Chapter V

SUMMARY AND CONCLUSIONS

Science and technology is a flourishing interdisciplinary field that examines the creation, development, and consequences of science and technology in its cultural, historical, and social context. This field is of great importance in the world as well as in whole universe. Majority of the countries in this international community are trying continuously to increase their annual budget for it. This development clearly suggests that decision-makers both in government and private sector industry are strongly convinced of its importance. It is a known fact that no nation can develop without science and technology. Science is the study of knowledge which can be made into a system and which depends on observing and testing facts while technology is the practical application of scientific knowledge (Walke, 2013).

What is E-Resource?

An electronic resource is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. These may be delivered on CD ROM, on tape, via internet and so on (Kumar, 2006).

E-resources are resources in which information is stored electronically and are accessible through electronic systems and networks. ‘E-resource’ is a broad term that includes a variety of publishing models, including OPACs, CD-ROMs, online databases, E-journals, E-books, internet resources, print-on-demand (POD), E-mail publishing, wireless publishing, electronic link and web publishing, etc. In this context, the term primarily denotes “any electronic product that delivers collection of data be it in text, numerical, graphical, or time based, as a commercially available resource” (Bavakenthy et al., 2003).

Electronic resources allow easy access to information. The features of 21 century electronic high compact storage, ease of production, multiplication, manipulation of contents from one media are media to another, ease of transmission, communication and storage. ‘The
nature of e-resources is to serve as a supplement to the print collection. It strives to satisfy the information needs of the user with greater speed, accuracy and efficiency (P. Venkata Ramana, 2000).

The scope of e-resources includes the following features:

- Electronic resources are not localized.
- They can be used from anywhere by the user and need not know where it is geographically located.
- It can be used simultaneously by many users at the same time. It is easy to copy and download them in user file.
- It reduces the distance between the user and the librarian. It creates global marketing environment.
- They are less bulky, very flexible, easy to revise, rearrange, reformat and combine with other documents (Prabha Chandra, 2007).

Understanding the growing importance of e-resources in education and research, agricultural educational institutes are stepping ahead to keep pace with the latest advances in information technologies. The government has also realised the importance of internet and thus have decided to wi-fi all the universities of the country under the early harvest programme mentioned in the ninth pillar of digital India programme. Realizing its growing significance in research, different agricultural educational institutions have expanded their e-resources available over the internet. The issue is to understand whether e-resources make any difference to agricultural research pursuits. Also it is not clear how this revolution in access has influenced information seeking behaviour of research scholars. The present study is an attempt to study the e-resource usage in different agricultural educational institutes and the current state of their in regard of preparedness to manage electronic information services. Several studies evaluating the use of e-resources have been reported in the literature. However, agricultural educational institutes had been less focused.

Keeping the above facts in mind, a research study entitled “E-Resource Usage Among Research Scholars of Agricultural Educational Institutes of U.P.” has been undertaken with following objectives:
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1. To study the socio-personal profile of the research scholars
2. To study the accessibility of various types of e-resources by research scholars at selected agricultural educational Institutes
3. To know the usage of e-resources by the research scholars
4. To find out the relationship between usage of e-resources with selected independent variables
5. To find out the problems encountered by the research scholars while accessing the e-resources

The present study was conducted in three different Agricultural Educational Institutes of Uttar Pradesh namely Chandra Shekhar Azad University of Agriculture and Technology, Kanpur; Narendra Dev University of Agriculture and Technology, Faizabad and Institute of Agricultural Sciences, Banaras Hindu University. The primary data was collected from 220 research scholars, fifty from CSAUAT, fifty from NDUAT and 120 respondents from IAS,BHU. Chi square, Standard Deviation, Mean and Frequency were applied for analysing the data.

5.1 Socio-personal profile of the research scholars.

Majority (80.91 %) of the respondents were male while female constituted of 19.09 percent only. CSUAT constituted of 94 percent of male and 6 percent of female respondents. NDUAT constituted of 86 percent of male and 14 percent of female respondents while IAS,BHU constituted of 73.33 percent of male and 26.67 percent of female respondents.

