Introduction

Education is not only an instrument to develop the working power of people and society. Its helps to demolish the social imbalance, to decrease the poor – rich ratio in the society, it is the powerful instrument to give social justice to the people. It helps for all round development of the society. It is the media to rich in depth of the knowledge of nature. In this connection so many educational society comes into force. Library science is one of the social needs in this information age. These educational institutes made the education facility in various fields. To provide the books for these students they have established the library facility in their educational unit. For the perfect implementation of this facility the employee working in this department is known all the methods of working regarding library services. Hence, the founder of library science Melvil Dewey made some efforts regarding the scientific study of library science. In 1887, Colombia University in America made the first syllabus of Library Science in the world. In America the syllabus, rules and regulations regarding the study of Library and Information Science made under the supervision of American Library Association (ALA). Karnoiji Trust of America made available the funds for the education of Library and Information Science in 1910. In 1920, American Library Association made some parameters for Library Science Education and made some stages of Library Science Education. Chikago University of America produces the Master Degree and Research Degree in Library and Information Science and after 1930 ‘School of Library Science’ runs in various places of America.

In twentieth century part-time courses and summer courses has been introduced in England. In 1912 these courses are known as ‘London School of Economic Centre for Columbia University Library’. Dr. Bekar started the Library School at University College, London in 1919. In 1921 London School of Librarianship was started. Up to 1960 parallel courses through correspondence training courses has been implemented in England. After Second World War new school was established. In 1962, at United Kingdom two years Under Graduate course was started and in 1965 Post Graduate courses of three years was started. Today, major University and Colleges has run these courses of Library and Information Science. Taking the inspiration of America and England Library Organization so many countries of the world has started the Library and Information Science education colleges.

Before the independence of India, in Badoda Sansthan, Library and Information Science College was started. Honorable Shrimant Sayajirao Gaikwad called the American Library Scientist Mr. W.C.Bordan to introduce this course in Badoda Sansthan. As per their guidance in 1911 they gave the opportunity of education of Library and Information Science. After that, in association with Mr. A. Dekinson Panjab University, Lahor has introduced the course of Library Science. In Vijayawada, Andhra Pradesh Library Organization started the training course. In Maysore State, Mr. Vishweshwarya started
the training course of Library Science. From 1929, Dr. Ranganathan started the first Certificate Course in Madras State. Diploma in Library Science was started in 1935 at Imperial Library, Kolkatta with the help of K. M. Asdutta. In Madras University, Mr. Ranganathan started D. Lib. Course in 1936. In 1942, Banaras Hindu University and in 1943, Mumbai University started Post Graduate Diploma in their universities. After independence of India, Delhi University started first Post Graduate Diploma of Library Science in 1948. In 1949, Delhi University started training course of two years namely ‘Training Course Diploma of Library Science’ for in service persons. First Bachelor Degree of Library Science Course was started in Aligadh Muslim University in 1956. In 1960, Madras University introduced the one year Diploma Course of B. Lib. Now in India, 120 University run the Bachelor of Library and Information Science Course of one year and 70 universities runs the Master Degree of Library and Information Science of one year. After that, some universities in India closed the course of Bachelor Degree of Library Science and convert it in Master degree of Library and Information Science. Near about 16 universities in India runs the M. Phil and Ph.D. degree in their university leading to research activities.

In Maharashtra State, in 1943 Mumbai University started the Post Graduate Diploma Course in Library Science. Nagpur University started the education of Library and Information Science in 1956. Pune University made the facility of education of Library and Information Science in Marathi Language in 1947, which is continuously runs till days. In 1967, Maharashtra State Library Science Organization started the Certificate Course in Library. Now a day, all the universities of Maharashtra State runs the Library and Information Science course effectively. Government undertaking university namely, Yeshwantrao Chavan Maharashtra Open University, Nashik started the Library Science Course in 1994. In 2000, Yeshwantrao Chavan Maharashtra Open University started the Master degree in Library science from 2000. All the universities of Maharashtra State run the Under Graduate and Post Graduate degree effectively.

Since beginning three months L.T.C. course was run by Maharashtra State Library Organization in Marathwada region. In Marathwada, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad started the B. Lib. & I. Science course of one year since its inception. After that, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad was started the M. Lib. & I. Science course of one year. In Swami Ramanand Teerth Marathwada University, Nanded of Marathwada region also runs the B. Lib. I. Sci. and M. Lib. & I. Sci. Degree courses of one year. In Dr. Babasaheb Ambedkar Marathwada University, Aurangabad closed the B. Lib. & I. Science and M. Lib and I. Science degree of one and started these courses of two years.
This study deals with Marathwada Region. In the study region, two non-agriculture universities are working, i.e., Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, and Swami Ramanand Teerth Marathwada University, Nanded.

