

BLOCK 3

**STAFFING PATTERN AND
STAFF DEVELOPMENT FOR
ACADEMIC LIBRARIES**

UNIT 9 NORMS AND PATTERNS OF STAFFING

Structure

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9.0 OBJECTIVES

After reading this Unit, you will be able to :

- know different categories of staff in academic library;
- acquaint yourself with the role of professional staff in an information age;
- distinguish the categories of staff required for university, college and school libraries;
- understand the norms and patterns of staffing in academic libraries;
- be aware of qualifications and pay scales of library staff in different types of academic libraries such as university, college, and school; and
- explain different aspects like how to recruit and select the library personnel, how to give training to the recruited staff, etc.

9.1 INTRODUCTION

Staffing is the function concerned with employment and training of employees, and maintenance of conducive environment, for accomplishing the objectives of an enterprise. According to Mac Farland, "staffing is the function by which managers build an organisation through recruitment, selection and development of individuals as capable employees." It covers both managerial and rank-and-file positions. Staffing aims at building up an organisational structure, which can deliver goods for the present and the future.

Staffing function is an important function of any organisation. The future of an enterprise would greatly depend upon the quality of personnel. Staffing function has become more and more complex during the recent years. There is a need to employ competent personnel, provide continuing training and education to them and make available favourable environment for their effective performance.

9.2 CATEGORIES OF STAFF

The staff who serve in academic libraries can be classified into the following three categories:

- i) Professional Staff;
- ii) Supporting (technical) or Paraprofessional Staff;
- iii) Supporting (administrative) Staff.

9.2.1 Professional Staff

In a university library, the positions such as Professional Assistant, Assistant Librarian, Deputy Librarian and Librarian are considered as professional positions. Similarly, in a college library, a Professional Assistant and a Librarian constitute staff. In a school library, a Librarian would very often belong to this category.

Some of the jobs performed by professionals are given below:

- Book selection;
- Book order;
- Classification;
- Cataloguing;
- Indexing;
- Abstracting;
- Reference service;
- Information service;
- Planning.

The professional staff is required to achieve the objectives of the library and information services in Information Age. Social and technological developments have always made our institutions to change for adapting to the new developments. The 'Library' is also one such institution. How far the modern technological developments have changed the 'Library' in India in last 30 years? This question has to be asked by all concerned, and particularly by the librarians and the library authorities of a nation. In the library world three major revolutions have taken place during the 20th century.

- 1) During post-War era (1950s to 1960s) movement of library consortia started, e.g., BLCMP, CRL of USA (1949);
- 2) During 1970s, the advent of computing devices and networks; and

3. During 1980s development of on-line knowledge developed for use by library clientele.

These three revolutions demand numerous attitudinal changes in transforming traditional libraries into an automated system. The impact of these revolutions had been on all organisational sectors of library and information, viz., the library authority, the library materials, the library clientele and the library staff, as the following visual shows:

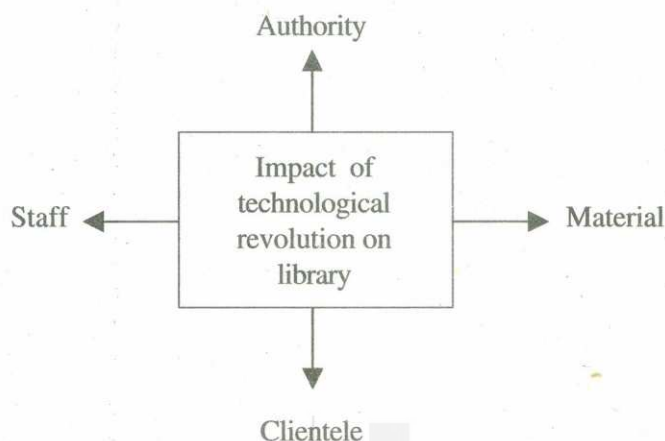


Fig. 9.1: Organisational Sectors of Library and Information

Some of the important changes needed in our approaches are:

- 1) The library has to move from the state of being merely a passive operator to the level of becoming a platform for generation, exchange and utilisation of knowledge (KGEU).
- 2) Attitude should move from the sole acquisition to collaborative access by interfacing with computer technology.
- 3) So far the organisation and retrieval of knowledge in libraries had been on traditional lines. Now, the new technology has brought in a quantum change, wherein retrieval is done from online catalogues and texts or through searching of bibliographical databases.
- 4) From searching through a traditional library classification scheme or through a particular traditional type of catalogue, we have to move to the details of searching behaviour of users and natural language interfacing with linguistic interpretation in a syntactic manner.
- 5) Earlier, users used to identify their materials themselves from an organised library. Now, the librarian has become *de facto* intermediary between the user and the knowledge sought. Hence, the librarian while operating shall have to analyse and synthesise “user environment” and “knowledge environment”. For this kind of task, the librarian shall have to:
 - i) use methods from communication theory, psychology, knowledge classification and sociology.
 - ii) develop theoretical bases of information/knowledge needs of various types of users, by going beyond “mission-oriented” and “documented-centred” approaches so that necessary postulates may be developed for predicting knowledge-needs of various sectors.
- 6) So far the librarian was to be the sole agent for organising and retrieving knowledge. Now this traditional duty is diminishing. And, in place of this duty, the role of assisting users to perform online searching is increasing. This new role requires the librarian to impart instructions to users, through formal and informal methods, until users achieve independence.

For providing modern library services, the librarian and educational administrators shall be required to think in the present era of privatisation, and identify the following:

- i) What models of information provision can provide access to all through commercial enterprises?
- ii) What shall be the role of libraries in the context of information for all?
- iii) How to make the nation's major libraries as one, well knit, mega-system by liberating them from individual sovereign owners? Is individual and exclusive ownership of a library feasible any more?
- iv) Is there justification any more for categorising libraries into various types — academic, public and special?
- v) Can we not form a corporation of all libraries in each city and connect them Statewise and regionwise to make one national grid?

All these factors have value and importance in the modern technological information society, and India is no exception. The theory of evolution works not only in case of biological life but also in case of evolution of institutions. The library movement started with types of libraries—academic, public and special libraries – with their vertical structure and government. Now, the cost factor, modern technology and new communication devices have forced the conversion or metamorphosis of vertical structure and government of libraries into a horizontal structure and resources. Now the prevalent notion is: libraries at one geographical place should be under one common corporate authority for rendering services to all through hookup. You can take it as the Sixth Law of Library Science or the extension of the Fifth Law, as you please. But the fact is that sovereignty of the parent institution over its library stands diluted. For example, the University of Delhi can no more have its library system as its exclusive possession. The modern librarianship is largely beyond the walls of the concerned library. Call it DELNET? BONET? CALIBNET or any net and hookup of local, regional, national, international nature. It is under these vertical and horizontal dimensions that modern librarianship shall be required to live and grow. Historically speaking, such a metamorphosis is neither strange nor unnatural. Remember that three hundred years ago we had our individual wells for water supply and individual lanterns for our light supply. Today, we have a joint water supply corporation and a common electricity undertaking. Similarly, if we develop knowledge corporations, i.e., Bombay Information Undertaking, Delhi Information Corporation and the like in major towns of our country, academic libraries shall be required to take up leading roles in the new set-up.

9.2.2 Para-professional Staff

Supporting (technical) or paraprofessional staff can be compared to para-medical staff employed in a hospital, such as nurses, technicians, etc. They should possess a certificate or diploma (undergraduate) in Library Science of the duration of one academic year, in addition to having passed senior secondary examination.

Some of the jobs undertaken by them are listed below:

- Preparation of book selection slips after the items have been marked.
- Accessioning of books and other documents.
- Registration of periodicals.
- Typing of catalogue cards, bibliographies, documentation lists, etc.
- Volume numbering work (jacket, inside the volume, tag and date table numbering, etc.)
- Charging and discharging of books, periodicals, etc.
- Maintenance of issue records.
- Inter-library loan work.

- Shelving of documents.
- Preparation of books and periodicals for binding.
- Stock-taking.

9.2.3 Administrative Staff

Supporting staff (administrative) carries out the jobs, which are usually done in any office of an institution. The following is the list of some jobs, which are usually performed by the supporting staff (administrative) in a library:

- secretarial assistance to the librarian and other senior staff;
- maintenance of personnel records (personal files, service books, confidential records, etc.);
- maintenance of accounts (salary of staff, accounts for purchase of items, payment of bills, etc.);
- maintenance of stores (purchase of stores, maintenance of stock registers for both consumable and non-consumable articles, etc.) and
- typing (except that of catalogue cards, bibliographies, documentation lists, etc.)
- housekeeping and sanitary duties.

Self Check Exercise

1) Briefly mention the categories of staff required for an academic library.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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9.3 STAFFING PATTERN

9.3.1 Ranganathan's General Staff Formula

A mathematical formula for calculating staff strength can be extremely helpful. Once such a formula is accepted by authorities, then increase of staff based on increase in quantum of work becomes somewhat mechanical. General staff formula formulated by S.R. Ranganathan has proved to be extremely useful. This formula is applicable to different types of libraries.

