

## PERCEIVED IMPACT OF LIS INTERNSHIP PROGRAMME ON PERSONAL AND PROFESSIONAL COMPETENCIES OF STUDENTS OF DLIS, BANARAS HINDU UNIVERSITY

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The purpose of the study is to investigate and understand the Library Training Programme (LTP) conducted by the Department of Library and Information Science in various departments, faculties and institutions of Banaras Hindu University. The study covers Master of Library and Information Science (M. Lib. I. Sc) students who were pursued and joined one-year training programme offered by the Department of Library and Information Science, Banaras Hindu University, Varanasi from 2010 to 2018. LTP is offered by DLIS BHU students who complete the M. Lib. I. Sc. Degree every year. The authors investigate the impact of training on the library trainees in the context of employability perspectives such as core competencies, professional competencies and personal competencies. A structured questionnaire, which covers various aspects of library training and their impact on trainees, was distributed among library trainees of batches 2010 to 2018. The study shows that there are significant impacts of the library training programme on trainee's professional core competencies. A correlation between the attributes of training and the level of confidence among trainees after library training has been tested for each professional skills and inferences were presented in the light of objectives and hypothesis. The study shows that a significant number of library trainees are relatively confident with their professional competencies in the tune of job satisfaction.

**Keywords:** Library Training Programme, Library Trainee, Training Assessment, Perceived Impact, Internship programme- Banaras Hindu University, Professional competencies.

### INTRODUCTION

Training and capability building are necessary aspects of skills development. Training includes the idea of human resources growth and development. It is a new psychological and applied technology tool that helps the worker or individual to perform their work efficiently. Training becomes an effective technique to improve the individual performance. Training activities contribute to boosting trainee's capabilities and skills. The trained trainee perform their tasks with efficiency instead of untrained

trainees. A well-conducted training, inevitably adds to the individual as well as organizational growth. It can improve the performance of workers in any organization as well as professional and specific practical skills of an individual.

The word training has multiple facets, such as teaching and non-teaching training, organizational training, related research training, mechanical training, physical and mental training. Training is practical, intellectual and technical skills that enhance the abilities of individuals and induces expertise in them, which leads to the individual as well as organizational growth. It includes the idea of growth and development of human resources. It is a technological and psychological tool that helps any worker or person in making the right decision at the right time at the workplace. Training involves various direct and indirect ways of increasing the rate of both organizational and individual success. It is composed of monitoring and synchronization of theoretical and practical knowledge. In the words of Beach (1985), "Training is the organized procedure in which people learn knowledge and/or skill for a definite purpose." Training is a means to impart knowledge, and develop skills, and change attitudes and behaviour.

## **REVIEW OF LITERATURE**

There are numerous studies conducted by authors in the area of impact of training on personal and professional development (Reay, 1994; Saxena, 2006). Kavulya (2007) emphasized on the preparing needs of LIS experts in Kenya and this study found that LIS preparing isn't

adequate to meet the work necessities due to insufficient assets in LIS preparing and inadequate ICT substance within the preparing courses. Olaniyan and Ojo (2008) conducted a study to look at how staff preparing and improvement may impact on the organizational advance. Their findings recommended that to attain the objectives and targets of the organization, preparing and retraining programs should be made obligatory which organization ought to organize workshops, conferences, and workshops for staff preparing and development. Halder (2009) and Bhatti and Nadeem (2014) in their study on LIS professionals' recognition related to their preparing needs in college libraries of Pakistan. Deodhar and Powdwal (2017) studied the impact of the continuing education programme for the librarians. Their findings reveal that Librarians are keen on gaining more knowledge and transferring the acquired knowledge and skills at their workplaces and interested in implementing the learning to achieve results. Garrod, 1998 find out that information technology (IT) skills are essential in the tune of personal qualities. It is also associated with a working environment which is conducive to personal and professional development. Tripathi and Pandey (2019) find out that library must appoint or hire a professional having sound technical skills in order to minimise the error handling and dependency. LIS professionals have to upgrade their knowledge by attending training programs, workshops. The study conducted by O'Mahony and Sillitoe (2001) found that the most common deterrents to continuing education and training were time, cost, location, finding suitable courses to cover the

large variety of skills needed and lastly, lack of encouragement from employers. Some of the studies found that LIS professionals are having good skills set for the use of open-source software. LIS students and professionals need an inclusive environment for developing skills (Harper, 2020). A conducive work environment with opportunities for learning and continuing professional development is significant perceived factors to attract and retain talented professionals in the library system (Warraich et al. (2019). Internship plays a significant role, and much emphasised technical skills as compared to general competencies (Jones et al., 2017). These studies highlighted the importance of training for the professional skills developments which is scope of the study.

