

**AWARENESS AND USE OF E-PG PATHSHALA BY POST GRADUATE
STUDENTS UNDER SCHOOL OF ECONOMICS MANAGEMENT AND
INFORMATION SCIENCE, MIZORAM UNIVERSITY**

*Submitted in partial fulfillment of the requirement for the Degree of
Master of Philosophy in Library & Information Science,
Mizoram University, Aizawl.*

Submitted by

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CERTIFICATE

This is to certify that the dissertation entitled “**Awareness and Use of e-PG Pathshala by Post Graduate Students under School of Economics Management and Information Science, Mizoram University**” submitted by Samuel Vanlalpeka for the award of Master of Philosophy in Library and Information Science is carried out under my guidance and incorporates the students bona fide research work and this has not been submitted in part or full for award of any degree to this or any other university or institute of learning in any form.

Date : 27 june, 2019

Place: Aizawl

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DECLARATION

I, Samuel Vanlalpeka, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institution.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Library & Information Science.

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Place: Aizawl

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(SAMUEL VANLALPEKA)

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CHAPTER 1
INTRODUCTION

1. INTRODUCTION

The advancement and implications of technology has changed the life of people in different ways because technology is touching every aspect of society. Technological innovations such as, computers, internet etc. and other technological innovations changed the way we process, store, retrieve, disseminate and manipulate data or information which makes it easier, faster for handling information and takes it to the next level and is considered to be a part of Information and Communications Technology (ICT). According to Deepali Pande et al (2016) “The internet has opened new possibilities and now any type of learning content, it may be for school, graduate or masters level, employee training, research activity or any other type of academic offering is called e-learning. The delivery of learning is not restricted only to just plain text or classroom teaching but has crossed boundaries to video, audio, creating virtual class rooms via video conferencing etc. The introduction of technologies has made it possible to convert it from impersonal to highly interactive medium of pedagogy (the art and science of teaching).” The implications of Information Technology (IT) in library and Information Centre’s, has changed the way of processing information, delivery methods and services etc., of library and information Centre’s and has been carried out with the help of computers and other electronic devices which makes the work faster and easier as well as making the services of library and information centres more effective and useful way. After the introduction of internet, it has become an essential medium for exchange of information, in which, sharing of information becomes faster and easier, from place to place where learners can access or acquired the required information from anywhere, at any time where internet services have reached. Rapid technological advances giving rise to new ways of delivering knowledge or information which developed new opportunities for academic institution by giving better delivery services to their students, scholars which would give more effective and optimum utilisation of academic intellectual resources and academic quality. Adoption of educational technologies have changed the process of learning and strategies from conventional learning(traditional) to self-learning process, web-based learning, online learning, e-learning etc. for enhancing teaching and learning. M.Samir Abou El-Seoud (2014) stated that, “e-learning has been introduced as a tool in the learning process in the majority of the international universities worldwide.”

In India, the computerized based learning or e-learning is slowly taking its steps in the modern educational system. The rapid increase usage of internet connectivity has been an important factor for the growth of e-learning. The government of India has undertaken many

steps for the development and for the improvement of educational system in India. It has setup several initiatives and instituted policy for the country where ICT has become an integral part in imparting education. According to <http://meity.gov.in/content/e-learning>, “The Ministry of Information Technology has been financially supporting R&D projects in the area of e-learning at various academic educational institutes, R&D Labs etc. It also has been providing grants in aid for R&D projects in the area of content development, R&D Technology development projects, Human Resource Development projects & Faculty Training to improve literacy through distance education using information and Communication Technology (ICT) Tools”. As there are many socio-economic, cultural, time and geographical barriers for pursuing education for the people. There is the need of implementing different new programmes and project like, National Mission on Education through ICT (NME-ICT), National Programme on Technology Enhanced Learning (NPTEL), SAKSHAT, CBSE Open Schooling, National e-Library, GyanKosh, Flexi-Learn, e-PG Pathshala etc. in which every learners can acquire their need of information, and can be accessible through Web portals without any cost. These web-portals provide rich study materials in textual or audio-visual format in different disciplines and can be accessed anywhere at any time by the learners. As technological revolution which has taken in the modern world brings unique advantages to the learners, by bridging the gap between learners and education, because people living in smaller towns, cities or isolated areas can get access to the best possible learning resource at affordable price and provide personal attention to all the students by the instructor/teachers with the help of computer and other electronic devices. The National Mission on Education through Information Communication Technology (NME-ICT) seeks to bridge the digital divide with the use of computer devices for teaching and learning among urban and rural learners and teacher in higher education and empower those who have remained untouched by the digital revolution. All these barriers can be potentially solved through innovative use of technology. Therefore, the Government of India has taken several steps for academic institutions for promoting e-learning with the help of technology so that education can be available for all.

2. e-LEARNING

e-Learning can be simply understood as learning which are carried out using different types of Information Communication Technology (ICT) application for educational purpose. It means that all the educational e-resources or e-content like lectures, audio/video, notes,

which includes, all other study materials etc. were delivered to students through technological innovations in digital format where computers and other electronic devices are needed for accessing these e-resources. This is due to the rapid advances in Information Technology(IT) Online education has changed the education system in the present day society. Use of Information Communication Technology (ICT) application has great impact in society where computers and other technological has been used for processing, sharing, manipulating etc. of information or data by academic, industry and other organizations and had been given a lot of importance. Therefore, it is important and need to cope with the changing education system through the use of technological innovation. In order to take out the best and effective learning strategies that could be fit in the present education system. Therefore, Information Technology (IT) also has impact on the education sector, in which imparting education to learners with the help of computers has become much more interesting and become easier than before. In recent days, computers and others technological innovations plays a vital role in every spheres of life. It goes beyond the classrooms and reached far and wide, where which has made the dream of distance learning become reality.

According to Jaitin V Dhanani (2015), “e-Learning is defined as the usage of internet technologies to enrich knowledge and performance and involves distant learning and computer assisted instruction especially to learners who are at remote locations from the central teaching site”.

e-Learning or electronic learning is one kind of non-conventional learning, and is a computer-enhanced learning where learners and instructor communicate electronically. Learning and teaching can be done without face to face interaction between learners and instructors from different locations, but connected through electronic devices. It is a learning system where learners can access e-resources or e-content through web portals. It has gained its popularity in recent days and has been widely used effectively in different universities and different academic institutions. It is a learning system where students/learners do not need to attend and sits in a regular class, to have face to face interaction with the instructor (teachers). It is contrasted to conventional learning (class-room learning). It is possible to create personalized web environment/community for discussion forums with groups or class etc. which gives more flexibility, interesting students or learners to their study. Computer and other online technologies are used to access, acquire, and disseminate educational resources or lectures by students/learners from instructor/teachers from anywhere at any time in which,

part time students can also participate. Students or a learner on different courses/fields can access and acquire the e-content developed by experts in support to their study. It involves the ability to share materials in all kinds of format such as audio, videos, text, communicating with professors via chat, message as well as live online classes etc. It is a self-directed learning method carried out with the help of internet. According to Pallavi, Abishek Kumar & Thakur, Archana (2013), “The content prepared for e-learning aims at delivering a course in an interesting manner with the help of all possible media support such as text, animations, simulation, graphics etc”. Deepali Pande, V.M. Wadhai & V.M. Thakare, (2016) define e-learning as, “acquisition of knowledge and skill using electronic technologies such as computer and Internet based courseware and local and wide area networks”.

Organization for Economic Corporation and Development (OECD) (2005) define e-learning as, “the use of Information and Communication Technology (ICT) to enhance/support learning in tertiary education. While keeping a presiding interest in more advance applications, e-learning refers to both wholly online provision and campus-based or other distance education provision supplemented with ICT in some way”.

3. e-RESOURCES

Electronic Resources or e-resources have become more and more important in the present day. We are living in the world of digital era where technological innovations become the integral part in the society. The traditional forms like print media are slowly replaced by the electronic forms. This is because the use of modern technologies in our work for processing, disseminating, manipulating etc. data has become more and more popular. Therefore, data or information's are need converted into digital form. So, that it can be access and share through with the help of computer and other electronic devices. In simple word, e-resources simple means that resources like information or data that are in digital form which needs electronic devices for accessing.

According to www.lisbdnet.com/library-collections-materials, an electronic resource or e-resources is, “Material (data and/or program(s) encoded for manipulation by a computerized device. This material may require the use of a peripheral directly connected to a computerized device (e.g., CD-ROM drive) or a connection to a computer network (e.g., the internet). An electronic resource is defined as resources which requires computer or other

electronic devices for accessing, which refers a collection of data. It includes full text e-databases, e-journals, e-books, e-theses image collections, other multimedia products like videos/audios etc.

4. INFLIBNET AS LEARNING RESOURCE

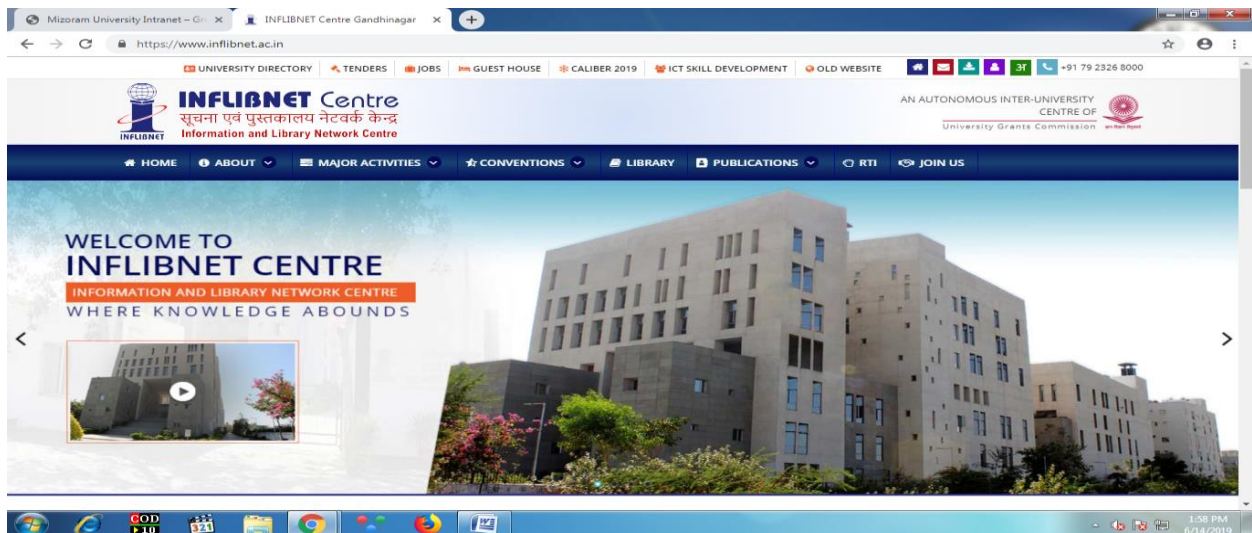
Information and Library Network (INFLIBNET) centre is an Inter-University Centre (IUC) of the University Grants Commission (UGC) in India, fully financed autonomous body of the UGC. INFLIBNET Centre was established by UGC under the Ministry of Human Resource Development (MHRD) for the development of higher education in the country. At first, it was established as a project of Inter-University for Astronomy and Astrophysics (IUCAA) in 1991 and became independent Inter-University Centre in 1996. INFLIBNET focuses on modernizing and promoting infrastructure, for connecting different university libraries through high speed data for sharing of information resources among academics or research institutions. It is located in Gandhinagar, Gujarat. “The Chairman of UGC setup a committee in April 1988 to study the problems emerging due to the accelerating prices of information, services, sources, products, shrinking budgets of the libraries and scarcity of space and also to suggest measures to establish a system to share the available resources in the country towards the optimum utilization.”
(<https://www.egyankosh.ac.in/bitstream/123456789/11306/1/Unit-13.pdf>)

