ENCOURAGEMENT AND CHALLENGES FACED BY LIBRARY AND INFORMATION SCIENCE EDUCATORS IN INDIA

Siddamma
Research Scholar

Dr. LA. Siddique
Guide
Professor, Chaudhary Charansing University Meerut.

ABSTRACT:

With a focus on their crucial role in influencing the direction of information management and academic excellence, this study examines the professional support and difficulties encountered by Library and Information Science (LIS) educators in India. The study looks at things like career advancement opportunities, resource accessibility, and institutional support that affect professional development. LIS teachers from a variety of institutions participated in surveys and interviews as part of a mixed-methods approach that identified major issues like insufficient funding, a lack of professional development opportunities, and resource differences between urban and rural institutions.

In order to create a supportive environment for LIS educators, the results highlight the necessity of thorough policies, organized mentorship programs, and increased involvement with professional associations. The study promotes the development of fair and empowering professional ecosystems to improve the efficacy and motivation of LIS teachers by tackling these systemic issues. In addition to offering practical suggestions to bring LIS education into line with international standards and changing industry demands, this research advances our understanding of the professional environment facing LIS educators in India.

KEYWORDS : Teachers of Library and Information Science (LIS), professional support, professional growth, Institutional assistance.

INTRODUCTION

Future information management professionals' knowledge and abilities are greatly influenced by library and information science (LIS) educators. Their input is essential to equipping students to handle the demands of a knowledge-driven, quickly changing digital world. LIS educators frequently manage a distinct set of professional dynamics in India, where the educational system is varied and complex, juggling administrative, research, and teaching duties. LIS educators in India face many obstacles that affect their professional development and job satisfaction, despite their important role. Barriers to accessing resources and opportunities for skill development are caused by institutional constraints, such as insufficient funding for professional development and research programs. The challenges faced by educators are also made worse by differences in resources and support between urban and rural institutions.

_____
Journal for all Subjects : www.lbp.world

1

In order to promote motivation and job satisfaction among LIS teachers, professional encouragement—which includes elements like mentorship, opportunities for career advancement, and acknowledgment of academic contributions—is crucial. However, many institutions lack formal professional development policies and frameworks, which emphasizes the need for systemic changes.

With an emphasis on the difficulties they encounter and possible solutions to these problems, this study attempts to investigate the elements affecting the professional development of LIS educators in India. The research aims to offer practical insights for enhancing the professional environment for LIS educators by examining professional development opportunities, institutional support networks, and the function of professional associations.

AIMS AND OBJECTIVES

With an emphasis on comprehending the elements that influence their career advancement, job satisfaction, and general efficacy, the study's goal is to explore the professional support and difficulties encountered by Library and Information Science (LIS) instructors in India.

OBJECTIVES

1. To examine how professional development, including institutional support and resource access, is currently offered to LIS educators in India.
2. To determine the main obstacles that LIS instructors in both urban and rural educational institutions must overcome.
3. To assess how career advancement frameworks, mentorship opportunities, and professional development programs contribute to professional development.

LITERATURE REVIEW

The literature review examines the corpus of research on the difficulties and support for professional growth that Indian library and information science (LIS) educators encounter. It focuses on important topics like professional development, resource inequality, institutional support, and the function of professional associations. Research shows that institutional support is essential to LIS educators' professional development. According to research by Kumar and Singh (2021), educators' career advancement opportunities are limited by a lack of funding for research and skill-building initiatives. In a similar vein, Madhusudhan (2017) talks about how professional development programs should incorporate ICT tools to meet the changing needs of LIS education.

One recurrent theme in the literature is the difference in resources between institutions in urban and rural areas. According to Paliwal and Ramesh (2020), teachers in rural regions encounter difficulties like antiquated infrastructure and restricted access to digital resources, which make it difficult for them to conduct research and provide high-quality instruction. Another topic covered in the literature is how professional associations promote cooperation and career advancement. According to Singh and Patel (2019), groups such as the Indian Library Association (ILA) offer beneficial venues for skill development and networking, but they have trouble reaching underprivileged communities.

RESERACH METHOLOGY

In order to thoroughly examine the professional support and difficulties encountered by Library and Information Science (LIS) educators in India, the research methodology for this study is centered on a mixed-methods approach.

DATA COLLECTION
1. Quantitative Data:

A structured survey was given to LIS instructors at universities, colleges, and research centers in India, among other institutions.

_____
Journal for all Subjects : www.lbp.world

2

2. Qualitative Data:

A chosen group of LIS educators participated in semi-structured interviews to learn more about their expectations, difficulties, and experiences.

Sampling

- To guarantee representation from both public and private organizations, as well as from institutions in both urban and rural areas, a stratified random sampling technique was employed.
- To capture a range of viewpoints, the sample comprised LIS educators with different levels of experience.

