CHAPTER – 1

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If you wish to plan for the year, sow paddy,
If you wish to plan for ten years, plant trees,
If you wish to plan for lifetime, develop human beings

A Chinese Proverb

1.1 Human Resource Development (Concept)

Human resources amongst all the resources are the most important one because of two reasons. Firstly, other resources are meant to serve human resources and secondly, all the other resources get effectuated by the efforts of human resources. Hence the conservation, motivation, development and utilization of human resources is vital for the growth and development of any organization.

In the recent years, far-reaching changes have been taking place in the Library and Information Centers (LIC). Human Resource Development (HRD) is the new tool used in LIC to enrich their services and functions. Library personnel is being constituted as the most important and valuable resource of library based on the belief that library personnel's commitment to work in a library is a fundamental prerequisite for achieving aims and objectives of libraries. Such commitments can be ensured only if actions towards personnel are undertaken with the highest degree of integrity and respect. This presupposes a continues healthy relationship between parent organization and personnel. Consequently HRD places an emphasis on strategic thinking towards personnel skills, their growth and organizational development. Human Resource Development is beneficial to library in following manner.

a) Developing people/personnel to become more resourceful and energetic.
b) Developing team spirit in organizations and encouraging the personnel to grow and change to be consistent with today's value.
c) Enabling individuals to solve complex problem more competently with innovativeness and
d) Developing a greater degree of commitment to change in organizations.
Human Resource Development means developing or tapping of hidden qualities in people in order to make them accomplish new functions leading organisational and individual goals.

According to Prof. T.V. Rao¹, HRD is the process of helping peoples to acquire competencies. In an organizational context HRD is a process by which the employees of an organization are helped in a continuous and planned way to

* Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.

* Develop their general capabilities as individuals and discover and exploit their inner potential for their own and/or organizational development purposes; and

* Develop an organizational culture in which supervisor - subordinate relationship, teamwork, collaboration among subunits are strong and contribute to the professional well-being, motivation and pride of employees.

HRD aims at helping people to acquire competencies. The process of acquiring competencies can be facilitated by HRD mechanisms (subsystems) like performance appraisal, training, feedback and counselling, career development, delegation of powers, job rotation and rewards etc.

C .S. Sanker² observed, “HRD is a development oriented planning efforts in the personnel area which is basically concerned with the development of human resources in the organization for improving the existing capabilities and acquiring new capabilities for achievement of the corporate and individual goals”

According to John E Jones³ “HRD is an approach to the systematic expansion of people’s work related abilities focused on the attainment of both organization and personnel goals.”

Ashok Vardhan⁴ describes HRD as “an endeavour to make the individual develop his propensities in order that individual as a developed or developing resource contributes to organization effectiveness.”

M Khan⁵ remarks, “HRD is the process of increasing knowledge, skills, capabilities and positive work attitude and value of the people working at all levels in a business undertaking.”

According to Frank⁶ HRD activities are found to have three components. They are
i) Organized and the learning activity

ii) Stated time - the HRD activity should be conducted within a specified length of time

iii) Behavioural change – the major purpose of HRD is behavioural change in individuals and organisations.

According to L.P. Singh, "HRD refers to the improvement in the capacities and capabilities of the personnel in relation to the needs of that particular sector. It involves the creation of a climate in which the flower of human knowledge, skills, capabilities, creativity can bloom. HRD seeks to provide a package of systems and processes through which these can be cultivated and enhanced among the people forming part of the network of roles in that sector."

In the western context Leonard Nadler is one who contributed a great deal to the concept on HRD. In his book published in 1970 on 'Developing Human Resources' Nadler defined the term "HRD" as

i) A series of organized activities,

ii) Conducted within a specified time, and

iii) Designed to produce behavioral change.


"Human Resource Development is defined as organized learning experiences in a definite time period to increase the possibility of improving job performance and growth."