INFLIBNET supported various universities for automation of libraries with software and training during earlier plan periods. “The University Grants Commission (UGC), on recommendation of the INFLIBNET Centre, has supported 142 universities during IX Plan Period and 24 universities during XI/XII Plan Period for automation of their libraries with software and training support from the INFLIBNET Centre. Specialized training programmes were organized on topics related to library automation, standard bibliographic format, tools, techniques and retro-conversion”.
(Inflibnet@glance<https://inflibnet.ac.in/downloads/brochure/inflibnet@glance.pdf>).

Under the initiatives of INFLIBNET many universities, colleges and institutions were connected to share their information resources which makes library user comfortable in locating their needs. “The INFLIBNET aims at linking all universities, colleges, Research & Development (R&D) laboratories, institutes of national importance etc., in the country

through libraries network. The objectives are to make all the available bibliographic and non-bibliographic information resources in the country accessible and usable to any user from any place in the country. It is a co-operative venture where all its participants join hands to derive mutual benefit of resource sharing.” (<https://www.egyankosh.ac.in/bitstream/123456789/11306/1/Unit-13.pdf>)

According to (Inflibnet@glance), “The technology being the driving force in the contemporary education system, the UGC has taken up major initiatives for the benefit of academic community in universities under its purview. Their initiatives include shodhganga, shodhgangotri, OJAS@INFLIBNET, Open Source Software R&D, Infoportal etc. e-PG Pathshala is one of the initiatives project under INFLIBNET.”



*Fig.1: Screenshot of INFLIBNET Web page
(Source: <https://www.inflibnet.ac.in/>)*

4.1 Aims and Objectives of INFLIBNET

As mentioned earlier that INFLIBNET focus on promoting infrastructure for connecting library through high speed data for data sharing. “The objectives of the Centre, as per the Memorandum of Association (MOA), are as follows:

- To promote and establish communication facilities to improve capability in information transfer and access that provide support to scholarship, learning, research and academic pursuits through cooperation and involvement of concerned agencies.
- To establish information and library network- a computer communication network for linking libraries and information centres in universities, deemed to be universities,

colleges, UGC Information Centres, Institutions of national importance and R&D institutions, etc. avoiding duplications of efforts;

- To facilitate academic communications among scientists, engineers, social scientist, academicians, faculty, researchers and students through e-mail, file transfer, computer/audio/video conferencing, etc;
- To undertake system design and studies in the field of communications, computer networking, information handling and data management;
- To establish appropriate control and monitoring system for communication network and organize maintenance;
- To collaborate with institutions, libraries, information centres and other organizations in India and abroad in the field relevant to the objectives of the Centre;
- To promote R&D and develop necessary facilities to create technical positions for realizing the objectives of the Centre;
- To generate revenue by providing consultancies and information services; and
- To do all other such things as may be necessary, incidental or conducive to the attainment of all or any of the above mentioned objectives.”
(Inflibnet@glance<https://inflibnet.ac.in/downloads/brochure/inflibnet@glance.pdf>).

4.2 Major Activities of INFLIBNET

“INFLIBNET is called a gateway to India’s academic and research community is working towards modernising university libraries in India and also interlinking the libraries as well as information centres with the state of art technologies for the maximum utilisation of information resources. One of the major objectives of INFLIBNET is to promote communication among academics and researchers in India. To fulfil the objectives that INFLIBNET has carried out certain activities. Some of the major activities are as follows:

- **Software Development:** INFLIBNET has developed SOUL (Software for University Libraries) software to facilitate automation of housekeeping operations of participating libraries. They have developed some utility software, which can be accessed by university on request.
- **Networking of University Libraries:** University libraries which are receiving funds under this programme can subscribe to networks like: ERNET, VSNL, NICNET and other ISP. IT has plan to setup WLAN named UGCNET.

- **Development of Database:** It has developed Union Database of Books, Theses, Serial Holdings, current Serials, Experts, Research Projects, secondary serials/CD ROM's and DDC serial.
- **Automation of Libraries:** It provides support to university libraries for automation and for the purpose of enhancing resource sharing through network. In 1999-2000 142 university libraries had been given grants for automation.
- **Human Resource Development (HRD) Training:** For proper implementation of INFLIBNET programmes the skill of the university library staff are to be enhanced. One month training programme is meant for operational library staff. It also conducts conferences and workshops on the themes related to library automation.”
(<https://www.egyankosh.ac.in/bitstream/123456789/11306/1/Unit-13.pdf>)

5. DEFINING e-PG PATHSHALA

The e-PG Pathshala is an educational portal available for an open access. Aditi and Priya (2018), “With the mission and vision of making India the developed nation, the former Prime Minister Dr.Manmohan Singh had initiated India’s Education Plan, as on December 2007 in the eleventh meeting of National Development Council (NDC). The aim is to achieve rapid growth of Indian society.”

In order to meet this requirement, EDUSAT also known as GSAT-3 is a communication satellite which was launched by Indian Space Research Organisation (ISRO) under the government of India. It is the first Indian ‘Educational Satellite’ built exclusively to serve the educational sector, providing satellite based two way communications to classroom for delivering educational material. It mainly focuses and tries to meet the demand for the people of India living in remote and rural locations by providing satellite based distance education. The government of India has taken many steps for ICT based e-Learning like e-Gyankosh (IGNOU free study materials), Sakshat (one stop education portal), NPTEL (study platform initiative by IITians), e-Pathshala (initiated by INFLIBNET) and e-PG Pathshala (initiated by INFLIBNET) etc. e-PG Pathshala is an online portal maintain by INFLIBNET

focuses among the learners of Post Graduates level. The main objectives are to meet and provide course content based on the curriculum required for every postgraduate's learner (NME-ICT). All the resources were developed by selected experts from different institutions and universities. According to Aditi and Priya (2018), "These experts are the brain for developing courseware plus constructing the interactive sessions of e-content between website and students. The digital Library portal of e-PG Pathshala ensures to meet the best standards in each seventy disciplines."

6. MIZORAM UNIVERSITY

The Mizoram University is the one and only university in the state of Mizoram. According to The Mizoram Accord, "Peace Accord was signed by the Mizo National Front (MNF) and the Government of the India in June 20th 1986. It creates a turning point for the development in the history of Mizoram by opening up Statehood as well as, setting up of separate University in the state of Mizoram has been listed in the Mizoram Peace Accord 1986. Signing of this important Peace Accord brought a new dawn to Mizoram". Mizoram became a state in 1987; separate university was not yet came into reality. It was then, official y established on 2nd July, 2001 by the Mizoram University Act (2000) of the Parliament of India. It is a Central University under the University Grants Commission (UGC), Government of India. The North Eastern Hill University (NEHU) Shillong runs its campus in Aizawl, Mizoram for over two decades, since 1978. MZU incorporates all the facilities of the existing, Mizoram Campus of NEHU and also extends its jurisdiction to the whole of Mizoram. Mizoram University (MZU) has changed radically after it has been move and functioning as full fledge university. It has its own main Administration and Academic Departments, Central Library, Computer Centre, Medical clinic etc., and is located at its permanent University campus in Tanhril. After it came into being force, the Mizoram University had inherited seven (7) academic departments from North Eastern Hill University (NEHU), Aizawl campus. In today, a total of eight (8) Schools and 33 Academic Departments have been established in Mizoram University. "The President of India is the official Visitor, and the Governor of Mizoram act as the Chief Rector as per Mizoram University (Amendment Bill), 2007."<https://www.bareactsonline.com/pdfs/833RS.pdf>. It was looked after by the Vice-Chancellor, Pro-vice- Chancellor, Deans of Schools, Registrar, Librarian etc.

According to The Mizoram University Act, 2000 for the establishment of the University.

- There shall be established a university by the name of “Mizoram University”.
- The headquarters of the University shall be at Aizawl.
- The first Vice-Chancellor and the first members of the court, the Executive Council, the Administrative Council and all persons who may hereafter such officers or members, so long as they continue to hold such office or membership, are hereby constituted a body corporate by the name of “Mizoram University”.
- The University shall have perpetual succession and a common seat shall sue and be sued by the said name. (<https://www.bareactsonline.com/pdfs/833RS.pdf>)

The Schools under Mizoram University incorporate all the facilities on the existing Mizoram Campus of NEHU. The Jurisdiction of the Mizoram University therefore extends to the whole of Mizoram. Initially, it has mentioned earlier that the Mizoram University had inherited seven (7) academic departments from NEHU, but after it functioned as full fledged University, it has been growing more larger and larger by opening up different academic department, till today it has a total of eight (8) Schools which include 33 different academic departments in Mizoram University. There are eight (8) schools and thirty three (33) departments in Mizoram University are shown below in table 1.

Table 1: Schools and Academic Departments under SEMIS, MZU.

