CHAPTER I

INTRODUCTION

Personnel management is the management of human resources in an organization and is mainly concerned with the creation of a harmonious working relationship among its participants and bringing about their individual and group development. Personnel management deals with the hiring and utilization of human resources. An organization’s personnel management is the branch of general management, which deals with the human relationship in an organization. It describes effectively the process of planning and directing the workforce. Personnel management undertakes all those activities, which relate to human elements or relationship and to material elements in an organization.

Personnel management denotes the management of the human elements of man management and obviously the most difficult part of area management is, management of human beings. Robert Owen is known as the Father of Modern Personnel Management. As early as in 1813, he
pointed out that the quality and quantity of workers’ output were influenced by conditions on and off the job.

1.1. Objectives of Personnel Management

a) Optimum output

The aim of personnel management is to maximize output and profit. It is achieved by securing optimum contribution from the staff employed in a library.

b) Development of Workers’ Capacities

Personnel administration helps the workers to develop their capacities to the maximum so that they contribute the maximum to their institution. This is secured by enabling the workers to device maximum satisfaction from their work.

c) Development of Team Spirit

Personnel management strives to develop a spirit of co-operation among the workers. They are made to feel that they as a group have achieved their goal.
d) Continuous Vigilance

Personnel management is of continuous nature. It cannot be turned on and off like water. Only one hour each day or one day a week it is possible. Personnel management requires a constant and alternate awareness to human relation and their importance in every day operations.

The functions of personnel management may be grouped under the following broad headings: a) Job analysis, b) Job evaluation, c) Staffing, d) Recruitment and selection, e) Tests, f) Placement, g) Induction, h) Training and, i) Wage and salary administration.

1.2 Personnel Management Activities

Following are the personnel management activities responsible for successful functioning.

a) The formulation of policy and development of plans,

b) Staffing which includes discovering, securing, selecting and placing man power,

c) Controlling working conditions in order to develop and effectively utilize the services of personnel of the job,
d) Providing various services to employees, seeking thereby to encourage self improvement and increased efficiency, and
e) Review and appraisal, including the maintenance of personnel records and personnel research.

1.3. Importance of Personnel Management

Personnel management in the university library is an integral part of it, since it can make or mar the library. Much depends on the right selection of the right personnel with aptitude and attraction for the university library. After the right selection of personnel, their proper training is most essential. Also it is necessary that the responsibilities and obligations of an employee should be appraised initially. And salaries should be fixed accordingly so that an employee does not feel that he is up a blind alley with no further prospects of bettering his position. An employee should be made to feel that good and earnest work yielding good results will invariably be appreciated and suitably recognized. That could be a better incentive. Another important factor of which a realist and a progressive minded employer cannot afford to lose sight of is security of employment.
The matter of security of employment may have a great deal to command itself. But in it the pitfall is the complacency that an employee may feel losing all initiative and desire for earnest service as one generally finds amongst government employees where promotion is time bound and not on one’s merits or special efforts.

1.4. Library Personnel Management

The term personnel administration is defined as, activity which directs human resources into a kind of dynamic organization which accomplishes its goals through provision of opportunities for maximum individual contribution under desirable working relationships and conditions to obtain maximum productivity and efficiency under specially emphasized consideration for individual and human demands.

1.5. Principles of Personnel Management

Personnel management has been based on certain bench-mark principles for high levels of success. These principles change as conditions change including human behaviour patterns. The following are some of the popular and practice oriented principles:
(a) Persons should be dealt with as complete individuals
(b) Employees should be made to feel worthwhile
(c) Fairness and justice
(d) Rewards should be earned and not given
(e) Employees should be supplied with relevant information
(f) Proper judgement of the strength and intelligence of the persons
   and
(g) Equal wage for equal work.

These principles cover recruitment, training and rewarding them properly. Importance should be given to their feelings and experiences. They should be made to feel confident, proud and satisfied about their services and rewards. Their productive functions depend on the spirit of care and share around them. ‘Fairness’ should be the catch phrase on both sides. The employees should be rewarded and not gifted.

The communication system between the managers and employees should be properly developed and unnecessary secrecy and suspicion should be avoided altogether. While the strength and intelligence of the employees are properly judged and recognised, there should not be any discrimination
in wages among all those who serve equally. Equal pay should be given to equal work. Gender discrimination also should be avoided.

In sum, the employees should be encouraged to feel proud, rewarded and satisfied as far as their jobs are concerned.

1.6 Steps in Personnel Management

The following are the steps involved in the process of personnel management:

a) Human resource planning and forecasting,
b) Recruitment,
c) Selection,
d) Training and development,
e) Performance appraisal and
f) Promotion and demotion.

