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TRENDS OF THE LIBRARY JOBS AND ESSENTIAL SKILLS REQUIRED FOR LIS PROFESSIONS IN JOB MARKET

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ABSTRACT:

This paper refers to the Library jobs and essential skills required for LIS professionals in job market in India. Analyzing market needs through scanning of Library job advertisements published in 'Employment News', 'University News' and advertised on websites as accessed to identify the trends of occurring in the LIS job market. We have noticed that most of the job advertised on websites during the study. Most of the vacancies advertised for special libraries by the employer. The study reveals that most of the posts were on permanent basis and most of the vacancies have no new job title but some of jobs have found new job titles. We can change whole LIS education scenario to make it according to qualifications, skills and competencies desired in the current job market. This paper examines the status, qualifications, skills and competencies desired for Library professionals especially positions involved in different types of libraries such as Academic Libraries, Public Libraries, Special Libraries, and Corporate Sectors. The digital resources, services, and technologies are changing aspects in libraries today's. Librarian should be equipped with latest technology according to job market demanded.

KEYWORDS: *Library Jobs, Skills and Competencies, LIS Professionals, Job Market and LIS Job Trends.*

INTRODUCTION

There are rapid change in the Information Technology and information delivery system taking place all over the world. These substantial changes also affect the work culture of our country. The employer expectations changed according to digital culture. These are the reasons that prompt some essential changes in the LIS education system. LIS educational courses have to be anticipated to fulfill the needs of the job market and according to these needs relevant LIS programs prepare for future LIS

professionals. "As education in general and training of library personnel in particular are at a turning point, library education needs to be oriented towards a rapidly changing society. Today professional education of library personnel towards achievement of the highest wisdom in promoting utilization of modern techniques and knowledge for the benefit of mankind is a major concern (Bhargava, 1988: 65)". LIS curricula should be designed according to emerging needs of digital environment. Abels, Jones (2003) claimed that "optimistic attitude belong discussions about broadening the curricula from focus on librarians to information specialists and core knowledge and skills of information specialists in the 21st century. There are several approaches to define the professional competencies. Among them are the following approach developed for the Special Libraries Association Board of Directors with main focus on managing: managing information organizations, managing information resources, managing information services, managing information tools and technologies".

LITERATURE REVIEW

Several studies related to various skills required for library jobs in the market have been published all over the world. The review of literature covers all aspects of the study as mentioned below:

Marion (2004) analyzed 250 online academic librarian employment advertisements posted during 2000 to determine latest demands for technologically oriented jobs and also arranged the findings into separate categories.

Mary Anne Kennan (2006) study emphasize on the changing employer expectations of information Professionals. The data was collected on the demands of employers as expressed through job advertisements. The advertisement indicated a movement from simple advertisements inviting applications for reference or technical services librarians, to complex and specialized positions being advertised in 2004 where the most called for attributes were interpersonal skills and behavioural characteristics.

O'Connor and Li (2008) investigated 138 advertisements of academic librarians from Australia, America, United Kingdom, New Zealand and Hong Kong covered the period 1973 to 1998. The finding presents the skills such as communication, leadership, interpersonal skills, independent, innovative, confident, judgment, energetic and enthusiasm.

Gerolimos, Michalis and Konsta, Rania (2008) studied 200 job advertisements were collected from UK, Canada, Australia and the USA in the year 2006 and 2007. The study analyzed the qualifications and the skills of the library profession. The librarian's profession investigated, as they are impressed through the job advertisements. Qualification and skills that the libraries demanded were used a basic profile for a modern librarian would be created, which presents, skills, positions in different types of the libraries. 38 skills and qualifications were identified through job advertisements. Their percentage of appearance was recorded and this constitutes the basic element of this study.

Orme (2008) investigated 180 job advertisements collected from the library in U.K. between the periods 2006 to 2007. She attributed the professional skills into generic, personal and professional skills. The study found that generic skills are mostly demanded followed by professional skills and personals skills respectively.

Mathew and Pardue (2009) study the Information Technology skills that the employers were demanded and these advertisements were published in ALA's online JobList. This study was conducted within the period of five months.

Ansari (2011) also analyzed the job advertisements for Library professionals in Pakistan from 1991 to 2011. The findings show no significant changes in span of 20 years. Technology is penetrating in

libraries, employers do not demand for it in government sector.

