement for Remote Storage (University of Massachusetts, 2011)

This Agreement is entered into by and between Five Colleges, Incorporated, a not-for-profit corporation having its primary place of business at 91 Spring Street, Amherst, Massachusetts, 01002, on behalf of its member libraries, and The member libraries (Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts Amherst) of Five Colleges have created a remote storage facility for library materials that contains, *inter alia*, paper backfiles of journals included in several digitized collections and other discipline-based journal collections the Five College Libraries might create. Recognizing that such resources serve as a secure backup, Five Colleges agrees to maintain a trusted repository for its members and affiliates.

3.1.12 DISASTER MANAGEMENT

Disaster, emergencies, and crises can occur in many forms:

Physical: Fire, water, tornado, destruction of building or the collection, etc.

Personal: Loss of key employee, employee dishonesty, sabotage, mental imbalance, etc.

Beside these other events such as bomb scares or major thefts can be disaster to library. Planning for disaster in libraries is an attempt to minimise the loss of information to clientele and decrease loss of access to and closure of collections. The library should be equip with fire extinguishers, sprinkler systems, smoke and heat detectors with alarms.

Computers now play a truly integrated part in libraries, archives, and information centers. Today library catalogues; circulation system and even collection and finding aids are located on these computers. Libraries must therefore create disaster response plans for recovery of loss of data, and resumption of online services and systems. These plans are usually called “contingency plans” and are focused on restoring the programmes. It will be best practice for the libraries to carefully take a data back up every hour, every day or a week. (Kahn, 2009)

3.1.13 REMOVAL OF OBSOLETE BOOKS

Periodic removal of obsolete books is necessary for the libraries to give more access to other library materials. Various colleges have their own policies on obsolete books.

Churchill College Library: Collection Policy

http://www.chu.cam.ac.uk/collegelife/library/Churchill_College_Library_Collections_Policy.pdf

It is impossible for the Library to retain indefinitely all the material it acquires. The following categories of material are most likely to be discarded:

- i. Superseded editions. The previous edition of a text is automatically discarded when a new edition is published and acquired by the Library. This is a vital element in the maintenance of Library stock, particularly in the case of updated science texts, where an out-of-date text could be positively misleading.
- ii. Duplicate copies of texts which are seldom used.
- iii. Books arriving as part of a donated collection which have no relevance for the Library.

3.1.14 LIBRARY STATISTICS

“Numerical data assembled, classified and tabulated to present useful facts and information about the operation of a library or about the activities of library, usually presented in the form of periodic report is library statistics.” (Reitz, 2005) This practice involves maintenance of usage statistics in all sections of the library. Maintenance of visitors register and purpose of visit helps in knowing how many users are visiting and for what purpose. Data gathered from all service points will be analyzed to find the documents which are consulted or borrowed more number of times and also books which are under utilized. The findings will help the library manager to evaluate the collection and helps in reorganizing the system. It also helps in assessing the life cycle of information products or services and enhances the quality of the services like literature search and digital repository.

3.2 LIBRARY COLLECTION AND SERVICES PROVIDED TO USERS

3.2.1 COLLECTION DEVELOPMENT

“The process of planning and building a useful and balanced collection of library materials over a period of years, based on an ongoing assessment of the information needs of the library’s clientele, analysis of usage statistics, and demographic projections, normally constrained by budgetary limitations. Collection development includes the formulation of selection criteria, planning for resource sharing, and replacement of lost and damaged items as well as routine selection and de-selection decisions.” (Reitz J. M., 2005)

The NAAC expects library to provide varied, authoritative and up-to-date resources that support its mission and fulfil the needs of the users. These resources may be provided in variety of formats from print to electronic. The library resources include books, current journals, peer reviewed journals, magazines, E-information resources, Braille materials, audio-visual materials and rare collection.

3.2.2 ELECTRONIC DISCUSSION LISTS

“Electronic or e-mail discussion list allows individuals to subscribe and automatically receive messages posted to the list by other subscribers. Participants may also post their own messages posted to the list by other subscribers.” (Reitz, 2005) E-mail discussion list helps in professional development staff that: (1) keep them aware of developments, conferences, and new information resources; and (2) provide opportunities to ask questions of other specialists or in other ways contribute to discussions on topics of interest. “On several occasions, a first step in determining options on a particular issue is to send a note to the appropriate discussion list asking what other institutions are doing. Lists that are particularly useful include ones on training and development, group facilitation, faculty development, and library personnel and staff development practices.” (Keith, Kathleen, & Linda, 2003)

3.2.3 INTER-LIBRARY LOAN

Inter-library loan is a form or resource sharing between two libraries. When a particular document is not available with the library, a patron of that library may request that it be borrowed from another library. “Interlibrary lending is the process whereby one library obtains from another specified library material requested by its users. The requested material may be sent as a temporary loan or a copy may be supplied or transmitted instead. Such loans or copies are made available on an institutional basis and payment must be made when required.”

3.2.4 LIBRARY CONSORTIA

A library consortium is an association of a group of libraries to achieve mutually the common objective. Working in an atmosphere, which is fully affected by Information Communication Technology (ICT), librarians are mastering the use of electronic resources to better understand and meet the information needs of the users and further train them in using new searching tools for better search. Consortia usually play a major role in the selection process. It gives information for the libraries about the electronic resources available. Some libraries are only able to purchase through consortia or purchase most of their electronic resources through consortia because of the discounts that are available. Some libraries look at the resources they

are interested while others use consortia to save on the items they would buy.

Consortia provide the following common benefits to the libraries involved: (Kaur & Sharda, 2010)

1. Access to otherwise un-subscribed reading materials.
2. Scope for electronic archives.
3. Getting deep discounts through joint pricing negotiations.
4. Developing common resources databases.
5. Effective document delivery system.
6. Enhanced search facilities
7. Better scope for developing a union catalogue among participating libraries.
8. By forming consortia, librarians are contributing to the economy of their country by saving Government revenue to a great extent.

Following are some of the big and successful consortia's of India:

- i. Indian National Digital Library in Engineering Sciences and Technology (INDEST) Consortium in 2003
- ii. UGC-INFONET Digital Library Consortium in 2004,
- iii. Council of Scientific and Industrial Research (CSIR) E-journals Consortium, Department of Atomic Energy (DAE) Consortium,
- iv. FORSA Consortium, Indian Institute of Management (IIM) Consortium,
- v. CeRA (Consortium of e-Resources in Agriculture),
- vi. Health Science Library and Information Network (HELINET) Consortium,
- vii. Defence Research and Development (DRDO) e-Consortia,
- viii. Department of Biotechnology's DeLCON, and Electronic Resources in medicine (ERMED) Consortium

3.2.5 BOOK EXHIBITION

This practice involves display of books to create awareness among the users regarding the availability of books in their respective subjects. Book publishers or distributors can be invited to display their recently published books in an exhibition. Book exhibition helps in selection process. The library may also exhibit their own collection periodically. This will not only promote the usage of the collection but also encourage the faculty for active participation in collection development.

3.2.6 DIGITAL REFERENCE SERVICE

“Reference services in libraries are rapidly changing as our patrons expect us to come to them. People have reference questions when the library is closed, and may not want to or be able to come into the library at all. The proliferation of the Internet in homes and schools as well as the public’s expectation of immediate service has changed the way that librarians and libraries are delivering reference services”. (Davis, 2000)

One way in which librarians have been answering questions remotely is by putting the “reference desk” on the Web. Instead of having to call or come in, patrons can find quick information on the library’s website, usually by way of a Reference Desk or similarly-named resource. Types of resources that librarians put on their virtual reference desk shelves include almanacs, dictionaries, encyclopedias, calendars, phone directories, calculators, search tools, subject guides and the like. Some examples of excellent virtual reference desks are:

The IPL’s General/Reference Collection <http://www.ipl.org/ref/RR/>

Purdue University <http://thorplus.lib.purdue.edu/reference...>

Digital Librarian: Reference <http://www.digital-librarian.com/referen...>

RCLS DeskRef <http://ansernet.rcls.org/deskref/>

The WWW Virtual Library <http://www.vlib.org/Home.html>

USC <http://www.usc.edu/isd/elecresources/res...>

Refdesk.com <http://www.refdesk.com/>

Many libraries are also offering e-mail reference services. More often than not these email or “Ask a” reference services are found on the library’s Reference Desk page. The patron sees an “Ask a Librarian” icon, clicks on the link, and is presented with a form into which they

can type a question for a reference librarian. Turnaround times for answers typically range from 24-48 hours depending on individual library policy and question volume. The great thing about email reference is that the patron doesn't need to come into the library and can ask the question at a time that is convenient for them. If the question isn't urgent this can be a very successful way to provide reference service.

3.2.7 e-BOOKS ON REFERENCE SHELVES

Grossmont College in El Cajon, CA, places a cardboard "dummy" of their *Gale Virtual Reference Library* titles in the Reference Collection where that call number would be shelved. The cover of each dummy includes detailed instructions on how to access the electronic resource. This helps remind the librarians that the title is available electronically while students who are browsing are alerted to its existence. (Blackman & Farina Hess, 2010)

3.2.8 SIGN BOARDS

Signage has grown into a separate discipline due to its dynamic nature of communication. Due to lack of communication skills users are confused and feel shy to contact the staff for ascertaining the right information. Signage and Displays provide the users to know more about the services/facilities without much difficulties and contacting the library staff. Purpose of signage is to save the time of the library users and their needs to avail services. The practice aims to promote library identity, publicity and effectiveness of library services and organization of the library.

It is essential to provide and arrange information graphics, signage and displays at appropriate places in the library. Floor plans and directions are set out to explain overall size and shape of the library, location of various sources, services, contact/nodal persons and other facilities. Signage system is based on analysis of types of user groups and their information needs.

The information graphics and signage have helped the users in a logical fashion through various procedures for using the services/material and has saved staff time from answering directional reference queries. The practice has helped in user orientation, education and acquaintance of the library and its services. (Gaddagimath, 2006, pp. 141-142)

3.2.9 SUGGESTION BOX

A suggestion box, maintained in the library is for all the suggestions or comments regarding their experience in the library or in using library resources. The main objective of any library is to support the teaching, learning and research needs of the user. Apart from providing regular services, it is necessary to provide new and improved services as and when needed. In order to evaluate the regular and new services, it is required to get feedback from the users. Feedback in the form of suggestions, opinions, and complaints from the users can be addressed to the librarian or library authorities. Positive implementation of the user's suggestions will increase the user satisfaction levels and will help in the optimum usage of library services.

‘When it comes to utilizing the traditional suggestion box, don't hide it; instead, give it a name like “your Ideas” and, most of all, promote it! Make it stand out, let people know where it is, and train staff to encourage customers to submit information. Many staff fear “the box” because it is generally associated with negative patrons, complaints, and problems. Convince your staff to look at it as an assessment tool, not a means to disciplinary action’. (Kimberly & Cullin, 2009)

Suggestions can also be made through e-mail. Now it is a practice for libraries to have a Suggestion Box Blog on their library website. The reader may request for a book purchase or ask a research or reference question through suggestion box blog.

3.2.10 BEST USER AWARD

An award is a special recognition given to an individual. Many libraries are giving Best User Award to the user who reads maximum books and utilizes other library resources at the maximum. The best user award is given to user to motivate students to make use of library and its services. The librarian can choose the best user of the library by observation or by data compiled through circulation section.

3.2.11 RESEARCH SKILLS PROGRAMME

The Oxford University Library has designed the Research Skills programme to offer training and support to readers working at every level, from undergraduate to researcher. The Research Skills Programme covers a variety of topics in formats ranging from

practical sessions to one-to-one help. The programme include:
(Oxford University Library , 2010)

- Introductory sessions and tours run throughout the year to help users find way around the University Library and make the most of its collections
- Resource sessions in the Arts & Humanities and social sciences offer subject-specific overviews of printed and electronic resources available for study and research
- A range of sessions introducing the Library's unique range of special collections is available
- Practical, hands-on information skills sessions include tips and strategies for searching online, conducting a literature search, and managing information

The main University Library (West Road site) is particularly strong in the fields of arts, humanities and social sciences. Specialist research skills training in **law, science, technology and medicine** is offered at the four Dependent Libraries.

3.2.12 RESEARCH NEWSLETTER

Provision of current, relevant information is vital to the research process. Since most of the researchers in the field of science and technology are increasingly using electronic medium, it is necessary for the library to contribute in their research process. Publishing a research newsletter in the electronic form is best practice followed in many of the overseas libraries.

Trinity College, Dublin is publishing Science, Engineering Technology & Health Research Newsletter in the electronic form. The Newsletter features new services and facilities in the library, as well as highlights the longer term plans.

3.2.13 INSTITUTIONAL REPOSITORY

“An Institutional Repository (IR) is a digital archive where a university community’s intellectual work is made accessible and preserved for posterity. The concept of IR suggests the tantalizing possibility of greater library influence over the full cycle of scholarly communication on campus from research through publication, collection and preservation.” (Thorat & Patil, 2011)

In the present scenario of digital world there is increasing demand to access the knowledge objects from everywhere and at any time. There is significant increase in the overall volume of research in Universities and Colleges. The research information is presented in the form of theses and dissertations. Information is generated in conferences and workshop papers. There is also number of unpublished materials such as Course ware, Question Papers, and other materials which support teaching and learning. All these Institutional materials can be digitized with the help of repository software such as DSpace, Eprints, Nitya, Green Stone Digital Library, etc. and published on the library website.

3.2.14 USER EDUCATION PROGRAMME

“All the activities involved in teaching users how to make the best possible use of library resources, services, and facilities, including Formal and informal instruction delivered by a librarian or other staff member one-to-one or in a group is called user education”. (Reitz, 2005) User education is generally given at the beginning of academic year to new students to enable the students to exploit the information resources available in the library to supplement their learning process to support class room teaching.

User Education programme can be imparted through various methods viz. lecture form, library tour, brochures, PPT, information aids etc. User Education programme also includes online tutorials, audio-visual materials, printed guides and path finder's. Some libraries organize orientation programme through the live demonstration of library website to educate the new users about the library resources and methods for using the services.

3.2.15 USER SURVEY

User survey is a questionnaire administered to users of a library or library system to find out what brings them to the library, how they normally use the resources and services it provides, their subjective evaluation of the quality of their library experiences, and any suggestions for improvement (feedback). (Reitz, 2005, p. 751) Because of the growing use of the Internet as a means to collect data, many integrated survey packages are extending their capabilities to include Web and e-mail surveys.

WEB SURVEYS

A Web survey is one in which a questionnaire is placed at a Web site and respondents can complete the questionnaire form using their Web browser on the Internet. The questionnaire itself is simply a form that presents questions followed by choices to select or fields for data entry. If questionnaire writers are adept at creating Web forms using HTML, CGI, and perhaps Perl and Java, they can create a questionnaire on the Web and capture respondent data for storage in a file that can then be analyzed using statistical software. (Hernon & Whitman, 2009, p. 121)

E-MAIL SURVEY

An e-mail survey is one in which a questionnaire is sent by e-mail to respondents. There are, at present, two general ways in which e-mail surveys are conducted: manual and professional. Manual e-mail refers to the procedure by which one prepares the survey questionnaire within the body of an outgoing e-mail and instructs respondents to answer by one of the following methods:

- i. Using the reply feature, so that their responses are returned to the sender by e-mail
- ii. Going to a survey questionnaire on the Web, which respondents may then complete without responding directly to the e-mail.
- iii. Printing out the questionnaire contained in the e-mail, completing it by hand, and returning it to sender (or another destination) by mail or by fax
- iv. Arranging for a telephone interview to respond to the questions (Hernon & Whitman, 2009, pp. 124-125)

3.3 INFORMATION & COMMUNICATION TECHNOLOGY

Technology

Technology always has and always will affect libraries. “Making libraries vital and valuable to their communities is more and more dependent upon libraries being quality sources of technological access to users. As computers and information technology become increasingly prominent, libraries are looking at how new areas of

technology-based service can be cultivated to make and keep libraries vital.” (Kimberly & Cullin, 2009)

3.3.1 LIBRARY COMPUTERISATION

Automation of Library Services:

The goal of this practice is to automate the entire house keeping operations viz. acquisition of books and other material, creating maintenance of its catalogued database, circulation of its holdings etc, to give service more quickly, efficiently and effectively and thereby meet the fourth law of library science i.e save the time of the user. Online Public Access Catalogue (OPAC) facilitates the users to search for information by author, subject, title, ISBN, keywords etc and helps to reserve item on loan, view special collections, cancel reservations, request renewal of loan, to see list of new arrivals, request addition of new publication, define SDI profile.

3.3.2 LIBRARY’S WEBSITE

“The library website is the library’s virtual front door. There is certainly a minimum amount of content and information your website should contain. At the very least, all of your pertinent service information should be listed: library location, directions, hours of operation, holiday closings, staff and board contact information, a brief overview of library, its mission statement, and a basic summary of the service the library offers. The website must be kept fresh and update.” (Kimberly & Cullin, 2009, p. 47)

A Value-Added Website: Most libraries have a basic website that provides the library’s location, hours, contact information, and mission statement. The key is to take your site to the next level, adding value and giving customers a reason to comeback. Link your online catalogue through the website. Ask a reference or circulation questions online. Accessing policies, procedures, basic information and the library’s annual report. Rss feeds, on inline registration , 24x7 access to information, automatic e-mail reminders. (Kimberly & Cullin, 2009, p. 51)

3.3.3 NEWCASTEL UNIVERSITY LIBRARY e-PRINTS SERVICE

The goal of this practice is to explore the potential of e-books as an information resource to support teaching and learning. The e-Prints service provides free access to peer-reviewed research, including journal articles, conference papers and book chapters, produced by

Newcastle University staff. The full text of documents is available on open access wherever possible and new items are added regularly. The library is buying e-books which are recommended core texts on reading lists in order to augment provision and access to essential resources. Some of the e-book titles in the library catalogue are made available through what is known as a 'patron-driven' model. This model works by libraries and e-book suppliers working together to identify titles that may be of interest to their patrons or readers. Records for these titles are added to the library catalogue and patrons can request access to these titles using the link in the catalogue record. When using this purchasing model libraries are only charged by the supplier when a title has been requested and approved. If a title is approved for loan by a pre-determined number of patrons it is automatically purchased outright for the library collection. Access to the purchased titles thereafter is possible without request.

This 'Patron-driven acquisitions' (PDA) model was highly successful in the New Castle University Library. The library is offering number of e-book titles which can be requested via the library catalogue. (Newcastle University Library, 2010)

3.3.4 INFORMATION COMMONS

Information Commons is a model for information service delivery that offers patrons integrated access to (and expert assistance with) electronic information resources, multimedia, productivity software, print resources, and services.

Information Commons is an integrated service facility that focuses on complete service facility that focuses on complete service to the user. Information Resources (IR) and Information Technologies collaborate to produce expert reference and technical assistance from one main service desk.

The information commons (IC) strives to unite both electronic library resources to provide one-stop service for students at all levels. Many academic libraries are considering implementing an information commons model that reflects the contemporary way patrons use resources. Others plan on revitalizing their libraries through configurations that easily integrate research, teaching, and learning with a digital focus.

Though the various iterations of the commons concept in academic libraries are less than two decades old, it is clear that they hold

promise of an enlightened era of vibrancy and intelligence in libraries. (Baily, 2009)

Information Commons can be found mostly in large academic libraries (10,000 or more students) Some of the Universities having Information Commons and their Website are :

- i. University of Arizona
<http://www.library.arizona.edu/ic/index.html>
- ii. Binghamton University <http://www.library.lib.binghamton.edu/IC/>
- iii. University of Calgary
<http://library.ucalgary.ca/services/informationcommons>
- iv. Indiana University Bloomington <http://library.uncc.edu/ic/>
- v. University of Southern California
<http://www.usc.edu/leavey/ic/>

3.4 OTHER BEST PRACTICES

3.4.1 LIBRARY VOLUNTEERS

“Volunteer is a person who works for a library or other organization without material recompense.” (Reitz, 2005) ‘Unpaid staff is often referred to as volunteers. These unpaid staff members are of great importance to library operations, particularly in the small library where the staff complement is often undersized.’ (Weingand, 2009, pp. 136-137)

Library volunteers are sometimes students on the campus, library trainees, or readers of the library.

Jobs done by volunteers in the library include Shelving ; Cataloguing ; Book covering and repairing ; Ambience; Donations ; Social and special events; Computers ; Material selection; Circulation desk; Inter-library loans ; Maintenance; Children’s programmes ; Shut-in book delivery service; junior room supervision ; Internet lessons ; Volunteer Coordination ; and Website management.

The generous gifts given by the volunteers to library are their time, energy, special skills, and concern. Volunteers enhance and enrich the capabilities of library staff. Working under the supervision of the staff, volunteers provide valuable support and assistance. Volunteers are an extension of the total library program, not a substitute for staff. Through their efforts volunteers increase the library staff’s ability to provide the best possible service for library patrons. “Many students are very technically savvy and are willing to assist with duties such as

inventorying, basic research, computer class instruction, and troubleshooting.” (Bolan & Cullin, 2009, p. 89)

Most of the foreign colleges and universities encourage volunteers in the libraries; they have clear policies and guidelines for volunteers working in the library. However there is less literature about the volunteers working in the Indian Libraries. They are either not documented properly or there are no policies or guidelines regarding volunteer service.

Women’s Christian College, Chennai, involves student’s volunteers in the library routines thus solving manpower requirements in the library. They are basically students who are registered for National Service Scheme, Environmental club and Rotary Club. The students who work for 30 hours per year in the library earn a credit for their degree. The library gains popularity among the students through this channel of service which motivates more students to use the library and its services more effectively. (Florence, 2006)

3.4.2 FRIENDS OF THE LIBRARY

‘Friend’s of the library’ is another library volunteer’s concepts who are working for the library. ‘Friend’s of the library is most often the group that spearheads fund-raising efforts. Organised as an advocate for library concerns, the friend’s membership consists of community members who are active supporters of the library. A friend’s group volunteers, run book sales and other fund-raising activities, provide refreshments for library events, and assist in data gathering, just to list a few possibilities. Frequently formed from a core group of volunteers, the friends group has the potential for spreading out through the community, generating ongoing support for the library.’ (Weingand, 2009, p. 105)

Many of the overseas libraries encourage friends in the library. For example, the Friends of Newcastle University Library support the University Library in its mission to provide information resources and services to meet the needs of the University’s research, teaching and engagement activity. Membership is open to anyone who has an interest in supporting the Library and its activities. In addition to the Annual General Meeting, the Friends hold meetings throughout the year on the occasions of exhibitions, guest lectures and other notable events.

Friends of the University Library receive an annual newsletter summarising the Library’s activities during the year and highlighting any notable acquisitions. Occasional publications such as guides to

Special Collections or exhibitions are also available, either by gift or purchase. (Newcastle University Library, 2010)

3.4.3 EMPLOYING STUDENTS IN THE LIBRARY

Women's Christian College, Chennai, employ the outgoing final year students who are not able to pass in all their courses' within the period of three years. A maximum number of six students are selected from each department and are employed in the library on consolidated salary for the period of one year. They are trained in all the sections of the library including Circulation, Processing, Reference and Photocopying. They are also encouraged to complete the course within a year's period as they are constantly guided by their respective department faculty. (Florence, 2006)

3.4.4 INFORMATION LITERACY

The Association of College and Research Libraries (ACRL) defines information literacy as the ability to recognize a need, and to locate, evaluate, and use the information to meet that need. In order to do this, ACRL suggests that a student must be able to make a distinction between keyword and subject searching, and to distinguish between types of information resources, they must also be able to focus the search, evaluate resources, and cite sources. An instruction librarian must be prepared to teach to each of these concepts and skills. (ACRL 2000)

“The most important aspect of library instruction in Academic Libraries is finding ways to keep the students interested and engaged in the material. Different students have different learning styles, and the instructor has to be aware of this and try to find ways to accommodate as many students as possible.” (Saunders, 2002)

3.4.5 INDEST User Group

Delhi College of Engineering have set up the INDEST User group to maximize the utilization of online journals, BIS-Standards, and database etc. The group consists of voluntary students and faculty members in the college. The INDEST Users Group is responsible to organize awareness meets on regular intervals. During the meet various activities are carried out such as: Training programme for effective use of available online journals and database by publishers or their Indian agents; Demonstration of new databases by publishers or their Indian agents; Lectures by experts of other institutions using

INDEST facilities; and Group discussion on problems faced by users. (Bhardwaj & Shukla, 2011)

3.4.6 SUBJECT LIBRARIAN

In academic libraries, the liaison program has been created to foster dialog and collaboration between the Library and the academic departments/programs. “The primary purpose of the librarians is to see that the information needs of faculty are met coherently and effectively. With the introduction of Liaison programmes in libraries, Librarians can interact with faculty. Under the liaison programme the librarians have a reciprocal partnership with the faculty. The partnership can be sustained if the services are effectively marketed.” (Bakar, 2009) Librarians serving as department/program liaisons are the primary contact for their respective faculty when it comes to any questions about the Library’s programs and services. “Liaison responsibilities include bibliographic instruction, collection development (including reference and electronic resources), current awareness, and faculty training in the use of library resources.” (Reitz, 2005, p. 402). “For a successful liaison programme, the librarians must be capable of communicating about the library's collection, policies, regulations, and special services. Liaison librarians must be able to do training, library instruction, collection development, and curriculum development, including curriculum proposals and accreditation reports.” (Mozenter, 2000)

Most of the European and American Academic librarians had a liaison program in their libraries. Example:- Trinity College Library, Hartford Connecticut.