Personnel management in the university libraries is concerned in helping the personnel to develop their potentialities and capacities to the maximum possible extent, and then only they get job satisfaction. The primary function of a university library is collecting, preserving and imparting knowledge to all. Line and staff type of management is possible
in the university libraries. Overlapping of functions is eliminated and specialization in a particular work ensures economical, speedy and standard work.

Personal Management is a human function. The personnel policies, practices of man power planning motivation, developing skills and interest of the personnel, co-operation and co-ordination of the employee’s job satisfaction are the elementary tools in achieving the aim of a university library.

The personnel programme of a library aims at the securing of adequate and efficient staff in order to carry out the overall objectives of library organization. In 1948 itself Tamil Nadu has enacted Library Acts. Staffing is the management function that deals with the recruitment, placement, training and development of organization members. The staffing process can be seen as a continuing step-by-step procedure to keep the organization supplied with right people in the right position at the right time.

1.7. Personnel Development

Personnel development is concerned with identifying, training and developing men and women with potential for higher positions so that as
supervisory and management of positions fall vacant they may be immediately filled. The term management development is often used to describe this function as personnel development to cover the methods of organization adopts to meet its succession requirements and the techniques it uses to assist individuals to reach the limits of their potentialities. Both employee assessment and manpower planning are normally regarded as integral part of a fully comprehensive personnel development scheme.

If a personnel development scheme is to achieve any measure of success at all levels, there must be awareness by line managers and supervisors that may have a vital role to play. Broadly speaking, personnel development plans can include job rotation, counseling, special assignments, committee membership, guided reading, study for, formal qualifications, visits to other organization, carefully planned promotion, action learning and organizational role analysis.

1.7.1 Job Rotation

Job rotation to be valuable it is imperative that the individual be given full authority in his temporary job, and be allowed to carry it out for long enough for the job to be understood thoroughly and for him to be able to
make a satisfactory contribution to it. It is important that employees
destined for high-level positions, in particular, should be allowed to enjoy
reasonably wide experience.

1.7.2 Counseling

Counseling is that of fixing a job for the appropriate line manager or
superior. The personnel specialist’s part is to encourage them to undertake
such duties and advise them on the techniques of successful counseling.

1.7.3. Special Assignments

If the organization is considering the introduction of a new
management technique, an employee with promise may be assigned
temporarily to ascertain the ways in which such a technique is used
elsewhere and to prepare proposals for its use within his own organization.

1.7.4 Committee Membership

It is a useful method of developing subordinates to appoint personnel
committees to give them the opportunity of dealing with problems.
Managers should normally consult each other on appointments to such
committees for development purposes.
1.7.5. Guided Reading

Carefully selected reading is a useful aid for development since employees by this means may often obtain a greater understanding of their own functions, the responsibilities of managers and supervisors and the use of various management techniques.

1.7.6. Study for Formal Qualification

One can study management tools and techniques but knowledge of these is insufficient for good management of supervision. The appropriate personal qualities are efficiency and experience in roles where control of staff is called for. There is a case for employees with potentials for promotion to be encouraged to study specialised spheres.

1.7.7. Visit to other Organizations

It is often useful to combine this form of development with special assignments. In other words, if an employee has been assigned temporarily to consider the problems and ramifications of introducing a new management technique, then it can be very useful for him to investigate how such a technique is used in organizations.
1.7.8 Planned Promotions

It is important that the career plans of employees with particularly high potential should provide for experience in more than one function. Wherever it is possible, there can be no doubt that promotions for ‘high flyers’ should be planned with a view to the individual obtaining as wide an experience as possible rather than, as is commonly the practice, allowing successful employees to reach the top with experience only within one specialist field.

1.7.9 Action Learning

Many of the methods used on management courses such as case studies, management games and role playing exercises are removed from reality in that they do not require the participants to take responsible action based on their conclusions.

1.7.10 Organizational Role Analysis

The appeal of organization role analysis is that it involves working with a manager's own real experience, developing insights which make sense of the experience and providing assistance in translating insights into action.
Many people experience their organization as power networks, depending on how powerful they themselves feel that they are prey to feelings of importance in relation to the system.

1.8 Management by Objectives

A recent innovation in some organization has been the fusion of 'management by objectives' with traditional personnel development techniques. Training programmed to must be related specifically improving performance to meet the goals defined for the job. They should also be aimed at equipping an individual with the “knowhow” to deal with the changing nature of his job resulting from technological advances and the utilization of new management techniques.¹

1.9. Personnel’s / Staffing Pattern

Staffing means putting a right person at the right job. This is a vital function of a personnel management. In a library one may classify jobs into professional, semi-professional, clerical or skilled and unskilled as shown below:

Professional

Librarian  Dy. Librarian  Asst Librarian

Semi – Professional

Library Asst.  Junior library Asst.

