University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)   Libraries at University of Nebraska-Lincoln

Winter 2020

USE OF WEB RESOURCES AND SERVICES BY THE RESEARCH SCHOLARS IN THE FIELD OF SOCIAL SCIENCES OF SELECTED CENTRAL UNIVERSITIES (DU, BHU, AMU, JNU)

Utkarsh Dwiwedi
BANARS HINDU UNIVERSITY, utkarshdwivedi139@gmail.com

Rajani Mishra (Associate Professor)
DLIS, Banara Hindu University

USE OF WEB RESOURCES AND SERVICES BY THE RESEARCH SCHOLARS IN THE FIELD OF SOCIAL SCIENCES OF SELECTED CENTRAL UNIVERSITIES (DU, BHU, AMU, JNU)

Utkarsh Dwiwedi*, Dr. Rajani Mishra**

*Research Scholar, Department of Library and Information Science
Banaras Hindu University, Varanasi-221005, Uttar Pradesh, India
Email: utkarshdwivedi139@gmail.com

**Associate Professor
Department of Library and Information Science
Banaras Hindu University, Varanasi-221005, Uttar Pradesh, India
Email: rajanimishra5@gmail.com

Abstract

The current study was conducted with the objective to study the usage of Web Resources and services by the Researchers in the field of social sciences of selected Central Universities (DU, BHU, AMU, JNU). A well-structured questionnaire was directed through irregular testing strategy to the Research Scholars of the Institutes to gather the information with respect to the utilization of Web Resources. This paper confines the investigation only to utilization of Web Resources by Researcher of Language and Literature in selected Central Universities (DU, BHU, AMU, JNU). The extent of the examination can be stretched out to former Indian Universities moreover. The investigation uncovers that Web Resources have turned into a fundamental piece of the examination works in these Universities.

Keywords: Web Resources, Research Scholars, Language, Indian Universities

1. Introduction

Web of Knowledge (presently known as Web of Science), emerged in 1997 from the Science Reference Index created by Eugene Garfield in 1960s [1]. It is an online membership based multidisciplinary reference data set initially delivered by the Institute for Scientific Information (ISI), presently kept up by Clarivate Analytics, that gives a far reaching reference search. Web of Science incorporates over 18,000 diaries and contains seven diverse reference data sets including distinctive data gathered from diaries, meetings, reports, books and book arrangement [2]. WOS reference information bases are SSCI (Social Sciences Citation Index), SCI Expanded (Science Citation Index Expanded), CPCI (Conference Proceedings Citation Index), A&HCI (Arts and Humanities Citation Index) and Since WOS is the most seasoned reference information base, it has solid inclusion with reference information and bibliographic information which returns to 1900 [3]. Until 2004, Web of Science was the single information base for reference, in 2004, Google Scholar, reference data set of goliath Search Engine Google and Scopus of Elsevier appeared. WOS has a complete publication selection method established on journal standards, expert decisions, consistent appearances and class of references facts [4]. In late 2014, Web of Science has tied up with Google Scholar to give connecting of Web of Science for a specific article which is recorded by Web of Science in Google Scholar. Yet, this connection of Web of Science will show up just in those foundations where Web of Science access is accessible. Utilization of Internet by Researcher is a significant region of learning in the present data atmosphere. The Internet has now-a-days become a significant part in educational institution as it assumes a crucial function in gathering data and correspondence needs of organizations. "It makes it conceivable to get to a wide scope of data, for example, forward-thinking research news, from anyplace on the globe. It also facilitate researcher and scholarly institutes to spread data to a more extensive crowd far and wide through having sites and an approach to look through them and coordinate the yield" [5] "The Internet has become a significant apparatus for instructing, learning, and examination"[6]. Researcher scholar also use Internet at a more prominent degree and "Internet is viewed as the utmost significant of the numerous computer skills accessible to the general humanity today" [7].

