



Original Article

Impact of Academic Performance Indicator System on Co-Curricular, Extension and Professional Development Activities of College Librarians: A Study

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Abstract:

The research paper is based on the Ph.D. thesis submitted to the Sant Gadge Baba Amravati University, Maharashtra. The focus of the research paper is, to study the initiatives and involvement of college librarians in professional development activities. The main purpose of research paper is to study impact of Academic Performance Indicator (API) system on co-curricular, extension and professional development activities of college librarians affiliated to the Sant Gadge Baba Amravati University, Maharashtra. So, survey is conducted for college librarians and response rate is 76.37%. The structured questionnaire is used as prime tool for data collection and data analyzed through statistical test and hypothesis tested. From the findings of the research study it is concluded that most of the college librarians are participated in orientation, refresher and short term courses conducted by the Human Resource Development Center. The result shows that there is impact of API system on co-curricular, extension and professional development activities of college librarians.

Keywords: HRDC, STC, API system, PD Activities, Co-curricular and Extension Activities, College librarian, Training Courses, NIC/NISCAIR Programmes, Faculty Development Programmes, Career Advancement scheme (CAS), ILA etc.

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Introduction:

According to Adomi and Nwalo, 'Professional Development (PD) opportunities provide a means whereby we can keep abreast of these changes, broaden our skills and be more effective in our work'. Librarians the world over are faced with the constant challenge of remaining abreast of developments in their field. Rapid changes in technology and workplace roles threaten to make their skills obsolete unless they undertake constant Professional Development. This international collection presents a comprehensive overview of current continuing professional development theory and practice for those who manage and work in library and information services (Paul and Walton, 2006). As the LIS profession has become more dynamic due to technology, job description and designation both has changed (Jaiswal, 2016).

It is an attempt to examine co-curricular, extension and professional development activities of college librarians after implementation of API system. Because after implementation of API system there are more changes occurs in functioning and working of the college libraries. To get maximum score in API system college librarians performed more activities related to the users, organization of resources, and publication of research data. Actually, there are three categories on which academic performance will be rated first is, 'Procurement, organization, and delivery of knowledge and information through Library services', second is, 'Co-curricular extension and professional development related activities', and third is, 'research and academic contribution. This research paper highlighted the co-curricular, extension and professional development activities of college librarians in

the Sant Gadge Baba Amravati University region in Maharashtra state.

Review of Literature and Research Gap Analyzed:

Sarode, 2019 stated that, 'the continuous learning is about the constant expansion of skills and skill-sets through learning and increasing knowledge'. Ramaiah and Moorthy (2002) reported the need and impact of continuing education programmes (CEP) for library and information science (LIS) professionals in India, particularly for college librarians. University Grants Commission (UGC, 2010) notifying that, 'Performance of teacher is assessed on the basis of a Performance Based Assessment System (PBAS) in which scores have been assigned to each sub dimension or Academic Performance Indicator (API)'. Due to emergence of academic performance indicator system the numbers of career development activities are increased. The number of research publication of college librarian in regional, national and international journals was increased (Bhongade & Sarode, 2020).

Sarode and Nishane, 2016 stated that, 'the Academic Performance Indicator is directly related to the Professional Development of academic librarians' and further stated that, the professional development is never ending process; it is continuous such as lifelong learning process. Kannappanavar and Praveen Kumar (2011) evaluated the training programmes pertaining to Library and Information science and their effectiveness as stated by library professionals in selected Agricultural Science Libraries in India. According to Sarode and Raut 2016, 'the professional development activities and skills of



academic librarians have fulfilled a need for the continuing acquisition of update knowledge'. According to Chan and Auster (2003) professional librarians are motivated to maintain their professional competence but they should be encouraged to participate in updating activities. The most of the previous studies were concentrated on overall professional development; this study is related to micro and exhaustive investigation of co-curricular, extension and professional development activities.

Objectives of Research Study:

1. To evaluate co-curricular, extension and professional development activities of college librarians.
2. To measure impact of academic performance indicator (API) on the co-curricular, extension and professional development activities of college librarians.
3. To review the problems faced by college librarians in effective utilization of co-curricular, extension and professional development activities in their libraries.