To further delineate his definition of HRD, Nadler offers the following explanations.

a) Organized learning experiences

Intentional learning structures with objectives, a plan and provision for evaluation.

b) A Definite time period

As agreed upon and identifiable point at which a particular phase of learning has been completed.

c) To increase the possibility of

HRD provide the learning, but cannot guarantee that learning experience will change performance.

d) Improving job performance
Most organizations sponsored HRD aims at affecting job performance.
e) Growth
Helps individuals grow so that they will be ready to move with the organization or provides opportunities for personnel, non-job related growth.

According to Nadler, then, HRD encompasses these learning areas; improving performance of an individual's present job (training), preparing an individual for an identified job in the not too distant future (education) and general growth not related to any specific job (development).

1.2 History of Human Resource Development

The formal introduction of the concept of Human Resource Development (HRD) was done by Prof. Leonard Nadler in 1969 in Training and Development Conference of American Society.

Historically before the advent of the industrial revolution, attention given to human resources in organizational management is generally attributed to the organization of workers. The field was further developed with the arrival of the industrial revolution in the later half of the 18th century, which laid the basis for a new and complex industrial society. A new kind of relationship with the employees and the boss, who was not necessarily the owner, as had been the case of the past, became a power broker in the new factory system. With the changes comes a widening gap between worker and owner, which were not conducive to higher productivity.

The drastic changes in technology, the growth of organizations, the rise of labour unions and professional associations, government concern and intervention in working class welfare etc. resulted in the development of personnel department in organizations. There is no specific data assigned to the appearance of the first personnel department in organization, but around in 1920's more and more organizations seemed to take note of and do something about the conflict between employees and management. Early personnel administrators were known as welfare secretaries. Their jobs were to bridge the gap between management and operating workers.

Beginning with Taylor's attempts to improve manpower productivity by time study, research efforts moved through the period of Frank and Lillian Gilberth's techniques for
recording motion patterns, leading to work simplification on the assembly lines of the 1930s. All these made work measurement possible by introducing the concepts of rating the speed with which employees work and the need for fatigue allowances, culminating with the establishment of work study functions in large organization. These are the beginning or the initial genuine attempts to increase the effectiveness of manpower largely confined to shop floor workers in factories. However the establishment of organization and method of techniques in 1960s for manpower utilization moved the study in to offices and other field of management.

During the 1960s, the importance of planning and then integrating personnel strategies within a coherent framework was emphasized, which highlighted the need of earn employee commitment to deliberate management action. However many practitioners found the somewhat idealistic tone, difficult to apply to the prevailing environment of the period.

In the 1970s work to improve the applications of planning and strategic framework to personnel management found expression in manpower planning. These theoretical frameworks demonstrated the gradual emergence of a cultural focus to managing people at work. There was the need felt by personnel of organization to overcome the tensions and contradiction within their jobs.

Further research was carried out to find new methods of managing human resources effectively. Firstly, it was essential that organization identified a need for people oriented approach. Secondly, the theoretical framework had to be seen in practical operational contexts.

Thus the importance of personnel's and their development was felt (identified) by employers and managers this ultimately evolved in the form of HRD and Prof. Len Nadler in a conference on Training and Development introduced the term HRD and this term became very popular among the management scientists.

Many organizations during 1980's have either started new HRD department or have appointed HRD Managers or at least have strengthened their personnel departments to look after the HRD functions.

In India, Larsen & Toubro Ltd. was the first company to introduce this concept in 1975 among the private sector companies with an objective of facilitating growth of employees, especially people at the lower level. Among the public sector government companies it was
BHEL which introduce this concept in 1980. Then a number of other organizations like MSEB, SBI, Bank of Baroda etc. have started the practice of HRD. While introducing HRD many organizations were under the impression that it was nothing but Training and Development concept. Certain companies started renaming their Training and Development departments as Human Resource Development Departments and some have created new departments. Considering the importance of human wealth available in India the Government of India in September 1985 setup a ministry of HRD.\textsuperscript{10,11}

