

Developing Technical Skills through Apprenticeship Training: A Case Study of Bangalore University Library

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Abstract

Purpose :

Apprenticeship training refers to a course of training in any institution wherein the workers earn while learning the skills required for performing a specialized job. The present study is conducted to know the needs and expectations of library trainees of Bengaluru University Library to learn various skills required in the Library.

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Methodology:

A survey is done through a google questionnaire to know the need and expectations of library trainees. Google questionnaires were mailed and also send to their what's app groups to collect the data. 108 responses were received, and for the final result data were analyzed using excel.

Findings:

The major findings of the study indicate that more respondents (92.59%) have chosen apprenticeship training to learn practical knowledge as it helps them to learn many things. This study assesses the responder's training needs in different sections of the library. The majority of trainees responded and they need training in Library management software Learning (74.07%), Digital Library Software Learning (74.07%), Budget Management (77.77%), Check-in, check-out (70.37%), and renewal of books, Subscription of Journals, Newspapers, Magazines (77.77%), and e-resource Management (74.07%) and a good stipend.

Originality/Value:

The study is original in nature as the data was collected directly from the Library apprenticeship trainees to identify the need and expectations of Library Trainees.

Keywords: Library Trainees, Apprenticeship, University Library, Respondents, Training, Bengaluru.

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1. Introduction:

The word apprenticeship comes from the Old French word "aprentiz" Which means "someone learning" (Apprenticeship, n.d.). Historically in every sphere of learning skills for craftsmen, builders, sculptors, and weavers needed training, hence skills have become more important in different human resources. The development of the human resource is crucial for the industrial development of any nation. Upgradation of skills is an important component of Human Resource Development. Training imparted in institutions alone is not sufficient for the acquisition of skills and needs to be supplemented by training at the workplace. Such programs are designed to develop useful job skills in individuals entering the workforce, which help students in building a strong foundation for the professional career ahead. Training provides an opportunity to students to enable them to start their careers right after they have completed their course curriculum. Apprentice training also improves the student's confidence, desire, enthusiasm, spirit, mental ability, and verbal reasoning. It helps to improve their knowledge and skills. The staff is equipping themselves with upcoming ICT skills or tools and new software. Hence, every fresh library professional needs technical skills which are hardly been taught in their academic levels.

2. Bangalore University Library Apprenticeship Training programme:

Bangalore University Library came into existence in the year 1966 by inheriting a document collection of about 58000 books and several bound volumes of periodicals held by Central College Library (B.V, October 20). Since 2007 Bangalore University Library recruiting library apprenticeship trainees for a one-year duration, till now more than 300



members have completed their Training in the Bangalore University Library. Bangalore University invites applications from eligible and interested candidates to fill up Library Apprentice Trainees posts through Bangalore University's official notification. It Recruits 25 members for the post of Apprentice trainee every year. It teaches or trains them in different units of a library providing them practical knowledge about Books Acquisition, classification cataloging, journal subscriptions and also gives Orientations on Library Automation and digital library software's and e-resources management, and day-to-day library works, etc. The fresh graduates in Library science graduation for them it helps a lot to learn about library professional work. Training is the process of learning the skills that one needs for a particular job or activity.

2. Literature review:

Olaniyan conducted a study on Staff Training and Development. To examine how staff training and development could affect organizational progress. Their study suggested that to achieve the objectives of the organization, training programs should be made compulsory and that organization should arrange workshops, conferences, and seminars for staff training and development (Olaniyan & Ojo, n.d.). Buarki deliberated on ICT skills and employability needs at the LIS Program in Kuwait. The purpose of their study was to examine the impact of ICT on librarians and other library staff. Their findings show that librarians need knowledge and competencies related to the library system. They recommended that library education programs should be arranged for library professionals and library staff. (Buarki et al., 2011)

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Nadeem conducted a study on the Training and Development Program and its benefits to employees and organizations. In this study it is observed

that training leads to important benefits for individuals and organizations.(Bhatti & Nadeem, n.d.). Ilonanya, examined the effect of staff training and development as an effective tool for organizational efficiency (Iloanya et al., 2015). Boateng Assess the Training Needs of Academic and Research Libraries Staff in Ghana. Training of staff in academic and research libraries in Ghana would be greatly enhanced and more beneficial to institutions and individual staff if the recommendations in this study are adhered to and implemented (Boateng & Lamptey, 2018). Portelli compares virtual reality training with the traditional apprenticeship method of training and his meta-analysis study shows that virtual reality not only improves efficiency in the trainee's surgical practice but also improves quality with reduced error rates and improved issue handling(Portelli et al., 2020).

