

**CONTINUING EDUCATION AND PROFESSIONAL  
DEVELOPMENT (CEPD) PROGRAMMES FOR LIBRARY  
AND INFORMATION SCIENCE PROFESSIONALS  
IN INDIA: AN EXPLORATORY STUDY**

**ABSTRACT OF  
DISSERTATION**

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**UNDER THE SUPERVISION OF**

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# **Abstract**

## **Chapter 1**

### **Introduction**

Library and information science professional associations, institutions, schools and educators play a major role in the growth and development of innovative ideas and awareness levels of professionals in the present knowledge society. For this purpose, professional associations and institutions organize different Continuing Education and Professional Development Programmes like conferences, workshops, seminars, training, webinars, etc. through which LIS professionals enhance their skills, advanced knowledge, attitude and techniques. Library and information science is one of the fields which earliest adopt the changes and aware the professionals about the latest management skills.

The term Continuing Education and Professional Development (CEPD) Programmes is very popular and widely used in library and information science field. It includes all the activities and efforts for the growth and development of professional's skills and helps in implementing this knowledge in the profession. (Rafiq, Jabeen, & Arif, 2017).

Broadbent and Grosser (1987) elaborated the concept of CEPD in a deligate manner as: "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".

Feather and Sturges (2003) defined CEPD as: "Continuing professional development is the acquisitions of professional skills and knowledge beyond those required for initial qualification and learned in formal programs of education. It is an activity strongly promoted by library and information associations, which typically make provision for it by providing seminars and workshops, and perhaps through their publications. It involves a systematic approach to staff development and continuing education, usually consisting

of a program of learning opportunities made available over a period of time. The intention is to ensure that information workers continue to acquire and adapt their skills and knowledge to a swiftly changing professional environment. Increasingly, professionals are expected to take responsibility for their own CPD as they plan the enhancement of their skills and the development of their careers”.

LIS Continuing Education and Professional Development (CEPD) Programmes have a significant role in the communication of information among professionals. It is the primary and secondary source of information. Conferences, workshops and seminars provide a platform for LIS professionals to interact with each other, discuss the issues and challenges, share their views and present papers. These programmes are organized at different levels and an effective form of research communication. Analysis and interpretation of brochures and conference proceedings are one of the important research activities for measuring the recent trends, authorship pattern, etc. in the library and information science field.

### **Need for the Study**

Organising Continuing Education and Professional Development (CEPD) Programmes are fully intellectual and lifelong learning activities. So, this study is being conducted for finding the paper pattern and behaviour in the national and international LIS conferences as well as analysing the LIS CEPD Programmes findings.

### **Objectives of the Study**

This study aims to measure the following objectives:

1. To classify the CEPD Programmes organised during the study period into their level of organisation, viz, National and International;
2. To classify the CEPD Programmes like Conferences, Workshops and Seminars organised during study period for LIS professionals;
3. To compare the series wise or individual organisation of CEPD Programmes in India during the study period;

4. To identify the prominent themes of CEPD Programmes;
5. To calculate the page length of the brochures of LIS CEPD Programmes;
6. To enumerate the institutions/associations hosted CEPD Programmes during the study period for LIS professionals;
7. To identify the types of CEPD Programmes organising institutions/associations, viz, Government or Non-government;
8. To investigate the geographical locations of CEPD Programmes hosting institutions/associations;
9. To calculate the gender wise ratio of organising secretary of CEPD Programmes;
10. To find out the average registration fees required to be deposited by the professionals to attend the CEPD Programmes;
11. To know the average duration (in days) of CEPD Programmes;
12. To determine the designation wise organisation of CEPD Programmes by organising secretary;
13. To find out major funding agencies that financially support in organising CEPD Programmes for LIS professionals;
14. To calculate the topic wise contribution of papers in the conferences organised;
15. To find out the average length (page wise) of papers published in the conference proceedings for conferences organised during the study period;
16. To analyse the average number of references per paper published in the conference proceedings for conferences during the study period;
17. To identify the authorship pattern of contributed papers in the conferences organised during the study period;
18. To access the gender wise contribution of paper contributors in the conferences organised during the study period;

19. To understand the designation wise distribution of paper contributors in the conferences organised during the study period;
20. To investigate geographical affiliation of the paper contributors in the conferences organised during the study period; and
21. To identify the types of institutional affiliation of contributed papers as Government or Non-government.

### **Hypotheses of the Study**

The following hypotheses were formulated based on the objectives of the study:

H1: More CEPD Programmes are organized by male professionals than female professionals.

H2: More papers are contributed by authors from the same state where the conference has organised.

H3: Government organizations or institutions organize more national and international LIS CEPD Programmes than Non-government institutions.

