



ISSN (E): 2277-7695
ISSN (P): 2349-8242
NAAS Rating: 5.23
TPI 2022; SP-11(4): 1700-1705
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www.thepharmajournal.com
Received: 01-02-2022
Accepted: 04-03-2022

Hansa Yadav
Research Scholar, Department of
Extension Education, SKNAU,
Jobner, Rajasthan, India

IM Khan
Professor, Department of
Extension Education, SKNAU,
Jobner, Rajasthan, India

Naresh Kumar Kumawat
Ph.D., Scholar, Department of
Extension Education, SKRAU,
Bikaner, Rajasthan, India

Duda Ram Gurjar
M.Sc., Department of Extension
Education, SKNAU, Jobner,
Rajasthan, India

Competency in using e-resources, learning methods for using e-resources and preference of different format for reading full-text articles by the agriculture post graduate students

Hansa Yadav, IM Khan, Naresh Kumar Kumawat and Duda Ram Gurjar

Abstract

E-resources have become a way of life for majority of higher education students all around the world. For most universities and college students, the e-resources is the functional tool that has greatly changed the way they interact with each other and with information as they go about their studies. The present study was conducted in S.K.N. College of Agriculture, Jobner. A questionnaire consisting of the measuring devices of different variables along with the face data of the agriculture post graduate students was used for collecting responses of the agriculture post graduate students. Majority of the male agriculture post graduate students most preferred the 'e-mail' as the medium for accessing e-resources, whereas the female agriculture post graduate students most preferred World Wide Web (WWW) as the medium for accessing e-resources. Regarding the frequency of using of different e-resources it was found that majority of the male and female agriculture post graduate students were most frequently use 'Internet'. Regarding the preference of different format for reading full-text articles it was found that majority of the male, and female agriculture post graduate students gave most preference to PPT format. Regarding the preference of different medium for accessing e-resources it was found that the majority of male agriculture post graduate students most preferred the 'e-mail' as the medium for accessing, whereas the female agriculture post graduate students most preferred world wide web (www) as the medium for accessing e-resources.

Regarding the sources of learning the use of e-resources it was found that majority of the male and female agriculture post graduate students the most popular sources of learning the use of e-resources was 'guidance from other students', Regarding the competency in using e-resources it was found that majority of the male and female agriculture post graduate students had the most competencies in 'selecting online materials for use'.

Keywords: E-resources, competence, agriculture post graduate students

Introduction

E-resources are those 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 online public access catalog (OPACs,) CD-ROMs(Compact Disc Read-Only Memory), 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". Access to e-resources has decreased the time spent searching for information. Access is only as good as the resources that can be afforded (e.g., the number of computers and existence of network systems), the ability to work with the tools and the network infrastructure that supports rapid and convenient connections (Forsman, 1998). The ability to use e-resources efficiently depends on basic computer skills, knowledge of what is available and how to use it, and ability to define a research problem.

Providing access to e-resources is a service to help users to find e-databases, e-journals, e-magazines, e-books e-audio/ e-images, data GIS, digital library projects, electronic exhibitions, e-subject guide, e-newsletters and e-white papers. E-conferences proceedings and web search tools on a range of topics. Many of the electronic resources are freely available to anyone over internet access but some are commercial resources.

Corresponding Author
Hansa Yadav
Research Scholar, Department of
Extension Education, SKNAU,
Jobner, Rajasthan, India