3.4.7 THE CLASS LIBRARIAN

The University of Chicago (UC) is one of the large research University. The libraries are primarily designed to serve and support the research needs of graduate students and faculty. The size of library collections, as well as the organizational structure of the library, can quickly intimidate new undergraduates. Where graduate students and faculty may delight at the prospect of browsing through the millions of print volumes, many undergraduates feel overwhelmed and frustrated by just trying to identify a few books for the paper they are writing. In order to better serve undergraduates within this environment, the UC Library formed a committee to focus specifically on improving the library experience of the college students. The group, College Instruction and Outreach (CIAO), is

composed of reference librarians and bibliographers (subject specialists) from each of campus libraries. One of the key challenges of CIAO was to reduce undergraduates' library anxiety and to help students develop a relationship with a librarian early on so that they feel comfortable to seek assistance.

The Class Librarians Program was established in 2002 as a way for librarians to connect with undergraduates throughout their years in the college. The program was derived from the successful graduate and faculty liaison model currently in place at the UC Library. The library has more than 30 bibliographers who support the research of faculty and graduate students, not only through their collection development responsibilities, but also by providing reference and instruction services in their subject areas. New graduate students are introduced to their bibliographer shortly after arriving on campus, providing them with an opportunity to build a relationship with their librarian that often lasts long after the completion of their PhDs. The Class Librarians Program provides a similar liaison for undergraduates. Each undergraduate class is assigned a librarian, who acts as its contact for the UC Library. The class librarian volunteers too serve that class for four years, so that students have a consistent person whom they can approach with their questions during their years at UC. **Meet your class librarian** The class librarians are "introduced" to students in a variety of ways. First year students receive a welcome letter from their class librarian in an orientation package, which is distributed the summer before they arrive on campus. Even while still at home, incoming students can contact their librarian about work study positions, library instruction sessions, and other concerns. Upon arriving on campus, students have the opportunity to meet their librarian in person during workshops and tours that the library offers during fall orientation. Internet services such as e-mail and Web pages are another way to build the relationship between students and their class librarians. The class librarian Web site includes photos and contact information for each librarian, as well as information for their undergraduate class. The site is updated regularly to guide students to the various library resources and services they need at each specific point of their education. For instance, first year students can locate information about course reserves, while third year students can find information about how to use electronic resources when studying abroad. Such customized content is also used in e-mails to students. The librarians use a university electronic list, which allows them to easily distribute an email to their entire class. About once a quarter, e-mails are sent to remind students about library services or to notify them of programs or workshops. (Rebecca & Kern, 2007)

3.4.8 CREATING A POSITIVE LEARNING ENVIRONMENT WITH GUEST SPEAKER

Routine library orientation and Instruction Sessions are no longer sufficient to meet faculty and students. Reference Librarians must expand their role beyond selecting materials and basic information literacy instruction. Reference librarians must reach beyond the library to find out what interests students and faculty and organize events that will appeal them. Students benefit from previous knowledge on topic. When the public lectures are organized in an institution on a particular topic the librarian's responsibility is to fit the subject of the public lecture to other course content. Library could receive and process the books related to the event. By reading and researching topical materials, students could gain much more from lectures. Therefore, Librarians must stay aware of future events by working closely with planners such as academic departments or student organizations.

This Library Best Practice was documented by Hikaru Nakano, from the University of Florida, U.S.A. in the form of article "Creating a Positive Learning Environment with Guest Speaker". Beate Sirota Gordon, who had, at the age of 22, drafted the portion of the Japanese constitution that dealt with women's rights, was invited to speak at University of Florida. The Librarian upon confirmation of the grant, ordered books and videocassettes related to Japan's constitution and feminism in Japan, including Gordon's own books. By the time of her arrival, these materials were processed, allowing community members to check them out, reading as many materials they could in advance. (Nakano, 2009)

3.4.9 LIBRARY MARKETING AND OUTREACH STRATEGIES

Marketing can provide an arsenal of skills to assist academic librarians. The essential marketing document to assist libraries in designing their marketing activities is the marketing and outreach plan. Information used to compile this plan includes best practices at similar institutions, local data on user preferences and suggestions, successful library marketing strategies at other institutions, and an analysis of the strengths, weaknesses, opportunities, and threats that challenge and support the library's plan to position itself as a leading information resource. The structure of the plan outlines outreach, media, and marketing strategies for specific target audiences. These

target audiences may include students and faculty at the home institution, as well as faculty and students at neighbouring institutions and the broader community. The plan is based on delineating goals and measurable, time centered objectives. (Hallmark, Schwartz, & Lorie, 2007)

The goals of implementing the plan may include:

- increasing general awareness of the library;
- showcasing the library's collections;
- increasing traffic in the library as measured by onsite visits;
- increasing patron usage of the library resources as measured by circulation and in house use;
- creating an ongoing excitement or buzz about the library through positive media coverage and hosting of high profile events;
- increasing funds to support the library's collection and services;
- building outside partnerships, including active and supportive Friends groups;
- providing staff and the university community with up-to-date information about the library; and
- instituting a plan for continuous evaluation of marketing efforts.

The key elements that these libraries employ to create and launch effective marketing and outreach strategies:

- surveying users to determine current perceptions, expectations, and uses of the library;
- segmenting the user audience to target different groups with relevant messages that appeal directly to each;
 - building buy in from library administrators and funders to launch a marketing and outreach campaign;
 - learning to tell the "library story" to ensure that supporters, frequent users, and all staff are on the same page communicating the same message about the library's resources, services, and value;
- focusing less on a laundry list of "here's our collection," and more on "here's what we can do for you":
 - working with the college's public information and communications office to leverage expertise and resources to help spread the word;
 - developing a branded logo, message, and tagline to generate a consistent theme that is highly recognizable;
 - applying creative approaches to involve new students with the library, including welcome kits and promotional materials;
 - assigning one or more staff members with the specific responsibility of marketing/ public relations;
 - outlining specific goals and measures of success to determine whether targets are being met; and

- developing measurable outcomes and feedback mechanisms that can help continually refine and improve marketing and outreach efforts. (Hallmark, Schwartz, & Lorie, 2007)
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3.4.10 LIBRARY SCIENCE AS OPTIONAL PAPER

The goal of the practice is to create awareness about the library and encourage students to opt for formal library science courses. Lady Dock College, Madurai is offering Library Science Optional Course as a semester course for both arts and science at the graduate level. The curriculum includes basic knowledge of library management that helps the students in getting a general understanding of the importance and use of libraries in different contexts. A positive impact is seen of this practice as these students have opted for the full-time formal course in library and information science after their graduation. (NAAC, 2006, p. 15)

3.4.11 LIBRARY ASSESSMENT & EVALUATION

Assessment

The goal of assessment is to get a sense of where your library and its overall vision stand in relationship to technology. Assessment is also the primary technique for finding gaps between where your organization is and where it wants to be. (Kimberly & Cullin, 2009)

“Librarians can assess customer's needs and expectations by conducting customer surveys, which consist of questionnaires designed to probe customer attitudes about library services. Another way of determining customer expectations involves performing a needs analysis, which entails surveying customer's information needs as well as interviewing users individually or in focus groups, which are small groups led by a moderator that participate in discussions about service quality issues. A third way librarians can assess their situation is by conducting an information audit, which is a complex analysis of both information resources and services in an effort to understand customers better and improve information distribution and delivery.” (Quinn, 1997)

Evaluation

Evaluation is the ongoing assessment. Evaluation means examining the performance of technology and related programmes and services in your library. The evaluative process exists to assist you in making decisions about what is working and what needs improvement. Evaluation is also critical in helping your library ‘tell its story’ so you can increase support and position your library as a necessary and valuable part of the community.

Evaluation is an ongoing process, it is one continuous loop that never really ends; it just continues to evolve and move forward – assess, plan, implement, evaluate. This is the cycle to commit to for the long-term success of the library.

Evaluation data can be quantitative (i.e. statistical information coming from surveys, counts, etc.) or qualitative (i.e. descriptive rather than numerical information, such as inspirational anecdotes, personal interviews, patron and staff comments, general observations, focus groups comments, etc.)

Some of the basic mechanisms for getting data:

Traditional library statistics: these include circulation, door counts, reference stats, programme attendance, and so on.

Non-traditional statistics: these include computer usage, catalog searches, website hits, Wi-Fi connections, and so on.

Survey results from patrons and staff: this information is crucial for finding out the “whys” behind the data.

General Comments from patron and staff: these include suggestion box comments, online suggestions, personal observations, and discussions with patrons.

Library Comparisons : those libraries you compare with your own library are hopefully improving too, so be sure to update your comparison data.

Staff evaluations: performance appraisals, informal discussions, self-assessment, or a combination of these, make sure you keep abreast of how staff members are performing and how technology is performing for them. (Kimberly & Cullin, 2009, p. 140)

3.4.12 SWOT ANALYSIS

One very effective way to structure an examination of the library's internal environment is the SWOT analysis. The acronym stands for strengths, weaknesses, opportunities, and threats. (Weingand, 2009) Strengths and weaknesses refer to current conditions within the community. Opportunities and threats relate to current or potential issues outside of the community. Strengths and opportunities support achieving the vision, while weaknesses and threats can obstruct progress.

SWOT analysis looks at the internal and external environment facing a business. On the internal front, the technique looks at the Strengths of business, seeking to reinforce them and to identify potential strategic advantage for the company. By identifying Weaknesses, a business team can work to fix them, to find improvement to reduce their weaknesses. On the external side, the company focuses on the Opportunities that may exist, with a view to focusing on them and exploiting them as a concerted team. The team can identify Threats to their business and move to take counter-measures to protect the business. (Keegan & O'Kelly, 2006, p. 183)

CHAPTER 4

4 DATA ANALYSIS AND FINDING

In this Chapter the data is recorded in the form of tables, and wherever necessary figures are also given. While a table gives the details about each individual library, figures gives the percentage in terms of data analysis. In table No. 1.1 and 1.2 the general information is given about the all the libraries selected as samples. These tables include Sr.No. and Name of the library. However for the rest of the tables only Sr.No. of the libraries are mentioned to avoid re-writing the name of libraries all the time, the Sr.No. are according to table No. 1.1 and 1.2.

4.1 TABLE 1.1: GENERAL INFORMATION

Sr. No.	Name of the College/University	Institution Website	Library Website	NAAC Grade
1.	Smt. Parvatibai Chowgule Cultural Foundation's College of Arts & Science, Margao	www.chowgules.ac.in	http://59.165.134.98/chowgule/jsp/Library/informati on.jsp	A
2.	Dempo Charities Trust Dempe College of Arts & Science, Panaji	www.dhempecollege.com	-	A
3.	Carmel College of Arts, Science & Commerce for Women, Nuvem	www.carmelcollege.goa.org	-	B+
4.	P.E.S.'s Shri Ravi S. Naik of Arts & Science, Farmagudi	www.pescollege.org	-	B+
5.	St.Xavier's College of Arts, Science & Commerce, Mapusa	www.xavierscollege.goa.com	-	A
6.	Dnyanprasarak Mandal's College of Arts, Sou. Sheela Premanand Vaidya College of Science & V.N.S. Bandekar College of Commerce, Assagao	www.dmscollege.ac.in	-	B (Re-Accredited)
7.	Govt. College of Arts, Science & Commerce, Sanquelim	http://www.gcasc.ac.in	-	3 Star in 2002
8.	Govt. College of Arts, Science & Commerce, Khandola	http://www.khandolacollege.org/	-	B+
9.	Goa Salsesian Society's Don Bosco College, Panaji	-	-	-

10.	Narayan Zantye College of Commerce, Bicholim	http://www.zantyecollge.com	-	-
11.	M.E.S's College of Arts & Commerce, Zuarinagar	http://www.mescollge.org	-	B++
12.	Govt. College of Arts, & Commerce, Pernem	http://www.govtcollegepernem.org	-	B
13.	Fr. Agnel College of Arts & Commerce, Pilar	http://www.fragnelcollge.com	-	B++
14.	C. E. S.'s College of Arts & Commerce, Cuncolim	-	-	-
15.	Dnyan PrabodhiniMandal's Shree Mallikarjun College of Arts &Commerce, Canacona	www.shreemallikarjuncollege.org	-	-
16.	Dempo Charities Trust's S.S.Dempo College of Commerce &Economics, Panaji	www.dhempecollege.com	-	B
17.	Vidya Vikas Mandal's Shri Damodar College of Commerce & Economics, Margao	www.damodarcollege.org	-	B++
18.	Goa Vidhyaprasarak Mandal's Gopal Govind Poy Raiturcar College of Commerce &Economics, Farmagudi	www.gvmcollege.com	-	B with CGPA of 2.89
19.	Saraswat Vidhyalaya's Shiroda Caculo College of Commerce & Management Studies, Mapusa	www.saraswat-edu-soc.org	-	-
20.	Devi Sharvani Education Society's V.M. Salgaocar College of Law, Miramar	www.vmslaw.edu	-	A+
21.	Vidya Vikas Mandal's Govind Ramnath Kare College of Law, Margao	www.grkarelaw.edu.in	http://grkarelawlibrary.yolasite.com	-
22.	Government of Goa Institution Goa College of Architecture, Panaji	www.gcach.goa.gov.in	-	-
23.	Government of Goa, Goa College of Home Science, Panaji	www.goahomescience.gov.in	-	-
24.	Shri Rayeshwar Institute of Engineering & Information Technology, Shiroda	www.ritgoa.com	-	-

25.	Padre Conceicao College of Engineering, Verna	http://www.pccegoa.org/	-	-
26.	Govt. of Goa College of Engineering, Farmagudi	http://www.gec.ac.in	-	-
27.	Goa Medical College, Bambolim	https://www.goa.gov.in/GoaMedicalCollege/mainframe.html	-	-
28.	Nirmala Institute of Education, Panaji	http://www.nirmala-institute.com	-	-
29.	Dr. Dada Vaidya College of Education, Ponda	www.gvmcollege.com	-	-
30.	Goa University, Taleigao	www.unigoa.ac.in	http://goalnet.unigoa.ac.in	B
31.	BITS – Pilani, K.K. Birla Goa Campus	http://www.bits_goa.ac.in	http://www.bits_goa.ac.in/library/index.html	A+

Out of 29 Colleges listed in the above table 14 (48.27%) Colleges have not yet gone through the NAAC accreditation process. 29 (93.54%) libraries have their Institutional websites which carry very brief and general information about the library. The information is related to number of documents in the library, and services provided by the library. However only 3 (9.67%) libraries have the separate library link in-built in Institutions website. The information about library, the library OPAC, its services and facilities can be access through these link. Library at Sr.No. 21 have created separate website for the library.

4.2 TABLE 1.2 GENERAL INFORMATION

Sr. No.	Name of the College/University	No. of students	No. of faculty	No. of Library Staff	Seating Capacity	Library Budget
1.	Smt. Parvatibai Chowgule Cultural Foundation's College of Arts & Science, Margao	1800	270	13	300	1500000
2.	Dempo Charities Trust Dempe College of Arts & Science, Panaji	840	111	3	100	700000
3.	Carmel College of Arts, Science & Commerce for Women, Nuvem	700	50	5	200	300000
4.	P.E.S.'s Shri Ravi S. Naik of Arts & Science, Farmagudi	750	53	3	100	150000
5.	St.Xavier's College of Arts, Science & Commerce, Mapusa	2000	164	5	150	1000000
6.	Dnyanprasarak Mandal's College of Arts, Sou. Sheela Premanand Vaidya College of Science & V.N.S. Bandekar College of Commerce, Assagao	1200	60	4	100	900000
7.	Govt. College of Arts, Science & Commerce, Sanquelim	950	42	4	100	300000
8.	Govt. College of Arts, Science & Commerce, Khandola	533	29	3	100	300000
9.	Goa Salesian Society's Don Bosco College, Panaji	500	35	3	50	600000
10.	Zantye Brothers Edu. Foundation's Narayan Zantye College of Commerce, Bicholim	550	23	3	70	200000
11.	M.E.S's College of Arts & Commerce, Zuarinagar	1400	100	3	100	575000
12.	Govt. College of Arts, & Commerce, Pernem	306	31	2	90	75000
13.	Fr. Agnel College of Arts & Commerce, Pilar	635	60	2	80	300000
14.	C. E. S.'s College of Arts & Commerce, Cuncolim	400	40	2	60	150000
15.	Dnyan PrabodhiniMandal's Shree Mallikarjun College of Arts &Commerce, Canacona	300	25	2	50	100000

16.	Dempo Charities Trust's S.S.Dempo College of Commerce & Economics, Panaji	897	38	3	80	300000
17.	Vidya Vikas Mandal's Shri Damodar College of Commerce & Economics, Margao	2000	65	5	60	500000
18.	Goa Vidhyaprasarak Mandal's Gopal Govind Poy Raiturcar College of Commerce & Economics, Farmagudi	990	25	3	100	450000
19.	Saraswat Vidhyalaya's Shiroda Caculo College of Commerce & Management Studies, Mapusa	764	33	2	40	170000
20.	Devi Sharvani Education Society's V.M. Salgaocar College of Law, Miramar	700	31	5	150	500000
21.	Vidya Vikas Mandal's Govind Ramnath Kare College of Law, Margao	400	09	3	35	350000
22.	Government of Goa Institution Goa College of Architecture, Panaji	200	12	3	80	200000
23.	Government of Goa, Goa College of Home Science, Panaji	150	13	2	40	200000
24.	Shri Rayeshwar Institute of Engineering & Information Technology, Shiroda	800	50	3	100	1000000
25.	Padre Conceicao College of Engineering, Verna	960	80	07	90	1000000
26.	Govt. of Goa College of Engineering, Farmagudi	1520	92	14	100	1700000
27.	Goa Medical College, Bambolim	800	200	15	550	6000000
28.	Nirmala Institute of Education, Panaji	125	12	02	40	50000
29.	Dr. Dada Vaidya College of Education, Ponda	250	12	02	40	150000
30.	Goa University, Taleigao	1000	200	17	250	4500000
31.	BITS – Pilani, K.K. Birla Goa Campus	2400	180	10	600	5000000

From the above table it can be observed that BITS- Pilani has the highest number of student enrolment. Numbers of faculties are more at Smt. Parvatibai Chowgule College. Goa University has the more

library staff than any other library. BITS- Pilani has the highest number seating arrangement (600) followed by Goa Medical College(550). The budget of Goa Medical College library (Rs.60,00,000/-) is more than any other library.

4.3 TABLE 2 : LIBRARY HOURS

Sr.No.	College /University Hours	Library Timing on regular days	Reading Room Timing	Timing on Sundays/Holidays	Timing during Exam days
1	08.30a.m. to 02.00p.m.	08.30a.m. to 05.30 p.m.	08.30a.m. to 10.00 p.m.	-	-
2	08.30a.m. to 02.00p.m.	08.30a.m. to 05.00 p.m.	08.30a.m. to 05.00 p.m.	-	09.00am to 05.30p.m.
3	08.30a.m. to 02.00p.m.	08.30a.m. to 04.30 p.m.	08.30a.m. to 04.30 p.m.	-	-
4	08.30a.m. to 02.00p.m.	08.30a.m. to 05.30 p.m.	08.30a.m. to 05.30 p.m.	-	-
5	08.30a.m. to 02.00p.m.	08.30a.m. to 05.30 p.m.	08.30a.m. to 05.30 p.m.	-	-
6	08.30a.m. to 02.00p.m.	08.30 a.m. to 04.30 p.m.	08.30a.m. to 04.30 p.m.	-	-
7	08.30a.m. to 02.00p.m.	08.30a.m. to 04.00 p.m.	08.30a.m. to 04.00 p.m.	-	08.30am to 04.30p.m.
8	08.30a.m. to 02.00p.m.	08.30a.m. to 04.15 p.m.	08.30a.m. to 04.15 p.m.	-	08.30am to 05.00p.m.
9	08.30a.m. to 02.00p.m.	08.30a.m. to 04.00 p.m.	08.30a.m. to 04.00 p.m.	-	-
10	08.30a.m. to 02.00p.m.	08.30a.m. to 05.00 p.m.	08.30a.m. to 05.00 p.m.	-	-
11	08.30a.m. to 02.00p.m.	08.00a.m. to 04.30 p.m.	08.00a.m. to 04.30 p.m.	-	-
12	08.30a.m. to 02.00p.m.	08.30a.m. to 03.45 p.m.	08.30a.m. to 03.45 p.m.	-	-
13	08.30a.m. to 02.00p.m.	08.30a.m. to 05.00 p.m.	08.30a.m. to 05.00 p.m.	-	-
14	08.30a.m. to 02.00p.m.	08.30a.m. to 05.00 p.m.	08.30a.m. to 05.00 p.m.	-	-
15	08.30a.m. to 02.00p.m.	08.00a.m. to 05.00 p.m.	08.00a.m. to 05.00 p.m.	-	-
16	08.30a.m. to 02.00p.m.	08.30a.m. to 02.30 p.m.	08.30a.m. to 02.30 p.m.	-	-
17	08.30a.m. to 02.00p.m.	08.00a.m. to 04.00 p.m.	08.00a.m. to 04.00 p.m.	-	-
18	08.30a.m. to 02.00p.m.	08.30a.m. to 05.00 p.m.	08.30a.m. to 05.00 p.m.	-	-
19	08.30a.m. to 02.00p.m.	08.30a.m. to 05.00 p.m.	08.30a.m. to 05.00 p.m.	-	-
20	08.30a.m. to 02.00p.m.	08.00a.m. to 05.00 p.m.	08.00a.m. to 05.00 p.m.	-	-
21	08.30a.m. to 02.00p.m.	08.00a.m. to 05.30 p.m.	08.00a.m. to 05.30 p.m.	10.00am. to 01.00p.m.	08.00am. to 6.00p.m.
22	08.30a.m. to 02.00p.m.	08.30a.m. to 04.30 p.m.	08.30a.m. to 04.30 p.m.	-	-
23	08.30a.m. to 02.00p.m.	08.30a.m. to 05.00 p.m.	08.30a.m. to 05.00 p.m.	-	-
24	08.30a.m. to 02.00p.m.	09.00a.m. to 05.30 p.m.	09.00a.m. to 05.30 p.m.	-	-
25	08.30a.m. to 02.00p.m.	09.00a.m. to 05.00 p.m.	09.00a.m. to 05.00 p.m.	-	-
26	08.30a.m. to 04.00p.m.	09.00a.m. to 06.00 p.m.	09.00a.m. to 06.00 p.m.	-	09.00a.m. to 9.00p.m.
27	08.30a.m. to 04.00p.m.	08.00a.m. to 08.00 p.m.	Open 24 hours	-	-
28	09.30a.m. to 04.00p.m.	10.00a.m. to 05.00 p.m.	10.00a.m. to 05.00 p.m.	-	-
29	08.30a.m. to 02.00p.m.	09.30a.m. to 05.30 p.m.	09.30a.m. to 05.30 p.m.	-	-
30	09.30a.m. to 04.00p.m.	09.00a.m. to 06.30 p.m.	09.00a.m. to 06.30 p.m.	-	-
31	09.30a.m. to 05.00p.m.	09.00a.m. to 11.00 p.m.	09.00a.m. to 11.00 p.m.	10.00a.m to 08.00p.m	09.00am. to 12.00p.m.

The working hours of all the libraries are more than their institutional timing. All the College libraries have different working hours. 1 College library is open for nine and half hours, 9 college libraries are

open for nine hours, 7 college libraries are open for eight and half hours, 7 college library are open for eight hours, 3 college libraries are open for seven and half hours, 7 college libraries are open for three hours and one college library is open for six hours.