STATEMENT OF PROBLEM

The study investigated current LIS education implications are matching with the fast changes in technology and the skills required in employment. A great need is felt to bring in improvements and accommodate market demands and technological changes in course contents along with, addition and deletion in course contents to suit a digital environment. Thapisa (1999) opined that an LIS curriculum should be sensitive to market forces, the needs of the employers and also the curriculum should be able to produce job-ready graduates.

OBJECTIVES

The purpose of this study is to know the employers expectation and what are the essentials skills demanded in the advertisement published in the news papers, magazines and on websites such as 'Employment News, University News and published on internet websites. Some of the objectives of the study are:
(I) To identify the status and post wise advertisement of the jobs published under different nomenclature.
(ii) To scan the skills and competencies demands in the LIS job market.
(iii) To know the employers expectations, professional skills and values needed to survive in the job market.

SCOPE AND LIMITATIONS

The study area of coverage limited to Academic Libraries, Public Libraries, Special Libraries, and Corporate Sectors. Data was collected from job advertisements for different library positions published in 'Employment News' from 2011 to 2013, 'University News' and advertised on websites as accessed during the year 2011- 2013 to identify the trends of occurring in the LIS job market. The National news papers "Employment News", "University News" selected to cover the data of the jobs advertised in the whole country and current advertisement on website published during 2011-2013 to know the current trends of job vacancies.

METHODOLOGY

The present study is confined to collect quantitative data regarding the current jobs advertised published during the selected period of the study. The some of the factual information and various forms of data were required for this study. The jobs ads scanned and data analysis was conducted through SPSS and MS Excel software packages. The latter was used to reach conclusions and draw inferences on the bases of percentages and graphical representation of data. To make this study comprehensive, the following information was collected to know the market demands, total 327 of jobs vacancies advertised in 'employment news', 'university news' and website were collected from the year 2011 to 2013 for data analysis. The study examined the employers expectations for skills and competencies sought for library professionals from different libraries in India by studying job advertisements. Content analysis of job advertisements and content analysis of job announcements is an established method to observe trends of employability in the library profession.

DATA ANALYSIS AND FINDINGS

Data was collected from job advertisements for different library positions published in

'Employment News' from 2011 to 2013, 'University News' and advertised on websites as accessed during the year 2011- 2013 to identify the trends of occurring in the Library job market. The National "Employment News" paper selected to cover the data of the jobs advertised in the whole country and current advertisement on website published during 2011-2013 to know the current jobs trends. The study analyzed market needs in staffing which required skills, competencies, qualifications according to expectations of the employment sector. Library professionals at academic libraries, public libraries, special libraries and corporate sectors in India were included in this paper. Duplicate job advertisements were eliminated from the data covered for the study, if the content of the library job announcement was the same. The variables and components analyzed included source of ads, types of libraries selected, position's nomenclature, job titles, status of job and skill required in different types of libraries. A total of 327 job advertisements were identified from 2011 to 2013.

The competencies and skills that came up in the analysis were an enlistment of the required skills and competencies for library professionals. These are the necessary aspects of the present day library professionals core competencies to face up to the demands of the fast paced, ever changing dynamic world of the modern knowledge hubs or Digital Libraries.

The entire data was analyzed and presented in tabular and graphical forms in the following sections.

Table 1: Source of Publications of Vacancies

Source of Vacancies Advertised	Advertisement Year			Total	Percent
	2011	2012	2013		
Employment News	43	46	36	125	38.2
Internet	7	44	124	175	53.5
University news	0	26	1	27	8.3
Total	50	116	161	327	100.0

Figure - 1: Source of Publications of Vacancies
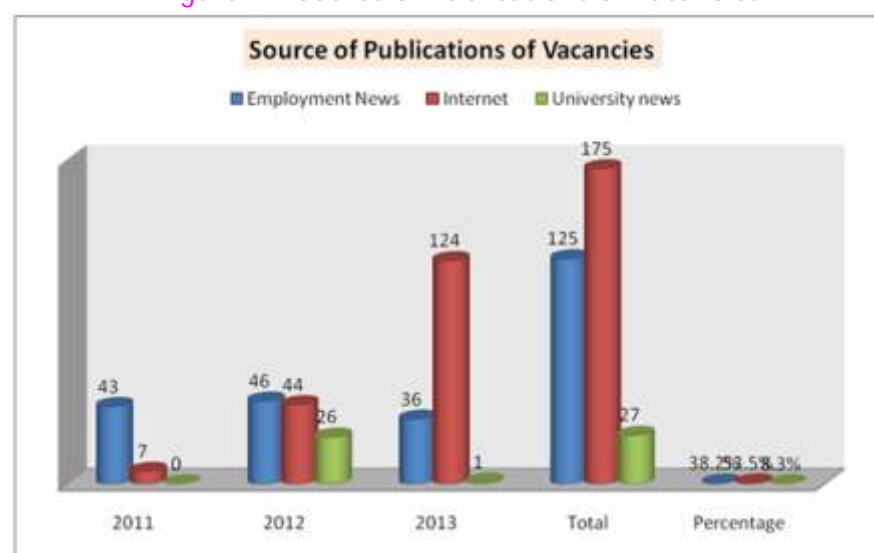
Above given Table - 1 and Figure - 1 reveal that out of 327 jobs advertised during the year 2011-2013. Most of the jobs were advertised on Internet-53.5%, and on Employment News-38.2% and the University News only 8.3%. This indicates that most of the library jobs are now days advertised on the