### **OBJECTIVES OF THE STUDY**

- i. To examine the library training programme offered by DLIS, Banaras Hindu University and its perceived impact on trainees personal and professional skills development.
- ii. To examine the trainees' core competencies, professional and personal competencies in tune to the training programme.
- iii. To identify the impediments and give suggestions to improve the library training programme.

### **SCOPE AND LIMITATIONS**

This research is an attempt to identify the impact of the Library Training Programme (LTP) conducted by DLIS, BHU since its inception starting from 2010 to 2018. LTP is offered by DLIS BHU to thirty students just after attaining

the M. Lib. I. Sc. It is not a part of the M. Lib. I. Sc curriculum and it is being offered to the maximum of 30 students every year. The purpose of this study is to understand the positive or negative impact on trainee's professional skills like core competencies, professional competencies and personal competencies. The study shows that a significant number of library trainees are relatively confident with their professional competencies which, in turn, yield job satisfaction. The study shows that a large number of library trainees undergo a positive change in their professional and personal skills, leading to their job satisfaction. The scope of the study is limited to the training programme offered by DLIS, BHU.

### **HYPOTHESIS**

There is a significant impact of the library training programme on the trainee's core competencies, professional competencies and personal competencies.

### **METHODOLOGY**

The tools used for data collection for this study are online Google survey, literature review, records of the Department of Library and Information Science (BHU). A structured questionnaire was prepared and distributed via e-mails, Facebook and WhatsApp. The online and offline questionnaires contained questions related to personal details, core competencies, professional competencies and personal competencies of trainees concerning the library training opted by them. The questionnaire included the multiple-choice question, open-ended questions, Likert scale, grid-scale and one

open-ended question. The questionnaires were distributed among trainees of all batches starting from the year 2010 to 2018. A correlation between the attributes of training and the level of confidence among trainees after library training has been tested for core competencies, professional competencies and personal competencies. The population of library trainees was 260, out of which only 172 responded to the questionnaire with a satisfactory response rate of 66.15%.

## DATA ANALYSIS AND FINDINGS

The data was gathered via Google form survey-based questionnaire. The descriptive statistics, tables, ANOVA and Chi-square test have been used for this study. Correlation between the attributes of training and the level of confidence among trainees after library training has been tested for core competencies, professional competencies and personal competencies. The data is collected, tabulated and represented in the several tables as discussed in details.

The table 1 presents the total number of trainees (2010-2018). The highest response (35) was observed for 2016-2017 batch and that of the lowest (10) for the 2011-2012 batch. The highest response was observed in the age group of 25-30 year, which is 95 (55.23%). The lowest response was observed in the age group of above 35 years, which are 5 (02.90%). It is also observed that a majority of trainees belong to the age group of 25-30. The number of male respondents is 124 (72.09%), and female respondents are 48 (27.91%).

**Table 1: Descriptive Demographical information of Library Trainees**

Sl. No.	Batches (year-wise)	No. of Trainees (N=172)	
1	2010-2011	10	
2	2011-2012	11	
3	2012-2013	12	
4	2013-2014	29	
5	2014-2015	13	
6	2015-2016	24	
7	2016-2017	35	
8	2017-2018	20	
9	2018-2019	18	
	Total	172	
	Age Group (in years)		Percentage (%)
1	20-25	12	06.97
2	25-30	95	55.23
3	30-35	60	34.88
4	35+	05	02.90
	Total	172	100.00
	Gender		
1	Male	124	72.09
2	Female	048	27.91
	Total	172	100.00
	Qualification		
1	Undergraduate (UG)	003	01.60
2	Postgraduate (PG)	164	87.70
3	Doctoral (PhD)	006	03.20
4	PGDCA	008	04.27
5	O Level	001	00.53
6	Any Other	005	02.67
	Total	187	100

(Note: Multiple answers were permitted for qualification)

### Workshops / Conferences Attended by Library Trainees

The table 2 shows the Workshops/ Conferences attended by trainees during their training session. As per the data, 58.72% trainees have undergone Koha Software training, followed by SOUL (2.0) (45.90%) and Dspace (31.39%).

