

AN INVESTIGATION INTO THE AWARENESS ABOUT THE ACADEMIC WRITING STRATEGIES AMONG THE RESEARCH SCHOLARS: A CASE STUDY OF KARNATAK UNIVERSITY, DHARWAD

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The primary aim of the study is to know the level of awareness of article writing skills and Academic footprints by the regular research scholars of both the Science and Social Sciences disciplines of the Karnatak University, Dharwad. For the present study the Survey method was adopted and questionnaire tool to collect the data from the regular research scholars. Only 50 regular research scholars of Science and Social Sciences faculties who have registered for Ph.D. during 2019 or afterwards were considered. Multistage Sampling technique was adopted to gather the data. A pre-training questionnaire (Google form was created in this regard) was distributed to the regular research scholars of Science and Social Sciences discipline. Then a workshop was conducted on how to enhance the article writing skills and the Academic Foot prints (which included the topics like citations, H-index and Impact factor etc.). After the workshop, again a questionnaire (post-training) comprising of 12 questions were sent to all the research scholars to assess the impact of training programme / workshop and how well these programmes enhanced their article writing skills.

Keywords: Academic Footprints, Article writing skills, Karnatak University, Research Scholars, Science Discipline, Social Science Discipline

INTRODUCTION

Effective writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge. From a faculty member's perspective, writing well entails more than adhering to writing conventions. Writing also encompasses creative inspiration, problem-solving, reflection and revision that results in a completed manuscript. From a student's perspective, writing may instead be a laborious and even dreaded exercise of attempting to place thoughts on paper while developing mastery over the rules of writing, such as spelling, citation format and grammar (Defazo et al., 2010).

Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors,

employers, peers, journal or just about anyone else. Much of the professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a researcher. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it. In the process of writing they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing (Walsh, 2010). One of the best ways to attract researchers to writing is to let them write as freely as possible and evoke in them the feeling of creativity. Creative writing obviously can play a crucial role in the development of writing skills (Zajicova, 2011). Hence, the present study is conducted on the article writing skills among the research scholars of the Karnatak University, Dharwad, Karnataka, INDIA.

REVIEW OF RELATED LITERATURE

When it comes to academic writing, it enhances and inculcates the highest standards of work ethic. Learning work ethic is not crucial to a student. It helps you when you are facing a topic never known to you before; you can deal with it ethically, following all the rules of academic writing. It involves a series of steps all of which take time and effort. Every student needs to understand that academic writing is a goal that they can attain. It takes practice to become a good academic writer. Put in more effort and waste no time in wanting to get better your academic writing skills especially if you are a student. A study by the American Institutes of Research

(Baer, Cook, and Baldi, 2006) surveyed the literacy skills of college graduates of two- and four-year programs, with the results indicating that over half of the students who responded lacked basic skills, such as understanding and executing simple instructions or balancing a checkbook. Students face the responsibility of developing their writing skills, specifically in the area of academic writing. However, it is clear that many students have difficulty in writing for a number of different reasons (Bartlett, 2003; Odell and Swersey, 2003). Another issue is how we measure excellence in writing (Dwyer, Millett, and Payne, 2006; Hacker, Dunlosky, and Graesser, 1998; Zamel and Spack, 1998; Zamel, 1987). Concerns about effective writing among undergraduate and graduate students in higher education have been well documented.

Trion (2003) suggests that the problems experienced by the students in writing effectively are attributable, in part, to their difficulties in executing and regulating the processes which underlie proficient composing, planning and revisions of their work. Another important element in achieving excellence in writing is the reflective process – the ability to critique one's own work as well as the work of peers. As outlined by McGuire, Lay and Peters, this reflective aspect of writing is particularly important in the curriculum of professional programs as a method of teaching problem-solving (McGuire, Lay, and Peters, 2009).

