CHAPTER 1

INTRODUCTION
The modern libraries achieve their objectives through their human resources rather than through operational, mechanical or financial elements. The objectives of library personnel administration are (1) to secure, retain, utilise and develop an adequate staff by which to carry on efficiently the operations of the library and; (2) to help in fulfilling the aspirations and capabilities of the individuals who compose the staff. Therefore, the best organization is the one that gives the largest number of its members individual responsibility and opportunity for creative work and professional growth which is closely linked with the problem of better status. The constant search for a better status is just one sign of a vigorous spirit of a profession. Librarianship is an old calling but as a profession it is relatively new and is still seeking its identity. It is a peculiar situation in the world of academic institutions. Strictly speaking, a librarian is neither a faculty member nor an administrative Officer of a college or University. However the duties require a strange combination of administrative skills and scholarly background (Gupta, 1972).

1.1. STATUS

Every individual has a status position within every group of which he or she is a member, and every group has a status position within the larger social system (Halloran, 1978).
Status is the name applied to the ranking or ordering of people into relative positions of prestige and the social rewards offered with such positions. Status involves a two-way transaction that must include at least two people. One person may claim status, but status is not achieved unless the other person confers it.

Fundamental job behaviours on which higher status is based include (i) mental work, (ii) skilled, unrepetitive work, (iii) creative work, (iv) individual responsibility and exercise of judgement, (v) complex tasks, and (vi) long training and education (Halloran, 1978). The relation between an individual's rank within the administrative hierarchy and his own jurisdictional responsibilities also affects his status (Deweese, 1972). For example, a chief librarian usually receives a higher status than a reference librarian. Status is an important factor in the professionalisation of one's occupation. High status concerned librarians tend to be more professionalised than low status concerned librarians.

1.1.1. Status classification

The status of the academic librarians can be of two types i.e. (i) Faculty status and (ii) Academic status. The major reasons why librarians seek faculty status are - to improve the stature of profession and their own status within their academic community, and to receive the full benefits of the teaching faculty
including higher salaries, sabbatical leaves, and more freedom and autonomy. On the other hand, academic status classifies librarians as academic staff rather than faculty, administrative personnel, civil service or some other category. With academic status librarians enjoy some but not all of the privileges of the teaching faculty but do not hold faculty rank. Instead they establish their own ranking system and criteria for evaluating their own work (Swell, 1983).

1.2. JOB SATISFACTION

Job satisfaction is a function of the degree to which one's personal needs are fulfilled in the job situation. Job satisfaction has been defined an employee's effective response to his job-environment. It is a state of mind inferred from an employee's response to how much satisfied he is in his job. Whether this state of mind affects the employee's performance is still open to the question, but the traditional notions that a happy worker or that a productive worker is a happy worker have an appealing face validity (Vaughn and Dunn, 1974).

Job satisfaction is the feeling of an employee about his pay, his work, his promotion opportunities, his coworkers and about his supervisor.
Jobsatisfaction is measured by a jobsatisfaction index which is based upon a satisfaction scale developed by experts. The index measures satisfaction in the context of the work itself. The questions forming the index address the respondent's attitudes towards his or her present job, perceived progress toward work-related goals, as well as comparisons of current job and the expectations about the job. Among the various theories of job-satisfaction and motivation include (i) Maslow's hierarchy of basic human needs and (ii) Herzberg's motivation-hygiene theory.

Basic to an understanding of human needs and how these needs relate to motivation - as evidenced in job attitudes - is the work of Abraham Maslow, who developed a five level pyramid hierarchy of human needs i.e. (i) basic physiological, (ii) safety and security, (iii) belonging and social activity, (iv) esteem and status, and (v) self actualization and fulfillment. Maslow suggested that as one type of need becomes satisfied and only at that point, the next higher type of need begins to exercise a subconscious motivation on the individual.

Herzberg, unlike Maslow, is primarily concerned with the individual within the organization and it is essential to note that he also devides human needs into two categories. The first set of needs, roughly synonymous with Maslow's lower-order needs, are called hygiene factors. Herzberg states that while hygiene factors are essential to jobsatisfaction, they do not play a great part in jobmotivation. The following hygiene factors are commonly thought to be essential to 'good personnel practice': company policy and administration, supervision, relationship with super-
visor, relationship with peers, relationship with subordinates, salary, job security, personal life, working conditions, and status. In other words poor personnel practices such as low salaries, autocratic administration and wretched working conditions will make an employee dissatisfied. The hygiene factors are important because they must be met in order to prevent job dissatisfaction. The hygiene factors are mostly related to the environment external to the job, that is to the job content. Herzberg explains that hygiene factors fail to provide for positive satisfaction because they do not possess the characteristics necessary for giving an individual a sense of growth (Plate and Stone, 1974).

1.3. STATUS AND JOBSATISFACTION STUDIES IN DIFFERENT COUNTRIES

1.3.1. U.S.A.

The '1940 statement of principles of academic freedom and tenure' formulated by the American Association of University Professors is the classic statement on the subject "faculty status is the right to academic freedom". These principles were adopted by the American Library Association.

Three aspects of librarianship are involved in academic intellectual freedom i.e. (1) freedom of the library to select, maintain, and provide materials on any subject from any viewpoint, whether or not controversial, unpopular, or seemingly absolutely
wrong, (ii) the rights of students and faculty to have access to these materials and to use them in privacy and (iii) protection for librarians who select and provide and promote the use of library materials (McAnally, 1971). The Association of Research Libraries organized in 1932, also has contributed to the status and prestige of academic librarianship. In 1947, the Southern Association of Colleges and Secondary Schools recommended academic status for librarians and professional assistants in its standards.

The action of the American Association of University Professors in welcoming professional academic librarians in to membership, in 1956, was helpful in deed in fostering faculty consent and approval. Its council ruled that "Librarians of professional status are engaged in teaching and research" and opened its door under certain conditions. The librarian had to be an eligible institution and have the status of a member of the faculty with the rank instructor or its equivalent. Some 738 librarians had joined AAUP by 1957. The current rule is "should a librarian .... hold faculty status and rank and have the right to vote at faculty senate meetings, then he is eligible for active membership. By 1967, younger librarians seemed to find membership in the AAUP increasingly attractive in comparision with membership in ALA.

A most influential professional group in the drive for academic recognition for librarians was the Committee on Academic Status of the University Libraries Section of ACRL, constituted
in 1958 under the Chairmanship of R.B. Downs. In 1959, under the
Chairmanship of McAnally, it was first ALA body to officially and
formally endorse faculty status as a policy and a right and this
statement was approved by ACRL and ALA.

In 1971 annual convocation of the American Library Associa-
tion, the set of standards for faculty status for college and
University librarians, which had been proposed in 1969 by the
committee of Academic status of ACRL, was modified and approved
by the membership of national association. All types of profe-
ssional positions and all ranks of the library hierarchy were
represented. Professional librarians were defined as the employees
doing work that requires training and skill in the theoretical or
scientific aspects of library work as distinct from its mechanical
aspect.

The American Library Association produced a compilation
of the basic documents on faculty status as of 1975, including the
ACRL (1971) "Standards for faculty Status", the ACRL, AAUP and
AAC (1972) "Joint Statement on faculty Status", and the ACRL
(1971)" Model statement of criteria and procedures for appointment,
promotion and tenure for College and University Librarians".
Faculty status for academic librarians implies a commitment to
scholarship. Since 1973 some Universities of USA have introduced
professional development leaves for librarians during which they
could undertake graduate work, attend professional meetings, and
in other ways expand their professional skills (Ring, 1978).
In 1983, academic status was conferred to librarians of New York state College and University libraries based on ACRL Standards for faculty status for College and University librarians (Benedict et al., 1983).

1.3.2. Great Britain

The Committee on Libraries of the Great Britain's University Grants Committee (1963-67) recommended that the graduate members of the senior staff should be given equal status and emoluments with the academic staff. The report further recommended, "we believe that this should include the various facilities for further training and for research. Firstly, leave should be given for staff to take part in study tours of libraries. They should also be entitled to study leave whether they are engaged on academic research or on practical library studies. They should be given opportunity to attend conferences, and receive the same contribution towards their expenses as members of the teaching staff would receive".