1.3 Application of Information Technology in libraries

The current era has acquired the name “information era.” The new technologies have accelerated the research and development and this leads to information explosion. This in turn has made impact on storage, retrieval and dissemination of information. The combinations of disciplines covering computer technology, telecommunication technology, satellite technology, reprographic technology, printing technology and CD-ROM technology have contributed to the emergence of information technology (IT). Man’s infinite capacity for invention and desire for discovery, exploration and research has lead to rapid growth of technologies and thereby IT, information explosion has created problems for proper processing and dissemination of information which can only be solved with the aid of this IT.

Technologies, especially computer and telecommunication technology, have highly revolutionized the field of library and information centers. They facilitate collection, storage, organization, processing, analysis, presentation and dissemination of data and information for decision makers using telecommunication and reprography. With the aid of IT, libraries are now used various types of technologies to provide information more quickly and in greater volume than before.\textsuperscript{12}

1.4 Definitions of Information Technology

Many scientist and authorities give various definitions of IT out of these few definitions are as follows

According to ALA glossary\textsuperscript{13}, “Information technology is the application of computers and other technologies to the acquisition, organization, storage, retrieval and dissemination of information.”
Information technology (IT)\textsuperscript{14}, as defined by the Information Technology Association of America (ITAA), is "the study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware." In short, IT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit and retrieve information, securely.

In short IT is a generic term used to denote all activities connected with computer based processing, storage and transfer of information. It involves computers, electronic media, satellites, telecommunications and storage devices.

1.5 Role and Functions of university libraries

Due to rapid growth of knowledge, there is heavy load on the curriculum with which the teaching and learning community is directly concerned and libraries as the basic units in the dissemination of information play a very significant role, functioning as the true laboratories in the attainment of education. According to Srivastava and Verma\textsuperscript{15}, "the university library has to shoulder onerous responsibility of conservation of knowledge and idea, publication, extension services, adequate facilities for researchers and interpretation of results of research, as it is exist not only to help the instructional functions of the university but also to do a good deal in aid of research which is another major function of the university."

Emphasizing the importance of libraries the Radhakrishnan Commission Report\textsuperscript{16} opines." The library is the heart of all the university's work; directly so, as regards its research work and indirectly as regards its educational work which derives its life from research work. Scientific research needs a library as well as its laboratories, while for humanistic research the library is both the library and laboratory in one."

Emphasizing it's importance, the Kothari Commission on Education\textsuperscript{17} asserted that "No university, college or department should be set up without taking into account it's library needs, in terms of staff, books, journals, space etc. Nothing could be more damaging to a growing department than to neglect its library or give it a low priority."

Taking into consideration the importance and the role of university library, the Kothari Commission observed that the university library is an important component and its development plan should provide for competent staff, adequate and carefully selected collection, systematically organized and well-planned physical facilities. It further observes that
a collection of books, even a collection of good books does not constitute a library until the teachers and librarian convert it into an “intellectual workshop.” The university library therefore, should also.

- Provide resources necessary for research in the fields of special interest to the university.
- Aid the university teachers in keeping them abreast of development in their fields.
- Open the door to the wide world of books that lie beyond the borders of one’s own field of specialization.
- Provide library facilities and services necessary for the success of all formal programmes of instructions.
- Bring books, students and scholars together under conditions which encourage reading for pleasure, self-discovery, personal growth and the sharpening of intellectual curiosity.

### 1.6 Reason for selecting subject for study

The most of the libraries are understaffed and the librarian has to manage entire library work with new challenges. It is necessary to optimize the services with available staff, therefore HRD has become the focal point in all organizations owing to this the researcher has selected this topic for in-depth study to know and suggest how existing human resources efficiencies can be optimized.

### 1.7 Objectives of the study

The study was carried out with the following objectives in view

1. To study the library personnel skills and knowledge in IT (Information Technology).
2. To survey the existing HRD programmes critically.
3. To suggest suitable HRD programmes based on the identified factors.

