HUMAN RESOURCE DEVELOPMENT IN NON AGRICULTURAL UNIVERSITY LIBRARIES IN MAHARASHTRA STATE

A thesis submitted to

Tilak Maharashtra Vidyapeeth, Pune

For the Degree of Vidyavachaspati (Ph.D.)

Doctor of Philosophy

In Library and Information Science

Under the Faculty of Moral and Social Sciences

Submitted by

Varsha Deoram Junnare

Under the Guidance of
Dr. (Mrs.) Daya B. Dalve (Patil)
Librarian
S.B.E.S. College of Science, Aurangabad

Department of Library and Information Science

November 2016

DECLARATION BY THE CANDIDATE

I hereby declare that the thesis entitled **"Human Resource Development In Non-Agricultural University Libraries In Maharashtra State"** completed and written by me, has not previously formed the basis for the award of any degree or other similar title upon me of this or any other University or examining body.

Place: Pune **Varsha D. Junnare**

Date: 15/11/2016 **Research Student**

CERTIFICATE

This is to certify that the thesis entitled **"Human Resource Development In Non-Agricultural University Libraries In Maharashtra State"** which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph.D.) in Library and Information Science, Faculty of Moral and Social Science of Tilak Maharashtra University, Pune is the result of original research work completed by **Varsha Deoram Junnare** under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon her.

Place: Pune **Dr. (Mrs.) Daya B. Dalve (Patil)**

Date: 15/11/ 2016 **Research Guide**

ACKNOWLEDGEMENT

It is my privilege to express my deep sense of gratitude to my research guide Dr. (Mrs.) Daya B. Dalve (Patil) for her scholarly guidance, constructive suggestions, sustained interest and incessant encouragement during the entire period of research.

I am thankful to the Vice-Chancellor, Registrar and the supporting staff of the Tilak Maharashtra Vidyapeeth for allowing me to carry out this research work. I am especially thankful to Dr. Khandare, Librarian, for her unstinted support at all times. I record my sincere thanks to the Principal and my colleague of NDMVPS KBT College of Engineering, Nashik. I am also thankful to the Principal and library staff of SBES College of Science, Aurangabad for their co-operation and assistance towards my research work.

My sincere thanks and gratitude to Dr. Shewale Madhukar, Librarian and Head of the Department YCMOU Nashik for encouragement to complete the thesis. I am also grateful to Dr. Pange Bhausaheb Murlidhar, Asst. Librarian Jayakar Library, Pune for his guidance and support during my research work. I record my sincere thanks to Dr. Rajendra Kumbhar, University Librarian and HOD Savitribai Phule Pune University, Pune for giving me helpful guidance during the entire period of study.

My sincere thanks and gratitude to the University librarian and HOD, Dr. D. K. Veer, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad., Dr. (Mrs.) Namita B. Khot, Shivaji University Kolhapur, Dr. Borse T. R, North Maharashtra University Jalgaon, Shri. Ahire B. K, University of Mumbai, Dr. Mohan R. Kherde, Sant Gadge Baba Amravati University., Dr. Durga Murari SNDT Women's University, Mumbai, Dr. J. N. Kulkarni Swami Ramanand Teerth Marathwada University Nanded, Dr. Promod Dakhole Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, for their support and cooperation in the development of the thesis. I wish to thank all university library professionals who responded in a timely manner to my questionnaires and helped me a lot to complete my study.

I also thankful my friends, professionals and colleagues who directly and indirectly help me during this period of study.

I express my gratitude to my husband Subhash Daulatrao Pawar and son Shreyash. I have no words to express my feelings to all members of my family who constantly encouraged me to complete this study. Without their support, patience and understanding, I would not be able to complete this herculean research work.

I humbly dedicate this research work to the memory of my father Late Deoram Baburao Junnare and father-in-law Late Daulatrao Namdev Pawar for their inspiration in my career and for the education in my life.

Executive Summary

The Impact of the new Information Communication Technologies, changing dimensions that are appearing in the areas i.e. knowledge industry, socio-economic and political areas, higher education and the globalized environments have direct impact on university libraries. Therefore university libraries have to recognize the validity and fitness for developing their human resources for enabling them to convert as learning organizations. Both internal and external forces pressurize to evolve university libraries with a new set of human capital with advanced skills and competencies for enabling them to face any situation in adapting to a new organizational culture and dynamism.

The main objective of university libraries is to support teaching and research activities of the university. To fulfill these objectives libraries are needed to provide the right information to the right users at the right time in right form at the remotest place. In this new digital age, the resources are in digital forms, so the nature of services would have to be different. The staff should be technology savvy and there is need to use technology for the superior functioning of the library. To cope with this situation the staff needs to develop specific skills and training for better management of the library profession.

However the need for HRD in university libraries is found to be greater than in other types of organizations because of the particular and specific needs that HRD provides to the library employees. For example, having fully developed HRD employees in a library can assist the progress of all those who use the libraries like students, professors, researchers etc. Not only this, a cumulative effect could also be had as the universities would also develop as well as the state and finally our country.

The study presents the meaning of the concept of HRD, its importance, role and importance in university libraries. It further explains the role of higher education, five-year plans, UGC, INFONET, INFLIBNET, INDEST CONSORTIUM, KNC, NKN in the development of university libraries, historical development of university libraries in

Maharashtra State, the existing and future needed manpower, needs to revised staffing pattern etc. are discussed in depth.

With the advent of Information and Communication Technology, information is available in a variety of forms like e-books, e-journals, Databases, Online resources, Digital content, Consortia etc. which require specific training and skill development of staff.

The study is carried out to find out the necessary areas where the training and skill development is required as well as to study whether the staff is sufficient or understaffed; the latter could affect the services and functions of the university libraries adversely. The objectives are selected to fulfill the concept of HRD in university libraries in Maharashtra State. Some of these objectives are: To study the manpower availability as per staffing pattern. (as per UGC and State Government), to study the policy used for measuring performance appraisal of university library staff (UGC and State Government), to understand the opportunities available to library personnel for their career development, To obtain information about the needs for training and development of university library staff., and to present model for HRD in Digital era / E-environment.

For the present study descriptive method of research is used and questionnaire tool is used for collecting data to carry out the study. The literature review helped in understanding the concept of HRD and its application and need in university libraries.

Thus, to carry out present study descriptive method of research is used in which survey using questionnaire technique and secondary analysis are used.

Present study is completed in seven chapters, **Chapter I- Introduction:** This chapter discusses the importance of human resources as a principal resource, need for HRD, HRD in university libraries etc. It covers the need, problem under study, objectives, hypotheses, scope and limitation, research methodology of the study. **Chapter II- Review of Literature:** This chapter entirely deals with the literature review. It explores the earlier HRD related research studies and efforts are made for in-depth study by using various books, print journals, theses, various online resources like LISA, EBSCO databases, J-gate for Management etc. The different aspects of the study are discussed with a brief summary. **Chapter III- An Overview of Human Resource Development:** This chapter covers all the content related to HRD. It contains aspects

like history and development of HRD, objectives, principles, need and importance of HRD today. One can get a bird's eye-view of the meaning of HRD in general and in library and information science in particular. **Chapter IV- History and Development of University Libraries in Maharashtra State:** Higher Education and University Libraries, University Libraries and their functions, History and development of University Libraries in Maharashtra, Role of UGC, INFLIBNET, UGC INFONET, INDEST COSORTIUM, and NKC in the development of University Libraries. **Chapter V- Manpower Development of the University Libraries in Maharashtra State:** Chapter five deals with the manpower of the university libraries, staffing pattern, qualifications, salaries, designations, job analysis and job description and the status of the university library staff. **Chapter VI- Data Analysis and Interpretation:** Chapter six data analysis and interpretation is based on the analysis of questionnaires collected from respondents. The questionnaires were analyzed systematically and interpreted. **Chapter VII- Findings, Conclusions and Recommendation:** On the basis of analysis and interpretation of data the researcher would like to arrive at specific findings and important suggestions will be configured based on the findings of the study to test the hypothesis and fulfill the objectives of the study. The conclusion of this chapter will be helpful in determining the need of revised staffing formula for the university libraries to take into consideration developments in this new era and implementation of HRD in the development of university libraries services and functions.

Prominent findings and suggestions of the study are:

- There are 6 regular librarians currently appointed in the universities while there are 4 In-charge Librarians. A librarian is a very important position and hence the vacant positions should be filled at the earliest.
- 89% respondents replied that adequate training was given, while nobody replied that there is a need for further training. 11% respondent didn't give any reply to the question.
- 100% of those who were surveyed said that UGC staffing pattern is adopted in all the universities.

- 33.33% of the respondents say that university staff is available as per this staffing pattern while another 33.33% say that the staff is not as per the staffing pattern. 33.33% respondents didn't reply to the question.
- 100% of the respondents believe that staffing pattern should be changed as per the changed technological environment.
- The results show that in majority of the universities 78%, both UGC as well as state government norms are used for performance appraisal. 11% responded that State Government and 11% responded University Library is having their (own) separate norms for Performance Appraisal
- We found lot of support in our idea of linking appraisal with promotion with 78% of the respondents favouring it. Self appraisal and having a competent appraisal system also found considerable support among the participants with 56% favouring both of these suggestions.
- 89% of the respondents believe that there should be a training and development policy for the staff of the library.
- 67% of the respondents believe that the absence of any written staff development policy is the main barrier in the effective HRD programmes. Lack of sincerity in performance appraisal, personal financial constraint and inadequate facilities to train with follow written staff development policy each accounted by 44% of the respondents. Inadequate funding is the next important barrier towards effective HRD programmes accounted by 33% of the respondents.

Suggestions:

1. The vacancies of the librarians as well as library personnel in the university libraries should be filled at the earliest.
2. The university libraries staffing formula could be revised as per the changed technological environment and also to accommodate useful management concepts like HRD.
3. The criteria for the evaluation of performance and rewards must be objectively determined. This will remove discretion and role of personal beliefs from the evaluation process thus making the system more transparent.

4. It is suggested that there should be a writtern staff trainning and development policy to have an effective HRD programme.

The Study also proposed Best Practices, HRD Model and New Programmes for the University Libraries for improved fuctioning and development in the ICT Era.

Conclusion

The thesis presents the concept of HRD, its origin, importance, scope and application and its emerging needs in the university libraries for effective and efficient functioning. The survey of the university libraries may help to understand the current status of the university libraries in Maharashtra State and may provide the guidelines to take further step for Human Resource Development in university libraries as well as in general libraries.

Table of Contents

Chapter/ Section	Title	Page No.
Preliminary Pages	Declaration & Certificate	i-ii
	Acknowledgement	iii-iv
	Executive Summary	v-ix
	Content Page	x-xiii
	List of Tables and Figures	xiv-xix
	Abbreviations	xx-xxii
1	**Introduction**	**1-14**
1.1	Introduction	2
1.2	Need of HRD	3
1.3	Role of HRD in University Library	3
1.4	Need for the Present Study	4
1.5	Statement of the Problem	5
1.6	Definitions of the Concepts	5
1.7	Objectives of the Study	6
1.8	Hypotheses of the Study	7
1.9	Scope of the Study	7
1.10	Limitations	7
1.11	Significance of the Study	8
1.12	Aim of the Study	8
1.13	Review of Literature	8

Chapter/ Section	Title	Page No.
1.14	Research Methodology and Techniques	9
1.15	Data Collection	10
1.16	Data Analysis	11
1.17	Structure of Research Study	11
	Chapter Summary	12
	References	14
2	**Review of Literature**	**15-54**
2.1	Introduction	16
2.2	HRM and HRD	17
2.3	Staffing	23
2.4	Performance Appraisal	29
2.5	Motivation Welfare and Grievances	32
2.6	Training, Skills and Manpower Development	34
	Chapter Summary	44
	Reference	46
3	**Human Resource Development: An overview**	**55-85**
3.1	Introduction	56
3.2	History of HRD	58
3.3	Definition of HRD	60
3.4	Objectives of Human Resource Development	62
3.5	Principles of HRD	63
3.6	HRM and HRD	64
3.7	Importance of HRD	64
3.8	Need for HRD	66

Chapter/ Section	Title	Page No.
3.9	HRD Processes	67
3.10	HRD Mechanisms and Sub-systems	70
3.11	Results of HRD Implementation	81
3.12	Role of HRD in University Libraries	81
	Chapter Summary	82
	Reference	83
4	**History and Development of Non-Agricultural University Libraries in Maharashtra State**	**86-118**
4.1	Introduction	87
4.2	Role of University Libraries in the Development of Higher Education	89
4.3	The Role of Five-Year Plans in the Development of Higher Education and University Libraries	90
4.4	University Libraries	92
4.5	History of the University Libraries	99
4.6	University and their Libraries in Maharashtra State	100
4.7	University Library Finance	101
4.8	Committees and Commissions for the Development of University Libraries	107
4.9	University Grants Commission and the Development of Higher Education and University Libraries	108
4.10	Assessment and Accreditation by NAAC	110

Chapter/ Section	Title	Page No.
4.11	Role of other agencies like INFLIBNET, UGC INFONET, INDEST CONSORTIUM, NATIONAL KNOWLEDGE COMMISSION and NATIONAL KNOWLEDGE NETWORK in the development of University libraries	111
	Chapter Summary	114
	References	115
5	**Manpower of Non-Agricultural University Libraries in Maharashtra State**	**119-151**
5.1	Introduction	120
5.2	Importance of Manpower in University Libraries	120
5.3	Staffing Formula	122
5.4	Qualifications for the University Staff	128
5.5	Salary Scale	129
5.6	Duties, Responsibilities and Job Analysis of University Library	129
5.7	Status of the University Library Staff	143
	Chapter Summary	149
	References	150
6	**Data Analysis and Interpretation**	**152-247**
7	**Findings, Suggestions and Conclusions**	**248-267**
Appendix	**Bibliography** **I : Questionnaire I** **II : Questionnaire II**	**268-303**

List of Tables

Sr. No.	Title	Page No.
6.2.1	Name of Universities and Abbreviation	153
6.2.2	Number of Respondents	153
6.2.3	Year of Establishment of University Libraries	154
6.2.4	University Library Timing	155
6.2.5	Designations of Librarians	156
6.2.6	Present Positions of the Librarians	156
6.2.7	University Librarians Gender Respondents	157
6.2.8	Age Grouping of University Librarians	158
6.2.9	Educational Qualifications of Librarians	159
6.2.10	Library Budget	160
6.2.11	Library Resources	162
6.2.12	Strength of Library Users	163
6.2.13	Library Automation Status	164
6.2.14	Operations Performed by Computer	165
6.2.15	Computerized Housekeeping Operations	166
6.2.16	Staffing Pattern Based on	168
6.2.17	Sanctioned Staff	170
6.2.18	Assessment of Staff Inadequacies	171
6.2.19	Staff Sufficiency	173
6.2.20	Transfer of Library Staff to Other Departments	174
6.2.21	Over Time Duties	175
6.2.22	Staff Recruitment Process	176
6.2.23	Internal Promotions	178
6.2.24	Nature of Work	179
6.2.25	Opinion on Delegation of Powers	180
6.2.26	Frequently of Library Committee Meetings	182

Sr. No.	Title	Page No.
6.2.27	Performance Appraisal Policy	184
6.2.28	Performance Appraisal Authority	185
6.2.29	Appraisal is Based on	186
6.2.30	Frequency of Appraisal	187
6.2.31	Appraisal of Other Library Staff	188
6.2.32	Suggestions to Improve the Appraisal System	189
6.2.33	Opinion on Performance Appraisal System	190
6.2.34	Methods for Skill Development	191
6.2.35	Training in their Interested Area	198
6.2.36	Support for Training	199
6.2.37	Staff Training and Development	200
6.2.38	Employee Opportunities after Training	201
6.2.39	In-Service Training	202
6.2.40	Funds for Training (suitable at UGC level)	203
6.2.41	Development of Staff ability after Training	204
6.2.42	Barriers in Training Programme	205
6.2.43	Types of Motivation	206
6.2.44	Criteria to Support Staff bringing a New Idea	208
6.2.45	Frequency of Get-together Programme	209
6.2.46	Barriers in HRD Programmes	210
6.2.47	Factors that can Improve HRD Programme	212
6.2.48	Designation of Professional Staff	214
6.2.49	Professional Staff Gender Respondent	214
6.2.50	Age Group of Professional Staff	215
6.2.51	Educational Qualification of Professional Staff	217
6.2.52	Experience in Years	217
6.2.53	Promotion	219
6.2.54	Promotion Criteria	220
6.2.55	Promotion Policy	221

Sr. No.	Title	Page No.
6.2.56	No of Professionals and Non-Professionals Reporting	222
6.2.57	Job Responsibilities	223
6.2.58	Preference for Training and Development Programme	224
6.2.59	Attendance at Training Programme	226
6.2.60	Usefulness of Training Programme	227
6.2.61	Necessity of In-Service Training	228
6.2.62	Benefits of Training Programmes	230
6.2.63	Improvement in Present Recruitment Methods	231
6.2.64	Non-Financial Motivators	232
6.2.65	Motivation By	233
6.2.66	Opinion on Improvement of Motivation Methods	235
6.2.67	Communication Channels of Welfare, Grievance Programmes	236
6.2.68	Satisfaction with Welfare Facilities	238
6.2.69	Satisfaction with Present Job	239
6.2.70	Levels of Satisfaction	240
6.2.71	Satisfaction towards Work Environment	242
6.2.72	Hypothesis Testing No. 1 (Responses and Grade)	244
6.2.73	Hypothesis Testing No. 1	245
6.2.74	Hypothesis testing No. 2	247

List of Figures

Sr. No.	Title	Page No.
3.1	Wilson Human Resource Wheel	57
3.2	Historical Development in Human Resource Development	59
3.3	Human Resource Development as a Professional Field of Practice	62
3.4	Functions of Human Resource Development	69
3.5	Staffing Process	71
3.6	Required Skills	74
3.7	Staff Development Process	80
6.1	Chronological Development of the University Libraries	154
6.2	Library Timing	155
6.3	Gender Respondents of University Librarians	157
6.4	Age Grouping of University Librarians	158
6.5	Educational Qualifications of Librarians	159
6.6	Library Budget	161
6.7	Library Resources	162
6.8	Strength of Library Users	164
6.9	Library Automation Status	165
6.10	Operations Performed by Computer	166
6.11	Computerized Housekeeping Operations	167
6.12	Staffing Pattern	169
6.13	Sanctioned Staff	170
6.14	Staff Inadequacies	172
6.15	Staff Sufficiency	173
6.16	Transfer of Library Staff to Other Departments	174
6.17	Overtime Duties	175
6.18	Staff Recruitment Process	177
6.19	Internal Promotions	178

Sr. No.	Title	Page No.
6.20	Nature of Work	179
6.21	Opinion on Delegation of Powers	181
6.22	Frequently of Library Committee Meetings	182
6.23	Performance Appraisal Policy	184
6.24	Performance Appraisal Authority	185
6.25	Appraisal is based on	186
6.26	Frequency of Appraisal	187
6.27	Appraisal of other Library Staff	188
6.28	Improvement of the Appraisal System	189
6.29	Opinion on Performance Appraisal System	190
6.30	Orientation, Induction and Refresher Programmes	191
6.31	On the Job Training	192
6.32	Job Rotation	193
6.33	Study Leave and Fellowships	193
6.34	Study Visit to Other Libraries	194
6.35	External Study Courses (Degree, Diploma etc)	195
6.36	Attendance at Conference, Pre/Post Conferences, Seminars, Workshops, Webinar	196
6.37	Guest Lectures	196
6.38	Support for Research and Publications	197
6.39	Training in their Interested Area	198
6.40	Support for Training	199
6.41	Staff Training and Development	200
6.42	Employee Opportunities after Training	201
6.43	In-Service Training	202
6.44	Funds for Training	203
6.45	Development of Staff ability after Training	204
6.46	Barriers in Training Programme	205
6.47	Types of Motivation	207

Sr. No.	Title	Page No.
6.48	Criteria to Support Staff bringing a New Idea	208
6.49	Frequency of Get-together Programme	209
6.50	Barriers in HRD Programmes	211
6.51	Factors that can Improve HRD Programme	212
6.52	Gender Respondents of Professional Staff	215
6.53	Age Group of Professional Staff	216
6.54	Professional Experience	218
6.55	Promotion	219
6.56	Promotion Criteria	220
6.57	Promotion Policy	221
6.58	Job Responsibilities	223
6.59	Preference for Training and Development Programme	225
6.60	Attendance at Training Programmes	226
6.61	Usefulness of Training Programme	227
6.62	Necessity of In-Service Training	229
6.63	Benefits of Training Programme	230
6.64	Improvement in Present Recruitment Methods	231
6.65	Non-Financial Motivators	233
6.66	Motivated By	234
6.67	Re-improvement of Motivation Methods	235
6.68	Communication Channels of Welfare, Grievance Programmes	237
6.69	Satisfaction with Welfare Facilities	238
6.70	Overall Job Satisfaction	239
6.71	Levels of Satisfaction	241
6.72	Satisfaction towards Work Environment	243
6.73	Rating of Responses from the Respondents: Hypotheses 1	245
6.74	Rating of Responses from Respondents: Hypotheses 2	247
7.1	Proposed HRD Model for University Libraries	263

Abbreviations

Abbreviations	Full Form
AICTE	All India Council for Technical Education
ASCE	American Society of Civil Engineers
ASME	The American Society of Mechanical Engineer
ASTM	American Society of Testing and Materials now known as International Standards Organization
ASTD	American Society of Training and Development
AV	Audio Visual
CALIBER	Convention on Automation of Libraries in Education and Research Institutions
CCF	Common Communication Format
CD ROM	Compact Disc Read Only Memory
CET	Common Entrance Test
CPD	Continuous Professional Development
DESIDOC	Defense Scientific Information and Documentation Centre
DRTC	Documentation Research and Training Centre
DVDs	Digital Versatile Disc or Digital Video Disc
e-book	Electronic Book
EC	Executive Committee
EDD	Electronic Document Delivery
e-journal	Electronic Journal
E-Mail	Electronic Mail
ERNET	Education and Research Network
ESOPs	Employee Stock Option Plan
GERs	Gross Enrolment Ratio
GOI	Government of India

Abbreviations	Full Form
HR	Human Resource
HRD	Human Resource Development
HRIS	Human Resource Information Systems
HRM	Human Resource Management
HRP	Human Resource Planning
IBM	International Business Machines
ICAR	Indian Council of Agricultural Research
ICT	Information and Communication Technology
IEEE	Institute of Electrical and Electronics Engineers
IFLA	International Federation of Library Association and Institutions
IndCat	Online Union Catalogue of Indian Universities
INDEST	Indian National Digital Library in Engineering Science and Technology
INFLIBNET	Information and Library Network
INFONET	Digital Library Consortium
IT	Information Technology
IUCAA	The Inter-University Centre for Astronomy and Astrophysics
L & T Ltd.	Larsen and Turbo Limited
LHR	Library Human Resource
LIC	Library and Information Center
LIS	Library and Information Science
LISA	Library and Information Science Abstract
MARC	Machine Readable Cataloguing
MBO	Management By Objectives
MHRD	Ministry of Human Resource Development
MoU	Memorandum of Understanding
NAAC	National Assessment and Accreditation Council
nAch	N Achievements
nAff	N Affiliation
NASSCOM	National Association of Software and Services Companies

Abbreviations	Full Form
NASSDOC	National Social Science Documentation Centre
NCSI	National Centre for Science Information
NISCAIR	National Institute of Science Communication and Information Resource – SAARC Documentation Center
NISSAT	National Information System for Science and Technology
NKC	National Knowledge Commission
NKN	National Knowledge Network
nPow	N Power
OD	Organizational Development
OPAC	Online Public Access Catalogue
PA	Performance Appraisal
PG	Post Graduate
QCs	Quality Circles
QWL	Quality of Work Life
R & D	Research and Development
RFID	Radio Frequency Identification
SBI	State Bank of India
SDI	Selective Dissemination of Information
SGAs	Small Group Activities
SNDT	Shreemati Nathibai Damodar Thackersy
SOUL	Software for University libraries
UGC	University Grants Commission
UGC-INFONET	Digital Library Consortium
UNESCO	United Nations Educational, Scientific and Cultural Organization
V-SAT	Very Small Aperture Terminal
Wi-Fi	Wireless Fidelity
WWW	World Wide Web
YCMOU	Yashwantrao Chavan Maharashtra Open University

Chapter 1: Introduction

1.1 Introduction

1.2 Need of HRD

1.3 Role of HRD in University Libraries

1.4 Need for the Present Study

1.5 Statement of the Problem

1.6 Definitions of the Concepts

1.7 Objectives of the Study

1.8 Hypotheses of the Study

1.9 Scope of the Study

1.10 Limitations

1.11 Significance of the Study

1.12 Aim of the Study

1.13 Review of Literature

1.14 Research Methodology and Techniques

1.15 Data Collection

1.16 Data Analysis

1.17 Structure of Research Study

Chapter Summary

References

Chapter 1

Introduction

1.1 Introduction

With technological changes emerging in every sphere in a fast-changing global scenario, the status of the libraries from the stereotype book warehouse is not lagging behind. The digital look is gaining prominence with tools and information resources giving a new facelift to the library systems. The scenario in Indian libraries at the Universities and Colleges are not an exception to the same. Expansion of higher education at universal level in general and India in particular has thrown open new vistas for universities in general and libraries in particular and under the prevailing conditions, to borrow trained human resource is equally an uphill task. India as a country is on the growth trajectory path. India has the demographic dividend edge as compared to other countries in the world. The biggest asset of any organization is the human resources. A high skilled and intellectual capable human resource would be the engine for development. New reforms and vision has been encapsulated for higher education in the country.

Library plays a pivotal role in imparting knowledge. As knowledge facilitators, the library professionals in turn need to be well equipped with all resources to function efficiently. Development of human resources adds to the efficiency of any system which holds true for the library professionals too who have to man people and data of varied nature and across domains. In this information age where information floods at the click of the mouse, the libraries, an intellectual hub and resource provider of varied interests, also needs to be dynamic. The universities and academic institutions therefore need to gear themselves for managing efficiently data management systems, collaborate with other University Libraries in order to access and it need be to share the appropriate sources to be accessed at the libraries. This calls for a strategic initiative at the library front with the librarians who are mostly caught up with the routine activities of the library. The focus should be a

changed mindset of the librarians who should envision a broader outlook and landscape for future libraries.

1.2 Need of HRD

HRD is an important asset in any organization and libraries are no exception. State-of-the-art libraries can be created at academic institutions and Universities. However the strategic initiative of any organization is the development of the human resources which should be the face of the library meant to meet the expectations of the institutions concerned. The future performance of library depends on the speed of requirement and the usage of updated resources. The need therefore is to ensure that library professionals are equally trained and motivated to excel in their responsibilities. Hence training and motivation is equally required to steer the human resources involved to excel in their performance. Competent and engaged library professionals are crucial to the development of the libraries apart from a well-furbished library.

According to Likert, "Development of employees tends to have them produce at a higher level". The system of HRD encourages the employees to use their hidden talents for higher productivity. Len Nadler, (1981) observes that "Human Resource Development is an organized learning experience, in a stated period of time, diverted towards the possibility of improving performance".

Accordingly the need of HRD arises:

- to develop and improve the latent skills of employees,
- to additionally charge their working life,
- to develop a qualitative and quantitative change in the individuality of human beings, resulting into best use of the manpower for efficient use in libraries for the optimum utilization of resources and to provide superior library services.

1.3 Role of HRD in University Libraries

Library professionals are the facilitators to the student's fraternity, community and society at large. They play a pivotal role in steering the students' knowledge bank, changing their attitude to reading habits and gaining desired information in the shortest span of time. They need to have reference resources at their fingertips, to be a source provider to staff and researchers needed for any pursuit. With sharing of data and improved research activities, attribution, citation and unique identifiers will

multiply around data sets, figures, images, etc. which would be a herculean task with digitisation for the librarians. The library professionals in the technological wave have to be innovative and progressive in order to fulfil their roles. Efficiency and effectiveness of university libraries largely depends upon the proficiency and competence of its human resource. All other resources e.g. technical, monetary, material resources can be much better utilized by motivated human resources only. These well-motivated people with good academic records and professional qualifications, innovation capability and managerial ability, contribute to the success of the library.

Hence, the librarians of the universities need to stay in trend and be open to educate themselves on a continual basis. They need to attend webinars, be well conversant with publication data-bases and websites. In short the library professionals need to groom their soft skills, assist people to stay nimble with technology. Additional efforts and thought process on fundamentally changing the way libraries operate would define the success of the library professionals.

1.4 Need for the Present Study

With the recent growth of library consciousness in the country people have began to realize the importance of human resources for librarianship and to maintain adequate standards in this regard.

The world over there is an exponential growth in ICT which has been affecting organizations of every kind and is now visible in libraries. This is because library users now demand quicker and more accurate information from diverse sources all over. The growing application and different technologies of ICT like web searches, Internet searches, Online Catalogues, Databases, e-resources etc. also ensure the growth of libraries using these processes, which ultimately leads to the countries technological excellence.

To cope up with these fast moving ICT technologies it is vital to develop the library personnel in the competencies and proficiencies of these technologies, i.e. by using HRD as a continuous and planned process.

Hence the need for undertaking the subject study.

1.5 Statement of the Problem

The university library is an essential component of a university education: it is a service institution, an organization that continuously caters to the needs of the teaching and learning process and research activity. It is necessary that the services are provided in the most professional manner whenever they are required by the various stakeholders, that is teachers, students, research scholars, researchers who may be from abroad and the external users.

UGC provides grants to the state university libraries for modernization of the various facilities that the libraries expect to provide. By using the mechanism of HRD, we can seek to utilize the funds, as most of the university library budget expenditure is used for the salaries of the staff. Therefore the present research topic entitled **"Human Resource Development in Non-Agricultural University Libraries in Maharashtra State"** has been selected for the research work.

1.6 Definitions of the Concepts

1.6.1 HRD

HRD encompasses two words i.e. "Human Resource" and "Development". There is need to define these words individually.

- **According to Megginson, (1982)** "From the national point of view, human resources are knowledge, skills, creative abilities, talents and attitudes obtained in the population; whereas from the viewpoint of the individual enterprise, they represent the total of the inherent abilities, acquired knowledge and skills as exemplified in the talents and aptitudes of its employees"

The term "Development"

- "is the achievement of capabilities that are required to perform the present job or future predictable job".

According to "Webster's New World College Dictionary: The Dictionary for the 21st Century" (2006), the term resource means:

- "something that lies ready for use or that can be drawn upon for aid or to take care of a need
- available money or property: wealth: assets

- something that a country, state, etc. has and can use to its advantage (natural resources including coal, oil etc.)
- a means of accomplishing something: measure or action that can be resorted to, as in an emergency: expedient
- a source of strength or ability within oneself: in full inner resources
- ability to deal promptly and effectively with problems, difficulties, etc.: resourcefulness".

1.6.2 University Library

According to ALA Glossary of LIS, "a library or system of libraries established, supported and administered by a university to meet the information needs of its students and faculty and support its instructional research and service programs."

According to Karl Jasper the term university library has been described as "A community of scholars and students engaged in the task of seeking truth".

1.7 Objectives of the Study

The core objective of the study titled "Human Resource Development in Non-Agricultural University Libraries in Maharashtra State." had been undertaken to identify the current human resources involved, as also to understand the future human resource development needs of the university libraries in Maharashtra State.

The other objectives of the study are as follows:

1. To study the manpower availability as per staffing pattern. (as per UGC and State Government) **[Chapter 5 and Ch. 6]**
2. To study the policy used for measuring performance appraisal of university library staff. (UGC and State Government) **[Chapter 3 and Ch. 6]**
3. To understand the opportunities available to library personnel for their career development. **[Chapter 3 and Ch. 6]**
4. To obtain information about the needs for training and development of university library staff. **[Chapter 3, 4 and Ch. 6]**
5. To present model for HRD in Digital era/ E-environment. **[Chapter 7]**

1.8 Hypotheses of the Study

The following hypotheses are stated for the present study:

1. The opportunities available to library personnel for their career development is not satisfactory.
2. The staff needs to be better trained for quality enhancement of University Libraries.

1.9 Scope of the Study

The present study is titled "Human Resource Development in Non-Agricultural University Libraries in Maharashtra State." The focus is on Maharashtra State Universities which are established under Maharashtra State Public University Act 2011:

1. University of Mumbai, Mumbai; 1857
2. Nagpur University, Nagpur; 1923
3. Savitribai Phule Pune University, Pune; 1948
4. SNDT Women's University, Mumbai; 1951
5. Dr. B R Ambedkar Marthwada University, Aurangabad; 1958
6. Shivaji University, Kolhapur; 1962
7. Sant Gadge Baba Amravati University, Amravati; 1983
8. North Maharashtra University, Jalgaon; 1990
9. Swami Ramanand Teerth Marathwada University, Nanded; 1994
10. Solapur University, Solapur; 2004

1.10 Limitations

1. The study is concerned with only the professional library staff (Librarian, Dy. Librarian, Asst. Librarian, Information Scientist, Sr. Asst. Librarian) of the university libraries.
2. For this study only State Public Universities have been considered. (Other types of Universities have been excluded from the study)
3. The data gathered is as per the responses of the respondents which may have an element of bias.

1.11 Significance of the Study

Likert, (1967) the famous management expert has pointed out, "All the activities of an enterprise are initiated and determined by the persons who make up that institution. Every aspect of its activities is determined by the competence, effectiveness and motivation of its human organization". A library is not an exception to this, that most libraries spend more than half of their budgets on staff salaries, so it is essential to get the best out of the employee's abilities. (Prasher, 2002). Unfortunately, the present day utilization of human resource capacity in some university libraries has not been encouraging.

It is important to analyse and evaluate present jobs and staffing patterns and change them in relation to changing needs of the new trends of users and the changes in the working environment. This study may be useful to the other libraries also. The efforts may help the university libraries to draw:

- Effective manpower development programs according to the present and future needs;
- Arrangement of required training, skill and career development programs;
- Staff performance appraisal, motivation, reward management programs.

1.12 Aim of the Study

The main aim of the study is to assess existing Human Resource Development (HRD) practices and processes in 10 university libraries in Maharashtra State and how these university libraries should progress to transform HRD mechanisms to meet the rapidly changing demands of the environment.

1.13 Review of Literature

Attempts have been made to review literature related to the topic published or unpublished in various sources that include books, thesis, research reports etc. The secondary sources are also reviewed along with the sources that are available on Internet that is:

- LISA (Library and Information Science Abstract),
- e-journals, e-books, e-documents (e-resources),
- Vidhyanidhi (Indian Digital Library of Electronic Thesis),
- Shodhganga,
- EBSCO Database for Management Studies,

- Websites of University libraries, UGC, NAAC, INFLIBNET, INFONET, NKC, NKN, Government websites, etc. have been studied.

In addition to the above, studies have been found which show different aspects of Human Resources Development at the state, national and international level are also studied in depth.

1.14 Research Methodology and Techniques

For a research to be conducted the investigator needs to be clear on the methodology to be used and the tools and techniques which would be applied in the research undertaken. The investigator has adopted a Descriptive method of research. Survey technique was used for collecting data for the study. The survey method consists of different techniques like observation, questionnaire and interview. Questionnaire was used as principal research instrument.

1.14.1 Descriptive Method of Research

To gain in-depth knowledge on the chosen topic the investigator chose the descriptive method of research as it is a precise method of doing research especially pertaining to social sciences. Descriptive research can be used for both qualitative and quantitative research. Since the topic pertains to qualitative research, descriptive method of research was chosen for the study. (Kothari, 2014)

1.14.2 Survey Method of Research

According to Busha and Harter (1980) “Survey research is characterized by the selection of random samples from large and small populations to obtain empirical knowledge of a contemporary nature. This knowledge allows generalizations to be made about characteristics, opinions, beliefs, attitudes and so on of the entire population being studied”.

The investigator has used the survey method of research amongst the library professional from the Non-Agricultural Universities of Maharashtra as it helps to collect information from the related sample size chosen.

1.14.3 Tools Used for Data Collection

According to Sharma and Satyanarayana, (1983) questionnaire is a "group of sequence of question designed to elicit information upon a subject or sequence of subject from information."

By questionnaire is meant a set of questions developed in an organized and ordered manner for gaining information from the people in relation to a given problem. (Thakur, 2001) The foundation of all questionnaires is "the question". The questionnaire should translate the research objectives into specific question; answers to such questions will provide the data for hypothesis testing. (Frankfort-Nachmias and David, 1992)

1.14.4 Questionnaire Design

Two sets of structured questionnaires were designed which were comprehensive to achieve objective of the study'. One for Librarians and the other for Professional staff of the university libraries in Maharashtra State. The questionnaire had a blend of open and close ended questions. They also include multiple choice questions. The librarian questionnaire was prepared to find out the present status of HRD in university libraries of Maharashtra State. The questionnaire included questions on library automation, staffing, performance appraisals, promotion, training, motivation, factors that become barriers for HRD implementation along with the factors that could improve HRD in university libraries in Maharashtra State.

1.15 Data Collection

For the present research questionnaire is used as tool for data collection. The number of the professional category was below 100 so the whole population was used for the study. Two sets of questionnaires were designed: One for Librarians and the other for professional staff of the university libraries in Maharashtra State, to achieve objective of the study. These questionnaires were sent to the entire population of non-agricultural Universities in Maharashtra which totaled to ten university libraries. 09 university librarians responded that is 90%; whereas out of the 56 professional staff, 51 responded to the questionnaire that is 91 %.

1.16 Data Analysis

The data so collected through the questionnaires was analysed and MS-Excel was used for tabulation, charts and other statistical analysis. Percentage was calculated. Data was represented through charts and graphs. The hypotheses was tested.

1.17 Structure of Research Study

Present study is completed in seven chapters. A brief of the same is enumerated below.

Chapter I- Introduction

This chapter discusses the importance of human resources as a principal resource, need for HRD, HRD in university libraries etc. It covers the need, problem under study, objectives, hypotheses, scope and limitation, research methodology of the study.

Chapter II- Review of Literature

This chapter entirely deals with the literature review. It explores the earlier HRD related research studies and efforts are made for in-depth study by using various books, print journals, theses, various online resources like LISA, EBSCO databases, J-gate for Management etc. The different aspects of the study are discussed with a brief summary.

Chapter III- An Overview of Human Resource Development

This chapter covers all the content related to HRD. It contains aspects like history and development of HRD, objectives, principles, need and importance of HRD today. One can get a bird's eye-view of the meaning of HRD in general and in library and information science in particular.

Chapter IV- History and Development of University Libraries in Maharashtra State

Efforts are made to cover aspects like the Higher Education and University Libraries, University Libraries and their functions, Role of UGC, INFLIBNET, UGC

INFONET, INDEST COSORTIUM and NKC in the development of university libraries.

Chapter V- Manpower Development of the University Libraries in Maharashtra State

Chapter five deals with the manpower of the university libraries, staffing pattern, qualifications, salaries, designations, job analysis and job description and the status of the university library staff.

Chapter VI- Data Analysis and Interpretation:

Chapter six data analysis and interpretation is based on the analysis of questionnaires collected from respondents. The questionnaires were analysed systematically and interpreted.

Chapter VII- Findings, Conclusions and Recommendation

This chapter summarized the findings from the data analysed and ended with the recommendations to the study. The conclusion will be helpful in determining the need of revised staffing formula for the university libraries to take into consideration developments in this new era and implementation of HRD in the development of university libraries services and functions.

Appendix: Bibliography
I : Questionnaire I
II: Questionnaire II

Chapter Summary

This chapter presents the need and role of HRD in the university libraries. The objectives are formulated to carry out a systematic study. The introduction of the Information and Communication Technology brought out the need for the training and development, various skill developments to provide various information services to the users at their remote places.

However the need for HRD in university libraries is found to be greater than in other types of organizations because libraries are service institutions in which the library employees provides services to the user community. For example having fully

developed HRD employees in a library can assist the progress of all those who use libraries like students, professors, researchers etc. Not only this, a cumulative effect could also be had as various function perform better in universities and university libraries.

The next chapter is a review of literature, which covers various literature collected, analysed and presented concerning the related research topics.

References

- Agnes, Michael (2006). *Webseters New World College Dictionnary* . (4th ed.) New Delhi: Wiely Dreametch India (P) Ltd., p 1221.
- Bhusha, Charles H. and Harter, Stephen P. (1980). *Research Methods in Librarianship: Techniques and Interpretation.* San Diego: Academic Press, INC, p 54-55.
- Frankfort-Nachmias, Chava and Nachmias, David. (1992). *Research Methods in Social Sciences* (4th ed.). New York: St. Martin Press., p 239.
- Khothri, C. R. (2014). *Research Methodology: Methods and Techniques* (3rd edition. ed.). New Delhi: New Age International Publishers, p 2-3.
- Likert, R. *New Paterns of Managment.* New York: McGraw Hill Book Co., p 7.
- Likert, R. (1967). *The Human Organization.* New York: McGraw-Hill, p 12.
- Megginson, L.C. (1982). *Personnel and Human Resource Adminitration.* Homewood III and Richard D. Irwin., p 6.
- Nadler, L. (1981, January). HRD, Helping Managers to Solve Problems. *Training and Development Journal., XXXVI*(1).
- Prasher R.G. (2002). *India's University Librarians: Organization, Operation and Service.* Ludhiana: Medallion Press.
- Sharma, B.A., Pradad, Ravindra and Satyanaryana. (1983). *Research Methods in Social Sciences.* New Delhi: Sterling Publishers, p 29.
- Thakur, Devendra. (2001). *Research Methodology in Social Sciences.* New Delhi: Deep and Deep Publications, p 101.

Chapter 2: Review of Literature

2.1 Introduction

2.2 HRM and HRD

2.3 Staffing

2.4 Performance Appraisal

2.5 Motivation Welfare and Grievances

2.6 Training, Skills and Manpower Development

Chapter Summary

Reference

Chapter 2

Review of Literature

2.1 Introduction

Literature search is an essential component for carrying out research. It helps to avoid duplication of research work and gives the researcher ideas for presenting the new concept in mind. The present research on Human Resource Development in libraries is a topic of recent origin. However, library researchers have been writing about this topic under broader topic such as Human Resource Management, Human Resource Planning etc.

Attempts have been made to review literature related to the topic published or unpublished in various sources that include books, thesis, research reports etc. The secondary sources are also reviewed along with the sources that are available on Internet that is:

- LISA (Library and Information Science Abstract),
- e-journals, e-books, e-documents (e-resources),
- Vidhyanidhi (Indian Digital Library of Electronic Thesis),
- Shodhganga,
- EBSCO Database for Management Studies,
- Websites of University Libraries, UGC, NAAC, INFLIBNET, INFONET, NKC, NKN, Government websites, etc. have been studied.

In addition to the above, studies have been found which show different aspects of Human Resources Development at the state, national and international level. These are also discussed and organized in different facets which briefly are:

2.2 HRM and HRD

Neville's (1982) study found that human resource is fully responsible to direct library service to users and to maintain a balanced organizational set up and further found that complicated organizational set up limits the services delivery function.

Pugliese (1985) stresses that; there is need of an excellent management application for libraries, especially the management of human resources. The study further focus on library's personnel programme involving the identification and forecasting of staffing needs of the organization as well as the needs of the employees in relation to their work and work environment.

The survey reveals the fact that only few library administrators have been prepared for management, especially in HRM and he argues the need of accreditation of HRM education in USA.

Rajyalakshmi (1989) stresses in his study that, the following qualities and attributes must be acquired by the university library managers in India for library administration and managing their staff.

i. Knowledge and aptitude in management
ii. Leadership qualities
iii. Integrity, confidence, fairness, impartiality, compassion, benevolence
iv. Self-evaluation and analysis
v. Delegation of work and line management
vi. Preserving organization morale
vii. Skills in communication
viii. Interest for staff development and staff welfare
ix. Staff participation
x. Excellent achievement in quality, efficiency, productivity and cost effectiveness.

Therefore the need for HRD practices in the libraries is important.

Rao and Pereira (1989) in their book "Recent Experience in Human Resource Development" describe the definition and concept of HRD in detail and conclude that top management must make it obvious that the human resources are most important resources of an organization. The value of trust, openness, collaboration, enthusiasm, within the system is supposed to be recognized by each member of the organization. If the implementation of HRD system is done properly, it can contribute a significant role in producing positive cultural change, increased productivity and excellence in organizational development.

Jayagopal (1990) in his book titled "Human Resource Development: Conceptual Analysis and Strategies" defined HRD as a process of measurement and reporting of the end value of people as organizational resources, which includes the involvement of accounting for investment in people, their replacement cost and as well as for accounting the economic value to an organization.

Singh's (1996) M. Lib. & I. Sc. Dissertation "Human Resource Management in the Academic Libraries of Lucknow" stated that, Human Relations Oriented Management process would be the only way to get the best of the people for successful management of LICs in the 21st century. Human relations has to occupy centre stage in this context and would be more and more in useful in future and with that every good opportunities and success would be possible to achieve up in today's competitive world.

Bopape's (2004) study deals with Human Resource Development (HRD) in certain environments in South Africa that have created complex and challenging opportunities for library management and most library managers here have little or no training in HRM. He notes that organizational cultures require new dimensions, as HRM concepts resemble affirmative actions, employee empowerment and employee equity resulted in organizational changes.

The investigation concentrates on four topics like administration, personnel management, communication and leadership. Bopape divided HRM activities in four functions, like human resource provision, human planning, human resource utilization,

employment relations and managing labour. He also stressed that library managers should know how to develop and utilize their human resources with special reference to performance appraisal, delegating responsibilities, staff relations and staff discipline and he concludes that appropriate competencies like communication, team building, managing change and leadership would be required.

Hawthorne (2004) states that, human resource function within organizations has expanded beyond administrative and operational roles to consist of, strategic responsibilities. These responsibilities of library managers include, redesigning jobs and work, managing change, developing performance management systems in an organization. Hawthorne suggests four strategies for integrating HRM and organizational Development (OD) i.e. job analysis, work design, team building and change management.

Aderinto (2006) conducted a survey of sixteen managers in Obafemi Awolowo University, Nigeria to observe the effect of IT on managerial efficiency. The study found IT as effective tool in the management of academic library and may be useful for effective performance evaluation and budgeting. The implementation of IT had also made the managerial functions easier. This paper also recommended pursuing this study in other university libraries in Nigeria to assess the effect of IT on managerial efficiency.

Saha's and Das's (2006) research emphasise on the role responsibilities and function of human being in the library-both Traditional Libraries and Digital Libraries. It is crystal clear that the human component is an indispensable part of the Digital Library services. The HRD strategy for the 21st century should be bold in conception, encourage risk taking and have a high tolerance for failure and false start, it must have adaptability and it must be based on a culture which rewards rather than punishes, which takes recourse to praise more often than punishment and which is built on the most abiding resources of all the human resource.

Smith (2006) stated that purpose of his study has to examine the potential for the application of benchmarking to HRD practice in the LIS sector. The study examines the dimensions which may be useful in benchmarking HRD on the potential for the application activity in library and information sector.

The findings of this study reveal that HRD benchmarking has significant potential to become a powerful tool in ensuring superior and improving HRD practice in the LIS sector.

Rao and Rao (2007) explore the concept of HRD Departments and HRD practices in India. The study covers the theoretical framework of HRD, principles of HRD, functions and implementation of various HRD subsystems. Efforts are made to evaluate the HRD structures, systems, competencies and culture by a team of experts into 12 corporate organizations.

Theja's (2007) article examines the processes of automation at University libraries and the new job roles issues coming in front of management in this technological era. The result of the study showed that most of the process that is: acquisition, circulation, serial controls, thesis and dissertations processing, SDI and inter-library loan needs to be improved with the new technology.

The study further emphasized on shared motivating vision, appropriate staffing and training, open communication, participative management, motivating them to provide efficient and effective services in the new technological environment.

Weerasooriya (2008) in his Ph.D. thesis "Human Resource Planning in University Libraries in Sri Lanka" highlight that it is more about people and their Human Resource Management. After surveying the existing Human Resource Management setup in various university libraries in Sri Lanka he has suggested improvements and changes which would guide policy makers, university administrators and library professionals in the field of library science. He proposes more participatory management and higher training for library staff apart from technological improvements for the quality enhancement of university libraries.

Michael's (2009) book on 'Human Resource Management and Human Resource' enlightens that, HRD is a continuous process, which matches organizational needs for human resources and the individual needs for a career development. It promotes the dignity of employment of each employee of an organization and provides opportunities for career development. Proper planed HRD system must be a part of human resource management.

Ahmad (2012) made an attempt to study the existing HRD practices and processes in 10 leading universities in India. He further discussed on these universities transforming their HR mechanism to meet the rapidly changing environment. The guidelines, recommendations and policy implication were made based on the data analysis; the recommendations are formulated for the improvement of HRD practices in the university libraries.

Khan and Khan (2012) undertake Literature Review on 'An organizational concept of HRD and how Human Resource Management Scholars View HRD' their study focuses on HRD as an important topic of recent times and considered as a sub discipline of HRM by the management scholars. From their point of view HRD concepts consist of training, education and skill development, besides these activities it also consists of activities like empowerment, team building, awareness-raising, organizational development, community mobilization and development, sensitization and conscientisation, entrepreneurship development, human resource planning and policies.

Bhanabhi's and Patel's (2013) study noted that Human Resource Development (HRD) is the need of the hour in any university library that wants to be dynamic and growth oriented or to succeed in a fast changing environment. Administrators and policy-makers should know this fact and work accordingly so that maximum benefit can be obtained to further the image of institution which reflects the face of the institution to society.

Gohil (2013) stated the purpose of his study was to assess Human Resource Development (HRD) Practice of Chief Librarians and Assistant Librarian to technical staff in Gujarat State University. The main focus of this study was to compare the HRD Practices of 15 University Libraries in Gujarat State. In addition to that, what type of changes are to be carried out in Human resources development and its work in libraries that can be thought also by professionals, Institutions and agencies which are affiliated with Library and Information Science, will get the deep learning of how to do proper management.

Muhammad and Mehmood (2013) noted the core objective of the study is to examine the impact of IT on human resource in the university libraries of Pakistan. To achieve this objective a questionnaire survey of 82 libraries from public and private sector was conducted. Respondents were asked regarding 10 statements and their views or expressions were analyzed for the purpose of measuring their perceptions concerning the impact of information technology on human resources.

A five point Likert Scale was use to rate the statements. The findings of the study are helpful in formulating human resource development policies, useful to the Pakistani university libraries as well as libraries in other developing and under developed countries of the world.

Mangi (2014) wrote that the purpose of his paper is to review HRM plus its branch of HRD in apex institutes of India. The paper discusses the transition from the traditional personnel administration to HRM focusing on human as a valuable resource at workplace. Further he describe the role of NISCAIR, DRTC, NASSCOM of Indian institutes and which core activities are to develop human resource. These institutions are equipped with necessary facilities and manpower to train and prepare research scholars and library and information professionals for meeting the challenges faced by current times.

Summary

From the literature review it is observed that various studies are carried out by LIS professionals related with the mechanism of HRM and HRD. The study can be concluded as follows:

- HRD carries so much weight in HRM and is interlinked so closely to other HRM functions that, even by mistaken for a synonym with the latter. HRD is a distinct strategy in HRM and needed to improve for the better employee's skill development, which need to be sharpened continuously in line with the changing needs of library activities.
- HRD encompasses the broad set of activities that improve the performance of the individual and teams of an organization. HRD systems are mainly individual developments with organizational development.
- Human resource development is a need of an hour to any university libraries to cope with the new changing technological environment and changing needs of the users.
- For the effective functioning of the university libraries there is need to implement the HRD mechanism. The authorities or management of the university and the libraries should act regarding the same so that the overall individual plus organizational development can be carried out.
- Human resource acts as an important element for the implementation of the digital libraries function. However HRD is a people oriented concept and the development of people is through their various skills and knowledge and competencies.

2.3 Staffing

Lahiri's (1993) focus on situation of the human resources employed in the entire university libraries of north east region in India does not meet even the minimum standards of both in quality and quantity and therefore researcher proposes a staff formula as a remedy for all problems.

Youngman (1997) discussed the challenges in facing the libraries to maintaining traditional services along with the implementation of new technological-based series with no increase in staff. The electronic services require special skills and more staff hours in many cases.

In this age of changing technological environment the author further states that each library should develop individual solutions and develop model that include three basic elements:

- Targeted recruiting of entry-level librarians
- Utilization of experienced librarians,
- Creative supervisory practices.

Change can be managed by using several elements common for efficiently functioning of the libraries day to day work and services.

Muller (2002) identified two working groups in a library according to the age structure of staff, the older employees and the young staff. She proposes that the HRM could be used as a bridge between the older employees and those young members of staff in the sense of sharing experiences, cooperation, mutual understanding, change management and the other requirements of the library.

Sharon (2005) carried out a study on workload measurement approach for hospital libraries. The productivity measurement has been practices in hospitals since the 1960. However the librarians have not historically used productivity as a measure for calculating the workload. The findings provide guidelines to make the process less painful and time-consuming and observing that the process be used in libraries of any size.

Devi and Singh (2006) his their article on, “Role of UGC in manpower development in the field of library and information science in India” highlights the importance and need of manpower in the context of the university libraries and different aspects for development of library manpower in the age of fast changing environment.

The study analyses reports of UGC and its various committees in respect to libraries and their implication upon the manpower development of libraries.

Roknuzzaman (2007) survey done on directly on HRM in five public university libraries in Bangladesh concluded that staff selection is done against vacant positions, leave provisions, transfer and if promotion have take place. Selection procedures involve filling application form, employment test and comprehensive interview. Salary and professional status of library professionals including university library professionals are poor but situation in university libraries is better as compared to other libraries. The existing job analysis method are conducting interviews, observation, questionnaires, functional analysis. 60% libraries follow the observation method for job analysis.

Vijayakumar (2008) conducted a study on size and structure of the professional and non-professional staff of five university libraries of Kerala. The staff pattern, categorization of manpower, their scale and prescribed qualifications for each category, general and professional qualifications possessed by them and current strength of professional and non-professional manpower were studied. The author suggests that urgent measures are required to rectify the anomalies in the present situation.

Negi and Uma (2009) discussed the distinguished among traditional and the modern services given by the libraries. The study revealed the comparison of the staffing formula by Dr. Ranganathan, S. R. with the staff required in each section considering the ICT environment of IGM library Hyderabad. They further provided the recruitment process and promotion policies in their study.

Tikeakar (2009) studied the impact of changing environment in the university and college libraries in India. In this age, the 21st century, academic libraries have to face the challenges of the application of new technologies in libraries like automation, library software, digital library, retrospective conversion, Barcode, RFID technologies, Cloud computing, e-resources, WEB OPAC etc. To provide the required information or services

to the users and to disseminate information requires more skilled and need to adapt the latest technologies for the profession.

Kannappanavar (2010) has noted that inadequate manpower in organizations affects the functions and services of libraries adversely. Manpower planning is needed to know about staff pattern, job analysis, functions of organizations, effective providing of library services etc. They identified the manpower working and manpower requirements in the Agricultural University Libraries in India.

The paper contained remarks that as all the libraries were working without adequate supervisory and managerial staff, there is an urgent need to recruit required staff, otherwise the functions and services of the agricultural universities will get affected adversely.

Warraich (2011) undertook a study on the Human Resource Management in University libraries of Punjab. (Unpublished doctoral thesis, University of Punjab, Lahore) His study aimed to search the modern Human Resource Management practices and function in university libraries of Pakistan and to examine the ways in which the modern trends of HRM are being done.

The findings reveal that University Libraries are understaffed, and existing seats were lying vacant. Libraries were not satisfied with the present status of professional as well as non-professional staff and needed additional staff. The quality and number of library services would suffer due to this shortage. The libraries with superior staff strength perform better services and extended working hours. Library directors were satisfied regarding their involvement in the selection process. Whereas Library heads were not satisfied with the number of HRD programs conducted in their institutions. Majority of University Libraries conducted training programs for professional with the financial collaboration of Higher Education Commission of Pakistan. Though universities would promote professionals for the participation in continuous professional development programs by granting with-pay study leave, paying all expenses and considering it in promotion.

The data reveal that most of the library leaders perceived that training is important and felt it is necessary for their staff. One third of the libraries were not fully utilizing the skills of available staff because of the lack of staff, increase in number of users, motivation and non-conducive library environment. The study also explored that the most preferred motivators for library professionals was the work place. That includes opportunity for career development, opportunity to learn new skills. On the other hand the least preferred motivators included: participative management, employee welfare policies and fringe benefits. The findings also support the Herzberg two-factor theory.

Dennis' (2012) article discusses the factor which involved in the process of selection and recruitment of library personnel and their impact on the successful operation of the academic libraries.

Lockhart and Majal (2012) highlighted the processes and methods used at the libraries of Cape Peninsula University of Technology to ensure that its staff has well planned and relevant learning opportunities and interventions. The study emphasized a holistic staff development approach, namely, a three year special skills plan, a performance management process, annual training plan and implementation. Collaboration and partnerships between various stakeholders are essential for the success and effectiveness of the implementation process viz, university human resources learning and development department of Cape Higher Education Consortium, Cape Library on investment (ROI) strategies.

Sharma (2012) the purpose of the paper is to study the attitude of the library staff towards outsourcing of human resource in science and technology libraries situated at Delhi and Chandigarh. The selective outsourcing methods are used by most of the Indian libraries which have a positive impact on the services and functions of these libraries.

Outsourcing of HR seems to be a viable solution, as the majority of the libraries lack the required permanent manpower. The study found that the professional staffs of these libraries are supportive for outsourcing as it reduced their workload and provided support to improve their professional competencies and skills. Generally outsourcing is to

be considered as an anti-staff and anti-professional activity. This paper focus is on the hidden practices of Indian libraries to fill the gaps between required and available HR. However they hesitate to accept that outsourcing is an important tool for managing services and resources which are not available in-house.

Sonawane (2015) stated in his Ph.D. thesis entitled "Staffing Pattern for Digital Libraries in Comparison with the Traditional Staffing Pattern" that in the age of modern era there is a huge flow of information which are available in the desktop of the users. To cope with the information changing technologies the librarian and the library professionals should have good software skills so they can extract the information and disseminate it to the required users.

The study focuses on how to overcome along with the traditional to digital storage and dissemination, there is need to change the traditional staffing pattern to cater to the ever increasing diverse need of users for the library.

Summary

From the literature review it is observed that different authors' studies pointed out changing role of the libraries and library professionals in the digital era. There is need that the staff should have sound skills to handle both traditional in addition to that of advanced technologies including computers, software, communication, database searching tools, Internet, online and offline information retrieval skills, various technologies like Web OPAC, barcode, RFID, Cloud computing, web based databases, networking, consortia etc.

The traditional staffing pattern is based on the number of books, no of users and there is no consideration of the number of resources that is available on web/Internet or in the e-form that is e-books, online resources and online databases. Most of the studies focus on need to change the staffing pattern by considering these new changing publication pattern and ultimately according to the changing users demands for the information.

From the literature reviews on the staffing it can be noticed that, most of the libraries are do not have the required staff. Hence the study is carried out to find out the

present status of the staffing into the university libraries to take further steps of the changing staffing formula which is suitable in today's digital world.

2.4 Performance Appraisal

Larry's (1975) paper discusses that performance appraisal can serve as a basis for salary, advancement decisions, career development and performance improvement. Three criteria for performance appraisal can be notable:

1. the trait approach,
2. the job description approach and
3. the objectives approach- the most specific of the three approaches.

Traditionally, supervisors perform the appraisal duties, peer evaluations, employee evolutions of supervisors or evolutions by objectives are available alternatives.

Bender (1994) explores that proper personnel management could be achieved through evaluation of performances of library staff. Through evaluation their skills are exhibited, positive and negative factors are observed and corrective measures could be introduced on regular basis.

Tripathi (1997) in his book mention that performance appraisal helps the management to understand where their people stand, what is being expected from them and what they are really contributing. Performance appraisal is considered as most crucial instrument of HRD; under this system the performance of an employee is periodically appraised in the light of the difficulties face by the employees, along with the recognition of their growth needs.

Stueart and Moran (2002) Conclude that no matter which method is utilized for performance appraisal, it should be important to remind that the content of performance appraisals should be kept confidential as the appraisals are very personal and only made accessible to those who have a legitimate reason, for example, the human resource department of an institution. The process is supposed to be a confidential so good documentation is needed to avoid any misunderstandings.

However the feedback should be given to the individuals so that one can improve their weaknesses and thus become more motivated.

Abdul and Waheed (2003) in their research paper attempted to study “Employee Development and its affect on Employee Performance: A conceptual framework” The researcher carried out the literature review related to the employee development and its impact on employee performance. The key variable identified related to employee development and employee. The paper presented the importance of the employee performance and development activities, challenges in employee development and importance of investment in human capital.

Aforo (2012): His study aimed at evaluating the KNUST and GIMPA libraries performance appraisal system in Ghana. The study gives recommendations on improving the system. He comments that the present performance appraisal systems in the libraries found inadequacies which created perception of incompetence in the appraisal process. An alternative system for employee job performance could be motivational and quite incentivizing.

Lamptey and Agyen-Gyasi (2012) study focus as on the impact of performance appraisal system on librarians of six state owned university libraries in Ghana. The study explains the performance appraisal concept, methods that are used for appraising employees and its implementation in these universities. The challenges that are faced during the implementing performance appraisal are highlighted and appropriate solutions and recommendations to the problems are suggested to ensure quality services.

Kondt and Jantson (2013) The aim of the article is to explore the impact of performance appraisal on the person’s future career and how one’s own performance and efficiency is being evaluated with one’s colleagues of Estonian university libraries.

The findings of the study revealed that, they unfortunately do not see any relation between performance improvement and their salary increase and career. Efficiency and performance in the library perspective are rather associated with service and user

satisfaction. Performance appraisal and measurement system in Estonia university libraries is almost non-existent and definitely needs to be developed.

Nie and Huang's (2013) paper analyzed performance appraisal and principles of human resource in university libraries. Performance appraisal is process which inspiring people with strength, hope, confidence and enthusiasm if employed properly. Appropriate and proper performance method can optimize staff activeness, consolidating force, enhance staff professional ability, develop their working conduct and promote managing level and service quality of a library and keep pace with the times healthily and harmoniously.

Gohil (2014) The purpose of the study was to assess Performance Appraisal practices which were implemented in 7 university libraries in Gujarat State. The study examine that the performance appraisal is useful to take decisions like employees salary determination, promotion, transfer and like. Due to the recent development in the field of human resource management the entire focus that performance appraisal is the basis for employee's development.

The performance appraisal designate the level of desired performance, level of actual performance and the gap should be bridge throughout human resource development techniques like training and development, CPD etc.

Samuel (2014) reviews the effect of performance appraisal system on staff performance in Ghanaian academic libraries. From the participant's point of view, performance appraisal is necessary to get motivation, to assist in determining the input of staff, to ensure effective work by them. The findings of the study recommended that the attention has to be given to performance appraisal system in the academic libraries through motivation, clarity of the rating criteria, by training of appraisers, appraisal interview or counseling, frequency of appraisals.

Summary

There are various studies carried out by different academic libraries on the performance appraisal system. It can be concluded that performance appraisal is an essential tool in an organization for human resources development. It helps to increase productivity and encourages staff development. If administered appropriately, it becomes channel to provide more learning opportunities to staff and a powerful instrument to develop open and liberal culture in libraries.

The study revealed that there is a need to shift form an evaluative approach to the human relations and developmental approach when carrying out appraisal. The focus would be on training and development, re-design the tool, improve the accuracy of the assessment and ensure appropriate follow-up actions.

2.5 Motivation Welfare and Grievances

The Wahba (1978) study based on the motivation, performance and job satisfaction of the libraries states that the work is the highest source of satisfaction and the satisfaction with work is highly correlated with motivation. The inter-relationship between job satisfaction and job performance is not certain but job dissatisfaction leads to negative job performance and it creates high turnover rate. The author suggests that there is need to carry out future studies which is related to the quality of the work environment in libraries and its ability to promote inherent satisfaction within an individual.

Line (1992) identified that, to avoid demotivating staff the factors of demotivation ought to be avoided. The factors may be rigid grading structures and hierarchies ignoring staff, claiming credit for their ideas, brushing aside suggestions, criticizing but never appreciating them, showing no interest in staff as humans, excluding them from any involvement, giving them unclear job descriptions, confusing and patronizing staff and being negative.

Olorunsola (2000) suggests that employee welfare and grievances is a major functional area which is often neglected by library managers. It is a major issue in HRM. In his survey, he identified that committees established in Nigerian university libraries

could play a leading role for conducting welfare activities of library employees and mentions that a greater relationship must be built between library authority and library welfare committees

Mallaiah (2008) reports on the view and perceptions of Karnataka University Library professionals with the references to their job environment and organization in addition to identifying and analyzing the key individual, work and organizational environment influencing their job satisfaction.

The finding of the study has implications for human resource management research and practice in university libraries. The considered issues of job rotation, promotion policy, reward system, employee frustration and leadership qualities, superior and subordinate relations in the organization have been discussed.

Ugah's (2008) article focuses on library employees' motivation and productivity. Human resources, human resources development and employee motivation are defined and theories of motivation are discussed. Four common characteristics that underscore the definition of motivation are provided. The author focuses on the development of human resources in the library. Additional topics related to motivation include motivation and economic rewards, intrinsic satisfaction and social relationships are also studied.

Luck (2011) investigates how the absence of certain conditions can cause stress among library staff and how stress can affect staff in the university of Nigeria library. The investigation comes out with a result that the staff agreed one kind of stress has affected their performances. Library management recommends suggestions on how to reduce staff stress. This study challenges library management to see to the welfare of its staff need to be attained with due consideration and a stress free, healthy environment should be provided to its staff.

Patel and Patan (2013) studied (mentioned earlier in a literature review on HRM and HRD) the need of the HRD mechanism in the University libraries of Gujarat State. Their study further emphasized on job satisfaction and workload among library

personnel. Through the job satisfaction the inherent qualities of an employee may develop. Positive organizational atmosphere increases employee's activities for rendering better library services to the end users which reflects on the image of an institution. By developing welfare facilities, motivation, healthy work-environment, workload, family relationship among colleagues and recognition of service, increase in job satisfaction is achieved.

The Solomon (2013) article examines that the employee turnover and dissatisfaction with their job is due to the poor conditions of service and lack of motivational strategies. The research examines the influence of job satisfaction on turnover intentions in some public Universities libraries of South West Nigeria.

The study discusses ways of improving job satisfaction and there is need to design and develop programmes which promote greater motivation so as to reduce turnover intentions of library personnel of the Public Universities

Summary

Now a days most of the studies are carried out on impact of motivation, welfare and grievances in the organization as the libraries are service institutions and the services are provided to the users of those particular libraries. The services and functions of the libraries are related with people and there is interaction between human beings. So the motivation and welfare of the staff is essential to provide the users what they want and to fulfill the needs of the users. If the staff is motivated and satisfied, only then, the functions of the libraries can be done in an efficient manner.

2.6 Training, Skills and Manpower Development

Martell's (1978) article presents a library administrators view point of the role of training and continuing education in HRD. The HRD has two problems:

- there is need to reinforce the conceptual foundation of HRD with a plan of convincing management and the society of the value and need for HRD.
- the link between staff development and HRD can appear to be dream-like.

Staff development in libraries generally deals with the orientation programmes, training, on-the-job training, opportunity to attend seminars, workshops and opportunity to prepare for advancement, among others. The study focus on training can be an important means for producing organizational change. Continuing education can be viewed as a extreme advantage to each employee. Some employees would use coursework to improve career opportunities and others would use it to develop new aptitudes or opportunities.

Pugh (1984) explain that training fosters increase in better management methods and professionalism. Well-trained individuals know the scope and expectations of their jobs and that will be capable to add building blocks to their expertise as they progress through their careers, whereas lack of training can affect job satisfaction and cause frustration.

Alemna (1991) discusses the importance of applying good management in the organizations related to library and information sector, along with the need for management education for library and information professionals in Ghana.

In her survey, she found many weaknesses in library education programmes conducted in library school and other CPD programmes. Therefore, she further suggests that every effort should be made to ensure that the academic levels and local situations are take in to consideration while preparing library management education programmes in Ghana.

Cart (1992) mentioned in his book titled ‘Smart Training: The Manager’s Guide to Training for Improved Performance’ that training is what is needed and in designing instruction that precisely meets the organizational need. The second half of the book covers topics like cost effectiveness, computer based training, video and interactive video technology; virtual reality: the job aid; and the learning organization.

The author concludes that “Smart training isn’t about training at all but it’s about learning.” This message is valuable for both managers as well as trainers.

Nawe (1992) indicates that in human resource field, one of the major problems is said to be the lack of consensus among those involved in the training process and programmes like employers, trainers or employees in terms of HRM. Employers have the desire for training their staff, but do not possess any vision to identify the cognitive behavior and skills required for the library staff, trainers have advance knowledge but lack identify the level of cognitive behavior and skills.

Nawe further suggests a consensus regarding the cognitive behavior and skills contents should be matched against the actual organizations requirements and demands of the library when acquisition of staff utilization, training and retention.

Kirkpat (1998) carried out a survey for the need of information technology training for academic library personnel in the libraries of the Minnesota State Colleges and Universities system. The findings of the survey revealed methods of training and tries to find out differences existing between the training that professional and paraprofessional staff received.

The Agaja (1999) study explored continuing education for librarians in Nigerian university libraries usually takes place through conferences, seminars, workshops and in-service training. He found out that seminar provide opportunities to a group of academic libraries to discuss problems or issues on recent developments in the Nigerian library scene.

He further states that although conferences and workshops have the same basic objective of professional continuing education, they differ in their approach that a conference emphasizes an in-depth discussion of a subject; a workshop handles it theoretically and practically. He stresses that conferences are more frequently organized than workshops in Nigeria.

Olorunsola (2000) highlighted staff opinion on job rotation in the IIOrin university libraries. The response to the idea of job rotation was normally positive. The study further suggests that managers should consider the importance to introduce job rotation in the library and indicates a move toward that can be used when it is introduced.

Wijetunge (2001) in his study 'Training and Education of Paraprofessionals in Sri Lankan University Libraries ' discusses that in Sri Lanka, university libraries have not given due recognition to paraprofessional training and introduce a framework for such an effort. The authors suggest the ways in which the university libraries can train paraprofessional at low cost by using the available human resources in university library systems.

Rajyalakshmi (2004) has focused on the current advanced rapid change technological environment. There is urgent need for having more adaptive and sophisticated manpower. There is a pressing need to cultivate the new workforce which has to be acquainted with the electronic resources that may include persons like electronic resource librarian, system integrator, information manager and the training and education provider to conceive, build and implement a wide range of user-oriented applications using modern information technology.

Cribb's (2005) paper discusses human resource development in the context of the Learning and Growth perspective in the Balanced Scorecard approach to strategic management in university libraries. The focus on "Learning and Growth" perspective is on the ability of the organization to continue improvement and create value for its stakeholders.

The article explores human resource development in the context of the evolutionary process concerning change from a training to a learning orientation in libraries in order to create value for the organization's stakeholders which range from academic and general staff, students, the governing council, the alumni, the community to private and government organizations.

Devi (2006) highlights the scenario of application of information technology in the three types of libraries i.e. Public, Special and Academic libraries residing in the valley of Manipur. The objective of the study "Human Resource Development for digital environment: A case study of the libraries of Manipur." presents an unbiased account of the scenarios which have been largely affecting the services of the libraries. It also

emphasizes the need for training and development regarding the areas, which can be developed in future for effective functioning of the libraries in Manipur.

Devi and Singh (2006) in their study titled, "Role of UGC in manpower development in the field of library and information science in India". The study highlights the importance of manpower in the context of the university libraries and various aspects for development of library manpower in today's fast changing environment. In addition to this study analyses reports of various committees set up by the UGC in respect to libraries and their impact on the manpower development of libraries.

Ajidahun (2007) in his document on library education and training of human resources in the age of Information, communication and computer technologies in university libraries of Nigeria. It discusses the training needs of staff, highlights the benefits of training techniques and the staff developments processes. The study highlights that many academic librarians and other categories of library staff are not computer-literate and the training programme for staff development in information technology in Nigerian university libraries are grossly inadequate. Study offers suggestions which might help enhance staff development in Nigerian university libraries.

The Saha and Ghosh (2007) paper made an attempt to highlight human resource development for information technology application in libraries. The study emphasises the training and development point of view. The training and development programme is to be offered to professionals in a continuing and need-based way so that they can easily adjust themselves with the frequent changes of technology.

The skills required to be effective in the new environment are likely to be found in an aggregation of professional talent. There is another human component of the library i.e. end-users. Without the orientation of the end-users the ultimate objectives of the library cannot be a successful one. Since, everything is meant for the end-users, if they fail to utilize the available resources of their particular libraries then all missions relating to application of IT in the libraries will be nothing but the wastage of man, money, time

and resources. Thus, when libraries address clear roles, education, organizational structure and training for LHR, IT application in libraries can be successfully achieved.

The Ukwoma and Akanwa (2008) study assessed and compared training and development programmes in two different university libraries IMSU and FUTO. Though these two university libraries carry out training and development programmes, the level of attention is not encouraging. The study identified some factors militating against effective training and development and suggestions on ways of improving it made.

Abba (2009) assesses the personnel training needs in the Ibrahim Babangida Library. The major factor is funding that inhibits training reaching a 100 percent response rate. The recommendations of the study emphasis that:

- Opportunities should be available for the library personnel to undergo On-the job training,
- Informal training programmes should be provided at an affordable manner,
- The employees be must be encouraged to pursue formal education progrmmes,
- The authorities should prepare written training policy, provide adequate funding, qualified and adequate personnel for the libraries, so that the staff ultimately providing efficient and effective services for students, teaching, research scholars and to the society.

The Ikramul (2009) article focused on human resources at medical libraries in Islamabad and Rawalpindi in Pakistan. The study shows that they experienced lack of staff and recommended that the improvement of human resources in the medical libraries should be given due consideration and there should be a provision of refresher courses in a bid to update and develop professional knowledge and skills.

Meera (2010) in his study deals with human resource development (HRD) aspect of the libraries in the present digital environment. The study highlights the need and challenges of the areas of training like Computer technology, Information and

communication technologies and Reprographic technologies that are required for the Library and Information professionals in the present day.

The paper also highlights the different kind of skills that is management, technological, communication and research skills required to handle these challenges, highlights the hurdles faced in HRD process and responsibilities on the component of library management, Associations, Institutions and Organizations meant to provide education and training to professional and developing well-equipped manpower.

Hurych (2011) submits the paper on professional development as an essential obligation when he states that education for the contemporary professional no longer ends with diploma, if it ever did. He further states that continuing education strengthens the knowledge and skills which are necessary for competent performance and add values and attitudes necessary for the service orientation of a profession.

Kim's (2011) papers analyze the jobs and duties of Korean academic libraries and assist universities and management to formulate a duty model and action plan. Through the survey the average values for each duty were compared and analyzed. The study is helpful to the university libraries to optimize human resources and achieve efficiency that ultimately help for the rationalization of library functions and operations.

Hannele and Leena (2012) highlighted a joint development project of the three university Libraries that is University of Namibia Library, Tampere University Library, Helsinki University Library. The main aim of the project was capacity building of the staff in the University of Namibia Library by sharing best practices and collaboration among the participating libraries. The methods used for this project included staff exchange, shadowing a colleague, mentorship, skills transfer and training workshops and seminars organized in Namibia.

