1.1 Preamble

Education gives both knowledge and wisdom. The process of education is continuous life long. The man is student till his death. Our Education develops personality in all spheres. Education is continuous process in our society a percentage of women education in our society is very low. In the Vedic period women were allowed access to different branches of knowledge. There are evidences to suggest that the gifted ones among them of ten took part even in religious and philosophic discussion.

Unfortunately there has now started downfall in the field of women education women due to child marriage enforced widowhood and sati system. There uses to be open criticism and opposition to girl education.

But today the time has changed. One of the most important aspects of modern education and to start awareness about women education and society came to the point "There cannot be an educated people without educated women.” & some committees commissions study & recommended on women education in India.
1.2 Women Education in India

1.2.1 Constitutional provision for women education

The following articles in the constitution of India, make specific provisions for education of women\(^1\).

Article 15(1) States: The state shall not discriminate against any citizen on groups only of religion race caste, sex, place of birth or any of them. Article 15(3) states “Nothings in this article shall prevent the state from making any special provision for women and children”. Article 16(1) states “There shall be equality of opportunity for all citizens in matter relating employment or appointment to any office under the state”

Article 39(a)\(^2\) states “All the citizens men and women equally have the right to an adequate means of livelihood” after the Indian constitution has made provision for women education and established some committee and commissions for women education.

Women Education before 200 B.C.\(^3\) was enjoyed by women\(^2\). In Vedic period largely due to men being engrossed in the work of conquest and consolidation and in the higher sections of society. The sacred initiation upanayan of girls was common and they used to go through a regular course of education, some attained distinction in the real theology and philosophy and a considered number of women used to follow the teaching career.
After 200 B.C. to 1200 B.C. During this period women education received a great setback is the reason of lowering of marriage age. In Vedic period the marriage age was 16 to 17 but during the period marriage age lowered down to 12. In 1200 -1800 percentage of literary among women went down very rapidly during the Muslim rule society. As a whole become prejudiced against female education. The pardah system stood in the way of girls beyond a certain age being sent to schools though very young girls have some schooling where possible.

In the period of 1800-1854 David Hare established a school for girls in Calcutta. In 1820 Professor Pattern of Elphinstone college and JED Bethune also done considerable work in this direction.

In 1800 -1854 A.O touched by the work done missionaries and philanthropic Englishmen several great Indians lend their support to the opening to girls school and breaking down the traditional popular resistances against women education among them Raja Ram Mohan Roy and Pandit Iswarchandra Vidyasager played the Important role By 1850 the stage was set for a change in the state policy the lead was taken by Lord Dalhousie.

In 1854-1882 confirmed the educational dispatch of 1854 the state promised financial assistance and even direct action unfortunately the disturbances of 1857 followed by the declaration
policy the establishment of municipalities and the levy of the local fund aiding the primary education helped the establishment of special primary schools for girls between 1870 and 1882 the four visits of Miss Marry Carpenter, the English social reformer to India were of significance she felt that the establishment of training colleges for women teacher was a must. Her direct access to the highest officers in the country made it possible to give immediate effect to her proposed and the first training colleges for women. Primary teachers were established 1870 by there were 2600 primary schools 81 secondary schools 15 training institutions and one college for the education of women and girls first women to get the degrees of an Indian University were two student bethune’s school now a college who graduated from Calcutta university 1883.

In 1882 – 1902 A.D. the recommendation of the Indian education commission (1882-83) on women education included the support of girl’s schools from public funds the payment of liberal grants in aid the offer of free-ships the scholarships the raising up a class of women for teaching girls through various plans etc. Unfortunately the government could not assign adequate grants for the purpose due to a period of financial stringency that follows the report of the commission and therefore the progress of women education mostly depended on private enterprise. By 1901-02 private effort accounted for 11 out of 12 women colleges 356 out of
422 secondary schools 3982 out of 5305 primary schools and 32 out of 45 training institutions for women one significant development during the period was the opening of a career in medicine for women in 1901-02 there were 76 women in medical colleges and 166 in medical schools the lady dufferin fund was created for developing medical education for women.

In 1902 -1921 A.D. The period between the appointment of the Indian Universities commission, in 1902 and the transfer of education to Indian control in 1921 showed better progress in the education of women mainly due to the great public awakening and the first world war By 1921-22 there were 19 colleges for women 675 secondary schools and 21956 primary schools for girls the burden still lay heavy on private effort though direct government effort had considerably increased A very significant development of this period was the considerable rise in the age of marriage this naturally increased the educational opportunities for girls and their continuance in schools and colleges the demand of the educated men themselves to have educated wives gave further encouragement to women education. Another significant event of the period was the establishment of S.N.D.T. Women’s University in Bombay by Maharshi D.K. Karve In 1916 in 1921-22 there were 197 women in medical colleges and 334 in medical schools 67 in
colleges for teaching and 3903 in schools for teaching. A large number of women took up commercial and technical careers.

In 1921-47 A.D. the favourable factors for the promotion of women education of this period were as further-rise in the age of marriage, the teachings of Mahatma Gandhi, the phenomenal awakening of Indian womanhood, and the introduction of provincial autonomy in 1973. Nonetheless, it was also a period of financial stringency and political struggle. In spite of difficulties women education made considerable progress. In 1946-47 there were 59 arts and science colleges for women, 2370 institutions for professional technical and special education for women owing to greater initiative shown by the state governments and local bodies the burden on private effort was considerably reduced and now it accounted for 16979 women institutions out of a total of 28196 women institutions. The period also showed an increase in the trend towards co-education. By 1947 a little more than half of the number of girls under instruction were attending mixed schools.

1.2.2 University Education Commission (1948-49)

University education commission with Dr. Radha Krishnan was appointed as its chairman by Government of India. on 4th Nov. 1948 re-pointed on Indian university commission who suggested improvements extensions that may be desirable to suit present and future requirement of the country.
The university education commission (1948-49)\textsuperscript{4} included a short chapter on women education but did not pose any special issues relating to it.

**Recommendation on women education**

After prolonged enlightened discussion on women’s education the university education commission made the following recommendations.

1. That the ordinary amenities and decencies of life should be provision for women colleges originally planned for men, but to which women are being admitted in increasing numbers.

2. That there should be no curtailment but rather increase in the educational opportunities for women.

3. That there should be intelligent educational guide to quality men and women for help. Women together a clearer. View of their real educational interests to the and that they education as women as men get as man women and education should have many elements in common but should not in general be identical in all respects as is usually the case three days.

