CHAPTER III

SURVEY OF RELATED STUDIES

Use of College and University Libraries: Borrowing of books from the libraries.
SURVEY OF RELATED STUDIES

The present study as pointed out in the introductory chapter, has been designed to study the organisation of libraries and utilisation of library resources and facilities by students and teachers in the higher educational institutions of Kerala. Having discussed the theoretical and conceptual framework, the investigator in this chapter, intends to review the related studies on the following two broad aspects of the study, with a view to justifying the need and relevance of the present investigation in the Kerala context:

1. Studies conducted on college and university libraries.
2. Studies conducted on the use of college and university libraries.

1. College and University Libraries

Study of college and university libraries with respect to their organisational and administrative set-up, technical processing, book collection, services, staff and physical facilities has been the main objective in a number of studies conducted in India and abroad. A
pioneering survey of libraries of teacher-training institutions in the United States conducted by Rosenlof (1929)\(^1\) revealed that the library collections of the colleges were far below a desirable minimum, which was considered to be 25,000 volumes. The library budgets were also inadequate. As a working formula it was suggested that a teachers' college with less than 1000 student enrolment must appropriate 7 per cent of the entire college budget for the library, exclusive of the capital expenditure and that the library fund must be allocated as 55 per cent for salaries, 25 per cent to reading materials and 20 per cent to other purposes including binding.

The libraries of about 50 Land-Grant Colleges and Universities were surveyed by Klein (1930)\(^2\) for the United States Office of Education. The study, which was conducted through questionnaires and visits, brought to light that only 20 per cent of the libraries provided satisfactory service to the academic community. Fifty per cent of the libraries received less than half of the funds considered necessary for providing adequate service. Some libraries received even less than the one fourth.

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1 G.W. Rosenlof, Library Facilities of Teacher-Training Institutions (Washington: Teachers Training College, 1929)

Annual library expenditure per student in the colleges under study ranged from $4 to $35. It was also reported that over 75 per cent of the libraries were having inadequate book collection and that 20 per cent of the chief librarians of the land-grant colleges did not possess adequate qualifications.

Randall (1932)\textsuperscript{3} made an exhaustive study of some 200 college libraries in the United States with regard to finance, services, buildings, personnel and book collections. It was reported that the college library budget averaged about $9100 with two thirds of the sample receiving amounts below this. Average annual expenditure per student was $20, but more than half of the colleges spent less than this amount. On average, 9.3 per cent of the total educational expenditure of the colleges were noted to be spent for libraries, but nearly two thirds of the colleges spent less than this. The average amount spent for reading materials in the colleges studied was $3900, but 60 per cent of the colleges spent less than this. The range in this respect was very wide, from less than $500 to more than $30,000. Similar variations were noticed in the case of staff salaries also. More than 60 per cent of the

\textsuperscript{3} W.M. Randall, \textit{The College Library} (Chicago : American Library Association and University of Chicago Press, 1932)
colleges spent less than the average, $3000 per year for salaries.

Randall's study revealed that libraries with larger budgets for the purchase of books tend to acquire fewer books per dollar than libraries with small book budgets. And that the size of the student body is not the important factor regulating the adequate size of the college library collection, nor its expenditure for books. The factors which should regulate these are not quantitative, but qualitative. The library must have the books actually required to fulfill the functions set down for it.

Shores (1935)⁴ made an enquiry into the origin and development of nine colonial college libraries in the United States. The study revealed that the book collection were limited in size and heavily loaded on the side of theology and that they were largely donations.

American Library Association conducted two surveys of similar nature of the libraries of University of Georgia (1939)⁵ and University of Florida (1940)⁶ with

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⁴ Louis Shores, Origin of the American College Library: 1638-1800 (New York: Barnes, 1935)
⁵ American Library Association, Report of the Survey of the University of Georgia Library (Chicago: American Library Association, 1939) (Mimeographed)
⁶ American Library Association, Report of the Survey of the University of Florida Library (Chicago: American Library Association, 1940), (Mimeographed)
the objectives of 'ascertaining the contribution of the university library to the educational and research programmes of the university, specific aspects in which the university library falling short of optimum fulfilment of its obligations and the specific steps need to be taken to make university library services more consistent with the library needs of the University'. Both the studies stated various methods for strengthening effective use of university libraries by the academic community.