Internet, followed by Employment News and University News etc.

Table - 2: Types of Libraries

Types of Library	Jobs Advertised	Percentage
School Library	51	15.6
College Library	30	9.2
University Library	71	21.7
Special Library	108	33.0
Public Library	19	5.8
Government Sector Library	8	2.4
Corporate Sector Library	40	12.2
Total	**327**	**100.0**

Figure - 2: Types of Libraries
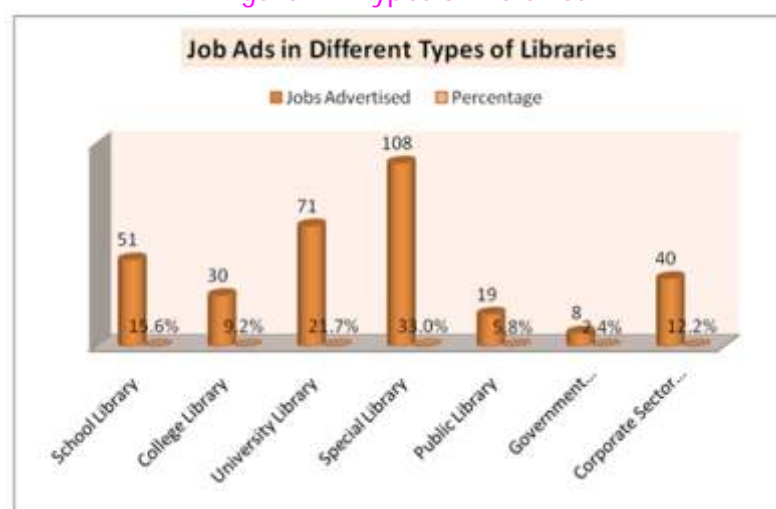
The above Table - 2 and Figure- 2 show that most library jobs were advertised in special libraries-33%, followed by University Libraries-21.7%, School Libraries-15.6%, Corporate Sector Library-12.2%, College Libraries-9.2%, Public Libraries-5.8% and the Government Sector Libraries-2.4%.

Table - 3: Posts Advertised in Different Types of Libraries

Name of the Post	Types of Libraries							Total
	Academic			Special Library	Public Library	Govt. Sector Library	Corporate Sector Library	
	School Library	College Library	University Library					
Librarian & Equivalent	44 (86.3%)	26 (86.7%)	21 (29.6%)	40 (37%)	3 (15.8%)	1 (12.5%)	20 (50%)	**155 (47.4%)**
Deputy Librarian & Equivalent	0	0	15 (21.1%)	10 (9.3%)	1 (5.3%)	0	0	**26 (8%)**
Assistant Librarian & Equivalent	6 (11.8%)	1 (3.3%)	25 (35.2%)	25 (23.1%)	1 (5.3%)	2 (25%)	10 (25%)	**70 (21.4%)**
Library Assistant & Equivalent	1 (2.0%)	3 (10%)	10 (14.1%)	33 (30.6%)	14 (73.7%)	5 (62.5%)	9 (22.5%)	**75 (22.9%)**
Not Mentioned	0	0	0	0	0	0	1 (2.5%)	**1 (0.3%)**

Table - 3 & Figure-3 indicates that during the above mentioned years out of the total 51 School Library jobs advertised, 86.3% were for Librarian & Equivalent posts, 11.8% for Assistant Librarian & Equivalent and only 2.0% for Library Assistant & Equivalent posts.

Out of the total 30 College Library jobs advertised, 86.7% were for the Librarian & Equivalent post, 3.3% for Assistant Librarian & Equivalent and 10% for Library Assistant & Equivalent post.