S.R. Ranganathan has recommended the following staff formula:

a) *Professional Staff*

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

b) *Non-professional Skilled Staff*

$$\frac{B}{30,000} + \frac{S}{100}$$

c) Unskilled Staff

$$SB/4 + SC/2 + SL + SM/4 + SP/2 + SR/8 + A/20,000 + D/500 + B/60,000 + (S/100) + V/30,000$$

Explanation

SB = Number of persons in book section

$$= \frac{A}{6000} = \frac{\text{Number of books accessioned in a year}}{6000}$$

SC = Number of persons in circulation section

$$= \frac{G}{1500} = \frac{\text{Number of gate-hours for a year}}{1500}$$

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

SL = Number of persons as librarian and his deputies

$$\frac{HW}{1500} = \frac{\text{(Number of hours library is kept open in a day)} \times \text{(Number of working days in a year)}}{1500}$$

SM = Number of persons in maintenance section

$$= \frac{A}{3000} = \frac{\text{Number of volumes accessioned in a year}}{3000}$$

SP = Number of persons in a periodicals section

$$= \frac{P}{500} = \frac{\text{Number of periodicals currently taken}}{500}$$

SR = Number of persons in a reference section

$$= (R/50)(W/250) = \frac{\text{(No. of readers per day)}}{50} \times \frac{\text{(No. of working days)}}{250}$$

ST = Number of persons in Technical Section (that is classification and cataloguing section)

$$\frac{A+40D}{2000} = \frac{\text{Number of volumes accessioned in a year} + 40 \times \text{Number of periodicals abstracted and indexed in a year}}{2000}$$

B = Annual budget allotment in rupees

S = Number of seats for readers

A = Number of volumes accessioned in a year

D = Number of periodicals abstracted and indexed in a year

V = Number of volumes in the library

It may be noted that the requirement of staff for each section has been calculated on the basis of assumptions based on experience. For instance, the number of professionals required for a periodical section has been worked out and is based on the assumption that one professional is sufficient for procuring and recording 500 periodicals per year.

9.3.2 Norms of UGC

● UGC Library Committee

The University Grants Commission (India), appointed in 1957 a committee under the Chairmanship of Dr. S.R. Ranganathan to advise the UGC about development of university and college libraries and their organisation.

The Library Committee laid down the strength of the staff for different sections in university and college libraries to be determined roughly on the following basis:

Book Section : One person for every 6000 volumes added in a year.

Periodical Publications Section: One person for every 500 current periodicals taken.

Documentation Section : One person for every 1000 entries prepared in a year.

Technical Section: One person for every 2000 volumes added in a year.

Maintenance Section: One person for every 6000 volumes added in a year, one person for every 500 volumes to be replaced in a day, and one person for every 1,00,000 volumes in the library.

Administrative Section: Minimum of one library accountant, one steno-typist and one correspondence clerk.

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

Circulation Section: One person for every 1500 hours for which one gate of the library has to be kept open in a year.

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

Unskilled Staff: One Cleaner for every 30,000 volumes in the library, one Attendant each for every 6,000 volumes added in a year, for every 500 current periodicals taken, and for each of the shifts in the Circulation Section, besides unskilled and semi-skilled workers normal to any institution.

Comments: Later on, S.R. Ranganathan suggested certain changes in the above mentioned norms as given below:

Periodical Publications Section: 1,500 periodicals subscribed.

Documentation Section: (to supplement the work done by the INSDOC (now NISCAIR) and the international abstracting services): 30 research workers (in the university).

Maintenance Section: 1,500 volumes newly added, 50,000 volumes to be looked after by one person.

● UGC Workshop (Khandala) (1979)

The UGC Workshop on formulating standards for college libraries was held at Khandala from March 5-7, 1979. The recommendations made by the Workshop were considered and approved by the UGC Sub-Committee at its meeting held on August 30, 1979. The recommendations made by the Sub-committee regarding library staff are given below.

Basic staff for the college having the strength of 500 students and the collection of 5000 volumes in the library as mentioned below:

Librarian	1
Assistant Librarian	1
Library Assistant	2
Library Clerk-cum-Typist	1
Library Attendants	3
Total	8

Besides the above staff, the following additional hands depending upon the strength have been provided:

- i) For an increase of every 500 students enrolment, 1 library assistant and 2 library attendants should be added.
- ii) Similarly a college will be required to appoint 1 library assistant and 2 library attendants for every addition of 25,000 volumes upto the limit of 80,000 volumes.
- iii) When the strength of students exceeds 2000, one more Assistant Librarian and one Library Clerk should be appointed.
- iv) The figures mentioned above are based on the following tentative framework of the main functions that one expects to be carried out in the college library:
 - a) acquisition of new books;
 - b) periodicals;
 - c) technical processing service;
 - d) reference service;
 - e) circulation of books;
 - f) maintenance;
 - g) administration;
 - h) supervisory work; and
 - i) documentation.

● Delhi University Colleges

In Delhi University day college libraries, the following staff strength has been sanctioned by UGC (vide letter No. F.1-18/63(CUP) of 25.9.1964 and letter No. F.1-35/47(CU) of 18.2.1968):

Librarian	1
Professional Assistant	1
Library Assistant	2
Typist	1
Attendants (upto a collection of 15000 volumes)	2
Attendants (more than 15,000 and less than 30,000)	3

Note: (i) If the collection is more than 30,000 volumes, then 4 attendants are provided. For an extended college (having more than 1500 students), 2 additional attendants are given. In case, a library opens for 12 hours, then 2 additional attendants are provided.

In Delhi University Evening Colleges, the following staff has been sanctioned:

Norms and Patterns of Staffing

Librarian	1
Library Assistants	2
Typist	1
Attendants (upto a collection of 15000 volumes)	2

Note:

- i) A collection of above 30,000 volumes, 4 attendants are provided, 50% of the attendants are placed in the senior scale.
- ii) Logically speaking, an evening college library should have the same number and level of staff as in day colleges. However, discriminations exist between day college and evening college libraries. There should be a common library for both the day college and the evening college, so long both were using the same premises. This provision would have required lesser staff and the savings could have been used on extending the library buildings, collections and the services.

9.3.3 Norms of AICTE

As we have stated earlier in Unit 2 under 2.7.1, AICTE (All India Council for Technical Education) is a statutory body established to properly plan and coordinate the development of technical education system throughout the country.

The AICTE recommends the following as norms for the library of a technical institution which is having the initial stock of 4000 volumes of books and 36 journals (18 national, and 18 international (desirable) :

Librarian	1
Assistant Librarian	1
Assistants	4

(Source: Handbook of Norms and Standards of AICTE, 1999)

9.3.4 Norms of School Libraries

In India, we have the following kinds of schools:

- Senior Secondary School/10+2 School
- Higher Secondary School
- High School/Secondary School
- Middle School
- Primary School

The pattern of staff required is given below:

Every middle/high/higher secondary/10+2 school should have a proper library. The minimum staff should consist of a librarian (library training plus B.A.) and one attendant. This minimum staff is essential.

The following staff is suggested for different levels of schools as norms:

● **Senior Secondary School**

Librarian	1
Assistant Librarian	1
Class D Staff	1

● **Secondary School**

Librarian	1
Assistant Librarian	1
Class D Staff	1

● **Middle School**

Librarian	1
Class D Staff	1

● **Primary School**

In a primary school, one of the school teachers can be made incharge of a library and given a short training. He/She can look after the library and provide library services on part time basis.

9.4 QUALIFICATIONS OF LIBRARY STAFF

9.4.1 University Library

As per the norms of UGC, the minimum qualifications for appointment to the posts of Librarian, Deputy Librarian and Assistant Librarian/Documentation Officer are given below:

● **Librarian**

- i) 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) 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 organisation of published work.

Desirable: M.Phil./Ph.D. degree in Library Science/Information Science/Documentation/Archives and Manuscript – keeping.

● **Deputy Librarian**

- i) 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 services, published work and professional commitment, computerisation of library.

Desirable: M.Phil./Ph.D. degree in Library Science/Information Science/Documentation/ Archives and Manuscript Keeping, computerisation of library.

● **Assistant Librarian/Documentation Officer**

- i) Qualifying in the national-level test conducted for the purpose by the UGC or any other agency approved by the UGC;
- ii) Master's Degree in Library Science/Information Science/Documentation or an equivalent professional degree with at least 55% of the marks or its equivalent grade of B in the UGC Seven point scale plus a consistently good academic record computerisation of library.

9.4.2 College Library

As per the norms of UGC and AICTE, the minimum qualifications for appointment to the post of a college librarian are given below:

● **Librarian**

- i) Qualifying in the national-level test conducted for the purpose by the UGC or any other agency approved by the UGC;
- ii) Master's Degree in Library Science/Information Science/Documentation or an equivalent professional degree with at least 55% of the marks or its equivalent grade of B in the UGC Seven point scale plus a consistently good academic record computerisation of library.

9.4.3 School Library

Status of a school librarian should be the same as that of a school teacher. He should be at par with teachers having comparable qualifications, in the matter of salary and various facilities.

The minimum qualifications for library staff should be as given below:

● **Librarian**

B.A. or B.Sc. and a degree in library and information science or equivalent diploma in library science.

● **Assistant Librarian**

Higher Secondary/Senior Secondary and Certificate in Library Science or Diploma in Library Science.

● **Class "D" Staff**

Matriculate/High School with some experience in a library.

9.5 SALARY SCALES

9.5.1 University Library

The UGC recommended the following salary scales vide letter No.F.1-9/89(CPP-1) dated 20th February, 1990:

Assistant Librarian/Documentation Officer	Rs.2200-75-2800-100-4000
Assistant Librarian/Documentation officer (Senior Scale)	Rs.3000-100-3500-125-5000
Assistant Librarian/Documentation Officer (Selection Grade)	Rs.3700-125-4950-150-5700
Deputy Librarian	Rs.3700-125-4950-150-5700
Librarian	Rs.4500-125-5700-200-7300

Merit promotion scheme has been extended to professional librarians. The UGC has laid down an evaluation criteria similar to University teachers. The criteria cover, qualifications, attendance of atleast two refresher courses, evaluation by a committee, etc.

