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Continuing Professional Development (CPD) for Library Professionals in Academics Libraries of Ahmedabad/Gandhinagar

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Abstract: ***The main objective of this paper is to find out the training and development of LIS Professionals of and various aspects of Continuous Professional Development (CPD). Most of library professionals are satisfied with the standards of training meet the standards and they prefer on job training. Overall, the training and development activities improve job performance and it will enhance the technical skills and knowledge. They all recommend the training should be of week duration.***
Keyword: Training and Development, Continuous Professional Development (CPD), Staff development, HRD

I. INTRODUCTION

Human resource development plays a significant role in a changing library environment. Now most of libraries are shifting from traditional to electronic and digital libraries. In addition, all functions, service, information products are now transforming into digital platform. Academic library professionals in India are facing challenges due to the rapid technological advancement. Also there is need to update the skills of library staff with the development of cutting edge technologies in library functions and services. Staff development is significant issues in a changing library environment as well equipped professional librarians are key resources to developing and maintaining a high quality library (Ajeemsha & Madhusudhan, 2012). There is need to ensure that library professionals are well prepared to accept this changes and make sure they are updated with this advancement in ICT. Learning is lifelong process and activity. There are many motivation and hindrances that affect the training and development programmes to library professionals. Staff skills and competencies can be enhances through continuous Professional Development (CPD) activities. This paper focuses to find out the effectiveness of the training and development programmes for LIS professionals and its various aspects.

II. REVIEW OF RELATED LITERATURE

Academic institution play major role in the manpower development of any nations. Sudip and sucheta (2014), has recommended that training and development as priority among LIS professionals. The study stated that training should be provided to LIS professionals for developing their skills by attending conferences, workshops, refresher courts, etc to cope up with the capacity to handle latest technology. Also government should provide adequate fund to LIS professionals to enhance their skills which will help library to develop better services.

Janine and Sulaiman (2012), has mentioned in the study of staff training and development of Cape Peninsula University of Technology (CPUT), South Africa about skill development, policies, guidelines and procedure for skill development. They have "Training librarian", dedicated to manage all staff training and development issues. The portfolios of training librarian includes information literacy, conference organizing, skills development activities with defined policies, guidelines and procedures such as Staff Education, Training & Development Policy, External Studies Policy, Induction Policy, Training & Development Internal Library guidelines, Conference Attendance Internal Library Procedure, Special Skills Plan for CPUT Libraries, Generic Learning and Development Prospectus, Library Specific Training Needs, Collaboration and Partnerships. They organize Staff Development Day once in year with specific theme for all CPUT library staff. The specific theme activities includes client services, large groups orientations, visiting libraries of others institution/organization,. The interesting theme was staff shopping at large shopping mall to get real experience around client services and to reflect this experience and implements positive learning for library and users services. They also focused on Return on Investment (RIO) for participating on training & development programmes, conferences, workshop and seminars. They addressed that a national skills development strategy is critical to ensure that skill development is taken seriously in organizational within a county and that enough funding is allocated to address the national skill shortages as well as other important skills.

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Chand and Dheer (2009) has examined the training as a technique for empowerment for LIS professionals and stated that training programme spread knowledge among the LIS professionals and training course will enhance the responsiveness, visibility and effectiveness for new emerging technologies and user needs. Barua and Barman (2015) discussed the prospects of HRD in Higher Education Institutions (HEI) and authorities should develop proper training programmes to keep the library professionals abreast of latest technologies. HRD is very important for library manpower and it would contribute significant positive impact towards performance and skills of the library manpower. It also helps to boost the moral and motivation level of LIS professionals. Chelabhai (2015) has stated that HRD is needed for any organization that wants to be dynamic and growth oriented in this fast changing environment. LIS professionals need to upgrade their ICT skills.

III. RESEARCH OBJECTIVES, SCOPE AND METHODOLOGY

A. To find out the effectiveness of training and development programme
B. To ascertain the participation level by LIS professional for training and development
C. To find the hindrances and obstacles faced by LIS professionals
D. To know the preferred duration of training programme
E. To find out the role of LIS professionals in CPD activities.

The scope of the present study is Academic Libraries of Ahmedabad/Gandhinagar as stated in table 1.1. Library & Information Science Professionals including from chief librarian to library intern. It includes University Librarian, Deputy Librarian, Assistant Librarian, Senior/Junior Library Assistant, Professional Assistant, semi professional Assistant.

Table 1.1: Libraries of Ahmedabad/Gandhinagar

Sr. No	Name of the Institute/Organization/University	Year of Establishment
1	Ahmedabad University, Ahmedabad	2009
2	Anant National University, Ahmedabad	2014
3	Central University of Gujarat, Gandhinagar	2009
4	CEPT University, Ahmedabad	1962
5	Children's University, Gandhinagar	2009
6	Dhirubhai Ambani Institute of Information and Communication Technology (DAIICT) Gandhinagar	2000
7	GLS University, Ahmedabad	2015
8	Gujarat National Law University, Gandhinagar	2004
9	Gujarat University, Ahmedabad	1949
10	Gujarat Vidyapith, Ahmedabad	1920
11	Indian Institute of Public Health Gandhinagar	2015
12	Indian Institute of Technology, Gandhinagar	2008
13	Indian Institute of Teacher Education (IITE), Gandhinagar	2010
14	Institute of Infrastructure Technology Research and Management (IITRAM), Ahmedabad	2013
15	Indian Institute of Management Ahmedabad	1964
16	INDUS University, Ahmedabad	2008
17	Kamdhenu University, Gandhinagar	2009
18	MICA, Ahmedabad	1991
19	National Institute Of Fashion Technology (NIFT) Gandhinagar	1995
20	National Institute of Occupational Health(NIOH), Ahmedabad	1970
21	Nirma University, Gandhinagar	1996
22	Pandit Deendayal Energy University (PDEU) (Formerly PDPU) Gandhinagar	2007
23	Rai University, Ahmedabad	2012
24	Rashtriya Raksha University, Ahmedabad	2009

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IV. ANALYSIS OF RESULT

The Survey Method was adopted for this study with the help of structured questionnaire for LIS professional and it was circulated among 130 LIS professionals through Google form and some of were circulated in person. The questionnaire was in hybrid mode (online + offline). Hard copy of questionnaire was enabled with QR code so respondent can fill either the hard copy or they can fill it through online mode with help of QR code. Out of this, 81 responses (71 online + 10 hard copy) were received and were selected for the analysis and interpretation of data.