<i>SCHOOLS</i>	<i>DEPARTMENTS</i>
School of Earth Sciences and Natural Resources Management (SES&NRM)	Environmental Sciences, Extension education & Rural Development (EE&RD), Forestry, Geography & Resource management, Geology, Horticulture, Aromatic & Medicinal Plants.
School of Economics, Management and Information Science (SEMIS)	Commerce, Economics, Library and Information Science, Management, Mass Communication.
School of Education and Humanities	Education, English, Hindi, Mizo
School of Engineering and Technology	Civil engineering, Computer Engineering, Electrical Engineering Electronics & Communication Engineering, Information Technology
School of Fine Arts, Architecture & Fashion Technology (SFAA&FT)	Planning and Architecture
School of Life Sciences	Bio-Technology, Botany, Zoology
School of Physical Sciences	Physics, Mathematics & Computer Science, Chemistry
School of Social Sciences	History and Ethnography, Political Science, Public Administration, Psychology, Social work, Sociology

Source: MZU Annual report 2016-17

6.1 Schools of Economics Management and Information Science (SEMIS)

The School has five academic departments namely Economics, Commerce, Management, Library & Information Science and Mass Communication. The departments have been offering Ph.D. and M.Phil programme, in addition to Post Graduate (PG) programmes. Till today, it has been functioned effective under the supervision of Dean and Head of Department (HOD) in different five academic departments under SEMIS. *(Discussed, in detail at Chapter 3).*

Table 2: Total number of PG students under SEMIS

<i>Name of Departments</i>	<i>PG Students 1st Sem.</i>	<i>PG Students 3rd Sem.</i>	<i>Total.</i>
Commerce	23	21	44
Economics	52	47	99
Management	13	12	25
Library & Information Science	24	20	44
Mass Communication	16	19	35
Total.	128	119	247

Source: *MZU Annual report 2016-17.*

7. SIGNIFICANCE OF THE STUDY

The revolutionary change in the advancement of Information and Communication Technology (ICT) scenario has given rise to a number of options to handle varied learning resources by the user communities. The electronic resources include e- books, e- journals, e- theses, e- newspapers, e-databases, e- examination papers, ETDs, etc. Electronic information environment not only enhances the speed and quality of service, but also the number of users served, the quantum and exhaustiveness of information provided. This had led to the improvement both in quality and magnitude of services provided by the libraries using a variety of e-resources.

The importance of the study relates to the understanding of the usage and awareness of e-PG Pathshala (e-resources) by post graduates (PG) students in School of Social Sciences and School of Economics Management and Information Science in Mizoram University. It attempts to investigate and identify the benefits of using e-PG Pathshalaprogramme and services as well as the attitude towards the users and problems associated with the use of e-resources by School of Economics Management Library and Information Science (SEMIS), Mizoram University (MZU).

8. REVIEW OF LITERATURE

Literature review is one of the important because, through which it give a theoretical base for research. Analysing scholarly articles helps to find and determine the nature of research. After doing the literature review, it has been identified that there was no study conducted on the topic in regard to, “Awareness and Use of e-PG Pathshala by Post Graduate students Under, School of Economics, Management and Information Science, Mizoram University”. So, this study mainly focuses on the use and awareness of e-PG Pathshala, by Mizoram University students under SEMIS. The literature or scientific articles which were review on this paper were listed under.

8.1 On E-Learning literature

Torbjorn and Jenny (2012) have stated that due to the implications of Information Communication Technology (ICT) in modern educational system, the use of e-learning is high in developing countries. Teachers and learners/students benefit the use of e-learning in higher educations through different teaching methods and learned in their own preferred way. In developing countries e-learning have a huge impact on people’s lives, because it eradicates the geographical boundaries that demarcates people from accessing Schools, Colleges, Universities and other higher educational institutions and brings more people to access education through e-learning.

Sumit (2012) stated the significance and importance of e-learning in modern education. It is mentioned that e-learning will replace the old and tradition form of classrooms based teaching. In recent days e-learning is still in the early stage and have many certain issues that need to be clarified and investigated. But, it is still experiment and demonstrated that e-learning can be, as effective as conventional classroom learning under certain situations. It has become popular in these days, because many colleges, universities and other educational institution are offering degree and diploma programs through e-learning mode.

Yacob, et al. (2012) have mentioned the strategy and implementation of e-learning and discuss that adoption of e-learning will be the best way for students to become aware of using new technology in supporting of their studies and willing to study in various concepts. It has also been stated that, the implication and used of new technology in learning system,

will make the students/learners interested in searching information through different sources with the help of using ICT application and upgrading their knowledge.

Vidullatha (2013) has stated that the e-Learning or electronic learning will be much useful for distance education and correspondence courses. The interactivity is one-way process of transmission of content where the learners become isolated and has a lot of independence. e-learning is a tool, which brings impact education. It focuses on education that developed of critical thinking and self-directed learning abilities of the students that can serve the learners a life time. The desired outcome of education must prepare students to be continuous learners and people who cannot attend regular class must get education through e-learning.

Marina, et-al. (2015) has mentioned that the use of e-Learning has become an important part of higher education. It expands the method of teaching, assisting students in their learning, developed learners' skills, motivation and knowledge, prepares students for being productive in their workplace of today's society.

Valentina & Nelly (2014) has mentioned that e-learning involves the use of modern information technology for teaching and learning and make use of these technological tools for enabling learners study anytime at any place. It also involves training, delivery of knowledge and interaction with each other as well as exchange of information, thoughts and ideas etc. It eases communication and improves the relationships that sustain learning. The role of e-learning has a huge impact in teaching and learning. The adoption of e-learning in academic institutions/universities has increased learners as well as faculty in accessing information with the help of computers and other electronic devices and provides a good environment to collaborate for students as well as teachers which improved the academic standards. Therefore it is also suggested, the need for implementation of e-learning in higher education for students as well as faculty. So, it can be enjoyed and benefit for them.

El-Seoud, et al (2014) stated that the important factor for learners success in e-learning process rely on self-motivation. The use of information and communication technologies with the learning process depends on the personal motivation. In order to maximize the ICT potential for students to enable learning process is that students are needed to be supported with the digital enhanced learning.

Swati & Anshuja. (2016) Has mentioned that the increased use of computers, internet, mobile phones, i-Pad and other technological innovations has changed the aspect of life in modern world. New innovations and discoveries have brought out the educational system and emerged the concept of e-learning. It is observed that e-learning is an effective tool for the development of India education sector. e-Learning is learning method, in which learners/students utilizing modern technologies for accessing educational curriculum beyond traditional classroom teaching. E-learning interventions in the rural areas will undoubtedly pave way towards sustainable growth.

Parchure (2016) has stated that e-Learning is a part of new methods of learning system that characterises the modern educational system. e-learning has become an important part of today society, comprising digitization approaches, components and delivery methods. The distance education system through e-learning uses a blend of both technologies and learning modalities like face-to-face and has become popular in the modern society. The introduction of internet has made the great changes in education which have created a good environment for e-learning to grow. The adoption of e-learning in higher education has become instant, online and self-driven. Educating the younger generation with effective and efficient education methodologies helps in sustaining a better future.

Abubakar, et-al. (2017) Educational Institutes have to adopt and promote the use of e-learning platforms at various levels, ranges from communication, examination and even human resource management. Government and Education regulatory bodies should enforce the implications of e-learning. ICT application for delivering study materials in institutions should be use whenever possible for promoting the technology based learning systems to the students or learners.

Krishna & Verma (2017) have mention in their study that e-learning is the best way of maintaining the learning process compared to traditional learning, and e-PG Pathshala is an open courseware for PG students need to be promote and make them aware of the usefulness and benefits of accessing study material online. e-Learning is a quick and effective way of learning which gives faster dissemination of information, flexible and lower costs when compared to traditional modes of learning which allows students to sit and learn in their own

comfort zone from any place with the help of internet. Thus, it should be given importance in higher education institutions and organization.

Maliwala (2017) stated that SWAYAM is a web portal where Massive Open Online Courses (MOOC) is available on different subjects. It is an Indian electronic/e-education platform which offers different courses from high school stage to Post Graduate stage providing with an interactive platform among students and teachers. SWAYAM is built and expected to be operationalized with a capacity of hosting nearly 2,000 courses. Students from different background including backward rural areas can easily access teaching from the best institutes in the country electronically through, e-learning or e-education platform. Therefore the use of e-learning raised the overall standards of higher education in the country.

Nwana, Egbe and Ugwuda (2017) have stated that the majority of post graduate and undergraduate students in National Open University of Nigeria are aware of e-learning materials in terms of usage. The National Open University of Nigeria (NOUN) runs distance education programme which involves students from various different geographical locations that are separated in time and space from the teacher. Many of the students are shift workers who cannot attend the regular class teaching and some people who dropped out education want to enter school for completion of their educational programme.

Paul, et-al. (2017) stated that e-learning is seen as a potent option for mass education globally. Institutions try to meet the 21st century education demands. The implications of IT and Internet have presented a complex web of challenges and opportunities for education. In order to provide the education demands, effective use and integration of ICT into the teaching and learning process has benefitted the students in order to meet the educational demands.

Gayan & Das (2017) suggested that the department of Tripura university should provide e-learning courses and the faculty should be enrolled to any e-learning course in order to understand the concept and must get training. It is important to provide learners with an authentic learning task in order to overcome the technical obstacle. e-Learning system acts as a bridge mechanism in which students benefit from e-learning and is seen to be a good way of learning.

8.2 On E-Resources literature

Rupak and Sukhwinder (2005) have stated that Digital divide made a gap in opportunities experienced by those learners who have a limited accessibility to technology especially to internet. This digital divide can be bridge by providing students or learners access to scholarly e-resources to the learners of developed and under developing countries.

Karina and Hudson (2011) have mentioned that e-resources and e-learning are increasingly becoming more and more important to all levels of education. It has importance in particular to learning and teaching and introducing new resource and new utilization of an existing resource.

Kunwar and Akhilesh (2017) analysed the overall satisfaction on e-resources and finds that the students and researchers are highly satisfied with the e-resources. University is the core of Higher Education, and transmit knowledge through intellectual means. Libraries are move from traditional resources to more dynamic and flexible in providing services to the students and researchers. The dependency of students and researchers on e-resources is increasing and they preferred more and more, on the e-resources in supporting their studies. The e-resources in virtual world signify a large amount of investment of manpower's, effort, money and wisdom.

Dayakar (2018) has stated that e-resources have an important role to play in supporting higher education and help in achieving the educational objectives. Use of e-resources has become more and more important in the 21st century due to the implications of ICT in education sector. The introduction of internet plays crucial role, researchers and academicians have recognized the capabilities of the information and Communication Technologies as efficient means to share information and to get around barriers of transfer/disseminate knowledge to learners through technological applications.

Aditi and Priya (2018) stated that the fastest learning trend in todays is of e-learning, also named as digital learning. Before the advent of libraries digitization, users had paid learning systems and Services. The online learning was once an asset of high-class people. However, with the initiative of e-learning programs by NMEICT, MHRD, now studies have become to all financial class learners providing free education with apt and most relevant

contents related to topics. It is a dedicated portal available in open access. It has the best class of subject experts available to develop and help the students.