Ogunmodede (2012) carried out survey of the two university libraries. The study examined those different types of development programmes the library staff had undergone, along with library orientation, internal training, short courses, seminars and

conferences and capacity programmes which are organized occasionally for the library staff.

Inadequate funding from the parent institution to library personnel on capacity building was revealed as the major factor militating against the effectiveness of the programme held in Nigerian University libraries. The study revealed that library managements should undertake regular training and developmental programs to improve the skill of their current employees and help them to grow to full potentials within the library.

Chinwe (2013) undertook a study to determine the efforts of Nigerian university libraries towards ensuring staff capacity with emphasis on the availability of policy for staff development. The questionnaire responses from twelve federal university libraries show that they have sound staff development policies which are implemented especially in the areas of training, category of staff to be trained type of training, method of training, documentation of training, location of training. Finance in addition to lack of professional collaboration are considered the most important challenges to effective capacity building programme needed for the libraries to assume their rightful place in national development. Recommendations are prepared based on the findings

Kanade and Deshmukh's (2013) paper is focused on "In the age of automation, why continuous training and updates in knowledge about advanced technology are necessary for library staff". To utilize available manpower efficiently and to achieve desired goals of the organization, training of personnel is necessary and it helps to keep the high morale amongst the staff.

The study emphasized Total Quality Management, Human Resource Development, Human Resource Audit and Human Resource Research as some factors which are useful to improve library service quality and the HRD program containing varied skills will definitely motivate library personnel to perform at their best level.

Kumbargoudar's (2013) study was conducted to access the ICT skills of the library professionals working in academic libraries of degree colleges and university

libraries in Gulbarga city. The study suggested the training programmes for Degree College as the library professional staff are competent in conventional librarianship but they are not familiar with the development and applications of the information and communication technology. The knowledge of the university staff seems to be good in this regard. Hence the study recommended to the University library professionals to conduct training and orientation programmes for the college librarians as well as other professionals working in Gulbarga city.

Ranganadham's (2013) paper discuss the impact of Digital environment on library professionals. The study further state the different sets of skills required by the library professionals, as they have to provide access to information to those who need it. Library professionals must unite to survive the changes that will occur in the information and communication fields.

Uachi and Onuoha's (2013) study examine the different forms of CPD that Nigerian academic librarians have participated in during last five years. The findings of the study revealed that librarians in University of Lagos and Kenneth Die Library of University of Ibadan participated in very few forms of CPD programmes and skills acquired during the participation. The study recommends that Librarian should begin to explore other CPD programmes such as participation in webinars as well as making use of online training sites, YouTube tutorials and the main focus should be on more skills in the areas of digitization, teleconferencing and networking management, real-time referencing, should be acquired by the librarian for creative and innovative services in their libraries.

Ezema and Ugwuanyi (2014) carried out study to examine skills requirements of librarian in the emerging digital libraries in University of Nigeria Nsukka. Findings of the case study conclude that the skills required for the functioning of the digital libraries are enormous and wide ranging apart from these some traditional library and management skills also find important role in this regard. There is an urgent need to improvement the

IT skills in the areas like electronic resource management, desk top management, learning management systems.

Mangi (2014) mentioned in his study which was earlier reviewed in the context of HRM and HRD in India's apex institutes, also point out the credo on training alone does not guarantee a smooth functioning of HRD system. The other important factors that are Library Schools and their up-to-date programmes have to play a significant role in the university libraries to promote LIS professionals career development and their academic status, which would give them usual rewards and incentives.

Pratheepa and Jayaraman's (2014) paper discusses about the professional skills as well as the necessary technological skills required for the library professionals. The main focus of this paper is the working performance of library professionals in the digital environment and what qualities and skills are needed at their work place. The majority of the skills are discussed as technical skill, conceptual skill, leading skill, planning and organizing skills, controlling and decision making skills. The concept of library is to transform from "library within wall to library without wall" that is named as Digital library, Desktop Libraries.

The research concludes that there is an urgent necessity to learn a variety range of professional competencies for carry out the role of professional librarian in the continuously challenging web environment. Continuous staff training on emerging new technologies is essential to learn and develop various kinds of professional skills, knowledge and competencies.

Summary

From the contribution of Library and Information Sciences professionals from the different articles it is found that:

- Studies on training revealed the various techniques of training, formulation of training policy statement, the advantages of training that include reduction in cost, reduced turnover, reduced supervision, faster decision, improvement in employee

morale, continuity of efforts, availability for future personnel needs, upgrading in health and safety, individual as well as organizational growth and stability.

- The training and development programme is to be offered to the professionals in a continuing and need based way so that they can easily adjust themselves with the frequent changes of technology.
- The study also highlight that staff training could be improved by providing adequate funds, a laid-down sound policy and recruiting adequate number of workers and training officers so that the efficiency and effectiveness of the staff increases and brings out a change of attitude and behavior to fulfill the needs of users.
- Attitudes, practices and policies need to change if libraries want to become truly beneficial for themselves and their community of users by adopting new skills and competencies which are required for the application of new technologies in the libraries.
- Manpower Development contributes to the enhancement of knowledge, competencies, skills and working practices. The process includes developmental programmes, workshops, courses, vocational training, attendance at seminar and conferences, curriculum enhancement, development of educational materials, active involvement with professional bodies. Manpower development is essential and a continuous process for maintain reputation for quality and standards of library services and management. Libraries are service institutions and the whole system is to meet the needs of end-users, so it is necessary to utilize the available resources of their respective libraries effectively by training and skill and manpower development.

Chapter Summary

In the present chapter from the literature review various studies are carried out that explain or emphasizes the concept of HRD and its importance in the context of the university libraries is discussed. It can be concluded from the literature review that, HRD is a continuous learning process which is aimed at matching the needs of the organization with the needs of the individual growth and development for their career. It is a

systematic method to bring out the behavioral changes into the individual human for the development of their skills and knowledge to become capable of facing today's globalized era.

The output of the various studies revealed that libraries are basically service-oriented institutions and the attitude and behavior of the personnel are the most vital aspect. There is need to have adequate number of qualified staff coupled with clientele service which will boost the overall confidence and satisfaction in using the library.

The next Chapter deals with the concept of HRD, History of HRD, Need, objectives, Mechanism of HRD. In addition to that the result of HRD implementation and the role of HRD in the University libraries are also discussed.

References

- Abba, Tukur (2009). Assessment of Personnel Training Needs in the Ibrahim Babangida Library, Federal University of Technology, Yola Nigeria. *Library Philosophy and Practices*. Retrieved from website http://www.webpages.uidaho.edu/~mbolin/abba2on dated 2 Aug. 2013.
- Abdul, Hameed and Amer, Waheed (2003). Employee Development and Its Affect on Employee Performance: A Conceptual Framework. *International Journal of Business and Social Sciences.*
- Aderinto, C.O and Aderinto, J. A. (2006). Effect of Information Technology on the Managerial Efficiency of Academic Libraries: A Case Study of H.O. Library. *European Journal of Social Sciences, II*(2), p 331-337.
- Aforo, Alia Asantewaa (2012). Evaluation of the Performance Appraisal Systems in KNUST and GIMPA Libraries. *Journal of Business Management and Economics, III*(8), p 301-306.
- Agaja, J. A. (1999). Professional Continuing Education for Libraries in Nigerian University Libraries: Opportunities; Problems and Prospects. *Annals of Library Science and Documentation, XXXXVI*(1), p 19-24.
- Ahmad, Mufeed S. (2012). Need for Human Resource Development (HRD) Practices in Indian Universities: A Key for Educational Excellence. *Journal of Human Values, XVIII*(2), 113-132. doi:10.1177/097168581245481 on dated 28 Jan. 2014.
- Ajidahun, C. (2007). The Training, Development and Education of Library Manpower in Information Technology in University Libraries in Nigeria. *World Librarie, XVII*(1). accessed on 10 May. 2013.
- Alemna, A. Anaba (1991). Education and Training for Library Management in Ghana. *Library Management, XII*(5), p 78-91.
- Bender, D. R. (1994). Improving Personnel Management Through Evaluation . *Library Administration and Management, VIII*(2), p 109-112.

- Bhanabhi, Bhutadiya Narsungbhai and Patel, Manubhai G. (2013). Human Resources Development in University Libraries of Gujart. *International Journal of Scientific Research, II*(2), p 222-224.
- Cart, Clay (1992). *Smart Training: The Manager's Guide to Training for Improved Performance.* New York: McGraw-Hill. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=612fdc9-5afon dated 1 Jul. 2014.
- Chinwe, Anunobi V (2013, April). Human Capacity Building in Nigerian University Libraries : An Imperative for Academic Libraries Contribution Towards National Development. *African Journal of Library, Archives & Information Science, XXIII*(1), p 33-44.
- Davi, Aramabam Hileima, and Vikas, C. (2006). Human Resource Development for Digital Environment: A Case Study of the Libraries of Manipur. *5th Convention PLANNER* (November 9-10). Aizawl: Mizoram University, p 9-10.
- Dennis, Defa (2012). Recruitment of Employees in Academic Libraries. *Library Leadership and Managment, XXVI*(3-4), 1-10. Retrieved from website http:web.ebscohost.com/ehost/detail?sid=8f5a907d-195e-4c90-ac on dated 21 Oct. 2013.
- Devi, Purnima and Singh, Surchand. (2006, September). Role of UGC in Manpower Development in the Field of Library and Information Science in India. *Annals of Library and Information Studies, XXXXVIII*, p 143-148.
- Ezema, Ifeanyi J. Ugwuanyi, C. F. and Ugwuand Cyprian, I. (2014). Skills Requirements of Academic Librarians for the Digital Environment in Nigeria : A Case of University of Nigeria, NSUKKA. *International Journal of Library and Information Science, III*(1), p 17-31.
- Gohil, Devika G. (2013). Human Resource Development, Compensation and Performance Appraisal Practices of Grant-in-Aid University Libraries in Gujarat State: A Study. *Asian Journal of Multidisciplinary Studies, I*(5), p 2321-8819.
- Gohil, Devika G. (2014, January). Performance Apprisal Practices in 7 University Libraries in Gujarat State: A Study. *Asian Journal of Multidisplinary Studies, II*(1). Retrieved from website http://www.ajms.co.inon dated 19 Feb. 2014.

- Gulcin, Cribb. (2005, August). Human Resource Development: Impacting on All Four Perspectives of the Balanced Scorecard. *Libraries – A Voyage of Discovery* (14th – 18th) Oslo, Norway.
- Hawthorne, P. (2004). Redesigning Library Human Resources: Integrating Human Resources Management and Organizational Development. *Library Trends, XXXXXIII*(3), p 172-186.
- Hurych, J. (2011). Continuing Professional Education as an Ethical Issues. In Continuing Professional Education for Information Society. *The Fifth World Conference of Continuing Professional Education for the Library and Information Science Professions.* The Hague, Netherlands: International Federation of Library Associations and Institutions, p 256-263.
- IFLA (2005). Human Resource Development: Impacting on All Four Perspectives of the Balanced Scorecard. *World Library and Information Congress: 71th IFLA General Conference and Council. website* http://www.ifla.org/IV/ifla71/Programme.htm on dated 15 May. 2013.
- Ikramul, Haq (2012). Outsourcing of Human Resources in Science and Technology Libraries of Northern India. *Bottom Line: Managing Library Finances., XXV*(4), 163-176. Retrieved from http://web.ebscohost.com/ehost/detail?sid=b820 14cf-20f0-404a-ba73 on dated 2 Jan. 2014.
- Janine, Lockhart and Sulaiman, Majal. (2012). The Effect of Library Staff Training and Development on the User Experience: A Case Study at the Cape Peninsula University of Technology (CPUT). *Proceedings of the IATUL Conferences.* Retrieved from website http://www.docs.lib.purdue.edu/iatul/2012/papers/44 on on dated 18 Jun. 2014.
- Jayagopal, R. (1990). *Human Resource Development* . London: Sterling Publishers Private Limited.
- Kanade, Manjusha Laxmanrao and Deshmukh, Shyamkant J. (March 2013). Human Resource Development in Academic Libraries in the Age of Information Technology and Need of Training : An Overview. *Indian Streams Research, III*(2), p 1-9.

- Kannappanavar, B. U. and Kumbargoudar, Praveenkumar. (2010). Manpower Planning in Agricultural Science University Libraries in India. *Journal of Media and Communication, II*(3), p 62-66.
- Khan Muhammad Tariq, Khan Naseer Ahmed and Mahmood Khalid (2012). An Organizational Concept of Human Resource Development: How Human Resource Management Scholars View 'HRD'. *Universal Journal of Management and Social Sciences, II* (5), p 36-47.
- Kim, Sin-Young (2011). A Study on the Deveopment of Korean Academic Libraries' Duty Model Based on the Job Analysis. *ASLIB Proceedings, XXXXXXIII*(1), 76-100. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=bfdt25b5-78b6-44c9-88b7on dated 16 Jan. 2014.
- Kont, Kate-Riin (2013). Library Empolyees' Attitudes towards the Measurement and Appraisalof their Work Performance: Study in Estonian Unversity Libraries. *Library Management, XXXIV*(6-7). doi:11.1108/LM-08-2012-0051 (permanent URL) on dated 28 Oct. 2013.
- Kumbargoudar, Praveenkumar (2013, January). ICT Skills of Library Professionals in Gulbarga City. *Indian Streams Reseach Journal, II*(12), p 1-7. Retrieved from website www.isrj.neton dated 31 Dec. 2013.
- Lahiri, K. (1993). The Human Side of the Library in Search of a Model: A Brief Study on North East. *Herold of Library Science, XXXII*(3-4), p 199-203.
- Lamptey, Richard Bruce and Agyen-Gyasi, Kwaku. (2012). Performance Appraisal as an Effective Manangement Tool in the State Owned University Libraries In Ghana. *Proceedings of the 8th Seminare of CULS,* p. 131. Retrieved from http://www.academia.edu/4524078/PERFORMACE_APPRAISAL on dated 20 Jun. 2016.
- Larry, Yarbrough N. (1975, May). Performance Appraisla in Academic and Research Libraries. *Office of University Library Management Studies.* Occasional Papers, III(1), 6. Washington . Retrieved from website http://web.a.ebscohost.com/ehost/detail?sid=86a066-44ca-bon dated 25 Feb. 2014.

- Line, M.B. (1992). How to De-motivate Staff: A Brief Guide. *XIII*(1), p 4-7.
- Lucy, McGee. *Discuss Performance Positively and Provide Useful Feedback.* p 5.
- Luke, Iroka A. (2011, July-Sept). Stress Among Library Staff in Nigeria: A Case Study. *Journal of Hospital Librarianship, XI*(3), p 242-248. Retrieved from website http://web.a.ebscohost.com/ehost/detail?sid=f2b60e84-47df-4227-b58on dated 2 Oct. 2014.
- Mallaiah, T.Y. (2008). Performance Management and Job Satisfaction of University Library Professionals in Karnataka: A Study. *DECIDOC Journal of Library and Information Technology, XXVIII*(6), p 39-44.
- Mangi, Leela Dhar (2014, May). Libraries of Apex Institutes of India are Managing or Devloping Human Resource: An Intellectural Puzzle. *Human Resource Reflection, I*(2), p 14-25.
- Martell, Charles R. (1978). The Role of Continuing Education and Training in Human Resource Development: An Administrator's Viewpoint. *Journal of Academic Librarianship, IV*(3), p 151-155. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=30104a4d-a65e-4302-a923-0on dated 1 Jun. 2014.
- Meera, M. (2010). Proceedings of the International Conference on Information Management and Evaluation, p 228-236. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=63127e02-2261- 46e4-bf8e-e. on dated 11 Apr. 2014.
- Michael, V.P.(2009). *Human Resource Management and Human Relations* (Reprint ed.). Mumbai: Himalaya Publishing House. p 180-182.
- Mirza, Muhammad Sajid and Mahmood, Khalid, (2013). Impact of IT on Human Resource of Pakistani University Libraries. *Library Philosophy and Practice* Retrieved from website http://digitalcommons.unl.edu/libphilprac/938on dated 16 Mar. 2014.
- Muller, Ula. (2002). The Challenges to Human Resource Development of Libraries in Time of Radical and General Change. *IFLA Council and General Conference. August 18-24,* Glasgow: IFLA. p 1-6.

- Nagi, Reddy and Uma, V. (2009). Re-Engineering Manpower In Computerized University Libraries. Delhi: *ICAL Change Management.*
- Nawe, J. (1992). Human Resource Management in Library and Information Services: Problems and Prospects. *Library Management, XIII*(1), p 66-78.
- Neville, Sandra H. (1982). Organizational Support for Direct Service Functions. *Research Quarterly,XXI*(4), p 384-390.
- Nie, Jiezhu., Huang, Qiuwen and Zhang, Ganghua (2013). Performance Appraisal of Human Resources in University Libraries - Taking the Library in Jiangxi University of Science and Technology as an Example. *International Conference on Education Technology and Information System (ICETIS 2013)*. China : Atlantis Press, p 139-142.
- Nurminen, Hannele., Toivonen, Leena and Helminen, Päivi (2012). Inspiration and Co-operation between Namibian and Finnish Libraries. *Signum*(3), p 10-12.
- Ogunmodede, Thomas A. and Mafelu, Mabel E. (2012). Capacity Building Programmes for Library Staff in University of Ibadan and University of Lagos Libraries. *Samaru Journal of Information Studies, XII*(1 & 2).
- Olorunsola, Richard. (2000). Job Rotation in Academic Libraries: The Situation in Nigerian University Library. *Library Management, XXI*(2), p 94-98.
- Patel, Manubhai and Patan, Krupa N. (2013, February). Job Satisfaction and Work Load Among Personnel in the University Libraries of Gujarat. *Indian Journal of Applied Research, III*(2), p 163-164.
- Pratheepa, A. K. and Jayaraman, S. (2014, April). Driving Workplace Performance Through High Quality In-House Training and Technical Skills in Digital Environment : A Study Among the University Library Professionals in Coimbatore. *IV*(4), p 57-59.
- Pugh, S. (1984). Management Training Versus Training in Library Management. *Information and Library Manager, III*(2), p 35-37.
- Puglies, Paul. (1985). Accreditation in Human Resource Management. *Journal of Library Administration, VI*(2), p 23-31.
- Rajyalakshmi, D. (1989). Administrator's Role in Quality Performance in Academic Libraries. *ILA Bulletin, XXIV*, p 221-226.

- Rajyalakshmi, D. (2004). Information Professionals-Knowledge Skills, for Information Management. *ILA Bulletin, XXXX*(3), p 5-12.
- Ranganadham, Sadu. (2013). Qualities of Library Professionals in ICT Environment. *Indian Journal of Applied Research, III*(5), p 366-367.
- Rao, T.V. and Pereira, D. F. (1986). *Resent Experiences in Human Resource Development* . New Delhi: Oxford and IBH Publishing Company. p 19.
- Rao, T.V., Rao Raju, and Yadav, Taru (2007, January-March). A Study of HRD Concepts, Structure of HRD Departments and HRD Practices In India. *Vikalpa, XXVI*(1), p 49-54.
- Roknuzzaman, M. (2007). Status of Human Resource Management in Public University Libraries in Bangladesh. *The International Journal of Information and Library Review., XXXIX*(1), p 52-61.
- Saha, Nimai and Ghosh, Kaushik. (2007). Training and Development of Library Professionals for IT Application in University Libraries: An Overview. *5th Convention PLANNER*- (December 7-8). Gauhati,: Gauhati University.
- Saha, Nimai Chand and Das, Minal Kanti (2006, November). Human Resource Aspect in Digital Library Era. *4th Convention PLANNER- 2006, Mizoram University., Aizwl*,(9-10 November), p 210-220
- Samuel, Owusu-Ansah (2014). Effect of Performance Appraisal System on Staff Performance in Ghanian Academic Libraries. *Journal of Information Engineering and Applicatons, IV* (7), p 1-14.
- Sharma, Veerbala (2012). Outsourcing of Human Resources in Science and Technology Libraries of Northern India. *Bottom Line: Managing Library Finances., XXV*(4), 163-176. Retrieved from http://web.ebscohost.com/ehost/detail?sid=b820 14cf-20f0-404a-ba73 on dated 31 Dec. 2013.
- Sharon, Phillips A. (2005). Workload Measurement An Approcach for Hospital Libraries. *Journal of Hospital Librarianship, V*(4), p 1-10. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=96501851on dated 31 Dec. 2013.

- Singh, R. (1996). *Human Resource Management in the Academic Libraries of Lucknow (Unpublished M.L.I.Sc. Dissertation).* Luknow: Luknow University.
- Smith, Ian. (2006). Benchmarking Human Resource Development: An Emerging Area of Practice. *Library Management, XXVII*(6-7), p 401-410.
- Solomom, Olusegun Oyetole. (2013, April). Influence of Job Satisfaction on Turnover Intentions of Library Personnel in Selected Universities in South West Nigeria. *Library Philosophy and Practice*,. p 28. Retrieved from website http://web.a.ebscohost.com/ehost/detail?sid on dated 25 Oct. 2014.
- Sonawane, Ajit Sagaji (2015). Staffing Pattern for Digital Libraries in Comparison with the Traditional Staffing Pattern *(A Ph.D. Thesis Submitted to Tilak Maharashtra University)*, Pune.
- Theja, Kuruppu Apachchi and DE Silva, WRG. (2007). Library Automation: Strategies for Library Human Resource Management. *Journal of the University Librarians, XI*, p 98-110.
- Tikeakar, A. (2009). Vision and Roles of the Future Academic Libraries Toward's 21st Century Academic Libraries and Librarianship. Delhi: *ICAL*.
- Tripathi, P.C. (1997). *Human Resource Development* . New Delhi: Sultan Chand and Sons, p 5.
- Uachi, Ngozi B. and Onuoha, Uloma Doris. (2013, December). Continuing Professional Development and Innovative Information Service Delivery in Nigerian Libraries: Inhibitors and the Way Out. *Annals of Library and Information Studies, XXXXXX*, p 269-275.
- Ugah, Akobundu Dike. (Oct. 2008). Motivation and Productivity in the Library. *Library Philosophy and Practice*, p1-6. Retrieved from website http://www.cohost.com/ehost/detail?sid=8dle57a3- 7ee6- 4dfb-837 on dated 1 June. 2014.
- Ukwoma, Scholastica and Akanwa, Pearl C. (2008). Human Resource Development Programmes in Nigerian Academic Libraries: A Comparative Study of Universities in Imo State. *Samaru Journal of Information Studies, VIII*(2), 38-47. Retrieved from

websitehttp://www.ajol.info.index.php/sjis/article/viewFile/4430/28324# on dated 24 Mar. 2013.

- Vijayakumar, K. P. (2008, December). University Library Manpower in Kerala: An analysis. *Annals Library and Information Studies, XXXXXV*, p 300-307.
- Wahba, Susanne Patterson. (1978). Motivation, Performace and Job Satisfanction in Libraries. *XXXXXXXI*(2), p 270-278.
- Warraich, Nosheen Fatima. (2011). Human Resource Management in University Libraries of Punjab. *Pakistan Journal of Library and Information Science*. (12) Retrieved from website http.//www.pu.edu.pk/home/journal/8 accessed on 15 Aug. 2013.
- Weerasooriya, A. W. (2008). Human Resource Planning in University Libraries in Sri Lanka. *Ph.D. Thesis Submitted to University of Pune*.
- Wijetuge, Pradeepa. (2001, Spring). Training and Education of Paraprofessionals in Sri Lankan University Libraries. *Journal of Education for Library and Information Science, XXXXII*(2), p 149-160.
- Youngman, Daryl C. (1999). Library Staffing Considerations in the Age of Technology: Basic Elements for Manageing Change. *Issues in Science and Technology Librarianship (Contents)*. Retrieved from website http://www.istl.org/99-fall/article5.htmlon dated 17 Sep. 2014.

Chapter 3: Human Resource Development: An Overview

3.1 Introduction

3.2 History of HRD

3.3 Definition of HRD

3.4 Objectives of Human Resource Development

3.5 Principles of HRD

3.6 HRM and HRD

3.7 Importance of HRD

3.8 Need for HRD

3.9 HRD Processes

3.10 HRD Mechanisms and Sub-systems

3.11 Results of HRD Implementation

3.12 Role of HRD in University Libraries

Chapter Summary

Reference

Chapter 3

Human Resource Development: An Overview

3.1 Introduction

Human resource is an indispensable and a critical asset to any organization. Human resource is globalizing because universally organizations for competitive reasons learn in order to create an advantage and keep ahead of the game. The need is to build people-centered strategies to be the winners. Dynamic people can build dynamic organizations. Effective employees can contribute to the effectiveness of the organization; motivated and competent people can make things happen and enable an organization institution to achieve its goals. Therefore organizations should continuously ensure that the dynamism, competency, motivation and effectiveness of the employees remain at high levels. The responsibility of human resource department is to provide the right resources and an environment that supports the growth and development needs of the individual employee. Thus Human Resource Development is a continuous process to ensure the development of employee dynamism, competencies, motivation and effectiveness in a systematic and planned way. (Rao,1990)

Saiyadain pointed out that "HRD as a function consists of various activities related to training and development and performance appraisal. In fact, the appraisal helps in identifying potential by appraisal feedback and interviews and training helps in actualizing the potential. All aspects of appraisal and training play a significant role in achieving the individuals' growth and development. In this respect HRD is more a proactive and supportive function because the organization has to take a lead in helping the people to grow and realize their potential." (Saiyadain, 2009)

HRD is a newly emerging and modern field. It aims to develop the competencies of employees and a culture in an organization to utilize these competencies and contributes to organizational growth. Like the other organizations there is a necessity for systematic development of human resources in university libraries. (Bhanabhai and Patel, 2013)

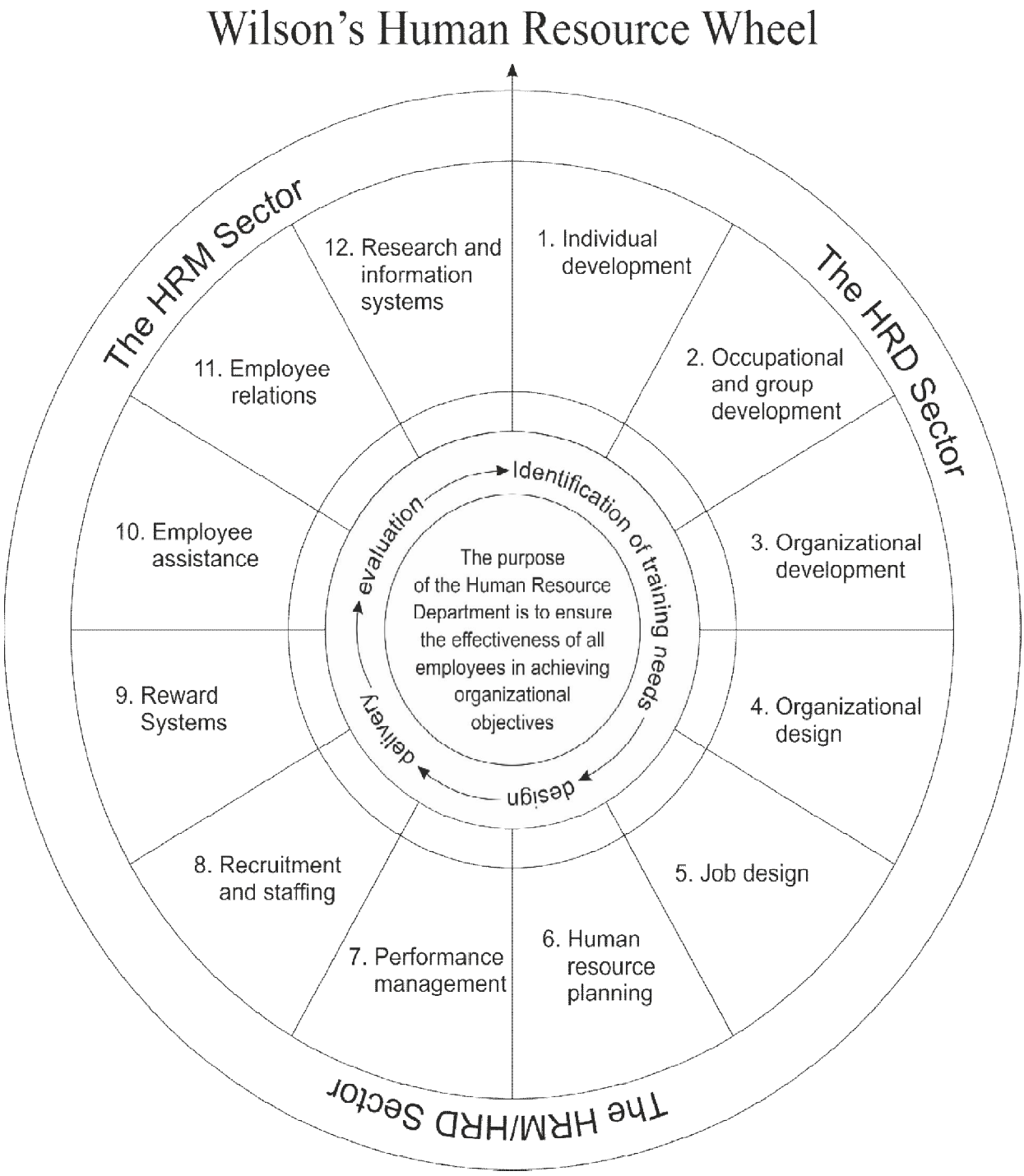


Figure 3.1: Wilson's Human Resource Wheel (Source: Yorks, Lyle, 2006, p. 9-10)

3.2 History of HRD

3.2.1 Dimensions of HRD in World Historical Perspective

Swanson and Holton asserted: “It is easy to logically connect the origins of HRD to the history of humankind. While HRD is relatively a new term, training - the largest component of HRD – can be tracked through the evolution of the human race.” (Swanson and Holton, 2008)

Haslinda-a (2009) “the origin of HRD was suggested to have started in the USA during the advent of the industrial revolution in 1800. But some writers argue that the roots of HRD emerged in 1913 when Ford Motor started training its workers in mass production of cars in the assembly line.”(Haslinda-a, 2009)

3.2.2 Indian Scenario

The need for developing managerial capabilities among executives is being increasingly felt and attended to in Indian Industry in the recent past. The following functions were stipulated by Pareek and Rao in their book when L & T Ltd. established an independent HRD department in Performance Appraisal

1. Potential Appraisal
2. Feedback and Counseling
3. Career development and Career planning and
4. Training and Development (Pareek and Rao, 1974)

With passage of time Organization Development concept came into picture which integrated HRD with OD and interlinked the same to other departments with fourteen principles. With its successful implementation in L&T, gradually the system by 1980 seeped into other organizations like State Bank of India etc. (Pareek and Rao, 1975)

On the lines of OD Network, USA, the genesis of National HRD Network as a new professional body started in 1985.

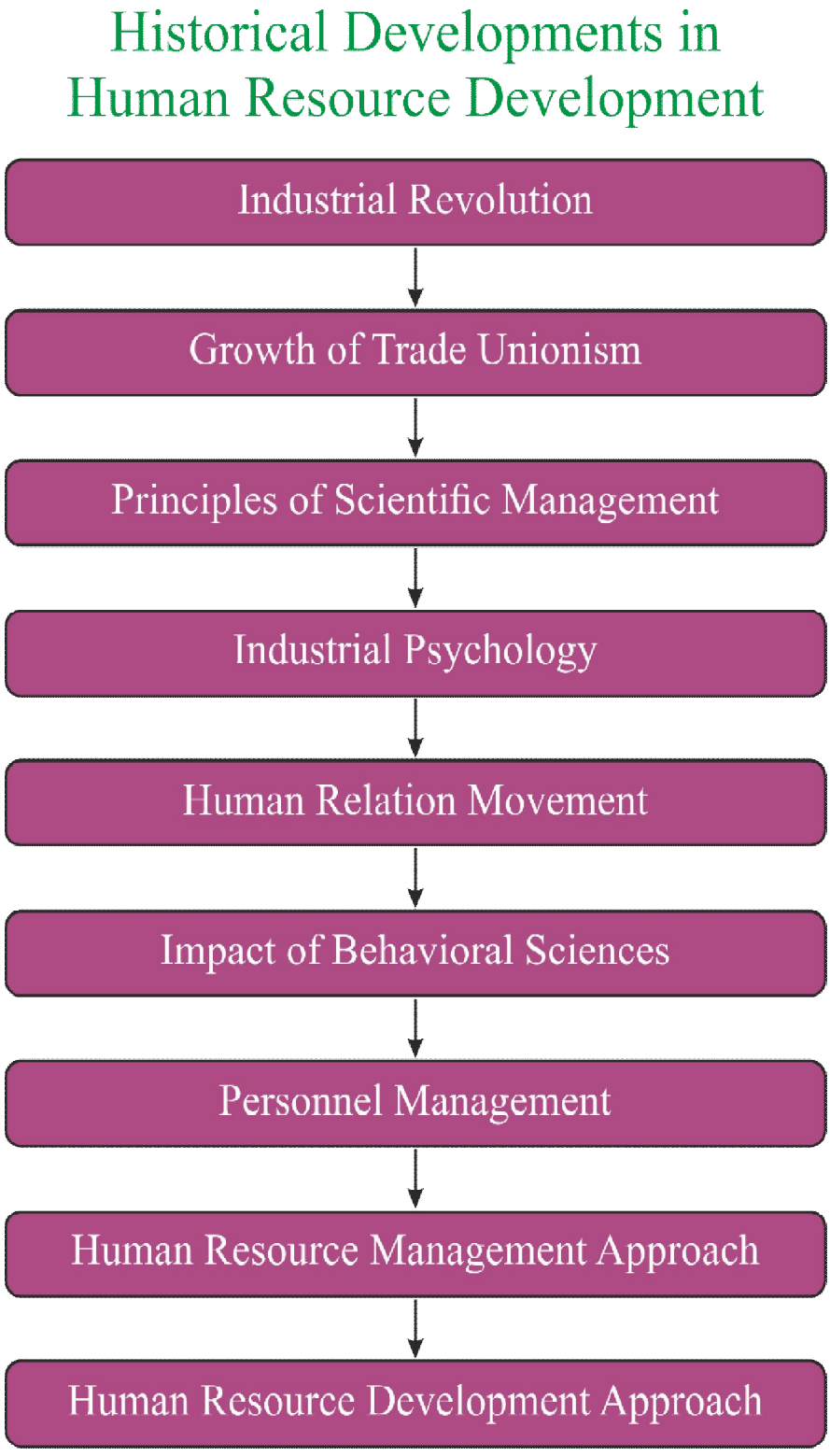


Figure 3.2: Historical Development in Human Resource Development

(Source: York, Lyle, 2006. P.5-8)

3.3 Definition of HRD

HRD has numerous definitions. It would be good to reflect on alternate views of HRD so that practitioners' are exposed to a range of thinking in the profession.

1. Swanson (1987) provides a popular definition:
   "HRD is a process of improving an organization performance through the capabilities of its personnel. HRD includes activities dealing with work design, aptitude, expertise, and motivation". (Swanson and Holton , 2008)
2. Len Nadler defines HRD as "an organized learning experience within a given period of time with an objective of producing the possibility of performance change."(Gupta and Gupta, 2008).
3. T.V. Rao the best known Indian HRD expert who is regarded as the Father of Indian HRD, defined "HRD as a process in which the employees of an organization are continuously helped in a planned way to :
   i) acquire or sharpen their capabilities required to perform various obligations, tasks and functions associated with and related to their present or future expected roles;
   ii) develop their capabilities as individuals so that they may be able to discover their potentialities and exploit them to the full for their own and/or organizational development purposes; and
   iii) to develop an organizational culture where superior subordinate relationships, team work and collaboration among different sub-units are strong and contribute to the organizational wealth, dynamism and pride of the employees." (Rao and Pereira, 1986)
4. T.V. Rao views that the main objective of HRD is to facilitate the growth and development of a manager in the organization in a planned way. (Rao, 2012)
5. Further, T.V. Rao defined "Human Resource Development as essentially consisting of these three Cs: Competenices, Commitment, and Culture. All three are needed to make an organisation function well. (Rao, 1999)
   - Without Competencies many tasks of the organization may not be completed cost effectively or with maximum efficiecy,

- Without Commitment, they may not be done at all or are done at such a slow pace that they lose relevance.
- Without an appropriate Culture, organizations cannot last long, it provides the sustaining force and spirit for organizations to live. It provides the oxygen needed for them to survive. Its utility comes to the force specially when organisations are in trouble."

6. "ASTD": Definition-

   "HRD is the integrated use of

   a) Training and Development
   b) Organizational Development
   c) Career development to improve individual, group, and organizational effectiveness."

7. Khan M. N. remarked "HRD is the process of increasing knowledge, skills, capabilities and positive work attitudes and values of all people working at all levels in a business undertaking." (Khan, 1987)
8. Professor Sanker. C.S. observed, "HRD is a development oriented planning effort in the personnel areas which is basically concerned with the development of human resources in the organization for improving the existing capabilities and acquiring new capabilities for achievement of corporate and individual goals." (Sankar, 1984)
9. Harbison and Myers "HRD is the process of increasing the knowledge, capacities of all the people, and skills in a society. From the economic point of view the term could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, HRD prepares people for adult participation in the political process, particularly as citizens in a democracy. From the social and cultural view, the development of human resource helps people lead fuller and richer lives as well as to be less bound to tradition. In brief, the processes of HRD unlock the door to modernization."

According to (Khan and Khan, 2011)

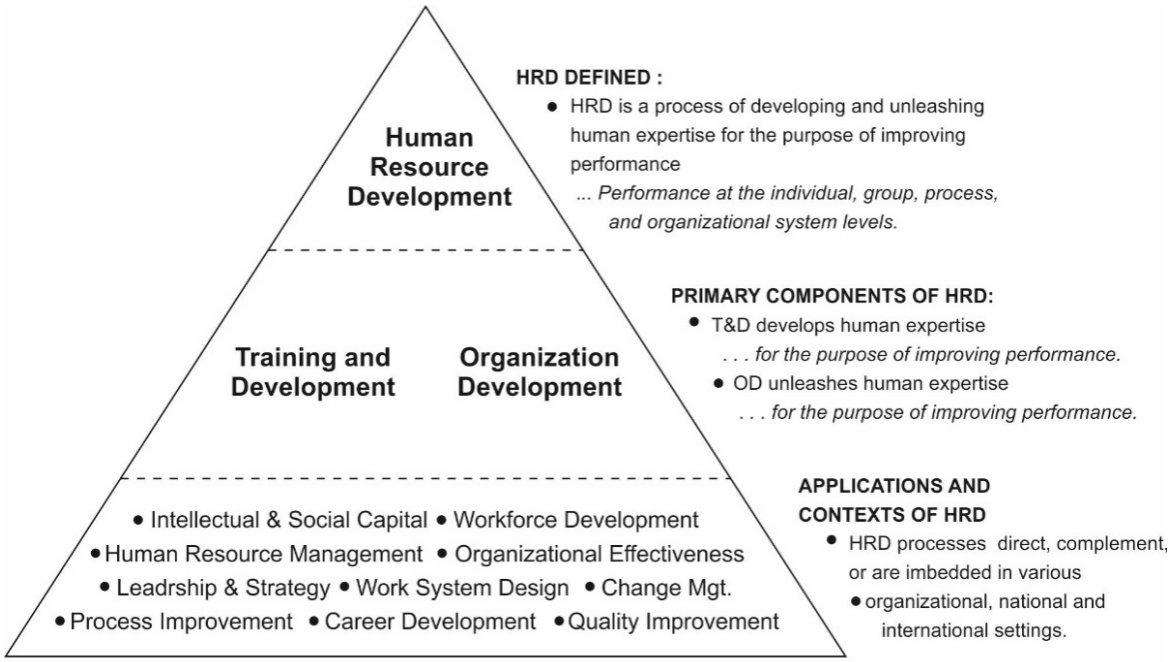


Figure 3.3: Human Resource Development as a Professional Field of Practice (Source: Swanson, 2008)

3.4 Objectives of Human Resource Development

Bhattacharya stated objectives of HRD as

1. "To develop capabilities of each individual in an organization in relation to his/her present role.
2. To develop capabilities of each individual in relation to his/her future role.
3. To develop better interpersonal and employer-employee relationship in an organization.
4. To develop team spirit.
5. To develop coordination among different units of an organization.
6. Facilitate organization to utilize human resources effectively by providing them training and orientation.
7. Help manpower planning and prevent over staffing
8. Provide opportunity for staff as career advancement path.

9. It helps to increase motivation level of staff.
10. To develop organizational health by continuous renewal of individual capabilities and keeping pace with the technological changes.
11. The objectives of HRD practices in an organization should be to encourage efforts in the workforce, including management and to maintain an environment conductive to total participation, leadership and personal along with organizational growth. In an organization there are six units which are concerned with HRD, namely person, role, dyad, team, inter-team and organization. The effectiveness of one contributes in turn to effectiveness of others."

The main focus point related to HRD objectives given by Bhattacharya, (2006) are:

1. "Institute training on the job.
2. Break down barriers among departments to build teamwork.
3. Drive fear out of the workplace.
4. Create conditions to enable employees to take pride in their workmanship.
5. Institute programmes of education and self-improvement."

3.5 Principles of HRD

The major principles as given by Rai and Rao (2007) "which should be kept in mind while framing the aspect of development human resource are as follows.

1. HRD system should help the company to increase enabling capabilities which include: development of human resources in all aspects, organizational health, improvements in problem solving capabilities, diagnostic skills, capabilities to support all the other systems in the company, etc.
2. It should help individuals to recognize their potential and help them to contribute their best towards the various organizational roles they are expected to perform.
3. It should help maximize individual autonomy through increased responsibility
4. It should facilitate decentralization through delegation and shared responsibility.
5. It should facilitate participative decision-making.
6. It should attempt to balance the current organizational culture with its diffusion into the others.
7. There should be balance between differentiation and integration.

8. There should be balance between specializations of the function with its diffusion into the others.
9. HRD system should ensure responsibility for the function.
10. It should build upon feedback and reinforcement mechanisms.
11. It should maintain a balance between quantification and qualitative decisions.
12. There should be a balance between external and internal help.
13. It should plan the evolution of the function.
14. There should be a continuous review and renewal of the function."

3.6 HRM and HRD

Human resource management (HRM) and Human resource development (HRD are used interchangeably. In fact, many organizations have created HRD department at the top level to undertake all those functions which are related to management of human resources. This department has within it a personnel department to look after the administrative work related to management of human resources. As against this, many organizations have a reverse pattern. They have HR department at the top and HRD functions as its one of its subsystems. These contrasting practices lead us nowhere to draw a distinction between HRD and HRM.

The basic objective of HRM is to develop competitive advantage based on human resources. In order to achieve this objective, it undertakes various functions on proactive basis that ensure the availability of right people, at right time and at right place. Thus, these are quite comprehensive. On the other hand, the basic objective of HRD is to develop human resources with matching organizational culture and provide inputs for the effective performance of various HRM functions. From this point of view, HRD is a subsystem of HRM. (Prasad, 2009)

3.7 Importance of HRD

HRD involves introducing changes for the better in the work culture and work environment, all without interrupting the functioning of the organization.

The following points highlight the importance of HRD:

a) Developing Competent Employees

An important mechanism in HRD is the Training and Development area. Each employee is trained in his/her task. This results in greater clarity of work norms and standards, better performance and thereby a more competent work force.

b) Role Clarity

Employees are aware not only of their own roles, but are also more sensitive to the roles and expectations of the other members of the team.

c) Committed Work Force

Through training, development and education, people gain a heightened sense of responsibility and thus become more committed. The HRD process also encourages a more transparent system, including the dispensation of awards.

d) Development of Synergistic Effects

Effective communication, participative management, and emphasis on team-work produce synergistic effects within the organization.

e) Encourages greater Trust and Respect

A culture of trust and respect is built in an organization due to effective communication amongst all thereby increasing the productivity of the organization**.**

f) Breaks Resistance to Change

HRD equips people with problem-solving capabilities. This is evident in companies practicing QCs [Quality Circles] and SGAs [Small Group Activities]. Such activities not only help the work-force to accept change, but also develop in them a spirit of being proactive.

g) Facilitate HR Planning

Human resource planning is the first step of the entire process. HRD initiates and facilitates the same.

h) Additionally HRD impacts

i) Higher productivity

ii) Cost effectiveness

iii) Growth expansion

iv) Diversification

v) Increased profits. (SCDL, 2008)

3.8 Need for HRD

HRD is necessary for any type of organization for:

- Stability and Survival of the organization,
- Building individuals and strengthening the organization.
- Change with diversification in modern era;
- Retuning activities to greater effectiveness;
- Providing the best or highest quality in all the organization's goods and services;
- Being a leader in its field; and
- Obtaining goodwill and reputation through customer delight and satisfaction. (Dhiman and Rani, 2005).

3.8.1 To develop Competencies

Organizations have progressed because they have developed the competencies of their people. Enhancing capabilities, skills and empowering the engaged employees brings in efficiency.

3.8.2 Organization-wide Changes

Changes are required in all aspect of organization functioning and should be interrelated. Development of competencies among people in the organization is not enough for their effectiveness but there also must be change in those factors which affect the use of those competencies. Therefore, changes are required in other aspects of organizational functioning. The McKinsey model spells out these aspects in an organization through the 7 S model. [This is called McKinsey 7-S Structure]. (Peters and Waterman, 1982)

3.8.3 To Create Conducive Organizational Climate

HRD attempts to create organizational climate conducive to individual growth as well as organizational growth. The needs today are competent professionals having abundant business knowledge and comfortable with technology. As a strategic business partner HR has to create an organization climate conducive for growth. Therefore in order to ensure high-end engaged employees and minimize attrition, they need create a corporate culture high on value and trust that would define the organization.

Career mapping is essential. Creating more hierarchical levels so that promotional avenues exist, and so on, will be only dysfunctional. Instead, the contemporary practices are based on flexibility and a tailor-based system. HRD attempts to build this kind of climate.

Though there are no comprehensive research studies which can conclusively prove whether HRD systems have been able to fulfill the above need and requirements, some conclusions which can be enumerated with learnings are:

Performance appraisal being an integral part of any organization, engaged and output-oriented human resources needs high incentive for continual performance be it rewards, monetary or non-monetary. Conducive culture increases efficiency and co-operation amongst all. It is the responsibility of the HR department to be sensitive to the problems of all employees and create solutions to ensure high morale and motivated employees in the interest of the organization.

3.9 HRD Processes

HRD programs and process are used to reorient new human resources in the organization, build in the required skills and bring out the role clarity amongst the people and the groups to ensure effective performance. HRD process is put in place to develop human resources and their competencies for the current job, their career growth, and solve their problems and build a favorable culture for performance. The processes consist of four steps mainly: assessment, design, implementation and finally evaluation.

3.9.1 HRD Outcomes

If the HRD process is intact and the requisite training is imparted, it will call for an efficient human resource, capable of delivering results, co-operating and building an environment of mutual trust and respect. The outcome is an engaged, committed employee prepared for multi skilling and be an asset for the organization they serve.

3.9.2 Organizational Effectiveness

According to Rao, (1990) “The HRD outcomes influence the organizational effectiveness, which in turn depends on a number of variables like environment, technology, competition etc.”

3.9.3 Functions of Human Resource Development

The functions of Human Resource Development can best be understood by looking at its managerial and operative function.

The Managerial Functions: includes the basic functions of Planning, Organizing, Staffing, Directing and Controlling.

This details the various operative parts of the basic functions of management.

The details are provided in the following digaram Figure 3.4

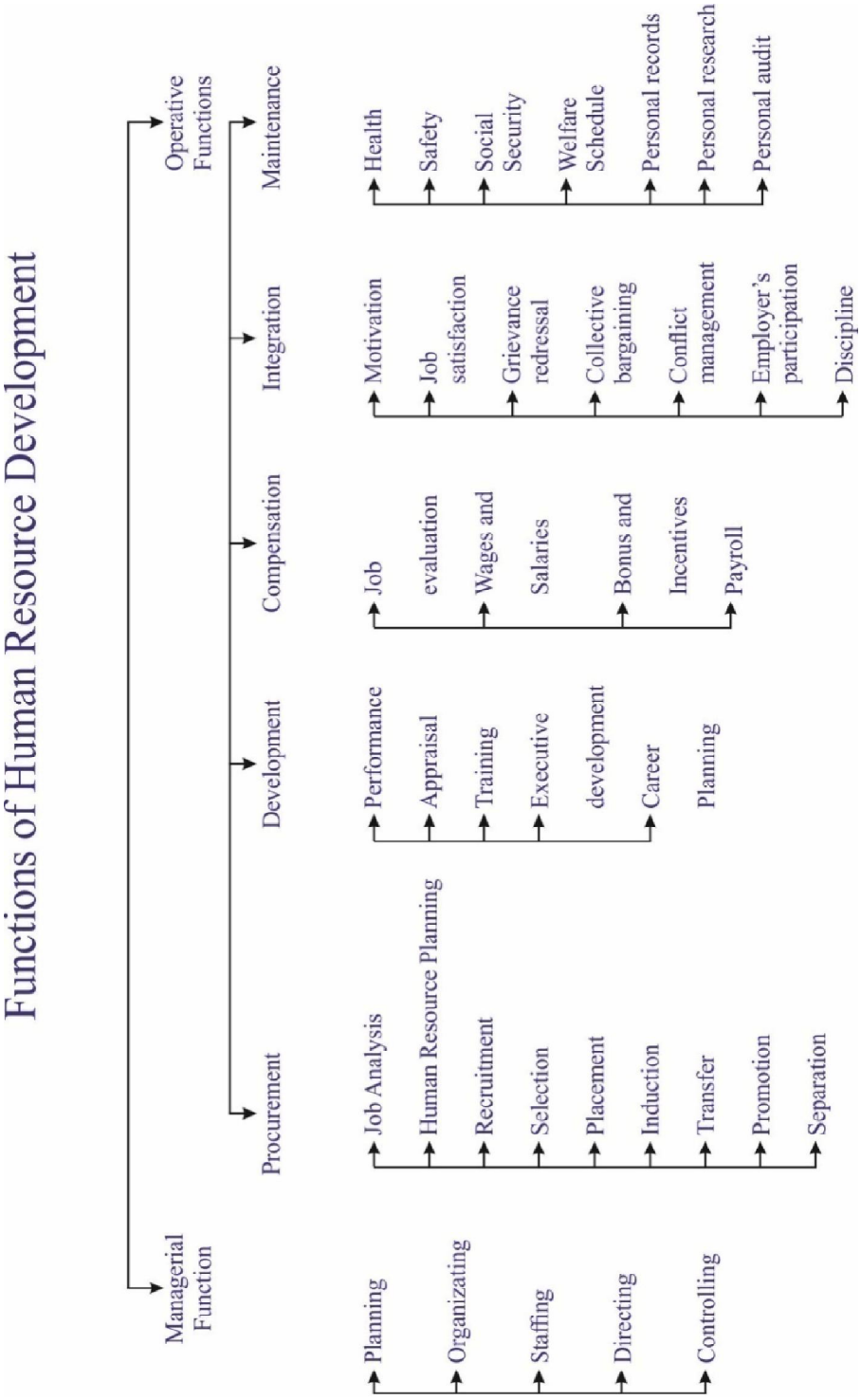


Figure 3.4: Functions of Human Resource Development (Source: Gupta, C.B., 2001, p 1.15)

3.10 HRD Mechanisms and Sub-systems

Human resource development as a whole consists of various sub-systems working in alignment to produce the desired results. According to Prof. T.V. Rao "Sub-systems should comprise performance appraisal, potential appraisal and development, feedback and performance coaching, career planning, training, organization development, rewards, employee welfare and the quality of work life, and human resource information system".

1. Manpower Planning

Manpower planning is a routine activity of the HR department. Planning for human resources for various functions involve major time of the HR department. Providing the right type of people at the right time and right cost to the organization is a fundamental activity of the HR personnel. It is an endeavor to match demand and supply. According to Bhatia and Garg, (1997)

1. "Estimation of the present and future requirements and supply of human resources based on the objectives and long-term plans of the organization.
2. Calculation of total human resource requirements based on present level of human resources.
3. Initiating steps for changing to mould and develop the existing human resources to meet the future human resource requirements.
4. Planning the necessary programmme to get the rest of the required human resources from outside the organization and to develop the human resources of existing employees."

A university library provides services to variety of users that is students, teachers, research scholars, outside researchers, etc. The overall performance of the university libraries largely depends on the quality and the quantity of the trained and qualified staff. Therefore manpower development is an important factor that should be paid necessary attention.

2. Recruitment, Selection and Placement

Recruitment is making a provision of actual or anticipated requirement for a position in the organization and generating enough applicants for the posts offered.

Ascertaining the qualifications, experience, skill, knowledge etc. of an applicant with a view to appraising his/her suitability to a job is selection which includes interviewing and finding the suitability of the position.

After the employee is hired and oriented, they must be placed in their right job. Placement is understood as the allocation of people to the job.

Recruitment, selection, staff appraisal and training are activities of staff management which are all connected. If effective recruitment policy is not introduced and maintained, it will affect the decision making procedure of the library managers. Even though, final decision lies with the selection committee, more power and authority should be given to library managers in recruiting and selecting library professional staff.

Since library managers are aware of different duties and functions which should be performed by library professionals, it is better if library managers are allowed to have free and fair decisions. In this context, job descriptions play leading role. Therefore accurate job descriptions that underpin recruitment, selection, appraisal and training is necessary. (Weerasooriya, 2008)

Staffing Process

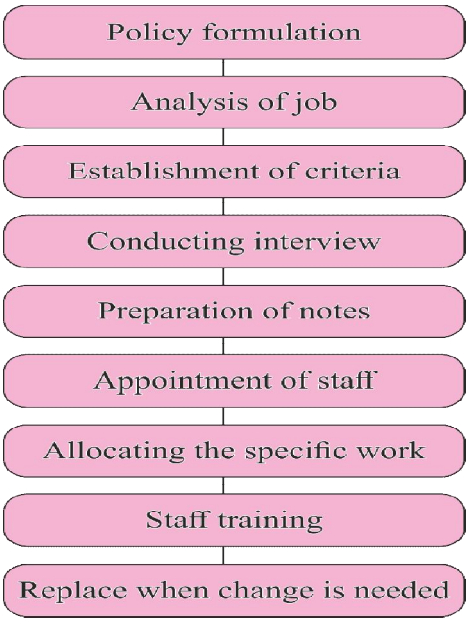


Figure 3.5: Staffing Process (Source: Nair, Raman R., p. 51.)

3. Performance and Potential Appraisal

Performance Appraisal is an integral part of HRD process. Once the employee has been placed in their job, feedback is taken on a regular basis and usually appraisal are done at the end of the year to understand whether the output delivered by the candidate is as expected as per the job profile and description of job or is below or above the desired yardstick. Potential Appraisal is appraising an employee's potential mainly for future job, it can be a promotion or change of department for future higher position.

According to Cronin, performance appraisal is "a process of systematically assessing effectiveness against a predetermined norm, standard." (Cronin, 1982)

According to Mackenzie "Systematic measurement of the extent to which a system has achieved its objectives in a certain period of time." (Mackenzie, 1990)

Dhiman, and Rani "It is a multi-component process of identifying, observing, measuring and developing human performance in organization. Where, the identification is the process of determining what areas are to be focused on and which job analysis is required as a means of identifying performance scale. The observation indicates that all appraisal criteria must be sufficiently observed so that a fair and accurate judgment can be made". (Dhiman and Rani 2005)

3.1 Performance Appraisal System in LIS Centers

As per Dhiman and Rani (2005), "performance appraisal is needed in library and information centers for the following reasons:

1. To ascertain the definition of work or job to be performed as there is an urgent need for clear demarcation of job.
2. Wherever possible, we should establish acceptable performance standard in terms of specific measurable desired behavior. This calls for defining units of job, the time taken for doing the job and the modes of performing these jobs.
3. To identify the present performance level of the library staff in terms of specific measurable behavior which is considered to be desirable or acceptable.
4. To identify the needed improvement in library staff behavior consistent with the objective of library services.

5. To provide a basis of feedback for the performance of library staff in differences". (Dhimanand and Rani 2005)

4. Feedback and Performance Coaching

Once an employee is on the job he/she is continuously monitored by the superior for his/her performance and a feedback is given so that the employee is motivated and satisfied to perform better or otherwise to improve if the feedback is negative. In either cases training is imparted either for advancement in the career graph or for better delivery of results. Pattanayak,: "On a continuous basis, managers in HRD system have the responsibility for observation and feedback to subordinates about their strengths and weaknesses. These are also responsible to inform and guide employees to improve their performance capabilities." (Pattanayak, 2014)

5. Career Development

This is a continual process of learning, gaining skills and knowledge required to move up the career ladder of the choices made. Prasad: "Career Development refers to a set of programme designed to match an individuals need, abilities and career goals with the current and the future opportunities in the organization. It consists of all those activities that could promote the development of an individual's career. The action plans undertaken by the organization and individual employee to meet the demands of their job and career aspirations". (Prasad, 2009)

6. Training and Development

Edwin B. Filippo, (Edwin, 1976) "Training is the act of increasing the knowledge and skill of an employee for doing a particular job."

In this competitive era, to be a forerunner investing in training is essential. Training is a strategic initiative by all organizations. All organization create an annual training calendar. Training and development go hand in hand though the objectives of both are different. Human Resources Development (HRD) focuses on both training employees for their current jobs and developing skills for their future roles and responsibilities.

While training involves gaining the attitude, abilities, skills and knowledge required to furnish the job efficiently thereby creating a win with situation for the individual and the organization. Training is the responsibility of the organization but development of an employee is a shared responsibility. Employees are increasingly emphasizing opportunities for their development in order to enhance their productive contribution to the organization and derive satisfaction. Development is long term learning and increasing the capabilities, depending on the need of the employee, the target position he/she is looking at within or outside the organization and gaining confidence for the same.

6.1 Need for Training and Development in Libraries

In this age of Information explosion, changing patterns, varied forms of information, ever changing and increasing user-demands for information, it is a complicated task to collect, handle, arrange, re-organize and disseminate the data. The library personnel must have advanced knowledge of the following skills to handle the huge quantum of data.

6.2 Various skills required for academic library personnel

Library personnel are required to possess enhanced IT skills, Technical skills, managerial and professional skills, adequate knowledge and right kind of experience. Following skills are required by the library professionals: (Ezema, 2014)

Required Skills

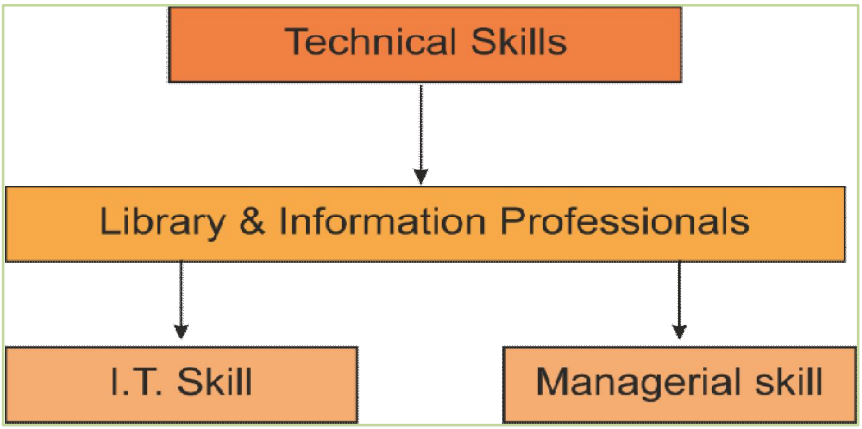


Figure 3.6: Required Skills (Source: Saha, 2007.p 296.)

6.2.1 IT Skills

Computer operation is a basic requirement in the age of IT. They must use computer and became familiar with computers. He must know about the do's and don'ts about the computer, about storage devices, computer peripherals and other computer based services, Internet services, E-mail, Internet chat, Blogs, Gateways, World Wide Web, face book. etc.

6.2.2 Technical Skills

LIS personnel must have skill to collect, arrange, organize, re-organize access to information sources, retrieve information, and disseminate the information. They must have knowledge about analysis, synthesis, and assimilation, interpretation and formulation of the accessed information.

6.2.3 Professional Information Skills

Library personnel must analyze, identify and anticipate the users and organizational information needs. They need to have subject expertise. It is also necessary to have knowledge of disparate information resources and how to access them. They must have knowledge about research methods, ability to evaluate information, ability to add value to information and training.

A library functions on team work. Hence, a person handling library must have qualities of team leader, counseling skills, team building skills, and motivational skills. He must have skill or knowledge to identify and operate suitable technologies while providing library services. Training, orientation, refresher programmes to staff are useful to update their knowledge and to survive in the ever changing technical environment.

6.2.4 Managerial Skills

Library personnel should have managerial skills i.e. strategic planning, Financial Management, Human Resource Development, Project Management, Change Management, Marketing Skills, Liaison and negotiating skills, Leadership Skills, Futuristic Planning, Team play and Team building skills, Interpersonal skills, Skills in human psychology and motivation, and behavioral science.

6.2.5 Personal Attributes

Strategic thinking, professional image and professional ethics, competence in problem solving, tactical sensitivity, creativity i.e. imagination, initiative, flexibility, lateral thinking, interpersonal i.e. influential, diplomatic, persuasive and involvement i.e. Interest, curiosity, motivation, high level of responsibility and willingness to accept accountability.

6.3 Necessecity of Training for Library Staff

Training is a planned process of improving the skills, changes in the skills, changing attitude, behavior etc. of a person. It is purpose oriented in order to place a right person to do the required task for optimum utilization of the manpower. Training builds confidence among staff and help to understand their responsibilities and accountability. Training is a program to improve and develop human skills. Training helps to bring changes in the knowledge, skills and attitude of the staff. Library staff updates their knowledge and skills by providing various training program. Already recruited or newly recruited staff need to undergone training in their respective area. LIS professions must undergo the training regarding organization and management of information and advanced technologies like IT, ICT. (Khan, 2002)

6.4 Factors Influencing the Need of Training

1. Increased role of Information
2. Globalization.
3. Technological changes.
4. Competition for survival and superiority.

6.5 Kinds of Training

1. **Induction/ Orientation Training**

   It is concerned with new employees' to familiarize them with organizations rules, regulations and procedures.

2. **Job Training**

   To make the worker proficient to handle machines, procedures, jobs equipments more efficiently and to perform job operations efficiently and smoothly on-the-job and off-the-job trainings has been organized.

3. **Craft Training**

   This training has been arranged for Craftsmanship. It has been arranged for a single job and for many related jobs. It is applied for Apprenticeship.

4. **Learner Training**

   Learners training have been arranged for the staff/workers who do not have sufficient vocational knowledge and knowledge about the job which they have selected. Trainees receive stipend.

5. **Internship Training**

   Internship training is meant for vocations where theoretical knowledge has to be supplemented by practical experience on the job. In this the vocational or professional Institute enters into arrangement with a big business to provide practical skills to students through actual work experience/hands on training.

6.6 Orientation Programmes

University Grants Commission through Academic staff College has running orientation programs for teachers and librarians. These programmes are designed for newly appointed teachers and librarians.

6.7 Refresher Courses

UGC Academic Staff Colleges have organized Refresher courses in various subjects in co-operation with post graduate departments in respective universities. Refresher courses have been organized for teachers, librarians of colleges and universities. Refresher courses are prepared to keep abreast of the latest development in

their respective subject. Teachers must get opportunity to share their views, ideas and experiences amongst professionals.

6.8 INFLIBNET Programmes

INFLIBNET centre of UGC organized by various institutions to upgrade the knowledge of newly appointed staff. It is meant for such staff to upgrade their subject skills and knowledge.

6.9 Apprentice Training Programmes

These programs have been organized by various institutions to upgrade the knowledge of newly appointed staff. It is meant for new appointed staff to upgrade the subject skills and knowledge.

6.10 Training Programmes conducted by other Agencies

In LIS field various agencies like DESIDOC, NASSDOC and various departments of PG has organized training programmes for LIS professional on Automation, Digitization. (Kanade and Deshmukh, 2013)

7. Motivation

Motivation is a highly necessary driving force for the employees in any organizational setting. Appropriate motivational techniques are to be identified suiting the demands and requirements of the organization and its employees. Library managers could benchmark their motivational techniques with shadow organizations in the private sector in the country and learn new experiences. But it is necessary to mention that suitable mechanisms to identify appropriate motivational techniques are yet to be developed by university libraries of Maharashtra. This situation requires an effective motivational procedure and policy. Library managers have to identify suitable motivational techniques and mechanism available for their staff.

Motivation inspires workers to work wholeheartedly towards accomplishment of the tasks assigned to them so that the organization can utilize human factors to the maximum.

7.1 Early theories of Motivation

Different theories of motivation were put forth by various authors. Some of the prominent ones were:

i) Maslow's Hierarchy of Needs Theory

ii) McGregor's Theory X and Theory Y

iii) Herzberg's Two Factor Theory

7.2 Motivational Tools

1. MBO
2. Employee Recognition Programmes
3. Employee involvement
4. Participative Management
5. Quality Circles
6. ESOPs (Employee Stock Option Plan)
7. Money
5. Other Reward Considerations
   - Incentive Plans
   - Individual Performance
   - Group Performance
   - Organizational Performance
6. Participation
7. QWL (Quality of Work Life)
8. Job Enrichment (Harold and Heilz, 2010)

7.3 Motivation in Libraries

Libraries are service institutions. All its operations are related to the users of these libraries (who are very often students, teachers, outside researchers, reserarchers of the highest degree). Therefore it is imporatant for library personnel to have a high degree of motivation because of the demands of the their job.

As financial motivators are difficult to be adopted; it is wise to apply non-financial motivators. Some of the non-financial motivators which contemporary library

managers could apply are praise and appreciation, job security, delegation of authority, employee participation or employee involvement, job enlargement, job rotation, quality of work life and status and position.

8. Continuous Professional Development

Professional development demonstrates the individual practitioner's personal commitment of time and effort to ensure excellence in performance throughout in one's career. The changing dynamic technological environment with globalization requires human resources to keep themselves abreast and attuned to changes and adopt the same to be progressive. Vital to the education industry as the stream itself is dynamic, the library professionals need to be geared and motivated; to be the spring board of knowledge for their stakeholders. Every library professional should seek professional development through webinars that support excellence in the delivery of general library services and materials. Webinars are an easy, cheap and a comfortable source to seek professional development although equally important is attitude which defines professionalism.

Staff Development Process



Figure 3.7: Staff Development Process (Source: Ajidahun, 2013. p. 6)

9. Organizational Development

Organizational Development is of recent origin. To ensure sustainable improved development, the need of organization development came into the picture. With increased competition the need to use all resources most effectively is undoubtedly required but OD interventions for human resources is gaining lot of significance. Human resources are given the top most priority in OD. The process begins from the top management as is clear from the two words organization and development.

Pattanayak "Organizational development includes survey feedback, team-building, inter-personal sensitivity training, MBO, brain storming, process consultation, stress management, etc. It enables for attaining organization to harness human potential for attaining organizational objectives". (Pattanayak, 2014)

3.11 Results of HRD Implementation

Studies over the years of HRD implementation have enabled researchers to reach these conclusions:

i) People in an organization have improved competency because of the skills developed as well as the clarity of roles they perform.

ii) Involvement in and commitment to jobs increase because of job performance and rewards, both intrinsic and extrinsic.

iii) People develop mutual trust and confidence in each other, leading to better understanding and better job performances.

iv) Top management becomes sensitive to their human resource in terms of their utilization, solution of their problems and their growth in the organization.

3.12 Role of HRD in University Libraries

Libraries play a pivotal role in imparting knowledge to its varied clients. In the digital age embracing digital technology is essential for library professionals. To achieve the goal specified by libraries there is need of HRD. Proper application of HRD results in improving quality of services or products. No libraries can grow or survive without growth and development of its personnel. The personnel policies of libraries can help to

keep high morale and motivation. “Human resources are the most expensive and the valuable resource compared to other resources.” (Khand and Deshmukh, 2013)

Some of the suggested means for ensuring human resource development in University libraries can be as follows:

1. Incorporating and updating changes in the present curriculum of library and information science
2. Upgrading skills of staff at all levels and especially at the focal point so as to ensure quality and professionalism.
3. Professional library staff should be accorded full academic and management status to professional library staff by empowering them so that they are able to deliver in the shortest span of time.
4. Imparting training modules on soft skills and hard skills with emphasis on technology use.
5. Empowering for strategic planning and initiative measures of collaborating with foreign and national Universities for research and sharing of resources.
6. Assist the academic library focus resources in those areas where there are strong likelihoods that they can produce substantial improvements in future capacity and performance.
7. Sharma” A development plan and policy at the national level is essential for a planned growth of workforce”. (Sharma, accessed on 10 Nov. 2015)

Chapter Summary

The present chapter discusses the most critical asset of any business i.e human resources and their development. An attempt has been made to highlight various views of HRD, their related components of HRD in general and its implementation in libraries in particular. The present pathetic situation in majority of the university libraries is due to neglect of the development of the human resources. This trend must change if improvement is intended. It is important therefore to identify the lacuna and find out possible solutions.

The next chapter deals with the growth and development of university libraries in Maharashtra State.

References

- Bhanabhai, Bhutadiya Narsungbhai and Patel, Manubhai G. (2013, February). Human Resource Development in University Libraries of Gujarat. *Indian Journal of Applied Research, III*(2), p 222.
- Bhatia, B. S., Verma, H. L. and Garg, M. C. (1997). *Studies in Human Resource Development: Emerging Dimenstions of HRD: Role and Organization :* Vol-2. New Delhi: Deep and Deep Publications. p 5.
- Bhattacharya, Deepak Kumar. (2006). *Human Resource Management.* (2nd ed.). New Delhi: Excel Book Publisher. p 11-12.
- Cronin, B.(1982) Performance Measurement and Information Management. *ASLIB Proceedings, 34(5),*. p 36- 255.
- Dhiman, Anil K and Rani, Yashoda A. (2005). *Learn Library Management.* New Delhi: Ess Ess Publications. p 21-175.
- Edwin, B. Flippo. (1976). *Principles of Personel Management.* New York: McGraw-Hill. (4^{th} ed.) p 5.
- Ezema, Ifeanyi J. Ugwuanyi, C. F. and Ugwu, Cyprian (2014, January-June). Skills Requirements of Academic Librarians for the Digital Library Environment in Nigeria: A Case of University of Nigeria, NSUKKA. *International Journal of Library And Information Science. (IJLIS),* III(1), p 21.
- Gupta, S. and Gupta, S. (2008). *HRD Concepts and Practices.* New-Delhi: Deep and Deep Publication Pvt.Ltd.
- Harold, Koontz and Heilz, Weihrich (2010). *Essential of Management : An International Perspective.* (8,th Ed.) Tata McGraw Hill. p 285-308.
- Haslinda-a, A. (2009). Definitons of HRD: Key Concepts from a National and International Context. *European Journal of Social Sciences,* X(4).
- Kanade, Manjusha Lazmanrao and Deshmukh, Shyamkant J. (2013). Human Resource Development In Academic Libraries In the Age of Information Technlogy and Need of Training: An Overview. *Indian Streams Research Journal, III*(2). p 1-5.

- Khan, Muhammad Tariq., Khan, Naseer Ahmed and Mahmood, Khalid. (2012). An Organizational Concept of Human Resource Development: How Human Resource Management Scholars View 'HRD'. *Universal Journal of Management and Social Sciences, II*(5), p 37.
- Khan, M.A. ed. (2002). *Preparation and Training of Library Staff, India.* Cosmo Publications. p 70.
- Khan, M. N. (1987). HRD In Modern Technological Structure. *Indian Journal of Commerce, XL*(150-151), p 83.
- Khan, N.T and Khan N.A.(2011). Intergrated Concept of Human Resource Development: Proposing New Model of HRD. *Far East Journal of Psychology and Business.*
- Mackenzle, G. A.(1990). *Performance Measurement, In: Maurice, L. B.* London: Academic Library Management. p 196-205.
- Pareek, Udai and Rao, T.V.(1974). *Human Resource Development System in Larsen and Toubro: A Consultancy Report.(Unpublished report).* Ahemedabad: Indian Institute of Managemnt.(Report 1)
- Pareek, Udai and Rao, T.V. (1975). *Human Resource Function in Larsen and Toubro: A Consultancy Report.(Unpublished Report).* Ahemedabad: Indian Institute of Managemnt. (Report 2).
- Pattanayak, Biswajeet (2014). *Human Resource Management.* (4th ed.) Delhi: PHI Learning Private Limited. p 142-143.
- Peter, Thomas and Waterman, Robert H. (1982). *In Search of Excellence.* New York: Harper and Row. p 8.
- Prasad, L. M. (2009). *Human Resource Management.* New Delhi: Sultan Chand and Son. p 298-332.
- Rao, T. V., Rai, Raju, and Yadav, Taru. (2007, January-March). A Study of HRD Concepts, Structure of HRD Departments and HRD Practices in India. *Vikalpa*, p 50.
- Rao, T. V. (1990). *The Human Resource Development Missionary*. New Delhi: Oxford IBH.

- Rao, T.V. (1999). *HRD Audit: Evaluating the Human Resource Function for Business Environment.* New Delhi: Response Books. p 17-18.
- Rao, T. V. and Pereira, D. F. (1986). *Resent Experiences in Human Resource Development* . New Delhi: Oxford and IBH Publishing Company. p 3-4.
- Rao, T.V. (1990) *The HRD Missionary: Role and Function of HRD Manager's and HRD Departments.* New Delhi: Oxford & IBH Pub. Co. Pvt.Ltd, p 8.
- Rao,T.V. (2012). HRD Audit: Evaluating the Human Resource Function for Business Environment, Response Book, p 17-18.
- Saiyadain, Mirza S. (2009). *Human Resources Management.* (4th ed.) New Delhi: Tata McGraw Hill Publishing Company Limited, p 289.
- Sanker, C. (1984). HRD in Banking Industry. *Indian Journal of Training* XIV (1), p 88.
- Sharma, P. L. Need of HRD in Library. *National Hydroelectric Power Corporation Limite.* Retrieved from website on dated 10 Nov. 2015.
- Swanson, Richard A. and Holtan, Elwood F. (2008). *Foundation of Human Resource.Development.* San Francisco: Berrett-Koehler Publishers. INC.,p 1.
- Weerasooriya, W.A. (2008). *Human Resource Planning in University Libraries in Srilanka.* (Ph.D Thesis Submitted at Dept. of Library & Information Science, Pune.) Guide. Dr. (Mrs.) Neela Deshpande, p 101.

Chapter 4: History and Development of Non-Agricultural University Libraries in Maharashtra State

4.1 Introduction

4.2 Role of University Libraries in the Development of Higher Education

4.3 The Role of Five-Year Plans in the Development of Higher Education and University Libraries

4.4 University Libraries

4.5 History of the University Libraries

4.6 University and their Libraries in Maharashtra State

4.7 University Library Finance

4.8 Committees and Commissions for the Development of University Libraries

4.9 University Grants Commission and the Development of Higher Education and University Libraries

4.10 Assessment and Accreditation by NAAC

4.11 Role of other agencies like INFLIBNET, UGC INFONET, INDEST CONSORTIUM, NATIONAL KNOWLEDGE COMMISSION and NATIONAL KNOWLEDGE NETWORK in the development of University libraries

Chapter Summary

References

Chapter 4

History and Development of Non-Agricultural University Libraries in Maharashtra State

4.1 Introduction

Higher education is very dependent on the quality of libraries. The quality of education-engineering, medical, law etc. is seen to be excellent where the universities have good libraries. The objectives and functions of university libraries have to be meticulously spelt out. This chapter details out the development of libraries with consideration of extension in the new age. Additionally, a very important aspect, funding-with an example from UGC is also given.

