Chapter – I

Introduction
University teacher:

Eminent Philosophers and thinkers share the view that the quality of a university is reflected, in direct proportion, in the quality of its teachers. Laski once observed, "The true epochs in a university's life are not marked by its buildings, its books or even the growth of its numbers. - They are marked by the great teachers it has possessed."

The University Education Commission (1948-49) virtually reiterated the same observation when it described the teachers "The corner stone of the arch of education" and as being "No less, if not more, than the books, curricula, buildings and equipment, administration and the rest."

The role of a teacher in the university is obviously an important one. On him rests the responsibilities of not only acquiring new knowledge but also disseminating it to younger generations.

New knowledge is generated by research. Therefore, it is necessary that teachers keep themselves abreast of new developments. The goal of university is to promote research, training and dissemination of knowledge. University teachers need to not only teach, but also do research and disseminate knowledge to the common man.

1. Information:

Information plays a key role in economic, social and cultural realms of the society. It is very important in speedily transforming society and a vital resource and input in the overall development and growth of a country.
The supply of correct and reliable information at the right time to the right person helps in minimising wastage of resources and avoids duplication of work. It is regarded as resource of resource. Information plays a vital role in:

i) Growth of knowledge and wisdom

ii) Research and innovation

iii) Development and design

iv) Production and Marketing

v) Decision Making and Management

vi) Education and Training.

Information is the message, which can be transmitted between individuals. It is the product of human brain in action. Information is power. The amount of Information required varies from person to person, time to time and from place to place.

1.1 Information – definitions:

The term information has been derived from two Latin words, "formation" and "forma", which imply giving shape to some thing and of forming a pattern. Information refers to fact, news, data, intelligence and knowledge, which can be used transferred and communicated. It is a stimulus which we receive through our senses or it is the product of brain in action.
A debate over the meaning of the term 'information' has been underway almost from the time that information science became a recognised area of study. Despite many attempts made to define the word in a way which is satisfactory to those who wish to use the term in a technical and professional sense, no general consensus has been reached.

In the context of the user studies research, the word information is used to denote a physical entity or phenomena (as in the case of questions relating to the number of books read in a given period.), the channels of communication through which messages are transferred (as we speak of incidence of oral versus written information) or the factual data empirically determined and presented in a document or transmitted orally.

Information, however, has been defined to be inclusive of many different notions. Schrader rightly expressed that the proliferation of notion of information in the writings of information science staggers the mind. Reviewing a wide body of literature on definitional aspect of information, he lists 134 variant notions information is taken to be synonymous with. These notions vary from 'discoveries', 'wisdom', 'raw data', 'processed data', 'a chemical process', 'a physical process', etc., to 'knowledge in communicable form', 'scientific, technical and artistic knowledge', 'a collection of facts or other data especially as derived from the processing of data's and such others.
These varied notions point to the observation often made by the information scientists that information is an amorphous concept less suspectable for a precise definition. Knowingly or unknowingly, intentionally or unintentionally all of us at most of the time of our life and work are concerned with information its generation, recording, processing, repackaging, transfer, receiving, use and application. This is particularly so in the context of academic activities or scientific research.

Information, in the words of J.H. Shera, "is the stimulus which we perceive through our senses. This information may be a single isolated fact or it may be whole cluster of facts; but still it is a unit, a unit of thought. It can have any dimensions. It is that intellectual entity which we receive, the building block of knowledge."

The simple meaning of information in a restricted sense is a sensible statement, opinion, fact, concept of ideas or an association of statements, opinions or ideas.

One must remember that information has no value until it is used. The work of scientists, technologists, researchers, academics, managers etc. necessitates effective transfer of information. In order to provide channels for the spread of information, society creates special institutions.

UNESCO's recent publication World Information Report 1997/98 presents a realistic view of information provision as it is found throughout the world today and as it is being transformed by the technological, social and political development of tomorrow.
Information is the product of the human brain in action and may be abstract or concrete, e.g. love, fear or book, pen. When an individual begins to think, a variety of images and sensations flash through his mind.

P.F. Ducker compares information with that of electricity and expresses, “Information like electricity, is a form of energy .... Information is energy for mind work.”