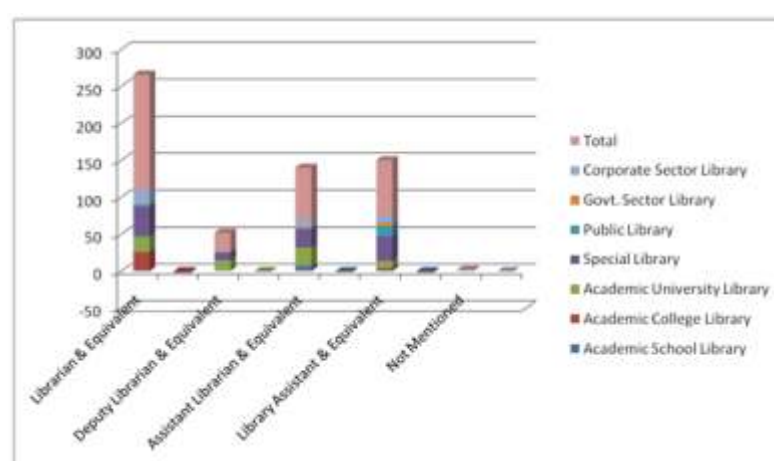Out of a total 71 University Library jobs advertised 29.6% were for Librarian & Equivalent posts, 21.1% for Deputy Librarian & Equivalent, 35.2% for Assistant Librarian & Equivalent and 14.1% Library Assistant & Equivalent posts.

Figure - 3: Posts Advertised in Different Types of Libraries

Out of the total 108 Special Library jobs advertised includes 37% were for Librarian & Equivalent posts, 9.3% for Deputy Librarian & Equivalent, 35.2% for Assistant Librarian & Equivalent and 30.6% for Library Assistant & Equivalent.

Out of a total 19 Public Library jobs advertised 15.8% were for Librarian & Equivalent post, 5.3% each Deputy Librarian & Equivalent; Assistant Librarian & Equivalent and 73.7% Library Assistant & Equivalent.

Out of a total 8 Government Sector Library jobs advertised included 12.5% for Librarian & Equivalent post, 25% for Assistant Librarian & Equivalent and 62.5% for Library Assistant & Equivalent. Also from a total 40 Corporate Sector Library jobs advertised 50% were for Librarian & Equivalent post, 25% were for Assistant Librarian & Equivalent and 22.5% were for Library Assistant & Equivalent.

It is evident from the Table-3 that during the years 2011-2013 most of the Librarian jobs were advertised for School Libraries, followed by Special libraries, College Libraries, Corporate Sector and University Library. Most of the Deputy Librarian jobs advertised were in the University Library, followed by Special Library and Public Library and most of the Assistant Librarian & equivalent jobs advertised were in the University Library, followed by Special Library, Corporate Sector Library, School Library, Government Sector Library and College Library. Most of the Library Assistant & equivalent jobs were advertised in Special Library, followed by the Public Library, University Library, Corporate Sector Library, Government Sector Library, College Library and School Library.

Table - 4: Nomenclature for the Post Advertised

Name of the Post	Jobs advertised	Percent
Librarian	133	40.7
Assistant Librarian	55	16.8
Deputy Librarian	24	7.3
Library Assistant	15	4.6
Library and Information Assistant	10	3.1
Senior Library & Information Assistant	5	1.5
Junior Library & Information Assistant	3	0.9
Library Information Assistant	3	0.9
Semi Professional Assistant	3	0.9
Assistant Librarian and Information Officer	2	0.6
Assistant Professor	2	0.6
Assistant Professor/Librarian	2	0.6
Chief Librarian	2	0.6
Junior Librarian	2	0.6
Junior Library Assistant	2	0.6
Librarian (Female)	2	0.6
Library Attendant	2	0.6
Library cum record keeper	2	0.6
Principal Library & Information Officer	2	0.6
Professional Assistant	2	0.6
Senior Librarian	2	0.6
Senior Library Information Assistant	2	0.6
Technology Release Manager	2	0.6
Assistant Manager	1	0.3
Assistant Secretary Library Services	1	0.3
Associate Professor	1	0.3
Bibliographical Assistant	1	0.3
Co-curricular Activity Coordinator/Librarian	1	0.3