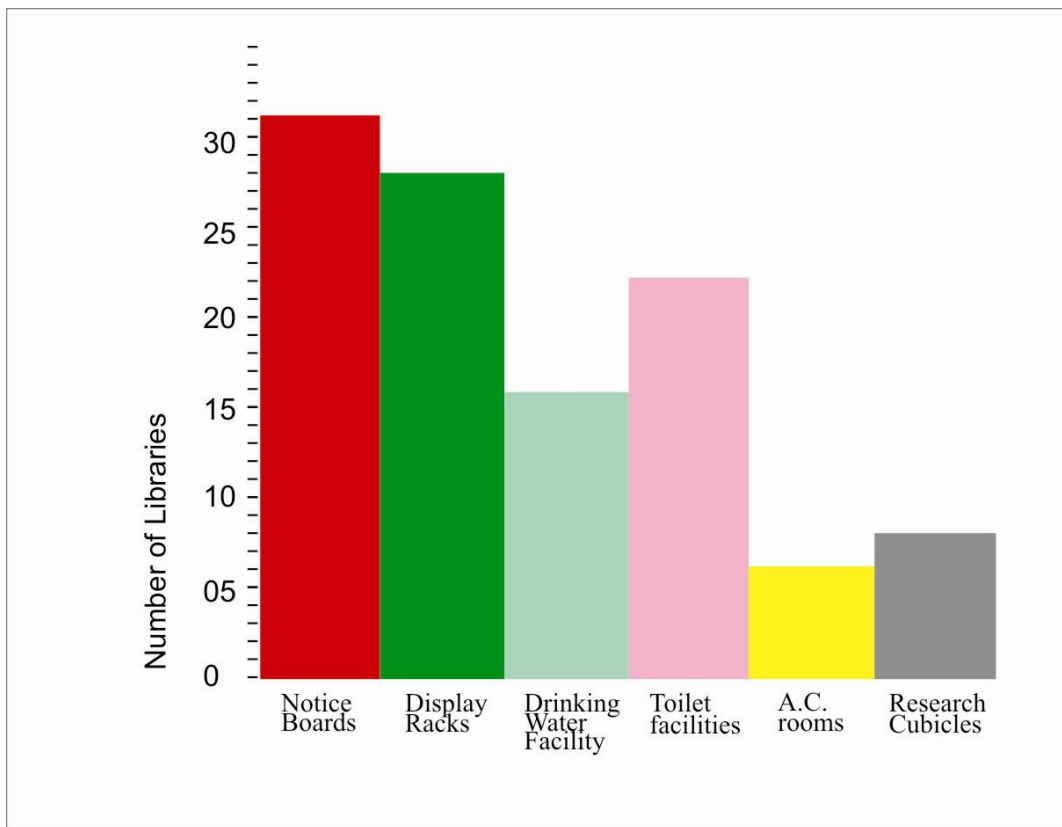
The Reading Room of Goa Medical College (GMC) Library is open for 24 hours. The Reading Room of Chawgule College is open for 14 hours. Only 3 College Libraries had extended library hours of 2 hours.

Goa University Library is open for 12 hours. BITS Pilani Library is open for 14 hours. BITS Pilani library is also open on Sundays and during examination days for 15 hours.

4.4 TABLE 3 : LIBRARY FACILITIES

Sr. No.	Notice Boards	Display Racks	Drinking Water Facility	Toilet facilities	A.C. rooms	Research Cubicles
1	√	√	√	√	√	√
2	√	√	-	√	-	-
3	√	√	-	√	√	√
4	√	√	-	√	-	-
5	√	√	-	-	-	-
6	√	√	-	-	-	-
7	√	-	-	√	-	-
8	√	√	√	√	-	-
9	√	√	-	-	-	-
10	√	√	-	-	-	-
11	√	√	√	√	-	√
12	√	√	√	√	-	-
13	√	√	√	√	-	√
14	√	√	-	-	-	-
15	√	-	-	-	-	√
16	√	√	-	√	-	-
17	√	√	-	-	-	-
18	√	√	√	√	-	-
19	√	√	√	√	-	-
20	√	√	√	√	√	√
21	√	√	√	√	-	-
22	√	√	-	-	-	-
23	√	√	√	√	-	-
24	√	-	-	√	-	-
25	√	√	-	√	-	-
26	√	√	√	√	-	-
27	√	√	√	√	√	√
28	√	√	√	-	-	-
29	√	√	√	√	-	-
30	√	√	√	√	√	√
31	√	√	√	√	√	-
TOTAL	31	28	16	22	6	8

Figure for LIBRARY FACILITIES

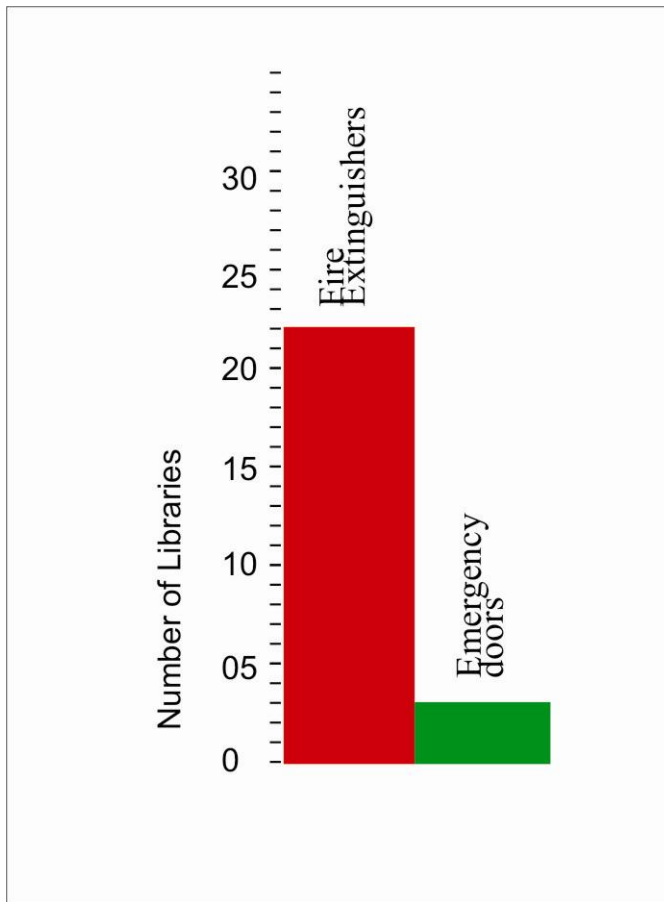


All the libraries have notice boards. 90.32% libraries have new arrival display racks, 51.61% libraries have drinking water facility and 70.96% libraries have toilet facility. only 19.35% libraries have A.C. Rooms and 25.80% libraries have Research Cubicles.

4.5 TABLE 4: LIBRARY SAFETY

Sr.No.	Fire Extinguishers	Emergency Door
1	√	-
2	-	-
3	√	-
4	√	-
5	√	-
6	√	-
7	√	-
8	√	-
9	-	-
10	-	-
11	√	-
12	√	-
13	√	-
14	-	-
15	-	-
16	√	-
17	-	√
18	√	-
19	√	-
20	-	-
21	-	-
22	√	-
23	√	-
24	√	-
25	√	-
26	√	-
27	√	-
28	√	-
29	-	-
30	√	√
31	√	√
TOTAL	22	3

Figure for Library Safety

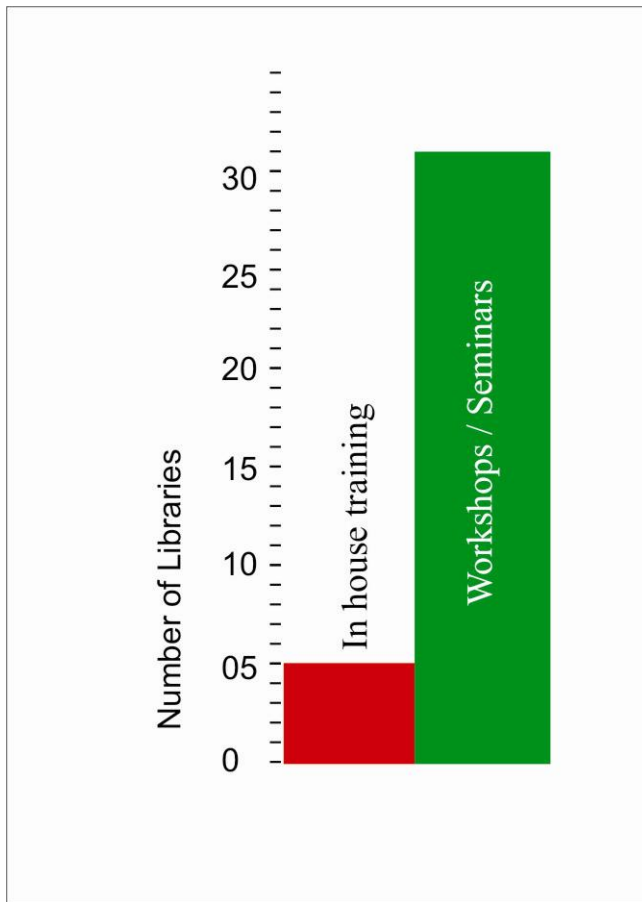


70.96% Libraries have fire extinguishers placed at various library locations. Only 9.67% libraries have emergency door which can be open during emergency.

4.6 TABLE 5 : TRAINING FACILITY FOR LIBRARY STAFF

Sr.No.	In House training	Workshops/Seminars
1	√	√
2	-	√
3	-	√
4	-	√
5	-	√
6	-	√
7	-	√
8	-	√
9	-	√
10	-	√
11	-	√
12	-	√
13	-	√
14	-	√
15	-	√
16	-	√
17	-	√
18	-	√
19	-	√
20	-	√
21	-	√
22	-	√
23	-	√
24	-	√
25	√	√
26	√	√
27	-	√
28	-	√
29	-	√
30	√	√
31	√	√
TOTAL	5	31

Figure for training facility for library staff



All the librarians learn about new technologies during the workshops, seminars outside the Institutions. Only 16.12% libraries have in-house training facility for library staff when new technology is introduced. The in-house training is conducted for the other staff by the librarian who attends works shops or seminars.

4.7 TABLE No.6 NO. OF COMPUTERS IN THE LIBRARY

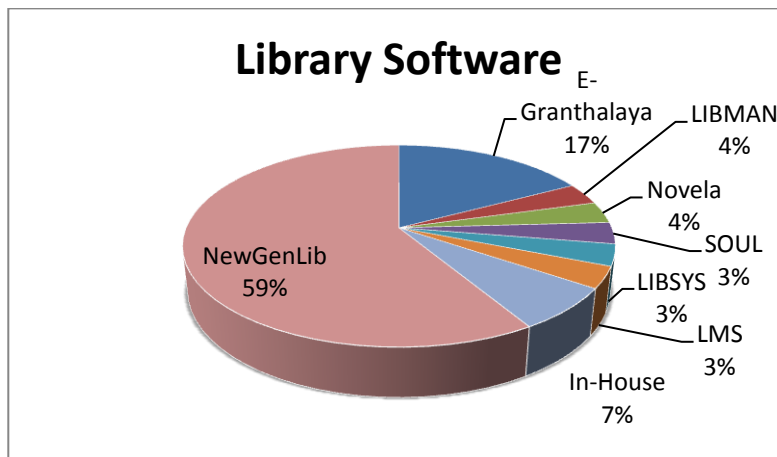
Sr. No.	For Staff Use	For Students use
1	25	225
2	02	10
3	03	07
4	01	00
5	03	07
6	03	04
7	02	00
8	01	00
9	01	00
10	01	00
11	01	01
12	02	01
13	02	03
14	01	00
15	01	00
16	01	01
17	01	01
18	04	00
19	01	01
20	03	07
21	02	03
22	02	01
23	01	01
24	02	01
25	06	04
26	10	01
27	03	47
28	01	00
29	01	00
30	07	28
31	06	11

Library with Sr.No.1 has highest No. of computers (225) for students use, followed by library with Sr.No.27 with 47 computers, Sr.No. 30 with 28, Sr.No.11 with 11 computers and Sr.No. 02 with 10 computers. 3 libraries provide 7 computers each for students use , 2 libraries provide 4 computers, 2 libraries provide 3 computers, 9 libraries provide 1 computer and 10 libraries do not have computer facilities for the student.

4.8 TABLE 7 : AREAS OF LIBRARY AUTOMATION

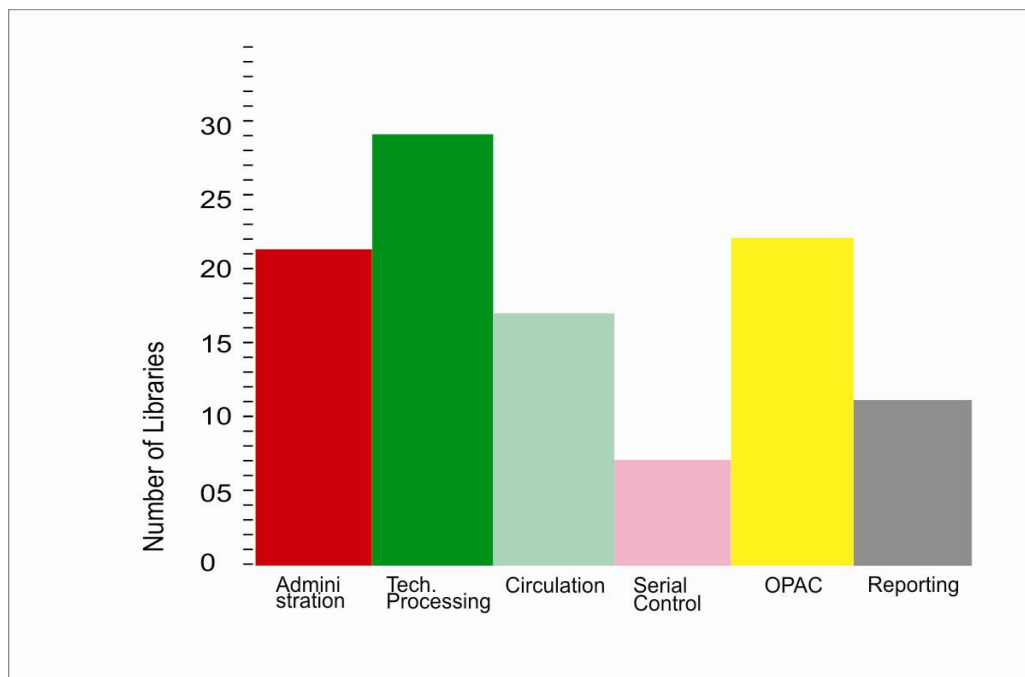
Sr. No.	Library Software	Adminis-tration	Technical processing	Circulation	Serial control	OPAC	Reporting
1	In-house	√	√	√	√	√	√
2	In-house	√	√	√	√		
3	NewGenlib	√	√	√		√	√
4	NewGenlib	√	√	-	-	-	-
5	NewGenlib	√	√	-	-	-	-
6	NewGenlib	√	√	√	-	√	√
7	E-Granthalaya	√	√	√	-	√	-
8	E-Granthalaya	√	√	-	-	√	-
9	-	-	-	-	-	-	-
10	E-Granthalaya	√	√	√	-	√	-
11	NewGenlib	√	√	-	-	-	-
12	NewGenlib	√	√	-	-	√	-
13	NewGenlib	√	√	√	√	√	√
14	NewGenlib	-	√	-	-	-	-
15	-	-	-	-	-	-	-
16	NewGenlib	-	√	-	-	√	-
17	NewGenlib	-	√	√	-	√	√
18	NewGenlib	-	√	-	-	√	-
19	NewGenlib	-	√	-	-	√	-
20	NewGenlib	√	√	√	√	√	√
21	NewGenlib	√	√	√		√	√
22	NewGenlib	-	√	√	-	√	-
23	E-Granthalaya	√	√	√	-	√	-
24	E-Granthalaya	√	√	-	-	-	-
25	LMS	√	√	√	-	√	√
26	LIBMAN	√	√		-	√	√
27	Novela Hospital Management	-	√	√	-	-	-
28	SOUL	√	√	√	√	√	-
29	NewGenlib	-	√	-	-	√	-
30	NewGenlib	√	√	√	√	√	√
31	LIBSYS	√	√	√	√	√	√
TOTAL		21	29	17	07	22	11

Figure I for Library Automation



17 (54.83%) libraries use NewGenLib Library Software, 5 (16.12%) libraries use E-Granthalaya, and 2 (6.45%) libraries have developed their own library software. Library Management System (LMS), LIBMAN, Novela Hospital Management, SOUL and LIBSYS software has a single user.

Figure II for areas of library automation

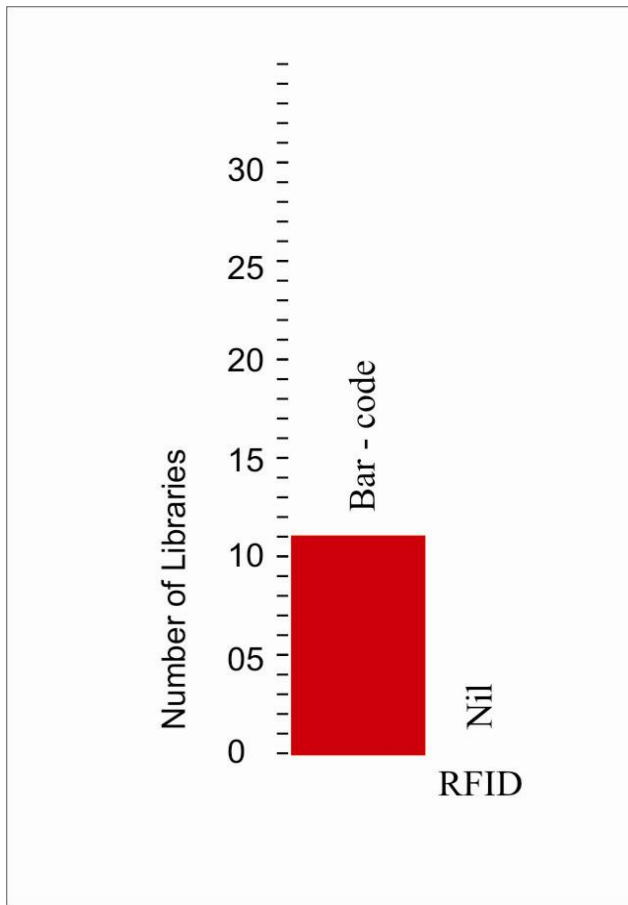


Though there is high percentage of libraries using library software, most of the libraries are not using all the in-built models in the library software such as serial control and reporting. Most of the libraries are satisfied with the cataloguing function i.e. technical processing. 54.83% use circulation module to issue and return books. 70.96% libraries give OPAC facilities for users. 67.74% libraries use administration function.

4.9 TABLE 8: LIBRARY BARCOADS/RFID

Sr.No.	Bar-code	RFID
1	√	-
2	-	-
3	-	-
4	-	-
5	-	-
6	√	-
7	√	-
8	-	-
9	-	-
10	-	-
11	-	-
12	-	-
13	√	-
14	-	-
15	-	-
16	-	-
17	√	-
18	-	-
19	-	-
20	√	-
21	-	-
22	√	-
23	-	-
24	-	-
25	-	-
26	√	-
27	-	-
28	-	-
29	√	-
30	√	-
31	√	-
TOTAL	11	-

Figure for Barcodes and RFID

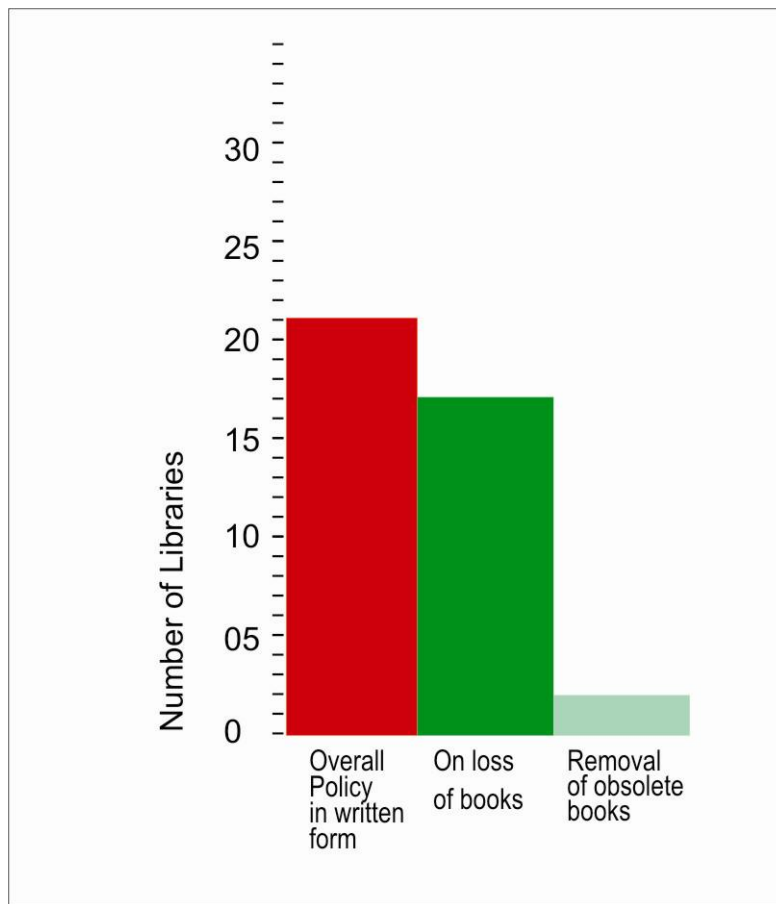


11 libraries use printed Barcode labels for library documents and users borrowers' ticket. No library is using RFID technology.

4.10 TABLE 9: LIBRARY POLICIES

Sr.No.	Overall policy in written form	On loss of books	Removal of obsolete books
1	√	√	-
2	-	-	-
3	-	-	-
4	-	√	-
5	-	√	-
6	-	-	-
7	√	√	-
8	-	√	-
9	√	√	-
10	√	-	-
11	-	√	-
12	√	√	-
13	√	√	-
14	√	-	-
15	√	-	-
16	√	√	-
17	-	-	-
18	√	√	-
19	√	√	-
20	√	√	√
21	√	√	-
22	-	-	-
23	√	-	-
24	√	-	-
25	√	-	-
26	√	√	√
27	-	-	-
28	√	-	-
29	√	√	-
30	√	√	-
31	√	-	-
TOTAL	21	17	2

Figure for library policies



Most of the libraries (67.74%) have the library policy in written form, while 10 libraries (32.26%) are yet to frame the library policy in written form.

Most of the libraries (54.84%) have the library policy regarding loss of books, while 14 libraries (45.16 %) have not frame the policy on loss of books.

Only 2 libraries (6.45%) has the policy on removal of absolute books.

4.11 TABLE 10: LIBRARY ADVISORY COMMITTEE

Sr.No.	Library Advisory Committee
1	√
2	√
3	√
4	√
5	√
6	√
7	√
8	√
9	√
10	√
11	√
12	√
13	√
14	√
15	√
16	√
17	√
18	√
19	√
20	√
21	√
22	√
23	√
24	√
25	√
26	√
27	√
28	√
29	√
30	√
31	√

All the libraries have library advisory committees.

4.12 TABLE 11: LIBRARY COLLECTIONS

Sr.No	Books	Journals	Magazines	CD/DVD	E-Journals
1	55794	150	40	500	N-list
2	31710	99	16	48	-
3	30,050	80	15	200	-
4	17350	35	08	128	-
5	56300	205	35	800	1
6	30200	134	14	1500	N-list
7	17900	21	41	200	-
8	18515	30	22	140	-
9	5010	30	25	50	4
10	7500	20	15	-	-
11	23,000	50	12	300	N-list
12	6949	31	13	125	2
13	14210	85	15	200	N-list
14	11500	40	12	100	-
15	7400	45	15	42	-
16	27062	34	18	49	1
17	25000	73	45	200	N-list
18	20986	32	20	682	02
19	13687	43	24	45	-
20	23000	38	30	27	-
21	10954	56	12	25	N-list
22	8000	12	2	42	-
23	2500	25	33	15	1
24	14210	67	8	200	130
25	19034	50	28	1500	780
26	73422	54	14	1515	-
27	18588	118	2	200	-
28	14986	11	15	16	-
29	7100	35	10	200	165
30	13500	410	30	800	UGC-Infonet
31	23000		10	1300	3000

Library at Sr.No. 30 has have highest number of library collection. The Same library also subscribes to highest number of journals. Library at Sr.No. 26 has highest number of CD/DVD collections. Collections of National/International Agencies. Library at Sr.No. 25 is subscribing most of the e-journals. Others gets e-journals through memberships with INFLIBNET N-list and UGC Infonet service.

