

**TOTAL QUALITY IN PERSONNEL MANAGEMENT: A
COMPARATIVE STUDY AMONG CENTRAL UNIVERSITY
LIBRARIES OF UTTAR PRADESH**

A DISSERTATION

SUBMITTED FOR AWARD OF THE DEGREE OF

MASTER OF PHILOSOPHY

In

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UNDER THE SUPERVISION OF

Prof. M. P. SINGH

Head, DLIS

**BABASAHEB
BHIMRAO
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Year-2019

DECLARATION

I hereby declare that this dissertation entitled “**TOTAL QUALITY IN PERSONNEL MANAGEMENT: A COMPARATIVE STUDY AMONG CENTRAL UNIVERSITY LIBRARIES OF UTTAR PRADESH**” submitted by me for the award of Degree of the Master of Philosophy in Library and Information Science to the Department of Library and Information Science, Babasaheb Bhimrao Ambedkar (A Central University), Lucknow is an outcome of my own efforts and is an original work. The content of this dissertation did not form a basis for the award of any previous degree to anyone else.



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CERTIFICATE

This is to certify that the dissertation entitled “TOTAL QUALITY IN PERSONNEL MANAGEMENT: A COMPARATIVE STUDY AMONG CENTRAL UNIVERSITY LIBRARIES OF UTTAR PRADESH” submitted by **Satakshi Pandey** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The dissertation submitted to Babasaheb Bhimrao Ambedkar University satisfies all the requirements as stipulated in the Master of Philosophy (M.Phil.) regulation-2016 and it is fit for submission and evaluation for the award of the degree of Master of Philosophy in Library and Information Science of the University.

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Dated: 12/04/2019

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PREFACE

Total quality Management is defined as both a philosophy and a set of guiding principles that represent the foundation of a continuously improving organization. It is the application of quantitative methods and human resources to improve all the processes within an organization and exceed customer needs now and in the future. TQM integrates fundamental management techniques, existing improvement efforts, and technical tools under a disciplined approach. Researcher has also identified the problem and reason of the present status of the library. The whole work of study is arranged in six chapters:

Chapter 1: Introduction

The first chapter discusses about the concept of Total Quality Management. After that statement of the problem, need and significance of the study, objectives of study, as well as hypotheses, scope and research methodology, are discussed.

Chapter 2: Review of Literature

The second chapter presents the review of literature pertaining to Total Quality in Personnel Management related to the differences in attitude of the different personnel towards library. Most of the literatures are of recent decade.

Chapter 3: Total Quality in Personnel Management

The third chapter of this dissertation consist theoretical part of Total Quality in Personnel Management towards the central library of Uttar Pradesh with special reference to central libraries of Aligarh Muslim University, Aligarh, Babasaheb Bhimrao Ambedkar University, Lucknow, Banaras Hindu University, Varanasi, University of Allahabad, Allahabad. The chapter Total Quality in Personnel Management defines the meaning of personnel management, the need of the Principle of Total Quality in Personnel Management in Central University Libraries of Uttar Pradesh.

Chapter 4: Profiles of Selected University Libraries, Uttar Pradesh

The fourth chapter is profile of selected central university's libraries of Uttar Pradesh. This chapter is also divided into sub titles like Introduction of libraries, establishment and their resources and collections.

Chapter 5: Data Analysis and Interpretation

The fifth chapter presents tabulation, statistical analysis, interpretation, and graphical representation of the collected data from the library personnel.

Chapter 6: Findings, Conclusion and Suggestions

The sixth chapter presents the major findings and conclusion of the study. It deals with recommendations of the study and suggestions for the better implementation of the principle of Total Quality in Personnel Management in libraries.

CHAPTER-1

1.1 INTRODUCTION

A library is a sacred place where a user can fulfill their thirst for knowledge or information. We can find library nearly everywhere today. It may be a private library or a public library; an individual owns a private library in which they collect books for their own interest or books related to their professional field. Public library is open to anyone visiting and using it according to their needs. Reading room in the library has a collection of magazines, newspapers, etc. where anyone can go and read it. Even if library time is not good enough, librarians can get it issued and get them back after their requirement has been met. The library helps to spread knowledge and education a great deal. Many books are so expensive that they can't be purchased by an average man. People can take advantage of these books by consulting them in the library.

1.2 TOTAL QUALITY MANAGEMENT

A buzzword phrase from the 1980s, Total Quality Management (TQM) has been regenerated on a number of occasions. The concept of TQM has been taken from the management. Despite the simple concept and principles, "bits and pieces" seem to be creeping back into existence through the evolution of the ISO 9001 Management Quality System standard. The key concept of Armand Feigenbaum's 1951 book, *Quality Control: Principles, Practice and Administration*, in a chapter entitled "Total Quality Control," was "Total Quality Control." Feigenbaum takes up an idea that in the following decades sparked interest in many scholars and would later be catapulted from Total Quality Control to Total Quality Management. Total Quality Management (TQM) is a management strategy aimed at embedding awareness of quality in all organizational processes. TQM has been widely used in manufacturing, education, government, and service industries.

TQM consists of three paradigms: Total: involving the entire organization, supply chain and/or product life cycle Quality: with its usual definitions, with all its complexities Management: management system with steps such as planning, organization, control, management, staff, supply and the like. TQM is defined as both a philosophy and a set of guiding principles that are the foundation of an organization that is continually improving. It is the use of

quantitative methods and human resources to improve all processes within an organization and to exceed the needs of the customer now and in the future. TQM integrates fundamental management techniques, existing improvement efforts, and technical tools under a disciplined approach.

1.3 MEANING OF QUALITY

Quality is a complex phenomenon based on individual perceptions with different product and service perspectives. These perceptions were built up in different contexts through the past experience of individuals and consumption. Quality therefore summarizes time and other contextual dimensions which add to the complexity of what is essentially a subjective assessment of the consumer's quality of good and service. Quality is the basic philosophy and the library profession's requirement and all libraries strive to deliver the highest quality of service. Quality is about functional performance expectations. A quality service is one that fully fulfills users' expectations and needs. If a library provides the right information at the right time and in the required form to the right user, then quality is maintained. Libraries adopt techniques of management to give their best to their users in the form of services and products. Total Quality Management is one of those techniques used to improve and maintain libraries' quality or performance

Same time this concept deal with personnel management and management of processes, respectively. This addresses the issues of people and process. Human resource focus addresses issues of employee involvement. This entails continuous improvement programs, employee training, and functioning of teams. Employee involvement is considered a critical element of quality. Similarly, process management involves documentation of processes, use of tools for quality improvement such as statistical process control, and the degree of process integration within the organization.

1.4 INTEGRATING PERSPECTIVES ON QUALITY

Eight principal quality dimensions defined by Garvin are:

- **Performance:** This refers to the primary operating characteristics of the product or service; they are usually measurable, e.g., miles per gallon, time, number of rooms, baths, etc. in a house.
- **Features:** These are additional characteristics that enhance the product/services appeal to the user.
- **Reliability:** Is the accuracy with which the product or service meets the specified standards.
- **Conformance:** Garvin (1988) came up with eight dimensions of quality to link customer requirements to engineering design.
- **Durability:** Durability measures the length of a product's life, e.g., light bulbs, car mufflers. When a product can be repaired, estimating durability is more complicated.
- **Serviceability:** Serviceability is the speed with which the product can be put into service when it breaks down, as well as the competence and behavior of the service person. The speed of service can be measured by response time and mean time to repair.
- **Perceived Quality:** This is also a subjective dimension. It is the quality attributed to a good or service based on indirect measures, for example, inferring the quality of an airline by the cleanliness of the flip-down tray.

1.5 DEFINING TQM IN THE LIS PURVIEW

Attempts have been made to define quality management in information - specific terms in the library and information science discipline, and one of the most useful has been formulated by Jennifer Younger, who returns to a basic description of quality management to provide a framework for applying the methodology in the delivery of information.

Total: Everyone in the organization is involved in maintaining the quality of the service and products offered by the organization.

Quality: The organization focuses on meeting customer needs through individual and collective actions, recognizing that it is the perception of the customer that identifies quality.

Management: In managing the system, defined as the steps taken to create the services and products, the importance lies on continuously improving the system in order to achieve the best results.

1.6 QUALITY MANAGEMENT IN LIBRARY AND INFORMATION CENTERS

A Quality system, especially in case of service organizations like libraries, has three key aspects such as:

- Management Responsibility.
- Personnel and Material Resources and
- Quality System Structure.

1.7 PERSONNEL MANAGEMENT

Activities involved in managing large number of people in the aggregate—namely, recruiting, selecting, training, compensating, and developing them—are the province of personnel. This discipline holds that if companies perform those tasks well, they will acquire a set of employees with appropriate motives, habits, and behavior. Personnel holds that if managers are consistent and apply policies that induce desired behavior, a good climate will result.

Personnel Management is the planned and rational approach to the management of an organization's most valued resources - the people working there who individually and collectively contribute to the achievement of the objectives of the Learning Resource Center the terms "human resource management" and "human resources" (HR) have largely replaced the term "personnel management" as a description of the processes involved in managing people in organizations. In simple sense, Human Resource Management means employing people, developing their resources, utilizing, maintaining and compensating their services in tune with the job and organizational requirement. Human Resource Manager usually has the job of recruiting people to fill vacancies in the organization. But a Personnel Manager will be responsible for managing the team or staff in the LRC.

1.8 THE CONCEPTS UNDERSTANDING

The Total Quality Management (TQM) is an enhancement to the traditional way of doing business. TQPM comprises four words.

- **Total** – Made up of the whole.
- **Quality**-Degree of excellence a product or service provides.
- **Personnel**-The staff available in the Learning Resource Center.
- **Management**- Act, art, or manner of handling, controlling, directing etc

1.9 LIBRARY MANAGEMENT

Management is to derive maximum output out of minimal available resources. University library is a core and integral part of university system. Having an efficient library management system is of prime importance, at the same time a complicated task too. It deals with specific issues related to librarian and library professionals. Activities pertaining to library management are planning the acquisition of equipments, selection, borrowing library resources, membership management, financial and service management, staff management, maintenance of technical issues and managing quality and user satisfaction. It can be had only through Quality and Management.

1.10 STATEMENT OF THE PROBLEM

The problem chosen for the present study entitled, “**Total Quality in Personnel Management: Comparative Study among Central University Libraries of Uttar Pradesh**”

- ✓ It is observed in the literature that the work given to the personnel in the libraries is not according to their specialization, interest and qualifications.
- ✓ Innovations in technology generally require the restructuring of job responsibilities. Radical changes in basic organizational structure can cause stress between staff and library manager, this creates intense problems in Personnel Management of an organization like libraries.

1.11 OBJECTIVES OF THE STUDY

1. To examine the application of TQM in Personnel Management of Central University libraries in Uttar Pradesh.
2. To know the competencies and skills of library staff to accomplished different tasks.
3. To identify the level of workload and stress among the library staff.
4. To explore the opportunities for training and learning given to the library staff.
5. To identify the relationship between librarians and library staff.
6. To know what are the major problems faced by the library staff while accomplishing their jobs.

1.12 SCOPE OF THE STUDY

The following universities are considered for the study:

- Aligarh Muslim University, Aligarh
- Babasaheb Bhimrao Ambedkar University, Lucknow
- Banaras Hindu University, Banaras
- University of Allahabad, Allahabad

1.13 RESEARCH METHODOLOGY

As the research has become the important aspect of human activity, it provides dependable solutions to problems, which manifest in various fields of study. It is through this only, the knowledge grows and develops ultimately leading to the expansion of the boundaries of knowledge and scholarship. Research also helps in exploring the solutions to the problems and resolve conflicts. This shows the importance of research. It can be said that progress made by our society is due to the results of research. Research is the deep and exhaustive investigation to discover new facts and figures which are then interrupted in the light of known ideas, laws and theories to revise the current law and theories in light of newly discovered ideas, and to apply the conclusions to some practical purposes.

The type of research used for the present study is descriptive research which includes survey and fact-finding enquiries of different kinds. The study focuses on the attitude of library staff

and data will be collected with the help of questionnaires. The questionnaires are filled by library staff.

1.14 HYPOTHESES

1. Majority of libraries are not following the TQM principle for personnel management.
2. Majority of the staff having excessive workload, stress in the libraries.
3. Most of the libraries having formal relationship with their staff.
4. Majority of the library staff do not acquire adequate training while working.
5. Most of the libraries does not assigned the task as per the skills and qualification of the staff.

1.15 TECHNIQUES OF DATA COLLECTION

After defining research problem and research design, the task for data collection begins. There are two types of data viz. primary and secondary data.

Primary data are the data collected for the first time and contains original in characters. They are considered as fresh collections. Secondary data are those data which are already collected and has already gone under many statistical processes.

There are several methods of collecting data which are as follows:

- Questionnaire
- Interview
- Observation
- Schedules

Here the researcher first decides the type of data needed for the research process and accordingly select the appropriate data collection method for their research.

Here I have adopted questionnaire method. This is discussed below:

1.15.1 QUESTIONNAIRE METHOD

A questionnaire is a data collecting tool consisting of series of questions which are given or sent to the individual or a group of individuals with the objective of obtaining the data with regard to

some problems under investigation. This method of data collection is quite popular in case of big inquiries.

1.16 CLASSIFICATION OF QUESTIONNAIRE

- Close form or structured form
- Open form or non-structured form

I. STRUCTURED FORM

Structured form questionnaire consists of questions to which respondents can reply in limited number of ways. The respondent is permitted to reply lonely with ‘yes’ or ‘no’ or ‘no opinion’ or is requested to select answers from a short list of possible responses.

II. NON-STRUCTURED FORM

This type of questionnaire calls for a free response in the respondent’s own words form of questions is unstructured and no clues are provided to respondents. This form of questionnaire provides greater depth of response and freedom to reveal his opinion.

1.16.2 INTERVIEW METHOD

Face to face conversation between agent and respondent is known as interview. It is an interaction between researcher and respondent.

1.16.3 OBSERVATION METHOD

In this method one or more person are observed and recognized that what exactly is going in real life and they classify and record pertinent happenings according to some planned scheme.

1.16.4 SCHEDULED METHOD

A set of questions on a particular topic which are asked by the interviewer to the respondents is known is schedule. The order of the question, the language of the question is not changed. However the interviewer can explain the question if respondent faces any difficulty. It contains all types of questions, direct as well as questions in tabular form.

1.17 ORGANIZATION OF THE STUDY

The study has been organized in the following chapters:

Chapter 1: 'Introduction' about Total Quality Management. Further it also mentions the objective, hypothesis, significance of the study and research methodology used.

Chapter 2: Review of Literature is a comprehensive survey of the works which aims to appraise the significant points of recent information published in a field of particular study, or concerned to a specific topic of research, generally in the shape of a bibliographic essay or list of references with explanations or comments which notifies the most significant works. The primary and secondary data have been used for the creation of this chapter.

Chapter 3: The chapter Total Quality in Personnel Management defines the meaning of personnel management, the need of the Principle of Total Quality in Personnel Management in Central University Libraries of Uttar Pradesh.

Chapter 4: 'Central University Libraries in India: An Overview' of the central universities of Uttar Pradesh. Brief introduction of four central universities, Aligarh Muslim University, Aligarh, Babasaheb Bhimrao Ambedkar University, Lucknow, Banaras Hindu University, Varanasi and University of Allahabad, Allahabad with their year of establishment, total departments, the library and its collection, facilities and services and the staff members available.

Chapter 5: Data analysis and interpretation deals with the analysis of research data collected from the respondents. Mathematical analysis is used for interpreting data and is presented in the table and graphical chart.

Chapter 6: 'Finding, Conclusion and Suggestions' is the concluding chapter which has the findings of the study and conclusion based on the collected data through various means. This chapter also gives valuable suggestion for the improvement required to fulfill the requirements of library personnel and development of the library.

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CHAPTER-2

REVIEW OF LITERATURE

A literature review is an explanation of the literature relevant to a specific field or topic. This is frequently written during a dissertation proposal, or at the initiation of a thesis. A critical literature analysis is a critical evaluation of the relevant literature.

Review of Literature is a comprehensive survey of the works aimed at evaluating the significant points of recent information published in a particular field of study or related to a specific research topic, generally in the form of a bibliographic essay or a list of explanatory or commentary references notifying the most important works. In scholarly journals publishing original research, the first segment of each research paper is generally devoted to reviewing the literature on the particular subject that was previously available, with reference in the manuscript to a list of works quoted at the end.

Theeb & Abdullaha (2018) have discussed in their article entitled- *Improving Human Resource Management In Jordanian Banking Sector* that management of human resources has become strategically popular. The interest in managing human resources is focused on the need for training systems in recruitment, selection, appointment, and performance assessment systems. Practices in human resource management are of great importance in selecting, recruiting, training, motivating, organizational culture, and leadership to achieve institutional goals in the banking sector.

Taslim Ahammad (2017) in his article *Personnel Management to Human Resource Management (HRM): How HRM Functions?* discussed that any enterprise now is a important part of the world economy both in terms of trade and employment. A business association's performance depends in part on its staff's capacity. Personnel management history begins around the end of the 19th century, when welfare officers emerged. They were women and concerned only with women and girls being protected. Their creation was a reaction to the harshness of industrial conditions, coupled with pressure arising from the extension of the franchise, the influence of trade unions and the labor movement, and the campaigning of enlightened employers, often quakers, for what was called "industrial improvement"

Mishra (2016) in the study entitled —*Total Quality Management in University Library Systems* discussed about the meaning of TQM, and its concepts, challenges, and application of TQM for University library systems & services.

Tasie (2016) conducted a study entitled —*An Exploratory Review of Total Quality Management and organizational Performance*. Tasie examined that the concept of Total Quality Management (TQM) as a component for an organizational performance is of principal importance for every organization in search of competitiveness. Implementation of TQM has been an important aspect to enhance efficiency and organizational effectiveness. The links between TQM and performance have been investigated by a number of scholars. Scholars used various performance indices such as financial, innovative, operational and quality performance to examine the relationship between TQM and performance. TQM focuses on the ongoing process

Raja and Mahalakshmi (2016) investigated through a survey entitled —*Total quality management practices in accredited and ISO certified management college libraries: A comparative study* based on structured questionnaire. In accredited and ISO - certified management college libraries, the study compared TQM practices. Results revealed that those ISO - certified management libraries had higher TQM practices than those without ISO certification in management libraries.

Alzhrani, Alotibie and Abdulaziz (2016) the study entitled —*Total Quality Management in Saudi Higher Education* concluded that TQM has been adopted in most of Saudi universities, but only some of them show excellence in the adoption and implementation process. The study aimed to highlight some Saudi universities that successfully adopting the TQM concept and gain a competitive advantage over their local as well as global competitors.

Suleman and Gul (2015) in their study entitled —*Challenges to Successful Total Quality Management Implementation in Public Secondary Schools: A Case Study of Kohat District, Pakistan* found that public secondary schools face a number of challenges in implementing TQM. The results indicated ineffective leadership; lack of funding and resources; insubordination of the workforce; lack of commitment to management; poor and ineffective planning ; political interference ; and poor teacher status and morality were the main challenges faced by public high schools in implementing TQM.

Jammal, Khoja and Aziz (2015) the study conducted by Jammal, Khoja and Aziz entitled —*Total Quality Management Revival and Six Sigma* attempted to illustrate the problems associated with TQM and how six sigma has helped in the reformation and rising of TQM in rational leadership, factual management, continuous improvements, and employee partnership.

Negi (2015) Introducing the topic —*Total Quality Management (TQM) and its Applications in Academic library and Information Service* defined the quality management which explains total quality management in the university library and information services. This paper presents an overview of total quality management (TQM) in the university library and information sectors. It concluded that TQM is best defined as a philosophy under big umbrella. The paper attempted to make the readers to understand the importance of TQM, an effective system that could enhance the performance of academic libraries with the aid of earlier research and literatures.

Chauhan (2014) in this paper entitled —*Use of Total Quality Management in University library: A Special Reference to Library System and Services* author discussed the objectives of libraries, quality control, quality assurance systems in services and system, quality component of library services, TQM in LIS centre.

Chakarbarti & Pramanik (2014) in their work *Total Quality Management in College Library* finds out that Total Quality Management is the integration of all functions and processes within an organization to ensure that the quality of goods and services is continuously improved. TQM shows how Total Quality Management can help improve efficiency and performance. Library or Information Center management is carried out through a combination of basic management functions, roles and skills.

Harith (2013) conducted a study entitled —*Total Quality Management Indicators in Academic Libraries: In India*. It deals with the problem of user satisfaction in academic libraries as well as service organizations and suggests a way to evaluate and calibrate it.

