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Nagesh R
nagesh.brm@gmail.com

Chandrashekara M
chandra.uom@gmail.com

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Research Contribution of Library and Information Science Teachers towards the Profession in India

Nagesh R

Research Scholar, Department of Library and Information Science, University of Mysore,
Manasagangotri, Mysore – 570006. Email:nagesh.brm@gmail.com

Dr. M. Chandrashekara

Professor, Department of Library and Information Science, University of Mysore, Manasagangotri,
Mysore – 570006. Email:chandra.uom@gmail.com

Abstract

The aim of the study was to examine the research contributions of library and information science teachers in India in terms of gender, type of universities and regional offices of university grants commission(UGC). A survey approach was used in this study and structured online questionnaire framed using google form. Responses received from 287 (81%) out of 353 LIS teachers. The scope of study was confined to the present working LIS teachers in state and central universities of India. A total of 287 respondents, 202 (70.38%) was male and 85 (29.61) was female. In this study the research contributions of LIS teachers was mainly focused on research supervision for Master of Philosophy (M.Phil) and Doctor of Philosophy (Ph.D) degrees and also Minor and Major research projects in the field. The Ph.D output by male LIS teacher is significantly higher than female teachers. The M.Phil output by LIS teachers of state universities is significantly higher than the teachers of central universities. The average number of ongoing major research projects of Eastern Regional Offices of UGC is higher than the universities under other regional offices.

Keywords: Research Contribution, Research Projects, Research Output, Library Profession, Library Science Teachers.

1.0 Introduction

The library and information science (LIS) is growing as a field of study and developing a larger body of research. The LIS is persistently evolving and incorporating new topics in the subject and provides a great opportunity to have the knowledge of wide variety of information sources and services (Sethi & Panda, 2012). The LIS teachers in higher education are playing very important role by doing research and research supervision. It is helping the profession to grow and also benefiting different stakeholders of the profession like students, research scholars and librarians/practitioners. The contribution areas of LIS

teachers in the profession can be identified in many ways through their academic and research activities; one of the important contributions is research output. The research contributions can be described like research supervision for Master of Philosophy (M.Phil) and Doctor of Philosophy (Ph.D) degrees and also Minor and Major research projects. A guide or a supervisor plays a very important role in the entire research process like identification of the topic research work, formulation of the problem based on research gap in particular subject, guidance about the nature of research and the standard expected, planning research so as to complete it in accordance of the time table specified by the university, writing the thesis and getting it examined (Garg & Sharma, 2017).

The research contributions of LIS teachers is to communicate and share new avenues of knowledge in the profession (Morrison, 2016; Garg & Sharma, 2017). The research contribution is more visible and easily accessible and has remained a valid unit of measurement for teacher's contribution for a very long period of time. Subject growth mirrors the research productivity. Looking at the increase in research contribution by LIS teachers that becomes apparent and maturing as a field of study. The LIS teachers should be concerned with their research duties to enhance the profession at global visibility by more research productivity in the subject (Adkins & Budd, 2006).

1.1 Research Supervision

Research plays a vital role in the educational process as a source of latest information and for innovation, growth, and development of the subject and profession. Today academic and research institutions play a crucial role in the generation and application of latest knowledge through the research. Discovery and dissemination of new knowledge through the research work has always been a source of excitement and incalculable benefit to the particular subject. The research carried out by research scholars under supervision of research guides. The key role of research supervisors is to assist and guide research scholars throughout their academic studies and completion of research work. In India, the research work includes project works at post-graduation level, M.Phil and Ph.D thesis (Nedumaran & Ramesh, 2017).

1.2 Research Projects

The research projects by LIS teachers is one of the important contribute areas for the profession growth. The University Grants Commission (UGC) strives to promote teaching

and research in emerging areas including library and information science. The emphasis would be supporting particular subject to study and research in a more organized manner. The UGC also provides outstanding career benefits to teachers and motivate them to enhance their knowledge base and skills by providing the funds and grants for the minor and major researches. The UGC offers research project at two levels such as i. Minor Research Project, and ii Major Research Project. The main objective of these research projects is to promote excellence in academic and research in higher education by supporting research activities of university and college faculty in various subjects.

