Chapter 2
REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of literature includes literature directly related to the quality of library services with reference to academic health sciences libraries, methods of quality assessment in libraries, standards as a tool for measuring libraries. The literature on library standards is focused on the standards as a measuring tool, their merits and shortcomings, elements of standards, development of quantitative and qualitative criteria, and the requirements of standards to become useful library quality assessment tools. It covers literature on the quality assessment efforts in the libraries in developing countries. The review presents works on the assessment of health sciences libraries in India based on the standards requirements and also the development of standards for health sciences libraries in India. The search of literature shows that while the efforts to develop standards continue, there is a dearth of literature regarding assessment studies based on standards. The literature reviewed has been presented under different headings.

2.2 Quality in libraries

Quality is important to every library (Ravdin, 1965, p. 509). Quality of library service is important to academic institutions since it affects the academic performance and research activities. Quality of a library in the academic health sciences institutions affects not only the academic programmes; it also affects the health care programmes. While discussing the importance of medical libraries, the author warns that “a poor library is often worse than no library.”

Chatterjee (1987) suggested that the libraries should provide service of high quality. A library is not simply supplying a few documents demanded by the users.
is more comprehensive in nature and involves providing complete informational and intellectual aid to every user in an alluring atmosphere. There are four recognized factors in the library which play an important role in providing services to users, viz library environment, library resources, library aids and library staff.

Prasad (National Assessment and Accreditation Council, 2005) stressed the need of assessment and quality management in the academic libraries. "The library is the fulcrum of support for the entire range of academic activities on an educational campus. In the evolving high-tech learning environment, the library as a learning resource is taking up increasingly more academic space and time in the life of a learner. This demands an academic library to maintain quality through assessment so that its role as the centerpiece of academic development is protected and enhanced." Generally, the library staff are assumed to be responsible for the poor status of libraries. But, it is stated that the library is an integral part of the academic institution and as such four important players are responsible for the quality of the library. It includes the institutional administration, the academic staff of the institution, the students, and the library management.

2.3 Quality assessment methods

Funk (2008) discussed the use of standards, benchmark data and other tools for promoting and maintaining quality in medical libraries. The paper has described how benchmarking data has helped some libraries to defend budget and staff requirements in American libraries. The efforts of the MLA in the development and dissemination of the benchmarking data is reviewed. MLA's efforts to influence the medical and other accrediting agencies and medical societies in different states of America to incorporate its standards are discussed. The paper has explained the impact of the MLA standards on the libraries in several states where the medical societies have approved library standards. The author has stressed the need for library associations to develop standards and other quality improvement tools and promote the same. It is felt that the libraries can use such tools in advocating the resources and services which help to meet the goals and objectives of their parent institutions.

The libraries have tried to assess and improve quality since they have played 'mediator' role. Broady-Preston and Preston (1999, p 124) reject the remarks that the main impetus to quality assessment in academic libraries is a recent, government driven phenomena. The authors clarify that with varying degrees of enthusiasm,
Librarians have, over the years attempted to measure or demonstrate the quality of their services.

The library is a ‘mediator’ or a ‘conductor’ between the universe of knowledge and users. Ambroz (2003) The library realizes its role as conductor through the basic functions which include selection, acquisition, organization and dissemination of information. If one has to improve the effectiveness and efficiency of the role of the library as mediator, one should by adequate methods and techniques evaluate various aspects of individual functions of a library.

There has been continued debate as to what method is right or most appropriate to measure the quality of libraries. It is said that there is no single method to measure precisely the library quality. Lancaster (1977) has examined various methods available to measure the libraries and their drawbacks. One of the methods against which a library can be measured is its defined objectives. Often defined objectives developed by the libraries do not provide measurable criteria. In such cases it is suggested that the libraries could be measured against their common objective which is to ‘maximize access’ to the information resources and ‘maximize exposure’ of the users to the information resources.

Goodall (1988) reviewed various approaches that have been suggested since 1960 to measure library performance. The author felt that despite various suggestions offered on the topic, there were no considerable changes found in the measures that have been recommended over the period of time. It was suggested that the future approaches to measure the library quality should focus on measuring library services and user satisfaction than mere evaluation of the inputs.

Perry and Weber (2001) asserted that the adequacy of information resources is the sine qua non of an academic library and hence the evaluation of any academic programme should cover the library collection. It is felt that the dramatic changes in the nature of library collections, off-campus consortia holdings, networked digital resources, multimedia, and other graphic materials have made the evaluation of the collection quite a complex task. It is requested that the assessment based on the sample studies, which have their own demerits should be replaced by the criteria that would focus on the library’s ability to meet users’ requirements. It is suggested that the adequacy of collection to support classroom teaching and research, adequate
services to find the available resources, relationship of the library collection to the curriculum, and assessment of the adequacy of resources and services by the library staff are needed to be assessed. Two approaches have been recommended for the subjective evaluation: (1) careful sample of experimental opinion of the selected user groups, and (2) seeking evidence of the movement of the library program over the time.

Williams and O’Connor (2003) discussed the assessment of libraries in the light of changing accreditation assessment of the academic programmes and the impact of such changes on library assessment. It is felt that the primary standards against which the library should be judged is its capacity to support the academic programmes of the institution which the library supports. There is a strong sentiment in the accreditation community that both the evaluation of the institution and that of its components including library should be linked to educational outcomes. Accordingly, the library should be evaluated based on its capacity to support the mission of the parent body. It is felt that establishing standards and criteria to measure such outcomes assessment is a challenge to the libraries since they are not used to such assessments.

2.4 Standards

Tuttle (1970, p. 101) asserted that the standards serve as an objective basis for decisions, thus rendering the decisions more readily acceptable. The standards offer a factual basis upon which to balance work load and personnel. Standards help the librarian, the administrator, the funding authority, the user and also the general public. The librarians often find it difficult to convince the administrators regarding the resources and facilities they require to implement library programmes. The availability of standards help the librarians in such a situation to justify their demands before the administrators.

Wheeler (1970) too has expressed a similar opinion. According to him, “national standards, set forth to contrast with local performance, and adequately publicized, have doubtless done more—more promptly than any other devise to help good administrators improve conditions in public libraries” (Wheeler, 1970, p. 455).

Watkins (1972, p. 190) envisaged the benefits of standards. Emphasizing the need of designing standards for collections in university libraries in the USA, the
author has stated that the need for standards arises primarily from the fact that the planning of the academic programmes of American universities in many cases has been done with little or no reference to the book and journal requirements of the programmes created.

After reviewing the standards prepared under the auspices of the College of Further and Higher Education Group (CoFHE) of the Library Association (LA), and the National association of Teachers in Further and Higher Education (Natfhe), Brewer (1982) has suggested that the library professional bodies should provide authoritative guidance on good library practices in the form of standards, well publicize standards documents and work towards their implementation.

Vaughan (1982, p 155) looks at the library standards in a different perspective. According to him, librarians everywhere try to establish standards of service and performance as a means of securing recognition of the value of libraries and of library work from society in general.

Lynch (2004, p 189) identified two important purposes in the development of standards in most countries: (1) persuading the authorities that their libraries are in need of greater support, and (2) standards are used as tools which assist the users and outsiders to assess the performance of a particular library.