H4: Single authored papers are preferred more than Collaborative papers in conferences.

### **Scope and Limitation of the Study**

The scope of the study is limited to national and international CEPD Programmes, covering conferences, workshops and seminars organized in India by LIS professionals or LIS schools during 1st January, 2019 to 31st December, 2019 (i.e., One-year period). Other CEPD Programmes such as Webinars, invited lectures, online videos, invited talks, colloquia etc. are not included.

## **Chapter 2**

### **Review of Literature**

This chapter describes the review of literature on the topic related to Continuing Education and Professional Development (CEPD) Programmes for library and information science professionals.

## **Chapter 3**

### **Research Methodology**

This chapter includes the all the methods, tools and technique applied for the data collection, analysis and interpretation.

This study follows descriptive method of research with content analysis of brochures and conference proceedings of different CEPD Programmes organised during the study period. For this study, the data was collected in three phases. In the first phase, a source list of all the programmes organised during the study period (1<sup>st</sup> January, 2019 to 31<sup>st</sup> December, 2019) was required. Due to unavailability of a single source or database having a list of all various sources like ICSSR Conference alerts; IFLA-News from Asia and Oceania; websites of individual LIS associations, institutions and organizations; LIS forum, Library Science Professionals Portal; Web forum i.e. social networking sites-LIS links, Facebook groups(like World of Library and Information Science),WhatsApp groups, so forth and verifying each programme details from respective websites of organising institutions/associations have been visited during the month of January, 2020 to March, 2020. After the list was finalised, a total 136 LIS CEPD Programmes organised during the study period were found.

In the second phase, the brochures of national and international LIS conferences, workshops and seminars were collected and data related to the study was tabulated in a spreadsheet using Google Sheets. The variables were included in the excel sheet as name of the programme, types, duration, dates, series, organising institutes, host institutes, host institute location, organising secretary details, sponsoring agencies, registration fee of the programme, so forth. In case the brochures were not available the data found on the respective websites of the programmes were considered and fed in the spreadsheet.

In the third phase, conference proceedings of national and international LIS conferences have been collected from Indian LIS CEPD Programme organising schools, departments, associations, institutions, so forth. Since conference proceedings of all conferences were not available on the website or in softcopy form, that's why, it was very difficult to collect all conference proceedings in hard copy form physically during the Corona

Pandemic period. So, for these purposes, a contact was set up to all organising bodies, secretaries or participants of the programme physically or via email or direct phone calls. Then data related to eighteen (18) conference proceedings out of forty-three (43) was collected fully or partially and these data was tabulated in another spreadsheet. The variables included in the spreadsheet were namely, title of the paper, length of the paper, number of authors, gender of author(s), geographical location of programme, number of references, so forth. For the analysis 899 papers have been collected but each paper has not included all types of research related information. So, the number of papers taken for analysis and interpretation have not been the same in each case. For the purpose of analysis, frequency distribution table, pivot table and various charts were prepared using Google Sheets.

## **Chapter 4**

### **Data Analysis and Interpretation**

This chapter includes the analysis and interpretations of data related to the research study. The research study has been conducted using the contents available in the brochures of 136 LIS Continuing Education and Professional Development (CEPD) Programmes (conferences, workshops and seminars) as well as analyses the contents available in the 899 contributed papers of 43 conference proceedings of national and international conferences which were organised in India in the study periods 1st January, 2019 to 31st December 2019.

On the basis of collected information many objectives have been analyzed and interpreted in the form of tables and figures.

## **Chapter 5**

### **Findings, Suggestions and Conclusion**

#### **Testing of Hypotheses**

- **H1: More CEPD Programmes are organized by male professionals than female professionals.**

It is clear from the result of this study that more CEPD Programmes were organised by male professionals than female professionals. (*see* Figure No.-3.8)

So, **Hypothesis is accepted.**

- **H2: More papers are contributed by authors from the same state where the conference has organised.**

The result of this study shows that more papers were contributed by authors from the same state where the conference had organised. (*see* Table No.-3.25 and Figure No.3.18)

So, this **Hypothesis is accepted.**

- **H3: Government organizations or institutions organize more national and international CEPD programmes than Non-government institutions.**

It is clear from the result of this study that Government organizations or institutions organize more national and international CEPD Programmes than Non-government institutions. (*see* Table No.-3.26 and Figure No.-3.19)

So, this **Hypothesis is accepted.**

- **H4: Single authored papers are preferred more than Collaborative papers in conferences.**

The result of this study shows that single authored papers have not preferred more than the collaborative papers in the conferences. (*see* Table No.-3.20 and Figure No.-3.13)

