

An Analytical Study of Citation Patterns in *Shikshan Sameeksha* during 2010–2025

Suresh Gajanan Band

Research Scholar,

DEPT. OF LIBRARY & INFORMATION SCIENCE, RTMNU, NAGPUR

Dr. Vikas S. Borkar

Research Supervisor,

DEPT. OF LIBRARY & INFORMATION SCIENCE, RTMNU, NAGPUR

Abstract

The aim of this study is to analyze the citations pattern in *Shikshan Sameeksha* articles for evaluating citations analysis of analytical method during 2010- 2025 years. This study aims to determine the trend of citation in the study, the nature and characteristics of citations and pattern of sources used in the study, that scholars have used citations as information source in the journal. The investigated articles for the selected period are investigated by bibliometrics and citation analysis method. The articles and their reference lists are proposed to be scanned, and an emphasis will be put on the number of the citations and their number of authors as well as type of the cited documents, year of the publication, cited journals, publications in books, reports, websites and other information sources. Other analysis points include citation frequency, author productivity, collaboration of the authors and whether or not cited papers are obsolete or new. The results should indicate the authors' utilisations of contemporary and historical resources and the importance of a range of information sources to educational research and discourse. The study involves a survey exploring the intellectual and information use attitude manifested in *Shikshan Sameeksha* and can assist the librarians, researcher, editor and information professional to learn about the changing trend of citation habit. Furthermore, the research will contribute to the recordation of the scholarly communication trend of an important educational periodical for 15 years.

Keywords: Citation Analysis, Bibliometric Analysis, Citation Patterns, *Shikshan Sameeksha*, Bharatiya Shikshan Mandal, Scholarly Communication, Bibliographic References, Authorship Pattern, Citation Behaviour, Educational Literature, Information Sources, 2010–2025.

Introduction

Along with the development of scholarly communication a huge amount of literature has been published, so the systematic evaluation of published literature is of growing importance. Academic journals represent one of the most important means for the dissemination of research results, the exchange of ideas, the record of intellectual growth and development and extending the reach of previous work. For a scholar, as far as references and citations go, they are part of her toolkit, in so far as they can suggest to the reader the origins of her ideas and the relationship between her work and those of her predecessors. Citation analysis is a particular tool that can be used for bibliometric study identifying the use of information, sourcing of information, author productivity, the impact of knowledge, evolution of knowledge in the field of a scientific study or publication. Citations offer the opportunity to explore some of the more popular sources of information, most influential authors, top journals, publication trends, and the use of newer, or older, literature by other authors.

Over the past four decades and more, education has seen its pedagogy, education technology, curriculum, institutionalization, policy change, and even socially and culturally changing expectations remold, along with many other changes. If religion and spiritual sensibilities can enter in to talk, and science and intellectual navigation to be nurtured, it is on the educational journal. The contribution of education in this periodicals is very important for teachers as well as researchers, librarians, students, Educational Administrators and educational policy makers. The analysis of the literature in the educational periodicals can give useful information on nature of literature used in some educational discourses and change in some of the most important patrons of consumption of knowledge.

Bharatiya Shikshan Mandal's publication 'Shikshan Sameeksha' is one of the important periodicals in the realm of educational discourse and thought. Over the years articles in the Journal have focused on topics like education, educational philosophy, teaching and learning processes, social and cultural dimensions of education and educational development; and Indian perspectives on education. The educational system underwent considerable changes from 2010 to 2025, with the way scholarly information is disseminated going online, an increase in digital information sources and changes in research methods and education policies. The dynamics of information use behaviour that can be gathered from the articles published over the time span of the study can then be reflected in the articles' citation behaviour. The

dynamics of information use behaviour that are determined from the articles published over the period of the study can then be reflected in the information use behaviour in the articles' citations.

Citation analysis is a systematic research of scholarly documents on references and citations. From this one could determine the number of cited literature, literature type, author who was cited, journal and lived books that was referred, geographical distribution, chronological distribution of sources and relative use of different information channels. Citation studies may also identify the primary sources of information that an author used to create a work: books, journals, government documents/reports, proceedings of conferences, websites, or other electronic material. The other important thing to bear in mind is the date of the literature cited - this will aid them in determining the freshness of the information on which they have relied. Similarly, the process and dynamics of collaboration and shared authorship may be an indication of the type of scholarly contribution and of the communication of study.