Skilled

Superintend  Head clerk  Upper Division Clerk or Clerk or clerk  Typist  Binder  Driver  photo-
Division  Division  Typist  photo-  printer  grapher
Accounts  Asst.  Clerk  or clerk

Unskilled

Janitor  Shelver  Gardener  Watchman  Sweeper  Cleaner  Attender  Peon
The line and line staff type of organization is a functional planning for better personnel management.²

<table>
<thead>
<tr>
<th>Librarian</th>
<th>Deputy librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerk</td>
<td>Clerk</td>
</tr>
<tr>
<td>Peon</td>
<td>Peon</td>
</tr>
</tbody>
</table>

As a general rule, experts in administration believe, not more than one half of a university library staff should belong to the professional category, and a ratio frequently recommended is one third professional and two-thirds clerical.³


1.10. Practical Education

The present age is intensely progressive and practical. Men enter upon their duties and perform functions with inspiration and expectations. They enter upon gigantic schemes, work with unsparing energy, accomplish large results and pass off the stage of action like the vanishing of a meteor, to make room for breathless workers pressing close upon the heels. The race of life is quickly run and the rewards speedily won. These are influenced much by practical wisdom.

The practical courses introduce library users to various theories and principles of learning and assist develop skills and knowledge to be able to assess learning needs, design courses, reading methods, conducting and evaluating teaching and learning experiences. The topics to be examined by the users include theories and principles of learning, educational philosophy, aims and objectives, lesson preparation, teaching and facilitation skills and methodologies.

There are a few powerful forces employed in practical library education. They are activity, expectation, co-operation, interaction, diversity and responsibility.
The following are the seven principles of good practice:

1. **Encourages Contact between Student and Faculty**

   Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances the students’ intellectual commitment and encourages them to think about their own values and future plans.

2. **Develops Reciprocity and Co-operation among Students**

   Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increased involvement in learning. Sharing one’s own ideas and responding to others’ reactions sharpens thinking and deepens understanding.

3. **Encourages active Learning**

   Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are
learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback

Knowing what one knows and does not know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learnt, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amount of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.
6. Communicates High Expectations

High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art audio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

1.11 Universities in Tamil Nadu

There are 248 universities including 161 conventional universities, 34 agricultural universities, 25 technical universities, 18 medical institutions and 10 open universities in India. All the universities have libraries, but they
are partially meeting the needs of the students, teachers and research scholars.

Among the 248 universities in India, 22 universities are in Tamil Nadu. The 22 universities include five deemed universities, two national importance institutions and 15 conventional universities, which include agricultural, technical, medical and special universities.4

Among the 22 universities in Tamil Nadu, University of Madras is long standing since 1857. It is the first university in Tamil Nadu. It has 78 departments, 113 Arts and Science colleges, 56 Engineering Colleges, 8 Education Colleges, one Physical Education College and 33 Research Institutes.

In 1918, Dakshina Bharat Hindi Prachar Sabha was started to give importance to Hindi, the national language. All the district capitals have been declared as an institution of national importance by the Act 14 (1964) of the Parliament. The Post Graduate and Research Institute has been established in the year 1964. The Sabha is empowered to hold examinations and award certificates, diplomas, degrees for proficiency in Hindi.

In 1929, the Annamalai University was established with the intention of developing higher education and research. It has 52 departments, which are conducting research programmes with the help of national and international funding agencies. It is considered to be the best and first in residential type of university.

During 1956, Gandhigram Rural Institute was instituted to give importance to Gandhiji though by a notification dated August 3, 1976 the Government of India declared the institute as deemed to be a university under the University Grant Commission (UGC) Act of 1956.

In 1959, the Indian Institute of Technology, Chennai was started only for the development of modern technologies like electronics, communication and advancement of modern technology. By an Act of the Parliament, it has been declared to be an institution of national importance from April 1961. It is a residential institution and is a non-affiliating type.

During 1966, the Madurai Kamaraj University was instituted. It has 73 departments, 7 Information Centres, 89 Colleges, 5 evening colleges, and 10 special Schools. This university is giving more importance to distance education.
In 1971, the Tamil Nadu Agricultural University was set up with the purpose of bringing about agricultural development in the state.

During 1978, Anna University was started to emphasise electronics communication, technology and environmental subjects. It offers 26 degree courses and 52 post graduate courses. Education through website is the unique feature of this university.

During 1981, Tamil University, Thanjavur was founded to develop music, drama and palm leaf writings translation work, folk lore, medicine, architecture and science in Indian situation.

In 1982, Bharathiar University, Coimbatore came into existence with the purpose of developing youth and nation. It has 20 departments. Apart from other conventional disciplines, it offers courses in secularism and human resource development.

In 1982, Bharathidasan University, Tiruchi was founded. Under this university there are 7 autonomous colleges, 67 colleges and 10 universities and approved educational institutes. It gives education in 22 subjects.
In 1984, Mother Teresa Women’s University, Kodaikanal was instituted with the unique aim of women’s development in education, economic and other conditions and status.