Whiltemore and Yovits defined the term information as “data of value to decision-making.”

According to Bell “information is news, facts, statistics, reports, legislation, tax codes, judicial decisions, resolutions and the like.”

Hayes defines information as the “result of data, usually formalized in processing.”

Rajan says that, “no universally accepted definition of information has yet crystallized, perhaps it will never be crystallized.”

Otten and Debons state that “information is a fundamental phenomenon like energy on which operations can be performed. They further view that all information processing operations can be performed by digital computers.”

Wersing defines information as “reduction of uncertainty.”

Macky states that “we may define information in general as that which justifies representational activity.”
Davis defines information as "data that has been processed into a form that is meaningful to the recipient and is of real perceived value in current or prospective decision".

According to Stevens information is "the factual data, ideas and other knowledge emanating from any segment of society that are identified as being of value, sometimes gathered on a regular basis, organized in some fashion, transmitted to others and used in some meaningful fashion'.

Webster's Third New International Dictionary gives the meaning to information "as the communication or reception of knowledge or intelligence, something obtained or received through informing; the process by which the form of object of knowledge is impressed upon the apprehending mind so as to bring about the status of knowing".

Fairthorne says that 'information is a metaphorical designation for a porphous mass of ill-defined different activities and phenomena'.

Again, he gave the meaning in 1975 "information as the name of some stuff. This substance is squeezed from books like water from sponge and can be stored and pumped around".

Kent describes that "information is the feed stock for knowledge. In an idea world of unimpeded flow of information amongst individuals of equal capacity to process the information into knowledge there would be no advantage to be gained by any individual or group as compared with another by possession of information".
Goffman states that as the definitions of information are not clear and vary from the expressions of one scientist to the other, the study should be made on the information related phenomena rather than information.

I.1.1. Information and Knowledge:

Brookes has suggested a fundamental equation of information theory:

\[ I + (S) \rightarrow (S + \Delta S) \]

Where \( S \) is the knowledge structure which is modified by the information input \( I \) to give a totally new knowledge structure \( (S + \Delta S) \).

The individual subjective knowledge of each person is transformed into objective knowledge by each individual's public expression via speech, writing etc. Objective knowledge is publicly observable by all and is essentially the wisdom of past generations collected together in our archives, libraries etc. It is the learning how to apply more effectively the objective knowledge that we have that is to become the real role of information science.

Maclup and Mansfield define information, distinguishing it from knowledge. According to them:

i) Information is piece-meal, fragmented and particular, whereas knowledge is structural, coherent and universal;
ii) Information is timely, transitory, perhaps even ephemeral, whereas knowledge is of enduring significance.

iii) Information is a flow of message, whereas knowledge is a stock largely resulting from the flow, in the sense that the input of information may affect the stock of knowledge by added to it, restructuring it or changing it in any way (though conceivably information may leave knowledge unchanged)\(^8\).

According to Elsevier's Dictionary of Library Science, Information and Documentation "information as the meaning that a human assigns to data by means of the known conversation used in its representation\(^9\)."

The Concise Encyclopaedia of Information Technology states that information as "the meaning attached to data\(^10\)."

The Oxford English Dictionary, information is taken as a verb and also gave some meanings are:-

i) Communication of instructive knowledge

ii) Communication of knowledge or news of some fact or occurrence

iii) Knowledge communicated concerning some particular fact, subject or event\(^11\).

1.1.2. Approaches of Information:

Wersig and Neveling consider information much more comprehensively, adopting six different approaches. They are:-
i) **The Structural approach**: In which information is seen as structures of the world or static relations between physical objects which may be perceived or not;

ii) **The Knowledge approach**: which records knowledge that is built up on the basis of perception of the structure of world. This approach is not recommendable because knowledge and information are used as synonyms;

iii) **The Message approach**: in which information is recorded as symbols oriented in physical carrier. This approach is used only by those concerned with the mathematical theory of communication.

iv) **The Meaning approach**: where the semantic content of a message is accepted as information;

v) **The effect approach or The Recipient-Oriented approach**: which states that information occurs only as a specific effect of a process.

vi) **The process approach**: where information is seen as a process which, for example, occurs in the human mind when a problem and useful data are brought together.