2.4.1 Elements of standards
Ellis (1986, p 79) recommended to include both the input and output criteria in the standards. It is felt that traditional or input standards alone cannot be used to assess libraries. Inputs tell nothing about the effectiveness of a library in achieving the goals. Including input and output measures makes standards more meaningful. Ellis has also identified the role of the input and output standards. It is clarified that until inputs which are the pre-conditions of an adequate service are upgraded, there is no point in measuring the output. It is said that the output measures have an ongoing role. They enable libraries to maintain relevance of the standards and application of standards through quantifiable inputs.

Bavakutti (1989) discusses the requirement of standards for various areas in the college libraries in India. Descriptive and some prescriptive measures were proposed for administration, departmental libraries, finance, book selection and acquisition, technical processing, collection, personnel, and physical facilities.
proposed standards stressed the need of focusing on staff and student requirements while selecting reading materials and use of authoritative book selection tools. It is suggested to use book lists in different subjects prepared by the board of studies constituted by the university to develop basic collection. It is also proposed that the practice of annual stock verification should be replaced by an annual survey of users.

Cullen (2002) stressed the need of developing standards based on empirical research as well as benchmarking with comparable institutions, and expert opinion based on the long experience. The author has discussed the feasibility and desirability of creating output and outcomes standards. It is stated that unlike service quality where studies have been conducted, outcomes have proved to be a more difficult area to evaluate. Detailed works have been done on the impact of libraries and information on decision making in the health care sector and the same has been adopted by Evidence Based Librarianship (EBL). It is suggested that similar effort to collect evidence could be made for all libraries. It is concluded that consensus on what kind of evidence is acceptable as providing benchmark is required before consensus on the standards itself.

2.4.2 Criteria in standards

Hirsch (1972, p. 161), one of the propagators of the quantitative standards while discussing the development of the ALA ‘Standards for College Libraries’ (1959) has stated that “the committee did insist on certain quantitative standards, in spite of its primary concern for higher quality. These few quantitative standards helped to revolutionize the college and junior college libraries in the last decade. Their impact grew when the generous federal grants program of the later 1960s used the committee’s figures as a yardstick, thereby dramatically raising the level of the collections in the weaker libraries.” Hirsch has further justified developing of quantitative standards “Anybody who has ever negotiated with administrators, trustees, and state budget directors knows that they are not impressed by vague ‘guidelines’ such as those that were unfortunately proposed for college libraries in 1970-1971. These practical men and women want to know what an authoritative body of experts considers essential, they insist on facts and figures” (Hirsch, 1972, p. 161).

Brown (1972, pp. 209-10) has expressed similar opinion about the quantitative standards. The author remarked that “had the quantitative ALA standards not been available to define the dimensions of deficiencies, American college librarianship
would have been shamefully unprepared to assume its role in the general educational endeavor "

Clapp and Jordan (1989, p 154) too have supported the development of quantitative standards. According to these authors "when standardizing authorities omit or refuse to set standards in quantitative terms, the budgeting and appropriating authorities, who cannot avoid quantitative bases for their decisions, are compelled to adopt measures which, though perhaps having the virtue of simplicity, may be essentially irrelevant."

Ellis (1986, p 81) has remarked that the quantitative standards have been developed because they have been recognized as being appropriate for the earlier stage of library development. Quantitative standards are most likely to satisfy the expressed needs of local authority and the librarians. Quantitative standards have been developed as a necessary forerunner to a more sophisticated system in order that the necessary development can take place. The problem, however, with the quantitative standards is the scope of their application, they are developed for a particular type of libraries within a limited geographical area.

The Joint Committee of the Association of American Medical Colleges and Medical Library Association (1965) which was formed to prepare guidelines for the medical school libraries felt that the quantitative standards for the collection would be significant only if one could specify the quality, scope, and other characteristics of the collection. However, the committee recognized that larger the collection is, the greater the potential it has for meeting the needs of its clientele.

Supporting the arguments of developing qualitative standards, Brewer (1982, p 306) has stated that any standards must incorporate sufficient flexibility to allow for those widely differing individual circumstances. The author felt that the precise quantification was not an easy matter.

Humpreys (1972, p 316) commented that standards generally tend to be quantitative, since they are easy to interpret to those responsible for funding library services. Quantitative standards however, are worthless unless they are accompanied by qualitative considerations, which unfortunately too often can only be expressed as generalities and are therefore more difficult to explain. The author has questioned the principles based on which the quantitative standards are formulated.
Kaser (1982, p. 9) has a similar opinion regarding the library standards. "It has been the aggregate judgement of the academic library community that, to be most useful, standards must comprise both qualitative and quantitative elements. The preponderance of librarians, however, appears to subscribe to the notion that in certain aspects of library service (such as collection or staff sizes) quality and quantity are separable only in theory, and that although it is possible to have quantity without quality, it is not possible to have quality without a definable irreducible quantity."

Kaser's opinion has been endorsed by Lancaster (1977). The author has stated that "the most useful standards are to be those based on research about current practices at existing institutions which contain quantitative elements to supplement qualitative statements of principles of good library service."

Withers (1974, p. 16) has justified the inclusion of both qualitative and quantitative criteria in standards. The author has suggested that the qualitative standards must come first. Without a clear understanding of what the qualitative standards are, no proper attempt can be made to express in quantitative terms as to what library materials, human resources, accommodation, equipment, and funds are necessary.

2.4.3 Minimum and normative standards
Martin (1972, p. 174) has clarified the emphasis upon 'minimum' in the standards was in part an effort to meet the criticism that as soon as any library came up to the level prescribed, it might be considered by the city fathers as having all it needed, in which case standards would be counter productive.

2.4.4 Development of standards for different levels
Concern has been expressed with regard to the development of standards at lower levels. Even though the development of standards at the regional, state or local levels can help the growth of a particular type of libraries, such standards would make the national standards less effective. According to Hirsch (1975), "Such documents may provide helpful guidance. But seen from another perspective, they represent a potential danger, because they may tend indirectly modify nationwide standards of excellence."

Hanngan (1982, p. 52) has suggested that the approach to the develop standards should be two fold (1) the profession at the national level should set
guidelines and directions, and (2) the quantitative specifications for measurable aspects should frame at the regional and lower levels based on the requirements.

Miller (1982) too has supported the development of standards applicable at the national level. The author has clarified that the standards developed for the purpose of application at the national level are the strongest link an institutional library has to the rest of the library profession. "Without national standards, state and local institutional libraries may become bogged down in the minutiae of their situations and lose sight of overall goals" Miller (1982, p 120)

Lynch (2004, p 188) has ruled out the possibility of development of quantitative standards at international level. It is stated that even though it could be possible to draft a common framework that can be used for the development of national standards, it is not possible to develop a single set of standards that could be used in several countries with diverse cultures and various levels of economic developments. It is felt that while some countries might wish a detailed international standard, cultural values, the stage of library development in a particular country, the amount of resources available for information services at the local level, all influence the nature of the standards found to be useful locally.

