

GROWTH OF ETDS OF LIS RESEARCH IN CENTRAL UNIVERSITIES OF INDIA: AN ANALYSIS

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The present study attempts to analyse the research activities carried out in the field of Library and Information Science (LIS) in different Central Universities in India. For the purpose, quantitative techniques have extensively been used to analyse the Electronic Theses and Dissertations (ETDs) of the subject. Of the 49 central universities, 19 universities having LIS schools offering research programmes have been covered to study their ETDs available in different repositories. Websites of UGC, the universities and INFLIBNET Centre have been examined for the study. Shodhganga of INFLIBNET Centre has extensively been examined to collect data pertaining to ETDs of these 19 Universities for in depth analysis to assess the trends of LIS research. Analysis of a total of 180 ETDs available in the Shodhganga repository till the end of 2019 gives us many clues on central universities having LIS schools, level of LIS research, their ETD contribution, growth of ETDs, university-wise ETD contributions, research guidship pattern and supervisor and scholar ratio.

Keywords: India, Central Universities, LIS Research, ETDs, INFLIBNET, Shodhganga

INTRODUCTION

Quantitative techniques can be applied in the study of metrics of research outputs. From librametrics to webometrics, a lot of quantitative techniques are found to be used. In the study of scholarly resources which include articles, books, chapters, ETDs, etc. quantitative techniques are widely used. Its techniques can be applied in different aspects of research and scholarly communications. Successful use of the techniques has been witnessed to analyse electronic versions of research Theses and Dissertations i.e. ETDs also. In the present study, an attempt has been made to use the techniques in analysing the ETDs of LIS research conducted in different Central Universities of India. With the application of new Information and Communication Technologies, a significant growth of ETD repositories all over the world is seen today. Launching of Shodhganga, a repository of ETDs of Indian Universities, an innovative initiative of INFLIBNET Centre, Gandhinagar has deeply influenced and inspired the

higher education sectors of the country towards implementation of ETD programmes. Under the guidance of the then Ministry of Human Resource Development and the University Grants Commission, different universities and other institutions of higher learning of India have geared up in their perspectives by developing institutional repositories to archive their ETDs for wide accessibility. As such, there has been an exponential growth of ETDs in the country in diverse fields of universe of knowledge. Library and Information Science is also a vastly growing field in research activities. In many universities of the country, research programmes are being carried out in different dimensions. Growth of ETDs of the subject is also witnessed since recent past. In different universities of India, there are LIS schools offering research at MLIS, M.Phil. and Ph.D. level. The ETDs of LIS Schools can provide many clues of the research conducted in the field. The present study is an attempt in this regard.

REVIEW OF LITERATURE

A few scholars since recent past are found to study on Electronic Theses and Dissertations (ETDs). While assessing the opinions of research supervisors and scholars, Bevilacqua (2007) had found that most supervisors and students were positive about electronic theses deposit and their open access via the university's IR. Ghosh (2009) described the developments in ETDs repository in particular to Ph. D theses repositories in India and suggested about the policies and strategies of national higher education, research-funding and policy making. Again, in a study by Ardalan and Feyzbaksh (2011) examined the

extent of ETDs and concluded that many theses and dissertation submitted remain without being referred even once and electronic publication can make these work accessible to students, researchers and others. Investigating the current status of ETDs, Ezema and Ugwu (2013) revealed many challenges of ETDs and also identified strategies to mitigate these challenges. Khaparde (2014) in a survey revealed that ETDs are relatively new mode of research and scholarly communication and useful for research work and what scholars get from ETDs cannot be found in any other source of information. Baro et al. (2014) investigated the extent of adoption of electronic theses and dissertations in university libraries in Nigeria to know the benefits of ETDs perceived by the librarian and problems faced during the time of digitization and found that only a few university libraries have embraced digitization of the same. Sivakumaren (2015) examined the ETDs submitted to the Shodhganga repository by the universities of India. The author studied the contributions of top 5 universities and found that Jawaharlal Nehru University has the highest contribution. In a study, Sengupta (2019) evaluated the contribution of ETDs by the state universities of Maharashtra in the open access repository of Shodhganga by INFLIBNET in which he found that out of 12 universities, though 11 universities signed MoU for Shodhganga, only 8 universities contributed ETDs to the repository till the date of data collection.