3. Objectives:

The present study is an attempt to explore the needs of Library Apprenticeship Trainees. The objectives of the study are:

1. To examine the reasons for selecting apprentice training.
2. To examine the need of apprenticeship trainees.
3. To know the preferred mode of apprentice training.
4. To know the apprentice trainee's satisfaction level of training.

4. Research Methodology:

A questionnaire-based survey method was used in this study to assess the training needs of Library Apprenticeship Trainees in Bangalore University. The population of the study was those trainee's who had completed their apprentice training in Bengaluru University Library. Survey was conducted in September and October 2021. Google forms were used to collect primary data and also referred secondary sources i.e. Books, journal



articles, website and various research studies on the Needs and Expectations of Library Apprenticeship Trainees.

5. Data Analysis and Findings:

Sector of Respondent	Public	108(100)
Gender	Male	28(25.92)
	Female	80(74.07)
	Total	108(100)
Qualification	MLISc	88(81.48)
	Ph.D	10(9.25)

5.1 Table No. 1. shows the Sector, Gender, and Qualification of Respondents:

Table.No.1 shows that the questionnaire has been emailed to 120 professional trainees in Bangalore University Library, Bangalore. 108 library professional trainees responded. The response rate was 90 percent. 28(25.92) were male and 80(74.07) were female. 88(81.48) were MLISc and 10(9.25) with a Ph.D. degree.

Name of University/Institutions	Frequency	Percent
Bangalore University	24	22.22
Mysore University	32	29.62
Karnataka State Akkamahadevi University	12	11.11
Bangalore North University	08	7.40
Karnataka University of Dharwad	08	7.40
Tumkur University	08	7.40
Rani Channamma University Belagavi	04	3.70
KLE Mrutunjaya Arts and	04	3.70
Commerce College		

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Dr. B R Ambedkar P G Centre	04	3.70
Chamrajnagara		
Manipal Academy of Higher education	04	3.70
Total	108	100

5.2 Table No. 2 shows the University or Institutions of Respondents:

Table no 2 shows universities of responders. Highest number of the responders were from (29.62) Mysore University and (22.22) Bangalore University. 11.11% of responders were from Karnataka State Akkamahadevi University, 22.22% responders are from Bangalore North University, Karnataka University of Dharwad and Tumkur University, 14.81% of responders are from Rani Channamma University Belagavi, KLE Mrutunjaya Arts and Commerce College, Dr. B R Ambedkar P G Centre Chamrajnagara and Manipal Academy of Higher education.

Response	Frequency	Percent
Own decision to gain practical knowledge	104	96.29
Department Course Requirement	04	3.70
Advisor recommended elective course	-	-z
Total	108	100

5.3 Table No. 3 shows the reason of involving in Apprentice Trainee Programme:

It is evident from Table-3 that 104(96.29) respondents are joined the training program voluntarily to Gain practical knowledge and followed by only 04(3.70) had joined the training for Department Course requirements.



Mode	Frequency	Percent
Task-Oriented Learning	08	7.40
Practical Learning	100	92.59
Theoretical Learning	-	-
Total	108	100

5.4 Table No. 4 shows the preferred mode of Apprentice's training learning:

Table No 4 shows that most of the 100(92.59) respondents are preferred Practical Learning in the Apprentices training programme followed by only 08(7.40) respondents who preferred Task-Oriented Learning.