4.1.1. Higher Education

Progress and survival of nations in the future would depend upon the competitive strength of human resources. Therefore, strong impetus has been given to higher education globally. Reforms are being made to churn out productive human beings for the society. America was the first country to lay emphasis on higher education because it believed that a country could progress only if youngsters were molded in the right direction with required skills and knowledge. Education is one of the most essential tools for any modern nation to achieve social, economic and political objectives for meaningful national development. The intrinsic intellectual dynamism, resourcefulness and the moral strength of the nation is reflected in the quality of higher education, which provides political, intellectual, scientific and professional leadership. In India, Kothari Commission was the first to restate the objectives of higher education and put forth the functions for the institution of higher learning.

The rate of change in higher education was slow till the second half of the nineteenth century. Information, with its knowledge, is likely to double every five years

and universities will have to find ways of coping with this development. With the setting-in of globalization, quality, bench marking and networking will need to be areas of priority. (Arora, 2008)

The scenario in India had not been very encouraging for higher education till the last few decades especially as the majority of the country's population was available in the rural areas where illiteracy has been high. However, with globalization and technology setting in, Indian higher education system has been witnessing a revolution. Private and foreign Universities have gained access to the education system in the country giving a forward-looking face to the entire system. Distance education and E-learning are now in the foray and have assisted considerably in the growth of higher education in India.

4.1.2. Status of Higher Education in Maharashtra

Maharashtra is the third largest state of India and is the hub of education in India. Therefore, education sector receives immense importance by all the stakeholders. It is for this reason that today we see some of the most remarkable educational facilities and infrastructural development taking place in Maharashtra. There are vast choices of versatile courses that are offered in education institutes in Maharashtra. These are in various graduate, post graduate and diploma courses as well as professional courses like engineering, management, medicine and law. Other specialized courses include Pharmacy, Veterinary Sciences, Homeopathy, Fine arts, Hotel Management, Mass communication, etc. which fall under the umbrella of higher education in the state. (Ramchandani, 2015)

4.1.3. Maharashtra Technical Education Scenario

Maharashtra is one of the few states to prepare and put into action its vision 2020 document. It has initiated measures aimed at attracting private sector to invest in the development of the core engineering sector and IT industry. Automobile and IT sectors have developed and created a world class industrial infrastructure around Pune and Mumbai. The Chemical engineering industries have focused around Raigad District and have created tremendous job opportunities in this district. Various Multinational

industries have established their organizations at Mumbai. A number of home-grown international players like IBM, Satyam, Infosys, Wipro, L&T. Reliance, Jindal Group, Adani Electricals, Tata Power, Finolex, Welcome pharmaceuticals, Bhushan steel, Maharashtra seamless, Sundarshan Chemicals, etc. are a boon to the state. This infrastructural development as well as the Engineering industries requires a large number of technical manpower.

4.2 Role of University Libraries in the Development of Higher Education

The past decades had witnessed a spate of universities and educational institutes mushrooming in every state. The overall progress of a nation is defined by the quality of citizens they produce. With industrial growth being focused upon by the Government and huge budgets being allocated and disbursed for education, there is a huge demand for technical and professional courses in the country. (http://www.anilkakodkar.in/education_pdf/higher_education_in_maharashtra_july_2011 .pdf accessed on 27 Sep 2015)

The role of research libraries in acquiring and preserving international collection has increased as the world has become interconnected. With a dramatic rise in global engagement, University libraries will have to cater to quality-accredited resources in order to attract international students to University campus.

The library and the library professionals are an integral part of any academic institution. The scope of library and the staff concerned has increased manifold with on-campus and off-campus activity. Since sophisticated technologies have creeped in and with distance education on the rise the role of University libraries to reach one and all has increased tremendously.

4.2.1 HRD in Higher Education

The significance and focus on HRD in industries and across any sector is most desired. But unfortunately, till quite recently the importance of HRD in educational set ups has been neglected. With globalization and quality consciousness gaining ground, the need of HRD in Universities and academic institutions cannot be ignored. It enables manpower and helps them gain a competitive edge, hence it should be propagated in

Universities across the country to produce engaged and highly professional staff. Skilled, knowledgeable professionals, high on technology and well equipped in multi-skilling are required as library professionals. This requires to shape the skills of library staff to meet user needs while maintaining specialist knowledge which calls for adequate training and development. Development of strategic initiatives and open mindness and acceptance to new challenges which would be faced by library professionals have to be ingrained with positive attitude.

The Twenty-first century is going to be very competitive in the Higher Education field. Education and libraries are the two joint sisters so that one cannot be separated from the other. The progress and development of a country mostly depends only on libraries especially on academic libraries.

4.3 The Role of Five-Year Plans in the Development of Higher Education and University Libraries

Five-Year Plans have been instituted by the Indian Government to better the economic standard and social welfare of the Indian people and a large number of new educational institutions, from the primary school to the university have been set up through them. The importance and necessity of education, especially a university education for success of our country, as is evident from some of the reports by the planning committees in support of education. Hence the Government of India and UGC had allocated huge budgets for education especially higher education under these plans. (Pawar, 1988)

Through the five-year plans, setting of new libraries, networking of libraries, improvement schemes were undertaken for the upliftment and growth of libraries across the nation both in the urban, rural and taluka regions. Library science course was commenced in order to create professionals in this field, to train them. Under the Fourth Five-Year Plan the Planning Commission made an appointment of a working group on libraries consisting of eminent librarians and educationists of India with Professor V.K.R.V. Rao as its Chairman to evolve a second programme of library development consistent with the needs and requirements of the country as well as its resources. This

group prepared a scheme of a phased and coordinated programme for the foundation of a public library system, wherein the library was given the status of a sub-sector.

Under the Fifth and the Sixth Five-Year Plans, 1971-75 and 1975-80, subsequently, no working group for libraries was constituted. However, library development activities were covered under the sectoral plans of individual organizations. Science and technology libraries were given impetus during this plan. Government of India, in its proposal of Library development, stressed on the appointment of Working Group on modernization of the Library Services and Informatics, under the chairmanship of Dr. N. Seshagiri during the seventh five-year plan. The Report, which was submitted in July 1984, has two parts; the first dealing with the requirements of the public, academic, special and national libraries, information centers and systems. The second part deals with informatics and computer culture in the library community: education and training, computerization of major libraries, constitution of group to plan, design, monitor and evaluate computerization of libraries software development, a computer-based union catalogue, national bibliography and communication technologies. A provision of 996 crores of rupees was made for this purpose out of which Rs. 10 crores were made available of public, academic and special libraries: Rs. 70 crores for the National libraries: Rs. 10 crores for the National Informatics Systems: Rs. 150 crores to Informatics: Rs. 12 crores to the National Institute for Library Information Science, the Library Directorate, the library association and its publication. Many of these proposals are being implemented (IGNOU, 1990). In the Seventh Five-year plan there was an outlay of 15.7 percent on higher education out of a total education budget, but in the Eight Five-year plans (1992-1997), the percentage was reduced to 8 percent only. Thus the percentage of expenditure on higher education has come down drastically. This has severely affected funding to university libraries. (Rana, 1992)

The five-year plans gradually gave up the British policies of governance. Establishment of the University Grants Commission has contributed to the growth and development of general academic libraries in universities and other institutions of higher education and learning. The development of the Higher education and the university libraries is due to the allocation of the funds from the Five-Year plans only. Before that no considerable development is seen in the field of higher education and the academic

libraries in India. Many new institutions have been started during these Five-Years Plans period, along with the training of personnel in library management at different institutes.

To sum up, Five-Year Plans have been a vehicle to promote education and boost libraries in the country and it is expected that the same impetus through these plans would continue in the future too.

4.4 University Libraries

The University libraries all over the world have their own place of importance in the scheme of higher education. With the advent of technology the face of libraries across the globe has a fresh facelift. Being a repository of knowledge alone would not suffice in today's era. Rare Books and Special Collections, University Archives and recordkeeping; providing diverse scholarly resources and innovative services to the students, faculty, staff and alumni of the university are some of the key areas which assess the quality of libraries. With increased usage of internet and downloads, library's open access expertise is invaluable with online learning. Assistance in person, by email, live chat or phone has become a new connect for library professionals with online learning. A dramatic shift is being witnessed in Library services and its management practices to meet international standards.

The university has been described by Karl Jasper as "A community of scholars and students engaged in the task of seeking truth". (Prasher, 1991)

University library is defined as "a library, or system of libraries established, supported and administered by a university to meet the information needs of its students and faculty and support its instructional research and service programs." (ALA, 1990)

The Calcutta University Commission (1917-1919) recommended: "It is right and proper that the University should provide great libraries and great laboratories of research with great scholars to direct them."

The Radhakrishanan University Education Commission observed that the core of any academic related work be it pertaining to research or otherwise rests with libraries. Truman's Commission on Higher Education say, "The Library is second only to the instructional staff in its importance for high quality instruction and research (University Education Commission, India. 1950)

Dr. S. D. Sharma. The Vice President of India, while delivering his speech at the 8th World Book Faire, on 5th February 1998 in New Delhi stated rightly that "A library is more important than a university because a library can function without university, whereas a university cannot do without a library." (Prasher, 2002)

The importance and utility of a University Library has also been brought out by Paul Buck (Paul, 1964). He proposed that the quality of library which is the focal point of the education depends on the resources and its response. Even though with changing times; the library continues to be a permanent hub of learning. Quality education is impossible without a quality library, is vital to proper exploitation of our intellectual resources with free access to ideas. The most important point is that it is not possible for one to have a quality faculty without a quality library.

4.4.1. The main Objectives of the University Libraries are as under

The main objective of any library, being a knowledge bank to all the stakeholders, is to conserve and disseminate knowledge and satisfy the customers though efficient, speedy and desired information. To provide for efficient and responsive administration, scientific management, develop organization of teaching and research. Any Library needs to be innovative and adaptive to the changing trends and be responsive to the technology and its customers. Collaborate, augment and manage information resources and provide easy and coherent services to one and all.

The objective of any library should be to create an ambience of learning, a state-of-the-art infrastructure which magnetises students and staff alike to increase the utility of the library. Well-displayed books, journals, newspapers, conference proceedings, audio and video CDs, easy access to online resources; enhance the overall students and staff experience. Well-trained staff and motivated library professionals who could encourage better relationships between library staff and students. To be par excellence in academic and research resources and services.

4.4.2. Functions of University Libraries

Regarding the nature and function of the university library there is varying opinion. Basic functions of a library are educative. It supports Literacy Instruction, brings

in awareness of new resources amongst the stakeholders. To the studious and the researchers it provides opportunities for independent reading, downloading and curricular extensions. “The basic function of a library is educative. It is not merely store-house of reading material collected for preservation, but it also functions as dynamic instrument of education, to feed the intellect of the student, encourage the research of the faculty and invite all who enter its house to partake fully of its intellectual and cultural contents”. (Gelfand,1971)

M.B. Line is of the opinion (Line, 1968) “The function of the university library is to bring together information or knowledge on the one hand and human beings on the other hand”.

“The phenomenon ‘Information Explosion’ or ‘Literature Explosion’ has a bearing on the university libraries in two ways: Firstly, university libraries must undertake the responsibility of collecting and supplying the right type of literature to the scholar at the right time, pin-pointedly, exhaustively and expeditiously; and secondly, they must endeavor as far as possible, to organize and give access to information and make the selection and control easy, acceptable and quick”. (Nikose, 2006)

4.4.3. Academic Functions

According to S. R. Ranganathan, there are five stages that the university libraries help the academic community. These are:

In the first stage, which Ranganathan calls ‘*preparatory study’* reading materials should be gathered, organized and attractively presented to the students-on all the subject of study and in all levels-for preparatory study before the class lectures. This is to rouse ‘*curiosity*’.

The second stage is called ‘*parallel study*’ the librarian should provide another set of reading materials for parallel study immediately after class lecture. This is to maintain curiosity.

The third stage, a still another set of reading materials should be served for ‘*follow-up study’*. This is to harness curiosity and take the students to a higher level of curiosity and work.

The fourth stage in library service is concerned with the use of leisure. The library should feed students with entertaining and elevating books for use during leisure time.

The fifth stage, the university library is concerned with is the conservation of the research-potential of the academics. To conserve the research potential, it should pick-up and organizes the nascent thought in every field of knowledge and plough it back into the minds of the research workers. The librarian has thus become a partner in research-work by taking over the literature search. The documentation service should be given both on demand and in anticipation.

The enrichment of the collection in the library and of the actual services to be rendered should reviewed form the economic angle as the money is spent on books, other sources, equipments, buildings, on the teachers and research-workers. (UGC, India Report, 1965)

Wilson and Tauber stipulate the functions of a well administrated University library as follows:

"By accumulating and organizing books, manuscripts, journals and other materials the University libraries serve as an invaluable aid in the conservation of knowledge and ideas as an active force in the teaching, research and extension programmes of the University. Through direct assistance to the members of the faculty and research staff as instructional officers, the University Library participates in the interpretative function of the university. Through its many bibliographical and other reference services the library aids individuals of instructional and research staffs who are engaged in the preparation of materials for publication" (Wilson and Tauber, 1965).

The Education Commission (1948-49) under the chairmanship of D.S. Kothari, detailed out numerous functions of the library which are relevant till date which was to encourage students and staff to the library which would facilitate the best of the academic knowledge which one should gain.

- **Orientation of Student**

The orientation or what Ranganathan terms 'Initiation' is to make students feel at home and to acquaint him: how to look up material in the catalogue, how to find it on the shelves and how to charge it out. During these orientation the freshmen are given

introduction to the library usually through a lecture combined with a tour of library; the freshmen are taken through the stacks, shown the special materials, circulation desk, exposed to the reprographic facilities and given a brief talk on the use of primary, secondary and tertiary sources of information.

- **Guidance on the Library**

A guide to the library is another invaluable device to assist and instruct students about the use of library. Such a guide may vary from single mimeographed sheet to well-printed, well-designed and well-illustrated handbooks. The usual pattern includes the description of resources of the library, with particular emphasis on collections of unusual significance; library services, information about rule and regulations, library hours; the scheme of classification used; the type of catalogue in operation and the arrangement of books on the shelves. The availability of reference sources and reference service, the procedure for becoming member of the library.

The guide or handbook should be written in a simple language and style. Nowadays most of the libraries make available the library information in the form of PPT and made available through the library websites.

- **Exhibitions**

Exhibitions represent an effective device to arouse the interest of students in the library and its activities. The purpose of the exhibitions are to publicize little known or rare material, stimulate reading, promote interest in a specific field, celebrate anniversaries and specific occasions, related books to specific courses, publicize gifts, encourage hobbies, and emphasize the work of student organizations or the research work of faculty.

- **Reference/ information Services**

New entrants to the library should be courteously and promptly serviced converting him to be a regular customer to the library. This humanized, sympathetic and personal aid given to users engaged in teaching and in research of any sort is called reference service.

S.R. Ranganathan has aptly defined reference service as “essentially a human process of establishing contact between the right reader and the right document at the right time in personal way.” According to him, reference service is the most distinctive achievement of modern humanism in library science. Promoting the needs of the stakeholders depends on the way the customers are handled.

Reference function of university library includes:

i. Building up reference collection;
ii. Assisting in selecting materials for the general collection;
iii. Maintain a clipping and pamphlet file;
iv. Exhibiting materials for publicity or for public information;
v. Compiling special bibliographies and making annotations; and abstracts when necessary;
vi. Preserving university ephemera;
vii. Reviewing books;
viii. Providing a translation service;
ix. Cooperating with bibliographical centers and in the compilation of union catalogues;
x. Amassing information regarding library resources of the region, nation and of foreign origin;
xi. Borrowing and lending material on inter-library loan;
xii. Helping the students in locating documents, citations, quotations, proverbs, in identifying an obscure person and providing informational and bibliographical advice;
xiii. Compiling list of faculty publications; and
xiv. giving instruction to the users in the most effective methods of using library materials and facilities by conducting classes and by giving instructions to individuals or groups and administration of personal reference assistance from a desk, lectures or group tours, hand-books or guide books and selectively prepared bibliographies.

The reference librarian should be instructors in the use of libraries and should assist with all the general collections of the library, not merely with the

‘reference collections’. Their role lies in interpreting library collections for study and research. They are the hyphen that joins, the buckle that fastens the users and their documents in a personal way. This makes the reference librarian a friend, a guide and a philosopher and reference service the hub of all activities of a library. (Khanna, 2008)

- **Extension Services**

Some universities offer extension services by supplying large quantities of printed material to numerous individuals (alumni, friends of library) and groups. The researchers conducted by the faculty of university are made available to the society for the solution of the socio-economic problems. Moreover, the university crosses its campus walls and through such means as extension sources, correspondence courses, publications, cooperative and TV programmes, community recreation, dramatics, music, art, visual education, child welfare, adult education programmes and research through experiment stations contributes actively to the furtherance of the education of one and all.

- **Functions in a Digital Environment**

University libraries are equipped with variety of resources in the digital era. Through the INDEST consortium various online sources are provided by various publishers for example IEEE/IEE Electronic Library, ASTM Standards and Digital Libraries, ASCE Journals, ASME Journals, ELSEVIER Science Direct, EBSCO Database, Emeralds e-Book, McGraw Hill Access Engineering to refer the articles published by research scholars.

Users require to access the digital library 24/7 and for this, library has to put all services on the web providing user id and pass word to the students. Users are familiar with the electronic resources and are dependent on the print publications as well. The libraries personnel have to play a crucial role to meet the demands of the users.

Changing or additional functions of the University libraries are:

1. To provide easy access to information to users available in various electronic formats at their remote place.
2. To procure e-resources as per the needs.
3. To provide internet facility for utilization of resource, online journals, e-books, databases to gain knowledge.
4. To automate the library to provide faster access and reference service to the users.
5. To provide OPAC service, networking facilities to the users and help in resource sharing.
6. To develop library website for getting information from different locations by giving links to resources.
7. Libraries should have digital library software to access the digital contents subscribed and analyzed by the library.
8. Learn technical skills to maintain the digital library and library services.
9. Provide scanning, reprographic, Wi-Fi, EDD (Electronic Document Delivery) etc. services.

Maintaining a university library is worthy of consideration by all those who value learning. The words of UGC (U.K., 1921) still echo in our ears:

"The character and efficiency of a university may be gauged by its treatment of its central organ, the library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of the Universities…"

The Universities and particularly university libraries must gear itself up to meet the challenges of the information universe, the user universe and newly emerging Information and Communication Technologies with an holistic, integrated, value-based and qualitative proactive approach, to sustain and succeed in a knowledge economy.

4.5 History of the University Libraries

Until 1947, no significant developments were seen in respect to the establishment and development of universities in the country. But there has been an upsurge in education since India achieved Independence, which can be taken as only the beginning of education revolution. Prior to Independence of the country, British government took

little interest in improving the state of education in the country. But then the Christian missionaries came forward in setting up educational institutions for spreading Christianity in India. They had considerable share in molding the mind and awakening of Bengal and thus started a ‘‘literary renaissance’’ in Bengal. (Tarachand, 1967) The British Christian missionaries also started establishing their own printing presses in India

It was a long time that there came a highly significant step in the form of famous Educational Dispatch Number 49, dated 19th July 1954 drafted by Sir Charles Wood dealing with the question of importance of higher education. (Majundar, 1968) Calcutta, Bombay and Madras witnessed the setting up of Universities in 1857 on the basis of the London model followed by University of the undivided Panjab at Lahore (Sethi and Mehta, 1968) in 1882 and the fifth being a University at Allahabad. As the ball started rolling various central and state universities were setup in all states and Union territories. Gradually to keep in trend higher education was open to private players. Hence today in higher education, India has Central, State, Private and Deemed Universities operating which are recognized by University Grant commission. Additionally there are autonomous institutes which are also functioning and imparting higher education. In total presently, the country can boast of having seven hundred nine universities across the length and breadth of the country.

4.6 University and their Libraries in Maharashtra State

The pioneering University in Maharashtra State was the Bombay University with jurisdiction over colleges in Bombay Presidency and the Indian states lying within the geographical limit of Presidency. At present there are in the State 11 universities with jurisdiction over the areas and operating under uniform Act, namely the Maharashtra Universities Act 1994, which came into operation on 21st July, 1994, these universities are mentioned in the Act as under. (Maharashtra University Act, 1994)

In Maharashtra Mumbai and Pune are the hubs for education excellence. The government has set up varied universities across the state for easy access to students. The state has one Central University, twenty state universities and twenty one deemed Universities. Each of the University has well-spaced, fully furbished library with the state

of the art infrastructure and resources. All libraries use the best of sophisticated technologies.

4.7. University Library Finance

An excellent library requires huge finances to be efficient and professionals to be effective. A good library management depends on adequate funds. The university library primarily depends on its parent body the university and ultimately on the UGC for financial support so that proper library service can be provided regularly to the academic community.

A university library has to spend money on purchasing of reading material and furniture, purchasing of computer hardware and software and maintaining building, employing qualified and experienced staff. The amount of money spent on library resources and library staff would determine the quality of library resources and services offered by it.

4.7.1. Sources of Library Income

A University library in general receives finance through a number of sources Wilson and Tauber have stated that University libraries, in varying degrees receive their income from five 'principal sources' they are,

1) Funds allocated from the University budget,
2) Grants from the UGC,
3) Endowment and gifts,
4) Fees and
5) Miscellaneous sources including fines, the sale of publications etc.

1. Funds allocated from University Budget

University libraries are primarily funded through their respective universities. Major part of income is received from the university through a budget prepared for the same. University directly allocates the funds to the library. The university receives special grants from State Government and the UGC for various purposes of the library such as building, furniture, equipment, purchase of reading material. The purpose of establishment

i.e. salaries and wages for stationary, binding, postage, miscellaneous items, the university has to make allocations for the library out of its own budget.

The Parry Committee report (1967) recommended university should devote a minimum of 6 percent of their income to their libraries.

1.1 Financial Norms

Dr. S. R. Ranganathan mentioned that "with regard to the social value of the University education and research, there is a strong trend towards a consensus of opinion all over the world, favouring a socialistic pattern of education. As a result of this trend, the entire cost of the university in general and libraries in particular is made from the public funds" University Grants Commission (UGC) is the main funding agency to the university which provide funds in three ways.

(1) Non-plan grants: which deals with the receipts and expenditure for the Maintenance activities of the university.

(2) Plan Grants: deals with receipts and payment of the development activities of the University.

(3) Special funds: for specific purpose. (Deshpande, 1985)

There are different norms suggested by various Committees and Commission from different countries.

In United States of America, a survey was conducted by 70 academic libraries during 1970-76. It was observed that the expenditure for document; staff; other items are in the range of 29.2; 60.5; 10 to 32.8; 56.2; 11. Another estimates indicates expenditure of academic library for books, periodicals, AV material, microfilms and binding is in the ratio of 52:21:21:5:1.

In United Kingdom the suggested university expenditure to the tune of 4% should be spent on library. SCONUL Sub-Committee suggested grants and salaries should be in the ratio of 45:55 (Deshpande and Patil, 2004)

Various Commissions and Committees have been formed and have suggested a certain percentage allocation from the University budget for the maintenance and development of the libraries in India. Some of the well-known commissions and committees are

1. Radhakrishnan commission (1948-49) suggested that total university budget 6:25 % otherwise Rs. 40.00 for each student. A unusual non recurring grant, one time during five years, was also recommended so that the library may purchase books which it could not acquire within the recurring budget allowed to it.

2. Ranganathan Committee (1965) suggested each student Rs.15/- as well as each teacher and researcher Rs. 200/- expenditure in university library.

3. Kothari Commission (1964-66) suggested 6.5 percent or Rs. 25/- per registered students along with each teacher and researcher Rs.300/-. It also suggested proportion of expenditure on reading material in relation to staff and sundries should be ratio of 4:5. In addition to this it also suggested 10 percent for furniture, 5 percent for book binding and 8 percent for miscellaneous expenses. (Ranganathan, 1965)

4. K. N. Raj Committee (1980-81)

The Karnataka State University Review Committee (Chairman Dr. K.N.Raj) in its report (1980-81) to the state government recommended setting apart of as much as 20 percent of total university budget for maintenance and development of their libraries. Other states should also adopt these norms while allocating funds to libraries. (Inamdar, 1989)

5. Association of Indian Universities (AIU) (1987)

AIU one of the prominent organization and association of major universities in India recommended 10 percent of the total budget of the university. It also suggested to add 25000 volumes per year at the rate of Rs. 200/- per volume. AIU further suggested percentage wise expenditure for university library i.e. 25% for books, 13% for periodicals, 6% for binding, 6% for sundries and 50% for staff salaries.

6. Working Group of the planning Commission

Recommended that academic libraries can be 10 to 15 percent of the total budget of the university depending on the stages of development. Along with these, some special

recommendations have been also made viz. Ranganathan Library Committee (1957-1965) suggested that in case of newly started university which is not more than five years old an additional grant up to a sum of Rs. 3,00,000/- may be given to build up initial stock of reading material. It further says whenever any university is allowed to start new courses i.e. Post-graduate departments, some assistance should be given for purchase of reading and kindred materials. (Khanna, 2008) C. D. Deshmukh., Chairman UGC in this inaugural address of the seminar on "From publisher to Readers: World-flow in university/college Libraries" (1959) said that a new university library should have at least one lakh volumes of books on its shelves. Then there is question of yearly addition to libraries if they are to continue to be up-to-date.

2. Grants from the UGC

University Grants Commission is the second major source of income allocating grants to the University libraries. The UGC grants are primarily plan grants, which are not received directly by the libraries but through the universities concerned. The UGC grants are of two types- a) Recurring b) Non-Recurring. (Devarajan, 1993)

The UGC gives recurring grants, mainly for the purchase of books and periodicals. The non-recurring grants to universities for construction of library building and development grants for the purpose of developing special collection of specific reading materials and IT equipment's in the libraries. UGC has helped almost all Indian university libraries for construction of their own buildings by providing two-thirds of the total approved cost. The remaining one third is borne by the university out of its own budget of by the concerned state government out of its educational budget.

Indian University libraries have also been benefited by the 'United States' Wheat Loan Programme, under which they have received a sum of $1,700,000 during the first eight years (starting from 1954) for the purpose of American books and exchange of librarians. (Kumar, 1973) This munificent grant has helped Indian University libraries in procuring American books and journals, micro- films, micro-cards and micro-readers
(The Ford Foundation, the Asia Foundation and the Rockefeller Foundation have also helped Indian University libraries acquire and develop resources for study and research e.g. Delhi University Library has received a Rockefeller foundation grants of $ 1,77,475

in 1961 and a Ford Foundation grant of $ 3,51,000 in 1967-68 for library purpose for the training of teachers in library science, getting library consultants and acquiring reading material and equipment.

State university libraries all over the country are starving for funds. This is because: the existing system of funding of state university libraries in the country is based on the old Victorian pattern of maintenance grant-in-aid. In this systems the state government puts upper ceiling on the expenditure of a university. It gives grant-in-aid to the extend the university's resource fall short of the upper ceiling amount. University's resources include income from examination fee, tuition fee and endowment grants. The state government hardly shows any dynamism and commitment in considering the development proposals of the university. The state government policy has been to give just enough to pay for salary of the staff and other sundry expenses including some amount for libraries and laboratories. In respect of libraries this system does not take into accounts it's developmental and research needs, increase in prices of books, personal micro form literature and increase in foreign exchange rates. (Rana, 1992)

- **Apportionment between the University Grants Commission and state Government**

Between the UGC and the state Government it must be decided in what proportion the library finance should be shared. This proportion will depend among other factors on the taxing powers of the Union Government and the State Government. It was suggested that the State Government may pay one fifth of the requirements of a university or college library and the UGC bears the remaining four fifths Similar should be the case with capital expenditure.

3. Endowments and Gifts

Other sources of income to university libraries are endowment gifts. If the endowment happens to be of a general nature, only current income out of it may be used for different purposes, including library development. If the endowment is especially for library purpose, then such funds are more useful because usually there is no time limit attached to the withdrawal and use of such funds. Private individuals, religious

institutions, trusts, international agencies like the UNESCO may provide grants and gifts to the library through the University which are used for a variety of purposes namely for acquisition of reading material, bibliographic and documentation services, microfilm copies of old newspapers and periodicals, library equipment, library building and general library support. However, it is essential that libraries maintain special records for their utilization.

Endowments are rare in India and cannot be considered as a primary source of income for the university library. Indian universities in general not benefited much by the endowment grants through some universities received grants from the Ford foundation, Rockefeller foundation and the PL 480. Such financial support was temporary in nature and limited.

4. Fees

All the university libraries charge fees from their students and research scholars for the use of the library. It is doubtful whether the amount so collected is allocated for library purpose. However this amount can hardly be considered as an adequate source of income for an university library. (Wilson, 1958)

5. Fines and Miscellaneous Sources

Some libraries charge fines as another source of income. These are generally charged on the late or overdue return of books or against loss or misuse of books. Fines cannot be considered as a source of income because they are not meant for the purpose and the primary aim is that users return the borrowed book in time and not to damage it or lose it during their possession. Only small portion of income may be derived from fines and it is doubtful whether the money collected is sufficient to pay for the salary hours and postage stamps spent in collecting the same. Generally the fine is collected at the library counter, but it is sent to the university office at a later date. Thus it is not actually the direct income of the library, though it is collected directly by the library.

"Miscellaneous sources consist of money received by the sale of library publications and wastepaper, photographic and other reprographic services, documentation services rendered etc. These services are rendered by the university

libraries on a no profit-basis. Normally, such funds are added to the general funds of the University for allocation through normal budgeting procedure". (Sood and Sharma, 1991)

Various committees and commissions recommend budget allocation for the university libraries for their smooth functioning. As the electronic resources are rapidly replacing print resources and other technologies are growing, further budgetary provision has to be made for these resources and its service.

4.8 Committees and Commissions for the Development of University Libraries

Five-year plans, various educational Commissions /Committees, role of the University Grants Commission. (Pawar, 1988) are the chief engines which have promoted growth and development of University libraries. In its journey of about thirty four years UGC has set up a number of committees namely Ranganathan Committee, (1965) Charlwhite survey of Delhi University recommendations of the committee on standards of Education, Review Committee of Central Universities, Committee on pay scales, Mehratra Committee, Workload Committee and INFLIBNET Programme etc. to bring the concept that the libraries are temples of learning and professionals working in these regarded as interpreter of knowledge. (Gupta, 1992)

4.8.1 Recommendations of Commissions and Committees for the Growth of University Libraries-

- **Radhakrishnan Commission (1948-49)** Development of university and college libraries, (1965) under the chairmanship of Dr. S. R. Ranganathan, Kothari Commission under the Chairmanship of Dr. D.S. Kothari (1964-66) proposed recommendations for the growth and development of University libraries.
- **Gajendragadkar Committee (1969-70)** In June 1969, UGC appointed a committee popularly known as the committee on the Governance of Universities or Gajendragadkar Committee. The committee in its recommendation felt that university and state relations in the whole university system particularly in view of the greater dependence on the state funds has been strongly emphasized. UGC takes a step forward to suggest the state government on the adequacy of grants for the Universities was suggested by the Committee.

- **Review Committee on University Grants Commission (RCUGC) (1977**) expressed "Use of a library is itself a technique and unless students are trained to use libraries they may not derive any benefit. The matter need attention, the main emphasis should be put on how to improve library facilities."
- **Review Committee on University Grants Commission (RCUGC) (1981)** was also of the view that universities should draw up integrated plans of library development from a long range point of view. It was pointed out that library development should be focused from the angle of academics and not finance.
- **Review of the Social Works Education in India (RSWEI) Report (1981)** also analyzed the scenario of libraries. It noticed that it is necessary for the department to have its own specialized collections, as the books are very expensive and most of the students cannot afford them.
- **Review Committee on Central Universities, University of Hyderabad Report (1987)** Suggestions towards the future development of libraries at providing modern facilities, modern methods of information handling techniques, however, will call for continuous education of the library personnel. This may be arranged by sending the library personnel to short-term courses conducted by institutions. (Bashiruddin, 1975)

4.9 University Grants Commission and the Development of Higher Education and University Libraries

University Grants Commission was set up as an advisory statutory body to the governments for university education. From its inception, the UGC has recognized the role of libraries in higher education. It lays down various standards for library education, library staff, library services, etc.

From time to time, review committees have been appointed by the UGC to advice the UGC in library matters and for the support of higher education in general and the library services. The UGC panel on Library and Information Science is a regular body, which examines library problems and gives recommendations. (www.ugc.org accessed on 13 Dec. 2014). UGC has also set up three information centre covering

different disciplines. “The objective of these Information Centers is to provide document delivery services to students, teachers and researchers.” (Mahajan, 2005)

Dr. C.D. Deshmukh was the first full-time chairman of the UGC. According to Deshpande, “his contribution to the development of the Universities in general and Libraries in particular was singularly great. But for him, the University Libraries, instead of becoming the very hearts of the Institutions, would have continued to be mere appendages; He was a man of great vision and firm convictions and largely because of his efforts, the status of the University Library and its professional staff was elevated. ” Dr. Deshmukh was also responsible for implementing “the recommendations of the Sadler and the Radhakrishanan Commissions regarding the upgrading of the entire University Library System, including the status of the professional staff.” (Deshpande, 1995)

He was also responsible for upgrading college libraries during his tenure at the UGC. Thus he gave a big push to the university and college library movement in India.

Since its inception the UGC has given top priority to the development of facilities of academic libraries in the country. The main functions of the UGC were to look after the educational interests of all the academic institutions, including the libraries.

4.9.1. Functions of University Grants Commission

UGC derives its powers from the Central Government and as far as the State Universities are concerned, its functions are limited to only helping in their development. Every state had not only a financial responsibility for the University under its jurisdiction but also a great deal of power to influence and regulate their affairs and to interfere in them. The UGC has to work in close co-operation with the Government.

At the beginning of each plan period UGC prepares its own five-year plan based on five-year plans prepared by the universities. The funds that the UGC may have during a plan period are determined by the National Planning Commission after discussion with the Ministry of Education and the UGC. The Commission’s fund is a portion of the allocation of money to Ministry. On the basis of this allocation, the UGC hopefully informs Universities how much each may expect to get for Plan purposes

during the quinquennium. The Education and Finance Ministries determine each year, how much the UGC may get during that year.

The University Grants Commission attaches great importance to the efficient functioning of university libraries. The Commission feels that a library is an asset to research work and advanced studies and should pay a vital role in education in the universities. So from time to time University Grants Commission has constituted a number of Committees to go into different aspects of libraries.

The Committee on University and College Libraries was appointed (in 1957) to advise the UGC regarding the proper functioning and management of libraries. Dr. S.R. Ranganathan was made its chairman. It was perhaps the first attempt by any library committee in India to systematically survey the academic libraries on a national basis and it was also the first time that the government of India had decided to seek advice from a professional librarian regarding university libraries. The committee was to advice the UGC on the standards of libraries, building, pay scales and library training.

In 1959 the UGC organized a seminar titled "From Publisher to Reader: Work-flow in University and College Libraries." The report of the Ranganathan Library Committee (1957) and proceedings of the seminar (1959) were published together in 1965. (UGC, 1965) The report is indeed a landmark document; it contained recommendation regarding finance, collection, services, buildings, furniture and equipment, staff and so on. The UGC adopted these recommendations as norms for the working of college and university libraries.

The University Grants Commission (UGC) has been giving substantial grants to Indian Universities for building up their library collections. It is very gratifying to note that UGC has got a liberal policy towards the University Libraries. UGC has seriously taken up the development of university libraries, as an essential aid to advanced studies and research, so essential for industrial advancement and increasing social well-being in our country.

4.10 Assessment and Accreditation by NAAC

NAAC was set up by UGC in order to establish quality standards in a transparent manner for the improvement of universities and academic institutions. This helps the

academic body to analyze its strengths and weaknesses enhancing the public image of the institution. All Universities in Maharashtra have gone through this process of assessment and accreditation by NAAC.

4.11 Role of other agencies like INFLIBNET, UGC INFONET, INDEST CONSORTIUM, NATIONAL KNOWLEDGE COMMISSION and NATIONAL KNOWLEDGE NETWORK in the development of University Libraries

4.11.1 INFLIBENT

INFLIBNET has been a milestone for the development of libraries. Information and Library Network Centre (INFLIBNET) is an autonomous Inter-University Centre of the UGC of India. The library networking, resource sharing or co-ordination seems very essential keeping in view immense expansion and all round growth in Institutions, students, subject, research activities and other educational activities. (Gupta, 1992) The cost of books and journals published both in India and abroad are escalating day-by-day and it is becoming extremely difficult for a university/college to maintain the current level of journals subscription in spite of increase in the allocations for books and journals by the funding agencies. There has been a proposal to interlink the libraries so that they could optimally utilize the available resources.

The university grants commission had constituted committee in April 1988 to advise the UGC on preparing blue print for setting up a 'network' for interlink libraries. (Pawar, 1998)

In the first meeting on 24 April 1988, the committee decided to constitute a working group to prepare a project report on 'Information and Library Network' (INFLIBNET) the members of the working group were experts and officials from representative, organizations, libraries, information centers, computer and communication fields etc. (Dhiman and Sinha, 2002)

4.11.1.1 INFLIBNET performs following major activities

The main activity engaged is the promotion of technology in libraries by extending grants and assistance. This is done by various means through development and

circulation of user friendly software SOUL, Online Library Catalogue, training of library staff. (Bavakutly and Azeez, 2006)

Every year, INFLIBNET programme will identify a number of University libraries to be taken up for automation depending on the budget allocation. The selected institutions will be provided funds for procuring computer systems, retro conversation and networking. Training courses for the staff engaged in computerizing library operating are being conducted since 1992-93. (Pawar, 1998) Modernizing university libraries and manpower development is the important part of the INFLIBNET program.

4.11.2 UGC-INFONET

Establishment of "UGC-INFONET DIGITAL LIBRARY CONSORTIUM" by UGC was launched to facilitate scholarly e-resources for Indian academies. To increase efficiency, learning and governance, universities are interconnected though a network ERNET India. "Under this programme, Information and Communication Technologies (ICT) and internet will be used to transform learning environment form a mono-dimensional one to a multidimensional one". (Chakravarty, 2006)

INFONET has helped libraries meet their users' diverse information needs, as the portal facilitates sharing and printing of E-resources within the Libraries of the Universities across the country. (Bhatt, 2006)

4.11.3 INDEST CONSORTIUM

The Ministry of Human Resource Development (MHRD) took up the initiative of starting the Indian National Digital Library in Science and Technology (INDEST) Consortium. This became a boon for University libraries as grants are extended for subscription to high end journals. (http://www.netugc.com/library-consortia accessed on 20 Jan. 2015)

4.11.4 The Role of National Knowledge Commission: in the development of libraries

An apex advisory body to the Prime Minister's office the National Knowledge Commission issues policies and reforms for various sectors including education. "Easy access to knowledge creation, preservation, dissemination and better knowledge services

are core concerns of the commission." (http://www.knowledecommission.in. accessed on 4 Feb. 2015.) With a sea change due to technological revolution; the future path, the development and the challenges of Libraries, was foreseen and hence restructuring of libraries in terms of all resources including human was suggested to secure competitive edge.

The Commission has recommended opening of "1500 universities nationwide, to enable India to attain a gross enrolment ratio of at least 15 per cent by 2015 and establish 50 national universities as multi-disciplinary exemplars with admissions on an all India basis". "Modernize library management, support greater community participation in field of library management, promote information communication technology, application in all libraries and maintenance of private collections, facilitate donation and encourage public privatepartnerships in LIS development". (http://www.knowledecommission.gov.in/recomm-endations//libraries.asp accessed on 4 Feb. 2015).

"The new model is considered extremely relevant in terms of economy and performance, in offering low-end investment option in the ICT infrastructure at client level, in offering academic community access, not only to local resources but to resources of all the other university libraries as well and in addition opening up new opportunities for libraries to play more efficient, strategic and educational roles to add value to the academic enterprise." (Bhatt, 2011)

4.11.5 National Knowledge Network (NKN)

NKN 2010 is an innovative concept developed for supporting knowledge society for information support by sharing resources. NKN is India's achievement aiming to connect academic research zones like universities, research institutes agricultural and healthcare areas link nuclear science, space, defense may also join as a part of NKN also proposed to add hundreds of new institutions and these might also be benefited and becomes resourceful. (www.nkc.in. accessed on 2 Feb. 2015.)

Chapter Summary

The need to have a dramatic change in the outlook of libraries has been brought about by the various committees, commissions especially Knowledge Commission, five-year plans and UGC who have played a significant role in the development of higher education and university libraries in the state of Maharashtra. The chapter outlines the past, current status and the means of current developments of the libraries in general.

The establishment and development of network and networking systems like INFLIBNET, UGC INFONET, Digital Library Consortium and INDEST consortium, have imbibed technology into libraries and library professionals through trainings bring them at par with libraries of other countries.

References

- American Library Association (1990). *ALA Glossary of Library and Information Science.* New York: ALA.
- Arora, Kanu. (2008). *University Library System: Centralization and Decentralization.* New Delhi: Regal Publications. p 16-17.
- Bashiruddin. (1975, January - June) Working Paper on the University library: Its Function and Problems. *ILA Bullatin, XI*(1-2), p 47-52.
- Bavakutly, M. and Azeez, A. (2006). Library Consortia in India : Initiatives and Concerns. *SRELS Journal of Information Management, XXXXIII*(2), p 177-184.
- Bhatt, R. (2006). Library Consortium: Effective Collaborative Approach toward Resource Sharing. *Journal of Library and Information Science, XXX*(1), p 69-79.
- Bhatt, R. (2011). University Libraries in India in the Digital Age. *DESIDOC Journal of Library and Information Technology, XXXI*(3), p 165-166.
- Chakravarty, R. and Sinha, S. (2006). "Library Consortia in India: Initiatives and Concerns." *SRELS Journal of Information Management* 43-2, p 58-59.
- Deshpande, K. S. (1985). *University Library System in India.* New Delhi: Sterling Publishers Pvt. Ltd. p 150-155.
- Deshpande, K. S. (1995, April-September). My Encounters with Dr. C. D. Deshmukh. *ILA Magazine, II*(4-2), p 9.
- Devarajan, G. (1993). *Resource Allocation in University Library.* New Delhi: Ess Ess publication.
- Dhiman, Anil K. and Sinha, Suresh C. (2002). *Academic Libraries.* New Delhi: Ess Ess Publications, p 63-64.
- Gelfand, M. A. (1971). *University Libraries for Developing Countries.* Paris: UNESCO. p 24.
- Gupta, O. P. (1992). *Development of University Libraries in India after Independence.* New Delhi: Concept Publishing Company. p 37-129.
- Inamdar, N. (1989). *National Policy for University Libraries in India: Criteria for Allotting Funds to University Libraries: Some suggestions. In Inamdar, N.B. and L. S. Ramaia,.* New Delhi: Concept.

- INDEST Consortium. Retrieved from website http://www.netugc.com/library-consortia on dated 20 Jan. 2015.
- Khanna, J. K. (2008). *Managing University and College Library*. Delhi: Sanjay Prakashan. p 321-325
- Kumar, Krishnan (1973). *Research Libraries in Developing Countries.* Delhi: Vikas. p 99.
- Line, M. B. (1968). *The Functions of the University and Research Library Studies.* Oxford Press. p 148.
- Mahajan, Preeti. (2005). *Academic Libraries in India: A Present-Day Scenario.* Library Philosophy and Practice (e-journal. Paper 66.) Retrieved from website http://digitalcommons.unl.edu/libphiprac/66 on dated 27 Nov.2015
- Maharashtra University Act. (1994). *Maharashtra University Act.* Maharashtra. p 11-83.
- Majumdar, R. C (1968). *Ancient India.* 5th Rev. Ed.Delhi: Motilal Banarsidas.
- National Knowledge Commission. Retrieved from website http://www.knowledecommission.gov.in/about/default.asp. on dated 4 Feb. 2015.
- National Knowledge Commission.
  Retrieved from website http://www.knowledecommission.gov.in/recomm-endations//libraries. on dated 4 Feb. 2015.
- National Knowledge Network. Retrieved from website www.nkc.in. on dated 2 Feb. 2015.
- Nikose, Satyapraksah M. (2006). *Resource Sharing Through Networking of University Libraries.* Chandrapur: Pradnya Prakashan. p 40-41
- Paul, Buck. (1964). *Libraries and Universities.* Harvard: Cambridge Press. p 56.
- Pawar, Sarbjit Sing. (1998). *University Grants Commission (UGC) and Development of Libraries.* New Delhi: Deep and and Deep Publications. p 100-182.
- Prasher, R. G. (1991). *University Libraries in India: 1980s and Beyond.* New Delhi: McMillian. p 7.
- Prasher, R.G. (2002). *India's University Libraries: Organisation Operation and Services.* Ludhiana: Medallion Press. p 1-2.

- Ramchandani, C. P. (2015). The Higher Education Scenario in Maharashtra. *International Journal of Innovative Research and Development., IV* (4), p 4. Retrieved from website http:www.ijird.com on dated 2 Sept. 2015.
- Rana, M. (31 August 1992). Funding of University Libraries. *University News, XXX*(35). p 101-102.
- Ranganathan, S. (1965). Academic Library System: Fourth Plan Period. *Library Science Slant Doc., II* . p 294.
- Report prepared by Anil Kakodkar., Higher Education in Maharashtra: Preparing for the future-New Ideas & Pathways.
  Retrieved from website http://www.anilkakodkar.in/education_pdf/higher_education_in_maharashtra_july_2011.pdf on dated 27 Sep. 2015.
- Sethi, R. R. and Mehta, J. L. (1968). *A History of Punjab University 1947-67*. Chandigarh: Punjab University Publication Burea.
- Sood, S. P. and Sharma, C. L. (1991). *Outstanding Studies in University Librarianship.* Jaipur: RBSA Publishers.p 51.
- Tarachand, (1967). *History of the Freedom Movement in India Vol. II.* Delhi: Publications Division. p 1.
- UGC Retrieved from website www.ugc.org on dated 13 Dec. 2014.
- UGC, India. (1965). *University and College Libraries.* New Delhi: UGC.
- University Education Commission, India. (1950). *University Education Commission (1948) Report Vol- I.* Delhi: Manager of Publication.
- University Grants Commission (India) (1965). *Report of the Library Committee of University Grants Commission and the Proceedings' of the Seminar on "Publisher to Reader.* New Delhi: UGC (1959).
- University Grants Commission, (1988). *Development of an Information and Library Network.* Delhi: UGC (INDIA) INTER AGENCY Working Group Chairman: Dr. Yash pal.
- Wilson , L. R. and Tauber, M. F (1958). *The University Library* . New York: Columbia University press.p 191.

- Wilson, L. R. and Tauber, M. F. (1965). *University Library.* New York: Columbai University Press. 2nd Ed. p 25.

Chapter: 5 Manpower of Non-Agricultural University Libraries in Maharashtra State

5.1 Introduction

5.2 Importance of Manpower in University Libraries

5.3 Staffing Formula

5.4 Qualifications for the University Staff

5.5 Salary Scale

5.6 Duties, Responsibilities and Job Analysis of University Library

5.7 Status of the University Library Staff

Chapter Summary

Reference

Chapter 5

Manpower of Non-Agricultural University Libraries in Maharashtra State

5.1 Introduction

Megginson defines the term manpower as, the total knowledge, skills, creative abilities, talents and aptitudes of an organization personnel in addition to the value and beliefs of the individuals concerned. (Megginson, 1977)

According to Atkinson development means the progressive and continuous change, growth, maturation etc. (Atkinson, 1998) The term development is closely linked to training. The term training is concerned with imparting specific skills for particular purposes. Training is mainly meant for the subordinate but development is mainly meant for the managerial cadres through there are no such watertight compartmental differences between these two.

Manpower development is concerned with knowledge, competencies, skills, commitment, attitudes, values and the like of the people of an organization and it pertains to the development and achieving skills and capabilities that are needed to do the present job or prospective job. Basically it is people oriented concept that aims at overall development of human resource in order to contribute to the well being of the employee's organization and the society at large.

5.2 Importance of Manpower in University Libraries

A university library is basically a service institution; its service quality depends chiefly on the quality and the requisite amount of its staff. The nerve centre of any university library is manpower. The staff in a university library should be adequately qualified and properly trained. A library however big and resourceful may not be able to achieve its objectives if not run by competent library staff. On the contrary, a small

library with equally small resources may prove useful if it is run by a dedicated team of professionals under the guidance of an able librarian. (Prasher, 1994) The need of competent and adequate staff is also realized by Radhakrishan Commission.

The university library should have adequate and well qualified staff headed by a person of the caliber of a university professor specialized in some aspects of library science and has the capacities of organization and management. A good librarian is not merely a professional who arranges books on shelves for their smooth flow to the users but also a person who understands documents as tools of learning and is also able to help the academic community by making intelligent use of documents. (India University Education Commission, 1949)

According to Shrivastava and Verma, (1980) the number and size of the staff may vary and be affected by such factors as:

- the number of students,
- faculties and other clientele the library may be expected to serve,
- the size and design of the main library building,
- the character and condition of the library collections,
- the number of departmental faculty and institute (departmental) libraries under the control of the main library,
- the teaching method of the faculty and the number of hours the library open for service'.

Therefore it is of utmost importance that some guidelines for staffing the university libraries are established, which may help the university administrators to evaluate and find out without much difficulty as to how much and of what category of staff shall be required for a particular library.

Dr. Ranganathan formulated first staff formula in 1958 and got it recommended by the library committee. This formula was later revise in 1965 and 1979 by University Grants Commission. (UGC, Committee on University and College Libraries.)

The staffing formula is based on the functional aspects of the University library and considered different sections of library, its workflow and the requirement of staff to cope up with necessary activity. In short the number/volume of documents and providing services to the users is the main base while formulating this staffing formula. This

formula is suitable for printed media and physical entities added to the libraries.

5.3 Staffing Formula

5.3.1 Ranganathan General Staff Formula

A mathematical formula for calculating staff can be extremely helpful. Once such formula is accepted by authorities, then increase in quantum of work would become somewhat mechanical. For estimating the number of various kinds of post required by the library, general staff formula was decided by Dr. S. R. Ranganathan. This formula has proved to be extremely useful and based on intake of libraries.

A. General

a) Professional staff

SB+ SC+ SL+ SM+ SP+ SR+ ST

b) Non-professional skilled staff

B/30,000 + S/100 c)

Unskilled staff

SB/4+SC/2+SL+SM/4+SP/2+SR/8+A/20,000+D/500+B/60,000+

(S/100)/4+V/30,000

Explanation

SB = Number of persons in book section

SB = A /6000 = Number of books accessioned in a year / 6000

SC = Number of persons in circulation section

SC = G / 1500= Number of gate-hours for a year /1500

One gate hour=one counter gate kept open for one hour

SL = Number of persons as librarian and his deputies

=HW/1500=Number of hours library is kept open in day* No. of working days in a year/1500

SM = Number of persons in maintenance section

= A/3000 = Number of volumes accessioned in a year/3000

SP = Number of persons in a periodicals section

= P/500= Number of periodicals currently taken/500

SR = Number of persons in reference section

=(R/50) (W/250) = (Number of readers per day/50) (Number of working days in a year/250)

ST = Number of persons in technical-that is classification and cataloguing-section.

= A+40D/2000=Number of volumes accessioned in a year + 40* Number of periodicals abstracted and indexed in a year/2000

B = Annual budget allotment in rupees

S = Number of seats for readers

A = Number of volumes accessioned in a year

D = Number of periodicals abstracted and indexed in a year

V = Number of volumes in the library

The requirement of the staff for each section has been calculated on the basis of experience. As per the formula, the number of required professionals of a periodical section is based on the assumption that one professional is sufficient for procurement as well as recording 500 periodicals per year. Similar assumptions form the basis of the formula.

5.3.2 Staffing Formula by UGC

The Library Committee set up by the UGC under the chairmanship of Dr. S R Ranganathan in 1958 for the formulating staffing formula for university and college libraries in India. The staff formula with minor changes laid down by the University Grants Commission suggested one post of librarian, one post of deputy librarian, one post of accountant, one post of steno-typist and one clerk. These positions are mainly to look after the administrative and management tasks. Apart from this two main managerial positions for every function of library is managed by Assistant Librarian and hence the following staff is to be added as per demand. (Satarkar, 2000)

Book Section: One person for every 6,000 volumes added in a year.

Periodical publications section: One person for every 500 current periodicals taken.

Documentation Section: One person for every 1,000 entries prepared in a year.

Technical Section: One person for every 2,000 volumes added in a year.

Maintenance Section: One person for every 6,000 volumes added in a year, one person for every 500 volumes to be replaced in a day and one person for every 1,00,000 volumes in the library.

Publicity Section: Staff for the Publicity Section has not been provided for University and College Libraries.

Administrative Section: At least of one library accountant, one steno typist and one correspondence clerk.

Reference Section: One person for every 50 readers (added than the users of the textbook collection) in a day.

Circulation Section: For every 1,500 hours one person for which one wicket gate of the library has to be kept open in a year.

Supervisory Section: One Librarian, one Assistant or Deputy Librarian.

Unskilled Staff: One cleaner for every 30,000 volumes in the library, one attendant for each 6,000 volumes added in a year, for 500 current periodicals taken and for each of the shifts of a circulation section, in addition unskilled and the semi-skilled workers normal to any institution.

Later on Academic library system in the fourth plan period, Dr. S.R. Ranganathan (1965) suggested certain changes in the above mentioned norms, as noted below:

Periodical Publication Section: Fifteen Hundred periodicals subscribed.

Documentation Section: To supplement the work done by the INSDOC and the international abstracting services: Thirty research workers (in the University).

Maintenance Section: Fifteen hundred volumes newly added fifty thousand volumes to be looked after (one person). (Ranganathan, 1965)

An effort was made to revise the above mentioned formulas through a seminar **"Work Flow in Libraries"** which was held under the auspices of the Indian National Scientific Documentation Centre and the University Grants Commission between 21st November to 24th November, 1996 at New Delhi. It made the following few suggestions and appointed a sub-committee to further work out the formula:

"Classification (According to the extent	*Per day*
of Classification)	15 to 25 books.

Cataloguing (5 cards)	12 books.
Accessioning	40 books.
Filing	250 cards.”

5.3.3 Formula Used in Maharashtra State

In Maharashtra state, Govt. issued orders in 1980 (Government of Maharashtra,1980) for the first time to specify the library staff to be appointed in academic college libraries. According to the formula -

a) Staff required for Maintenance and work in the Library of the College.

Every affiliated College is entitled to have a Librarian in the UGC recommended scale of pay (the prescribed qualification for the post being a Master’s Degree Plus Degree/Diploma in Library Science) to be in-charge of the library. In addition to the Librarian, Colleges may be held entitled to additional library staff (with technical qualifications and for purely clerical and/or Class IV) as follow, related to the strength of students (at Degree College and the Junior College levels together).

i) An Assistant Librarian (for whom the prescribed qualification should be a Bachelor’s Degree plus a Degree/Diploma in Library Science and the prescribed revised scale of pay shall be Rs. 365-760), if the strength of students in the College is more than 2,000.

ii) Supporting Library Staff, in addition to the Librarian and the Assistant Librarian (wherever admissible), shall be at the rate of one person for 250 students, Every fourth member of such supporting staff may be a Junior Clerk and the remaining persons shall be in the Class IV category (of Library Attendants). This means that till the strength of a College reaches 1,000. No separate clerical staff will be available for the Library as such; there will be Peons only (not exceeding three depending on the range of students strength up-to 1000) for the Library and Clerical help, if any, required by the Librarian will have to be secured by drawing upon the staff under (a) above. The minimum prescribed qualification for the post of a Junior Clerk shall be SSC and the prescribed revised scale for the post shall be Rs. 260-495. However, if the Junior Clerk holds a post SSC Certification in

Library Science, the revised scale admissible to him shall be Library Attendant shall be Rs. 200-280.

In short till the strength of a college reaches 1000, no separate clerical staff will be available for the library as such, there will be peons only: Any clerical help required by the librarian has to be secured from office only.

The formula was criticized by D. B. Madiwale (Madiwale, 1985) in the paper presented at Conference 1985. He has suggested a formula in 1979 at UGC Khandala conference. Further he has suggested the staff as under:

- Librarian from the beginning of the college.
- Assistant Librarian after the enrolment of 1000 students.
- Technical Assistant after the enrollment of 2000 students.
- Library assistants.
    a) From the beginning of the college one.
    b) In addition to the above for every 750 students on library assistant be added.
    c) Clerk cum typist-from the beginning of the college library

    One,

    Attendants

    a) From the beginning of the college library two,
    b) In addition to the above, for every addition of 1000 students (or a major part thereof) one.

Note:

1) If the reading room is open for more than normal working hours, one library attendant and one peon should be added.
2) If the cleaning of the floor of the library is not done by sweepers one peon should be provided for this job.
3) Among every 5 library assistants. 5 library attendants and 5 peons, one library assistant, library attendant, peon should be promoted to the posts of Sr. library assistant. Sr. attendant and Sr. peon (Daftari).

This formula does not suggest the job description, further there is no provision for reprography assistant, watchman, sweeper etc. The formula considers that more staff is required in open access system. A peon will not do the job of sweeper as suggested in

the formula. Further this formula was suggested in 1985 but still no action is taken.

The recommendations made by the committee (Government of Maharashtra) are recently accepted by Government of Maharashtra. (Government of Maharashtra, 1997) for staffing pattern for Universities in Maharashtra, including library staff. The report states that the staff of the university is to be divided into status i.e. class I to class IV with proportion of each cadre as follows:

class 1 (group A)4%

class 2 (group B)6%

class 3 (group C)67%

class 4 (group D)33%

The committee has recommended various sections in the university and suggests staffing pattern for the same. However, the committee has suggested the job description for each section and not for the post. Since the state government has accepted the formula for university libraries, logically the same may be accepted for the college libraries to maintain uniformity. (Satarkar, 1998)

Manpower is a critical factor for library effectiveness. Manpower management is a technique of balancing the manpower demand and manpower supplies in organizations. To meet the requirements of service by the library it is essential to have personnel of the right caliber at the right time and in the right quantity.

In a traditional staffing pattern all these formulas mainly focus on only the hardbound books or print versions, but today the hybrid libraries are equipped with modern technology. The NKC has suggested re-assessing staffing of libraries for sustaining in new environment. The Publishing technology has been completely revolutionized. Library software, RFID and Barcode technologies, e-book and e-journals, Reprographic services are introduced in these hybrid libraries. Today libraries are connected with Networking, Consortiums. Therefore, it is necessary to revise or rethink the existing staffing formula, flexible enough to accommodate the changed technological environment.

5.4 Qualifications for the University library Staff

The UGC Regulations for appointment of Teachers and other Academic staff in Universities and Colleges and measures for the maintenance of standards in Higher Education 2010 [No. F3-1/2009 dated 30 Jun. 2010.] are as follows:

5.4.1 University Librarian

i. A Master's Degree in Library Science/Information science/documentation with at least 55% marks or its equivalent grade of B in the UGC seven point scale and consistently good academic record set out in these Regulations.
ii. At least thirteen years as a Deputy Librarian in a university library or eighteen years experience as a College Librarian.
iii. Evidence of innovative library service and organization of published work.
iv. Desirable: M.Phil. /Ph.D. Degree in library science/information science/ documentation/ archives and manuscript-keeping.

5.4.2 Deputy Librarian

i. A Master's Degree in Library Science/Information science/documentation with at least 55% marks or its equivalent grade of B in the UGC seven point scale and consistently good academic record.
ii. Five years experience as an Assistant University Librarian/College Librarian.
iii. Evidence of innovative library services and organization of published work and professional commitment, computerization of library.
iv. Desirable: M.Phil. /Ph.D. Degree in library science/information science/ documentation/ archives and manuscript-keeping/computerization of library.

5.4.3 University Assistant Librarian/College Librarian

i. A Master's Degree in Library Science/Information science/documentation with at least 55% marks or its equivalent grade in a point scale wherever grading system is followed and consistently good academic record with knowledge of computerization of library.
ii. Qualifying in the national level test conducted for the purpose by the UGC or any

other agency approved by the UGC

iii. However, candidates who are or have been awarded Ph.D. degree in accordance with the "University Grant's Commission formulated - Minimum Standards and Procedure for Award of Ph.D. Degree, Regulations 2009, shall be exempted from the requirement of the minimum eligibility condition of NET/SLET/SET for recruitment and appointment of University Assistant Director of Physical Education and sports". (http://www.ugc.ac.in/oldpdf/PSOrders/RevisionPayScale.pdf accessed on 13 Mar. 2015)

5.5 Salary Scale

The library staff structure, functional designation and the professional status, their qualifications, grades in a university library and the corresponding scales of salary for each grade, were recommended by UGC Library Committee. The salary scale should be changed to coincide with that of the teaching staff, whenever the latter is changed. (http://www.ugc.ac.in/oldpdf/PSOrders/RevisionPayScale.pdfaccessed on 14 Mar. 2015)

5.6 Duties, Responsibilities and Job Analysis of University Library

For running a modern university library on efficient lines it becomes necessary that the duties and responsibilities of the different sections in a library are defined and spelt out. A detailed job analysis of each section needs to be attempted, so that each member of the staff knows what he is supposed to do and what is expected of him. (Deshpande, 1985)

5.6.1 Staff of the University Libraries

According to the nature of the work, the library staff can be divided into following Categories

i. Professional Staff
ii. Semi-Professional Staff
iii. Non-Professional Staff
iv. Supportive Staff

i. Professional Staff

The professional staff should-

- have sound academic background;
- have rich practical experience,
- good knowledge in professional matters,
- competence in performance and
- service attitude.

Professionals usually involve themselves in intellectual and non-routine activities, which require their academic background and professional expertise. They also play leadership roles, directing the various divisions of the organization and providing the specialized expertise to fulfill the information needs of the users of the library. They constitute the top and middle level of management holding positions like the Chief Librarian, Deputy Librarian, Assistant Librarian, Professional Assistant, Etc. In other works they form the core of any library to achieve its objectives.

ii. Semi-Professional Staff

In this category person generally perform routine and repetitive jobs in a library. These categories of staff are referred to as Semi-Professional as they can effectively carry routine professional duties assigned to them. Their qualification generally encompass library science a (degree or a diploma) and they perform jobs like shelving, charging and discharging, preparing publication for binding, typing and filing catalogue cards, claiming on-receipt of periodical issues, searching books on the shelves etc. which require technical qualification, experience.

The staff members of this category belong to middle or lower level of management and are referred to as library assistants, technical assistants, cataloguers or shelf assistants and provide the required support to the higher levels of management.

iii. Non-professional Staff

The library has also a number of jobs related to financial and administrative matters. These include purchase of materials, acquiring stationery and equipment, maintenance, engineering works, security, cleaning, financial matters, typing work etc.

Personnel with specific skills are required to handle each activity. The number of personnel to be employed in this category depends on the size and kind of library. They are referred to Administrative office, Finance/Accounts officer, Section officers, Office assistants, Accounts assistants, Typists, System analysis, Secretarial staff etc.

iv. Supporting Staff

The personnel include in this category works in co-ordination with the professionals and semi-professionals and are very essential for smooth functioning of library. They are referred to as support staff. Modern day technologies have led to the increased use of computers, communications and media technologies for providing efficient library services. And all the activities require electronic equipment, the handling of which involves skilled personnel. For handling audio-visual material and reprographic equipment, trained persons are to be employed who can keep the machinery and equipment in proper working order all the time. (Deshpande, 1985)

The personnel in the university libraries is categorized as

- Professionals,
- Semi-professionals,
- Non-professionals, the designations vary from library to library. As per the UGC report of Library Committee, University library staff is categorized into professional senior, professional junior, professional assistant and semi-professional. And others are treated as non-professionals.
- University librarian, deputy librarian, assistant librarian, reference librarian, chief classifier and chief cataloguer are put in the category of professional senior.
- Maintenance librarian, assistant classifier, assistant cataloguer, accession librarian, circulation librarian, periodicals librarian and are considered to be professional junior.
- Senior library assistant is treated as professional assistant and
- Junior library assistant as semi-professional. (UGC Report, 1965)

5.6.2. The University Library has at least following Sections

1. Acquisition
2. Processing
3. Circulation
4. Periodicals
5. Reference
6. Automation
7. Administration

In addition to above sections, some universities have the following special sections:

1. Manuscript
2. Digitization
3. Publication
4. Accounts

Each of the above sections except the office may be put in charge of an Assistant Librarian. The office may be in charge of a Superintendent/ an Administrative Assistant depending upon the size of the library and the volume of work. (Report of the Sub-committee on Staffing in University and College Libraries, 2009)

5.6.3 Section wise jobs in a University Library (Job Analysis)

A) Acquisition Section -

1. Frame the policy of book acquisition including accepting donation.
2. Maintenance of book selection tools
3. To receive the books from booksellers on approval and arranging book exhibitions.
4. To obtain recommendations from Departments and Users.
5. To develop database of the recommendations received.
6. Collect the donations in terms of documents and others
7. Checking of duplications
8. Selection of vendor, for supply and decision about cash purchase, advance payments, etc.
9. Sending of orders for supply and preparation of order record.
10. Sending reminders to the vendors.

11. Bringing the parcels from transport office.
12. Checking of books with orders, price verification.
13. Checking and passing of bills, to send acknowledgement of donations.
14. Monitoring budget for departments.
15. Giving feedback to faculty members about arrival of information sources.
16. Allotment of books for circulation reading room/reference section.
17. Maintenance of the statistics of the section.
18. Keeping readers (especially faculty) informed about newly published books.
19. Maintaining a book review files of books useful to library.

B) Processing Section-

1. Processing of books with stamp, slips in addition to generation of barcodes etc.
2. Classification.
3. Accessioning the documents.
4. Preparation of book cards, shelf list cards.
5. Preparation of subject headings and identified key words.
6. Preparation of data entry sheet.
7. Entering of data in computers.
8. Checking of data entry sheet and entered data.
9. Hand over the documents to concerned section.
10. Maintenance of authority files for classification.
11. Preparation of new arrivals list.
12. Display of jackets and exhibition of new arrivals.
13. Transfer of books to respective sections/ departments.

C) Circulation Section-

1. Registration of users.
2. Issue of identity cards/library cards.
3. Preparation of user cards.
4. To help users in locating the documents.
5. Issue of books to students at various counters.

6. Issue of books to teachers.
7. Accepting the books returned by users.
8. Transportation of books within the section.
9. Minor repairs of books
10. Cancellation of membership.
11. Issue of no dues certificate.
12. To send reminders for overdue books.
13. Accepting the claims for books having demand.
14. To certify overdue charges, fine etc.
15. Issue of books under book bank/SAF scheme.
16. Action on books reported lost.
17. Filling of the book cards.
18. Maintaining statistics of circulation.
21. Maintenance of reading room.
22. Shelving of documents.

D) Periodicals Section-

1. Obtaining recommendations for periodicals and obtaining periodicals on gratis.
2. Correspondence for sending subscriptions.
3. Checking and passing of bills of subscriptions.
4. Registration of issues received.
5. To send reminders for non-receipt of periodicals.
6. Getting the volumes bound.
7. Checking and processing of bound volumes of periodicals.
8. Develop database of articles form periodicals.
9. Shelving of current periodicals and back volumes.
10. Providing help for locating particular article from periodical.
11. Develop database of newspaper clippings.
12. Provide current Awareness service for periodicals issue.
13. Maintenance of statistics
14. Provide reading room service for periodicals.

15. Provide document delivery service.
16. Provide news paper reading room service.

E) Reference Section-

1. To give orientation to newly registered users.
2. To provide reference service for the queries received.
3. To provide SDI i.e. Selective Dissemination of Information.
4. To prepare bibliographies.
5. To organize Orientations, Seminars etc.
6. To arrange exhibitions, extension activities etc.
7. Provide reading room service for reference documents.
8. Shelving of reference documents.
9. Provide reprography service.

F) Administration and Maintenance Section-

1. Maintenance of building/space of the library.
2. Cleaning of floors.
3. Property Counter Service.
4. Selection of the binder.
5. To sort out books for binding.
6. Registration of books sent for binding.
7. Verification of books received after binding.
8. Cleaning of stacks and resources.
9. Maintenances of notice boards/ display boards.
10. To conduct annual stock verification.
11. Acquisition and maintenance of Dead stock.
12. Correspondence and other office work.
13. Insurance of building and reading materials.
14. Work related to library committee.
15. Preparation of annual report.
16. Passing of bills and maintenance of accounts.

G) Automation Section-

1. Selection of hardware.
2. Selection of software.
3. Proving infrastructure for automation.
4. Purchase of hardware and software.
5. Installation of hardware and software.
6. Provision of consumable.
7. Provide in service training for automation.
8. Work relating to participation in networks.
9. Provide INTERNET and e-document services.
10. Subscription to on line e-documents.
11. Orientation to perpetual users for use of e-resources.
12. To develop and maintain website and portals for libraries.
13. Digitization of resources.
14. Subscription/purchase of database.

H) Manuscript Section-

1. To procure manuscripts.
2. Processing of manuscripts.
3. Preservation of manuscripts.
4. Digitization of documents.
5. Publication of manuscripts.
6. To render services related to this section. (Dhaiman and Rani, 2005)

5.6.4 Post wise jobs in a University Library (Job description)

a) Librarian

The primary responsibility of the university librarian is:

- the task of educating others in the university about library problems, including, for instance, the library costs involved in opening a new course;
- the realities as well as the implications of computer applications to libraries;
- the requirements for space that every acquisition will demand;

- the merits and demerits of decentralizing collections and services;
- the wisdom of a separate undergraduate library;
- the economics and service impact of in-house versus commercial binding;
- the desirability of the curatorial system in building collections;
- the degree of emphasis merited for special and rare collections at a given stage of development of the library;
- the quality of staff and the costs thereof required to operate a fist-rate library;
- the aspirations of staff for the academic status and scale of pay ; and
- the relative effectiveness of various methods of acquiring publications, e.g., blanket orders, exchanges, foreign purchasing missions and on approval plans. It is decisions in such areas that determine the nature and goals of the university library. (Rutherford and Weber, 1971)
- To perform duties and functions as specified in Maharashtra Universities Act 1994 U/s 19 (4)

b) Deputy Librarian

- To supervise the work of the library staff and prepare work schedules for them;
- To help conduct staff meetings;
- To act as chief adviser to the director (librarian) in matters of administration;
- To formulate administrative and library policies and present them to the librarian for consideration;
- To draw the attention of faculty members to the co-ordination of the instructional and research programmes of the university with the use of the library;
- To aid the librarian in the preparation of the budget:
- To make report to the librarian regarding the work of the library;
- To supervise the technical and/or service departments;
- To cooperate with the heads of departments (of the library) in the nomination of the new staff members and to make suggestions to the librarian regarding the promotion, change of position or other action concerning staff members.
- To act as principal administrative officer during the absence of the librarian and to

represent him at designated meetings;

- To act as liaison officer between staff member and librarian and to represent him at designated meetings;
- To be responsible for building problems and general equipment. (Wilson and Tauber, 1958)

Like the librarian, the deputy librarian should be accessible to staff members for consultation. The major administrative officers are expected to be cognizant of developments in every aspect of university librarianship.

5.6.5 Duties of the Departmental/Sectional Heads

A. Assistant Librarians/Information Scientist

1. To lay out and assign work for the department staff and see that they are effectively employed;
2. To give directions and suggestions to the staff, assisting them in solution of difficult problem and revising their work;
3. To develop the procedures and routines of the department to meet the needs of the users of the library;
4. To cooperate with the heads of the other departments and to co-ordinate the work of the library;
5. To prepare reports and memoranda for the deputy librarian, librarian and other members of the staff and faculty;
6. To rate staff members on their efficiency;
7. To see that essential records and statistics are kept.

Apart from this -

1. Frame the policy of book acquisitions including accepting donation
2. To obtain recommendation from users.
3. Selection of vendor for supply and decision about cash purchase, advance payments etc.
4. Allotment of books for circulation/reading room/reference section.
5. Classification
6. Checking of data entry sheet and entered data.

7. Maintenance of authority files for classification
8. Issue of no dues certificate
9. Cancellation of membership
10. To certify overdue charges, fine etc.
11. Action on books reported lost.
12. Obtaining recommendations for periodicals and obtaining periodicals on gratis.
13. Provide document delivery service.
14. To give orientation to newly registered users.
15. To provide reference service for the queries received.
16. To organize orientations, seminars etc.
17. Selection of the binder.
18. To conduct annual stock verification.
19. Selection of hardware.
20. Selection of software.
21. Providing infrastructure for automation work.
22. Purchase of hardware and software.
23. Installation of hardware and software.
24. Subscription perpetual to on line e-resources.
25. To develop and maintain web site and portals for library.
26. To procure manuscripts
27. Subscription/ purchase of databases. (Khanna, 2008)

B. Senior Library Assistant/Technical Assistant/Professional Library Assistant

1. Maintenance of book selection tools.
2. To receive books from booksellers on approval and to arrange book exhibitions.
3. To develop database of the recommendations received.
4. Sending of orders for supply and preparation of order record.
5. Checking and passing of bills
6. Maintenance of the statistics of the acquisition section.
7. Preparation of subject headings and identify key words

8. Preparation of new arrivals list.
9. Registration of users.
10. To send reminders for overdue books.
11. Maintaining statistics of circulation.
12. To keep records of inter library loan.
13. Correspondence for sending subscriptions.
14. Checking and passing of bills of subscription.
15. Develop database of articles from periodicals.
16. Provide Current Awareness Service for periodicals issue.
17. Maintenance of statistics of periodical section.
18. To provide Selective Dissemination of Information
19. To prepare bibliographies.
20. Provision of consumables.
21. Provide In-service training for automation
22. Work relating to participation in networks.
23. Provide INTERNET and e-resources services.
24. Orientation to users for use of e-resources
25. Digitization of resources
26. Preservation of manuscripts.
27. To render services related to manuscript section.

C. Junior Library Assistant/Library Assistant/Issue Assistant

1. Collect recommendations from faculty members.
2. Checking of duplications.
3. Sending reminders to the vendors.
4. Giving feedback to faculty members about arrival of Information sources.
5. Keeping readers (especially faculty) informed about newly published books.
6. Maintaining a book review file of books useful to library.
7. Accessioning the documents.
8. Preparation of data entry sheet.
9. Entering of data in computers.

10. Issue of identity cards/library cards.
11. Preparation of user cards.
12. Issue of books to students at various counters.
13. Issue of books to teachers
14. Accepting the books returned by users.
15. Accepting the claims for books having demand
16. Issue of books under book bank/SAF scheme.
17. Registration of issues received.
18. To send reminders for non-receipt of periodicals
19. Getting the volumes bound.
20. Checking and processing of bound volumes of periodicals
21. To arrange exhibitions, extension activities etc.
22. Provide reading room service for periodicals
23. Registration of books sent for binding.
24. Verification of books received after binding
25. Processing of manuscripts
26. Maintenance of reading room.
27. Provide reading room services to reference documents
28. Checking of books with order, price verifications.
29. Collect donations in terms of documents and others.
30. Sending acknowledgement for donations
31. Monitoring budget of the departments

D. Library Attendant

1. Processing of books with stamp, slip, barcodes etc.
2. Preparation of book cards, shelf list cards.
3. Display of jackets and exhibition of new arrivals
4. Transfer of books to respective sections/department
5. To help users in locating the documents.
6. Transportation and shelving of books
7. Minor repairs of books

8. Filing of the book cards of books issued
9. Maintenance of resource in the stacks room.
10. Shelving of current periodicals and back volumes.
11. Provide newspaper reading room service
12. Shelving of reference documents.
13. Provide reprography service
14. To sort out books for binding
15. Cleaning of stacks and resources
16. Maintenance of notice boards/display boards.
17. Taking out book cards of returned books

E. Junior Clerk/UDC/Section Clerk

1. Acquisition and maintenance of dead stock
2. Correspondence and other office work
3. Insurance of library building and reading material
4. Passing of bills

F. Senior Clerk/UDC/Section Clerk

1. Maintenance of building/space of the library.
2. Work related to library committee.
3. Preparation of annual reports
4. Maintenance of accounts.