Methodology

The study was conducted in S. K. N. College of Agriculture, Jobner due to the reason that the S. K. N. College of Agriculture, Jobner is the oldest agriculture college in Rajasthan and has more facilities of access and utilization of e-resources in the college library as compared to other colleges of SKN Agriculture University, Jobner. From the SKN College of Agriculture, Jobner a list of all post graduate students (PG) and Ph. D students was prepared with the help of the record of student section of the college. There are 146 PG students (71 male and 75 female) and 56 Ph. D students (36 male and 20 female) i. e a total of 202 PG and Ph. D agriculture students were registered in the first semester during session 2017-18. Out of these a sample of 40 per cent agriculture students was selected by using simple random sampling for the study purpose. The points were analyze - Frequencies of using e-resources, Format for reading full-text articles, Medium for accessing e-resources Learning methods for using e-resources and Competency in using e-resources. Frequencies of using e-resources -It was conceptualized as the degree of frequency of e-resources use in terms of frequency of its utilization by the respondents. The e-resources usage frequency of the respondents was measured in terms of their association with application of e-resources. The calculation of score for e-resources usage frequency was done based on the frequency of e-resources application *viz.* daily, twice a week, once a week, occasionally and never used at all and scoring was done by assigning a score of 5, 4, 3, 2 and 1 respectively. The format for reading full-text articles by respondents was measured with a structured questionnaire developed by the investigator in light of the suggestions of the experts and the responses of the respondents were collected on three point continuum namely mostly, sometimes and never with a score of 3, 2 and 1 respectively. The medium for accessing e-resources by respondents was measured with a structured questionnaire developed by the investigator in light of the suggestions of the experts and the responses of the respondents were collected on three point continuum namely mostly, sometimes and never with a score of 3, 2 and 1 respectively. The learning methods for using e-resources by respondents were measured with a structured questionnaire developed by the investigator in light of the suggestions of the experts and the responses of the respondents were collected on two point continuum namely Yes and No with a score of 2 and 1 respectively. The competency in using e-resources by respondents was measured with a structured questionnaire developed by the investigator in light of the suggestions of the experts and the responses of the respondents were collected on four point continuum namely strongly agree, agree, disagree and strongly disagree with a score 4, 3, 2, and 1 respectively.

To analyze the collected information several statistical tools were used. The following statistical measures were used for interpreting the data and testing the hypotheses.

Percentage and frequency: Simple comparison was made on the basis of percentage and frequency

Arithmetic mean: It was used to find out the mean (average) value of the dependent and independent variables

Mean score (MS): MS was obtained by dividing the total

scores of each statement divided by total number of respondents.

$$\text{Mean Score} = \frac{\text{Total of scores assigned by all the respondents to a practice/ statement}}{\text{Total No. of respondents}}$$

Mean percent score (MPS): Mean percent score were obtained by multiplying total obtained score of the respondents by hundred and divided by the maximum obtainable score under each practice. Formula of MPS is given as under:

$$\text{MPS} = \frac{\text{Total score obtained by the respondent}}{\text{Maximum obtainable score}} \times 100$$

Rank: Rank was awarded in the descending order according to the frequencies / mean percent score.

Standard deviation (SD): It measures the absolute dispersion of variability of distribution. Here mean and SD was used in categorization of respondents in different categories.

Standard deviation (σ) was calculated by the following formula

$$\text{S.D.} = \sqrt{\frac{\sum xi^2}{N} - \left(\frac{\sum xi}{N}\right)^2}$$

Where,

$\sum xi^2$ = Sum of squares of the variables

$\sum xi$ = Sum of values of the variables

N = Number of respondents

Results and Discussion

Frequency of use of different e-resources by agriculture post graduate students of SKNCOA, Jobner.

A perusal of data in Table 1 shows that majority of the both male and female agriculture post graduate students of SKNCOA, Jobner, most frequently use 'the internet' (100 MPS) which was ranked first, followed by 'online databases' (67.62 MPS), 'electronic journal' (65.24 MPS), which were ranked second, third, respectively in male. Where as in case of female 'electronic journal' (70.53 MPS), 'electronic books' (70.00 MPS), which were ranked second, third, respectively. In case of male the least frequently use of e-resources by the agriculture post graduate students of SKNCOA, Jobner, was 'electronic books' and 'online theses' (60.95 MPS) which h was ranked last. Where as in case of female the least frequently use of e-resources by the agriculture post graduate students of SKNCOA, Jobner, was 'electronic catalogue' (60.00 MPS) which was ranked last. In case of total agriculture post graduate students of SKNCOA, Jobner, most frequently use 'the internet' (100 MPS) which was ranked first followed by 'electronic journal' (67.75 MPS), 'electronic books' (65.25 MPS), which were ranked second, third respectively. The least frequently use of e-resources by the agriculture post graduate students of SKNCOA, Jobner, was 'online theses' (60.75 MPS) which was ranked last.

