

**Human Resource Development of Central University Libraries in the  
North East Region: A Study of North Eastern Hill University  
(NEHU), Assam University (AU) and Mizoram University (MZU)**

**Thesis submitted to the Mizoram University  
for the award of Degree of**

**DOCTOR OF PHILOSOPHY**

**in**

**Library and Information Science**

**(School of Economics, Management and Information Science)**

**by**

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**October, 2012**

## **DECLARATION**

**I hereby declare that the thesis entitled “Human Resource Development of Central University Libraries in the North East Region: A Study of North Eastern Hill University (NEHU), Assam University (AU) and Mizoram University (MZU)” submitted by me has not previously formed the basis for the award of any Degree or Diploma to Mizoram University or any other University or examining body.**

Aizawl, Mizoram  
Dated: 12<sup>th</sup> October 2012

Lalthanmawii Sailo  
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## CERTIFICATE

**This is to certify that the thesis entitled “Human Resource Development of Central University Libraries in the North East Region: A Study of North Eastern Hill University (NEHU), Assam University (AU) and Mizoram University (MZU)” submitted by Lalthanmawii Sailo for the award of Doctor of Philosophy in Library and Information Science is carried out under my guidance and incorporates the students bonafide research and this has not been submitted for award of any degree in this or any other University or institute of learning.**

Aizawl, Mizoram  
Dated: 12<sup>th</sup> October 2012

Dr. Pravakar Rath  
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Aizawl, Mizoram  
Dated: 12<sup>th</sup> October 2012

Lalthanmawii Sailo

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## **1.1 Human Resource Development (HRD): Meaning and Concept**

In the modern dynamic world, characterized by rapid transformations in all sectors of society, the role of universities has come under scrutiny. There is a feeling that the work and performance of universities, the world over, are not keeping the requirements of the societies they serve. Any University that wants to be dynamic and growth oriented and wants to succeed in a fast changing environment has to reconsider its priority. The need of the hour is to strengthen the work force for better performance, productivity and efficiency. This is possible only through the efforts and competencies of their human resources. Personnel policies can keep the morale and motivation of the people high, but these efforts are not enough to make the organization dynamic and take it in new directions. Employee capabilities must continuously be acquired, sharpened and used. For this purpose, an 'enabling' organizational culture is essential. When employees use their initiative, take risks, experiment, innovate and make things happen, the organization may be said to have an 'enabling' culture. No organization is immune to the need for processes that help to acquire and increase its capabilities for stability and renewal.

The HRD approach is required to be adopted in an organization to develop interpersonal relationship, individual effectiveness, group effectiveness, and organizational effectiveness aiming at increasing the performance of an individual and the organization. It has a component of developing the potentiality of knowledge, attitude and skill in an individual and in a group which eventually form a part of organizational development. This developmental process is known as 'Human Resource Development'. In other words, HRD is a process by which employees of an organization are helped to gain skill and competency to undertake various responsibilities.

To understand any system, it is important to know its history and progress. It is difficult to gain an insight about a system without appreciating the broad context of socio-economic variables within a particular country/state, where such a system operates. Therefore, it is logical to present a brief overview of the socio-economic issues in order to appreciate the environmental realities. The North East Region (NER) of India comprises eight states: Arunachal Pradesh, Assam, Manipur,

Meghalaya, Mizoram, Nagaland, Tripura and Sikkim. These states collectively characterize the following, deeply impinging on its socio-economic evolution.

- On account of being a hilly region, its land is constrained to low agricultural productivity. Bourgeoning or even self-sustainable agriculture on such land is only a remote possibility. However, the region has a comparative advantage in forest based economic activities.
- Due to undulating topography, it has transportation cost leading to disadvantages in the market.
- The region is inhibited by a large number of tribes which constrain social, economic and culture integration.
- The region is locked by international boundaries and remains poorly connected to the mainland of India through a narrow corridor, leading to socioeconomic and cultural seclusion. However, a regular influx of immigrant population has seriously overburdened its resources.

The various characteristics of the region jointly have led the region to become a grants economy seeking rent for its special location in the geographical, economic, social, cultural, demographic and political space, adversely affecting its entrepreneurial and industrial evolution. (North East Economic Review)

Given these economic backwardness and low rate of growth in population as compared to the other states of India, steps must be taken towards greater automation, capital-intensive and knowledge-based industries to sustain a high and rapid economic growth to increase the competitiveness of NER products and services in not only India but the world market. These could be achieved through strengthening Science & Technology (S&T), increasing Research and Development (R&D) and innovation activities and most importantly developing and providing a huge and highly skilled manpower. This has brought new dimension challenges to institutions of higher education to produce more of such kind of manpower and to continuously upgrade the technical competencies and skills of the nation's existing work force. A pool of highly qualified and dexterous engineering, technical, scientific and managerial manpower,

is crucial to ensuring the successful transition from labor-intensive and low wage activities to higher technology and capital-based industries.

The obsession with economic development has led to the neglect of human factor in development. The main barriers and obstacles to HRD are poverty and social injustice, illiteracy and low quality education, health status, high fertility, prejudice, inter-group intolerance and sexual discrimination. It involves two issues: The one being relationship of the person to (i) oneself, (ii) to the society. A person may be a liability to himself and society, depending upon the development of his skills and abilities and his social attitudes and values. The first step in the development of HRD is, of course the development of the abilities and the work competence of the person. This helps the individual in achieving professional success and in obtaining wealth and success for himself. This may also lead to personal satisfaction depending upon one's self image and social value. HRD therefore should aim at the development of professional competence as well as pro-social attitudes.

It is often said that an organization is as good as its people. Organizations of all types and sizes, including universities, government agencies and manufacturers, have at least one thing in common that they must employ competent and motivated workers. Employees require a variety of competencies, knowledge, attitudes, skills in technical areas managerial areas, behavior and human relation areas, and conceptual areas to perform different tasks or functions required by their jobs. The nature of jobs are constantly changing due to change in the environment, change in goals, change in profiles of fellow employees (sub-ordinates, bosses, colleagues etc.), changes in technology, new opportunities, new challenges, new knowledge base etc. Such changes in nature of jobs require continuous development of employee competencies to perform the job well.

HRD can be defined as a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands. HRD activities begin when an employee joins an organization and continues through his or her career, regardless of whether the employee is an executive or semi-skilled line worker. HRD programmes should respond to job

changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources.

## **1.2 Analysis of HRD Concept**

No organization can overlook the impact of dynamic and fast globalization. For the success of an organization it is impertinent for it to be dynamic. To cope up with the globalization, organizations have to change their approaches of working through HRD. Thus, it is obvious to understand the basic philosophy and science of HRD, which assumes that HRD can be planned and monitored in ways that may be effective both to the individuals and to the organizations. Human resource is the most important asset in the organization because all other natural resources can be better utilized only by motivating human resources. Thus, there is a need to invest time, money and efforts in the development of human resources. It provides fruitful results as the human resource can be developed to an unlimited extent since every human being has endless potentialities. It is true that the people have got tremendous amount of creativity, imagination, ingenuity to solve the problems of an organization. But, often these potential are not fully utilized by the management through scientific appropriate and systematic efforts. Irrespective of the type of organization to meet the challenges of tomorrow, it is essential to understand the total management systems of a working organization and its relation to the environment

It has been rightly observed:" Each human being is born as something new, something that never existed before. Each is born with the capabilities and limitations." Thus, it is the responsibility of the management to develop the proficiency of its staff for the achievement of organizational goals. It is a well known fact that the returns from the investment in human resources are many times more than the other resources. Material resources depreciate every year in value but human resource appreciates in value by acquiring greater knowledge, experience and efficiency. Therefore, it is the responsibility of the organization to create a healthy and congenial atmosphere so that its staff could offer their best for the development of the organization with a sense of belonging, satisfaction and growth. Growth is the need of the hour, for this it is necessary that staff in the organizations may have high aspirations and ambitions for their own growth and

development. Faith in the capabilities of the employee is a must to change and acquire new expertise at any stage in the organization for HRD does not merely focus on the employees as individuals, but it also focuses on the other human aspects and processes such as role of the organization, dynamic units, teams, inter-team groups and the total organizations.

The effective participation and quality performance of human beings in the various activities of an organization result in an HRD process which gets built into the management operational structure, lends credibility to the organization and gives it a direction for further growth and development. This is necessary for organizational success and might suggest diversification of products and services and provide directions for further growth. In consequence, this approach would benefit the personnel in the organization in a number of ways.

HRD is a process through which employees in an organization are assisted to realize their full potential for their present and future jobs, it is basically concerned with the development of employees through such mechanisms as Training, Feedback, Counseling, Career Planning, Performance and Potential Appraisals, Organization Development Techniques, Employees Welfare Schemes and Rewards. HRD represents a new paradigm, a new world view or a way of looking at the world around us. In other words, HRD is a process of helping employees in an organization to acquire new skills and competence on a continuing basis. The organization should provide facilities to the employees in a planned and systematic way to:

- Acquire and sharpen skills and capabilities to perform various tasks associated with their present and expected future roles ;
- Develop their general capabilities ; discover and exploit their inner potential for their own and/or organizational development purposes
- Help bring about an organizational culture in which collaboration among sub-units is strong and contributes to the supervisor-subordinate relationships teamwork and the professional well being and pride of employees;
- Facilitate upgrading of skills through mechanism and instruments: and

- Improve abilities by the introduction of strategic and operational HRD planning and execution.

"It involves long-term perspective which visualizes change through involvement and ownership of such change by participants. The new paradigm takes a positive view of people and their potential and tries to foster a climate conduct to growth and development."

The different mechanisms or sub-systems of HRD may be summed up as:

- Performance Appraisal ;
- Potential Appraisal and Development;
- Feedback and Performance Coaching ;
- Training ;
- Career Planning ;
- Employees Welfare and Quality of Work Life;
- Rewards;
- Organization Development and Systems Development;
- Human Resource Information.

These mechanisms are used to initiate, facilitate and promote HRD process in a continuous way. All the processes/mechanisms are linked with corporate plans, particularly with human resource planning.

Pareek (1981 ) observed the concept of HRD as :

- Persons working in organization are regarded as a valuable resource implying that there is a need to invest time and effort in their development;
- They are human resources which mean that they have their own special characteristics and, therefore, can not be treated like material resources.

This approach focuses on the need to humanize organizational life and introduce human values in the organization and that human resource does not merely focus on employees, individuals, but also on other social realities units and process in the organization. This includes the role or the job a person has in the organization.

HRD is both growth and process (Biswas 1990). He defined HRD as the "development of people by providing the required environment where the human being may grow to its fullest stature and release his fullest potentialities. It is the process of identifying and developing right people in succession at various organizational levels"

To investigator, HRD is the growth and process. It is the total development of individual in relation to future requirements. It is a change of potential human resources into kinetic human resources that is optimization of the potential capacity of employees " HRD is also the process of organizing and enhancing the physical, mental and emotional capacities of individuals for productive work".

HRD aims to improve productivity and efficiency of the organizations. It provides the required environment where the human beings grow to its fullest stature and release his fullest potentialities. HRD helps the human resources to achieve new skill needed for the achievement of individual as well as organizational goals.

In essence, HRD aims at bringing out the best in man which means better performance of the working force at all levels in the jobs they held. Better performance depends upon the levels of knowledge, skills, capacities and work attitudes and values of people in an organization setting. It is therefore the process of raising productive potentialities of manpower. In short, HRD concept means that personnel administration must carry out manpower research and planning to anticipate long run manpower needs, manpower development through training and retraining programs, and manpower distribution through an effective placement service and manpower utilization to assure full use of the nation's human resources. The HRD philosophy is based on the fact that in an organization individuals have unlimited potential for growth which can be developed, nurtured and multiplied through systematic and continuous efforts. Any organization accepts that

development of human resources involves investment of time and concern of growth.

The core objective of HRD is to promote human welfare. Again as a result of the development of human resources, three types of variables are usually observed as casual, intervening and end-result variables. The casual variables are changes in subordinate attitudes. The intervening variables, on the other hand, are the functions of confidence, trust, attitudes, subordinate leadership, behavior and growth process. The end-result variables are the functions of scrap, productivity, satisfaction of different parties, etc.

Broadly Speaking, the task of HRD begins with the collection of personal data with a view to appropriately visualize the professional concept of individual vis-à-vis his placement and job requirements in the administrative systems. For the better accomplishment of HRD policy categorization of personnel interims of levels becomes necessary to form the base. HRD policy may be an immediate plan, a long term planner or an adhoc plan in various dimensions of human resource development, as per the needs and requirements of an organization. And the function of HRD is not time job, but it is of relevance at all times and has to be a continuous process. The HRD task infact, must take proper attention of people at grassroots and lower levels and proper periodical reorientation and retraining is to be given to improve their level of performance as per their needs. As human resources are not only the most important resources for development but these are the main objectives of all development programmes.

In HRD process normally two parties are involved: first, which promotes HRD activities i.e. the institution and secondly, which receives i.e. the individual. Individual responsibility is based on professional commitment and belief that learning is a life time excitement and reward. Institutional responsibility is the more formalized awareness of the organizational need for an alive, vigorous staff making the library capable of meeting changing societal needs. In fact, HRD activities always expect from the concerned people to demonstrate their improved ability at work. As Heresy and Blanchard puts it: "An important role for managers is the development of the task related maturity of their followers." HRD involves the maximum possible



development of the existing skills of the different group of workers in an organization. More recently due attention has been given to HRD, and various organization have started such departments with specialists, and it is better to differentiate the term with other related terms. Such practice will clarify the various parameters and dimensions of the construct of Human Resource Development in an organizational context.

Thus, in the organizational context, the scope of HRD is not limited to the development of the organizational role of the employees but it also extends to the individuals, inner urges, genius and latent potentialities. HRD believes that individuals in an organization have unlimited potentialities for growth and development which can be multiplied and channelized through appropriate and systematic efforts. Given proper opportunities and the right type of climate in the organization, individuals can be helped to give full expression to their latent abilities, and thereby contributing towards the achievement of the goals of the organization. Moreover, HRD efforts have to be initiated organization-wide, wherein everyone will have to assume self responsibility for growth and optimization of performance. Development in the organizational context is a massive effort involving development of individuals, the entire department and finally the organization.

There is a close relationship of the term human resource development with personnel management/human resource management, training and developments and manpower planning. Sometimes HRD theorists perform personnel management/human resource management functions and vice-versa which makes it difficult to draw a clear cut distinction between the two concepts.

### **1.3 Role of Library in University**

Library is the center of learning in any academic institution. While classroom teaching provides a glimpse of knowledge, the libraries disseminate a wide range of knowledge which is required to attain intellectual heights. Libraries supplement the instructional work of classrooms and carry forward the ideals of education. Real education can only be achieved through libraries. Thus, the libraries are the provider of informal education, guiding the learners to search vast range of material available.

The libraries are gradually being recognized for their academic services, and are occupying prominent position in educational programs, throughout the world.

A library is more important in a University, because a library can do without a university whereas a university cannot function without a library. With the immense growth of universities in India which is signified by the total number of students' enrollment, creation of a number of new departments, a number of mission oriented projects of research and by many other social and intellectual factors. Therefore, today's university libraries have a very large and difficult role to play in order to meet a variety of demands of information and knowledge by a larger number of users on a variety of subjects at higher prices and negligible grants. The clients of higher education must contribute towards the cost of learning materials because the management may not provide all the required funds. The main objectives and functions of a university library are –

- Development of collection in a wide variety of subjects for learning, teaching, research, publication, etc.
- Getting the stock of knowledge materials organized and maintained for use.
- Organized and provide a variety of library, documentation and information services, both responsive and anticipatory.

Universities in general and libraries in particular all over the world, have been playing significant role in the process of higher learning. This role is obviously subject to change in the context of space, time and socio-economic factors. The indispensable position of a university library in fulfilling the objectives of university education has been aptly discussed at many forums and widely recognized. Every organization is set up to serve and fulfill its mission. The objectives of a library are to collect, store and process information and knowledge for dissemination. It is essentially a service organization attempting to serve readers by locating the needed information quickly and easily and furnishing it in a manner that the readers need it. In the world of today, the quantum of information has been growing so fast and the fields of specialization multiplying as well, which necessitated competent library personnel to provide effective and efficient services.

In the present day of increasing technology, decreasing budgets, and overworked staff, today's libraries have had to re-evaluate their programs and services offered to both their patrons and staff. The catch phrase "Do more with less", has forced libraries and library managers to either cut back or eliminate some library programs and services. With this situation of decreasing funds, lack of staff training and development programs create many problems for library managers. Besides the present environment of untrained staff, shrinking budgets, and technological turmoil have tremendous impact on providing quality library and information services. One of the solution could be staff must be provided with the opportunities to update and improve their skills.

Today, every university in the country has a library and it is bound to develop gradually compromising local conditions. The image of the university library, however, does not depend on existence of a library, its building and its architectural elegance. Rather it depends on the extent to which it attains its objectives. One of the foremost objectives of a university library is to extend such services to its readers, which would promote their academic pursuits. This objective will be achieved provided the library is well equipped with professionally qualified and efficient personnel. The university professional staff must match the quality of the teaching and research community in terms of academic and professional qualifications, experience and expertise. The library, documentation and information services that are offered by the library system must reflect the professional competence of the library staff. Their constant interaction with students at different levels, faculty, research scholars, computer and communication experts and management experts of the university should ensure credibility and appreciation from the user community. Ability to communicate with different groups requires competence in technical and scholarly writing, articulation to communicate orally and above all, a keen insight into public relation. Alike any large organization associated with several people and having specific objective, human resource development of university library is equally subject to problems of different dimensions, since the advancement of Information Technology has changed both the external and internal value of libraries.

#### **1.4 Central University Libraries with special reference to NEHU, AU and MZU**

In the whole of North East region of India there are at present nine Central Universities namely, North Eastern Hill University (1973) – Shillong, Manipur University (1980) – Imphal, Rajiv Gandhi University (1984) – Itanagar, Tripura University (1987) – Agartala, Assam University (1994) – Silchar, Tezpur University (1994) – Tezpur, Nagaland University (1994) – Kohima, Mizoram University (2000) – Aizawl and Sikkim University (2007) - Gangtok.

The North Eastern Hill University (NEHU) was established in 1973. The library which started with a collection of 600 books, is now a premier university library of the North Eastern Region of India with a collection of over 2.6 lakh volumes of books and bound periodicals supplemented by the enormous information resources and services provided on its webpage. The NEHU Central Library is now equipped with high-end computers and other electronic and audiovisual equipment to provide seamless in-house and online services. Following the UGC's selection of NEHU as a "University with Potential for Excellence", the NEHU Library has launched a major effort to provide the best services through internal reorganization, optimization of available resources, launching of innovative services, and taking the initiative to reach out to the user community through various programs.

Assam University (Silchar) was established in 1989. The Library has a total collection of around 97000 books and subscribing 430 Indian journals, 103 foreign journals, 20 newspapers and 16 magazines. Assam University is one of the 18 libraries selected by UGC for Automation and Networking under INFLIBNET program during IXth Plan. Some of the computer-based operations are cataloguing, bibliographical information and data creation. It is using software of SOUL software for its Automation and Networking. It provides services such as e-mail, Internet, reprography, SDI/CAS, networking connection at national level etc.

The Mizoram University was established in 2000. The Central Library entered a new phase of its reorganization during 2002-2003. The newly constituted Library committee had its first meeting in the month of April 2002. The library got the benefit from 13 professional staff including one information scientist. The Mizoram

University Central Library inherited its collection, equipments, furniture etc. from North Eastern Hill University. The library had 18873 books prior to the existence of Mizoram University. Library collections has grown to a total collection of 86517 books. In addition to books, subscription of Periodicals increased upto 238. The library has also added bound volumes of periodicals approximately 8026. The entire library holdings have been available in machine readable catalogue since 2008; and the computerized bibliographic information of the library holdings have also been available for users' searching throughout the campus Network (intranet) using web OPAC. Automated circulation system using barcode technology has been used since 1st Dec. 2008 which provides easy and prompt service. Library has been providing lending and reprographic services as well.

### **1.5 Statement of the Problem:**

Looking into the present University Library System in the North East Region, there are several reasons that prompted the scholar to undertake a detailed study on the human resource development in the University libraries in general and NEHU, AU and MZU in particular. Many times Universities in the North East Region are considered as inaccessible due to its location or hill stations, which deprived the user's community to derive the maximum benefit of library and information services. If at all there are reasons, the researcher made a modest effort by suggesting measures for the development of human resources in these three libraries which have a great impact on effective and efficient library and information services to user's community in the changing information scenario. The researcher is very much motivated to find out the problems and constraints with regard to human resource development of these three university libraries under study.

### **1.6 Objectives of the study**

The objectives of the study are:

- 1) To study the present scenario of library and information services provided by three Central Universities under study.

- 2) To assess the existing human resources available in these three libraries.
- 3) To make a special attempt to find out the problems or special reasons if any faced by these libraries being located in inaccessible or hill stations.
- 4) To suggest human resource development programs to be undertaken by these three Universities to develop the professional skills in an automated, networked and digital environment.

### **1.7 Methodology:**

The concept of Human Resource Development in relation to university libraries requires to be studied in detail looking into the special requirements for the development of professional competency in the three university libraries of the North East Region. The present study has been carried out with the support of the library authorities and practitioners. Besides, the study has made an in-depth review of university records and UGC guidelines to ascertain the present physical, financial and human resource available and required in future in order to develop their competency. The present study adopted the following methodologies/tools for collection of data and other sources of information.

- 1) **Interview Method** – The scholar made an attempt to meet the senior library professionals of the three university libraries under study like Librarian, Deputy Librarians and Assistant Librarians to understand the Human Resource Development (HRD) policy in the concerned library. Both formal and informal interactions with these senior professionals help a lot in getting the inputs from the respective libraries under study.
- 2) **Questionnaire Method** – The scholar prepared a structured and relevant questionnaire pertaining to research problems which were circulated to 45 number of Library staffs starting from Semi Professional Assistant to University Librarian to solicit their opinion with regard to Human Resource Development Policy being adopted in the respective libraries under study. Out of the 45 number of questionnaires circulated, the scholar received 35 number of questionnaires which are analyzed and interpreted in the Chapter – 5

entitled Data Analysis and Findings. The questionnaire pertaining to research problem is enclosed in appendix I.

- 3) **Observation Method** – The scholar made an attempt of on-sight visit to the three university libraries under study and get first hand information from the library staffs covered under the study to understand the real situation of Human Resource Development Policy being followed in these three university libraries.
- 4) **Historical Method** – The researcher collected a number of official documents namely Annual Report, Library Development Plan, Perspective Plan, Vision Plan, UGC Committee Reports etc. and made a detailed study with regard to the concerned university and UGC policies for Human Resource Development in university libraries.

### **1.8 Scope of the study**

The scope and coverage of the study undertaken is limited to three Central University Libraries of the North East region namely NEHU, AU and MZU. Further the research topic is also confined to the Human Resource Development of library professionals starting from Semi-Professional Assistant to Librarian.

### **1.9 Literature Search**

Human Resource Development in relation to libraries is originated from staff development, training and continuing education programs. All these programs aimed at developing the professional competencies of library professionals working in different set of libraries (academic, public, special). Although there are a number of published and unpublished literatures available on human resource development with reference to university libraries, hardly, there has been any research work carried out on such topic with a special emphasis on the North East Region.

Some of the literatures available on the topic are –

- 1) **Ansari, Mohd Murtaza Ali (2000), Babu Rao, G (1997).** The above research studies have been undertaken either with reference to specific University or State. These studies are primarily focusing on human resource development both in traditional as well as technological environment. There are other components associated like types of professional staff, duties and responsibilities, job profile and competencies required in the changing automation and networking environment.
- 2) **Awasthi, Neeru (2002). Singh, Mahavir (1996), Thaty, Rajendra Kumar (1986).** These research studies are mainly focusing on motivation, organizational environment, personal characteristics and stress management both in the specific University and State/Region.
- 3) **Kalaivani, T (2001). Kempraraju, T D (1993), Manjunatha, K (2002). Singh, Gurusharnjit (1998).** These research studies are intended to discuss issues relating to continuing education programs, skill development programs and quality improvement. These studies have suggested different ways and means to impart LIS continuing education programs and provided models for the same.
- 4) **Monorama Raju, O R (1989). Satpathy, Sunil Kumar (2002). Sethi, Meenakshi (1986).** These research studies are focusing on personal management, human resource development planning and man power planning with special reference to academic libraries in general and university libraries in particular for individual university or state level.
- 5) **Goldstein (1986)** defines that the systematic collection of descriptive and judgmental information necessary to make effective decision related to the selection, adoption, value and modification of various instructional activities.



- 6) **Brijnath (1987)** believes that an organization must develop, communicate and implement human resource management system effectively, which is an important organizational modality too actualize the philosophy of human resource development.
- 7) **Rao ((1987)** concluded that the top management must make it obvious that the organization's human resources are its most important resources and the value of openness, trust, mutuality, collaboration and enthusiasm with in the system should be recognized by every member of the organization. If implemented properly, integrated human resource development system can contribute significantly to increase productivity and excellence in the organization
- 8) **Gangopadhyaya and Kuppuswamy (1988)** are of the view that sporadic human resource development activities aiming at organizational effectiveness often result in intangible recommendations making intervention ineffective. Hence it is envisaged to develop a comprehensive plan of action for human resource development effort involving personnel at all levels in the organization.
- 9) **Dayal (1989)** observed that human resource development is important to improve organizational effectiveness. And for this HRD has to cover all employees and the total organization. Moreover, the environment of development is to be created for HRD to achieve its developed mental goals. All HRD programmers should be concerned with enhancing the capabilities of individuals involving them in the work they do and initiating measures for them to adjust better to the job and the environment.
- 10) **Shukla (1987)** has projected the need for a changed strategy in which the human resource development assumes greatest importance in era of 21<sup>st</sup> Century. He has suggested that employer-employees should work together to attain the required goals. The library scientists too have highlighted and emphasized the need for developing the human resources for operating the libraries efficiently and effectively.

- 11) **Walia and Aggarwal (1988)** in their study analysed main trends, approaches, accomplishment and contemporary issue relating to human resource development with reference to library and information professional in India. They found that an awareness of the problems, approaches used in alleviating them and contemporary issues in the context of HRD are by and large lacking in India. And to solve this problem the authors have emphasized the need of extensive linking the professionals with those at decision making level.
  
- 12) **Weilding (1989)** emphasized the need on the part of managers and administrators to accept the development of their staffs knowledge and skill as a major responsibility in order to enable the staff members to perform at higher level of performance. So far the investigator has focused his attention on authors who emphasized the theoretical basis of the importance of human resource development as the sheet anchor of increasing efficiency in the library. The studies highlight the role of human resource development on empirical basis.
  
- 13) **Pugliese (1980)** advocate the use of a human resource system comprising nine tasks-human resource planning, selection, personnel research and information system, compensation/benefits, counseling, industrial relations, training and development, organization development, organization/job design which form an integrated role.
  
- 14) **Bhattacharya (1979)** has proposed a design of professional manpower development system that can ensure the required quality and quantity of professional manpower.

### **1.10 Hypothesis**

The tentative hypotheses drawn from the research undertaken are –

- 1) The Central University Libraries in the North East Region in general and the location of these University Libraries in particular face different problems of climatic, temperature, geographic condition such as hill station and other natural calamities which affect the development of University Libraries.

- 2) Lack of effective and efficient utilization of human resources for modernization of these libraries.
- 3) Lack of professional training skills and competencies of library professionals causing qualitative LIS services in the changing information scenario.
- 4) Inadequacy of conduction continuing education programs by these libraries to make the library staff up-to-date.
- 5) Lack of proper vision to carry forward these library and information services in the 21<sup>st</sup> Century.

Understanding the significance and scope of the present study undertaken by the scholar, the next chapter is dealt with the importance of human resource development in university libraries.

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## **2.1 Introduction**

Of all the resources available to any developmental process, human resources are the most vital and valuable ones that enable utilization of all the other resources effectively. It is a comparatively recent perception of management specialists to view human resources development as requiring greater attention than looking at it merely as control and deployment functions of personnel. In recent decade, the facets of Human Resource Development are studied at depth, and new and innovative methods and techniques to utilize optimally human capital in all organizations are being developed to ensure success, in any productive activity.