A. Gender wise Distribution of Respondents

A brief section of the questionnaire deals with the personal profile of the respondents. The various facets of qualitative part of questionnaire consisted of questions based on demographic features. The representation of LIS Professionals based on the gender was sought and responses are presented in Table 4.1.

Table 4.1.: Gender wise Distribution of Respondents (N=81)

Gender	Number	Percentage (%)
Male	49	60.5
Female	32	39.5
Total	81	100

Graphical presentation of the Table 4.1 is portrayed in Figure 4.1

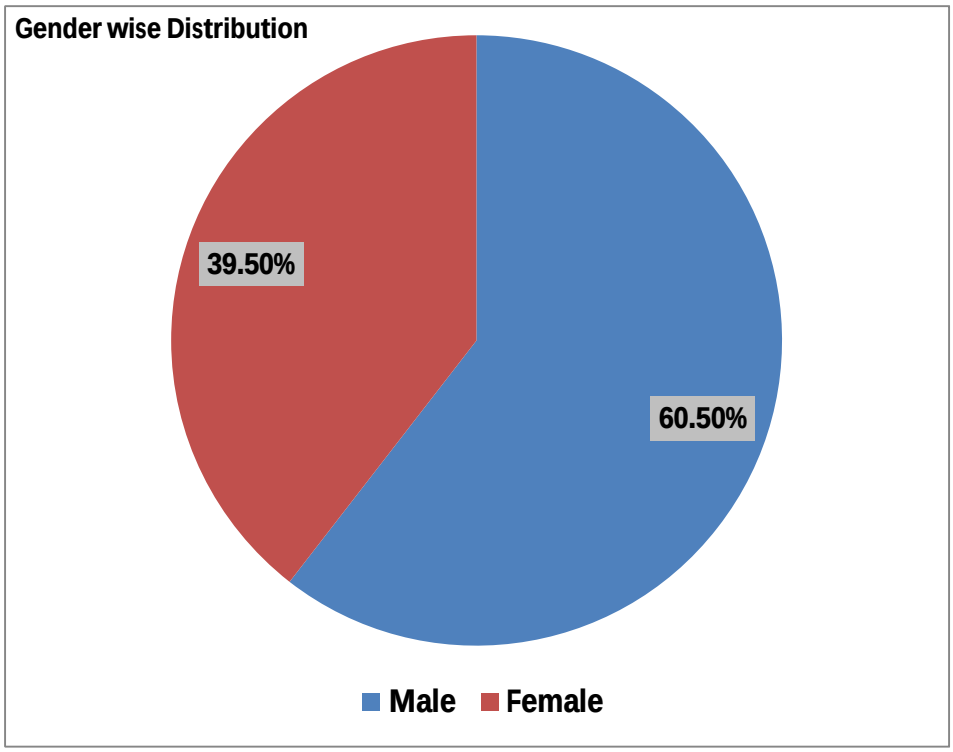

Figure 4.1: Gender wise distribution (N=81)

Figure 4.1 shows that male representatives (60.50 per cent) are greater than female representatives (39.50 per cent). It shows that still more female has to take LIS as their professional and some strong steps needs to be taken for female employment and education in LIS sector.

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B. Type of Appointment

Type or Mode of appointment is a crucial factor and important parameter in determining whether the professional status will affect the participation rate in professional development activities and overall growth of the Institution/organization. Type of appointment has categorized into four groups, viz., permanent, non - permanent, on deputation/on lien and trainee. (Figure 4.2)

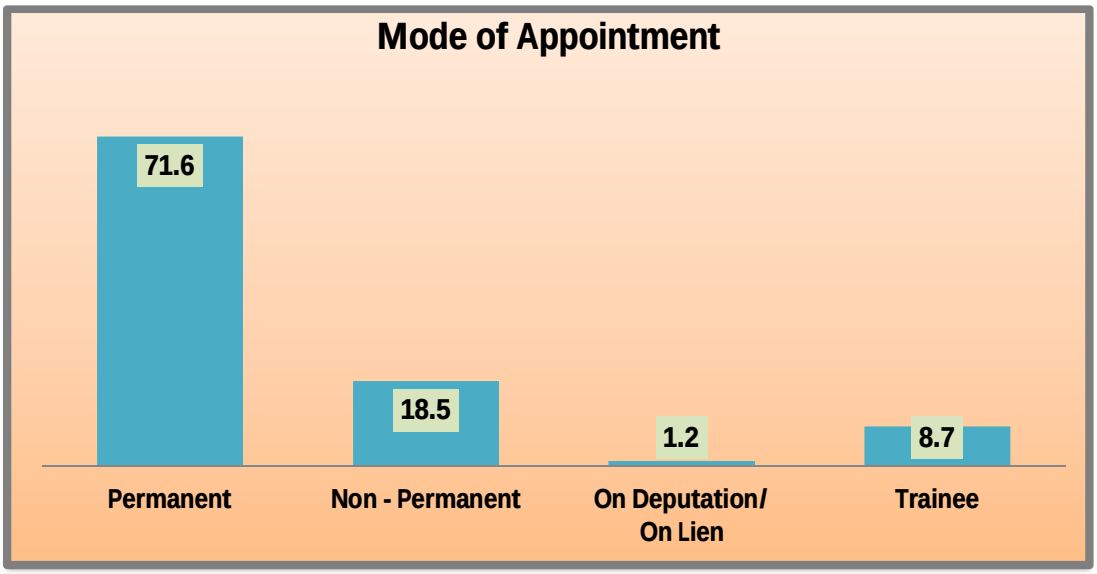

Figure 4.2: Mode of appointment of LIS Professionals (N=81)

