About the methodology P.S.G. Kumar\textsuperscript{1} states. “The study of method is called methodology. A method is a path of achieving or approaching to a problem. The path involves certain steps or stages that occur in an order of occurrences. Through methodology the researcher states the problem systematically and sets proper way to research.

**2.1 Method of Research**

A research methodology involves the study on the method of research and we may call them as kinds of research method.

PSG Kumar\textsuperscript{2} points out the following types of research method.

1) Historical research method.
2) Descriptive research method.
3) Case study approach
4) Survey method.
5) Comparative method
6) Experimental method

This is the case study, in the words of P.V. Young\textsuperscript{3}, “A comprehensive study of a social unit be that a unit, a person, a ground a social Institution in a district or a community is called case study.”
So the present study is particularly of two regions on one state & same of women’s colleges & same the user group of colleges. So this study is case study method to be used with the help of survey.

EW Burges\(^4\) states. A survey of a community, has been defined also as “the scientific study of its conditions and needs for the purpose of presenting a constructive programme of social advance.”

A. F. Wells\(^5\) states. “The social survey may generally be defined as a study of the social institutions and activities of a group persons living in particular locality. Following definition is method the present study.

Webster dictionary\(^6\) defines a survey, is a critical inspection, often official to provide exact information often a study of an area and with respect to a certain condition or its prevalence a survey of schools.”

See the above definition the social survey is divided in three parts

1) Social activity
2) The study of Social problem & Development
3) Social survey of scientifically.

Method for specially about library survey. Busha & Harter\(^7\) states. “Library surveys are systematic in depth examination
of libraries, library systems or network of Libraries typically comparisons are made in these surveys among various libraries or units there of and established professional standards.”

In the present research case ‘study approach & survey method’ is used.

2.2 **Tools of Data Collection**

In order to gather data so that hypothesis may be tested / confirmed / generalized certain research tools are required. There are number of tools to acquire data, their methods of acquiring data employ distinctive ways of describing and quantifying the data every is particularly appropriate for certain sources of data for providing in formation of the kind and in the form that would be most effectively used.

In the Present study researcher has used questionnaire and observation, tool of research for data collection and the researcher personally, visited libraries and filled up the questionnaire. The observation tool used in this study people are exposed in order to observation method is divided in two parts.

1) Structured observation

2) Unstructured observation.

Structural observation : Information is to be recorded in structured observation is used in studies designed to provide systematic description or the test casual hypothesis. In unstructured
observation the observer can ease himself into the field at an appropriate place and there by avoid rebuff by blundering into delicate situation.

P.V. Young\textsuperscript{8} calls about unstructured observation. “The observer does not plan his study in advance. Most of our life situations are studies in some uncontrolled setting as they occur rather than in artificial surroundings created through controls.”

In present study researcher personally visited the women college library and saw their present situations. So the unstructured observation method is used in this study.

According the George Lundberg\textsuperscript{9} fundamentally the questionnaire is a set of stimulus to which literate observe their verbal behaviour under these stimuli. Goode & Hatt\textsuperscript{10} says In general word, “questionnaire refers to a device of securing answer to questions by using a form which the response he feels in himself.”

The questionnaire is very popular tool for data collection P.S.J. Kumar\textsuperscript{11} states merits & demerits of questionnaire.

2.3 \textbf{Merits of questionnaire}

1) Questionnaire is economical in getting information. It is economical both for the server and for the respondent in time, effort and cost.

2) It covers so large universe which could not otherwise be any other tool.
3) It is easy to plan construct and administer
4) The questionnaire has been constructed skillfully. The researcher may ask any body to administer it on his behalf.
5) It places no pressure on the subject for immediate response which means he can answer to question at leisure.
6) It may be used as preliminary tool for conducting a depth study later on by any other method.

2.4 **Demerits of Questionnaire**

1) It gives a based sample
2) The matter of non-response is always a big question mates
3) Its reliability and validity is low.
4) It forms a basis of pooling ignorance as responded simply & the point without knowing exactly what it is
5) It cannot be used with illiterate subject and children

See the advantage of questionnaire method & observation method and select this method for data collection when use of questionnaire it was included 2 types of questions. Structured and unstructured means (close ended question & open ended question) with the help of this tool. The researcher collects of data for this study.
2.5 Description of the questionnaire used

The questionnaire used in the present study was divided into 10 parts. It includes 50 main questions and sub questions related to the main question.