Kale (2013) A study conducted by Kale on —*Application of Total Quality Management in Library* focuses on Application of TQM in libraries with reference to the basic components of Total Quality Management, need for quality management, total quantity management, total quality management and libraries, key elements in total quality management, implementation of

Total Quality Management, etc. It also provides a vital link to decision-makers in the management.

Singh (2013) The study entitled —*Total Quality Management to Library and Information Services in Indian Open Universities* explores quality control, quality component of library services, objectives in libraries, quality assurance systems in distance education, TQM in LIS sector, policies, resources, TQM in distance education libraries, suggestions for service distance education and user satisfaction.

Sivakumar and Dominic (2013) the study —*Application of total quality management in academic libraries* attempts to make the users aware of the importance of TQM as an effective tool to enhance the performance of academic libraries making a use of earlier studies and literatures.

Tuomi, Ajmal and Helo (2013) Tuomi et.al conducted a study on —*Implementing TQM initiatives in public service organizations: case of academic libraries*. It discusses the main beliefs, development, and stages of TQM in reference to academic libraries by elaborating on strengths, weaknesses, opportunities (possibilities) and threats- SWOT- while implementing TQM initiatives. It makes a comparative study between how organizations conceive of *quality* and *TQM philosophy* along with its *utility* in public sector.

Parekh (2013) the study conducted on —*Total Quality Management in Education in Secondary and Higher Secondary Education Institutions* deals with the status of use in higher and secondary education institutions of contemporary quality management. It was inferred from the analysis that there are still lots of gaps in the system even after the quality implementation in the Mumbai institutions.

Sreeja (2013) the descriptive study conducted by Sreeja on —*Total Quality Management in Higher Secondary School Education in Kerala* explores three important tenets of TQM: Teamwork, Customer Satisfaction, and Continuous Improvement. Based on feedback provided by teacher, parents and students of the public and private schools under the jurisdiction of Directorate of Higher Secondary Education, Kerala, it evaluates the state of implementation of three core tenets in such Schools.

Eraghi and Atharinejad (2012) the study entitled —*A New Approach Based on Total Quality Management (TQM) for Improving Academic Libraries Quality Service* attempts to identify service improvement techniques for an university library through TQM. The research study is of descriptive- deductive mode which is the outcome of theoretical framework and research. It deals with an explanatory style as well as styles of library, articles, magazines and internet. The empirical study specifies user needs and service improvement techniques respectively, and some pragmatic suggestions are raised for academic libraries.

Patil, Deshmukh and Patil (2012) —*Total Quality Management in University library Services* is a study of Total Quality Management applied in University library Services. Discussing the implementation and practice of TQM in libraries, it differentiates between TQM organization and traditional organization.

Pradhan (2012) conducted a study on —*Total Quality Management in Academic Libraries* which deals with interrelation between academic libraries and TQM. It focuses on providing quality products and services to the users. It also analyzes and suggests the ways and means by which a university library having limited resources can provide satisfactory services by means of TQM as an effective management tool.

Duren (2012) The study entitled *Total Quality Management in Academic Libraries – Best Practices* incorporates various quality management projects, specifically in public libraries, in Germany and revealed as to how TQM can be successfully implemented and infused in management of various processes carried out in academic libraries.

Saroja and Sujatha (2012) the study entitled —*Application of Total Quality Management to Library and Information Services in Indian Open Universities* intends to study the application of TQM with a provision to information services and library.

Arabagoda (2011) the study on —*Implementation of TQM in Academic Libraries* points out that information centers and libraries are getting highly involved in the management practices because of the pressure from higher authorities urging them to justify their competence and service quality to the users. As more than fifty percent of the budget allocation to the libraries is spent on staff, hence it becomes necessary to think of optimum utilization of human resources in reference to libraries.

Mehra, et.al (2011) —*What is the Value of LIS Education? A Qualitative Study of the Perspectives of Tennessee's Rural Librarians* is a qualitative study conducted by Mehra et.al on the value of LIS education of 44 rural librarians in Tennessee were important library education and its impact on them was evaluated. Researchers found that library professionals working on information technology competencies, public services, technical services and managerial/public administration etc. had inadequate education of library skills. The study emphasized need for library education.

Arabagonda (2011) observed that the parent organizations pressurize their libraries to get involve in management practices, force them to defend their services in relation to the requirements of the users. He noticed that the total quality is the basic principle in the organization and their development was mainly due to adoption of various quality processes to enhance the satisfaction of their users and their increased interest in quality and quality assurance.

Singh (2010) the study entitled —*Total Quality Management Practices: A Study of Management Institutes in Punjab* arrives at a conclusion that *quality* is an intrinsic organic component for the success of any academic institution. Several International organizations have come up with guidelines for quality services, maintenance and products. Intermingling of students from different parts of the world, globalization of education, and migration are causes of concern to the academic institutions.

Kulkarni (2010) the study on —*Survey of State Administrative Training Institutes (ATI) Libraries in India with special reference to library service quality expectations* reveals that five aspects of the library viz. Environment, Services, Resources, Staff, and Guidance are the basic concerns of the library which needs to be taken care of with the help of TQM application.

Vazirpour, Tafreshi and Yousefu (2009) the study conducted on —*Total Quality Management (TQM) in Shahid Beheshti University Libraries: Offering a model* by Vazirpour, Tafreshi and Yousefu deals with application of TQM in Shahid Beheshti University. It aimed to offer the most effective model of TQM applicable to the infrastructures of libraries. It was found that with reference to eight principles of ISO 9000 of TQM, score of aforesaid libraries was below 50%. The ‘_Process Approach’ had the highest score of 46.7% while ‘_Involvement of People’ had the lowest score of 27.2%.

Moghaddam and Moballeghi (2008) the study on —*Total Quality Management in Library and Information Sectors* conducted by Moghaddam and Mohalleghi aims to present an overview of the utilization of TQM in the information and library sectors. It sheds light on the implementation of TQM in various sectors while reviewing experiences of the libraries which adopted TQM. The barriers to implementation of TQM in libraries have also been covered in this study.

Najafabadi, Sadeghi and Habibzadeh (2008) the study on —*Total Quality Management in Higher Education Case Study: Quality in Practice at University College of Boras* conducted by Najafabadi et.al administers a comprehensive documentation in reference to Quality and TQM for improvement in quality of education at universities and colleges.

Viswanathan (2007) the study conducted on —*Total Quality Management in higher education in Kerala* by Viswanathan concludes that in spite of adequate growth in higher education, quality aspects, throughout India, still remain in pathetic conditions. It also came to notice that TQM is only plausible solution to get rid of impediments of effective higher education in Kerala as well as other parts of India.

Wang (2006) the study entitled —*From user to customer: TQM in academic libraries?* provides a contemplative overview of TQM in context of library service. The study elaborates that experimental implementation as well as theoretical principles make evident that the introduction of TQM in academic libraries is of immense value. The implementation of TQM in libraries involves a cultural transformation in organizational operations and a conceptual change in library professionals. It leads to development of a healthy work culture.

Skretas (2005) in his article entitled *Factors affecting the full use of library and information management systems by library personnel* focused that library staff are the major factor most aspects rely on, including full use of the Library and Information Management. The library staff's qualifications must match the library's type and goals. Different standards and specializations will be considered as necessary depending on specific goals, the size and existence of divisions. In some cases, employee motivation may be the factor that can affect all other factors.

McGregor (2004) The study entitled —*Excellent Libraries: A Quality Assurance Perspective* deals with the applicability and potential benefits, challenges and obstacles to the adoption of a library setting version of TQM are examined. This discussion on the application of quality management in libraries is based on UWL's experience in selecting and adopting the Australian Business Excellence Framework (ABEF), administered by Standards Australia International.

Ifidon (2000) in his article *Personnel management in a university library in a rural setting in Nigeria* presents the viewpoint of a second-level library manager who has experienced personnel management in libraries in urban and rural environments. The basic objectives of management are the maximization of productivity, the stimulation of creative problem solving, the promotion of morale and satisfaction and the attainment of the parent organization's goals if these are evident.

According to **Ramesh (2000)**, Total Quality Management is known as the combination of all activities and processes within an organization with the objectives of achieving continuous improvement in the quality of products and services. He said that TQM allows an institute to design its policies, activities and processes in order to effectively meet the expectations of the user, eliminate inefficiency and ensure that quality is maintained in all functions and processes. He also stressed that continuous improvement is the fundamental concept of TQM.

Baradol (1999), stated that Total Quality Management is a concept which makes all the people in an organization responsible for overall improvement of the quality which leads to customer satisfaction, minimize the defects and maximize the productivity.

Oss (1970) in his article- *Basic Personnel Management Concepts* explained the basic meaning and functions of personnel such as written job descriptions, job evaluation, compensation plan, recruitment and selection. The formal structure of personnel management also includes personnel records. Up-to-date information about the work force must be maintained.

Oss (1969) in his article entitled *Elements of Personnel Management* states that basic management functions involve planning, organizing, directing and evaluating the work of an enterprise. Personnel management is an indivisible part of general management and every executive, manager or supervisor is also a personnel administrator. A personnel principle is a basic truth, the validity of which has been empirically proven.

Raina (1995) states that Quality Management Program (QMP) is an important and prominent approach to management. Total quality management programs highlight the importance of top management acting as the main driver of TQM activities. Employees in this paper show that under certain conditions employees are more committed to decisions and that better decisions will be made if they are involved.

Bowmen (1994) in his article *At Last, An Alternative to Performance Appraisal: Total Quality Management* states that according to TQM, problems do not originate with employees, but from a lack of understanding of the work processes. The TQM objective is to analyze processes to identify barriers to quality, satisfy internal and external beneficiaries of the work performed and create an atmosphere of continuous improvement.

Lawler (1994) in his article “*Total Quality Management and Employee Involvement: Are they Compatible?*” have explained that Programs for Quality Management (TQM) are an important and prominent management approach. Total quality management programs emphasize the importance of acting as the main driver of TQM activities by top management. Employees in this paper show that employees are more committed to decisions under certain conditions and that if they are involved, better decisions will be made.

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CHAPTER- 3

TOTAL QUALITY IN PERSONNEL MANAGEMENT

3.1 INTRODUCTION

In the 1980s, many manufacturers across the world redefined their basic business philosophy with customer satisfaction as the central aspect. This was due to the Japanese companies producing high-quality products. Not only were the products of high quality, they were also priced competitively. This posed a threat to all manufacturers around the globe and they began their intense search to identify the 'crystal ball' that made it possible for the Japanese industries to reach the peak of excellence. The magic was finally uncovered and popularized the concept of Total Quality Management that enabled the Japanese industries.

Total quality Management is defined as both a attitude and a set of guiding principles that represent the basis of a continuously improving organization. It is the use of quantitative methods and human resources to improve all processes within an organization and to exceed the needs of the customer now and in the future. In a disciplined approach, TQM integrates basic management techniques, existing enhancement efforts and technical tools.

Total Quality Management (TQM) is a combination of all functions and processes within an organization to ensure that the quality of goods and services is continuously improved. TQM shows how total management of quality can contribute to improving performance and efficiency. A combination of basic management functions, roles and skills accomplishes the management of the library or information center. The managerial task is to coordinate human, information, technical and financial resources to achieve organizational goals and goals. The scientific approach lies in taking decisions, planning and using technology appropriately. A librarian or information professional working in a one-man-bank situation uses management skills to procure funds for the library, to decide upon its future direction and to plan for new services, and to communicate with management and other individuals within the organization in order to achieve their library's goals.

3.2 THE CONCEPT OF TQM

TQM is a way of managing to improve the effectiveness, efficiency, flexibility and competitiveness of an organization as a whole and it involves whole organization getting organized and committed to quality in each department, each activity and each person at each level. For the success of TQM effecting training, effective implementation and executive involvement is essential.

TQM is the foundation for activities, which include: -

- ❖ Challenging quantified goals and benchmarking ;
- ❖ Commitment by top management and all employees;
- ❖ External and internal alignment;
- ❖ Focus on Processes;
- ❖ Improvement teams;
- ❖ Meeting users requirements;
- ❖ Recognition and celebration;
- ❖ Reducing time of development cycle;
- ❖ Specific incorporation in strategic planning;
- ❖ Systems to facilitate improvement;
- ❖ To become user driven rather than self focused;
- ❖ Total involvement, continuous improvement and leadership commitment;

This shows that TQM must be practiced in all activities, by all personnel, manufacturing, marketing, engineering, research & development, sales, purchasing, human resources, etc.

3.3 HISTORY OF TOTAL QUALITY MANAGEMENT

Through incorporating and synthesizing ideas from many sources, TQM has evolved over the past five decades. Although the Japanese firms were the first to introduce and use the concept of TQM, many of the basic ideas underlying TQM originated in the US. W. Edwards Deming and Joseph M. Juran are the two people closest to developing comprehensive quality management programs in Japan and later in the United States.

In 1946, the American Society for Quality Control was formed. At present, the society is called as American Society for Quality (ASQ). In 1950, W. Edwards Deming developed a quality control chart for the control of product variables in 1924. This chart became the basis for

the Japanese engineers. In 1954, Joseph M. Juran educated the Japanese companies about the management's responsibility to achieve quality.

In the middle of 1990s, ISO 9000 standards were popularized and accepted worldwide as a means to achieve quality.

3.4 DEFINITION OF TOTAL QUALITY MANAGEMENT

According to Khan (2003) TQM philosophy is based on the following factors such as user focus, continuous improvement, involvement of employees and their empowerment and use of organized approach to management.

According to International Organization for Standardization (ISO): "TQM is a management approach for an organization, centred on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organization and to society."

3.5 TQM PRINCIPLES

TQM is the application of a number of activities with perfect synergy. The various important elements of TQM are:

- Customer-driven quality;
- Top management leadership and commitment;
- Continuous improvement;
- Fast response;
- Actions based on facts;
- Employee participation;

3.5.1 Customer-driven quality

TQM has a customer-first orientation. The customer comes first, not in-house activities and constraints. Customer satisfaction is seen as the highest priority of the organization and the organization believes that only if customers are satisfied will it be successful. The TQM organization is sensitive to and responsive to customer requirements. In the context of TQM, "being sensitive to customer requirements" goes beyond reducing defects and errors and simply fulfilling specifications or reducing customer complaints. The requirements concept is expanded

to include not only product and service attributes that meet basic requirements but also those that enhance and differentiate them for competitive advantage. Each part of the organization is involved in total quality, operating as a customer to some functions and as a supplier to others.

3.5.2 TQM leadership from top management

TQM is a way of life for an organization. It has to be introduced and led by top management. This is a key point. Attempts to implement TQM often fail because top management does not lead and get committed – instead it delegates and pays lip service. Commitment and personal involvement is required from top management in creating and deploying clear quality values and goals consistent with the objectives of the company, and in creating and deploying well-defined systems, methods and performance measures for achieving those goals. These systems and methods guide all quality activities and encourage participation by all employees. The development and use of performance indicators is linked, directly or indirectly, to customer requirements and satisfaction, and to management and employee remuneration.

3.5.3 Continuous improvement

Continuous improvement of all activities is at the heart of TQM. Once it is recognized that customer satisfaction can only be achieved by providing a high-quality product, the only way to maintain a high level of customer satisfaction is continuous improvement in product quality. In addition to recognizing the link between product quality and customer satisfaction, TQM also recognizes that the result of process quality is product quality. As a result, the focus is on continuous improvement of the processes of the organization. This will lead to process quality improvement.

3.5.4 Fast response

The organization must respond quickly to customer needs in order to achieve customer satisfaction. This implies short cycles of introduction of products and services. With customer-driven and process-oriented product development, these can be achieved because the resulting simplicity and efficiency significantly reduces the time involved. Simplicity is achieved through the simultaneous development of the product and processes. Efficiencies are realized by eliminating the effort to add value, such as re-design. The result is a dramatic improvement from product concept to first shipment in the elapsed time.

3.5.5 Actions based on facts

The statistical analysis of manufacturing facts is an important part of TQM. Facts and analysis are the basis for planning, reviewing and tracking performance, improving operations, and comparing performance with competitors. The TQM approach is based on the use of objective data and provides a decision-making basis that is rational rather than emotional. The statistical approach to manufacturing process management recognizes that most issues are related to the system and are not caused by specific employees.

3.5.6 Employee participation.

A successful TQM environment requires a committed and well-trained employee who is fully involved in activities to improve quality. Such participation is strengthened by systems of reward and recognition that emphasize achieving quality goals. The drive for quality is supported by ongoing education and training of all employees. Employees are encouraged to be more accountable, communicate more effectively, act creatively, and innovate. TQM links compensation to metrics of customer satisfaction as people act the way they are measured and remunerated.

3.6 TQM culture

It is not easy to introduce TQM. Management must create an open, cooperative culture. Employees need to feel responsible for customer satisfaction. If they are excluded from developing visions, strategies, and plans, they won't feel this. Participating in these activities is important. If they see management behaving irresponsibly—saying one thing and doing the opposite—they are unlikely to behave responsibly.

3.7 Relationship between Library Science and TQM

Quality, with regard to the products of industries, depends on raw materials, vendor components, and different skills of performance of employees and production processes, and equipment that shows different degrees of performance. Similarly, quality with regard to library and information science or with respect to the processing of information services in the library depends on:

1. The collection of documents and their technical processing by applying certain techniques and methods;

2. The skills of employees;
3. Equipment and processing;
4. The span of time of service to be rendered;
5. The attributes of services which are to be rendered.

From the above, it is clear that while quality in respect of industries fulfills the ultimate goal of user satisfaction, the same may be adopted in library and information centers.

3.8 PERSONNEL MANAGEMENT

Personnel management is a staff function whose primary role is to help the organization achieve its goals. The operation of the personnel function is dependent on the broad strategy, policies, and structure of the organization. Small companies have different personnel problems than large companies. Organisations scattered at different places must address problems that do not create problems for centralized organizations. Manufacturing companies have somewhat different personnel concerns than service companies. A large university teaching business management courses is labour-intensive and employs hundreds of professional and non-professional personnel in various departments and areas of specialization.

On the other hand, a capital-intensive firm such as a petroleum refinery employee will be relatively few workers and their staff function will be quite different from that of university teaching management. Whatever strategic or organizational changes occur, the department of personnel management must assist in facilitating these changes through recruitment, selection, training, compensation, and other functions of personnel. In order to achieve the goals of the organization and support its strategies, it is also necessary to develop staff goals and strategies.

3.9 DEFINITIONS:

There is no standard definition of the term 'personnel management'. Different writers have given different definitions of the term.

1. "Personnel management is that part of management function which is concerned with people at work and with their relationships within an enterprise. Its aim is to bring together and develop into an effective organisation the men and women who make up an

enterprise and, having regard to the well-being of an individual and of working groups, to enable to make their best contribution to its success". — **The British Institute of Personnel Management**

2. "Personnel Management is that part of the management function which is primarily concerned with human relationships within an organisation. Its objective is the maintenance of those relationships on a basis which, by consideration of the well-being of the individual, enables all those engaged in the undertaking to make their maximum personal contribution in the effective working of the undertaking." — **Indian Institute of Personnel Management, Kolkata.**

3.10 OBJECTIVES OF PERSONNEL MANAGEMENT

These are classified into two:

(a) General Objectives:

These reveal the basic philosophy of top management towards the labor force involved in the work and its profound underlying conviction of the importance of the people in the organization.

The most important goals are the following.

1. Maximum individual development: each individual's personality should always be carefully developed by the employer. Each individual differs in nature, so management should recognize their individual ability and make effective use of such ability and make effective use of such ability.
2. Desirable working relationship between employer and employee: Having a desirable working relationship between employee and employee so that they can cooperate with the management is the main objective of personnel management.
3. Effective molding of human resources as contrasted with physical resources: Man is the only active factor of production, which engages the other factors of production to work.

(b) Specific objectives:

Following are some of the important activities:

1. Selection of right type and number of persons required to the organization.
2. Proper orientation and introduction of new employees to the organization and their jobs.
3. Suitable training facilities for better job performance and to prepare the man to accept the challenge of higher job.
4. Provision of better working conditions and other facilities such as medical facilities.
5. To give a good impression to the man who is leaving the organization.
6. Maintaining good relations with the employees.

3.11 FUNCTIONS OF PERSONNEL MANAGEMENT

Personnel management involves two categories of functions—managerial and operative.

3.11.1 Basic Managerial Functions:

Planning, organising, motivating and controlling—are common to all managers including personnel managers and are performed by all of them. That is why it is said that general management and personnel management are one and the same.

The planning function of a personnel manager pertains to the steps taken in determining a course of action. This involves developing a personnel programme and specifying what and how operative personnel functions are to be performed.