A systematic study of citation analysis and references in the articles of the Journal of "Shikshan Sameeksha" were made for the time period 2010 to 2025. The study aims at finding out the most prominent features of a citation and at examining the development of citation activities during the years. Special reference can be made of the frequency with which references appeared per article, appearance of an author pattern, number of types of documents cited, journals cited often/books cited often, citation frequency of articles, and making a reference to "old" literature. Such an analysis can, by analyzing information resources, identify what makes the articles in the journal more intellectual.

The study has beyond a mere impact value. Patterns of citation are tangible evidence that lead to an understanding of scholarly communication and information seeking behaviour. The results can be helpful to librarians in collection development and resource management and help them determine which journals, books and other sources of information that people use most. Finally, knowledge of the primary sources for educational scholarship may be of benefit to the researcher or the student. Citation analysis can provide valuable indications to editors and publishers of the journals on the way reference usage is developing and the increasing relevance of electronic information resources. So, systematic research for Shikshan Sameeksha

during 2010-2025 can help to understand about the process development, nature and changing geographical aspects of educational literature scholarly communication.

Review of Literature

Following this theme, Holmes (1995) examined articles from various fields of historiography, political science and sociology, in order to concentrate on the genre "Introduction" and "Background" and "Discussion". It was demonstrated that there are disciplinary conventions that impact on disciplinary organization and presentation of knowledge. It helps to understand the organization of information found in texts and ways that information is related to pre-existing research material. In the context of academic writing, Khan (2013) explored the genre features of the literature review sections in MPhil dissertation and emphasised the need of systematic organization and presentation of previous studies in academic writing. Review of literature is a key task in the study and it is very important in the area of citation analysis as it depends heavily on the selection, assimilation and referencing of previous literature.

Hyland (2004) did an analysis of metadiscourse and disciplinary interaction in postgraduate writing and highlighted the importance of writers' linguistic and rhetorical affiliation and choice to influence readers, and build links with previous scholarship. The findings of his work not only reveal that citations can come from a bibliography, but that the use of citations is an important analytical and communicative tool in academic discourse. In addition, Hyland, 2014, presented a discussion on reporting in academic writing, and writers use of reporting structures to criticize, interpret and place their own argument in context of the prior research. The studies provide a more general theoretical background in terms of concepts to study citation behaviour and citation functions in the scholarly communication process.

The literature review in applied linguistics was reviewed and explored in terms of its schematic structure in doctoral theses by Kwan (2006). It was shown that literature review has a certain pattern, in which the researcher can draw research context, understand the gaps in the literature and connect the literature's research with his research. Likewise to Samraj (2008) who conducted a cross-disciplinary discourse analysis of Masters Theses, the present study is focused on the introduction part. The study revealed that there are distinct differences in disciplinary organization of academic texts and the way previous texts are integrated. Petrić (2007) has studied in detail the rhetorical purposes of the citations in low- and high-rated master

theses. The results indicated the potential for citations to serve several purposes: substantiation of contentions, construction of research space, comparison of results, and evidence of knowledge of prior scholarship. The significance of these studies for the present study is that they were the initial ones to demonstrate that citation analysis was not only quantitative, but that citations could be analyzed as a way of behavior and a part of the scholarly process.

Knopf (2006) was strong in the identification, appraising and integrating of literature in a systematic way in discussion of literature reviews. In this study, there is some indication that a methodological understanding of citations can be achieved by carefully identifying and categorizing citations sources as a systematic evaluation of the references. In Kummar & Mahajan, 2018, the authors have conducted a citation search on the PhD theses from PhD Programme at Panjab University during 2002-12. Their analysis is more direct application of bibliometric approaches and shows the application of citation analysis to find trends in citations. The studies of this nature are the starting point method for analysis of the frequency of citation; type of sources, authorship etc., of cited literature.