The modern approach is to introduce a new work culture in organizations to achieve desired goals and results, by motivating the staff and enabling them to acquire the necessary new and innovative skills, giving recognition to best performances and appropriately rewarding such performances. The strategies to introduce methodologies and techniques to develop human resources to reach their optimum level of efficiency and effectiveness are the areas that have received considerable attention beginning from the eighties.

## **2.2 Human Resource Development**

Human Resource Development (HRD) is the process of helping employees in an organization to acquire competencies. This help is given to employees in a planned and continuous way to:

- Acquire and sharpen capabilities required to perform various tasks associated with their recent and expected future roles;
- Develop their general capabilities and discover and exploit their inner potential for their own and/or organizational developmental purposes;
- Develop an organizational culture in which supervisor-subordinate relationships, team work, and collaboration among sub-units are strong, and contribute to the professional well-being, and pride of employees;

- Facilitate up skilling and improved abilities by the introduction of mechanisms (instruments or sub-systems) such as training, performance appraisal, organizational development, feedback, counseling, career development, potential development, job rotation, incentives, awards and rewards.

### **2.3 Need for and purpose of HRD**

Personnel constitute the most important and vital key to the effective functioning of an organization. Their knowledge and skills have to be constantly upgraded to handle new tasks to achieve organizational success. Not only employee's competencies and abilities have to be enhanced but their motivation, dedicated involvement, sense of personal participation and above all full commitment to organizational goals, objectives and targets are absolutely essential.

The purpose of involving employees with increased knowledge and skills is obviously to achieve the organization's goals and targets successfully. The twin factors that will ensure success to any organization in enhancing their goodwill and reputation in the field are customer satisfaction and quality of products and services that an organization offers.

Therefore, HRD is necessary for any type of organization for:

- Survival and stability;
- Growth and development;
- Change and diversification;
- Retuning activities to become more effective;
- Providing highest quality in products and services;
- Playing a leadership role in the field;
- Obtain goodwill and reputation through customer satisfaction.

## **2.4 Need and Purpose of HRD in Libraries**

All the library activities, functions and operations are done by people whether these are manual or in the electronic system. Behind all the planning, designing, organization, implementation and performing results, there is the human mind. The motivation, endeavors, accomplishment, service to users, fulfilling the objectives and achieving the goals of the library depend only on the people who work in the library with their mind, performance, cooperation and support. Every person is master of his own job with motivation, direction, challenge and accomplishment. A library requires many kinds of resources but the human resource is at the zenith of all other resources.

As leader of the organization the librarian has the special responsibility to plan, organize and direct the workforce so that the library can achieve the goals and accomplish what it is meant for. There are some rules, regulations and procedures in all the libraries to develop the human resources. Obviously, all the employees may not work as desired by these blueprint rules and guidelines. With the difference in each human behavioral pattern these rules may not have predictable effect on all the persons. People may work strictly according to rules and regulations but the output and result may not reach the desired and expected performance level.

It must be accepted that individuals are different. For this purpose the librarian must understand each person as individual, his attitude, motivation, knowledge, skill, proficiency, expertise and even liking. The basic principle of human resource development are to motivate, encourage, train, educate and guide the library personnel to initiate them to achieve success, to make them feel at home with the organization, and to create a sense of belonging to the library, thereby accomplishing the goals of the organization in the most effective way.

The individual make the difference. The role of the library and the fulfillments of obligations depend very much on the role and performance of the library personnel. Individual employee performs particular tasks or activities. Accomplishment of one's tasks is not only the responsibilities of one individual, but it also support the activities of the library as an organization. If an individual does not perform his tasks, it is not



only the failure of the individual; it affects the job performance of other individuals also. On the other hand, if an employee is motivated, takes the job performance as a challenge and his attitude is positive, he can be a source of inspiration to other co-workers. Library operations are done in a linear order following a chain system. Therefore, individual's performance affects the work schedule of other individuals as well as of the library.

For this purpose it is important to judge and evaluate every person as individual because all the persons are not alike. Individuals have their own strength and weakness, ability and inability, worthiness and unworthiness, motivation and negligence to a certain degree. Therefore it is important to evaluate every individual regarding their performance and inherent qualities. They should prepare and guide them to attain the desired level of capability.

Development of human resource should be done through guidance, counseling, training, performance appraisal, organizational development, career development and exploring personal potentialities.

## **2.5 Human Resource Development Climate**

The human resource development climate of the library plays a vital role in ensuring the competency, motivation and development of the employees. The term 'climate' is used to designate the quality of the work environment in cooperation, development of individual, dedication and commitment of individuals to organizational goals, and the efficiency with which the goals are achieved. Such climate can be created not only by formal control system but also through informal intrapersonal relationships. Both the formal and informal structures create the organizational climate. In such condition individuals assist, help, judge, reward, restrain, guide, counsel, and feel each other. The climate influences attitudes and morale of individuals towards their activities and work environment.

D.Hellriegel and J.W.Slocum define organizational climate as a "set of attributes which can be perceived about a particular organization and/or its sub-systems, and that may be induced in the way that organization and/or its sub-systems deal with

their members and environment.” Another definition has been given by B.Schneider as “Climate perceptions are psychologically meaningful molar descriptions that people can agree characterize a system’s practices and procedures. By its practices and procedures a system may create many climates. People perceive climates because the molar perceptions function as frames of reference for the attainment of some congruity between behavior and the system’s practices and procedures. However, if the climate is one which rewards and supports individual differences, people in the same system will not behave similarly. Further, because satisfaction is a personal evaluation of a system’s practices and procedures, people in the system tend to agree less on their satisfaction than on their description of the system’s climate.”

Human resource development climate is an integral part of organizational culture. The employees should have a developmental environment in the organization. The elements of human resource development climate are given below:

- All the library personnel should be treated as the most important resource,
- Competence of the employees must be developed
- There should be free communication, discussion and exchange of opinion and ideas,
- Efforts should be made to help employees recognize their strength and weaknesses through feedback
- There should be trust in the capabilities of the employees that they can acquire new competence at any stage of service period,
- There should be environment of cooperation, collaboration and cohesiveness
- Team spirit should be the guiding force,
- Acceptance of modern technology in library operations
- Stereotype jobs and favoritism should be discouraged
- Human resource development services should be a continuing process such as, job-rotation, assignment, planning reward management, performance evaluation, training, etc.

A supportive climate is essential for human resource development if it has to be implemented effectively. Top management to immediate supervisors should have the commitment for positive attitudes towards development. Human resource development climate creates the organizational work culture.

There should be openness so that all the library personnel can feel free to discuss, exchange and communicate their ideas, feelings and activities with each other. Whenever there is any problem, it should be confronted and solved, and should not be kept shelved. Mutual trust should be there in working relationships for the benefit of the library. Persons should be allowed to work independently with responsibility and the results should be monitored. Initiative should be encouraged. In the situations where team work is necessary, collaborative efforts should be taken.

## **2.6 Mechanisms of Human Resource Development:**

HRD is a process through which employees in an organization are assisted to realize their full potential for their present and future expected jobs. The employees in the organization are continuously helped to acquire new competencies through various mechanisms. The first step towards HRD is to set up a unit in the organization to deal exclusively with personnel development programmes. The mechanism to implement these programmes are to introduce a process of performance evaluation of staff at all levels, assess deficiencies or under performance and such other shortfalls in performance. Corrective steps are to conceive and design specific instruments to set things right and get maximum productivity through the optimum efficiency of the staff. They ensure that they have the right numbers of people in the right place at the right time to deliver the organization's strategic plan.

The aim of this chapter is to discuss each parameter in detail to have a better understanding of the components.

### **2.6.1 Manpower Planning:**

To manage the library, one of the most important responsibilities for an organization is to employ the staff. Having responsibility for staff means, having responsibility for one of the most expensive assets of the organization. The first step in using the staffing assets effectively is to relate personnel planning to the current and future needs of the organization or the library.

In other words, the systematic and continuing process of analyzing an organization's human resource needs under changing conditions and developing personnel policies appropriate to the longer term effectiveness of the organization. It is an integral part of corporate planning and budgeting procedures, since human resource costs and forecasts both affect and are affected by longer-term corporate plans.

Human resource planning is an employment forecast i.e. the complex task of forecasting and planning for the right numbers and the right kind of people, at the right place, and at the right time, to perform the activities that will benefit both, the organization and the individual involved. It is the process of developing and determining objectives, policies and programmes that will develop, utilize and distribute manpower so as to achieve economic development and other goals. It includes developing necessary organization and institutions required to execute manpower planning programmes. The basic requirement is not only a simple assessment of number of workers required but also their categories and skills as well as their balanced allocation. Then the objectives and plans of an organization can be translated into the number of workers needed to meet those objectives. To develop a human resource plan, an organization must utilize only the generalized data, but also the data available from the broad field in which it operates. There must be a particular emphasis on assisting each individual according to his/her background to achieve his/her career values, desires and expectations. Human resource planning, in fact, consists of all personnel within the system which may be large like any university library or information center.

Various experts of management have defined the construct manpower/human resource planning. Views of some of them are examined. Manpower planning can usually be described as a process consisting of the following components:-

- i) Predicting the future demand of manpower;
- ii) Predicting the future supply of manpower; and
- iii) Looking at policies to reconcile any differences between the results of (i) and (ii), often known as manpower gap.

Gister (1967) defined that, 'Manpower planning is the process (including forecasting, developing, implementing and controlling) by which a firm ensures that it has the right number of people and the right kind of people at the right place, in right time doing things for which they are economically useful'.

Coleman (1970) observes manpower planning as "the process of determining manpower requirements and means for meeting those requirements in order to carry out the integrated plan of the organization".

(more recent definition....)

Narrowly defined human resource planning means forecasting the prediction of the number of people whom the organization will have hire, train and promote in a given period. Broadly, the concept represents a system approach to personnel in which the emphasis is on the inter-relationships among various personnel policies and programmes. Thus, the human resource planning cover all those activities traditionally associated with the management of personnel records, recruitment, selection, training and development, appraisal, career planning, management succession and so on. In essence three characteristic of human resource planning are given as below:

- a) Planning to involve the future;
- b) Planning to involve the action; and
- c) Planning a result of personnel for organization's causation;

Planning may be short term or long term. Short term human resource planning is aimed at foreseeing the personnel needs of an organization as it exists at the moment, whereas long term planning anticipates manpower requirements several years ahead of actual needs, enables management to take in good time steps necessary to ensure their timely availability.

Human resource planning is necessary for all organizations due to the following reasons:

- It is essential for meeting the replacement and recruitment needs of an organization;
- To decide about training needs of the existing employees which are required to meet the challenges of new and changing technology and new techniques
- To identify areas of surplus personnel or areas in which there is shortage of personnel; and
- In order to meet the needs of expansion programmes of human planning is unavoidable.

### **Aims and Objectives:**

The basic purpose of planning is to assess where the organization is, where it is going and what implications, those assessments have on future supplies of and demand for human resources. Further an attempt is made to match demand and supply so as to make them compatible with the achievement of organization's future needs. Again, it has a basic goal, i.e. the reduction of uncertainty as related to the acquisition, placement and development of employees for future requirements.

In fact planning assures supply of qualified participants, development of available manpower through training experience and career planning and effective utilization of current and perspective work for members. Planning too leads to success.

### **Elements of a System of Human Resource Planning :**

- Defining or redefining the objectives of an organization.
- Determining and implementing the basic requirements for sound manpower planning;
- Assessing future requirements to meet the objectives (demand);
- Assessing current resources and availability of resources in the future;
- Producing and implementing the manpower plan in detail i.e. balancing forecasts for demand and supply related to short or long term time scales; and
- Monitoring the system and amending as required.

The first two stages are preparatory whereas others are directed towards the detailed production and implementation of the plan itself.

### **2.6.2 Human Resource Planning in Libraries:**

Human resource planning in libraries covers a number of activities that are designed to ensure a balance between supply and demand for library scientists both in qualitative as well as quantitative terms. Human resource planning can take place at number of different levels. The current high levels of unemployment are focusing attention on planning at national level. Wasserman (1966) identified the need for departmental level of planning in libraries by stressing that the “careful observer of the practice of librarianship comes to perceive how long overdue is an assessment and honest evaluation of the ways in which human beings are utilized in the organization which they serve. Each organization must calculate its own strategy for effective deployment of its humans, its intellectual sources.

Various steps are involved in manpower planning process mentioned as below:

- The first step is to analyze the existing situation, viz: the number of staff employed, their qualification in relation to the work they do, job characteristics, an analysis of tasks and responsibilities carried out by the staff. Once the existing situation is analyzed systematically;

- The second step in the process is to calculate the likely wastage rates for the period (say 5 years or so on) which the plan is likely to be used as a guideline for staff recruitment, training and development;
- The third step is to calculate the likely demand for the staff during the period under review; and
- The fourth step i.e. the final stage in the production of an actual manpower plan which is done by matching the demand and supply findings and coming to decisions about the number and nature of persons needed to man the services over the period covered by the plan.

These four phases that makes up the manpower plan cycle and may be applied either within and individual library system or to particular sector of the library world (academic libraries) or to the profession as a whole nationwide and should be related to the organizational goals and objectives.

### **2.6.3 Recruitment & Selection:**

Once the human resource planning process has identified present and future staffing needs, the next step is to acquire the personnel through recruitment and selection process, which is connected with the overall management's of human resources system. Recruitment is the discovery of potential candidates for actual and anticipated organizational vacancies and selection is the process of prediction, which presupposes screening, if there are large numbers of candidates who apply for the job. Effective recruitment and selection procedures are critical components of an organization's human resource management process. Having determined its staffing requirements, the organization has to ensure that it has system in place to attract and select candidates of the right caliber

Yoder (1985) defines recruitment as a process to discover the sources of manpower to meet the requirements of the staffing schedule and to employ effective measures for attracting that manpower in adequate number to facilitate effective selection of an efficient working force.



Flippo (1980) states recruitment as the process of reaching for prospective employees and stimulating them to apply for jobs in an organization.

Similarly, Memoria (1980) believes that recruitment is a process of searching for prospective employees and stimulating and encouraging them to apply for jobs in an organization. It is often termed positive in that it stimulates people to apply for jobs to increase the hiring ratio (i.e. number of applicants for a job).

It is simply stated that recruitment is the process of exploring or searching for prospective employees and providing them stimulus to apply for specific position (job) in an organization through varied internal and external source.

In brief, recruitment means to enlist, replenish or reinforce. It refers to the process of bringing together prospective employees and employers with a view to stimulate and encourage the former to apply for a job with the latter. It is concerned with the creation of a pool of available labour force to meet the additional needs of manpower of an organization in the requisite number as and when they require it. Recruitment forms the first stage in the process, which continues with selection and ceases with the placement of the candidate.

No human resource development activity can take place in any organization if due attention is not given to recruitment and selection process. As recruitment stimulates people to apply for a job to increase the hiring ratio and selection process minimizes those potential candidates who fail to satisfy the job and organizational requirements. "Recruitment" lies in the heart of the employment function, which starts the relationship between the employee, his job and his environment and the enterprise, which employs him.

Before any contact is made with the candidates for employment, each position, whether newly created or on going should first be subjected to 'job analysis,' (which is defined by Mathis and Jackson (1976) as a systematic investigation of the tasks, duties and responsibilities of job and necessary qualifications, someone needs to perform the job adequately) because without a complete job analysis prior to selection, the entire process can be biased.

The basic goal of recruitment and selection is to hire at the least cost as many competent individuals that are needed to fill job openings in an organization. The purpose of recruitment is to prepare an inventory of people who meet the criteria laid down in job specifications so that the organizations may choose those who are found suitable for the positions vacant. Hawk (1976) clearly states that the purpose of recruitment function is : seek out, evaluate, obtain commitment from place and orient new employees to fill positions required for the successful conduct of the work of an organization.

In the whole process of recruitment and selection, the aim is to develop and maintain adequate human resources for the accomplishment of specific goals and objectives of an organization. The effects of poor recruitment will be felt immediately as it will be likely to result in high staff turnover, poor performance and low motivation, and possibly an inability to attract candidates of the right caliber from outside the organization.

A university library as an organization may have the best organizational structure, but in order to render efficient service the basic requirements is the competent staff. And for this purpose, a fair recruitment policy is essential which is of great importance in the human resource selection process that clearly defines the objectives and major principles that the management intends to pursue while recruiting its personnel.

To encourage and motivate those who are already in service it is essential that the recruitment must be made according to the standards and must not be based upon personal whims.

Benton (1962) says that in advance of the actual inception of the recruitment process, several important steps must be taken:

- Establishing basic policy and procedure for recruitment;
- Forecasting manpower requirements;
- Planning appropriate recruit sources; and
- Setting up the organizational structure for recruitment.

The two basic ways of recruitment are internal and external sources, having their own advantages and disadvantages. The former is labeled as 'Promotion' and the latter is the 'Recruitment' in the real sense of the term.

The term promotion involves the advancement of an employee to a better job in organizational hierarchy better in respect of greater responsibilities, more prestige or status greater skill and especially increased salary. Promotions may be granted on the basis of seniority or merit or seniority-cum-merit. Normally the posts are filled up by seniority. Since, promotions are built in hierarchical structure as and when a position is available at upper level, promotion takes place automatically on the basis of seniority. The main merit of promotions from within is by seniority.

They contribute immensely to the efficient and profitable working of an organization, as the organization within itself finds a readily available workforce of efficient and qualified personnel. Internal selection processes are much simplified and ultimately more economical in costs. It improves the morale of employees, for they are assured of the fact that they would be preferred over outsiders when vacancies occur. The employer is in a position to evaluate those presently employed than outside candidates. This is because the organization maintains a record of the progress, experience and service of its employees. Promotions from within promote loyalty among the employees. For it gives them a sense of job security and opportunity for advancement. They are tried people and can therefore be relied upon.

The main objections to promotion by seniority is that it tends to stifle competition; it prevents the most competent from rising as rapidly as probably they should; it ignores merit or ability; talent is often discouraged by the length of the ladder. This would drive young men and women of promise with little services as well as the most ambitions out of the organization to seek their fortunes where the ability to produce is the sole criterion. It is frustrating for persons of superior ability, intellect and high qualifications to see inferior persons over them, i.e. really capable persons may not be chosen.

Promotions should be made on the basis of merit. Merit must, however, be measurable-one possible way to find merit is to employ departmental examinations.

But it will prove immensely wasteful, as many superior workers who are otherwise competent at their jobs may not do so well in written examinations. It will also demoralize persons who have no aptitude for tests.

Another way of finding merit is by performance appraisal. But the performance standards should be set as possible, so that measurement of employee's productivity and cooperation may be more readily accepted by all.

Thus, despite the limitations of the principle of seniority, it can neither be ignored as the basis of promotion nor can it serve as the sole basis for we tend to favour promotions for persons we like. Therefore promotions should be made on seniority cum merit basis so that the qualified and experienced persons may get place in the organization to achieve its goals and objectives. People will perform in a better way if senior positions are filled up by seniority cum merit rather than seniority or merit.

The different stages of promotion under the career advancement scheme by UGC are

- i. Assistant University Librarian/College Librarian in the entry level grade, possessing Ph.D. in Library Science, after completing service of four years in the lowest grade, if otherwise eligible as per API scoring system and PBAS methodology laid down by the UGC Regulations, shall be eligible for the higher grade.(stage 2)
- ii. Assistant Librarian/College Librarian in the entry level grade, not possessing Ph.D. but only M.Phil in Library Science at the entry level after completing service of four years in the lowest grade, if otherwise eligible as per API scoring system and PBAS methodology laid down by the UGC in these Regulations, shall become eligible for the next higher grade.(stage 2)
- iii. Assistant Librarian/College Librarian in the entry level grade, without the relevant Ph.D. or M.Phil. shall , after completing six years in the lowest grade, if otherwise eligible as per API scoring system and PBAS methodology laid down by UGC Regulations, move to the next higher grade.(stage 2)
- iv. On completion of service of five years, Assistant Librarian (Sr. Scale)/College Librarian (Sr. Scale) shall be eligible for the post of Deputy

Librarian/equivalent posts and being placed in the next higher grade (stage 3), subject to their fulfilling other conditions of eligibility (such as Ph.D. Degree etc. for Deputy Librarian) as per API scoring system based PBAS methodology laid down by the UGC Regulation for CAS promotion. They shall be designated as Deputy Librarian/ Assistant Librarian ( Selection Grade)/College Librarian (Selection Grade), as the case may be.

- v. After completing three years in the above grade, Deputy Librarians/equivalent positions shall move to the next higher grade (stage 4), subject to fulfilling other conditions of eligibility as per API scoring system and PBAS methodology laid down by the UGC Regulations for CAS promotion.

#### **2.6.4 Recruitment from External Sources:**

In an organization like university library, where new ideas, new attitudes, initiative and originality are important, recruitment from 'outside' will tend to foster an active and healthy condition. External sources of recruitment may serve a very significant and highly valuable objective of making available to the organization a worker with fresh viewpoint, with new ways of thinking, with the new ideas and with varied and broader experiences. An outside candidate may offer truly superior qualifications; he/she may also bring 'collateral specialties' that will prove useful on wider grounds than the immediate positions. Since persons are recruited from a large market, the best selection can be made without any distinction of caste, sex or color. Direct recruitment is also democratic in spirit, as it provides equal opportunity to all for competing whether they are in service or not. In the long run this source proves economical, because potential employees do not need extra training for their jobs.

Direct recruitment/recruitment from without or outside/external sources of recruitment may offer certain advantages but it has the disadvantage of lowering the morale of old employees, of disruptions in salary scales, and of resistance to change. With the new blood making entry into organization, there always lurks a fear in the minds of management that this new element may not revolutionize or even disturb the working of the department and pose a challenge to the existing staff or workforce in any way with the result that productivity may suffer.

Another drawback in the system of external source of recruitment is the constant vigil and watch that the management has to keep to guard against the raiding up of this type of pained and experienced personnel which they have acquired with so much difficulty by their competitions.

Keeping in view the merits and demerits of recruitment from within or outside the organizations have mostly determined the ratio between the two.

UGC Minimum Qualification (2010) for direct recruitment to the posts of Librarian, Deputy Librarian and University Assistant Librarian/College Librarian are as follows:

**1. University Librarian ( Scale of Pay Rs. 37400-Rs. 67000 with AGP Rs. 10000)**

- 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 points 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: A M.Phil/Ph.D Degree in library science/information science/documentation/archives and manuscript-keeping.

**2. Deputy Librarian ( Scale of Pay Rs. 15600 – Rs. 39100 with AGP Rs. 8000)**

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

**3. University Assistant Librarian/College Librarian ( Scale of Pay Rs. 15600 – Rs. 39100 with AGP Rs. 7000)**

- i. A Master's Degree in Library Science/Information Science/Documentation Science or an equivalent professional degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) and a 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.

**2.6.5 Training and Development:**

HRD involves a wide range of considerations such as manpower planning, employment condition and opportunities, community development, education and training and development and others. Among all these education and training and development is considered to be pivotal factor.

Supervisory training has been identified as an important need, other training programme may develop such skills i.e. foreign language, computer programming, etc. These elements can be a major part of a human resource development programme-one that is responsive to organizational needs and supportive of individual growth.

HRD encompasses many mechanisms and processes that aim at the development of the employee and their relationship in and with the organization. One such component of HRD is training and development. Once an employee has been selected and inducted into the job, we may not expect full contribution from him/her in attaining the objectives of an organization, because the employee is just a raw human resource. But it is presumed that he/she is normally educated having necessary general awareness and understanding of the total environment. His/her knowledge and inherent talent are converted to skills in performing specific types of job for which he/she is appointed. Since the professional knowledge acquired through academic qualification gets outdated and outmoded due to continuous development through

improvement techniques to meet the goals and objectives of an organization. To keep the employees up to date and abreast with latest developments continued education is necessary. This can be achieved by holding training for persons periodically. There is no one definition of training. The simplest of these definitions states that the singular function of training is to produce a change in performance.

The Manpower Service Commission (1981) formulated a definition of training as “a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.”

Beach (1982) observes training as the “organized procedure by which people learn knowledge and skills for a definite purpose.”

Speaking in the same veins Mathis and Jackson (1976) believe “Training as a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals.”

Similarly Flippo (1976) describes “Training as the short term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose.’

Muchinsky views “Training as the formal procedure which an institution utilizes to facilitate learning so that the resultant behavior contribute to the attainment of the (institution’s) goals and objectives.”

While defining training more elaborately Saint (1974) states “training includes any efforts within an organization to teach, instruct, coach, develop employees in technical skills, i.e. it explores job related skills. In its broader sense, training provides general information used to develop knowledge for future long term application.

One can infer that training in a work organization is essentially a learning process in which learning opportunities are purposefully structured by the managerial personnel



and training staffs. Working in collaboration or by external agent acting on their behalf. The aim of the process is to develop in the organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performance of their work and hence for the achievement of organizational aims and objectives by the cost effective means available.

Training, infact, is not an addition to knowledge alone, though acquiring knowledge is essential. It is not classroom teaching alone, lectures do not make training by doing.

Training is moving towards:

- Learner learning rather than teacher teaching;
- On the job development rather than off job courses;
- Work groups are whole organization rather than individuals in isolation; and
- Applying learning on the job rather than just acquiring ideas.

The term development can be defined as the nature and direction of change taking place among personnel through educational and training processes. Development is managerial in nature and is career focused. Infact, training and development seem to be a continuous phenomenon, training emphasizing manual skills at one extreme and development emphasizing Philosophy at the other extreme. The need for human resource development as a means of promoting an individual employee's growth is now getting well acknowledged in many organization and training and development is a continuous activity that starts with induction training offered to an employee at the start of his/her career, training on the job and occasionally working in congenial climate and conducive conditions for growth and development so that the individual attains results corresponding to his/her full potential.

Training being the most vital tool of human resource development naturally forms the major part of the present human resource development activities. Each organization, whether big or small, productive or non-productive, old or newly established should train all the employees irrespective of their qualifications, skills, knowledge and suitability to the job. Thus every organization has no choice but to train its employees. Training is viewed as an investment in human resources. This investment has the

potentialities of transforming the group of human beings, who by accident come together to accomplish common goals of their organization into a very skillful body. It can successfully bring about certain changes in the outlook and attitudes of employees, thereby making the group capable of rendering the service more effectively, resulting in an increase in the general level of satisfaction of people. Training, infact, is a key to be considered as a substitute for change and national development. Further it is an ongoing, continuous process and not a one shot activity. To achieve its purpose, training needs to be effectively managed so that right training is given to right people in the right form, at the right time and at the right cost.

Training need is the gap between the knowledge, skills and attitudes already possessed by the trainee. The need for training exists at all levels in an organization. The training occurs when the performance of an employee in their present position does not match up with the standards required to perform a particular job, i.e. scrutiny of jobs being poorly performed in the library, when the requirements of the job change due to challenging circumstances and when the present job ceases to exist or the job holder changes job thereby creating gaps in the job. Training needs are also identified carefully with reference to the duties and responsibilities of the persons at various levels and then the contents of the courses have to be designed to suit such needs.

It is essential that any training provided is based on a systematic analysis of its contribution to the effectiveness of the organization. This involves defining training needs and assessing what extent barriers to the achievement or organizational objectives can be removed by training.

Mc Ghee and Thyer (1961) have proposed a model of training needs identification which consists of the following three components:

- Organizational Analysis: Focuses in identifying where within the organization training is needed
- Operation Analysis: Aims to identify the content of training what an employer must do to perform competently.
- Individual Analysis: Determines how well each employee is performing the tasks that make up his/her job.

A survey conducted by Sinha (1984) listed in rank order of the following methods of identifying training needs:

- Views of the line-manager
- Performance Appraisal
- Company and departmental plans
- Views of training manager
- Analysis of job difficulties

The objectives of training vary according to the employees belonging to different levels of the organization; objective of training is to bring a change in the behaviour of those trained and to establish a match between man and his/her job. Thus training is regarded as a process better fitted for the job. As Scott has aptly remarked “The immediate goals of training aim at improving individual job effectiveness and the climate of inter-personal relations in the organizational by necessity, training must be towards organizational objectives.”

Training and development is considered as an important aspect of human resource development. Training can also strengthen interpersonal relationship and increase teamwork and collaboration. From the organizational point of view, training can make the work more efficient. It has both current and future implication for job success. It is a learning process whether its focus is of intuition, initial job skill training, developing employee potential or retaining because of changes in technology or job assignments. Training also contributes to fewer mistakes, greater job satisfaction and lower turnover. Effective training programme is an investment in the human resources of an organization with both immediate and long-term returns. Highly trained personnel mean savings in supervisory costs and time. Planty and others (1948) observe that training must be a continuous process, must be planned systematically in order to achieve the desired results efficiently; must be aimed at all employees of the firm and must result in benefits both to the organization as well as employees. In fact, effective training may help an individual to climb the promotional ladder to more responsible and better jobs.

