



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

VOLUME - 14 | ISSUE - 12 | SEPTEMBER - 2025



USE OF LIBRARY RESOURCES IN DEGREE COLLEGE LIBRARIES OF VIJAYAPURA DISTRICT: A STUDY

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ABSTRACT

This study aims to determine the user respondent opinion towards collections of library sources available in various degree colleges affiliated to Vijayapura District covering a total of 756 respondents. The study seeks to understand the frequency of library visit, time spent in the library and availability of adequate textbooks, reference book and Competitive exam books in the libraries. It is suggested to have proper collection development policy and emphasis on user sensitization programmes to the users by the librarians as a regular feature.



KEYWORDS : *Competitive exam books , adequate textbooks, reference book.*

INTRODUCTON

India is the largest democratic country in the world. In the context of large-scale economic development in the individual agriculture sector, the need for information to the students in a democracy like India. The basic task of education is to promote the powers of mind, acquisition of special skills and the advancement of knowledge but above all to generate in young generation, a sense of maximum dedication, confidence in them and faith in the country's future". The Department of Collegiate Education is a well organized system aimed at giving information to the various welfare schemes being taken up by the government for the sake of poor student. There are 430 Government Degree colleges and 321 Private Aided Degree colleges.

Library collection refers to all the documents in terms of its forms quality and quantity available in libraries. By library collection the library is known and the users are attracted by this. Time was there when physical documents were dominating the library collection the users specially scholars from Asian and Indian states migrate to the European countries to do research. Library collection development is the systematic, ongoing process of planning, selecting, acquiring, and evaluating print and electronic resources to meet user needs. It involves needs assessment, policy formulation, budget management, and weeding to ensure a balanced, current collection

OBJECTIVES

The objective of this study is to determine the user's response towards Collections of Degree College Libraries of Vijayapura District with respect to

- Frequency of library visit among respondents
- Time spent in the library
- Availability of adequate textbooks and reference books in libraries
- Multiple copies of textbooks in libraries and
- Competitive exam books available in libraries

METHODOLOGY

The total sample size has become of 756 respondents and for this Survey method has been adopted to collect the data from respondents. More than three-fifth (486, 64.3%) are from non-aided institutions and, a significant proportion of the respondents, more than one-fifth (162, 21.4%) are from private-aided institutions and a small proportion of them, more than one-tenth (108, 14.3%) are from government institutions.

Table 1
Institution type of the respondents

Type	Frequency	Percentage
Government	108	14.3
Private-aided	162	21.4
Non-aided	486	64.3
Total	756	100.0

RESULTS AND DISCUSSION

Table 2
Frequency of library visit among respondents

Library visit	Frequency	Percentage
Daily	271	35.8
Weekly	285	37.7
Monthly	150	19.8
Rarely	50	6.6
Total	756	100.0

Table 2 depicts the frequency of library visit among the study respondents. It is found that majority proportion of the respondents, less than two-fourth (285, 37.7%) are weekly visiting their library. A significant proportion of the respondents, less than two-fourth (271, 35.8%) are daily visiting their library. And, a small proportion of them, less than one-fifth (150, 19.8%) are monthly visiting their library. A very small proportion of them, less than one-tenth (50, 6.6%) have opined that they are rarely visiting their respective libraries.

Table 3
Average time spend in the library by the respondents

Time	Frequency	Percentage
<1 hour	357	47.2
1-2 hours	285	37.7
>2 hours	114	15.1
Total	756	100.0

It is found that majority proportion of the respondents, less than two-fourth (357, 47.2%) are averagely spend less than one hour in their libraries. A significant proportion of the respondents, less than two-fifth (285, 37.7%) are averagely spend 1-2 hours in their respective libraries. And, a small proportion of them, less than one-fifth (114, 15.1%) are spending more than 2 hours in their respective libraries.

Therefore, it is clear from the above table, that majority of the respondents are averagely spend less than one hour in their libraries.

Table 4
Adequate textbooks for courses in libraries

Response	Frequency	Percentage
Strongly Disagree	55	7.3
Disagree	25	3.3
Neutral	104	13.8
Agree	248	32.8
Strongly Agree	324	42.9
Total	756	100.0

Table 4 shows the responses of the study respondents regarding adequacy of textbooks of courses in their respective libraries. It is found, that the largest proportion of the respondents, more than two-fifths (324, 42.9%), strongly agreed with the statement. A significant portion of them, more than one-fourth (248, 32.8%), agreed with the statement. However, a small proportion of them, more than one-tenth (104, 13.8%), remained neutral; less than one-tenth of them (55, 7.3%) and (25, 3.3%), strongly disagreed and disagreed with the statement respectively.

Therefore, it is clear from the above table, that the most of the respondents strongly agree on the adequacy of textbooks in their respective libraries.

Table 5
Sufficient reference books in libraries

Response	Frequency	Percentage
Strongly Disagree	61	8.1
Disagree	22	2.9
Neutral	130	17.2
Agree	121	16.0
Strongly Agree	422	55.8
Total	756	100.0

Table 5 shows the responses of the study respondents regarding sufficient reference books in their respective libraries. It is found, that the majority proportion of the respondents, more than two-fourths (422, 55.8%), strongly agreed with the statement. A small portion of them, less than one-fifth

(130, 17.2%), remained neutral. However, a small proportion of them, more than one-tenth (121, 16%), agreed with the statement and a very small proportions of them, less than one-tenth, (61, 8.1%) and (22, 2.9%), disagreed and strongly disagreed with the statement respectively.

Therefore, it is clear from the above table, that the majority of the respondents strongly agree on the sufficient reference books in their respective libraries.

Table 6
Multiple copies of textbooks in libraries

Response	Frequency	Percentage
Strongly Disagree	41	5.4
Disagree	31	4.1
Neutral	50	6.6
Agree	232	30.7
Strongly Agree	402	53.2
Total	756	100.0

Table 6 shows the responses of the study respondents regarding availability of multiple copies of textbooks in their respective libraries. It is found, that the majority proportion of the respondents, more than two-fourths (402, 53.2%), strongly agreed with the statement. A significant portion of them, more than one-fourths (232, 30.7%), agreed with the statement. However, a small proportion of them, less than one-tenth, (50, 6.6%), (31, 4.1%) and (41, 5.4%), neutral, strongly disagreed and disagreed with the statement respectively.

Therefore, it is clear from the above table, that the majority of the respondents strongly agree on the availability of multiple copies of textbooks in their respective libraries.

Table 7
Competitive exam books available in libraries

Response	Frequency	Percentage
Strongly Disagree	22	2.9
Disagree	21	2.8
Neutral	69	9.1
Agree	144	19.0
Strongly Agree	500	66.1
Total	756	100.0

Table 7 shows the responses of the study respondents regarding availability of competitive exam books in their respective libraries. It is found, that the majority proportion of the respondents, more than three-fifths (500, 66.1%), strongly agreed with the statement. A small portion of them, less than one-fifths (144, 19%), agreed with the statement. However, a small proportion of them, less than one-tenth, (69, 9.1%), (22, 2.9%) and (21, 2.8%), neutral, strongly disagreed and disagreed with the statement respectively.

Therefore, it is clear from the above table, that the majority of the respondents strongly agree on the availability of competitive exam books in their respective libraries.

CONCLUSION

Librarians have become increasingly aware of their responsibilities to be attentive to both content and format in selection of library materials. To have a written collection development policy is a must for any individual library or a group of libraries similar in their collections, communities served by

them or the common administrative or funding authorities under which they all administered. For promoting the use of library resources, proper user orientation and sensitization programs have to be developed.

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