



Research Article

SOCIO-PERSONAL PROFILE OF THE RESEARCH SCHOLARS OF THE AGRICULTURAL EDUCATION INSTITUTES OF UTTAR PRADESH

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Received: September 08, 2017; Revised: April 11, 2018; Accepted: April 12, 2018; Published: April 15, 2018

Abstract- The present study was conducted in three different Agricultural Educational Institutes of Uttar Pradesh namely on CSAUAT, Kanpur; NDUAT, Faizabad and I.A.S, BHU in the year 2017 with 220 research scholars as the respondents. The finding of the study revealed that majority of the respondents were Male (80.94 %), 62.73 percent of the respondents belonged to the age group 24 to 27 along with 47.27 percent of the respondents who had basic education in Hindi medium, Most(47.73 %) of the respondents had OGPA in Post-Graduation in the range of 8 to 8.89, sixty five percent of the respondents had rural family background.

Keywords- Agricultural Educational Institutes, E-Resources, Socio-Personal Profile.

Citation: Meena Raghuv eer Singh, *et al.*, (2018) Socio-Personal Profile of the Research Scholars of the Agricultural Education Institutes of Uttar Pradesh. International Journal of Agriculture Sciences, ISSN: 0975-3710 & E-ISSN: 0975-9107, Volume 10, Issue 7, pp.-5775-5778.

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Academic Editor / Reviewer: Dr J. K. Sharma

Introduction

Science and technology is a flourishing interdisciplinary 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. One of the major scientific and technological developments in the history of mankind is the invention of computer which is one of the several important devices to access e-resources. Today, computer-based communication technologies are influencing all the activities of human life. It is changing the way how people now access and utilize information. Information has become more digital and networked. The popularization of hyper textual structures has added a new degree of freedom to search information. Given the unique features of electronic media and their potential role and impact in access and delivery of information on the network, the emphasis has now shifted from conventional publishing to electronic publishing [1].

Electronic Resources Concept and Characteristics.

The evolution of ICT mediated e-publishing industry has provided the founding base of e-resources. It is an umbrella term for all digital resources. The information that are present in a computer are in digital format which is organized, transmitted and displayed by different components of a computer which can be accessed at the convenience of the person concerned. It involves the utilization of ICT for the production and electronic distribution of the texts through computer terminals that play deciding role in the storage and speedy communication of relevant information. The e-resources cover a wide variety of materials, including indexing and abstracting services, electronic books and serials, electronic databases offered by information aggregators, document delivery services and web sites [2].

Electronic resources information

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.[3,4]. Academic system largely relies on teaching, learning and research. Eternally, education depends on information resources. These resources are the driving forces for making an educated society. The educated society can exist only when information is stored, shared and utilised properly. In an academic arrangement, both 'education' and 'library' are inseparable – indivisible concepts, working for the promotion and evolution of teaching, learning and research for greater use of academia. Library is a repository of resources. It is an integral part of the educational system whose primary function is to serve users (students, faculty, researchers and staff). Computers and related electronic resources have come to play a central role in education [5]. Use of Internet by research scholars is an important area of study in today's information environment. The Internet has now-a-days become an important component in academic institutions as it plays a pivotal role in meeting the information and communication needs of institutions. It makes possible to access a wide range of information, such as up-to-date research reports, from anywhere in the world. It also enables scholars and academic institutions to disseminate information to a wider audience around the globe through having web sites and a way to search them and organize the output [6].

E-Resource

Various authors and organizations have defined E-resources as follows: AACR-2 defined e-resources as "a material (data/ program) encoded for manipulation by computerized devices. Thus, material may require the use of a

peripheral directly connected to a computerized device (e.g., CD-ROM) or a connection to a computer network (e.g., Internet)".

Tenopir, (2000) has defined e-resources "as those electronic information resources and services that user accesses electronically via a computer network from inside the library or remote to library".

International Coalition of Library Consortia (1998) defines electronic resources as "a broad term that encompasses abstracting and indexing services, electronic journals and other full text materials, the offering of information aggregators, article delivery services, etc. Electronic resources can be accessed through remote networks from information providers or locally mounted by a consortium or one of its member libraries [7].

According to IFLA/FAIFE (2007) these are "materials that are computer controlled, including materials that required the use of a peripheral (CD ROM player) attached to a computer; the items may or may not be used in the interactive mode."

Electronic resources are defined as being publicly available information resources, which can be accessed through a personal computer. These include commercially produced resources such as bibliographic databases accessed online or through CD-ROM, electronic journals, electronic books as well as resources that are freely available through the Internet specially to higher education institutions or to the public in general [8].

Research Methodology

Research Design: Analytical Research design was used in this study. Analytical designs are concerned with testing of hypotheses and specifying and interpreting relationship of the variables. They concentrate on in depth analysis of data and examine relationships from various angles by bringing as many relevant variables as possible [9].

Sampling Procedure

Locale of Study: Uttar Pradesh

Selection of Agricultural Educational Institutes: There are four state agricultural universities and two central universities with agriculture faculty in Uttar Pradesh. Two State Agricultural Universities and one Central university with Agricultural faculty was randomly selected for the study.