During 1985, Alagappa University, Karaikudi was started to give more attention to physics, industrial chemistry, mathematics, and computer science. Teaching and promoting research in these areas are the primary objectives of this university. A special department for women is functioning as women’s education and research centre.

Sri Ramachandra Medical College and Research Institute, Chennai has its inception in the year 1985 as a self-financing institution dedicated for the purpose of developing an excellent centre with emphasis on medical education, research and health care. It is an affiliated Institute of Tamil Nadu Dr. MGR Medical University and became a deemed university.

In 1998, Avinashilingam Institute for Home Science and higher education for women was established at Coimbatore to give importance to home science, family management and nutrition and food science. Its primary aim is to bring out the innovations to the village people. It is declared as a deemed university.
In 1998, Tamil Nadu Dr. MGR Medical University, Chennai was established with the intention of linking all the medical colleges in Tamil Nadu. The objectives of this university are to provide instruction and training in the fields of science, research and advancement in the field of medical science, organize continuing medical education programmes, encourage cooperation among the colleges, university libraries, hospitals and institutions and to coordinate with other universities.

In 1989, Tamil Nadu Veterinary and Animal Science University, Chennai was started with the objective of sharing the modern scientific inventions to 100 persons. This university functions for the development of veterinary and animal science and for furthering the advancement of learning and prosecution of research in veterinary, animal and fisheries science.

In 1990, Manonmaniam Sundaranar University, Tirunelveli was established with 12 departments functioning at the post graduate level. "Choice based system" is the special feature of this university. It is an affiliating type of university and it has 12 departments and 61 colleges under its fold.
In 1995, Sri Chandrasekharendra Saraswathi Viswa Maha Vidyalaya was started. Sanskrit and ayurvedic education is the speciality of this university. The deemed university status was given by the Ministry of Human Resource Development.

In 1997, Tamil Nadu Dr. Ambedkar Law University, Chennai was instituted to link the law colleges in Tamil Nadu.

In 1997, Periyar University, Salem was set up to pay more attention to engineering studies. It has control over 33 Arts and Science Colleges and 12 Engineering Colleges including 11 Evening Colleges. There are 79 departments functioning to achieve the goals of this university.

In 1998, the Madras Medical College and Research Institute were established to link all the medical colleges in Tamil Nadu and to introduce certain innovations to the people in Tamil Nadu. On the request of the state government, this prestigious institution was declared by the Government of India as deemed university.

The years when the several universities in Tamil Nadu were established are presented in the following Table 1.1.
# TABLE 1.1

## UNIVERSITIES IN TAMIL NADU

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the University</th>
<th>Year of Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University of Madras</td>
<td>1857</td>
</tr>
<tr>
<td>2.</td>
<td>Dakshina Bharat Hindi Prachar Sabha</td>
<td>1918</td>
</tr>
<tr>
<td>3.</td>
<td>Annamalai University</td>
<td>1929</td>
</tr>
<tr>
<td>4.</td>
<td>Gandhi gram Rural Institute</td>
<td>1956</td>
</tr>
<tr>
<td>5.</td>
<td>Indian Institute of Technology Chennai</td>
<td>1959</td>
</tr>
<tr>
<td>6.</td>
<td>Madurai Kamaraj University</td>
<td>1966</td>
</tr>
<tr>
<td>7.</td>
<td>Tamilnadu Agricultural University</td>
<td>1971</td>
</tr>
<tr>
<td>8.</td>
<td>Anna University</td>
<td>1978</td>
</tr>
<tr>
<td>9.</td>
<td>Tamil University</td>
<td>1981</td>
</tr>
<tr>
<td>10.</td>
<td>Bharathiar University</td>
<td>1981</td>
</tr>
<tr>
<td>11.</td>
<td>Bharthidasan University</td>
<td>1982</td>
</tr>
<tr>
<td>12.</td>
<td>Mother Teresa Women’s University</td>
<td>1984</td>
</tr>
<tr>
<td>13.</td>
<td>Alagappa University</td>
<td>1985</td>
</tr>
<tr>
<td>14.</td>
<td>Sri Ramachandra Medical College and Research Institute</td>
<td>1985</td>
</tr>
<tr>
<td>15.</td>
<td>Tamil Nadu Dr. M.G.R. Medical College and Research Institute</td>
<td>1987</td>
</tr>
<tr>
<td>16.</td>
<td>Avinashilingam Institute for Home science and Higher Education for Women</td>
<td>1988</td>
</tr>
<tr>
<td>17.</td>
<td>Tamilnadu Veterinary and Animal Sciences University</td>
<td>1989</td>
</tr>
<tr>
<td>18.</td>
<td>Manonmanaim Sundaranar University</td>
<td>1990</td>
</tr>
<tr>
<td>19.</td>
<td>Sri Chandrasekharendra Saraswathi Viswa Maha Vidyala</td>
<td>1993</td>
</tr>
<tr>
<td>20.</td>
<td>Periyar University</td>
<td>1993</td>
</tr>
<tr>
<td>21.</td>
<td>Tamil Nadu Dr. Ambedkar Law University</td>
<td>1997</td>
</tr>
<tr>
<td>22.</td>
<td>Madras Medical College and Research Institute</td>
<td>1998</td>
</tr>
</tbody>
</table>