## **Responsibility of Training**

To devise training programme and to execute the same is the responsibility of four main groups:

- Top management – which frames the training policy;
- Personnel department – which plans, estimates and evaluates instructional programmes;
- Supervisor – who implement and apply developmental procedures
- Employees themselves – who provide feedback, revision and suggestions or educational programmes.

For training to be successful it must be supported by the senior management. Generally, in library organizations it is the chief librarian who will be the crucial figure, but all training programmes will be of no use if the line staffs do not believe in it. Actually the real development process takes place only through the efforts of individual himself. The whole programme becomes meaningless if one fails to utilize the information gathered by one during counseling or has no desire to do something about personal failings.

Training can be of three kinds:

- Relevant to the immediate job – job centered
- Relevant to the next immediate (subsequent) job or jobs – future centered.
- Relevant to individual employee's general personnel development – individual centered.

Training methods are a means of attaining the desired objective in a learning situation. The choice of a method would depend upon a variety of factors such as competence of instructors relevance to the participants, the programme design i.e. a particular method the best vehicle to put across the contents and finally its cost implications, etc. Among a number of training methods, techniques no one completely fulfill the objectives as have been enumerated. Yet all of them contribute in some way or other

to the developmental process of the employees. Some of the important techniques are discussed below:

**On the job training:** On the job training by and large is the most important and widely used method to train personnel in an organization. It is considered as the most appropriate method of teaching knowledge and skill that can be learned in a relatively short period of time. On the job training may also be described as in service training which can be defined as the process of acquiring and transmitting professional knowledge and practical skills during working life instructions being given at the work place or in specialist institutions. This type of training continues until the supervisor is satisfied that employees can perform better on the job without supervision.

**Job rotation:** Job rotation is a technique whereby a potential manager receives diversified experience and training under close supervision. Job rotation involves a lateral transfer that enables employees to work at different jobs. In this method of training employees are rotated from one part of an activity to another until they have obtained experience in all the parts. Job rotation may be between organization units without change in the kind of work or different functions such as from line to staff positions. Rotation may be for an indefinite period of time or for limited period to help each to develop his/her potential. An employee should be kept on each job long enough to be able to learn a wide variety of jobs and gain interdependency between the jobs and wider perspective on organizational activities.

**Apprenticeship:** Apprenticeship is like understudy wherein the trainee is put under the supervision of a person who may be experienced in his/her field. It is particularly designed for higher level of skills. The usual apprenticeship programme combines on the job training and experience with the classroom instruction in a particular subject. Generally, the trainees work as apprentices under the direct supervision of experts for long periods.

**Coaching and Counselling:** On the job coaching by a supervisor is an important and potentially effective approach if the supervisor is properly trained and oriented. In this technique the employees meet their superior to coach them by replying their queries

regarding doing things properly. They also need counseling in the form of guidance and assistance in how to get along with others. In this form of training the superior provides individual with information regarding that he/she is doing well and how he/she can improve in future.

**ON the job training:** It can be imparted in a variety of ways viz. Lectures, conferences, seminars on team discussions, case studies, role playing, programmed instruction, teaching by the machine method or group training etc. In such type of training the employee has to leave his/her work place and devote the entire time to learn the necessary job related skills. The employee does not contribute anything to the organization. In fact, interpersonal and problem solving skills are acquired more effectively by training that takes place off the job.

**Vestibule Training:** Vestibule training takes place in an environment that stimulates the work place. Mostly this is the nearby area of the organization that is set up primarily for training purposes. An experienced instructor is put in charge of the training.

The importance of human resource development has been recognized recently in universities only. In this direction, the National Policy of 1986 marked a significant step in the history of education in Post Independence India. It aimed at promoting national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave greater attention to science and technology, the cultivation of moral values and a closer relation between educational and the life of the people.

To enable the people to benefit in the new environment requires new designs of human resource development. The coming generations should have the ability to internalize new ideas constantly and creatively. They have to be imbued with a strong commitment to human values and to social justice. All this implies better education.

National Policy on Education 1986 concluded by saying, “The main task is to strengthen the base of the pyramid, which might come close to a billion people at the

turn of the century. Equally, it is important to ensure that those at top of the pyramid are among the best in the world. Our cultural well springs had taken good care of both ends in the past, the skew set in with the foreign domination and influence. It should now be possible to further intensify the nation wide effort in Human Resource Development.

**Paragraphs 27 and 28 of the Programme of Action (POA) of the National Policy of Education (NPE), 1986 state:**

Excellence of institutions of higher education is a function of many aspects: self evaluation and self improvement are important among them. If a mechanism is set up which will encourage self-assessment in institutions and also assessment and accreditation by a Council of which these institution corporate members, the quality of processes participation achievements, etc. will be constantly monitored and improved. It is proposed to develop a mechanism for accreditation and assessment for maintaining and raising the quality of institutions of higher education. As a part of its responsibility for the maintenance and promotion of standards for education, the UGC will begin to take the initiative to establish Accreditation and Assessment Council as an autonomous body. It will evolve its own criteria and methodology for accreditation and standards. It will analyze and evaluate institutions and their performance to facilitate self-improvement. This council will be supported by a professional secretariat in the performance of its functions.

In the process of implementation of the POA of NPE, the UGC had constituted a Committee to consider the setting up of Accreditation and Assessment Council. The report of the Committee has been circulated among universities and colleges.

The purpose of accreditation is to improve the quality of education. The process of accreditation encourages institutional improvement also, through continued self-study and evaluation. Accreditation is basically of two types: (i) general of institutional, and (ii) specialized or programmatic. According to Bidlack, there are two primary functions of specialized or programmatic accreditation, regardless of the setting:

1. To identify for the public those programmes of study that through peer evaluation, are judged to meet published standards of educational quality;
2. To stimulate the improvement of programmes of study through the involvement of faculty and staff in self-evaluation, planning and research.

In simple words, accreditation is a process to attain quality education, which will indirectly result in quality in library service and protection of public from incompetent institutions. This intensity of concern for quality professional education is reflected in the profession's response to the government report on education. *A Nation at Risk*. It says:

“We recommend that LIS educators reform and refine recruitment, preparation and continuing education of libraries and information's scientists. Further, the entire library community holds higher education responsibility for providing high quality education to equip professional with special competence to work effectively in libraries and information centers in the learning society.”

Training institutions should conduct advance skill courses in line with the changing economic structure as it moves toward high technology and higher value-added activities. To meet the manpower requirement of the rapidly growing economy, a committee was constituted by the Ministry of Human Resource Development under the Chairmanship of Professor Amrik Singh, to review the status of existing training facilities, to identify the training needs, and to suggest measures to augment the facilities for professional development. The Committee in its report covered major issues to see how the administration of an educational system can be professionalized.

One of the surest ways to retain and motivate the selected persons for a position is to induct the person properly into the organization to make the person get a feeling that he/she has come to the right organization. The steps involved in this process are:

- an orientation programme, conducted usually by the personnel division of the parent organization;
- induction into the library/information center by the head;



- introduction to the various sections/units/divisions of the library/information centre: and
- Introduction to the work that the person is assigned by the head of the unit.

An orientation programme is an informal introduction to the organization in terms of the organization's goals and objectives, its organizational set up, discipline, employee benefits, salary schedules, health and safety provisions, attendance, leave rules, holidays, grievance procedures, hours of work, lunch and coffee break, telephone facilities and such others that are not commonly known to a new comer when the person joins a new organization.

The head of the library gives a full picture of the library with reference to the library's role vis-à-vis the parent organization, structural organization of the library, the section to which the person has been posted with its nature of work, etc. It is also important to get introduced to the other staff of the library.

The person has to explain the nature of the job to be assigned to the person with particular reference to the nature of practices and routines established in the library under when the new recruit has to work.

This kind of initial systematic induction and development would pay rich dividends in the course of time in getting the newcomer a familiarity with the environment and persons. These initial efforts ensure a greater chance of getting the best from the individual. They also ensure that he stays in the organization.

### **2.6.6 Performance Appraisal**

Library and Information services have always been people – oriented functions with the user as the central focus. Without appropriate staffs management and development, the service neither will be able to meet the user's full requirement, nor the user will become aware of the wide range of services at his/her disposal. Managing the human resource aspect of an organization is crucial to its success, whatever its objectives i.e. in the private sector or the public sector.

Assessing the work of an employee is a key function in personnel management. It is periodic formal assessment of work achievement as a basis for future actions and decisions. Performance appraisal process provides a valuable feedback to the organization about the effectiveness of its employees. Actually the performance appraisal concept is central to effective management.

In the evaluation of personnel several terms are commonly used interchangeably with performance appraisal. These include efficiency rating, merit rating and performance rating etc. Megginson used the term employee appraisal and Cunning prefers to use the term staff assessment. By means of this procedure the quality of performance of each employee at all levels in the enterprise becomes known to management as well as to personnel department which in large organization has the responsibility for establishing , maintaining and coordinating the program, as for as maintaining all pertinent records. Performance appraisal is seen as objective methods of judging the relative worth and ability of an individual employee in performing task. It helps to identify those who perform their assigned tasks well and those who are not and the reason for such performance.

Today, effective supervisors treat the performance appraisal as an evaluation and development tool both. They review the past performance emphasizing positive accomplishments as well as deficiencies. In addition, supervisors are using the performance appraisal as a means for helping employees to improve future performance.

Various attempts have been made to define the construct performance appraisal. To quote Hegel, 'Performance Appraisal is the process of evaluating the performance and qualification of employees in terms of the requirements of the job for which he/she is employed for purpose of administration including placement, selection for promotion providing financial rewards and other actions while require differential treatment among the members of a group as distinguished from actions affecting all members equally.

Beach (1973) defined performance appraisal as a systematic evaluations of the individual with respect to his performance on the job and his/her potential for development.

Goel (1987) observes performance appraisal as the process of measuring qualitatively and quantitatively and employees past or present performance against the background of his expected role performance the background of his work environment about his future potential for an organization. It facilitates developing and organizational climate of mutuality, openness and collaboration towards the achievement of individual as well as organization goals.

Performance appraisal focuses not on behaviors but on the outcomes of behaviors. It is the personal activity by means of which the organization determines the extent to which the employee is performing the job efficiently. Performance appraisal is a “Process used to measure and otherwise evaluate an individual employee’s accomplishment and behavior over a set period of time.” Renekar and Steel define it as a “Comparatively formal, systematic program” of evaluation with the purpose of improving “the quality of judgments applied to that performance and to insure frequent and timely assessments.”

Renekar and Steel cover this scenario in their exhaustive review of the literature on performance appraisals. They enumerate the purposes of performance evaluations, identify what is being measured in performance appraisals, review a number of performance evaluation methods, and discuss issues concerning the design and implementation of performance evaluation system.

Cowley, a British librarian, also notes the ambitious reach of performance appraisal by stating: “An annual appraisal session combining praise for good performance, criticism for perceived weaknesses and indications of future salary would appear to aim at too many targets and run the risk of being totally counterproductive.”

It is easy to see the built-in conflicts among performance appraisal objectives. For instance, Stuearty and Sullivan say that on one hand performance evaluations “can aid in a plan for staff development by identifying the deficiencies of individual

performances,” and on the other hand, that performance evaluations serve “as a basis for disciplinary action, where documentation has been meticulously accumulated and can be defended.”

### **Purpose of Performance Appraisal**

Performance appraisal are expected to serve a large number of purposes and by extension afford a large number of benefits to the organizations and to employees.

Reneker and Steel list seven purposes for conducting performance appraisals

- Improvement of organizational performance
- Improvement of individual performance
- Appraisal of individual strengths and weaknesses for employee development
- Allocation of salary
- Decision-making regarding promotions, tenure, disciplinary actions and termination
- Validation of employee selection and hiring techniques
- Determinations of successful completion of employee probationary periods

Steuart and Sullivan list eight objectives for conducting performance appraisals

- To make promotion decisions
- To determine merit increases
- To provide a basis for disciplinary action
- To establish a paper trail for internal purposes
- To plan for staff development by identifying deficiencies of individual performance
- To provide feedback to employees on their performance
- To validate the employee selection process used by library

Rizzo suggests that there are four purposes for performance appraisal

- Control of current performance
- Reward administration
- Maintenance of a strong organization
- Development of employee's capabilities for improved performance

In one form or the other, almost every writer on performance evaluations gives a list of similar objectives.

Performance appraisal is a very important device available to an organization for setting and obtaining goals. Performance appraisal plays an important role in controlling, auditing and directing the process of an organization. Typically, the work performance review procedure would start at the first level of operations i.e. each employee's performance is reviewed by his/her immediate supervisor in each department. Entire departmental performance would be reviewed at the next rank; finally the top managerial or trustee would evaluate the global performance of the entire organization. Performance appraisal compares an individual's job performance against standard or objectives developed for the individual position. If performance is high the individual is likely to be rewarded by some incentives. If performance is low some correlative action might be arranged to bring the performance back in with desired standards.

Performance appraisal is applied for a variety of goals:

- To improve the performance in the present job;
- To provide a basis for recommending promotion, separation, transfer decision, salary increases or dismissal;
- To give a chance to "know where he or she stands" in the supervisor's estimation;
- To develop an inventory of human resources for the use of management a record of available talents and potential among the present staff;
- To provide a method of counseling and encouraging staff members to grow and to plan for future development; and

- To ascertain and diagnose training and developmental needs for individual and entire organization.

McGregor (1957) pointed out the consequence of using the same technique to accomplish such diverse goals. The evaluation of a subordinate can force the supervisor into playing “Playing God” judging performance on personality rather than on results, employing subjective standards, demanding that one employee be measured against another in a win-lose-situation, and requiring an uncomfortable face-to-face interview in which neither supervisor nor subordinate is prepared to give or receive criticism.

Pizam discusses about intrinsic error, i.e. “Social differentiation”. It found that some appraisers have problem in evaluating subordinates objectively. Because they never recognize wide differentiation’s in behavior. They do not even use most of the scale in rating their employees.

### **Methods of Performance Appraisal**

Since performance appraisal serves so many purposes there can be no general method appropriate for all the purposes. Performance appraisal may be oriented to the general as well as specific purpose. In developing the methods of appraisal the individual characteristics influencing performance, including specific skills, abilities and motivation levels the specific works behaviors and relevant performance dimensions are mixed and considered.

A number of investigators have examined the process of performance appraisal with the aim of making it more reliable and valid. They have divided the methods of performance appraisal into two categories – (i) traditional methods and (ii) Behaviorally based methods. Behaviorally based methods are advantageous over traditional methods.

**Traditional Methods:** Traditional methods usually take one of the two basic forms rating or ranking. Both the kinds of appraisal method are based on traditional,

descriptive forms of job analysis. The observer makes the study of the job focusing several dimensions. They note these in broad descriptive language and in turn use these dimension as basis for designing rating scales or rating forms.

**Rating – Scales:** In rating scales evolving from the procedure described above dimensions of performance are broadly defined for the individual making the evaluation. In addition, for the most part the level of each performance dimension is not defined in detail. In tis way the global rating scales are developed. These are called global rating scales because they define qualities to be assessed and level of such qualities in broad, global terms.

**Behaviorally based methods:** In recent years, a series of techniques have been developed that seemed to be overcoming the problems of reliability and validity. They are called behaviorally based measures of job performance because they focus on detailed evaluation of specific acts of behaviors rather than on global aspect of performance. Procedurally they treat job performance as multi-dimensional and use actual instances of behavior as illustrations of effective and ineffective performance on other dimensions. Two most frequently used behaviorally based methods i.e. behaviorally anchored rating scales (BARS) and behaviorally anchored check list (BACL) have been developed and used in a variety of occupations i.e. engineering, business management, nursing, police and dentistry (Wallace et al..)

The development of a behaviorally anchored rating scale or check list depends critically on the judgments of those employees and supervisors who are close to the job. Development of Behaviorally based measures follows some steps (Barron, et al.. 1970)

**Expert judges:** Those closest and most familiars with the job are interviewed and asked to make two kinds of judgments about the job. First, they are asked to identify the basic task dimensions of the job. Second they are asked to review in as much detail as possible specific or critical incidents illustrating the effective or ineffective behavior with respect to each dimension. The resume of these interviews are written up in a series of critical incidents.

Robbins (1995) in his book “Supervision today” defines that the critical incidents is performance appraisal technique in which an evaluator lists key behavior that separate effective from ineffective job performance. Therefore, critical incidents focus on those employee behaviors that are most important in making the difference between executing a job effectively and ineffectively. The process is one of the most useful techniques in describing specific behavior of a specific employee.

The global rating scales are extremely vulnerable to various errors that reduce the reliability and validity. The most common of these errors can be gap errors, strictness errors, leniency errors, central tendency errors. These errors involve a misjudgment on the evaluator’s part of the true distributions of work performance among a group of employees.

**Ranking Appraisals:** Some organization have tried an alternative method of rating called ranking to overcome these problems. Although, there are many variations of the basic ranking method all have in common the fact that they force the evaluator to distribute scores representing performance effectiveness. In a typical ranking procedure, a single global dimension of performance would be defined for evaluators. They would then be asked in order to several employees in terms of this dimension from highest to lowest.

Several flaws exist in the ranking procedure, which cause problems of reliability and validity. First, by designing they are forced to be undimensional in nature. Second they are very cumbersome to use in practice. It can be difficult for a supervisor to evaluate 20 or 30 employees. To deal with this problem the straight ranking procedure called “paired comparison” has been introduced. Third problem with ranking as an evaluation method is that some time the performance of two or some employees may be so close together that no reasonable distinctions can be made between them.

Several other groups of expert judges are asked to evaluate the critical incidents generated in the initial interviews. They are asked first to assign incident to a particular task dimension. Second they are asked to rate the behavior in the incident in terms of how effective or ineffective it is in accomplishing the task dimension.



Based upon the judgments, items (critical incidents) are retained only if there is substantial agreement among the judges as to the dimension of the job to which they refer and its effectiveness in terms of success in that dimensions. Items for which there is disagreement on dimension assignment of effectiveness are thrown out.

Scales prepared the above procedure incorporate all the important bunch marks of an effective measure i.e. 1) they are derived from experienced observer's reports of actual behavioral episodes; 2) the sample behavior over the long term, as opposed to short ranged judgments or impressions; 3) they specify with precision the myriad information – processing activities making up the multiple facets of effective behaviors rather than just one presumed best mode; 4) they force attention on what the employee himself does on the job thereby guarding against defining his level of success in terms of other casual agents; and 5) they take account of an employee's membership in several organization unit and of his potential impacts on their continued fuelling. (Campbell et al. 1970).

**Assessment Centers:** The traditional methods of performance appraisal as well as behaviorally based methods make use of a single technology and source of information regarding the performance effectiveness of an employee. But in reality, jobs are too complex to be reduced to a single index number. In such cases, the organization must seek multiple sources of information on job performance to adequately represent the employee's full range of performance and potentials. Keeping in view these problems, a number of organizations have instituted a multifaceted approach to performance evaluation known as Assessment Center (Campbell et al. 1975). (a) Assessment centers have been designed primarily as a device for identifying those in the organization who show potential for promotion for higher levels within the organization (Howard A. 1974).

Assessment Center method is mainly designed to assess skills and aptitudes not amendable to simple, undimensional paper and pencil measures. This technique measures the executive skills such as leadership, organizing and planning, decision-making, oral and written communication quality, initiative energy, analytical ability, resistance to stress, use of delegation, behavior flexibility, human relations, competence, originality, controlling, coordinating, self-direction etc.

The key to assessment – center approach is that employee is assessed using a wide variety of techniques simple paper and pencil tests and other very complex simulation. A typical assessment center might involve a combination of assessment methods such as – In-basket Exercise; Leaderless Group Discussion; Individual Presentation; Psychology Test, Interview; and other Assessments.

Very little research has been carried out to evaluate the success of assessment centers. Most reviews of the technique concluded that it has great potential for clinically identifying skills, capacities and attitudes that are not amenable to narrow and accurate measurement techniques. These review caution, however, that care must be taken to systematize the way in which interpretation is drawn from assessment center information (Howard, 1974). One study, for example, reports that assessment center prediction were more accurate when the information was standardized and organized mechanically, rather than in non-standard, clinical fashion (Wollowick, and McNamara, 1969).

A final concern in assuring the reliable and valid use of any performance evaluation method is for the organization to assure itself, empirically, that measures of employee performance do in fact, predict group and organization outcomes. In other words, management should assure itself through empirical research that first level measures of performance, such as behaviorally anchored ratings, in fact predict and are associated measures of group effectiveness, such as productivity.

Three critical administrative questions are implicit and must be resolved before performance review can be successful in an organization (Cummings et al. 1973)

1. Who should make the appraisal of an employee's performance?
2. How often should the appraisal be made?
3. How should feedback be handled?

Ill-conceived resolutions to these three questions are probably at the heart of most failures in performance appraisal.

There are five possible sources of performance appraisal; Supervisors, Peers, Self-appraisal, Subordinates of the persons to be appraised and people of how feedback should be handled:

1. Who shall receive the performance appraisal results?
2. What forms will the feedback results take?

Regarding the first question, for obvious reasons including ethical considerations, the immediate parties to the evaluation (superiors and subordinates) should have access to appraisal results. In addition to immediate parties to management and subordinates of the person evaluated may also have access to appraisal results in some circumstances. Cummings and Schwab (1970) suggest that where review results are particularly positive and substantial incremental rewards are directly linked to performance, knowledge of results shared with employee's subordinate may serve to motivate them to higher levels of performances. The employee meritorious performances serves as a role model for others in the organization, if these conditions do not exist, however, they recommend a policy of secrecy. Cummings and Schwab also prescribed that feedback should emphasize on positive or constructive information. They warn against the dysfunctional aspects of negative feedback.

### **2.6.7 Motivation:**

Motivation represents an unsatisfied need which creates a state of tension or disequilibrium causing the individual to move in a goal directed pattern towards restoring a state equilibrium by satisfying the need.

According to Dublin "Motivation is the complex of forces starting and keeping a person at work in an organization."

Motivation refers to a dynamic driving force, which stems from within. It is an "inner striving condition which activates or moves individual into action and continues him in the course of action enthusiastically'. Thus, motivation is defined as an inner state that activates, energizes or moves behavior forward goals.

Pinder defines it as follows, “Work motivation is a self of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity and duration.”

It is a well-known fact that human beings have great potential but they do not use it fully, when motivation is absent.

Maslow’s need hierarchy model is a landmark in the field of motivation. It presents nature and priority of needs. This hierarchical concept of needs helps the management in understanding the human behavior of people at work.

Alderfer (1972) of Yale University has reworked Maslow’s need hierarchy to align it more closely with the empirical research and level them as needs for existence, relatedness and growth.

In brief Alderfer believes that satisfied low-order needs lead to the desire to satisfy higher order needs, but argues that multiple needs can be operating as motivators at the same time, and frustration in attempting to satisfy a higher level need can result in regression to a lower-level need.

McGregor(1957) believed that the theory Y assumptions are more valid than theory X and he proposed various ideas like participation in decision making, responsible and challenging jobs and good team relations as approaches that would maximize an employee’s job motivation.

Herxberg (1959) developed a specific context theory of work motivation and suggested that the opposite of satisfaction is not dissatisfaction as was traditionally believed. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He identified six motivational factors as:

- Recognition
- Advancement
- Responsibility

- Achievement
- Possibility of growth
- Work itself

This set of factors has been designed as motivators or satisfiers and they are job-centered factors related to job contents.

### **2.6.8 Participation**

Participation management is a sharing process in which the objectives of an organization and the procedures are discussed among seniors and subordinates in free and frank outside the immediate organization, such as clients. In some cases the appraisal may include a combination. Which of these sources are the best: 1) the purpose of evaluation; 2) the kind of criteria being used in the appraisal; 3) the nature of employee being evaluated.

Two issues or choices are involved in deciding how often to make appraisals. First, an organization may decide upon a standard review cycle such as every twelve months, or the organization might choose to evaluate an employee at some point such as the completion of a project. Second, an organization may require that supervisors initiate the appraisal or have a system in which employees request the appraisal.

The appropriateness of these alternatives depends upon the nature of the work being carried out and the qualities of the employee involved. If tasks are relatively simple and standard, and/or if subordinates have minimum levels of job related skills, standard review cycles initiated by the superiors are perhaps best. If subordinates are highly skilled and specialized and if tasks do not follow standard cycles, it probably would be better if subordinate requested the review (Cummings 1973).

Two closely related questions are involved in the issue of environment. Participation in management means giving a higher status to workers associating them as partners in the management of an organization. In other words, participation is a process where workers share authority and responsibility with the management in respect of

managerial and administrative functions. It is a means to increase effectiveness and not an end in itself. Infact, it is not a specific technique but rather a concept of management that advocates employees having a voice in decision-making process.

Participation is crucial for better results in an organization. It helps in developing a technology to resolve conflict and to achieve constructive co-operation among the partners or workers. For management, it is a joint consultation prior to decision-making, for workers it means co-determination without the final authority and responsibility in decision-making process. Participation is generally concerned of as a way of reducing power difference and therefore, equality is stressed.

March and Simon (1958) states that participation management can be viewed as a device for allow of management to participate more freely in the making of decision as well as a means for expanding the influence of lower echelons in an organizations. Poor performance of the library work and services is due to lack of involvement of the employees in the decision-making. Physical as well as mental involvement of the employees must be required to improve the services of the library. Recent theories of management emphasize the need for participation by subordinates for effective services. There are so many benefits claimed for the participation of employees:

1. Increased co-operation from the staff.
2. Increase in acceptance of the librarian's ideas.
3. Reduction in complaints from the staff as well as the readers.
4. Improved attitude of the staff towards the library
5. Improved services of the library.
6. Good relation between librarian and other staff.
7. Staff can enjoy the given job.
8. Job rotation.

The basic objective of participation is to provide workers a sense of importance, pride, freedom and opportunity of self-expression feeling of belongingness so as to

create positive conditions for organizational relations and an atmosphere of organizational peace.

Davis (1987) defines participation as a mental and emotional involvement of person's in-group situations that encourage them to contribute to group goals and share responsibility for them.

Actually participatory management is based on the belief that staff members will more readily exercise self-control and self-direction in the service of an action plan containing objectives to which they are personally committed. And where there is a personal commitment to objectives as a result of participation in their development there will also be a higher degree of motivation toward their achievement.

Likert (1967) believes that participatory management is the most effective pattern for achieving the organizational goals. From the point at which classical organization theories view individuals in the organization merely as passive components of the systems; participative management moves to a new stance of active involvement of employees in formulating and achieving organizational goals. In practice employee can participate directly themselves or indirectly through representatives. Direct participation is generally informal or unstructured while indirect participation is usually formal or structured. Direct participation may be individual activity whereas indirect participation is always a collective activity. Generally it is better to plan and establish a formal set up for participative consultation so that people in the operating system know how far they can go and where they can contribute. Membership is limited in formal consultation. In the case of informal consultation the superior invites participation from his/her subordinates as and when the need is arrived for such consultation. But the ultimate authority is retained by the superior himself. Since the system is informal the participation is universal and not confined to a small group. As the manager has the choice to decide to whom they should consult.

There are various techniques of worker's participation that are presently in practice

**Management by objectives:** Management by objectives is a management technique in which the superior and subordinate jointly define the objectives and responsibilities

of subordinate's jobs and use these as criteria for evaluating subordinate's performance. The emphasis throughout this exercise is on specified quantified objectives and key result areas. Inevitably this process involves a system of planning under which situations are foreseen, assessed and necessary strategies and tasks are designed to meet them. In this manner, MBO provides an opportunity for employee participation that contributes to the growth and development of the individual and to the improved operation of the organization.

Drucker (1976) presented the use of Management by Objective (MBO) as the base for professional performance evaluation. This system involves the superior and the employee in the establishment of priorities and goals with specific objective to be accomplished. The evaluation then becomes an analysis with an emphasis on the future and potential of the employee. It would blunt some of the judgment aspects of appraisal and promote a better relationship between superior and subordinate.

**Decentralization:** Decentralized organizations are often called participative as these allow for greater employee participation in decision-making process. The basic idea of decentralization is to distribute authority for decision-making among more people within an organization i.e. authority to make decision is pushed down in organizational structure. The structure of decentralized organization is wider.