Pattanaik and Yanthan (2019), in a case study analysed the usage of LIS ETDs for Doctoral Research and reviewed the same to access the research productivity, citation impact, institutions

visibility and open access of research. Borthakur (2020) conducted a citation analysis of theses and dissertations in Chemistry for the period 2015-2019 submitted to the Central Library Dibrugarh University, Assam and found out the citation pattern used by the students and scholars of the University in the preparation of theses and dissertations. Deka and Das (2020) analysed the references from the 30 theses submitted to the Department of Library and Information Science, Gauhati University from where 3684 citations have been retrieved. Among the 40 highly cited journals, 18 are from UK followed by India. Sivakumaren and Swaminathan (2020) in their study investigated the contributions of the ETDs by the 16 State universities of Tamil Nadu and found that the Department of Information and Communication, Anna University and Department of Tamil Studies, Bharathidasan University, Trichy were the top 2 Departments contributing more number of theses and concluded that the highest number of theses i.e. 2787 were contributed on Information and Communication discipline. Verma et al. (2020) analysed the Doctoral theses and dissertations submitted by the central universities of Northeast India in LIS to the Shodhganga of INFLIBNET. During the study, it was found that some of the central universities of Northeast India are still not contributing their Doctoral theses in the subject domain and the highest number of theses was uploaded by Manipur University and NEHU respectively. Muthurasu (2020) studied the ETDs submitted by Alagappa University to the Shodhganga and it was found that Department of Education has the highest ETD contribution. In

another study, Saloi (2021) evaluated the contribution of ETDs made by central university of Northeast India and it was found that NEHU has the highest contributions of 2093 ETDs till first week of December 2020.

OBJECTIVES OF THE STUDY

The objectives of the present study are:

- To survey the Central Universities in India having LIS schools and their websites.
- To analyse the contents of Shodhganga of INFLIBNET centre to understand the availability of ETDs in LIS.
- To ascertain the decadal growth of ETDs in LIS.
- To compare ETDs of different Central Universities in India.
- To analyse the guideship pattern of the LIS – ETDs.

SCOPE AND METHODOLOGY

The study has covered all the Central Universities in India having LIS schools through a survey using quantitative techniques. Websites of UGC, INFLIBNET Centre and the Central Universities under study have been scanned and examined. A total of 180 ETDs of LIS research of the Central Universities uploaded till the end of the year 2019 in the Shodhganga of INFLIBNET Centre has been taken into account for analysis. Simple statistical techniques, tables, charts etc. have been used to analyse and present the data.

DATA ANALYSIS

Central Universities in India

Central Universities in India are established by an act of Parliament and are under the purview of the Department of Higher Education, Ministry of Human Resource Development. They are

recognised by the University Grants Commission (UGC). Such Universities are also known as Union Universities. Central Universities are covered by the Central Universities Acts 2009 regulating their purpose, powers, governance etc. The Table 1 shows the list of Central Universities in India:

Table 1: Central Universities in India

Sl. No.	Name of the State	No. of Universities	Percentage (%)
1	Arunachal Pradesh	1	2.04
2	Assam	2	4.08
3	Bihar	4	8.16
4	Chhattisgarh	1	2.04
5	Delhi	5	10.2
6	Gujarat	1	2.04
7	Haryana	1	2.04
8	Jammu & Kashmir	2	4.08
9	Jharkhand	1	2.04
10	Himachal Pradesh	1	2.04
11	Karnataka	1	2.04
12	Kerala	1	2.04
13	Madhya Pradesh	2	4.08
14	Maharashtra	1	2.04
15	Manipur	3	6.12
16	Meghalaya	1	2.04
17	Mizoram	1	2.04
18	Nagaland	1	2.04
19	Orissa	1	2.04
20	Punjab	1	2.04
21	Pondicherry	1	2.04
22	Rajasthan	1	2.04
23	Sikkim	1	2.04
24	Tamil Nadu	2	4.08
25	Telangana	3	6.08
26	Tripura	1	2.04
27	Uttarakhand	1	2.04
28	Uttar Pradesh	6	12.24
29	West Bengal	1	2.04
	Total	49	100