Revised Pay Scales

The UGC revised the pay scales of university and college librarians with effect from 01.01.1996. The revised scales (vide UGC letter No. F.3 – 1/94 (PS) dated 24 December, 1998) are given below:

Assistant Librarian/Documentation Officer	Rs.8000 – 275 – 13500
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Assistant Librarian/Documentation officer (Senior Scale)	Rs.10000 – 325 – 15200
Assistant Librarian/Documentation Officer (Selection Grade)	Rs.12000 – 420 – 18300
Deputy Librarian	Rs. 12000 – 420 – 18300
Librarian	Rs.16400-450- 20900 – 500 - 22400

9.5.2 College Library

The UGC recommended the following salary scales vide letter No.F1-9/89 (CPP-1) dated 20th February, 1990:

College Librarian	Rs.2200-75-2800-100-4000
College Librarian (Senior scale)	Rs.3000-100-3500-125-5000
College Librarian (Selection grade)	Rs.3700-125-4950-150-5700

Merit Promotion Scheme has been extended to professional librarians. The UGC has laid down evaluation criteria similar to college teachers. The criteria cover qualifications, attendance of atleast two refresher courses, evaluation by a committee, etc.

Revised pay scales

College Librarian	Rs. 8000 – 275 – 13500
College Librarian (Senior scale)	Rs. 10000 – 325 – 15200
College Librarian (Selection Grade)	Rs. 12000 – 420 – 18300

9.5.3 School Library

A school librarian should be at par with school teacher in the matter of salary scales, with comparable qualifications.

9.6 RECRUITMENT AND SELECTION

9.6.1 Recruitment

Recruitment of personnel refers to supply of new personnel. Recruiting is the process of attracting job applicants possessing necessary skills, abilities, knowledge and attitudes required to fulfil the objectives of the library. The aim of recruitment should be to secure the best candidate for a given job. It can prove to be a major headache for the Chief Librarian. In case, an Assistant Librarian in a University Library has to be appointed, it can be done bringing an outsider or by promoting an insider. At the lower level, there is an additional problem: there may be pressure from local groups to recruit the person from within. In addition, the regulations may require recruitment based on quotas (e.g. scheduled caste, scheduled tribe, backward class, internal quotas, etc.). It is essential that wide publicity be given for each vacancy to be filled up.

9.6.2 Selection

Selection means making decisions about people. Out of a number of applicants for an opening, the selection committee must decide as to who is the most qualified.

Every applicant has a right to be considered for the job opportunity without regard to race, sex, caste, religion, etc., solely on the basis of performance and qualifications.

The appointment of a Chief Librarian is the most important task. Once a suitable candidate has been found then he should be invited for an interview. In case he makes a good impression on the Selection Committee, then negotiations can be held regarding terms and conditions. In case of a University Librarian, the position can be offered, provided the candidate is an eminent librarian. For the selection of the staff members, the Chief Librarian should be given a free hand.

In case of a job for a Professional Assistant or below, it may be a useful idea to hold a written test to test the knowledge, personality, intelligence and aptitude. This shall help in weeding out unsuitable candidates. The questions for the test may be formulated, by taking assistance of a psychologist. Selection is a tricky business; a Chief Librarian must be very careful so that only the best candidates are selected based on merit. The confidential reports from the institutions where the prospective candidates are employed may be taken into consideration at the time of final selection.

Self Check Exercise

- 2) What are the basic considerations for evolving a staffing policy of academic library?

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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9.7 TRAINING AND DEVELOPMENT

The new staff members should be acquainted with their job, superiors and peers, objectives, functions, general policies and services of the library, with particular reference to the department, where they will be working. They should be given some training/experience regarding different operations performed in the library. The library administrators must also accept the responsibility for providing support and opportunities for continuing education (individual based) and staff development (group based) UGC has been encouraging continuing education and staff development. UGC is supporting Academic Staff Colleges established in different universities to provide continuing education in Library and Information Science. In North India, Academic Staff College, Aligarh Muslim University has been arranging refresher courses for librarians and teachers of Library and Information Science on a regular basis.

Working Conditions

Besides staff status and salary scales, suitable working conditions are extremely important for employee satisfaction and better performance. Suitable working conditions create right kind of attitudes towards job. These include provision of suitable physical environment and working hours; provision of vacation, study leave, health services and academic status; liberal retirement benefits; good opportunities for promotion, etc.

Staffing function is an extremely important function. In ultimate analysis, the quality of library services depends more on quality of personnel than on any other single

factor. A sound staffing programme should be built on the norms laid down for this purpose by various agencies. The norms described in this chapter are based on experience and have proved to be useful. In order to achieve a successful staffing programme, it must be understood properly and carried out meticulously at all levels of management. This would greatly depend on the extent to which a dynamic and definite recruitment programme is implemented.

The norms given above are meant for traditional libraries. Many academic libraries are beginning to modernise, using information technology. Therefore, it is desirable that the norms should be revised, keeping in view traditional as well as modern libraries.

In order to achieve effective and efficient services, it is essential not only to have a dynamic recruitment programme but also to follow the norms for staffing faithfully so that the library can fulfil the objectives laid down by the parent body. The norms available today require revision, keeping in view the changing environment.

9.8 CAREER ADVANCEMENT

The dynamism of academic libraries rests entirely on the growth of a librarian during his/her career. The libraries in our country had for a long time been "more or less useless conventional accessories". In the information age, the libraries are the first essential requirement for progress, prosperity and happiness. Such a complete break away from the traditional notion about libraries and their services must transform the attitudes of people in power in all sectors of the Indian society. The passport for living in the world of XXI century is the ability for "independent learning" and the visa for entry into its acquaintance with "information technology". It is a global question today on all Campuses — from Harvard to Delhi — as to which section of a university should have specific responsibility for cultivating abilities of "learning skills" and literacy of "information technology" in the youth. It is a university graduate who becomes a school teacher or goes to various other key-role positions. If she or he is equipped with learning skills (LS) and information technology (IT) during college life he/she can take the mission to schools and other places in society. Various subjects under the faculties of sciences, humanities and social sciences have clearly found imparting training in "learning skills" (LS) and "information technology" (IT) exo-genus to their disciplines and have, therefore, allocated these species to the genus of library and media centres in educational institutions. This allocation has been through an unanimous resolution because there is no other claimant of these roles in educational institutions. The result is that for developing independent learning skills and for cultivating literacy in information technology the library and librarians have moved into the centre, in schools, colleges and universities.

Once, the library attains such a favourable biological mutation, the human factor (in the librarian) responsible in moving the library for such important roles is bound to obtain proportionate value. The librarian should develop on the job. We must know how should we really work? The real attitude prevailing in our educational culture appears to be, "library is important. But the librarian (as the prime mover of library) may not be really important. At least, she or he does not appear to be able to command that importance". We somehow forget the librarians can develop themselves to help people in the following areas:

- i) There is very wide range of learning resources which should be used in schools and colleges, for various ages and for cultivating learning abilities;
- ii) Teachers and students need assistance and guidance from the librarian for using these resources effectively; and
- iii) There should be a sequential programme for developing learning skills from primary to post secondary stages for which resources may be available for use within the institution concerned or outside the institution.

A qualified librarian, possessing the same academic credentials as teachers and others do, can certainly contribute towards in cultivating learning skills. The librarian with on the job preparation can work constructively on learning skills curriculum, which contains the following:

- i) ability to locate and select resources;
- ii) ability to interrogate and interpret the contents in resources; and
- iii) ability to communicate the acquired knowledge and understanding through general patterns.

These vital attitudinal changes have to take place concerning the format of materials. The hardbound printed form of documents has ruled the world for many centuries. Then came the microforms. The clientele of libraries developed the skills of using the microforms for knowledge utilisation. Now, books can be stored on disks. These innovations cannot be avoided for a long time. We all have to develop skills and aptitude for using the changing format of knowledge.

Self Check Exercise

- 3) How training and better working conditions of an academic library attract qualified staff.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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9.9 SUMMARY

This Unit discusses the norms that should be followed for staffing the academic libraries. For their smooth functioning there are three categories of staff required.

1) Professional staff, 2) Para-professional staff and, 3) Administrative staff. Besides, what should be the staff strength of a university, college or school libraries taking into consideration their workload. Various staff formulae have been provided by Dr. S.R. Ranganathan, University Grants Commission, and AICTE, so far as their qualification, experience, pay scale, etc. are concerned. Creation of senior positions with higher pay scale are provided for the university libraries whereas standard positions are offered to college and school libraries. To attract efficient and highly qualified staff to work in the academic libraries, it is essential to provide continuing education, training, good working conditions and other career development programmes to update their knowledge and skill.

9.10 ANSWERS TO SELF CHECK EXERCISES

- 1) There are three categories of staff required for an academic library such as a) professional staff, b) para-professional staff, and c) administrative staff.

Professional staff are those who have got professional qualification to be Librarian, Deputy Librarian, Assistant Librarian, Junior Librarian, Library Assistant, Professional Assistant, etc. Para-professional support the professional staff and are trained by acquiring professional qualification of short term duration. Administrative staff assists Librarian and other senior staff by maintaining the proper records of the library as well as its staff.

- 2) The various considerations for evolving a staffing policy of an academic library include: quantum of work load, types of staff, pay scales and other training and career development policies of the libraries.
- 3) All the staff working in the library should be provided with continuing education to update their knowledge and skill, acquaint them with the future plans and perspectives of the library and increase the efficiency of the staff responsible for success of the organisation. All these need better working environment, pay scales, promotion prospects, retirement benefits, participation in seminars, conferences, workshops other short-term training programmes.

