



## ATTITUDES TOWARDS LIS PROFESSIONAL EVENTS BY REFRESHER COURSE PARTICIPANTS OF HRDC ALIGARH MUSLIM UNIVERSITY

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### ABSTRACT

The study investigated the LIS professional's attitudes towards LIS events. The study adopted a survey design and the data collected using a questionnaire administered to refresher course participants of HRDC Aligarh Muslim University. The results obtained shows that, the respondents get aware of LIS events by ICT channels. The respondents 64.71% always prefer to participate in UGC sponsored LIS events, followed by NAAC and MHRD. 58.82% of the respondents always prefer to participate in national level LIS events followed by International level. The ICT and its applications theme is highly interested theme among the 73.53% of the respondents followed by Library automation and Digitization. It is very important to note that 47.06% of the respondents facing lack of cooperation from working organization for participating in the LIS events.



**KEYWORD:** Aligarh Muslim University;Attitudes;HRDC;Library Professionals;Professional Events;Refresher Course;UGC.

### I. INTRODUCTION

LIS education began under the patronage of the erstwhile Maharaja of Baroda when he invited an American librarian to set up public libraries in the state. After independence, Library Associations in the country continued with the efforts of developing LIS education in India. The discipline got recognition with the introduction of various courses at the university level. It has seen periods of growth and maturation. The recommendations of National Knowledge Commission provide an opportunity for reforms and changes in the educational system that needs to be grabbed(Vassilakaki & Moniarou-Papaconstantinou, 2015)Library science course emerged as professional course which designed to target those who are in, or about to enter, the workforce in corporate, government or technology fields.

### II. LIS PROFESSIONAL EVENTS

Library and Information Science Professional events organized either to improve the existing capabilities or for preparing a person for still higher responsibilities which may call for new knowledge and skills. These will follow the process of assisting a person in enhancing his efficiency, and effectiveness at work by improving and up-grading his knowledge, developing skills relevant to his work, and cultivating appropriate attitudes and behavior towards work.(Chand, 2009). There are various events like:

A Symposium is a formal gathering in an academic setting where participants are experts in their fields. These experts present or deliver their opinions or viewpoints on a chosen topic of discussion. It would be correct to label a symposium as a small scale. A Conference refers to a formal meeting where participants

exchange their views on various topics. Conference can take place in different fields, and it need not be academic in nature all the time. Thus, we have parent teacher conferences, sport conferences, a trade conference, a conference of journalists, conference of doctors, a conference of research scholars, and so on. A conference is a meeting that has been prearranged and involves consultation and discussion on a number of topics by the delegates. A Seminar is a form of academic instruction, either at a university or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. The Instructor has prepared the concepts and techniques they will present and discuss through a combination of visual materials, interactive tools or equipment, and demonstrations. A Workshop includes all the elements of the Seminar, but with the largest portion being emphasized on “hand-on-practice” or laboratory work.

The Academic Staff Colleges (ASCs) across the country were established as a result of NPE 1986 with a view to provide opportunity for in-service college and university teachers to update their professional knowledge linking to career advancement. 28 years after the establishment, the system of ASC is being revised, and is now re-named as UGC-Human Resource Development Centre (HRDC). Also, a few HRDC's are to be recognized as Regional Centres for Capacity Building (RCCB's), while Local Programme Planning and Management Committee (LPPMC) Regional Programme Planning and Management Committee (RPPMC) are to monitor the functioning of HRDC's and RCCB's, both these will be monitored by Programme Planning and Management Standing Committee (PPMSC) at the UGC level. Thus, the three-tier monitor system is being introduced in the new guidelines. Mainly the MHRD-HRDC conducts the programs or course in which professionals improve their knowledge or skills and learn about new developments that are related to the job that they do and the courses like Refresher Courses, Orientation Course, short term courses and even specifically to library science courses like library automation, library networking and etc.

### III. REFRESHER COURSE AND HRDC ALIGARH MUSLIM UNIVERSITY

UGC-HRDC/ASC at AMU was established in 1987. It conducts courses for the newly appointed Assistant Professors for their orientation towards national values and training in the latest developments of their subjects by engaging experts and resource persons from the academia and industry. In addition to this the UGC-HRDC/ASC also conducts various programs for professional and academic development of specific groups. These include Language Proficiency Classes, Social Justice, and Awareness on Communal Harmony, Literary and Cultural programs and educational visits and tours for the participants. Relevant study material is provided and an impact analysis is done at the completion of the course, by taking feedback from the Course Participants. The infrastructure available at the UGC-HRDC/ASC is centered towards smooth delivery and implementation of the courses by computer aided education and ensuring decent accommodation, conveyance, food and medical facilities for the residential participants (“UGC Human Resource Development Centre Aligarh Muslim University, Aligarh,” n.d.).