Holtzman et al. (2005) in an article about assessing the writing skills of dental students, noted that "the ability to communicate effectively has been recognized as a hallmark for membership

in the learned professions.” (Holtzman, Elliot, Biber, and Sanders, 2005, p. 285). Another study has found that the formal attention given to writing practice outside of the content covered was apparent in higher education. Cho and Schunn (2007) reported that the National Commission on Writing in American Schools and Colleges (2003) supported this claim. They cited the practice of peer review of student writing, indicating that peer reviews can help instructors spend more time on other aspects of teaching by reducing the instructor’s workload associated with writing activities (Cho and Schunn, 2005; Rada, Michailidis, and Wang, 1994).

Iftanti (2016) discusses the ways of improving students’ writing skills through writing journal article. The students will not only improve writing skills but also make their works much worthy as well. Durga and Rao (2018) explain that good writing skills are needed for all the students in order to accomplish their educational and employable requirements. Academic Writing is considered as the most important yet most difficult task for learners at secondary and higher education levels in Pakistan (Zohaib et al., 2021). Academic writing is the most difficult of all the four skills of a language (Garcia & Isabel, 2018). Nevertheless, it is considered as one of the prerequisite skills, the enrolled learners at college and undergraduate level need for various educational purposes including passing the exams. The literature reveals that there is a dearth of studies on Article writing skills. The studies reveal that the workshops or training programmes are conducted up to the under-graduation level in most of the western countries. There are hardly

any studies found in Indian context especially at the university level particularly keeping in mind the research scholars. Hence, the present study will fill this gap.

OBJECTIVES OF THE STUDY

The primary aim of the study is to know the level of awareness of article writing skills and Academic Footprints by the regular research scholars of both the Science and Social Sciences faculty of the Karnatak University, Dharwad.

The specific objectives of the study are to:

1. know the awareness of the factors like Refereed, indexed, predatory journals etc.;
2. examine the nature of article writing skills possessed by the research scholars;
3. study the awareness of the Academic Footprints like h-index, impact factor etc.;
4. study the awareness of the Bibliographic citation databases;
5. know the awareness of the author identities (IDs);
6. know whether the Research scholars have undergone any formal training / orientation programme on how to improve academic writing skills.
7. organize / conduct formal training programme for the Research scholars of Karnatak University, Dharwad.
8. suggest ways and means to develop the writing skills for research scholars of Karnatak University, Dharwad.

METHODOLOGY

For the present study, the Survey method was adopted and questionnaire tool to collect the data

from the regular research scholars of Science and Social Sciences department. Only 50 regular research scholars each of Science and Social Sciences faculties who have registered for Ph.D. during 2019 or afterwards were considered. Multistage Sampling technique was adopted to gather the data. In this regard, the investigator met all the chairpersons to get the details about the research scholars. A database was created using the Ms-Excel and WhatsApp groups were created. A pre-training questionnaire (Google form was created in this regard) was distributed to the regular research scholars of Science and Social Sciences faculty. Then a workshop was conducted on how to enhance the article writing skills and the Academic Foot prints (which included the topics like citations, H-index and Impact factor etc.) and after the workshop again a questionnaire (post-training) comprising of 12 questions were sent to all the research scholars to assess the impact of training programme / workshop and how well these programmes enhanced their article writing skills. The data collected was extracted to the Ms-Excel for further analysis using simple frequency calculation.

SCOPE AND LIMITATIONS OF THE STUDY

The scope of the study is limited to the regular research scholars of the Karnatak University, Dharwad. The regular research scholars of Science and Social Sciences disciplines were only considered for the study.

SIGNIFICANCE OF THE STUDY

The lack of scientific training in the methodology of research is a great impediment for researchers in India. The studies report that

there is a paucity of competent researchers. Many researchers take a leap in the dark without knowing research methods. Most of the work, which goes in the name of the research is not wonderfully methodologically sound. Research to many researchers is mostly scissor and paster job without any insight shed on the collated materials. The consequence is obvious viz. the research results quite often do not reflect the reality or realities. Thus, a systematic study of research methodology is an urgent necessity. Before undertaking research projects, researchers should be well equipped with all the methodological aspects. As such, efforts should be made to provide short-duration intensive courses for meeting this requirement. The present study will help the research scholars to know how to write an article and improve article writing skills. Further it helps the research scholars to know the importance of Academic Footprints like h-index, i 10 index, impact factor etc. Such type of training programme makes an impact on their research career and helps to build a strong network among the fellow researchers.