2.4.5 Basis of the development of standards

The usefulness of library standards is linked to the basis of their development. There has been lots of literature on the technicalities of the development of standards and the requirements of good standards. Standards are designed primarily based on the professional knowledge. Wheeler (1970) has clarified that the inadequacies about library standards existed because they did not spring from any deep 'scientific' research, and since the beginning itself were based on empirical knowledge. The author felt that to be fair and acceptable, the standards must be based on a compromise between 'current actual averages' and 'current results of successful performance of the better libraries'. The author cautioned that though setting higher standards would not guarantee improved quality, setting lower standards could pose serious threat to all library service, especially more progressive libraries.

Henne (1972, p 243) remarked that the objective bases, not theoretical opinions should shape standards. Similar remark was made by Lynch (1997). It is stated that the standards development had little base in research. More reliance was on
the opinion of experts who were able to forge a consensus among the constituents for approval of the standards. Recommendations as to desirable levels of provision, based on past experience in quite different circumstances, were said to be unreliable and misleading.

Bloss (as cited in Miller, 1982) criticized library standards for not being based on research. The author felt that the research would be a welcome addition to the usual methods for formulating the standards. The author has further stated that service standards would be credible, particularly among 'non-library' authorities, if the standards were based upon research. However, others have doubted the authorities accepting the standards because they were based on research.

Though research as a basis for development of standards is desirable, Hannigan (1982, p. 52) has commented that the sophistication of the research in the area of standards development is low. Scossa and Henderson (1982, p. 140) have detailed the requirements of good standards. "It seems reasonable that true standards should be broadly based, essentially qualitative, with descriptive terms carefully, but not rigidly defined. They should state the purpose, the raison d'etre of libraries and their component parts, and should spring from sound grasp of the significance of libraries' past and present, and the potential roles of the library in the world tomorrow. A clear goal must always be identified. The goal, the standards to be achieved, having been established, specifications—probably quantitative—would indicate how to meet the standards." It is further stated that to be effective, standards should arise out of discussion and must represent a broad consensus, an agreement acceptable to not the lowest, but the median library administrator (Scossa & Henderson, 1982, p. 143).

Martin (1972, p. 175) does not approve the method followed to develop library standards that is based on the performance of few libraries and judgement based on experience. He prescribes foundation of 'clear and explicit objectives' and a 'functional prescription of what is needed to achieve objectives'.

Performance measures suggested as guidelines or incorporated in the standards often have social and political implications. Calvert (1994, p. 15) believes that the librarians do not give sufficient thought to the social construct of libraries, that is, broad dimension of library service as perceived by different communities in society which have vested interests in the creation of an effective library. However, in
practice measures of library performance are established by libraries with no apparent reference to opinions of outside groups. It is stated that the library performance measurement rarely deals with the social and political environment in which libraries operate. Society provides justification for the existence of library and without the existence of society there is no context for measuring the effectiveness of libraries. It is necessary to establish political consensus of library effectiveness before setting the measures, for without understanding of society's definition of library effectiveness, the concept of performance will remain subjective.

Lohmann (1972, p 332) objected to creating a single framework to measure all types of libraries. He has stated that national libraries and special libraries could not be dealt with one, two or three pages. Even though such arguments are understandable, it is necessary to remember that a broader framework can form basis for all the libraries, irrespective of whether they serve at the national level or a limited special clientele.

Miller (1982, p. 118) suggested the use of the ‘ALA Standard Manual’ for standardizing standards development procedure. It is felt that the use of the Manual guarantees consistency from one set of standards to another.

Wallace (1972, p. 52) clarified that the development of a standard was a step towards quality improvement. In creating new standards, it must be recognized that such new standards, even if they satisfy neither our own needs nor the definition, certainly might provide a basis that would be useful. Miller (1982, p. 121) has said, “one should not worry too much about the purity of the standards used. ‘Whatever works’ is probably a better guideline.”

2.4.6 Effectiveness of standards
Irrespective of how well they are written as regards the elements, criteria, basis and language, library standards tend to fail for different reasons. Miller (1982, p. 120) commented that the change in relation to library standards always comes back to how successfully librarians themselves are able to use standards. He further stated that “The success or failure of an institutional library programme is very closely linked to the personalities involved, especially to the librarian’s. Standards, no matter how carefully written, are only as successful as the librarian makes them.”
Boyer (as cited in Miller, 1982, p. 119) has argued that “leaders of many communities are no longer impressed by standards drawn up by outside sources, no matter how reputable.” It is argued that minimum standards can be used in a ‘coercive’ way only if there is a sufficient reward for compliance. The standards which could not be used as a combination club and carrot, and as a means of convincing, cajoling and wheedling are not likely to survive long.

Thompson (1977, p 26) stated that it was the obvious task of the librarian to explain the architect about the size of the library. He has advised the librarian to use codified library building standards. It is felt that the standards for library buildings rarely existed, the available standards were inconsistent and irrational. The author stressed the need of codifying library building standards in different countries.

Henne (1972, pp 245-246) stated that the regional standards, in cases where they are issued by accrediting agencies, carry built-in implementation. Mandated state standards and state regulations involving qualifications for federal and state financial assistance also have similar characteristics. Advisory standards attract only those who have intrinsic approach to quality. The possibility of standards being considered as a threat by the institutions and librarians who do not want to improve their ability to provide better library services render standards less effective.

Stinson (1982, p 125) was of the view that developing standards for academic health sciences libraries is difficult because of serving multitude of academic programs conducted by the parent institution. Proliferation of standards in special health sciences libraries was less as compared to other libraries, as they could be best evaluated in terms of meeting the goals outlined by their parent organizations.

Seetharama and Ambuja (2004) emphasized the need of developing staff performance standards for health sciences libraries in India. The authors examined the available methods of developing performance standards based on workload measurement and stated that while the choice of the methodology to develop performance standards would depend on the user requirements, the standards based on time study were more appropriate. They collected, analysed and compared the standards developed for health sciences libraries by various bodies in the USA and found more of them to be qualitative. They also analysed the quantitative guidelines developed by the Medical Library Association of India (MLAI) and the Medical
Council of India (MCI) and stated that the staff standards provided by Ranganathan was the most appropriate performance standard available for libraries in India. The authors suggested a model based on Ranganathan's staff formula for health sciences libraries in India.

2.4.7 Standards in the developing countries

Kebede (1999) remarked that the little progress which poor countries have achieved towards developing library standards is attributed to the lack of consensus among the professionals. It is felt that professional commitment and expertise of librarians to develop standards, financial support to develop standards, acceptance of the standards by the parent organizations of libraries, adequate levels of inputs, and national information policy are factors that influence the development of library standards in developed countries.

2.4.8 Studies based on and relating to the standards

Malone, Lerault, and Miller (2006) conducted an online study in the summer 2005 in an effort to learn the provision of computers to users in the college libraries. The study was in response to several requests to ACRL by the college librarians engaged in planning new or renovated libraries seeking quantitative guidelines regarding the number of computers to be provided for users in the college libraries. The standards committee on ACRL's College Libraries Section commissioned a white paper to frame guidelines to help planners. A study was carried out to set the guidelines and 225 colleges responded. Correlation studies of the results showed no significant relationship between FTE and the number of computers available in the libraries. It is concluded that creating a standard for the number of computers an academic library should make accessible to users was difficult task in an era of fast changing technologies.

