Original Research Article

Profiling the Post-Graduate Students Utilizing E-resources in J.N.K.V.V., India

ABSTRACT

The current study was undertaken in Jawaharlal Nehru Krishi Vishwa Vidyalaya, Jabalpur at College of Agriculture, Jabalpur among post-graduate students with 108 students as respondents with the aim to study their profile characteristics. On studying eight independent and one dependent variable, it was found that majority of the respondents were male, from rural background with less than 3 lakh family income per annum, had 7-8 OGPA and had medium awareness about e-resources, medium availability of ICT tools, medium accessibility of e-resources, most of them trainings on e-resources and medium utilization of e-resources. Strengthening the infrastructure for e-resources, providing more training and ensuring easy access to these tools within college libraries will be vital for fostering academic excellence and bridging the digital divide. Investing in these areas will not only support students in their current academic endeavors but will also better prepare them for future challenges in an increasingly digital world.

Key-words: Accessibility, Availability, Awareness, E-resources, Post-Graduate, Utilization.

1. INTRODUCTION

Information and Communication Technology (ICT) are the tools and services used to handle and communicate information for mobile phones and television. With its ever-growing need in the education sector, it has made our life quite easier in terms of accessing information and updating our knowledge.

When we talk about e-resources, the electronic resources which are accessible anytime without any geographical boundary, has changed the world through being an important tool specially for students, retrieving important information related to their need libraries. The most of the educational and special libraries are now paying special attention to supply information services using most recent information technology tools such as automated online databases through e-networks, internet etc.[1].

Numerous e-resources are available for the students to explore the world. Even for agricultural stream a number of e-resources like CeRA, Krishikosh, etc. are easily accessible. Universities have realized the importance of e-resources and they are investing to provide access to these resources for research and teaching as e-resources are more dynamic and flexible now.

Realizing the need for e-resources this study has been conducted with the aim to analyse the profile of post-graduate students utilizing e-resources in J.N.K.V.V. Jabalpur.

2. METHODOLOGY

From the two agricultural universities of Madhya Pradesh i.e. JNKVV (Jawaharlal Nehru Krishi Vishwa Vidyalaya, Jabalpur) and RVSKVV (Rajmata Vijayaraje Scindia Krishi Vishwa Vidyalaya, Gwalior), J.N.K.V.V. Jabalpur has been purposively selected being the oldest one. As post-graduate degree

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programme and doctoral degree programme are being run only in the College of Agriculture Jabalpur, it has been selected for the study. A total of 15 disciplines in PG programme and 13 in Ph.D. programme with 182 M.Sc. final year students and 90 Ph.D. students were being run in the college. Out of these 272 students 40 per cent i.e. 108 students were selected as the respondents randomly for the study. Upon discussion from the subject experts following independent and dependent variables were chosen with given measurements.

Table 1. Variables and their measurements:

S. No.	Variables		Measurements
A.	**Independent variables**		
1.	Gender	X_1	Self Scoring
2.	Family background	X_2	Self Scoring
3.	Family annual income	X_3	Self Scoring
4.	Academic performance	X_5	Self Scoring
5.	Awareness about e-resources	X_6	Self Scoring
6.	Availability of ICT tools	X_7	Self Scoring
7.	Accessibility of e-resources	X_8	Self Scoring
8.	Training received for e-resources	X_9	Self Scoring
B.	**Dependent variable**		
1.	Utilization of e-resources	Y_1	Schedule developed

The primary data were collected personally by researcher from selected respondents with the help of structured and pre-tested schedule. A questionnaire that was developed in accordance with the established goal of the study was used to collect the primary data by researcher. Only the online method (Google forms) was used to prepare the questionnaire and distribute it to respondents for data collection. The secondary data was collected from the academic office of College of Agriculture Jabalpur, JNKVV in Jabalpur (M.P.) served as the main source for the secondary data. The quantitative data were interpreted in term of frequency & percentage and qualitative data were tabulated by approved categorized method.

