

**PARTICIPATION OF LIBRARY PROFESSIONALS IN  
PROFESSIONAL DEVELOPMENT ACTIVITIES FROM 2000 to 2010:  
A COMPARATIVE STUDY OF THE UNIVERSITY  
AND IIT LIBRARIES IN INDIA**

**ABSTRACT  
By  
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Shillong, Meghalaya  
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**Ms. Pansngiat Passah**

**Supervisor  
Dr. Bikika Laloo**

**1. Introduction**

The field of librarianship is ever expanding and changing, from exploding Internet and media technologies, to ever diverse patron groups with increasingly complex information needs. Library professionals need to be as savvy as the clients they serve, and the most productive and effective way for librarians to keep up with these changes is to seek out professional development opportunities. Librarians owe it to their clients and to themselves as competent professionals, to remain abreast of trends and developments in the field (Cooke, 2011).

Publication explosion, evolution of new sophisticated information technologies, and highly educated population require special training and education on the part of the librarians to cope with the specialized needs of the growing information society. Our population is increasingly becoming better educated. It is obvious that corresponding to the quality of education, demand for library services also increases. In an educated society library users demand high level personalized services. All these goals can only be achieved while we keep ourselves up-to-date in information providing techniques, which could be achieved through continuing professional education. Continuing Education is essential for all library personnel, professional as well as supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools (Chaudhary, 2001).

Many library researchers approach this issue by pointing out the importance and needs of professional development for academic librarians. Cassner and Adams (2006) indicate that professional development is essential for academic librarians to stay up-to-date with skills, knowledge, and competencies.

Apart from that, an institution's support has a great impact on librarians' success in Professional development activities (Havener & Stolt, 1994). The provision of release time, financial assistance, and university tuition benefits for the staff to attend credit courses, and a campus learning environment are factors which play important roles in

making the professional development experience success. Librarians will feel more encouraged and rewarded to engage in campus scholarly activities if the institution takes their involvements into performance and promotion consideration.

Basically library professionals act as mediator between the generators of information and users of it. Selection, collection, organization and finally dissemination of the required information to the needy users without wasting their valuable time are the basic responsibilities of the library professionals. However, they are also involved in the generation of information. Librarianship is a profession and it is necessary for the members of any profession to involve in different activities of professional development such as keeping abreast of the latest development in the profession by reading professional literature, participating in seminars, conferences, workshops and contributing to professional knowledge in the form of books, articles, theses etc. in order to become successful practitioners and thereby raising the status of the profession in the society. The extent of involvement in the Professional development activities reveals their professional zeal and interest in the profession. Therefore, apart from the basic responsibilities of the library professionals, they have to develop the library, they have to involve in the generation of information for developing their profession (Deshmukh, Kherde &Kene, 2002).

Thus, it can be summed up that librarianship is a dynamic profession and the library professionals have to be the masters of all the services provided to the users in order to serve them better. In such a case, how can the library professionals stay at par with the growing technology and the growing demand of the users with just a degree of two or four years. We cannot deny the fact that as time passes by, the knowledge gained during the attainment of such degrees become obsolete and the syllabi change every time. Thus, here arises the need for professional development. By the term professional development, we mean the enhancement of one's skills as a professional. It relates to the various activities carried out to improve one's skills, in addition to the ones imbibed while acquiring the degree. It includes, though it is not limited to - publishing papers, attending workshops, seminars, conferences, orientation programmes, short term courses, refresher courses, attaining higher degree etc. The library professionals definitely participate in these activities, though the level or degree of participation by some library professionals belonging to a particular institute may vary from the others.

## **2. Significance of the Study**

Library professionals have always played a very vital role, no matter what type of library they are employed in. However, it is an irony that very few people have acknowledged them for their hard work and dedication. The old and traditional image of a stereotype librarian still exists on the minds of the people. The library professionals have faced many challenges and changed themselves to keep themselves at par with the growing needs and demands of time as well as users. They have always tried to be versatile and dynamic in order to create their own platform, where there already exist many other sources which have succeeded to share the same platform as them. In doing so, their mere degree classes and master's learning have never been enough, as many things that they learn during these classes either become obsolete or gets elaborated or transformed. In such an ever growing and ever changing field it is not possible to learn and embrace everything within the short duration of the academic years. As such, it became mandatory for the library professionals to find out some mode through which they could grow and compete with the other information providers which are just a click away. Thus, the role of PDAs through which library professionals could meet, discuss and find out solutions to keep up with the growing technological advances, was felt. The present study therefore brings out those aspects related to the professional development activities undertaken by the library professionals in India, such as types, motivation to participate and barriers to participate in these activities etc. Again, the study is limited only to two types of libraries namely University libraries and IIT libraries. These two libraries are usually considered of prime importance, one in academic education and the other in technical education. Hence, it was found that a comparative study of both the libraries would be an interesting one and this led to the inception of the present study.

## **3. CHAPTERISATION**

The present study consists of five chapters which are:

### **Chapter 1: Introduction**

Chapter one depicts the motive or rationale of the present study. It portrays the importance of Professional Development Activities (PDAs) in the library field and how the library professionals can actually pursue these activities. Some relevant definitions have

also been given for the important terms used in the study. The statement of the problem have also been established which explains why this study was taken up.

## **Chapter 2: Review of Literature**

Relevant literatures were explored and added in this chapter in order to form the base of the study. The review of literature is basically divided into the following sub-headings viz.:

- (1) Various types of PDAs.
- (2) Motivation for participation in PDAs
- (3) Need for participation in PDAs
- (4) Problems in participation in PDAs.
- (5) Organizational Support and PDAs.
- (6) Ways to improve participation in PDAs

## **Chapter 3: Research Methodology**

This chapter illustrates the various methods and tools adopted for the study.

## **Chapter 4: Data Analysis and Interpretation**

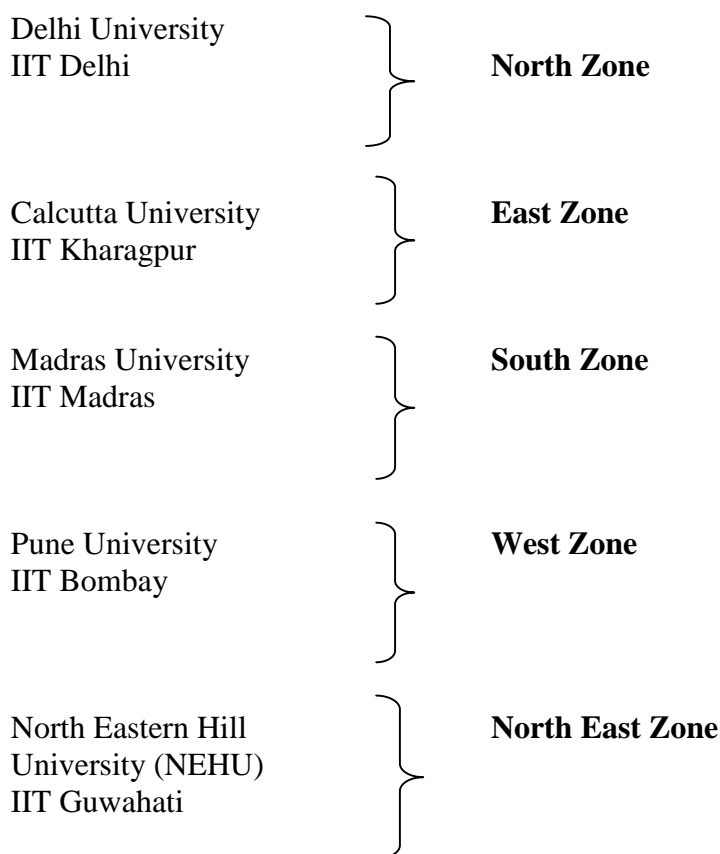
In this chapter the facts have been presented and analyzed of the data that was collected during the course of the study. Various tables, graphs and charts were also used to represent the collected information. Statistical tools were also implemented wherever required.

## **Chapter 5: Summary of Findings, Conclusion and Suggestions**

Here the major findings of the study were spotted out. Based on these findings the conclusions were drawn and suggestions were given for the improvement of the participation in PDAs by the library professionals.

## **4. RESEARCH METHODOLOGY**

The present study is limited to the University and IIT libraries of India. However, the area is further divided into five zones i.e. North, South, East and West along with North-Eastern region of the country. One University and One IIT is chosen from each zone and these are as follows:-



Thus, all the library professionals of the above stated institutions form the sample to whom the questionnaires were distributed.

#### **4.1. Data Collection:**

Different measures were used to collect the related data depending on the kind of scholarly activity.

**Questionnaire-** Data was collected from the University and IIT library professionals in India through a questionnaire. The questionnaire consisted of various **variables** such as gender, age, length of service, motivation for participation in PDAs etc. The questionnaire was distributed to the above mentioned sample. However, due to time constraint for the completion of the undertaken research, the study confined its scope only to the PDAs performed by the University and IIT library professionals in India from the years 2000 to 2010. The concerned librarians were contacted for permission to survey their staff. The list of eligible library professionals was then obtained from the library. A total of 173 library professionals were identified in the survey, out of which 150 responded forming 86 per cent of the total number of respondents.

## **4.2. Data Analysis**

The data collected from the above population, for the present study, were entered and processed using Statistical Package for Social Sciences (SPSS). To find out different percentages such as- the level of participation of University and IIT library professionals, the zonal comparison between the two institutes, etc. was done by using simple percentage analysis and cross tabulation. Chi-Square tests were used at various places where the differences were to be found in the participation level of the University and IIT library professionals, in PDAs. Linear Regression was carried out to find the impact of the variables such as age, designation etc. on the level of participation of the University and IIT library professionals, in PDAs. For the different graphical representation of the data, Microsoft-Excel 2010 was used.

## **4.3. Objectives of the Study:**

- (1)** To study the types of PDAs participated in by the University and IIT library professionals in India.
- (2)** To compare the PDAs participated in by the University and IIT Library professionals in India.
- (3)** To compare the PDAs participated in by the University Library professionals zone wise.
- (4)** To compare the PDAs participated in by the IIT Library professionals zone wise.
- (5)** To draw out reasons for participation and non-participation of University and IIT library professionals in PDAs.
- (6)** To bring out suggestions for better participation in PDAs by the University and IIT library professionals, on the basis of the results of the study.

## **4.4. Research Questions:**

In the present study the following research questions have been attempted to be answered:

- 1.** Do University and IIT library professionals of India take active part in PDAs?
- 2.** Do IIT library professionals of India participate in PDAs more than the University library professionals?



3. Why do the University and IIT library professionals of India take part in the PDAs?
4. What are the problems that the University and IIT library professionals of India face which limits their participation in the PDAs?
5. **Limitations of the Study and Scope for Further Research:**

The present study covers only ten (10) libraries all together, taking only one university and one IIT library from each zone i.e. north, south, east, west and north-east. Also, only central libraries of these institutes have been take into account, since taking all the libraries from the different campuses was not possible. As far as the library professionals are concerned, only those holding permanent posts and having a minimum qualification of B.L.I.Sc. have been taken into consideration and those who joined these institutes after the year 2010 have been excluded.

Though there are numerous limitations in the present study but this gives room for expanding it for further research. Firstly, apart from Universities and IITs, some other institutes can be compared. Secondly, the professional activities taken for the present study can also be expanded and many other activities can be added to the list as well. The research can further be taken ahead, by making a study of the post participation effect to find out the outcome of participating in PDAs by the library professionals. Over and above, a study can be explored whereby the users can also be involved. In other words user's view can be recorded and analyzed to see if PDAs have any impact on the services provided to the users by the library professionals.

## 6. Findings

The major findings of the present study are as follows:

- The library professionals of all the institutions taken up for the study do take part in the PDAs.
- When we compared the participation of the library professionals zone wise, the outcome was as follows:
  - ❖ For paper publication West Zone had the highest percentage (50%).
  - ❖ For attending scholarly meetings the North-East Zone seems to have taken the cake (77.8 %)
  - ❖ As far as attending refresher courses is concerned the West Zone again had outnumbered the others (30.6%)

- ❖ Taking up higher degree courses and attending training programmes seems to have taken a leap in the South Zone (36.1%)
- Among the Universities library professionals the most active participants were found to be as follows:
  - ❖ Paper Publication: Pune University (27.7%).
  - ❖ Attending Scholarly Meetings: NEHU (41.5%)
  - ❖ Attending Refresher Courses: Pune University (44.4%)
  - ❖ Attaining Higher Degrees / Training Programme: NEHU (35.7)
- The highest level of participation in PDAs among the IIT library professionals are as follows:
  - ❖ Paper Publication: IIT Bombay and IIT Kharagpur (21.4%)
  - ❖ Attending Scholarly Meetings: IIT Madras (44%)
  - ❖ Attending Refresher Courses: IIT Delhi (33%)
  - ❖ Attaining Higher Degrees / Training Programme: IIT Madras (42.8%)
- When comparison was done between University and IIT libraries, the following result was obtained:
  - ❖ For first type of professional development activity i.e. paper publication, the level of participation of the library professionals is almost the same in Universities and IITs which is 35.6 and 35.9 per cent, respectively.
  - ❖ For the second type of activity i.e. attending scholarly meetings, the level of participation is higher in the Universities (69.9 %) than that of IITs (64 %).
  - ❖ Again, in the case of the third type of activity which is attending refresher courses the percentage of those who participate is higher in the Universities (24.7 %) compared to the IITs (15.4 %).
  - ❖ For the last type of activity i.e. attaining higher degree/ training programmes, major participation is seen in IITs (35.9 %) rather than the Universities (19.2 %). This means that when it comes to achieving higher degree courses and taking part in training programmes, library professionals of IITs are more active than the library professionals of the Universities.
- The Chi-Square test carried out to find out the participation level between the University and IIT library professionals resulted as follows:
  - ❖ There is statistically a significant difference between the publishing pattern of the University and IIT library professionals as  $\chi^2 = .333 > .05$ . This shows

that both the groups publish in a different manner and there is no relation between them.

- ❖ There is statistically a significant difference in attending scholarly meetings by the University and IIT library professionals as  $\chi^2 = .212 > .05$ . This shows the pattern of attending scholarly meetings is different and there is no relation between them.
  - ❖ In attending refresher courses there statistically a significant difference between the University and IIT library professionals as  $\chi^2 = .099 < .05$ . This shows that both the groups publish in a different manner and there exists no relation between them.
  - ❖ For attaining higher degree and training programme also there is statistically no significant difference between the library professionals of the Universities and IITs as  $\chi^2 = .034 > .05$ . There also exist a relation in the participation pattern between the two.
- As far as becoming the member of library association is concerned the library professionals of Delhi University seem to have surpassed the others by having 50 per cent of the overall enrolment.
  - The most important medium through which the library professionals get the information of the different PDAs was through circulars which seem to score 51.43% of the overall percentage.
  - The motivational factors which proved to be the driving force for the library professionals to take part in PDAs are:
    - ❖ For professional development (47.69%)
    - ❖ To contribute to knowledge (42.45%)
    - ❖ To provide better services (41.47%)
  - Lack of time (57.11%) and Work pressure (37.28%) stood out to be the major stumbling blocks for the library professionals to take part in PDAs.
  - The highest benefit to the users through participation of the library professionals in PDAs came out to be 'better relation with the users' (56.28%).
  - The only negative impact which seems to be clinched with the participation of library professionals in PDAs came out to be the negligence of official duties.

## 7. Suggestions

The whole phase of the study was not a very smooth one. There were many ups and downs and twist and turns that came on the way of the study. Based on those experiences some suggestions and recommendations can be put forward. These are as follows:

➤ When we talk about professional development activities, we talk about the growth and development of the library professionals. So, it is very important for them to realize that it depends mostly on them how much they have the will to grow and develop in their profession. Even though the best facilities and funds may be provided to them, it would be futile if they don't have the spirit of improving themselves. They should understand that our profession is of a very dynamic nature and as such they have to have the zeal to learn and be at par with the growing demand of time. Thus, they should take part in the different professional development activities for professional growth or new innovation and not merely for the sake of promotions and high salary.

➤ The employing institutions play the role of a back bone of the library professionals. They cannot do everything entirely by themselves. It is obvious that no one would go and participate in the professional development activities at the cost of losing their jobs. Therefore, it is the prime duty of the employing institutions to support and encourage their staff to update themselves through these activities. They should not build walls but rather

➤ bridges between the library professionals and the professional development activities.

➤ From the study it was found that professional associations did not play a very important role in the library profession. This is not a very good indication, since these professional associations have evolved for the betterment of the profession. It was found that there is a huge gap between the library professionals and the associations. The library professionals have opined that there is no benefit in enrolling themselves in any kind of professional associations. Some even went to the extent of saying that these associations do not even work for the profession rather they have their own selfish motives to attain. Therefore, through this work a message is aimed to be sent to the professional associations that it is high time for them to make others realize the importance of their existence. The gap has to be filled between the two then only their effort would be successful and the library professionals would realize and even make use of the facilities provided by them.

## 8. Conclusion

Though this particular topic has gained a lot of importance in the foreign countries, the scenario in India is still quite depressing as very few studies have been made in this direction. It was only while searching literature for the present study that this fact was realized. The question which arises here is that we talk of bombastic terms such as digital libraries, cloud computing, mobile technologies, web-based applications, library portals etc. but we hardly think how much these concepts would be understood by all the library professionals. Here, library professionals refer to all those working in different designations and not just those holding chief posts only. Perhaps participation in professional development activities would alleviate the lacunae. When new technologies are introduced, the library professionals should be given an opportunity to know and learn the same. By participating in professional development activities library professionals will be able to do so. Thus, taking part in professional development activities is important but what is equally important is also that all the library professionals, having different designations get equal opportunity to participate. Though the present study is a simple one and not very technical, yet, it is hoped that this study will be able to make the library professionals realize the importance of professional development activities. Also, the employing institutions would comprehend what major role they play in motivating the library professionals to participate in professional development activities. It is also hoped that this study would be an eye opener to those who underestimate the status of the library professionals as this study proves that the library professionals also take part in the academic activities as any other faculty member does.

This study found that there are various reasons for participation and non-participation of the library professionals in professional development activities in this part of the country. Nevertheless, the library professionals do contribute a lot in the academic field through various professional development activities or scholarly activities. They do attend various kinds of scholarly meetings, publish papers in various scholarly journals, books etc. as well as continuing education programmes like refresher courses etc. Apart from these activities, library professionals also enrol themselves for higher degree education and professional associations. All these do seem to have developed them professionally in terms of their work culture and the help they provide to users particularly the research scholars, faculty members and project staff. Though the study had its limitations, yet it does present a fair picture of the scenario of the library professionals of the Universities and IITs in India.

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**Under the supervision of Dr. Bikika Laloo  
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(Reg. No. 1666)**

**Department of Library and Information Science  
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**November, 2014**

**DECLARATION**

*I, Ms. Pansngiat Passah, hereby do declare that the subject of this thesis is the record of work done by me and that the contents of this thesis did not form the basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University or institution.*

*This thesis is being submitted to the North-Eastern Hill University for the degree of doctor of philosophy in the department of Library and Information Science.*

**(Pansngiat Passah)**

**(Dr. Bikika Laloo)**  
**Head**

**(Dr. Bikika Laloo)**  
**Supervisor**

## **CERTIFICATE**

*This is to certify that the thesis entitled "Participation of Library Professionals in Professional Development Activities from 2000 to 2010: A Comparative Study of the University and IIT Libraries in India" is a record of the bona fide research work done by Ms. Pansngiat Passah, Full-time Research Scholar, Department of Library and Information Science under my supervision and guidance. The thesis is the outcome of her original work and has not formed the basis for the award of any degree, diploma, or any other similar title.*

**Dr. (Ms.) Bikika Laloo,  
Associate Professor & Head,  
DLIS, NEHU, Shillong**

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*The phase of attaining my doctoral degree was not an easy one. There were many ups and downs, high and lows in the process. This journey would have been even tougher had I not met helpful and generous people to whom I can just extend my gratitude and list their names in this page. I might not be able to thank each and every one with whom I came across during the course of my study but that does not mean that I am less indebted to them in any way. So, before I thank the most prominent people who have helped me reach this stage, I would hereby like to thank each and every individual who had provided me even the minimal aid for my research.*

*First and foremost I would like to thank God for blessing, protecting and guiding me throughout my research process. Going for data collection to various places in India could not have been accomplished without the will of the Almighty.*

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>AASL</b>	-	American Association of School Libraries
<b>ACRL</b>	-	Association of College and Research Libraries
<b>ALA</b>	-	American Library Association
<b>ALIA</b>	-	Australian Library and Information Association
<b>ASIS</b>	-	American Society for Information Science
<b>Asst.Lib.</b>	-	Assistant Librarian
<b>Asst.Lib.Inf.Off.</b>	-	Assistant Library and Information Officer
<b>BLISc</b>	-	Bachelor in Library and Information Science
<b>CD</b>	-	Compact Disc
<b>CE</b>	-	Continuing Education
<b>CPD</b>	-	Continuing Professional Development
<b>CPE</b>	-	Continuing Professional Education
<b>C&amp;RL</b>	-	College and Research Libraries
<b>CU</b>	-	Calcutta University
<b>CV</b>	-	Curriculum Vitae
<b>DL</b>	-	Deputy Librarian
<b>DU</b>	-	Delhi University
<b>IIT</b>	-	Indian Institute of Technology
<b>IIM</b>	-	Indian Institute of Management
<b>IIS</b>	-	Indian Institute of Science
<b>IS</b>	-	Information Science
<b>IITB</b>	-	Indian Institute of Technology Bombay
<b>IITD</b>	-	Indian Institute of Technology Delhi
<b>IITG</b>	-	Indian Institute of Technology Guwahati
<b>IITK</b>	-	Indian Institute of Technology Kharagpur

<b>IITM</b>	-	Indian Institute of Technology Madras
<b>INDEST</b>	-	Indian National Digital Libraries of Science and Technology
<b>JAL</b>	-	Journal of Academic Librarianship
<b>LA</b>	-	Library Assistant
<b>LIS</b>	-	Library and Information Science
<b>MLISc</b>	-	Master of Library and Information Science
<b>MPhil</b>	-	Master of Philosophy
<b>MU</b>	-	Madras University
<b>NEHU</b>	-	North-Eastern Hill University
<b>n.d.</b>	-	No Date
<b>OPAC</b>	-	Open Public Access Catalogue
<b>PDA</b> s	-	Professional Development Activities
<b>PhD</b>	-	Doctorate of Philosophy
<b>POST DOC</b>	-	Post Doctoral
<b>Professional Asst.</b>	-	Professional Assistant
<b>PU</b>	-	Pune University
<b>SLA</b>	-	Senior Library Assistant
<b>SLIO</b>	-	Senior Library & Information Officer
<b>SPSS</b>	-	Software Package for Social Sciences
<b>TA</b>	-	Technical Assistant

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# CHAPTER 1

## INTRODUCTION

### 1. Introduction

The field of librarianship is ever expanding and changing, from exploding Internet and media technologies, to ever diverse patron groups with increasingly complex information needs. Library professionals need to be as savvy as the clients they serve, and the most productive and effective way for librarians to keep up with these changes is to seek out professional development opportunities. Librarians owe it to their clients and to themselves as competent professionals, to remain abreast of trends and developments in the field (Cooke, 2011).

There are various professions which are known to people and which are considered to be the best from the rest e.g. professions such as medicine, engineering, etc. In fact, several decades ago, the New York State Library School (1911) opined that librarianship is a neglected younger brother of these better known professions, and has grown to full stature only during the past dozen years. Traditionally, librarians have been associated with collection of books, as demonstrated by the etymology of the word “Librarian” (Latin word “liber” which means “books”.) However, modern librarians deal with information in many formats including books, magazines, newspapers, audio recordings (both musical and spoken word), video recordings, maps, manuscripts, photographs and other graphic databases and digital resources. Librarians often provide other information services including computer provision and training, coordination of public programs, basic literary education, and assistive equipment for people with disabilities and help with finding and using community resources (Dayal, 2011). Though many librarians have sensed the ground shifting under their sensible shoes yet even today, the general public’s view of librarians is that they are more concerned about collections than providing services with new information technology. The popular old-fashioned image of the librarian i.e. of someone who is behind-the-times and far from businesslike, has not yet changed.

Information technology change has enabled academic libraries to bring new promises and ideas to serve their patrons in extraordinary ways. It is an ongoing force or catalyst that drives academic librarians to provide better library services and

access to new resources. Like other professionals, academic librarians will be still struggling to stay current with technological developments and new achievements in social and scientific fields. Through involvement in their campus learning and research opportunities, the academic librarians can learn of the latest developments and keep up with new subject knowledge in various academic fields as well as new applications in information technology. Although they may still feel overwhelmed from time to time by the challenge to keep up with the latest developments in information technology and with knowledge of various subjects, they need to take advantage of every means to enhance their skills in discipline knowledge as well as in information technology. The academic librarians can better deal with the challenge by combining going to professional conferences and seminars, taking credit and non-credit courses in class and online, with engaging in campus professional development activities. These activities will benefit their work at the reference desk and collection development and help them to better understand the information needs of their patrons such as faculty and students. By maintaining a proactive attitude and strong interest in getting involved in campus scholarly activities, the academic librarians can be well prepared for their daily challenging information requests. The librarians need to explore and take advantage of all kinds of professional development and scholarly opportunities on campus to answer today's challenges. The learning opportunities can include participation in students' presentations and degree defenses, campus and departmental in-service workshops, visiting scholar presentations, and campus research activities such as research showcases. Only when partnered with faculty members, students, and campus related entities and involved with campus scholarly activities, will the academic librarians be much better positioned and prepared to support their institutions' teaching, learning, and research missions (Zhou, n.d.).

Professional development is a lifetime learning process, which is both universal and individualized. It is a universal requirement of all librarians in order to keep up with the rapid changes in the library field and maintain professionalism. At the same time, it is an individualized experience that varies with the needs of specific work duties as well as resources available around one's working, social, and academic environment. Professional development for academic librarians fulfills a need for the continuing acquisition of knowledge and competencies that has not been

met by either formal education or on-the-job-training. This need is driven by both the "technological imperative" (the rapid technological change that characterizes contemporary academic libraries), and by the element that librarians share with other professionals, that they are compensated for what they know as well as for what they do. One essential component of the academic librarian's knowledge base is the world of scholarship. The library and information sciences degree does a competent job of preparing librarians for the role of service provider in assisting patrons with the process of completing their scholarship tasks. As individuals, however, librarians may be less well served by formal training for the scholarship demands of their own research and publication, particularly in faculty status settings. Professional development programs work well to foster both specific skill-sets and the more diffuse aspects of process. While professional development is frequently practice, or task-oriented, it is an equally effective forum for imparting discipline-specific theory, and institutional culture and goals. The core of professional development consists of two elements: the process, and what is achieved via the process, the knowledge and skills pertaining to a given profession (Pan & Hovde, 2010).

Publication explosion, evolution of new sophisticated information technologies, and highly educated population require special training and education on the part of the librarians to cope with the specialized needs of the growing information society. Our population is increasingly becoming better educated. It is obvious that corresponding to the quality of education, demand for library services also increases. In an educated society, library users demand high level personalized services. All these goals can only be achieved while we keep ourselves up-to-date in information providing techniques, which could be achieved through continuing professional education. Continuing Education is essential for all library personnel, professional as well as supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools (Chaudhary, 2001).

Many library researchers approach this issue by pointing out the importance and needs of professional development for academic librarians. Cassner and Adams (2006) indicate that professional development is essential for academic librarians to stay up-to-date with skills, knowledge, and competencies.

Apart from that, an institution's support has a great impact on librarians' success in professional development activities (Havener & Stolt, 1994). The provision of release time, financial assistance, and university tuition benefits for the staff to attend credit courses, and a campus learning environment are factors which play important roles in making the professional development experience success. Librarians will feel more encouraged and rewarded to engage in campus scholarly activities if the institution takes their involvements into performance and promotion consideration.

Over the last two decades, technological change has been a force that drives academic librarians to provide better library services and access to new resources. The academic libraries have been requested to meet the increasing demands of their patrons in different generations (Beam, Schimming, Krissoff, & Morgan, 2006).

Information technology change has enabled academic libraries to bring new promises and ideas to serve their patrons in extraordinary ways. It is an ongoing force or catalyst that drives academic librarians to provide better library services and access to new resources. Like other professionals, academic librarians will be still struggling to stay current with technological developments and new achievements in social and scientific fields. Through involvement in their campus learning and research opportunities, the academic librarians can learn of the latest developments and keep up with new subject knowledge in various academic fields as well as new applications in information technology. Although they may still feel overwhelmed from time to time by the challenge to keep up with the latest developments in information technology and with knowledge of various subjects, they need to take advantage of every means to enhance their skills in discipline knowledge as well as information technology. The academic librarians can better deal with the challenge by combining going to professional conferences and seminars, taking credit and non-credit courses in class and online, with engaging campus Professional development activities. These activities will benefit their work in reference desk and collection development and better understand the information need of their patrons such as faculty and students. By maintaining a proactive attitude and strong interest in getting involved in campus scholarly activities, the academic librarians can be well prepared for their daily challenging information requests. The librarians need to explore and take advantage of all kinds of professional development and scholarly opportunities on campus to answer the today's challenge. The learning opportunities

can include participation in students' presentations and degree defenses, campus and departmental in-service workshops, visiting scholar presentations, and campus research activities such as research showcases. Only when partnered with faculty members, students, and campus related entities and involved with campus scholarly activities, will the academic librarians be much better positioned and prepared to support their institutions' teaching, learning, and research missions (Zhou, n.d.).

Professional development is a lifetime learning process, which is both universal and individualized. It is a universal requirement of all librarians in order to keep up with the rapid changes in the library field and maintain professionalism. At the same time, it is an individualized experience that varies with the needs of specific work duties as well as resources available around one's working, social, and academic environment (Pan & Hovde, 2010). Professional development is essential for academic librarians to keep current with skills, knowledge, and competencies in rapidly changing times.

Publication explosion, evolution of new sophisticated information technologies, and highly educated population require special training and education on the part of the librarians to cope with the specialized needs of the growing information society. Our population is increasingly becoming better educated. It is obvious that corresponding to the quality of education, demand for library services also increases. In an educated society library users demand high level personalized services. All these goals can only be achieved while we keep ourselves up-to-date in information providing techniques, which could be achieved through continuing professional education. Continuing Education is essential for all library personnel, professional as well as supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools (Chaudhary, 2001).

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staff to attend credit courses, and a campus learning environment are factors which play important roles in making the professional development experience success. Librarians will feel more encouraged and rewarded to engage in campus scholarly activities if the institution takes their involvements into performance and promotion consideration.

Basically library professionals act as mediator between the generators of information and users of it. Selection, collection, organization and finally dissemination of the required information to the needy users without wasting their valuable time are the basic responsibilities of the library professionals. However, they are also involved in the generation of information. Librarianship is a profession and it is necessary for the members of any profession to involve in different activities of professional development such as keeping abreast of the latest development in the profession by reading professional literature, participating in seminars, conferences, workshops and contributing to professional knowledge in the form of books, articles, theses etc. in order to become successful practitioners and thereby raising the status of the profession in the society. The extent of involvement in the Professional development activities reveals their professional zeal and interest in the profession. Therefore, apart from the basic responsibilities of the library professionals, they have to develop the library, they have to involve in the generation of information for developing their profession (Deshmukh, Kherde & Kene, 2002).

Thus, it can be summed up that librarianship is a dynamic profession and the library professionals have to be the masters of all the services provided to the users in order to serve them better. In such a case, how can the library professionals stay at par with the growing technology and the growing demand of the users with just a degree of two or four years. We cannot deny the fact that as time passes by, the knowledge gained during the attainment of such degrees become obsolete and the syllabi change every time. Thus, here arises the need for professional development. By the term professional development, we mean the enhancement of one's skills as a professional. It relates to the various activities carried out to improve one's skills, in addition to the ones imbibed while acquiring the degree. It includes, though it is not limited to - publishing papers, attending workshops, seminars, conferences, orientation programmes, short term courses, refresher courses, attaining higher degree etc. The library professionals definitely

participate in these activities, though the level or degree of participation by some library professionals belonging to a particular institute may vary from the others.

**1.1 Definitions:** The term Professional development activities (PDAs) is also synonymous with the terms Scholarly Activities, Updating Activities, Continuing Professional Development (CPD) activities, Continuing Education (CE), Continuing Professional Education (CPE), etc. The terms are thus used interchangeably and literature relating to all terms mentioned here has also been used interchangeably.

The definitions of PDAs are given in the following table:

<b>Author/ Organisation</b>	<b>Year</b>	<b>Definition</b>
BPS Learning Centre	n.d.	Continuing Professional Development is defined as any process or activity that provides added value to the capability of the professional through the increase in knowledge, skills and personal qualities necessary for the appropriate execution of professional and technical duties, often termed competence( <a href="http://www.bps.org.uk/careers-educationtraining/professional-development-centre/cpd-resources/about-cpd/about-cpd">http://www.bps.org.uk/careers-educationtraining/professional-development-centre/cpd-resources/about-cpd/about-cpd</a> )
Stone	1974	Continuing professional development includes: “advanced degree seeking (beyond the first professional degree) and management and communication training and incorporates all activities and efforts, formal and informal, by the individual to upgrade his knowledge, abilities and competencies and understanding in his field of work or specialization so that he can become a more effective professional and be able to handle responsibilities of greater scope and accountability.



Gelfand	1985	States that professional development is commonly defined as activity to enhance one's ability to perform work-related functions .She goes on to give such examples as attending relevant workshops and seminars at local, national, or international meetings; Participating in continuing education courses and programs; enrolling in academic courses; and availing oneself of professional literature.
Broadbent	1987	Continuing professional development includes advanced degree seeking, management and communications training and all other efforts, whether formal or informal, by which the individual upgrades his or her knowledge and abilities.
Rockman	1989	Gives a broader list of Professional development activities , including “active involvement with association work; presentation of papers; publication of books, articles, reviews, abstracts, and bibliographies; grant writing; consulting; research and study leaves; staff exchanges; and other contributions which enable one to perform at a higher level of proficiency” .
Boyer	1990	Broadened the definition of scholarly activity to include four types of scholarly activity: <ul style="list-style-type: none"> <li data-bbox="799 1715 1396 1917"><b>a.</b> The scholarship of discovery, as evidenced by peer-reviewed funding or by <b>publication of original research in a peer-reviewed journal.</b></li> <li data-bbox="799 1939 1396 2036"><b>b.</b> The scholarship of dissemination, as evidenced by <b>review articles or publishable</b></li> </ul>

		<p><b>manuscripts.</b></p> <p>c. The scholarship of application, as evidenced by the publication or presentation of, for example, <b>case reports or clinical series at local, regional or national professional and scientific society meetings.</b></p> <p>d. The scholarship of <b>teaching</b> has as its goal enabling students to understand.</p>
Tomlinson	1993	Continuing professional development as the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of professional, managerial and technical duties throughout one's working life.
Continuing Professional Development Units	2002	Considers attending and participating in a conference, workshop, institute, seminar, symposium, or other similar training event that addresses educational concerns and which is organized by an approved provider, as professional development activities . Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event, whose goal is the improvement of skills and knowledge, are also included on the list.
Lener, Ariew, Auer, McMillan and Pencek	2002	<p>Evaluation of <b>scholarly and creative achievements should include</b> but is not limited to the following:</p> <p>a. <b>Research as evidenced by publications.</b></p>

		<p>Publications will be evaluated in light of purpose, audience, and potential contribution to the goals of the University Libraries. In general, works that undergo considerable scrutiny before publication (for example by referees, editorial boards, anthology editors, etc.) will be deemed of highest value.</p> <p><b>b. Presentations at professional meetings,</b> such as papers, workshops, and poster sessions; organizing or chairing sessions at professional meetings.</p> <p><b>c. Teaching and/or development of instructional services, curricula,</b> and programmes beyond those specified in the candidate's primary assignment.</p> <p><b>d. Enrollment in, and completion of, continuing education courses and professional certification programs; pursuit of additional graduate degrees</b> bearing on the candidate's area of core responsibility.</p> <p><b>e. Pursuing or receiving grants, awards, scholarships, internships, or other honors giving evidence of scholarly activity and achievement.</b></p>
McConnell	2002	<p>A librarian may gain new skills and knowledge through a wide variety of means. Librarians pursue some Professional development activities , including classes, workshops, and conferences, formally through an institution or organization, while other activities, such as reading, participating on listservs, and communicating with colleagues, are pursued informally.</p>

### 1.1.1 Definition of Library Professionals:

For a lay man who is ignorant about the library field, any person who works in a library would be a librarian, whereas for those belonging to this field a library professional would be a better word to refer to the professional library staff rather than the term librarian. Since the present study deals with library professionals so it is important to present a clear picture of what this term would exactly mean in this study. Before going to the operational definition, so definitions have been collected from various sources which are as follows:

Author/Organization	Year	Definition
Thakur	2008	<p>A library professional should possess the following characteristics:</p> <p>(a) Body of specialized knowledge and technical skills: A profession calls for specialized knowledge and technical skills. There is no doubt that librarianship requires specialized knowledge and technical skills</p> <p>(b) Formal training and experience: It requires intensive preparation for acquiring the necessary knowledge of methods for putting knowledge to work and technical skills. For this, these should be formalized method of acquiring training and experience. Experience shows that an intensive course of two years training leading to Master's degree in library and information science is desirable. In practice large majority of professionals possess a degree or post graduate diploma of the duration of one academic year.</p>

		<p>(c) An ethical code or standard code of conduct: There should be an ethical code or standard code of conduct to be followed by its members with clients and colleagues.</p> <p>(d) A commitment to public service rather than monetary gain: The main aim being to render public service, therefore, it requires that its members should regard service to customers/ clients/ patrons as the basis of their work rather than monetary gain.</p>
Deeming and Chelin	2001	Anyone currently working in a post which now requires a professional qualification; and/or anyone in possession of a professional qualification, as recognized by the Library Association, regardless of whether or not they are currently working in a post that requires such qualification.
Rehman, Majid and Baker	1997	Refers to all those individuals who have acquired their undergraduate or postgraduate qualification in a formal education program of library and information studies.

### 1.1.2. Definitions of University Libraries

University Libraries directly fall under academic libraries and have also been given very high stature since they deal with research scholars and students of higher education compared to libraries in colleges and schools. However, different authors have defined them as follows:

Author/Organization	Year	Definition
Gupta	n.d.	A library attached or associated with a university and used by students, teachers, researchers, administrative staff etc. of the University as well as by the other research workers, alumni outside the University is known as University library. It is also known as the heart of university. It works like an axis of all educational and research activities in all disciplines.
Kumar	1985	A University library is a part of a University set up. Therefore, it exists to serve the objectives of its parent organization. Every library programme must support University's total programme. In other words, a University library should aim to advance the functions of its University. It should reflect character of the University. He also states that the major distinction between a college library and University library that a University library lays emphasis mainly upon research.
Thakur	2008	University Libraries provide additional facilities for higher learning, research

		and dissemination of knowledge publications. The University library is governed by the statutory laws of the concerned University. Today University libraries have a very large role to play to meet a variety of demands of information and knowledge to cope up with the multidimensional activities of University.
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### 1.1.3. Definitions of special Libraries

The present study deals with IIT libraries and there is no specific definition of this type of libraries. However, due to its specialization in technology it was felt that it might be considered as a special library serving specific users. But the fact can also not be denied that these libraries are placed in Engineering institutions that contain academic elements such as teaching and learning.

Author/Organization	Year	Definition
American Library Association (ALA ) glossary of library and information science	n.d.	SPECIAL LIBRARY is a library established, supported and administered by a business firm, private corporation, association, government agency, or other special interest group or agency to meet the information needs of its members or staff in pursuing the goals of the organisation. Scope of collections and services is limited to the subject interest of the host or parent organization.
Gupta	n.d.	Special library collects updated and comprehensive information on the subject concerned with

		the parent organization and disseminate this information promptly to the people associated with the organization on demand and in anticipation.
Kumar	1985	A special Library is the one, which is specializing [specializes] in a particular subject or group of subjects or a particular form of document.
Thakur	2008	Special libraries are that [those] which are specialized on a particular subject or group of subjects. They are formed in research and development establishments, government departments, directorates, bureaus, industrial and business undertakings, learned societies and professional association, trade and business associations, hospital and health services, social and welfare organizations, museums etc. Hence, special libraries are established to serve a particular type of users or an activity or specialists working on a subject or a group of subjects or a particular type of documents.



**1.1.4. Operational Definitions:** From the above definitions it is seen that different authors have defined scholarly or PDAs differently. However, in context of the present study, the terms have been defined as follows:

PDAs refer to those activities of the library professionals performed in addition to the daily activities or services that they provide to the users of their institutions. These activities include:

- publications (journal articles, book chapters, articles in conferences and seminar proceedings)
- attending seminars or conferences or workshops (local, national or international).
- attending refresher courses
- Enrollment in library associations
- Enrollment in, and completion of, continuing education courses or higher degree education.

**Library Professional:** There is a misconception amongst people that everyone who works in a library is a librarian. It is necessary to clear this misconception. Firstly, only those with degrees in Librarianship, such as Masters/Bachelors/PhD in Library and Information Science can be considered as Library professionals. Secondly, Library Professionals with the above degrees are placed in different ranks such as Librarian/Director, Deputy Librarians, Assistant Librarians, Senior Professional Assistants, Junior Professional Assistants etc. Professionals placed in different ranks are responsible for different sections in the library and different tasks.

As far as University Libraries are concerned only five Universities are considered in the present study namely Delhi University, Madras University, Calcutta University, Pune University and North-Eastern Hill University (NEHU). These Universities have been chosen based on some criteria which have been mentioned in the methodology of this study.

Similar to the case of the University Libraries, only five IIT libraries from five zones have been selected for the study, based on the criteria given in the third chapter. These include IIT Delhi, IIT Madras, IIT Kharagpur, IIT Bombay and IIT Guwahati.

## **1.2. Need for PDAs in Various Professions**

As mentioned earlier, continuing professional development (CPD) is the prime requisite of any type of profession and its scope is not limited only to librarianship. There is no profession where one can survive without taking part in PDAs. Woodward (1996) has rightfully said that CPD is the learning in which professionals engage in the context of their working lives. There are several descriptions of CPD, most of which emphasize a planned and systematic process, recognising that, through increased professional performance, this should benefit individuals, organisations and wider society. The most commonly used definition is that of Madden and Mitchell, as cited in Jones and Robinson (1997), which says that Continuing Professional Development is the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a plan formulated with regard to the needs of the professional, the employer, the profession and society. To elaborate more on this, an attempt was made to gather some literature from different fields. However, the literature was found to be scant, therefore whatever was relevant and available has been included in this chapter and are as follows:

### **1.2.1. Professional Development in the Medical Field**

Continuing professional development (CPD) is involvement in audit of medical practice, peer review and continuing medical education, aimed at ensuring that a doctor is competent to practise medicine. Continuing professional development is also intended to foster a culture of peer support and lifelong learning ([www.mcnz.org.nz/assets/.../Continuing-Professional-Development.pdf](http://www.mcnz.org.nz/assets/.../Continuing-Professional-Development.pdf)).

Examples of PDAs of Health Professionals: Definitions of CPD include reference to a range of learning activities, both formal and informal. A wide range of activities can legitimately contribute to an individual's CPD and there is an expectation that an individual's CPD will constitute a balance of planned formal learning and the incidental learning that takes place during the course of practice. However, there is no expectation that all of the activities are undertaken at any one time. Indeed, if that were the case, there would be no time to work with patients. It is recognized that the focus of CPD varies through different stages of an individual's career and therefore, the amount of CPD undertaken will fluctuate. In some stages, individuals will be consolidating their knowledge and skills and at other times may be striving to specialize or further the boundaries of knowledge and practice. The CPD activity

should reflect these varying stages and the focus should be on the learning achieved and its impact on practice.

Examples of learning activities are as follows:

- . Attending meetings, e.g. clinical interest group
- . Attendance at conferences and seminars
- . Audit
- . Certificated study e.g. Diploma, Degree, Higher Degree, Research Degree
- . Clinical/professional supervision
- . Discussion and networking
- . In-service education programmes
- . Learning agreements
- . Learning from patients and from own experience of treatment
- . Mentoring (staff and/or students)
- . Post-qualification courses (including short courses provided by both in-house and external providers)
- . Preparing and delivering teaching
- . Reading and reviewing journals and research papers
- . Secondment/work shadowing
- . Self-supported or peer-supported study
- . Significant incident analysis
- . Supervising or teaching staff and students in the workplace
- . Systematic reflection on practice
- . Undertaking research and presentation of research papers
- . Work-based learning
- . Writing for journals

This list includes a range of both formal and informal activities and is not exhaustive.

### **1.2.2. Professional Development of Teaching Fraternity**

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the

knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Day, 1999).

**Types of Activities:** According to Lieberman's classification (1996) there are three types of CPD of Teaching Fraternity:

1. direct teaching (courses, conferences, workshops, consultations);
2. learning in school (mentoring, peer coaching, action research, critical friendships and task-related planning teams);
3. out of school learning (visits to other school, learning networks, school-university partnerships and so on).

### **1.2.3. Professional Development in the Field of Management**

The Chartered Institute of Management states that 'Effective CPD is a commitment to professionalism – it shows that you have taken personal responsibility for ensuring that you have the skills and knowledge necessary to meet the challenges of an ever changing world. The process should benefit the individual, colleagues, students, external sponsors and clients, and the institution as a whole.

### **1.2.4. Professional Development in the Field of Law**

According to New Zealand Law Society, CPD in their field may refer to the following activities:-

- participating in courses, seminars,
- conferences, training, coaching, study groups
- distance learning programmes
- lecturing, teaching, instructing – teachers/ instructors may include reasonable preparation
- writing law-related books/articles
- preparing and presenting certain submissions

### **1.3. Models of Professional Development/ CPD in Various Fields:-**

Professional development is a lifelong process and it is not limited to just one field. Its importance has been felt in almost all fields, be it education, medicine, law, business etc. This is the reason why numerous models have been introduced in different fields, a few of which are mentioned below:

**1.3.1. CPD Model for Teachers :** There were various models designed for teachers but the most relevant one was found to be by Kennedy (2005) who outlined nine models of CPD in Education for Teachers:

1. training – focuses on skills, with expert delivery, and little practical focus;
2. award bearing – usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore;
3. deficit – this looks at addressing shortcomings in an individual teacher, it tends to be [be] individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school;
4. cascade – this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning;
5. standards based – this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting;
6. coaching / mentoring – the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills;
7. community of practice – these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members;
8. action research – this is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative;
9. transformative – the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

#### **1.3.1.1 The Iowa Professional Development Model**

The Iowa Professional Development Model (IPDM) focuses on improving student learning and engages all educators in collective professional development. The (IPDM) provides guidance for implementing the requirements related to professional development as well as processes and tools for local districts to use when designing, implementing, and evaluating the District Professional Development Plan, the Building-Level (Attendance Center) plans, and the Individual Teacher Professional Development Plans.

The model is depicted in a graphic (Figure 1.3.1.1) that includes two sections: the **Operating Principles** and the **Cycle of Professional Development**. The components are described on the following pages.

**The Operating Principles** describe actions and priorities essential for the ongoing sustained implementation of professional development at the district, building, and classroom levels. Attention to these operating principles occurs as needed throughout the cycle of professional development.

#### **Focus on Curriculum, Instruction, and Assessment**

A clear focus on instruction is essential. Deliberate alignment of instruction, curriculum, and assessment increases the likelihood that professional development efforts will be effective. If the goal is increased student achievement, use the most powerful tools over which the school has control.

#### **Participative Decision Making**

Collective action requires a democratic process. Teachers are engaged in decision making and planning for professional development that is aligned with identified student needs. Communication and governance processes are in place to increase the likelihood that decisions made about staff development are binding. When professional development decisions affect a group (rather than an individual), group members must participate in those decisions.

#### **Leadership**

Strong leaders are essential for successful professional development efforts. Leaders facilitate the engagement of all faculty members responsible for instruction, address time and resource issues and balance both the pressure and support required to sustain professional development efforts as a priority. For leadership to be pervasive and intense enough to make things happen at the district, building, and classroom levels, it must be distributed through the organization – involving the school board, central office administration, building-level administration, and teachers. Collective professional development aimed at student learning goals requires focused leadership.

#### **Simultaneity**

Schools and districts often have to attend to multiple concerns simultaneously. Professional development efforts balance the resources directed toward and the efforts invested in content, context and processes. To accomplish student achievement gains, focusing on new content is the priority but simultaneously issues

of context and process may also need to be addressed. Select a priority in which to invest professional development time and resources and then seek ways to integrate other concerns without losing focus on the major initiative. If multiple initiatives receive equal effort, the probability of succeeding with any of them is reduced. **The Cycle of Professional Development**, which describes an action research process to study data, set goals, make decisions about the content and the design of professional development, support ongoing learning opportunities, collaboration, and implementation, and evaluate the results. Note that the “cycle within the cycle” components are ongoing, following the planning stage and preceding the summative evaluation stage (<http://www.iowa.gov/educate/content/view/232/637/>).

## Iowa Professional Development Model



**Figure 1.3.1.1. The Iowa Professional Development Model**  
(Source:<http://www.iowa.gov/educate/content/view/232/637/>)

### 1.3.2. Models of PDA for health professionals

Sullivan (n.d.) had created a model for health professionals. She is of the opinion that whilst there is agreement about the planned process of CPD and its rationale, there are different models of CPD which continue to create debate and these are:

- . input versus outcomes
- . sanctions versus benefits and
- . obligatory or mandatory.

**Input-based model**

An input-based model specifies how much CPD activity should be undertaken over a given period of time in terms of either hours spent or points collected and is linked to recognized learning activities. Whilst this is a straightforward way of measuring CPD, some may argue that it is also simplistic, with the focus on the activity itself rather than the learning gained and its impact on practice.

**Outcomes-based model**

An outcomes-based approach places more responsibility on the individual to ascertain their CPD needs and evaluate the learning, demonstrating how this has improved their professional performance. Within many professions, there has been a trend to move away from input-based quantitative CPD models to outcomes-based qualitative approaches to CPD. However, the measurement of outcomes still remains a challenge for many professional bodies. The Allied Health Professions piloted a CPD Outcomes Model in 2003 as a means of measuring CPD against six broad outcomes that encapsulate professional practice. There is a continued commitment to an outcomes-based approach and the model provides a useful structure for CPD.

**Sanctions and benefits models**

Rapkins (1996) identified two models of CPD policy and practice from Madden and Mitchell's (1993) research: the sanctions model and the benefits model. The sanctions model includes compulsory monitored CPD for the purpose of updating technical knowledge and skill, and non-participation usually results in sanctions that can include loss of membership or chartered status. Arguments against this model focus on the lack of guarantee that compliance leads to the application of learning. The benefits model is voluntary and self-monitored and CPD is undertaken to update and broaden knowledge, skills and expertise. This model places emphasis on individual responsibility, professional autonomy, openness and exhibility but there is no guarantee that all professionals will take part.

**Obligatory model**

Later research has further distinguished the sanctions and benefits models into compulsory, obligatory, voluntary and mixed CPD (Friedman, Durkan & Hurren, 1999). Obligatory CPD is closely linked to the concept of professionalism as professionals are expected to undertake CPD which is self-monitored for both updating and development. There is, however, no checking of compliance. Many professional bodies assume this approach, linking it to codes of conduct. Compulsory



or mandatory CPD involves 'policing' activity and is often adopted by regulatory bodies.

Thus, from the above literature, the importance of CPD is realized in every field. Though the activities may differ from one profession to another yet, the very essence of CPD remains the same in all fields.

#### **1.4. University Libraries in India**

India has a large educational system comprising thousands of Colleges and hundreds of Universities as well as several Institutes of higher learning and Centers of excellence. The college and university libraries, being the nerve centres of higher education and learning, play a vital role in support of all the activities such as teaching, research and publication (Bhatt and Madhusudhan, 2004). India has a large educational system comprising thousands of Colleges and hundreds of Universities, as well as several Institutes of higher learning and Centres of excellence. The college and university libraries, being the nerve centres of higher education and learning, play a vital role in support of all the activities such as teaching, research and publication (Bhatt and Madhusudhan, 2004). There are various Universities in India as shown in the official website of UGC ([www.ugc.ac.in](http://www.ugc.ac.in)), the total of which are given as follows:

State Universities	= 312
Deemed to be Universities	= 129
Central Universities	= 45
Private Universities	= 173
Total	= 659

University libraries in India are [mostly] hybrid libraries [using traditional and digital methods] and will continue to act as brick and mortar libraries along with click and mortar libraries although the mix between paper and electronic materials will shift somewhat in the passage of time. The Indian university libraries are in the process of restructuring their facilities and work processes, remodelling their functions and re-engineering their services to facilitate their enhanced role in the new information environment. A number of libraries are digitizing their uniquely held collections. University libraries handle scholarly information. On time delivery of

any academic information anywhere is important. However, for the dissemination of information in the university library environment, the relevance and quality of information is equally important. To maintain the competitive level of university library professionals, continuing education and need-based training of library staff will be important requirements. Continuing education and training of staff will not only help to enhance their capacity for work performance and ensure efficiency but also help to quickly adopt and properly adapt with new information handling methods, knowledge management tools and technologies and make effective use of contemporary information systems and services (Malhan, 2006). Continuing education and training are just part of professional development activities. There are various other activities which are highly important and should be participated in by the library professionals of the university libraries, so that they can serve the users better.

### **1.5. IIT Libraries in India**

Indian Institutes of Technology (IIT) are premier institutions in higher education and research oriented activities in technology in India. Libraries play an important role in supporting their activities by performing various functions and providing different services (Vijayakumar, Kannappanavar & Mestri, 2008).

The libraries of IIT, the Indian Institute of Management (IIM) & Indian Institute of Science (IIS) etc are quite advanced as they are institutes of national importance and form an elite club of higher education comparable to the best in the world.. Their libraries are fully automated under integrated multi-user software that supports all in-house operations. They have already migrated their information sources and services to the web, and have an OPAC & web access to all subscribed journals, besides a well developed CD work station for use of discs. They are now progressing towards digitization of old volumes of their journals. All IIT's, IIMs are also member of INDEST consortium (Indian National Digital Libraries of Sc. & Tech.) The Indian Institute of Technologies (IIT's) has also developed online courseware (Singh, 2008).

Thus, after having a gist about the functions and services of the IIT libraries, it can be understood that in order to keep up with the growing technology the library professionals of these libraries have to update themselves accordingly. There are various ways through which this can be done but one very important way is by

participating in PDAs within and outside their campus. By doing so they not only enhance their skills and knowledge but they also share the same with others as well.

### **1.6. Significance of the Study**

Library professionals have always played a very vital role, no matter what type of library they are employed in. However, it is an irony that very few people have acknowledged them for their hard work and dedication. The old and traditional image of a stereotype librarian still exists on the minds of the people. The library professionals have faced many challenges and changed themselves to keep themselves at par with the growing needs and demands of time as well as users. They have always tried to be versatile and dynamic in order to create their own platform, where there already exist many other sources which have succeeded to share the same platform as them. In doing so, their mere degree classes and master's learning have never been enough, as many things that they learn during these classes either become obsolete or gets elaborated or transformed. In such an ever growing and ever changing field it is not possible to learn and embrace everything within the short duration of the academic years. As such, it became mandatory for the library professionals to find out some mode through which they could grow and compete with the other information providers which are just a click away. Thus, the role of PDAs through which library professionals could meet, discuss and find out solutions to keep up with the growing technological advances, was felt. The present study therefore brings out those aspects related to the professional development activities undertaken by the library professionals in India, such as types, motivation to participate and barriers to participate in these activities etc. Again, the study is limited only to two types of libraries namely University libraries and IIT libraries. These two libraries are usually considered of prime importance, one in academic education and the other in technical education. Hence, it was found that a comparative study of both the libraries would be an interesting one and this led to the inception of the present study.

### 1.7. Statement of the Problem:

Scholarly productivity is a vital element because it determines whether or not a candidate can move up in the academic hierarchy. In the past, promotion was earned primarily through one's excellence in teaching, and/or in university or community service. Academic librarians should realize that this has changed; more vigorous standards of scholarship have exerted their grip, to the point that recent doctoral graduates are advised to have several articles published in order to be competitive in the academic market. A publishing record is therefore generally (literally and figuratively) more quantifiable than excellence in teaching or in service (Sitienei, 2009).

In the last decade or so there has been a drastic change in the number of quality transcripts produced by library and information professionals all over the world. This change took place with the evolution of the critical issue of academic status demanded by the library professionals. This need was further accentuated by demand from fellow academics in the teaching units that for librarians to be accepted as full academics, they must show evidence of research and publication which are considered as the hallmark of true academics (Ogunrombi, 1991). Apart from this, many universities in foreign countries are now demanding that to qualify for promotion to the next grade; librarians must have the same number of publications as required from their teaching counterparts nullifying the arguments related to the working hour's difference between the two.

Since the academic status conferred on librarians demands that they should publish in order to earn their promotion, they must make it a point of duty, irrespective of their status, to present at least one paper at seminars and conferences when they are held at intervals. It is believed that the adoption of this practice will greatly enhance the quality of the library professionals and help them have a proper status in their institution as well as the society as a whole.

Well, this is the scenario of the libraries in the foreign countries, where the concept "survival of the fittest" rules. As far as India is concerned, very few libraries seemed to follow such a rule. The scholarly productivity of the library professionals of different libraries is rather missing or irregular. One of the major causes for a low productivity rate is the fact that in most of the libraries, taking part in PDAs is optional, thus giving room for many librarians to shirk this responsibility.

There may be various reasons for the participation or non-participation of the library professionals in PDAs in this part of the country. Nevertheless, the library professionals do contribute a lot in the academic field through various PDAs or scholarly activities. They do attend various kinds of scholarly meetings, publish papers in various scholarly journals, books etc., as well as organize user orientation programmes. Apart from these activities, library professionals also enroll themselves for higher degree education. Another contribution of library professionals is the help they provide even to the research scholars, faculty members and project staff. However, it is sad to say that these contributions are hardly visible.

Taking into account the current scenario in India, the present study has been limited only to the library professionals of University and IIT libraries in India. Since, the University and IIT library professionals are the most prominent ones in India, therefore, an attempt was made at a comparative study between the two. The questions that this study wanted to answer included - Do University and IIT library professionals of India take active part in PDAs? Do IIT library professionals of India participate in PDAs more than the University library professionals? How do the University and IIT library professionals of India take part in the PDAs? What are the problems that the University and IIT library professionals of India face which limits their participation in the PDAs?

Thus, this study aims to make a comparison among the University and IIT library professionals and also to identify the productive library professionals among the University library professionals as well as the IIT library professionals in the five zones. Also, through the present study not only the professional development activities will be brought to light but also the obstacles would be studied through which genuine suggestions will be given in order to promote such activities among the library professionals in India.

**1.8. Objectives:**

- (1) To study the types of PDAs participated in by the University and IIT library professionals in India.
- (2) To compare the PDAs participated in by the University and IIT Library professionals in India.
- (3) To compare the PDAs participated in by the University Library professionals zone wise.
- (4) To compare the PDAs participated in by the IIT Library professionals zone wise.
- (5) To draw out reasons for participation and non-participation of University and IIT library professionals in PDAs.
- (6) To bring out suggestions for better participation in PDAs by the University and IIT library professionals, on the basis of the results of the study.

**1.9. Research Questions:**

In the present study the following research questions have been attempted to be answered:

1. Do University and IIT library professionals of India take active part in PDAs?
2. Do IIT library professionals of India participate in PDAs more than the University library professionals?
3. Why do the University and IIT library professionals of India take part in the PDAs?
4. What are the problems that the University and IIT library professionals of India face which limits their participation in the PDAs?