2.0 Review of Literature

Research contribution of LIS teachers in the field is very significant for the growth of the profession. If this is strongly outlined by teachers, definitely there could be more research output by LIS teachers (Gibbons & Cobb, 2017). A study on various national studies of different countries to analyse the trends in LIS research at global scenario and record the research trends in LIS research at global level conducted by Rochester and Vakkari (2003). The research in LIS is proliferating due to many reasons and one of the prime reason is resource sharing. More research contribution from the teachers is one of the significant indications of the subject growth and development (Chandrashekara & Ramasesh, 2009). An active contribution of LIS teachers shows the significant growth of the profession (Chakraborty & Sarkhel, 2009). Research contribution plays very important role in sharing of the research findings and serve as medium for exchange of ideas, experiences and dissemination of new knowledge among subject stakeholders of LIS profession (Buckland, 1999; Walters & Wilder, 2016). The research is critical for creation of professional knowledge as well as development of knowledge, without research it is not possible to adopt new trends (Partridge & Hallam, 2005).

3.0 Objectives of the Study

1. To examine the research contribution of male and female LIS professionals of Indian universities.
2. To explore the research contribution of LIS professionals of state and central universities.
3. To identify the research contribution of LIS professionals across various UGC regional offices.

4.0 Scope and Limitations of the study

The study is significant due to examination of research contributions of LIS teachers in the profession based on gender, type of universities and regional officers of UGC in India. The research productivity of teachers is considered as main contribution areas of LIS teachers for the profession growth. The study is so significant to know the output of research projects by LIS teachers in the profession. The present study is limited to only present working permanent LIS teachers in central and state universities of India. The study is also limited to only research contributions of LIS teachers like M.Phil and Ph.D supervision and also conducting and supervising of UGC Minor and major research projects.

5.0 Methodology

The study covers all permanent LIS teachers who are currently working in state and central universities in India. There are 353 LIS teachers in 108 LIS schools in India. The present study used survey method for data collection by using structured online questionnaire which was designed in Google Form. The online questionnaire sent to all 353 LIS teachers through their e-mail IDs to get response. Out of 353, the response received from 287, hence the percentage of response was 81.30%. The collected data is evaluated and presented in a subsequent section of this paper. The research contribution of the LIS teachers is hypothesized as well as analyzed by using independent sample t test and One-Way ANOVA test.

6.0 Research Hypotheses

1. The quantum of research contribution of male and female LIS professionals of Indian universities do not different differ significantly.
2. The quantum of research contribution of LIS teachers of state and central universities is same.
3. The quantum of research contribution of LIS professionals across various geographical location of India is same.

The major research contribution of the LIS professionals considered for the present research article is number of completed and ongoing major and minor research projects of LIS professionals, number of completed and ongoing Ph.D. and M.Phil. thesis as supervisions. The research contribution of the LIS professionals in the present study is assessed by three major criterion variables. The research contribution of LIS professionals across gender,

across state and central universities as well as geographical location are considered for the study. The criterion of categorization of universities belongs to the various UGC regional office is considered for geographical location of the universities. Thus, research contribution of the LIS professional on the said criterions are hypothesized as well as analyzed by using independent sample t test and One-Way ANOVA test.

6.1 Hypothesis 1. The quantum of research contribution of male and female LIS professionals of Indian universities do not different differ significantly.

The research question of examination of research contribution of male and female LIS professionals of Indian universities is evaluated by testing the hypothesis of “The quantum of research contribution of male and female LIS professionals of Indian universities do not different differ significantly”. The research contribution of LIS professionals considered for the hypothesis are both completed and ongoing major research and minor research project, and both awarded and ongoing Ph.D. and M.Phil. degree. The descriptive statistics related to this across gender is represented in table 1.

Table 1: Descriptive Statistics of Research Contribution of LIS Teachers across Gender

Research Contribution	Gender	N	Mean	Std. Deviation	Std. Error Mean
Completed Major Research Projects	Male	202	.80	.952	.067
	Female	85	.66	.983	.107
Ongoing Major Research Projects	Male	202	.27	.457	.032
	Female	85	.25	.486	.053
Completed Minor Research Projects	Male	202	.56	1.064	.075
	Female	85	.54	.880	.095
Ongoing Minor Research Projects	Male	202	.22	.414	.029
	Female	85	.28	.526	.057
Ph.D Awarded	Male	202	5.37	6.071	.427
	Female	85	3.71	5.143	.558
Ph.D Ongoing	Male	202	4.33	2.536	.178
	Female	85	3.71	2.424	.263
M.Phil. Awarded	Male	202	7.24	14.088	.991
	Female	85	5.29	12.704	1.378
M.Phil. Ongoing	Male	202	.65	2.012	.142
	Female	85	.36	1.163	.126

As per Table 1, research contribution under various categories of male LIS professionals is relatively greater than the female LIS professionals except ongoing minor research project.