With regard to nominating university librarian as a member of senate and other academic bodies, the UGC of Great Britain in its report dated 1921 recommended "that the librarian should be an officer of professional status and emoluments and an ex-Officio member of the senate, with right of attending meeting of all faculties. This decision was reiterated in the UGC Report published in 1925", (UGC, UK, 1921).
1.3.3. Canada

The topic "progress and problems of academic status for University librarians" was discussed in the annual meeting of the Canadian College and University Libraries (CACUL) Academic Status Committee. A joint task force of CAUT (Canadian Association of University Teachers) and CACUL held its meetings and produced a document which entitled "Guidelines on academic status for Professional University Librarians". This document concluded that the librarians were partners with faculty members in contributing to the scholarly and intellectual functions of the University and should be accorded academic status. The document also dealt with the integral components of appointment, dismissal and suspension, grievances, salaries and other economic benefits, research and travel funds, leaves and university library governance (Savage, 1982).

The Laurentian University in Canada granted faculty status to its librarians in 1976 as per CAUT/CACUL guidelines on the academic status of librarians. For librarians this faculty status meant a reclassification on the faculty salary scale, tenure, a professional allowance, regular access to sabbaticals and a seat to the university librarian in the university senate. Later on agreements reflecting the complete integration of librarians into faculty stream was made by the University Board of Governors in 1977 (Thomson, 1981).
1.3.4. France

Library and information careers in France fall into five channels such as - central library careers (State Sector), central library careers (Paris municipal), local library and periphery careers (other libraries and documentation centres). This is a three way split, based on two clear frontiers marking differences especially in status and characteristics. The central streams are described as 'favoured' because they offer advantages in terms of security, prestige, money and mobility. Library and information centres' professional librarians are classified into five categories under state sector such as :- (i) Regulated/favoured, (ii) State civil servants, (iii) Centrally nominated, (iv) Conservator and (v) Bibliothecaire (adjoint). Similarly each and every channel librarians are divided into five different categories. Two ministers are directly concerned with libraries and documentation affairs of the government.

In France library part is characterised by a heavy centralisation of both career and professional education, with the benefits of protected, privileged and professional status for at least some librarians. The information plan remains centralised, unprotected, underprivileged and lacks recognition as a profession.

In local sector, pay for documentalists is low and in no sector do they enjoy a fixed career progression. The ADBS, the professional association for documentalists and special librarians has for years been lobbying government to legislate for nationally recognised status and standards for documentalists - so far in vain.
For the present, the situation remains unsatisfactory (Clow, 1986).

1.3.5. USSR

Turning to status and pay scales of librarians in USSR, it is heartening to note, "that Soviet librarians enjoy a respected position in Soviet Society and that salaries and status are now on a par with those of other professional groups requiring comparable training. It is relatively a stable profession with considerable opportunity for personal advancement and for significant social service according to Soviet standards in this field.

1.4. THE INDIAN SCENE

The UNESCO Seminar which had far reaching effects on the library profession in India was the Regional Seminar on Library Development in South Asia. It met at the University of Delhi library in 1960. Apart from various professional problems, the most significant problems discussed were grading of staff, salary scales and the status of librarians. A resolution was adopted accordingly that the profession of librarianship should be developed as an academic profession and the library should be regarded as an academic rather than an administrative department.

The group II of the said UNESCO Seminar had suggested certain scales as being worthy of adoption by all university authorities.
<table>
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<tr>
<th>Description of staff members</th>
<th>Nature of Duties</th>
<th>Equivalent to Faculty post and enjoying scales of pay</th>
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<tr>
<td>1. Librarian</td>
<td>Supervisory</td>
<td>University Professor</td>
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<tr>
<td>2. Dy. Librarian</td>
<td>Senior Professional</td>
<td>University Reader</td>
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<tr>
<td>3. Asst. Librarian</td>
<td>Junior Professional</td>
<td>University Lecturer</td>
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<tr>
<td>4. (a) Senior Library Assistant</td>
<td>Professional Assistant</td>
<td>Asst. Lecturer</td>
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<td>(b) Technical Assistant</td>
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It was only after the establishment of UGC, a man of vision and action that C.D. Deshmukh was, he immediately appointed a library committee with Dr. S.R. Ranganathan as its distinguished Chairman. It also met a seminar of University and College librarians at New Delhi in 1959 to discuss library problems. Then it made its recommendations in the form of a report to the U.G.C. in 1965, embodying recommendations on the (a) Staffing pattern and (b) the formula.

The UGC (India) has already brought the librarians at par with the teachers in case of salaries and status. The achievements can be summarised as follows:

1. In 1949 the University Education Commission set up by the Government of India under the able chairmanship of Dr. S. Radhakrishnan which submitted its report on the benefits of higher education has recommended the status and qualifications of the library staff.
(ii) In 1957 the University Grants Commission appointed a Committee on University and College Libraries under the Chairmanship of Dr. S.R. Ranganathan which recommended the status and salary scales of college and university librarians at par with teaching staff.

(iii) In 1960, the Regional Seminar on Library Development in South Asia organised by the Government of India and UNESCO held at the University of Delhi, recommended for enhancement in the status of librarians as academic professionals.

(iv) In 1965 survey of the University of Delhi Library was made by Dr. Carl M. White who recommended that the post of librarian be formally accorded with academic rank considering the significant role of the librarian in the academic life of the University.

(v) In 1964 the Education Commission summoned by the Government of India under the Chairmanship of Dr. D.S. Kothari (1964-66), the then Chairman of University Grants Commission which submitted its report on Educational policy and National Planning has recommended for librarian status at par with teachers.

(vi) In 1984 the UGC (India) appointed a committee under the chairmanship of Professor R.C. Mehrotra on the salary scales of the Teachers in Universities and colleges which had also gone into the question of salary scales of librarians in Universities and colleges and recommended parity to librarians with teachers and favoured career advancement opportunity to librarians in Universities and Colleges similar to teachers. U.G.C. has
extended merit promotion scheme to the of Librarian, Deputy Librarian and Assistant Librarians. In 1984 the U.G.C. had appointed a Cadre Review Committee to look into the case of Professional Assistants and other subordinate staff in Universities and college libraries. The outcome of this committee's work led to the eligibility of qualified Professional Assistants to the grade of Assistant Librarians.

The internal promotion system, applicable to qualified persons from Semi-professional Assistants to Professional Assistants and from Assistant Librarians to Deputy Librarians existed under regular vacancies. The UGC has also extended to librarians the benefits of faculty improvement programme applicable to teachers.

(vii) The Indian Library Association (ILA) has all along taken timely steps to convince the Govt. for enhancing the status and salary scales of college and university library professionals and providing facilities to the working library personnel to improve their academic as well as professional qualifications by granting them study leave. The ILA has submitted memorandum to different pay committees and commissions urging to revise the pay scales of college and university librarians at par with teachers and also organized conferences and seminars inviting union as well as state ministers for discussing the problems in extending faculty status and pay scales to the academic librarians. For instance, in 1968 while attending a special meeting of the ILA,
the then Union Minister, Dr. Triguna Sen stated that he had full sympathies with the cause of librarians and the Ministry of Education had asked all Universities and Colleges to give UGC scales of pay to all categories of Librarians working there in (ILA, 1969).

1.4.1. The situation in different states and the Union territories

India has 25 states and 7 union territories. The status of library professionals in colleges and universities in different states are different depending upon the attitudes of their governments. However brief descriptions about the present situation of some states and union territories are given below which are enough to set an idea about the status of the library professionals in the country.

In Delhi UGC recommended scales of pay and promotion facilities are provided to the college and university librarians/professionals.

In Uttar Pradesh maximum number of colleges in the state are governed by the private management. There was no fixed staff formula in the past. The appointments in libraries were made according to the needs of the individual colleges. The number of staff ranged from 2 to 25. Later the state government took the responsibility of paying salaries to the college library staff. So far as the status of the librarian and other library staff is concerned they have always been treated as non-teaching
staff. The librarians have never been treated as teachers as Uttar Pradesh Universities statute does not provide them such a status as recommended by the Central Government. Instead of providing UGC pay scales they are given the State Government pay scales on the recommendation of the State's Third Pay Commission.