Ravi (2019) stated that, the primary sources of information such as journals, proceedings, standards, patents, etc., are very important for the academic library. They disseminate current and nascent information to end user. Due to changes of publication sector, these resources are available in digital or electronic version. Nowadays, e-resources are considered to be the mines of information in the academic library. Under the UGC, INFLIBNET is connecting University and academic libraries with a strong network for scholarly communication among the academicians and researchers in the country of India. In a network environment e-resources are the most preferred resources for the teaching and research work because it saves time and money in acquiring the need of information

8.3 On ICT literature

Sunil (2012) Knowledge centre are the repositories of the intellect databases of ages, which stored number of recorded information, which can be used for use of present and future generations. We are aware of information explosion that has revolutionised the globe in the last four decades. But, due to the advent of Internet, particularly the World Wide Web (WWW) has changed dramatically on acquisition of information, information retrieval, storage, dissemination and processes of information knowledge. Adoption of information technology in learning sector is a boon to the learners. Further, the WWW is the important versatile platform for the delivery of the needed information.

Rajeshwar (2013) has stated that library and other information centres use ICT for better services and providing diverse needs of the users. It has been transformed libraries into digital or virtual libraries. Use of technological applications helps in increasing dissemination of Information. Where, e-resources can be easily accessible from remote or isolated places and location by students/learners, researchers as well as faculty from college, universities and other academic institutions. The INFLIBNET Centres under UGC has initiated different projects with the application of computers and other technological applications for acquiring the needs of information by learners in support to their studies.

Tuan (2015) has mentioned in his paper that online learning has made possible due to the advent of internet. In the present society many researchers and learners become more

interested in online learning in order to enhance and improve learning outcomes while combating the reduction in resources, particularly in higher education. It is imperative that researchers and educators consider the effectiveness of online learning compared to traditional face-to-face, class-room learning.

Dhanani (2015) has mentioned that online discussion tool with the help of internet for educational purpose provides a good environment for learners in learning and among the faculty members. In his study, it shows that the awareness of online learning tools such as MOOC and educational video series are very less among faculty members. Therefore it is important to introduce and aware the use of ICT based learning for learners and researchers to support their studies. However, once they become aware, they tend to make use of these resources for self-directed learning.

Nisha (2018) has stated that in modern era Communication Technologies are becoming part of our education. Use of ICT is the medium of teaching and learning in the 21st century and put more interest to students in the use of technology-based teaching and learning and open a new avenue like e-Learning, self-learning. National Knowledge commission has strongly emphasized the establishment of open courseware repositories at national level for qualitative dissemination of courseware. Among all the prominent initiative taken up, e-PG Pathshala is one of the best e-learning portals in India.

9. RESEARCH GAP:

On the analysis above literature review, it has been observed that sufficient numbers of research have been conducted on uses and awareness IR aspects of journal articles and e-resources. E-PG Pathshala is one kind of the content material developed by the Government of India which provides e-resources designed for the PG students which is not taken up for study by any of the researchers. Therefore, there is research gap for the study of e-PG Pathshala and hence this study is to fill the gap for use and awareness of e-PG Pathshala by the students of Mizoram University.

10. RESEARCH DESIGN

10.1 Statement of the Problem

The government of India is taking various steps to have quality education in general and particularly in Higher Education System. To cope with the tremendous development of technology, it is indebted to utilize the functions of technology in educational system. As such e-learning resources were developed for various programs and e-PG Pathshala is one of them, purely designed for the PG students. e-PG Pathshala is one of the National Mission on Education through ICT(NME-ICT) project under MHRD for providing quality educational content to students/learners in India through Sakshat portal. According to the mission, “The helpline/portal shall take care of all the needs of the entire learning community including the students enrolled in various educational institutions and lifelong learners by extensively utilizing e-learning concepts and the ICT based methodology.” (<http://epgp.inflibnet.ac.in/pdf/Missiondocument.pdf>)

Mizoram University is one of the Central Universities conducting various academic programmes to give quality education to the students. The government of India has implemented many programmes and project, e-PG Pathshala is one of the projects which may be very useful for the PG students of Mizoram University for providing assistance/support for enhancing their learning process. The self-learning system has benefited its users for their studies by providing study materials beyond class-room learning. Therefore, it is very important to carry out a critical study on the awareness and uses of e-PG Pathshala by students of SEMIS, Mizoram University in order to find out how it affects the students by this project and hence selected this topic for my MPhil research work.

10.2 Scope of Study

The scope of study is confined to investigate the awareness and uses of e-PG Pathshala by the present PG students under the School of Economics, Management and Information Science (SEMIS) of Mizoram University. There are five academic departments under this school, viz. Economic, Management, Commerce, Journalism and Mass Communication and Library and Information Science which are covered under the study.

10.3 Objectives of the Study

The objectives of the study are as follows:

- To explore the students awareness of e-PG Pathshala.

- To examine the purpose of accessing e-PG Pathshala by the users.
- To know the satisfaction level of user in using e-PG Pathshala.
- To find out willingness and perception of students in using e-PG Pathshala.

10.4 Research Methodology

This is a kind of survey method to study the users of e-PG Pathshala, an e-content study material developed by INFLIBNET Centre for PG students in various disciplines. The study will be carried out in the following manner:

- Sample size:** As per the MZU Annual Report 2016-2017, there are 247 PG students under SEMIS. The sample size of the study is selected from each department representing 50% from the total population. Therefore, the sample sizes are 124 PG students. The selection of the sample size is done through simple sampling method.
- Collection of data:** Data for the study is collected through primary and secondary sources. Primary data is collected from the selected sample representing each of the department by means of structured questionnaire. Secondary sources are collected from books, journals, e-resources etc.
- Data Analysis:** Data is presented in the form of tables for interpretation and is analysed with the help of relevant statistical tool to draw inferences of the study.

11. CHAPTERISATION

This study is divided into five chapters. Chapter 1 is Introduction. This chapter introduces various related issues of the study, like e-Learning, e-Resource, InFLIBNET and its activities, e-PG Pathshala and Mizoram University. It also contains review of related literature to draw research gap; significance and scope of study; objectives and methodology of study. Chapter 2 is e-PG Pathshala: Concepts. This chapter discusses various issues of e-PG Pathshala as study material provided by INFLIBNET Centre on different subjects. Chapter 3 is MZU School of Economics, management and Information Science which introduces and discusses functioning and activities of different academic departments under SEMIS. Chapter 4 is Data Analysis and Findings. This chapter illustrates the profile of

research work with tables and graphs analyzing different data collected through primary and secondary sources and interpreted to draw references. Chapter 5 is Conclusion and Suggestions. This chapter spells the conclusion of the research work as well as suggestions drawn from the study. Apart from these five chapters, the dissertation also has relevant appendices and bibliography for discussion to draw references in this research.

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CHAPTER 2
e-PG PATHSHALA: CONCEPTS

1. INTRODUCTION

Education is one of the major issues in the world. The expenses of the government for education are in huge amount of money but, its move forward extending it towards traditional classroom teaching to computer-based learning where all the activities and services are carried out through computers and other electronic devices. The government of India has initiated educational policy and programmes for the establishment of electronic learning or e-learning. There is rapid advancement of growth and development in different fields, such as advancement of electronic in general and communication technology in particular. Therefore, electronic device plays an important role in education sector and various organizations and societies. They developed certain software or devices for educational activities for the purposes extending the scope of education. To meet certain issues in education, e-PG Pathshala has come into existence under the aegis of INFLIBNET initiatives.

2. EMERGENCES OF e-PG PATHSHALA

The rapid and increased growth of the e-content and development using web technology has increased usage of technology in education which has given opportunities to educators to extend the scope of learning, teaching and in regard to providing study materials to learners all over the world. There is automatically growing tendency towards learning through self-directed educational resources in various fields/disciplines. Self-directed learning is the process of learning without face to face interaction between learners and teachers. Open Course Ware (OCW) has been adopted by different institutions worldwide in order to provide learning resources to students/learners. It is a free and available open publication of high quality educational materials and is used for self-learning and self-improvement for those who want to learn and become productive members in the society. According to Li Yuan, Sheila Mac Neil and Wilbert Kraan (2008), “The concept of Openness is based on the idea that knowledge should be disseminated and shared freely through the internet for the benefit for the society as a whole”. The Ministry of Human Resource and Development (MHRD), is responsible for National Mission on Education through ICT (NME-ICT) and allocated funds to the University Grants Commission (UGC) for the development of e-content for post graduate level. According to (<http://epgp.inflibnet.ac.in>), “The content and its quality of e-PG Pathshala is the key component of education system, and is proposed to create high quality, curriculum-based interactive content in different subjects

in different disciplines” and named as e-PG Pathshala and is available in open access hosted by INFLIBNET servers and are available through Sakshat Portal.

According to Manzoor Ahmad Hajam (2016) “Open Course Ware (OCW) is repositories for learning and study the materials in digital form, available on web which is open for everyone i.e. Open Access. OCW is created and dedicated for the development of freely available online course ware teaching material based on the best and current research. OCW are e-resources that include reading lists, lecture notes, course assignments, study materials, syllabi, test, samples, and simulations. It is one of the latest initiatives in the development of content learning. The impact of OCW initiatives has led many international and national Universities/Institutions to join the movement, creating their own projects in collaboration with OCW Massachusetts Institute of Technology (MIT). Now a day’s many academic institutions are producing enormous information and digital resources in the form of Open Course Ware.”

