**Research Methodology:-**

The study topic is “Information Needs and Information Seeking Behavior of Lecturers in Arts, Commerce and Science colleges with Special Reference to NAAC Accredited ‘A’ Grade Colleges in Maharashtra”. As there were many colleges affiliated to the Universities. In this way the researcher will take up only ‘A’ Grade colleges in Maharashtra for purpose of study.

**Research Methods in Library and Information Science:-**

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This study use questionnaire – based survey method. The questionnaire were personally distribute to the lectures at their collage, staff room, and information from remaining colleges would be accessed postaly.

In this technique, to collect data essential for conducting research, a set of question are asked from the participants. Questionnaire is constructed translating the aims and objectives of the survey study. This is major instrument for data gathering in survey studies. The advantage of questionnaire methods lies in its more complete coverage of users. Interest and analysis of their replies, which appear to be relatively simple procedure.

Information behavior have grown immensely from its scattered beginnings earlier in 20th century. We know have a much deeper and less simplistic understanding of how people interact with information. We understand information behavior better within social context and as integrated with culture practice and values.
It will be beneficial for librarians to understand the behavior of lecturers seeking information.

**About Higher Education:-**

Ancient Indian Education was based on Gurukul System subsequently educational institutions like Takshashila, Nalanda and Vikramshila were established for expansion of Indian system of education. During British regime, three Universities namely Culcutta, Madras and Bombay were established. Even after independence in India we are following the legacy of British Government in the field of education.

Post Independence system of Indian Education.

1] Primary Education
2] Secondary and Higher Secondary Education
3] Professional Education including Medical
4] Technical Education
6] Agricultural Education

**Recent Status of Higher Educational Institutions in India:-**

During independence there were 20 Universities and 500 Colleges in India and in 2007 the numbers of universities are more than 300 and colleges 18,000. Considering the number of 400 Universities (including Deemed to be Universities) over 18,000 Colleges and a huge number of regional research institutes not a single Universities finds even a mention in a recent international ranking of the top 200 Universities in the world except two of the IITs.

On the other hand six Chinese Universities in the list includes Home Universities of Japan, Singapore, HongKong, Taiwan & South Korea.

**Teacher’s Role in Higher Education :-**

Teacher’s Role is always more important than the role played by any other people from any other occupation. Teachers teach the lesson of unity in Diversity. Teachers should teach the truth, for that they need devote more time in learning
the truth from their experiment and research. It requires introspection and sincere observation. What is visible is not science in complete sense. This is true in respect of social science too.

Day to day, in Higher Education responsibilities of teachers were increasing. Indeed, it is a daunting task for the teachers to improve the quantity and equality in Higher Education.

The responsibilities of teachers have been fallen into two categories:-


2] Specific Responsibilities.

1] **General Responsibilities.**

A teacher should be the role model for the students. As many research studies had revealed that the caliber of the teachers has tremendous impact on the caliber of the students. So a teacher, who is a permanent learner, has to up to date the subject knowledge continuously. A teacher should be an embodiment of impeccable qualities. His behavior in the institution as well as the outside world is watched by his umteen numbers of the students. He should kindle interest and passion among the students to be aware of the latest developments in their subjects. He has to nature and nourish the students to develop lateral thinking.

The most important responsibility entrusted to teacher in the context of materialistic cultural of the world is imparting value based education to the students. The purpose of Higher education is not to produce outstanding students but to produce outstanding citizens of the country. As the former President of India Dr. Abdul Kalam remarked “The teachers have to teach humanity and humanism to the students”. Education without value orientation is a vise. The higher education today produce intellectual monsters but also intellectuals with human face.

2] **Specific Responsibilities of Teachers:**

Teachers in higher educational institutions often bogged down by commercial interests of management. Today, the root cause of the problems afflicting higher education is a “passionless academia”. The corporate buzzword
“TQM” applied to the teaching profession also. A teacher has to implement lean concept in his profession. He should strive hard to remove all non-value added activities in his profession. A teacher is accountable to all the stakeholder of the educational system. A teacher has the responsibility of subjecting himself to rigors of performance appraisal system. The performance appraisal system helps the teachers to iron out their deficiencies and transform their lackluster teaching into an effective, efficient, and enjoyable one. (Ganasekaran G., Roy Dipen)

**The Role of Libraries in Higher Education**

We are living in an era of instability, insecurity, and constant change of knowledge acquired by a person during the formal education, becomes obsolete at a very rapid rate in the digital environment. Internet has revolutionized the concept of libraries and changed the way the information is processed, stored, transmitted, retrieval, and disseminated.

Libraries function as an essential integral component in higher education system, without a proper information and knowledge infrastructure, no education system can sustain and achieve its laid down goals and objectives.