In Rajasthan the government has extended UGC scales of pay to the University librarians as per the recommendation of UGC. The government has sanctioned lower scales of pay for college Assistant Librarians than that of the various government departments like - Education, Industry, Health, Public Relations, etc.

In Bihar the college libraries are under the direct control of the administration of the principal of each college. The librarians are only in-charge of libraries and see to their organizational work. The pay scales of librarians have not been revised after the Second Revision Pay scale, where as the teaching staff and even the Class IV employees have reached the Fifth Pay Revision Scale. Besides, the teaching staff at present are drawing the UGC pay scale and the librarians are denied this by the State Government. But up to 1973 the librarians in the state were on par with the teaching staff so far as the pay scales are concerned. The state government also revised the UGC pay scales for the University/College teachers in 1973 and isolated the library professionals. Surprisingly the new scales were implemented in 1987 in the agricultural universities/colleges of Bihar and other
universities and college libraries were left out.

In Madhya Pradesh the Third Revised Pay Scales of UGC was accepted by the Government in 1985 with effect from 1st April, 1980 which created many problems for its implementation, for the college and university librarians. In 1987 the government ordered that college librarians not possessing M.A. and M.Lib. Sc. degrees will be demoted as Assistant Librarian in lower scale (State scale) than that of the UGC scales. This order was applicable to all those who were appointed after 1st April, 1980 and before 1st July, 1987. Many of them were selected through Public Service Commission. The others were adhoc selections. Such adhoc librarians alongwith adhoc lecturers working in the colleges before 30th June, 1986 were ordered to be regularised provided they had minimum qualifications.

In Kerala all the colleges have librarians as it is compulsory for recognition. Each College library is put under the control of a teacher (Senior Teacher) in-charge of the library. The college libraries and librarians are graded into four categories on the basis of book collection and number of book issues in a year. The salary of the librarians is not commensurate with the responsibility they shoulder. Even the salary of the first grade librarian is less than that of a lecturer in the college.

The Government of Maharashtra has placed the college librarians in the state under four categories although they are doing some kind of work as "College Librarian". After the
directive issued by the Central government to the state governments about acceptance of parity, the government of Maharastra sanctioned UGC scales of pay to the college librarians who had fulfilled the conditions of qualification with effect from 1st April, 1980.

The Government of Maharastra has extended the implementation of UGC scales of pay for university librarians and other professional staff. So they are at present enjoying due academic status in their universities at par with teaching staff.

The Government of Tripura has categorised the college library professionals as (i) Head librarians, (ii) Senior Librarians, and (iii) Librarians. The pay scales of different categories of professional people are one and the same for all government establishments. The pay scales of library professionals in different colleges and institutions, Post-Graduate Centres of Tripura are well commensurate with their educational/professional qualifications. However, UGC recommended scales of pay and status have not been extended to college librarians.

The Government of Assam has determined student strength for different colleges and creation of the post of library personnel such as Librarian, Assistant Librarian, Library Assistant and Library bearer. UGC recommended scales of pay and status have been implemented for college librarians and other professional staff are in the state government recommended scales of pay.
However UGC scales of pay have been extended to the University Librarians, Deputy Librarians and Assistant Librarians. The government of Assam has made provision for improving the qualification and training in library science of the college librarians.

In Andhra Pradesh all the qualified librarians are enjoying UGC recommended scales of pay and other facilities like leave, research/study facilities, pension, gratuity, etc. Thus the academic librarianship in Andhra Pradesh is properly organised.

In Karnataka the librarians, assistant librarians, professional assistants of college and university libraries are enjoying the UGC scales of pay at par with college and university teachers. The same situation also prevails in the states of Tamil Nadu and West Bengal. On the basis of the recommendation of the Government of India regarding UGC pay scales to the librarians and assistant librarians of colleges and universities, the Govt. of West Bengal has sanctioned the UGC scale of pay to the librarians and assistant librarians in Government colleges with effect from 1st April, 1980.

1.5. PROBLEMS IN ORISSA

The status of the Library personnel in the academic institutions of Orissa has been a subject of controversy since long. The basis of such controversy seems to be the demand for higher status by the qualified and experienced librarians working in various colleges and universities of Orissa and denial of the
same by the state government and concerned educational authorities. The present ranking and grading of university and college library professionals are provided in the following paragraphs.

1.5.1. Situation in the University Libraries

The ranking of library personnel in the university libraries of Orissa are as follows:

(i) Chief Librarian/Librarian
(ii) Deputy Librarian
(iii) Assistant Librarian
(iv) Library Assistant/Technical Assistant

Orissa has 5 Universities, but ranking of personnel in their libraries differs to a great extent as regards to their ranking, designation, salary scales, etc.

The Utkal University established in 1943 had the posts of Chief Librarian, Librarian, Assistant Librarians in its Central Library long back but when the librarian was promoted to the rank of Chief Librarian, the post of Librarian was kept in abeyance. At present it has only one post of Chief Librarian and four posts of Assistant Librarians. Earlier the Chief Librarian was in the scale of pay of University Reader i.e. Rs. 700-Rs. 1250/- and the Assistant Librarians were in the scale of pay of University Lecturers i.e. Rs. 400-Rs. 950/-. But unfortunately, these scales of pay were withdrawn by the state government and instead were put into lower scales of pay of the state government.
The same is the case of librarians and Assistant Librarians of Berhampur University and Sambalpur University of Orissa which were established in 1966 as two sister universities. In 1981, the Jagannath Sanskrit Viswavidyalaya was established and its library is now managed by one Assistant Librarian only.

The scales of pay prescribed for the library professional assistants/technical assistants in the universities were also lower than the scales of pay prescribed for the posts of similar rank elsewhere.

The Orissa University Of Agriculture and Technology (OUAT) established in 1962 had its central library since its inception. Now the university library is managed by one Chief Librarian, one Documentalist, two Assistant Librarians and 12 Junior Librarians. Earlier the Chief Librarian and Documentalist were given the scales of pay of Rs.700-1250/- and Rs.400-Rs.950/- respectively but now these scales were withdrawn and were put into the lower grades as in case of Utkal University and other three Universities.

The post of Assistant Librarians have not been filled up from their inception. There is another hierarchy of librarians designated as Junior Librarians in the lower scales of pay than that of the Assistant Librarians.

But all these librarians, Assistant Librarians and Junior Librarians of the Universities have their requisite and essential professional qualification as per the recommendation of the UGC, India, although they are denied of getting UGC recommended scales of pay.
The university librarians do not get study leave to improve their professional qualification and continue higher studies and research. They are treated neither administrative nor academic officials of the university as regard to service conditions promotion facilities, career improvement and other financial benefits as extended to the teachers of the universities.

The Librarian in each of the university remains under the administrative control of one Professor-in-charge and works as per his direction. Thus the university librarians have lost their academic freedom as well as status. A number of Assistant Librarians of these university libraries are working in the same grade for last 15 to 25 years and their is no scope for them to avail merit promotion on time scales of pay as recommended by the Mehrotra Committee report, 1986.

Further working conditions of different university libraries have not yet been systematised leading to a great variation in their job environment.

1.5.2. Situation in College Libraries

The situation in the college libraries of Orissa is still worst. Orissa has various types of colleges such as Post-Graduate degree Colleges, degree colleges, Junior (+2) Colleges and professional and technical colleges. The ranking of library personnel in different types of colleges are different and even their grading and pay scales are different.
The ranking of personnel in the post-graduate degree college libraries are as follows:

1. Senior Librarian
2. Librarian
3. Assistant Librarian
4. Junior Librarian

The ranking of personnel in the degree college libraries are as follows:

1. Librarian
2. Assistant Librarian
3. Junior Librarian

The ranking of personnel in the junior (+2) college libraries are as follows:

1. Assistant Librarian
2. Junior Librarian

The question of staff requirement for a library is considered on the basis of total book stock, students strength, annual addition of books, total number of periodicals currently subscribed, library timings, etc.