Data Analysis
1. Quantitative Analysis:

To summarize survey responses, descriptive statistics such as mean, median, and standard deviation were computed.

2. Qualitative Analysis:

To find recurrent themes and patterns in interview transcripts, thematic analysis was utilized.

STATEMENT OF THE PROBLEM

The study's focus is on the lack of support and professional difficulties that Indian library and information science (LIS) teachers encounter. Even though LIS educators play a vital role in preparing upcoming professionals for the quickly changing field of information management, they face numerous challenges that impede their effectiveness and professional development. The lack of formal mentorship programs, inadequate funding for professional development and research, and a lack of institutional support are major problems. Disparities in opportunities and resources between urban and rural institutions exacerbate these difficulties, resulting in an unfair work environment.

Additionally, although professional associations provide venues for skill development and networking, their efficacy and reach are still restricted, especially for teachers in underserved areas. The issue is made worse by the absence of comprehensive policies that address these systemic problems, which prevents many LIS educators from receiving the necessary support to reach their full potential. In order to promote a helpful, fair, and growth-oriented professional ecosystem for LIS educators in India, this study aims to thoroughly examine these issues and pinpoint workable solutions.

DISCUSSION

Insights from analyzing the obstacles and support for professional growth faced by Library and Information Science (LIS) teachers in India are explored in this study's discussion. The information shows a notable difference between urban and rural institutions' access to resources and institutional support. While rural educators frequently deal with antiquated resources and few opportunities for skill development, urban educators enjoy greater funding, infrastructure, and professional opportunities. Their capacity to carry out productive teaching and research activities is severely impacted by this disparity in resources.

One important element affecting the development and contentment of LIS educators is professional development programs. Many educators expressed a lack of organized programs catered to their particular needs, despite the fact that some institutions make significant investments in conferences, workshops, and skill-building activities. This disparity emphasizes the need for accessible and standardized professional development programs in every area. Another significant issue noted in the study is the lack of mentorship programs. In order to navigate career advancements and research opportunities, educators—especially those just starting out in their careers—emphasized the importance of seeking advice from seasoned professionals. Many LIS educators experience a sense of professional stagnation as a result of the absence of mentorship frameworks. The Indian Library

_____
Journal for all Subjects : www.lbp.world

3

_____

Association (ILA) and other professional associations were acknowledged for their capacity to promote cooperation and professional development. However, their overall impact is diminished by their limited accessibility and outreach, particularly in rural areas. Addressing some of the issues that LIS educators face may be possible by strengthening the function of these associations and making them more inclusive.

CONCLUSION

This study's conclusion emphasizes how urgent it is to address the professional obstacles and improve the support systems for Library and Information Science (LIS) teachers in India. The results show notable differences in professional development opportunities, institutional support, and resources, especially between educators in urban and rural areas. The challenges faced by LIS educators are further compounded by the absence of formal mentorship programs and insufficient access to professional associations. These difficulties impede their ability to advance in their careers, be happy in their jobs, and perform their jobs effectively overall.

The study highlights the significance of putting systemic reforms into place in order to create a more supportive and equitable work environment. These reforms include:

- Creating comprehensive and easily accessible professional development programs;
- Addressing resource disparities between urban and rural institutions.

Institutions, legislators, and industry stakeholders must work together to address these problems. The development of LIS education and practice in India can be facilitated by creating a supportive environment that will enable LIS educators to better meet the changing needs of the field.

REFERENCES

1. Kumar, A., & Singh, R. (2021). Professional development of library science educators: Challenges and opportunities in the Indian context. Indian Journal of Library and Information Science, 15(2), 45-56.
2. Madhusudhan, M. (2017). Integration of ICT in library education: Prospects and challenges.
3. Paliwal, R., & Ramesh, K. (2020). Resource disparities in LIS education: A comparative study of urban and rural institutions in India.
4. Singh, M., & Patel, S. (2019). Role of professional associations in fostering collaboration among LIS educators
5. Sharma, N. (2022). Mentorship in LIS education: A pathway for career development.
6. Kaul, H. (2019). Academia-industry collaboration: A roadmap for modern LIS education. Indian Library Association Journal, 55(3), 21-29.
7. Indian Library Association (ILA). (2021). Annual report on professional development programs and initiatives.
8. UNESCO. (2020). The role of educators in the knowledge economy: Insights for developing nations.
9. Reddy, S. & Gupta, A. (2018). Evaluating professional satisfaction among LIS educators in India.
10. World Bank. (2019). Bridging the gap: Addressing disparities in education infrastructure in South Asia. Washington, DC:

_____
Journal for all Subjects : www.lbp.world

4