

CONTINUOUS PROFESSIONAL DEVELOPMENT OF LIS PROFESSIONALS: AN ASSESSMENT FROM SEVENTY-FOUR COLLEGE LIBRARIES IN DELHI

Vyas Kumar Bajpai
Margam Madhusudhan

Mr. Vyas Kumar Bajpai

Research Scholar
Department of Library &
Information Science,
University of Delhi,
Delhi-110 007

Email:

vyaskumarbajpai@shyamlal.du.ac.in

Dr. Margam Madhusudhan

Professor

Department of Library &
Information Science,
University of Delhi, Delhi –
110007, India

Email:

mmadhusudhan@libinfosci.du.ac.in

Corresponding Author

The paper deals with the Continuing Professional Development (CPD) of LIS Professionals working in the College Libraries affiliated to the University of Delhi. The findings demonstrated that most of LIS professionals gained Computer aptitudes through workshops and Conferences and also agreed that training meets the standard for their profession. Most of the respondents favored the idea that in-house training improves work efficiency. LIS Professionals believe that CPD participation enhances their knowledge. The majority of LIS Professionals want to be a Resource person as a role in CPD programmes, whereas most LIS Semi-Professionals want to be the participant and want to share their knowledge with peer groups or sub-ordinates in the Library. Financial problems are the primary issue and family problems are the second reason for the non-participation of CPD programmes by the LIS Professionals, whereas, the institutional problem is the main issue and family problem is the secondary issue for the non-participation of CPD programmes by the LIS Semi-Professionals. The authors advocate that college libraries have to cross alongside technological adjustments that are taking location to continue to be relevant in including value to the establishments of higher learning. It is additionally necessary to continue constructing the potential of LIS Professionals to ensure that they proceed to add value in college libraries.

Keywords: Continuing Education Programmes, Continuing Professional Development, ICT Skills, Professional Education, Workshops, Refresher Courses, LIS Professionals, College Libraries, Delhi.

INTRODUCTION

Professional development is a lifelong practice to upgrade their skills and knowledge to stay relevant in today's digital age. The developing changes in the field of Information and Communication Technology have made it obligatory for the LIS Professionals to go to Continuous Professional Development (CPD) to update their skills. Training is considered as an essential element in CPD. There are many institutions / associations / agencies organizing workshops, training programmes, conferences,

seminars to enhance the capability and competency of the professionals. In the Indian scenario the Academic Staff Colleges, NISCAIR, INFLIBNET, and DESIDOC, etc are leading Continuing Education Programme organizers in India (Harake & Hadagali, 2015). The Association of College and Research Libraries (ACRL) statement on Professional development of information Professionals that continuing education strengthens not only knowledge and skills required for competent performance but also attitudes and values essential for the service orientation of a profession (ACRL, 2000).

The library occupies an important place in the framework of the academic system. It is not a mere storehouse of books but is a dynamic instrument of education. Without the active support of a library, the whole academic functioning will come to a grinding halt (Raghu, 2019). Hence, LIS Professionals must commit to Professional development and career-long learning. ICT is changing so fast; therefore, LIS Professionals must continue to develop and broaden their knowledge and skills (ALIA, 2019) to respond to users' needs.

REVIEW OF RELATED LITERATURE

The literature review from 2014-2019 reflected that the continuing education programmes are very helpful in learning, upgrade the knowledge, and develop competencies and professional skills. Notable studies include, Ajie (2019) emphasized that library personnel need to be trained efficiently in skills to render useful service to users. A similar study by Baro, Obaro,

& Aduba (2019) also advocated that the training for Librarians who lack digital literacy skills in university libraries in Africa. Continuing professional development encompasses all activities and efforts whether formal or informal that are employed by an individual to upgrade his / her knowledge, abilities and competencies to become a more effective professional in the exercise of his / her Professional duties throughout his/her working life (Rafiq et al., 2017). Librarians should apply the skills acquired through professional development, which discharging their professional duties. The study recommends provision for career advancement and personal development through various methods (Saka et al., 2016).