The colleges are managed by the government as well as private bodies. The college libraries are supervised by the Principals of various colleges or by their nominees known as Professors or Teachers-In-charge.
The college librarians are not getting U.G.C. recommended scales of pay. They are in the state government revised pay scales which is much lower than the UGC recommended pay scales. Their status is less than that of the Assistant Librarians of the universities.

However since 1985, the librarians of Post-Graduate Degree Colleges are redesignated as 'Senior librarians' and given the revised scales of pay equal to Class II Officers of the government. All other college librarians of degree colleges are given the scale of pay equal to the rank of a Class III employees of the government of Orissa Services and designated variously as either librarians, Assistant librarians or Junior Librarians.

The problems of college librarians are related to their scales of pay, promotion facilities, career development programme, service conditions, study leave facilities, pension/gratuity, house building advances, and their working environment. They are neither treated as academic personnel nor as administrative personnel of the colleges.

The Librarian of Regional College of Education, Bhubaneswar financed and established by the National Council of Education Research and Training, India, New Delhi is getting UGC scales of pay as recommended in the Mehrotra Committee report (1986). Also the librarians of Central Schools in Orissa are getting.
comparatively good scales of pay than those of the state
government managed college library professionals. Thus no
standard is maintained in the college libraries of Orissa as
regards to pay structure, salary grades, designations, qualifi-
cations, job environment, etc.

1.6. REVIEW OF LITERATURE

A review of published literature from 1960 to date reflects
that works dealing with status and job satisfaction of librarians
in academic libraries in India are comparatively less. Most of
the works are concerned with the studies in personnel problems
of USA, UK and other advanced and developed countries of the
world. Practically a good number of works on status and job
satisfaction of library professionals working in academic
libraries in USA have been carried out. However, a brief indi-
cation of the subject content of the published literature is
given here by categorising them into the following headings
while listing them at the end of this thesis in the form of
references. Wherever necessary, detailed information about the
contents of the individual published works are provided in diff-
erent chapters:

1. General aspect
2. Job characteristics
3. Status evaluation
4. Academic status
1.6.1. **General aspect**

The theoretical aspects of the social basis of status in the arena of applied human relations from the organizational point of view have been discussed by Halloran (1978) and specifically from library point of view by Gilardi (1990), Divay, Ducas and Michaud-Ostryk (1987), Mittal (1985), Khanna and Bhagi (1985), English (1983), Sewell (1983), Moran (1982), Creth (1981), Goil (1981), Smith and Schofield (1973), DePriest (1973), and Gupta (1972). Sales-Pontes (1982) has described on the human resources and personnel role of the modern library. Stueart and Eastlick (1977) have brought out the elements of personnel programme of a library and stressed how the jobs of a professional librarian could be understandable, measureable, and comparable with other jobs in the organization. DeWesee (1972) and Hazell (1973) appreciated the relation between an individuals' rank within the administrative hierarchy and his own juridictional responsibility.

On proper staffing, staff strength and staff standards, Mittal (1985) has expressed his great concern. Khanna and Bhagi (1985) stressed the need for personal motivation in
libraries and emphasised McGregor's theory of motivation. Creth (1981) has made a systematic study on personnel planning, job analysis, and job evaluation with special reference to academic libraries. Corbett (1978) has discussed various personnel problems of modern libraries and determined factors responsible. Divay, Ducas, and Michaud-Oystryk (1987) made a survey on status and faculty perception of librarians to determine had faculty perceive the librarian's role within the university community. The survey revealed that faculty at the University of Manitoba perceived librarians mainly in terms of their service role. Harwood (1981) in a research report pointed out the result of his survey made on under-graduate librarians perception of their functions, roles and characteristics. Moran (1982) surveyed career progression of male and female academic library administrators.

Gilardi (1990) has discussed the representational rights of academic librarians, their status as managerial employees and/or supervisions under the National Labour Relations Act. This study discloses that academic librarians have frequently been the subject matter of representational litigation.

1.6.2. Job characteristics

and determined characteristics of leadership in library operations. Ivy (1984) in a research report has shown the overall results that power within the current position was considered as the most important variable followed by power within the profession, power consolidating behaviour, the candidates background and finally, the candidates current employer. Nzotta (1984) analysed factors associated with different jobs for obtaining greater job satisfaction in the areas of independence, social status, security, ability utilisation and working conditions. Swisher and DuMont (1984) mentioned the nature of apparent relationships between sex and job mobility. Wilkes (1983) made a study of managerial functions performed by beginning academic librarians and their perception of their preparation for these responsibilities.

Kapoor (1982) made a survey of motivation among the professional library staff with special reference to librarians of University of Delhi library system and determined job characteristics which are well known motivational factors like salary, promotional avenues, facilities for higher education and inservice training, job security, autonomy in work, recognition of performance, and participation in decision making. Kim (1980) in a doctoral thesis has identified the major variables that explain the salary variation of academic librarians.

Manual for the Minnesota Satisfaction Questionnaire (1967) was used by D'Elia (1979) and others to measure a librarian's
satisfaction with each of these job characteristics. D'Elia's analysis revealed no systematic relationship between the vocational needs of librarians and their degree of job satisfaction, but did not reveal a strong systematic relationship between the job satisfaction of the librarians and the characteristics of the job environments in which they worked. Dutton (1976) made job assessment and also job evaluation bringing out important job characteristics which was based on the searches made by Bodson (1970), DeJong (1972) and Lakhanpal (1969).

According to Vaughn and Dunn (1974), the job description index specifically asks the employee to describe the characteristics of his job environment not to reveal his feelings about the job. Thus job description index does not measure an employee's job satisfaction but rather measures an employee's perception of the presence and absence of certain characteristics in the job environment. These characteristics are the work itself, the supervisory climate, the pay conditions, and promotion opportunities.

1.6.3. **Status evaluation**

McCready (1986) has made a study on professional status and librarianship with a view to test the usefulness of social exchange theory. Jackson (1985) has reviewed the historical movements and determined from a survey and analysis of published advertisements the current status and range of variability in
employment of academic librarians. By an analysis, English (1984) stated that the university administrators opined that (i) academic institutions may lack a national basis for granting librarians faculty status and (ii) that the terms and conditions of faculty appointments are largely unsuited to day to day activities and responsibilities of librarians. Therefore, academic librarians including those with faculty appointments to be a distinct professional group with duties and responsibilities different from the regular teaching and research faculty.

Khanna (1984) made a detailed analysis of status enhancement of academic librarians since independence by the Education Commissions, UGC Library Committee report and Ranganathan's remark on salary and grades of university librarians. He observes that higher ranking of Indian librarians depends on their distinguished service and systematic diffusion of knowledge. Further status degradation is affecting the morale and efficiency of Indian librarians. Moreover restoration of academic status and scales of pay of Indian librarians will affect persons of higher intellect to the profession.

English (1983) in a survey found that librarians with faculty status were accorded traditional faculty ranks and were eligible for tenure. Further he reviewed that the criteria used in the evaluation of librarian performance fell into three general categories - (a) professional, (b) amended version of faculty and (c) use of traditional faculty criteria. Sewell (1983) has classified status of librarians as faculty and academic with faculty status, librarians accept all the rules, regulations, procedures,
and benefits of the teaching faculty and with academic status, librarians enjoy same but not all the privileges of the teaching faculty but do not hold faculty rank.

Bhuiya (1981) has stated that faculty members hold a favourable image of academic librarians. Bloch (1981) made a study (i) to ascertain whether librarians have low status, (ii) to understand the causes that create the librarians status, (iii) and to investigate which of these reasons are the principal factors. In order to determine the employment status of librarians in four-year public and private institutions in the state of Texas, Hayden (1979) in a research report made a comparative study of college and university librarians.

