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AN ANALYSIS OF OCCUPATIONAL BENEFITS FOR TEACHERS IN LIBRARY AND INFORMATION SCIENCE IN INDIA

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ABSTRACT:

With an emphasis on both concrete and intangible benefits, this study investigates the career advantages for instructors in India's Library and Information Science (LIS) field. Although academic institutions have historically been linked to the teaching profession in LIS, the benefits provided to teachers in this field have changed over time as a result of shifting institutional support networks and educational policies. Important topics like pay scales, job security, career advancement, opportunities for professional growth, and work-life balance are examined in this essay. Along with the larger educational and sociocultural elements that affect these advantages, it also looks at the part played by government and private sector initiatives. This study offers a thorough picture of the motivations and difficulties faced by instructors in the field by examining data from several LIS departments at Indian universities. The results are intended to guide policy suggestions that can improve the retention and professional satisfaction of LIS faculty in India, ultimately advancing the nation's library and information services.



KEY WORDS: Occupational Benefits , Library and Information Science (LIS), Teachers , India, Teacher Benefits , Professional Development , Job Security, Career Progression, Salary Structures, Educational Policies.

INTRODUCTION

Across many disciplines, the field of library and information science (LIS) is essential to people's academic and professional growth. The future of library management, information systems, and digital literacy will be greatly influenced by LIS teachers as the need for high-quality instruction in this field increases. Teaching LIS is a unique profession in India because it combines elements of academics, administration, and technology. Nevertheless, in spite of its significance, little is known about the particular professional advantages that LIS teachers in India enjoy.

In India, teaching has traditionally been linked to a combination of social prestige, job security, and meager financial compensation. Although there have been some advancements in these areas recently, the advantages that LIS teachers specifically offer have received little attention. Improving LIS

educators' working conditions, raising their morale, and raising the standard of instruction in the field all depend on an understanding of the professional benefits and difficulties they face.

The purpose of this study is to examine the occupational benefits offered to LIS instructors in India, looking at things like pay scales, job security, chances for professional advancement, and work-life balance. This study looks at both institutional and governmental efforts in an effort to identify policy gaps and suggest fixes to raise the status of LIS educators in the industry. The study will also take into account the larger sociocultural background, which is crucial in determining the expectations and realities of teaching LIS. By doing this, this paper advances knowledge about the welfare of LIS faculty in India and aims to provide insights that could be used to improve the working conditions for teachers, encourage higher retention rates, and eventually fortify the LIS profession overall.

AIMS AND OBJECTIVES:

Aims:

Analyzing and evaluating the occupational benefits offered to library and information science (LIS) teachers in India is the main goal of this study. This study attempts to give a thorough grasp of the benefits and difficulties faced by LIS educators by looking at a number of aspects of their professional lives, such as pay structures, job security, career advancement, work-life balance, and professional development opportunities.

Objectives:

- 1. To examine the current salary structures for LIS teachers in India:** Understanding the financial compensation provided to LIS educators and how it stacks up against other academic fields will be the main focus of this objective.
- 2. To assess job security and tenure policies for LIS faculty:** The long-term security of LIS instructors in academic institutions will be ascertained through an examination of contractual agreements, tenure-track programs, and job stability.
- 3. To explore career progression and promotion opportunities for LIS teachers:** Understanding the avenues for professional development, such as promotion standards, career development courses, and chances for specialization in the LIS field, is the goal of this objective.
- 4. To analyze professional development and training opportunities:** Investigating The availability of conferences, workshops, and seminars for LIS educators will shed light on the ways in which LIS faculty are motivated to remain current with new developments in technology and trends.
- 5. To evaluate work-life balance and institutional support for LIS teachers:** In order to maintain a healthy work-life balance, this objective will concentrate on the workload, teaching hours, administrative duties, and support systems offered to LIS educators.

LITERATURE REVIEW:

In India, the discipline of library and information science (LIS) is becoming more and more acknowledged as an essential part of professional and academic growth, and those who teach it will have a significant impact on how library services and information systems are developed in the future.

1. Salary Structures and Financial Benefits

Numerous studies demonstrate that, in comparison to the private sector, pay structures for teachers in India, regardless of discipline, frequently remain modest.

2. Job Security and Contractual Arrangements

For educators in LIS as well as many other academic fields, job security is a top concern.

3. Career Progression and Professional Growth

Many academics have expressed concern about the career advancement of LIS teachers. Promotion criteria are frequently in place at academic institutions, but they can be restrictive.

4. Work-Life Balance and Institutional Support

For educators in all disciplines, a healthy work-life balance is crucial, but research on LIS faculty shows that this balance is frequently challenging to uphold.

5. Professional Development and Training

To keep up with the most recent developments in library sciences and information technology, LIS educators must pursue professional development. However, research indicates that India lacks sufficient opportunities for ongoing professional development.

6. Government and Institutional Policies

The working conditions of LIS faculty are significantly shaped by government policies, such as those of the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE).

7. The Impact of Socio-Cultural Factors

The professional lives of LIS educators are also greatly impacted by sociocultural factors.