Table 1: Frequency of using different e-resources by agriculture post graduate students of SKNCOA, Jobner. N =80 (Multiple response)

SN.	E-resources	Male(N ₁ =42)						Female(N ₂ =38)						Total(N=80)								
		D	TW	OW	OC	NU	MPS	Rank	D	TW	OW	OC	NU	MPS	Rank	D	TW	OW	OC	NU	MPS	Rank
1.	E-catalogue (OPAC)	7 (16.66)	10 (23.80)	11 (26.19)	14 (33.33)	0 (0.00)	64.76	IV	3 (7.89)	10 (26.31)	9 (23.68)	16 (42.10)	0 (0.00)	60.00	VI	10 (12.50)	20 (25.00)	20 (25.00)	30 (37.50)	0 (0.00)	62.50	V
2.	Internet	36 (85.72)	0 (0.00)	0 (0.00)	6 (14.28)	0 (0.00)	91.42	I	28 (73.68)	0 (0.00)	0 (0.00)	10 (26.32)	0 (0.00)	84.21	I	64 (80.00)	0 (0.00)	0 (0.00)	16 (20.00)	0 (0.00)	87.81	I
3.	E- books	0 (0.00)	14 (33.33)	17 (40.47)	10 (23.80)	1 (2.38)	60.95	V	0 (0.00)	23 (60.52)	11 (28.94)	4 (10.52)	0 (0.00)	70.00	III	0 (0.00)	37 (46.25)	28 (35.00)	14 (17.50)	1 (1.25)	65.25	III
4.	E- journal	8 (19.04)	6 (14.28)	17 (40.47)	11 (26.19)	0 (0.00)	65.24	III	5 (13.15)	15 (39.47)	13 (34.21)	5 (13.15)	0 (0.00)	70.53	II	13 (16.25)	21 (26.25)	30 (37.50)	16 (20.00)	0 (0.00)	67.75	II
5.	Online databases	11 (26.19)	12 (28.57)	1 (2.38)	18 (42.85)	0 (0.00)	67.62	II	7 (18.42)	10 (26.31)	0 (0.00)	21 (55.26)	0 (0.00)	61.58	IV	18 (22.50)	22 (27.50)	1 (1.25)	39 (48.75)	0 (0.00)	64.75	IV
6.	Online theses	12 (28.57)	1 (2.38)	6 (14.28)	23 (54.76)	0 (0.00)	60.95	V	11 (28.94)	0 (0.00)	6 (15.78)	21 (55.26)	0 (0.00)	60.53	V	23 (28.75)	1 (1.25)	12 (15.00)	44 (55.00)	0 (0.00)	60.75	VI

D-Daily; TW-Twice a week; OW-Once a week OC-Occasionally; NU-Never use; (Figures in parenthesis represent percentage)

Thus, it was concluded shows that majority of the male and female agriculture post graduate students were used internet daily. In case of male students were higher using more frequently uses of ‘online databases’ as compare to female. The reason might due to the male students more concern for their career as compare to female students so they were uses online database for searching information related to career. This finding supports the view expressed by Beniwal (2016), Pauline (2013) and Ahmad and Panda (2013)

2 Preference of different format for reading full-text articles by the agriculture post graduate students of SKNCOA, Jobner.