Research Methodology:

The use of qualitative methods has also been frequently reported in the literature. The study is based on comprehensive review of related literature. For this online and offline databases such as LISA and LISTA were used. In the survey of college librarians a combination of questionnaire, observation and semi-

structured interviews were adopted for collection of primary research data. For the quantitative part of the investigation, data were pre-coded, but for the qualitative part, coding was done after data has been collected. Statistical test and relationships between variables were studied and applied to find valid solutions from the collected data.

1. Sampling of the Research Study:

Out of the mailed 237 questionnaire 181 questionnaire were received, therefore N=181. Hence the response rate is 76.37%. The overall response is good while considering survey research. Hence, the received data is analyzed and processed for the purpose of interpretation.

2. Scope and Limitation of the Research Study.

The scope of the present research study is related to the Arts, Commerce and Science College Libraries affiliated to the Sant Gadge Baba Amravati University, Maharashtra. There are total 398 colleges affiliated to the university up to March 2023, while 237 colleges having Arts, Commerce and Science subjects.

Observation and Findings of The Research Study:

1. General Information of Respondents:

The general information of the respondents is collected through survey according to their gender, location of their working institute, qualification, and working experience in the librarianship profession given in the Table-1.



Table-1: General Information of Respondents

Description	Option	Measured Frequency	%
Gender	Male	137	75.70
	Female	44	24.30
	Transgender	0	0
	Total	181	100%
Location of Institute	Urban	36	19.89
	Semi Urban	93	51.38
	Rural	52	28.73
Qualification	MLISc.	53	29.28
	MLISc. SET/NET	28	15.47
	MLISC. Ph. D.	64	35.36
	MLISc. M. Phil.	36	19.89
Experience	0-10 yrs	84	46.40
	11-20 yrs	56	30.94
	21-30 yrs	28	15.48
	Over 30 yrs	13	07.18

From the Table-1 it is revealed that, Out of 181 respondents, male are 137 (75.70%), and the female are 44(24.30%). The 36 (19.89%) institute are situated in urban area, 93 (51.38%) are in semi-urban; while 52 (28.73%) institutes are in rural area. Majority of the (college librarians) i.e. 64 (35.36%) having M.L.I.Sc., Ph. D. degree, 36 (19.89%) has M.L.I.Sc., M. Phil. qualification. While 28 (15.47%) M.L.I.Sc., SET/SLET/NET and 53 (29.28%) have only M.L.I.Sc. degree. 84 (46.40%) respondents have working experience below than 10 years while 56 (30.94%) having below than 20 years of experience of college librarianship.

2. Participation in Professional Development Activities:

Participation in Orientation/ Refresher/ Short Term Courses and Training courses, NIC/NISCAIR Programmes, workshops etc. is essential, it is mandatory for placement under Career Advancement System (CAS). The Orientation programme is intended to inculcate in the young professionals the quality of self-reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence (Lynton & Pareek, 1990).



Table-2: Participation in Professional Development Activities

Types	Option	Measured Frequency	%
Orientation Programmes	Nil	17	9.39
	One	164	90.61
	More than One	0	0
Refreshers Courses	1-3	64	35.36
	4-6	76	41.97
	More than 6	41	22.67
Short Term Courses	Nil	19	10.49
	1-2	57	31.49
	More than Two	105	58.02
Training Courses, NIC/NISCAIR Programmes, Faculty Development Programmes, Workshops, etc. (not less than one week duration)	1-3	121	66.85
	4-6	39	21.55
	More than 6	21	11.60

From the Table-2 it is found that, 90.61% college librarians participated in the orientation programmes conducted by the Human Resource Development Center (HRDC). 41.97 % college librarians completed their refresher courses 4-6 times, 35.36% completed 1-3 times, while 22.67% participated more than 6 times in refresher courses in various HRD centers in India. 58.02% college librarians

completed their Short Term Courses (STC). 66.85% college librarians completed the training courses on various subjects organized by the various agencies such as NIC, NISCAIR, ILA etc. It is found that, after implementation of API system the participation of college librarians in professional development activities were increased.