RESEARCH METHODOLOGY:

The purpose of this study is to examine the professional advantages that Indian teachers of library and information science (LIS) can take advantage of. A mixed-methods research strategy will be used to accomplish this, integrating qualitative and quantitative techniques.

1. Research Design:

The study will use a descriptive research design with the goal of methodically outlining and evaluating the advantages of teaching LIS in India.

2. Sampling:

Teachers of LIS working in both public and private educational institutions throughout India will make up the study's sample. Associate professors, professors, and assistant professors.

3. Data Collection:

To gather quantitative information on the professional advantages for LIS educators, a structured questionnaire will be created.

4. Data Analysis:

Survey data will be analyzed with statistical software like Excel or SPSS. While inferential statistics will be used to identify any significant differences between different groups, descriptive statistics will be used to summarize the data.

5. Ethical Considerations:

The goal of the study will be explained to each participant, and consent will be sought before any data is collected. The confidentiality of their answers will be guaranteed. Responses and personal data will be kept private.

6. Limitations of the Study:

Self-reported data, on which the study is based, could contain bias or inaccurate answers.

7. Expected Outcomes:

The study intends to pinpoint the main professional advantages and difficulties encountered by LIS instructors in India and provide suggestions for how these might be enhanced.

STATEMENT OF THE PROBLEM:

In India, the teaching profession of library and information science (LIS) is crucial in determining how libraries, information systems, and digital resources are developed throughout the nation. Nevertheless, little study and focus have been placed on comprehending the particular professional advantages accessible to LIS educators, even in spite of the field's increasing significance. In terms of pay scales, job security, career advancement, work-life balance, and professional growth, teachers frequently confront particular difficulties that are not fully covered in the body of current scholarly literature. Due to contractual employment arrangements, LIS educators in India, especially those working in public and private institutions, commonly face pay disparities, few opportunities for professional development, and job insecurity. Furthermore, there is not enough attention paid to the ongoing professional development and training of LIS faculty, even in light of the information and technology sectors' rapid evolution. The difficulties faced by LIS teachers are made worse by the absence of institutional support for upholding a healthy work-life balance.

The issue is made worse by a lack of knowledge about the frameworks and policies governing the professional benefits of LIS educators as well as the sociocultural elements influencing their professional lives and job satisfaction. This knowledge gap necessitates a comprehensive analysis to assess the occupational benefits for LIS teachers in India and to pinpoint possible areas for professional development, institutional support, and policy improvement.

DISCUSSION:

A complex interaction of financial, professional, and personal factors influences the job satisfaction and career advancement of Library and Information Science (LIS) teachers in India, according to an analysis of occupational benefits for LIS teachers.

1. Salary and Financial Benefits

The low pay scale for LIS instructors, particularly when compared to faculty in other academic fields, is one of the most urgent problems this study found. A review of the compensation policies for LIS educators is necessary, even though salary increases can be difficult because of institutional budgetary restrictions.

2. Job Security and Employment Contracts

For many LIS teachers in India, especially those employed on a contract or temporary basis, job security is still a top concern. Contractual jobs frequently have fewer benefits, no tenure security, and few chances for professional growth.

3. Career Progression and Professional Development

The study's main conclusion is that LIS educators have few options for advancing their careers.

4. Work-Life Balance and Institutional Support

Because of the demanding workload, long teaching hours, administrative responsibilities, and research expectations, LIS educators frequently report having difficulty striking a healthy work-life balance.

5. Government and Institutional Policies

The occupational benefits available to LIS teachers are greatly influenced by institutional practices and governmental policies. Although the AICTE and UGC guidelines offer frameworks for faculty member appointment, advancement, and compensation, these regulations frequently don't address the needs of LIS educators specifically.

6. Socio-Cultural Influences

The career experiences of LIS educators in India are also greatly influenced by sociocultural factors.

CONCLUSION:

Numerous significant obstacles and chances for advancement in the field have been identified by the examination of occupational benefits for Library and Information Science (LIS) teachers in India. Even though LIS educators are crucial in forming the future of libraries, information systems, and online education, issues like low pay scales, unstable employment, little opportunity for career advancement, a lack of professional development opportunities, and difficulties juggling work and personal obligations frequently impede their professional experiences. Even though the field is becoming more and more important and could have an impact on public and academic institutions, LIS educators still face many institutional and financial obstacles. The University Grants Commission (UGC) pay scales are used to determine salaries, but they frequently do not account for growing living expenses or the specialized knowledge needed to teach effectively in this changing field. Additionally, many LIS teachers—especially those in contract positions—do not have job security, which breeds uncertainty and lowers career satisfaction.

The restricted opportunities for career progression in LIS departments have been identified as another significant problem. Faculty members' professional development is hampered by unclear promotion standards and a lack of funding for research projects. In addition, the lack of structured professional development opportunities, such as training on emerging technologies or access to global

conferences, limits the ability of LIS educators to stay updated with advancements in the field. Work-life balance is still a major issue, as LIS faculty members experience stress and burnout as a result of their demanding workloads and administrative responsibilities. These difficulties are made worse by the lack of institutional support for upholding a healthy work-life balance.

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