Social science refers to the science of individuals or groups of individuals, such as groups, corporations, cultures, or economies, and both their individual and collective behavior. Social sciences have historically been

categorized into disciplines such as psychology, human behavioral science, sociology, social group science, economics, business, market and economic science, political science, governance structures, political activity analysis, thinking and behavior analysis. History-the examination of past events, particularly in human relations. Scientific study aims at discovering laws and postulating theories of scientific knowledge designed to explain natural or social phenomena. Scientific knowledge is founded on scientific methods, which refer to a collection of techniques for constructing and generalizing scientific knowledge in terms of observations of validity and reliability. The scientific method makes independent and impartial testing of hypotheses and theories simpler. And observations and put them further for open discussion, changes, or improvements. At the beginning of the 21st century, social science has been taught at most universities. In addition to the immense output of a large number of books and papers in various languages worldwide, social science scholars, professors and policy makers have increased rapidly. As a result, a substantial number of social scientists not only serve as academics and researchers, but also as national experts. Administrations and their governments are urging them to grow their economies. At the same time, development in information technology helps them to interact more quickly with each other and with civil society [8].

2   Study Area

a.)   Social Science Research

With such a methodology, social science observational methods were not established. Rapidly-changing data climate in mind. In the 2000 election, Bruce and Richard Davis received the McGannon Center Communication Policy Analysis Reward for Operation Online, a severely systematic review of the Internet. They concluded that the new standard would verify largely unsuccessful for persuasion unresolved voters after undoubtedly showing that political websites were primarily accessed by current supporters. Social science observational methods were not established with such a methodology. Fast-varying world with data in mind. In the 2000 election Campaign Online, a rigorously comprehensive education of the Internet, won the McGannon Center Information Policy Research Award from Bruce Bimber and Richard Davis. They concluded that after undoubtedly signifying that political websites were mainly accessed by present followers, the new medium would prove largely ineffective in persuasion unsure supporters. As such, they concluded that the Internet would have a comparatively limited effect on American policies, providing only 'strengthening' rather than persuasion of established beliefs. Their book is a regular feature in today's canon of Internet politics.

The results of Bimber and Davis on candidate websites are nominally only precise today. We can safely think in 2012 that most of the tourists to the there will be current followers of the Republican candidate's website. Low-information, such political information is not sought out by undecided voters (by definition). But the ramifications of their results are outshined by more growth in the online landscape. Website participation of candidates is not extensive associated with online radical activity [9].

In part, due to the efforts of research creators and theoreticians to produce accurate and legal methods for measuring community variables, social science research has improved [10]. Measures of the characteristics measured using these methods, like probabilistic techniques of sampling, can be used to estimate population parameters. The capacity of social science research scholar to draw assumptions, simplify findings and draw conclusions for wider audiences is strengthened by using these methods [11]. In addition, the systematic implementation of widely accepted approaches in to confirm the class of much of our examination which includes review methods, the design, behavior, review and reporting of survey research is important [13].

b.)   Brief Summary of Selected Universities

* Delhi University (DU), India is one of the top-ranked universities of the nation and is known for its elevated expectations in instructing and examination. Throughout the most recent 85 years, the University has developed into perhaps the biggest college in India. The University has gone into a concurrence with the UGC (University Grants Commission) of India and the (INFLIBNET) Information and Library Network to partake in the nation-wide Infonet e-diary group [14].

* BHU (Banaras Hindu University) is situated in the heavenly city of Varanasi, a globally renowned temple of learning. This Imaginative and inventive college was established by the great nationalist leader, Pandit Madan Mohan Malviya, in 1916 with participation of extraordinary characters like Dr Annie Besant, who saw it as the University of India. BHU was made under the Parliamentary enactment - B.H.U. Act 1915. It played a stellar part in the freedom movement and has become India's largest learning hub [15].

* AMU (Aligarh Muslim University) is an educational institute establishment of worldwide reputed offering in excess of 200+ courses in customary and current parts of training. From modest early stages as a school began as far back as 1875 that later turned into the Mohamadan Anglo-Oriental College, it at long last got its current name AMU in 1920 by an Act of Parliament. This premier central university, 130 k South-East of Delhi, with several faculties and kept up organizations draws understudies from all sides of the world and is available to all independent of religion, caste, creed religion or gender [16].

