CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

Review of related literature, a significant and primary component of any research, enables the investigator to understand the earlier research interests, research patterns and the magnitude of the research output in a field of knowledge. As far as the field of Information acts is concerned, the literature on the subject is growing. A number of reviewed articles, books and conference volumes on Knowledge sharing have been published. An attempt has been made in this chapter to review the literature on institutional libraries and information seeking behaviour, information user behaviour in the national and international perspectives.

2.2 METHODOLOGY AND SOURCES

Various information sources both primary and secondary were consulted that include

- EBSCO’s Library, Information Science & Technology Abstracts (LISTA) online, 1970-2008
- Dissertation Abstracts International, UMI
- ERIC Database, Silver Platter
- Sociological Abstracts (as on 2008) Published by Cambridge Science Abstracts
- Full text journals from publisher site at www.emeraldinsight.com
Efforts have been made to identify the relevant literature on the problem by scanning, browsing and reading the original documents and abstracting sources. Appropriate notes were taken and wherever the original documents were not available, the relevant information has been taken from the abstracts for the preparation of the review.

2.3 REVIEW OF LITERATURE

A substantial body of literature exists on information seeking and scientific communication. There exist several reviews and monographs on this line of study (Bates, 2005; Case, 2002; Dervin & Nilan, 1986; Fisher, Erdelez & McKechnie, 2005; Spink & Cole, 2005).

Information needs arise out of situations pertaining to a specific task that is associated with one or more of the work roles played by the professional (Leckie et al. 1996). The information needs of the engineer are determined or characterised by their context (situation-specific need, internally or externally prompted), frequency (recurring or new need), predictability (anticipated or unexpected need), importance (degrees of urgency), and complexity (easily resolved or difficult) (Ellis & Haugan 1997; Leckie et al. 1996). Other factors that influence professionals’ information needs include individual demographics or attributes and circumstances, such as age, profession, specialisation, career stage, and geographic location.

It has been well documented that information seeking and use varies by discipline, profession, task, situation, and context (e.g., Bates, 1994; Bates et al., 1995; Borgman, 2006; Bystrom, 1999; Case, 2002; Cool, 2001; Dervin, 1997; Kling & McKim, 2000; Hansen & Järvelin, 2005; Rice & Tarin, 1993; Savolainen, 2006a, 2006b; Solomon, 1997, 2002; Talija & Maula, 2003; Tenopir et al., 2005; Vakkari, 2006; Vakkari & Talija, 2005; Zhang, 2001). Using various research methods (Wang, 1999), the majority of the studies have focused on specific user groups or individual IICTs, such as e-journals, digital library, and online library catalog, etc.
Taking various approaches, such as cognitive, sense-making, behavioral, etc., different models have been proposed at both the macro and micro levels (e.g., Belkin, 1980; Ellis, Cox, & Hall, 1993; Dervin, 2005; Ingwersen, 2001; Ingwersen & Järvelin, 2005; Kuhlthau, 1993; Marchionini, 1995; Saracevic, 1996; Wilson, 1981, 1999).

The review on the related literature has been categorized into the following:

- Information seeking behaviour
- Professionals Information seeking behaviour
- Institutional Libraries as a Whole
- Resources of Institutional Libraries
- Services in Institutional Libraries
- Facilities in Institutional Libraries
- Other Technical Operations of Libraries

2.3.1 Information seeking behaviour

The information-seeking behaviour were based on characteristics, work role and associated tasks. (Pinelli’s (1991), King et al.’s (1994)). Behavioural information seeking model (Ellis & Haughan (1997), Information Seeking and Using model (ISU) (CheukWai-Yi (1998) 42) general model of Professionals’ Information Seeking (Leckie et al (1996)) and digital information seeking model (Gopalakrishnan and Gopalakrishnan (2007), 44 (Gopalakrishnan et al., 2012) 45 are the few.

Nicholas, et al (2009) carried out a study to provide evidence on the actual information seeking behaviour of students in a digital scholarly environment. The study showed that the undergraduates and postgraduates were the most likely users of library links to access scholarly databases, suggesting an important “hot link” role for libraries.
Jaspal Kaur Bhatia and Venkata Rao (2011)\textsuperscript{47} ascertain how the women college students seek information in digital environment. Similarly AJIBOYE, Josiah O and TELLA, Adeyinka (2007)\textsuperscript{48} studied the information seeking behaviour in the implications of quality higher education among the University undergraduate students in Africa.