Majority (62.73 %) of respondents belonged to the age group of 24 to 27 years. Majority of the respondents from CSAUAT (62.73 %), NDUAT (50 %) and IAS,BHU (60.83 %) belonged to the age group of 24 to 27 years

Majority (47.27 %) of the respondents had basic education in Hindi medium. Majority of the respondents from CSAUAT (52 %), NDUAT (58 %) and IAS,BHU (50 %) had basic education in English language.
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Majority (47.73 %) of the respondents had OGPA in Post Graduation in the range of 8 to 8.89. Majority of respondents from CSAUAT (60 %), NDUAT (84 %) and IAS,BHU (6750 %) had OGPA in the range of 7 to 7.9, 7 to 7 and of 8 to 8.9 respectively.

Majority (65 %) of the respondents had rural family background. Majority of the respondents from CSAUAT (58 %), NDUAT (74 %) and IAS,BHU (55.83 %) had rural family background.

Majority (22.27 %) of the respondents belonged to the Department of Agronomy followed by Department of Genetics and Plant Breeding (16.82 %), Department of Horticulture (13.18 %), Department of Agricultural Extension (8.64 %), Department of Plant Pathology (8.18 %), Department of Soil Science & Agricultural Chemistry (6.82 %), Department of Farm Engineering (4.55 %), Department of Seed Science & Technology (4.09 %), Department of Agricultural Economics (4.09 %), Department of Agricultural Entomology (4.09 %), Department of Crop Physiology (3.64 %), Department of Food Science & Technology (3.64 %), Department of Animal Husbandry and Dairying (3.64 %), Department of Soil Conservation & Water Management (2.73 %), Department of Plant Physiology (2.73 %) and Agricultural Biochemistry (0.91 %).

5.2 Various types of e-resources at selected agricultural educational Institutes.

institutes namely, IAS, BHU, CSAUAT and NDUAT had all Open access e-resources (AGRIS, DOAJ, Science.gov, ScienceOpen, WorldWideScience, Open J-Gate, OAlster, Google Scholar, FreeFullPDF, re:search ERIC).

Maximum number (43998) of research scholars visited the BHU Central Library in the year 2015-16. Second highest number (2600) of research scholars visited the CSAUAT library in the year 2015-16. Third highest number (2100) of research scholars visited the IAS, BHU library in the year 2015-16. Fourth highest number (106) of research scholars visited the NDUAT library in the year 2015-16.

Libraries of all the three universities had Circulation service, Documentation and information service, Training, Reference service, CD-ROM searching, Reprography services. All the three Universities had Internet search services except NDUAT. Libraries of none of the three universities had translation facilities.

Under print resource collections, BHU Central Library had maximum (976411) collection of Books followed by NDUAT (65000), CSA (41855) and IAS, BHU (29971). Collection of current journals was found to be maximum (21661) in CSAUAT followed by BHU Central Library (447) and NDUAT (35). IAS, BHU had no current journals. The libraries of none of the universities had collections of research reports. The BHU Central Library had maximum (14748) number of Theses/dissertations followed by CSAUAT (5484), NDUAT (300) and IAS, BHU (200). Only the BHU Central Library had manuscripts (7233) and bound volume journals (133792).

Only the BHU Central Library and CSA had online data base (10 and 02 respectively). Only BHU Central Library had collections of e-journals (11272). The BHU Central Library and library of IAS, BHU had collection of e-books (52560 and 38 respectively). The libraries of CSA and IAS, BHU had e-theses (2700 and 449 respectively).

Libraries of NDUAT and CSAUAT had participation in CeRA e-resource consortium while IAS/CL, BHU had participation in UGC-INFONET consortium.

Libraries of all the three universities had CAB abstract and AGRIS online database. AGRICOLA and FAOSTAT were available only in the library of BHU.
Library of IAS, BHU had maximum Internet Bandwidth of 5 GBPS followed by NDUAT and CSAUAT with internet bandwidth of 1 GBPS. The libraries of NDUAT and CSAUAT used AKMU mode of connectivity while IAS/CL, BHU used Broadband network. The CSAUAT and IAS/CL, BHU used Fiber net LAN and all the libraries had wi-fi facility.

BHU Central Library provided online access to library inside the library only while the CSAUAT and BHU CL provided the online access to library collection both inside and outside the university/Institute campus.

CSAUAT and BHU CL faced the problem of lack of funds while NDUAT and CSAUAT faced the problem of lack of expertise for management and lack of infrastructure to support storage and access. Only the IAS, BHU indicated the problem of lack of technical expertise.