### Job Rotation and Library Section

The table 3 indicates exact workplace and job responsibility of trainees in various sections in

the library. Circulation section (75.58%) is the highest job rotation, followed by the Technical section (73.25%) and Acquisition section (59.88%). Circulation and technical processing work is considered as easy for the trainees and they have been deputed to perform these work. It means that trainees are getting prepared to perform front line and executive-level job.

**Table 2: Workshops / Conferences Attended by Library Trainees**

Sl. No.	Workshop / Conference	No. of Trainees	Percentage (%)	Percentage of Sample Size (%)
1	SOUL(2.0)	079	25.23	45.90
2	NewGenLib	006	01.91	03.48
3	LIBSYS	026	08.30	15.11
4	KOHA	101	32.26	58.72
5	Dspace	054	17.25	31.39
6	Greenstone	009	02.87	05.23
7	None of these	035	11.18	20.34
8	Any Other	003	00.95	01.74
	Total	313	100.00	

(Note: multiple answers were permitted)

**Table 3: Job Rotation and Library Section**

Sl. No.	Sections of Library	No. of Trainees	Percentage (%)	Percentage of Sample Size (%)
1	Acquisition	103	15.60	59.88
2	Technical	126	19.09	73.25
3	Circulation	130	19.69	75.58
4	Reference	070	10.60	40.69
5	Audio-video	015	02.27	08.72
6	Manuscript	023	03.48	13.37
7	Cyber Library	025	03.78	14.53
8	Digital Resources	029	04.39	16.86
9	Visually Impaired	017	02.57	09.88
10	Periodical	058	08.78	33.72
11	Any Other	064	09.69	37.20
	Total	660	100	

### Library Automation Sections of Library

The table 4 indicates the library automation section in BHU library. As per the data obtained from the trainees deputed in various sections of the library there are only a few sections of the library automated, such as Acquisition section (19.18%), Technical section (50.00%), Circulation section (61.62%) and reference section 30.23%.

### Use of the Integrated Library Management System (ILMS)

According to table 5, 61.19% trainees were familiar with the function of SOUL (2.0) and LIBSYS (18.90%). Most of the trainees are managing the Integrated Library Management System (ILMS) for disseminating library service and product.

**Table 4: Library Automation Sections of the Library**

Sl. No.	Section of Library (Automation)	No. of Trainees	Percentage (%)	Percentage of Sample Size (%)
1	Acquisition	033	08.82	19.18
2	Technical	086	22.99	50.00
3	Circulation	106	28.34	61.62
4	Reference	052	13.90	30.23
5	Audio-video	013	03.47	07.55
6	Manuscript	005	01.33	02.90
7	Visually Impaired	004	01.06	02.32
8	Periodical	021	05.61	12.20
9	Textbook	015	04.01	08.72
10	None of these	39	10.42	22.67
	Total	374	100	

**Table 5: Use of Integrated Library Management System (ILMS)**

Sl. No.	No. of ILMS	No. of Trainees	Percentage (%)	Percentage of Sample Size
1	SOUL (2.0)	123	61.19	71.51
2	NewGenLib	013	06.46	07.55
3	LIBSYS	038	18.90	22.09
4	WEBLIS	002	0.99	01.16
5	ABCD	000	00.00	00.00
6	Firefly	000	00.00	00.00
7	None of these	025	12.43	14.53
	Total	201	100.00	

### ICT Based Library Services

The table 6 shows that 39.51 % of library trainees were not used the ICT for delivering services and products. The services were delivered through ICT by trainees like Current Awareness Services, Literature Search Services and Newspaper Clipping Services. As trainees mostly perform the front line work, their work is mainly concentrated on the ICT enabled DDS and CAS.

**Table 6: ICT Based Library Services**

Sl. No.	Name Service	No. of Trainees	Percentage (%)	Percentage of Sample Size (%)
1	Document Delivery Services	017	06.85	09.88
2	Bibliographical Services	028	11.29	16.27
3	Current Awareness Services	035	14.11	20.34
4	Literature Search Services	024	9.67	13.95
5	Newspaper Clipping Services	029	11.69	16.86
6	Abstract/Indexing Services	017	06.85	09.88
7	None of these	098	39.51	56.97
	Total	248	100	

(Note: Multiple answers were permitted)