3. RESULT AND DISCUSSION

Table: 2. Profile characteristics of post-graduate students utilizing e-resources

Variables	Category	Frequency	Percentage
Independent			
Gender	**Male**	57	**52.80**
	Female	51	47.20
Family background	**Rural background**	55	**50.90**
	Semi-urban background	14	13.00
	Urban background	39	36.10
Family Annual Income (in Rs.)	**<3 lakhs**	56	**51.90**
	3.01-6 lakhs	19	17.60
	6.01-12 lakhs	20	18.50
	12.01-18 lakhs	10	9.30
	>18.01 lakhs	03	2.80
Academic performance	Below 7.00 OGPA	06	5.60
	7.01-8.00 OGPA	67	**62.00**
	Above 8.01 OGPA	35	32.40
Awareness about e-resources Mean=42.73 SD=6.24	Low (Below 36)	24	22.22
	Medium (36-49)	68	**62.96**
	High (Above 49)	16	14.82
Availability of ICT tools Mean=15.35 SD=5.25	Low (Below 10)	21	19.44
	Medium (10.01-21)	71	**65.74**
	High (Above 21.01)	16	14.82
Accessibility of e-resources Mean=33.72 SD=10.96	Low (Below 23)	20	18.52
	Medium (23.01-45)	70	**64.81**
	High (Above 45.01)	18	16.67
Training received for e-resources	**Yes**	58	**53.70**
	No	50	46.30
Dependent			
Utilization of e-resources Mean=89.56 SD=12.26	Low (Below 77)	17	15.74
	Medium (77-102)	79	**73.15**
	High (Above 102)	12	11.11

The results obtained during the study are described as follows:

3.1 Independent Vvariables

Gender majority of the respondents (52.80%) were male and female comprised the 47.20 per cent of the respondents. Awareness for girl child education and initiatives like 'Beti Padao, Beti Bachao' have encouraged more and more girls towards higher education. Similar findings have been recorded by Kumar [2](2017), Kumar & and Anjaiah [3] (2017) and Prajapati [(2021) [2][3][1].

On analysing the family background, 50.90 per cent respondents belonged to rural background followed by 13.00 per cent from semi-urban and 36.10 per cent from urban background. Being the agricultural students majority of the students were from farmer family which explains the findings. The findings were in line with findings of Pitla et. al. [4] (2020) and Prajapati [2021) [4] [1].

When family income was calculated for the respondents, most of them (51.90%) had <3lakhs PA followed by 18.50 per cent with 6.01-12 lakhs PA, 17.60 per cent with 3.01-6 lakhs PA, 9.30 per cent with 12.01-18

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lakhs PA and 2.80 per cent with 18.01 lakhs PA because majority of them belonged to marginal farmer families [5][6].

Academic performance of the respondents showed that most of them (62.00%) secured OGPA between 7.01 to 8.00 followed by 32.40 per cent >8.01 and 5.60 per cent of the respondents had OGPA <7.00. hence, most of the respondents had average performance in their academic carrier [7][8].

Easy accessibility and proper guidance for e-resources resulted in 62.96 per cent of students with medium awareness about e-resources followed by 22.22 per cent with low and 14.82 per cent with high awareness level [9][10][11].

On account of availability of ICT tools, majority of the students (65.74%) had medium availability, 19.44 per cent had low and 14.82 per cent had high availability of ICT tools, as COVID-19 has popularized the concept of online study platforms leading to availability of smart phones with every student [12].

It is clear from Table 2 that 64.81% of the respondents had medium, 18.52% had low and 16.67% had high accessibility of e-resources [13]. Easy accessibility of college library by the students might be the reason behind such finding.

From all the students under this study, 53.70% had received trainings on e-resources whereas 46.30% had not because many training programmes are being organized by the university as well under various ICAR projects like NAHEP-CAAST etc.

3.2 Dependent Variable

When the utilization of e-resources by post-graduate students was analysed, it has been found that a huge majority (73.15%) of the students under study had medium, 15.74 per cent had low and 11.11 per cent had high utilization of e-resources [1]. It was so because majority of the respondents were more aware about utilization of e-resources.

4. CONCLUSION

The analysis underscores the crucial role of ICT and e-resources in enhancing the educational experience, particularly in higher education. While a majority of students demonstrate medium awareness and utilization of these resources, there remains significant room for improvement. The findings suggest that while ICT tools and e-resources are increasingly accessible, there is a need for more targeted efforts to ensure higher levels of availability and awareness, especially among students from rural and lower-income backgrounds. Strengthening the infrastructure for e-resources, providing more training and ensuring easy access to these tools within college libraries will be vital for fostering academic excellence and bridging the digital divide. Investing in these areas will not only support students in their current academic endeavors but will also better prepare them for future challenges in an increasingly digital world.

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