Except NDUAT all the three libraries namely CSA, IAS,BHU and BHU CL provided training to access computer handling, e-resource access and internet access.

5.3 Usage of e-resources by the research scholars.

Majority (95.91 %) of the respondents visited the library while only 4.09 percent of the respondents did not visit the library. About 98.33 % of the respondents of IAS/CL BHU visited the library followed by CSAUAT (98 %) and NDUAT (88 %).

Majority (95.91 %) of the respondents visited the library for study and reference. Equal majority of the respondents of CSAUAT (98 %) and IAS, BHU (98.33 %) visited the library for study and reference while majority (98 %) of the respondents from NDUAT visited the library for consulting periodicals/journals.

Majority (62.73 %) of the respondents were satisfied with the library services. Majority (70 %) of the respondents from CSA indicated their satisfaction with the library services. In NDUAT, majority (68 %) of the respondents were not satisfied with the library services. Majority of the respondents from BHU indicated their satisfaction with the library services.
Cent percent of the respondents from all the three universities used the internet service.

Cent percent of the respondents from all the three selected institutes used Google search engine for research/study.

Majority (63.18 %) of the respondents visited the library web page. Majority (58 %) of the respondents from CSAUAT visited the library web page. Majority (88 %) of the respondents from NDUAT did not visited the library web page. Majority (86.67%) of the respondents from IAS,BHU visited the library web page.

Majority (43.64 %) of the respondents opined good about the organization of information on library web page/portal. Majority (48 %) of the respondents from CSAUAT opined good about the organization of information on library web page/portal. In NDUAT, Majority (76 %) of the respondents don’t know about the organization of information on library web page/portal. Only 4 percent of the respondents indicated excellent opinion about the organization of information on library web page/portal. Majority (43.64 %) of the respondents from IAS, BHU opined good about the organization of information on library web page/portal.

Majority (93.18 %) of the respondents had knowledge about e-resources. Majority (86 %) of the respondents form CSAUAT had knowledge about e-resources. In NDUAT, majority (84 %) of the respondents indicated knowledge about e-resources. Cent percent of the respondents from IAS,BHU had knowledge about e-resources.

Majority (83.18 %) of the respondents were using the e-resources. Majority of the respondents from CSAUAT (86%), NDUAT (54%) and IAS,BHU (97.50%) were using the e-resources.

Majority (63.64 %) of the respondents were aware of the e-resources subscribed by their Institute/University while 36.36 percent of the respondents were not having awareness of the same. In CSAUAT, that majority (66 %) of the respondents were aware of the e-resources subscribed by their Institute/University while 34 percent of the respondents were not having awareness of the same. Majority (58 %) of the respondents from NDUAT were aware of the e-resources subscribed by their Institute/University while 42 percent of the respondents were not having awareness of the same. In IAS,BHU, majority (71.67 %) of the
respondents were aware of the e-resources subscribed by their Institute/University while 28.33 percent of the respondents were not having awareness of the same.

Majority (89.55 %) of the respondents indicated friends as their source of awareness about e-resources followed by Institute/University website (61.82 %), Information brochure of library, library notice & training (30.91 %) and newspapers or other advertising contents (14.09 %). Majority (58 %) of the respondents from CSAUAT indicated Institute/University library website as their source of awareness about e-resources followed by friends (56 %), Information brochure of library, library notice & training (48 %) and newspapers or other advertising contents (26 %) while majority (98 %) of the respondents from NDUAT indicated Friends as their source of awareness about e-resources followed by Information brochure of library, library notice & training (62 %) and newspapers or other advertising contents (26 %). Cent percent of the respondents from IAS, BHU indicated Friends as their source of awareness about e-resources followed by Institute/University library website (89.17 %), Information brochure of library, library notice & training (10.83%). None of the respondents from IAS,BHU indicated newspapers or other advertising contents as their source of awareness about e-resources.

Majority (57.73 %) of the respondents indicated e-resources as very much useful for preparing Lectures/Speeches/Presentations followed by useful (36.36 %) and not useful (5.91 %). Majority (68 %) of the respondents from CSAUAT indicated e-resources as very much useful for preparing Lectures/Speeches/Presentations followed by useful (24 %) and not useful (8 %) while majority (94%) of the respondents from NDUAT indicated e-resources as very much useful for preparing Lectures/Speeches/Presentations followed by useful (6 %) with none of the respondents who indicated it as not useful. Majority (54.17 %) of the respondents from IAS,BHU indicated e-resources as useful for preparing Lectures/Speeches/Presentations followed by very much useful (38.3 %) and not useful (7.5 %).