9.11 KEYWORDS

Attitudinal	: Opinion, feeling or emotion concerning an event, fact or state.
Peers	: Groups of people of similar status in an organisation.
Para-Professional	: A person without professional training to whom a particular aspect of a professional task is delegated.
Rank-and-file	: Placement of staff in an ascending or descending order according to importance.

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UNIT 10 CONTINUING EDUCATION PROGRAMMES (CEP)

Structure

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10.0 OBJECTIVES

After reading this Unit, you will be able to:

- understand the definition and meaning of continuing education;
- know the historical background, and types of continuing education;
- explain the meaning, need for, and objectives of Continuing Education Programmes for LIS professionals;
- acquaint yourself with different delivery modes of continuing education programmes which can be utilised to impart training to professionals for their career development, knowledge updating, etc.;
- explain different delivery modes of continuing education programmes; and
- know the role of international and national agencies that provide Continuing Education Programmes for LIS professionals.

10.1 INTRODUCTION

The education system in India is fast changing due to the influence of Information and Communication Technologies (ICT) applications on different fields of specialisation, viz. Science and Technology, Electronics, Medicine, Library and Information Science, etc. All these changes make the literates and also neo – literates to be in constant touch with the latest developments in his/her field of specialisation, job, occupation, profession, etc. To keep abreast of the developments the continuous learning in the respective field assumes great importance.

The information age has changed the way people generally look at libraries and information centres, and librarians and information professionals. On the one hand, the information explosion is enormously increasing the variety of physical formats, viz., audio, video, text, e-books, e-journals, CD-ROM databases of bibliographic records, etc., on the other hand, the users demand information irrespective of any form within no time. Under these circumstances, it becomes essential for library and information professionals to continue their education for acquiring new skills and development in order to meet the challenges. This can be accomplished in a variety of ways through attending conferences, seminars, workshops, reading professional literature, etc.

Keeping in view the above, in this Unit, we shall discuss the concept of continuing education and its origin and development. We shall also discuss different aspects of Continuing Education Programmes (CEP) such as need and objectives, different delivery modes, agencies, and thrust areas of CEP.

10.2 CONTINUING EDUCATION (CE)

10.2.1 Definition and Meaning

The term 'Continuing Education' signifies providing opportunities for learning throughout the life to help individuals in order to: extend initial study; update knowledge and skills; and undertake career development or change according to environment and need. The term 'Continuing Education' can be defined as follows:

Dr. Mohan Sinha Mehta, an eminent protagonist and pathfinder in the field of continuing education brought out the idea of continuing education in the following words:

"The air we breathe in our universities, the language we speak, the ideals we pursue and the thoughts which guide us in our work of teaching, learning and research should be related to our background, our way of life, our classics and our code of ethics. We should readily learn and receive new and true knowledge from everybody and everywhere; at the same time, we should not neglect or disregard our own treasures."

The Web Online Dictionary defines:

"Continuing Education is a term often used to suggest the idea that education is a process not completed. This term is most often used by colleges and universities in describing their extension and adult education activities. The term is sometimes broadened to cover any situation where the person is "moving on," particularly within the more formal, credential-related aspects of education".

From the above definitions it is clear that the continuing education consists of all learning activities and efforts by which individuals seek to upgrade their knowledge, attitudes, competencies, and understanding in their special field of work or role in order to deliver quality performance in the work setting and enrich their career.

10.2.2 Historical Background

Historically speaking, it could briefly be said that the concept of continuing education started from the traditional activities of our people. For instance, “people used to go to temples and take part in various religious festivals, and also to participate in cultural festivals like dance, drama, music, painting on the walls, rangoli, etc. The people used to celebrate (still celebrate) seasonal festivals like harvesting festival locally called ‘bhogi’, ‘pongal’, and ‘sankranti’ around the month of January; ‘Dasara’ festival in October – marking victory of good over evil; ‘Deepavali’ in November – just before the onset of winter, firing crackers, lighting many lamps, burning incense sticks and caster leaves to drive away insects, flies, etc. to have a clean environment”. All of these festivals and religious practices made the life of people in India to learn, to work, to enjoy, to have recreation and have a ethical and spiritual pursuit in life. Thus the continuous learning at every stage of life was practiced in the Indian way of life, and it seems that the process of continuing education is in the lifeblood of Indians.

In the year 1972, India took a project on “developing a curriculum, facilitating teacher education” on the basis of life long education. The project was sponsored by UNESCO Institute of Education when it initiated a study on “concept of life long education” and its implication for school programmes, curricula as well as promotion of research.

During the year 1975 – 76, three conferences on continuing education sponsored by UGC, Ministry of Education were held at Simla, Pune, and Hyderabad. The main focus of those conferences was to start the departments of continuing education at universities and colleges. A large number of delegates from different universities representing a wide cross-section of academics and personnel participated. Since then, many universities have started separate departments with the assistance of UGC.

At present, more than 93 universities in India have established the department of continuing education [Vasanthakumari], and the departments are actively involved in conducting/organising continuing education programmes.

10.2.3 Types

The programme of continuing education can broadly be grouped into two types such as: i) formal education; and ii) informal education or life long learning process.

1) Formal Education

The Encyclopaedic Dictionary and Directory of Education defines the term ‘Formal Education’ as “conventional type of training or education depending on a set plan, pattern and method. It is sometimes used in a derogatory sense to indicate that the students experience has been kept restricted within the four walls of a class room completely cut off from the experience of the real world outside”.

So the formal education, which is undertaken in schools or institutions specifically established and maintained for the purpose, is consciously and deliberately planned for the modification of behaviour with a particular end in view. The curriculum and methods of teaching are fixed well in advance with clear-cut ends in view. For example, when a student goes to an institution, he/she has to be formal and act according to the discipline of the institution. The student is conscious of the fact that he/she goes to the institution for getting education. The student is also aware of his/her presence in the institution throughout the day. The same thing happens with the teacher. He is also aware of these things happened with the student.

Thus both the student and the teacher deliberately engage themselves in the process

of education which involves supervision, instruction, set plan, definite aim and principles, etc., with predetermined objective in view. The programmes that can be acquired through formal education may be in the form of:

- **Formal Courses** – The programmes/courses delivered formally by educational institutions or recognised agencies either through conventional mode or distance mode are called formal courses. Many universities and institutions (even private also) in India offer the LIS programmes like BLIS., MLIS., M.Phil., Ph.D., etc. For Example, Delhi University offers various programmes on LIS discipline such as: Master of Library and Information Science (MLIS), M.Phil., and PhD in Library and Information Science.
- **Extension Courses** – The programmes/courses conducted by universities or the institutions recognised by universities during the particular period of time are called extension courses. The purpose of the course is to sharpen the professionals and keep them up-to-date in their field of specialisation. Indian universities conduct such courses called *summer/winter schools* for different disciplines every year.
- **Refresher Courses** – It is a course of study conducted by universities and departments of library and information science to review and update the knowledge for those who could not keep abreast of developments. These kinds of courses are not only conducted by universities and departments but also by national institutes (e.g. NISCAIR, DRTC, etc.) and professional associations (e.g. ILA, IASLIC, IATLIS, etc.). These courses refresh the mindset of the participants from what they have studied earlier to what topics they have to keep up-to-date. The areas like institutional repositories, RFID technology, Open Source Software, etc. are the new concepts that they might not have come across during their earlier studies. Recently, UGC has suggested to undergo refresher courses and orientation programmes as a part of career advancement.
- **In-service Training** – It is a well organised and planned programme of the authorities to train the newly recruited staff in libraries so that they can get themselves acquainted with the functions and services performed in the library. It helps the professionals to acquire confidence, skill and knowledge in order to perform the assigned task effectively and efficiently. Many government departments and non-governmental organisations conduct such programmes from time to time.

ii) Informal Education

The International Encyclopaedia of Education defines the term 'Informal Education' as "Education in which two distinct parties (i.e. teacher and learner) can not be distinguished. Also, education acquired by oneself through reading, real-life experience".

The informal education is not pre-planned or deliberate. It is incidental and takes place consciously as well as unconsciously. For example, children learn many habits, manners, patterns while living with others or moving in different spheres of activities like home, society, and groups, etc. So this kind of education is not available from any specialised agency or institution. It is gained only through experiences and actual living in the family or society. Similarly, the library and information professionals should gain the knowledge through experience and living in the information environment by:

- attending seminars and conferences in the relevant field;
- attending special lectures of experts;
- undergoing orientation programmes; and
- reading professional literature.

- 1) Define the term 'continuing education'.
- 2) Identify different modes of continuing education programmes through formal education.

Note: i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

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10.3 CONTINUING EDUCATION PROGRAMMES FOR LIBRARY AND INFORMATION SCIENCE (LIS) PROFESSIONALS

Libraries and Information Centres play an important role in providing information to different categories of users. Providing quality services to the users depends on, how efficient the librarians are, how they keep themselves up-to-date, how they evaluate the users and their need, etc. Continuing Education acts as a catalyst to this process. Thus the continuing education becomes essential for library and information professionals to fulfil the requirements of the users.

10.3.1 Need

In general the need for continuing education exists for all professions in the world. It is more essential for library and information profession particularly due to the following reasons:

- Growth of knowledge/information;
- Library as a learning centre;
- Dissemination of new ideas;
- Growth of profession;
- Rendering technology based services; and
- Job satisfaction among professionals.

● Growth of Knowledge/Information

As we have stated earlier, the growth of information is increasing enormously in a variety of formats viz., e – books, e – journals, CD – ROM databases of full text and abstract of journals, etc. As a result, it becomes difficult for professionals to keep themselves up-to-date on the developments. For instance, the knowledge obtained by any library and information professional during his/her student career in any department of library and information science may hardly be relevant while applying the obtained knowledge into practice.