After plans have been developed, the personnel manager must establish an organisation to carry them out. This function, therefore, calls for groupings of personnel activities, assignment of different group of activities to different individuals, delegation of authority to carry them out and provision for coordination of authority relationships horizontally and vertically in the organisation structure.

Motivation involves guiding and supervising the personnel. Personnel manager must inculcate in the workers a keen appreciation of the enterprise policies. He must guide them towards improved performance and motivate them to work with zeal and confidence.

Control involves measuring performance, correcting negative deviations and assuring the accomplishment of plans. Through direct observation, direct supervision, as well as reports, records and audit, personnel management assures itself that its activities are being carried out in accordance with the plans.

3.12 ROLE OF PERSONNEL MANAGEMENT

The role of staff management in the strategic management planning of an organization is of considerable importance. It helps organizations at home and internationally find ways to compete effectively. Quality and productivity are the core of work, organizations, people, and operations management because they are critical to cost, competitiveness, and profitability. Methods of personnel management such as employee and motivation programs, training and education of employees and changing the culture of the organization lead to improvements in the organizations' quality and productivity. Personnel management can be defined as the process of fulfilling organizational objectives by acquiring, retaining, terminating, developing and properly using the human resources.

3.13 IMPORTANCE OF PERSONNEL MANAGEMENT:

Personnel management is important for avoiding the following consequences:

1. To hire the wrong person in the job
2. To experience high turnover
3. To find your people not doing their best
4. To waste time with useless interviews
5. To have some of one's employees think their salaries are unfair and inequitable relative to others in the organization.
6. To allow a lack of training to undermine one's department's effectiveness.
7. To commit any unfair labour practices.

An important part of staff management is the acquisition of skilled, capable and motivated employees. The phase of acquisition involves recruiting, screening, selecting and placing staff. It is also important for an organization to retain competent individuals. If qualified people leave a

company on a regular basis, it becomes necessary to continually seek new staff, which will cost money and time. Naturally, the opposite of maintenance is termination, an unpleasant part of the job of any manager. Some employees need to be terminated from time to time for breaking rules, failing to perform adequately or cutbacks to work.

Human resource development involves training, training, assessment and pre-preparation of staff for present or future jobs. These activities are important to employees material and psychological growth. The need for staff in an organization cannot be met if it does not have an active employee development program. To exploit the full potential of manpower, both individual and organizational needs need to be understood. There are also two things that need to be matched: the availability of different types of workforce, over time and organizational needs for such workforce. Personnel management is usually considered a function of staff whose role is to serve the organization.

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CHAPTER 4

CENTRAL UNIVERSITY LIBRARIES OF UTTAR PRADESH: AN OVERVIEW

ALIGARH MUSLIM UNIVERSITY

4.1 Profile

Aligarh Muslim University was established in **1875**. It was evolved out of the Mohammedan Anglo-Oriental College (MAO College) which was set up in 1877 by the great visionary and social reformer, Sir Syed Ahmad Khan. The university opened its door for all the members of the communities. The university covers an area of about 467.6 hectares land situated in Aligarh, Uttar Pradesh.

The university provides more than 300 courses in both tradition and modern branches of education. Ranking 8th amongst the top 20 research universities, it has one primary, 7 High schools and 2 Senior Secondary schools for boys and girls. It also provides courses in Indian, Oriental and Western Languages. The medium of education in university is English.

4.2 Maulana Azad Library

The foundation of the central library of the Aligarh Muslim University was laid in the year 1877, also known as Maulana Azad Library. With 1800000 volumes of books and 55097 current journals in hard and soft copies, the library is considered as one of the largest universities library of the world.

Features of the library;

- **Oriental Division:** The library has the collection of about 1.5 lakh books in Persian. Urdu, Arabic, Hindi and Sanskrit languages on almost all the subjects taught in university. This division has large collections of rare books published during 18th and 19th century. Some of the books are being digitized.

- **Manuscript division-** The division consist of many rare manuscripts, over 1400 old a copy of Quran is also kept in the library.
- **Circulation Division-** The division provides access to issuable books to its registered members and can directly visit the stack to choose the desired book and get them issued.
- **Periodical Section-** The division is responsible for the collection and management of the periodicals which contain the latest information on current development with management of current newspapers and magazines.
- **Computer Applications Division(CAD)-** In this division 100 computers are made available to the research scholars and faculty members in the library. Here softwares are designed and developed for the smooth running of the library.
- **Sir Syed Section-** The section consists of the books written by Sir Syed as well as books on Sir Syed .
- **Braille Section-** The services are also provided for the visually impaired students through Braille section where along with the books in Braille script, a large number of documents in electronic format and devices are also available in the library.
- **Reading Halls-** There are separate reading halls with seating capacity of about 3000 students at a time.
- **Newspaper reading Area-** Almost all current newspapers and magazines of English, Urdu and Hindi are available in library.

4.3 COLLECTIONS

| | |
|--------------------------|-----------|
| THESIS and DISSERTATIONS | 15000 |
| BOOKS | 13,00,000 |
| E-BOOKS | 1,20,000 |
| ONLINE FULL TEXT THESIS | 3,00,000 |

4.3.1 LIBRARY STAFF

| S.N | Name | Designation |
|------------|--------------------------|--------------------|
| 1 | Dr. Amjad Ali | Librarian |
| 2 | Dr. Shayesta Bedar | Asstt. Librarian |
| 3 | Dr. T.S Asghar | Asstt. Librarian |
| 4 | Ms. S Rana Askari | Asstt. Librarian |
| 5 | Mr. Asif Fareed Siddiqui | Asstt. Librarian |

PROFILE: BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY

4.4 HISTORY

Having jurisdiction over the entire state of Uttar Pradesh, Babasaheb Bhimrao University is one of the premier central Universities in the country. It is the residential university established on 10th January **1996**. University campus covers an area of about 250 acres. With the objectives of promoting educational needs of the marginalized people, particularly the SC/ST communities and women. The university has committed to develop as a centre of excellence in the field of higher education.

The university campus is growing and developing fast with various facilities viz.. Post office, Bank, Electricity Substations, Students' Hostels(both boys and girls), Guest House, Health Care Unit, Staff Quarters, Computer Centre, University Science Instrumentation Centre, Coaching Centre for SC/ST and Minorities, residential Coaching Academy, Placement Cell, Woman Cell, RTI Cell, SC/ST Cell, Legal Aid Clinic and Bus Shuttle Service, etc.

4.5 Babasaheb Bhimrao Ambedkar University: Central Library

The foundation of the central library of Babasaheb Bhimrao University was laid in January 1998. It inherited approximately a thousand reference book acquired by earlier arrangements and books in hindi donated by U.P Bhasha Sansthan Program.

With the passing years the library has shown various development like classification and cataloging. The library provides internet services and the bar-code based computerized circulation.

4.6 LIBRARY SERVICES:

The library provides following services:

- **Xeroxing**- Xerox facility is available in the library premises on a nominal cost.
- **Document Delivery Services (DDS)**- Facility of providing printed copies of the articles requested by the users is also available under DDS.
- **New Arrival**- There is an opened section for display of freshly arrived books.
- **Hindi Prakosth**- Library provides services in the form of Hindi Prakosth by which use of Hindi collection of books encouraged.
- **Circulation**- Registered members can borrow and return books from the respective counter.
- **Reading Room Facility**- Reading room is provided to its users from 8 am to 11 pm.
- **Remote Access Facility**- Registered members can access the online resources remotely i.e. from home, out of campus and out of India also through internet by single window platform bbau.remotexs.in using their ID/email.

4.7 COLLECTIONS

| | |
|----------------|---------------|
| BOOKS | 48,374 |
| THESIS/ DISS. | 1284 |
| E-RESOURCES | 9426 (approx) |
| PRINT JOURNALS | 84 |
| MAGZINES | 54 |
| NEWSPAPER | 24 |

4.8 LIBRARY STAFF

| S.N | Name | Designation |
|------------|--------------------|--------------------|
| 1 | Dr Sunil Gorla | Librarian |
| 2 | Mr. O.P Saini | Asstt. Librarian |
| 3 | Nitesh Kumar Verma | Asstt. Librarian |

BANARAS HINDU UNIVERSITY

4.9 PROFILE

Banaras Hindu University is situated in the holy city of Varanasi. The university was founded by great nationalist Madan Mohan Malviya in 1916 in cooperation with the great mind and personalities like Annie Besant who viewed it as the internationally reputed university of India.

The University was created under the Parliamentary legislation B.H.U. Act 1915. It played a stellar role in the independence movement and has evolved into a remarkable centre for education in India. Many great freedom fighters, renowned scholars, artists, scientists and technologists has been produced from this university and has contributed greatly in the progress of India.

The university campus covers an area of approximately 1300 acres with well-maintained roads, extensive greenery, a temple, an air strip, and architecturally delightful buildings. The university is divided into 3 institutes, 14 faculties, 124 departments, 4 interdisciplinary centers, a constituent women's college, and 3 constituent schools, covering a wide range of subjects covering all branches of humanities, social science, technology, medicine, science, fine arts, and performing arts.

The university also has a wide range of sports and hobbies facilities, as well as large playgrounds, a large auditorium, a flying club and many auxiliary services and units such as printing presses, publication cell fruit preservation Centre, Subsidized Canteens etc. The

university plays a significant role in promoting new ideas, spirit of integration, and cultivation of intellect and culture among its students and faculty.

4.10 Banaras Hindu University: Central library (Sayaji Rao Gaekwad Library)

The Banaras Hindu University system is the country's largest university library system that evolved from Prof. P.K. Telang's small but precious collection in 1917 in the memory of his father, K.T. Telang. It was then housed in the Central Hindu College's Telang Hall, Kamachha. The library was transferred to the Arts College's Central Hall in 1921 and then to its present majestic building in 1921. It was built with Maharaja Sayajirao Gaekwad's generous donation of Baroda. The library was built on London's British Library Museum pattern at the suggestion of university founder Pandit Madan Mohan Malviya.

Library made significant progress in its development during the sixties and seventies and changed its form into a system of libraries during the period with the establishment of institutes, faculty and departmental libraries. Currently BHU consists of Central Library at apex and 3 Institute Libraries, 8 Faculty Libraries, 25 Departmental Libraries with a total collection of over 13lakh volumes to serve students, faculty members, researchers and technical staff.

Library Facilities and Services

Library Facilities and Services

- Ask for Library Service 24x7.
- Current service for content.
- New Arrival Service monthly.
- Services for news alerts.
- E-resources via portal of the Library.
- Email, whatsapp and register feedback mechanism.
- Suggest Email, Whatsapp and Register Book Service.
- Information desk

- Faculty and research readings room.
- Wi-Fi accommodation.
- Digital Resource Center

Book issue and return facility for all library membership holders

4.11 COLLECTION AND SERVICES

| | |
|--|----------|
| Books | 9,76,411 |
| Journals (bound Vols) | 1,33,792 |
| Current Journals | 406 |
| Manuscripts | 7,233 |
| UN & Govt. Publications, Staff Publications, Rare & Out Of Print Books, Local History collection, University & its Founder Collection | 3,632 |
| Online Journals | 11,272 |
| Databases | 10 |
| E-Books | 52,560 |
| Ph.D Thesis | 14,748 |

4.12 LIBRARY SERVICES

Inside The Library Study Facility For:

- Research Journals and Books are available.
- Ph.D. Dissertations, UN and Govt. Publications are available.
- Text books, reference books etc are available.

Outside The Library Study Facility through:

- Lending for Home study
- Lending to Departmental Libraries.

Information Services:

- Reprographic service is available.
- Also providing Internet facility.
- Facility for online access to select the journals.
- It also provide Database search through DELNET, INFLIBNET
- Electronic Document Delivery service is also provided.

4.13 LIBRARY STAFF

| S.N | Name | Designation |
|-----|------------------------|------------------|
| 1 | Prof. H.N. Prasad | Librarian |
| 2 | Dr. Anandamurugan | Deputy Librarian |
| 3 | Dr. Sanjeev Saraf | Deputy Librarian |
| 4 | Dr. D.K Singh | Deputy Librarian |
| 5 | Dr. Vivekanand Jain | Deputy Librarian |
| 6 | Dr. Rajesh Kumar Singh | Deputy Librarian |
| 7 | Dr. Suchita Singh | Deputy Librarian |
| 8 | Shri V.K Mishra | Deputy Librarian |
| 9 | Dr. Anil Agarwal | Asstt. Librarian |
| 10 | Dr. Jawahar Lal | Asstt. Librarian |
| 11 | Dr. Sneha Tripathi | Asstt. Librarian |

UNIVERSITY OF ALLAHABAD

4.14 PROFILE

Allahabad University was founded on September 23, 1887, one of India's fourth oldest universities. The university was brought under the Indian University Act fold along with other existing universities in India. An act was passed in 1921 to reorganize the university as a unitary

teaching and residential institution. The Act enhances the ability of its constituent colleges to control the quality and character of teaching.

The current campus site was selected for the library, senate house and college of law in 1909. Sir Swinton Jacob designed these buildings. There are a total of 31 departments of teaching and research, three university institutes; one constituent institute, one university medical college spread throughout the city of Allahabad. The university is internationally renowned for its role and contributions to teaching, research and social commitment as a leading institute of higher learning. Many university faculty members made a remarkable contribution to their fields they are known for and respected for.

The university is known throughout India and abroad as a learning site for its students. At the time of its incorporation in 1887, Allahabad University enjoyed the central status.

Under the U.P State University Act, 1973 until July 13, 2005, the university was governed. By a gazette notification issued on 14 July 2005, the government of India declared the university to be an institution of national importance and the university was thus granted central status.

4.15 UNIVERSITY OF ALLHABAD: LIBRARY

The library is one of Indian subcontinent's oldest and largest library. The central library was developed from Muir Central College libraries and during 1904 - 1922 the set of libraries was made by itself. It has 3-story building with all the necessary facilities for a modern library.

In library collections, nearly 7 lakes volume can be found and 422 current periodicals are subscribed in the library. A vast collection of back volumes of newspapers, manuscripts, coins and non-print materials is also available. The library also provides online access to journals to grow up with the modern times through UGC-Infonet Digital Library Consortium, an INFLIBNET / UGC initiative to serve its customers with quality material.

4.16 COLLECTIONS:

| | |
|-------------------------------|--------|
| Books and Bound Vols Journals | 739344 |
| Ph.D Thesis | 16924 |
| E-Books | 2285 |
| Current Journals | 287 |
| On-line Journals | 24375 |
| Online Databases | 18 |
| Current popular Magzines | 32 |
| Newspapers | 16 |

In addition to these collections of books, journals and documentary materials, the library also holds the collection for rare objects of historical value and considerable research / architecture such as Medieval Coins and Indian History Early Modern Periods. The library also contains collections of ancient manuscripts and documents that include valuable items such as some original Mughal Rules Farmers; a copy of the Triptaka written on gold plated metal strips in Burmese script.

4.17 LIBRARY STAFF

| S.N | Name | Designation |
|------------|---------------|--------------------|
| 1 | Dr. B.K Singh | Librarian |

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<http://www.bhu.ac.in/> accessed on 05/04/2018

<http://www.allduniv.ac.in/> accessed on 05/05/2018

CHAPTER – 5

DATA ANALYSIS AND INTERPRETATION

This chapter includes analysis of data, interpretation and results. The major focus of the study is to interpret the Total Quality in Personnel Management among libraries of Central Universities of Uttar Pradesh. This chapter is the heart of the research report through textual discussion, tables and graphical presentation. The data is critically analyzed and reported. A questionnaire based survey has been conducted for this study among the library personnel of selected libraries of Central Universities in Uttar Pradesh. The responses about the Total Quality in Personnel Management from the selected libraries of Central Universities are satisfactory. As mentioned in the methodology four Central Universities are chosen as a study area. The study shows the issues related to the total quality in personnel management among libraries of Central Universities of Uttar Pradesh.

The findings show the information about the professional and non-professional staff, qualification of staff, implementation of TQPM, key performance indicators to measure the TQPM, goals of TQPM implementation and many other information related to the TQPM in libraries of Central Universities in Uttar Pradesh.

On the basis of analysis, results and inferences are drawn and proposed hypotheses are statistically tested. This chapter has been divided in two sections. **Section A** includes analysis of responses of respondent and evaluated the given objectives of the study. **Section B** includes hypotheses that are to be testified. Based on the findings of the study the conclusion and suggestions are drawn, which are summarized in the next chapter.

5.1 SECTION-A

5.1 Status of responses through distributed and received Responses

This section of the study shows the responses of respondent and data analysis of selected libraries of Central Universities (AMU, Aligarh, UOA, Allahabad, BHU, Varanasi and BBAU, Lucknow) of Uttar Pradesh which have supported and respond to completion of this study. A total of 175 out of 226 returned their responses with a giving response rate of 77 percent. (Table 5.1 and fig 5.1).

Table 5.1 Status of responses through distributed and received Responses

| S.N. | Selected Libraries of Central Universities | Questionnaires distributed | Questionnaires received | Response in percentage(%) |
|------|--|----------------------------|-------------------------|---------------------------|
| 1 | AMU | 110 | 82 | 74% |
| 4 | BBAU | 18 | 17 | 94% |
| 3 | BHU | 78 | 61 | 78% |
| 2 | UOA | 20 | 15 | 75% |
| | Total | 226 | 175 | 77% |

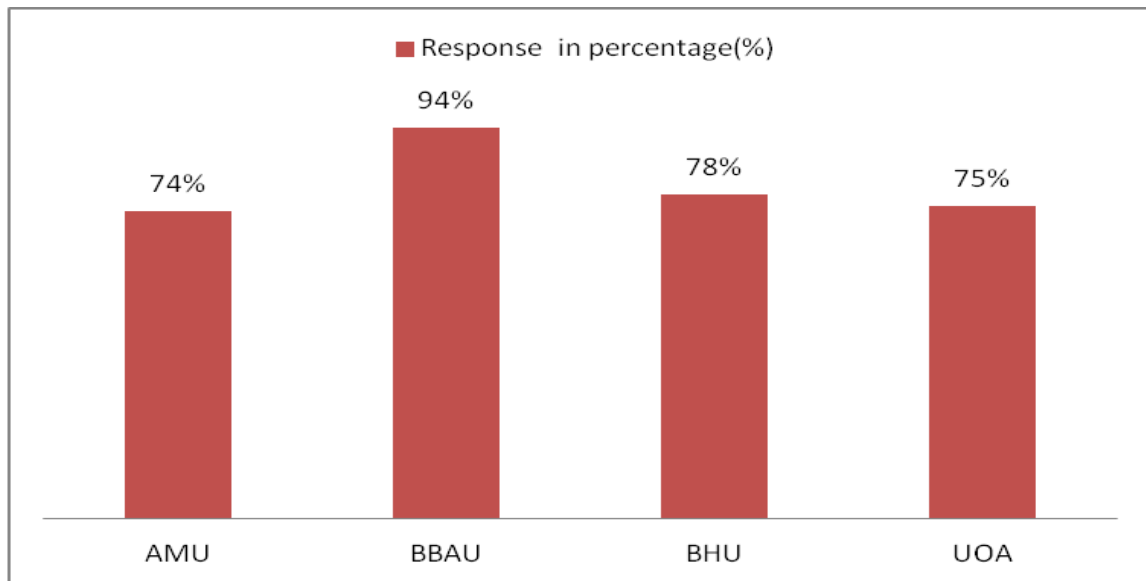


Fig.5.1 Status of responses through Distributed and Received Responses

5.2 Gender wise distribution pattern of respondents

Table.5.2 Gender wise distribution pattern of respondents

| S.N. | Selected Libraries of Central Universities | Male | Female | Total |
|------|--|------------------|-----------------|------------|
| 1 | AMU | 65(79%) | 17(21%) | 82 |
| 4 | BBAU | 09(52%) | 08(48%) | 17 |
| 3 | BHU | 51(83%) | 10(17%) | 61 |
| 2 | UOA | 11(73%) | 4(27%) | 15 |
| | Total | 136 (78%) | 39 (22%) | 175 |

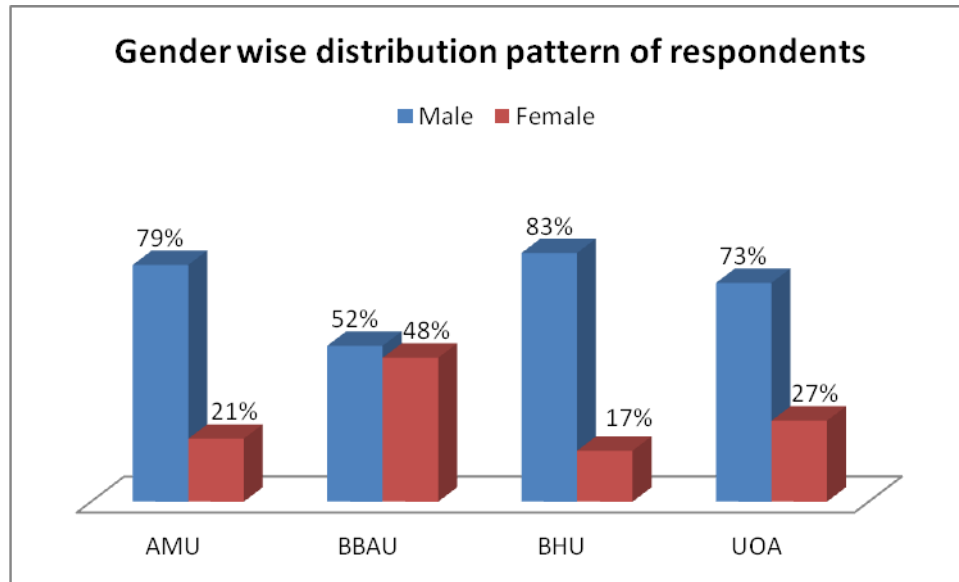


Fig.5.2 Gender wise distribution pattern of respondents

The above table 5.2 and fig 5.2 gives brief information about gender wise questionnaire distribution pattern of respondent of selected four libraries of Central Universities (AMU, Aligarh, UOA, Allahabad, BHU, Varanasi and BBAU, Lucknow) of Uttar Pradesh. The findings of the study shows that 136 (78%) respondents are male and 39 (22%) respondents are female out of 175 users.