The library environment is currently undergoing a rapid and dynamic revolution leading to new generation of libraries with an emphasis on e-resources on one side, there is an increasing demand for good library collection in term of large amount of data information and on the other hand, the publishing media is striving hard to support this demand at lightning speed by way of e-publication as well as online access. As a result a large number of e-resources are published on the subject area. Therefore, libraries need to adopt electronic media for its collection developments in a better way to fulfill the requirements of users.

India has a large educational system comprising thousands of colleges and hundreds of universities along with several Institutes of higher learning and centres of excellence. The college and University libraries being the nerve centres of the higher education & learning play a vital role in support of all the activities such as teaching, research, and publications. Men and women continuously and assist in their self-improvement through an effective and prompt dissemination of information embodied in the resources. A research scholar can nerve successfully conduct his investigations and researches without the help of library.
Different agencies were available in our country for maintaining standards of teaching and learning. Medical Council of India (MCI) for medical education. Bar Council of India (BCI) for legal education. All India Council for Technical Education (AICTE) for engineering and technical education and National Council for Teacher Education (NCET). However there was no agency available for assessment of standards in education of Arts, Science and Commerce and allied faculties.

This has been realized Government of India and National Assessment and Accreditation Council came into existence in 1994.

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India, to assess and credit institutions of Higher Education in the country.

The vision of NAAC is “To make quality the defining elements of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Before understanding about NAAC, it is important to realize the vision of NAAC. To fulfill above these vision mention following procedure is adopted for efficient functioning.

The NAAC functions through its General Council (G.C) and Executive Committee (E.C) where educational administrators, policymakers and senior academicians from a cross-section of the system of higher education are represented. The chairperson of the UGC, is The President of the GC of the NAAC, the chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director of the NAAC is its academic administrative head, and is the member secretary of both The GC and EC. The NAAC is advised by many advisory and consultative committees. In addition to the statutory bodies that steer its policies. The NAAC has a core staff and consultants to support its activities.

The University Grants Commission (UGC) and the National Assessment and Accreditation Council (NAAC) has succeeded in promoting quality as a defining elements of higher education institutions in the country through a combination of
self and external quality evaluation, promotion and sustenance activities so far the NAAC has assessed the quality of 122 Universities and 2608 Colleges in India.

Library and information services offered to support the teaching, learning and research activities of the higher education institutions.

The NAAC has recognized the importance of library and information services in higher education institutions very well and they evaluate the quality of the learning resources centre as part of the assessment of quality of higher education institutions in the country. (Majeed Abdul and Bavakutty M. (2007) Quality Assessment of college and University library services V.N.,45(II)Mar 12-18.P.P.6)

**Information Needs and Information Seeking Behavior:**

**Information Needs**

A gap in a person’s knowledge that, when experienced at the conscious level as a question gives rise to a search for an answer. If the need is urgent, the search may be pursued with diligence until the desire is fulfilled. Persons with information needs often end up at the reference desk of a library where it is the responsibility of the reference librarian to determine the precise nature of the need, usually by conducting an informal reference interview, as a basis of recommending relevant sources. In order to search the online catalogue or bibliographic databases, the need must be expressed in the form of query.

**Information Behavior** is the totally of human behavior in relation to sources and channels of information, including both active and passive information seeking and information use. Thus, it includes face to face communication with others, as well as passive reception of information as in Information Seeking. For example, watching TV advertisement without any intention to act on the information given.

**Information Seeking Behaviors** is the purpose Seeking for information as a consequence of need to satisfy some goal. In the course of seeking the individual may interact with manual information system (such as a newspaper or a library) or with computer based system (such as the WWW).
The term information seeking often services as an umbrella overarching a set related concepts and issues. In the library world discussion of database construction and management, community information needs, reference services, yet, a single, serviceable definition remains elusive.

Like any other complex concept, information seeking means different things in different contexts. In the simplest terms, information seeking involves the search, retrieval, recognition and application of meaningful content. This search may be explicit or implicit, the retrieval may be the result of specific strategies or serendipity, the resulting information may be embraced or rejected, the entire experiences may be carried through to a logical conclusion or aborted in midstream, and there may be a million other potential results.

**Information Seeking Behavior of Lecturers:-**

In 2007, Mardis and Perrault synthesized the literature on the teachers planning, Professional development, and information seeking behaviors and found that, overall, teachers have characterized their experiences with using the Internet as frustrating because of poor quality and overwhelming results. In particular, science teachers, through confident in their search skills, use few online resources specifically designed to support their teaching and learning activities. Information seeking behavior involves active or purposeful information seeking as a result of the need to prepare class notes, discussion, seminar, workshops, conferences, write rsearch papers. Lecturers have their own method of seeking information and disseminating information in their respective fields. Information seeking arises from the fact than an individual needs information whether to satisfy a present need of future need.

Lecturers are a group of researchers that seek information to assist them in their academic work, most importantly to prepare lecture materials to support teaching, self development and also to know; the latest development in their field.