It is clearly evident from the figure 4.2 that 71.6 per cent of respondents are permanent employees, followed by non permanent employees (18.5 per cent) and trainees/interns (8.7 per cent) and reaming 1.2 per cent consists of on deputation/on lien.

C. Age of LIS Professional

Age of LIS professional is signification factor in overall service and output of the library system. Factor of age number also plays very crucial role in learning new things, adopting new changes and imparting new imitative in library. Age has grouped into five parameters i.e. age less than 25 year, age between 25 to 30 years, age between 31 to 40 years, age between 41 to 50 years and age above 50 years. (Figure 4.3)

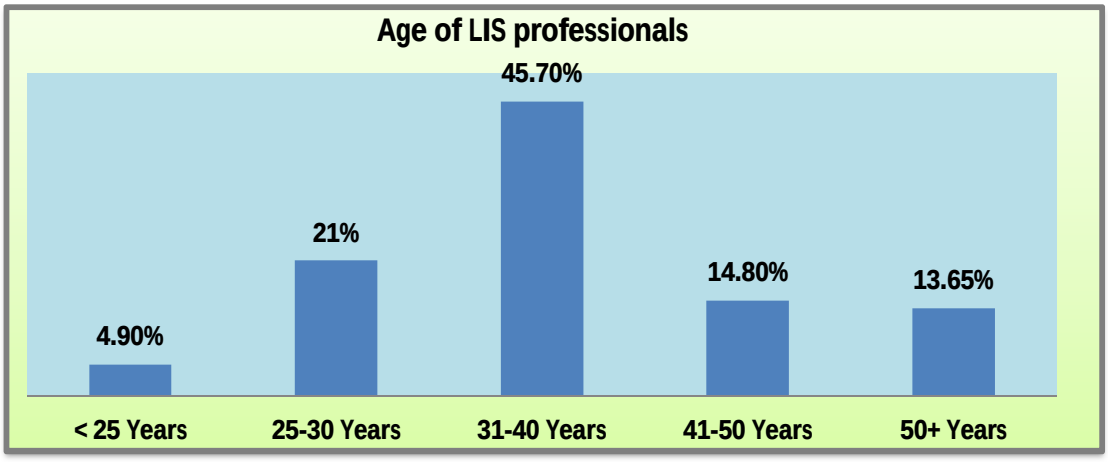

Figure 4.3: Age of LIS Professionals (N=81)

From the above figure 4.3 is can be clearly seen that most of LIS professional in the present study are of young age between 31-40 years (45.70 per cent) followed by 25-30 years (21 per cent). Respondent who joined LIS profession at the very young age less than 25 years is just 4.90 per cent. The most experienced in this professional at the age group of 41-50 years and above 50 years are just 14.80 per cent and 13.65 years respectively.

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D. Total Working Experience

Experience is a key to open the door of success and experience with learning is success. In LIS sector experience plays a key role for user's satisfaction and smooth functioning of library operations. In this study, the total working years have been clubbed into four groups ranging from working experience below 5 years, 6-15 years, 16-25 years, and above 26 years. Figure 4.4 presents the working experience of LIS Professionals.

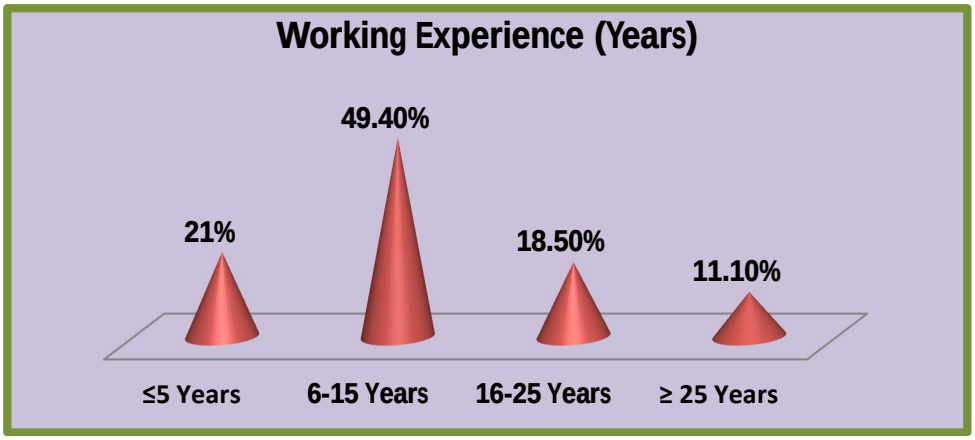

Figure 4.4: Working experience of LIS Professionals (N=81)

Figure 4.4 reveals that, almost majority of LIS Professionals (49.4 per cent) have experience between six to fifteen years. A LIS professional who has just entered in this field and has less than 5 years is 21 per cent, followed by sixteen to twenty five years of experience with 18.5 per cent. Senior LIS professionals, who has completed the service length of more than 25 years of is 11.10 per cent.

