

CeRA Utilization and Learning Outcomes: A Study of PG Students at Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior

Neerja¹; Manisha Rani²; Chetan Sharma³; Hemant Sharma⁴

Research Scholar, SoS in Lib & Inf.Sc, Jiwaji University Gwalior¹; Research Scholar, DLISc, Kurukshetra University Kurukshetra, Haryana²; Librarian, JLN Library, Kurukshetra University Kurukshetra, Haryana³ ; Professor, SoS in Lib & Inf Sc, Dean Faculty of Arts, I/C University Librarian, Jiwaji University, Gwalior, Madhya Pradesh, India⁴

neerunagil@gmail.com; manishasaharan97@gmail.com; drchetansharma@gmail.com; shrhemant@yahoo.com

ABSTRACT

With the hike in the demand of users for technological hands, libraries are moving from traditional to mechanization. This study explored the use, awareness, and satisfaction level of CeRA resources among the PG students of Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya (RVSKVV), Gwalior". A survey research design approach was adopted. Data were collected from 73 students of Post Graduate in the agriculture and horticulture department. Findings indicated that the majority of the participants were aware of CeRA resources and expressed favorable feelings regarding their use. Participants' hindrances and opinions about CeRA resources are also elaborated in this paper, so that in future these can be wipe out.

KEYWORDS: CeRA; e-resources; Agriculture University; Information sources, Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, RVSKVV, Consortia.

INTRODUCTION

Libraries are changing as more and more people demand instantaneous, complete access to knowledge. A shift to electronic resources is required due to print resources' failure to meet these needs. These digital collections, which perfectly harmonize with the expanding trend of online education, provide effective and focused information retrieval. Consortia models such as CeRA (Consortium for Resources in Agriculture) have become increasingly popular in improving resource acquisition and management, particularly in knowledge-intensive fields like agriculture.

RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWAVIDYALAYA, GWALIOR

A leading agricultural university committed to enhancing agricultural education, research, and extension services, “Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya (RVSKVV)” is situated in Gwalior, Madhya Pradesh, and was founded in 2008. Established to pay tribute to Rajmata Vijayaraje Scindia, the institution provides extensive undergraduate, graduate, and doctorate programs in horticulture, forestry, and agriculture. To increase crop yields, insect control, and soil health, RVSKVV conducts a lot of research with an emphasizing on sustainable agriculture practices. Via training courses and workshops, the institution also actively seeks to provide farmers with access to the newest agricultural technologies. RVSKVV is dedicated to creating rural development and revolutionizing agriculture, and it is well-equipped with cutting-edge facilities and solid national and international partnerships. (<http://www.rvskvv.net/>)

OBJECTIVES OF THE STUDY

- ✓ To determine PG students' awareness of the CeRA consortium in Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior
- ✓ To determine why resources are being used;
- ✓ To figure out how frequently they are used;
- ✓ To determine the location for utilizing CeRA services;
- ✓ Evaluate the suitability of the materials made accessible by CeRA; and
- ✓ Identify the issues that students have when utilizing CeRA resources.

RESEARCH METHODOLOGY

The structured questionnaire was utilized to collect data for the current investigation, which employed the survey approach. The data was gathered using a random sample technique. A total of 85 PG students studying in agriculture and horticulture received the surveys. 73(85.88%) of the 85 completed questionnaires that were completed and returned. Using the percentage approach, the gathered data was arranged and displayed in table form.

REVIEW OF LITERATURE

The study (Francis, 2012) at Kerala Agricultural University found that 87.14% of students are familiar with digital resources, with 82% using CeRA. Most learned necessary skills through curriculum-based courses. Students prefer accessing digital resources at computer centers and libraries. However, major problems faced include no availability of essential resources, difficulty in locating relevant information, and low-speed internet. The paper (Kalbande & Syed, , 2012) discusses the Indian Consortium for e-Resources in Agriculture (CeRA) and its components of the National Agricultural Innovation Project (NAIP), particularly Component-I. It highlights the use of consortia-based digital information resources by postgraduate and doctoral students at Mahatma Phule Krishna Vidyapeeth, Rahuri. According to (Singh & Prasad, 2013) findings, "none of the students were ignorant about using e-resources." The most popular e-resources were discovered to be online journals. They primarily used the CAB Abstracts sparingly for research purposes. Simply utilizing electronic resources involves downloading the content to a compatible storage device and using it. In another study (Umamaheswari, 2017) the Internet has significantly impacted the knowledge and information sector, leading to changes in user behavior and satisfaction levels. The increasing popularity of e-sources may diminish user contact, so libraries should stay updated on developments and modernize

CeRA Utilization and Learning Outcomes: A Study of PG Students at Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior

their services. According to (Motebennur, 2012) the CeRA is an initiative from IARI that aims to provide scholarly information in Agricultural Sciences to foster academic quality research. A group of over 280 students who opted for the Library and Information Services PGS-501 course were interviewed and analyzed on the effectiveness of the CeRA tool. The study found that the CeRA provides online accessibility to important journals, quick access to R&D information, improved scientific publications, teaching and research guidance, and resource sharing. The consortium indirectly helps farmers and grass root workers.

