THE IMPACT AND EFFECTIVENESS OF FACULTY DEVELOPMENT PROGRAMMES IN PROFESSIONAL COMPETENCE AND LIBRARY SERVICES: A SURVEY

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Abstract

This study examines the impact and effectiveness of Faculty Development Programmes (FDPs) and Refresher Courses in enhancing the professional competence of library professionals and improving library services in Maharashtra. Using a survey method, data were collected from 82 librarians, deputy librarians, and assistant librarians through structured questionnaires. The findings indicate that FDPs significantly contribute to the development of essential skills, particularly in areas such as digital library management, library automation, research support, information literacy, and digital resource management. A large majority of respondents reported substantial improvement in their knowledge, confidence, and practical application of new tools and technologies. The study further reveals that FDPs have led to notable improvements in service quality, user support, and the overall efficiency of library operations. However, challenges such as inadequate resources, limited institutional support, and time constraints hinder the full implementation of skills gained. The results underscore the importance of continuous professional development and the need for stronger institutional backing to maximize the benefits of FDPs. Overall, the study reaffirms the critical role of FDPs in equipping library professionals to meet evolving academic and technological demands and in fostering a more dynamic and responsive library environment.

Keywords: Faculty Development Programmes (FDP), Refresher Courses, library professionals, Library Services

I. Introduction

Faculty Development Programmes (FDPs) play a pivotal role in enhancing the knowledge, skills, and pedagogical strategies of educators, enabling them to excel in their academic and professional roles. The main objectives of the programmes is to introduce professionals with the latest trends, technologies and methodologies in their respective disciplines.

In the context of library services, FDPs focus on developing proficiency in areas such as information literacy, digital resource management, research data curation, and the integration of library services into academic curricula. These programmes help faculty members navigate the complexities of modern library systems, including digital repositories, open access resources, and advanced search tools, thereby enhancing their ability to support student learning and academic research.

Additionally, FDPs foster collaboration between faculty and library professionals, encouraging the co-creation of resources, workshops, and initiatives that address institutional goals. Such initiatives not only

improve access to information but also promote the ethical use of resources, fostering a culture of academic integrity and innovation.

By aligning library services with the broader objectives of teaching and research, FDPs help bridge gaps in knowledge and practice, enabling educators to stay ahead in a rapidly changing academic landscape. This article explores the significance of FDPs in the realm of library services, offering strategies for their design and implementation while highlighting their impact on enhancing educational outcomes and research productivity.

II. Review of Literature

In the study of Moyao (2023) he reported that, the trainings and seminars like the Book Writing Workshop proved that investing in FDPs can help educators in unleashing their skills and realizing their potentials which can results to positive impacts on the quality of education they provide to their students. The adoption of effective strategies, such as inquiry based learning and critical evaluation of sources, has led to increased student engagement, independence, and proficiency in research skills.

According to Maqsood, Prendeville and Bhatti (2024) research examined the impact of Faculty Development Programmes (FDPs) on business schools' performances in Pakistan, facilitated by the Training and Development Wing of the National Business Education Accreditation Council. Informed by Kirkpatrick's model, using a mixed methods approach, the perspectives of business school faculty staff were sought on the impact of these programmes in their respective business schools. Data gathered at four points, aligned to the four levels of Kirkpatrick's model, identified the effectiveness and the positive impact of FDPs as capacity building initiatives in business schools over time, leading to their success in obtaining accreditation.

Mahajan, R. and Singh, T. (2021) stated that, faculty development is crucial for improving the quality of education and, ultimately, the health status of the society. Although the impact of any FDP will depend upon the intended outcomes, area of focus, methodology adopted, target audience, and availability of support system for transfer of training; all FDPs contribute significantly in enhancing faculty self-efficacy and professional competence.

Sakharekar, S., Gorde, S. and Sayankar, K. (2022) pointed out that, most faculty members are loaded with excessive teaching and they are getting very less time for learning and research. New faculty members experience greater stress especially areas like time constraints, lack of collegial relations, inadequate feedback, recognition and reward, unrealistic expectations, insufficient resources, lack of balance between work and personal life. Conferences and seminars provide an excellent opportunity to faculty to share new academic developments and to network with fellow colleagues. A faculty member presents his work in such conferences and get feedback about it.

III. Objectives of the study

- To evaluate how Faculty Development Programs (FDPs) enhance the professional competence and library services
- To determine the role of FDPs in improving the quality and accessibility to library services and resources
- To identify specific areas where FDPs have had a measurable impact
- To measure how FDPs contribute to the development of new skills and the application of knowledge in academic and library settings
- To explore challenges faced by participants during and after FDPs in implementing learned strategies or improving professional practices.

IV. Research Method

This study used questionnaires to collect data from libraries in Maharashtra State and the survey was performed online.

Total 100 questionnaires were distributed, out of which 82 valid completed questionnaires were selected.

V Result and Discussion

Table No. 1

What is your role in the library?

Role in the Library	Particular	Percentage
Librarian/Director	47	57.32
Deputy Librarian	14	17.07
Assistant Librarian	21	25.61
Total	**82**	**100**

Present study is based on survey method. Questionnaire were used to collect data from Librarian/Director, Deputy Librarian and Assistant Librarian. The response rate among the Librarian are 57.31%, Deputy Librarian 17.07% and Assistant Librarian 25.61%.