Halloran (1978) has determined some most common characteristics used to classify people according to status and also stated that the status is the name applied to the ranking or ordering of people into relative position of prestige. Sharma (1977) made a comparative study of status and pay scales of university and college librarians on the basis of committee and commission reports in libraries in U.K., U.S.A., Canada, USSR and also UNESCO. The study reveals that the librarians enjoy the same status as of faculty members. Further Sharma (1972) compared personality and status of librarians with teachers and has stated that the development of personality of the librarian is very closely related to the status he holds among the patrons he serves.
Smith & Schofield (1973) made a general survey of senior and intermediate staff deployment in the university libraries of England and studied the staff attitude to their work and own talents and education. Thus they made status evaluation through grading and ranking of university library professionals. McNally & Downs (1973) analysed the decline in the status of Directors of University libraries and stated that status of the director is sometimes negotiable matter which should be dealt with as one of the conditions of appointment. DePriest (1973) felt that the librarian of high status aspiration tended to be more professionally oriented and more concerned with professionalisation of librarianship, desired more autonomy for his profession and greater recognition for his work. Tze-Chung Li (1973) stated the recruitment policy of library professionals in china and described how the status of many qualified librarians are influenced by various job factors. Gupta (1972) considered the librarian's status, participation in formal teaching, and levels of professionalism. DeWeese (1972) made a survey and suggested how best the occupational status can be improved through different strategies. He further observed that the relation between an individual's rank within the administrative hierarchy and his own jurisdictional responsibilities also affects his status and the academic librarians tend to envy faculty status. Also all the high status concerned librarians conflict with faculty. So status concerns do seem to be an important social-psychological determinant of professionalisation.
Downs (1964) made a comparative study of work conditions and fringe benefits enjoyed by university librarians in U.S.A. The promotion committees were appointed at the university level consisting both librarian and faculty members for recommending the over all criteria that were normally applied to faculty promotion. McAnally (1971) further investigated into the evolution of faculty status and the principles of academic freedom and tenure for librarians as formulated by the American Association of University Professors and accepted by the American Library Association.

1.6.4. Academic Status

Academic status for librarians has become firmly established over a long period of years of many of the American universities and a classified plan for its librarians has been adopted, (Downs, 1964). In an investigation Hyman & Schlachter (1973) felt that overall a high level of support was found both for the concept of academic status for librarians and for the specific rights, privileges and responsibilities spelled out in 'Standards'. They further established that librarians working in administrative capacities and in public contact were found to be more supportive of faculty status than technical services librarians. Goil (1981) analysed the recommendations of the UGC (India), Library Committee to accord scales of pay to the professionally qualified library staff on par with academic staff and determined the causes of disparity in the revision of UGC
scales of pay for the college and University librarians in India. Savage (1982) made a historical review of academic status for university librarians and recognition of professional status in Canadian university libraries.

DePriest (1973) made a review on the working conditions and academic status of librarians employed in the higher education libraries of USA. Khanna (1984) has analysed the feeling of Dr. S.R. Ranganathan about librarians' academic status in India. Wina (1985) has examined the attitudes of librarians, teaching staff, and governing authorities with regard to academic status for academic librarians, through a library case study in the University of Zambia. Osundin (1972) has studied the working conditions and academic status for university librarians in Nigeria. Burrows (1986) has analysed the events which were a valuable commentary on the question of academic status for librarians in Australian academic libraries.

1.6.5. Faculty Status

Oberg, Schleiter & Van Houten (1989) have observed that since 1950's a profound change in the workload of academic libraries have occurred and librarians who achieve faculty status often find that they obtain many of the obligations and few of the benefits. Batt (1985) analysed the faculty status related literature and concluded that for librarians faculty status can be more of a liability than an asset, more of a hindrance than a help. Further faculty status is an unnecessary burden which
results in an artificial force-fitting of activities into an inappropriate mold. Thomson (1981) made an investigation to the faculty status for librarians in a Canadian University in order to assess the benefits derived by librarians from such guidelines. Byerly (1979) made a study of the faculty status of academic librarians in institutions of higher education in Ohio. McAnally (1971) feels that the lack of general acceptance and support from the professional associations tended to place the burden for securing faculty status. One of the major values of faculty status is the right to academic freedom. Tenure protects academic freedom and is an essential corollary.

1.6.5. Faculty status: reasons

Sewell (1983) has determined through a study that the major reasons librarians seek faculty status are to improve the stature of profession and their own status within their academic community and to receive full benefits of the teaching faculty including higher salaries, sabbatical leaves and more freedom and autonomy. Shiflett (1979), in a doctoral thesis has stated that the current concern with faculty status for academic librarians has roots in the development of American higher education and librarianship. DePriest (1973) has analysed critically the reasons why librarians demand to be faculty and found justification for librarians faculty status. He considered the views of Keneth Kister, Richard C. Thompson, Robert Blackman and many others, before reaching at any conclusion. Parker (1989), Batt (1985)
Khanna & Bhagi (1985), Kapoor (1982), Hyman & Schlachter (1973), Hauling (1973), and Gupta (1972) have described the reasons why librarians accepted faculty status.

1.6.52. Faculty status: policies

Mitchell (1989) while analysing faculty status for academic librarians, studied the compliance with standards, opinion of university administrators, and a comparison of Lecture-success records of librarians and instructional faculty. Sanders (1989) made a research on faculty status of academic librarians in 8 four-year state supported colleges and universities in Mississippi and revealed that academic librarians and academic administrators perceive faculty status to be desirable. English (1984) made a survey on the administrator's views of library personnel status and an analysis of survey results led him to conclude that academic institutions may lack a clear rationale for granting librarians faculty status. Sewell (1983) has suggested 18 policies related to faculty status and also work schedule for librarian as faculty member which are as follows:

1. Source of faculty privileges; 2. eligible to vote on library committees; 3. eligible to vote on faculty committees; 4. eligible to serve on library committees; 5. eligible to serve on faculty committees; 6. eligible for sabbatical leave; 7. received sabbatical leave; 8. release time for research; 9. computer time for research; 10. length of contract; 11. travel expenses for research; 12. financial support for research; 13. Satisfaction with academic status; 14. criteria for
Later on Sewell suggested one more policy i.e. work schedule which the librarian can determine in consultation with his/her department head.

1.6.53. **Faculty status: factors**

English (1983) suggests that ranks assigned to librarians are faculty rank, equivalent rank and numerical rank. Benefits and privileges accorded to librarians in the institutions are faculty rank, indefinite tenure, pension, research funds, travel funds, study leave, sabbatical leave, etc. English has made a study on the benefits and privileges of librarians in 89 institutions who were contacted and reported that the provision of pensions and travel funds under prescribed conditions Kilpatrick (1982) in a study examined academic librarians perceptions of faculty status and selected criteria for promotion to determine whether low promotion rate might be attributed to differences in perceptions between faculty status and the criteria by which librarians are evaluated. Byerly (1979) examined the various demographic factors which affect the granting of full faculty status to the academic librarians of higher education.

1.6.54. **Faculty status: Means or measures**

Goil (1981) has suggested some specific measures to meet the challenges of getting back the status and privileges of academic librarians in India. He further emphasised that when more efforts and encouragements were needed with a view to improve the quality of the library services of academic institutions, the
UGC should have taken a retrograde decision by not extending the academic scales of pay to the library staff after 1973. McAnally (1971) advocated that librarians also need to keep up with rapid developments that are taking place and they must have time for self improvement. So librarians working at a faculty level should have some unscheduled time each week for reading and research.

1.6.55. **Faculty status : Benefits**

Savage (1982) states that librarians at many institutions are still struggling for a recognition of professional performance/status. Sharma (1977) observes that faculty system entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves and research funds. They should go through the same process of evaluation and meet the same standards as other faculty members.

1.6.6. **Job satisfaction**

Ostler & Oon (1989) launched a study to understand stress and satisfaction, to analyse their sources and to recommend measures to deal with stress. Bundey (1988) studied the job satisfaction of librarians working in the British and Australian polytechnics.

Swe (1981) studied the job satisfaction in academic libraries and investigated differences in job satisfaction between bibliographers and non-bibliographers in academic and research libraries. Lindstrom (1980) made a study on job satisfaction with a view to determine whether community college librarians evidenced a higher level of job satisfaction than did college/university librarians. Community college librarians evidenced a significantly higher level of satisfaction with their pay and work than do college/university librarians.

