CHAPTER III
REVIEW OF LITERATURE
The chapter reviews the literature about the genesis and development of Web resources in a global perspective. The investigator has reviewed literature from 1996-2006 consulting different sources. The review is more deviated to **online journals** and **online books** in order to keep a smooth track with the set forth objectives. However, literature pertaining to other resources has also been reviewed. The literature review covers areas like development (production wise) besides subject growth and usage in order to acquaint about the earlier works related to development of Web resources in Social Sciences. Web resources have shown an increase (production wise) right from their emergence on the Web. The Web has given them a boost and these are increasing in number day by day, whether published by commercial publishers or educational institutions. Their number in various archives, libraries, consortia; etc is also drastically increasing.

Online journals, among other Web resources form an important primary resource. **Odlyzko (1995)** states that “traditional journals in every discipline including Social Sciences will disappear in the next ten or twenty years”. This clearly signifies that Odlyzko has predicted a bright future of online journals in the years to come. **Harter (1996)** reports that out of 131 online journals, 34 belong to Social Sciences followed by Humanities and Sciences numbering 31 and 28 respectively. It clearly signifies a mushroom growth of online journals in Social Sciences. **Mogge (1998)** has analysed that in ARL Directory of Electronic Journals, Newsletters and Academic Discussion Lists (7th edition) the number of online journal and newsletter publications has increased from 110 in 1991, to 675 in 1995, and 3,414 in 1997, an incredible increase of 3000 percent in less than seven years. Online newspapers were considered a revolution in mass media in the 1990s as visualized by **Thiel (1998)**. So, apart from journals, newspapers in an online format also started to dominate the Web. These were also eager to form a part of the Web family. **Mogge (1999)** while conducting a study concludes that another major step towards the development of online journals is shown from 1991 to 1997, when the Association of Research Libraries (ARL) followed the growth of online publications through its annual Directory of Electronic Journals, Newsletters and Academic Discussion Lists. The author has analysed ARL Directory from 1st to 7th edition which reveals the
growth of online journals and newsletters and online-conferences etc. The author has witnessed an increase from 110 journals and newsletters and academic discussion lists or online-conferences to 3,400 journals and newsletters and 3,800 online-conferences which reveal a growing trend in the Web resources in various forms from various disciplines of Social Sciences with History, Economics and Political Science leading the other disciplines in Social Sciences family. According to a report by Cox and Cox (2003) on academic journal publishers policies and practices in online publishing, seventy five percent of the major journals are available online with Science and Technology at the first place followed by Social Science and Arts titles. So, in terms of number of productivity the lions share is taken by online journals. Nearly all information resources have increased, at times dramatically, over the last several years in different fields of Social Sciences as opined by Lyman and Varian (2003). In the United States online scholarly journals in different Social Science disciplines has nearly doubled from 1997 - 2001 (Lyman & Varian 2003). Several statistical reports have indicated an increase in the number of online journals. Citing, the Ulrich’s Periodicals Directory database, it shows that 16,364 scientific refereed journals are active online since February 2005. This figure indicates about 1.5 times increase compared with the data for November 2003 as reported by Tenopir (2004). In 2002, the Business School at University College Worcester (UCW) decided to cancel most of their print journals in order to subscribe to two major online-journal packages: EBSCO's Business Source Elite service and the ACM Digital Library. Business Source Elite provides full text from over 1,090 journals covering business, management, economics, banking, finance and accounting. In addition to the full text, this database offers indexing and abstracts for over 1,600 journals online. The ACM Digital Library provides access to over 102,500 full-text articles from journals, magazines, and conference proceedings as well as many citations and tables of contents. (Colvin & Keene, 2004). Similar facts have been reported by several other researches. According to a recent study by Lugg and Fisher, 75 per cent of ail currently published scholarly published journals are now available online. The remaining 25 per cent are expected to follow shortly, driven by user demand and the estimated 16 per cent additional margin that accrues to publishers on electronic – only titles. (as cited in Patra, 2006). Until 1995, the
number of online journals was rather low, but then it started to rise, as was observed by Hitchcock and et al (as cited in Mounissamy & Swaroop, 2005)

in an overview of Web resources in terms of subject development Guthrie (1998) observed that JSTOR, one of the leading journal archives, focussed on providing a trusted online archive of the full back runs of a minimum of 100 core journals in the Humanities, Social Sciences, and Sciences by the year 2000. Harter and Kim (1996) in terms of Subject growth of online Journals have observed in a study conducted by him that Education, Literature and Mathematics stand at first three positions with 13, 12 and 10 journals. Education being at the first rank clearly signifies that Social Sciences disciplines are not lagging behind in the hort run of Web resources. Mogge (1999) observed that with the arrival of the first edition of “Lists for Academics”, (in Jan 1991), as the Kovacs directory was first called; 200 listings in the field of Humanities and Social Sciences were traced. By the time the first ARL Directory was published in July 1991, Kovacs had expanded her list to include Biological and Physical Sciences, Business and Academic Administration, and had more than double the number of entries. The subject area of the online conference section was expanded to include computer science, as well as the social and political aspects of computing. Social Sciences holding an equal status with Humanities as viewed by Mogge clearly indicates the subjective growth in Social Sciences.