* JNU (Jawaharlal Nehru University) is the premier campus in India, and a widely acclaimed center for instructing and examination. Positioned Top in India by the NAAC (National Assessment and Accreditation Council) with a Rating Point of 3.91 (on a size of four), Jawaharlal Nehru University was positioned number

third among all colleges in India by the NIRF (National Institutional Ranking Framework), Government of India, in 2016 and no 2 of every 2017. Jawaharlal Nehru University additionally got the Top Campus Prize from the President of India in 2017. Still a youthful college, set up by a demonstration of Assembly in 1966, the energy, reputation, and strength of JNU result from the idea that thoughts are a field for experimentation, experience and continuous mission, and that variety of conclusions are the reason for scholarly investigation. Jawaharlal Nehru University is the spot for the intelligently impatient, the mentally rigorous, and the insatiably curious, giving them the space to develop in the midst of the calmness of a desert garden, a green lung inside the hurrying around and the hordes of the capital city of India [17].

3 Web Resources

a.) Background

Kumar pointed that making citation utilizing citation tool isn't well known and the majority of the researcher being uninformed of these tool are utilized to physically refer to the sources counseled or cited in their report [18]. Citation management software can be categorized as 1 of 4 dissemination representations: web based, hybrid, or browser based. Every circulation model can be additionally isolated into more grainy class's open-source material and demonstrating proprietary [19]. Despite the fact that these online reference constructors have been created to deliver predictable citation with the guidelines set out by the reference style guides, clients are eventually responsible for the citation and should make certain to edit them for precision [20] and some information on appropriate reference designs is important to utilize these projects efficiently [21]. Preparation of library staff and clients increase the use of web source. The researchers have communicated fulfillment with the current model of the University Grants Commission-Information Network association. These trainings are examining in nature, center around significant issues like clients' mindfulness, clients' inclinations, and viability of training program, help and backing in getting web sources, effect of web sources on exploration output and up the degree of accessibility of web sources to the scholar communal [22]. In adding to previous appraisals, correlations, and other correlated writing, college/university reference library have been locked in with crafted by normalization of reference formats and have created online citation devices/administrations to help the stressed student who have likely invested more energy arranging their lists than composing their documents. Some outstanding are: (NCSU) North Carolina State University Libraries built up the Reference Constructer [23]. KnightCite is an online citation generator administration gave by the Calvin College name of Hekman Library. This administration simplifies the frequently dull undertaking of aggregating a precise reference index in the perfect style by arranging the given information on a basis into a consistent reference, dispensing with the essential to remember some subtleties of design for numerous sorts of sources [24]. Tom and David have declared that group of libraries is effective in contribution economical long term resolution for monetary emergencies frequently knowledgeable by single one reference library. The capacity of examination writing on appraisal of utilization of web-assets offered through the University Grants Commission-Information Network association association affirms the adequacy and significance of the association in settling emergencies of assets and grants for reference library [25]. Brady (2006) inspected journal use in three logical orders. A past report originate that copy utilize expanded after automated access was added. This paper utilized similar techniques to decide whether the expansion in the utilization of the paper has proceeded and indeed a social move occurred between the two studies. Despite the fact that the utilization of paper journals expanded with the appearance of web-journals, a move being used examples happened with supporters presently preferring electronic configurations. There are corrective contrasts in the utilization of paper and automated configurations. Most diary titles demonstrating increments on paper utilize likewise were accessible in electronic arrangement [26]. Bar-Ilan (2003) directed a broad review of the high-ranking scholastic staff of the universities of Israeli on their utilization of automated papers and information bases. The significant discoveries were that the utilization of automated sources is now far reaching among the respondents and in excess of 50 percent found the automated administrations basic. Variations were, however, found among the use designs in the various disciplines [27].

b.) Application

Fink and Bar-Ilan (2005) announced the outcomes of a survey on the utilization of published and automated diaries in a science reference library. He originate that the clients had just been presented to automated diaries for various years; a large portion of the logical papers were open in automated arrangement while the published design was quiet accessible. The significant discoveries were that in excess of 80 percent of the respondents as often as possible utilize and incline toward an electronic configuration, independent of their position or age. Most past studies found an inverse connection between e-diary utilization and stage. In any case, these outcomes, however, further demonstrate that at this point clients of any age changed to the electronic configuration as far as use as

well as of inclination also [28]. Hilde and Voorbij (2006) studied Dutch staff on their utilization of automated journals. He found that automated papers have gotten fundamental for researchers and communal researchers, and profoundly affect data conduct, changing from strategies for getting mindful of applicable journal to the advantages on study [29]. In 2001 Rogers considered web-paper, printed paper, and information base utilization. Outcome demonstrated expanded utilization of web-journal and diminished utilization of published papers by staff and graduate scholars as the quantity of accessible web-journal expanded from 200 to in excess of 3,000. Practically no factual connection among age and recurrence of utilization was found. Most of continuous clients of every one of the three sorts of assets hailed from offices in technical studies. Records from the 1998 survey gave bits of knowledge into arrogances toward substituting published papers with web-papers. The preferences and disservices referenced were reliable with past examinations [30].