In India, an investigation into the condition and the needs of the Delhi University Library was conducted by Carl M. White (1965), an American subject expert, on invitation. The study brought to light that the governance of the library affairs was very weak, book collections taken as a whole were not adequate to meet the standards and educational commitments of the university, and the services rendered by the university library were insufficient. It was suggested that the condition of the library could be set right only by placing the library on sounder legal footing.

A survey of 50 teachers' training colleges scattered all over the Northern States of India was made

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7 Carl M. White, A Survey of the University of Delhi Library (Delhi: University of Delhi, 1965)
by Mukerjee (1965). It was noted that there was considerable variation in the number of hours that the college libraries were kept open for the use of the academic community; most of the colleges lacked sufficient space and adequate reading facilities in the libraries; the only service found rendered in most of the libraries was the book lending; the finance provided for purchase of reading materials was very meagre and the salary of librarians was brought at par with teachers only in a very few colleges.

Another study (1967) revealed that the libraries in the training colleges of Kerala State were generally poor in their stock of books and journals and unsatisfactory in their services. It was also reported that the library facilities available in the Agricultural Universities in India was generally inadequate for students and teachers.

A survey of 44 libraries of constituent and affiliated colleges of Poona University was conducted by Hingwe

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(1969)\textsuperscript{11} in order to find out as to what extent the college library facilities were adequate enough to supplement the teaching programme. It was observed that many colleges were restricting free use of the library resources under the pressure of fear of loss of books. With regard to library finance, the study revealed that newly established colleges were spending more on libraries with a view to building up the basic book collection. However the institutions of long standing had not proportionately increased the library expenditure in spite of the increase in the enrolment of students, number of teachers and cost of books. The library services rendered and the reading facilities provided in the majority of the colleges were noted to be inadequate.

Rana (1969)\textsuperscript{12} made an enquiry into the mutilation of books in Kirori Mal College Library, Delhi. An analysis of the data collected through questionnaires and observations established that text-books and collateral books were the victims of the antisocial elements and Indian authors were the hot favourites of mutilators in comparison


to foreign authors. The reason put forward for this was that the language and method of presentation of the books of the Indian authors were more comprehensive and digestive than those of foreign authors.

A study of college libraries in India was conducted by Girija Kumar et al. (1978)\(^{13}\) with the help of four different questionnaires administered to college principals, teachers, students and librarians. The main objective of the study was to formulate standards for college libraries in the country. But the sample taken and responses received were found to be very inadequate. According to the study, "the average size of a college library collection is 36,569, with an average annual addition of 1500 books per year." It was revealed that most of the college librarians were denied salaries commensurating with their qualifications and majority of the colleges studied did not have adequate number of library professionals and supporting staff. Very few college had separate building for libraries. In many colleges class rooms were found converted as libraries. The purpose of library visits by the users, in the order

decreasing importance were noted to be for reading and/or borrowing: (a) text-books, (b) newspapers and periodicals, (c) general books (d) other books relating to the course and (e) fiction. The study further recorded that while the University Grants Commission has been providing substantial grants to the college libraries, the total funds available for the balanced development of a college library was not satisfactory.