4.13 TABLE 12: NO. OF LIBRARY CARDS ISSUED

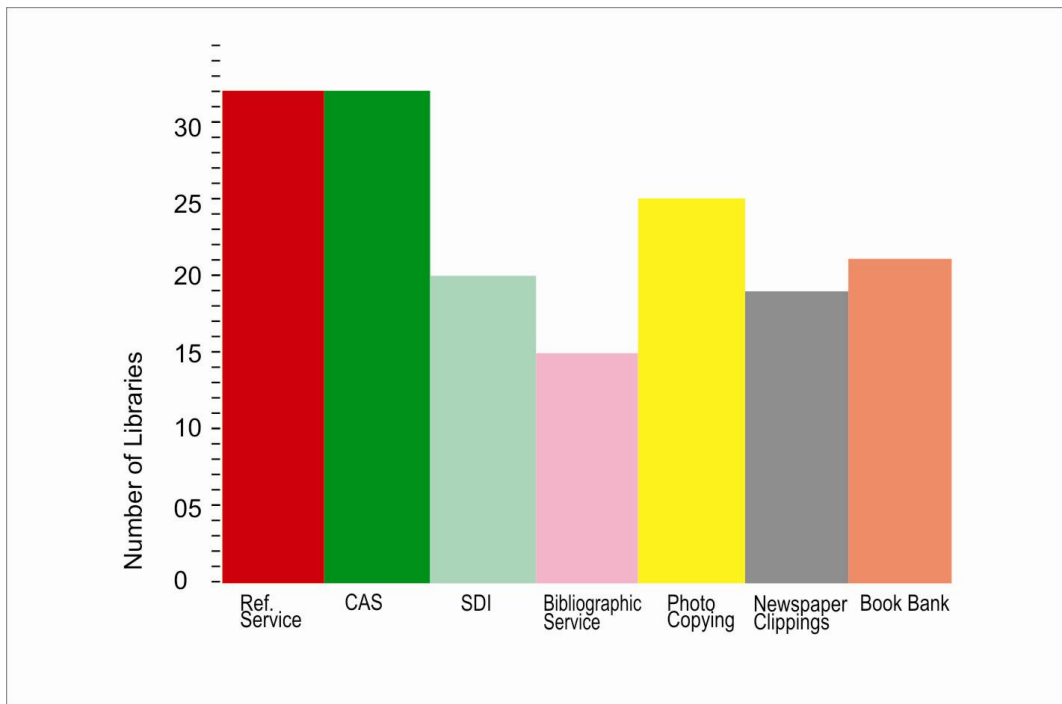
Sr.No.	For Faculty	For Students	Any Other
1	Unlimited	20	-
2	20	2	-
3	20	2	-
4	Unlimited	2	-
5	Unlimited	3	-
6	Unlimited	2	-
7	Unlimited	3	-
8	10	2	-
9	10	2	-
10	Unlimited	2	-
11	Unlimited	1	-
12	Unlimited	1	-
13	20	2	Scholar Card Social Card
14	15	1	-
15	Unlimited	2	-
16	Unlimited	2	-
17	Unlimited	1	-
18	Unlimited	2	-
19	Unlimited	2	Minority Card
20	Unlimited	1	-
21	50	3	-
22	15	3	-
23	Unlimited	1	-
24	08	2	-
25	10	3	-
26	30	2	-
27	2	2	-
28	5	2	-
29	30	2	-
30	10	2	-
31	10	2	-

48.38% libraries issue unlimited books to the faculty, while others issue books which range from 2 to 50 per faculty. Library at Sr.No. 1 issue highest number of library cards (20 cards per students), others restrict themselves from 1 to 3 cards. Library at Sr. No. 13 issues special library card called scholar card for scholar students and social card for socially backward students. Library at Sr. No. issue special card called Minority Card for Minority students.

4.14 TABLE 13: LIBRARY SERVICES

Sr.No.	Reference Service	CAS	SD I	Bibliographic service	Photo-copying	Newspaper clipping	Book Bank
1	√	√	√	√	√	√	-
2	√	√	√	-	√	√	-
3	√	√	√	√	√	√	√
4	√	√	-	-	-	-	-
5	√	√	-	-	√	-	√
6	√	√	√	√	√	√	√
7	√	√	-	-	√	-	-
8	√	√	√	√	√	√	√
9	√	√	-	-	√	-	-
10	√	√	-	-	√	-	√
11	√	√	-	-	√	√	√
12	√	√	√	√	√	√	√
13	√	√	√	√	√	√	√
14	√	√	-	-	-	-	√
15	√	√	-	-	-	-	-
16	√	√	√	√	√	√	√
17	√	√			√	√	√
18	√	√	-	-	√	√	√
19	√	√	√	-	√	√	√
20	√	√	√	√	√	√	√
21	√	√	√	√	-	√	√
22	√	√	√	√	√	-	-
23	√	√	√	√	√	√	-
24	√	√	-		-	-	-
25	√	√	√	√	√	√	√
26	√	√	-	-	-	√	√
27	√	√	√	-	√	√	√
28	√	√	√	-	√	-	√
29	√	√	√	√	√	-	-
30	√	√	√	√	√	√	√
31	√	√	√	√	√	√	√
TOTAL	31	31	20	15	25	19	21

Figure for library services

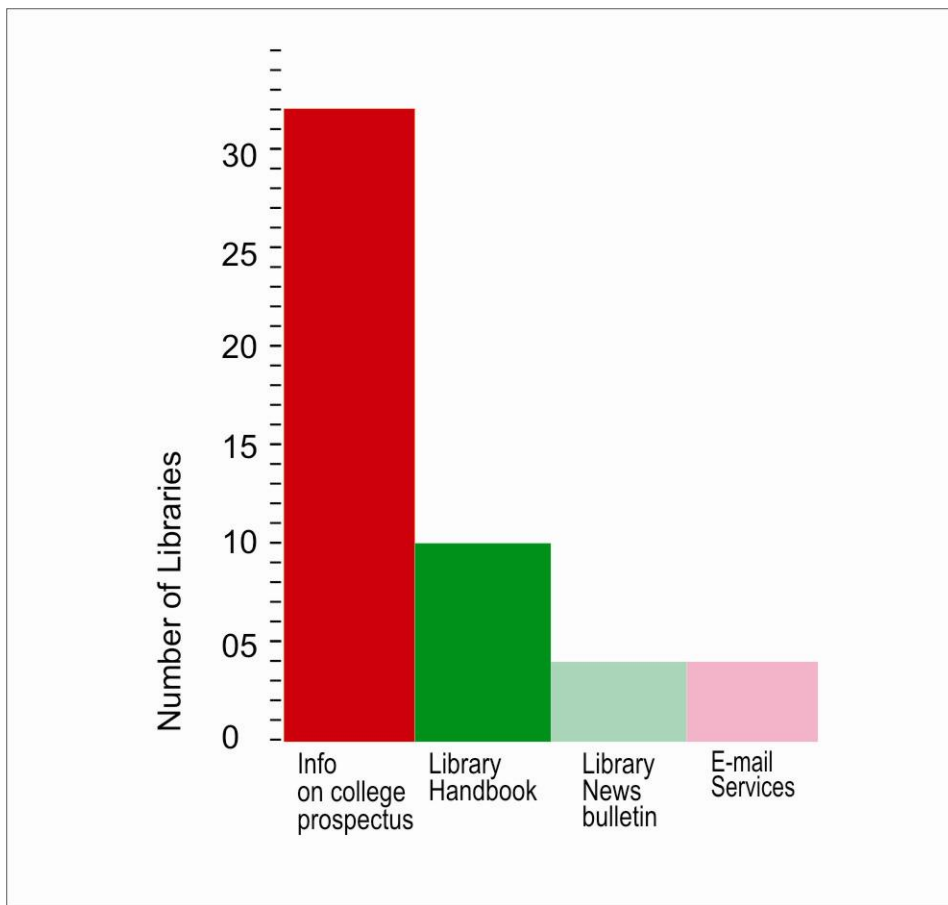


All the libraries provide Reference Service and Current Awareness Service (CAS) for their users. 64.51 % libraries give Selective Dissemination of Information (SDI) Service. 48.38% libraries give bibliographic and indexing service. 80.64% libraries have photocopying machine in their library. 61.29% libraries maintain newspaper clipping files and 67.74% libraries have Book Bank facility.

4.15 TABLE 14: LIBRARY PUBLICITY

Sr.No.	Information on College Prospectus	Library Handbook	Library News bulletin	E-mail service
1	√	√	√	√
2	√	-	-	-
3	√	-	-	-
4	√	-	-	-
5	√	-	-	-
6	√	√	√	√
7	√	-	-	-
8	√	-	-	-
9	√	-	-	-
10	√	-	-	-
11	√	-	-	-
12	√	-	-	-
13	√	-	-	√
14	√	-	-	-
15	√	-	-	-
16	√	-	-	-
17	√	-	-	-
18	√	-	√	-
19	√	-	-	-
20	√	-	-	-
21	√	-	-	-
22	√	-	-	-
23	√	-	-	-
24	√	-	-	-
25	√	-	-	-
26	√	-	-	-
27	√	-	-	-
28	√	-	-	-
29	√	√	-	-
30	√	-	√	√
31	√	√	-	-
TOTAL	31	10	4	4

Figure for library publicity

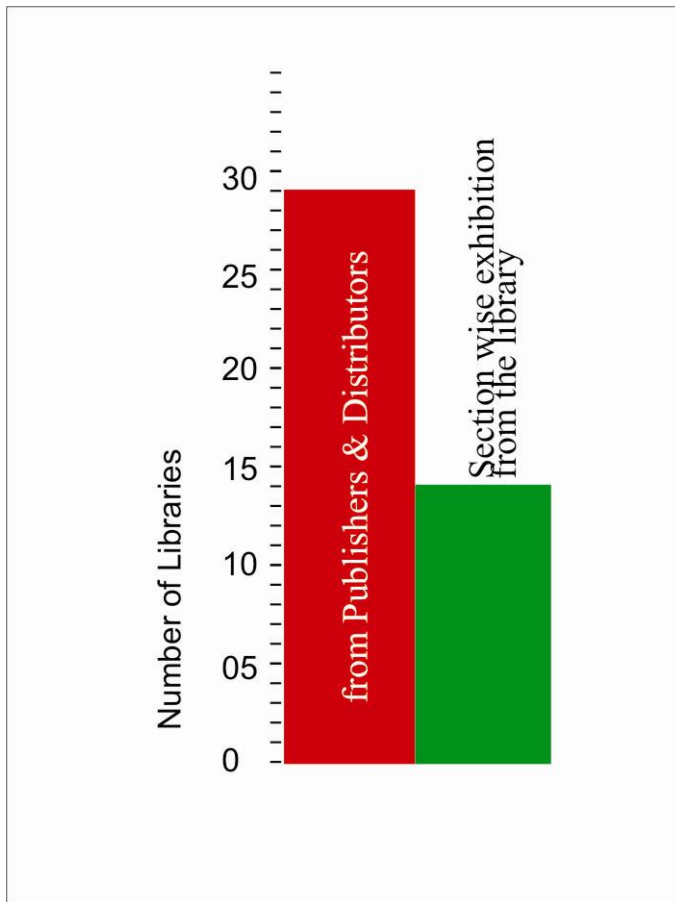


All the Institutions publish their library information on their prospectus. Only 32.25% libraries published their own library handbook, 12.90% libraries publish e-bulletin and circulate them among the library users and the same numbers of libraries are in touch with their users with e-mail service.

4.16 TABLE 15: BOOK EXHIBITION

Sr.No.	From Publishers & Distributors	Section wise exhibition from the library
1	√	√
2	-	√
3	√	√
4	√	-
5	√	-
6	√	-
7	√	√
8	√	-
9	√	-
10	√	-
11	√	√
12	√	-
13	√	√
14	√	-
15	√	-
16	√	√
17	√	-
18	√	√
19	√	√
20	√	√
21	√	-
22	-	-
23	√	-
24	√	-
25	√	√
26	√	-
27	√	-
28	√	-
29	√	√
30	√	√
31	√	√
TOTAL	29	14

Figure for Book Exhibition

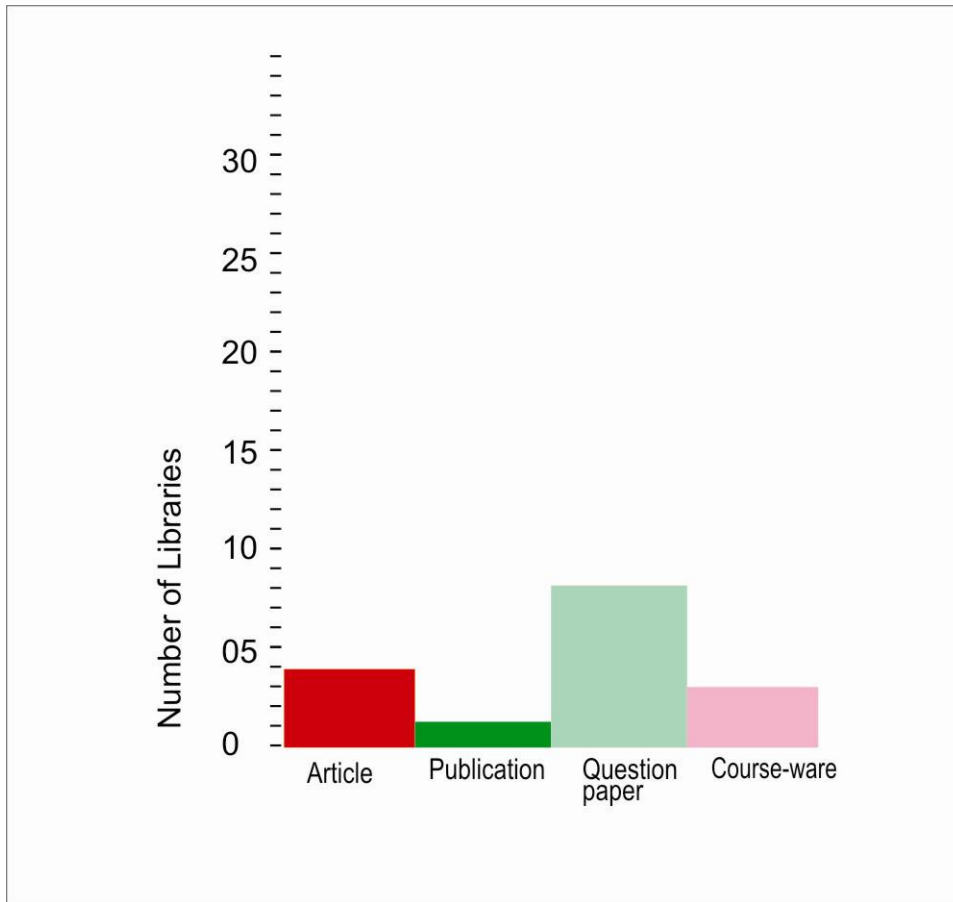


93.54% libraries held Book Exhibition inviting local dealers and publishers in their library. 45.16% libraries held subject-wise book exhibition occasionally from their own collection.

4.17 TABLE 16: DIGITAL REPOSITORIES

Sr.No.	Article Repositories	Publication Repositories	Question Paper Repositories	Course ware Repositories
1	√	√	√	√
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	√	-
7	-	-	-	-
8	-	-	-	-
9	-	-	-	-
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
13	-	-	-	-
14	-	-	-	-
15	-	-	-	-
16	-	-	-	-
17	√	-	√	-
18	-	-	√	√
19	-	-	-	-
20	-	-	√	-
21	√	-	√	-
22	-	-	-	-
23	-	-	-	-
24	-	-	-	-
25	√	-	-	-
26	-	-	-	-
27	-	-	-	-
28	-	-	-	-
29	-	-	-	-
30	-	-	√	-
31	-	-	√	√
TOTAL	4	1	8	3

Figure for digital repositories



Only 12.90% libraries have article repositories, 0.03% have institutional publications repositories, 25.80% question paper repositories, and 9.67% have course ware repositories.

4.18 TABLE 17: EXTENT OF USE OF SERVICES (Average per day)

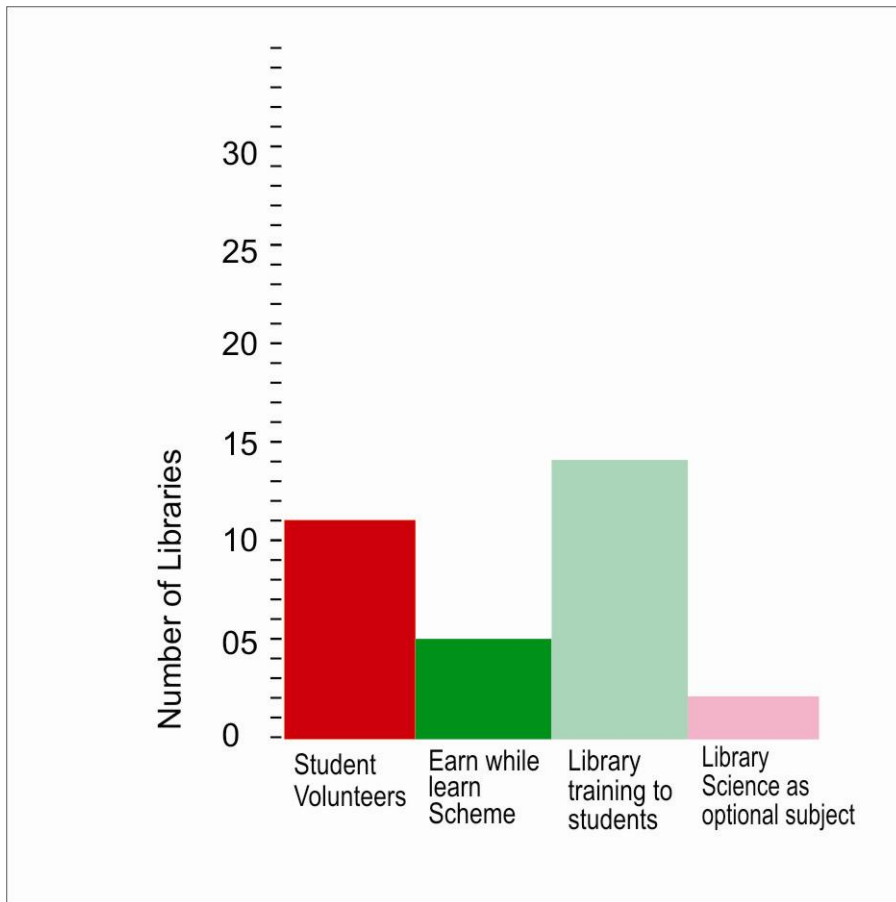
Sr.No.	Books issued	Book Returned	User visit	Documents consulted	User Reference Inquires	No. of Log-ins into e-library services
1	500	600	450	600	190	1000
2	40	40	70	50	10	-
3	200	200	300	150	100	-
4	80	80	125	25	10	-
5	70	60	200	100	150	-
6	90	85	100	40	50	60
7	75	75	250	200	15	-
8	31	25	100	50	30	-
9	30	30	50	20	10	-
10	90	88	150	50	25	-
11	60	60	100	50	20	-
12	25	25	85	3	15	-
13	80	80	90	75	25	05
14	40	40	75	20	15	-
15	50	50	150	70	10	-
16	72	70	114	200	7	-
17	300	300	500	50	10	-
18	150	180	200	100	15	-
19	30	25	36	50	5	-
20	120	120	40	36	10	-
21	50	50	30	100	25	50
22	25	25	50	75	25	-
23	10	10	50	30	20	-
24	100	70	200	10	6	-
25	90	80	100	100	50	500
26	240	190	1000	110	100	-
27	50	50	200	400	50	-
28	25	25	100	70	50	-
29	160	120	97	150	10	-
30	200	125	300	800	120	80
31	90	80	300	800	200	-

Library at Sr.No. 1 circulates most number of books in terms of book issue and book return. The library where the number of user visit more in a single day is at Sr.No. 26. The most documents consulted and number of user inquires are received at library at Sr. No. 31. Library at Sr. No. 1 receive most number of log-ins in the library website.

4.19 TABLE 18: STUDENTS TRAINING

Sr.No.	Student-volunteers	Earn-while-learn Scheme	Library Training to Students	Library Science as an optional subject
1	-	√	√	-
2	√	-	√	-
3	√	√	√	-
4	-	-	-	-
5	-	-	-	-
6	-	-	√	-
7	-	-	√	√
8	√	-	√	-
9	-	-	-	-
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
13	√	√	√	√
14	-	-	-	-
15	-	-	√	-
16	-	-	√	-
17	√	-	√	-
18	√	-	√	-
19	-	-	-	-
20	√	-	√	-
21	-	-	-	-
22	-	-	-	-
23	√	-	√	-
24	-	-	-	-
25	-	-	-	-
26	-	-	-	-
27	-	-	-	-
28	-	-	-	-
29	√	-	√	-
30	√	√	-	-
31	√	√	-	-
TOTAL	11	5	14	2

Figure for students training

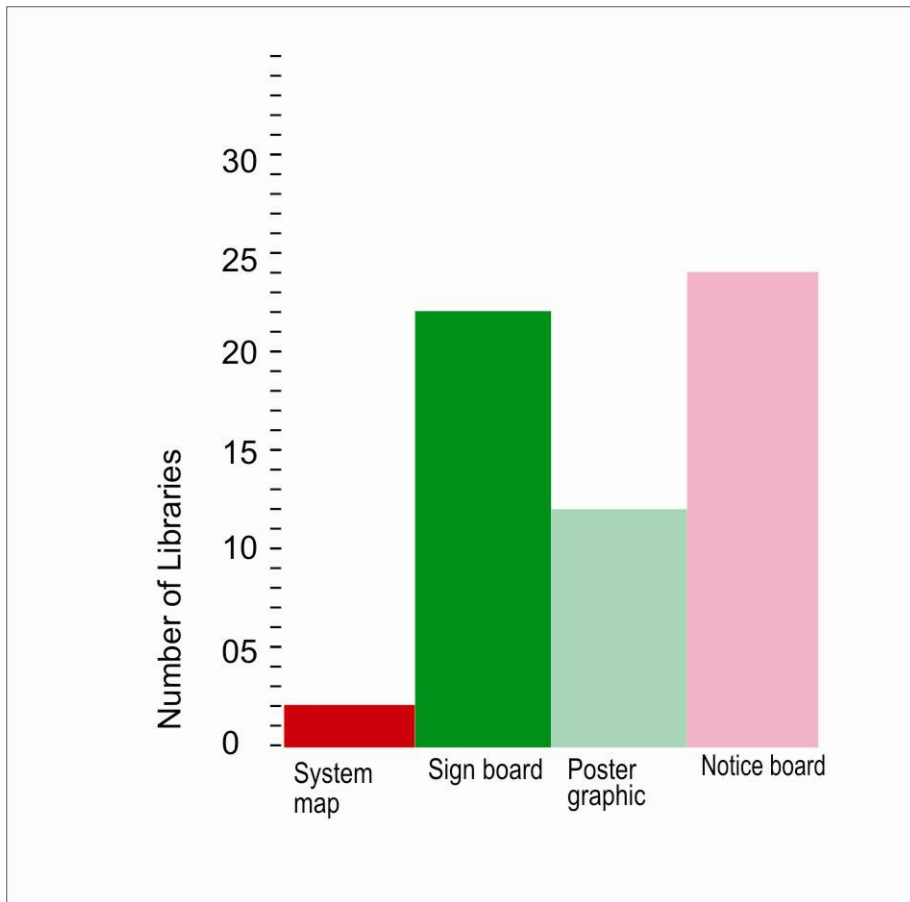


Only 35.48% libraries have student volunteers helping in library services, 16.12% libraries have earn-while learn scheme for libraries 45.16% offer special library training to users and only 2 libraries (6.45%) offer formal training in library by offering short-term course in library science.

4.20 TABLE 19 SIGNAGE

Sr.No.	System Map	Sign Boards	Poster Graphics	Notice Board
1	√	√	√	√
2	-	-	-	√
3	-	√	-	-
4	-	-	-	-
5	-	-	-	-
6	-	√	√	√
7	-	√	-	√
8	-	√	√	√
9	-	√	-	-
10	-	-	-	-
11	-	√	-	√
12	-	√	-	-
13	-	√	√	√
14	-	-	-	√
15	-	√	-	√
16	-	√	-	√
17	-	√	-	√
18	-	√	√	√
19	-	√	√	√
20	-	√	√	-
21	-	-	√	√
22	-	-	-	√
23	-	√	√	√
24	-	√	-	√
25	-	√	√	√
26	-	√	-	√
27	-	√	-	√
28	-	-	-	√
29	-	-	-	√
30	√	√	√	√
31	-	√	√	√
TOTAL	2	22	12	24

Figure for signage

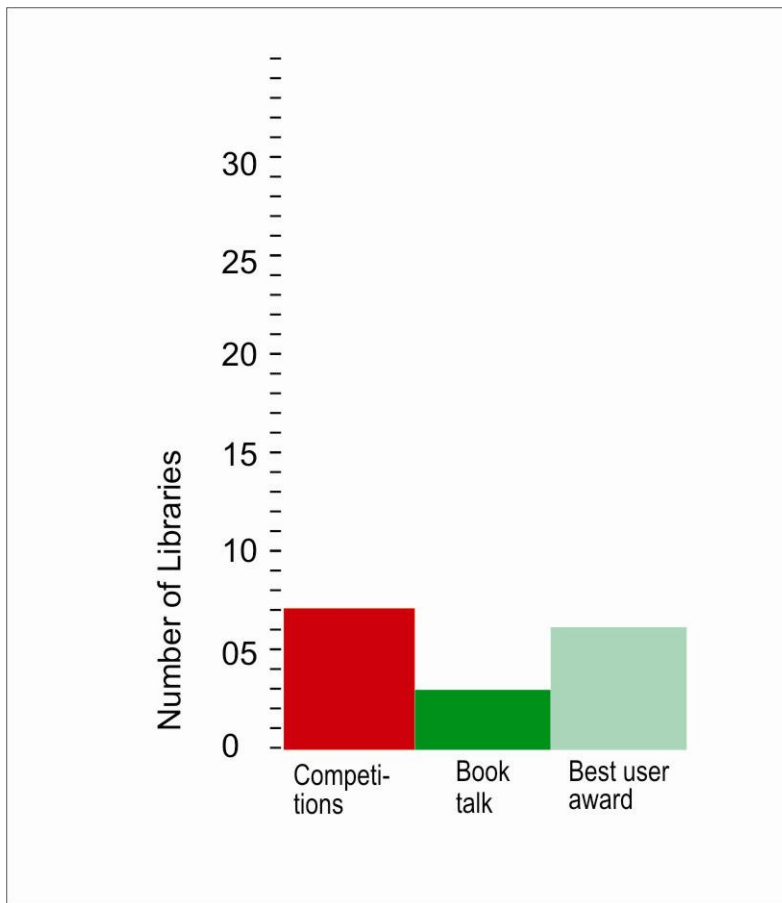


Most of the libraries in Colleges are house in single room in the College building therefore only 2 libraries (6.45%) have felt the necessity of having system map. Sign boards can be seen in 70.96% libraries. 38.70% libraries have poster and graphics, and 77.41% libraries have notice boards to give the library instructions.

