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SYLLABUS

ACADEMIC LIBRARY SYSTEM

MLIB-03

UNIT – I

DEVELOPMENT OF ACADEMIC LIBRARIES

- Academic Libraries: Objectives and Functions
- Role of UGC and Other Bodies in Promoting Libraries in Universities, Colleges and Other Institutions of Higher Learning
- Library Governance
- Academic Library Services
- Financial Management of Academic Libraries

UNIT – II

COLLECTION DEVELOPMENT

- Collection Development Policy/Weeding Out Policy
- Problems in Collection Organisation
- Collection Development Programmes

UNIT – III

STAFFING PATTERN AND STAFF DEVELOPMENT FOR ACADEMIC LIBRARIES

- Norms and Patterns of Staffing
- Continuing Education Programmes (CEP)
- Personnel Management

UNIT – IV

RESOURCE SHARING PROGRAMMES

- Resource Sharing: Need and Objectives

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ACADEMIC LIBRARIES**STRUCTURE**

- 1.1 Learning Objectives
- 1.2 Introduction
- 1.3 Library in Academic System
- 1.4 National Knowledge Commission
- 1.5 Academic Libraries
- 1.6 School Library
- 1.7 Development of University Libraries
- 1.8 Development of College Libraries
- 1.9 Role of UGC
- 1.10 Role of Academic Libraries
- 1.11 Open Education
 - *Summary*
 - *Review Questions*
 - *Further Readings.*

1.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- explain the national knowledge commission
- define academic libraries
- discuss the schools library
- describe the features and functions of school library
- describe the development of university library
- discuss the role of UGC
- explain the open education.

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1.2 INTRODUCTION

In a traditional sense, a **library** is a large collection of books, and can refer to the place in which the collection is housed. Today, the term can refer to any collection, including digital sources, resources and services. The collections can be of print, audio, and visual materials in numerous formats, including maps, prints, documents, microform(microfilm/microfiche), CDs, cassettes, videotapes, DVDs, video games, e-books, audio books and many other electronic resources.

The places where this material is stored can range from libraries, subscription, private libraries, and can also be in digital form, stored on computers or accessible over the internet. The term has acquired a secondary meaning: "a collection of useful material for common use." This sense is used in fields such as computer science, mathematics, statistics, electronics and biology.

A library is organized for use and maintained by a public body, an institution, or a private individual. Public and institutional collections and services may be intended for use by people who choose not to — or cannot afford to — purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research. In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs. Libraries often provide a place of silence for studying. Libraries often provide public facilities to access to their electronic resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing tremendous amounts of information with a variety of digital tools.

1.3 LIBRARY IN ACADEMIC SYSTEM

Library occupies an important place in the framework of the academic system. It is not a mere storehouse of books, but is a dynamic instrument of education. Without active support of a library, the whole academic functioning will come to a grinding halt. The primary role of a library is not only to fulfil the "mission" of the academic institution to which it belongs but also to advance its aims and objectives. It is a central place for study and research. To this end, the total functioning of the library has been geared. Catalogues and bibliographies are now compiled, classification system has been devised, and circulation work has been planned and designed. Stressing the role library plays in a university, the University Grants Committee (UK) in its report of 1921 mentions:

“the character and efficiency of a university may be gauged by treatment of its central organ—the library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of a university.” (Parry: 1968: 9).

For research work, a library is as much essential especially in the field of humanities and social sciences as the laboratory occupies in the experimental sciences. The functions of a library are:

- (i) conservation of knowledge and information;
- (ii) expansion of ideas and dissemination of knowledge with the help of interpretation, research and publications; and
- (iii) dissemination of knowledge through teaching and extension services.

The primary objective of the library in the academic system is to function in such a manner as to achieve these aims.

The academic libraries include school, college, university and research libraries. All these cater to the needs of the academic community for supplementing the study and research programmes of the institution and help conserve and disseminate knowledge. Although these academic libraries share certain common features and characteristics, they differ enormously in the value and content from one another.

1.4 NATIONAL KNOWLEDGE COMMISSION

In its endeavour to transform the knowledge landscape of the country, the National Knowledge Commission has submitted around 300 recommendations on 27 focus areas during its three and a half year term. While the term of the NKC has come to an end, the implementation of NKC's recommendations is currently underway at the Central and State levels.

The Prime Minister of India, Dr. Manmohan Singh, Constituted the **National Knowledge Commission** on 13 June 2005, It is a high-level advisory body to the Prime Minister of India, with the objective of transforming India into a knowledge society. In particular, the Commission was to advise the Prime Minister's Office on policy related to education, research institutes and reforms needed to make India competitive in the knowledge economy. The Commission was to recommend reform of the education sector, research labs, and intellectual property legislation; as well as consider whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent.

The NKC website was launched in February 2006.

The National Knowledge Commission (NKC) consists of the following eight members:

- Sam Pitroda, Chairman
- Dr. Ashok Ganguly, Corporate leader

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- Nandan Nilekani, Chairman of Unique Identification Authority of India (UIDAI)
- Dr. Deepak Nayyar, former Vice-chancellor, University of Delhi
- Dr. Jayati Ghosh, economist at Jawaharlal Nehru University
- Dr. Sujatha Ramdorai, TIFR
- Dr. P Balaram, Indian Institute of Science, Bangalore
- Prof. Amitabh Mattoo, Former Vice Chancellor, Jammu University.

The organisational structure of the NKC is flat. The Secretariat is headed by an Executive Director and consists of around 8-9 research associates. It also has four advisors who advise the commission on different issues. The Secretariat of the Commission is located in Chanakypuri, New Delhi.

In December 2006, the Commission brought out a 'Report to the Nation 2006'. It includes the following recommendations submitted to the Prime Minister:

- Libraries
- Knowledge
- E-governance
- Translation.
- Languages
- National Portals

Many of the recommendations of the NKC are already in the implementation stage by different ministries of the Government. This includes areas such as Libraries, e-governance and translation.

Some of the major areas under work are higher education, vocational education, entrepreneurship, school education etc.

The NKC consults a wide range of stake-holders and experts on each area before submitting the recommendations to the Prime Minister. Each area has a working group which is headed by a prominent person in that field. The Working Group members meet several times to submit a report to the NKC. The NKC members then hold discussions on the report before submitting it to the Prime Minister. After submitting the recommendations, an extensive coordination also takes place with the Planning Commission of India and relevant ministries of the Government.

As many of the components of the education sector remain state subjects in India, NKC representatives also visit various state governments and conduct deliberations with secretaries of education departments for reforming of the education sector at the state level.

1.5 ACADEMIC LIBRARIES

Academic libraries form a distinct category in the general pattern of libraries that include national, public and special libraries. A library is the

central responsibility for functioning of a university and a college. Academic libraries have a pivotal role in providing equal access to information. This aspect has been emphasised in Radhakrishnan Commission Report as well as in Kothari Commission Report. UGC (India) attaches great importance to the strengthening of library facilities in universities and colleges and to their efficient administration. If the purpose of education is learning, then the library is an indispensable source of learning and there is no replacement of it. The objectives of an Indian university during pre-Independence period had been to archive knowledge. In post-Independence India, the libraries have aimed at dissemination of information for lifelong learning and incessant search for new knowledge. Well-established libraries with all round and up-to-date collections suitable for learning and research are necessary for higher education system, as they have proved to be significant partners in the development of scholarship throughout the world.

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Academic libraries include school, college, university and research libraries. All these cater to the needs of academic community for supplementing the study and research programmes of the institution and help conserve and disseminate knowledge. Although these academic libraries share certain common features and characteristics, they differ enormously in the value and content from one another. Academic libraries do not exist by themselves; they exist to serve the objectives of the education system of which they form a part. Academic libraries are dynamic instruments of education. They support the institutions, to which they belong, in fulfilling the objectives and advances their aims. They support the faculty in teaching and research programmes. The primary objective of these libraries is conservation and preservation of knowledge. The basic components of academic libraries are: Collection of information resources, Services, Users and Staff.

The character of these libraries is determined by the nature of their respective users, and their information requirements. The collections of a school library include textbooks, graded and simplified reading materials, adventure and travel books, biographies, fiction, maps, charts, globe and other material in print or audio visual form that inculcate reading habits among children.

The college library should stock recommended textbooks, periodicals and serials needed for the curricula, reference and rare books required for special studies, general books for making the students book conscious and materials needed for faculty members.

The collections in university libraries have wider scope as they include, besides the prescribed textbooks, classics, special and rare book collections, major reference books which are highly priced, complete sets and files of academic and scholarly journals, government publications, union catalogues, bibliographies, dissertations and theses, etc., and provide access to electronic publications on CD – ROMs or online.

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The services offered by these libraries also vary accordingly. The school libraries, besides offering routine book issuing facility, offer other services such as library hours, story telling hours, conduct of debates on current topics, film shows and cultivation of reading habits among students.

The college library renders additional services such as introduction to *library and its services, reader's advisory service, lending service, bibliographic service, access to Internet, etc.* On the other hand, university libraries offer a wide variety of services that include reference, current awareness, selective dissemination of information, bibliographic, documentation, lending and inter library loan, news paper clippings, network based services such as access to Online Public Access Catalogue (OPAC), Internet and consortia based services, etc.

1.6 SCHOOL LIBRARY

A **school library** (or a school library media center) is a library within a school where students, staff, and often, parents of a public (state) or private (fee paying) school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have equitable access "to books and reading, to information, and to information technology." A school library media center "uses all types of media is automated, and utilizes the Internet [as well as books] for information gathering." School libraries are distinct from public libraries because they serve as "learner-oriented laboratories which support, extend, and individualize the school's curriculum. A school library serves as the center and coordinating agency for all material used in the school."

History of School Libraries in India

School Libraries: Features and Functions

Children are our future. They should be introduced to the books and other documents at very young age. Primary library, Secondary library and higher secondary school libraries are different types of school libraries.

Functions of School Libraries

School libraries are useful to acquire, maintain and circulate the books and other reading material relevant to the needs and interest of teachers and students. They create curiosity and interest among students and staffs to teach them how best make use of the available materials for their study, teaching recreation and entertainment. They create a sense of value among the users to inculcate the habit of self-study. They enable the teachers to use the libraries to support various programmes of school. They generate the sense of confidence among the staffs.

The Purpose of the School Library

The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. In addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers, equipment and research materials; to host special events such as author visits and book clubs; and for tutoring and testing.

The school library media center program is a collaborative venture in which school library media specialists, teachers, and administrators work together to provide opportunities for the social, cultural, and educational growth of students. Activities that are part of the school library media program can take place in the school library media center, the laboratory classroom, through the school, and via the school library's online resources.

The School Library Collection

School libraries are similar to public libraries in that they contain books, films, recorded sound, periodicals, realia, and digital media. These items are not only for the education, enjoyment, and entertainment of the all members of the school community, but also to enhance and expand the school's curriculum.

Staffing of the School Library

In many schools, school libraries are staffed by librarians, teacher-librarians, or school library media specialists who hold a specific library science degree. In some jurisdictions, school librarians are required to have specific certification and/or a teaching certificate.

The school librarian performs four leadership main roles: teacher, instructional partner, information specialist, and program administrator. In the teacher role, the school librarian develops and implements curricula relating to information literacy and inquiry. School librarians may read to children, assist them in selecting books, and assist with schoolwork. Some school librarians see classes on a "flexible schedule". A flexible schedule means that rather than having students come to the library for instruction at a fixed time every week, the classroom teacher schedules library time when library skills or materials are needed as part of the classroom learning experience.

As information specialists, school librarians develop a resource base for the school by using the curriculum and student interests to identify and obtain library materials, organize and maintain the library collection in order to promote independent reading and lifelong learning. Materials in the library collection can be located using an Online Public Access Catalog (OPAC).

This role also encompasses many activities relating to technology including the integration of resources in a variety of formats: periodical databases; Web sites; digital video segments; podcasts; blog and wiki content; digital images; virtual classrooms, etc. School librarians are often responsible

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for audio-visual equipment and are sometimes in charge of school computers and computer networks.

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1.7 DEVELOPMENT OF UNIVERSITY LIBRARIES

Before discussing the university library, let us discuss, briefly, the university as such.

University Objectives and Functions

A university stands for truth, reason, tolerance and humanism. It helps in the progress of the universe and thereby adds to the well-being of the nation and the people. The fundamental values which the university aims to achieve are related to the contemporary changing society. The task of the university is no longer confined to the two traditional functions of teaching and advancement of knowledge. The functions are assuming new dimensions and depth. In the modern world, the broad functions of the university are, briefly, as follows :

- (a) To pursue the truth, explore and cultivate new knowledge and interpret the old knowledge and beliefs in the light of the contemporary needs and necessities;
- (b) To strive to promote equality, liberty, fraternity and justice to the people and reduce social and cultural gap in the society by disseminating knowledge and information;
- (c) To diffuse and foster the real values and attitudes amongst the teachers and students necessary for attaining good citizenship, create a happy and assuring life for the people, besides developing the society;
- (d) To impart knowledge to the students (boys and girls) in the fields of science, arts, agriculture, engineering, technology, medicine and various other subjects and give professional and vocational training for the development of the nation and the people; and
- (e) To generate and provide the right kind of leadership in all walks of life in the society for the uplift of the society and the nation.

University Library

The university library is there to strive for the fulfilment of the ideals and objectives of the university. It has to discharge its responsibilities towards undergraduates, postgraduates and research students.

Nigel Cox analyses the functions of university library in the five headings: (i) control—covering acquisition, accession, processing and shelving; (ii) archive—building up collection; (iii) service—including professional guidance to the readers; (iv) cooperation—linking the local and national network of library resources; and (v) research and development to enhance the library techniques (In Thompson : 1970:10). Paul Buck also gives similar

classification of the functions of the university library under the heads: resources; retrieval of information; coordination and staff capability. He summarizes them all in the word 'responsiveness' to the university needs (*Ibid* : 11).

University Libraries in Ancient India

In the Vedic age instructions were imparted "orally, without the medium of books." Taxila from 700 B.C. to 300 A.D. was considered to be the most respected seat of higher learning and education in India but still there is no evidence found so far in the archaeological excavations at Taxila that there had been a good library system in the Taxila University. Fa-Hien noticed such libraries at Jetavana monastery at Sravasti (U.P). In 400 A.D., there came into being one of the biggest known universities, the Nalanda University, which by 450 A.D. became a renowned seat of learning, its fame spreading beyond the boundaries of India. Nalanda near Patna grew to be the foremost Buddhist monastery and an educational centre. Most of what we know of the Nalanda University during the 6th and the 7th centuries A.D. is due to the accounts left by Hiuen-tsang, who lived in the institution for three years in the first half of the 7th century, and I-tsing who also stayed there for ten years towards the latter part of the same century. Information on the Nalanda University Library is also found in the Tibetan accounts, from which we understand that the library was situated in a special area known by the poetical name the Dharmaganja, (Piety Mart) which comprised three huge buildings, called the Ratnasagara, the Ratnodadhi and the Ratnaranjaka of which the Ratnasagara was a nine storied building and housed the collection of manuscripts and rare sacred works like Prajnaparamita Sutra etc. The library at Nalanda had a rich stock of manuscripts on philosophy and religion and contained texts relating to grammar, logic, literature, the Vedas, the Vedanta, and the Samkhya philosophy, the Dharmasastras, the Puranas, Astronomy, Astrology and Medicine. (Mukherjee, 1966).

University Libraries in Medieval India

The existence of academic libraries during the medieval period of Indian history is not known, though the Muslim rulers did patronize libraries in their own palaces. A lone exception, however, was a library attached to a college at Bidar, (Gawan, 1463-82) having a collection of 3000 books on different subjects. (Mukherjee) Aurangzeb got this Library transferred to Delhi to merge it with his palace library (Keay, 1918). During the medieval period, due to Muslim invasions and political troubles, the powerful empires and kingdoms of Indian rulers fell one by one. This affected higher education and the development of academic libraries as well.

Libraries in Modern India (1757-1947)

During the British rule in India, numbers of academic institutions were established by the East India Company, and by the Christian missionaries. Some of the worth mentioning events which led to the growth and development

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of higher education in India during this period were the establishment of the Calcutta College in 1781, Jonathan Duncan, then a British agent, founded the Benaras Sanskrit College in 1792. The Calcutta Fort William College was founded in 1800. All these colleges were having their own libraries. The Charter Act of 1813, the foundation of Fort William and Serampore Colleges, Calcutta, Madras and Bombay universities and their libraries, Hunter, Raleigh and Calcutta University Commissions, library training programmes, the establishment of Inter University Board, Sargent Report and appointment of the University Grants Committee, the establishment of Madras University, University of Bombay, University of Calcutta and their libraries, the constitution of Inter- University Board, the appointment of Hartog Committee, the Montague-Chelmsford reforms of 1919, the Government of India Act of 1935, and the Sargent Committee Report etc., laid foundation for establishment of libraries in various parts of the country. In 1840 Presidency College was founded in Madras, followed by a medical college in Bombay in 1845. This progress in education was instrumental in establishing universities in India.

Library movement is a saga of organized growth and development of libraries giving the details of establishment, maintenance and functioning of libraries in a geographical proximity. These aspects *viz.*, establishment, maintenance and functioning make a library a growing organization. No country in the world can progress without providing free public library services to the citizens. It is imperative on the part of the democratic country like India to establish the service institutions like public libraries in order to strengthen the democratization of information and to promote the social, cultural, historical and scientific and technical knowledge in the public at large. The growth and development of public library system in India may be studied by categorizing it broadly into three groups:

1. Ancient libraries
2. Medieval libraries, and
3. Modern libraries.

Modern Libraries

The first landmark in the pre-independence history of the public library system in India is the enactment of delivery and registration of publications Act of Bombay government in May 1808.

Establishment of the Imperial Library

The first three decades of the 20th century can be marked as the golden period of Indian library system. On 31st Jan 1902 the Imperial Library Act was passed and Lord Curzon transformed the Calcutta Public Library into Imperial Library in 1906.

The two important landmarks in the pre independent history of public libraries in India are:

1. Baroda State Public Libraries Network of late Shri Sayajirao Gaikwad-III of Baroda. He invited Mr. M.A.Borden, an American Librarian in 1910 to introduce a scientifically organized free and open access public library system. He established/stated wide free public library network in the state.
2. Organisation of Library Conferences: Series of conferences were organized in continuation of the Indian National Congress Sessions. A few of them are mentioned below;
 - (i) The first Conference of Library workers and persons interested in Library Movement was held at Beswada, Andhra in 1914.
 - (ii) The first All India Library conference of Libraries was held in 1918 at Lahore.
 - (iii) The first All India Public/Library Conference was held at Madras in 1934.
 - (iv) The first All India Library Conference was held at Calcutta in 1933.

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1.8 DEVELOPMENT OF COLLEGE LIBRARIES

There are near about more than 4000 colleges including madrasa, technical and vocational educational institute in Bangladesh. As a member of Least Develop Countries (LDC) college libraries 'development does not keep pace with development of other socio-economic units in the community. Besides, education in Bangladesh for earning degrees does not keenly feel importance of library services for receiving knowledge although it is an essential concern for an academic as well as educational institution. College libraries development closely related to the development of value of college education while colleges offer certificates and degrees form Higher Secondary to Postgraduate level.

Libraries are said to be the heart of educational institutions. It is true when education of an academy goes well to cultivate knowledge rather than only awarding certificates. Whether most of the colleges are playing proper role to educate its population and practicing cultivation of knowledge has become questionable. Role of libraries has come out as a principal issue in creating a study friendly environment encircled libraries. It has been observed that library development towards effective services was not taken into consideration as it could have been. This article was prepared by a sample survey taking 33 college libraries with the author's 25 years of professional experience that tried to find problems and recommendations for solutions. Vision 2021 of digital Bangladesh found a national awareness building topic. Proper education can make human ethically sound. Colleges are such place where the future leaders can earn education to meet the challenge of vision 2021 Bangladesh. Ethical knowledge with technology may make students and community a responsible entity. By the use of libraries in colleges in various

ways including information technological activities education obviously will be a healthier experience for a student. A nation should utilize this opportunity for greater interest.

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Objectives

Being the most important adjunct of the college, the library aims at the realisation of the objectives and programmes of the college. It strives to transform itself into a working force for generating curiosity and eagerness among the readers and thus help them make use of the available reading material. The objective of the college library is to supplement the instructions imparted in the class. It aims to serve not only the undergraduate teaching but to function as an independent teaching agency, encouraging and promoting the use of books in ways beyond those suggested or required by the class room.

Functions

To fulfil its objectives, the college library functions basically to assist and support the study and teaching in the college. It helps to meet the reading needs and requirements of the students as well as the teachers of the college in pursuit of their knowledge. Occasionally, research is also conducted in the college, mostly by teachers. The college library provides the needed reading materials and documents for research as well. The difference in the functioning of a college and a university library however, is that while the former lays emphasis on the acquisition and dissemination of knowledge at the undergraduate and post-graduate levels, the latter also caters, besides the overall needs, the needs of research work and helps students and scholars to this end.