G. Peon

1. Bring the parcels from transport office.
2. Property Counter Service.

H. Sweeper

1. Cleaning of floors
2. Cleaning of toilets

Apart from this traditional library work and services, new roles are in addition to this and these services are not a replacement for traditional duties. New services will continue to develop and numerous traditional library services will have to continue in some form for the foreseeable future. The major challenged for libraries is to meet the demand for various services with an extremely limited staff. The staff should have sound knowledge and handling of modern equipment that is computers, software, OPAC, CD-ROM drives, printers reprographic and other equipments, modern, V-SAT, multimedia installations and other communication equipments, barcode readers etc. have completely revolutionized the practices and procedures followed in libraries. They should be thoroughly conversant with modern technology to render quicker and more accurate services to those who seek them.

UGC foresaw the need for professionalization and development of skills among library personnel to enable them to efficiently work in an ICT environment. The working university personnel therefore are afforded the opportunity to improve their skills, knowledge, techniques through the programmes launched by UGC namely Academic Staff Colleges at various universities.

A modern university library is a complex affair, as there is a need to transform the appointed staff into efficient professionals who provide excellent patron service. The new roles are an addition and not for a replacement for traditional duties. It becomes necessary that the detailed job analysis of each section is created.

5.7 Status of the University Library Staff

The importance of the libraries in higher education has been realized by the University Grants Commission which appointed a committee in 1957, under the chairmanship of S.R. Ranganathan to study the status of University and College libraries in India and to recommend appropriate steps to be taken to improve the situation.

The Ranganathan Committee recommended that:

1) “The status and salary of the professionally qualified library staff should be the same as that of the teaching and research staff in line with the practice in universities all over the world. ” (UGC, 1965)

2) The Ranganathan committee criticized appointing a non-professional e.g. professor,

as “in-charge” of library. It said:

“The practice of appointing a person without the prescribed qualification, even as honorary librarian should be abolished. This old practice inhabits and kills the enthusiasm and the initiative of the professional librarian and the staff. It clips their wings. It degrades the staff to the level of clerical assistants. It will make the library to continue to be a mere collection of books instead of an intellectual workshop and the heart of the university and college” (UGC, 1965)

The University Grants Commission’s Committee ultimately recommended that- “The system of appointing a non-professional person, such as professors as honorary Librarian as the Head of a library should be abolished.”(UGC, 1965)

The other educational bodies like ICAR, AICTE etc. have assigned faculty status for librarian and placed the library staff in the academic scale of pay. The recruitment policies and promotion schemes recommended were also at par with that of teachers. But at the time of implementation most of the universities had diluted the orders due to numerous reasons, the requirements for implementing the orders of the government and educational bodies have not been admitted in full by several universities. (Francis, 2008)

5.7.1 Academic Status for University Library Staff

Status is deemed to be the social position of a particular person. It is a kind of ranking of a person in a particular class. Status fixes the standing of a particular person in his own community and it includes many aspects e.g. social status, economic status, occupational status etc.

When we talk of academic status, it automatically includes all other remaining aspects of status in a university. The moment, academic status is provided to a class of persons, they get the same status and rank as their other counterparts already enjoy. But it should be very clear that merely according economic parity and status does not mean that they have the same academic status as others in the teaching community enjoy.

To understand the position and ranking in a university community one should know what kind of status should be given to the university library personnel. Moreover, one has to know the position where he stands in the organization so that he may perform

his duties in a proper manner and restrict himself within his limitations as well as it is necessary to determine the status of university library staff.

According to Wilson and Tuber in order to attract individuals who possess sound educational and professional knowledge for the extension into competent university librarians, assistant librarians and professional assistants, it is necessary to assure them that 'university librarianship is many-sided and affords opportunities for administration and scholarly activity and that ability is rewarded with promotion, extension of responsibility and ample financial compensation'. Librarianship must be recognized as are responsible calling which requires a highly competent staff, if effective results are to be achieved. (Wilson and Tuber, 1958)

The University Education Commission (1948-49) also stated "It is necessary that the library be supposed to encompass sufficient and well qualified staff. Each library requires several grades of employees. At the top will be a man of caliber of a University Professor who has specialized in some aspects of library science, (he) must have qualifications corresponding to a doctorate in library science." (India University Education Commission, 1948-49)

Later on in 1958, the Advisory Committee for Libraries recommended that library staff should be treated at par with the teachers. (India, Library Advisory Committee , (1961)

The services of the library have to be maintained throughout the entire year rather than through the two academic semesters or three quarters. The development of well-conceived policies of acquisition and service and the selection and direction of a staff competent to operate the library effectively with those policies make extensive demands upon the ability, energy and time of the librarian.

In the light of above, the responsibilities of the librarian are comparable to those of academic deans and professors. In fact, they may be even more exacting because of their variety and complexity. Consequently, they should be taken into consideration when salaries, conditions of status and tenure and opportunities for study, for the development of policies and other activity or rest are determined. Recognition of abilities, training, experience and responsibilities of staff likewise should be carefully considered. (Wilson and Tauber, 1958)

5.7.2 Librarian as a Teacher

It is necessary to decide as to how a librarian is a teacher. Only giving them academic status does not mean that they have become teachers. Teachers not only impart knowledge to their students through instructions but also analyze the contents of courses, determine and select literature for study and research and prepare students for final assessment. As such, librarians are not independent in doing their work. It can be said that librarian's work is not one-man-show but is a team work and the success of a library depends upon the coordination of its different activities. It is a collective effort. While teaching is an independent activity, librarianship is a controlled activity. To some extent the role of librarians is to do the job of an informal teacher by guiding students and research scholars in the choice of reading material and by organizing orientation and initiation programme for users.

According to Dr. Radhakrishanan Commission, focus on the reference assistant is properly qualified, will be in touch with teachers and guide the students to the proper volumes and the proper pages in each volume, which would be helpful to them. These reference assistants can be of help not only to the students but also to the teachers in their special subjects of study. (India University Education Commission, 1950)

Dr. Ranganathan, made tremendous efforts to uplift this profession. He was the first person in India who was appointed as a professional librarian and given academic status. He realized the importance of library service and tried to establish its importance for research and study. He gave more emphasis on the service aspects of library and was of firm opinion that librarians can get their due status and benefits by virtue of library services rendered by them.

He argued in strong words that library staff should be given parity with the teaching staff, not only in terms of pay scales but also in terms of status. In his report (1958), he clearly stated that the professional staff of a university library should be distributed into four grades with designations, qualifications and scales of salary corresponding to those of professors, readers, lecturers and assistant lecturers. Their salary scales should be changed whenever those of teaching staff are changed. (India University Education Commission, 1948). It was due to his efforts that the grades of librarians were revised in 1966 and it was the first success in the direction of academic

equivalence.

5.7.3 Government Efforts

The Government of India has tried to give equal status and pay scales to the university library professionals but somehow it has adopted double standards. Double standards in the sense that by appointing commissions and committees for the service conditions and other matters of librarians it took lead even from Western countries, but after getting the recommendations of these various commissions and committees it took a lot of time in implementing the same. However, the efforts made by the Indian Government may be stated categorically as follows:-

a) The Calcutta University Commission (1917-1918) for the first time declared librarian as officer of the university and recommended for him the status of a professor.
b) The University Education Commission (1948-49) recommended that the librarian should get the status equivalent to a university professor and his deputies should get other corresponding grades.
c) The Education Commission (1964-66) recommended that teachers should take the help of librarians in teaching and they should try to collaborate among themselves to transfer the library into a intellectual work-shop.
d) A Committee on Libraries was appointed by the University Grants Commission under the Chairmanship of Dr. Ranganathan to study the existing conditions of libraries and to suggest suitable measures for their betterment. The Committee also considered the matter relating to salary scales and status of librarians. The Committee recommended that the university teachers but it gave emphasis on similar academic and professional qualifications. The other important recommendation was made to abolish the post of honorary librarian.
e) Later on these recommendations were adopted by the UGC. The annual report of UGC 1959-60 includes the adoption of the recommendations of library committee. Consequently the UGC issued a Notification No. F63-2/61/(SS) on May 1, 1962 which stated that university library professional should get pay scales at par with university teachers. In 1968, the UGC again accorded similar

pay scales to library staff, w.e.f.1.4.1966.

f) A noticeable difference in pay scales of university teachers and librarians was made w.e.f.1.1.1973 when their pay scale was revised. It was agreed and decided that pay scales similar to those of teachers shall be given to librarians in universities w.e.f.1.4.80.

On the basis of this notification many state Governments awarded pay scales to librarians in universities and college at par with teachers. Some of the Universities, including Delhi, adopted the merit promotion scheme for library staff as well. The UGC vide letter NO.F.6/83 (MP) dated 28th January 1984 addressed to the Registrar, University of Delhi, directed the University that merit promotion scheme may be followed for library staff.

It can be concluded that the demand of academic status requires immediate implementation. The librarians must also try to keep themselves ready to meet the academic requirements. They must devote themselves to the task of organizing better services in university libraries. Only after rendering better services to the reader community may they claim themselves as academicians. During this process they should devise new methods and new techniques to organize library services in a scientific and logical way. First of all the librarians should try to get academic status then they should try for faculty status after doing their assessment and evolution honestly and be ready to meet the challenges of faculty status.

5.7.4 Changing Role of the Library Professionals

The library professionals role has changed from the traditional to digital library. The users want their required inforamtion at a remote place instead of visiting the libraries. Technology has brought out tremendous change in library practices. New resourcs are mostly available in electronic or digital form that is e-books, e-journals, video lectures, hypertext, multimedia, hypermedia, online conferences, online seminars, online databased, e-learning resources, CD's, DVDs, document delivery systems etc. Libraries are continuously adapting effective ways to link information to the users through library personnel.

Chapter Summary

From this chapter it can be concluded that,

- Each traditional staffing pattern is focused on the print resources; the e-books, e-journals, e-publications are not considered in these formulas.
- There is an urgent need to propose the staffing formula, which can be suitable in this current need of users and the changing pattern of information storage and dissemination of Information in the Technological era.
- University administrators who recognize the importance of the work involved in effective librarianship know that adequate manpower should be provided to the university libraries and the remuneration must be provided not only for the chief librarian but for the staff as well.
- In order to develop and attract trained persons in the university library, it must be demonstrated that the university librarian should has many aspects and opportunities for creative challenging work and that ability is rewarded by promotion, additional responsibilities and larger financial compensations. Librarianship must be recognized as a responsible profession requiring a highly competent staff if effective service is to be provided. The status and pay scale of the university library staff should provide due attention for effective and efficient functioning of the university libraries.
- This chapter discusses and highlights the Manpower development in the changed context, therefore it is necessary to assess the manpower requirements, required qualifications, job descriptions, status, pay scales, service conditions and career advancement of the university library staff.

References

- Atkinson, J. (1998). *Dictionary of Psychology.* Delhi: Goyal Saab. p 125.
- Deshpande, K. S. (1985). *University Library System in India.* New Delhi: Sterling Publishers Pvt. Ltd, p 97-120.
- Dhiman, Anil K. and Rani, Yashoda (2005). *Learn Library Management.* New Delhi: Ess Ess Publications. p 165-167.
- Francis, A. (2008). Personnel Management in University Libraries in the Modern Technological Environment. *Inf Techno Libr, XXVII*(1). Retrieved from website http://www.ala.org/on dated 4 Apr. 2015.
- Government of Maharashtra. (dated 21/2/1997). Maharashtra Government, letter no. NGC/1294/18447/26910/4/, p 2.
- Government of Maharashtra. (Dated 26 Oct., 1980). Resolution No. NGC/1280/150163/XXXII (CELL). p 3.
- India University Education Commission. (1949). *India University Education Commission, Chairman : S. Radhakrishanan (1948-49).* Delhi: Manager of Publications, C1.p 112-113.
- India, Library Advisory Committee. (1961). *Chairman : K P Sinha (1956).* Delhi: Manager of Publications, p 70-71.
- Khanna, J. K. (2008). *Managing University and College Libraries : Academic Functions and Administrative Organisation.* Delhi: Sanjay Prakashan. p 100- 103.
- Madiwale D. B. (1985). Staffing Pattern for College Libraries in India. In Public Library Development Perspectives and Staffing Pattern in Libraries and Information Centers. *31st All India Library Conference*. Delhi, p 265-275.
- Megginson, L. (1977). *Personnel and Human Resources Administration.* Iions: Rewing INC: Home Wood.
- Prasher R.G. (1994). *Personnel Problems in Indian Libraries.* New Delhi: Medallion Press, p 27-28.
- Ranganathan S. R. (1965, December). Academic Library System: Fourth Plan Period. *Library Science*, p 227-228.
- Recommendations of the Seminar have been reported in IASLIC Bulletin V.12, No. 1 (March, 1967). p 45-47.

- Report of the Sub-committee on Staffing in University and College Libraries (2009). *A Sub Committtee was appointed during the Meeting of the University Librarians held at YCMOU, Nashik on 6 th May 2009 Vide letter No. CS/JBVC/LIB/09/1973 dated 16th June 2009* . Secretary to the Governor, Maharashtra.
- Rutherford, D. Rogers and David, C. Weber. (1971). *University Library Administration* . New Delhi: H. W. Wilson, p 9.
- Satarkar, S. P. (2000). *Personnel Management in College Libraries.* New Delhi: Rawat Publications, p 1-216.
- Satarkar, Suresh Prabharrao. (1998). *Staffing Pattern in the College Library: Case Study of Maharashtra.* (Ph.D. Thesis submitted at Savitribai Phule, Pune University) Pune, p 90.
- Srivastava S. N. and Verma, S. C. (1980). *University Libraries in India* . New Delhi.: Sterling Publishers Pvt. Ltd, p 143-144.
- UGC (1965). *University and College Libraries: Report of the Library Committee of the University Grants Commission.* New Delhi: UGC. p 71-73.
- University Grants Commission (1965). *College and University Libraries,* New Delhi: UGC, p 69-150.
- University Grants Commission. Retrieved from website http://www.ugc.ac.in/oldpdf/PSOrders/RevisionPayScale.pdfon dated 14 Mar. 2015.
- Wilson, L. R. and Tuber, Maurice F. (1958). *The University Library: Organization, Administration, and Functions of Academic Libraries.* New York.: Columbia University Press, p 128-299.

Chapter 6

Data Analysis and Interpretation

6.1 Introduction

Maharashtra State is well known for its education sector. University is the apex institution of higher education. The university libraries of the Maharashtra State are ready to cope with the ever-growing demand of users according to the new publishing technologies with the help of modern tools like consortia, networking of libraries, various online databases, e-publishing, e-books, e-journals, etc.

To provide right information to the right user at the right time is possible only when the right human resources is employed and developed on a continuous basis at par with the changing technological environment.

A survey was conducted on the basis of objectives and hypothesis, to assess the present HRD in university libraries and need for the future HRD in Maharashtra State for the effective and efficient functioning of the university libraries in Maharashtra State.

6.1.1 Questionnaire

Two sets of questionnaires were designed: One for Librarians and the other for professional staff of the university libraries in Maharashtra State, to achieve objective of the study. These questionnaires were sent to all the ten university libraries and out of 10 university librarians, 09 university librarians responded, that is 90%; whereas out of the 57 professional staff, 51 responded to the questionnaire that is 89%.

The librarian questionnaire was prepared to find out the present status of HRD in university libraries of Maharashtra State. The questionnaire included questions on library automation, staffing, performance appraisals, promotion, training, motivation, factors that become barriers for HRD implementation along with the factors that improve HRD in university libraries in Maharashtra State.

6.2 Data Analysis and Interpretation

6.2.1 Name of University and their abbreviation for Data Analysis

For the presentation of data analysis, a code or abbreviation of university name are assigned to the university libraries in Maharashtra State as follows

Sr. No.	Name of the University	Abbreviation/ Code
1	University of Mumbai, Mumbai	UM
2	Nagpur University, Nagpur	NU
3	Savitribai Phule Pune University, Pune	SPPU
4	SNDT Women's University, Mumbai	SNDT
5	Dr. B R Ambedkar Marthwada University, Aurangabad	BAMU
6	Shivaji University, Kolhapur	SUK
7	Sant Gadge Baba Amravati University, Amravati	SGBAU
8	North Maharashtra University, Jalgaon	NMU
9	Swami Ramanand Teerth Marathwada University, Nanded	SRTMU
10	Solapur University, Solapur	SU

Table 6.2.1: Name of Universities and Abbreviation

6.2.2 Response to Survey

Type of Questionnaire	Total No of questionnaires sent	No of Respondents	Percentage (%)	No of Non-Respondents	Percentage (%)
I. Librarian	10	9	90%	1	10%
II. Professional Staff	56	51	91%	5	9%
Total	**66**	**60**	**91%**	**6**	**9%**

Table 6.2.2: Number of Respondents

6.2.3 Name and Establishment Year of the University Libraries

Name of the University Libraries	Year of Establishment
Jawaharlal Nehru Library, Mumbai	1881
Dr. V.B. alias Bhausahab Kolte Library, Nagpur	1923
Jayakar Library, Pune	1949
SNDT Women's University Library, Mumbai	1955
Dr. B R Ambedkar Marthwada University Library, Aurangabad	1958
Bar. Balasaheb Khardekar Library, Kolhapur	1964
Sant Gadge Baba Amravati University Library, Amravati	1983
Central Library, Jalgaon	1991
Swami Ramanand Teerth Marathwada University Library, Nanded	1994
Solapur University, Solapur	2004

Table 6.2.3: Year of Establishment of University Libraries

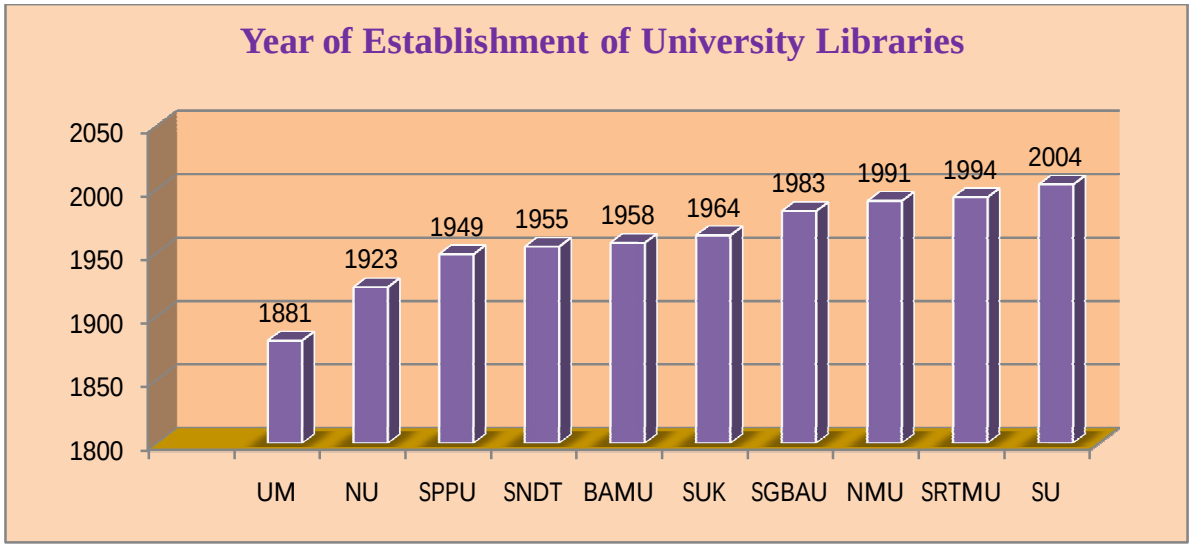


Figure 6.1: Chronological Development of the University Libraries

Observation

From the table no 6.2.3 and figure no 6.1, it can be concluded that the university libraries in Maharashtra State had a constant growth from 1923 to 2004. It is also observed that the first university library was established in the year 1881 which proves that the university libraries in Maharashtra State are have a long historical background.

6.2.4 Timing

Working Hours/Day	No of Uni. Libraries	Percentage %
8 hours	5	56%
10 hours	4	44%
12 hours	0	0%
Extension of Working hours during examination period	Yes-4 No-5	Yes-44% No-56%

Table 6.2.4: University Library Timing

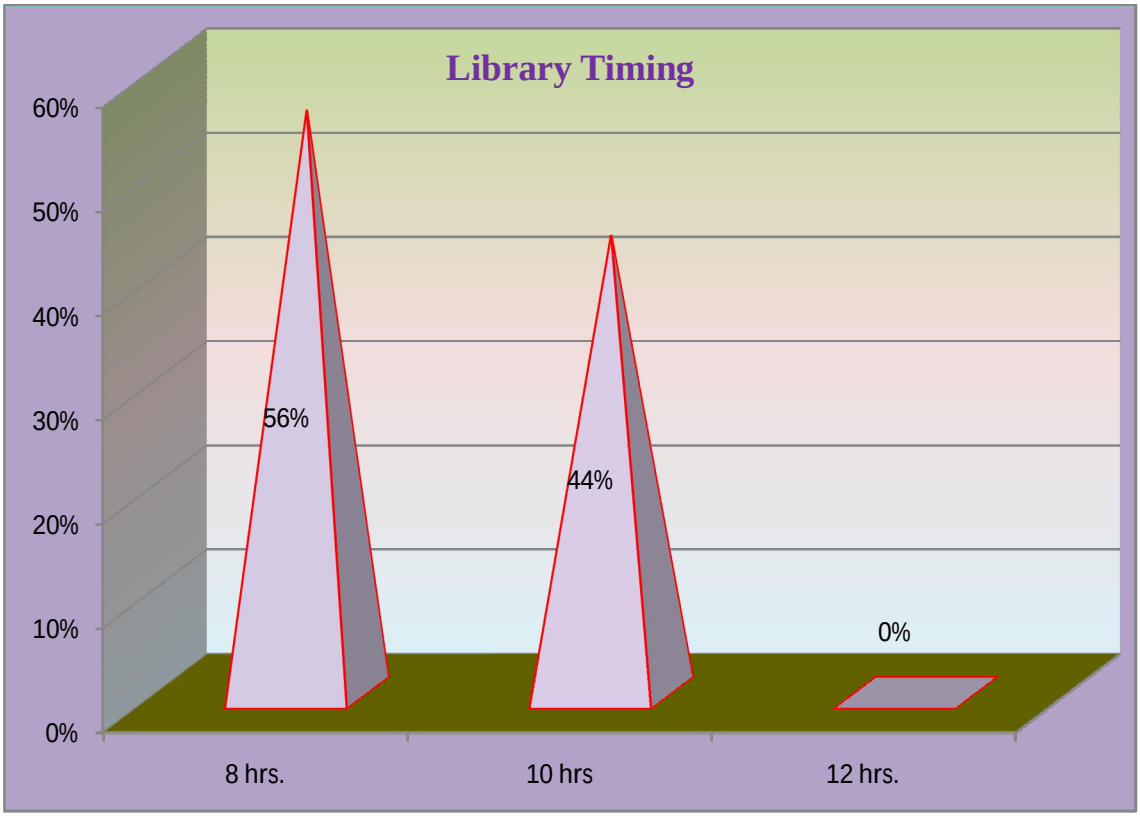


Figure 6.2: Library Timing

Observation

Table no 6.2.4 and figure no 6.2 shows that, 56% libraries are kept open for 8 hours/day whereas 44% Libraries are open for 10 hrs a day. No library was found to be open for 12 hours/day. During the time of examination, only 44% libraries extend their working hours, while 56% keep on working for the same number of hours which they used to work before.

6.2.5 Designations

(Q.2) was asked to know the present designation of the University Librarian.

Name of the University	Designation
University of Mumbai, Mumbai	Dy. Librarian
Nagpur University, Nagpur	Librarian
Savitribai Phule Pune University, Pune	Librarian
SNDT Women's University, Mumbai	Librarian (Addl. Charge)
Dr. B R Ambedkar Marthwada University, Aurangabad	Librarian
Shivaji University, Kolhapur	Librarian
Sant Gadge Baba Amravati University, Amravati	Librarian
North Maharashtra University, Jalgaon	Librarian
Swami Ramanand Teerth Marathwada University, Nanded	Dy. Librarian
Solapur University, Solapur	Physics Dept.

Table 6.2.5: Designations of Librarians

6.2.6 Present Positions

(Q.3) was asked to know the present positions of the University Librarian. As the Librarian is a very important position in the university system.

Name of the University	Present Position
University of Mumbai, Mumbai	I/c Librarian (Dy. Librarian)
Nagpur University, Nagpur	University Librarian
Savitribai Phule Pune University, Pune	Librarian & Head
SNDT Women's University, Mumbai	Dy. Librarian (Addl. Charge)
Dr. B R Ambedkar Marthwada University, Aurangabad	University Librarian
Shivaji University, Kolhapur	University Librarian
Sant Gadge Baba Amravati University, Amravati	University Librarian
North Maharashtra University, Jalgaon	University Librarian
Swami Ramanand Teerth Marathwada University, Nanded	I/c Librarian (Dy. Librarian)
Solapur University, Solapur	I/c Librarian (Physics Dept.)

Table 6.2.6: Present Positions of the Librarians

Observations

Table no 6.2.5 and 6.2.6 indicate that, there are 6 regular librarians currently appointed in the universities while there are 4 In-charge Librarians. A librarian is a very important position and hence the vacant positions should be filled at the earliest.

6.2.7 Gender of Respondents

(Q.4) Gender of the respondents asked to determine the proportion of male and female librarians in the university system.

Gender	Responses	Percentage (%)
Male	7	78%
Female	2	22%
Total	**9**	**100%**

Table 6.2.7: University Librarians Gender respondents

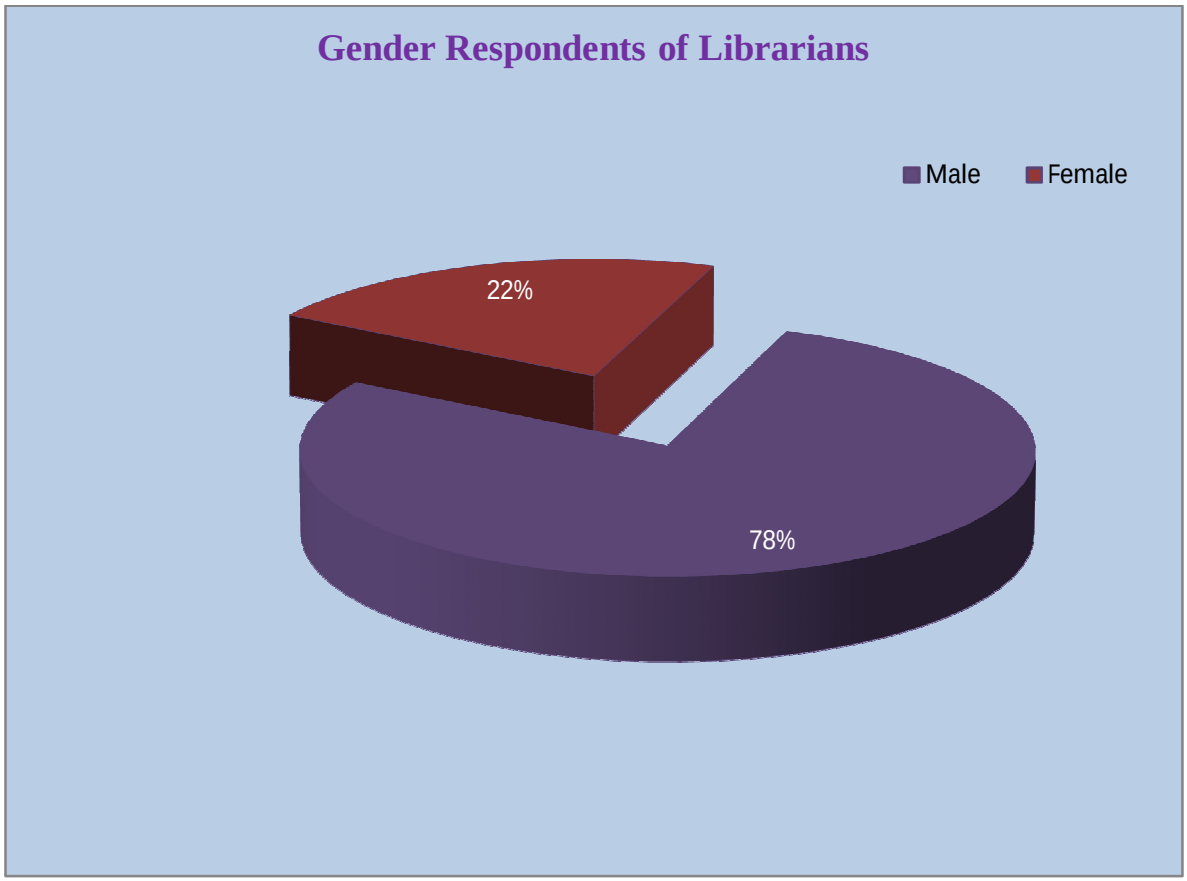


Figure 6.3: Gender Respondents of University Librarians

Observations

Table no 6.2.7 and figure no 6.3 shows that, the majority of librarians are males 78%. Only 22% of the librarians are female which shows that there is grave inequality at the top with respect to occupying the highest position in the university library.

6.2.8 Age Grouping of Staff

(Q.5) was asked to determine in which age group the librarians fell into.

Age	Responses	Percentage (%)
25-30	-	-
31-35	-	-
36-40	-	-
41-50	2	22%
51-60	7	78%
Total	**9**	**100%**

Table 6.2.8: Age Grouping of University Librarians

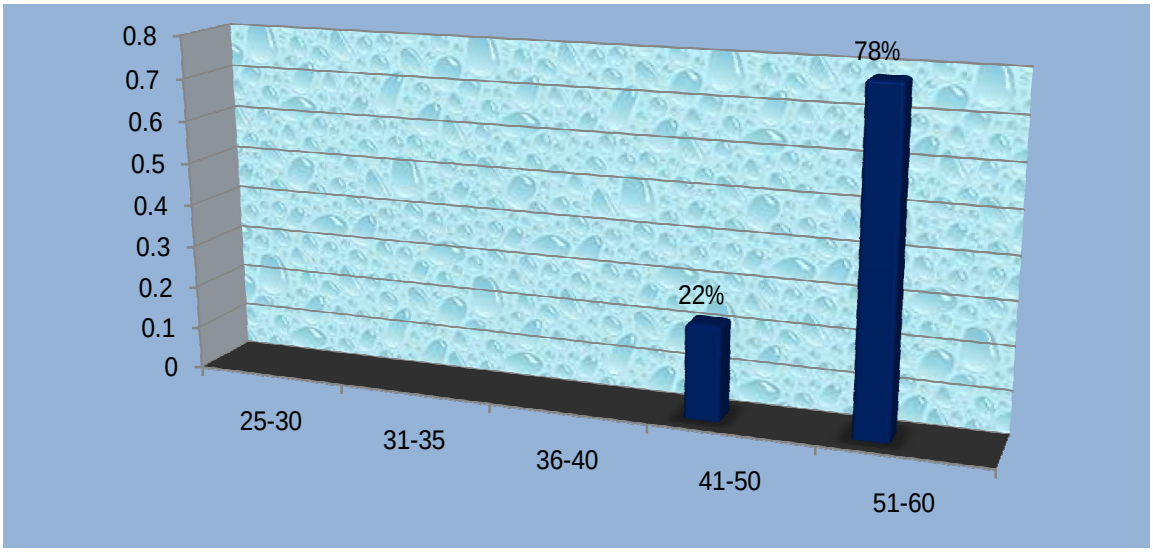


Figure 6.4: Age Grouping of University Librarians

Observations

Table no 6.2.8 and figure no 6.4 indicates that, all the librarians belong to the age group of 40-60. Out of this age group, 22% of the librarians belong to the age group of 41-50 while remaining 78% belong to the age group of 51-60.

Observation shows that the majority of the universities libraries are run by experienced group belonging to the age group between 51-60, which will helps the university libraries to perform their function gradually with combination of the traditional as well as new introduction of IT related services, which are supposed to be provided by university libraries.

6.2.9 Educational Qualifications

(Q.6) was asked to know the qualifications of the university librarians.

Qualifications	Responses	Percentage (%)
SET/NET	-	-
Ph.D.	8	89%
M. Phil.	1	11%
M. Lib. & I. Sc.	9	100%
Other	6	67%

Table 6.2.9: Educational Qualifications of Librarians

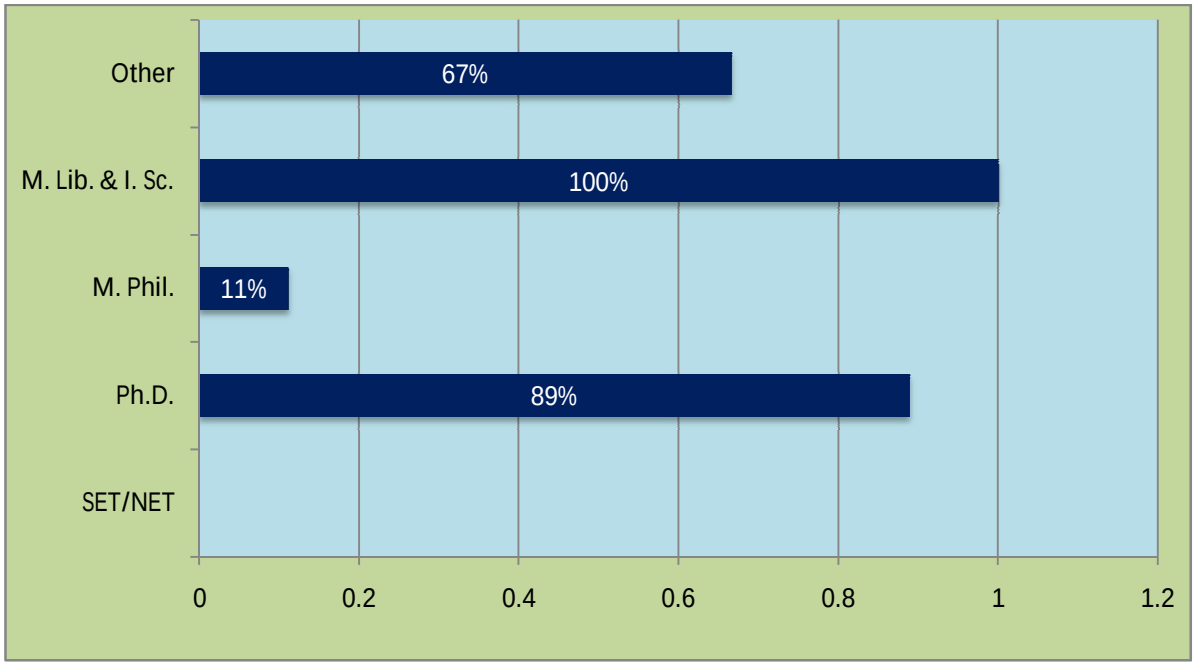


Figure 6.5: Educational Qualifications of Librarians

Observation

From the table no 6.2.9 and figure no 6.5, shows that all the 100% librarians are M. Lib & I. Sc. While 89% of the librarians are Ph.D. and 11% of the librarians have M. Phil. In addition to that 67% have other degrees including M.A., M. Com., M. Sc. etc.

Most of the university librarians have acquired a research degree that is, Ph.D. in library science, which indicates that the librarians working in Maharashtra State Universities are highly qualified and have a research base that definitely improves the functions of libraries as well as library the professions.

6.2.10 Experience

Description: (Q.7) asked to know the experience of the university librarian, as this question helps us to figure out the contribution provided by the Librarian.

The observation revealed that 8(89%) of the respondent have more than 20 years experienced. And 1(11%) respondent didn't give any reply to the question.

A. Data Analysis for University Librarian

6.2.11 Library Budget of Current Year 2014-2015

(Q.8) was asked to examine the library budget provided for each university.

Name of the University	Total Library Budget of Current Year 2014-2015
University of Mumbai, Mumbai	112988600
Nagpur University, Nagpur	10245000
Savitribai Phule Pune University, Pune	45000000
SNDT Women's University, Mumbai	46389484
Dr. B R Ambedkar Marthwada University, Aurangabad	0
Shivaji University, Kolhapur	4062000
Sant Gadge Baba Amravati University, Amravati	5000000
North Maharashtra University, Jalgaon	7500000
Swami Ramanand Teerth Marathwada University, Nanded	1121535
Solapur University, Solapur	-

Table 6.2.10: Library Budget

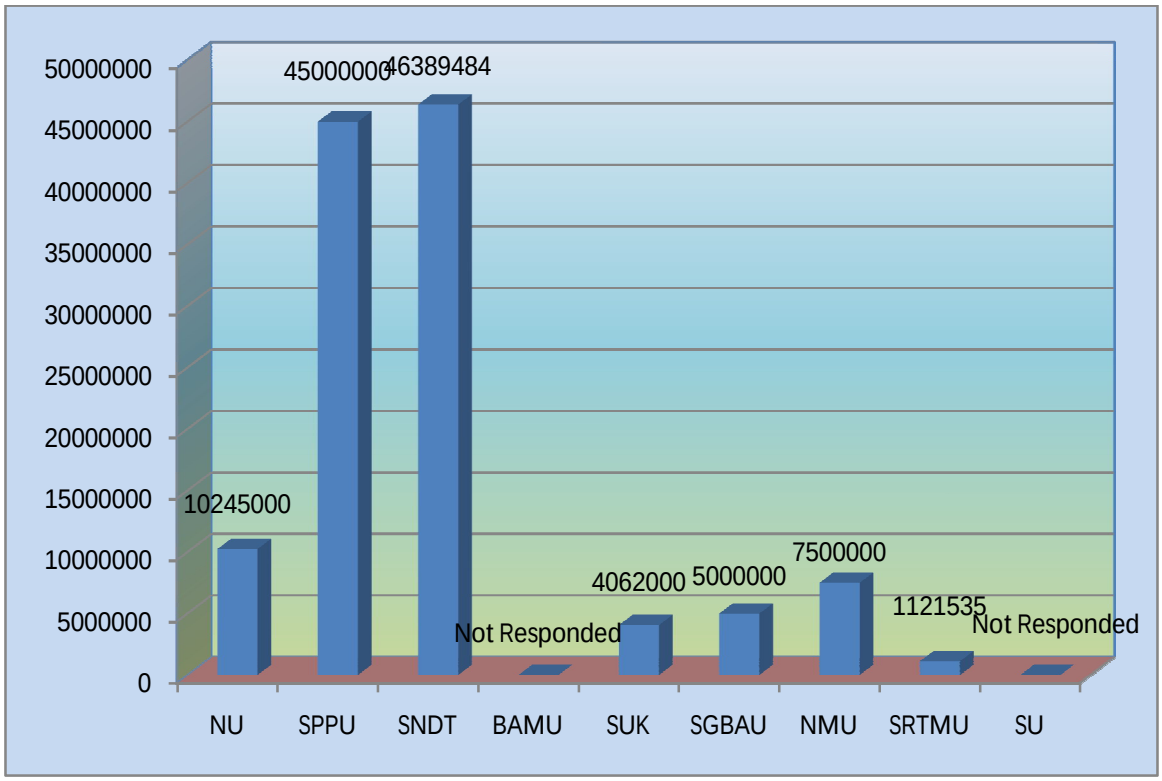


Figure 6.6: Library Budget

Observation

The data of table no 6.2.10 and figure no 6.6 shows that, the library budget for Mumbai University is the highest which is an obvious implication of the fact that it is the oldest university among our sample of universities. Marathwada University did not respond to the question.

6.2.12 Library Budget of last 4 years

(Q.9) asked to know the total library budget from the year 2010-11 to 2013-14. Due to time constrains it seems that the responses have been inadequate for analysis.

6.2.13 Library Resources

(Q.10) asked to know what kinds of resources of various types the university has.

As most of the services are dependent on the kind of resources the libraries has.

Sr. No.	Name of the Uni.	Bks.	Ref. Bks.	Thesis	National Jr.	Inter. Jr.	Bound Jr.	Patents	Standards	A/V	E- Jr.
1	UM	7,51,837	90,000	20,228	270	361	75,344	-	-	2074	4453+
2	NU	3,96,205		11,664	229	61	35719	-	-	193	7576 (UGC INFONET)
3	SPPU	4,54,075	-	13,593	77	167	175020	-	-	1279	28 (Databases)
4	SNDT	3,94,557	-	11,130	-	-	-	-	-	7275	58 (Databases)
5	BAMU	3,68,347	15,000	4828	194	156	45000	-	-	155	81315 (134000 E-Books)
6	SUK	2,67,648	-	10057	242	54	33139	-	-	1744	8800+
7	SGBAU	1,08,985	10,000	2342	115	02	6146	-	-	-	15000+
8	NMU	84,574	-	3718	152	-	6266	-	-	200	25000+ 12000 (Web of Sic.)
9	SRTMU	61,376	-	2117	131	30	6586	-	-	-	4000+
10	SU										

Table 6.2.11: Library Resources

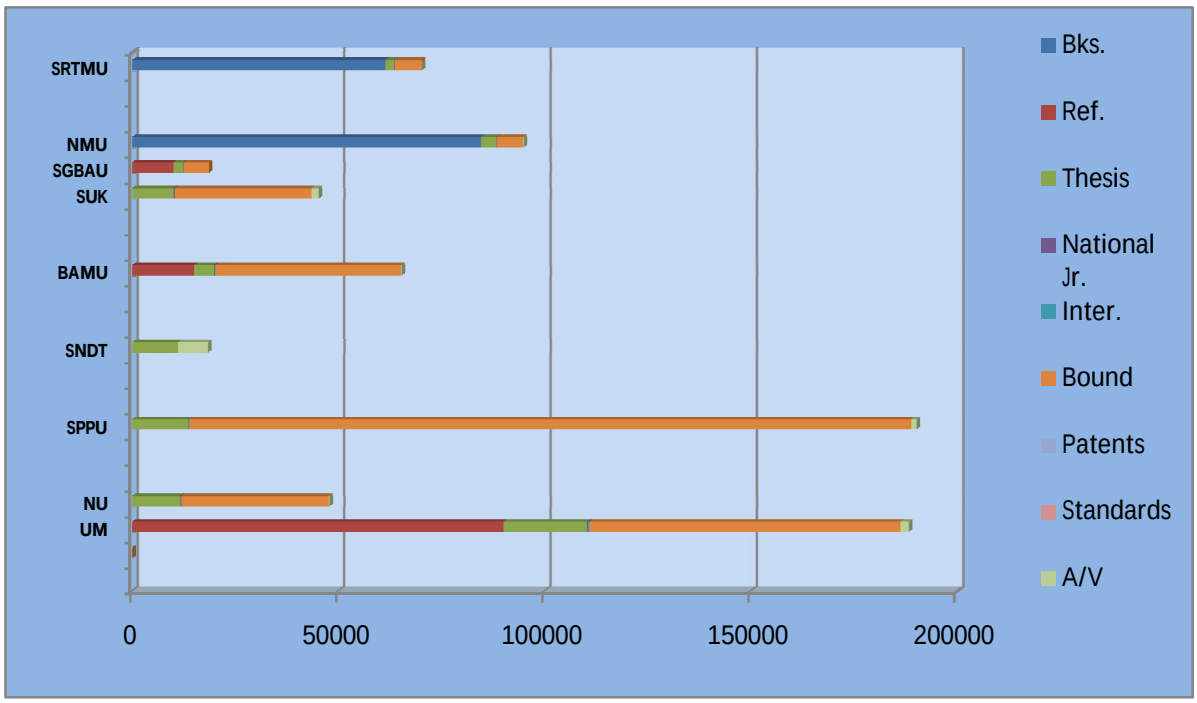


Figure 6.7: Library Resources

Observation

The data of table no 6.2.11 and figure no 6.7 clearly shows that, Mumbai University has the highest number of library resources in all forms as compared to other universities. This is because of the fact that it is the oldest university in the sample that we have and also its library budget is way ahead of the other universities. Due to its financial prowess, it is able to procure more library resources than other universities and the same gets evidently reflected in the comparative analysis.

6.2.14 Strength of Library Users

(Q.11) was asked to know the category of the users and the number of users in each category. As the services are dependent on the type of users.

Sr. No	Name of the Univ. Library	Category of the Users					
		Teaching Staff	Non-Teaching Staff	Research Scholars	Students UG	PG	Visiting users
1	University of Mumbai, Mumbai	444	400	574	-	3000	3773
2	Nagpur University, Nagpur	-	-	-	-	-	-
3	Savitribai Phule Pune University, Pune	-	-	-	-	-	-
4	SNDT Women's University, Mumbai	121	97	609	3922 (UG+PG)		443
5	Dr. B R Ambedkar Marthwada University, Aurangabad	659	-	540	-	1855	250
6	Shivaji University, Kolhapur	336	858	324	-	4727	200
7	Sant Gadge Baba Amravati University, Amravati	77	85	437	512	1638	1008
8	North Maharashtra University, Jalgaon	200	430	250	3200	-	2899
9	Swami Ramanand Teerth Marathwada University, Nanded	187	330	426	2082	-	10579
10	Solapur University, Solapur	-	-	-	-	-	-

Table 6.2.12 Strength of Library Users

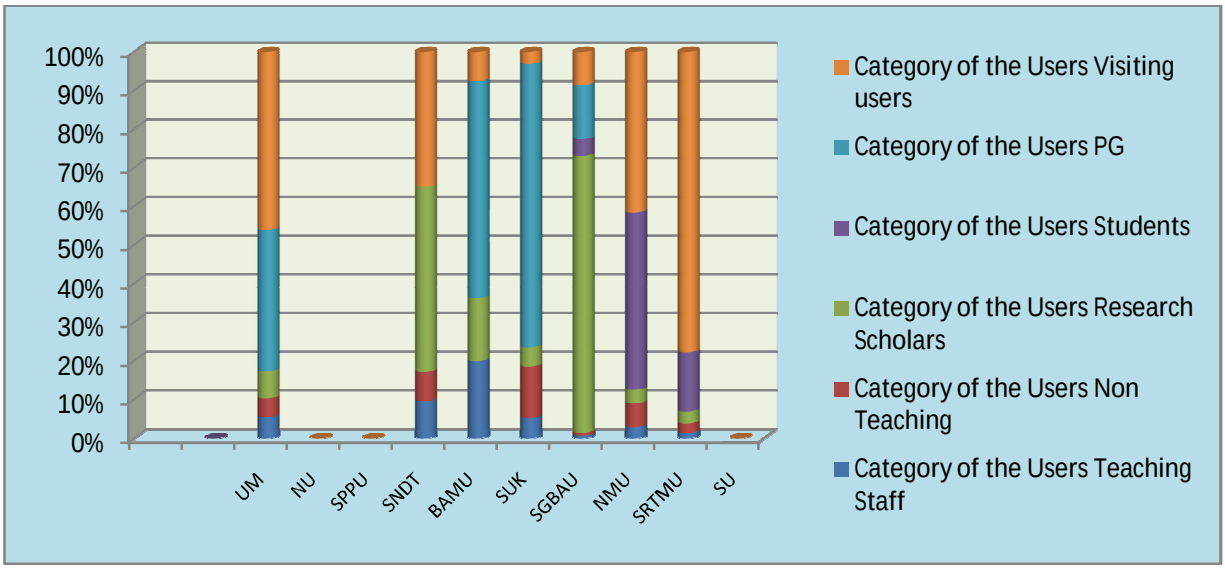


Figure 6.8: Strength of Library Users

Observation

Table no 6.2.12 and figure no 6.8 indicate that, in terms of the teaching staff which is accessing the university libraries, we find that Marathwada University tops the list and is way ahead of Mumbai University which is the second best. In terms of non-teaching staff, we find that Shivaji University, Kolhapur performs the best and has twice the number of users than that of Jalgaon University which falls in the second place.

B. Library Automation

6.2.15 Library Automation

(Q.12) was asked to know the extent of automation each library has done. Automation helps in providing quicker, more accurate and greater depth of service to various users.

Sr. No.	Status of the Library Automation	No. of Libraries	Percentage (%)
1	Not automated at all	0	0%
2	Partially automated	3	33%
3	Fully automated	6	67%
	Total	**9**	**100%**

Table 6.2.13: Library Automation Status

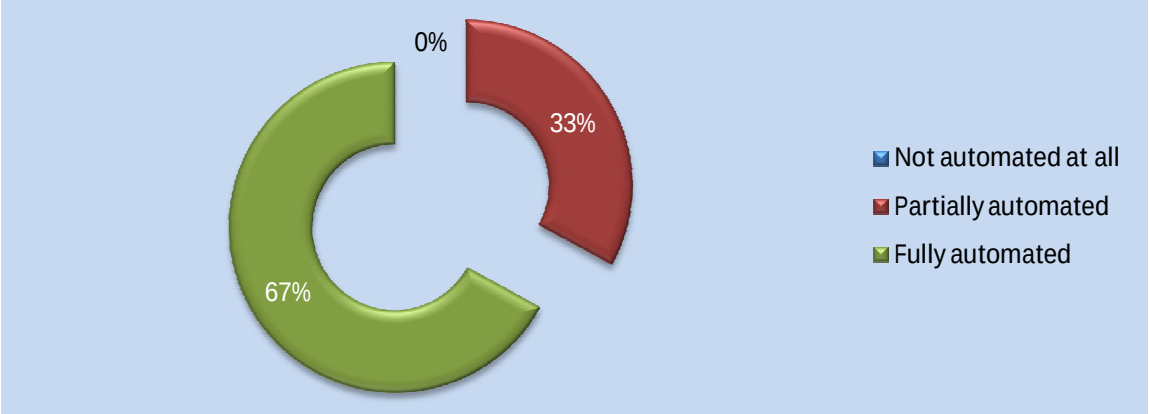


Figure 6.9: Library Automation Status

Observation

From the table no. 6.2.13 and figure no 6.9, we find that 67% of the libraries are fully automated while 33% of them are partially automated.

Libraries which are partially automated should soon convert themselves to full automation as it will increase the efficiency of work.

6.2.16 Operations Performed by Computer in Library

(Q.13) was asked to determine the type of operations perform by the computer in the library as this has a bearing on the quality of service offered.

Sr. No.	Computerized In-house Operations	Fully Computerized	Partially Done
1	Administration	3 (37.50%)	5(62.50%)
2	Acquisition	5 (62.50%)	3 (37.50%)
3	Processing	7(87.50%)	1(12.50%)
4	Cataloguing	7(87.50%)	1(12.50%)
5	Classification	4(57.14%)	3 (42.86%)
6	Serial control	5(71.42%)	2(28.58%)
7	OPAC search	7(87.50%)	1(12.50%)
8	Circulation	6(75%)	2(25%)
9	Inter Library Loan	4(57.14%)	3 (42.86%)
10	Reference service	4(50%)	4(50%)

Table 6.2.14: Operations Performed by Computer

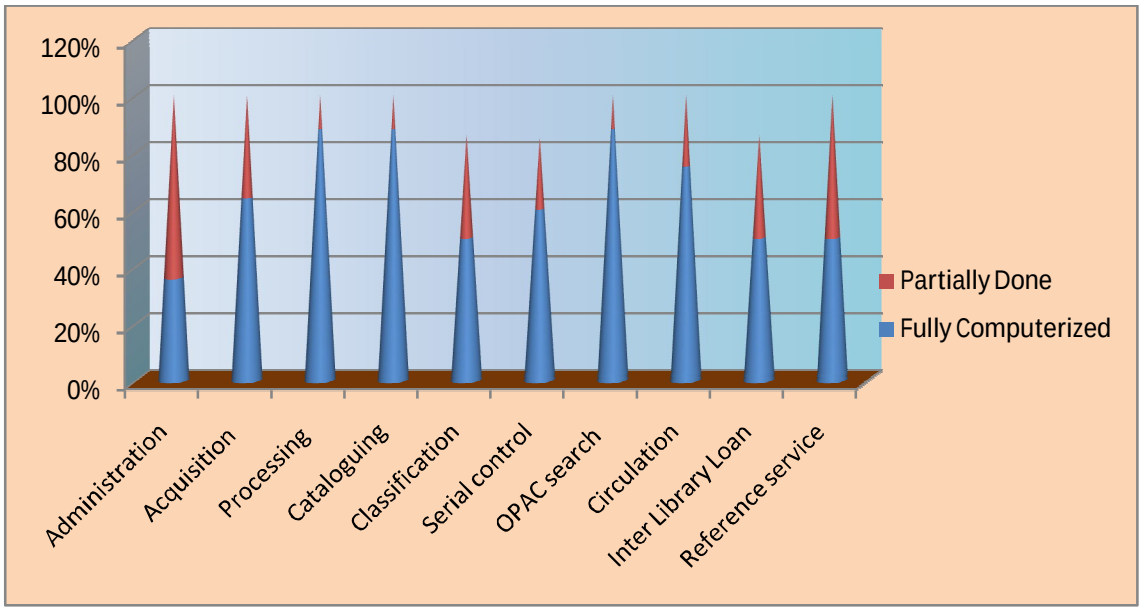


Figure 6.10: Operations Performed by Computer

Observation

We find from the table no 6.2.14 and figure no 6.10 that, the processing, cataloguing and OPAC search operations to be mostly computerized 87.50%. Circulation is also found to be 75% fully computerized. Administration is found to be the least computerized with just 37.50% of the universities having the whole administrative process to be completely automated.

6.2.17 Housekeeping Operations

To know who performs housekeeping operations the (Q.14) were asked. This is to determine what type of operation is performed by in-house personnel and which type could be outsourced.

Sr. No.	Housekeeping Operations	Responses	Percentage (%)
1	Existing staff	7	78%
2	Technical staff	3	33%
3	Appointed new staff	0	0%
4	Outsourced	4	44%

Table 6.2.15: Computerized Housekeeping Operations

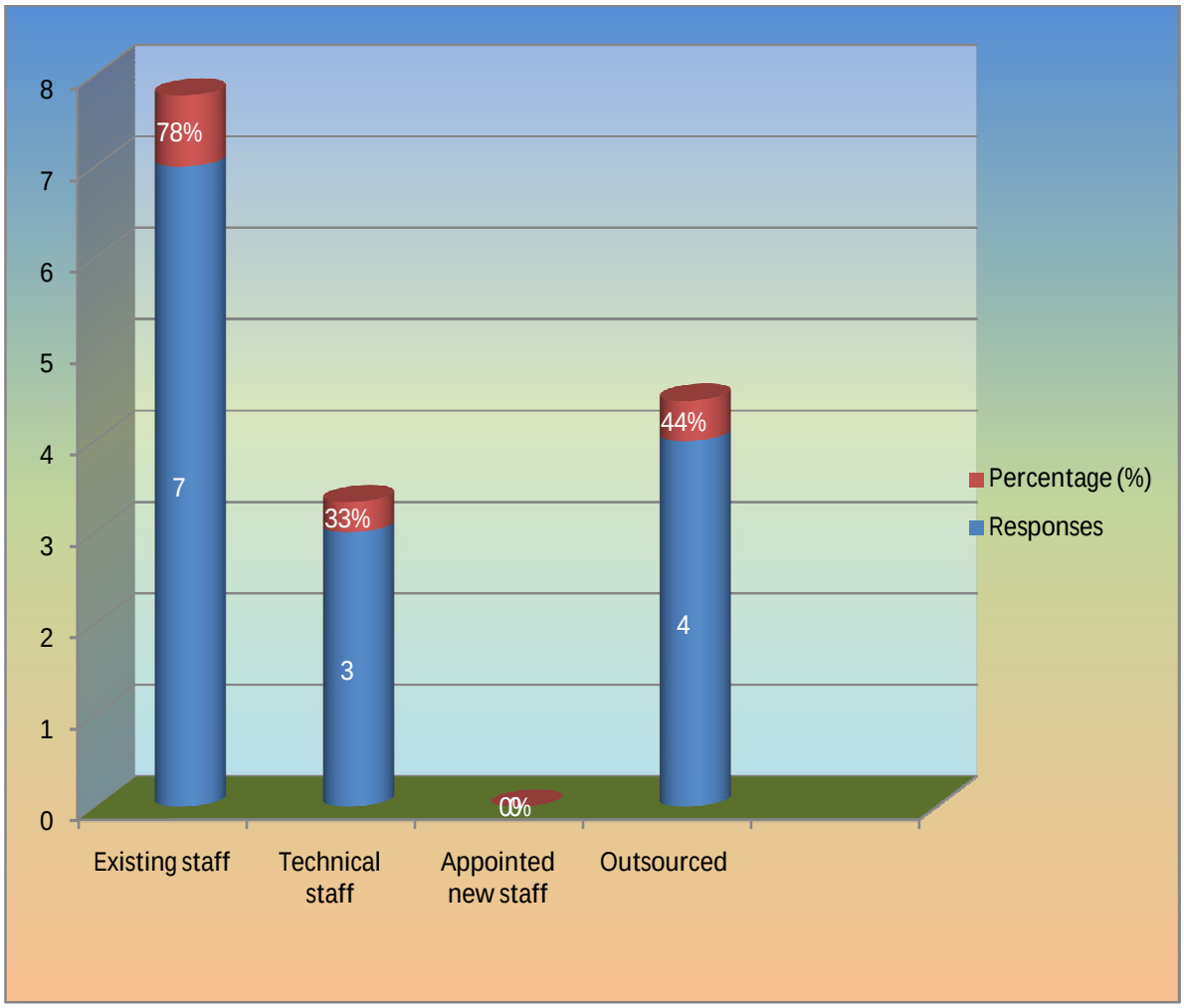


Figure 6.11: Computerized Housekeeping Operations

Observation

From the table no 6.2.15 and figure no 6.11, it is observed that in 78% of the cases, we find that computerized housekeeping operations is performed by existing staff, while it is outsourced in 44% of the cases. The technical staff of the university takes care of housekeeping operations in 33% of the cases and no new staff is appointed by any of the universities for computerized operations.

The observation shows that the majority of the university library staff performs housekeeping operations, whereas outsourcing of staff is also implemented. As the technology is used to provide library and information services to the users it is necessary to appoint new staff that have knowledge about information and communication technology to provide better services to the user community in university libraries.

6.2.18 Training to the Staff

Description: The analysis of (Q.15) revealed that, (89%) respondents replied that adequate training was given, while nobody replied that there is a need for further training. 1(11%) respondent didn't give any reply to the question.

6.2.19 Time saved due to Automation

Description: The result of (Q.16) shows that, 8(89%) of the respondents agreed to the fact that time is saved at work place due to automation. 1(11%) respondent didn't give any reply to the question.

6.2.20 Total Library Staff

Description: (Q.17) asked regarding total library staff, their designations, date of appointment, qualifications, pay scale, and nature of recruitment etc. Due to time constrains it seems that the responses have been inadequate for analysis.

C. Staffing

6.2.21 Staffing Pattern

Description: The analysis of (Q.18) shows that, 9(100%) of those who were surveyed said that UGC staffing pattern is adopted in all the universities.

6.2.22 Staffing Pattern

(Q.19) was asked to know the pattern of staffing with a view to service different users in the best possible manner.

Sr. No.	Staffing Pattern	Yes (%)	No (%)
1	No. of Collection	2(22%)	1(11%)
2	No. of Library Users	2(22%)	1(11%)
3	No. of Circulation	1(11%)	1(11%)

Table 6.2.16: Staffing Pattern Based on

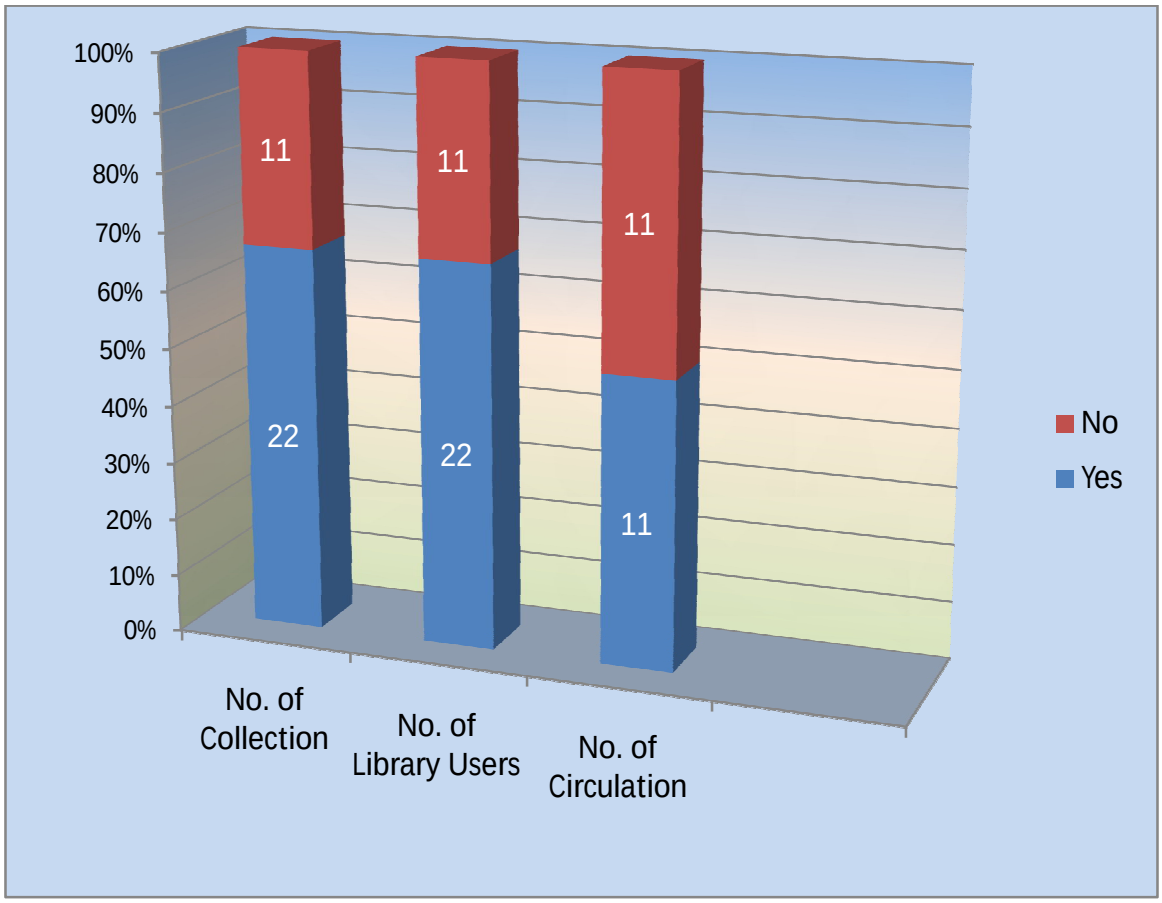


Figure 6.12: Staffing Pattern

Observation

From the table no 6.2.16 and figure no 6.12, we find that in case of 22% of the respondent, staffing pattern is based on number of collection and number of library users. In only 11% of the cases we find that the pattern is based upon the number of circulation.

6.2.23 Availability of staff as per the Staffing Pattern

Description: From the (Q.20) it is revealed that, 33.33% of the respondents say that university staff is available as per this staffing pattern while another 33.33% say that the staff is not as per the staffing pattern. 33.33% respondents didn't reply to the question.

6.2.24 Sanctioned Staff

To know how far the existing positions are filled and to what extent there are vacant positions the (Q.21) was asked.

Sr. No.	Post	Sanction Staff	Posts Filled	Position lying vacant
1	Librarian	9	6	3
2	Deputy Librarian	9	7	2
3	Asst. Librarian	23	16	7
4	Non Professional Staff	18	10	8
5	Technical Staff	77	55	22
	Total	**136**	**94**	**42**

Table 6.2.17: Sanctioned Staff

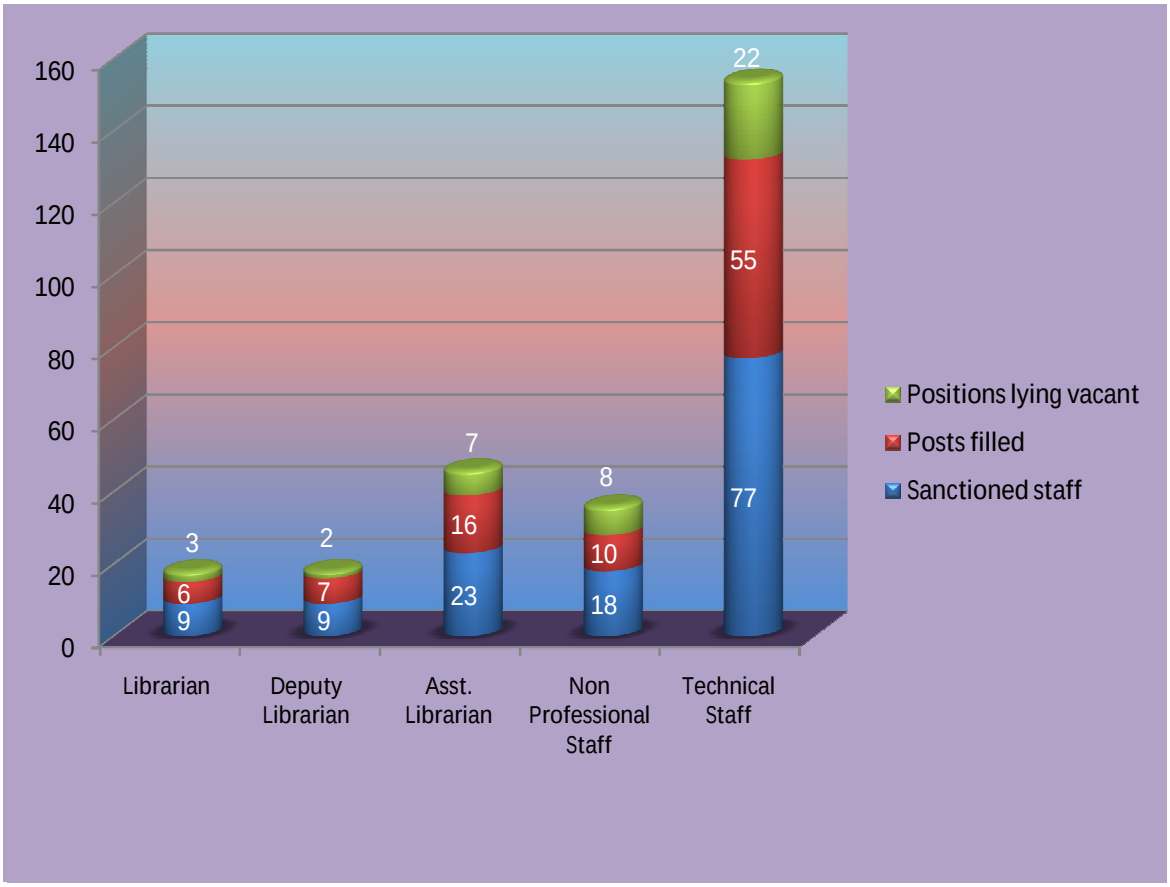


Figure 6.13: Sanctioned Staff

Observation

From the Table no 6.2.17 and figure no 6.13 the analysis shows that there are 3 posts of librarians which are vacant, which might hamper the growth of library and therefore need to be urgently filled. The number of vacancies in other posts is also very high like 7 in assistant librarian, 8 in non professional staff and 22 in technical staff. It's only the post of deputy librarian where the vacancies are minimum.

If all the vacancies are field there could be scope to further the quality of work in the libraries e.g. the visitors and researchers visiting in libraries could be better advised by the library staff. The routine work can allotted to a new person who has filled the vacant position.

6.2.25 Staff Inadequacies

(Q.22) was asked to know the assessment regarding the staff inadequacies. The respondents were asked to rank the inadequacies on a scale of 1 (highest) to 5 (lowest)

Sr. No.	Staff Inadequacies	1	2	3	4	5
1	Qualification-wise inadequacies	3(33%)	1(11%)	0	0	1(11%)
2	Experience-wise	2(22%)	2(22%)	1(11%)	0	0
3	According to the library activities	3(33%)	2(22%)	0	0	1(11%)
4	According to the library services	2(22%)	3(33%)	0	1(11%)	0
5	No. of Users	3(33%)	1(11%)	2(22%)	0	0
6	No. of Collection	4(44%)	1(11%)	2(22%)	0	0
7	If any (please specify)	0	0	0	0	0

Table 6.2.18: Assessment of Staff Inadequacies

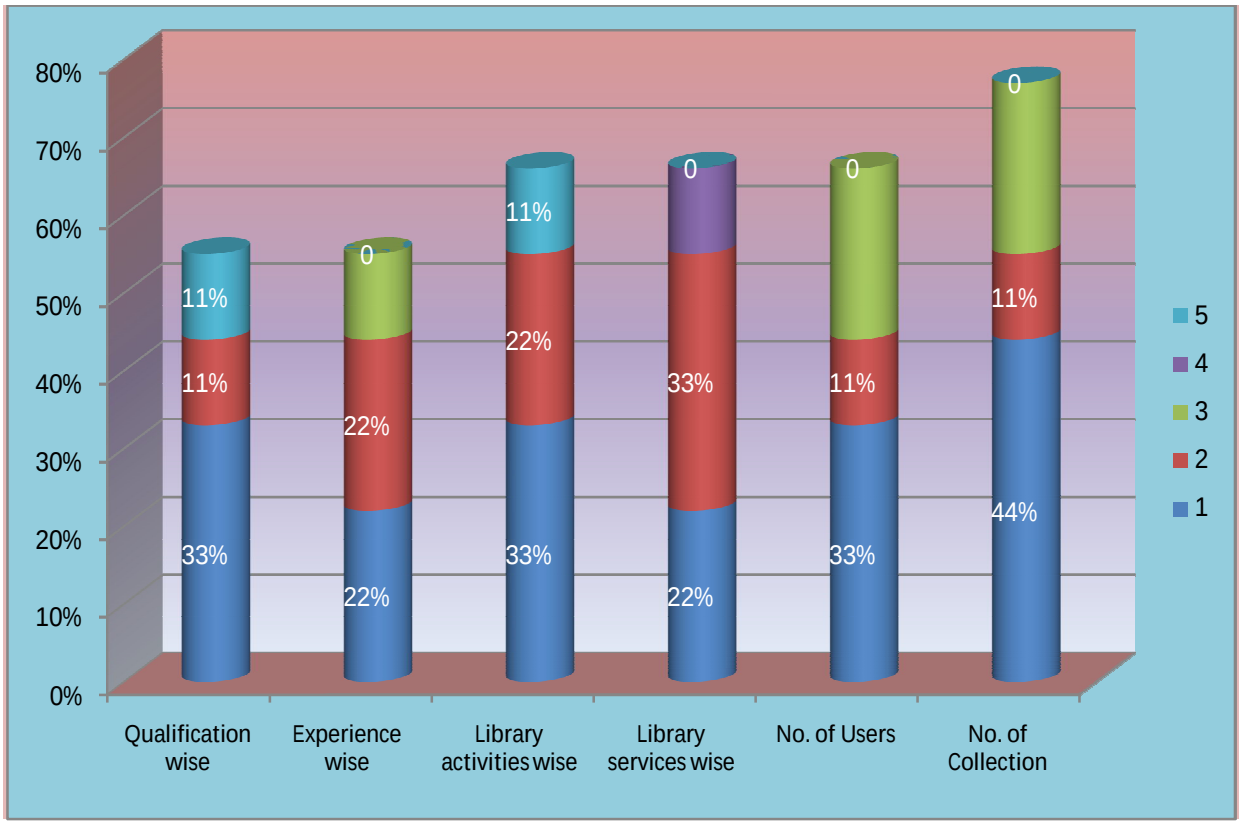


Figure 6.14: Staff Inadequacies

Observation

Table no 6.2.18 and figure no 6.14 shows that, with respect to qualification-wise inadequacy, we can see that 33% respondents gave it rank 1 while 11% gave it rank 2&5. Analysis of experience-wise inadequacy shows that 22% of the sample gave it rank 1&2 while 11% gave it rank 3. With respect to library service, 33% of the sample gave it rank 1, 22% gave it rank 2 while 11% gave it rank 5.

Along with qualifications and experience of library personnel, what users seek is good library services from the library. So there is a need to upgrade the skill of the library personnel which could be done by training and development.

6.2.26 Communication of staff inadequacy to the University Authority

Description: (Q.23) depicts that, in 100% of the cases, respondent communicated the vacancies to the university authority every year. Thus it is hoped that the authorities should take steps to eliminate the inadequacy, for eg. filling up vacant posts, arrange for training, refresher programmes etc.

6.2.27 Need to change Staffing formulas

Description: (Q.24) indicates that, 9(100%) of the respondents believe that staffing pattern should be changed as per the changed technological environment. Everybody responded to this question.

As the technology changes within the short period of time the library services as well as user demand also changed accordingly, it is necessary that the staffing formula should updated in all relevant matters.

6.2.28 Staff Sufficiency

(Q.25) was asked to know the staff sufficiency for the smooth functioning of university libraries and to render better services to the users.

Sr. No.	Staff Sufficiency	No. of Libraries	Percentage (%)
1	Yes	7	78%
2	No	2	22%
	Total	**9**	**100%**

Table 6.2.19: Staff Sufficiency

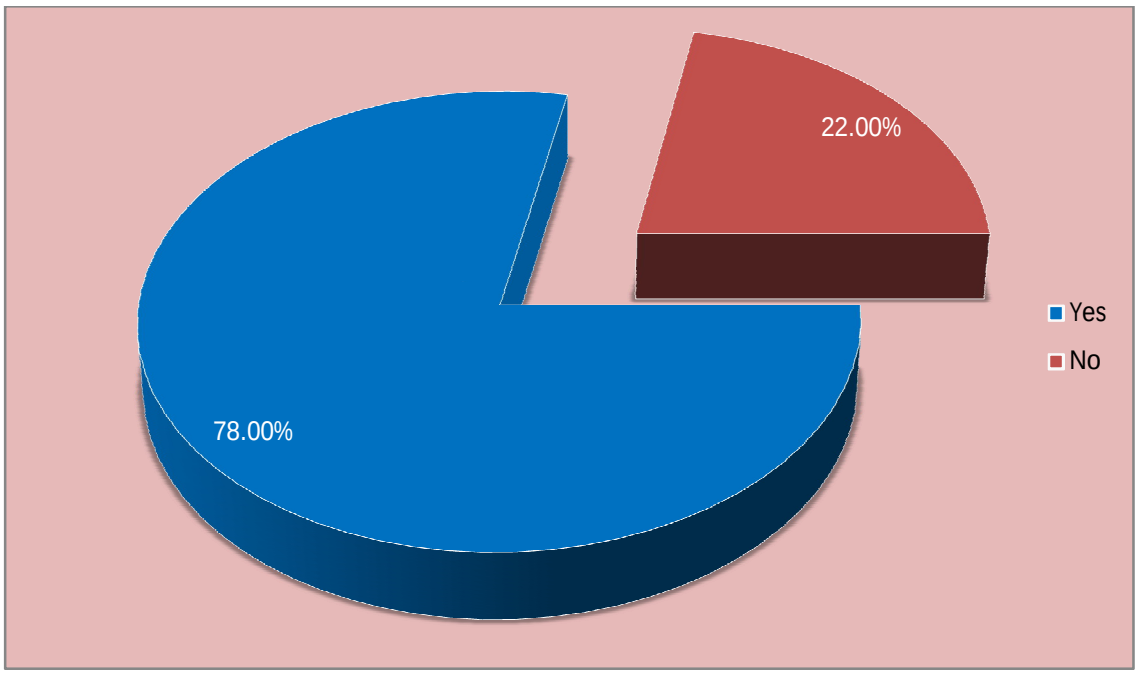


Figure 6.15: Staff Sufficiency

Observations

From the table no 6.2.19 and figure no 6.15 shows that, 78% of the respondents replied that the staff is not sufficient for the smooth functioning of the library daily work while 22% respondents are satisfied with the staff strength.