RESULTS AND DISCUSSION

Department wise distribution of Questionnaires

The Table 1 gives a breakup of the department wise distribution of the questionnaires. 50 each regular research scholars of both the Science and Social Science disciplines were considered for the study. The research scholars who have registered for their Ph.D. only after 2019 were considered for the study. Accordingly, the research scholars were selected from each department. For the said purpose, the

investigator visited the Karnatak University website to know the number of the departments in Science and Social Sciences disciplines. In some of the departments there were no regular research scholars. Hence, such departments were excluded from the study.

50 questionnaires each were distributed to the regular research scholars of the Science and Social Sciences disciplines. The investigator has taken care that all the 100 questionnaires were received back with duly filled in questionnaires.

Out of 50 questionnaires distributed to research scholars in Social Sciences departments, the highest i.e. 12 questionnaires were distributed to the Department of Sociology, followed by 6 each for Anthropology and Economics. Among the Science research scholars 10 questionnaires each were distributed to Chemistry and Bio-Technology and Microbiology departments since the regular research scholars are more in these departments, followed by Statistics (7), Bio-chemistry (6).

Table 1: Department wise distribution of Questionnaires

| Sl. No. | Name of the Social Science Department | No. of Questionnaires distributed and received (N=50) | Name of the Science Department | No. of Questionnaires distributed and received (N=50) |
|---------|---------------------------------------|---|--------------------------------|---|
| 1 | Anthropology | 06 | Applied Genetics | 03 |
| 2 | Criminology and Forensic Science | 04 | Bio-Chemistry | 06 |
| 3 | Economics | 06 | Bio-Technology & Microbiology | 10 |
| 4 | History and Archaeology | 04 | Chemistry | 10 |
| 5 | Library and Information Science | 05 | Geography | 04 |
| 6 | Political Science | 05 | Mathematics | 04 |
| 7 | Social Work | 05 | Zoology | 04 |
| 8 | Sociology | 12 | Statistics | 07 |
| 9 | | | Botany | 02 |

Awareness about the kinds of Journals: Science Research Scholars

Among the Science research scholars, majority of them have rated their awareness is 2 regarding kinds of journals they know. 30 % of the research scholars rated that their awareness is the lowest regarding the kinds of journals like

Refereed journals, indexed journals, non-refereed journals, predatory journals etc. But majority of the research scholars rated the highest (2) about each kinds of journal. The research scholars were asked the same question after conducting the workshop on Enhancing Article writing skills and Academic Footprints. There is an improvement

in the awareness level of the research scholars towards the awareness about the kinds of journals such as Refereed, Indexed, non-refereed, non-indexed, predatory journals and peer review

process in the academic environment. The research scholars have rated 1 and 2 for their awareness level after the workshop.

Table 2: Awareness about the kinds of Journals: Science Research Scholars

| Sl. No. | Kinds of Journal | Pre-Training Survey | | | | | Post-Training Survey | | | | |
|---------|-----------------------|---------------------|----|----|----|----|----------------------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | Refereed Journals | 04 | 17 | 09 | 12 | 08 | 13 | 13 | 10 | 11 | 03 |
| 2 | indexed Journals | 06 | 14 | 09 | 11 | 10 | 13 | 14 | 07 | 12 | 04 |
| 3 | Non-refereed Journals | 05 | 16 | 08 | 08 | 13 | 09 | 16 | 15 | 08 | 02 |
| 4 | Non-Indexed Journals | 02 | 16 | 08 | 9 | 15 | 08 | 16 | 12 | 12 | 02 |
| 5 | Predatory Journals | 03 | 15 | 10 | 08 | 14 | 07 | 16 | 16 | 09 | 02 |
| 6 | Peer Review Process | 05 | 16 | 06 | 08 | 15 | 15 | 14 | 06 | 11 | 04 |