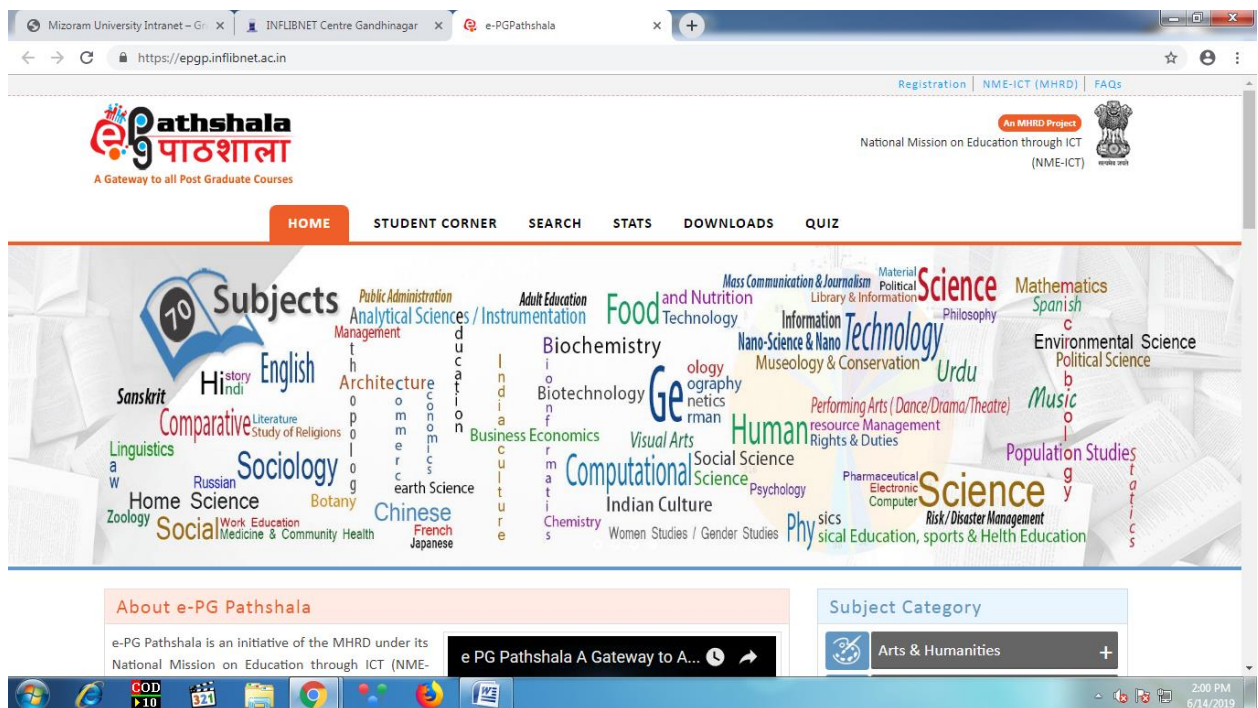


Fig.2: Screenshot of e-PG Pathshala Web page
(Source: <https://epgp.inflibnet.ac.in/>)

2.1 CONCEPT of e-PG PATHSHALA

e-PG Pathshala is an e-learning platform maintained by Inflibnet Centre and MHRD under NME-ICT. It acts as gateways for all courses at Post Graduate (PG) level with an aim to benefit learning beyond syllabus. An e-PG Pathshala Project has been launched by the UGC to standardize textbook material for Post-Graduate courses in different disciplines. Krishna Brahma and Manoj Kumar Verma (2017) have mentioned that, “e-PG Pathshala was launched on 3rd February, 2009 by MHRD to address all education and learning related to the needs of the students, teachers and lifelong learners. It assigned work to the UGC to develop high quality, curriculum-based interactive e-content developed by experts for PG level courses running in Indian universities. It is an important tool for delivery, interaction and facilitation of both teaching and learning processes”. The e-content contributors were the eminent faculty in different disciplines. “The e-content developed by experts can be used as an Open Educational Resource (OER)”. (<http://healthyindiachronicle.in/leveraging-ict-access-quality-higher-education-india-ugcs-journey-epg-pathshala-moocs-swayam>)

According to <http://ugcmoocs.inflibnet.ac.in/faqs.php>, “e-PGPathshala is one portal under which high quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistic and languages is being developed. Ministry of Human Resource and Development (MHRD), under its National Mission on Education through ICT (NME-ICT), has assigned work to the UGC for development of e-content in 68 subjects at postgraduate level. The content and its quality is the key component of education system”. The students and teachers can use these e-content as an Open Educational Resources (OER) in contrast to the Conventional classroom teaching. It provides assistance in regard to the study materials in electronic form and students can learn through watching video lecture, audio tape etc. at home and classroom are used for critical discussions and problem solving and assignments with the help of the teachers and peers. According to <https://epgp.inflibnet.ac.in>, “It aimed at benefitting lifelong learners, students, teachers, researchers in using multimedia content on anytime at anywhere in order to acquire knowledge and skills. There are about more than 19000 e-text, 18000 videos, 30000 Quiz, 3200 Experts and 70 Subject and 723 papers”.

The National Mission on Education through Information and communication Technology (NME-ICT) is envisaged as a centrally sponsored scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all learners in Higher

Education Institution at any time anywhere mode. Its motto being “to provide connectivity up to the last mile”, the NME-ICT aims to extend computer infrastructure and connectivity to over 400 universities 22000 colleges existing at present and each of the departments of over existing, through High-Speed data.

2.2 OBJECTIVES OF e-PG PATHSHALA

The four objectives of e-PG Pathshala described by INFLIBNET Centre are as follows:

- Developed e-content in 77 subject areas at PG level drawing expertise from subject experts in colleges and universities
- Impart training to subject experts in the process of e-content creation
- Make e-content available to students and peers using different delivery modes to impart formal and informal education and for supplementing and complementing the process of teaching and learning in higher education.
- Promote usage of e-content amongst students and peer.”(<https://www.inflibnet.ac.in/downloads/brochures/EPGP.pdf>)

2.3 SUBJECT CATEGORY (DISCIPLINES) OF e-PG PATHSHALA

e-PG Pathshala is broadly divided into seven (7) categories which are sub divided into different courses. These different courses and study materials provided by e-PG Pathshala for post graduate students have different content and modules. The subject categories under e-PG Pathshala are shown below, in table 3.

Table 3: Subject categories under e-PG Pathshala

<i>Subject Category</i>	<i>Courses with number of Papers</i>
Arts & Humanities	Architecture (6), Comparative Literature, and Comparative Study of Religion, Home Science (15), M Planning, Performing Arts (Dance/Drama/Theatre)(16), Philosophy(16) and Visual Arts (8).
Languages	Chinese(4), English(16), Hindi(16), Japanese(13), Russian Studies(13), Sanskrit (M.A)(16), Spanish(16) and Urdu(6)
Engineering	Analytical Chemistry/Instrumentation(4), Computational Science(17), Electronic Science(9), Human Resource Management(16), Information Technology(9), Management(15), Material Science(7), Risk/Disaster Management(3)
Life Sciences	Biochemistry(8), Biotechnology(7), Botany(4), Food and Nutrition(15), Food Technology(9), Microbiology
Medical & Health Sciences	Bioinformatics, Biophysics(9), Museology and Conservation, Pharmaceutical Science(1), Physical Education(5), Sports and Health Education, Social Medicine and Community Health(6), Zoology(7)
Physical & Basic Sciences	Chemistry(16), Earth Science(9), Environmental Sciences(16), Geology(6), Mathematics(16), Physics(10), Statistics(16), Jyotish-ganit(16)
Social Sciences	Anthropology(16), Business Economics(16), Commerce(14), Criminology(14), Economics(15), Education(7), Forensic Science(16), Geography(10), Hotel and Tourism Management Human Rights and Duties(11), Indian Culture(15), Law(16), Library and Information Science(20), Linguistics(17), Media and Communication Studies(10), Political Science(8), Population Studies(2), Psychology(16), Public Administration(5), Social Work Education(16), Sociology(15), Women Studies/Gender Studies(17)

(Source: <http://epgp.inflibnet.ac.in/ahl.php?csrno>)

The above table 2 of e-PG Pathshala subject category may be presented in the form of screen shot picture from its website as below:

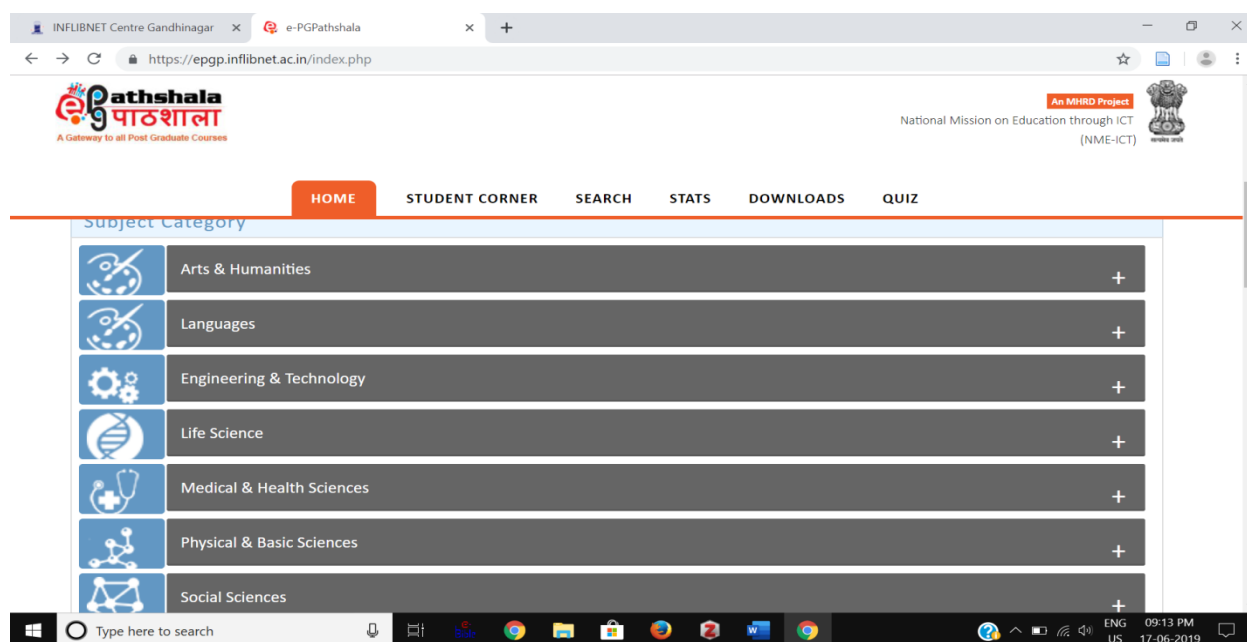


Fig.3: Screenshot of e-PG Pathshala Subject Category
(Source:<https://epgp.inflibnet.ac.in/index.php>)

There are numbers of courses and modules in e-PG Pathshala divided into different categories. In Mizoram University, academic departments are divided into eight Schools and School of Economics, Management and Library and Information Science (SEMIS) is one of them. Under the SEMIS there are five (5) PG academic departments, i.e. Economics, Commerce, Management, Library & Information Science and Journalism & Mass Communication.

The number of various courses and modules provided by e-PG Pathshala for these academic departments are as follows: (<http://epgp.inflibnet.ac.in/ahl.php?csrno>)

- The Library and Information Sciences has 20 content and 343 modules.
- Management course has 15 contents and has 590 modules.
- Commerce course has 16 contents and 468 modules.
- Economics course has 15 contents and 537 modules.
- Media and Communication has 9 contents and 376 modules.