Harake and Hadagali (2015) highlighted the importance of Continuing Education Programmes (CEPs) for Library and Information Science Professionals in India, how these programmes help the LIS professionals to upgrade their knowledge, develop information skills, and competencies in the changing environment. Gurikar and Mukherjee (2015) emphasis on staff training and staff appointment seem to be an urgent need for these libraries to excel in services. Kumar (2015) recommends that all libraries should be on social media. It is appropriate to keep the users up-to-date and marketing of library services and information products. Ayoku and Okafor (2015) recommended that management support of IT skills training or continuous professional development to improve the Librarians. Librarians will be required to have more knowledge and skills to function effectively in the digital and electronic age. Ajeemsha and

Madhusudhan (2014), found that most of the semi-professionals have a positive look at CPD activities and satisfied with the effectiveness of training programmes, particularly on-the-job training. In-house, training will improve their job performance and prefer to develop new services from what they had learned. Raju (2014) concluded that librarians must possess knowledge of digitization, metadata creation, and management, preserving digital information and computer skills necessary to work in online information environments.

STATEMENT OF THE PROBLEM

Proficient taking in is a dedication from every LIS Professional to guarantee nonstop execution all through their careers. Academic libraries of the world have been going through a great change for the last two or three decades. India is no exception to it. In the present electronic environment, library professionals must acquire new skills/ competencies in IT to discharge their professional responsibilities. The primary role of a library is not only to fulfil the mission of the academic institutions to which it belongs to but also to advance its aims and objectives. It is a central place for study and research (Raghu, 2019). In simple words, the motivation behind CPD activity is to fill the information gaps between the conventional training prospectuses and the current needs of the expert practice. In this context, Professional development is imperative for LIS Professionals and Semi-professionals to keep themselves update with ICT skills, ICT tools, Web 2.0 tools, Mobile technologies, and emerging technologies to be

able to survive and remain relevant in the rapidly changing times.

The study is significant because it assists the LIS Professionals in their career planning and participating in Continuing Professional Development programmes and, how these programmes help the LIS professionals to improve their knowledge, develop information competencies in the changing environment. It also assesses the skills in ICT Competencies that are essential for LIS professionals in general and college librarians in particular.

OBJECTIVES OF THE STUDY

The main objectives of this study are to:

1. know the demographic details of the LIS Professionals and Semi-Professionals under study;
2. make out the different methods of computer skills acquired through agencies / institutions;
3. trace the job training and in-house training required by the respondents;
4. find out the active involvement in CPD programmes by the respondents;
5. know the role of LIS Professionals and Semi-professionals after CPD in their Institutions; and
6. identify the different issues in participating in CPD Programmes by respondents.

METHODOLOGY

The study intends to cover the LIS Professionals (Librarians) and Semi-Professionals (Professional Assistants and Semi-Professional Assistants). The present study's

scope is restricted to LIS Professionals and Semi-Professionals working in 74 College Libraries affiliated to the University of Delhi. The geographical area of this study is confined only to the Colleges affiliated to the University of Delhi in the state of Delhi, India. The researcher visited in person and had interactions with the respondents (Librarian, Professional Assistants, and Semi-Professional Assistants) and circulated structured questionnaires to 196 LIS Professionals in studied college libraries. Out of this, 171 filled in questionnaires were collected and were found valid, eliciting a response rate of 87.24 percent. The valid questionnaires were included in the data analysis. The responses to 12 questions were presented in the form of tables in three parts.

RESULTS AND DISCUSSIONS

The first part of the questionnaire is devoted to personal information, and which form the base for other parts. This section contains two (02) questions, and the answers to the above questions are presented in tables from 1 to 2.

Gender wise distribution of the Respondents

The gender information of the respondents is essential because it assists the researcher in understanding the manpower of the College library (Table 1). Gender distribution shows that males were constituting 104 (60.82 percent) of the participants, while female participants constitute 67 (39.18 percent). The findings indicate that there are more male library professionals than their female counterparts.

Table 1: Gender wise distribution of the Respondents

Sl. No.	Gender	Professionals (Librarian)	Semi-Professionals (PA&SPA)	Total Respondents
1	Male	27 (57.40)	77 (62.09)	104 (60.82)
2	Female	20 (42.60)	47 (37.91)	67 (39.18)
	Total	47	124	171

Note: Figures in parentheses indicate percentage.