**Table 7: Use of Institutional Repository Software (IRS) for Maintenance of e-resources**

Sl. No.	Name of IRS	No. of Trainees	Percentage (%)
1	Dspace	60	33.70
2	Greenstone	15	08.42
3	Fedora	01	00.56
4	E-Print	04	02.24
5	Invenio	00	00.00
6	DAITSS	00	00.00
7	None of these	98	55.05
Total		178	100

### Perceived Impact of LTP on Professional and Personnel Competencies of Trainees

The table 8 highlights the perceived impact of core competencies and the responses received through trainees. The authors asked 10 questions to the respondents and their responses are

### Use of Institutional Repository Software (IRS) for maintenance of e-resources

The table 7 shows the use of Institutional Repository Software (IRS) for maintenance of e-resources. 33.70% Dspace and 8.42% Greenstone Institution Repository Software (IRS) are used for maintenance of e-resources in BHU library system. Many libraries are not using IRS for maintenance of e-resources (55.50%).

recorded through the Likert Scale on the various parameters. It is found that competencies percentage is 45.69% significant impact of the library training programme on their core competencies, 27.39% excellent and 2.03% trainees are unsatisfied. The study reveals that there is a positive impact of the library training programme on trainee's core competencies which is proved through chi-square test indicated in table 14.

### Impact of Library Training Programme: Professional Growth

The table 9 highlights the perceived impact of LTP on professional growth of the trainees. The

**Table 8: Impact of Library Training Programme: Core Competencies**

Sl. No.	Core Competencies	Excellent (%)	Good (%)	Neither Good nor bad (%)	Bad (%)	Unsatisfactory (%)
1	The training structured and attribute time	12.79	45.34	36.62	01.74	03.48
2	Change in working attributes	19.76	55.81	17.44	05.32	01.74
3	Help in job interview	20.93	52.90	20.34	03.48	02.32
4	Extent of technological knowledge	39.53	37.79	17.44	02.90	02.32
5	Learning value (in term knowledge & concept)	41.86	45.34	10.46	02.32	00.00
6	Training increased practical knowledge of competencies	43.02	45.93	09.88	01.16	00.00
7	Maintain professionalism in the workplace during training	44.18	42.44	11.04	01.74	00.58
8	Handle difficult situation regarding library tasks and activities	11.62	40.69	42.44	02.90	02.32
9	Communication skills (public speaking & writing skills)	32.55	50.00	13.37	02.32	01.74
10	Overall rating of library training program core competencies	11.04	43.02	39.53	03.48	02.90

**Table 9: Impact of Library Training Programme: Professional Growth**

Sl. No.	Professional Growth: Factors	Excellent (%)	Good (%)	Neither Good nor bad (%)	Bad (%)	Unsatisfactory (%)
1	The training program was relevant to your professional growth	12.20	34.30	43.60	08.13	01.74
2	Training contributes (to a large extent in improving the confidence and commitment of the trainee).	15.11	45.93	28.48	08.13	02.32
3	Your professional working experiences (with students, staff, and faculty members.)	44.18	29.06	20.93	03.48	02.32
4	Help in handling library automation software during the training	08.72	30.81	36.04	12.20	12.20
5	Delivered library services through ITC system	04.65	22.67	26.16	16.86	29.65
6	Efficiencies regarding handling e-resources software	05.81	23.83	26.16	16.27	27.90
7	Development of professional communication skills	22.67	36.62	26.16	11.04	03.48
8	Maintain professionalism in workplace (duty and responsibility)	39.53	27.90	24.41	05.81	02.32
9	Your professional working experiences (with students & staff)	42.44	29.65	20.34	06.97	00.58
10	Overall rating of library training program professional growth and development	11.62	29.65	47.67	09.88	01.16



data is acquired based on ten questions through the Likert Scale. Collectively, 50.91% respondents opined as 'good', 34.89% opined as 'excellent' with regard to the impact on professional growth. However, only 13.87% of trainees are opined 'unsatisfied' with the statement that the training programme has a significant impact on professional growth.