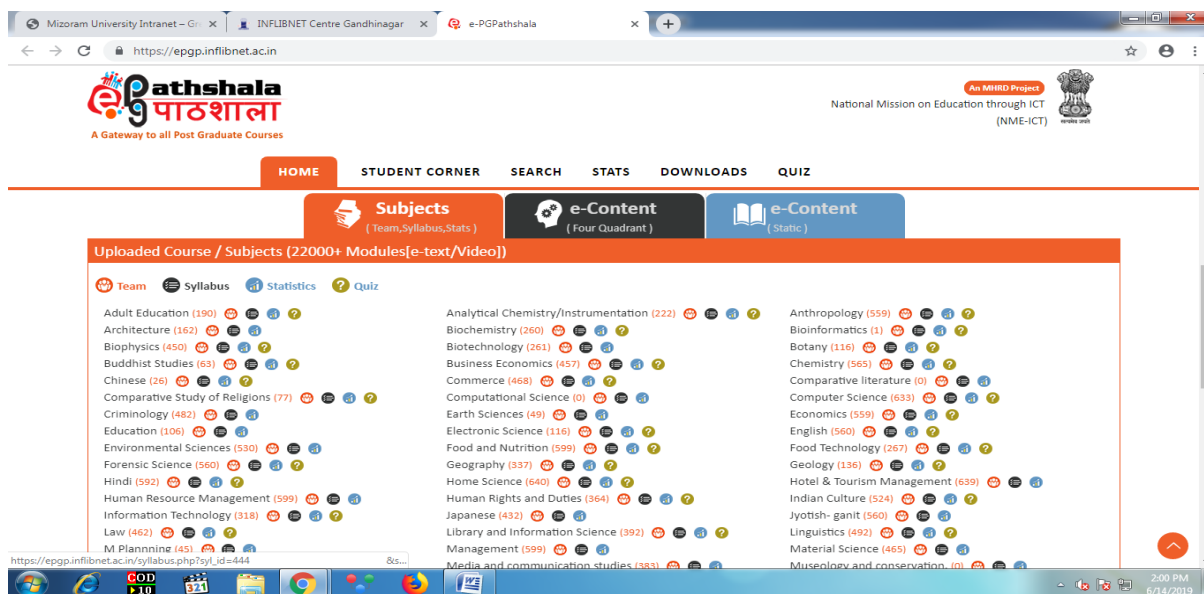


Fig.4: Screenshot of e-PG Pathshala Uploaded Course/Subjects
(Source: <https://epgp.inflibnet.ac.in/index.php>)

2.4 E-CONTENT MODULE (COMPONENTS) OF e-PG PATHSHALA

There are four different e-content modules of e-PG Pathshala, each module are different depending on the content. Each subject under e-PG Pathshala consist of 16 core papers, basically four core paper in each of the four semester in Post Graduate (PG) course and comprises of 35-40 modules, equivalent to 40 hours. Each module consists of four quadrants namely e-text, Self-Learning, Learn more (web-resources) and Self- Assessments. The e-content is created in 4 quadrants:

Quadrant 1: It defines the course structure along with textual content which include textual document like PDF, e-Books, illustrations, video demonstration, documents and interactive simulations wherever required.

Quadrant 2: It is about multimedia, e-tutorial Video and Audio clips (Animations, Simulations, Virtual Labs) etc. Duration of video is about 30 minutes (approx.).

Quadrant 3: Quadrant 3 includes web-resources links (Wikipedia development course, Case studies, Anecdotal Information, Articles, Historical developments of the subject, Open Content on internet.

Quadrant 4: comprises of self-assessment, Quizzes, Assignments and Solutions, Online feedback through discussion and setting up of FAQs, Problems and Clarification of general misconceptions (<https://www.ugc.ac.in/FAQ-moocs.pdf>)

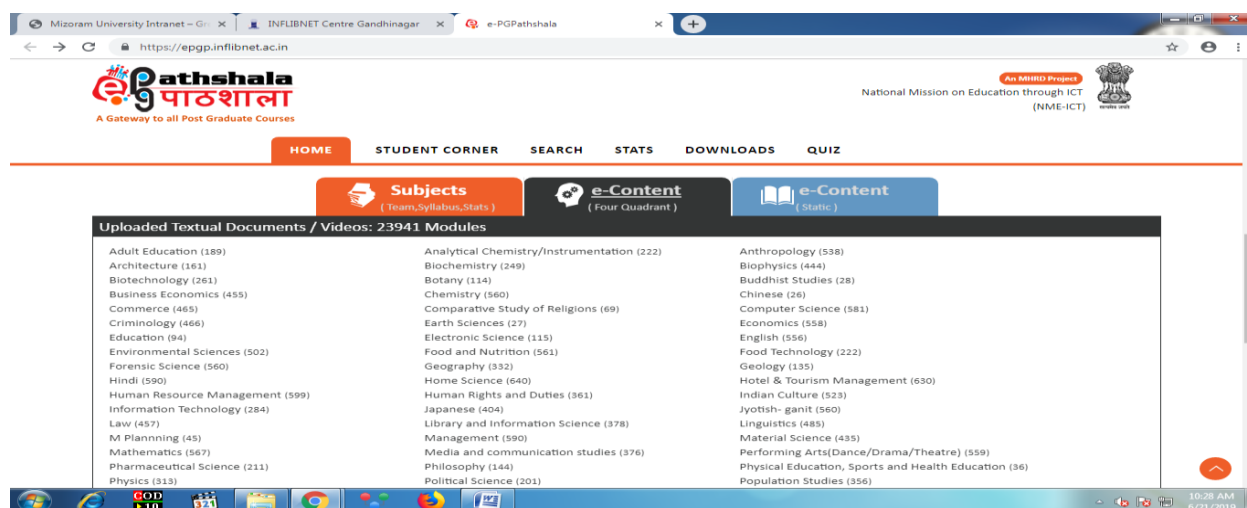


Fig.5: Screenshot of e-PG Pathshalae-Content (Four Quadrant)
(Source: <https://eggp.inflibnet.ac.in/>)

2.5 e- PATHSHALA MANAGEMENT SYSTEM (e-PMS)

The e-PMS provides a platform to all stakeholders of e-content development team to interact and display status of development for each subject. The system provides the following major features : (<https://www.inflibnet.ac.in/downloads/brochures/EPGP.pdf>)

- Profile Creation of each team members.
- Management of Paper/Syllabus creation and assignment to respective team members of each paper.
- Updating on work progress made for each module.
- Report and generation.
- Download link for Minutes of Meetings (Standing Committee and Sub-Committee of e-PG Pathshala) and other important documents.

3. CONCLUSION

e-PG Pathshala is one of the best e-learning portal in India. In modern era ICT are becoming a part of education for teaching and learning and are becoming more and more important for self-learning students. e-PG Pathshala has become a gateway for all

postgraduate students by providing curriculum and course based educational resources which were developed by different experts who are best in the field of study. The e-content of e-PG Pathshala can be access or acquired free of cost by way of e-learning system management maintained at INFLIBNET Centre and also through Sakshat portal.

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CHAPTER 3
MIZORAM UNIVERSITY – SCHOOL OF ECONOMICS, MANAGEMENT AND
INFORMATION SCIENCE: AN OVERVIEW

1. MIZORAM UNIVERSITY

The Mizoram University is the one and only University in the State of Mizoram. It is a Central University established by an Act of Parliament in 2000. Its permanent campus is located at Tanhril, Aizawl. Mizoram University has one constituent college, called Pachhunga University College and 35 affiliated colleges and institutions within the state of Mizoram. It provides higher studies for lifelong learners by providing instructional, teaching and research facilities for the advancement and dissemination of knowledge. It also plays an important role in the improvement of social and cultural development of the local people through educating and training man power providing integrated courses in different disciplines and other educational programmes, conferences, seminars, etc. and confer degrees, diplomas and certificate. Its objectives are:

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit,
- To make provisions for integrated courses in humanities, natural and physical sciences, social sciences, forestry and other allied disciplines in the educational programmes of the University.
- To educate and train man-power in the development of the state of Mizoram
- To pay social attention to the improvement of the social and economic conditions and welfare of the people of the State, their intellectual, academic and cultural development.

The President of the India is the official Visitor and the Governor of Mizoram acts as the Chief Rector as per the Mizoram University (Amendment) Bill, 2007. The Mizoram University is the fruit of the Mizoram Peace Accord signed by Mizo National Front (MNF) and Government of India on 30th June, 1986. The North Eastern Hill University (NEHU), with its headquarters at Shillong has already run its Mizoram Campus in Aizawl since 1978 and was taken over by the Mizoram University officially wef July 2, 2001 incorporating all the facilities and liabilities remaining in Mizoram Campus of NEHU. The Jurisdiction of the Mizoram University therefore extends to the whole of Mizoram. Initially the Mizoram University has had seven (7) academic departments inherited from NEHU, but as of now it has a total of 33 (thirty-three) academic departments under the eight (8) Schools of academic administration.