**Consultative Management:** Consultative management is a technique of management according to which, wherever required the executive call a meeting of subordinates to obtain group ideas towards the solution of problems. They discuss and analyze the situation and add new ideas. But the ultimate authority for discussions remains with the top management.

**Democratic Management:** In this system the responsibility for primary decision-making is shifted from the supervisor to the entire group i.e. democratic management occurs in group discussion, which makes full use of group ideas and group influence. Democratic management is generally applied in voluntary social organizations, where an easy pace and natural community of interest makes it easier to achieve consensus. In hierarchical and task-oriented organization, it is very difficult to apply.



**Management by Committee:** It is most popular technique of participative management by which a group of people interacts with formal authority delegated from an appointing authority. Committees usually consist of two or more people appointed by the immediate supervisor. Committees are formed at different levels to assist and advise managers. Committees have no decision-making power. Committees exist to give advice on specific function. Similarly state committee's job is to discuss review and recommend.

**Suggestion Programmes:** Suggestion programmes is another technique to obtain participation. The effectiveness of this system depends upon the attitude of employees and management. Suggestion programmes provide valuable ideas to committee usually consist.

**Quality Circles:** Quality circles are groups of people usually between six and twelve, who meet regularly to solve the problems they experience at work. Quality circles were evolved from suggestion programmes. It is the process to create the work environment for active involvement and participation of employee in every area of human endeavor by bringing their total commitment, dedication and innovative spirit through their appreciating, understanding and following of this philosophy for achieving excellencies of performance by increasing their satisfaction and happiness and improving the quality of work life. Quality circles help in creating the motivated, productive and participative work groups, which contribute off towards improving the overall performance of the organization. Usually the meetings take place during working hours of the organization once a week. Quality circle people only recommend solution for quality and productivity problems in the organization but they don't have the authority to implement. Management, infact, reserves a right to accept or reject suggestions. Quality circle people not only assess aspects of the organization efficiency and effectiveness, but also assess the extent to which members contributes and relates to other members of the circle. These ensure harmony in the organization productivity and organizational effectiveness.

**Total Quality Management (TQM):** Total quality management is focused on the requirements of the customer. A library patron or user is a customer. He/She is demanding a service and expects that service. TQM offers an approach for an

organization to design processes, policies and jobs so that they are the best, most effective methods for serving users needs, eliminating in efficiencies and assuring quality service.

TQM is an important strategic management tool and a systematic approach with strong internal and external customer orientation. 'Quality as a management tool especially for non-profit organization like libraries.' Thus, TQM is a system of continuous improvement employing participative management and centered on the needs of the customer.

**Prerequisites for the success of participative management:** The condition necessary for the success of effective participation are dependent on various factors, viz. the potential benefits of participation should be greater than its costs; the seniors must believe that his subordinates have the ability to think, provide new ideas and initiate new ways of owing work, for the success of participative management all parties must have the honesty of purpose, the participants should have the intelligence and technical knowledge to participate. There should be enough time to think over the problem before the employees gives solution to the problem. Proper communication is required so that the employees could understand the problem. The decision must be one and the following action on the decision of the participating forums should be ensured.

**Benefits:** Participation has contributed a variety of benefits that are given as below: It is found to be a key element in effective decision-making process. Participation encourages people to accept responsibility in their group activity. Workers get an overall view of the situation by mutual discussion. Participation satisfies the human needs like the desire to go abroad to advance, to win status and recognition. Participation gives people a sense of accomplishment, boosts their morale and keeps them well informed about the organizational policies and practices. Employee turnover and absence may be reduced because they are being more successful in their jobs.

Participation is an effective instrument for making people more mature and responsible both on the job and off the job. All higher level participation brings about

greater degree of organizational balance by reducing misunderstandings and individuals and group conflicts. All the lower level of individual creativity and response to job challenges are enhanced.

### **2.6.9 Status and Pay Scale**

Administration has grown very complex in the recent times as it has acquired new dimensions. The new challenges for human resources policies will have to recognize the new development of the potentialities of people, increasing unionization of middle management cadre and minimizing the cost of production and improving productivity. The priorities in personnel management functioning have changed vastly from its original complexion. The only task of evolving rules and regulations, standing orders to frame the norms of industrial working has changed to promote every generating factors and minimize the energy draining areas to obtain fullest creativity.

Human Resource Development, therefore, is defined by Kumar as: “The total knowledge, skills, creative abilities, talents and aptitudes of an organization’s work force as well as values, attitudes and beliefs of the individuals involved.” He highlights the interactive policies, techniques and procedures, which together can help to develop the human assets of an organization. It is important that a system is created within the organization continuously to serve the areas of human resource development.

Supported by behavioral science research, that, while pay in itself is not necessarily the strongest motivation, any unjustifiable in equity or an unacceptably low level of reward causes great dissatisfaction. One of the most important functions of human resource management is to provide equitable compensation to employees for their contributions. Thus, the wage and salary administration is concerned with the monetary or financial aspects of needs, motivation rewards.

In the words of Beach wage and salary administration refers to “the establishment and implementation of sound policies and practices of an employee compensation. It includes such areas as job evaluation development and maintenance of wage

structures, wage surveys, wage incentives, wage change and adjustments, supplementary payments, control of compensation costs and other related pay items”.

Salary policy as an integral part of an organization's over all human resource policy should help to:

- Attract human resource of the right caliber
- Encourage to make full use of their abilities and develop their potential; and strive to achieve the objectives of their jobs and of the organization;
- Reward staff in accordance with the value of their contribution; and
- Encourage staff to stay with the organization.

Salary structure of the origination may facilitate the attraction, retention and motivation of staff so that they stay with the organization and make full use of their abilities. As an aid to the over all efficiency of an organization, employees must be given freedom to develop their maximum potential and growth.

Thus, wage policy is important for individual employees as it determines the individual standard of living or the level of satisfaction.

The government of India appointed commissions for human resource development in Universities & Colleges, namely Dr.S.R. Radhakrishnan Commission, Kothari Commission and Dr.S.R. Ranganathan Commission for university and college libraries. Also government of India appointed the pay Commission.

The Government of India appointed the Fourth and the Fifth Pay Commissions. These reports marked significant steps toward the human resource development in every organization. Special emphasis on every aspect of human resource in detail has been given to promote efficiency in administration.

In 1994, the University Grants Commission appointed a Pay Review Committee in consultation with the Ministry of Human Resource Development to review the pay structure of university and college teachers in view of the recommendations of the

Fifth Pay Commission under the Chairmanship of Prof. R.P. Rastogi. In this report, Committee has made special recommendations for the development of available human resource in the university while making other recommendations.

Unlike others, the library personnel during their service period face problems relating to salary scale, status, promotional prospects, working conditions, etc. The pay and status of the librarians are not uniform. They differ from library to library and from person to person. The situation is not similar to the academic and ministerial staff. For instance, the pay of research investigator will remain the same whether he joins a university or a govt. department. But when a library professional joins a university library he is given the pay scale other than that of a government department library.

Every one expects fair pay and status in relation to his qualifications and capability. Unless one gets a fair deal, one will be a frustrated worker and this will affect the library services directly. Therefore, it is necessary to compensate a person as per his merits. Sometimes it happens that a person opts for a lower post due to unemployment and because of his economic conditions, but soon he becomes frustrated. The rule of equal pay and status for equal work should be applied to the library professionals also. It will mean that a library professional gets the same compensation irrespective of the organization he serves.

The basic fact is that the efficiency of a library depends on the performance of its staff members. And the performance<sup>4</sup> of the library staff is dependent on many factors. Some of these factors contribute towards positive performance and some of them towards negative. The positive factors ensure better output and the negative one minimizes it. The negative factors are those which take away the peace and contentment of staff member and make him a worried and dissatisfied person. Consequently, such staff member is unable to put in his best in the work, all this results into poor output and low efficiency. This is the juncture point from where a problem starts. It requires a proper evaluation of human behavior, which nevertheless, is a complex task.

UGC Regulation 2010 recommendation with regard to staffing pattern and their pay scale of University Assistant Librarian to Deputy Librarian under UGC Career Advancement Schemes (CAS) Regulations can be seen in the following –

**1. Assistant University Librarian (Sr. Scale) /College Librarian (Sr. Scale):**

- i) Assistant University Librarian (Sr. Scale)/ College Librarian (Sr.Scale) in the pre-revised scale of pay of Rs. 10,000 – Rs. 15,200 shall be placed in the Pay Band of Rs. 15,600 –Rs. 39,100 with AGP of Rs. 7,000.
- ii) Assistant University Librarian/College Librarian possessing Ph.D in Library Science, after completing service of four years in the AGP of Rs. 6,000, and if otherwise eligible as per API scoring system, and PBAS methodology laid down by the UGC in these Regulations, shall be eligible for the higher AGP of Rs. 7,000 with the Pay Band of Rs. 15,600 – Rs. 39100.
- iii) Assistant Librarian/College Librarian not possessing Ph.D but only M.Phil in Library Science at the entry level after completing service of five years in the AGP of Rs. 6,000, if otherwise eligible as per API scoring system and PBAS methodology laid down by the UGC in these Regulations, shall become eligible for the higher AGP of Rs. 7,000.
- iv) After completing service of six years in the AGP of Rs. 6,000 Assistant Librarian/ College Librarian without the relevant Ph.D and M.Phil shall if otherwise eligible as per API scoring system and PBAS methodology laid down by the UGC in these Regulations, move to the higher AGP of Rs. 7,000.
- v) The pay of the existing Assistant Librarian (Sr. Scale)/College Librarian (Sr. Scale) in the pre-revised scale of pay of Rs. 10,000 – Rs. 15,200 shall be fixed in the Pay and of Rs. 15,600 – Rs. 39,100 with AGP of Rs. 7,000 at an appropriate stage based on their present pay.

**2. Deputy Librarian/Assistant Librarian (Selection Grade)/ College Librarian (Selection Grade):**

- i) Deputy Librarian who are directly recruited shall be placed in the Pay Band of Rs. 15,600 – Rs. 39,100 with AGP of Rs. 8,000.
- ii) On completion of service of five years, Assistant Librarian (Sr. Scale) / College Librarian (Sr. Scale) shall be eligible for the post of Deputy Librarian equivalent posts in Pay Band of Rs. 15,600 – Rs. 39,100, with AGP of Rs. 8,000, subject to their fulfilling other conditions of eligibility (such as Ph.D degree, etc. for Deputy Librarian) as per API scoring system based PBAS methodology laid down by the UGC for CAS promotion in these Regulations. They shall be designated as Deputy Librarian/ Assistant Librarian (Selection Grade)/College Librarian (Selection Grade), as the case may be.
- iii) After completing three years in the Pay and of Rs. 15,600 – Rs. 39,100 with and AGP of Rs. 8,000, Deputy Librarian/equivalent position shall move to the Pay Band of Rs. 37,400 – Rs. 67,000 and AGP of Rs. 9,000, subject to fulfilling other conditions of eligibility as per API scoring system and PBAS methodology laid down by the UGC for CAS promotion in these Regulations.
- iv) Assistant Librarians (Sr. Scale) in university/ College Librarians (Sr. Scale) in the AGP of Rs. 7,000 not possessing Ph.D in Library Science but who fulfill other criteria prescribed by the UGC for CAS promotion in the Regulations, shall also be eligible for being placed in the AGP of Rs. 8,000.
- v) Pay in regard to the directly recruited Deputy Librarians shall be initially fixed in Pay Band Rs. 15,600 – Rs. 39,100 with AGP of Rs. 8,000. They shall move to the Pay Band of Rs. 37,400 – Rs.67,000 with AGP of Rs. 9000 after completing three years of service in the AGP of Rs. 8000.

\*AGP – Academic Grade pay

## **2.7 Planning and Implementation**

Planning and implementation of human resource development are essential for acquiring and improving capabilities required to perform various functions for the present and also for the future. Planning should be made to develop individual capabilities and discover inner potential for personal and organizational improvement. By this way the organizational culture can be created and maintained through interpersonal relationships at various levels, collaboration, professional expertise and human resource development climate. Library personnel should be supported to acquire new competencies through a process of performance planning, periodic review of performance, monitoring, assessment of development needs and creation of development opportunities through assignment responsibilities, training, rewarding and such other mechanisms.

Performance competencies, knowledge, attitudes and values, skills and expertise are needed to achieve the best results. Higher degree of performing tasks and better quality of results require higher level or degree of skills and expertise as well as utilization of human resource in the most effective way. Properly motivated, competent and responsible employees are the asset of the organization for organizational survival, growth and excellence. Proper utilization of human resource can overcome the constraints of all other kinds of resources.

Human resource development must be a continuing process in the libraries. Planning and implementation of the human resource development are activated by human resource development mechanisms, climate and processes leading to the outcomes and best results. The mechanism, climate and processes create more competent and committed persons who would make the library grow by contributing their best to the library. Human resource development influences very much the organizational effectiveness.

Human resource development mechanisms are the planning for human resource management, assessment of existing position or posts, identification of vacant and new positions with requirements to perform the tasks, reorganization of positions and demand for new intake, system analysis and flow charts, task identifications and job



descriptions, role analysis exercise, potential development exercises, communication policies, organizational development exercises, job-enriched programmes, job rotation and other mechanisms.

Human resource development processes include planning of development by every employee, awareness of competencies required for job performance, proactive orientation, collaboration and team work, mutual trust, authenticity in attitudes and activities, openness, motivation to take challenge, value generation, clarification of norms and standards, increased communication, fulfillment of objectives, role clarity, completion of jobs and tasks within stipulated time frame, efficiency in job performance, work motivation, better generation of internal resources, better utilization of human resources, higher work commitment and job involvement, more team work, respect for each other, personal and team performance, and the like.

The outcomes and results will be more competent human resource, better developed roles, higher service satisfaction, growth and diversification, cost reduction, organizational effectiveness and better image. Mechanism processes and outcomes are closely inter-related and these are a continuing process within the library. There should be some persons to think constantly on planning and implementation, to assess the extent to which these are being achieved, and to keep reviewing and evaluating. Continuous performance appraisal has two approaches, evaluation approach and development approach and these two approaches are complementary.

## **2.8 HRD in Indian University Libraries**

Human Resource Development does not seem to be operative in any library and information centre in India. Human resource aspects are handled, by and large, by parent organizations to which the L/IC is attached. The administrative departments deal with personnel, mostly in relation to salary and allowances, discipline and control, training and deputation to conferences, performance appraisal in a limited way and a few others. Many of these developmental process are confined only to certain levels and do not percolate to lower levels. No HRD department, exclusively to take care of all human resource problems appears to be in existence in any library/information centre.

As libraries and information centres are growing, particularly with reference to collection and services, and sophistication in terms of computerization and networking, it is necessary to give full attention to human resource development. Some of the aspects, among others that might help L/ICs to contribute substantially their share in supporting efforts towards socioeconomic activities, may include:

- Personnel planning
- Orientation, introduction to L/ICs goals, objectives, targets and activities
- Productivity, customer satisfaction
- Quality of products and services
- Acquisition of new knowledge and skills
- Task analysis for proper deployment of personnel
- Performance reviews and appraisal
- Motivational aspects
- Developmental supervision
- Counseling and monitoring

Professional education and training institutions also should share responsibilities to induct research in HRD; initiate efforts for plans and programmes to study the diversified requirements of personnel in libraries and information centres. Studies are necessary to assess the manpower needs for the present and future activities and regulate the supply of the different categories of personnel required. Quality and value added information systems and services and achievement of excellence are to be inculcated into the profession through appropriate motivation programmes by professional associations and societies.

After a detailed discussion on the importance of Human Resource Development in university libraries in the preceding chapter, the next chapter entitled “ NEHU, AU and MZU Library: An Overview” discussed the present status of the three libraries under study.

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### **3.1 Profile of North-Eastern Hill University (NEHU) Library, Shillong**

#### **Introduction**

In an effort to improve the library services in the light of latest development, the library achieved to strengthen its collection not only in the form of printed books, and journals, but took initiative towards e-resources in the form of e-journals, databases and e-books through allocations from the Grant-in-Aid for the School of Technology. During the year 2010-11 IEL Online (241 titles, 5 users) & ACM Digital Library both databases through INDEST-AICTE Consortium, Elsevier Engineering Backfiles (174 titles), Elsevier Engineering & Computer Science e-journals Current (273 titles), Springer's Lecture Notes in Computer Science (LNCS) e-Book series were added to the existing list of e-resources subscribed by the library earlier. UGC INFONET Digital Library Consortium also activated a trial offer of 1036 Science Direct e-journals from 10 subject collections to 50 universities covered under Phase 1 of the consortium including NEHU. The Department of Biotechnology (DBT), Ministry of Science & Technology, Government of India included NEHU as one of the members of the DelCON-Consortium. Currently the Consortium includes 14 DBT Institutions including ICGEB, New Delhi and 18 North Eastern Region (NER) Institutions including the Bio-informatics Centre, NEHU. Consequently, membership to such a new consortium further augment on the existing e-journals that are already available for the university through UGC INFONET Digital Library Consortium but enables the library to further provide quality information through the activation of additional 917 selective Journals. The availability of these e-resources will definitely be highly beneficial to all Researchers, Faculty members and students of the university.

On 12<sup>th</sup> August 2010 Prof. Lalthantluanga, Pro Vice Chancellor inaugurated the first Digital Library among the educational institutions in the North East. Through this facility, the Publication of the NEHU teachers, important scholarly articles and PhD theses in print are scanned and uploaded in the repository. The NEHU Digital Library repository is accessible on the internet through hyperlinks available at NEHU website (<http://www.nehu.ac.in>)

**Important Information:**

|    |   |              |             |             |
|----|---|--------------|-------------|-------------|
| 1. | Books                                     | Non-Plan     | -           | Rs. In Lacs |
|    |   | Plan         | 21.50       | 21.50       |
| 2. | Periodical                                | Sciences     | 53.49       |             |
|    |   | Non Sciences | 11.26       | 64.75       |
| 3. | Other Charges                             |              |             | 2.82        |
| 4. | Grant under XI PLAN for 9 new Departments | Plan         | 61.50       | 61.50       |
| 5. | Grant in Aid for School of Technology     | Plan         | 1.25 Crores | 125.00      |
|    |   |              | G. Total    | 275.57      |

- i) Library Budget (2010-11)
- ii) Library Collection: 2, 62,253 Vols.
- iii) Data Bank (Government Publications & Reports): 14,075 Vols.
- iv) Periodical Subscription:
  - a) Foreign Journals : 144
  - b) Indian Journals : 158
  - Total : 302

**Reader's and Usage of Online Services:**

- i) Enrollment
  - a) Under Graduate students : 831
  - b) Post Graduate Students : 2189
  - c) Research Scholars : 1400
  - d) University Teachers : 353
  - e) Non-Teaching Staff : 529
  - f) Technical Staff : 90
  - g) Visiting Lecturer/ Professors : 13

- (h) Others (Including College Teachers : 68
- (i) Total No. of Registered Members : 5473
  
- ii) Daily Average No. of Books issued/return/renewal (including Law Dept.) : 537
- iii) Daily Average No. of users who availed consultation services (including Law Dept.): 432
- iv) Usage of Journals/Back Volumes in terms of numbers per month
  - a) Students : 200 per month
  - b) Research Scholars : 250 per month
  - c) Others : 50 per month
- v) Average internet users : 30 per day
- vi) Photocopying services : 97,011 copies
- vii) Printing Services : 5554 copies
- viii) Resources sharing under UGC INFONET Digital : 417 articles
- ix) NEHU usage of UGC INFONET Digital Library : 1,19,723 articles

### **New Initiatives**

#### **i) Exposure to e-resources across the academic fraternity**

The Computer Unit of the Library co-ordinate the following training-cum-awareness program on the access and usage of e-resources available in NEHU:

- a) Users of the School of Technology were provided with demonstration on Elsevier's engineering and Computer Science e-journals subscribed for the School. The Programme was attended by students and faculty members of both departments of the school. The Programme was conducted by ShriMohitPabby, a representative of M/s Elsevier India, New Delhi.

- b) Users of the School of Social Sciences, Humanities, Education, Human & Environmental Science & Economics, Commerce, Management and Library Science were provided with demonstration on the usage of Web of Science, Annual Reviews & JCCC. Students, research scholars and faculty members of departments of respective schools benefitted from the demonstration. The programme was conducted by ShriVivek R. Mehendale, Training Executive representing M/s Informatics India Ltd. , Bengaluru.
- c) Users of the School of Life & Physical Sciences were introduced to the usage of Web of Science, Annual Reviews, Biological Abstracts & JCCC. Students, research scholars and faculty members of departments of both the schools expressed keen interest in new ideas in usage of e-resources. The programme was conducted by Shri. Vivek R. Mehendale, Training Executive representing M/s Informatics India Ltd., Bengaluru.

**(ii) Membership with American Libraries in India**

NEHU Library renewed its membership with the American Libraries in India. This membership allows registered members of the Library to borrow information resources of various types that are available with American Libraries in India but not available in NEHU. This facility enables users in NEHU to gain access to the online catalogue of American Libraries in India and borrow either books, videos etc. from them to supplement information required for teaching and research purposes. Though this service at present is available only for the faculty members of the university, it is likely to be extended to research scholars if demands arise. For the convenience of the users hyperlinks leading to the American Libraries in India online Catalogue have been provided on the Library's website (<http://www.nehu.ac.in/library>).

**(iii) Subscription to e-journals, e-books and databases**

Though annual funds allocated to respective departments along with support from grant-in aid for School of Technology, the Library subscribed to the

following e-resources and database which could be access by users from all academic departments of the university.

- (a) Biological Abstracts
- (b) Indian Statistical database (IndiaStat.com)
- (c) IEL Online (241 titles, 5 users) through INDEST-AICTE Consortium
- (d) ACM Digital Library through INDEST-AICTE Consortium
- (e) Elsevier Engineering Backfiles (174 titles)
- (f) Elsevier Engineering & Computer Science e-journals Current (273 titles)
- (g) Springer's Lecture Notes in Computer Science(LNCS) e-book Series

**(iv) Student Internship Programme :**

For every academic session 3 months Student Internship Programme are organized for MLISc students for hands-on training in different sections of the Library such as Acquisition, Technical, Periodicals and Circulation Sections. A completion certificate is also issued to the students at the end of the programme.

**Important Activities/Steps Accomplished towards Improvement of Library Services:**

- (i) Initiated the implementation of RFID system in the library in a phase-wise manner. It is proposed that 1 lac book will be tagged in the first phase itself.
- (ii) As per UGC's regulations, 2009 for minimum standards and procedure for awards of M.Phil& PhD degrees soft copies of dissertations and theses are being received by the library along with their print copies. The soft copies are being uploaded in the NEHU repository and UGC's repository "Shodhganga" for open access.
- (iii) Rare, out of print and not under copyright valuable documents has been identified for digitization and uploading to the NEHU digital Library.

## **Other Information**

### **(i) Library Staff Strength**

Staff strength of Central Library, NEHU is as follows:

|  |      |
|--|------|
| a) Professionals & Semi Professionals  | : 17 |
| b) Officers  | : 8  |
| (Including Librarian, Dy. Librarian,<br>Asst. Librarian Documentation Officer<br>and Inf. Scientist) |      |
| c) Non-Professionals   | : 32 |

### **(ii) Revenue collected during the year**

|  |                    |
|--|--------------------|
| a) Reprography services                  | : Rs. 1,13,673.00  |
| b) Consultation fees                     | : Rs. 3,690.00     |
| c) Overdue fines (including Law Library) | : Rs. 22,746.00    |
| Total                                    | : Rs. 1, 40,109.00 |

## **3.2 Profile Of Assam University (AU), Library, Silchar**

### **Introduction**

Assam University Library (Rabindra Library) was started with the establishment of the University in the year 1994 as a central agency for meeting the requirements of the academic community of the university. The Central Library of Assam University has been shifted to its new permanent Central Library cum Computer Centre building and started functioning since January 21<sup>st</sup>, 2006. The main function of the library includes collection development of knowledge resources, technical proceedings, organization, retrieval and dissemination of information to the end users of Barak Valley in particular as well as the entire North Eastern Region in general. In 2008, the Assam University Library is renamed as Rabindra Library.

Rabindra Library has been chosen as one of the twenty universities in India to extend reprint services available under JCCC programme of INFLIBNET-INFORMATICS India (Pvt.) Ltd. in North East India for sharing of resources amongst the member libraries. Some other important activities of the libraries may be summed up as follows:

- Provide up to date and current research information in electronic formats through UGC-INFONET and DELCON Consortia initiatives of INFLIBNET (UGC) and DST respectively to various categories of users for their academic endeavour;
- Provide quality computer based library and information services to users, disseminate traditional as well as e-resources based knowledge and offer Internet based access to information distributed to all departments under Campus Wide Network;
- Develop a special collection on rare materials received from eminent academicians Sri. Asim Dutta, Sri. Rathindra Dutta Collection, Prof. K.P. Sina Collection, Canadian Collection, Bhasha Shahid Collection, Netaji Subhash Collection;
- Provide computer based library services for which Bibliographic Database of Books, Serials and Theses has been created under INFLIBNET Programme during IX and X Plan period using CDS/ISIS and then by SOUL 1.0 Version. The proposal for up gradation of Databases using SOUL 2.0 is under active consideration of the Library Authority and hope that in the near future computerized catalogue search via OPAC may be made available.
- Provide wide range of reference sources.
- Organize Seminars, Conference, Lecture Programme, Workshops, Orientation Programme for Fresher and Training in the field of Library & Information Science.

## Staff Strength

| Designation                      | Existing Strength |
|----------------------------------|-------------------|
| Librarian                        | 1                 |
| Deputy Librarian                 | 1                 |
| Assistant Librarian              | 1                 |
| Information Scientist            | 1                 |
| Section Officer                  | 1                 |
| Professional Assistant           | 5                 |
| Semi-Professional Assistant      | 4                 |
| Junior Library Assistant         | 5                 |
| Library Attendant                | 2                 |
| Peon                             | 1                 |
| Record Keeper (Consolidated Pay) | 1                 |
| PA to Librarian                  | 1                 |
| UDC                              | Nil               |
| LDC                              | 1                 |
| Gestatnar Operator               | 1                 |
| Part Time Casual Staff           | 1                 |
| Total                            | 27                |

## Collection Status

- i) Number of Books available in Central Library : 97,000 (approx.)
- ii) Number of Books available in Departmental Library: 8000
- iii) Total No. of Text Books : 8500
- iv) Total No. of Reference Books : 9662
- v) Total No. of Book Titles : 40000
- vi) Total Number of Indian Journals (in list) : 430
- vii) Total Number of Foreign Journals (in list) : 103
- viii) Total Number of Back Volumes of Journals : 1249
- ix) Total Number of Newspaper Subscribed : 20
- x) Total Number of Magazines Subscribed : 16
- xi) Total Number of Gifted Books received : 1918
- xii) Total Number of Report : 325
- xiii) Total Number of Conference Proceedings : 07



- xiv) Reprints from American Library Centre : 515
- xv) Newsletters Titles : 65

### **Special Collection**

- i) ICSSR Collection : 105 Books
- ii) Census Report: 132 Vols.
- iii) Donated Books :
  - a) Prof. S.C. Saha Collection : 1245 Books
  - b) AshimDutta, R. Dutta and Prof. K.P.Sinha Collection : 2050 Books
- iv) Materials acquired under Special Schemes under NBHM Grant : 938 Books
- v) SC/ST Coaching Centre for NET : 296 Books
- vi) Total Number of Theses and Dissertations
  - a) PhD Theses : 143
  - b) M.Phil Dissertations : 247
  - c) M.D./M.S. Dissertations : 113
  - d) Engineering Dissertations : 06
  - e) Masters Degree Dissertations : 62
- vii) E-Resources/Digital Resource
  - a) CDs/DVDs received with Books and Journals : 391
- viii) Databases
  - a) Theses/Dissertation Abstract + Biological Abstract : 02
- ix) Online Journals
  - a) Under UGC-INFONET e-journals consortium : 5000+

- x) Audio-Visual Resources
  - a) Video Cassettes (Fine Arts) : 39
  - b) Audio Cassettes ( Arabic, French) : 10

### **Knowledge Services offered by Assam University Library.**

Library is kept open on all working days from 08:00 am to 05:30 pm including all Saturday. Membership of the library is open to teachers, students, research scholar and officers, non-teaching staff of the University. Consultation facility has also been provided to the faculty of affiliated colleges, ex-students who want to prepare for NET or other competitive examinations. The scholars from the locality or outside state are given special permission to use library facilities on the recommendation of HOD/Faculty members of the University. Visiting fellows and part time faculties are also given lending and other library facilities as per the library rules. The library provides different types of knowledge resource services to its users. They are; Loan/Lending Service; Reference Service; Current Awareness Service; Reprint Service; Literature Search; Photocopying Service; OPAC and Internet Service; On-Line Search of Knowledge Resources available on Internet and INFLIBNET Database search service through Internet.