● Library as a Learning Centre

Libraries and information centres serve as learning centres for people irrespective of age, sex, colour, caste, etc. It provides education, information, recreation as well as guiding research to scholars. It is clear that any change either in the social context or in the form of information will affect the library and its services to users. Hence library staff must be alert and well informed about changes in the needs of society, and the library should adopt new tools, techniques and devices to meet the

challenges under these circumstances. Adapting to these changes needs regular education to keep them up-to-date. This may be possible only through continuing education.

● Dissemination of New Ideas

A number of new thoughts and ideas are coming up in each and every field everyday and, at the same time, it takes sufficient time to reach the professionals concerned due to some gaps in communication. For example, plenty of IT based information services like bibliographic services, electronic document delivery service, database services, etc. in the field of library and information science have come up due to the advent of Internet and application of ICT. So these developments should be disseminated through continuing education process so that the library and information professionals can be up-to-date to provide quality services to their users effectively.

● Growth of Profession

For the healthy growth of any profession it is desirable that rich professional experience is critically and creatively analysed through logical and mutual discussion in small as well as large groups involving persons with professional ability, teaching and learning capacity. The research and generation of new ideas in the field of library and information science may be possible only through providing forum for continuous interaction and mutual discussion among the people such as working librarians, researchers, teachers and students of library and information science. These fora may take the form of study circles, discussion groups or research groups.

● Providing Technology Based Services

It is absolutely necessary for librarians to evaluate the users need and their psychology to apply new tools and techniques based on their requirements to provide improved library services viz. Internet-based services, online SDI services, electronic document delivery service, electronic clipping service, etc. Introducing these computerised information services in academic libraries saves the enormous wastage of time of the users in collecting information. This can be done only through continuing education.

● Job Satisfaction among Professionals

Through continuing education, library and information professionals acquire adequate knowledge which leads them to develop greater confidence and enthusiasm in the profession. It helps them in job satisfaction, promotion and future progress. It also avoids the feeling of inferiority complex that the professionals generally develop while meeting the genius people in seminars, conferences, symposia, group discussions, etc.

10.3.2 Objectives

The some of the important objectives of continuing education programmes for LIS professionals are to:

- acquire broad and depth knowledge in the profession;
- have a flair for teaching in a simple manner;
- keep abreast with the latest technological facilities to provide improved services;
- undertake career development and professional competence programmes;
- learn new ideas, methods and techniques that can be implemented in libraries;
- meet the challenges according to the changing needs of the modern society; and
- extend the initial study that is formally acquired by professionals.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

3) What are the needs for continuing education programmes to LIS professionals?

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10.4 DELIVERY MODES OF CONTINUING EDUCATION PROGRAMMES

In the previous sections, we discussed about what are the continuing education programmes particularly in relation to LIS professionals? why are these needed for? and what are its objectives?

Now, it is important to discuss the different kinds of delivery modes of continuing education programmes through which the professionals can acquire new skills, knowledge, professional strength, latest developments in the field, etc. As far as the delivery modes are concerned, there are some possible ways to deliver the programmes, either through formal education or informal education, effectively and lively interactive.

10.4.1 Traditional Modes

You may be already aware of the traditional methods followed by universities, colleges and professional associations to deliver continuing education programmes for professionals to keep the knowledge up-to-date. The traditional methods include but not limited to the following:

- Seminars and Conferences;
- Workshops/Symposia/Colloquia;
- Special Lectures;
- Induction/Orientation Programmes;
- Reading Professional Literature;
- Exhibitions; and
- Discussion Forum.

10.4.2 Teleconferencing

Teleconferencing as a delivery mode of continuing education programme is gaining momentum over years in delivering the contents through interactive audio, interactive video, etc. Teleconferencing means as “a networking technique whereby the individuals or groups of people in different locations can interact through electronic medium (i.e. telephone lines)”. This medium is extensively used by the organisations, which offer the programmes (formal and informal) through distance mode, to deliver the contents. Similarly, this medium can also be used for seminars, conferences, workshops, etc.

For instance, apart from classroom counselling, teleconferencing is one of the first and foremost media used in IGNOU to deliver contents through the satellite.

It enhances the audience, from any corner of the country, to interact with the resource persons live. The Faculty of Library and Information Science organises 3 – 4 sessions every month especially for LIS students of IGNOU, and clarifies then and there the questions asked by the audience. This may be utilised by others also.

Types of Teleconferencing

There are five types of teleconferencing as mentioned below:

- **Basic Audio Conferencing** – It is a voice – only communication. It uses various equipment options to transmit the voice in order to reach the audience group. A conference telephone call is the simplest form of audio teleconferencing that allows multipoint communication among individuals and groups.
- **Enhanced Video Conferencing** – This type of teleconferencing combines much of the flexibility and economy of audio conferencing with video so as to convey important graphic information for easy understanding of the concept which is generally difficult.
- **One – way Video with Two – way Audio Conferencing** – In this type, the video is transmitted in one direction only with voice interaction transmitted through a two – way audio channel.
- **Two – way Video Conferencing** – In this type, both the audio and video are transmitted in both directions. It is possible that the participants may see and be seen as well as hear and be heard during the teleconference.
- **Computer Conferencing** – In this type, the text to be sent to a person is entered at the keyboard by the originator and displayed on a screen or printed on the paper for the recipient. Computer conferencing is familiar mode of communication for e – mail, chatting, listserv, etc.

Advantages of Teleconferencing

The following are some of the advantages of teleconferencing:

- It is interactive between people.
- The message can be sent instantly.
- All participants can hear and see the message directly from the source.
- It is easily accessible as close as a telephone or a room down the hall allowing participation from any location.
- It reaches a large section of people overcoming distance barrier.

10.4.3 Online Delivery

Now – a – days due to the advent of Information Communication Technologies (ICT) and World Wide Web (WWW), the online delivery of programmes is gaining popularity in each and every field all over the world. It is also fact that it has become more convenient, suitable, feasible and successful medium for the professionals who want to keep themselves abreast of the latest developments in their own field of specialisation.

Online delivery presupposes to structure, design, evaluate, and improve the content of the particular programme/event, and make the content available online which can be accessible worldwide. A vast amount of learning information viz., E-Tutorials on a specific topic (say MARC – 21), Open Source Software (OSS) for Library Management System (say KOHA), OSS for Digital Library Management (say Green Stone Digital Library Software) and the like are available online either on payment or free of cost. These sources can be used by any individual at any time, from any place. For example, Ann Branton (Head of Cataloging, University of Southern Mississippi) and Aiping Chen-Gaffey (Database Management Librarian, Slippery Rock University) developed an interactive online E-Tutorial for MARC-21

and made it available online (free of cost) for the benefit of LIS professionals who want to know more about MARC – 21. This tutorial can be accessed through the URL www.lib.usm.edu/~techserv/pdc/marc21_tutorial_ie/index.htm.

Advantages of Online Delivery

The main advantages of online delivery mode of continuing education programmes are:

- the courses to be delivered can be tailor-made to suit the requirements of the learners;
- the study materials can always be made available for the learners;
- the standard of the study material provided is fairly good as the material is planned, designed, and prepared by the experts in the field;
- it allows the learners to undertake courses at their own pace of time, and place;
- it supports the high level interaction for the learner with the teacher and peer group through e-mails, discussion forums, chat sessions, web conferencing, etc.; and
- it makes feasible for the learners to pursue these courses alongside their normal job.

Self Check Exercise

- 4) What do you understand by the term ‘teleconferencing’? Explain different types of teleconferencing.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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10.5 ROLE OF INTERNATIONAL AGENCIES IN CEP FOR LIS PROFESSIONALS

Several international agencies play an important role in offering continuing education programmes for library and information professionals to keep the professionals up-to-date. These agencies include International Federation of Library Association and Institutions (IFLA), United Nations Educational, Scientific and Cultural Organisation (UNESCO).

We shall discuss in the following subsections about the role of IFLA and UNESCO as agencies in providing continuing education programmes for LIS professionals.

10.5.1 International Federation of Library Association and Institutions (IFLA)

You have already studied in your BLIS programme about Library Associations and Promotional Agencies in greater detail. The IFLA was founded in 1929 with the aim of promoting international contacts among library associations and LIS professionals. Since its inception, it has effectively been involved in various activities and services viz., core activities – Action for Development through Libraries Programme (ALP), Committee on Copyright and other Legal Matters (CLM), etc.; divisions – General Research Libraries,

Special Libraries, Bibliographic Control, etc.; sections – National Libraries, Public Libraries, Cataloguing, Bibliography, Document Delivery and Resource Sharing, Continuing Professional Development and Workplace Learning, etc.

Continuing Professional Development and Workplace Learning (CPD&WL)

As mentioned above, Continuing Professional Development and Workplace Learning (CPD&WL) is one of the important sections of IFLA to promote the professionals. Before August 2002, this was known as Continuing Professional Education Round Table (CPERT). The CPD&WL section embraces all aspects of professional development and learning in the workplace through conferences, workshops, seminars, mailing lists, discussion forum, etc.

The objectives of this section are to:

- keep LIS professionals abreast of new developments and trends in information and communication technology;
- make the professionals to meet higher expectations of users, requirements of employers and managers of libraries and information centres;
- emphasise the imperative for associations and institutions to be 'learning organisations' to meet the competition from information professionals in the broader information industry; and
- develop their staff by providing opportunities for continuing professional development and training in the workplace; and for individuals to be responsible for their own career planning and development.