4.21 TABLE 20: LIBRARY ACTIVITIES AND USER AWARD

Sr.No.	Competitions	Book Talk	Best User Award
1	-	√	√
2	-	-	-
3	-	√	-
4	-	√	-
5	-	-	-
6	-	-	√
7	√	-	-
8	√	-	√
9	-	-	-
10	√	-	-
11	-	-	-
12	√	-	√
13	√	-	-
14	-	-	-
15	-	-	-
16	√	-	√
17	-	-	-
18	√	-	√
19	-	-	-
20	-	-	-
21	-	-	-
22	-	-	-
23	-	-	-
24	-	-	-
25	-	-	-
26	-	-	-
27	-	-	-
28	-	-	-
29	-	-	-
30	-	-	-
31	-	-	-
TOTAL	7	3	6

Figure for library activities and user award



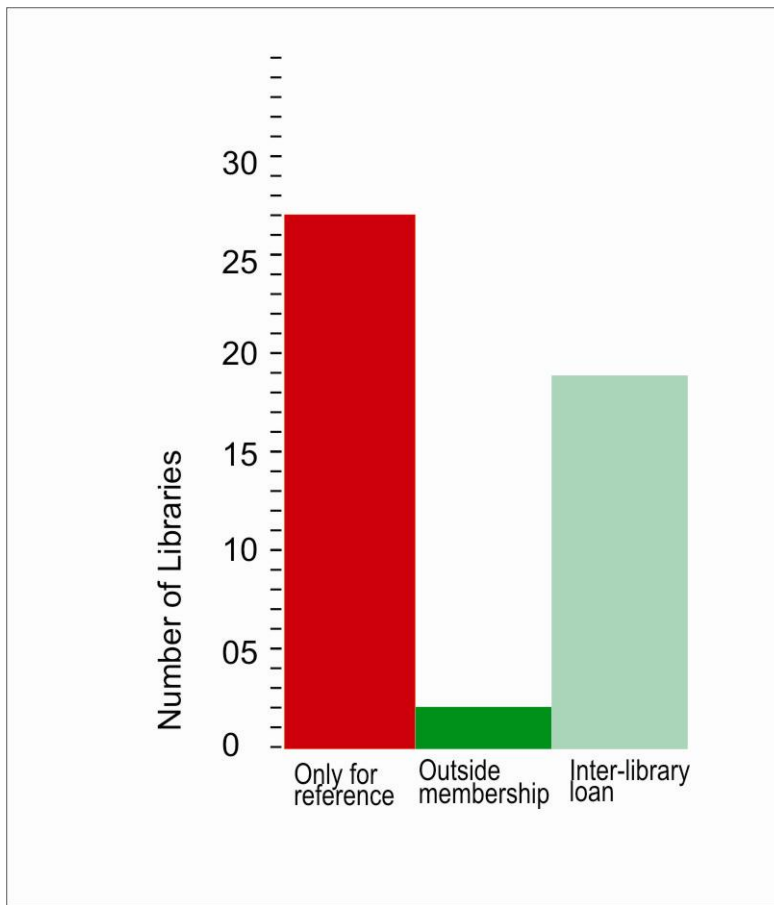
22.58% libraries organises various competitions for library readers such as writing book review, quiz competition, book reading, essay writing, word power, and poetry writing. Only 9.67% arrange a book talk.

Only 6 (19.35%) libraries give Best Library User Award.

4.22 TABLE 21: LIBRARY SERVICE TO OUTSIDERS

Sr.No.	Only for Reference	Outside Membership	Inter-library loan
1	√	-	√
2	√	-	√
3	√	-	√
4	√	-	-
5	√	-	-
6	√	-	√
7	√	-	-
8	√	-	√
9	√	-	-
10	√	-	-
11	√	-	-
12	√	-	√
13	√	√	√
14	√	-	-
15	√	-	-
16	√	-	√
17	√	-	-
18	√	-	√
19	√	-	√
20	-	-	√
21	√	-	√
22	-	-	-
23	-	-	√
24	√	-	-
25	√	-	√
26	-	-	√
27	√	-	√
28	√	-	-
29	√	-	√
30	√	√	√
31	√	-	√
TOTAL	27	2	19

Figure for library service to outsiders

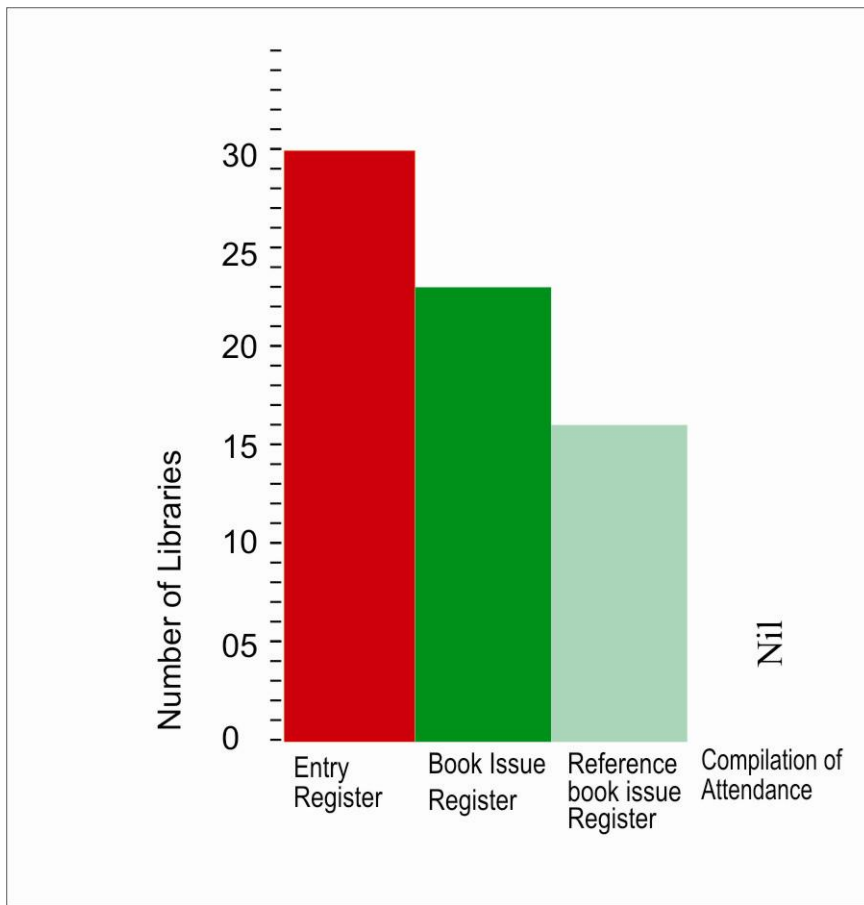


Most of the libraries (87.09%) offer only reference service for the outsiders. The document can be consulted in the library only. Only 2(6.45%) libraries offer outside membership. 61.29% of the libraries have the inter-library loan facility by signing Memorandum of Understanding (M.O.U) between libraries.

4.23 TABLE 22: LIBRARY USE STATISTICS

Sr.No.	Entry Register	Book Issue Register	Reference Book Issue Register	Compilation of Student teacher attendance statistics
1	√	√	√	-
2	√	√	√	-
3	√	√	√	-
4	√	√	-	-
5	√	-	√	-
6	√	-	√	-
7	√	√	-	-
8	√	√	√	-
9	√	-	-	-
10	√	√	-	-
11	-	√	-	-
12	√	√	-	-
13	√	√	-	-
14	√	√	-	-
15	√	√	-	-
16	√	√	-	-
17	√	-	-	-
18	√	√	√	-
19	√	√	√	-
20	-	-	√	-
21	√	-	√	-
22	√	√	√	-
23	√	√	√	-
24	√	√	-	-
25	-	-	-	-
26	√	√	√	-
27	√	√	√	-
28	√	-	√	-
29	√	√	√	-
30	√	√	-	-
31	√	√	-	-
TOTAL	30	23	16	0

Figure for library use statistics

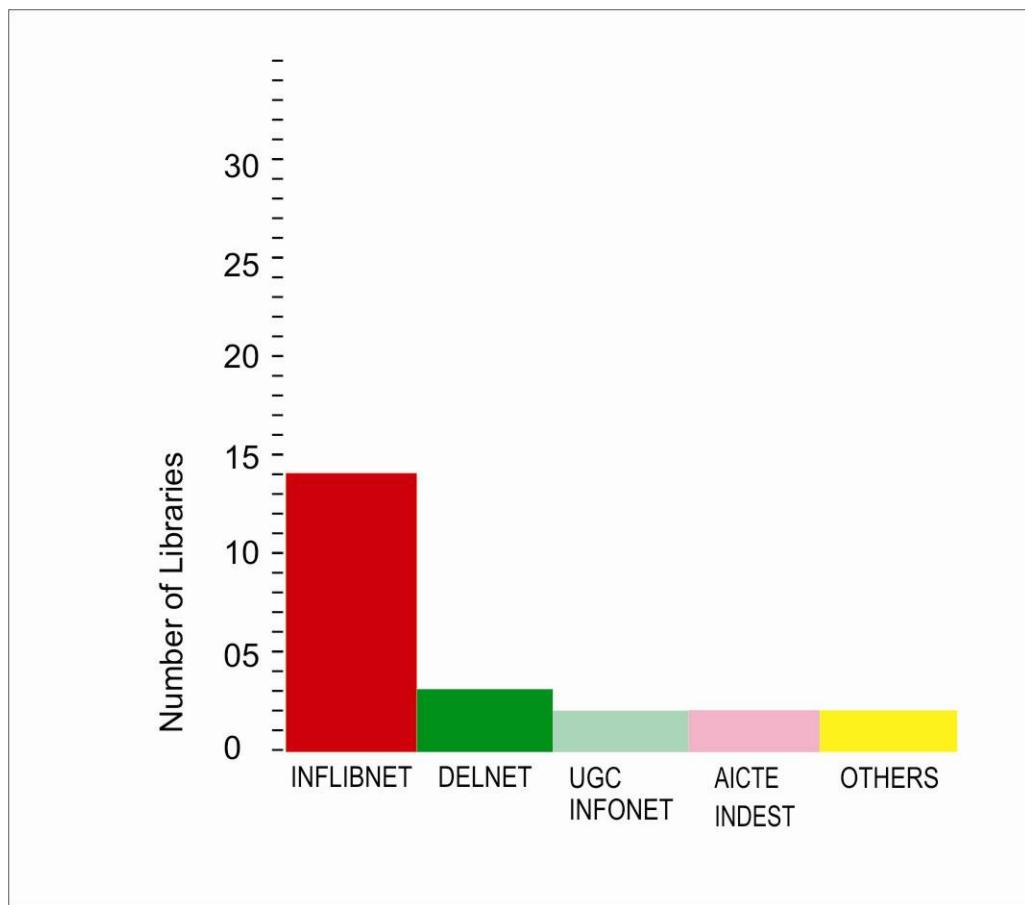


96.77% libraries keep entry register at the library entrance. 74.19% libraries maintain Book Issue Register and 51.61% libraries keep Reference Books Issue Register. The book issue and return data can also be generated using library software. No library compiles student teacher attendance statistics.

4.24 TABLE 23: MEMBERSHIP OF VARIOUS LIBRARY NETWORKS

Sr. No.	INFLIBNET N-list	DELNET	UGC INFONET	AICTE INDEST	OTHER
1	√	√	-	-	British Library /Cambridge University Database Access
2	√	-	-	-	-
3	√	-	-	-	-
4	-	-	-	-	-
5	√	-	-	-	-
6	√	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-
10	√	-	-	-	-
11	√	-	-	-	-
12	-	-	-	-	-
13	√	-	-	-	-
14	-	-	-	-	-
15	-	-	-	-	-
16	√	-	-	-	-
17	√	-	-	-	-
18	√	-	-	-	-
19	-	-	-	-	-
20	-	-	-	-	-
21	-	-	-	-	-
22	-	-	-	-	-
23	-	-	-	-	-
24	-	-	-	√	-
25	-	√	-	√	-
26	-	-	-	-	-
27	-	-	-	-	National Medical Library
28	√	-	-	-	-
29	-	-	-	-	-
30	√	√	√	-	-
31	√	-	-	-	-
TOTAL	14	3	2	2	2

Figures for membership of various library networks

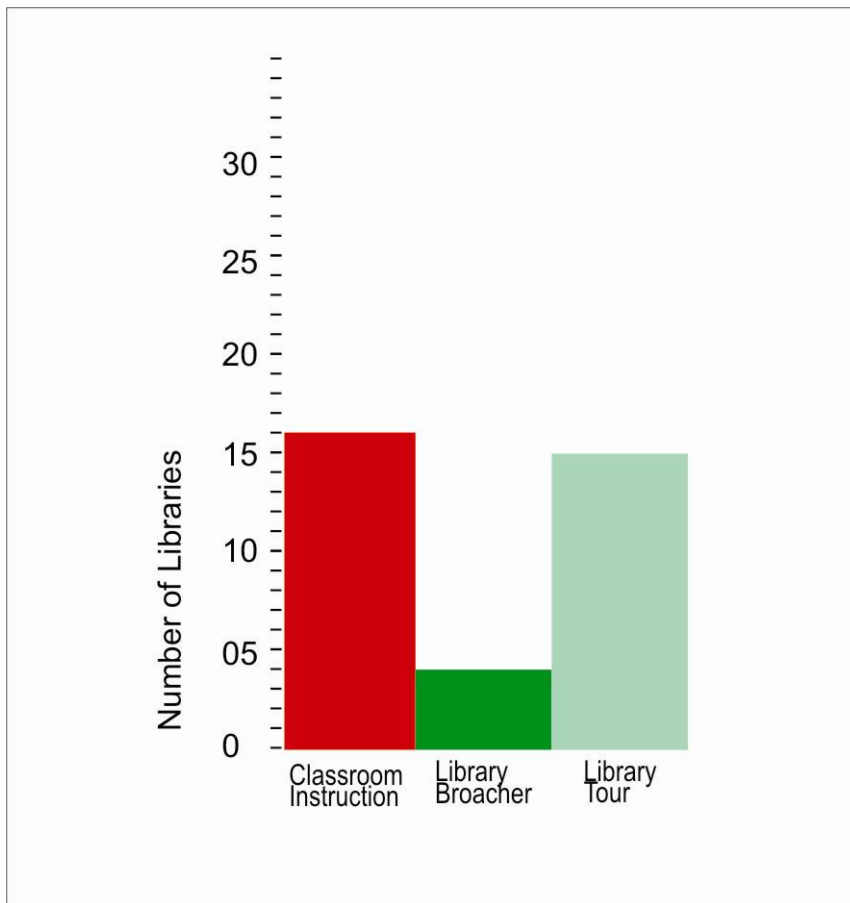


Only 14 academic college libraries are members of INFLIBNET N-list Services. 9.67% libraries are member of DELNET, 2 Engineering colleges are the members of AICTE INDEST, Goa University Library is the member of UGC INFONET Service and Goa Medical College Library is the member of National Medical Library. Chawgule College Library can access the database of British Library and Cambridge University Library.

4.25 TABLE 24: USER EDUCATION PROGRAMME

Sr.No.	Class Room Instruction	Library Broacher	Library Tour
1	√	√	-
2	√	-	-
3	√	√	√
4	-	-	-
5	-	-	-
6	√	-	√
7	√	-	√
8	-	-	√
9	√	-	-
10	-	-	-
11	-	-	√
12	√	-	-
13	√	-	√
14	√	-	√
15	-	-	√
16	-	-	√
17	√	-	√
18	√	-	-
19	-	-	-
20	√	-	√
21	-	√	√
22	-	-	-
23	√	-	-
24	-	-	√
25	√	-	-
26	√	-	-
27	-	-	√
28	-	-	-
29	√	-	-
30	-	√	√
31	-	-	-
TOTAL	16	4	15

Figure for user education programme

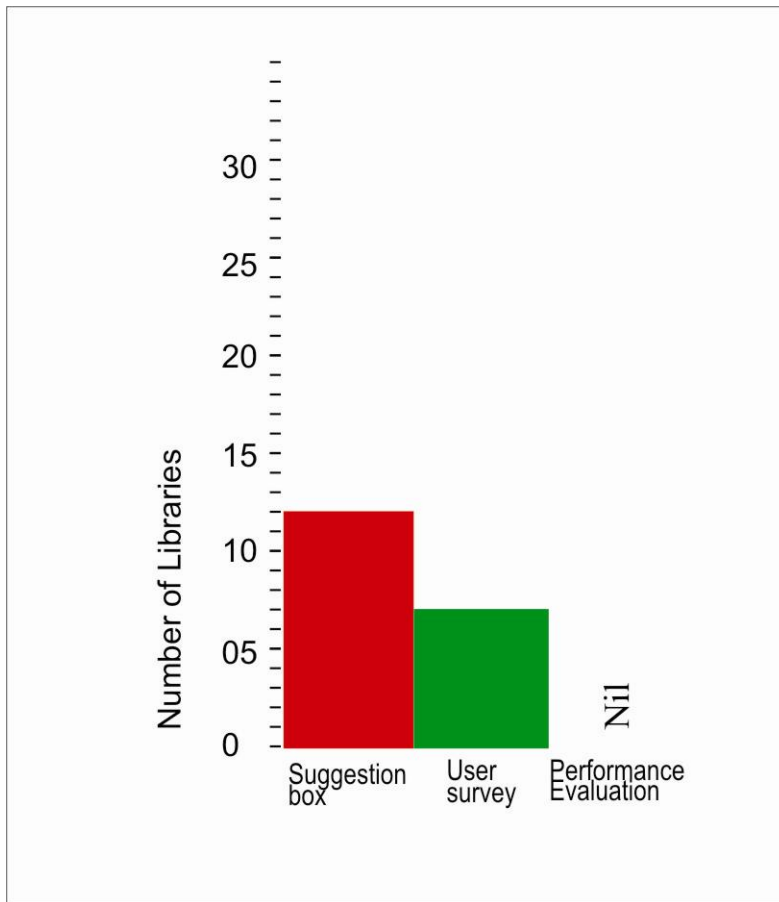


User Education is done by libraries in Goa by various methods such as Class Room Instruction, Library Broacher and Library Tour to users. While 51.61% libraries prefer class room instruction, 12.90% prefer to publish information of libraries on Library Broacher and 48.38% bring the new students for library tour.

4.26 TABLE 25: PERFORMANCE MEASUREMENT

Sr.No.	Suggestion Box	User-survey	Performance evaluation
1	√	√	
2	√	-	-
3	-	-	-
4	-	-	-
5	√	-	-
6	√	√	-
7	√	√	-
8	√	-	-
9	-	-	-
10	√	-	-
11	-	-	-
12	√	√	-
13	√	-	-
14	-	-	-
15	-	-	-
16	-	-	-
17	-	-	-
18	-	-	-
19	-	-	-
20	-	-	-
21	-	-	-
22	-	-	-
23	-	√	-
24	√	-	-
25	-	-	-
26	-	-	-
27	-	-	-
28	-	-	-
29	√	√	-
30	√	√	-
31	-	-	-
TOTAL	12	7	-

Figure for performance management

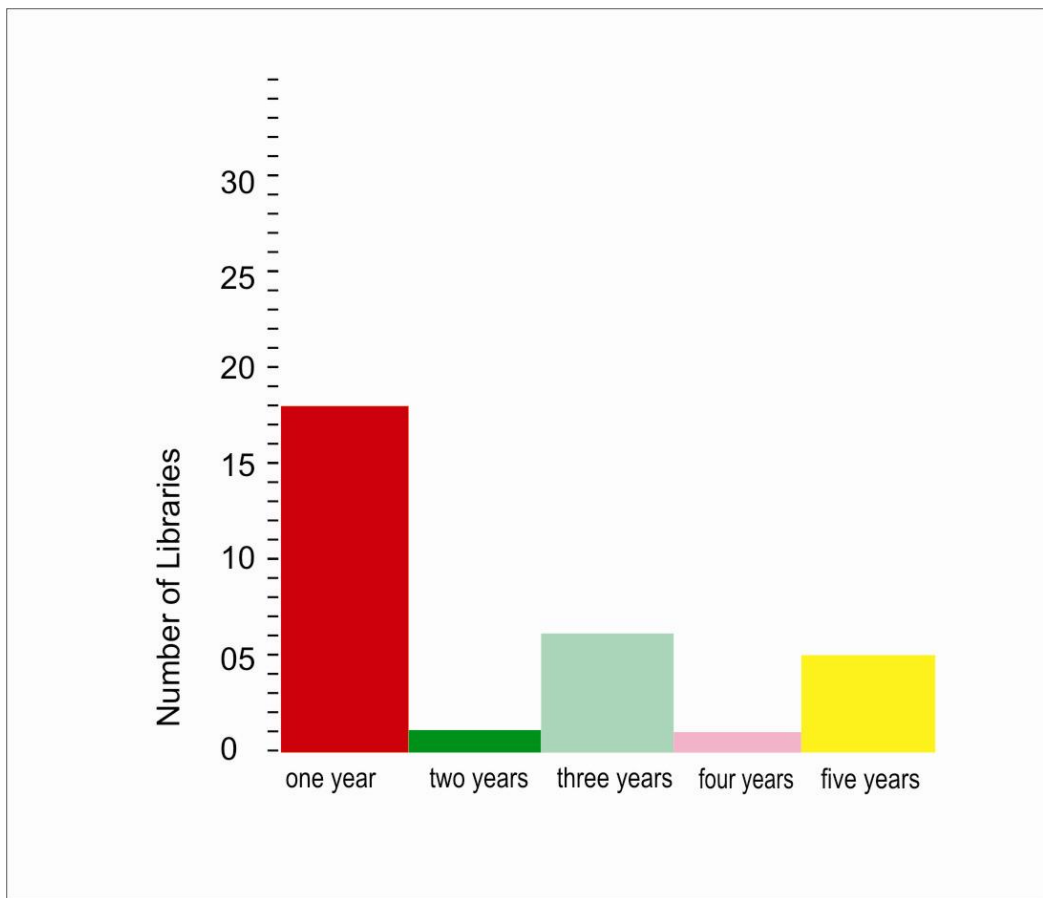


38.70% libraries keep suggestion box in the library to invite suggestions from library users. 22.58% libraries conducts user survey to evaluate library performance but no library evaluate their library through scientifically designed and analysed questionnaires like SERVQUAL/LibQUAL+.