Fatima, Nishat and Ahmad, (2008)\textsuperscript{49} investigated the information seeking behaviour of college students to find out the awareness and usage of library resources. The findings of the survey indicated the need to increase the usage of library resources and services. Kakai et al (2004)\textsuperscript{50} observed that the information seeking behaviour of students involved active or purposeful information as a result of the need to complete course assignment, prepare for class discussions, seminars, workshops conferences, and for writing final year research papers.

Majid and Tan, (2002)\textsuperscript{51} investigated the information needs and information seeking behaviour of computer engineering undergraduate students at Nayang Technological University, Singapore. The purpose was to identify the types of information sources used by the students, their preferred information formats and the use of various electronic information sources. It was found that the use of databases and electronic journals was quite low.

Fidzani (1998)\textsuperscript{52} surveyed 144 students to determine the information seeking behaviour and use of information resources by graduate students at the University of Botswana. The purpose of the study was to find out what their information requirements were and determine their awareness of library services available to them. The findings of the study indicated that the guidance in the use of library resources and services was necessary to help students meet some of their information requirements.

2.3.2 Professionals Information seeking behaviour

Engineers use information primarily to reproduce physically encoded information with documentation as a by-product for the product manufactured.
However, there exist vacuums in the effective dissemination, production, and acquisition of scientific and published technical information (Leckie et al., 1996).


It is felt by the engineering professionals that there exist numerous gaps in electronic information access and retrieval system including online database, internet etc. concerning the availability of suitable information. (Hurd, Weller and Curtis (1992) 64; Kraaijenbrink (2007) 65, Mueller, Soriniand Grossman 2006) 66.

The level of complexity combined with the degree of importance and urgency, and the question of whether the information need is anticipated or unexpected may affect the information seeking activity undertaken by the engineering professionals (Ingwersen and Jarvelin 2005 67, Vakkari 199868, Bystrom 2005 69).

Information literacy Programmes (Bhatti, Rubina 2013) 70 and guidance in use of library resources and services (Pareek, A.K. and Rana, Madan S (2013) 71 with the help of professional staff are expected among the engineering faculty members. Lack of awareness of resources especially digital information resources (Adio and Arinola (2012)) 72, use of ICT in information seeking and gathering process (Khan, Shakeel Ahmed, Bhatti, Rubina and Khan, Ghalib (2011) 73 are the limitations in information seeking among the faculty members. Majid et. al (2012) 74 found that the basic purposes of seeking information is primarily for academic purpose rather than that of enriching the knowledge. Even Siddiaui, Sadaf (2011) 75 stated that the successful operation of any library and information centres depends to a large extent on the choice of their collections. The choice of the collection should meet the need and requirements of the end users.
Popoola (2008) examined and considerable difference was found in the faculty awareness about library and information products and services. It further disclosed that the users did not have the required knowledge of library products and services relevant to their teaching and research work. The author concluded that the level of knowledge of the faculties has relationship with the frequency of library use, consultation of librarian etc.

Gopalakrishnan et al. (2008) “Information Use Pattern by the Academicians: A Case Study of NIFT Centers in India” is a survey conducted to examine the information needs and information use pattern of the academicians of seven institutes of fashion technology in India. The authors suggested to have functional and effective collection development programme to meet information needs of the users and the need to popularize the less used services to ensure their optimum utilization, conducting regular user education programmes, acquiring both print and non-print material, moving towards digitalization, etc.

Singh and Satija (2008) executed a survey to find out the information seeking behaviour of teachers and research scientists. Users depended heavily on the computerized information search facility. The working culture of those who need information, facilities available for seeking information and knowledge about them, chances of getting the required information etc. affect the information seeking behaviour of the users.