### IV. LITERATURE REVIEW

Librarians need knowledge and competencies related to library system. Library education programs should be arranged for library professionals and library staff (Buarki H, 2011) and LIS training is not sufficient to meet the job requirements due to inadequate resources in LIS training and inadequate ICT content in the training courses (M, 2007). Majority of library professionals agreed to adopt new changes in technologies like Web 2.0 applications. However, training programs should be offered to librarians so they could use Web 2.0 applications when providing library services (Aharony, 2009) so to achieve the goals and objectives of the organization, training and retraining programs should be made compulsory and that organization should arrange workshops, conferences, and seminars for staff training and development (Olaniyan, 2008) further, training programs on ICT skills for library professionals should be offered on a continuous base so that LIS professionals could easily upgrade their skills with the rapid changes of new technologies (Saha, 2007). With the development of electronic resources for remote access, librarians have required skills to manage access

through library website rather than through the traditional way (Genoni, 2010) and needed informal training programs but funding is the main issue but it is must to for informal training programs should be introduced for employees to gain knowledge in various areas of ICT (Brown, 2002).

## V. RESEARCH METHODS

Survey method has been used and questionnaire as a tool to collect the data from the respondents. The respondents are the library professional across the India and participants of Refresher course conducted by UGC-HRDC Aligarh Muslim University, Uttar Pradesh in September 2017.

## VI. RESULTS AND DISCUSSION

The collected data has interpreted by using percentage statistical tool, and the result are as follows:

### 1. Profile of the Respondents

Profile	Variables	Total		Grand Total	
		Number of Respondents	Percentage	Total Number of Respondents	Percentage
Gender	Male	34	100	34	100
	Female	00	00		
Age	20 -30	01	3.0	34	100
	31 – 40	23	67.6		
	41 – 50	10	29.4		
	51 – 60	0	0		
	61 and Above	0	0		
LIS Experience	01 – 05 Years	02	5.8	34	100
	06 – 10 Years	15	44.1		
	11 – 15 Years	12	35.2		
	16 – 20 Years	04	11.7		
	21 years & above	01	2.9		
LIS Evets Attended	01-10	10	29.4	34	100
	11-20	21	61.7		
	21-30	03	8.8		
	31-40	0	0		
	41 & Above	0	0		

All the respondent are Male among 67.6% respondents belongs 31 to 40 age group. 44.1% of the respondents has the 6 to 10 years of LIS experience following 35.2% respondents has the 11-15 years of LIS experience and only 2.9% of the respondents has above 21 years of experience. 61.7% of the respondent have attended 11-20 LIS events followed by 29.4% of below 10 LIS events.

**LIS Events Preferences**

**Table No : 02 LIS Events Preferences**

LIS Events	Respondents	Percentage
Seminars	18	52.94
Conferences	21	61.76
workshops	17	50.00
Training Programs	22	64.71
Faculty Development Programs	17	50.00
Research Events	12	35.29
Others	1	2.94

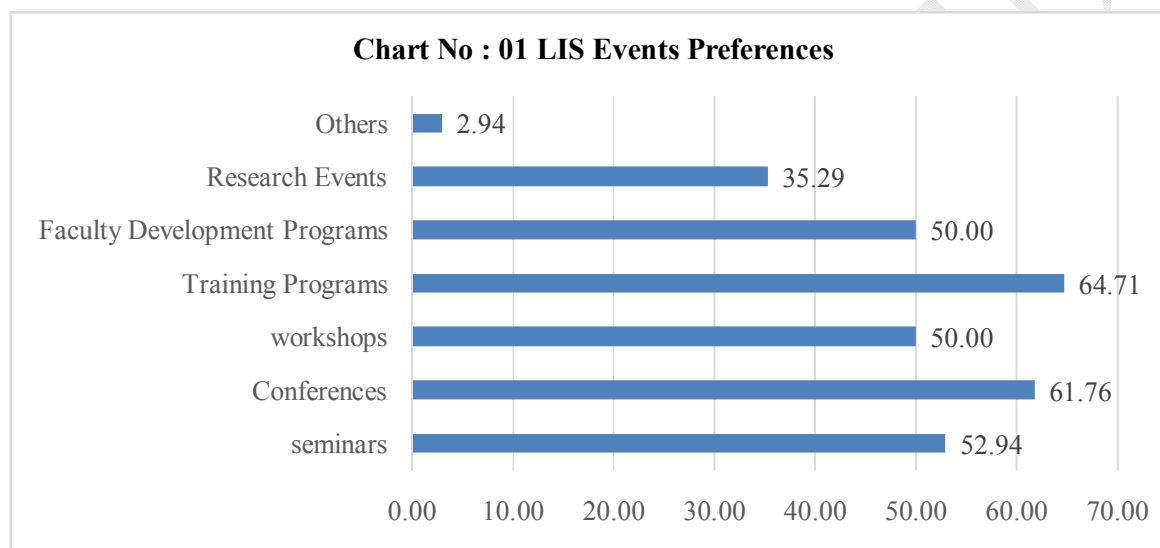


Table No 02 shows that, 64.71% of the respondents prefer to participate in training programs, 61.76% of the respondents prefer for conferences and followed by seminars, workshops, faculty development programs and only 35.29% of the respondents prefer for research events.