Source: www.shodhganga.inflibnet.ac.in

Central Universities having LIS schools

All the central universities are found to have their websites giving different links to different aspects. As understood from their features, of the 49 such universities only 19 central universities offer LIS programmes.

Important features as provided by them mainly include profile of the universities, administration, schools of studies, Departments, centres, cells, Library, etc. giving links to MHRD, UGC, INFLIBNET, SWAYAM, etc. The Table2 shows the list of Central Universities located in different states of India offering LIS Programmes.

Table 2: Central Universities having LIS Programmes

State	Name of University	Link	No. of Universities	State-wise %
Assam	Assam University	www.aus.ac.in	1	5.26
Chhattisgarh	Guru Ghasidas Vishwavidyala	www.ggu.ac.in	1	5.26
Delhi	University of Delhi	www.du.ac.in	2	10.52
	IGNOU	www.ignou.ac.in		
Gujarat	Central University of Gujarat	www.cug.ac.in	1	5.26
Haryana	Central University of Haryana	www.cuh.ac.in	1	5.26
Himachal Pradesh	Central University of Himachal Pradesh	www.cuhimachal.ac.in	1	5.26
Madhya Pradesh	Dr. Hari Singh Gour University	www.dhsgsu.ac.in	1	5.26
Manipur	Manipur University	www.manipuruniv.ac.in	1	5.26
Meghalaya	North Eastern Hill University	www.nehu.ac.in	1	5.26
Mizoram	Mizoram University	www.mzu.edu.in	1	5.26
Puducherry	Pondicherry University	www.pondiuniv.edu.in	1	5.26
Punjab	Central University of Punjab	www.cup.edu.in	1	5.26
Tamil Nadu	Central University of Tamil Nadu	www.cutn.ac.in	1	5.26
Tripura	Tripura University	www.tripurauniv.ac.in	1	5.26
Uttarakhand	Hemwati Nandan Bajuguna Garwal University	www.hnbgu.ac.in	1	5.26
Uttar Pradesh	Aligarh Muslim University.	www.amu.ac.in	3	15.78
	Babasaheb Bhimrao Ambedkar University.	www.bbau.ac.in		
	Banarus Hindu University	www.bhu.ac.in		
Total			19	100

Source: websites of different universities

It is clearly seen that Uttar Pradesh has the highest number i.e. 3 Central Universities (15.78%) after LIS, followed by Delhi with two Central Universities (10.52%) offering the programme while rest of the states having only one such university (5.26%) each.

Contribution of ETDs in LIS in Shodhganga

Shodhganga, a repository of theses and dissertations plays a vital role in providing

information pertaining to different Central Universities. Most of the Universities in India have contributed their ETDs of different fields through Shodhganga. The Table 3 and Figure 1 show the number of contributions of LIS – ETDs of different Central Universities till 2019.

Table 3: Central Universities contributing LIS-ETDs in Shodhganga

Sl.No.	Name of the University	No. of Contributions of ETDs	Percentage (%)
1	Aligarh Muslim University.	56	31.11
2	BabasahebBhimraoAmbedkar University.	11	6.11
3	Banarus Hindu University	1	0.56
4	Dr.Hari Singh Gour University	3	1.67
5	Guru GhasidasVishwavidyala	21	11.67
6	IGNOU	5	2.78
7	Manipur University	27	15
8	Mizoram University	17	9.44
9	NEHU	33	18.33
10	Pondicherry University	2	1.11
11	University of Delhi	4	2.22
	Total	180	100

Source: www.shodhganga.inflibnet.ac.in

As observed, the highest number of contributions of ETDs is from Aligarh Muslim University i.e. 56 (31.11%), followed by NEHU, 33 ETDs i.e. 18.33% and Manipur University, 27 (15%). The lowest record being from Banarus Hindu University, i.e. 1 (0.56%).