4   Web Resource in Research

The growing numeral of references to online resources in study journals over the past few years has shown that scholarly and search groups are progressively liable to use automated tools to facilitate academic communication. In the field of analysis of the impact of web sources on academic statement and the reference conduct of the writers in referencing e-resources, a substantial body of literature exists. Zhang (1998), Urbana-Champaign University of Illinois, Investigates In formal academic correspondence, utilizing circumstance training in the field of LIS throughout 1994 to 1996, how many web-sources were used. The education originate that as calculated by the web-tools cited, the influence of web-sources on LIS academic statement is limited associated to that of published sources [31]. Gardner and Esposito (1999) showed an education on the observations of under-graduate students on the Internet and described that those created by administration, scholastic institutes, and reliable businesses and corporations were the websites with the highest quality and reliability [32]. The effect of the Internet on the technical communication method and the efficiency of scientists at university of Nigerian have been discussed by Ehikhamenor (2003). The study found that there is a good connection between Internet use and the effectiveness of science [33]. In 46 journals in LIS, Shaw and Vaughan (2003) associated list of books and e-references of papers and found that e-reference counts were usually higher than list of books references [34]. A citation analysis of the undergraduate concept was conducted by Davis and Cohen (2001).Microeconomics papers and revealed that the incidence of academic citations cited among 1996-1999 decreased significantly. The Reference analysis showed that book citations declined from 19 to 30 percent during the time under review, but e-citations increased from 9%to 21% [35]. Magellan's Quest Voyager function was used by Julia K. Nims and Linda Rich, and Web online guide to analyze student search techniques and find the "magnified when they are carried out on the Web" problems caused by bad search strategies [36]. Ann Scholz-Crane studied the assessment approaches of two Groups of students in university configuration. A checklist provided by the teacher was used by one group and another group created its own standards for evaluating two e-papers. She originate that a list alone was inadequate to help scholars assess websites and that student's wanted assistance when associating standards from two classes to standard assessment criteria. In the identification of elements or components in Web documents [37]. F. Anne Pierce used pre-test and post-test grades to compare the progress of high school students in an attempt to improve successful use of the Internet for study. She noticed that students were very unqualified in research techniques despite their high expectations of their own abilities. Internet tools have been used successfully. She also found that in the report, high school teachers were improvised to support scholar study how to analyze Internet resources and to build examine approaches for a variety of reasons [38]. A case study was used by Carol Videon and Mary Ann Gilette to analyze the sources.   Cited in a community college writing class by forty-seven students. They found that 50% of the scholar in their education quoted other scholar journal originates online, regardless of a broad range of quality. Web document citations were frequently unclear, with a high rate of mistakes and defective links; and scholar often cited multiple units or episodes of one Web Multiple places as sources [39]. To set the scene for the study, and review of the literature was first undertaken (2007). Introduced the consequences of an overview on the utilization of automated diaries by the institutional faculty of the universities having a place with the Group of scholastic Libraries of Catalonia. The outcomes demonstrated that a high extent of instructing and exploration academic knows about the gathering of automated diaries and that there was an expanding inclination for the automated to the inconvenience of the printed design. The gathering of automated diaries is highly esteemed and most clients hope to expand their utilization of them throughout the next some year [40]. A citation the executive's device is any asset, program or administration that upholds citation the board, or, the agreement, social affair, association, and utilization of citation in research and data education. Citation apparatuses are coordinated into 4 classes, these contain: reference management education, references guides, reference generator and reference manager. Reference managers, some of the time referred to as list of books or citation the administration, are programs that permit scholars to collection, arrange, result and offer their list of book references [41]. Hensley centers around the rise of citation the executives programming and addresses the function of theoretical librarians in creation software accessible and simple to utilize for student and researchers. The writer analyzes the highlights of a few citations the executives programming projects, and offers data on the prescribed procedures for the help and guidance of the projects [42].

