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Exploring the Landscape of Open Access Journals of Education: A Study of SJR Indexed Journals

Ashok Kumar*
Pankaj Kumar**

Journals are a major source of academic scholarly communication. Over the period there has been enormous growth in the publishing industry especially with invent of ICT. Publishing houses are establishing infrastructure based on ICT technologies for publishing. The online publishing phenomenon became more popular during the early nineties. This resulted in setting up online Journals popularly referred to as e-Journal. Many print journals also started an online version of the print journals. This benefited the readers as they can now browse the older issues (archived issues) as well. This supported the 24x7 availability of journals across the globe. During early 2000, with the invention of Web 2.0 technologies, it became easier for individuals to publish their literary works also. However, sooner this situation turns out into a menace, and the new generation of paid journals popularly known as "predatory Journals" emerged. A predatory journal is a journal that charges for publishing the article. These types of journals often lack peer reviews, editorial boards, and general publishing ethics. The study is an effort to understand the publishing landscape of the OA journals through examining the various publishing parameters.The study has resulted in the identification of 184Scholarly Online Open-Access (OA)e-Journals for the faculty members and research scholars of the Education discipline.

Keywords: Scholarly Journals, Open Access, Journal Evaluation, Open Access Journal, Indexed Journal, Scimago Journal Rank, DOAJ.

* Assistant Professor, Faculty of Library and Infromation Science, School of Social Sciences, Indira Gandhi National Open University, New Delhi, India Email: ashokkr@ignou.ac.in

** Librarian, AditiMahavidyalaya, University of Delhi, New Delhi, India Email: informpankaj1994@gmail.com

1 INTRODUCTION

The human race is a social animal and language is the distinguishing feature which makes it special from other species.We have various forms of communication verbal or written. We have multiple kinds of languages to express. These languages have evolved throughout time and have emerged as a powerful medium to connect to the world. Today we have English, Mandarin, and Hindi as the largely spoken global languages. These languages facilitated the knowledge dissemination and transfer to the generation's one after other. It is assumed by the researchers that humans started to communicate with each other 50,000 years ago (Michael, B., 2015). Later on,the development of scripts leads to knowledge recording and dissemination. In the academic world, the recorded knowledge is disseminated through various mediums i.e. research journals, books, monographs, manuscripts, thesis, dissertations, reports, databases, etc. Among these journals are regarded as the primary form of information sources. Hence, scholarly research journals are more popular among the academic community as the journals guarantee first-hand peer verified information.

Henry Oldenburg has defined the objective of a scholarly journal as "*is to give researchers a venue to "impart their knowledge to one another, and contribute what they can to the grand design of improving natural knowledge, and perfecting all Philosophical Artsand Sciences"*. We have seen the rapid growth of the academic journals since the maiden academic journal "*Journal des sçavans*" started to begin publishing from January 1665, later "*Philosophical Transactions of the Royal Society*" in March 1665and "*Mémoires de l'Académie des Sciences*" in 1666 and *"Medical Essays and Observations"* in 1733. The first online-only journal Postmodern Culture was come up in 1990 (Ben, M., 2021).In his study by Keyhani (in 1993) the very first peer-reviewed electronic, full-text e-journal including graphics was the *Online Journal of Current Clinical Trials* (Stephen& Kim, 1996). Realizing the importance of academics, many publishing houses began to publish more journals. At present we have well-established publication houses. These publishers are bringing out the leading academic journals. Moreover, the citation and indexing services begin to serve the journals. How can we forget the name of the Web of Science Database by the Clarivate Analytics and Scopus by Elsevier.Apart from these, there is Google Scholar, Microsoft Academic Search, Semantic Scholar, these are web-based indexing databases. Considering the menace of the predatory journal the Indian education regulatory body University Grants Commission (UGC) has created a cell UGC-Consortium for Academic and Research Ethics (UGC-CARE) at the University of Pune, to identify the high-quality academic journal of international standards and repute selected on the objective methodology.

2 LITERATURE REVIEW

To carry out this study the literature review is done thematically. The articles reviewed have provided the basis for the formulation of the rationale, objectives, methodology, etc. for the study. Further, the literature review has helped in the identification of the gaps in the literature. Various sources have been explored to find out every possible piece of information related to the study. Some of the relevant studies are mentioned here.