2.3.3 Institutional Libraries as a Whole

Christie, Pollitz and Middleton (2009) examined the student patterns of coping with textbook inflation and the role that course reserve collections play in ameliorating costs. In the winter of 2007, an online survey was distributed to 1,500 Oregon State University students to explore their textbook purchasing habits and use of course reserves. Students reported that textbook costs come directly from their personal funds. They see course reserves as one mechanism to help them deal with textbook costs. Libraries focus efforts to assist students by purchasing recommended and optional textbooks.
Haras, Edward and Ferry\textsuperscript{80} (2008) investigated pre-college (K-12) and present day library use and perceptions of research for 105 U.S. – educated first-year Latino undergraduates (generation 1.5). Data were collected through focus groups and an electronic survey. Results suggest K-12 library use and information literacy development are correlated. Research skills were underdeveloped for the sample as a whole, and correlated with students’ low levels of K-12 library use.

Mortimore and Wall\textsuperscript{81} (2009) argues that perception of faculty encouragement is the single most important predictor of African-American college students’ academic self-concept, trumping both academic performance (e.g., grades) and school environment (i.e., historically Black colleges or universities vs. predominantly White colleges or universities). Given this link between encouragement and academic self-concept, information literacy instruction becomes an arena in which librarians may support the development of students’ self-concept, thus increasing motivation.

The study by Sharma\textsuperscript{82} (2009) described the availability of IT infrastructure and online resources in dental college libraries of Haryana State, India, and highlights the causes, problems, and solutions in application IT.

Bavakutty\textsuperscript{83} (1984) described a survey conducted to assess the state of college libraries with particular reference to: administration; organizational efficiency; finance; book selection and acquisition; technical processing; services; and physical facilities in the state of Kerala. Data was collected through questionnaires to 102 libraries; interviews with college librarians; examination of records, registers, statues and guides; and personal observation of college libraries with special reference to organization, administrative policy and practice, facilities and resources. The result is a clear analysis of the services and needs of Indian college libraries.

Shetty and Shetty\textsuperscript{84} (1977) developed a set of standards for college libraries, based on a survey of their position in Karnataka province, covering the areas of objectives, collection and organization of materials, staff, facilities, administration and budget. He opined, while the need for library standards is well recognized in India, the only suggestions yet made have been restricted to standards for budgets and the
status of librarians. Standards suggested for colleges of education embrace only those colleges with 4-year degree programmes and an enrolment of over 500 students. The 1,000 colleges, each serving 100-125 students and offering 1-year graduate programmes, are not covered by any standards. He suggested that library associations and library researchers in India formulate sets of standards for all types of libraries and make maximum efforts to ensure that they are implemented.

Ahmad and Satija$^{85}$ (2002) discussed the acquiring, organizing and preserving documents. Mary and Sankar$^{86}$ (2008) attempted to describe the various techniques available for evaluating a document collection in an academic library with particular reference to two engineering college libraries to establish the need for such evaluation.

Reddy and Sitaramaiah$^{87}$ (1994) discussed the procedures in an academic library for the optimum acquisition of book and periodicals belonging to the structural engineering specialization within the civil engineering discipline based on the case of the Regional Engineering College Library at Warangal in India. Singh$^{88}$ (1977) discussed various methods of survey, objectives, and usefulness for the evaluation of collections, and the results of a survey of Punjab University Library, particularly physics literature supported with many suggestions for its improvement particularly research and academic libraries, are becoming complex and specialized with the rapid growth of research.

2.3.4 Resources of Institutional Libraries

Adetoro$^{89}$ (2008) carried out an assessment of the acquisition and use of library resources at Tai Solarin College of Education (TASCE) using a descriptive survey approach. The study found that a low rate of acquisition during the period under study, while user visits, loans, and books and journals consulted increased steadily. The study recommended a prioritized and proactive acquisition policy for books and journals, improved user education, and current awareness service for students and staff.
Lesniaski\textsuperscript{90} (2004) explored the Howard D. White’s Brief Tests of Collection Strength presents a method for evaluating library collections. His method, based on comparing short lists of items (brief tests) to a library’s holdings, comes out of conspectus work of the 1980s but is much more straightforward. White provides evidence and research supporting the integrity of his approach. This study offers further simplification of White’s brief tests, thereby making this method of collection evaluation attractive to smaller college libraries.