Nelson and Femekes (2005) conducted an online survey to study the degree of use of the two ACRL standards—‘Standards for College Libraries’ (2000 edition), and the ‘Standards for Libraries in Higher Education’ (2004 edition), which superseded the ‘Standards for College Libraries’. The data were collected through queries posted in four ACRL academic library national electronic discussion lists. The authors have described the methods which 23 libraries have adopted for accreditation review and assessment of the library services. They have stressed the need of documenting the use of ACRL standards by the libraries. It is stated that such
documentation would demonstrate the role of libraries in the institutional effectiveness and outcomes assessment

Surekha (2004) assessed the adequacy of library facilities in four non-professional colleges. The study used the UGC (India) norms to assess library facilities. Indian Standard (IS, 1553 1989) was used to measure the adequacy of building and space requirements. The study revealed that the non-conformity level to the UGC norms was as much as the conformity level. It was found that the dimensional aspects specified in the Indian Standard were not followed by any of the libraries.

Lynch and Yang (2004) discussed the evaluation criteria for the assessment of the facilities provided by the public libraries. The efforts made by the library professionals in different countries in reaching at mutually acceptable standards and the changing trends in the evaluation criteria for the public libraries were examined. The role of IFLA as an international body and its efforts in improving the quality of library services worldwide by creating standards were discussed. The work of IFLA often forms the basis for formulating library standards at local and national levels. The authors reviewed and compared the 2001 edition of ‘Standards for Public Libraries’ developed by IFLA/UNESCO and the 2003 edition of the ‘Standards for Provincial Public Libraries’ developed in China. The authors identified the common key elements found in both the standards and highlighted the new areas which have been included in the ‘Standards for Provincial Libraries’. The examination of the standards indicated that the issues and points forming part of evaluation standards world over are the same.

Vara Lakshmi (2003) reviewed the standards and guidelines developed in India, USA and UK. The recommendations of various committees appointed by the University Grants Commission of India (UGC), Government of Kerala, library experts, and the standards developed by the Bureau of Indian Standards for library buildings were compared with the ‘Standards for Libraries in Higher Education’ (2004) developed by the ACRL. It was felt that though India has formulated satisfactory standards and recommendations, they have not been updated to meet the changing requirements in higher education. Based on the observations, the author proposed a model which included a set of qualitative and quantitative statements which can be used by the college libraries.
Samson (2002) conducted a study to assess the basic elements of library buildings. The study included four non-professional degree colleges. The libraries were measured against the specifications of Indian Standard (IS, 1553 1989). The study revealed that the standards relating to the space, dimension, rooms and security aspects of libraries were ignored in the colleges.

Opaleke (2002) conducted a quality assessment study in the libraries of two colleges of education and two polytechnics in Kwara state of Nigeria. The objective of the study was to measure the resources, services and other facilities of the libraries. The libraries were compared with the requirements of the standards developed by the Academic and Research Libraries (ARL) Section of the Nigerian Library Association in 1986. The standards provided both qualitative and quantitative criteria covering building, staff, collection, budget, services, organization, and administration. The study methodology included 11 open-end questions and was conducted through questionnaire and interview. It was found that the recommended 5 per cent allocation of institutional budget for the library purchases was not adequate to buy even the basic books. The librarians serving the institutes covered in the study did not have authority to utilize the allocated budget. The requirement of professional staff, the ratio between professionals and paraprofessionals was not met. The collection of books and journals was far below the requirements of standards. The seating capacity was found to be inadequate as compared to the standards. Essential service like photocopy was not available in any of the libraries. Binding facility of library books was available in 1 library. Suggestions were offered based on the findings of the study.

Femekes and Nelson (2002) reviewed the ‘Standards for College Libraries’ developed by the ACRL in the year 2000. These are the first ACRL standards to incorporate outcome assessment measures. The standards are well accepted by the professionals and resulted in the move to develop the same as standards applicable to all types of academic libraries. The authors have examined the changing trends in the 1990s in the field of library performance measurement, where emphasis has shifted from measurement of inputs to measurement of outputs and outcomes and the criteria to assess the same. The aspects covered in the standards are analysed. Their practical applications and usefulness are summarized. It is felt that in addition to serving as national standards for self-evaluation of the academic libraries, the new standards...
Sugathri Devi (2001) stated that the role played by the standards in the evaluation of quality improvement efforts in the university libraries is well recognized. The author described the standards and their objectives and overviews the historical background for the development of library standards. Progress towards developing library standards in India by the BIS and the UGC has been reviewed. The efforts of the UGC to update standards through formation of a National Review Committee for Academic Libraries in 1996 and the tasks assigned to the committee have been summarized. The article lists the elements generally covered and issues involved in developing standards. It is felt that the existing evaluation measures of the UGC for evaluating the university libraries are inadequate and outdated. The paper proposed a set of quality guidelines.

McDonald (2001) discussed the management challenge while planning new academic library buildings. According to him, the challenge today is to create new scholarly environments to provide traditional and electronic services which connect people with the information and the services they require. It is regretted that the professional expertise of the librarians is not sought as much as it is sought in coordinating other library services. It is suggested that standards for library buildings are used while planning and designing library buildings. It is felt that the most credible standards are those which are agreed upon at the national level by the government and professional bodies.

Kao and Lin (2001) proposed a methodology for establishing standards based on existing library services. The authors conducted a study in twenty-four university libraries in Taiwan. Data was collected from the libraries about their collections, personnel and buildings, and the university size in terms of the number of students and faculty. The standards were derived from regression lines to determine the standards for collections, personnel and buildings. As compared to the ACRL standards (1995), the derived standards were lower in collections and personnel and similar in buildings. It is suggested that similar methodology could be applied to establish standards for university libraries in other countries.
Goulding (2001) reviewed the new public library standards developed in England by the Department of Culture, Media and Sport (DCMS) in collaboration with the Library Association (LA) and the Local Government Association which came to force on April 1, 2001. The author felt that the ambiguity that was existed since the enactment of 1964 Public Library and Museums Act with regard to 'a comprehensive and efficient' library service was well clarified in the new standards. It is hoped that the requirement for the authorities to adhere to a set of standards setting out requirements for access, range and scope of services should result in fundamental and consistent level of library provision throughout England. The standards have provided the users a clear view of what to expect from the public libraries. The advantages of comprehensive standards, areas covered in the standards, elements which have social implications that need to be included in the standards, service level and intervention by the Ministry are discussed.

Fidzani and Oladokun (2001) conducted a study to assess the facilities and services provided in the eight health sciences libraries affiliated to the University of Botswana. The study was primarily aimed to assess the state of affairs of the collections and services of the libraries against recommended guidelines, to examine how well the libraries complemented the classroom teaching and research, and to suggest ways for improvement. The study compared the libraries with the 1995 edition of ACRL 'Standards for College Libraries'. The assessment covered eight areas as given in the Standards which included the mission statement, collections, staffing, budget, technical services/materials organization, library services, library administration, and facilities. The findings revealed that the colleges did not meet the quantitative requirements of the standards for collection. The selection and acquisition methods were flawed. Five of the libraries did not recruit skilled support staff. None of the libraries met the prescribed budget limits. Standard methods for processing the collection were partly followed. None of the libraries had adopted information and computer technologies. No library had any written policy for its operations. Norms with regard to disabled individuals and security were ignored. The study has suggested that university, to which the colleges are affiliated, should organize occasional refresher courses for the librarians and provide improved exposure. It is recommended that the national library provide adequate professional staff and the ministry of health enhance fund allocations to improve conditions of the libraries.
requested that the college libraries recruit necessary library support staff, formulate policies aimed towards developing quality collections and adopt updated computer technologies.