Scholarly Communication: The core aim of the academic community is to generate and communicate knowledge in society. The academicians primarily communicate their findings through scholarly journals. A scholarly academic journal comes out on definite periodicity. The content of an academic journal is peer-reviewed by the subject matter specialists. The academic journal publishes original research papers, review papers, commentaries, editorials, book reviews, etc. An academic journal communicates the subject-specific knowledge related to a particular discipline. Joan M. Reitz (2020) has defined scholarly communication means an "*activity through which individuals engaged in academic research and creative endeavor inform their peers, formally or informally, of the work they are engaged in or have accomplished*". As of today, there is various modes of scholarly communication have been adopted by the scholars such as writing research papers in journals, monographs, conference articles, proceeding papers, correspondences, etc. Patwardhan& Thakur (2019) in their study had described that socio-economic development in the present-day environment for the generation of new knowledge requires dedicated and strict efforts. Hence, this is a very tough task to manage the process of knowledge creation in Indian higher education institutions, as it is one of the largest education systems in the world consisting of over 900 Universities and 40000 Colleges, which is very diversified and complex in terms of languages and cultural ethnicity as well. Harter &Kim(1996) have expressed their views on Scholarly communication and Electronic journals. They described that from the inception of the first scholarly journal "*Journal des Scavans"* in 1665, journals are playing a pivotal role in knowledge diffusion as the primary medium of scholarly communication. Vanderstraeten (2011) had argued that scholarly journals play a key role in modern scientific disciplines. Journals guarantee to provide secure, shared values and certified knowledge to the academic community. Umlauf, M. G. (2016) in his scholarly work has discussed the internet evolution and its power of 24x7 accessibility to the digital content facilitated for the research scholars. This has resulted in the increased productivity of online journals. Due to increased online publishing a new category of journals has emerged known as predatory journals. The predatory journals only try to publish the literature without acknowledging the proper sources. Beall, Jeffrey (2017) had analyzed the issue of predatory

journals. Further, Dobusch, L., &Heimstädt, M. (2019), emphasized thatone of the unintended impacts of the OA movement is mushrooming of the predatory journals. The Predatory journals mostly compromise peer review and publish manuscripts within a shorter time by accepting the publication fees. The Peters, M. A. (2010) had a bird's eye view through examining the various parameters of the open science consisting of the morals of science and peer review framework while grouping the open science as wiki science or science 2.0. Xie, Wu & Li (2019) have talked about that in the scholarly world the assessment of insightful journals is the key concern. Currie, R. R.&Pandher, G. (2013) studied a distinct set of journals of the field of management. Their study was an attempt to fill this difference via completing an online study of dynamic researchers in the field and utilizing respondent information to endogenously rank and level a lot of 84 potential scenes for distributing research in the board learning and training.

Open Access: Cowell, J. M. (2015) had explained that during 1998 the National Institutes of Health (NIH) made it compulsory that every research funded from NIH should be made available and freely accessible through OA by the National Library of Medicine.**Gregg,M.F.(2011)**revealed that among the academic community across the globe open access is a major concern. In 2002 the Budapest Open Access Initiative accelerated the OA movement. The BOAI defined the OA as unrestricted access to electronic distribution of the peer-reviewed literature available without cost. The study carried out by **Björk&Paetau (2012)** was aimed to examine the phenomenon of open access (OA) scholarly communication that has a positive effect on the scientific community. They found that the more successful route has been green OA. Among the various routes of the OA publishing in the US and UK for electronic publishing in OA journals, the gold route of OA is been at a lesser rate.**Björk, B. C., & Solomon, D. (2012)** examined the effects of the OA on the scientific community. They fear the greater adoption of the OA publishing would result in a dent in the standard publishing procedures (i.e. process of peer review) as a result the publishing quality will be lower. **Mounce, R. (2013)** explained that one of the greatest qualities of OA publishing is the availability of the publication immediately after the publishing.

DOAJ: The study carried out by **Chauhan, K. (2012),** aimed to evaluate the open-access e-journals in LIS listed in the Directory of Open Access Journals (DOAJ). The DOAJ is a useful knowledge platform for the research scholar. The DOAJ lists the OA journals that fulfill the specific DOAJ criteria. **Domnina, T. N. (2018)** had discussed the current status of the periodicals by characterising the quality criteria of the journals indexed in the Directory of Open Access Journals (DOAJ). **Sahoo, J., Mohanty, B., &Sahoo, L. (2017)** studied the Indian contribution towards the Open Access movement. They examined the 318 Indian OA journals indexed in the Directory of Open Access Journals

(DOAJ). Their study had a basic purpose to have a bird's eye view of Indian contribution.