Two parallel surveys of college libraries in Osmania and Andhra Universities were conducted by Sreepathi Naidu (1980)14,15 'in order to formulate certain standards and norms for adoption with a view to achieve and facilitate effective functioning'. The studies brought to light that the financial resources of the college libraries were very meagre and that the space provided for college libraries was inadequate. The study identified the following causes for the unsatisfactory state of college libraries: the lack of recognition of the library in the teaching process, lack of provision of standard books and their

\[\text{\textsuperscript{14}}\text{ R. Sreepathi Naidu, "College Libraries in Andhra Pradesh with Special Reference to Andhra University", \textit{Library Herald} 19 : 134-147 (1980)}\]

\[\text{\textsuperscript{15}}\text{ R. Sreepathi Naidu, "College Libraries in Andhra Pradesh with Special Reference to Osmania University", \textit{ILA Bulletin} 14 : 162-173 (1980)}\]
proper organisation, absence of adequate number of professional as well as supporting staff, lack of co-ordination of class room teaching and library materials, lack of encouragement from the teachers for using the libraries and lack of love of reading among students.

Raina (1980)\textsuperscript{16} reported an overall picture of the functioning of degree college libraries in Kashmir. Data for this study was collected from 10 colleges through questionnaires and personal observations. It was observed that the acquisition rate of books had been very slow and the strength of book collections of the colleges studied was not adequate to meet the needs of their clientele. The working days and hours of the libraries correspond with the working days and hours of the colleges, thereby depriving the reading clientele, especially resident students, of the use of the libraries after college hours and on holidays. It was reported that the annual book fund of the college libraries was very meagre, ranging between Rs.1,000 to Rs.20,000, and that the book collection was inadequate and mostly comprised of text-books.

1) **Library Administration**

Separate studies were also conducted to investigate specific aspects such as administration, finance, technical processing, services, personnel etc. of the college and university libraries. Anand (1981) investigated the functioning of library committees in the Delhi University Colleges. It was revealed that out of the 65 colleges surveyed, only one college had put down the function of the library committee in black and white. The main function of the library committees in almost all the colleges was allocation of funds to various subjects. However, it was reported that certain library committees had appropriated some arbitrary functions like supervision of library staff, purchase of stationery, furniture, equipments and even books in the absence of specific guidelines.

11) **Library Finance**

The funds provided for the purchase of various types of library resources would in a large measure determine the quality of the library resources and services.

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McCarthy (1948)\textsuperscript{18} investigated the financial support of the libraries of the agricultural institutions in the United States. The study revealed that the finance provided for the libraries was inadequate and that the library expenditure per student of the colleges varied from \( \mathstrut £2.67 \) to \( \mathstrut £51.12 \). The average amount spent per student for libraries was just \( \mathstrut £22.28 \). And the proportion of the library expenditure to total educational expenditure ranged between 1.14 per cent and 9.3 per cent. The average was just 2.77 per cent.

A study conducted by Clay (1949)\textsuperscript{19} brought to light that the financial support for libraries of the Junior Colleges in the United States was not kept in pace with the enrolments of students, the strength of teachers and the courses offered by the colleges.

Sardana (1966)\textsuperscript{20} made an enquiry into the financial provisions for university and college libraries in India during the fourth plan, 1966-1971 with the help


of the secondary data available in the office of the University Grants Commission. He compared the expenditure on libraries with the developmental expenditure on higher education and proved that the provision for the libraries was not adequate enough to meet the requirements of higher education.

iii) Technical Processing

Consequent to the growth of library collection, the inadequacy of the classification schemes and cataloguing codes was noticed and some libraries had undertaken reclassification of library materials. Tauber (1942)\(^\text{21}\) approached the problem of reclassification and recataloguing from the standpoint of values to the library users balanced against the cost of the operation. He reported that college faculties generally were indifferent to classification and concluded that inferior classification and cataloguing systems did not impose sufficient difficulty to warrant whole changes, particularly in the light of the tremendous expense required.

Shewde (1972)\textsuperscript{22} made an investigation into the cataloguing methods followed in the colleges affiliated to the Poona University. According to this study classified catalogue and card form catalogues were popular in most of the libraries studied.

Krishan Kumar and Vyas (1979)\textsuperscript{23} conducted a study of classification practice in Delhi University college libraries so as to identify the schemes of classification adopted, to determine the modifications carried out in the scheme of classification used, to find out the problems faced in classifying documents and to determine the comparative suitability of different schemes of classification. Analysis of the data received in response to a questionnaire from 65 colleges revealed that the majority of the college librarians were in favour of Dewey Decimal Classification as a scheme for a new college library due to its notational simplicity. It was reported that the libraries using Dewey Decimal Classification did not get complaints from the users regarding complexities.