Fig.6:Screen shot of Mizoram University Website

(Source:<https://www.google.com/search?q=mizoram+university&og=mizoram+university&ags=chrome.0.69i59j0l5.12639j0j7&sourceid=chrome&ie=UTF-8>)

2. SCHOOLS AND DEPARTMENTS OF MIZORAM UNIVERSITY

The Mizoram University has a total of thirty-three (33) Academic Departments under eight(8) Schools of academic administration. Each school was looked after by Dean who is responsible for the academic work of academic departments under the school. All the academic departments were looking after by senior teaching faculty who is responsible for the academic works of the department. MZU Annual report 2016-17 listed academic departments and schools of Mizoram University as under:

- 1) School of Earth Sciences and Natural Resources Management (SES&NRM)
 - Department of Environmental Sciences
 - Department of Extension Education & Rural Development (EE&RD)
 - Department of Forestry
 - Department of Geography & Resource management
 - Department of Geology
 - Department of Horticulture, Aromatic & Medicinal Plants

- 2) School of Economics, Management and Information Science (SEMIS)
 - Department of Commerce
 - Department of Economics

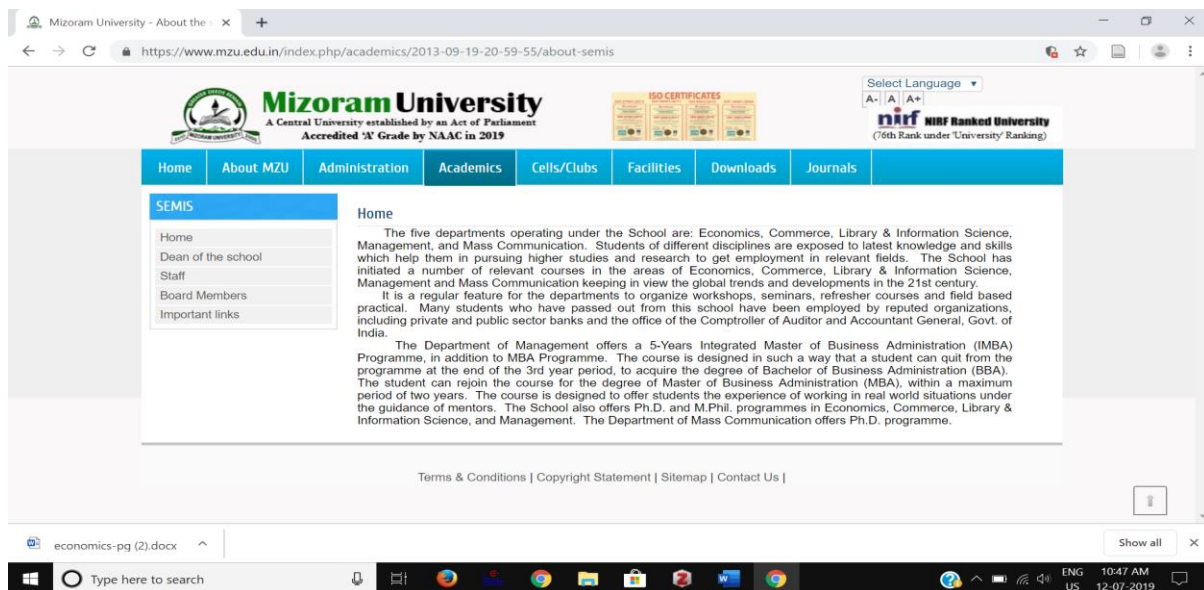
- Department of Library and Information Science
 - Department of Management
 - Department of Mass Communication
- 3) School of Education and Humanities
- Department of Education
 - Department of English
 - Department of Hindi
 - Department of Mizo
- 4) School of Engineering and Technology
- Department of Civil engineering
 - Department of Computer Engineering
 - Department of Electrical Engineering
 - Department of Electronics & Communication Engineering
 - Department of Information Technology
- 5) School of Fine Arts, Architecture & Fashion Technology (SFAA&FT)
- Department of Planning and Architecture
- 6) School of Life Sciences
- Department of Bio-Technology
 - Department of Botany
 - Department of Zoology
- 7) School of Physical Sciences
- Department of Physics
 - Department of Mathematics & Computer Science
 - Department of Chemistry
- 8) School of Social Sciences
- Department of History and Ethnography
 - Department of Political Science

- Department of Public Administration
- Department of Psychology
- Department of Social work
- Department of Sociology

3. SCHOOL OF ECONOMICS, MANAGEMENT AND INFORMATION SCIENCE (SEMIS)

Under the School of Economics, Management and Information Science (SEMIS) there are five Academic Departments, viz., Economics, Commerce, Library and Information Science, Management and Journalism & Mass Communication. Among of all the different Departments under Mizoram University, Economics Department is one of the oldest departments, started functioning in 1979 under North Eastern Hill University (NEHU), Mizoram Campus. As mention earlier, that academic department of North Eastern Hill University (NEHU), Aizawl Campus were inherited by Mizoram University when it came into force. Departments like, Commerce and Library and Information Science were started in 2002 and Management and Mass Communication departments in 2006 and 2010 respectively. With the newly added Departments teachers are being recruited to for the departments accordingly.

The School of Economics, Management and Information Science (SEMIS) has a total of 247 PG students as per University Annual Report 2016-2017. Different academic departments under SEMIS were supervised by Dean and each five departments have separate Head of Department. The class room facility is equipped with modern technology and teachings are carried out with the help of computers, projector and other technological devices to provide latest information to the students. The department building is also equipped by internet connection so that students can acquire their need of information through their laptop or mobile phones. Curriculum were revised and prepared by various academic departments to cope up with the global trends of latest information and knowledge in the field.



Source: <https://www.mzu.edu.in/index.php/academics/2013-09-19-20-59-55/about-semis>

Fig.7: Screenshot of SEMIS Website

The students under SEMIS are exposed to the latest knowledge and skills which help them in pursuing higher studies and research to get employment in the relevant field. It is a regular feature for the departments to organize workshops, seminars, refresher courses and field based practical works to initiate the interest of teachers, students, scholars and professionals etc. to show their dedication and in pursuit of their objectives. The five academic departments under SEMIS may be discussed as below:

3.1 DEPARTMENT OF ECONOMICS:

The department of Economics is one of the oldest academic departments of Mizoram University which was started under the erstwhile North-Eastern Hill University (NEHU), Mizoram campus in 1979 with an intake capacity of 20 students. The department was functioned in a rented building in the heart of the city for almost 21 (twenty-one) years and was shifted to its permanent building at the Mizoram University Campus, Tanhril in July 2012. It was housed in a sophisticated building equipped with modern architectural beautiful building.

A number of research and consultancy projects have been undertaken by the faculty with funding supports or sponsored under state, central government and international level funding agencies like Trade Related Research and Capacity Building (TRRCB) by UNCTAD etc. The faculty had also involved effectively in policy making at the state and central level

and they have been providing critical inputs based on the research done to monitor the schemes and policies adopted by the central and state governments. Faculty are also involved in the policy making of the state government economic and development policies and their contributions are tremendous in such activities.

The department runs departmental library to cater information needs of the students and scholars on various literature on international trade & finance, WTO, Regional Trade Agreements, etc. Most of the collections are donated by the teachers, well-wishers of learned professionals, etc. The collection is gradually increasing and as of now the total number of books is more than 700 with 100 Journals.

Its intake capacity for Post-graduate students was raised from 20 to 50 in 2014. It follows Choice Based Credit System (CBCS) as prescribed by UGC with Continuous Assessment Grading Pattern (CAGP) since 2012. The department has viable resources for research and hence offers MPhil and PhD programme under the guidance of experienced qualified teachers. Accordingly, more than 30 scholars have been awarded PhD and 50 MPhil Degree under this department. The department has eight (8) sanctioned faculty posts as two (2) Professors, 2 (two) Associate Professors and 4(four) Assistant Professors. The Course structure of Post-graduate Programme in Economics department is as below: (<https://www.mzu.edu.in/index.php/academics/2013-09-19-20-59-55/economics>)

The PG Programme course structure of Economics is as below: (<https://www.mzu.edu.in/index.php/economics-course>)

- 1st Semester has a total of 22 credits in which (FC = 4; CC =18).
- 2nd Semester has a total of 22 credits in which (FC = 4; CC =16; OE = 2).
- 3rd Semester: has a total of 22 credits in which (CC =12; SC= 8; OE= 2).
- 4th Semester: has a total of 22 credits in which (CC =14; SC = 8).

3.2 DEPARTMENT OF COMMERCE:

The Department of Commerce set up in July 2002 is committed to achieve the mission of facilitating the development of efficient and effective human resources required by the business world through quality education and personal growth. “It imparts contemporary quality education in commerce to young persons to develop their competency, undertake

applied research in the discipline and spread the benefit of knowledge of commerce in the society.”(<https://www.mzu.edu.in/index.php/academics/2013-0919-20-59-55/commerce>).

The department has been offering M. Com., M.Phil., Ph.D. and B.Voc (Handloom Weaver) programmes. More than 30 students have cleared the UGC-NET/SLET & JRF exams. The department has successfully introduced project work for M.Com students. Students gain interface with the business world and “a vision to be dynamic centre of teaching-learning and research in business studies and to provide competent human resource to the world business. Their mission is to promote excellence in teaching, learning and research in business education. To produce commerce graduates with both strong base of technical knowledge and contemporary skills needed to be successful professional in the contemporary business world.” Its academic goal and area of research is narrated as:

1) ACADEMIC GOALS:

- To ensure students are learning the required skills and expertise needed to work as professional.
- To maintain a strong focus on sustainability in our teaching and research.
- To remain responsive to the needs of our communities, viz. students, faculty, university, profession, the public at large, business & industry, as well as environment.

2) AREA OF RESEARCH:

- Entrepreneurship & Agripreneurship.
- Marketing & Consumer Behaviour.
- Human Resource Management.
- Banking and Insurance.
- Personal Finance and Investments.

The department has been conducting workshops, seminars, trainings, etc. to strengthen the knowledge and understanding of faculty and other professionals and researchers in various areas of the subject. The department has qualified teachers for teaching and research guidance and has produced more than 11 Ph.D. and 17 M.Phil. It follows Choice Based Credit System (CBCS) as prescribed by UGC with Continuous Assessment Grading Pattern

(CAGP) since 2012. Its intake capacity for PG students is 40. Programmes offered by Commerce department is as below: (<https://www.mzu.edu.in/index.php/commerce-course>)

- **MASTER OF COMMERCE (M.COM.):** The Department of Commerce was established in July 2002, since then the Department is offering M.Com course under semester system. The Department has revised its syllabi thrice, last being in the year 2012-13. The Department is offering M.Com course under Choice Based Credit System (CBCS) w.e.f. August 2012, with specialisations in Finance and Entrepreneurship.
- **MASTER OF PHILOSOPHY (M.PHIL) IN COMMERCE:** The Department of Commerce is offering M.Phil. programmes w.e.f July 2010. The Department has intake capacity of five. The M.Phil. programme includes course work during August-December every year which is mandatory for all students who take admission in the course.
- **DOCTOR OF PHILOSOPHY (PH.D.) IN COMMERCE:** The Department of Commerce offers Ph.D. programmed since 2005. The Ph.D. programme includes course work during August-December every year which is mandatory for all students who take admission in the course.

The PG Programme course structure of Commerce is as below:- (<https://www.mzu.edu.in/index.php/commerce-course>)

- 1st Semester has a total of 22 credits in which (FC = 4; CC =18).
- 2nd Semester has a total of 22 credits in which (FC = 4; CC =16; OE = 2).
- 3rd Semester: has a total of 22 credits in which (CC =12; SC= 8; OE= 2).
- 4th Semester: has a total of 22 credits in which (CC =14; SC = 8).