1 Highest to 5 Lowest

Awareness about the kinds of Journals: Social Science Research Scholars

The Table 5 indicates the opinion on the awareness about the kinds of Journals by the social science research scholars. A scale was used to know their awareness i.e. 1 Highest to 5 Lowest. The data reveals that 12 respondents are aware of Refereed Journals. The majority of the research scholars rate their awareness level as 3 which means that most of the social science research

scholars were not very much aware of refereed journals, indexed journals, predatory journals. Whereas, 13 research scholars were rated high about Peer review process. Regarding the Social Science Research scholars, there was a drastic change in their awareness level after the workshop. They rated very high about the kinds of journals in the academic environment. About 70 % to 80 % of the research scholars have shown their improvement in getting awareness about these kinds of journals.

Table 3: Awareness about the kinds of Journals: Social Science Research Scholars

| Sl. No. | Kinds of Journal | Pre-Training Survey | | | | | Post-Training Survey | | | | |
|---------|-----------------------|---------------------|----|----|----|----|----------------------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | Refereed Journals | 12 | 09 | 15 | 07 | 08 | 19 | 18 | 04 | 04 | 05 |
| 2 | indexed Journals | 06 | 08 | 10 | 12 | 14 | 15 | 22 | 06 | 02 | 05 |
| 3 | Non-refereed Journals | 07 | 11 | 12 | 05 | 15 | 15 | 18 | 08 | 05 | 04 |
| 4 | Non-Indexed Journals | 08 | 07 | 13 | 06 | 16 | 10 | 22 | 07 | 06 | 05 |
| 5 | Predatory Journals | 10 | 05 | 12 | 05 | 18 | 16 | 07 | 17 | 07 | 03 |
| 6 | Peer Review Process | 13 | 04 | 12 | 09 | 12 | 24 | 11 | 07 | 04 | 04 |

1 Highest to 5 Lowest

Awareness about the steps to be followed in writing Article / Paper: Science Research Scholars

Among the Science research scholars, the awareness level for the steps to be followed in writing article / paper oscillates between 2 and 3. Couple of research scholars know the importance of these steps while writing / preparing articles. Majority of the research scholars are unaware of the publication ethics like conflicts of interest, data fabrication, data falsification etc. About 20 Science research scholars were aware of general structure of a research article, followed by 17

each research scholars were aware about review of literature process and bottom-up approach for writing a journal article. Before the workshop the awareness towards the steps to be followed in writing article / paper for science research scholars was very low. But after the workshop it was gradually increased their awareness level. Among the options given, 23 research scholars have shown that their awareness level has increased (before workshop it was only 05), similar to this, 22 were aware of the Research methods or materials or methodology. The other details are presented in the table 23.

Table 4: Awareness about the steps to be followed in writing Article / Paper: Science Research Scholars