## CHAPTER 2

### REVIEW OF LITERATURE

#### **2. Introduction**

Any type of activity that leads to development of a profession can be termed as professional development activity (PDA). A simple activity such as self reading can also be categorized as professional development activity, if it enhances and play some role in the development of the professional. There are basically two types of PDAs viz. formal and informal activities. The former refers to those types of activities which are well organized and in which some formal procedures are involved. Some examples of these kinds of activities are seminars, conferences, workshops etc. The latter refers to those activities which are opposite to the formal one. Here, no formal procedure is required and it can take place anywhere and at any time. It can also be carried out casually as a day-to-day activity such as self-reading, group discussion or even a chat with someone.

Professional development is a lifetime learning process, which is both universal and individualized. It is a universal requirement of all librarians in order to keep up with the rapid changes in the library field and maintain professionalism. At the same time, it is an individualized experience that varies with the needs of specific work duties as well as resources available around one's working, social, and academic environment (Pan & Hovde, n.d.). Professional development is essential for academic librarians to keep current with skills, knowledge, and competencies in rapidly changing times.

Publication explosion, evolution of new sophisticated information technologies, and highly educated population require special training and education on the part of the librarians to cope with the specialized needs of the growing information society. Our population is increasingly becoming better educated. It is obvious that corresponding to the quality of education, demand for library services also increases. In an educated society library users demand high level personalized services. All these goals can only be achieved while we keep ourselves up-to-date in information providing techniques, which could be achieved through continuing professional

education. Continuing Education is essential for all library personnel, professional as well as supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools (Chaudhary, 2001).

Many library researchers approach this issue by pointing out the importance and needs of professional development for academic librarians. Cassner and Adams (2006) indicate that professional development is essential for academic librarians to stay up-to-date with skills, knowledge, and competencies.

For a better understanding of the scenario around the world in context of the present study, various literatures were reviewed. The review of the different literature not only expanded the horizons of ideology related to the present study but also highlighted the status of participation in PDAs among the library professionals all over the world. These articles can also act as a catalyst to the library professionals by boosting their morale to increase their participation in PDAs.

### **2.1. Categorization of Literature in the study:**

Since PDAs are synonymous with scholarly activities, Continuing Professional Education (CPE), Continuing Professional Development (CPD), Continuing Education (CE) and updating activities, therefore for the present study those articles have been reviewed which contain either of the above terms.

. The various relevant literature available has been attempted to be reviewed under the following heads:

- (1) Various types of PDAs.
- (2) Motivation for participation in PDAs
- (3) Need for participation in PDAs
- (4) Problems in participation in PDAs.
- (5) Organizational Support and PDAs.
- (6) Ways to improve participation in PDAs



### 2.1.1. Various Types of PDAs:

Smith (2006) made a survey of the library professionals in Australia to find out how useful are professional development ventures and for whom are they of use. During her survey she found that the following are the activities which are termed as PDAs in which the library professionals participate.

- professional reading;
- conference and seminar attendance;
- giving conference papers;
- writing journal articles, books and/or book chapters;
- attending courses offered by the employer;
- supervising research students; and
- professional association activities and engaging with the profession.

Academic librarians play vital and varied roles in the life of the university, guiding students and faculty at the reference desk, instructing library research sessions, and developing library collections. It is a truism to say that librarians in all sectors of an academic library wear many different hats and provide numerous services to patrons. Beyond traditional library responsibilities, however, some academic librarians carve out new roles for themselves on campus. These additional responsibilities may be carried out as voluntary activities or through employment by their departments on campus (Alsop & Bordonaro, 2007). Among these activities a very important one is participation in PDAs. There are various activities which are considered as PDAs. Usually these refer to those activities which involve knowledge or intelligence. Thus, for the present study PDAs have been divided into the following heads namely paper publications (only in journals and books), attending scholarly meetings (seminars and workshops), attending refresher courses, enrollment in or completion of higher education programme etc.

### 2.1.2. Publications:



It refers to scholarly writings authored by the library professionals in India. It can be a piece of article in the journal or proceedings of any seminar or conferences or a chapter written in an edited book or even an entire book compiled by them.

Stewart (n.d.) reported that 68% of librarians from four major Alabama universities were engaged in research and writing either books, book chapters, or refereed articles.

Poynter (1979) underscores the value of publishing to all authors and this applies to librarians as well. According to the author, publishing can bring about prestige, recognition, wealth, and acceleration in one's career. An academic librarian can start with a series of non-paying magazine articles that increase the librarian's visibility. The librarian can then compile this series of articles into a book. Once librarians have established credibility, they can operate seminars in their fields of expertise, command high speaking fees and issue highly-priced business consultations. Publishing can also lead to careers in teaching and consultancy work, and advising large corporations. Academic librarians who publish will find that they are in great demand - people will want their information, or simply want them around to provide assistance, and corporations will fly them in for consultations because this is cheaper than sending all their employees to experts.

Bradigan and Mularski (1992) carried out a study of the academic health sciences librarians and found that the respondents were responsible for 315 journal articles from 1979 through 1989, or 68.3 per cent of the total number of publications. Of the 86 authors who responded to the survey, 74 (86 per cent) published in journals, and they averaged 4.3 journal articles per author. The average per respondent was 1.9 articles over a ten-year span. This group also

wrote a large number of monographs: sixty-eight (14.8 per cent of the total publications). There were twenty-five monograph authors, with an average of 2.7 monographs per author. Also there were 42 (9.1 per cent) articles published in proceedings with an average of 1.8 per author.

A study by Hart (1999) examined the aggregated publishing record of the librarians at Penn State University, an institution that requires publication as a condition for continued tenure. Hart used the survey questionnaire method to collect data. Noteworthy observations that emerged from the study was that Penn State's librarians were quite productive in terms of the number of publications they contributed to literature, and were strongly committed to research. An increasing demand for publication had served to influence both the quality and quantity of librarians' publications in recent years. The most common form of publication was journal articles - there were 203 refereed journal articles and 128 non-refereed journal articles, and these combined to make up 62 per cent of the total publications. On average, each Penn Librarian had produced slightly more than 9 publications, including articles, books chapters, conference proceedings and books.

Joswick (1999) made a study in Illinois and found that out of 281 entries identified 210 articles were written by 166 different Illinois academic librarians. Approximately 13 percent of the 1,294 librarians and professional staff in Illinois colleges and universities wrote at least one article during the period of the study—1995 through January 1999. The average number of articles published per author studied during the time frame was 1.27.

Weller, Hurd and Wiberly (1999) carried out a more general study on the publication pattern of United States academic librarians from 1993 to 1997 by examining the contribution of academic librarians in the U.S to Library and Information Science peer reviewed literature. The following was noted:

- 1,579 (43.6 per cent) were authored by at least one academic librarian. In total, there were 5,477 instances of authorship, and 2,032 of these constituted academic librarian's names.

- The most productive library belonged to Pennsylvania State University which had 35 authors who had authored 46 articles
- Harvard University was the least productive, with 16 authors who had authored 14 articles.
- 43.6 per cent of all published peer-reviewed articles were written by at least one academic librarian.

Marjorie (2000) states that publication “is competitive” and offers a professional advantage. The more one publishes, the more one is invited to speak and hear and thus get ideas for further publishing. The cultural norm of an academic institution is based on how much one has been published in peer reviewed journals. However, academics also publish to leave their ideas behind for generations that follow, and/or to dispute the existing ideas of their colleagues. Writing or research is both a challenge and a satisfaction.

Bahr and Zemon (2000) conducted a study on “Collaborative authorship in the journal literature perspective for academic librarians who wish to publish”, which aimed to establish the extent to which college librarians publish articles. The research aimed to identify collaborative articles by university librarians, collaborative patterns and the status of each collaborative partner. They found that university librarians were the greatest contributors to the field’s premier research journals and their most significant collaborators. The authors found that of the 399 articles in *College & Research Libraries* from 1986 to 1996, 159 (40 per cent) were written collaboratively, 133 were written by university librarians, and 84 per cent of the collaborative articles were by university librarians. The two authors observed that the most common form of collaboration was cross-gender collaboration among both college and university librarians. They noted that when the issue of who collaborates with whom was raised, the most common partner of a university librarian was another university librarian. Of the 185 authors contributing towards the 133 collaborative articles in *C & RL*, 124 (67 per cent) were university librarians, 19 (10 per cent) were faculty librarians, 18 (10 per cent) belonged to the library science faculty, and 24 (13 per cent) were designated as others. The pattern persists in *JAL* of the 99 authors

responsible for 78 collaborative articles, 73 (74 per cent) were university librarians, 9 (9 per cent) were faculty librarians, 8 (eight per cent) belonged to the library science faculty, and 9 (9 per cent) were others. The collaborative articles librarians wrote for JAL and C & RL had a total of 40 authors – 18 college librarians and 22 collaborative partners. Of the 22 partners, 8 were university librarians, 5 were college librarians, 6 were faculty, 1 was library science faculty, and 2 were others.

Anunobi and Emerole (2008) carried out a study during the 44th Conference and Annual General Meeting of the Nigeria Library Association held at Abuja the Capital of Nigeria on 18th – 22nd June, 2006 to find out the research and publication output of LIS practitioners in Nigeria. The result shows that of the 550 articles submitted by 140 sampled LIS practitioners in the last ten years, 338(61.45 per cent) were published representing an average of 3.92 and 2.41 submitted and published by each of the practitioner. The result also showed that 56 (16.56 per cent) of the 338 published articles were made in foreign journal while the rest 282(83.43 per cent) were made in Nigerian journals. This represented an average of 0.4 and 2.01 publication from each practitioner in foreign and Nigerian journal respectively. Also 184 (54.43 per cent) of the total publication made in 10 years were made in last 2 years. Hence the remaining 144 articles were published in the preceding 8 years. Thus each of the practitioners published an average of 1.31 articles in the last 2 years and 1.02 in the preceding 8 years.

Ogbomo (2010) took up a case study of Delta State University, Nigeria, to find out the publication of librarians in Tertiary Institutions and found out that 41.4 per cent of the librarians published papers within two years whereas the rest 58.6 per cent did not published any paper.

Montelongo, G., Lynne, N. and Hernandez (2010) observed that librarians often feel that they do not receive the respect or status they think they deserve from their non-library colleagues. According to Montanelli and Stenstrom (1986), one of the ways to bring about this transformation is for librarians to engage in scholarly research in the field of librarianship or in the

librarian's subject discipline: "How much better in combating this image of passive, docile inactivity to have proof of knowledge of methods of scholarly investigation and an image that shows dynamic organization and leadership developed through a record of research and publication. Whether such publication occurs in the field of librarianship or in the subject field in which the librarian chooses to work, this knowledge of research methods will translate into better service to other scholarly users of the library." The present authors also agree that the status and roles of librarians can be enhanced through the production of scholarly research, particularly scholarship in a field other than librarianship. The main purpose of their work was to provide evidence that conducting research, publishing in the subject disciplines, and becoming professionally involved in the PDAs of their subject disciplines not only benefits a subject specialist's own library, but also enhances the status, roles, and personal job satisfaction of individual librarians, the prestige of the particular library, and librarianship as a whole.

### 2.1.3. Attending Scholarly Meetings:



These meetings refer to conferences, seminars, symposium and workshops, where the library professionals meet with other intellectuals and share ideas to bring up innovative propositions for the betterment of the profession as a whole. These meetings can be of any

level-regional, national or international.

The activity of conferencing is defined by Nadler and Nadler (1987) as "a group of people who come together for a variety of purposes and vary in size and duration". Generally delegates attend a conference because they have identified a need to broaden their knowledge by hearing from experts in a particular field, wish to find out recent developments/research, network with

people in similar situations and with similar interests, or to share problems and accomplishments (Muir, Cochrane, Lawrence & Zeitz, 1991).

Broadly defined, a seminar is a meeting of individuals or groups for an exchange of ideas in a particular area of knowledge. Seminars are organized by professional groups, institutions of learning and other groups with common interest. Participants are usually drawn from a particular field of knowledge and are few in number so as to make for effective and thorough discussion of chosen topics. Effective participation in seminars is based on experience and focus should be on the following aspects: selection of topics for the seminar, the needs of the participants, the expectations of the speakers and its organization (Nakamura, 1992).

Frank (1997) opined that several options for research and publication and participation in different seminars and conferences can be available via participation in professional associations. Poster sessions are popular examples. ALA's conferences provide opportunities to prepare and present poster sessions. These are not formal presentations or publications but necessitate preparation and the ability to communicate ideas or concepts to others. Additionally, editors of journals occasionally examine the various poster sessions at national conferences looking for ideas or presentations that might be eventually transformed into published articles. As with poster sessions, these scholarly papers and presentations are potential candidates for articles in refereed journals. Also, presenting a paper to a group of peers, listening to their comments and suggestions, and responding to their questions constitute several of the key elements of critical dialogue. These skills are essential to success in libraries. Information professionals are instructors, mediators and facilitators, and advocates for ideas as well as strategic positions or directions. They must communicate effectively with groups. Scholarly presentations at professional conferences provide realistic options to develop these skills.

Adomi and Ogbomo (2001) counsel that as continuing education is necessary for information science professionals in order for their knowledge, skills and expertise not to become obsolete, prospective practitioners should be

encouraged to keep themselves up- to- date even after they have completed their training; they can take advantage of continuing education opportunities offered through relevant seminars, workshops, and even higher education programmes (MPhil/ PhD); in order to make themselves always relevant in the places where they aspire to take up their careers. Certainly, there are several continuing education programmes of which practitioners can take advantage. Ifidon (1998) enumerates simple orientation programmes, organised visits, seminars and conferences, participatory management, internal training programmes as well as formal professional library education. Salisu's (2002) enumeration includes formal courses, workshops and seminars, conferences, tutorials and paper presentations and publishing.

Most librarians can easily come up with a list of benefits from attending library related conferences such as ALA, SLA, ACRL or AASL. Some common items on a list would be professional development, skill building, networking and exposure to new ideas. However, those of us responsible for supporting the research and teaching goals of practitioners of a specific discipline may be unaware of the benefits derived from attending conferences outside of librarianship. In an illuminating article, Tysick (2002) discusses and describes the benefits of attendance at discipline-specific conferences. These she divides into four groups: benefits to librarians; to libraries; to the profession; and to patrons. For librarians, collection development ideas may be sparked by panel discussions, or at exhibits which showcase new products. By attending panels that include faculty from one's own institution, opportunities for collaborative projects or to offer specific services may arise. While one of the main reasons given to attend library conferences is skill-building, She notes the importance for subject selectors to be versed in or aware of the skills needed (e.g., technological) and terminology utilized by students and faculty in the subject areas supported. Strengthened relationships with faculty, increased positive perceptions of the library, and the potential of increased library usage are benefits derived to the library by the presence of a well-informed, actively engaged, and currently aware collection development librarian. Not only may



such qualities be gained or enhanced at discipline-specific conferences, she argues, but the mere presence of a librarian at such events also provides visibility to the profession itself and promotes an image of dynamism. Lastly, she notes the benefits to patrons, including the development of a relevant collection, the realization of the value of working with a librarian, and improved library instruction. In short, attendance at discipline-specific conferences may turn out “a more knowledgeable librarian who knows the current issues, the appropriate terminology, the latest scholarship, and has updated technological skills...”. She also states “Collaboration opportunities, come primarily through networking and secondarily through attending specific events. Conferences are a fertile ground for socializing, which in turn leads to building friendships based on common interests. One thing leads to another and you find yourself discussing a collaboration project with a scholar or fellow librarian.”

The list in ‘Top Six Reasons to Attend a Conference’ by Alaimo (2004) includes professional rejuvenation, peer-to-peer learning, technology updates, memorable keynote speakers, exhibits as learning and fun, and networking while touring a city. Another notes the benefits to both librarians and their institutions as well as to the greater library community in terms of enhanced morale, skills development, and strengthened networks (Cranford, 2001).

Agboola and Oduwole (2005) conducted a study of academic librarians in Ogun state, Nigeria. The main aim of this study was to examine the effect of staff seminars on the publications productivity of Library and Information Science (LIS) professionals in academic libraries in Ogun State, Nigeria. To elicit the necessary information, a two-part questionnaire was sent to 41 LIS professionals in the seven academic libraries in Ogun state during the 2002/2003 session. Of this number, 34 (82.3 per cent) were returned and found usable. Analysis of the returned questionnaires showed that the majority of respondents' libraries hold seminars, though only occasionally (70.8 per cent). Participation is largely restricted to academic librarians (62.5 per cent), although some libraries (37.5 per cent) allowed participation by their para-professional staff. While presentation of papers is largely optional (66.7 per cent), some libraries (33.3

per cent) made it obligatory for their staff. The study recommends that staff seminars should be taken more seriously in university libraries so as to improve on the quality and increase the publication output of librarians as well as to justify their academic status.

Conference attendance is a requirement for the career advancement of many librarians, particularly those who work in colleges or universities. Moving from simple attendance to poster session to paper presentation is viewed as the natural progression for the professional development of an academic librarian (Vega & Connell, 2007). The authors surveyed librarians to determine the reasons why they do or do not attend conferences, as well as what their attitudes were toward the various conference offerings such as roundtables, poster presentations, and the like. Librarians were queried to gather a variety of demographic and professional data. The resulting data were analyzed to find significant relationships between respondents' demographic information and their attitudes toward specific conference offerings. It also revealed that academic librarians and people who had been in the field longer also found this important, while people in public libraries did not.

According to Lyons (2007), "...exclusive attendance [at subject-specific conferences]... diminishes opportunities for the peer interaction - the fellowship, networking, and skills development received in the company of other librarians... On the other hand, selectors who only attend library conferences risk being exposed to a very small proportion of the literature and publishers relevant to academic subjects, miss the benefits of interacting with scholars in the discipline, and miss an opportunity to become educated on the latest intellectual, methodological, and cultural developments in the subject fields."

The importance of attending conferences is discussed in Natarajan's (2008) article "On Attending Conferences," Alaimo's (2008) article "Top Six Reasons to Attend a Conference," Abram's (2008) article "Getting the Most Out of Your Conference Experience," Morse's (2008) editorial "The Side Effects of Conferences," and Pesko's (2006) article on the "High and Lows of Science Conferences." In general, these articles conclude that conference attendance is

used for professional development such as knowledge exchange, peer-to-peer communication, and technology updates. Conferences also provide opportunities to identify trends in collection development attend workshops, connect with vendors and network.

According to Tomaszewski and MacDonald (2009) librarians attend library conferences for professional development and continuing education, to learn about new trends, new technologies, and to build a professional network. As the demand for knowledgeable subject specialist librarians increases, the importance of professional development for librarians increases. Library association conferences provide excellent opportunities for professional networking, but subject-specific conferences provide specific continuous learning opportunities, especially in emerging multidisciplinary and interdisciplinary areas of research.

Librarianship is a worthwhile and valuable profession. Like many other professions we have a well - respected body of knowledge and practice. We have a tradition of sharing our experience and knowledge with each other by way of conferences, social networking technologies and through professional development opportunities with workshops, courses and on-line programs (Brooker, 2010).

The study commenced by Ogbomo (2010) revealed that 34.5 per cent of the librarians of Delta State University, Nigeria, never attended any scholarly meetings. However, 13.8 per cent attended within the period of two years, 17.2 per cent attended within three years, while 13.8 per cent attended within a period of five years and finally 20.7 per cent over five years.

#### 2.1.4. Attending Refresher Courses.



One of the prime activities among others, refresher courses play a crucial role in making the library professionals competent enough to face the challenge of the ever changing scenario in their profession.

Pinfield (n.d.) stated that Library Professionals require a wide range of new or enhanced skills, including:

- Professional skills
- Technical and IT skills
- Flexibility
- Ability to work under pressure
- Ability to learn quickly
- Communication skills
- Negotiating skills
- People skills
- Presentation skills
- Teaching skills
- Team working skills
- Customer service skills
- Analytical and evaluative skills
- Subject skills
- Project management skills
- Vision

Thus, in order to face the technological challenges, continuous professional development is an essential part of modern library and information professionals and it is a way to successful career planning and prospects. The

library professionals with better managerial, personal, professional and technological competences and skills have greater demand and bright future in the modern libraries. Frequent changes in the information and communication technology in libraries require immediate improvement of different competences and knowledge among library professionals. Refresher courses, conventions and symposia are specialized training programmes, but usually concentrate on the theoretical aspects. Though these are short term courses yet they are able to fulfill the training needs of the working library professionals. Further, they also concentrate on a single micro topic. Hence, there is need to develop a suitable training programme for the working library professionals, which is able to cover the traditional concept with modern technological applications along with theory and practical applications for the library. The training programme designed must consider the latest developments in the information and communication technology.

Chaudhary (2001) opined that academic libraries have special characteristics and functions of their own, which give the academic librarian a special responsibility for professional growth. The drastic changes in the information technology are forcing library and information scientists to adopt futuristic approaches. The role of future academic libraries will be decided largely by the dedication and proficiency of their personnel or work force. Thus, academic librarians need to be prepared to face forthcoming changes and unforeseeable future situations. The factors that have promoted discussions of continuing education for librarianship have been: 1) the vast growth of new knowledge; 2) introduction of new technology in libraries; 3) social needs of an increasing highly educated populace; 4) outreach programs to attract new groups of patrons; and 5) changing trends in library services. This, to an extent can be done through refresher courses where new ideas are being brought up and knowledge of the librarians is expanded.

According to Babu (2002), a wide range of objectives can be achieved through refresher courses. These objectives are:

- (a) To develop professional competence, confidence and relevant knowledge.

- (b) To maintain the knowledge and skills of teachers.
- (c) To provide an opportunity to enlarge and improve their educational capabilities in their respective field.
- (d) To advance one's career and increase promotion prospects.
- (e) To improve the effectiveness of teaching
- (f) To get social recognition and attain professional status.
- (g) To encourage the exchange of experience and ideas.
- (h) To stimulate co-operation among the participants in the course.

Refresher courses provide opportunities to serving teachers and library and information science professionals to exchange their experience with their peers and mutually learn from each other. These act as a forum to keep abreast the latest advances in the subjects, technological spin off etc. With the advent of information technology in libraries, these refresher courses in library and information science have become of special significance. During these courses library and information science teachers and professionals may get an opportunity to update their knowledge and share their experiences at their respective institutions (Kaushik, 2005). Kaushik also made a study to find out the role of refresher course as a professional development tool. This study was limited to the refresher course in library and information science conducted by the library of Maharshi Dayanand University, Rohtak, Haryana, from 29<sup>th</sup> November to 18<sup>th</sup> December 2004. A structured questionnaire was used to collect data from thirty participants. The result of the study revealed that almost all the participants agree that they gain a lot from refresher courses except for one participant who said that little knowledge is gained through refresher courses. However, no respondent accepted that they gained nothing from refresher courses. It was also found that gender wise females (Mean=3.00; SD=0.00) had rated it higher than that of male (Mean=2.35; SD=0.57) respondents.

### **2.1.5. Enrollment in, and Completion of, Continuing Education Courses or Higher Degree Education.**



Learning is an ongoing process. There is no end to knowledge. This is especially true in librarianship, where every moment the demand and need of the users change. As such, the library professionals have to make themselves impervious by keeping alive the flame of learning. In other words, they should try to enroll themselves in higher education or continuing education courses in order to grow in their profession.

Research has been characterized as one of the traditional measures of faculty competence- indeed, the only tangible evidence of originality, continuing scholarly interest and professional dedication (McAnnally, 1971).

A persistent theme among academic librarians has been the need to improve the quality of library research. Benefits of research for both the academic library and individual careers of the librarians have been acknowledged in various sources. Among these benefits have been job advancement, personal recognition, improved relationship with teaching faculty, increased responsiveness to change and innovation and better library service. Another benefit is an improvement in the status of the library profession within the working environment (Atkins, 1992).

Swisher (1986) pointed out, “Research is not a process that is the responsibility of others; research is a way of knowing, a way of making better practical decisions that is the responsibility of each of us” . He also noted that librarians can make better decisions about how to achieve library effectiveness if they have knowledge of the research process, and, as individuals, they can more effectively consume the professional research literature. He concluded that “the responsibility of practical research is probably the most important role a librarian can accept”.

Raptis (1992) in his earlier work found that LIS professionals in Nigeria rank among the 10 leading producers of LIS research in the world. Also research by Uzun (2002) as noted by Aina (2004) placed LIS professionals in Nigeria first among the 76 countries with 96 articles between 1980 and 1989.

Rader (2002) also recognizes the need and mentions that academic librarians throughout the USA are rethinking their activities and repositioning themselves in their campus environment. They are taking advantage of new opportunities to build new partnerships and enterprising endeavors with faculty, researchers and campus related entities.

Stressing the importance of research to LIS practitioners and the profession, Powell and Mika (2002) informed that 'it is needed to improve problem solving and decision making in the workplace, to make professional practitioners critical consumers of the research literature, and to better equip librarians to provide optimal information services to researchers in other field. To buttress that Boaduo and Babitseng (2007) noted that research has always been the main approach to problem solving by all categories of professionals right from the ancient time. Though research and publication as noted by Alemna (1998) and Aina (2004) are needed for the expansion of LIS frontiers and for finding solution to problems emanating from its practice, it also benefits LIS practitioners. Montanelli and Stenstrom (1986) proffers that in addition to helping to address the complexities of managing efficient and effective library services, research promotes advancement and recognition for librarians and librarians who conduct research are likely to be more receptive to changes and have more effective relationship with other faculty. In affirmation, Powell, Bark & Mika (2002) informed that research is necessary for LIS practitioners to:

1. Create new knowledge and contribute to the growth of LIS as a profession.
2. Improve problem solving and decision making in work place.
3. Be critical consumer of research literature.
4. Help equip libraries for optimal information services to other researchers.

Powell (1997) maintained that research and publication help individuals to think critically and analytically. Swisher (1986) also informed that research is an essential means of knowing "a way of making



better practical decision that is the responsibility of each of us". The benefits of research and publication notwithstanding, LIS practitioners are motivated to engage in research for various reasons. Ochai and Nedosa (1998) advanced that research is motivated by:

1. Eagerness or enthusiasm to publish.
2. Presence of enabling environment.
3. Self perception of individual LIS professional with respect to his role.

With respect to other African countries, Manda (2000) reported that librarians at the University of Dares Salaam are not conducting enough research and thus published less. According to him only 70 research reports were submitted by 22 staff between 1982 and 1999 with a wide range of difference of between 0 – 18. Only 51 articles were published with an average of 2.7 articles per librarian for 17 years. Msuya (2005) opined that the state of research and publishing in LIS in East African is very low. According to him few renowned professionals publish a lot whereas many others publish very little. Study by Sendikakawa (2005) in East African public universities also confirmed very low level of publishing.

Low research output was also observed before now in USA and Canada. Powell, Barker and Mika (2002) found out that LIS practitioners are not heavily involved in research. Though 90 per cent of them read at least one research journal, only 42 per cent perform research occasionally or frequently which are related to their job.

#### **2.1.6. Enrollment in Professional / Library Associations:**



Library associations are not recent developments. The American Library Association, the first of its kind, was formed in 1876 and in the next year, library association of Great Britain was established. Since then, several library

associations at the international, national, state, district and city levels have been formed, each with definite aims and objectives. Now- a-days associations of special libraries are also not uncommon.

The following may be enumerated as the aims and objectives of library association.

1. To unite all persons engaged or interested in library profession
2. To promote library service and the interests of the profession
3. To do propaganda for librarianship by organizing book exhibitions, lectures, conferences etc.
4. To work for the improvement of the professional status and working conditions of the librarians.
5. To work for adoption of Library Acts
6. To create and publish professional literature
7. To conduct study and research for the advancement of library science and to enhance professional education by establishing proper training institutes and to conduct research for the advancement of library science
8. To promote bibliographical research and to issue bibliographical publications
9. To bring its members into close relations with each other , with government, eminent persons in other fields, members of the other library associations at national and international levels
10. To work for standardization of the catalogue codes and classification schemes
11. To work for the standardization of the library requisites e.g. furniture, stationery etc. and
12. To find out solutions for the ad hoc professional problems (Jain,1963)

According to Jain (1963), the term 'Association' means the union of persons in a society for some common purpose. To put it in other words, association is an organization formed to effect certain functions. Thus, there are business associations, political associations, religious associations and so on. The functions of an association depend upon the particular pursuit for which the association is formed and as soon as the association ceases to discharge its responsibilities or functions, it merely becomes a defunct body.

The role of professional associations in a country to foster library development is well understood and recognized. In our country, professional associations in library and information science field-past and present- have made and have been making contributions, with varying degrees of success, for promoting the cause of library service and library profession (Rajagopalan, 1988).

Library and information science organizations have a long history of providing educational opportunities for their members. Most associations hold at least one conference annually. In addition to the individual sessions that comprise the conference, many groups have one or two day professional development workshops immediately before and/or after the conference. The larger associations, like ALA, ASIS and SLA, have conferences twice a year. In addition to these opportunities for professional development, associations are now sponsoring regional meetings as well as video conferences to attract members who cannot attend the larger conferences. Those organizations with local chapters provide ongoing opportunities closer to home, sponsoring meetings and workshops throughout the year (Fischer, 1997).

Library associations have been bringing to the notice of the concerned authorities from time to time problems connected with the improvement of service conditions of libraries. The annual general body meetings, conferences and seminars usually provide an opportunity to the members to discuss the matters concerning service conditions. Resolutions and recommendations passed at these meetings, the associations have been in a position to place before the government the collective opinion of its members in the problems relating to service conditions. It is high time that the library profession should prevail upon the central government to appoint a committee consisting of government officials and representations of the profession to draw a final lay out describing in detail the pay grades, status, obligations and duties of various categories of librarians working in different departments, schools, colleges, universities, research institutions, government departments, etc. The recommendations of this

committee should specifically mention the services to which librarians in various departments may be equated (Srivastava, 1997).

Pan and Hovde (2010) opined that the conferences and meetings sponsored by professional associations provide a forum not only for learning, but also for professional exchange. Presentations, posters, panel sessions, exhibits-- all bring people in the profession together, keeping them abreast of current trends, problems, and solutions. Associations also sponsor single-subject sessions and courses (e.g. ALA's Copyright Seminar, or ACRL's Institute for Information Literacy Immersion).

## **2.2. Motivation for participation in PDAs.**

The benefits of publication notwithstanding, librarians are motivated to engage in publication for various reasons. Ocahi and Nedosa (1980) assert that publication is motivated by:

- (a) Eagerness or enthusiasm to publish
- (b) Presence of enabling environment
- (c) Self perception of individual librarians with respect to their role

As far as publishing papers are concerned some authors have made some studies to find out the motivational factors behind publishing papers. These studies are as follows:

In a study of authors of core journal articles, Budd and Seavey (1990) downplayed the impact of tenure pressure, concluding that “the publishing requirement in academic libraries quite clearly is not as widespread as may be commonly believed.” Similarly Park and Riggs (1993) found that less than 18 per cent of all colleges and universities require that librarians publish as a stipulation for promotion and tenure. Even at research and doctorate granting universities, where publishing demands have traditionally been the most rigorous, it was recently found that only 64 per cent of more than 200 campuses surveyed required their librarians to publish. Despite this, however, there is

evidence to suggest that librarians are publishing more, although any direct link to tenure demands has yet to be established.

Floyd and Phillips (1997) reported peer pressure from colleagues as a significant factor in motivating librarians to publish, yet this was of little importance to college librarian authors. The same was true for academic achievement: Only eight of the articles were written in conjunction with a course or a dissertation. The vast majority of college librarians published to share their innovations and/ or concerns and to achieve recognition: More than 70 per cent considered sharing innovations and concerns as the first or second reason for writing, and more than 70 per cent wanted recognition.

Zemon and Bahr (1998) says that although previous studies affirmed the tenure requirement as the key impetus to publishing, this is clearly not true for college librarians. Indeed, more than 50 per cent of the authors considered tenure the least important motivating factor. The term promotion was subject to more individual interpretation: One respondent ranked it important in the sense of impressing one's supervisor, but not so in terms of achieving a higher rank. Few college librarians ranked promotion as very important, and one-third rated it least important.

According to Avemeriautulu (2005) one of the motivating factors for scholarly publications by LIS professional is the availability of publications which contain the needed languages for publication and how to use them. Mabawonku (2005) informed that LIS professionals are motivated to publish especially in oversea journals to enhance their visibility and satisfy the need of their employers as in universities in Nigeria which place much importance to overseas journals. Buttler (1991) and Mularski and Bradigam (1991) informed that academic librarians publish to meet the promotion and tenure demands of their institution to attain the faculty status. This is confirmed by White and Monemee (1978) in their study where PhD graduates attributed their motivation for research to its being a requirement by their employer.

Such self perception, according to Avemariautulu (2005), is a product of education and skills acquired in the early days of professional practice which

also determine the ability to produce scholarly papers. One of the motivating factors for scholarly publications by librarians is the availability of other publications which contain the needed language for publication and how to use them. Mabawonku (2005) states that librarians are motivated to publish, especially in overseas journals, to enhance their visibility and satisfy the need of their employers.

The study of Anunobi and Emerole (2008) shows that the factors that motivate LIS practitioners to publish are: 52.85 per cent of them research and publish to solve problems arising from their operations, 51.42 per cent publish to gain promotion, 40 per cent research and publish as a result of inspiration. Other factors namely; availability of fund and self visibility are considered less important motivational factors hence the 8.57 and 24.28 per cent responses respectively.

Özek (2009) made a review to find out why academic librarians attended or did not attend conferences. Through his study, he found out that the main reason the respondents attended conferences was to achieve professional rejuvenation (56 per cent), and that this finding was associated with age: the older the librarian, the higher he or she would rate the need to stay updated in librarianship. The study also found that men as compared to women ranked rejuvenation as less important. Networking was also highly valued (40 per cent), although was not of significant importance among reference librarians. Exhibits were considered to be very useful among older respondents, particularly older public librarians and older administrators from all types of libraries, but were regarded as less valuable among younger academic librarians. Being able to add conference participation to the curriculum vitae was primarily of interest to younger academic librarians.

Ogbomo (2010) found out from his study that 17.2 per cent of the librarians published for promotion's sake, 41.4 per cent published to contribute to knowledge and the rest 41.4 per cent published for pleasure.

### **2.3. Need for Participation in PDAs:**

According to The Australian Library and Information Association (n.d.), professional development demonstrates the individual practitioner's personal commitment of time and effort to ensure excellence in performance throughout his or her career. The dynamic and changing library and information environment demands that library and information professionals maintain and continue to develop their knowledge and skills so that they can anticipate and serve the information needs of society and their individual clients. Professional development includes many learning experiences - within and outside the workplace - which aim to increase knowledge, develop library and information skills and attributes and broaden the range of vocational competencies. Learning activities may relate to an extension of general or specialist areas of library and information management education, development of the body of knowledge underlying professional practice, development of the reflective practitioner, development of research expertise, or studies from another discipline which lead to personal and professional development.

Use of Continuing Educational Programmes for better transfer of technology for improved economic and social development, for coping successfully with social and professional problems and for meeting the challenges of diverse livelihoods should be a key priority of planners and those who are engaged in the literacy movement. Continuing learning is poised to equip the potential manpower to meet squarely the challenges of coming days of rapid technological and scientific changes and advancement. They would be able to develop an integrated personality, with a desire to seek, learn and perform better at every level (Nelson, 1979, Chaudhury, 1993, Stone 1986, Wilkinson and Murray, 1988)

Harrison (1989) comments "Continuing education is an essential concomitant of a continuing career". This "essential concomitant" is coming of age now as a major professional concern to all the LIS bodies. Indeed, such is the rate of change in the LIS sector, aided and abetted by "technological push" and various societal influences (such as demographic changes and the expansion

of higher education participation) that it might well be appropriate and professionally responsible to start putting the year of qualification attainment after one's post-nominal letters.

Freeman (1994) is of the view that Continuing Professional Development overcomes the limitations of the initial professional qualification and its gradual obsolescence; maintains professional competence and standards of service; gives a wider view of professional concerns; aids job satisfaction; demonstrates that the profession is acting responsibly with regard to the wider community; and widens the scope of professional activities.

Professional librarians in both developed and developing countries need continuing education for professional growth. Continuing education programmes help workers to improve their skills and prepare them for greater responsibility and higher position (Ojo-Igbinoba, 1995).

Bryant (1995) and Watkins and Drury (1994) are of the opinion that if practitioners want to move out or upwards, then, they have to develop a range of skills which can realistically be transferred to other roles or other sectors. Skills may be acquired by using a variety of means including keeping up with the professional and research literature, attendance at training events or upgrading qualifications. Engaging in a strategic programme of Continuing Professional Development enlists the professional in a process of lifelong learning which, the literature assures us, is the key to developing as a professional and achieving career success (Ball, 1994; Pritchett, 1994).

Farmer and Campbell (1997) argue that the workplace of today is in a state of perpetual change and that individuals across the professions are faced with economic cutbacks, managerial re organization and staff downsizing. In order to cope with/adapt to these changes, professionals have been forced to consider the issue of continuing professional development (CPD).

Huckle (2000) notes that we work in an increasingly complex and competitive environment; the ability to anticipate and respond to changing demands for skills and services has become crucial to ensure that we remain in a commanding position; the skills, and understanding that we acquire through



formal academic study have only a limited life span; the challenge for all of us is to recognize the need for ongoing (lifelong) professional development and to identify strategies for making use of most of the opportunities that are available.

Continuing education is the formal and informal learning by which an individual attempts to update or advance his/her knowledge, attitudes, and skills and thereby enhance total job competence for the present and for the future (Saechan, 2005).

Gaddagimath (2006) stated that Librarianship is caught in the midst of dynamic changes with respect to collection, preservation; control and dissemination of recorded knowledge appear to be at risk in a world where uncertainty, contingency and the transforming nature of information technology impact especially electronic media and Internet are increasingly dominant. As a result, the library managers are encountered with twin challenges of managing print collections and simultaneously developing digital resources and network based information services.

Lachance (2006) points out that the skills developed from a master of library and information science degree remain relevant for approximately five years. Thus, in order to work effectively in an academic environment and in a continually changing world, librarians must continually update their skills through continuing education.

Information and library science is an interdisciplinary field. The library's clientele is a diverse one, including students and faculty, community members, and scholars and researchers from every discipline. In order to provide quality services to that population, librarians need to commit themselves to continuous learning. The saying, "Knowledge is boundless" describes a universal realm of knowledge seeking. Knowledge and scholarship provide the common ground on which the members of the academic community meet. The great flexibility of professional development initiatives -- formal or informal, large or small, virtual or real -- ensures that library professionals will be well versed in the skills

essential to promoting the advancement of both their patrons and themselves. What is most important is that those professional development opportunities be provided (Pan and Hovde, 2010).

Library and information science (LIS) professionals must be engaged in continuing professional development (CPD) to ensure their skills, knowledge and capabilities regularly to meet their own objectives and the requirements of employer organizations (Leong, Phillips, Giddens and Dickson, 2013).

#### **2.4. Barriers to Participation in PDAs.**

Among the reasons for poor research attitude by LIS practitioners according to Waldhart (1980) is that practitioners “fail to understand the purpose of research, its limitation or how it might be effectively used”.

According to one of the articles given in the editorial of the *Bulletin of the Medical Library Association* (1985), a talented novice may encounter several barriers that impede his or her attempts to publish in professional journals. The barriers fall into four general categories: (1) false perceptions about the publication process, (2) inexperience, (3) logistics, and (4) lack of support by his or her organization and peers. Perhaps the most insidious barrier is false perceptions about the nature of the publication process, perceptions that may discourage any attempt to publish. For example, the novice may believe that the *Bulletin* accepts papers only from experienced authors; that only academics are expected to write; that the *Bulletin's* editorial standards are impossible for a novice to meet; that a request for revision is equivalent to rejection; and that good papers never get rejected. The second barrier is inexperience. The novice writer is not only unfamiliar with the publication process, but may also doubt that he or she has anything to say that will be of interest to others. "Library research" may be intimidating to someone who has not written a formal paper since graduation, and the novice may fail to recognize that small projects or innovative solutions to ordinary problems are worth reporting. Peer review can also be an intimidating process. Reviewers' comments are often painful to the recipient, and requests for revision may be considered irrational by the author.

The third barrier, termed logistics, for lack of a more comprehensive term, includes those physical conditions that make it difficult to write: lack of time, lack of secretarial support for the manuscript preparation, lack of resources for research. Success in overcoming logistical barriers such as lack of time may be a measure of one's interest in the project, as it is unrealistic to expect that professional writing can be confined to working hours. Nevertheless, an institution that is committed to encouraging its employees can demonstrate such commitment by providing some release time for their participation in professional activities; by assigning secretarial support for special projects, even if such assistance is not normally available; and by supporting the use of interlibrary loans and online computer searches for library staff research. The organization, whether university, hospital, or private firm, ultimately benefits from such support through increased visibility of its employees and its services.

The final barrier is lack of support by one's institution and peers. In the absence of such support, there is little incentive to invest time and energy in an activity that produces no immediate reward. However, those with ambitions of moving out of such a non-supportive environment would do well to consider the advice of one of my former colleagues: "Remember: You are not working for this job; you're working for the next one!" Most employers will agree that while published papers may not be the determining factor in making a job offer to a candidate, publications listed in a resume can affect their decision about whom to interview, particularly for positions at higher levels. In any institution, perhaps the greatest incentive to write is an administration that encourages and rewards professional contributions by its staff. Encouragement can include not only release time, financial support for applied research, and secretarial support, but also informal discussions of possible topics, constructive criticism, and offers by established authors to co-author a paper with a novice. Rewards can be as formal as academic promotion and tenure or as informal as a listing of staff publications in the library's annual report. Even in a one-person library, the annual report offers a mechanism for bringing the library and the librarian's professionalism to the attention of the institution's administration.

Another important factor is time. Swisher (1986) noted that practitioners are always engaged in their daily routine than doing research. She exclaimed that many practitioners believed they were “too busy” doing the necessary part of their jobs to do research, but declared to youth services personnel that “there is no more important activity than acquiring new information that may now or someday assist in the goals of improving our professional decision-making”. Riggs (1994) also cautioned that the lack and neglect of research activities to build upon could lead to erosion of the basis of LIS.

Black and Leysen, (1994) maintain that for academic librarians "time for performing research and service should be structured into the work day just as time for cataloging and service to the institution and the profession is provided." There is no standard for the percentage of time that should be allocated to research, service, and job. This division must be seen in the context of a profession that has yet to reach consensus, even among the subset of academic librarians, about the value of practitioner research and service in informing their jobs. However, they must also recognize that the optimum division of time among duties varies, depending on many factors, including but not limited to the acceptance of research and service as contributions to our effectiveness as librarians. Examination of one individual's allocations serves to highlight the concept that substantial variability in time spent on research, service, and job is not antithetical to the overall aim of integrating all three into a unified whole. More important than a standard number of hours per week for research and service, a standard should mandate balance and integration. The more interrelated they make the three areas, the easier it is to maintain balance. Research, service, and job need not compete with each other--they each enhance the others. For that to happen, the three areas must be present, must be kept in balance, must be seen as essential to the job as a whole. Though, there will be periods when, because of circumstance or opportunity, one of the three may clearly predominate, but over time balance must be re-established. Balance does not mean that each of the three namely research, service, job must be evenly

divided, or even strictly divided. It does mean that none can be ignored, and that one cannot be allowed prevail over the other two.

Cullen (1998) stated that “compared with other disciplines, it could be said, we do not make enough use of research to improve services or practice”. She further stated that this lack of research use might be because, unlike other professions, LIS research has not changed practice. She offered several reasons: no incentives; no matters of life and death; libraries do not make a profit; no need to satisfy shareholders, nor (until recently) need to prove their value; and it is hard to measure library and information management and services precisely—what is the best book or best information for a client?

Black and Leysen as cited by Ochai and Nedosa (1998) emphasized the conflict LIS practitioners have between services to library users and the expectation to publish and lack of release time for the academic librarian. The view was confirmed by Onohwakpor and Tiemo (2006). On the other hand Avemariautulu (2005) noted that editors’ attitude to paper manating from emerging LIS professionals discourage them from further research and publication. Again, Blick (1984) and Sedikadiwa (2005) included lack of funds as part of encumbrances to research and publication. Moahi (2007) in addition to indicating lack of fund also endorsed lack of time and inadequate research skill as part of the hindrances.

Brown (2001) through his paper “Time and Academic Librarian” makes an effort to find out the cause which creates hurdle for the library professionals to gain faculty status. He says that one of the drawbacks of faculty status for many librarians is the requirement for research and publication, as well as for service on national and regional committees. While the controversy rages most hotly on the issue of research, the time necessary to do committee work has also come in for its share of criticism. He inquires that do academic librarians have enough time to perform both the research and the service required by many positions at institutions granting librarians faculty status. For some librarians the argument revolves around the structure of the time they have. Several articles find that "the rigidity of work schedules in libraries often makes it difficult for

library faculty to find the concentrated time believed necessary to conduct research”.

Academic librarians are evaluated for their performance in scholarship as well as librarianship, and the requirements of the individual institution and the publishing industry may prompt no small measure of anxiety for new librarians. Where institutions require that librarians pursue successful research and publication in order to achieve promotion and tenure, there is an unofficial consensus that many librarians are ill-prepared either by lack of training or release time to successfully complete this requirement (White, 2004).

Fox (2007) made a national survey of Canadian Research University librarians conducted in 2006. The study dealt with the motivation of librarians to engage in PDAs, the requirement for scholarship by librarians at Canadian research universities, the perceived importance of scholarship as a criterion for promotion and tenure, levels and forms of participation in scholarship, and librarians' assessment of various types of support for scholarship. In written comments several participants expressed frustration that although there was an expectation for scholarly work in order to secure tenure and promotion, their burden of assigned duties left little time or energy for this purpose. Furthermore, they said that most universities did not provide their librarians with either formal or informal guidelines concerning an appropriate time commitment to scholarship. Of the survey participants who indicated that their university did provide a scholarship time commitment guideline, only 61 per cent indicated that this guideline was a formal policy or standard, and only 62 per cent indicated that the guideline applied to all librarians.

Anunobi and Emerole's (2008) study shows that major constraints to research and publication based on 50 per cent acceptable bench-mark are time (67.85 per cent), poor research skills (60.71 per cent), lack of fund (57.14 per cent) and inadequate literature to support the research (55 per cent). It also indicates that employees of public libraries and national libraries also have lack of inspiration and high rate of article rejection as major constraints.

Ogbomo (2010) found out from his study that the barriers to publication output were as follows:

- (a) Weak/poor research orientation 17.2 per cent
- (b) Too much demand by daily work 34.5 per cent
- (c) Lack of academic freedom 13.8 per cent
- (d) Rating of journal titles 24.2 per cent
- (e) Lack of interest 10.3 per cent

### **2.5. Organizational Support and PDAs.**

Participation in PDAs to a great extent depends on the individual. If a particular library professional has keen interest in taking part in PDAs then he/she would try every possible means to do so. However, another imperative role is played by the serving organization/institution which motivates or demotivates the library professionals in taking part in PDAs.

Hare (1989) made a study of the academic libraries located in the South - Eastern United States to find out the institutional support given to library professionals to participate in PDAs. He found that not only financial support was provided to the library professionals by eighty per cent of the [library] directors but also release time was given in ninety-two per cent of the libraries.

Kenney and McMillan's (1989) survey of Virginia academic library directors showed that librarians enjoyed little support for scholarship in the form of paid leave, time off, or administrative assistance.

Havener and Stolt (1994) surveyed academic librarians in Oklahoma regarding their PDAs, revealing that most of their employers supported them with financial assistance (66%) and release time (84%). Furthermore, they found significant correlations between institutional support (funding and/or release time) and the following activities: meeting attendance, association membership, committee service, workshop attendance, enrollment in credit courses, pursuit of additional degrees, and annual and career rates of publication.

Cameron (1994) observes that the organisational context in which an industrial information unit operates is important for CPD. She claims that if the

company does not have a formal structure in place it can be difficult for the information professional to pursue “sponsored” CPD events such as training courses.

Jones and Robinson (1997), through their study, seek to provide an organisational perspective on CPD. For their study they collected information from 22 organisations in South Wales through a combination of questionnaires and semi-structured interviews about how organisations attempt to manage the professional development of staff. They conclude that CPD is managed in a rudimentary and haphazard fashion, even in organisations, which recognise the significance of development and are supportive to it. They argue that the absence of developmental objectives and policy statements makes it difficult to reconcile PDAs with business objectives.

Onatola (2000) looks into the state of affairs of library professionals and their movement in Ogun State University Library (OSUL), Ago-Iwoye in Nigeria. The study reveals that topmost priority attention is yet to be given to career development of library professionals in OSUL. This shortcoming is linked to the poor funding of the university by the owner government. The net result is the increased tendency of these professionals to migrate out of the service of OSUL.

Given these data, it seems reasonable that all academic libraries should invest in their librarians’ continuing education. The fact remains, however, that a sizable minority of institutions take little responsibility for the continuing education of their librarians. The situation is dire where institutional support for scholarship is concerned (Smith, 2004).

In 2009, Maesaroh and Genoni made a comparative study of Indonesian and Australian academic librarians on CPD and education. From their study, they found that while 59.6% of Indonesian librarians agreed that their organization provided them with sufficient opportunities to participate in training, a higher proportion of Australian librarians agreed with this statement, forming 68.7% of the total respondents.



Ramchander (2013) made a study on professional development of librarians in self financed management institutions of Indian national capital region. The analysis of the collected data reveals that majority of librarians (69.56%) are not satisfied with the learning opportunities available to them in their institutes. However, 79.35% of librarians have attended Seminar/Workshop/Conference related to librarianship during last five years but 42.39% librarians have not participated in any training program related to librarianship. Most of them (79.35%) do not get enough financial support from the institute to attend workshop or seminar or training program outside the institute. However, paid leaves are allowed to most of the librarians (92.39%) to attend workshop/seminar/conference/training program related to librarianship outside the institute.

### **2.6. Ways to Improve Participation in PDAs.**

Basker (1985) proffered some of the ways of improving research and publication output of LIS practitioners to include:

1. Assisting librarians in identifying ideas for research.
2. Mentoring by an experience researcher.
3. Financial support.
4. Providing time out for research.
5. Reward for timely completion of research.
6. Encouragement to apply the result of the research.
7. Assisting librarians in matching research projects with personal development.

Basker (1985) pointed out that in order to improve research librarians may need assistance in identifying ideas for research, mentoring by an experienced researcher, financial support, time to do research, rewards for completing research in a timely fashion, assistance in matching research projects with personal development, and encouragement to apply the results of the research. Powell (1997) noted that LIS degree programs, professional associations, and libraries have an obligation to prepare practitioners to conduct

and critically consume research. Employers can, for example, provide appropriate incentives, support, and rewards including the following: staff development activities, released time for research, sabbatical or special leaves, merit salary increases, and financial and clerical support for research projects.

Powell, Bark, and Mika (1997) suggested that LIS education, professional association and librarians should help in preparing practitioners to conduct and critically consume research. Employees can also provide reward and incentive in the areas of staff development; release sabbatical/special leaves etc.

Professional development is universally recognized in education and librarianship as imperative for ongoing effectiveness. Most—though not all—academic libraries support professional development through financial assistance and release time. However, while funding and release time are necessary to professional growth, they are not sufficient. The role of the leader as a steward of organizational culture suggests that academic library administrators should concern themselves with fostering an environment conducive to their subordinates' professional development. Innovative professional development programs in place at a number of academic libraries stand as a corrective to the seemingly haphazard practices of many libraries and librarians. Further research on professional development in academic libraries is definitely warranted (Smith, 2004).

Based on the findings of Anunobi and Emerole's (2008) study, it was recommended that: LIS professional associations and journal publishers in Nigeria should organize workshops and seminars on the whys, how and when of research and publishing towards the growth and development of individuals and the Profession; Library and information science educators should always review their curriculum to accommodate new research skills and methods. Since promotion, inspiration and career challenges are motivational factors to LIS research and publication; LIS employers should introduce publication as one of the requirements for promotion in other to engender research in such professionals. Furthermore practitioners should be deployed regularly to expose

the new challenges. Release time should be provided for LIS professional irrespective of the establishment to allow adequate time for critical thinking that could encourage research. Professional associations could also help to sponsor research while LIS professionals should solicit for research grants.

The study of Ogbomo (2010) recommended that:

- Research time should be provided for academic librarians to allow adequate time for critical thinking that could encourage research.
- Library and information science professional associations and journal publishing firms should organize workshops and seminars on the ways, how and when for research and publishing towards the growth and development of individuals and the profession
- Library and information science lecturers should always review their curriculum to accommodate new research skills and methods.

### **2.7. Conclusion:**

To conclude, the literature reviewed above, reflects that different library professionals belonging to various institutions do take part in different PDAs such as paper publication, attending scholarly meetings etc. However, the participation of the library professionals in these activities is not always voluntary, there are various other reasons for their participation and non-participation in these activities. Having assessed the situation in the rest of the world, the present study was interested in finding out the scenario relating to PDAs undertaken by the academic library professionals in India.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3. Introduction:

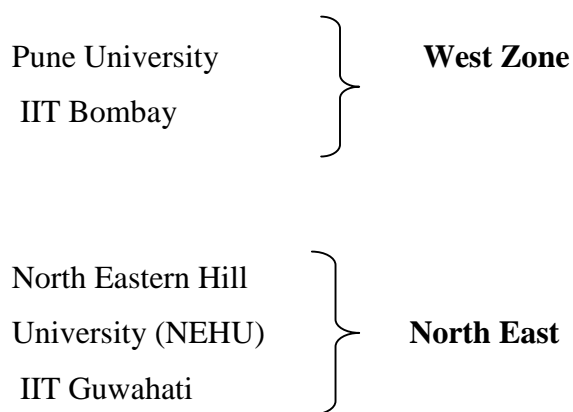
Research methodology refers to the methods and techniques applied by a researcher to collect relevant data for a comprehensive study. There are various research methods which can be adopted for this purpose, depending on the type of research study. This chapter illustrates the methodology employed for this particular study. Before coming up with the methodology to be used for this study, many relevant literature sources were reviewed, so as to get an in-depth vision of the research undertaken. Different sources were used in order to extract the related literature for the present study. These included books, journals, reference sources, e-sources, proceedings etc. The main objective of this research is to study the nature of PDAs pursued by the university and IIT library professionals in India and to seek the answers to the questions, such as :- why they do or do not participate, when they participate etc. To accomplish these objectives, survey method using questionnaire, was adopted.

#### 3.1. Research Sample:

The present study is limited to the University and IIT libraries of India. However, the area is further divided into five zones i.e. North, South, East and West along with North-Eastern region of the country. One University and One IIT is chosen from each zone and these are as follows:-

Delhi University	}	<b>North Zone</b>
IIT Delhi		
Calcutta University	}	<b>East Zone</b>
IIT Kharagpur		
Madras University	}	<b>South Zone</b>
IIT Madras		





Thus, all the library professionals of the above stated institutions form the sample to whom the questionnaires were distributed.

### 3.1.1. Central Library, Delhi University



Delhi University was established in the year 1922. Being located in the capital of India, the President of India is the visitor, the Vice President is the Chancellor and the Chief Justice of the Supreme Court of India is the Pro-Chancellor of the University. The University has various numbers of campuses, each situated in a different location. Likewise, it has a range of libraries namely South Campus Library, Central Science Library, Ratan Tata Library, Braille Library, Arts Library, Law Library, FMS Library, WSDC Library, East Asian Studies Library. Delhi University also

has a library system known as Delhi University Library System. There are more than 34 libraries in this system and it aims at increasing the usage of the facilities made available to the users through this system ([www.du.ac.in/du/index.php?page=central-library](http://www.du.ac.in/du/index.php?page=central-library)).

### 3.1.2. Central Library, IIT Delhi



IIT Delhi was established in 1961 as the College of Engineering & Technology and was declared an Institution of National Importance under the “Institute of Technology (Amendment) Act 1963” and was renamed “Indian Institute of Technology Delhi”. It also formed a Library System known as the Delhi IIT Library System. It comprises of a Central Library and 18 departmental libraries. The Central Library houses a total collection of over three lakh documents comprising of books, theses, journals, video cassettes and compact discs in the fields of science, engineering, humanities, literature and management ([library.iitd.ac.in/](http://library.iitd.ac.in/)).

### 3.1.3. Central Library, Madras University



Madras University is the mother of almost all the old Universities of southern India. It was on 5th September 1857 by an Act of Legislative Council of India, that the University was established. The University has four campuses namely Chepauk Campus, Guindy Campus, Marina Campus and Taramani Campus. Madras University Library was established in 1907 in the Connemara Public Library. The existing library building, built in Indo-British style was opened on 3rd September 1936. It has a huge collection of as many as 526625 books, 10030 theses, 260 journals, 100 CD Rom, 10 E-Database and 4500+ E-Journals ([www.unom.ac.in/index.php?route=library/library](http://www.unom.ac.in/index.php?route=library/library)).



### 3.1.4. Central Library, IIT Madras



IIT Madras is the third oldest IIT in India. The Institute was formally inaugurated in 1959 by Prof. Humayun Kabir, Union Minister for Scientific Research and Cultural Affairs. IIT Madras is a residential institute with nearly 550 faculty, 8000 students and 1250 administrative & supporting staff and is a self-contained campus located in a beautiful wooded land of about 250 hectares. It has established itself as a premier centre for teaching, research and industrial consultancy in the country. The University has a Central Library whose mission is to provide information services and access to bibliographic and full text digital and printed resources to support the scholarly and informational needs of the Institute Community. The Central Library is well equipped with modern facilities and resources in the form of CD-ROMs, On-line databases, audio video cassettes, books, e-journals, patents, e-standards, theses, reports, monographs etc. The library homepage will provide electronic access to various full text & bibliographical databases & e-journals ([www.cenlib.iitm.ac.in/](http://www.cenlib.iitm.ac.in/)).

### 3.1.5. Central Library, Calcutta University



Although the University of Calcutta was formally launched in 1857, it had no permanent building of its own, at least in the early years. It might be recalled that the University was initially authorized only to hold examinations and award degrees. It was only after the University got a permanent home of its own in 1872 that attempts were initiated for the setting up of a library. The University Library was originally meant for the use of the Resident Fellows only, although permissions were granted from time to time to bonafide research workers to use the Library. Later on, rules governing the use of the Library were revised and included Resident Registered Graduates and University teachers and scholars as well. At present the University Library system consists of the Central Library, two campus libraries, thirty-nine departmental libraries and two libraries of the Advanced Centres. The libraries are spread over seven campuses. Departmental libraries are located within the department concerned. The University library, at present, has a collection of more than ten lakh books. Besides books, the seven campuses of the University together possess more than 2 lakh volumes of bound Journals, M.Phil. and Ph.D. dissertations,

proceedings of conferences, reports, maps, standards, patents, newspapers, manuscripts, microfilms, CD-ROMs. The departmental libraries serve the academic disciplines bearing their names. The Central Library serves the entire University community ([www.caluniv.ac.in/libraries/library.html](http://www.caluniv.ac.in/libraries/library.html)).

### 3.1.6. Central Library, IIT Kharagpur

The first Indian Institute of Technology was born in May 1950 in Hijli, Kharagpur, in the eastern part of India. Initially the IIT started functioning from 5, Esplanade East, Calcutta and very soon shifted to Hijli in September 1950.



. The present name 'Indian Institute of Technology' was adopted before the formal inauguration of the Institute on August 18, 1951, by Maulana Abul Kalam Azad. IIT Kharagpur started its journey in the old Hijli Detention Camp where some of our great freedom fighters toiled and sacrificed their lives for the independence of our country. The history of IIT Kharagpur is thus intimately linked with the history of the Hijli Detention

Camp. This is possibly one of the very few Institutions all over the world which started life in a prison house. The Central Library of IIT Kharagpur started in a small room of the Institute old Building (Shahid Bhavan) in the year 1951, and moved to its present premises in 1956. Since then, it has grown in size and content to take the present shape. It has been catering to the needs of the ten thousand students of undergraduates, postgraduates, research scholar, seven hundred faculty members and more than thousand staff members of the 19 departments, 7 centres, 8 schools and 15 research facilities of the Institute ([www.library.iitkgp.ernet.in](http://www.library.iitkgp.ernet.in)).