On the basis of above approaches the learned authors conclude that information is a social process and should be defined in relation to information needs either as reduction of uncertainty caused by a communication of data or as data used for reducing uncertainty.
Otten has given the following three aspects of information after concluding that a single definition for this concept will not do;

i) Order of structure information

ii) Probabilistic information

iii) Semantic information

These different categories or approaches of information, he says, manifest themselves in various forms and operate at three different levels".

1.1.3. Types of Information:

Information can be categorised on the basis of its use and purpose for which it is used. J.H.Shera has categorised information into six types as under:

i) **Conceptual Information**: It relates to ideas, theories and hypotheses about the relationship which exists among the variables in the area of problems.

ii) **Empirical Information**: It relates to data and experience of research which may be drawn from oneself or communication from others.

iii) **Procedural Information**: It is the data of investigation which are obtained, manipulated and derived from scientific attitude.

iv) **Stimulating Information**: It's a type of information which is motivated by oneself or environmentally derived.

v) **Policy Information**: This type of information is focussed on the decision making process.

vi) **Directive Information**: which is used for co-ordination and for enabling effective group activity".
1.1.4. **Laws of Information:**

Some fundamental laws of information are:

i) **Law of Stimulation** (*1st law of information*): A decision maker remains in a state of rest to perform the same action unless and until his knowledge base is stimulated by either a piece of information from external source (non-autonomous) or activated by his (its) own self thinking mechanism (autonomous).

ii) **Law of Equi-action orientation** (*2nd law of information*): Under similar conditions of time, space, resources and knowledge base, the same piece of data act as information for all decision makers and make them take the same action. Although there are exceptions to the statement.

iii) **Law of Information Utilization** (*3rd law of information*): The force that propels a decision maker to seek access to an information store is directly proportional to the product of relevance, availability, precision, accessibility, reliability and speed (of reach, recall and return) of access and inversely proportional to the cost of access.

\[
\text{Force} = \frac{\text{Relevance} \times \text{Availability} \times \text{Precision} \times \text{Accessibility} \times \text{Reliability} \times \text{Speed of access}}{\text{Cost}}
\]
1.1.5. Nature of Information:

Information is as varied as human motives in general. The following are some of the varied forms of information.

1) Technical Information: This type of information emanates from research and development carried out by various research institutes including universities. This information is a product of innovation, invention and such it adds to the existing knowledge. Such an information is required by researchers, scientists, producers and students.

2) Commercial Information: Commercial Information is the information pertaining to products, marketing, management, import and export etc. This kind of information aims to maximise profits.

3) Social Information: Social Information encompasses traditional information. Social information enhances the quality of life of the people considerably.

4) Administrative Information: The coming together of people in larger group creates a need for administrative information. It contains information about the work environment, its rules, regulations, policies and decisions of the administration.

5) Occupational Information: It's a kind of information which is associated with the occupation of each citizen engaged in, such as the work produces whether it is manual, clerical, technological, supervisory, managerial, educational etc.
1.1.6. Characteristics of Information:

Battacharya expresses that information has its varieties, which are recognizable on the basis of different characteristics, falling under two universally recognizable varieties:

i) Discursive information and

ii) Non-discursive information

In his words, “Discursive information” is the message conveyed by a systematized body of ideas or its accepted or acceptable substitutes, having one or more of the following attributes relating to its treatment or expression.

i) Ranging over a wide field,

ii) Proceeding logically or coherently from topic to topic and

iii) Reasoning from premises to conclusion or proceeding from particulars to generalization utilizing or based upon analytical reasoning or proceeding from logical abstraction to logical interpretation.

A message consisting of a unit or atomic fact conveyed by a systematized body or its accepted or acceptable substitutes is “Non-Discursive Information”.

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Non-Discursive Information is of two types. They are:

1) Qualitative and
2) Quantitative

The relationships among different varieties of information are very close—one variety of information forming the base for the other variety. Information is a resource, viewed from the point of its effect. "It is a direct input to the process of generation of new information, decision-making and deriving emotional satisfaction. Indirectly, it is an input to the process of production of commodities and service. More specifically, information is an energy resource; for, it is intended to initiate desired actions."^4^.

