

# **STATUS OF HUMAN RESOURCES DEVELOPMENT IN SKUAST-K LIBRARY SYSTEM: A SURVEY**

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## **Abstract**

Developing human resources has become an issue of concern among librarians' worldwide, current developments in Information and Communication Technology (ICT) that Library and Information Science (LIS) professionals will, in the immediate future, need to re-position themselves to meet up with the challenges of the ever-growing information society. Secondly, the inter-dependent nature of the disciplines have necessitated that librarians in the twenty first century must possess specialised skills in order to maximise opportunities in the knowledge economy. More than ever before, the Library and Information Science (LIS) sector has been challenged by the dearth of information professionals in the field of Information and Communication Technology (ICT), cataloguing and classification, information literacy, knowledge management,. In India, some of the issues that have dominated the LIS landscape include the need to develop the needed competencies among LIS professionals in each of these areas through training of future librarians at higher education level and continuing education and staff development of current professionals to meet up with the challenges of the emerging global order. This paper highlights the urgency of HRM activities resource development in software technology libraries. Knowing this fact following study has been conducted to identify the training and development facilities provided in SKUAST-K library system.

**Keywords:** human Resource Development, Library services, SKUAST-K library System

## **1. Introduction**

Human resource development is the process of increasing the capacity of the human resource through development. It is thus the process of adding value to individuals, teams or an organization as a human system". The term Strategic HRM is used to refer the wisest possible use of people with respect to the strategic needs of organization. It needs an integrative framework that systematically links HR activities with strategic library needs. The goal of this approach is to develop a map and a timeline to ensure alignment between HR strategy and general library strategy which results in the form of long and short term plans. Because of its interdisciplinary nature,

Libraries at colleges and universities provide a challenging environment for the practice of human resource (HR) administration. The dynamics and structure of the academic library within the higher education community create complex environments for the library administrator attempting to navigate the myriad rules and regulations (state, federal, and institutional) that affect staff recruiting, hiring, processing, compensating, and related functions for library personnel. Depending upon the complexities of the HR function in any academic library, the organization may be best served by designating an HR expert as a member of the library's administrative team. This article will review the HR function at the college and university level, then evaluate specific structures of the special library within this broader organization. The intent is to help both library and campus HR administrators in understanding each other's perspectives on HR issues and to evaluate the importance of an in-house HR expert to address the situations encountered in the day to-day administration of the library. A review of the relevant library literature reveals that while there are numerous examples of discussions relating to HR issues and how to resolve or handle specific situations, there is very little information regarding the design or use of the administrative HR function. Questions relating to the best practice when deciding how the HR functions in the academic library is established are missing from the general library literature. 1 The journal *College and University Professional Association—Human Resources (CUPA—HR)* has not provided any in-depth discussion on developing or transforming the HR office in an academic library and what role the library's unique staffing Circumstances should play in the overall HR function on a campus. 2 The complexities of the HR challenges for library administrators are unique to the individual college or university. Size matters. A basic caveat: the more complex the institution, the more complex the library organization. For example, when comparing libraries at a research university to those at a comprehensive university or community college, it is evident that research libraries are physically large, have staff that may number in the several hundred, are generally open more hours a day, and may serve several sites on a campus or in the community. By contrast, while libraries in a small community college may not have the numbers of employees compared to a large research university, they may still have the same variety of HR issues, only at a lesser scale. These specific organizational elements in different libraries create dynamic environments that, in many ways, are unlike any other on campus. While many college and university administrators believe that their office, department, or function is somehow different from the rest of the institution, there are some organizational and structural elements of the academic library that truly are unique in the organization. 3 These factors, combined with federal and state laws regarding employment, benefits, compensation, discipline, and termination that continually become more complicated, make the case for an in-house HR specialist.

## 2. Objectives of the Study

The specific objectives of the study were as follows:

- To identify the software technology library professional's satisfaction on training facilities provided in Indian software technology libraries.
- To be acquainted with the establishment of training department in organization.
- To make out the male and female professionals ratio in software technology libraries.

- To discover the nature and mode of training adopted in software technology libraries.
- To be familiar with training facilities provided after placement in software technology libraries.

### **3. Need of the Study**

The need of this study is to assess the training and development facilities provided in skust -k library system in J&K State, India with a view of identify nature of training, frequency of training and making the necessary recommendations for their resolution.