The following are some of the important features of this section:

- It offers membership for institutions, organisations and individuals in a community of practice which supports practical and research-related activities within our area of subject expertise; and
- It brings together those who are interested in and responsible for the quality improvement of systems for delivering continuing professional development and workplace learning programmes.

10.5.2 United Nations Educational, Scientific and Cultural Organisation (UNESCO)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was founded on 16 November 1945. It is an inter-governmental agency belonging to the United Nations system. From its inception, UNESCO has been actively involved in promotion, coordination and development of library, documentation and information services. In addition to the above, its involvement is in the nature of carrying out projects under a Technical Assistance Programme on its own behalf and on behalf of the United Nations Development Programme (UNDP). It organises seminars, conferences and meetings so as to enable the professionals to keep abreast of the latest developments, and meet the requirements of the users by providing IT based services, which lead to the effective utilisation of library resources in the changing environment. It also assists the organisations of developing countries in the world to organise continuing education programmes like short-term courses, seminars, conferences, workshops, etc. from time to time for professional development. For example, it organised short-term training/courses on CDS/ISIS all over the world.

10.6 ROLE OF NATIONAL AGENCIES IN CEP FOR LIS PROFESSIONALS

It is important to be aware of the agencies that offer the continuing education programmes for library and information professionals. The following are some of

such agencies that play a vital role in designing and conducting multiple programmes:

- Library and Information Science Schools;
- Professional Associations;
- National Organisations; and
- Libraries.

10.6.1 Library and Information Science Schools

Library and Information Science is recognised as a discipline for a study and research at the postgraduate level in the universities. In India, there are about 167 universities and their affiliated colleges/institutes which conduct programmes in library and information science. At Bachelors degree level, the courses are available at 87 universities/colleges; at Master's level 89 universities/colleges; at PhD level 49 universities (Full time) and 3 universities (Part time); and at Certificate and Diploma levels 14 universities and 18 colleges [AIU, 2004]. Apart from offering the formal courses, these departments get periodically involved in conducting continuing education programmes through seminars, conferences, workshops, summer schools, refresher courses, invited talks, etc. in the emerging areas in the field. This would help the professionals to sharpen and broaden their knowledge and skills in order to meet the challenges in the competitive and changing world.

10.6.2 Professional Associations

There are a number of professional associations in LIS in India at different levels such as district, state, and national levels. Some of these associations like Indian Library Association (ILA), Indian Association of Special Libraries and Information Centres (IASLIC), Indian Association of Teachers in Library and Information Science (IATLIS), etc. take special interest in providing career development skills by offering continuing education programmes in the form of annual conferences, seminars, workshops, study circles, short-term courses, etc. regularly.

10.6.3 National Organisations

Apart from library schools and professional associations, some of the important government and national organisations like National Institute of Science Communication And Information Resources (NISCAIR formerly INSDOC, New Delhi), Documentation Research and Training Centre (DRTC, Bangalore), National Social Science Documentation Centre (NASSDOC, New Delhi), Indian National Science Academy (INSA, New Delhi), Defence Scientific Information and Documentation Centre (DESIDOC, New Delhi), National Centre for Science Information (NCSI, IISc, Bangalore), etc., also organise workshops, seminars, study circle for the professionals from different parts of the country. The advanced and relevant topics are covered through these programmes.

10.6.4 Libraries

As the libraries are responsible for providing quality and improved services to different categories of users, it is important that the staff of libraries be aware of the latest developments which can be implemented in libraries to promote the existing services. In this regard, Sethi suggested the following to train the staff in university libraries:

- "Hold week-end study groups within the library to discuss new literature or new developments in the library field;
- Invite faculty members of the university to speak to the library staff on developments in their disciplines;
- Conduct user studies and user education programmes;

- Sponsor staff for short term as well as full time training courses; and
- Depute staff to various seminars, conferences and workshops; and exchange staff with other academic and research libraries for short durations and for specific purposes”.

10.7 THRUST AREAS OF CONTINUING EDUCATION PROGRAMMES

In the Ninth Plan, UGC suggested the following as thrust areas for continuing education programmes in general:

- development of vocational skills and professional competences among technical, marginal and professional, industrial and unemployed youth through in-service programmes;
- arrangements for remedial and bridge courses and programmes for students from urban slums, rural areas, tribal areas, handicapped and other weaker sections;
- conduct of pre-examination training and entry to professional and technical courses;
- promotion of activities for general self-employment and self-reliance;
- identification and organisation of needs-based instructional programmes for community development; and
- training and extension packages for functionaries of various social development programmes such as population education, legal literacy, science for the people, environmental education, rural development and peace education etc.

It is also important particularly to list out the topics that may be useful to the LIS professionals. The following are some of the areas, which are relevant in the present day context, to be kept in mind while conducting continuing education programmes:

- Creation of databases for books and serials;
- Handling of e-books, e-journals, CD-ROM databases, DVD, etc.;
- Working in different modules of library automation packages;
- Computerised information services viz., SDI, CAS, EDDS, etc.;
- Creation of information in different formats like microforms, CD-ROM, DVD, etc.;
- Multimedia and web based content development;
- Electronic newspaper clipping services;
- Online reference and information sources and services through WWW;
- Designing of interfaces for online information sources and services;
- Developing digital library systems;
- Organisation of digitised materials;
- Creation of metadata;
- Process of digitisation;
- Open/institutional repositories;
- Accessing Open Source Software for Library Management as well as Digital Libraries;
- Copyright/intellectual property rights issues;
- Networking of libraries;
- Forming E – consortia;

- Total Quality Management;
- Decision support systems; and
- User studies.

Self Check Exercises

- 5) Discuss any two of the national agencies that provide continuing education programme for LIS professionals.
- 6) Identify some of the emerging areas from which the continuing education programmes can be imparted.

Note: i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

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10.8 SUMMARY

In this Unit, the basic concept of continuing education, its historical background and the types through which the continuing education is offered have been discussed. Emphasis has been laid on the need and objectives of continuing education programmes for LIS professionals. An attempt has been made to familiarise the learners themselves with different delivery modes of continuing education programmes that can be used to offer continuing education to LIS professional. Some of the emerging areas, which are essentially required for LIS professionals to keep them up-to-date to provide quality services to the level of their users satisfaction have also been identified. It is hoped that the learners should be able to develop the overall perspective of continuing education programmes and their importance in the field of library and information science.

10.9 ANSWERS TO SELF CHECK EXERCISES

- 1) Web Online Dictionary defines the term 'continuing education' as "it is a term often used to suggest the idea that education is a process not completed. This term is most often used by colleges and universities in describing their extension and adult education activities. The term is sometimes broadened to cover any situation where the person is "moving on," particularly within the more formal, credential-related aspects of education".
- 2) The following are different modes of CEP through formal education:
 - Formal Courses;
 - Extension Courses;
 - Refresher Courses; and
 - In-service Training.
- 3) In general the need for continuing education exists for all developing professions in the world, but it is more essential for library and information profession in particular due to the following reasons:
 - Growth of Knowledge/Information;
 - Library as a Learning Centre;
 - Dissemination of New Ideas;

- Growth of Profession;
 - Providing Technology Based Services; and
 - Job Satisfaction among Professionals.
- 4) Teleconferencing means as “a networking technique whereby the individuals or groups of people in many different locations can interact through electronic medium (i.e. telephone lines)”. This medium is extensively used by the organisations, which offer the programmes (formal and informal) through distance mode, to deliver the contents. Similarly, this medium can also be used for seminars, conferences, workshops, etc.

The important types of teleconferencing are:

- **Basic Audio Conferencing** – It is a voice – only communication. It uses various equipment options to transmit the voice in order to reach the audience group. A conference telephone call is the simplest form of audio teleconferencing that allows multipoint communication among individuals and groups.
 - **Enhanced Video Conferencing** – This type of teleconferencing combines much of the flexibility and economy of audio conferencing with video so as to convey important graphic information for easy understanding the concept which is generally difficult.
 - **One – way Video Conferencing with Two – way Audio** – In this type, the video is transmitted in one direction only with voice interaction transmitted through a two – way audio channel.
 - **Two – way Video Conferencing** – In this type, both the audio and video are transmitted in both directions. It is possible that the participants may see and be seen as well as hear and be heard during the teleconference.
 - **Computer Conferencing** – In this type, the text to be sent to a person is entered at the keyboard by the originator and displayed on a screen or printed on the paper for the recipient. Computer conferencing is familiar for e – mail, chatting, etc.
- 5) It is important to be aware of the national agencies that offer the continuing education programmes for library and information professionals. The following are some of such agencies that play a vital role in designing and conducting multiple programmes:

- **Library and Information Science Schools**

Library and Information Science is recognised as a discipline for a study and research at the postgraduate level in the universities in India. There are about 167 universities and their affiliated colleges/institutes which conduct programmes in library and information science. At Bachelors degree level, the courses are available at 87 universities/colleges; at Masters level 89 universities/colleges; at PhD level 49 universities (Full time) and 3 universities (Part time); and at Certificate and Diploma levels 14 universities and 18 colleges (AIU Handbook, 2004). Apart from offering the formal courses, these departments get periodically involved in conducting continuing education programmes through seminars, conferences, workshops, summer schools, refresher courses, invited talks, etc. from emergent areas in the field. This would help the professionals to sharpen and broaden their knowledge and skills in order to meet the challenges in the competitive and changing world.

- **Professional Associations**

There are a number of library and information science professional associations in India at different levels such as district, state, and national. Some of the prominent associations at national level include Indian Library Association (ILA), Indian Association of Special Libraries and Information Centres (IASLIC), Indian Association of Teachers in Library and Information Science (IATLIS), etc. These associations take special interest in promoting the status and responsibilities of

librarians and information scientists from different parts of the country by offering continuing education programmes in the form of annual conferences, seminars, workshops, study circles, etc.