The average number of major and minor research projects completed by male LIS professionals is 0.80 and 0.56 respectively whereas average number of major and minor research projects completed by female LIS professionals is 0.66 and 0.54 respectively. Similarly, the average number of ongoing major and minor research projects of male LIS professionals is 0.27 and 0.22 respectively whereas the average number of ongoing major and minor research projects of female LIS professionals is 0.25 and 0.28 respectively. The average number of Ph.D (5.37) and M.Phil. (7.24) awarded by male LIS professionals is greater than the average number of Ph.D (3.71) and M.Phil.(5.29) awarded by female LIS professionals. The average number of ongoing Ph.D (4.33) and M.Phil. (0.65) under male LIS professionals is greater than the average number of ongoing Ph.D (3.71) and M.Phil.(0.36) under female LIS professionals.

Table 2: Independent Sample t Test of Research Contribution of LIS Teachers across Gender

Research Contribution	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Completed Major Research Projects	Equal variances	.001	.981	1.152	285	.250	.143
	Unequal variances			1.137	153.422	.257	.143
Ongoing Major Research Projects	Equal variances	.233	.630	.419	285	.676	.025
	Unequal variances			.409	149.653	.683	.025
Completed Minor Research Projects	Equal variances	.081	.777	.177	285	.860	.023
	Unequal variances			.191	189.176	.849	.023
Ongoing Minor Research Projects	Equal variances	5.348	.021	-1.110	285	.268	-.065
	Unequal variances			-1.008	129.802	.315	-.065
Ph.D Awarded	Equal variances	1.898	.169	2.209	285	.028	1.660
	Unequal variances			2.363	184.845	.019	1.660
Ph.D Ongoing	Equal variances	.019	.891	1.933	285	.054	.626
	Unequal variances			1.969	164.596	.051	.626
M.Phil. Awarded	Equal variances	1.141	.286	1.098	285	.273	1.944
	Unequal variances			1.145	173.960	.254	1.944
M.Phil. Ongoing	Equal variances	3.213	.074	1.217	285	.225	.284
	Unequal variances			1.496	257.859	.136	.284

Table 2 represents the results of independent sample t test for the research contribution of LIS professionals across gender. Since the research contribution of the LIS professionals is examined across gender, the independent sample t test is employed to examine whether there is any significant difference in the research contribution of male and female LIS professionals. The independent sample t test is based on the assumption of equality of

variance, hence the before computing the t test value, the assumption of equality of variance is examined by using Levene’s test, and the equality of variance assumption is violated at 5% only for number of ongoing minor research project since the p value is of Leven’s test is 0.021. The research contribution of LIS professionals across gender do not differ significantly except the category of number of Ph.D awarded. The t value of number of Ph.D supervision across gender is 2.209 with 285 degree of freedom is statistically significant at 5% since the p value is 0.028. Hence, it can be inferring that the hypothesis of ‘the quantum of research contribution of male and female LIS professionals of Indian universities do not different differ significantly’ cannot be rejected. However, the research contribution of male and female LIS professionals differs significantly only in the contribution area of number of Ph.D awarded.

6.2 Hypothesis 2: The quantum of research contribution of LIS professionals of state and central universities are the same.

The research question of identification of whether there is any significant difference in the research contribution LIS professionals of state and central universities is evaluated by testing the hypothesis of “The quantum of research contribution of LIS professionals of state and central universities are the same”. The research contribution of LIS professionals considered for the hypothesis are both completed and ongoing major research and minor research project, and both awarded and ongoing Ph.D. and M.Phil. degree. The descriptive statistics related to this across the type of universities is represented in table 3.

Table 3: Descriptive Statistics of Research Contribution of LIS Professionals across type of Universities

Research Contribution	Nature of the University	N	Mean	Std. Deviation	Std. Error Mean
Completed Major Research Projects	State University	218	.70	.798	.054
	Central University	69	.96	1.344	.162
Ongoing Major Research Projects	State University	218	.26	.448	.030
	Central University	69	.29	.517	.062
Completed Minor Research Projects	State University	218	.46	.652	.044
	Central University	69	.86	1.683	.203
Ongoing Minor Research Projects	State University	218	.20	.399	.027
	Central University	69	.36	.568	.068
Ph.D Awarded	State University	218	5.01	6.149	.416
	Central University	69	4.45	4.810	.579
Ph.D Ongoing	State University	218	4.30	2.594	.176