5   Analysis

a.) The Awareness about accessibility of electronic on web world

The level of knowledge of the electronic services available to respondents, such as electronic-books is having as high as 50.8 percent, electronic-journals is having as high as 51.2 percent, electronic-newspapers is having as high as 82.4 percent, electronic-dictionaries is having as high as 45.6 percent and electronic-cyclopedias is having as high as 33.2 percent, is shown in Table 1. Web OPAC is having 19.2 percent, Online database is having 15.6 percent and electronic-thesis is having 22 percent are other services that the respondents list.

The wise study of the department reveals that the English and Hindi departments are more conscious of the different types of network tools accompanied by Persian and Arabic. The wise study of the department reveals that the English and Hindi departments are more conscious of the different types of network tools accompanied by Arabic and Persian. The most popular web resource (English 96 percent, Arabic 88 percent, Urdu 92 percent, Hindi 60 percent, Persian 76 percent) is among the respondents, followed by electronic-journals and electronic-books.

Table 1: Most Popular Web Resource

Sources	English	Arabic	Urdu	Hindi	Persian	Total
Electronic-Book	68%(34)	%(32)	22(44%)	15(30%)	24(48%)	127(50.8%)
Electronic-Journal	76% (38)	72%(36)	20%(10)	30%(15)	58%(29)	51.2%(128)
Electronic-Dictionary	56%(28)	56%(28)	10%(5)	40%(20)	56%(28)	45.6%(114)
Electronic-Encyclopedia	18(36%)	16(32%)	15(30%)	20(40%)	14(%28)	83(33.2%)
Electronic-Theses	34%(17)	36%(18)	------	30%(15)	10%(5)	22%(55)
Electronic-Newspaper	96%(48)	88%(44)	93%(46)	76%(38)	38(76%)	82.4%(206)
Online database	32(64%)	--	--	5(10%)	2(4%)	39(19.6%)
Web OPAC	38(76%)	--	--	10(20%)	--	48(19.2%)

b.) The Persistence of utilizing an web-Resources

Table 2 indicates that scholars utilize the site for different determinations. It is used by the majority of researchers (62.8%) for research and study; and 53.6 percent for competitive examinations such as the NET (National Eligibility Test) conducted by the UGC (University Grants Commission), which is a necessary qualification for selection as assistant professors, at Indian colleges and university. Another inspiration for 37.6 percent of researchers is to develop awareness. The Site is also used both for job search and entertainment by 28.4 percent of respondents.

Table 2 also shows that 80% of researchers use web tools in the English department, 68.18 percent in Arabic, 70 percent in Hindi, 64 percent in Persian and 54 percent in Urdu for purposes of study and analysis. For all departments, training for competitive examinations is necessary. 88% English, 75% Arabic, and 52% Hindi, 48.64% Urdu, and 26% Persian scholar use the site for this reason. Another relevant explanation is work hunt, which uses the Site for 42% English, 47.70 percent Persian and Arabic, 27 percent Urdu, 20 percent Hindi and 18 percent Persian respondents.

Table 2 Scholars utilize the site for different determination

Purpose	English N=50	Arabic N=44	Urdu N=50	Hindi N=48	Persian N=42	Total
Study and Research	40 (80%)	30 (68.18%)	20 (54%)	35 (70%)	32 (64%)	157 (67.09%)
Improving knowledge	18 (36%)	28 (63.63%)	7 (18.9%)	30 (60%)	11 (22%)	94 (40.17%)
Job search	21 (42%)	21 (47.72%)	10 (27%)	10 (20%)	9 (18%)	71 (30.34%)

	23 (43%)	11 (25%)	8 (21.62%)	15 (30%)	14 (28%)	71 (30.34%)
Entertainment	23 (43%)	11 (25%)	8 (21.62%)	15 (30%)	14 (28%)	71 (30.34%)
Preparing for competitive examinations	44 (88%)	33 (75%)	18 (48.64%)	26 (52%)	13 (26%)	134 (57.26%)

c.) Use of Web of Science

Table 3 above illustrates the use by research scholars of the Web of Science. 68.7% of the total respondents said that they use the Web of Science, while 31.3% said that they do not use the Web of Science. It is evident from this table that more than two thirds of research scholars use the Web of Science.