Name of the Post	Jobs advertised	Percent
Configuration Manager	1	0.3
Deputy Director	1	0.3
Director	1	0.3
Documentation-cum-Publication Officer	1	0.3
Graduate Apprentice - Library Science	1	0.3
Head Librarian	1	0.3
Information Analyst	1	0.3
Information. & Library Assistant	1	0.3
Junior Librarian/Sr. Librarian	1	0.3
Junior Library Attendant	1	0.3
Junior Professional Assistant (Library)	1	0.3
Librarian – Digital	1	0.3
Librarian (Chief Information Manager)	1	0.3
Librarian/Technician	1	0.3
Librarian Grade I/II	1	0.3
Librarian Grade II	1	0.3
Librarian Grade IV	1	0.3
Librarian Senior/ Junior	1	0.3
Library & Information Assistant (German)	1	0.3
Library & Information Assistant (grade C Non-gazetted, Non-industrial)	1	0.3
Library Clerk	1	0.3
Library Clerk (Laboratory)	1	0.3
Library-cum-Informatics Officer	1	0.3
Library Grade – II	1	0.3
Library Head	1	0.3
Library Information Assistant (Braille proof reader)	1	0.3
Library Information Assistant (Tech. Braille)	1	0.3
Library Professional Assistant	1	0.3
MCAD database Librarian	1	0.3
Multitasking Staff – Library	1	0.3
Officer (Library)	1	0.3
Oracle Master Data Management/ Oracle Master Data Hub Professional	1	0.3
Professor	1	0.3
Professor – Librarian	1	0.3
Release manager (Librarian)	1	0.3
Scientific Assistant (Library Science)	1	0.3
Senior Librarian and Information Assistant	1	0.3
Senior Library & Information Officer	1	0.3
Senior Library Assistant	1	0.3
Senior Library Attendant	1	0.3
Senior Personal Assistant	1	0.3

Name of the Post	Jobs advertised	Percent
Senior Technical Assistant	1	0.3
Technical Officer/C (Librarian)	1	0.3
Total	327	100.0

Figure - 4: Title of the Post Advertised
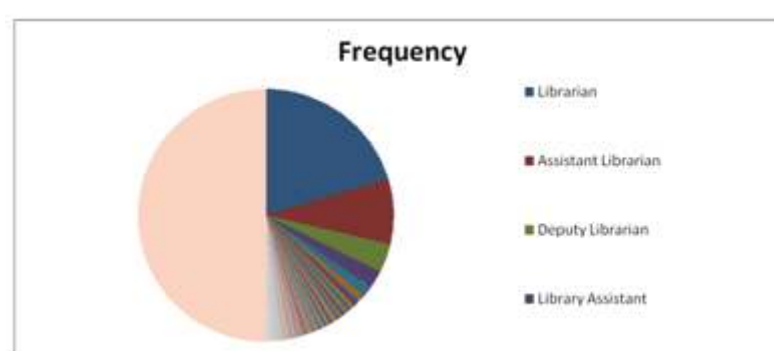
The result shows that most of the jobs advertised by the nomenclature 'Librarian', 'Assistant Librarian', 'Deputy Librarian', 'Library Assistant', 'Library and Information Assistant', 'Senior Library & Information Assistant', 'Junior Library & Information Assistant', Library Information Assistant', 'Semi Professional Assistant', 'Assistant Librarian and Information Officer', 'Assistant Professor', 'Assistant Professor/Librarian', 'Chief Librarian', 'Junior Librarian', 'Junior Library Assistant', 'Librarian (Female)', 'Library Attendant', 'Library cum record keeper', 'Principal Library & Information Officer', 'Professional Assistant', 'Senior Librarian', 'Senior Library Information Assistant' and 'Technology Release Manager' etc. For better representations of results, avoiding repetition of posts and to retain conciseness of the titles, below mentioned nomenclature has been used for the name of various posts in the coming tables i.e. Table - 5 and Figure - 5.

The name of the post i.e. University Librarian, Librarian Grade II, Librarian Grade I/II, Professor – Librarian, Librarian (Chief Information Manager), Technical Officer/C (Librarian), Sr. Librarian , Head Librarian, Release manager (Librarian), Asset Manager, Librarian – Digital, Chief Librarian, MCAD database Librarian, Library Head, Officer (Library), Configuration Manager, Librarian Grade IV, Librarian (Female), Co-curricular Activity Coordinator/Librarian, Librarian/Technician, Sr. Library & Information Officer, Technology Release Manager, Director etc. has been considered under the heading Librarian & Equivalent Posts. The name i.e. University Deputy Librarian, Deputy Librarian, Associate Professor and Deputy Director has been considered less than one category i.e. Deputy Librarian & Equivalent Posts.