University Library Collections

In Tamil Nadu, the University of Madras has the highest collection of books and periodicals. It is the first started university, having 4,94,644 books and 725 periodicals. On par with the University of Madras, Annamalai University has 4,49,330 books and 557 periodicals. All the other universities are also having a good number of collections of books, non-book materials and journals.

The following Table 1.2 is useful:
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the university</th>
<th>Collection of Books</th>
<th>Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University of Madras</td>
<td>4,94,644</td>
<td>725</td>
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<tr>
<td>2.</td>
<td>Annamalai University</td>
<td>4,49,330</td>
<td>557</td>
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<td>3.</td>
<td>Madurai Kamaraj University</td>
<td>2,36,606</td>
<td>500</td>
</tr>
<tr>
<td>4.</td>
<td>Anna University</td>
<td>1,80,750</td>
<td>207</td>
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<tr>
<td>5.</td>
<td>Indian Institute of Technology, Chennai.</td>
<td>1,60,088</td>
<td>722</td>
</tr>
<tr>
<td>6.</td>
<td>Tamil Nadu Agricultural University</td>
<td>1,51,663</td>
<td>429</td>
</tr>
<tr>
<td>7.</td>
<td>Tamil University</td>
<td>1,35,611</td>
<td>743</td>
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<td>8.</td>
<td>Avinashilingam Institute for Home Science and Higher Education for Women</td>
<td>1,12,406</td>
<td>569</td>
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<td>9.</td>
<td>Bharathiar University</td>
<td>1,01,686</td>
<td>105</td>
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<tr>
<td>10.</td>
<td>Gandhigram Rural Institute</td>
<td>84,754</td>
<td>285</td>
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<td>11.</td>
<td>Sri Chandra Sekharandra Saraswathi Viswa Maha Vidyalaya</td>
<td>75,000</td>
<td>47</td>
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<td>12.</td>
<td>Dakshina Bharat Hindi Prachar Sabha</td>
<td>65,000</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>Alagappa University</td>
<td>51,500</td>
<td>211</td>
</tr>
<tr>
<td>14.</td>
<td>Mother Teresa Women’s University</td>
<td>50,000</td>
<td>60</td>
</tr>
<tr>
<td>15.</td>
<td>Bharathidasan University</td>
<td>42,637</td>
<td>252</td>
</tr>
<tr>
<td>16.</td>
<td>Tamil Nadu Veterinary and Animal Sciences University.</td>
<td>32,042</td>
<td>440</td>
</tr>
<tr>
<td>17.</td>
<td>Sri Ramachandra Medical College and Research Institute.</td>
<td>11,400</td>
<td>197</td>
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<tr>
<td>18.</td>
<td>Manonmanium Sundaranar University.</td>
<td>10,675</td>
<td>172</td>
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<tr>
<td>19.</td>
<td>Tamil Nadu Dr. MGR Medical</td>
<td>8,500</td>
<td>202</td>
</tr>
<tr>
<td>20.</td>
<td>University.</td>
<td>2,000</td>
<td>30</td>
</tr>
<tr>
<td>21.</td>
<td>Tamil Nadu Dr. Ambedkar Law University.</td>
<td>49,490</td>
<td>190</td>
</tr>
<tr>
<td>22.</td>
<td>Periyar University</td>
<td>10,000</td>
<td>10</td>
</tr>
</tbody>
</table>

1.12. Availability of Information Technology and Facilities

Libraries are the information centres, which act as an agent of information transfer by streamlining the available right information to the right users at the right time. The information centre services may be classified into two namely, a) reader Services and, b) auxiliary Services. The reader's services include services; and the auxiliary services which comprise documentation, translation, indexing, abstracting, photocopying, audio visual and extension services. Information explosion, new techniques, economy in human labour, money, and time accuracy, promptness in service and elimination of duplication of work cause the need for computerization of library activities.

Modern technology and other facilities available at university libraries are computer, internet, photocopy, E-mail, microfilm, CD Rom, OPAC, CD search, Audio-Visual and online services.