W.M. Randall and F.L. Goodrich state that to meet the educational objectives of the college, its library performs the following functions (Randall : 1936 : 19):

- (a) makes available to the students books and allied reading material relevant to the courses offered in the college;
- (b) makes available the books and documents required by faculty members in preparation of their instructional courses;
- (c) provides supplementary books and reading material to help study and teaching at the college;
- (d) provides comprehensive selection of authoritative books and documents needed by the faculty members to pursue their research programmes;
- (e) promotes the proper use of the reading material available in the stock; and
- (f) trains the students in making use of the library properly and derive full advantage out of it, integrating the library with the educational courses.

1.9 ROLE OF UGC

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Cooperation amongst institutions for sharing their library resources is being practiced for decades. Traditionally, the primary purpose of establishing a library consortium is to share physical resources including books and periodicals amongst members. However, the mode of cooperation has gone under a transformation with infusion of new information technology from print-based environment to digital environment. The emergence of Internet, particularly, the World Wide Web (WWW) as a new media of information delivery triggered proliferation of Web-based full-text online resources. Increasing number of publishers is using the Internet as a global way to offer their publications to the international community of scientists. The technology provides an unparalleled media for delivery of information with greater speed and economy. The libraries and information centres, as heavy consumers of electronic journals and online databases, stand to benefit greatly from this technology-driven revolution. The availability of IT-based electronic information products are exerting ever-increasing pressure on libraries, which, in turn, are committing larger portions of their budgetary allocation for either procuring or accessing web-based online full-text search services, CD ROM products and online databases. The libraries with their diminishing or at the best static financial allocations have to consider new ways to consolidate global resources amongst them in order to maximize their limited financial resources. The combination of these developments has resulted in the development of "shared subscription" or "consortia-based subscription" to journals everywhere in the world.

Shared subscription or consortia-based subscription to electronic resources through the consortia of libraries, on one hand, permits successful deployment and desktop access to electronic resources at a highly discounted rates of subscription and on the other hand, it meets with the increasing pressures of diminishing budget, increased user's demand and rising cost of journals. The library consortia, on the basis of sheer strength of the number of institutions, offer healthy business growth opportunities to the electronic publishers and thus attract the best possible price and terms of agreements. With this welcome change, the libraries all over the world are forming consortia of all types and at all levels with an objective to take advantage of current global network to promote better, faster and more cost-effective ways of providing electronic information resources to the information seekers. GALILIO, OhioLink, TexShare, VIVA and SUNYConnect in USA, CALIS in China, CONCERT in Taiwan, INDEST-AICTE Consortium, UGC-INFONET Digital Library Consortium and CSIR E-Journals Consortium in India are some of the well-known library consortia. Besides, library consortia that emerged with primary motive to license e-resources for their member institutions, several existing library networks have also taken-up the task to license e-resources for their members.

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Considering the facts mentioned above, the University Grants Commission launched two ambitious programmes for the academic community in universities under its purview. The first initiative, namely “UGC-INFONET Connectivity Programme” provides for networking of university campuses with state-of-the-art campus wide networks and Internet bandwidth, the second initiative called the “UGC-INFONET Digital Library Consortium” provides access to selected scholarly electronic journals and databases in different disciplines. The INFLIBNET is responsible for execution and monitoring of both the initiatives.

UGC-INFONET Digital Library Consortium

The UGC-INFONET Digital Library Consortium is major initiative of University Grants Commission (UGC) to bring qualitative change in academic libraries in India. It was formally launched in December, 2003 by Honourable Dr. A.P.J. Abdul Kalam, the then President of India, soon after providing the Internet connectivity to the universities in the year 2003 under the UGC-INFONET programme. It is a national initiative for providing access to scholarly electronic resources including full-text and bibliographic databases in all subject disciplines to academic community in India. It facilitates access to high quality e-resources to academia in the country to improve teaching, learning and research. The Consortium provides current as well as archival access to more than 5,000 core and peer-reviewed journals and nine bibliographic databases in different disciplines from 23 publishers and aggregators. The access to all major e-resources was given 50 universities in first phase in the year 2004. It has now been extended to 157 universities in three different phases. In terms of number of users, the UGC-INFONET Digital Library Consortium is the largest Consortium in India with a vision and plan to reach out to all universities and colleges affiliated to these universities, over a period of time.

Aims and Objectives

The main objective of the UGC-INFONET Digital Library Consortium is to provide access to qualitative electronic resources including full-text and bibliographic databases to academic institutions at a lower rates of subscription. The major aims and objectives of the UGC-INFONET Digital Library Consortium are as follows:

- to provide access to a high-quality and scholarly electronic resources to a large number of academic institutions including universities and colleges at substantially lower rates of subscription and at most favourable terms and conditions;
- to promote rapid and efficient access to scholarly content to the users and to create and promote use of ICT in teaching and learning in universities in India;
- to extend the benefit of Consortium to its associate members including private universities and colleges;

- to impart training to the users, librarians, research scholars and faculty members of the institutions in use of electronic resources with an aim to optimize their usage;
- to promote use of e-resources with gradual decrease in print subscription;
- to promote interaction and inter-library cooperation amongst the participating universities;
- to evaluate the usage of the subscribed resources and to identify new resources that are required to be subscribed under the programme;
- to bring qualitative change in teaching, learning and research with an aim to meet the ever growing challenges of globalization of higher education; and
- to increase the research productivity of the institutions both in terms of quality and quantity of publications.

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Benefits

The consortia-based subscription to e-resources is a viable solution for increasing the access to electronic resources across institutions at a lower rate of subscription. Major benefits of UGC-INFONET Digital Library Consortium are as follows:

- (i) The Consortium acts as a single-window service for a large number of universities with their diverse research and academic interest;
- (ii) The Consortium, with its collective strength of participating institutions, attracts highly discounted rates of subscription with most favourable terms of agreement for a wider range of e-resources. Most of the e-publishers have responded positively to the call of the Consortium. The rates offered to the consortium are lower by 60% to 99% depending upon the category of institutions;
- (iii) Users have immediate access to material previously not subscribed to, at no incremental cost for accessing back files;
- (iv) It improves the existing library services and reduces the subscription cost;
- (v) The research productivity of beneficiary institutions is expected to improve with increased access to international databases and full-text resources;
- (vi) The Consortium is expected to trigger remarkable increase in sharing of both print and electronic resources amongst participating library through J-GATE Custom Contents for Consortia (JCCC);
- (vii) The Consortium has been opened-up for all other universities/ educational institutions through its "Associate Membership Programme". Private universities and other institutions can join the Consortium and get the benefit of not only highly discounted rates of subscription but also the favourable terms and conditions;

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- (viii) Members of the Consortium have the benefit of cap on the annual increase in the rates of subscription. While the usual increase in price of e-resources vary from 15 to 20%, the consortium enjoys the cap on increase in price ranging from 5% to 8%;
- (ix) The Consortium is offered better terms of agreement for use, archival access and preservation of subscribed electronic resources, which would not have been possible for any single institutions; and
- (x) Since the subscribed resources is accessible online in electronic format, the beneficiary institutions have less pressure on space requirement for storing and managing print-based library resources. Moreover, all problems associated with print media such as their wear and tear, location, shelving, binding, organizing, etc., are not an issue for electronic resources.

1.10 ROLE OF ACADEMIC LIBRARIES

An **academic library** is a library that is attached to academic institutions above the secondary level, serving the teaching and research needs of students and staff. These libraries serve two complementary purposes: to support the school's curriculum and to support the research of the university faculty and students.

The support of teaching requires material for class readings and for student papers. In the past, the material for class readings, intended to supplement lectures as prescribed by the instructor, has been called reserves. In the period before electronic resources became available, the reserves were supplied as actual books or as photocopies of appropriate journal articles. Traditionally, one copy of a book was made available for each 10 students — this is practical for large classes only if paperback copies are available and the books reused from term to term.

Academic libraries must decide what focus they take in collecting materials since no single library can supply everything. When there are particular areas of specialization in academic libraries these are often referred to as niche collections. These collections are often the basis of a special collection department and may include original papers, artwork, and artifacts written or created by a single author or about a specific subject.

United States

The first colleges in the United States were intended to train members of the clergy. The libraries associated with these institutions largely consisted of donated books on the subjects of theology and the classics. In 1766, Yale had approximately 4,000 volumes, second only to Harvard. Access to these libraries was restricted to faculty members and a few students: the only staff was a part-time faculty member or the president of the college. The priority of the library was to protect the books, not to allow patrons to use them. In 1849,

Yale was open 30 hours a week, the University of Virginia was open nine hours a week, Columbia University four, and Bowdoin College only three. Students instead created literary societies and assessed entrance fees in order to build a small collection of usable volumes often in excess of what the university library held.

Around the turn of the century, this approach began to change. The American Library Association was formed in 1876, with members including Melville Dewey and Charles Ammi Cutter. Libraries re-prioritized in favor of improving access to materials and found funding increasing as a result of increased demand for said materials.

Academic libraries today vary in regard to the extent to which they accommodate those who are not affiliated with their parent universities. Some offer reading and borrowing privileges to members of the public on payment of an annual fee; such fees can vary greatly. The privileges so obtained usually do not extend to such services as computer usage, other than to search the catalog, or Internet access. Alumni and students of cooperating local universities may be given discounts or other consideration when arranging for borrowing privileges. On the other hand access to the libraries of some universities is absolutely restricted to students, faculty, and staff. Even in this case, they may make it possible for others to borrow materials through inter-library loan programs.

Libraries of land-grant universities generally are more accessible to the public. In some cases they are official government document repositories and so are required to be open to the public. Still, members of the public are generally charged fees for borrowing privileges, and usually are not allowed to access everything they would be able to as students.

1.11 OPEN EDUCATION

Open education is a collective term that refers to educational organizations that seek to eliminate barriers to entry. Such institutions, for example, would not have academic admission requirements. Such universities include Open University in Britain and Athabasca University in Canada. Such programs are commonly distance learning programs, but not necessarily.

Open education has grown tremendously in the past few years, and we've seen thousands of resources for free and open learning online become available. Universities like MIT and Yale have opened their doors to students around the world, offering courses, lectures, and even textbooks for free to anyone who would like to learn from them. The incredible volume of resources available for students can be overwhelming, and it has been difficult for students to find structure and organization in the open education.

We've created this library of open education resources to help students create a unique learning experience. This library's aim is to catalog every piece

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of useful open educational resources online and organize them in a way that makes sense for open education students. Until now, there hasn't been a central location where anyone can find a carefully categorized collection of open education resources. We've created a library that satisfies that need.

All of the resources that you will find in this library are organized by industry and major, so it's easy for you to find exactly what you're looking for. The library is designed to make it possible for you to create your own course of study, whether you're interested in art history or electrical engineering.

Our library is one of a kind, collected from the hundreds of open education resource websites online. We've found just about every useful educational resource available from university open courseware websites, lecture collections, open textbook libraries, and more. With each resource, you'll find a brief description that can help you determine if that particular resource is useful for you.

Distance Education

Distance education or distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both."

Distance Education in India

Distance Education courses have helped people to extend a dynamic personality for themselves as they help them to connect in several activities. For those who can not go to attend regular classes, distance learning in India has come as blessings. As the plenty of institutes providing distance learning courses are continuously proliferating in this section. We have covered very important topics- Distance Education India. India will center on the universities in India that are providing various correspondence courses through the distance learning mode.

Distance Education Courses in India

The Distance Learning in India programmed presented at institutions in India can be categorized under the some disciplines, which are Arts, Science and Commerce. Students can choose for both undergraduate, post graduate degrees, doctorate degrees as well as diploma courses and certificate courses.

Distance Education Universities in India

A lot of universities in India have a section for distance education that presented courses in various streams. The Open Universities situated in the different states in India present distance learning programs to students all over the country. Here we show the list of few distance universities in India that offers distance education India. Indira Gandhi Open University, maharshi

dayanand, Annamalai University, Jamia Hamdard open and distance learning, Guru Jambheshwar University, University of Delhi School of open learning etc.

Distance Education Colleges in India

India is a very big country and open colleges in various states offer distance learning courses. Distance learning in India, colleges and the courses that they offer are different from state to state. The different Indian states where distance education is offered include New Delhi, Rajasthan, Madhya Pradesh, Maharashtra, Bihar, Gujarat, West Bengal, Uttar Pradesh, and many others.

Distance Education Admissions

Distance education courses are becoming trendy in India and the number of institutes present distance education courses is also growing correspondingly. Admissions to the distance learning courses are done by the entity institutes. The mode of distance education admissions of these institutes may be different. While some of the institutes perform entrance examinations, others may make the admission process simpler.

Library Needs

In a situation where a distance learner is seen to be autonomous and independent (Sauve 1993), and that separation of teacher and learner is seen as a central characteristic of distance education, libraries play a significant role in supporting the process by, amongst other things, selecting relevant and useful reading materials; organising them in some order so that the students can find materials they need without wasting time; and making learning materials readily available for consultation or borrowing. This suggests that, under normal circumstances, distance education assumes that there would always be supporting institutions such as public libraries to provide support to distance learners. It is maintained that libraries are a key resource for many open learners as they provide "access to an enormous range of information... most of this will take the form of print on paper—that is, books, pamphlets, journals ..." (Rowntree 1991). But the development of information technology has also made it possible nowadays for libraries to acquire, organise, store, and disseminate information technology related learning materials.

In Tanzania, Tanzania Library Services (TLS) which was established in the early 1960s and its network of regional libraries have had a role in supporting distance learners. In the 1970s and 1980s it played a significant role of providing some of the reading materials to support programmes such as adult education, and correspondence courses. For almost two decades TLS had been the envy of most developing countries. However, from mid-1980s resources for the public library started to decrease considerably. The main sources of income such as government subventions, and international donor organisations' contributions dwindled greatly. This had a negative impact on the TLS system. The plan to develop a public library in every region and

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district was halted due to lack of money for development. Collection development slowed down, as it started to depend on book donors: there was not enough money to purchase reading materials, even for those published within the country (Mcharazo and Olden 1996). Ever since the system has been operating with a very low budget. The situation is well summed up thus "Africa's governments have lost any initial enthusiasm they had for libraries and are placed low on the national list of priorities" (Sturges and Neill 1998). In the light of this, it is clear that distance education students are severely affected, and an attempt is made here to discuss some of the issues confronting public libraries in serving distance learners.

SUMMARY

- The Prime Minister of India, Dr. Manmohan Singh, Constituted the National Knowledge Commission on 13 June 2005. It is a high-level advisory body to the Prime Minister of India, with the objective of transforming India into a knowledge society.
- A school library (or a school library media center) is a library within a school where students, staff, and often, parents of a public (state) or private (fee paying) school have access to a variety of resources.
- The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner.
- In many schools, school libraries are staffed by librarians, teacher-librarians, or school library media specialists who hold a specific library science degree.
- During the British rule in India, many academic institutions were established by the East India Company, and by the Christian missionaries.
- There are near about more than 4000 colleges including madrasa, technical and vocational educational institute in Bangladesh.
- The UGC-INFONET Digital Library Consortium is major initiative of University Grants Commission (UGC) to bring qualitative change in academic libraries in India.
- An academic library is a library that is attached to academic institutions above the secondary level, serving the teaching and research needs of students and staff.
- The first colleges in the United States were intended to train members of the clergy.
- Open education is a collective term that refers to educational organizations that seek to eliminate barriers to entry.
- Distance Education courses have helped people to extend a dynamic personality for themselves as they help them to connect in several activities.
- A lot of universities in India have a section for distance education that presented courses in various streams.
- Distance education courses are becoming trendy in India and the number of institutes present distance education courses is also growing correspondingly.

- In Tanzania, Tanzania Library Services (TLS) which was established in the early 1960s and its network of regional libraries have had a role in supporting distance learners.

REVIEW QUESTIONS

1. What are Academic libraries?
2. Write a short note on National Knowledge Commission.
3. What is the purpose of school libraries?
4. Write the features and functions of school library.
5. Explain briefly about colleges libraries.
6. Discuss the development of university libraries.
7. Write the major benefits of UGC-INFONET digital library consortium.
8. Define academic libraries.
9. What is open education?
10. Write the needs of library.

FURTHER READINGS

- *Planning Budget in Libraries*, New Delhi: Faruqi, Khalid, K.ed., Anmol Pub, 1997.
- *Planning Library Buildings*, New Delhi: Faruqi, Khalid, K. Anmol Pub, 1998.
- *Stock verification in Libraries: Problems and Solutions*, Delhi: Gupta, S.R., Ken Publications, 1990.
- *Library Management of Staff Training and Development*, Delhi: Iyer, V.K. Rajat, 1999.
- *Effective Library and Information Centre Management*, Bryson, Jo., Hants: Gower, 1990.

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ACADEMIC LIBRARY SERVICES

STRUCTURE

- 2.1 Learning Objectives
- 2.2 Introduction
- 2.3 Definition of Reference Services
- 2.4 Evolving Tools and Changing Communities
- 2.5 The Future of Reference Service
- 2.6 Kinds and Nature of Reference Service
- 2.7 Library Reference Desk
- 2.8 Current Awareness Services
- 2.9 Types of Current Awareness Services
- 2.10 Selective Dissemination of Information (SDI) Services
- 2.11 Role of Documentation
- 2.12 Software Documentation Folder (SDF)
- 2.13 Bibliographic Database
- 2.14 Referral
- 2.15 Document Delivery Service
 - *Summary*
 - *Review Questions*
 - *Further Readings*

2.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- know about reference services
- define kinds and nature of reference service
- explain library reference desk
- understand the types and methods of CAS
- discuss the characteristics of current awareness services

- explain types of current awareness services
- explain selective dissemination of information services
- define role of documentation and software documentation folder
- define bibliographic database and document delivery services.

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2.2 INTRODUCTION

The word “reference” in this context refers to the task of providing assistance to library users in finding information, answering questions, and otherwise fulfilling users’ information needs. Reference work often but not always involves using reference works, such as dictionaries, encyclopedias, etc. This form of reference work expands reference services from the physical reference desk to a “virtual” reference desk where the patron could be writing from home, work or a variety of other locations.

Current Awareness Services has been important means for keeping the users up to date in their areas of interest. A current awareness service may be as simple as copy of table of contents or a bulletin containing bibliographic records, of articles selected from the current issues of journals and other material, and usually organized by subjects. Libraries now compile current awareness bulletins using predefined search strategy and running on the database either on CDROM or online periodically and getting the desired output. Subject to copyrights, the output can also be stored on a local system, and disseminated online (internet, intranet) and offline (print, CDROM, e-mail). Table of contents of most journals are available free from the publishers’ sites. Some publishers even offer free e-mail update of table of contents. A large number of electronic publishing sites or portals now offer current information via e-mail to registered users. For example, one can register on New York Times newspapers to receive summary of news on daily basis.

Selective Dissemination of Information (SDI) was originally a phrase related to library and information science. SDI refers to tools and resources used to keep a user informed of new resources on specified topics.

SDI services pre-date the World Wide Web, and the term itself is somewhat dated. Contemporary analogous systems for SDI services include alerts, current awareness tools or trackers. These systems provide automated searches that inform the user of the availability of new resources meeting the user’s specified keywords and search parameters. Alerts can be received a number of ways, including e-mail, RSS feeds, voice mail, Instant messaging, and text messaging.

Selective Dissemination of Information (SDI) was a concept first described by Hans Peter Luhn of IBM in the 1950’s. Software was developed in many companies and in government to provide this service in the 50’s and 60’s, which allowed distribution of items recently published in abstract journals to be routed to individuals who are likely to be interested in the contents. For

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example, the system at Ft. Monmouth automatically sent out (by mail) a different set of abstracts to each of about 1,000 scientists/engineers in the Army depending on what they were working on. The selection was based on an "interest profile," a list of keywords that described their interests. In some organizations, the 'interest profile' was much more than a simple list of keywords. Librarians or information professionals conducted extensive interviews with their clients to establish a fairly complex profile for each individual. Based on these profiles, the information professionals would then distribute selectively appropriate information to their clients. This labour-intensive operation was costly, which overtime was diminished.

2.3 DEFINITION OF REFERENCE SERVICES

"Reference Services" is defined to include the professional advice and assistance provided by the library staff, from material in the library's collections or elsewhere, to assist individuals using the library's reading rooms or making enquiries by mail, telephone or online to meet their information needs.

It also include the range of information products, such as guides, directories and databases, and the equipment and facilities that are provided to enable research to be carried out to meet information needs. The delivery of materials from the collections to users in the reading rooms is also included in the scope of Reference Services.

The Components of Reference Service

Reference librarian performs four functions:

- (a) *Instructing the reader in the ways of the library:* In its original sense, the role of instruction was intended to help members of the newly educated public learn how a library is organized so that they could take advantage of the knowledge contained in its books. Today's libraries are much more containing more resources in more formats serving more people in more locations. Instruction, on both a formal and informal basis, has become an even greater part of a reference librarian's responsibilities.
- (b) *Assisting the reader with his queries:* The second function of the reference librarian, answering user questions, is the one that is most often associated with reference service. To many, the standard image of the reference librarian is of a kindly and knowledgeable woman sitting at a desk in a room full of reference books and patrons approaching with questions great and small. In this function of the reference librarian that has received the most publicity in recent years.
- (c) *Aiding the reader in the selection of good works:* The third function of a reference librarian aiding readers in the selection of good works—is the link between the librarian's knowledge of the collections and the

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needs of the users. Originally, the word "good" referred to morally and spiritually uplifting books. Today, we interpret good to mean appropriate, as in those sources that are most relevant to a user's needs. In some libraries, this service is most commonly known as "Reader's Advisory". However, the practice of aiding the reader in the selection of good works goes far beyond recommending novels and mysteries. With the growth in the number of electronic resources and the advent of the Internet, the reference librarian recommends sources and search strategies in almost every interaction with a library patron.