In AMU, 65 (79%) respondents are male and 17 (21 %) respondent are female out of 82 respondents.

In BBAU, 09 (52%) respondents are male and 08 (48%) respondents are female out of 17 respondents.

In BHU, 51 (83%) respondents are male and 10 (17%) respondents are female out of 142 users.

In UOA, 11 (73%) respondents are male and 4 (27%) respondents are female out of 15 respondents.

5.3 Strength of Professional Staff

This study has focused on strength of professional staff of selected libraries of Central Universities of Uttar Pradesh.

Table.5.3. Strength of Professional Staff

| S.N. | Library Staff | AMU | BBAU | BHU | UOA | Total | % |
|------|-------------------------|-----------|-----------|-----------|-----------|------------|-------------|
| 1 | Librarian | 1(2%) | 1(12%) | 1(2%) | 1(11%) | 4 | 3% |
| 2 | Dy. Librarian | 1(2%) | - | 6(13%) | - | 7 | 6% |
| 3 | Asst. Librarian | 5(10%) | 2(25%) | 7(16%) | 1(11%) | 15 | 13% |
| 4 | Professional Assistant | 10 (19%) | 2(25%) | 11(24%) | 4(44%) | 27 | 24% |
| 5 | Semi Professional Asst. | 22(42%) | - | 12(27%) | 3(33%) | 37 | 32% |
| 6 | Library Asst. | 13(25%) | 3(37%) | 8(18%) | - | 24 | 21% |
| 7 | Total | 52 | 08 | 45 | 09 | 114 | 100% |

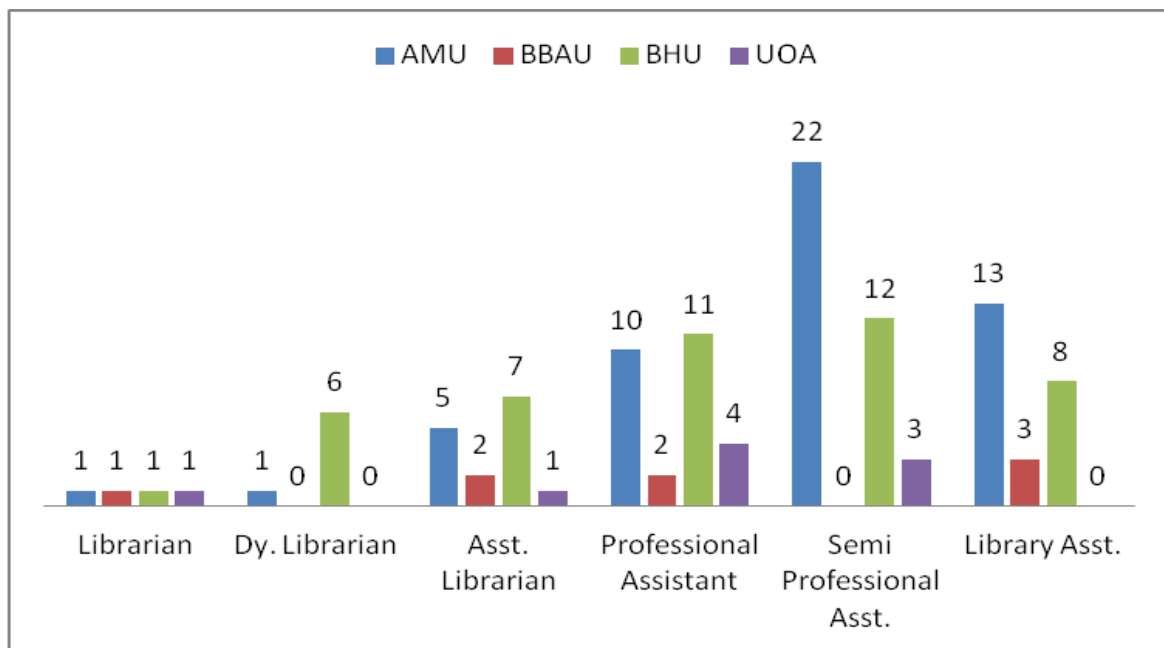


Fig. 5.3 Strength of Professional Staff

The above table 5.3 and fig 5.3 has focused on strength of professional staff of selected libraries of Central Universities of Uttar Pradesh. The outcome indicated that 4 (3%) respondents are working as a librarian, 07 (6%) respondents are working as a Dy. librarian, 15(13%) respondents are working as an assistant librarian, 27 (24%) respondents are working as a professional assistant 37 (32%) respondents are working as a semi-professional assistant and 24 (21%) respondents are working as a library assistant.

In AMU, 1 (2%) respondents worked as a librarian, 1 (2%) respondents worked as a Dy. librarian, 5 (10%) respondents worked as an assistant librarian, 10 (19%) respondents worked as a professional assistant, 22 (42%) respondents worked as a semiprofessional assistant, and 13(25%) respondents worked as a library assistant.

In BBAU, 1 (12%) respondents worked as a librarian, 2 (25 %) respondents worked as an assistant librarian, 2 (25%) respondents worked as a professional assistant, and 3(37%) respondents worked as a library assistant.

In BHU, 1 (2%) respondents worked as a librarian, 6 (13%) respondents worked as a Dy. librarian, 7 (16%) respondents worked as an assistant librarian, 11 (24%) respondents worked as a professional assistant, 12 (27%) respondents worked as a semiprofessional assistant and 8 (18%) respondents worked as a library assistant.

In UOA, 1 (11%) respondents worked as a librarian, 1(11%) respondents worked as an assistant librarian, 4(44%) respondents worked as a professional assistant and 3 (33%) respondents worked as a semiprofessional assistant.

5.4 Strength of Non-Professional Staff

This study has also focused on strength of non-professional staff of selected libraries of Central Universities of Uttar Pradesh.

Table.5.4.Strength of Non-Professional Staff

| S.N. | Library Staff | AMU | BBAU | BHU | UOA | Total | % |
|------|-------------------|-----------|-----------|-----------|-----------|-----------|-------------|
| 1 | Accountant | 2(7%) | 0 | 2(12%) | 0 | 4 | 7% |
| 2 | Assistant | 2(7%) | 4(67%) | 2(12%) | 1(17%) | 9 | 15% |
| 3 | Library Attendant | 11(37%) | 1(17%) | 5(31%) | 2(33%) | 19 | 33% |
| 4 | MTS | 15(50%) | 1(17%) | 7(44%) | 3(50%) | 26 | 45% |
| 5 | Total | 30 | 06 | 16 | 06 | 58 | 100% |

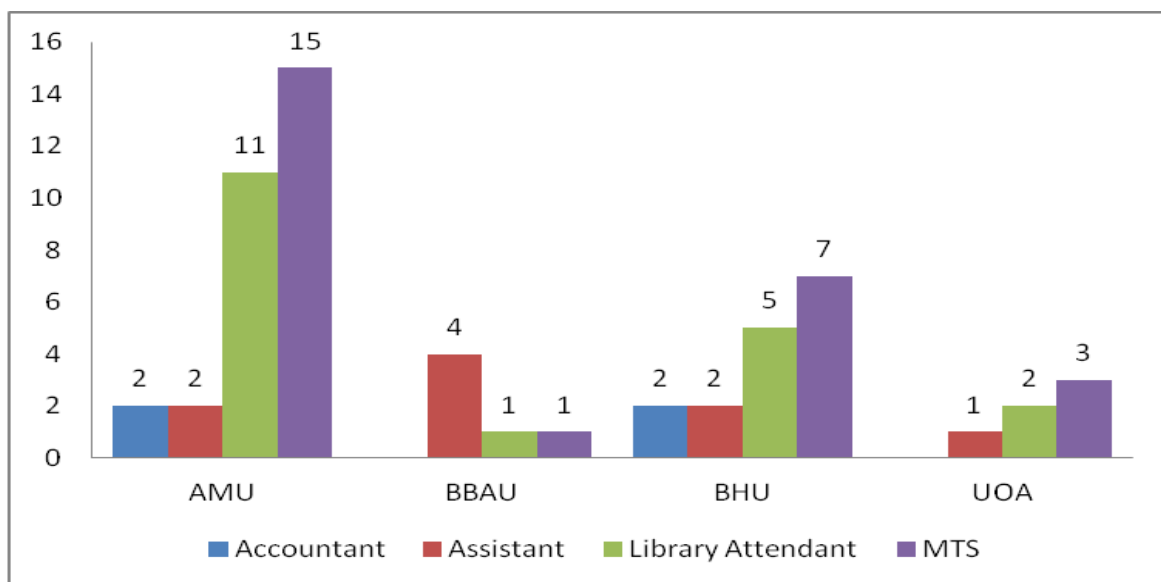


Fig.5.4 Strength of Non-Professional Staff

The above table 5.4 and fig 5.4 shows the strength of non-professional staff. It is found that 4 (7%) respondents worked as an accountant, 9 (15%) respondents worked as an assistant, 19 (33%) respondents worked as a library attendant and 26 (45%) respondents worked as MTS.

In AMU, 2(7%) respondents worked as an accountant, 2(7%) respondents worked as an assistant, 11(37%) respondents worked as a library attendant and 15(50%) respondents worked as MTS.

In BBAU, 2(7%) respondents worked as an assistant, 1(17%) respondents worked as a library attendant and 1(17%) respondents worked as MTS.

In BHU, 2(12%) respondents worked as an accountant, 2(12%) respondents worked as an assistant, 5(31%) respondents worked as a library attendant and 7(44%) respondents worked as MTS.

In UOA, 1(17%) respondents worked as an assistant, 2(33%) respondents worked as a library attendant and 3(50%) respondents worked as MTS.

5.5 Qualification of staff

In recent time popularity of online public access catalogue continues to grow, so people got information about OPAC itself by internet and some other sources such as library staff, friends, relatives etc.

Table.5.5 Qualification of staff

| S.N. | Library Staff | AMU | BBAU | BHU | UOA | Total | % |
|------|---------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | U.G. | 23(28%) | 04(23%) | 09(15%) | 02(13%) | 38 | 22% |
| 2 | P.G. | 44(54%) | 12(71%) | 35(57%) | 07(47%) | 98 | 56% |
| 3 | M.Phil. | 08(10%) | 01(10%) | 06(10%) | 03(20%) | 18 | 10% |
| 4 | PhD. | 07(8%) | - | 11(18%) | 03(20%) | 21 | 12% |
| 5 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

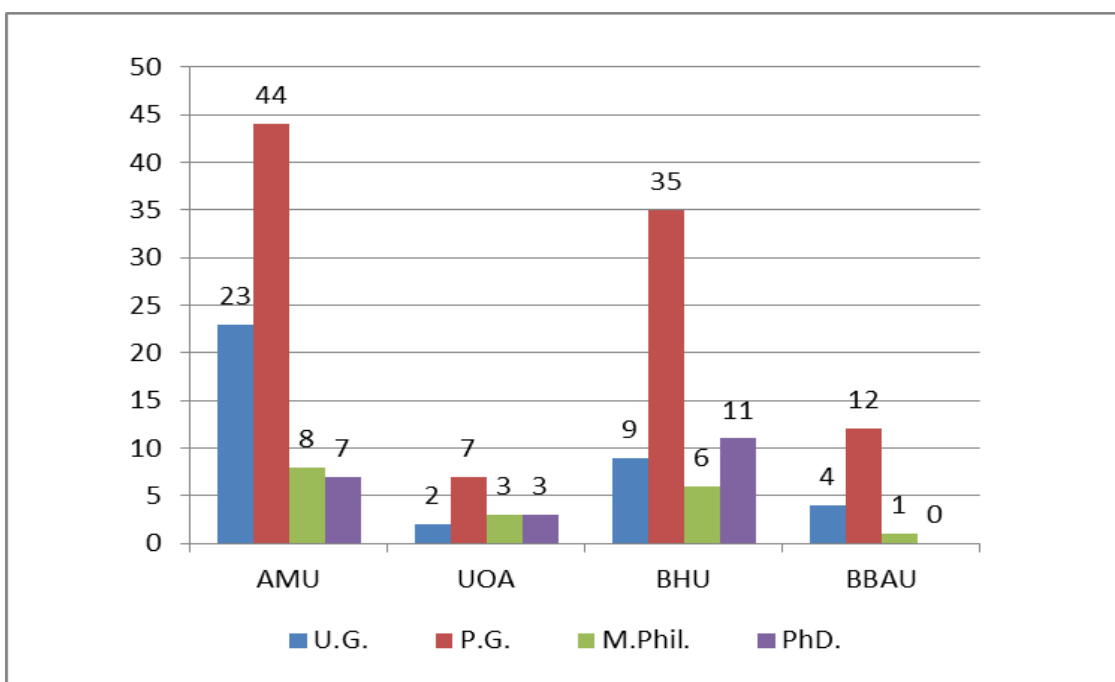


Fig.5.5 Qualification of staff

Qualification of staff

The above table 5.5 and fig 5.5 shows the qualification of staff. It is found that 38 (22%) respondents are U.G. in 98 (56%) respondents are P.G., 18 (10%) respondents are M.Phil and 21 (12 %) respondents are Ph.D.

In AMU, 23(28%) respondents are U.G., 44(54%) respondents are P.G., 08(10%) respondents are M.Phil and 07(8%) respondents are Ph.D. out of 82 (47%) respondents.

In BBAU, 04(23%) respondents are U.G., 12(71%) respondents are P.G., 01(6%) respondents are M.Phil. out of 17 (10%) respondents.

In BHU, 09(15%) respondents are U.G., 61(35%) respondents are P.G., 06(10%) respondents are M.Phil. and 11(18%) respondents are Ph.D. out of 61(35%) respondent.

In UOA, 02(13%) respondents are U.G 07(47%) respondents are P.G., 03(20%) respondents are M.Phil. and 03(20%) respondents are Ph.D. out of 15 (8%) respondents.

5.6 Major objectives of the library

Researcher also got information about major objective of the library.

Table.5.6.Major objectives of the library

| S.N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|------|--------------------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Increase productivity | 29(35%) | 04(23%) | 19(31%) | 9(60%) | 61 | 35% |
| 2 | Involvement of employees | 20(24%) | 04(23%) | 14(23%) | 3(20%) | 41 | 23% |
| 3 | To satisfy users | 33(40%) | 09(53%) | 28(46%) | 3(20%) | 73 | 42% |
| | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

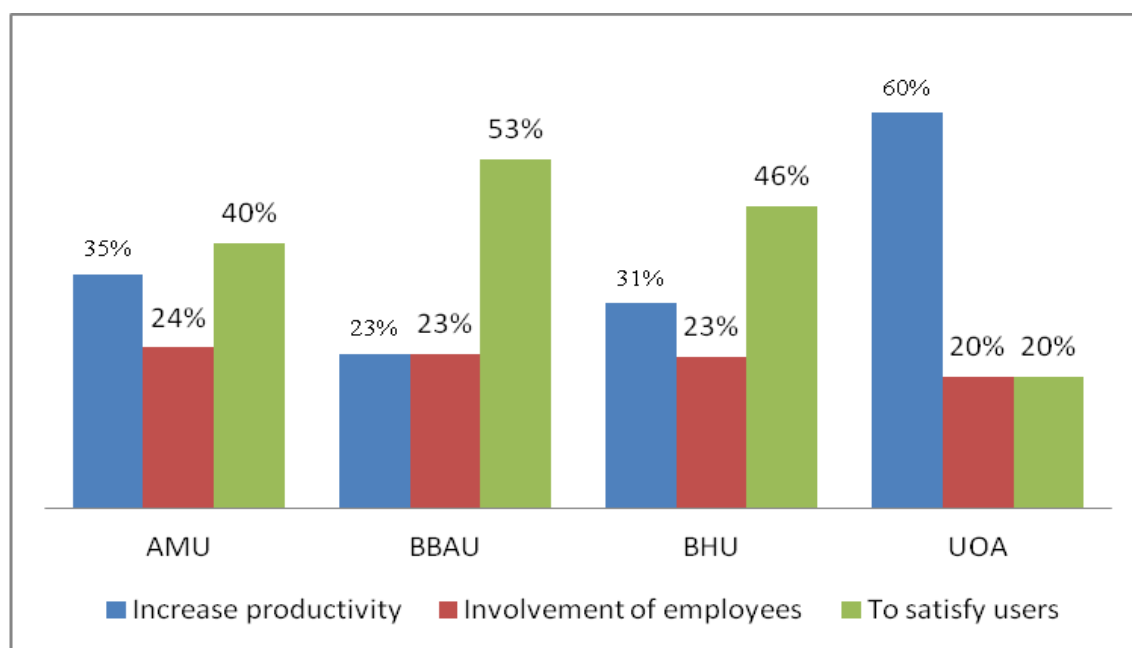


Fig.5.6 Major Objectives of the library

The above table 5.6 and fig.5.6 presents an overview of major objective of the library. The result shows that 61 (35%) libraries want to increase productivity of library, 41 (23%)

libraries want to improve the involvement of employees in library and 73 (42%) libraries want to improve the satisfaction of library respondents out of 175 respondents.

In AMU, 61 (35%) personnel want to increase productivity of library, 41 (23%) want to improve the involvement of employees in library and 73 (42%) % libraries want to improve the satisfaction of library users out of 82 (47%) respondents.

In BBAU, 04(23%) libraries want to increase productivity of library, 04(23%) libraries want to improve the involvement of employees in library 09(53%) libraries want to improve the satisfaction of library users out of 17 (10%) respondents.

In BHU, 19 (31%) libraries want to increase productivity of library 14(23%) libraries want to improve the involvement of employees in library and 28(46%) libraries want to improve the satisfaction of library users out of 61(35%) respondents.

In UOA, 9(60%) libraries want to increase productivity of library, 3(20%) libraries want to improve the involvement of employees in library and 3(20%) libraries want to improve the satisfaction of library users out of 15 (8%) respondents.

5.7. Qualification of staff in computer

We can say that computer qualification play an important role in libraries so the researcher collected the information regarding qualification of staff in computer.