3 OBJECTIVES OF THE STUDY

The main objectives of the study are as follows:

- ***RO1:*** To identify the scholarly OA Journals in Education discipline indexed by the SJR and DOAJ.
- ***RO2:*** Toexplorethe publishing landscape of the OA Journals in the Education discipline.
- ***RO3:*** Toascertain the geographic distribution of leading countries and publishers of OA journals in Education Discipline.
- ***RO4:*** Tofind the journal publishing platforms, hosts, or aggregators most preferred by the publishers.
- ***RO5:*** Todiscover the most preferred Publishing Languages, Level of Multilingualism, and Publishing Subject Domains (Keywords).

4 SCOPE AND LIMITATIONOF THE STUDY

The Scimago Journal and Country Rank (SJR) was selected as a tool to identify the indexed OA Journals. The data was downloaded from their website (https://www.scimagojr.com) in April 2021. While filtering the data to get desired results two parameters were selected *"Only Open Access Journals" and "Only WoS journals"*. This process resulted in 184 OA Journals of Education discipline. The associated metadata required for the study was obtained from the website of the Directory of Open Access Journals (DOAJ) (https://doaj.org). The DOAJ data provided details of the 142 OA Journals rest of the 42 OA journals' qualitative data was obtained through visiting their respective websites for a holistic approach. Therefore, the scope of the present study is limited to the study of the 184 OA Journals of Education Disciplines.

5 RESEARCH METHODOLOGY OF THE STUDY

Methodology: The Scimago Journal and Country Rank (SJR) is one of the most trusted platforms providing Journals ranking powered by the Scopus bibliographic and citation database. Thus, the SJR data were explored for the selection of the OA Journals yielding 184 OA journals. The results were also filtered on two variables *"Only Open Access Journals"* and *"Only WoS journals"*. In the second step, the DOAJ was identified to get the journal's qualitative metadata (184 OA Journals) selected for the study. The DOAJ covers 142 OA journals rest of the 42 Journals' websites were explored to get related data. In the end, the complete holistic data set of selected 184 OA Journals was analysed to get desired results as per the objective of the study.

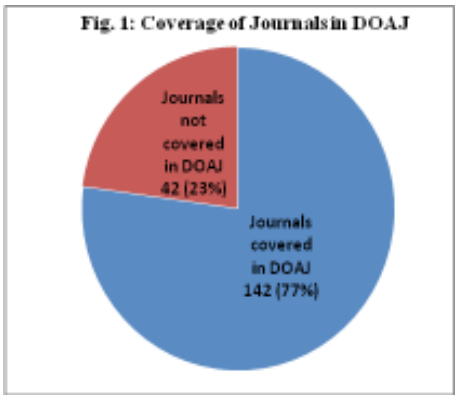
Population: 184 SJR indexed OA Journals data were explored, among these 142 journals qualitative data was explored from the DOAJ, and the remaining 42 journals' qualitative data was obtained from the respective website of the journal.

Method of Data Collection: Based on the variable controlled narrow down procedure the quantitative data from the SJR was downloaded in the excel sheet format in April 2021. The DOAJ data was collected in CSV format. The data of the non-DOAJ covered was collected from their websites and fed against the respective title in the CSV datasheet. These data sheets were further analysed concerning the study objective.

6 DATA ANALYSIS AND INTERPRETATION

The data collected using the predefined methodology has been analysed and the interpretations related to the objective are concluded using the application of computational methods and techniques to ascertain the mathematical measurements of various data groupsin this section.

RO1: To identify the scholarly OA Journals in Education discipline indexed by the SJR and DOAJ.



The results retrieved from www.scimagojr.com resulted in 184 OA journals in the education discipline. The distinctive characteristic of the journals identified was that these are only open access journals and also indexed by the Web of Science (one of the most authentic bibliographic and citation databases of the world). However, it was also observed that all the 184 journals are not covered by the DOAJ (one of the largest Open Access journal directories of the world). About 23% share (43 Journals) of the OA journals was not indexed by DOAJ. One of the main reasonsfor this is that the DOAJ has its journal inclusion criteria. Fig. 1 shows the coverage of the journals in the DOAJ.

RO2:To explore the publishing landscape of the OA Journals in the Education discipline.