Austenfeld\textsuperscript{91} (2009) observes that collection management in the smaller academic libraries needs to be directly related to changes in the curriculum of the parent institution, as it serves full-time enrolled students is mainly to serve the curriculum-based needs of students and faculty. To achieve efficiency, collection managers must maintain up-to-date knowledge of changing instructional and research needs at their institutions, the needs new programs have for library materials, appropriate collection assessment tools, and the tasks involved in a focused expansion project. By optimizing consultations with faculty and evaluation procedures scaled to its needs, the library at North Georgia College and State University, a modestly sized academic institution, established a model for becoming an active participant in new course and program planning during the application stage, ensuring appropriate library support for new courses and programs of study.

Lieberthal\textsuperscript{92} (2009) stated that the business librarian and other library instruction librarians provided single library sessions to all sections of the course. Toward the end of the one hour library information session, the students were asked to fill out an online user satisfaction survey to assess how much they had learned and to evaluate the teaching tools and methodology of the librarians. Toward the end of the semester the business librarian posted a follow up survey to the website to assess whether the students had used the resources demonstrated by the librarians in the library session, whether they had follow-up interactions with the librarians, and whether they had positive attitudes toward the library, librarians, and business databases. The majority of students had used the databases and had a positive attitude toward the instruction and the library.
Reznowski\textsuperscript{93} (2008) describes the benefits of contact between the language librarian and a first year language class at Washington state University College, for the purpose of promoting library resources to inform language learning. Experience described provides a strategy for making contact with teaching, promoting library materials, and the tips for planning and delivering a library instruction session on language materials to a first year language class. This approach can be particularly valuable for librarians who wish to initiate contact with language students in the early years of instruction, both to familiarize them with the library and its resources, and to support and encourage their language learning activities.

Maheswarappa and Tadasad\textsuperscript{94} (1999) discussed the existing library and an information service provided by college libraries, the issues connected with the resources and information services in the context of electronic information and networking and suggests the steps for improvement of resources and services. Kaur and Kaur\textsuperscript{95} (2007), Dixit\textsuperscript{96} (1985) examined the use of information resources of medical college libraries and suggests the improvement of collection of resources.

Padmamma and others\textsuperscript{97} (2002) reported results of a questionnaire survey, conducted among the teachers in six undergraduate colleges in Shimoga City, which aims to find out the utilization of newspapers and magazines by teachers; determine the importance of different sources of information; impact on the use of periodicals; examine the teachers’ areas of interest in magazines and newspapers and to find respondents’ opinions about the availability of sources in the parent organization.

Ahmad and Satija\textsuperscript{98} (2002) discussed the acquiring, organizing and preserving documents. Kannappanavar and Rajanikanta\textsuperscript{99} (2008) highlighted the use of e-learning resources in medical colleges. Majority of the colleges under the study have e-information resources, e-databases; almost all colleges are also becoming members of a consortium. As for as the infrastructure facilities are concerned almost all colleges under study have provided very good infrastructure facilities to their libraries to serve their client effectively.
Lohar and Kumbar\textsuperscript{100} (2002) evaluated the use of Sahyadri College Libraries in Shimoga by conducting a survey of 91 teachers from both the Sahyadri Arts and Commerce College and the Sahyadri Science College. The objectives of the study were to identify the adequacy of the reading materials in the libraries; know the necessary information resources for teaching and learning process in the fields of interest to the college; facilities extended by the library; types of information resources required; ascertain the opinion of the faculty regarding the adequacy of information resources and services available in the library and to assess the methods of organizing the documents in the libraries.

Koganuramath and Muddu\textsuperscript{101} (1994) highlighted the need for networking of regional engineering college in India. Possible paths for networking are explored and potential linkages identified. The paper proposes resources sharing as a means to solve the problems in acquiring technical literature.

Sivaraj, Esmail and Kanakaraj\textsuperscript{102} (2008) explored the networking and improvements in the electronic transmission of data make resource sharing viable. Library professionals must be able to make effective contact with relevant people in order to share information, resources, and experience. It is necessary to establish a library network among all engineering college libraries in Tamil nadu for maximum use of resources for the benefit of the students, faculty, and research scholars, and to improve the quality of education.

2.3.5 Services in Institutional Libraries

In most libraries, changes in technology, institutional objectives, and use expectations for services have increased demands on staffing and budgets. Integrated systems and the Internet have enabled libraries to broaden their concept of access from the physical collection to include thousands of other library collection and electronic databases from around the world. Many libraries are reengineering workflow and are creating a new unit called Access Services. Reorganizing around the concept of user-
focused access will help community colleges meet the challenges they face (Lori Driscoll\textsuperscript{103} (2001)).