Table.5.7. Qualification of staff in computer

| S. N. | QUALIFICATION OF STAFF IN COMPUTER | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|------------------------------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Certificate level | 21(26%) | 05(29%) | 19(31%) | 08(53%) | 53 | 30% |
| 2 | Diploma level | 36(44%) | 09(53%) | 25(41%) | 05(33%) | 75 | 43% |
| 3 | Degree level | 14(17%) | 01(6%) | 03(5%) | - | 18 | 10% |
| 4 | Post Graduate Diploma | 11(13%) | 02(12%) | 14(23%) | 02(13%) | 29 | 17% |
| 5 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

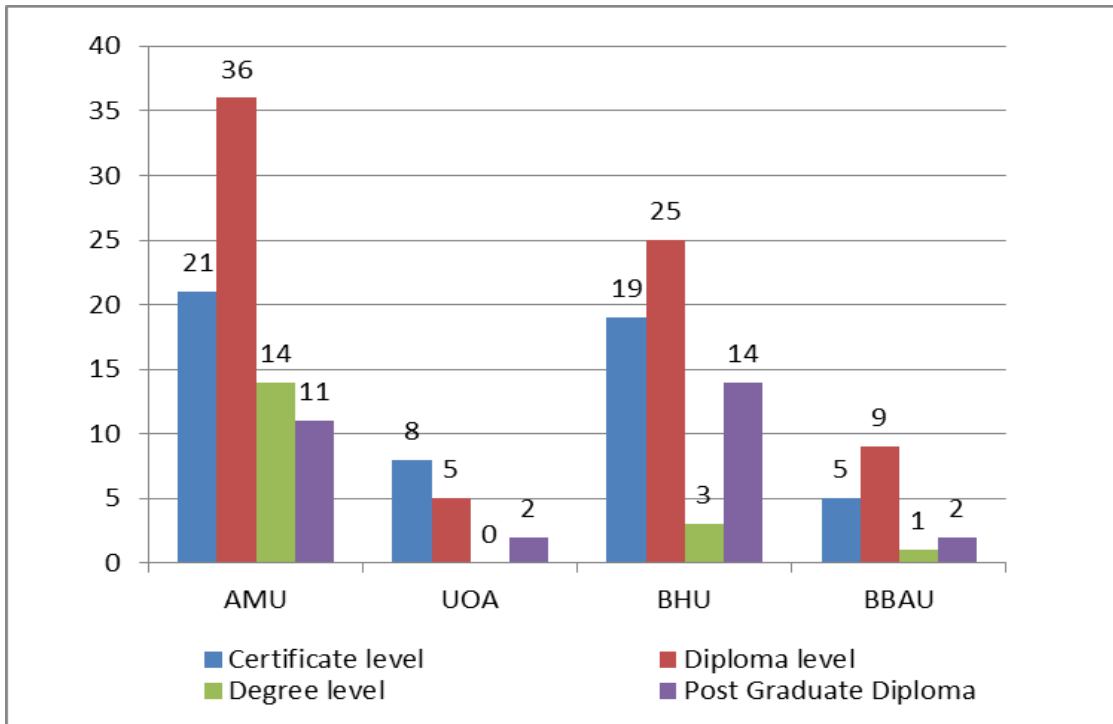


Fig.5.7. Qualification of staff in computer

The above table 5.7 and fig.5.7 explore the qualification of staff in computer. The results found that 53 (30%) library staff have a certificate level qualification in computer, to increase productivity of library, 75 (43%) library staff have a diploma level qualification in computer, 18 (10%) library staff have a degree level qualification in computer, and 29 (17 %) library staff have a post graduate diploma level qualification in computer out of 175 respondents.

In AMU, 21(26%) library staff have a certificate level qualification in computer, 36(44%) library staff have a diploma level qualification in computer, 14(17%) library staff have a degree level qualification in computer, and 11(13%) library staff have a post graduate diploma level qualification in computer out of 82 (47%) respondents.

In BBAU, 05(29%) library staff have a certificate level qualification in computer, 09(53%) library staff have a diploma level qualification in computer, 01(6%) library staff have a degree level qualification in computer, and 02(12%) library staff have a post graduate diploma level qualification in computer out of 17 (10 %) respondents.

In BHU, 19 (31%) library staff have a certificate level qualification in computer, 25(41%) library staff have a diploma level qualification in computer, 03(5%) library staff have a

degree level qualification in computer, and 14(23%) library staff have a post graduate diploma level qualification in computer out of 61 (35%) respondents.

In UOA, 08(53%)library staff have a certificate level qualification in computer, 05(33%)library staff have a diploma level qualification in computer, 18 (10%) library staff have a degree level qualification in computer, and 02(13%) library staff have a post graduate diploma level qualification in computer out of 15 (8%) respondents.

5.8. Software used in the library

This study also depicts information about the software which is used in selected libraries of central universities of Uttar Pradesh.

Table.5.8. Software used in the library

| S. N. | Items | AMU | BBAU | BHU | UOA |
|-------|--------|-----|------|-----|-----|
| 1 | KOHA | | √ | | |
| 2 | Libsys | √ | | | √ |
| 3 | SOUL | | | √ | |

The above table 5.8 depicts information about the software which is used in selected libraries of central universities of Uttar Pradesh. The outcomes found that Libsys software is used in AMU, Aligarh and University of Allahabad, Soul software is used in BHU, Varanasi and Koha software is used in BBAU, Lucknow.

5.9. Staff perception of quality

This study revealed information about staff perception of quality.

Table.5.9. Staff's perception of quality

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|----------------------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Abolition of defects | 48 (58%) | 10 (59%) | 35 (57%) | 03(20%) | 96 | 55% |
| 2 | A tool to increase profits | 18 (22%) | 2 (12%) | 13 (21%) | 05(33%) | 38 | 22% |
| 3 | A competitive advantage | 16(19%) | 5 (29%) | 13 (21%) | 07(47%) | 41 | 23% |
| | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

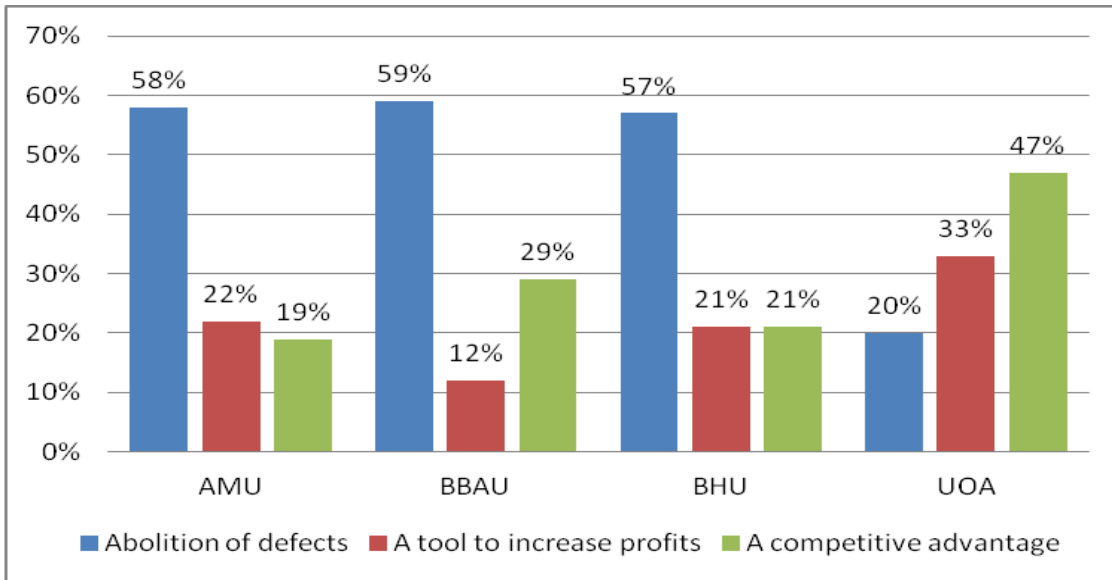


Fig.5.9. Staff's perception of quality

The above table 5.9 and fig.5.8 explore the perception of staff about quality. The results found that 96 (55%) library staff want the abolition of defects to improve the quality of library, 38 (22 %) library staff wants a tool to increase profits. 41 (23%) library staff wants a competitive advantage out of 175 respondents.

In AMU, 48 (58%) library staff want the abolition of defects to improve the quality of library, 18 (22%) library staff wants a tool to increase profits. 16(19%) library staff wants a competitive advantage out of 82 (47%) respondents.

In BBAU, 10 (59%) library staff want the abolition of defects to improve the quality of library, 2 (12%) library staff wants a tool to increase profits. 5 (29%) library staff wants a competitive advantage out of 17 (10%) respondents.

In BHU, 35 (57%) library staff want the abolition of defects to improve the quality of library, 13 (21%) library staff wants a tool to increase profits. 13 (21%)library staff wants a competitive advantage out of 61 (35%) respondents.

In UOA, 03(20%) library staff want the abolition of defects to improve the quality of library, 05(33%) library staff wants a tool to increase profits, 07(47%) library staff wants a competitive advantage out of 15 (8%) respondents.

5.10. Implementation of Total Quality in Personnel Management in Library

This study revealed information about implementation of total quality in personnel management in library.

Table.5.10. Implementation of Total Quality in Personnel Management in Library

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|-------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Yes | 58 (71%) | 11 (65%) | 47 (77%) | 09 (60%) | 125 | 71% |
| 2 | No | 24 (29%) | 06(35%) | 14 (23%) | 06 (40%) | 50 | 29% |
| 3 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

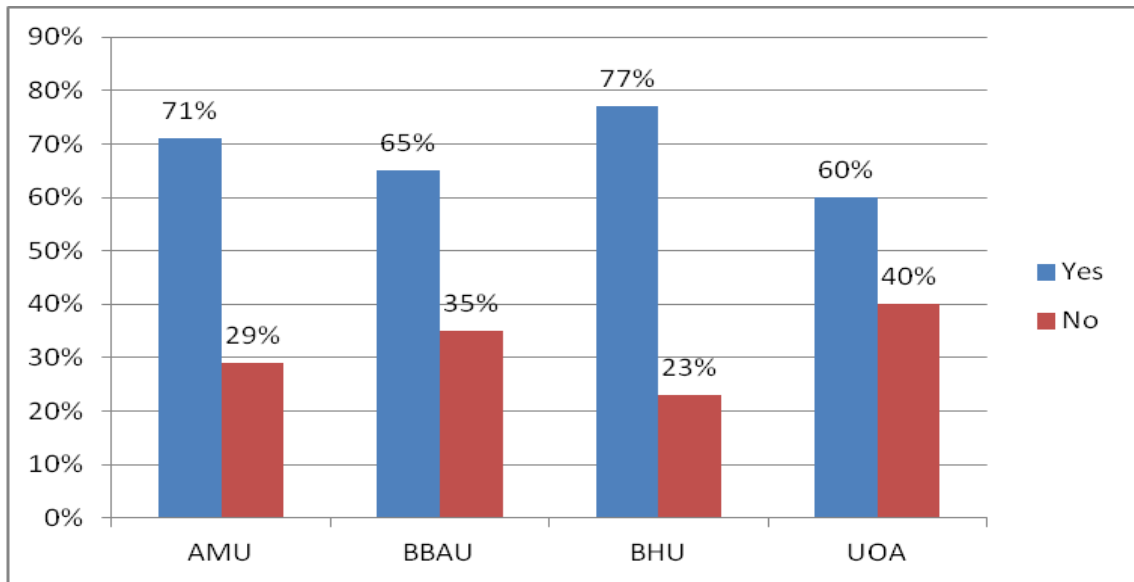


Fig.5.10. Implementation of Total Quality in Personnel Management in Library

The aforesaid table 5.10 and fig.5.9 explore the implementation of total quality in personnel management in library. The results found that according to 125 (71%) library staff their libraries are implementing the principle of Total Quality in Personnel Management and 50 (29%) library staff believe that their libraries are not implementing Total Quality in Personnel Management out of 175 respondents.

In AMU, according to 58 (71%) library staff their libraries are implementing the principle of TQPM and according to 24 (29%) respondents believe that their libraries are not implementing TQPM out of 82 (47%) respondents.

In BBAU, according to 11 (65%) library staff their libraries are implementing the principle of TQPM and according to 06(35%) respondents believe that their libraries are not implementing TQPM out of 17 (10%) respondents.

In BHU, 47 (77%) library staff wants implementation of total quality in personnel management in library and 14 (23%) library staff does not want implementation of total quality in personnel management in library out of 61 (35%) respondents.

In UOA, 09 (60%)library staff wants implementation of total quality in personnel management in library and 06 (40%) library staff does not want implementation of total quality in personnel management in library out of 15 (8%) respondents.

5.11. Reasons for non-implementation of the principle of Total Quality in Personnel Management

This study also depicts the reasons for non-implementation of the principle of total quality in personnel management.

Table.5.11. Reasons for non-implementation of the principle of Total Quality in Personnel Management

| S. N. | Search Type | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|--|-----------|----------|-----------|-----------|-----------|-------------|
| 1 | Inadequate knowledge about TQPM | 7(29%) | 2 (33%) | 5 (36%) | 3(50%) | 17 | 34% |
| 2 | Lack of commitment from top management | 2(8%) | 4 (67%) | 1(7%) | 1(17%) | 8 | 16% |
| 3 | Lack of experience in personnel management | 4(16.7%) | 0 | 2 (14%) | 2(33%) | 8 | 16% |
| 4 | Lack of training | 6(25%) | 0 | 0 | 0 | 6 | 12% |
| 5 | Lack of skill in staff | 5(21%) | 0 | 4(29%) | 0 | 9 | 18% |
| 6 | Insufficient budget | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | Inadequate planning | 0 | 0 | 2(14%) | 0 | 2 | 4% |
| 8 | Total | 24 | 6 | 14 | 06 | 50 | 100% |

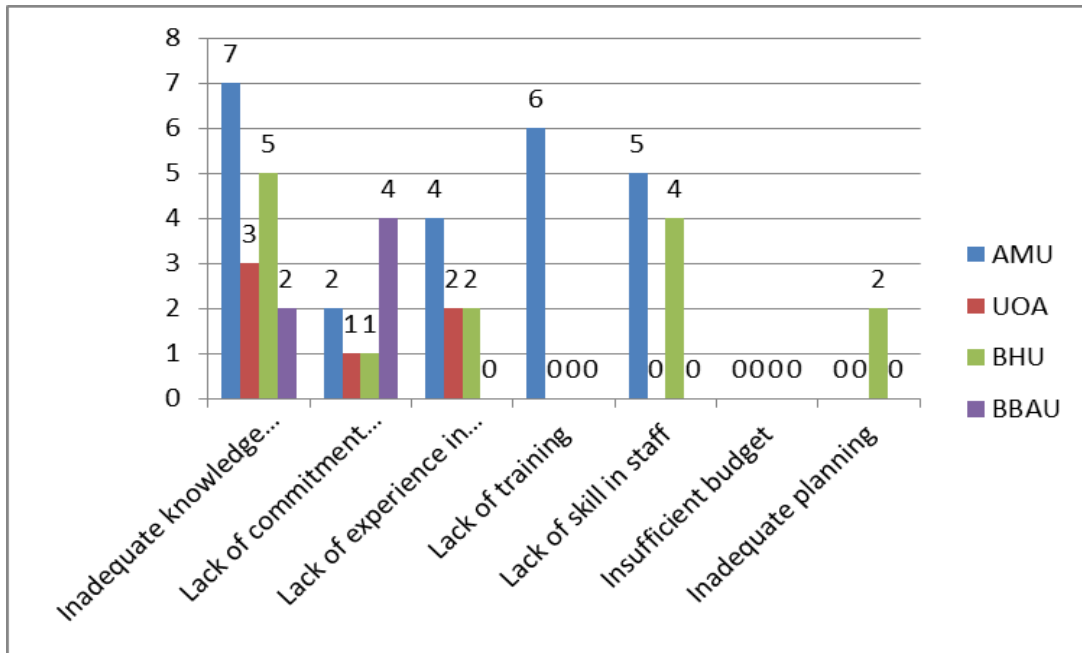


Fig.5.11. Reasons for non-implementation of the principle of Total Quality in Personnel Management

The above table 5.11 and fig.5.10 explore the reasons for non-implementation of the principle of total quality in personnel management. The results found that 17 (34%) respondents were shows the inadequate knowledge about TQPM, 8 (16%) respondents were shows lack of commitment from top management, 8 (16.0 %) respondents were shows lack of experience in personnel management, 6 (12.0 %) respondents were shows lack of training, 9 (18.0 %) respondents were shows lack of skill in staff and 2 (4.0%) respondents were shows Inadequate planning.

In AMU, 7(29%) respondents were shows the inadequate knowledge about TQPM, 2(8%) respondents were shows lack of commitment from top management, 4(17%) respondents were shows lack of experience in personnel management, 6(25%) respondents were shows lack of training and 5(21%) respondents were shows lack of skill in staff. .

In BBAU, 2 (33%) respondents were shows the inadequate knowledge about TQPM and 4 (67%) respondents were shows lack of commitment from top management.

In BHU, 5 (36%) respondents were shows the inadequate knowledge about TQPM, 1(7%) respondents were shows lack of commitment from top management, 2 (14%) respondents were shows lack of experience in personnel management, 4(29%) respondents were shows lack of skill in staff and 2(14%) respondents were shows Inadequate planning.

In UOA, 3(50.0%) respondents were shows the inadequate knowledge about TQPM, 1(17%) respondents were shows lack of commitment from top management, and 2(33%) respondents were shows lack of experience in personnel management.

5.12 Key performance indicators to measure personnel management

This study reveals the information about the key performance indicators to measure personnel management

Table.5.12 Key performance indicators to measure personnel management

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|------------------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Empowering users | 22(27%) | 6 (33%) | 17(28%) | 4(27%) | 49 | 28% |
| 2 | Continuous improvement | 26(32%) | 11(61%) | 26(43%) | 9(60%) | 72 | 41% |
| 3 | Leading change | 16(19%) | 0 | 6(10%) | 2(13%) | 24 | 14% |
| 4 | Managing performance | 18(22%) | 1(6%) | 11(18%) | 0 | 30 | 17% |
| 5 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

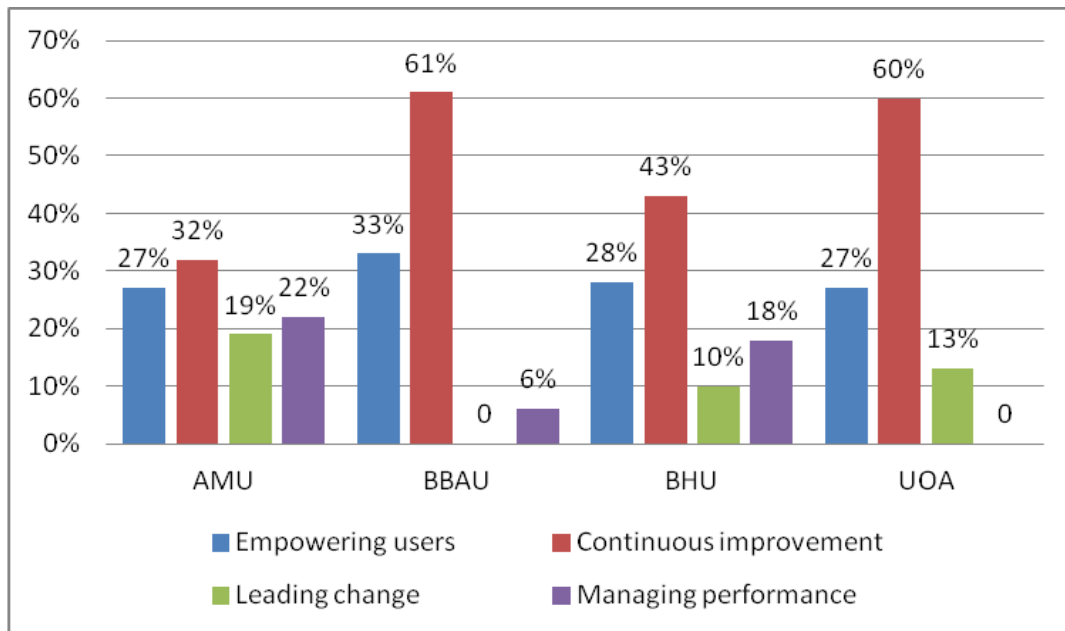


Fig.5.12 Key performance indicators to measure personnel management

The above table 5.12 and fig. 5.12 shows that, 49 (28%) respondents used empowering users as an indicator to measure personnel management, 72 (41%) respondents used continuous improvement as an indicator to measure personnel management, 24 (14%) respondents used leading change as an indicator to measure personnel management and 30 (17%) respondents used managing performance as an indicator to measure personnel management out of 175 respondents.

In AMU, 22 (27%) respondents used empowering users as an indicator to measure personnel management, 26 (32%) respondents used continuous improvement as an indicator to measure personnel management, 16(19%) respondents used leading change as an indicator to measure personnel management, and 18 (22%) respondents used managing performance as an indicator to measure personnel management.

In BBAU, 6 (33%) respondents used empowering users as an indicator to measure personnel management, 11(61%) respondents used continuous improvement as an indicator to measure personnel management and 1(6%) respondents used managing performance as an indicator to measure personnel management.

In BHU, 17(28%) respondents used empowering users as an indicator to measure personnel management, 26(43%) respondents used continuous improvement as an indicator to measure personnel management, 6(10%) respondents used Leading change as an indicator to measure personnel management and 11(18%) respondents used managing performance as an indicator to measure personnel management.

In UOA, 4(27%) respondents used empowering users as an indicator to measure personnel management, 9(60%) respondents used continuous improvement as an indicator to measure personnel management and 2(13%) respondents used Leading change as an indicator to measure personnel management.