In Marathwada region, 17 colleges of Library and Information Science and separate two departments in Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, and Swami Ramanand Teerth Marathwada University, Nanded. For the research work, the research selected the 10 LIS education colleges.

The study deals with the growth of LIS education in Marathwada region due to the Marathwada region lagging behind in LIS education due to non-awareness in students and faculty as well as the facilities provided by the colleges is not sufficient. Hence, the researcher was in need to do the analysis of the factual position.

**Information Seeking Behaviour**

Information is an essential raw material for all human endeavors in a complex modern society. It is recognized as a prerequisite for scientific, socioeconomic, and cultural development. Information may be stored in many different ways, including print and electronic. Information has been called one of the “eight M’s” – men, material, machinery, money, method, market, movement, and message, a term used for information. The second Law of Library Science reads: “Every Reader his/her books”. It conveys the message to the librarian that readers coming to the library in search of information must have it. A user study is a systematic examination of characteristics and behaviours of users of an information system (Prasad, 1992). The term “user study” focuses on information use patterns, information needs, and information-seeking behaviour. Information-seeking behaviour and information access patterns are areas of active interest among librarians and information scientists.

The present era is called the “Information era.” Information has become the most important element for progress in society. To thrive in this modern era, one needs a variety of information, no matter how well versed one is in a field or profession. Psacharopoulos (1982) discusses the necessity of information in the present age. We can reorganize the educational system and redefine scientific research only with the help of information.

Researchers need access to many different kinds and formats of information, including books, journals, etc. The type of information sources used and their currency are necessary for both research and for national development. The poor economic situation and devaluation of the currency make it difficult to acquire the much needed resources to keep our resources up to date. The Internet has contributed to the provision and spread of information, information are accessed irrespective of time and location. Majority
of the information we access are current and up-to-date. Publishing in the Internet is quite easy. It is much faster and easier than with print publication. These are all recent innovations that have come in to easy the problem of accessibility of information materials, all it involves is to sit down at a computer and navigate from one information source to another by the click of the mouse. Information is power and there is need for it to be always current and up to date. This can be achieved through the libraries performing their functions in the provision of information.

Information seeking behaviour is a complex activity, requiring access to diverse information resources to deal with work-related, personal, and social information problems. Information-seeking behaviour refers to strategies for locating information, and has three elements: people, information, and systems. The study of individual information-seeking behaviour requires understanding of the psychological state of the user that may lead to insight into their expectations make it possible to predict information-seeking activity (Ocholla 1999).

The real challenge in this information age is not producing information or storing information, but getting people to use information appropriately. Information is an indispensable raw material for right decision making and key resource for the development of a nation. Effective and efficient utilization of information has contributed in a big way towards the progress and sustainable development of the society. The modern society depends on it for its growth and development, as well as for its survival. In other words, modern society is characterized by the ability to identify, interpret, produce, process, transform, disseminate, use and reuse information; to make informed choices; and to share information and knowledge through effective networking mechanisms. The ability to take part in these processes has become an even more crucial precondition to participate in social life. Being able to use, read and understand communications is not only a precondition to participate in social life; it is also a key to quality of life for the individual. Not being able to read or write at the same level as everybody else is a serious disadvantage in the knowledge society. The importance of making information accessible for visually impaired people is now realized by different sections in different countries. For example, the UK legislation, such as The Disability Discrimination Act (The Stationary office 1995) highlighted the importance of making information accessible to the visually impaired people. Service providers now have to make “reasonable adjustments” for such special people.

**Definition of Information Seeking Behaviour**

With the deluge of available information, each person needs information of increasing variety. The information needs of a particular group of users and for a specific situation or organization are difficult to determine. There is not one simple system to cope up with all information needs (Mahapatra and Panda 2001).
According to Krikelas (1983), information-seeking behaviour refers to “any activity of an individual that is undertaken to identify a message that satisfies a perceived need.” Mick (1980) observed that “information-producing and information-seeking behaviour are closely linked and are the reasons why most information systems are not better accepted as they fail to provide linkage between the two activities.”