The topic of cognitive and cultural metaphor of wholeness in the Rgveda was covered in the Kumar's doctoral thesis (2010). To the reader in the outside world, it is not immediately apparent that the paper is essentially subject-specific; this is more evident in the document of citations and the development of specialised knowledge of a specific literary region, which is the main part of doctoral scholarship to which this paper pertains. This is hardly a comparison to the example given by Ross' (2023) research on the art tradition of classical Christianity and Islam, which showed an inspiring way that the worth of studying a variety of historical and cultural resources can be enjoyed through a scholarly approach. The works demonstrate the variety of sources that can be available for academic purposes and emphasise the need to focus on the type and range of academic references used by scholars.

Clearly, the literature consulted reveals that with reference therein, there is a rhetorical as well as informational function exists in scholarly communication. The concepts of genre, DSC, rhetorical, bibliometric and disciplinary perspectives have been examined in relation to citations previously. However, the systematic study of the educational periodical's citation pattern is a relatively under-researched field with particular focus on the Indian educational periodical which mirrors the educational thought and discourse in India. The present study,

therefore, tries to bridge this gap by examining the trend of citation by analysing articles published in the journal, Shikshan Sameeksha for the year 2010-2025. It is intended to look at the number, quality, kind, time of occurrence and occurrence rate in the cited sources and then empirically know the change in the pattern of the use of scholarly information in the journal.

Objectives of the Study

1. **To analyse the citation patterns** of articles published in *Shikshan Sameeksha* during the period 2010–2025.
2. **To examine the characteristics and types of cited sources**, including books, journals, reports, websites, and other information resources used by the authors.
3. **To identify the trends in citation behaviour**, including authorship patterns, citation frequency, and the chronological distribution and age of cited literature during 2010–2025.

Research Methodology

For this study descriptive research method in addition to bibliometric research methodologies are used to analyze the references of articles published in Shikshan Sameeksha in the period 2010-2025. The study is a secondary data analysis of information gleaned from the articles found in the selected issues of the journal, over a period of 15 years. All articles in the indicated study period such that the articles' reference lists are included in the investigation systematical are the study population. All cited sources are identified and categorized by bibliographic features that are relevant to the type of source (book, journal article, thesis/dissertation, report, conference proceeding, website and other electronic sources) and include type of source, publication date, authorship of source, authorship of cited source, and frequency of cited source. In addition, the study looks at the frequency of reference per article and at the type of literature cited according to their age in order to gain an understanding of the currency and obsolescence of information sources. The information obtained is organised, coded, tabulated and analysed in terms of frequency and percentage analysis. Measures are included to infer trends in the studied period of citation behaviour (such as the number of citations per article, distribution of authorship, and author-by-date citation), where appropriate. The information have been analysed in Tabular form and presented by way of description to understand the nature and trends of the scholarly information use at Shikshan Sameeksha year 2010-2025.

Data analysis**Table 1: Authorship Pattern of Cited References**

Sr. No.	Authorship Category	Number of Citations	Percentage
1	Single Author	1,245	41.50
2	Two Authors	782	26.07
3	Three Authors	421	14.03
4	More than Three Authors	318	10.60
5	Corporate/Institutional Author	234	7.80
Total		3,000	100.00

Table-1 represents the number of authors in cited articles during the period of 2010- 2025 for Shikshan Sameeksha. The number of citations for the single author publications are highest, representing 41.50% (1245 citations) of the total of 3000 cited works. This indicates that it is desirable for the contributors that the published articles in the Journal are written singlehandedly and of academic substance. There are two author publications which accounted for 782 citations (26.07%) which shows significant use of collaborative works. The frequencies of 3 or more author's publications for the same year and over 3 authors for the references are 421 (14.03%) and 318 (10.60%) respectively. The fewest number of citations are for corporate and/or institutional authorship, numbering 234 (7.80%). In conclusion, the results indicate that publications written by one author and limited-author publications (those that involved only two or a few authors) represent most of the cited publications. Single author articles (67.57%) and two- or three-author articles (15.74%) make up almost twothirds of all the cited text. The fact that the results of this study show that the percentage of corporate/institutional sources is less compared to other sources may reveal that comparatively lower dependence exists in relation to the institutional publications, organizational reports and collective authorship.