| Sl. No. | Factors | Pre-Training Survey | | | | | Post-Training Survey | | | | |
|---------|--|---------------------|----|----|----|----|----------------------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | Types of Research Publications (like journals, letters, reviews, conference papers, books, theses, book chapters etc.) | 12 | 09 | 18 | 03 | 8 | 19 | 14 | 02 | 08 | 07 |
| 2 | General structure of a research article | 05 | 20 | 15 | 06 | 04 | 18 | 16 | 06 | 05 | 05 |
| 3 | Literature searching techniques | 05 | 15 | 04 | 22 | 04 | 23 | 09 | 07 | 09 | 02 |
| 4 | Review of literature process | 04 | 17 | 20 | 05 | 04 | 19 | 15 | 02 | 09 | 05 |
| 5 | Bottom-up approach for writing a journal article | 04 | 17 | 16 | 04 | 09 | 21 | 14 | 03 | 09 | 03 |
| 6 | Methods or Materials or Methodology | 10 | 10 | 17 | 05 | 08 | 22 | 04 | 04 | 08 | 02 |
| | How to choose Sampling Techniques / Sample Design | 10 | 14 | 17 | 02 | 07 | 18 | 14 | 05 | 09 | 04 |
| | How to frame Title | 04 | 15 | 18 | 06 | 07 | 16 | 19 | 10 | 03 | 02 |
| | How to write abstract | 08 | 08 | 23 | 04 | 07 | 21 | 08 | 10 | 04 | 07 |
| | How to write Introduction / Conclusion | 08 | 12 | 20 | 06 | 04 | 17 | 14 | 09 | 06 | 04 |
| | Reference Styles (like APA, MLA, Chicago, EPW etc.) | 04 | 13 | 18 | 07 | 08 | 20 | 11 | 06 | 09 | 04 |
| | Publication Ethics (conflicts of Interest, plagiarism, data fabrication and falsification, Duplication, Multiple submissions etc.) | 08 | 08 | 22 | 06 | 06 | 21 | 11 | 07 | 07 | 04 |
| | Selecting / Finding a right journal | 04 | 13 | 18 | 09 | 06 | 13 | 17 | 06 | 11 | 03 |
| | Predatory Journals (Paid Journals) | 04 | 11 | 19 | 08 | 08 | 12 | 16 | 14 | 05 | 03 |
| | UGC-CARE List journals | 08 | 09 | 13 | 12 | 08 | 19 | 14 | 04 | 09 | 04 |

1 Highest to 5 Lowest

Awareness about the steps to be followed in writing Article / Paper: Social Science Research Scholars

Writing a quality article is an art. Sometimes the author needs to have skills while

writing articles which can be easily accepted by the journal publishers. A question was raised to the research scholars on the awareness about the steps to be followed in writing articles / papers. Most of the research scholars rated between 2 and

3 for many of the factors. The most of the research scholars lack with these steps in social science. About 14 research scholars were aware about the types of research publications and rated 1, followed by 19 research scholars each know about how to frame title, and research methods to be followed. The other details are provided in the table 5. The awareness level about the steps to be followed in writing Article among the Social Science Research Scholars is more compared to

those of science research scholars. 32 members came to know about how to write abstract (from 12 in the pre-survey), followed by General structure of a research article, i.e. 26 (from 09). For almost all the options one could observe that there is a sea change in the research scholar's opinion after attending the workshop. Majority are of the opinion that the workshop has really benefitted to them. The other details are presented in the table 5.

Table 5: Awareness about the steps to be followed in writing Article / Paper: Social Science Research Scholars

| Sl. No. | Factors | Pre-Training Survey | | | | | Post-Training Survey | | | | |
|---------|--|---------------------|----|----|----|----|----------------------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | Types of Research Publications (like journals, letters, reviews, conference papers, books, theses, book chapters etc.) | 14 | 09 | 16 | 06 | 05 | 24 | 14 | 04 | 04 | 04 |
| 2 | General structure of a research article | 09 | 15 | 12 | 05 | 09 | 26 | 11 | 03 | 04 | 06 |
| 3 | Literature searching techniques | 10 | 15 | 16 | 04 | 05 | 20 | 17 | 03 | 06 | 04 |
| 4 | Review of literature process | 12 | 13 | 15 | 06 | 04 | 19 | 17 | 06 | 04 | 04 |
| 5 | Bottom-up approach for writing a journal article | 07 | 13 | 16 | 07 | 07 | 22 | 14 | 04 | 06 | 04 |
| 6 | Methods or Materials or Methodology | 06 | 19 | 14 | 06 | 05 | 25 | 08 | 07 | 06 | 04 |
| | How to choose Sampling Techniques / Sample Design | 09 | 16 | 13 | 07 | 05 | 17 | 18 | 06 | 05 | 04 |
| | How to frame Title | 12 | 19 | 10 | 05 | 04 | 24 | 14 | 03 | 05 | 04 |
| | How to write abstract | 12 | 15 | 10 | 08 | 05 | 32 | 07 | 04 | 04 | 03 |
| | How to write Introduction / Conclusion | 10 | 14 | 14 | 06 | 06 | 25 | 12 | 05 | 03 | 05 |
| | Reference Styles (like APA, MLA, Chicago, EPW etc.) | 11 | 12 | 16 | 05 | 06 | 16 | 19 | 06 | 03 | 06 |
| | Publication Ethics (conflicts of Interest, plagiarism, data fabrication and falsification, Duplication, Multiple submissions etc.) | 10 | 13 | 16 | 05 | 06 | 20 | 18 | 04 | 03 | 05 |
| | Selecting / Finding a right journal | 09 | 12 | 15 | 09 | 05 | 14 | 22 | 05 | 04 | 05 |
| | Predatory Journals (Paid Journals) | 07 | 13 | 18 | 05 | 07 | 19 | 17 | 06 | 04 | 04 |
| | UGC-CARE List journals | 12 | 16 | 13 | 05 | 04 | 18 | 18 | 05 | 04 | 05 |