### Impact of Library Training Programme: Personal Life

The impact of training programme on personal life is measured using Likert Scale based on questions. The responses are recorded which are highlighted in table 10. As per the possible impact on trainees on personal life, 46.50% opined that there is a significant impact of the library training

**Table10: Impact of Library Training Programme: Personal Life**

Sl. No.	Impact of Training on Personal Life: Factors	Excellent (%)	Good (%)	Neither Good nor bad (%)	Bad (%)	Unsatisfactory (%)
1	The training relevant to your growth and development in your perceived impact on personal life.	06.97	51.16	40.11	00.00	01.74
2	Training equipment and assistance	05.23	43.02	27.90	08.72	15.22
3	Training well managed and place of training was comfortable	09.88	40.11	26.16	12.20	11.62
4	Training stipend appropriate in your personal life	02.90	26.74	14.53	09.30	46.51
5	Change your personal positive attitude during training	12.79	68.02	13.37	03.48	02.32
6	Your Participation in conferences /workshops	07.55	34.30	37.20	14.53	06.39
7	Your personal view to deliver LIS services and product	12.20	58.13	20.34	08.13	01.16
8	The training content was relevant to your objectives	09.30	55.81	21.51	10.46	02.90
9	Your personal working experiences (students, staff, and faculty members)	41.27	43.60	09.88	03.48	01.74
10	Overall rating of the library training program on Perceived Impact in personal life	09.30	43.02	40.69	05.23	01.74

### Assessment of Training: Core Competencies

Core competencies are calculated using several parameters on Likert Scale and results are

reflected in table 11. Collectively, most of the trainee's confidence level of percentage is 28.48% moderately confident on their Core

**Table 11: Assessment of Training: Core Competencies**

Sl. No.	Training Assessment: Core Competencies	Not at all confident (%)	A little Confident (%)	Moderately Confident (%)	Fairly Confident (%)	Extremely Confident (%)
1	Maintain professionalism in the library profession regarding job prospective	01.74	19.76	44.76	26.16	07.55
2	Ability to delivered all the library services and products	03.48	20.93	33.13	35.46	06.97
3	Library automation skills	26.16	29.65	14.53	21.51	08.13
4	Received and respond to workplace communication skills and writing skills	03.48	12.20	23.25	38.95	22.09
5	Communicates effectively with team members, users and colleague	03.48	11.04	22.09	26.74	36.60
6	Duties and responsibility of library sector job	04.06	08.72	15.69	28.48	43.02
7	Knowledge about library current trends	04.65	19.18	43.02	25.58	13.37
8	Using ITC to collect store and retrieve data	29.65	21.51	18.60	23.25	06.97
9	Communication skills and writing skills	01.74	30.37	32.55	33.72	20.93
10	Too much confident (about acquisition circulation and LIS automation etc)	04.06	20.34	41.27	26.74	07.55

Competencies, 26.75% fairly confident and 8.19% not at all confident about their core Competencies after joining the library training programme.

### **Assessment of Training: Professional Competencies**

Professional competencies are identified and measured using several parameters on Likert Scale reflected in table 12. Collectively, most of the trainee's confidence level of percentage is 19.93% which is moderately confident on their Core Competencies, 26.47% fairly confident and 12.64% not at all confident about their Professional Competencies after joining the library training programme.

### **Assessment of Training Programme: Personal Competencies**

Personal Competencies are identified and measured using Likert Scale in table 13. Collectively, trainee's confidence level of percentage is 30.23% moderately confident on their Competencies, 35.29% fairly confident and 2.11% not at all confident about their Personal Competencies after joining the library training programme.

### **Training Impact/Assessment: ANOVA for batch-wise comparison of mean scores**

In order to get an insight about the impact of LTP on trainees' professional and personal growth, an ANOVA test for batch-wise comparison of

**Table 12: Assessment of Training: Professional Competencies**

Sl. No.	Training Assessment: Professional Competencies	Not at all confident (%)	A little Confident (%)	Moderately Confident (%)	Fairly Confident (%)	Extremely Confident (%)
1	Library terminology	02.90	09.88	20.93	31.97	34.30
2	Using common bibliography terms	18.60	17.44	27.90	29.65	06.39
3	Acquisition policies/procedures	02.90	07.55	19.18	28.48	41.86
4	Circulation policies/procedures	04.06	10.46	12.20	26.16	47.09
5	Inter library loan services	49.41	15.69	15.11	16.27	03.48
6	Basic reference tools	06.97	42.44	20.93	19.76	09.88
7	Filling rules/Use of card catalogue	04.65	09.30	13.95	27.32	44.76
8	Library automation policies / procedures (online services and e-recourse)	22.67	23.83	16.27	23.25	13.95
9	Communication skills(Public speaking and writing skills)	02.90	12.20	19.18	39.53	26.16
10	Training improved your professional ability to explain library services and product	05.23	16.86	33.13	31.97	12.79