The analysis clearly shows that there is a serious insufficiency of staff in libraries which is hampering the daily work as well as the overall performance and functioning of the university libraries in Maharashtra State. Appropriate steps should be taken to recruit the required staff on urgent basis is needed by the university authority or concerned body.

6.2.29 Transfers

(Q.26) was asked to determine whether library staff is transfer to other departments. Possible reasons could be: need of other departments for staff, non performance of library personnel in the library department or to take care of future growth of personnel who are now working in library department.

Sr. No.	Staff Transferred	No. of Libraries	Percentage %
1	Yes	4	44%
2	No	5	56%
	Total	**9**	**100%**

Table 6.2.20: Transfer of Library Staff to other Departments

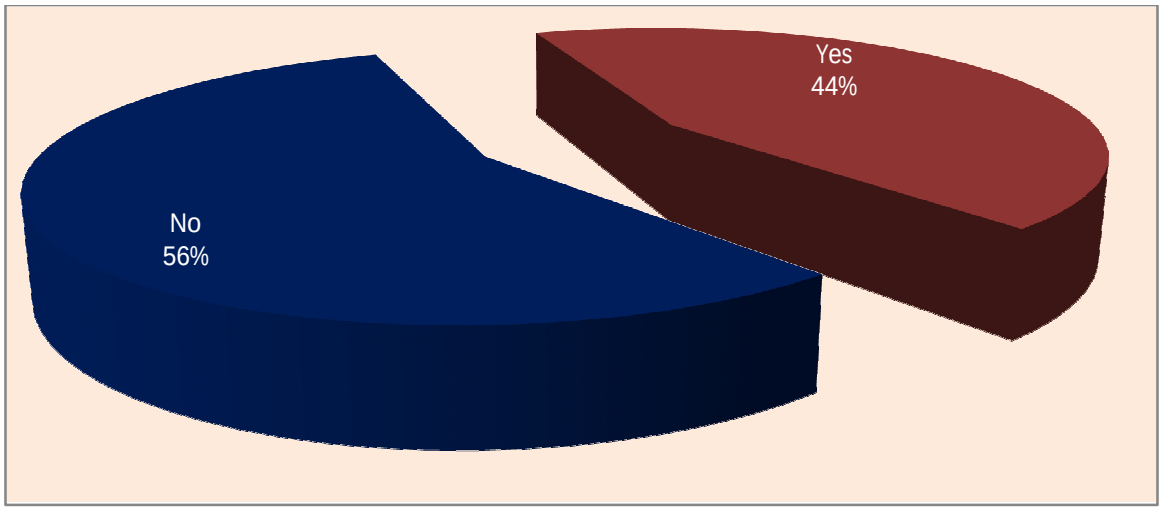


Figure 6.16: Transfer of Library Staff to other Departments

Observations

Table no 6.2.20 and figure no 6.16 revealed that, 4(44%) of the respondents say yes to the fact that library staff is transferred to any other department while 5(56%) of the respondents say that library staff is not transferred to any other department. Everybody responded to this question.

If the personnel are not adequate there is a possibility that the whole library services could be affected**.**

6.2.30 Overtime Duties

The Yes, No type of the (Q.27) was asked to ascertain whether over time duties have been given to staff.

Sr. No.	Over Time Duties	No. of Libraries	Percentage (%)
1	Yes	6	67%
2	No	3	33%
	Total	**9**	**100%**

Table 6.2.21: Over Time Duties

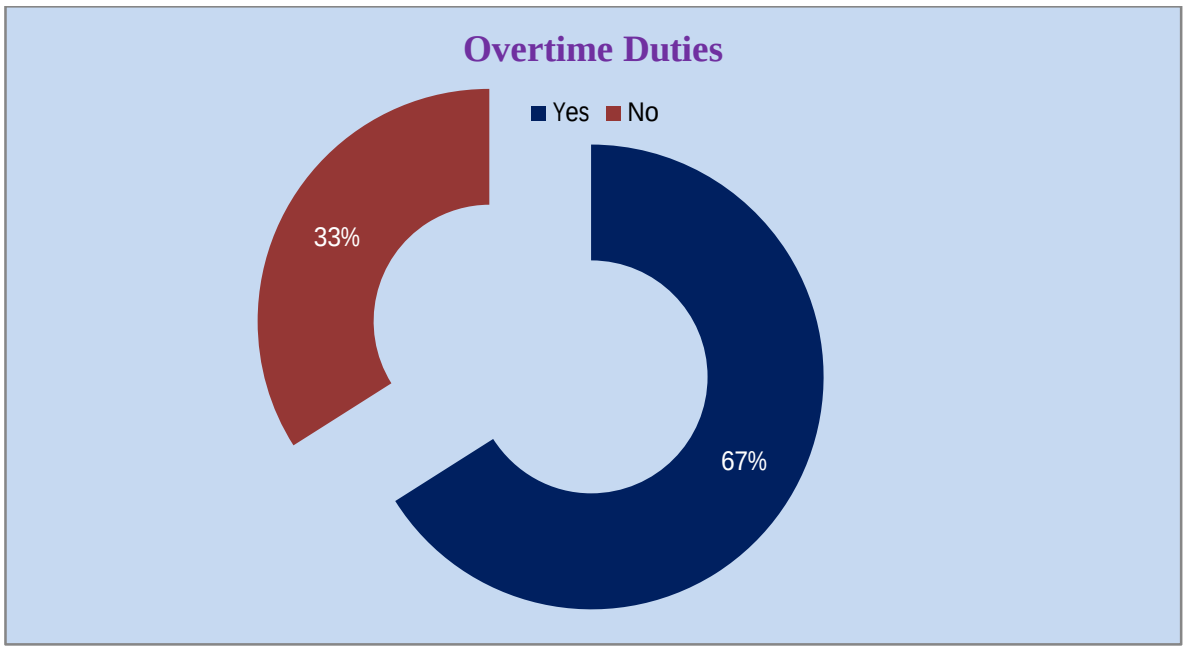


Figure 6.17: Overtime Duties

Observations

Table no 6.2.21 and figure no 6.17 shows that, in 67% of the cases, we find that overtime duties are given to the staff of the library while 33% respondent replied that there is no overtime duties assigned to them. They have followed their regular working hours only.

All the 67% respondents who respond yes to the questions said that compensations/monitory benefit is given to the staff for overtime. In most of the cases the overtime duties are assigned, which may be unnecessary if the vacancies are filled up.

D. Recruitment Process

6.2.31 Participation in the Recruitment Process

Description: The analysis of the **(**Q.28) shows that, 9(100%) of the respondents say that they participate in the recruitment process of the library staff. Everybody responded to this question.

6.2.32 Staff Recruitment

(Q.29) was asked to the librarian to enable an accurate recruitment of library staff.

Sr. No.	Important Points	1	2	3	4	5
1	Asking a relevant senior staff colleague to assist for the selection interviews for the professional staff	1(11%)	2(22%)	1(11%)	2(22%)	0
2	Promotions	1(11%)	2(22%)	1(11%)	1(11%)	1(11%)
3	Aptitude Test	0	1(11%)	2(22%)	0	2(22%)
4	Considering the qualifications and experiences	6(67%)	1(11%)	0	0	0
5	Skills and competencies of the candidate	4(44%)	3(33%)	0	0	0
6	Your judgments and firm decision	3(33%)	2(22%)	0	0	0
7	Experts view	5(56%)	2(22%)	0	0	0
8	Personal contacts	0	1(11%)	2(22%)	0	2(22%)
9	The personality of the candidate	4(44%)	2(22%)	0	0	0
10	Any other (please specify)	0	0	0	0	0

Table 6.2.22: Staff Recruitment Process

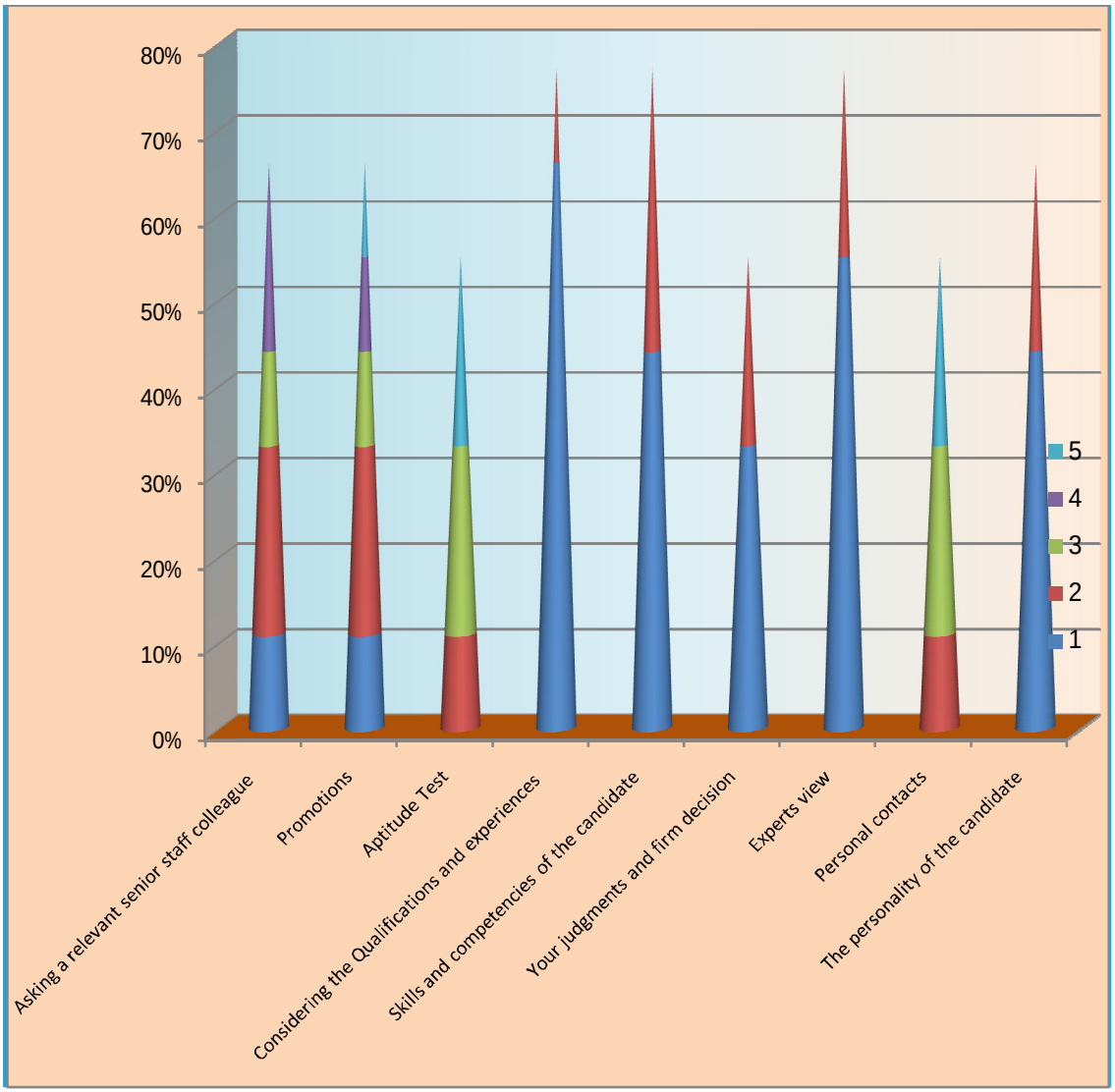


Figure 6.18: Staff Recruitment Process

Observations

The data analysis from table no 6.2.22 and figure no 6.18 shows that, qualification and experience is the most widely used criteria for recruitment (67%). It is followed by expert's view (56%), skill and competencies of the candidate (44%) and personality of the candidate (44%). Aptitude test found no mention among the very important ranking of the important points by any of the respondents.

In most of the cases qualification and experiences is considered and it is observed that aptitude is not considered highly. It is suggested that aptitude for library work could also be a criteria for the recruitment process.

E. Promotions

6.2.33 Internal Promotions

To obtained information on how internal promotions could be made the (Q.30) were asked.

Sr. No	Internal Promotions is done by -	Yes (%)	No (%)
1	The candidate himself should apply	5(55%)	3(33%)
2	Librarian suggest the particular candidate by considering his qualification and working pattern	2(22%)	6 (66%)
3	Librarian recommends the particular candidate for promotions in the form of written recommendation letter	2(22%)	6 (66%)
4	As per seniority	7(77%)	1 (11%)
5	As per qualifications	3(33%)	5(55%)
6	Working capability	2(22%)	6 (66%)

Table 6.2.23: Internal Promotions

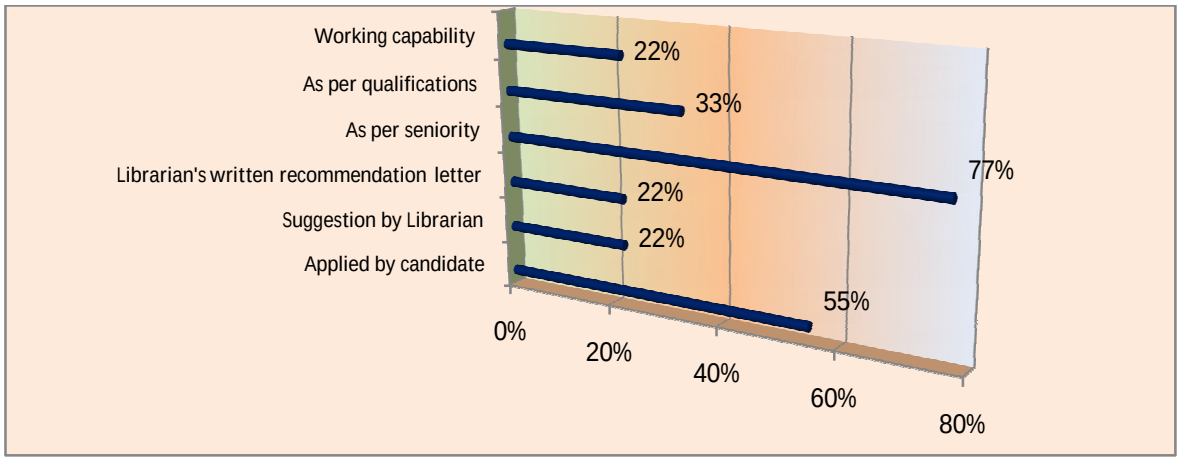


Figure 6.19: Internal Promotions

Observations

The results of the table no 6.2.23 and figure no 6.19 show that, the major criteria for internal promotion is seniority (77%) followed by application by the candidate (55%) and qualification (33%). Working capability and suggestion and recommendation by the librarian does not have much weightage (22%) in internal promotions.

However it is felt that working capability is a very important criteria and should be emphasized in internal promotions.

6.2.34 The manner in which Vacant posts are filled

Description: (Q.31) result shows that, 8(89%) of the respondents say that vacant posts are filled by advertisement only while 1(11%) of the respondents say that vacant posts are not filled by advertisement alone. All the respondents answered the question.

6.2.35 Nature of Work

(Q.32) was asked to gauge the type of work carried out by staff

Sr. No.	Nature of Work convey by -	Responses	Percentage (%)
1	Job Description	8	89%
2	Duties	9	100%
3	Responsibilities	9	100%
4	Obligations	7	78%

Table 6.2.24: Nature of Work

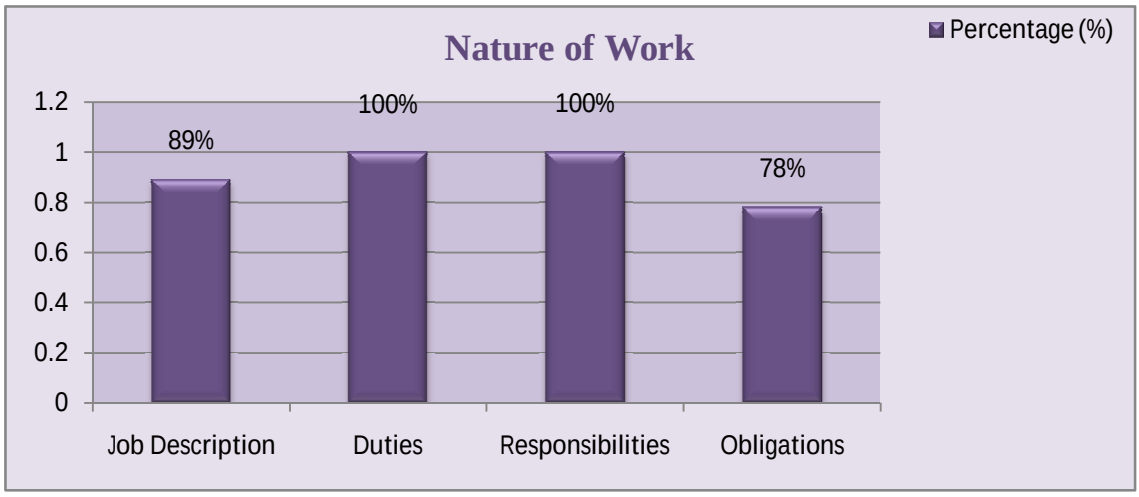


Figure 6.20: Nature of Work

Observations

Table no 6.2.24 and figure no 6.20 shows that, 8(89%) of the respondents say that job description is conveyed to the newly appointed staff, 9(100%) respondents say that duties and responsibilities are conveyed to the staff while 7(78%) responded that obligations are conveyed to the staff. None of the respondents gave “no” as an answer and response was recorded by the complete sample.

6.2.36 Delegated of Powers to Subordinate in the library?

Description: (Q.33) was asked to know, whether and what type of powers is delegate to subordinate. Delegation of powers is a means of preparing subordinate for future responsibilities. It is observed that, in 100% of the cases we find that power is delegated to the subordinates.

6.2.37 Opinion on Delegation of Powers

(Q.34) was asked to get the opinion on delegation of powers to subordinates. Total 9 options are given to the respondents and asked to tick the appropriate response.

Sr. No.	Delegation of Powers	Responses	Percentage (%)
1	Seniors are helpful to their juniors.	7	78%
2	Seniors guide the juniors	7	78%
3	Delegation of authority to juniors to encourage them are quite common	4	44%
4	Juniors taking advantage of the delegation of authority	3	33%
5	Weaknesses and lapses are communicated in a non-threatening way by the superiors	3	33%
6	The feedback from the superiors is taken seriously and used for your development	5	56%
7	The employees in the library are afraid to express or discuss feelings with superiors	1	11%
8	The employees are very informal and do not hesitate to discuss personal problems with superiors.	5	56%
9	The employees are afraid to express or discuss feelings with the subordinates.	0	0%

Table 6.2.25: Opinion on Delegation of Powers

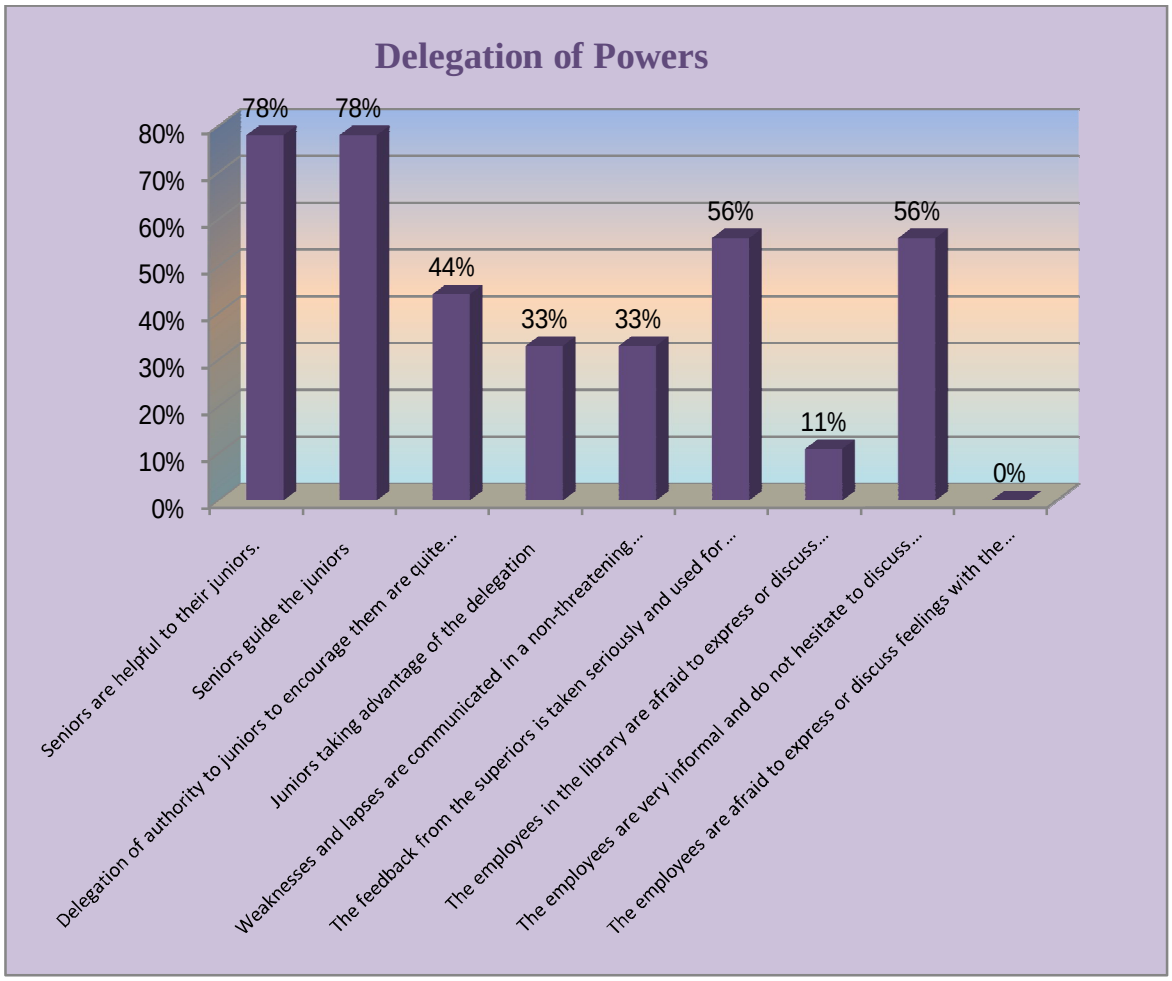


Figure 6.21: Opinion on Delegation of Powers

Observation

From the table no 6.2.25 and figure no 6.21 analysis shows that, seniors guide juniors and are helpful to them in 78% of the cases. The employees are very informal and do not hesitate to discuss personal problems with superiors and the feedback from the superiors is taken seriously and used for development in 56% of the cases.

Delegation of authority to juniors to encourage them is quite common and is practiced by 44% of the respondents. Juniors taking advantage of the delegation of authority is quite low at just 33%.

6.2.38 Constitution of the Library Committee

Description: (Q.35) asked to know the constitution of library committee. All respondents said that the norms for the constitution of the library committee follow the Maharashtra Universities Act.

6.2.39 Library Committee Meets

To know the frequency of library committee meetings the (Q.36) was asked.

Sr. No.	Frequency of Library Committee Meetings	Responses	Percentage (%)
1	Monthly	0	0%
2	Quarterly	1	11%
2	Six monthly	5	56%
3	Yearly	1	11%
4	Rarely	0	0%
5	If any (Please specify)	0	0%
	No response	2	22%
	Total	**9**	**100%**

Table 6.2.26: Frequency of Library Committee Meetings

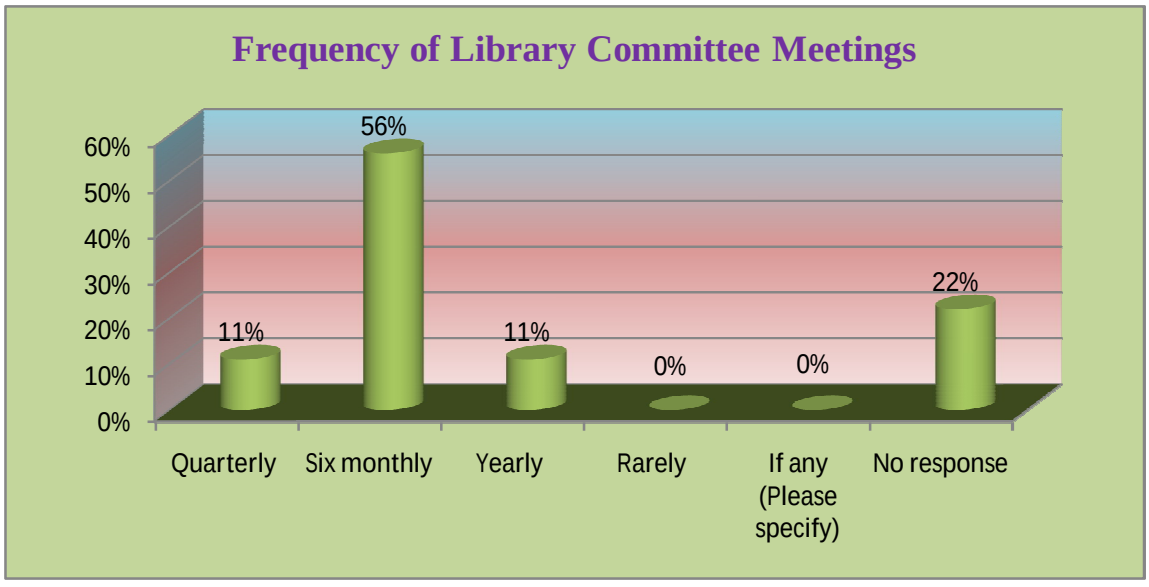


Figure 6.22: Frequency of Library Committee Meetings

Observation

Table no 6.2.26 and figure no 6.22 indicate that, 56% of the respondents say that library committee meeting is conducted six monthly while 11% say it is conducted quarterly and yearly each. 22% respondent didn't give any reply to the question.

Therefore, with an overwhelming majority, we can conclude that library committee meeting is conducted six monthly in most of the cases. However we feel that frequency of library committee meetings should be increased at least two once every quarter.

6.2.40 Response of the opinion in library committee

Description: The result of the (Q.37) shows that, 8(89%) of the respondents believe that they get due response to their opinion in the library committee. No response as "no" was recorded. 1 respondent (11%) didn't provide any answer to the question asked.

6.2.41 Support from staff for implementation of new ideas/new services

Description: The analysis of the (Q.38) revealed that, 8(89%) of the respondents believe that they get due support from the staff for implementation of new ideas or to introduce new services. No response as "no" was recorded. 1 respondent (11%) didn't provide any answer to the question asked.

6.2.42 Availability of funds

Description: The result of (Q.39) shows that, 8(89%) of the respondents believe that they get adequate funds from the Management or from the authority for the implementation or introduced new services. No response as "no" was recorded. 1 respondent (11%) didn't provide any answer to the question asked.

F. Performance Appraisal

6.2.43 Performance Appraisal

To know the existing Performance Appraisal Policy implemented by the University for the Staff the (Q.40) was asked. This is a yes or no type of questions which respondents have to identify.

Sr. No.	Performance Appraisal Policy	Responses	Percentage %
1	UGC and State Government	7	78%
2	State Government	1	11%
3	University Library is having their (own) separate norms	1	11%
	Total	**9**	**100%**

Table 6.2.27: Performance Appraisal Policy

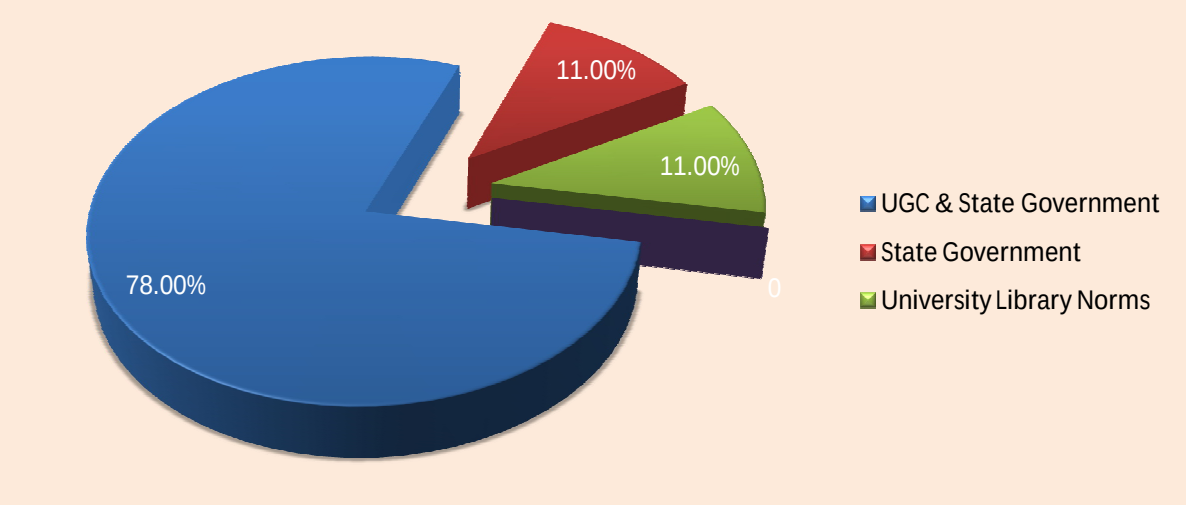


Figure 6.23 Performance Appraisal Policy

Observation

Table no 6.2.27 and figure no 6.23 shows that, the majority of the respondents of the universities that is 7(78%) say that, both UGC as well as State Government norms are used for performance appraisal. While 1(11%) responded that State Government and 1(11%) responded University Library is having their (own) separate norms for Performance Appraisal

4.2.44 Performance Appraisal Authority

This question (Q.41) identifies the authority that is responsible for performance appraisal of staff.

Sr. No.	Performance Appraisal Authority	Responses	Percentage (%)
1	Self Appraisal	6	66%
2	Superiors in the library	4	44%
3	Committee	4	44%
4	Outside experts	1	11%
5	Head of the University	3	33%
6	Any other (Please mention)	0	0%

Table 6.2.28: Performance Appraisal Authority

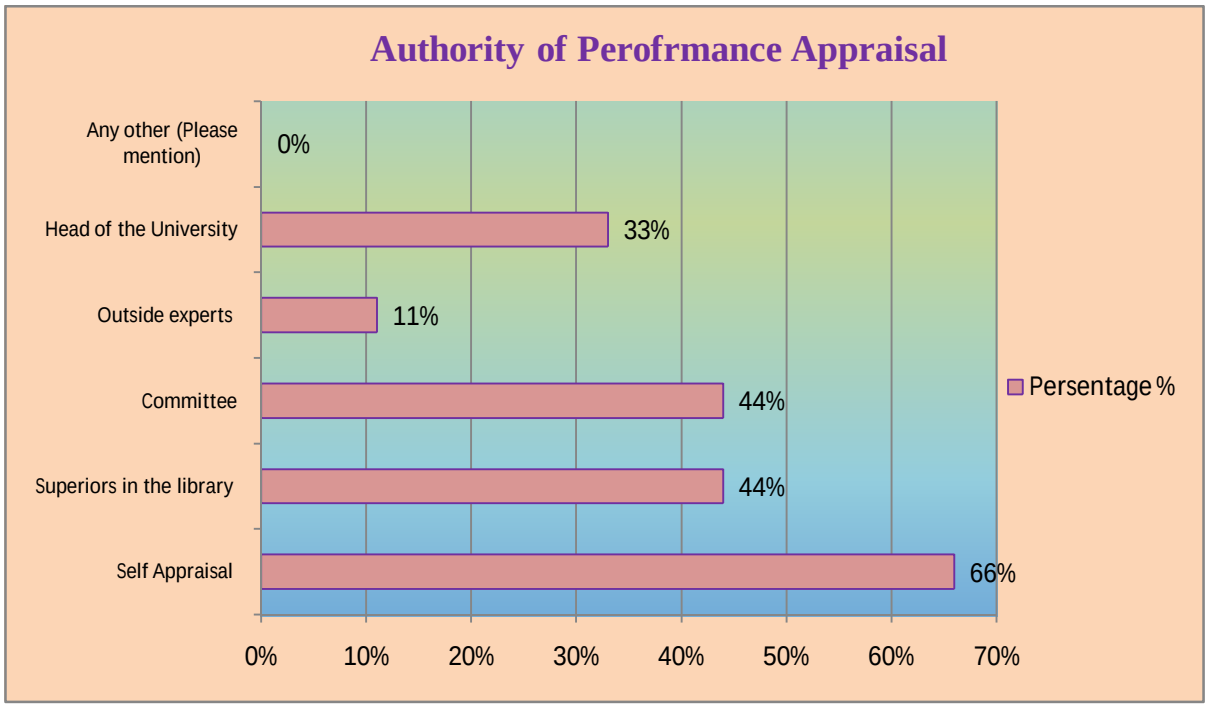


Figure 6.24: Performance Appraisal Authority

Observation

The table no 6.2.28 and figure no 6.24 revealed that, in most of the cases (66%), self appraisal is the prominent mode of appraisal followed by superiors in the library (44%) and committee (44%). While (33%) responded say that Head of the University and (11%) Outside experts (11%), which have a very limited role to play in performance appraisal.

4.2.45 Appraisals

(Q.42) was asked to know the parameters on which the appraisal is based, which include not only regular work but also activities like participation in Seminars, research work etc.

Sr. No.	Appraisal is based on	Responses	Percentage (%)
1	Library Services	9	100%
2	Curricular and extra-curricular activities	9	100%
3	Participation in Seminar, Workshops, Symposiums	9	100%
4	Professional activities	9	100%
5	Research Work	9	100%

Table 6.2.29: Appraisal is based on

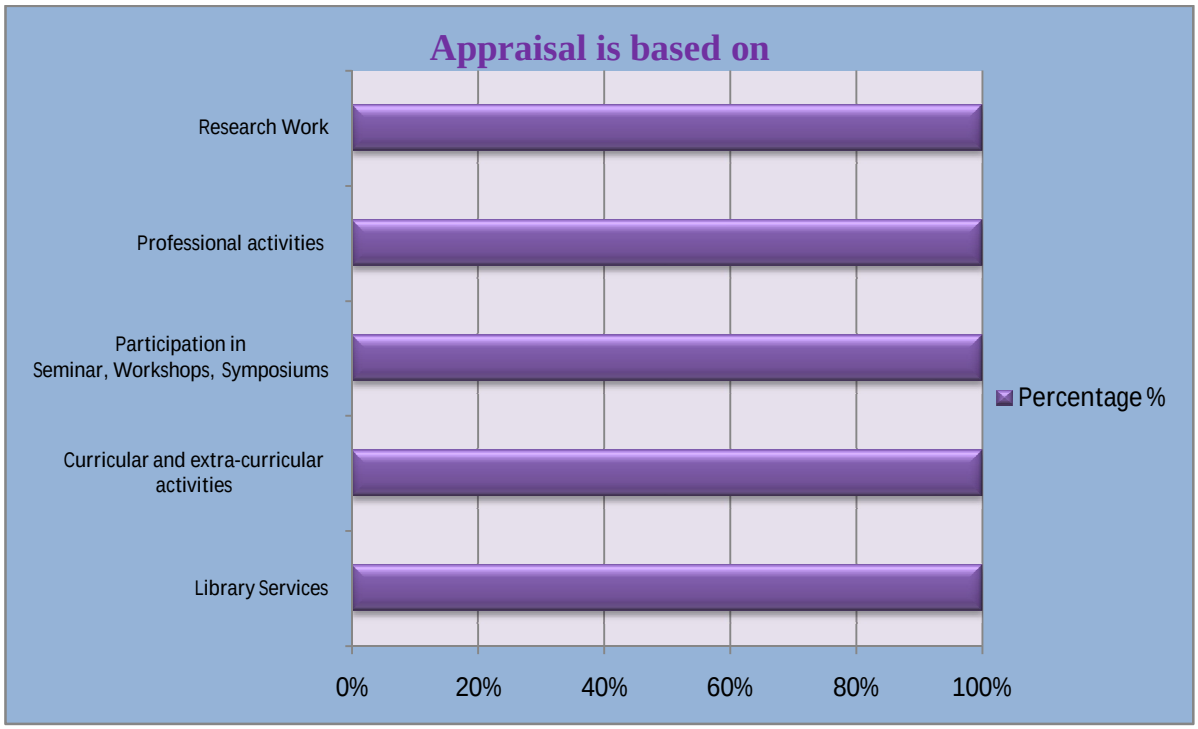


Figure 6.25: Appraisal is based on

Observation

The table no 6.2.29 and figure no 6.25 clearly shows the important role of all the five parameters of appraisal. The result demonstrates that all the five parameters have been equally rated by the respondents and these criteria have found equal acceptance (100% each) among the respondents of the study.

6.2.46 Frequency of Appraisal

(Q.43) this question is asked to determine how often appraisal of staff is conducted.

Sr. No.	Frequency of Appraisal	Responses	Percentage (%)
1	Six monthly	1	11%
2	Yearly	7	78%
3	Both six monthly and yearly	1	11%
	Total	**9**	**100%**

Table 6.2.30: Frequency of Appraisal

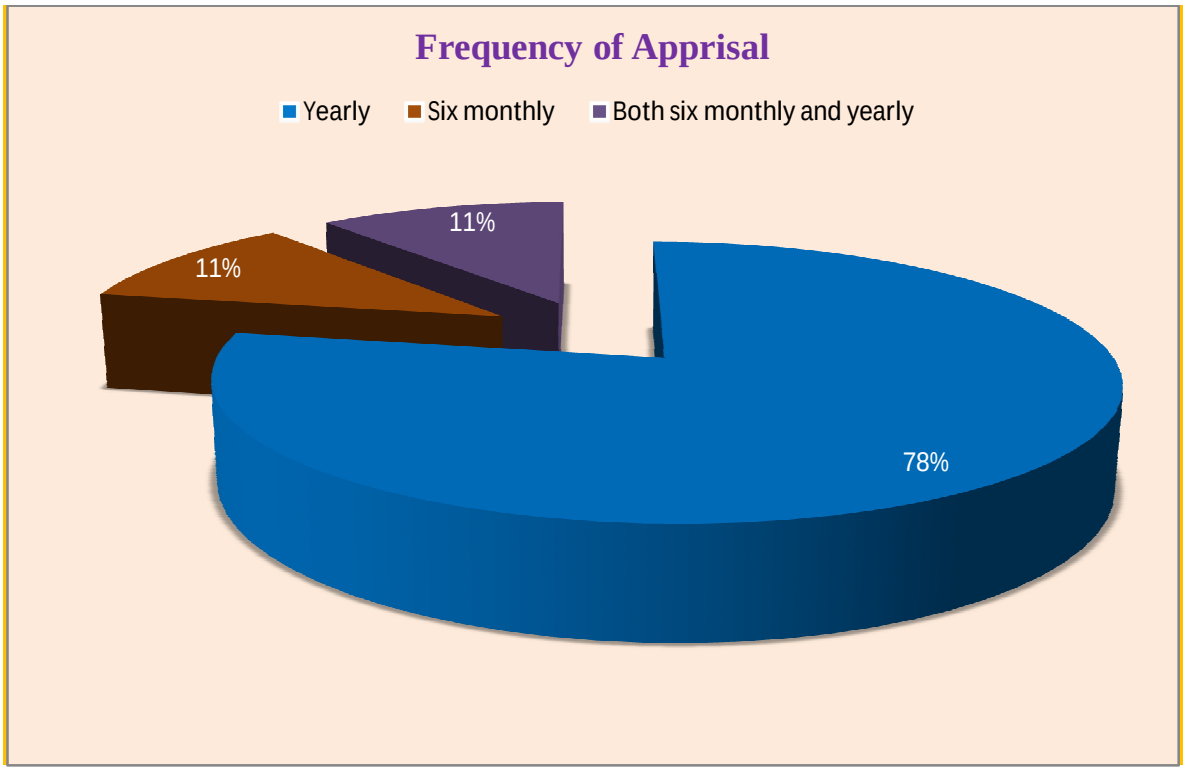


Figure 6.26: Frequency of Appraisal

Observation

From the table no 6.2.30 and figure no 6.26 shows that, in 78% of the cases, we find that appraisal is done yearly while in just 11% of the cases we find that it is done half yearly and both six monthly and yearly.

6.2.47 Appraisal of other Staff

(Q.44) were asked to know which authority is doing the appraisal of the other library staff. (Whether the appraisal is done by Librarian, University authority etc.)

Sr. No.	Appraisal of other Library Staff	Yes (%)	No (%)
1	By the Librarian	7(78%)	1 (11%)
2	Authority of the University	4 (44%)	4 (44%)
3	By their own	1(11%)	7(78%)
4	By the External	1(11%)	7(78%)

Table 6.2.31: Appraisal of other Library Staff

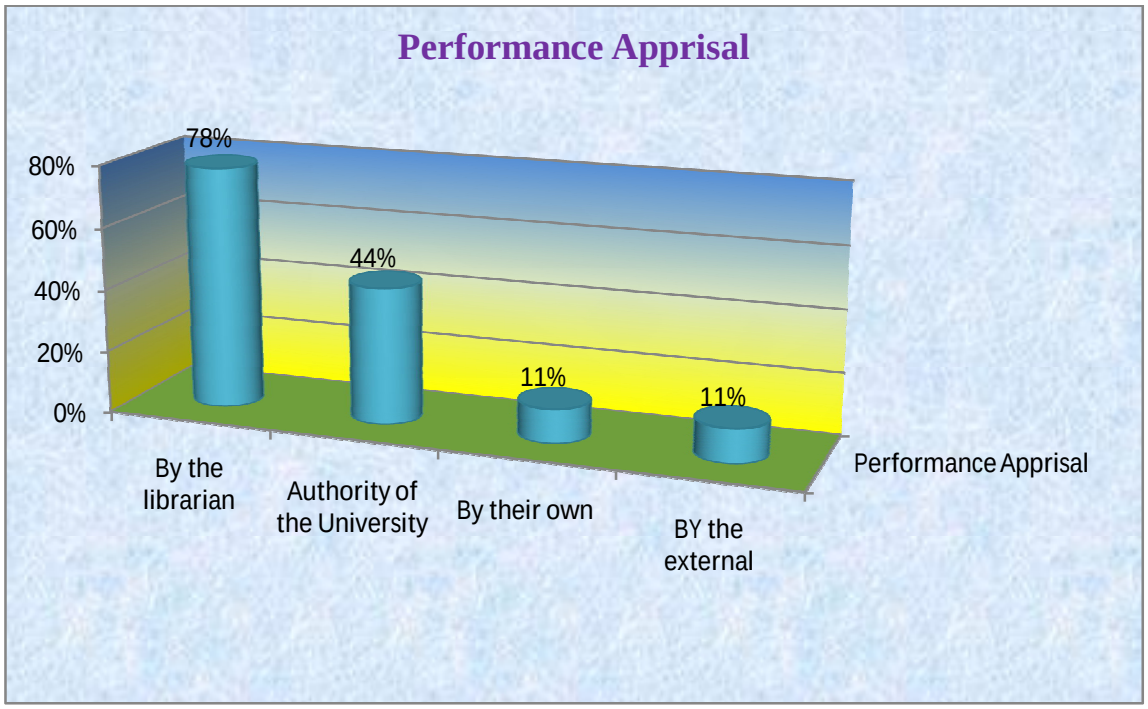


Figure 6.27: Appraisal of other Library Staff

Observation

The table no 6.2.31 and figure no 6.27 shows that, in 78% of the cases, the appraisal of the staff is done by the librarian. In 44% of the cases, it is done by some university authority. Self-appraisal is done in only 11% of the cases and by the external is done again in case of only 11% of the respondents.

6.2.48 Improvement of the Appraisal System

(Q.45) has been asked to solicit suggestions on how to improve the appraisal system.

Sr. No.	Suggestions to Improve Appraisal System	Yes (%)	No (%)
1	No need for performance appraisal	3 (33%)	5 (56%)
2	Have competent appraisal	5 (56%)	3 (33%)
3	Change appraisal criteria	3 (33%)	5 (56%)
4	Link appraisal with promotion	7 (78%)	1 (11%)
5	Appraisal from third party	2 (22%)	6 (67%)
6	Self appraisals	5 (56%)	3 (33%)

Table 6.2.32: Suggestions to Improve the Appraisal System

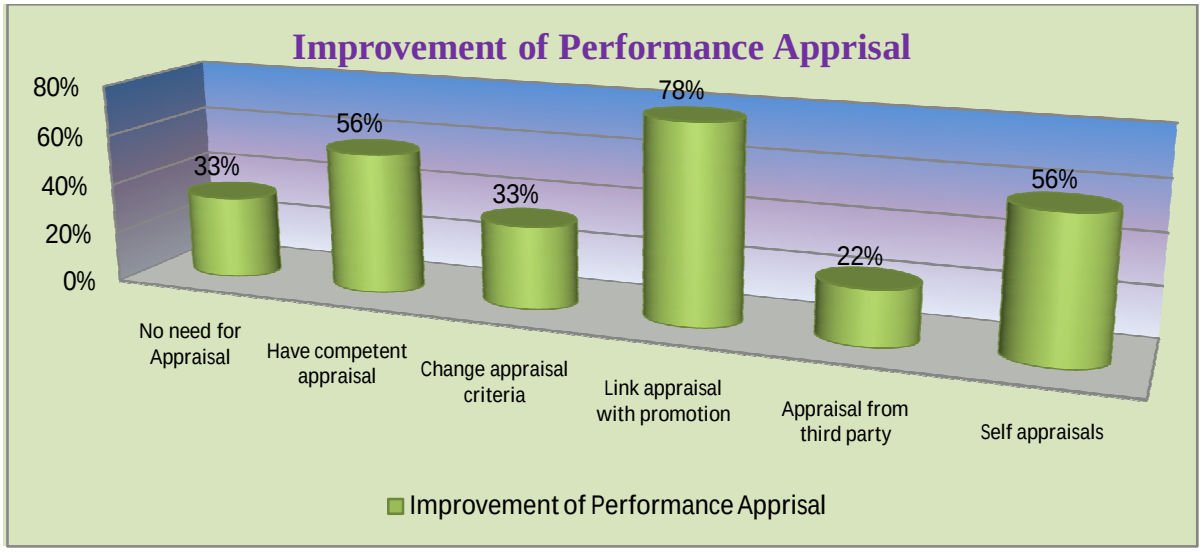


Figure 6.28: Improvement of the Appraisal System

Observation

From the table no 6.2.32 and figure no 6.28 we found lot of support in our idea of linking appraisal with promotion with 78% of the respondents favouring it. Self appraisal and having a competent appraisal system also found considerable support among the participants with 56% favouring both of these suggestions. No need for performance appraisal and Change appraisal criteria reported by 33% of the respondent. 22% of respondent felt that there is need to appraisal from third party.

6.2.49 Opinions on Performance Appraisal

(Q.46) has been asked to respondents to furnish opinion about the performance appraisal.

Sr. No.	Performance Appraisal System	Yes (%)	No (%)
1	Easily manipulated	1(11%)	4 (44%)
2	Has harmed your interest	1(11%)	4 (44%)
3	Does not reflect merit properly	3(33%)	2 (22%)
4	Highly subjective	1(11%)	4 (44%)
5	Has promoted your interest	2 (22%)	3(33%)

Table 6.2.33: Opinion on Performance Appraisal System

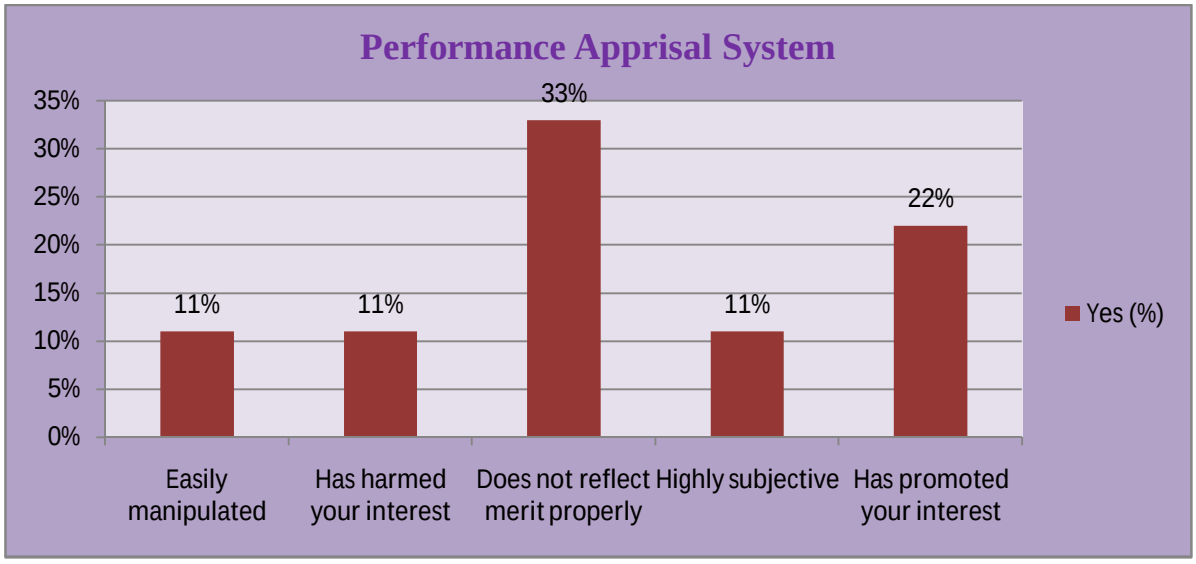


Figure 6.29: Opinion on Performance Appraisal System

Observation

Table no 6.2.33 and figure no 6.29 indicate that, 33% of the respondents of our study felt that the performance appraisal system followed in their university does not reflect merit properly. 22% of the sample felt that the appraisal system has promoted their interest while 11% each felt that the system can be easily manipulated, it has harmed their interest and is highly subjective.

Performance appraisal must always reflect merit and should never be subjective.

G. Training and Skill Development

6.2.50 Methods for Skill Development

(Q.47) were asked find methods of skill development for staff. The respondent asked to rank the 10 options.

1. Very important 2. Important 3. Undecided 4. Not important 5. Not important at all

Sr. No.	Training and Development Programme	1	2	3	4	5
1	Orientation/induction/Refresher programmes	8(89%)				
2	On- the- job training	7(78%)	1(11%)			
3	Job rotation	4(44%)	4(44%)			
4	Study leaves and fellowships	4(44%)	4(44%)			
5	Study visit to other libraries	4(44%)	4(44%)			
6	External study courses (Degree, Diploma etc)	3(33%)	3(33%)	2(22%)		
7	Attendance at conference/pre/post conferences, Seminars, Workshops, Webinar with library support	5(56%)	3(33%)			
8	Inviting guest lectures	5(56%)	1(11%)			1(11%)
9	Support for research and publication	5(56%)	2(22%)	1(11%)		

Table 6.2.34: Methods for Skill Development

a) Orientation, Induction and Refresher Programmes

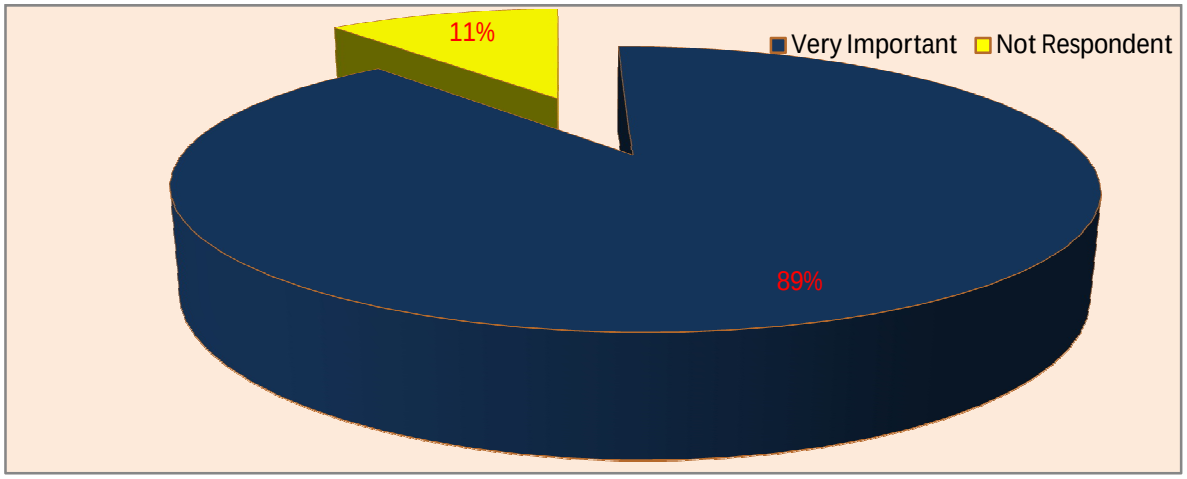


Figure 6.30: Orientation, Induction and Refresher Programmes

Observation

From the table 6.2.34 and figure no 6.30 shows that, Orientation/Induction/Refresher programmes are considered important for skill development of the staff by 89% of our sample.

Orientation/Induction/Refresher programmes are very important especially for those with some relevant experience.

b) On the Job Training

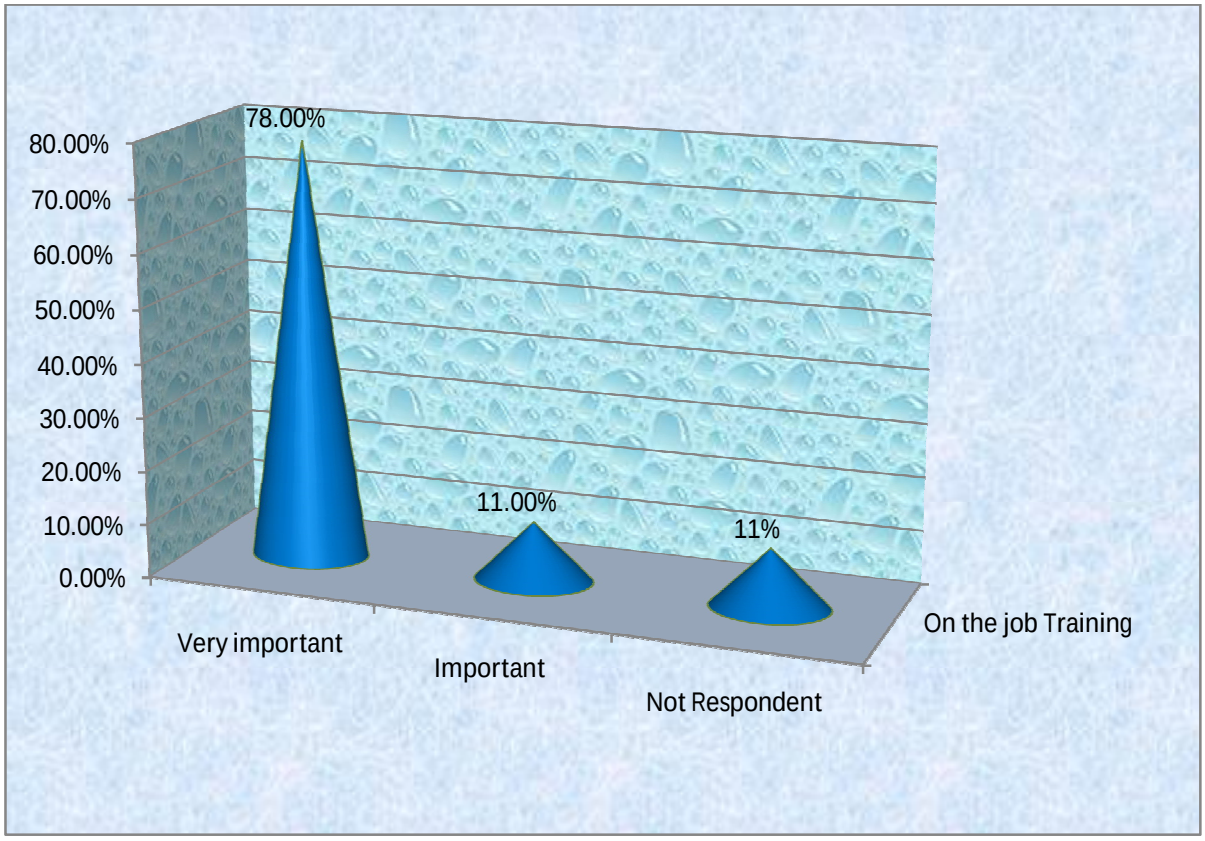


Figure 6.31: On the Job Training

Observation

From the table 6.2.34 and figure no 6.31 indicate that, 78% of the sample believes that on the job training is very important for the development of the staff while 11% consider it to be important. On combining the two responses, we can say that on the job training was considered to be important by our entire sample.

On the job training is very important for skill development of staff. This training gives an exact idea of what is expected of staff on the job.

c) Job Rotation

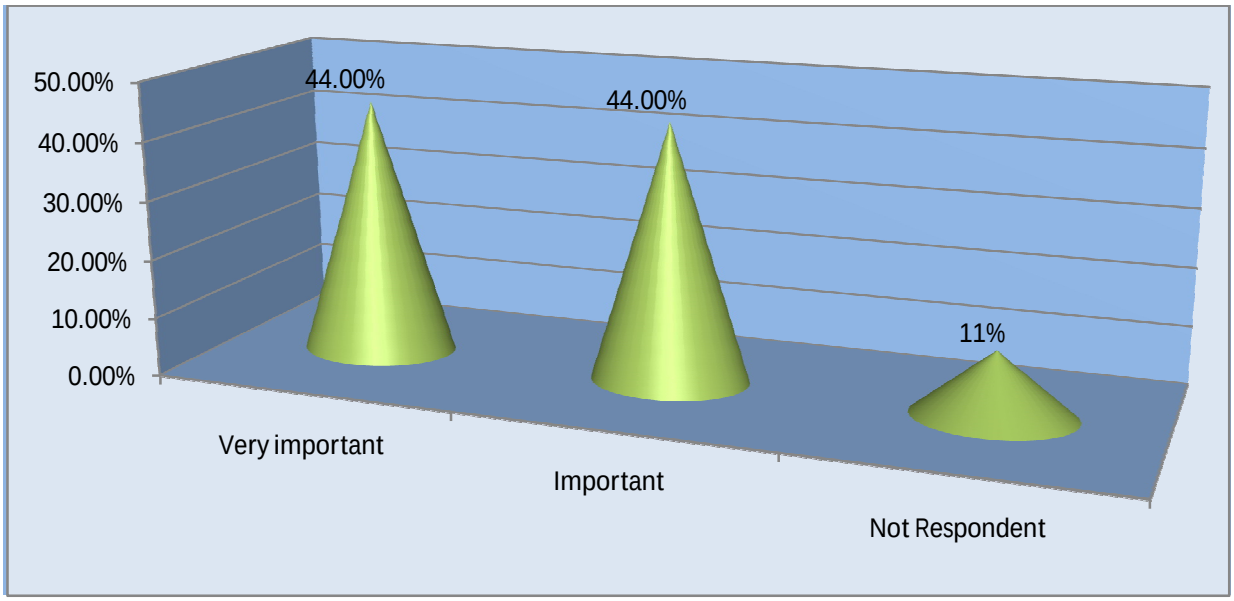


Figure 6.32: Job Rotation

Observation

From the table 6.2.34 and figure no 6.32 we found our sample divided on the aspect of job rotation and its significance for the staff development. 44% believe that it is very important for the staff while 44% believe it to be just important.

Job rotation is very necessary aspect especially for those who aim at higher positions in the department. It helps a person understand each job in the department and thus can also prevent avoidable conflicts. If need be, there can also be interchangeability of jobs.

d) Study Leave and Fellowships

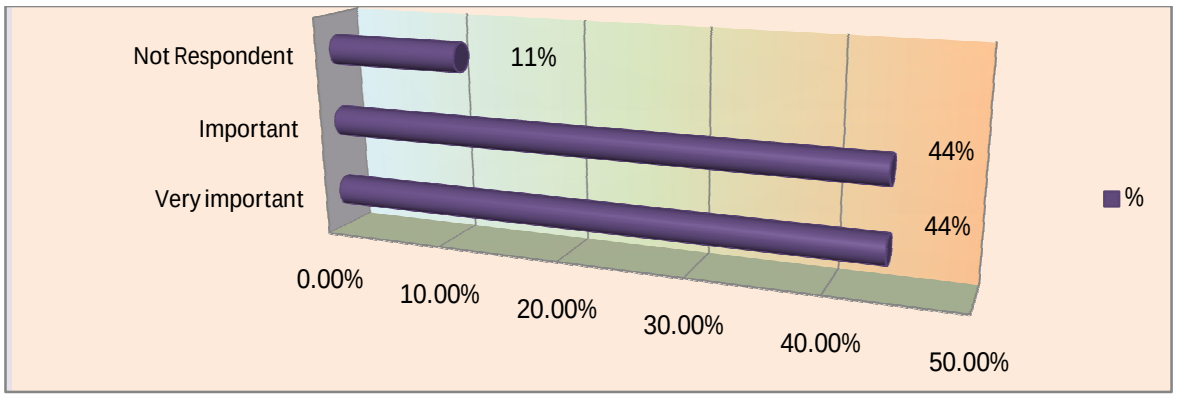


Figure 6.33: Study Leave and Fellowships

Observation

From the table 6.2.34 and figure no 6.33 shows that, 44% of the librarians believe study leaves and fellowships to be very important while 44% consider it to be only important.

Study leaves and fellowships enable staff to focus on the pertinent study area while being away from their place of work. This can enable better reflections on their course of study without the distraction one has at work.

e) Study Visit to Other Libraries

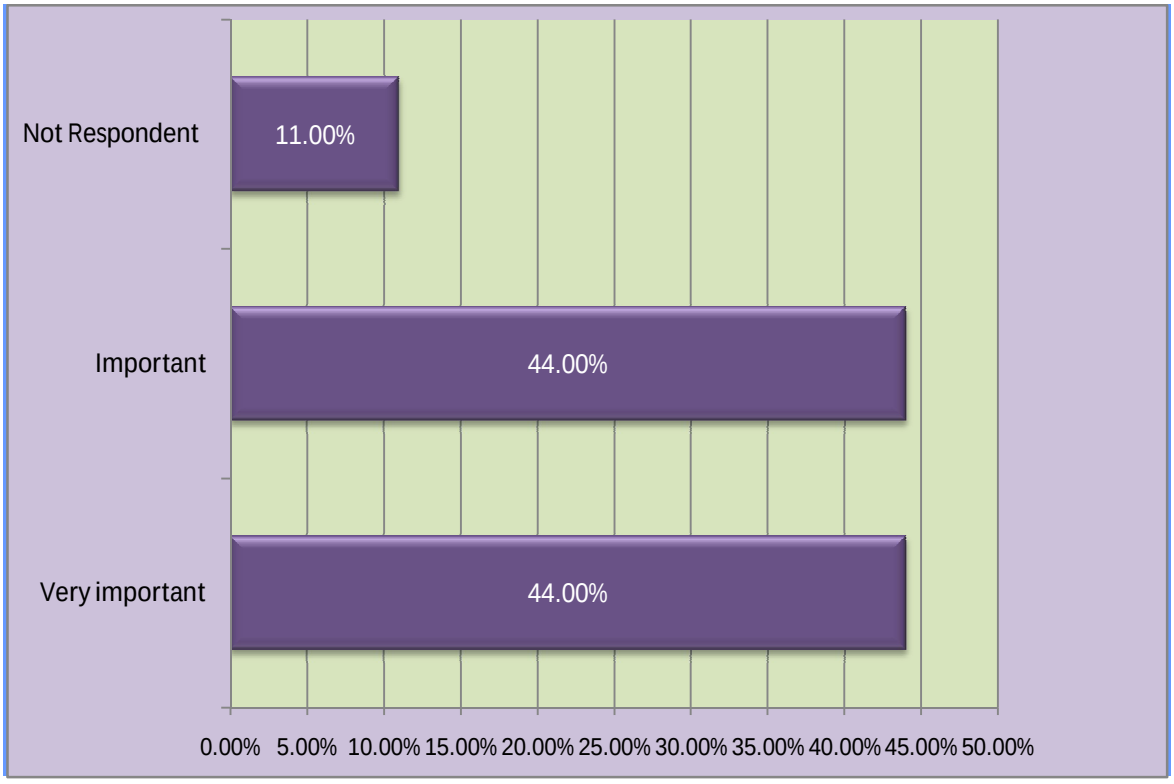


Figure 6.34: Study Visit to Other Libraries

Observations

From the table 6.2.34 and figure no 6.34 indicate that, 44% of the librarians believe that study visit to other libraries is very important while 44% consider it to be only important.

This an important part of training as such training would enable library trainees to compare other libraries and benchmark their own library, trying to implement good points in their own situation.

f) External Study Courses (Degree, Diploma etc)

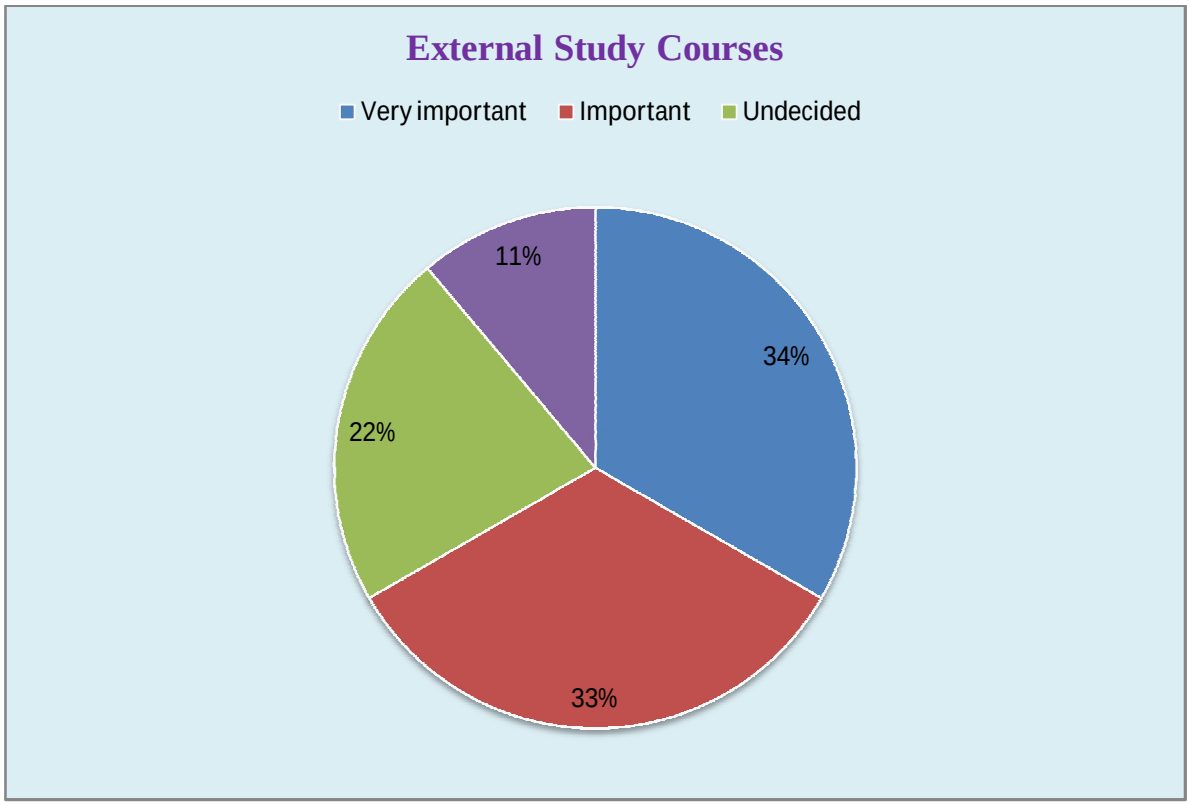


Figure 6.35: External Study Courses (Degree, Diploma etc)

Observation

From the table 6.2.34 and figure no 6.35 shows that, 34% of the sample considers external study courses to be very important, 33% considers it to be important while 22% was undecided about its important for skill development of the staff. 11% not responded to any ranking.

External study courses would be important as this would give better education to trainees and enable them to better do their library job. It can also lead to their subsequent promotion.

g) Attendance at Conference, Pre/post Conferences, Seminars, Workshops, Webinar

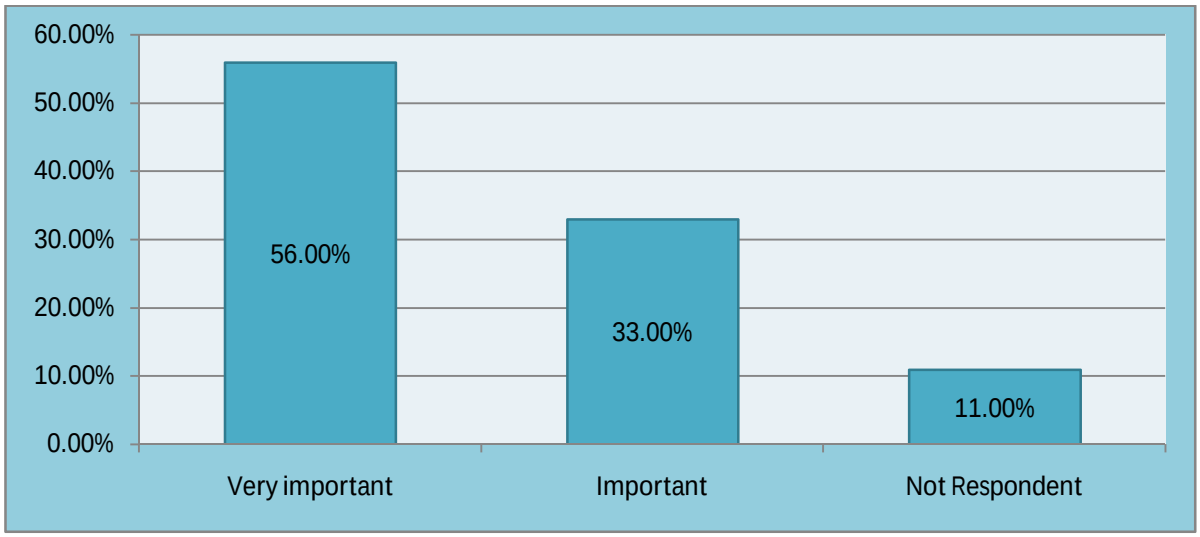


Figure 6.36: Attendance at Conference, Pre/post Conferences, Seminars, Workshops, Webinar

Observation

From the table 6.2.34 and figure no 6.36 depicts that, 56% people believe that attendance at conferences, seminars and workshops is important for the staff while 33% consider it to be important.

Attending conferences, seminars and workshops etc. are important as worthwhile aspects can be picked-up and implemented in one's own library.

h) Guest Lectures

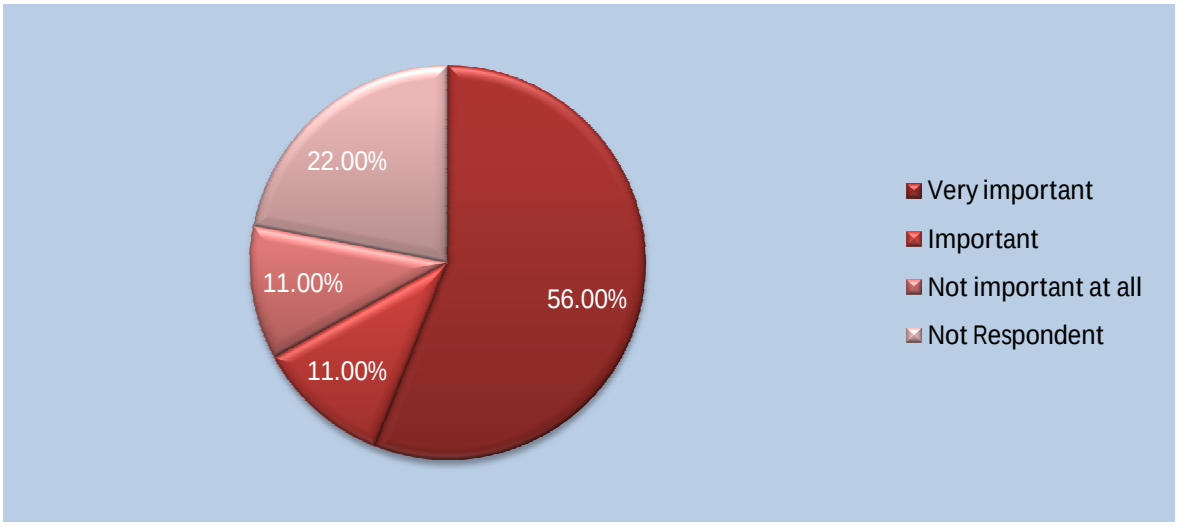


Figure 6.37: Guest Lectures

Observation

From the table 6.2.34 and figure no 6.37 indicate that, 56% of the respondents consider guest lecturers to be a very important source of professional development of the library staff, 11% consider it to be important while another 11% consider it to be not important at all. 22% not respond to any ranking.

This is another good means epically for experience staff as some ideas can be picked-up from the guest lecturers. However it must be assured that the guest lecturer is relevant and experienced.

i) Support for Research and Publications

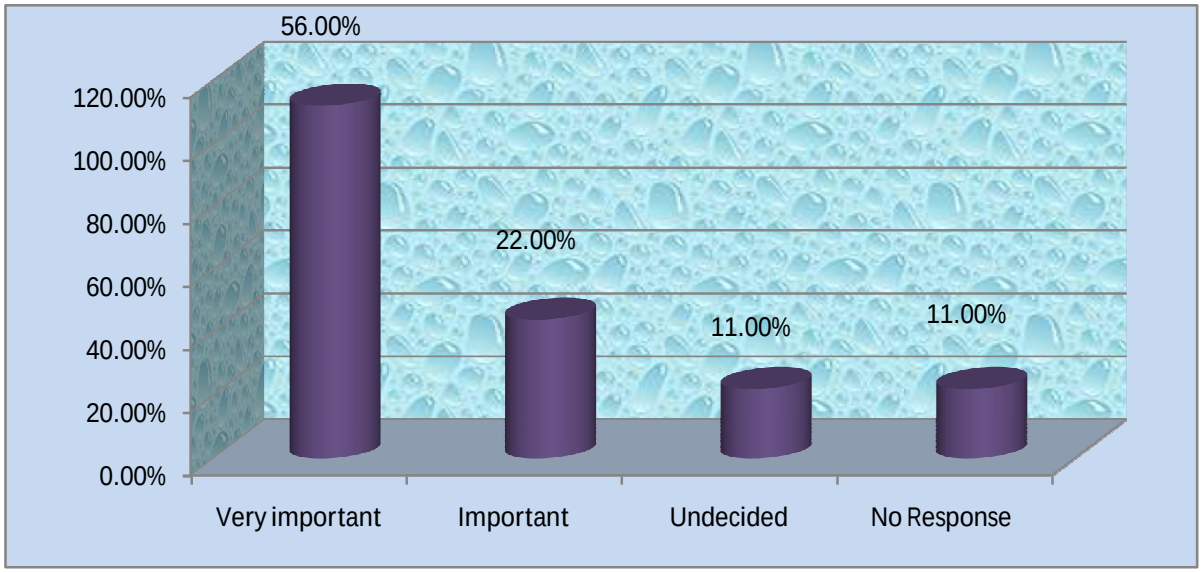


Figure 6.38: Support for Research and Publications

Observation

From the table 6.2.34 and figure no 6.38 shows that, 56% of the sample considers support for research and publication to be a very important factor for staff development while 22% consider it to be important and 11% were undecided. 11% not responded to any ranking.