5.13. Goals of TQPM implementation in the library:

This study also revealed the goals of TQPM implementation in library.

Table.5.13 Goals of TQPM implementation in the library:

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|--|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Continuous improvement | 11(13%) | 11(65%) | 26 (43%) | 04 (27%) | 52 | 30% |
| 2 | To improve quality | 19(23%) | 4 (23%) | 9 (15%) | 09 (60%) | 41 | 23% |
| 3 | Satisfied staff | 32(39%) | 2 (12%) | 17(28%) | 02 (13%) | 53 | 30% |
| 4 | To achieve quality culture in the long run | 12(15%) | 0 | 05 (8%) | 0 | 17 | 10 % |
| 5 | Service excellence | 8(10%) | 0 | 04 (7%) | 0 | 12 | 7% |
| 6 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

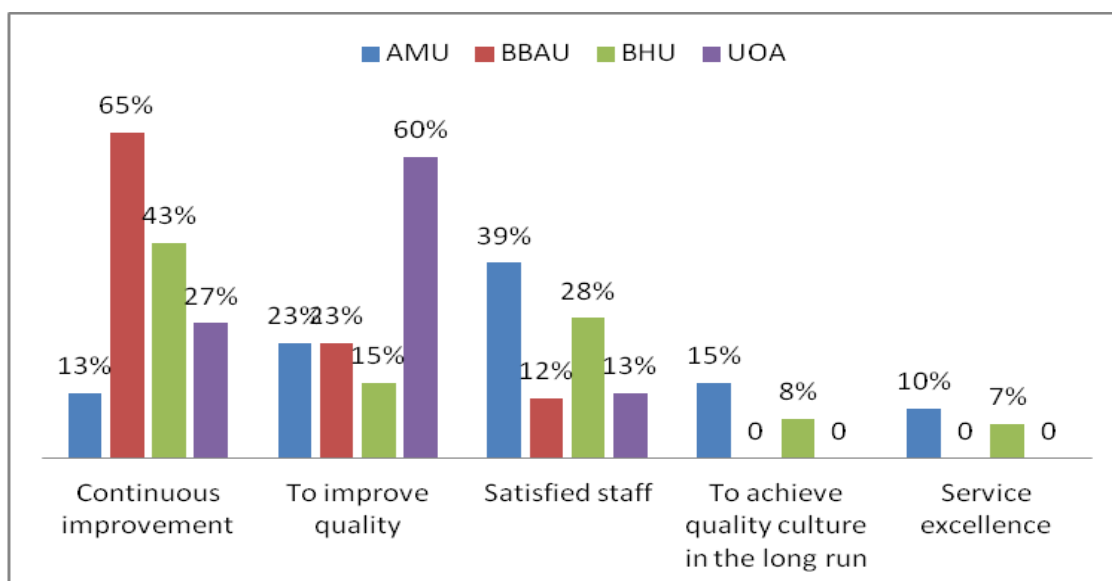


Fig.5.13 Goals of TQPM implementation in the library:

Table.5.13 and fig. 5.13 revealed the goals of TQPM implementation in library. The outcomes shows that 52 (30%) respondents were want the continuous improvement in library, 41 (23%) respondents were want to improve quality in library, 53 (30%) respondents were want the satisfied staff in library, 17 (10%) respondents were want to achieve quality culture in the long run in library and 12 (7%) respondents were want excellence service in library.

In AMU, 11(13%) respondents were want the continuous improvement in library, 19(23%) respondents were want to improve quality in library, 32(39%) respondents were want

the satisfied staff in library, 12(15%) respondents were want to achieve quality culture in the long run in library and 8(10%) respondents were want excellence service in library.

In BBAU, 11(65%) respondents were want the continuous improvement in library, 4 (23%) respondents were want to improve quality in library and 2 (12%) respondents were want the satisfied staff in library.

In BHU, 26 (43%) respondents were want the continuous improvement in library, 9 (15%) respondents were want to improve quality in library, 17(28%) respondents were want the satisfied staff in library, 05 (8%) respondents were want to achieve quality culture in the long run in library and 04 (7%) respondents were want excellence service in library.

In UOA, 04 (27%) respondents were want the continuous improvement in library, 04 (27%) respondents were want to improve quality in library and 09 (60%) respondents were want the satisfied staff in library,

5.14. Training is provided by the library to the library personnel

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|-------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Yes | 60 (73%) | 12 (71%) | 36 (59%) | 7 (47%) | 115 | 66% |
| 2 | No | 22 (27%) | 05 (29%) | 25 (41%) | 8 (53%) | 60 | 34% |
| 3 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

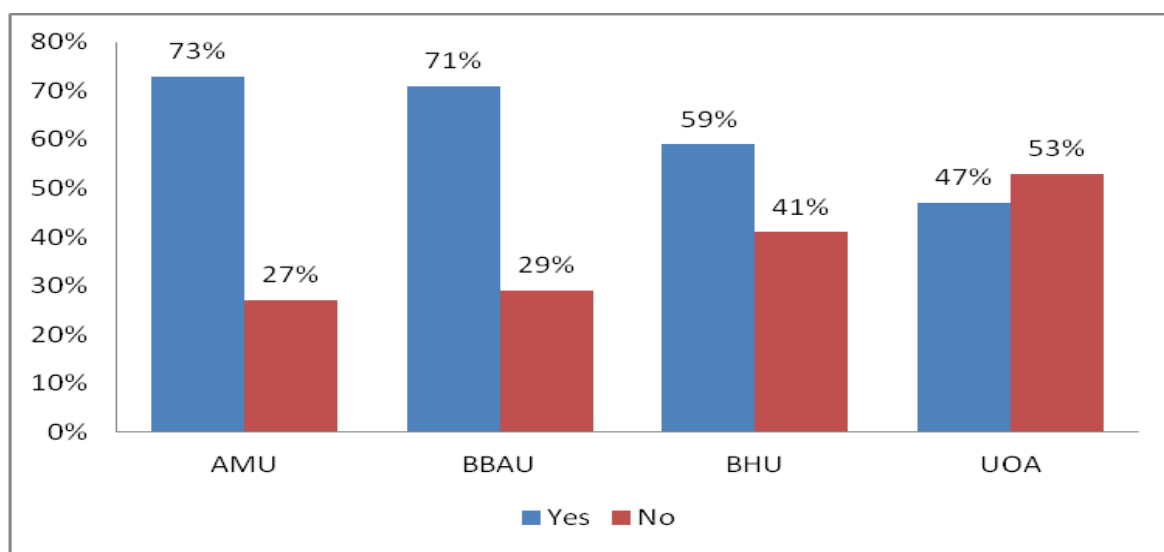


Fig.5.14 Training provided by library to the staff

The above table 5.14 and fig. 5.14 shows that according to 115 (66%) respondents their libraries providing adequate training to the personnel while working but 60 (34%) respondents are not in the favor that libraries are providing adequate training to the staff, out of 175 respondents.

In AMU according to 60 (73%) respondents their libraries providing adequate training to the personnel while working but 22 (27%) respondents are not in the favor that libraries are providing adequate training to the staff, out of 82 respondents.

In BBAU according to 12 (71%) respondents their libraries providing adequate training to the personnel while working but 25 (41%) respondents are not in the favor that libraries are providing adequate training to the staff, out of 61 respondents.

In BHU according to 36 (59%) respondents their libraries providing adequate training to the personnel while working but 22 (27%) respondents are not in the favor that libraries are providing adequate training to the staff, out of 82 respondents.

In UOA according to 7 (47%) respondents their libraries providing adequate training to the personnel while working but 8(53%) respondents are not in the favor that libraries are providing adequate training to the staff, out of 15 respondents.

5.15 Refresher/Orientation Programmes are provided by the library for library personnel

This study revealed the information about refresher/orientation programmes are provided by the library for library personnel.

Table.5.15. Refresher/Orientation Programmes are provided by the library for library personnel

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|--------------|--------------|-----------------|-----------------|----------------|----------------|--------------|-------------|
| 1 | Yes | 49 (60%) | 15 (88%) | 21 (34%) | 11(73%) | 96 | 55% |
| 2 | No | 33 (40%) | 2 (12%) | 40 (66%) | 4 (27%) | 79 | 45% |
| 3 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

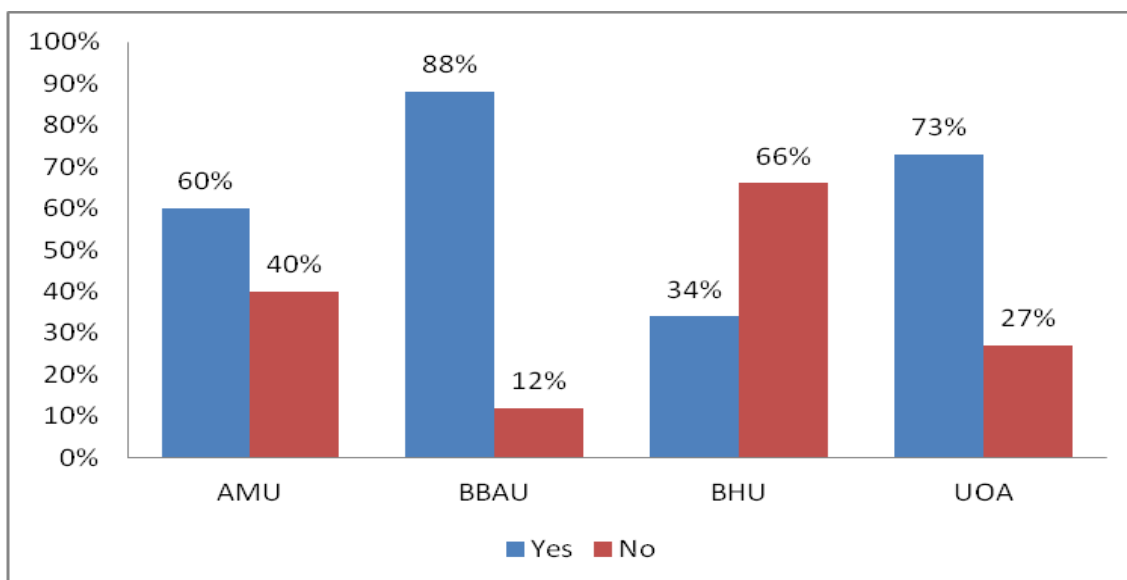


Fig.5.15. Refresher/Orientation Programmes are provided by the library for library personnel

The above table 5.15 and fig. 5.15 shows that 96 (55 %) respondent wants that libraries organised the refresher/orientation programmes for library personnel, 79 (45 %) respondents expressed that libraries did not organised the refresher/orientation programmes for library personnel out of 175 respondents.

In AMU, 49 (60%) respondent wants that libraries organised the refresher/orientation programmes for library personnel, 33 (40%) respondents expressed that libraries did not organised the refresher/orientation programmes for library personnel.

In BBAU, 15 (88%) respondent wants that libraries organised the refresher/orientation programmes for library personnel, 2 (12%) respondents expressed that libraries did not organised the refresher/orientation programmes for library personnel.

In BHU, 21 (34%) respondent wants that libraries organised the refresher/orientation programmes for library personnel, 40 (66%) respondents expressed that libraries did not organised the refresher/orientation programmes for library personnel.

In UOA, 11(73%) respondent wants that libraries organised the refresher/orientation programmes for library personnel, 4 (27%) respondents expressed that libraries did not organised the refresher/orientation programmes for library personnel.

5.16. Ease of getting permission to join any workshop/ seminar

The study also explored the information about the ease of getting permission to join any workshop/ seminar.

Table.5.16. Ease of getting permission to join any workshop/ seminar

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|--------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Yes | 64 (78%) | 11 (65%) | 58(95%) | 13 (87%) | 146 | 83% |
| 2 | No | 15 (18%) | 04 (23%) | 03 (5%) | 02 (13%) | 24 | 24% |
| 3 | Can't Say | 03 (4%) | 02 (12%) | 0 | 0 | 5 | 3% |
| 4 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

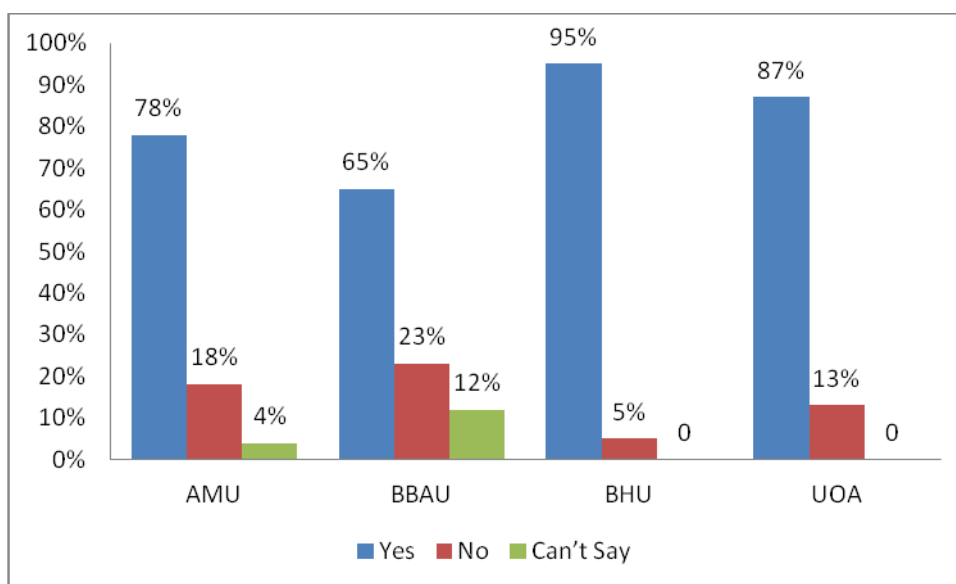


Fig.5.16. Ease of getting permission to join any workshop/ seminar

The above table 5.16 and fig. 5.16 shows that 146 (83%) respondents feel easy to getting permission to join any workshop/ seminar, 24 (24%) respondents did not feel easy to getting permission to join any workshop/ seminar and 5 (3%) respondents did not respond about ease of getting permission to join any workshop/ seminar out of 175 respondents.

In AMU, 64 (78%) respondents feel easy to getting permission to join any workshop/ seminar, 15 (18%) respondents did not feel easy to getting permission to join any workshop/ seminar and 03 (4%) respondents did not respond about ease of getting permission to join any workshop/ seminar.

In BBAU, 11 (65%) respondents feel easy to getting permission to join any workshop/ seminar, 04 (24%) respondents did not feel easy to getting permission to join any workshop/ seminar and 02 (12%) respondents did not respond about ease of getting permission to join any workshop/ seminar.

In BHU, 58(95%) respondents feel easy to getting permission to join any workshop/ seminar and 24 03 (5%) respondents did not feel easy to getting permission to join any workshop/ seminar.

In UOA, 13 (87%) respondents feel easy to getting permission to join any workshop/ seminar and 02 (13%) respondents did not feel easy to getting permission to join any workshop/ seminar.

5.17. Skills needed to improve related to the job

This study also revealed the information about the skill needed to improve related to the jobs.

Table.5.17. Skills needed to improve related to the job

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|--------------|------------------------|-----------------|-----------------|----------------|----------------|--------------|-------------|
| 1 | Technical Skills | 45 (55%) | 07 (41%) | 24 (39%) | 13 (87%) | 89 | 51% |
| 2 | Managerial skills | 21 (26%) | 05 (29%) | 21(34%) | 02 (13%) | 49 | 28% |
| 3 | Inter personnel skills | 16 (19%) | 05 (29%) | 16 (26%) | 0 | 37 | 21.1% |
| 4 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

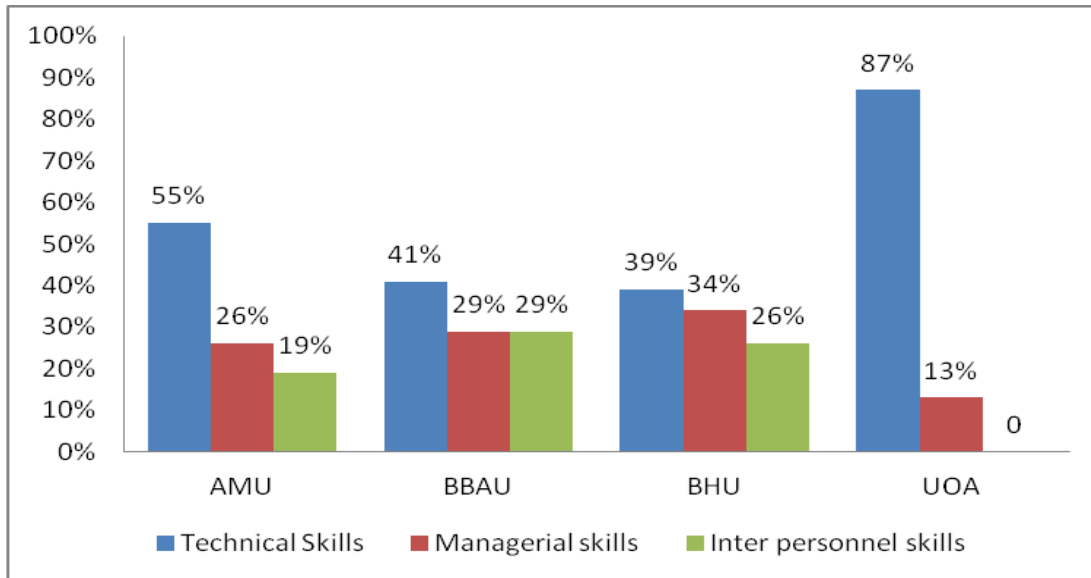


Fig.5.17. Skills needed to improve related to the job

The above table.5.17 and fig.5.17 shows that 89 (51%) respondents says that technical skills are needed to improve, related to the job, 49 (28%) respondents says that managerial skills are needed to improve related to the job and 37 (21%) respondents says that technical skills are needed to improve related to the job.

In AMU, 45 (55%) respondent says that technical skills are needed to improve related to the job, 21 (26%) respondents says that managerial skills needed to improve related to the job and 21 (26%) respondents says that technical skills needed to improve related to the job.

In BBAU 07 (41%) respondent says that technical skills needed to improve related to the job, 05 (29%) respondents says that managerial skills needed to improve related to the job and 05 (29%) respondents says that technical skills needed to improve related to the job.

In BHU, 4 (39%) respondent says that technical skills needed to improve related to the job, 21(34%) respondents says that managerial skills needed to improve related to the job and 16 (26%) respondents says that technical skills needed to improve related to the job.

In UOA, 13 (87%) respondent says that technical skills needed to improve related to the job and 02 (13%) respondents says that managerial skills needed to improve related to the job.

5.18. Ease of getting leave from the organization

This study was collected the information about ease of getting leave from the organization.

Table.5.18. Ease of getting leave from the organization

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|--------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Yes | 60 (73%) | 12 (71%) | 36 (59%) | 7 (47%) | 115 | 66% |
| 2 | No | 22 (27%) | 05 (29%) | 25 (41%) | 8 (53%) | 60 | 34% |
| 3 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

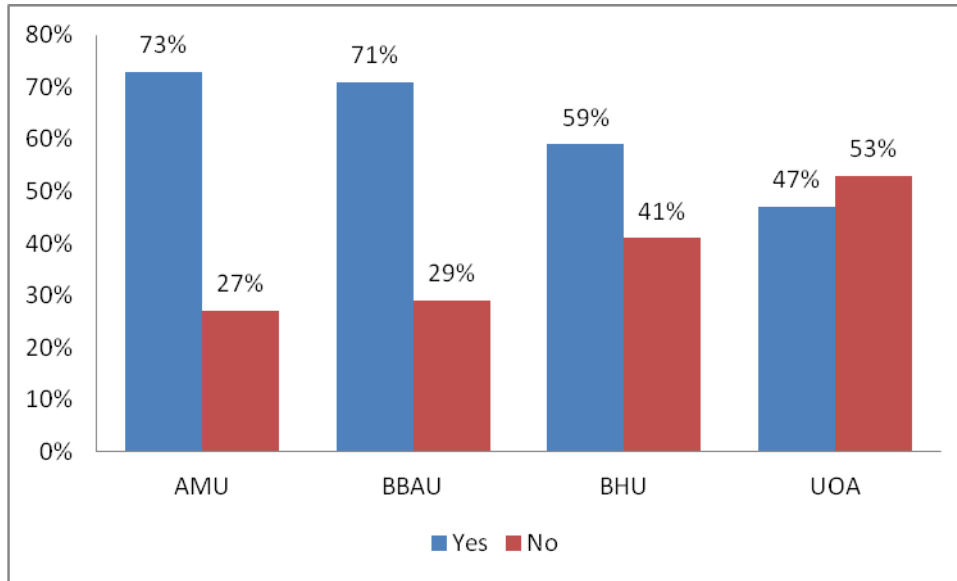


Fig.5.18. Ease of getting leave from the organization

The above table 5.18 and fig.5.18 illustrated that 115 (66%) respondents replied, they were easily getting the leave from the organization and 60 (34%) respondents replied, they were not easily getting leave from the organization out of 175 respondents.