- (d) *Promoting the library within the community*: The final activity of the librarian was to publicize the library within the community. The library as we all know is only one instrument of the greater community and that its success depended on recognition by the parent community. By having librarians available to the public, it is believed that the public would better understand, appreciate, and support the work of those librarians.

Present Scenario

Although over a century has passed, these four functions remain the core of reference service today. First, libraries instruction, on both a formal and informal basis, is still a greater part of a reference librarian's responsibilities.

Secondly, many of the services which the librarian was envisioned to provide could have been accomplished in other ways. Readers could have answered their own queries by consulting encyclopedias and other reference works; readers could have done their own advisory by searching the library catalogue; and readers could have learned how a library operates by trial and error. The fact that the librarian was personally engaged in each of these functions - and personalized them for each reader—was the key to the success of reference service. It is precisely this personalization of service that made the fourth function—promoting the library within the community—work so well. Without personal service, reference work would never have become a standard function of libraries.

The evolution of libraries has been constantly moving in one direction from internally focused institutions to externally focused institutions. Ancient libraries were centered on the documents that they contained, preserving them for the few within their society who could use them.

By any measure, including circulation, exit count, acquisitions, and funding levels, libraries are more popular today than at any time throughout history.

By providing personal service, reference librarians have had a direct impact in making libraries succeed.

2.4 EVOLVING TOOLS AND CHANGING COMMUNITIES

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The functions of the Reference Librarian have remained constant. The difference that exists now is primarily in the tools that are used. In the past, the librarian used books, magazines, and newspapers, with only the library catalogue. Today reference librarians have incorporated a host of new tools like the keyboard, telephone, photocopier, microfilm, fax machine, television, computer, printer, modem, disks, CD-ROMs, telecommunications, and the Internet to help their patrons.

Today's communities are much more diverse ethnically, racially, linguistically, and economically than those of a century ago. As a community changes, the library must redesign itself to meet the needs of the new demographics. The Reference Librarian needs to establish personal relations with each new generation of community members, even when that generation speaks different languages. He also needs to serve the community wherever it is located, whether in the library, at home, at work, or traveling around the globe. This is where technologies expand the reach of the library to the community - and the community's demands upon the library.

Unlike these static media, however, today's and tomorrow's information technologies allow for something approaching simultaneity in the interconnected processes of obtaining access, selecting, and organizing information. Reference Librarians also engage in the process of interpreting information, something that no information technology demands of users and one that they can, if they wish, ignore.

Technology is simply a tool. It is a conduit for the delivery of information from provider to users. Although the physics, engineering, and programming that lie beneath the surface of information technologies and systems grows ever more complex and sophisticated, information technology tools grow more manageable and malleable for those who know little about the subsurface schemes that enable that malleability. Reference Librarians have a role in influencing the design and functionality of information systems. They are one of the natural designers of new tools for information organization, access, retrieval, and distribution: these are the functions they do best. They need to build on their successes and strengthen their roles in this arena. Signs of success to date include developments such as Serials Solutions, electronic reference software, that is, more software designed to meet the needs of the service and library users. Just as libraries have done with OPAC Web interfaces, they need to identify necessary tools and adapt them to their needs, taking the lead rather than being led by technologies that don't serve those needs.

2.5 THE FUTURE OF REFERENCE SERVICE

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Does reference service have a future? Of course it does and its future is one with the future of the library and the future of each depends upon the success of the other. The community has a voracious appetite for information and information in the aggregate is inherently confusing because it does not organize itself for ease of use. So, no matter how well any library service is organized, the community will continue to need libraries and reference service to make the universe of information relevant. Reference librarians will continue to select, organize, provide access, and interpret relevant information as their role will continue to evolve, some features will remain constant, while others will change.

The Constants

- (a) The library will be measured by its service to the community.
- (b) Reference Librarians will perform the four functions of selecting, organizing, provision of access, and interpretation of relevant information.
- (c) Personal service will be valued.

The Changes

- (a) Newer and better tools will be developed.
- (b) The demand for instruction will rise.
- (c) The demand for factual information will decrease.
- (d) The community will become more diverse.
- (e) The librarians will become more diverse.
- (f) Librarians will become information generators rather than merely information conservators.

Over the next few years, we are likely to see an information environment dominated by an Internet being used in much the ways we know today: for communication via electronic mail, chat, and instant messaging; for delivery of information services such as the library catalog, databases, and native Web resources; with facilities such as search engines and directories as finding aids. Bandwidth, processing speed, and storage capacities will continue to rise and cheapen, technological access and use will continue to spread, and more information, of quality high and low, will be more available to more people in more ways as time goes on.

What makes sense here is that libraries will need to examine these possibilities, and others that might arise, and select from among them those that make the most sense for the communities they serve, the kinds of information needs they have, and the situations in which they find themselves, and the appropriate mix of resources (human, information, financial) to be allocated among them. If these services are made professional, attractive,

effective, evaluated, marketed, integrated, institutionalized, value-based, and appropriate definitely the services would thrive.

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Reference librarians will indeed make their own future. The reference librarian of the future will not be symbolized as the woman sitting behind the desk, but as someone who is readily accessible to everyone in the community and who provides individual information services using whatever technologies become available. By concentrating on the needs of their users, providing personal service, and providing leadership in the information society, the reference librarian will continue to perform an essential function for the community.

Reference service will remain place-based, but will no longer be place-bound. The place at which it is based won't be a reference desk staffed by a reference librarian. Instead it will be an information consultation room in which a librarian can work face-to-face with a user or from which a librarian can work screen-to-screen with a remote user. The place will also be a library's Web site, a "place" that transcends a building's fixity. It will grow organically to save the time of the researcher and to assure that every bit of information has its user and every user finds his/her needed information.

Reference Librarians will be faced with a much more difficult task than the profit sector because library services are only indirectly tied to revenues—the public decision makers who have to be convinced of the value of library services are generally not the consumers of the library's services. The separation of funding and customers will still make it very difficult for Reference librarians to transform their role and their services in academic and public libraries. It also explains why libraries historically have not placed a strong focus on obtaining direct customer feedback on quality of services.

To change the professional culture and to allow libraries to truly play a leadership role in designing future reference services, each organization has primary responsibilities that must be fulfilled:

- (a) Libraries must invest substantially more fiscal resources in staff training and develop effective and continuous feedback methods from all aspects of the system that influence reference service quality.
- (b) In view of the rapidly changing information technology environment of the 21st century, libraries must not continue to assume that the task of professional education rests primarily with library schools. Schools of Library and Information Science programs, which provide masters degrees in librarianship, must require core courses that include significant portions of the curriculum devoted to developing marketing values and skills in students. Marketing links the organization with its environment and involves identifying, gathering, analyzing and interpreting information for decision-making.
- (c) Nigerian Library Association must provide models that develop effective assessment of library services that can be easily and effectively administered by practicing librarians at a reasonable cost. Evaluation

of programs and services should be established as a primary professional value and should receive significant funding from the Association.

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The future of reference services in libraries as it is presently rendered manually is not guaranteed. With the advent of the Web there is a growing drop in the quantity of reference questions in most libraries where there is Internet Connectivity. Many reference questions have become more complex and answering such questions requires more focus on instruction in search strategies and other elements related to the basic information competencies of identifying the type of information needed, and finding, evaluating, and communicating the information successfully.

Reference librarians have done roving of reference rooms, glancing at the contents of computer screens and offering users assistance when it seems appropriate. They now need to rove electronically. This means that information systems need features that monitor user behavior and can offer assistance online. Surely this can be done in such a way that user privacy and identity can be protected.

Libraries are already moving toward a knowledge counseling role, focused on advising users in locating and effectively utilizing resources primarily related to recorded knowledge. This trend is already changing the nature of reference services from answering the quick, routine, less than five-minute question to a more extended counseling or coaching interaction. Because these transactions require more time, libraries must be able to focus their human mediated services to users in those areas where they can really make a significant difference. In the future, they must become much more customer focused in our actions and service strategies than they are at present.

Education and training for librarians must be transformed in partnership with libraries, the Nigerian Library Association and our professional education programs. Marketing and program evaluation skills, including thorough knowledge of quality management principles and practices, will be as important as mastering the technology in our endeavor to retain human mediated assistance to users as an important library service.

2.6 KINDS AND NATURE OF REFERENCE SERVICE

Kinds of Reference Services

There are two kinds of services:

1. Ready reference service
2. Long range reference service

Ready Reference Service

A process in which readers receive their information through personal contact of the reference librarian is called ready reference service. There are

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many types of queries. Reference department always makes efforts to remove the difficulties of readers to fulfil their requirements.

All such informations which are provided to readers immediately are called ready reference service. Dr. S.R. Ranganthan has defined it as "Ready reference service is reference service finished or replied in very short time, a minute if possible".

Example.

Some examples of ready reference services are:

1. What is the birth date of Gandhiji?
2. Literacy percentage of M.P.
3. Who is president of America?

All such answers can be given in very short span of time. The reference librarian either answers the query immediately or refers the names of reference resources.

Some of the reference resources are:

1. Directories
2. Dictionaries
3. Encyclopedias
4. Biographies
5. Year books/Annuals
6. Atlas

Need of Ready Reference Service

Reference service is an essential service as sometimes reader needs some informations which are not known to them and are not related to their concerned books. Sometimes readers are not aware of reference books and references services/sources, which are also arranged differently and not known properly to the readers. So there is need of reference service which can assist the readers.

Long Range Reference Service

Long range reference service takes long time in providing reference service. This service is given to special readers requiring special informations. It takes normally long time, i.e., more than 5 minutes and takes the help of reference sources.

Long range reference service is not practised in every library.

Need of Long Range Reference Service

There are many reasons for the requirement of long range reference service, some of them are:

- (i) *Explosion of knowledge*: There is wide variety of literature and study of the whole is very difficult. Readers are always eager to know about the literature published in the country or in the world. Reference

librarian is well versed and trained in searching the literature and can help easily to readers to get the documents.

- (ii) *Saving the time of readers and experts:* Reference librarian helps the readers to search the literature and saves a lot of time of reader.
- (iii) *Information source of other libraries:* A single library cannot procure all types of information sources and literature because of wide variety available, therefore there is need to use the resources of other libraries to fulfil the need of readers which is possible through resource sharing.
- (iv) *Complexity of information sources:* There are different types of information sources in the library which are full of complexities, a reference librarian provides all informations as per the requirements of readers.

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2.7 LIBRARY REFERENCE DESK

The reference desk or information desk of a library is a public service counter where professional librarians provide library users with direction to library materials, advice on library collections and services, and expertise on multiple kinds of information from multiple sources.

Explanation

Librarians are experts in the contents and arrangement of their collections, as well as how information is organized outside the library. Library users are encouraged not to be shy about asking a reference librarian for help. Even though most librarians stay busy when not serving a patron, their primary duty when they are at the desk is to assist library users.

Purpose and Usage

Library users can consult the staff at the reference desk for help in finding information. Using a structured reference interview, the librarian works with the library user to clarify their needs and determine what information sources will fill them.

The ultimate help provided may consist of reading material in the form of a book or journal article, instruction in the use of specific searchable information resources such as the library's online catalogue or subscription bibliographic/full text databases, or simply factual information drawn from the library's print or online reference collection. Typically, a reference desk can be consulted either in person, by telephone, through e-mail or online chat, although, a library user may be asked to come to the library in person for help with more involved research questions. A staffed and knowledgeable reference desk is an essential part of a library.

The services that are provided at a reference desk may vary depending on the type of library, its purpose, its resources, and its staff.

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Resources that are often kept at a library reference desk may include:

- A small collection of reference books (called ready reference) that are most often used, so that the librarians can reach them quickly, especially when they are on the phone, and so that the books will be returned in time for someone else to use later the same day. The library's full reference collection is usually nearby as well.
- Newspaper clipping files and other rare or restricted items that must be returned to the reference desk.
- Index cards with the answers to frequently asked questions, and/or drawers with folders of pamphlets and photocopies of pages that, from previous experience, were difficult to find. These enable librarians to find such information quickly without leaving the desk—even faster than they could look it up in a reference book or using the Internet.
- Books and other items that are being held for library users who asked the librarian by phone to set them aside for them to pick up later the same day, or within the next few days.
- Books from the circulating collection that have been set aside for students working on a special assignment, and are temporarily designated to be used only within the library until the project is due.
- Printed lists of items in the library that are not in the catalogue, such as newspapers, school year books, old telephone directories, college course catalogues, and local history sources.

Services

Services that are often available at a library reference desk include:

- A sign up sheet for reserving computers with Internet access, or word processing software.
- The ability to place the book 'on hold', which prevents the person who has borrowed it from renewing it. The person who placed the 'hold' is notified when the book has been returned. (Some libraries provide this service at the circulation desk.)
- The ability to request Interlibrary loan of books and other material from other branch libraries in the same library system, or from a cooperating library anywhere in the world. (Some libraries provide this service at the circulation desk.)
- The opportunity to recommend that the library purchase something for its collection that it does not have, which may be needed or of interest to other library users.

The librarian who staffs the reference desk can usually do the following by virtue of her professional training and experience:

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- The librarian can look up a brief, factual answer to a specific question.
- The librarian can use the catalogue to find out whether the library owns an item with a particular title or author, or that contains a short story, chapter, song, or poem with a particular title, or to compile a list of books by a particular author or on a particular subject.
- The librarian can briefly teach the user how to use the catalogue and how to use its advanced features, or recommend the proper subject words or terms that are used in the catalogue for the topic the user has in mind.
- The librarian can often take the library user directly to the shelves with books on a certain topic without using the catalogue.
- The librarian is familiar with the contents of hundreds of reference books, and can recommend books that might contain the answer to a particular question.
- The librarian can teach the library user to use online databases such as magazine and newspaper articles, and recommend words and search strategies for the topic the user has in mind.
- The librarian can recommend reliable web sites, give advice on searching the Internet for information, and evaluate the reliability of the information on websites.
- If the library does not have information on a given topic, or if the library user wants more information, the librarian can refer the library user to another library or to an organization that can be contacted by phone or e-mail.

Electronic Reference Services

With the development of the Web, digital reference services are beginning to take over some of the roles of the traditional reference desk in a library. There is disagreement over whether or not this development is desirable or inevitable.

Staff Qualifications

A reference librarian provides assistance to users of a library who need help locating resources and information. This job requires excellent customer service skills as well as familiarity with research and the ability to answer challenging questions from patrons who may be searching for obscure and unusual things. Reference librarians must hold a master of library science (MLS) degree and may have additional certifications and qualifications, depending on where they work.

The hub of the reference librarian's workplace is the reference desk, an area that members of the public can approach for information and assistance. The reference desk has resources like computers and connections to the catalogues along with references the staff uses frequently, like maps of the

area, dictionaries, and so forth. People can ask the librarian for help finding information, or may have orientation of the library to learn how to use the resources, and other assistance.

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Many reference librarians teach classes to members of the public, showing them how to use library resources and providing them with some basic research tips and tricks. On college campuses, the librarian may be very active during orientation week, working with students to help them get familiar with the library. Librarians also provide assistance with using technical resources like microfilm machines, copiers, and so forth and may troubleshoot Internet access in the library and other problems patrons experience.

A reference librarian can also play a role in developing library collections. Librarians need to know the stock of the library well so they can help people more effectively, and they usually identify weak points and holes in the collection as part of their work. They can make recommendations for new acquisitions and will work with the collections manager on determining what kinds of resources would be most useful for library patrons. These can include books, movies, tapes, music, and other acquisitions.

Working as a reference librarian requires excellent communications skills. Patrons may have vague and unfocused requests that the reference librarian must be able to accurately interpret. Librarians usually want to show patrons how to help themselves in addition to providing information, so patrons will feel more confident in the library, and this requires learning about different communication styles to effectively connect with patrons. One useful skill for people in this position is the "reference interview," where the librarian asks a series of questions to find out what a patron needs and selects the most appropriate and useful resources.

In the United States, those who staff library reference desks are usually required to have an accredited Masters degree in Library Science from the American Library Association. However, if there is a lack of qualified applicants, particularly in rural areas of the country, a person with an Associate Degree, a Certificate in Library Technology, or a Bachelors Degree in Library Science may be performing these duties. In many academic libraries, student assistants are used as the primary contact, sometimes at an "information desk."

2.8 CURRENT AWARENESS SERVICES

While library literature on RSS feeds has been plentiful in recent years, few articles discuss services that fully leverage the "push technology" power of RSS. The idea of providing a convenient and time-saving service to library users by collecting journal feeds and then bundling them into Outline Processor Markup Language (OPML) files categorized by subject has not been developed

in the literature. Only one 2007 article describes using OPML files to access information from multiple content providers without multiple subscriptions, thereby simplifying user access to the material.

Librarians at the Ebling Library recognized the challenges faced in keeping current with the literature, as well as the potential of new services utilizing RSS. While the volume of tables of contents feeds supplied by publishers and vendors have increased markedly, feeds were still not readily recognized by, or easily accessible to, Ebling Library's patrons, few of whom reported using RSS as a means of staying current with the literature. The use of OPML was well outside the mainstream of librarianship, and, even among colleagues who were aware of OPML, few had considered how it could be used to easily share groups of feeds between users and readers. The value of identifying, collecting, and categorizing new journal articles as a service to Ebling Library's clientele became apparent. After acknowledging this need, a group of six librarians set out to develop and promote a new kind of RSS-based current awareness service that would save time, minimize effort, ensure quality, and allow customization. Inspired by the Feed Navigator developed by the National Library of Health Sciences at the University of Helsinki, a working group was formed and charged with exploring possibilities for an RSS current awareness service.

Open source and freely available feed-finding tools and homegrown input forms that fed into the library's existing journal database structure were employed to create an initial collection of 1,900 journal feeds (now exceeding 2,400). Because the group had neither the time required for individual title review nor an established taxonomy necessary for categorizing the journal titles according to discipline, the group leveraged the category assignments in the SFX knowledgebase, the library's Open URL link resolver software, which has an internal taxonomy for electronic journals. Although, the taxonomy is not particularly refined, the group deemed it adequate for the task. The group exported the SFX categories for the library's active subscriptions, matched them against the library's electronic journals database, and reviewed the assignments for accuracy.

Methods of Providing CAS

The Ebling library compiled the lists using librarians' subject expertise, liaisons' core lists of titles, journal usage statistics, and the impact factors from Web of Knowledge's Journal Citation Reports. To save users' time and to allow easy import into feed readers, bundled OPML files were created for both these top journals lists and the comprehensive lists. Step-by-step instructions were provided to simplify the task of quickly populating users' feed readers with high-quality journal information.

With the feeds gathered, categorized, and bundled, the group's focus moved to bringing users to the current awareness project through multitiered

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educational and promotional activities. The obvious first target group for these activities was Ebling Library's own library staff, whose understanding of the project's purpose as well as the process of creating personalized RSS-based current awareness services would be essential to the project's success. A "proof of concept" session was held in which various feed readers were configured with feeds from library professional journals. This was contrasted with the *system of routing journals among staff for current awareness purposes* that had been used internally but had become bogged down and impractical. Staff members were also offered individualized sessions to help them to choose readers, set up feeds, and become comfortable using RSS feeds. Liaison librarians were encouraged to prepare themselves to be able to actively promote the value of RSS for current awareness among their liaison groups.

Along with a collection of instructional materials, including video, an hour-long "Keeping Current with the Health Literature Using RSS" class has been added to Ebling Library's regularly scheduled drop-in instructional sessions. The class emphasizes RSS as a convenient alternative to more traditional methods of staying on top of professional literature and includes hands-on activities for participants to set up a feed reader, select and import individual feeds and OPML bundles, and view and edit feeds in a feed reader. Brief introductions to the concept of current awareness using RSS have been incorporated into many of the various presentations provided to Ebling Library user groups in other instructional settings.

2.9 TYPES OF CURRENT AWARENESS SERVICES

To find out about the latest developments in an area one can study:

- monitor important journals in the field
- read articles related to the area of study
- join relevant associations
- attend relevant conferences
- *read information bulletins or newsletters related to the field*
- talk to others in the same field
- join list serves/newsgroups.

Before you begin it is a good idea to consider:

- major keywords and search statements associated with the topic
- major journals in your area—does the library subscribe to these journals in print or electronically?
- specialised resources which you may need to use, *e.g.*, government documents, patents, statistics, etc.

There are many Current Awareness Services. They are:

- database services

- publisher services
- internet services
- discussion lists.

They allow receiving information about the latest articles published in the favourite journals or area of interest. One can also find out about the latest books published in the field.