Areas of training need	1	2	3	4	5	Total
Library management software Learning	80(74.07)	20(18.51)	03(2.77)	03(2.77)	02(1.85)	108(100)
Digital Library software Learning	80(74.07)	19(17.59)	04(3.70)	03(2.77)	02(1.86)	108(100)
Human resource management	48(44.44)	50(46.29)	04(40.74)	03(3.77)	03(3.77)	108(100)
Communication and Leadership Skill	60(55.55)	40(37.03)	04(3.70)	01(0.92)	03(2.77)	108(100)
Classification, Cataloging and Circulation	70(64.81)	25(23.14)	06(5.55)	06(5.55)	1(0.92)	108(100)

5.5 Table No. 5 shows the areas of training needs of Library Apprenticeship Trainees:

1-Very Essential, 2-Essential, 3-Uncertain, 4- Not Essential, 5- Not at all Essential

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Table- 5 Reveals that 80(74.07) trainees responded that they needed training in Library Management software learning and Digital Library software's learning is very essential during the Apprenticeship, followed by 70(64.81) trainees they need practical training in classification cataloging, and circulation of books, 60(55.55) trainees responded communication and leadership skills and 48(44.44) are responded for Human resource management.

	1	2	3	4	5	Total
Budget Management	84(77.77)	17(15.74)	04(3.70)	02(1.85)	01(0.92)	108(100)
Procurement of Documents/Books	76(70.37)	28(25.92)	02(1.85)	01(0.92)	01(0.92)	108(100)
Accession Register Management	55(50.92)	36(33.33)	15(13.88)	01(0.92)	01(0.92)	108(100)
Classification and Cataloguing	64(59.25)	32(29.62)	05(4.62)	04(3.70)	03(2.77)	108(100)
Barcode and Dispatching of books	68(62.96)	24(22.22)	12(11.11)	02(1.85)	02(1.85)	108(100)

5.6 Table No. 6 shows Acquisition-related Training Needs of Respondents:

1- Very Essential, 2-Essential, 3-Uncertain, 4- Not Essential, 5- Not at all Essential

In the library, the Acquisition section is the main section in the library where library books were purchased. Budget management is very important for procuring documents. Table 6 shows that 84 (77.77) responders of trainees need training in Budget management. 76 (70.37) respondents needed training in the procurement of documents or books. 55(50.92) respondents are in Accession Register Management, 64(59.25) respondents are in Classification and Cataloguing and 68(62.96) responded that they needed training in Barcode and Dispatching of books.

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	1	2	3	4	5	Total
Check-in, check out, and renewal	76(70.37)	19(17.59)	10(9.25)	02(1.85)	01(0.92)	108(100)
OPAC Search	60(55.55)	44(40.74)	02(1.85)	01(0.92)	01(0.92)	108(100)
Arrangement of Books	52(59.25)	44(40.74)	06(5.55)	04(3.70)	02(1.85)	108(100)
Patron Management	48(44.44)	48(44.44)	05(4.62)	05(4.62)	02(1.85)	108(100)
Loan privileges, Fine and Library Rules	44(40.74)	48(44.44)	08(7.40)	04(3.70)	04(3.70)	108(100)

5.7 Table No. 7 shows Circulation related Training Needs of respondents:

1- Very Essential, 2-Essential, 3-Uncertain, 4- Not Essential, 5- Not at all Essential

In the circulation Section, various functions are undertaken, arrangement of books, book issue and return, Creation of library new members, etc. 76 (70.37) are responded they training in check out, check in, and renew documents. 60(55.55) responders need training in OPAC Search, 52(59.25) are Arrangement of Books, 48(44.44) are Patron Management and 44(40.74) respondents need training in Loan privileges, Fine and Library Rules.

	1	2	3	4	5	Total
Subscription of Journals, Newspapers, Magazines	84(77.77)	18(16.66)	04(3.70)	01(0.92)	01(0.92)	108(100)
Theses/Dissertations (e-Shodhganga Upload)	70(64.81)	32(29.62)	03(2.77)	02(1.85)	01(0.92)	108(100)

5.8 Table No. 8 shows periodical related Training need of respondents:

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Learn about Cardex	40(37.03)	60(55.55)	05(4.62)	02(1.85)	01(0.92)	108(100)
Bound Volume Maintenance	52(48.14)	32(29.62)	08(7.40)	13(12.03)	03(2.77)	108(100)
Newspaper clipping services	60(55.55)	28(25.92)	08(7.40)	08(7.40)	04(3.70)	108(100)

1- Very Essential, 2- Essential, 3-Uncertain, 4- Not Essential, 5- Not at all Essential

Table no 8 shows the training needs related to periodical section. 77.77% need training in Subscription of Journals, Newspapers, Magazines. 64.81% are wanted training to upload thesis and dissertations in Shodhganga. 37.03% were been on learning about cardex, 48.14% are about maintenance of bound volumes. And 55.55% are needs training in newspaper clipping services.