The publishing landscape of the scholarly open access journals shows that the online journals have begun to provide access to the archived journal from the year 1943. Afterward, some more journals come into existence, and especially from 1990 onwards, the number of journals has increased. As per the data in table 1: Landscape of Scholarly Open Access Journals, from the year 2000 the significant development in the open-access journal can be observed. Fig. 2: Landscape of Scholarly Open Access Journals shows the bar chart of the table data. Out of the 184 journals, 149 journals have begun to publish and provided access to their journals, which is nearly the 81% of the total journal published. The reason for this spurt in publishing is the emergence of the open access movement during these years. During the decade 2006 to 2016, the record numbers of journals (98) started doing open access and publishing.

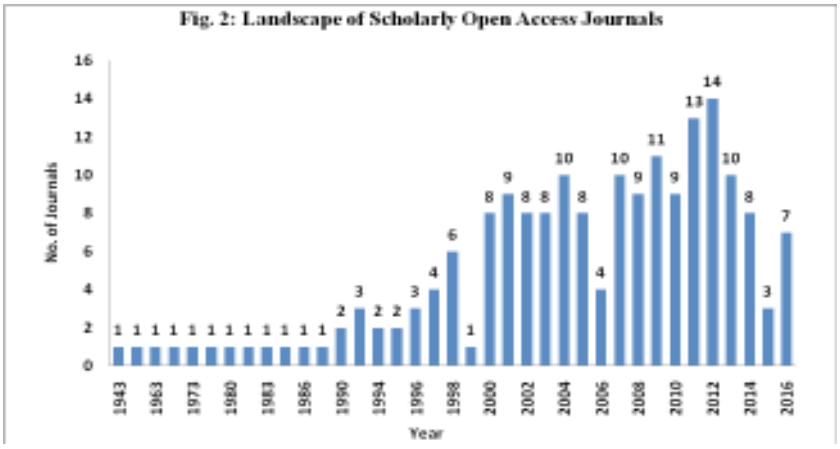


Table 1: Landscapeof Scholarly Open Access Journals

Table 1: Landscapeof Scholarly Open Access Journals											
S. No.	**Year**	**No. of Journals**	**S. No.**	**Year**	**No. of Journals**	**S. No.**	**Year**	**No. of Journals**	**S. No.**	**Year**	**No. of Journals**
1	1943	1	**11**	1986	1	**21**	2000	8	**31**	2010	9
2	1952	1	**12**	1989	1	**22**	2001	9	**32**	2011	13
3	1963	1	**13**	1990	2	**23**	2002	8	**33**	2012	14
4	1969	1	**14**	1993	3	**24**	2003	8	**34**	2013	10
5	1973	1	**15**	1994	2	**25**	2004	10	**35**	2014	8
6	1977	1	**16**	1995	2	**26**	2005	8	**36**	2015	3
7	1980	1	**17**	1996	3	**27**	2006	4	**37**	2016	7
8	1982	1	**18**	1997	4	**28**	2007	10			
9	1983	1	**19**	1998	6	**29**	2008	9			
10	1985	1	**20**	1999	1	**30**	2009	11		**Total**	**184**

RO3: Toascertain the geographic distribution of leading countries and publishers of OA journals in Education Discipline.

Leading Countries: On comparing the data presented in table 2: Country-wise list of the OA Journals Published, it was observed that the highest number

of journals are published from *Spain* (48 titles), followed by the *United Kingdom* (24 titles), *United States* (23 titles), Brazil (8 titles) and *Turkey* (8 titles). *Australia* (6 titles), *South Africa* (6 titles), *Germany* (5 titles), *Canada* (4 titles), and *Italy* (4 titles) are publishing 4 titles each. Fig 3: Country-wise share of the Journals, wagon wheel shows the country-wise geographic distribution of the title published by them. It is evident from the table being advanced countries of the world, the American and European countries are publishing open access journals in a significant portion.