A perusal of data in Table 2 shows that both male and female of the agriculture post graduate students of SKNCOA, Jobner, were gave most preference PPT format for reading full-text articles (100 MPS) which was ranked first. In case of male agriculture post graduate students of SKNCOA, Jobner, were gave preference PDF format for

reading full-text articles (99.21MPS) and hard copy/ printed format for reading full-text articles (95.24MPS) which were ranked second, third, respectively. While in case of female agriculture post graduate students of SKNCOA, Jobner, were gave preference word format for reading full-text articles (95.71MPS) and hard copy/ printed format for reading full-text articles (95.61MPS) which were ranked second, third, respectively. In case of both male and female of the agriculture post graduate students of SKNCOA, Jobner, were gave least preference HTML only(54.76 MPS) in male and (57.89 per cent) in female which was ranked last. In case of total agriculture post graduate students of SKNCOA, Jobner, were gave most preference PPT format for reading full-text articles (100 MPS) which was ranked first, followed by hard copy/ printed format for reading full-text articles (95.42MPS) and word format for reading full-text articles (92.64 MPS) which were ranked second, third, respectively and least preference HTML only (56.25 per cent) which was ranked last.

Table 2: Preference of different format for reading full-text articles by the agriculture post graduate students of SKNCOA, Jobner. N=80 (Multiple response)

SN.	Formats	Male(N ₁ =42)					Female(N ₂ =38)					Total(N=80)				
		M	ST	N	MPS	Rank	M	ST	N	MPS	Rank	M	ST	N	MPS	Rank
1.	PDF	41 (97.60)	1 (2.40)	0 (0.00)	99.21	II	22 (57.89)	10 (26.31)	6 (15.78)	80.70	VI	64 (80.00)	10 (12.50)	6 (7.50)	90.41	IV
2.	PPT	42 (100.00)	0 (0.00)	0 (0.00)	100.00	I	38 (100.00)	0 (0.00)	0 (0.00)	100.00	I	80 (100.00)	0 (0.00)	0 (0.00)	100.00	I
3.	HTML	0 (0.00)	27 (64.28)	15 (35.714)	54.76	X	0 (0.00)	28 (73.68)	10 (26.31)	57.89	X	0 (0.00)	55 (68.75)	25 (31.25)	56.25	X
4.	Hard copy	36 (85.71)	6 (14.28)	0 (0.00)	95.24	III	33 (86.84)	5 (13.15)	0 (0.00)	95.61	III	69 (86.25)	11 (13.75)	0 (0.00)	95.42	II
5.	Word	29 (69.04)	13 (30.95)	0 (0.00)	89.68	V	33 (86.84)	5 (13.15)	0 (0.00)	95.71	II	62 (77.50)	18 (22.50)	0 (0.00)	92.64	III

M-Mostly; ST-Sometime; N- Never; (Figures in parenthesis represent percentage)

Thus, it was concluded shows that majority of the male and female agriculture post graduate students were using format reading full-text articles which is PPT. Reason might be due to that the PPT and hard copy/printed format are easy to reading.

In case of male students were using E-mail higher as compare to female students. The reason might be due to the male students were more uses of E-mail because the male students attached with E-mail for finding the new information about their career.

This finding supports the view expressed by Meena (2013).

3. Preference of different medium for accessing e-resources

A perusal of data in table 3 shows that the majority of the

male agriculture post graduate students most preferred the ‘e-mail’ (94.44 MPS) as the medium for accessing e-resources, whereas the female agriculture post graduate students most preferred world wide web (www) (87.72 MPS) as medium for accessing e-resources.