4. That women students in general should be helped to see and get their normal places in a normal society, both as citizen and as women to prepare them for their
life career, the college programme should be designed as to suit them.

5. That through educational counsel and by example the prevailing prejudice against study of home economic home management should be overcome.

6. That standard of country and social responsibility should be emphasized on the part of men in mixed college.

7. That where new college are establish to serve both men and women students, they should be truly coeducational institutions with as much thought and consideration given to the life needs of women as to those of men expect as such colleges come into existence. There are no Valier criteria for comparing segregated education with coeducation and.

8. That women teachers should be pair the some salaries as men teachers for equal work.

After the critical analysis of above mentioned recommendation university education commission. The university commission mentioned above recommendation after making critical analysis.
1.2.3 Secondary Education Commission (1952-53)

The secondary education commission report does not have any separate chapter on women's education only the situation has been analyzed. Some remarks have been made in it.

The secondary education commission made the following recommendation in favour of co education.⁵

1. While no distinction need to be made between education imparted to boys and girls, special facilities for the study of home science should be made available in all girl’s schools and in co educational or mixed schools.

2. Efforts should be made by state governments to open separate schools for girls wherever there is demand for them.

3. Define conditions should be laid down in regard to co educational or mixed schools to satisfy the special needs of girl study and women members of the teaching staff.

1.2.4 National Committee on Women Education (1958-59)

State education ministers held the conference in September 1957 and agreed that a special committee should be appointed to examine the whole question of women education. A National committee on women's education⁶ was set up by the government of India in the ministry of education under the
chairmanship of Smt. Durgabai Deshmukh who was also chairman of central social welfare board.

There recommendations are divided into 3 sections section A section B section C

Section A: special recommendations needing top priority.

1. The education of women should be regarded as a major and a special problem in education for a good many years to come and a bold and determined effort should be made to face its difficulties and magnitudes and to close the existing gap between the education of men and women. In a short time possible the funds require for the purpose should be considered to be the first charge on the suns set aside for the developments of education.

2. Steps should be taken to constitute as early as possible a national council for the education of girls & women.

3. The problem of the education of women is so vital and of such great National significance that it is absolutely necessary for the center to assume more responsibility for its rapid development.

4. The state Government should establish state councils for the education of girls and women.
5. Every state should require to prepare comprehensive development plans for the education of girls and women in its area.

6. It is also necessary to enlist the cooperation of all semiofficial organizations and members of the public to assist in the promotion of the education of girls and women.

7. The planning commission should set up a permanent machinery to estimate as accurately as possible the women power requirements of the plan from time to time and make the results, of its studies available to govt. public.

Section B : Other special recommendations

1. Primary education (age group 6-11)
   a. Concessions in kind (not in cash) should be given to the parents of all girls whether from rural or urban areas below a certain level.
   b. The government should formulate a scheme for awarding prizes to the village showing the highest proportional enrolment and attendance of girls.

2. Middle and secondary education (age group 11-17)
   a. At the middle school stage more and more coeducational institutions should be started.
b. At the secondary stage, however, separate schools for girls should be established specially in rural areas at the same time giving parents full freedom to admit this girls to the boys schools if they desired so.

c. All girls and boys also of parents below a certain income level should be given free education up to the middle stage.

d. As far as possible a free subsidized transport should be made available to girls in order to bring middle and secondary schools within their easy reach.

3. **Curriculum and syllabus**

a. There should be identical curriculum for boys and girls at the primary stage with the provision that even at this stage subjects like music, painting, sewing, needle work, simple hand work and cooking should be introduced to make the courses more suitable for girls.

b. At the middle stage and more especially at the secondary stage there is needs for different of curriculum for boys and girls.

4. **Training and employment**

a. Immediate steps should be taken to set up additional training institute for women teacher in all such area of the country where a shortage exists at present.
b. With a view to induce women from urban areas to accept posts of teachers in rural school, women teacher serving in rural areas should be provided with quarters and village allowance may be given to such teachers.

c. The maximum age limit for entry into service may be relaxed and the age retirement may be provided with quarters and a village allowance may be extended to 60 years provided the teacher is physically and otherwise fit.

5. Professional and vocational education

a. The employment of women as a part time basis wherever possible should be accepted as a policy.

b. Girls should be encouraged to taken up courses like commerce, engineering, agriculture, medicine etc at the university stage by offering them scholarships and other concessions.

c. It is important to organize campaigns to mobilize public opinion for creating proper conditions in offices and establishments in which women can work freely.

6. Facilities for adult women

a. Educational facilities in the form of condensed course.

i. Prepare women for the middle school examination and.
ii. those that prepare them for the high school or higher secondary examination should be provided more extensively in all states

b. Provision should also be made of condensed courses which train women for suitable vocation after completion of necessary continuation.

7. **Voluntary organizations**

The service used by voluntary organization in the field of middle secondary, higher, social and vocational education of women the existing grant in aid codes of the state need a thorough revision. There should be a substantial and significant difference in the rates of grant that as between girls institution and boys institution at all levels the conditions of for girl institutions should be made earlier.

**Section C : General recommendations**

1. **Wastage and stagnation**

a. As a scientific study of the problem of wastage on an all India basis is needed. The ministry of education should carry our special studies for this problems in all parts of the country.

b. The following steps should be taken to reduce the extent of stagnation in class I.
i. All fresh admissions to class I should be made in the beginning of the school year and not later than 60 days after beginning of the first session.

ii. It should be specific responsibility of teachers to see that proper attendance is maintained in the school.

iii. The age of admission should be raised to six plus.

iv. Standard of teaching should be improved.

c. Stagnation in classes II to V can be reduced if

i. Attendance of children is increased.

ii. Standard of teaching is improved.

iii. Internal examinations are introduced.

iv. Books and educational equipment needed by poor children are supplied in good time

d. About 65 percent of the cases of wastage at the primary level are due to economic causes this wastage can be eliminated only if provision for part time instruction is made for those children who can not attend on a whole time basis.

e. About 25 to 30 percent of the cases of wastage at the primary level are due to the indifference of parents. This can be eliminated partly by educative propaganda and partly by a rigorous enforcement of the compulsory education law.
2. **Employment of Teachers**

a. The present scales of pay of teachers should be suitably revised.

b. There should be no distinction between the pay scales of teachers in the government and the location municipal Board institution and in the private run institutions.

c. The triple benefit scheme called the pension cum provident fund cum insurance scheme should be made applicable to every teacher who is employed permanently in the institution.