### **4. Literature review**

According to Anwar (2002) various authors have noted that the responsibility of continuing professional development be placed on “practitioners, professional associations, academic institutions, employers and government agencies”. He goes further and states that “wherever the responsibility may lie, several authors have emphasized the need for a coordinated national strategy”. This is the case in South Africa where a national skills development strategy was implemented when the South African Qualification Authority Act (No. 58 of 1995) was passed as law in 1995 together with other Acts. As stated by Smith (2003): “The HRD (human resource development) is not an option but a strategic imperative: for individuals, organisations and nations. The pace of change and development, particularly in the field of library and information services, is rapid. In these circumstances those that fail to develop risk being left behind.” As stated by Davis (2011) “libraries face a host of new challenges, among them finding ways to stay relevant in the Information Age. Libraries are required to do more with less, and the skills library professionals need continue to evolve.” This problem is compounded by the closure of many library schools in South Africa over the last few years which has added extra pressure on staff development in libraries to close the information skills gap. According to Oldroyd (1995) there are three things that are vital to the successful establishment of staff development within an organization, these are “commitment of senior management; positive perceptions among staff; and assurance that training and staff development support departmental and institutional aims.” Rapid change is therefore something that is and should be expected and librarians need to keep up to date with these changes by continuous updating and development of current and new skills. As stated by Peacock (2001): “Librarians must be positioned as key educators in the teaching and learning environments of the future. They require new and refined skills and conceptual understandings which will enable them to perform with an educational competence and professional confidence equal to that of their academic peers.” This has also been indicated by Piggott (1997): “If a professional environment is changing, so then will the skills and competencies necessary to perform successfully in that profession. The criteria for successful performance in the information profession are constantly being raised as a result of innovations in technology, communications, and learning.” Large budgets and time are spent on staff training and development and as stated by Oldroyd (1995) “senior managers are acutely aware of the investment of time and money” and goes further by saying that they “expect value for their money in the form of enhanced performance and

(where appropriate) profit.” In the academic library environment, “profit” could translate as good user experiences.

### **5. Scope and Limitation of the Study**

The present study is designed to analysis of training and development trends in SKUAST-K, library system.

### **6. Methodology**

In order to achieve the objectives of the study survey research and questionnaire method was used for this study. Data is collected mainly from primary source. A structured close ended questionnaire was designed for the study and it was distributed among library professionals of SKUAST-K Library system, J&K State.

### **7. Data Analysis and Interpretation**

The researcher attempted to ensure a sample that would represent the population and hence selected simple random method for the study. The questionnaires were distributed to the professionals and were given enough time to go through it and respond to the questions therein. The data collected were tabulated and analyzed statistically using appropriate descriptive techniques included in Software Package for Social Sciences

TABLE 1:-Distribution of Questionnaire & Response received

Nature of Library	Number of question		Percentage
	Distributed	Received	
Software Technology library	50	40	40.00

Table-1 illustrates that among total of 80 software technology library professionals, 50 questionnaires were distributed and managed to collect 40 filled questionnaires back with overall response rate of 80%.

TABLE 2:-Distribution of professional by Gender

Nature of Library	gender		Percentage
	Male	female	
Software Technology library	25(50.00%)	15(30.00%)	40.00(100%)

It is observed from the table-2 that, majority of 25 (50.00%) of professionals, belongs to male category and 15 (30.00%) of professionals are females category in software technology libraries.

**TABLE 3:- Essential of professional Training**

Nature of Library	Professional training essential			Total
	High Essential	Essential	Non Essential	
	28(70.00%)	11(27.50%)	01(2.50%)	40(100.00%)

It depicts from the table-3 that, majority 28 (70.00%) of professionals strongly opined professional training program is highly essential to perform work in software industry libraries followed by 11 (27.50%) of professionals opined essential and finally 01 (2.50%) of professionals felt training is not essential

**Table 4:-Distribution of professional on immediate training after Placement**

Nature of Library	Training after placement		percentage
	Yes	No	
	30(75.00%)	10(25.00%)	40(100.00%)

The above table-4 demonstrates that, 30 (75.00%) of professionals undergone immediate training after placement and 10(25.00%) professionals not undergone any sort of training after placement

**TABLE 5:-Distributed of professional on Nature of training**

Nature of Library	Number of question			Percentage
	Only in – house training	Only external training	Both	
Software Technology library	25(62.50%)	0(00.00%)	15(37.50%)	40(100.00%)

While analysing the table-8 it is revealed that, out of total 40 professionals maximum number 15(37.50%) of professionals undergone both in-house and external training in their organization and 25 (62.50%) of professionals in-house training only.

**TABLE 6:-distribution of professional as mode of Training Adopted**

Nature of Library	Number of question			Percentage
	Manual	electronic	both	
Software Technology library	2(5.00%)	8(20.00%)	32(80.00%)	40(100.00%)

The above table-6 shows that, maximum number of the 32 (80.00%) professionals are undergone both manual and electronic mode of training proceeded by 2 (5.00%) of

professionals undergone only manual training and 08 (20.00%) of professionals only undergone electronic mode of training in software technology libraries.