4.27 TABLE 26: STOCK VERIFICATION

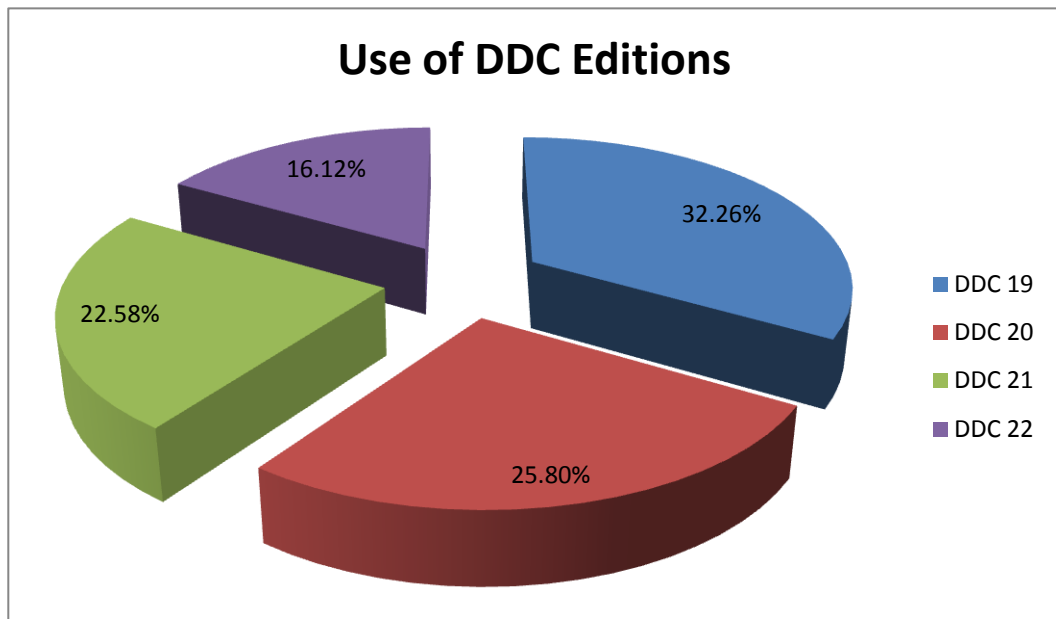
Sr.No.	Once a year	Once in two years	Once in three years	Once in four years	Once in five years
1	-	-	√	-	-
2	√	-	-	-	√
3	√	-	-	-	√
4	-	-	-	-	√
5	√	-	-	-	-
6	-	-	√	-	-
7	√	-	-	-	-
8	√	-	-	-	-
9	√	-	-	-	-
10	√	-	-	-	-
11	-	-	√	-	-
12	√	-	-	-	-
13	-	√	-	-	-
14	√	-	-	-	-
15	√	-	-	-	-
16	-	-	√	-	-
17	-	-	√	-	-
18	√	-	-	-	-
19	√	-	-	-	-
20	√	-	-	-	-
21	√	-	-	-	-
22	-	-	√	-	-
23	√	-	-	-	-
24	√	-	-	-	-
25	√	-	-	-	-
26	-	-	-	-	√
27	-	-	-	-	√
28	√	-	-	-	-
29	√	-	-	-	-
30	-	-	-	√	-
31	√	-	-	-	-
TOTAL	18	1	6	1	5

Figure for stock verification



All the libraries do stock verification, however the period of doing stock verification range from one year to five years. 18 (58.06%) libraries conduct stock verification one a year, 1(3.22%) library conduct once in two years, 6 (19.35%) libraries conduct once in three years, 1 (3.22%)library conduct once in four years and 5 (16.12%) libraries conduct once in 5 years.

4.28 CLASSIFICATION AND CATALOGUING STANDARDS



All the College and University Libraries use Dewey Decimal Classification (DDC) for Classification of documents in their library. 10 (32.26%) libraries use 19th Edition of DDC, 08 (25.80%) libraries use 20th Edition, 07 (22.58%) libraries use 21st Edition of DDC and 05 (16.12%) libraries use 22nd Edition of DDC.

All the College and University Libraries use Anglo American Cataloguing Rules 2 (AACR 2) for Cataloguing of books.

4.29 MISSION, VISION, VALUES AND MEASURES OF THE LIBRARY

Out of 31 institutional libraries selected for the study only 04 (12.90%) libraries were able to write about the Mission, Vision, Values and Measures of the library. However these aims of the libraries are neither reflected in their institute's website, nor did there was any document in written form. Though the meaning of Mission, Vision, Values, and Measures were clearly defined in the questionnaire, most of the libraries found these terms new or were not able define them in terms of their own library. Those libraries which tried to specify these terms are given below:

4.29.1 Smt. Parvatibai Chowgule College of Arts & Science, Margao Goa

Mission

The Library mission is to enable and enrich the teaching, learning and research endeavours of the college by delivering flexible access to extensive and relevant information resources by providing quality services and facilities.

Vision

Resource provision and access that is coordinated and future oriented, which finds integrated and innovative solutions to optimise the effectiveness of resources available.

Stronger partnerships with the college teaching and learning community to enable a more direct contribution to the educational mission of the college.

Commitment to quality assurance principles and are attuned to the changing needs of the college.

Better provisions of flexible and responsive access to services and resources in to the future.

Values

In pursuit of its mission and vision, the college library is equally committed to each of the following six core values.

- i. **CHANGE AS OPPORTUNITY:** The library values innovation, flexibility and creativity, balanced with respect for traditions and accomplishments.
- ii. **COLLABORATION:** The library values collaboration and open communication in all of its activities.
- iii. **DIVERSITY:** The library values the diversity of its collections, staff and clients, and strives to create a climate of openness, respect, and appreciation.
- iv. **INTEGRITY:** The library acts with consistency, honesty, fairness and professionalism in its actions both within and outside of the library
- v. **LEARNING:** As a learning organization, the library values the life long pursuit of knowledge and wisdom for both the individual and organization.
- vi. **SERVICES:** The library offers service to our clients in a receptive manner to support their learning.

Goals

- i. To assist users to find and use information resources effectively and to acquire the skills needed for a life on independent learning and personal growth.
- ii. To seek input from the respond to users as part of our continuing efforts to evaluate and improve services, collections and programs.
- iii. To build and preserve collections which support teaching, learning, research and creative expression
- iv. To provide the technological and other tools necessary to support and enhance library programs and services.
- v. To preserve and provide access to unique and archival research materials which contribute to national and international scholarships.
- vi. To recruit and develop a creative, flexible staff with the expertise needed to anticipate and meet the diverse information needs of the college community.
- vii. To provide accessible, en-lighting library facilities which encourages individual and group inquires.

- viii. To collaborate with other members of the college community to identify, develop and support college.
- ix. To collaborate with other institutions as a cost-effective means to expand the resources and services available to our community of users.

4.29.2 Shree Damodar College of Commerce & Economics, Margao

Mission

The library will strive for excellence in support for the learning, teaching and research mission of the college.

Sr. No. 21. Govind Ramnath Kare College of Law, Margao

Mission

To provide the up to date information and built an institutional repository for the law graduates and advocates as per the syllabus and the need of the advocates.

Vision

Excel in providing information on law to its patron.

Values

Library keep inform to its patron about the updates in the law and try to provide relevant information to save the time of the user with latest technology.

Measures

While serving the library patron the library improve itself through suggestion and feedback.

4.29.3 Goa College of Architecture, Panaji

Mission

Teaching research and learning. To fulfil this mission library commits to develop and encourage spirit of learning to its users.

Vision

To serve future users. The library preserves information across all formats and ensures effective storage and delivery system.

Values

The enduring principles of knowledge, services, qualities, integrities, respects and communications are guided values.

4.30 Other/Unique Best Practices

4.30.1 KNOWLEDGE BAZAR

Knowledge Bazar is the one week information festival organised by Fr. Agnel College of Arts & Commerce, Pilar Goa. This programme is open to not only college students but specially arrange for the locals and school students from the feeding area of the college. The goal of this practice is to spread information literacy among the future students of the college and to give wide exposure to the students about the availability of library collections.

In this programme various activities are arrange for eight days. These include Book Exhibition by publishers, Book Talk, Career Guidance lectures, Film Show on educational, social and environmental topics. The main attraction of the festival is exhibition of reference books. All the encyclopaedias, Dictionaries, Maps, Charts and other informative books are removed from the shelves and are kept for the exhibition on the big table. The students are allowed to read the books, take note from the books or ask for a photocopy. Library staff

and faculty members are given the job of explaining the content in the reference books to the students at each table. More than 10 schools from the neighbouring villages participate by booking the timing for the festival. A batch of 50 students is entertained at a time. More than 2000 students participate in the festival.

4.30.2 DIGITAL LIBRARY

The Central Library of Padre Concecao College of Engineering (PCCE) has set up Digital Library in the year 2007, with an infinite resource of knowledge made available online to the users of the PCCE family. Digital library is developed in the PCCE with the help of DSpace digital library software designed by MIT and HP. The DSpace comprises of in-house database developed by the PCCE Library staff. The database includes more than 2000 full-text articles and selected question papers. In DSpace, users can access the sample question papers, selected articles relative to syllabus of their course programme. These resources can be browsed by author, title or by giving relevant keyword. The Digital Library has future plans to develop the databases of the periodicals, CDROM collections, student's project reports and faculty publications.

4.30.3 LIBRARY CREDIT PROGRAMME

This is a programme conducted by Fr. Agnel College of Arts & Commerce Library. The programme is conducted for the student volunteers who work in the library. During this period they are given basic training about the library, especially in the data entry, bar-coding, circulation of books, books covering, shelf arrangement, maintenance and to search information. Those students who complete minimum 25 hours working in the library any time during the academic year are given certificate of one credit programme.

4.30.4 CERTIFICATE COURSE IN LIBRARY SCIENCE

This course is conducted by Government College, Khandola. The eligibility for the course is XII standard. The course is full-time and is of four months duration. The students are given compulsory one month on job training in different libraries of Goa. Librarians from Goa serve as the faculty for the course.

4.30.5 FULL CIRCLE

Full Circle is a wall paper published by Fr. Agnel College of Arts & Commerce library. The wall paper is published periodically; where in articles on any topics and from any language is invited from the users and published.

4.30.6 E-MAIL SERVICE

BITS – Pilani library intimates the new arrival of books to faculty by e-mal. If the books are recommended by faculty , the faculty is inform about the arrival of the book.

4.30.7 WIRELESS NETWORK

Wireless network is provided for library users where students can access the internet using their laptops at BITS Pilani, Sm. Parvatibai Chawgule College and Fr. Agnel College of Arts & Commerce Library.

4.30.8 LIBRARY OPEN FOR 360 DAYS

The library of BITS- Pilani is open all the days in the year, except for 5 days. (15th August; 26th January; Divali; Ganesh Chaturthi & Gandhi Jayanti)

4.30.9 COMPLETE ON-LINE SERVICE

Smt. Parvatibai Chowgule College and Bits Pilani library give totally on-line service to its users. The readers know exact status of the book before coming to the library. Padre Conceicao College of Engineering has appointed a technical person who is in-charge of digit of digital library. Users who are in need of information on a particular topic send their request for by e-mail or in person. The technical person then downloads the information user.

4.30.10 LIBRARY SEMINARS AND WORKSHOPS

Goa University library conducts conferences, Seminars, and training programme to college librarians in the state regarding library software and use.

4.30.11 BIBLIOGRAPHIC SERVICE

Dr. Dada Vaidya College of Education compiles the list of scientists, Educational thinkers, website addresses. Download the information and keep ready for student's assignment.

Dmc maintains a file of sources of scholarships and funding agencies for students and teachers.

4.30.12 VALUE EDUCATION

Librarian of Dr. Dada Vaidya College of Education and Carmel College teach value education to students as a part of Institutional responsibility. Librarian of G.G.P.P.R College of Commerce & Economics, Ponda, council and motivate socially backward, economically weaker and differently- able students.

4.30.13 BOOK BANK

Goa College of Engineering serves 60% of the students with Book Bank facility with minimum 20-25 books per students.

4.30.14 CITATION ANALYSIS

Librarian of Goa College of Home Science has done citation analysis of the project reports submitted in the college from 2000 to 2010. The analysis has help in finding the core journals and most used books.

4.30.15 GIFTS COLLECTION

Goa College of Architecture has the good collection of gifted books on architecture gifted by Old Architects and professionals.

4.30.16 DISPLAY OF NEW BOOKS

V. M. Salgaonkar College of Law has the unique of displaying new arrivals. The books are displayed on the table big table with the quote "I am New to this Library, Please read me". The quote attracts the students to browse and read the book.

4.30.17 ADDITIONAL LIBRARY CARDS

Sridara Caculo College of Commerce & Management studies issues one extra-borrowers ticket to minority students.

Fr. Agnel College of Arts & Commerce issues additional library cards for scholar students and students belonging to socially backward class.

4.30.18 CONTENT PAGES OF JOURNALS

Sridara Caculo College of Commerce & Management studies library keeps Xerox copies of contents pages of all the journals and magazines. This helps the users to locate the articles useful to them and thus increase the use of journals.

4.30.19 READERS CLUB

Bits Pilani library has the club of the students called MATRIX, which read different books from the library and discuss the same.

S.S. Dempo College of Commerce and Economics library has Readers Club. The Club organises “Vachan Darbar” where the club members read articles, read poems, and organizes various competitions for students. The Club visits other libraries and for book exhibition.

M.E.S. College and Mallikarjun College also has the readers club.

4.30.20 CAREER GUIDANCE CELL

Fr. Agnel College of Arts & Commerce library provides career guidance to the users and coach students for competitive examinations. Government College Pernem also provides career and employment source.

Chougule College has the separate library building. The library has the comfortable seating arrangement but the library also encourages users to read outside the library under a tree where there is seating environment with cool with cool reading environment.

4.30.21 STRATEGIC PLAN

CHOWGULES E-RESOURCE CENTRE (LIBRARY)

STRATEGIC PLAN 2008-2010 Chowgule College, Margao has drafted Strategic Plan 2008-2010. The Strategic Priorities in the plan includes.

- i) Know and meet client needs
- ii) Provide the right resources
- iii) Transform access to the library
- iv) Develop our skills
- v) Be ready in changing environment

4.31 MAJOR FINDINGS

1. College libraries in Goa have not yet defined the mission and goals of the libraries in written form. All the library policies are based on common perception. There is no define policy for collection development, library services, stock verification, promotion and training of library staff.
2. The main source of finance for the library is student's fees and finance from University Grants Commission.
3. The qualifications, experience and pay of the librarian are at par with that of the academic staff as per Government and UGC norms; however College Librarian is the only professional staff in the college libraries. The other staffs appointed in the College library are non-professionals.
4. All the college and University libraries are kept open more than their institutional timings, however very few libraries have extended library hours during examination time or are kept open during Sundays and holidays. Extended library hours are linked with inadequate staff in the library.
5. Most of the libraries have general seating arrangement in the libraries; very few libraries provide quite study areas for the research scholars such as research cubicles.
6. Both the University libraries have separate building for library, however only one college library in Goa has separate premises.
7. Most of the library staff does not have the in-house training facility for library staff. The libraries learn new technologies only from workshops and seminars conducted outside the institution.
8. Most of the computers placed in the library are for staff use, very few libraries give computer or internet access to library users.
9. Most of the College and both the University libraries have acquire the library software for library automation; however college libraries are only partially automated. College libraries are mainly focused on the cataloguing of books. Very few libraries are using circulation function to check in and check out the books or give library OPAC for the users. Very small

percentages of libraries are using serial control function and stock verification of libraries using library software.

10. Only 35.48% of the libraries are using barcode labels for library documents and user cards. No libraries in Goa have introduced RFID technology.
11. All the libraries have library advisory committee and all the activities of libraries are carried with the guidance of Library Committees. The basic role of the libraries is to:
Recommending the library books; Taking policy decisions;
Discuss the problem of readers and Organising library functions.
12. The average books issued to users on borrowers ticket is to books. Some libraries issue extra borrowers ticket to students to encourage readings.
13. All the libraries provide traditional library services such as reference service and current awareness service. Very few libraries provide bibliographic and indexing service.
14. Most of the institutions publish the information about the library on their prospectus; however the information published is very brief. Very few libraries publish library handbook or news bulletin.
15. The concept of building Institutional Repositories in electronic format is yet to develop at libraries in Goa. Very small number of libraries is in the process of digitizing institutional publications.
16. Engaging students as volunteers in the library, giving library training to the students, introducing library science as a optional subject are some of the best practices adopted by few libraries.
17. Few librarians are contacting their users by e-mail. 4 librarians are available on the face book.
18. Only two librarians are found to have system map for the library. Most of the librarians felt that their libraries being small and place in one single room there was no need of system map. However most of the libraries sign boards to give the direction for users to the collection.
19. Less than 23% of the libraries organize competition for users.

20. Though most of the libraries claim that they have inter-library loan facility, inter-library loan is related only to reference service at the other libraries. Only two libraries have actually found signing Memorandum of Understanding (MOU) for inter-library loan.
21. Only two libraries offer outside membership for others by taking formal membership fees within the rules of the libraries.
22. Though more than 95% of the libraries keep entry register at the entrance of the library, some of the users skip signing the registers; therefore it is very difficult to evaluate the library performance with the help of gate count. No library compiles student teacher attendance statistics and put it on the notice board as per the NAAC guidelines.
23. INFLIBNET's N-list has started gaining popularity among the libraries and library users. As many as 14 academic college libraries have registered for N-list.
24. Most of the libraries conduct user orientation programme only for the beginners' at the start of academic year.
25. Less than 40% of the libraries have suggestion box for the users. Only 22.58% libraries occasionally conduct user survey. The concept of evaluating the library with peers through scientifically designed questionnaire like SERVQUAL/LibQUAL+ is not yet developed at libraries in Goa. The NAAC guidelines does not recommend evaluating the libraries with peers like ALA standards.
26. All the libraries conduct stock verification in the periodic intervals, however very few libraries have policy on loss of books, removal of absolute books.

CHAPTER 5

5 SUGGESTIONS AND RECOMMENDATIONS:

1. Best practices and library policies vary from library to library depending on the mission, vision and goals of the parent institution. Therefore the library must adhere to the mission, vision and goals of its parent institution in developing its best practices and policies.
2. While applying the best practices in the library user's needs must be considered. Users needs vary from time to time based on the activities that are taken up by the users; therefore a periodical assessment of user needs is essential.
3. Libraries must define their mission, vision and goals to serve as a framework for its activities.
4. The libraries should formulate the library policies with respect to library administration, collection and services provided for the users.
5. The library should be user- friendly. Therefore the library should have system map, sign boards depicting location and arrangement of library. All the guidelines should be easy to understand.
6. The libraries must acquire more digital documents such as e-books and e-journals along with print documents. The best way to acquire e-journals is by acquiring membership of various library networks like INFLIBNET, DELNET, etc.
7. Library must acquire more computers for student use with Internet connections.
8. Peer Group comparison is necessary for libraries giving similar type of services, particularly for college libraries to know the strengths and weaknesses of the libraries. This will help to adopt best practices in other libraries.

9. User Education, Information literacy programme should be conducted from time to time whenever new service is introduced in the library.
10. Separate Reading Room, Research Cubicles may be provided for research scholars.
11. Most of the Institutions have their Institutional websites but carry very little information about the library. These libraries can create their own websites publishing institutional repositories, providing library OPAC and giving links to various e-resources available on the internet.
12. In today's digital environment Libraries must take the lead in shaping Digital Repositories of their own institution.
13. Libraries must institutionalize Best library user award to encourage reading.
14. Libraries must organize more competitions for users annually.
15. Training in electronic resource management should be imparted to library staff so that the staff will guide the users.
16. Libraries may encourage library volunteers in the library considering the inadequacy of library staff in the volunteers may be given basic training in libraries facilities. The volunteers may be chosen from
17. Libraries can offer outside memberships to the outsiders, specially school, higher secondary students and general public from the locality who don't have the public library facilities. The outside membership may generate additional finance for the library. Membership to school students will be useful to spread information literacy, who could be future students of the Institution. The library may frame the policy regarding outside memberships considering the library discipline and preferences of regular user.
18. Student satisfaction is an important measure of service quality in libraries. The assessment of service quality provides an important feedback for libraries to assess and improve its service to its users. Students' perceptions about libraries seem to have been largely ignored by Library management in University and College Libraries in Goa. The library management therefore needs to develop reliable and valid

instrument like SERVQUAL or modified version of SERVQUAL for the measurement of satisfaction.

19. Each library should have fire extinguishers in the library to protect the library from danger and losses from fire. All the library staff should be provided training in use of fire extinguishers.
20. Each library should have an emergency exit door whose passage is free from furniture or other fixtures.
21. The frequent power supply is one of the major problems faced by the libraries today. The power supply not only effects in accessing e-resources but also effects in searching library books on OPAC. Therefore library must make arrangement for un-interrupted power supply by acquiring invertors or generators.
22. Goa is a small state with few colleges and University libraries. The concept of Inter-library loan and that of Document Delivery Service which is not yet become reality except for references in the library can be best applied to libraries to libraries in Goa to a fullest extent.
23. 'What is best today may not be tomorrows'; therefore librarians must update themselves and try innovative ideas for the development and use of library. There is need for reassessment of libraries all the time.
24. The best practices are those which will invite readers to come to the library removing library anxiety. The great libraries are not those with the great collections but with the great access to information where knowledge is rediscovered in the library.
25. NAAC Guidelines and Best Practices for libraries were formulated in the year 2006. The document needs to be revised in view of rapid change in technologies and changing reader habits. These guidelines are mostly qualitative in nature. Like ALA, Canadian and PARL standards the document needs to be quantitative in nature and specify the number required in terms of library collection, library services and qualifications and size of staff required in the library.

5.1 CONCLUSION

Libraries have role in the academic development. As the learning resource, library is taking more academic space in the life of learner. In today's digital environment libraries are not the sole providers of information. The user turns towards library only if they are not satisfied elsewhere. In this situation the library is in need of librarians who are trained in the structure and organization of information, have the ability to locate and evaluate information resources, and have in-depth subject expertise. The personal interaction between library staff and library user is extremely important. Librarians therefore must be able to explain the importance of library in the life of the reader. The library must surprise and delight the customer with prompt, friendly, and efficient service. In doing this libraries must adopt best practices to attract readers towards library. Best Practice is a very specific concept and techniques gain from experience that the organizations may use to improve the process. It is an activity or procedure that can produced outstanding result. Best practices help to solve number of problems in the library, improve performance, create new opportunities and create a positive environment between library staff and users.

Through experience and research it is proved that implementation of best practices in libraries has lead to a desired result. The libraries can improve upon the existing practices and adopt new practices.

From the literature survey and the survey findings, it is evident that Goan College and University libraries practise similar initiatives taken by Indian and overseas libraries, however some initiatives are unique. These best practices can be homogenized and standardized across all regions of the country. Academic Libraries in India will benefit from a greater sharing of these experiences.

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APPENDICES

APPENDIX I

List of Colleges affiliated to Goa University

Sr. No.	Name of the College	Address	Courses offered
1.	Smt. Parvatibai Chowgule Cultural Foundation's College of Arts & Science	P.O. Fatorda, Margao Goa. 403603	B.A./B.Sc. M.A.(Geography), M.Sc.(Inf.Tech),PGD CA P.G.Dip. in Personal Fitness & Health Club Management P.G. Diploma in Geoinformatics
2.	Dempo Charities Trust Dempo College of Arts & Science	P.O. Box No.222, Miramar, Panaji Goa. 403001	B.A /B.Sc. P.G.Diploma Course in Journalism & Mass Communication
3.	Carmel College of Arts, Science & Commerce for Women	Nuvem, Salcete Goa. 403604	B.A./B.Sc./B.Com. M.A.(Counselling Psychology) M.Com.
4.	P.E.S.'s Shri Ravi S. Naik of Arts & Science	P.O. Box No.3, Farmagudi, Ponda Goa	B.A /B.Sc.
5.	St.Xavier's College of Arts, Science & Commerce	Mapusa, Bardez Goa.	B.A./B.Sc./B.Com./BC A/BBA/M.Com/MA (Psychology), M.Sc.(Physical Chemistry)
6.	Dnyanprasarak Mandal's College of Arts, Sou. Sheela Premanand Vaidya College of Science & V.N.S. Bandekar College of Commerce	Assagao, Bardez Goa. 403 507	B.A./B.Sc./B.Com./BC A/BBA/M.Com/MSc.(Pharmaceutical Chem.)
7.	Govt. College of Arts, Science & Commerce	Sanquelim, Goa.403505	B.A./B.Sc./B.Com.
8.	Govt. College of Arts, Science & Commerce	Quepem Goa.	B.A./B.Sc./B.Com.
9.	Govt. College of Arts, Science & Commerce	Khandola, Marcela Goa.403107	B.A./B.Sc./B.Com.