### **Automation and Networking of Rabindra Library under INFLIBNET Programme and DELNET Membership**

Assam University Library is one of the libraries chosen by U.G.C for automation and Networking under INFLIBNET Programme during IXth plan. The computers are networked with WINDOWS NT and in-house training of the Library staff has been provided for Database creation of Books, Serials and Thesis. At present Library has been using SOUL Software for Library Automation and Networking. University library has been connected to campus wide optic fibre network of BSNL for Internet Services. The library has been provided with on-line access to e-resources under UGC-INFONET Digital Library Consortium of INFLIBNET centre for accessing to 5000+ peer reviewed e-journals and bibliographic databases covering almost all subject disciplines.

The Library offers a range of information services to support the learning process set to the highest professional standards. The library is having membership of INFLIBNET, Ahmedabad and DELNET, New Delhi for Inter Library Loan facilities.

### **E-Resources under JCCC@INDEST-AICTE**

JCCC is J-Gate Custom Content Consortia for a group of homogeneous consortia members, and JCCC-INDEST is J-Gate Custom Content Consortia for the Indian National Digital Library in Science and Technology (INDEST), a consortium set up by the Ministry of Human Resource Development, Government of India, on the recommendation made by the Expert Group appointed by it under the chairmanship of Prof. N. Balakrishnan. Assam University Library has been identified as one of the Resource Centre under JCCC programme.

### **3.3 Profile of Mizoram University Library**

#### **Introduction:**

Central Library, Mizoram University has been witnessing noteworthy development in various spheres during the last few years. Growth can be seen in its holdings, users and application of technology the collection may be seen as under

|           |              |                             |                                    |
|-----------|--------------|-----------------------------|------------------------------------|
| 2007-2008 | 63,654 books |                             |                                    |
| 2008-2009 | 63,538 books | 240<br>Thesis/Dissertations | 6,781 Bound Volumes<br>of Journals |
| 2009-2010 | 75,350 books | 248<br>Thesis/Dissertations | 6,783 Bound Volumes<br>of Journals |
| 2010-2011 | 82,528 books | 272<br>Thesis/Dissertations | 8026 Bound Volumes<br>of Journals  |
| 2011-2012 | 86,517 books | 272<br>Thesis/Dissertations | 8026 Bound Volumes<br>of Journals  |

The Library at present subscribes to :

- i) Journals : 238
- ii) General Periodicals: 42
- iii) Daily Newspaper : 21

The entire library holdings have been available in machine readable catalogue since 2008 and the computerized bibliographic information of the library holdings have also been available for users' searching throughout the campus Network (intranet) using web OPAC. Automated circulation system using barcode technology has been used since 1<sup>st</sup> December, 2008 which provides easy and prompt service. Library has been providing lending and reprographic services, Orientation Programme for newly admitted students of various academic departments.

#### **Staff Position (Designation Wise)**

| <b>Designation</b>      | <b>Existing Strength</b> |
|-------------------------|--------------------------|
| Deputy Librarian        | 2                        |
| Asst. Librarian         | 1                        |
| Information Scientist   | 1                        |
| Prof. Assistant         | 5                        |
| Semi Professional Asst. | 4                        |
| Jr. Library Assistant   | 3                        |
| LDC                     | 2                        |
| Library Attendant       | 9                        |
| Gate Keeper             | 2                        |

#### **Allocation of Non – Plan Fund 2010-11**

| Sl.No. | Head                    | Allocation  |
|--------|-------------------------|-------------|
| 1.     | Library Infrastructure  | 8 Lakhs     |
| 2.     | Books                   | 20.05 Lakhs |
| 3.     | General/Reference Books | 5 Lakhs     |
| 4.     | Periodicals             | 52.8 Lakhs  |
| 5.     | Reserve                 | 2.15 Lakhs  |

**TOTAL : 88 Lakhs**

### **Membership of the Library:**

|                             |          |             |
|-----------------------------|----------|-------------|
| i) Under Graduate Students  | :        | 174         |
| ii) Post Graduate Students  | :        | 1,015       |
| iii) M.Phil Students        | :        | 49          |
| iv) Ph.D Scholars           | :        | 342         |
| v) Lecturers                | :        | 171         |
| vi) Guest Lecturers         | :        | 4           |
| vii) Departmental Libraries | :        | 2           |
| viii) Non-teaching Staff    | :        | 130         |
| <b>TOTAL</b>                | <b>:</b> | <b>1887</b> |

### **Other Information**

- i) The first ever proper and standard Circulation Counter has been constructed
- ii) New sets of Property Counter with 207 pegion holes and a proper and standard Gate Keeping area has been constructed for better security.
- iii) Token system has been introduced to improve the system for better security.

Digitization of Mizoram University's own documents and publications for setting up of an "Institutional Repository" has been started. The repository will collect and provide free online access to all types of institutional research outputs initially within the campus network (intranet).

Besides, library initiated implementation of advanced technology in the field of identification, security, tracking and automated handling of Library materials using Electro-magnetic and Radio Frequency Identification (RFID) Library management system in order to improve the efficiency of Library operations.

Computerized Braille System for blind student had been successfully installed and operated since December 2011 in the Library.

Library is also working on the process of appending CD/DVD contents along with the bibliographic record of the books and making it available for the users to easily access the digital data contents from Web OPAC throughout the campus network (Intranet).

Human Resource Development in university libraries in general and three libraries under study in particular need to develop their professional competencies which are discussed in the next chapter, chapter – 4 entitled “Professional Competency Building for University Library Professionals”.

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## 4.1 Introduction

With rapid technological advances and new freedoms, the workplace presents a dynamic and challenging environment. It is because of these advances; however, necessitate a workforce relying on its versatility and adaptability knowing that life full-time jobs are a thing of the past. Work is being contracted out, de-structured organizations are emerging and different skills and approaches are required from 'brain-workers' who must solve new and changing problems. All workers must become self-motivated, multi-skilled and constantly learning. Demonstrating the international economic importance of professional development, the European Commission has officially voiced its commitment to the European Community committed to a life long learning. 'Life long learning' and 'human resource development' all catch-all phrases. Wells (1920) wrote: "Human history is more and more a race between education and catastrophe." Education has kept a small lead over catastrophe in the 20<sup>th</sup> Century and avert social and environmental disaster, put the potential of new information technologies in the service of learning. Learning leads to new understanding, attitudes, skills, behavior, policies and approaches and to empowerment of people and communities.

The ability of information technologies is supply information interactively and on demand, using sound, pictures, symbols, diagrams, numbers and script and to that information locally or move it instantly anywhere in the world and deliver it in forms understandable by users of all ages and any level of literacy, gives these technologies extraordinary and unprecedented potential for assisting the learning and the related communication process needed for development.

Until now, individuals, businesses, government ministries and others have tried to use information technologies separately for their individual goals. Businesses and institutions and the different departments and sectors of government have each approached the technology independently as an 'add-on' for its own needs. Policy papers on 'technology and development' from a range of different sources (e.g. from the G-7, the United Nations Development Programme, the World Bank's Info Dev initiative and many others) have stressed the role of telecommunication and of the technologies' potential for education, training and **human resource development.**

Some pointed to the need for new funding mechanisms but none has offered a viable solution for making the technology accessible to the poor on a sustainable basis – or for bringing into the information market place the 98% of people, small businesses and schools in the world who have no access to the technology at present.

In Seville, (1992) information industries from around the world and recommended to government a set of principles which included:

“Principles governing access to the networks designed for widespread dissemination of information products shall guarantee that all communities and individuals have transparent access through such networks to the widest possible range of products and services.

Once networks are made available for distribution of commercial information products and services, control and ownership of network transmission facilities should be a monopoly neither of the state nor of private interests.”

The key to success in this potentially establishing context for the information professional is to develop the new skills the workplace demands. The LIS professional must actively prioritize a commitment to continuous professional development. The information industry is growing fast and the LIS professional is experiencing very rapid change.

Serving the right information to the right user at the right time is the goal of every library and of information centre. The successful achievement of this goal largely depends on the tools and technique used for the purpose. During the last few decades, there has been enormous rise in the flow of information on the one hand and greater demands for information due to accelerated research activities on the other. The traditional tools and techniques of information retrieval have been inadequate in the face of this double pressure, making it imperative to find new tools and techniques, which can withstand this onslaught and help to achieve to the goal. At this juncture, computer and communication technologies, with their enormous capabilities, have come as a boon to the library and information workers.



It is evident that the technological development in computing, networking and satellite transmission have had and will continue to have a far reaching impact on academic and management practices in higher education. There are extensive implications for the continuing professional development of staff, which have hitherto not been fully acknowledged. The full potential of the advanced information systems now available is arguably not being exploited in the majority of universities because of failure of management's to recognize (a) that potential and (b) the staff development requirement and resource to utilize it effectively.

The world is entering a new technological era, an era dominated by computers and communication systems. The change is both rapid and revolutionary. Computers and communication systems have brought into a revolutionary metamorphosis in the dynamics of library system. Libraries in general and university libraries in particular have been very fast to respond latest technologies. The application of latest communication and computer technologies in libraries & information centres has lot of impact on administration, organizational structure and human resources.

Application of latest technologies is changing the in which management operations are performed. Due to it, the degree of centralization of authority and decision-making, and relationship among the administrators and line/para professional staff activities has been greatly affected. The communication technologies are decentralizing decision-making. It encourages the use of participatory model as is being applied in various high tech companies in USA. This model favors increased freedom and participatory democracy. There is a strong feeling that organization has recognized the need for knowledge management, including systematic attention to knowledge transfer where libraries have to play a potential role in new millennium organizations.

The convergence of technology into libraries brought about visible changes in the users attitude, expectations, and approach towards accessibility to information in recent times. This trend will continue also in the new millennium because of the pace with which the drastic changes in the area of information technology (IT) are coming to exist. The visionaries in the area of Library and Information Science (L&IS) such as Lancaster and Thompson envisioned the changing role of libraries/information

centres as we enter the next millennium almost two decades back; and the present day situation is remarkably close to the envisaged by these visionaries. They predicted that, by the year 2000, large-scale electronic database would have had such a profound effect on librarians that the nature of libraries would change although the true tasks of librarians and libraries – the selection, the storage, the organization, and the dissemination of information would remain what they have always been.

The technical advances have come about more quickly and have been seated more deeply into organization and society. The effects on libraries foreseen by them are summarized below with minor modifications to recognize the current technical environment as we move closer to the year 2000.

- Access to electronic information for those who do not have their own physical access;
- Trained personnel to help users exploit electronic information resources;
- A central location for high speed printing and reproduction of documents stored electronically
- Collection, cataloguing, and indexing of local and special interest material
- Construction of profiles of user interests to be matched against material added to databases;
- Free or low cost access for the community to documents and information available only for fee from electronic sources;
- Integration of print and electronic collection – an interim role, required only until all information sources are entirely electronic;
- Information services, drawing information from electronic resources in response to users questions;
- Some recreational and study material, but in a lower proposition than at present.

IT is a very wide concept, its use is found in variety of services and activities. Many people have felt that it includes various new technologies. To quote Zorkoczy

“information technology” aids synonymous with “the new technology- the use of micro processor based machines: microcomputers, automated equipment, word processors and the like”. IT includes Communication Technologies, Telecommunication, Data Communication, Artificial Intelligence, Electronic Publishing, Desktop Publishing, Tele Conferencing, e-mail, Chip Technology, Compact Disks, etc. To quote Haravu, “The need to store and process large volumes of information efficiently, and the need to make it available at those points where it is required, when it is required, has led to the development of new media, products, and services. Most of these products and services are the result of technological advances in electronics, materials science, computers and telecommunications. The spectacular growth in computing hardware advances in software, the development of high density magnetic and optical storage media, and developments in computer-communication systems have been dubbed as the Information Technology revolution.

According to Bedi, “IT is a generic term used to denote all activities connected with computer based processing, storage and transfer of information. It involves computers, electronic media, satellites, telecommunications and reprography.”

Concerted efforts are on to adopt the information technology in all spheres of activities. As long as these were not available the libraries were managing the processing of information and rendering the information services manually or with the help of the existing devices. The use of information technology is necessary to render more effective and efficient information services. Rajasekharan, pointed out, “The role of information technology is to improve the overall efficiency of library and information services in catering to the information needs of the users. The basic concept in the use of information technology is nothing but to free the librarians from routine jobs. The time thus saved could be used for more intellectual involvement in meeting the user’s information needs. To save the time of the staff of the libraries and information centres, the information technology is needed.

IT has brought the people of the globe nearer. Although application of the information technology is only about 20 years old it has revolutionized the information services. The computers are applied for various purposes. To quote Kumar, “A social revolution is taking place which is making it possible for information to be made

available to the farthest corners of the globe. While the bibliographical sources may not be directly available to users, still he can have access to information.”

#### **4.2 Need of Information Technology**

Considering the importance of information for national development the Government of India has started taking steps to modernize library services by coordinating and upgrading the existing library and information systems and services and initiating new programmes relevant to our national needs, taking advantage of the latest advances in information technology which includes computer application. Therefore, there is a much greater need today for specialists with expertise knowledge in selecting, collecting, organization and presenting the relevant information in a usable form at a time when it is required. Yet for all of the breakthroughs in the technological underpinnings of information technology, the real benefits of these advances only occur when the raw capabilities of IT are applied in a meaningful way. The responsibility for such application falls to the individuals and teams who deploy or facilitate the deployment of information technology in the form of information systems applications. Since there is no inherent business value in information technology, it appears that the value of IT comes from the sustained capabilities of the IT staff to develop, deploy, and manage its use.

Unfortunately, there is little documented understanding of the relationship between development of the IT's human resource i.e. the professional staff and its impact on corporate performance.

#### **4.3 Roles for Academia**

Intellectual leadership is called for in every country to achieve widespread understanding of the changes and opportunities and must contribute to opportunities of these advances. New perceptions of the social priority of sustainable development and of the place of information and communication processes in achieving those goals call for:

- Review of existing curricula in all the disciplines in which changing people's behavior is significant;
- Development of in-service training programmes for all government staff in social services and in planning and management positions
- The integration of education technologies into instructional approaches;
- Realizing the potential of open and distance learning approaches and of educational entertainment.

These opportunities offer immensely for academic leadership and innovation. The need for this leadership and private sector interest in supporting it will bring new funds to the cash-starved academic communities in most countries and call for new links among them. This chapter investigates the relationship between the expenditures by users of information technology on staff development and its impact on the measurable performance of the university libraries. The results show a highly significant relationship exists between the level of funding for professional staff of high performing IT groups and the generation of corporate revenue.

#### **4.4 A new context - a new paradigm - requires:**

- a significant technological advance which permits activities and solutions of previously possible,
- funding mechanisms which can make the technologies accessible and affordable for everyone, and
- Advances in thinking, policies and approaches in every major field in which the technologies have application.

All three are now available. Together they create a new context and permit a new guiding vision for global development

Every point on earth is now accessible, inexpensively, via two-way communication of digital information using radio and low orbit satellites. Computers can talk to even

illiterate people in their own languages, thus enabling people of all ages and levels of education to use them.

Not only in the west, in India too, computers are now making the vigorously into libraries and information centres. Besides, several computerized networks like INFLIBNET, CALIBNET, DELNET, and etc. areas in the process of development. As a consequence, the need for developing suitable human resources for library automation is increasingly being felt. Obviously, this has to be done in two ways: as a short term measure by training the existing person, through continuing education programmes and as a long term measure training the fresh students joining different library schools by reorienting the course curriculum.

Manpower requirement may undergo a significant quantitative and qualitative change. Demand for skilled personnel, trained in computer and electronic technology would be more. Because, of 'Networking' and 'gateways' there can be resource sharing which will avoid duplication of resources in a library resulting in promptness and efficiency of retrieval and better management of manpower.

The success of IT implementation demands adequate planning. Participation of higher level administrators as well as Para-professional in planning process is equally important. The administrators are supposed to undertake the control of funding and support. For this, they are to remain in touch with new developments in computer technology. The Para-professionals are supposed to be involved in planning process because they are to interact with the system later on. The success of automation project is determined by the involvement of Para-professional staff in planning and implementation of computerization.

#### **4.5 Human Resource Development**

In a situation where we are facing the tremendous evolution of IT products which is bringing about revolution in effective dissemination of information due to changing behavior of information seeking patterns, it is imperative to groom the professionals for facing the new and changing scenario of data management and its effective/efficient dissemination. It is, therefore, important to provide staff

development options that allow the professionals be trained to provide support to the user community that are using their resources in any format keeping in view the changing information seeking scenario in the electronic environment. In reality Staff Development (SD) should be treated as a process in which there should be a constant programme of examining and improving professional performance by the staff of an organization.

Competence in information technology and automated system is essential at all levels. Library professionals who will be 'up skilled' will increasingly undertake work with databases and electronic sources as well as working with automated systems and data processing. The most exciting potential is for the academic librarian is to alter from custodian to information navigator.

In order to make staff development programme, effective and successful, the Staff Development Group (SDG) should be constituted who should take on a more proactive role in providing training. In general, there are two parameters for training (I) specifically pertaining to the job and (ii) pertaining to personal development. Both these parameters go hand-in-hand in a well-organized and well-managed organization.

While formulating and designing the staff development programmes, it is one of the important processes to identify the training needs of all staff with the aim of enabling them to do their jobs better by building on existing skill successful organization have staff development as a central element on their personnel policies.

The pace of change is quickening, with information technology developments providing exciting opportunities or worrying threats, depending on perceptions.

Accountability and quality have become pressing concerns, forcing library managers to focus much on needs, wants, and demands of their customers. Fielden rightly pointed out that the management of libraries is becoming more complex, both politically and technically, requiring high level of management skills.

The professional education B Lib Sc. and M Lib Sc. is mostly of traditional type. However, several library schools have in corporate designed papers related to information technology in their syllabi, but they lack real exposure to latest

information technologies. Therefore, Library Professionals even recently employed in libraries having, B Lib Sc or M Lib Sc degree are not fully exposed to computers and hence require formal training regarding fundamentals of computers, use of library management packages, on line search, networking, programming, CD-ROM system etc. The aim is to break down the physical barriers to information.

#### **4.6 Continuing Education in Library and Information Science**

Continuing education includes in-service training programme, conferences, workshops, seminars, short courses, extension courses' etc. This is intended for the Librarians in services especially for those who have had their professional education long ago when the idea of the application of modern information technologies was not popular at that time. These personnel must keep themselves continuously well informed of the latest developments in the field, which is possible only through continuing education system. In fact facilities are now created to advance continuing education programme by way of summer courses, workshops, seminars, etc. for Library and information personnel at DRTC, Bangalore, the INSDOC, New Delhi, ILA, and IASLIC and in some Universities sponsored by the UGC. The pace of change is quickening with information technology developments providing exciting opportunities, or worrying threats, depending on perception. Accountability and quality have become pressing concerns, forcing library managers to focus much on needs, wants, and demands of their customers. Fielden (1993) rightly pointed out that the management of libraries has become more complex, both politically and technically, require level of management skills.

#### **4.7 Impact of Information Technology on Human Resources**

The information technology components used in business systems are available to virtually all regardless of their size of the organization in which they compete. Thus, the technology itself is unlikely to be the basis of advantage

The manner in which IT is deployed determines its impact on the performance of the organization in meeting organization requirements and, in turn, gaining, keeping, or loosing an edge in business. It is evident that timely and effective deployment of IT



results from the insights and capabilities of the IT professional staff, i.e., information technology's human resource component.

This view is consistent with the growing awareness that the chief ingredient for business success in general is the firm's intellectual capital-the intangible assets of human skills, knowledge, and information. Those firms classified as learning organizations seek to create a culture that facilitates and then capitalizes on continual learning, regardless of the term describing it (e.g., renewal or continuous improvement). Nobel Laureate economist Robert Solow concluded that "we see computers everywhere except in the productivity statistics (as so-called productivity paradox). A study by Loveman that computers add nothing to the firm's total output. Loveman was unable to reject the hypothesis, suggesting that IT does not visibly affect the performance of the enterprise.

Similarly S. Roach, a leading and influential economist concluded that "The massive investments in technology simply have not improved productivity, on the contrary they have made service organizations less profitable and less prepared to compete on other fronts."

There is a visible impact of new Information Technology (IT) on the functioning of our library and information (L & I) centres. During the last 10 years more and more L & I centres in India have started making use of the state of the -art of new IT. The technological changes now taking place in libraries and many other organizations mean that all staff must be proficient in basic IT skills if they are to perform the tasks for which they are employed.

New skills and changed emphasis are breaking down the rigid definitions between professional and non-professional and between one specialty and another. Therefore, to offer an effective service in an IT environment, staff must have in-depth knowledge and confidence in the technology and what it can do. IT training for staff is therefore, an essential investment, providing internal efficiency gains and improved service potential. Hence IT needs of staff in any organization are continuous and growing and have to be addressed, if it is to run efficiently and effectively.

The library is not the different one as such there is a great need for IT based training for staff development on a continuous basis for librarians/ information professionals to stay competitive in the information market. They have to meet the growing impact of IT in general and university libraries in particular. The result from this research is that developing information technology's human resource is related to corporate revenue in well managed firms having high performing IT functions. It is thus clear that the environment in which the libraries operate is changing rapidly and that the Government of India is also intensifying efforts for the introduction of new technology in library and information systems and services.

A proper coordination and balancing in the curriculum between the "conventional courses" and the new areas of information science such as 'Information Storage and Retrieval' 'Computer Applications in Libraries', 'System Design and Analysis,' etc. be achieved. The curriculum should be subjected to periodical review and revision so that it could be receptive to pace with the latest developments in the field.

Facilities for continuing education should be recognized as a part of human resource development' programme in the use of computers. Opportunities for the continuing education as in service training for the staff must be created by deputing for short term courses, workshops se etc. conducted by organization like INSDOC, DRTC, ILA, IASLIC or Summer classes provided by some of the institutions and universities, etc.

Due consideration is being given for the development of human resource for library and information services by the Ministry of Education and other organizations. The library schools, the Library and Information science Departments in the Universities and the UGC must take responsibility in adopting a uniform pattern of syllabi in Library and Information science. Education is required to build competent manpower for managing different kinds of libraries and information systems, using the latest information technologies.

## **4.8 Conclusion**

In conclusion, it cannot be gain -said that the revolution in information technology will keep the library movement and information sources untouched or unmarked. There is bound to be a drastic impact on the structure and functioning of the libraries as traditionally known in the years to come as they adopt themselves to the turnover of information. Appropriate use of information technology in libraries transforms routine library administration, brings dramatic improvement to the presentation of information to users, and enhances the quality of service within the information service are obvious but warned that one should think carefully about why a computer is needed, and what cost-benefit will result.

For the present research problem under study, the scholar collected the data from the library staff of three university libraries which are properly analyzed and interpreted followed by findings of the study in the next chapter -5 entitled, ‘Data Analysis and Findings’.

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## 5.1 Analysis Data

In order to fulfill major research objectives of the present study, the data obtained was subjected to a number of statistical analysis. The most pertinent to the objectives of the study are the analysis of responses that are related to the various attributes of professional development of human resource in libraries. Different people value various attributes of development differently. So, there are invariably differences in responses. The results thus obtained have been explained in the present chapter and their implications and recommendations have been discussed in the next chapter. It may be noted that out of the 52 staff strength available in the three university libraries under study, the scholar has distributed 45 nos. of questionnaires out of which 35 were returned for data analysis.

In order to see the nature of distribution of scores on various measures used in the present study, the frequency distributions of scores of library of North Eastern-Hill University, Assam University and Mizoram University have been presented/shown in the following tables :

**Table -1 PROFESSIONAL DEVELOPMENT THROUGH HRD POLICIES**

|                                | Agree    |    |         |       |  | Partially agree |    |         |       |  | Disagree |    |         |       |
|--------------------------------|----------|----|---------|-------|--|-----------------|----|---------|-------|--|----------|----|---------|-------|
|                                | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U        | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |
| (a) Man Power<br>Planning      | 9        | 6  | 8       | 23    |  | 3               | 2  | 2       | 7     |  | 3        | 2  | -       | 5     |
| (b) Recruitment<br>& Selection | 10       | 7  | 8       | 25    |  | 3               | 2  | 1       | 6     |  | 2        | 1  | 1       | 4     |
| (c) Trining &<br>Development   | 8        | 5  | 8       | 21    |  | 4               | 3  | 1       | 8     |  | 3        | 2  | 1       | 6     |
| (d) Performance<br>Appraisal   | 11       | 7  | 4       | 22    |  | 2               | 2  | 6       | 10    |  | 2        | 1  | -       | 3     |

Table-1 deals with HRD policies for professional development and its facets. The opinions of the library staff collected through questionnaire, personal interviews and

observations have been explained schematically as shown in under the table which is self-explanatory.

Item (a) of table -1 shows that there are 35 staff who were surveyed to know opinions about existing manpower planning policies in their libraries, 23 staff expressed their views that they are agreed with the existing manpower planning policies, whereas 7 respondent partially agreed with the existing manpower planning. 5 incumbents are totally disagreed with the personnel policy. The results reveal that most of the employees working in these libraries agreed or partially agreed with the manpower planning policies. Organizations have to do something more with them to avoid their stagnation frustration with those who disagree with the policy. Hence, manpower planning policy is quite satisfactory.

Item (b) of table -1 shows the opinions of staff about existing recruitment and selection policies. The data reveals that 25 respondents agreed with the existing recruitment and selection policies of the libraries, where as 6 respondents partially agreed. 4 staff responded disagreement with the present recruitment & selection policies. This reveals that most of the staff are agreed or partially agreed with existing recruitment and selection policies in these libraries. 4 staff responded negative and therefore, they are needed to be given much attention for their discontentment by the organization so that such state of affairs could be avoided in the libraries. If not, the growth and services will be affected in negative ways.

Item (c) of table -1 presents the opinions of staff for training and development in their libraries. It shows that 21 out of 35 users agreed with the present policy of training and development, where as 8 incumbents expressed their partially agreement. 6 staffs are totally disagreed with the existing policy / practices of training and development in their libraries. The result reveals that by and large the employees of these libraries are not getting proper facilities of training and development. Since the organization is making investment expenses, they must also be treated an assets and should bring them in line. Training and development in the form of refresher course, orientation programme, short

term course, continuing education, workshops, seminars, conferences, etc. should be provided to all and be given equal importance.

Item (d) of table-1 deals with performance appraisal methods of applied in their libraries and evaluates the efficiency of working force. It shows that 35 staff surveyed for the purpose to know about existing performance appraisal system. 22 staff of these libraries fully agreed where as 10 incumbents are partially agreed with the existing performance appraisal system. 3 staff are totally disagreed. The result shows that the existing performance appraisal system is quite satisfactory in the libraries. Of course, the staffs who disagree should be encouraged and brought them in line so that the development of the employees as well as libraries should not suffer. They can also be effective to the development programmes of the libraries if they are invited in participation of decision-making and extended all incentives for improving performances. Hence, the library service can be improved so that the respondents may work efficiently and effectively if performance appraisal method is based on fair and just.

**Table -II HUMAN RESOURCE DEVELOPMENT**

|                               | Agree    |    |         |       |  | Partially agree |    |         |       |  | Disagree |    |         |       |
|-------------------------------|----------|----|---------|-------|--|-----------------|----|---------|-------|--|----------|----|---------|-------|
|                               | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U        | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |
| <b>HR Extremely important</b> | 9        | 7  | 8       | 24    |  | 4               | 2  | 2       | 8     |  | 2        | 1  | -       | 3     |

Table -II shows that human resources are extremely important and they should be treated as valuable essential resources by the librarians, 24 staff out of 35 staff expressed their opinion that the human resources is valuable and extremely important resource in the library and they are agreed. They accepted the importance of HR in the library while 8 staff agreed partially. Only 3 staffs in these libraries showed their disagreement regarding the importance of HR. Never the less most of the library staffs and the head of the organization do accept their essence and value for an excellent service of the library.