ETDs by level of research

ETDs are found to be in different levels such as M.Phil. Dissertation, MLISc Dissertation and Ph.D. theses. The Table 4 shows the Universities and their contribution of ETDs by the level of research.

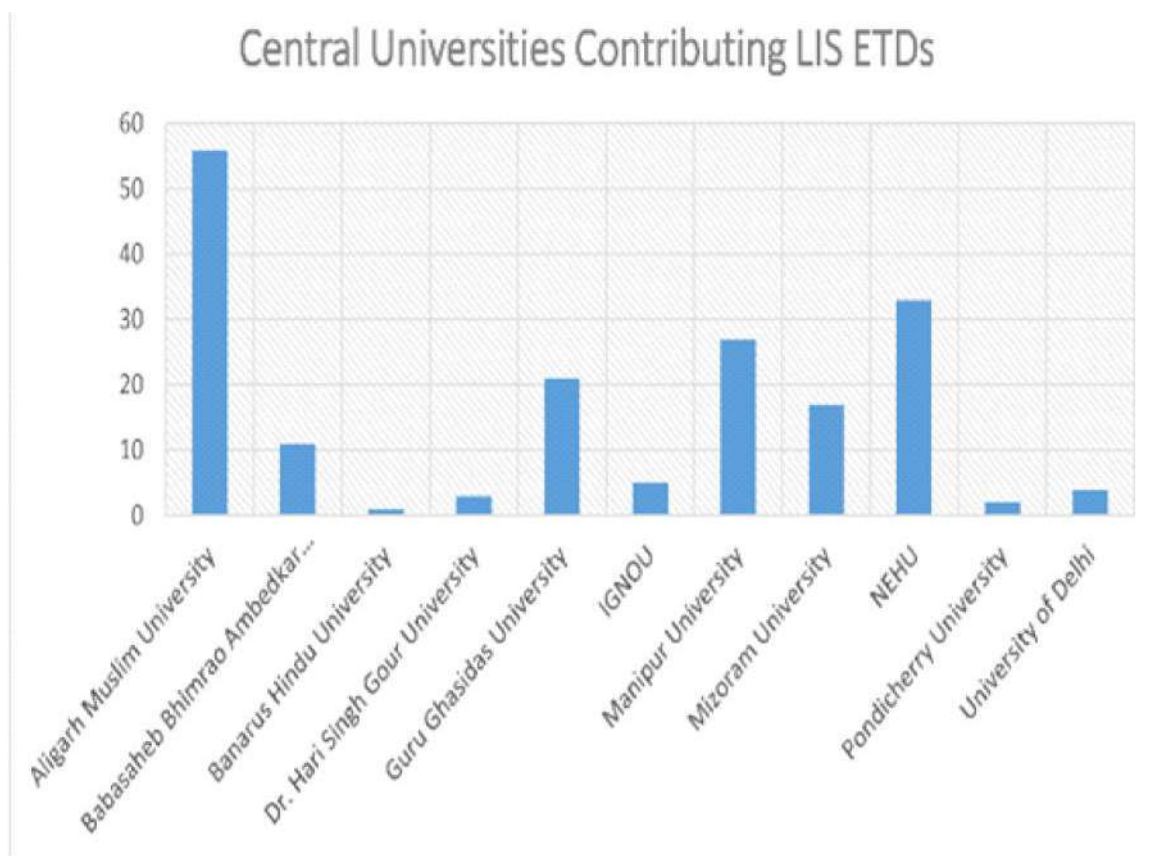


Fig. 1 Central Universities Contributing LIS-ETDs

Table 4: ETDs by level of research

Name of University	Ph.D.	M.Phil.	MLISc.	Total
Aligarh Muslim University	37	-	19	56
BabasahebBhimraoAmbedkar University	11	-	-	11
Banarus Hindu University	1	-	-	1
Dr.Hari Singh Gour University	3	-	-	3
Guru GhasidasVishwavidyala	21	-	-	21
IGNOU	5	-	-	5
Manipur University	27	-	-	27
Mizoram University	17	-	-	17
NEHU	33	-	-	33
Pondicherry University	2	-	-	5
University of Delhi	4	-	-	4
Total	161		19	180