 Majority (70.45 %) of the respondents indicated e-resources as very much useful for writing articles/research papers. Majority (76 %) of the respondents from CSAUAT indicated e-resources as very much useful for writing articles/research papers while majority (72 %) of the respondents from NDUAT indicated e-resources as very much useful for writing articles/research papers. Majority (67.5 %) of the respondents from IAS,BHU indicated e-resources as very much useful for preparing writing articles/research papers.
Majority (47.43%) of the respondents indicated e-resources as useful for preparing research project. Majority (46%) of the respondents from CSAUAT indicated e-resources as very much useful for preparing research project while majority (52%) of the respondents from NDUAT indicated e-resources as not useful for preparing research. Majority (58.33%) of the respondents from IAS,BHU indicated e-resources as useful for preparing research project.

Equal (49.55%) strength of the respondents indicated e-resources as useful and very much useful for writing books/assignments. Majority (58%) of the respondents from CSAUAT indicated e-resources as very much useful for writing books/assignments while majority (56%) of the respondents from NDUAT indicated e-resources as useful for writing books/assignments. Equal strength (50%) of the respondents from IAS,BHU indicated e-resources as useful and very much useful for writing books/assignments.

Majority (71.36%) of the respondents indicated e-resources as useful for examination preparation. Majority (54%) of the respondents from CSAUAT indicated e-resources as very much useful for examination preparation while majority (68%) of the respondents from NDUAT indicated e-resources as useful for examination preparation. Majority (84.17%) of the respondents from IAS,BHU indicated e-resources as useful for examination preparation.

Majority (63.64%) of the respondents indicated e-resources as useful for accessing/knowing general information. Majority (56%) of the respondents from CSAUAT indicated e-resources as very much useful for accessing/knowing general information while majority (54%) of the respondents from NDUAT indicated e-resources as useful for accessing/knowing general information. Majority (58.33%) of the respondents from IAS,BHU indicated e-resources as useful for accessing/knowing general information.

Majority (60%) of the respondents indicated e-resources as useful for leisure/relaxation/time pass. Majority (38%) of the respondents from CSAUAT indicated e-resources as useful for leisure/relaxation/time pass while majority (66%) of the respondents from NDUAT indicated e-resources as useful for leisure/relaxation/time pass. Majority (66.67%) of the respondents from IAS,BHU indicated e-resources as useful for leisure/relaxation/time pass.
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Majority (61.82 %) of the respondents indicated e-resources as useful for keeping abreast with the latest development. Majority (62%) of the respondents from CSAUAT indicated e-resources as useful for keeping abreast with the latest development while majority (58 %) of the respondents from NDUAT indicated e-resources as useful for keeping abreast with the latest development. Majority (63.33 %) of the respondents from IAS,BHU indicated e-resources as useful for keeping abreast with the latest development.

Majority (95.45 %) of the respondents indicated quick searching as the main reason for using e-resources. Majority (98%) of the respondents from CSAUAT indicated easy accessibility as the main reason for using e-resources while cent percent of the respondents from NDUAT indicated Quick in searching as the main reason for using e-resources. Cent percent of the respondents from NDUAT indicated Quick in searching as the main reason for using e-resources.

Majority (54.55 %) of the respondents used the e-resources frequently. Majority (62 %) of the respondents from CSAUAT used the e-resources daily while majority (80 %) of the respondents from NDUAT used the e-resources daily. Majority (49.17 %) of the respondents from IAS,BHU used the e-resources 2-3 times in a week.

Majority (93.18 %) of the respondents consulted E News Papers for information related to research/study. Majority (90 %) of the respondents from CSAUAT consulted Social Networking site for information related to research/study. Majority (98 %) of the respondents from NDUAT consulted E News Papers for information related to research/study. Majority (95 %) of the respondents from IAS, BHU consulted E News Papers for information related to research/study.

Majority (63.64 %) of the respondents had knowledge about the subscribed consortium of their library. Majority (66 %) of the respondents from CSAUAT had knowledge about subscribed consortium of their library. Majority (90 %) of the respondents from NDUAT had no knowledge about subscribed consortium of their library. Majority (85 %) of the respondents from IAS,BHU had knowledge about subscribed consortium of their library.