1.6.61. **Job satisfaction : Measurement**

Swasdison (1989) made a study on job satisfaction of university librarians at 16 public universities in Thailand, using the Minnesota Satisfaction Questionnaire (MSQ). Burgess (1982) studied the job satisfaction of staff of Australian University library using the MSQ. D'Elia (1979) also used MSQ to measure job satisfaction of beginning librarians.

Vaughn & Dunn (1974) have studied the most challenging problems in measuring job satisfaction. They have determined
qualities influencing jobsatisfaction and hypothesis for measuring jobsatisfaction. Also they determined criteria for selecting jobsatisfaction index (JDI) and stated that managerial performance is related to employee satisfaction, employee productivity and organisational effectiveness. Boodson (1970) devised methods of staff job assessment and determined service conditions.

1.6.62. Jobsatisfaction : Factors

Swasdison (1989) made a study on jobsatisfaction and analysed selected factors with a focus on supervisor sub-ordinate relations. Water (1988) made a survey on the influence of computer application in university libraries on the jobsatisfaction of library staff, prestige, self-esteem and social relationships. Water (1986) describes that automation has not brought about jobsatisfaction or affected self esteem of most employees and social relationship were unchanged. Saunders & Saunders (1985) stated the effects of flexitime on librarian's jobsatisfaction. Nzotta (1985) conducted a study on factors associated with jobsatisfaction of male and female librarians in Nigeria. Merchant (1982) in a study of management styles in US university libraries shows that participative management leads to high jobsatisfaction.

Khanna (1984) reveals that money satisfied the social needs of person especially when social life becomes institutionalised. Further, higher order needs like status also could be satisfied by money because at least in Indian culture, money is
often considered as an index of social status.

Lynch & Verdin (1983) made a study on jobsatisfaction and they explored the relationship of sex, age, and tenure to the jobsatisfaction of the library employees. Glasgow (1982) identified predictions of jobsatisfaction among academic librarians through his research such as - librarians perceptions of their work, their position in the library organization, their perceptions of their promotion opportunities and their annual salary. Relationship to continuing education to jobsatisfaction of academic librarians in four mid-western states was studied by Hegg (1982).

Hook (1981) in a study tried to determine whether librarians perceived a deficiency in satisfaction of higher level job-related needs and if so, in what areas these were needed. The major hypothesis of this study is that the library administrators have lower intrinsic need fulfillment deficiencies than do non-administrative librarians. Khanna (1981) explores the factors that motivate the members of library personnel to perform their function.

Prestan (1979) stated that low salaries of academic librarians seen endemic to the profession. D'Elia (1979) studied the determinants of jobsatisfaction among beginning librarians to identify those factors which are most highly related to jobsatisfaction among librarians. Braunagel (1979) made a survey of jobmobility and jobsatisfaction, jobmobility of men and women
Musmann (1978) has described job satisfaction under socio-technical system and the influence of socio-technical theory variables on the environment of the library as conceived by Lynch (1974) based on Perrow's model of technology. Dutton (1976) advocated in his study that a sound salary structure evolved after careful job satisfaction will increase job satisfaction.

Plate & Stone (1974) studied factors affecting librarian's job satisfaction within the framework of Maslow's 'hierarchy of needs' and Herzberg's 'Motivation and hygiene theory'. The result of these two experiments follow the pattern of the Herzberg theoretical framework and indicate that motivations were primary cause of satisfaction and that hygiene factors were the primary cause of unhappiness or dissatisfaction on the job. Plate & Stone (1974) further investigated on these factors and suggested measures for job enrichment through the creation of peaceful environment. Roberts (1973) made a study on the factors influencing job satisfaction of academic librarians based on the guidelines of the Sheffield study. Specific duties and pattern of duties which gave rise to job satisfaction was analysed. It was felt that the increasing working experience causes diminishing job satisfaction. McAnally (1973) analysed the causes of dissatisfaction among university directors such as - growth of enrolment, changes in the presidency, proliferation in university management, changes in the world of learning and research, the information explosion, hard times and inflation, planning and
budgeting, technology changing theories of management, unionization, increasing control by state boards and no national system for information. Smith & Shofield (1973) have surveyed the staff turnover in university libraries of England and determined job satisfaction under different working conditions.

1.6.63. Jobsatisfaction : Policies


1.6.64. Jobsatisfaction : Working conditions

Mitchell & Suieszkowski (1985) discussed on working conditions of librarians with special reference to jobsecurity and tenure application. Lynch & Verdin (1983) made a study on jobsatisfaction within the worksetting of a library. The chief hypothesis is that differences in jobsatisfaction will be found among library units and among occupational groups within libraries. Jobsatisfaction of university librarians under different working conditions was studied by Smith & Schofield (1973) and levels of experience were determined. DeWeese (1972)'s analysis revealed that the more status concerned librarians are the more likely, they are to mention work as a chief satisfaction in life.
1.6.65. **Jobsatisfaction: Means or measures**

Kapoor (1982) pointed out that the attitudes of serving staff toward job environment should be encouraged by motivating them through a provision of job incentives as perceived by them. Further Kapoor stated that satisfaction of drives and desires was the basis of motivation. Musmann (1978) revealed that job satisfaction can be achieved by the librarians through fully utilisation of professional talents. Gore (1977) suggested steps for maintaining a productive and satisfied staff in an academic library.

1.6.7. **Suggestions**

Lynch (1989), Creth (1989), Roberts & Konn (1989), Duggar (1989), White (1988), Jackson & Clouse (1988), Despande (1976) and Oswood (1973) have analysed different aspects of library professionals academic status and suggested measures for enhancement in status and job satisfaction. Oberg, Schleiter & Van Houten (1989) observed that librarians work with minimal job-security and little protection of their academic freedom at a salary than that of the classroom teachers. They may also be evaluated for promotion and tenure on inappropriate teaching faculty criteria. Sewell (1983) suggested some policies to encourage professional development of librarianship. English (1983) viewed that librarians with faculty status were accorded traditional faculty ranks and were eligible for tenure. Non-faculty librarians were called 'specialists'. Ranganathan (1969)
succinctly remarked that the high academic and administrative responsibilities and the practice in the universities all the world over indicate that the status and salary scales of library staff should be the same as that of teaching & research staff. McAnally (1971) suggested that librarians should be granted leave just as faculty to carry on an extensive administrative study directed toward solving problem of the library, should be relieved of other duties. Sabbatical leaves are essential, of course, but not suitable for all purposes. Sharma (1977) has stated that librarians should go through the same process of evaluation and meet the same standards as other faculty member. Azad (1978) suggests that jobsatisfaction is a function of the degree to which needs are satisfied by the work environment. Roberts (1973) suggests that overall jobsatisfaction increases as librarians settle in to their work, make adjustment to job and gain in experience and confidence.

1.6.8. Reviews

Buschman (1989) made a review of faculty status for academic librarians and also the regional survey of non-faculty librarians and examined those areas of common ground :- institutional variance, self-governance, compensation, librarian's responses, etc. Nandy (1985) has analysed several studies on jobsatisfaction in the library field. Willingslow & Mitchason (1984) reviewed literature on the field of jobsatisfaction for professional librarians. Savage (1982) made a historical review
of academic status of Canadian librarians and described the librarian's struggle for a recognition of professional status. Hazel (1973) made a review on the status concerns of librarians and has stated that superimposed is the position of the university library itself, accorded a place on the shaky bridge between administration and teaching. McAnally (1971) has made analysis of historical data and works of various authorities relating to status of college and university librarians. Similarly Hyman & Schlachter (1973) have provided a historical overview of academic status for librarians.

1.6.9. Bibliography

Huling (1973) has provided a comprehensive bibliography on faculty status for librarians which represented the results of a thorough literature search of library literature, dissertations, abstracts, library and information science abstracts covering a broad spectrum of opinion, concerning faculty status.