1.2.5 **Smt. Hansa Mehta committee report’s on Differentiation of curricula for Boys & girls (1961-62)**

The national council for women’s education in its meeting held on may 10 1961 appointed a committee under the chairmanship of Smt. Hansa Mehata To examine problem of curricula for girls at all stages of education. The committee made the following observations and recommendations. In the transitional phase certain psychological differences between men and women as well as certain division of social functions based on them will have to be accepted as matters of practical basis for building up the curricula for boys and girls it is on these foremen assumptions that the proposals for a differential of curricula between boys and girls are bases.⁷
3. In Hansa Mehata committee report to build the curricula
3 stages primary, middle & secondary stage in primary stage no
difference should be made in the curricula for boys & girls and
women should be appointed in the staff of all primary schools. In the
middle school stage general education should be common to boys
and girls middle school appointed miyet staff in secondary stage the
accepted policy.
a. Secondary level is to provide diversified curricula to
meet the aptitudes and capacities of all adolescents. If properly
implemented, this programme could provide for all the special needs
of girl diversified courses such as home science, fine arts, music etc
should be increasingly introduced at the secondary stage to meet the
special needs of girls these electives should not, however, be made
compulsory for them.
b. The introduction of home science in the secondary
school curriculum has come in for a good deal of criticism, due
mainly the bad implementation resulting from absence of text books,
lack of teachers. lack of recognition by universities and defective
designing of courses steps should be taken to improve the
implementation.
c. Sex education is essential at the middle and secondary
stage.
4. **Text books**:

a. In text books, while dealing with languages and social studies adequate attention should be paid to the needs experience and problems of girls by including such topics all special festival of women games popular with girl’s lives of great women etc.

b. One of the important the development of value education should be considered through proper. Text books is the mutual respect of individuals

5. **Vocational Education**:

a. Immedicable attempts should be made to export the provision of vocational courses at the secondary and higher stage of education and to relate these courses with man and women power requirements of society.

b. The Possibilities of employing women on a large scale on a part time basis in many vocations as possible have to be exposed.
In aspect of co education the committee made the following recommendations.

1) Co education should be adopted as general pattern at the elementary stage.

2) At the secondary and collegiate stage there should be full freedom to the management and parents either to evolve common. Institutions or to establish separate ones for girls.

3) Steps should be taken to appoint women teachers in all educational institutions as the secondary and university stage which are ordinarily meant for boys similarly some men teachers should also be appointed in separate schools & colleges for girls.

4) Study and women members of the teaching staff.

1.2.6 Report of the Bhaktavatsalam committee appointed to look into the causes of lack of public support particularly in rural areas for girls education and to enlist public cooperation (1963)

The national council for women education at its meeting held in April 1963 appointed a small committee under the chairmanship Bhaktavalsalam Chief Minister of madras to look into the causes of lack of public support particularly in areas for girls education
and to enlist public cooperation the committee made the following recommendations

1. Direct co operation of the public should be encouraged in the following fields:
   a. Established to private schools
   b. Putting up of school buildings
   c. Provision of suitable accommodation for teachers and students
   d. Popularization of coeducation at the primary stage.
   e. Popularization of the idea of women taking up teaching profession.
   vi. Encouraging married women to take up at least part time teaching in village schools and to work as school mothers.
   vii. Initiating action and participating in educative propaganda to break down traditions prejudices against girls education.
   viii. Supplying mid day meals
   ix. Supplying uniform free text books and writing materials to needs children

2. The state should create public opinion in favour of girls education through
   i. School improvement conferences
ii. Seminars.

iii. Radio talks, audio visual aids and distribution of literature

iv. Enrolment drives generally in June and special additional drives for girls education during dussehara.

v. Assisting Voluntary associations engages in the field of education of girls and women.

3. It should be the endeavour of the state to provide a primary school in each habitation with a population 300 however in scattered hilly or isolated areas primary schools should be provided where the population is even less than 300 so as to provide every habitation with school within a mile.

    A middle school in each habitation with a population of 1500 and above and within radius of 3 miles should be provided generally there should be secondary school within a radius of 5 miles.

4. It should be the aim of all states to appoint women teachers in primary school. Financial incentives like special allowance for hilly, isolated or any other specific backward rural areas should be given to teachers.

5. Attempts should be made to bring back to the teaching profession married women who have left it in recent years
condensed courses should be organizes for adult women so that they could take up teaching jobs in rural areas.

6. During selection of trainees for training schools and colleges special Preference should be given to women to women from rural or seeking admission.

7. A separate women inspectorate will help to bring in more girls to school.

8. It is only by providing women teachers with quarters near the schools that many educated women can be attracted to the teaching profession.

9. Special programmes for girls education should be taken up a centrally sponsored scheme on the basis of hundred percent grant outside the plan celling the provision of suitable school building is one of considerable urgency for this either hundred per cent central assistance or long term central loans should be provided.

10. All states should find ways and means of providing funds in order to make education free for all girls up to the secondary stage in case resources are limited and do not meet the funds requirement, the priority should given to rural areas.

11. Compulsory education act should be introduced in states where it dose not exist. In addition state governments should
provide sufficient incentives and carry on propaganda to attract all children to school

1.2.7 Kothari Education commission (1904-66)

The Kothari commission did not in case a separate chapter on women education considered the issue and made some reformations under chapter V+ (Towards equalization of educational opportunity) and chapter XII (Higher education enrollments and programmes) according to Kothari commission there can be two strategies for the development of education of girls and women.\footnote{9}

i. Higher Education for women

Need for expansion: There is a prevailing view that it is no longer necessary to give special attention to women’s education at the level of higher education since women are taking advantage of it in increasing numbers adequate to the needs of society. Shortages of educated women available for taking up positions of directional and organizational responsibilities in various professions and occupations, however point to the need for special efforts to expand women’s education at the college and university stage. The figures of comparative enrolment of men and women students at the higher education stage reveal that the proportion of women students to the total enrolment in Indian Universities was about 13 per cent in 1955-56, about 17 per cent in 1960-61 and about 21 per cent in 1965-66. Thus in one decade the proportion has increased from 13 per cent to
21 per cent and at present the proportion of women students to men students is 1:4. This proportion is not in keeping with the changing needs of Indian society nor with the needs of economic and social development. We feel that in view of these needs the proportion of women students to the total enrolment at this stage should be increased to 33 per cent during the next ten years to meet the requirements for educated women in different fields.