### 3.1.7. Central Library, Pune University

University of Pune, one of the premier universities in India, is positioned in the North-western part of Pune city. It was established on 10th February, 1949 under the Poona University Act. The university houses 46 academic departments. It is popularly known as the 'Oxford of the East'. It has about 307 recognized research institutes and 612 affiliated colleges offering graduate and under-graduate courses. The Central Library of the University was





established in January 1950, and was known as Jaykar Library, named in honor of the First Vice-Chancellor Dr. M.R. Jayakar. It has a collection of 454075 Books and Periodicals, 2078 E-Books, 4439 Manuscripts, 5337 Maps, 13593 Theses & Dissertations, 11363 Specimen Copies, 1279 Gramophone Records/ AV and 352 CDs ([lib.unipune.ac.in/](http://lib.unipune.ac.in/)).

### 3.1.8. Central Library, IIT Bombay

IIT Bombay, the second in the chain of IITs, was set up in 1958. It was the first IIT to be set up with foreign assistance. The funds came from UNESCO in roubles from the Soviet Union. IIT Bombay has a total of 14 academic departments, six centres, one school, and three interdisciplinary programmes. It is recognised worldwide as a leader in the field of engineering education and research. It is reputed for the quality of its faculty and the outstanding calibre of students graduating from its undergraduate and postgraduate programmes. IIT Bombay's Central Library is like IIT Bombay – user-focused, innovative



and excellence driven. The library has always benefited from the institutes' culture, is pioneer in adopting new technology, and is far ahead than many libraries in the country. Central Library manages knowledge, both in print and digital formats, ensures seamless discovery and access to these scholarly resources, and provides faculty, students, and staff with

professional support to find, evaluate, manage, and use such resources. Its collection of about 4.40 lakh items is used by more than 11000 members and others . The library extensively uses social media for improved communication and interaction and has created a blog to post current and interesting information and news items ([www.library.iitb.ac.in/](http://www.library.iitb.ac.in/)).

### 3.1.9. Central Library, North-Eastern Hill University

North-Eastern Hill University was set up by an Act of Parliament and notified on 19th July 1973. At present there are fifty-three undergraduate colleges affiliated to the University including eight professional colleges. The North-Eastern Hill University (NEHU) Library, which started with a collection of 600 books in 1973, is now a premier university library of the North-Eastern Region of India with a collection of over 2.3 lakh volumes of books and bound periodicals supplemented by the enormous information resources now available through the UGC-INFONET Consortium and the links to global information resources and services provided on its webpage. The NEHU Central Library is now equipped with high-end computers and other electronic and audio-visual equipment to provide seamless in-house and online services.



Following the University Grants Commission's selection of North-Eastern Hill University as a "University with Potential for Excellence", the NEHU Library has launched a major effort to provide the best services through internal reorganisation, optimisation of available resources, launching of innovative services, and by taking the initiative to reach out to the user community through various programmes ([www.nehu.ac.in/library/](http://www.nehu.ac.in/library/)).

### 3.1.10. Central Library, IIT Guwahati



Indian Institute of Technology Guwahati, the sixth member of the IIT fraternity, was established in 1994. The academic programme of IIT Guwahati commenced in 1995. At present the Institute has eleven departments and three inter-disciplinary academic centres covering all the major engineering, science and humanities disciplines, offering BTech, BDes, MA, MDes, MTech, MSc and PhD programmes. The Central Library, one of the important central facilities of the Institute, currently has 1,50,000 volumes, including textbooks, reference books, conference proceedings, back volumes, standards, and non-book material such as CD-ROMs, audio tapes, video tapes, slides. The Central Library procured several e-books in different subject areas. The Library also subscribes to about 411 current periodicals. All operations of the Library are automated with the help of an integrated library software package ([www.iitg.ac.in/lib/](http://www.iitg.ac.in/lib/)).

### **.3.2. Criteria for Selection of the Universities and IITs for the present study:**

- **Universities:** Since the study area has been divided into zones namely North, East, South, West and North-East, therefore one University and one IIT have been chosen from each zone. Though some Universities have various number of libraries according to the number of their campuses, for the present study, only the **Central Libraries** were considered. The criteria for choosing the Universities were:
  - (a) Each University is UGC recognized.
  - (b) They are all amongst the oldest Universities in India.
  - (c) All of them are located in the capital cities of their respective states.
- **IITs:** The criteria based on which the IITs have been chosen are that all the IITs have been established by the Government of India through an Act of Parliament and these IITs are also the first five IITs according to their year of inception.

### **3.3. Data Collection:**

Different measures were used to collect the related data depending on the kind of scholarly activity.

**3.3.1. Questionnaire-** Data was collected from the University and IIT library professionals in India through a questionnaire. The questionnaire consisted of various **variables** such as gender, age, length of service, motivation for participation in PDAs etc. The questionnaire was distributed to the above mentioned sample. However, due to time constraint for the completion of the undertaken research, the study confined its scope only to the PDAs performed by the University and IIT library professionals in India from the years 2000 to 2010. The concerned librarians were contacted for permission to survey their staff. The list of eligible library professionals was then obtained from the library. A total of 173 library professionals were identified in the survey, out of which 150 responded forming 86 per cent of the total number of respondents. The lists of the respondents are as follows:



**Table 3.3.1:** Total Number of Respondents.

Sl. No.	Name of the Institution	Total Number of Library Professionals	Total Number of Questionnaires Received
1	Delhi University	21	14
2	IIT Delhi	13	13
3	Calcutta University	16	12
4	IIT Kharagpur	14	13
5	Madras University	8	6
6	IIT Madras	33	30
7	Pune University	23	23
8	IIT Bombay	15	12
9	North Eastern Hill University (NEHU)	18	17
10	IIT Guwahati	12	10
	Total =	173	150
<b>Total Percentage of the Questionnaire Received = 86.7%</b>			

The above table shows the number of library professionals to whom the questionnaires were distributed. In table 1 the total number of library professionals refers only to those professionals who are permanent and those who have minimum qualification of B.L.I.Sc. Also, those professionals have been excluded, who joined after the year 2010, in keeping with the time frame of this present study. However, the figures given in the column total number of library professionals have been attained either through their websites or through the librarians and library

staff of the universities and IITs visited. The scholar is therefore not accountable for any misinformation in this regard.

To verify the data collected from the questionnaire, the study further used the following methods:-

**(a) Paper Publications-** For published papers copies of publications of the University and IIT library professionals during 10 years (2000-2010) were collected.

**(b) Attending Conferences and Refresher Courses:** For this part of the study information was gathered through the Curriculum Vitae (C.V.) of the library professionals, since all the updated information were included in them. Apart from the C.Vs, copies of the certificates of the scholarly meetings and refresher courses attended were also collected to authenticate and match the statements given by the library professionals in the questionnaire.

### **3.4. Data Analysis**

The data collected from the above population, for the present study, were entered and processed using Statistical Package for Social Sciences (SPSS). To find out different percentages such as- the level of participation of University and IIT library professionals, the the zonal comparison between the two institutes, etc. was done by using simple percentage analysis and cross tabulation. Chi-Square tests were used at various places where the differences were to be found in the participation level of the University and IIT library professionals, in PDAs. Linear Regression was carried out to find the impact of the variables such as age, designation etc. on the level of participation of the University and IIT library professionals, in PDAs. For the different graphical representation of the data, Microsoft-Excel 2010 was used.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4. Introduction

In order to obtain maximum results the survey was conducted in two rounds i.e. the scholar visited the study area (Five zones) twice. However, it is important to mention here that Bombay University- which was the original study area was replaced by Pune University by the Departmental Research Committee, due to inaccessibility of all the library professionals in the Bombay University library.

In the first phase, half of the institutions were covered and the remaining in the next year. The years 2012 and 2013 were spent collecting data. After the final collection, the analysis was carried out and results were obtained as follows:

#### 4.1 Survey of Library Professionals

Following are the details of analysis and interpretations of the data collected from the library professionals with the help of structured questionnaire. The study includes the permanently employed library professionals of the central libraries in the main campuses of the ten institutes included in the survey. The first part of the questionnaire is structured to get information of variables like age, gender, qualification, designation, experience, etc.

#### 4.2. Response Rate

The table below gives the response rate of the library professionals in the five Universities and five IITs covered in the present study. Questionnaires were distributed to one hundred and seventy three (173) library Professionals out of which one hundred and fifty (86.7%) responded to the survey. In Delhi University 66.7% responded to the survey, IIT Delhi (100%), Calcutta University (75%), IIT Kharagpur (92.8%), Madras University (75%), IIT Madras (91%), Pune University (100%), IIT Bombay (80%), NEHU (94.4 %) and IIT Guwahati (86.6%).

**Table 4.2: Response Rate of the Respondents**

Sl.No.	Name of the Institution	Total Number of Library Professionals	Total Number of Questionnaires Received	Response Rate
1	Delhi University	21	14	66.7%
2	IIT Delhi	13	13	100%
3	Calcutta University	16	12	75%
4	IIT Kharagpur	14	13	92.8%
5	Madras University	8	6	75%
6	IIT Madras	33	30	91%
7	Pune University	23	23	100%
8	IIT Bombay	15	12	80%
9	North Eastern Hill University (NEHU)	18	17	94.4%
10	IIT Guwahati	12	10	83.3%
	Total =	173	150	86.7%

### 4.3. University and IIT Wise Distribution

Table 4.3 shows the number of library professionals of the selected Universities and IITs, who participated in the survey. From Delhi University 9.3 % responded to the survey, IIT Delhi (8.6 %), Calcutta University (8 %), IIT Kharagpur (8.6 %), Madras University (4 %), IIT Madras (20 %), Pune University (15.3 %), IIT Bombay (8 %), NEHU (11.3 %) and IIT Guwahati (6.7%).

**Table 4.3: Distribution of Library Professionals in the Universities and IITs**

Sl.No.	Name of the Institution	Frequency	Percentage
1	Delhi University	14	9.3 %
2	IIT Delhi	13	8.6 %
3	Calcutta University	12	8 %
4	IIT Kharagpur	13	8.6 %
5	Madras University	6	4 %
6	IIT Madras	30	20 %
7	Pune University	23	15.3 %
8	IIT Bombay	12	8 %
9	North Eastern Hill University (NEHU)	17	11.3 %
10	IIT Guwahati	10	6.7 %
	Total =	150	86.7%

#### 4.4. Gender wise Distribution

Table 4.4 gives the gender wise distribution of respondents. From the table it is clear that majority of respondents are males (66.6%) and 34 per cent are females. The majority of library professionals in IIT Delhi (100 %), IIT Kharagpur (84.6 %), Madras University (66.7 %), Delhi University (64.3 %), IIT Guwahati (60 %) and IIT Bombay (58.3 %) are male, where as in Calcutta University, Pune University and NEHU majority are female (58.8%) library professionals.

**Table 4.4: Gender Wise Distribution of Respondents**

Gender	DU	IIT D	MU	IIT M	CU	IIT K	PU	IIT B	NEHU	IIT G	Total
<b>Male</b>	9	13	4	27	5	11	10	7	7	6	99
<b>%</b>	64.3 %	100 %	66.7 %	90 %	41.7 %	84.6 %	43.5 %	58.3 %	41.2 %	60 %	66.6 %
<b>Female</b>	5	0	2	3	7	2	13	5	10	4	51
<b>%</b>	35.7 %	0 %	33.3 %	10 %	58.3 %	15.4 %	56.5 %	41.7 %	58.8 %	40 %	34.4 %
<b>Total</b>	14	13	6	30	12	13	23	12	17	10	150

#### 4.5. Age wise Distribution

Table 4.5 shows that most of the library professionals at the time of survey, fall in the age group above 35-45 years (32.2%), the second scorer belongs to the age group 45-55 years (27.8%). The remaining 25.2 per cent and 14.8 per cent are shared by the age group 55-65 and 25-35 years respectively.

**Table 4.5: Age Wise Distribution of Respondents**

Age Group	DU	IIT D	MU	IIT M	CU	IIT K	PU	IIT B	NEHU	IIT G	Total
<b>25-35 years</b>	4 28.6 %	2 16.7 %	0 .0%	1 16.7 %	0 .0%	1 10.0 %	2 12.5 %	5 41.7 %	1 5.9%	1 10.0 %	17 14.8 %
<b>35-45 years</b>	3 21.4 %	4 33.3 %	4 66.7 %	1 16.7 %	9 75.0 %	2 20.0 %	3 18.8 %	1 8.3 %	3 17.6 %	7 70.0 %	37 32.2 %
<b>45-55 years</b>	3 28.6 %	3 25.0 %	2 .0%	0 66.7 %	0 .0%	5 50.0 %	9 12.5 %	2 33.3 %	6 41.2 %	2 .0%	32 27.8 %
<b>55-65 years</b>	4 28.6 %	3 25.0 %	0 .0%	4 66.7 %	3 25.0 %	2 20.0 %	2 12.5 %	4 33.3 %	7 41.2 %	0 .0%	29 25.2 %
<b>Total</b>	14 100 %	12 100 %	6 100 %	6 100 %	12 100 %	10 100 %	16 100 %	12 100 %	17 100 %	10 100 %	115 100 %

#### 4.6. Professional Qualification of the Respondents

Through the table (4.6) and figure 4.6 below we can find out the average qualification of the library professionals taken up for the present study. Since the minimum criteria kept for consideration of the library professionals was BLISc degree, therefore it was found that 18.2% of the professionals have BLISc degree, while 67% of the professionals have MLISc , only 3.9% have MPhil degree whereas 10.3% have attained PhD. Most number of MLISc degree holders is found in IIT Madras (22.1%), and MPhil holders in Delhi University (50 %).

**Table 4.6: Professional Qualification of the Respondents**

Qualification	DU	IIT D	MU	IIT M	CU	IIT K	PU	IIT B	NEHU	IIT G	Total
<b>BLISc</b>	5 13.5 5 %	5 13.5 %	0 0 %	1 2.7 %	6 16.2 %	2 5.4 4 %	10 27 %	4 10.8 %	2 5.4 %	2 5.4 %	37 18.2 %
<b>MLISc</b>	11 8.1 %	12 8.8 %	6 4.4 %	30 22.1 %	9 6.6 %	11 8.1 1 %	21 15.4 4 %	11 8.1 %	15 11 %	10 7.4 %	136 67 %
<b>MPhil</b>	4 50 %	0 0 %	0 0 %	1 12.5 %	0 0 %	0 0 %	1 12.5 5 %	2 16.7 7 %	0 0 %	0 0 %	8 3.9 %
<b>PhD</b>	3 21.4 %	4 17.4 %	1 4.8 %	1 4.8 %	0 0 %	2 9.5 5 %	4 17.4 4 %	2 9.5 %	2 9.5 %	2 9.5 %	21 10.3 %
<b>Post Doc</b>	0 0 %	1 100 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	1 0.5%
<b>Total</b>	23 100 %	22 100 %	7 100 %	33 100 %	15 100 %	15 100 0 %	36 100 %	19 100 %	19 100 %	14 100 %	203 100 %

**Figure 4.6: Professional Qualification of the Respondents**

#### **4.7. Designation of Library Professionals.**

The following table shows the designation of the library professionals taken up for the study. The data collected indicates that 27.3 per cent belong to Assistant Librarians / Assistant Librarian Information Officers category, 23.3 per cent to Technical Assistants / Senior Library Information Officers category, 16.7 per cent to Senior Library Information Assistants, 10 per cent to Professional Assistants / Senior Professional Assistants, and 9.3 per cent to Semi-Professional Assistants /Junior Library Assistants. Lower numbers of participants were seen in the category of Deputy Librarians (6.7 %), Librarians (3.3%) and Library Assistants (1.3%).



**Table 4.7: Designation of Library Professionals.**

DESIGNATION	DU	IIT D	MU	IIT M	CU	IIT K	PU	IIT B	NEHU	IIT G	Total
<b>Librarian</b>	0 0%	0 0%	1 16.7 %	1 3.3 %	0 0%	1 7.7 %	0 0%	1 8.3 %	1 5.9 %	0 0%	5 3.3 %
<b>DL</b>	3 21.4 0%	1 7.7 %	0 0%	2 6.7 %	0 0%	0 0%	1 4.3%	2 16.7 %	1 5.9%	0 0%	10 6.7%
<b>AL/Asst.Lib.Inf. Off</b>	0 0%	10 76.9 %	0 0%	4 13.3 %	10 83.3 %	4 30.8 %	7 30.4 %	1 8.3%	3 17.6%	2 20%	41 27.3 %
<b>Technical Asst./ Sr.Lib.Inf. Office r</b>	0 0%	0 0%	5 83.3 %	12 40 %	0 0%	2 15.4 %	12 52.2 %	3 25%	0 0%	1 10%	35 23.3 %
<b>Inf Scientist</b>	0 0%	0 0%	0 0%	1 3.3 %	0 0%	0 0%	0 0%	1 8.3%	1 5.9%	0 0%	3 2%
<b>Library Asst.</b>	2 14.3 %	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 1.3%
<b>Professional Asst./Senior Professional Asst.</b>	5 35.7 %	0 0%	0 0%	4 13.3 %	0 0%	0 0%	1 4.3%	0 0%	5 29.4%	0 0%	15 10%
<b>Semi-Professional Asst./Junior Library Asst.</b>	4 28.6 %	0 0%	0 0%	0 0%	2 16.7 %	0 0%	1 4.3%	1 8.3%	6 35.3%	0 0%	14 9.3%
<b>Sr.Lib.Inf.Asst.</b>	0 0%	2 15.4 %	0 0%	6 20 %	0 0%	6 46.2 %	1 4.3%	3 25%	0 0%	7 70%	25 16.7 %
<b>Total</b>	14 100 %	13 100%	6 100 %	30 100 %	12 100 %	13 100%	23 100%	12 100%	17 100%	10 100%	150 100%

#### 4.8. Experience of Library professionals

The experience or the years of service of the library professionals play an important role and has direct relationship with the participation level of the library professionals in the PDAs. Therefore, this factor was also taken into consideration and the following results were extracted. The results have been divided into two tables below. The first Table (4.8a) shows the years of service of the University library professionals whereas the second table (4.8b) shows the same about the library professionals working in the IITs.

From the Table 4.8a, it is seen that amongst the Universities, the highest number of respondents fall in the category of 1-10(30.6 %) years of experience. Out of the rest 27.4 per cent have 20-30 years of experience, 25.8 per cent have 30-40 years of experience and the least number of respondents (16.1 %) have 10-20 years of experience. The least experienced group (1-10 years) was observed in Calcutta University (75 %). In the second category i.e. 10-20 years of experience seem to be the highest (28.3 %) in Delhi University. For 20-30 and 30-40 years of experience the highest was concentrated in Pune University (46.2%) and NEHU (47.1%), respectively.

Coming to Table 4.8 (b), majority of the library professionals of the selected IITs seem to fall in the second category i.e. 10-20 years of experience (38.1 %). The second highest number of respondents belongs to those with 1-10 years of experience (30.9 %), 21.4 per cent falls under 30-40 years of service. The lowest percentage was found in the categories of 20-30 and 40-50 with percentages of 7.1 and 2.4 per cent respectively.

**Table 4.8 (a): Experience of Library Professionals in Universities**

Years of Service						
INSTITUTION	DU	MU	CU	PU	NEHU	Total
<b>1-10 yrs</b>	3 21.4%	3 50.0%	9 75 %	2 15.4%	2 11.8%	19 30.6 %
<b>10-20 yrs</b>	4 28.6%	1 16.7%	0 .0%	3 23.1%	2 11.8%	10 16.1 %
<b>20-30 yrs</b>	3 21.4%	1 16.7%	2 16.7%	6 46.2%	5 29.4%	17 27.4 %
<b>30-40 yrs</b>	4 28.6%	1 16.7%	1 8.3%	2 15.4%	8 47.1%	16 25.8 %
<b>Total</b>	14 100 %	6 100 %	12 100 %	13 100 %	17 100 %	62 100 %

**Table 4.8(b): Experience of Library Professionals in IITs**

Years of Service	INSTITUTION					Total
	IITD	IITM	IITK	IITB	IITG	
1-10 yrs	3 37.5%	2 33.3 %	2 25 %	5 50 %	1 10 %	13 30.9 %
10-20 yrs	3 37.5%	0 0 %	3 37.5 %	1 10 %	9 90 %	16 38.1 %
20-30 yrs	0 0%	0 0 %	2 25 %	1 10%	0 0%	3 7.1 %
30-40 yrs	2 25 %	4 66.7 %	0 0 %	3 30%	0 0%	9 21.4 %
40-50	0 0%	0 0%	1 12.5 %	0 0%	0 0%	1 2.4 %
<b>Total</b>	8 100%	6 100%	8 100%	10 100%	10 100%	42 100 %

#### **4.9. Zone Wise Distribution of the Percentage of Library Professionals Participating in Different PDAs in India**

The universities and IITs which form the sample of the present study were clubbed together and were represented zone wise. Table 4.9 gives the details of the percentage of professional activities participated in by the library professionals in each zone. Here, it is clear that the highest participation in the first type of professional development activity i.e. paper publication is seen in the west zone bearing 50.0 per cent of participation. The table displays equal participation (37 % each) in paper publication among the library professionals of the north and north-east zones. These two zones are the second highest in the row. The third highest place is occupied by the east zone (36 %). The least participation in this kind of professional development activity is seen in the south zone which holds only 19.4 per cent.

As far as the second professional activity i.e. attending seminar/ conference/ workshop is concerned, the highest level of participation is seen in the north-east zone (77.8%), the second highest percentage is that of the south zone (75%). There is a difference of only one per cent between the east and north zone. This makes the former third highest, with 64 per cent and the latter fourth in rank, with

63 per cent of participation. The least percentage is that of the west zone with only 55.6 per cent of participation.

The third column of the table shows the level of participation of the library professionals in refresher courses. Here, it is seen that there is a huge gap between the three zones who share the first three places and the rest of the zones where the percentages are low. The highest percentage is found in the west zone with 30.6 per cent of participation, the second percentage is that of the north-east zone with 29.6 per cent and the third highest is that of the north zone with 25.9 per cent of participating library professionals. The last two places of second lowest and lowest level of participation are in the south and east zone with 8.3 per cent and 4 per cent respectively.

**Table 4.9 Zone Wise Distribution of the Percentage of Library Professionals participating in Different PDAs in India:**

<b>ZONE</b>	<b>PAPER PUBLICATION</b>	<b>ATTENDING SEMINAR/ CONFERENCE/ WORKSHOP</b>	<b>ATTENDING REFRESHER COURSE</b>	<b>HIGHER DEGREE/ TRAINING</b>
<b>NORTH</b>	37 %	63 %	25.9%	29.6%
<b>SOUTH</b>	19.4%	75 %	8.3%	<b>36.1%</b>
<b>EAST</b>	36 %	64 %	4 %	16 %
<b>WEST</b>	<b>50 %</b>	55.6%	<b>30.6%</b>	22.2%
<b>NORTH-EAST</b>	37 %	<b>77.8%</b>	29.6%	33.3%

The last column of the table shows the involvement of the library professionals in higher degree/ training programmes. The highest percentage is that of the south zone, i.e. 36 per cent, the north-east zone following with 33.3 per cent. The third highest percentage is that of the north zone with 29 per cent and the fourth in the row is west zone with 22.2 per cent. The least participation is seen in the east zone with only 16 per cent of participation.

#### 4.10. Types of PDAs Carried out by the University Library Professionals in India:

From the data collected for the present study, it is seen that there is a large number of library professionals working in different universities in India, who dedicate their time in taking part in different PDAs. The following tables and graphs represent the types of PDAs carried out by the university library professionals in India:

**Table 4.10(a). Participation of the University Library Professionals in PDAs - Paper Publication**

INSTITUTION	ZONE	PAPER PUBLICATION				TOTAL
		YES	Percentage	NO	Percentage	
<b>Delhi University</b>	NORTH	4	11.1 %	10	22.2 %	14
<b>Madras University</b>	SOUTH	3	8.3 %	3	6.7 %	6
<b>Calcutta University</b>	EAST	2	5.5 %	10	22.2 %	12
<b>Pune University</b>	WEST	10	27.7 %	11	24.4 %	23
<b>NEHU</b>	NORTH-EAST	6	16.6 %	11	24.4 %	17

The table above (Table 4.10a) shows that the highest participation in paper publication is in Pune University (27.7%). NEHU comes second in the list, having 6 participants and forming 16.6 per cent. Delhi University has 4 participants forming 11.1 per cent whereas, Madras and Calcutta seems to be lagging behind with just 8.3 and 5.5 per cent of participants, respectively.

**Table 4.10(b). Participation of the University Library Professionals in PDAs  
- Attending Seminar/Conferences/Workshop**

INSTITUTION	ZONE	ATTENDING SEMINAR/CONFERENCES/WORKSHOP				TOTAL
		YES	%	NO	%	
<b>Delhi University</b>	NORTH	10	24.4 %	4	20 %	14
<b>Madras University</b>	SOUTH	5	12.2 %	1	5 %	6
<b>Calcutta University</b>	EAST	8	19.5 %	4	20 %	12
<b>Pune University</b>	WEST	10	24.4 %	11	55 %	24
<b>NEHU</b>	NORTH-EAST	17	41.5 %	0	0%	17

As far as attending scholarly meetings is concerned, there seems to be active participation among the library professionals of all the Universities. The highest participation is seen in NEHU with 41.5 per cent of participants. Delhi and Pune Universities share the same number of participants, forming 24.4 per cent each. Calcutta University bears 19.5 per cent whereas the lowest percentage is concentrated in Madras University with only 12.2 per cent of library professionals taking part in scholarly meetings.

**Table 4.10 (c) Participation of the University Library Professionals in PDAs - Attending Refresher Course**

INSTITUTION	ZONE	ATTENDING REFRESHER COURSES				TOTAL
		YES	%	NO	%	
<b>Delhi University</b>	NORTH	3	16.7 %	11	21.1 %	14
<b>Madras University</b>	SOUTH	2	11.1 %	4	7.7 %	6
<b>Calcutta University</b>	EAST	0	0 %	12	23.1 %	12
<b>Pune University</b>	WEST	8	44.4 %	13	25 %	23
<b>NEHU</b>	NORTH-EAST	5	27.8 %	12	23.1 %	17

As far as refresher courses are concerned, there is minimum participation by the library professionals of all the Universities. Thus, the lowest level of participation among respondents is found in this type of activity. The highest participation is concentrated in Pune University where 8 numbers of participants exists forming 44.4 per cent. There seem to be no participation in Calcutta University resulting in 0 per cent of participants. In other Universities, the level of participation is very nominal containing 27.8, 16.7 and 11.1 per cent in NEHU, Delhi and Madras Universities, respectively.

**Table 4.10 (d) Participation of the University Library Professionals in PDAs - Higher Degree/Training**

INSTITUTION	ZONE	Higher Degree/Training				TOTAL
		YES	%	NO	%	
Delhi University	NORTH	3	21.4 %	11	19.6 %	14
Madras University	SOUTH	1	7.14 %	5	8.9 %	6
Calcutta University	EAST	1	7.14 %	11	19.6 %	12
Pune University	WEST	4	28.6 %	17	30.3 %	23
NEHU	NORTH-EAST	5	35.7 %	12	21.4 %	17

This type of professional development activity relates to those activities such as attempt for higher degree, taking part in training programmes or diploma courses related to the field in which a particular library professional works. The assessment of this activity in the Universities shows that it is not considered an activity of prime importance, which is why the level of participation is lower than in the other activities. However, among all the Universities taken, NEHU has the highest number of participants which is 5 and this forms 35.7 per cent of the total strength who participate in this activity. The second highest level of participation is observed in Pune University with 4 of library professionals taking part forming 28.6 per cent. The rest is distributed among three Universities namely Delhi, Madras and Calcutta Universities. Delhi University has the percentage of 21.4 per

cent, whereas, Madras and Calcutta Universities share the same number of participant i.e. 1 which forms only 7.14 per cent.

**Table 4.10 (e) Participation of the University Library Professionals in PDAs - Enrolment in Library Association**

<b>INSTITUTION</b>	<b>PERCENTAGE</b>
<b>Delhi University</b>	50 %
<b>Madras University</b>	33.3 %
<b>Calcutta University</b>	41.7 %
<b>Bombay University</b>	39.1 %
<b>NEHU</b>	17.4 %

From the above table it is clear that the participation level in library associations is very limited. The only University with the highest number of participants is Delhi University where 50 per cent of the respondents are members of library associations. The other Universities record minimal participation with Calcutta University holding the second place with 41.7 per cent respondents, Pune University with 39.1 per cent, Madras University with 33.3 per cent and the lowest participation is seen in NEHU with only 17.4 per cent.

#### **4.11. Types of PDAs Carried out by the IIT Library Professionals in India:**

The variety of PDAs in which the library professionals of the IITs in India take part is commendable. During the course of this study, it was found out that though the work pressure and responsibilities are very high among the library professionals, yet they have the interest and passion to grow, by involving in different academic activities. The result of this study might not reflect a very positive picture of the participation of the IIT library professionals but that is mainly due to the limited number of activities taken for the present study. It is worth mentioning that these library professionals have been invited to give lectures and sometimes even to be panel member of highly reputed programmes in India and abroad. But since these activities have not been included in this study, therefore, their role seems to have been underestimated.



**Table 4.11(a). Participation of the IIT Library Professionals in PDAs - Paper Publication**

Institution	Zone	PAPER PUBLICATION				Total No. of Responses
		Yes	% of Positive Responses	No	%	
IIT Delhi	NORTH	6	21.4 %	7	14 %	13
IIT Madras	SOUTH	4	14.3%	26	52 %	30
IIT KHARAGPUR	EAST	7	25 %	6	12 %	13
IIT BOMBAY	WEST	7	25 %	5	10 %	12
IIT GUWAHATI	NORTH-EAST	4	14.3 %	6	12 %	10

Amongst the IITs, the highest level of participation in paper publication is seen in IIT Bombay and IIT Kharagpur with equal number of participants forming 25 per cent of the total responses in each of these IITs. The next institution on the list is IIT Delhi, where the level of participation is around 21.4 per cent. The third as well as the last place is occupied by IIT Madras and IIT Guwahati, having the same percentage of 14.3 per cent each.

**Table 4.11(b). Participation of the IIT Library Professionals in PDAs - Attending Scholarly Meetings (Seminar/ Conferences/Workshop)**

INSTITUTION	ZONE	ATTENDING SEMINAR/CONFERENCES/WORKS HOP				TOTAL
		YES	% of Positive Responses	NO	%	
IIT Delhi	NORTH	7	14 %	6	21.4 %	13
IIT Madras	SOUTH	22	44 %	8	28.6 %	30
IIT KHARAGPUR	EAST	8	16 %	5	17.8 %	13
IIT BOMBAY	WEST	9	18 %	3	10.7 %	12
IIT GUWAHATI	NORTH-EAST	4	8 %	6	21.4 %	10

For the second type of professional development activity, the highest level of participation is witnessed in IIT Madras with 44 per cent of participation. The second rank of participation is seen in IIT Bombay with 18 per cent of participation. The lowest level of participation in this category is seen in IIT Guwahati which holds only 8 per cent. In between lie IIT Kharagpur and IIT Delhi with 16 and 14 per cent of participation, respectively.

**Table 4.11 (c). Participation of the IIT Library Professionals in PDAs - Attending Refresher Courses**

INSTITUTION	ZONE	ATTENDING REFRESHER COURSE				TOTAL
		YES	% of Positive Responses	NO	%	
<b>IIT Delhi</b>	NORTH	4	33.3 %	9	13.6 %	13
<b>IIT Madras</b>	SOUTH	1	8.3 %	29	43.9 %	30
<b>IIT KHARAGPUR</b>	EAST	1	8.3 %	12	18.2 %	13
<b>IIT BOMBAY</b>	WEST	3	25%	9	13.6 %	12
<b>IIT GUWAHATI</b>	NORTH -EAST	3	25 %	7	10.6 %	10

Similar to the case of Universities, even in IITs the level of participation in this type of professional development activity is the lowest compared to the other types of activities. Even here we see that the number of those who did not participate is higher than those who participate. However, if we look at the table (4.11c), we can see that the highest percentage is observed in IIT Delhi with 33.3 per cent, followed by IIT Bombay with 25 per cent of those who participate. There is a huge gap in the percentage of IIT Kharagpur and IIT Madras compared to the rest of the institutes which is 7.7 and 3.3 per cent, respectively.

**Table 4.11 (d). Participation of the IIT Library Professionals in PDAs - Higher Degree Courses/ Training Programmes.**

INSTITUTION	ZONE	Higher Degree/Training				TOTAL
		YES	% of Positive Responses	NO	%	
<b>IIT Delhi</b>	NORTH	5	17.9 %	8	16 %	13
<b>IIT Madras</b>	SOUTH	12	42.8 %	18	36 %	30
<b>IIT KHARAGPUR</b>	EAST	3	10.7 %	10	20 %	13
<b>IIT BOMBAY</b>	WEST	4	14.3 %	8	16 %	12
<b>IIT GUWAHATI</b>	NORTH-EAST	4	14.3 %	6	12 %	10

Attaining higher degrees and attending training programmes is higher in IIT libraries than that of the University libraries. But amongst all the IITs belonging to the different zones, the highest participation is seen in IIT Madras having 12 numbers of participants and forming 42.8 per cent of the total responses. The second in the row is IIT Delhi with 17.9 per cent followed by IIT Bombay and IIT Guwahati who share the same number of participants i.e.4 and percentage (14.3%) as well. The lowest figure is seen in IIT Kharagpur with only 3 numbers of 'yes' forming 10.7 per cent of the participants.

Enrolling oneself in library associations is very important for the library professionals. Therefore this was included in the questionnaire of the present study to see the actual involvement of the library professionals in the library associations. As illustrated in the table below (4.11 e), it is seen that the most active participant is IIT Bombay with 75 per cent of positive responses. The next in row is IIT Delhi and IIT Kharagpur with equal number of participants (46.2 %). Then comes IIT Guwahati with 40 per cent of responses and the least participation is seen in IIT Madras with only 6.7 per cent of respondents getting enrolled in library associations.

**Table 4.11(e). Participation of the IIT Library Professionals in PDAs - Enrolment in Library Association**

<b>INSTITUTION</b>	<b>PERCENTAGE</b>
<b>IIT Delhi</b>	46.2 %
<b>IIT Madras</b>	6.7 %
<b>IIT Kharagpur</b>	46.2 %
<b>IIT Bombay</b>	75 %
<b>IIT Guwahati</b>	40 %

#### **4.12. Designation Wise Participation of the Library Professionals in PDAs**

Though a simple comparison was already done of the participation level of library professionals of Universities and IITs in the above portion, the need for comparison designation wise was also felt. The following tables therefore show the participation level of the library professionals according to their designation.

The tables have been arranged as follows:

The first slot on the right reflects the number of papers published by the library professionals. The rest of the slots reflect the number and percentage of the library professionals who have published papers. The tables have been described as follows:

Two Librarians (40%) have not published any paper in journals

One Librarian has published two papers (20%) in journals

One Librarian has published three papers (20%) in journals

One Librarian has published ten papers (10%) in journals

that significant. The only activity where IITs have an upper hand over the Universities is in attaining higher degree and training programmes.

**Objective 3-** To compare the PDAs participated in by the University Library professionals zone wise.

When it comes to zonal comparison of the Universities, it is seen that the overall participation is the highest in attending scholarly meetings such as conferences, seminars, workshops, and symposiums, be it at regional, national or international level. The graph drooped down when it came to refresher courses since there was a very low percentage of participation among the University library professionals. However, the most consistent participation was observed in Pune University and the weakest participation was found in Madras and Calcutta Universities.

**Objective 4-** To compare the PDAs participated in by the IIT Library professionals, zone wise.

The participation of some of the IITs was seen to be quite impressive, however the overall participation seems to be less than what was expected during the inception of this study. Though in attaining higher degrees and in taking up training, the participation of the IIT library professionals was drastically high yet in other PDAs the percentage was seemingly lower than that of the university library professionals. This came as a surprise since the status of the IITs has always been considered very high, and keeping in mind this impressive image, the participation of their library professionals was also expected to be comparatively high. However, the performances of most of the IITs were seen to be consistent in all types of PDAs considered in this study.

**Objective 5-** To draw out reasons for participation and non-participation of University and IIT library professionals, in PDAs.

The study unravelled that most of the library professionals belonging to both the groups have a keenness to participate in the different PDAs. Some do it for intrinsic factors such as self satisfaction, self learning,

gaining of knowledge etc. while others do it for extrinsic factors such as promotion, increase in salary etc. However, the reason/ option which gained the highest compliance was “professional development”. Also, reasons like “to share innovations”, “to provide better services”; “to keep current with skills” also seem to play an important role in motivating the library professionals to participate more. As far as the barriers are concerned, different problems have come into the picture which act as hurdles preventing the library professionals from participating. Some of these are - lack of time, work pressure, lack of financial assistance etc.

**Objective 6-** To bring out suggestions for better participation in PDAs by the University and IIT library professionals, on the basis of the results of the study.

Taking part in PDAs does not depend only on the will of the library professionals alone, rather it is a joint effort with the administrative heads of the institutions as well. This is particularly true in case of those library professionals who do not hold very high posts in their institutions. The employing institution has to realize the fact that giving a chance only to a group of professionals will not improve the quality of a library. A library can cater good services to the users, at its best, only if all the professionals working in it are given equal opportunity to grow and develop their skills. Through this study it is hoped that this message will be extended to all the employing institutions to support the library professionals in updating themselves through PDAs.

### **5.1. Answering the Research Questions:**

During the inception of this study some research questions were framed in order to lead the present research to a proper direction. These questions were as follows:-

1. Do University and IIT library professionals of India take active part in PDAs?
2. Do IIT library professionals of India participate in PDAs more than the University library professionals?

3. Why do the University and IIT library professionals of India take part in the PDAs?
4. What are the problems that the University and IIT library professionals of India face which limits their participation in the PDAs?

If we take a deeper look at the research questions mentioned above, we will see that the answers have already been given in the earlier part of this chapter. In other words, the objectives and the research questions seem to comply with each other. However, these questions can be answered briefly in a sentence or two. The answer to the first question would be “yes”, both the Universities and IIT library professionals do take active part in the PDAs. The second question would have a “no” against it since in most of the PDAs the University library professionals have outshined the IITs. As far as the third question is concerned, there were various reasons due to which the library professionals of both the institutes take part in PDAs, the most important one being the reason “for professional development”. For the last question it was found that the main hurdles in the way of the library professionals to participate in the PDAs were “lack of time” as well as “work pressure”.

**5.2. Summary of Findings :** The major findings of the present study are as follows:

- The library professionals of all the institutions taken up for the study do take part in the PDAs.
- When we compared the participation of the library professionals zone wise, the outcome was as follows:
  - ❖ For paper publication West Zone had the highest percentage (50%).
  - ❖ For attending scholarly meetings the North-East Zone seems to have taken the cake (77.8 %)
  - ❖ As far as attending refresher courses is concerned the West Zone again had outnumbered the others (30.6%)
  - ❖ Taking up higher degree courses and attending training programmes seems to have taken a leap in the South Zone (36.1%)

- Among the Universities library professionals the most active participants were found to be as follows:
  - ❖ Paper Publication: Pune University (27.7%).
  - ❖ Attending Scholarly Meetings: NEHU (41.5%)
  - ❖ Attending Refresher Courses: Pune University (44.4%)
  - ❖ Attaining Higher Degrees / Training Programme: NEHU (35.7)
- The highest level of participation in PDAs among the IIT library professionals are as follows:
  - ❖ Paper Publication: IIT Bombay and IIT Kharagpur (21.4%)
  - ❖ Attending Scholarly Meetings: IIT Madras (44%)
  - ❖ Attending Refresher Courses: IIT Delhi (33%)
  - ❖ Attaining Higher Degrees / Training Programme: IIT Madras (42.8%)
- When comparison was done between University and IIT libraries, the following results were obtained:
  - ❖ For first type of professional development activity i.e. paper publication, the level of participation of the library professionals is almost the same in Universities and IITs which is 35.6 and 35.9 per cent, respectively.
  - ❖ For the second type of activity i.e. attending scholarly meetings, the level of participation is higher in the Universities (69.9 %) than that of IITs (64 %).
  - ❖ Again, in the case of the third type of activity, which is attending refresher courses, the percentage of those who participate is higher in the Universities (24.7 %) compared to the IITs (15.4 %).
  - ❖ For the last type of activity i.e. attaining higher degree/ training programmes, major participation is seen in IITs (35.9 %) rather than in the Universities (19.2 %). This means that when it comes to achieving higher degree courses and taking part in training programmes, library professionals of IITs are more active than the library professionals of the Universities.
- The Chi-Square test carried out to find out the participation level between the University and IIT library professionals resulted as follows:
  - ❖ There is statistically a significant difference between the publishing pattern of the University and IIT library professionals as  $\chi^2 = .333 > .05$ . This shows that both the groups publish in a different manner and there is no relation between them.



- ❖ There is statistically a significant difference in attending scholarly meetings by the University and IIT library professionals as  $t = .212 > .05$ . This shows the pattern of attending scholarly meetings is different and there is no relation between them.
- ❖ In attending refresher courses there is statistically a significant difference between the University and IIT library professionals as  $t = .099 < .05$ . This shows that both the groups publish in a different manner and there exists no relation between them.
- ❖ For attaining higher degree and training programme there is statistically no significant difference between the library professionals of the Universities and IITs as  $t = .034 > .05$ . There also exists a relation in the participation pattern between the two.
- As far as becoming members of library associations is concerned, the library professionals of Delhi University seem to have surpassed the others by having 50 per cent of the overall enrolment.
- The most important medium through which the library professionals get the information about the different PDAs was through circulars which score 51.43% of the overall percentage.
- The motivational factors which proved to be the driving force for the library professionals to take part in PDAs are:
  - ❖ For professional development (47.69%)
  - ❖ To contribute to knowledge (42.45%)
  - ❖ To provide better services (41.47%)
- Lack of time (57.11%) and Work pressure (37.28%) stood out to be the major stumbling blocks for the library professionals to take part in PDAs.
- The highest benefit to the users through participation of the library professionals in PDAs came out to be 'better relation with the users' (56.28%).
- The only negative impact that emerged with regard to the participation of library professionals in PDAs is 'negligence of official duties'

### **5.3. Suggestions for improving participation of Library Professionals in PDAs:**

During the study, many constructive suggestions were brought forward by the library professionals, in order to improve their participation in the PDAs. These suggestions are listed 'as is'. Though some of the suggestions seem to be valid and convincing, others seem to have been made perfunctorily. The suggestions are given as follows:-

- i. The new electronic knowledge environment should be adopted for PDAs.
- ii. More workshops and conferences should be organized on IT topics to keep the library professionals up-to-date.
- iii. PDAs should be carried out from time to time in the working institution and those who attend should share the knowledge and give the benefit to the other colleagues as well.
- iv. If there is any reward system then the library professionals will come forward and participate in PDAs.
- v. More awareness programmes should be introduced to apprise the library professionals about the PDAs.
- vi. Rotationally the library professionals should be given a chance to participate in the PDAs.
- vii. Library- oriented training programmes should be introduced.
- viii. TQM programmes should be organized for the library professionals.
- ix. The employing institutions should take the initiative to send their library staff to participate in PDAs.
- x. Circulars should be circulated to all the library professionals and not be limited only to the group of library officials.
- xi. Performance based increment should be introduced to improve participation in PDAs.
- xii. Parent institutions should take up some issues and organize PDAs based on that and allow all the library staff to participate in it.
- xiii. At least two numbers of staff should be chosen, once in a year to be sent for participation since going alone discourages the staff.

- xiv. A single directory should be formed of all LIS professionals in the country with emails, contact numbers etc. and circulars should be sent to this directory about the upcoming events.
- xv. Library professionals should be sent to participate on a rotation basis and the institution should fully sponsor them.
- xvi. Awareness programme to motivate library professionals about PDAs should be organized.
- xvii. In-house trainings, webcasting, social networking of library professionals should be introduced.
- xviii. Even if institution does not allow her/him for career development one has to spend his/her own time and money to develop himself / herself.

#### **5.4. Suggestions and Recommendations from the Study:**

The whole phase of the study was not a very smooth one. There were many ups and downs and twists and turns that came in the way of the study. Based on those experiences some suggestions and recommendations can be put forward. These are as follows:

- When we talk about PDAs, we talk about the growth and development of the library professionals. So, it is very important for them to realize that it depends mostly on their will to grow and develop in their profession. Even though the best facilities and funds may be provided to them, it would be futile if they don't have the spirit for improving themselves. They should understand that their profession is of a very dynamic nature and as such they have to have the zeal to learn and be at par with the growing demand of time. Thus, they should take part in the different PDAs for professional growth or new innovation and not merely for the sake of promotions and high salary.
- The employing institutions play the role of a back bone of the library professionals. The library professionals cannot do everything entirely by themselves. It is obvious that no one would go and participate in the PDAs at the cost of losing their jobs. Therefore, it is the prime duty of the employing institutions to support and encourage their staff to update themselves through these activities. They should not build walls but rather bridges between the library professionals and the PDAs.

- From the study it was found that professional associations did not play a very important role in the library profession. This is not a very good indication, since these professional associations have evolved for the betterment of the profession. It was found that there is a huge gap between the library professionals and the associations. The library professionals have opined that there is no benefit in enrolling themselves in any kind of professional associations. Some even went to the extent of saying that these associations do not even work for the profession rather they have their own selfish motives to attain. Therefore, through this work, a message is aimed to be sent to the professional associations that it is high time for them to make others realize the importance of their existence. The gap has to be filled between the two then only their effort would be successful and the library professionals would realize and even make use of the facilities provided by them.

### **5.5. Limitations of the Study:**

The present study covered only ten (10) libraries all together, taking only one university and one IIT library from each zone i.e. north, south, east, west and north-east. Also, only central libraries of these institutes have been taken into account, since taking all the libraries from the different campuses would have complicated matters, as some institutions have only one campus while others have more. As far as the library professionals are concerned, only those holding permanent posts and having a minimum qualification of B.L.I.Sc. have been taken into consideration and those who joined these institutes after the year 2010 have been excluded.

### **5.6. Conclusion.**

Though this particular topic has gained importance in other countries, the scenario in India is still quite depressing as very few studies have been made in this direction. It was only while searching for relevant literature for the present study that this fact was realized. The question which arises here is that while we talk of bombastic terms such as digital libraries, cloud computing, mobile technologies, web-based applications,

library portals etc. but we hardly think how much these concepts would be understood by all the library professionals. Here, library professionals refer to all those working in different designations and not just those holding chief posts only. Perhaps participation in PDAs would alleviate the lacunae. When new technologies are introduced, the library professionals should be given an opportunity to know and learn the same. By participating in PDAs library professionals will be able to do so. Thus, taking part in PDAs is important but what is equally important is also that all the library professionals, having different designations get equal opportunity to participate. Despite its limitations, it is hoped that this study will be able to make the library professionals realize the importance of PDAs. Also, that the employing institutions would comprehend what major role they play in motivating the library professionals to participate in PDAs. It is also hoped that this study would be an eye opener to those who under estimate the status of the library professionals as this study proves that the library professionals also take part in the academic activities as faculty members do.

### **5.7. Areas for Further Research**

The present study has its limitations, there is still very high scope for expanding it for further research. Firstly, apart from Universities and IITs, some other institutes can be compared. Secondly, the professional activities taken for the present study can also be expanded and many other activities can be added to the list as well. The research can further be taken ahead, by making a study of the post participation effect to find out the outcome of participating in PDAs by the library professionals. Over and above, a study can be explored whereby the users can also be involved. In other words user's view can be recorded and analyzed to see if PDAs have any impact on the services provided to the users by the library professionals.

To conclude, this study has tried to be as exhaustive as possible within its limitations. It has paved the way for other studies on similar lines and it has made visible a hitherto ignored aspect of librarianship. It has also added to the very scant literature presently available on the topic at hand.

Table 4.12(a): Designation Wise Paper Publication in Journals

			Paper Publication in Journals								Total
			0	1	2	3	4	6	7	10	
Designation	Librarian	Count	2	0	1	1	0	0	0	1	5
		% within Designation	40.0%	.0%	20.0%	20.0%	.0%	.0%	.0%	20.0%	100.0%
		% within Paper Publication in Journals	1.6%	.0%	20.0%	25.0%	.0%	.0%	.0%	100.0%	3.3%
		% of Total	1.3%	.0%	.7%	.7%	.0%	.0%	.0%	.7%	3.3%
	DL	Count	4	2	1	0	0	1	2	0	10
		% within Designation	40.0%	20.0%	10.0%	.0%	.0%	10.0%	20.0%	.0%	100.0%
		% within Paper Publication in Journals	3.2%	22.2%	20.0%	.0%	.0%	50.0%	100.0%	.0%	6.7%
		% of Total	2.7%	1.3%	.7%	.0%	.0%	.7%	1.3%	.0%	6.7%
	AL/Asst.Lib.Inf.Off.	Count	30	5	1	3	1	1	0	0	41
		% within Designation	73.2%	12.2%	2.4%	7.3%	2.4%	2.4%	.0%	.0%	100.0%
		% within Paper Publication in Journals	24.0%	55.6%	20.0%	75.0%	50.0%	50.0%	.0%	.0%	27.3%
		% of Total	20.0%	3.3%	.7%	2.0%	.7%	.7%	.0%	.0%	27.3%
	Technical Asst./Sr.Lib.Inf.Officer	Count	34	0	0	0	1	0	0	0	35
		% within Designation	97.1%	.0%	.0%	.0%	2.9%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Journals	27.2%	.0%	.0%	.0%	50.0%	.0%	.0%	.0%	23.3%
		% of Total	22.7%	.0%	.0%	.0%	.7%	.0%	.0%	.0%	23.3%
	Inf Scientist	Count	2	1	0	0	0	0	0	0	3
		% within Designation	66.7%	33.3%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Journals	1.6%	11.1%	.0%	.0%	.0%	.0%	.0%	.0%	2.0%
		% of Total	1.3%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	2.0%
Library Asst.	Count	2	0	0	0	0	0	0	0	2	

Contd. Table 4.12(a): Designation Wise Paper Publication in Journals

		<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
		<b>% within Paper Publication in Journals</b>	1.6%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	1.3%
		<b>% of Total</b>	1.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	1.3%
	<b>Professional</b>	<b>Count</b>	15	0	0	0	0	0	0	0	15
	<b>Asst./Senior</b>	<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	<b>Professional Asst.</b>	<b>% within Paper Publication in Journals</b>	12.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	10.0%
		<b>% of Total</b>	10.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	10.0%
	<b>Semi-Professional</b>	<b>Count</b>	14	0	0	0	0	0	0	0	14
	<b>Asst.&amp; Junior Library</b>	<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	<b>Asst.</b>	<b>% within Paper Publication in Journals</b>	11.2%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	9.3%
		<b>% of Total</b>	9.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	9.3%
	<b>Sr.Lib.Inf.Asst.</b>	<b>Count</b>	22	1	2	0	0	0	0	0	25
		<b>% within Designation</b>	88.0%	4.0%	8.0%	.0%	.0%	.0%	.0%	.0%	100.0%
		<b>% within Paper Publication in Journals</b>	17.6%	11.1%	40.0%	.0%	.0%	.0%	.0%	.0%	16.7%
		<b>% of Total</b>	14.7%	.7%	1.3%	.0%	.0%	.0%	.0%	.0%	16.7%
<b>Total</b>		<b>Count</b>	125	9	5	4	2	2	2	1	150
		<b>% within Designation</b>	83.3%	6.0%	3.3%	2.7%	1.3%	1.3%	1.3%	.7%	100.0%
		<b>% within Paper Publication in Journals</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		<b>% of Total</b>	83.3%	6.0%	3.3%	2.7%	1.3%	1.3%	1.3%	.7%	100.0%

The above table shows that the highest number of publications in journals is published by the Librarians which is 10 papers (20%) followed by Deputy Librarians with 7 and 6 papers forming 20 and 10 per cent of the responses respectively. The Assistant Librarians/Assistant Library Information Officers published 6 and 4 papers forming 2.4 per cent of the responses. Four papers were also published by Technical Assistant/ Senior Library and Information Officer forming 2.9 per cent.

Table 4.12(b): Designation Wise Paper Publication in Books

Number of Library Professionals			Number of Papers Published in Books by Library Professionals					Total
			0	1	2	3	4	
Designation	Librarian	Count	3	0	1	1	0	5
		% within Designation	60.0%	.0%	20.0%	20.0%	.0%	100.0%
		% within Paper Publication in Books	2.1%	.0%	50.0%	100.0%	.0%	3.3%
		% of Total	2.0%	.0%	.7%	.7%	.0%	3.3%
	DL	Count	8	1	0	0	1	10
		% within Designation	80.0%	10.0%	.0%	.0%	10.0%	100.0%
		% within Paper Publication in Books	5.6%	50.0%	.0%	.0%	100.0%	6.7%
		% of Total	5.3%	.7%	.0%	.0%	.7%	6.7%
	AL/Asst.Lib.Inf.Off	Count	40	1	0	0	0	41
		% within Designation	97.6%	2.4%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Books	27.8%	50.0%	.0%	.0%	.0%	27.3%
		% of Total	26.7%	.7%	.0%	.0%	.0%	27.3%
	Technical Asst./ Sr.Lib.Inf.Officer	Count	35	0	0	0	0	35
		% within Designation	100.0%	.0%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Books	24.3%	.0%	.0%	.0%	.0%	23.3%
		% of Total	23.3%	.0%	.0%	.0%	.0%	23.3%
Inf Scientist	Count	3	0	0	0	0	3	
	% within Designation	100.0%	.0%	.0%	.0%	.0%	100.0%	
	% within Paper Publication in Books	2.1%	.0%	.0%	.0%	.0%	2.0%	
	% of Total	2.0%	.0%	.0%	.0%	.0%	2.0%	



Contd. Table 4.12(b): Designation Wise Paper Publication in Books

	<b>Library Asst.</b>	<b>Count</b>	2	0	0	0	0	2
		<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	100.0%
		<b>% within Paper Publication in Books</b>	1.4%	.0%	.0%	.0%	.0%	1.3%
		<b>% of Total</b>	1.3%	.0%	.0%	.0%	.0%	1.3%
	<b>Professional Asst./Senior Professional Asst.</b>	<b>Count</b>	15	0	0	0	0	15
		<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	100.0%
		<b>% within Paper Publication in Books</b>	10.4%	.0%	.0%	.0%	.0%	10.0%
		<b>% of Total</b>	10.0%	.0%	.0%	.0%	.0%	10.0%
	<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>Count</b>	14	0	0	0	0	14
		<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	100.0%
		<b>% within Paper Publication in Books</b>	9.7%	.0%	.0%	.0%	.0%	9.3%
		<b>% of Total</b>	9.3%	.0%	.0%	.0%	.0%	9.3%
<b>Sr.Lib.Inf.Asst.</b>	<b>Count</b>	24	0	1	0	0	25	
	<b>% within Designation</b>	96.0%	.0%	4.0%	.0%	.0%	100.0%	
	<b>% within Paper Publication in Books</b>	16.7%	.0%	50.0%	.0%	.0%	16.7%	
	<b>% of Total</b>	16.0%	.0%	.7%	.0%	.0%	16.7%	
<b>Total</b>	<b>Count</b>	144	2	2	1	1	150	
	<b>% within Designation</b>	96.0%	1.3%	1.3%	.7%	.7%	100.0%	
	<b>% within Paper Publication in Books</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	<b>% of Total</b>	96.0%	1.3%	1.3%	.7%	.7%	100.0%	

As far as self authored books are concerned the highest number is seen to be published by Deputy Librarians with 4 (20 %) numbers of self-authored books. The second is followed by the Librarian with 3 (10 %) self-authored books.

Table 4.12 (c): Designation Wise Paper Publication in Edited Books

			Paper Publication in Edited Books					Total	
			0	1	2	3	7		8
Designation	Librarian	Count	3	1	0	0	1	0	5
		% within Designation	60.0%	20.0%	.0%	.0%	20.0%	.0%	100.0%
		% within Paper Publication in Edited Books	2.2%	25.0%	.0%	.0%	100.0%	.0%	3.3%
		% of Total	2.0%	.7%	.0%	.0%	.7%	.0%	3.3%
	DL	Count	4	0	2	3	0	1	10
		% within Designation	40.0%	.0%	20.0%	30.0%	.0%	10.0%	100.0%
		% within Paper Publication in Edited Books	2.9%	.0%	100.0%	100.0%	.0%	100.0%	6.7%
		% of Total	2.7%	.0%	1.3%	2.0%	.0%	.7%	6.7%
	AL/Asst.Lib.Inf.Off	Count	39	2	0	0	0	0	41
		% within Designation	95.1%	4.9%	.0%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Edited Books	28.1%	50.0%	.0%	.0%	.0%	.0%	27.3%
		% of Total	26.0%	1.3%	.0%	.0%	.0%	.0%	27.3%
	Technical Asst./ Sr.Lib.Inf.Officer	Count	35	0	0	0	0	0	35
		% within Designation	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Edited Books	25.2%	.0%	.0%	.0%	.0%	.0%	23.3%
		% of Total	23.3%	.0%	.0%	.0%	.0%	.0%	23.3%
	Inf Scientist	Count	2	1	0	0	0	0	3
		% within Designation	66.7%	33.3%	.0%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Edited Books	1.4%	25.0%	.0%	.0%	.0%	.0%	2.0%
		% of Total	1.3%	.7%	.0%	.0%	.0%	.0%	2.0%
Library Asst.	Count	2	0	0	0	0	0	2	

Contd. Table 4.12 (c): Designation Wise Paper Publication in Edited Books

		<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
		<b>% within Paper Publication in Edited Books</b>	1.4%	.0%	.0%	.0%	.0%	.0%	1.3%
		<b>% of Total</b>	1.3%	.0%	.0%	.0%	.0%	.0%	1.3%
	<b>Professional</b>	<b>Count</b>	15	0	0	0	0	0	15
	<b>Asst./Senior</b>	<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	<b>Professional Asst.</b>	<b>% within Paper Publication in Edited Books</b>	10.8%	.0%	.0%	.0%	.0%	.0%	10.0%
		<b>% of Total</b>	10.0%	.0%	.0%	.0%	.0%	.0%	10.0%
	<b>Semi-Professional</b>	<b>Count</b>	14	0	0	0	0	0	14
	<b>Asst.&amp; Junior Library</b>	<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	<b>Asst.</b>	<b>% within Paper Publication in Edited Books</b>	10.1%	.0%	.0%	.0%	.0%	.0%	9.3%
		<b>% of Total</b>	9.3%	.0%	.0%	.0%	.0%	.0%	9.3%
	<b>Sr.Lib.Inf.Asst.</b>	<b>Count</b>	25	0	0	0	0	0	25
		<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
		<b>% within Paper Publication in Edited Books</b>	18.0%	.0%	.0%	.0%	.0%	.0%	16.7%
		<b>% of Total</b>	16.7%	.0%	.0%	.0%	.0%	.0%	16.7%
<b>Total</b>		<b>Count</b>	139	4	2	3	1	1	150
		<b>% within Designation</b>	92.7%	2.7%	1.3%	2.0%	.7%	.7%	100.0%
		<b>% within Paper Publication in Edited Books</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		<b>% of Total</b>	92.7%	2.7%	1.3%	2.0%	.7%	.7%	100.0%

The above Table shows that the highest number of articles is published by Deputy Librarians with 8 articles (10 %) followed by Librarians with 7 (20%) articles in edited books. Library professionals with the designation of Senior Library and Information Assistant, Semi-Professional Assistant and Junior Library Assistant seem to have no papers published in edited books.