Total working experience of Respondents

Work experience contributes to an individual's career development. Work experience may be used as a signal for someone's level of knowledge, skills, and expertise (Table 2). LIS professionals need to have experience, expertise, and proficiency in traditional, electronic, and transferable skills (Wood, 2007). Further, regarding the duration of experience, the

majority of the respondents, 61 (35.67 percent) are with less than ten years of experience. 50 (29.24 percent) respondents have 11-20 years of experience, 50 (29.24 percent) of them possess 21-30 years of experience, and a small group of 10 (5.85 percent) of them worked more than 30 years and above. In this study, among the respondents, it is found that a large segment of the LIS professionals belonged to the category of below ten years of experience.

Table 2: Total working experience of Respondents

Sl. No.	Working Experience (Years)	Professional (Librarian) (%)	Semi-Professional (PA&SPA) (%)	Total No. of Respondents (%)
1	<_10	06 (13.00)	55 (44.30)	61 (35.67)
2	11-20	24 (51.00)	26 (21.00)	50 (29.24)
3	21-30	14 (30.00)	36 (29.00)	50 (29.24)
4	>_30	03 (06.00)	07 (05.60)	10 (05.85)
Total		47	124	171

Note: Figures in parentheses indicate percentage.

Computer skills acquired through Agencies / Institutions

The second part of the questionnaire deals with the Computer skills acquired through agencies/institutions. This section contains two questions, and the answers to the above questions are presented in tables from 3 to 4. LIS Professionals are lifelong learners thorough, which they can enhance their Computer skills and advance their careers to survive in today's

electronic era. UGC–Academic Staff Colleges, DRTC, NISCAIR, and Professional Associations such as ILA, IASLIC, IATLIS, Workshops, and Conferences are the agencies which impart training to LIS Professionals to improve their ICT skills (Table 3). The table 3 mirrors that 80.80 percent of the Professionals chose Workshops as the most favoured approach to pick up ICT skills, trailed by Conferences with 68 percent, Academic Staff College with 65.90 percent, and

Table 3: Computer skills acquired through Agencies / Institutions by the Respondents

Sl. No.	Agencies of Learning	Respondents	
		Professionals (N= 47)	Semi-Professionals (N=124)
1	Workshops	38(80.80%)	97(78.22%)
2	Conferences	32(68.00%)	80(64.15%)
3	Academic Staff College	31(65.90%)	29(23.38%)
4	Professional Association (ILA, IASLIC, SLA, IFLA)	27(57.40%)	29(23.38%)
5	NISCAIR	18(38.20%)	21(16.9%)
6	DRTC	04(08.50%)	10(8.06%)

Note: Respondents were allowed multiple answers. Figures in parentheses indicate percentages.

Professional Associations with 57.40 percent. 38.20 percent of the respondents referenced that they had picked up computer skills from NISCAIR. Just 8.50 percent of the respondents referenced that they had picked up computer skills from DRTC. Though, LIS Semi-Professionals uncovers that 78.2 percent of the respondents chose Workshops as the most favoured approach to pick up computer skills, trailed by Conferences with 64.1 percent, Academic Staff College, and Professional Associations with 23.3 percent each. 16.9 percent of respondents referenced that they have picked up computer skills from NISCAIR. Just ten respondents referenced that they had picked up computer skills from DRTC. A couple of respondents referenced that they had picked up computer skills from Private institutions.

Further, a Two-sample binomial test was used to assess whether a significant difference among

LIS Professionals and Semi-Professionals acquiring ICT skills through agencies / Institutes or not (Table 4).

It can be seen from the table 4 that the first group comprises of Librarians, whereas, the second group comprises of Professional Assistants and Semi-professional assistants which presents the binomial academic staff college and professional associations only (p-value <0.05), and indicates that at the chosen level of significance at 5% the null hypothesis is rejected for these two methods. The table depicts the difference between the proportions of acquiring ICT skills through agencies/institutes between Librarians and Professional Assistants, and Semi-professional assistants are significant. Therefore, the study proves the hypothesis, i.e., *There is a sizeable variance between the respondents' in acquiring ICT skills through agencies/Institutes.*

Table 4: Testing of Computer Skills acquired Through Agencies / Institutions by the Respondents