ii  **To achieve this target we have recommended**

1) a programme of scholarships and financial assistance to women students in colleges and universities on a liberal scale;

2) a programme of the provision of suitable but economical hostel accommodation for women students with all the necessary amenities on a large scale. Liberal grants should be provided by the Government of India for this purpose as also by the State Governments. Both these programmes girls from rural areas to take advantage of higher education. At present their numbers are very small in colleges and universities as compared to those of girls from urban areas.

iii  **Mixed of separate colleges**

At the college level, the local historical tradition and the general social background determine whether there should be mixed
colleges or separate colleges for women. A uniform policy of co-
education. Conditions vary from state to state. In a state like
Maharashtra mixed colleges are preferred by women students and
their parents and the number of mixed colleges is much larger than
that of separate colleges for women. In the state of Madras However
which is equally advanced in the matter of women’s education
separate colleges for women are preferred and their number is much
larger It would therefore be for each state government to decide its
policy regarding co education at this stage. The existing practice can
be allowed to continue in each area, except where a separate
college fro women is so small that it is not economically viable Care
should be taken by the college authorities and the staff in mixed
colleges to ensure that women students receive necessary
incentives and encouragement for active participation in co curricula
and extracurricular activities. The authorities and the staff of
women’s colleges should ensure that they and their students do not
become isolated from the general stream of university life.

At the postgraduate level there is no justification for
separate institutions for women, Here men and women students
should work together under the best guidance that is available.

1.2.8 National Education Policy (1967-68)

After the Kothari commission Report the 33rd Meeting of
the central advisory Board of education was held on 22.23rd of
August 1967 at New Delhi under the chairmanship of Dr. Triguna Sen, the then minister of education, the first time when the board had discusses a comprehensive statement on educational development formalizes.

The National Educational policy statement made provisions and recommendations for women’s education in the last of its 35 paragraphs runs under

The educations of girls should receive special emphasis and funds required for its advancement particularly for the implementation of its special programmes should be provided on a priority basis the funds for girl education and its special programmes should be remarks so that there is no possibility of their being diverted into other uses.

The national policy on education statement also included two sub paragraphs in para 35 which run as under.

**Paragraph 35 (a)**

While it is recognized that the gap between the enrolment of boys and of girls is being bridge in the filed of general education it is notices that the girl is actually widening in the field of vocational education for last of adequate facilities of vocational education for girls it is urgently necessary to expert and improve the programme vocational education for girls by organizing. It is and
polytechnics for women offering suitable courses leading to jobs to self employed.

**Paragraph 35 (b)**

Condensed courses for adult women should be organized on a large scale and it should be ensured through proper coordination among different agencies and government departments that women who complete the courses are suitable employees this is one important was of meeting the present shortage of women personal.

The national policy on women education statement these took due cognizance of women's right and need of technical and vocational education for furthering their interest as citizens and human beings it put emphasis on proper education and employ ability of women so that they may live a life of economic independence, a life free of wants it is regrettable however, that much of the recommendation not only of national policy on women education 1968 but also other committees and commissions appointed for the purpose since independence have remained unimplemented or not fully implemented due to lack of financial resources It is therefore not worthwhile to suggest that the plans for expansion an improvement of women education should either be accordance with the financial resources available or new resources should be develops so that the plant do not end up as pious hopes.
1.2.9 National Policy on education (1979)

In March 1976 the Janta party former government it devotes considerable thought to education and presented to the parliament a statement on the national policy on education in April 1979.11

Development of personality and character both of boys and girls should by the objective of the elementary education for improving literacy among girls. The national policy on education recommended giving of suitable incentives to them for improving attendance it wrote.

Incentives such as mid day meals free text books stationary and uniforms should be given to the education of girls and children of schedules castes and schedules tribes (NPE 1979).

Under the section of adult education the national policy statement on education emphasized appointment of women instruction for effective running programmes of family planning & social awareness.

Since the programme is not only meant for removing ill-literacy alone but its aim is also to create awareness about other problems it would be desirable that such programmes as family planning, health and nutrition child and mother care should be but into this programme for these is would be desirable that the newly
appointed instructions for this programme should be women as far as is possible.

Since the adult literacy programmes are to be run more in the rural areas than in the urban areas. It is advisable to appoint as far as possible women instructors they should be sent to the countryside and facilities like housing electricity water education, transportation should be made available to them so that they may adjust themselves well in the environment of rural areas not only these but also the adult teaching learning material like the lower prices books and literature village libraries and the mass media facilities should also be provided to them for enabling them to run their mass literacy and social awareness programmes well especially among women.

1.2.10 National Policy on Education (1986)

The national policy on education presented by the Janta Government in 1979\textsuperscript{12} was not fully implemented for soon after the Janta Government went out of power in May 1986. However, a national policy on education including women education.

The new education policy was severely criticized by various educationist and thinkers. Some said there was nothing new in it. But then the human resources. Development minister the then honorable Prime Minister our country Mr. P.V. Narsimha Rao
rejected the criticism that there was nothing new in the new policy and that it was a repetition of the national policy on education.

The following provisions regarding women education have been made in the text of the national policy mainly education for equality includes election for women’s equality as follows.

Education will be used as an adjust of basis charge in the states of women in order to neutralize the accumulates distortions of the pat there will be a well conceived edge in favour of women. The national education system still plays a positive interventionist role in the empowerment of women it will fasten the development of new value through redesigning curricula, text books, the training and orientation of teacher & decision makers and administrators and the active involvement of educational institutions this will be an act of faith & social engineering women’s studies will be promoted as a part of various course and educational institutions.

This will be an act of faith and social engineering encourages to take up active programs to further women’s development.

The removal of women’s illiteracy and obstacles inhibiting their access to and mention in elementary education will receive over riding priority through provision of special support, services, setting of time targets and effective monitoring. Major emphases will be laid on women participation in vocational technical
and professional education at different levels. The policy on discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women participation in non-traditional occupations as well as in existing and emerged technologies.