1.7. RESEARCH IN INDIAN CONTEXT

1.7.1. Status evaluation

Status evaluation can be made based on the ranking and grading of library personnel; considering their service conditions; discussing salary scales of library professionals and making comparison with similar grade of professionals in other field
and analysing problems of designation among library professionals. Thus the present study can be advanced on the following aspects:

1.7.11. **Ranking and grading of library personnel**

Khanna (1984) made a study on status of academic librarians in independent India and found that the Calcutta University Commission (1917) constituted under the Chairmanship of Dr. Michael, had recommended that the university librarian ought to be a functionary of great importance ranking with University professors and having a place in the supreme academic body of the university. Such a recommendation was further reiterated by the University Education Commission, India (Chairman: Dr. S. Rathakrishnan) (1948), and the UGC (India) Library Committee (Chairman: Dr. S.R. Ranganathan) (1957) that the University Librarian, Deputy Librarian, Assistant Librarians and other library assistants/professional assistants should enjoy salary and scales of pay on the same footing as that of Professors, Associate Professor/Readers, Lecturers and Assistant Lecturers.

Srivastav & Verma (1980) while working on a UGC (India) project, considered the status of the University Librarian in India and stated that despite an appreciation of library's role in the achievement of national educational objective by the University Grants Commission and the specific recommendations of the seminar of the University Librarians in India (1966) that the University librarian be given statutory recognition, be directly
responsible to the Vice-Chancellor of the University; be an ex-officio member of all the academic bodies; be the member Secretary of the library committee and be accorded the status and privileges of a university teacher and the head of the university post-graduate department; and that the status and designations of various cadres of library staff be equated with those of the teaching wing of the university, not much has been done in this direction. Many of the university libraries even now, have not been provided with a university librarian who may be having the status that is commensurate with that of the Professor, although at some places he has been given equivalent grade.

Bavakutty (1988) has stated how the college libraries and librarians in Kerala are graded into four categories on the basis of book collection and number of issues in a year. The salary of the librarians is not commensurate with the responsibility they shoulder and even the salary of the first grade librarians is less than that of a lecturer in the college. Parida (1988) has stated the various grades of librarians working in the college libraries of Orissa. Gunjal & Sangam (1987) have provided the problems and prospects of the status of the college librarians with particular reference to the state of Karnataka.

1.7.12. Service conditions

Rajagopalan (1987) discussed on status and service conditions of library and information professionals and stated that the UGC (India) has accorded parity to librarians in
universities and colleges with those of teachers in scales of pay and service conditions. He also referred to the recommendation of Mehrotra Committee and mentioned that the scientific and research organizations have accorded service benefits to their library personnel similar to those of scientists. However, there are many disequating factors leading to discontentment. The UGC scales of pay are not being made applicable in a number of state universities in India. He further stated that the National Education Policy has advocated appropriate service conditions to library staff. The draft national policy on library and information system and the Seventh Plan working Group in Modernisation of libraries have recommended for creation of a All India Library Service (AILS). Similarly Mittal (1974) has discussed on dimension of library personnel in India and suggested for creation of a separate, "Ministry of Library Services" at the centre which would look after the interests of library profession, their salaries, promotion facilities, service conditions, etc. And also like all other national services, training programme and institute should be created for providing library services in a recognised manner.

Rajagopalan (1987) has expressed his views on career advancement that avenues for promotion are found restricted due to non-availability of posts and though the general principle is that an employee should get atleast three promotions in his life career, it is wondered if it happens in case of librarians. However, Mehrotra Committee seems to have favoured career
advancement opportunity to librarians in universities and colleges similar to teachers. The UGC (India) has extended merit promotion scheme in the case of Library Assistants, Assistant Librarians, Deputy Librarians and Librarians. Also the UGC (India) has extended the benefits of faculty improvement programme to librarians as applicable to teachers. While the Central Universities are able to extend such career advancement opportunities to library professionals, it is hard to get benefits from the state universities.

Kumar & Kumar (1988) have analysed the promotion avenues for college librarians in Madhya Pradesh and discussed the problems relating fixation of pay, leave admissible of librarians working on ad-hoc basis or on probation period, etc. Similarly Esperanza (1988) discussed the problems of college librarians in Bihar relating to their service conditions, revision of scales of pay and promotion facilities.

Chaturvedi (1988) studied the working conditions and major problems of college libraries in Uttar Pradesh and discussed important problems relating to status, and pay scales and staff formula made by the state government. Baheti (1988) has analysed the status, pay scales and service conditions of college librarians in the Vidharbha Region of Maharashtra and has expressed the favourable attitude of the State government for solving the problems of college librarians. This has been supported by the statement of Manimalini (1991) that the Government of Maharashtra
has extended the status of teaching staff to librarians from time to time since 1980 in respect of pay scales and other conditions of service.

1.7.13. Salary scales and status

In the colleges and universities the library professionals require academic status on par with teachers. In India this struggle began with Dr. S.R. Ranganathan's realisation of the need for specific status to these professionals which was reflected in the report of UGC (India) Committee on college & University libraries (1965). Further survey made by Carl M. White of University of Delhi library (1965) has laid stress on salary, grade and academic status of the library professionals. The University of Bombay has accorded the status as academic personnel to librarians in 1987 which continues to exist to date. Librarians are allowed to become members of Bombay University and college Teachers Union which is a registered trade union of teaching and academic staff of the Bombay University and colleges affiliated to it. The new revised pay scales as recommended by the UGC (India) has been extended to the college and university librarians in Maharashtra (Manimalini, 1991).

Although the UGC (India) has accorded parity to librarians in Universities and colleges with those of teachers in status and scales of pay, it is not being extended to the librarians by different state universities as well as state governments. Boonlia (1988) critically examined the deplorable and discouraging pay scales of college librarians in Rajastan. Das (1978) has
traced the history of scales of pay and status of librarians in the colleges of Orissa and stated that the government of Orissa had ignored the recommendations of the UGC as well as the Govt. of India by not extending academic status and scales of pay to the college librarians.

Khanna (1984) has discussed the status of university librarians in India and analysed the reasons for the poor image of academic librarianship. Also he outlined the psychological foundations of faculty status and benefits of more pay and stressed that the librarians would play a significant role in the overall library management.

Sharma (1977) studied the growth and development of library profession in India and condemned the activities of UGC (India) for downgrading librarians and creating disparity in status and pay scales. Further he suggested that librarians by their own self interest and lack of dedication to Indian librarianship are responsible for much of their own plight. Girija Kumar (1976) has stated the UGC (India) had refused the right granted as early as 1960 to the librarians and also no concerted effort had been made by the librarians for academic status. However, the UGC (India) had implied recognition of that status for university and college librarians depend on their having the minimum qualifications prescribed for faculty i.e. a doctorate and a good master's degree. Further teaching staff did not recognise the academic status of the librarians, they saw theirs as an essentially non-teaching role.
Panwar & Vyas (1978) stressed the efforts of late Dr. S.R. Ranganathan for maintaining parity of status and salaries between Indian academic librarians and university and college teachers which lasted for two decades. Unfortunately the *Sen Commission* in its report of the revised payscales for teachers, ignored librarians. However by the effort of the library Associations in India, the status of academic librarians has been improved.

Despande (1976) has stated that while Radhakrishnan Commission of 1948 made general recommendations on a staff structure and formula, these were not given concrete form until the Ranganathan Committee report to the UGC (India) in 1965. He suggested modifications to the patterns, setup by Ranganathan Committee which organized library work into sections and set jobstandards.

Goil (1978) has critically examined the retrograde decision of UGC (India) in respect of salary scales of University and college librarians and pointed out its adverse effects on the status and privileges of academic librarians in India. He chalked out a programme of action to get back them the academic status, privileges, and salary scales at par with teachers. However Goil (1981) remarked on the disparity of UGC (India) in extending status and scales of pay to the college and university librarians that such a decision of UGC (India) had caused an irreparable damage to the cause of higher education, learning and research. Similarly, Despande (1977) has remarked on the changed policy of Government
of India regarding parity in pay scales of librarians with faculty of Indian universities and colleges, that the policy of creating disparity in status and pay scales of academic librarians would encourage them to transfer from college/university library to the teaching departments of library and information science to obtain financial reward.

Sharma (1972) made a comparative study on personality and status of academic librarians in India with university and college teachers and recommended that the status of librarians should be reassessed and it should be brought at par with the teachers in usual practice. He further stated that the status and privileges of college and university librarians in Punjab and Haryana were at par with the teachers.