To check whether a current awareness service is available, look for options such as Register, Personal, My or Customize.

Blackwell Synergy:

- TOC-Alerts (Table of Contents) for your favorite Blackwell Synergy journals
- Save searches to run later, and add articles from searches to favourites. To access full text from Blackwell Synergy, click on Synergy Homepage to be taken to the University of the Sunshine Coast's subscription. Search here to find the full text of articles of interest
- To use Blackwell's current awareness service, Register, then login and go to My Synergy.

Ovid Databases:

Current Contents, Bowker Books in Print and Sport Discus

- Current Contents and Sport Discus provides citations and abstracts for articles
- Bowker Books in Print provides information about books from major International publishers
- Set-up a e-mail TOC-Alert (Table of Contents) by saving your search as an Auto Alert (SDI) Service
- The Auto Alert is run periodically and any newly-added documents on your topic will be retrieved and e-mailed to you
- To Set-up SDI in Ovid run your search and then click Save Search History (under the search box). Select Save Search as an auto-alert (SDI) and enter your e-mail address and the format you want your citations to be forwarded in, then click the Save Search button.

Project Muse

Project Muse is a full text database covering over 100 titles including: literature and criticism; history; the visual and performing arts; cultural studies; education; political science; and gender studies.

- Sign up to receive e-mail alerts of new issues on Project Muse as well as new titles. Links are included to journal table of contents.

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- To set-up a current awareness profile, go to Information, select 'Communicating with Project Muse' and select 'Receive notification of New Materials'.

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Science Direct

Science Direct is a full text database that provides access to almost 100 full text journal titles in all areas of research. In addition, it includes a searchable database of over three million article citations from all fields of science and the table of contents of over 1,700 journals, as well as book citations.

- Register with Science Direct and create a personal profile. This feature allows you to save searches, create search alerts, volume/issue alerts and citation alerts and create a personal favorites list of journals and books which can be searched or browsed
- To set-up a profile, choose the Register link at the top right of the screen and fill in the registration form
- To create a list of favorite journals, select the 'Add/Remove Favourite Journals and Book Series' link, locate the journal or book you wish to add to the list and then click Add. When you have finished, click Save
- To create alerts, select the 'Add/Remove Alerts' link. For search alerts, do a search and then click the 'Save as Search Alert' link at the top of the list of results. Fill in a name for the search and the frequency for how often you want the search run and click 'Update Alert'
- For Tables of Contents Alerts, choose the link for 'Add/Remove Volume/Issue Alerts. Locate the journal or book you wish to add to the list and then click Add. When you have finished, click Save. For citation alerts, find the article citation you want to save an alert for and click the 'Save as citation alert' link on the right hand document menu.

2.10 SELECTIVE DISSEMINATION OF INFORMATION (SDI) SERVICES

SDI is a special type of current awareness service. It supplies each user with the references of documents to their predefined areas of interest, selected from document published recently or received during a particular span of time.

The workflow of SDI service is based on the following steps:

- **Step I-Users' profile:** In the first step needs and interests of each user or a group of users having similar requirements are ascertained and carefully analyzed. These are then expressed in terms of some

keywords, collected from an accepted thesaurus. User profile may be stored as a database file in case of computerised SDI.

- **Step II-Document profile:** In this step contents of selected documents are analyzed and expressed in terms of keywords selected from the same accepted thesaurus. It is necessary for precise matching. This may also be stored as a database file.
- **Step III-Matching:** The first two steps are the work of library professionals. This step *i.e.*, matching of two profiles is conducted by computer at regular intervals. The result of matching is then saved as a file in the required format such as text, html etc.
- **Step IV-Notification:** This step involves communication of result to the users. Notification may be sent to users through e-mail by attaching the result file or as a hard copy by obtaining printout of the result file (s).

Generally, a feedback form is sent to each user along with the notification in which he/she has to indicate whether the document really interests him/her, whether he/she needs a copy or why it is of no interest to him/her. On the basis of feedback user's profile is updated regularly.

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2.11 ROLE OF DOCUMENTATION

Documentation is a general term for written information, media and other content used to support a tool or a process. Documentation (to document) also refers to the process of providing evidence. Technical writers and corporate communicators are professionals whose field and work is documentation. Ideally, technical writers have a background in both the subject matter and also in writing and managing content (information architecture). Technical writers more commonly collaborate with Subject Matter Experts (SMEs), such as engineers, medical professionals, or other types of clients to define and then create content (documentation) that meets the user's needs. Corporate communications include other types of written documentation that is required for most companies.

Documentation Specializations:

- **Marketing Communications** to convey the company's value proposition through a variety of print, electronic, and social media. This area of corporate writing is often engaged in responding to proposals.
- **In Technical Publications.** Technical writers document a company's project or service. Technical publication includes user guides, installation manuals, and troubleshooting/repair/replace procedures.

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- *Legal documentation.* This type of documentation is often prepared by attorneys or paralegals that could be in private practice or retained as corporate council.
- *Compliance documentation.* This type of documentation codifies Standard Operating Procedures (SOPs), for safety, financial, or other regulatory compliance needs.

Computer Science

The following are typical documentation types: Request for Proposal (RFP) Requirements Statement of Work Software Design and Functional Specification System Design and Functional Specifications Change Management, Error and Enhancement Tracking User Test and Acceptance (UTA). There are many types of software applications used to create documentation tools which are available for this purpose.

2.12 SOFTWARE DOCUMENTATION FOLDER (SDF)

A common type of software document written by software engineers in the simulation industry is the SDF. When developing software for a simulator, which can range from embedded avionics devices to 3D terrain databases by way of full motion control systems, the engineer keeps a notebook detailing the development “the build” of the project or module. The document can be a wiki page, MS word document or other environment. They should contain a requirements section, an interface section to detail the communication interface of the software. Often a notes section is used to detail the proof of concept, and then track errors and enhancements. The result is a detailed description of how the software is designed, how to build and install the software on the target device, and any known defects and work-a rounds. This builds document enables future developers and maintainers to come up to speed on the software in a timely manner, and also provides a roadmap to modifying code or searching for bugs.

2.13 BIBLIOGRAPHIC DATABASE

A **bibliographic database** is a database of bibliographic records, an organized digital collection of references to published literature, including journal and newspaper articles, conference proceedings, reports, government and legal publications, patents, books, etc. In contrast to library catalogue entries, a large proportion of the bibliographic records in bibliographic databases describe analytics (articles, conference papers, etc.) rather than complete monographs, and they generally contain very rich subject descriptions in the form of keywords, subject classification terms, or abstracts.

Many bibliographic databases evolve into digital libraries, providing the full text of the indexed contents. Others converge with non-bibliographic

scholarly databases to create more complete disciplinary search engine systems, such as Chemical Abstracts or Entrez.

History

Prior to the mid-20th century, individuals searching for published literature had to rely on printed bibliographic indexes. "During the early 1960s computers were used to digitize text for the first time; the purpose was to reduce the cost and time required to publish two American abstracting journals, the *Index Medicus* of the National Library of Medicine and the *Scientific and Technical Aerospace Reports* of the National Aeronautics and Space Administration (NASA). By the late 1960s such bodies of digitized alphanumeric information, known as bibliographic and numeric databases, constituted a new type of information resource".

The first services offered a few databases of indexes and abstracts of scholarly literature. These databases contained bibliographic descriptions of journal articles that were searchable by keywords in author and title, and sometimes by journal name or subject heading. The user interfaces were crude, the access was expensive, and searching was done by librarians on behalf of 'end users'.

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2.14 REFERRAL

Referral describes the active mode of information service, of the type traditionally provided by SPECIAL LIBRARIES. The attention of users is drawn to information held by the library or information agency in anticipation of demands they might make.

Preparation and circulation of newsheets, literature surveys, reading lists, abstracts, etc. are used for this purpose, and in cases where the immediate resources of the service are insufficient users will be referred to specialist organizations for further help.

2.15 DOCUMENT DELIVERY SERVICE

Library

- New Design
- Address and opening hours
- Lending Service

Document Delivery Service

- FAQs
- Service for Librarians
- Translation programme
- Information Service
- Studying in Germany

- Newsletter
- Top of Form
- Bottom of Form

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Subito—the Document Delivery Service

Subito is the delivery service of German libraries. This service (against a fee) can be used to order articles and essays from magazines and/or books that are available in German libraries and the texts can be received within 72 hours.

You can place your order online, send it by post or hand it over personally. Precise bibliographic details are required in order to process a request.

SUMMARY

- A process in which readers receive their information through personal contact of the reference librarian is called ready reference service. There are many types of queries.
- Reference service is an essential service as sometimes reader needs some informations which are not known to them and are not related to their concerned books. Sometimes readers are not aware of reference books and references services/sources, which are also arranged differently and not known properly to the readers.
- The reference desk or information desk of a library is a public service counter where professional librarians provide library users with direction to library materials, advice on library collections and services, and expertise on multiple kinds of information from multiple sources.
- The librarian is familiar with the contents of hundreds of reference books, and can recommend books that might contain the answer to a particular question.
- A reference librarian provides assistance to users of a library who need help locating resources and information.
- Librarians connect people with information and ideas by organizing and facilitating the retrieval of information in all formats. Dictionaries have long tended to define the word “librarian” as the person incharge of a library. Library users tend to associate the word with anyone who works in a library. Professional associations and those people who work in libraries tend to reserve the appellation for one who holds a master’s degree in library and information studies.
- Publishers of journals are shifting to electronic and online publishing to reduce time lag.

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- *National Centre for Science Information (NCSI), Indian Institute of Science (IISc)*, established in 1983, is a premier information centre providing computer-based information services to the research and academic community in *Science and Technology* all over the country.
- Project Muse is a full text database covering over 100 titles including: literature and criticism; history; the visual and performing arts; cultural studies; education; political science; and gender studies.
- Science Direct is a full text database that provides access to almost 100 full text journal titles in all areas of research.
- While library literature on RSS feeds has been plentiful in recent years, few articles discuss services that fully leverage the “push technology” power of RSS. Information is the life-blood of research work. Research today depends on retrospective as well as current information. An important source of current information is journals or periodicals.
- Common types of documentation include user guides, white papers, online help, and quick-reference guides.
- A common type of software document written by software engineers in the simulation industry is the SDF.
- A bibliographic database is a database of bibliographic records, an organized digital collection of references to published literature, including journal and newspaper articles, conference proceedings, reports, government and legal publications, patents, books, etc.
- Referral describes the active mode of information service, of the type traditionally provided by SPECIAL LIBRARIES.
- Subito is the delivery service of German libraries. This service (against a fee) can be used to order articles and essays from magazines and/or books that are available in German libraries and the texts can be received within 72 hours.
- Selective Dissemination of Information (“SDI”) was originally a phrase related to library and information science.
- Documentation is a general term for written information, media, and other content used to support a tool or a process.

REVIEW QUESTIONS

1. What is reference services?
2. Explain components of reference services.
3. Define evolving tolls and changing communities.
4. Explain the different kinds of reference services.
5. Discuss in detail library reference desk.
6. Explain some of the resources that are often kept at library reference desk.
7. Write short note on staff qualifications.

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8. Define current awareness services.
9. Explain types and methods of current awareness services.
10. Describe need and characteristics of current awareness services.
11. Explain the types of current awareness services.
12. Define project muse and science direct.
13. Explain the selective dissemination of information services.
14. What do you mean by role of documentation?
15. Define software documentation folder (SDF).
16. Explain bibliographic database.
17. Write a note on referral.
18. Write short note on document delivery service.

FURTHER READINGS

- FOURIE (D) and DOWELL (D). *Libraries in the information age. 2002.* Libraries Unlimited, New York.
- KATZ (William A). *Introduction to reference work: reference service and reference process.*
- RANGANATHAN (S R). Reference service. Ed 2. 1989. *Ranganthan Endowment for Library Science, Bangalore.*
- KRISHAN KUMAR. *Reference service* Ed. 3. 1996. Vikas Publishing, New Delhi.

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**ACADEMIC LIBRARY
ORGANIZATIONAL STRUCTURE****STRUCTURE**

- 3.1 Learning Objectives
- 3.2 Introduction
- 3.3 Organization vs. Management
- 3.4 Organization vs. Administration
- 3.5 Organizational Structure
- 3.6 Line and Staff Functions
- 3.7 Departmentalization
- 3.8 Organizational Charts
 - *Summary*
 - *Review Questions*
 - *Further Readings*

3.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- explain the purpose and need for organizing
- discuss about the organizational structure
- explain the line and staff functions
- describe the organizational charts.

3.2 INTRODUCTION

This study delineates subtle distinctions in organization, management and administration which may be equally important for organizers, managers and administrators of all types of institutions and enterprises—academic, business, industrial or learned, and the study may be useful and applicable

not only to library and information science, but also to management, public administration, finance, economics, statistics, mathematics, psychology, sociology, and the like.

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3.3 ORGANIZATION vs. MANAGEMENT

'Organizing' literally, is a process of doing work or making arrangement for work, while 'organization' is a structure in which the work takes place. In this study, however, to avoid confusion, we will refer to organization as a step or method of making logical arrangement of work of an enterprise as a part of management and administration. It is relatively easy for one to separate organization from management and administration, but it may be generally difficult for him to bring a distinction between 'management' and 'administration' since the later two terms are closely inter-woven, and there is a greater possibility of one being mixed up with the other. The present study, however, is an endeavour to remove such probable confusion and controversy and is intended to establish the distinctions, through appraisal of the thesis of distinguished writers and thinkers in the field, so the study is useful not only to library and information science, but also to other disciplines including public administration, management, finance, statistics, sociology, mathematics, *economics, psychology and the like.*

Organization may be termed as a process of making logical combination of various units of works to assign them to suitable workers in order to attain the avowed objectives of an enterprise or an institution or a library, whilst management may be briefly termed as a process of getting things done through men and materials. Sheldon defines organization as "the process of so combining the work which individuals or groups have to perform with the faculties necessary for its execution that the duties, so formed, provide the best channels for the efficient, systematic, positive, and co-ordinated application of the available effort." Hicks and Tillin, while defining organization, give emphasis on (a) human relationships, (b) group work and (c) social structure. They maintain that organization is mainly 'concerned with human relationships' in a group activity that, when taken together, equate to the social structure. It is the most effective method to pool the co-operative efforts of staff and channel them into productive processes.

3.4 ORGANIZATION vs. ADMINISTRATION

Library organization and library administration are closely related to each other. The distinction between the two is very subtle. Organization comes before administration. The latter starts where the former ends. One lays down theoretical principles, whilst the other puts those principles into practice.

An institution or enterprise is established with the aim of attaining certain determined objectives. But 'how' and 'who' is to achieve it? For this,

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'an organizational structure is raised, an administrative machinery is created, and management authority is appointed. The administrative machinery is responsible for laying down the basic policies of the institution; for providing a proper organizational structure; and for appointing the management personnel for achieving the desired aims. Organization is a process of classification and arrangement of various functions and jobs of an institution to assign them to respective, classified individuals in various units or departments, while administration involves setting out of definite methods, plans and policies to carry out those functions to achieve the pre-determined objectives. Administration is that phase of an institution—academic or business enterprise—which concerns itself with the overall determination and achievement of the major policies and objectives.

"Administration", William Schulze maintains, "is the force which lays down the object for which an organization and its management are to strive and the broad policies under which they are to operate." Administration is that function of management which, in reality, executes or carries out the objectives for which the institution is planned, established and then organized. Organization ensures that men, materials, jobs, various units and their included activities are properly classified, defined and nicely arranged showing harmony and functional relationships, whilst administrative function ensures that personnel's are properly fitted to the jobs; works are performed properly with satisfaction; and that men, materials, finance and working conditions are congenial and satisfactory to yield the avowed result.

Administration includes various functions or elements, and organization is one of those elements. Organization 'relates to the establishment of a structure of authority and responsibility which is further defined and co-ordinated for the attainment of specific objectives. It is a design of the structure, the grouping and classifying of positions, on the basis of which staff is chosen, whereas administration finds out devices to best carry out library's planned goals with the help of judiciously selected staff.

Organization involves: (a) identifying the activities and positions necessary to carry out library's plan and purpose; (b) logically grouping and arranging them according to their functional relationships, including work organization and job descriptions so as to assign them to respective personnel; (c) defining the extent and scope of each department or unit and its included activities; and (d) a statement of working relationships between the units and positions, and of the obligations, lines of authority or the span of control. Administration, on the other hand, means essentially the directing and executive functions that get these jobs done. It involves comprehending purposes and needs; planning, defining problems, making decisions, finding ways and means, managing and following through; organizing, or recognizing and defining, then putting together in sound and simple relationship the component elements or divisions of the operation as a whole, then of its smaller parts-departments, and individual jobs; selection of personnel; the

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understanding, choosing and appreciation of people and their development; giving instructions and making supervision to ensure that each does his work with distinction. The administrative function also involves certain external and financial aspects, viz. (a) the governmental connections of the library, partly through the board of trustees; (b) its relations with the government or municipal departments; (c) the financial structure of the library and the sources for securing adequate funds; their budgeting and use; (d) public relations and the methods by which the library keeps the entire community aware of its purposes, problems, services, accomplishments, and maintains constant awareness of what the community thinks of its library. Organization, on the contrary, has nothing to do with all these external activities. The domain of organization is basically internal and limited, while that of administration may be both external and internal, and of course wider.

3.5 ORGANIZATIONAL STRUCTURE

An organizational structure is a way of describing the relationships among groups and individuals in an organization. At the heart of an organizational structure are two things: roles/responsibilities and communications/accountability. Roles and responsibilities refer to what a person or group does, and communications accountability involves the relationships that a person or group needs to hold in order to perform their job. It is important to note that even egalitarian or "flat" structures require some kind of relationship in order to perform effectively.

These roles and responsibilities often fall under the three "Ps": "purpose," "people," and "process." A purpose role would describe a group or division through some kind of function. For instance, a "circulation" department is a functional group because people are expected to ensure the effective circulation of materials. A people role focuses on a specific group. "Youth services" would be a good example of a people-oriented role. A process role focuses on coordinating among the different function and people roles. Human Resources are probably the most recognizable "process" role.

3.6 LINE AND STAFF FUNCTIONS

A **librarian** is an information professional trained in library and information science, which is the organization and management of information services or materials for those with information needs. Typically, librarians work in a public or college library, an elementary or secondary school media center, a library within a business or company, or another information-provision agency like a hospital or law firm.

Outline, Requirements and Positions

Traditionally, librarians have been associated with collections of books, as demonstrated by the etymology of the word "librarian". However, modern

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librarians deal with information in many formats, including books, magazines, newspapers, audio recordings (both musical and spoken-word), video recordings, maps, manuscripts, photographs and other graphic material, bibliographic databases, web searching, and digital resources. Librarians often provide other information services, including computer provision and training, coordination of public programs, basic literacy education, and assistive equipment for people with disabilities, and help with finding and using community resources.

Librarian Roles and Duties

Specific duties vary depending on the size and type of library. Olivia Crosby described librarians as "Information experts in the information age". Most librarians spend their time working in one of the following areas of a library:

- Public service librarians work with the public, frequently at the reference desk of lending libraries. Some specialize in serving adults or children. Children's librarians provide appropriate material for children at all age levels, include pre-readers, conduct specialized programs and work with the children (and often their parents) to help foster interest and competence in the young reader. (In larger libraries, some specialize in teen services, periodicals, or other special collections.)
- Reference or research librarians help people doing research to find the information they need, through a structured conversation called a reference interview. The help may take the form of research on a specific question, providing direction on the use of databases and other electronic information resources; obtaining specialized materials from other sources; or providing access to and care of delicate or expensive materials. These services are sometimes provided by other library staff that has been given a certain amount of special training; some have criticized this trend.
 - Technical service librarians work "behind the scenes" ordering library materials and database subscriptions, computers and other equipment, and supervise the cataloging and physical processing of new materials.
 - Collections development librarians monitor the selection of books and electronic resources. Large libraries often use approval plans, which involve the librarian for a specific subject creating a profile that allows publishers to send relevant books to the library without any additional vetting. Librarians can then see those books when they arrive and decide if they will become part of the collection or not. All collections librarians also have a certain amount of funding to allow them to purchase books and materials that don't arrive via approval.

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- Archivists can be specialized librarians who deal with archival materials, such as manuscripts, documents and records, though this varies from country to country, and there are other routes to the archival profession.
- Systems Librarians develop, troubleshoot and maintain library systems, including the library catalog and related systems.
- Electronic Resources Librarians manage the databases that libraries license from third-party vendors.
- School Librarians work in school libraries and perform duties as teachers, information technology specialists, and advocates for literacy.
- A Young Adult or YA librarian serves patrons who are between 12 and 18 years old. Young adults are those patrons that look to library services to give them direction and guidance toward recreation, education, and emancipation. A young adult librarian could work in several different institutions; one might be a school library/media teacher, a member of a public library team, or a librarian in a penal institution. Licensing for library/media teacher includes a Bachelor or Master of Arts in Teaching and additional higher-level course work in library science. YA librarians who work in public libraries usually have a Master's degree in Library and/or Information Science (MLIS), relevant work experience, or a related credential.
- "Media Specialists" teach students to find and analyze information, purchase books and other resources for the school library, supervise library assistants, and are responsible for all aspects of running the library/media center. Both LMTs Library Media Teachers and YA public librarians order books and other materials that will interest their young adult patrons. They also must help YAs find relevant and authoritative Internet resources. Helping this age group to become life-long learners and readers is a main objective of professionals in this library specialty.
- Outreach Librarians are charged with providing library and information services for underrepresented groups, such as people with disabilities, low income neighborhoods, home bound adults and seniors, incarcerated and ex-offenders, and homeless and rural communities. In academic libraries, outreach librarians might focus on high school students, transfer students, first-generation college students, and minorities.
- Instruction Librarians teach information literacy skills in face-to-face classes and/or through the creation of online learning objects. They instruct library users on how to find, evaluate and use information effectively. They are most common in academic libraries.