1.2.11 National policy on education review committee report 1990

On 7th May 1990 the government of India announced the appointment of a committee to review the national policy on education 1986. The committee reviewed the NPE and its programme of action in the context of women’s education and made various recommendations with regards to the following dimensions:

1. Access to education and quality of learning
2. Content of education on gender bias
3. Vocational education
4. Training of teachers and other educational personal
5. Research and development of women studies.
6. Representation of women in the educational hierarchy
   empowerment of women
7. Empowerment of women
8. Adult Education
9. Resources
10. Management
1.2.12 **Report of the CABE committee on policy 1992**

Recommendation\(^{14}\) number (R nos) 1 to 5 bring out the nexus between girls schooling and access to water fuel and fodder the suggestion is that the department of education should improvement in the access of women to education the criticality of the nexus highlighted by the NPERC can not exaggerated. However, the coordinating role is better discharged by the department of women and child development and the planning commission at the center. The corresponding agencies at the state level and the agencies responsible for integrated planning and development at the district and sub district level. It would not be realistic to expect the education department alone whether at the center or in the states to play the lead role for ensuring that women’s development occurs in a holistic manner the NPERCS recommendations in regard to the gender bias in curriculum and text books (R. Nos. 17-20) Media (R. Nos. 21-27) women studies R. Nos. 41-48) and representation of women educational hierarchy (R. Nos. 49-52) are very much in keeping with the sprit of the NPE / PON R. Nos. 53-57 endorse the Mahila Samakhya approach which is a product of the NPE.

R. Nos. 58-62 call for earmarking of resources for women’s education not only the allocations of elementary secondary vocational and higher education but also in the special component plan (SCP) for SCS and the tribal sub plan (TSP) for SC / ST
problems and the women education cuts across cast of regional barriers therefore while women’s participation in education attention paid to remove the barriers impeding such participation the earmarking of funds may not be administratively feasible.

1.2.13 National commission self employed Women and women in the informal sector (1987-88)

Commission gives following suggestions and important steps may be taken into consideration for benefiting women working women and their children particularly the girl child.

1. They should be shifts for girls at suitable times so that they can assist their mothers in work and go to school.

2. To encourage parents to sent their girls to afternoon shifts it should be desirable that a women helper is provided on an honorarium basis for accompanying the children from the house and back to ensure their environment and safety.

3. It would be preferable to have a regular crèche attaches to the primary school where the younger children could be taken care of so that the elder child. Can attend the school.

4. Incentives for sending the girls to school will have to be given to promote their education like free uniform mid day meals free text books etc.

5. The syllabus need to be made more relevant for the children of rural areas practical subject like husbandry cattle care, soil
conservation agriculture social forestry may be added and such options offered along with subjects like history, geography modern science and physics.

6. Under the Government scheme of condensed courses being implemented by the central social welfare board the adolescent girls and above who acquired education in non formal manner have to appear in the same examinations for which children from public schools from metropolitan cities also appear this needs to be changed in certain situations a good grounding in language mathematics general knowledge and some subject reject to their life situation should suffice to get them a school certificate for the purpose getting jobs at certain levels.

7. Emphasized in programme of action 1986 that women teacher should be preferably recruited at the school level to give grater confidence to the parents to sent their children to the school the commission would like to add the it is. Possible to have more women teachers or of they are posted in their home villages or near by villages to which they belong or into which they marry.

8. In the rural areas there are not enough trained women who can be appointed as teachers for primary schools girls who have completed secondary school or home achieved even middle school level may be given an intensive training for a period of one year or nine months in certain training boarding and lodging
should be free after the training they should be posted in their home villages or in the vicinity or their villages only in this manner, It will be possible for the schools to have women teacher who will stay there and not absent themselves from schools

9. The primers under the adults education program do not have sufficient material related to women workers which will be of interest to the labouring workers

10. The revision of the text book and the primers need to be carried out keeping the objective of bringing of women into greater focus.


To achieve these objectives for women education, the national perspective plan makes the following important recommendations:

1. Awareness needs to be generated among the masses regarding the necessity of educating girls so as to prepare them to effectively contribute the socio-economic development of the country, to strengthen their role in society and to realize their own capacities. The media and various forms of communication have to be geared to this end.
2. A fruitful report has to be established between the community at large and the teachers and other education personnel.

3. Involvement of local leaders, voluntary agencies and women's group is also necessary.

4. Early childhood care and education introduces children into the school system gradually and smoothly.

5. For improving enrolment and minimizing drop outs and wastage in case of girl students, it would be helpful if learning is made more attractive by providing adequate teaching materials in schools.

6. The number of teachers should also be increased so that the interaction between the teacher and the taught, which is so essential for good education, also increases.

7. School curricula should be imaginatively developed to stimulate creativity largely through play rather than over burdening children with formal or rote learning.

8. School timing should be flexible and fixed to suit local conditions and the needs of the working girls and must be available within the walking distance of the child.

9. In addition to incentives like free text-books, free supply of uniforms, award of attendance, scholarships and mid days meals, facilities such as proper school building,
safe drinking water, and toilets, etc. need to be provided to encourage school enrolment and retention of girls especially girls from educationally deprived social groups and from hilly tribal desert and remote rural areas and urban slums.

10. Local talent must developed in order to meet the need for recruiting women teachers at the primary and elementary levels especially in rural and tribal areas. In this endeavour national agencies, mahila mandals and local self government agencies can make a significant contribution.

11. There should be a reservation of 50 per cent posts for women teachers in elementary schools. Women teachers working in the rural areas should be provided suitable accommodation.

12. Multi-entry system for girls who cannot attend Schools continuously should be adopted.

13. Wherever necessary, schools meant exclusively for girls may be set up.

14. The Savitribai Phule Foster Parents scheme of Maharashtra could be adopted in other States/Union Territories to help girls of poorer families to at least complete primary school. Under the scheme, well-to-do
persons and organizations are persuaded to adopt one or more out of school girls and contribute in cash or kind or both @ Rs. 25 per month for her education.

15. Condensed courses of education at elementary and middle school levels for girls must be started in all the rural areas and for weaker sections of the urban community.

16. Many girls in the 11-14 years age group would first have to be brought into the primary stage through non-formal education. By devising alternative education approaches non-formal schooling and through like intelligent use of technology, the pace of middle school education can be accelerated. If retention up to 75 per cent is achieved up to class V, universal elementary education may be possible in some parts of country by 2000 -A.D. Other backward areas would have to be given much more attention in pro-fessional as well as financial terms to enable them even to universalize primary education for girls by 1995. The National Literacy Mission will need to address these issues on a priority basis.

17. Special efforts are necessary for bringing tribal children particularly, girls into school system. Tribal dialects, ex-treme poverty, problems of community, rigidity of
formal education and its irrelevance to the tribal culture and the tribals distrust of the ways of the mainstream society, must be borne in mind in formulating strategies.