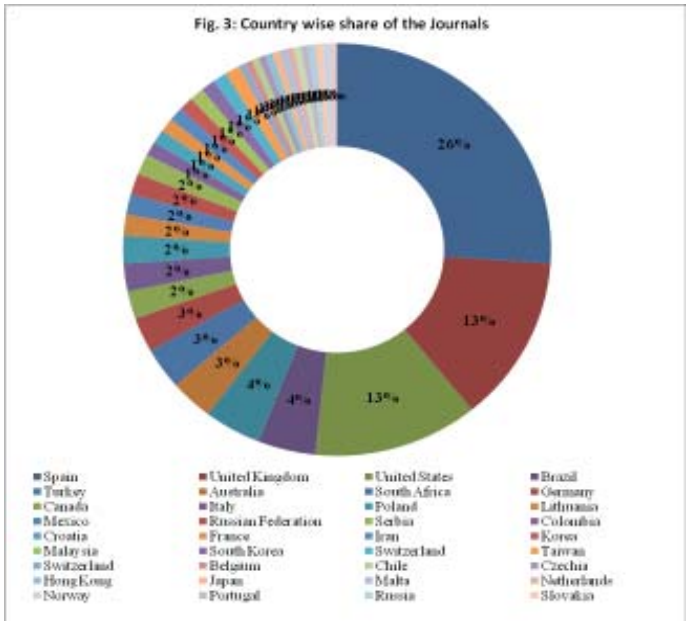


Table 2: Country-wise list of the OA Journals Published

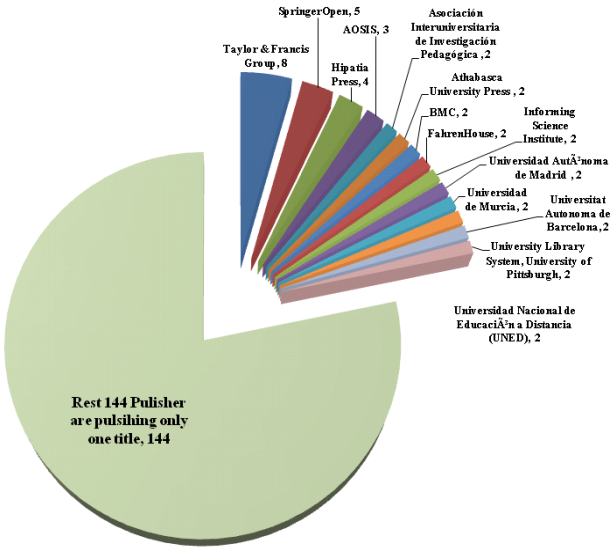
Table 2: Country-wise list of the OA Journals Published					
S. No.	**Originating Country**	**No. of Journals Published**	**S. No.**	**Originating Country**	**No. of Journals Published**
1	Spain	48	**21**	Malaysia	2
2	United Kingdom	24	**22**	South Korea	2
3	United States	23	**23**	Switzerland	2
4	Brazil	8	**24**	Taiwan	2
5	Turkey	8	**25**	Switzerland	1
6	Australia	6	**26**	Belgium	1
7	South Africa	6	**27**	Chile	1
8	Germany	5	**28**	Czechia	1
9	Canada	4	**29**	Hong Kong	1
10	Italy	4	**30**	Japan	1
11	Poland	4	**31**	Malta	1
12	Lithuania	3	**32**	Netherlands	1
13	Mexico	3	**33**	Norway	1
14	Russian Federation	3	**34**	Portugal	1
15	Serbia	3	**35**	Russia	1
16	Colombia	2	**36**	Slovakia	1
17	Croatia	2	**37**	Sweden	1
18	France	2	**38**	United Arab Emirates	1
19	Iran	2			
20	Korea	2		**Total**	**184**

Leading publishers of OA journals: It was observed from the data that about 52% of the journal titles were published by the three countries *Spain, United Kingdom*, and *United States*, among these countries Spain was the highly productive country and published 48 open access journals. Among these 24 titles are being published from the *United Kingdom* and 23titles from the *United States* respectively. Table 3: Publishers of the Scholarly Open Access Journals show that the *Taylor & Francis Group* (8 titles) is the leading publisher of the Scholarly Open accessjournal (some of them are hybrid journals that offer to print articles in the open access mode). *SpringerOpen* (5 titles), *Hipatia Press* (4 titles), *AOSIS* (3 titles), *AsociaciónInteruniversitaria de InvestigaciónPedagógica (AIDIPE)* (2 titles), *Athabasca University Press* (2 titles), *BMC* (2 titles), *Fahren House* (2 titles), *Informing Science Institute* (2 titles), *Universidad AutÃnoma de Madrid* (2 titles),*Universidad de Murcia* (2 titles), *Universidad Nacional de EducaciÃn a Distancia (UNED)* (2 titles), *UniversitatAutonoma de Barcelona* (2 titles) and *University Library System, University of Pittsburgh* (2 titles) are the other leading publishers each of them is publishing more than two titles respectively. The 144 organizations are individually publishing single journals title, which is about 78% share of the scholarly journals. Further, the table data is presented through a pie chart the Fig. 4: Leading Publishers which shows the graphical representation of data.