Source: www.shodhganga.inflibnet.ac.in

Decadal growth of LIS – ETDs

In the past time, contributions of ETDs by different Universities in India were few in number. But now Shodhganga is becoming an important platform for information dissemination. Knowing

the importance of ETDs in the research activities and information retrieval, most of the Indian Universities have started taking interest on the contribution of ETDs in Shodhganga. The Table 5 and Figure 2 show the decadal growth of LIS – ETDs;

Table 5: Decadal growth of LIS-ETDs (1990-2019)

Time Period	No. of ETDs Contributed	Percentage (%)
1980-1990	1	0.55
1990-2000	17	9.45
2000-2010	63	35
2010 onwards	99	55
Total	180	100

Source: www.shodhganga.inflibnet.ac.in

From the Table it is clearly seen that the highest LIS ETDs is from the period 2010

onwards with 55% percentage and lowest being in between 1980 and 1990 with 0.55%.

Table 6: Universities wise contribution of ETDs

Name of the University	1980-1990	%	1990-2000	%	2000-2010	%	2010 onwards	%
Aligarh Muslim University.	-	-	-	-	25	13.89	31	17.22
Babasaheb Bhimrao Ambedkar University.	-	-	-	-	-	-	11	6.11
Banaras Hindu University	-	-	-	-	1	0.56	-	-
Dr. Hari Singh Gour University	-	-	1	0.56	-	-	2	1.11
IGNOU	-	-	-	-	1	0.56	4	2.22
Manipur University	1	0.56	6	3.33	8	4.44	12	6.67
Mizoram University	-	-	0	-	6	3.33	11	6.11
NEHU	-	-	5	2.78	11	6.11	17	9.44
Pondicherry University	-	-	-	-	-	-	2	1.11
Guru Ghasidas Vishwavidyalaya	-	-	5	2.78	12	6.67	4	2.22
University of Delhi	-	-	-	-	-	-	4	2.22

Source: www.shodhganga.inflibnet.ac.in

University wise contribution of ETDs

While analysing the ETDs contributed during 1980 - 2019, it is found that Aligarh Muslim University has the highest record but the

contribution is only during the period 2010 onwards. It is also noticed that Manipur University shows consistency in ETDs contribution. The Table 6 shows detail of the record.

Table7: Guideship pattern of ETDs

Name of University	No. of Supervisors	No. of scholar	Average Ratio
Aligarh Muslim University.	7	56	8
Banarus Hindu University	1	1	1
Dr.Hari Singh Gour University	2	3	1.5
IGNOU	3	5	1.7
Manipur University	6	27	4.5
Mizoram University	5	17	3.4
NEHU	6	3.3	5.5
Pondicherry University	2	2	1
University of Delhi	4	4	1
Guru Ghasidas Vishwavidyala	3	21	7
BabasahebBhimraoAmbedkar University.	5	11	2.2

Source: www.shodhganga.inflibnet.ac.in

University-wise Guideship Productivity

Altogether from the eleven Central Universities of India contributing LIS – ETDs, the research guide of particular University shows

their productivity at different level. The Table 8 shows the list of the name of particular University and research guides along with the number of students guided so far as per the data and information from INFLIBNET's Shodhganga.