**Table No : 03 Channels to make aware of LIS Events**

Channel	Most Effective		Effective		Uncertain		Not Effective		Not all Effective	
	Res	%	Res	%	Res	%	Res	%	Res	%
Events Blog/Website	14	41.18	12	35.29	4	11.76	0	0.00	0	0
Ads in Social Networks	5	14.71	20	58.82	2	5.88	0	0.00	0	0
Mobile Alerts	14	41.18	12	35.29		0.00	1	2.94	0	0
Mailing Alerts	18	52.94	11	32.35	2	5.88	0	0.00	0	0
Forums Alerts	9	26.47	21	61.76		0.00	0	0.00	0	0
Event Broachers	2	5.88	18	52.94	3	8.82	1	2.94	0	0
Oral Communication	14	41.18	11	32.35	1	2.94	3	8.82	0	0

Table No 3 gives the data on effective channel to make aware of LIS events. The channels like events website, mobile alerts, mailing alerts and oral communication is felt most effective channel. Ads on social network and forum alerts are felt effective channels by the respondents. The 52.94% of the respondents felt event broacher is the effective way. The 41.18% respondents felt oral communication is the most effective and only 8.82% of the respondents felt oral communication is the not effective channel for making the aware of LIS events.

Channel	Most Effective		Effective		Uncertain		Not Effective		Not all Effective	
	Res	%	Res	%	Res	%	Res	%	Res	%
Workshops	21	61.76	11	32.35	0	0.00	0	0.00	0	0
Seminars	10	29.41	16	47.06	2	5.88	0	0.00	0	0
Conferences	10	29.41	18	52.94	1	2.94	0	0.00	0	0
FDP	23	67.65	7	20.59	1	2.94	0	0.00	0	0
Research Events	16	47.06	8	23.53	3	8.82	0	0.00	0	0

Respondents were asked about the effectiveness of the LIS events and the same result mentioned in table 04. It revealed that workshops and faculty development programs are the most effective LIS events followed by conferences, seminars and research events.

Sponsorships	Always Prefer		Normally Prefer		Uncertain		Rarely Prefer		Never Prefer	
	Res	%	Res	%	Res	%	Res	%	Res	%
UGC	22	64.71	8	23.53	0	0.00	0	0.00	0	0
MHRD	18	52.94	12	35.29	0	0.00	0	0.00	0	0
NAAC	20	58.82	9	26.47	1	2.94	0	0.00	0	0
INFLIBNET	16	47.06	11	32.35	2	5.88	0	0.00	0	0
State/Central/UT Govt. Dept	11	32.35	12	35.29	2	5.88	0	0.00	0	0
Research and National Importance Institutes	12	35.29	12	35.29	1	2.94	0	0.00	0	0
Others	3	8.82	8	23.53	6	17.65	0	0.00	0	0

The respondents 64.71% always prefer to participate in UGC sponsored LIS events, followed by NAAC 58.82%, MHRD by 52.94% and INFLIBNET by 47.06% of the respondents.

Channel	Always Prefer		Normally Prefer		Uncertain		Rarely Prefer		Never Prefer	
	Res	%	Res	%	Res	%	Res	%	Res	%
International Level	12	35.29	13	38.24	6	17.65	0	0.00	0	0
National Level	20	58.82	13	38.24	0	0.00	0	0.00	0	0
State Level	11	32.35	14	41.18	4	11.76	0	0.00	0	0
Regional Level	11	32.35	8	23.53	7	20.59	1	2.94	0	0

It is interesting to note from Table No 06 that, 58.82% of the respondents always prefer to participate in national level LIS events followed by International level 35.29% and State and Regional level by 32% of the respondents respectively.

Further respondents were asked about the ideal duration of LIS events, for which maximum respondents responded for two days LIS event. Even the researched asked for suitable time to conduct the LIS events for which maximum respondents were got for in between October to December.

The table no 07 gives the data of the respondents on degree of interest on the given LIS events theme. The ICT and Its applications theme is highly interested theme among the 73.53% of the respondents followed by Library automation and Digitization by 67.67% respondents, Institutional Repositories by 52.94% of the respondents and Information Processing and retrieval by 41.48% of the respondents. Collection Development, Bibliometric/Webometrics/Scientometrics, Community Information Services is not all interested among 2% of the total respondents.