While the online book usage reported in the Seybold survey is low, the online book usage statistics provided by Dillon (2001a) indicates that over 70 per cent of the online book titles, University of Texas purchased, were used. The most heavily used online book subjects and titles were in Economics and Business, Computer Science, and Medicine and Health. Connaway (2001) has viewed that Economics and business; Literature; US and World History; Medicine, Health and Wellness; Religion; Technology and Engineering (including Computer Science); Philosophy; Sociology; and Education are currently netLibrary’s largest and strongest collections. However, Connaway (2005) again conducted a survey on net Library usage of various subjects In 2002, 2003 and 2004. He analysed that Social sciences & Science and Technology were consistently accessed during February 2003 and 2004. The studies conducted by Connaway clearly reveal that Social Sciences form the lead in the marathon of
Web resources.

Various studies carried out on the use of Web resources by students, faculty and research scholars clearly indicate that Web resources show an increasing usage. **Meadows (1996)** projects the future of online journals as S-Shaped curve significantly. He considers that online journal usage is gaining steam due to ease of use and accessibility. Authenticating the views of **Meadows (1996)**, **Ashcroft and Langdon (1999)** have reported that in only in a span of 18 months from September 1997-March 1999 an explosive increase of 50% new online titles was added to New Jour. The number amounted to 7,288 and a good score was observed in the Social Science disciplines also apart from other disciplines. However, the quantitative growth of online books including Social Science titles has been forecasted by Jupiter Research Forecasts according to which 1.9 million users of online books are expected by 2005. (Flash, 2000). Another study by **Dillon and Hahn (2002)** report that 70% of the faculty members use both printed and online core scholarly journals in Social Sciences with more tendency expected towards online journals in the near future. The research findings further indicated that researchers use electronic journals at a very faster rate. **Dillon and Hahn (2002)** investigated the frequency of usage of scholarly journals (both of print and online versions) which reported that the 51% of faculty use online versions of print journals at least once a month, and equally use regularly a wide range of other sources (professional organizations’ websites by 36% respondents, conference proceedings by 28%, and author’s websites by 21%). Usage of online journals by researchers is reported through over 200 papers by 2003, according to **Tenopir (2003)**. Some of the reasons attributed to the high usage are the freely available access, the ease of use, and its currency. Scholarly communication through Web resources has attracted considerable attention. Important studies in this category, in terms of the diversity of approaches, have been carried out. While the results of so many researches cannot be easily summarized, it is clear that the utilization of online journals, which had been negligible up to the early 1990s, has gradually increased and increase, has accelerated after 2000. Data for 2002 and 2003 indicate that more than half of researchers (as many as 80% in some cases) use online journals at least once a week (Mine, 2004). However, it is too
simple to state, based on the reported data, that scholarly communication is now fundamentally changed. Wolf, Nelson and Lock, \textit{(as cited in Colvin & Keene, 2004)} carried research to support the growing trend of online journals in terms of usage and found that there is a general perception that postgraduates and researchers have accepted online journals more enthusiastically with Social Science research scholars also in the row. Aston University is one of the few institutions that reported very positive uptake of online journals by undergraduates as well as postgraduates and staff as surveyed by Mallett & Smith. \textit{(as cited in Colvin & Keene, 2004)}. Many studies have been made on the utilization of online versions of scholarly journals but only a few have addressed to what extent and how print versions have been used. \textit{Siebenberg, Galbraith and Brady (2004)} compared utilization in 1998 and 2001 of print-only journals and journals that also have online versions. A general increase in use in that period was identified. Most of the studies have reported high usage of Web resources as reported by de Vicente, Crawford and Clink. \textit{(as cited in Dadzie, 2005)}. According to a recent survey, astronomers are relying heavily on online resources (about 80% of their readings are from online resources varying from reports, books, newspapers, journals and many more) as discoursed by \textit{Tenopir, King, Boyce, Grayson, & Paulson (2005)}. \textit{Kurata, Matsubayashi, Mine, Muranushi and Ueda (2006)} on the other hand speak of development of Web resources as the accelerators in scholarly communication process. It is found by them that Japanese researchers in the Science Technology and Medicine (STM) fields use online journals as a matter of course, and other online resources to some extent for accessing information. Online versions of traditional journals, however, have apparently stimulated some changes in researchers' views on scholarly journals and other online resources. It is revealed that about 70% of the researchers read articles in an online form.