### 1.8 Hypotheses

1. University libraries in Maharashtra are facing the problem of inadequate manpower.
2. The current knowledge and skills of university library personnel (of IT) is not sufficient to cope with the IT revolution.
3. HRD mechanisms are not truly implemented in university libraries of Maharashtra.
1.9 Scope and Limitations of the study

1. The scope of the study is restricted to the 19 state university libraries in Maharashtra State.

2. The present study is restricted to professional and semi-professional personnel working in these 19 university libraries (i.e. library staff from Librarian to Junior Library Assistant).

The universities covered under the study have been enlisted serially in chronological order of their establishment.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the University</th>
<th>Year of Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Mumbai, Mumbai</td>
<td>1857</td>
</tr>
<tr>
<td>2</td>
<td>Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur</td>
<td>1923</td>
</tr>
<tr>
<td>3</td>
<td>University of Pune, Pune</td>
<td>1949</td>
</tr>
<tr>
<td>4</td>
<td>Shreemati Nathibai Damodar Thackersey Women's University, Mumbai.</td>
<td>1951</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Babasaheb Ambedkar Marathwada University, Aurangabad</td>
<td>1958</td>
</tr>
<tr>
<td>6</td>
<td>Shivaji University, Kolhapur</td>
<td>1962</td>
</tr>
<tr>
<td>7</td>
<td>Dr. Panjabrao Deshmukh Krishi Vidyapeeth, Akola</td>
<td>1969</td>
</tr>
<tr>
<td>8</td>
<td>Mahatma Phule Krishi Vidyapeeth, Rahuri</td>
<td>1969</td>
</tr>
<tr>
<td>9</td>
<td>Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli</td>
<td>1972</td>
</tr>
<tr>
<td>10</td>
<td>Marathwada Agricultural University, Parbhani</td>
<td>1972</td>
</tr>
<tr>
<td>11</td>
<td>Sant Gadge Baba Amravati University, Amravati</td>
<td>1983</td>
</tr>
<tr>
<td>12</td>
<td>Dr. Babasaheb Ambedkar Technological University, Lonere</td>
<td>1989</td>
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<tr>
<td>13</td>
<td>Yashwantrao Chavan Maharashtra Open University, Nashik</td>
<td>1989</td>
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<tr>
<td>14</td>
<td>North Maharashtra University, Jalgaon</td>
<td>1990</td>
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<tr>
<td>15</td>
<td>Swami Ramanand Tirth Marathwada University, Nanded</td>
<td>1994</td>
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<tr>
<td>16</td>
<td>Kavikulguru Kalidas Sanskrit Vishwavidyalaya, Ramtek</td>
<td>1997</td>
</tr>
<tr>
<td>17</td>
<td>Maharashtra University of Health Sciences, Nashik</td>
<td>1998</td>
</tr>
<tr>
<td>18</td>
<td>Maharashtra Animal and Fishery Sciences University, Nagpur</td>
<td>2000</td>
</tr>
<tr>
<td>19</td>
<td>Solapur University, Solapur</td>
<td>2004</td>
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</table>
1.10 Research Methodology

Underscoring the importance of research methodology, B.N. Ghosh¹⁸ say, “Research is a means to the advancement of knowledge and of science, but a fruitful research study appears to be almost impossible without the proper understanding of research methodology.” Methodology in research is a way to solve the problem, to unfold the probable answer and to test the hypotheses stated. As there are many roads leading to a city, likewise there are many methods to solve the problem of research. The researcher has to select one of them which is appropriate and requires minimum efforts, time.

1.10.1 Methods of research

There are various methods and tools of data collection to unfold a research problem. O.R. Krishnaswami¹⁹ points out that there can be four different methods to solve the research problem, these are

1. Experimental method
2. Analytical or statistical method.
3. Historical method.
4. Survey method.

1.10.2 Methodology selected for the study.

The survey method was selected for this research purpose. Study is based on the survey of personnel working in university libraries of Maharashtra.