In the male agriculture post graduate students other most preferred medium ‘world wide web (www) (85.71 MPS) and ‘e-books’ (70.63 MPS) which were ranked second and third respectively, whereas in female male agriculture post graduate students other most preferred as medium ‘e-mail’ (82.46 MPS) and ‘e-books’ (72.81 MPS) which were ranked second and third respectively. In male students the least preferred medium for accessing e-resources was ‘e-magazine’ (66.67 MPS), whereas in the female students the least preferred as medium for accessing e-resources was ‘e-magazine’ (66.67

MPS) and ‘e-journals’ (66.67 MPS) which were ranked last. In the total agriculture post graduate students most preferred the ‘e-mail’ (88.75 MPS) as medium for accessing e-resources which was ranked first, followed by ‘world wide

web (www) (86.67 MPS) and ‘e-books’ (71.67 MPS) which were ranked second and third respectively, the least preferred as medium for accessing e-resources was ‘e-magazine’ (66.67 MPS).

Table 3: Preference of different medium for accessing e-resources by the agriculture post graduate students of SKNCOA, Jobner. N=80 (Multiple response)

S. No.	Medium	Male(n ₁ =42)					Female(n ₂ =38)					Total(n=80)				
		M	ST	N	MPS	Rank	M	ST	N	MPS	Rank	M	ST	N	MPS	Rank
1.	E-mail	35 (78.57)	7 (16.66)	0 (0.00)	94.44	I	18 (47.36)	20 (52.63)	0 (0.00)	82.46	II	53 (66.25)	27 (33.75)	0 (0.00)	88.75	I
2.	www	24 (57.14)	18 (42.85)	0 (0.00)	85.71	II	24 (63.15)	14 (36.84)	0 (0.00)	87.72	I	48 (60.00)	32 (40.00)	0 (0.00)	86.67	II
3.	E-journals	2 (4.76)	40 (95.23)	0 (0.00)	68.25	IV	0 (0.00)	38 (100.00)	0 (0.00)	66.67	IV	2 (2.50)	78 (97.50)	0 (0.00)	67.50	IV
4.	E-books	6 (14.28)	35 (78.57)	1 (2.38)	70.63	III	7 (18.42)	31 (81.57)	0 (0.00)	72.81	III	13 (16.25)	66 (82.50)	1 (1.25)	71.67	III
5.	E-magazine	1 (2.38)	40 (95.23)	1 (2.38)	66.67	V	0 (0.00)	38 (100.00)	0 (0.00)	66.67	IV	1 (1.25)	78 (97.50)	1 (1.25)	66.67	V

M-Mostly; ST-Sometime; N- Never; (Figures in parenthesis represent percentage

Thus, it was concluded that majority of the male and female agriculture post graduate students preferred as medium for accessing e-resources ‘e-mail’. In the male students preferred e-mail more as compare to female students. The reason might be the male students were more uses of e-mail because the male students attached with e-mail for finding the new information about their career.

4. Learning methods for using e-resources by the agriculture post graduate students of SKNCOA, Jobner.

A perusal of data in Table 4 shows that both male and female of the agriculture post graduate students of SKNCOA, Jobner, were use most popular learning method for using e-resources was ‘guidance from other students’(100 per cent) both male and female which was ranked first.

In case of male agriculture post graduate students of SKNCOA, Jobner, were use learning method for using e-resources ‘self-taught’ (97.61 per cent) and ‘guidance from

lectures’(92.85 per cent) which were ranked second, third respectively. While in case of female agriculture post graduate students of SKNCOA, Jobner, were use learning method for using e-resources ‘guidance from lectures’ (92.10 per cent) and ‘guidance from computing staff’ (86.84 per cent) which were ranked second, third respectively. In case of both male and female agriculture post graduate students of SKNCOA, Jobner, were least use learning method for using e-resources ‘guidance from technicians’(2.38 per cent)in male and (0.00 per cent) in female which was ranked last. In case of total agriculture post graduate students of SKNCOA, Jobner, were use most popular learning method for using e-resources was ‘guidance from other students’ (100 per cent) which was ranked first, followed by ‘guidance from lectures’ (92.50 per cent) and ‘guidance from computing staff’ (83.75 per cent) which were ranked second, third respectively and least use of learning method ‘guidance from technicians’ which was ranked last.