E. Effectiveness of Training

Professional Development is essential for LIS professionals to keep abreast with skills, knowledge, knack, and competencies in this digital and fast world. Training is a one of the component of Professional Development. A training programme will be effective when it will fulfill the demands of the users. The success of any training programme depends upon its ability to cater the need and requirements of the participants. A question on effectiveness of these programmes was enquired to the LIS Professionals and it's the responses are compiled in figure 4.5

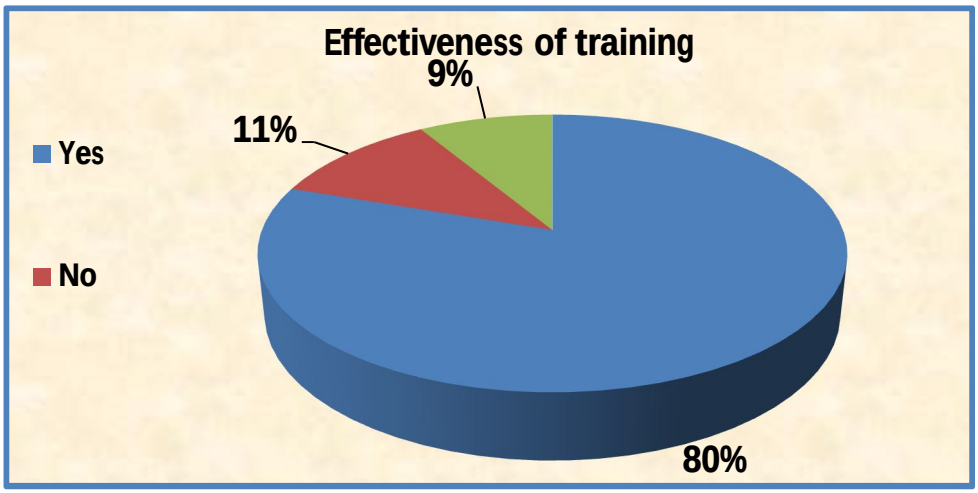

Figure 4.5: Effectiveness of Training (N=81)

Figure 4.5 indicates that 80 per cent of the LIS professionals are satisfied with training standards and with the training programmers, remaining 11 per cent of the LIS professional are not satisfied with the training programme and training programmes were unable to meet their standards, while 9 per cent of the respondents hasn't participated in any kind of training programme yet.

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F. Requirement of On-the-Job Training

On-the-job training has more benefits than theoretical and off the job training methods. One major advantage is that, it is on the spot troubleshooting and truly practical than theoretical. The kind of training is helpful for LIS Professionals to acquaint more with the current working environment. Regarding the on-site job training a question has been posted in the questionnaire. The outcome is below in figure 4.6

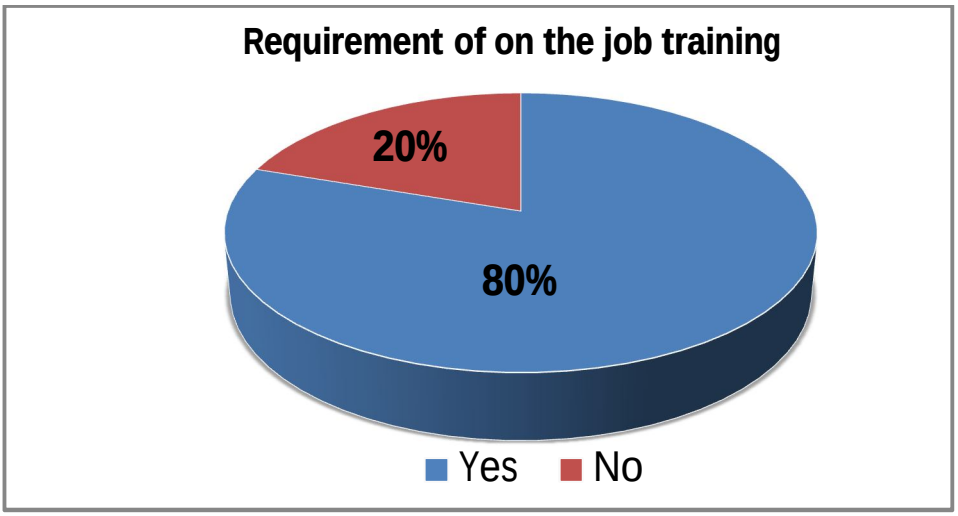

Figure 4.6: Requirement of On-the-Job Training (N=81)

Figure 4.6 indicates that the respondents are unanimous that they require on-the-job training (80 per cent) to keep them abreast in their job. It is clear that LIS Professionals prefer on-the-job training than off the job or formal training process. It clarifies that on-the-job training is more effective than other formal training methods. The respondents in their study specifically mentioned that on-the-job training is effective in learning personal/interpersonal skills, managerial/business skills and professional/technical skills.

G. In-house Training and Job Performance

In-house training has been considered as more effective by the LIS Semi-Professionals. This may be due to the fact that there is no need to take leave or no fear of loss of pay and it saves time of LIS professionals, etc. The other advantage of in-house training and learning exercise is that, it will address the organizational problems, practical solution and help them to develop new strategy to face the ground situation. A question was posted in this context and the result is below in Figure 4.7