1 Highest to 5 Lowest

Awareness of the Academic Footprints: Science Research Scholars

A question was asked to the Science research scholars about the awareness of the Academic Footprints like H-index, i10 index and Impact Factor. These indices are used to evaluate the performance of the author in an academic environment. Majority, i.e. more than 50 %

research scholars were aware of these footprints and a handful of them are also using for their research work. Compared to pre-workshop data there was a lot of improvement one could observe through this workshop. The awareness level was increased and they are using too. Before the workshop, 35 to 50 % research scholars were unaware of these academic footprints.

Table 6: Awareness of the Academic Footprints: Science Research Scholars

| Sl. No. | Academic Footprints | Pre-Training Survey | | | Post-Training Survey | | |
|---------|---------------------|---------------------|-------|---------------|----------------------|-------|---------------|
| | | Not Aware | Aware | Aware & using | Not Aware | Aware | Aware & using |
| 1 | H-Index | 14 | 30 | 06 | 08 | 35 | 07 |
| 2 | i10 Index | 21 | 23 | 06 | 14 | 31 | 05 |
| 3 | Impact Factor | 08 | 37 | 05 | 09 | 29 | 12 |

Awareness of the Academic Footprints: Social Science Research Scholars

Awareness of Academic Footprints in also important from the research scholars' perspectives. Out of 50 Social science research scholars, 23 were aware and 8 research scholars were aware and using h-index in their profile. Nearly 50 % of the research scholars were not aware of i10 Index and Impact Factor. The Academic footprints were used to evaluate the

productivity of an author. The knowledge about these foot prints is prerequisite in the academic competitive world. As per the Social Science Research Scholars are concerned, there was an increase of 50 % awareness level. Majority of the Research scholars rated high about the awareness of H-index, i 10 index and impact factor. There was a less number of research scholars who marked for the lowest.

Table 7: Awareness of the Academic Footprints: Social Science Research Scholars

| Sl. No. | Academic Footprints | Pre-Training Survey | | | Post-Training Survey | | |
|---------|---------------------|---------------------|-------|---------------|----------------------|-------|---------------|
| | | Not Aware | Aware | Aware & using | Not Aware | Aware | Aware & using |
| 1 | H-Index | 19 | 23 | 08 | 07 | 35 | 08 |
| 2 | i10 Index | 22 | 19 | 09 | 07 | 34 | 09 |
| 3 | Impact Factor | 24 | 17 | 09 | 05 | 36 | 09 |

Awareness of the Author IDs (Author Identities): Science Research Scholars

Mere publishing articles will not get citations. The research scholar needs to upload all his / her publications in the public domain (Open Access mode). So, a question was posed to the research scholar their awareness about the author Identities. Only a couple of research scholars were aware and using the author Identities like Vidwan, ORCID, Researcher ID, Scopus ID, Google Scholar and Microsoft Academic ID. But majority of them are unaware of these author identities. And most of them expressed their

desire to have a workshop on these as well. There are author identities which are necessary to have if one wants to improve their citation credentials. One could note that there was a drastic change in their awareness towards these identities after the workshop. After creation of these IDs the articles which are available on open access mode are automatically fetched by these identities. The awareness level was increased to 60% for almost all the authors identities. 31 research scholars were aware of Vidwan ID, 30 each were aware about Google Scholar ID and Microsoft Academic ID.