3. Impact of API System on Co-curricular, Extension and Professional Development Activities of College Librarians'

Table-3: Impact of API System on Co-curricular, Extension and Professional Development Activities of College Librarians'

Activities	Not at all	Very little	Some what	Much	Very much
Actively participation in short term programmes	08 (4.42)	10 (5.53)	14 (7.74)	71 (39.22)	78 (43.09)
Contribution to corporate life and management of the library units	22 (12.15)	18 (9.95)	17 (9.39)	103 (56.90)	21 (11.61)
Cultural exchange and library service programmes increased	09 (4.98)	14 (7.74)	12 (6.63)	84 (46.40)	62 (34.25)
E-library training courses started for users and staff	16 (8.84)	22 (14.15)	26 (14.36)	83 (45.85)	34 (18.79)



Membership of professional associations increased	16 (8.84)	14 (7.74)	24 (13.25)	108 (59.67)	19 (10.49)
Organization of adult education programme	09 (4.98)	19 (10.50)	28 (15.46)	93 (51.38)	32 (17.68)
Organization of practical/training session for library professional	07 (3.87)	12 (6.63)	23 (12.70)	112 (61.88)	27 (14.92)
Participation increased in Seminars, workshops, conferences, symposia, webinars, etc.	00	09 (4.98)	08 (4.41)	127 (70.16)	37 (20.45)
Professional consultancy started for librarianship professional	24 (13.25)	19 (10.50)	17 (9.40)	89 (49.17)	32 (17.68)
Programme organized for promotion of library services and information products	04 (2.20)	25 (13.82)	21 (11.61)	39 (21.54)	92 (50.83)
Seminars, workshops, conferences, symposia, webinars, etc. organized	10 (5.53)	28 (15.47)	20 (11.04)	94 (51.94)	29 (16.02)
Student related co-curricular, extension and field-based activities increased	05 (2.77)	12 (6.63)	13 (7.18)	82 (45.30)	69 (38.12)
Talks/Lectures on emerging topics started	23 (12.71)	22 (12.15)	29 (16.02)	64 (35.36)	43 (23.76)
To handle library resources efficiently demonstration and hands-on-training given to the library users and staffs	09 (4.98)	22 (12.15)	19 (10.50)	92 (50.82)	39 (21.55)

From the Table-3 it is found that, 78 (43.09%) college librarians were very much actively participated in short term programmes. 71 (39.22%) college librarians were at much level, while 14 (7.74%) and 10 (5.53%) were participated at somewhat and very little level. 59.67% college librarians are members of professional associations, 51.94% college librarians successfully organized Seminars,

workshops, conferences, symposia, webinars, etc. Most of the college librarians 70.16% participated in Seminars, workshops, conferences, symposia, webinars, etc. while 61.88% college librarians organized practical training session for library professionals.

It is found that, after implementation of API system the participation of college



librarians in Co-curricular, Extension and professional development activities is increased.

4. Problems faced by college librarians in effective utilization of co-curricular, extension and professional development activities in their libraries.

Table-4: Problems Faced by College Librarians in effective utilization of co-curricular, extension and professional development activities in their libraries.

Problems	Not at all	Very little	Some what	Much	Very much
Heavy work pressure/stress of library	9 (4.98)	8 (4.41)	14 (7.74)	118 (65.19)	32 (17.68)
Inadequate budget to conduct professional development activities in library	7 (3.87)	13 (7.18)	18 (9.95)	99 (54.70)	44 (24.30)
Insufficient time to participate in professional development activities	6 (3.32)	11 (6.07)	13 (7.18)	102 (56.36)	49 (27.07)
Lack of adequate physical facilities to conduct professional development activities	6 (3.32)	13 (7.18)	17 (9.39)	92 (50.83)	53 (29.28)
Lack of co-operation from higher authority	16 (8.84)	13 (7.18)	19 (10.49)	86 (47.52)	47 (25.97)
Lack of ICT and advance technology	94 (51.94)	32 (17.68)	44 (24.31)	7 (3.87)	4 (2.20)
Lack of planning by library/library committee	12 (6.62)	77 (42.54)	81 (44.76)	6 (3.31)	5 (2.77)
Less number of supportive staff to conduct professional development activities	9 (4.98)	9 (4.98)	34 (18.78)	110 (60.77)	19 (10.49)
Unavailability of expertise/trainers for conduction of an extension and professional development activities	14 (7.74)	19 (10.49)	18 (9.95)	92 (50.83)	38 (20.99)