The posts of University Assistant Librarian, College Librarian, Assistant Professor, Assistant librarian and information officer, Library cum Informatics Officer, Assistant Secretary Library Services, Junior Librarian, Principal Library & Information Officer, Assistant Library & Information Officer, Librarian cum record keeper, Jr. Librarian, Documentation cum Publication Officer have been considered under the category Assistant Librarian & Equivalent Posts.

Similarly, the post names i.e. Library Assistant, Library Clerk, Sr. Library Assistant, Sr. Personal Assistant, Bibliographical Assistant, Library Information Assistant, Library Information Assistant (Technical Braille), Library Information Assistant (Braille proof reader), Junior Library Attendant, Library Professional Assistant, Sr. Library Attendant, Sr. Technical Assistant, Senior Library Information Assistant, Library and Information Assistant, Professional Assistant, Semi Professional Assistant, Junior Library & Information Assistant, Library Attendant, Graduate Apprentice - Library Science, Oracle

Master Data Management/ Oracle Master Data Hub Professional, Information Analyst, Library Grade – II, Multitasking Staff – Library, Scientific Assistant (Library Science), Library & Information Assistant (German), Junior Professional Assistant (Library) and Professional Assistant etc. have been considered under Library Assistant & Equivalent Posts.

Table - 5: Status of Job

Status of Job	Name of Post											
	Librarian & Equivalent	%Age	Deputy Librarian & Equivalent	%Age	Assistant Librarian & Equivalent	%Age	Library Assistant & Equivalent	%Age	Not Mentioned	%Age	Total	%Age
Permanent	140	90.3	25	96.2	66	94.3	69	92	0	0	300	91.7
Deputation basis	5	3.2	1	3.8	1	1.4	3	4	0	0	10	3.1
Temporary/Adhoc/ Apprentice	10	6.5	0	0.0	3	4.3	3	4	1	100	17	5.2
Total	155	100	26	100	70	100	75	100	1	100	327	100

Figure -5: Status of job
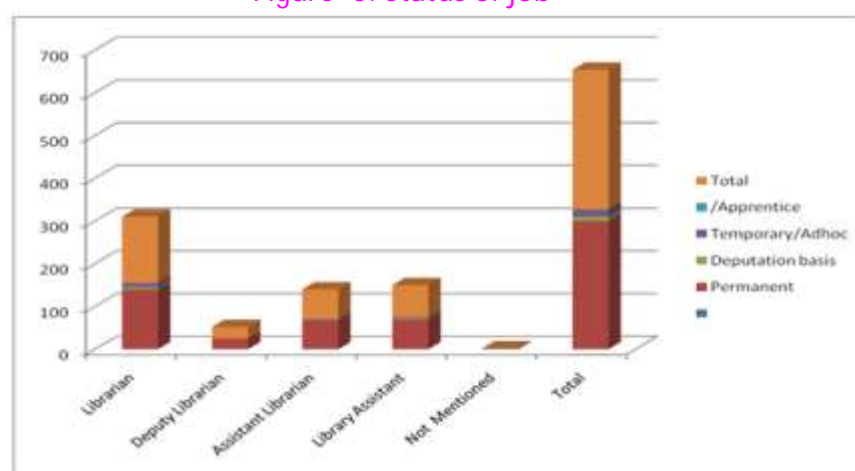
Table-5 indicates that during the period 2011 to 2013 out of a total of 327 Permanent jobs advertised there were 90.3 for Librarian and equivalent post, 96.2% for Deputy Librarian & Equivalent post, besides 94.3% for Assistant Librarian & Equivalent post and 92% for Library Assistant & Equivalent post.

Out of the total 5.2% Temporary/Adhoc/Apprentice jobs advertised including 6.5% for Librarian and equivalent post, 4.3% for Assistant Librarian & Equivalent; Library Assistant & Equivalent posts each.

Of the total 3.1% were on Deputation basis while jobs advertised included 3.2% for Librarian and equivalent posts, 3.8% for Deputy Librarian, 1.4% for Assistant Librarian & Equivalent and 4% were for Library Assistant & Equivalent posts.

The Results showed that during the period 2011-2013 there were 90.3% of Librarian and equivalent posts, 96.2% for Deputy Librarian & Equivalent, 94.3% for Assistant Librarian & Equivalent and 92% for Library Assistant & Equivalent for permanent posts, followed by Temporary /Adhoc

/Apprentice and deputation basis.