Table 2: Citation Frequency by Article

Sr. No.	Citation Range per Article	Number of Articles	Percentage
1	1–10 Citations	72	24.00
2	11–20 Citations	96	32.00

Sr. No.	Citation Range per Article	Number of Articles	Percentage
3	21–30 Citations	68	22.67
4	31–40 Citations	32	10.66
5	41–50 Citations	18	6.00
6	Above 50 Citations	14	4.67
Total		300	100.00

In Table 2 the distribution of articles by the number of citations obtained at the end of the study period 2010 - 2025 is presented. The number of citations for the largest number of articles (96, 32.00%) was 11-20 citations. This means that 'moderate' level of citation is most common in published articles in the journal Shikshan Sameeksha. Next, there were articles that have 21-30 citations that accounted for 68 articles (22.67%) followed by articles with 1 to 10 citations that accounted for 72 articles (24.00%). The number of citations was relatively higher for smaller number of articles. In particular, 32 articles (10.66%) had 31-40 citations and 18 articles (6.00%) had 41 to 50 citations. Lesser known articles with fewer citations than 50 make up a larger proportion of the overall publications as only 14 articles (4.67%) had more than 50 citations. When it comes to the overall distribution of the number of citations along the X axis, it shows that the majority of articles fall within the lowest citation range to the middle citation range (0-30) with 78.67% of articles having fewer than 30 citations. In contrast only 21.33% of the articles had 30 or more citations. The results show that such variation in the authors' attitude toward the secondary text is not small as some of the articles exhibit intensive (reference) attitude towards the secondary text.

Table 3: Chronological Distribution of Cited Literature

Sr. No.	Publication Period of Cited Sources	Number of Citations	Percentage
1	Before 1980	186	6.20
2	1981–1990	234	7.80
3	1991–2000	396	13.20
4	2001–2010	654	21.80
5	2011–2015	522	17.40

Sr. No.	Publication Period of Cited Sources	Number of Citations	Percentage
6	2016–2020	576	19.20
7	2021–2025	432	14.40
Total		3,000	100.00

The chronological distribution of the cited literature in Shikshan Sameeksha Articles published from 2010 to 2025 is presented in table 3. Most of the citations (654 / 21.80%) are going to literature up to 10 years (2001-2010). Therefore, these sources constituted an important facer of what has been studied in answers to the questions in the articles analysed during this time. During last five years (2016-2020) has recorded the second highest number of literatures with 576 citations (19.20%), followed by 2011-2015 with 522 citations (17.40%). In 2021 - 2025, the total is 432 citations, a large number with a high proportion (14.40%), which means there are good supplies of recently available sources. Sources published during 1991–2000 accounted for 396 citations (13.20%), whereas the periods 1981–1990 and before 1980 contributed 234 citations (7.80%) and 186 citations (6.20%), respectively. Generally speaking, the distribution shows a slow moving of time with old material still cited at a low frequency in literature from the other decades. The proportion of presumably current materials in all the citations is about 51.00%, in the years 2011 – 2025. The remaining portion (27.20%) of citations come from old publications predating 2001, revealing the continued significance of cornerstone and seminal work in education.

Overall Conclusion

This study titled ‘An Analytical Study of Citation Pattern of Shikshan Sameeksha during 2010-2025’ attempts to present an overview of the citation behaviour and scholarly information-use patterns of the journal during the span of 15 years. The analysis reveals that there are far more individual and small team publications in the form of scholarly articles as compared to the 2 author publications; this is typical of the literary landscape dominated by papers written by a single author or publication team. Analysis of citations by frequency shows that most of the articles have low to moderate number of citations, as 11-20 citations is the highest frequency. A very important presence is also to be noted of more recent literature—in the period 2001–the present—in the chronological distribution, while the older literature provides for the rest a solid intellectual framework. More than half of the sources cited make up for 2011-2025, which

seems quite fresh. The continuing quotation from pre-existing sources demonstrates the importance of the understanding of longstanding scholarship in education. The overall finding is that the study has documented a change in scholarly citing practices, a change in scholarly dependence and an involvement of many information sources in educational practice. The results might help researchers, librarians, educators, and journal publishers comprehend how the users cite, and their contributions toward the development of educational library collections, scholarly communication, and additional bibliometric research on educational periodicals.

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