		Agencies of learning					
		Work shops	Conferences	Academic Staff College	Professional Associations like ILA, IASLIC, SLA, IFLA)	NISCAIR	DRTC
Group I	Librarians	38	32	31	27	18	4
	%	80.8	68	65.9	57.4	38.2	8.5
Group II	SPA & PA	97	80	29	29	21	10
	%	78.22	64.15	23.38	23.38	16.9	8.06
	Difference	2.58%	3.85%	42.52%	34.02%	21.30%	0.44%
	95% CI	"-14.0790 to 15.7611"	"-15.9726 to 21.1942%"	"17.4087 to 60.8258% "	8.337 to 54.2875%	"-6.4143 to 46.1739%"	"-30.6772% to 49.433% "
	Chi-squared	0.109	0.148	10.748	6.634	2.188	0.001
	DF	1	1	1	1	1	1
	Sig(p-value)	0.7418	0.7004	0.001	0.01	0.1391	0.9791
	Remarks	Insignificant	Insignificant	Significant	Significant	Insignificant	Insignificant

Professional Development of LIS Professionals

The third part of the questionnaire deals with the Professional development of LIS Professionals and Semi-Professionals, which includes questions on Training, Continuous professional development, Problems faced by the LIS Professionals while participating in CPD programmes in the form of seven (7) dichotomous questions, presented in Table 5 to 11.

Training for LIS Professionals

Training is a critical element in CPD. A dichotomous question was asked to the respondents to determine whether training met their standards or not, and the results are tabulated in the table 5. The table 5 demonstrates that LIS Professionals have agreed that training for their profession has met their standards, but 21.3 percent of LIS Professionals opined that the current training programs do not address the problems they face in the work environment. Whereas, the LIS Semi-Professionals reveals that 76.61 percent have agreed that training has met the standard for their profession. Interestingly, 23.38 percent of Semi-Professionals thought that

the current prepared programs are not centred around tending to the issues that they face in the workplace.

Job training required by LIS Professionals

The library is one of the main areas deeply affected by ICT, which is the backbone of the information age, and so library personnel needs to be abreast of any new trend. This is because the library is the mainstay of information and knowledge has been made virtual such that library and information services extend beyond walls and physical buildings, therefore, training and development cannot be toyed with (Ajie, 2019). In this context, a dichotomous question was asked to the respondents, and responses are presented in table 6. It further uncovers that the LIS Professionals are consistent that they require at work – preparing to keep themselves side by side of improvements in their work with 87.2 percent. Whereas, LIS Semi-Professionals uncovers that 84.6 percent of respondents are consistent that they require hands-on preparation to keep themselves side by side of improvements in their work.

Table 5: Training for LIS Professionals

Sl. No.	Particulars	LIS Professionals (N=47)		LIS Semi-Professionals (N=124)	
		Yes	No	Yes	No
01	Professional training met your standards	37 (78.70%)	10 (21.30%)	95 (76.61%)	29 (23.38%)
	Total	47 (100%)		124 (100%)	

Table 6: Job training required by LIS Professionals

Sl. No.	Particulars	Professionals (N=47)		Semi-Professionals (N=124)	
		Yes	No	Yes	No
01	The current position requires on the job training to keep abreast of developments in your work	41 (87.20%)	06 (12.80%)	105 (84.60%)	19 (15.40%)
	Total	47 (100%)		124 (100%)	

In-house Training for LIS Professionals

Training could be an excellent venue for change. LIS Professionals should strive for conscious efforts and desire to implement positive movement towards competency development to achieve the essence of librarianship. Training helps Professionals to update and improve their skills and knowledge in existing as well as emerging technologies. If the workforce is well trained, then it increases the job performance of the staff. Therefore, in-house training is integral to improve the job performance of the staff. In-house training is given by that person who has more expertise and practical experience in the subject. In this context, a dichotomous question was asked to the respondents to determine whether in-house training would improve their job performance. The table 7 shows that 87.2 percent of LIS Professionals favour the idea that in-house training improves job performance. Whereas, LIS Semi-Professionals reveals that 83 percent of them support

the idea that in-house training improves job performance. The findings of this study conform to Vijay Kumar and Sweety (2015), which reported the same result that the majority of the library Professionals opined that in-house training programme has helped to update their ICT skills. In another study, Seena and Pillai (2014) suggested that LIS Professionals should be motivated to attend in-house training programmes, workshops, and public lectures.