Table 4.12(d): Designation Wise Paper Publication in Proceedings

			Paper Publication in Proceedings																Total	
			0	1	2	3	4	5	6	7	8	9	10	12	13	14	16	17		32
Designation	Librarian	Count	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	5
		% within Designation	.0%	.0%	.0%	.0%	.0%	.0%	20.0%	.0%	20.0%	.0%	.0%	.0%	20.0%	.0%	.0%	20.0%	20.0%	100.0%
		% within Paper Publication in Proceedings	.0%	.0%	.0%	.0%	.0%	.0%	33.3%	.0%	50.0%	.0%	.0%	.0%	50.0%	.0%	.0%	100.0%	100.0%	3.3%
		% of Total	.0%	.0%	.0%	.0%	.0%	.0%	.7%	.0%	.7%	.0%	.0%	.0%	.7%	.0%	.0%	.7%	.7%	3.3%
	DL	Count	2	0	1	1	1	1	1	0	1	0	0	0	1	0	1	0	0	10
		% within Designation	20.0%	.0%	10.0%	10.0%	10.0%	10.0%	10.0%	.0%	10.0%	.0%	.0%	.0%	10.0%	.0%	10.0%	.0%	.0%	100.0%
		% within Paper Publication in Proceedings	1.8%	.0%	12.5%	25.0%	33.3%	100.0%	33.3%	.0%	50.0%	.0%	.0%	.0%	50.0%	.0%	100.0%	.0%	.0%	6.7%
		% of Total	1.3%	.0%	.7%	.7%	.7%	.7%	.7%	.0%	.7%	.0%	.0%	.0%	.7%	.0%	.7%	.0%	.0%	6.7%
	AL/Asst. Lib. Inf. Of f	Count	23	5	3	3	1	0	1	2	0	1	1	1	0	0	0	0	0	41
		% within Designation	56.1%	12.2%	7.3%	7.3%	2.4%	.0%	2.4%	4.9%	.0%	2.4%	2.4%	2.4%	.0%	.0%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Proceedings	20.7%	71.4%	37.5%	75.0%	33.3%	.0%	33.3%	100.0%	.0%	100.0%	100.0%	100.0%	.0%	.0%	.0%	.0%	.0%	27.3%

Contd. Table 4.12(d): Designation Wise Paper Publication in Proceedings

	<b>% of Total</b>	15.3%	3.3%	2.0%	2.0%	.7%	.0%	.7%	1.3%	.0%	.7%	.7%	.7%	.0%	.0%	.0%	.0%	.0%	27.3%
<b>Technical</b>	<b>Count</b>	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35
<b>Asst./Sr.Lib.Inf</b>	<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
<b>Officer</b>	<b>% within Paper Publication in Proceedings</b>	31.5%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	23.3%
	<b>% of Total</b>	23.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	23.3%
<b>Inf Scientist</b>	<b>Count</b>	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3
	<b>% within Designation</b>	33.3%	.0%	33.3%	.0%	33.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	<b>% within Paper Publication in Proceedings</b>	.9%	.0%	12.5%	.0%	33.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	2.0%
	<b>% of Total</b>	.7%	.0%	.7%	.0%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	2.0%
<b>Library Asst.</b>	<b>Count</b>	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	<b>% within Designation</b>	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	<b>% within Paper Publication in Proceedings</b>	1.8%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	1.3%
	<b>% of Total</b>	1.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	1.3%
<b>Professio</b>	<b>Count</b>	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15

Contd. Table 4.12(d): Designation Wise Paper Publication in Proceedings

	nal Asst./Senior Professional Asst.	% within Designation	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%		
		% within Paper Publication in Proceedings	13.5%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	10.0%	
		% of Total	10.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	10.0%	
	Semi-Professional Asst. & Junior Library Asst.	Count	12	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	
		% within Designation	85.7%	.0%	14.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Proceedings	10.8%	.0%	25.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	9.3%
		% of Total	8.0%	.0%	1.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	9.3%
	Sr.Lib.Inf .Asst.	Count	21	2	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	25	
		% within Designation	84.0%	8.0%	4.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	4.0%	.0%	.0%	.0%	.0%	.0%	100.0%
		% within Paper Publication in Proceedings	18.9%	28.6%	12.5%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	16.7%
		% of Total	14.0%	1.3%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.7%	.0%	.0%	.0%	.0%	.0%	16.7%
	<b>Total</b>		Count	111	7	8	4	3	1	3	2	2	1	1	1	2	1	1	1	1	150
		% within Designation	74.0%	4.7%	5.3%	2.7%	2.0%	.7%	2.0%	1.3%	1.3%	.7%	.7%	.7%	1.3%	.7%	.7%	.7%	.7%	100.0%	

**Contd. Table 4.12(d): Designation Wise Paper Publication in Proceedings**

<b>% within Paper Publication in Proceedings</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>% of Total</b>	74.0%	4.7%	5.3%	2.7%	2.0%	.7%	2.0%	1.3%	1.3%	.7%	.7%	.7%	1.3%	.7%	.7%	.7%	.7%	.7%	100.0%

Though other PDAs have high level of participants, this PDA seems to have very minimal participants. There might be various factors behind this, such as the rule that the Librarians and Deputy Librarians are not required to attend refresher courses as frequently as it is required for the library professionals in the lower designation. Therefore, the highest number of frequency is found to be 5 (2.4%) which has been participated in by the Assistant Librarian/Assistant Library and Information Officer.

**Table 4.12(e): Designation Wise Attending Scholarly Meetings**

			Attending Seminar/Conferences/Workshop																	Total		
			0	1	2	3	4	5	6	7	8	9	10	11	12	14	16	19	20	22	28	
Designation	Librarian	Count	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	0	0	5
		% within Designation	.0%	.0%	.0%	.0%	.0%	.0%	20.0%	.0%	.0%	.0%	.0%	20.0%	.0%	.0%	20.0%	20.0%	20.0%	.0%	.0%	100.0%
		% within Attending Seminar/Conferences/Workshop	.0%	.0%	.0%	.0%	.0%	.0%	16.7%	.0%	.0%	.0%	.0%	50.0%	.0%	.0%	50.0%	100.0%	50.0%	.0%	.0%	3.3%
		% of Total	.0%	.0%	.0%	.0%	.0%	.0%	.7%	.0%	.0%	.0%	.0%	.7%	.0%	.0%	.7%	.7%	.7%	.0%	.0%	3.3%
	DL	Count	0	0	0	0	1	2	0	1	1	1	0	0	1	0	0	0	1	1	1	10
		% within Designation	.0%	.0%	.0%	.0%	10.0%	20.0%	.0%	10.0%	10.0%	10.0%	.0%	.0%	10.0%	.0%	.0%	.0%	10.0%	10.0%	10.0%	100.0%
		% within Attending Seminar/Conferences/Workshop	.0%	.0%	.0%	.0%	25.0%	33.3%	.0%	50.0%	16.7%	33.3%	.0%	.0%	100.0%	.0%	.0%	.0%	50.0%	100.0%	100.0%	6.7%
		% of Total	.0%	.0%	.0%	.0%	.7%	1.3%	.0%	.7%	.7%	.7%	.0%	.0%	.7%	.0%	.0%	.0%	.7%	.7%	.7%	6.7%
	AL/Asst Lib.Off	Count	15	3	4	4	2	1	3	1	3	1	2	1	0	0	1	0	0	0	0	41
		% within Designation	36.6%	7.3%	9.8%	9.8%	4.9%	2.4%	7.3%	2.4%	7.3%	2.4%	4.9%	2.4%	.0%	.0%	2.4%	.0%	.0%	.0%	.0%	100.0%
		% within Attending Seminar/Conferences/Workshop	22.4%	20.0%	23.5%	40.0%	50.0%	16.7%	50.0%	50.0%	50.0%	33.3%	66.7%	50.0%	.0%	.0%	50.0%	.0%	.0%	.0%	.0%	27.3%
		% of Total	36.6%	7.3%	9.8%	9.8%	4.9%	2.4%	7.3%	2.4%	7.3%	2.4%	4.9%	2.4%	.0%	.0%	2.4%	.0%	.0%	.0%	.0%	100.0%



Contd. Table 4.12(e): Designation Wise Attending Scholarly Meetings

	% of Total	10.0%	2.0%	2.7%	2.7%	1.3%	.7%	2.0%	.7%	2.0%	.7%	1.3%	.7%	.0%	.0%	.7%	.0%	.0%	.0%	.0%	27.3%
<b>Technical Asst./Sr.Lib.I</b>	<b>Count</b>	24	2	5	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	35
	% within Designation	68.6%	5.7%	14.3%	.0%	.0%	2.9%	2.9%	.0%	2.9%	.0%	2.9%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
<b>Inf.Office</b>	% within Attending Seminar/Conferences/Workshop	35.8%	13.3%	29.4%	.0%	.0%	16.7%	16.7%	.0%	16.7%	.0%	33.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	23.3%
	% of Total	16.0%	1.3%	3.3%	.0%	.0%	.7%	.7%	.0%	.7%	.0%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	23.3%
<b>Inf Scientist</b>	<b>Count</b>	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	3
	% within Designation	33.3%	.0%	.0%	.0%	.0%	33.3%	.0%	.0%	33.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	% within Attending Seminar/Conferences/Workshop	1.5%	.0%	.0%	.0%	.0%	16.7%	.0%	.0%	16.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	2.0%
	% of Total	.7%	.0%	.0%	.0%	.0%	.7%	.0%	.0%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	2.0%
<b>Library Asst.</b>	<b>Count</b>	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	% within Designation	50.0%	50.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	% within Attending Seminar/Conferences/Workshop	1.5%	6.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	1.3%
	% of Total	.7%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	1.3%
<b>Professi</b>	<b>Count</b>	8	2	2	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	15

Contd. Table 4.12(e): Designation Wise Attending Scholarly Meetings

Professional Asst./Senior Professional Asst.	% within Designation	53.3%	13.3%	13.3%	6.7%	6.7%	.0%	.0%	.0%	.0%	6.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
	% within Attending Seminar/Conferences/Workshops	11.9%	13.3%	11.8%	10.0%	25.0%	.0%	.0%	.0%	.0%	33.3%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	10.0%	
	% of Total	5.3%	1.3%	1.3%	.7%	.7%	.0%	.0%	.0%	.0%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	10.0%
	Count	4	4	3	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	14
Semi-Professional Asst. & Junior Library Asst.	% within Designation	28.6%	28.6%	21.4%	7.1%	.0%	7.1%	7.1%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
	% within Attending Seminar/Conferences/Workshops	6.0%	26.7%	17.6%	10.0%	.0%	16.7%	16.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	9.3%	
	% of Total	2.7%	2.7%	2.0%	.7%	.0%	.7%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	9.3%
	Count	14	3	3	4	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	25
Sr.Lib.I nf.Asst.	% within Designation	56.0%	12.0%	12.0%	16.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	4.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
	% within Attending Seminar/Conferences/Workshops	20.9%	20.0%	17.6%	40.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	16.7%	
	% of Total	9.3%	2.0%	2.0%	2.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.7%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	16.7%
	Count	67	15	17	10	4	6	6	2	6	3	3	2	1	1	2	1	2	1	1	1	150

**Contd. Table 4.12(e): Designation Wise Attending Scholarly Meetings**

<b>% within Designation</b>	44.7%	10.0%	11.3%	6.7%	2.7%	4.0%	4.0%	1.3%	4.0%	2.0%	2.0%	1.3%	.7%	.7%	1.3%	.7%	1.3%	.7%	.7%	100.0%
<b>% within Attending Seminar/Conferences/Workshops</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>% of Total</b>	44.7%	10.0%	11.3%	6.7%	2.7%	4.0%	4.0%	1.3%	4.0%	2.0%	2.0%	1.3%	.7%	.7%	1.3%	.7%	1.3%	.7%	.7%	100.0%

In most of the PDAs mentioned in this chapter there seem to be a neck-to-neck competition between the Librarians and the Deputy Librarians. However, in this very PDA the participation of the Deputy Librarians is higher than that of the Librarians with the former having 28 (10%) and 22 (10%) and the latter with 20 (20%) and 19 (20%) numbers of attendance in scholarly meetings.

Table 4.12(f): Designation Wise Attending Refresher Course/Orientation Programme

			Attending Refresher Course/Orientation Programme					Total	
			0	1	2	3	4		5
Designation	Librarian	Count	2	2	0	1	0	0	5
		% within Designation	40.0%	40.0%	.0%	20.0%	.0%	.0%	100.0%
		% within Attending Refresher Course/Orientation Programme	1.6%	20.0%	.0%	33.3%	.0%	.0%	3.3%
		% of Total	1.3%	1.3%	.0%	.7%	.0%	.0%	3.3%
	DL	Count	5	1	2	0	2	0	10
		% within Designation	50.0%	10.0%	20.0%	.0%	20.0%	.0%	100.0%
		% within Attending Refresher Course/Orientation Programme	4.0%	10.0%	28.6%	.0%	50.0%	.0%	6.7%
		% of Total	3.3%	.7%	1.3%	.0%	1.3%	.0%	6.7%
	"AL/Asst.L ib.Inf.Off"	Count	31	2	4	2	1	1	41
		% within Designation	75.6%	4.9%	9.8%	4.9%	2.4%	2.4%	100.0%
		% within Attending Refresher Course/Orientation Programme	24.8%	20.0%	57.1%	66.7%	25.0%	100.0%	27.3%
		% of Total	20.7%	1.3%	2.7%	1.3%	.7%	.7%	27.3%
	Technical Asst./	Count	32	3	0	0	0	0	35
		% within Designation	91.4%	8.6%	.0%	.0%	.0%	.0%	100.0%

Contd. Table 4.12(f): Designation Wise Attending Refresher Course/Orientation Programme

Sr.Lib.Inf. Officer	% within Attending Refresher Course/Orientation Programme	25.6%	30.0%	.0%	.0%	.0%	.0%	23.3%
	% of Total	21.3%	2.0%	.0%	.0%	.0%	.0%	23.3%
Inf Scientist	Count	3	0	0	0	0	0	3
	% within Designation	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	% within Attending Refresher Course/Orientation Programme	2.4%	.0%	.0%	.0%	.0%	.0%	2.0%
	% of Total	2.0%	.0%	.0%	.0%	.0%	.0%	2.0%
Library Asst.	Count	2	0	0	0	0	0	2
	% within Designation	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	% within Attending Refresher Course/Orientation Programme	1.6%	.0%	.0%	.0%	.0%	.0%	1.3%
	% of Total	1.3%	.0%	.0%	.0%	.0%	.0%	1.3%
Professional Asst./Senior Professional Asst.	Count	13	0	1	0	1	0	15
	% within Designation	86.7%	.0%	6.7%	.0%	6.7%	.0%	100.0%
	% within Attending Refresher Course/Orientation Programme	10.4%	.0%	14.3%	.0%	25.0%	.0%	10.0%
	% of Total	8.7%	.0%	.7%	.0%	.7%	.0%	10.0%
Semi-Professional	Count	14	0	0	0	0	0	14
	% within Designation	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%

Contd. Table 4.12(f): Designation Wise Attending Refresher Course/Orientation Programme

	Asst.& Junior Library	% within Attending Refresher Course/Orientation Programme	11.2%	.0%	.0%	.0%	.0%	.0%	9.3%
	Asst.	% of Total	9.3%	.0%	.0%	.0%	.0%	.0%	9.3%
	Sr.Lib.Inf.	Count	23	2	0	0	0	0	25
	Asst.	% within Designation	92.0%	8.0%	.0%	.0%	.0%	.0%	100.0%
		% within Attending Refresher Course/Orientation Programme	18.4%	20.0%	.0%	.0%	.0%	.0%	16.7%
		% of Total	15.3%	1.3%	.0%	.0%	.0%	.0%	16.7%
<b>Total</b>		Count	125	10	7	3	4	1	150
		% within Designation	83.3%	6.7%	4.7%	2.0%	2.7%	.7%	100.0%
		% within Attending Refresher Course/Orientation Programme	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	83.3%	6.7%	4.7%	2.0%	2.7%	.7%	100.0%

Though other PDAs have high level of participants, this PDA seems to have very minimal participants. There might be various factors behind this, such as the rule that the Librarians and Deputy Librarians are not required to attend refresher courses as frequently as it is required for the library professionals in the lower designation. Therefore, the highest number of frequency is found to be 5 (2.4%) which has been participated in by the Assistant Librarian/Assistant Library and Information Officer.

Table 4.12(g): Designation Wise Enrollment in Higher Degree Education , MPhil Programme

Enrollment in Higher Degree Education (ongoing)/MPhil						
Designation			YES	NO	No	Total
					Response	
Designation	Librarian	Count	0	5	0	5
		% within Designation	.0%	100.0%	.0%	100.0%
		% within Enrollment in Higher Degree Education (in the process)/MPhil	.0%	3.4%	.0%	3.3%
		% of Total	.0%	3.3%	.0%	3.3%
	DL	Count	0	10	0	10
		% within Designation	.0%	100.0%	.0%	100.0%
		% within Enrollment in Higher Degree Education (in the process)/MPhil	.0%	6.8%	.0%	6.7%
		% of Total	.0%	6.7%	.0%	6.7%
	AL/Asst.Lib.Inf.Off	Count	0	41	0	41
		% within Designation	.0%	100.0%	.0%	100.0%
		% within Enrollment in Higher Degree Education (in the process)/MPhil	.0%	28.1%	.0%	27.3%
		% of Total	.0%	27.3%	.0%	27.3%
	Technical Asst./ Sr.Lib.Inf.Officer	Count	0	34	1	35
		% within Designation	.0%	97.1%	2.9%	100.0%
		% within Enrollment in Higher Degree Education (in the process)/MPhil	.0%	23.3%	50.0%	23.3%
		% of Total	.0%	22.7%	.7%	23.3%
Inf Scientist	Count	1	2	0	3	
	% within Designation	33.3%	66.7%	.0%	100.0%	
	% within Enrollment in Higher Degree Education (in the process)/MPhil	50.0%	1.4%	.0%	2.0%	
	% of Total	.7%	1.3%	.0%	2.0%	

Contd. Table 4.12(g): Designation Wise Enrollment in Higher Degree Education , MPhil Programme

	<b>Library Asst.</b>	<b>Count</b>	0	2	0	2
		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Enrollment in Higher Degree Education (in the process)/MPhil</b>	.0%	1.4%	.0%	1.3%
		<b>% of Total</b>	.0%	1.3%	.0%	1.3%
	<b>Professional Asst./Senior Professional Asst.</b>	<b>Count</b>	0	14	1	15
		<b>% within Designation</b>	.0%	93.3%	6.7%	100.0%
		<b>% within Enrollment in Higher Degree Education (in the process)/MPhil</b>	.0%	9.6%	50.0%	10.0%
		<b>% of Total</b>	.0%	9.3%	.7%	10.0%
	<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>Count</b>	1	13	0	14
		<b>% within Designation</b>	7.1%	92.9%	.0%	100.0%
		<b>% within Enrollment in Higher Degree Education (in the process)/MPhil</b>	50.0%	8.9%	.0%	9.3%
		<b>% of Total</b>	.7%	8.7%	.0%	9.3%
	<b>Sr.Lib.Inf.Asst.</b>	<b>Count</b>	0	25	0	25
		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Enrollment in Higher Degree Education (in the process)/MPhil</b>	.0%	17.1%	.0%	16.7%
		<b>% of Total</b>	.0%	16.7%	.0%	16.7%
<b>Total</b>	<b>Count</b>	2	146	2	150	
	<b>% within Designation</b>	1.3%	97.3%	1.3%	100.0%	
	<b>% within Enrollment in Higher Degree Education (in the process)/MPhil</b>	100.0%	100.0%	100.0%	100.0%	
	<b>% of Total</b>	1.3%	97.3%	1.3%	100.0%	

The above Table (4.12e) shows that only 1 Information Scientist (33.3%) and 1 Semi-Professional Assistant/Junior Library Assistant (7.11%) out of all, have enrolled themselves in M.Phil. Programme while they are in service.



Table 4.12(h): Designation Wise Enrolment in Higher Degree Education, Ph.D. Programme

		PhD.				Total
		YES	NO	No Response		
Designation	Librarian	Count	0	5	0	5
		% within Designation	.0%	100.0%	.0%	100.0%
		% within PhD.	.0%	3.6%	.0%	3.3%
		% of Total	.0%	3.3%	.0%	3.3%
	DL	Count	2	8	0	10
		% within Designation	20.0%	80.0%	.0%	100.0%
		% within PhD.	20.0%	5.8%	.0%	6.7%
		% of Total	1.3%	5.3%	.0%	6.7%
	AL/Asst.Lib.Inf.Off	Count	4	37	0	41
		% within Designation	9.8%	90.2%	.0%	100.0%
		% within PhD.	40.0%	26.8%	.0%	27.3%
		% of Total	2.7%	24.7%	.0%	27.3%
	Technical Asst./ Sr.Lib.Inf.Officer	Count	2	32	1	35
		% within Designation	5.7%	91.4%	2.9%	100.0%
		% within PhD.	20.0%	23.2%	50.0%	23.3%
		% of Total	1.3%	21.3%	.7%	23.3%
	Inf Scientist	Count	1	2	0	3
		% within Designation	33.3%	66.7%	.0%	100.0%
		% within PhD.	10.0%	1.4%	.0%	2.0%
		% of Total	.7%	1.3%	.0%	2.0%
Library Asst.	Count	0	2	0	2	

Contd. Table 4.12(h): Designation Wise Enrolment in Higher Degree Education, Ph.D. Programme

		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Ph.D.</b>	.0%	1.4%	.0%	1.3%
		<b>% of Total</b>	.0%	1.3%	.0%	1.3%
<b>Professional Asst./Senior Professional Asst.</b>	<b>Count</b>		0	14	1	15
	<b>% within Designation</b>		.0%	93.3%	6.7%	100.0%
	<b>% within Ph.D.</b>		.0%	10.1%	50.0%	10.0%
	<b>% of Total</b>		.0%	9.3%	.7%	10.0%
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>Count</b>		0	14	0	14
	<b>% within Designation</b>		.0%	100.0%	.0%	100.0%
	<b>% within Ph.D.</b>		.0%	10.1%	.0%	9.3%
	<b>% of Total</b>		.0%	9.3%	.0%	9.3%
<b>Sr. Lib. Inf. Asst.</b>	<b>Count</b>		1	24	0	25
	<b>% within Designation</b>		4.0%	96.0%	.0%	100.0%
	<b>% within Ph.D.</b>		10.0%	17.4%	.0%	16.7%
	<b>% of Total</b>		.7%	16.0%	.0%	16.7%
<b>Total</b>	<b>Count</b>		10	138	2	150
	<b>% within Designation</b>		6.7%	92.0%	1.3%	100.0%
	<b>% within Ph.D.</b>		100.0%	100.0%	100.0%	100.0%
	<b>% of Total</b>		6.7%	92.0%	1.3%	100.0%

As far as Ph.D. is concerned, there are 4 Assistant Librarian /Assistant Library and Information Officer (9.8%), 2 Deputy Librarians (20%), 2 Technical Assistants (5.7%), 1 Senior Library and Information Officer (4%) and 1 Information Scientist (33.3%) who have enrolled themselves in Ph.D. Programme along with their service.

**Table 4.12(i): Designation Wise Enrolment in Higher Degree Education, Post Doc. Programme.**

			Post Doc			Total
			YES	NO	No Response	
<b>Designation</b>	<b>Librarian</b>	<b>Count</b>	0	5	0	5
		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Post Doc</b>	.0%	3.4%	.0%	3.3%
		<b>% of Total</b>	.0%	3.3%	.0%	3.3%
	<b>DL</b>	<b>Count</b>	0	10	0	10
		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Post Doc</b>	.0%	6.8%	.0%	6.7%
		<b>% of Total</b>	.0%	6.7%	.0%	6.7%
	<b>AL/Asst.Lib.Inf.Off</b>	<b>Count</b>	1	40	0	41
		<b>% within Designation</b>	2.4%	97.6%	.0%	100.0%
		<b>% within Post Doc</b>	100.0%	27.2%	.0%	27.3%
		<b>% of Total</b>	.7%	26.7%	.0%	27.3%
	<b>Technical Asst./ Sr.Lib.Inf.Officer</b>	<b>Count</b>	0	34	1	35
		<b>% within Designation</b>	.0%	97.1%	2.9%	100.0%
		<b>% within Post Doc</b>	.0%	23.1%	50.0%	23.3%
		<b>% of Total</b>	.0%	22.7%	.7%	23.3%
	<b>Inf Scientist</b>	<b>Count</b>	0	3	0	3
		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Post Doc</b>	.0%	2.0%	.0%	2.0%
		<b>% of Total</b>	.0%	2.0%	.0%	2.0%
<b>Library Asst.</b>	<b>Count</b>	0	2	0	2	

Contd. Table 4.12(i): Designation Wise Enrolment in Higher Degree Education, Post Doc. Programme.

		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%	
		<b>% within Post Doc</b>	.0%	1.4%	.0%	1.3%	
		<b>% of Total</b>	.0%	1.3%	.0%	1.3%	
	<b>Professional Asst./Senior Professional Asst.</b>	<b>Count</b>	0	14	1	15	
		<b>% within Designation</b>	.0%	93.3%	6.7%	100.0%	
		<b>% within Post Doc</b>	.0%	9.5%	50.0%	10.0%	
			<b>% of Total</b>	.0%	9.3%	.7%	10.0%
	<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>Count</b>	0	14	0	14	
		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%	
		<b>% within Post Doc</b>	.0%	9.5%	.0%	9.3%	
		<b>% of Total</b>	.0%	9.3%	.0%	9.3%	
	<b>Sr.Lib.Inf.Asst.</b>	<b>Count</b>	0	25	0	25	
		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%	
		<b>% within Post Doc</b>	.0%	17.0%	.0%	16.7%	
		<b>% of Total</b>	.0%	16.7%	.0%	16.7%	
<b>Total</b>	<b>Count</b>	1	147	2	150		
	<b>% within Designation</b>	.7%	98.0%	1.3%	100.0%		
	<b>% within Post Doc</b>	100.0%	100.0%	100.0%	100.0%		
	<b>% of Total</b>	.7%	98.0%	1.3%	100.0%		

For Post Doctoral Programme, only 1 Assistant Librarian (.7%) had the enrolment during service period.

**Table 4.12(j): Designation Wise Enrolment in Higher Degree Education – Diploma**

			Diploma			Total
			YES	NO	No Response	
Designation	Librarian	Count	1	4	0	5
		% within Designation	20.0%	80.0%	.0%	100.0%
		% within Diploma	25.0%	2.8%	.0%	3.3%
		% of Total	.7%	2.7%	.0%	3.3%
	DL	Count	0	10	0	10
		% within Designation	.0%	100.0%	.0%	100.0%
		% within Diploma	.0%	6.9%	.0%	6.7%
		% of Total	.0%	6.7%	.0%	6.7%
	AL/Asst.Lib.Inf.Off	Count	0	41	0	41
		% within Designation	.0%	100.0%	.0%	100.0%
		% within Diploma	.0%	28.5%	.0%	27.3%
		% of Total	.0%	27.3%	.0%	27.3%
	Technical Asst./ Sr.Lib. Inf. Officer	Count	0	34	1	35
		% within Designation	.0%	97.1%	2.9%	100.0%
		% within Diploma	.0%	23.6%	50.0%	23.3%
		% of Total	.0%	22.7%	.7%	23.3%
Inf. Scientist	Count	1	2	0	3	
	% within Designation	33.3%	66.7%	.0%	100.0%	
	% within Diploma	25.0%	1.4%	.0%	2.0%	
	% of Total	.7%	1.3%	.0%	2.0%	
Library Asst.	Count	0	2	0	2	

Contd. Table 4.12(j): Designation Wise Enrolment in Higher Degree Education – Diploma

		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Diploma</b>	.0%	1.4%	.0%	1.3%
		<b>% of Total</b>	.0%	1.3%	.0%	1.3%
<b>Professional Asst./Senior Professional Asst.</b>	<b>Count</b>		0	14	1	15
	<b>% within Designation</b>		.0%	93.3%	6.7%	100.0%
	<b>% within Diploma</b>		.0%	9.7%	50.0%	10.0%
	<b>% of Total</b>		.0%	9.3%	.7%	10.0%
<b>Semi-Professional Asst. &amp; Junior Library Asst.</b>	<b>Count</b>		0	14	0	14
	<b>% within Designation</b>		.0%	100.0%	.0%	100.0%
	<b>% within Diploma</b>		.0%	9.7%	.0%	9.3%
	<b>% of Total</b>		.0%	9.3%	.0%	9.3%
<b>Sr.Lib.Inf.Asst.</b>	<b>Count</b>		2	23	0	25
	<b>% within Designation</b>		8.0%	92.0%	.0%	100.0%
	<b>% within Diploma</b>		50.0%	16.0%	.0%	16.7%
	<b>% of Total</b>		1.3%	15.3%	.0%	16.7%
<b>Total</b>	<b>Count</b>		4	144	2	150
	<b>% within Designation</b>		2.7%	96.0%	1.3%	100.0%
	<b>% within Diploma</b>		100.0%	100.0%	100.0%	100.0%
	<b>% of Total</b>		2.7%	96.0%	1.3%	100.0%

As far as Diploma courses are concerned, very few library professionals have enrolled themselves. This can be concluded from the figures of respondents in the above table (4.12j). The highest number of enrolment is seen in the category of Senior Library and Information Assistant (2 numbers) forming just 8 per cent of the respondents.

Table 4.12(k): Designation Wise Enrolment in Library Training Programme

			Library Training Programme			Total
			YES	NO	No Response	
Designation	Librarian	Count	2	3	0	5
		% within Designation	40.0%	60.0%	.0%	100.0%
		% within Library Training Programme	10.0%	2.3%	.0%	3.3%
		% of Total	1.3%	2.0%	.0%	3.3%
	DL	Count	2	8	0	10
		% within Designation	20.0%	80.0%	.0%	100.0%
		% within Library Training Programme	10.0%	6.3%	.0%	6.7%
		% of Total	1.3%	5.3%	.0%	6.7%
	AL/Asst.Lib.Inf.Off	Count	3	38	0	41
		% within Designation	7.3%	92.7%	.0%	100.0%
		% within Library Training Programme	15.0%	29.7%	.0%	27.3%
		% of Total	2.0%	25.3%	.0%	27.3%
	Technical Asst./ Sr.Lib.Inf.Officer	Count	4	30	1	35
		% within Designation	11.4%	85.7%	2.9%	100.0%
		% within Library Training Programme	20.0%	23.4%	50.0%	23.3%
		% of Total	2.7%	20.0%	.7%	23.3%
	Inf Scientist	Count	0	3	0	3
		% within Designation	.0%	100.0%	.0%	100.0%
		% within Library Training Programme	.0%	2.3%	.0%	2.0%
		% of Total	.0%	2.0%	.0%	2.0%
Library Asst.	Count	0	2	0	2	

Contd. Table 4.12(k): Designation Wise Enrolment in Library Training Programme

		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Library Training Programme</b>	.0%	1.6%	.0%	1.3%
		<b>% of Total</b>	.0%	1.3%	.0%	1.3%
	<b>Professional Asst./Senior Professional Asst.</b>	<b>Count</b>	2	12	1	15
		<b>% within Designation</b>	13.3%	80.0%	6.7%	100.0%
		<b>% within Library Training Programme</b>	10.0%	9.4%	50.0%	10.0%
		<b>% of Total</b>	1.3%	8.0%	.7%	10.0%
	<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>Count</b>	0	14	0	14
		<b>% within Designation</b>	.0%	100.0%	.0%	100.0%
		<b>% within Library Training Programme</b>	.0%	10.9%	.0%	9.3%
		<b>% of Total</b>	.0%	9.3%	.0%	9.3%
	<b>Sr.Lib.Inf.Asst.</b>	<b>Count</b>	7	18	0	25
		<b>% within Designation</b>	28.0%	72.0%	.0%	100.0%
		<b>% within Library Training Programme</b>	35.0%	14.1%	.0%	16.7%
		<b>% of Total</b>	4.7%	12.0%	.0%	16.7%
<b>Total</b>		<b>Count</b>	20	128	2	150
		<b>% within Designation</b>	13.3%	85.3%	1.3%	100.0%
		<b>% within Library Training Programme</b>	100.0%	100.0%	100.0%	100.0%
		<b>% of Total</b>	13.3%	85.3%	1.3%	100.0%

The above table (4.12i) shows that the group of library professionals who take part in training programmes fall under the category of Senior Library and Information Assistant (28%), followed by Technical Assistant/ Senior Library and Information Officer (11.4 %). The rest of the participation is either nominal or nil.



### 4.13. Comparison Between the PDAs Carried Out By the University and IIT Library Professionals in India:

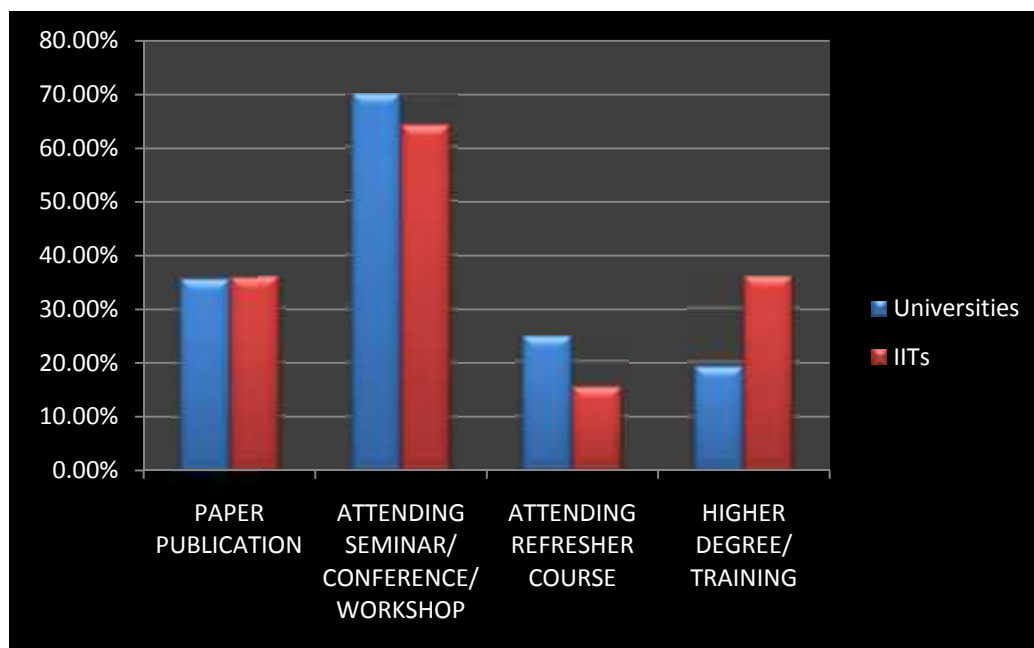
This is a very interesting part of the study where a comparison is made between the Universities and IITs, to see whose library professionals participate more in the different PDAs. The result is also fascinating and worth noticing. The logical conclusion would be that IITs will have more participants than the Universities because they have better facilities and funds than the Universities and their library professionals can be better funded to take part in these activities. However, the following table has a different story to tell.

**Table 4.13 Comparison Between the PDAs Participated in by the University and IIT Library Professionals in India:**

<b>PDAs</b>	<b>Universities</b>	<b>IIT's</b>
<b>PAPER PUBLICATION</b>	35.6%	35.9%
<b>ATTENDING SEMINAR/ CONFERENCE/ WORKSHOP</b>	69.9%	64.1%
<b>ATTENDING REFRESHER COURSE</b>	24.7%	15.4%
<b>HIGHER DEGREE/ TRAINING</b>	19.2%	35.9%
<b>ENROLMENT IN LIBRARY ASSOCIATIONS</b>	36 %	42.82%

Table 4.13 shows that for the first type of professional development activity i.e. paper publication, the level of participation of the library professionals is almost the same in Universities and IITs which is 35.6 and 35.9 per cent, respectively. For the second type of activity i.e. attending scholarly meetings, the level of participation is higher in the Universities (69.9 %) than that of IITs (64 %). Again, in the case of the third type of activity which is attending refresher courses the percentage of those who participate is higher in the Universities (24.7 %) compared to the IITs (15.4 %). For the last type of activity in the list, more participation is seen in IITs (35.9 %) rather than in the Universities (19.2 %). This means that when it comes to achieving higher degree courses and taking part in training programmes, library professionals of IITs are more active than the library professionals of the Universities. Attaining membership or enrolment in library associations seem to be higher in IITs (42.82 %) than in Universities (36%).

**Fig 4.13: Comparison Between the PDAs Participated in by the University and IIT Library Professionals in India:**



#### 4.14. Medium of Information about PDAs

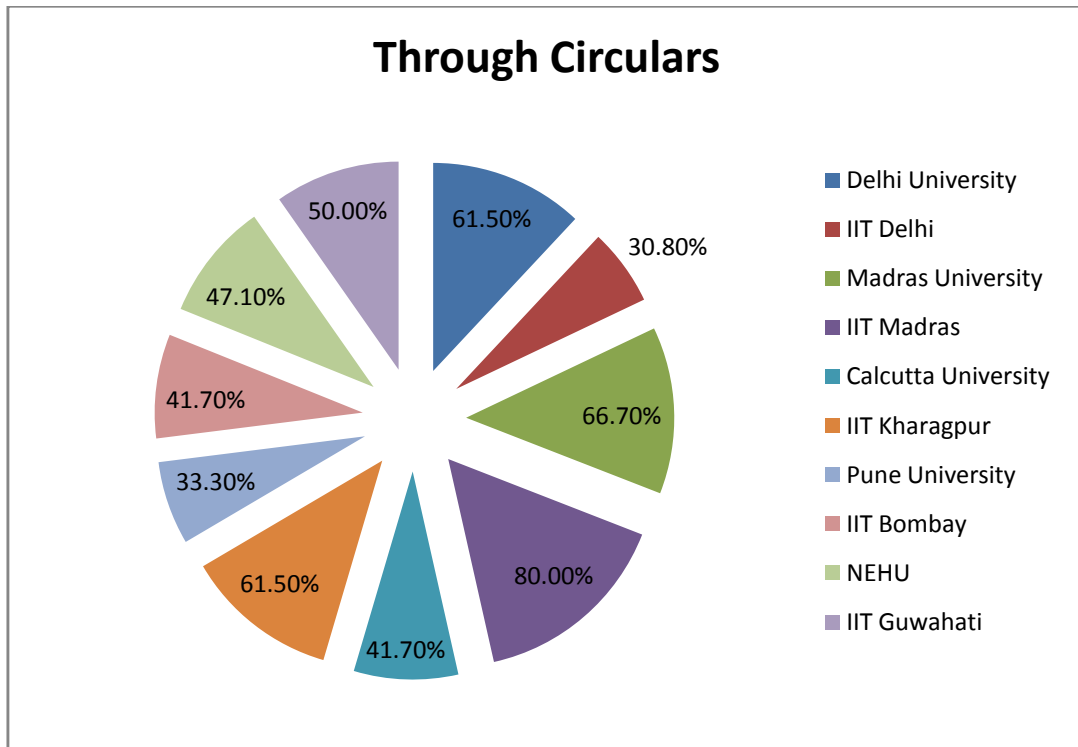
There are plenty of opportunities for the library professionals to take part in different professional activities all over the country or even abroad. However, the most important factor in this regard is to be well informed about such activities. If the library professionals do not have any access to any source of information, then taking part in those activities would be out of the question. Thus, it is firstly the duty of the individual to find out ways to remain up-to-date with the current events. Here, the employing institution also has a major role to play. Keeping these points in mind, five options were provided to the respondents to choose from. Those options were – ‘through circulars’, ‘through associations’, ‘through email’, ‘through friends’ and ‘self-exploration of the net’. From the data collected, the average of all the institutions was taken out, of which it is seen that the biggest sources of information are the circulars (51.43 %) thus proving that the administrative heads of the institutes are diligent enough to circulate the information regarding the PDAs to all the library professionals. Friends (50.89 %) also have a major task to play as informers. Email (49.39 %) and self exploration of the net (49.43%) seem to be of equal importance. The library professionals gain the least through associations (40.95 %).

**Table 4.14 Medium of Information for PDAs**

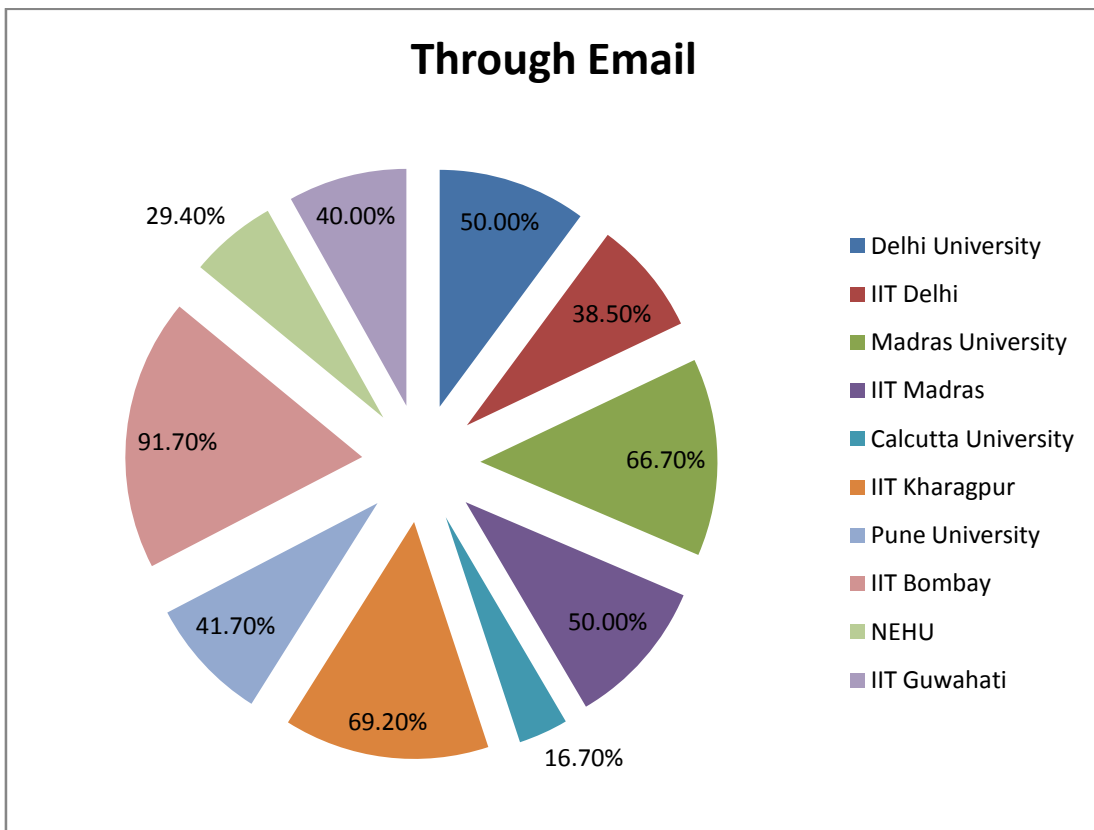
<b>Institution</b>	<b>Through Circulars</b>	<b>Through Associations</b>	<b>Through Email</b>	<b>Through Friends</b>	<b>Self Exploration Of The Net</b>
<b>Delhi University</b>	61.5%	42.9%	50.0%	57.1%	57.1%
<b>IIT Delhi</b>	30.8%	30.8%	38.5%	23.1%	38.5%
<b>Madras University</b>	66.7%	50.0%	66.7%	66.7%	66.7%
<b>IIT Madras</b>	<b>80.0%</b>	33.3%	50.0%	70.0%	66.7%
<b>Calcutta University</b>	41.7%	33.3%	16.7%	16.7%	16.7%
<b>IIT Kharagpur</b>	61.5%	61.5%	69.2%	69.2%	69.2%
<b>Pune University</b>	33.3%	29.2%	41.7%	37.5%	33.3%
<b>IIT Bombay</b>	41.7%	66.7%	<b>91.7%</b>	<b>83.3%</b>	66.7%
<b>NEHU</b>	47.1%	11.8%	29.4%	35.3%	29.4%
<b>IIT Guwahati</b>	50.0%	50.0%	40.0%	50.0%	50.0%
<b>Average</b>	<b>51.43 %</b>	<b>40.95%</b>	<b>49.39%</b>	<b>50.89%</b>	<b>49.43%</b>

However, it is important to mention here that though the average figure shows ‘circulars’ as the highest informing tool, yet there were seen variations in some of the institutes. For example ‘email’ seems to play a crucial role in IIT Bombay (91.7%) and so did ‘friends’ (83.3%). This shows that though generally ‘circulars’ are the highest source of information for PDAs yet other options may play a role in other institutions.

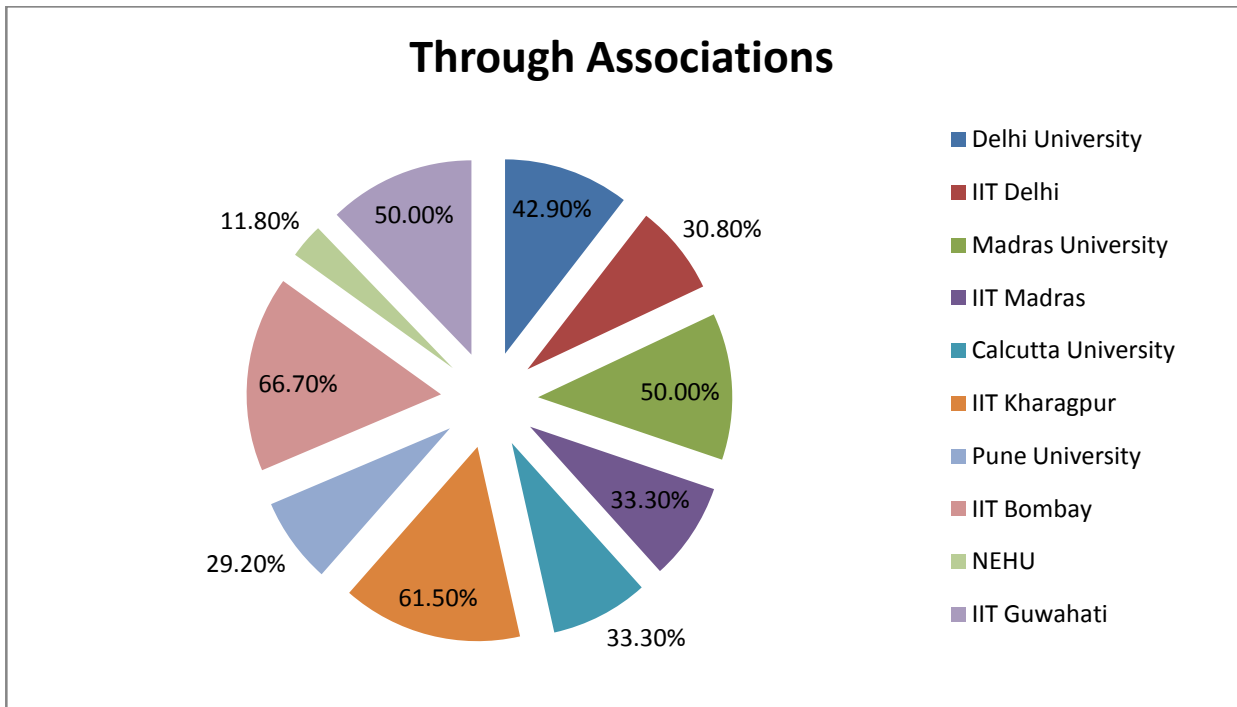
**Figure 4.14(a) Medium of Information of PDAs: Through Circulars**



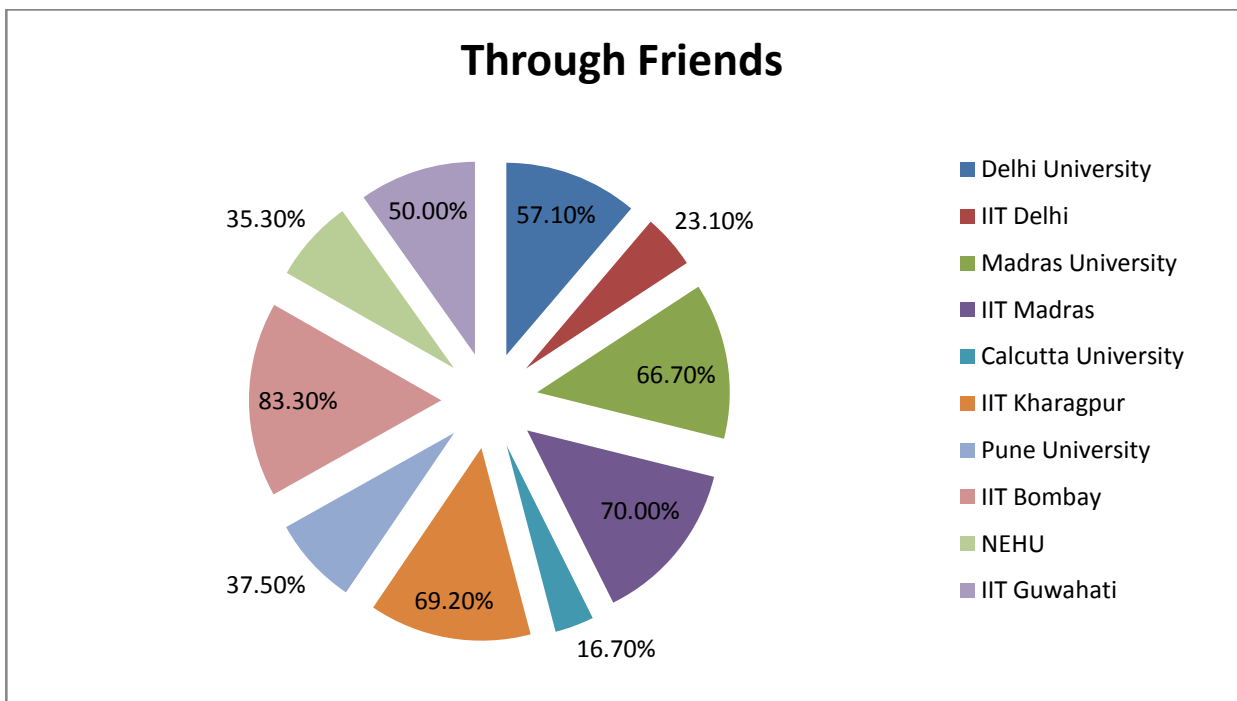
**Figure 4.14 (b). Medium of Information of PDAs: Through Email**

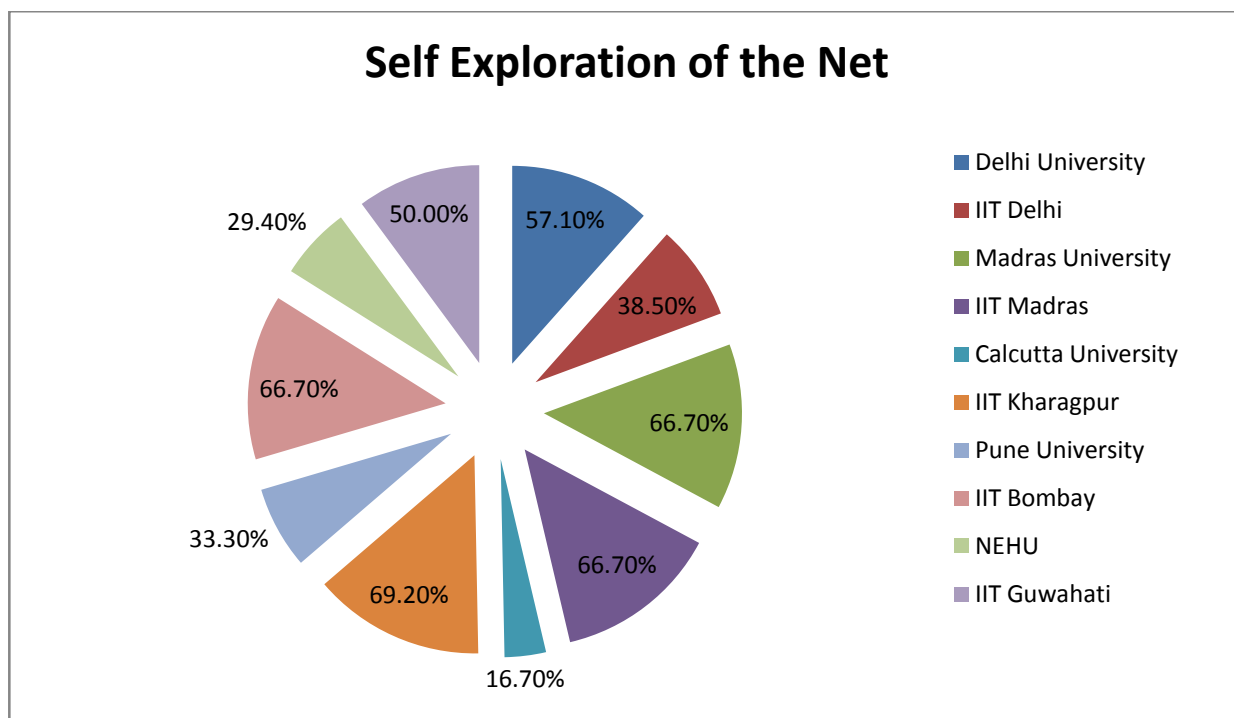


**Figure 4.14 (c). Medium of Information of PDAs: Through Associations**



**Figure 4.14(d). Medium of Information of PDAs: Through Friends**



**Figure 4.14(e). Medium of Information of PDAs: Through Self Exploration of the Net**

#### 4.15. Motivational Factors / Reasons for Participating in PDAs:

There are various reasons for the library professionals' participation in PDAs. Some do it out of their interest or for personal satisfaction, whereas some do it out of compulsion. The introduction of Academic Performance Indicators (API), in the academic field, have brought the concept "publish or perish" to life. This is one example due to which many professionals take part in the PDAs, just to earn some points. However, there are several other factors both intrinsic and extrinsic, due to which the library professionals participate in PDAs. These factors have been elaborately explained along with the tables as follows:

**Table 4.15 (a). Motivational Factors / Reasons for Participating in PDAs: For Promotion**

INSTITUTION	For Promotion				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	21.4%	.0%	.0%	.0%	28.6%
IIT Delhi	15.4%	.0%	.0%	.0%	30.8%
Madras University	16.7%	.0%	.0%	.0%	50.0%
IIT Madras	30.0%	13.3%	.0%	.0%	26.7%
Calcutta University	<b>66.7%</b>	.0%	.0%	.0%	8.3%
IIT Kharagpur	7.7%	7.7%	.0%	.0%	53.8%
Pune University	8.3%	20.8%	4.2%	8.3%	8.3%
IIT Bombay	66.7%	8.3%	8.3%	.0%	8.3%
NEHU	11.8%	5.9%	5.9%	17.6%	47.1%
IIT Guwahati	20.0%	.0%	.0%	.0%	30.0%
<b>Average</b>	<b>26.47%</b>	<b>5.60%</b>	<b>1.84%</b>	<b>2.59%</b>	<b>29.19%</b>

From the above table it is seen that the average figure shows that there is a very close tie between the percentage of those who strongly agree (29.19%) and those who least agree (26.47%) that they participate in PDAs for 'promotion'. The opinions of groups at both ends of the spectrum are significant. The institution with the highest percentage in the 'least agree' slot is Calcutta University with 66.7 per cent.

**Table 4.15(b). Motivational Factors / Reasons for Participating in PDAs: To Contribute to Knowledge**

INSTITUTION	To Contribute to Knowledge				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	.0%	.0%	.0%	.0%	64.3%
IIT Delhi	.0%	.0%	.0%	.0%	46.2%
Madras University	33.3%	.0%	.0%	16.7%	16.7%
IIT Madras	.0%	3.3%	3.3%	43.3%	20.0%
Calcutta University	16.7%	8.3%	.0%	.0%	50.0%
IIT Kharagpur	.0%	.0%	.0%	15.4%	53.8%
Pune University	4.2%	8.3%	8.3%	8.3%	20.8%
IIT Bombay	.0%	8.3%	.0%	.0%	83.3%
NEHU	11.8%	5.9%	17.6%	23.5%	29.4%
IIT Guwahati	.0%	20.0%	.0%	.0%	40.0%
<b>Average</b>	<b>6.60%</b>	<b>5.41%</b>	<b>2.92%</b>	<b>10.72%</b>	<b>42.45%</b>

In the second category where the motivation for participating in PDAs is 'to contribute to knowledge', there is a clear cut prominence of the 'strongly agree' section (42.45 %). This means that majority of the library professionals agree that they do participate in PDAs to contribute to knowledge.

**Table 4.15(c). Motivational Factors / Reasons for Participating in PDAs: To Publicize the Serving Institution/Organization**

INSTITUTION	To Publicize the Serving Institution/Organization				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	35.7%	.0%	.0%	.0%	21.4%
IIT Delhi	15.4%	.0%	.0%	15.4%	15.4%
Madras University	33.3%	16.7%	.0%	16.7%	.0%
IIT Madras	3.3%	26.7%	3.3%	36.7%	.0%
Calcutta University	66.7%	8.3%	.0%	.0%	.0%
IIT Kharagpur	7.7%	15.4%	46.2%	.0%	.0%



<b>Pune University</b>	12.5%	16.7%	12.5%	4.2%	4.2%
<b>IIT Bombay</b>	66.7%	.0%	8.3%	16.7%	.0%
<b>NEHU</b>	23.5%	17.6%	.0%	23.5%	17.6%
<b>IIT Guwahati</b>	20.0%	10.0%	.0%	10.0%	20.0%
<b>Average</b>	<b>28.48%</b>	<b>11.14%</b>	<b>7.03%</b>	<b>12.32%</b>	<b>7.86%</b>

The above table (4.15c) shows a clear cut majority of the percentage in the ‘least agree’ (24.48%) column. This confirms that the reason ‘to publicize the serving institution/ organization’ hardly motivates the library professionals to participate in PDAs.

**Table 4.15(d). Motivational Factors / Reasons for Participating in PDAs: For Financial Reward**

INSTITUTION	For Financial Reward				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
<b>Delhi University</b>	28.6%	21.4%	.0%	.0%	.0%
<b>IIT Delhi</b>	38.5%	.0%	7.7%	.0%	.0%
<b>Madras University</b>	50.0%	.0%	16.7%	.0%	.0%
<b>IIT Madras</b>	10.0%	26.7%	20.0%	13.3%	.0%
<b>Calcutta University</b>	75.0%	.0%	.0%	.0%	.0%
<b>IIT Kharagpur</b>	.0%	69.2%	.0%	.0%	.0%
<b>Pune University</b>	20.8%	16.7%	4.2%	4.2%	4.2%
<b>IIT Bombay</b>	66.7%	8.3%	16.7%	.0%	.0%
<b>NEHU</b>	35.3%	5.9%	17.6%	5.9%	17.6%
<b>IIT Guwahati</b>	20.0%	20.0%	.0%	.0%	20.0%
<b>Average</b>	<b>34.49%</b>	<b>16.82%</b>	<b>8.29%</b>	<b>2.34%</b>	<b>4.18%</b>

Financial Reward also does not fascinate the library professionals; this is what the above table proves. This is why the average percentage of the “least agree” column the highest (34.49 %).