Survey is a “fact finding” study. It is a method of research involving collection of data directly from a population or a sample there at particular time. This method was selected due to its various advantages such as

1. The versatility of survey method is its greatest strength. It is the only practical way to collect many types of information from individuals such as personal characteristics, socio-economic data, attitudes, opinions, experiences and expectations.
2. The survey method facilitates drawing generalizations about large populations on the basis of studies of representative sample.
3. The survey method is flexible to permit the use of various methods of collection of data such as observation, interviewing and questionnaire.

4. Survey sensitizes the researcher to unanticipated or unknown problems. The collection of data from respondents through interviewing or questionnaires often uncover facts previously unknown to the researcher.

1.10.3 Data collection tools

The problem of research is not solved unless a proper tool is selected and used for data collection. Data required to clarify all the ideas in the mind of the researcher are to be collected in the research properly. There are various tools available and described by previous researchers which are in use. To have a brief idea of these tools, it can be summed up through figure 1.1.

![Figure 1.1](image)

Out of the sources of data collection shown in figure 1.1, the paper sources constitute a major part of library collection. These sources are used by majority of social science
researchers. Such documents not only describe contemporary events but also help to know how these events occurred. As these documents provide the data either first hand (i.e. primary sources) or second hand (i.e. secondary sources), it is not necessary for a researcher to spend time, energy and efforts to collect such a large available data through people sources. In the present study the researcher has used reports, national and international journals, CD-ROM databases, On-line databases and Internet to collect information.

Of the people resources mentioned above the researcher has decided to use following tools for data collection.

1. Questionnaire
2. Unstructured interview
3. Personal observation

1.10.3.1 Questionnaire

The researcher has decided to use questionnaire as a premier tool, for data collection. The reasons for selection of this method was as it was difficult to conduct detailed interview and observe every library professional, geographically scattered locations all over the Maharashtra. Researcher personally visited each university library and collected questionnaire because of inadequate response to the mailed questionnaire.

1.10.3.1.1 Preparation of preliminary questionnaire

After collecting and studying the information published on research topic the researcher prepared preliminary questionnaire, which is developed under the guidance of research supervisor and in consultation with subject peers working in university library system.

A preliminary questionnaire was prepared and circulated among library professionals working in Sant Gadge Baba Amravati University, Amravati and Swami Ramanand Tirth Marathwada University, Nanded as a pilot survey for the final setup of the questionnaire.

1.10.3.1.2 Construction of final questionnaire

After studying the drawbacks in preliminary questionnaire used in pilot survey, the questionnaire was restructured and finalized. The questionnaire used in present study was
divided in to 11 sections having 49 main questions with sub-questions wherever necessary. These sections are

A) Personal information
B) Knowledge of IT
C) Training and development
D) Job satisfaction
E) Job rotation
F) Promotion
G) Team work / Team spirit
H) Performance appraisal and feedback
I) Delegation of powers
J) Career planning and development
K) Suggestions

1.10.3.2 Unstructured interview

Interview of professionals is a supplementary tool used for data collection. In case of incomplete responses or professional did not understand the meaning and intension behind question this method of data collection was used.

1.10.3.3 Personal Observation

The researcher visited all university libraries under the study for data collection. Personal observations made so as to ascertain the veracity of information provided in the questionnaire.

1.10.4 Data analysis

The data collected with the help of questionnaire, unstructured interview and personal observations is consolidated and analyzed, which is used for to draw conclusions of this study. Collected data is analyzed manually and for this the following steps were followed

a) Keeping the objectives in mind the data is categorized and tabulated.
b) The required data was extracted from the questionnaires for tabulation.
c) Percentages were calculated and arithmetic means were drawn wherever necessary.
d) From the data presented in tables conclusions were drawn and hypotheses were validated.