1) Primary data

2) Building and furniture

3) Library staff

4) Finance

5) Rules and Regulation

6) Collection Development

7) Processing of library materials

8) Governance

9) Services

10) Computer application

11) Future Plan

The first part of the questionnaire includes 11 questions of Basic facilities available to college Name of college, Establishment year, Address, Telephone, E-mail, Website, Affiliating university. Nature of college granted, Non granted, Semi granted, under 2 f 12.B, NAAC Accreditation & grade of college, to find the age of college, Email website, facility available, under 2f 12 B of the UGC. Grant received by the college, NAAC grade shown the Library facilities in women colleges.
In the second part questions about building & furniture is included. About building & furniture separate building, Library construction year, Area of library building. Library sections, sections name, reading room facility, measurement of reading rooms. Separate facility for student & faculty members. Number of reading room, No. of reading seats, light air facilities available, separate cabin. About the furniture shelving size type, of furniture wood/steel, Moveable shelves. Bookcase, periodical racks, News paper stand, Atlas and Encyclopedia stand, reading chair, size type of chair & reading table, Double face rack, Issue counter, catalogue cabinet, specially computer furniture.

Third part contains about Library staff the designation of staff, Number of Staff, Qualification scale of staff in this staff, Librarian, Asst. Librarian, Library Assistant, Library Clerk, Library attendant, Library peon any other sufficiency of library staff need of library staff.

Fourth part Include about finance in this part questions about last five years, Financial sources & budget making criteria given.

Fifth part is about rules & regulation membership of Teachers U.G. students, P.G. Students, Research Students, Administrative Staff any other, library fees, Library deposit, Service


In Seventh part of questionnaire Processing of Library material, cataloguing method, classification method is discussed.

In Eighth part of Governance is about library committee, members status of librarian

In Ninth part of services to be given by women college library. Lending, Reservation, Service, Inter Library loan Service, References Service, Current awareness service, Selective dissemination of information service, Newspaper clipping service, indexing service, internet service, photocopying (Xerox) service.

Tenth part of computer application questions are asked about computer services which are computerization and software name which is being used in library. Satisfactory of software will be sought in future.
Eleventh part of future plan is all about physical facilities, staff collection Development Library services and computer application. Above all questions are asked for the all sphere development of the women college libraries in Vidharbha & Marathwada region. Second questionnaire made for women college library users student & lectures. In the users questionnaire 9 parts are included.

1) Personal Data
2) Purpose of use of library
3) Physical facilities
4) Collection
5) Staff
6) Services
7) Governance
8) Rules and Regulation
9) Computer facilities

In first part of questionnaire in users profile/personal data of users is included with names department statues student/lecturers & faculty / stream qualification visit to library in personal data we see the personal started & number of qualified lectures number of faculties in library used in visit of libraries.

Second part of questionnaire purpose is of use of libraries included in this to borrow and the returning books to read
news paper/magazines to consult reference books to read general books to complete assignments to prepare for next class to chat with friend to see this question, objective of the library use for users.

Third part of the questionnaire physical facilities satisfaction of physical facilities working hours No. of seat reading room, library Environment general facilities light, water etc. These question, are ask because the all facilities essential for girl student.

Fourth part of questionnaire the participation of collection the reading material use categories of collection, how many books get, collection requirement fully met by the college library help of other library to see the collection is sufficient for users in this question.

In fifth part of questionnaire staff help & users opinion about staff.

In Sixth part included in library services use & Awareness about services ending. Reservation, Inter library loan reference & current awareness selective dissemination of information. News paper clipping, Indexing, Internet, Photocopy (Xerox) services is in it.

In Seventh part of governess, member of library committee include it.
In Eight part of Rules regulation users satisfaction about rules & regulation about Library hours. No of books, period of loan is discussed.

Ninth part includes computer facilities, library computerization, use of the computer purpose, computer use, satisfaction of computer facilities. Satisfaction about library & Expectation take from users.

In this questionnaire see the users demand from women college libraries.

2.6 Pre-testing of questionnaire

The entire well structured questionnaire and pretesting of questionnaire in Latur, Parbhani & Nanded. The main problem of this questionnaire is about English language. The questionnaire is not understood by arts faculty girl students so change was done in the questionnaire and it was translated in Marathi language. Where needed Marathi questionnaire are used for data collection and English questionnaire made in easy language and Librarian questionnaire some changes were suggested by the librarians when they filled the questionnaire they add some points like NAAC accreditation, satisfaction of computer software, and made the questionnaire ready to data collection.
2.7 Data Analysis

The questions have been designed in such a manner that the answers could be easily analyzed some of number and percentage.

An enormous data have been collected through questionnaire and interviews the analysis of dated would help in drawing certain finding which in turn helps to reach at so important conclusions.

Data handling validation processing and analysis have been carried out with the help of computer and has been represented in tabular and graphical form.

2.8 Objectives of Survey

The main objective of investigation is to study the women college libraries and their users in Marathwada and Vidharbha regions. The specific objectives related to the above mentioned broad objectives are.

1. To study the women college libraries and their users.
2. To ascertain the physical facility, library staff, collection development and financial management.
3. To study the services provided by the women college libraries.
4. To study the computer facilities rendered by the women college libraries.
5. To study the future planning pertaining to women college libraries.

2.9 Hypotheses

1) The women college libraries of Marathwada and Vidharbha region provided all library services.

2) The women college libraries lack the sufficient computer facilities.