Majority (67.27 %) of the respondents used subscription based e-resources for their study and research. Majority (66 %) of the respondents from CSAUAT used subscription
based e-resources for their study and research. In NDUAT, majority (80 %) of the respondents did not use subscription based e-resources for their study and research. Majority (87.5 %) of the respondents from IAS,BHU used subscription based e-resources for their study and research.

Majority (57.27 %) of the respondents used Indian Journal. Majority (56 %) of the respondents from CSAUAT used CeRA. Also majority (80 %) of the respondents from NDUAT used CeRA. Majority (75.83 %) of the respondents from IAS, BHU used E-ShodhSindhu (UGC Infonet).

Majority (54.09 %) of the respondents did not use e-resources subscribed by their University/Institute. Majority (54 %) of the respondents from CSAUAT used e-resources subscribed by their University/Institute. Majority (94 %) of the respondents from NDUAT did not use e-resources subscribed by their University/Institute. In IAS,BHU, majority (59.17 %) of the respondents used e-resources subscribed by their University/Institute.

Majority (92.73 %) of the respondents used the open access E-resources available on the internet. Majority (90 %) of the respondents from CSAUAT used the open access E-resources available on the internet. Majority (90 %) of the respondents from NDUAT used the open access E-resources available on the internet. Majority (95 %) of the respondents from IAS,BHU used the open access E-resources available on the internet.

Majority (83.18 %) of the respondents used Google Scholar. Majority (78 %) of the respondents from CSAUAT used Google Scholar while majority (80 %) of the respondents from NDUAT used Google Scholar. Majority (86.67%) of the respondents from IAS,BHU used Google Scholar. None of the respondents from NDUAT and IAS,BHU used ERIC.

Majority (83.64 %) of the respondents used the social networking sites for study/research. Majority (90 %) of the respondents from CSAUAT used the social networking sites for study/research. Majority (96 %) of the respondents from NDUAT used the social networking sites for study/research. Majority (75.83 %) of the respondents from IAS,BHU used the social networking sites for study/research.

Majority (75.45 %) of the respondents used Facebook for study/research. Majority (78 %) of the respondents from CSAUAT used Facebook for study/research while majority (84
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% of the respondents from NDUAT used Facebook and Whatsapp for study/research. Majority (70.83%) of the respondents from IAS,BHU used Facebook for study/research.

Cent percent of the respondents used PDF format of e-resources. Cent percent of the respondents from CSAUAT used PDF format of e-resources. Cent percent of the respondents from NDUAT used PDF format and MS Word format of e-resources. Cent percent of the respondents from IAS,BHU used PDF format of e-resources.

Majority (65%) of the respondents preferred electronic medium for collecting information. Majority (58%) of the respondents from CSAUAT preferred electronic medium over print medium (42%) for collecting information while majority (68%) of the respondents from NDUAT preferred electronic medium over print medium (32%) for collecting information. Also in IAS,BHU, majority (66.67%) of the respondents preferred electronic medium over print medium for collecting information.

Majority (71.36%) of the respondents perceived the e-resources subscribed by their Institute/University relevant for study and research. Majority (78%) of the respondents from CSAUAT perceived the e-resources subscribed by their Institute/University relevant for study and research. Majority (82%) of the respondents from NDUAT perceived the e-resources subscribed by their Institute/University irrelevant for study and research. Majority (90.83%) of the respondents from IAS,BHU perceived the e-resources subscribed by their Institute/University relevant for study and research.

Majority (11.82%) of the respondents recommended the Institute/University to subscribe Blast database and Graminae database. Eight percent of the respondents from CSAUAT recommended the Institute/University to subscribe e-journal Indian Agriculture Sciences while none of the respondents from NDUAT recommended the Institute/University to subscribe any consortium or e-journals or e-books or databases. Majority (21.67%) of the respondents recommended the Institute/University to subscribe Blast database Graminae database.