**Table 4.15 (e) Motivational Factors / Reasons for Participating in PDAs: For Pleasure**

INSTITUTION	For Pleasure				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	21.4%	14.3%	7.1%	.0%	7.1%
IIT Delhi	7.7%	30.8%	.0%	7.7%	.0%
Madras University	.0%	33.3%	.0%	.0%	33.3%
IIT Madras	3.3%	.0%	23.3%	6.7%	36.7%
Calcutta University	41.7%	.0%	.0%	.0%	33.3%
IIT Kharagpur	7.7%	.0%	38.5%	.0%	23.1%
Pune University	16.7%	12.5%	4.2%	12.5%	8.3%
IIT Bombay	58.3%	8.3%	8.3%	8.3%	8.3%
NEHU	35.3%	5.9%	29.4%	5.9%	5.9%
IIT Guwahati	30.0%	10.0%	10.0%	.0%	10.0%
<b>Average</b>	<b>22.21%</b>	<b>11.51%</b>	<b>12.08%</b>	<b>4.11%</b>	<b>16.60%</b>

**Table 4.15 (f). Motivational Factors / Reasons for Participating in PDAs: For Professional Development**

INSTITUTION	For Professional Development				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	.0%	.0%	.0%	.0%	57.1%
IIT Delhi	.0%	7.7%	.0%	7.7%	38.5%
Madras University	16.7%	.0%	33.3%	16.7%	16.7%
IIT Madras	.0%	3.4%	3.4%	20.7%	51.7%
Calcutta University	.0%	8.3%	.0%	.0%	66.7%
IIT Kharagpur	.0%	.0%	8.3%	41.7%	25.0%
Pune University	.0%	12.5%	4.2%	4.2%	33.3%
IIT Bombay	.0%	8.3%	.0%	8.3%	75.0%
NEHU	11.8%	11.8%	5.9%	11.8%	52.9%
IIT Guwahati	.0%	.0%	.0%	.0%	60.0%
<b>Average</b>	<b>2.85%</b>	<b>5.20%</b>	<b>5.51%</b>	<b>11.11%</b>	<b>47.69%</b>

The above option / motivation i.e. “for professional development” show a vast difference among the different columns’ average percentage. The highest is the ‘strongly agree’ column with 47.69 per cent

**Table 4.15 (g) . Motivational Factors / Reasons for Participating in PDAs: To Keep Current with Skills**

INSTITUTION	To Keep Current With Skills				
	Least Agree	Somewh at Agree	Neutral	Agree	Strongly Agree
Delhi University	14.3%	.0%	.0%	7.1%	35.7%
IIT Delhi	7.7%	7.7%	.0%	.0%	38.5%
Madras University	16.7%	.0%	33.3%	16.7%	16.7%
IIT Madras	.0%	.0%	43.3%	13.3%	13.3%
Calcutta University	16.7%	8.3%	.0%	.0%	50.0%
IIT Kharagpur	.0%	7.7%	7.7%	.0%	53.8%
Pune University	8.3%	12.5%	.0%	4.2%	25.0%
IIT Bombay	.0%	.0%	.0%	8.3%	83.3%
NEHU	17.6%	5.9%	17.6%	5.9%	41.2%
IIT Guwahati	20.0%	10.0%	.0%	10.0%	20.0%
<b>Average</b>	<b>10.13%</b>	<b>5.21%</b>	<b>10.19%</b>	<b>6.55%</b>	<b>37.75%</b>

‘To keep current with skills’ is one among the major reasons for the library professionals to participate in PDAs. This is the reason why this option has scored a percentage of 37.75 per cent.

**Table 4.15 (h): Motivational Factors / Reasons for Participating in PDAs: To Share Innovations**

INSTITUTION	To Share Innovations				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	14.3%	.0%	.0%	7.1%	28.6%
IIT Delhi	.0%	7.7%	.0%	15.4%	23.1%
Madras University	.0%	16.7%	.0%	16.7%	33.3%
IIT Madras	3.3%	50.0%	.0%	10.0%	6.7%
Calcutta University	8.3%	16.7%	.0%	.0%	50.0%
IIT Kharagpur	.0%	7.7%	.0%	7.7%	53.8%
Pune University	12.5%	12.5%	.0%	4.2%	25.0%
IIT Bombay	33.3%	.0%	8.3%	16.7%	33.3%
NEHU	23.5%	11.8%	11.8%	5.9%	29.4%
IIT Guwahati	20.0%	.0%	.0%	.0%	40.0%
<b>Average</b>	<b>11.52 %</b>	<b>12.31%</b>	<b>2.01%</b>	<b>8.37%</b>	<b>32.32%</b>

‘To share innovations’ came out to be as one of the important reasons for the library professionals to participate in PDAs. This can be illustrated through the above table since the average of the ‘strongly agree’ column has the highest percentage of 32.32 per cent.

**Table 4.15 (i) Motivational Factors / Reasons for Participating in PDAs: To Provide Better Services**

INSTITUTION	To Provide Better Services				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
<b>Delhi University</b>	.0%	.0%	.0%	14.3%	35.7%
<b>IIT Delhi</b>	.0%	7.7%	.0%	7.7%	46.2%
<b>Madras University</b>	16.7%	.0%	.0%	.0%	50.0%
<b>IIT Madras</b>	.0%	3.3%	36.7%	23.3%	6.7%
<b>Calcutta University</b>	.0%	8.3%	.0%	.0%	66.7%
<b>IIT Kharagpur</b>	.0%	.0%	15.4%	.0%	61.5%
<b>Pune University</b>	12.5%	8.3%	4.2%	8.3%	16.7%
<b>IIT Bombay</b>	8.3%	.0%	.0%	25.0%	58.3%
<b>NEHU</b>	23.5%	5.9%	.0%	11.8%	52.9%
<b>IIT Guwahati</b>	10.0%	10.0%	.0%	20.0%	20.0%
<b>Average</b>	<b>7.10%</b>	<b>4.35%</b>	<b>5.63%</b>	<b>11.04%</b>	<b>41.47%</b>

That library professionals would admit to the noble factor of providing better services for attending PDAs is a foregone conclusion. The figures above substantiate that conclusion where the column ‘strongly agree’ manages to get the percentage of 41.47 per cent.

**Table 4.15 (j) Motivational Factors / Reasons for Participating in PDAs: To Attain Faculty Status**

INSTITUTION	To Attain Faculty Status				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	42.9%	7.1%	.0%	.0%	.0%
IIT Delhi	23.1%	7.7%	15.4%	.0%	.0%
Madras University	50.0%	.0%	.0%	.0%	16.7%
IIT Madras	3.3%	3.3%	13.3%	46.7%	3.3%
Calcutta University	66.7%	8.3%	.0%	.0%	.0%
IIT Kharagpur	7.7%	.0%	46.2%	15.4%	.0%
Pune University	16.7%	8.3%	4.2%	8.3%	12.5%
IIT Bombay	66.7%	8.3%	16.7%	.0%	.0%
NEHU	17.6%	17.6%	23.5%	5.9%	23.5%
IIT Guwahati	20.0%	10.0%	20.0%	.0%	10.0%
<b>Average</b>	<b>31.47%</b>	<b>7.06%</b>	<b>13.93%</b>	<b>7.63%</b>	<b>6.60%</b>

Faculty status has always been a burning question for the library professionals everywhere. However, this very factor does not form a driving force for them to participate in PDAs. This is confirmed from the above table where the library professionals have agreed to its importance the least, forming 31.47 per cent.

**Table 4.15 (k). Motivational Factors / Reasons for Participating in PDAs: To Enhance C.V**

INSTITUTION	To Enhance C.V.				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	42.9%	.0%	.0%	.0%	7.1%
IIT Delhi	15.4%	7.7%	7.7%	7.7%	7.7%
Madras University	16.7%	33.3%	.0%	.0%	16.7%
IIT Madras	6.7%	23.3%	33.3%	6.7%	.0%
Calcutta University	58.3%	.0%	8.3%	.0%	8.3%
IIT Kharagpur	7.7%	46.2%	15.4%	.0%	.0%
Pune University	16.7%	.0%	.0%	8.3%	25.0%
IIT Bombay	50.0%	25.0%	.0%	8.3%	8.3%
NEHU	12.5%	31.3%	12.5%	12.5%	18.8%
IIT Guwahati	40.0%	10.0%	.0%	.0%	10.0%
<b>Average</b>	<b>26.69%</b>	<b>17.68%</b>	<b>7.72%</b>	<b>4.35%</b>	<b>10.19%</b>

'To enhance C.V.' is an option where there are mixed responses from the library professionals. This can be seen from the above table where, although the percentage in the 'least agree' column is the highest (26.69 %), yet the percentages in the other columns also do not seem to be very different. For example the column with 'somewhat agree' gets 17.68 per cent and 'strongly agree' gets 10.19 per cent.

#### **4.15 (I) Designation Wise- Motivational Factors for Participating in PDAs: Promotion:**

It was assumed that the motivational factors of the library professionals to participate in PDAs might differ according to their designation. The motivational factors were analyzed according to their designation, using a five point- Likert scale. It ranges from zero to four, where

zero = Least Agree, 1= Somewhat Agree, 2=Neutral, 3= Agree and 4= Strongly Agree . Another column "No Response" was also introduced in order to the results of which are as follows:

Table 4.15 (I) Designation Wise- Motivational Factors for Participating in PDAs: Promotion

Designation			Motivation for participation_Promotion							Total
			Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	Univer sity	Count	1	0	0	1	0	0	2
			%	50.0%	.0%	.0%	100.0%	.0%	.0%	40.0%
			% of Total	20.0%	.0%	.0%	20.0%	.0%	.0%	40.0%
	IIT		Count	1	0	0	0	2	0	3
			%	50.0%	.0%	.0%	.0%	100.0%	.0%	60.0%
			% of Total	20.0%	.0%	.0%	.0%	40.0%	.0%	60.0%
	Total		Count	2	0	0	1	2	0	5
			%	100.0%	.0%	.0%	100.0%	100.0%	.0%	100.0%
			% of Total	40.0%	.0%	.0%	20.0%	40.0%	.0%	100.0%
DL	univ/iit	Univer sity	Count	2	0	0	1	2	0	5
			%	66.7%	.0%	.0%	100.0%	66.7%	.0%	50.0%
			% of Total	20.0%	.0%	.0%	10.0%	20.0%	.0%	50.0%
	IIT		Count	1	2	0	0	1	1	5
			%	33.3%	100.0%	.0%	.0%	33.3%	100.0%	50.0%
			% of Total	10.0%	20.0%	.0%	.0%	10.0%	10.0%	50.0%
	Total		Count	3	2	0	1	3	1	10
			%	100.0%	100.0%	.0%	100.0%	100.0%	100.0%	100.0%
			% of Total	30.0%	20.0%	.0%	10.0%	30.0%	10.0%	100.0%

Contd. Table 4.15 (I) Designation Wise- Motivational Factors for Participating in PDAs: Promotion

AL/Asst.Lib.In f.Off	univ/iit	Univer sity	Count	9	3	1	2	3	2	20
			%	60.0%	60.0%	100.0%	100.0%	33.3%	22.2%	48.8%
			% of Total	22.0%	7.3%	2.4%	4.9%	7.3%	4.9%	48.8%
	IIT	Count	6	2	0	0	<b>6</b>	7	21	
		%	40.0%	40.0%	.0%	.0%	<b>66.7%</b>	77.8%	51.2%	
		% of Total	14.6%	4.9%	.0%	.0%	14.6%	17.1%	51.2%	
	Total	Count	15	5	1	2	9	9	41	
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		% of Total	36.6%	12.2%	2.4%	4.9%	22.0%	22.0%	100.0%	
Technical Asst./ Sr.Lib.Inf.Offi cer	univ/iit	Univer sity	Count	0	1	0	0	3	13	17
			%	.0%	100.0%	.0%	.0%	25.0%	68.4%	48.6%
			% of Total	.0%	2.9%	.0%	.0%	8.6%	37.1%	48.6%
	IIT	Count	3	0	0	0	<b>9</b>	6	18	
		%	100.0%	.0%	.0%	.0%	<b>75.0%</b>	31.6%	51.4%	
		% of Total	8.6%	.0%	.0%	.0%	25.7%	17.1%	51.4%	
	Total	Count	3	1	0	0	12	19	35	
		%	100.0%	100.0%	.0%	.0%	100.0%	100.0%	100.0%	
		% of Total	8.6%	2.9%	.0%	.0%	34.3%	54.3%	100.0%	
Inf Scientist	univ/iit	Univer sity	Count	0	0	0	0	1	0	1
			%	.0%	.0%	.0%	.0%	100.0%	.0%	33.3%
			% of Total	.0%	.0%	.0%	.0%	33.3%	.0%	33.3%
	IIT	Count	1	0	0	0	0	1	2	
		%	100.0%	.0%	.0%	.0%	.0%	100.0%	66.7%	
		% of Total	33.3%	.0%	.0%	.0%	.0%	33.3%	66.7%	
	Total	Count	1	0	0	0	1	1	3	



Contd. Table 4.15 (I) Designation Wise- Motivational Factors for Participating in PDAs: Promotion

			%	100.0%	.0%	.0%	.0%	100.0%	100.0%	100.0%
			% of Total	33.3%	.0%	.0%	.0%	33.3%	33.3%	100.0%
Library Asst.	univ/iit	Univer sity	Count	0	0	0	0	0	2	2
			%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			% of Total	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
	Total	Count	0	0	0	0	0	0	2	2
		%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
		% of Total	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
Professional Asst./Senior Professional Asst.	univ/iit	Univer sity	Count	2	1	0	0	3	5	11
			%	100.0%	33.3%	.0%	.0%	100.0%	71.4%	73.3%
			% of Total	13.3%	6.7%	.0%	.0%	20.0%	33.3%	73.3%
	IIT	Count	0	2	0	0	0	0	2	4
		%	.0%	66.7%	.0%	.0%	.0%	.0%	28.6%	26.7%
		% of Total	.0%	13.3%	.0%	.0%	.0%	.0%	13.3%	26.7%
	Total	Count	2	3	0	0	3	7	15	
		%	100.0%	100.0%	.0%	.0%	100.0%	100.0%	100.0%	
		% of Total	13.3%	20.0%	.0%	.0%	20.0%	46.7%	100.0%	
Semi- Professional Asst.& Junior Library Asst.	univ/iit	Univer sity	Count	1	1	1	1	6	3	13
			%	50.0%	100.0%	100.0%	100.0%	100.0%	100.0%	92.9%
			% of Total	7.1%	7.1%	7.1%	7.1%	42.9%	21.4%	92.9%
	IIT	Count	1	0	0	0	0	0	0	1
		%	50.0%	.0%	.0%	.0%	.0%	.0%	.0%	7.1%
		% of Total	7.1%	.0%	.0%	.0%	.0%	.0%	.0%	7.1%
	Total	Count	2	1	1	1	6	3	14	
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Contd. Table 4.15 (I) Designation Wise- Motivational Factors for Participating in PDAs: Promotion

			<b>% of Total</b>	14.3%	7.1%	7.1%	7.1%	42.9%	21.4%	100.0%
Sr.Lib.Inf.Asst	univ/iit	Univer sity	<b>Count</b>	1	0	0	0	0	0	1
			<b>%</b>	10.0%	.0%	.0%	.0%	.0%	.0%	4.0%
			<b>% of Total</b>	4.0%	.0%	.0%	.0%	.0%	.0%	4.0%
	IIT	<b>Count</b>	9	0	1	0	5	9	24	
		<b>%</b>	90.0%	.0%	100.0%	.0%	100.0%	100.0%	96.0%	
		<b>% of Total</b>	36.0%	.0%	4.0%	.0%	20.0%	36.0%	96.0%	
	<b>Total</b>		<b>Count</b>	10	0	1	0	5	9	25
			<b>%</b>	100.0%	.0%	100.0%	.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	40.0%	.0%	4.0%	.0%	20.0%	36.0%	100.0%

As far as Promotion is concerned very few library professionals consider it as a motivation for them to take part in PDAs. From the above Table it is seen that 9 Technical Assistants / Senior Library and Information Officers (75%) and 6 Assistant Librarians/ Assistant Library and Information Officers (66.7%) of IITs strongly agree that Promotion motivates them to participate in PDAs.

Contd. Table 4.15 (m) Designation Wise- Motivational Factors for Participating in PDAs: To Contribute to Knowledge

Designation			To Contribute to Knowledge							Total
			Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	Unive rsity	Count	1	0	0	1	0	0	2
			%	100.0%	.0%	.0%	50.0%	.0%	.0%	40.0%
			% of Total	20.0%	.0%	.0%	20.0%	.0%	.0%	40.0%
		IIT	Count	0	0	0	1	2	0	3
			%	.0%	.0%	.0%	50.0%	100.0%	.0%	60.0%
			% of Total	.0%	.0%	.0%	20.0%	40.0%	.0%	60.0%
	Total	Count	1	0	0	2	2	0	5	
		%	100.0%	.0%	.0%	100.0%	100.0%	.0%	100.0%	
		% of Total	20.0%	.0%	.0%	40.0%	40.0%	.0%	100.0%	
DL	univ/iit	Unive rsity	Count	0	0	0	1	4	0	5
			%	.0%	.0%	.0%	100.0%	50.0%	.0%	50.0%
			% of Total	.0%	.0%	.0%	10.0%	40.0%	.0%	50.0%
		IIT	Count	0	0	0	0	4	1	5
			%	.0%	.0%	.0%	.0%	50.0%	100.0%	50.0%
			% of Total	.0%	.0%	.0%	.0%	40.0%	10.0%	50.0%
	Total	Count	0	0	0	1	8	1	10	
		%	.0%	.0%	.0%	100.0%	100.0%	100.0%	100.0%	
		% of Total	.0%	.0%	.0%	10.0%	80.0%	10.0%	100.0%	

Contd. Table 4.15 (m) Designation Wise- Motivational Factors for Participating in PDAs: To Contribute to Knowledge

<b>AL/Asst.Lib. Inf.Off</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	3	0	2	2	<b>11</b>	2	20
			<b>%</b>	100.0%	.0%	100.0%	100.0%	<b>44.0%</b>	22.2%	48.8%
			<b>% of Total</b>	7.3%	.0%	4.9%	4.9%	26.8%	4.9%	48.8%
	<b>IIT</b>	<b>Count</b>	0	0	0	0	<b>14</b>	7	21	
		<b>%</b>	.0%	.0%	.0%	.0%	<b>56.0%</b>	77.8%	51.2%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	34.1%	17.1%	51.2%	
	<b>Total</b>	<b>Count</b>	3	0	2	2	25	9	41	
		<b>%</b>	100.0%	.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	7.3%	.0%	4.9%	4.9%	61.0%	22.0%	100.0%	
<b>Technical Asst./ Sr.Lib.Inf.Of ficer</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	1	1	0	1	1	13	17
			<b>%</b>	100.0%	100.0%	.0%	12.5%	16.7%	68.4%	48.6%
			<b>% of Total</b>	2.9%	2.9%	.0%	2.9%	2.9%	37.1%	48.6%
	<b>IIT</b>	<b>Count</b>	0	0	0	7	5	6	18	
		<b>%</b>	.0%	.0%	0	87.5%	83.3%	31.6%	51.4%	
		<b>% of Total</b>	.0%	.0%	.0%	20.0%	14.3%	17.1%	51.4%	
	<b>Total</b>	<b>Count</b>	1	1	0	8	6	19	35	
		<b>%</b>	100.0%	100.0%	.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	2.9%	2.9%	.0%	22.9%	17.1%	54.3%	100.0%	
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	0	0	0	0	1	0	1
			<b>%</b>	.0%	.0%	.0%	.0%	50.0%	.0%	33.3%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	33.3%	.0%	33.3%
	<b>IIT</b>	<b>Count</b>	0	0	0	0	1	1	2	
		<b>%</b>	.0%	.0%	.0%	.0%	50.0%	100.0%	66.7%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	33.3%	33.3%	66.7%	
	<b>Total</b>	<b>Count</b>	0	0	0	0	2	1	3	

Contd. Table 4.15 (m) Designation Wise- Motivational Factors for Participating in PDAs: To Contribute to Knowledge

			%	.0%	.0%	.0%	.0%	100.0%	100.0%	100.0%
			% of Total	.0%	.0%	.0%	.0%	66.7%	33.3%	100.0%
Library Asst.	univ/iit	Unive rsity	Count	0	0	0	0	0	2	2
			%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			% of Total	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
	Total	Count	0	0	0	0	0	2	2	
		%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
		% of Total	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
Professional Asst./Senior Professional Asst.	univ/iit	Univ ersity	Count	2	1	0	1	3	4	11
			%	100.0%	100.0%	.0%	100.0%	75.0%	66.7%	73.3%
			% of Total	13.3%	6.7%	.0%	6.7%	20.0%	26.7%	73.3%
	IIT	Count	0	0	1	0	1	2	4	
		%	.0%	.0%	100.0%	.0%	25.0%	33.3%	26.7%	
		% of Total	.0%	.0%	6.7%	.0%	6.7%	13.3%	26.7%	
	Total	Count	2	1	1	1	4	6	15	
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		% of Total	13.3%	6.7%	6.7%	6.7%	26.7%	40.0%	100.0%	
Semi- Professional Asst.& Junior Library Asst.	univ/iit	Unive rsity	Count	0	2	3	1	5	2	13
			%	.0%	100.0%	100.0%	100.0%	83.3%	100.0%	92.9%
			% of Total	.0%	14.3%	21.4%	7.1%	35.7%	14.3%	92.9%
	IIT	Count	0	0	0	0	1	0	1	
		%	.0%	.0%	.0%	.0%	16.7%	.0%	7.1%	
		% of Total	.0%	.0%	.0%	.0%	7.1%	.0%	7.1%	
	Total	Count	0	2	3	1	6	2	14	
		%	.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

**Contd. Table 4.15 (m) Designation Wise- Motivational Factors for Participating in PDAs: To Contribute to Knowledge**

			<b>% of Total</b>	.0%	14.3%	21.4%	7.1%	42.9%	14.3%	100.0%
<b>Sr.Lib.Inf.As st.</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	0	0	0	0	1	0	1
			<b>%</b>	.0%	.0%	.0%	.0%	16.7%	.0%	4.0%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	4.0%	.0%	4.0%
	<b>IIT</b>		<b>Count</b>	0	4	0	7	5	8	24
			<b>%</b>	.0%	100.0%	.0%	100.0%	83.3%	100.0%	96.0%
			<b>% of Total</b>	.0%	16.0%	.0%	28.0%	20.0%	32.0%	96.0%
	<b>Total</b>		<b>Count</b>	0	4	0	7	6	8	25
			<b>%</b>	.0%	100.0%	.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	.0%	16.0%	.0%	28.0%	24.0%	32.0%	100.0%

The option “To contribute to Knowledge” has also not gained much importance as a motivating factor. Only 14 (56%) and 11 (44%) Assistant Librarians /Assistant Library and Information Officers of IITs and Universities respectively strongly agree to this option as a motivational factor.

Table 4.15 (n) Designation Wise- Motivational Factors for Participating in PDAs: To Publicize the Serving Institution/Organization

Designation			To Publicize the Serving Institution/Organization						Total	
			Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	Univer sity	Count	0	1	0	1	0	0	2
			% within univ/iit	.0%	50.0%	.0%	50.0%	.0%	.0%	100.0%
			% within To Publicize the Serving Institution/Organization	.0%	100.0%	.0%	50.0%	.0%	.0%	40.0%
			% of Total	.0%	20.0%	.0%	20.0%	.0%	.0%	40.0%
	IIT	Count	0	0	2	1	0	0	3	
		% within univ/iit	.0%	.0%	66.7%	33.3%	.0%	.0%	100.0%	
		% within To Publicize the Serving Institution/Organization	.0%	.0%	100.0%	50.0%	.0%	.0%	60.0%	
		% of Total	.0%	.0%	40.0%	20.0%	.0%	.0%	60.0%	
	Total	Count	0	1	2	2	0	0	5	
		% within univ/iit	.0%	20.0%	40.0%	40.0%	.0%	.0%	100.0%	
		% within To Publicize the Serving Institution/Organization	.0%	100.0%	100.0%	100.0%	.0%	.0%	100.0%	
		% of Total	.0%	20.0%	40.0%	40.0%	.0%	.0%	100.0%	
DL	univ/iit	Univer sity	Count	2	0	0	1	2	0	5
			% within univ/iit	40.0%	.0%	.0%	20.0%	40.0%	.0%	100.0%

Contd. Table 4.15 (n) Designation Wise- Motivational Factors for Participating in PDAs: To Publicize the Serving Institution/Organization

			% within To Publicize the Serving Institution/Organization	66.7%	.0%	.0%	50.0%	66.7%	.0%	50.0%
			% of Total	20.0%	.0%	.0%	10.0%	20.0%	.0%	50.0%
		IIT	Count	1	1	0	1	1	1	5
			% within univ/iit	20.0%	20.0%	.0%	20.0%	20.0%	20.0%	100.0%
			% within To Publicize the Serving Institution/Organization	33.3%	100.0%	.0%	50.0%	33.3%	100.0%	50.0%
			% of Total	10.0%	10.0%	.0%	10.0%	10.0%	10.0%	50.0%
	Total	Count	3	1	0	2	3	1	10	
		% within univ/iit	30.0%	10.0%	.0%	20.0%	30.0%	10.0%	100.0%	
		% within To Publicize the Serving Institution/Organization	100.0%	100.0%	.0%	100.0%	100.0%	100.0%	100.0%	
		% of Total	30.0%	10.0%	.0%	20.0%	30.0%	10.0%	100.0%	
AL/Asst.Li b.Inf.Off	univ/iit	Univer sity	Count	8	6	1	3	0	2	20
			% within univ/iit	40.0%	30.0%	5.0%	15.0%	.0%	10.0%	100.0%
			% within To Publicize the Serving Institution/Organization	72.7%	85.7%	25.0%	42.9%	.0%	22.2%	48.8%
			% of Total	19.5%	14.6%	2.4%	7.3%	.0%	4.9%	48.8%
	IIT	Count	3	1	3	4	3	7	21	
		% within univ/iit	14.3%	4.8%	14.3%	19.0%	14.3%	33.3%	100.0%	



Contd. Table 4.15 (n) Designation Wise- Motivational Factors for Participating in PDAs: To Publicize the Serving Institution/Organization

			<b>% within To Publicize the Serving Institution/Organization</b>	27.3%	14.3%	75.0%	57.1%	100.0%	77.8%	51.2%
			<b>% of Total</b>	7.3%	2.4%	7.3%	9.8%	7.3%	17.1%	51.2%
	<b>Total</b>		<b>Count</b>	11	7	4	7	3	9	41
			<b>% within univ/iit</b>	26.8%	17.1%	9.8%	17.1%	7.3%	22.0%	100.0%
			<b>% within To Publicize the Serving Institution/Organization</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	26.8%	17.1%	9.8%	17.1%	7.3%	22.0%	100.0%
<b>Technical Asst./ Sr.Lib.Inf. Officer</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	2	0	0	1	1	13	17
			<b>% within univ/iit</b>	11.8%	.0%	.0%	5.9%	5.9%	76.5%	100.0%
			<b>% within To Publicize the Serving Institution/Organization</b>	40.0%	.0%	.0%	50.0%	100.0%	68.4%	48.6%
			<b>% of Total</b>	5.7%	.0%	.0%	2.9%	2.9%	37.1%	48.6%
		<b>IIT</b>	<b>Count</b>	3	7	1	1	0	6	18
	<b>% within univ/iit</b>		16.7%	38.9%	5.6%	5.6%	.0%	33.3%	100.0%	
	<b>% within To Publicize the Serving Institution/Organization</b>		60.0%	100.0%	100.0%	50.0%	.0%	31.6%	51.4%	
	<b>% of Total</b>		8.6%	20.0%	2.9%	2.9%	.0%	17.1%	51.4%	
		<b>Total</b>	<b>Count</b>	5	7	1	2	1	19	35
<b>% within univ/iit</b>	14.3%		20.0%	2.9%	5.7%	2.9%	54.3%	100.0%		

Contd. Table 4.15 (n) Designation Wise- Motivational Factors for Participating in PDAs: To Publicize the Serving Institution/Organization

			<b>% within To Publicize the Serving Institution/Organization</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	14.3%	20.0%	2.9%	5.7%	2.9%	54.3%	100.0%
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	1	0	0	0	0	0	1
			<b>% within univ/iit</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
			<b>% within To Publicize the Serving Institution/Organization</b>	50.0%	.0%	.0%	.0%	.0%	.0%	33.3%
			<b>% of Total</b>	33.3%	.0%	.0%	.0%	.0%	.0%	33.3%
	<b>IIT</b>	<b>Count</b>	1	0	0	0	0	1	2	
		<b>% within univ/iit</b>	50.0%	.0%	.0%	.0%	.0%	50.0%	100.0%	
		<b>% within To Publicize the Serving Institution/Organization</b>	50.0%	.0%	.0%	.0%	.0%	100.0%	66.7%	
		<b>% of Total</b>	33.3%	.0%	.0%	.0%	.0%	33.3%	66.7%	
	<b>Total</b>	<b>Count</b>	2	0	0	0	0	1	3	
		<b>% within univ/iit</b>	66.7%	.0%	.0%	.0%	.0%	33.3%	100.0%	
<b>% within To Publicize the Serving Institution/Organization</b>		100.0%	.0%	.0%	.0%	.0%	100.0%	100.0%		
<b>% of Total</b>		66.7%	.0%	.0%	.0%	.0%	33.3%	100.0%		

Contd. Table 4.15 (n) Designation Wise- Motivational Factors for Participating in PDAs: To Publicize the Serving Institution/Organization

<b>Library Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	0	0	0	0	0	2	2		
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%		
			<b>% within To Publicize the Serving Institution/Organization</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%		
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%		
	<b>Total</b>			<b>Count</b>	0	0	0	0	0	2	2	
				<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
				<b>% within To Publicize the Serving Institution/Organization</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
				<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
<b>Profession al Asst./Senio r Profession al Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	4	0	1	0	0	6	11		
			<b>% within univ/iit</b>	36.4%	.0%	9.1%	.0%	.0%	54.5%	100.0%		
			<b>% within To Publicize the Serving Institution/Organization</b>	100.0%	.0%	100.0%	.0%	.0%	75.0%	73.3%		
			<b>% of Total</b>	26.7%	.0%	6.7%	.0%	.0%	40.0%	73.3%		
	<b>IIT</b>			<b>Count</b>	0	0	0	2	0	2	4	
				<b>% within univ/iit</b>	.0%	.0%	.0%	50.0%	.0%	50.0%	100.0%	
				<b>% within To Publicize the Serving Institution/Organization</b>	.0%	.0%	.0%	100.0 %	.0%	25.0%	26.7%	
				<b>% of Total</b>	.0%	.0%	.0%	13.3%	.0%	13.3%	26.7%	
	<b>Total</b>				<b>Count</b>	4	0	1	2	0	8	15

Contd. Table 4.15 (n) Designation Wise- Motivational Factors for Participating in PDAs: To Publicize the Serving Institution/Organization

			<b>% within univ/iit</b>	26.7%	.0%	6.7%	13.3%	.0%	53.3%	100.0%
			<b>% within To Publicize the Serving Institution/Organization</b>	100.0%	.0%	100.0%	100.0%	.0%	100.0%	100.0%
			<b>% of Total</b>	26.7%	.0%	6.7%	13.3%	.0%	53.3%	100.0%
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	4	2	1	0	4	2	13
			<b>% within univ/iit</b>	30.8%	15.4%	7.7%	.0%	30.8%	15.4%	100.0%
			<b>% within To Publicize the Serving Institution/Organization</b>	80.0%	100.0%	100.0%	.0%	100.0%	100.0%	92.9%
			<b>% of Total</b>	28.6%	14.3%	7.1%	.0%	28.6%	14.3%	92.9%
		<b>IIT</b>	<b>Count</b>	1	0	0	0	0	0	1
	<b>% within univ/iit</b>		100.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
	<b>% within To Publicize the Serving Institution/Organization</b>		20.0%	.0%	.0%	.0%	.0%	.0%	7.1%	
	<b>% of Total</b>		7.1%	.0%	.0%	.0%	.0%	.0%	7.1%	
		<b>Total</b>	<b>Count</b>	5	2	1	0	4	2	14
	<b>% within univ/iit</b>		35.7%	14.3%	7.1%	.0%	28.6%	14.3%	100.0%	
	<b>% within To Publicize the Serving Institution/Organization</b>		100.0%	100.0%	100.0%	.0%	100.0%	100.0%	100.0%	
	<b>% of Total</b>		35.7%	14.3%	7.1%	.0%	28.6%	14.3%	100.0%	

Contd. Table 4.15 (n) Designation Wise- Motivational Factors for Participating in PDAs: To Publicize the Serving Institution/Organization

<b>Sr.Lib.Inf. Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	1	0	0	0	0	0	1
			<b>% within univ/iit</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
			<b>% within To Publicize the Serving Institution/Organization</b>	16.7%	.0%	.0%	.0%	.0%	.0%	4.0%
			<b>% of Total</b>	4.0%	.0%	.0%	.0%	.0%	.0%	4.0%
	<b>IIT</b>	<b>IIT</b>	<b>Count</b>	5	2	2	7	0	8	24
			<b>% within univ/iit</b>	20.8%	8.3%	8.3%	29.2%	.0%	33.3%	100.0%
			<b>% within To Publicize the Serving Institution/Organization</b>	83.3%	100.0%	100.0%	100.0 %	.0%	100.0%	96.0%
			<b>% of Total</b>	20.0%	8.0%	8.0%	28.0%	.0%	32.0%	96.0%
	<b>Total</b>	<b>Total</b>	<b>Count</b>	6	2	2	7	0	8	25
			<b>% within univ/iit</b>	24.0%	8.0%	8.0%	28.0%	.0%	32.0%	100.0%
			<b>% within To Publicize the Serving Institution/Organization</b>	100.0%	100.0%	100.0%	100.0 %	.0%	100.0%	100.0%
			<b>% of Total</b>	24.0%	8.0%	8.0%	28.0%	.0%	32.0%	100.0%

Contd. Table 4.15 (o) Designation Wise- Motivational Factors for Participating in PDAs: For Financial Reward

Designation			For Financial Reward					Total		
			Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree		No Response	
Librarian	univ/iit	Univer sity	Count	2	0	0	0	0	0	2
			% within univ/iit	100.0 %	.0%	.0%	.0%	.0%	.0%	100.0%
			% within For Financial Reward	100.0 %	.0%	.0%	.0%	.0%	.0%	40.0%
			% of Total	40.0%	.0%	.0%	.0%	.0%	.0%	40.0%
		IIT	Count	0	2	1	0	0	0	3
			% within univ/iit	.0%	66.7%	33.3%	.0%	.0%	.0%	100.0%
			% within For Financial Reward	.0%	100.0%	100.0%	.0%	.0%	.0%	60.0%
			% of Total	.0%	40.0%	20.0%	.0%	.0%	.0%	60.0%
	Total	Count	2	2	1	0	0	0	5	
		% within univ/iit	40.0%	40.0%	20.0%	.0%	.0%	.0%	100.0%	
		% within For Financial Reward	100.0 %	100.0%	100.0%	.0%	.0%	.0%	100.0%	
		% of Total	40.0%	40.0%	20.0%	.0%	.0%	.0%	100.0%	
DL	univ/iit	Univer sity	Count	5		0	0	0	0	5
			% within univ/iit	100.0 %		.0%	.0%	.0%	.0%	100.0%
			% within For Financial Reward	62.5%		.0%	.0%	.0%	.0%	50.0%
			% of Total	50.0%		.0%	.0%	.0%	.0%	50.0%

Contd. Table 4.15 (o) Designation Wise- Motivational Factors for Participating in PDAs: For Financial Reward

	<b>IIT</b>	<b>Count</b>	3		1	0	0	1	5	
		<b>% within univ/iit</b>	60.0%		20.0%	.0%	.0%	20.0%	100.0%	
		<b>% within For Financial Reward</b>	37.5%		100.0%	.0%	.0%	100.0%	50.0%	
		<b>% of Total</b>	30.0%		10.0%	.0%	.0%	10.0%	50.0%	
	<b>Total</b>	<b>Count</b>	8		1	0	0	1	10	
		<b>% within univ/iit</b>	80.0%		10.0%	.0%	.0%	10.0%	100.0%	
		<b>% within For Financial Reward</b>	100.0%		100.0%	.0%	.0%	100.0%	100.0%	
		<b>% of Total</b>	80.0%		10.0%	.0%	.0%	10.0%	100.0%	
<b>AL/Asst.Li b.Inf.Off</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	12	2	1	1	2	2	20
			<b>% within univ/iit</b>	60.0%	10.0%	5.0%	5.0%	10.0%	10.0%	100.0%
			<b>% within For Financial Reward</b>	70.6%	28.6%	50.0%	33.3%	66.7%	22.2%	48.8%
			<b>% of Total</b>	29.3%	4.9%	2.4%	2.4%	4.9%	4.9%	48.8%
	<b>IIT</b>	<b>Count</b>	5	5	1	2	1	7	21	
		<b>% within univ/iit</b>	23.8%	23.8%	4.8%	9.5%	4.8%	33.3%	100.0%	
		<b>% within For Financial Reward</b>	29.4%	71.4%	50.0%	66.7%	33.3%	77.8%	51.2%	
		<b>% of Total</b>	12.2%	12.2%	2.4%	4.9%	2.4%	17.1%	51.2%	
	<b>Total</b>	<b>Count</b>	17	7	2	3	3	9	41	
		<b>% within univ/iit</b>	41.5%	17.1%	4.9%	7.3%	7.3%	22.0%	100.0%	
		<b>% within For Financial Reward</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	41.5%	17.1%	4.9%	7.3%	7.3%	22.0%	100.0%	

Contd. Table 4.15 (o) Designation Wise- Motivational Factors for Participating in PDAs: For Financial Reward

<b>Technical Asst./ Sr.Lib.Inf. Officer</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	2	1	1	0	0	13	17
			<b>% within univ/iit</b>	11.8%	5.9%	5.9%	.0%	.0%	76.5%	100.0%
			<b>% within For Financial Reward</b>	33.3%	11.1%	100.0%	.0%	.0%	68.4%	48.6%
			<b>% of Total</b>	5.7%	2.9%	2.9%	.0%	.0%	37.1%	48.6%
	<b>IIT</b>	<b>Count</b>	4	8	0	0	0	6	18	
		<b>% within univ/iit</b>	22.2%	44.4%	.0%	.0%	.0%	33.3%	100.0%	
		<b>% within For Financial Reward</b>	66.7%	88.9%	.0%	.0%	.0%	31.6%	51.4%	
		<b>% of Total</b>	11.4%	22.9%	.0%	.0%	.0%	17.1%	51.4%	
	<b>Total</b>	<b>Count</b>	6	9	1	0	0	19	35	
		<b>% within univ/iit</b>	17.1%	25.7%	2.9%	.0%	.0%	54.3%	100.0%	
		<b>% within For Financial Reward</b>	100.0 %	100.0%	100.0%	.0%	.0%	100.0%	100.0%	
		<b>% of Total</b>	17.1%	25.7%	2.9%	.0%	.0%	54.3%	100.0%	
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	1	0	0	0	0	0	1
			<b>% within univ/iit</b>	100.0 %	.0%	.0%	.0%	.0%	.0%	100.0%
			<b>% within For Financial Reward</b>	50.0%	.0%	.0%	.0%	.0%	.0%	33.3%
			<b>% of Total</b>	33.3%	.0%	.0%	.0%	.0%	.0%	33.3%
	<b>IIT</b>	<b>Count</b>	1	0	0	0	0	1	2	
		<b>% within univ/iit</b>	50.0%	.0%	.0%	.0%	.0%	50.0%	100.0%	
		<b>% within For Financial Reward</b>	50.0%	.0%	.0%	.0%	.0%	100.0%	66.7%	



Contd. Table 4.15 (o) Designation Wise- Motivational Factors for Participating in PDAs: For Financial Reward

			<b>% of Total</b>	33.3%	.0%	.0%	.0%	.0%	33.3%	66.7%
	<b>Total</b>		<b>Count</b>	2	0	0	0	0	1	3
			<b>% within univ/iit</b>	66.7%	.0%	.0%	.0%	.0%	33.3%	100.0%
			<b>% within For Financial Reward</b>	100.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			<b>% of Total</b>	66.7%	.0%	.0%	.0%	.0%	33.3%	100.0%
<b>Library Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	0	0	0	0	0	2	2
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			<b>% within For Financial Reward</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
	<b>Total</b>	<b>Count</b>	0	0	0	0	0	2	2	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
		<b>% within For Financial Reward</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
<b>Profession al Asst./Senio r Profession al Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	1	2	1	1	0	6	11
			<b>% within univ/iit</b>	9.1%	18.2%	9.1%	9.1%	.0%	54.5%	100.0%
			<b>% within For Financial Reward</b>	100.0%	100.0%	100.0%	33.3%	.0%	75.0%	73.3%
			<b>% of Total</b>	6.7%	13.3%	6.7%	6.7%	.0%	40.0%	73.3%
	<b>IIT</b>	<b>Count</b>	0	0	0	2	0	2	4	
		<b>% within univ/iit</b>	.0%	.0%	.0%	50.0%	.0%	50.0%	100.0%	
		<b>% within For Financial Reward</b>	.0%	.0%	.0%	66.7%	.0%	25.0%	26.7%	
		<b>% of Total</b>	.0%	.0%	.0%	66.7%	.0%	25.0%	26.7%	

Contd. Table 4.15 (o) Designation Wise- Motivational Factors for Participating in PDAs: For Financial Reward

			<b>% of Total</b>	.0%	.0%	.0%	13.3%	.0%	13.3%	26.7%
	<b>Total</b>		<b>Count</b>	1	2	1	3	0	8	15
			<b>% within univ/iit</b>	6.7%	13.3%	6.7%	20.0%	.0%	53.3%	100.0%
			<b>% within For Financial Reward</b>	100.0%	100.0%	100.0%	100.0%	.0%	100.0%	100.0%
			<b>% of Total</b>	6.7%	13.3%	6.7%	20.0%	.0%	53.3%	100.0%
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	3	3	2	0	2	3	13
			<b>% within univ/iit</b>	23.1%	23.1%	15.4%	.0%	15.4%	23.1%	100.0%
			<b>% within For Financial Reward</b>	75.0%	100.0%	100.0%	.0%	100.0%	100.0%	92.9%
			<b>% of Total</b>	21.4%	21.4%	14.3%	.0%	14.3%	21.4%	92.9%
		<b>IIT</b>	<b>Count</b>	1	0	0	0	0	0	1
	<b>% within univ/iit</b>		100.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
	<b>% within For Financial Reward</b>		25.0%	.0%	.0%	.0%	.0%	.0%	7.1%	
	<b>% of Total</b>		7.1%	.0%	.0%	.0%	.0%	.0%	7.1%	
		<b>Total</b>	<b>Count</b>	4	3	2	0	2	3	14
			<b>% within univ/iit</b>	28.6%	21.4%	14.3%	.0%	14.3%	21.4%	100.0%
			<b>% within For Financial Reward</b>	100.0%	100.0%	100.0%	.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	28.6%	21.4%	14.3%	.0%	14.3%	21.4%	100.0%
<b>Sr.Lib.Inf. Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	1	0	0	0	0	0	1
			<b>% within univ/iit</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%

Contd. Table 4.15 (o) Designation Wise- Motivational Factors for Participating in PDAs: For Financial Reward

			<b>% within For Financial Reward</b>	20.0%	.0%	.0%	.0%	.0%	.0%	4.0%
			<b>% of Total</b>	4.0%	.0%	.0%	.0%	.0%	.0%	4.0%
	<b>IIT</b>		<b>Count</b>	4	5	6	0	1	8	24
			<b>% within univ/iit</b>	16.7%	20.8%	25.0%	.0%	4.2%	33.3%	100.0%
			<b>% within For Financial Reward</b>	80.0%	100.0%	100.0%	.0%	100.0%	100.0%	96.0%
			<b>% of Total</b>	16.0%	20.0%	24.0%	.0%	4.0%	32.0%	96.0%
				<b>Count</b>	5	5	6	0	1	8
	<b>Total</b>		<b>% within univ/iit</b>	20.0%	20.0%	24.0%	.0%	4.0%	32.0%	100.0%
			<b>% within For Financial Reward</b>	100.0%	100.0%	100.0%	.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	20.0%	20.0%	24.0%	.0%	4.0%	32.0%	100.0%
				<b>Count</b>	5	5	6	0	1	8

Table 4.15 (p) Designation Wise- Motivational Factors for Participating in PDAs: For Pleasure

Designation			For Pleasure						Total	
			Least Agree	Some what Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	Univer sity	Count	0	0	1	0	1	0	2
			% within univ/iit	.0%	.0%	50.0%	.0%	50.0%	.0%	100.0%
			% within For Pleasure	.0%	.0%	25.0%	.0%	100.0%	.0%	40.0%
			% of Total	.0%	.0%	20.0%	.0%	20.0%	.0%	40.0%
	IIT	Count	0	0	3	0	0	0	3	
		% within univ/iit	.0%	.0%	100.0%	.0%	.0%	.0%	100.0%	
		% within For Pleasure	.0%	.0%	75.0%	.0%	.0%	.0%	60.0%	
		% of Total	.0%	.0%	60.0%	.0%	.0%	.0%	60.0%	
	Total	Count	0	0	4	0	1	0	5	
		% within univ/iit	.0%	.0%	80.0%	.0%	20.0%	.0%	100.0%	
		% within For Pleasure	.0%	.0%	100.0%	.0%	100.0%	.0%	100.0%	
		% of Total	.0%	.0%	80.0%	.0%	20.0%	.0%	100.0%	
DL	univ/iit	Univer sity	Count	1	2	1	0	1	0	5
			% within univ/iit	20.0%	40.0%	20.0%	.0%	20.0%	.0%	100.0%
			% within For Pleasure	33.3%	100.0	100.0%	.0%	33.3%	.0%	50.0%
			% of Total	10.0%	20.0%	10.0%	.0%	10.0%	.0%	50.0%
	IIT	Count	2	0	0	0	2	1	5	
		% within univ/iit	40.0%	.0%	.0%	.0%	40.0%	20.0%	100.0%	

Contd. Table 4.15 (p) Designation Wise- Motivational Factors for Participating in PDAs: For Pleasure

	<b>Total</b>		<b>% within For Pleasure</b>	66.7%	.0%	.0%	.0%	66.7%	100.0%	50.0%
			<b>% of Total</b>	20.0%	.0%	.0%	.0%	20.0%	10.0%	50.0%
			<b>Count</b>	3	2	1	0	3	1	10
			<b>% within univ/iit</b>	30.0%	20.0%	10.0%	.0%	30.0%	10.0%	100.0%
			<b>% within For Pleasure</b>	100.0 %	100.0 %	100.0%	.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	30.0%	20.0%	10.0%	.0%	30.0%	10.0%	100.0%
<b>AL/Asst.Li b.Inf.Off</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	7	1	3	2	5	2	20
			<b>% within univ/iit</b>	35.0%	5.0%	15.0%	10.0%	25.0%	10.0%	100.0%
			<b>% within For Pleasure</b>	87.5%	16.7%	60.0%	50.0%	55.6%	22.2%	48.8%
			<b>% of Total</b>	17.1%	2.4%	7.3%	4.9%	12.2%	4.9%	48.8%
	<b>IIT</b>		<b>Count</b>	1	5	2	2	4	7	21
			<b>% within univ/iit</b>	4.8%	23.8%	9.5%	9.5%	19.0%	33.3%	100.0%
			<b>% within For Pleasure</b>	12.5%	83.3%	40.0%	50.0%	44.4%	77.8%	51.2%
			<b>% of Total</b>	2.4%	12.2%	4.9%	4.9%	9.8%	17.1%	51.2%
	<b>Total</b>		<b>Count</b>	8	6	5	4	9	9	41
			<b>% within univ/iit</b>	19.5%	14.6%	12.2%	9.8%	22.0%	22.0%	100.0%
			<b>% within For Pleasure</b>	100.0 %	100.0 %	100.0%	100.0 %	100.0%	100.0%	100.0%
			<b>% of Total</b>	19.5%	14.6%	12.2%	9.8%	22.0%	22.0%	100.0%
<b>Technical Asst./</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	0	3	0	0	1	13	17
			<b>% within univ/iit</b>	.0%	17.6%	.0%	.0%	5.9%	76.5%	100.0%

Contd. Table 4.15 (p) Designation Wise- Motivational Factors for Participating in PDAs: For Pleasure

<b>Sr.Lib.Inf. Officer</b>			<b>% within For Pleasure</b>	.0%	100.0%	.0%	.0%	12.5%	68.4%	48.6%	
			<b>% of Total</b>	.0%	8.6%	.0%	.0%	2.9%	37.1%	48.6%	
			<b>IIT</b>	<b>Count</b>	4	0	1	0	7	6	18
				<b>% within univ/iit</b>	22.2%	.0%	5.6%	.0%	38.9%	33.3%	100.0%
				<b>% within For Pleasure</b>	100.0%	.0%	100.0%	.0%	87.5%	31.6%	51.4%
				<b>% of Total</b>	11.4%	.0%	2.9%	.0%	20.0%	17.1%	51.4%
	<b>Total</b>	<b>Count</b>	4	3	1	0	8	19	35		
		<b>% within univ/iit</b>	11.4%	8.6%	2.9%	.0%	22.9%	54.3%	100.0%		
		<b>% within For Pleasure</b>	100.0%	100.0%	100.0%	.0%	100.0%	100.0%	100.0%		
		<b>% of Total</b>	11.4%	8.6%	2.9%	.0%	22.9%	54.3%	100.0%		
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	1	0	0	0	0	0	1	
			<b>% within univ/iit</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
			<b>% within For Pleasure</b>	50.0%	.0%	.0%	.0%	.0%	.0%	33.3%	
			<b>% of Total</b>	33.3%	.0%	.0%	.0%	.0%	.0%	33.3%	
		<b>IIT</b>	<b>Count</b>	1	0	0	0	0	1	2	
			<b>% within univ/iit</b>	50.0%	.0%	.0%	.0%	.0%	50.0%	100.0%	
			<b>% within For Pleasure</b>	50.0%	.0%	.0%	.0%	.0%	100.0%	66.7%	
			<b>% of Total</b>	33.3%	.0%	.0%	.0%	.0%	33.3%	66.7%	
	<b>Total</b>	<b>Count</b>	2	0	0	0	0	0	3		
		<b>% within univ/iit</b>	66.7%	.0%	.0%	.0%	.0%	.0%	100.0%		

Contd. Table 4.15 (p) Designation Wise- Motivational Factors for Participating in PDAs: For Pleasure

			<b>% within For Pleasure</b>	100.0 %	.0%	.0%	.0%	.0%	.0%	100.0%	
			<b>% of Total</b>	66.7%	.0%	.0%	.0%	.0%	.0%	100.0%	
<b>Library Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	0	0	0	0	0	2	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% within For Pleasure</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
	<b>Total</b>		<b>Count</b>	0	0	0	0	0	2	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% within For Pleasure</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
<b>Profession al Asst./Senio r Profession al Asst.</b>	<b>univ/iit</b>	<b>Univer sity</b>	<b>Count</b>	2	0	1	2	0	6	11	
			<b>% within univ/iit</b>	18.2%	.0%	9.1%	18.2%	.0%	54.5%	100.0%	
			<b>% within For Pleasure</b>	100.0 %	.0%	50.0%	66.7%	.0%	75.0%	73.3%	
			<b>% of Total</b>	13.3%	.0%	6.7%	13.3%	.0%	40.0%	73.3%	
			<b>IIT</b>	<b>Count</b>	0	0	1	1	0	2	4
				<b>% within univ/iit</b>	.0%	.0%	25.0%	25.0%	.0%	50.0%	100.0%
				<b>% within For Pleasure</b>	.0%	.0%	50.0%	33.3%	.0%	25.0%	26.7%
				<b>% of Total</b>	.0%	.0%	6.7%	6.7%	.0%	13.3%	26.7%
	<b>Total</b>		<b>Count</b>	2	0	2	3	0	8	15	
			<b>% within univ/iit</b>	13.3%	.0%	13.3%	20.0%	.0%	53.3%	100.0%	
		<b>% within For Pleasure</b>	100.0 %	.0%	100.0%	100.0 %	.0%	100.0%	100.0%		

Contd. Table 4.15 (p) Designation Wise- Motivational Factors for Participating in PDAs: For Pleasure

			<b>% of Total</b>	13.3%	.0%	13.3%	20.0%	.0%	53.3%	100.0%
<b>Semi- Profession al Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	6	2	1	0	1	3	13
			<b>% within univ/iit</b>	46.2%	15.4%	7.7%	.0%	7.7%	23.1%	100.0%
			<b>% within For Pleasure</b>	85.7%	100.0 %	100.0%	.0%	100.0%	100.0%	92.9%
			<b>% of Total</b>	42.9%	14.3%	7.1%	.0%	7.1%	21.4%	92.9%
	<b>IIT</b>	<b>Count</b>	1	0	0	0	0	0	1	
		<b>% within univ/iit</b>	100.0 %	.0%	.0%	.0%	.0%	.0%	100.0%	
		<b>% within For Pleasure</b>	14.3%	.0%	.0%	.0%	.0%	.0%	7.1%	
		<b>% of Total</b>	7.1%	.0%	.0%	.0%	.0%	.0%	7.1%	
	<b>Total</b>	<b>Count</b>	7	2	1	0	1	3	14	
		<b>% within univ/iit</b>	50.0%	14.3%	7.1%	.0%	7.1%	21.4%	100.0%	
<b>% within For Pleasure</b>		100.0 %	100.0 %	100.0%	.0%	100.0%	100.0%	100.0%		
<b>% of Total</b>		50.0%	14.3%	7.1%	.0%	7.1%	21.4%	100.0%		
<b>Sr.Lib.Inf. Asst.</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	1	0	0	0	0	0	1
			<b>% within univ/iit</b>	100.0 %	.0%	.0%	.0%	.0%	.0%	100.0%
			<b>% within For Pleasure</b>	20.0%	.0%	.0%	.0%	.0%	.0%	4.0%
			<b>% of Total</b>	4.0%	.0%	.0%	.0%	.0%	.0%	4.0%
	<b>IIT</b>	<b>Count</b>	4	1	7	1	3	8	24	
		<b>% within univ/iit</b>	16.7%	4.2%	29.2%	4.2%	12.5%	33.3%	100.0%	
			<b>% within For Pleasure</b>	80.0%	100.0 %	100.0%	100.0 %	100.0%	96.0%	



Contd. Table 4.15 (p) Designation Wise- Motivational Factors for Participating in PDAs: For Pleasure

		<b>% of Total</b>	16.0%	4.0%	28.0%	4.0%	12.0%	32.0%	96.0%
<b>Total</b>		<b>Count</b>	5	1	7	1	3	8	25
		<b>% within univ/iit</b>	20.0%	4.0%	28.0%	4.0%	12.0%	32.0%	100.0%
		<b>% within For Pleasure</b>	100.0 %	100.0 %	100.0%	100.0 %	100.0%	100.0%	100.0%
		<b>% of Total</b>	20.0%	4.0%	28.0%	4.0%	12.0%	32.0%	100.0%

Table 4.15 (q) Designation Wise- Motivational Factors for Participating in PDAs: For Professional Development.

Designation			For Professional Devpt.						Total	
			Least Agree	Some what Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	Unive rsity	Count	1	0	0	0	1	0	2
			% within univ/iit	50.0%	.0%	.0%	.0%	50.0%	.0%	100.0%
			% within For Professional Devpt.	100.0%	.0%	.0%	.0%	100.0%	.0%	40.0%
			% of Total	20.0%	.0%	.0%	.0%	20.0%	.0%	40.0%
	IIT	Count	0	0	0	3	0	0	3	
		% within univ/iit	.0%	.0%	.0%	100.0%	.0%	.0%	100.0%	
		% within For Professional Devpt.	.0%	.0%	.0%	100.0%	.0%	.0%	60.0%	
		% of Total	.0%	.0%	.0%	60.0%	.0%	.0%	60.0%	
	Total		Count	1	0	0	0	1	0	0
			% within univ/iit	20.0%	.0%	.0%	.0%	20.0%	.0%	.0%
			% within For Professional Devpt.	100.0%	.0%	.0%	.0%	100.0%	.0%	.0%
			% of Total	20.0%	.0%	.0%	.0%	20.0%	.0%	.0%
DL	univ/iit	Unive rsity	Count	0	0	0	0	5	0	5
			% within univ/iit	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			% within For Professional Devpt.	.0%	.0%	.0%	.0%	55.6%	.0%	50.0%
			% of Total	.0%	.0%	.0%	.0%	50.0%	.0%	50.0%

Table 4.15 (q) Designation Wise- Motivational Factors for Participating in PDAs: For Professional Development.

	<b>IIT</b>	<b>Count</b>	0	0	0	0	4	1	5	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	80.0%	20.0%	100.0%	
		<b>% within For Professional Devpt.</b>	.0%	.0%	.0%	.0%	44.4%	100.0%	50.0%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	40.0%	10.0%	50.0%	
	<b>Total</b>	<b>Count</b>	0	0	0	0	9	1	10	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	90.0%	10.0%	100.0%	
		<b>% within For Professional Devpt.</b>	.0%	.0%	.0%	.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	90.0%	10.0%	100.0%	
<b>AL/Asst.Li b.Inf.Off</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	0	3	0	2	<b>13</b>	2	20
			<b>% within univ/iit</b>	.0%	15.0%	.0%	10.0%	<b>65.0%</b>	10.0%	100.0%
			<b>% within For Professional Devpt.</b>	.0%	75.0%	.0%	40.0%	<b>56.5%</b>	22.2%	48.8%
			<b>% of Total</b>	.0%	7.3%	.0%	4.9%	31.7%	4.9%	48.8%
	<b>IIT</b>	<b>Count</b>	0	1	0	3	<b>10</b>	7	21	
		<b>% within univ/iit</b>	.0%	4.8%	.0%	14.3%	<b>47.6%</b>	33.3%	100.0%	
		<b>% within For Professional Devpt.</b>	.0%	25.0%	.0%	60.0%	<b>43.5%</b>	77.8%	51.2%	
		<b>% of Total</b>	.0%	2.4%	.0%	7.3%	24.4%	17.1%	51.2%	
	<b>Total</b>	<b>Count</b>	0	4	0	5	23	9	41	
		<b>% within univ/iit</b>	.0%	9.8%	.0%	12.2%	56.1%	22.0%	100.0%	
		<b>% within For Professional Devpt.</b>	.0%	100.0%	.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	.0%	9.8%	.0%	12.2%	56.1%	22.0%	100.0%	

Table 4.15 (q) Designation Wise- Motivational Factors for Participating in PDAs: For Professional Development.

<b>Technical Asst./ Sr.Lib.Inf. Officer</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	0	1	2	1	1	12	17
			<b>% within univ/iit</b>	.0%	5.9%	11.8%	5.9%	5.9%	70.6%	100.0%
			<b>% within For Professional Devpt.</b>	.0%	50.0%	100.0%	50.0%	7.7%	85.7%	51.5%
			<b>% of Total</b>	.0%	3.0%	6.1%	3.0%	3.0%	36.4%	51.5%
	<b>IIT</b>	<b>Count</b>	0	1	0	1	<b>12</b>	2	16	
		<b>% within univ/iit</b>	.0%	6.3%	.0%	6.3%	<b>75.0%</b>	12.5%	100.0%	
		<b>% within For Professional Devpt.</b>	.0%	50.0%	.0%	50.0%	<b>92.3%</b>	14.3%	48.5%	
		<b>% of Total</b>	.0%	3.0%	.0%	3.0%	36.4%	6.1%	48.5%	
	<b>Total</b>	<b>Count</b>	0	2	2	2	13	14	33	
		<b>% within univ/iit</b>	.0%	6.1%	6.1%	6.1%	39.4%	42.4%	100.0%	
		<b>% within For Professional Devpt.</b>	.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	.0%	6.1%	6.1%	6.1%	39.4%	42.4%	100.0%	
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	0	0	0	0	1	0	1
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			<b>% within For Professional Devpt.</b>	.0%	.0%	.0%	.0%	50.0%	.0%	33.3%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	33.3%	.0%	33.3%
	<b>IIT</b>	<b>Count</b>	0	0	0	0	1	1	2	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	50.0%	50.0%	100.0%	
		<b>% within For Professional Devpt.</b>	.0%	.0%	.0%	.0%	50.0%	100.0%	66.7%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	33.3%	33.3%	66.7%	

Table 4.15 (q) Designation Wise- Motivational Factors for Participating in PDAs: For Professional Development.