	Central University	69	3.67	2.201	.265
M.Phil. Awarded	State University	218	7.74	15.205	1.030
	Central University	69	3.25	6.003	.723
M.Phil. Ongoing	State University	218	.61	1.946	.132
	Central University	69	.41	1.264	.152

As per table 3, in terms of minor and major research project, the contribution LIS professionals of Central Universities is relatively greater than the LIS professionals of State universities whereas the contribution of LIS professionals of State Universities is relatively higher than the LIS professionals of Central Universities in terms of awarded and ongoing of both Ph.D and M.Phil. degree. The average number of major and minor research projects completed LIS professionals of Central Universities is 0.96 and 0.86 respectively whereas average number of major and minor research projects completed by LIS professionals of State Universities is 0.70 and 0.46 respectively. Similarly, the average number of ongoing major and minor research projects of LIS professionals of Central Universities is 0.29 and 0.36 respectively whereas the average number of ongoing major and minor research projects of LIS professionals of State Universities is 0.26 and 0.20 respectively. The average number of Ph.D (5.01) and M.Phil, (7.74) awarded by State Universities LIS professionals is greater than the average number of Ph.D (4.45) and M.Phil.(3.25) awarded by Central Universities LIS professionals. The average number of ongoing Ph.D (4.30) and M.Phil, (0.61) under State Universities LIS professionals is greater than the average number of ongoing Ph.D (3.67) and M.Phil.(0.41) under Central Universities LIS professionals.

Table 4: Independent Sample t Test of Research Contribution of LIS Professionals Across Nature of Universities

Research Contribution	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Completed Major Research Projects	Equal variances	17.629	.000	-1.962	285	.051	-.259
	Unequal variances	-	-	-1.520	83.671	.132	-.259
Ongoing Major Research Projects	Equal variances	1.729	.190	-.513	285	.609	-.033
	Unequal variances	-	-	-.476	102.349	.635	-.033
Completed Minor Research Projects	Equal variances	9.969	.002	-2.837	285	.005	-.392
	Unequal variances	-	-	-1.890	74.560	.063	-.392
Ongoing Minor	Equal variances	22.366	.000	-2.685	285	.008	-.165

Research Projects	Unequal variances	-	-	-2.245	90.188	.027	-.165
Ph.D Awarded	Equal variances	2.806	.095	.692	285	.490	.560
	Unequal variances	-	-	.785	144.452	.434	.560
Ph.D Ongoing	Equal variances	1.920	.167	1.825	285	.069	.631
	Unequal variances	-	-	1.987	132.878	.049	.631
M.Phil. Awarded	Equal variances	14.957	.000	2.396	285	.017	4.497
	Unequal variances	-	-	3.574	272.469	.000	4.497
M.Phil. Ongoing	Equal variances	1.368	.243	.837	285	.403	.209
	Unequal variances	-	-	1.038	177.061	.301	.209

Table 4 represents the results of independent sample t test for the research contribution of LIS professionals across state and central universities. The independent sample t test is employed to examine whether there is any significant difference in the research contribution of LIS professionals of State and Central Universities. The assumption of equality of variance is examined by using Levene's test, and the equality of variance assumption is violated at 5% for number of completed major and minor research project, ongoing minor research project and number of M.Phil. awarded since the p value is of Leven's test less than 0.05. The research contribution of LIS professionals across state and central universities do not differ significantly except number of ongoing minor research project and number of M.Phil. degree awarded. The absolute t value of number of ongoing minor research project and number of M.Phil. degree awarded is 2.245 with 90.188 degree of freedom and 3.574 with 272.469 degree of freedom respectively, and these t values are statistically significant at 5% since the p value is 0.027 and 0.000 respectively. Hence, it can be inferring that the hypothesis of 'the quantum of research contribution of LIS professionals of state and central universities are the same' cannot be rejected. However, the research contribution of LIS professionals of central and state universities differ significantly in the contribution area of number of ongoing minor research project and number of M.Phil. degree awarded.

6.3 Hypothesis 3: The quantum of research contribution across various geographical location of LIS professionals India do not differ significantly.