Table 3: Use of Web of Science

Sl. No	Use of Web of Science	No of Respondents	Percentage (%)
1	Yes	134	68.7
2	No	61	31.3
	Total	**195**	**100.0**

d.) The Persistence of utilizing Web of Science

The aim of using the Web of Science is shown in Table 4 above, based on the study of the use of the Web of Science in the previous table. 55.9 percent of the total respondents used Web of Science to search the papers, while 17.9 percent used it to obtain citation information, 27.7 percent used it to understand the thrust area of present research in their field of study, while 17.4 percent used it to understand the research contribution in their field of research, 8.7 percent and 6.2 percent used it.

Table 4: Purpose of using Web of Science

Sl. No	Purpose of Using Web of Science	No of Respondents	Percentage (%)
1	Literature search	109	55.9
2	Creating Researcher ID	12	6.2
3	Getting information about citation	35	17.9
4	Creating citation alert	17	8.7
5	Knowing research contribution in my area of research	34	17.4
6	Knowing thrust area of preset research in my field of study	54	27.7
7	Others	2	1.0

e.) Familiarity with Different Features of Web of Science

Familiarity with the various features of the Web of Science is given in Table 5 above. Of the total respondents, 46.2 percent of respondents were familiar with 'Simple Search' while 39.5 percent of respondents were familiar with 'Web of Science' advanced search feature. Just 10.8% of respondents were familiar with the 'citation chart' feature, followed by 10.3% who were familiar with Endnote. In addition, 8.2% of respondents were familiar with the 'Researcher ID' while 9.7% of respondents were familiar with the 'cited reference search' function of the Site about research. Although 7.7%, 5.6% and 2.6%, 1.5% of respondents were familiar with 'Citation Notice',' saved search results' and 'time period' and some other Web of Science features, respectively. It is obvious from the above table that research student used only Web of Science search features, while most of the features they still do not use would help a lot in filtering their needed results.

Table 5: Familiarity with Different Features of Web of Science

Sl. No	Features of Using Web of Science	No of Respondents	Percentage (%)
1	Simple search	90	46.2
2	Advance search	77	39.5
3	Researcher ID	16	8.2
4	Endnote	20	10.3
5	Citation Map	21	10.8
6	Citation Alert	15	7.7
7	Saved searches	11	5.6

8	Time span	5	2.6
9	Cited References search	19	9.7
10	Others	3	1.5

6   Discussion

Information management has gained global currency with the shifting and mixing of the informative prospect. Better and more productive knowledge processing by the accessibility of the new equipment and technology, with the broader utilization of online databases, will be more feasible. Only when a supporting and welcoming ecosystem is built for users will the advantages of online databases be reaped. It can be discerned from a table Study of the fact that these two universities make broader use of online databases possible. Nevertheless, much more is required to make the use of online databases an imperative resource of info for everyone to research and update. The quantitative evaluation of the use of electronic-resources, explained by the number of regular copies and the arrangement chosen by customers is very popular and frequently applied. The number of copies ultimately represents the patrons' admiration, class of study work printed in that file, interests and browsing habits. Non-parametric numerical trials are useful in classifying the admiration of files and finding under-used files. Features of newly added journals should be regularly seen by database vendors and publishers, so that good papers can increase instant exposure, use and admiration.

There is a noticeable gap in the degree and type of database reporting. There is a large overlay in file scope, so customers can pick either of the overlying files to access the similar paper. Demand varies with discipline for academic papers as well. A complex parameter is the download amount of e-resources from databases, which depends on a variety of parameters, such as the reporting and nature of the file, the usefulness of the examine portal, the arrangement of electronic-resources, etc. Therefore, before the effect of the aforementioned criteria is managed, assessment of the admiration of files on the basis of the amount of copies in a college should be avoided; however, assessment of using figures between colleges, those involved in same kinds of academic and research activities helps to have a better understanding of the use of electronic-resources.

The training confirms the successful usage, in terms of download rate, of databases made available through the UGC (University Grants Commission) and the INFLIBNET (Information and Library Network) association. Consortium membership is particularly useful for databases rarely used by a limited community of researchers, but these databases have exclusive e-resource coverage. The association has therefore been succeed in fulfilling its mission and it would be wise for the college to have the UGC-INFONET relationship Consortium.