10.	Naval Academy I.N.S. Mandovi	Verem Goa.403109	B.Sc.(Naval Science)
11.	Goa Salesian Society's Don Bosco College	Panaji Goa	B.C.A./B.P.Ed/BTTM/ BSW/B.B.A./B.A.Mass Media
12.	Zantye Brothers Edu. Foundation's Narayan Zantye College of Commerce	Bicholim Goa	B.Com/PGDCA
13.	M.E.S's College of Arts & Commerce	Zuarinagar, Goa.403726	B.A./B.Com./B.B.A./B .C.A
14.	Govt. College of Arts, & Commerce	Virnoda, Pernem Goa. 403512	B.A./B.Com.
15.	Rosary College of Commerce & Arts	Navelim Goa.403707	B.A./B.Com./B.C.A./B .B.A./M.Com
16.	Fr. Agnel College of Arts & Commerce	Pilar Goa. 403203	B.A./B.Com./B.C.A.
17.	C. E. S.'s College of Arts & Commerce	Cuncoim,Salcete, Goa.	B.A./B.Com.
18.	Dnyan PrabodhiniMandal's Shree Mallikarjun College of Arts &Commerce	Delem,Canacona, Goa.	B.A./B.Com.
19.	Dempo Charities Trust's S.S.Dempo College of Commerce &Economics	Serra,Bld.,Near All India Radio,Altinho, Panaji-Goa.	B.Com/B.B.A./M.Com /PG Diploma in Event Management
20.	Vidya Vikas Mandal's Shri Damodar College of Commerce & Economics	P.O.Box No.347,G.R.Kare Road,Tansor, Comba,Margao-Goa.	B.Com./B.C.A./M.CO M PG Diploma in Business Journalism
21	Goa Vidhyaprasarak Mandal's Gopal Govind Poy Raiturcar College of Commerce &Economics	P.O.Box No.102, Farmagudi- Ponda,Goa.	B.Com/B.C.A/M.Com
22.	Saraswat Vidhyalaya's Sridora Caculo College of Commerce & Management Studies	Telang Nagar Khorlim,Mapusa- Goa.	B.Com/B.B.A./B.C.A
23.	Vidya Vikas Mandal's H.M.N. Gaunekar Institute of Management training & research	Shree Damodar College Complex,Margao- Goa.	PG Diploma in Management
24.	INS Hamla	Marve,Malad(W) Mumbai	M.B.A.(Logistics Management)
25.	Vrundavan Institute of Nursing Education &College of Nursing	Near Binani Glass Fibre Pvt.Ltd, Bardez-Goa	B.Sc. Nursing
26.	Victor Medical &Research Foundation College of Nursing	C/o Apollo Victor Hospital,Malbhat, Margao-Goa.	B.Sc. Nursing
27.	Institute of Nursing Education,Goa.	Bambolim-Goa.	B.Sc. Nursing

28.	Shivgram Education Society's Shri Kamakxidevi Homoeopathic Medical College & Hospital	'Shiv Shail' Shiroda Goa.	B.H.M.S./PG in Materia Medica
29.	Shree Bharateeya Sanskriti Prabodhini's Gomantak Ayurveda Mahavidyalaya& Research Centre	'Shiv Shail' Shiroda Goa	B.A.M.S.
30.	Devi Sharvani Education Society's V.M. Salgaocar College of Law	Miramar,Panaji-Goa.	LLB.Degree/LL.B.(Hons)/LL.M.& Research Centre
31.	Vidya Vikas Mandal's Govind Ramnath Kare College of Law	P.O.Box No.777, Govind Ramnath Kare Road, Transor,Comba, Margao-Goa.	LL.B,LL.B.(Hons),PG Diploma in Labour Law & Labour Welfare, and LL.M.& PG Diploma in Corporate Law.
32.	National Hydrographic School	C/o Headquarters, Goa Naval Area, Vasco-da-Gama,Goa.	Master in Hydrographic Survey
33.	Govt. of Goa, Goa College of Music	Dr. T. B. Cunha Educational Complex, Altino Panaji Goa	U.G./P.G. Courses in Music
34.	Goa College of Art	Altino Panaji Goa	B.F.A./Applied Art B.F.A./Painting
35.	Institute of Psychiatry & Human Behaviour	Bambolim Goa	P.G. Courses in M.D./D.P.M.(Psychological Medicine)
36.	Government of Goa Institution Goa College of Architecture	Altino Panaji Goa	B. Arch
37.	Government of Goa, Goa College of Home Science	Campal Panaji Goa	B.Sc.(Home Science)
38.	Ponda Education Society's College of Pharmacy Education & Research	Faurmagudi Ponda Goa	B. Farm
39.	Government of Goa, Goa College of Pharmacy	Panaji Goa	B. Pharm/M. Pharm
40.	Goa Dental College and Hospital	Bambolim Goa	B.D.S./M.D.S.
41.	Shri Rayeshwar Institute of Engineering & Information Technology	Shiv Shail, Karai Shiroda Goa	B.E. Electronics & Telecommunications engineering/Computer Engineering/Information Technology

42	Padre Conceicao College of Engineering	Agnel Ashram, Verna Goa	B.E./M.E. Electronics & Telecommunications/ Mechanical, M.E. (Information Technology)
43.	Govt. of Goa College of Engineering	Farmagudi, Ponda Goa	B.E./M.E. Electronics and Telecommunications (micro Electronics) M.E. (Elect. Comm. & Instrumentation)
44.	Goa Medical College	Bambolim Goa	M.B.B.S. (P.G. Diploma courses) MD/MS/M.Ch. Neurosurgery/MD in Anesthesiology
45.	Ponda Education Society's College of Education	Farmaudi, Ponda Goa	B.Ed.
46.	Nirmala Institute of Education	Altino, Panaji Goa	B.Ed/PG Diploma in Guidance & Counseling/ B.Ed.(Special Education)
47.	Dr. Dada Vaidya College of Education	Farmagudi Ponda Goa	B.Ed.

APPENDIX II

Standards for Libraries in Higher Education 2004

1 Points of Comparison

Each library is encouraged to choose its own peer group for the purpose of comparisons. Once a peer group has been determined, "points of comparison" can be made to compare the strength of the library with its peers. Suggested points of comparison for input and output measures are provided.

1.1.1 Suggested Points of comparison: Input measures

- Ratio of volumes to combined total student (undergraduate and graduate, if applicable) and faculty FTE.
- Ratio of volumes added per year to combined total student and faculty FTE.
- Ratio of material/information resource expenditures to combined total student and faculty FTE.
- Percent of total library budget expended in the following three categories:
 1. materials/information resources, subdivided by print, microform, and electronic.
 2. staff resources, subdivided by librarians, full and part-time staff, and student assistant expenditures. Federal contributions, if any, and outsourcing costs should be included here. When determining staff expenditures care should be taken to consider comparable staff (i.e., including or excluding media, systems or development staff) and fringe benefits (within or outside the library budget).
 3. all other operating expenses (e.g., network infrastructure, equipment).
- Ratio of FTE library staff to combined student and faculty FTE.
- Ratio of usable library space (in square feet) to combined student and faculty FTE.
- Ratio of number of students attending library instructional sessions to total number of students in specified target groups.(3)
- Ratio of library seating to combined student and faculty FTE.(4)
- Ratio of computer workstations to combined student and faculty FTE (consider that institutional requirements for student

ownership of desktop or laptop computers could affect the need for workstations within the library).

2.1.2 Suggested Points of comparison: Output measures

- Ratio of circulation (excluding reserve) to combined student and faculty FTE.
- Ratio of interlibrary loan requests to combined student and faculty FTE (could be divided between photocopies and books).
- Ratio of interlibrary loan lending to borrowing.
- Interlibrary loan/document delivery borrowing turnaround time, fill rate, and unit cost.
- Interlibrary loan/document delivery lending turnaround time, fill rate, and unit cost.
- Ratio of reference questions (sample week) to combined student and faculty FTE.

1.1 Planning, Assessment, and Outcomes Assessment

1.1.1

Planning

The library should have a mission statement and goals to serve as a framework for its activities. Assessment of the quality and effectiveness of the library should be linked closely with the specific mission and goals of the institution. In order to build its programs and services in the context of the institution the library should be involved in the overall planning process.

2.1.3 Assessment

Comprehensive assessment requires the involvement of all categories of library users and also a sampling of non-users. The choice of clientele to be surveyed and questions to be asked should be made by the administration and the staff of the library with the assistance of an appropriate advisory committee. Questions should relate to how well the library supports its mission and how well it achieves its goals and objectives. Library users should be encouraged to offer signed or anonymous comments and suggestions. Opportunities for making suggestions should be available both in the library and through remote electronic access. All categories of users should be given an opportunity to participate in the evaluation. The weight given to responses should be consistent with the focus and mission of the

library. A program of assessment and evaluation should take into consideration the changing rhythm of the academic year. Evaluation should be an ongoing process.

2.1.4 Outcomes Assessment

Outcomes assessment will increasingly measure and affect how library goals and objectives are achieved. It will address the accountability of institutions of higher education for student achievement and cost effectiveness. Outcomes assessment can be an active mechanism for improving current library practices. It focuses on the achievement of outcomes that have been identified as desirable in the library's goals and objectives. It identifies performance measures, such as proficiencies, that indicate how well the library is doing what it has stated it wishes to do. Assessment instruments may include surveys, tests, interviews, and other valid measuring devices. The instrument should be valid, and the way it is used should be appropriate for the task. Colleagues at peer institutions may render invaluable assistance by suggesting assessment questions and sample sizes, by sharing lessons learned, and suggesting alternative methods for measuring outcomes.

Questions:

1. Is the library's mission statement clearly understood by the library staff and the institution's administration? Is it reviewed periodically?
2. How does the library incorporate the institution's mission into its goals and objectives?
3. How does the library maintain a systematic and continuous program for evaluating its performance, for informing the institution's community of its accomplishments, and for identifying and implementing needed improvements?
4. Is the library's assessment plan an integral component of the institution's assessment and accreditation strategies? For example, does the library revise and update its assessment procedures in conjunction with campus-wide planning and the actions of academic departments?
5. How does the library assess itself? (e.g., What quantitative and qualitative data does the library collect about its performance? How does it take into account special needs, such as those of physically challenged users?)

6. What outcomes does the library measure, and how does it measure these outcomes?
7. How does the library compare itself with its peers?

2.2 Services

The library should establish, promote, maintain and evaluate a range of quality services that support the institution's mission and goals. The library should provide competent and prompt assistance for its users. Hours of access to the library should be reasonable and convenient for its users. Reference and other special assistance should be available at times when the institution's primary users most need them.

Questions:

1. How well does the library establish, promote, maintain and evaluate a range of quality services that support the academic program of the institution and optimal library use?
2. Are reference, circulation, and government document services designed to enable users to take full advantage of the resources available to them?
3. How do student and faculty expectations affect library services?
4. How well do interlibrary loan and document delivery services support the needs of qualified users?
5. Does the library maintain hours of access consistent with reasonable demand?
6. What library services are provided for programs at off-campus sites? How are the needs of users and their satisfaction determined at those sites?
7. How are students and faculty informed of library services?
8. Does the library maintain and utilize quantitative and qualitative measurements of its ability to serve its users?
9. When academic programs are offered at off-campus sites, what are the standards or guidelines used to assure success? Are the *ACRL Guidelines for Distance Learning Library Services* (<http://www.ala.org/acrl/guides/distlrng.html>) used to consider existing and potential services?

2.3 Instruction

The library should provide information and instruction to users through a variety of reference and user education services, such as

course-related and course-integrated instruction, hands-on active learning, orientations, formal courses, tutorials, pathfinders, and point-of-use instruction, including the reference interview.

As an academic or instructional unit within the institution, the library should facilitate student success, as well as encourage lifelong learning. The librarians should assist primary users and others in information retrieval methods, evaluation, and documentation.

In addition, librarians should collaborate frequently with classroom faculty; they should participate in curriculum planning and information literacy instruction as well as educational outcomes assessment. Information literacy skills and user education should be integrated across the curriculum and into appropriate courses with special attention given to information evaluation, critical thinking, intellectual property, copyright, and plagiarism.

Questions:

1. Does the library provide formal and informal opportunities for instruction?
2. Does the library provide adequate space for instruction for both large and small groups? Is the available space designed to provide hands-on instruction, as well as presentation of all types of resources?
3. Does the library make appropriate use of technology in its instruction?
4. How do librarians work with classroom faculty in developing and evaluating library curricula in support of specific courses?
5. If applicable, how does the library facilitate faculty research?
6. Does the library provide a variety of educational programs?
7. How does the library promote and evaluate its instructional programs?
8. How does the library apply the *Information Literacy Competency Standards for Higher Education*?

2.4 Resources

The library should provide varied, authoritative and up-to-date resources that support its mission and the needs of its users. Resources may be provided onsite or from remote storage locations, on the main campus and/or at off-campus locations. Moreover, resources may be in a variety of formats, including print or hard copy, online electronic text or images, and other media. Within budget

constraints, the library should provide quality resources in the most efficient manner possible. Collection currency and vitality should be maintained through judicious weeding.

Questions:

1. What criteria are used to make decisions about the acquisition, retention, and use of print, electronic, and media resources? How does the library select resources for its users?
2. What is the role of the classroom faculty in the selection of library resources and in the ongoing development and evaluation of the collection?
3. Does the library have a continuing and effective program to evaluate its collections, resources and online databases, both quantitatively and qualitatively?
4. Do print, media, and electronic resources reflect campus curricular and research needs?
5. Does the library have sufficient user licenses for its electronic resources so that on-site and remote users can be accommodated?
6. How are consortium purchasing and licensing agreements utilized?
7. If the library has responsibility for collecting and maintaining the institution's archives, how does it address these responsibilities?
8. How do the library's collections and online databases compare with its peers?
9. Does the library maintain the currency and relevancy of the collection through a judicious weeding program?

2.5 Access

Access to library resources should be provided in a timely and orderly fashion. Library collections and the catalog for accessing them should be organized using national bibliographic standards. A central catalog of library resources should provide access for multiple concurrent users and clearly indicate all resources. Provision should be made for interlibrary loan, consortial borrowing agreements, access to virtual electronic collections, and document delivery to provide access to materials not owned by the library

Questions:

1. What methods are used to provide maximum intellectual and physical accessibility to the library and its resources?
2. How are the accuracy and currency of the catalog assured?
3. Is the arrangement of the collections logical and understandable?
4. Does the library provide timely and effective interlibrary loan or document delivery service for materials not owned by the library?
5. Does the library participate in available consortial borrowing programs?
6. Does the library provide sufficient numbers of appropriately capable computer workstations for access to electronic resources?
7. Is access to the catalog and to other library resources available across campus and off-campus?
8. If materials are located in a storage facility, are those materials readily accessible?
9. In what ways does the library provide for its users who are engaged in distance learning programs?

2.6 Staff

The staff should be sufficient in size and quality to meet the programmatic and service needs of its primary users. Librarians should have a graduate degree from an ALA-accredited program. In addition, there may be other professional staff who will have appropriate combinations of training, experience, and/or degrees. All library professionals should be responsible for and participate in professional activities. The support staff and student assistants should be assigned responsibilities appropriate to their qualifications, training, experience, and capabilities. This policy should be consistent with the *ACRL Standards for Faculty Status for College and University Librarians* (<http://www.ala.org/acrl/guides/facstat01.html>).

Questions:

1. Does the library employ staff capable of supporting and delivering information in all available formats, including electronic resources?
2. Is sufficient budgetary support provided to ensure the ongoing training of all staff?

3. Does the library have qualified librarians, other professional staff, skilled support staff, and student assistants in adequate numbers to meet its needs? Counts may include FTE library staff numbers for total staff and a separate number for FTE librarians (MLS or equivalent).
4. How does the institution ensure that the library's professional staff have the appropriate accredited degrees, and how does it encourage them to engage in appropriate professional activities?
5. How does the size of the library staff relate to the goals and services of the library, the institution's programs, degrees, enrollment, size of the faculty and staff, and auxiliary programs?
6. How do library staff policies and procedures compare with institutional guidelines and sound personnel management, especially in the areas of recruitment, hiring, appointment, contract renewal, promotion, tenure, dismissal, and appeal?
7. How do staff members who are responsible for instruction maintain sufficient knowledge and skills to be effective instructors?
8. How does the library provide security and emergency training for its staff?

2.7 Facilities

The library facility and its branches should be well planned; it should provide secure and adequate space, conducive to study and research with suitable environmental conditions for its services, personnel, resources and collections. The library's equipment should be adequate and functional.

Questions:

1. Does the library provide well-planned, secure, and sufficient space to meet the perceived needs of staff and users?
2. Are building mechanical systems properly designed and maintained to control temperature and humidity at recommended levels?
3. What are the perceptions of users regarding the provision of conducive study spaces, including a sufficient number of seats and varied types of seating?
4. Is there enough space for current library collections and future growth of print resources?

5. Does the staff have sufficient workspace, and is it configured to promote efficient operations for current and future needs?
6. Does the library's signage facilitate use and navigation of the facilities?
7. Does the library provide ergonomic workstations for its users and staff?
8. Are electrical and network wiring sufficient to meet the needs associated with electronic access?
9. Does the library meet the requirements of the Americans with Disabilities Act?
10. Are facilities provided to distance learners considered in the context of the *ACRL Guidelines for Distance Learning and Library Services* (<http://www.ala.org/acrl/guides/distlrng.html>)?

2.8 Communication and Cooperation

Communication is essential to ensure the smooth operation of the library. Communication should flow from all levels of the library: from the director/dean to the staff and from the staff to the director/dean. The library should have a regular mechanism to communicate with the campus.

Library staff should work collaboratively and cooperatively with other departments on campus. A special relationship should be encouraged between the library and information technology staff in providing access to electronic information resources..

Questions:

1. Is there effective communication within the library that allows for a free flow of administrative and managerial information?
2. Are staff members encouraged to suggest new ideas or procedures to improve operations or working conditions within the library? Is there a process to facilitate this?
3. Does the library have a regular means to exchange information with the campus?
4. Has the library established cooperative working relationships with other departments on campus?
5. If the library and information technology are administered separately, does the organizational structure provide opportunities for productive communication and collaboration?

6. If one administrator has responsibility for both the library and information technology, how well have the two functions been integrated?
7. Is the library able to obtain technical support for information technology in the form of in-house expertise to provide electronic resources to on-site and remote users?
8. Is the capacity of the campus network sufficient to provide reasonable response times for local and remote information resources?

2.9 Administration

The library should be administered in a manner that permits and encourages the most effective use of available library resources. The library director/dean should report to the president or to the appropriate chief academic or instructional officer of the institution. There should be a standing library advisory committee. The responsibilities and authority of the library director/dean should be defined in writing. If there are distance learning services provided, they should be administered in keeping with the suggestions offered in the *ACRL Guidelines for Distance Learning Library Services*. The library should be administered in accordance with the spirit of the ALA "Library Bill of Rights."

Questions:

1. How does the library administration encourage effective use of available library resources?
2. What is the statutory or legal foundation (e.g., institutional bylaws) for the library's activities?
3. To whom does the library director/dean report? Is that reporting relationship appropriate?
4. Is there a document that defines the responsibilities and authority of the library director/dean?
5. Does the library have a standing advisory committee? Does the committee have adequate classroom faculty and student representation? How effective is the committee?
6. How effective are the policies and procedures that determine internal library governance and operations?
7. Does the library operate in accord with the spirit of the ALA "Library Bill of Rights"?

2.10 Budget

The library director/dean should prepare, justify, and administer a library budget that is appropriate to the library's objectives. The budget should meet the reasonable expectations of library users when balanced against other institutional needs. The budget should support appropriate levels of staffing and adequate staff compensation.

Questions:

1. Does the library director/dean prepare, justify, and administer the library budget in accordance with agreed upon objectives?
 2. Are the library's annual authorized expenditures adequate to meet the ongoing, appropriate needs of the library?
 3. How is the institution's curriculum taken into account when formulating the library's budget?
 4. How are the instructional methods of the institution, especially as they relate to independent study, considered when formulating the library's budget?
 5. What methods are used to determine the adequacy of existing collections? Is the budget adequate to maintain an appropriate rate of collection development in fields pertinent to the curriculum?
 6. How does the size, or anticipated size, of the student body and the classroom faculty affect the library budget?
 7. Does the budget support an appropriate level of staffing and compensation?
 8. How is the adequacy and availability of funding for other library resources (e.g., Archives and Special Collections) determined?
 9. Does the library budget reflect the library's responsibility for acquiring, processing, servicing, and providing access to media and computer resources?
 10. To what extent does the library director/dean have authority to apportion funds and initiate expenditures within the library budget and in accordance with institutional policy?
 11. How does the library monitor its encumbrances and the payment of its invoices? How does the library determine its choices and schedule its expenditures?
 12. Does the budget include adequate support for extended campus programs?
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APPENDIX III

STANDARDS FOR CANADIAN COLLEGE LIBRARIES 2004

STANDARD ONE: MISSION

- 1.0 The college library should have a comprehensive mission statement based on the nature and purpose of its institution.
 - 1.1 The mission statement shall be developed in consultation with the widest possible representation of the college community.
 - 1.2 The mission statement shall be used, along with institutional educational goals, in the annual planning process.
 - 1.3 The library shall be an integral part of the instructional process of the institution

STANDARD TWO: ADMINISTRATION

- 2.0 The responsibilities and functions of the component units of the library within the institutional structure shall be clearly defined.
 - 2.1 The duties and responsibilities of the chief administrator in the library shall be clearly defined within the institutional structure.
 - 2.2 The chief administrator shall be a professionally trained librarian, knowledgeable about library resources and services.
 - 2.3 The Library staff should be involved in various levels of academic activities and institutional planning.
 - 2.4 Advisory committees can be formed to provide information and feedback to the library.

STANDARD THREE: STAFFING

- 3.0 Sufficient and qualified professional and support staff should be available to implement the services for which the library is responsible.
 - 3.1 The librarians shall have a graduate degree in library science/information studies from an ALA accredited institution and shall have full faculty status.
 - 3.2 Support personnel should have specialized training or experience appropriate to their job function.

3.3 Library technicians require a two-year diploma in library techniques. Job classification should adequately reflect education, training and responsibilities.

3.4 There should be a commitment on the part of the college to provide professional development opportunities for all library employees (including but not limited to participation in library associations).

TABLE A: STAFFING REQUIREMENTS FOR SINGLE CAMPUS SERVICES MINIMUM STANDARD*

FTE STUDENTS	ADMIN LIBRARIAN	LIBRARIANS	LIBRARY TECHNICIANS	OTHER SUPPORT	TOTAL STAFF
Under 1000	1	2	2	2	7
1000-2999	1	3	3	3	10
3000-4999	2	4	5	4	15
5000-6999	2	6	7	6	21
7000-8999	3	6	9	7	25
9000-10999	3	8	11	9	31
11000-12999	4	12	13	11	40
13000-14999	5	13	16	13	47
15000-16999	6	14	19	16	55
17000-18999	6	16	21	18	61

* Additional staff will be required if multi-campus sites are involved or additional programs and/or services are offered.

STANDARD FOUR: SERVICES

4.0 The library shall establish, promote, maintain, and evaluate a range of quality services that support the teaching and learning process in the institution.

4.1 Services shall be provided for all types of library users. In planning services, careful consideration should be given to the diverse needs of the student population and other members of the college community.

4.2 Hours of access to the library should be reasonable and convenient for its users.

- 4.3 The library shall provide competent and prompt assistance for its users.
- 4.4 Libraries should follow approved guidelines for distance/distributed library services. (See ACRL and CLA guidelines for distance/distributed library services.)
- 4.5 Libraries should follow approved guidelines for services to persons with disabilities, including those with special needs. (See National Library of Canada guidelines and provincial legislation regarding persons with disabilities.)
- 4.6 The library should commit to participation in library networks, resource sharing and partnerships in order to provide comprehensive access to services and resources.
- 4.7 Technology and equipment to access information and to assist the instruction process should be available and managed efficiently to ensure effective utilization.
- 4.8 Provision should be made for instructional support, production, and presentation services.
- 4.9 Information literacy and bibliographic instruction programs should be provided through a variety of techniques. (See ACRL Information Literacy Competency Standards.) As an academic unit within the college, the library should facilitate academic success as well as encourage lifelong learning.

STANDARD FIVE: COLLECTIONS

- 5.0 The library shall provide varied, authoritative, and current resources that support its mission and the needs of its users. It shall make available an organized collection of resources in diversified formats to support the teaching and learning process within the institution.
- 5.1 A collection development policy shall serve as the basis for selection, acquisition and de-selection of resources. As a minimum, the policy should include the following:
 - A. The purposes for which resources are acquired
 - B. The primary clientele who are to be served
 - C. The types of collections to be provided, e.g. circulating, reference, etc.
 - D. The kinds of materials to be acquired
 - E. The various factors to be considered in determining acquisition priorities
 - F. Any arrangements with other institutions or agencies for cooperative collection development activities

- G. A description of its support of the Canadian Library Association Statement on Intellectual Freedom
- H. A statement on the acceptance and incorporation of gifts into the collection recognizing the library's right to decline donations if the material is considered inappropriate
- I. A statement for the de-selection, weeding or withdrawal of materials (e.g. 3% to 5% of the collection should be replaced annually.)

5.2 Selection of library resources should be coordinated by librarians in close consultation with faculty. Final selection decisions are the responsibility of the library administrator or designate.

5.3 The collection shall be of sufficient scope, currency, and vitality to support the curriculum as well as the information needs of students and faculty.

5.4 The library shall maintain an optimal blend of print, audio-visual, multimedia, and electronic resources.

5.5 All collections should be organized utilizing approved cataloguing and/or metadata systems/standards in order to provide easy access and retrieval.