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Experienced librarians may take administrative positions such as library or information center director. Similar to the management of any other organization, they are concerned with the long-term planning of the library, and its relationship with its parent organization (the city or county for a public library, the college/university for an academic library, or the organization served by a special library). In smaller or specialized libraries, librarians typically perform a wide range of the different duties.

Salaries and benefits have improved somewhat in recent years, even in an era of budget tightening and reductions in operating expenses at many libraries. They can vary considerably depending upon the geographic region, the level of funding and support (it is usually better in major academic libraries and government facilities than it is in inner-city school or public libraries), the type of library (a small public or school library versus a large government or academic library), and the position (a beginning librarian versus a department head). Starting salaries at small public libraries can range from \$20,000-\$25,000; high profile positions like director or department head can approach or exceed \$100,000 at major academic and large government libraries and some public libraries. Librarians who are paid faculty salaries at a major university (especially if they have a second academic degree), who have an education degree at a school library, who are in administration at a library, or who are in a government library post tend to have higher incomes, especially with experience and better language and technical skills. Despite this, librarians are still wrongly perceived as low-level pink collar professionals. In reality, the technical competencies and information-seeking skills needed for the job are becoming increasingly important and are relevant to the contemporary economy, and such positions are thus becoming more prominent.

Representative examples of librarian responsibilities:

- Researching topics of interest for their constituencies.
- Referring patrons to other community organizations and government offices.
- Suggesting appropriate books ("readers' advisory") for children of different reading levels, and recommending novels for recreational reading.
- Facilitating and promoting reading clubs.
- Developing programs for library users of all ages and backgrounds.
- Managing access to electronic information resources.
- Building collections to respond to changing community needs or demands.
- Writing grants to gain funding for expanded program or collections.
- Digitizing collections for online access.

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- Answering incoming reference questions via telephone, postal mail, email, fax, and chat.
- Making and enforcing computer appointments on the public access Internet computers.

3.7 DEPARTMENTALIZATION

Departmentalization refers to the process of grouping activities into departments.

Division of labour creates specialists who need coordination. This coordination is facilitated by grouping specialists together in departments.

A Few Common Types of Departmentalization:

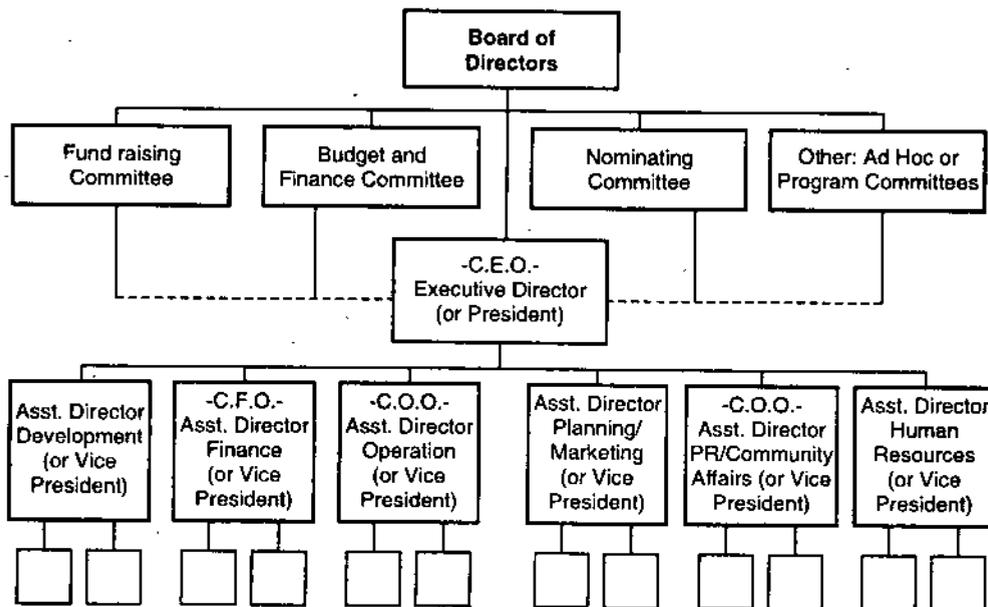
- **Functional Departmentalization:** Grouping activities by functions performed. Activities can be grouped according to function (work being done) to pursue economies of scale by placing employees with shared skills and knowledge into departments for example human resources, IT, accounting, manufacturing, logistics, and engineering. Functional departmentalization can be used in all types of organizations.
- **Product Departmentalization:** Grouping activities by product line. Tasks can also be grouped according to a specific product or service, thus placing all activities related to the product or the service under one manager. Each major product area in the corporation is under the authority of a senior manager who is specialist in, and is responsible for, everything related to the product line. LA Gear is an example of company that uses product departmentalization. Its structure is based on its varied product lines which include women's footwear, children's footwear and men's' footwear.
- **Customer Departmentalization:** Grouping activities on the basis of common customers or types of customers. Jobs may be grouped according to the type of customer served by the organization. The assumption is that customers in each department have a common set of problems and needs that can best be met by specialists. The sales activities in an office supply firm can be broken down into three departments that serve retail, wholesale and government accounts.
- **Geographic Departmentalization:** Grouping activities on the basis of territory. If an organization's customers are geographically dispersed, it can group jobs based on geography. For example, the organization structure of Coca-Cola has reflected the company's operation in two broad geographic areas—the North American sector and the international sector, which includes the Pacific Rim, the European Community, Northeast Europe, Africa and Latin America groups.

- **Process Departmentalization:** Grouping activities on the basis of product or service or customer flow. Because each process requires different skills, process departmentalization allows homogenous activities to be categorized. For example, the applicants might need to go through several departments namely validation, licensing and treasury, before receiving the driver's license.

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3.8 ORGANIZATIONAL CHARTS

Traditional Nonprofit Organizational Structure



SUMMARY

- 'Organizing' literally, is a process of doing work or making arrangement for work, while 'organization' is a structure in which the work takes place.
- Library organization and library administration are closely related to each other. The distinction between the two is very subtle. Organization comes before administration.
- An organizational structure is a way of describing the relationships among groups and individuals in an organization.
- A **librarian** is an information professional trained in library and information science, which is the organization and management of information services or materials for those with information needs.

REVIEW QUESTIONS

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1. What is organization?
2. Write the purpose and need for organizing.
3. Discuss on organization vs. Administration.
4. Elaborately discuss on organizational charts.

FURTHER READINGS

- *Library Management of Staff Training and Development, Delhi: Iyer, V.K. Rajat, 1999.*
- *Effective Library and Information Centre Management, Bryson, Jo., Hants: Grower, 1990.*

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**FINANCIAL MANAGEMENT
AND BUDGETING****STRUCTURE**

- 4.1 Learning Objectives
- 4.2 Introduction
- 4.3 Financial Essentials: Precepts as Theory
- 4.4 Sources of Funding
- 4.5 External Funding
- 4.6 Budget
- 4.7 Types of Budgets
- 4.8 Compilation of Library Statistics
- 4.9 Annual Report
 - *Summary*
 - *Review Questions*
 - *Further Readings*

4.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- discuss the financial essential
- describe the sources of funding
- explain the types of budgets
- discuss the library statistics
- explain the annual report.

4.2 INTRODUCTION

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The history of library management and its financial component was considerably determined by organizational status. In turn this seems to have shaped library manager needs for financial management technique and governed the nature and pace of practice and innovation. Four basic sectoral types can be identified presently: the library sector, the diversified library and information sector, the emergent markets for information and knowledge management (with an organizational and technological basis), and the wider applications of ICTs. These four can be regarded as the professional business models, to distinguish them from the managerial (enterprise/commercial) business models. These professional sectors have each generated new needs for financial management techniques and developments in practice have indeed taken place.

Essentially it is one of the functional processes of the managed organization. At the root of the definition are the three aspects of sourcing, deployment, and utilization of monetary resources in direct or surrogate form. As such it is a formal responsibility likely to be undertaken as a specialty or generally by managers and related staff. The ways in which they undertake these functional processes in the organizational context constitutes the financial managerial environment. This managerial environment has a specific internal organizational setting and a wider setting.

4.3 FINANCIAL ESSENTIALS: PRECEPTS AS THEORY

Roberts (1998) surveyed the resource management process and outlined the requirements of contemporary library and information managers. These are: planning and programming; delegation and devolution to internal business centers; explicit budgets and budgeting; rich information bases for action and decision; modeling and quantification; behavioral awareness; and, costs and other decision tools. The requirement for physical and financial resources was treated as implicit then, but is stated explicitly here. From the viewpoint of the three aspects of financial management (sourcing, deployment, and utilization) these requirements can be configured to fit the model of financial management.

Physical resources are an implied given although differentiated by characteristics and circumstances. The existing and currently available resources are assets which can be represented by monetary values which have depended upon past and present financial sourcing. To maintain them and expand them will require future access to financial resources.

Planning and programming (reflecting the purpose of the service and its goals), explicit budgets and budgeting, and the use of costs and other decision tools are the three requirements which constitute financial deployment.

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Delegation and devolution to those responsible for operations is the requirement which enables financial utilization to take place. The effective use of financial resources has to take place in its managerial context, in order to achieve both efficiency and effectiveness. Of course, this does not always happen in practice. Lack of supporting and enabling systems mean that managements tend to retain central controls over operational details by default.

Quality information systems enable managers to have strategic oversight of operations whilst at the same time enabling confident delegation to those closest to operations through the creation of business centers as autonomous and sustaining centers of activity. Devolved budgets can effectively enable operations but there must also be a mechanism to link together devolved elements for oversight.

There are three underlying managerial requirements: rich information bases for decision and action, processes of modeling and quantification and behavioral awareness in the social as well as the technical domain. These requirements underpin financial sourcing, deployment and utilization.

Can these requirements be translated into financial management principles to correspond with the practical operational principles Line has offered (for academic libraries in the first instance, but possibly for the range of library and information management activities) ? The following interpretation is now suggested.

Actual and potential resources have to be financed from a source. This embodies Line's (1) "The library/information services required by the institution should be provided in the way that is most cost-effective for the institution." A largely publicly funded educational institution (a grant receiver) is thus likely to fund its library and information service in the same fashion.

"Finance plays a crucial role in all developmental activities of an organisation. Public libraries being spending organisations do not earn revenue for its services rendered. Therefore, public libraries need constant financial support both from the government and non-government agencies to provide its services smoothly and effectively. A perennial source of finance also strengthens the system to perform in an efficient manner. An attempt in this direction has been put forth by the author to discuss the role of public libraries in the socio-economic development of the country, Unesco Public Library Manifesto-1994, Development of Public Libraries in India, Public Library Finance : a study, sources of public library finance in the Public Library Act enacted states planed financing of public libraries and role of RRRLF being the principal funding organisation in promoting public library service in the country."

4.4 SOURCES OF FUNDING

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There are many different models of the relationship between public libraries and government. Equally, the laws that govern their activities and funding arrangements are varied and complex. In different countries, provinces, regions, states or municipalities are, either in whole or in part, responsible for library services. As public libraries are a locally based service local government is often the most appropriate place in the government structure for them. However, in some countries public libraries are provided at regional or state level and the national library sometimes has responsibility for providing the public library service. There are instances of two or more levels of government co-operating in the provision of the service.

In some countries, although the local authority has nominal responsibility for the public library, it does not have the required funds and non-governmental organizations or private foundations undertake the practical operation of the public library services. However, to ensure sustained development and its role in the information network, the public library should be closely related to and funded by the appropriate level of government. The eventual aim should be to bring public libraries into the formal government structure operating under national legislation and with appropriate levels of funding.

Adequate levels of funding are crucial to the success of a public library in fulfilling its roles. Without suitable levels of funding over the long-term it is impossible to develop policies for service provision and make the most effective use of available resources. This can be seen in number of examples: a new library building without adequate funds to maintain it, collections of new books with no money for their replacement and computer systems without funds to maintain and update them. Funding is required not only when a public library is established, but should also be sustained on an assured and regular basis. A number of sources of funding are used to finance public libraries but the proportions of funding from each source will vary depending on local factors in each country.

The primary sources are:

- taxation at local, regional or central level
- block grants from central, regional or local level.

Secondary sources of income may include:

- donations from funding bodies or private individuals
- revenue from commercial activities, e.g., publishing, book sales, sale of works of art and handicrafts
- revenue from user fees, e.g., fines
- revenue from charges to users for individual services, e.g., photocopying and printing facilities

- sponsorship from external organizations
- lottery funds for specific initiatives.

Funding for Technology

Public libraries must, whenever possible, make use of the new technologies to improve their services and provide new ones. This means a considerable investment in various kinds of electronic equipment and a reliance on this equipment for the delivery of services. To continue to perform effectively equipment should be upgraded and replaced. This has significant funding consequences and a plan for the replacement and upgrading of technological equipment should be developed.

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4.5 EXTERNAL FUNDING

Librarians should be imaginative in seeking external sources of funding for the public library. However, they should not accept funding from any source if, by so doing, the fundamental status of a public library as an agency available to all is compromised. Commercial organizations, for example, may offer funding with conditions which might prejudice the universal nature of the services provided by the public library.

The public library shall in principle be free of charge. The public library is the responsibility of local and national authorities. It must be supported by specific legislation and financed by national and local government. It has to be an essential component of any long-term strategy for culture, information provision, literacy and education. To ensure nationwide library coordination and cooperation, legislation and strategic plans must also define and promote a national library network based on agreed standards of service. The public library network must be designed in relation to national, regional, research and special libraries as well as libraries in schools, colleges and universities.

Finances are essential for the proper growth and development of college libraries. The main sources of income for college libraries are State Government grants, UGC adhoc grants and internal sources like fines, service charges, etc. Though the Kothari Commission (1964-66) recommended for 6.5% to 10% of education budget for the development of libraries, in reality only 2% is being spent on college libraries. Hence their growth is not as expected to be.

University and College Libraries

The sources of library finance or revenue for university and college libraries are given below:

Grants received from the concerned university or college as allocated in the university or college budget;

- scholars and special members, Fines;
- Charges for services; and

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- Miscellaneous sources. Grants from University Grants Commission;
- Grants from government;
- Grants from a foundation or another agency;
- Endowments, if any;
- Donations;
- Library fee from students, research.

Grants Allocated Out of University Budget

Library grants allocated out of university budget constitutes an important source of finance. In a state university like Vikram University, the University Library was allocated ₹ 13,31,065 for the V plan out of the university budget. But in addition the library received ₹ 3,80,000 (₹ 3,00,000 recurring and ₹ 80,000 non-recurring from the University Grants Commission). It is to be noted that the grant received out of the university budget was far higher.

UGC Grants

UGC Grants to university libraries are channelised through the concerned state government. These are of two types, namely recurring and non-recurring. Recurring grants are generally meant for the purchase of books and periodicals, maintenance of regular services through employment of regular and permanent staff and for anticipated contingent expenditure.

Non-recurring grants are given for a specific purpose. These may be given for construction or renovation of a library building, purchase of furniture and equipment, etc. The UGC also gives development grants for developing special collection.

Government Grants

State governments give grants to their state universities. State universities in turn allocate the same amount to their university libraries.

Charges for Services

There are some services for which university and academic libraries levy charges. Such services include reprographic services (i.e., Xerox, microfilming, etc.), interlibrary loan services, translation services, etc. Our libraries are now increasingly using information technology. Information technology does cost a lot of money. The services rendered through technology are quite costly. Therefore, there is a trend to charge for such services so as to recover costs partly. The charges may be paid by an individual (a member of the library or an outsider) or charged to the account of the organisation to which a person belongs.

4.6 BUDGET

A budget is a plan. More specifically, a budget is a plan of action matched by resources required to implement the plan. Budgets generally divide between

two broad categories: the operating budget, sometimes known as the "expense" budget and the capital budget. As one delves into those two broad categories, increasingly detailed information identifies the labor costs, the materials costs and the overhead costs associated with a budget/plan.

Budgets are an element of an organization's financial management; financial management addresses the overall fiscal integrity of an organization and is an ongoing process. Although some aspects of financial management are cyclical (budget development, cost monitoring, forecasting, etc.), financial management occurs on a daily basis. The mission of the corporate library is to maximize the value of information services while minimizing associated costs, the common goal of all functions of an organization. As a common organizational element, special library budgets emerge from the goals and objectives of the special library and directly support the mission statement, goals and objectives of the parent organization.

'The public library shall in principle be free of charge'. Charging users for services and membership should not be used as a source of revenue for public libraries, as it makes the ability to pay a criterion in determining who can use a public library. This reduces access and therefore breaches the fundamental principle that the public library should be available to all. It is recognized that in some countries subscriptions to join the library or charges for specific services are levied. Such charges inevitably deny access to those unable to afford them.

They should be seen as an interim situation and not as a permanent feature of public library funding. It is common in some countries to ask users to pay a fee or fine when keeping an item after it is due for return to the library. This is sometimes necessary to ensure that items are kept in circulation and not retained for a long time by one user. The fine should not be set at a level that would deter anyone from using the library. Charges are also sometimes levied for personalized services, for example photocopying or use of a printer. These charges should also not be set at a level which will deter the user.

Budgeting Purposes

Budget affects special libraries in much the same way as budgets affect any organization, including the parent organization of the special library. Typically, budgets serve three major purposes

- planning
- coordinating
- controlling

These three functions dictate that budgeting and the financial management process be flexible but accountable throughout the fiscal period. Budgets are the common denominator of an organization and a constant in the life of any organization.

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The planning aspect of special library budgeting affects special library personnel from both bottom-up and top-down directions. From the top, senior management communicates organizational goals and objectives and expects that all lower level functions within the organization align their objectives accordingly. From the bottom-up, all special library personnel would theoretically be involved in budget development, especially that of line item budget development. Regardless of the type of budget developed by the special library, the budget process represents an ideal time for special library personnel to be informed and involved in the financial planning of its service complement. The budget process represents a means of engendering buy-in from special library personnel regarding the planned activities for the coming fiscal period.

A budget serves as a fulcrum for coordinating special library programs among the special library personnel. Budgets represent a vehicle for sharing information regarding program mission, development, and implementation. When staff members have a global understanding of the available resources and the commitments of those resources, then staff members responsible for individual programs will function with a more prescient knowledge of the library's finite resources.

At all management levels, budgets typically represent an effective element of control, whether on a day-to-day operational basis or on a longer term basis. Controlling and monitoring are terms often used interchangeably; as one considers controlling/monitoring, the concept of performance standards represents a natural corollary. Therefore, budgets are often the basic performance standards by which library services are measured. If budgets parallel organizational goals, then performing to budget standards is typically interpreted as a reasonable element of control.

Funding and Budgeting for the School Library

In order to ensure that the library receives its fair share of the school's financial resources, the following points are important:

- understand the school budgeting process
- be aware of the time table for the budget cycle
- know who the key staff are
- make sure that the needs of the library are identified.

The components of the budget plan will need to include the following:

- an amount for new resources (e.g., books, periodicals and non-printed material); an amount for promotional materials (e.g., posters)
- an amount for stationery and administrative materials
- an amount for promotional events
- the costs of using ICT equipment, software and licensing costs, if these are not included in a general ICT budget for the school.

As a general rule, the school library material budget should be at least 5% of the per student expenditure for the school system, exclusive of all salaries, special education expenses, transportation and capital improvement funds.

Staff costs may be included in the library budget but, at some schools, it may be more appropriate to have them included in the general staff budget. It is however important to emphasise that estimating staff costs for the library is a task which the school librarian should be involved in. The amount of money available for staffing is closely related to important issues such as how many opening hours the school library can manage and what standard and range of services it can offer. Special projects and other developments such as new shelving may require a separate bid for funds.

Spending of the budget should be carefully planned for the whole year and be related to the policy framework. Annual reports should throw light on how the library budget has been used and clarify whether the amount of money spent on the library has been enough to cover its tasks and attain the policy targets.

The school librarian must be clear about the importance of an adequate budget for the library, and may need to convey this to the senior management as the library serves the whole school community. It may be worth justifying an increase in financial support along the following lines:

- the size of school library's staff and collection is the best school predictor of academic achievement
- students who score higher on standardised tests tend to come from schools with more school library staff and more books, periodicals, and video material regardless of other factors such as economic ones.