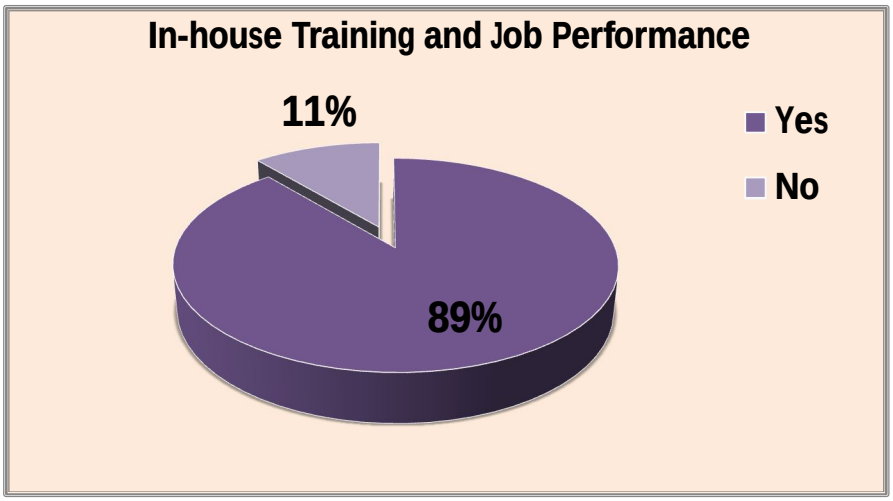

Figure 4.7: In-house Training and Job Performance (N=81)

Figure 4.7 shows that 89 per cent respondents are in favour the idea that in-house training will improve their job performance and will enhance their learning and skills to perform tasks more efficiently.

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H. Participation in training and Knowledge Enhancement

Learning is a lifelong and continuation process. As the technologies had eclipsed the knowledge barriers, it is imperative for library professionals to develop strategies to cater the user needs. All this can be achieved through active participation in training activities. Active participation in training can be formal as well as informal. Realizing that the participation in training will enhance the knowledge content, a question had been asked to the LIS Professionals. The responses are figure 4.8.

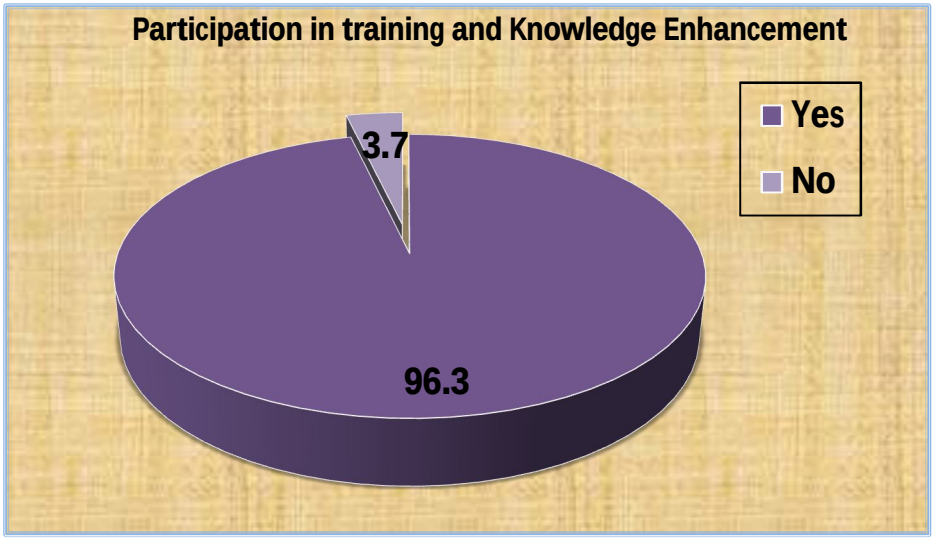

Figure 4.8: Participation in training and Knowledge Enhancement (N=81)

Figure 4.8 expresses that LIS Professionals believes that active participation in training activities will enhance their knowledge and productivity, 96.3 per cent of the respondents believed so. This indicates that Semi-Professionals carry a positive look on participation of training activities.

I. Obstacles in Participating in Training

There are many issues are faced by LIS Professionals in participating in training activities. Selected issues like personal, institutional, financial and family issues were put in to test. The results are in figure 4.9.

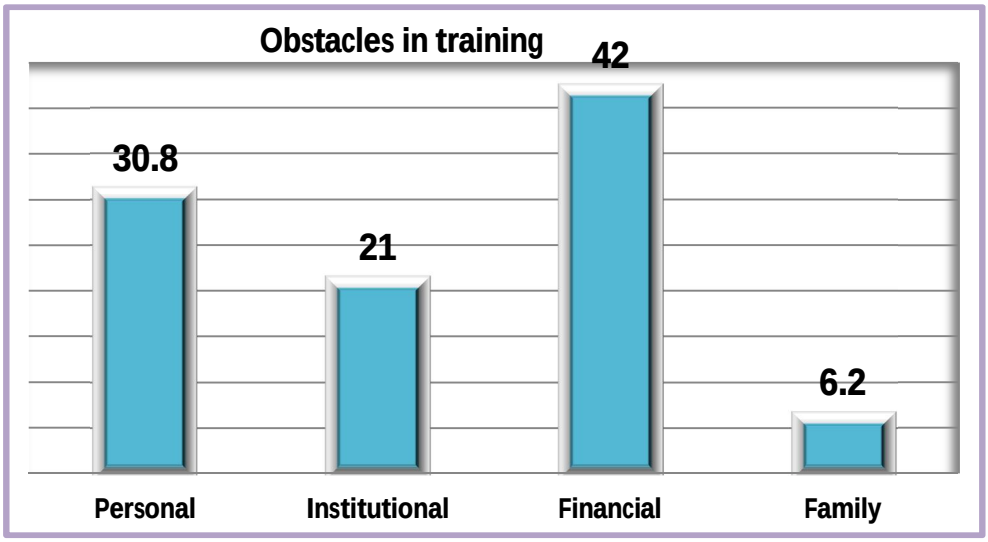

Figure 4.9: Issues in Participating in training (N=81)

Figure 4.9 shows that the financial problem is the major issue in participation of training activities, 42 per cent of LIS Professionals has given this opinion. 31 per cent states that personal issues are the major factor that retreats them in participating in training activities. However family issues do not drawn much attention. Some of the respondents mentioned that time and over work load are also other issues in participation in training and development programmes.