Table No. 2

Number of FDPs/Refresher courses you have attended

Attended FDPs/Refresher Courses	Number	Percentage
Less than 3	28	34.14
3-5 FDPs	33	40.24
6-10 FDPs	16	19.51
More than 10 FDPs	05	6.10
Total	**82**	**99.99**

Table No.2 shows that 34.14% professionals have attended Less than 3 FDPs/Refresher courses, whereas 40.24% professionals attended 3-5 FDPs, 19.51% have attended 6-10 FDPs and 6.10% professionals have attended more than 10 FDPs.

Table No. 3

Please indicate which topics you found most useful in the FDPs/Refresher courses you have attended till now

Topics	Number	Percentage
Digital library management	71	86.58
Library technology and automation	70	85.36
User services and support	52	63.41
Cataloguing and classification system	49	59.75
Research data management	67	81.70
Research support and information literacy	72	87.80
User engagement and outreach	64	78.05
Leadership and management in libraries	51	62.19
Other	43	52.44

Table No. 3 reveals that the topic Research support and information literacy found most useful i.e. 87.80%, followed by Digital library management 86.58%, Library technology and automation 85.36%, Research data management 81.70%, User engagement and outreach 78.05% and so on.

Table No. 4

To what extent do you feel the FDPs/Refresher courses have improved your knowledge and skills related to library services?

Particular	Number	Percentage
Significantly Improved	69	84.15
Moderately Improved	13	15.85
Slightly Improved	00	00
No Improvement	00	00
Total	**82**	**100**

It can be observed from table no. 4 that, 84.15% professionals thought that FDPs/Refresher courses have significantly improved their knowledge and skills while 15.85% thought that it moderately improved their knowledge and skills.

Table No. 5

Do you feel more confident in using library technology and tools after attending the FDPs/Refresher courses?

Particular	Number	Percentage
Yes, significantly	65	79.26
Yes, to some extent	14	17.07
No, I don't feel much difference	03	3.66
Total	**82**	**99.99**

It can be seen from table no. 5 that, 79.26% professionals feel significantly confident, 17.07% feel confident to some extent and 3.66% feel not much difference in using library technology and tools after attending the FDPs/Refresher courses.

Table No. 6

Have you implemented any of the skills or knowledge gained from the FDPs/Refresher courses in your daily work?

Particular	Number	Percentage
Yes	66	80.49
No	00	00
Not yet, but plan to	16	19.51
Total	**82**	**100**

Table no. 6 shows that 80.49% professionals implemented the skill or knowledge gained from the FDPs/Refresher courses in their daily work whereas, 19.51% have not implemented any skill or knowledge but they are planning to use it in their daily work.

Table No. 7

If yes, which areas have you applied the knowledge

Particular	Number	Percentage
Improved cataloguing processes	36	43.90
Enhance user support services	59	71.95
Implemented new digital tools/ technologies/ software	70	85.36
Managed digital resources more efficiently	72	87.80

Research/ Reference Management	68	82.92

From table no. 7 it can be seen that professionals use their skill or knowledge gain from the FDPs/Refresher courses mostly to managed digital resources more efficiently 87.80%, to implemented new digital tools/technologies/software 85.36%, research/reference management 82.92%, to enhance user support services 71.95% and 43.90% professionals applied their knowledge gained from FDPs/Refresher courses to improved cataloguing processes.

Table No. 8

How has your participation in the FDPs/Refresher courses contributed to the overall improvement of library services?

Particular	Number	Percentage
Significantly improved service quality	74	90.24
Moderately improved service quality	6	7.32
Slightly improved service quality	2	2.44
No noticeable improvement	00	00
Total	**82**	**100**

Table no. 8 shows that, 90.24% professionals thought that, their participation in the FDPs/Refresher courses significantly improved service quality, 7.32% thought moderately improved service quality and 2.44% thought slightly improved service quality by participating in FDPs/Refresher courses.

Table No. 9

What challenges, if any, have you faced in applying the knowledge gained from the FDPs/Refresher courses?

Particular	Number	Percentage
Lack of resources	52	63.41
Lack of institutional support	42	51.22
Time constraints	34	41.46
Need for further training	12	14.63

Table No. 9 reveals that, the biggest challenge which 63.41% professionals faced while applying their knowledge is Lack of Resources, where as 51.22% professionals faced Lack of institutional support, 41.16% professionals faced Time constraints problem and 14.63% professional Need for further training for applying their knowledge.

VI. Conclusion:

The present study highlights the significant role that Faculty Development Programmes (FDPs) and Refresher Courses play in strengthening the professional competence of library professionals and improving the overall quality of library services. The findings clearly indicate that a majority of respondents have greatly benefited from these programmes, with substantial improvements reported in digital resource management, use of library technologies, information literacy, research support, and user engagement. The high rate of implementation of newly acquired skills—particularly in managing digital resources, adopting new tools, and enhancing research and reference services—demonstrates the practical and transformative impact of FDPs in everyday library operations.

Additionally, the study shows that FDPs support both professional and personal development as well as the overall improvement of library service quality. The majority of participants admitted that the information they had learned had greatly increased their efficacy and confidence, which would ultimately result in more

successful and user-centered library services. The complete implementation of FDP learning goals is nevertheless hampered by issues such a lack of resources, insufficient institutional support, and time restrictions. The efficacy of FDPs will be further increased by addressing these obstacles via strategic planning, infrastructure investment, and ongoing training.

Overall, the study confirms that FDPs are crucial instruments for developing library professionals' capacity so they can meet the changing demands of academic institutions, embrace cutting-edge practices, and stay up to date with technological improvements. Fostering a skilled, dynamic, and future-ready library personnel will require bolstering such developmental activities and guaranteeing ongoing institutional support.

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