6) The following are some of the emerging areas from which the continuing education programmes can be imparted to LIS professionals;

- Creation of databases for books and serials;
- Handling of e-books, e-journals, CD – ROM databases, DVD, etc.;
- Working in different modules of library automation packages;
- Computerised information services viz., SDI, CAS, EDDS, etc.;
- Creation of information in different formats like microforms, CD – ROM, DVD, etc.;
- Multimedia and web based content development;
- Electronic newspaper clipping services;
- Developing digital library systems;
- Organisation of digitised materials;
- Creation of metadata;
- Open/institutional repositories;
- Accessing Open Source Software for Library Management as well as Digital Libraries;
- Knowledge management;
- Copyright/intellectual property rights issues; and
- Forming E – consortia.

10.10 KEYWORDS

DVD	: A high-density compact disk for storing large amounts of data, especially high-resolution audio-visual material.
EDDS	: Electronic Document Delivery Service.
E-learning	: It is an interactive learning in which the learning content is available online and provides automatic feedback.
User Orientation	: It is study of the process from user ambition to full implementation of new, inhabitable, inspiring, etc.
WWW	: This is the acronym of World Wide Web which means the complete set of documents residing on all Internet servers that use the HTTP protocol, accessible to users via a simple point-and-click system.

10.11 REFERENCES AND FURTHER READING

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UNIT 11 PERSONNEL MANAGEMENT

Structure

- 11.0 Objectives
- 11.1 Introduction
- 11.2 Staff Requirement
 - 11.2.1 Job Analysis
 - 11.2.2 Job Description
 - 11.2.3 Job Specification
 - 11.2.4 Personnel Specification
- 11.3 Staff Recruitment and Selection
 - 11.3.1 Interview
 - 11.3.2 Tests
- 11.4 Staff Development
- 11.5 Job Evaluation and Its Methods
- 11.6 Communication
- 11.7 Summary
- 11.8 Answers to Self Check Exercises
- 11.9 Keywords
- 11.10 References and Further Reading

11.0 OBJECTIVES

After reading this Unit, you will be able to :

- know the different processes of analysing staff requirements;
- get yourself acquainted with the important methods of staff recruitment and selection;
- come across various aspects of working environment for staff development;
- evaluate the performance of each job by applying standard methods; and
- feel the importance of communication in personnel management.

11.1 INTRODUCTION

Personnel management is intended to bring measure of logic and method to the task of assigning the human resources to the job in hand, in order to achieve the maximum output. It also ensures the commitment of the work-force to fulfil the aims and objectives of the organisation and to develop the individual skills and capabilities which the organisation needs. Effective and efficient use of personnel and their job satisfaction are crucially important to the individuals involved, to the users of service and to the needs of organisation. An efficiently organised service manned by well-trained and highly motivated staff should guarantee good results even if the working environment or condition may not be ideal. Personnel management or the management of people at work stands independently, is one of the major areas of activity within an organisation. Its importance is identified in terms of the efficient use of the work force, achieving and fulfillment of the people within a structural system.

Personnel management in libraries is based on some basic characteristics that the person looking after the personnel section or may be the head of the library should follow. Fairness, consistency and flexibility, ability to grasp new ideas, open-

mindfulness, ambition, skill to communicate, leadership, programmatic approach to set priorities, are some of the basics that the person dealing with the Personnel Section of the libraries should pay much attention. Personnel Section in some institutions is also termed as Administration Section or Establishment Section which is responsible for salary scales and its payment, conditions of service, recruitments/appointments, promotions, resignations, dismissals, staff assessment, training and workshops, welfare, disciplinary matters and everything relating to staff employment. The success and proficiency of a service depends on the morale of its personnel.

11.2 STAFF REQUIREMENT

In the ultimate process, the personnel department of an academic library works out various formulae to have a very clear idea of the contribution of library service of each staff, and how each category of staff fits in with the others. Similarly, each employee will also need to know what is expected from him. Therefore, each job that an individual is expected to perform must be closely analysed, and in addition, it is necessary to know the kind of qualities the employees will need to perform this work satisfactorily. Thus the process of analysing staffing requirements involves job analysis, job description, job specification and personnel specification.

11.2.1 Job Analysis

Irrespective of categories of staff employed in the library, each and every job needs to be minutely observed by personal observation to see that various tasks involved, machines and equipment used, skills, knowledge and personal traits required are fully utilised. The assigning of right work to the right person using management techniques is known as job analysis.

It can be used for the preparation of job descriptions, for careers' guidance, personnel selection, training programmes, ergonomics and work study. It consists of collecting, consolidating and recording various items of job information. It includes both job description and job specification.

Table 11.1: A Sample Job Analysis Card

Job	:	Cataloguer
Date effective	:	01.04.2004
Job No.	:	C 20
Grade	:	C

Job Function	:	Preparation of catalogue cards: Author, Title, Subject. Assisting the users—how to use the catalogue cabinet for locating the document.
Duties	:	The duties and responsibilities of the cataloguer are to catalogue the books either by following the AACR or CCC rules. Preparation of catalogue cards should be mainly of three kinds, author, title and subject so as to meet the demands of the readers. Arrangement of cards should also be done alphabetically in the catalogue cabinet by the cataloguer.
Tools and Equipment	:	Card catalogue, catalogue cabinet, sorters, AACR and CCC.
Responsibility for others	:	To supervise the activities of attendants attached to the Section as well as maintenance of equipment.

Reports to	: Asst. Librarian (Technical)
Working Environment	: Normal
Hazards	: Nil
Qualification	: Academic: Graduate Professional: BLISc.
Previous Experience	: Experience in the Cataloguing Section will be given preference.
Physical and Mental Condition	: Sound. The work involves good memory and the position of work is both sitting and standing.
Remarks	: Sincere, hard worker and should be in a position to work for longer hours including holidays.

11.2.2 Job Description

Job description is a fundamental feature of personnel management when an employee is given a copy of his major functions, duties and responsibilities with his contract of employment. He sometimes uses it as being complete statement of every possible duty that he may be called upon to carry out. Job descriptions can be used for a number of purposes; for planning the overall establishments; for reviewing the organisational structure, including transfer of holders of posts from one position to another position; for job evaluation; to give employees a list of their responsibilities; to send out to applicants who reply to vacancies advertised; and for staff appraisal. The methods and contents of job description vary in accordance with the purpose for which it is intended. Normally, job description constitutes the following aspects:

- Name of the position;
- Pay scale, allowances and other facilities;
- Qualification and experience;
- Duties and responsibilities;
- Immediate authority to whom the incumbent is answerable;
- Promotional avenues;
- Methods of evaluating performance; and
- Retirement benefits.

11.2.3 Job Specification

This is applied to the description of the physical and mental abilities for the job. The specific skills of the job required, the capacity to handle the job, judgement required in decision making and the experience required to carry it out. Sometimes, a particular job might need some special characteristics. For example—the qualification for the post of an Assistant Librarian in the Computer Section of a library needs a good command over the computer technology as well as its application in the management of libraries and information centres.

11.2.4 Personnel Specification

For specified jobs having special requirements, suitable personnel is required to handle them. Posts in libraries are usually classified into three categories – professional, semi-professional, non-professional. The actual standards required for entry to each of these three categories of staff will vary between different types of libraries and even between libraries of the same type. In case of head of the libraries of national importance, more emphasis is given to administrative and technical capabilities than merely possessing higher professional qualifications and experience. In a special library, the top posts are reserved for some one with an appropriate degree in the concerned subject field and adequate qualifications in library and information science.

Self Check Exercise

- 1) Discuss the various policies and factors involved to meet the demand of staff requirements in a library.

Note: i) Write your answer in the space given below.
ii) Check your answer with the answers given at the end of this Unit.

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11.3 STAFF RECRUITMENT AND SELECTION

The library is an organisation with a specific kind of environment. The staff of the library rely upon each other for the health and quality of the organisation. Relationships within the library will depend on the nature of work to be performed, the means provided to carry out the work, the policy and structure of the organisation and ideas on accepted modes of conduct within the working environment. The role of the individual within the environment of such an organisation is crucially important. The recruitment and selection methods must be linked with the environment. High quality selection on the part of the interviews should have a full understanding of the occupational, social and organisational skills needed to fit both the job and the organisation. Therefore, the purpose of any recruitment exercise is to select the person who will carry out the job most efficiently in the set – up of an organisation.

Once the posts are identified for recruitment, advertisement goes to the newspapers, professional newsletters, employment offices, calling for applications or recommendations for the posts. Advertisements should clearly mention the basic information about name of the position, qualifications and experience, pay scales and other facilities, duties and responsibilities, essential and desirable qualifications for the post, etc. After calling for the applications, selection committee is constituted for the purpose.

Important methods normally used for selecting the right candidates are: i) Interview; and ii) Tests.

11.3.1 Interview

The interview is the most common method of selecting candidates. Being the key predictor of the candidate's indicator ability to fit into the particular working environment, much depends on the thoroughness with which preparations are made for the interview, the selection of interviewers and the conduct of interview. The interview will assess the candidate's personal relations, style, motivations and attitudes, ability to adjust with change and meet challenge and suitability for the specific functions of the job. The process of selection may, at the interview stage, be open and informal and should ask every one to comment on a list of following qualities considered to be important:

- Appearance and speech;
- Quality of intelligence and standard of education;
- Evidence of application and capacity for work;
- Ability to reason and solve problems;
- Sociability, co-operativeness, flexibility;
- Initiative and creativity, originality, self-sufficiency;

- Organisational skills;
- Written skills, original work, theoretical contributions; and
- Professionalism, integrity.