Table 4: Learning methods the use of e-resources by the agriculture post graduate students of SKNCOA, Jobner N =80 (Multiple response)

SN.	Items	Male (n ₁ =42)			Female (n ₂ =38)			Total (n=80)		
		F	%	Rank	F	%	Rank	F	%	Rank
1.	Trial and error	32	76.19	V	29	76.31	V	61	76.25	VI
2.	Guidance from other students	42	100.00	I	38	100.00	I	80	100.00	I
3.	Guidance from library staff	16	38.09	VI	16	42.10	VIII	32	40.00	VIII
4.	Self-taught	41	97.61	II	20	52.63	VI	61	76.25	V
5.	Courses offered by university or college	35	83.33	IV	32	84.21	IV	67	83.75	IV
6.	Guidance from computing staff	35	83.33	IV	33	86.84	III	68	83.75	III
7.	Guidance from lectures	39	92.85	III	35	92.10	II	74	92.50	II
8.	External Courses	16	38.09	VI	19	50.00	VII	35	43.75	VII
9.	Guidance from technicians	1	2.38	VII	0	0.00	IX	1	1.25	IX

F=Frequency,%= Percentage

Thus, it was concluded shows that majority of the male and female agriculture post graduate students were using learning method which is ‘guidance from other students’. Reason might be due to majority of the students living in university hostel, more time spends in university hostel and lack of expert for training to users.

In case of male students were using learning method ‘self-taught’ higher as compare to female students. The reason might be due to the male students having more knowledge about technology because they were more attached with e-resources.

This finding supports the view expressed by Beniwal (2016) and Meena (2013).

Table: 5 Competency in using e-resources by the agriculture post graduate students of SKNCOA, Jobner.

A perusal of data in Table 5 shows that both male and female of the agriculture post graduate students of SKNCOA, Jobner, were the most competencies in ‘I can select online materials for my use’ (100 MPS) which ranked first among the competence in using different e-resources. In case of male agriculture post graduate students of SKNCOA, Jobner, were

the competency in ‘I am very good in the downloading/uploading of information’ (96.43 MPS) and ‘I can use a number of search engines when sourcing information’ (93.45 MPS) which were ranked second, third respectively. While in case of female agriculture post graduate students of SKNCOA, Jobner, were the competency in ‘I can use a number of search engines when sourcing information’ (96.05 MPS) and ‘I am very good in the downloading/uploading of information’ (95.39 MPS) which were ranked second, third respectively. In case of both male and female agriculture post graduate students of SKNCOA, Jobner, were the least competency in ‘I have the ability to recognize the source of an electronic document by looking at

the hyperlink’(63.69 MPS) in male and (66.45 MPS) in female which ranked last. In case of total agriculture post graduate students of SKNCOA, Jobner, were the most competency in ‘I can select online materials for my use’ (100 MPS) which ranked first among the competence in using different e-resources followed by ‘I am very good in the downloading/uploading of information’ (95.94 MPS) and ‘I can use a number of search engines when sourcing information’ (94.69 MPS) which were ranked second, third respectively and least competence in ‘I have the ability to recognize the source of an electronic document by looking at the hyperlink’(65.00MPS) which ranked last.

Table 5: Competency in using e-resources by the agriculture post graduate students of SKNCOA, Jobner. N=80 (Multiple response)