	<b>Total</b>		<b>Count</b>	0	0	0	0	2	1	3	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	66.7%	33.3%	100.0%	
			<b>% within For Professional Devpt.</b>	.0%	.0%	.0%	.0%	100.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	66.7%	33.3%	100.0%	
<b>Library Asst.</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	0	0	0	0	0	2	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% within For Professional Devpt.</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
	<b>Total</b>		<b>Count</b>	0	0	0	0	0	2	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% within For Professional Devpt.</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
<b>Profession al Asst./Senior Profession al Asst.</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	1	0	1	0	6	3	11	
			<b>% within univ/iit</b>	9.1%	.0%	9.1%	.0%	54.5%	27.3%	100.0%	
			<b>% within For Professional Devpt.</b>	100.0 %	.0%	50.0%	.0%	85.7%	60.0%	73.3%	
			<b>% of Total</b>	6.7%	.0%	6.7%	.0%	40.0%	20.0%	73.3%	
			<b>IIT</b>	<b>Count</b>	0	0	1	0	1	2	4
				<b>% within univ/iit</b>	.0%	.0%	25.0%	.0%	25.0%	50.0%	100.0%
				<b>% within For Professional Devpt.</b>	.0%	.0%	50.0%	.0%	14.3%	40.0%	26.7%
				<b>% of Total</b>	.0%	.0%	6.7%	.0%	6.7%	13.3%	26.7%

Table 4.15 (q) Designation Wise- Motivational Factors for Participating in PDAs: For Professional Development.

	<b>Total</b>		<b>Count</b>	1	0	2	0	7	5	15	
			<b>% within univ/iit</b>	6.7%	.0%	13.3%	.0%	46.7%	33.3%	100.0%	
			<b>% within For Professional Devpt.</b>	100.0%	.0%	100.0%	.0%	100.0%	100.0%	100.0%	
			<b>% of Total</b>	6.7%	.0%	13.3%	.0%	46.7%	33.3%	100.0%	
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	1	2	1	1	5	3	13	
			<b>% within univ/iit</b>	7.7%	15.4%	7.7%	7.7%	38.5%	23.1%	100.0%	
			<b>% within For Professional Devpt.</b>	100.0%	100.0%	100.0%	100.0%	83.3%	100.0%	92.9%	
			<b>% of Total</b>	7.1%	14.3%	7.1%	7.1%	35.7%	21.4%	92.9%	
		<b>IIT</b>	<b>Count</b>	0	0	0	0	1	0	1	
	<b>% within univ/iit</b>		.0%	.0%	.0%	.0%	100.0%	.0%	100.0%		
	<b>% within For Professional Devpt.</b>		.0%	.0%	.0%	.0%	16.7%	.0%	7.1%		
	<b>% of Total</b>		.0%	.0%	.0%	.0%	7.1%	.0%	7.1%		
		<b>Total</b>		<b>Count</b>	1	2	1	1	6	3	14
				<b>% within univ/iit</b>	7.1%	14.3%	7.1%	7.1%	42.9%	21.4%	100.0%
				<b>% within For Professional Devpt.</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
				<b>% of Total</b>	7.1%	14.3%	7.1%	7.1%	42.9%	21.4%	100.0%

Table 4.15 (q) Designation Wise- Motivational Factors for Participating in PDAs: For Professional Development.

<b>Sr.Lib.Inf. Asst.</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	0	0	0	0	1	0	1
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			<b>% within For Professional Devpt.</b>	.0%	.0%	.0%	.0%	10.0%	.0%	4.0%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	4.0%	.0%	4.0%
		<b>IIT</b>	<b>Count</b>	0	1	1	6	<b>9</b>	7	24
			<b>% within univ/iit</b>	.0%	4.2%	4.2%	25.0%	<b>37.5%</b>	29.2%	100.0%
			<b>% within For Professional Devpt.</b>	.0%	100.0 %	100.0 %	100.0 %	<b>90.0%</b>	100.0%	96.0%
			<b>% of Total</b>	.0%	4.0%	4.0%	24.0%	36.0%	28.0%	96.0%
	<b>Total</b>	<b>Count</b>	0	1	1	6	10	7	25	
		<b>% within univ/iit</b>	.0%	4.0%	4.0%	24.0%	40.0%	28.0%	100.0%	
		<b>% within For Professional Devpt.</b>	.0%	100.0 %	100.0 %	100.0 %	100.0%	100.0%	100.0%	
		<b>% of Total</b>	.0%	4.0%	4.0%	24.0%	40.0%	28.0%	100.0%	

Table 4.15 (r) Designation Wise- Motivational Factors for Participating in PDAs: To Share Innovations

Designation				To Share Innovations						Total
				Least Agree	Some what Agree	Neutral	Agree	Strongly Agree	No Response	
Librarians	univ/iit	University	Count	0	0	0	0	2	0	2
			% within univ/iit	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			% within To Share Innovations	.0%	.0%	.0%	.0%	50.0%	.0%	40.0%
			% of Total	.0%	.0%	.0%	.0%	40.0%	.0%	40.0%
		IIT	Count	0	1	0	0	2	0	3
			% within univ/iit	.0%	33.3%	.0%	.0%	66.7%	.0%	100.0%
			% within To Share Innovations	.0%	100.0%	.0%	.0%	50.0%	.0%	60.0%
			% of Total	.0%	20.0%	.0%	.0%	40.0%	.0%	60.0%
	Total	Count	0	1	0	0	4	0	5	
		% within univ/iit	.0%	20.0%	.0%	.0%	80.0%	.0%	100.0%	
		% within To Share Innovations	.0%	100.0%	.0%	.0%	100.0%	.0%	100.0%	
		% of Total	.0%	20.0%	.0%	.0%	80.0%	.0%	100.0%	
DL	univ/iit	University	Count	2	0	0	0	3	0	5
			% within univ/iit	40.0%	.0%	.0%	.0%	60.0%	.0%	100.0%



Contd. Table 4.15 (r) Designation Wise- Motivational Factors for Participating in PDAs: To Share Innovations

			% within To Share Innovations	100.0%	.0%	.0%	.0%	50.0%	.0%	50.0%
			% of Total	20.0%	.0%	.0%	.0%	30.0%	.0%	50.0%
		<b>IIT</b>	Count	0	0	0	1	3	1	5
			% within univ/iit	.0%	.0%	.0%	20.0%	60.0%	20.0%	100.0%
			% within To Share Innovations	.0%	.0%	.0%	100.0%	50.0%	100.0%	50.0%
			% of Total	.0%	.0%	.0%	10.0%	30.0%	10.0%	50.0%
	<b>Total</b>	Count	2	0	0	0	6	1	10	
		% within univ/iit	20.0%	.0%	.0%	.0%	60.0%	10.0%	100.0%	
		% within To Share Innovations	100.0%	.0%	.0%	.0%	100.0%	100.0%	100.0%	
		% of Total	20.0%	.0%	.0%	.0%	60.0%	10.0%	100.0%	
<b>AL/Asst. Lib.Inf. Off</b>	<b>univ/iit</b>	<b>Unive rsity</b>	Count	1	4	1	1	<b>11</b>	2	20
			% within univ/iit	5.0%	20.0%	5.0%	5.0%	<b>55.0%</b>	10.0%	100.0%
			% within To Share Innovations	33.3%	66.7%	100.0%	25.0%	<b>61.1%</b>	22.2%	48.8%
			% of Total	2.4%	9.8%	2.4%	2.4%	26.8%	4.9%	48.8%
		<b>IIT</b>	Count	2	2	0	3	<b>7</b>	7	21
			% within univ/iit	9.5%	9.5%	.0%	14.3%	<b>33.3%</b>	33.3%	100.0%
			% within To Share Innovations	66.7%	33.3%	.0%	75.0%	<b>38.9%</b>	77.8%	51.2%
			% of Total	4.9%	4.9%	.0%	7.3%	17.1%	17.1%	51.2%
	<b>Total</b>	Count	3	6	1	4	18	9	41	
		% within univ/iit	7.3%	14.6%	2.4%	9.8%	43.9%	22.0%	100.0%	

Contd. Table 4.15 (r) Designation Wise- Motivational Factors for Participating in PDAs: To Share Innovations

			<b>% within To Share Innovations</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	7.3%	14.6%	2.4%	9.8%	43.9%	22.0%	100.0%
<b>Technical Asst./ Sr.Lib. Inf. Officer</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	2		1	1	13	17
			<b>% within univ/iit</b>	.0%	11.8%		5.9%	5.9%	76.5%	100.0%
			<b>% within To Share Innovations</b>	.0%	20.0%		100.0%	33.3%	68.4%	48.6%
			<b>% of Total</b>	.0%	5.7%		2.9%	2.9%	37.1%	48.6%
		<b>IIT</b>	<b>Count</b>	2	8		0	2	6	18
	<b>% within univ/iit</b>		11.1%	44.4%		.0%	11.1%	33.3%	100.0%	
	<b>% within To Share Innovations</b>		100.0%	80.0%		.0%	66.7%	31.6%	51.4%	
	<b>% of Total</b>		5.7%	22.9%		.0%	5.7%	17.1%	51.4%	
		<b>Total</b>	<b>Count</b>	2	10		1	3	19	35
	<b>% within univ/iit</b>		5.7%	28.6%		2.9%	8.6%	54.3%	100.0%	
<b>% within To Share Innovations</b>	100.0%		100.0%		100.0%	100.0%	100.0%	100.0%		
<b>% of Total</b>	5.7%		28.6%		2.9%	8.6%	54.3%	100.0%		
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	1	0	0	0	0	1
			<b>% within univ/iit</b>	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%
			<b>% within To Share Innovations</b>	.0%	100.0%	.0%	.0%	.0%	.0%	33.3%
			<b>% of Total</b>	.0%	33.3%	.0%	.0%	.0%	.0%	33.3%
		<b>IIT</b>	<b>Count</b>	1	0	0	0	0	1	2

Contd. Table 4.15 (r) Designation Wise- Motivational Factors for Participating in PDAs: To Share Innovations

			% within univ/iit	50.0%	.0%	.0%	.0%	.0%	50.0%	100.0%	
			% within To Share Innovations	100.0%	.0%	.0%	.0%	.0%	100.0%	66.7%	
			% of Total	33.3%	.0%	.0%	.0%	.0%	33.3%	66.7%	
			<b>Total</b>	<b>Count</b>	1	1	0	0	0	1	3
			% within univ/iit	33.3%	33.3%	.0%	.0%	.0%	33.3%	100.0%	
			% within To Share Innovations	100.0%	100.0%	.0%	.0%	.0%	100.0%	100.0%	
			% of Total	33.3%	33.3%	.0%	.0%	.0%	33.3%	100.0%	
Library Asst.	univ/iit	Unive rsity	Count	0	0	0	0	0	2	2	
			% within univ/iit	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			% within To Share Innovations	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			% of Total	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
	<b>Total</b>	<b>Count</b>	0	0	0	0	0	2	2		
		% within univ/iit	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%		
		% within To Share Innovations	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%		
% of Total		.0%	.0%	.0%	.0%	.0%	100.0%	100.0%			
Profession al Asst./Sen ior Profession al Asst.	univ/iit	Unive rsity	Count	3	0	0	1	1	6	11	
			% within univ/iit	27.3%	.0%	.0%	9.1%	9.1%	54.5%	100.0%	
			% within To Share Innovations	100.0%	.0%	.0%	33.3%	100.0%	75.0%	73.3%	
			% of Total	20.0%	.0%	.0%	6.7%	6.7%	40.0%	73.3%	
	IIT	Count	0	0	0	2	0	2	4		

Contd. Table 4.15 (r) Designation Wise- Motivational Factors for Participating in PDAs: To Share Innovations

			% within univ/iit	.0%	.0%	.0%	50.0%	.0%	50.0%	100.0%
			% within To Share Innovations	.0%	.0%	.0%	66.7%	.0%	25.0%	26.7%
			% of Total	.0%	.0%	.0%	13.3%	.0%	13.3%	26.7%
	<b>Total</b>		<b>Count</b>	3	0	0	3	1	8	15
			% within univ/iit	20.0%	.0%	.0%	20.0%	6.7%	53.3%	100.0%
			% within To Share Innovations	100.0%	.0%	.0%	100.0%	100.0%	100.0%	100.0%
			% of Total	20.0%	.0%	.0%	20.0%	6.7%	53.3%	100.0%
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>Unive rsity</b>	<b>Count</b>	3	1	1	1	4	3	13
			% within univ/iit	23.1%	7.7%	7.7%	7.7%	30.8%	23.1%	100.0%
			% within To Share Innovations	100.0%	100.0%	100.0%	50.0%	100.0%	100.0%	92.9%
			% of Total	21.4%	7.1%	7.1%	7.1%	28.6%	21.4%	92.9%
		<b>IIT</b>	<b>Count</b>	0	0	0	1	0	0	1
	% within univ/iit		.0%	.0%	.0%	100.0%	.0%	.0%	100.0%	
	% within To Share Innovations		.0%	.0%	.0%	50.0%	.0%	.0%	7.1%	
	% of Total		.0%	.0%	.0%	7.1%	.0%	.0%	7.1%	
		<b>Total</b>	<b>Count</b>	3	1	1	2	4	3	14
	% within univ/iit		21.4%	7.1%	7.1%	14.3%	28.6%	21.4%	100.0%	
% within To Share Innovations	100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		
% of Total	21.4%		7.1%	7.1%	14.3%	28.6%	21.4%	100.0%		
<b>Sr.Lib.I</b>	<b>univ/iit</b>	<b>Unive</b>	<b>Count</b>	1	0	0	0	0	0	1

Contd. Table 4.15 (r) Designation Wise- Motivational Factors for Participating in PDAs: To Share Innovations

nf.Asst.		rsity	% within univ/iit	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
			% within To Share Innovations	33.3%	.0%	.0%	.0%	.0%	.0%	.0%	4.0%
			% of Total	4.0%	.0%	.0%	.0%	.0%	.0%	.0%	4.0%
	IIT		IIT	Count	2	6	1	1	6	8	24
				% within univ/iit	8.3%	25.0%	4.2%	4.2%	25.0%	33.3%	100.0%
				% within To Share Innovations	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%	96.0%
				% of Total	8.0%	24.0%	4.0%	4.0%	24.0%	32.0%	96.0%
	Total		Total	Count	3	6	1	1	6	8	25
				% within univ/iit	12.0%	24.0%	4.0%	4.0%	24.0%	32.0%	100.0%
				% within To Share Innovations	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
				% of Total	12.0%	24.0%	4.0%	4.0%	24.0%	32.0%	100.0%

Table 4.15 (s) Designation Wise- Motivational Factors for Participating in PDAs: To Keep Current With Skills

Designation				To Keep Current With Skills						Total
				Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response	
Librarian	univ/iit	University	Count	0	0	0	1	1	0	2
			% within univ/iit	.0%	.0%	.0%	50.0%	50.0%	.0%	100.0%
			% within To Keep Current With Skills	.0%	.0%	.0%	100.0%	33.3%	.0%	40.0%
			% of Total	.0%	.0%	.0%	20.0%	20.0%	.0%	40.0%
	IIT	Count	0	0	1	0	2	0	3	
		% within univ/iit	.0%	.0%	33.3%	.0%	66.7%	.0%	100.0%	
		% within To Keep Current With Skills	.0%	.0%	100.0%	.0%	66.7%	.0%	60.0%	
		% of Total	.0%	.0%	20.0%	.0%	40.0%	.0%	60.0%	
	Total	Count	0	0	0	1	3	0	0	
		% within univ/iit	.0%	.0%	.0%	20.0%	60.0%	.0%	.0%	
		% within To Keep Current With Skills	.0%	.0%	.0%	100.0%	100.0%	.0%	.0%	
		% of Total	.0%	.0%	.0%	20.0%	60.0%	.0%	.0%	
DL	univ/iit	University	Count	1	0	0	0	4	0	5
			% within univ/iit	20.0%	.0%	.0%	.0%	80.0%	.0%	100.0%
			% within To Keep Current With Skills	100.0%	.0%	.0%	.0%	50.0%	.0%	50.0%
			% of Total	10.0%	.0%	.0%	.0%	40.0%	.0%	50.0%

Contd. Table 4.15 (s) Designation Wise- Motivational Factors for Participating in PDAs: To Keep Current With Skills

	<b>IIT</b>	<b>Count</b>	0	0	0	0	4	1	5	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	80.0%	20.0%	100.0%	
		<b>% within To Keep Current With Skills</b>	.0%	.0%	.0%	.0%	50.0%	100.0%	50.0%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	40.0%	10.0%	50.0%	
	<b>Total</b>	<b>Count</b>	1	0	0	0	8	1	10	
		<b>% within univ/iit</b>	10.0%	.0%	.0%	.0%	80.0%	10.0%	100.0%	
		<b>% within To Keep Current With Skills</b>	100.0%	.0%	.0%	.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	10.0%	.0%	.0%	.0%	80.0%	10.0%	100.0%	
<b>"AL/Asst.L ib.Inf.Off"</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	3	3	1	0	<b>11</b>	2	20
			<b>% within univ/iit</b>	15.0%	15.0%	5.0%	.0%	<b>55.0%</b>	10.0%	100.0%
			<b>% within To Keep Current With Skills</b>	60.0%	50.0%	100.0%	.0%	<b>61.1%</b>	22.2%	48.8%
			<b>% of Total</b>	7.3%	7.3%	2.4%	.0%	26.8%	4.9%	48.8%
	<b>IIT</b>	<b>Count</b>	2	3	0	2	7	7	21	
		<b>% within univ/iit</b>	9.5%	14.3%	.0%	9.5%	33.3%	33.3%	100.0%	
		<b>% within To Keep Current With Skills</b>	40.0%	50.0%	.0%	100.0%	38.9%	77.8%	51.2%	
		<b>% of Total</b>	4.9%	7.3%	.0%	4.9%	17.1%	17.1%	51.2%	
	<b>Total</b>	<b>Count</b>	5	6	1	2	18	9	41	
		<b>% within univ/iit</b>	12.2%	14.6%	2.4%	4.9%	43.9%	22.0%	100.0%	
		<b>% within To Keep Current With Skills</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	12.2%	14.6%	2.4%	4.9%	43.9%	22.0%	100.0%	

Contd. Table 4.15 (s) Designation Wise- Motivational Factors for Participating in PDAs: To Keep Current With Skills

<b>Technical Asst./ Sr.Lib.Inf. Officer</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	1	2	0	1	12	17
			<b>% within univ/iit</b>	5.9%	5.9%	11.8%	.0%	5.9%	70.6%	100.0%
			<b>% within To Keep Current With Skills</b>	100.0%	100.0%	22.2%	.0%	16.7%	66.7%	48.6%
			<b>% of Total</b>	2.9%	2.9%	5.7%	.0%	2.9%	34.3%	48.6%
	<b>IIT</b>	<b>Count</b>	0	0	7	0	5	6	18	
		<b>% within univ/iit</b>	.0%	.0%	38.9%	.0%	27.8%	33.3%	100.0%	
		<b>% within To Keep Current With Skills</b>	.0%	.0%	77.8%	.0%	83.3%	33.3%	51.4%	
		<b>% of Total</b>	.0%	.0%	20.0%	.0%	14.3%	17.1%	51.4%	
	<b>Total</b>	<b>Count</b>	1	1	9	6	6	18	35	
		<b>% within univ/iit</b>	2.9%	2.9%	25.7%	17.1 %	17.1%	51.4%	100.0%	
		<b>% within To Keep Current With Skills</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	2.9%	2.9%	25.7%	17.1%	17.1%	51.4%	100.0%	
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	1	0	1
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			<b>% within To Keep Current With Skills</b>	.0%	.0%	.0%	.0%	50.0%	.0%	33.3%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	33.3%	.0%	33.3%
	<b>IIT</b>	<b>Count</b>	0	0	0	0	1	1	2	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	50.0%	50.0%	100.0%	
		<b>% within To Keep Current With Skills</b>	.0%	.0%	.0%	.0%	50.0%	100.0%	66.7%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	33.3%	33.3%	66.7%	



Contd. Table 4.15 (s) Designation Wise- Motivational Factors for Participating in PDAs: To Keep Current With Skills

	<b>Total</b>		<b>Count</b>	0	0	0	0	0	1	3	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	.0%	33.3%	100.0%
			<b>% within To Keep Current With Skills</b>	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	.0%	33.3%	100.0%
<b>Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	1	1	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	50.0%	50.0%	100.0%	
			<b>% within To Keep Current With Skills</b>	.0%	.0%	.0%	.0%	100.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	50.0%	50.0%	100.0%	
	<b>Total</b>		<b>Count</b>	0	0	0	0	0	1	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	.0%	50.0%	100.0%
			<b>% within To Keep Current With Skills</b>	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	.0%	50.0%	100.0%
<b>Professional Asst./Senior Professional Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	3	0	0	0	3	5	11	
			<b>% within univ/iit</b>	27.3%	.0%	.0%	.0%	27.3%	45.5%	100.0%	
			<b>% within To Keep Current With Skills</b>	100.0%	.0%	.0%	.0%	100.0%	71.4%	73.3%	
			<b>% of Total</b>	20.0%	.0%	.0%	.0%	20.0%	33.3%	73.3%	
	<b>IIT</b>		<b>Count</b>	0	0	0	2	0	2	4	
			<b>% within univ/iit</b>	.0%	.0%	.0%	50.0%	.0%	50.0%	100.0%	
			<b>% within To Keep Current With Skills</b>	.0%	.0%	.0%	100.0%	.0%	28.6%	26.7%	
			<b>% of Total</b>	.0%	.0%	.0%	13.3%	.0%	13.3%	26.7%	

Contd. Table 4.15 (s) Designation Wise- Motivational Factors for Participating in PDAs: To Keep Current With Skills

	<b>Total</b>		<b>Count</b>	3	0	0	2	3	7	15	
			<b>% within univ/iit</b>	20.0%	.0%	.0%	13.3%	20.0%	46.7%	100.0%	
			<b>% within To Keep Current With Skills</b>	100.0%	.0%	.0%	100.0%	100.0%	100.0%	100.0%	
			<b>% of Total</b>	20.0%	.0%	.0%	13.3%	20.0%	46.7%	100.0%	
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	2	1	2	3	2	3	13	
			<b>% within univ/iit</b>	15.4%	7.7%	15.4%	23.1%	15.4%	23.1%	100.0%	
			<b>% within To Keep Current With Skills</b>	100.0%	100.0%	100.0%	100.0%	66.7%	100.0%	92.9%	
			<b>% of Total</b>	14.3%	7.1%	14.3%	21.4%	14.3%	21.4%	92.9%	
		<b>IIT</b>	<b>Count</b>	0	0	0	0	1	0	1	
	<b>% within univ/iit</b>		.0%	.0%	.0%	.0%	100.0%	.0%	100.0%		
	<b>% within To Keep Current With Skills</b>		.0%	.0%	.0%	.0%	33.3%	.0%	7.1%		
	<b>% of Total</b>		.0%	.0%	.0%	.0%	7.1%	.0%	7.1%		
		<b>Total</b>		<b>Count</b>	2	1	2	3	3	3	14
				<b>% within univ/iit</b>	14.3%	7.1%	14.3%	21.4%	21.4%	21.4%	100.0%
				<b>% within To Keep Current With Skills</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
				<b>% of Total</b>	14.3%	7.1%	14.3%	21.4%	21.4%	21.4%	100.0%
<b>Sr. Lib.Inf.Assst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	1	0	1	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%	
			<b>% within To Keep Current With Skills</b>	.0%	.0%	.0%	.0%	11.1%	.0%	4.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	4.0%	.0%	4.0%	

Contd. Table 4.15 (s) Designation Wise- Motivational Factors for Participating in PDAs: To Keep Current With Skills

		<b>IIT</b>	<b>Count</b>	1	0	6	2	<b>8</b>	7	24
			<b>% within univ/iit</b>	4.2%	.0%	25.0%	8.3%	<b>33.3%</b>	29.2%	100.0%
			<b>% within To Keep Current With Skills</b>	100.0%	.0%	100.0%	100.0%	<b>88.9%</b>	100.0%	96.0%
			<b>% of Total</b>	4.0%	.0%	24.0%	8.0%	32.0%	28.0%	96.0%
	<b>Total</b>		<b>Count</b>	1	0	6	2	9	7	25
			<b>% within univ/iit</b>	4.0%	.0%	24.0%	8.0%	36.0%	28.0%	100.0%
			<b>% within To Keep Current With Skills</b>	100.0%	.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	4.0%	.0%	24.0%	8.0%	36.0%	28.0%	100.0%

Table 4.15 (t) Designation Wise- Motivational Factors for Participating in PDAs: To Provide Better Services

Designation			To Provide Better Services						Total	
			Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	University	Count	0	0	0	0	2	0	2
			% within univ/iit	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			% within To Provide Better Services	.0%	.0%	.0%	.0%	50.0%	.0%	40.0%
			% of Total	.0%	.0%	.0%	.0%	40.0%	.0%	40.0%
	IIT	Count	0	0	0	1	2	0	3	
		% within univ/iit	.0%	.0%	.0%	33.3%	66.7%	.0%	100.0%	
		% within To Provide Better Services	.0%	.0%	.0%	100.0%	50.0%	.0%	60.0%	
		% of Total	.0%	.0%	.0%	20.0%	40.0%	.0%	60.0%	
	Total	Count	0	0	0	0	4	0	0	
		% within univ/iit	.0%	.0%	.0%	.0%	80.0%	.0%	.0%	
		% within To Provide Better Services	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	
		% of Total	.0%	.0%	.0%	.0%	80.0%	.0%	.0%	
DL	univ/iit	University	Count	1	0	0	2	2	0	5
			% within univ/iit	20.0%	.0%	.0%	40.0%	40.0%	.0%	100.0%
			% within To Provide Better Services	100.0%	.0%	.0%	50.0%	50.0%	.0%	50.0%
			% of Total	10.0%	.0%	.0%	20.0%	20.0%	.0%	50.0%

Contd. Table 4.15 (t) Designation Wise- Motivational Factors for Participating in PDAs: To Provide Better Services

	<b>IIT</b>	<b>Count</b>	0	0	0	2	2	1	5	
		<b>% within univ/iit</b>	.0%	.0%	.0%	40.0%	40.0%	20.0%	100.0%	
		<b>% within To Provide Better Services</b>	.0%	.0%	.0%	50.0%	50.0%	100.0%	50.0%	
		<b>% of Total</b>	.0%	.0%	.0%	20.0%	20.0%	10.0%	50.0%	
	<b>Total</b>	<b>Count</b>	1	0	0	4	4	1	10	
		<b>% within univ/iit</b>	10.0%	.0%	.0%	40.0%	40.0%	10.0%	100.0%	
		<b>% within To Provide Better Services</b>	100.0%	.0%	.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	10.0%	.0%	.0%	40.0%	40.0%	10.0%	100.0%	
<b>"AL/Asst.L ib.Inf.Off"</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	2	1	2	<b>13</b>	2	20
			<b>% within univ/iit</b>	.0%	10.0%	5.0%	10.0%	<b>65.0%</b>	10.0%	100.0%
			<b>% within To Provide Better Services</b>	.0%	40.0%	25.0%	66.7%	68.4%	22.2%	48.8%
			<b>% of Total</b>	.0%	4.9%	2.4%	4.9%	31.7%	4.9%	48.8%
	<b>IIT</b>	<b>Count</b>	1	3	3	1	6	7	21	
		<b>% within univ/iit</b>	4.8%	14.3%	14.3%	4.8%	28.6%	33.3%	100.0%	
		<b>% within To Provide Better Services</b>	100.0%	60.0%	75.0%	33.3%	31.6%	77.8%	51.2%	
		<b>% of Total</b>	2.4%	7.3%	7.3%	2.4%	14.6%	17.1%	51.2%	
	<b>Total</b>	<b>Count</b>	1	5	4	3	19	9	41	
		<b>% within univ/iit</b>	2.4%	12.2%	9.8%	7.3%	46.3%	22.0%	100.0%	
		<b>% within To Provide Better Services</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		<b>% of Total</b>	2.4%	12.2%	9.8%	7.3%	46.3%	22.0%	100.0%	

Contd. Table 4.15 (t) Designation Wise- Motivational Factors for Participating in PDAs: To Provide Better Services

<b>Technical Asst./ Sr.Lib.Inf. Officer</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	1	0	0	2	13	17
			<b>% within univ/iit</b>	5.9%	5.9%	.0%	.0%	11.8%	76.5%	100.0%
			<b>% within To Provide Better Services</b>	50.0%	100.0%	.0%	.0%	33.3%	72.2%	48.6%
			<b>% of Total</b>	2.9%	2.9%	.0%	.0%	5.7%	37.1%	48.6%
	<b>IIT</b>	<b>Count</b>	1	0	7	1	4	5	18	
			<b>% within univ/iit</b>	5.6%	.0%	38.9%	5.6%	22.2%	27.8%	100.0%
			<b>% within To Provide Better Services</b>	50.0%	.0%	100.0%	100.0%	66.7%	27.8%	51.4%
			<b>% of Total</b>	2.9%	.0%	20.0%	2.9%	11.4%	14.3%	51.4%
	<b>Total</b>	<b>Count</b>	2	1	7	1	6	18	35	
			<b>% within univ/iit</b>	5.7%	2.9%	20.0%	2.9%	17.1%	51.4%	100.0%
			<b>% within To Provide Better Services</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	5.7%	2.9%	20.0%	2.9%	17.1%	51.4%	100.0%
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	1	0	1
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			<b>% within To Provide Better Services</b>	.0%	.0%	.0%	.0%	50.0%	.0%	33.3%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	33.3%	.0%	33.3%
	<b>IIT</b>	<b>Count</b>	0	0	0	0	1	1	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	50.0%	50.0%	100.0%
			<b>% within To Provide Better Services</b>	.0%	.0%	.0%	.0%	50.0%	100.0%	66.7%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	33.3%	33.3%	66.7%

Contd. Table 4.15 (t) Designation Wise- Motivational Factors for Participating in PDAs: To Provide Better Services

	<b>Total</b>		<b>Count</b>	0	0	0	0	2	1	3	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	66.7%	33.3%	100.0%	
			<b>% within To Provide Better Services</b>	.0%	.0%	.0%	.0%	100.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	66.7%	33.3%	100.0%	
<b>Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	0	2	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% within To Provide Better Services</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
	<b>Total</b>		<b>Count</b>	0	0	0	0	0	0	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
			<b>% within To Provide Better Services</b>	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
<b>Professional Asst./Senior Professional Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	3	0	0	0	4	4	11	
			<b>% within univ/iit</b>	27.3%	.0%	.0%	.0%	36.4%	36.4%	100.0%	
			<b>% within To Provide Better Services</b>	100.0%	.0%	.0%	.0%	100.0%	66.7%	73.3%	
			<b>% of Total</b>	20.0%	.0%	.0%	.0%	26.7%	26.7%	73.3%	
			<b>IIT</b>	<b>Count</b>	0	0	2	0	0	2	4
				<b>% within univ/iit</b>	.0%	.0%	50.0%	.0%	.0%	50.0%	100.0%
				<b>% within To Provide Better Services</b>	.0%	.0%	100.0%	.0%	.0%	33.3%	26.7%
				<b>% of Total</b>	.0%	.0%	13.3%	.0%	.0%	13.3%	26.7%

Contd. Table 4.15 (t) Designation Wise- Motivational Factors for Participating in PDAs: To Provide Better Services

	<b>Total</b>		<b>Count</b>	3	0	0	0	0	6	15	
			<b>% within univ/iit</b>	20.0%	.0%	.0%	.0%	.0%	40.0%	100.0%	
			<b>% within To Provide Better Services</b>	100.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	20.0%	.0%	.0%	.0%	.0%	40.0%	100.0%	
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	2	1	0	2	5	3	13	
			<b>% within univ/iit</b>	15.4%	7.7%	.0%	15.4%	38.5%	23.1%	100.0%	
			<b>% within To Provide Better Services</b>	100.0%	100.0%	.0%	66.7%	100.0%	100.0%	92.9%	
			<b>% of Total</b>	14.3%	7.1%	.0%	14.3%	35.7%	21.4%	92.9%	
		<b>IIT</b>	<b>Count</b>	0	0	0	1	0	0	1	
	<b>% within univ/iit</b>		.0%	.0%	.0%	100.0%	.0%	.0%	100.0%		
	<b>% within To Provide Better Services</b>		.0%	.0%	.0%	33.3%	.0%	.0%	7.1%		
	<b>% of Total</b>		.0%	.0%	.0%	7.1%	.0%	.0%	7.1%		
		<b>Total</b>		<b>Count</b>	2	1	0	3	5	3	14
				<b>% within univ/iit</b>	14.3%	7.1%	.0%	21.4%	35.7%	21.4%	100.0%
				<b>% within To Provide Better Services</b>	100.0%	100.0%	.0%	100.0%	100.0%	100.0%	100.0%
				<b>% of Total</b>	14.3%	7.1%	.0%	21.4%	35.7%	21.4%	100.0%
<b>Sr.Lib.Inf.Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	0	0	0	0	0	1	
			<b>% within univ/iit</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
			<b>% within To Provide Better Services</b>	100.0%	.0%	.0%	.0%	.0%	.0%	4.0%	
			<b>% of Total</b>	4.0%	.0%	.0%	.0%	.0%	.0%	4.0%	



Contd. Table 4.15 (t) Designation Wise- Motivational Factors for Participating in PDAs: To Provide Better Services

		<b>IIT</b>	<b>Count</b>	0	0	1	7	<b>10</b>	6	24
			<b>% within univ/iit</b>	.0%	.0%	4.2%	29.2%	<b>41.7%</b>	25.0%	100.0%
			<b>% within To Provide Better Services</b>	.0%	.0%	100.0%	100.0%	100.0%	100.0%	96.0%
			<b>% of Total</b>	.0%	.0%	4.0%	28.0%	40.0%	24.0%	96.0%
	<b>Total</b>		<b>Count</b>	1	0	1	7	10	6	25
			<b>% within univ/iit</b>	4.0%	.0%	4.0%	28.0%	40.0%	24.0%	100.0%
			<b>% within To Provide Better Services</b>	100.0%	.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	4.0%	.0%	4.0%	28.0%	40.0%	24.0%	100.0%

Table 4.15 (u) Designation Wise- Motivational Factors for Participating in PDAs: To Attain Faculty Status

Designation			To Attain Faculty Status							
			Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response	Total	
Librarian	univ/iit	University	Count	0	0	0	0	2	0	2
			% within univ/iit	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			% within To Attain Faculty Status	.0%	.0%	.0%	.0%	100.0%	.0%	40.0%
			% of Total	.0%	.0%	.0%	.0%	40.0%	.0%	40.0%
	IIT	Count	0	0	2	1	0	0	3	
		% within univ/iit	.0%	.0%	66.7%	33.3%	.0%	.0%	100.0%	
		% within To Attain Faculty Status	.0%	.0%	100.0%	100.0%	.0%	.0%	60.0%	
		% of Total	.0%	.0%	40.0%	20.0%	.0%	.0%	60.0%	
	Total	Count	0	0	0	1	2	0	0	
		% within univ/iit	.0%	.0%	.0%	20.0%	40.0%	.0%	.0%	
		% within To Attain Faculty Status	.0%	.0%	.0%	100.0%	100.0%	.0%	.0%	
		% of Total	.0%	.0%	.0%	20.0%	40.0%	.0%	.0%	
DL	univ/iit	University	Count	4	0	0	0	1	0	5
			% within univ/iit	80.0%	.0%	.0%	.0%	20.0%	.0%	100.0%
			% within To Attain Faculty Status	66.7%	.0%	.0%	.0%	100.0%	.0%	50.0%
			% of Total	40.0%	.0%	.0%	.0%	10.0%	.0%	50.0%

Contd. Table 4.15 (u) Designation Wise- Motivational Factors for Participating in PDAs: To Attain Faculty Status

		<b>IIT</b>	<b>Count</b>	2	2	0	0	0	1	5		
			<b>% within univ/iit</b>	40.0%	40.0%	.0%	.0%	.0%	20.0%	100.0%		
			<b>% within To Attain Faculty Status</b>	33.3%	100.0%	.0%	.0%	.0%	100.0%	50.0%		
			<b>% of Total</b>	20.0%	20.0%	.0%	.0%	.0%	10.0%	50.0%		
	<b>Total</b>			<b>Count</b>	6	2	0	0	1	1	10	
				<b>% within univ/iit</b>	60.0%	20.0%	.0%	.0%	10.0%	10.0%	100.0%	
				<b>% within To Attain Faculty Status</b>	100.0%	100.0%	.0%	.0%	100.0%	100.0%	100.0%	
				<b>% of Total</b>	60.0%	20.0%	.0%	.0%	10.0%	10.0%	100.0%	
<b>AL/Asst.Li b.Inf.Off</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	9	2	2	1	4	2	20		
			<b>% within univ/iit</b>	45.0%	10.0%	10.0%	5.0%	20.0%	10.0%	100.0%		
			<b>% within To Attain Faculty Status</b>	75.0%	50.0%	20.0%	50.0%	100.0%	22.2%	48.8%		
			<b>% of Total</b>	22.0%	4.9%	4.9%	2.4%	9.8%	4.9%	48.8%		
	<b>IIT</b>			<b>Count</b>	3	2	8	1	0	7	21	
				<b>% within univ/iit</b>	14.3%	9.5%	38.1%	4.8%	.0%	33.3%	100.0%	
				<b>% within To Attain Faculty Status</b>	25.0%	50.0%	80.0%	50.0%	.0%	77.8%	51.2%	
				<b>% of Total</b>	7.3%	4.9%	19.5%	2.4%	.0%	17.1%	51.2%	
	<b>Total</b>				<b>Count</b>	12	4	10	2	4	9	41
					<b>% within univ/iit</b>	29.3%	9.8%	24.4%	4.9%	9.8%	22.0%	100.0%
					<b>% within To Attain Faculty Status</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
					<b>% of Total</b>	29.3%	9.8%	24.4%	4.9%	9.8%	22.0%	100.0%

Contd. Table 4.15 (u) Designation Wise- Motivational Factors for Participating in PDAs: To Attain Faculty Status

<b>Technical Asst./ Sr.Lib.Inf. Officer</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	3	1	0	0	0	13	17
			<b>% within univ/iit</b>	17.6%	5.9%	.0%	.0%	.0%	76.5%	100.0%
			<b>% within To Attain Faculty Status</b>	50.0%	100.0%	.0%	.0%	.0%	68.4%	48.6%
			<b>% of Total</b>	8.6%	2.9%	.0%	.0%	.0%	37.1%	48.6%
	<b>IIT</b>	<b>Count</b>	3	0	1	7	1	6	18	
			<b>% within univ/iit</b>	16.7%	.0%	5.6%	38.9%	5.6%	33.3%	100.0%
			<b>% within To Attain Faculty Status</b>	50.0%	.0%	100.0%	100.0%	100.0%	31.6%	51.4%
			<b>% of Total</b>	8.6%	.0%	2.9%	20.0%	2.9%	17.1%	51.4%
	<b>Total</b>	<b>Count</b>	6	1	1	7	1	19	35	
			<b>% within univ/iit</b>	17.1%	2.9%	2.9%	20.0%	2.9%	54.3%	100.0%
			<b>% within To Attain Faculty Status</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	17.1%	2.9%	2.9%	20.0%	2.9%	54.3%	100.0%
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	1	0	0	0	1
			<b>% within univ/iit</b>	.0%	.0%	100.0%	.0%	.0%	.0%	100.0%
			<b>% within To Attain Faculty Status</b>	.0%	.0%	100.0%	.0%	.0%	.0%	33.3%
			<b>% of Total</b>	.0%	.0%	33.3%	.0%	.0%	.0%	33.3%
	<b>IIT</b>	<b>Count</b>	1	0	0	0	0	1	2	
			<b>% within univ/iit</b>	50.0%	.0%	.0%	.0%	.0%	50.0%	100.0%
			<b>% within To Attain Faculty Status</b>	100.0%	.0%	.0%	.0%	.0%	100.0%	66.7%
			<b>% of Total</b>	33.3%	.0%	.0%	.0%	.0%	33.3%	66.7%

Contd. Table 4.15 (u) Designation Wise- Motivational Factors for Participating in PDAs: To Attain Faculty Status

	<b>Total</b>		<b>Count</b>	1	0	1	0	0	1	3	
			<b>% within univ/iit</b>	33.3%	.0%	33.3%	.0%	.0%	33.3%	100.0%	
			<b>% within To Attain Faculty Status</b>	100.0%	.0%	100.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	33.3%	.0%	33.3%	.0%	.0%	33.3%	100.0%	
<b>Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	0	2	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% within To Attain Faculty Status</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
	<b>Total</b>		<b>Count</b>	0	0	0	0	0	2	2	
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% within To Attain Faculty Status</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
<b>Professional Asst./Senior Professional Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	4	1	0	0	1	5	11	
			<b>% within univ/iit</b>	36.4%	9.1%	.0%	.0%	9.1%	45.5%	100.0%	
			<b>% within To Attain Faculty Status</b>	100.0%	100.0%	.0%	.0%	100.0%	71.4%	73.3%	
			<b>% of Total</b>	26.7%	6.7%	.0%	.0%	6.7%	33.3%	73.3%	
			<b>IIT</b>	<b>Count</b>	0	0	2	0	0	2	4
				<b>% within univ/iit</b>	.0%	.0%	50.0%	.0%	.0%	50.0%	100.0%
				<b>% within To Attain Faculty Status</b>	.0%	.0%	100.0%	.0%	.0%	28.6%	26.7%
				<b>% of Total</b>	.0%	.0%	13.3%	.0%	.0%	13.3%	26.7%

Contd. Table 4.15 (u) Designation Wise- Motivational Factors for Participating in PDAs: To Attain Faculty Status

	<b>Total</b>		<b>Count</b>	4	1	2	0	1	7	15	
			<b>% within univ/iit</b>	26.7%	6.7%	13.3%	.0%	6.7%	46.7%	100.0%	
			<b>% within To Attain Faculty Status</b>	100.0%	100.0%	100.0%	.0%	100.0%	100.0%	100.0%	
			<b>% of Total</b>	26.7%	6.7%	13.3%	.0%	6.7%	46.7%	100.0%	
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	3	3	2	2	0	3	13	
			<b>% within univ/iit</b>	23.1%	23.1%	15.4%	15.4%	.0%	23.1%	100.0%	
			<b>% within To Attain Faculty Status</b>	75.0%	100.0%	100.0%	100.0%	.0%	100.0%	92.9%	
			<b>% of Total</b>	21.4%	21.4%	14.3%	14.3%	.0%	21.4%	92.9%	
		<b>IIT</b>	<b>Count</b>	1	0	0	0	0	0	1	
	<b>% within univ/iit</b>		100.0%	.0%	.0%	.0%	.0%	.0%	100.0%		
	<b>% within To Attain Faculty Status</b>		25.0%	.0%	.0%	.0%	.0%	.0%	7.1%		
	<b>% of Total</b>		7.1%	.0%	.0%	.0%	.0%	.0%	7.1%		
		<b>Total</b>		<b>Count</b>	4	3	2	2	0	3	14
				<b>% within univ/iit</b>	28.6%	21.4%	14.3%	14.3%	.0%	21.4%	100.0%
				<b>% within To Attain Faculty Status</b>	100.0%	100.0%	100.0%	100.0%	.0%	100.0%	100.0%
				<b>% of Total</b>	28.6%	21.4%	14.3%	14.3%	.0%	21.4%	100.0%
<b>Sr.Lib.Inf. Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	0	0	0	0	0	1	
			<b>% within univ/iit</b>	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
			<b>% within To Attain Faculty Status</b>	16.7%	.0%	.0%	.0%	.0%	.0%	4.0%	
			<b>% of Total</b>	4.0%	.0%	.0%	.0%	.0%	.0%	4.0%	

Contd. Table 4.15 (u) Designation Wise- Motivational Factors for Participating in PDAs: To Attain Faculty Status

		<b>IIT</b>	<b>Count</b>	5	0	3	7	1	8	24
			<b>% within univ/iit</b>	20.8%	.0%	12.5%	29.2%	4.2%	33.3%	100.0%
			<b>% within To Attain Faculty Status</b>	83.3%	.0%	100.0%	100.0%	100.0%	100.0%	96.0%
			<b>% of Total</b>	20.0%	.0%	12.0%	28.0%	4.0%	32.0%	96.0%
	<b>Total</b>		<b>Count</b>	6	0	3	7	1	8	25
			<b>% within univ/iit</b>	24.0%	.0%	12.0%	28.0%	4.0%	32.0%	100.0%
			<b>% within To Attain Faculty Status</b>	100.0%	.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	24.0%	.0%	12.0%	28.0%	4.0%	32.0%	100.0%

Table 4.15 (v) Designation Wise- Motivational Factors for Participating in PDAs: To Enhance C.V.

Designation			To Enhance C.V.						Total	
			Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	University	Count	0	0	0	0	2	0	2
			% within univ/iit	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
			% within To Enhance C.V.	.0%	.0%	.0%	.0%	100.0%	.0%	40.0%
			% of Total	.0%	.0%	.0%	.0%	40.0%	.0%	40.0%
	IIT	Count	0	3	0	0	0	0	3	
		% within univ/iit	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%	
		% within To Enhance C.V.	.0%	100.0%	.0%	.0%	.0%	.0%	60.0%	
		% of Total	.0%	60.0%	.0%	.0%	.0%	.0%	60.0%	
	Total	Count	0	3	0	0	2	0	5	
		% within univ/iit	.0%	60.0%	.0%	.0%	40.0%	.0%	100.0%	
		% within To Enhance C.V.	.0%	100.0%	.0%	.0%	100.0%	.0%	100.0%	
		% of Total	.0%	60.0%	.0%	.0%	40.0%	.0%	100.0%	
DL	univ/iit	University	Count	3	0	0	0	2	0	5
			% within univ/iit	60.0%	.0%	.0%	.0%	40.0%	.0%	100.0%
			% within To Enhance C.V.	60.0%	.0%	.0%	.0%	66.7%	.0%	50.0%
			% of Total	30.0%	.0%	.0%	.0%	20.0%	.0%	50.0%
	IIT	Count	2	1	0	0	1	1	5	
		% within univ/iit	40.0%	20.0%	.0%	.0%	20.0%	20.0%	100.0%	
		% within To Enhance C.V.	40.0%	100.0%	.0%	.0%	33.3%	100.0%	50.0%	
		% of Total	20.0%	10.0%	.0%	.0%	10.0%	10.0%	50.0%	



Contd. Table 4.15 (v) Designation Wise- Motivational Factors for Participating in PDAs: To Enhance C.V.

	<b>Total</b>		<b>Count</b>	5	1	0	0	3	1	10
			<b>% within univ/iit</b>	50.0%	10.0%	.0%	.0%	30.0%	10.0%	100.0%
			<b>% within To Enhance C.V.</b>	100.0%	100.0%	.0%	.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	50.0%	10.0%	.0%	.0%	30.0%	10.0%	100.0%
<b>AL/Asst.Li b.Inf. Off</b>	<b>univ/iit</b>	<b>Univers</b>	<b>Count</b>	7	2	2	1	6	2	20
			<b>% within univ/iit</b>	35.0%	10.0%	10.0%	5.0%	30.0%	10.0%	100.0%
			<b>% within To Enhance C.V.</b>	63.6%	25.0%	50.0%	33.3%	100.0%	22.2%	48.8%
			<b>% of Total</b>	17.1%	4.9%	4.9%	2.4%	14.6%	4.9%	48.8%
	<b>IIT</b>	<b>Count</b>	4	6	2	2	0	7	21	
		<b>% within univ/iit</b>	19.0%	28.6%	9.5%	9.5%	.0%	33.3%	100.0%	
		<b>% within To Enhance C.V.</b>	36.4%	75.0%	50.0%	66.7%	.0%	77.8%	51.2%	
		<b>% of Total</b>	9.8%	14.6%	4.9%	4.9%	.0%	17.1%	51.2%	
	<b>Total</b>		<b>Count</b>	11	8	4	3	6	9	41
			<b>% within univ/iit</b>	26.8%	19.5%	9.8%	7.3%	14.6%	22.0%	100.0%
			<b>% within To Enhance C.V.</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	26.8%	19.5%	9.8%	7.3%	14.6%	22.0%	100.0%
<b>Techn ical Asst./ Sr.Li b.Inf. Office r</b>	<b>univ/iit</b>	<b>Univers</b>	<b>Count</b>	1	2	0	0	1	13	17
			<b>% within univ/iit</b>	5.9%	11.8%	.0%	.0%	5.9%	76.5%	100.0%
			<b>% within To Enhance C.V.</b>	33.3%	66.7%	.0%	.0%	50.0%	68.4%	48.6%
			<b>% of Total</b>	2.9%	5.7%	.0%	.0%	2.9%	37.1%	48.6%
	<b>IIT</b>	<b>Count</b>	2	1	7	1	1	6	18	
		<b>% within univ/iit</b>	11.1%	5.6%	38.9%	5.6%	5.6%	33.3%	100.0%	
		<b>% within To Enhance C.V.</b>	66.7%	33.3%	100.0%	100.0%	50.0%	31.6%	51.4%	
		<b>% of Total</b>	5.7%	2.9%	20.0%	2.9%	2.9%	17.1%	51.4%	

Contd. Table 4.15 (v) Designation Wise- Motivational Factors for Participating in PDAs: To Enhance C.V.

	<b>Total</b>		<b>Count</b>	3	3	7	1	2	19	35
			<b>% within univ/iit</b>	8.6%	8.6%	20.0%	2.9%	5.7%	54.3%	100.0%
			<b>% within To Enhance C.V.</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			<b>% of Total</b>	8.6%	8.6%	20.0%	2.9%	5.7%	54.3%	100.0%
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>Univers</b>	<b>Count</b>	0	0	0	1	0	0	1
			<b>% within univ/iit</b>	.0%	.0%	.0%	100.0%	.0%	.0%	100.0%
			<b>% within To Enhance C.V.</b>	.0%	.0%	.0%	50.0%	.0%	.0%	33.3%
			<b>% of Total</b>	.0%	.0%	.0%	33.3%	.0%	.0%	33.3%
	<b>IIT</b>	<b>Count</b>	0	0	0	1	0	1	2	
		<b>% within univ/iit</b>	.0%	.0%	.0%	50.0%	.0%	50.0%	100.0%	
		<b>% within To Enhance C.V.</b>	.0%	.0%	.0%	50.0%	.0%	100.0%	66.7%	
		<b>% of Total</b>	.0%	.0%	.0%	33.3%	.0%	33.3%	66.7%	
	<b>Total</b>	<b>Count</b>	0	0	0	2	0	1	3	
		<b>% within univ/iit</b>	.0%	.0%	.0%	66.7%	.0%	33.3%	100.0%	
		<b>% within To Enhance C.V.</b>	.0%	.0%	.0%	100.0%	.0%	100.0%	100.0%	
		<b>% of Total</b>	.0%	.0%	.0%	66.7%	.0%	33.3%	100.0%	
<b>Librarian Asst.</b>	<b>univ/iit</b>	<b>Univers</b>	<b>Count</b>	0	0	0	0	0	2	2
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			<b>% within To Enhance C.V.</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
	<b>Total</b>	<b>Count</b>	0	0	0	0	0	2	2	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
		<b>% within To Enhance C.V.</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	
		<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%	

Contd. Table 4.15 (v) Designation Wise- Motivational Factors for Participating in PDAs: To Enhance C.V.

Professional Asst./Senior Professional Asst.	univ/iit	Univers	Count	4	1	0	0	0	5	10
			% within univ/iit	40.0%	10.0%	.0%	.0%	.0%	50.0%	100.0%
			% within To Enhance C.V.	100.0%	100.0%	.0%	.0%	.0%	71.4%	71.4%
			% of Total	28.6%	7.1%	.0%	.0%	.0%	35.7%	71.4%
	IIT	Count	Count	0	0	2	0	0	2	4
			% within univ/iit	.0%	.0%	50.0%	.0%	.0%	50.0%	100.0%
			% within To Enhance C.V.	.0%	.0%	100.0%	.0%	.0%	28.6%	28.6%
			% of Total	.0%	.0%	14.3%	.0%	.0%	14.3%	28.6%
	Total	Count	Count	4	1	2	0	0	7	14
			% within univ/iit	28.6%	7.1%	14.3%	.0%	.0%	50.0%	100.0%
			% within To Enhance C.V.	100.0%	100.0%	100.0%	.0%	.0%	100.0%	100.0%
			% of Total	28.6%	7.1%	14.3%	.0%	.0%	50.0%	100.0%
Semi-Professional Asst. & Junior Librarian Asst.	univ/iit	Univers	Count	4	2	1	2	1	3	13
			% within univ/iit	30.8%	15.4%	7.7%	15.4%	7.7%	23.1%	100.0%
			% within To Enhance C.V.	80.0%	100.0%	100.0%	100.0%	100.0%	100.0%	92.9%
			% of Total	28.6%	14.3%	7.1%	14.3%	7.1%	21.4%	92.9%
	IIT	Count	Count	1	0	0	0	0	0	1
			% within univ/iit	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
			% within To Enhance C.V.	20.0%	.0%	.0%	.0%	.0%	.0%	7.1%
			% of Total	7.1%	.0%	.0%	.0%	.0%	.0%	7.1%
	Total	Count	Count	5	2	1	2	1	3	14
			% within univ/iit	35.7%	14.3%	7.1%	14.3%	7.1%	21.4%	100.0%
			% within To Enhance C.V.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
			% of Total	35.7%	14.3%	7.1%	14.3%	7.1%	21.4%	100.0%

Contd. Table 4.15 (v) Designation Wise- Motivational Factors for Participating in PDAs: To Enhance C.V.

<b>Sr.Li b.Inf. Asst.</b>	<b>univ/iit</b>	<b>Univers ity</b>	<b>Count</b>	1	0	0	0	0	0	1	
			<b>% within univ/iit</b>	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
			<b>% within To Enhance C.V.</b>	14.3%	.0%	.0%	.0%	.0%	.0%	.0%	4.0%
			<b>% of Total</b>	4.0%	.0%	.0%	.0%	.0%	.0%	.0%	4.0%
	<b>IIT</b>	<b>Count</b>	6	7	2	0	1	8	24		
			<b>% within univ/iit</b>	25.0%	29.2%	8.3%	.0%	4.2%	33.3%	100.0%	
			<b>% within To Enhance C.V.</b>	85.7%	100.0%	100.0%	.0%	100.0%	100.0%	96.0%	
			<b>% of Total</b>	24.0%	28.0%	8.0%	.0%	4.0%	32.0%	96.0%	
	<b>Total</b>	<b>Count</b>	7	7	2	0	1	8	25		
			<b>% within univ/iit</b>	28.0%	28.0%	8.0%	.0%	4.0%	32.0%	100.0%	
			<b>% within To Enhance C.V.</b>	100.0%	100.0%	100.0%	.0%	100.0%	100.0%	100.0%	
			<b>% of Total</b>	28.0%	28.0%	8.0%	.0%	4.0%	32.0%	100.0%	

#### 4.16. Barriers to Participation in PDAs:

While there are concrete reasons for participating in PDAs by the library professionals, there are also certain bottlenecks which act as the stumbling blocks between these PDAs and the library professionals. Various factors related to the individual, the profession and the employing institutions were taken up. The assertions that were visible after the survey are presented as follows:

**Table 4.16 (a). Barriers to Participation in PDAs: Lack of Time**

INSTITUTION	Lack of Time				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
<b>Delhi University</b>	35.7%	.0%	.0%	.0%	35.7%
<b>IIT Delhi</b>	.0%	.0%	.0%	.0%	46.2%
<b>Madras University</b>	33.3%	.0%	.0%	.0%	33.3%
<b>IIT Madras</b>	.0%	.0%	.0%	.0%	86.7%
<b>Calcutta University</b>	8.3%	8.3%	.0%	.0%	41.7%
<b>IIT Kharagpur</b>	.0%	.0%	.0%	7.7%	92.3%
<b>Pune University</b>	4.2%	12.5%	8.3%	.0%	62.5%
<b>IIT Bombay</b>	8.3%	.0%	.0%	.0%	83.3%
<b>NEHU</b>	29.4%	5.9%	11.8%	5.9%	29.4%
<b>IIT Guwahati</b>	10.0%	.0%	.0%	.0%	60.0%
<b>Average</b>	<b>12.92%</b>	<b>2.67%</b>	<b>2.01%</b>	<b>1.36%</b>	<b>57.11%</b>

From the above table we can see that 'lack of time' seems to be a very serious hurdle due to which the library professionals decline from taking part in PDAs. This is proved by the average percentage of 57.11 per cent which is observed in the 'strongly agree' column of the table.

**Table 4.16 (b). Barriers to Participation in PDAs: Lack of Financial Support**

INSTITUTION	Lack of Financial Support				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
<b>Delhi University</b>	7.1%	.0%	.0%	.0%	42.9%
<b>IIT Delhi</b>	30.8%	.0%	.0%	.0%	.0%
<b>Madras University</b>	50.0%	.0%	.0%	.0%	16.7%
<b>IIT Madras</b>	3.3%	.0%	10.0%	6.7%	<b>60.0%</b>
<b>Calcutta University</b>	25.0%	8.3%	.0%	16.7%	8.3%
<b>IIT Kharagpur</b>	7.7%	.0%	.0%	7.7%	30.8%
<b>Pune University</b>	25.0%	.0%	8.3%	4.2%	50.0%
<b>IIT Bombay</b>	<b>75.0%</b>	.0%	.0%	.0%	8.3%
<b>NEHU</b>	35.3%	5.9%	5.9%	17.6%	11.8%
<b>IIT Guwahati</b>	30.0%	.0%	.0%	.0%	30.0%
<b>Average</b>	<b>28.92%</b>	<b>1.42%</b>	<b>2.42%</b>	<b>5.29%</b>	<b>25.88%</b>

The library professionals seem to have mixed opinions on ‘lack of financial support’ as a barrier, due to which the figures of two extreme ends i.e. ‘least agree’ and ‘strongly agree’ seem to be almost of the same value. Though the figure 28.92 per cent in the least agree slot slashes the threat of not getting financial support, as a barrier to participate in PDAs, yet the figure 25.88 per cent presents a totally opposite view. This shows that to some professionals such as IIT Madras (60 %) ‘lack of financial support’ is a stumbling block towards their participation in PDAs, whereas to others like IIT Bombay (75 %), it is not.

**Table 4.16 (c). Barriers to Participation in PDAs: Lack of Interest**

INSTITUTION	Lack of Interest				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
<b>Delhi University</b>	35.7%	7.1%	.0%	.0%	7.1%
<b>IIT Delhi</b>	23.1%	7.7%	.0%	.0%	.0%
<b>Madras University</b>	33.3%	33.3%	.0%	.0%	16.7%
<b>IIT Madras</b>	33.3%	6.7%	3.3%	10.0%	23.3%
<b>Calcutta University</b>	41.7%	8.3%	.0%	.0%	8.3%
<b>IIT Kharagpur</b>	38.5%	.0%	.0%	.0%	.0%
<b>Pune University</b>	75.0%	8.3%	.0%	.0%	4.2%
<b>IIT Bombay</b>	83.3%	.0%	.0%	.0%	.0%
<b>NEHU</b>	5.9%	29.4%	23.5%	17.6%	5.9%
<b>IIT Guwahati</b>	50.0%	.0%	.0%	.0%	10.0%
<b>Average</b>	<b>41.98%</b>	<b>10.08%</b>	<b>2.68%</b>	<b>2.76%</b>	<b>7.55%</b>

If the library professionals do not participate in PDAs, then that is definitely not due to any 'lack of interest' in them and this is proved by the above given table (4.16c).