Atuti (2001) conducted a study of the community libraries’ functioning in the adapted buildings in Kenya. Out of the 26 branch libraries, 12 were housed in the adapted buildings. It is stated that during the adaptation process of buildings, the functional and economic advantages have been ignored. The study was aimed to ascertain the suitability of adapted buildings for providing library services, to identify the challenges and opportunities of managing adaptation and to know which adapted buildings have fulfilled the aims and objectives of the library and information service delivery. The study revealed that many of the buildings covered under the study were not suitable for library functions. The paper discussed the shortcomings, possible solutions and recommended to improve the standards for adapting library buildings.

In the late 1994, Glitz, Flack, Lovas, and Newell (1998) have conducted a survey of hospital libraries in the Pacific Southwest region of the University of California, Los Angeles Biomedical Library, Regional Medical Library for the Pacific Southwest Region of the National Network of Libraries of Medicine (NN/LM). The study was conducted in part to update and expand basic information obtained in a similar survey conducted in 1989. The study was also aimed to assess the compliance of hospital libraries to the hospital library standards of MLA and JCAHO revised in 1994. The survey included a 691 hospital libraries. 355 libraries responded to the study. The results showed while only one library met all the thirty-six criteria selected from MLA standards for the study, 77 per cent of the libraries met more than 50 per cent of the standards.

Clarke and Clawson (1993) described the prolonged efforts of the library and learning resources programmes administrators at the California Community Colleges for developing standards to evaluate the performance. The main reason behind such efforts was to get state funds based on the performance. The authors provide an insight into a study conducted to gather opinion of the administrators of the Community College Learning Resources Programs with regard to the use of output measures in programme evaluation. A set of thirteen measures were proposed by the consultant hired by the Library Services Co-ordinator. The result of the study was analysed and reviewed by a committee of experienced professionals who revised...
certain measures  The new measures were circulated among two groups of community colleges including the group involved in the pilot study. The study was aimed to know the usefulness and clarity of the measures. Additionally, the study also intended to gather opinion regarding the possibility of using the output measures by the Community Colleges for self-evaluation as well as to know whether there was a need for the use of standards adopted by the state. It was revealed that 78 per cent of the institutes would use the output measures to evaluate their programmes irrespective of such norms were mandatory or not. However, 89 per cent looked forward to the standards to enhance the quality of their programmes.

Ozowa (1992) reported the efforts made in Nigeria to develop library standards and the practices prevalent to plan university library buildings. Though the attempts were made since 1964 by various sections of the Nigerian Library Association (NLA) to formulate library standards, only the Committee of University Librarians of Nigerian Universities and the Committee of Chief Librarians of Polytechnics formulated standards. The Nigerian universities followed the Standards Guide (SG) of the National Universities Commission (NUC), the national funding body to plan university library buildings instead of using the standards developed by the university librarians. It is said that the library buildings should be planned according to the standards developed by the library professionals and approved by the NLA. It is felt that the Standards Guide, a tool developed by the consultants that did not include librarians should not be forced on the librarians. It is advised that though the librarians had tacitly accepted the Standards Guide by not opposing its use, they should try to bring in the required changes acceptable to the librarians during its revision. Moreover, the NLA should continue efforts to develop its own standards.

Konnur (1992) has stated that the standards for libraries of any sort are an indispensable aid to both librarians and library authorities. He has suggested a model based on the recommendations of the University Grants Commission (UGC) study committees on the library facilities in the college and university libraries.

Seetharama (1990) regrets that due attention is not given while planning the libraries and information centres in India. He urged the professionals to conduct proper assessment of the requirements. He recommended the use of various measuring tools to estimate the requirements and advocates the application of library standards and guidelines. The use of performance standards to assess the manpower...
requirements is outlined. The advantages of such measures, methods of developing performance standards for staff, the manpower standards available in India and the need for changed manpower standards in the automated environment are discussed. While the application of standards developed by the International Organization for Standardization (ISO) and the Bureau of Indian Standards (BIS) are recommended for planning the library furniture, Indian standard IS 1553 is recommended for assessing the library space requirement, space design and layout.

The need of standardizing the library statistics has been discussed by Sunya and Elavazhagan (1989) in the past libraries were focused on maintaining the statistics of inputs. As the performance and quality of library services became the criteria of assessment, libraries shifted their focus towards maintaining the statistics of library performance. The importance of the library statistics in decision making at various levels of management and type of statistics usually maintained by the libraries is illustrated. The authors have reviewed the recent efforts to develop appropriate statistical measures for library effectiveness and the focus of such studies. The problems of academic library statistics are discussed and it is stated that meaningful and scientific investigations are possible only if reliable data is available. The authors have advocated the development of a reliable data bank for library statistics to support study and research. It is also felt that in the absence of library statistics in standardized form, the attempt to do any research would lead to erratic inferences.

Sharma and Bhanot (1989) compared the standards developed by library associations in USA, Germany, UK, and Russia (erstwhile USSR) with the recommendations of various education and library commissions in India for collection and budget in the university libraries. The authors examined the collection and budget allocation of the Punjab University Library in the light of recommendations of committees and found deficiencies. It was suggested that a national policy on university libraries in India be proposed to improve their condition.

Roy, Sen and Chatterjee (1989) discussed the use of library standards to enhance the quality of public libraries in India. They have attributed the poor development of facilities in the Indian public libraries to several reasons including the lack of library legislation and standards. They regret that the educational committees in their reports, often forget to acknowledge the role libraries played in education. Even the committees set up to improve the status of public libraries have not helped to
change the conditions. It is stated that in India there were still a number of libraries which exist only in name and there was not a single provision for rendering the basic services due to the non-existence of the standards for the library and information services that would form essential base. The authors proposed a set of guidelines for use in the public libraries.

Rout and Choudhury (1989) conducted a quality assessment study of the libraries in the government colleges in Orissa. The study was undertaken through the mailed questionnaire. It was aimed to find out the adequacy of library facilities in the government colleges. It was revealed that out of the 24 respondents only 11 had librarians. No standards were followed in the preparation of budgets and allocation of funds. Standards with regard to the library staff, building, and the technical processing of the library collection were totally found to be ignored. Suggestions for the implementation of standards to improve the facilities were put up. It was requested that the library professionals should be trained in the use of the standards. The factors to be taken into account while formulating standards were discussed. It was felt that professionals with the knowledge of standards would contribute to improve the facilities as well as identify newer areas of standardization.

Rajeswari (1989) discussed the growth of library standards in different countries. It is revealed that standards have not been developed in the third world as much as they have been developed in America and Europe. The author has stressed the need to have a national agency in each country that would actively involve in the development of standards and collaborate with local and international bodies to develop and review standards. It was suggested that such agencies would also promote and set directives for the distribution and use of standards in their own countries.