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J. Permission for leave and Training

Institution and management plays vital role in participation of training programme. LIS Professionals would like in participating in training activities, but permission, work arrangement, type of leave and other issues become critical in training participation. Selected issues of leave and pay during training period was sought to respondents and the results are in figure 4.10.

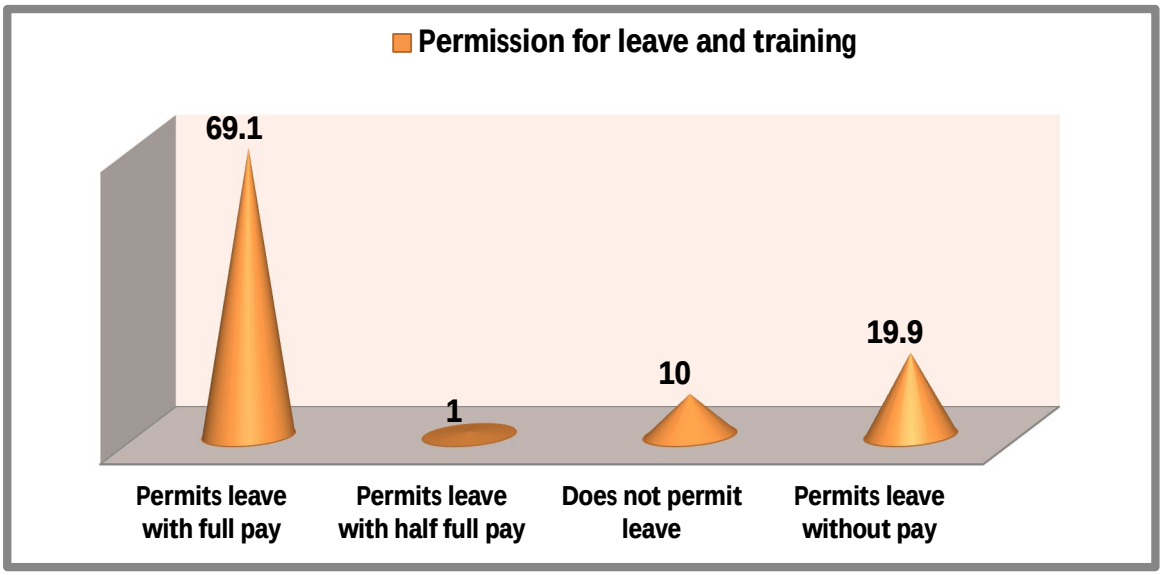

Figure 4.10: Management Role in Training (N=81)

Figure 4.10 shows that the management is giving full support to the LIS professional in participating of training and permits them for training with full pay as stated by 69.1 per cent. There is also some issues where management either permits leave without pay or does not permit leave for attending training programme as stated by respondents by 19.9 per cent and 10 per cent respectively.

K. Role of Institution after Training

Knowledge gained from training and other means and testing the same into practice has no purpose meant for it. Knowledge gained after participating training should be put into practice and has to be tested with practical for its effeteness and improvement in work. An open ended question has been framed on this regard about the role of institution after training, which is in figure 4.11

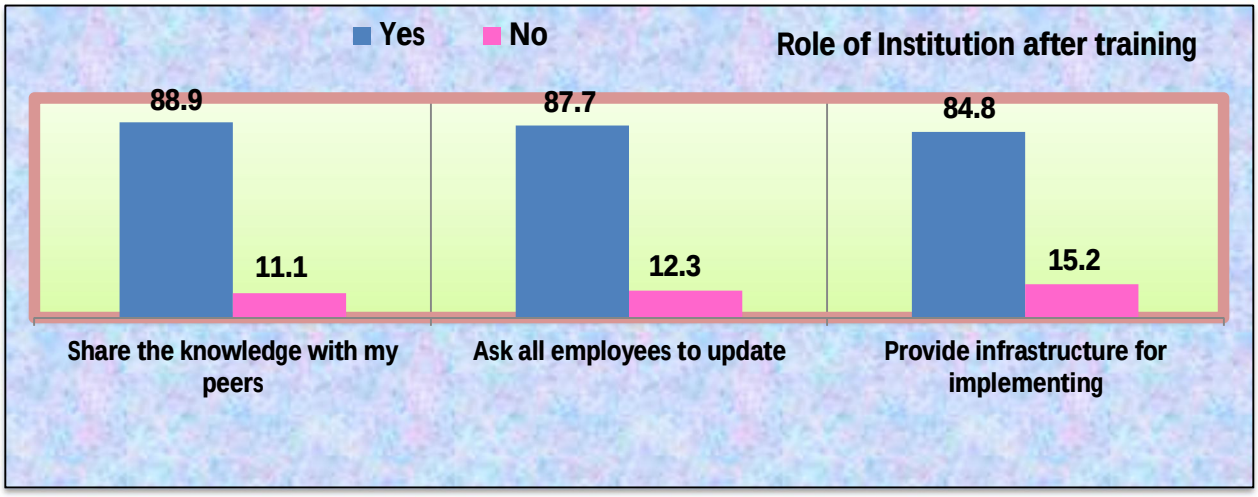

Figure 4.11: Role of Institution after Training (N=81)

Figure 4.11 reveals that 88.9 per cent of the total population prefers to share knowledge after the training with their peers and management supports for the same. 87.7 per cent will update the new knowledge with other employees, whereas 84.8 per cent are in opinion that management is providing LIS professionals a infrastructure for implementing the new knowledge gained during the training.