The results reveal that they are satisfied with the working culture of the library. HR in an important resource in an organization and therefore, most of them is agreed for their importance. Thus, the university librarian believes that human resources are extremely important and they should be treated most efficient and effective for service of the library.

**Table –III DEVELOPMENT OF STAFF**

|  | Agree    |    |         |       |  | Partially agree |    |     |       |  | Disagree |    |         |       |
|--|----------|----|---------|-------|--|-----------------|----|-----|-------|--|----------|----|---------|-------|
|  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U        | AU | MZU | Total |  | NEH<br>U | AU | MZ<br>U | Total |
| <b>Development of Staff as an important Resource</b> | 8        | 6  | 4       | 18    |  | 5               | 3  | 5   | 13    |  | 2        | 1  | 1       | 4     |

Table - III deals with the development of junior staffs, subordinates as they are an important infrastructure for the service of the library. The senior considered them as ladder to carry out the work in the library. The investigator surveyed and collected the opinion of 35 users. 18 users agreed with the relevance and essentially of the para - staffs in the library while 13 are partially agreed. Only 4 staffs do not agree. It shows that they are not satisfied with the seniors and the job description.

The results show that most of staffs in these libraries are dissatisfied with the importance of their assignments and performed duties. They feel unimportant and looked downed by their seniors. Thus, the seniors have to take up for the development of junior staffs, subordinates as an important part of their job in the library.

**Table – IV COMMITMENT TO PROFESSIONAL DEVELOPMENT**

|   | Agree    |    |         |       |  | No       |    |         |       |  | Undecided |    |         |       |
|---|----------|----|---------|-------|--|----------|----|---------|-------|--|-----------|----|---------|-------|
|   | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |
| <b>Commitment to Professional Development</b> | 12       | 8  | 6       | 26    |  | 2        | 1  | 1       | 4     |  | 1         | 1  | 3       | 5     |

Table - IV shows that 35 staff surveyed regarding commitment to professional development in their libraries, 26 staff expressed the total agreement for commitment to professional development where as 4 staff disagreed. These users seem to be aggrieved and expressed non-commitment whereas; 5 staff of these libraries are undecided to comment.

The results show that the majority of staffs in all three libraries seem to be committed to professional development in their libraries.

It is said that the organization is as good as its people. It means that the responsibility of an organization is more than the people. People can be motivated if incentives are available in the organization for them like, rewards, increments, promotion, status, recognition, etc. Training and development programmes are made available during in - service with full benefits. The working forces in these libraries are committed for professional development. Thus, the staffs have expressed total commitment to professional development. Remaining staffs who do not agree and undecided for commitment, can bring them at par. They should not be left out as the organization incurs investment on them. HRD policy should be plasticized properly. Hence, the data reveals the total satisfaction with the HRD policy with the application of HRD policy for development.

**Table V MANPOWER PLANNING**

|  | Agree    |    |         |       |  | No       |    |         |       |  | Undecided |    |         |       |
|--|----------|----|---------|-------|--|----------|----|---------|-------|--|-----------|----|---------|-------|
|  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |
| <b>(a)Application of Manpower Planning</b> | 5        | 4  | 5       | 14    |  | 9        | 1  | -       | 10    |  | 1         | 5  | 5       | 11    |

|  | Shot Term |    |         |       |  | Long Term |    |         |       |  | No       |    |         |       |
|--|-----------|----|---------|-------|--|-----------|----|---------|-------|--|----------|----|---------|-------|
|  | NEH<br>U  | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |
| <b>(b) Short term/ long term HR planning</b> | 3         | 2  | 4       | 9     |  | 3         | 1  | 1       | 5     |  | 9        | 7  | 5       | 21    |

|  | Yes      |    |         |       |  | No       |    |         |       |  | Undecided |    |         |       |
|--|----------|----|---------|-------|--|----------|----|---------|-------|--|-----------|----|---------|-------|
|  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |
| (c) Involvement of the Librarian & Senior Prof. Staff in HR Planning | 7        | 6  | 6       | 19    |  | 5        | 2  | 1       | 8     |  | 3         | 2  | 3       | 8     |

|   | Yes      |    |         |       |  | No       |    |         |       |  | Undecided |    |         |       |
|---|----------|----|---------|-------|--|----------|----|---------|-------|--|-----------|----|---------|-------|
|   | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |
| (d) Generate Maximum HR to meet future requirements | 12       | 7  | 10      | 29    |  | 2        | 2  | -       | 4     |  | 1         | 1  | -       | 2     |

|                        | Great extent |    |         |       |  | Some extent |    |         |       |  | Little extent |    |         |       |
|------------------------|--------------|----|---------|-------|--|-------------|----|---------|-------|--|---------------|----|---------|-------|
|                        | NEH<br>U     | AU | MZ<br>U | Total |  | NEH<br>U    | AU | MZ<br>U | Total |  | NEH<br>U      | AU | MZ<br>U | Total |
| If yes to what extent? | 2            | 3  | 2       | 7     |  | 6           | 4  | 4       | 14    |  | 4             | -  | 4       | 8     |

|                                       | Yes      |    |         |       |  | No       |    |         |       |  | Undecided |    |         |       |
|---------------------------------------|----------|----|---------|-------|--|----------|----|---------|-------|--|-----------|----|---------|-------|
|                                       | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |
| (e) Visionary for preventive measures | 3        | 6  | 5       | 14    |  | 6        | 2  | 2       | 10    |  | 6         | 2  | 3       | 11    |

Item (a) of table - V shows that all 35 staff surveyed responded to application of HR planning in the library. Most of them expressed their opinion in positive that HR planning is being followed effectively in their libraries. 14 staff out of 35 staff surveyed agree with the application of manpower planning where as 10 staff do not agree with the planning of manpower and 11 users are undecided.

14 staff expressed different views for the manpower planning policies 3 staff recorded as it is being applied since establishment. 7 users out of 14 staff viewed as time to time where as 4 staff responded and opined that the manpower planning has been followed for last 5 years only. The result indicates that the proper manpower planning is not being followed. There are variances in their opinion. It shows that the position of manpower planning is not much of satisfactory. Though 14 staff agree that they apply somehow the manpower planning policy but it is still required to be paid much attention on it. The total number of staff who does not agree with the application of Manpower planning and who remain undecided far exceeds the number of those who do totaling to 21 staff. Therefore, staff who do not agree and undecided, should be brought to the satisfactory level. If the growth and the service have to keep on line, the organization will have to adopt proper application of manpower planning in their libraries so that staffs could be equally burdened.

Item (b) of table - V shows that out of 35 respondent staff only 9 staff expressed their views regarding short term HR planning, where as 5 staff have their opinion that they have long term HR planning. 21 staffs were unable to give their comments either for short term or long term HR planning and therefore, they gave their reply in negative. The table clearly shows that most of the staff in these libraries are either unaware or feel unprivileged to access the information regarding the HR planning. Hence, these libraries are required to take immediate steps for long term HR planning in general and short term planning in particular for effective and efficient service in the library.

Item (c) of Table - V shows that out of 35 users surveyed, 19 of them expressed their views in affirmative regarding involvement of the librarian and other senior professionals in HR planning where as 8 staffs gave their opinion negative. Another 8 staffs were indecisive for giving their opinion on it. A moderate number of the staffs are not sure about the involvement of the librarian and other senior professionals in the human resource planning. Thus, the results indicate that the authority of the organization/library must involve the librarian as well as senior professional of the library in human resource planning in view of the latest development. They can suggest better to the authorities in

the planning of the library. Modernization is taking place with greater speed all around. Impact of information technology is pertinent. The service of the library is being affected with the introduction of information technology. Therefore, they should be involved for proper planning.

Item (d) of table - V shows that out of 35 staff surveyed, 29 staff gave their opinion in positive regarding generating enough HR internally/externally to meet the future needs in their libraries. Only 4 respondents showed their disinclination with the organization and they gave no reply where as 2 staffs are confused about the question. Hence, they are undecided to comment. The data shows that most of the staffs have positive views for generating HR to meet their future needs if any, in their libraries. The scores shows that the degree of involvement to generate the resources by the authorities are not coherent. The staffs responded the question and expressed out of 29 only 7 users have the opinion to a greater extent where as 14 to some extent and 8 staffs agree to a little extent. Thus, these libraries do not generate HR on the basis of their requirements or to meet the needs even if it is speculated

There is variance in the scope to generate the resources to meet the future requirements of the library. 29 staffs agreed that the authority generate human resources time to time, depending upon the future needs of the library. They do not generate enough resources. The results reveal that the authorities must generate enough human resource internally and externally for the library to meet the future needs. The existing staffs should not be burdened otherwise the service of the library will be affected.

Item (e) of table - V shows that 35 staffs surveyed and gave their response only 14 staffs opined that they foresee to the trouble spots and take any early preventive measures for it, 10 staffs had no comments, whereas 11 users were indecisive and hence, they are undecided. Therefore, there should be some policy to make available resources to meet the unforeseen trouble spot or taking preventive measures immediately to avoid confusion/trouble, if any. The data show that the existing human resource planning is poor as 21 users have responded in 'No' and undecided ways. The authorities perhaps do

not fore see the trouble spots and therefore, they do not take any preventive measures in such situations. The results reveal that the authorities should have the ability to foresee the trouble spots so that the librarian could plan their existing resources or to take preventive measures to meet such crises when and if it occurs Hence, it is essential on the part of organization to create healthy HR climate and incukate confidence among the staffs.

Table - VI deals with recruitment and selection policy in the library of these universities. The table contains different facets / steps applied with recruitment and selection policy. The data obtained from the users have been analyzed in the following tables.

**Table VI RECRUITMENT AND SELECTION POLICY**

|                                      | Satisfied |    |         |       | Dissatisfied |    |         |       | Undecided |    |         |       |
|--------------------------------------|-----------|----|---------|-------|--------------|----|---------|-------|-----------|----|---------|-------|
|                                      | NEH<br>U  | AU | MZ<br>U | Total | NEH<br>U     | AU | MZ<br>U | Total | NEH<br>U  | AU | MZ<br>U | Total |
| (a) Recruitment/<br>Selection policy | 4         | 5  | 7       | 16    | 8            | 4  | 3       | 15    | 3         | 1  | -       | 4     |

|                                      | Promotion |    |         |       | Open recruitment |    |         |       |
|--------------------------------------|-----------|----|---------|-------|------------------|----|---------|-------|
|                                      | NEH<br>U  | AU | MZ<br>U | Total | NEH<br>U         | AU | MZ<br>U | Total |
| (b) Promotion or<br>Open recruitment | 12        | 4  | 3       | 19    | 3                | 6  | 7       | 16    |

|                               | Agree    |    |         |       | Disagree |    |         |       | Undecided |    |         |       |
|-------------------------------|----------|----|---------|-------|----------|----|---------|-------|-----------|----|---------|-------|
|                               | NEH<br>U | AU | MZ<br>U | Total | NEH<br>U | AU | MZ<br>U | Total | NEH<br>U  | AU | MZ<br>U | Total |
| (c) Promotion not<br>on merit | 10       | 7  | 10      | 27    | 2        | 2  | -       | 4     | 3         | 1  | -       | 4     |

|                           | Seniority |        |         |           | Merit    |        |         |           | Seniority cum Merit |        |         |           | Merit Cum Senoirity |        |         |           |
|---------------------------|-----------|--------|---------|-----------|----------|--------|---------|-----------|---------------------|--------|---------|-----------|---------------------|--------|---------|-----------|
|                           | NE<br>HU  | A<br>U | MZ<br>U | To<br>tal | NEH<br>U | A<br>U | MZ<br>U | To<br>tal | NEH<br>U            | A<br>U | MZ<br>U | To<br>tal | NEH<br>U            | A<br>U | M<br>ZU | To<br>tal |
| (d) Promo<br>-tion Policy | 2         | 1      | -       | 3         | -        | 2      | -       | 2         | 9                   | 5      | 5       | 19        | 4                   | 2      | 5       | 11        |

|                            | After Specified Period of service |    |     |       | After Specified Chance of Training |    |     |       | No possibility promotion |    |     |       | Not at all Promotion |    |     |       |
|----------------------------|-----------------------------------|----|-----|-------|------------------------------------|----|-----|-------|--------------------------|----|-----|-------|----------------------|----|-----|-------|
|                            | NEHU                              | AU | MZU | Total | NEHU                               | AU | MZU | Total | NEHU                     | AU | MZU | Total | NEHU                 | AU | MZU | Total |
| (e) Departmental Promotion | 5                                 | 4  | 7   | 16    | 1                                  | 1  | 1   | 3     | 3                        | -  | -   | 3     | 6                    | 5  | 2   | 13    |

|  | Agree |    |     |       | Disagree |    |     |       | Undecided |    |     |       |
|--|-------|----|-----|-------|----------|----|-----|-------|-----------|----|-----|-------|
|  | NEHU  | AU | MZU | Total | NEHU     | AU | MZU | Total | NEHU      | AU | MZU | Total |
| (f) Recruitment on the basis of written examination  | 9     | 4  | 3   | 16    | 3        | 5  | 7   | 15    | 3         | 1  | -   | 4     |
| (g) Relaxation in qualification  | 8     | 7  | 3   | 18    | 5        | 2  | 8   | 15    | 1         | 1  | -   | 2     |
| (h) Recruitment from outside in the basis of their experience/qualification/specialization | 5     | 7  | 6   | 18    | 6        | 3  | -   | 9     | 4         | -  | 4   | 8     |
| (i) Regularization of adhoc/ temporary on performance basis                                | 11    | 9  | 10  | 30    | 1        | -  | -   | 1     | 3         | 1  | -   | 4     |

|   | Yes  |    |     |       | No   |    |     |       | Undecided |    |     |       |
|---|------|----|-----|-------|------|----|-----|-------|-----------|----|-----|-------|
|   | NEHU | AU | MZU | Total | NEHU | AU | MZU | Total | NEHU      | AU | MZU | Total |
| (j) Involvement in the recruitment/ selection process | 1    | -  | 4   | 5     | 13   | 10 | 6   | 29    | 1         | -  | -   | 1     |

Item (a) of table - VI show that 35 staff expressed their opinion found 16 respondents only were satisfied with the existing policy of recruitment and selection where as 15 staffs have shown their dissatisfaction. Only 4 responded in negative way as if they do not know about the selection poll. Thus, the existing recruitment and selection policy is not known to the use. The results show that most of the users were dissatisfied with the existing recruitment and selection policy in their libraries. The organization should review their recruitment and selection policy so that the confidence among the staff could be restored otherwise the service can be hampered in the library. Thus, the recruitment

and selection policy should be based on fair and transparent. This will lead to increase the efficiency and effectiveness in the service of the library.

Item (b) of table-VI show the responded of 35 staffs The data revealed that 19 out of 35 staff were in favour of promotion whereas 16 users favoured for direct recruitment in the library. The results indicate that the promotion policy should be continued / reinforced. For the effective use of HRD, the organization should encourage this policy. Majority of the employees opined that the promotion policy should be adopted from the entry level i.e. semi- professional assistant level. Thus, the growing dissatisfaction should be curbed so that the service in the library could not be disturbed.

Item (c) of table VI shows that out of 35 staff surveyed, 27 opined that the existing policy for promotion is not up to the mark. They agreed that the promotions are not being given on merit, whereas 4 staffs disagreed with the question. Again 4 staffs have made no comment on promotion - not - on merit. They are undecided to express agreement or disagreement. The results reveal that the promotion policy followed in the library is not fair and excellent. The staffs are promoted not on merit but they are favoured in promotion. Only few staffs disagreed from this view. Thus, the present state of promotion should not be continued further otherwise this will decrease the efficiency of the staffs. The staffs on merit should also be promoted. It has been observed that inefficient persons are sometimes promoted because the seniority is the rule of the promotion. Today, the libraries are facing difficult situation due to this policy. The services of the libraries are much affected in most of the libraries. If some relaxation is being adopted in promotion, the position in the service can be improved. This will lead to efficiency and effectiveness in the service of the libraries.

Item (d) of table - VI present the opinions of 35 staffs surveyed for promotion policy. Their opinion was taken to know whether the promotion should be on the basis of seniority, merit, seniority cum-merit or merit cum-seniority. The data collected from these libraries show that 3 staff out of 35 staff were in favour of seniority, 2 staffs were in favour of merit, 19 staff were in favour of seniority -cum-merit, where as 11 staffs were



in favour of merit -cum seniority. The data show that the lesser number of staffs prefer promotion on merit. The results reveal that majority of them favour the promotion policy on seniority -cum-merit in all three libraries. Thus, seniority as well as merit both should be considered for future promotion in their libraries.

Item (e) of table - VI presents data collected from 35 staff. They gave their opinion regarding departmental promotion avenues. 16 staff opined that the promotion policy should be made available only after a specified period of service in the organization. 3 staffs expressed their views for promotion after having a specified training. 3 other staff showed their opinion regarding the chances of promotion after completing specified professional course. 13 staffs had lost hope for getting promotion in the service and formed the opinion that there is no possibility of promotion in the organization. They expressed their views that there was no chance at all for departmental promotion. The results show that majority of them prefer promotion after a specific period of service in the library. If the policy is strictly followed, this will lead to increase efficiency and effectiveness in the service of the libraries. However care should be taken so that no hope is lost and competencies among the staff may encourage more trainings, which will in turn increase the efficiency of the HR available.

Item (f) of table -VI present the data 35 staffs surveyed. The data collected forms the opinion regarding recruitment on the basis of written examination is varied. 16 staffs agreed that the written examination is not much helpful for recruitment whereas 15 staffs disagreed. 4 staffs were undecided to give their opinion either in positive or negative way. The result shows that moderate numbers of the staffs disagreed or were undecided for recruitment on the basis of written examination. The average numbers of the staffs were in favor of written examination for recruitment in their library. Thus, the managers of the library should adopt recruitment methods which are fair and cohesive. We find that there is close similarity in the opinion of respondents of all three libraries.

Table - VI (g) shows responded of 35 staffs surveyed. Their views collected regarding relaxation in qualifications for promotion or recruitment if necessary when a competent

person is available. 18 staffs agreed whereas 15 users disagreed. Only 2 staffs were undecided to give any opinion. The results show that majority of them were in favor of promotion / recruitment if a competent person is found suitable for the organization. The qualifications should be relaxed if an efficient and competent person is available. This will lead to increase the efficient and effective service in the libraries.

Item(h) of table -VI show that the opinion is collected from 35 staffs, Cut of them, 18 staffs agreed that the persons may be recruited from outside if they possess better qualifications or experiences or they are specialized in the field/ discipline. This may increase the efficiency and effectiveness of library services. Only 9 staffs were disagreed with the question whereas 8 staffs were undecided. The results reveal that most of them are in favor of the efficiency and effectiveness of the services in these libraries.

Item (i) of table - VI presents the response of 35 staffs surveyed. 30 staffs were shown their complete agreement that the employees working on adhoc/temporary basis must be regularized in the light of their performances. Only 1 staff disagreed with the question whereas 4 staffs were undecided because they were indecisive to give any opinion. Employees on adhoc/temporary for a long time would create dissatisfaction. Therefore, there will be a greater impact on library service. The results show that most of staffs working in these libraries are in favour of regularization of such employees working on adhoc or temporary basis in the light of their performance. Thus, it will lead to increase efficiency and effectiveness in library services.

Item (j) of table - VI show the responses of 35 staffs surveyed. 5 out of 35 staff opined 'yes' regarding involvement in the recruitment and selection process of new employees whereas 29 users responded 'no' in NEHU, AU and MZU. Only 1 staffs were undecided to form any opinion. The results reveal that most of the staffs were not involved in the process of recruitment or the selection of new employees in the library cited above .

Table VII deals with human resource for induction, training and development. This is the most important component for HRD. Education, training and development should be made available in the organization for an efficient and effective service. In the following table:

**Table – VII INDUCTION, TRAINING AND DEVELOPMENT**

|                           | Yes   |    |      |       | No    |    |      |       | Don't know |    |      |       |
|---------------------------|-------|----|------|-------|-------|----|------|-------|------------|----|------|-------|
|                           | NEH U | AU | MZ U | Total | NEH U | AU | MZ U | Total | NEH U      | AU | MZ U | Total |
| (a) Orientation Programme | 5     | 6  | 3    | 14    | 10    | 4  | 7    | 21    | -          | -  | -    | 0     |

|                       | During Orientation |    |      |       | Head of the Organization |    |      |       | Enquiry from Colleagues |    |      |       | No    |    |      |       |
|-----------------------|--------------------|----|------|-------|--------------------------|----|------|-------|-------------------------|----|------|-------|-------|----|------|-------|
|                       | NEH U              | AU | MZ U | Total | NEH U                    | AU | MZ U | Total | NEH U                   | AU | MZ U | Total | NEH U | AU | MZ U | Total |
| (b) Service Condition | 2                  | -  | -    | 2     | 5                        | 4  | 5    | 14    | 5                       | 5  | 5    | 15    | 3     | 1  | -    | 4     |

|                                      | Yes   |    |      |       | No    |    |      |       | Undecided |    |      |       |
|--------------------------------------|-------|----|------|-------|-------|----|------|-------|-----------|----|------|-------|
|                                      | NEH U | AU | MZ U | Total | NEH U | AU | MZ U | Total | NEH U     | AU | MZ U | Total |
| (c) Orientation Programme In Service | 10    | 7  | 7    | 24    | 4     | 2  | 3    | 9     | 1         | 1  | -    | 2     |

|                                       | Yes   |    |      |       | No    |    |      |       | Don't know |    |      |       |
|---------------------------------------|-------|----|------|-------|-------|----|------|-------|------------|----|------|-------|
|                                       | NEH U | AU | MZ U | Total | NEH U | AU | MZ U | Total | NEH U      | AU | MZ U | Total |
| (d) Opportunity to acquire new skills | 3     | 3  | 2    | 8     | 10    | 6  | 7    | 23    | 2          | 1  | 1    | 4     |

|   | Agree    |    |         |       |  | Disagree |    |         |       |  | undecided |    |         |       |
|---|----------|----|---------|-------|--|----------|----|---------|-------|--|-----------|----|---------|-------|
|   | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |
| (e) Sponsored for training on genuine needs | 7        | 8  | 9       | 24    |  | 4        | 1  | 1       | 6     |  | 4         | 1  | -       | 5     |
| (f) Deputed for training on suitability     | 7        | 7  | 9       | 23    |  | 7        | 2  | 1       | 10    |  | 1         | 1  | -       | 2     |

|  | Great extent |    |         |       |  | Some extent |    |         |       |  | Little extent |    |         |       |
|--|--------------|----|---------|-------|--|-------------|----|---------|-------|--|---------------|----|---------|-------|
|  | NEH<br>U     | AU | MZ<br>U | Total |  | NEH<br>U    | AU | MZ<br>U | Total |  | NEH<br>U      | AU | MZ<br>U | Total |
| (g) Training imparted for better performance               | 9            | 6  | 9       | 24    |  | 4           | 3  | 1       | 8     |  | 2             | 1  | -       | 3     |
| (h) Benefit from training programmes                       | 7            | 7  | 8       | 22    |  | 6           | 2  | 1       | 9     |  | 2             | 1  | 1       | 4     |
|  | Yes          |    |         |       |  | No          |    |         |       |  | Undecided     |    |         |       |
|  | NEH<br>U     | AU | MZ<br>U | Total |  | NEH<br>U    | AU | MZ<br>U | Total |  | NEH<br>U      | AU | MZ<br>U | Total |
| (i) Oppor - tunity after training programmes               | 7            | 7  | 4       | 18    |  | 6           | 2  | 2       | 10    |  | 2             | 1  | 4       | 7     |
| (j) Career Opportunity to juniors                          | 8            | 7  | 6       | 21    |  | 4           | 2  | 3       | 9     |  | 3             | 1  | 1       | 5     |
|  | Agree        |    |         |       |  | Disagree    |    |         |       |  | Undecided     |    |         |       |
|  | NEH<br>U     | AU | MZ<br>U | Total |  | NEH<br>U    | AU | MZ<br>U | Total |  | NEH<br>U      | AU | MZ<br>U | Total |
| (k) Periodic change of duties for Professional development | 11           | 8  | 10      | 29    |  | 2           | 1  | -       | 3     |  | 2             | 1  | -       | 3     |

|  | Great extent |    |         |       |  | Some extent |    |         |       |  | Little extent |    |         |       |
|--|--------------|----|---------|-------|--|-------------|----|---------|-------|--|---------------|----|---------|-------|
|  | NEH<br>U     | AU | MZ<br>U | Total |  | NEH<br>U    | AU | MZ<br>U | Total |  | NEH<br>U      | AU | MZ<br>U | Total |
| (l) Importance of in-service training programmes | 10           | 9  | 5       | 24    |  | 4           | -  | 5       | 9     |  | 1             | 1  | -       | 2     |
|  | Once         |    |         |       |  | Twice       |    |         |       |  | Trice         |    |         |       |
|  | NEH<br>U     | AU | MZ<br>U | Total |  | NEH<br>U    | AU | MZ<br>U | Total |  | NEH<br>U      | AU | MZ<br>U | Total |
| (m) Deputed for in-service training              | 5            | 5  | 4       | 14    |  | -           | -  | -       | 0     |  | -             | -  | -       | 0     |

Not even Once: NEHU – 10, AU – 5, MZU – 6 Total – 21

|   | Great extent |    |         |       |  | Some extent |    |         |       |  | Little extent |    |         |       |
|---|--------------|----|---------|-------|--|-------------|----|---------|-------|--|---------------|----|---------|-------|
|   | NEH<br>U     | AU | MZ<br>U | Total |  | NEH<br>U    | AU | MZ<br>U | Total |  | NEH<br>U      | AU | MZ<br>U | Total |
| (n) Getting better training in University Libraries than Special Libraries                  | 7            | 2  | 2       | 11    |  | 4           | 6  | 7       | 17    |  | 4             | 2  | 1       | 7     |
| (o) To make use of abilities and experiences in university libraries than special libraries | 9            | 3  | 4       | 16    |  | 5           | 6  | 5       | 16    |  | 1             | 1  | 1       | 3     |
| (p) Scope for staff development   | 5            | 6  | 3       | 14    |  | 9           | 4  | 5       | 18    |  | 1             | 1  | 1       | 3     |

Item (a) of table VII shows whether orientation programme are being organized by the authorities of the three universities for the newly recruited staff. From the data collected 14 have undergone such programme out of the 35 respondents whereas 21 remain un-oriented about the institution where they are working.

Item (b) of table VII show the responses of 35 staffs surveyed and expressed their views regarding awareness of service conditions, duties, responsibilities and the establishment. The collected views were varied. 2 staff expressed that they were instructed/taught about the terms and conditions during orientation programmes where as 14 staffs responded to know through the head of the organization. 15 staffs expressed that they enquired from the colleagues about the service conditions, duties, etc. only 4 staff expressed in 'No'. The results show that most of the staffs did not know the service conditions, duties, responsibilities, organization, etc. but they work. Thus, it is clear that the organization should facilitate or make a provision to know all terms and conditions by the new entrants so that they could feel at home there with the organizations.

Item (c) of table -VII presents the responses on the orientation programme after joining service. Views of 35 staff collected and analyzed. 24 staffs expressed their positive views in favour of an orientation programme after joining the service in the organization. Only 9 staffs did not have interest in the programme. Therefore, they expressed in 'No' whereas 2 staffs keep no opinion. Thus, they are undecided for the programmes and therefore, they are indecisive. The results reveal that most of the staffs prefer orientation programme during the service and this will increase the sense of responsibility among the staffs.

Item (d) of table VII show the responses regarding provisions of any special opportunity for the employees who are interested to acquire new skills through in - service - training. The views of 35 staffs collected and analyzed 8 staff expressed that in-service trainings are available for interested staffs, where the staff can acquire new skills. 23 users are not aware about the availability/existence of such trainings whereas 4 staffs were undecided. The results reveal that the libraries should provide special opportunity for the interested employee to acquire new skills through in-service-training.

Item (e) of table - VII show responses of 35 staffs surveyed to know whether the people in their library were sponsored for training on the basis of genuine needs which may

increase their professional efficiency. 24 users responded and they agreed for such facilities if these are made available through the organization. 6 staffs disagreed with this programme whereas 5 staffs were undecided. On analyzing the data, it reveals that people in the library should be sponsored for training on the basis of needs for increasing their professional efficiency.