SKILLS AND COMETENCIES REQUIRED

The study reveals that 152 Academic Libraries ads included School Libraries, College Libraries and University Libraries are presented in Table-6. Of these 15.7% School Libraries asked for 'Fluency in English/Hindi/Regional Languages/German/Sanskrit' skills, 9.8% School Libraries asked for 'Good Verbal & Written Communication Skills' 5.9% while School Libraries demanded 'Computer skills and 2% each School Libraries asked for 'E-library skills'; 'Library Management Skills' and 'Proficiency in games, sports, NCC, computer etc.'. While in case of College Libraries 10% asked for 'Computer skill' and only 3.3% asked for 'Digitalization of Library'. Whereas in case of University Libraries 23.9% asked for 'Evidence of innovative library Service and organization of published work skills', followed by 4.2% demanded 'Computer skills', 2.8% University Libraries asked for 'Knowledge of Computer Application in Library' and 1.4% each asked for 'Digitalization of Library'; 'Handling Analytic GC AAS XRD etc.'; 'Library Management Skills; Teaching & Research and continuation to educational innovations'; 'Typing in Gujarati' and 'Typing in Hindi/English'.

Table - 6: Skills Required in Different Types of Libraries

Skills/Types of Library	Academic			Special	Public	Govt. Sector	Corporate Sector	Total
	School	College	University					
Basic library skills	0	0	0	1 (0.9%)	0	0	1 (2.5%)	2 (0.6%)
Computer skills	3 (5.9%)	3 (10%)	3 (4.2%)	2 (1.9%)	1 (5.3%)	0	3 (7.5%)	15 (4.6%)
Design of new curricula and courses and technology mediated teaching learning process	0	0	0	1 (0.9%)	0	0	0	1 (0.3%)
Digital Library Management	0	0	0	0	0	0	1 (2.5%)	1 (0.3%)
Digitalization of Library	0	1 (3.3%)	1 (1.4%)	4 (3.7%)	0	0	1 (2.5%)	7 (2.1%)
E-library skills	1 (2%)	0	0	0	0	0	0	1 (0.3%)
Evidence of innovative library Service and organization of published work	0	0	17 (23.9%)	5 (4.6%)	0	0	0	22 (6.7%)
Fluency in English/Hindi/Regional Languages/German/Sanskrit	8 (15.7%)	0	0	0	2 (10.5%)	0	0	10 (3.1%)
Good Verbal & Written Communication Skills	5 (9.8%)	0	0	1 (0.9%)	0	0	1 (2.5%)	7 (2.1%)
Handling Analytic GC AAS XRD etc.	0	0	1 (1.4%)	0	0	0	0	1 (0.3%)

Skills Required in Different Types of Libraries								
Skills/Types of Library	Academic			Special	Public	Govt. Sector	Corporate Sector	Total
	School	College	University					
In-charge library and responsible for proper accounting, maintenance and distribution of books, reports, etc.	0	0	0	2 (1.9%)	0	0	0	2 (0.6%)
Intimate knowledge of pro/e, creo elements, agiel tools	0	0	0	0	0	0	1 (2.5%)	1 (0.3%)
Knowledge of Computer Application in Library	0	0	2 (2.8%)	7 (6.5%)	1 (5.3%)	1 (12.5)	1 (2.5%)	12 (3.7%)
Knowledge of De-acidification, preparation of saturated solution	0	0	0	0	1 (5.3%)	0	0	1 (0.3%)
Library organization and book keeping	0	0	0	0	0	0	2 (5%)	2 (0.6%)
Library Automation Software/EDP/MIS/LMS	0	0	0	4 (3.7%)	0	0	5 (12.5%)	9 (2.8%)
Library Management Skills	1 (2%)	0	1 (1.4%)	1 (0.9%)	0	0	5 (12.5%)	8 (2.4%)
Proficiency in games, sports, NCC, computer etc.	1 (2%)	0	0	0	0	0	0	1 (0.3%)
Release management coordination, support	0	0	0	0	0	0	1 (2.5%)	1 (0.3%)
Sound knowledge of application of IT in law library, digital law library resources	0	0	0	3 (2.8%)	0	0	0	3 (0.9%)

Skills Required in Different Types of Libraries								
Skills/Types of Library	Academic			Special	Public	Govt. Sector	Corporate Sector	Total
	School	College	University					
Teaching & Research and continuation to educational innovations	0	0	1 (1.4%)	0	0	0	0	1 (0.3%)
Typing in Gujarati	0	0	1 (1.4%)	0	0	0	0	1 (0.3%)
Typing in Hindi/English	0	0	1 (1.4%)	4 (3.7%)	0	0	0	5 (1.5%)
Not Mentioned	32 (62.7%)	26 (86.7%)	43 (60.6%)	73 (67.6)	14 (73.7)	7 (12.5%)	18 (45%)	213 (65.1%)