So, this **Hypothesis is rejected.**

### **Findings of the Study**

Following findings of the study have generated on the basis of data analysis and interpretation -

1. This study found that a greater number of national level LIS CEPD Programmes were organised in India than international level programmes. (*see* Table No.-3.1)
2. This study also found that a greater number of workshops were organised in India in comparison to conferences and seminars. (*see* Table No.-3.1 and Figure No.-3.1)

3. Another important finding of the study is related to the theme of LIS CEPD Programmes. More number of such programmes were organised on the theme Koha. (*see* Table No.-3.3 and Figure No.-3.4)
4. This study also found that the majority of such programmes were organised by government institutions/associations than non-government institutions/associations. (*see* Table No.-3.6)
5. This study revealed that Tamil Nadu organised the highest number of LIS CEPD Programmes in comparison to the other states of India. (*see* Table No.-3.8 and Figure No.-3.6)
6. This study found that the majority of such programmes were organised by male LIS professionals. (*see* Figure No.-3.8)
7. An important finding of the study is related to the average registration fee of such programmes. Average registration fee is ₹1563 per programme for students while for other professionals it is ₹1824 per programme. (*see* Table No.-3.11)
8. Another finding of the study is related to LIS CEPD Programmes duration. Majority of such programmes were organised for a single day and 90% programmes had duration upto 3 days. (*see* Table No.-3.12)
9. One of the important findings of the study is related to designation of organising secretaries. Majority of such programmes were organised by librarians. (*see* Table No.-3.13 and Figure No.-3.10)
10. 'Metrics Study' is the most interesting area for LIS professionals to contribute papers in the conferences. (*see* Table No.-3.15)
11. Most of the contributed papers were found to be of the length of 6-10 pages while the average length of the paper was 8 pages per paper. (*see* Table No.-3.16, Table No.-3.17 and Figure No.-3.11)
12. This study found that the majority of contributed papers in the conferences had a number of references up to 10 while the average number of references was 11 per paper. (*see* Table No.-3.18, Table No.-3.19 and Figure No.-3.12)

13. This study found that the highest number of papers contributed in the conferences by two authors followed by solo authored contributed papers. (*see* Table No.-3.20)
14. Male authors contributed more papers than female authors in the conference either as solo authors or in collaboration. (*see* Table No.-3.21)
15. This study found that the designation wise Librarians contributed the highest number of papers in the national and international conferences organised in India. (*see* Table No.-3.22)
16. One of the most important results of this study is related to the geographical affiliation of the papers. Karnataka and UP contributed the highest number of papers in the conferences among the Indian states. (*see* Table No.-3.23)
17. Majority of contributed papers affiliated from government institutions than non-government institutions. (*see* Table No.-3.26)

### **Suggestions**

Following suggestions/recommendations may help in building better CEPD Programmes for LIS Professionals-

- I. Conference organising institutions/associations should upload the soft copy of conference proceedings of each conference on their website and provide free access.
- II. There is a need to organise more international level LIS CEPD Programmes in India due to which Indian LIS professionals may enhance their knowledge through the interaction of international fame foreign professionals.
- III. Registration fee of CEPD Programmes should be reduced for LIS students so that a greater number of students may take the benefits of such programmes.
- IV. LIS CEPD Programmes organising institutions/associations should mention the information related to sponsoring agencies.

- V. There should be given more opportunity to female LIS professionals in organising the LIS CEPD Programmes.

### **Scope for Future Research**

- This study is limited to one-year period so other investigators/researchers may delimit the study periods taking longer period.
- Since study is limited to national and international LIS CEPD Programmes organised in India only, so other investigators may delimit the scope of the study.
- This study is limited to CEPD Programmes like conferences, workshops and seminars only, so other investigators may include webinars, invited lectures, online videos, invited talks, colloquia etc. Seeing the surge in the number of Webinars and virtual events during the lockdown and pandemic period, such programmes may also be taken to get better insights.

### **Conclusion**

Continuing Education and Professional Development (CEDP) Programmes are the soul of learning institutions. These programmes play a major significant role in providing continuing education among library and information science professionals. To fulfil the global demands and develop the skills of LIS professionals, many Indian institutions/associations organise a lot of CEPD Programmes at national and international level in India.

From the analysis of contributed papers, it is seen that a greater number of papers are contributing on Metrics Studies, ICT, Digital Library, so forth and librarians contribute the maximum number of papers in the conferences.

Therefore, CEPD Programmes are very essential for LIS Professionals and students to the real existence in their profession and career. This inculcates the moral values, disseminate up-to-date information and knowledge as well as develop the skills of LIS professionals and ultimately these programmes will help LIS students to lead the organisations in future and will have a key role in future society.