



## A STUDY ON THE PROFESSIONAL ENCOURAGEMENT OF LIBRARY AND INFORMATION SCIENCE TEACHERS IN INDIA

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### ABSTRACT

*With an emphasis on elements impacting their motivation, career advancement, and general job satisfaction, this study investigates the professional support received by Library and Information Science (LIS) instructors in India. The study investigates the work environment, professional development opportunities, and institutional policies that support LIS educators' professional wellbeing. The study highlights important issues like a lack of professional training, a lack of acknowledgment for contributions in the academic field, and a lack of research funding through an examination of quantitative data from surveys and qualitative insights from interviews. It also emphasizes how conferences, workshops, and professional associations help LIS teachers develop a culture of ongoing learning and cooperation.*

**KEYWORDS:** Information and Library Science (LIS), LIS instructors, professional support, Professional development.

### INTRODUCTION:

In response to changing academic demands, technological advancements, and the increasing significance of information management in the digital age, the field of library and information science (LIS) in India has experienced significant transformations. In order to develop future professionals, advance research, and close the gap between conventional methods and cutting-edge innovations, LIS educators are essential. Nonetheless, their effectiveness, job satisfaction, and discipline-related contribution continue to be greatly influenced by the professional support and encouragement they receive. Opportunities for career advancement, access to professional development courses, institutional support, and acknowledgment for scholarly accomplishments are all examples of professional encouragement. These factors affect LIS teachers' performance and motivation, but they also affect their capacity to motivate students and conduct significant research. Despite its significance, the professional ecosystem for LIS educators in India frequently faces obstacles like a lack of funding, poor training opportunities, and a lack of policy support, all of which can lower morale and stunt growth.

In order to determine the elements that support or hinder LIS teachers' career advancement and job satisfaction, this study aims to examine the level of professional encouragement among these educators in India. The study intends to offer practical insights for bolstering the support network in this academic field by examining institutional policies, professional development programs, and the difficulties encountered by LIS educators.

## AIMS AND OBJECTIVES

The purpose of this study is to investigate the professional support that Indian Library and Information Science (LIS) teachers receive and to pinpoint the elements that impact their professional development, job satisfaction, and career advancement. The goal of the study is to comprehend how professional opportunities, institutional policies, and recognition affect LIS educators' overall work environment.

### The objectives include:

- Examining how LIS teachers are currently supported professionally in terms of academic recognition, research opportunities, and career advancement.
- Examining how professional associations and institutional policies contribute to LIS educators' professional development.
- Determining the difficulties faced by LIS instructors in India, such as a lack of mentorship, insufficient funding, and inadequate training.
- Evaluating how conferences, workshops, and training programs affect LIS educators' motivation and efficacy as part of professional development initiatives.
- Making suggestions to improve the professional environment for LIS instructors, with an emphasis on better institutional support systems, policy changes, and mentorship initiatives.

In order to ensure that LIS educators in India are in line with international standards and capable of meeting the demands of the rapidly changing LIS field, this study seeks to support the creation of an environment that is both enabling and supportive.

## LITERATURE REVIEW

The literature review examines Indian and international viewpoints on the professional development, career advancement, and job satisfaction of Library and Information Science (LIS) teachers. In order to pinpoint issues, patterns, and possible solutions in the field, it synthesizes the body of existing research.

Research demonstrates how LIS educators' roles are changing in response to developments in information management techniques and technological breakthroughs. Research highlights the value of ongoing professional development, which includes attending conferences, workshops, and training courses, in order to give educators the tools they need to adjust to new developments in the LIS field. Literature on LIS teachers in India highlights a number of difficulties they encounter, including restricted access to research funds, a lack of institutional support, and a lack of chances to improve their skills. The professional development of LIS educators is adversely impacted by the lack of formal mentorship programs and career advancement frameworks in many institutions, according to researchers.

Numerous studies have also emphasized the value of professional associations in promoting cooperation and offering forums for information sharing, such as the Association of Indian Universities (AIU) and the Indian Library Association (ILA). However, because of institutional priorities, time constraints, and resource limitations, participation in such activities is still irregular.