Participation in Continuous Professional Development (CPD)

Through participation in CPD, competency, knowledge, and skills are acquired in Seminars, workshops, and training. LIS Professionals should strive hard to continue to acquire and update their skills for their careers. In this context, a dichotomous question was asked to the respondents to determine whether participation

Table 7: In-house training for LIS Professionals

Sl. No.	Particulars	Professionals (N=47)		Semi-Professionals (N=124)	
		Yes	No	Yes	No
01	In-house training would help to improve your job performance	41 (87.20%)	06 (12.80%)	103 (83.10%)	21 (16.90%)
	Total	47 (100%)		124 (100%)	

Table 8: Participation in CPD by the Respondents

Sl. No.	Particulars	LIS Professionals (N=47)		LIS Semi-Professionals (N=124)	
		Yes	No	Yes	No
01	Participation in CPD increases your ICT skills	46 (97.80%)	01 (02.20%)	120 (96.70%)	04 (03.30%)
	Total	47 (100%)		124 (100%)	

in Continuous Professional Development (CPD) increased their ICT skills (Table 8). It is obvious from The table 8 that librarians believe that participation in CPD enhances their knowledge. Ninety-seven percent of the respondents believed so. From the data analysis, it was inferred that LIS Professionals have a positive look on CPD exercises. Whereas, LIS Semi-Professionals indicates that investment in CPD will upgrade their insight. 96.7 percent of the respondents accepted so. The findings indicate that LIS Semi-Professionals have a positive look on CPD exercises.

Role of LIS Professionals in CPD

In organizing CPD, the role of LIS Professionals plays many roles, sometimes act

as a resource person, as an organizer, as a participant, and volunteer (Table 9). The table 9 represents that 65.9 percent of LIS Professionals want to be the Resource Person for the role in CPD. Interestingly, 63.8 percent of respondents want to be the organizer. Fifty-one percent of the respondents want to be the participant. 29.7 percent of the respondents want to be volunteers as their role in CPD. Whereas, LIS Semi-Professionals reveals that 64.5 percent of them want to be the participant. Of the respondents, 33.8 percent want to be the organizer, followed by 28.2 percent of respondents who want to be the Resource Person for the role in CPD. The remaining 17.7 percent of respondents want to be volunteers as their role in CPD.

Table 9: Role of LIS Professionals in CPD

Sl. No.	Role in CPD	Professionals (N=47)	Semi-Professionals (N=124)
1	Resource Person	31 (65.9%)	35 (28.2%)
2	Organizer	30 (63.8%)	42 (33.8%)
3	Participant	24 (51.0%)	80 (64.5%)
4	Volunteer	14 (29.7%)	22 (17.7%)

Note: Respondents were allowed multiple answers. Figures in parentheses indicate percentages.

A supplement multiple-choice question was asked to the respondents to know the role after CPD in the institution with four (4) options and responses are tabulated in table 10. It is clear from the table 10 that 97.8 percent of the LIS Professionals want to share their knowledge with a peer group or sub-ordinates, followed by 53.1 percent prefer to develop new services from what they had learned, and 34 percent taken up new projects based of CPD knowledge. Interestingly, 31.9 percent of respondents are providing infrastructure for the implementation of new services in the library. Whereas, LIS Semi-Professionals reveals that 87.9 percent of the respondents' want to share their knowledge with a peer group or sub-ordinates in the library, followed by 39.5 percent prefer to develop new services from what they had learned from CPD, and 26.6 percent of the respondents are providing infrastructure for the implementation of new services in the library. Interestingly, 15.3 percent of the respondents are taken up on new projects.

Issues in Participation in CPD Programmes

There are various benefits of CPD, but on the other hand, LIS Professionals face many problems in participation in CPD activities. There are many issues in front of the LIS Professionals, this questionnaire provided four many issues, such as (i) Personal problems, (ii) Institutional problems, (iii) Financial problems, and (iv) Family problems (Table 11). The table 11 reveals that financial problems are the primary issue in the participation of CPD Programmes by LIS Professionals with 59.5 percent, followed by 53.1 percent of the respondents mentioned Institutional problem was the major issue in CPD Programmes participation, whereas, 17 percent felt that personal problems were the primary reasons for them in the participation of CPD. Interestingly, 14.8 percent mentioned that family problem was the reasons in the participation of CPD Programmes. Whereas, LIS Semi-Professionals reveals that an Institutional problem is the major issue in the participation of CPD Programmes with 66.9 percent, followed by 55.6

Table 10: Role of LIS Professionals after CPD in the Institution

Sl. No.	Role after CPD	LIS Professionals (N=47)	LIS Semi-Professionals in CPD (N=124)
1	Share the knowledge	46 (97.8%)	109 (87.9%)
2	Developing new services	25 (53.1%)	49 (39.5%)
3	Taken up new projects	16 (34.0%)	19 (15.3%)
4	Provide infrastructure for implementation	15 (31.9%)	33 (26.6%)

Note: Respondents were allowed multiple answers. Figures in parentheses indicate percentages.