Furnish\textsuperscript{104} (2004) describes a review of the electronic instruction services offered at the Northern Kentucky University College of Law Library, by surveying 15 regional academic law libraries to measure the level and types of electronic services offered in those libraries. White and Guccione\textsuperscript{105} (2009) focuses on the design of library services to best meet the information needs of U.S. College students studying abroad. The empirical grounding consists of research conducted by a Pennsylvania State University librarian at four study-abroad sites in Rome and Bologna, and the work of two librarians at colleges with high student participation in foreign study programs. In regard to the latter, the authors will discuss the way in which Dickinson College began a new program of library services to study abroad students, and present a Goucher College librarian’s experience as a collaborative participant in a study-abroad program.

Powers\textsuperscript{106} (2010) surveyed community college librarians in California reveals that the nature of reference service required of them, limitations on budget, staffing, technical support, resources, decision-making ability, and professional development opportunities, affect their professional attitudes. Librarians see reference service as primarily a teaching role. They experience “librarian’s anxiety” when their teaching effectiveness is eroded, and satisfaction when their role is fulfilled. Librarians want clarification of practical uses of Web 2.0 applications. Community college librarians need better ways to articulate their teaching role to their institutions at large.

Sujatha and Mudhol\textsuperscript{107} (2009) described the evaluation of electronic information services in the light of current status of electronic information services in fisheries college libraries in South India and suggested possible solutions.

Kumar\textsuperscript{108} (1981) described the changing philosophy of education enumerating the services provided by a college library and considers the evaluation of college library services not as an end in itself but as a means to improve services. The study emphasized the need for evaluation of library services mentioning the methods
available for evaluation and enumerated the statistics to be maintained for different services.

Sadasivamurhty, Siddamallaiah and Yadav\textsuperscript{109} (1993) described how user evaluation can be integrated into the routine day to day activity of the library service through a system, based on good communications and understanding between users and library staff.

Bajpai\textsuperscript{110} (1994) described the role and objectives of a college library and enumerates various library services rendered in the college libraries in general. He also evaluated each one of these services in detail identifying their problem areas and highlighted unhealthy practices and faulty provisions which prevail upon the smooth flow of library services. The study also suggested measures to solve the problems listed and adds recommendations for the betterment of library services. Singh\textsuperscript{111} (1998) discusses circulation services, reference services, documentation and information services etc. have been analysed and respondents’ satisfaction towards reader’s services and reader’s attitude towards respondents have been outlined.

Singh and Satija\textsuperscript{112} (1996) studied the readers’ services in college libraries as perceived by college librarians. The study of readers’ services assumes significance as these services enable the students to achieve educational excellence.

Manoharan and Servakumar\textsuperscript{113} (1999) explained information services, guidance and counseling services in colleges highlighting the modes of information dissemination. The study also brings out the details regarding hardware, software, files maintained and options available to retrieve information to create electronic information environment.

Nithyanandam\textsuperscript{114} (1999) explored the importance of computer-based information services in college libraries and outlines prerequisites for initiating such information services.
Rashid and Amin\textsuperscript{115} (1998) made an assessment of the prevailing library services in the 17 regional Engineering Colleges in India and made certain suggestions for improvement and modernization of these libraries for more responsive and adequate services in tune with the growing demands.

2.3.6 Facilities in Institutional Libraries

Epperson and Leffler\textsuperscript{116} (2009) present findings of an electronic survey to determine the extent of use of social software programs. The study was conducted to discover the extent to which students use social software programs, namely Facebook, MySpace, Instant Messaging and Second Life, and to determine their level of desire for having a librarian or library presence within those settings. A web survey was developed and distributed using convenience sampling. The survey was developed and distributed using convenience sampling. The survey was distributed to students at two college campuses located in the state of Colorado in the USA. The majorities of respondents use social software programs, but are apathetic about using these programs for library questions or research.

Rani\textsuperscript{117} (2008) the development of college library management at degree colleges of the minority-communities in India and Andhra Pradesh through survey methods which included physical conditions, administrative procedures, human resources management and workforce availability, the quality and variety of services offered, verified whether NAAC library standards are being followed, and studied the extent of computer use or phases of computerization; availability of systems, and type of software being used.