Table 3: Publishers of the Scholarly Open Access Journals

Table 3: Publishers of the Scholarly Open Access Journals		
S.No.	**Publisher**	**No of Journals**
1	Taylor & Francis Group	8 Titles
2	SpringerOpen	5 Titles
3	Hipatia Press	4 Titles
4	AOSIS	3 Titles
5	AsociaciónInteruniversitaria de InvestigaciónPedagógica (AIDIPE)	2 Titles
6	Athabasca University Press	2 Titles
7	BMC	2 Titles
8	Fahren House	2 Titles
9	Informing Science Institute	2 Titles
10	Universidad AutÃnoma de Madrid	2 Titles
11	Universidad de Murcia	2 Titles
12	Universidad Nacional de EducaciÃn a Distancia (UNED)	2 Titles
13	UniversitatAutonoma de Barcelona	2 Titles
14	University Library System, University of Pittsburgh	2 Titles
15	**Other 144 Publishers**	1 Title each
	Total	**184**

Fig. 4: Leading Publishers



RO4: Tofind the journal publishing platforms, hosts, or aggregators most preferred by the publishers.

Platform, Host, or Aggregator preferred by the Publishers: A Journal publishing platform is the backbone of managing the various online publishing

tasks of a journal. It includes pre, during, and post publishing tasks of the online publishing. Some of the tasks an online publishing platform is supposed to manage are processing services i.e. Typesetting services, proofreading, editing indexing and abstracting, peer review, web hosting, archiving, curation and preservation, usages analysis, digital marketing, etc. At present many commercial journal aggregators are providing the publishing of open access journals. Most of them are publishing journals in hybrid mode (the online version of the printed journals). Many journal aggregator supports the publishing of articles in open access mode on a payment basis. There are numerous Journals hosting platforms are available some of the most preferred are mentioned in Table 4: Platform, Host, or Aggregator for OA Publishing. It is observed from the data that about 37% of the journals have been hosted by aggregators on various kinds of platforms. Being an Open Source Software the Open Journal Systems (OJS) is the most preferred software for online publishing of journals. Developed by the Public Knowledge Project (PKP), the OJS is a complete solution for maintaining all the tasks of online publishing. As per the data retrieved about 46% of the journal titles are being published using the OJS software. Taylor & Francis Online is hosting 8 journals, Bepress Digital Commons and SpringerOpen publishing four titles each. SpringerLink was publishing three titles using its platform. There were three titles were published by using Publishers' Platform. The BMC, Informing Science Institute, Redalyc, SciELO Brazil, and SEER were the other preferred Platform, Host, or Aggregator through each of them were managing two titles. Fig 5: Platform, Host, or Aggregator shows the percentage share of the various journal platform, hosts, or aggregators for managing the publishing of the open access scholarly journals.