7   Conclusion

The present study aimed to investigate the comparative usage of electronic-journals by research scholars at four central Indian universities, Delhi University, Banaras Hindu University, Aligarh Muslim University and Jawaharlal Nehru University. Most of the study objectives have been accomplished and it is clear that the four universities are very close in terms of information and use of electronic-journals by their research students. The study shows that in all universities, the majority of research students are aware of electronic-journals. The investigators were able to find out from this survey, Discover that a large number of research students consult electronic-journals not just for research purposes, but also for examine, writing manuscripts and journals, career advancement, and updating their information from their data center and central library. It is very exciting to determine that maximum no of the researchers from these colleges under survey utilize the central library and colleges computer centers for utilizing of electronic-journals. For research purposes, a significant proportion of researchers from these colleges utilize electronic-journals. This shows that the quality of research in terms of quality content can undoubtedly be enhanced and added to by using e-journals. The researchers at the universities under study, on the whole, show a great deal of interest in the regular use of e-journals. The authors concluded that most of the researchers surveyed are aware of the use of e-journals by scanning the printed journals available at their universities and browsing the internet. Overall, the level of satisfaction of the researchers at the universities surveyed in relation to the use of e-journals is largely quite high.

This education shows that for researches, the Web of Science is very useful since a very large number of responses support the use of the Web of Science. The academic library and faculty authorities should instruct scholars in the use and full use of this database, and the library should also conduct daily orientation and training programs to ensure that e-resources and the Web of Science are used to the maximum extent possible.

References

1. Analytics, C. (2016), Acquisition of the Thomson Reuters intellectual property and science business by Onex and Baring Asia Completed

2. Facts about Web of Science Retrieved from d6b7faae-3cc2-4186-8985 a6ecc8cce1ee_Crv_WoS_Upsell_Factbook_A4_FA_LR_edits.pdf (clarivate.com) on 17/09/2020

3. Boyle, F., & Sherman, D. (2006). Scopus: The product and its development. The Serials Librarian, 49(3), pp. 147-153.

4. Garfield, E. (1990). How ISI selects journals for coverage - Quantitative and qualitative considerations. Current Contents, 22, pp. 5-13.

5. Luambano, I. and Nawe, J. (2004), ''Internet use by students of the university of Dar es Salaam'', Library Hi-Tech News, Vol. 10, pp. 13-17.

6. Yumba, D. (1997), ''Internet in the library: potentials'', African Journal of Library and Archives and Information Science, Vol. 7 No. 2, pp. 163-68.

7. Mahajan, P. (2006), ''Internet use by researchers: a study of Punjab University, Chandigarh'', Library Philosophy and Practice, Vol. 8 No. 2,

8. Caillods, F and Jeanpierre, L. (2010). General Introduction. World Social Science Report

9. Bimber, B. & Davis, R. (2003) Campaigning Online, Oxford University Press, Oxford.

10. Ary, D., Jacobs, L., & Razavieh, A. (1996). Introduction to research in education. (5th ed.). Ft. Worth, TX: Holt, Rinehart, and Winston, Inc.

11. Gall, M. D., Borg, W. R., & Gall, J. P. (1996). Educational research: An introduction (6th ed.). White Plains, NY: Longman

12. Tuckman, B. W. (1999). Conducting educational research (5th ed.). Fort Worth, TX: Harcourt Brace.

13. Chauhan, S. K., & Mahajan, P. (2014). Use of UGC-Infonet E-resources by social science academics in Indian universities: An evaluation study. The Journal of academic librarianship, 40(3-4), pp. 359-366.

14. Dwivedi, B. N. (2011). Madan Mohan Malaviya and Banaras Hindu University. Current Science, 101(8), pp. 1091-1095.

15. Khan, A. M., & Ahmad, N.(2009). Use of e-journals by research scholars at Aligarh Muslim University and Banaras Hindu University. The Electronic Library.

16. Mukherjee, B. (2019). Ranking Indian universities through research and professional practices of National Institutional Ranking Framework (NIRF): A case study of selected central universities in India. Journal of Indian Library Association, 52(4).

17. Kumar, D. (2013-2014) Citation tools: easing up the researchers' effort. Gyankosh: The J. of Lib. & Inf. Manag. pp. 46-51

18. William Marino. Fore-cite: tactics for evaluating citation management tools. Ref. Serv. Rev., 40(2), pp. 295-310.

19. Walsh, K.(2011) 4 great online citation tools for students (for MLA, APA, or Chicago manual of style citation styles),

20. Kessler, J.(2005) & Ullen, M.K.V. Citation generators: Generating bibliographies for the next generation. J. of Acad. Lib., 31(4), pp. 310-16

21. Mukherjee, B. and Kumar, P. (2010), "Use of UGC-Infonet e-journals by research scholars of Banaras Hindu University, Varanasi: a case study", Annals of Library and Information Studies, Vol. 57 No. 4, pp. 339-347.