The Process of Budget Development

The first step in developing a library budget is to consider what the library hopes to accomplish in the next year. The availability of a current long-range plan will make this step much easier, because the plan should already document your community's library service needs and the library activities necessary to meet those needs. The second step is to determine the total financial resources necessary for what the library wants to accomplish in the coming year. Often, increased funding is required because of higher costs, increased usage, or new services that will be offered. Funding for new services can also be made available by shifting resources from a lower priority service that can be reduced or eliminated to a higher priority service. Project the amount of other revenues you might expect based on past use or current trends. The library board president or a finance committee may have input or guidelines for the development of budget drafts. The board of trustees will then review the draft budget with the director, propose changes, and eventually approve a final budget.

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After the written budget documents are approved by the board and submitted to the municipality or county, the final step in the budget process is securing the funding needed to carry out the planned service program.

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4.7 TYPES OF BUDGETS

Although many types of budgets exist, most special libraries employ one of the following six (6) types of budgets: lump sum, formula, line-item, program, performance/function, or zero-based. Use the following brief descriptions to develop fluency in budgeting terminology.

Lump Sum

Typically, lump sum budgeting involves the allocation by the library's parent organization's upper-level management of a "lump sum" of budget resources to the library. Since the lump sum method lacks specific ties to corporate goals and objectives, many library managers prefer other types of budgets. However, lump-sum budgets can be perceived as representing a high-level of flexibility and control within the library itself. Once the lump-sum is allocated, the library management proceeds with lower-level allocations among library programs and services.

Formula Budget

When a special library is funded through the formula budget, the budget allocation is typically tied to a numeric value such as full-time-equivalencies (FTEs), i.e., number of FTEs registered students multiplied by a fixed dollar amount yields the budget for the library. This method is fraught with weaknesses; primarily, the budget total is calculated at a late point in time and intrudes on advance planning – especially for purchases and staffing increases – within the library. Another weakness results from the formula budget's lack of identification with the parent organization's goals and objectives. Another weakness emanates from the unpredictable nature of the budget since the formula is based on variables outside the influence or control of the special library.

Line-Item Budget

The line-item budget represents the most commonly used budgeting method for special libraries. (Warner 9). In a line-item budget, each category of activity is afforded its separate appearance. Line-item budgets facilitate low levels of detail for both planning and cost control purposes. Often, the accounting function of the parent organization develops accounts and sub-accounts on a company-wide basis. In that case, the library uses the company accounting scheme.

Among the advantages of line-item budgets are ease of preparation, use as detailed planning vehicle and utility as a means of comparing performance from one fiscal period to another fiscal period.

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Program Budget

By its nature, a program budget focuses on the services the library provides to its clients. Therefore, the program budget more readily relates to overall organizational goals and objectives. Its attractiveness is further enhanced by its usefulness when establishing priority for library programs relative to the parent organization.

Performance Budget

Performance budgets share characteristics with program budgets, but performance budgets focus primarily on what library staff members do or what functions they perform in the library's service complement. Tasks rather than programs are highlighted. Among the functions displayed within a performance budget are technical services (i.e., cataloging, materials processing); planning (budgeting, automation, employee selection, interviewing, development; patron contact (circulation desk, email & telephone contacts).

Warner identifies the performance budget's strength as providing an instrument for monitoring staff members and for developing unit costs. The primary disadvantage associated with performance budgets is the emphasis on quantity, not quality, of the activity being monitored.

Zero-Based Budget

Zero-based budgeting shifts the emphasis from comparing present performance and/or programs to the past or to the current activity. Rather, zero-based budgeting requires that a "clean slate" be the starting point for budget development. Therefore, the emphasis is on what will happen in the future that corresponds to the goals and objectives of the parent organization. This "from scratch" approach is viewed as an appropriate instrument to rank library programs by cost/importance to organizational goals and to identify and eliminate programs that provide minimal value-added (Zach 22) Once the value enhancing activities are identified, then the attendant costs are developed. Accompanying zero-based budgeting is the concept of "decision packages", a method used to examine each proposed program and rank its merits vis a vis the parent organization's goals and objectives. Once the top-ranking programs are identified, a program budget model is typically used to construct the resource details.

Advantages associated with zero-based budgeting include its focus on identifying programs that will further the company's goals for the future. Reliance on "the way we've always done things" violates the basic premise of zero-based budgeting. Most zero-based budgeting advocates maintain that the method promotes innovation, effectiveness and efficiency.

The downside of zero-based budgeting relates to its time-consuming nature. Starting at "zero" implies that all aspects of the library's operation will undergo examination and justification. Most special libraries indicate that zero-based budgeting also intrudes on day-to-day operational activities such as journal subscription renewals and standing orders.

4.8 COMPILATION OF LIBRARY STATISTICS

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Quantitative and qualitative data about library services, library use and library users are essential for revealing and confirming the outstanding value that libraries provide. Library statistics are necessary for the effective management of libraries and for targeting resources to the needs of the clientele. They are still more important for the promotion of library services to different types of stakeholders. The potential audience for library statistics is wide: policy makers and funders, library managers and staff, actual and potential users, the media and the general public. Where statistics are aimed at policy makers, managers and funders, they are essential for decisions on levels of service and future strategic planning. They are also important in generating confidence in libraries to deliver good value for money and services well taken up by their users. *Library statistics can reveal a wealth of material, of hidden success stories where libraries have opened and ensured access to relevant information for all groups of the population.*

By measuring the input into libraries (resources including buildings and equipment, staff and collections), library statistics show the engagement of politics and authorities for library services.

By counting the output, the usage of traditional and new electronic library collections and services, libraries show that their services are adequate and interesting to the respective population. Comparing input and output data *demonstrates whether libraries are organising their services in a cost-effective way.* Statistics demonstrate which services are most heavily used, and whether there is a need to enlarge or change services. They provide evidence of trends and developments, e.g., by showing the speed with which new services are taken up. Data about the use and acceptance of library services can also indicate the outcome of libraries on the population. Such outcome (on literacy, information seeking skills, educational success or social inclusion) will be more visible where qualitative data from user surveys are added to statistical results.

Correct, reliable and comparable data are crucial for the value and usefulness of library statistics. The prerequisites for high quality statistics involve consistency in definitions and data collection procedures as well as completeness and timeliness of the compilation. The quality of national – and finally from them international – library statistics depends on accurate and timely delivery by each library and on careful editing to detect errors and misunderstandings. To make results comparable between regions or countries, the same definitions and methods must be used.

Libraries are not all under the same authority. Most of them serve specified institutions (universities, commercial firms) or communities. Other institutions may be responsible for the mission, functioning, or legal regulation of libraries in their domain. Therefore various institutions and organisations with differing objectives may feel responsible for collecting data about the

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libraries within their authority. Associations of libraries and librarians have also taken up the task and have collected statistics for public and/or academic libraries. The collection of library data will always start in the individual library, but the aim should be a compilation of the data on the regional and national level. For this purpose, libraries should collaborate to form regional/national networks for library statistics in order to ensure that a national library system is running effectively.

Governments and other relevant decision-making bodies are encouraged to establish and adequately fund central units for the compilation of national library statistics on the basis of the model questionnaire and to support local and regional bodies in collecting them. As the informative value of such statistics depends on their comprehensiveness and speed, the participation of all libraries in the country will be necessary. In order to achieve reliable data, teaching modules for library statistics should be developed in international cooperation. The ultimate aim must be on the one side to have individual libraries using statistics for effective management, on the other side to compile and coordinate library data on a national and finally international scale in order to visualise libraries' contribution to learning and literacy and to social, cultural and economic development.

4.9 ANNUAL REPORT

In the annual report of a library are much concerned and serious about the phase of actual use of funds, accounting, auditing and financial control. This phase in itself involves allocation of funds as envisaged in the budget, encumbering funds under each head, fund accounting and financial audit. Allocation of funds might have been based on past practices and performance, differential publication rate and inflation rate, level of demand, actual use and the total programme of the library or information centre. Actual allocation could be by departments/units, by subjects, by type of material, by users, by language or by format. Such an allocation of funds provides better control and a more effective way to monitor funds and has the best chance to achieve fair balance in the development of programmes and services. However, a rigid allocation, particularly for collection development, may lead to difficulty in transferring funds from one account to another and consequently under-spending may occur in some cases when the other heads starve for funds. In addition to such ineffectiveness, approval, blanket and standing order plans as well as development of reference, general and special collections may not fit into any heads. Further, matching the needs and money available becomes complicated, time consuming and it may be difficult to develop models even after massive efforts. However, it may be noted that such formal allocation of funds may not be necessary in a small library.

The most difficult task in the budgetary control process in libraries or information centres is encumbering funds. Encumbering funds is a complex

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process that allows one to set aside money to pay for ordered items. The process of encumbering funds is difficult and complicated for various reasons. Firstly, it is common that there will be other underspending and/ or overspending in some heads. Secondly, there are some uncertainties about supplies (delayed supplies and non-supplies). Libraries make several orders for documents under many heads in a given financial year and supplies are received continuously at non-fixed intervals. Generally there is no automatic cancellation of non-supplied or unbilled orders and hence no disencumbering done automatically. It is very common that prices, discounts and handling charges of documents as well as exchange rates for foreign currencies keep changing frequently causing variation in the value of funds encumbered.

Budgetary control is one of the oldest and transitional control techniques used by managers. Budgetary control is the process of comparing what was planned with what has been accomplished during the budget period. It is not a past-oriented or post-action control but a future-oriented control system. It is not a post-mortem type assessment but a continuous examination of the progress made, comparing it with the cost standards and time lapsed so that the manager is able to make adjustments in the operation on a day-to-day, week-to-week, or month-to-month basis for the rest of the period of the budget.

As the budget is only a futuristic plan, how far the actual operations of the library or information centre have conformed to the budgeted programme will be known only after the completion of the budget period (i.e., financial year). Knowing post-facto how much deviation or underspending or ineffective utilisation of resources has taken place is like discussing the ways of avoiding accidents after the accident has occurred. Hence continuously monitoring the operations to examine how the operations are carried out, whether there are any deviations, the causes for deviations and ways to rectify deviations within a week or a month will be of immense help. Though the budget is prepared once in a year, the budgetary control process is a day-to-day, week-to-week, fortnight-to-fortnight, month-to-month and quarter-to-quarter activity for a check of all revenues and expenditures budgeted and stated beforehand.

Statements relating to commitments and actual expenditure should be regularly checked and continuously reviewed to control the budget. In the actual practice of the budgetary control system, operating statements have to be prepared for each of the budget centres (or heads or items) involved. These statements should form part of the management information system (MIS) used to control the performance of the library or information centre against the budget plan. A good budgetary control system should follow the theory of "management by exception" and focus its attention on matters that are adverse or that show an unusual variation in addition to providing full details of budget statements.

Objectives of Annual Report in Library

- Display the service of library.
- Inform to library authority about library activities.

- Show the performance and development of the library
- Encourage to the people, institution and society for gifts, donation and endowment for the library.
- Comparison of previous annual report to knowing the recent achievements.
- Help in auditing of library.

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Content of Annual Report in Library

- A brief history of library.
- Library authority and his functioning in previous year
- Users of library.
- Collection of library
- Description of previous and recent services.
- Extension activities.
- Library staff.
- Library finance
- Other activities.

SUMMARY

- The history of library management and its financial component was considerably determined by organizational status.
- Roberts (1998) surveyed the resource management process and outlined the requirements of contemporary library and information managers.
- Budgets are an element of an organization's financial management; financial management addresses the overall fiscal integrity of an organization and is an ongoing process.
- Staff costs may be included in the library budget but, at some schools, it may be more appropriate to have them included in the general staff budget.
- Although many types of budgets exist, most special libraries employ one of the following six (6) types of budgets: lump sum, formula, line-item, program, performance/function, or zero-based.
- Quantitative and qualitative data about library services, library use and library users are essential for revealing and confirming the outstanding value that libraries provide.
- In the annual report of a library are much concerned and serious about the phase of actual use of funds, accounting, auditing and financial control.

REVIEW QUESTIONS

1. Define External Funding.
2. What do you mean by UGC Grants?
3. Explain the types of UGC Grants.
4. What is Budget?

5. Define Formula Budget.
6. What are the major purposes in budget?
7. Define Performance Budget.

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FURTHER READINGS

- The American International Encyclopedia, J. J. Little & Ives, New York 1954 Volume IX.
- Phillips, Heather A., "The Great Library of Alexandria?". Library Philosophy and Practice.
- Sibai M. (1987). Mosque libraries: An Historical Study. Mansell Publishing Limited.

5

COLLECTION DEVELOPMENT

STRUCTURE

- 5.1 Learning Objectives
- 5.2 Introduction
- 5.3 Weeding Policy
- 5.4 Collection Development Program
 - *Summary*
 - *Review Questions*
 - *Further Readings*

5.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- explain the collection development policy.
- discuss the collections and services development.
- describe the libraries and information society.

5.2 INTRODUCTION

It is said that the library is a trinity of books, users and staff. Books are of various types and formats generally known as collection. Books are being published in increasing number every year. The United Nations Educational, Scientific and Cultural Organization (UNESCO) monitors both the number and type of books published per country per year. In 2005, the United Kingdom published 206,000 books, where as in the same year United States published 172,000 books. Advances in information communication technology and the emergence of electronic resources have added a new dimension of digital books and other media to ever increasing number of books worldwide. Left to themselves, librarians would like to acquire as many books as they can while the users would like to have all the books of their interest in the library with which they are associated. Unfortunately, library budgets are very much

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limited regardless of the type of library—academic, public or special library. At the same time other needs such as open access computers, multimedia services etc. have to be met with. The best way of facing these problems appears to be to have a well written collection development policy.

Definition of Collection Development Policy

The American Library Association defines collection development Policies (CDP) as 'documents which define the scope of a library's existing collections, plan for the continuing development of resources, identify collection strengths, and outline the relationship between selection philosophy and the institution's goals, general selection criteria, and intellectual freedom'.

Purpose of Collection Development Policy

The primary purpose of a written collection development policy is to lay down guidelines for selecting materials for the collection of the library. It also describes steps on weeding (deselection), retention, preservation and archiving. It helps in identifying gaps in collections and providing orientation to new staff. It can help the library users what to expect from the library and what to recommend to be added to the collection. According to Hoffmann and Wood (2005), collection development policy statement often focuses on the communication function: internally, with the users, staff, and administrators, and externally, with other libraries and institutions. Communication embraces a wide range of operations, including training, budgeting cooperative acquisitions, interaction with users, and shared services. The collection development plan is like business plan for a small business (Cassell and Futas, 1991). It is like a road map which outlines the steps to be taken to accomplish the goals of the business. Lorenzen (2009) is of the opinion that, the CD Policies act as a planning tool, guide to selectors, ensures consistency and defence for challenges.

Writing a Collection Development Policy

Collection development policy may be written either for the entire library or to a specific subject such as chemistry, economics, and philosophy etc. The policy is usually drafted by a committee where as for a specific subject it is by the subject librarian concerned.

Elements of Collection Development Policy

The Guide for written collection policy statements by the American Library Association explicitly describes various items of information that are to be included in the policy statement. These elements are listed below (ALA, 1996). By and large the below mentioned items are included in policy statement:

- Introduction to the policy statement
- General purpose
- Brief note about the library

- General subject boundaries
- Languages
- Geographical areas
- Types of materials collected
- Format of materials collected
- Special collections and manuscripts
- Other resources available
- Detailed subject areas
- Weeding and deselection.

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5.3 WEEDING POLICY

The library carries out weeding of its information resources from time to time to guarantee relevance of the collection, promote use, create space for new materials etc. The information resources to be weeded out are to be selected by the library staff in consultation with the respective departments. Before information resources can be disposed off the matter has to be brought into the attention for the Library Committee for approval.

Reading materials will be de-accessioned (and also removed from the shelves) whenever they are found irrelevant to the stated mission of the library. No reading materials however, will be removed from the shelves because of racial, tribal, religious or political reasons. This move violates the library users' right to information.

The following criteria will be applied in selecting materials to be weeded out:

- Superseded editions whose contents are no longer relevant.
- Badly mutilated or damaged information resources.
- Duplicate copies of seldom-used titles.
- Materials which contain obsolete information
- Single copies of materials that have not circulated within the last five years.
- For the weeded information resources a decision will be made of whether to go to the archives or to be disposed off.

5.4 COLLECTION DEVELOPMENT PROGRAM

Collection development involves management of library funds for books, journals and media; selection and location of purchased library materials; evaluation and disposition of gift materials; and preservation, management and continuing assessment of the collection itself. These activities, which comprise the Collection Development Program, are directed by the Head of

Collection Management Services, under the supervision of the Dean of Library Services.

Selection Responsibilities

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Responsibilities of the Faculty

Library relies on all faculty members to help in the selection of library materials. Faculty members submit requests for library materials which support the curricular and research needs of their department. Each academic department appoints a Department Representative for the library who has an overview of the department's curriculum, as well as a strong knowledge of the library's collections. Department Representatives in each College work in conjunction with the liaison librarian for fielding recommended purchases and other requests to the library. A librarian is appointed as the Library Liaison for each Department Representative. Individual faculty members initiate order requests for print or nonprint monographs and forward them to the Department Representative who authorizes ordering and forwards the requests to the Library Liaison. Orders are placed by the Acquisitions department. Faculty members must complete a Book Request Form or a Journal Request Form when requesting items for the library to purchase. Please follow the proper procedures for your department when submitting requests to the library. From time to time teaching faculty may assist the library by reviewing and evaluating gift collections.

Responsibilities of the Library Liaisons

Library Liaisons are members of the library faculty who serve as a bridge of communication between the library and faculty members for collection development responsibilities in various subject areas. The library liaisons may request about specific library resources to support the curriculum in the designated subject, offer library instruction, answer questions about other library services, and initiate order requests for items in their assigned areas. Library Liaisons review all faculty orders to insure that a balanced collection is achieved. Library Liaisons screen and review new serial title requests.

SUMMARY

- The American Library Association defines collection development Policies (CDP) as 'documents which define the scope of a library's existing collections, plan for the continuing development of resources, identify collection strengths, and outline the relationship between selection philosophy and the institution's goals, general selection criteria, and intellectual freedom'.
- Economic development effort is simply any activity that raises real incomes, thereby offering new hopes of expanded opportunities for people, communities, and enterprises.

REVIEW QUESTIONS

1. Discuss in detail Collection Development Policy.
2. Discuss the Libraries Add value even in monetary terms.
3. Discuss weeding policy.

FURTHER READINGS

- *Effective Library and Information Centre Management*, Bryson, Jo., Hants: Gower, 1990.
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HUMAN RESOURCE MANAGEMENT

STRUCTURE

- 6.1 Learning Objectives
- 6.2 Introduction
- 6.3 Staffing
- 6.4 HRM Strategy
- 6.5 Job
- 6.6 Recruitment
- 6.7 Role of HRD Professionals in Training
- 6.8 Job Enrichment
- 6.9 Appraisal of Library Staff
- 6.10 Staff Appraisal
 - *Summary*
 - *Review Questions*
 - *Further Readings*

6.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- know about the staffing
- explain the HRM strategy
- know about job
- discuss about the recruitment
- know about the role of HRD professionals in training
- explain the techniques of job enrichment
- describe the appraisal of library staff
- discuss the issues of staff appraisal in academic libraries.

6.2 INTRODUCTION

Human Resource Management (HRM) is the function within an organization that focuses on recruitment of, management of, and providing direction for the people who work in the organization. Human Resource Management can also be performed by line managers. Human Resource Management is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training.

Human Resource Management is also a strategic and comprehensive approach to managing people and the workplace culture and environment. Effective HRM enables employees to contribute effectively and productively to the overall company direction and the accomplishment of the organization's goals and objectives. Human Resource Management is moving away from traditional personnel, administration, and transactional roles, which are increasingly outsourced. HRM is now expected to add value to the strategic utilization of employees and that employee programs impact the business in measurable ways. The new role of HRM involves strategic direction and HRM metrics and measurements to demonstrate value.

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6.3 STAFFING

Human Resource Management

Human Resource Management (HRM, HR) is the management of an organization's employees. This includes employment and arbitration in accord with the law, and with a company's directives.

Features

- Organizational management
- Personnel administration
- Manpower management
- Industrial management.

But these traditional expressions are becoming less common for the theoretical discipline. Sometimes even *employee and industrial relations* are confusingly listed as synonyms, although these normally refer to the relationship between management and workers and the behavior of workers in companies. The theoretical discipline is based primarily on the assumption that employees are individuals with varying goals and needs, and as such should not be thought of as basic business resources, such as trucks and filing cabinets.

Human Resource Management (HRM) is seen by practitioners in the field as a more innovative view of workplace management than the traditional

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approach. Its techniques force the managers of an enterprise to express their goals with specificity so that they can be understood and undertaken by the workforce and to provide the resources needed for them to successfully accomplish their assignments. As such, HRM techniques, when properly practiced, are expressive of the goals and operating practices of the enterprise overall. HRM is also seen by many to have a key role in risk reduction within organizations.