## RESERACH METHOLOGY

In order to provide a thorough grasp of the topic, the research methodology for this study on the professional development of Library and Information Science (LIS) teachers in India uses a mixed-methods approach, combining quantitative and qualitative techniques.

### Research Design

To examine the present level of professional encouragement among LIS educators, a descriptive research design was used. Using primary and secondary data sources, the study looks at professional development opportunities, institutional policies, and the difficulties faced by educators.

## DATA COLLECTION

### 1. Primary Data:

- Survey: To collect information from LIS instructors at different Indian educational institutions, a structured questionnaire was created. Job satisfaction, opportunities for career advancement, access to professional development programs, and institutional support systems were among the topics covered in the survey.

### 2. Secondary Data:

- A review was conducted of literature on LIS education and professional development from books, journals, and reports.

### Sampling

- **Population:** LIS instructors from Indian colleges, universities, and specialized LIS training facilities.
- **Sampling Technique:** To guarantee representation across various regions, institution types, and teaching experience levels, stratified random sampling was employed.
- **Sample Size:** Twenty in-depth interviews were done, and about 200 people took part in the survey.

### Data Analysis

#### 1. Quantitative Analysis:

- To find patterns and correlations, survey responses were examined using statistical software.
- Mean scores and percentages were utilized as descriptive statistics to

#### 2. Qualitative Analysis:

- To find recurrent themes and patterns, interview transcripts were subjected to thematic analysis.
- Qualitative data insights were applied to contextualize and enhance quantitative findings.

## STATEMENT OF THE PROBLEM

The quality of library and information science (LIS) education and research in India is greatly influenced by the professional development of LIS instructors. LIS teachers frequently encounter major obstacles that impede their professional development and job satisfaction, even in the face of the growing need for qualified information professionals and the growing significance of LIS education in the digital age. Recurring problems that affect the motivation and efficacy of LIS educators include inadequate institutional support, restricted access to research funding, and a lack of opportunities for skill development. The difficulties are made worse by the lack of formal mentorship programs and frameworks for career advancement, which deprives many educators of the tools or direction they need to succeed in their positions.

Despite their availability, professional associations and development programs are not fully utilized because of institutional priorities, time constraints, and financial limitations. An uneven professional landscape for LIS educators in India is further exacerbated by the differences in opportunities and resources between larger, more established institutions and smaller, rural educational centers.

## DISCUSSION

Analyzing the results regarding the professional development of Library and Information Science (LIS) instructors in India is the main goal of this study's discussion. In order to enhance the professional ecosystem for LIS educators, the analysis identifies important themes, obstacles, and possible solutions.

### Key Themes

#### 1. Institutional Support:

It was determined that institutional resources and policies had a significant impact on LIS educators' job satisfaction and professional growth. Disparities in professional opportunities result from the study's findings that some institutions offer sufficient funding, training programs, and research facilities, while others do not.

## 2. Professional Development:

Attending conferences, workshops, and professional associations has become a crucial part of career advancement. However, many educators are unable to improve their skills and keep up with industry trends due to limited access to such opportunities, particularly in smaller institutions or rural areas.

## 3. Recognition and Career Advancement:

According to the study, two major demotivating factors are unclear career advancement paths and a lack of recognition for academic contributions. The lack of formal mentorship programs and open assessment procedures worried a lot of LIS instructors.

## CONCLUSION

The study's conclusion emphasizes how urgently Indian library and information science (LIS) teachers need more professional support. According to the research, LIS educators are crucial in determining the direction of information management, but they also confront many obstacles in the areas of recognition, career advancement, and institutional support. The results highlight the differences in opportunities and resources for LIS teachers, especially between urban and rural institutions. Inadequate professional development programs, restricted access to research funding, and the lack of formal mentorship systems were found to be persistent barriers to their motivation and personal development.

The study recommends stronger engagement with professional associations, more funding for professional development, and the creation of comprehensive institutional policies as ways to address these issues. LIS teachers can better meet the demands of a quickly changing field and make a more meaningful contribution to academic excellence and innovation by fostering a welcoming and equitable work environment.

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