Table 8: Awareness of the Author IDs (Author Identities): Science Research Scholars

| Sl. No. | Academic Footprints | Pre-Training Survey | | | Post-Training Survey | | |
|---------|-----------------------|---------------------|-------|---------------|----------------------|-------|---------------|
| | | Not Aware | Aware | Aware & using | Not Aware | Aware | Aware & using |
| 1 | Vidwan ID | 38 | 18 | 04 | 13 | 31 | 06 |
| 2 | ORCID | 32 | 15 | 03 | 09 | 24 | 17 |
| 3 | Researcher ID | 31 | 17 | 02 | 08 | 27 | 15 |
| 4 | Scopus ID | 30 | 16 | 04 | 12 | 28 | 10 |
| 5 | Google Scholar ID | 20 | 24 | 06 | 03 | 30 | 17 |
| 6 | Microsoft Academic ID | 40 | 09 | 01 | 14 | 30 | 06 |

Awareness of the Author IDs (Author Identities): Social Science Research Scholars

In the academic environment the author needs to advertise himself / herself by various means. In this regard, a question was asked to the research scholars about their awareness of the Author Identities like Vidwan, Scopus, Researcher ID, ORCID etc. More than 65% of the research scholars were not aware of any of these Author identities. But 21 research scholars were aware of Google Scholar ID. The reason for that is one

can easily have Google Scholar account in his / her name and it is easy to create also. The awareness level among the Social Science Research Scholars has increased radically about the author identities. Even few of the research scholars have started using these IDs too. More than 60 % of the research scholars are aware of these identities after the workshop. Some of the research scholars have expressed to provide hands on experience.

Table 9: Awareness of the Author IDs (Author Identities): Social Science Research Scholars

| Sl. No. | Academic Footprints | Pre-Training Survey | | | Post-Training Survey | | |
|---------|-----------------------|---------------------|-------|---------------|----------------------|-------|---------------|
| | | Not Aware | Aware | Aware & using | Not Aware | Aware | Aware & using |
| 1 | Vidwan ID | 37 | 11 | 02 | 17 | 28 | 05 |
| 2 | ORCID | 36 | 11 | 03 | 18 | 27 | 05 |
| 3 | Researcher ID | 25 | 19 | 06 | 13 | 29 | 08 |
| 4 | Scopus ID | 34 | 14 | 02 | 16 | 30 | 04 |
| 5 | Google Scholar ID | 25 | 21 | 04 | 11 | 30 | 09 |
| 6 | Microsoft Academic ID | 36 | 12 | 02 | 16 | 29 | 05 |

Methods used to enhance the citations for the articles

The Academic Social Networking Sites like ResearchGate and Academia are helping the research scholars to update their profile by uploading their full text articles. A question was posed to the research scholars on the methods used to enhance the citations for the articles. The study reveals that 26 research scholars said that they uploaded all their articles in ResearchGate

and Academia, 38 research scholars each (both Science and Social Science Research Scholars) said that they uploaded their articles in Google Scholar account. Among the Science Research Scholars 24 research scholars have uploaded their articles in academic social networking sites like ResearchGate and Academia, whereas, 17 research scholars have uploaded their articles in open access mode. The other options have given least importance and presented in the table 10.