From the Table-4 it is found that most of the college librarians (65.19%) faced the problem of heavy work pressure/ stress of the library while 4.98%, college librarians not at all, 56.36% college librarians faced the problem of insufficient time to participate in professional development activities and 60.77% college librarians face the problem of less number of supportive staff to conduct professional

development activities. It is found that, after implementation of API system various problems faced by the college librarian in effective utilization of Co-curricular, Extension and professional development activities. Hence, there is strong need to organize and participate in various programmes, activities and workshop for these activities. It is also recommended that, Academic Staff Colleges (ASCs), Human



Resource Development Centers, UGC and other higher education institution takes more efforts to start awareness programmes on Co-curricular, Extension and professional development activities.

5. Verification of Hypothesis:

H₀: There is no significant impact of academic performance indicator (API) on

the co-curricular, extension and professional development activities of college librarians.

H_a: There is a significant impact of academic performance indicator (API) on the co-curricular, extension and professional development activities of college librarians.

Table-5: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.832 ^a	.692	.691	.91668	2.026
a. Predictors: (Constant), Academic performance indicator (API)					
b. Dependent Variable: co-curricular, extension and professional development activities					

As per Table-5 (Model Summary), the value of R Square is 0.692 which measures how well the variables count Academic Performance Indicator (API) factors performed in explaining the variation in dependent variables (co-curricular, extension and professional development activities), The Value of Adjusted R-square is 0.691 which is preferred for reporting regression results when multiplied by hundred percentage the value of adjusted R-

square will be 69.1% this percentage shows that 69.1% of the variation is due to the number of times the independent variable affects the dependable factors, the remaining of 30.9% is due to the other predictors that are not included in models and which are not controllable. Also, the value of Durbin Watson is 2.026 which show the excellent positive autocorrelation between both variables.

Table-6: Coefficients^a

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.542	.436		5.833	.000
	Academic Performance Indicator (API)	.772	.038	.832	20.073	.000
a. Dependent Variable: co-curricular, extension and professional development activities						

From Table-6 (Co-efficient table), the Constant is 2.542. The un-standardized coefficient of the predictor frequency of

Academic Performance Indicator (API) is 0.772, which indicates that for each Academic Performance Indicator (API), its role in co-



curricular, extension and professional development activities increases by 0.772 (i.e., 77.2%) keeping the level of other predictors in the model constant. Here the significance value is 0.000 which is less than our significance i.e., 0.05 ($0.000 < 0.05$) therefore, we reject the null hypothesis. Thus, there is a significant impact of academic performance indicator (API) on the co-curricular, extension and professional development activities of college librarians. Therefore, the fitted regression model is, 'Impact of Academic Performance Indicator (API) = $2.542 + 0.772$ (Co-curricular, Extension and Professional development activities)'

Conclusion:

It is concluded that, there is strong need to organize and participate in various programmes, activities and workshop of Co-curricular, Extension and professional development activities. From the findings of the research study it is concluded that most of the college librarians are participated in orientation, refresher and short term courses conducted by the Human Resource Development Center. It was also found that most of the institutions are engaged in organizing professional development event and college librarians were participating in it for improving API score.

It was found that, there is a significant impact of academic performance indicator (API) system on co-curricular, extension and professional development activities. Hence, it is concluded that, after implementation of API system the activities related to co-curricular, extension and professional development is increased. But after implementing of API system most of the college librarians faced various problems such as heavy work pressure, inadequate budget, less number of supportive

staff and lack of adequate physical facilities etc. It is also recommended that, Academic Staff Colleges (ASCs), Human Resource Development Centers, UGC and other higher education institution takes more efforts to start awareness programmes on Co-curricular, Extension and professional development activities. It seen that API system plays an important role in professional development of college librarians in Sant Gadge Baba Amravati University region of Maharashtra state.

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