Due to the technology explosion, the Tamil University has different facilities and unique in nature. Palm leaf and paper manuscripts are available. They have prepared two computer software packages like Tamil MARC and TAMIL/SDI and documentation services. 5 volumes of
international catalogue of Tamil palm leaf manuscripts are the unique aspect and speciality of this university. A table follows:

**TABLE 1.3**

**AVAILABILITY OF INFORMATION TECHNOLOGY AND FACILITIES**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the University</th>
<th>Computer</th>
<th>Internet</th>
<th>Xerox</th>
<th>Audio Visual</th>
<th>CD Rom</th>
<th>Others</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alagappa University</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>E.mail</td>
</tr>
<tr>
<td>2.</td>
<td>Anna University</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Micro film</td>
</tr>
<tr>
<td>3.</td>
<td>Annamalai University</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>E.mail</td>
</tr>
<tr>
<td>4.</td>
<td>Avinashilingam Institute for Home Science and Higher Education</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Micro fiche</td>
</tr>
<tr>
<td>5.</td>
<td>Bharathidasan University</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Micro Film</td>
</tr>
<tr>
<td>6.</td>
<td>Bharathiyar University</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>E.mail</td>
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<tr>
<td>7.</td>
<td>Dashina Bharat Hini Prachar Sabha</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>E.mail</td>
</tr>
<tr>
<td>8.</td>
<td>Gandigram Rural Institute</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Micro film</td>
</tr>
<tr>
<td>9.</td>
<td>Indian Institute of Technology</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Online micro film</td>
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<tr>
<td>10.</td>
<td>University of Madras</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Opac</td>
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<tr>
<td>11.</td>
<td>Madras Medical College and Research Institute</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>E.mail</td>
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<tr>
<td>12.</td>
<td>Madurai Kamaraj University</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>E.mail</td>
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<tr>
<td>13.</td>
<td>Manonmaniam Sundaranar University</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
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<tr>
<td>14.</td>
<td>Mother Teresa Women's University</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>E.mail</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Name of the University</td>
<td>Computer</td>
<td>Internet</td>
<td>Xerox</td>
<td>Audio Visual</td>
<td>CD Rom</td>
<td>Others</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>----------</td>
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<td>15.</td>
<td>Periyar University</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
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<tr>
<td>16.</td>
<td>Sri Chandra Sekharendra Saraswathi Viswa Maha Vidyalaya</td>
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<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
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<td>17.</td>
<td>Sri Ramachandra Medical College and Research Institute</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Microfiche</td>
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<tr>
<td>18.</td>
<td>Tamil Nadu Agricultural University</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Tamil Nadu Dr.Ambedkar Law University</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Tamil Nadu Dr.M.G.R. Medical University</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Bibliographic service</td>
</tr>
<tr>
<td>21.</td>
<td>Tamil Nadu Veterinary and Animal Science University</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Tamil University</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Tamil SDI</td>
<td>Palm leaf manuscript</td>
</tr>
</tbody>
</table>

Source: Primary data.
Note: Y – Yes, N – No

Table 1.3 shows the availability of information technology and other related facilities in universities in Tamil Nadu. Alagappa University library has computer, internet, photocopy and E-mail facilities. Anna University library has computer, internet, xerox, audio visual and microfilm facilities. Annamalai University library has computer, xerox and audio visual
facilities. Avinashilingam Institute for Home Science and Higher Education library has xerox microfiche facilities alone.

Bharathidasan University library has only photocopies facility. Gandhigram Rural Institute library has computer, photocopy, CD Rom and microfilm, facilities. Indian Institute of Technology library has computer, microfilm and microfiche facilities. The University of Madras library has computer, photocopy, audio visual and Online Public Access Catalogue (OPAC) facilities. Madras Medical College and Research institute library contains computer and audio visual facilities. Madurai Kamaraj University has computer and Xerox facilities. Manonmaniam Sundaranar University library has computer and photocopy facilities. Sri Ramachandra Medical College and Research Institute library has all the information technologies like computer, internet, photocopy, audio visual, CD Rom and microfiche facilities. Tamil Nadu Agricultural University library has computer and photocopy facilities. Tamil Nadu. Dr. MGR Medical University library has all the facilities like computer internet, photocopy, audio visual, CD Rom and bibliographic services.

Tamil University library has its own specialty of having computer, internet, photocopy, Tamil, SDI and palm leaf manuscript facilities.
Bharathiyar University library, Dashina Bharat Hinid Prachar Sabha library, mother Teresa Women’s University library, Periyar University, library, Sri Chandra Sekharandra Saraswathi Viswa Maha Vidyalay library, Tamilnadu Dr. Ambedkar Law University library and Tamil Nadu Veterinary and Animal Science University library have many information technology facilities.

Only the professional and technical university libraries have a wide spectrum of information technology facilities while compared to the conventional type university libraries.