Table 7:- Distribution on existence of training department in

Nature of Library	Existence of training Department		Percentage
	Yes	No	
Software Technology library	07(17.50%)	33(82.50%)	40(100.00%)

Data shown in table-7 describes that, 07 (17.50%) of the professionals opined existence of separate training department in organization and remaining 33 (82.50%) of professionals doesn't have separate training department in software technology libraries

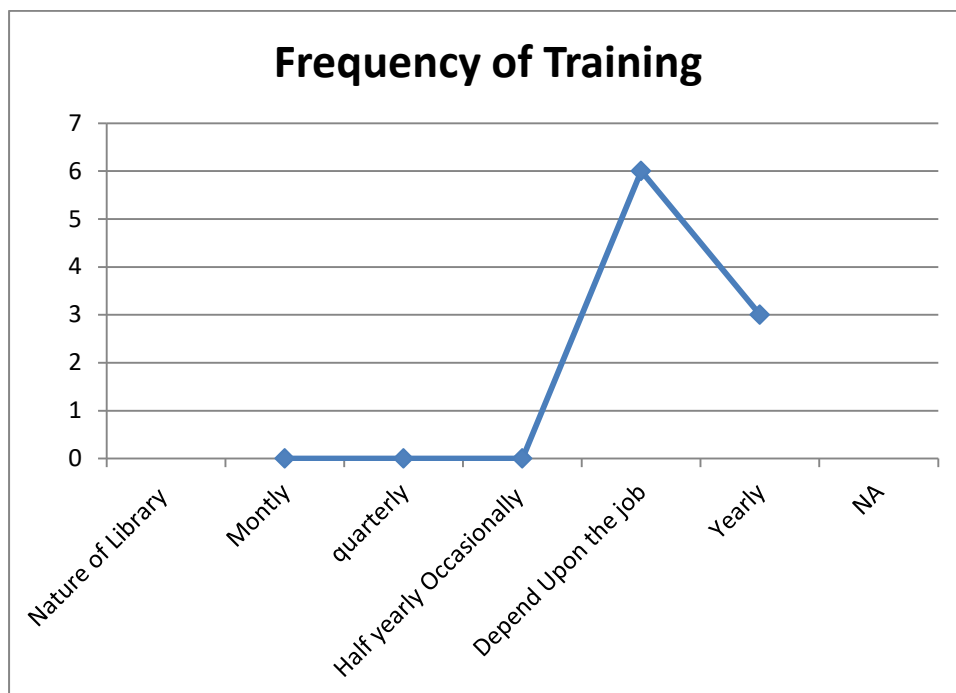
Table 8:-Distribution of Professionals by Satisfaction on Existing Training provided

Nature of Library	Satisfaction of existing training		Percentage
	Yes	No	
Software Technology library	02(5.00%)	38(95.00%)	40(100.00%)

Table-8 clearly portrays that, majority of 02(05.00%) professionals expressed their satisfaction on training facility provided and 38 (95.00%) of professionals expressed their dissatisfaction on training facility of the software technology libraries.

Table 9:-Distribution of professional by Frequency of Training

Nature of Library	Frequency of Training							Percentage
	Monthly	Quarterly	Half yearly	Yearly	occasionally	Depending upon the Job	NA	
Software Technology library	0 (0%)	0 (0%)	01 (2.5%)	03 (7.50)	30 (75.00%)	06 (15.00%)	0 (0%)	40(100.00%)



training Data in the table-9 and graph-1 explains that, majority of 36 (63.2%) professionals training frequency is depending open job to be performed in software technology libraries proceeded by 13 (22.8%) of respondents quarterly, 07 (12.3%) of professionals monthly and 01 (1.8%) of professionals half yearly.

## 8. Findings of the Study

The findings of the study are as follows:

- Among media library professionals 87.50% are male and 37.50% are female.
- 96.5% of software technology library professional's organization have separate training department.
- 75.00% of professionals opined that their organization providing training after placemen.
- Surprisingly only 56.00% of software technology library professionals felt training program is necessary.
- Majority 80.00% of the library professionals has undergone both electronic and manual training as well as internal and external mode of training.
- 95.00% professionals are not satisfied on existing training facility provided by their organizations.
- Majority 72.4% of professionals are frequency of the training is depending upon the work to be performed.

## **9. Conclusion**

Digital libraries are an emerging concept, as today's libraries routinely provide information and services in digital form. However, the main purpose of digital libraries remains consistent with that of traditional libraries in that the purpose of digital libraries is to organize, distribute, and preserve information resources just as it is for traditional libraries. Therefore, there is a lot of new competencies are required by the library professionals. A well design SHRM process can help the library to provide in time services according to the demand of the decade. Library policy makers should not treat all of their staff similarly while their staffs in fact seem to have differences of opinions on a number of issues. Such policy makers should consider a whole variety of factors surrounding employee differentiation when formulating any or all policies affected by such SHRM issues. This should enable them to manage staff in such a way that the whole library community can work at optimum towards achieving the library's goals and objectives, thus providing best services to their customers. In a nutshell, people are the key strategic resource, and strategy must be built on a human resource foundation.

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