3) Lack of finance is the main problem to women college library.

4) There is non availability of sufficient library staff and also does not exist the collection development for managing libraries

2.10 Scope and Limitations

The various committees & commissions appointed for the women education. They recommended separate colleges for women to give facilities & infrastructure.

Library is the important part of women education. Develop of library encourage for education. So the study of women college library & their user.

Their users are girl students and lecturers.

In Marathwada & Vidharbha women literary percentage is low because two regions depend upon Agriculture so there is not girls education awareness hence they decided to conduct the survey
of Marathwada & Vidharbha regions women college libraries & their position.

The subject coverage of the study is women education literacy percentage library management, library services and computer application in the library. Finding of the study may be helpful to educationalist social reforms premier research and educational Institutes. Such as university grant commission (UGC) and Indian Council for social science Research (ICSSR) to formulate.

2.11 Selection of the Sample

The Marathwada region has 411 colleges and libraries out of these 13 are women colleges the Vidharbha region has 590 colleges and libraries out of these 34 colleges are for women thus the two regions comprises of 47 women colleges and libraries.

2.12 Distribution of the Librarians Sample

<table>
<thead>
<tr>
<th>Region</th>
<th>University</th>
<th>No. of women college affiliated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marathwada</td>
<td>Dr. B.A.M.U</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>S.R.T.M.U.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Technical board</td>
<td>1</td>
</tr>
<tr>
<td>Vidharbha</td>
<td>Rst. Saint Tukadoji Maharaj University Nagpur</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Saint Gadgebaba University Amravati</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Technical board</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>47</td>
</tr>
</tbody>
</table>
The total forty seven (47) women college libraries are there i.e. twelve from Marathwada region and thirty three from Vidharbha region. In Marathwada region only 11 women college gave response and Vidharbha region 30 gave response. In Marathwada & Vidharbha region users have been selected. The girl student are selected considering the experience use of library so the B.A. Third year 10 girl students, B.Com. Third year 10 students & B.Sc. Third year 10 student have been selected. If there were only B.A. faculty available 30 students in B.A. Third year have been selected in place of only two faculty available. B.Com. and B.A. available 15 students of B.A. Third year & 15 students B.Com. Third year have been selected similarly the lectures selected bases

### Distribution of users sample

<table>
<thead>
<tr>
<th>Region</th>
<th>University</th>
<th>No. of Lect. Select</th>
<th>No. student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marathwada</td>
<td>Dr. B.A.M.U</td>
<td>80</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>S.R.T.M.U.</td>
<td>40</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>Technical board</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Vidharbha</td>
<td>Rst. Saint Tukdoji Maharaj University Nagpur</td>
<td>180</td>
<td>550</td>
</tr>
<tr>
<td></td>
<td>Saint Gadgebaba University Amravati</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical board</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
<td><strong>1350</strong></td>
</tr>
</tbody>
</table>
academic qualification teaching and research experiences (10) lectures from the different faculties have been selected

2.13 REVIEW OF PAST LITERATURE

The major aim of the chapter is to search literature on women’s education, women college, women college library and women college library users. Review of literature is most important part of any research report. It includes findings of already available information.

In present research, literature was studied at two stages. First review of literature has been collected and compiled to the related problems area and rely on the secondary information source in the field of library and information science i.e. abstracts, bibliographies, dictionaries and encyclopedia, etc.

At the outset to formulate the problem and to check whether the research has completed on the formulated problem, the bibliographies of Association of Indian Universities (1997)\(^1\), Pathak Vijay and Ramaiah (1986)\(^2\), Kumar (1987)\(^3\) have scanned as these cover the research conducted in the field of library and information science.

2.14 Theoretical background

2.14.1 Methodology

For the research methodology books written by Busha and Harter (1980)\(^4\), Kothari (1990)\(^5\), Krishna Kumar (1992)\(^6\),
James Mauch and Jack Brich (1998)\textsuperscript{18}, Singh (2002)\textsuperscript{19}, Kumar (2004)\textsuperscript{20} provides a systematic approach to define the research problem and design good questionnaire and conduct survey.

The book of research methodology and statistical techniques written by Kumar (2004) helps in the process of research selection and defining problems. The book research method in social sciences, a manual for designing questionnaire. The book of guide to the successful thesis and dissertation by James Mauch (1998) have been beneficial for writing research proposal and the book of the Sewa Singh (1986)\textsuperscript{21} in library and research methodology of library research need of library research have been considered for information to library research.

2.14.2 Women education

Aideo (1985)\textsuperscript{22} in her essay sisterhood is god, vividly illustrates the struggles educationally and professionally trained African Women in developing countries endure because of perpetuation of stereotypical beliefs about women’s role by that African brothers.

Agrawal and Agrawal (1992)\textsuperscript{23} while examining the historical background of female education in India reveals the dismal performance of female literacy.
Siddiqui (1993)\textsuperscript{24} analyzed the present trend of women and male education and observed that the facts and figure pertaining to female literacy is not upto the marks.