Table 5: Descriptive Statistics of Research Contribution of LIS Professionals Across UGC Regional Offices

Research Contribution	UGC Regional Offices	N	Mean	Std. Dev.	Std. Error
No. of Ph.D Supervision (Awarded)	Central Regional Office	17	4.88	8.085	1.961
	Northern Regional Office	73	4.73	4.638	.543
	North-Eastern Regional Office	33	4.55	6.068	1.056
	Western Regional Office	32	4.66	7.037	1.244
	Eastern Regional Office	41	4.80	6.377	.996
	South Eastern Regional Office	32	5.66	6.617	1.170
	South-Western Regional Office	59	4.98	5.046	.657
	Total	287	4.87	5.852	.345
No. of Ph.D Supervision (Ongoing)	Central Regional Office	17	3.18	2.506	.608
	Northern Regional Office	73	4.14	2.200	.258
	North-Eastern Regional Office	33	3.30	2.628	.457
	Western Regional Office	32	3.59	2.326	.411
	Eastern Regional Office	41	4.32	2.524	.394
	South Eastern Regional Office	32	5.03	2.163	.382
	South-Western Regional Office	59	4.61	2.889	.376
	Total	287	4.15	2.516	.148
No. of M.Phil. Supervision (Awarded)	Central Regional Office	17	2.12	3.389	.822
	Northern Regional Office	73	5.25	8.214	.961
	North-Eastern Regional Office	33	2.36	3.578	.623
	Western Regional Office	32	7.94	18.109	3.201
	Eastern Regional Office	41	5.85	10.418	1.627
	South Eastern Regional Office	32	21.97	26.174	4.627
	South-Western Regional Office	59	3.69	7.521	.979
	Total	287	6.66	13.700	.809
No. of M.Phil. Supervision (Ongoing)	Central Regional Office	17	.06	.243	.059
	Northern Regional Office	73	.47	1.435	.168
	North-Eastern Regional Office	33	.61	.933	.162
	Western Regional Office	32	.44	1.162	.205
	Eastern Regional Office	41	.37	.915	.143
	South Eastern Regional Office	32	2.06	4.265	.754
	South-Western Regional Office	59	.20	.714	.093
	Total	287	.56	1.806	.107
No. of Major Research Projects (Completed)	Central Regional Office	17	.47	.624	.151
	Northern Regional Office	73	.92	1.077	.126
	North-Eastern Regional Office	33	.45	.617	.107
	Western Regional Office	32	.53	.621	.110
	Eastern Regional Office	41	.80	.843	.132
	South Eastern Regional Office	32	.69	.780	.138
	South-Western Regional Office	59	.95	1.265	.165
	Total	287	.76	.962	.057
No. of Major Research	Central Regional Office	17	.06	.243	.059
	Northern Regional Office	73	.34	.506	.059
	North-Eastern Regional Office	33	.21	.415	.072

Projects (Ongoing)	Western Regional Office	32	.19	.397	.070
	Eastern Regional Office	41	.44	.550	.086
	South Eastern Regional Office	32	.25	.440	.078
	South-Western Regional Office	59	.19	.434	.057
	Total	287	.26	.465	.027
No. of Minor Research Projects (Completed)	Central Regional Office	17	.47	.514	.125
	Northern Regional Office	73	.60	.721	.084
	North-Eastern Regional Office	33	.36	.653	.114
	Western Regional Office	32	.59	.837	.148
	Eastern Regional Office	41	.59	.741	.116
	South Eastern Regional Office	32	.31	.471	.083
	South-Western Regional Office	59	.73	1.770	.230
	Total	287	.56	1.012	.060
No. of Minor Research Projects (Ongoing)	Central Regional Office	17	.29	.470	.114
	Northern Regional Office	73	.23	.426	.050
	North-Eastern Regional Office	33	.27	.452	.079
	Western Regional Office	32	.28	.457	.081
	Eastern Regional Office	41	.24	.435	.068
	South Eastern Regional Office	32	.16	.369	.065
	South-Western Regional Office	59	.22	.527	.069
	Total	287	.24	.450	.027

Table 5 represents research question of identification of whether there is any significant difference in the research contribution LIS professionals across various UGC regional offices is evaluated by testing the hypothesis of “The quantum of research contribution across various geographical location of LIS professionals in India do not differ significantly”. The research contribution of LIS professionals considered for the hypothesis are both completed and ongoing major research and minor research project, and both awarded and ongoing Ph.D. and M.Phil. degree. The descriptive statistics related to this across universities under UGC regional offices is represented in Table 5. The average number of both Ph.D and M.Phil. awarded and ongoing in universities under South Eastern Regional Office is relatively higher than universities under other regional offices of UGC. Similarly, the average number of minor and major research projects completed by the Universities under South-Western Regional Office is relatively higher than the Universities of other regional offices of UGC. The average number of ongoing major research projects by the Universities under Eastern Regional Office is relatively higher than the Universities of other regional offices of UGC. The average number of ongoing minor research projects by the Universities under Central Regional Offices is relatively higher than the Universities of other regional offices of UGC.