Rajagopal and Chary (1989) said that the standards serve as guiding principles. It was suggested that while formulating the standards and guidelines for the university and college libraries, the educational objectives, teaching methods, curriculum, and student evaluation of the institutions should be taken into account. It is felt that the awareness among the libraries regarding the role they are expected to play has necessitated them to become positive about adopting standards.

Manoharan (1989) opined that the UGC norms for manpower were inadequate.
due to increased library collection and number of admissions in the colleges. The paper provides a detailed list of the approximate work annually done in a college library in India. It is stated that the staff available to perform various functions were far below the requirement. A time schedule that is approximately required for various library jobs has been provided. The author has proposed a set of guidelines on the lines of UGC norms for a college with 50,000 books, 150 periodicals and opens for 9 hours on all the days. The author has categorized the library staff into professional, semi-professional and non-professional groups.

Esperanza (1989) is of the view that the functioning of a well-equipped library has not come to be considered vital in higher education. It is felt that adopting standards and guidelines could improve inadequacies in the libraries serving higher education institutions. The paper presented the results of a short survey conducted to assess the library facilities in the academic libraries in Bihar. It was found that the students seldom visited the libraries since libraries remained closed most of the time. The library committees were found to be non-existent and the ones existing were inactive. The library collection and selection policies were absent and the students had no role to play in the selection of the books. The paper stressed the need to standardize the library services and facilities and proposed guidelines.

Clapp and Jordan (1989) questioned the appropriateness of the qualitative standards to measure library collection. They propagated quantitative standards. The authors have questioned the methods followed by the Association of College and Research Libraries (ACRL) in the ACRL standards to calculate the number of books. The ACRL standards recommend the number of students as the sole criterion to calculate the required library books. They devised new formula to measure the adequacy of the collection in the academic libraries. Their formula included several factors that affect the requirement for books. The principal factors they considered were the student body, faculty, curriculum, methods of instruction, subject fields at various levels of study, and research. Weightage to each factor based on the previous recommendations by experts was accorded. They applied their formulas at selected libraries of the junior colleges, degree colleges and universities. It was felt that the new formulas were useful and needed further exploration.

The need to standardize the library practices in Indian libraries to support networking and resource sharing was stressed by Chetty (1989). The paper
acknowledged India’s contribution to the development of library standards and stated that implementing of standards in the libraries and library networking in India at various levels was not satisfactory. It may not be possible to revise and raise the standard practices of Indian libraries to the expected levels due to lack of consistency and uniformity in the library practices. It is felt that library co-operation and resource sharing was very much lacking in India. The paper stressed the need of a national centre to co-ordinate resource sharing and co-operative activities among libraries and conduct necessary research. It is felt that more research is required in India towards building standards for library and information services.

Chary (1989) emphasized the need to have well defined standards for library personnel in the university libraries. He compared Dr. Ranganathan’s staff formula for the university libraries with the staff available in various categories at the CIEFL library, Hyderabad. The study was aimed to find out the job analysis in CIEFL library, the categorization of professional staff and to learn the comprehensiveness of the ‘staff formula’ in the present context. The findings revealed that the ‘staff formula’ covered few areas and failed to categorize the professional library staff and nature of work in different categories. The findings also reveal that CIEFL was not staffed adequately as compared to the ‘staff formula’. The paper offers suggestions based on the findings.

Bhattacharya (1989) has argued that in order to optimize the performance of the librarian as an administrator, the main factors affecting his performance need to be standardized. Education and training, remuneration, position and service conditions are identified to be the main factors affecting the librarian’s performance. The author has discussed the problems involved in standardizing these areas and the prevailing situation in India with regard to these aspects.

Baheti and Patki (1989) assessed the services and facilities provided by the college libraries in Vidharbha region in the Maharashtra state. About 125 libraries responded to the survey study. The results of the study revealed that 58.4 per cent of the libraries were housed in small single rooms. The facilities provided in 43 libraries of the unaided colleges were far below the required standards. It was revealed that most of the libraries did not maintain record of the daily services which was necessary to assess the effectiveness of the services. Fifty per cent libraries had no racks to display the periodicals. The study also revealed that 26.4 per cent respondents had no
reading tables. It was suggested that realistic standards covering all elements of library service should be framed. The authors recommended that the UGC norms regarding the library services should be made mandatory on the state governments for their implementation and execution. The paper emphasized a research study to formulate college library standards.

A model set of qualitative performance measures for accreditation and self-evaluation purposes was developed by Kama (1988). The model set was based on a research undertaken by the author. The research study was in two parts. The first was a content analysis of the academic library standards of the seven regional accreditation commissions. The topics covered by the commissions were analyzed and organized logically under ten heads that covered fifty-seven subtopics. The next part of the study was the development and use of three survey instruments to collect expert opinion. Initially, the composite set of fifty-five standard statements derived from the analysis was circulated among the experts to judge which among them was mandatory, which was obligatory and which was advisable. The second instrument which was derived from the results of first study analysis intended to know the acceptability of the standards. The third instrument was a list of performance measures sent to the experts to know the applicability and practicality of the sixty-four performance measures that had been collected from the literature.

Walch (1993) presented the results of a survey conducted by the ACRL Standard Committee to study the application and usefulness of the 1986 edition of the 'Standards for College Libraries.' The survey was conducted in 1993, seven years after the revised standards were issued. The purpose of the study was to know whether the newly incorporated changes were meeting the needs of the college libraries. The study was carried out in 436 colleges. Two hundred fifteen colleges responded. The paper analyzed and discussed the results. It was found that the standards were widely used by the colleges. One of the important outcomes of the survey was that 65 per cent of the respondents desired to retain the quantitative standards. The additional areas in which norms desired were identified.

Ellis (1986) stated traditional standards play a major role in the provision of public library services at the grassroots level. While reviewing the events that led to the creation of national policy and guidelines for public libraries in Australia in 1983, the author has emphasized the role of input standards. The National Public Library...
Guidelines Committee’s recommendation to prioritize the development of output measures without revising the existing input standards had been questioned. The prevailing notion in the library profession to develop output measures without studying the adequacy of the traditional standards is criticized. It is stated that the guidelines, input standards and output measures are parts of a coherent framework in the provision of effective library services. It is stated that until the inputs, which was the pre-condition of an adequate library service were upgraded, there was no point in measuring the output. It was argued that the development and application of output measures is appropriate only after implementation of the standards of input.

Cooper (1986) stated that the prevailing library funding formulas used at the state-levels for fund allocation were generally enrollment driven. A survey conducted by him during 1985-86 corroborates his notion. The author expressed his concern regarding the use of ‘enrollment’ as dominating criteria to calculate funds. He described the adverse effect of the enrollment being used as sole or dominating criteria during stable or declining enrollments. The paper has drawn attention to the past studies on library costs which found that a substantial portion of library costs to be fixed or influenced by factors other than enrollment. He stated that providing adequate funds for maintaining and improving the quality of academic libraries would require changes in the structure and use of funding formulas.

Janak Raj and Sachdeva (1984) after reviewing the literature available on the standards felt that there was lack of literature and research with regard to development of library standards in India. Based on their observations, the authors have proposed a set of guidelines for collection development in the college libraries in Haryana state.