Moses (1995)\textsuperscript{25} in his article ‘the Role of Educated women and her Rural Poor in Nigeria’ indicate that female children are often assigned more after school duties than male children because the female child’s school performance is not as highly valued as that of male child.

Desai (1999)\textsuperscript{26} observed that education for women is a necessary for social development and must be accompanied by increasing levels of awareness with respect to the place of women in a patriarchal society the means to change their position and role to assure the human right. She also revealed that women constitute only 9.3 per cent in higher education on the eve of independence and now risen to 34.1 % in the subsequent five years.

Jones and Gouldings (1999)\textsuperscript{27} study the career attitude of students in the department of information and library science. Regarding qualifications and motivation for studying a large percentage of the female respondents (70 %) had an arts and humanities background.

Giram (2000)\textsuperscript{28} in a comparative study of women’s contribution in higher education reveals that the recruitment of female teachers in different faculties is below 30% which is less than
women reservation quota, only in education faculty it is near to 30%. It is very low in law and commerce faculty.

Desai and Thakkar (2001) while highlighting the performance of women education in India stressed the dire need to establish committees and commission and educational plans and survey of various types should be conducted to improve the performance of women education.

Khandai (2001) in her article the role of university in empowering women stressed mass motivation and mobilization, literacy, training for staff development, curricular development and network culture to be considered as a broad parameters.

Indirasan (2002) while describing a model for a gender audit of colleges in India lasted 136 women colleges from all over India mentioned that there are some colleges those are totally gender intensive and carry on the routine and prescribed activities and do nothing specific to most the specific needs of women students.

Sudhakar (2002) indicate the literacy percentage of women which was 8.86 % in 1951 has risen to 54.16 % is still gloomy because the number of illiterate women have not only decreased but it fact increase and this anomaly is explained by the tremendous increase in population.
Joshi and Tomar (2003)\textsuperscript{33} analyzed the data available from the 300 universities in India and revealed that there are 11 women Vice-Chancellors, one women pro-Chancellor, three women registrars, 66 women dean, 13 women directors and 12 women librarians. There are five women universities, which account for five Vice-Chancellors and the rest of them are from co-education universities. This indicates that they hardly have any representation in higher education at the senior positions.

Srivastava (2003)\textsuperscript{34} revealed that despite the significant. Policy initiative, database regarding demographic and educational indicators depicts that there exist a gender disparities. The percentage of girls enrolments to total enrolment by 2001 was 43.6 % in primary stage, 40.4 % in middle, 38.6 % in secondary, higher and education upto degree level it was 36.9 %.

Balaguruswamy (2004)\textsuperscript{35} while addressing the fifteen convocation for higher education and home science said that the rural women need technical upgradation of their skills/indigenous wisdom as well as be trained to become entrepreneurs. The engineering students can take up live projects relevant to the particular rural area/community by identifying the basic skills which are to be upgraded use, use their technical knowledge to improve their skills.
Kumar and Shafioddin (2004)\textsuperscript{36} while studying participation of women in governance in India i.e. Loksabha, State assemblies and Panchayat Raj institutes observed that their participation in decision making is very low. Therefore, they must be educate about their role.

Sharma (2004)\textsuperscript{37} studied the past history of women status and gender equality and empowerment of women and concluded that the low literacy per cent of female in India is a major factor responsible for their weakness.

Janaki (2005)\textsuperscript{38} commented that there is continued inequality and vulnerability of women’s in all sectors, economic, social, political, educational, health care, nutrition and which can be revealed from the facts that 75 \% women illiterate, 83 \% rural illiterate women, registered unemployed school graduates 51 \%, 90 \% women working in unorganized sector. As women are oppressed in every spheres of life, they need to be empowered in all walks of life.

Kishore (2005)\textsuperscript{39} in his research paper, ‘Female Literacy and Livelihood’ stressed the need of awareness about importance of functional literacy for women, awareness about learning, computation, communication and adaptability skills. Integrate literacy with work and life situations.
Laxmi Lingam (2005)\textsuperscript{40} highlighting the concept of women empowerment, assumes access to social resources like education, employment, political power and household resources like income, property, health, nutrition and decision making are seen and as an important pathways for empowerment and within the scope education at all levels has been observed to be an important instrument for social transformation.

Nongbri (2005)\textsuperscript{41} while stressing the role of universities in the empowerment of women viewed universities can serve as the linkage between the various department and policy decision level. Within the university structure centers and cells are now functioning in several universities and college. It serves the extension services, documentation and dissemination.

Pande (2005)\textsuperscript{42} viewed that in 1986, education is considered as a premier instrument for promoting equality of status and opportunity between men and women. Whereas today women’s studies centers are designed to act as catalyst for promoting and strengthening. Women’s empowerment through teaching, research, action, field work and extension.