**Table 13: Assessment of Training Programme: Personal Competencies**

Sl. No.	Training Assessment: Personal Competencies	Not at all confident (%)	A little Confident (%)	Moderately Confident (%)	Fairly Confident (%)	Extremely Confident (%)
1	Library related activities(practical knowledge skills)	02.32	11.62	39.53	34.88	11.62
2	Communication skills (with team members and users)	04.06	09.30	21.51	37.20	27.90
3	Writing skills	02.32	15.69	28.48	47.67	05.81
4	Interaction with staff & user regarding your personal experience	01.74	13.95	12.20	27.90	44.18
5	Stress of work management skills	01.74	15.69	28.48	44.76	09.30
6	Time management skills	01.16	12.79	16.86	33.13	36.04
7	Ability to improved your explanation of library services and product	01.16	12.79	26.74	41.27	18.02
8	Improved leadership quality to maintain library	01.16	12.79	22.67	46.51	16.86
9	Techniques and concept to dealing with difficult situation among staff and users	04.06	11.62	25.00	40.69	18.60
10	Prepare yourself for library job sectors prospective	01.16	15.69	39.53	30.23	13.37

mean scores was calculated (table 14). The ANOVA is found statistically significant at trainee's core competency 5% level of significance. Library training program impact on trainee's core competencies is 0.229%, professional growth is 0.839%, Personal life is 0.045%. Library training program Assessment of

trainee's Core Competencies is 0.185%, Professional Competencies is 0.078%, and Personal Competencies is 0.176% of a training programme on trainee's core competencies. There is no significant impact of the library training programme on trainee's year wise (batch-wise).

**Table 14: Training Impact/Assessment: ANOVA for batch-wise comparison of mean scores**

Training Impact / Assessment	ANOVA					
	Groups	Sum of Squares	Df	Mean Square	F	Sig.
Training Impact: core competency (Table 12)	Between Groups	311.634	8	38.954	1.337	.229
	Within Groups	4749.220	163	29.136		
	<b>Total</b>	<b>5060.855</b>	<b>172</b>			
Training Impact: professional Growth (Table 13)	Between Groups	101.504	8	12.688	.522	.839
	Within Groups	3914.002	161	24.311		
	<b>Total</b>	<b>4015.506</b>	<b>169</b>			
Training Impact: Personal life (Table 14)	Between Groups	647.734	8	80.967	2.037	.045
	Within Groups	6398.619	161	39.743		
	<b>Total</b>	<b>7046.353</b>	<b>169</b>			
Assessment of Training: Core Competencies (Table15)	Between Groups	421.961	8	52.745	1.435	.185
	Within Groups	5990.196	163	36.750		
	<b>Total</b>	<b>6412.157</b>	<b>172</b>			
Assessment of Training: Professional Competencies (Table16)	Between Groups	509.901	8	63.738	1.814	.078
	Within Groups	5726.535	163	35.132		
	<b>Total</b>	<b>6236.436</b>	<b>172</b>			
Assessment of Training: Personal Competencies (Table17)	Between Groups	449.447	8	56.181	1.460	.176
	Within Groups	6270.803	163	38.471		
	<b>Total</b>	<b>6720.250</b>	<b>172</b>			

### Analysis of Variance for difference of means: chi-square test

Further, an Analysis of Variance of Mean is calculated to get a real picture of overall training impact and Training Assessment given in table 15. The table 15 show that p-value<0.01, which indicates that the null hypothesis would be rejected, which implies that there is a significant difference between the mean observations obtained through different professional skills. Training impact F Statics' value 39.007 and training assessment 14.147. The chi-square test is used for testing the hypothesis. "There is a

significant impact of the library training program on the trainee's professional skills, likes, core competency, Professional competence and personal competency". For this purpose, the correlation between the attributes of training and the level of confidence among trainees after library training has been tested for each professional skills. Before estimating the correlation coefficient, it is essential to find out whether there is any significant difference between the mean scores of professional skills (impact and assessment) or not.

**Table 15: Analysis of Variance for difference of means: chi-square test**

Analysis of Variance for difference of means			
Factors		F Statistics	p-value
Training Impact	Core Competencies	39.007	0.000*
	Professional Growth		
	Personal Life		
Training Assessments	Core Competencies	14.174	0.000*
	Professional Competencies		
	Personal Competencies		
*significant at = 0.01 level of significance.			