Majority (56.82%) of the respondents belonged to high category of opinion regarding increase in the use of e-resources in comparison to the conventional resources. Majority (42%) of the respondents from CSAUAT belonged to moderate category of opinion regarding increase in the use of e-resources in comparison to the conventional resources. Majority
(78%) of the respondents from NDUAT belonged to high category of opinion regarding increase in the use of e-resources in comparison to the conventional resources. Majority (56.67%) of the respondents from IAS,BHU belonged to high category of opinion regarding increase in the use of e-resources in comparison to the conventional resources. None of the respondents from any of the three Universities/Institutes belonged to very low category of opinion regarding increase in the use of e-resources in comparison to the conventional resources.

Majority (58.64 %) of the respondents were agree regarding the opinion that e-resource is a pre-requisite to satisfy the information need in the present scenario. Majority (52 %) of the respondents from CSAUAT were strongly agree regarding the opinion that e-resource is a pre-requisite to satisfy the information need in the present scenario while majority (60 %) of the respondents from NDUAT were strongly agree regarding the opinion that e-resource is a pre-requisite to satisfy the information need in the present scenario. Majority (70.83 %) of the respondents from IAS,BHU were agree regarding the opinion that e-resource is a pre-requisite to satisfy the information need in the present scenario.

Majority (88.18 %) of the respondents indicated affect on study by the use of e-resources. Majority (76 %) of the respondents from CSAUAT indicated affect on study by the use of e-resources while 24 percent indicated no effect on study by the use of e-resources. Cent percent of the respondents from NDUAT indicated affect on study by the use of e-resources. Majority (88.33 %) of the respondents indicated affect on study by the use of e-resources.

It is evident from the Table 4.42 that majority (52.27 %) of the respondents indicated considerable affect on study by the use of e-resources. Fifty percent of the respondents from CSAUAT indicated considerable affect on study by the use of e-resources. Majority (76 %) of the respondents from NDUAT indicated upto some extent affect on study by the use of e-resources. Majority (65.83%) of the respondents from IAS,BHU indicated considerable affect on study by the use of e-resources.

Majority (50.45 %) of the respondent considered the quality of information acquired from internet on World Wide Web as good. Majority (52 %) of the respondent from CSAUAT considered the quality of information acquired from internet on World Wide Web as good. Majority (70 %) of the respondent from NDUAT considered the quality of information acquired from internet on World Wide Web as good. Majority (45 %) of the
respondent from IAS,BHU considered the quality of information acquired from internet on World Wide Web as average. None of the respondents from any of the Universities/Institute indicated the quality of information acquired from internet on World Wide Web as poor.

Majority (94.55 %) of the respondent accessed e-resources from their hostels. Majority (90 %) of the respondent from CSAUAT accessed e-resources from their hostels. Majority (94%) of the respondent from NDUAT accessed e-resources from their hostels. Majority (96.67%) of the respondent from IAS,BHU accessed e-resources from their hostels.

Majority (55.45 %) of the respondents were satisfied with infrastructure facilities available in the Institute/ University for accessing e-resources. Majority (42 %) of the respondents from CSAUAT were partly satisfied with infrastructure facilities available in the Institute/ University for accessing e-resources. Majority (70 %) of the respondents from NDUAT were not satisfied with infrastructure facilities available in the Institute/ University for accessing e-resources. Majority (87 %) of the respondents from IAS,BHU were satisfied with infrastructure facilities available in the Institute/ University for accessing e-resources.

5.4 Problems encountered by the research scholars while accessing the e-resources.

Majority (65.91 %) of the respondents indicated slow speed of accessing internet as the main discouraging factor to use e-resources. Majority (82 %) of the respondents from CSAUAT indicated power failure as the main discouraging factor to use e-resources. Majority (90 %) of the respondents from NDUAT indicated insufficient E-resources in their subject area as the main discouraging factor to use e-resources. Majority (75 %) of the respondents from IAS,BHU indicated internet non subscription of important E-resources by the Institute/University library as the main discouraging factor to use e-resources.

Majority (70.91 %) of the respondents indicated that the institute/university didn’t provide adequate training on how to use E-resources for students of agriculture. Majority (72 %) of the respondents from CSAUAT indicated that the institute/university didn’t provide adequate training on how to use E-resources for students of agriculture. Majority (90 %) of the respondents from NDUAT indicated that the institute/university didn’t provide adequate training on how to use E-resources for students of agriculture. Majority (62.50 %) of the
respondents of IAS,BHU indicated that the institute/university didn’t provide adequate training on how to use E-resources for students of agriculture

Majority (91.82 %) of the respondents indicated need of the training programme. Majority (90 %) of the respondents from CSAUAT indicated need of the training programme. Majority (98 %) of the respondents from NDUAT indicated need of the training programme. Majority (90%) of the respondents from IAS, BHU indicated need of the training programme.