	1	2	3	4	5	Total
E-Resource Management	80(74.07)	19(17.59)	07(6.48)	01(0.92)	01(0.92)	108(100)
Maintenance of IR's with Digital Library Software (D-space, E-prints, etc.)	72(66.66)	30(27.77)	03(2.77)	02(1.85)	01(0.92)	108(100)
Learning about Reference Tools (Mendeley, Zotero, etc.)	60(55.55)	44(40.74)	02(1.85)	01(0.92)	01(0.92)	108(100)
Database Search Strategies	56(51.85)	44(40.74)	06(5.55)	01(0.92)	01(0.92)	108(100)
Content Management Software's Learning (WordPress,Zoomla,Drupal)	64(59.25)	36(33.33)	04(3.70)	03(2.77)	01(0.92)	108(100)

5.9 Table No. 9 shows ICT-Related Training Needs of respondents:

1- Very Essential, 2- Essential, 3-Uncertain, 4- Not Essential, 5- Not at all Essential

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The listed ICT skills deals with digital collections, databases, library automation systems, software applications, software and hardware technologies, and other various aspects. Nowadays ICT skills are essential for librarians to provide information to users. 74.07% of trainees are responded that they need training in Electronic-Resource Management.

	1	2	3	4	5	Total
Workshops	40(37.03)	64(59.25)	01(0.92)	02(1.85)	01(0.92)	108(100)
Seminars	20(18.51)	68(62.96)	16(14.81)	03(2.77)	01(0.92)	108(100)
Training Session by Staff members	68(62.96)	30(27.77)	05(4.62)	03(2.77)	02(1.85)	108(100)
Group Briefing	44(40.74)	52(48.14)	10(9.25)	01(0.92)	01(0.92)	108(100)
Discussion with Colleagues	52(48.14)	48(44.44)	06(5.55)	01(0.92)	01(0.92)	108(100)

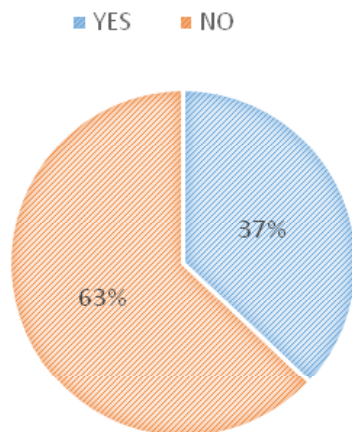
5.10 Table No. 10 shows the preferred Training method of respondents:

1- Very Essential, 2- Essential, 3-Uncertain, 4- Not Essential, 5- Not at all Essential

The table no 10 reveals that 62.96% of trainees are express that they need training sessions by staff members of the library and 48.14% of trainees want to discuss with colleagues. 40.74% of trainees wanted Group Briefing, 37.03% of trainees needed Workshops and 18.51% of trainees responded they need seminars training.

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5.11 Trainees Satisfaction towards stipend provided by the University:

Above figure shows that 63% of apprentice trainees are not satisfied with the stipend provided by University. And 37% of apprentice trainees are comfortable with the stipend.

6. Conclusion:

In this study, we take the fact of observation that training leads to important benefits for apprentice trainees. This study also revealed that satisfaction about stipend which provided by university. 63% of apprentice trainees are not satisfied levels with the stipend provided by University. And 37% of apprentice trainees are satisfied with the stipend. apprentices training experience will help them for getting their future job. 100 percent of apprentice trainees agree that apprentice training which helps them to learn many things. After completing post-graduation somewhat, they don't know practical knowledge about how to manage the library. After taking training it helps them to handle library or manage library work more efficiently.



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