Table 10: Methods used to enhance the citations for the articles

| Sl. No. | Methods / ways | Social Science Research Scholars | Science Research Scholars |
|---------|--|----------------------------------|---------------------------|
| 1 | I have uploaded all my articles in Research Gate / Academia | 26 | 24 |
| 2 | I have updated all my articles in Google Scholar | 38 | 38 |
| 3 | All my articles are available in open access mode | 15 | 17 |
| 4 | I have my own website and all the articles full text are available | 04 | 03 |
| 5 | All my articles are available in Institutional Repository | 03 | Nil |

Workshop's Content Coverage

A question was posed to the research scholars on the workshop's content coverage. The table 11 indicates that a total of 96 research scholars found

it very useful and only 2 research scholars said they are neutral. Majority of the research scholars expressed their desire that such workshops should be conducted at the initial stage or at an early stage of the research.

Table 11: Workshop's Content Coverage

| Sl. No. | Opinion | Social Science Research Scholars | Science Research Scholars | Total |
|---------|-------------|----------------------------------|---------------------------|-------|
| 1 | Very Useful | 48 | 48 | 96 |
| 2 | Useful | 01 | 01 | 02 |
| 3 | Neutral | 01 | 01 | 02 |
| 4 | Not Useful | - | - | - |
| | Total | 50 | 50 | 100 |

Willingness to attend the workshops in future

Workshops of any kind will help and enhance their ability. A question was posed to the research scholars about their willingness to attend the workshop in future. 50 Science Research scholars and 49 Social Science Research Scholars are of the opinion that they are willing to attend the workshops in future. Majority of them have expressed their desire to participate in such workshops in offline mode. Some of the research scholars opine that such workshops will upgrade the quality of their research in general and publications in particular.

Table 12: Willingness to attend the workshops in future

| Sl. No. | Articles | Social Science Research Scholars | Science Research Scholars |
|---------|----------|----------------------------------|---------------------------|
| 1 | Yes | 49 | 50 |
| 2 | No | 1 | - |
| | Total | 50 | 50 |

SUGGESTIONS

1. The workshops of any kind will enhance the ability of the research scholars. Majority of the research scholars (both the Science and Social Science disciplines) are of the opinion that such workshops should be conducted regularly. Hence, it is suggested to the authorities of the Karnatak University, Dharwad to conduct such workshops regularly. To do so, the authorities may assign such job to either Library Personnel or the faculty members of the Department of Library and Information Science.
2. Because of the COVID pandemic the workshop was conducted in online mode using Google Meet platform. There was a huge response received from the participants. Majority of the research scholars felt that such workshops should be conducted in offline mode. Hence, it is suggested to the authorities of the Karnatak University to conduct such workshops in offline mode by following the Standard Operating Procedures (SOPs) issued by the Karnataka State Government time to time.
3. Training / Orientation programme will help to know the process, method, resources, services etc. Attending regular training programme will enhance the knowledge of the research scholars. More than 90 % of the research scholars were happy with the present workshop. At the same time, they felt that such workshops should be conducted at the early stage of their research. Thanks to the University Grants Commission (UGC), New Delhi for introducing the fourth paper i.e. Research and Publication Ethics (RPE) for course work. Hence, it is suggested to the authorities of the Karnatak University, Dharwad to conduct such workshops

frequently at the beginning of the course work.

PRACTICAL RELEVANCE / UTILITY OF THE STUDY

The present study / project helps the Research Scholars to improve their academic writing skills and also their academic footprints in terms of citations and h-index. The outcomes of the study help the authorities of the Karnatak University, Dharwad in terms of many indicators viz. the improved writing skills help the research scholars increase the writing number of articles per year, collaboration of articles with interdisciplinary approach will fetch visibility in terms of citations, quality outcomes will get good citations and h-index. This will make lot of impact on the total publications, citations, h-index etc. of the Karnatak University, Dharwad.

CONCLUSION

A workshop may introduce a new idea, inspire participants to further explore it on their own, or may illustrate and promote actual process practice. It is a great way to teach hands-on skills as it gives learners an opportunity to try out new methods. The present study is conducted to determine the awareness level and to study the impact of workshop / training programme towards enhancing article writing skills and to improve the academic footprints.

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