Table 8: University-wise Guideship Productivity

Name of the University	Name of Supervisors	No. of scholars guided	%
Aligarh Muslim University.	Dr.Naushad Ali PM	9	5
	Dr. Nishat Fatima	7	3.89
	Dr.MehtabAlam Ansari	8	4.44
	Dr. M. MasoomRaza	5	2.78
	Prof.Shabahat Husain	9	5
	Dr.SudharmaHaridarsan	7	3.89
	M. Mustafa K.Q. Zaidi	11	6.11
Banarus Hindu University	Prof. HN Prasad	1	0.56

Dr.Hari Singh Gour University	Dr. K.C. Sahoo	2	1.11
	Prof. H.S. Sengar	1	0.56
IGNOU	Jaideep Sharma	3	1.67
	Meena Talwar Kanungo	1	0.56
	ZuchamoYanthan	1	0.56
Manipur University	Dr. R. Lahiri	5	2.78
	Prof. M.R. Kumbhar	4	2.22
	Dr. Th. Purnima Devi	5	2.78
	Dr. Ch. Ibohal Singh	5	2.78
	Dr. Th. Madhuri Devi	6	3.33
	Th. Khomdon Singh	2	1.11
Mizoram University	Dr. Manoj Kumar Verma	2	1.11
	Prof. S.N. Singh	4	2.22
	Prof.Pravarkar Rath	7	3.89
	Dr. R.N. Mishra	3	1.67
	Dr.Akhananda Shukla	1	0.56
NEHU	Dr. P. Hangsing	7	3.89
	Dr.Veena Saraf	5	2.78
	Dr. J.C. Binwal	7	3.89
	Dr. A.S. Chandel	1	0.56
	Prof. Moses Marg Naga	9	5
	Dr.Bikika Laloo	4	2.22
Pondicherry University	Dr. R. Sevukan	1	0.56
	Dr.Rekha Rani Varghese	1	0.56
University of Delhi	Prof.Shashi Prabha Singh	1	0.56
	Dr. K.P. Singh	1	0.56
	Dr.Shailendra Kumar	1	0.56
	Dr.Paramjeet K. Walla	1	0.56
Guru Ghasidas Vishwavidyala	Dr.Brajesh Tiwari	8	4.44
	Dr. J.L. Sain	5	2.78
	Dr. UN. Singh	8	4.44
Babasaheb Bhimrao Ambedkar University.	Dr.Shilpi Verma	1	0.56
	Dr. K.L. Mahawar	2	1.11
	Dr. S.K. Sonkar	3	1.67
	Dr. M.P. Singh	2	1.11
	Dr. P.K. Choudhary	3	1.67
Total		180	100

Source: www.shodhganga.inflibnet.ac.in

From the Table 8, it can be clearly seen that M. Mustafa K. Q. Zaidi of Aligarh Muslim University has the highest number of students under his guideship with 6.11% followed by Dr.Naushad Ali P.M, of the same university and Moses Mark Naga of NEHU contributing 5% each.

SUGGESTIONS AND CONCLUSION

In the present era, the whole world is becoming more information conscious and millions of life is embedded with quality based data and information to compete with each other. Academic institutions and universities are playing a very significant role in moulding and creating new generation of scholars and researchers with the application of new technology. Better and improved situations are being created to meet the challenges at National and International levels. ETD is one of the important outcomes of such effort which can be examined through web and provides many new research areas in LIS. By analysing the electronic doctoral theses of LIS schools using quantitative techniques, one can understand various important aspects and clues of the researches in the country. However, as the findings of the study show, while the number of LIS theses accepted by the central universities are many, the ETDs contributed to the Shodhganga by them are found to be very less. They are facing certain issues and other challenges in this regard. Central Universities offering LIS programmes are also less. There is still need for organising ETD awareness programmes to improve and understand the issues and options for the institutions planning to implement ETD repository. In the years to come, as expected, universities and institutions

of higher learning in the country should upload such resources in the websites of the universities too not only in the Shodhganga repository. A policy guideline can be chalked out in this regard by the concerned universities at the institutional level to make available the ETDs as mandatory for the university. This will promote access to the research outputs of the Central Universities in the country.

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