1.13 University Libraries and their Functions

The character and efficiency of a university may be gauged by its treatment of its central organ, the library. The libraries of the newly founded universities – along with those of the monasteries – were the main centres for the study of books until the late middle ages; when books were expensive and beyond the means of all but a few wealthy people. The 13th, 14th and 15th centuries, saw the development of private book collections.
Many town libraries in Germany including those at Hamburg (1529) were the newly created universities, built upon the basis of the old monastic collections. In Denmark, similarly, some books from the churches and monazites were incorporated with new university library though many were destroyed.

University libraries in Asia are far from satisfactory. Although they are organized for the most port along the same functional lines as libraries in the west, Asia’s university libraries, with a few notable exceptions, have inadequate book collections, over-restrictive user polices, and poorly designed and over-crowded buildings. Most Asian university libraries are under stocked with holdings from the past and are funded inadequately for the acquisition of current journals and monographs.

With substantial guidelines from United Nation Education Scientific and Cultural Organisation (UNESCO), that are prepared to render sophisticated information services, especially to science and industry many are designated by acronyms as Indian National Scientific Documentation Centre (INSDOC) in Delhi and Korea Scientific and Technological Information Center (KORSTIC) in Seoul.
supporting academic communities in university libraries namely, preparatory study, parallel study, follow-up study, leisure study and conservation.

To support teaching and research, the typical university library attempts, as far as its resources permit, to collect and make available materials of all kinds from countries throughout the world. As long as the parent university attempts to include such a vast area in its academic programme the continuous competition for excellence allows the library to do no less. The first five universities in India were founded at Calcutta, Bombay, Madras, Allahabad and Lahore. The aim of university education should be the aim of a university library.

**Summary of the Objectives of University Libraries**

The following are the objectives of university libraries:

a. To support the university’s total programmes,

b. To supply more specialized services to those who seek information in the specific field of study.

c. To arrange essential reading materials and other library facilities for the smooth running of all formal programmes of learning.
d. To keep the faculty members informed of the latest thoughts in their respective fields and
e. To guide research scholars and provide them with the resources useful to enhance the research projects.

1.14. Functioning of University Library System

The modern concept of librarianship demands that each library is kept open for, as much time as possible. Necessary arrangements are to be made to keep it open for at least on all working hours on all days of the year so that the book stock of a library is used to the maximum extent by the maximum number of readers. It implies that the library work should be divided into at least two shifts, if not about 6 to 7 hours duration each. One set of employees is either physically capable of working for both shifts or the modern labour laws permit an employer to take work from an employee for more than eight hours a day at a stretch. Separate staff should be appointed for different shifts. The library work is divided into main or regular or morning and second or evening shifts. For the latter shifts, only a few sections, especially readers' service sections are kept open. A library remains open on all the 365 days of the year.
For a typical college library, the staff would consist of about 5 professionals, 3 semi-professionals and 4 unskilled.\(^5\)

The actual position of the library staff in the colleges and universities of the United States of America (1963-64 and 1964-65) estimated as the ratio of the professional and non-professional staff includes 47 per cent or 46 per cent and 53 per cent to 54 per cent respectively. Regarding this, the report of the Parry Committee on university libraries in India (1987) expected that appropriate steps would be taken to improve university library services in the country. Earliest, Robbins Committee on Universities had emphasized the necessity of development of university libraries for the fulfillment of the aims of universities.\(^6\)

In India, the formula recommended by the Library Committee of the University Grants Commission (1957), of which S.R. Ranganathan was the chairman, analyzed the staff formula for the university libraries.\(^7\)


\(^7\)India University Grants Commission, University and College Libraries. University Grants Commission, New Delhi. 1965, pp. 72 – 73.
In India, the formula recommended by the Library Committee of the University Grants Commission (1957), of which S.R. Ranganathan was the chairman, analyzed the staff formula for the university libraries.\(^1\)

During the Fourth Plan period, S.R. Ranganathan revised the staff formula by including documentation section to supplement the work done by the Indian National Scientific Documentation Centre (INSDOC) and the international abstracting services for every 30 research workers in the university.\(^2\)

The following are the staff formulae revised by S.R. Ranganathan:

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\(^1\) India University Grants Commission, University and College Libraries. University Grants Commission, New Delhi, 1965, P 72 – 73.