SN.	Items	Male(N ₁ =42)						Female(N ₂ =38)						Total(N=80)					
		SA	A	D	SD	MPS	Rank	SA	A	D	SD	MPS	Rank	SA	A	D	SD	MPS	Rank
1.	Defining specific information needs prior to the search	25 (43.93)	17 (40.47)	0 (0.00)	0 (0.00)	89.88	VI	22 (57.89)	16 (42.10)	0 (0.00)	0 (0.00)	89.47	VII	47 (58.75)	33 (41.25)	0 (0.00)	0 (0.00)	89.69	VII
2.	Using a number of search engines when sourcing information	31 (73.80)	11 (26.19)	0 (0.00)	0 (0.00)	93.45	III	32 (84.21)	6 (15.78)	0 (0.00)	0 (0.00)	96.05	II	63 (78.75)	17 (21.25)	0 (0.00)	0 (0.00)	94.69	III
3.	Selecting online materials for my use	42 (100)	0 (0.00)	0 (0.00)	0 (0.00)	100.00	I	38 (100)	0 (0.00)	0 (0.00)	0 (0.00)	100.00	I	80 (100)	0 (0.00)	0 (0.00)	0 (0.00)	100.00	I
4.	Storing information from electronic sources by printing or saving to disk/flash drive	28 (66.66)	14 (33.33)	0 (0.00)	0 (0.00)	91.67	V	28 (73.68)	10 (26.31)	0 (0.00)	0 (0.00)	93.42	IV	56 (70.00)	24 (30.00)	0 (0.00)	0 (0.00)	92.50	V
5.	Using Boolean search techniques effectively	10 (23.80)	18 (42.85)	14 (33.33)	0 (0.00)	72.62	XIV	12 (31.57)	15 (39.47)	11 (28.94)	0 (0.00)	75.66	XI	22 (27.50)	33 (41.25)	25 (31.25)	0 (0.00)	74.06	XV
6.	Selecting materials on topics accurately	23 (54.76)	18 (42.85)	1 (2.38)	0 (0.00)	88.10	VII	23 (60.52)	15 (39.47)	0 (0.00)	0 (0.00)	90.13	VI	46 (57.50)	33 (41.25)	1 (1.25)	0 (0.00)	89.06	VIII
7.	Limiting online search by fields	22 (52.38)	12 (28.57)	7 (16.66)	1 (2.38)	82.74	X	23 (60.52)	11 (28.94)	4 (10.52)	0 (0.00)	87.50	IX	45 (56.25)	23 (28.75)	11 (13.75)	1 (1.25)	85.00	XII
8.	Using mailing list to exchange information	27 (64.28)	13 (30.95)	2 (4.76)	0 (0.00)	89.88	VI	27 (71.05)	11 (28.94)	0 (0.00)	0 (0.00)	92.76	V	54 (67.50)	24 (30.00)	2 (2.50)	0 (0.00)	91.25	VI
9.	Using discussion group to exchange information	19 (45.23)	22 (52.38)	1 (2.38)	0 (0.00)	85.71	IX	15 (39.47)	23 (60.52)	0 (0.00)	0 (0.00)	84.87	X	42 (52.50)	45 (56.25)	1 (1.25)	0 (0.00)	85.31	XI
10.	Using groups to obtain information	30 (71.42)	12 (28.57)	0 (0.00)	0 (0.00)	92.86	IV	27 (71.05)	11 (28.94)	0 (0.00)	0 (0.00)	92.76	V	57 (71.25)	23 (28.75)	0 (0.00)	0 (0.00)	92.81	IV
11.	Accessing blogs for needed information	7 (16.66)	28 (66.66)	7 (16.66)	0 (0.00)	75.00	XI	5 (13.15)	29 (76.31)	4 (10.52)	0 (0.00)	75.66	XI	12 (15.00)	57 (71.25)	11 (13.75)	0 (0.00)	75.31	XIII
12.	Recognizing the source of an electronic document by looking at the hyperlink	6 (14.28)	23 (54.76)	1 (2.38)	12 (28.57)	63.69	XVI	5 (13.15)	24 (63.15)	0 (0.00)	9 (23.68)	66.45	XV	11 (13.75)	47 (58.75)	1 (1.25)	21 (26.25)	65.00	XVII
13.	Accessing needed information from electronic information conveniently	22 (52.38)	20 (47.61)	0 (0.00)	0 (0.00)	88.10	VII	21 (55.26)	17 (44.73)	0 (0.00)	0 (0.00)	88.82	VIII	43 (53.75)	37 (46.25)	0 (0.00)	0 (0.00)	88.44	IX
14.	Knowing the appropriate search tools to use when searching for information	12 (28.57)	18 (42.85)	5 (11.90)	7 (16.66)	70.83	XV	9 (23.68)	18 (47.36)	6 (15.78)	5 (13.15)	70.39	XIV	21 (26.25)	36 (45.00)	11 (13.75)	12 (15.00)	70.63	XVI
15.	Using the library OPAC to search specific library materials effectively	13 (30.95)	16 (38.09)	12 (28.57)	1 (2.38)	74.40	XII	11 (28.94)	15 (39.47)	12 (31.57)	0 (0.00)	74.34	XIII	24 (30.00)	31 (38.75)	24 (30.00)	1 (1.25)	74.38	XIV
16.	Integrating new information into an existing body of knowledge	13 (30.95)	21 (50.00)	1 (2.38)	7 (16.66)	73.81	XIII	10 (26.31)	23 (60.52)	0 (0.00)	5 (13.15)	75.00	XII	23 (28.75)	44 (55.00)	1 (1.25)	12 (15.00)	74.38	XIV
17.	Downloading/uploading of information	36 (85.71)	6 (14.28)	0 (0.00)	0 (0.00)	96.43	II	31 (81.57)	7 (18.42)	0 (0.00)	0 (0.00)	95.39	III	67 (83.75)	13 (16.25)	0 (0.00)	0 (0.00)	95.94	II
18.	Having good Internet navigation skill	19 (45.23)	23 (54.76)	0 (0.00)	0 (0.00)	86.31	VIII	15 (39.47)	23 (60.52)	0 (0.00)	0 (0.00)	84.87	X	34 (42.50)	46 (57.50)	0 (0.00)	0 (0.00)	85.63	X