Ramaswami (1984) has emphasized the need of a written collection development policy for building quality collection in academic libraries. He has highlighted the features of such policy and the aspects needed to be considered while forming it. He has provided guidelines for selecting information resources. He has defined the norms for allocation of budget and has listed the benefits of collection evaluation. He has advocated the use of standards in collection development and emphasized that such standards should be based on research, well defined and contributed to the growth of the quality collection.

Kachroo (1984) recommended the standardization of classification and
cataloguing of information resources, both in print and non-print format. The author stressed that all endeavors should be made to follow the adopted scheme consistently by treating similar situations at all times including the modifications. The libraries find it difficult to adopt as and when a classification schedule is revised. The paper recommended that a working group should be set up in collaboration with the Bureau of Indian Standards to devise standards for classification that would be embodied in an elaborate classification scheme. It is suggested that the cataloguing codes as far as possible should be adopted entirely. In case of modifications, consistency should be maintained. The paper emphasized the standardization of bibliographical description and has recommended the adoption of AACR-II. The paper has further stressed the need to develop a thesaurus for health sciences terms that could help to attain standard in rendering subject headings.

Jayaswal (1984) discussed different elements of library personnel to be incorporated in the standards. The health science libraries must have adequate and competent personnel to provide effective service. The author also recommended that the categorization of library staff should be based on their academic and professional qualifications, length of training, and administrative skills. It is suggested that the role of the library professionals in the libraries in hospitals, academic health sciences institutions, research organizations, and the national health sciences library should be clearly specified in the standards. He listed the criteria that determine the staff size beyond the core staff for any health science library.

Garg (1984) discussed the standards for classification, cataloguing, and subject headings in the health science libraries. Classification of health sciences books is comparatively a difficult task which demands thorough knowledge of the subject. The rapid growth in the health science information further complicates the classification work. Classification system used should conform to the changing needs of the users, both at present and future. The paper suggested the use of the National Library of Medicine (NLM) classification scheme by health science libraries. It is stated that cataloguing should conform to the probable approach and MeSH should be used by the health sciences libraries while preparing subject headings.

Borkar (1989) has stressed the need to adopt standards in resource sharing. He has discussed the importance of resource sharing between university library and affiliated college libraries to make best use of the available resources among them.
is felt that the option of 'local variation' in the classification and cataloguing is a significant reason for libraries to have their own unique system. It is recommended that standard readymade class numbers and catalogue cards be developed. The paper has urged the libraries to avoid 'local variation' option so that to some extent it would help to achieve standardization in technical processing.

McGrath (1980) conducted a survey of 135 hospital libraries in Massachusetts in 1978. The study was aimed to establish some ranges and baseline figures for hospital medical information resources as well as to assess the existing level of library resources. The data collected through the questionnaire were compared with the revised standards of the Joint Commission on Accreditation of Hospitals (JCAH) published in the year 1978, and the prescriptive criteria in the 'Canadian Standards for Hospital Libraries' (CSHL) developed by the Ontario Medical Association. Out of 102 hospital libraries which had responded to the survey, 57 per cent were judged to be not complying with at least one of the JCAH standards. Larger hospitals had the greatest degree of compliance of 78.7 per cent as compared to smaller hospitals which had a compliance rate of 73.7 per cent. Fifty-two per cent of the libraries met the quantitative requirements of the draft appendices to CSHL and 48 per cent libraries had failed to meet CSHL requirements. While 39.2 per cent libraries met both the JCAH and CSHL requirements, 32.4 per cent met none.

Withers (1974) conducted an international survey in twenty countries. It was an extended study of a previous one conducted by him in 1970. The survey was held based on a contract with IFLA and it was conducted as per a contract between IFLA and UNESCO. It aimed to examine the library standards developed in different countries. The study covered twenty-two countries. Withers felt that standards everywhere are similar because they present principles of good librarianship which cannot vary greatly from country to country. The author said that the standards developed in one country had influenced the form and contents of standards in other countries. After examining the standards available in various countries, the researcher outlined a model set of standards that could provide a base to formulate standards in different countries for all types of libraries. The standards were proposed in seven sections—role and function, structure and government, services, materials, staffing, standardization and statistics, and premises.
2.4.9 Studies in Indian health sciences libraries

Kapur (1984) conducted a survey of three medical colleges in Delhi to assess the implementation of the MCI minimum requirements. The study also aimed to examine the library facilities available to postgraduate students. It was found that the medical colleges had not fully met the MCI requirements. The colleges were advised to use Indian Standard IS 1553 1989 to improve building and space requirements. The use of UGC guidelines in the areas where the MCI guidelines were found inadequate was suggested. The paper also identified the areas where new guidelines were required and recommended a study of the medical colleges in large number, the result of which could form the basis to evolve new guidelines.

Philomina (1984) conducted a study in a nursing college library to assess the adequacy of the facilities and services. She studied the budget, staff, space, information resources and services. It was found that the budget allocation was just sufficient to buy regular books and journals. The budget allocation as compared to the UGC norms was inadequate. The staff size as well as equipment was inadequate when compared to the MCI requirements. The seating capacity as compared to UGC norms was less. She also studied the effectiveness of the available library collection by examining the citations provided in the postgraduate dissertations published by the college. The study suggested that the nursing college should use existing standards to improve the quality of the libraries.

Bhatt (1984) discussed the need to develop standards for services in the health sciences libraries. The library is an active service component of its parent institution. It plays a significant role to support the institution’s goals and objectives through provision of information to the users in a timely, cost-effective manner and in a valuable format. The paper listed the services a health sciences library should provide. It suggested the development of written policy for library services. Circulation is the main parameter that would reflect the effectiveness of the library services. The paper has suggested the development of a written circulation policy which would guide both library staff and users and aim towards achieving the objectives of the library. It is said that such a policy should not be cumbersome or restrictive. The paper also emphasized the need of written policy to provide reference service and photocopy service. It provided a comprehensive checklist of the elements of library services in health sciences libraries.
Kittur (1984) expressed the view that medical college libraries are not planned according to the specifications provided in the library building standards. It was stated that the minimum standard requirements of the MCI were not sufficient as regards library building and space and needed to be updated. The paper proposed comprehensive guidelines for the medical library and has expected such guidelines to be incorporated in the MCI standards. The guidelines have proposed library space for present and the future. The users have been categorized and seats are allocated to each category. The guidelines recommend the number of tables and carrels of various sizes to different categories. The aspects relating to number of seats required, the construction of library building like location, shape, flexibility, entrance and exit doors, light, ventilation, security aspects, space for future growth, ambience have been discussed.

Seetharama (1984) has suggested the use of library standards as one of the tools in the budget formulation in the health science libraries. Budgeting requires expertise and professionalism to reach the estimation. Standards can be useful in calculating financial estimations. Building, collection and manpower are the major areas of expenditure in a library. It is suggested that the health sciences libraries in India adopt Ranganathan's staff formula for calculating the staff budget. The budget for information resources could be calculated based on the recommendations of Dr Ranganathan. The Indian Standard on the design of library building could be used to calculate budget for the library building. However, he has cautioned that even though libraries prefer to use standards to calculate budget estimates, managements would rather look at the user satisfaction as the criteria for allocating library budget.