Gupta (1972) in his study finds that by no means it implies that academic librarians will necessarily have to teach before they are granted academic status. Because, they discharge various new emerging responsibilities in the area of academic librarianship, they are in general very important to teaching and scholarly work. In discharging these a librarian functions very much like a teacher in contradiction with teaching per se. It is therefore, claimed that he should be considered as an academic rather than an administrative staff member. Gupta (1972) further discussed the librarian's status and level of professionalism, highlighting position of academic librarians in the past, professional goals, requisites of profession, subject specialisation, and faculty status.
Goil (1981) analysed the scales of pay of college and university librarians and the reasons for academic disparity like—
(1) more engagement in collection building and improvement of library services without bothering much for further academic status and place in university set up; (2) lack of proper liaison of senior library staff with the faculty; (3) the professional library staff particularly new entrants did not show any sense of involvement in professional activities and organizations. The fifteen year period i.e. 1962-1977, can be considered a period of ineffectiveness of our professional organization; (4) apathy of the educational administrators towards library development and services; (5) the professional librarians failed to develop proper liaison with politicians who play important role in decision making process of the country; (6) the departments of library and information science did not develop the type of curricula which could have induced the professional library personnel to involve themselves in the work and problems of the community; and (7) the academic and professional achievements of the academic librarians appears to be quite poor. However Goil (1981) also suggested measures to meet the challenges of getting back the status and privileges of academic librarians in India by strengthening professional organizations, improving liaison with faculty, and educational administration; developing teaching and research activities, responsibility of the library and information science departments, and work with the community.
Verma (1971) had surveyed the status and activities of Indian academic librarians and found that in most of Indian academic libraries, the library staff and the faculty of library & information science were two distinct cultures. So their relations were strained as librarians did not place sufficient emphasis on public relations work amongst the faculty; librarians did not undertake responsibility to build an evenly distributed collection; service to the faculty was most neglected aspect of Indian academic libraries; and social status of academic librarians was measurably low.

Ranganathan (UGC report, 1965) has stated that one of the most important incentive required for boosting morale and increasing efficiency of library professional staff is the restoration of academic status and scales of pay of college and university librarians.

1.7.2. Jobsatisfaction

Review of literature regarding research on job satisfaction in Indian context revealed two most important works of Navalani (1984) and Garg (1986) respectively. Navalani (1984) has surveyed the job satisfaction of university library personnel to throw light on the manpower management in university libraries in India whereas Garg (1986) has analysed the personality and job satisfaction of librarians of universities of Delhi and Rajasthan. Nandy (1985) has analysed several studies on job satisfaction in library
field and described three methods of increasing jobsatisfaction. He has asserted that jobsatisfaction leads to the effective functioning of the individuals and the organization as a whole. Chopra (1984) made a survey of jobsatisfaction among the librarians of Lucknow city and analysed data collected from 100 librarians which showed 91% of them derived satisfaction from their work; 90% were satisfied with social recognitions given to them by the public, 72% were satisfied with their working conditions; 70% were satisfied as regards job security and 63% were satisfied with the social status ascribed to their profession. Only 34% were satisfied with their pay scales and 48% with the avenues for promotion. A significantly higher percentage of female librarians were satisfied with the social status of their job and with their work. He further discussed the result of this analysis and also main sources of dissatisfaction.

Khanna (1984) through a study finds out that in Indian culture money is a significant index of jobsatisfaction and it satisfies the social needs of the person when especially social life becomes institutionalised. Kapoor (1932) made a case study of motivation among the professional library staff of University of Delhi and outlined the theories of motivation, a profile of the Delhi University system, the purpose of study and the library structure. An analysis of collected data, followed by several suggestions for improving the situation was made. Further he stated that satisfaction of drives and desires was the basis of motivation.
Khanna (1981) explores the factors that motivate the members of the library professional personnel to perform their function of accumulation, preservation and dissemination of knowledge. This study covers data and information relating to 19 university libraries in India. The problems of this study are based on theoretical formulations of how to motivate staff to work most efficiently and also it deals with putting these theories into practice and evaluating their effectiveness. This study highlights that there is a strong correlation between motivation factors and work efficiency in the situation as prevailing in the university libraries in India.

Further Khanna (1981) made a study on participative management and its effectiveness in university libraries. He concluded that library personnel perceive participative management as a significant factor for adding to the work effectiveness of the employees. Sandhu (1978) has studied that improved personnel relation in academic libraries are of the utmost importance to the successful accomplishment of library goals and objectively by gaining the co-operation of employees; encouraging increased productivity, and helping them to obtain satisfaction from their work. He has suggested that the key to all this is to understand people and to respect their dignity. He furthermore, has laid down the responsibility of the library administration to create a good organisational atmosphere, so that the employees in their turn could help to fulfill the objectives of the library.
1.8. OBJECTIVES AND SCOPE OF THIS INVESTIGATION

It has been mentioned earlier that the status of the library personnel in the academic institutions of Orissa is not clearly defined. The present ranking and grading of University and college library professionals are so much varied and different that the professionalisation of jobs of the library professionals in almost non-existent in this state. The most disheartening fact is the withdrawal of the UGC recommended scales of pay of the University library professionals which they were enjoying earlier, only to be replaced by a much lower state government scale of pay. The situation in the college libraries of Orissa is still worst. The library associations in the state have never been sincere in enhancing the status of the professionals in the state. This has prompted the present investigator to take up a study of the status as well as the job satisfaction of the library professionals in the colleges and universities of the state. Moreover, an extensive review of published literature revealed that not a single work covering the whole of the state has been conducted by any one. Therefore, for the first time in the state of Orissa such a study has been attempted with an objective to fill this lacuna. It aims in (i) determining the specific jobs performed by the professionals in the libraries, specific jobs taking most of their time, specific jobs they enjoy and dislike most, and knowledge and skill required to perform their jobs; (ii) assessing the type of status they prefer, interference of faculty members in their work, salary
preference and criteria preferred for their promotion, and
(ii) indentifying the chief satisfying and dissatisfying factors
of job satisfaction in relation to (a) job pattern, (b) physical
demands of work, (c) provision of job towards basic needs of
life, (d) working environment, (e) attitude towards job and
(f) overall satisfaction.

1.9. ORGANIZATION OF CHAPTERS IN THIS THESIS

Keeping the scope and objectives of this investigation
in view, the chapters of this thesis are organized as follows :
(i) Chapter 1 (this chapter) defines status and job satisfaction
and mentions briefly about the status and job satisfaction studies
in different countries. It describes the Indian scene by mentio-
ning briefly about the situation in different states and union
territories of the country. It spells out the problems in Orissa.
It then makes an extensive review of published literature in
the subject from 1960 to date, based on which it draws the objec-
tives of the present investigation.

(ii) Chapter 2 discusses the setting where the survey in made
mentioning about the places of study, the materials and the
methods followed in the investigation. It discusses about the
questionnaire, personal interviews and the method of recording
and tabulation of data.

(iii) Chapter 3 analyses the total sample by grouping them in to
4 categories i.e. (a) University Library Supervisory professionals,
(b) College Library Supervisory professionals, (c) University Library Non-supervisory professionals and (d) College Library Non-supervisory professionals. The demographic characters such as sex, age, marital status, maximum educational qualifications, working experience reasons for their choice of the profession, nature of family, accommodation, distance covered to attend to duty, membership in library associations, clubs/societies and participation in seminars/conferences are analysed for each category of the professionals.

(iv) Chapter 4 lists the specific jobs the professionals perform in the libraries, mentions about the specific jobs consuming most of their time, specific jobs they enjoy and dislike most and knowledge and skill required to perform their jobs.

(v) Chapter 5 finds out their status preference, the criteria for evaluating their performance in case of promotion, their salary preference and interference of teachers in their jobs.

(vi) Chapter 6 identifies the chief satisfying and dissatisfying factors of job satisfaction, elaborating their response to the factors like job pattern, physical demands of work, provision of job towards basic needs of human life, working environment, attitude towards job and overall satisfaction.

(vii) Chapter 7 summarises the findings of this investigation and suggests few remedies to enhance the status and job satisfaction of the library professionals in the colleges and universities of the state of Orissa.

At the end, the thesis includes references and appendices.