\textsuperscript{22} D.W. Shewde, "Cataloguing Methods in the College Libraries in Poona University", \textit{Timeless Fellowship} 7 : 131-147 (1972)

\textsuperscript{23} Krishan Kumar and S.D. Vyas, "Classification Practice in Delhi University College Libraries", \textit{Journal of Library and Information Science} 4 : 41-67 (1979)
of the scheme. On the other hand, those libraries which are using Colon Classification get complaints very often due to the complexity of its notational system. The main problems identified by the study are the lack of professional staff and the inability to recall books from teachers for reclassification.

iv) **Library Services**

It is noted that relatively few colleges have a systematic programme for instructing students on the use of libraries in spite of the importance of the library for study in higher education. A study conducted by Hurt (1934) revealed\(^{24}\) that even post-graduate students did not have adequate knowledge concerning library and bibliographical apparatus.

Josey (1962)\(^{25}\) conducted a study on the role of college library staff in instructing the use of the library. Data was collected from 500 college and university libraries. The conclusion of the study was that library instruction can never be effective without the co-operation

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\(^{24}\) Peyton Hurt, "The Need of College and University Instruction in the Use of the Library", *Library Quarterly* 4 : 436-448 (1934)

of the library professional staff and that the librarians are better qualified by their training and knowledge of bibliographical techniques to guide the uninitiated through the maze of materials that they are housed in college and university libraries.

A special effort to overcome the weakness and barriers of the college library programme was made at Monteith College. The primary goal of the Monteith project was to help the undergraduates to attain a high level of competence in the use of the library by special new programmes of instruction developed jointly by the library staff and the faculty. Knapp (1964)\(^\text{26}\) reported a preliminary summary of the results of the study and the way in which the librarians work with the faculty at Monteith College.

Although college libraries are closely concerned with the problem of public relations, a very few studies have been carried out on this intensively. A survey made by Barcus (1946)\(^\text{27}\) included some of the aspects of public

\(^{26}\) Patricia B. Knapp, "Methodology and Results of the Monteith Pilot Project", Library Trends 13 : 84-102 (1964)

\(^{27}\) T.R. Barcus, "Incidental Duties of the College Librarian", College and Research Libraries 7 : 14-23 (1946)
relations. And the problems related to library exhibitions were discussed by Reagan (1944).  

v) Library Personnel

A well-trained and competent professional staff, sufficient in numbers, is a pre-requisite for the proper functioning of a library. And the librarian must have free hand in day-to-day library administration. But a study (1971) conducted at the Delhi University colleges revealed that the librarians were never consulted for any administrative policy matters related to the library in most of the colleges, the old notion of librarians being the 'store keepers' was still continuing in the minds of college authorities and that librarians were made to replace the lost books.

Rewadikar (1979) investigated the quantity and quality of the staff managing the college libraries in Punjab, Madhya Pradesh and Delhi. This study was based

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on the secondary source of information sent to the U.G.C. by the colleges during 1975-76, on personal observations and on discussions with librarians during the academic session 1978-79. The findings of the study include: (i) college librarianship is predominantly a male profession, (ii) majority of the libraries are managed by persons well qualified in general as well as professional education and almost all of them qualify from arts subjects, (iii) in the majority of colleges of Punjab, Delhi and some colleges of Madhya Pradesh the librarians are getting the lecturer's scale of pay, before pay revision, (iv) resentment and loss of status are felt among the librarians because their pay scales are not revised corresponding with those of teachers and (v) the majority of librarians do not enjoy the confidence of teachers as intellectual equals, as their own opinion reveals.

vi) Physical Facilities

Education, particularly at higher levels cannot be complete without a well equipped and properly organised library. Hence the importance of a library and its building is obvious and it should be designed keeping in view its objectives and future growth. Gerould (1932)31

made an evaluation of 50 college library buildings and set up standards for library planning. He recommended provisions for the seating of 30 per cent of the student enrolments in a college library.