Personnel Management

Synonyms such as personnel management are often used in a more restricted sense to describe activities that are necessary in the recruiting of a workforce, providing its members with payroll and benefits, and administering their work-life needs. So if we move to actual definitions, Torrington and Hall (1987) define personnel management as being:

Academic Theory

Research in the area of HRM has much to contribute to the organizational practice of HRM. For the last 20 years, empirical work has paid particular attention to the link between the practice of HRM and organizational performance, evident in improved employee commitment, lower levels of absenteeism and turnover, higher levels of skills and therefore higher productivity, enhanced quality and efficiency. This area of work is sometimes referred to as 'Strategic HRM' or SHRM. Within SHRM three strands of work can be observed: Best practice, Best Fit and the Resource Based View (RBV).

The notion of best practice—sometimes called 'high commitment' HRM—proposes that the adoption of certain best practices in HRM will result in better organizational performance. Perhaps the most popular work in this area is that of Pfeffer who argued that there were seven best practices for achieving competitive advantage through people and 'building profits by putting people first'. These practices included: providing employment security, selective hiring, extensive training, sharing information, self-managed teams, and high pay based on company performance and the reduction of status differentials. However, there is a huge number of studies which provide evidence of best practices, usually implemented in coherent bundles, and therefore it is difficult to draw generalized conclusions about which is the 'best' way (For a comparison of different sets of best practices see Becker and Gerhart, 1996).

Best fit, or the contingency approach to HRM, argues that HRM improves performance where there is a close vertical fit between the HRM practices and the company's strategy. This link ensures close coherence between the HR people processes and policies and the external market or business strategy. There are a range of theories about the nature of this vertical integration. For example, a set of 'life cycle' models argue that HR policies and practices can be mapped onto the stage of an organization's development or life cycle. Competitive advantage models take Porter's (1985) ideas about strategic choice and map a range of HR practices onto the

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organization's choice of competitive strategy. Finally 'configuration models' provide a more sophisticated approach which advocates a close examination of the organization's strategy in order to determine the appropriate HR policies and practices. However, this approach assumes that the strategy of the organization can be identified - many organizations exist in a state of flux and development.

The Resource Based View (RBV), argued by some to be at the foundation of modern HRM, focuses on the internal resources of the organization and how they contribute to competitive advantage. The uniqueness of these resources is preferred to homogeneity and HRM has a central role in developing human resources that are valuable, rare, and difficult to copy or substitute and that are effectively organized. Overall, the theory of HRM argues that the goal of human resource management is to help an organization to meet strategic goals by attracting, and maintaining employees and also to manage them effectively. The key word here perhaps is "fit", i.e., a HRM approach seeks to ensure a fit between the management of an organization's employees, and the overall strategic direction of the company (Miller, 1989).

The basic premise of the academic theory of HRM is that humans are not machines; therefore we need to have an interdisciplinary examination of people in the workplace. Fields such as psychology, industrial relations, industrial engineering, sociology, economics, and critical theories: post-modernism, post-structuralism play a major role.

One widely used scheme to describe the role of HRM, developed by Dave Ulrich, defines 4 fields for the HRM function:

- Strategic business partner
- Change agent
- Employee champion
- Administration expert.

Business Practice

Human resource management involves several processes. Together they are supposed to achieve the above mentioned goal. These processes can be performed in an HR department, but some tasks can also be outsourced or performed by line-managers or other departments. When effectively integrated they provide significant economic benefit to the company.

- Workforce planning
- Recruitment (*sometimes separated into attraction and selection*)
- Induction, orientation and on boarding
- Skills management
- Training and development
- Personnel administration
- Compensation in wage or salary
- Time management

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- Travel management (sometimes assigned to accounting rather than HRM)
- Payroll (sometimes assigned to accounting rather than HRM)
- Employee benefits administration
- Personnel cost planning
- Performance appraisal
- Labor relations.

6.4 HRM STRATEGY

An HRM strategy pertains to the means as to how to implement the specific functions of Human Resource Management. An organization's HR function may possess recruitment and selection policies, disciplinary procedures, reward/recognition policies, an HR plan, or learning and development policies; however all of these functional areas of HRM need to be aligned and correlated, in order to correspond with the overall business strategy.

An HRM strategy typically consists of the following factors:

- "Best fit" and "best practice" meaning that there is correlation between the HRM strategy and the overall corporate strategy. As HRM as a field seeks to manage human resources in order to achieve properly organizational goals, an organization's HRM strategy seeks to accomplish such management by applying a firm's personnel needs with the goals/objectives of the organization. As an example, a firm selling cars could have a corporate strategy of increasing car sales by 10% over a five-year period. Accordingly, the HRM strategy would seek to facilitate how exactly to manage personnel in order to achieve the 10% figure. Specific HRM functions, such as recruitment and selection, reward/recognition, an HR plan, or learning and development policies, would be tailored to achieve the corporate objectives.
- Close co-operation between HR and the top/senior management, in the development of the corporate strategy. Theoretically, a senior HR representative should be present when an organization's corporate objectives are devised. This is so, since it is a firm's personnel who actually construct a good, or provide a service. The personnel's proper management is vital in the firm being successful, or even existing as a going concern. Thus, HR can be seen as one of the critical departments within the functional area of an organization.
- Continual monitoring of the strategy, via employee feedback, surveys, etc.

The implementation of an HR strategy is not always required, and may depend on a number of factors, namely the size of the firm, the organizational

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culture within the firm or the industry that the firm operates in and also the people in the firm. An HRM strategy can be divided, in general, into two facets the people strategy and the HR functional strategy. The people strategy pertains to the point listed in the first paragraph, namely the careful correlation of HRM policies/actions to attain the goals laid down in the corporate strategy. The HR functional strategy relates to the policies employed within the HR functional area itself, regarding the management of persons internal to it, to ensure its own departmental goals are met.

Functions

The Human Resources Management (HRM) function includes a variety of activities, and key among them is deciding the staffing needs of an organization and whether to use independent contractors or hire employees to fill these needs, recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, and ensuring your personnel and management practices conform to various regulations. Activities also include managing your approach to employee benefits and compensation, employee records and personnel policies. Usually small businesses (for-profit or nonprofit) have to carry out these activities themselves because they can't yet afford part- or full-time help. However, they should always ensure that employees have and are aware of personnel policies which conform to current regulations. These policies are often in the form of employee manuals, which all employees have.

The HRM function and HRD profession have undergone major changes over the past 20–30 years. Many years ago, large organizations looked to the “Personnel Department,” mostly to manage the paperwork around hiring and paying people. More recently, organizations consider the “HR Department” as playing an important role in staffing, training and helping to manage people so that people and the organization are performing at maximum capability in a highly fulfilling manner.

6.5 JOB

Job Design

Every job must be specifically created and named before an employee is selected to fill it. Creating jobs in an organizing task called job design—a process by which tasks to be performed are identified, methods for performing the work are delineated, and the relationships of these tasks to other jobs are described.

In determining the work to be accomplished, the job designer groups together a manageable number of similar tasks. In designing a job, it is important to keep the worker in mind. The following characteristics are important to employees:

1. Jobs should provide for a variety of activities:

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2. Completion of tasks should produce identifiable final results.
3. Jobs should be seen as significant to other workers.
4. Employees want freedom in deciding the schedule and process for doing their jobs.
5. Workers want their completed tasks to provide feedback on how well the tasks have been performed.

Job Analysis

A job analysis is the process used to collect information about the duties, responsibilities, necessary skills, outcomes, and work environment of a particular job. You need as much data as possible to put together a job description, which is the frequent outcome of the job analysis. Additional outcomes include recruiting plans, position postings and advertisements, and performance development planning within your performance management system.

The job analysis may include these activities:

- reviewing the job responsibilities of current employees,
- doing Internet research and viewing sample job descriptions online or offline highlighting similar jobs,
- analyzing the work duties, tasks, and responsibilities that need to be accomplished by the employee filling the position,
- researching and sharing with other companies that have similar jobs, and
- articulation of the most important outcomes or contributions needed from the position.

Because employees' jobs change frequently, it is necessary to conduct ongoing job analysis—the process of gathering and studying information about existing jobs. Such data can be gathered by observing the worker on the job, interviewing the worker, or having the worker keep a log of tasks performed over a period of time. The job analysis process is designed to answer the following questions about each job to be performed :

1. What are the major duties and responsibilities?
2. What tools and procedures are used?
3. What skills, knowledge, and abilities are required?
4. What are the physical requirements of the job?
5. What are the environmental conditions of the job?

The data gathered from job design and job analysis are used to prepare or revise job descriptions.

Selection

Selection is the process of evaluating the qualifications, experience, skill, knowledge, etc, of an applicant in relation to the requirements of the job to determine his suitability for the job. The selection procedure is concerned with

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securing relevant information from applicants and selecting the most suitable among them, based on an assessment of how successful the employee would be in the job, if he were placed in the vacant position. The selection process has two basic objectives: (a) To predict which applicant would be the most successful if selected for the job, and (b) To sell the organization and the job to the right candidate. The selection process is based on the organizational objectives, the job specification and the recruitment policy of the organization. The various selection processes are initial screening, application forms, selection tests, group discussions, interviews and reference checks.

To facilitate a near accurate prediction of an applicant's success on the job, the selection methods should meet several generic standards of reliability, validity, generalizability, utility and legality. The application form is a formal record of an individual's application for employment. It is usually used in the preliminary screening of job applicants. The filled-in application forms provide pertinent information about the individual and are used in the job interview and for reference checks to determine the applicant's suitability for employment. There are two methods of evaluating these forms the clinical method and the weighted method. Selection tests, which are widely used, include intelligence tests, aptitude tests, achievement tests, situational tests, interest tests, and personality tests.

Interviews help managers to fill the gaps in the information obtained through the application blanks and tests. Interviews also enable the management to make an impact on the job applicant's view of the organization, apart from assessing his job-related behavior and attitude. Interviews may be classified as preliminary, selection and decision-making, based on their timing and purpose. The process of interviewing consists of several steps such as preparation for the interview, ensuring a setting, and conducting, closing and evaluating. The selection process also uses background investigation or reference checks to check the authenticity of the information provided by the applicant. Finally, after an applicant is selected, the offer is made to him and on acceptance, the placement process starts.

6.6 RECRUITMENT

Recruitment is the process of seeking and attracting the right kind of people to apply for a job in an organization. Recruitment in any organization is effected by various internal and external factors. Internal factors include the recruitment policy, time and cost constraints etc. External factors include the situation in the economy, the job market, the industry etc. The recruitment policy of an organization effectively defines and determines the pattern, the sources and the methods of recruitment of the firm. A good recruitment policy is based on the organization's objectives, complies with the government policy, and results in successful placements in the organization at the minimum cost and time. It provides the basic framework in the form of guidelines, procedures

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and sources for recruitment. A good recruitment policy has to be flexible and proactively respond to the changing market situations.

The organization has to take into consideration the relevance and effectiveness of each source before selecting the sources for its recruitment program. Recruitment strategies, objectives, policies and the sources and methods need to be evaluated continuously to ensure their alignment with corporate strategies, objectives, and policies. The effectiveness and efficiency of the recruitment tools and sources can also be evaluated from time to time and changes made, to match the current and future recruitment needs of the organization.

6.7 ROLE OF HRD PROFESSIONALS IN TRAINING

The HR functioning is changing with time and with this change, the relationship between the training function and other management activity is also changing. The training and development activities are now equally important with that of other HR functions. Gone are the days, when training was considered to be futile, waste of time, resources, and money. Now a day, training is an investment because the departments such as, marketing and sales, HR, production, finance, etc., depends on training for its survival. If training is not considered as a priority or not seen as a vital part in the organization, then it is difficult to accept that such a company has effectively carried out HRM. Training actually provides the opportunity to raise the profile development activities in the organization.

To increase the commitment level of employees and growth in quality movement, senior management team is now increasing the role of training. Such concepts of HRM require careful planning as well as greater emphasis on employee development and long-term education. Training is now the important tool of Human Resource Management to control the attrition rate because it helps in motivating employees, achieving their professional and personal goals, increasing the level of job satisfaction, etc. As a result training is given on a variety of skill development and covers a multitude of courses.

This is the era of cut-throat competition and with this changing scenario of business; the role of HR professionals in training has been widened. HR role now is:

- Active involvement in employee education
- Rewards for improvement in performance
- Rewards to be associated with self esteem and self worth
- Providing pre-employment market oriented skill development education and post employment support for advanced education and training
- Flexible access *i.e.*, anytime, anywhere training.

6.8 JOB ENRICHMENT

Job enrichment is an attempt to motivate employees by giving them the opportunity to use the range of their abilities. It is an idea that was developed by the American psychologist Frederick Herzberg in the 1950s. It can be contrasted to job enlargement which simply increases the number of tasks without changing the challenge. As such job enrichment has been described as 'vertical loading' of a job, while job enlargement is 'horizontal loading'. An enriched job should ideally contain:

- A range of tasks and challenges of varying difficulties (Physical or Mental)
- A complete unit of work—a meaningful task
- Feedback, encouragement and communication.

Techniques

Job enrichment, as a managerial activity includes a three steps technique:

1. Turn employees' effort into performance:
 - Ensuring that objectives are well-defined and understood by everyone. The overall corporate mission statement should be communicated to all. Individual's goals should also be clear. Each employee should know exactly how he/she fits into the overall process and be aware of how important their contributions are to the organization and its customers.
 - Providing adequate resources for each employee to perform well. This includes support functions like information technology, communication technology, and personnel training and development.
 - Creating a supportive corporate culture. This includes peer support networks, supportive management, and removing elements that foster mistrust and politicking.
 - Free flow of information. Eliminate secrecy.
 - Provide enough freedom to facilitate job excellence. Encourage and reward employee initiative. Flextime or compressed hours could be offered.
 - Provide adequate recognition, appreciation, and other motivators.
 - Provide skill improvement opportunities. This could include paid education at universities or on the job training.
 - Provide job variety. This can be done by job sharing or job rotation programmes.
 - It may be necessary to re-engineer the job process. This could involve redesigning the physical facility, redesign processes, change

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technologies, simplification of procedures, elimination of repetitiveness, redesigning authority structures.

2. Link employees performance directly to reward:
 - Clear definition of the reward is a must
 - Explanation of the link between performance and reward is important
 - Make sure the employee gets the right reward if performs well
 - If reward is not given, explanation is needed
3. Make sure the employee wants the reward. How to find out?
 - Ask them
 - Use surveys(checklist, listing, questions).

Outsourcing

Human resource management is the one process that makes sure that the passion and zeal of the employees stays put throughout their tenure in the organization. It may seem very easy to keep the motivation and performance up at all times as well as make sure that the cost per employee is maintained at the lowest. Well, it so is not! Not one bit. Hence, many organizations, as per current trends, outsource certain HR processes just to make sure that a certain degree of decentralization of work is maintained.

Compensation Packages

Considering that the firm takes care of the recruitment for the organization, they also work out the compensation packages. One has to admit, money is the most obvious and basic motivation for any employee, whether they admit it or not. So the package has to be crafted well! Ordinarily, the organization provides the firm with the general per employee budget. In accordance to that budget, the firms works out the basic salary, incentives, health benefits, conveyance allowances, dearness allowance and probation policies. It is not a very simple task considering that there are several central and state policies to adhere by whilst each of these are decided.

Motivation and Morale Strategies

During the employees tenure, there are many times when there is a requirement to egg them on a little bit, to push their performance toward the better. As such every organization, big or small, follows strategies that govern the general motivation and morale boosting activities. These activities cannot be conducted in any organization by outside entities. As such the strategic are sculpted by the firm and the implementation is done by the in house HR executives. In case, it is a very exuberant event, like a conference, then the firm joins hands with the in house executives and manager for the implementation as well. But, this differs from deal to deal.

Exit Interviews

During the tenure of the employee, a record of their performance and behavior is maintained. This record, under most circumstances, is also kept with the firm. During the end of tenure for any reason, like retirement, resignation or termination, these details are referred to. The firm conducts the exit interview, which, is mandatory for any corporate. This is the last phase in the cycle of the association between the firm and the organization regarding that employee.

6.9 APPRAISAL OF LIBRARY STAFF

In the digital world nowadays when information is readily available on the Internet, it is the people who make a library different from the search engines. Libraries need staff that can cope with the changing learning needs of users. Quality staff performance appraisals, if they are used in a developmental sense, can be powerful tools to this end. That is, if they are used as an assessment for learning, not an assessment of learning. This paper attempts to first define staff performance appraisals, then to discuss their purposes and values. Some common problems of appraisal, such as rating errors, will be presented.

6.10 STAFF APPRAISAL

In the Dictionary of Human Resource Management (2001), appraisal is defined as "the process of evaluating the performance and assessing the development/training needs of an employee." This definition entails two aspects. The first is judgmental; that is, the staff's performance is measured against certain standards. The second is developmental; that is, no positive or negative judgment will be involved, but to identify the training needs of the staff and to find out what can be done to improve related skills and knowledge.

Partington and Stainton (2003) present three important purposes of performance appraisal. First, it furnishes recognition for the meritorious aspects of the staff member's performance. Second, it alerts the staff member to the degrees of improvement needed in any weaker aspect of his/her performance. And third, it prioritizes the aspects of performance in which improvement is needed.

Staff appraisal reports can be used as reinforcement for staff learning and development. An effective appraisal encourages two-way communication and improves mutual understanding. Seeing from the organizational point of view, since goal setting and future plans are involved, appraisal can be a tool to identify individual staff needs and how they can be linked to the organizational management and future planning for training and development. Specific actions and plans can then be suggested as to how individuals could

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improve. Seeing from the individual's point of view of hearing encouragement instead of judgment, the motivation to improve can be enhanced and job satisfaction can be increased. Appraisal can also be an opportunity to reflect on their accomplishments and achievements.

Issues of Staff Appraisal in Academic Libraries

Common Problems

Many academic libraries carry out staff performance appraisal annually. Yet in some libraries, it is not uncommon that staff members do not take staff appraisal seriously enough. Appraisal sometimes ends up being just another annual task to be finished by the deadline. It is done because it is necessary, and once done, it will be out of sight, out of mind. Let us now take a look at the examples of some common problems.

Most academic libraries adopt the centralized appraisal form issued by their universities. As Prentice (2005) describes, "The centrally devised rating form provides a general assessment but does not address differences in activities or applications from unit to unit." The job nature of library staff members is, in fact, different from other academic and administrative units of the university. Even internally, the nature of work is very different between reader services and technical services. Clearly, the one-for-all type appraisal form designed to serve a general purpose will not be able to adequately reflect the specificity of skills and knowledge performed by the library staff.

Rating scales are commonly found in the appraisal form used in academic libraries. Some are used in appraising supporting staff only, while some are used for all categories of staff. However, the quantitative "categoric" forms, such as grades, marks, ranks, percentages and levels, are always a criticism of appraisals. As Broadfoot (1998) points out, "It constitutes a powerful inhibitory force to the development of the understandings and practices that are increasingly being called for in the post-modern 'learning age' and it has 'profoundly influenced learners' confidence and self-esteem." Although Broadfoot's advocacy is in the education sector, the call for a change in concepts of "to learn, not to measure" is also applicable in the library context. Being ranked or to rank a colleague are both embarrassing. The author has the experience of receiving staff members transferred to her from other departments. These staff were said to be under-performing and were unwelcome by their supervisors, yet surprisingly their appraisal reports were much better than what was said about them. This indicates that not all appraisers give true accounts in the written appraisal report. In order to avoid argument, appraisers sometimes do not truthfully reflect the weaknesses of an appraisee. Some appraisers believe that they have no right to stand in judgment and may just give a higher ranking to the appraisee to keep everybody happy. Some appraisers may want to keep a good relationship with the appraisee so as to get his/her cooperation in future collaborative activities,

as they may fear that senior management will consider the lack of cooperation as the appraiser's inability to deal with problem staff.

A number of common rating errors have been frequently cited. These include leniency, which refers to the tendency to give appraises higher ranks than they deserve. Severity is opposite to leniency; it is to give appraises lower ratings than what they should get. Central tendency is to choose the middle point in any range of scale to play safe, but cannot illustrate effectively the staff's actual performance. Halo effect is the tendency to judge the appraisee's performance by only one particular aspect. Similarity or contrast error is the tendency to give people who are more similar to the appraiser a higher ranking or vice versa. Stereotyping is to pre-judge a person's performance on the basis of general beliefs about characteristics such as gender, age and race. Another problem of appraisal is that every appraiser has their own standards of judgment. It is thus difficult to obtain a fair evaluation across. Appraisee A, who is being rated as "Good" by Appraiser X may in fact out perform Appraisee B, who is being rated as "Excellent" by Appraiser Y.

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Planning and Implementation

Not every library requires appraisers to work out the performance objectives with appraisees in a separate exercise in advance. This is, in fact, not fair to the supervisees as they do not know how they are going to be assessed in the following year. Besides, with no set targets to evaluate against, the appraisal will normally be based on some single incidents or just the general impression of the staff. The Library of the City University of Hong Kong requires supervisors to discuss with staff and set performance objectives or targets in the beginning of the year as a standard for the next appraisal to base on. Although extra work will be required from the appraisers, such practice should be encouraged as it will involve a higher level of staff participation and interaction in the process and enhance the effectiveness of the appraisal.