1.10.5 Statistical techniques used

To analyze the practice of HRD mechanism (Qu. No. 37, 43, 44, 45 and 46) in university libraries opinions of library personnel have been classified in three categories and these are agreed, moderately agreed and disagreed. For the interpretation of data and to arrive at conclusions, these opinions were converted on the scale of 2,1,-2 point. Moderately agreed one is represented by 1, for agreed one 2 is taken and disagreed opinion is totally against the agree hence for the disagreed -2 is used. On the basis of above scale the researcher has taken following steps for the analysis

1. In the first step percentage of agreed one, moderately agreed one and disagreed opinions are multiplied by corresponding scale.
2. Results of multiplication are added to one another.
3. In the third step the result of addition is divided by 100, to convert the opinions on 2,1,-2 point scale.
4. On the basis of result obtained in third step, conclusions on particular mechanism are drawn.

For example :

\[ C = \frac{\% \text{ of AG} \times 2 + \% \text{ of MA} \times 1 + \% \text{ of DG} \times -2}{100} \]

Where

AG = Agree
MA = Moderately Agree
DG = Disagree
C = Opinion on HRD mechanism.

If the value of C > 1 = Good
If the value of C = 1 and > 0 = Average
If the value of C = 0 or < 0 = Adverse

e.g. for a particular question the response was obtained in such away
Agree = 40%, Moderately Agree = 30%, Disagree = 30%

\[ C = \frac{40 \times 2 + 30 \times 1 + 30 \times -2}{100} \]
\[ = \frac{80 + 30 - 60}{100} \]
\[ = \frac{50}{100} \]
\[ = 0.5 \]

Result is 0.5 point on the scale of 2, 1, -2, hence particular mechanism of HRD practiced on average.

1.11 Conspectus of the study

The present study, for the sake of convenience has been divided under five chapters.

The First Chapter - Introduction

The first chapter "Introduction" deals with introduction of research topic, history and origin of HRD concept, application of Information Technology in libraries, university library system and functions of university library. This chapter also presents objectives, hypothesis, scope and limitations of the study. The research methodology, data collection techniques adopted and data analysis pattern used in the study explained. In the last conspectus of the study stated along with brief conclusions of the study.

The Second Chapter - Review of Literature

The second chapter "Review of Literature" presents the review of earlier published literature and studies carried out on human resource development. Further its relevance to the present study is elaborated.

The Third Chapter - Human Resource Development

The third chapter "Human Resource Development" discusses the need, objective and philosophy of HRD and also various mechanisms of HRD.
The Fourth Chapter - Analysis of Data

The fourth chapter "Analysis of Data" deals with presentation of data in tabular form. The collected data is analysed and interpreted related to each question mentioned in the questionnaire. The data is supported by graphical representation wherever necessary.

The Fifth Chapter - Observations and Conclusions

The fifth chapter "Observations and Conclusions" presents the observations and conclusions of the study, based on the survey (through questionnaire, unstructured interview and also from personal observations). Further suggests the ways and means to initiate Human Resource Development process in the university libraries. This chapter also includes areas for further research.

The last section of thesis is "Appendices" in which Questionnaire, Model for HRD, Programmes organized by various institutions and associations and Select bibliography is given.

1.12 Brief conclusion of the study

Human resources are one of the most important constituents of all organizations and libraries are no exception to it. From this study it is observed that most of the libraries are facing problem of inadequate staff, no special efforts are made by university authorities for developing competencies and skills among LIS personnel related to IT applications. Further from the study it is observed that no deliberate efforts were made to apply HRD mechanisms to develop available personnel.

Based on the above findings, it can be concluded that for developing competencies and to increase the efficiency of library personnel, library management can pay more attention to personnel's periodic/continues training, career development, sense of achievement, feeling of self-pride, recognition, concrete and constructive feedback, effective communication, delegation of responsibility and a conducive working environment. If all these things are implemented in practice, library productivity rises and consequently the image of library is improved.

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