22. North Carolina State University. (2004) Citations and references, https://www.ncsu.edu/ labwrite/ res/res-citsandrefs.html (accessed on 28 September 2020).

23. Jackson, K. KnightCite, 2009. http://www.calvin.edu/ library/knightcite/ index.php? op= about us (accessed on 29 september 2020).

24. Vishala, B.K. and Bhandi, M.K. (2006), "Availability of library and information science electronic journals through UGC-Infonet project", Annals of Library and Information Studies, Vol. 53 No. 2, pp. 65-69

25. Brady, E.E., McCord, S.K. and Galbraith, B. (2006), "Print versus electronic journal use in three Sci/tech disciplines: the cultural shift in process", College & Research Libraries, Vol. 67 No. 4, pp. 354-63.

26. Bar-Ilan and Fink, N. (2005), "Preference for electronic format of scientific journals – a case study of the science library users at the Hebrew University", Library & Information Science Research, Vol. 27 No. 3, pp. 363-76.

27. Bar-Ilan and Fink, N. (2005), "Preference for electronic format of scientific journals – a case study of the science library users at the Hebrew University", Library & Information Science Research, Vol. 27 No. 3, pp. 363-76

28. Voorbij, Henk and Hilde, Ongering (2006), "The use of electronic journals by Dutch researchers: a descriptive and exploratory study", Journal of Academic Librarianship, Vol. 32 No. 3, pp. 223-37.

29. Rogers, S.A. (2001), "Electronic journal usage at Ohio state university", College & Research Libraries, Vol. 62 No. 1, pp. 25-34

30. Zhang, Y. (1998), ''the impact of Internet based electronic resources on formal scholarly communication in the area of library and information science: a citation analysis'', Journal of Information Science, Vol. 24 No. 4, pp. 241–54.

31. Esposito, J.E.D. and Gardner R.M. (1999), ''University students' perceptions of the internet: an exploratory study'', Journal of Academic Librarianship, Vol. 25, November 1999, pp. 456–61.

32. Ehikhamenor, F.A. (2003), ''Internet resources and productivity in scientific research in Nigerian Universities'', Journal of Information Science, Vol. 29 No. 2, pp. 35–48

33. Vaughan, L. and Shaw, D. (2003), ''Bibliographic and web citations: what is the difference?'', Journal of American Society for Information Science and Technology, Vol. 54 No. 14, pp. 1313–22.

34. Bulu MaharanaKalpana NayakN.K. Sahu, (2006),"Scholarly use of web resources in LIS research: a citation analysis", Library Review, Vol. 55 Iss 9 pp. 598 – 607

35. Julia K. Nims and Linda Rich, (Mar. 1998) "How Successfully Do Users Search the Web?" College & Research Libraries News 59: pp. 155–58.

36. Ann Scholz-Crane, (1998) "Evaluating the Future: A Preliminary Study of How Undergraduate Students Evaluate Web Sources," RSR: Reference Services Review 26: pp. 53–60.

37. Anne F. Pierce, ED 427756 (1998). "Improving the Strategies High School Students Use to Conduct Research on the Internet by Teaching Essential Skills and Providing Practical Experience," ED 427756 (1998).

38. Mary Ann Gilette and Carol Videon, (Dec. 1, 1998) "Seeking Quality on the Internet: A Case Study of Composition Students' Works Cited," Teaching English in the Two-Year College 26: pp. 189–94.

39. Borrego, A., Anglada, L., Barrios, M. and Comellas, N. (2007), "Use and users of electronic journals at Catalan universities: the results of a survey", Journal of Academic Librarianship, Vol. 33 No. 1, pp. 67-75.

40. Childress, D. (2011) Citation tools in academic libraries: best practices for reference and instruction. Ref. & U. Serv. Quart., 51(2), pp. 143-52

41. Hensley, (2011) M. K. Citation Management Software. Ref. & U. Serv. Quart., 50(3), pp. 204-8.