Borland Cleveland has outlined 7 characteristics of information:

1) **Human:** Information is the product of activity in human brain. Hence, it is the human beings who stimulate or conceive information by interaction, observation and experience.

2) **Expandable:** Information tends to expand as it is used. It is infinite and unlimited. There are no boundaries to it except those set up by human capabilities. Information spreads through periodicals, books, television and other media.

3) **Information is shareable:** Information by nature cannot give rise to exchange transactions, only to sharing, says communication theorist ‘Colin Cherry’. Information cannot be exchanged it can only be shared. Information if shared gives rise to more information. The use of information generates in its turn, new information. The usage increases its value.
4) **Compressible:** Information is compressible both systematically and semantically. It can be put into different formats so as to enable easy and effective transfer from generation to use.

5) **Transportable:** Information has to be passed on or to be communicated from one place to another to be useful.

6) **Diffusive:** Information tends to diffuse, the more it diffuses, the more it creates new information. Information reproduces itself rather than consumed through use.

7) **Substitutable:** Information can replace capital, labour and physical material.

1.1.7. Value of Information:

Information is socio-economic product. Organisation, generation, transfer and use of information are helpful in shaping the socio-economic development of any nation. Planners, policy-makers and people in power who have to make decisions affecting large sections of society and realising that information is the basis of gainful decisions; governments appreciate the concept of information being an instrument of social change, and economists have begun to consider information as a non-depleting resource and as a commodity subject to economic analysis. But full implications of such considerations are just beginning to unfold. We can witness the shifts in power loci as the society evolves and the impact of information and communication technologies in this.
Information is invaluable. It is an essential ingredient in everybody's life. Nothing could be done without information. The necessity and need of information has been increasing largely day by day. It's need is being felt more by the scientists, engineers, technologists, educationists etc., in developing research activities and for decision making in their respective fields. 

1.2. Information Flow:

Diffusion or information transfer is a process by which an innovation or new idea spreads among the members of a social system-it is a type of communication process. It is spread of a new idea from its source of invention, creation or generation to its ultimate users or adopters, i.e. to the destinations or recipients.

According to Seetharama, a study of the total information flow should consist of:

i) Observation of the information seeking behaviour of information users

ii) Identification of the points of generation and utilization of information and

iii) Identification of the sources/information transfer media/channels - internal, external - formal, informal, documentary, non-documentary - of information.
Information system handles information with specific purpose of providing information to users. The process of transfer/flow of information is usually a chain of activities. Information is being continuously generated, communicated and used. It is called Information chain. 1) generation of information 2) communication of information and 3) use of information.

The links of the chain are generator, editor, and publisher of primary publications, indexing and abstracting journal producers, libraries, documentation and information centers, on-line services, information companies and the end users. Institutions that perform these activities can be broadly grouped into three categories.

i) Knowledge/information creating institutions
   e.g. research laboratories, R & D institutions, institutions for higher education and research attached to universities etc.

ii) Knowledge/Information processing and dissemination institutions. e.g. journal and book publishers, statistical organization, science and technology data center and the like.

iii) Institutions that collect, store, process, disseminate and serve information/knowledge recorded in various forms. e.g. Generators of information are academicians, scientists, technologists, economists, statisticians, journalists etc.
1.3. Role of a University Teacher Vs Information flow:

The role of a teacher in the university is obviously an important one. The basic functions of a University teacher are teaching, research, and extension for which information is the main commodity. To perform these three activities effectively, a University teacher has to keep himself abreast of the latest trends and developments in his and also related fields. On him rests the responsibilities of not only acquiring new knowledge but also disseminate it to younger generations.

1.3.1. University:

Karl Jaspers describes the university as 'a community of scholars and students engaged in the task of seeking truth. To Lord Annan 'it exists first to promote through reflection and research the life of the mind; second to transmit high culture to each generation. Whatever is thought to be intellectually important and of concern to society it teaches to new students'.