Selection of Respondents: Research scholars in agriculture from each selected university were the respondents of the study. The respondents were selected through proportionate random sampling to an appropriate sample size.

Table-1 Distribution of respondents according to socio-personal profile (N= 220)

S. No.	Variables	Categories	Institution/University*			Total F(%)
			CSAUAT F(%)	NDUAT F(%)	I.A.S.BHU F(%)	
1.	Gender	Male	47 (94)	43 (86)	88 (73.33)	178 (80.91)
		Female	03 (6)	07 (14)	32 (26.67)	42 (19.09)
2.	Age (Years) Mean= 25.47 S.D. =2.05	Less than 23	17 (34)	1 (2)	21 (17.50)	39 (17.73)
		24 to 27	25 (50)	40 (80)	73 (60.83)	138 (62.73)
		28 and above	8 (16)	9 (18)	26 (21.67)	43 (19.55)
3.	Medium of basic education	Hindi	26 (52)	18 (36)	60 (50.00)	104 (47.27)
		English	24 (48)	29 (58)	44 (36.67)	97 (44.09)
		Others	0 (0)	3 (6)	16 (13.33)	19 (8.64)
4.	OGPA in Post Graduate	6-6.9	0 (0)	3 (6)	2 (1.67)	5 (2.27)
		7-7.9	30 (60)	42 (84)	24 (20)	96 (43.64)
		8-8.9	19 (38)	5 (10)	81 (67.50)	105 (47.73)
		9-9.9	1 (2)	0 (0)	13 (10.83)	14 (6.36)
5.	Family Background	Rural	39 (58)	37 (74)	67 (55.83)	143 (65.00)
		Semi -urban	5 (10)	6 (12)	18 (15.00)	29 (13.18)
		Urban	6 (12)	7 (14)	35 (29.17)	48 (21.82)

*CSAUAT: Chandra Shekhar Azad University of Agriculture and Technology; NDUAT: Narendra Dev University of Agriculture and Technology; IAS,BHU: Institute of Agricultural Sciences, Banaras Hindu University

Result and Discussion

Study reveals that majority (80.91 %) of the respondents were male while female constituted of 19.09 percent only [Table-1]. CSAUAT 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. This finding is similar to the Mtega, *et al.*, (2014) [10].

Majority (62.73 %) of respondents belonged to the age group of 24 to 27 years followed by 28 years and above (19.55). Only 17.73 percent of the respondents belonged to the age group of less than 23 years. CSAUAT had majority (50 %) of

the respondents in the age group of 24 to 27 years followed by age group of less than 23 years (34%) and age group of 28 years and above (16 %). NDUAT had majority (80 %) of the respondents in the age group of 24 to 27 years followed by age group of 28 years and above (18 %) and less than 23 years age group (2%). IAS, BHU had majority (60.83 %) of the respondents in the age group of 24 to 27 years followed by age group of 28 years and above (21.67 %) and less than 23 years age group (17.50%). Majority (47.27 %) of the respondents had basic education in Hindi medium followed by English medium (47.27 %) and other languages (8.67 %). CSAUAT had majority (52 %) of the respondents who had basic education in Hindi language while 48 percent of the respondents had basic

education in English medium. Majority (58 %) of the respondents from NDUAT had basic education in English language followed by Hindi language (36 %) and other languages (6 %). Half of the respondents from IAS, BHU had their basic education in Hindi language followed by English language (36.67 %) and other languages (13.33 %). Majority (47.73 %) of the respondents had OGPA in Post Graduation in the range of 8 to 8.89 followed by in the range of 7-7.9 (43.64 %) along with 2.27 percent in the range of 6 to 6.9 OGPA and 9 to 9.9 OGPA (6.36 %). In CSAUAT majority (60 %) of the respondents had OGPA in the range of 7 to 7.9 followed by in the range of 8 to 8.9 OGPA (38 %) and 9 to 9.9 OGPA (2 %). Majority (84 %) of the respondents had OGPA in the range of 7 to 7.9 while ten percent of the respondents had OGPA in the range of 8 to 8.9 followed by 6 to 6.9 OGPA (6 %). Majority (6750 %) of the respondents from IAS, BHU had OGPA in

the range of 8 to 8.9 followed by 7 to 7.9 OGPA (20 %) and 9 to 9.9 OGPA (10.83 %). Only 1.67 percent of the respondents had OGPA in the range of 6 to 6.9. Majority (65 %) of the respondents had rural family background followed by urban family background (21.82 %) and semi-urban family background (13.18 %). Majority (58 %) of the respondents from CSAUAT had rural family background followed by urban family background (12 %) and semi-urban family background (10 %). Majority (74 %) of the respondents from NDUAT had rural family background followed by urban family background (14 %) and semi-urban family background (12 %) while majority (55.83 %) of the respondents from IAS, BHU had rural family background followed by urban family background (29.17 %) and semi-urban family background (15 %).