DATA ANALYSIS AND INTERPRETATION

The results obtained through data collection and analysis of the study's objectives are outlined below.

Table 1: Gender wise distribution of Respondents

Sr. No	Gender	Number of Respondents	Percentage
1	Male	43	58.90%
2	Female	30	41.09%
	Total	73	100%

Out of a total of 73 respondents in table 1, the majority were male, with 43 respondents making up 58.90% of the sample. In comparison, there were 30 female respondents, comprising 41.09% of the total. This data indicates a higher participation rate among males compared to females in this survey.

Table 2: Awareness of Students of IT tools

Sr. No	Awareness Level In IT Tools	Respondents	Percentage
1	Familiar	68	93.15
2	Moderately familiar	19	6.84
3	Not familiar	0	0
	Total	73	100.00

The data on awareness levels (Table 2) in IT tools among the respondents shows that the vast majority, 68 out of 73 respondents (93.15%), are familiar with IT tools. A smaller group of 19 respondents (6.84%) reported being moderately familiar with these tools. There were no respondents who indicated that they were not familiar with IT tools. This suggests a high overall awareness and familiarity with IT tools among the surveyed individuals.

Table 3: Use of different e-resources

Sr. No	Use	Respondents	Percentage
1	Internet Based Resources	57	78.08
2	Online Journals	36	49.31
3	CD ROM Databases	4	5.47
4	Online Databases	33	45.20
5	E- Books	35	47.94

In table 3 the usage data indicates that 78.08% of respondents utilize internet-based resources, and 49.31% use online journals. E-books are accessed by 47.94%, and online databases by 45.20%. CD ROM databases are the least used, with only 5.47% of respondents using them. This highlights a strong preference for internet-based and online resources.

Table 4: Locations of accessing e-resources

Sr. No	Location	Respondents	Percentage
1	University Library	43	58.90
2	Department Library	15	20.54
3	Home	8	10.95
4	Internet Café	2	2.73
5	Hostel	5	6.84

Table 4 reveals that 58.90% of respondents use the university library, 20.54% use the department library, and 10.95% access resources from home. Smaller groups use internet cafés (2.73%) and hostels (6.84%), highlighting the university library as the primary location for accessing resources.

Table 5: Frequency of Access and Use of CeRA Resources

Sr. No	Frequency	Respondents	Percentage
1	Several times in a day	3	4.10
2	Every Day	7	9.58
3	2-3 Time in a Week	13	17.80
4	Weekly	33	45.20
5	Monthly	11	15.06
6	Occasionally	6	8.21
	Total	73	100.00

The frequency of resource use shows in table 5 that 45.20% of respondents’ access resources weekly, 17.80% use them 2-3 times a week, and 15.06% do so monthly. Daily usage is reported by 9.58%, while 4.10% access resources several times a day, and 8.21% do so occasionally. This indicates that weekly access is the most common frequency among users.

Table 6: Purpose of access and use of CeRA resources

Sr. No	Purpose	Respondents	Percentage
1	Full Text Article	57	78.08
2	Abstract	33	45.20
3	Request of Article	45	61.64
4	Article Received	38	52.05

The primary purpose in table 6 for accessing resources is obtaining full-text articles, with 57 respondents (78.08%) indicating this use. Requests for articles are also common, reported by 45 respondents (61.64%), followed by receiving articles (52.05%). Abstracts are accessed by 33 respondents (45.20%). This data highlights a strong focus on obtaining comprehensive articles among users.

Table 7: Adequacy of CeRA resources

Sr. No	Adequacy	Respondents	Percentage
1	Adequate resources available	21	28.76
2	Sometimes adequate	39	53.42
3	Rarely adequate	13	17.80
	Total	73	100.00

As per table 7 most respondents (53.42%) find resources only sometimes adequate. A smaller group (28.76%) finds them generally adequate, while 17.80% rarely find resources adequate. This suggests varying satisfaction levels with resource availability.