18. The educational forecaste, may look more achievable if the system is opened up for flexible non-formal education which the below average states should be persuaded to adopt in a large measure.

19. Non-formal education is an alternative to the formal system which has the potentiality of becoming the major programme of education for girls who cannot attend school during formal school hours due to various reasons. The Central Government is already implementing a centrally sponsored scheme under which grants to the extent of 90 per cent are provided towards maintenance of non-formal education centers exclusively for girls in nine educationally backward states.

20. Secondary education for girls should entail: (i) A ten year course in general education learning and diversified higher secondary education which may be either terminal or lead to further professional preparation, viz. agricultural technology, health services, food production activities, such as, dairy and poultry and non-traditional
areas need to be untroubled. A legal literacy component is also recommended at this stage.

21. Diversified courses leading to occupational preparation should be of parallel duration to the general secondary courses. At least 30 per cent seats should be reserved for girls in apprenticeship training courses on a non-transfer-able basis.

22. General and vocational training courses should be combined so that prospect of career immediately on completion of schooling may attract girls from weaker sections.

23. Since secondary education has remained almost beyond the reach of weaker sections, liberal incentives and other facilities to release the girls from household chores appear to be essential.

24. Multiple entry system should be introduced in the secondary classes. Part-time education facilities should also be made available.

25. Condensed courses should be organized in cooperation with local vocational training institutions to cover all rural areas and areas inhabited by weaker sections in urban areas.
26. Correspondence courses and self study programmes can be especially useful for girls desirous of continuing education but are unable to do so because of circumstances.

27. The open school system should be expanded extending the facility to all the girls in rural and backward areas.

28. Science education for girls has been neglected so far. Secondary schools for girls must be helped to build good science programmes over the eight five year plan. Special scholarships for girls opting for science courses need to be instituted at the secondary and higher education levels.

29. Special scholarships may also be offered to rural women, who opt for teachers’ training especially those who complete the condensed courses at the secondary stage.

30. There is a need to open more colleges and polytechnics for girls, especially in rural areas.

31. Incentives like scholarships, freeship etc. should be provided to enable girls from rural areas to pursue higher education for girls belonging to weaker sections.

32. Girls should be encouraged to enter in professional courses.
33. Vocational counselling and guidance service should be organized exclusively in a more meaningful way to help girls in colleges and universities opt for suitable courses relevant to their talents and interests and free of traditional bias.

34. Vocational and technical education for women, both formal and non-formal, should be a major feature of the programmers of rural universities.

35. In order to increase the representation of rural girls in higher education courses 30 per cent seats may be re-served for girls to begin with.

36. All agencies involved with preparation of curricula pre-scription of text-books and organization of educational processes will have to evince awareness towards women’s issues. Women’s universities and women’s centers in colleges need to take an active role in women’s development and in influencing the attitudes of future genera-tions.

37. Facilities for part-time self study and correspondence courses should be provided on a large scale to enable girls who are not in a position to joint higher education institu-tions on a regular basis to continue their studies.
38. In addition to courses lending to degree/diploma short sessions, and ad-hoc programmes like seminars, work-shops etc. should be organized for working women with a view to upgrading their knowledge and skills not necessarily leading to degrees.

39. Integrated learning programmes for women are recommended which will not only lay emphasis on literacy but on empowering women through awareness building on social issues, bringing about attitudinal change, promoting skill training for employment, providing information on health care, nutrition and hygiene as well as on legal rights. The revised scheme linked to ICDS known as the “Women's Integrated Learning for Life” should be introduced as an integral part of the non-formal education system.

40. Entrepreneurship development programme should be organized separately for education of women in the age group 18-30 years, with a minimum of matriculation level of education.

41. A large number of girls cannot participate in whole-day education programmes. Provision of non-formal and part time programmes with flexible schools hours and
sensitivity to the agricultural cycle are of particular importance.

42. Adult education will have to be composed of three-interrelated strands aimed at: i) Continuous flow of new information especially to rural and tribal areas, particularly to inculcate positive attitudes towards women. ii) Continuous training of the people in the use of modern tools and methods of production and iii) Acquisition of permanent reading and computation skills. Following from the above three types of programmes may be offered to the learner: i) Information and literacy. ii) Information and training in new technology and literacy. iii) Information and training in new technology with or without literacy. Continuous information flows relating to human affairs, gender relations and the use of science and technology for betterment of life would be the common factor in all the three programmes.

43. The growing availability of communication media should be directed towards keeping up information flows and portraying positive images of women in non-conventional roles.
44. Rapid strides in the development of technologies and tools for the reduction in women’s drudgery and easy access to work places, water and fuel supply, child care, health services and population control can contribute significantly to the success of learning programmes for women.

45. District plans should be prepared keeping in view literacy requirements of the learners, identifying agencies which can take up such programme in district.

46. All women working in industries or employed elsewhere should be made literate by the employers by allotting time from the working hours for their education.

47. At least 50 per cent seats in pre-service courses in all teachers training institutions should be reserved for women.

48. Provision of composite teacher training courses for women who have had insufficient education to improve their educational qualifications along with their training, should be made.

49. The existing Integrated Rural Development Programme, National Rural Employment Programme, Development of Women and Children in Rural Areas Training of Youth in Self-Employment Programme, Integrated Child
Development Programme etc. should have a component of literacy for their women beneficiaries.

50. The State Resources Centers should produce suitable learning material for women on a priority basis.

51. Decentralization is the key to the successful application of the strategies lined above. In this decentralized approach, the village cluster of the block level is seen as most appropriate for the delivery of programmes.

52. An overall coordinate of health, welfare and educational inputs would be most desirable. This would entail (a) convergent policies in those sectors, (b) coordinate of delivery mechanisms, and (c) pooling of allocating.

53. The strategies spelt out in the National Policy of Education 1986, the Programme of Action for its implementation and the National Literacy Mission and the successful achievement of the goals, imposed in these documents, would be important for improvement in the status of women.

1.2.15 Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Abhiyan\textsuperscript{17} is a comprehensive scheme launched in the year 2000 in joint collaboration with the state with an objective of widening the scope of elementary education throughout the county. This scheme seeks to bridge
gender inequality by giving emphasis to promote education of girls child in the society and on a larger scale to afford them social justice security and equity at per with the boy child. The programme aims to improve the performance of school system through community owned approach and to impart qualitative elementary education to all children in the age group of six to 14 year by 2010.