5.6 The library shall take a leadership role in ensuring that documents pertaining to the institution's history are collected, preserved and made accessible.

TABLE B: COLLECTION SIZE FOR A SINGLE CAMPUS LIBRARY MINIMUM STANDARD *

FTE Students	Current Volumes**	Current Print Periodicals	E-journals (full-text)	Other Formats ***	Licensed e-databases
Under 1000	30,000	230	3,000	2,640	10
1000-2999	40,000	300	5,000	5,500	20
3000-4999	60,000	500	8,000	8,750	24
5000-6999	80,000	700	10,000	11,250	30
7000-8999	95,000	850	12,000	13,600	36
9000-10999	110,000	900	14,000	16,600	40
11000-12999	125,000	1,000	18,000	19,400	44
13000-14999	140,000	1,200	20,000	22,000	48
15000-16999	155,000	1,800	25,000	24,400	52
17000-18999	170,000	1,800	30,000	26,600	56

* Additional resources will be required if multi-campus sites are involved or additional programs and/or services are offered.

** Includes print and e-books

*** Includes video, DVD, audio, government documents, microform, maps, etc.

STANDARD SIX: BUDGET

- 6.0 The library administrator shall develop an appropriate budget to meet library objectives.
- 6.1 The library budget should include sufficient funding for staffing, collections, equipment, automated systems, licenses, contract services (e.g. cataloguing), consortia costs, etc.
- 6.2 The library administrator shall have authority to apportion funds and initiate expenditures within the library budget and in accordance with college policy.
- 6.3 Library-related revenues (e.g. fines, fees, payments, etc.) shall be used in support of library operations and services.
- 6.4 There are a variety of indicators that institutions may use as tools in the budget allocation process. These may include, but are not limited to the following:
- A. Library budget as a percentage of the total institutional budget. The recommended minimum is 6%.
 - B. Library budget as a per capita allocation based on FTE (fulltime equivalent) student enrolment. The recommended minimum is \$500 per student FTE. Complexity and variety of programs, along with inflation, would require this figure to be increased accordingly.

STANDARD SEVEN: FACILITIES

7.0 The library shall provide space for collections, individual and group study/research, bibliographic and information literacy instruction, public service activities, equipment, staff work areas/offices, technical service operations.

Where appropriate, space should be provided for library commons, media services, etc. *Architectural Graphic Standards* and *Building Codes* should form the basis for determining appropriate assignable square footage (ASF) for library functions.

7.1 The space for user activities should accommodate a wide variety of learning and study situations:

7.1.1 Provide a welcoming and comfortable ambiance;

7.1.2 Be designed to encourage and facilitate use;

7.1.3 Meet program requirements for student research (e.g. collaborative work space, individual study space, instructional space, etc.)

7.1.4 Conform to approved space standards.

7.2 Advances in technology require flexibility and planning for a range of applications including specialized equipment, electrical and computer connections, appropriate lighting, environmental control, fire protection, security.

7.3 Space assigned to the library should be utilized specifically for library functions.

7.4 Space for the college library shall be computed by net assignable square feet (NASF) based on the following:

- size of the student body and faculty
- size of the collections
- public service needs
- instruction needs
- library equipment & library technology needs
- library staff workspace requirements

Areas such as the main lobby, elevators, stairs, corridors, restrooms, and areas accommodating maintenance services are not deemed usable.

A. User needs:

- Seating requirements shall be 1 seat for each 10 students.

B. Collection needs:

- Shelving shall accommodate convenient and orderly organization of the collections, and allow for a variety of material formats. Space should be allocated for future growth and changing formats (e.g. print, audio-visual, digital materials). Minimum recommendation: 0.1 NASF x number of bound volumes.

C. Public service needs:

- Space shall be provided for circulation and reference service areas, instructional areas, computer workstations, group and individual study areas, quiet study areas, group study rooms, relaxed reading areas, media viewing, reproduction and production areas, etc.

Minimum recommendation: 27.5 NASF x number of user seats/stations.

D. Instruction needs:

- Library classroom space shall be provided to accommodate hands-on active learning, orientations, tutorials, etc. for a minimum 50 students.

E. Library equipment and technology needs:

- Adequate space will be allocated for computer labs, library commons, media services, automated systems, security systems, etc.

F. Library staff workspace:

- Sufficient space shall be allocated to accommodate offices, individual workstations, group work areas, files, equipment, and services.

APPENDIX IV

Compilation of standards from ARLIS/NA

General Standards and Guidelines

1. American Library Association. Association of College and Research Libraries. *Guidelines for Branch Libraries in Colleges and Universities*. June 1990.
http://www.ala.org/Content/NavigationMenu/Our_Association/Divisions/ACRL/Standards_and_Guidelines/Standards_and_Guidelines_by_Topic.htm
2. American Library Association. Association of College and Research Libraries. *Standards for College Libraries*. 2000.
<http://www.ala.org/acrl/guides/college.html>
3. ARLIS/UK & Ireland. *Guidelines for Art and Design Libraries: Stock, Planning, Staffing and Autonomy*. Bromsgrove, England: ARLIS/UK & Ireland, 1990.
4. Standards for Libraries in Higher Education
<http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm>

Collections Standards and Guidelines

1. American Library Association. Association of College and Research Libraries. *Guidelines for Branch Libraries in Colleges and Universities*. June 1990.
http://www.ala.org/Content/NavigationMenu/Our_Association/Divisions/ACRL/Standards_and_Guidelines/Standards_and_Guidelines_by_Topic.htm
2. American Library Association. Association of College and Research Libraries. *Guidelines for Media Resources in Academic Libraries*. 1999.
<http://www.ala.org/acrl/guides/medresg.html>
3. American Library Association. Association of College and Research Libraries. *Standards for College Libraries*. 2000.
<http://www.ala.org/acrl/guides/college.html>
4. American Library Association. Association of College and Research Libraries. [Assorted standards for rare books, manuscripts and archives]
http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Standards_and_Guidelines_by_Topic.htm

5. ARLIS/UK & Ireland. *Guidelines for Art and Design Libraries: Stock, Planning, Staffing and Autonomy*. Bromsgrove, England: ARLIS/UK & Ireland, 1990.
6. ARLIS/UK & Ireland. Stock Disposal Working Party. *Guidelines on Stock Disposal*. 1999.
<http://www.arlis.org.uk/publ/stoc.html>
7. Association of Architecture School Librarians. *AASL Core List of Periodical Titles for a First-Degree Program in Architecture*. 1995, updated 1998, 2002.
<http://www.library.njit.edu/archlib/aasl/core-list/index.cfm>
"The Association of Architecture School Librarians endorses this list as a basic 'must have' group of titles, a starting point rather than an end."
8. Visual Resources Association. Committee on Intellectual Property Rights. *Image Collection Guidelines: The Acquisition and Use of Images in Non-Profit Educational Visual Resources Collections*. March 2001.
<http://www.vraweb.org/copyright/guidelines2.html>
9. Whiteside, A.B., P. Born, A.A. Bregman. *Collection Development Policies for Libraries & Visual Collections in the Arts*. Laguna Beach: Art Libraries Society of North America, 2000. Although not guidelines per se, this collection of policies provides guidance through example.

Digital Collections and Services Standards and Guidelines

1. Digital Library Federation. *Digital Library Standards and Practices*. October 2002. <http://www.diglib.org/standards.htm>
2. International Federation of Library Associations and Institutions. *IFLA Digital Reference Standards Project*. December 2002. <http://www.ifla.org/VII/s36/pubs/drsp.htm>
3. National Initiative for a Networked Cultural Heritage. *NINCH Guide to Good Practice in the Digital Representation and Management of Cultural Heritage Materials*. October 2002.
<http://www.nyu.edu/its/humanities/ninchguide/>
4. Research Libraries Group. *RLG Guidelines for Microfilming to Support Digitization*. January 2003.
<http://www.rlg.org/preserv/microsuppl.pdf>
5. U.S. National Institutes of Health. *Evaluation Design/Planning and Methodology for the NIH Web Site—Phase I. Appendix 3. Heuristic Guidelines for Expert Critique of a Web Site*. n.d.
http://irm.cit.nih.gov/itmra/weptest/app_a3.htm

6. Western Trails (A Collaboration of Cultural Heritage Institutions from Colorado, Kansas, Nebraska, and Wyoming). *Western States Digital Imaging Best Practices*. January 2003. http://www.cdpheritage.org/westertrails/wt_bpsscanning.html
World Wide Web Consortium (W3C). *Web Content Accessibility Guidelines 1.0*. May 1999. <http://www.w3.org/TR/WAI-WEBCONTENT/>

Cataloging / Intellectual Access Standards and Guidelines

1. ARLIS/UK & Ireland. *Art Exhibition Documentation in Libraries: Cataloguing Guidelines*. Bromsgrove, England: ARLIS/UK & Ireland, 2000.
2. National Information Standards Organization. ANSI/NISO Z39.85 – 2001. *Dublin Core Metadata Element Set*. 2001. <http://www.niso.org/standards/index.html>
3. Society of American Archivists. Working Group on Standards for Archival Description. Walsh, Victoria Irons, compiler. *Standards for Archival Description: A Handbook*. 1994. <http://www.archivists.org/catalog/stds99/index.html>
4. Visual Resources Association. Data Standards Committee. *Data Standards*. <http://www.vraweb.org/datastandard.html>
5. Links to controlled vocabularies and other sites relevant to data standards. Visual Resources Association. Data Standards Committee. *VRA Core Categories*. Version 3.0. 2002. <http://www.vraweb.org/vracore3.htm>

Services Standards and Guidelines

1. American Library Association. Association of College and Research Libraries. *Guidelines for Branch Libraries in Colleges and Universities*. June 1990. <http://www.ala.org/acrl/guides/branches.html>
2. American Library Association. Association of College and Research Libraries. *Standards for College Libraries*. 2000. <http://www.ala.org/acrl/guides/college.html>
3. American Library Association. Association of College and Research Libraries. Distance Learning Section. *Guidelines for Distance Learning Library Services*. 1981, revised 1990, 1998, 2000. http://www.ala.org/Content/NavigationMenu/ACRL//Standards_and_Guidelines/Guidelines_for_Distance_Learning_Library_Services.htm

4. American Library Association. Reference and User Services Association. *Guidelines for Information Services*. July 2000.
http://www.ala.org/Content/NavigationMenu/RUSA/Professional_Tools4/Reference_Guidelines/Guidelines_for_Information_Services.htm
5. American Library Association. Reference and User Services Association. *Guidelines for Liaison Work in Managing Collections and Services*. June 2001.
http://www.ala.org/Content/NavigationMenu/RUSA/Professional_Tools4/Reference_Guidelines/Guidelines_for_Liaison_Work_in_Managing_Collections_and_Services.htm
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7. American Library Association. Reference and User Services Association. *Interlibrary Loan Code for the United States: Explanatory Supplement*. [For use with the *Interlibrary Loan Code for the United States* January 2001.]
http://www.ala.org/Content/NavigationMenu/RUSA/Professional_Tools4/Reference_Guidelines/Interlibrary_Loan_Code_for_the_United_States_Explanatory_Supplement.htm
8. Society of American Archivists. *Guidelines for the Evaluation of Archival Institutions*. January 1994.
<http://www.archivists.org/governance/guidelines/evalgui.asp>
9. Guidelines for the Interlibrary Loan of Rare and Unique Materials
<http://www.ala.org/ala/acrl/acrlstandards/rareguidelines.htm>

Instruction Standards and Guidelines

1. American Library Association. Association of College and Research Libraries. *ACRL Guidelines for Instruction Programs in Academic Libraries*. 2003.
<http://www.ala.org/ala/acrl/acrlstandards/guidelinesinstruction.htm>
2. American Library Association. Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*. January 2000.
<http://www.ala.org/acrl/guides/objinfolit.html>

3. American Library Association. Association of College and Research Libraries. ACRL Institute for Information Literacy Best Practices Initiative. *Characteristics of Programs of Information Literacy that Illustrate Best Practices*. 2002. <http://www.ala.org/acrl/guides/bestprac.html>

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1. American Library Association. Association of College and Research Libraries. *Guidelines for Branch Libraries in Colleges and Universities*. June 1990. <http://www.ala.org/acrl/guides/branches.html>
2. American Library Association. Association of College and Research Libraries. *Standards for College Libraries*. 2000. <http://www.ala.org/acrl/guides/college.html> American Library Association. Library Administration and Management Association. *Library Security Guidelines*. June 2001. http://www.ala.org/Content/NavigationMenu/Our_Association/Divisions/LAMA/LAMA_Publications/Library_Security_Guidelines,_2001.htm
3. De Chiara, Joseph. *Time-Saver Standards for Building Types*. 4th ed. New York: McGraw-Hill, 2001.
4. Irvine, Betty Jo (ed.). *Facilities Standards for Art Libraries and Visual Resources Collections*.
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6. Sannwald, William W. *Checklist of Library Building Design Considerations*. 4th ed. Chicago: American Library Association, 2001.
7. U.S. Access Board. *ADA Accessibility Guidelines for Buildings and Facilities (ADAAG)*. January 1998. <http://www.access-board.gov/adaag/html/adaag.htm>
8. U.S. Dept. of Labor. Occupational Safety and Health Administration. *Occupational Safety and Health Standards*. 1974, last updated 2000. http://www.osha.gov/pls/oshaweb/owastand.display_standard_group?p_toc_level=1&p_part_number=1910&p_text_version=FALSE

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1. American Library Association. Association of College and Research Libraries. *Guidelines for Branch Libraries in Colleges and Universities*. June 1990.
<http://www.ala.org/acrl/guides/branches.html>
2. American Library Association. Association of College and Research Libraries. *Standards for College Libraries*. 2000.
<http://www.ala.org/acrl/guides/college.html>

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1. American Library Association. Association of College and Research Libraries. *Guidelines for Academic Status for College and University Librarians*. 2002.
http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Guidelines_for_Academic_Status_for_College_and_University_Librarians.htm
2. American Library Association. Association of College and Research Libraries. *Guidelines for Branch Libraries in Colleges and Universities*. June 1990.
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<http://www.ala.org/acrl/guides/college.html>
4. Art Libraries Society of North America. *Staffing Standards for Art Libraries & Visual Resources Professionals*. 1996.
<http://www.arlisna.org/staffing.html>
5. Art Libraries Society of North America and the Visual Resources Association. Joint ARLIS/NA and VRA Taskforce on Visual Resources Professional Issues. *Criteria for Hiring and Retention of Visual Resources Professionals*. 2002.
<http://www.arlisna.org/criteria02.html>

Performance and Competency Standards and Guidelines

1. American Library Association. Reference and User Services Association. *Guidelines for Behavioral Performance of Reference and Information Services Professionals*. January 1996.
http://www.ala.org/Content/NavigationMenu/RUSA/Professional_Tools4/Reference_Guidelines/Guidelines_for_Behavioral_P

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2. American Library Association. Reference and User Services Association. *Professional Competencies for Reference and User Services Librarians*. January 2003.
<http://www.ala.org/Content/NavigationMenu/RUSA/Professional Tools4/Reference Guidelines/Professional Competencies for Reference and User Services Librarians.htm>
3. Kopatz, K. (ed.). *Guidelines for the Visual Resources Profession*. Laguna Beach: Joint Publication of the Art Libraries Society of North America and the Visual Resources Association, 2000. "This 154-page book includes information on educational requirements; professional development and continuing education; job titles and job descriptions; performance evaluations; rank and status; collective bargaining and how to work with a union; accreditation and accrediting agencies; new technologies and the future of the profession."
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<http://www.sla.org/content/SLA/professional/meaning/comp.cfm>

Assessment Standards and Guidelines

1. American Library Association. Association of College and Research Libraries. *Guidelines for Branch Libraries in Colleges and Universities*. June 1990.
<http://www.ala.org/acrl/guides/branches.html>
2. American Library Association. Association of College and Research Libraries. *Standards for College Libraries*. 2000.
<http://www.ala.org/acrl/guides/college.html>
3. American Library Association. Association of College and Research Libraries. *Standards for Libraries in Higher Education*. Draft. 2003.
<http://www.ala.org/Content/NavigationMenu/ACRL/Standards and Guidelines/Standards for Libraries in Higher Education.htm>
4. Association of Research Libraries. *Measures for Electronic Resources*.
<http://www.arl.org/stats/newmeas/emetrics/index.html> Includes links to materials on statistics for electronic collections, on

usability testing of web pages, and ISO Standards for library statistics.

5. International Coalition of Library Consortia. *Guidelines for Statistical Measures of Usage of Web-Based Information Resources*. November 1998, updated December 2001. <http://www.library.yale.edu/consortia/2001webstats.htm>

Peer Statistics

1. Although not a standard, the imperative to look at comparable institutions is evident in many standards. Peer statistics are not easily obtained, especially for design libraries. The Association of Architecture School Librarians and the ARLIS/NA Architecture Section have been working jointly to develop peer statistics for architecture libraries. These statistics will be available through the AASL website <http://www.library.njit.edu/archlib/aasl/index.cfm>
2. Association of Research Libraries. *ARL Statistics*. <http://fisher.lib.virginia.edu/arl/index.html>
3. Brown, Jeanne and Judy Connorton (CUNY). "Statistical Profile of Academic Architecture Libraries." *Art Documentation* 15, no.1(1996): 39-50.
4. National Center for Educational Statistics. Library Statistics Program. *Academic Library Peer Comparison Tool*. <http://nces.ed.gov/surveys/libraries/academicpeer/>
5. Visual Resources Association and Art Libraries Society of North America. *VRA-ARLIS/NA Professional Status Survey*. 1999. <http://www.vraweb.org/publications/proffstatus.html>

APPENDIX V

Questionnaire on Minor Research Project:-

A study of the Best Practices adopted in College and University Libraries in Goa in relation to national and international standards.

Part A -Library Management

- 1) Name of the College/University_____
- 2) Year of Establishment _____
- 3) NAAC Grade _____
- 4) College Website

- 5) Library Website _____
- 6) Name of the Library (Other than College name if any)_____
- 7) Kindly specify the Mission, Vision, Values and Measures of the Library if any. (The **mission** of the library describes who the library serves, what they receive from the library, and for what purpose; the **vision** describes the library in its future perfect state, assuming that the mission is being carried out in the most perfect way. the **Values** clarify the enduring principles for which the library stands. Values are applied by the library as it makes decisions; The **Measures** – High-level measurements allow the library’s decision makers and stakeholders to follow the Library’s progress.)
 - Mission
 - Vision
 - Values
 - Measures
- 8) Library Working hours on Regular days

- 9) Does your library have extended library hours? YES/NO. If YES what is the timing during
 - i. Sundays _____
 - ii. Holidays _____
 - iii. Exam days _____
- 10) Does your library have Library Advisory Committee? YES/NO. If yes what is the role of the committee ?
- 11) Are Training Programmes conducted for the library staff? YES/NO

- 12) Total carpet Area of the library_____
- 13) Seating capacity _____
- 14) No. of professional Library staff_____
- 15) No. of non-professional Library staff_____
- 16) Any other library staff _____
- 17) No. of students_____
- 18) No. of faculty _____
- 19) Name of the Classification Scheme :- Dewey Decimal Classification/ Any other _____
- 20) Name of the Cataloguing standards :- AACR2/Any Other _____
- 21) Does your library have a Generator/Inverter for uninterrupted power supply?
YES/NO
- 22) Please Tick \checkmark whether the library has the following facilities.
- i. Notice boards
 - ii. Display racks
 - iii. Drinking water facility
 - iv. Toilet facilities
 - v. Fire extinguishers
 - vi. A.C. rooms
 - vii. Research cubicles for scholars/teachers
- 23) No. of computers in the library _____. (for staff use _____; for students use _____)
- 24) Does the library have Internet facility? YES/NO
- 25) Does the library is computerised. YES/NO. If YES
- A. Name of the Library software _____
 - B. Areas of Library Computerization (Please Tick \checkmark)
- i. Administration
 - ii. Technical Processing
 - iii. Circulation
 - iv. Serial control
 - v. OPAC
 - vi. Reporting
 - vii. Any other _____
- 26) Is your Library Bar-coded? YES/NO
- 27) Does your library have a policy on loss of books? YES/NO
- 28) Does your library have policy on removal of obsolete books? YES/NO

29) Does your library have Overall policy of the institution about the library in written form? YES/NO.

30) What is your Library Budget for the financial year 2010-11?
(Approximately.) _____

Part B – Collection and services provided to Users

31) Open Access/ Closed Access Library. (Tick \checkmark)

32) Total No. of documents (Approximately)

- (i) Books _____
- (ii) Text Books _____
- (iii) Reference Books _____
- (iv) Current Journals _____
- (v) Peer reviewed Journals _____
- (vi) Back Volumes of Journals _____
- (vii) Magazines _____
- (viii) **E- Information Resources**
 - CD's /DVD's _____
 - Databases _____
 - Online Journals _____
- (ix) **Special collection**
 - Competitive Examinations _____
 - Braille materials _____
 - Rare collection _____
 - AV Materials _____
 - Any other _____
- (x) Book Bank _____

33) Does the library maintain a special collection of national and international agencies? (Please \checkmark)

- i. World Bank
- ii. UNO
- iii. UGC
- iv. Any other _____

34) Number of Library Cards issued to i) Faculty _____, ii) Students _____

35) Do you issue any other special library card? _____

36) Does your library provide Reference service? YES/NO

37) Does your library provide current awareness service? YES/NO

38) Does your library provide Selective Dissemination of Information service?
YES/NO

39) Does your library provide bibliographic services? YES/NO

40) Does your library have photocopying facility? YES/NO

41) Does your library provide inter-library loan facility? YES/NO

- 42) Does your library have book-bank facility? YES/NO
- 43) Does your library have Audio-visual resources? YES/NO
- 44) Does your library have New Arrival Display rack? YES/NO
- 45) Does the Library display newspaper clippings on the notice board? YES/NO
- 46) Does the Library have newspaper clipping files? YES/NO
- 47) Does your College Prospectus have sufficient information about the College Library? YES/NO
- 48) Does your library publish separate library handbook? YES/NO
- 49) Does your library publish news bulletin? YES/NO
- 50) Does your library conduct Library book exhibitions? YES/NO. If yes type of book exhibition. (Please ✓)
- i. Book exhibition of Publishers and distributors
 - ii. Section wise book exhibition from the library
- 51) Does your library have following digital Repositories? (Please ✓)
- a. Article Repositories
 - b. Publication Repositories
 - c. Question paper Repositories
 - d. Course ware Repositories
 - e. Any other _____
- 52) Extent of the Use of Services (percentage may be specified)
- II. Average number of books issued per day _____
 - III. Average number of books returned per day. _____
 - IV. Average no. of user visits per day _____
 - V. Average no. of documents consulted per day _____
 - VI. Number of reference enquiries (users) on an average per day. _____
 - VII. Average number of log-ins into the e-Library Services/e-documents delivered per month _____

Part C - Other Best Practices

- 53) Do you issue books for over-night reading? YES/NO
- 54) Does your library have student-volunteers working in your library? YES/NO
- 55) Do you have **earn-while-you-learn** scheme? YES/NO
- 56) Do you give library training to students? YES/NO
- 57) Does your Institution teach Library Science as a optional subject? YES/NO
- 58) Does the library have system map? YES/NO
- 59) Does the library have sign boards? YES/NO
- 60) Does the library have poster graphics? YES/NO
- 61) Does the library have suggestion box? YES/NO
- 62) Does the library have notice board? YES/NO
- 63) Does your library give the best user award? YES/NO
- 64) Do you organize various competitions for the users? YES/NO. If yes type of competitions held

- 65) Do you organize book talk? YES/NO
- 66) How often do you conduct library stock verification? _____
- 67) Does your library offer Library services to outsiders? YES/NO. If Yes what is the criteria ?
- 68) Do you compile student/teacher attendance statistics and display the same on the notice board?
- 69) Do you maintain Registers to gather Library use statistics? YES/NO. If yes type of Register? (Please √)
- i. Entry register
 - ii. Book issue register
 - iii. Reference book issue register
 - iv. Any other _____
- 70) Does your library have membership of various library networks? YES/NO. If yes which one:
- a. INFLIBNET
 - b. DELNET
 - c. UGC INFONET
 - d. AICTE INDEST
 - e. Any other _____
-

- 71) Do you implement User Education programme in Library? YES/NO. If Yes, Tick √ the method of User Education:-
- a. Class-room instruction
 - b. Library broacher
 - c. Library tour
 - d. Any other _____

- 72) Does your library do user-survey? YES/NO. If yes the type of survey:

- 73) Does your library obtain feedback from the users through scientifically designed and analyzed questionnaires like SERVQUAL /LibQUAL+. YES/NO. If Yes the type of evaluating technique

- 74) Does your library have taken any patent? YES/NO. If YES name of the patent

- 75) Unique Activities of your Library in detail?

- 76) Any other Best practices that you would like to share?