**Table 4.16 (d). Barriers to Participation in PDAs: Lack of Awareness**

INSTITUTION	Lack of Awareness				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
<b>Delhi University</b>	21.4%	14.3%	7.1%	.0%	7.1%
<b>IIT Delhi</b>	23.1%	7.7%	.0%	.0%	.0%
<b>Madras University</b>	50.0%	.0%	.0%	.0%	16.7%
<b>IIT Madras</b>	30.0%	10.0%	6.7%	6.7%	.0%
<b>Calcutta University</b>	25.0%	8.3%	.0%	16.7%	8.3%
<b>IIT Kharagpur</b>	7.7%	23.1%	.0%	.0%	.0%
<b>Pune University</b>	29.2%	45.8%	.0%	8.3%	4.2%
<b>IIT Bombay</b>	83.3%	.0%	.0%	.0%	.0%
<b>NEHU</b>	29.4%	.0%	35.3%	5.9%	5.9%
<b>IIT Guwahati</b>	40.0%	10.0%	.0%	.0%	10.0%
<b>Average</b>	<b>33.91%</b>	<b>11.92%</b>	<b>4.91%</b>	<b>3.76%</b>	<b>5.22%</b>

‘Lack of awareness’ also does not seem to hold any ground as a barrier to the library professionals towards their participation in PDAs. This is again confirmed by the figure of the average percentage received by the ‘least agree’ option which is 33.91 per cent.

**Table 4.16 (e). Barriers to Participation in PDAs: Lack of Training**

INSTITUTION	Lack of Training				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
<b>Delhi University</b>	14.3%	14.3%	.0%	14.3%	21.4%
<b>IIT Delhi</b>	15.4%	.0%	7.7%	.0%	7.7%
<b>Madras University</b>	16.7%	.0%	.0%	16.7%	33.3%
<b>IIT Madras</b>	.0%	40.0%	3.3%	10.0%	3.3%
<b>Calcutta University</b>	25.0%	.0%	.0%	8.3%	25.0%
<b>IIT Kharagpur</b>	7.7%	23.1%	.0%	.0%	.0%
<b>Pune University</b>	33.3%	45.8%	.0%	8.3%	.0%
<b>IIT Bombay</b>	75.0%	.0%	.0%	.0%	8.3%
<b>NEHU</b>	23.5%	11.8%	23.5%	23.5%	5.9%
<b>IIT Guwahati</b>	30.0%	.0%	10.0%	.0%	<b>40.0%</b>
<b>Average</b>	<b>24.09%</b>	<b>13.50%</b>	<b>4.45%</b>	<b>8.11%</b>	<b>14.49%</b>

In this case we see that as far as ‘lack of training’ is concerned majority of the respondents have denied the fact that it plays any role as a barrier towards their participation in PDAs except for IIT Guwahati whose 40 per cent of library professionals strongly agreed to it. This means that, particularly in IIT Guwahati, the library professionals lack training due to which they might not be able to participate in PDAs like others do.



**Table 4.16 (f). Barriers to Participation in PDAs: Work Pressure**

INSTITUTION	Work Pressure				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	7.1%	7.1%	.0%	.0%	35.7%
IIT Delhi	7.7%	7.7%	.0%	.0%	15.4%
Madras University	16.7%	.0%	16.7%	.0%	33.3%
IIT Madras	.0%	3.3%	23.3%	23.3%	33.3%
Calcutta University	8.3%	16.7%	.0%	.0%	33.3%
IIT Khar Agpur	.0%	7.7%	.0%	7.7%	23.1%
Pune University	12.5%	8.3%	8.3%	4.2%	54.2%
IIT Bombay	<b>50.0%</b>	.0%	.0%	.0%	33.3%
NEHU	17.6%	5.9%	11.8%	5.9%	41.2%
IIT Guwahati	.0%	.0%	.0%	10.0%	70.0%
<b>Average</b>	<b>11.99%</b>	<b>5.67%</b>	<b>6.01%</b>	<b>5.11%</b>	<b>37.28%</b>

The average figure here shows that ‘Work pressure’ plays a vital role in suppressing the level of participation in PDAs of the library professionals. This can be witnessed in the above table where the ‘strongly agree’ slot draws 37.28 per cent of respondents. However, IIT Bombay seems to be at the contrary of this view that is why 50 per cent of the library professionals of this institution agree the least to it. This substantiates that work pressure does not act as a hurdle for them to take part in the PDAs.

**Table 4.16 (g). Barriers to Participation in PDAs: Schedule Conflict with Campus Activities**

INSTITUTION	Schedule Conflict with Campus Activities				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
<b>Delhi University</b>	28.6%	7.1%	.0%	7.1%	7.1%
<b>IIT Delhi</b>	7.7%	7.7%	.0%	.0%	15.4%
<b>Madras University</b>	33.3%	33.3%	.0%	.0%	.0%
<b>IIT Madras</b>	10.0%	10.0%	6.7%	23.3%	6.7%
<b>Calcutta University</b>	25.0%	.0%	.0%	16.7%	16.7%
<b>IIT Kharagpur</b>	30.8%	.0%	.0%	.0%	.0%
<b>Pune University</b>	54.2%	12.5%	8.3%	8.3%	4.2%
<b>IIT Bombay</b>	83.3%	.0%	.0%	.0%	.0%
<b>NEHU</b>	23.5%	5.9%	23.5%	17.6%	5.9%
<b>IIT Guwahati</b>	10.0%	20.0%	10.0%	.0%	20.0%
<b>Average</b>	<b>30.64%</b>	<b>9.65%</b>	<b>4.85%</b>	<b>7.30%</b>	<b>7.60%</b>

There are times when there is a schedule conflict between PDAs and campus activities, due to which the library professionals might not be able to take part in PDAs. This statement seems to hold no water in this study, if we observe the above given table since the average percentage in the ‘least agree’ group is the highest which is 30.64 per cent.

**Table 4.16 (h). Barriers to Participation in PDAs: Some PDAs are Limited Only to the Students/Faculty Members**

INSTITUTION	Some PDA are Limited Only to the Students/Faculty Members				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	35.7%	7.1%	.0%	.0%	14.3%
IIT Delhi	30.8%	.0%	.0%	.0%	.0%
Madras University	33.3%	16.7%	16.7%	.0%	.0%
IIT Madras	13.3%	3.3%	6.7%	26.7%	6.7%
Calcutta University	33.3%	8.3%	.0%	.0%	16.7%
IIT Kharagpur	.0%	7.7%	.0%	.0%	23.1%
Pune University	25.0%	8.3%	8.3%	.0%	<b>45.8%</b>
IIT Bombay	66.7%	.0%	.0%	.0%	16.7%
NEHU	11.8%	5.9%	23.5%	17.6%	17.6%
IIT Guwahati	10.0%	30.0%	.0%	.0%	30.0%
<b>Average</b>	<b>25.99%</b>	<b>8.73%</b>	<b>5.52%</b>	<b>4.42%</b>	<b>17.09%</b>

All the respondents seem to disagree to the statement that some PDAs are limited only to the faculty members or the students, due to which the library professionals do not get a chance to participate in the PDAs. This is the reason why the average percentage is the highest in the 'least agree' column. However, the library professionals of Pune University do think that this problem exists in their University because of which 45.8 per cent of the library professionals have strongly agreed to it.

#### 4.17. Designation-Wise Barriers to Participation in PDAs

The above tables show the barriers to participation in PDAs of the library professionals of the Universities and IITs selected for the study. However, it was felt that this factor should also be analysed according to the designation since the reasons might differ from one designation to another.

After analysing the data even further to find out the barriers of the library professionals according to their designation, it was found that the main barriers of the library professionals based on designation are lack of time where seventeen Senior Library and Information Assistants (70.8%), sixteen Technical Assistants/Senior Library and Information Officers (88.9%) and thirteen Assistant Librarians/ Assistant Library and Information Officers (61.9 %) from IITs strongly agreed that lack of time stopped them from participating frequently in PDAs. Among the University library professionals, twelve Technical Assistants/Senior Library and Information Officers (70.6%) agreed to the same.

Another factor that came out as a hurdle for the library professionals in participating in PDAs is the “Lack of Financial Support” whereby thirteen Senior Library and Information Assistants (54.2%) and eight Technical Assistants/Senior Library and Information Officers (44.4%) from the IITs have strongly agreed that lack of financial support is a barrier to them. Also, eleven Technical Assistants/Senior Library and Information Officers (64.7%) had accepted the same.

Work pressure also seemed to have a negative impact in the participation level of the library professionals in PDAs. Eleven Technical Assistants/Senior Library and Information Officers (64.7%) and seven Assistant Librarians/ Assistant Library and Information Officers (35%) from the Universities strongly agreed to this statement.

Again when it comes to the problem that some of the PDAs are limited only to the faculty and students, eleven University Technical Assistants/Senior Library and Information Officers (64.7%) have strongly agreed to this. The rest of the options were not considered to be obstructive to the library professionals, because of which only one or two from each designation had chosen some other options.

Table 4.17(a) Designation-Wise Barriers to Participation in PDAs: Lack of Time

Designation			Lack of Time						Total	
			Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	Univ	Count	1	0	0	0	1	0	2
			% within univ/iit	50.0%	.0%	.0%	.0%	50.0%	.0%	100%
	IIT	Count	0	0	0	0	3	0	3	
		% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%	
	Total	Count	1	0	0	0	4	0	5	
		% within univ/iit	20.0%	.0%	.0%	.0%	80.0%	.0%	100%	
DL	univ/iit	Univ	Count	3	0	0	0	2	0	5
			% within univ/iit	60.0%	.0%	.0%	.0%	40.0%	.0%	100%
	IIT	Count	0	0	0	0	4	1	5	
		% within univ/iit	.0%	.0%	.0%	.0%	80.0%	20.0%	100%	
	Total	Count	3	0	0	0	6	1	10	
		% within univ/iit	30.0%	.0%	.0%	.0%	60.0%	10.0%	100%	
AL/Asst.Lib.Inf.Off	univ/iit	Univ	Count	2	3	3	0	8	4	20
			% within univ/iit	10.0%	15.0%	15.0%	.0%	40.0%	20.0%	100%
	IIT	Count	0	0	0	0	13	8	21	
		% within univ/iit	.0%	.0%	.0%	.0%	61.9%	38.1%	100%	
	Total	Count	2	3	3	0	21	12	41	
		% within univ/iit	4.9%	7.3%	7.3%	.0%	51.2%	29.3%	100%	
Technical Asst./ Sr.Lib.Inf.Officer	univ/iit	Univ	Count	1	1	0	0	12	3	17
			% within univ/iit	5.9%	5.9%	.0%	.0%	70.6%	17.6%	100%
		IIT	Count	0	0	0	0	16	2	18

Contd. Table 4.17(a) Designation-Wise Barriers to Participation in PDAs: Lack of Time

			% within univ/iit	.0%	.0%	.0%	.0%	<b>88.9%</b>	11.1%	100%
	<b>Total</b>		<b>Count</b>	1	1	0	0	28	5	35
			% within univ/iit	2.9%	2.9%	.0%	.0%	80.0%	14.3%	100%
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>Univ</b>	<b>Count</b>	0	0	0	0	0	0	1
			% within univ/iit	.0%	.0%	.0%	.0%	.0%	.0%	100%
		<b>IIT</b>	<b>Count</b>	0	0	0	0	2	0	2
			% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%
	<b>Total</b>		<b>Count</b>	0	1	0	0	2	0	3
			% within univ/iit	.0%	33.3%	.0%	.0%	66.7%	.0%	100%
<b>Library Asst.</b>	<b>univ/iit</b>	<b>Univ</b>	<b>Count</b>	0	0	0	0	1	1	2
			% within univ/iit	.0%	.0%	.0%	.0%	50.0%	50.0%	100%
	<b>Total</b>		<b>Count</b>	0		0	0	1	1	2
			% within univ/iit	.0%		.0%	.0%	50.0%	50.0%	100%
<b>Professional Asst./Senior Professional Asst.</b>	<b>univ/iit</b>	<b>Univ</b>	<b>Count</b>	2	0	0	0	3	6	11
			% within univ/iit	18.2%	.0%	.0%	.0%	27.3%	54.5%	100%
		<b>IIT</b>	<b>Count</b>	0	0	0	0	4	0	4
			% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%
	<b>Total</b>		<b>Count</b>	2	0	0	0	7	6	15
			% within univ/iit	13.3%	.0%	.0%	.0%	46.7%	40.0%	100%
<b>Semi-Professional Asst. &amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>Univ</b>	<b>Count</b>	5	0	1	1	4	2	13
			% within univ/iit	38.5%	.0%	7.7%	7.7%	30.8%	15.4%	100%
		<b>IIT</b>	<b>Count</b>	0	0	0	0	1	0	1
			% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%
	<b>Total</b>		<b>Count</b>	5	0	1	1	5	2	14
			% within univ/iit	35.7%	.0%	7.1%	7.1%	35.7%	14.3%	100%

**Contd. Table 4.17(a) Designation-Wise Barriers to Participation in PDAs: Lack of Time**

<b>Sr.Lib.Inf.Asst.</b>	<b>univ/iit</b>	<b>Univ</b>	<b>Count</b>	0	0	0	0	1	0	1
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	100%	.0%	100%
	<b>IIT</b>	<b>Count</b>	2	0	0	1	<b>17</b>	4	24	
		<b>% within univ/iit</b>	8.3%	.0%	.0%	4.2%	<b>70.8%</b>	16.7%	100%	
	<b>Total</b>	<b>Count</b>	2	0	0	1	18	4	25	
		<b>% within univ/iit</b>	8.0%	.0%	.0%	4.0%	72.0%	16.0%	100%	

Contd. Table 4.17(b): Designation-Wise Barriers to Participation in PDAs: Lack of Financial Support

				Lack of Financial Support						Total
				Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response	
Librarian	univ/iit	University	Count	0	0	0	1	1	0	2
			% within univ/iit	.0%	.0%	.0%	50.0%	50.0%	.0%	100%
		IIT	Count	0	0	0	0	1	2	3
			% within univ/iit	.0%	.0%	.0%	.0%	33.3%	66.7%	100%
	Total	Count	0	0	0	1	2	2	5	
		% within univ/iit	.0%	.0%	.0%	20.0%	40.0%	40.0%	100%	
DL	univ/iit	University	Count	2	0	0	1	2	0	5
			% within univ/iit	40.0%	.0%	.0%	20.0%	40.0%	.0%	100%
		IIT	Count	3	0	0	0	0	2	5
			% within univ/iit	60.0%	.0%	.0%	.0%	.0%	40.0%	100%
	Total	Count	5	0	0	1	2	2	10	
		% within univ/iit	50.0%	.0%	.0%	10.0%	20.0%	20.0%	100%	
AL/Asst.Lib.Inf.Off	univ/iit	University	Count	9	1	2	2	2	4	20
			% within univ/iit	45.0%	5.0%	10.0%	10.0%	10.0%	20.0%	100%
		IIT	Count	5	0	2	1	1	12	21
			% within univ/iit	23.8%	.0%	9.5%	4.8%	4.8%	57.1%	100%
	Total	Count	14	1	4	3	3	16	41	
		% within univ/iit	34.1%	2.4%	9.8%	7.3%	7.3%	39.0%	100%	
Technical Asst./Sr.Lib.Inf.Officer	univ/iit	University	Count	3	0	0	0	11	3	17
			% within univ/iit	17.6%	.0%	.0%	.0%	64.7%	17.6%	100%
		IIT	Count	4	0	0	0	8	6	18
			% within univ/iit	23.5%	.0%	.0%	.0%	47.1%	33.3%	100%



Contd. Table 4.17(b): Designation-Wise Barriers to Participation in PDAs: Lack of Financial Support

			% within univ/iit	22.2%	.0%	.0%	.0%	<b>44.4%</b>	33.3%	100%
	<b>Total</b>		<b>Count</b>	7	0	0	0	19	9	35
			% within univ/iit	20.0%	.0%	.0%	.0%	54.3%	25.7%	100%
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	1	0	0	0	0	1
			% within univ/iit	.0%	100%	.0%	.0%	.0%	.0%	100%
		<b>IIT</b>	<b>Count</b>	1	0	0	0	1	0	2
			% within univ/iit	50.0%	.0%	.0%	.0%	50.0%	.0%	100%
	<b>Total</b>	<b>Count</b>	1	1	0	0	1	0	3	
		% within univ/iit	33.3%	33.3%	.0%	.0%	33.3%	.0%	100%	
<b>Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	0	2	2
			% within univ/iit	.0%	.0%	.0%	.0%	.0%	100%	100%
	<b>Total</b>	<b>Count</b>	0	0	0	0	0	2	2	
		% within univ/iit	.0%	.0%	.0%	.0%	.0%	100%	100%	
<b>Professional Asst./Senior Professional Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	0	0	0	2	8	11
			% within univ/iit	9.1%	.0%	.0%	.0%	18.2%	72.7%	100%
		<b>IIT</b>	<b>Count</b>	0	0	1	1	2	0	4
			% within univ/iit	.0%	.0%	25.0%	25.0%	50.0%	.0%	100%
	<b>Total</b>	<b>Count</b>	1	0	1	1	4	8	15	
		% within univ/iit	6.7%	.0%	6.7%	6.7%	26.7%	53.3%	100%	
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	4	0		2	4	3	13
			% within univ/iit	30.8%	.0%		15.4%	30.8%	23.1%	100%
		<b>IIT</b>	<b>Count</b>	1	0	0	0	0	0	1
			% within univ/iit	100%	.0%	.0%	.0%	.0%	.0%	100%
	<b>Total</b>	<b>Count</b>	5	0	0	2	4	3	14	
		% within univ/iit	35.7%	.0%	.0%	14.3%	28.6%	21.4%	100%	

**Contd. Table 4.17(b): Designation-Wise Barriers to Participation in PDAs: Lack of Financial Support**

<b>Sr.Lib.Inf.Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	1	0	0	0	1
			<b>% within univ/iit</b>	.0%	.0%	100%	.0%	.0%	.0%	100%
		<b>IIT</b>	<b>Count</b>	4	0	0	1	<b>13</b>	6	24
			<b>% within univ/iit</b>	16.7%	.0%	.0%	4.2%	<b>54.2%</b>	25.0%	100%
	<b>Total</b>	<b>Count</b>	4	0	1	1	13	6	25	
		<b>% within univ/iit</b>	16.0%	.0%	4.0%	4.0%	52.0%	24.0%	100%	

Table 4.17(c): Designation-Wise Barriers to Participation in PDAs: Lack of Training

Designation				Lack of Training						Total
				Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response	
Librarian	univ/iit	University	Count	0	0	0	1	1	0	2
			% within univ/iit	.0%	.0%	.0%	50.0%	50.0%	.0%	100%
	IIT	Count	0	1	0	0	0	2	3	
		% within univ/iit	.0%	33.3%	.0%	.0%	.0%	66.7%	100%	
	Total	Count	0	1	0	1	1	2	5	
		% within univ/iit	.0%	20.0%	.0%	20.0%	20.0%	40.0%	100%	
DL	univ/iit	University	Count	2	1	0	2	0	0	5
			% within univ/iit	40.0%	20.0%	.0%	40.0%	.0%	.0%	100%
	IIT	Count	3	0	0	0	0	2	5	
		% within univ/iit	60.0%	.0%	.0%	.0%	.0%	40.0%	100%	
	Total	Count	5	1	0	2	0	2	10	
		% within univ/iit	50.0%	10.0%	.0%	20.0%	.0%	20.0%	100%	
AL/Asst.Lib.Inf.Off	univ/iit	University	Count	7	2	2	2	3	4	20
			% within univ/iit	35.0%	10.0%	10.0%	10.0%	15.0%	20.0%	100%
	IIT	Count	3	1	1	2	2	12	21	
		% within univ/iit	14.3%	4.8%	4.8%	9.5%	9.5%	57.1%	100%	
		% within Lack of Training	30.0%	33.3%	33.3%	50.0%	40.0%	75.0%	51.2%	
		% of Total	7.3%	2.4%	2.4%	4.9%	4.9%	29.3%	51.2%	
	Total	Count	10	3	3	4	5	16	41	
		% within univ/iit	24.4%	7.3%	7.3%	9.8%	12.2%	39.0%	100%	

Contd. Table 4.17(c): Designation-Wise Barriers to Participation in PDAs: Lack of Training

<b>Technical Sr.Lib.Inf.Officer</b>	<b>Asst./</b> <b>univ/iit</b>	<b>University</b>	<b>Count</b>	2	10		1	1	3	17
			<b>% within univ/iit</b>	11.8%	58.8%		5.9%	5.9%	17.6%	100%
		<b>IIT</b>	<b>Count</b>	3	1		0	2	12	18
			<b>% within univ/iit</b>	16.7%	5.6%		.0%	11.1%	66.7%	100%
	<b>Total</b>	<b>Count</b>	5	11		1	3	15	35	
	<b>% within univ/iit</b>	14.3%	31.4%		2.9%	8.6%	42.9%	100%		
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	1	0	0	0	1
			<b>% within univ/iit</b>	.0%	.0%	100%	.0%	.0%	.0%	100%
		<b>IIT</b>	<b>Count</b>	1	1	0	0	0	0	2
			<b>% within univ/iit</b>	50.0%	50.0%	.0%	.0%	.0%	.0%	100%
	<b>Total</b>	<b>Count</b>	1	1	1	0	0	0	3	
	<b>% within univ/iit</b>	33.3%	33.3%	33.3%	.0%	.0%	.0%	100%		
<b>Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	0	2	2
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100%	100%
	<b>Total</b>	<b>Count</b>	0	0	0	0	0	2	2	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100%	100%	
<b>Professional Asst./Senior Professional Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	1	0	1	3	5	11
			<b>% within univ/iit</b>	9.1%	9.1%	.0%	9.1%	27.3%	45.5%	100%
		<b>IIT</b>	<b>Count</b>	0	2	1	1	0	0	4
			<b>% within univ/iit</b>	.0%	50.0%	25.0%	25.0%	.0%	.0%	100%
	<b>Total</b>	<b>Count</b>	1	3	1	2	3	5	15	
	<b>% within univ/iit</b>	6.7%	20.0%	6.7%	13.3%	20.0%	33.3%	100%		
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	5	1	1	3	1	2	13
			<b>% within univ/iit</b>	38.5%	7.7%	7.7%	23.1%	7.7%	15.4%	100%
	<b>IIT</b>	<b>Count</b>	0	0	0	0	1	0	1	

**Contd. Table 4.17(c): Designation-Wise Barriers to Participation in PDAs: Lack of Training**

			% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%
	<b>Total</b>		<b>Count</b>	5	1	1	3	2	2	14
			% within univ/iit	35.7%	7.1%	7.1%	21.4%	14.3%	14.3%	100%
Sr.Lib.Inf.Asst.	univ/iit	University	<b>Count</b>	1	0	0	0	0	0	1
			% within univ/iit	100%	.0%	.0%	.0%	.0%	.0%	100%
	IIT	<b>Count</b>	5	9	1	0	2	7	24	
		% within univ/iit	20.8%	37.5%	4.2%	.0%	8.3%	29.2%	100%	
	<b>Total</b>	<b>Count</b>	6	9	1	0	2	7	25	
		% within univ/iit	24.0%	36.0%	4.0%	.0%	8.0%	28.0%	100%	

Table 4.17(d): Designation-Wise Barriers to Participation in PDAs: Work Pressure.

Designation				Work Pressure						Total
				Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response	
Librarian	univ/iit	University	Count	0	0	0	0	2	0	2
			% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%
	IIT	Count	0	0	1	0	0	2	3	
		% within univ/iit	.0%	.0%	33.3%	.0%	.0%	66.7%	100%	
	Total		Count	0	0	1	0	2	2	5
			% within univ/iit	.0%	.0%	20.0%	.0%	40.0%	40.0%	100%
DL	univ/iit	University	Count	0	0	0	0	5	0	5
			% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%
	IIT	Count	1	1	0	0	2	1	5	
		% within univ/iit	20.0%	20.0%	.0%	.0%	40.0%	20.0%	100%	
	Total		Count	1	1	0	0	7	1	10
			% within univ/iit	10.0%	10.0%	.0%	.0%	70.0%	10.0%	100%
AL/Asst.Lib.Inf.Off	univ/iit	University	Count	2	3	2	2	7	4	20
			% within univ/iit	10.0%	15.0%	10.0%	10.0%	35.0%	20.0%	100%
	IIT	Count	1	2	0	0	6	12	21	
		% within univ/iit	4.8%	9.5%	.0%	.0%	28.6%	57.1%	100%	
	Total		Count	3	5	2	2	13	16	41
			% within univ/iit	7.3%	12.2%	4.9%	4.9%	31.7%	39.0%	100%
Technical Asst./ Sr.Lib.Inf.Officer	univ/iit	University	Count	2	0	1	0	11	3	17
			% within univ/iit	11.8%	.0%	5.9%	.0%	64.7%	17.6%	100%

Contd. Table 4.17(d): Designation-Wise Barriers to Participation in PDAs: Work Pressure.

		IIT	Count	3	0	0	7	3	5	18
			% within univ/iit	16.7%	.0%	.0%	38.9%	16.7%	27.8%	100%
	Total		Count	5	0	1	7	14	8	35
			% within univ/iit	14.3%	.0%	2.9%	20.0%	40.0%	22.9%	100%
Inf Scientist	univ/iit	University	Count	1	0	0	0	0	0	1
			% within univ/iit	100%	.0%	.0%	.0%	.0%	.0%	100%
		IIT	Count	0	0	1	0	1	0	2
			% within univ/iit	.0%	.0%	50.0%	.0%	50.0%	.0%	100%
	Total		Count	1	0	1	0	1	0	3
			% within univ/iit	33.3%	.0%	33.3%	.0%	33.3%	.0%	100%
Library Asst.	univ/iit	University	Count	0	0	0	0	0	2	2
			% within univ/iit	.0%	.0%	.0%	.0%	.0%	100%	100%
	Total		Count	0	0	0	0	0	2	2
			% within univ/iit	.0%	.0%	.0%	.0%	.0%	100%	100%
Professional Asst./Senior Professional Asst.	univ/iit	University	Count	1	0	0	0	3	7	11
			% within univ/iit	9.1%	.0%	.0%	.0%	27.3%	63.6%	100%
		IIT	Count	0	0	0	0	4	0	4
			% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%
	Total		Count	1	0	0	0	7	7	15
			% within univ/iit	6.7%	.0%	.0%	.0%	46.7%	46.7%	100%
Semi-Professional Asst.& Junior Library Asst.	univ/iit	University	Count	2	3	2	0	3	3	13
			% within univ/iit	15.4%	23.1%	15.4%	.0%	23.1%	23.1%	100%
		IIT	Count	0	0	0	0	1	0	1
			% within univ/iit	.0%	.0%	.0%	.0%	100%	.0%	100%
	Total		Count	2	3	2	0	4	3	14
			% within univ/iit							

**Contd. Table 4.17(d): Designation-Wise Barriers to Participation in PDAs: Work Pressure.**

			<b>% within univ/iit</b>	14.3%	21.4%	14.3%	.0%	28.6%	21.4%	100%
<b>Sr.Lib.Inf.Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	0	0	0	0	0	1
			<b>% within univ/iit</b>	100%	.0%	.0%	.0%	.0%	.0%	100%
	<b>IIT</b>	<b>Count</b>	2	0	5	2	<b>9</b>	6	24	
		<b>% within univ/iit</b>	8.3%	.0%	20.8%	8.3%	<b>37.5%</b>	25.0%	100%	
	<b>Total</b>	<b>Count</b>	3	0	5	2	9	6	25	
		<b>% within univ/iit</b>	12.0%	.0%	20.0%	8.0%	36.0%	24.0%	100%	



Table 4.17(e): Designation-Wise Barriers to Participation in PDAs: Schedule Conflict with Campus Activities

Designation				Schedule Conflict with Campus Activities						Total	
				Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response		
Librarian	univ/iit	University	Count	1	0	0	1	0	0	2	
			% within univ/iit	50.0%	.0%	.0%	50.0%	.0%	.0%	100%	
	IIT	Count	0	0	0	1	0	2	3		
		% within univ/iit	.0%	.0%	.0%	33.3%	.0%	66.7%	100%		
	Total			Count	1	0	0	2	0	2	5
	Total			% within univ/iit	20.0%	.0%	.0%	40.0%	.0%	40.0%	100%
DL	univ/iit	University	Count	3	0	0	1	1	0	5	
			% within univ/iit	60.0%	.0%	.0%	20.0%	20.0%	.0%	100%	
	IIT	Count	3	0	0	0	1	1	5		
		% within univ/iit	60.0%	.0%	.0%	.0%	20.0%	20.0%	100%		
	Total			Count	6	0	0	1	2	1	10
	Total			% within univ/iit	60.0%	.0%	.0%	10.0%	20.0%	10.0%	100%
AL/Asst.Lib.Inf.Off	univ/iit	University	Count	4	3	4	3	2	4	20	

Contd. Table 4.17(e): Designation-Wise Barriers to Participation in PDAs: Schedule Conflict with Campus Activities

			% within univ/iit	20.0%	15.0%	20.0%	15.0%	10.0%	20.0%	100%
		IIT	Count	3	2	0	0	4	12	21
			% within univ/iit	14.3%	9.5%	.0%	.0%	19.0%	57.1%	100%
	Total		Count	7	5	4	3	6	16	41
			% within univ/iit	17.1%	12.2%	9.8%	7.3%	14.6%	39.0%	100%
Technical Asst./ Sr.Lib.Inf.Officer	univ/iit	University	Count	12	2	0	0	0	3	17
			% within univ/iit	70.6%	11.8%	.0%	.0%	.0%	17.6%	100%
	IIT	Count	4	0	0	0	0	14	18	
		% within univ/iit	22.2%	.0%	.0%	.0%	.0%	77.8%	100%	
	Total		Count	16	2	0	0	0	17	35
			% within univ/iit	45.7%	5.7%	.0%	.0%	.0%	48.6%	100%
Inf Scientist	univ/iit	University	Count	0	1	0	0	0	0	1
			% within univ/iit	.0%	100%	.0%	.0%	.0%	.0%	100%
	IIT	Count	1	0		1	0	0	2	
		% within univ/iit	50.0%	.0%		50.0%	.0%	.0%	100%	
	Total		Count	1	1		1	0	0	3

**Contd. Table 4.17(e): Designation-Wise Barriers to Participation in PDAs: Schedule Conflict with Campus Activities**

			% within univ/iit	33.3%	33.3%		33.3%	.0%	.0%	100%	
Library Asst.	univ/iit	University	Count	0	0	0	0	0	2	2	
			% within univ/iit	.0%	.0%	.0%	.0%	.0%	100%	100%	
	Total		Count	0	0	0	0	0	2	2	
			% within univ/iit	.0%	.0%	.0%	.0%	.0%	100%	100%	
Professional Asst./Senior Professional Asst.	univ/iit	University	Count	2	1	0	0	0	8	11	
			% within univ/iit	18.2%	9.1%	.0%	.0%	.0%	72.7%	100%	
		IIT		Count	1	1	2	0	0	0	4
				% within univ/iit	25.0%	25.0%	50.0%	.0%	.0%	.0%	100%
	Total		Count	3	2	2	0	0	8	15	
			% within univ/iit	20.0%	13.3%	13.3%	.0%	.0%	53.3%	100%	
Semi-Professional Asst.& Junior Library Asst.	univ/iit	University	Count	4	0	2	2	2	3	13	
			% within univ/iit	30.8%	.0%	15.4%	15.4%	15.4%	23.1%	100%	
		IIT		Count	1	0	0	0	0	0	1
				% within univ/iit	100%	.0%	.0%	.0%	.0%	.0%	100%
	Total		Count	5	0	2	2	2	3	14	

Contd. Table 4.17(e): Designation-Wise Barriers to Participation in PDAs: Schedule Conflict with Campus Activities

			% within univ/iit	35.7%	.0%	14.3%	14.3%	14.3%	21.4%	100%
Sr.Lib.Inf.Asst.	univ/iit	University	Count	0	0	0	1	0	0	1
			% within univ/iit	.0%	.0%	.0%	100%	.0%	.0%	100%
	IIT	Count	6	3	1	5	1	8	24	
		% within univ/iit	25.0%	12.5%	4.2%	20.8%	4.2%	33.3%	100%	
	Total	Count	6	3	1	6	1	8	25	
		% within univ/iit	24.0%	12.0%	4.0%	24.0%	4.0%	32.0%	100%	

**Table 4.17(f): Designation-Wise Barriers to Participation in PDAs: Some PDA are Limited Only to the Students/Faculty Members.**

Designation				Some PDA are Limited Only to the Students/Faculty Members						Total
				Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree	No Response	
Librarian	univ/iit	University	Count	1	0	0	0	1	0	2
			% within univ/iit	50.0%	.0%	.0%	.0%	50.0%	.0%	100%
	IIT	Count	0	0	0	1	0	2	3	
		% within univ/iit	.0%	.0%	.0%	33.3%	.0%	66.7%	100%	
	Total	Count	1	0	0	1	1	2	5	
		% within univ/iit	20.0%	.0%	.0%	20.0%	20.0%	40.0%	100%	
DL	univ/iit	University	Count	3	0	0	0	2	0	5
			% within univ/iit	60.0%	.0%	.0%	.0%	40.0%	.0%	100%
	IIT	Count	4	0	0	0	0	1	5	
		% within univ/iit	80.0%	.0%	.0%	.0%	.0%	20.0%	100%	
	Total	Count	7	0	0	0	2	1	10	
		% within univ/iit	70.0%	.0%	.0%	.0%	20.0%	10.0%	100%	
AL/Asst.Lib.Inf.Off	univ/iit	University	Count	8	3	3	0	2	4	20
			% within univ/iit	40.0%	15.0%	15.0%	.0%	10.0%	20.0%	100%
	IIT	Count	5	3	1	0	0	12	21	
		% within univ/iit	23.8%	14.3%	4.8%	.0%	.0%	57.1%	100%	
	Total	Count	13	6	4	0	2	16	41	
		% within univ/iit	40.0%	15.0%	15.0%	.0%	10.0%	20.0%	100%	

Contd. Table 4.17(f): Designation-Wise Barriers to Participation in PDAs: Some PDA are Limited Only to the Students/Faculty Members.

			<b>% within univ/iit</b>	31.7%	14.6%	9.8%	.0%	4.9%	39.0%	100%
<b>Technical Asst./ Sr.Lib.Inf.Officer</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	1	1	0	<b>11</b>	3	17
			<b>% within univ/iit</b>	5.9%	5.9%	5.9%	.0%	<b>64.7%</b>	17.6%	100%
	<b>IIT</b>	<b>Count</b>	3	0	0	0	1	14	18	
		<b>% within univ/iit</b>	16.7%	.0%	.0%	.0%	5.6%	77.8%	100%	
	<b>Total</b>	<b>Count</b>	4	1	1		12	17	35	
		<b>% within univ/iit</b>	11.4%	2.9%	2.9%		34.3%	48.6%	100%	
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	1	0	0	0	1
			<b>% within univ/iit</b>	.0%	.0%	100%	.0%	.0%	.0%	100%
	<b>IIT</b>	<b>Count</b>	1	0	0	1	0	0	2	
		<b>% within univ/iit</b>	50.0%	.0%	.0%	50.0%	.0%	.0%	100%	
	<b>Total</b>	<b>Count</b>	1	0	1	1	0	0	3	
		<b>% within univ/iit</b>	33.3%	.0%	33.3%	33.3%	.0%	.0%	100%	
<b>Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	0	0	0	0	2	2
			<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100%	100%
			<b>% within Some PDA are Limited Only to the Students/Faculty Members</b>	0	0	0	0	0	100%	100%
			<b>% of Total</b>	.0%	.0%	.0%	.0%	.0%	100%	100%
	<b>Total</b>	<b>Count</b>	0	0	0	0	0	2	2	
		<b>% within univ/iit</b>	.0%	.0%	.0%	.0%	.0%	100%	100%	
<b>Professional Asst./Senior Professional Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	1	0	1	1	7	11
			<b>% within univ/iit</b>	9.1%	9.1%	.0%	9.1%	9.1%	63.6%	100%
	<b>IIT</b>	<b>Count</b>	0	0	1	1	2	0	4	

Contd. Table 4.17(f): Designation-Wise Barriers to Participation in PDAs: Some PDA are Limited Only to the Students/Faculty Members.

			% within univ/iit	.0%	.0%	25.0%	25.0%	50.0%	.0%	100%
	<b>Total</b>		<b>Count</b>	1	1	1	2	3	7	15
			<b>% within univ/iit</b>	6.7%	6.7%	6.7%	13.3%	20.0%	46.7%	100%
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	4	1	2	2	1	3	13
			<b>% within univ/iit</b>	30.8%	7.7%	15.4%	15.4%	7.7%	23.1%	100%
	<b>IIT</b>	<b>Count</b>	1	0	0	0	0	0	0	1
		<b>% within univ/iit</b>	100%	.0%	.0%	.0%	.0%	.0%	.0%	100%
	<b>Total</b>		<b>Count</b>	5	1	2	2	1	3	14
			<b>% within univ/iit</b>	35.7%	7.1%	14.3%	14.3%	7.1%	21.4%	100%
<b>Sr.Lib.Inf.Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	1	0	0	0	0	0	1
			<b>% within univ/iit</b>	100%	.0%	.0%	.0%	.0%	.0%	100%
	<b>IIT</b>	<b>Count</b>	3	2	0	5	7	7	24	
		<b>% within univ/iit</b>	12.5%	8.3%	.0%	20.8%	29.2%	29.2%	100%	
	<b>Total</b>		<b>Count</b>	4	2	0	5	7	7	25
			<b>% within univ/iit</b>	16.0%	8.0%	.0%	20.0%	28.0%	28.0%	100%

Contd. Table 4.17(g): Designation-Wise Barriers to Participation in PDAs: Internal Influences

Designation				Internal Influences			Total
				YES	NO	No Response	
Librarian	univ/iit	University	Count	0	2	0	2
			% within univ/iit	.0%	100%	.0%	100%
		IIT	Count	0	3	0	3
			% within univ/iit	.0%	100%	.0%	100%
	Total	Count	0	0	0	5	
		% within univ/iit	.0%	100%	.0%	100%	
DL	univ/iit	University	Count	0	5	0	5
			% within univ/iit	.0%	100%	.0%	100%
		IIT	Count	0	4	1	5
			% within univ/iit	.0%	80.0%	20.0%	100%
	Total	Count	0	9	1	10	
		% within univ/iit	.0%	90.0%	10.0%	100%	
AL/Asst.Lib.Inf.Off	univ/iit	University	Count	0	20	0	20
			% within univ/iit	.0%	100%	.0%	100%
		IIT	Count	0	13	8	21
			% within univ/iit	.0%	61.9%	38.1%	100%
	Total	Count	0	33	8	41	
		% within univ/iit	.0%	80.5%	19.5%	100%	
Technical Asst./ Sr.Lib.Inf.Officer	univ/iit	University	Count	0	17	0	17
			% within univ/iit	.0%	100%	.0%	100%
		IIT	Count	0	18	0	18
			% within univ/iit	.0%	100%	.0%	100%



Contd. Table 4.17(g): Designation-Wise Barriers to Participation in PDAs: Internal Influences

	<b>Total</b>		<b>Count</b>	0	35	0	35
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
<b>Inf Scientist</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	1	0	1
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
		<b>IIT</b>	<b>Count</b>	0	2	0	2
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
	<b>Total</b>		<b>Count</b>	0	3	0	3
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
<b>Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	2	0	2
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
	<b>Total</b>		<b>Count</b>	0	2	0	2
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
<b>Professional Asst./Senior Professional Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	11	0	11
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
		<b>IIT</b>	<b>Count</b>	0	4	0	4
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
	<b>Total</b>		<b>Count</b>	0	15	0	15
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
<b>Semi-Professional Asst.&amp; Junior Library Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	13	0	13
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
		<b>IIT</b>	<b>Count</b>	0	1	0	1
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
	<b>Total</b>		<b>Count</b>	0	14	0	14
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
<b>Sr.Lib.Inf.Asst.</b>	<b>univ/iit</b>	<b>University</b>	<b>Count</b>	0	1	0	1

**Contd. Table 4.17(g): Designation-Wise Barriers to Participation in PDAs: Internal Influences**

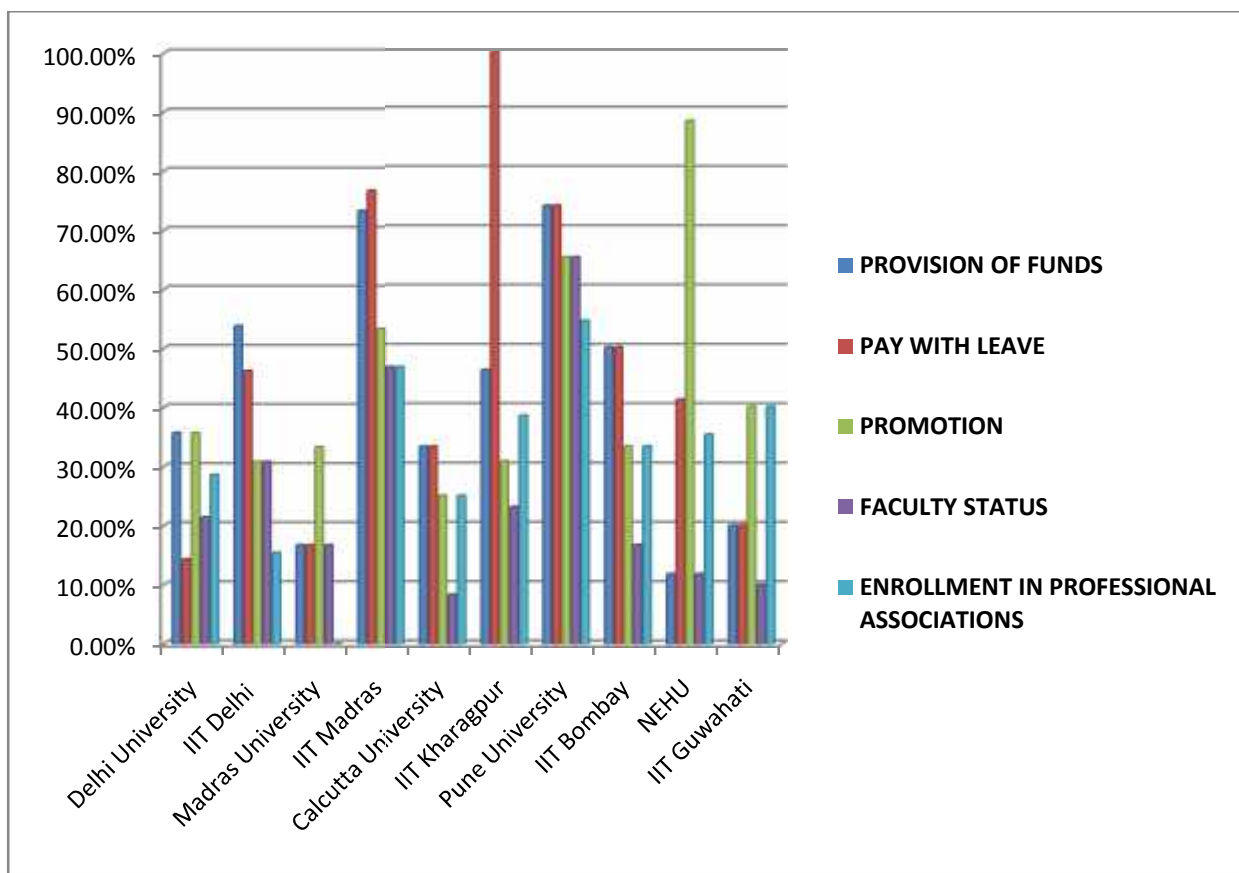
			<b>% within univ/iit</b>	.0%	100%	.0%	100%
		<b>IIT</b>	<b>Count</b>	1	23	0	24
			<b>% within univ/iit</b>	4.2%	95.8%	.0%	100%
	<b>Total</b>		<b>Count</b>	1	24	0	25
			<b>% within univ/iit</b>	4.0%	96.0%	.0%	100%

**4.18. MEASURES TO IMPROVE PARTICIPATION IN PDAs**

To improve the participation of the library professionals in the PDAs, an attempt was made to find out some measures and these measures were provided in the form of options in the questionnaire to find out their significance. Various options were provided out of which the highest inclination was seen towards “leave with pay” (47.23%). This means that if leave were provided to the library professionals, along with pay, in order to take part in various PDAs then there is a fair chance of seeing the graph of participation in these activities mounting up. Another measure which seems to be prominent is “promotion”. This indicates that the respondents feel that if certain rules were made for promoting the library professionals, based on their participation level then the level of participation of the library professionals in these activities might go up. The measure which gained least importance was the “faculty status” (25.07%) which depicts that faculty status does not draw much attention of the library professionals for which they would participate in the PDAs.

**Table 4.18 MEASURES TO IMPROVE PARTICIPATION IN PDA**

<b>INSTITUTION</b>	<b>PROVISION OF FUNDS</b>	<b>LEAVE WITH PAY</b>	<b>PROMOTION</b>	<b>FACULTY STATUS</b>	<b>ENROLLMENT IN PROFESSIONAL ASSOCIATIONS</b>
<b>Delhi University</b>	35.7 %	14.3 %	35.7 %	21.4 %	28.6 %
<b>IIT Delhi</b>	53.8 %	46.2 %	30.8 %	30.8 %	15.4 %
<b>Madras University</b>	16.7 %	16.7 %	33.3 %	16.7 %	0 %
<b>IIT Madras</b>	73.3 %	76.7 %	53.3 %	46.7 %	46.7 %
<b>Calcutta University</b>	33.3 %	33.3 %	25 %	8.3 %	25 %
<b>IIT Kharagpur</b>	46.2 %	100 %	30.8 %	23.1 %	38.5 %
<b>Pune University</b>	73.9 %	73.9%	65.2 %	65.2%	54.5 %
<b>IIT Bombay</b>	50 %	50 %	33.3 %	16.7 %	33.3 %
<b>NEHU</b>	11.8 %	41.2 %	88.2 %	11.8 %	35.3 %
<b>IIT Guwahati</b>	20 %	20 %	40 %	10 %	40 %
<b>Average</b>	<b>41.47%</b>	<b>47.23%</b>	<b>43.56%</b>	<b>25.07%</b>	<b>31.73%</b>

**Fig. 4.18 MEASURES TO IMPROVE PARTICIPATION IN PDAs**

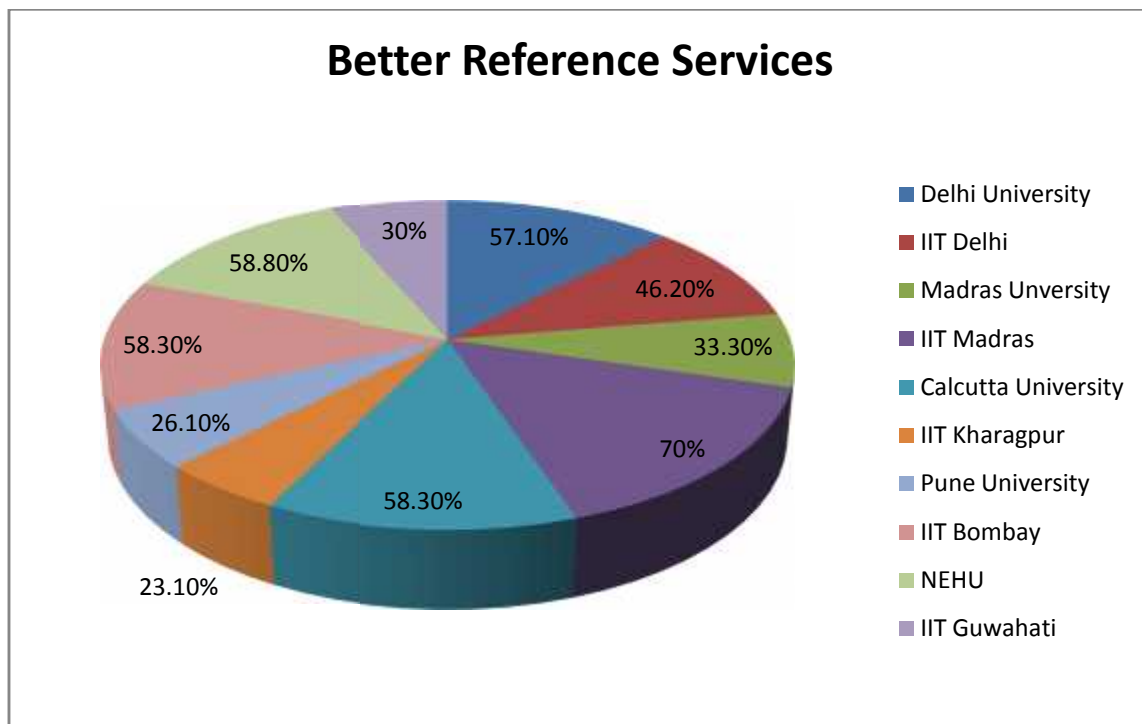
#### 4.19. Benefits for the Library Users from the Participation of the Library Professionals in PDAs

The participation of the library professionals in different PDAs would definitely lead to their growth and development but all the efforts would go in vain if it does not benefit the users at all. Moreover, whatever the library professional does, it has a direct relation with the users. If the library professionals learn anything new, that would definitely be implemented for the good of the users. Therefore, it is very important to analyze as to what are those benefits and with what hope of improvement do library professionals take part in different PDAs. The study shows that the most significant benefit related to the users is that it improves the relation of the library professionals with the users (56.28%).

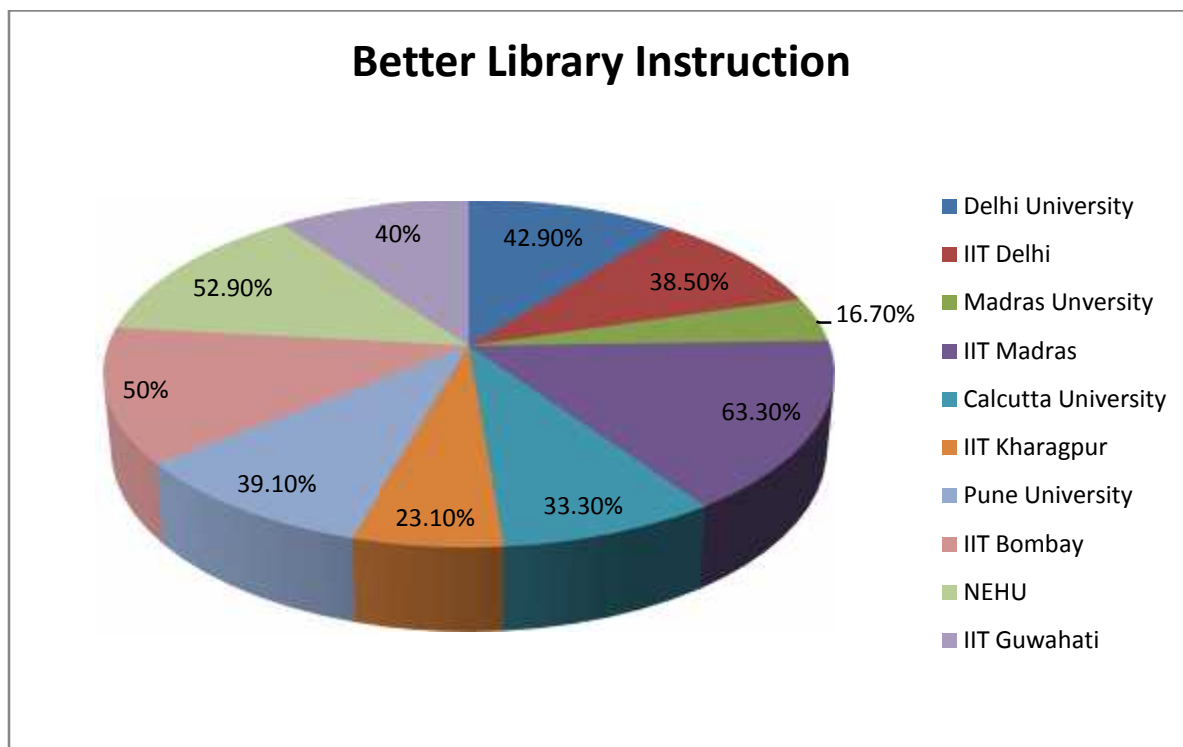
**Table 4.19 Benefits for the Users from the Participation of the Library Professionals in PDAs**

<b>Institution</b>	<b>Better Library Instruction</b>	<b>Improved Collection Development</b>	<b>Better Reference Service</b>	<b>Better Relation with Users</b>	<b>Up-to-date Information</b>
<b>Delhi University</b>	42.9%	7.7%	57.1%	71.4%	57.1%
<b>IIT Delhi</b>	38.5%	15.4%	46.2%	53.8%	46.2%
<b>Madras University</b>	16.7%	0%	33.3%	50%	16.7%
<b>IIT Madras</b>	63.3%	3.3%	70%	70%	13.3%
<b>Calcutta University</b>	33.3%	8.3%	58.3%	41.7%	54.5%
<b>IIT Kharagpur</b>	23.1%	7.7%	23.1%	69.2%	7.7%
<b>Pune University</b>	39.1%	21.7%	26.1%	43.5%	39.1%
<b>IIT Bombay</b>	50%	33.3%	58.3%	66.7%	58.3%
<b>NEHU</b>	52.9%	35.3%	58.8%	76.5%	64.7%
<b>IIT Guwahati</b>	40	0%	30%	20%	20%
<b>Average</b>	<b>39.98%</b>	<b>13.27%</b>	<b>46.12%</b>	<b>56.28%</b>	<b>37.76%</b>

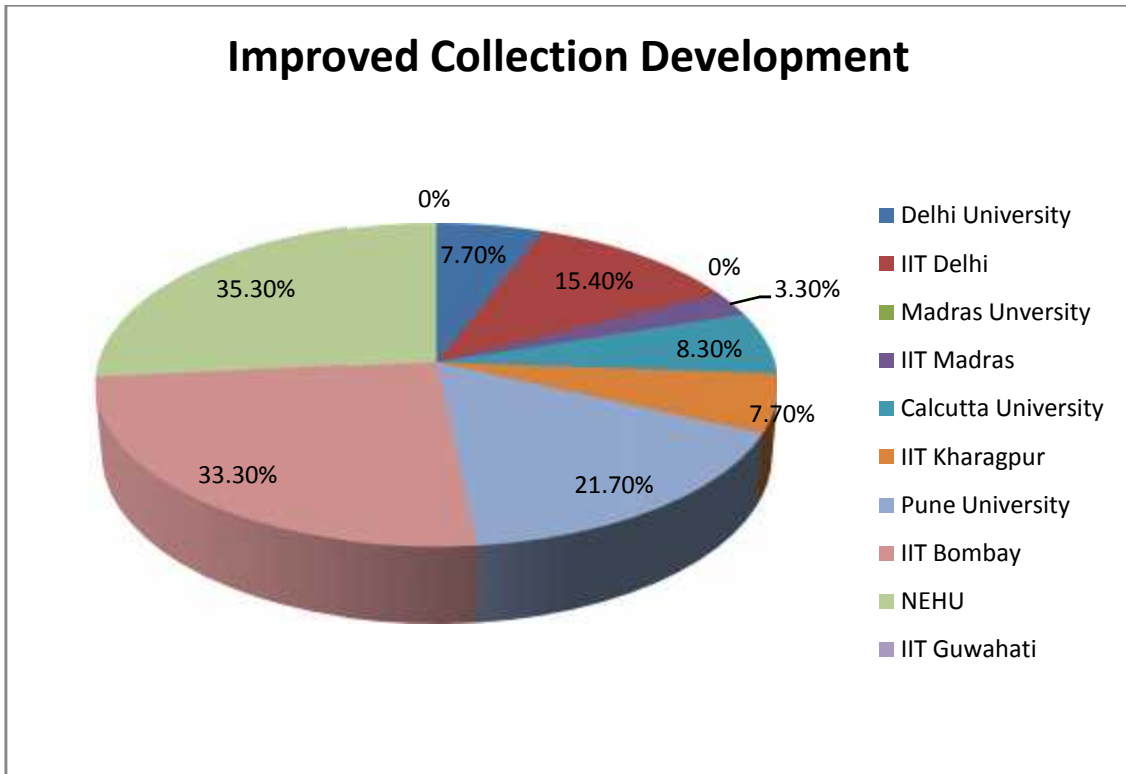
**Figure 4.19 (a). Benefits for the Users from the Participation of the Library Professionals in PDAs**



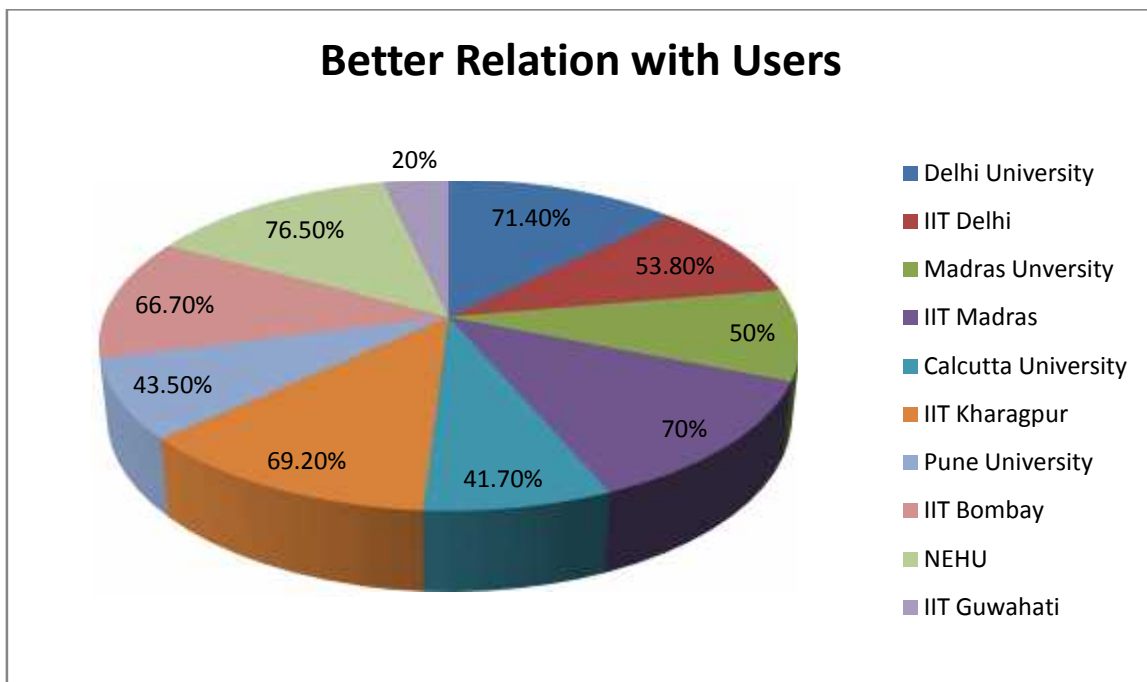
**Figure 4.19 (b). Benefits for the Users from the Participation of the Library Professionals in PDAs**



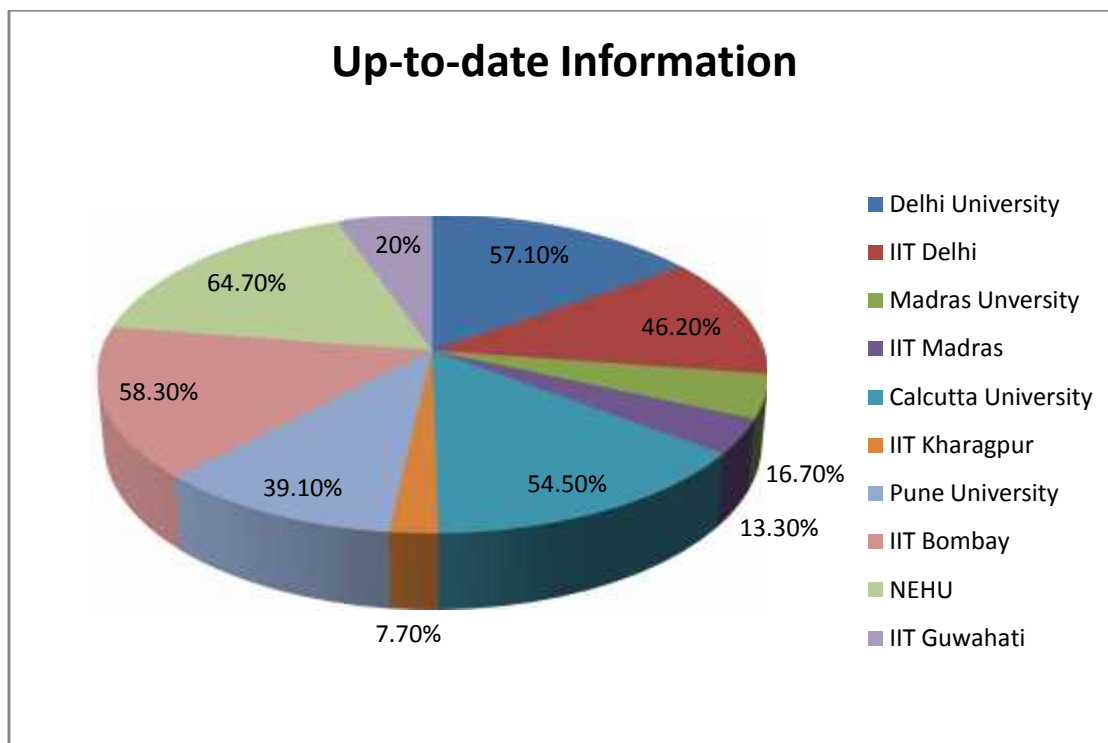
**Figure 4.19 (c). Benefits for the Users from the Participation of the Library Professionals in PDAs**



**Figure 4.19 (d). Benefits for the Users from the Participation of the Library Professionals in PDAs**



**Figure 4.19 (e). Benefits for the Users from the Participation of the Library Professionals in PDAs**



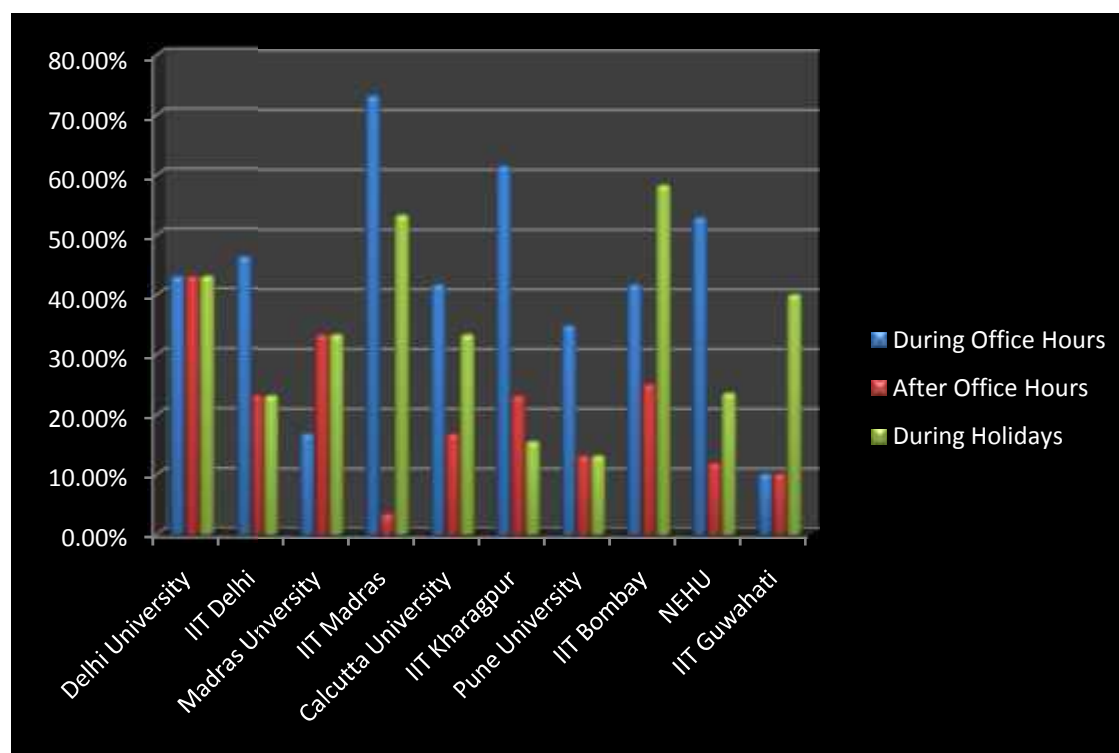
#### 4.20. Time of Participation in PDAs

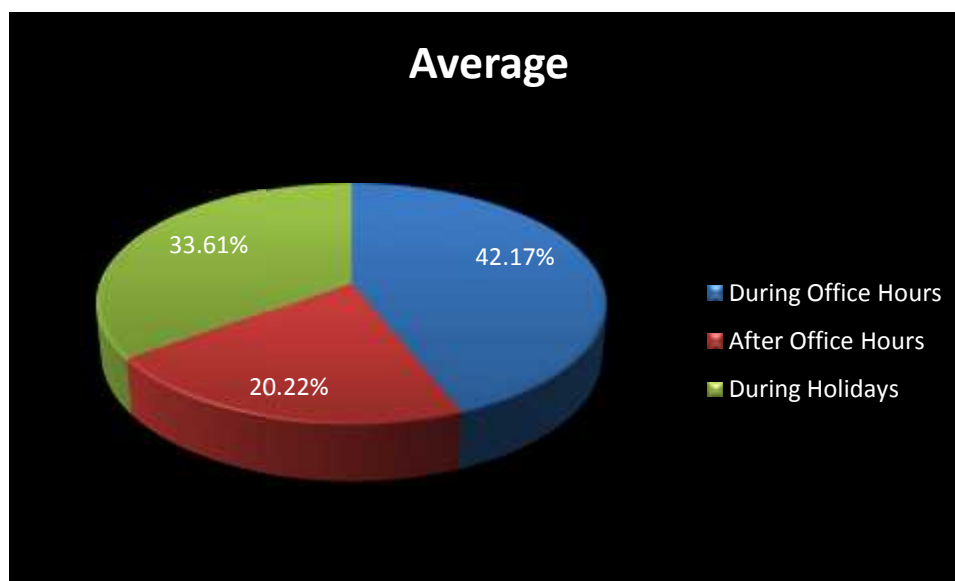
When we talk about PDAs, another factor which is equally important is the time of their participation. When do the library professionals participate? Is it during the office hours or during holidays or do they get some extra time to prepare themselves for the PDAs they want to take part in. These questions were attempted to be answered in this section. The table shows that the highest rate of response was observed in the column 'during office hours' with 42.17 per cent of percentage. However, another option whose percentage was close to the former one is 'during holidays' which secured 33.61 per cent of responses. The highest in this slot was scored by IIT Bombay with 58.3 per cent of responses.