Under this scheme the National Programme of Nutritional support to primary education (Midday Meal scheme) and National programme for education of girls at elementary level (NPEGEL) were implemented to provide additional support to education of girls at the elementary level.

1.3 Women education in Maharashtra

Before Independence several social reformers and political leaders in Maharashtra promoted education the reform movements e.g. inning from the Saty Shodhik Samaj of Mahatma Phule and Savitribai Phule enabled workers and peasants to overcome their social and economic disadvantage and demand their social human rights Phule started the first school for girls at Pune in the year 1848 inducing the discussion on women issues. The aim was secure social progress at every gender equality in contemporary Maharashtra is allegedly of the historical truths.

Another significant event of the period was the establishment of SNDT women’s university in Bombay by Maharshi
D.K. Karve in 1916 in 1921-22 there were 197 women in medical colleges for teaching and 3903 in school for teaching a large number of women took up commercial technical carriers.

In present position of women education is very low percent compare the Table 1.1.

**Table 1.1** Male – female share in total literacy in Maharashtra

<table>
<thead>
<tr>
<th>Year</th>
<th>Persons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>61.12</td>
<td>38.88</td>
</tr>
<tr>
<td>Rural</td>
<td>100.00</td>
<td>63.57</td>
<td>36.66</td>
</tr>
<tr>
<td>Urban</td>
<td>100.00</td>
<td>58.52</td>
<td>41.48</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>58.06</td>
<td>41.94</td>
</tr>
<tr>
<td>Rural</td>
<td>100.00</td>
<td>59.00</td>
<td>41.00</td>
</tr>
<tr>
<td>Urban</td>
<td>100.00</td>
<td>57.03</td>
<td>42.97</td>
</tr>
</tbody>
</table>

Source: http://educationforallIndia.com/page 173.html. Visited on date 20.2.06

The important feature of female literacy in both urban and rural Maharashtra is not progressing as their male counterparts.

In rural Maharashtra in terms of male literacy 2001 as mans as 29 districts full in the percentage range of 70 to 90 on the other hand in case of corresponding female literacy no district has reaches such a high percent of literate females however as compares to 1991 C 18 district in the highest category of 30.50 percent 2001 has witnesses 23 districts reaching 50-70 percent of female literacy twenty seven urban district in 1991 reached male
literacy of 70 to 90 percent. In 2001 all the 30 districts fell in the range of 80 to 100 percent. In case of female literacy, 29 districts were in the range of 50 to 80 percent in 1991. In 2001, 26 districts have literacy rates ranging between 70 to 90 percent. In Maharashtra, the percentage of women education has not grown.

### 1.3.1 Women Education in Marathwada & Vidharbha

The districts having higher literacy rates are mainly located in the western and north-eastern part of Maharashtra while the districts having lower literacy rates over the decade are mainly the Marathwada region. A problem into the nature of sex disparity between male and female literacy also reveals interesting regional patterns. Sex disparity has registered a considerable decline in the state as well as in all the districts with the consequences of both male and female literacy over the decade.

#### Table 1.2: Male – Female literacy of Marathwada region during 2001

<table>
<thead>
<tr>
<th>Marathwada region</th>
<th>Male Rural</th>
<th>Male Urban</th>
<th>Female Rural</th>
<th>Female Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurangabad</td>
<td>81.7</td>
<td>90.8</td>
<td>53.2</td>
<td>75.1</td>
</tr>
<tr>
<td>Beed</td>
<td>78.8</td>
<td>89.4</td>
<td>51.8</td>
<td>71.6</td>
</tr>
<tr>
<td>Hingoli</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jalna</td>
<td>78.00</td>
<td>84.2</td>
<td>45.2</td>
<td>66.8</td>
</tr>
<tr>
<td>Latur</td>
<td>81.8</td>
<td>89.6</td>
<td>56.6</td>
<td>72.3</td>
</tr>
<tr>
<td>Osmanabad</td>
<td>80.6</td>
<td>89.9</td>
<td>54.9</td>
<td>71.7</td>
</tr>
<tr>
<td>Nanded</td>
<td>79.1</td>
<td>87.3</td>
<td>50.7</td>
<td>69.2</td>
</tr>
<tr>
<td>Parbhani</td>
<td>79.0</td>
<td>86.4</td>
<td>48.6</td>
<td>67.4</td>
</tr>
</tbody>
</table>

Table 1.3: Male – Female literacy of Vidharbha region during 2001

<table>
<thead>
<tr>
<th>Vidharbha region</th>
<th>Male Rural</th>
<th>Male Urban</th>
<th>Female Rural</th>
<th>Female Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhandara</td>
<td>88.3</td>
<td>95.6</td>
<td>65.7</td>
<td>82.4</td>
</tr>
<tr>
<td>Chandrapur</td>
<td>78.9</td>
<td>92.00</td>
<td>56.4</td>
<td>75.1</td>
</tr>
<tr>
<td>Gadchiroli</td>
<td>68.1</td>
<td>90.6</td>
<td>48.8</td>
<td>75.30</td>
</tr>
<tr>
<td>Gondia</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nagpur</td>
<td>84.2</td>
<td>93.6</td>
<td>66.7</td>
<td>83.06</td>
</tr>
<tr>
<td>Wardha</td>
<td>85.5</td>
<td>93.7</td>
<td>69.0</td>
<td>83.2</td>
</tr>
<tr>
<td>Akola</td>
<td>85.5</td>
<td>90.3</td>
<td>64.00</td>
<td>77.77</td>
</tr>
<tr>
<td>Amravati</td>
<td>87.1</td>
<td>93.3</td>
<td>71.6</td>
<td>84.90</td>
</tr>
<tr>
<td>Buldhana</td>
<td>86.0</td>
<td>91.5</td>
<td>61.5</td>
<td>76.00</td>
</tr>
<tr>
<td>Washim</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Yavatmal</td>
<td>82.5</td>
<td>92.6</td>
<td>58.9</td>
<td>80.3</td>
</tr>
</tbody>
</table>

Source: http://educationforallindia.com/page173.html. Visited on date 20.2.06

-- indicate the data is not available

The overall performance of female education is dismal under such circumstances the women college library play a crucial role in promoting women literacy in general and higher women education in particular.

1.4 Women colleges

The concept of separate institutions of higher education for women some committees & commission's recommendation for adoption of co education as a general policy and opening of new college exclusively for girls there has been a remarkable growth in
the number of women’s colleges and new women’s college are still being established.