A survey of 35 liberal Arts Colleges (1932)\textsuperscript{32} in the United States showed that fewer than half of the colleges had separate library buildings; that library seats provided was inadequate in many colleges; that many had no separate rooms for the librarians and technical processing and that there was usually no provision made for expansion of the library building.

The studies reviewed would reveal that while the studies in the United States were conducted during the first half of the 20th century, the Indian studies were conducted in the second half of the present century. However, the findings of the studies of both the countries are almost identical. It was reported from both the countries that the college libraries were suffering from meagre finance, inadequate book collection, improper technical organisation, inadequate and unqualified library

\textsuperscript{32} F.W. Reeves et al., \textit{The Liberal Arts College} (Chicago: University of Chicago Press, 1932)
personnel, poor services and unsatisfactory physical facilities. This would indicate that the growth of college libraries in India is almost half a century behind that of the United States.

2. Use of College and University Libraries

A mere possession of a good collection of books does not make a good library. Books are acquired, processed and organised in a library for use. Therefore, naturally the use of libraries by students and teachers was the subject of investigation of certain important studies.

Eurich (1930) made an investigation of the use of the library of the University of Minnesota by the students. The study which was confined to the records of the library, was based on a typical week. The conclusion was formulated in terms of the ratio of the average number of books borrowed per day to the number of the students using the library, the figure being 5.6 per cent for the general collection and 15.9 per cent for the reserve books. The study revealed that relatively a small

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33 A.C. Eurich, "Student Use of the Library", Library Quarterly 3: 87-94 (1933)
percentage of students used the library every day.

According to another study conducted in the library of the Iowa State College, United States by Gaskill, et al., (1934)\(^{34}\) the proportion of students who used the library daily was just 47 per cent. Inquiry was made in short interviews at the exits as to the purpose for which the students had come. The findings of the study revealed that '14 per cent of the students visited the library for reading newspapers; 9 per cent for general reading (books and magazines); 51 per cent for assigned reading; 25 per cent for problems or topics; 8 per cent for specific books other than assigned reading; 7 per cent to use their own books and 9 per cent gave reasons other than reading'.

A survey (1959)\(^{35}\) of the use of the Leeds University Library by the teachers, research students and undergraduates revealed that the undergraduate students ranged fairly widely in the use of the library

\(^{34}\) H.V. Gaskill et al., "An Analytical Study of the Use of a College Library", Library Quarterly 4 : 564-587 (1934)

and many of them borrowed only once or twice in a year or did not borrow at all from the university library.

Two years later, a more comprehensive study (1961)\(^{36}\) of the use of Leeds University Library was conducted. The analysis of the data, collected mainly through questionnaires established that 87 per cent of the students used the university library for reading and working. The breakdown for the faculty groups was Arts 89 per cent; Science 93 per cent and Technology 76 per cent. It was noted that the Arts students tend to spend more time in the library than Science or Technology students. 90 per cent of the sample reported that they had bought books for curricular purposes and this proportion remained constant over almost all subjects. However there was considerable variation between subjects in the average amount of money spent and number of books bought by each student.

An investigation into the student attitudes to the Southampton University Library (1962)\(^{37}\) drew attention


\(^{37}\) Maurice B. Line, "Student Attitudes to the University Library : A Survey at Southampton University", *Journal of Documentation* 19 : 100-117 (1963)
to several problems and deficiencies, if not of library service, at any rate of communication between the library and students. In particular, both the reference materials in the library and the professional staff were being seriously under used.