Table-2 Department wise distribution of respondents (N= 220)

Department	Institution/University			Total F(%)
	CSAUAT F(%)	NDUAT F(%)	IAS, BHU F(%)	
Crop physiology	5 (10)	0 (0)	0 (0)	5 (2.27)
GPB	7 (14)	4 (8)	20 (21.67)	31 (14.09)
Plant Pathology (MPP)	5 (10)	4 (8)	9 (7.5)	18 (8.18)
Agronomy	8 (16)	6 (12)	23 (19.17)	37 (16.82)
Soil Conservation & Water Management	06 (12)	0 (0)	0 (0)	6 (2.73)
Agriculture Entomology (EAZ)	4 (8)	2 (4)	4 (3.33)	10 (4.55)
Soil Science & Agricul. Chemistry	4 (8)	0 (0)	13 (10.83)	17 (7.78)
Agricultural Biochemistry	1 (2)	1 (2)	0 (0)	2 (0.91)
Seed science & Technology	3 (6)	6 (12)	0 (0)	9 (4.09)
Agricultural Economics	3 (6)	3 (6)	5 (4.17)	11 (5.00)
Plant Physiology	3 (6)	0 (0)	6 (2.73)	9 (4.09)
Agriculture Extension	1 (2)	5 (10)	13 (10.83)	19 (8.64)
Horticulture	0 (0)	19 (38)	8 (6.67)	27 (12.27)
Animal Husbandry and Dairying	0 (0)	0 (0)	8 (6.67)	8 (3.64)
Farm Engineering	0 (0)	0 (0)	5 (8.33)	5 (2.27)
Food Science & Technology	0 (0)	0 (0)	6 (5.00)	6 (2.73)
Total	50	50	120	220

[Table-2] depicts that majority (16.82%) of the respondents belonged to the Department of Agronomy followed by Department of Genetics and Plant Breeding (14.09%), Department of Horticulture (12.27%), Department of Agricultural Extension (8.64 %), Department of Plant Pathology (8.18 %), Department of Soil Science & Agricultural Chemistry (7.78 %), Department of Agricultural Economics (5.00 %), Department of Agricultural Entomology (4.55 %), Department of Seed Science & Technology (4.09 %), Department of Plant Physiology (4.09 %), Department of Animal Husbandry and Dairying (3.64 %), Department of Food Science & Technology (2.73 %), Department of Soil Conservation & Water Management (2.73 %), Department of Crop Physiology (2.27 %), Department of Farm Engineering (2.27 %) and Agricultural Biochemistry (0.91 %). In CSAUAT, majority (16 %) of the respondents belonged to the Department of Agronomy followed by Department of Genetics and Plant Breeding (14 %), Department of Crop Physiology (16 %), Department of Soil Conservation & Water Management (10%), Department of Plant Pathology (10%), Department of Agricultural Entomology (8 %), Department of Soil Science & Agricultural Chemistry (8 %), Department of Agricultural Economics (6 %), Department of Seed Science & Technology (6%), Department of Plant Physiology (6%), Department of Agricultural

Extension (2 %), In NDUAT, majority (38 %) of the respondents belonged to the Department of Horticulture followed by Department of Seed Science & Technology (12 %), Department of Agronomy (12 %), Department of Agricultural Extension (10 %), Department of Genetics and Plant Breeding (8 %), Department of Plant Pathology (8 %), Department of Agricultural Economics (6 %), Department of Agricultural Entomology (4 %) and Department of Agricultural Biochemistry (2 %), In IAS, BHU, majority (19.17 %) of the respondents belonged to the Department of Agronomy followed by Department of Genetics and Plant Breeding (16.67 %) Department of Agricultural Extension (10.83 %), Department of Soil Science & Agricultural Chemistry (10.83 %), Department of Plant Pathology (7.5%), Department of Agricultural Economics (4.17), Department of Farm Engineering (4.17 %), Department of Horticulture (6.67 %), Department of Animal Husbandry and Dairying (6.67 %), Department of Agricultural Entomology (3.33 %), and Department of Plant Physiology (2.73 %)

Application of research

Useful to study the role in meeting the information and communication needs of institutions

Research Category: Agricultural Education

Abbreviations:

CSAUAT: Chandra Shekhar Azad University of Agriculture and Technology

F: Frequency

GPB: Genetics and Plant Breeding

IAS, BHU: Institute of Agricultural Sciences, Banaras Hindu University

NDUAT: Narendra Dev University of Agriculture and Technology

OGPA: Overall Grade Point Average

Acknowledgement / Funding: Author thankful to Rajiv Gandhi National Fellowship (RGNF), University Grants Commission, New Delhi for financial support. Author are also thankful to Institute of agricultural Sciences, Banaras Hindu University, Varanasi, 221005, Uttar Pradesh.

***Research Guide or Chairperson of research: Prof O. P. Mishra**

University: Banaras Hindu University, Varanasi, 221005, Uttar Pradesh

Research project name or number: PhD Thesis

Author Contributions: All author equally contributed

Author statement: All authors read, reviewed, agree and approved the final manuscript

Conflict of Interest: None declared

Ethical approval: This article does not contain any studies with human participants or animals performed by any of the authors.

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