In AMU, 60 (73%) respondents replied, they were easily getting the leave from the organization and 22 (27%) respondents replied, they were not easily getting leave from the organization.

In BBAU, 12 (71%) respondents replied, they were easily getting the leave from the organization and 05 (29%) respondents replied, they were not easily getting leave from the organization.

In BHU, 36 (59.0%) respondents replied, they were easily getting the leave from the organization and 25 (41.0%) respondents replied, they were not easily getting leave from the organization.

In UOA, 7 (47%) respondents replied, they were easily getting the leave from the organization and 8 (53%) respondents replied, they were not easily getting leave from the organization out

5.19. Type of leave preferred by library staff

This study also collected the information about the type of leave which is preferred by library staff.

Table 5.19.Type of leave preferred by library staff

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|--------------|------------------------|-----------------|-----------------|----------------|----------------|--------------|-------------|
| 1 | Casual Leave | 49 (60%) | 15 (88%) | 34 (56%) | 13 (87%) | 111 | 63% |
| 2 | Medical Leave | 14 (17%) | 1(6%) | 13 (21%) | 2 (21%) | 30 | 17% |
| 3 | Higher Education Leave | 19 (23%) | 1 (6%) | 14 (23%) | 0 | 34 | 19% |
| 4 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

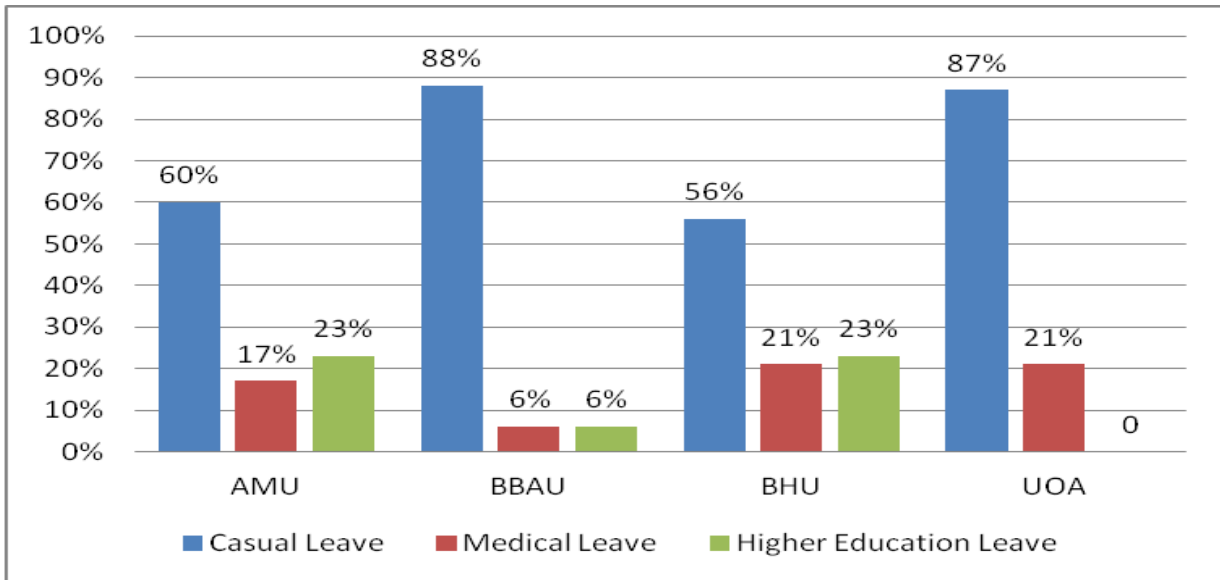


Fig.5.19. Type of leave preferred by library staff

The above table.5.19 and fig.5.19 shows that 111 (63%) respondents answered that they were preferred casual leave, 30 (17%) respondents answered that they were preferred medical leave and 34 (19%) respondents answered that they were preferred higher education leave out of 175 respondent.

In AMU, 49 (60%) respondents answered that they were preferred casual leave, 14 (17%) respondents answered that they were preferred medical leave and 19 (23%) respondents answered that they were preferred higher education leave.

In BBAU, 15 (88%) respondents answered that they were preferred casual leave, 1(6%) respondents answered that they were preferred medical leave and 1 (6%) respondents answered that they were preferred higher education leave.

In BHU, 34 (56%) respondents answered that they were preferred casual leave, 13 (21%) respondents answered that they were preferred medical leave and 14 (23%) respondents answered that they were preferred higher education leave.

In UOA, 13 (87%) respondents answered that they were preferred casual leave and 2 (21%) respondents answered that they were preferred medical leave.

5.20 Procedure for selection.

This study also explored the information about the procedure for selection as a library staff.

Table.5.20 Procedure for selection

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|------------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Written exam | 19 (23%) | 5 (29%) | 9 (15%) | 4 (27%) | 37 | 21% |
| 2 | Skill test | 13 (16%) | 3 (18%) | 2(3%) | 1 (7%) | 19 | 11% |
| 3 | Interview | 11 (13%) | 9 (53%) | 38 (62%) | 10 (67%) | 68 | 39% |
| 4 | Group discussion | 4 (5%) | 0 | 0 | 0 | 4 | 2% |
| 5 | All of these | 35 (43%) | 0 | 12 (20%) | 0 | 47 | 27% |
| 6 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

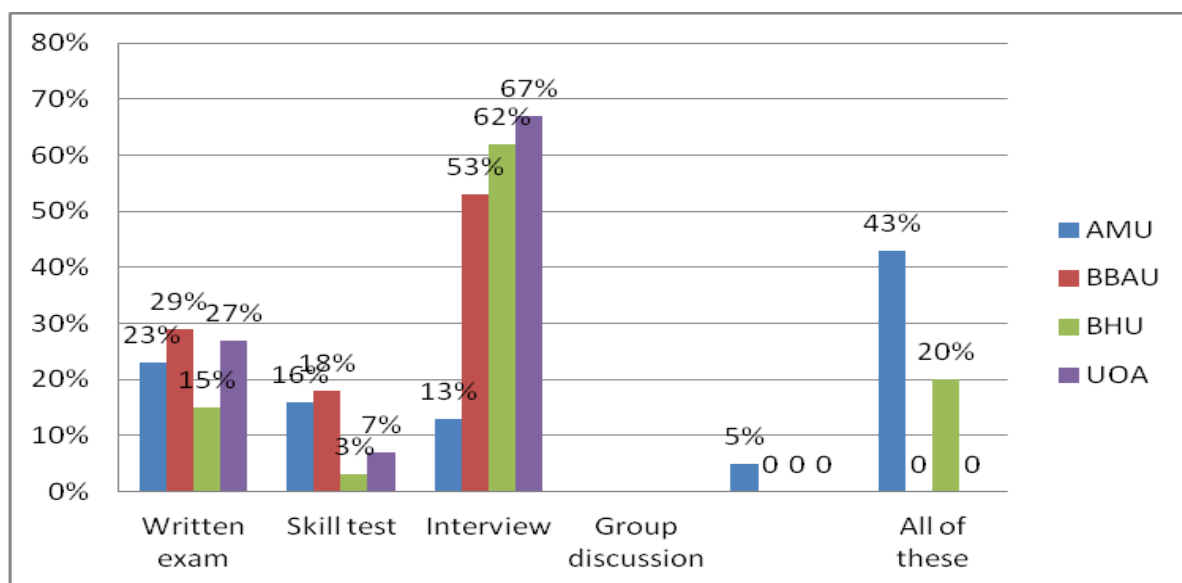


Fig.5.20 Procedure for selection

The above table.5.20 and fig.5.20 shows that 37 (21%) respondents answered that they were preferred written exam, 19 (11%) respondents answered that they were preferred skill test, 68 (39%) respondents answered that they were preferred interview, 4 (2 %) respondents answered that they were preferred group discussion and 47 (27%) respondents answered that they were preferred all of these method for selection out of 175 respondent.

In AMU, 19 (23%) respondents answered that they were preferred written exam, 13 (16%) respondents answered that they were preferred skill test, 11 (13%) respondents answered

that they were preferred interview, 4 (5%) respondents answered that they were preferred group discussion and 35 (43%) respondents answered that they were preferred all of these method for selection.

In BBAU, 5 (29.4%) respondents answered that they were preferred written exam, 3 (17.6%) respondents answered that they were preferred skill test and 9 (52.9%) respondents answered that they were preferred interview method for selection.

In BHU, 9 (15%) respondents answered that they were preferred written exam, 2(3%) respondents answered that they were preferred skill test, 38 (62%) respondents answered that they were preferred interview and 12 (20%) respondents answered that they were preferred all of these method for selection

In UOA, 4 (27%) respondents answered that they were preferred written exam, 1 (7%) respondents answered that they were preferred skill test and 10 (67%) respondents answered that they were preferred interview method for selection.

5.21. Basis of allocation of work

This study also collected the information about the basis of allocation of work.

Table.5.21 Basis of allocation of work

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|--------------|----------------|-----------------|-----------------|----------------|----------------|--------------|-------------|
| 1 | Specialization | 13 (16%) | 4 (23%) | 31(51%) | 11 (73%) | 59 | 34% |
| 2 | Experience | 40 (49%) | 6 (35%) | 15 (25%) | 04 (26.7%) | 65 | 37% |
| 3 | Randomly | 29 (35%) | 7 (41%) | 11 (18%) | 0 | 47 | 27% |
| 4 | Your Choice | 0 | 0 | 4 (7%) | 0 | 4 | 2% |
| 5 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

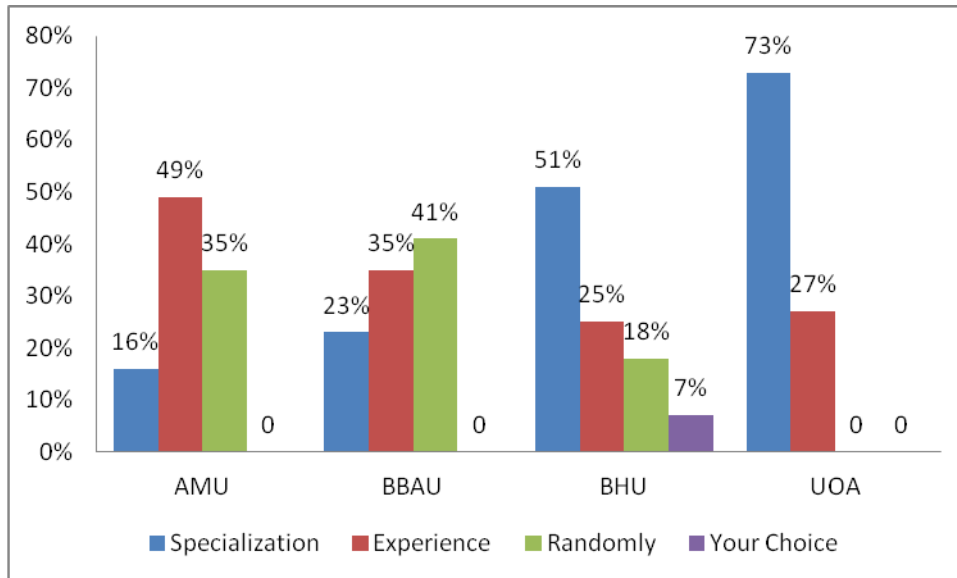


Fig.5.21 Basis of allocation of work

The above table.5.21 and fig.5.21 shows that according to 59 (34%) respondents the basis of allocation of work specialization, according to 65 (37%) respondents the basis of allocation of work is experience, according to 47 (27%) respondents the basis of allocation of work is random out of 175 respondents.

In AMU, 13 (16%) respondents shows the interest in experience for the allocation of work, 40 (49%) respondents shows the interest in specialization for the allocation of work and 29 (35%) respondents shows the interest in randomly for the allocation of work.

In BBAU, 4 (23%) respondents shows the interest in experience for the allocation of work, 6 (35%) respondents shows the interest in specialization for the allocation of work and 7 (41%) respondents shows the interest in randomly for the allocation of work.

In BHU, 31(51%) respondents shows the interest in experience for the allocation of work, 15 (25%) respondents shows the interest in specialization for the allocation of work, 11 (18%) respondents shows the interest in randomly for the allocation of work, and 4 (7%) respondents shows the interest in your choice for the allocation of work.

In UOA, 11 (73%) respondents shows the interest in experience for the allocation of work and 04 (27%) respondents shows the interest in specialization for the allocation of work.

5.22 Type of relations having with subordinates

This study also collected the information about the type of relations having with subordinates.

Table.5.22 Type of relations having with subordinates

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|---------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Formal | 62 (76%) | 14 (82%) | 49 (79%) | 09 (60%) | 134 | 76% |
| 2 | Informal | 20 (24%) | 03 (18%) | 07 (13%) | 06 (40%) | 36 | 21% |
| 3 | Contradictory | 0 | 0 | 0 | 0 | 0 | 0% |
| 4 | Cannot Say | 0 | 0 | 05 (8%) | 0 | 5 | 3% |
| 5 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

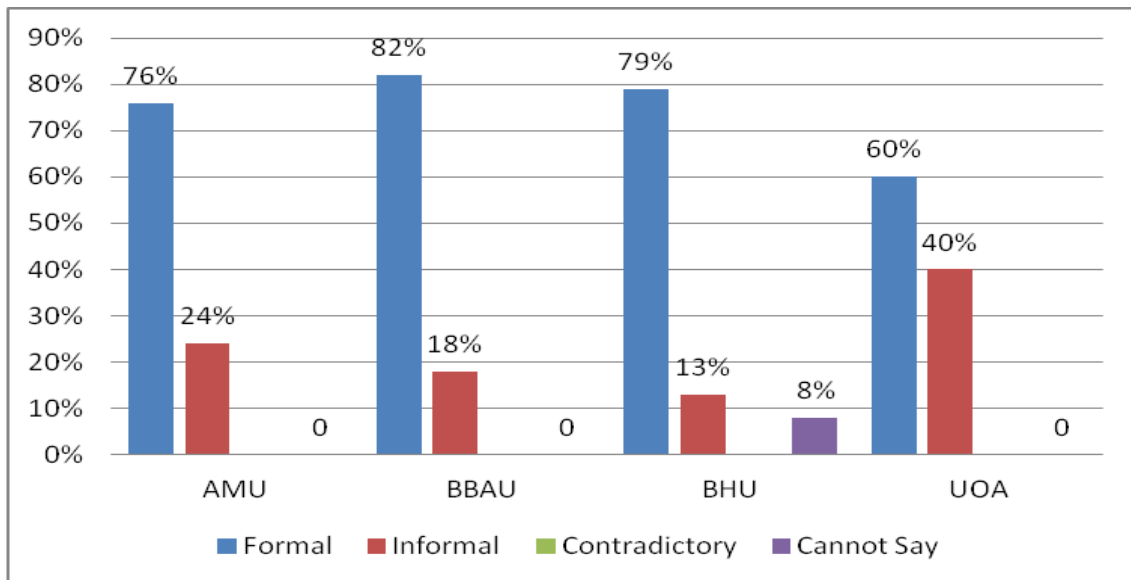


Fig.5.22 Type of relations having with subordinates

The above table.5.22 and fig.5.22 explored that 134 (76%) respondents shows the formal relations having with subordinates, 36 (21%) respondents shows the informal relations having with subordinates and 5 (3%) respondents does not show any response about the relations having with subordinates, out of 175 respondents..

In AMU, 62 (76%) respondents shows the formal relations having with subordinates and 20 (24%) respondents shows the informal relations having with subordinates.

In BBAU, 14 (82%) respondents shows the formal relations having with subordinates and 03 (18%) respondents shows the informal relations having with subordinates.

In BHU, 49 (79%) respondents shows the formal relations having with subordinates, 07 (13%) respondents shows the informal relations having with subordinates and 07 (13%) respondents does not show any response about the relations having with subordinates.

In UOA, 09 (60%) respondents shows the formal relations having with subordinates and 306 (40%) respondents shows the informal relations having with subordinates.

5.23 Type of relations having with superiors

This study also collected the information about the type of relations having with superiors.

Table.5.23 Type of relations having with superiors

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|---------------|-----------------|-----------------|----------------|----------------|------------|-------------|
| 1 | Formal | 78 (95%) | 16 (94%) | 58 (95%) | 14 (93%) | 166 | 95% |
| 2 | Informal | 0 | 0 | 03 (5%) | 0 | 03 | 2% |
| 3 | Contradictory | 04 (5%) | 0 | 0 | 0 | 04 | 2% |
| 4 | Cannot Say | 0 | 01 (6%) | 0 | 01(7%) | 02 | 1% |
| 5 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8%) | 175 | 100% |

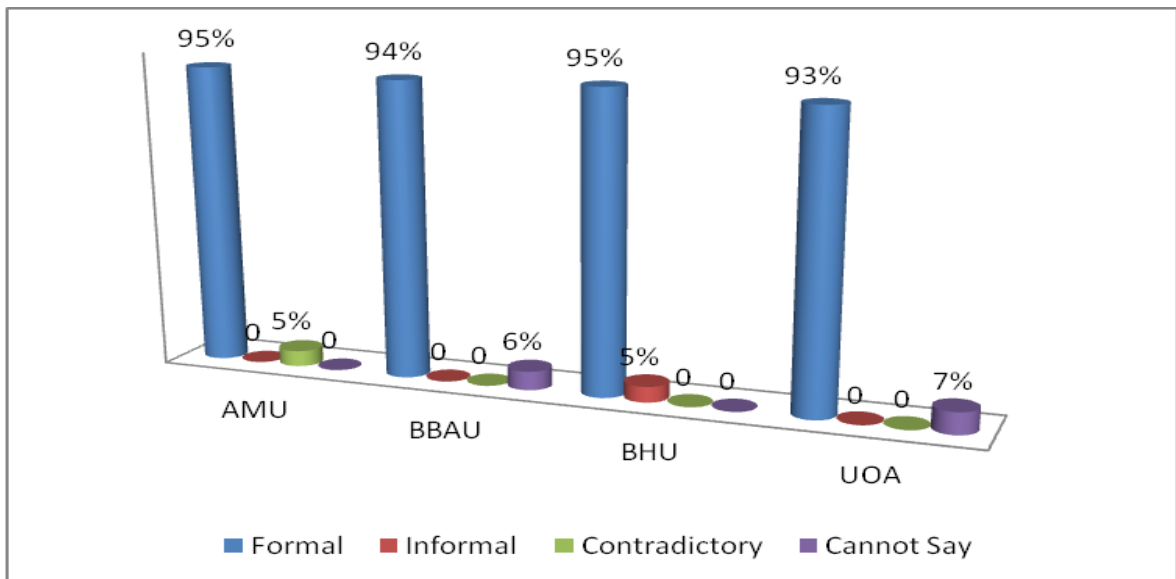


Fig.5.23 Type of relations having with superiors

The above table.5.23 and fig.5.23 explored that 166 (95%) respondents shows the formal relations having with superiors, 03 (2%) respondents shows the informal relations having with superiors, 4 (2%) respondents shows contradictory the relations having with superiors, and 2 (1%) respondents does not show any response about the relations having with superiors out of 175 respondents..

In AMU, 78 (95%) respondents shows the formal relations having with superiors and 04 (4.9%) respondents shows contradictory the relations having with superiors.

In BBAU, 16 (94%) respondents shows the formal relations having with superiors and 01 (5.9%) respondents does not show any response about the relations having with superiors.

In BHU, 58 (95%) respondents shows the formal relations having with superiors and 03 (4.9%) respondents shows the informal relations having with superiors.

In UOA, 14 (93%) respondents shows the formal relations having with superiors and 01(7%) respondents does not show any response about the relations having with superiors.