LIS Themes	Highly Interested		Interested		Uncertain		Not Interested		Not all interested	
	Res	%	Res	%	Res	%	Res	%	Res	%
ICT and Its applications	25	73.53	5	14.71	1	2.94	0	0.00	0	0.00
Library automation and Digitization	23	67.65	6	17.65	1	2.94	0	0.00	0	0.00
Institutional Repositories	18	52.94	7	20.59	1	2.94	1	2.94	0	0.00
Information Processing and retrieval	14	41.18	11	32.35	3	8.82	0	0.00	0	0.00
Libraries/library System	15	44.12	9	26.47	1	2.94	2	5.88	0	0.00
Information Literacy	13	38.24	9	26.47	3	8.82	1	2.94	0	0.00
Library Management/Information management	16	47.06	11	32.35	1	2.94	0	0.00	0	0.00
Collection Development	9	26.47	15	44.12	1	2.94	1	2.94	1	2.94
LIS Education research and training	15	44.12	10	29.41	0	0.00	0	0.00	0	0.00
Library Resources and Services	16	47.06	9	26.47	0	0.00	0	0.00	0	0.00
User studies	12	35.29	13	38.24	1	2.94	0	0.00	0	0.00
Bibliometric/Webometrics/Scientometrics	10	29.41	9	26.47	2	5.88	1	2.94	1	2.94
Community Information Services	10	29.41	14	41.18	0	0.00	1	2.94	1	2.94

There are numbers of barriers were encountering while attending the LIS events. The following table no 08 gives the data on respondent's barriers that normally encountered while participating in LIS events. High registration fee is the barriers among 52.94% of the respondents. Distance, lack time to participate and lack of cooperation from working organization is among 47.06% respondents, further the barriers like Poor publicity of the event, Repeated events theme, lack of knowledge about LIS events benefits and Poor quality of events output or feedbacks are also facing by the LIS events participants.



Barriers	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	Re	%	Res	%	Res	%	Res	%	Re	%
Participation/Registration Fee is high	18	52.94	11	32.35	1	2.94	2	5.88	0	0
Geographical Distance	12	35.29	16	47.06	1	2.94	0	0.00	0	0
Lack of time to participate	7	20.59	16	47.06	4	11.76	2	5.88	0	0
Lack of cooperation from working organization	11	32.35	16	47.06	3	8.82	0	0.00	1	2.94
Poor publicity of the event	5	14.71	10	29.41	14	41.18	2	5.88	0	0
Repeated events theme	9	26.47	11	32.35	8	23.53	1	2.94	0	0
lack of knowledge about LIS events benefits	5	14.71	13	38.24	10	29.41	3	8.82	0	0
Poor quality of events output or feedbacks	6	17.65	11	32.35	8	23.53	2	5.88	0	0

## VII. FINDINGS

1. The study collects the data from LIS professionals who were having the working experience and participated in LIS events.
2. Respondents preferred to participate in training programs and hands on experience rather than just listening the presentation.
3. Respondents have participated in Seminars, Conferences, workshops, Training Programs, Faculty Development Programs and Research Event
4. More than half of the respondents get awareness about the LIS events by ICT channels.
5. The respondents 64.71% always prefer to participate in UGC sponsored LIS events, followed by NAAC 58.82%, MHRD by 52.94% and INFLIBNET by 47.06% of the respondents.
6. 58.82% of the respondents always prefer to participate in national level LIS events followed by International level 35.29% and State and Regional level by 32% of the respondents respectively.
7. The ICT and Its applications theme is highly interested theme among the 73.53% of the respondents followed by Library automation and Digitization by 67.67% respondents
8. High registration fee is the barriers among 52.94% of the respondents. Distance, lack time to participates and lack of cooperation from working organization is among 47.06% respondents

## VIII. RECOMMENDATIONS

1. Maximum resources or channels should be used for publishing the LIS events so it can reach the every corner.
2. Irrespective of sponsorships, the events should be very help full and specific in nature so that everyone can participated.
3. The event organizers must organize the LIS events in such a manners that, there should not be any difference among International and national level LIS events.
4. LIS theme must give the message of importance and requirement for the LIS professionals and should not be in common nature; it should be attractive and specific.
5. The organizers must try to avoid all the barriers, which were compressing by the respondents.

## IX. CONCLUSION

The study has investigated the attitudes on LIS events by taking particular participants not in general that is LIS professionals of refresher course participants of HRDC Aligarh Muslim University. The study concludes on sounding that, professionals need hands on experience rather than the theory. Professionals like to participate in national level events by giving preference to its theme, period and uniqueness when compare to all other events.

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