Item (f) of table – VII, shows that employees were deputed for training on the basis of their suitability in the organization. 25 staffs surveyed. The analyzed data presented that 23 staffs agreed whereas 10 staffs disagreed. And only 2 staffs were undecided to comment. The data reveal that most of them are in favour of deputation for training and this will help the organization for; efficient and effective service in their libraries. Thus, this will lead to increase in their interest towards the needs of the organization if depute for training on the basis of their suitability and effectiveness in the organization.

Item (g) of table - VII show responses of 35 staffs surveyed. 24 staffs responded positively and expressed their views that the training imparted to employees are very much helpful and useful to perform duties efficiently and effectively in the libraries to a great extent. 8 staffs echoed their views that it would be helpful to some extent whereas only 3 staffs opined to a little extent only. The results show that the training is, of course helpful to perform duties efficiently and effectively in the libraries if it is made available for the employees to attend.

Item (h) of table - VII show that the training programme was feasible for employees to increase skills, efficiency and one can perform one's service in the organization effectively, 22 staffs opined that they were benefited from such training programme to a great extent. However, 9 staffs expressed to some extent of benefits for the programme whereas only 4 staffs expressed the views to a little extent. Thus, by and large the employees can be much more benefited from such training programme if it is made available in the library

Item (i) of table -VII show that once the employees returned from training programme, they were given the chance to use the new skills, techniques in their libraries or not. 18 staffs responded as 'yes' whereas 10 staffs expressed in 'no'. 7 staffs were undecided to make any opinion. The results show that they should be provided an opportunity to use the skills on returning what they have learnt from training programme. The staffs can be motivated by giving them such incentives.

Item (j) of table - VII shows the responses of 35 staffs surveyed to know whether the seniors allowed to juniors for career opportunity. 21 staffs opined that they are allowed by the seniors in their libraries for career development. Only 9 staffs expressed their views as 'no' whereas 5 staffs were undecided to give any opinion. The results show on analyzing the data that the juniors are allowed by their seniors for career development in their libraries. Moderate number of staffs should also be allowed so that they could be of much useful for the organization.

Item (k) of table - VII shows the responses of 35 staffs surveyed. 29 staffs agreed that the periodic change in their duties within the organization facilitate to professional development. Only 3 staffs disagreed whereas 3 staffs were undecided to the practices. The results show that most of the employees in these libraries are in favour of periodic change in duties which leads to professional development. Thus, the practices should be continued in future also.

Item (l) of table – VII show that, the techniques of in-service-training are important to increase the efficiency among the staffs. The item (c), (d), (g), (h), and (l) of table - VII can followed for the training programme. The training programme has been given much importance by the surveyor in these libraries. The result shows that the employees are being benefitted through the practice of in-service-training. This technique increases the services of the libraries and in turn the potentiality of the staffs can be utilized fully. They should be encouraged.



Item (m) of table VII show that, out of 35 staffs who gave their opinion for in-service-training programme during the last three years. Analysis of data shows that employees were not given the chances for in- service- training programme. 14 staffs received training that only once. Whereas 21 staffs had not received any trainings so far. The results shows that the needs of the employees of these libraries are ignored and the efficiency of the libraries are not given much importance by the authority. Thus, facility for such trainings should be made available by the authority and there should be fixed criteria based on uniformity for in-service -training of the staff so that everyone could get opportunity equally for in-service-training programme and it should be based on merit and honesty.

Item (n) of table - VII show responses of 35 staffs surveyed to know for the person working in university libraries are getting better training than special libraries. 11 users gave the opinion to a greater extent whereas 17 users to some extent. However, the data show that the persons working in university libraries were getting much better training than special libraries. Only 7 staffs expressed views to a little extent. The result shows that the training programme is not very much sound. The training programme should be augmented in the libraries as this is the most important component of HRD practices.

Item (o) of table - VII show the responses of 35 staffs surveyed. The item (n) of table VII show that, the better training is available for the staff of university libraries than special libraries. It is obvious that the person working in university libraries are getting more opportunities to make use of their abilities and experiences than special libraries after having better training. The data show that the use of abilities and experiences in both the libraries are comparatively below. Hence, it is not much satisfactory.

Item (p) of table - VII show the responses of 35 staffs surveyed to know the scope for self development in the profession. 14 staffs responded positive opinion. They have the opinion that the person working in university libraries are having better scope for self development than the person working in special libraries. 18 staffs expressed the views to some extent whereas only 3 staffs had the opinion to a little extent. Thus, this shows

clearly that there is enough scope for self development in the profession if policies are applied properly and honestly which will of course increase the efficiency and effectiveness in the service of the libraries.

**Table VIII PERFORMANCE APPRAISAL**

|                                   | Agree |    |    |       | Disagree |    |    |       | Undecided |    |    |       |
|-----------------------------------|-------|----|----|-------|----------|----|----|-------|-----------|----|----|-------|
|                                   | NEH   | AU | MZ | Total | NEH      | AU | MZ | Total | NEH       | AU | MZ | Total |
|                                   | U     |    | U  |       | U        |    | U  |       | U         |    | U  | 1     |
| (a) Techniques for self-appraisal | 10    | 8  | 10 | 28    | 3        | 1  | -  | 4     | 2         | 1  | -  | 3     |

|  | Great extent |    |    |       | Some extent |    |    |       | Little extent |    |    |       |
|--|--------------|----|----|-------|-------------|----|----|-------|---------------|----|----|-------|
|  | NEH          | AU | MZ | Total | NEH         | AU | MZ | Total | NEH           | AU | MZ | Total |
|  | U            |    | U  |       | U           |    | U  |       | U             |    | U  | 1     |
| (b) Performance standards for evaluation | 1            | 2  | -  | 3     | 8           | 6  | 9  | 23    | 6             | 2  | 1  | 9     |

|   | Yes |    |    |       | No  |    |    |       | Undecided |    |    |       |
|---|-----|----|----|-------|-----|----|----|-------|-----------|----|----|-------|
|   | NEH | AU | MZ | Total | NEH | AU | MZ | Total | NEH       | AU | MZ | Total |
|   | U   |    | U  |       | U   |    | U  |       | U         |    | U  | 1     |
| (c) High Expectation from Superior                | 5   | 8  | 7  | 20    | 6   | 2  | 3  | 11    | 4         | -  | -  | 4     |
| (d) Fair Feedback from Superior about Performance | 5   | 5  | 5  | 15    | 7   | 5  | 2  | 14    | 3         | -  | 3  | 6     |

|                        | Great extent |    |    |       | Some extent |    |    |       | Little extent |    |    |       |
|------------------------|--------------|----|----|-------|-------------|----|----|-------|---------------|----|----|-------|
|                        | NEH          | AU | MZ | Total | NEH         | AU | MZ | Total | NEH           | AU | MZ | Total |
|                        | U            |    | U  |       | U           |    | U  |       | U             |    | U  |       |
| If yes, to what extent | 1            | 1  | 1  | 3     | 4           | 4  | 4  | 12    | -             | -  | -  | 0     |

|  | Agree    |    |         |       |  | Disagree |    |         |       |  | Undecided |    |         |       |
|--|----------|----|---------|-------|--|----------|----|---------|-------|--|-----------|----|---------|-------|
|  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |
| (e) If no, grievance be removed after discussion         | 4        | 4  | 1       | 9     |  | -        | -  | 2       | 2     |  | 2         | 1  | -       | 3     |
| (f) Periodic feedback from superior                      | 11       | 9  | 9       | 29    |  | 2        | 1  | -       | 3     |  | 2         | -  | 1       | 3     |
| (g) Appraisal reports points area for improvement        | 12       | 9  | 8       | 29    |  | 1        | -  | -       | 1     |  | 2         | 1  | 2       | 5     |
| (h) Appraisal reports for training and development needs | 12       | 8  | 6       | 26    |  | 1        | 1  | -       | 2     |  | 2         | 1  | 4       | 7     |
| (i) Appraisal reports for promotion                      | 11       | 6  | 8       | 25    |  | 2        | 4  | 1       | 7     |  | 2         | -  | 1       | 3     |
| (j) Appreciation for good work                           | 10       | 8  | 3       | 21    |  | 2        | 1  | 5       | 8     |  | 3         | 1  | 2       | 6     |
| (k) Opportunity for adverse remarks                      | 6        | 4  | 1       | 11    |  | 5        | 5  | 4       | 14    |  | 4         | 1  | 5       | 10    |

|   | On seniority |    |         |       |  | On merit |    |         |       |  | On annual Confidential report |    |         |       |
|---|--------------|----|---------|-------|--|----------|----|---------|-------|--|-------------------------------|----|---------|-------|
|   | NEH<br>U     | AU | MZ<br>U | Total |  | NEH<br>U | AU | MZ<br>U | Total |  | NEH<br>U                      | AU | MZ<br>U | Total |
| (l) Alternative of dissatisfaction with self appraisal method | 5            | 3  | 2       | 10    |  | 6        | 5  | 5       | 16    |  | 4                             | 2  | 3       | 9     |

Item (a) of table - VIII show that the techniques of employees self (performance) appraisal can be increased his/her efficiency. 35 staffs surveyed to know their views. 28 staffs agreed whereas 4 staffs revealed different opinion: which implied disagreement. 3 staffs have shown least concern with the technique of self performance appraisal as if they did not know and therefore, they were undecided, the result show that the employees are sincere and serious towards the organization .Self appraisal can motivate them to

increase their efficiency. The techniques of employee's self (performance) appraisal are good if it is practiced properly.

Item (b) of table - VIII show that, the work evaluation on the basis of performance standards is fair, 35 staffs responded. 3 staffs agreed for its fairness to a greater extent whereas 23 staffs opined that the performance standard used for work evaluation is fair to some extent. 9 users formed opinion to a little extent. However, the results reveal that this technique is not of much use in their libraries.

Item (c) of table - VIII shows that, the appraisal reports of the employees were based on fair, 35 staffs surveyed. 20 staffs responded and expressed their opinion as 'yes' whereas 11 staffs differ from the present state of policy and therefore, they expressed in 'No'. 4 staffs were undecided. The result shows that the appraisal reports are based on variance in objective and fair. Average number of staffs believed that the appraisal reports were objective and fair whereas above average did not believe in this hypothesis

Item (d) of table - VIII show the responses of 35 staffs surveyed on whether the feedback received from authorities are based on fair and honest judgments. Out of 35, 15 staffs believed to it to be fair and are happy with their feedback, however 14 staffs expressed their disappointment and opted 'No' whereas 6 staffs remained undecided.

Item (e) of table – VIII shows that those who are not satisfied with the feedback feel the need to discuss the matters with the authority, however from the result it can be concluded the authority are not open enough for such discussion. The result shows that even though the authorities are trying to give a uniform and fair appraisal more than half of the staff of these libraries are still unhappy and they feel that the effort and work done by them are unappreciated. Communication between employees and authority should be given importance in order to overcome such disappointments.

Item (f) of table – VIII, deals with periodic feedback about performance from superiors. 29 respondents agreed that the employees should be given feedback periodically about

their performances by the superiors so that they could evaluate themselves. By doing so, they can improve their performance / efficiency. Therefore, they expressed as 'yes' whereas 3 staffs in 'no'. Only 3 staffs were undecided to form any opinion. The results show that the periodic feedback should be given by the superiors about their performance so that subordinates and junior staffs could evaluate themselves in the light of feedback and to improve their performances and efficiencies.

Item (g) of table - VIII show that, the appraisal feedback received from the employer communicate the areas where the employee needs improvement. 29 respondents agreed whereas 1 staffs disagreed with this view. However, 5 staffs were undecided to express any comment. The results show that most of them agree with the method of "Appraisal feedback from the employer". It exposes the areas where he/she needs improvement. Thus, it will lead to increase the efficiency and effectiveness in the service of the libraries if the appraisal feedback from the employees is provided timely to the staffs.

Item (h) of table VIII show the responses of 35 staffs surveyed. 26 agreed that the appraisal reports help to identify the needs of training and development. Only 2 staffs disagreed whereas 7 users were undecided. The results show that appraisal reports help the employer/employees in identifying the training and development needs if it is applied properly.

Item (i) of table - VIII show that the appraisal reports, of course, help to identify the potential for promotion. The data revealed positive response about the question. The table -VIII (f) consist similar views expressed by the staff of these libraries. Hence, the appraisal report will help the organization to identify the potentiality for future promotion.

Item (j) of table -VIII shows the similar views as in the item (f & g) of table - VIII. The opinion expressed the same by and large. The data showed clearly about the status of the question. Hence, he/she performed well; their superiors pay special care to appreciate their performance, accurateness, discipline, punctuality etc. While preparing their ACR,

the superiors give special care to mention the good performance of such employees in most of the libraries

Item (k) of table - VIII show the responses of 35 staff surveyed. 11 staffs expressed views that they got adequately and fair opportunity to defend against adverse remarks in the performance appraisal reports. But 14 staffs disagreed whereas 10 staffs were undecided. The results show that there is average number of difference between 'agree' and 'disagree'. The staffs of these libraries are not being provided adequate and fair opportunity to defend themselves against the adverse remarks if any, in the performance appraisal reports. Below the average number, were undecided. Thus, the prior intimation should be given in writing about adverse remarks before mentioning the same in performance appraisal reports.

Item (l) of table - VIII show the responses of 35 surveyed for suggesting alternative method if they were not satisfied with the self appraisal method. 10 users preferred the basis of seniority whereas 16 preferred the basis of merit. Only 9 staffs preferred the basis of Annual Confidential Report (ACR). The results show that merit should be given more weight age/value than seniority or the ACR in the absence of non-satisfactory appraisal method.

**Table IX PARTICIPATION IN DECISION MAKING**

|   | Most of the time |    |         |       |  | Some times |    |         |       |  | Undecided |    |         |       |
|---|------------------|----|---------|-------|--|------------|----|---------|-------|--|-----------|----|---------|-------|
|   | NEH<br>U         | AU | MZ<br>U | Total |  | NEH<br>U   | AU | MZ<br>U | Total |  | NEH<br>U  | AU | MZ<br>U | Total |
| (a) Participation of Staff in decision-making                 | -                | 4  | 3       | 7     |  | 12         | 5  | 5       | 22    |  | 3         | 1  | 2       | 6     |
| (b) Seniors keep inform to juniors about day to day decisions | 2                | 1  | 2       | 5     |  | 8          | 8  | 6       | 22    |  | 5         | 1  | 2       | 8     |
| (c) Seniors inform to juniors about policy                    | 2                | 2  | 5       | 9     |  | 7          | 5  | 3       | 15    |  | 6         | 3  | 2       | 11    |

|  | Yes      |    |         |       | No       |    |         |       | Undecided |    |         |       |
|--|----------|----|---------|-------|----------|----|---------|-------|-----------|----|---------|-------|
|  | NEH<br>U | AU | MZ<br>U | Total | NEH<br>U | AU | MZ<br>U | Total | NEH<br>U  | AU | MZ<br>U | Total |
| (d) Participation in decision-making process as an emotional integration | 8        | 7  | 8       | 23    | 1        | 3  | 2       | 6     | 6         | -  | -       | 6     |
| (e) Participation in decision-making help to implement                   | 13       | 10 | 10      | 33    | 1        | -  | -       | 1     | 1         | -  | -       | 1     |

|                         | Great extent |    |         |       | Some extent |    |         |       | Little extent |    |         |       |
|-------------------------|--------------|----|---------|-------|-------------|----|---------|-------|---------------|----|---------|-------|
|                         | NEH<br>U     | AU | MZ<br>U | Total | NEH<br>U    | AU | MZ<br>U | Total | NEH<br>U      | AU | MZ<br>U | Total |
| If yes, to what extent? | 8            | 6  | 8       | 22    | 3           | 3  | 2       | 8     | 2             | 1  | -       | 3     |

|  | Yes      |    |         |       | No       |    |         |       | Undecided |    |         |       |
|--|----------|----|---------|-------|----------|----|---------|-------|-----------|----|---------|-------|
|  | NEH<br>U | AU | MZ<br>U | Total | NEH<br>U | AU | MZ<br>U | Total | NEH<br>U  | AU | MZ<br>U | Total |
| (f) Participation in decision-making leads to efficiency | 11       | 8  | 10      | 29    | 1        | 1  | -       | 2     | 3         | 1  | -       | 4     |

|                         | Great extent |    |         |       | Some extent |    |         |       | Little extent |    |         |       |
|-------------------------|--------------|----|---------|-------|-------------|----|---------|-------|---------------|----|---------|-------|
|                         | NEH<br>U     | AU | MZ<br>U | Total | NEH<br>U    | AU | MZ<br>U | Total | NEH<br>U      | AU | MZ<br>U | Total |
| If yes, to what extent? | 8            | 6  | 6       | 20    | 2           | 1  | 4       | 7     | 1             | 1  | -       | 2     |

Item (a) of table – IX deals with participation of staff in decision making, out of 35 respondents, 7 opined that they are active participants whereas 22 staffs are hardly made to participate in such matter, 6 are unable to make decision and remain non participative.

Item (b) of table - IX shows the responses of 35 staffs surveyed to know the day to day decisions of the library whether these are known to juniors. As per data 5 staffs expressed 'most of time' whereas 22 staffs opined that the seniors keep informed day to day decision

of the library to juniors only sometimes. 8 users were undecided to comment. The results show that the seniors inform some time to juniors about day to day decisions of the library. Similarly we see the item (a) of table IX where the decisions are being taken sometimes by participation of all concerned. It means that the staffs must be taken into confidence / inform regularly about decision.

Item (c) of table - IX show the similar result in the table. It revealed that juniors were sometimes informed by the seniors about the policies of the library. The item (b) of table IX is fully applicable for the purpose. The seniors should have well informed to juniors regarding the policies in respective libraries.

Item (d) of table - IX show the responses of 35 staffs surveyed to know that the participation is in fact, emotional factor in decision - making process. 23 staffs opined that it is a psychological part of an employee. If they are made to participate in decision - making of the organization, they feel concerned equally. Therefore, it is an emotional factor to be given weightage for required production. The table showed that 23 staffs expressed views as "yes" whereas 6 staffs replied in 'no'. Only 6 were undecided. The results show that the participation of employees in decision - making process in an emotional factor which influence the work efficiency of the employees. Therefore, this should be given due care.

Item (e) of table - IX show the responses of 35 staffs surveyed to know the participation in decision - making helps the organization in the implementation of policy/decision. 33 staffs responded and expressed views as 'yes', only 1 staff opined 'no' whereas 1 staff was undecided. The results show that the participation of the employees in decision making helps the organization to implement the decision in effective manners. The data of the table 'yes' analyzed on the basis of respondents expressed their views. 22 staffs expressed that the participation in decision - making helps in implementing the decision to a great extent whereas 8 staffs revealed to some extent. Only 3 staffs expressed to help in the implementation of decision to a little extent. Thus, the participation of the employees in the decision - making would surely help the organization in implementing



the decision and by doing so, it will increase the efficiency and effectiveness of an employee.

Item (f) of table IX show the similarity as in the table IX (e). They formed the opinions that the participation of the employees in decision - making would lead to efficiency. 29 staffs expressed their views as 'yes' whereas 2 staffs formed the opinion in 'no'. Only 4 staffs were undecided.

As per data of the table 29 staffs expressed as 'yes' for the participation in decision – making 20 felt and opined to a great extent whereas 7 staffs expressed to some extent. Only 2 staff expressed to a little extent. The results show that the participation in decision - making will lead to increase the efficiency and effectiveness in the service of the libraries.

The table X, deals with motivation and its different facets to motivate the employees working in the libraries. Motivation and incentives are a combination of several influences exerted upon the library managers. They include the job requirements, the status system employed, the system reward and punishment and the method of communication, etc

**Table X      MOTIVATION**

|   | Yes  |    |     |       |  | No   |    |     |       |
|---|------|----|-----|-------|--|------|----|-----|-------|
|   | NEHU | AU | MZU | Total |  | NEHU | AU | MZU | Total |
| (a) Career advancement schemes for promotion  | 7    | 3  | 6   | 16    |  | 8    | 7  | 4   | 19    |
| (b) Provision of additional increments after refresher course/ specialized training | 2    | -  | 2   | 4     |  | 13   | 10 | 8   | 31    |
| (c) Recognition of good work  | 2    | 1  | 2   | 5     |  | 13   | 9  | 8   | 30    |
| (d) Better opportunity and motivation in other libraries than university libraries  | 5    | 4  | 3   | 12    |  | 9    | 6  | 5   | 20    |
| (e) Provision of Study leave for higher professional course                         | 14   | 9  | 9   | 32    |  | 1    | 1  | 1   | 3     |

Item (a) of the table - X show the responses of 35 staffs surveyed to know the provision of career advancement schemes for promotion in their libraries. 16 staffs expressed their opinion regarding the schemes for promotion in 'yes' whereas 19 staffs expressed as 'no'. Analyzing the data showed that the career advancement schemes for promotion are not crystallized. The schemes are not available in uniformity in these libraries. To increase the efficiency and effectiveness in HRD, it is essential to make provision of such schemes for all working employees.

Item (b) of table - X presents the responses of 35 staffs surveyed to know about the provision of additional increments if an employee attends the refresher course or other specialized training. 4 staffs expressed their opinion as 'yes' whereas 31 staffs expressed in 'no'. The result shows that there is no provision to get the additional increments after coming back from the refresher course or the specialized training. Motivation is required to employees. If motivation is denied, efficiency is denied. The library should ensure to motivate their employees in the form of incentives. The efficiency and effectiveness among the employees can increased in the same pace if proper attention is paid.

Item (c) of the table - X show the responses of 35 staffs surveyed to know the provision of any schemes available for them in recognition of good work like incentives, awards, rewards etc. 5 staffs expressed in 'yes' when 30 staffs expressed in 'no'. The results show that there is no provision of such schemes to motivate the employees working in their libraries in recognition of good work.

Item (d) of table - X presents the responses of 35 staffs surveyed to know the opportunity and motivation available in other libraries better than university libraries. 12 users expressed in 'yes' whereas 20 users expressed as 'no' and only 3 remain undecided. The results show that opportunity and motivation is still available better than other libraries. It shows that there is a lot of scope for getting better opportunity and motivation in university libraries.

Item (e) of table - X show the responses of 35 staffs surveyed regarding the provision of study leave in their libraries. 32 users responded as 'yes', results show that the study leave provision has been made satisfactory to the employees for higher professional course such as B.Lib.1. Sc, M. Lib, 1 .S Phil and Ph.D. Only 3 users expressed in 'no'. The results show that there is sufficient provision in NEHU, AU and MZU for study leave to their working employees. They can avail the facility of study leave with full pay including all benefits. It is a motivation to break the stagnation / monotony in the service of their employees. They are allowed to go for higher professional course. Thus, it will lead to increase the efficiency and effectiveness in the service of the libraries.

The table - XI deals with various parameters of status and pay scale. This is also one of the components of HRD practices and policies.

**Table – XI STATUS AND PAY SCALES**

|                                  | Satisfied |    |         |       | Dissatisfied |    |         |       | Undecided |    |         |       |
|----------------------------------|-----------|----|---------|-------|--------------|----|---------|-------|-----------|----|---------|-------|
|                                  | NEH<br>U  | AU | MZ<br>U | Total | NEH<br>U     | AU | MZ<br>U | Total | NEH<br>U  | AU | MZ<br>U | Total |
| (a) Satisfied with the scale pay | 7         | 4  | 8       | 19    | 6            | 5  | 2       | 13    | 2         | 1  | -       | 3     |

|   | Salary higher than assigned work |    |         |       | Salary matches with assigned work |    |         |       | Salary lower than assigned work |    |         |       |
|---|----------------------------------|----|---------|-------|-----------------------------------|----|---------|-------|---------------------------------|----|---------|-------|
|   | NEH<br>U                         | AU | MZ<br>U | Total | NEH<br>U                          | AU | MZ<br>U | Total | NEH<br>U                        | AU | MZ<br>U | Total |
| (b) Getting salary matches with assigned work | -                                | -  | -       | 0     | 9                                 | 3  | 8       | 20    | 6                               | 7  | 2       | 15    |

|   | Yes      |    |         |       | No       |    |         |       | Undecided |    |         |       |
|---|----------|----|---------|-------|----------|----|---------|-------|-----------|----|---------|-------|
|   | NEH<br>U | AU | MZ<br>U | Total | NEH<br>U | AU | MZ<br>U | Total | NEH<br>U  | AU | MZ<br>U | Total |
| (c) Change over present organization to another | 2        | 2  | 2       | 6     | 11       | 8  | 4       | 23    | 2         | -  | 4       | 6     |
| (d) Satisfied with status                       | 7        | 3  | 7       | 17    | 7        | 7  | 1       | 15    | 1         | -  | 2       | 3     |

Item (a) of table - XI show the responses of 35 staffs surveyed to know their satisfaction with scale of pay. 19 staffs expressed satisfaction with scale of pay whereas 13 staffs were dissatisfied. Only 3 staffs were undecided. The results reveal that there is marginal difference between 'satisfactions' and 'dissatisfaction, the number of dissatisfaction is only a few number smaller than the satisfaction. There is growing dissatisfaction among the staffs of NEHU, AU and MZU. This sort of stagnation, frustration will jeopardize the working culture of the organization. Frustration / stagnation will lead to decrease the efficiency of an employee. Thus, it will affect the growing efficiency and effectiveness in the services of the libraries. The library managers should give priority.

Item (b) of table - XI show presented the responses of 35 staffs surveyed to know the salary given to them to match with the assigned work 20 expressed satisfaction with the salary match with their assigned work whereas 15 staffs expressed dissatisfaction with the present salary. They are drawing salary lower than assigned work. No staff expressed over satisfaction. The result shows that there is dissatisfaction among the staffs of the library of NEHU, AU and MZU. Under table XI (a) for dissatisfaction with the pay scale is almost similar. The number of the staffs satisfied with salary is marginally higher than the salary drawing lower than the assigned work. However, it is also a sort of stagnation / frustration among the staffs of the libraries. Attention should be given to reduce the stagnation frustration and to create working culture in the organization.

Item (c) of table XI shows the responses of 35 staffs surveyed to know their likeness to change over present organization to another in the same scale of pay. 23 staffs expressed that they are fully satisfied in their libraries and therefore, we have no intention to change over as to another organization in the same scale of pay, 6 staffs expressed their desire to change whereas another 6 staffs were undecided. The result shows that the employees working in their libraries are mostly satisfied and they are not interested to move in another institution with the same scale of pay.

Item (d) of table - XI show the responses of 35 staffs surveyed to know their satisfaction with the present status. 17 staffs expressed satisfaction whereas 15 staffs expressed dissatisfaction with the present status. Only 3 staffs were undecided. The results show

that the employees working in these libraries are mostly satisfied with the present status. However the difference between satisfied and dissatisfied staff is very little.

The table - XII deals with the professional education and training. This discusses that the HRD is similar to the type of education and training. A professional is acquired or intended to acquire education and training during his/her service.

**Table – XII PROFESSIONAL EDUCATION & TRAINING STAFF**

|  | Yes  |    |     |       |  | No   |    |     |       |
|--|------|----|-----|-------|--|------|----|-----|-------|
|  | NEHU | AU | MZU | Total |  | NEHU | AU | MZU | Total |
| (a) Relevance of traditional LIS education               | 4    | 3  | 5   | 12    |  | 11   | 7  | 5   | 23    |
| (b) Application of computer and communication technology | 15   | 10 | 9   | 34    |  | -    | -  | 1   | 1     |
| (c) Computerization and net working                      | 15   | 10 | 9   | 34    |  | -    | -  | 1   | 1     |
| (d) From library professional to information scientist   | 8    | 7  | 3   | 18    |  | 7    | 3  | 6   | 16    |

Item (a) of table - XII show the responses of 35 staffs surveyed to know their opinions about traditional LIS education. 23 staff did not agree traditional LIS education where as 12 staffs like to continue. The traditional LIS education cannot be continued further. Almost libraries in general and the university libraries in particular are required to introduce computerization and networking for improvement in library service, LIS education is also required to be restructured and to introduce IT in the light of the needs of users. Library managers must provide an opportunity to professional staffs to learn computer application and control of technological product & services through on the job training, continuing education and participation in conferences, seminars, workshops, etc. Improvement in HRD system along with advances in technology will help the management to utilize scarce means such as man, money, method, machines and knowledge more efficiently effectively, and economically. The results show that most of

staffs in these libraries like that LIS education should now be based with application of information technology.