This is a critical factor and very good means of staff development. This is because tremendous support and encouragement is given to staff for publishing his/ her research findings and other publications. This is also a means of promoting the author as well as the library in which the author works.

6.2.51 a. Training

(Q.48) seeks to find out awareness of staff for training/Study courses for themselves and colleagues.

Sr. No.	Training for other Study Courses	Responses	Percentage (%)
1	Yes	7	78%
2	No	1	11%
3	No response	1	11%
	Total	**9**	**100%**

Table 6.2.35: Training in their Interested Area

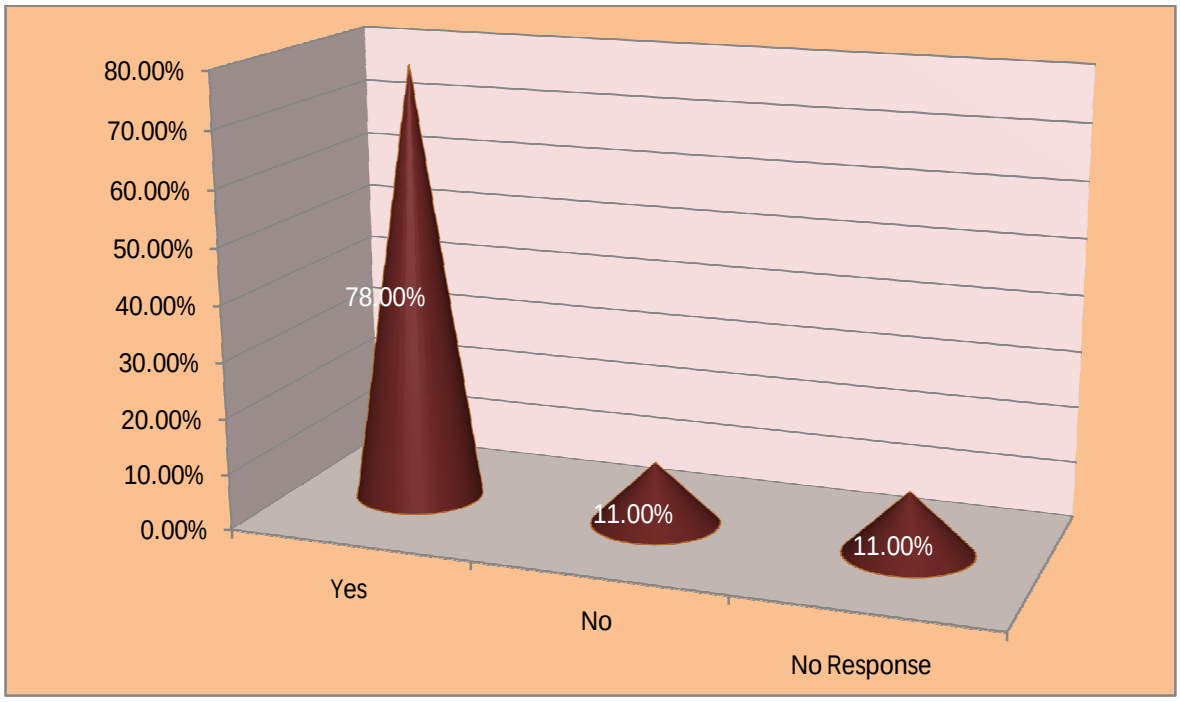


Figure 6.39: Training in their Interested Area

Observation

Table no 6.2.35 and figure no 6.39 shows that, 78% of the library staff asks for training or any other study course of their interested area while 11% doesn't ask for it. 11% didn't provide any answer to the question asked.

b. If yes, Will Staff be supported

The respondent who respond yes to the question, they will need positive replay from their organization to complete the training and study course.

Sr. No.	Support for Training	Responses	Percentage (%)
1	Yes	7	78%
2	No	0	0%
3	No response	2	22%
	Total	**9**	**100%**

Table 6.2.36: Support for Training

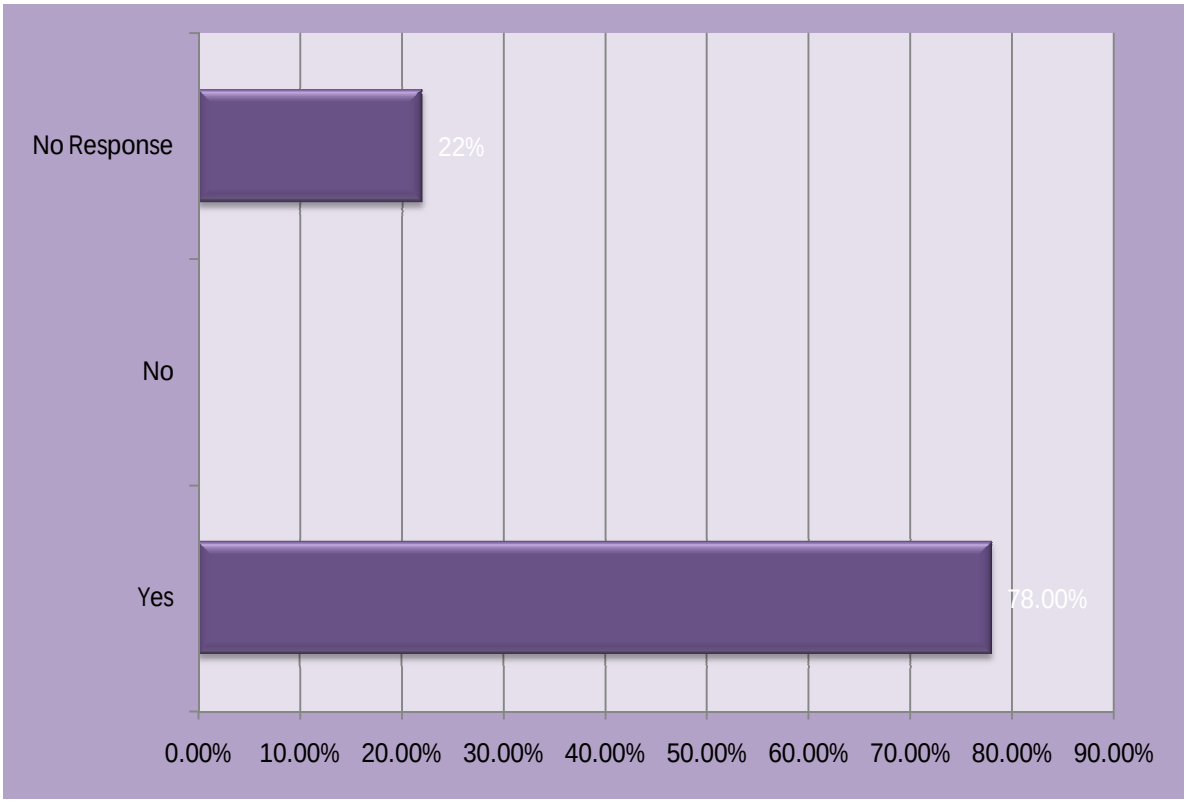


Figure 6.40: Support for Training

Observation

From the table no 6.2.36 and figure no 6.40 shows that, out of all the respondents who answered yes to the previous question, it was found that 78% of the librarians are willing to support their staff in case they ask for any training. 2 respondents (22%) didn't provide any answer to the question asked.

6.2.52 Staff Training and Development Policy

(Q. 49) this is a serious and important issue and hence the question seeks to find out whether there is a prevailing training and development policy. This would be good for development of staff and ultimately for the organization.

Sr. No.	Training and Development Policy	Responses	Percentage (%)
1	Yes	8	89%
2	No	0	0%
3	No response	1	11%
	Total	**9**	**100%**

Table 6.2.37: Staff Training and Development

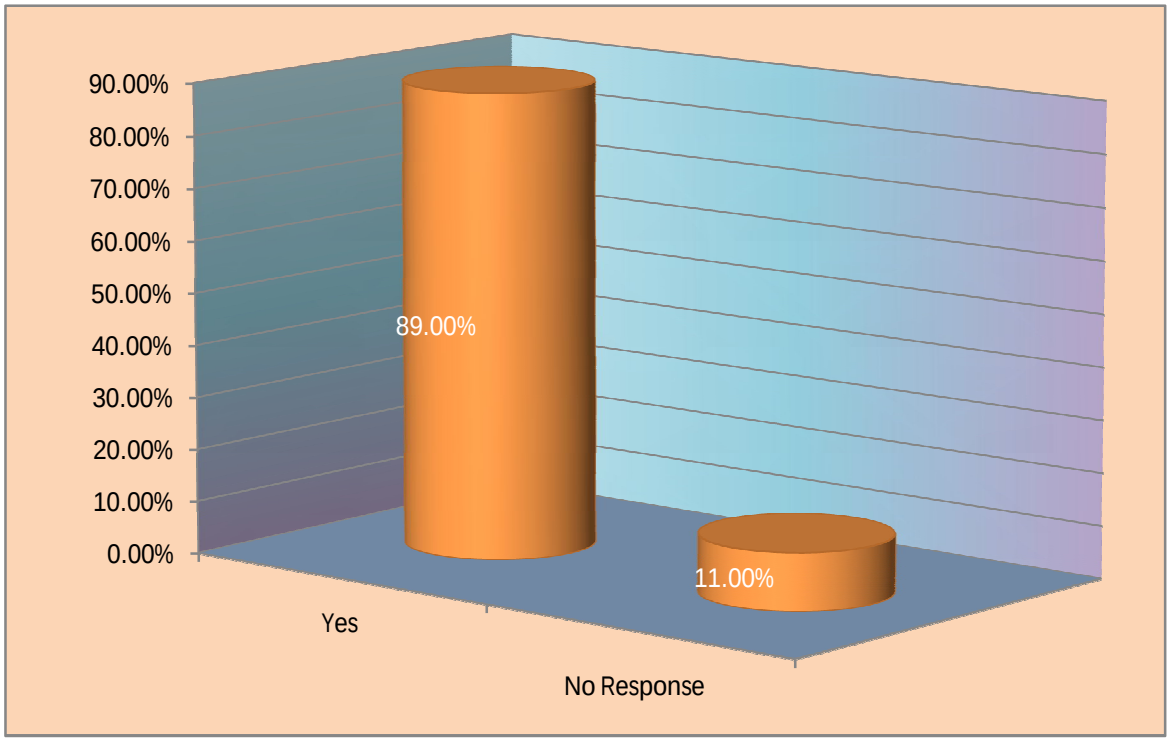


Figure 6.41: Staff Training and Development

Observation

The table no 6.2.37 and figure no 6.41 shows that, 89% of the respondents believe that there should be a training and development policy for the staff of the library. 1 respondent 11% didn't provide any answer to the question asked.

6.2.53 Employee Opportunities after Training

(Q. 50) this questions find out how employees utilized the skill learnt after a training programme. They should teach others in their department/Organization because "he who teaches learn twice".

Sr. No.	Employees Training Programme	Responses	Percentage (%)
1	Yes	7	78%
2	No	1	11%
3	No response	1	11%
	Total	**9**	**100%**

Table 6.2.38: Employee Opportunities after Training

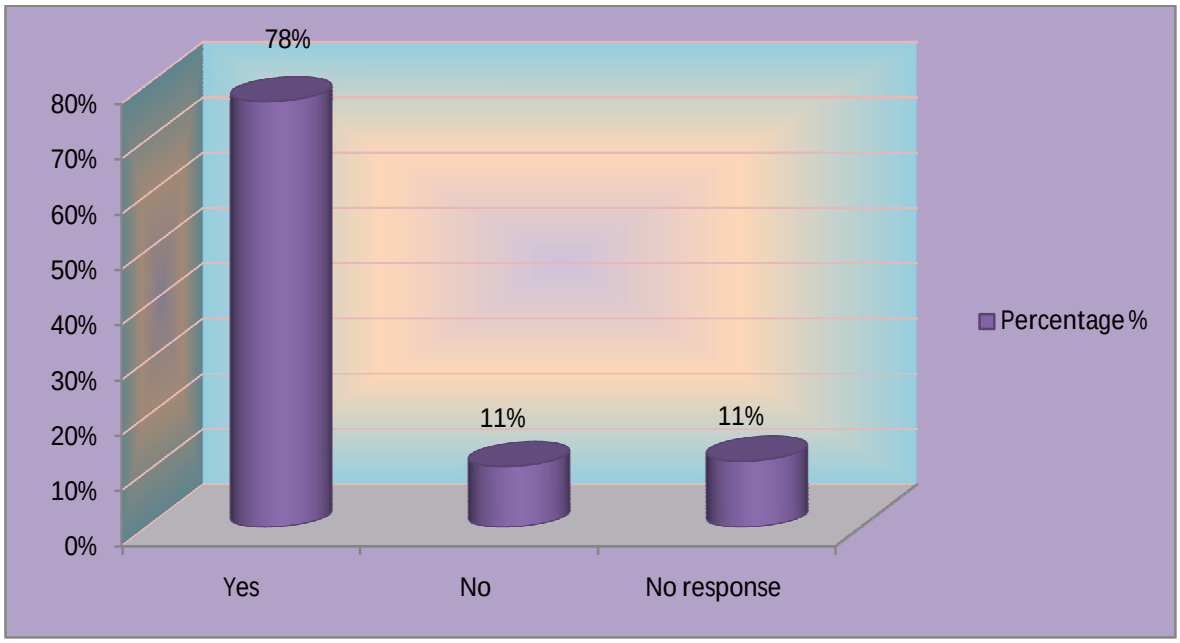


Figure 6.42: Employee Opportunities after Training

Observation

In the table no 6.2.38 and figure no 6.42 indicate that, 78% of the cases, we find that employees returning from a training programme are given a chance to try what they have learned in the training while in the remaining 11% of the cases, they were not given any opportunity. 1 respondent (11%) didn't provide any answer to the question asked.

6.2.54 Necessity of In-service Training

(Q.51) This question is an important because basic area in human behavior needs to be studied and practices for work effectiveness.

Sr. No.	Training of other Professional Areas	Responses	Percentage (%)
1	Yes	6	67%
2	No	2	22%
3	No response	1	11%
	Total	**9**	**100%**

Table 6.2.39:In-Service Training

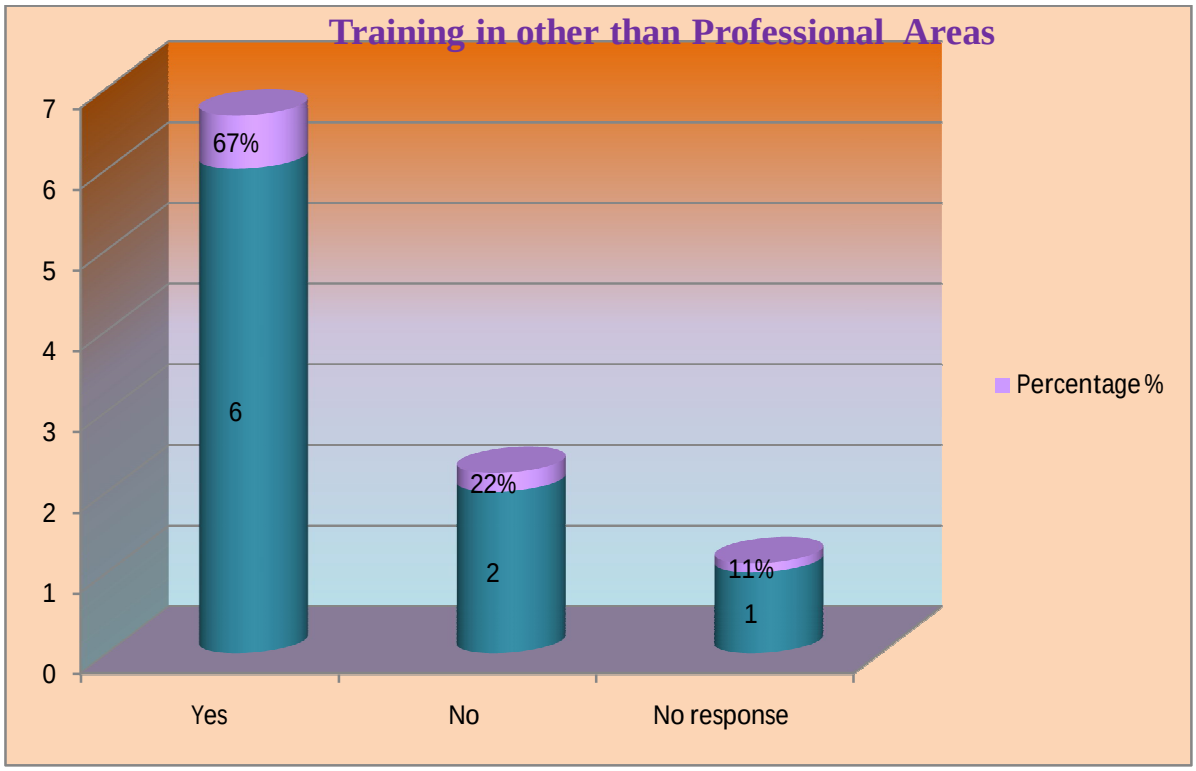


Figure 6.43: In-Service Training

Observation

Table no 6.2.39 and figure no 6.43 indicate that, 67% of those surveyed think that there is a need for training in other professional areas like human psychology, sociology etc. while the rest 22% think that no such training is necessary. 1 respondent (11%) didn't provide any answer to the question asked.

6.2.55 Funds for Training

(Q. 52) this is very important and necessary information about and funding for training is must, lack of funds cannot be an excuse for not training staff.

Sr. No.	Allocation of a separate fund	Responses	Percentage (%)
1	Yes	7	78%
2	No	1	11%
3	No response	1	11%
	Total	**9**	**100%**

Table 6.2.40: Funds for Training (suitable at UGC level)

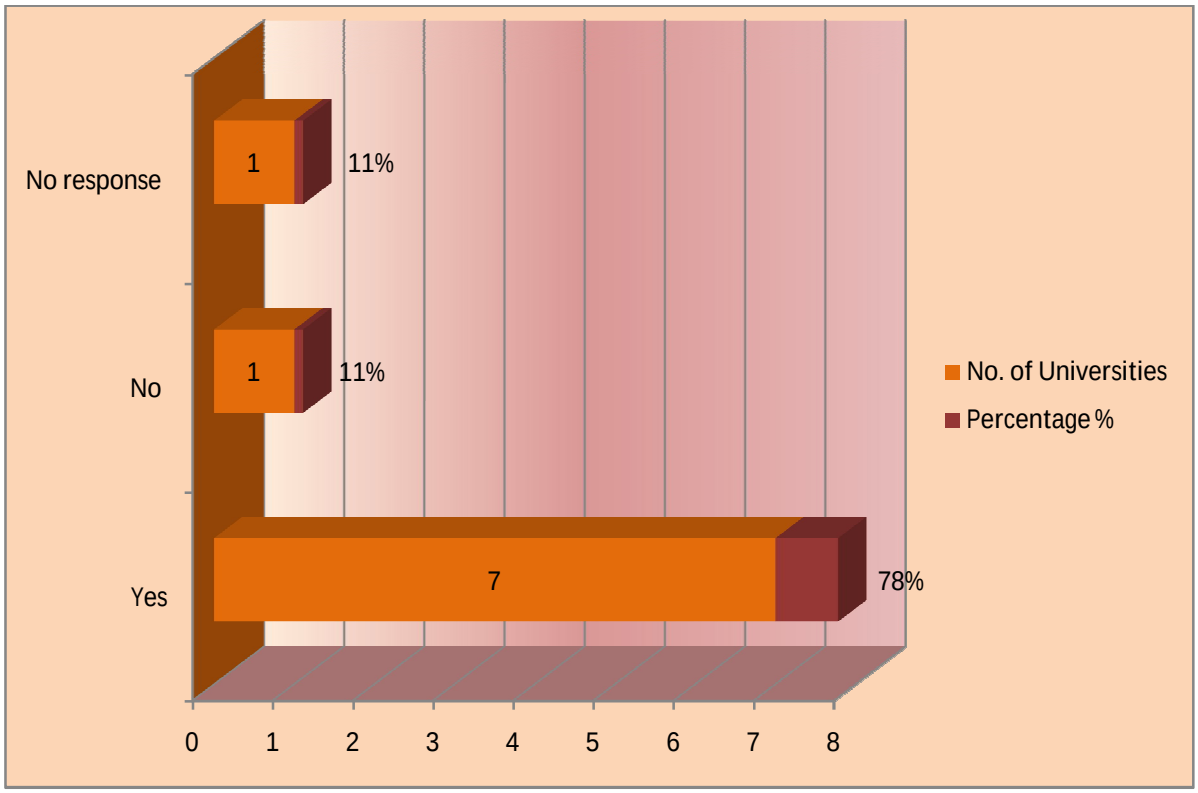


Figure 6.44: Funds for Training

Observation

Table no 6.2.40 and figure no 6.44 shows that the allocation of separate fund for staff training is considered to be essential by 78% of our respondents while 11% say that it is not necessary. 11% didn't provide any answer to the question asked.

6.2.56 Ability Development after Training

This (Q.53) address the need that staff have taken training programme seriously and willing to adopt new and progressive ideas.

Sr. No.	Development of Staff Ability	Responses	Percentage (%)
1	Yes	5	56%
2	No	1	11%
3	Sometimes	2	22%
4	No response	1	11%
	Total	**9**	**100%**

Table 6.2.41: Development of Staff ability after Training

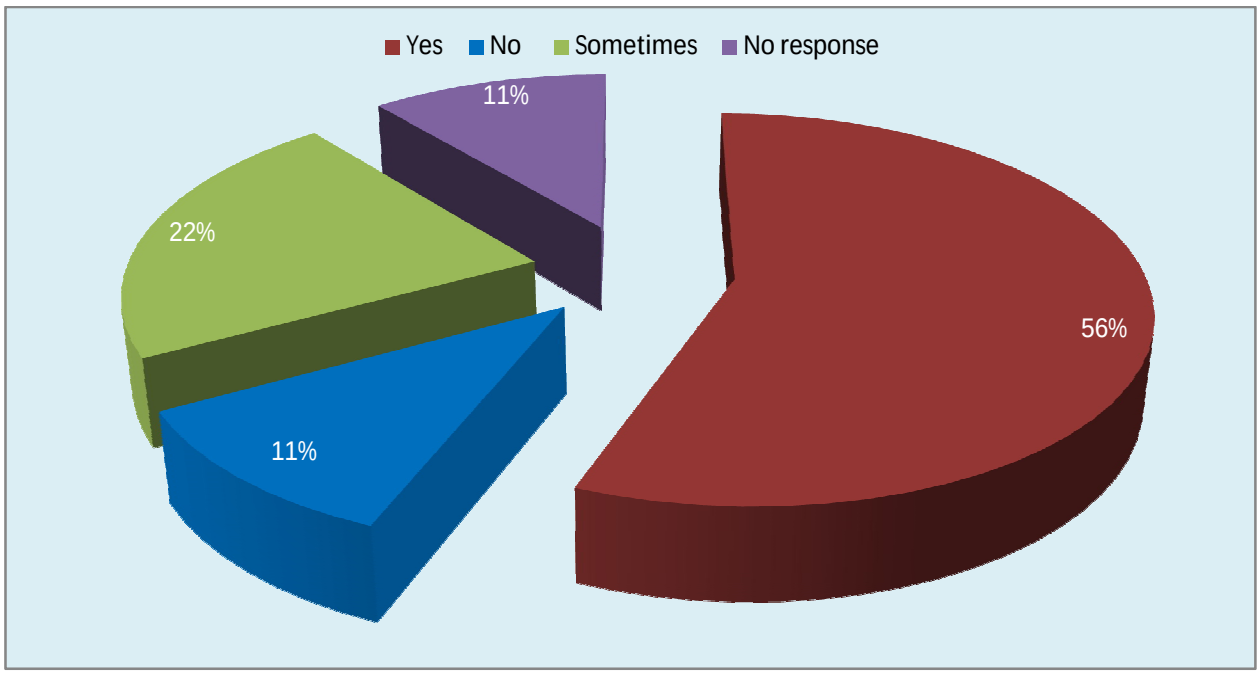


Figure 6.45: Development of Staff ability after Training

Observations

Table no 6.2.41 and figure no 6.45 observed that, 56% of the respondents have seen development in the ability of the staff post completion of a training programme while 11% saw no improvement. 22% of the sample only sometimes saw any development in the ability of the staff. 11% didn't provide any answer to the question asked.

6.2.57 Barriers in Training Programme

(Q.54) seeks to eliminate barriers regarding training programmes, as training is an essential component to progress one's growth as well as that of organizations.

Sr. No.	Factors that become barriers in training	Yes (%)	No (%)
1	Lack of written policy for continuous training	6(67%)	2(22%)
2	Inadequate funding	5(56%)	3(33%)
3	Lack of time	4(44%)	4(44%)
4	Long working hours of library staff	4(44%)	4(44%)
5	Lack of qualified staff	3(33%)	5(56%)
6	Lack of support from supervisor/manager	1(11%)	7(77%)
7	Lack innovation of professional ethics amongst the Library professionals	2(22%)	6(67%)
8	Lack of Interest	5(56%)	4(44%)
9	Lack of trainers in the organization	5(56%)	4(44%)

Table 6.2.42: Barriers in Training Programme

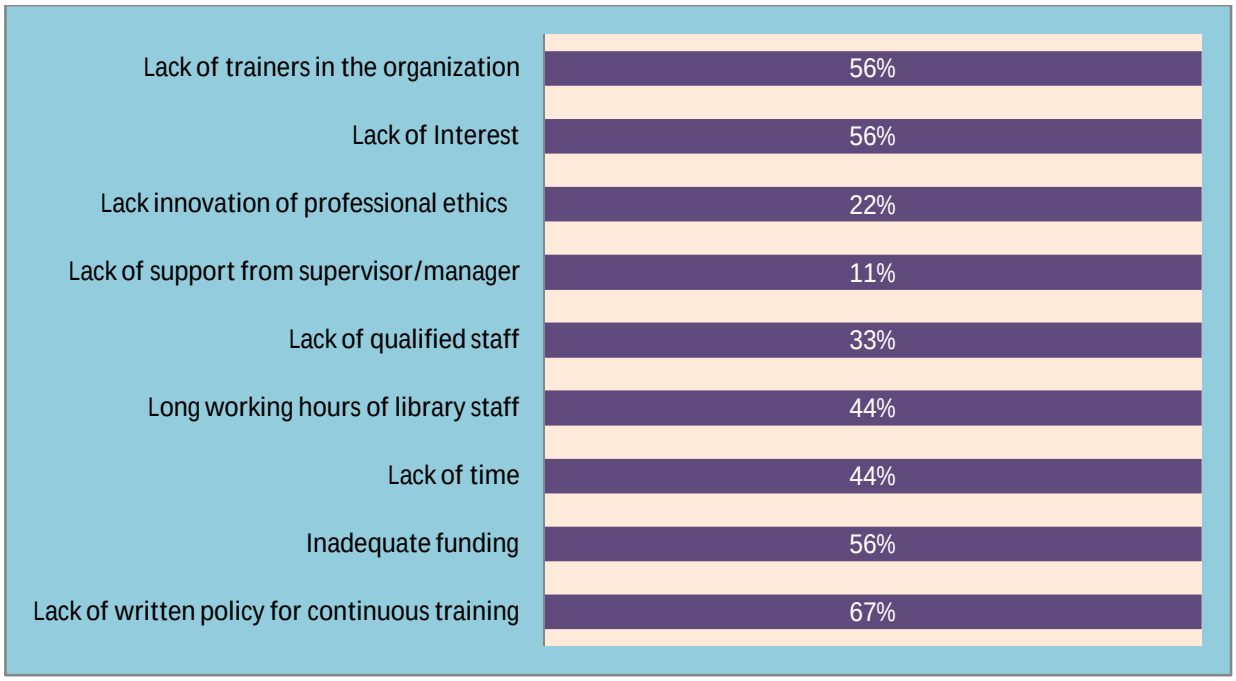


Figure 6.46: Barriers in Training Programme

Observations

Table no 6.2.42 and figure no 6.46 shows that, the biggest barrier in training programme is lack of written policy for continuous training (67%). The next important factor is inadequate funding (56%) while lack of interest and lack of trainers in the organization (56% each) also were found to be important barriers in training.

A policy document for training is very important and needs to be introduced. Apart from this, it is necessary to have training schedule for each library employee. Therefore suitable funds should be made available along with the appropriate trainers so that the training programmes could progress smoothly and without any hindrance.

H. Motivation

6.2.58 Motivation

(Q.55) wants to find out what motivational methods are used, since progress/growth are dependent on how well a person is motivated. Motivation is also an important psychological tool. Various types of methods of motivation are required to be done form time to time.

Sr. No.	Motivational Methods	Responses	Percentage (%)
1	Verbal appreciation	8	89%
2	Issue appreciation letters to employee	6	67%
3	Offer additional job responsibilities for an employee who deserve for it	7	78%
4	Appreciation in personal	7	78%
5	Presentation of awards in a ceremonial gathering	5	56%
6	Career Advancements	6	67%
7	Reward	5	56%
8	Any other (Please mention)	0	0

Table 6.2.43: Types of Motivation

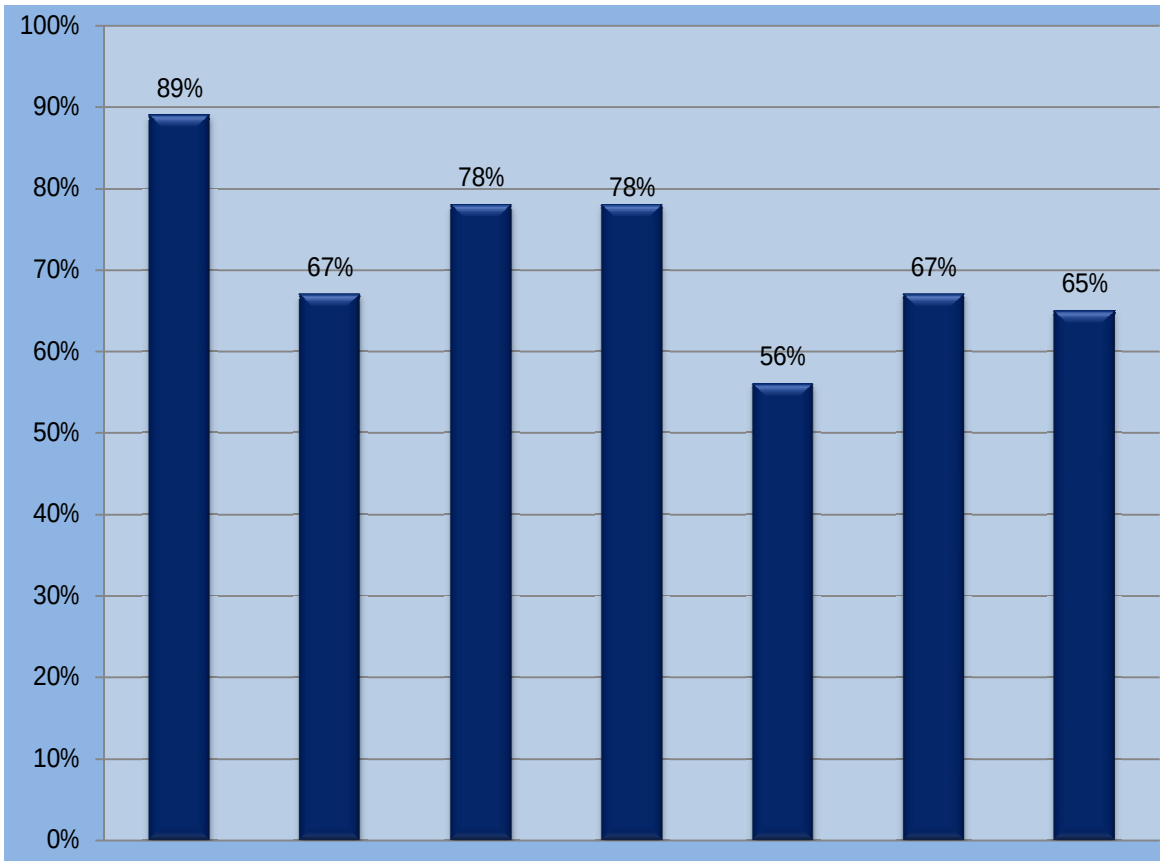


Figure 6.47: Types of Motivation

Observations

Table no 6.2.43 and figure no 6.47 shows that verbal appreciation is the most commonly used method for motivating the professional staff members with 89% of the respondents using it in their work place. Offering additional job responsibilities and appreciation in person follow verbal appreciation each accounting for 78% each. Career advancement and reward have been found to be useful by 67% of the respondents.

While verbal appreciation for every good work done is very important, it is essential to also appreciate in a ceremonial gathering were other library personnel is also present and the good performer can be awarded in the presence of his colleagues. This is also a very important motivation tool not only to the good performer but for also his/her other colleagues.

6.2.59 Staff Support

(Q.56) finds out if library staff is encouraged to try out new ideas learnt at the training programme. This is important as encouragement keeps up the spirit of the employees.

Sr. No.	Criteria to support the idea	Responses	Percentage (%)
1	Logical	5	56%
2	Reasonable	5	56%
3	Useful	7	78%
4	If any (Please specify)	0	0

Table 6.2.44: Criteria to Support Staff bringing a New Idea

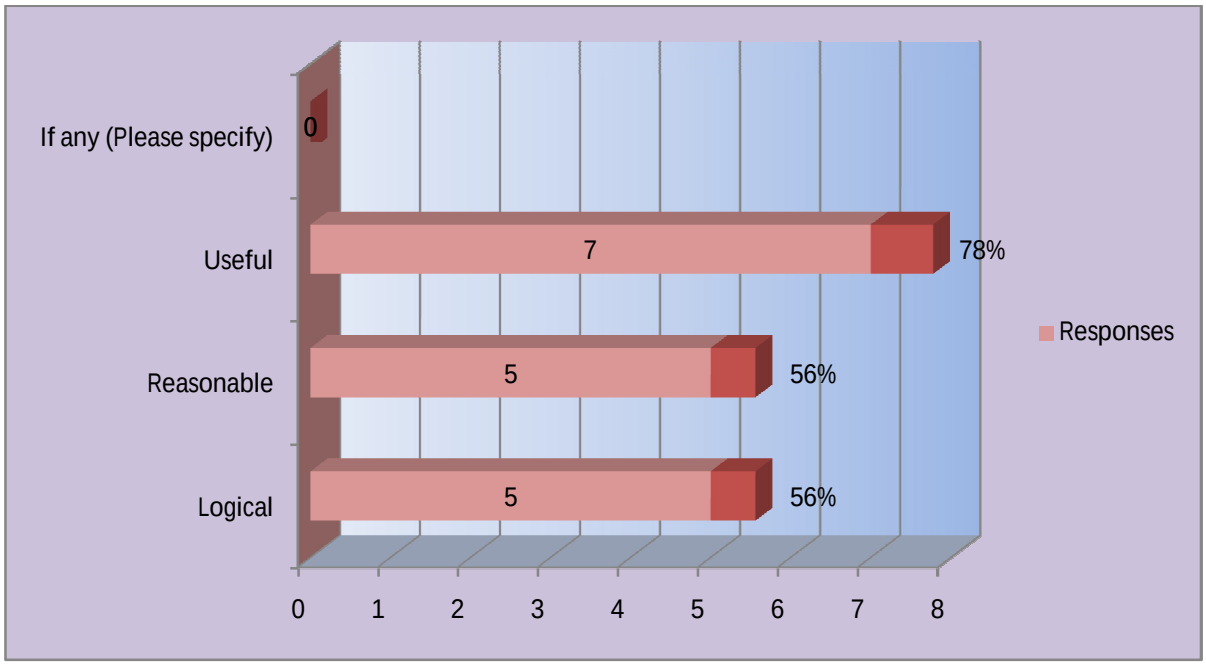


Figure 6.48: Criteria to Support Staff bringing a New Idea

Observations

Table no 6.2.44 and figure no 6.48 indicate that, the maximum weightage is given to an idea which is useful (78%). The idea being logical and reasonable has also been found to be important determinants of its acceptance each being prescribed by 56% of the respondents.

6.2.60 Get-together Programme

(Q.57) determines what sort of "bonhomie" and "espirit de corps" there is among all members of department at all levels.

Sr. No.	Get Together Programme	Yes (%)	No (%)
1	Monthly	2(22%)	0
2	Six monthly	0%	1(11%)
3	Yearly	1(11%)	1(11%)
4	Occasionally	4(44%)	0
5	Rarely	1(11%)	1(11%)
6	If any (Please specify)	0%	1(11%)

Table 6.2.45: Frequency of Get-together Programme

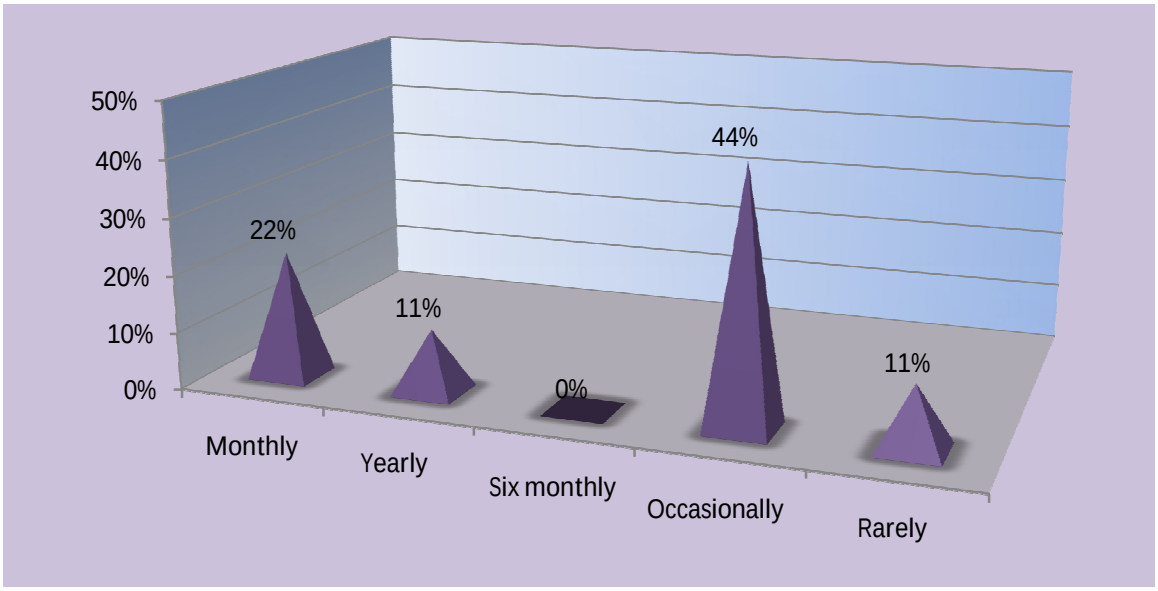


Figure 6.49: Frequency of Get-together Programme

Observations

Table no 6.2.45 and figure no 6.49 shows that, 44% of the respondents replied that get together programmes are organized occasionally for the library staff while 22% of the respondents replied that it is organized monthly for the staff

The frequency of get together programme could be suggested to the six monthly.

6.2.61 Your colleagues need financial help do you collectively help them?

Description: (Q.58) wants to find out if colleagues receive the most important help that is financial help and whether this can be arranged. The analysis shows that, 6(67%) of the respondents say that they do collectively provide financial help to their colleagues who need help while 1(11%) say that they do not provide any financial help. 2 (22%) of the respondents didn't provide any response to this question.

I. HRD Programmes

6.2.62 Barriers in HRD

(Q.59) determines how barriers may be reduce, so that HRD programmes become effective. Obviously the lesser the barriers, the more effective department/Organization.

Sr. No.	Factors that become barriers in the effective HRD programmes	Yes (%)	No (%)
1	Inadequate support by the Management	2(22%)	4(44%)
2	Inadequate funding	3(33%)	4(44%)
3	Management always resist to develop their subordinates	2(22%)	4(44%)
4	Lack of sincerity in performance appraisal	4(44%)	2(22%)
5	There is no written staff development policy	6(67%)	2(22%)
6	Personal financial constraint	4(44%)	2(22%)
7	Inadequate facilities to train with	4(44%)	2(22%)
8	It is not required for promotion	2(22%)	4(44%)
9	Staff does not have adequate time to participate	2(22%)	3(33%)

Table 6.2.46: Barriers in HRD Programmes

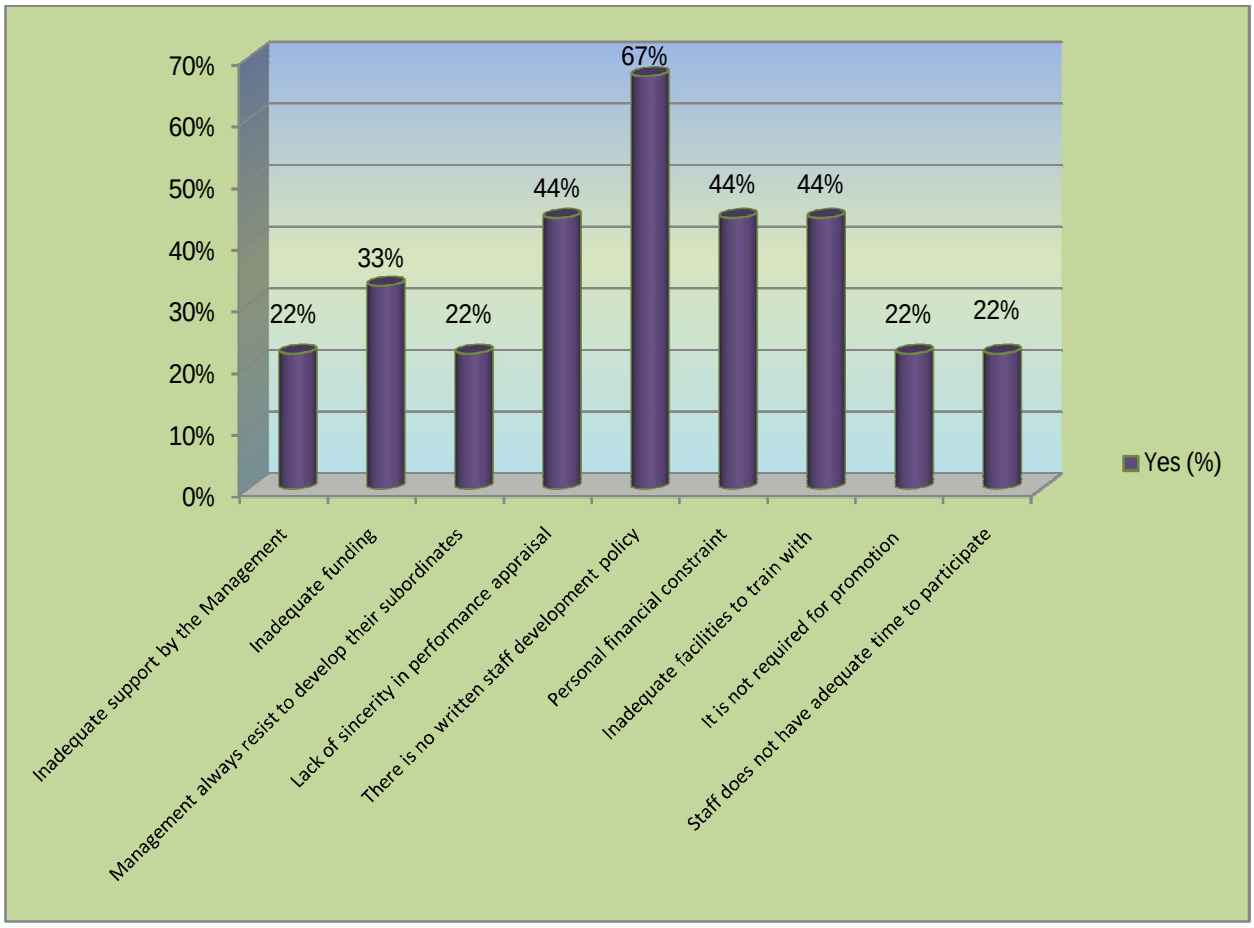


Figure 6.50: Barriers in HRD Programmes

Observation

Table no 6.2.46 and figure no 6.50 indicate that, 67 of the respondents believe that the absence of any written staff development policy is the main barrier in the effective HRD programmes. Lack of sincerity in performance appraisal, personal financial constraint and inadequate facilities to train with and written staff development policy each accounted by 44% of the respondents. Inadequate funding is the next important barrier towards effective HRD programmes accounted by 33% of the respondents.

Observation shows that most of the universities reported not having written policy document for staff development and this was the main barrier in effective HRD programme. Having a policy document will communicate to the staff the sincere intentions of the management. The authorities should take care to provide adequate funds to implement effective HRD programmes.

6.2.63 HRD Improvement Factors

(Q.60) Address HRD improvement factors of library personnel. Daily there should be improvement in employees and they must feel "every day I am getting better and better". This leads to personal and organizational effectiveness.

Sr. No.	Factors that can improve effective HRD programmes	Yes (%)	No (%)
1	Budgetary provision for training and development	7 (78%)	0
2	Each library should have a written staff development policy	6(67%)	1 (11%)
3	Encouragement in-service training, short courses, and seminar for staff	89%	0
4	Encouraging self development efforts of staff	89%	0
5	Provision of necessary facilities to train with	89%	0
	Provision for Infrastructural facility	89%	0
6	Informing staff of professional development opportunities	89%	0
7	Professional development should be considered during promotional excess	89%	0
8	Staff should granted paid leave to training and study full-time to improve themselves	89%	0
9	Reward and awards	89%	0

Table 6.2.47: Factors that can Improve HRD Programme

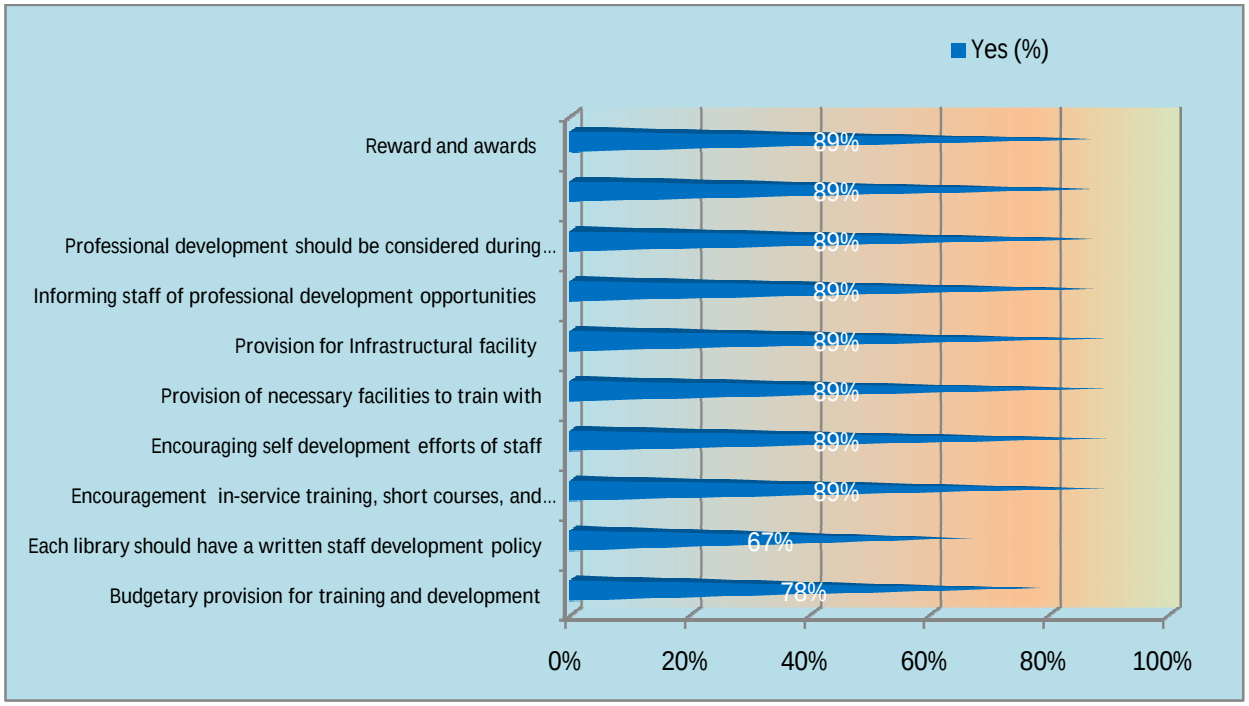


Figure 6.51: Factors that can Improve HRD Programme

Observations

Table no 6.2.47 and figure no 6.51 shows that, the number of factors like encouragement of in-service training, encouragement of self development of staff, provision of necessary facilities, informing staff of professional development opportunities, consideration of professional development in promotion and granting of paid leave found almost complete support (89%) among the librarian community. Other factors like budgetary provision, infrastructural facility and reward and awards also found high support (greater than 75%) from the sample.

Self development of staff should be encouraged and paid leave should be granted to staff for training and study.

6.2.64 SWOC Analysis of library

(Q. 61) seeks to find out how SWOC analysis is done. This important analysis can be used to

- Maximize staff strengths (S)
- Minimize Weakness (W)
- Helps to identify Opportunities (O)
- And helps of confront Challenges that we are faced with in daily life (C)

Analysis not done, because situation in each organization varies from other organizations. And responses could also be vastly different.

J. Data Analysis of Professional Staff (Questionnaire II)

6.2.65 Designation

(Q.2) asked to get the information regarding the Designation of the Professional Staff of University Libraries in Maharashtra State.

Sr. No	Designation	UM	NU	SPPU	SNDT	BAMU	SUK	SGBAU	NMU	SRTMU	SU
1	**Deputy Librarian**		**2**	**1**	**1**		**1**		**1**		
2	**Asst. Librarian**	**2**	**2**	**6**	**2**	**2**	**1**	**2**	**1**		
3	**Sr. Assistant Librarian**	**1**									
4	**Sr. Library Assistant**		**3**		**3**	**4**	**8**			**2**	**3**
5	**Sr. Professional Library Asst.**	**1**									
6	**Information Scientists**		**1**			**1**		**1**	**1**	**1**	
7	**Professional Asst.**					**1**					
8	**Library Asst.**								**1**		
	Total	**4**	**8**	**7**	**6**	**8**	**10**	**3**	**4**	**3**	**3**

Table 6.2.48: Designation of Professional Staff

Observation

Table no 6.2.48 shows that, there are 56 professionals are working in the university libraries in Maharashtra State.

6.2.66 Gender of Respondents

(Q. 5) asked to specify the gender of the respondent of professional Staff.

Gender	Responses	Percentage (%)
Male	30	59%
Female	21	41%
Total	**51**	**100%**

Table 6.2.49: Professional Staff Gender Respondents

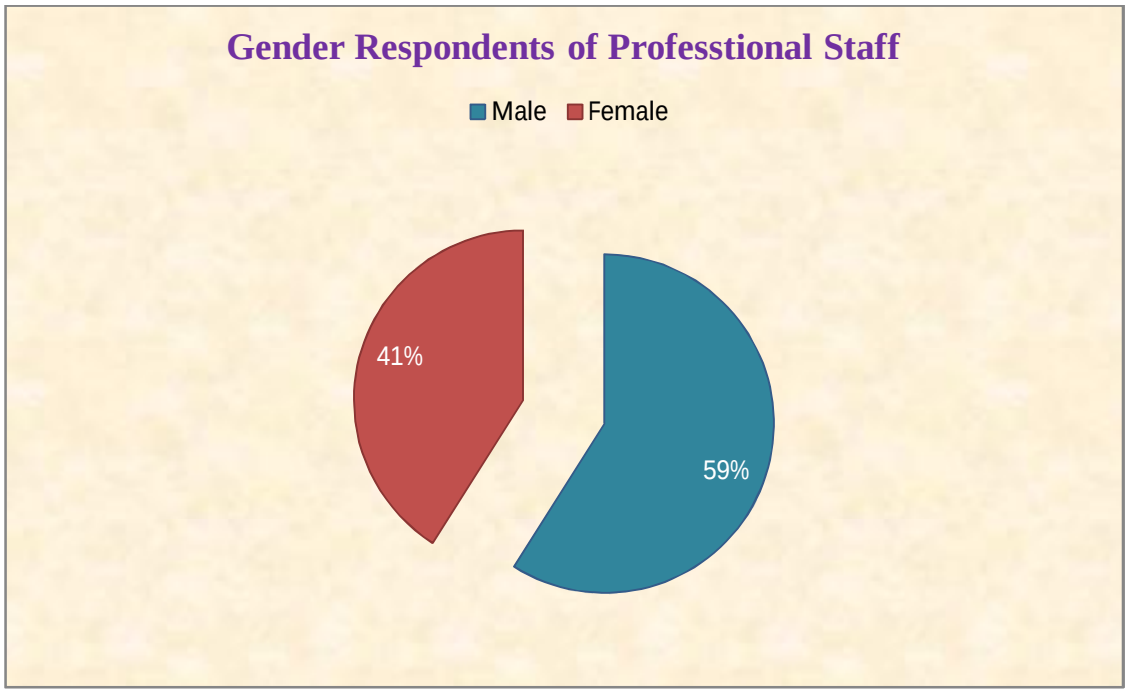


Figure 6.52: Gender Respondents of Professional Staff

Observation

The table no 6.2.49 and figure no 6.52 shows that, 59% of the respondents are male while 41% are females. Thus although there is a gap between the number of male and female staff, it is not as huge as we saw in the case of the librarians.

6.2.67 Age Group of the Professional Staff

(Q.6) was asked to determine in which age group the professional staff fell into.

Age	Responses	Percentage (%)
25-30	-	-
31-35	8	16%
36-40	13	25%
41-50	16	32%
51-60	13	25%
Not Respondent	1	2%
Total	**51**	**100%**

Table 6.2.50: Age Group of Professional Staff

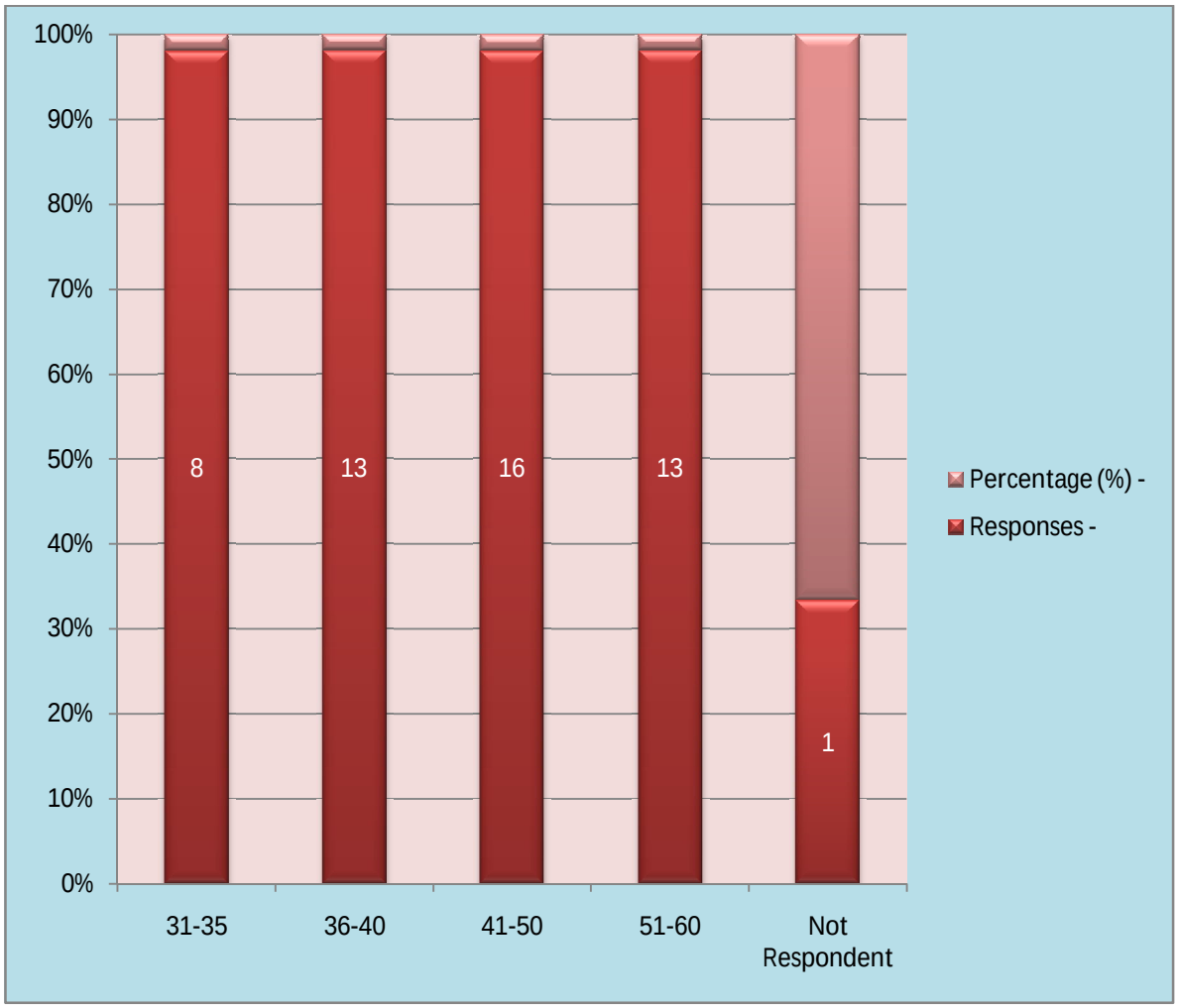


Figure 6.53: Age Grouping of University library professional Staff

Observations

Table no 6.2.50 and figure no 6.53 indicates that, the majority of the professional staff of the university libraries that is (31-35 (16%); 36-40 (25%); 41-50 (32%); 51-60 25%) are belong to the age group of 30-60.

Observation shows that the majority of the universities library professionals group belonging to the age group between 30-60, it shows that most of the professional staff have ample scope to grow in their professionals and acquired highest status and responsibility in the future.

6.2.68 Educational Qualifications

(Q.7) was asked to know the educational qualifications of the professional staff of the university libraries.

Qualifications	Responses
Ph. D.	9
Ph. D. (Pursuing)	3
M. Phil	6
NET	12
SET	5
JRF	1
M. Lib. & I. Sc	43
Other Qualifications	69

Table 6.2.51: Educational Qualifications of Professional Staff

Observation

Table no 6.2.51 shows that majority of the professional staff is having professional qualification that is 43 no. staff is having M. Lib. & I. Sc. It is also found that along with the professional qualification most of them also acquired the other qualifications also.

6.2.69 Experience in years

(Q.8) was asked to determine in which age group the librarians fell into.

Experience in Years	Responses	Percentage (%)
1-3	0	-
4-6	01	2%
7-9	06	12%
10-12	09	17%
13-15	05	10%
16 and above	30	59%
Total	**51**	**100%**

Table 6.2.52: Experience in Years

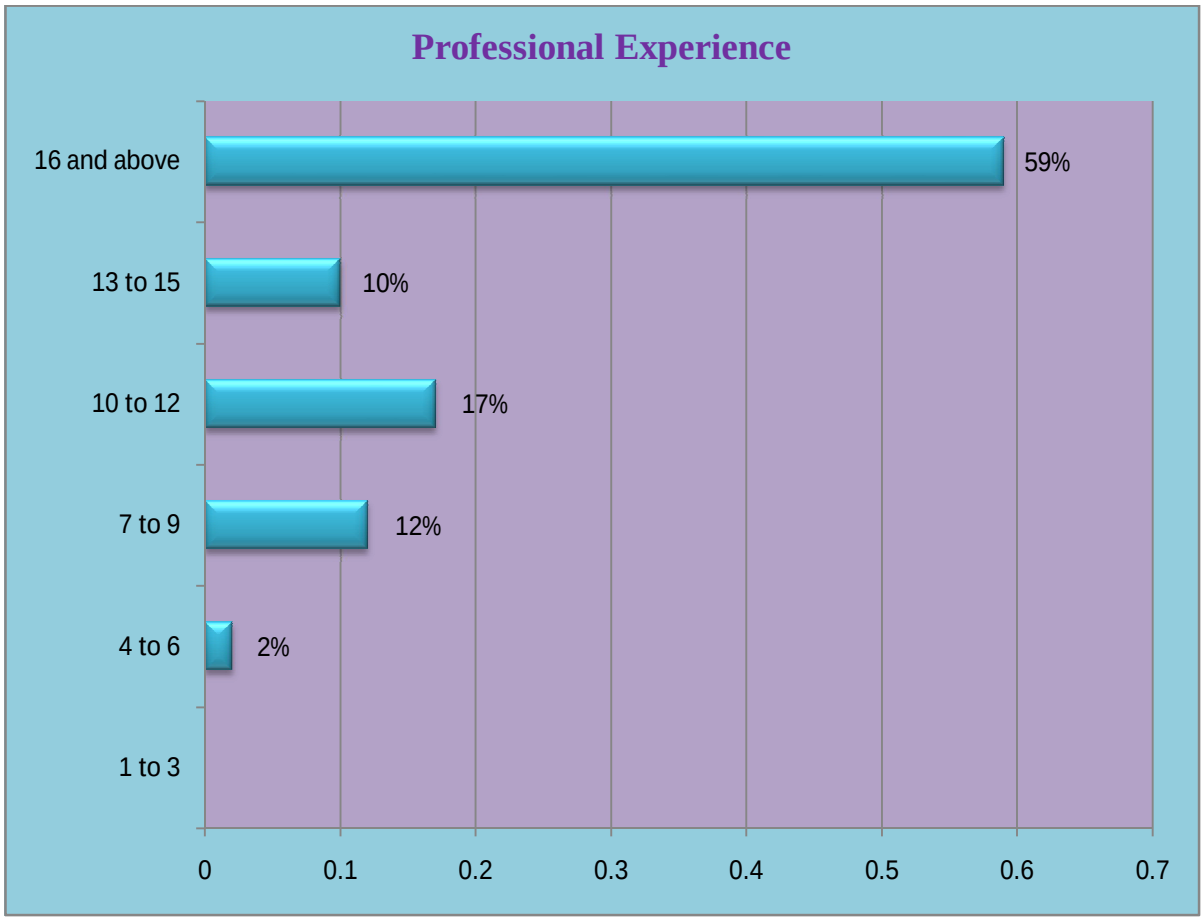


Figure 6.54: Professional Experience

Observations

Table no 6.2.52 and figure no 6.54 shows that, 59% of the respondents have professional experience of more than 16 years which shows that majority of the libraries have highly experienced professional staff. 17% of the respondents have experience of 10-12 years while 12% have experience of 7-9 years. 10% of respondents has experience between 13 to 15 years while just 2% of the respondents has experience between 4-6 years.

In the survey, it is observed that majority of the library professionals working in university libraries in Maharashtra State have experience of more than 16 years and only few of the staff is having less experience which shows sound development of HRD in university libraries.

6.2.70 Promotion

Description: The result of the (Q. 9a.) shows that, the 25 respondents (49%) said that they have been promoted in the current service while an equal number i.e. 25 respondents (49%) said that they have not been ever promoted in their service. No reply was received for this question from one of the respondents.

b. If yes,

Sr. No.	Promotion	Responses	Percentage (%)
1.	Monetary benefit	10	20%
2.	Increase job responsibility	21	41%
3.	Any other (please specify)	5	10%
4.	Not responded	15	29%
	Total	**51**	**100%**

Table 6.2.53: Promotion

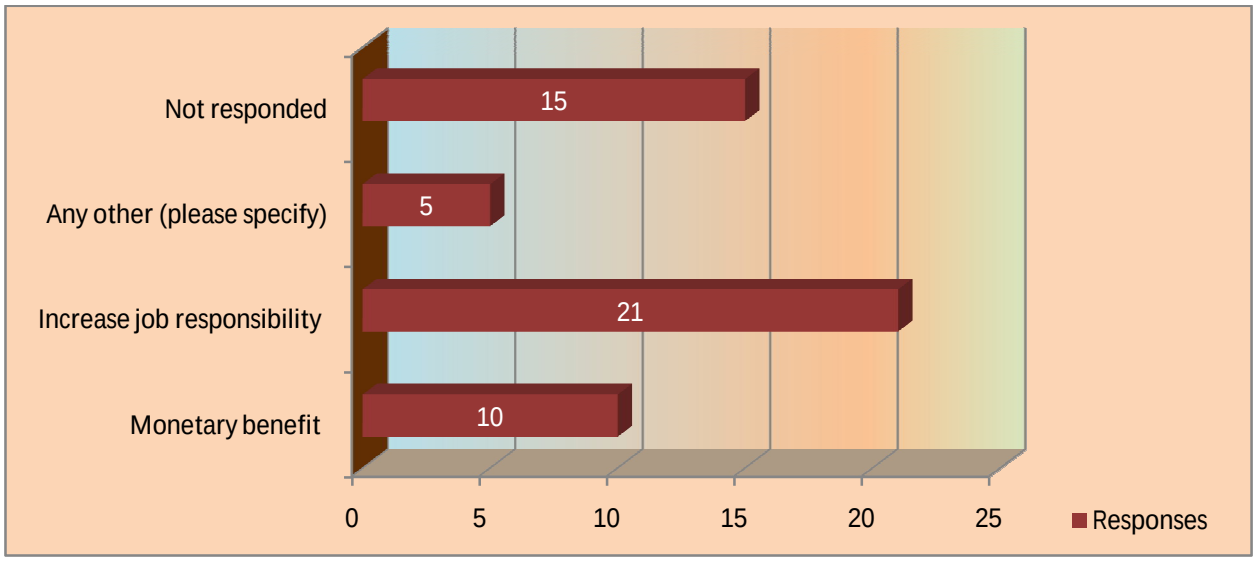


Figure 6.55: Promotion

Observations

Table no 6.2.53 and figure no 6.55 shows that, 41% responded that they were assigned higher job responsibility as a part of their promotion while 20% said that they were given monetary benefit. 10% chose any other option. 15 (29%) of the respondents didn't provide any response to this question.

6.2.71 Promotion Criteria

(Q. 10) was asked to specify as to what reason the promotion was due to. There are 5 criteria specifying ex. Seniority, Performance Evaluation, Both Seniority and Performance Evaluation, After Educational Qualification upgrades, Any other (please specify)

Sr. No.	Promotion on the basis	Responses	Percentage (%)
1.	Seniority	10	20%
2.	Performance Evaluation	3	6%
3.	Both Seniority and Performance Evaluation	11	22%
4.	After Educational Qualification upgrades	10	20%
5.	Any other (please specify)	2	4%
6.	Not responded	15	29%

Table 6.2.54: Promotion Criteria

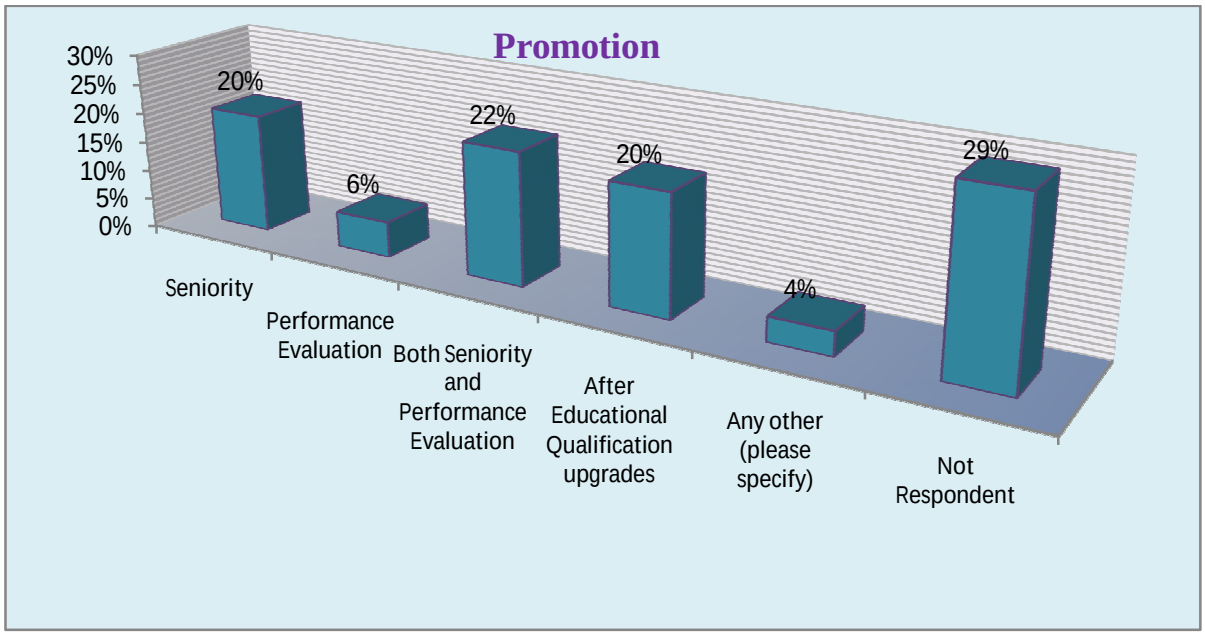


Figure 6.56: Promotion Criteria

Observations

Table no 6.2.54 and figure no 6.56 indicate that, 22% said that both seniority and performance evaluation was the basis for promotion. 20% replied that seniority and educational qualification upgrades was responsible for their promotion. 6% replied that performance evaluation was the basis for their promotion. There was no reply received for this question from 15(29%) respondents.

6.2.72 Promotion Policy

(Q.11) determines whether promotion policy is perceived as favourable or not favourable

Sr. No.	Promotion policy	Yes (%)	No (%)
1.	Favourable	23(45%)	5 (10%)
2.	Not favourable	8 (16)	3 (6%)
	Not responded	12 (23%)	

Table 6.2.55: Promotion Policy

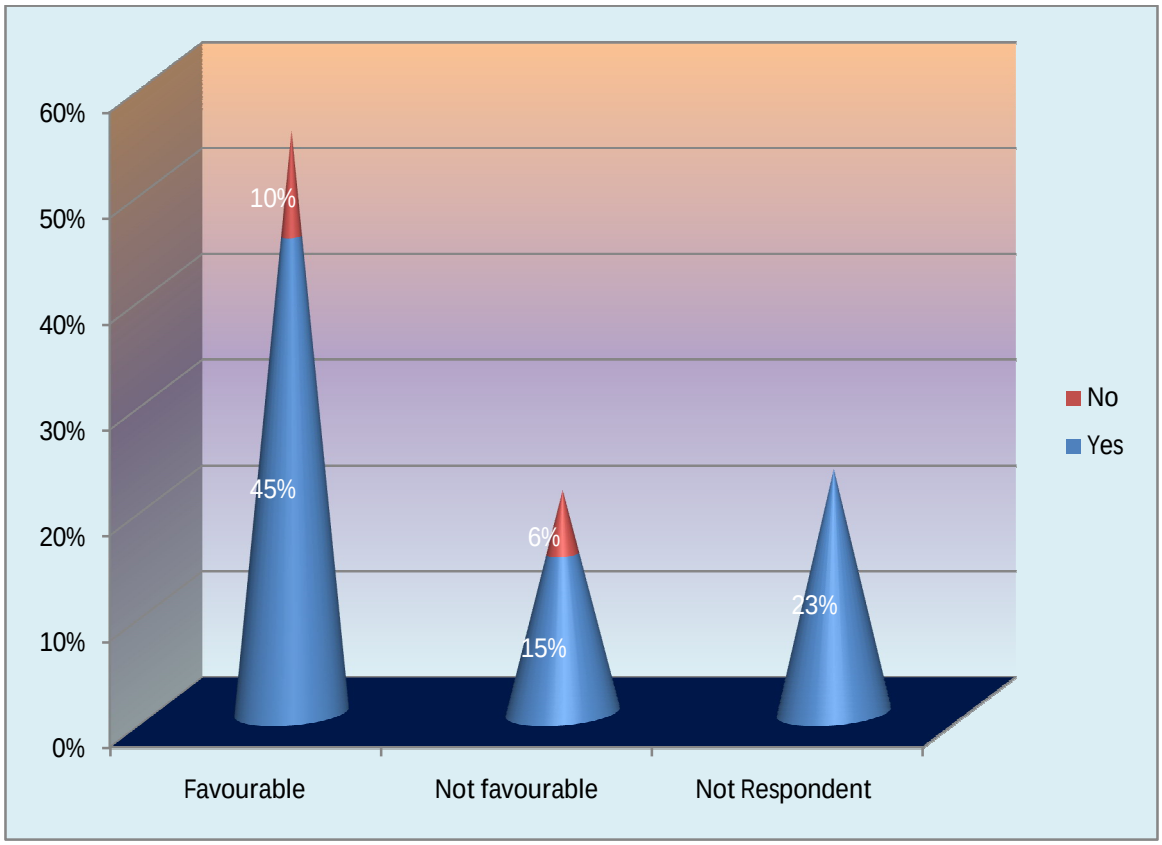


Figure 6.57: Promotion Policy

Observation

Table no 6.2.55 and figure no 6.57 shows that, 45% of those surveyed said yes to the proposition that promotion policy is favourable while 10% said that it is not favourable. 16% said yes that promotion policy is not favourable while 6% said no to this idea. There are 12 respondents (23%) who gave no reply to this question.

6.2.73 In-charge of the Dept/Section/Unit etc.

(Q.12) asked whether one is in charge of faculty library or any other department/ Section or Unit. No analysis has been done because it has been felt that the analysis would not be coherent.

6.2.74 No. of Professional and Non-Professional Staff Reporting

(Q.13 and Q.14) was asked to know the no. of professional staff reporting to the respondent.

Sr. No	Name of University Library	Professionals	Non-professionals
1	UM	9	8
2	NU	23	11
3	SPPU	10	15
4	SNDT	36	34
5	BAMU	18	11
6	SUK	26	32
7	SGBAU	5	2
8	NMU	-	16
9	SRTMU	6	4
10	SU	1	5

Table 6.2.56: No. of Professional and Non-Professional Staff Reporting

Observation

Table no 6.2.56 shows that majority of university libraries that is six universities have adequate no. of professionals and non-professional staff. Four of the above universities need to consider the staff requirements for professionals and non-professional positions.

6.2.75 Job Responsibilities

(Q.15) address the questions of what form job responsibilities took for the respondents. This is Yes, No type of questions.