Majority (57.73%) of the respondents indicated Computer/ICT training very much useful for accessing e-resources. Majority (68 %) of respondents from CSAUAT indicated Computer/ICT training very much useful for accessing e-resources. Majority (88%) of respondents from NDUAT indicated Computer/ICT training very much useful for accessing e-resources. Majority (47.50 %) of respondents from IAS,BHU indicated Computer/ICT training useful for accessing e-resources.

Majority (47.27%) of the respondents indicated CD-ROMs & Internet search training not useful for accessing e-resources. Majority (58 %) of respondents from CSAUAT indicated CD-ROMs & Internet search training useful for accessing e-resources. Majority (80%) of respondents from NDUAT indicated CD-ROMs & Internet search training useful for accessing e-resources. Majority (69.17 %) of respondents from IAS,BHU indicated CD-ROMs & Internet search training not useful for accessing e-resources

Majority (39.55 %) of the respondents indicated Electronic resources access training not useful for accessing e-resources. Majority (44 %) of respondents from CSAUAT indicated Electronic resources access training useful for accessing e-resources. Majority (90 %) of respondents from NDUAT indicated Electronic resources access training not useful for accessing e-resources. Majority (53.33 %) of respondents from IAS,BHU indicated Electronic resources access training very much useful for accessing e-resources followed by useful (27.50 %) and not useful (19.17%).

4.5 Relationship between usage of e-resources and selected independent variables.

There was no significant relationship between selected independent variables and usage of e-resources. The reason may be uniformity of age and OGPA as the selected respondents were research scholars. The family background and electronic device possession was significantly associated with use of social networking sites for study at 0.05 level of
probability. Sex and medium of basic education of the respondents were found to have no any significant association with usefulness of e-resources, use of subscription based e-resources and use of social networking sites for study.

CONCLUSION

Looking at the value of timely information in agriculture sector, the unparallel importance of e-resources can’t be ignored, especially at the initial stage of information gathering. The responsibility to explore the unexplored, to discover the unknown, to develop something with the feasibility and practical applicability has forced the researchers to look beyond the regional boundaries for gathering information and to connect to the advancing world. The e-resource provide them the opportunity to excel in their field by connecting with more people of their area of research, more excess to existing resources, more exchange of ideas etc. Thus the provision of e-resources may be considered as a prerequisite to be in the main stream of research.

The availability of various e-resources at different educational institutes is a deciding factor in the type, nature and the degree of relevant research that are being carried out. But it should also be kept in mind that mere providing different e-resources are not going to serve the purpose. The agricultural educational institutes must also ensure proper man power who are skilled enough to handle the e-resources efficiently. The educational institutes should also make necessary changes in their e-resources as per requirement of the research community.

The research scholars of different agricultural educational institutes need to be given equal opportunity to both availability and access to different relevant e-resources available in the discipline of agriculture.

IMPLICATIONS OF THE STUDY

The findings of the study will be useful in deeper level insight into issues relating to the usage of e-resources which will be helpful in understanding the current trend in utilization of e-resources for the purpose of research and education, and thus will be helpful in building the agriculture institutes more efficient by providing the right tools to the research scholars for the access of information. It is also significant from the
perspective of how e-resources should be made available to the users in the coming years in the context of cost-effective approach in agricultural educational institutes.

RECOMMENDATIONS

- The Agricultural Educational Institutes should ensure proper and adequate availability of e-resources important for agriculture as reflected by the research scholars.
- The Agricultural Educational Institutes should provide more access to open use e-resources that are available free to research scholars.
- The policy maker should provide necessary economic support to aid to the educational institutes in maintaining the enough e-resources and necessary skilled man power.
- There should be provision of proper and regular electricity supply 24X7 along with internet facility to ensure any time access to the e-resources.

SUGGESTION FOR FUTURE RESEARCH

- The present investigation was confined to a specific area with restricted sample of respondents. It is, therefore, suggested to conduct similar study in a larger area with large sample size so that the conclusions can be generalized to comparatively larger area.
- Present investigation was conducted only in Uttar Pradesh. Similar studied may be undertaken in other states, so that influence can be generalized to a greater extent.

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