Srivastava (2005)\textsuperscript{43} while analyzing the distribution of women enrolment by state, stage and faculty reveals that the percentage increase has been static in the enrolment of women as compared to total enrolment in all the state during 2002-2003 over
the preceding year. The study shows that women enrolment in the faculty of arts has been 51.13 per cent of total women enrolment, followed by the faculty of science (19.94 %), the faculty of commerce (16.48 %), etc.

2.14.3 Women college

Wasi (1978)\textsuperscript{44} said about parents mentality to sending girl to coeducational colleges so in the society more established of exclusive colleges and universities would not achieve the objective of empowerin women.

Bressler and Wendell (1980)\textsuperscript{45} have shown that attending a women college a co-educational college. May have a positive influence on self esteem education as piration. Tidball (1986)\textsuperscript{46} study in she has shown the graduates of women colleges are more likely to have achived a recognizable and commonly accepted intellectual or career a complishment than or women number on successful female faculty role mode is mentors in women’s institutions have a salutary influences women achievement.

Sagaria (1988)\textsuperscript{47} reporting women academic programme and curricula such as women studies programmes and courses women’s mentoring programmnes designed primarily to serve women were indentified as helpful in developing leadership potential similar empirical stills are not available in India.
Agrawal and Agrawal (1994)\textsuperscript{48} gave historical background of women colleges in India. They informed that during the period 1800-1854 missionaries started girl school, special primary school for girls have been started during the period 1854-1857. Miss Mary Carpenter (1870-88) established training colleges for women. In 1876-85, 2600 primary and secondary schools, 15 teaching institutes have been established.

Vijay Kumar (1998)\textsuperscript{49} in Handbook of U.G.C. growth and the enrollment of women in higher education found that women enrollment pre 1947 was 9.3 % in 1993-94 it has raise to 32.2 %. Similarly, the number of women colleges have also been recorded and increase during the period 1984-85 and 1993-94.

Srivastava (2005)\textsuperscript{50} has mentioned development in the five year plan, national policy of education (1986) on women education programme of action (1986), national policy of education review committee (1990), programme of action (1992), national policy for empowerment women 2001, 10\textsuperscript{th} plan programme of empowerment of women and distribution of women enrollment by state, stagewise facultywise and number of women college establishment during the year 1993 to 2003.

2.14.4 Women college library

Panwar and Vyas (1976)\textsuperscript{51} conducted a survey by selecting undergraduates, postgraduates and teachers in the social
sciences from the Indraprastha College and Laxmi Bai Women College participated in a questionnaire on the use of their libraries. Survey statistics and brief comments cover: collection requirements; library service; reading interest; initiation and reference service; library catalogue and shelf arrangement.

Esperanza (1985)\(^5\) describes the role of libraries and the library profession, collections in college libraries, responsibility of library personnel, library staff and library services, importance of periodicals, role of subject specialists, technical work and services and new trends in college libraries. He realized the library as the memory of the human race, a meeting place for the ideas and words of persons who influenced the world in the past and which influences modern thinking in the world of today. Thus, library is a place where the experience of the past can meet the needs of the present.

Esperanza (1995)\(^5\) while assessing and evaluating of individual college library in the Patna, Bihar. He found that the library building of Patna Women College Library is raised with the U.G.C. grants. The libraries have been divided into several sections to render efficient, effective and profitable services to its students community. These are acquisition section, cataloguing and classification section, the reference section, periodical section, newspaper section, audio-section, study section, academic information section and circulation section.
Chinnamma (1998)\textsuperscript{54} studied the present status of college libraries and librarians in Kerala. The areas covered are administration problems, budget, staff and services and physical facilities (buildings, furniture and fittings) available. The author in the end suggests that national and state library association should initiate action to improve the conditions of college libraries in the Kerala.

Karnewar Sachin (2000)\textsuperscript{55} in his investigation, girls college libraries in Gadchirol, Chandrapur and Wardha, while examining the present status of the college library and the services and facilities provided by the college library to student. Book selection and acquisition, collection development, library finance and budget, library personnel, stock verification are the major component of libraries.

Kannappanavar and Mathad (2000)\textsuperscript{56} have studied the profile of first grade college libraries in Karnataka. The 720 colleges in the state have been categorized into four kinds viz., aided, government, constituent and unaided colleges.

Sangita Behera (2004)\textsuperscript{57} observed that the library plays vital role in helping teachers, staff and students to meet their information need.
2.14.5 College library building and furniture

Esperanza (1985)\textsuperscript{58} studied the women college libraries of Patna. He found out that the new library block of college building cannot hold all college students even though college reading room in Patna library college is large. Therefore, more room be constructed in college libraries.

Baheti and Patki (1989)\textsuperscript{59} conducted the survey of college libraries in Vidharbha region of Maharashtra State. They found that only 19.2 \% colleges have separate library buildings, 22.4 per cent college libraries have used partly for library and partly for offices and class room purpose. 58.4 per cent college libraries have been constructed with the help of U.G.C. grants and remaining per cent of libraries are in small rooms.