### FORMULA FOR STAFF OF DIFFERENT SECTIONS OF A LIBRARY

<table>
<thead>
<tr>
<th>Section</th>
<th>Formula</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB - A</td>
<td>(\frac{A}{6000})</td>
<td>(For book section: 1 person for accessioning 6000 books in a year)</td>
</tr>
<tr>
<td>SC - G</td>
<td>(\frac{G}{1500})</td>
<td>(Circulation Section: 1 person for 1500 working hours in a year)</td>
</tr>
<tr>
<td>SL - HW</td>
<td>(\frac{HW}{1500})</td>
<td>(Librarian and his deputy: 1 person for 1500 working hours in a year)</td>
</tr>
<tr>
<td>SM - A</td>
<td>(\frac{A}{3000})</td>
<td>(Maintenance Section: For shelving and repairing 3000 volumes)</td>
</tr>
<tr>
<td>SP - P</td>
<td>(\frac{P}{500})</td>
<td>(Periodicals Section: 1 person for acquiring and recording 500 periodicals in a year)</td>
</tr>
<tr>
<td>SR - (R-50) W</td>
<td>(\frac{W}{250})</td>
<td>(Reference Section: 1 person for 50 readers in a day)</td>
</tr>
<tr>
<td>ST - (A + 40 D)</td>
<td>(\frac{A + 40D}{200})</td>
<td>(Technical Section: 1 person for classifying and cataloguing and documenting 8 books/articles per day on an average)</td>
</tr>
</tbody>
</table>
Formulae for total professional staff:

\[ SB + SC + SL + SM + SP + SR + ST \]

Formula for Non-professional; skilled staff:

\[ 3 \left( A + 20 \ D \right) + 2G + 3P \right) + 2W \left( H + 6 \right) R/503 / 300 + B/30,000 + (S/100) \]

Formulae for unskilled staff:

\[ SB/4 + SC/2 + SL + SM/4 + SP/2 + SR/8 + A/20000 + D/500 \]
\[ + B/60,000 + (S/100)/4 + V/30,000 \]
\[ = 27 \ A + 2(B + 120D) + 40(G + 3P) + 30,000(S/100) + 4V + 2W(40A + 3) \]
\[ R/50)3, 12, 000^9 \]

where

A – No. of volumes accessioned in a year.

B – Annual budget allotment in rupees.

D – No. of periodicals documented.

G – No. of gate hours for a year.

H – No. of hours the library is kept open in a day.

P – No. of periodicals currently taken.

R – No. of readers per day.

---

S – No. of seats for readers.

V – No. of volumes in the library.

W – No. of working days in a year.

<table>
<thead>
<tr>
<th>7. Maintenance section:</th>
<th>1 Person for every 6000 volumes added in a year, 1 person for every 500 volumes to be replaced in a day, and 1 person for every 1,00,000 volumes in the library. One person for every 1500 hours for which one wicket-gate of the library has to be kept open in a year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Circulation Section:</td>
<td>One Librarian and one deputy librarian. One cleaner for every 30,000 volumes in the library, one attendant each for 60,000 volumes added in a year, for every 500 current periodicals taken, and for</td>
</tr>
<tr>
<td>9. Supervisory Section:</td>
<td></td>
</tr>
<tr>
<td>10. Unskilled Staff:</td>
<td></td>
</tr>
</tbody>
</table>
each of the shifts in the circulation section, besides unskilled and the semi-skilled workers normal to any institution.

**Latest formula:** This formula is similar to the above, with the following minor changes.

2. Periodical publication section : 1500 periodical subscribed

3. Documentation section (to Supplement the work done by The INSDOC and the international Abstraction services) : 30 research workers in the university.

7. Maintenance section : 1500 volumes newly added 50,000 volumes to be looked after
Chapter Scheme

Chapter I – Introduction

The first chapter carries the introduction of the subject, definitions, objectives, principles and functions of personnel management in University libraries in Tamil Nadu State and system of practical education. Staffing pattern and the issues met also are given. A detailed narration of the Universities in Tamil Nadu, availability of information technology, other facilities and their functions are stated. The chapter scheme is added finally.

Chapter II – Review of Literature

This chapter presents the review of related literature and previous studies at several levels. Research gap is pointed out.

Chapter III – Research Design

The third chapter contains the statement of the problem, objectives, hypotheses, scope, methodology, data base, sampling technique, tools of analysis, constraints, significance and justification of the study. Choice of the study area also is given.
Chapter IV – Profile of Tamil Nadu

Tamil Nadu is the study area. The profile of Tamil Nadu with a stress on the academic features and demographic data shall serve as an excellent background material to understand the discussions. So, they are presented in this chapter.

Chapter V – Analysis and Interpretation

This central chapter carries the analysis, interpretation and inference of the key variables of the subject matter dealt with. Distributions of the samples according to several characteristics possessed by them are explained, tabulated and analysed. The functional aspects and personnel principles are correlated. Hypotheses are tested. Opinions and views of the staff are collected and examined. The levels of job satisfaction and promotion methods are evaluated. Communication channels, fixation of pay, salary structure and administration and the welfare measures made available are studied. A quick look at the trade union movement is made. The grievances handling procedure is considered. Problems of the library personnel are found out. A few diagrams are given to achieve clarity.
Chapter VI - Summary of Findings and Suggestions

The final chapter sums up the main findings and offers a few suggestions. Scope for further research and a simple conclusion are also presented.