Choudhury and Padhee\textsuperscript{118} (1993) conducted a study on reading habits and interests of 200 undergraduate students in Rourkela College, India, which aims to find out the reading interests of the students; assess the relative priority of those interest; ascertain the role played by the college library in promoting and improving reading habits by providing proper facilities and suggest appropriate measures for the
promotion of good reading habits. The study concluded the library should promote the reading habit among the students.

Maheswarappa and Tadasad\textsuperscript{119} (1999) reported a study of the extent of availability and use of computers in 571 out of the 931 college libraries in Karnataka State, India. 121 colleges had computers, but only 45 were using them for library activities, and only 14 of these making uses of computer readable databases.

Varalakshmi\textsuperscript{120} (1991) identified the limitations inherent in the medical college libraries, in Andhra Pradesh, India, in retrieving medical information and notes the advantages of networking and cooperation at the regional level.

Saxena and srivastava\textsuperscript{121} (1998) observed that selection of suitable software packages is a problem due to lack of good and up to date comparative studies. Evaluate some of the software packages used in Indian libraries and information centers based on published literature, demonstrations in conferences, personal discussions, etc. The study recommends Sanjay software for smaller libraries, and Suchika, Granthalaya and Libsys for larger ones.

Gupta\textsuperscript{122} (1998) described the development of college libraries since independence highlighted the problems faced by them Advocates need for collection development policy and electronic devices to face the challenges of 21\textsuperscript{st} century.

Chaudhury\textsuperscript{123} (1996) discussed importance of educating college library users to make the optimum use of the facilities available to users. It traced the existing situation of user education programme in the college libraries of greater Guwahati, and analysed reasons for non-implementation of user education programs.

Yadagiri\textsuperscript{124} (1999) discussed briefly the application of information technology (IT) in creation of database, housekeeping services such as circulation desk OPAC etc; and introduction of latest IT infrastructure in the regional engineering college library.

Lohar\textsuperscript{125} (2005) explored the library resources and services, classification & cataloguing, and physical facilities available in the libraries.
2.3.7 Other Technical Operations of Libraries

Adapting concepts and experience from Information and Learning Commons, Providence College (PC) has developed a somewhat different model – organic (i.e., based on local library and institutional culture, needs, change-readiness; emerging in increments as opportunities arise, at a pace, at costs, and to degrees apropos institutional resources), hybrid (i.e., a seamless blend of services and resources, of new and high-tech with traditional and high-touch), and infused (i.e., the blend of services and resources is pushed out explicitly or implicitly into, and distributed among, all aspects of the physical and virtual library). PC’s Library plus Commons incorporates resources and characteristics of information and Learning Commons distributed throughout the entire library (Bailey\textsuperscript{126} (2010)).

Kannappanavar and Mathad\textsuperscript{127} (2000) surveyed 720 first grade college libraries in Karnataka state categorizing into aided; government; constituent; and unaided colleges. They studied various aspects of colleges that include librarians' qualifications; library staff; working hours; classification schemes used; lending; reference services; and library building facilities. It concluded that the status of college libraries in the state was far from satisfactory owing to inadequate funds and staff.

Tadasad and Maheswarappa\textsuperscript{128} (2002) reported on a survey of 571 college libraries in Karnataka State, regarding classification of books, use of a classification scheme, provision of book numbers, method used for providing book numbers, and problems faced in classifying. Almost one third of the libraries undertook no classification at all. Of those who did, around one third used the Colon Classification and 2/3 DDC. The study also examined the reasons given for not classifying books, including inadequate staff, insufficient funds, lack of support from authorities and lack of interest generally.

Kumbar\textsuperscript{129} (2000) reported a survey on stock verification in 17 college libraries in Shimoga City of Karnataka, out of which, 13 colleges reported losses of books in
varying numbers. He proposed that the most effective long term method of decreasing book theft is student counseling.

Maheswarappa and Tadasad¹³⁰ (2001) reported an financial resources of 570 of the 931 college libraries in the Indian state of Karnataka, proposed a model as ‘Policy driven financial management for college libraries in transition’.