1.3.2. Objectives of university:

In broad terms, the objectives of the universities in modern world may be said to be the following:

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries.
To provide the right kind of leadership in all walks of life, to identify gifted youth and help them developing their potential to the full, by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values.

To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions who will also be cultivated individuals, imbued with a sense of social purpose.

To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education and

To foster in the teachers and students, and through them in society generally, the attitudes and values needed for developing the good life in individuals and society.

1.3.3. Functions of the university:

a) Conservation of knowledge from times in memorial.

b) Dissemination of this knowledge through teaching, publication and extension programmes

c) Extension of the bounds of knowledge through research work by teachers and other research workers

d) Helping the teachers and teaching to achieve the highest academic honours and a life-time of good reading.(Interpretation)
a) **Conservation of knowledge:** The library in a university makes a large collection of books and allied materials to achieve its first objective. By adapting a high selective policy it builds up a collection. The power house of knowledge goes on adding to its power potential. That is why university libraries are described as "open ended" collections.

b) **Dissemination of knowledge** in a university is achieved through

I) **Teaching**

Teaching: The university not only conserves knowledge but also transmits to the on coming generation the ideas which the document contains.

II) **Research**

Research: A university differs from a college by giving more emphasis to research. University serves as the principal training ground for those who carry on investigation in government, industry, the science and other fields.

III) **Publications**

Publications: The university disseminates knowledge through its popular publications, "publish or perish" is the slogan of the world of academicians and the publications are the end product of the reading, thinking, writing and allied academic endeavours of teachers.

c) **Extension Services**

Extension Services: The university Grants Commission (UGC) in India has recognised extension as the third dimension of the institutions of higher education and considers it as important as teaching and research from the point of view of social usefulness and accountability.
The university offers extension services, correspondence course and research through experiments constitute actively to the deepening of the educational status of individuals and society in general.

d) Interpretation: Finally university libraries help faculty members and students to attain high academic distinctions. The value of their research will be more only when it is expressed to the public as well as to other scholars. Consequently they attempt to interpret the results of the investigation to the society in various ways. "

In general the functions of the university library are to fulfill the objectives of the university. This may slightly vary from university to university.

The characteristic features of the modern university:

- A teaching process with content and method based on the latest results of scientists research and with a permanent renovation of curricula and methods of training.
- An organic combination of instruction and scientific research work, which supplement and enrich each other. This provides for a truly creative atmosphere at the university and inspires students to seek, acquire and apply new knowledge.
- A sizable volume of research work; a combination of many different branches and fields of study facilitates the execution of complex research projects, especially at the meeting point of different sciences.
Training of specialists at the graduate level for research and development, for teaching at higher educational institutions and for managerial and other positions requiring advanced training; a high proportion of graduate students;

- A leading role in renewing and improving the qualifications of specialists in different branches of the economy, science and culture, including the whole system of higher education

- A leading role in the preparation of textbooks and other instructional materials for the whole system of higher education and for the general secondary schools.

- An increasing volume of activity necessary for the maintenance and running of the teaching process and research work

- An important role in the training of teachers for all levels of the educational system.

1.3.4. Professional Development of Teachers:

Excellence among teachers is an indispensable pre-condition for creating an environment conducive for promoting excellence amongst the taught. The crucial role of professional development in promoting excellence among teachers cannot be over emphasized. This is particularly true for the ever expanding sphere and the unending quest for knowledge in frontier areas. With a view to raise the level of the professional competence of the faculty, Academic Staff Colleges (ASC) have been set up during the
seventh five year plan (1985-90). These institutional arrangements provide necessary in-service training to faculty members in teaching as well as evaluation methodology and/or educational administration and also updating of their subject competence.