The study also dealt with the furniture of college libraries and it has been observed that 22.4 \% used shelves, 16.0 \% wooden type rack, steel type 20 \% and not a single library used ISI stamped rack, 50\% libraries have not displayed rack. Similarly, 25.6 \%, 40 \% and 42.40 \%, libraries have used single faced, double faced racks, cubicles, respectively. 70 \% of them cannot use modern furniture due to the problem of lack of space there is no uniformity in use of chairs and tables.

Kumar and Saini (1989)\textsuperscript{60} in their study mentioned the library building constructed based on the standards, 2.5 sq.m. and
3.5 sq.m. for undergraduate and post graduate students. One seat for every 10 members to each faculty members. The space for collection, minimum 50000 volumes, the rate of 1 sq.m. per 150 volumes, space of library staff, librarian 2.5 sq.m. assistant librarian, 9 sq.m. per person library and assistant librarian 5 sq. per person.

Karnewar Sachin (2000)\(^{61}\) mentioned in his MLIS. Dissertation that the 5 girls, colleges libraries in Vidharbha region has not separate, library building, all libraries are located in the main building of institute. The furniture of girls college libraries in Vidharbha region have 100% racks. Periodicals display racks 20 %, newspaper, display racks 60%, study table 100%, chairs (100% charging, desk, catalogue cabinet. Book displays encyclopedia stand, book trolley. Atlas stand have not available.

### 2.14.6 Library manpower

Satarker (2000)\(^{64}\) after analyze different data pertaining to college libraries in Maharashtra proposed staffing formula for staffing in college library they proposed formula librarian Asst. Librarian 4 Library assistants 11 library attendants 26.

Bavakutty (1989)\(^{62}\) stated the standard for college library staff, the strength, minimum qualification and duties about college library staff. For librarian, one post qualification MIISc, overall supervision (administration, deputy librarian), one post MLIC overall supervision administration professional. Assistants 4, B.A., B.Sc.,
B.Com. and B.LISc. First class, two for attending acquisition technical processing, etc. 2 for providing reader services, semi-professional 4 posts, certificate in lib. Science.

Manoharan (1989) after analyzed different data pertaining to college libraries proposed the standards for manpower. These include a Librarian as the Head to plan, direct and supervise the library work, an Assistant Librarian to assist the Librarian in planning, directing and supervising and to act as head in the absence of Librarian, one clerk and one clerk-cum-typist for correspondence, clerk for staff members and for accounts for books and periodicals received every year. One professional person for every 3000 volumes added in a year and also for accession work. Two persons for classification and two persons for cataloguing are necessary. Two persons for 200 readers coming to the library in a day. Two persons for issuing, returning and for shelving returned books. One professional person and one person to upkeep the stock and for shelf rectification. One person to provide Xerox facilities. One person for every 2000 repaired books and for binding completed Journal volume and for labeling and pasting date slips and book pockets. One person for gate duty, property counter and collecting parcels and one sweeper to keep the library clean.

Esperanza (1995) while assessing and evaluation of women college in Patna, Bihar observed that to organize works and
create its own funds in order to self-finance and for efficient functioning the staff of library must have the qualification of Librarian, trained B.Lib. and Inf. Sc. (degree Course), Asstt. Librarian : Trained B.Lib.Sc. (degree course), Library Assistant : Semi-trained (diploma course), Typist : certificate course, Sorter : Lib. Sc. (one month certificate course).

Karnewar Sachin (2000)\textsuperscript{65} investigated the girls college libraries of Vidarbha region and found that the position of library staff and the pattern of library staff. He found that in most of the college libraries one college librarian and one college attendant have to perform the whole library duties.

Tadasad and Maheswarappa (2001)\textsuperscript{66} studied the human resources in the college and found that full time professionals manage more than eighty five per cent of college libraries. More than forty per cent of the professionals are graduates and more than one third are postgraduates in LIS. Nearly twenty five per cent of the professionals have an experience of less than five years. One hundred and sixty five professionals are paid a consolidated amount. Only three hundred and eight are paid in accordance with the existing pay scales. A greater majority of professionals who are heading the libraries are males. Two third of professionals do not have membership to any of the professional bodies. Eighty of college libraries do not have professional staff. Three hundred and
seventy one do not have semi-professionals and one hundred and forty one do not have supporting staff.

Sathpathy and Rout (2004)\textsuperscript{67} while examining the human resource planning for academic libraries of Orissa and indicate that with the introduction of information technology, electronic media and the different library networking system the effective functioning of the academic libraries proper human resource planning is highly necessary.

2.14.7 Library finance

Bavakutty (1989)\textsuperscript{68} found that a minimum 10 per cent of the total budget of the college be earmarked for the library budget at least for the first ten years of its establishment. The library budget may be reduced to 5 per cent afterwards, further, ad-hoc allocation should be made for constructing, library building and purchase of furniture, equipments etc.