### Variables of Impact and Assessments: Correlation Coefficient

It is observed from the table 16 that there is a significant correlation between the variables which are evaluated to access the impact of training and their assessments Correlation Coefficient are Training impact: Core Competencies and Training Assessments: Core Competencies value is 0.244 %, Training impact:

Professional Growth. Furthermore, Training Assessments: Professional Competencies is 0.411% and Perceived impact: Personal Life and Training Assessments: Personal Competencies is 0.317. It indicates that there is a positive impact of the library training programme on trainee's core competency. All the correlation coefficient has a positive sign. It indicates that the impact of training is positively associated with a confidence level of trainee after training.

**Table 16: Variables of Impact and Assessments: Correlation Coefficient**

Variables of Impact and Assessments	Correlation Coefficient	p-value
<ul style="list-style-type: none"> <li>• Training impact: Core Competencies</li> <li>• Training Assessments: Core Competencies</li> </ul>	0.244	0.001*
<ul style="list-style-type: none"> <li>• Training impact: Professional Growth</li> <li>• Training Assessments: Professional Competencies</li> </ul>	0.411	0.000*
<ul style="list-style-type: none"> <li>• Perceived impact: Personal Life</li> <li>• Training Assessments: Personal Competencies</li> </ul>	0.317	0.000*
* Correlation is significant at the = 0.01 level of significance.		

### RECOMMENDATIONS AND SUGGESTIONS

1. Most of the trainees (65.34%) suggested that the Library Training Programme should be more updated concerning technological advancement for trainees to understand the difference between traditional and modern

work environment. During the training period, it should be the prime duty of section in charge to demonstrate the work and useful skills to the trainee and periodically look after it. A trainee should be trained for the task of every section of the library, as some libraries in which no sections and tasks are being performed in those libraries trainers have

nothing to do and learn, so their tasks, role and duties should be clearly defined.

2. Majority of trainees (71.5%) suggested that the library should be updated regularly, and stipend should be increased at least Rs 8000 to Rs 12000 per month. Training time should not exceed 5 hours. After that regular 1-hour remedial classes must be taken by the librarian or any authority to update trainee's knowledge. Trainees are not employees of the institution so that it is the very irrelevant thing that trainee should have to work 5 to 8 hours like another employee.
3. A majority of trainees (58%) suggested that trainee does not learn more because he / she works as a permanent employee in a particular section for the whole time. So there is a lack of administration and should be made a proper plan for teaching the trainee with authority guidance every day because trainee does not offer an internship before in any institution. It is the duty and responsibility of the authorities to job rotation each trainee in every section of the library. Majority of trainees should be suggested that trainees treated as user-friendly behaviour by the library staff.
4. Few of the trainees (37.85%) opined that every Trainee is a learner, not just a library assistant. They must have to learn and participate in the core functions of library activities. At least senior officers must not be treated with trainees like a dictator or superior; their behavior should be incorrigible. Trainees should provide various Library automation training programmes for to gain the Library Automation knowledge. Library training must be a part of the MLIS course as a period of 6 months or one-year internship provide as an experience certificate, not just an internship.

It will be helpful to get a job in the field of Library sector.

5. Few of library Trainees (25%) suggested to change the name of "Library trainee" to "Library Project Assistant" for one-year contract basis because library trainee certificate is not valuable for them. If they go anywhere for the interview, they consider as a freshers. Changing the name of Library Project Assistant may give them higher weightage and consideration of their experiences for different library post.

## CONCLUSION

Training and capability building are necessary aspects of development. Training includes the idea of human resources growth and development. It is a new psychological and applied technology tool that helps the worker or individual make the correct decision at the right time at the job of the company. Training becomes a significant technique to improve the structure performance also as individual performance. Training activities contribute to boosting trainees capabilities, skills, information as a result of trained trainee perform their tasks with efficiency compared to untrained trainees. The main contribution of the planned answer is to spot the impact and assessment of training programme offered by the Banaras Hindu University to increased trainees performance between practical and theoretical knowledge. Assessment library training facility on impact and assessment of core competencies and professional skills and personal performance of trainees is satisfactory, and they are relatively confident that somehow they can manage library's various services and products. It is observed that there is a significant correlation between the variables which are evaluated to

access the impact of training and their assessments. All the correlation coefficient has a positive sign. It indicates that the impact of training is positively associated with the confidence level of trainee after training. Therefore, it says that the overall library training programme has a positive impact on trainee's core competencies, professional and personal competencies. There is no significant impact of the library training programme within batches from the year 2010 to 2018.

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