Again after three years another survey of this type was conducted in the Southampton University Library (1965)\textsuperscript{36} in order to assess whether changes that had been introduced have any effect. It was noticed that the students used the library more exclusively than in 1962 and their attitudes showed slight changes for the better. Two features of this study call for special mention. The first is the greater use made of library by women: their use was more for recreational reading; they used the catalogue more and were more satisfied with the card catalogues; they had more confidence in the library staff, but were reluctant to ask them queries. Secondly, Social Science students not only showed remarkable improvements over 1962 in such matters as book purchases, use of catalogues as a first resort, personal acquaintance with

\textsuperscript{36} Maurice B. Line, "Student Attitudes to the University Library : A Second Survey at Southampton University", \textit{Journal of Documentation} 22 : 123-135 (1966)
library staff, willingness to ask them queries and progress in the use of the library.

An enquiry into the reading habits of postgraduate students of an Indian University, Rajasthan University, conducted by Srivastava (1965)\(^39\) reported that 53 per cent of the sample regularly, 44 per cent occasionally and 3 per cent never used the university library. And that proportion of the respondents who have utilized the inter-library loan facilities was just 13 during one year.

The committee on libraries of the University Grants Committee with the help of a private agency conducted a survey (1967)\(^40\) of libraries in higher educational institutions in Great Britain in order to assess the needs of undergraduates and the extent to which they were being met. The study brought to light that 14 per cent of the undergraduates had never used the university library and most of these were applied science students. Twenty one

\(^{39}\) Anand P. Srivastava, Reading Preference in Higher Education (Jaipur : University of Rajasthan, 1965)

per cent of the undergraduates who used the university library reported that they were reluctant to put queries to members of the library staff. Other findings of the study included the following: less than half of the undergraduates had received training in using the library in schools; 49 per cent of undergraduates borrowed books at least once a week whilst they were at secondary schools; the average student using the university library spent less than five hours a week in the library; 21 per cent claimed to do most of their reading for study projects in the university library, with the highest percentages for students of the social sciences and the lowest for students of applied sciences; and the main source of books for loan was the university library; 24 per cent of all students and 57 per cent of those who had borrowed books had taken them from the university library.

Also, the students have reported the problems they face in using the libraries. Thirty eight per cent of the undergraduates found it difficult to obtain in time the books which they need for their studies. These percentages were much higher in the humanities than in the pure and applied sciences. The main difficulty quoted by the students was that not enough copies were available.
This accounted for 32 per cent of all students and for 83 per cent of those who had found difficulty in getting books. It is significant to note that 47 per cent of undergraduates felt that they were not getting the best out of the university library. Thirty one per cent explained this in terms of either personal deficiencies such as laziness, or personal circumstances, such as already having the books which they require.

Panwar and Vyas (1976)\textsuperscript{41} conducted a user's survey of two women's colleges, viz. Indraprastha College and Laxmi Bai College of the University of Delhi, with the help of a questionnaire administered to the students and teachers, supplemented by personal interviews and observations. The conclusion of the study was that the use of the library by the students and teachers were not up to the mark.

The use pattern of Indian Institute of Technology, Delhi Library was studied by Saha (1978)\textsuperscript{42} with the objective

\textsuperscript{41} B.S. Panwar and V.D. Vyas, "User's Survey of the Women's College Libraries", \textit{Herald of Library Science} \textbf{15} : 3-25 (1976)

\textsuperscript{42} Karuna Saha, "Use Pattern of Indian Institute of Technology, Delhi Library : A Survey", \textit{Annals of Library Science and Documentation} \textbf{25} : 40-44 (1978)
of ascertaining the quantum of library use, pressure of
demand from various categories of users, peak hours and
days of library use. Functioning of the library and use
made in the library were observed in order to make the
services more need-oriented and to satisfy greater per-
centage of demand in a better way. The findings of the
study revealed that maximum use of the library was made
by the post-graduate students including research scholars.
According to this study the first four days of the week
had greater library use than the last three days. Hourly
use of the library also followed a particular pattern,
with usage being maximum at the opening two hours. Since
15 per cent of the total members enrolled visited the
library daily and percentage of two hourly visits varied
from 1 to 6 per cent, he suggested that it would be
satisfactory if 10 per cent of the total members could
be accommodated at any points of time.