Table 6: ANOVA of Research Contribution of LIS Professionals Across UGC Regional Offices

Research Contribution	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
No. of Ph.D Supervision (Awarded)	Between Groups	27.158	6	4.526	.130	.993
	Within Groups	9768.327	280	34.887		
	Total	9795.484	286			
No. of Ph.D Supervision (Ongoing)	Between Groups	88.184	6	14.697	2.390	.029
	Within Groups	1721.670	280	6.149		
	Total	1809.854	286			
No. of M.Phil. Supervision (Awarded)	Between Groups	9202.779	6	1533.797	9.656	.000
	Within Groups	44475.437	280	158.841		
	Total	53678.216	286			
No. of M.Phil. Supervision (Ongoing)	Between Groups	86.752	6	14.459	4.786	.000
	Within Groups	845.806	280	3.021		
	Total	932.557	286			
No. of Major Research Projects (Completed)	Between Groups	10.357	6	1.726	1.902	.080
	Within Groups	254.054	280	.907		
	Total	264.411	286			
No. of Major Research Projects (Ongoing)	Between Groups	3.058	6	.510	2.426	.027
	Within Groups	58.816	280	.210		
	Total	61.875	286			
No. of Minor Research Projects (Completed)	Between Groups	5.244	6	.874	.851	.532
	Within Groups	287.557	280	1.027		
	Total	292.801	286			
No. of Minor Research Projects (Ongoing)	Between Groups	.388	6	.065	.315	.929
	Within Groups	57.500	280	.205		
	Total	57.889	286			

Table 6 represents the results of One-Way ANOVA for the research contribution of LIS professionals under various Universities of regional offices of UGC. ANOVA test based on F test is employed to examine whether there is any significant difference in the research contribution of LIS professionals across various universities of regional offices of UGC. The F value of number of ongoing Ph.D degree is 2.390 with 6 and 280 degree of freedom is statistically significant at 5% since the p value is 0.029. The F value of number of M.Phil. degree awarded is 9.656 with 6 and 280 degree of freedom is statistically significant at 5% since the p value is 0.000. The F value of number of ongoing M.Phil. degree is 4.786 with 6 and 280 degree of freedom is statistically significant at 5% since the p value is 0.000. The F value of number of ongoing major research project is 2.426 with 6 and 280 degree of freedom is statistically significant at 5% since the p value is 0.027. Hence, the hypothesis of “the quantum of research contribution across various geographical location of LIS professionals

India do not differ significantly” can be rejected for number of ongoing Ph.D., M.Phil. and major research project as well as for number of completed M.Phil. degree.

7.0 Major Findings of the study:

- The research contribution of male LIS professional in terms of number of Ph.D. degree awarded is significantly higher than female LIS professionals.
- The research contribution of LIS professionals of State Universities in terms of number of M.Phil. degree awarded is significantly higher than the LIS professionals of Central Universities.
- The research contribution of LIS professionals of Central Universities in terms of number of ongoing minor research project significantly higher than the LIS professionals of State Universities.
- The average number of ongoing Ph.D., M.Phil. degree and completed M.Phil. degree of universities under South Western Regional Offices of UGC is higher than the universities under other regional offices of UGC.
- The average number of ongoing major research projects of Eastern Regional Offices of UGC is higher than the universities under other regional offices of UGC.

8.0 Conclusion

LIS profession in India is budding as a field of study and emerging a larger body of education and research by active contribution of LIS teachers in the profession. Research is an important activity for any subject because research findings are valuable and contribute to knowledge in the field. The LIS as a profession in reached a global dimension since research work is flowrising in the fieled. The research contribution of LIS teachers is more significant for the development of the profession in India. The LIS teachers are playing very important role in conducting a research work and research projects to fulfill the needs of information society in India. The students and research scholars in LIS field are enhancing their knowledge and skills by mentoring and supervision of LIS teachers. In India, LIS teachers are actively engaging in the research activities towards the LIS profession growth for comprehensive visibility. The exponential growth of subject literature, interdisciplinary nature of research and trend towards specialisation has posed many problems. both to the LIS education and research.

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