Rout and Choudhary (1989)\textsuperscript{69}, while observing the implementation of standards in Governmental college libraries of Orissa found that more libraries are receiving the grant between Rs. 50000 and 60000, no standard formula is followed in granting the finance to the library, only one library in case of recurring grant and one library in case of non-recurring grant has received more than one lakh.
They also observed that on the year 1984 and 1985 one government college has received the state grant in the range of Rs. 40000 to Rs. 45000 as the highest grant for the years. Similarly in 1986 the highest grant above Rs. 50000 has been given to 2 government college libraries. An improvement in allocating above Rs. 50000 to 2 college libraries in 1986 and there was an encouraging picture of spending amount upto Rs. 50000 to Rs. 6000.

Krishna Kumar (1994)\(^{70}\) suggested that the main sources of finance to the college library are library fees, state grants, UG grants. However, keeping in view rising prices of books and periodicals recurring grant should be Rs. 60 per student and Rs. 600 per teacher.

Espernanze (1995)\(^{71}\) opined that at least 6 to 7 % of college budget be allotted for library expenditure. Book grants be made available at the beginning of each session and the utilization of library grant be to be planned during each financial year.

Karnewar Sachan (2000)\(^{72}\) found that five major financial resources are recurring and non-recurring grants i.e. library building, furniture and equipments.

Maheshwarappa and Tadasad (2001)\(^{73}\) studied the financial resources of college libraries in Karnataka state. The study reports the findings of a survey of financial resources of five hundred
and seventy of the nine hundred and thirty-one college libraries in Karnataka State. Based on the findings, it proposes a model called ‘policy driven financial management for college libraries in transition’.

Kumar (2003)\textsuperscript{74} mentioned that allotted library finance, source of revenue items of expenditure and various source of finance gave the nature of budget and items of library budget.

Anilkumar and Yashodharani (2004)\textsuperscript{75} revealed that the library management must include financial management of librarians.

### 2.14.8 Collection development

Krishna Kumar (1994)\textsuperscript{76} opined that the collection of a college library should be a live one, able to meet the extent and nature of curriculum. It should also adequately take care of extra curriculum materials as well as recreational reading material. However, he observed that in practice, many college libraries merely provide curriculum and co-curriculum materials.

Esperenza (1995)\textsuperscript{77} viewed that the latest edition in literature and other subjects should be update the library collection. Facilities of book bank should be provided for at least 50% of students of the weaker section of the society and a uniform policy be drawn up for building up the library collection.

Maheshwarappa (1997)\textsuperscript{78} studied the problems of collection development among academic libraries in India and viewed collection development as a systematic method of building
library’s collection incorporating community analysis and user studies. He found further development of collection development policy, selection, acquisition and collection management aspects such as weeding, storage, preservation and evaluation of collection in addition to the problems with each of these process among academic libraries in India.

Biradar and Anithas (2001) studied the reference sources and their use in professional college libraries of Shimoga city. They found that dictionaries constitute 49.39 per cent and encyclopedias 38.89 per cent of the reference collection. Analysis of the use of reference collection showed that 46.3 per cent of the teachers used dictionaries, 38.89 per cent of them used encyclopedias and 33.3 per cent used handbooks. Among the purposes for which the reference collection was used. 53.7 per cent of the teachers used it for improving their general knowledge and 74.07 per cent to improve their knowledge of the subjects. Against this 29.63 per cent used the collection for writing articles.

Adams et al. (2002) conducted a collection assessment project in 1998 of the twenty eight community college library/library resource centre (LRC) collections in Florida. The evaluative materials provided to each of the institutions produced a number of outcomes. To assess the projects impact, a survey was conducted in fall 2000. The impact study found that, in the opinion of
library administrators, the Florida community College Collection Assessment study had influenced the appropriation of additional funds, informed librarians’ collection development decision and affected the weeding of collections through the presentation of institution-specific collection assessment reports that were provided for each library. The major finding of the impact study was that the additional finding for community college library acquisitions, passed by the Florida legislature in 1999, was not wholly successful in the revamping of outdated book collections because many of the Florida community college libraries received only part or none of the finding.

Tadasad and Maheshwarappa (2002)\textsuperscript{81} reports on a survey of over 500 college libraries in Karnataka state India, 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 1/3 of the libraries undertook no classification at all. Of those who did no around 1/3 used the Colon Classification and 2/3 DDC. Examines the reasons given for not classifying books, include inadequate staff, insufficient funds lack of support from authorities and lack of interest generally.

Tan (2002)\textsuperscript{82} found that the art slide library of hunter college of the city university of New York maintains a huge collection of 250000 35 mm slides. In 1998, the library starts its long term in
house digitization project of this collection in making a world wide web interface image database. The database comprises 11000 textual image and 40000 text only records and has been mounted on the hunter college home page. Describes the background of this collection, why the digitization came about, step by step planning of the project, the specifications of the digitization, and the administration and result of the project.