Sr. No.	Job Responsibilities	Yes (%)	No (%)
1	Oral job description	36 (71%)	4 (8%)
2	Written job descriptions	38 (75%)	2 (4%)
3	Any other (Please Mention)	0	0

Table 6.2.57: Job Responsibilities

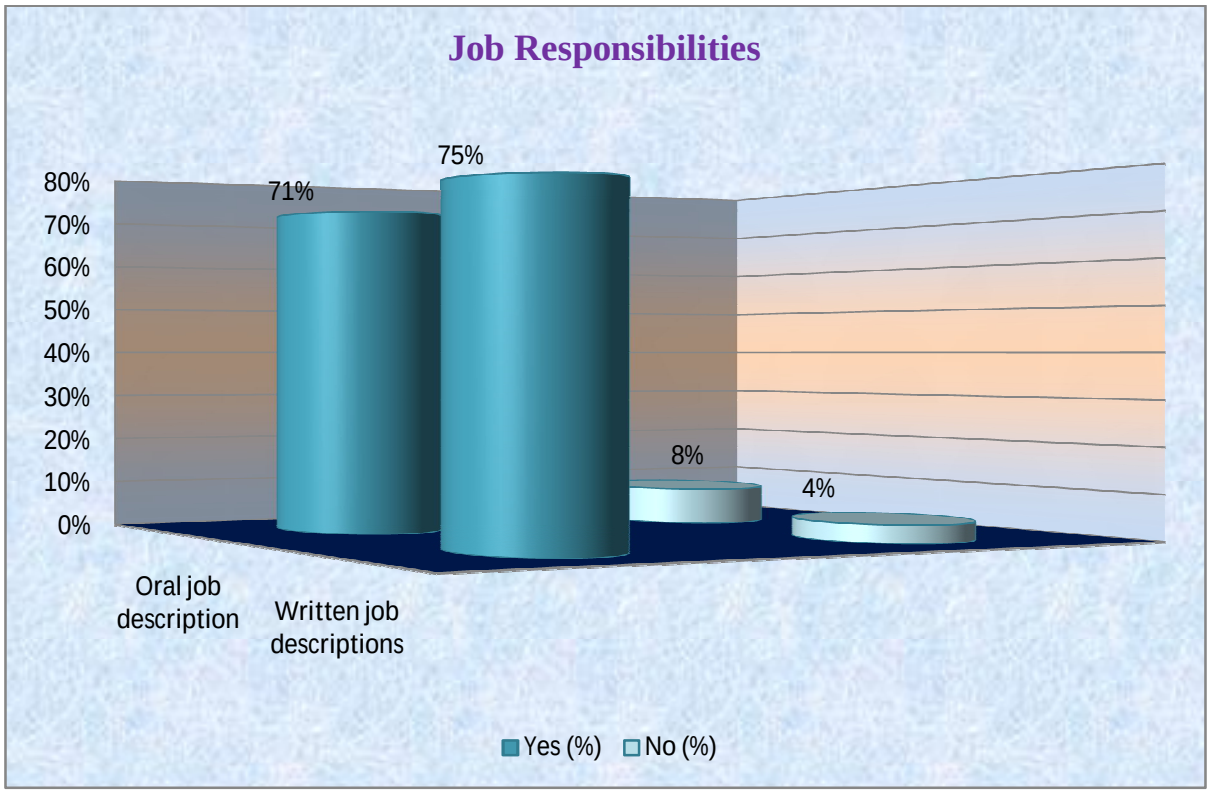


Figure 6.58: Job Responsibilities

Observations

Table no 6.2.57 and figure no 6.58 indicates that, 75% responded that they get job responsibilities in the form of written job descriptions while 71% replied that they get oral job description.

Any new job responsibility must entail full written descriptions of the new job.

K. Appraisal System

6.2.76 Satisfaction with Appraisal System

Description: The result of (Q.16) reveled how satisfied respondent were with the procedure of Appraisal System. The analysis shows that, 31 respondents (61%) have said that they are satisfied with the appraisal system while 13 respondents (25%) have said "no" i.e. they are not satisfied with the appraisal system. There are 7 respondents (14%) who gave no reply to this question.

L. Training and Development

6.2.77 Preference of Training and Development Programme

(Q.17) wants to find out which are the favourable training and development programmes. Ten options are available to the respondent.

Sr. No.	Training and Development Programme	Yes (%)	No (%)
1	Orientation/induction programmes	40 (78%)	11 (22%)
2	On the job training	40 (78%)	11 (22%)
3	Job rotation	22 (43%)	29 (57%)
4	In-service training	41 (80%)	10 (20%)
5	Study leaves and fellowships	25 (49%)	26 (51%)
6	Study visit to other libraries	32 (63%)	19 (37%)
7	External study courses (Degree, Diploma etc)	22 (43%)	29 (57%)
8	Attendance at conference/pre/post conferences with library support	39 (76%)	12 (24%)
9	Seminars	43 (84%)	08 (16%)
10	workshops	45 (88%)	06 (12%)

Table 6.2.58: Preference for Training and Development Programme

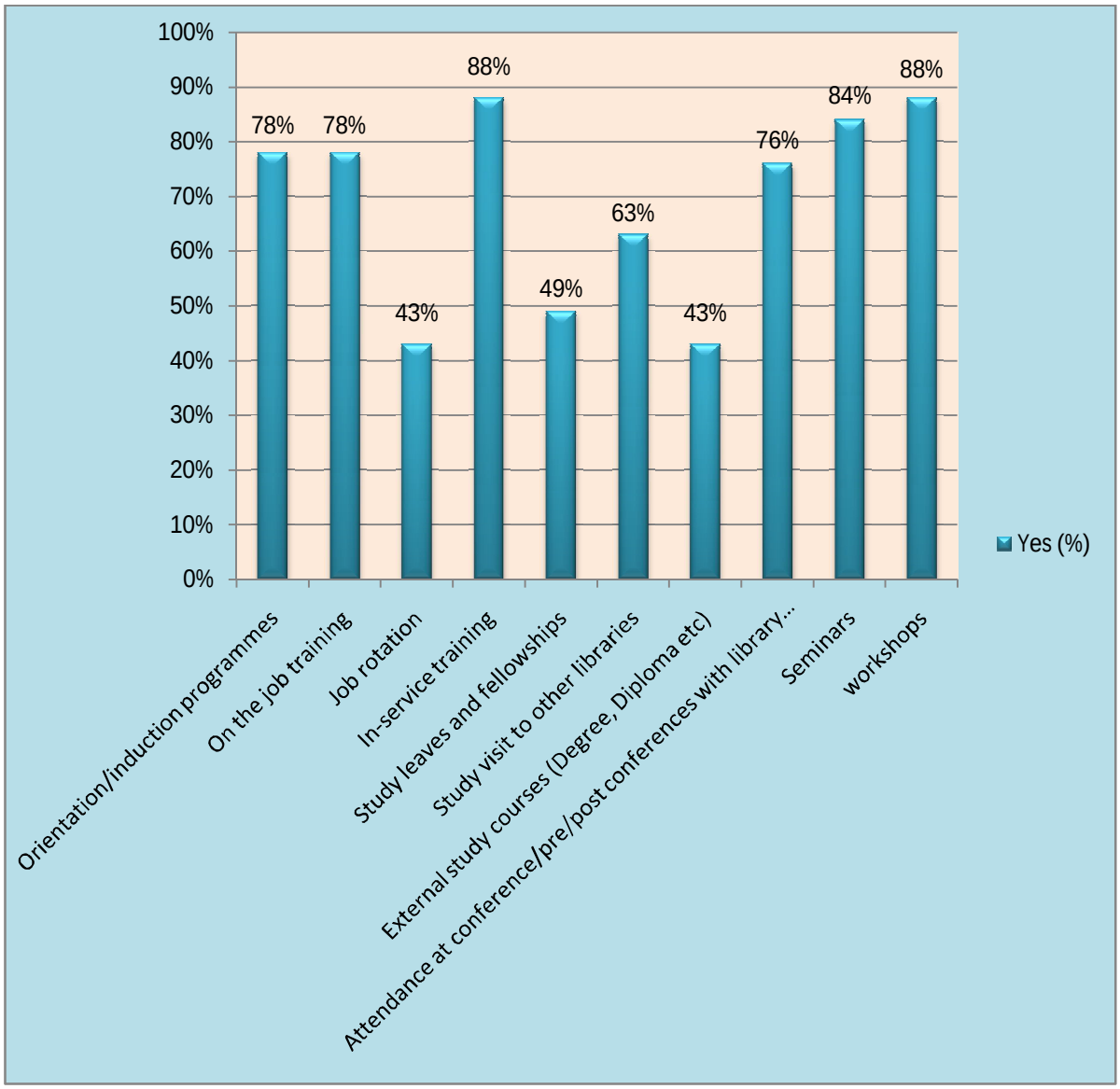


Figure 6.59: Preference for Training and Development Programme

Observations

Table no 6.2.58 and figure no 6.59 shows that, workshop is the most preferred training option that respondents like (88%), followed by seminars (84%), in-service training (80%), orientation/induction programmes and on the job training (78%). Job rotation and external study courses as a medium of training finds least preference (43%).

Workshos are a very popular method of training and development, which should be pursuied by all library professionals.

6.2.78 Attendance of Training Programme

(Q.18) wants to determine which training programmes have been attended by the respondents.

Sr. No.	Training Programme	Responses	Percentage (%)
1	On the job training	18	35%
2	Formal Education	03	6%
3	Attendance at workshops, Seminar, Conference, etc.	36	71%
4	Exchange	0	0

Table 6.2.59: Attendance at Training Programme

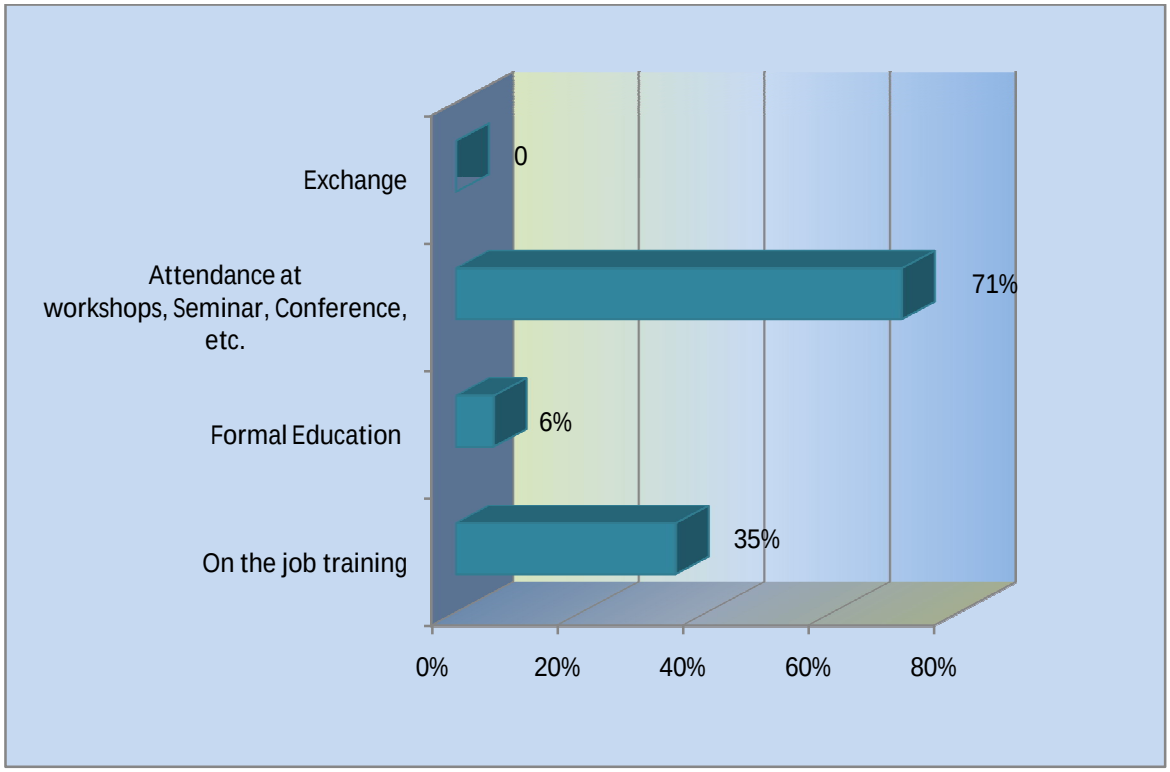


Figure 6.60: Attendance at Training Programmes

Observations

Table no 5.2.59 and figure no 6.60 indicates that, 71% of the sample has attended workshops, seminars and conferences while 35% has had some form of on the job training. Just 6% received formal education and there was nobody who had gone on any exchange programme.

6.2.79 Usefulness of Training Programme

(Q.19) wants to find out whether these training programme are useful regarding knowledge, techniques, and ease of implementations.

Sr. No.	Usefulness of the Training	Yes (%)	No (%)
1	Training Programme help them day to day work activities	45(88%)	2 (4%)
2	Not responded	4 (8%)	

Table 6.2.60: Usefulness of Training Programme

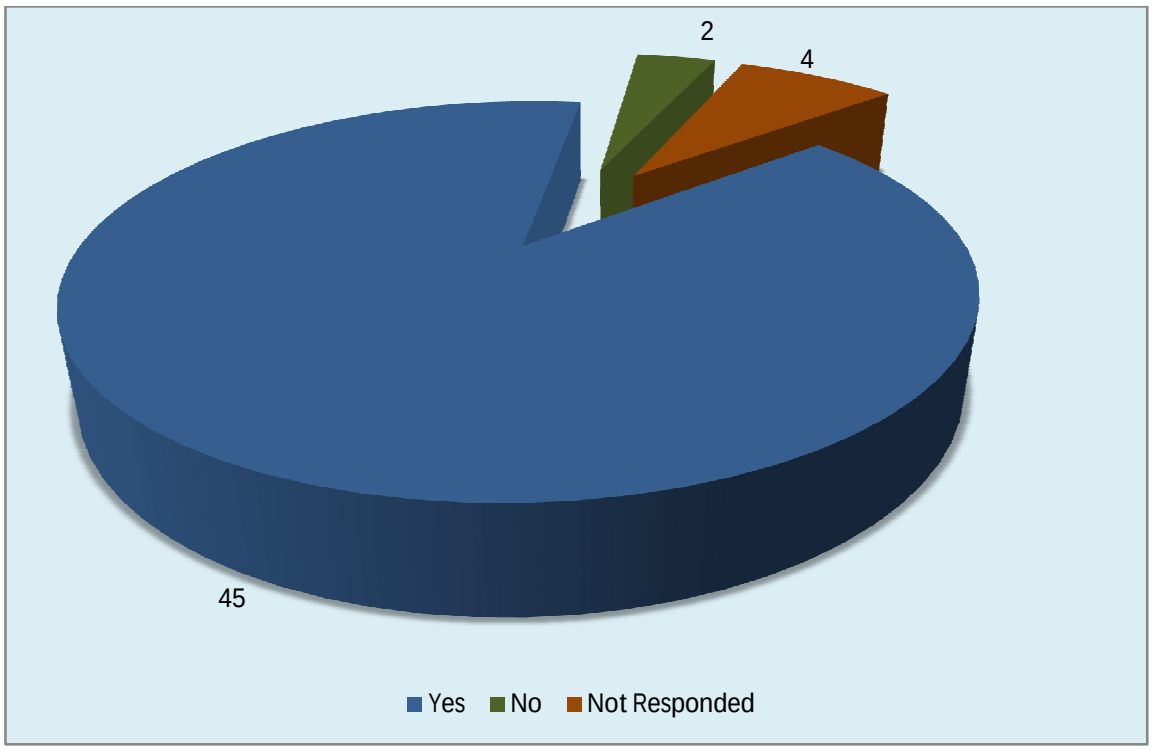


Figure 6.61: Usefulness of Training Programme

Description

Table no 6.2.60 and figure no 6.61 shows that, the 45 respondents (88%) of the sample believes that training programmes have helped them in their day to day activities and they got an opportunity to implement the knowledge which they have acquired, while 2 respondents (4%) believe that training programmes are not of much use in their day to day work activities. There was no reply received for this question from 4 (8%) respondents.

6.2.80 Necessity of In-service Training

(Q.20) tries to find out the necessity of in-service training. 11 options are provided to the respondent.

Sr. No.	Necessity of in-service Training	Response	
		Yes	No
1	To improve professional knowledge and development skills	47 (92%)	4 (8%)
2	To Develop the Library	49 (96%)	2 (4%)
3	To get acquire with latest technological developments	47 (92%)	4 (8%)
4	To introduce better/new services	45 (88%)	7 (14%)
5	For Career Development	39 (76%)	12(24%)
6	For further education to improve in my work	37 (73%)	14(27%)
7	To acquire more skills and exposure in my work	36 (71%)	15(29%)
8	For better communication skills	37 (73%)	14(27%)
9	For ability to make use of the library materials in my section	37 (73%)	14(27%)
10	For networking with library professionals	41 (80%)	10(20%)
11	For more capability to assist and attend to library users	43 (84%)	08(16%)

Table 6.2.61: Necessity of In-Service Training

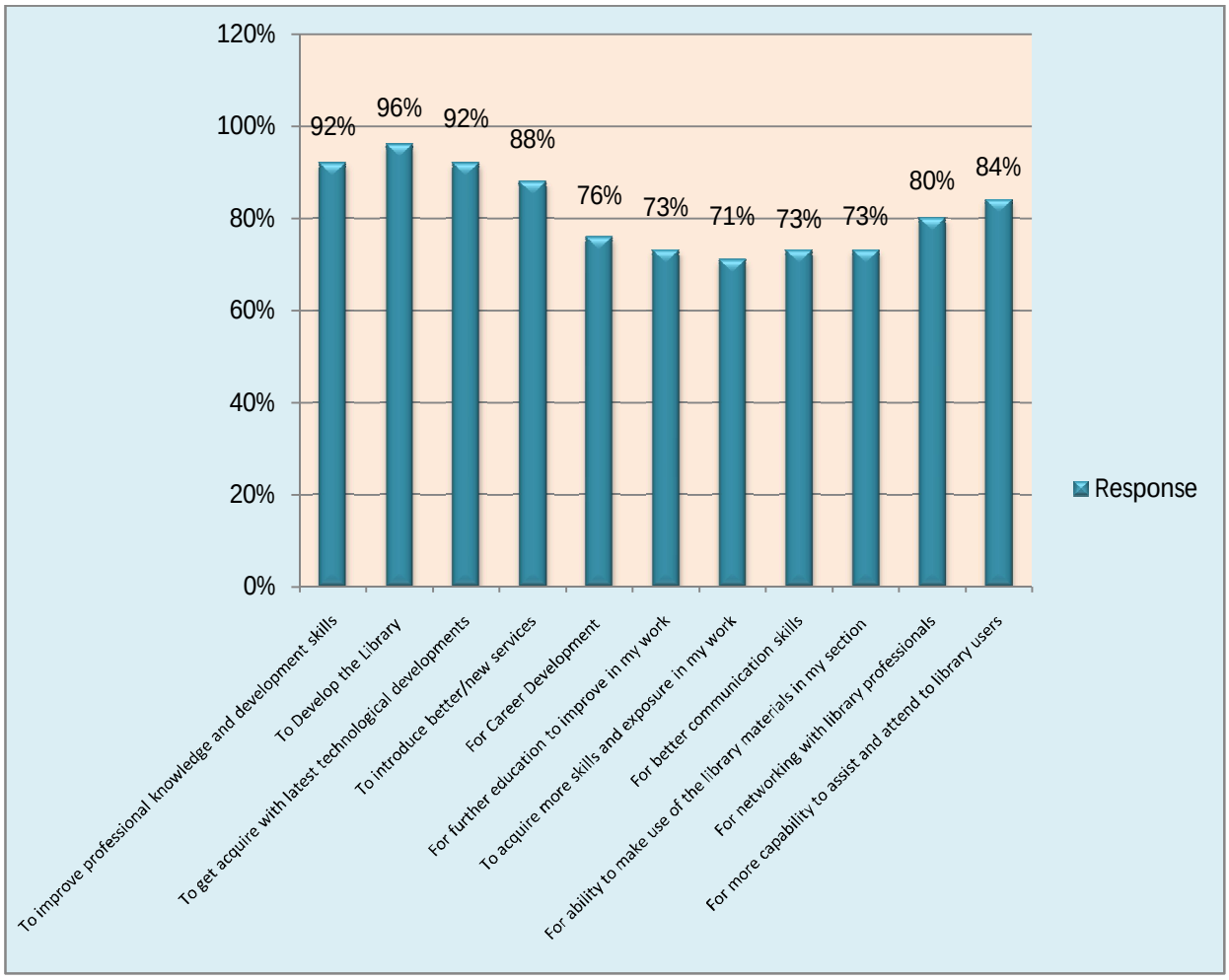


Figure 6.62: Necessity of In-Service Training

Observations

The analysis of the table no 6.2.61 and figure no 6.62 shows that, an overwhelming majority 96% of our sample believes that in-service training helps to develop the library. 92% of our sample find that in-service training helps in improving their professional knowledge as well as help them in acquiring latest technological developments. 88% of the sample believes that in-service training enables introduction of better and new services.

6.2.81 Benefits of Training Programmes

(Q.21) seeks to consider the benefits of training programmes. Six options have been specified.

Sr. No.	Benefits from Training	Yes (%)	No (%)
1	For good salary increment	12 (24%)	39(76%)
2	For career advancement scheme	31 (61%)	20(39%)
3	For Promotion	23 (45%)	28(55%)
4	For more efficiency in the work areas	45 (88%)	06(12%)
5	To better exposure and capability of interaction with fellow workers and users	41 (80%)	10(20%)
6	For Self-development	44 (86%)	07 (14%)

Table 6.2.62: Benefits of Training Programmes

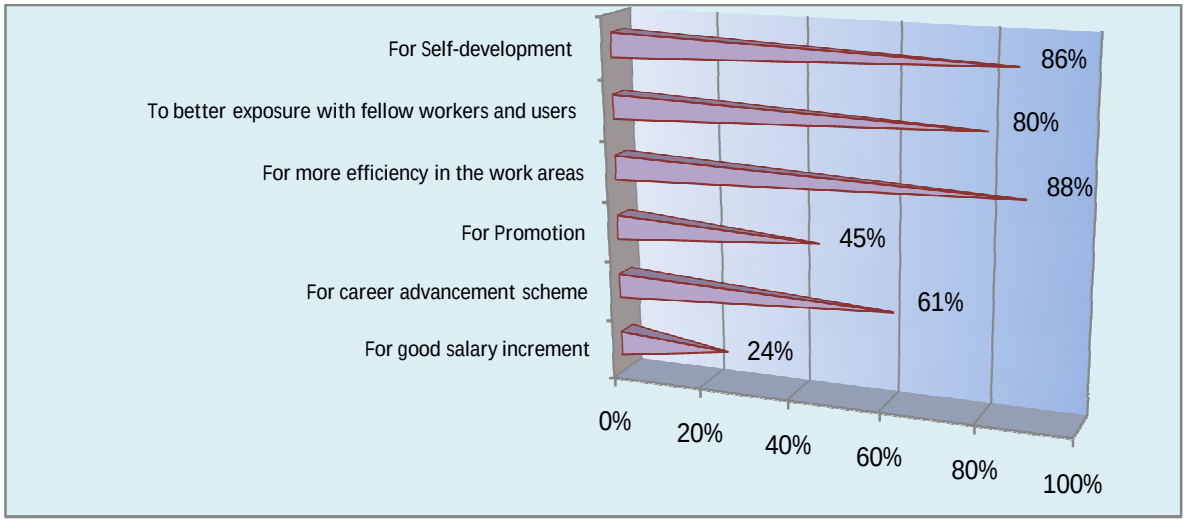


Figure 6.63: Benefits of Training Programme

Observations

Table no 6.2.62 and figure no 6.63 indicate that, the majority of our sample (88%) believes that training programmes increases the efficiency in the work areas. This is followed by self-development (86%) and better exposure with fellow workers and users (80%). For career advancement scheme (61%) and Good salary increment found very low support (24%) among the participants of the study.

6.2.82 Job Rotation Programme

Description: (Q.22) seeks to find out if job rotation programme of professional staff is useful. The analysis shows that, 40 respondents (78%) replied "yes", to this question that job rotation programme is more useful for professional staff in the library while 5 respondents (10%) replied that it is not useful for the professional staff. 6 respondents (12%) gave no answer to this question.

M. Recruitment

6.2.83 Improvement in Present Recruitment Methods

(Q.23) was asked to comment on the re-improvement of the libraries with the present recruitment methods or procedure.

Response	Responses	Percentage (%)
Strongly agree	13	25%
Agree	26	51%
Undecided	3	6%
Disagree	2	4%
Strongly Disagree	1	2%
Not responded	6	12%

Table 6.2.63: Improvement in Present Recruitment Methods

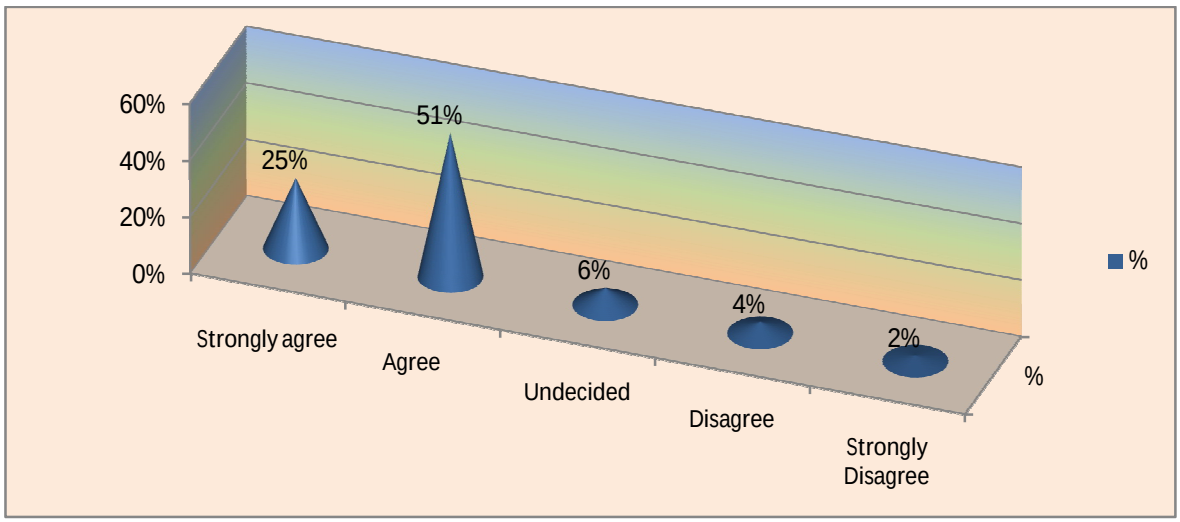


Figure 6.64: Improvement in Present Recruitment Methods

Observations:

Table no 6.2.63 and figure no 6.64 depicts that, 25% strongly agree that there is a need to improve their libraries' present recruitment methods and procedures. 51% agree with the idea that a re-improvement is needed. 6% of the sample is undecided while 4% and 2% disagree and strongly disagree with it.

N. Motivation

6.2.84 Motivation of the Staff

Description: (Q.24a.) asked whether motivation of staff done and what kind of motivator have been used. Ten options have been provided. The analysis shows that, 32 respondents (63%) replied that motivation of the staff is done while 11 respondents (21%) replied that there is no motivation of the staff. There was no reply received from 8 respondents (16%)

b. If yes, the Non-Financial Motivators are

Sr. No.	Non-Financial Motivators	Responses	Percentage (%)
a.	Praise and Appreciation	29	57%
b.	Job security	23	45%
c.	Delegation of Authority	25	49%
d.	Signing Employee participation	23	45%
e.	Job enlargement (Assigning more similar tasks)	25	49%
f.	Job enrichment (Assigning high skilled tasks)	27	53%
g.	Job rotation	24	47%
h.	Quality of work life	22	43%
i.	Flextime (Like, shift work)	21	41%
j.	Any other (Please specify)	2	4%

Table 6.2.64: Non-Financial Motivators

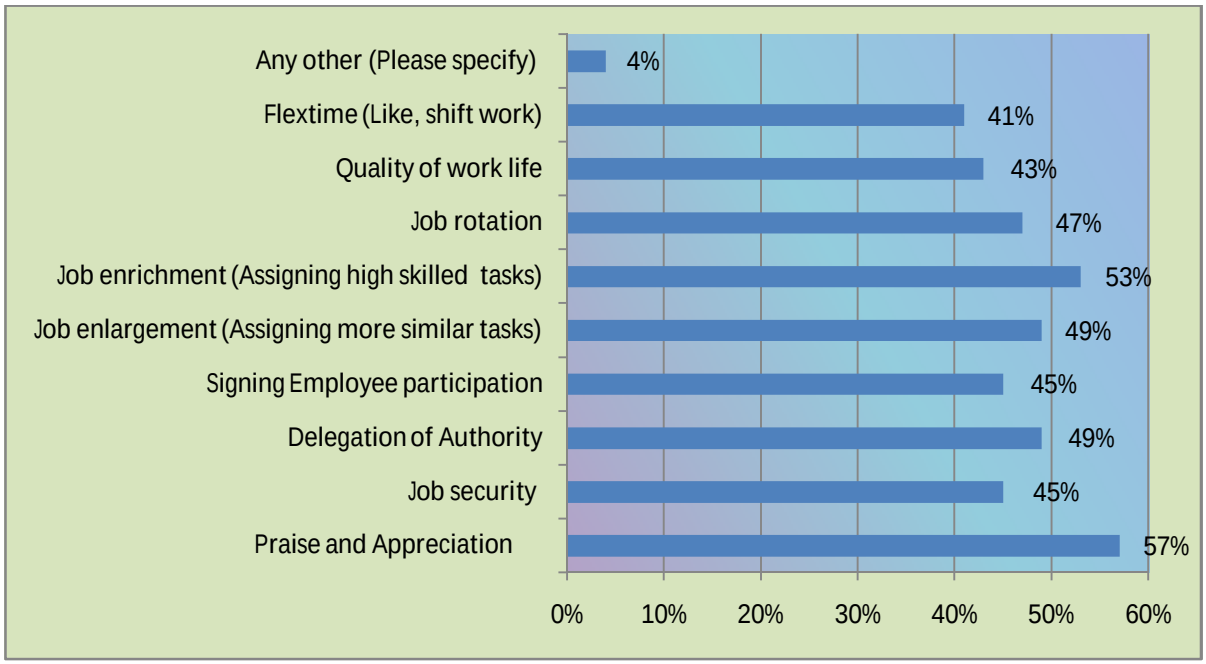


Figure 6.65: Non-Financial Motivators

Observations

Table no 6.2.64 and figure no 6.65 shows that, 57% say that praise and appreciation is the biggest non-financial motivator that is used in their library. 53% say job enrichment is used as non-financial motivators. Delegation of authority and job enlargements are the next highest motivators being used each securing 49% of the responses.

6.2.85 Motivation is done by

(Q.25) asked who does the motivation. Ideality motivation should be done by all stakeholders at all levels.

Sr. No.	Motivated by	Responses	Percentage (%)
1	University Authorities	25	49%
2	Librarian	33	65%
3	Immediate Superiors	18	35%
4	Colleagues	21	41%
5	Users	22	43%
6	Self	06	12%

Table 6.2.65: Motivation By

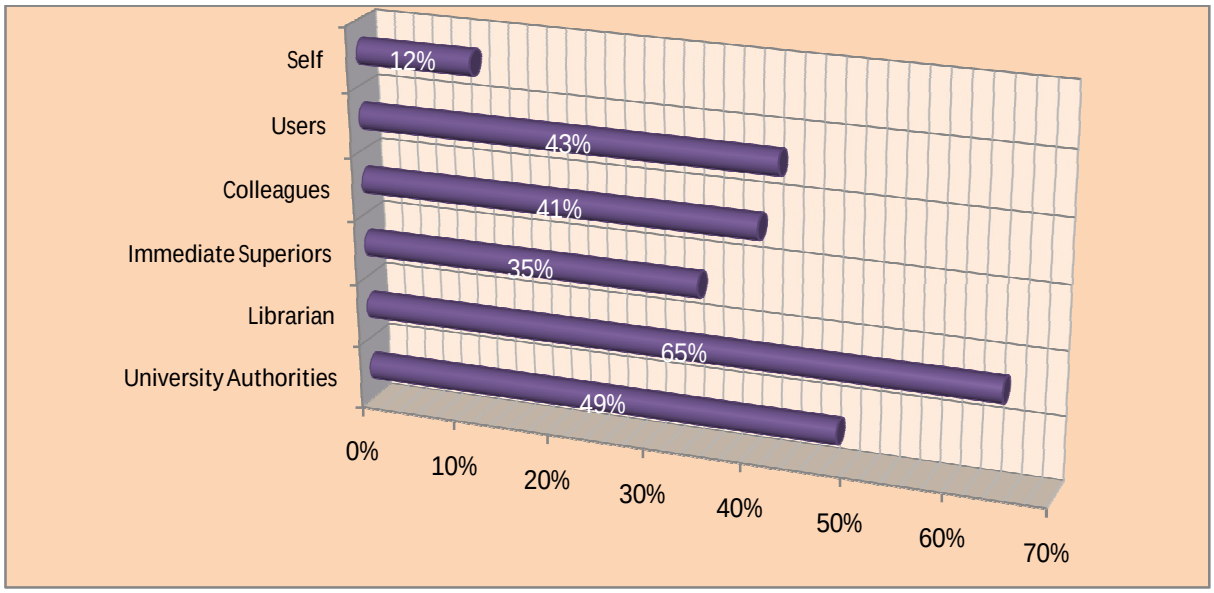


Figure 6.66: Motivated By

Observations

Table no 6.2.65 and figure no 6.66 indicates that, 65% of the sample believes that librarians are the biggest source of motivation. 49% of the sample says that universities authorities are the source of motivation while 43% say that users provide them motivation. Colleagues act as a motivating factor for 41% of the sample while 35% feel that their immediate superiors are an important driving force for them. Self motivation reported by 12% respondent.

Apart from other motivating factors, it is important to develop a sense of a self motivation in library personnel for better personnel growth as well as organizational growth.

6.2.86 Satisfaction with Motivation Techniques

Description :(Q.26) wants to know if there is satisfaction with present motivation techniques. The analysis indicate that, 29 respondents (57%) replied yes to this question implying that they are satisfied with the present motivational techniques applied by the library while 19 respondents (37%) replied no to this question implying that they are not satisfied. 3 respondents didn't give any answer to this question.

6.2.87 Opinion on Improvement of Motivation Methods

(Q.27) asked if motivational techniques need to be re-improved.

Response	Responses	Percentage (%)
Strongly agree	18	35%
Agree	22	43%
Undecided	04	8%
Disagree	02	4%
Strongly Disagree	01	2%
Not responded	04	8%

Table 6.2.66: Opinion on Improvement of Motivation Methods

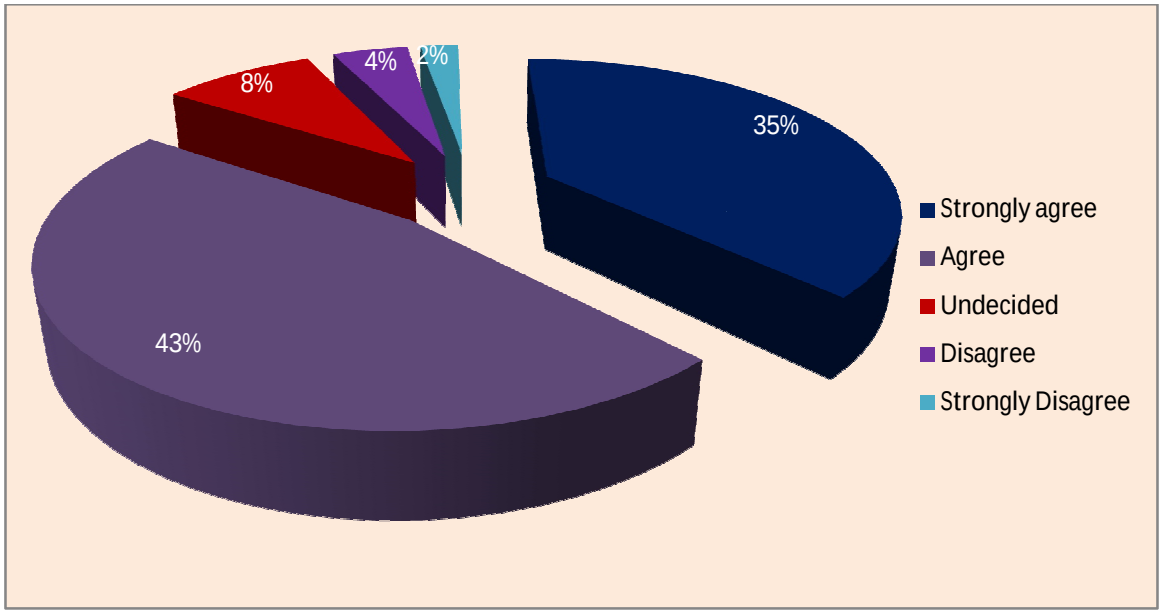


Figure 6.67: Re-improvement of Motivation Methods

Observations

Table no 6.2.66 and figure no 6.67 depicts that, 43% agree to the fact that the motivation techniques currently being used in the library need to be improved and highly developed while 35% strongly agree with this idea. 8% of the sample is undecided while 4% disagrees and 2% strongly disagrees with it. 4 respondents 8% didn't give any answer to this question.

6.2.88 New Welfare, Grievance and Negotiation programmes

Description: (Q.28) asked if other programmes need to be introduce for ex. Welfare, grievance, negotiation programme etc. The analysis shows that, 38 respondents (75%) replied "yes", to this question implying that they would prefer if new welfare, grievance and negotiation programmes are introduced while 05 respondents (9%) replied no to this question implying that they would not prefer. 8 respondents (16%) didn't give any answer to this question.

6.2.89 Communication Channels of Welfare, Grievance Programmes

(Q.29) asked how to prioritized communication channels. Seven options have been provided.

1. Very important 2. Important 3. Undecided. 4. Not important 5. Not important at all

Sr. No.	Communication Channels	1	2	3	4	5
1	A suggestion box	28(55%)	13(25%)	2(4%)	2(4%)	2(4%)
2	Staff meetings	34(67%)	09(18%)	04(8%)	0	1(2%)
3	Telephone	7(14%)	20(39%)	7(14%)	5(10%)	2(4%)
4	Open letters to top management	8(16%)	11(22%)	8(16%)	5(10%)	5(10%)
5	Assigning welfare, grievance and negotiation jobs to a executive officer in the library	14(27%)	21(41%)	3(6%)	3(6%)	2(4%)
6	Gathering information through peers	17(33%)	21(41%)	6(12%)	1(2%)	2(4%)
7	Any other (Please Specify)	1(2%)	1(2%)	2(4%)	0	3(6%)

Table 6.2.67: Communication Channels of Welfare, Grievance Programmes

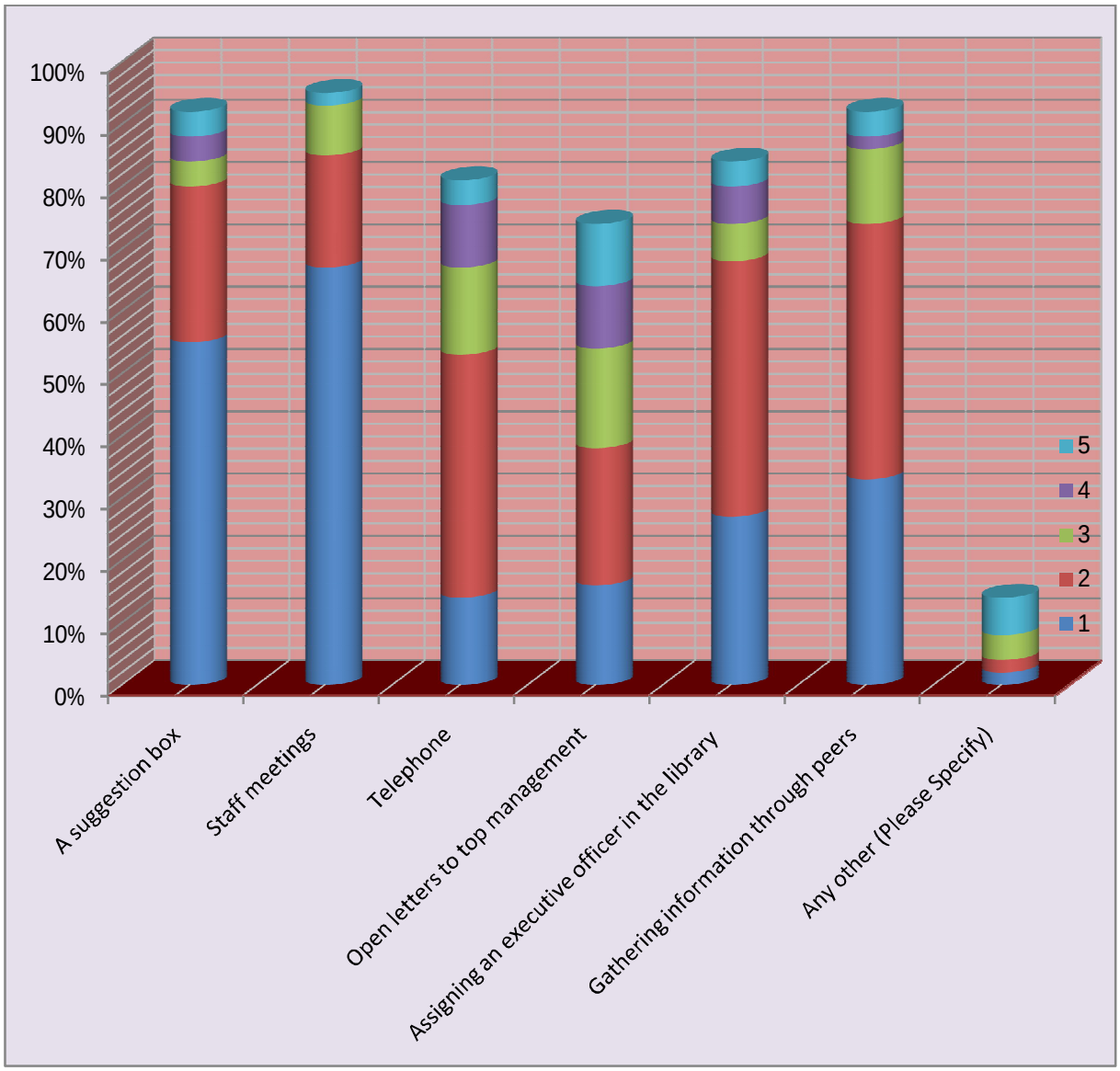


Figure 6.68: Communication Channels of Welfare, Grievance Programmes

Observations

Table no 6.2.67 and figure no 6.68 indicates that, a suggestion box was considered very important by 55% of the sample while 25% of the sample considers it to be important. 67% sample believes staff meetings to be very important while 14% consider telephone to be quite important. 16% believe that open letter to the management are quite important while 27% feel that there is need of an executive officer to look after welfare and grievance redressal. 33% consider that gathering information from peers is very important.

6.2.90 Satisfaction with Welfare Facilities

(Q.30) seeks to find out what satisfaction is there with welfare activities. Nine options have been provided.

Sr. No.	Welfare Facilities	Responses	Percentage (%)
1	Working hours	44	86%
2	General leave facility	40	78%
3	Study leave	29	57%
4	Medical leave	40	78%
5	Duty leave	36	71%
6	LTC (Leave Travel Concession)	27	53%
7	Children's education	18	35%
8	Retirement and pension benefits	31	61%
9	Job elsewhere	12	24%

Table 6.2.68: Satisfaction with Welfare Facilities

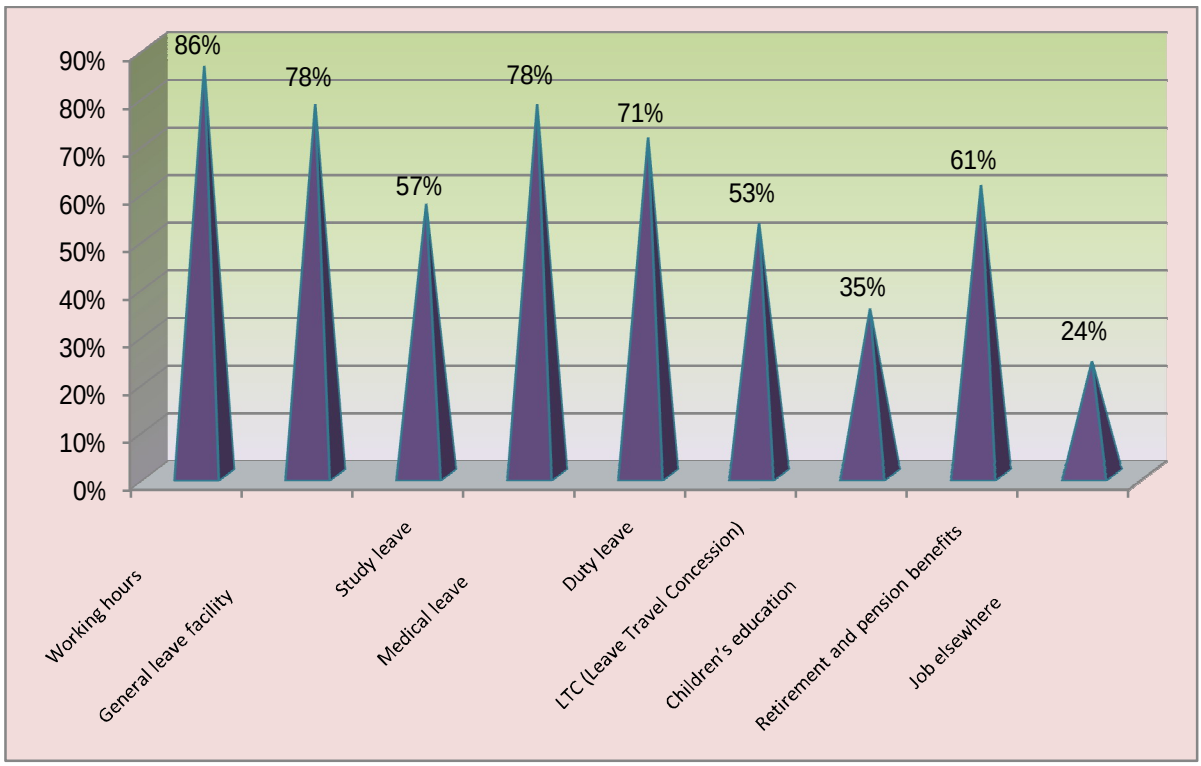


Figure 6.69: Satisfaction with Welfare Facilities

Observations

Table no 6.2.68 and figure no 6.69 shows that, 86% of the sample is satisfied with working hours while 78% is satisfied with general leave facility and medical leave. 71% of the respondents are satisfied with duty leave while 61% are satisfied with retirement and pension benefits. 57% of the sample is satisfied with study leave while 53% is satisfied with leave travel concession.

O. Job Satisfaction

6.2.91 Satisfaction with Present Job

(Q. 31) wants to find out what is satisfaction with the present job. Five options have been provided.

Sr. No.	Overall Job Satisfaction	Responses	Percentage (%)
1	Highly satisfied	11	21%
2	Satisfied	27	53%
3	About half-and-half	06	12%
4	Dissatisfied	02	4%
5	Completely dissatisfied	00	00%
	Not responded	05	10%

Table 6.2.69: Satisfaction with Present Job

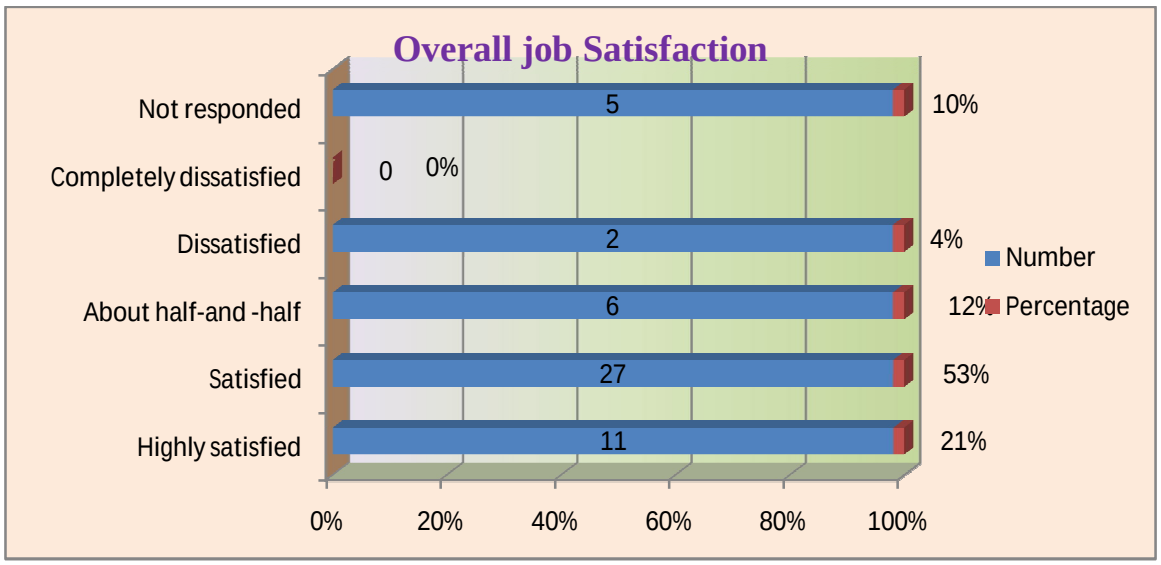


Figure 6.70: Overall Job Satisfaction

Observations

Table no 6.2.69 and figure no 6.70 depicts that, 53% of the sample is satisfied with their job while 21% of them are highly satisfied with it. 12% of the respondents are half-half satisfied while 4% are dissatisfied. There is nobody who is completely dissatisfied with his job. There was no reply received from 5 respondents (10%).

6.2.92 Levels of Satisfaction

(Q.32) wants to find out what levels of satisfaction are experienced by respondents. Ten options have been provided.

Sr. No.	Important Points	1	2	3	4	5
1	The way your superiors deal with you	13(25%)	11(22%)	9(17%)	5(10%)	5(10%)
2	Freedom to choose your own method of working	12(24%)	16(31%)	9(17%)	4(8%)	5(10%)
3	The recognition you get for good work	10(19%)	19(37%)	2(4%)	8(16%)	6(12%)
4	The amount of responsibility given to you	16(31%)	15(29%)	6(12%)	4(8%)	4(8%)
5	Opportunity to use your skills	15(29%)	13(25%)	5(10%)	4(8%)	8(16%)
6	Guidance/ feedback from the immediate superiors	7(14%)	16(31%)	4(8%)	5(10%)	12(24%)
7	Your promotional opportunities	8(16%)	12(24%)	3(6%)	6(12%)	13(25%)
8	The attention paid to suggestions you make	6(12%)	17(33%)	5(10%)	5(10%)	8(16%)
9	Amount of variety in your job	7(14%)	15(29%)	5(10%)	7(14%)	5(10%)
10	Personal concern	11(22%)	13(25%)	4(8%)	5(10%)	4(8%)

Table 6.2.70: Levels of Satisfaction

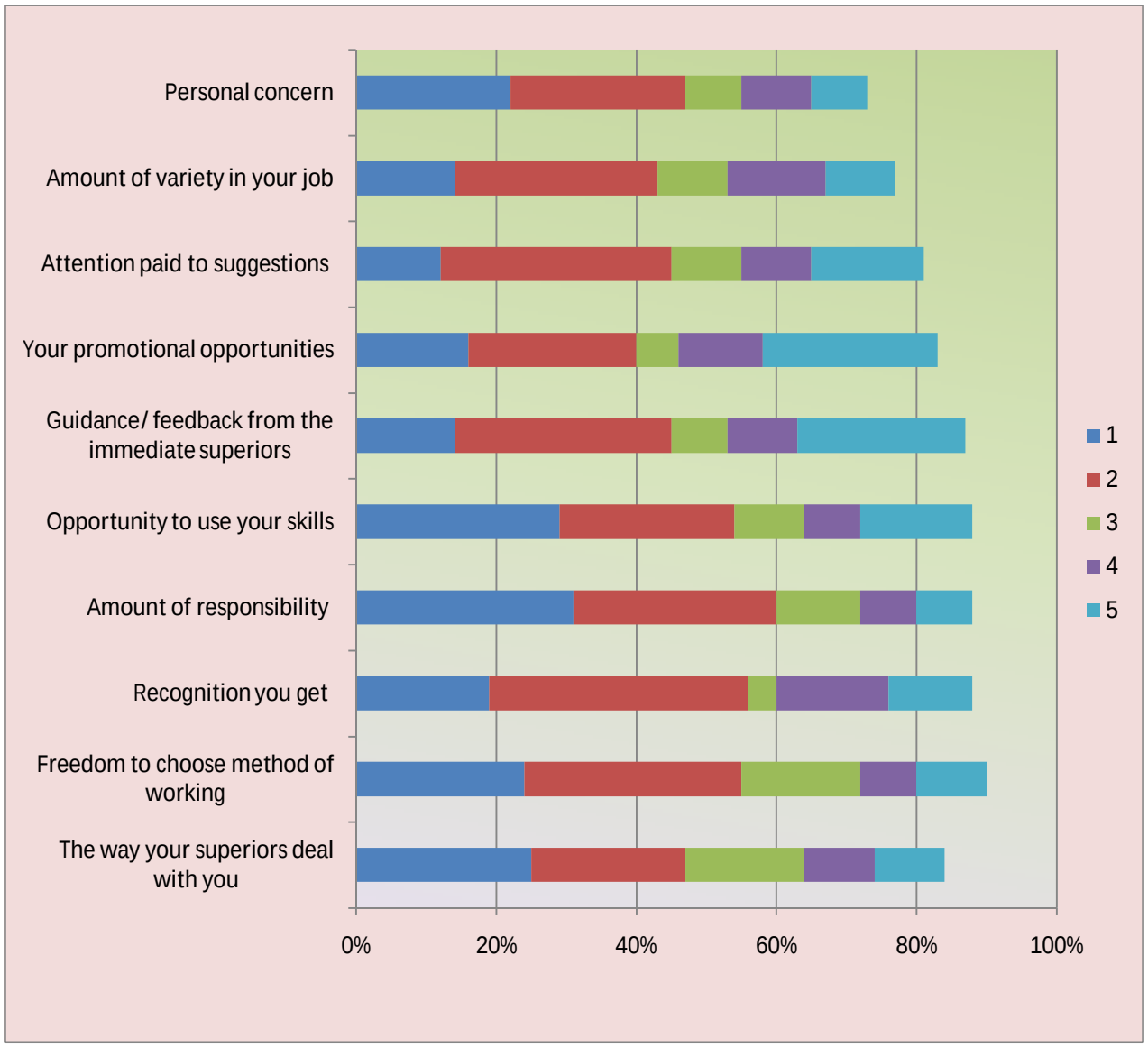


Figure 6.71: Levels of Satisfaction

Observations

Table no 6.2.70 and figure no 6.71 indicates that, 25% of the samples choose rating 1 for the manner in which the superiors deal with them while 24% choose rating 1 for freedom to choose your own method of working. 19% gave rating 1 for the recognition they get from good work while 31% gave it to the amount of responsibility given to them. 29% gave rating 1 to the opportunity given to them to use their skills while 22% gave it to personal concern.

6.2.93 Satisfaction towards Work Environment

(Q.33) seeks to find out what satisfaction is derived from the work environment. Obviously this pertains to all employees. Seven options have been provided.

Sr. No.	Satisfaction towards work environment	Responses	Percentage (%)
1	The personnel policies of your institution facilitate employee development	33	65%
2	Promotion decisions based on the suitability of the promote rather than favoritism	22	43%
3	Library sends the performance appraisal reports to the university authorities	42	82%
4	If 'yes' such reports are based on objective assessment and adequate information and not on other consideration	25	49%
5	Your librarian concerned about the development of the subordinates	27	53%
6	Your librarian makes efforts to identify and utilize the potential of the employees	30	59%
7	The employees encouraged to experiment new methods and carryout creative ideas.	29	57%

Table 6.2.71: Satisfaction towards Work Environment

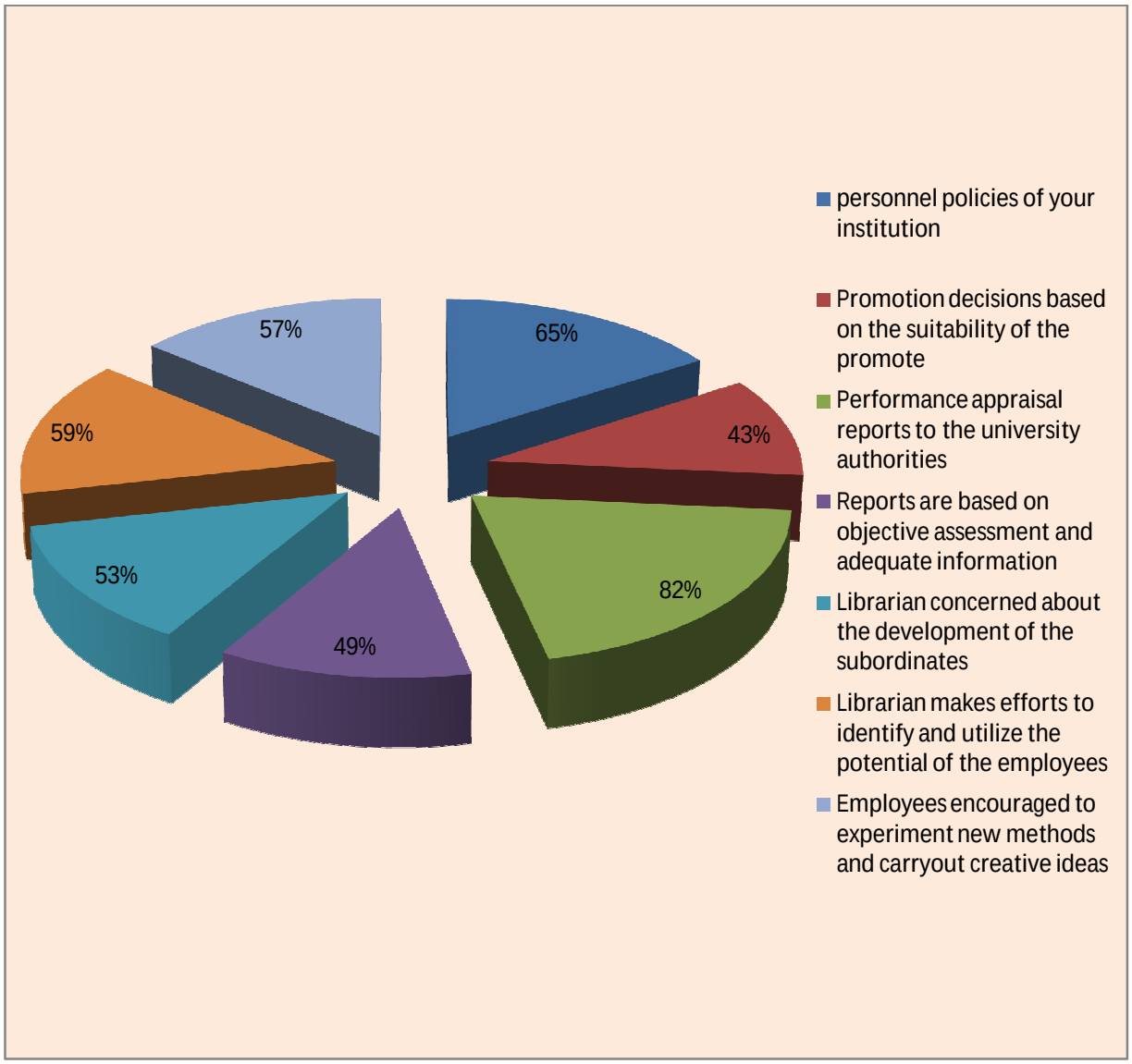


Figure 6.72: Satisfaction towards Work Environment

Observations

Table no 6.2.71 and figure no 6.72 reveals that, 82% of the respondents are satisfied with this fact that library sends perfromance appraisal report to the university authorities while 65% responded that they are satisfied with the personnel policies of the library which facilitate employee develoment. 59% replied that they are satisifed with the fact that library makes efforts to identify and utilize the potential of the employees. 57% said that they are satisfied with the fact that the employees are encouraged to experiment new methods and carryout creative ideas.

6.2.94 Valuable Suggestions

Various questions have been asked regarding the following:

1. Knowledge Upgradation
2. Opportunities
3. Self Appraisal

Since there were wide and varies responses to the above questions, quantification of these has not been done.

Hypothesis Testing

Rating of Responses from the Respondents

6.2.95 Hypothesis 1: The opportunities available to library personnel for their career development is not satisfactory

Responses in %	Grade
Above 70%	**Strong**
60 to 70%	Very Good
50 to 60%	Good
40 to 50%	Satisfactory
Below 40%	Poor

Table 6.2.72: Hypothesis Testing No. 1 (Responses and Grade)

Librarian

Q.48 78% of the librarians surveyed have been found to be willing to support their staff to complete any training or study course if they ask for it.

Q.50 **7**8% of the employees who have returned from a training programme have been given an opportunity to apply whatever they have learned.

Q.33 100% of the librarians surveyed said that power is delegated to the subordinates in the libray.

Q.30 In 22% of the cases, internal promotion is done by considering the candidates' qualification and working pattern.

Deputy Librarian/Assistant Librarian

Q.18 72% of the sample has attended workshops, seminars and coneferences etc. sponsored by their respective universities.

Q. No.	(%)	
Q.48	78%	
Q.50	78%	
Q.33	100%	
Q.30	22%	
Q.18	71%	
Sum	349	70%

Table 6.2.73: Hypothesis testing No. 1

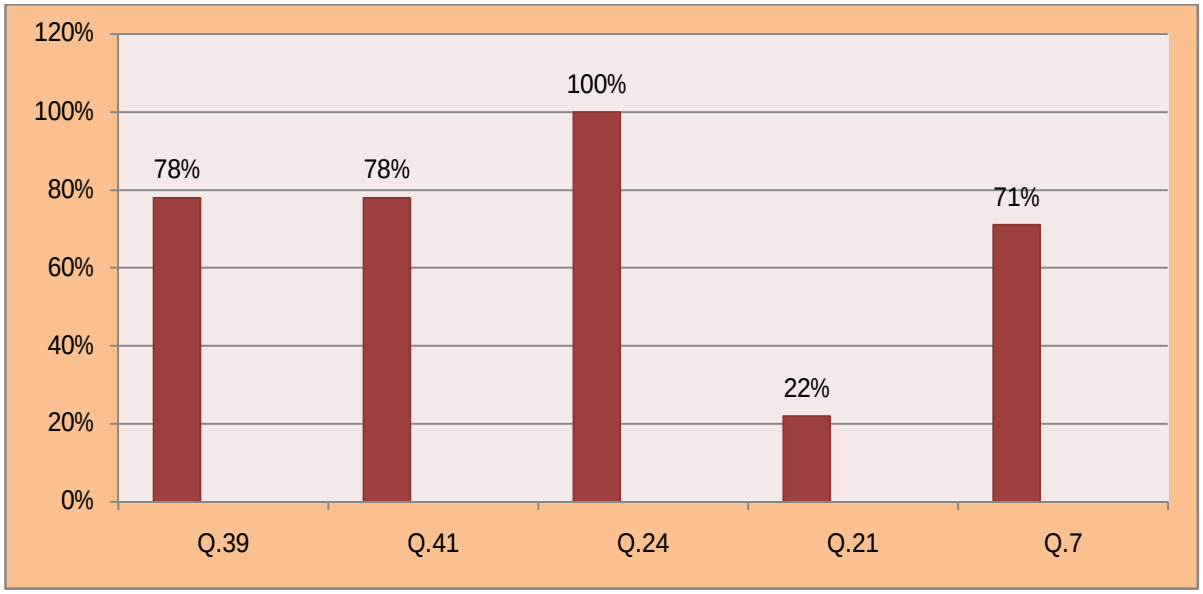


Figure 6.73: Rating of Responses from the Respondents: Hypotheses 1

Observation

Table no 6.2.73 and figure no 6.73 shows that, on an average, we find that 70% of the respondents talk favourably about the various policies and procedures of the universities related to their staff's career development. Thus, we find that our hypothesis that opportunities available to library personnel for their career development is not accepted. There are enough growth opportunities available for library staff.

6.2.96 Hypothesis 2: The staff needs to be better trained for quality enhancement of university libraries of Maharashtra State.

Librarian

Q.47.b 78% of the librarians consider on the job training as a very important method for skill development of their staff.

Q.51 67% of the librarians consider in-service training as a very important method for skill development of their staff.

Q.53 56% of the librarians have observed development in the ability of the staff after completion of training programme.

Deputy Librarian/Assistant Librarian

Q. 19 88% of the sample believes that training programmes are useful in day to day work activities.

Q. 20 96% of the respondents believe that in-service training helps in development of the library.

Q.20 88% of the respondents believe that in-service training helps in introduction of better and new services.

Q.20 84% of the respondents believe that in-service training provides them with more capability to assist and attend to library users.

Q.21 88% of those surveyed find that training improves their efficiency in work ar

Responses	Grade	
Q. No.	**(%)**	
Q.47 b.	78%	
Q.51	67%	
Q.53	56%	
Q.19	88%	
Q.20	96%	
Q.20	88%	
Q.20	84%	
Q.21	88%	
Sum	645	81%

Table 6.2.74: Hypothesis Testing No. 2

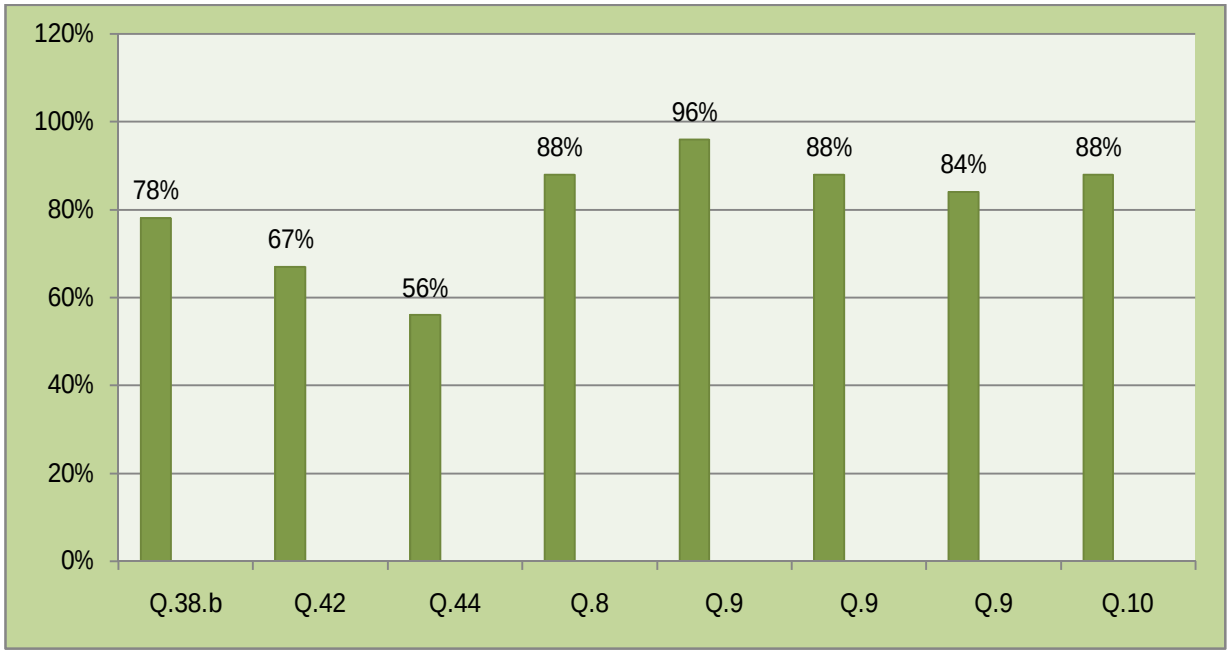


Figure 6.74: Rating of Responses from Respondents: Hypotheses 2

Observation

Table no 6.2.74 and figure no 6.77 shows that, on an average, we find that 81% of our respondents believe that training occupies a critical role in the development of staff. Thus our hypothesis that staff needs higher trainng for quality enhancement of university libraries of Maharashtra state is accepted.

Chapter 7

Findings, Suggestions and Conclusions

7.1 Introduction:

The study was carried out to find out the present status of the HRD in non-Agricultural university libraries in Maharashtra State. To achieve the objective of the study, questionnaires were sent to all the ten university libraries and out of 10 university librarians, 09 university librarians responded, that is 90%; whereas out of the 56 professional staff, 51 responded to the questionnaire that is 91%. The analysis of the study is presented in the chapter no VI, "Data Analysis and Interpretation". The major findings of the study based on the analysis are as follows:

7.2 Findings (Librarian Questionnaire-I)

A. University Libraries

- The study found that the university libraries in Maharashtra State had a steady growth from 1923 to 2004. It is also observed that the first university library was established in the year 1881 which proves that the university libraries in Maharashtra State are have a long Historical background.

B. Library Timing

- We find that during the time of examination, only 44% libraries extend their working hours, while 56% keep on working for the same number of hours which they used to work before. These library working hours can be extended further during examination time.

- There are 6 regular librarians currently appointed in the universities while there are 4 In-charge Librarians. A librarian is a very important position and hence the vacant positions should be filled at the earliest.
- The study found that most of the 22% librarians belong to the age group 41-50 while remaining 78% belong to the age group of 51-60 and are thus well experienced and elderly. It is suggested that younger people with suitable qualifications and experience could also be considered for librarian's post.
- From the analysis we can observe that all the 100% librarians are M. Lib & I. Sc., while 89% of the librarians are Ph.D. and 11% of the librarians have M. Phil. In addition, 67% have other degrees including M.A., M. Com., M. Sc. etc.

  Most of the university librarians have acquired a research degree that is, Ph.D. in library science, which indicates that the librarians working in Maharashtra State Universities are highly qualified and have a research base that definitely improves the functions of libraries as well as the library profession.
- The observation revealed that 8(89%) of the respondent have more than 20 years experienced. And 1(11%) respondent didn't give any reply to the question.

C. Library Automation

- We find that 67% of the libraries are fully automated while 33% of them are partially automated. Libraries which are partially automated should soon convert themselves to full automation as it will increase the efficiency of work.
- We find processing, cataloguing and OPAC search operations to be mostly computerized 87.50%. Circulation is also found to be 75% fully computerized. Administration is found to be the least computerized with just 37.50% of the universities having the whole administrative process to be completely automated.
- In 78% of the cases, we find that computerized housekeeping operations is performed by existing staff while it is outsourced in 44% of the cases. The technical staff of the university takes care of housekeeping operations in 33% of the cases and no new staff is appointed by any of the universities for computerized operations.

- 89% respondents replied that adequate training was given, while nobody replied that there is a need for further training. 11% respondent didn't give any reply to the question.
- 89% of the respondents agreed to the fact that time is saved at work place due to automation. 1(11%) respondent didn't give any reply to the question.

D. Staffing Pattern

- 100% of those who were surveyed said that UGC staffing pattern is adopted in all the universities.
- We find that in case of 22% of the cases, staffing pattern is based on number of collection and number of library users. In only 11% of the cases we find that the pattern is based upon the number of circulation.
- 33.33% of the respondents say that university staff is available as per this staffing pattern while another 33.33% say that the staff is not as per the staffing pattern. 33.33% respondents didn't reply to the question.
- The analysis shows that there are 3 posts of librarian which are vacant which might hamper the growth of library and therefore need to be urgently filled. The number of vacancies in other posts is also very high like 7 in assistant librarian, 8 in non professional staff and 22 in technical staff. It's only the post of deputy librarian where the vacancies are minimum.

  The vacant post of the professionals should be filled by the university authority or the concerned body so that the services can be provided to the users more efficiently.
- With respect to qualification-wise inadequacy, we can see that 33% respondents gave it rank 1 while 11% gave it rank 2&5. Analysis of experience-wise inadequacy shows that 22% of the sample gave it rank 1&2 while 11% gave it rank 3. With respect to library service, 33% of the sample gave it rank 1, 22% gave it rank 2 while 11% gave it rank 5.
- In 100% of the cases, respondent communicated the vacancies to the university authority every year. Thus it is hoped that the authorities would take steps to

eliminate the inadequacy, for e.g., filling up vacant posts, arrange for training, refresher programmes etc.

- 100% of the respondents believe that staffing pattern should be changed as per the changed technological environment.
- 78% of the respondents replied that the staff is not sufficient for the smoothly functioning of the library daily work while 22% respondents are satisfied with the staff strength.
- 44% of the respondents say yes to the fact that library staff is transferred to any other department while 56% of the respondents say that library staff is not transferred to any other department.
- In 67% of the cases, we find that overtime duties are given to the staff of the library while 33% respondent replied that there is no overtime duties assigned to them. They have followed their regular working hours only.
- 100% of the respondents say that they participate in the recruitment process of the library staff.
- The data analysis shows that qualification and experience is the most widely used criteria for recruitment 67%. It is followed by expert's view 56%, skill and competencies of the candidate 44% and personality of the candidate 44%. Aptitude test found no mention among the very important ranking of the important points by any of the respondents.
- The results show that the major criterion for internal promotion is seniority 77% followed by application by the candidate 55% and qualification 33%. Working capability and suggestion and recommendation by the librarian does not have much weightage in internal promotions.
- 89% of the respondents say that vacant posts are filled by advertisement only while 11% of the respondents say that vacant posts are not filled by advertisement alone.
- 89% of the respondents say that job description is conveyed to the newly appointed staff, 100% of the respondents say that duties and responsibilities are conveyed to the staff while 78% responded that obligations are conveyed to the staff.

- In 100% of the cases we find that power is delegated to the subordinates.
- The analysis shows that seniors guide juniors and are helpful to them in 78% of the cases. The employees are very informal and do not hesitate to discuss personal problems with superiors and the feedback from the superiors is taken seriously and used for development in 56% of the cases. Delegation of authority to juniors to encourage them is quite common and is practiced by 44% of the respondents. Juniors taking advantage of the delegation of authority is quite low at just 33%.
- The norms for the constitution of the library committee follow the Maharashtra Universities Act.
- 56% of the respondents say that library committee meeting is conducted six monthly while 11% say it is conducted quarterly and yearly each. 22% respondents didn't give any reply to the question. Therefore, with an overwhelming majority, we can conclude that library committee meeting is conducted six monthly in most of the cases.
- 89% of the respondents believe that they get due response to their opinion in the library committee. No response as "no" was recorded. 1 respondent 11% didn't provide any answer to the question asked.
- 89% of the respondents believe that they get due support from the staff for implementation of new ideas or to introduce new services. 1 respondent (11%) didn't provide any answer to the question asked.
- 89% of the respondents believe that they get adequate funds from the Management or from the authority for the implementation or introduced new services. 1 respondent (11%) didn't provide any answer to the question asked.

E. Performance Appraisal

- The results show that in majority of the universities 78%, both UGC as well as state government norms are used for performance appraisal. 11% responded that State Government and 11% responded University Library is having their (own) separate norms for Performance Appraisal

- In most of the cases 66%, self appraisal is the prominent mode of appraisal followed by superiors in the library 44% and committee 44%. Outside experts have a very limited role to play in performance appraisal.
- The findings clearly show the important role of all the five parameters of appraisal. The result demonstrates that all the five parameters have been equally rated by the respondents and these criteria have found equal acceptance (100% each) among the respondents of the study.
- In 78% of the cases, we find that appraisal is done yearly while in just 11% of the cases we find that it is done half yearly and both six monthly and yearly.
- In 78% of the cases, the appraisal of the staff is done by the librarian. In 44% of the cases, it is done by some university authority. Self-appraisal is done in only 11% of the cases and by the external is done again in case of only 11% of the respondents.
- We found lot of support in our idea of linking appraisal with promotion with 78% of the respondents favouring it. Self appraisal and having a competent appraisal system also found considerable support among the participants with 56% favouring both of these suggestions.
- 33% of the respondents of our study felt that the performance appraisal system followed in their university does not reflect merit properly. 22% of the sample felt that the appraisal system has promoted their interest while 11% each felt that the system can be easily manipulated, it has harmed their interest and is highly subjective.