Kapoor and Trivedi (1981) conducted a study
of under-graduate text-book libraries in Delhi University
with a view to identifying and removing lacunae, if any

43 A.L. Kapoor and N.L. Trivedi, "Undergraduate Text-
book Libraries in Delhi University Library System : A
Case Study". Journal of Library and Information
in the functioning of these libraries and to suggest ways and means to make the libraries more useful, purposeful and meaningful'. The investigation was mainly based on the printed records of the libraries. The study showed that only 9 per cent of the college students made use of the undergraduate text-book libraries; 78 per cent of the membership in these libraries was confined to only ten colleges out of some forty colleges; 75 per cent of the collection remains unused, and apparently these zonal libraries were not supplementing or complementing the efforts of the college libraries in any visible manner. The university was spending annually about Rs.7,07,000 on each of these libraries.

**Borrowing of Books from the Libraries**

It has been noted that certain important studies of the use of the library by the academic communities, with particular reference to the borrowing of books have been conducted abroad. A survey of the use of the libraries in five colleges of the Middle West, United States was conducted by Johnson (1938)\textsuperscript{44} with the objective of assess-

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\textsuperscript{44} Harry L. Johnson, "A Study of the Use of Five College Libraries" (Unpublished Master's Dissertation, University of Iowa, 1938)
ing the use of the college libraries by the students with particular reference to book borrowing. The study concluded that the average number of books borrowed by a student per year was 11.36 books, or 12.54 including renewals.

McDiarmid (1935)\textsuperscript{45} studied the undergraduate use of seven Liberal Arts College Libraries of United States. A total number of 2,278 students, being about equally divided between men and women, were taken as a sample. He compared the average number of books borrowed per semester by students of the seven colleges, male and female students and different scholarship groups and concluded that the institutional differences were greater than any of these.

Branscomb (1940)\textsuperscript{46} was entrusted with a project by the Association of American Colleges 'to study the college library from the standpoint of its educational effectiveness rather than its administrative efficiency'.

\textsuperscript{45} E.W. McDiarmid, "Condition Affecting the Use of the College Library", \textit{Library Quarterly} 5: 62-70 (1935)

\textsuperscript{46} Harvie Branscomb, \textit{Teaching with Books : A Study of College Libraries} (New York: Association of American Colleges, 1940)
For this several local studies were conducted, some 60 college libraries visited, many librarians and college presidents interviewed and the data thus secured was supplemented by constant use of the published literature in the field. His main conclusion was that the college teaching could on the whole further enrich the student's learning if teachers exerted more effort, in co-operation with librarians to utilize library resources and services.

According to Branscomb's study the average number of books borrowed by a student from the general collection was about 12 books per year. Besides this, on an average 50 to 60 books were borrowed by a student per year from the reserve book collection. Using the higher figure, this would mean reading portions of about 15 titles per semester or 3 per course. It was also noticed that 42 per cent of the students made no use at all of the general collection during the period of study and 66.9 per cent of the undergraduates made a negligible use of it.

Yet another study (1964)\(^47\) conducted in Birmingham University Library reported that the number of graduates visiting the library with the intention of borrowing books

was surprisingly high, 49 per cent compared with only 27 per cent of undergraduates and the proportion of books which were not available in the library because they were on loan for undergraduates and graduates were 3.5 per cent and 1 per cent respectively.

It is fairly evident from the studies reviewed that while some detailed studies of college libraries and utilisation of library resources and facilities have been conducted abroad, particularly in the United States, not much work seems to have been done in India. This is particularly so in the field of use of college and university libraries by students and teachers. It is astonishing to note that no study on college libraries and/or use of college libraries have been conducted so far in Kerala despite the fact that it is one of the most advanced States in higher education in the country. All these factors establish the need and relevance of the present study in the Kerala context. The studies reviewed are also found to be immensely helpful to the investigator in gaining sufficient knowledge in diagnosing problems and devising a plan for achieving the desired goals.