**Table 4.20 Time of Participation in PDAs.**

Institution	During Office Hours	After Office Hours	During Holidays
<b>Delhi University</b>	42.9%	42.9%	42.9%
<b>IIT Delhi</b>	46.2%	23.1%	23.1%
<b>Madras University</b>	16.7%	33.3%	33.3%
<b>IIT Madras</b>	73.3%	3.3%	53.3%
<b>Calcutta University</b>	41.7%	16.7%	33.3%
<b>IIT Kharagpur</b>	61.5%	23.1%	15.4%
<b>Pune University</b>	34.8%	13%	13%
<b>IIT Bombay</b>	41.7%	25%	<b>58.3%</b>
<b>NEHU</b>	52.9%	11.8%	23.5%
<b>IIT Guwahati</b>	10%	10%	40%
<b>Average</b>	<b>42.17%</b>	<b>20.22%</b>	<b>33.61%</b>

**Figure 4.20 Time of Participation in PDAs.**

**Figure 4.20 (a) Time of Participation in PDAs (Average Percentage).**

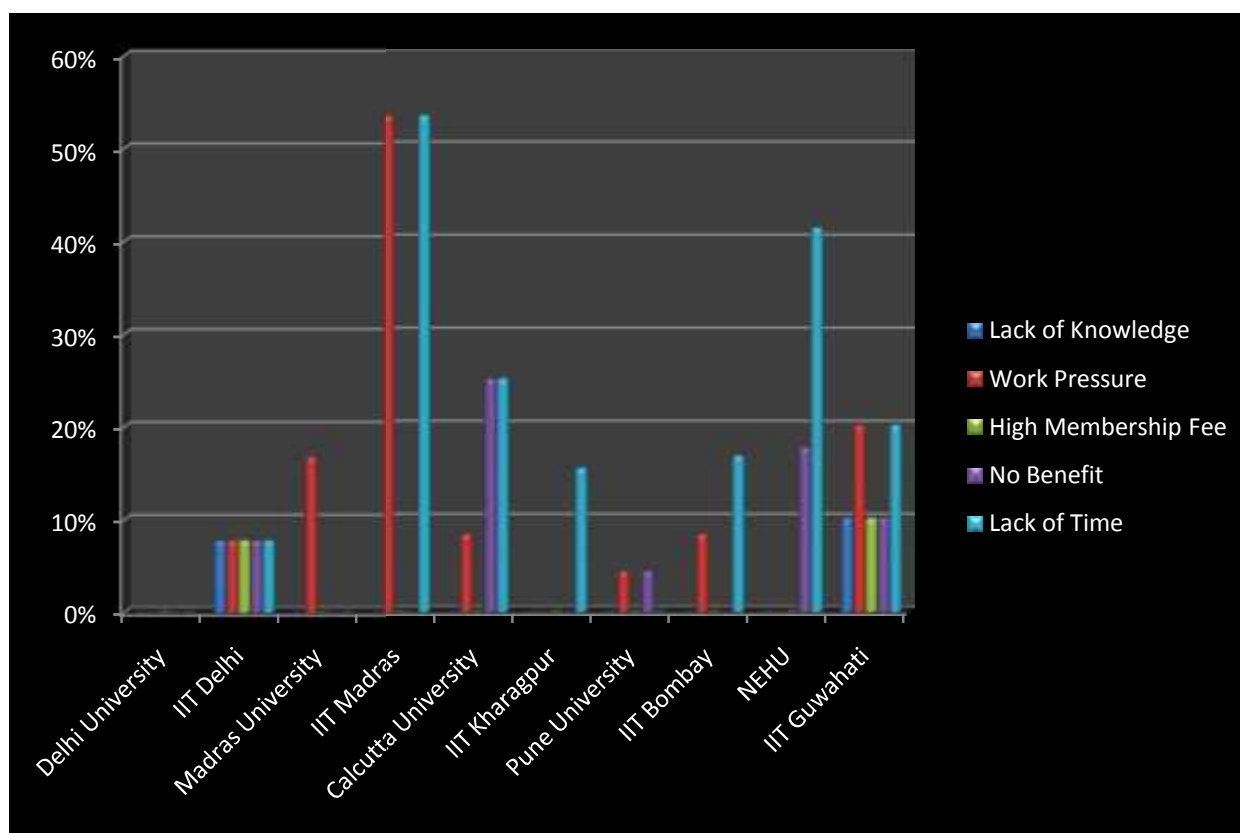
#### **4.21. Reasons for Non-Participation in Library Association**

Though professional association play a vital role in the upliftment of the library professionals yet it is an irony to see that library professionals hardly get themselves enrolled in any professional association. After getting a vague picture of this situation, it was felt that the reasons for not enrolling themselves in professionals should be explored to improve their role in the future. From the survey it was found that 'lack of time' (17.93 %) was the highest factor for their non-enrolment in professional associations. However, another factor which gained importance was 'work pressure' (11.1%). The two factors seem to be inter-linked with each other because if there is work pressure then definitely there will be lack of time. This shows that both the factors are related to the work load of the profession due to which taking active part in the professional association becomes impossible.

Table 4.21 Reasons for Non-Participation in Library Associations

Institution	Lack of Knowledge	Work Pressure	High Membership Fee	No Benefit	Lack of Time
Delhi University	0%	0%	0%	0%	0%
IIT Delhi	7.7%	7.7%	7.7%	7.7%	7.7%
Madras University	0%	16.7%	0%	0%	0%
IIT Madras	0%	53.3%	0%	0%	53.3%
Calcutta University	0%	8.3%	0%	25%	25%
IIT Kharagpur	0%	0%	0%	0%	15.4%
Pune University	0%	4.3%	0%	4.3%	0%
IIT Bombay	0%	8.3%	0%	0%	16.7%
NEHU	0%	0%	0%	17.6%	41.2%
IIT Guwahati	10%	20%	10%	10%	20%
Average	1.77%	11.86%	1.77%	6.46%	17.93%

Figure 4.21 Reasons for Non-Participation in Library Associations



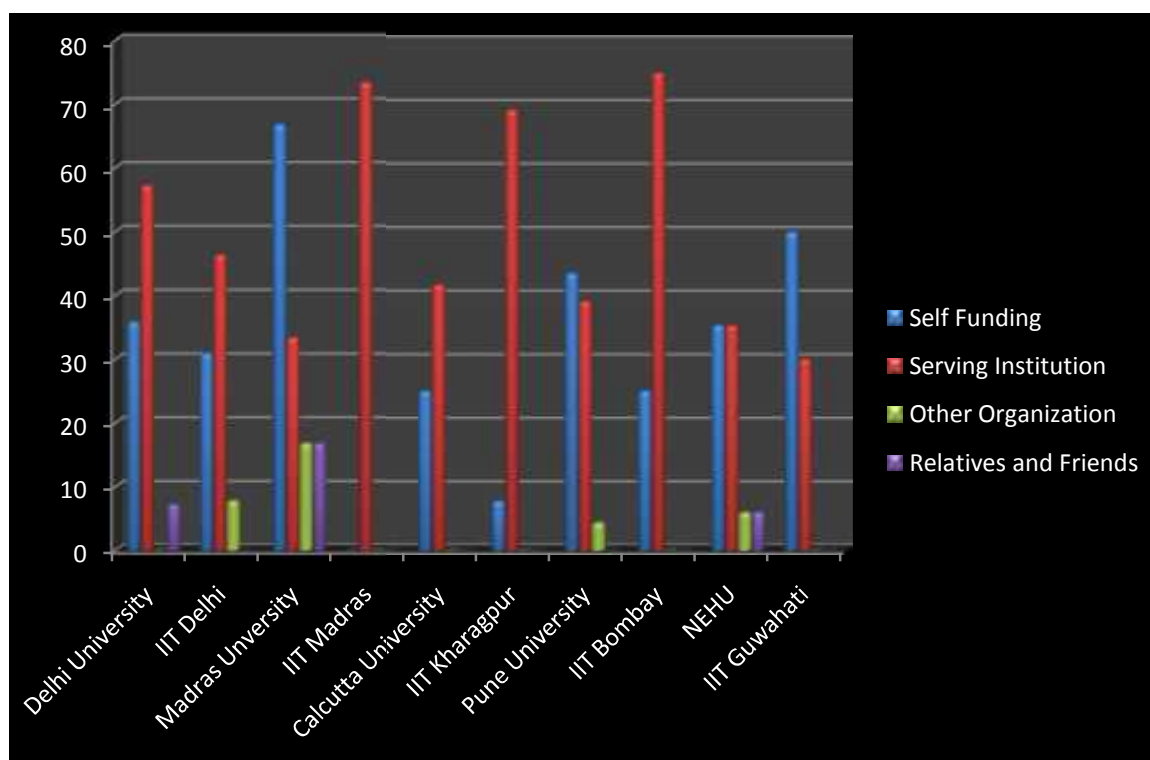
#### 4.22. Availability of Funds for Participation in PDAs

When it comes to participation in PDAs, another important question that arises is how do library professionals manage to go and participate in PDAs? Who provides them funds to do so? Funding plays a vital role in determining the level of participation in PDAs. It directly affects the library professionals who wish to take active part in the PDAs. Various studies have shown that if there is financial support from the employing institutions then there is a boost in participation of the library professionals in various PDAs. In some institutions the library professionals get full support financially while others have to seek help from other sources. The following Table (4.22) shows the sources of funds attained by the Universities and IITs in India.

**Table 4.22 Availability of Funds for Participation in PDAs**

<b>Institution</b>	<b>Self Funding</b>	<b>Serving Institution</b>	<b>Other Organization</b>	<b>Relatives and Friends</b>
<b>Delhi University</b>	35.7%	57.1%	0	7.1%
<b>IIT Delhi</b>	30.8%	46.2%	7.7%	0%
<b>Madras University</b>	66.7%	33.3%	16.7%	16.7%
<b>IIT Madras</b>	0%	73.3%	0%	0%
<b>Calcutta University</b>	25%	41.7%	0%	0%
<b>IIT Kharagpur</b>	7.7%	69.2%	0%	0%
<b>Pune University</b>	43.5%	39.1%	4.3%	0%
<b>IIT Bombay</b>	25%	75%	0%	0%
<b>NEHU</b>	35.3%	35.3%	5.9%	5.9%
<b>IIT Guwahati</b>	50%	30%	0%	0%
<b>Average</b>	<b>31.97%</b>	<b>50.02%</b>	<b>3.46%</b>	<b>2.97%</b>

Taking the average of all the options given under 'provision of funds', we see that most of the library professionals belonging to the Universities as well as IITs get maximum aid from their own employing institutions (50.02%). Apart from the funds provided by their parent institution the library professionals do spend from their own pockets to participate in PDAs. This is proved by the 'self-funding' column where the number of responses is 31.97 per cent. Funding from other organizations and from friends and relatives got minimum responses with 3.46 per cent and 2.97 per cent respectively.

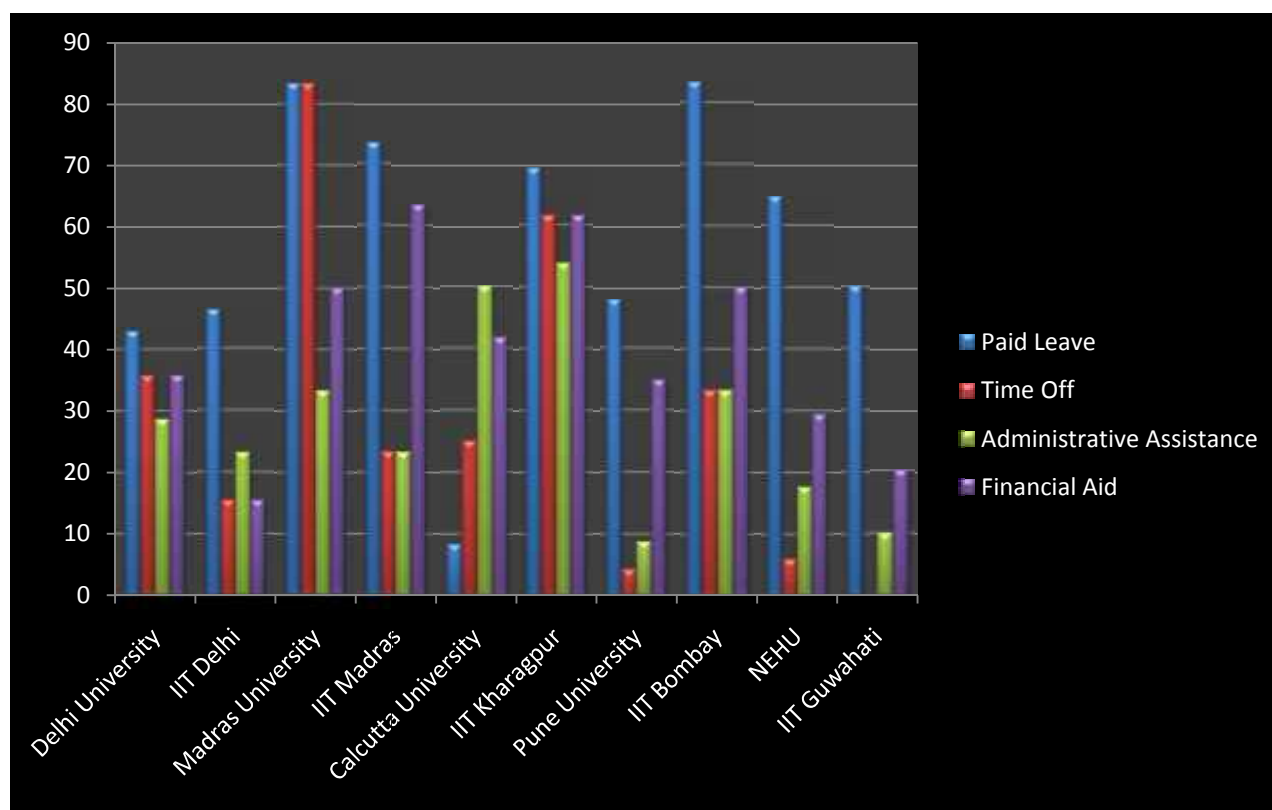
**Figure 4.22 Availability of Funds for Participation in PDAs**

#### 4.23. INSTITUTIONAL AID

An employing institution can help and support the library professionals in taking part in PDAs in many ways. It might be done financially or through other means. These options can be explored as follows:

**Table 4.23 INSTITUTIONAL AID**

Institution	Paid Leave	Time Off	Administrative Assistance	Financial Aid
<b>Delhi University</b>	42.9	35.7	28.6	35.7
<b>IIT Delhi</b>	46.2	15.4	23.1	15.4
<b>Madras University</b>	83.3	83.3	33.3	50
<b>IIT Madras</b>	73.3	23.3	23.3	63.3
<b>Calcutta University</b>	8.3	25	50	41.7
<b>IIT Kharagpur</b>	69.2	61.5	53.8	61.5
<b>Pune University</b>	47.8	4.3	8.7	34.8
<b>IIT Bombay</b>	83.3	33.3	33.3	50
<b>NEHU</b>	64.7	5.9	17.6	29.4
<b>IIT Guwahati</b>	50	0	10	20
<b>Average</b>	<b>56.9%</b>	<b>28.77%</b>	<b>28.17%</b>	<b>40.18%</b>

**Figure 4.23 INSTITUTIONAL AID**

The above figure shows that maximum aid provided by the employing institution is paid leave (56.9 %) and financial aid (40.18 %). ‘Time off ‘and ‘administrative assistance’ share almost equal percentages with 28.77 per cent and 28.17 per cent of responses, respectively.

#### 4.24 BENEFITS OF PDA

In order to find out the benefits of PDAs, the respondents were given ten options out of which they had to choose and rank them on a five-point Likert scale ranging from ‘least agree’ to ‘strongly agree’. The different results have been illustrated in the tables below.

The results from the Tables show that the highest average is obtained by the first option “Acquiring New Skills”. This means that the highest benefit of participating in PDAs is to acquire new knowledge (60.58%). The next benefit is ‘Personal Satisfaction with 29.59% followed by “Better Performance” (25.43%) and “Increased Visibility” (22.61%).

Table 4.24 (a): Acquiring New Skills

INSTITUTION	Acquiring New Skills				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	.0%	.0%	.0%	.0%	57.1%
IIT Delhi	.0%	7.7%	.0%	.0%	53.8%
Madras University	16.7%	.0%	.0%	.0%	50.0%
IIT Madras	.0%	.0%	.0%	3.4%	72.4%
Calcutta University	8.3%	8.3%	.0%	.0%	58.3%
IIT Kharagpur	.0%	.0%	.0%	15.4%	61.5%
Pune University	.0%	13.0%	.0%	8.7%	30.4%
IIT Bombay	.0%	.0%	.0%	.0%	91.7%
NEHU	.0%	.0%	5.9%	11.8%	70.6%
IIT Guwahati	.0%	.0%	.0%	.0%	60.0%
<b>Average</b>	<b>2.50%</b>	<b>2.90%</b>	<b>0.59%</b>	<b>3.93%</b>	<b>60.58%</b>

Table 4.24 (b): Job Promotion

INSTITUTION	JOB PROMOTION				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	7.1%	.0%	.0%	7.1%	50.0%
IIT Delhi	15.4%	.0%	7.7%	7.7%	15.4%
Madras University	33.3%	.0%	.0%	16.7%	.0%
IIT Madras	.0%	10.0%	26.7%	6.7%	26.7%
Calcutta University	66.7%	.0%	.0%	.0%	.0%
IIT Kharagpur	7.7%	7.7%	.0%	7.7%	46.2%
Pune University	8.7%	8.7%	17.4%	8.7%	8.7%
IIT Bombay	58.3%	16.7%	.0%	.0%	16.7%
NEHU	47.1%	5.9%	.0%	17.6%	17.6%
IIT Guwahati	40.0%	.0%	.0%	.0%	10.0%
<b>Average</b>	<b>28.43%</b>	<b>4.90%</b>	<b>5.18%</b>	<b>7.22%</b>	<b>19.13%</b>

**Table 4.24 (c): Better Performance**

INSTITUTION	Better Performance				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	14.3%	.0%	.0%	.0%	42.9%
IIT Delhi	.0%	.0%	.0%	7.7%	46.2%
Madras University	13.3%	.0%	.0%	2.9%	.0%
IIT Madras	.0%	.0%	3.3%	56.7%	13.3%
Calcutta University	16.7%	.0%	.0%	.0%	50.0%
IIT Kharagpur	7.7%	.0%	.0%	53.8%	7.7%
Pune University	4.3%	17.4%	4.3%	8.7%	17.4%
IIT Bombay	33.3%	8.3%	8.3%	8.3%	33.3%
NEHU	11.8%	.0%	17.6%	35.3%	23.5%
IIT Guwahati	10.0%	10.0%	10.0%	.0%	20.0%
Average	11.14%	3.57%	4.35%	17.34%	25.43%

**Table 4.24 (d): Personal Satisfaction**

INSTITUTION	Personal Satisfaction				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	14.3%	.0%	.0%	14.3%	21.4%
IIT Delhi	.0%	.0%	.0%	.0%	53.8%
Madras University	16.7%	.0%	16.7%	.0%	33.3%
IIT Madras	.0%	.0%	26.7%	30.0%	13.3%
Calcutta University	33.3%	8.3%	.0%	8.3%	16.7%
IIT Kharagpur	.0%	7.7%	46.2%	7.7%	7.7%
Pune University	.0%	8.7%	4.3%	13.0%	26.1%
IIT Bombay	16.7%	.0%	8.3%	8.3%	58.3%
NEHU	5.9%	.0%	11.8%	41.2%	35.3%
IIT Guwahati	10.0%	10.0%	.0%	.0%	30.0%
Average	9.69%	3.47%	11.40%	12.28%	29.59%



**Table 4.24 (e): Faculty Status**

INSTITUTION	Faculty Status				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	42.9%	.0%	.0%	7.1%	.0%
IIT Delhi	23.1%	15.4%	.0%	.0%	7.7%
Madras University	16.7%	.0%	.0%	16.7%	.0%
IIT Madras	3.3%	6.7%	50.0%	10.0%	.0%
Calcutta University	66.7%	.0%	.0%	.0%	.0%
IIT Kharagpur	.0%	7.7%	23.1%	30.8%	7.7%
Pune University	17.4%	4.3%	8.7%	13.0%	8.7%
IIT Bombay	66.7%	8.3%	8.3%	8.3%	.0%
NEHU	41.2%	5.9%	23.5%	.0%	11.8%
IIT Guwahati	30.0%	10.0%	.0%	.0%	10.0%
<b>Average</b>	<b>30.80%</b>	<b>5.83%</b>	<b>11.36%</b>	<b>8.59%</b>	<b>4.59%</b>

**Table 4.24 (f): Enhanced Library Prestige**

INSTITUTION	Enhanced Library Prestige				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	7.1%	7.1%	.0%	7.1%	28.6%
IIT Delhi	15.4%	7.7%	7.7%	.0%	15.4%
Madras University	16.7%	.0%	.0%	.0%	16.7%
IIT Madras	3.3%	10.0%	3.3%	50.0%	3.3%
Calcutta University	58.3%	8.3%	.0%	.0%	.0%
IIT Kharagpur	7.7%	7.7%	.0%	23.1%	30.8%
Pune University	4.3%	13.0%	8.7%	13.0%	13.0%
IIT Bombay	33.3%	16.7%	8.3%	.0%	33.3%
NEHU	33.3%	16.7%	8.3%	.0%	33.3%
IIT Guwahati	30.0%	10.0%	.0%	.0%	10.0%
<b>Average</b>	<b>20.94%</b>	<b>9.72%</b>	<b>3.63%</b>	<b>9.32%</b>	<b>18.44%</b>

Table 4.24 (g): Increased Income

INSTITUTION	Increased Income				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	35.7%	14.3%	.0%	.0%	.0%
IIT Delhi	23.1%	7.7%	15.4%	.0%	.0%
Madras University	.0%	16.7%	.0%	.0%	16.7%
IIT Madras	3.3%	6.7%	30.0%	30.0%	.0%
Calcutta University	50.0%	16.7%	.0%	.0%	.0%
IIT Kharagpur	7.7%	23.1%	7.7%	15.4%	15.4%
Pune University	17.4%	13.0%	4.3%	8.7%	8.7%
IIT Bombay	58.3%	25.0%	.0%	.0%	8.3%
NEHU	29.4%	11.8%	29.4%	.0%	11.8%
IIT Guwahati	50.0%	.0%	.0%	.0%	.0%
<b>Average</b>	<b>27.49%</b>	<b>13.50%</b>	<b>8.68%</b>	<b>5.41%</b>	<b>6.09%</b>

Table 4.24 (h): Better Opportunity for Obtaining Funds for the Library

INSTITUTION	Better Opportunity for Obtaining Funds for the Library				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	21.4%	28.6%	.0%	.0%	7.1%
IIT Delhi	15.4%	15.4%	.0%	.0%	15.4%
Madras University	.0%	16.7%	16.7%	.0%	.0%
IIT Madras	.0%	6.7%	6.7%	30.0%	26.7%
Calcutta University	33.3%	33.3%	.0%	.0%	.0%
IIT Kharagpur	7.7%	7.7%	38.5%	15.4%	.0%
Pune University	30.4%	.0%	4.3%	8.7%	8.7%
IIT Bombay	58.3%	8.3%	16.7%	8.3%	.0%
NEHU	35.3%	5.9%	29.4%	11.8%	.0%
IIT Guwahati	10.0%	40.0%	.0%	.0%	.0%
<b>Average</b>	<b>21.18%</b>	<b>16.26%</b>	<b>11.23%</b>	<b>7.42%</b>	<b>5.79%</b>

**Table 4.24 (i): Increased Visibility**

INSTITUTION	Increased Visibility				
	Least Agree	Somewhat Agree	Neutral	Agree	Strongly Agree
Delhi University	14.3%	.0%	.0%	.0%	35.7%
IIT Delhi	.0%	.0%	15.4%	7.7%	23.1%
Madras University	.0%	33.3%	.0%	.0%	16.7%
IIT Madras	.0%	23.3%	10.0%	30.0%	6.7%
Calcutta University	.0%	33.3%	16.7%	.0%	25.0%
IIT Kharagpur	.0%	15.4%	7.7%	46.2%	.0%
Pune University	17.4%	4.3%	8.7%	8.7%	13.0%
IIT Bombay	16.7%	8.3%	.0%	8.3%	58.3%
NEHU	5.9%	17.6%	17.6%	29.4%	17.6%
IIT Guwahati	.0%	10.0%	10.0%	.0%	30.0%
<b>Average</b>	<b>5.43%</b>	<b>14.55%</b>	<b>8.61%</b>	<b>13.03%</b>	<b>22.61%</b>

## CHAPTER 5

### SUMMARY OF FINDINGS AND SUGGESTIONS

#### **5. Introduction:**

The legitimacy of a study can be identified from its findings or results. It would be wrong if this study is said to be the first of its kind. There might be bountiful works undertaken in the same direction as the present one, but making a comparative study between the University and IIT libraries in India is what makes it distinctive in nature. This chapter enumerates the fruit of the hard work taken up during the course of the study. Thus, it is here that the itinerary of the present study towards its goal is to be commemorated. The objectives which were determined to be accomplished by the end of this study were as follows:-

**Objective 1-** To study the PDAs participated in by the University and IIT library professionals in India

Though the present study concentrated only in a few kinds of PDAs such as paper publication, attending scholarly meetings, enrolment in higher degree / training programmes and becoming members of professional associations, yet there are so many other activities which the library professionals take part in. For example, mentoring or guiding research scholars, delivering lectures in the nation and abroad etc. However, from the limited options given to the library professionals, attending scholarly meetings seemed to be the favourite.

**Objective 2-** To compare the PDAs participated in by the University and IIT Library professionals in India.

Prior to the present study, it was assumed and expected that the library professionals of IITs would have an edge over the University library professionals, since they have better facilities and funds compared to the latter. However, what ultimately came out as the upshot is worth noticing. In most of the activities, the participation level is seen to be higher in the Universities rather than in the IITs. Of course, the difference is not

that significant. The only activity where IITs have an upper hand over the Universities is in attaining higher degree and training programmes.

**Objective 3-** To compare the PDAs participated in by the University Library professionals zone wise.

When it comes to zonal comparison of the Universities, it is seen that the overall participation is the highest in attending scholarly meetings such as conferences, seminars, workshops, and symposiums, be it at regional, national or international level. The graph drooped down when it came to refresher courses since there was a very low percentage of participation among the University library professionals. However, the most consistent participation was observed in Pune University and the weakest participation was found in Madras and Calcutta Universities.

**Objective 4-** To compare the PDAs participated in by the IIT Library professionals, zone wise.

The participation of some of the IITs was seen to be quite impressive, however the overall participation seems to be less than what was expected during the inception of this study. Though in attaining higher degrees and in taking up training, the participation of the IIT library professionals was drastically high yet in other PDAs the percentage was seemingly lower than that of the university library professionals. This came as a surprise since the status of the IITs has always been considered very high, and keeping in mind this impressive image, the participation of their library professionals was also expected to be comparatively high. However, the performances of most of the IITs were seen to be consistent in all types of PDAs considered in this study.

**Objective 5-** To draw out reasons for participation and non-participation of University and IIT library professionals, in PDAs.

The study unravelled that most of the library professionals belonging to both the groups have a keenness to participate in the different PDAs. Some do it for intrinsic factors such as self satisfaction, self learning,

gaining of knowledge etc. while others do it for extrinsic factors such as promotion, increase in salary etc. However, the reason/ option which gained the highest compliance was “professional development”. Also, reasons like “to share innovations”, “to provide better services”; “to keep current with skills” also seem to play an important role in motivating the library professionals to participate more. As far as the barriers are concerned, different problems have come into the picture which act as hurdles preventing the library professionals from participating. Some of these are - lack of time, work pressure, lack of financial assistance etc.

**Objective 6-** To bring out suggestions for better participation in PDAs by the University and IIT library professionals, on the basis of the results of the study.

Taking part in PDAs does not depend only on the will of the library professionals alone, rather it is a joint effort with the administrative heads of the institutions as well. This is particularly true in case of those library professionals who do not hold very high posts in their institutions. The employing institution has to realize the fact that giving a chance only to a group of professionals will not improve the quality of a library. A library can cater good services to the users, at its best, only if all the professionals working in it are given equal opportunity to grow and develop their skills. Through this study it is hoped that this message will be extended to all the employing institutions to support the library professionals in updating themselves through PDAs.

### **5.1. Answering the Research Questions:**

During the inception of this study some research questions were framed in order to lead the present research to a proper direction. These questions were as follows:-

1. Do University and IIT library professionals of India take active part in PDAs?
2. Do IIT library professionals of India participate in PDAs more than the University library professionals?

3. Why do the University and IIT library professionals of India take part in the PDAs?
4. What are the problems that the University and IIT library professionals of India face which limits their participation in the PDAs?

If we take a deeper look at the research questions mentioned above, we will see that the answers have already been given in the earlier part of this chapter. In other words, the objectives and the research questions seem to comply with each other. However, these questions can be answered briefly in a sentence or two. The answer to the first question would be “yes”, both the Universities and IIT library professionals do take active part in the PDAs. The second question would have a “no” against it since in most of the PDAs the University library professionals have outshined the IITs. As far as the third question is concerned, there were various reasons due to which the library professionals of both the institutes take part in PDAs, the most important one being the reason “for professional development”. For the last question it was found that the main hurdles in the way of the library professionals to participate in the PDAs were “lack of time” as well as “work pressure”.

**5.2. Summary of Findings :**The major findings of the present study are as follows:

- The library professionals of all the institutions taken up for the study do take part in the PDAs.
- When we compared the participation of the library professionals zone wise, the outcome was as follows:
  - ❖ For paper publication West Zone had the highest percentage (50%).
  - ❖ For attending scholarly meetings the North-East Zone seems to have taken the cake (77.8 %)
  - ❖ As far as attending refresher courses is concerned the West Zone again had outnumbered the others (30.6%)
  - ❖ Taking up higher degree courses and attending training programmes seems to have taken a leap in the South Zone (36.1%)

- Among the Universities library professionals the most active participants were found to be as follows:
  - ❖ Paper Publication: Pune University (27.7%).
  - ❖ Attending Scholarly Meetings: NEHU (41.5%)
  - ❖ Attending Refresher Courses: Pune University (44.4%)
  - ❖ Attaining Higher Degrees / Training Programme: NEHU (35.7)
- The highest level of participation in PDAs among the IIT library professionals are as follows:
  - ❖ Paper Publication: IIT Bombay and IIT Kharagpur (21.4%)
  - ❖ Attending Scholarly Meetings: IIT Madras (44%)
  - ❖ Attending Refresher Courses: IIT Delhi (33%)
  - ❖ Attaining Higher Degrees / Training Programme: IIT Madras (42.8%)
- When comparison was done between University and IIT libraries, the following results were obtained:
  - ❖ For first type of professional development activity i.e. paper publication, the level of participation of the library professionals is almost the same in Universities and IITs which is 35.6 and 35.9 per cent, respectively.
  - ❖ For the second type of activity i.e. attending scholarly meetings, the level of participation is higher in the Universities (69.9 %) than that of IITs (64 %).
  - ❖ Again, in the case of the third type of activity, which is attending refresher courses, the percentage of those who participate is higher in the Universities (24.7 %) compared to the IITs (15.4 %).
  - ❖ For the last type of activity i.e. attaining higher degree/ training programmes, major participation is seen in IITs (35.9 %) rather than in the Universities (19.2 %). This means that when it comes to achieving higher degree courses and taking part in training programmes, library professionals of IITs are more active than the library professionals of the Universities.
- The Chi-Square test carried out to find out the participation level between the University and IIT library professionals resulted as follows:
  - ❖ There is statistically a significant difference between the publishing pattern of the University and IIT library professionals as  $\chi^2 = .333 > .05$ . This shows that both the groups publish in a different manner and there is no relation between them.



- ❖ There is statistically a significant difference in attending scholarly meetings by the University and IIT library professionals as  $t = .212 > .05$ . This shows the pattern of attending scholarly meetings is different and there is no relation between them.
- ❖ In attending refresher courses there is statistically a significant difference between the University and IIT library professionals as  $t = .099 < .05$ . This shows that both the groups publish in a different manner and there exists no relation between them.
- ❖ For attaining higher degree and training programme there is statistically no significant difference between the library professionals of the Universities and IITs as  $t = .034 > .05$ . There also exists a relation in the participation pattern between the two.
- As far as becoming members of library associations is concerned, the library professionals of Delhi University seem to have surpassed the others by having 50 per cent of the overall enrolment.
- The most important medium through which the library professionals get the information about the different PDAs was through circulars which score 51.43% of the overall percentage.
- The motivational factors which proved to be the driving force for the library professionals to take part in PDAs are:
  - ❖ For professional development (47.69%)
  - ❖ To contribute to knowledge (42.45%)
  - ❖ To provide better services (41.47%)
- Lack of time (57.11%) and Work pressure (37.28%) stood out to be the major stumbling blocks for the library professionals to take part in PDAs.
- The highest benefit to the users through participation of the library professionals in PDAs came out to be 'better relation with the users' (56.28%).
- The only negative impact that emerged with regard to the participation of library professionals in PDAs is 'negligence of official duties'

### **5.3. Suggestions for improving participation of Library Professionals in PDAs:**

During the study, many constructive suggestions were brought forward by the library professionals, in order to improve their participation in the PDAs. These suggestions are listed 'as is'. Though some of the suggestions seem to be valid and convincing, others seem to have been made perfunctorily. The suggestions are given as follows:-

- i. The new electronic knowledge environment should be adopted for PDAs.
- ii. More workshops and conferences should be organized on IT topics to keep the library professionals up-to-date.
- iii. PDAs should be carried out from time to time in the working institution and those who attend should share the knowledge and give the benefit to the other colleagues as well.
- iv. If there is any reward system then the library professionals will come forward and participate in PDAs.
- v. More awareness programmes should be introduced to apprise the library professionals about the PDAs.
- vi. Rotationally the library professionals should be given a chance to participate in the PDAs.
- vii. Library- oriented training programmes should be introduced.
- viii. TQM programmes should be organized for the library professionals.
- ix. The employing institutions should take the initiative to send their library staff to participate in PDAs.
- x. Circulars should be circulated to all the library professionals and not be limited only to the group of library officials.
- xi. Performance based increment should be introduced to improve participation in PDAs.
- xii. Parent institutions should take up some issues and organize PDAs based on that and allow all the library staff to participate in it.
- xiii. At least two numbers of staff should be chosen, once in a year to be sent for participation since going alone discourages the staff.

- xiv. A single directory should be formed of all LIS professionals in the country with emails, contact numbers etc. and circulars should be sent to this directory about the upcoming events.
- xv. Library professionals should be sent to participate on a rotation basis and the institution should fully sponsor them.
- xvi. Awareness programme to motivate library professionals about PDAs should be organized.
- xvii. In-house trainings, webcasting, social networking of library professionals should be introduced.
- xviii. Even if institution does not allow her/him for career development one has to spend his/her own time and money to develop himself / herself.

#### **5.4. Suggestions and Recommendations from the Study:**

The whole phase of the study was not a very smooth one. There were many ups and downs and twists and turns that came in the way of the study. Based on those experiences some suggestions and recommendations can be put forward. These are as follows:

- When we talk about PDAs, we talk about the growth and development of the library professionals. So, it is very important for them to realize that it depends mostly on their will to grow and develop in their profession. Even though the best facilities and funds may be provided to them, it would be futile if they don't have the spirit for improving themselves. They should understand that their profession is of a very dynamic nature and as such they have to have the zeal to learn and be at par with the growing demand of time. Thus, they should take part in the different PDAs for professional growth or new innovation and not merely for the sake of promotions and high salary.
- The employing institutions play the role of a back bone of the library professionals. The library professionals cannot do everything entirely by themselves. It is obvious that no one would go and participate in the PDAs at the cost of losing their jobs. Therefore, it is the prime duty of the employing institutions to support and encourage their staff to update themselves through these activities. They should not build walls but rather bridges between the library professionals and the PDAs.

- From the study it was found that professional associations did not play a very important role in the library profession. This is not a very good indication, since these professional associations have evolved for the betterment of the profession. It was found that there is a huge gap between the library professionals and the associations. The library professionals have opined that there is no benefit in enrolling themselves in any kind of professional associations. Some even went to the extent of saying that these associations do not even work for the profession rather they have their own selfish motives to attain. Therefore, through this work, a message is aimed to be sent to the professional associations that it is high time for them to make others realize the importance of their existence. The gap has to be filled between the two then only their effort would be successful and the library professionals would realize and even make use of the facilities provided by them.

### **5.5. Limitations of the Study:**

The present study covered only ten (10) libraries all together, taking only one university and one IIT library from each zone i.e. north, south, east, west and north-east. Also, only central libraries of these institutes have been taken into account, since taking all the libraries from the different campuses would have complicated matters, as some institutions have only one campus while others have more. As far as the library professionals are concerned, only those holding permanent posts and having a minimum qualification of B.L.I.Sc. have been taken into consideration and those who joined these institutes after the year 2010 have been excluded.

### **5.6. Conclusion.**

Though this particular topic has gained importance in other countries, the scenario in India is still quite depressing as very few studies have been made in this direction. It was only while searching for relevant literature for the present study that this fact was realized. The question which arises here is that while we talk of bombastic terms such as digital libraries, cloud computing, mobile technologies, web-based applications,

library portals etc. but we hardly think how much these concepts would be understood by all the library professionals. Here, library professionals refer to all those working in different designations and not just those holding chief posts only. Perhaps participation in PDAs would alleviate the lacunae. When new technologies are introduced, the library professionals should be given an opportunity to know and learn the same. By participating in PDAs library professionals will be able to do so. Thus, taking part in PDAs is important but what is equally important is also that all the library professionals, having different designations get equal opportunity to participate. Despite its limitations, it is hoped that this study will be able to make the library professionals realize the importance of PDAs. Also, that the employing institutions would comprehend what major role they play in motivating the library professionals to participate in PDAs. It is also hoped that this study would be an eye opener to those who under estimate the status of the library professionals as this study proves that the library professionals also take part in the academic activities as faculty members do.

### **5.7. Areas for Further Research**

The present study has its limitations, there is still very high scope for expanding it for further research. Firstly, apart from Universities and IITs, some other institutes can be compared. Secondly, the professional activities taken for the present study can also be expanded and many other activities can be added to the list as well. The research can further be taken ahead, by making a study of the post participation effect to find out the outcome of participating in PDAs by the library professionals. Over and above, a study can be explored whereby the users can also be involved. In other words user's view can be recorded and analyzed to see if PDAs have any impact on the services provided to the users by the library professionals.

To conclude, this study has tried to be as exhaustive as possible within its limitations. It has paved the way for other studies on similar lines and it has made visible a hitherto ignored aspect of librarianship. It has also added to the very scant literature presently available on the topic at hand.

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**APPENDIX-1  
THE QUESTIONNAIRE**

**1. General Information**

(i) Name:

(ii) Age:

(iii) Gender:

(a) Male  (b) Female

(iv) Phone No./ Email Address:

**2. Educational Qualification:**

(i) B.Lib.

(ii) M.Lib.

(iii) Ph.D.

(iv) Others (please specify)

**3. Name of the Serving Institution:**

**4. Designation:**

**5. Years of Service:**

**6. Participation in Professional Development Activities between 2000-2010:**

**6.1** In which of the following Professional Development Activities have you participated?

(i) Paper Publication (in books, journals, proceedings etc.)

(ii) Attending Scholarly meetings (seminar, conferences etc.)

(iii) Attending Refresher Courses

(iv) Enrollment in and completion of continuing education courses or higher degree education (Ph.D./M.Phil./Post Doc. /Certified Courses in Computers and Information Technology etc.)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

**6.2 Paper Publication:**

(i) Where have you published?

(a) Journal

(b) Book

(c) Proceedings

(d) Others (please specify) :

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(ii) If you have published in a book, please mention the kind of book.

(a) Authored (self written)  (b) Edited  (c) Both

### 6.2.1 Publication in Journals

<b>Sl. No.</b>	<b>Name of the Jl.</b>	<b>Jl.Type(Local/National/International)</b>	<b>Title of the Article</b>	<b>Vol. No.&amp; Issue No.</b>	<b>Month &amp;Year</b>	<b>Page No.</b>

### 6.2.2 Publication of Authored(self written) Book/s

<b>Sl. No.</b>	<b>Name of the Book</b>	<b>Place of Publication</b>	<b>Year</b>

### 6.2.3 Publication in Edited Book/s

Sl. No.	Name of the Book	Edited By	Chapter Name	Year	Page No.

### 6.3 Attending Scholarly Meetings:

Sl. No.	Name of the seminar /conference	Type(Local/National /International)	Place where it was held	Date & Year

### 6.3.1 Presenting Paper in Scholarly Meetings:

Sl. No.	Name of the seminar /conference	Type(Local/National/International)	Title of the Presented Paper	Place where it was held	Date & Year

### 6.4 Attending Refresher Courses / Orientation Programme.

Sl.No.	Name of the Refresher Course / Orientation Programme attended	Place where it was held	No. of days	Date & Year

**6.5 Enrollment in Higher Degree Education (M.Phil./Ph.D./Post Doc.):**

<b>Date of enrollment</b>	<b>Date of completion</b>	<b>Topic of M.Phil. /Ph.D. /Post Doc.</b>

**6.5.1 Enrollment in any other Higher Degree Education / Library Training Programme apart from the above mentioned:**

<b>Date of enrollment</b>	<b>Date of completion</b>	<b>Topic / Programme</b>



**6.6** When do you participate in the professional development activities?

- (i) During office hours
- (ii) During personal time e.g. during holidays
- (iii) After office hours
- (iv) Others(please specify)

## **7 Library Associations:**

**7.1** Are you a member of any Library Association? Yes/No

**7.1.1** If **YES**, has that helped you to increase your participation in professional development activities? Yes/No

**7.1.1.1** How has the library association helped you?

- (i) Financially
- (ii) By providing information about the professional development activities
- (iii) By keeping you up to date with the current trends of professional development activities
- (iv) Others(please specify)

**7.1.2** If **NO**, what are the factors for not being a member of library association?

- (i) Lack of knowledge of the Library Association.
- (ii) Work pressure
- (iii) High membership fee
- (iv) Lack of interest
- (v) Lack of time
- (vi) All of the above
- (vii) Others (please specify)

**7.2** Are you a member of any non-library professional association? Yes/No

**7.2.1** If Yes, please name the associations of which you are a member.

**7.2.2** How do you, as a library professional, benefit from these non-library professional associations?

- (i) They provide certain ideas that you can use in your own profession
- (ii) They provide opportunities for meeting non-library professionals who can contribute physically and technically to your profession
- (iii) Other reason(please specify)

**8** What is the medium through which you get the information about the professional development activities?

- (i) Through circulars of the respective institution
- (ii) Through the associations whose member you are
- (iii) Through email alerts
- (iv) Through friends
- (v) Through self exploring of the net
- (vi) Others (please specify)

**9** Who aids you financially to participate in the professional development activities?

- (i) Self funding
- (ii) Sponsored by the respective institution
- (iii) Funds from other organization or library association
- (iv) Relatives and friends
- (v) Others(please specify)

**9.1** What kind of aid does your institution provide you to participate in professional development activities?

- (i) Paid leave
- (ii) Time off
- (iii) Administrative assistance
- (iv) Financial assistance
- (v) Others(please specify)

**9.2** If your institute helps you financially, what kind of funding is it?

- (i) Partial Funding
- (ii) Full Funding



**12 Problems with participating in professional development activities:**

**12.1** What problems do you face for participating in professional development activities? Please tick the options according to your preference

- (i) Lack of time
- (ii) Lack of financial support from the respective institution/organization
- (iii) Lack of interest
- (iv) Lack of awareness about the professional development activities
- (v) Lack of training in professional development activities
- (vi) Work pressure
- (vii) A schedule conflict with some campus activities
- (viii) Some professional development activities are limited either to the students and to faculty members, librarians are usually not invited
- (ix) Others (please specify)

0	1	2	3	4

**12.2** Do senior professionals get more opportunities to participate in professional development activities? Yes/No



**13.3** If **YES**, in what way has your participation in professional development activities benefitted the users?

- (i) Better library instruction
- (ii) Better relations with users
- (iii) Improved collection development
- (iv) Better reference services
- (v) Up-to-date information
- (vi) Others (please specify)

**13.4** If **NO**, Why?

- (i) The authorities do not allow you to put what you learnt into practice
- (ii) Users do not respond to your new ideas and suggestions
- (iii) There is no time to practice what you learnt
- (iv) There is no money to practice what you learnt
- (v) Others (please specify)

**14 Negative impacts:**

**14.1** What do you think are the negative impacts of participating in professional development activities?

- (i) Negligence of official duties
- (ii) Negligence of one's health
- (iii) Negligence of family duties
- (iv) None of the above
- (v) Others (please specify)

**15 Measures to improve participation of library professionals in professional development activities:**

**15.1** Which measure according to you will help the library professionals to participate more in the professional development activities?

- (i) Provision of funds
- (ii) Provision of leave with pay
- (iii) Promotion
- (iv) Faculty Status
- (v) Enrollment in different academic associations
- (vi) Others (please specify)

**15.2** Do you think a specific type of funding should be provided by all the institutions in order to increase participation of the library professionals in the professional development activities? Yes/No

**16** Do you think participation of the library professionals in the professional development activities should be made compulsory in all the institutions having library professionals? Yes/No

**17** Will a good relationship with campus teaching faculty help librarians gain access to professional development activities? Yes/ No

**18** Do you have any other suggestion/s for the improvement of participation of the library professionals in the professional development activities?

**Signature of the respondent.....**

**Signature of the Investigator.....**

**Date:**

**Date:**

## **CURRICULUM VITAE**

Ms. Pansngiat Passah

Ph.No. : 9863086939

Email id. : [pan.ab.21@gmail.com](mailto:pan.ab.21@gmail.com)

### **PERSONAL PROFILE**

Name : PANSNGIAT PASSAH

Gender : FEMALE

Father's Name : (L) R. SURONG

Mother's Name : Y.PASSAH

Date of Birth : 01-07-1984

Languages Known : ENGLISH, HINDI, KHASI AND JAINTIA.

Permanent Address : C/O. Y.PASSAH, LAMAVILLA, NEAR IVY GREEN  
SCHOOL, GARIKHANA, SHILLONG-793002,  
MEGHALAYA, INDIA



Sl. No.	School/College /University/Or ganization	Examination Passed	Year of Passing	Subjects	Class or Division	% of Marks
1.	MMHS	SSLC	2000	English, Maths, Science, Social Science, Alt. Eng, Computer Science	2 <sup>nd</sup>	56%
2.	St.Mary's College	HSSLC	2002	Alt. Eng, History, Political Science, Home Science, Economics	1 <sup>st</sup>	61.2%
3.	St.Mary's College	B.A. (Hons.)	2005	Economics(Econom ics(Hons.)),History, Political Science, Man and Environment	2 <sup>nd</sup>	48.62%
4.	NEHU	MLISc	2007	Library and Information Science	1 <sup>st</sup>	62.33%
5.	UGC	UGC-NET Eligibility for Lectureship	2006, 2007	Library and Information Science	Qualified for Lectureship	
6.	UGC	UGC-NET Eligibility for JRF	2012	Library and Information Science	Qualified for JRF	

**Academic Qualifications:**

**Work Experience:**

Designation	Period		Institution/Unit
	From	To	
Library Assistant	Jan 2007	March 2007	Anthropological Survey of India
Library Assistant	April 2008	April 2011	SAP Library, Department of Geography, North-Eastern Hill University, Shillong.

### **Other Scholarly Activities:**

1. Completed one year Diploma in System Management (DISM) from APTECH COMPUTER EDUCATION, Shillong in 2002.
2. Attended PLANNER 2007 (5<sup>th</sup> Convention) organised by INFLIBNET Centre, Ahmedabad and Gauhati University, Guwahati from 7<sup>th</sup> -8<sup>th</sup> December 2007 at Gauhati University, Guwahati.
3. Attended Seminar-Cum-Workshop on 'Managing Libraries, organised by National Library, Kolkata in collaboration with Department of Library and Information Science, NEHU, Shillong from 25<sup>th</sup> -26<sup>th</sup> March 2008 at DLIS, NEHU, Shillong.
4. Attended the National Seminar in 'Personality Development in the Library Profession (PDITLP), organized by the Department of Library and Information Science, NEHU, Shillong from 21<sup>st</sup> -23<sup>rd</sup> October 2010 at NEHU, Shillong.
5. Attended the National Workshop on 'Library 2.0: The Next Generation Library Services in the Digital Era', organized by ISI, Kolkata and the Department of Library and Information Science, NEHU, Shillong from 7<sup>th</sup> -9<sup>th</sup> March 2011 at DLIS, NEHU, Shillong.
6. Attended the National Seminar on 'Information Communication Technology in Education' from 13<sup>th</sup> -15<sup>th</sup> September, 2011, organized by Department of Education, NEHU, Shillong.
7. Participated in the National Seminar on e-Governance organized by DEIT, Ministry of Communications & Information Technology, Govt. of India at NEHU, Shillong on 9<sup>th</sup> April, 2012.
8. Attended the National Seminar cum Workshop on 'Managing Libraries in Digital Era' from 10<sup>th</sup> -11<sup>th</sup> August, 2012, organized by Rev. B .M. Pugh Library, Assam Agricultural University, Jorhat.

9. Attended Training cum Workshop Programme on Information Literacy (TWPIIL) organized by the Department of Library and Information Science, NEHU, Shillong from 15<sup>th</sup>-16<sup>th</sup> October 2012, at NEHU, Shillong.
10. Completed a short term training course in Data Analysis using SPSS organized by Computer Centre, NEHU, Shillong from May, 2013 to June 2013.
11. E-Publishing: An Analytical Approach” was sent and accepted for poster presentation for International Conference of Digital Libraries held on 27<sup>th</sup> -29<sup>th</sup> Nov. 2013.
12. Attended International Seminar on Application of Communication and Information Technology in Library and gave a poster presentation on “Managing and Documenting Indigenous Traditional Knowledge of North-East India: A Proposal” held on 28<sup>th</sup> -30<sup>th</sup> January, 2014
13. Attended and presented a paper on “The Role of Employing Institutions in Facilitating Continuing Education of Library Professionals” as co-author with Dr. Bikika Laloo, Associate Professor, DLIS, NEHU, Shillong in the International Conference on Information Literacy in the Knowledge Society, organized by DLIS, NEHU, Shillong, from 6<sup>th</sup> to 8<sup>th</sup> March, 2014.
14. Attended National Workshop cum Training Programme on “Management of Libraries and Information Centres in Digital Era” organized by IIM Shillong in collaboration with National Library, Kolkata (GOI) from March 25-27, 2014.

### Papers Published

<b>Sl. No.</b>	<b>Title of the Paper</b>	<b>Organization</b>	<b>Type</b>	<b>Dates</b>
1	Time Management in a One Person Library	DLIS,NEHU	National	21-23 October, 2010
2	Institutional Repositories of India: A Comparative Study of North-Eastern Hill University With Other Universities	PLANNER	National	01-03 March, 2012
3	Marketing Library Services in Digital Era: Need and Challenges	Assam Agricultural University, Jorhat	National	10-11 August, 2012
4	Participating in Professional Development Activities as a Means of Professional Competency	SAARC in collaboration with BIMTECH, Noida	International	1 -2 Dec.,2012
5	Professional Development Activities and Next Generation Libraries: A Review of Literature	ILA and DLIS, Karnatak University, Karnataka	International	24-27 February, 2013
6	Role Of Professional Associations In The Development Of The Library Professionals: A Study Of The North-Eastern Hill University.	UPLA, Agra and K.P. Engineering College	National	14 <sup>th</sup> April, 2013
7	E-Publishing: An Analytical Approach	International Conference of Digital Libraries to be held on	International	27-29 Nov. 2013.
8	Managing and Documenting Indigenous Traditional Knowledge of North-East India: A Proposal	International Seminar on Application of Communication and Information Technology in Library	International	28-30 January,2014
9	The Role of Employing Institutions in Facilitating Continuing Education of Library Professionals	International Conference on Information Literacy in the Knowledge Society, organized by DLIS, NEHU, Shillong	International	6 <sup>th</sup> to 8 <sup>th</sup> March, 2014.

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