1.3.5. Structure of Professional Development of Faculty

![Diagram of Structure of Professional Development of Faculty](image)

Fig 1.1. Structure of Professional Development of Faculty

The National Policy on Education (NPE) 1986, recognized the need for improving the status of the teachers and proposed to provide opportunities for professional and career development so that teachers can fulfil their roles and responsibilities within the educational system. The motivation of teachers could be enhanced through systematic orientation inculcating in them the right type of values which would in turn encourage them to take initiative for innovation and creative work.
The NPE proposed the following steps for building motivation among teachers:

- To organise specially designed orientation programmes in teaching methodology, pedagogy, educational psychology for all new entrants at the level of lectureship.
- To organise refresher courses for serving teachers to cover every teacher at least once in five years.
- To organise orientation programmes by using the internal resources of universities and by bringing a number of colleges together and
- To encourage teachers to participate in seminars, symposia etc.
- And also, holding membership in professional bodies/associations i.e. regional, state, national, international level bodies/associations will help in finding out his/her constant acquaintance with nascent information in his/her specialisation. The level of membership in professional bodies will also help the teachers to exchange their view on new topics of interest in their field of specialization®.

1.4. STATEMENT OF THE PROBLEM

A brief concept wise description of the present study entitled "CONTRIBUTION OF FACULTY MEMBERS TO THE FLOW OF INFORMATION: A STUDY AT SELECTED UNIVERSITIES IN ANDHR PRADESH" is given below:
Contribution:

The *Oxford English Dictionary* defines contribution as "Anything given or furnished to a common stock, or towards bringing about a result." And also, "A writing furnished as a distinct part of a joint literary work; an article supplied to a magazine or journal".\(^4\)

Faculty

The *Oxford English Dictionary* defines faculty as "One of the department of learning at a university". And also, "The whole body of Masters and Doctors, some times including also students, in any one of the studies, Technology, Las, Medicine, Arts etc."\(^6\)

Information

Information is viewed as data processing in the broadest sense; particularly in the content of selection, storage, processing, retrieval, servicing organized data.

Flow

The New Oxford Enciopedic Dictionary defines flow as "Increase of diminish continuously by infinitesimal quantities".\(^4\)
Information Flow

It consists of Information seeking behaviour, Information generation and Information Transfer.

All the above concepts, which are consider for the present study are explained in detail in the following sections 1, 1.1, 1.2, 2.1 to 2.3.

1.5. AIM AND OBJECTIVES:

The present study is aimed to study the professional development of the university teacher, which is the root cause for flow of information, and the information seeking behaviour, methods followed for generating and transferring information by the university teachers.

The following objectives are framed for the present study:

○ To establishing the contribution of university faculty members to flow of information

○ To study the methods adopted for professional advancement by faculty members

○ To study the level of dependency in seeking information from various institutions/associations

○ To assess the level of use of information by the faculty in Teaching, Research and extension activities etc.
To evaluate the role of channels of communication used by the faculty for information generation/information transfer.

To study the interest in information generation among faculty members and to find out the relation between cadres and information generation.

To examine whether the working environment and other related factors are having influence on information generation and information transfer.

To find out the level of satisfaction with regard to financial and administrative assistance to faculty to information generation and information transfer from the parent institutions and professional associations.

To identify the differences, if any, between arts and science faculty with regard to flow of information.

1.6. HYPOTHESES:

This study has been guided by the following hypotheses:

1. All members of the university faculty contribute to the flow of information.

2. The university faculty prefers to attend seminars, conferences, workshops etc. and enrolling in professional associations, for professional development.
3. University faculty depends on their libraries, followed by the other libraries and professional associations for seeking information.

4. University faculty requires information mostly for research.

5. Informal channels are highly useful in information seeking and formal channels are highly useful in information transfer, in the view of university faculty.

6. Irrespective of cadres the members of the faculty have interest in generation of information.

7. Science faculty contributes under shared authorship, more than the Arts faculty, to the flow of information.

8. Working environment and other related factors have direct impact on information generation and transfer.

9. University faculty is satisfied with regard to the financial and administrative support given by parent as well as professional associations/bodies.

10. Significant differences prevail between science and arts faculty regarding utilization of library, generation of information and transfer of information.
1.7. SIGNIFICANCE OF THE STUDY

It is an indispensable fact, the university teacher plays a vital role in extend the objectives of university viz. Teaching, Research, Publication, and Extension activities.

Always there is demand for proficiency and efficiency in each field. Teachers are no exception in this regard. The researcher felt that, in this changing educational environment there is dire need to establish the contribution of faculty members to the flow of information.