Dixit (1995) conducted a research study of the medical libraries in India. The study was aimed to assess the library facilities and services available in the medical libraries spread across India. The research included the libraries of 106 medical colleges, 101 research institutions, 33 postgraduate medical institutions and seven Delhi-based hospitals. The data was collected from the libraries regarding the available facilities and services. The study also collected opinion of the library users of seven libraries located in Delhi regarding the needs and adequacy of services to the users. The study revealed that the facilities provided in the libraries were inadequate. While very few libraries were housed in separate buildings, basic facilities like canteen, drinking water and toilet were not provided in many libraries. Facilities like
phone, intercom were not available in more than 45 per cent libraries

Vara Lakshmi (1993) conducted a doctoral research study that aimed to assess the quality of library services in nine medical colleges in Andhra Pradesh. Determining whether the facilities were adequate and responsive to user requirements was the primary objective of her study. The adequacy of libraries was assessed through two methods: (1) comparing the resources and facilities with the minimum requirements of the MCI, and (2) collecting opinion of library users regarding the information resources and facilities available. The study revealed that many of the minimum requirements of MCI for resources and facilities were not met. The poor budget allocation by the college management was found to be the main reason for the libraries for being not able to meet the minimum requirements of the MCI.

Nagalingam and Rao (2004) conducted a quality assessment survey in eight health sciences institutes that included medical colleges, dental colleges and research institutes. The study was conducted to assess the adequacy of library services. The adequacy of the services was measured by comparing the available resources and facilities with the MCI minimum requirements. It was revealed that 62.5 per cent medical college libraries had books below the requirements of the MCI. Fifty per cent libraries met the MCI requirements with regard to journals. Library staff were found to be inadequate.

Rekha (2005) conducted a similar study which assessed the adequacy of library facilities in the three medical colleges and two dental colleges in Mangalore city. The libraries were assessed for facilities against the minimum requirements prescribed by the Medical Council of India (MCI) for medical college libraries and Dental Council of India (DCI) for the dental college libraries. Indian Standard (IS, 1553·1989) was used to measure library building and space elements. The study revealed that most of the libraries adhered to the requirements of the regulatory bodies. The building and space specifications however, were only partly complied with due to lack of awareness regarding the existence of standards.

Rao (2005) examined the minimum standard requirements of the Medical Council of India (MCI) with regard to library facilities and compared the MCI standards with the guidelines of the Joint Commission on the Accreditation of Hospitals (JCOAH) and the Medical Library Association (MLA) of USA. He felt that
the MCI requirements, in comparison to the American guidelines were totally inadequate and have failed to address the issues which the medical college libraries faced in India. He has acknowledged that the American guidelines were exhaustive, covered all the areas that would lead to qualitative changes in the American libraries. He has identified the areas where norms needed to be framed. He has urged that the MCI minimum requirements should be revised once in three years in the context of changing library requirements.

Ravichandra and Baradol (2005) have examined the requirement of library facilities specified by the Indian health councils regulating undergraduate health sciences education in various branches. The recommendations framed by the Medical Library Association of India (MLAI) in 1983 formed the basis of their study. The specified requirements of the health councils were compared with the MLAI recommendations. The study revealed that very few elements were specified by the health councils as compared to the MLAI recommendations. The study also evaluated the MLAI recommendations in the changed context and suggested revision to suit the present and future requirements of the health science libraries.

Ravichandra and Baradol (2008) discussed the effectiveness of the RGUHS Standards. The library standards have proved to be an effective tool to improve the quality of library resources and services. According to them, mandatory standards tend to be more successful as compared to advisory standards. However, effectiveness of mandatory standards also depends upon the co-operation between those who promulgate the standards, the librarians, and institutional managements who are responsible for funding the libraries. RGUHS Standards have been framed by the library professionals and promulgated by the RGUHS. The managements of the affiliated colleges were not directly involved in the development of the standards. It was felt that the standards would have limited effect unless and until the RGUHS continuously monitors the implementation of the standards.

### 2.5 Quality assessment in libraries in developing countries

Neil (1991) observed that in the developing countries, the library is not a priority when the governments have to attend to more acute problems. The library and information systems in developing countries have more problems because they are units that are 'grudgingly tolerated' by government bodies. They are at the bottom of any national list of priorities. Because of the poor recognition of the contribution of
libraries at all levels in those countries, they have been ignored even at the institutional level.

Miller (1982, p. 120) while discussing the importance given to institutional libraries in USA felt that the libraries in the developing countries do not make it into the administrator's top ten priority items.

Kebede (1999, p. 109) remarked that the libraries in developing countries were, in general, backward and constrained. Developing countries had common features distinguishing them from developed countries, such as poor economic situations with their populations living below standard and poor in technological development. One could see a similarity in the library and information scenarios of developing countries, likely resulting from similarities in their general situations. Because the library and information systems in developing countries have not succeeded in living up to the expectations of the patrons, the role of the information as well as library in the developing process is sidelined by the majority of the decision makers.

The low recognition to libraries in the developing countries has resulted in many problems. A low esteem among library professionals and poor image of the library profession is very common due to poor recognition. The libraries are in general marginalized and tend to be ignored by the governments. The libraries are under-resourced, under-staffed and underdeveloped. They commonly are deprived of the means of meeting the demands of their users. They need hard work and appropriate approach to change the situation. "It is in this context that diagnostics and justification research acquire the highest significance as management tools in library and information systems of developing countries" (Kebede, 1999, p. 109). It is felt that inquiry into the deficiencies and effectiveness of the services may help the libraries to identify the deficiencies and prompt them to take corrective measures.

Willemse (1995) has suggested that providing value through improved ways of doing things was one major aim towards which library and information systems in developing countries needed to work. That required continual monitoring through performance evaluation as improved services using such evaluation help in gaining the support of parent organizations; the necessity of performance evaluation in developing countries was very high.
Ambro zil (2003) has expressed dismay over the evaluation exercise practiced by the librarians in developing countries. While discussing the results of a study conducted in Slovene academic libraries, the author has complained that "they do not assess their performance since they do not know the methodology for assessing it, that is, they possess too little expert knowledge, are poorly staffed and have no time for performance assessment, but mainly because nobody demands such assessment of them and no one is interested in what they do and how they do it." The study has revealed that none of the libraries had collected data by regular research or through an organized information system. Ninety-five per cent of those responded were certain that their knowledge regarding performance assessment was poor. It was contended that poor knowledge of performance assessment was not surprising since libraries saw no sense in measuring performance as they were not being financed on the basis of achieved results.

2.6 Conclusion

The review of literature shows that assessment of quality is important for the libraries to achieve quality. Standards developed by the professional library associations have been found quite useful to measure and improve library quality. Even though lots of literature has been published regarding the library standards, much is focused on the technicalities, elements and criteria of the standards. There have been very few assessment studies by individuals based on the standards developed by the professional library bodies.

The review shows that development of standards and assessment of the libraries based on standards and other measures is not well recognized in the developing countries, even though such activities are needed more in these countries. It also indicates that medical and dental college libraries in India are not developed adequately to support the programmes of the parent institutions. This demands an examination of the libraries supporting medical and dental colleges in Karnataka.