Wasi (1978)²² said Both, socio cultural and academic argument have been advanced for these exclusive colleges for women the social argument being that women have always needed to be protected and that unless there are exclusive college of women they will not have access to higher education originally colleges were meant for men only and women were not being admitted and colleges have to be established for women students specifically the cultural aspect cannot also be ignored the parents have reservation about sending gild to co educational institution and this attitude is still prevent providing access is the main ratio rate for these women college specializes courses.

Though it has been shown that there are several factors affecting the enrollment of women in higher education it is being increasingly recognized that the universities and colleges have an obligation to organize special programme to empower women and develop their leadership potential so that they can make their contribution to the society mere establishment of exclusive colleges and universities would achieve the objective of imploring women, unless specific strategies are adopted to develop the leadership potential of women students
Tidball’s (1986) study in use is a significant one among the several studies reported in the west on the impact of exclusive women’s institutions on women development she has shown that graduates of women’s colleges are more likely to have achieved a recognizable and commonly accepted intellectual or career accomplishment than or women number of successful female faculty role models and mentors in women’s institutions have a salutary influence on women’s achievement by counteracting sex stereotype perceptions in career aspirations and self confidence other studies or Bressler and Wendell (1980) Pascarella (1984) and others have shown that attending a women’s college versus a co educational college may have a positive influence on self esteem educational aspiration and career straws aspiration Sageria (1988) reporting on the perceptions of women students drawn form a variety of institutions across the until states on the leadership opportunities point out that the most helpful programmes for developing women’s leadership seem to be those internal primarily and exclusively for women academic programmes and curricula such as women studies programmes and courses women’s mentoring programmes designed primarily to serve women were identified as helpful in developing leadership potential similar empirical stills are not available in India.

We find that in the rural as well as urban areas the parents do not send their girls to get formal education we also find
that the prejudices against women as well as lack of financial resources with their parents go against women’s higher education same as the Regarding co education the Kothari commission (1964-66) remarked “A uniform policy of co education is not necessary for the level of education condition vary from state to state.”

In some states like Maharashtra education is preferred by women students and also their parents and the number of colleges having co education is much larger than that of separate colleges for women on the other hand states like Tamil Nadu which are equally advances in the matter of women education separate colleges are preferred for women education.

We see the Kothari Education commission recommendation and the position of Maharashtra the need of separate women colleges for women higher education. Hansa Mehata committee also have some view points regarding sex difference co-education.

Psychological differences between the sexes the recent finding are that there are no psychological traits which men and women exhibit are the result of social conditioning.

As per above remark women is totally different than men so this committee suggest different syllabus and curricula for girls but it is true in the present position there is no difference between boys
and girls only the basis of the point of view psychology in the intellectual field women and girls are super sending men and boys in the administrative services like IAS, PCS & scientist also they are coming fast so today is not necessary different curricula for girls the women colleges same syllabus for other co aided colleges any few additional subject for women’s like home science home economics so the all over co aided college & women colleges are same only student is girls and first aim of women college to promote the girls for higher education

**Growth of Women’s colleges in India**

Growth of women colleges in India\(^2^9\) was observed in the U.G.C. annual report 2002

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year</th>
<th>No. of women colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1991-1992</td>
<td>950</td>
</tr>
<tr>
<td>2.</td>
<td>1993-1994</td>
<td>1033</td>
</tr>
<tr>
<td>3.</td>
<td>1994-1995</td>
<td>1107</td>
</tr>
<tr>
<td>4.</td>
<td>1995-1996</td>
<td>1146</td>
</tr>
<tr>
<td>5.</td>
<td>1996-1997</td>
<td>1195</td>
</tr>
<tr>
<td>7.</td>
<td>1998-1999</td>
<td>1359</td>
</tr>
<tr>
<td>8.</td>
<td>2000-2001</td>
<td>157</td>
</tr>
<tr>
<td>9.</td>
<td>2001-2002</td>
<td>1625</td>
</tr>
<tr>
<td>10.</td>
<td>2002-2003</td>
<td>1650</td>
</tr>
</tbody>
</table>

**1.5 Women college Library**

Women college library plays an important role in the women educational process. In USA\(^3^0\) the concept of Library-college
has been used successfully the college is considered a library and library is regarded as a college.

Women college library promote the growth of women education the women education becomes girl student centered and encourage girl student to play dynamic and creative role in their own education the effectiveness of student learning process is increased by various means especially library centers students are expected to do in depended study with guidance from teacher who are expert librarians having suitable qualification and experience can also provide guidance.

A women college library is expected to support the objective of the college the basic fruition of women college library is so assist its parent body to carry out its programme this means that is must adequately of the teachers and student towards reading study and research

During college period the girl student learn many skills which improve their social behavior that is most important to lead any work and develops their personality this provide an opportunity to participate in sports arts and other co-curricular activities which impart conference for girls the school education is within the four walls and depend on teacher but college education is much more rely on college libraries. An ideal library assist students to face new challenges in their college education the student utilizes their leisure
taking the benefits of the library and may get inspiration from new experiments activities experiences and other secured benefit which guide them in like and make a foundation of an ideal citizen in colleges the newly enter students gain the introduction of new branches of knowledge the well equipped college library can create the knowledgeable and studious atmosphere with the help of text book reference book recent periodicals audio visual and technical devices around them so the library is appropriately called the mian pillar of college.

College libraries have special importance in continuing education distance education and open education method in distance education library is the main source of reading material and education Libraries are very important in a developed country like India where majority of the students can not buy books.

**Basic Function of college library**

1. The selection and acquisition of library material including books journals pamphlets, map and other media related to the curriculum of the institution concerned.

2. The preparation and care of the reading materials through such processes as cataloguing classification and binding
3. The provision of facilities and service which will assure the most satisfactory possible use of collection.

4. Another important function of a college library is concerned with the use of leisure of college student leisure is free time an unoccupied leisure is a social danger therefore in addition to the requisite reading material relating to the curriculum of the institution concerned the library.

5. Through inter library loan a college library is capable of obtaining quick access to other sources for providing the requisite material which are not to in the collection.

In women college library Included the following factors

1. Building & furniture
2. Staff
3. Library finance
4. Facilities
5. collection
6. Proceeding
7. Services
8. Rules & regulation
9. Computer application
All factors work effectively with standard and norms then the women college library develop and growth of women education.

References

2. Ibid . 452.


13. Ibid – pp. 53-54


29. University grant commission (India) : Annual report 2002-03, New Delhi, university grant commission. P. 176.