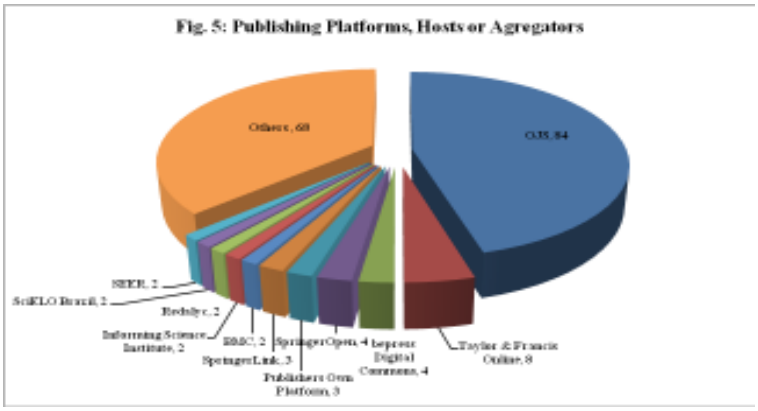


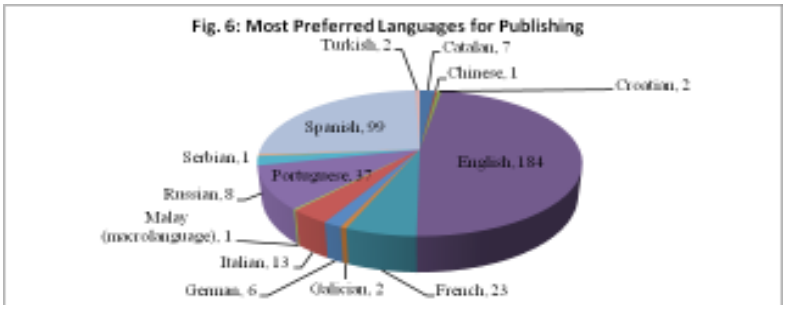
Table 4: Platform, Host or Aggregator for OA Publishing		
S. No	**Platform, Host, Aggregators**	**No of Journals Hosted**
1	OJS	84
2	Taylor & Francis Online	8
3	Bepress Digital Commons	4
4	SpringerOpen	4
5	Publishers Own Platform	3
6	SpringerLink	3
7	BMC	2
8	Informing Science Institute	2
9	Redalyc	2
10	SciELO Brazil	2
11	SEER	2
18	**Other 68 Journal Publishing Platform**	68 (Other Journal Publishing Platform)
	Total	**184**

RO5: Todiscover the most preferred Publishing Languages, Level of Multilingualism, and Publishing Subject Domains (Keywords).

Table 5: Most proffered languages show the data about the most preferred language for publishing by the authors. Although English is not the world's widest spoken language it is regarded as the global communication language, therefore, it is the most widely preferred language for publishing and all the journals (100%) allow publishing in the English Language. Followed by the other languages of the European family and these are Spanish (54%) Portuguese (20%), French (13%), and Italian (7%) preferred for publishing in Journals. European languages are mostly preferred because most of the OA journals are being published from European countries.

Table 5: Most Preferred Lan guages		
S. No.	**Languages**	**Preferences of the Languages by the of journals**
1	English	184
2	Spanish	99
3	Portuguese	37
4	French	23
5	Italian	13
6	Russian	8
7	Catalan	7
8	German	6
9	Croatian	2
10	Galician	2
11	Turkish	2
12	Chinese	1
13	Malay (Macro language)	1
14	Serbian	1

Fig 6: Most Preferred Languages for Publishing represents data of most preferred languages adopted by the authors for publishing their articles in the form of a pie chart.



Level of Multilingualism: Language is the most powerful medium of communication. There could be many languages that exist in a country (i.e. India). Therefore, the selection of the most appropriate language for communicating the research findings with the masses becomes vital. To counter this situation many OA Journals offer to publish in more than one language. The data are given in table 6: Use of Languages shows that the use of more than one language is not preferred among the OA journals of the education domain. About 67% of Journals (123 Journals) are published in a single language, thereafter 18% of Journals (34 Journals) are published in the bilingual mode. Only 11% of Journals (20 Journals) have allowed publishing in three languages. Publishing in four languages (multilingual) is preferred by three journals and in more than five languages (Polyglot) is being published by four journals each which is less than 2% of the total journals. Fig 7: Publishing in Multiple Languages shows choices of multi-languages by the OA Journals for publishing.

Table 6: Use of Languages

S.No.	Use of Languages	No of journals
1	Polyglot (More than Five Languages)	4
2	Multilingual (Four Languages)	3
3	Trilingual (Three Languages)	20
4	Bilingual (Two Languages)	34
5	Monolingual (One Language)	123
	Total	**184**

Subject Domains: The Subjects (keywords) provide an idea about the structural analysis of a subject domain. It gives a reflection around what areas the publishing domain is rotating. After publishing an article should be findable so that the intended reader may be able to retrieve the relevant literature. Thus, the importance of a keyword becomes important in an article. Table 7 provides details of the various keywords by which the articles can be searched. The highly used keywords are Education (167 times), Social Science (46 times), Learning (45 times), Teaching (31 times), Pedagogy (23 times), Psychology (19 times), Linguistics (15 times), Educational Technology (12 times), Higher Education (9 times), and Humanities (8 times). The word cloud Fig 14 represents

the research trend that is based on the occurrence of keywords. It can be observed from the table and the figure as well that the Education domain being a discipline of the Social Sciences has more keywords from the social science domain,have been occurred less than five times. The complete list of the keywords is based on their counts. The word cloud Fig. 8 presents the use of keywords.