Kumar (2003) opined that the process of collection development should take into consideration of certain important factors like analysis of community users and their need, evolving document selection policies, acquisition of relevant documents, weeding out less relevant or irrelevant documents based on the changing needs of the users and periodic evaluation.

Dhiman and Yashoda Ram (2004) in their book, library management clear the purpose of collection development is to find out the users information or documents needs to provide relevant and nascent information, select and acquire documents that are really useful to the clientele, adopt systematic and judicious spending on documents collection and periodically review of the collection for weeding out unwanted and outdated documents.

Mahashwarappa and Tadasad (2004) discuss the availability of non-book material based on the information collected from 571 college libraries in Karnataka State. They found that
slightly less than three-fourth of libraries do not have non-book materials were found in more than one-fourth of libraries only. This indicates the poor collection of non-book material among college libraries in Karnataka State.

2.14.9 Library services

Sewa Singh (1986)\(^{86}\) highlighted the importance of reference services in Indian libraries. He suggested that various types of reference services in Indian libraries improves the usefulness and efficiency of library services.

Krishna Kumar (1996)\(^{87}\) opined that provision of library services involves not only finding the answers to queries but also performing other function like location of documents, compilation of bibliographies, providing reader’s advisory service, inter-library loan, etc. These facilitate the use of a library.

Biradar et al. (2000)\(^{88}\) attempted to evaluate the services and facilities offered by DVS polytechnic college library, Shimoga and found that 37.5 per cent students and 46.88 per cent teachers are satisfied with lending service and 48.75 per cent students and 50 per cent of teachers respectively have good opinion about book bank facility of the college library.

Kannappanavar and Mathad (2000)\(^{89}\) have studied the profile of first grade college libraries in Karnataka. They concluded
that the present status of college libraries in Karnataka is far from satisfactory owing to inadequate funds and staff.

Lohar and Kumbhar (2002)\textsuperscript{90} evaluates the use of Sahyadri college libraries in Shimoga (Karnataka), India. A survey of 91 teachers from both the Sahyadri Arts and Commerce College and the Sahyadri Science College was conducted through a questionnaire survey. The analysis of the collected data covers library services. The objectives of the study were: to identify the adequacy of the reading materials in the libraries, to know the necessary information resources for teaching and learning process in the fields of interest to the college, to know the facilities extended by the library, to find out the types of information resources required by the faculty, to ascertain the opinion of the faculty regarding the adequacy of information resources and services available in the library, to help the administrator of the library for preparing an enrichment programme for better use of the library and to assess the methods of organizing the documents in the libraries. They concludes that the chief intention for the use of libraries has been the academic interest of the users.

Dhiman and Yashoda Rani (2005)\textsuperscript{91} viewed that the ultimate success of various functions in a library rest on the efficiency and maintenance of library services.
2.14.10 Computer application in college library

Maheshwarappa and Tadasad (1999)\(^9^2\) studies the extent of availability and use of computers based on the data collected through questionnaire from 571 out of 931 college libraries in Karnataka State. Only 121 colleges have computers, of which only 45 colleges are using computers for library activities. Only 14 of 45 college libraries are using the computer readable databases.

Kumar (2003)\(^9^3\) suggest the library house keeping operation of library through computerization and information technology helps strategic resource guiding programme.

Abdul Aziz (2004)\(^9^4\) confirmed that computerization of an information system would minimize the extent of human effort in the processing of information. Large amount of data can be processed by the computerized systems very quickly and in an efficient manner. The present system – TKMCE Library Automation System has all the advantages of the computerized information system. A low cost in house library automation system has been developed.

INFLIBNET regional training programme in library automation (2004)\(^9^5\) realized the importance of library automation as international network, provide reliable access to document collection and worldwide bibliographic information, facilitate academic
communication, create database of projects and to encourage cooperation among libraries.

Dhaiman and Yashoda Rani (2004)\textsuperscript{96} emphasized the management of library through computer and internet i.e. acquisition, classification, cataloguing, serial control, resource sharing, reference service, database access and users education.

Gupta (2004)\textsuperscript{97} concluded that computer can be put to use for larger number of users at one given time with networks the linked for use. Fact has encouraged the UGC to set up a data center with large server capacity. Contents of common interest will be maintained at data center. Each university will be able to house its website. This center will be dedicated to the UGC INFONET.

Kumar (2004)\textsuperscript{98} opined that the basic concepts of computerization i.e. library automation particularly house keeping jobs and software packages will be more effective for both library and users.

Verma (2005)\textsuperscript{99} highlight the importance of resource sharing and collection management through computer.

After scanning the review of literature through various subject on women college libraries and college. It has found that the particular women college library studies are scanty, so, the direct, indirect, recent and relevant literature pertaining to women college libraries, management collection, staff, physical facilities, services,
computer application have been gathered, analysed and put for references.

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