There were Special Libraries that asked for 'Knowledge of Computer Applications in Library', followed by 4.6% Special Libraries asked for 'Evidence of innovative library Service and organization of

published-works', 3.7% Special Libraries asked for 'Digitalization of Library'; 'Library Automation Software/EDP/MIS/LMS' and 'Typing in Hindi /English', 2.8% demanded 'Sound knowledge of application of IT in law library, digital law library resources' skills, 1.9% each for 'Computer skill'; 'Incharge of library and responsible for proper accounting, maintenance and distributing of books, reports, etc.', 0.9% each asked for 'Basic library skills'; 'Design of new curricula and courses and technology mediated teaching learning process'; 'Good Verbal & Written Communication Skill' and 'Library Management Skills'.

Also 10.5% Public Libraries required 'Fluency in English/Hindi/Regional Languages/German/Sanskrit' and 5.3% Public Libraries asked for 'Computer skill'; 'Knowledge of Computer Application in Library' and 'Knowledge of De-acidification, preparation of saturated solution'.

About 12.5% Government Sector Libraries demanded 'Knowledge of Computer Application in Library' skills for libraries. 12.5% of Corporate Sector Libraries asked for 'Library Automation Software/EDP/MIS/LMS' and 'Library Management Skills', 7.5% asked for 'Computer skill', 5% Corporate Sector Libraries asked for 'Library organization and book keeping' and 2.5% Corporate Sector Libraries required 'Basic library skills'; 'Digital Library Management'; 'Digitalization of Library'; 'Good Verbal & Written Communication Skill'; 'Intimate knowledge of pro/e, creo elements, agile tools'; 'Knowledge of Computer Application in Library'; and 'Release management coordination, support' skills.

It is clear from the result of the above table that most of the Academic Libraries asked for 'Evidence of innovative library Service and organization of published work skills', followed by 'Fluency in English/Hindi/Regional Languages/German/Sanskrit', 'Good Verbal & Written Communication Skill', followed by 'Computer skill'. Special Libraries demanded for 'Knowledge of Computer Application in Library', 'Digitalization of Library', 'Library Management Skills', 'Evidence of innovative library Service and organization of published work', followed by 'Typing in Hindi /English' and 'Sound knowledge of application of IT in law library, digital law library resources' skills. In Public Libraries demanded skills such as 'Fluency in English/Hindi/Regional Languages/German/Sanskrit', followed by 'Computer skill', 'Knowledge of Computer Application in Library', 'Knowledge of De-acidification, preparation of saturated solution'. Government Libraries only 'Knowledge of Computer applications in libraries' skills mentioned. Corporate Sector Libraries demanded skills like 'Library Automation Software/EDP/MIS/LMS', 'Library Management Skills', 'Computer skill', followed by 'Library organization and book keeping', 'Good Verbal & Written Communication Skill', 'Digital Library Management', 'Release management coordination, support'.

The above Table shows that all Libraries including Academic, Special, Public, Government, Corporate Sector Libraries demanded major skills such as: 'Evidence of innovative library Service and organization of published work', followed by 'Computer Skills', 'Knowledge of computer applications in Libraries', 'Fluency in English/Hindi/Regional Languages/German/Sanskrit', 'Library Automation software/EDP/MIS/LMS', 'Library Management Skills', 'Digitalization of Library' and 'Good Verbal & Written Communication Skill'. It is also evident from the Table-6 that majority of the libraries in the advertisement published did not mentioned the skills requirement for the job.

CONCLUSION

This study includes current and anticipated future market demands for skills and competencies to meet the employers' needs. The jobs ads publication trends changed. The study observed that most of the library jobs are publishing on websites and most of jobs vacancies were offered in special

libraries, followed by University Library, School Library, Corporate Sector Library, College Library, Public Library, and Government Sector Library etc. Most of the ads were showing the vacant positions of Librarian and its equivalent position, followed by Library Assistant and equivalent position, Assistant Librarian and its equivalent, Deputy Librarian and its equivalent position etc. The study reveals that most of the posts were on permanent basis, followed by deputation, temporary/adhoc/apprentices etc. Most of the vacancies have job titles like Librarian, Assistant Librarian, Deputy Librarian, Library Assistant and Library and Information Assistant but some of jobs have also found new job titles. The job ads demanded the skills and competencies in the job market like innovative, publication, Information Technology skills, digitization, Library automation software knowledge, and management and communication skills from Library professionals

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