Fig. 8:Use of Keywords

Table 7: List of Subject Domains

Table 7: List of Subject Domains					
S. No.	**Word**	**Count**	**S. No.**	**Word**	**Count**
1	Education	167	**26**	Physical Education	3
2	Social Science	46	**27**	Social Justice	3
3	Learning	45	**28**	Cognitive Process	2
4	Teaching	31	**29**	Comparative Education	2
5	Pedagogy	23	**30**	Curriculum Development	2
6	Psychology	19	**31**	Distance Education	2
7	Linguistics	15	**32**	Educational Assessment	2
8	Educational Technology	12	**33**	Educational Policy	2
9	Higher Education	9	**34**	Educational Science	2
10	Humanities	8	**35**	Health Profession	2
11	Medical Education	7	**36**	Knowledge Management	2
12	Educational Psychology	6	**37**	Physical Activities	2
13	Educational Research	6	**38**	Political Science	2
14	Science Education	6	**39**	Public Health	2
15	Computer Science	5	**40**	Social Change	2
16	Social Work	5	**41**	Teachers Education	2
17	Applied Linguistics	4	**42**	Teachers Training	2
18	International Education	4	**43**	Teaching Methods	2
19	Language Learning	4	**44**	Vocational Education	2
20	Language Teaching	4	**45**	Aspects of Sports	1
21	Cultural Study	3	**46**	Computer Science Education	1
22	Education Policy	3	**47**	Impact of Socio	1
23	Education Research	3	**48**	Philosophy of Education	1
24	History of Education	3	**49**	Philosophy of Language	1
25	Mathematics Education	3	**50**	Social Work Education	1

7 FINDINGS

Through analyzing the journal data, it was discovered that out of 184 journals only 142 titles are found to be indexed in the DOAJ. However, 42 journal titles are found not to be indexed in the DOAJ, because they do not fulfill DOAJ inclusion criteria. The year 2000 onwards the significant developments in the publishing of the OA journals have begun and among the 184 journals, 149 journals have begun to publish and provided access to their journals, which is nearly the 81% of the total journal published. During the decade 2006 to 2016, the record numbers of journals (98) began open access and publishing. It was observed that the highest numbers of journals are published from *Spain*, followed by the *United Kingdom, United States, Brazil*, and *Turkey*. Regarding the leading publishers of OA journals, it was observed from the data that about 52% of the titles were published by the three countries *Spain, United Kingdom,* and *United States*.The results revealed that the 144 organizations are publishing the single journal's title, which is about 78% share of the scholarly journals. As far as the choice of the publishing platform or aggregator preferred by the publishers it is observed from the data that about 37% of the journals have been hosted by the aggregators on various kinds of platforms.Being an Open Source Software the Open Journal Systems (OJS) is the most preferred software for online publishing of the journal the data resulted that about 46% of the journal titles are being published using the OJS software. The 68 Journal publishers are using other publishing platforms. The data shows that the use of more than one language is not preferred among the OA journals of the education domain.About 67% of Journals are published in a single language, thereafter 18% of Journals are published in the bilingual mode. Only 11% of Journals have allowed publishing in three languages. English is the most widely preferred language for publishing and all the journals allow publishing in the English Language. Followed by the other languages of the European family and these are Spanish (54%) Portuguese (20%), French (13%), and Italian (7%) preferred for publishing in Journals. The highly focused research areas are Education, Social Science, Learning, Teaching, and Pedagogy.

8 CONCLUSION

Recent advances in ICT and its adoption by academia have spurted the domain of scholarly communication. Therefore, the publishing houses are also making their publishing process following the advanced technologies. In recent years online publishing phenomenon has become very popular. Thus, it has given birth to e-Journals. This study identifies the set of 184 good quality scholarly OA journals indexedby both Scopus and Web of Science. The study concluded that technologically advanced countries like the US, UK, Spain, Germany, Australia, have a high impact. Hence the third world countries need

to develop the technological infrastructure for publishing in OA mode. A significant portion of 30% (42 journals) titles were not covered by the DOAJ. These journals may comply to get covered by DOAJ as per the criteria. The period 2000 onwards can be seen as a milestone of the publishing timeline. No doubt English is the most preferred language in addition to this some of the other European languages is also preferred for publishing. This study has explored the landscape of OA journals in the education discipline to ascertain the scholarly online OA journals. The UGC CARE Cell had also identified these journals in the UGC-CARE List Group II, as the UGC gives due weightage to the Journals indexed in globally recognised databases. The faculty members and research scholars of the education discipline will find the most appropriate journals for publishing their literary research work.

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