Item (b) of table - XII presents the responses of 35 staffs surveyed to know about application of computer and communication technology in libraries and information centers. Implicating LIS education must have technology oriented. All staffs are unanimously agreed. The ever changing academic climates in universities have obvious implications on library services and demands for new academic information environment. These information environments have a close relation between personnel and services of libraries, to assess the actual information requirements and to retrieve information with high recall and precision ratio. Likewise, communication system in an organization serves to supplement and complement training programmes to staff. These two provides the synergetic effect in building up staff strength, capabilities, behavior and professional quality. The results show that the LIS education must now be technology oriented so that the service in the libraries could be augmented in the light of scare resources.

Item (c) of the table - XII show the responses of 35 staffs surveyed to know for computerization and networking. They formed an opinion that libraries must now be computerized and to provide networking facilities in the light of technology advancement. The library and information professional should be able to deal with the traditional users as well as the new users of the 21<sup>st</sup> century. They are required to equip themselves with the latest knowledge of handling the techniques of storage and retrieval of information. OPAC (Open Access Catalogue) technology is also playing its important role in the use of computers in libraries. The results show that the libraries must adopt such technology and networking to library purposes. It has greater effect in improving me efficiency and effectiveness of library and information services.

Item (d) of table - XII shows the responses of 35 staffs surveyed to know their opinion regarding change of library professional to information scientist 18 staffs opined that there should be changed in the nomenclature from library professionals to information scientists since it is no more a traditional services Teaching and research are the basic

functions of any university. These functions certainly need accurate, reliable nascent information (worldwide, comprehensive and up-to-date). As a supporting system, a university library is to feed the information to the research communication to the research community pin pointedly, exhaustively and expentionaly. Therefore, the old concept of the library was to give documents to reader has now been outdated. Today users need information and this can be possible if the libraries are computerized and net working. The results show that by surveying the user's attitude, it is found that most of the employees prefer to be designated as information scientist rather than library professionals. 16 staffs still opined 'no'.

The findings of the analysis of data and the suggestions have been presented and discussed in the next chapter.

## **5.2 Findings**

Based on the factual data analysis the following Findings are drawn:

1. Although the library staffs of the three universities under study shows satisfaction concerning manpower planning, existing recruitment and selection policies and performance appraisal, proper training and development still lacks behind. The need to facilitate proper training and development among the staff is still the need of the ho ur.
2. After analyzing the data it is observed that the importance and value of human resource is still recognized by the authorities of the organization.
3. Senior-Subordinate relationship is still under stress. A feeling of dissatisfaction both regarding nature of work assigned and appreciation for work done is still in existence.
4. A sense of total commitment to professional development is expressed by majority of the staff. Motivation through incentives like rewards, increments,

promotion, recognition etc. should be provided so as to encourage the library professionals.

5. Although the staff expressed a positive feedback regarding man power planning, junior staffs still expressed a feeling of burden and exclusion when it comes to Human Resource Planning. Involvement of Librarians and senior professionals in this regard may be effective so that planning can be made to overcome crisis which can be caused due to unavailability of skilled staff and also due to lack of required minimum staffs. Even though speculation to visualize the future requirements is present however according to the data analysis generation of Human Resource on the basis of future requirement is not exercised.
6. Regarding recruitment and selection policy, the staffs of the three universities under study expressed disappointment due to existence of favoritism shown during recruitment and promotion. According to the data analysis, recruitment of efficient and qualified staff should be maintained in a fair and transparent manner which involves written examination at the same time positive feedback is given for regularizing staff working on adhoc or temporary basis which should also be based on their performance. For promotion fair and transparent technique is also demanded which is based on merit-cum-seniority and not just merit or seniority. Promotion after a specific period of service in the library or after completion of specified professional course is also an ideal solution to motivate staff to attend more training thereby increasing competencies. It is also felt that promotion should be continued as early as the entry level i.e. Semi Professional level.
7. According to the data analysis, Induction/Orientation programme and other professional development training programmes are not given much importance by the authorities of these three universities under study. Even if opportunities are available, favoritism towards the senior staffs still exist. For effective and efficient growth of libraries in-service training is a must and fixed criteria based on merit and honesty should be practiced so that everyone gets opportunity to



develop their professional skills. The staff being deputed for different training programmes should be selected according to their suitability and needs.

8. Performance appraisal practiced in these libraries under study is found to be unfair. The results shows that even though the authorities are trying to give a uniform and fair appraisal more than half of the staff are still unhappy and they feel that the effort and work done by them are unappreciated. Employees are not given the opportunity to defend themselves against adverse remarks and it is felt that there is a communication gap between the authority and the staff which destroy the confidence of the latter.
9. The staffs of these universities do not participate in decision-making, however they feel that if their participation and contributions are considered and recognized the output would be more effective for the functioning of the libraries.
10. One of the most important finding is that although these libraries under study have the provision for career advancement schemes for promotion it does not actually practice and recognize the efforts made by the staffs. There is no provision for additional increments after attending specified professional course nor does it provide opportunity to acquire higher professional degree and specialized/advanced training programmes.

Based on the factual data analysis, interpretation and findings facilitate the scholar to derive appropriate conclusion and suggestions which are presented in the next chapter – 6 entitled “Conclusion and Suggestions”.

## **6.1 Testing of Hypotheses:**

The tentative assumptions which were drawn while formulating Research Proposal were tested as follows:

- H 1. It is evident from the three Universities under study that the environment of Human Resource Development in the three Libraries are in a disadvantage position due to its geographic location and other natural calamities as compared to the other Universities located in the mainland. The Libraries in this Region suffer a lot due to its hilly station, temperature and prevalent working environment, therefore the tentative assumption drawn by the scholar is tested and accepted.
- H 2. University in general and Libraries in particular are not able to utilize the financial resources allocated to it in confirmative with Government of India guidelines, sometimes Libraries are not able to spend the total allocation for different developmental plans due to the non-availability of skilled and competent staffs. Therefore, the assumption formulated by the scholar is tested and accepted.
- H 3&4. With the development of Information and Communication Technology (ICT), the Library staffs are not able to acquire the required skills and competencies because of the absence of proper policy in the Library which affect quality in Library and Information Services. The Library authorities do not encourage or promote Library staffs to participate in different continuing education programmes so as to update their professional knowledge and competencies. Therefore the tentative assumption drawn is tested and accepted.
- H 5. All the three University Libraries under study lack a proper vision to carry forward their services in the 21<sup>st</sup> Century. A well thought road map and vision plan of the Librarian and Library Authority can only look forward to the development of library and library services in the 21<sup>st</sup> Century. Therefore, the tentative assumption drawn by the scholar is tested and accepted.

## **6.2 Conclusion:**

With the immense growth, development and reforms in Higher Education, the role played by Libraries in supplementing and complimenting the knowledge gained through classroom lectures and communication, has become more and more challenging everyday. The changes brought about by the tremendous evolution of IT products and the ever changing behavior of information seeking pattern have boosted the need to have a proper Human Resource Development plan in providing an efficient and effective Information and Library Services.

North East Region is different from other States therefore the Libraries should be given special priority with regard to staff strength and their recruitment and selection.

Due to the disadvantages faced by the three University Libraries under study special attention should be given for the development of Human Resource through Policy and Guidelines for Promotion and Recruitment. Job satisfaction at workplace provide motivation to library staff to render their services more effectively. Therefore a reasonable staff strength, promotional avenues for upward movement,, selection and deployment, continuing education programmes to develop their professional competencies are essential components of human resource development in the libraries. These can only lead to develop a sound library system in the university campus to supplement the higher education in the country.

Reforms in higher education, emerging knowledge society, optimal use of ICT in higher education have compelled the university library system to go for digital/virtual library environment so that the users community can access the learning resources easily, reliably and cost effectively. The success of these reforms and changes can be visualized only when Central Universities under UGC/MHRD can go for radical reforms in university lineup system which include human resource development with special emphasis on North Eastern Region.

## **6.3 Suggestions**

The present study "Human Resource Development in the university libraries of North East Region with special reference to North Eastern Hill University, Assam

University and Mizoram University "has revealed various facts related to the field of human resources, viz., manpower planning, recruitment and selection, training and development, performance appraisal, participation etc. required for human resource development in university libraries. In addition to it, the study reveals the exact level of the development practices of library staffs in these three university libraries. In other words, how much the library authorities take care of the development of its employees. It is clear that staffs in the university library are one of the most important resource and directly contribute to the university library. The manager of the library plays an important role for creating and developing a learning culture, which is very much essential for the success of the university library.

The results clearly indicate that the work efficiency of the employees can be increased if timely and proper human resource development policies are followed in the libraries. The study also reveals that human resource management in libraries has been the most neglected aspect. The university library in general does not provide sufficient opportunity to its employees for their career development. Thus, the efficiency and effectiveness of the library would depend upon how best the librarian take care of the development of the employees. The essential requirement is for commitment to the institutions, the library manager and from individuals to continuing professional development (CPD) to ensure the personal and organizational renewal which is the most important and effective means of managing change successfully. Infact, the importance of the development of human resource for the effective and efficient work performance need not be emphasized. It is important on the part of library managers to send more and more personnel for in-service-training and education facilities and similar other skills to improve the efficiency.

The vital factors for human resource development are employer-employee relationships, involvement and participation of employees in the decision -making process of the parent organization. Comprehensive system of manpower planning and development is the only long term alternative to deal with the qualitative as well as quantitative problems of manpower effectively. HRD is the continuous process to ensure the development of employee competencies, dynamism, motivation and effectiveness in a systematic and planned way i.e., development of persons to their maximum potential and conservation of talent is the gist of human resource

development concept. The aim of HRD has to develop the staff not just for the needs of the present but for the future also. HRD is a continuous process and cannot be said that the HRD tasks are accomplished at given point of time because the existing skills are redundant and new kind of skills are emerged. The existing system may be either inadequate or redundant leading to redesigning of the existing systems or designing entirely the new systems. It is fact that the development of person is both the means and end of all HRD activities. It is helpful to draw the conclusion for the future by explaining the library's capability to fulfill its mission effectively and efficiently by encouraging "human resource development as "A purposive effort intended to strengthen and providing for the growth of its human resources". Training is understood as," The process by which an individual learns new ways, information or techniques and changes from a state of being in capable of doing the job or being ineffective The two together encompass all the means by which staff is enable to do their present job effectively and to prepare themselves to meet changing needs. HRD being the most important determinant of work efficiency has the following components and this has been focused in the present study.

### **Manpower Planning**

Manpower planning being the first step in human resource development practices/policy leads to high efficiency, which is demonstrated in the study. In order to motivate and increase the work efficiency of the staffs, in their respective libraries it becomes obligatory on the part of the librarians to plan human resource development programmes in advance. In other words, the concept of manpower planning involves anticipating the future by manpower projections and then planning, developing and implementing manpower action programmes, largely in the form of education and training, to carry out the implications of the projection. Manpower planning for future requirements needs a close integration of corporate planning, training, career development and compensation planning. To consider any of these activities in isolation shall reduce the effectiveness of the whole human resource development system. Therefore, suitable steps should be taken in advance to anticipate the needs and to arrange for supply according to the demand for each category of personnel.

## **Recruitment and selection**

Fair recruitment and selection procedures lead to high efficiency in the organizations. No human resource activity can take place in any organization if due attention is not given to recruitment and selection process. By applying tested procedures in the earlier stages of employment can do much to ensure that each new employee understands how he /she can contribute to organizational goals and is willing to do his share as a participating member in increasing the efficiency. The two basic ways of recruitment and selection are internal and external sources. The former is known as 'Promotion' and the latter is the recruitment in the real sense of the term. The policy of the promotion from within, states that the organization will first utilize its own internal sources of supply in filling up an open position before turning to outside sources. Recruitment from within is followed mainly because promotion is one of the most important incentives available to the working employees. Further, the search process is simplified as the candidates are drawn from the known pool of individuals whose capabilities are better known than those of outsiders. Furthermore, the promoted individuals are already familiar with the organization, the training time can be minimized with more immediate pay offs.

In an organization where new ideas, new attitudes, initiatives and originality are important recruitment from outside will tend to foster an active and healthy condition. An outside candidate may offer truly superior qualifications, may also bring collateral specialties. Since persons are recruited from open market, the best selection can be made without any distinction of caste, sex or colour. In the long run these sources would prove economical, because potential employees do not need extra training for their jobs.

## **Training and Development**

Training is the most important instrument available for any organization to develop its employees. Employees are to be trained regularly either in the job or through special in-house training programmes or outside training periodically to enhance, update or develop specific skills to improve the efficiency. In an organization like libraries with

HRD outlook, the training and development exercise should preferably be initiated to involve the entire organization thinking and not the individual thinking. Thus, the organizations have no choice but to train its employees. Training is viewed as an investment in human resources. This investment has the potentialities of transforming the group of human beings, who by chance come together to accomplish the common goals of their organization. The efficiency of any organization depends directly on how its members will be trained. Newly recruited employees usually need some training before they take up their work. Old employees require training to keep alert to the demands of their jobs to prepare for transfers and promotions. The main purpose of human resource training is to develop skills, habits, attitudes and knowledge which contribute to the growth of the individual efficiency well as the organization. Some organization equates training with HRD and consequently provides nothing more than training for development of human resources. If training is to be used effectively, it is necessary to have a sense of commitment at all levels of the organizations. Persons must be trained properly to handle the new jobs and to meet the requirements of new methods.

### **Performance Appraisal**

HRD looks as performance appraisal system as a tool to help employees overcome his/her weakness, improve his/her strengths and contribute to the growth and development of an employee. As such it focuses on the changes required in the behaviour, attitude, skill and knowledge of an employee for improvement of performance. Thus, the performance appraisal system is very useful in identifying the educational training and developmental needs of an organization. An HRD oriented performance appraisal is used as a mechanism for supervisors to understand the difficulties of their subordinates and to remove these difficulties; help the subordinate to become aware of their positive contribution, help subordinates to acquire new capabilities; plan for effective utilization of the competencies of the subordinates; encourage subordinates to accept more responsibilities and challenges.

In HRD organizations, every supervisor has the responsibility to ensure the development of his/her subordinates in relation to the capabilities required to perform their job effectively and efficiently. If the mechanism is used effectively, this will

surely help to develop the human resources so, it is the responsibility of the librarians to ensure the effective use of HRD mechanisms in the library for the development of their subordinates.

### **Participation**

Participation leads to high efficiency as indicated in the present study. To increase the efficiency of the staff, it is necessary that more and more staff is to be involved in the decision-making process of the organization. Participation is essential for better results in an organization. For management, it is a joint consultation prior to decision-making, for workers it means co-determination without the final authority and responsibility in the decision-making process. Participation seems is the most essential method for increasing efficiency, and because of its significance and performance, participation will go beyond consulting and advising on book-selection activities and the preparation of annual or special reports. Participation should be an actual sharing of the decision making process resulting in the ultimate socialization of the library process.

Participation in decision-making gives employees a sense of belonging and being a party to decisions. The various benefits occurring from participation are higher productivity; employees satisfaction; improved quality of work teamwork; creativity; commitment to goals etc. It enables the subordinates satisfy their basic human usage of belonging to the organization. Thus, we can say that the participation is one of the most important step in human resource development practices contributing towards higher work efficiency and effectiveness in the organization.

Despite the appointment of several committees from time to time and their commendable recommendations, it has been observed in practice that they have not been able to do proper justice to the expanding quantum of work and the multifarious responsibilities which the modern university libraries are required to accomplish or to undertake. There is a need for active research and comparative assessment on the nature or functioning of the university libraries, their various responsibilities and services. Apart from this kind of sincere effort which would be academic and intellectual, what is needed most is the determination on the part of policy-makers as



well as the university authorities to implement the suggestions with sincerity regarding human resource development policy of the university libraries.

Although fixation of manpower planning has remained a vital issue for the university libraries in India, several difficulties have been experienced in designing and developing a commonly accepted staff formula for all the university libraries because of the organizational differences and the quantum of resources available for the purpose. Hence, most of the universities could not do much to improve the staff's position of their libraries so as to enable them to discharge their responsibilities to the satisfaction of their users. The recommendations of the authoritative bodies have been of theoretical relevance only and in practice they are being side tracked on some pretext or the other. Thus, the university libraries have failed to meet the growing challenges of time, as these are not properly equipped with required qualified staff.

However, on the basis of observation and spot assessment of the work performed by different categories of staff in various university libraries under strained conditions lead to the conclusion that this kind of organization like libraries with the stipulated HRD practices will not be suitable for the achievement of the best possible results and the targets.

The impact of automation on library organization and management has to be given due weightage while examining the relevance of any staff formula for any university library. If the university library is to get its status of a centre of higher learning and discharge its duties effectively and with efficiency then not only the staffing pattern need be reviewed from time to time in the perspective of the quantum of work but also the staffing pattern should be insisted upon to review by the policy making authority in view of the impact of information

Based on the general suggestions explained above, the following specific suggestions are made for the University Libraries in the North East Region in general and three Universities in particular:

1. The North Eastern states of India comprising eight (8) states are unique in nature with regard to their geographical locations, hill station, climatic variations and working atmosphere. The Government of India (MHRD & UGC) should formulate a policy of higher education specifically for North East Region with clear emphasis on development of higher education which include development of libraries in the region.
2. The Policy of higher education for development of University Libraries should include creation and sanction of adequate library staffs (Professionals, Semi-professionals and non-professionals) to man the workload of the libraries and also to provide effective and efficient Library and Information Services.
3. The Government of India should formulate a clear cut policy and implement special drive for filling up of the existing vacancies in the libraries based on an appropriate recruitment and selection guidelines.
4. “Technology is the order of the day”, the application of ICT in University Libraries specifically in the North East Region could eliminate the geographical barriers and locational disadvantages, therefore more human resources with technological background should be provided to each Central Libraries of the Universities.
5. With regard to the three Universities under study namely, North Eastern Hill University (NEHU), Assam University (AU), and Mizoram University (MZU) there is no clear cut policy for Library staffs recruitment, selection and deployment. It is the need of the hour if these three Universities could formulate a recruitment policy based on the principle of Merit-cum-Seniority.
6. The staffs development programmes presently in operation in these three Universities under study are unsystematic, unplanned and sometimes inadequate people are appointed which affect the very purpose of providing efficient Library and Information Services.
7. Hardly, the library staffs at the middle and junior level are given opportunity to participate in seminar/conference/workshops for their professional

development. It is the urgent need of the hour that Senior library staffs as well as middle and lower library staff should be given opportunity to participate in various continuing education programmes which will facilitate to update their professional knowledge, skills and competencies.

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**QUESTIONNAIRE**

**Research topic : Human Resource Development of Central University Libraries in the North-East Region: A Study of North Eastern Hill University (NEHU), Assam University (AU) and Mizoram Univesity (MZU)**

1. Name of the University/Library:
2. Name of the Professional/Semi Professional staff:
3. Educational and Professional Qualification:
4. Designation and year of joining:
5. Section/Division attached:
6. Present Duties and Responsibilities:
7. Scale of Pay:

Given below are some of the statements relating to the various attributes of professional development of human resources in libraries. Different people value various attributes of development differently. So, there are invariably differences in responses. You give your answer by marking with right sign on one of the alternatives that best suits your opinion regarding development. The information obtained from your responses to the items in this questionnaire will be used for research purpose only.

1. Do you agree that personnel policies with regard to following aspects suit the employees for their development.

|                              | Agree | Partially<br>Agree | Disagree |
|------------------------------|-------|--------------------|----------|
| a) Man Power Planning        | ( )   | ( )                | ( )      |
| b) Recruitment and Selection | ( )   | ( )                | ( )      |
| c) Training Development      | ( )   | ( )                | ( )      |
| d) Performance Appraisal     | ( )   | ( )                | ( )      |

2. The University Librarian believes that Human Resources are the extremely important resource and that they have to be treated most important.

Agree ( )                      Partially Agree ( )                      Disagree ( )

3. Development of junior staff, subordinates are taken as an important part of their job by seniors in your library.

Agree ( )                      Partially Agree ( )                      Disagree ( )

4. Do you think that you are committed to professional development in your library?

Yes ( )                      No ( )                      Undecided ( )

**5. MAN POWER PLANNING**

- a) For how many years manpower planning is made in your library?

\_\_\_\_\_

- b) Do you have a short-term or long-term human resource planning for your library?

\_\_\_\_\_

- c) Whether authorities involves librarian and other senior professional for such human resource planning keeping in view the latest developments in our profession.

Yes ( )          No ( )          Undecided ( )

- d) Do the authorities generate enough human resources internally and externally to meet the future needs of the library? If yes, to what extent.

Great extent ( )          some extent ( )          little extent ( )

- e) Do they foresee the trouble spots early enough to take preventive measures?

Yes ( )          No ( )          Undecided ( )

## 6. RECRUITMENT AND SELECTION

- a) Do you feel satisfied with the present Recruitment policy of your library?

Satisfied ( )          Dissatisfied ( )          Undecided ( )

If you are dissatisfied, state reason(s):

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- b) Do you believe in promotion or open Recruitment?

Promotion ( )          Open Recruitment ( )

If promotion, to what extent

SPA ( )   Prof. Asst. ( )   Asst. Lib. ( )   Dy. Lib. ( )  
Librarian ( )





- i) Employees working on adhoc/temporary basis should be regularized according to their levels of performance

Agree ( )                      Disagree ( )                      Undecided ( )

- j) Are you involved in the recruitment and selection process of new employees?

Yes ( )                      No ( )                      Undecided ( )

**7. INDUCTION, TRAINING AND DEVELOPMENT.**

- a) Is there any orientation programme for new entrants in your library ?

Yes ( )                      No ( )                      Don't Know ( )

- b) Are you aware of your service conditions, duties, responsibilities and organization?

|                              |   |                                    |           |
|------------------------------|---|------------------------------------|-----------|
| During<br>Orientation<br>( ) | From head of<br>the Organization<br>( ) | Enquires from<br>Colleagues<br>( ) | No<br>( ) |
|------------------------------|---|------------------------------------|-----------|

- c) Do you think that you should be put through an orientation programme after your joining?

Yes ( )                      No ( )                      Undecided ( )

- d) Does your library provide any special opportunity for interested employees to acquire new skills through in service training?

Yes ( )                      No ( )                      Undecided ( )

- e) People in your library are sponsored for training on the basis of genuine needs that may increase their professional efficiency.

Agree ( )                      Disagree ( )                      Undecided ( )

- f) Employees are deputed for training on the basis of their suitability to the organization.

Agree ( )                      Disagree ( )                      Undecided ( )

- g) To what extent do you think that training imparted to employees is helpful to perform their duties better.

Great Extent ( )              Some Extent ( )              Little Extent ( )

- h) To what extent do you think that you are benefited from training Programmes?

Great Extent ( )              Some Extent ( )              Little Extent ( )

- i) When the employees return from training programmes, are they given an opportunity to try out what they have learnt?

Yes ( )                      No ( )                      Undecided ( )

- j) Do the seniors in the library allow career opportunity to juniors ?

Yes ( )                      No ( )                      Undecided ( )

- k) Periodic change of duties facilitates professional development.

Agree ( )                      Disagree ( )                      Undecided ( )

- l) How much important it is to you to attach to the techniques of in-service training in library for increasing the efficiency of staff?

Great Extent ( )              Some Extent ( )              Little Extent ( )

- m) How many times have you been deputed during the last three years for in-service training programmes.

Once ( )                      Twice ( )                      Trice ( )

- n) To what extent do you think that persons working in university libraries are getting better training than persons working in special libraries?

Great Extent ( )              Some Extent ( )              Little Extent ( )

- o) To what extent do you feel that persons working in university libraries are getting more opportunities to make use of their abilities and experiences than those working in special libraries?

Great Extent ( )      Some Extent ( )      Little Extent ( )

- p) To what Extent do you think that there is enough scope for self development in your profession?

Great Extent ( )      Some Extent ( )      Little Extent ( )

## 8. PERFORMANCE APPRAISAL

- a) Techniques of employee's self (performance) appraisal will increase his/her efficiency.

Agree ( )      Disagree ( )      Undecided ( )

- b) To what extent do you believe that performance standards upon which your work is evaluated are fair?

Great Extent ( )      Some Extent ( )      Little Extent ( )

- c) Is the standard of your performance that your authorities expect from Professional (staff) very high?

Yes ( )      No ( )      Undecided ( )

- d) Do you agree that appraisal reports are objective and fair?

Yes ( )      No ( )      Undecided ( )

If yes, to what extent

Great Extent ( )      Some Extent ( )      Little Extent ( )

- e) If no, do you feel that the grievance will be removed if your superiors discuss your performance with you before writing your appraisal reports?

Yes ( )      No ( )      Undecided ( )

- f) Do you think that there should be periodic feed back from your superiors about your performance?

Yes ( )      No ( )      Undecided ( )

g) Appraisal feed back from the employer should speak about the areas he/she needs to improve.

Agree ( )                      Disagree ( )                      Undecided ( )

h) Appraisal reports help in the identification of training or development needs.

Agree ( )                      Disagree ( )                      Undecided ( )

i) Appraisal reports help in the identification of potential for promotion.

Agree ( )                      Disagree ( )                      Undecided ( )

j) When an employee does a good work his/her superiors take special care to appreciate it (through annual confidential report or any other means).

Agree ( )                      Disagree ( )                      Undecided ( )

k) Do you get adequate and fair opportunity to defend yourself against adverse entries in performance appraisal reports?

Agree ( )                      Disagree ( )                      Undecided ( )

l) If you are not satisfied with self appraisal method, what alternative do you suggest? (Tick as applicable)

i)      only on seniority                      ( )

ii)     only on merit                              ( )

iii)    based on ACR                              ( )

## 9. PARTICIPATION IN DECISION-MAKING

a) Do you think that decisions in your library are taken by participation of all concerned?

Most of the time ( )                      Some times ( )                      Undecided ( )

b) The seniors inform about day to day decisions of the library to juniors.

Most of the time ( )      Some times ( )      Undecided ( )

c) The seniors in your library keep the juniors informed of the policies of the library.

Most of the time ( )      Some times ( )      Undecided ( )

d) Do you think that participation is a sort of emotional integration in decision-making process?

Yes ( )      No ( )      Undecided ( )

e) Do you agree that participation in decision-making helps in the implementation of decision?

Yes ( )      No ( )      Undecided ( )

If Yes, to what extent.

Great extent ( )      Some Extent ( )      Little Extent ( )

If No, Why?

(i)

(ii)

f) Do you feel that participation in decision-making leads to efficiency?

Yes ( )      No ( )      Undecided ( )

If yes, to what extent

Great Extent ( )      Some Extent ( )      Little Extent ( )

## 10. MOTIVATION

a) Do you have career advancement schemes for promotion purposes?

Yes ( )      No ( )

b) Whether you get additional increments after attending refresher courses or other specialized training.

Yes ( )                      No ( )

c) Whether you have any scheme of recognizing good work like incentives, awards, rewards etc.

Yes ( )                      No ( )

d) Do you feel that other libraries have better opportunities and motivation by employers than the university libraries

Yes ( )                      No ( )

e) Do you have study leave provision for higher professional courses such as BLIS, MLIS, M.Phil, Ph.D

Yes ( )                      No ( )

## 11. STATUS AND PAYSACLE

a) Do you feel satisfied with the scale of pay?

Satisfied ( )                      Dissatisfied ( )                      Undecided ( )

b) Do you think that salary given to you match with the assigned work?  
(Tick as applicable)

(i)      Salary is higher than assigned work.                      ( )

(ii)     Salary matches with the assigned work.                      ( )

(iii)    Salary is lower than assigned work.                      ( )

c) Would you like to change over from present organization to another in the same scale of pay?

Yes ( )                      No ( )                      Undecided ( )

d) Are you satisfied with your status?

Yes ( )                      No ( )                      Undecided ( )

## 12. PROFESSIONAL EDUCATION & TRAINING

Human Resource Development depends much on type of education and training that a professional has acquired or intended to acquire during his/her service period:

a) Do you agree with the traditional LIS education?

Yes ( )                      No ( )

If Yes Why?                      If Not Why?

(i)

(ii)

b) Now computer and communication technologies have largely been applied in to libraries and information centres. Therefore LIS education should be more technology oriented.

Yes ( )                      No ( )

c) Should library go for computerization and networking.

Yes ( )                      No ( )

d) Do you agree that library professionals should be changed to information scientist?

Yes ( )                      No ( )

13. Any other point(s) you would like to suggest for development of human resources in University libraries.

*Thanking You*