The result of this type of studies may lead to increase the competency and efficiency of university teachers.

1.8. METHODOLOGY:

The methodology used in this study is clearly delineated in the following paragraphs.

1.8.1. Universe of the study:

The State of Andhra Pradesh is geographically divided into three regions viz. Rayalaseema, Circar and Telangana Containing 18 universities. Three Universities, one from each region i.e. Sri Venkateswara university, Tirupati (Rayalaseema); Andhra university, Visakapatnam (Circar) and Osmania university, Hyderabad (Telangana) which are old and well established, have been selected by the investigator for the present study. The faculty members of these universities consist of Arts, Sciences and Engineering and Technology. Due to the constraints of time and money the present work is restricted to study the faculty of Arts and Sciences only who are working within the campus.
<table>
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<th>Contents</th>
<th>Andhra University</th>
<th>Osmania University</th>
<th>Sri Venkateswara University</th>
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(Source: Universities Hand Book, 2002).

1.8.2. Sample Selection: According to Commonwealth Universities Hand Book 2000, there are 1030 Arts and Science faculty members (within the campus) both men and women working in these three selected universities. Since, the population is large to study in view of time and cost involved, a sample of 500 (48.50% of total population) faculty members has been drawn from the total population by simple stratified random method.
The structured questionnaires were distributed to collect data from the sample, i.e. university teachers. However, the investigator received responses from 312 (62.4% of the sample) respondents:

**Fig. 1.2. Procedure of Sample Selection:**

1930
(within campus arts & sciences only)

Total Population

- 287 S.V.U. faculty
- 410 A.U. Faculty
- 333 O.U. Faculty

Distributed Questionnaires (500, simple stratified random sampling)

- 55
- 90
- 110
- 80
- 80

Respondents (312)

- 38
- 66
- 69
- 44
- 47

1.8.3. **Design of the questionnaire:** The data was collected with the help of a structured questionnaire. As the respondents are highly conversant with the English language the questions were prepared in that language.
"The process of collecting items from a questionnaire is a long and complex process requiring careful and patient effort" says Goode and Hatt", while discussing the development of questionnaire. Keeping this in mind, the questionnaire was prepared in a very simple language so that the users could understand it and could fill in the same, easily. A pilot study was conducted and suggestions and modifications were received from the respondents. Those suggestions and modifications were taken into consideration while designing the final form of questionnaire, incorporating suitable suggestions and modifications to it.

Contents of the questionnaire:

- 1st question to 8th question: Personal background of the respondents
- 9th question to 13th question: Professional development of the respondents
- 14th question to 24th question: Information seeking behaviour
- 24th question to 29th question: Information generation/transfer
- 30th question to 32nd question: Environmental factors and
- 33rd question open-ended, related to valuable suggestions from respondents
1.8.4. Collection of data:

The questionnaires were distributed to the faculty members personally and were collected from them by giving sufficient time to fill up the questionnaire. The doubts raised by the respondents were clarified by the investigator. They were assured that the data provided by them would be kept strictly confidential and used for research purpose only. Every effort was made by the investigator to get reliable data from respondents. The total data needed for the study was collected during the period from 1st October 2001, to 31st January 2002.

1.8.5. Presentation of data:

The data is presented in the form of Tables, Pie diagrams and Bar diagrams. The bibliographic details of references cited in each chapter are given at the end of the chapter.

1.8.6. Analysis of data:

After collecting the data from the respondents, the data was analysed according to the objectives and hypotheses stated. The data was analysed manually. Percentages and other necessary calculations were done with the help of calculator. However, chi-square values were calculated using "Epistat" software package and bar diagrams, pie diagrams were presented with the help of MS-Excel.
1.8.7. **Organisation of the Work:**

Chapter One deals with the Introduction, which includes the objectives, hypotheses of the study, methodology and a brief profile of the three universities.

Chapter Two deals with the Review of Literature, which is the backbone to the present study.

Chapter Three is devoted to the Analysis and Interpretation of data, which was collected through distributed structured questionnaires.

Chapter Four presents the Summary and findings of the present study, recommendations for better flow of information by university faculty, areas for further research and suggestions received from the respondents.
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