Table 8: Problems in accessing and using CeRA

Sr. No	Problems	Respondents	Percentage
1	Many essential resources not available	48	65.75
2	Finding irrelevant Information	37	50.68
3	Slow speed of internet	15	20.54
4	Abstracting and statistics not available	24	32.87
5	Theses not available	26	35.61
6	Request article service should be strengthened	17	23.28
7	Unwanted resources available	42	57.53
8	Slow Response of Requested Articles	10	13.69

The table 8 reveals several key problems faced by respondents. A significant 65.75% report that many essential resources are not available. Finding irrelevant information affects 50.68%, while 57.53% encounter unwanted resources. Theses are not available for 35.61% of respondents, and 32.87% note the lack of abstracting and statistical information. The request article service needs strengthening according to 23.28% of respondents. Additionally, 20.54% experience slow internet speeds, and 13.69% face slow responses to requested articles. These issues highlight critical areas for improvement in resource availability and service efficiency.

Table 9: Opinions regarding CeRA

Sr. No	Opinions	Respondents	Percentage
1	Easy to use	47	64.38
2	Save the Time of User	41	56.16
3	Requires Basic Knowledge to use CeRA	38	52.05
4	Need to access more Resources	33	45.20
5	User friendly	28	38.35

Table 9 on user opinions shows that 64.38% find the system easy to use, 56.16% believe it saves time, and 52.05% think it requires basic knowledge to use CeRA. Additionally, 45.20% feel there's a need to access more resources, and 38.35% find it user-friendly.

Table 10: Satisfaction level using of CeRA resources

Sr. No	Satisfaction level	Respondents	Percentage
1	Fully Satisfied	55	75.34
2	Unsatisfied	18	24.65
	Total	73	100.00

The satisfaction level in Table 10 reveals that 75.34% of respondents are fully satisfied, while 24.65% are unsatisfied. This indicates a high overall satisfaction level among the majority of users.

MAJOR FINDINGS OF THE STUDY

- The survey saw higher participation from males (58.90%) compared to females (41.09%).
- There is a very high level of awareness and familiarity with IT tools among the respondents, with 93.15% being familiar and none being unfamiliar.
- Internet-based resources are the most commonly used e-resources (78.08%).
- The university library is the primary location for accessing e-resources (58.90%). Internet cafés and hostels are less frequently used for accessing e-resources.)
- The most common frequency of accessing resources is weekly (45.20%). Daily access is less common, with only 4.10% accessing resources several times a day.
- The primary purpose for accessing resources is to obtain full-text articles (78.08%).
- Most respondents find resources only sometimes adequate (53.42%).
- The main issues include the unavailability of essential resources (65.75%) and encountering irrelevant information (50.68%).
- Slow internet speed (20.54%) and slow responses to requested articles (13.69%) are also concerns.
- A majority find CeRA easy to use (64.38%) and believe it saves time (56.16%).

CONCLUSION

The study underscores the noteworthy shift that the libraries of Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya (RVSKVV) have undergone towards digital resources, primarily due to the mounting need for swift and all-encompassing information access. The study, which involved 73 postgraduate students studying horticulture and agriculture, found that most of them were well-versed in IT tools and that they tended to favor online materials. The main location to access these electronic resources is now the university library. Even while most students use these tools to access full-text publications, many still worry about how adequate the resources are, with many finding them to be just occasionally sufficient. Along with technological problems like poor internet speeds, major difficulties found include the absence of necessary resources and the existence of unnecessary material. Considering these difficulties, a sizable percentage of students claim that the CeRA system is easy to use and saves them time, and they are generally quite satisfied. These results imply that to completely satisfy the needs of the students, better resource availability and increased service effectiveness are required.

REFERENCES

- [1] Francis, A. (2012). Evaluation of Use of Consortium of e-Resources in Agriculture in Context of Kerala Agricultural University. *DESIDOC Journal of Library & Information Technology*, 32(1), 38-44.
<http://www.rvskvv.net/>
- [2] Kalbande, D., & Syed, , F. (2012). Use of consortium for e-resources in agriculture(CeRA) : A case study. *International Journal of Library and Information Studies*, II(1), 33-41.
- [3] Motebennur, M. (2012). Consortium for e-Resources in Agriculture – An Effective Tool for the Agriculture Researchers: A Case Study. doi:DOI: 10.1007/978-3-642-35233-1_33
- [4] Singh, P. K., & Prasad, H. (2013). Use of electronic resources: A study of Indian agriculture research institute, New Delhi. *International Journal of Information Research*, 3(2), 141-168.
- [5] Umamaheswari, S. (2017). Role Of Print And Electronic Resources Among Agricultural College Students: A Study Among Agricultural College & Research Institute Students, Kudumiyamalai, Pudukkottai. *International Journal of Humanities and Social Science Invention*, 6(8), 49-53.