5.24 Opinions of library personnel on Job Management

SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD- Strongly disagree

| Sr.No. | Statements | SA | A | N | D | SD |
|--------|---|-------------|-------------|-------------|-------------|------------|
| a. | The library has proper staff management | 21 (12%) | 77 (44%) | 59 (34%) | 18 (10%) | 0 |
| b. | There is a regular process of improvement | 8 (4%) | 56 (32%) | 42 (24%) | 69 (39%) | 0 |
| c. | I feel quality planning for every task | 0 | 22 (12%) | 47 (27%) | 98 (56%) | 08 (4%) |
| d. | I agree with adequacy of resources and equipment for staff. | 07 (4%) | 66 (38%) | 31 (18%) | 71 (40%) | 0 |

| | | | | | | |
|----|---|-------------|--------------|-------------|-------------|---|
| e. | I am satisfied with my job position according to my Qualification | 11 (6%) | 21 (12%) | 44 (25%) | 99 (56%) | 0 |
| f. | I am satisfied with my job nature | 09 (5%) | 38 (21%) | 39 (22%) | 89 (51%) | 0 |
| g. | I am satisfied with my job timings | 12 (7%) | 145 (83%) | 18 (10%) | 0 | 0 |
| h. | I have faith in the library management | 30 (17%) | 30 (17%) | 77 (44%) | 38 (22%) | |
| i. | I have opportunity for using independent ideas and action in my job | 0 | 09 (5%) | 77 (44%) | 89 (51%) | 0 |

The table 5.24 revealed that majority of the respondents 77 (44%) are agree that their libraries have proper staff management, according to 69 (39%) personnel there are no regular process of improvement in libraries, 98 (56%) personnel does not feel quality planning for every task, 71 (40%) of the personnel are disagree with the adequacy of resources and equipments available for staff, 99 (56%) respondents are not satisfied with their job position according to their qualification, 89 (51%) personnel are not satisfied with their job nature, 145(83%) staff are satisfied with their job timing, only 30 (17%) personnel shows faith in their library management and 51% personnel are not independent for taking actions in their libraries.

5.25 Overall working experience of the staff

This study also explored the overall working experience of the staff.

Table.5.25 Overall working experience of the staff

| S. N. | Items | AMU | BBAU | BHU | UOA | TOTAL | % |
|-------|--------------|-----------------|-----------------|----------------|------------------|------------|-------------|
| 1 | Excellent | 18 (22%) | 06 (35%) | 13 (21%) | 04 (26.7%) | 41 | 23% |
| 2 | Very Good | 32 (39%) | 10 (59%) | 26 (42.6%) | 09 (60%) | 77 | 44% |
| 3 | Good | 22 (27%) | - | 18 (29%) | 01 (6.7%) | 41 | 23% |
| 4 | Satisfactory | 10 (12%) | 01 (6%) | 04 (6.6%) | 01 (6.7%) | 16 | 9% |
| 5 | Total | 82 (47%) | 17 (10%) | 61(35%) | 15 (8.5%) | 175 | 100% |

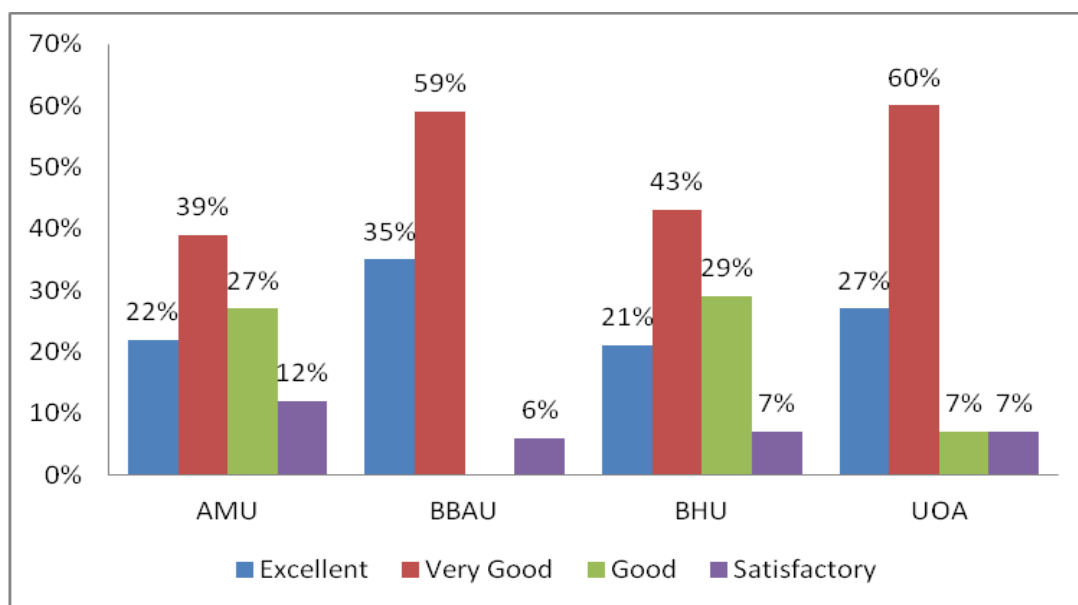


Fig.5.25 Overall working experience of the staff

The above table.5.25 and fig.5.25 shows that 41 (23%) respondents shows excellent working experience with library, 77 (44%) respondents shows very good working experience with library, 41 (23%) respondents shows good working experience with library, and 16 (9%) respondents shows satisfactory working experience with library, out of 175 respondents..

In AMU, 18 (22%) respondents shows excellent working experience with library, 32 (39%) respondents shows very good working experience with library, 22 (26.8%) respondents shows good working experience with library, and 10 (12%) respondents shows satisfactory working experience with library.

In BBAU, 06 (35%) respondents shows excellent working experience with library, 10 (59%) respondents shows very good working experience with library and 01 (5.9%) respondents shows satisfactory working experience with library.

In BHU, 13 (21%) respondents shows excellent working experience with library, 26 (43%) respondents shows very good working experience with library 18 (29%) respondents shows good working experience with library and 04 (6.6%) respondents shows satisfactory working experience with library.

In UOA, 04 (27%) respondents shows excellent working experience with library, 09 (60%) respondents shows very good working experience with library, 01 (7%) respondents shows good working experience with library, and 01 (7%) respondents shows satisfactory working experience with library.

5.2 SECTION B

This section will cover the hypotheses that were proposed to be tested. The statistical analysis of the data for the existing study was done by M S Excel using for stated hypothesis only.

Hypotheses Testing

H1: Majority of libraries are not following the TQM principle for personnel management.

Null Hypothesis H₀: There is no significant difference between respondents regarding majority of libraries are not following the TQM principle for personnel management.

Alternative Hypothesis H₁: There is a significant difference between respondents regarding majority of libraries are not following the TQM principle for personnel management.

Table 5.9 was analyzed. The null hypothesis was accepted, there is no significant difference between respondents regarding majority of libraries are not following the TQM principle for personnel management.

H2: Majority of the staff having excessive workload, stress in the libraries.

Null Hypothesis H₀: There is no significant difference in majority of the staff having excessive workload, stress in the libraries.

Alternative Hypothesis H₁: There is a significant difference in majority of the staff having excessive workload, stress in the libraries.

Table 5.24 was analyzed. The alternative hypothesis was accepted, there is a significant difference between respondents regarding majority of the staff having excessive workload, stress in the libraries.

H3: 3. Most of the libraries having formal relationship with their staff.

Null Hypothesis H₀: There is no significant difference in most of the libraries having formal relationship with their staff.

Alternative Hypothesis H₁: There is a significant difference in most of the libraries having formal relationship with their staff.

Table 5.22 and table 5.23 were analyzed. The alternative hypothesis was accepted, there is a significant difference in most of the libraries having formal relationship with their staff.

H4: Majority of the library staff do not acquire adequate training while working.

Null Hypothesis H₀: There is no significant difference in in majority of the library staff do not acquire adequate training while working.

Alternative Hypothesis H₁: There is a significant difference in majority of the library staff do not acquire adequate training while working.

Table 5.14 was analyzed. The alternative hypothesis was accepted, there is a significant difference in majority of the library staff do not acquire adequate training while working.

H5: Most of the libraries do not assigned the task as per the skills and qualification of the staff.

Null Hypothesis H₀: There is no significant differences in most of the libraries do not assigned the task as per the skills and qualification of the staff.

Alternative Hypothesis H₁: There is a significant difference in most of the libraries do not assigned the task as per the skills and qualification of the staff.

Table 5.21 was analyzed. The alternative hypothesis was accepted, there is a significant difference in most of the libraries do not assigned the task as per the skills and qualification of the staff.

CHAPTER - 6

FINDINGS, CONCLUSION AND SUGGESTIONS

This chapter describes the findings, conclusion and suggestions that can be drawn from the analysis and interpretation of data. It also presents a real picture of total quality in personnel management in selected Central university libraries of Uttar Pradesh. This chapter also concludes with suggestions and recommendations on the basis of respondent's feedback.

6.2 MAJOR FINDINGS OF THE RESEARCH

Major findings of the study are highlighted as followed:

1. The outcomes indicates that 4 (3%) respondents are working as a librarian, 07 (6%) respondents are working as a Dy. librarian, 15(13%) respondents are working as a assistant librarian, 27 (24%) respondents are working as a professional assistant 37 (32%) respondents are working as a semi-professional assistant and 24 (21%) respondents are working as a library assistant. Majority of respondents 37 (32%) are working as semi-professional assistant.
2. It is also highlighted that 4 (7%) respondents are working as an accountant, 9 (15%) respondents are working as an assistant, 19 (33%) respondents are working as a library attendant and 26 (45%) respondents are working as MTS. Majority of the total respondents 26 (45%) are working as MTS.
3. The results of the analysis revealed that 38 (22%) respondents are U.G. in 98 (56%) respondents are P.G., 18 (10%) respondents are M.Phil. and 21 (12 %) respondents are Ph.D. Majority of the total respondents 98 (56%) are P.G.
4. The findings emerged that 61 (35%) libraries want to increase productivity of library, 41 (23%) libraries want to improve the involvement of employees in library and 73 (42%) libraries want to improve the satisfaction of library respondents. Majority of the total 73 (42%) libraries want to improve the satisfaction of library respondents.

5. The results also discovered that 53 (30%) library staff have a certificate level qualification in computer, to increase productivity of library, 75 (43%) library staff have a diploma level qualification in computer, 18 (10%) library staff have a degree level qualification in computer, and 29 (16%) library staff have a post graduate diploma level qualification in computer. Majority of the total 75 (43%) library staff have a diploma level qualification in computer.
6. The results of the analysis revealed that Libsys software is used in AMU, Aligarh and University of Allahabad, Soul software is used in BHU, Varanasi and Koha software is used in BBAU, Lucknow.
7. The outcomes explore that 96 (55%) library staff want the abolition of defects to improve the quality of library, 38 (22%) library staff wants a tool to increase profits. 41 (23%) library staff wants a competitive advantage. Majority of the total 96 (55%) library staff want the abolition of defects to improve the quality of library.
8. The results depicted that 125 (71%) library staff says that their library is implementing Total Quality in Personnel Management and 50 (28%) library staff says that their library is not implementing Total Quality in Personnel Management Majority of the total 125 (71%) library staff wants implementation of total quality in personnel management in library.
9. The result founds that 17 (34%) respondents shows the inadequate knowledge about TQPM, 8 (16%) respondents shows lack of commitment from top management, 8 (16%) respondents shows lack of experience in personnel management, 6 (12%) respondents shows lack of training, 9 (18.0 %) respondents shows lack of skill in staff and 2 (4%) respondents shows Inadequate planning. Majority of the total 17 (34%) respondents shows the inadequate knowledge about TQPM,
10. The result founds that 49 (28%) respondents believe empowering users is an indicator to measure personnel management, 72 (41%) respondents believe continuous improvement as an indicator to measure personnel management, 24 (14%) respondents believe leading change as an indicator to measure personnel management and 30 (17%) respondents

believe managing performance as an indicator to measure personnel management. Majority of the total 72 (41%) respondents are in the favor that continuous improvement is an indicator to measure personnel management.

11. It is observed that 52 (30%) respondents want continuous improvement in library, 41 (23%) respondents want to improve quality in library, 53 (30%) respondents want the satisfied staff in library, 17 (10%) respondents want to achieve quality culture in the long run in library and 12 (7%) respondents want excellence service in library. Majority of the total 53 (30%) respondents want the satisfied staff in library.
12. The findings explore that 96 (55%) respondent wants that libraries organised the refresher/orientation programmes for library personnel, 79 (45%) respondents expressed that libraries did not organised the refresher/orientation programmes for library personnel. Majority of the total 96 (55%) respondent wants that libraries organised the refresher/orientation programmes for library personnel.
13. It is further observed that 146 (83%) respondents feel easy to getting permission to join any workshop/ seminar, 24 (24%) respondents did not feel easy to getting permission to join any workshop/ seminar and 5 (3%) respondents did not respond about ease of getting permission to join any workshop/ seminar. Majority of 146 (83%) respondents feel easy to getting permission to join any workshop/ seminar.
14. The study reveals that 89 (51%) respondent says that technical skills needed to improve their job, 49 (28%) respondents says that managerial skills needed to their job and 37 (21%) respondents says that technical skills needed to improve their job. Majority of the total 89 (51%) respondents says that technical skills needed to improve their job.
15. The findings emerged that 115 (66%) respondents replied, they can easily get leave from the organization and 60 (34%) respondents replied, they cannot easily get leave from the organization. Majority of the total 115 (66%) respondents replied, they easily got leave from the organization.
16. The results also discovered that 111 (63%) respondents answered that they preferred casual leave, 30 (17%) respondents answered that they preferred medical leave and 34

(19%) respondents answered that they preferred higher education leave. Majority of the total 111 (63%) respondents answered that they preferred casual leave.

17. It is also noticed that 37 (21%) respondents answered that the basis of their selection is written exam, 19 (11%) respondents answered that basis of their selection is skill test, 68 (39%) respondents answered that the basis of their selection is interview, 4 (2%) respondents answered that the basis of their selection is group discussion and 47 (27%) respondents answered that the basis of their selection is all of these methods. Majority of the total 68 (39%) respondents answered that the basis of their selection is interview.
18. The outcomes indicates that 59 (34%) respondents shows the interest in experience for the allocation of work, 65 (37%) respondents shows the interest in specialization for the allocation of work, 47 (27%) respondents shows the interest in randomly for the allocation of work, and 4 (2%) respondents shows the interest in your choice for the allocation of work. Majority of the total 65 (37%) respondents shows the interest in specialization for the allocation of work.
19. The results came across that 134 (76%) respondents shows they have formal relations with subordinates, 36 (21%) respondents shows the informal relations having with subordinates and 5 (3%) respondents does not show any response about the relations having with subordinates. Majority of the total 134 (76%) respondents shows the formal relations having with subordinates.
20. The results explored that 166 (95%) respondents shows the formal relations having with superiors, 03 (2%) respondents shows the informal relations having with superiors, 4 (2%) respondents shows contradictory the relations having with superiors, and 2 (1%) respondents does not show any response about the relations having with superiors. Majority of the total 166 (94.9 %) respondents shows the formal relations having with superiors,
21. The outcomes highlighted that 41 (23%) respondents shows excellent working experience with library, 77 (44%) respondents shows very good working experience with library, 41 (23%) respondents shows good working experience with library, and 16 (9%)

respondents shows satisfactory working experience with library. Majority of the total 77 (44%) respondents shows very good working experience with library.

6.4 CONCLUSION

This study has discussed the implementation of total quality personnel management among libraries of Central universities of Uttar Pradesh. TQPM demands time and persistence. To succeed in an organization there must be support at the very top and commitment at all levels. It is necessary that all groups of people in an organization are included in the process.

TQPM implementation needs patience and tolerance as it is a time-consuming process and, of course, it is not easy to change an organization. Therefore, implementation of TQPM is not a guarantee of the highest quality but it is a step in the right direction. TQPM implements a philosophy of strong leadership participation, increased communication among departments, and the education of all employees.

TQPM is proven to be profitable when implemented in a successful way, but there are also problems with the implementation. In the other word, there is a need for an increased focus on the area of organizational change related to TQPM.

Resistance to change and people's attitudes are the primary hindrances to implementing TQPM in libraries. The other barriers are the problems of finding the money and time for training while maintaining current services in the library. TQPM is about transforming an organization's culture, yet with the expectation of establishing a quality infrastructure and eliminating middle management positions through attrition. It is difficult to make a change in organizational structures, yet TQM requires institutions to restructure.

Successful TQPM implementation requires a thorough understanding of critical success factors, barriers to achieving these factors, and managerial tools and techniques to overcome these barriers. Research in developed countries listed top management commitment to TQPM, training for TQPM throughout the organization, customer focus and continuous improvement, and a focus on employee involvement and empowerment as the key determinants of successful TQPM implementation.

6.5 SUGGESTIONS

In view of the analysis of data, findings, personal communication of the respondents of Aligarh Muslim University, Aligarh, University of Allahabad, Allahabad, Banaras Hindu University, Varanasi, and Babasaheb Bhimrao Ambedkar University, Lucknow for the present study, the following suggestions are made on the basis of responses and these suggestions further help the respondents in effective TQPM:

- Seminar, workshop and orientation programmes should be regularly conducted by the institute for the development of their institute and the betterment of their personnel.
- The researcher observed in this study the libraries should conduct the training programmes for the untrained personnel of the libraries.
- The staff should given task according to their qualification, interest and abilities.
- The present study, researcher observed that many of the personnel are not having a knowledge of library science and as well as they don't have a degree of library science.
- This study has also suggested that should be a provision of providing high quality services to the library staff.
- The researcher find in this study that the University of Allahabad and Babasaheb Bhimrao Ambedkar University are suffering from the inadequate staff, therefore recruitment process should be done on regular basis to fill the vacant positions. It will help to provide a better service to users.
- The library professionals should be aware about the principle of Total Quality in Personnel Management.

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10. Which Software is used in your library?

Please mention the name of software _____

11. Are you able to work on all its modules?

a. Yes [] b. No []

12. What is your perception of quality?

a. Abolition of defects []

b. A tool to increase profits []

c. A competitive advantage []

d. Others (please specify).....

13. Does your library implemented the principle of Total Quality Management?

a. Yes [] b. No []

13.1 If yes, what are the key performance indicators to measure personnel management?

a. Empowering users []

b. Continuous improvement []

c. Leading change []

d. Managing performance []

13.2 If no, what are the barriers in implementing the principle of Total Quality in Personnel Management?

a. Inadequate knowledge about TQPM []

b. Lack of commitment from top management []

c. Lack of experience in personnel management []

d. Lack of training []

e. Lack of skill in staff []

f. Insufficient budget []

g. Inadequate planning []

Any other, please specify.....

14. What are the goals of TQPM implementation in your library?

a. Continuous improvement []

b. To improve quality []

c. Satisfied staff []

- d. To achieve quality culture in the long run []
- e. Service excellence []

Any other, please specify.....

15. Strength of professional staff

| Designation | No. of Persons | Qualification |
|-------------------------|-----------------------|----------------------|
| Librarian | | |
| Dy. Librarian | | |
| Asst. Librarian | | |
| Professional Asst. | | |
| Semi professional Asst. | | |
| Library Asst. | | |

Any other, please specify.....

16. Strength of Non- professional staff

| Designation | No. of Persons | Qualification |
|--------------------|-----------------------|----------------------|
| Accountant | | |
| Assistant | | |
| Library Attendant | | |
| MTS | | |

17. When you started your job, were you given any training?

- a. Yes []
- b. No []

17.1 If yes, what is the time period of training?

- a. Less than one week []
- b. One week []
- c. Fortnight []
- d. Any other (please. specify).....

18. Does your library provide Orientation/ Refresher programmes for library personnel?

- a. Yes []
- b. No []

e. Any other(please specify).....

25. What type of relations are you having with your superiors?

a. Formal []

b. Informal []

c. Contradictory []

d. Can't say []

e. Any other(please specify).....

26. Please tick the following statements using 5 points scale

SA-Strongly agree , A-Agree, N-Neutral, D-Disagree , SD- Strongly disagree

| Sr. No. | Statements | SA | A | N | D | SD |
|---------|---|----|---|---|---|----|
| a. | The library has proper staff management | | | | | |
| b. | There is a regular process of improvement | | | | | |
| c. | I feel quality planning for every task | | | | | |
| d. | I agree with adequacy of resources and equipment for staff. | | | | | |
| e. | I am satisfied with my job position according to my qualification | | | | | |
| f. | I am satisfied with my job nature | | | | | |
| g. | I am satisfied with my job timings | | | | | |
| h. | I have faith in the library management | | | | | |
| i. | I got learning environment at job | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| j. | My library encourages me to participate in management of library | | | | | |
| k. | I have opportunity for using independent ideas and action in my job | | | | | |

27. How would you rate your overall working experience (Satisfaction Level) at the Library?

- a. Excellent []
- b. Very good []
- c. Good []
- d. Bad []
- e. Satisfactory []

You are free to give any suggestion or additional information

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Thank you for your co-operation

Date:

Signature