SA-Strongly Agree; A- Agree; D- Disagree and SD- Strongly disagree (Figures in parenthesis represent percentage)

Thus, it was concluded shows that majority of the male and female agriculture post graduate students were having competence in ‘I can select online materials for my use’. Reason might be due to the all most students are doing research work so the students are more use e-resources for search online material for research work. In case of female students were fewer competencies in ‘I am very good in the downloading/ uploading of information’ as compare to male students. The reason might be due to the male students were more downloads the latest information for

career developments. This finding supports the view expressed by Ukachic (2013)

Conclusion

Regarding the frequency of using of different e-resources it was found that majority of the male (91.42 MPS), female (84.21 MPS) as well as total (87.81 per cent) agriculture post graduate students were most frequently use ‘Internet’. Regarding the preference of different format for reading full-text articles it was found that majority of the male (100 MPS),

female (100 MPS) as well as total (100 per cent) agriculture post graduate students gave most preference to PPT format. Regarding the preference of different medium for accessing e-resources it was found that the majority of male (94.44 MPS) agriculture post graduate students most preferred the 'e-mail' as the medium for accessing, whereas the female (85.71 MPS) agriculture post graduate students most preferred world wide web (www) as the medium for accessing e-resources, However, the total (88.75 MPS) agriculture post graduate students most preferred the 'e-mail' as the medium for accessing.

Regarding the sources of learning the use of e-resources it was found that majority of the male (100 per cent) and female (100 per cent) as well as total (100 per cent) agriculture post graduate students the most popular sources of learning the use of e-resources was 'guidance from other students', Regarding the competency in using e-resources it was found that majority of the male (100 MPS) and female (100 MPS) as well as total (100 MPS) agriculture post graduate students had the most competencies in 'selecting online materials for use'.

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6. Regarding the factors influencing the usages of e-resources for study and research purpose it was found that majority of the male (100 per cent), female (100 per cent) as well as total (100 per cent) agriculture post graduate students were give reason that influence the usage of e-resources 'easier access to information'.