The body of literature on electronic books usage is still relatively young, with most articles written since 2001. Much of the research has involved analysis of the usage of data provided by the vendor; giving a good sense of how often online books are used in relation to one another. This clearly gives one an impression that online books are moving to new heights due to their tremendous qualities. However,
Barker (1992) in a survey reveals that online books have grown substantially qualitatively as well as quantitatively and gaining more and more popularity. Barker (1998) again found a growing influence of online books in terms of number in various disciplines including Social Sciences. A study conducted in 1988 on nonfiction use by academic library users at Ohio State University, it was found that 23.2 per cent of the users accessed the online books for study purpose. (Prabha, 1988). In early 2001, Hughes and Buchanan (2001) conducted a study of use data for Questia Humanities and Social sciences titles, using the Questia system to investigate search patterns and book usage. Though their study was acknowledged to be very preliminary, an assessment of time spent in each book as determined by the number of pages accessed showed that readers were often willing to read large amounts of text online and to our surprise Social Science titles were used prominently after Science and Technology. In analyzing the feasibility of using online books in academic, school and public libraries in Rochester, New York, Gibbons (2001) report that 67 per cent of her subjects read one or more works online. She further reports that the potential of online books as a teaching tool was not generally overlooked by the educators at both the secondary and higher education levels. A study of online book usage, at “The Columbia University Online Books Evaluation Project”, by Mary Summerfield, Carol Mandel, and Paul Kantor, from 1995 to 1999 viewed usage statistics and surveyed users about their online book experiences which reveal a positive attitude of the authors as well as readers towards online books. The study revealed that over 20,000 online book titles have become available to the institution's users since the beginning of fall 2000 (as cited in Dillon, 2001a). Connaway (2001) report that Current netLibrary online book usage patterns suggest highest subject usage is within collections of: Economics and Business; Computer Science; Literature; Medicine, Health and Wellness; Technology; History; Education; Sociology; and Religion. Thus, the usage of online books in Social Science disciplines has been clearly reported by the author. A questionnaire survey conducted by Chu (2003) on the potential users of online books and their viewpoints highlights that among the 27 survey participants a third (or nine people) of them have used the online books in the past. Around the clock and easy searching are ranked as the most important reasons for the use of online books. Online books, as a representative of
online resources, have been moving slowly into library collections. According to the Library Journal's Academic Library Book Buying Survey in 2001, only about 1 per cent of their materials budget went towards the purchase of online books—a figure they expected to rise slightly to 3 per cent by 2004. So, quantitatively a rise was expected by the researcher. Hilts (as cited in Chu, 2003) reports that 33,000 questionnaires in 2000 were sent out to those who attended its 1999 online book shows in San Francisco and Boston. A total of 2,880 people completed the questionnaire. Only 15 per cent had read an online book in some form before filling out the survey. 12 per cent counted themselves as likely to purchase an online book and read it on a computer. More than 45 per cent were interested in reading maps and travel guides online, but only 12 per cent wanted recreational or fiction books. Gunter, 2005 has done a survey on the use of online books by the users in U.K. He found that a significant proportion of respondents (85 per cent) were aware of online books. Among these respondents, around half (49 per cent) had made trial use of them, nearly four in ten (38 per cent) had read at least one online book. They maintain perceived advantages of online books as that these can be obtained more conveniently than going via a bookstore and they are often cheaper than hard copy versions. It means that the usability of online books is also developing at a faster rate. Summerfield, Mandel, and Kantor (as cited in Levine-Clark, 2006). Levine-Clark (2006) also report that in September 2005, the University of Denver's Penrose library had access to 17,777 net Library titles. Using the data supplied by netLibrary to examine trends over the course of a year, Nancy J. Gibbs identified some interesting usage patterns for online books, with particular types of books being used at predictable points in the semester. For instance, in the middle of the semester there was high use of books on abortion, the death penalty, and similar topics (the subjects falling under the purview of Social Sciences) for a current events paper in a required survey. At the end of the semester, presumably as students started to think about getting jobs, use of resume and cover letter books increased. Shemberg (1999) has given a more shocking result that libraries are beginning to cancel paper journals in favour of their online versions. (as cited in Levine-Clark, 2006). Nicholas & Huntington (2006) have quantified the usage of online journals as an aid to making judgments on the use of document supply. They have visualized that many
more people are accessing online journals than was previously the case in a print environment. Users are searching more widely as linking becomes easier and abstracts are becoming increasingly popular.

Since the late 90s growth in development and readership has been dramatic with most large and medium newspapers having an online presence. In addition, many radio and TV stations now offer an online news site. By the year 2000, one in four Web users were reading news online (Nielsen/Net Ratings survey, as cited in Donatello, 2002) with many reading it daily or weekly such that it became an important news channel (Arant & Anderson, as cited in Hope & Li, 2004). Their popularity survived the dotcom crash of 2000/2001 and readership increased during the Iraq war when desire for as-it-happens news created demand for supplements to television and print media news, particularly among at-work readers (Palser, as cited in Hope & Li, 2004). Despite the dramatic growth, factors affecting the quality of online newspapers remain only partially understood. Apart from newspapers, online books, online journals, online newsletters and other web resources; monographs have also found a wider usage among users in the online format in Humanities and Social Sciences. (Hughes & Buchanan, 2001)

So, it is quite evident from the review of literature that the Web resources in Social Sciences, due to their multivariate features, are gaining heights and have been used tremendously that laid a foundation stone for their development and these are still developing at a very high speed. In the years to come it is evident that these will bloom in each and every institution and will become the first hand choice of the users.
REFERENCES


69


70