Table 11: Issues in participation in CPD Programmes by the Respondents

Sl. No.	Role after CPD	Professionals (N=47)	Semi-Professionals (N=124)
1	Financial Problems	28 (59.5%)	69 (55.6%)
2	Institutional Problems	25 (53.1%)	83 (66.9%)
3	Personal Problems	08 (17.0%)	19 (15.3%)
4	Family Problems	07 (14.8%)	03 (02.4%)

Note: Respondents were allowed multiple answers. Figures in parentheses indicate percentages.

percent of the respondents mentioned financial problem was the major issue in CPD Programmes participation, whereas 15.3 percent felt that personal problem was the reason in the participation of CPD. Interestingly, 2.4 percent mentioned that family problem was the major issue in CPD Programmes participation.

This study's findings concur with Maceli and Burke's (2016) study, which reported that financial considerations, with the budget, proved to be the most common barrier to new technology adoption in the library by 80.7 percent respondents. Kattimani and Naik (2013) which indicate that the majority of the 284 (76.14 percent) respondents are facing financial problem work overload and negative attitude from their administrator in acquiring ICT skills. Farahi and Gandhi (2011) also revealed that insufficient financial support was a problem in acquiring ICT competencies for Library Professionals. Kumar (2013) also reported that the lack of cooperation from higher authority was the main problem in the development of ICT competencies for LIS Professionals.

RECOMMENDATIONS FOR ICT SKILLS BY LIS PROFESSIONALS THROUGH CPD PROGRAMMES

1. Institutional interventions are required in carrying in-house training programmes, as Professionals and Semi-Professionals believe that it increases their job performances.
2. Professionals are least competent in the knowledge about emerging technologies, so the Schools of Library and Information Science and LIS Professional Associations should organize training programmes to exposed to new technologies.
3. To encourage LIS Professionals to update their skills and attend more workshops/short term courses twice a year and also adequate finance may be provided by respective colleges.
4. On the job training is required to acquire the competency, knowledge, and skills to develop and deliver mobile services effectively.
5. The LIS Professionals must have management competencies, Information literacy

competencies, Information technology competencies, which is the need of the hour.

6. The LIS professionals must collaborate with other libraries and improve Web 2.0 technologies through training to provide effective web-based and mobile-based library services to its collaborative age users.
7. Periodic training and training Policy for Life Long Learning is the need of the hour to enhance their ICT skills.

CONCLUSION

Proficient advancement is basic for LIS Professionals to keep their ICT skills up-to-date. The study found that LIS Professionals and Semi-Professionals acquired computer skills through agencies which are Workshops, Conferences, Academic Staff College. Concerning training, the majority of LIS Professionals unanimously have expressed their willingness to undergo on the job training and in-house training to improve job performance. LIS Professionals also opined that participation in CPD would increase their ICT skills and abreast of developments in their work. The majority of LIS Professionals acted as a resource person as a role in CPD programmes, whereas most LIS Semi-Professionals want to be the participant.

Change, therefore, needs to occur firstly among the librarians when it comes to adopting new technologies. It is therefore recommended that change management strategies should be included in the strategic plans of the libraries. Change management workshops should be hosted by the Colleges, initially for the Professionals, and then for the Semi-Professionals, to ensure a

shift in the mindset of both LIS Professionals and Semi-Professionals.

As rightly stated by Ajie (2019) library staff training and development are crucial in ensuring positive user experiences within libraries. A staff component consistently exposed to relevant training and development interventions should not be underestimated. Without educated, well-trained, and motivated librarians and library staff, and academic library program is ill-prepared to meet the needs of its clientele or the challenges that face higher education institutions. It is recommended that authorities of the Colleges should encourage their LIS Professionals to develop new library services and take up new projects from what they had learned from CPD and provide infrastructure and financial support needed to take up innovative library services.