Partington and Stainton (2003) have shared another issue. It is said that "Staff currently still see little or no link between the appraisal process and the formulation and achievement of departmental and institutional plans, the identification of and provision for continuing professional development." Most libraries link the staff appraisal to staff training and development. However, the link is often too loose. Appraisers may be required to put down in the appraisal form their recommendation of staff training and development. Nevertheless, there is often no detailed account of how the recommendation will be followed up and by whom it will be taken care of. There is usually no mechanism to guide appraisers to follow up the appraisal. Besides, appraisees themselves may not agree with the training needs. Some may not be interested in the training and development suggested; others may not be able to afford time to attend training programmes.

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Appraisal can be powerful and influential if it is used for reinforcement and disciplinary decisions, such as staff promotion, crossing of efficiency bar and pay raises, as well as termination of contract. Yet in reality, appraisal is rarely the major determinant. For example, no matter how the appraisal of a contract term staff may be, the contract may not be renewed if the budget does not allow. And for libraries that are still adopting the system of annual incremental salary increase, a regular term staff member may still get the additional salary point as long as he/she has not reached the maximum point of the salary scale. Not all libraries have measures to follow up what has been written in the appraisal report or there is no consequence of unsatisfactory performance. Some appraisees do not care very much what the appraiser says, as they know the report will not be followed up by any substantial action and it makes no differences to their position. As quoted in the Dictionary of Human Resource Management (2001), "There are management cynics in every workplace who view appraisal as an unnecessary bureaucratic exercise which takes them away from their 'real' work. Similarly, there are cynical employees who view appraisal as an unnecessary hoop they have to jump through every year because it makes no difference to how they undertake their work or the opportunities they are given."

Recommendations

To foster an effective staff appraisal system, a few measures should be considered.

Training of Appraiser

The first key to a successful appraisal system is the appraiser. The appraisers must be able to see the values of the appraisal exercise and good training for appraisers is, therefore, essential. Carrying out staff appraisal and evaluation each year should not be treated as just a regular routine, and it is certainly not a formality. As Byars (2004) remarks, "A more promising approach to overcoming errors in performance appraisals is to improve the skills of raters." Pynes (2004) also claims that "Training can improve raters' documentation and counseling skills, thereby not only reducing their discomfort but also enabling them to help employees understand and acknowledge their own strengths and areas that need improvement." Although most personnel offices of universities issue guidelines for staff appraisals, they are usually too general and do not cater to the specific needs of libraries. Thus, libraries should design an inhouse guideline and provide adequate and specific training to appraisers. Appraisers should be trained to be open-minded, honest, positive and skillful in addressing staff members' capabilities and competences. Clear guidelines and effective training system should be developed for appraisers to reasonably report the strengths and weaknesses of the appraisee and make logical and fair recommendation as to how the appraisee can be

assisted in an improvement plan. Most of all, the appraisers should be guided to appraise the work performed, not the person.

The Appraisal Form

Libraries would benefit more if the tool for the appraisal—the appraisal form—is tailor-made to suit its own situation and specific needs. In view of the specific job nature of library staff, libraries should design their own appraisal form or modify the central form to tailor for each group of staff to accurately and effectively reflect the important aspects of the performance evaluation. As mentioned earlier, the nature of work is quite different between reader services and technical services, so if libraries could customize the performance evaluation standards for different categories of staff, so much the better. It is believed that open-ended questions probing for detailed accounts are more useful than a rating scale. A rating scale often gives appraisers the excuse to just check the boxes without giving their comments. Open-ended questions avoid the embarrassment caused by rating and invite staff to present their viewpoints in their own words. It is also important that negative words such as “barriers” and “obstacles” should not be used in the questions; especially barriers and obstacles, in many cases, are largely related to the limited resources or heavy workload instead of the appraisee’s ability and motivation.

Setting Objectives

Another key to a successful staff appraisal system is the communication of expectations. The appraisal is a tool for the senior management to envision the staff to share the institutional mission of the university, as well as the specific goal and purpose of the library. Objectives should, therefore, be clearly identified and communicated. Appraisers should first explicitly let staff know what the expectations are and then provide a development plan for how to meet these expectations as well as necessary support. For the appraisal to be effective, apart from institutional support, staff participation and interaction are essential in setting the objectives and measurable targets, as well as drafting the standards and guidelines for evaluation. A serious but positive and in-depth appraisal interview with semi-structured questions should be carried out before the report is drafted. As Cole (2002) has suggested, “Where openness and participation are encouraged, any system will be discussed first with those involved, with the result that appraisals are more likely to be joint problem-solving affairs rather than a ‘calling to account’ by a superior.” Interim discussion sessions with continuous follow up and revision of the staff’s training and development needs should be arranged and should focus on communication, sharing, feedback and coaching. This arrangement also allows appraisees more time to improve/develop towards the objectives set.

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As Jordan (2002) criticizes, "Appraisal may be seen as 'form-dominated' and staffs see the exercise as one of form-filling." This is because appraisal is often done as a one-off exercise. In fact, effective appraisal should be continuous and developmental. As it has been emphasized, appraisal should be an assessment for learning. Focus should be put more on motivation, satisfaction, development and improvement than individual performance. Just evaluating individual strengths and weaknesses or the output of particular tasks does not help the library much. What the library needs is to aim at a cultural change through the staff development system and explore ways and give suggestions of follow-up actions to help staff improve their knowledge and working attitude and as a result, facilitate good performance. A strategic staff development plan should be the target of each appraisal. Yet any plan is bound to fail if it is not followed through.

Many academic libraries rely on the central training programmes organized by the Human Resources Department of their universities. These courses are usually catered for non-specific audiences. Of course, general topics such as customer services, supervisory skills and management are beneficial to all staff of any unit. Yet library staff members particularly need more specific training that is related to library services and development, collection and resources, user behaviour and needs, knowledge management, management of change and professionalism. Libraries are thus advised to carry out systematic staff needs assessment, directly response to the learning needs of staff members and organize specific tailor made development programmes.

Another way to reflect more accurately staff members' performance and potential would be to implement a job rotation scheme for staff. In some academic libraries, staff may have worked under the same supervisor for a long time. As their performances are always assessed by the same appraiser, problems of inaccuracy and biased assessment such as rating errors, if any, are likely to retain. With an organized and systematic job rotation arrangement, staff members will have the chance to work in different positions and apply different knowledge and skills. There will be an accumulation of comments written by different appraisers. To be appraised by more than one appraiser may achieve a more truthful appraisal and biased judgment can then be avoided. For libraries where no scheduled job rotation is arranged, managers may make use of the chances when staff members from various departments work together in projects and tasks beyond their everyday responsibilities. It is, indeed, an excellent opportunity for project leaders to appraise any staff member involved. One advantage is that the staff member will receive comments from an appraiser who is not his/her own line manager. Furthermore, many projects involved tasks such as project management, liaison and coordination, publicity, reception, editing, publishing and public speaking, are totally different from the daily routine tasks staff members are handling. Performance appraisal in this regard could reveal a staff's potential

in areas other than their regular library duties. Thus, management may be able to explore potentials of staff members that are unaware of previously.

SUMMARY

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- Human Resource Management (HRM) is the function within an organization that focuses on recruitment of, management of, and providing direction for the people who work in the organization.
- Human Resource Management (HRM, HR) is the management of an organization's employees.
- Research in the area of HRM has much to contribute to the organizational practice of HRM.
- An HRM strategy pertains to the means as to how to implement the specific functions of Human Resource Management.
- A job analysis is the process used to collect information about the duties, responsibilities, necessary skills, outcomes, and work environment of a particular job.
- Interviews help managers to fill the gaps in the information obtained through the application blanks and tests.
- To increase the commitment level of employees and growth in quality movement, senior management team is now increasing the role of training.
- Job enrichment is an attempt to motivate employees by giving them the opportunity to use the range of their abilities. It is an idea that was developed by the American psychologist Frederick Herzberg in the 1950s.
- In the digital world now-a-days when information is readily available on the Internet, it is the people who make a library different from the search engines.
- In the Dictionary of Human Resource Management (2001), appraisal is defined as "the process of evaluating the performance and assessing the development/training needs of an employee."
- Many academic libraries carry out staff performance appraisal annually. Yet in some libraries, it is not uncommon that staff members do not take staff appraisal seriously enough.
- Not every library requires appraisers to work out the performance objectives with appraisees in a separate exercise in advance.
- The first key to a successful appraisal system is the appraiser. The appraisers must be able to see the values of the appraisal exercise and good training for appraisers is, therefore, essential.
- As Jordan (2002) criticizes, "Appraisal may be seen as 'form-dominated' and staffs see the exercise as one of form-filling."

REVIEW QUESTIONS

1. What do you mean by Human Resource Management (HRM)?
2. Explain the features of HRM.
3. What do you mean by HRM strategy?
4. Define the job analysis.

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5. What is recruitment process?
6. Write the functions of HRM.
7. Brief out job enrichment.
8. Write the role of HRD professionals in training.
9. Explain the techniques in job enrichment.
10. Explain the issues of staff appraisal in academic libraries.
11. What is a morale strategy?
12. Define the staff appraisal.

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RESOURCE SHARING PROGRAMMES

STRUCTURE

- 7.1 Learning Objectives
- 7.2 Introduction
- 7.3 Resource Sharing
- 7.4 Libraries Extension Services
 - *Summary*
 - *Review Questions*
 - *Further Readings*

7.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- discuss library extension services
- define public relations

7.2 INTRODUCTION

Resource sharing is a concept which has developed to include many co-operative activities between libraries and other stakeholders. Interlibrary loan continues to be the mainstay of resource sharing. However, union catalogue development, co-operative cataloguing, co-operative reference, co-operative collection development and joint storage of material are all components of A Canadian Information Resource Sharing Strategy. The development of the national resource sharing infrastructure described in the strategy depends on input from all stakeholders. The National Library therefore is making a number of consultation documents available for comment.

The National Library contributes to the development of national guidelines and codes for resource sharing. The National Library and the national library associations have produced a number of guidelines and manuals related to resource sharing.

National Guidelines for Document Delivery

National resource sharing issues are addressed in co-operation with other government agencies and national associations. The following documents address specific issues of national concern:

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- Transporter Interlibrary Loan: Shipping Interlibrary Loan Materials from the U.S. to Canada.

7.3 RESOURCE SHARING

Definition of resource sharing in the *Libraries Regulation*: “means making available to other libraries the library resources owned by a board, the information contained in those resources and the staff expertise required to locate and make available the information or the library resources”.

Resource sharing is the common use by two or more libraries of each other's assets, whether they are, equipment, staff knowledge and expertise, materials, facilities, and /or information resources. Although the majority of resource sharing has been the sharing of bibliographic information and document exchange through interlibrary loan, it also includes the staff, expertise, technology, and services that enable this to happen. The public library network, whatever its configuration, is an organized system of sharing resources based on a set of shared values and formalized operational agreements.

Library cooperation, resource sharing and networking are used interchangeably as synonymous terms for collaborative efforts of information exchange among libraries.

Resource sharing is not a new concept in the field of libraries. The concept that goes by the term 'library co-operation' has been in use all along among those who had been working in libraries or had anything to do with the development of libraries. The term, however has been replaced by a new coinage—'Resource Sharing'—which sounds more attractive and makes better sense in this age of inflation and budgetary reduction. Thus resource sharing in libraries has become a necessity, and has gained worldwide acceptance.

Objectives of Resource Sharing

The objectives of resource sharing is to maximize the availability of material and services and to minimize expenses. In other words, the principle behind resource sharing has been the availability of maximum service at the minimum cost or the maximum service at the same cost.

It aims to make the resources of one library available to users of other library and vice-versa. The main objectives, therefore, are:

- increase availability of resources
- extend the accessibility of resources
- diminish cost, and
- promote full utilization of resources.

In India, the need for resource sharing has been well recognized but the technology options available until now were limited. NISSAT has taken up networking of libraries in Calcutta (CALIBNET), Delhi (DELNET), Madras (MALIBNET), Mysore (MYLIBNET), Hyderabad (HYLIBNET), Ahmedabad (ADNET), Pune (PUNENET), Bombay (BONET). The present study highlights only some of the major library networks in India.

Need of Resource Sharing

The increased growth, use and value of information generated the concept of information society or information oriented society. If we analyse the situation from invention of printing press to Internet, we find that the complete civilization is moving from generalisation to specialisation, whether it is growth and nature of subject, commodities or services.

In this situation the sharing of the resources only may provide the variety of new information services, because in this era it is not possible for any library to accommodate the universe of knowledge physically within the library boundaries. So the resource sharing became the need of the time to fulfill the ever-specialized user's information needs in cost effective manner as the main objectives of resource sharing are:

- Reduction in all round cost.
- Avoidance of unnecessary duplication of information materials and efforts.
- Possibility of developing specialised activities specifically concentrating on some particular area. Maximum accessibility to information without losing the individual identity of libraries.

At present, specifically in case of Indian academic libraries, which are planning and going to adopt the Information Technology, the resource sharing is needed for:

Retrospective conversion of their bibliographical data to electronic form.

- To help less equipped libraries.
- To reduce the cataloguing cost.
- To share the valuable resources
- Documents and information.
- Technical expertise. To decentralise information.
- To boost the distance learning and more.

Characteristics of a Networked Library Resource Sharing System

Where there is a system there must be its users. The satisfaction of users should be the criteria to measure the effectiveness of the system. A sound library resource sharing system, whether it is automatic or manual should have following characteristics. These characteristics should be kept in mind to establish or remodel the networked system. These checkpoints are also useful to measure the effectiveness of the existing resource sharing system.

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- **Speed:** The resource sharing system should be speedy. It should be based on the latest means of data communication systems and programs. It should be able to judge the timeliness and urgency of user's information need, because the use of information depends on whether it is provided at right time or not.
- **Accuracy:** The resource sharing system should be able to locate and provide the accurate information. It should be reliable and error free.
- **Cost/fee:** The information provided should be cost effective. It must be less than the original cost of document.
- **Staff courtesy/knowledge/assistance:** The professionals engaged in the resource sharing activities should be knowledgeable and prompt to handle the queries. The speed and accuracy of manual resource sharing system depends on these professionals.
- **Consistency of service and reliability:** It must be consistent and reliable. The resource sharing activity should be adopted as an important component of present library system.
- **Communication (provision for status reports):** The union catalogues should be able to provide the status report regarding availability of the document.
- **Delivery and request options:** The resource center should be able to deliver the needed document! information through required mode of delivery i.e., via e-mail, fax, courier or by post.
- **Self-service options:** It will be easy to use, so that user can handle it without any problem.

These characteristics should be considered as guiding principals to establish a new resource sharing system and to measure the efficiency and efficacy of existing one.

Resource Sharing through Network

As indicated earlier, the past few decades have witnessed knowledge and information explosion the world over and inadequate financial resources to do the best in terms of dissemination of knowledge and information. Under these circumstances, resource sharing and cooperative functioning of libraries and information centres through networking becomes vital. Efficient resource sharing can be achieved by using recent advances in Information Technology, i.e., networking of libraries and information centres through Local Area Networks, Metropolitan Area Networks, Wide Area Network and so on.

Network of information/Resource sharing is to use the computer and telecom link for transmission of information or data from one library to another. Keeping this concept in view, various library networks have been established for cooperation and resource sharing among libraries. They have grown mostly during the last thirty years in different geographical environments in order to cater to the specific needs of users. In the United States, there has been a proliferation of them. Library networks in other

countries are also growing. Several models have emerged that provide specific services. Not all networks conform to the essential functions of library networks. However, it is noted that the **essential functions** should include:

- promotion of resource sharing,
- creation of resource sharing tools like bibliographic databases such as union lists of serials, union catalogue of books, periodicals, bibliographic databases of articles and other types of materials such as CDs, Video recording, sound recording, theses, dissertations etc.,
- rationalization of acquisition,
- adoption of international standards for creation of records uniformly,
- delivery of documents, etc.

In India, as elsewhere, economic pressures, enormous growth of publications and emergence of subject specialization have compelled the libraries and information centres to think of sharing the information resources and optimizing the use of existing resources within India as well as from abroad through various networking systems. Some of the notable networks in India are NICNET, ERNET, SIRNET, INDONET and INET. In addition, there is a major initiative from the University Grants Commission called INFLIBNET, interconnecting universities, colleges and resource institutions countrywide.

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7.4 LIBRARIES EXTENSION SERVICES

Extension Services

Extension services is the activity of lending or delivering books and other forms of information to users who are distant from a library or who may be relatively near it but unable to travel to it. Effective extension has been developed through the commitment and experimentation of librarians in a variety of types and size of libraries, but the larger units of services have been encouraged to implement the most ambitious programmes. Urban and rural systems, state library agencies, and in at least one notable example, a federal library agency have pioneered in extension services. The concept and practice of library extension in the united states received dramatic support in the federal library services act of 1956, for the extension of services to rural areas. Extension support continued when LSA was renewed and expanded by congress in 1964 as the library services and construction act.

In a well developed urban suburban or rural library system extension is provided as a convenience to user population for whom travel to a central library is difficult or expensive. Extension services may be a necessity to significant numbers of users who find travel to the central library impossible because they have physical disabilities are institutionalized or homebound, or lack transportation. Because of these human and economic considerations, extension is a necessary and important specialization in public library services.

Extension may also be provided in special, academic and school district libraries, but the service is most frequently associated with public library operations.

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Extension service is a part of many library organisations, but it does have limitations. Because of logistical and financial considerations, it cannot normally provide complete information services. Compared to centralized services, on a per user basis extension is usually an expensive means of providing information delivery. In many cases funding required for branch operation will reduce the funding otherwise available for central library services. In spite of these limitations, extension is accepted as an essential component of effective library and information services.

Special considerations include the logistics and mechanical means for delivery, human and safety factors related to delivery systems, achieving balance between the expense of the information resources to be made available and their relative value to extension users, and the application of information and communications technology to assist extension.

Library extension began as a means of delivery of traditional lending services to users in growing cities and to dispersed population in rural areas. Extension techniques were further developed to respond to the needs of special populations such as the visually handicapped the homebound and the economically disadvantaged. In the 1980s the concept of library extension took on additional new meaning as library uses of computers and improved telecommunications were employed to meet the demands of increasingly sophisticated information users.

The Extension Services Division of the Library provides library services through four large branch libraries (Stanford L. Warren, North Durham, Parkwood, and Southwest), a small branch library (Bragtown), and mobile and outreach services (McDougald Terrace and Salvation Army Boys and Girls Club, Bookmobile, and Older Adult and Shut-In Services). Library services include book and book-tape circulation, reference and reader's advisory assistance, children's and adult programs, public access to the Internet, reading incentive programs for children, direct service to day care centers and preschools. Public meeting rooms are available at the large branches.

- Offered a minimum of ten (10) children's programs a month in the full service branches, five (5) per month in the small branches and outreach stations, and twenty-five (25) per month in the bookmobile.
- Maintained standards for workload/staffing ratios at public service desks to keep the average waiting time for service at three (3) minutes or less.
- Provided service excellence through in-house training and mandatory training required by the county.
- Began implementing the plan for overall library service in the Durham community.

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- Assessed exiting collection and reduced collection to conform to system-wide as well as branch collection development policy.
- Continued our relationship with District Police personnel and the Durham community.
- Maintained and promoted service to the Hispanic community with four (4) Bookmobile stops with the continuation of the Hispanic Outreach Co-ordinator.
- Increased library card registration among Hispanic residents by 500% due to efforts of the Hispanic Outreach Co-ordinator.
- Instituted Spanish language classes for library staff.
- Collaborated with others agencies to promote reading, literacy and equitable access to library information.
- Continued security for the Stanford L. Warren branch.
- Continue implementation of the CIP plan for the North and East Regional facilities along with the renovation of the Stanford L. Warren Library.
- Develop an outreach plan.
- Evaluate Bookmobile and OASIS services to develop an outreach plan.
- Conduct a minimum of two (2) Spanish classes (beginner and intermediate) for staff.
- Expand outreach to the Hispanic community through services at two (2) additional branches.
- Work to increase partnership with Durham Public Schools.
- Maintain standards for workload/staffing ratios at public service desks to keep average waiting time for service at no more than (3) minutes.
- Continue our relationship with the District Police personnel and the community.
- Maintain and promote service to the Hispanic community through the Bookmobile and continuation of Hispanic Outreach Co-ordinator.
- Collaborate with other agencies to promote reading, literacy and equitable access to information.
- Provide continued security for the Stanford L. Warren branch.

SUMMARY

- Resource sharing is a concept which has developed to include many co-operative activities between libraries and other stakeholders.
- National resource sharing issues are addressed in co-operation with other government agencies and national associations.
- Resource sharing is the common use by two or more libraries of each other's assets, whether they are, equipment, staff knowledge and expertise, materials, facilities, and /or information resources.

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- The objectives of resource sharing is to maximize the availability of material and services and to minimize expenses.
- The objectives of resource sharing is to maximize the availability of material and services and to minimize expenses.
- Extension services is the activity of lending or delivering books and other forms of information to users who are distant from a library or who may be relatively near it but unable to travel to it.

REVIEW QUESTIONS

1. Define public relation.
2. Explain how PR helps to establish library image.
3. Define resource sharing.
4. Write a note on libraries extension services.

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