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L. Preference in Duration of ICT Courses

Duration of training programmes affects the participation rate of LIS Professionals and also it should be based on the content of the subject. The main issues are that if the duration of the training is increased, then number of participation may be do down. This might be due to organizational issues; family issues; lack of contingency fund; shortage of staffs; lack of leave and time, etc. An open ended question was sought to respondents about their opinion on duration of ICT courses with options as one week, three week, one month and more than one month. The responses are below in figure 4.12.

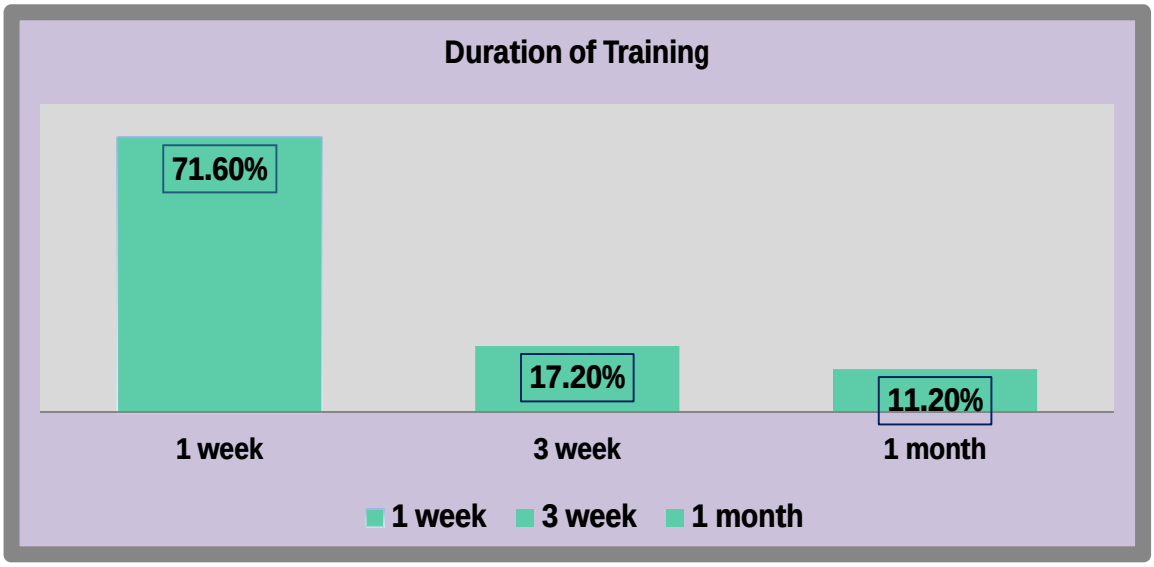

Figure 4.12: Preference in Duration of ICT Courses (N=81)

From Figure 4.12 it is clear that 71.6 per cent of respondents preferred that the ideal duration should be one week for a training programme. 17.20 per cent opted for three week and 11.20 responded about 1 month training programme.

M. Role in Training Programme

An open ended question was sought to the LIS professional about their role during the training programme. Four choices such as volunteer, organiser, participant and resource person were given to them for evaluation. The preferences of the same by LIS professionals are in figure 4.13.

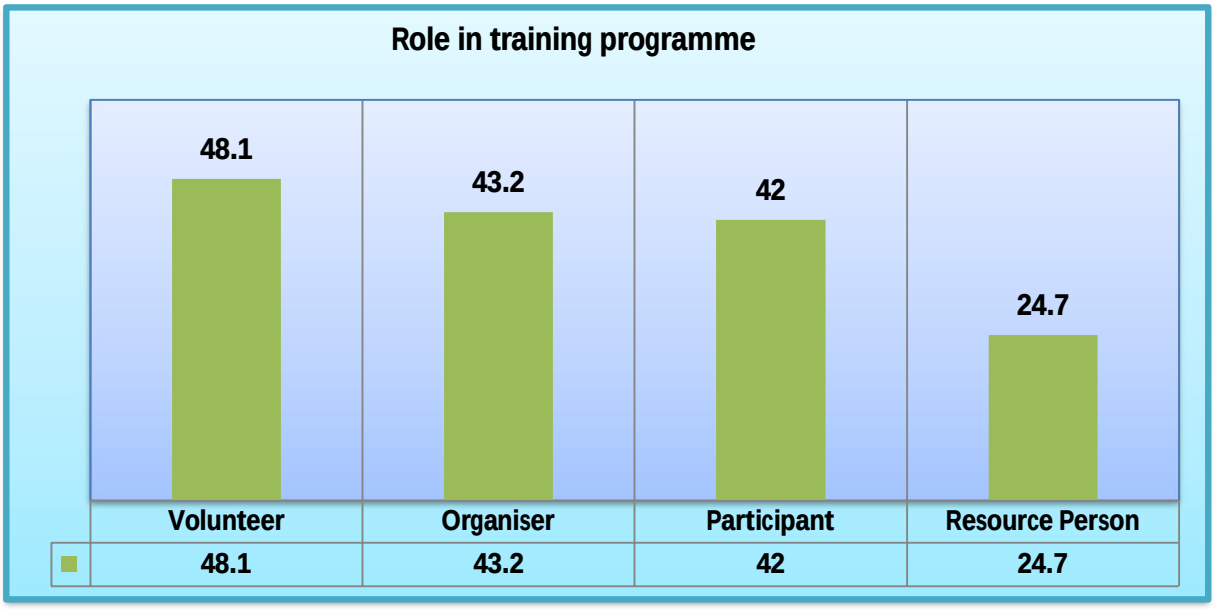

Figure 4.13: Role in Training Programme (N=81)

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The observations from the above figure 4.13 on the role in training programme is graphically says that, 48.1 per cent of LIS Professionals would like to be volunteer and they will give their service during training programme. 43.2 per cent of professionals' would like to organize training , while 42 per cent would like to take part in training programme as participant and take a benefit of training and other 24.7 per cent of LIS professionals would like to be trainer/resource person for training programme. Majority of respondent's would like to be a volunteer during training programme.