Mathad and Kannappanavar¹³¹ (2002) presented a study on the financial situations of constituent college libraries in the Karnataka State, India. The results found that, the government and the University Grants Commission (UGC) were found to be the major sources of finance for these libraries. Library expenditure is found to be inadequate to meet the requirements of the users and the correlation coefficient was found to be positive but insignificant.

Varalakshmi¹³² (2003) traced out the available standards for measuring the college libraries in India, and compares the recommendations made by University Grants Commission (UGC) (India) and suggestions made by expert committees and professional experts. An in-depth analysis reveals their strengths and weaknesses. She concluded that there are no authentic standards revised and approved by a body like the UGC to evaluate college libraries in India and suggests a model set of standards for college libraries in India, keeping in view the technology-based information environment.

Parvathamma and Anandhalli¹³³ (2001) reported a survey of eight engineering colleges in Karnataka, which revealed that almost half of the students admitted to stealing, mutilating or intentionally misplacing library materials. The study also attempted to look at the reasons for this behavior and possible measures to prevent it.

Singh¹³⁴ (1992) surveyed technical processing in college libraries using questionnaire and interview methods. The Chi Square test and Normal Deviate test were applied to study among various categories of users and suggested improved technical processing would optimize the use of college libraries.
Morgan\textsuperscript{135} (1992) conducted a postal survey during 1994 to find out the commitment of higher education institutions and their libraries to performance assessment, the extent of reader services evaluation, how libraries collect feedback about their services from users and, finally, satisfaction levels of library managers with current assessment procedures. Results indicated that, of those surveyed, about one-quarter of libraries had written policies on performance assessment; document availability, readers’ enquiry services and user education were evaluated by less than one-third over half of the libraries used course monitoring and evaluation and satisfaction surveys for feedback and, last, only one-quarter of library managers felt satisfied with their performance assessment procedures.

Chopra\textsuperscript{136} (1986) presented the result of a survey of teachers and students of 15 colleges of Chandigarh, highlighting their library needs, purpose of visit, type of library material often consulted or borrowed and their information seeking behavior.

Naidu and Naidu\textsuperscript{137} (1980) analyzed the data in terms of management, staff, finance, building and furniture, acquisition policy, processing, circulation, maintenance of collection, regulations, and statistics pertaining to arts, science and commerce college libraries in Andhra Pradesh, India, with special reference to the Osmania University Area covering 84 affiliated colleges. The study has made 24 suggestions concerning standardization of college libraries in the Indian context.

Chaya and Others\textsuperscript{138} (1979) collected data from college principles, teachers, students and college librarians to determine the library use; purpose of library; adequacy of reading arrangement and collection; efficiency of open-shelf system; speed of document retrieval; satisfaction with library services; book selection procedure; adequacy of funds; and physical facilities. The study described the concept of an ideal college library base don respondents’ views, and provided suggestions for the improvement of a college library.

Lohar and Papanna\textsuperscript{139} (2008) by analyzing the collected data on college libraries, different type sources and services, physical facilities provided by the library authority, status of computerization of different areas and internet facilities to users,
concluded that the status of first grade college libraries were not meeting the prescribed norms.


2.4 INFERRENCE

The following inferences have been derived from the review of literature:

1. A total of 139 studies have been reviewed in this chapter. The topics covered under the review are: Information seeking behaviour, Professionals Information seeking behaviour, Institutional Libraries as a Whole, Resources of Institutional Libraries, Services in Institutional Libraries, Facilities in Institutional Libraries and Other Technical Operations of Libraries

2. It is observed that a substantial portion of the review has been obtained from the Indian literature, although much of literature has also been drafted from Western and European countries.

3. The review further reveals that a couple of studies have been reported on the information seeking behaviour of users of the library in Karnataka, Andhra Pradesh and Tamil Nadu.

4. Most of the studies represent survey type and case studies.

5. It is observed that exclusive study on information seeking behaviour of faculties working in academic colleges.

6. It is also observed that most of the studies focus either national or state level and no comprehensive study conducted at regional or local
Therefore the researcher has tried in the study to bridge the gap in the literature and explore a comprehensive survey of information seeking behaviour of faculties working in colleges under the perview of Madurai Kamaraj University.

In the next chapter, a brief description on Information Seeking Model has been discussed.

REFERENCES