11.3.2 Tests

Sometimes tests are conducted for selection of good candidates to assess the intelligence, proficiency, aptitude and personality of the candidates.

Intelligence tests are intended to know the mental alertness, power of understanding, reasoning, etc., of the candidates.

Proficiency test is to assess the expertise and skill of the candidates on the subject. Aptitude tests help the employer to know the candidates' performance in manual, mental, mechanical or routine job. Assessing skills or aptitude differ from candidate to candidate.

Personality test aims at measuring the behavioural patterns such as initiative, judgement, power to convince, self-confidence, temperament and complexities.

Self Check Exercise

2) What are the common methods of recruitment and selection?

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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11.4 STAFF DEVELOPMENT

Once staff is recruited, the next step is to improve their performance and prepare them for new areas of activity. There are several aspects which constitute staff development and contribute to high performance of staff. These are: a) Probation; b) Appraisal; c) Promotion; d) Induction and Training; e) Staff Records; and f) Welfare.

- Probation** — Many authorities have a provision of probation for all new appointments. The period of probation varies from organisation to organisation and post to post. At the end of the probation period if a satisfactory report is received from the appropriate head of the department, the concerned member of staff is confirmed. If the report is unsatisfactory, the probation period may be extended or services of the person concerned can be dispensed with.
- Appraisal** — The probation system sometimes entails performance appraisal or 'assessment' or 'evaluation'. These are also used for assessing eligibility of each member of staff at periodic intervals. The self appraisal report serves as a basis for rewarding those who have rendered excellent service and the management makes use of his/her capabilities and potential for the interest of the organisation. Since such reports are confidential in nature and the authorities use them, they could contribute to achieving higher levels of staff performance.
- Promotion** — Promotion is one of the ways of staff development. It usually entails an increase in the salary, higher status, greater responsibility and other

perquisites on the expectation that the individual has the skills, preparation and personality necessary for success in the new job.

Besides the qualifications, past experience, annual confidential character roll (performance appraisal) for promotion, also taken into consideration is the involvement in professional activities at the local, regional and national levels. Papers presented at seminars and conferences, offices held, awards received are all taken into account. Participation in continuing education, involvement in research activity and contributions to books and book reviews are all granted a place in committee considerations.

- d) **Induction and Training** — Induction is aimed at familiarising the newly recruited staff with the new surroundings, colleagues, organisation, place of library within it and the basic regulations involved. Thus, the newcomer will be given an introduction to his immediate supervisor and the staff with whom he is to be in regular contact, brief function of the department in which he is to work as well as other sections, introducing library's union representatives, the conditions of service, working hours, leave, staff facilities, etc.

Training to the newcomers in the library a) reduces learning time for tasks to be performed on the job; b) improves performance on a job in which the employee is already engaged; c) develops the attitude towards their work, largely by giving them a better understanding of what and why they are doing, and d) solves the operational problems in the performance of certain tasks.

Training should be regarded as a continuous process involving experience and courses, both within and without the library which keeps up with the constant changes in librarianship. This sometimes provides an opportunity to acquire an additional skill and leads to improved chances of promotion.

- e) **Staff Records** — An efficient systems of personnel management presupposes that within any concern, a systematic record will be kept of every member of staff from appointment to resignation or retirement. All staff records should be treated as highly confidential and staff in charge of personnel matters should ensure that no unentitled person has access to such records.
- f) **Welfare** — General welfare of the staff at all levels means both physical and mental well-being. Responsibilities of this nature need the cooperation of both the employers and the employee. The library authorities have a duty to ensure that adequate attention is given to staff working conditions and that potential sources of danger are eliminated. Provision of fire regulations by installing alarms and fire extinguishers, emergency exits, emergency lights, steps and ladders, regular servicing of boilers, proper training to the janitors, lifts and hoists, polishing of floors regularly, keeping the library environment free from air pollution, chemicals and other similar hazards, adequate ventilation should be made available to the library staff to take adequate precautions against creating potentially dangerous situations for others through sheer carelessness and ignorance.

Self Check Exercise

- 3) Discuss the various considerations which constitute a policy of staff development in a library.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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11.5 JOB EVALUATION AND ITS METHODS

Job evaluation is an essential part of effective personnel management. It meets the needs of the organisation and its staff members who want to know how one is performing and what will happen as a result of the evaluation. It has always been a problem to establish true relationship between different types of posts which are found in a large organisation. Equating the salaries of the academic staff is not adequately related to other high-ranking officials in the civil service. Therefore, the process of methodically establishing scales of salaries and applying them so that they reflect the relative responsibilities of one job with another is called 'job evaluation'. Standard methods of job evaluation are: a) Ranking method; b) Classification System; c) Factor Comparison method; and d) Point system.

- a) **Ranking Method:** This involves comparison of one job with the other in terms of technical skill, complexity, work environment and such other factors which determine the value of the job. Getting necessary data for all the jobs, they are ranked from low to high job requirements, and salary is fixed accordingly. It is the simplest method of job evaluation and works fairly well when the number of jobs to be evaluated is very small. In this method, only the broad components of the jobs are considered and not the specific factors to measure the value of the job.
- b) **Classification System:** This system allows to classify posts within broad categories like A,B,C,D etc. and then establish a 'relative' scale between different groups of posts. The classification of posts involves job analysis, job description and job classification, so that the duties expected of the post and the qualifications required of the holder are fully considered in deciding the classification. Once posts are classified into different groups then the relative value in terms of money is equated with the requirements of the specific groups of posts.
- c) **Factor Comparison Method:** This method presupposes that the pay scale of each job is fixed by taking a number of factors into consideration. Each compensable factor is assigned a weightage according to its importance for the job/organisation, and finally the job determines the level of the position and the monetary compensation attached to it. A compensable factor is a job factor, for instance, the degree of responsibility in the job, technical skill, work environment and such other factors that form the evaluation criteria.
- d) **Point System:** This method assigns points to each factor according to its importance in fulfilling the objectives of the organisation. These factors include education, experience, supervising responsibility, decision making, work complexity, level of responsibility, creative works and reports etc. All these factors are assessed by points which in turn, indicate the rate. The total points allocated to each job in turn are converted into its worth and corresponding salary grade.

Self Check Exercise

- 4) What are the various evaluative methods of job ranking or grading?

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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11.6 COMMUNICATION

The most important factor which determines a satisfactory staff relationship is *communication*. It keeps all levels of staff informed about the matters which affect them, about the objectives of the library and its parent organisation, revised service conditions and various routine matters of the library.

The means of communication may be *oral* or *written*. *Oral Communication* is not too difficult where the staff members are relatively small. The librarian can get all his staff together in the morning for half an hour before the library opens and impart the information. Through communication facts can be understood and checked on the spot by asking and inviting questions. Oral communication is also time-consuming and should not be regarded as the normal method of communicating information which every member of staff must know.

It works well when librarian wishes to put up a particular problem before the staff members to obtain their views or reactions or solutions to the problems straightway.

Written communication has the advantage of uniform message and serves as a permanent record and can be quoted and referred to again and again as required. Further, it can be conveyed at any time and over any distance. It spells out organisational rules and policies, specific work instructions and job descriptions. Being an essential component in the performance evaluation process, it is required in the development of job descriptions and performance expectations, which may evolve from a series of less formal discussions and exchange of views.

Self Check Exercise

5) *Communication* is an essential feature for smooth functioning of a library. Explain.

Note: i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

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11.7 SUMMARY

The success or failure of any organisation depends very much on its personnel. It is the people who make or mar the organisation. Management of personnel in academic libraries also faces the same challenge. Therefore, the personnel policy of a library should be so designed that human resources are properly managed to get the maximum output. The policy decision should be as justification of staff requirement, their recruitment and selection, providing adequate facilities for their development, evaluating performance of each job and equating it with proper pay scales and finally communicating. The plans and policies of the library applicable to all categories of staff are the essential features of personnel management.

It is the responsibility of the authorities entrusted with administering an academic library system to ensure that the person selected for various assignments fit well into the structure and contribute their best to the organisation.

11.8 ANSWERS TO SELF CHECK EXERCISES

- 1) In order to meet the demand of staff requirements, various aspects such as job analysis, job description, job specification and personnel specification are taken into consideration.
- 2) The common methods of recruitment and selection are (i) Interview; and (ii) Test.
- 3) A good staff development policy includes various aspects of providing sound working environment in a library. These may include probation, appraisal, promotion, induction and training staff records, welfare etc.
- 4) In order to evolve a suitable personnel policy for a library various jobs are to be classified by giving ranks or grades. This exercise should be based on certain standards of job evaluation such as i) Ranking Method; ii) Classification System; iii) Factor Comparison Method; and iv) Point System.
- 5) Communication determines a satisfactory staff relationship within an organisation and keeps all levels of staff informed about all related day to day official matters. Between oral and written communication, the later is always authentic, reliable and serves as a permanent record of the library.

11.9 KEYWORDS

Aptitude	:	A combination of native and acquired abilities and other characteristics which can be regarded as predictive of a person's ability to become proficient in a line of activity with a given amount of training.
Ergonomics	:	Theories and methods of measuring and analysing work and its relationship to human abilities and behaviour patterns.
Hoist	:	Lift with an apparatus of ropes and pulleys or a kind of elevator.
Induction	:	A formal process of introducing and training new employees on their job, position, or office.
Perquisites	:	Payments, emoluments or other benefits gained by a public official beyond his regular salary while acting in his official capacity.
Personnel	:	The total human resources of an organization.

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