V. CONCLUSION

Advancement of ICT has advantage for libraries and it has brought tremendous change in overall functions and services of libraries. ICT has also changes the work profile and job of LIS professionals. Changing role of library professionals are due to ICT advancement. To enhance the competencies level training and development plays a vital role. It also ensures sustainable learning of new advancement in ICT. Today LIS profession is making huge shift into digital world and LIS professionals need to keep abreast their knowledge and skills for latest tools and technologies.

The findings of the study reveal that, LIS professionals are satisfied with training standards and they feel that training and development programmes are very effective tool for knowledge enhancement. They also feel that on job training and in house training would be more fruitful and more effective. They also feel that participation level would high during on job training and in house training and development programmes. The main purpose or objective of training is to enhance the knowledge and skills as stated by majority of respondents. Major obstacles in participation of training and development programme is financial issues as cited by majority of the respondents. This might be due to current pay structure of library professionals and almost nil permanent staff recruitment in the field. Most of respondents are getting permission from their management/organization with full pay for training, this is good sign for overall development of profession as well professionals. After participation in training programme, most of professionals would prefer to share the knowledge with peers. They also prefer the duration of training programmes should be one week. Most of professionals prefer to be a volunteer during the training programme.

In this cut throat competition, new technologies are keeping turning up and hence LIC professionals have to keep eye on this technological advancement. They can learn and adopt these technological advancement and new technology through training and development.

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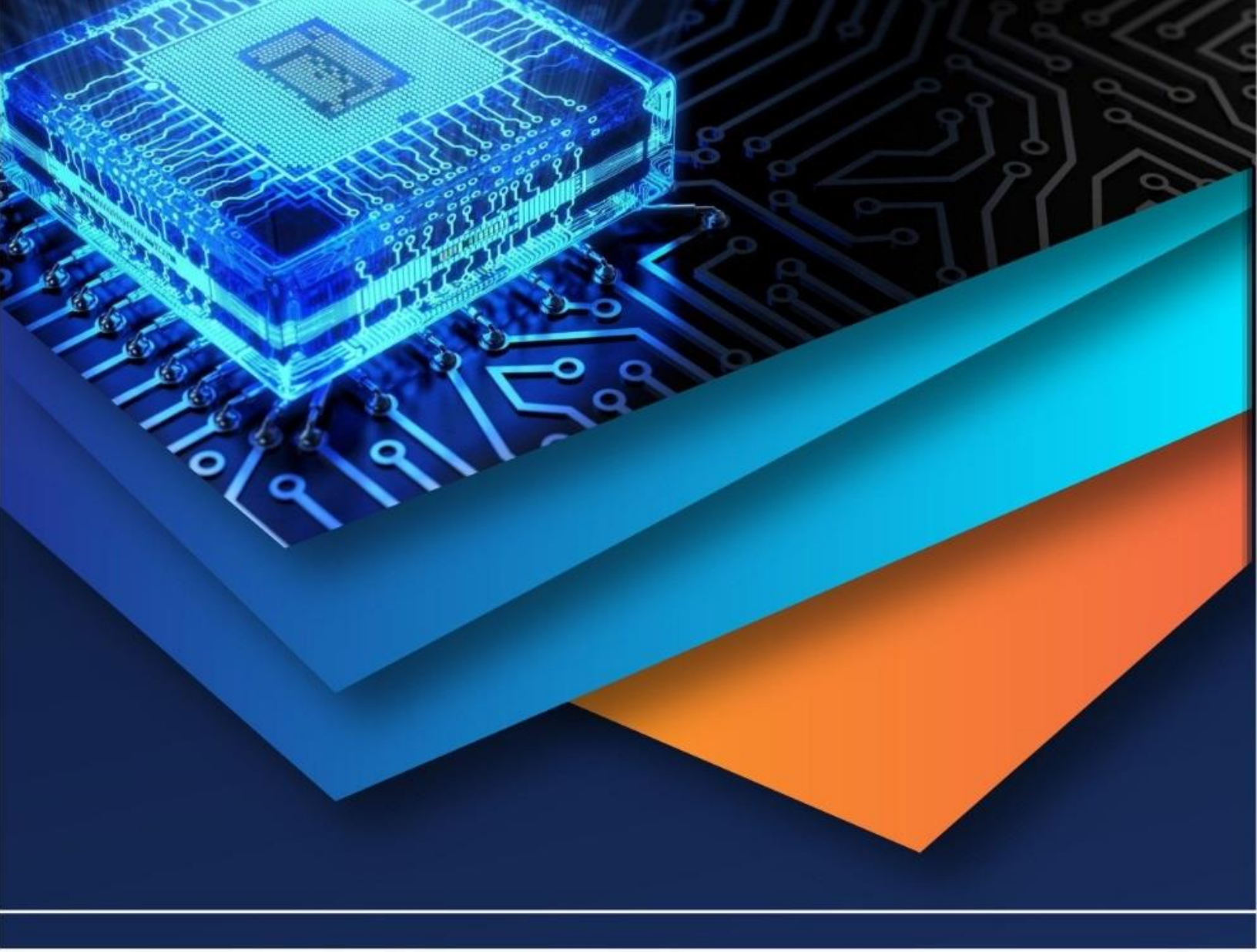

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