The findings of the study highlight that certain limitations for the LIS Professionals in participating/attending training programmes offered. Constraint includes, financial problems are the primary issue and family problems are the second reason for the non-participation of CPD programmes by the LIS Professionals, whereas, the institutional problem is the main issue and family problem is the secondary issue for the non-participation of CPD programmes by respondents. Hence, this study contributes to the paradigm shift needed to address the ICT skills through training among the LIS Professionals and Semi-Professionals in College Libraries to meet the standard for their profession that has to occur in the enhancement of library services.

REFERENCES

1. ACRL. (2000). ACRL statement on professional development. *College & Research Libraries*, 61, 933–36.
2. Ajeemsha, S., & Madhusudhan, M. (2014). Continuing professional development for library semi-professionals in central university libraries of India. *International Journal of Library and Information Studies*, 4(3), 102–11.
3. Ajie, I. (2019). CT Training and Development of the 21st Century. *Library Philosophy and Practice (e-journal)*. 2519. <https://digitalcommons.unl.edu/libphilprac/2519>.
4. Australian Library and Information Association (ALIA) (2019). *Professional development for library and information professionals*. <https://read.alia.org.au/professional-development-library-and-information-professionals>.
5. Ayoku, O.A., & Okafor, V.N. (2015). ICT skills acquisition and competencies of librarians: Implications for digital and electronic environment in Nigerian universities libraries. *The Electronic Library*, 33(3), 502-523.
6. Baro, E., Obaro, O., & Aduba, D. (2019). An assessment of digital literacy skills and knowledge-based competencies among librarians working in university libraries in Africa. *Digital Library Perspectives*, 35 (3/4), 172-192.
7. Farahi, M. T., & Gandhi, R.T.D. (2011). IT Skills among LIS professionals of medical libraries in India and Iran: A comparative study. *Annals of Library and Information Studies*, 58 (2), 161-169.
8. Gurikar, R., & Mukherjee, B. (2015). Information Technology Usage Scenario in Academic Libraries of Higher Education in Chhattisgarh: Challenges and Opportunities. *DESIDOC Journal of Library and Information Technology*, 35(4), 273–80.
9. Harake, S. B., & Hadagali, G.S. (2015). Continuing education programmes for library and information science professionals: an India scenario. *Gyankosh- The Journal of Library and Information Management*, 6(2), 1-15.
10. Kattimani, F. S., & Naik, R.R. (2013). Evaluation of librarianship and ICT skills of library and information professionals working in the engineering college libraries in Karnataka, India: a survey. *Program: Electronic Library and Information Systems*, 47(4), 345-369.
11. Kumar, B. (2015). Academic library in transition from library as a place to library as a learning centre: a case study of Indian institutes of management. *DESIDOC Journal of Library and Information Technology*, 35(3), 169–76.
12. Kumar, K. (2013). Knowledge on ICT Skills among LIS professionals of Engineering Institutions of Andhra Pradesh State: A

- Survey. *DESIDOC Journal of Library and Information Technology*, 33(6), 480–87.
13. Maceli, M., & Burke, J. J. (2016). Technology skills in the workplace: information professionals' current use and future aspirations. *Information Technology and Libraries*, 35(4), 35–61.
14. Rafiq, M., Jabeen, M., & Arif, M. (2017). Continuing Education (CE) of LIS professionals: need analysis & role of LIS schools. *Journal of Academic Librarianship*, 43(1), 25–33.
15. Raghu, M. (2019). Best practices in academic libraries. In *scholarly communication and academic libraries in the digital era*. Nalgonda, Telangana, https://www.researchgate.net/publication/334289627_best_practices_in_academic_libraries.
16. Raju, J. (2014). Knowledge and skills for the digital era academic library. *Journal of Academic Librarianship*, 40(2), 163–70.
17. Saka, K.A., Oyedum, G.U., & Song, I.S. (2016). Influence of continuing professional development and skills acquisition on librarians' performance in two state capitals in Northern Nigeria. *Journal of Balkan Libraries Union*, 4(1), 1-7.
18. Seena, S. T., & Sudhier Pillai, K.G. (2014). A Study of ICT skills among library professionals in the Kerala university library system. *Annals of Library and Information Studies*, 61(2), 132–41.
19. Vijayakumar, A., & Sweety, M.A. (2015). ICT skills among women library professionals in SSUS and CUSAT: an analytical study. *Asian Journal of Multidisciplinary Studies*, 3(5), 142–48.
20. Wood, A. (2007). *A Comprehensive Library Staff Training Programming in the Information Age*. Oxford: Chandos.