F. Training and Development

- 78% of the library staff asks for training or any other study course of their interested area while 11% doesn't ask for it. 11% didn't provide any answer to the question asked.
- Out of all the respondents who answered yes to the previous question, it was found that 78% of the librarians are willing to support their staff in case they ask for any training.

- 89% of the respondents believe that there should be a training and development policy for the staff of the library. 1(11%) respondent didn't provide any answer to the question asked.
- In 78% of the cases, we find that employees returning from a training programme are given a chance to try what they have learned in the training while in the remaining 11% of the cases, they were not given any opportunity.
- 67% of those surveyed think that there is a need for training in other professional areas like human psychology, sociology etc. while the rest 22% think that no such training is necessary. 1(11%) respondent didn't provide any answer to the question asked.
- Allocation of separate fund for staff training is considered to be essential by 78% of our respondents while 11% say that it is not necessary. 1(11%) respondent didn't provide any answer to the question asked.
- 56% of the respondents have seen development in the ability of the staff post completion of a training programme while 11% saw no improvement. 22% of the sample only sometimes saw any development in the ability of the staff.
- The analysis shows that the biggest barrier in training programme is lack of written policy for continuous training (67%). The next important factor is inadequate funding (56%) while lack of interest and lack of trainers in the organization (56% each) also were found to be important barriers in training.

G. Motivation

- The analysis shows that verbal appreciation is the most commonly used method for motivating the professional staff members with 89% of the respondents using it in their work place. Offering additional job responsibilities and appreciation in person follow verbal appreciation each accounting for 78% each. Career advancement and reward have been found to be useful by 67% of the respondents.
- The maximum weightage is given to an idea which is useful 78%. The idea being logical and reasonable has also been found to be important determinants of its acceptance each being prescribed by 56% of the respondents.

- 44% of the respondents replied that get together programmes are organized occasionally for the library staff while 22% of the respondents replied that it is organized monthly for the staff. 11% of those who replied said that it is organized yearly for the staff.

H. Status of HRD

- 67% of the respondents believe that the absence of any written staff development policy is the main barrier in the effective HRD programmes. Lack of sincerity in performance appraisal, personal financial constraint and inadequate facilities to train with follow written staff development policy each accounted by 44% of the respondents. Inadequate funding is the next important barrier towards effective HRD programmes accounted by 33% of the respondents.
- Number of factors like encouragement of in-service training, encouragement of self development of staff, provision of necessary facilities, informing staff of professional development opportunities, consideration of professional development in promotion and granting of paid leave found almost complete support (89%) among the librarian community. Other factors like budgetary provision, infrastructural facility and reward and awards also found high support (greater than 75%) from the sample.

7.2.1 Professional Staff (Questionnaire II)

- 59% of the respondents are male while 41% are females. Thus although there is a gap between the number of male and female staff, it is not as huge as we saw in the case of the librarians.
- The observation shows that majority of the professional staff of the university libraries are belong to the age group of 30-60, that is (31-35 (16%); 36-40 (25%); 41-50 (32%); 51-60 25%)

  The observation shows that most of the professional staff have ample scope to grow in their professionals and acquired highest status and responsibility in the future.

- It is observed that 59% of the respondents have professional experience of more than 16 years which shows that majority of the libraries have highly experienced professional staff. 17% of the respondents have experience of 10-12 years while 12% have experience of 7-9 years. 10% of respondents have experience between 13 to 15 years while just 2% of the respondents have experience between 4-6 years.

  In the survey, it is observed that majority of the library professionals working in university libraries in Maharashtra State have experience of more than 16 years and only few of the staff have less experience which shows sound development of HRD in university libraries.
- 25 respondents (49%) said that they have been promoted in the current service while an equal number i.e. 25 respondents (49%) said that they have not been ever promoted in their service. No reply was received for this question from one of the respondents.
- 41% responded that they were assigned higher job responsibility as a part of their promotion while 20% said that they were given monetary benefit. 9% chose any other option. There was no reply received for this question from 15(29%) respondents.
- 22% said that both seniority and performance evaluation was the basis for promotion. 20% replied that seniority and educational qualification upgrades was responsible for their promotion. 6% replied that performance evaluation was the basis for their promotion.
- 45% of those surveyed said yes to the proposition that promotion policy is favourable while 10% said that it is not favourable. 16% said yes to the idea that promotion policy is not favourable. 23% respondents who gave no reply to this question.
- 75% responded that they get job responsibilities in the form of written job descriptions while 71% replied that they get oral job description.
- 61% have said that they are satisfied with the appraisal system while 25% have said “no” i.e. they are not satisfied with the appraisal system. There are 7 respondents (14%) who gave no reply to this question.

- The results show that workshop is the most preferred training option that respondents like (88%), followed by seminars (84%), in-service training (80%), orientation/induction programmes and on the job training (78%). Job rotation and external study courses as a medium of training finds least preference (43%).
- 71% of the sample has attended workshops, seminars and conferences while 35% has had some form of on the job training. Just 6% received formal education.
- (88%) of the sample believes that training programmes have helped them in their day to day activities and they got an opportunity to implement the knowledge which they have acquired while 4% believe that training programmes are not of much use in their day to day work activities. There was no reply received for this question from 4 (8%) respondents.
- The analysis of the data shows that an overwhelming majority 96% of our sample believes that in-service training helps to develop the library. 92% of our sample find that in-service training helps in improving their professional knowledge as well as help them in acquiring latest technological developments. 88% of the sample believes that in-service training enables introduction of better and new services.
- The majority of our sample 88% believes that training programmes increases the efficiency in the work areas. This is followed by self-development 86% and better exposure with fellow workers and users 80%. Good salary increment found very low support 24% among the participants of the study.
- 78% replied yes to the question that job rotation programme is more useful for professional staff in the library while 10% replied that it is not useful for the professional staff. 6 respondents 12% gave no answer to this question.
- 25% strongly agree that there is a need to improve their libraries' present recruitment methods and procedures. 51% agree with the idea that a re-improvement is needed. 6% of the sample is undecided while 4% and 2% disagree and strongly disagree with it.
- 63% replied that motivation of the staff is done while 21% replied that there is no motivation of the staff. There was no reply received from 8 respondents 16%.

- 57% say that praise and appreciation is the biggest non-financial motivator that is used in their library. 53% say job enrichment is used as non-financial motivators. Delegations of authority and job enlargement are the next highest motivators being used each securing 49% of the responses.
- 65% of the sample believe that librarians are the biggest source of motivation. 49% of the sample says that universities authorities are the source of motivation while 43% say that users provide them motivation. Colleagues act as a motivating factor for 41% of the sample while 35% feel that their immediate superiors are an important driving force for them. Self motivation reported by 12% respondent.
- 57% replied yes to this question implying that they are satisfied with the present motivational techniques applied by the library while 37% replied no to this question implying that they are not satisfied.
- 43% agree to the fact that the motivation techniques currently being used in the library need to be improved and highly developed while 35% strongly agree with this idea. 8% of the sample is undecided while 4% disagrees and 2% strongly disagrees with it. 4 respondents (8%) didn't give any answer to this question.
- 75% replied yes to this question implying that they would prefer if new welfare, grievance and negotiation programmes are introduced while 9% replied no to this question implying that they would not prefer. 8 respondents (16%) didn't give any answer to this question.
- A suggestion box was considered very important by 55% of the sample while 25% of the sample considers it to be important. 67% sample believes staff meetings to be very important while 14% consider telephone to be quite important. 16% believe that open letter to the management are quite important while 27% feel that there is need of an executive officer to look after welfare and grievance redressal. 33% consider that gathering information from peers is very important. There was no reply received from 1 respondent (2%).
- 86% of the sample is satisfied with working hours while 78% is satisfied with general leave facility and medical leave. 71% of the respondents are satisfied with duty leave while 61% are satisfied with retirement and pension benefits. 57% of

the sample is satisfied with study leave while 53% is satisfied with leave travel concession.

- 53% of the sample is satisfied with their job while 21% of them are highly satisfied with it. 12% of the respondents are half-half satisfied while 4% are dissatisfied. There is nobody who is completely dissatisfied with his job. There was no reply received from 5 respondents (10%).
- 25% of the sample choose rating 1 for the manner in which the superiors deal with them while 24% choose rating 1 for freedom to choose your own method of working. 19% gave rating 1 for the recognition they get from good work while 31% gave it to the amount of responsibility given to them. 29% gave rating 1 to the opportunity given to them to use their skills while 22% gave it to personal concern.
- 82% of the respondents are satisfied with this fact that library sends perfromance appraisal report to the university authorities while 65% responded that they are satisfied with the personnel policies of the library which facilitate employee develoment. 59% replied that they are satisifed with the fact that library makes efforts to identify and utilize the potential of the employees. 57% said that they are satisfied with the fact that the employees are encouraged to experiment new methods and carryout creative ideas.

7.3 Conclusions

- Majority of the university libraries are used UGC and State Government norms for Performance Appraisal.
- There are various policy and procedures available to the University Professionals for their career development.
- The study found that there are adequate training is given to the library professionals.
- The exisitng vacancies of the librarians as well as library personnel in the university libraries should be filled at the earliest. Vacancies hurt the growth and

development of an institution along with not being able to meet effectively the needs of the users.

- Due to absence of non-professionals in a number of sections in the library, even number of routine tasks have to be attended by professionals thus leading to wastage of manpower and resources. Therefore it is necessary to induct semi and non professionals to carry out routine tasks.
- Since fresh appointments are made very rarely, the size of the professional senior as well as junior staff remains essentially the same over very long periods of time resulting in "greying" of workforce. This also results in shortage of staff at crucial service points. Therefore, it is advisable that pyramidal hierarchical structure be followed and thereby make timely appointments.
- It is concluded that the staffing formula could be revised, due to the rapidly chainging technological envirment, the need for appropreate technical personnel would be required.
- The findigs of the study revealed that there should be a combination of factors which should determine internal promotion. It should not solely be done only on the basis of seniority. Along with seniority, number of other factors like qualification, working capability etc. should also be taken into account while deciding upon the candidates for promotion.
- Performance appraisal should not be done just for the sake of appraisal. Structures should be devised so that there are ouctomes associated with the performance in the appraisal of the staff. An easy way to do it would be to link apprisal with promotion or an increase in pay in case the appraisal is good. This will act as a motivation for the staff to increase their level of performance.
- It is very important that a written policy for continous training is laid down. This will enables staff to have a knowldege of what programmes are avaible and they can suitably prepare themselves for their programmes.
- Since most of the respondents have indicated need for broad-based education areas like Psychology, Sociology, Language Training, Behavioral Sciences, Soft skills etc. It is felt that there is a need to educate people in such areas. The reasoning is that library personnel come into contact with people like

researchers, users, faculty, people of various organizations and the library personnel work can be enhanced by such type of education and putting it into practical use.

- Job rotation can be used very effectively to build a multi-faceted and a multidisciplinary staff in the library. This will lend a huge boost to the working of the library.
- The current motivational techniques were need to be enhanced so as to benefit the library personnel and thereby to the overall development of the university libraries.
- An efficient feedback system is the backbone of any system. A persistent, relentless, all inclusive feedback strategy is essential to build a balanced culture.
- Effectiveness and efficiency of the university library can be very vastly improved by resorting to HRD methods as described in available data.
- HRD methods employ a mix of HRD theory and practice e.g. motivational Techniques, Career Development of employees, Relationship Management, Team Work, Training and Skill Development etc.
- The above HRD methods have been tried and tested over the years in Major Corporation in the world and also in India for eg. Tata's, L&T, Crompton Greaves etc. The results in these corporations have been outstanding.
- The same principles of HRD can now be applied to University Libraries, with hopefully the same outstanding outcomes, as stated in this thesis.
- The author of this thesis is very optimistic that spectacular results can be achieved by adopting HRD Methods in University libraries

7.4 Suggestions

An attempt has been made to study HRD practices in the existing library systems of the 10 universities of Maharashtra State. The Study also proposed Best Practices; HRD Model and New Programmes for the University libraries for improved fuctioning and development in the ICT era. Though, there is no sure formula to build a strong human resource base because of the sheer number of determining variables, the following measures can be undertaken to help libraries in this endeavor:

A. Best Practices in future Electronic or E-era

"Best practices can be define as practice which improves the existing function and help effective implementation of the process." Best practices involves, inter-alia, several aspects including (a) adopting a more integrated approach to organizational and technical change (b) developing a strategic approach to change.

Some of the best practices that can be employed are:

1. Continuous development in ICT Skills
2. HRD Audit
3. Involvement in Professional Organizations to upgrade library personnel in LIS
4. Benchmarking
5. 360° Feedback/ Performance Appraisals
6. Link the Performance Appraisals with Motivation/Promotion
7. Quality Management Systems (QMS) – ISO 9000
8. Environment Management Systems (EMS) – ISO 14000
9. Career Planning and Development
10. Quality of Work Life (QWL)
11. Total Quality Management (TQM)
12. Personal Counseling
13. Value- Adding Management (VAM)
14. 6S Japanese Techniques

B. Proposed HRD Model for University Libraries in ICT or Electronic era

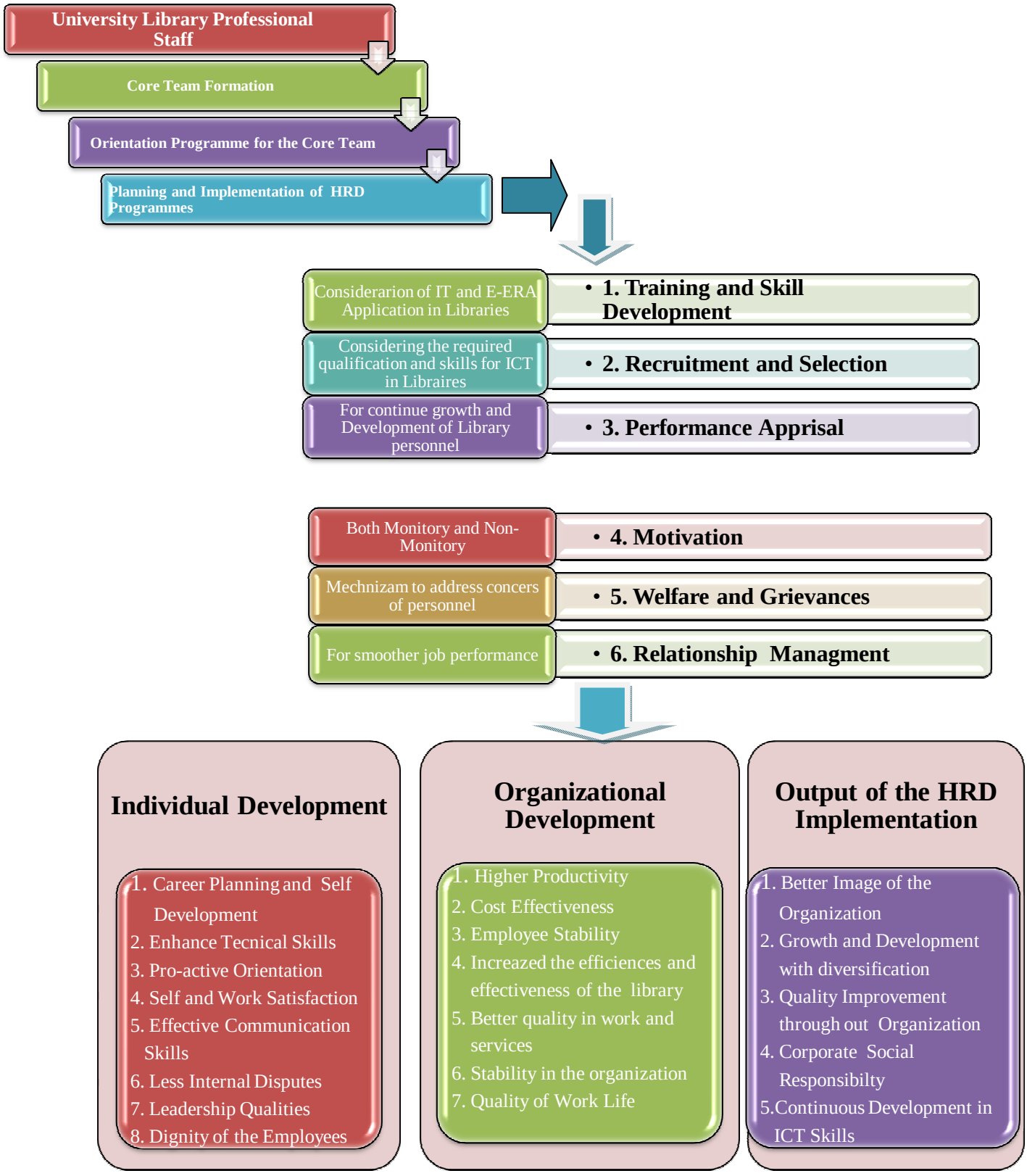


Figure No. 7.1 Proposed HRD Model for University Libraries

- **Explanation of Proposed Model: HRD Model for University Libraries in ICT or Electronic era:**

As per the study carried out for the university libraries, to implement the HRD system in university libraries researcher developed an HRD model based on the use of ICT. The model shown is a typical one and can be adapted to suit the need of different university libraries in ICT era. Essentially the model caters to the needs of different library staff from the head librarian to the operating staff. The need for HRD is drawn out of the requirements at different hierarchical level.

There are several advantages in using this model

1. **Integrated Model:** Some areas in development may be common to both higher and middle level categories of staff, but the degree in subject matter could be different which enables a progressive type of development.
2. **Comprehensive:** The terms and explanation are comprehensive.
3. **Adaptable:** Model can be adaptable depending on need of different type of university libraries- Traditional, Digital Types etc.
4. **Easy to Understand:** This model could be understood by different categories of staff from the library head right up to the operating level.

In today's ICT era most of the resources are available in electronic format, hence the staff should be technology savvy. To cope with this situation, there is need to have fully developed HRD employees in a library.

Universities have different systems and accordingly strengths and weaknesses are observed in university libraries. Hence, this model has been designed keeping in view the various strengths the researcher has come across. This is deemed to be ideal and can be used as a role model for all universities as well as for other libraries which could guide the development of libraries in future. For this purpose it was also ensured that the model created would be easily comprehended and understood by users, so it help them to contribute to the development of the organization as well as their own personal development.

C. Proposed new Prorgammes for HRD Improvement to Provide Qualitative Services to the Users.

1. Programme on Motivation

To motivate library personnel, a short term Programme on Motivation would be arranged. This would focus on improving the morale and result in development of the library personnel and in providing improved qualitative services to the users.

Typical topics would be as follows:

1. Theories' of Motivation
2. Case studies on Motivation
3. Role Modelling

2. Soft Skills Training

Soft Skills Trainings would be arranged to each library personnel who involved in catering to the services to the end users. Library is a services institution and there is need to have soft-skills training to handle people and provide the best services.

Suggested typical topics

1. Good manners and etiquette
2. Communication Skills (Listening; Speaking; Reading; Writing;)
3. Behavioral Training

3. Human Relationship Management Training

In libraries there are interactions with the human being. The image of the libraries chiefly depends on how the users are handling by the library personnel. So there is necessary to arrange short term training programmes for the library personnel on Human Relationship Management Training.

4. Training on New Practices or Technology:

With the recent development and application of ICT in libraries there is need to periodically arrange the ICT training and development programmes to keep abreast with the latest development or to cope up with this ICT era.

With the help of modern tools like E-learning mode; Webinar; Teleconference; Library Portals various short term training and development programmes would be arrange periodically to provide efficient and effective services to the users. The result of such programmes helps the individual as well as organizational development and as a development of the whole nation.

Suggested typical topics

1. Individuals to be given training based on their levels of responsibility, qualifications, experience, interested areas etc.

5. Continuous Educational Programmes and Capacity Building Programmes

In modern libraries manpower is required but of different nature and skills to handle the new challenges like information storage and retrieval; open access and multiple consortia availability; Development of various specialized databases and linking them internally; Institutional repository; online and internet-based search; etc. to provide information at users' desktop there is need for continuous educational programmes which focus on the ICT based capacity building of the library personnel. To survive, university libraries not only have to serve users forever but also by using advanced technology.

7.4.1 Suggestions based on Data Analysis

1. The vacancies of the librarians as well as library personnel in the university libraries should be filled at the earliest.
2. The university libraries staffing formula could be revised as per the changed technological environment and also to accommodate useful management concepts like HRD.
3. The criteria for the evaluation of performance and rewards must be objectively determined. This will remove discretion and role of personal beliefs from the evaluation process thus making the system more transparent.
4. Allocation of separate funds in various prorgammes is very essential iteam and needs to be seriously considerd.

5. It is suggested that get-together are regulerly arranged every quarter. This will benefit the library personnel as well as promote better contact between other memebers of library department, both the senior and jurnior.
6. It is suggested that there should be a writtern staff trainning and development policy to have an effective HRD programme.

7.5 Possible Future Extension for Research

Any research study must accommodate scope for future study and expansion. Noting how quickly trends are changing and we are starting to encounter new environments (e.g. the digital environment of the present time), it is recommended that studies for future extension, may be forthwith undertaken, so that developments in progress of libraries may be very smoothly undertaken.

- The same study can be carried out to other subject-wise universities in India, for eg. Agricultural Universities; Deemed Universities; Technical Universities; Private Universities etc.

Conclusions of Thesis

This thesis spells out the practices at the current time in ten university libraries. It is apparent that not all libraries function at their optimum potential to provide service to its users who are growing in quality and quantity each day.

Suggestions have been made to overcome the lacuna with the help of proven HRD methods and techniques which can improve university libraries and therefore institutions and eventually the whole county.

Bibliography

1 Abba, Tukur. (2009). Assessment of Personnel Training Needs in the Ibrahim Babangida Library, Federal University of Technology, Yola Nigeria. *Library Philosophy and Practices*. Retrieved from website http://www.webpages.uidaho.edu/~mbolin/abba2on dated 2 Aug. 2013.

2 Abdul, Hameed and Amer, Waheed. (2003). Employee Development and its Affect on Employee Performance: A Conceptual Framework. *International Journal of Business and Social Sciences.*

3 Aderinto, C.O. and Aderinto, J. A. (2006). Effect of Information Technology on the Managerial Efficiency of Academic Libraries: A Case Study of H.O. Library. *European Journal of Social Sciences, II*(2), p 331-337.

4 Aforo, Alia Asantewaa (2012). Evaluation of the Performance Appraisal Systems in KNUST and GIMPA Libraries. *Journal of Business Management and Economics, III*(8), p 301-306.

5 Agaja, J. A. (1999). Professional Continuing Education for Libraries in Nigerian University Libraries: Opportunities; Problems and Prospects. *Annals of Library Science and Documentation, XXXXVI*(1), p 19-24.

6 Agnes, Michael (2006). *Websters New World College Dictionnary* . (4th ed.) New Delhi: Wiely Dreametch India (P) Ltd., p 1221.

7 Ahmad, Mufeed S. (2012). Need for Human Resource Development (HRD) Practices in Indian Universities: A Key for Educational Excellence. *Journal of Human Values, XVIII*(2), 113-132. doi:10.1177/097168581245481 on dated 28 Jan. 2014.

8 Ajidahun, C. (2007). The Training, Development and Education of Library Manpower in Information Technology in University Libraries in Nigeria. *World Libraries, XVII*(1). Accessed on 10 May. 2013.

9 Alemna, A. Anaba (1991). Education and Training for Library Management in Ghana. *Library Management, XII*(5), p 78-91.

10 American Library Association. (1990). *ALA Glossary of Library and Information Science.* New York: ALA.

11 Arora, Kanu. (2008). *University Library System: Centralization and Decentralization.* New Delhi: Regal Publications, p 16-17.

12 Atkinson, J. (1998). *Dictionary of Psychology.* Delhi: Goyal Saab. p 125.

13 Bashiruddin. (1975, January - June). Working Paper on the University library: Its Function and Problems. *ILA Bullatin, XI*(1-2). p 47-52.

14 Bavakutly, M. and Azeez, A. (2006). Library Consortia in India : Initiatives and Concerns. *SRELS Journal of Information Management, XXXXIII*(2), p 177-184.

15 Bender, D. R. (1994). Improving Personnel Management through Evaluation . *Library Administration and Management, VIII*(2), p 109-112.

16 Bhanabhai, Bhutadiya Narsungbhai and Patel, Manubhai G. (2013, February) Human Resource Development in University Libraries of Gujarat. *Indian Journal of Applied Research, III*(2), p 222-224.

17 Bhatia, B. S., Verma, H. L. and Garg, M. C. (1997). *Studies in Human Resource Development: Emerging Dimenstions of HRD: Role and Organization : Vol-2.* New Delhi: Deep and Deep Publications. p 5.

18 Bhatt, R. (2006). Library Consortium: Effective Collaborative Approach Toward Resource Sharing. *Journal of Library and Information Science, XXX*(1), p 69-79.

19 Bhatt, R. (2011). University Libraries in India in the Digital Age. *DESIDOC Journal of Library and Information Technology, XXXI*(3), p 165-166.

20 Bhattacharya, Deepak Kumar (2006). *Human Resource Management.* (2nd ed.). New Delhi: Excel Book Publisher, p 11-12.

21 Bhusha, Charles H. and Harter, Stephen P. (1980). *Research Methods in Librarianship: Techniques and Interpretation.* San Diego: Academic Press, INC, p 54-55.

22 Cart, Clay (1992). *Smart Training: The Manager's Guide to Training for Improved Performance.* New York: McGraw-Hill. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=612fdc9-5afon dated 1 Jul. 2014.

23 Chakravarty, R. and Sinha, S. (2006) "Library Consortia in India: Initiatives and Concerns." *SRELS Journal of Information Management* 43.2: p 58-59.

24 Chinwe, Anunobi V. (2013, April). Human Capacity Building in Nigerian University Libraries : An Imperative for Academic Libraries Contribution Towards National Development. *African Journal of Library, Archives & Information Science, XXIII*(1), p 33-44.

25 Cronin, B. (1982) Performance Measurement and Information Management. *ASLIB Proceedings, 34 (5)*, p 36, 255.

26 Davi, Aramabam Hileima and Vikas, C. (2006). Human Resource Development for Digital Environment: A Case Study of the Libraries of Manipur. *5th Convention PLANNER* (November 9-10). Aizawl: Mizoram University, p 9-10.

27 Dennis, Defa. (2012) Recruitment of Employees in Academic Libraries. *Library Leadership and Managment, XXVI*(3-4),p 1-10. Retrieved from website http:web.ebscohost.com/ehost/detail?sid=8f5a907d-195e-4c90-ac on dated 21 Oct. 2013.

28 Deshpande, K. S. (1985). *University Library System in India.* New Delhi: Sterling Publishers Pvt. Ltd , p 150-155.

29 Deshpande, K. S. (1995, April-September). My Encounters with Dr. C.D.Deshmukh. *ILA Magazine, II*(4-2), p 9.

30 Devarajan, G. (1993). *Resource Allocation in University Library.* New Delhi: Ess Ess publication.

31 Devi, Purnima, and Singh, Surchand. (2006, September). Role of UGC in Manpower Development in the Field of Library and Information Science in India. *Annals of Library and Information Studies, XXXXVIII*, p 143-148.

32 Dhiman, Anil K and Rani, Yashoda A. (2005). *Learn Library Management.* New Delhi: Ess Ess Publications, p 21-175.

33 Dhiman, Anil K. and Sinha, Suresh C. (2002). *Academic Libraries.* New Delhi: Ess Ess Publications. p 63-64.

34 Edwin, B. Flippo. (1976) *Principles of Personel Management.* (4th ed.) New York: McGraw-Hill, p 5.

35 Ezema, Ifeanyi J., Ugwuanyi C. F. and Ugwu, Cyprian I. (2014, January- June).

Skills Requirements of Academic Librarians for the Digital Library Environment in Nigeria: A Case of University of Nigeria, NSUKKA. *International Journal of Library And Information Science. (IJLIS), III*(1), p 17-31.

36 Francis, A. (2008) Personnel Management In University Libraries In the Modern Technological Environment. *Inf Technol Libr, XXVII*(1). Retrieved from website http://www.ala.org/on dated 4 Apr. 2015.

37 Frankfort-Nachmias, Chava and Nachmias, David. (1992). *Research Methods in Social Sciences* (4th ed.) New York: St Martin Press, p 239.

38 Gelfand, M. A. (1971). *University Libraries for Developing Countries.* Paris: UNESCO. p 24.

39 Gohil, Devika G. (2013). Human Resource Development, Compensation and Performance Appraisal Practices of Grant-in-Aid University Libraries in Gujarat State: A Study. *Asian Journal of Multidisciplinary Studies, I*(5), p 2321-8819.

40 Gohil, Devika G. (2014, January). Performance Apprisal Practices in 7 University Libraries in Gujarat State: A Study. *Asian Journal of Multidisplinary Studies, II*(1). Retrieved from website http://www.ajms.co.inon dated 19 Feb. 2014.

41 Government of Maharashtra. (dated 21-2-1997). Maharashtra Government, letter no. NGC/1294/18447/26910/4/, p 2.

42 Government of Maharashtra. (Dated 26 Oct., 1980). Resolution No. NGC/1280/150163/XXXII (CELL). p 3.

43 Gulcin, Cribb. (2005, August). Human Resource Development: Impacting on All Four Perspectives of the Balanced Scorecard. *Libraries – A Voyage of Discovery*(14th – 18th) Oslo, Norway.

44 Gupta, O. P. (1992). *Development of University Libraries in India after Independence.* New Delhi: Concept Publishing Company, p 37-129.

45 Gupta, S. and Gupta, S. (2008). *HRD Concepts and Practices.* New-Delhi: Deep and Deep Publication Pvt.Ltd.

46 Harold, Koontz and Heilz, Weihrich (2010). *Essential of Management : An International Perspective.* (8^{th} Ed.) Tata McGraw Hill. p 285-308.

47 Haslinda-a, A. (2009). Definitons of HRD: Key Concepts from a National and International Context. *European Journal of Social Sciences, X*(4).

48 Hawthorne, P. (2004). Redesigning Library Human Resources: Integrating Human Resources Management and Organizational Development. *Library Trends, XXXXXIII*(3), p 172-186.

49 Hurych, J. (2011). Continuing Professional Education as an Ethical Issues. In Continuing Professional Education for Information Society. *The Fifth World Conference of Continuing Professional Education for the Library and Information Science Professions* The Hague, Netherlands: International Federation of Library Associations and Institutions, p 256-263.

50 IFLA. (2005). Human Resource Development: Impacting on All Four Perspectives of the Balanced Scorecard. *World Library and Information Congress: 71th IFLA General Conference and Council. website* http://www.ifla.org/IV/ifla71/Programme.htm on dated 15 May. 2013.

51 Ikramul, Haq. (2012). Outsourcing of Human Resources in Science and Technology Libraries of Northern India. *Bottom Line: Managing Library Finances.*, *XXV*(4), 163-176. Retrieved from http://web.ebscohost.com/ehost/detail?sid=b820 14cf-20f0-404a-ba73 on dated 2 Jan. 2014.

52 Inamdar, N. (1989). *National Policy for University Libraries in India: Criteria for Allotting Funds to University Libraries: Some suggestions. In Inamdar, N.B. and L.S.Ramaiah,*. New Delhi: Concept.

53 INDEST Consortium. Retrieved from website http://www.netugc.com/library-consortia on dated 20 Jan. 2015.

54 India, Library Advisory Committee (1961). *Chairman : K. P. Sinha (1956).* Delhi: Manager of publications, p 70-71.

55 India, Ministry of Education and Youth Services. (1971). *Report of the Education Commission 1964-66, Chairman Dr. D.S. Kothari,*. New Delhi: National Council of Educational Research and Training, p 497-498.

Janine, Lockhart and Sulaiman, Majal. (2012) The Effect of Library Staff Training and Development on the User Experience: A Case Study at the Cape Peninsula University of Technology (CPUT). *Proceedings of the IATUL Conferences.* Retrieved from website http://www.docs.lib.purdue.edu/iatul/2012/papers/44 on

on dated 18 Jun. 2014.

56 Jayagopal, R. (1990). *Human Resource Development* . London: Sterling Publishers Private Limited.

57 Kanade, Manjusha Lazmanrao and Deshmukh, Shyamkant J. (March 2013). Human Resource Development In Academic Libraries In the Age of Information Technlogy and Need of Training: An Overview. *Indian Streams Research Journal, III* (2), p 1-9.

58 Kannappanavar, B.U. and Kumbargoudar, Praveenkumar. (2010). Manpower Planning in Agricultural Science University Libraries in India. *Journal of Media and Communication, II*(3), p 62-66.

59 Khan, Muhammad Tariq., Khan, Naseer Ahmed and Mahmood, Khalid. (2012). An Organizational Concept of Human Resource Development: How Human Resource Management Scholars View 'HRD'. *Universal Journal of Management and Social Sciences, II* (5), p 36-47.

60 Khan, M. A. ed. (2002). *Preparation and Training of Library Staff, India.* Cosmo Publications. p 70.

61 Khan, M. N. (1987). HRD In Modern Technological Structure. *Indian Journal of Commerce, XL*(150-151), p 83.

62 Khan, N. T. and Khan, N. A. (2011). Intergrated Concept of Human Resource Development: Proposing New Model of HRD. *Far East Journal of Psychology and Business.*

63 Khanna, J. K. (2008). *Managing University and College Libraries : Academic Functions and Administrative Organisation.* Delhi: Sanjay Prakashan, p 100- 325.

64 Khothri, C. R. (2014). *Research Methodology: Methods and Techniques* (3rd ed.). New Delhi: New Age International Publishers, p 2-3.

65 Kim, Sin-Young (2011). A Study on the Deveopment of Korean Academic Libraries' Duty Model Based on the Job Analysis. *ASLIB Proceedings, XXXXXXIII*(1), p 76-100. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=bfdt25b5-78b6-44c9-88b7on dated 16 Jan. 2014.

66 Kont, Kate-Riin. (2013). Library Empolyees' Attitudes towards the Measurement and Appraisal of their Work Performance: Study in Estonian Unversity Libraries. *Library Management, XXXIV*(6-7). doi:11.1108/LM-08-2012-0051 (permanent URL) on dated 28 Oct. 2013.

67 Kumar, Krishnan. (1973). *Research Libraries in Developing Countries.* Delhi: Vikas. p 99.

68 Kumbargoudar. Praveenkumar. (2013, January). ICT Skills of Library Professionals in Gulbarga City. *Indian Streams Reseach Journal, II*(12), p 1-7. Retrieved from website www.isrj.neton dated 31 Dec. 2013.

69 Lahiri, K. (1993). The Human Side of the Library in Search of a Model: A Brief Study on North East. *Herold of Library Science, XXXII*(3-4), p 199-203.

70 Lamptey, Richard Bruce and Agyen-Gyasi, Kwaku. (2012). Performance Appraisal as an Effective Manangement Tool in the State Owned University Libraries In Ghana. *Proceedings of the 8th Seminare of CULS*, p 131. Retrieved from http://www.academia.edu/4524078/PERFORMACE_APPRAISAL on dated 20 Jun. 2016.

71 Larry, Yarbrough N. (1975, May). Performance Appraisla in Academic and Research Libraries. *Office of University Library Management Studies. Occasional Papers, III(1),* p 6. Washington . Retrieved from website http://web.a.ebscohost.com/ehost/detail?sid=86a066-44ca-bon dated 25 Feb. 2014.

72 Likert, R. *New Paterns of Managment.* New York: McGraw Hill Book Co,p 7.

73 Likert, R. (1967). *The Human Organization.* New York: McGraw-Hill, p 12.

74 Line, M. B. (1968). *The Functions of the University and Research Library Studies.* Oxford Press. p 148.

75 Line, M. B., (1992). How to De-motivate Staff: A Brief Guide. *XIII*(1), p 4-7.

76 Lucy, McGee. *Discuss Performance Positively and Provide Useful Feedback. p 5.*

77 Luke, Iroka A. (2011, July-Sept). Stress Among Library Staff in Nigeria: A Case Study. *Journal of Hospital Librarianship, XI*(3), p 242-248. Retrieved from website http://web.a.ebscohost.com/ehost/detail?sid=f2b60e84-47df-4227-b58on dated 2 Oct. 2014.

78 Mackenzle, G. A. (1990). *Performance Measurement,* In: Maurice, L. B. London:

Academic Library Management, p 196-205.

79 Madiwale, D. B. (1985). Staffing Pattern for College Libraries in India. In Public Library Development Perspectives and Staffing Pattern in Libraries and Information Centers. *31st All India Library Conference*.Delhi, p 265-275.

80 Mahajan, Preeti. (2005). *Academic Libraries in India: A Present-Day Scenario.* Library Philosophy and Practice (e-journal. Paper 66.) Retrieved from website http://digitalcommons.unl.edu/libphiprac/66 on dated 27 Nov.2015

81 Maharashtra University Act (1994). *Maharashtra University Act.* Maharashtra, p 11-83.

82 Majumdar, R. C. (1968). *Ancient India.* (5th Rev. Ed) Delhi: Motilal Banarsidas.

83 Mallaiah, T. Y. (2008). Performance Management and Job Satisfaction of University Library Professionals in Karnataka: A Study. *DECIDOC Journal of Library and Information Technology, XXVIII*(6), p 39-44.

84 Mangi, Leela Dhar (2014, May). Libraries of Apex Institutes of India are Managing or Devloping Human Resource: An Intellectural Puzzle. *Human Resource Reflection, I*(2), p 14-25.

85 Martell, Charles R. (1978). The Role of Continuing Education and Training in Human Resource Development: An Administrator's Viewpoint. *Journal of Academic Librarianship, IV*(3), p 151-155. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=30104a4d-a65e-4302-a923-0on dated 1 Jun. 2014.

86 Meera, M. (2010). Proceedings of the International Conference on Information Management and Evaluation, p 228-236. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=63127e02-2261- 46e4-bf8e-e. on dated 11 Apr. 2014

87 Megginson, L. C. (1982). *Personnel and Human Resource Adminitration.* Iions: Rewing INC: Home Wood. p 6.

88 Michael, V. P. (2009). *Human Resource Management and Human Relations* (Reprint ed.) Mumbai: Himalaya Publishing House, p 180-182.

89 Mirza, Muhammad Sajid and Mahmood, Khalid. (2013). Impact of IT on Human Resource of Pakistani University Libraries. *Library Philosophy and Practice*

Retrieved from website http://digitalcommons.unl.edu/libphilprac/938on dated 16 Mar. 2014.

90 Muller, Ula. (2002). The Challenges to Human Resource Development of Libraries in Time of Radical and General Change. *IFLA Council and General Conference. August 18-24*, Glasgow: IFLA, p 1-6.

91 Nadler, L. (1981, January). HRD, Helping Managers to Solve Problems. *Training and Development Journal., XXXVI*(1).

92 Nagi, Reddy and Uma, V. (2009). Re-Engineering Manpower In Computerized University Libraries.Delhi: *ICAL Change Management.*

93 National Knowledge Commission. Retrieved from website http://www.knowledecommission.ov.in/about/default.asp. on dated 4 Feb. 2015.

94 National Knowledge Commission. Retrieved from website http://www.knowledecommission.gov.in/recomm-endations//libraries. on dated 4 Feb. 2015.

95 National Knowledge Network. . Retrieved from website www.nkc.in. on dated 2 Feb. 2015.

96 Nawe, J. (1992). Human Resource Management in Library and Information Services: Problems and Prospects. *Library Management, XIII*(1), p 66-78.

97 Neville, Sandra H. (1982). Organizational Support for Direct Service Functions. *Research Quarterly, XXI*(4), p 384-390.

98 Nie, Jiezhu., Huang, Qiuwen and Zhang, Ganghua (2013). Performance Appraisalof Human Resources in University Libraries - Taking the Library in Jiangxi University of Science and Technology as an Example. *International Conference on Education Technology and Information System (ICETIS 2013)*. China : Atlantis Press., p 139-142.

99 Nikose, Satyapraksah M. (2006). *Resource Sharing Through Networking of University Libraries.* Chandrapur: Pradnya Prakashan. p 40-41.

100 Nurminen, Hannele., Toivonen, Leena and Helminen, Päivi. (2012). Inspiration and Co-operation between Namibian and Finnish Libraries. *Signum*(3), p 10-12.

101 Ogunmodede, Thomas A. and Mafelu, Mabel E. (2012). Capacity Building Programmes for Library Staff in University of Ibadan and University of Lagos

Libraries. *Samaru Journal of Information Studies, XII*(1 & 2).

102 Olorunsola, Richard (2000). Job Rotation in Academic Libraries: the Situation in Nigerian University Library. *Library Management, XXI*(2), p 94-98.

103 Pareek, Udai and Rao, T. V. (1974). *Human Resource Development System in Larsen and Toubro: A consultancy Report. (Unpublished report).* Ahemedabad: Indian Institute of Managemnt. (Report 1)

104 Pareek, Udai and Rao, T.V. (1975). *Human Resource Function in Larsen and Toubro: A consultancy report.(Unpublished report).* Ahemedabad: Indian Institute of Managemnt.(Report 2).

105 Patel, Manubhai and Patan, Krupa N. (2013, February). Job Satisfaction and Work Load Among Personnel in the University Libraries of Gujarat. *Indian Journal of Applied Research, III*(2), p 163-164.

106 Pattanayak, Biswajeet. (2014). *Human Resource Management* (4th ed.). Delhi: PHI Learning Private Limited, p 142-143.

107 Paul, Buck. (1964). *Libraries and Universities.* Harvard: Cambridge Press. p 56.

108 Pawar, Sarbjit Sing. (1998). *University Grants Commission (UGC) and Development of Libraries.* New Delhi: Deep and and Deep publications, p 100-182.

109 Pawar, Sarbjit Sing. (1998). *University Grants Commission(UGC) and Development of libraries.* New Delhi: Deep and and Deep publications, p 9-182.

110 Peter, Thomas and Waterman, Robert H. (1982). *In search of Excellence.* New York: Harper and Row, p 8.

111 Prasad, L. M. (2009). *Human Resource Management.* New Delhi: Sultan Chand and Son.p 298-332.

112 Prasher, R. G. (1994). *Personnel Problems in Indian Libraries.* New Delhi: Medallion Press, p 27-28.

113 Prasher, R. G. (1991). *University Libraries in India: 1980s and Beyond.* New Delhi: McMillian. p 7.

114 Prasher, R.G. (2002). *India's University Libraries: Organisation Operation and Services.* Ludhiana: Medallion Press. p 1-2.

115 Pratheepa, A. K. and Jayaraman, S. (2014, April). Driving Workplace

Performance Through High Quality In-House Training and Technical Skills in Digital Environment : A Study Among the University Library Professionals in Coimbatore. *IV*(4), p 57-59.

116 Pugh, S. (1984). Management Training Versus Training in Library Management. *Information and Library Manager, III*(2), p 35-37.

117 Puglies, Paul. (1985). Accreditation in Human Resource Management. *Journal of Library Administration, VI*(2), p 23-31.

118 Rajyalakshmi, D. (1989). Administrator's Role in Quality Performance in Academic Libraries. *ILA Bulletin, XXIV*, p 221-226.

119 Rajyalakshmi, D. (2004). Information Professionals – Knowledge Skills, for Information Management. *ILA Bulletin, XXXX*(3), p 5-12.

120 Ramchandani, C. P. (2015). The Higher Education Scenario in Maharashtra. *International Journal of Innovative Research and Development., IV* (4), p 4. Retrieved from website http:www.ijird.com on dated 2 Sept. 2015.

121 Rana, M. (31 August 1992). Funding of University Libraries. *University News, XXX*(35), p 101-102.

122 Ranganadham, Sadu. (2013). Qualities of Library Professionals in ICT Environment. *Indian Journal of Applied Research, III*(5), p 366-367.

123 Ranganathan S. R. (1965, December). Academic Library System: Fourth Plan Period. *Library Science*, p 227-228

124 Ranganathan, S. R. (1965). Academic Library System: Fourth Plan Paeriod. *Library Science Slant Doc., II* , p 294.

125 Rao, T. V., Rai, Raju and Yadav, Taru. (2007, January- March). A Study of HRD Concepts, Structure of HRD Departments and HRD Practices in India. *Vikalpa* , p 50.

126 Rao, T. V. (1990). *The Human Resource Development Missionary.* New Delhi: Oxford IBH.

127 Rao, T.V. and Pereira, D. F. (1986). *Resent Experiences in Human Resource Development* . New Delhi: Oxford and IBH Publishing Company, p 3- 19.

128 Rao, T.V., Rao Raju, and Yadav, Taru (2007, January-March). A Study of HRD Concepts, Structure of HRD Departments and HRD Practices In India. *Vikalpa,*

XXVI(1), p 49-54.

129 Rao, T. V. (1990). *The HRD Missionary: Role and function of HRD Manager's and HRD Departments.* New Delhi: Oxford & IBH Pub. Co. Pvt.Ltd, p 8.

130 Rao, T.V. (2012). HRD Audit: Evaluating the Human Resource Function for Business Environment, Response Book, p 17-18.

131 Recommendations of the Seminar have been reported in IASLIC Bulletin V.12, No. 1 (March, 1967), p 45-47.

132 Report of the Sub-committee on Staffing in University and College Libraries (2009). *A Sub Committtee was appointed during the Meeting of the University Librarians held at YCMOU, Nashik on 6 th May 2009 Vide letter No. CS/JBVC/LIB/09/1973 dated 16th June 2009* . Secretary to the Governor, Maharashtra.

133 Report prepared by Anil Kakodkar., Higher Education in Maharashtra: Preparing for the future-New Ideas and Pathways. Retrieved from website http://www.anilkakodkar.in/education_pdf/higher_education_in_maharashtra_july_2011.pdf on dated 27 Sep. 2015.

134 Roknuzzaman, M. (2007). Status of Human Resource Management in Public University Libraries in Bangladesh. *The International Journal of Information and Library Review., XXXIX*(1), p 52-61.

135 Saha, Nimai and Ghosh, Kaushik. (2007). Training and Development of Library Professionals for IT Application in University Libraries: An Overview. *5th Convention PLANNER*- (December 7-8). Gauhati: Gauhati University.

136 Saha, Nimai Chand and Das, Mrinal Kanti (2006, November). Human Resource Aspect in Digital Library Era. *4th Convention PLANNER- 2006, Mizoram University., Aizwl*, (9-10 November), p 210-220.

137 Saiyadain, Mirza S. (2009). *Human Resources Management* (4th ed.). New Delhi: Tata McGraw Hill Publishing Company Limited, p 289.

138 Samuel, Owusu-Ansah (2014). Effect of Performance Appraisal System on Staff Performance in Ghanian Academic Libraries. *Journal of Information Engineering and Applicatons, IV* (7), p 1-14.

139 Sanker, C. (1984). HRD in Banking Industry. *Indian Journal of Training and, XIV*

(1), p 88.

140 Satarkar, S. P. (2000). *Personnel Management in College Libraries.* New Delhi: Rawat Publications., p 1-216.

141 Satarkar, Suresh Prabharrao. (1998). *Staffing Pattern in the College Library: Case Study of Maharashtra.* (Ph.D.Thesis) Savitribai Phule University, Pune. p 90.

142 Sethi, R. R. and Mehta. J. L. (1968). *A History of Punjab University 1947-67.* Chandigarh: Punjab university Publication Burea.

143 Sharma, B. A., Pradad, Ravindra and Satyanaryana. (1983). *Research Methods in Social Sciences.* New Delhi: Sterling Publishers, p 29.

144 Sharma, P. L., Need of HRD in Library. *National Hydroelectric Power Corporation Limite.* Retrieved from website on dated 10 Nov. 2013.

145 Sharma, Veerbala. (2012). Outsourcing of Human Resources in Science and Technology Libraries of Northern India. *Bottom Line: Managing Library Finances.*, *XXV*(4), 163-176. Retrieved from http://web.ebscohost.com/ehost/detail?sid=b820 14cf-20f0-404a-ba73 on dated 31 Dec. 2013.

146 Sharon, Phillips A. (2005). Workload Measurement An Approcach for Hospital Libraries. *Journal of Hosital Librarianship, V*(4), p 1-10. Retrieved from website http://web.ebscohost.com/ehost/detail?sid=96501851on dated 31 Dec. 2013.

147 Singh, R. (1996). *Human Resource Management in the Academic Libraries of Lucknow (Unpublished M.L.I.Sc. Dissertation).* Luknow: Luknow University.

148 Smith, Ian. (2006). Benchmarking Human Resource Development An Emerging Area of Practice. *Library Management, XXVII*(6-7), p 401-410.

149 Solomom, Olusegun Oyetole. (2013, April). Influence of Job Satisfaction on Turnover Intentions of Library Personnel in Selected Universities in South West Nigeria. *Library Philosophy and Practice*,. p 28. Retrieved from website http://web.a.ebscohost.com/ehost/detail?sid on dated 25 Oct. 2014.

150 Sonawane, Ajit Sagaji. (2015). Staffing Pattern for Digital Libraries in Comparison with the Traditional Staffing Pattern *Ph.D. A Thesis Submitted to Tilak Maharashtra University,* Pune.

151 Sood, S. P. and Sharma, C. L. (1991). *Outstanding Studies in University*

Librarianship. Jaipur: RBSA publishers, p 51.

152 Srivastava S. N. and Verma, S. C. (1980). *University Libraries in India* . New Delhi.: Sterling Publishers Pvt. Ltd, p 143-144.

153 Swanson, Richard A. and Holtan, Elwood F. (2008). *Foundation of Human Resource. Development.* San Francisco: Berrett-Koehler Publishers. INC.,p 1.

154 Tarachand, (1967). *History of the Freedom Movement in India Vol. II.* Delhi: Publications Division. p 1.

155 Theja, Kuruppu Apachchi, and DE Silva, WRG. (2007). Library Automation: Strategies for Library Human Resource Management. *Journal of the University Librarians*, XI, p 98-110.

156 Tikeakar, A. (2009). Vision and Roles of the Future Academic Libraries Toward's 21st Century Academic Libraries and Librarianship. Delhi: *ICAL*.

157 Tripathi, P. C. (1997). *Human Resource Development* . New Delhi: Sultan Chand and Sons, p 5.

158 Uachi, Ngozi B. and Onuoha, Uloma Doris. (2013, December). Continuing Professional Development and Innovative Information Service Delivery in Nigerian Libraries: Inhibitors and theWay Out. *Annals of Library and Information Studies, XXXXXX*, p 269-275.

159 Ugah, Akobundu Dike (Oct2008,). Motivation and Productivity in the Library. *Library Philosophy and Practice.*, p1-6. Retrieved from website http://www.cohost.com/ehost/detail?sid=8dle57a3- 7ee6- 4dfb-837 on dated 1 June. 2014.

160 UGC Retrieved from website www.ugc.org on dated 13 Dec. 2014.

161 UGC, India. (1965). *University and College Libraries.* New Delhi: UGC.

162 UGC. (1965). *University and College LIbraries: Report of the LIbrary Committee of the University Grants Commission.* New Delhi: UGC, p 71-73

163 Ukwoma, Scholastica and Akanwa, Pearl C. (2008). Human Resource Development Programmes in Nigerian Academic Libraries A Comparative Study of Universities in Imo State. *Samaru Journal of Information Studies, VIII*(2), 38-47. Retrieved from websitehttp://www.ajol.info.index.php/sjis/article/viewFile/4430/28324# on dated

24 Mar. 2013.

164 University Education Commission, India. (1950). *University Education Commission (1948) Report Vol- I*. Delhi: Manager of Publication.

165 University Grants Commission (1965). *College and University Libraries,*. New Delhi: UGC, p 69-150.

166 University Grants Commission (India) (1965). *Report of the Library Committee of University Grants Commission and the Proceedings' of the Seminar on "Publisher to Reader*. New Delhi: UGC (1959).

167 University Grants Commission (1988). *Development of an Information and library Network*. Delhi: UGC (INDIA) INTER AGENCY Working Group Chairman: Dr. Yashpal.

168 University Grants Commission. Retrieved from website http://www.ugc.ac.in/oldpdf/PSOrders/RevisionPayScale.pdf on dated 14 Mar. 2015.

169 Vijayakumar, K. P. (2008, December). University Library Manpower in Kerala: An analysis. *Annals Library and Information Studies, XXXXXV*, p 300-307.

170 Wahba, Susanne Patterson. (1978). Motivation, Performace and Job Satisfanction in Libraries. *XXXXXXXI*(2), p 270-278.

171 Warraich, Nosheen Fatima. (2011). Human Resource Management in University Libraries of Punjab. *Pakistan Journal of Library and Information Science*. (12) Retrieved from website http.//www.pu.edu.pk/home/journal/8 accessed on 15 Aug. 2013.

172 Weerasooriya, W. A. (2008). *Human Resource Planning in University Libraries in Srilanka*. (Ph.D Thesis Submitted at Dept. of Library & Information Science, Pune.) Guide. Dr. (Mrs.) Neela Deshpande, p 101.

173 Wijetuge, Pradeepa, (2001, Spring). Training and Education of Para-professionals in Sri Lankan University Libraries. *Journal of Education for Library and Information Science, XXXXII*(2), p 149-16.

174 Wilson, L.R. and Tuber, Maurice F. (1958). *The University Library: Organization, Administration and Functions of Academic Libraries*. New York.: Columbia University Press, p 128-299.

175 Youngman, Daryl C. (1999). Library Staffing Considerations in the Age of Technology: Basic Elements for Manageing Change. *Issues in Science and Technology Librarianship (Contents)*. Retrieved from website http://www.istl.org/99-fall/article5.htmlon dated 17 Sep. 2014.

Annexure-I

Questionnaire I: University Librarians

HUMAN RESOURCE DEVELOPMENT IN NON-AGRICULTURAL UNIVERSITY LIBRARIES IN MAHARASHTRA STATE

A. General Information:-

i. Name of the Library ……..

ii. Year of Establishment …..……...

iii. Timing Library Timing …….....

Reading Room Timing- …….....

Do you extend the working hours during the Examination period?

Yes ☐ No ☐

B. Your Information:-

1. Name: - …….

2. Designation: - …….

3. Present Position: - ……..…….....

4. Gender: - Male: ☐ Female: ☐

5. Age group? 25-30 ( ), 31-35 ( ), 36-40 ( ), 41-50 ( ), 51-60 ( )

6. Educational qualifications: - ……

……..……...

7. Experience in years: - ……

C. Library Budget:

8. Total library Budget for the current year 2014-2015 (Rs.).....

9. Library Budget:

Sr. No.	Resource	2013-2014	2012-2013	2011-2012	2010-2011
1.	Books				
2.	Print Journals				
3.	E-Journals				
4.	Computer Accessories				
5.	Library software and networking				
6.	Library equipments				
7.	Binding (Books and Journals)				
8.	Others				

D. Library Resources:

10. Total library resources available in a library?

Sr. No.	Resources	Numbers
1	Books	
2	Reference Books	
3	Thesis	
4	National Journals	
5	International Journals	
6	Bound Journals	
7	Patents	
8	Standards	
9	Audio/Videos	
10	E-Journals Resources	

11. Strength of the University Library Users:-

Sr. No.	Category of the Users	Numbers
1	Teaching Staff	
2	Non Teaching Staff	
3	Research Scholars	
4	Students UG	
	PG	
5	Visiting users	

E. Library Automation:-

12. Present statues of the library Automation? Please Tick/right [ ] √mark

Sr. No.	Statues of the Library Automation Library is -	Please Tick
1	Not automated at all	
2	Partially automated	
3	Fully automated	

13. Which of the following operations are performed by computer in library?
Please Tick/right [ ] √ mark

Sr. No.	Computerized in-house operations	Fully Computerized	Partially Done
1	Administration		
2	Acquisition		
3	Processing		
4	Cataloguing		
5	Classification		
6	Serial control		
7	OPAC search		
8	Circulation		
9	Inter Library Loan		
10	Reference service		

14. Who performed computerized housekeeping operations? Please Tick/right [ ] √ mark

Sr. No.	Housekeeping operations	Please Tick
1	Existing staff	
2	Technical staff	
3	Appointed new staff	
4	Outsourced	

15. Weather the adequate training is given to the existing staff? Please Tick/right [ ] √ mark

Yes ☐ No ☐

16. Do the time is saved due to automation? Please Tick/right [ ] √mark

Yes ☐ No ☐

F. Library Staff:-

17. Information regarding total library staff including Librarian:-

Sr. No.	Name	Designation	Date of Appointment	Qualifications	Pay Scale	Nature of Recruitment
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

18. Which staffing pattern is adopted by your Library?

_____

19. Your Staffing pattern is based on? Please Tick/right [ ] √ mark

Sr. No.	Staffing pattern based on	Yes	No
1	No. of Collection		
2	No. of Library Users		
3	No. of Circulation		

20. Do you think that no of the university staff is available as per this staffing pattern? Please Tick/right [ ] √ mark

Yes ☐ No ☐

21. Sanction staff as per the staffing pattern:-

Sr. No.	Post	Sanction Staff	Posts Filled	Position lying vacant
1	Librarian			
2	Deputy Librarian			
3	Asst. Librarian			
4	Non Professional Staff			
5	Technical Staff			

22. What is the rate of your assessment regarding the parameters of the staff inadequacies?

Sr. No.	Staff inadequacy in what extend	1	2	3	4	5
1	Qualification wise inadequacies					
2	Experience wise					
3	According to the library activities					
4	According to the library services					
5	No. of Users					
6	No. of Collection					
4	If any (please specify)					

23. Do you communicate the inadequacy of the staff to the University authority every year?
Please Tick/right [ ] √ mark

Yes ☐ No ☐

24. Do you think that the staffing formula should be updated as per the changed technological environment? Please Tick/right [ ] √ mark

Yes ☐ No ☐

25. Weather the staff is sufficient for smoothly functioning of library daily work?
Please Tick/right [ ] √mark

Yes ☐ No ☐

26. Weather library staff is transferred to any other department?
Please Tick/right [ ] √mark

Yes ☐ No ☐

27. Weather over time duties are given to the staff? Please Tick/right [ ] √mark

Yes ☐ No ☐

If yes, Weather compensation or monitory benefit is given to the staff for overtime? Please Tick/right [ ] √mark

Yes ☐ No ☐

28. Are you participating in the recruitment process of library staff?
Please Tick/right [ ] √mark

Yes ☐ No ☐

29. How do you recruit the staff for posts from Assistant Librarian to Deputy Librarians?
1. Very important 2. Important 3. Undecided 4. Not important 5. Not important at all

Sr. No.	Important Points	1	2	3	4	5
1	Asking a relevant senior staff colleague to assist for the selection interviews for the professional staff					
2	Promotions					
3	Aptitude Test					
4	Considering the Qualifications and experiences					
5	Skills and competencies of the candidate					
6	Your judgments and firm decision					
7	Experts view					
8	Personal contacts					
9	The personality of the candidate					
10	Any other (please specify) ……					

30. How an internal promotion is done? Please Tick/right [ ] √mark

Sr. No.	Internal Promotions is done by	Yes	No
1	The candidate himself should be applied		
2	Librarian suggest the particular candidate by considering his qualification and working pattern		
3	Librarian recommends the particular candidate for promotions in the form of written recommendation letter		
4	As per seniority		
5	As per qualifications		
6	Working capability		

31. Vacant post is filled by the advertisement only? Please Tick/right [ ] √mark

Yes ☐ No ☐

32. Do you convey to the newly appointed staff about their nature of the work? Please Please Tick/right [ ] √mark

Sr. No.	Nature of the work convey by	Yes	No
1	Job Description		
2	Duties		
3	Responsibilities		
4	Obligation		

33. Is power is delegate to subordinate in the library? Please Tick/right [ ] √mark

Yes ☐ No ☐

34. Opinion on delegation of powers? Please Tick/right [ ] √mark

Sr. No.	Delegation of Powers	Pl. Tick
1	Seniors are helpful to their juniors.	
2	Seniors guide the juniors	
3	Delegation of authority to juniors to encourage them are quite common	
4	Juniors taking advantage of the delegation of authority	
5	Weaknesses and lapses are communicated in a non-threatening way by the superiors	
6	The feedback from the superiors is taken seriously and used for your development	
7	The employees in the library are afraid to express or discuss feelings with superiors	
8	The employees are very informal and do not hesitate to discuss personal problems with superiors.	
9	The employees are afraid to express or discuss feelings with the subordinates.	

35. What is the constitution of the Library Committee?

1. _____
2. _____
3. _____
4. _____

36. .How frequently library committee meets? Please Tick/right [ ] √mark

Sr. No.	Frequency of the library committee meeting	Yes	No
1	Monthly		
2	Quarterly		
2	Six monthly		
3	Yearly		
4	Rarely		
5	If any (Please specify)		

37. Do you get due response to your opinion in library committee?
Please Tick/right [ ]√ mark

Yes ☐ No ☐

38. Do you get the support from the staff for implementation of new ideas or to introduce new services? Please Tick/right [ ]√mark

Yes ☐ No ☐

39. Do you get adequate funds from the Management or form the authority for the Implementation or introduced new services? Please Tick/right [ ] √mark

Yes ☐ No ☐

G. Performance Appraisal:-

40. Which policy is applied for Performance Appraisal? Please Tick/right [ ] √mark

Sr. No.	Performance Appraisal Policy	Yes	No
1	UGC and State Government		
2	State Government		
3	University Library is having their (own) separate norms		

41. How do Performances Appraisal is done Please Tick/right [ ] √mark

Sr. No.	Performance Appraisal Authority	Yes	No
1	Self Appraisal		
2	Superiors in the library		
3	Committee		
4	Outside experts		
5	Head of the University		
6	Any other (Please mention)		

42. Appraisal is based on? Please Tick/right [ ] √mark

Sr. No.	Appraisal is Based on	Yes	No
1	Library Services		
2	Curricular and extra-curricular activities		
3	Participation in Seminar, Workshops, Symposiums		
4	Professional activities		
5	Research Work		
	Any Other (Please mention)		

43. How frequently appraisal is done? Please Tick/right [ ] √mark

Sr. No.	Duration of the appraisal	Yes	No
1	Six monthly		
2	Yearly		

44. How appraisal of other library staff is being done? Please Tick/right [ ] √mark

Sr. No.	Performance Appraisal of the Library Staff	Yes	No
1	By the Librarian		
2	Authority of the University		
3	By their own		
4	By the External		
5	Any other (Please Specify)		

45. Your suggestions to improve the appraisal system? Please Tick/right [ ] √mark

Sr. No.	Suggestions to improve	Yes	No
1	No need for performance appraisal		
2	Have competent appraisal		
3	Change appraisal criteria		
4	Link appraisal with promotion		
5	Appraisal from third party		
6	Self appraisals		
7	Any other (Please specify)		

46. Your opinion on performance appraisal system adopted by the library?
Please Tick/right [ ] √mark

Sr. No.	Performance appraisal system adopted by the library	Yes	No
1	Easily manipulated		
2	Has harmed your interest		
3	Does not reflect merit properly		
4	Highly subjective		
5	Has promoted your interest		
6	Any other (Please mention)		

H. Training and Development:-

47. Which of the following method do you used for skill development of your staff?
1. Very important 2.Important 3. Undecided 4. Not important 5. Not important at all

Sr. No.	Training and development programme	1	2	3	4	5
1	Orientation/induction/Refresher programmes					
2	On the job training					
3	Job rotation					
4	In-service training					
5	Study leaves and fellowships					
6	Study visit to other libraries					
7	External study courses (Degree, Diploma etc)					
8	Attendance at conference/pre/post conferences, Seminars, Workshops, Webinar with library support					
9	Inviting guest lectures					
10	Support for research and publication					
11	Any other (Please mention)					

48. Is the library staff himself is asked for any training or other study courses of their interested area? Please Tick/right [ ] √mark

Yes ☐ No ☐

If yes,
Will you support for them to complete the training or study courses?

Yes ☐ No ☐

49. Do you think that, there should be a staff training and development policy in your library? Please Tick/right [ ]√mark

Yes ☐ No ☐

50. Employees returning from training programme are given opportunity to try what they have learned?

Yes ☐ No ☐

51. In-service training in other than professional areas:-
Necessity of in-service training in other than professional areas such as human behavior, human psychology and human sociology? Please Tick/right [ ] √mark

Yes ☐ No ☐

52. Do you consider the allocation of a separate fund (suitable at UGC level) for staff training is very essential? Please Tick/right [ ] √mark

Yes ☐ No ☐

53. Have you observed the development in the ability of staff after completed training programme? Please Tick/right [ ] √mark

1. Yes ☐ 2. No ☐ 3. Sometimes ☐

54. Which factor do you think that become barriers in training programme?
Please Tick/right [ ] √mark

Sr. No.	Factors that become barriers in training	Yes	No
1	Lack of written policy for continuous training		
2	Inadequate funding		
3	Lack of time		
4	Long working hours of library staff		
5	Lack of qualified staff		
6	Lack of support from supervisor/manager		
7	Lack innovation of professional ethics amongst the Library professionals		
8	Lack of Interest		
9	Lack of trainers in the organization		

55. What types of methods are used for motivating your professional staff members?
1. Very frequently use 2. Normally use 3. Undecided 4. Do not use 5. Do not use at all

Sr. No.	Motivational Methods	1	2	3	4	5
1	Verbal appreciation					
2	Issue appreciation letters to employee					
3	Offer additional job responsibilities for an employee who deserve for it					
4	Appreciation in personal					
5	Presentation of awards in a ceremonial gathering					
6	Career Advancements					
7	Reward					
8	Any other (Please mention)					

56. Do you support, if the library staff comes with new idea Please Tick/right [ ] √mark

Yes ☐ No ☐

If yes, what is the criteria to support them Please Tick/right [ ] √mark

Sr. No.	Criteria to support the idea	Yes	No
1	Logical		
2	Reasonable		
3	Useful		
4	If any (Please specify)		

57. Do you organize get together programme for the staff? Please Tick/right [ ] √mark

Sr. No.	Frequency of the get together programme	Yes	No
1	Monthly		
2	Six monthly		
3	Yearly		
4	Occasionally		
5	Rarely		
6	If any (Please specify)		

58. If your colleagues need financial help do you collectively help them?
Please Tick/right [ ]√mark

Yes ☐ No ☐

59. Which factor do you think that become barriers in the effective HRD programmes in University Libraries? Please Tick/right [ ] √mark

Sr. No.	Factors that become barriers in the effective HRD programmes	Yes	No
1	Inadequate support by the Management		
2	Inadequate funding		
3	Management always resist to develop their subordinates		
4	Lack of sincerity in performance appraisal		
5	There is no written staff development policy		
6	Personal financial constraint		
7	Inadequate facilities to train with		
8	It is not required for promotion		
9	Staff does not have adequate time to participate		

60. The Factors that can improve HRD of library personnel. Please Tick/right [ ] √mark

Sr. No.	Factors that can improve effective HRD programmes	Yes	No
1	Budgetary provision for training and development		
2	Each library should have a written staff development policy		
3	Encouragement in-service training, short courses, and seminar for staff		
4	Encouraging self development efforts of staff		
5	Provision of necessary facilities to train with		
	Provision for Infrastructural facility		
6	Informing staff of professional development opportunities		
7	Professional development should be considered during promotional excess		
8	Staff should granted paid leave to training and study full-time to improve themselves		
9	Reward and awards		

61. SWOT analysis of your library. Please give four point of each.

1. Strength

_____

2. Weakness

_____

3. Opportunities

_____

4. Challenges

_____

Please comment on the overview of Human Resource Development in University libraries in Maharashtra State.

_____

_____

_____

_____

_____

_____

Thank you very much for completing this questionnaire, Information provided by you will be treated as confidential.

Name, Signature and Stamp

Annexure-II

Questionnaire II: Professional Staff of University Libraries

HUMAN RESOURCE DEVELOPMENT IN NON-AGRICULTURAL UNIVERSITY LIBRARIES IN MAHARASHTRA STATE

A. Your Information

1. Name: - ……

2. Designation: - ……..

3. Name of your Institution: - …….

4. Present Position: - ……

5. Gender: - Male: ☐ Female: ☐

6. Age group? 25-30 ( ), 31-35 ( ), 36-40 ( ), 41-50 ( ), 51-60 ( )

7. Educational qualifications: ……

8. Experience in years - ……

9. Have you promoted ever in your current service? Please Tick/right [ ] √ mark
   Yes ☐ No ☐
   If yes, in what term?

Sr. No.	promotion	Pl. Tick
1.	Monitory benefit	
2.	Increase job responsibility	
3.	Any other (please specify)	

10. The promotion was due to? Please Tick/right [ ] √ mark

Sr. No.	Promotion	Pl. Tick
1.	Seniority	
2.	Performance Evaluation	
3.	Both Seniority and Performance Evaluation	
4.	After Educational Qualification upgrades	
5.	Any other (please specify)	

11. The promotion policy is? Please Tick/right [ ] √ mark

Sr. No.	Promotion policy	Yes	No
1.	1. Favourable		
2.	1. Not favourable		

12. Are you In-Charge of a Faculty library or any Dept./Section/Unit? (Please state):

……

13. Number of Professional staff reporting to you? …….……..

14. Number of Non Professional staff reporting to you? ……

15. Do you get job responsibilities in the form of? Please Tick/right [ ] √ mark

Sr. No.	Job responsibilities	Yes	No
1	Oral job description		
2	Written job descriptions		
3	Any other (Please Mention)		

16. Are you satisfied with the procedure of Appraisal system? Please Tick/right [ ] √ mark

Yes ☐ No ☐

17. Which of the following training and development programmes do you prefer to take Part? Please Tick/right [ ] √ mark

Sr. No.	Training and Development Programmes	Yes	No
1	Orientation/induction programmes		
2	On the job training		
3	Job rotation		
4	In-service training		
5	Study leaves and fellowships		
6	Study visit to other libraries		
7	External study courses (Degree, Diploma etc)		
8	Attendance at conference/pre/post conferences with library support		
9	Seminars		
10	workshops		

18. Which of the following training programme you have attended?

Sr. No.	Training Programme	The Period of Training	No. of Training Programme	Sponsoring Agency
1	On the job training			
2	Formal Education			
3	Attendance at workshops, Seminar, Conference, etc.			
4	Exchange			

19. Do you think that these training programmes are useful in your day to day work activities and you have opportunity to implement these knowledge or techniques in your work? Please Tick/right [ ] √ mark

Yes ☐ No ☐

20. Necessity of in-service training: - Please Tick/right [ ] √ mark

Sr. No.	Necessity of in-service Training	Response Yes	No
1	To improve professional knowledge and development skills		
2	To Develop the Library		
3	To get acquire with latest technological developments		
4	To introduce better/new services		
5	For Career Development		
6	For further education to improve in my work		
7	To acquire more skills and exposure in my work		
8	For better communication skills		
9	For ability to make use of the library materials in my section		
10	For networking with library professionals		
11	For more capability to assist and attend to library users		

21. What are the benefits of training programmes? Please Tick/right [ ] √ mark

Sr. No.	Benefits from training	Yes	No
1	For good salary increment		
2	For career advancement scheme		
3	For Promotion		
4	For more efficiency in the work areas		
5	To better exposure and capability of interaction with fellow workers and users		
6	For Self-development		

22. Is it more useful if job rotation programme is adopted for professional staff in the library? Please Tick/right [ ] √ mark

Yes ☐ No ☐

23. If you comment about the re-improvement of your libraries present recruitment methods and procedure how do you agree with? Please Tick/right [ ] √ mark

1. Strongly agree ☐ 2. Agree ☐ 3. Undecided ☐
4. Disagree ☐ 5. Strongly Disagree ☐

24. Is the motivation of the staff is done? Please Tick/right [ ] √ mark

Yes ☐ No ☐

If yes, what kind of non-financial motivators does your library adopt for the professional Staff and how do you prioritize them on the order 1,2,3,4,5,6,7,8,9etc. Considering 1 is the most important and 9 being least important?
(Please tick on the relevant boxes)

A = Adopt in my library (Please tick), B= order of importance (Rank)like 1, 2, 3, etc up to 9

Sr. No.	Non-Financial Motivators	Adopt in my library A	Rank B
a.	Praise and Appreciation		
b.	Job security		
c.	Delegation of Authority		
d.	Signing Employee participation		
e.	Job enlargement (Assigning more similar tasks)		
f.	Job enrichment (Assigning high skilled tasks)		
g.	Job rotation		
h.	Quality of work life		
i.	Flextime (Like, shift work)		
j.	Any other (Please specify)		

25. By whom motivation is done? Please Tick/right [ ] √ mark

Sr. No.	Motivated by	Pl. Tick
1	University Authorities	
2	Librarian	
3	Immediate Superiors	
4	Colleagues	
5	Users	
6	Self	
7	Not responded	
8	Any other (Please Mention)	

26. Are you satisfied with the present motivation techniques applied by your library?
Please Tick/right [ ] √ mark

Yes ☐ No ☐

27. Do you think that motivational techniques and methods of this library have to be re-improved and highly to be developed? Please Tick/right [ ] √ mark

1. Strongly agree ☐ 2. Agree ☐ Undecided ☐
4. Disagree ☐ 5. Strongly Disagree ☐

28. Do you prefer if new welfare, grievance and negotiation programmes are introduced? Please Tick/right [ ] √ mark

Yes ☐ No ☐

29. How do you prioritize the following communication channels to be used in your library welfare, grievance programmes in due course? Please Tick/right [ ] √ mark

1. Very important 2. Important 3. Undecided. 4. Not important 5. Not important at all

Sr. No.	Communication Channels	1	2	3	4	5
1	A suggestion box					
2	Staff meetings					
3	Telephone					
4	Open letters to top management					
5	Assigning welfare, grievance and negotiation jobs to a executive officer in the library					
6	Gathering information through peers					
7	Any other (Please Specify)					

30. Satisfaction with welfare facilities: - Please Tick/right [ ] √ mark

Sr. No.	welfare facilities	Pl. Tick
1	Working hours	
2	General leave facility	
3	Study leave	
4	Medical leave	
5	Duty leave	
6	LTC (Leave Travel Concession)	
7	Children's education	
8	Retirement and pension benefits	
9	Job elsewhere	

31. Satisfaction with the present job: - Please Tick/right [ ] √ mark

Sr. No.	Overall job satisfaction	Pl. Tick
1	Highly satisfied	
2	Satisfied	
3	About half-and -half	
4	Dissatisfied	
5	Completely dissatisfied	

32. Levels of Satisfaction- Please Tick/right [ ] √ mark

Sr. No.	Important Points	1	2	3	4	5
1	The way your superiors deal with you					
2	Freedom to choose your own method of working					
3	The recognition you get for good work					
4	The amount of responsibility given to you					
5	Opportunity to use your skills					
6	Guidance/ feedback from the immediate superiors					
7	Your promotional opportunities					
8	The attention paid to suggestions you make					
9	Amount of variety in your job					
10	Personal concern					

33. Satisfaction towards work environment: - Please Tick/right [ ] √ mark

Sr. No.	Satisfaction towards work environment	Pl. Tick
1	The personnel policies of your institution facilitate employee developments	
2	Promotion decisions based on the suitability of the promote rather than favoritism	
3	Library sends the performance appraisal reports to the university authorities	
4	If 'yes' such reports are based on objective assessment and adequate information and not on other consideration	
5	Your librarian concerned about the development of the subordinates	
6	Your librarian makes efforts to identify and utilize the potential of the employees	
7	The employees encouraged to experiment new methods and carryout creative ideas.	

Your valuable suggestions about:

1. Knowledge Upgradation:

   _____

   _____

   _____

2. Opportunities:

   _____

   _____

   _____

3. Self Appraisal:

   _____

   _____

   _____

Name, Signature and Stamp