3.3 DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE:

The Department of Library and Information Science was established during the academic season of 2002-2003 with one-year Bachelor Degree (BLIS) programme. The Department of Library and Information Science with a view is to equip the libraries with technical manpower in the state. Prof. A.K. Sharma, the then vice Chancellor formally

inaugurated the Department on 20th August 2002. Presently it has three programme like MLIS (CBCS); M.Phil. and Ph.D. The department has been conducting Curriculum Stipulate Study Tour (CSST) as students' project work every year visiting various advanced library and information centres in metropolitan cities of India to enhance knowledge and experiences of the students. The programme offer skills for the management, organizing and dissemination of Information through libraries as well as information centres with the knowledge of computers in order to tackle the challenges face in the information society. They first offered one-year BLIS program in 2002 was followed by another one year MLIS program in 2003. The Department combined both the programs with integrated MLIS program of two years duration in the year since 2004 and offered from 2005 academic session. The Department started Ph.D. program in 2005, and soon after started M.Phil. program in 2007 which was the first not only in Mizoram University but the first time in Northeast Region. The Mission and Objectives of the Departments includes: (<https://www.mzu.edu.in/index.php/academics/2013-09-19-20-59-55/lib-science>)

1) Mission:

- Providing quality-based education to develop manpower strength to compete at national and international level.
- Providing a meaningful education to meet current demands of the library
- Developing skill and competencies among the students so as to prove productive assets in the library.
- Building library skills and information literacy.

2) Objectives:

- Provide students an understanding of the basic principles and fundamental laws of library and information science and enable them to understand and appreciate the functions and purposes of the libraries in the changing social and academic set-up of North East, India.
- Train the students in the techniques of modern methods in librarianship and management of libraries.
- Acquaint the students with the structure and development of the Universe of Knowledge and Research Methods.

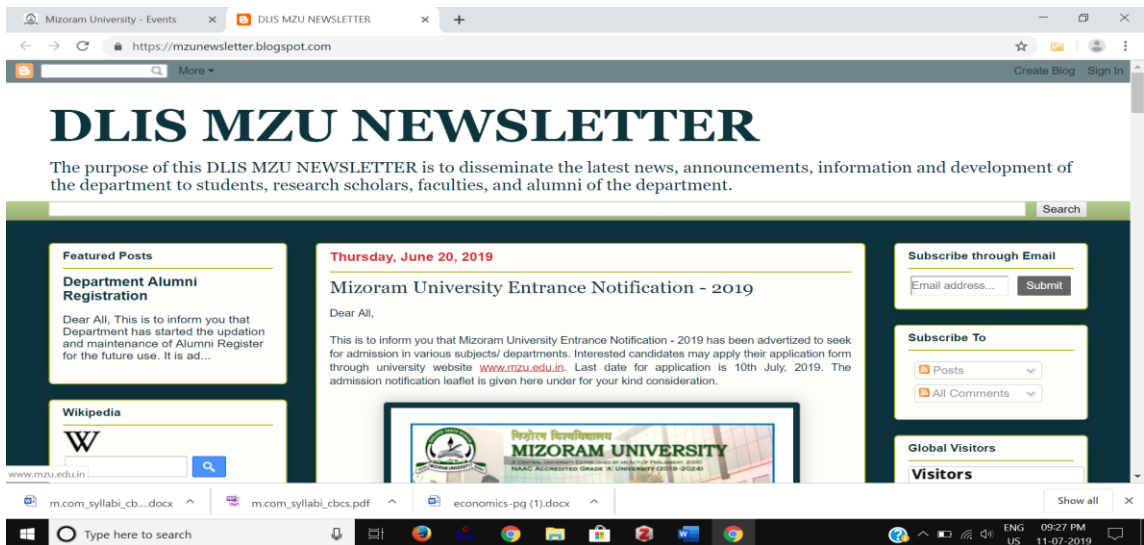
- Make the students proficient in advanced techniques of Classification, Cataloguing and Documentation, and
- Develop specialized knowledge and skills in respect of organization and management of different kinds of libraries and reading materials.

The department has been conducting workshops, seminar, trainings, etc. for professionals, research scholars and students to cater latest technological developments in the field of library and information science. Its intake capacity for PG Programme is 25, 5 for MPhil programme and PhD as per University ordinance. The department is equipped with qualified teachers with eight (8) sanctioned post of teachers as one (1) Professor, two (2) Associate Professors and four (4) Assistant Professors. It follows Choice Based Credit System (CBCS) as prescribed by UGC with Continuous Assessment Grading Pattern (CAGP) since 2012. The PG Programme course structure is as below:

The Library and Information Science PG Programme course structure is as below (<https://www.mzu.edu.in/index.php/downloads/forms/finish/44-syllabus/12083-dept-of-lib-sc-mlis-cbcs>):

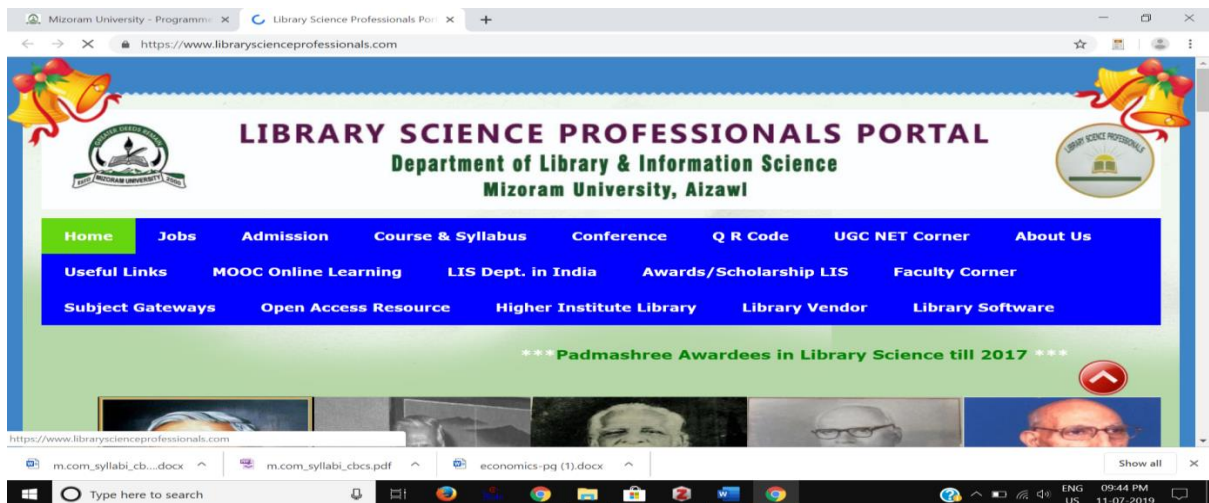
- 1st Semester has a total of 22 credits in which (FC = 4; CC =18).
- 2nd Semester has a total of 22 credits in which (FC = 4; CC =16; OE = 2).
- 3rd Semester: has a total of 22 credits in which (CC =12; SC= 8; OE= 2).
- 4th Semester: has a total of 22 credits in which (CC =14; SC = 8).

The department has smart class room with latest technical facilities with ICT laboratory. It is equipped with Internet Wi-Fi connection for the students. It is also managed department library with complimentary copies of valuable information resources from the faculty and well-wishers. It has its own department online Newsletter and blog to disseminate the latest information and developmental activities about and within the department which is screenshot as below:



Source: <https://mzunewsletter.blogspot.com/>

Figure 8: Screenshot of DLIS MZU Newsletter.



Source: <https://www.libraryscienceprofessionals.com/>

Figure 9: Screenshot of Library Science Professionals Portal.

3.4 DEPARTMENT OF MANAGEMENT:

The department of Management was established in the academic session 2006-07 and now offers four (4) fulltime programmes, namely, Master of Business Administration (MBA), five (5) years Integrated Master of Business Administration (IMBA), M.Phil. (Management) and Ph.D. programmes. MBA programmes comprises of four (4) semesters during which students which have to undertake 32 courses and carry out a project work. The 5years IMBA has an exit option after the 6th semester with BBA degree. The Management department focuses on

the following: (<https://www.mzu.edu.in/index.php/academics/2013-09-19-20-59-55/management>)

- To develop committed professional of excellence
- To serve young aspirants through different management courses in North East India and beyond
- To impart field-oriented research relevant to business and management in the changing global

The programmed is built on the foundation of activity based on learning model and carry out a project work during industrial training on corporate problems. The department offers specialization in four disciplines – Marketing, Finance, Human Resource and Small Business and Entrepreneurship Development. They had also conducted industrial tours for the students. The programmed offers an integrated set of skills from the fundamental functional areas within all business to the practical methods of analysis and execution of decision making to gaining strategic perspective and delivering recommendations.

The department has qualified faculty in teaching and research. It has nine (9) teaching faculty with a number of Guest Faculty who are duly qualified as per UGC Norms. The department has been conducting various programmes like workshop, seminar, training, etc. To, facilitate professionals and scholars in the disciplines. Some features of the department may be given as below: (<https://www.mzu.edu.in/index.php/management-facilities>)

1) Departmental Library: The departmental library was set up with books worth Rs.10\ lakhs from UGC Grant under the scheme of Development Assistance for, up gradation of Existing and New Management Departments (2007-2012). The Departmental Library has 4000 volumes in Management discipline. The library also has subscribed four management journals for reference. The daily management of the library is carried out through in-house developed software.

2) Computer Lab: The Computer Laboratory currently has 35 systems, all its machines based on the Intel Core 2 Duo class processors (2 GB RAM) with all necessary software required for smooth conduct of the curricula. It currently has 33 clients, one server and a stand-alone i-Mac. All machines are connected to the Internet. The entire block is wi-fi enabled with two access points. The lab is directly under the System Administrator of the

University Computer Centre but day-to-day activities are looked after by the Computing Lab Assistant. The Unit is open from 0900 to 1700 hrs. on week days and also on weekends as per requirements. Clients have Windows XP/Windows 7 Professional installed as well as office automation software. Students can avail of various services like printing etc. by paying nominal rates.

3) Research facilities: Since June 2010, the department publishes an International Journal entitled “Management Convergence” a bi-annual publication. The department provides a lounge for the students to read newspapers, access internet through Wi-Fi and to see news on TV. The department has a videoconferencing facility which is used for lectures from other institutions, placement interviews, and other activities. Organisational Behaviour laboratory is extensively used for research activities related to organisational behaviour related research areas. The laboratory has several equipment, related to advanced research activities in OB.

4) Departmental Placement & Training: The Placement and Training Cell in the Department of Management extend counselling services to all placement aspirants. The cell’s activities include organization of workshops and lectures by corporate professionals and placement consultants and preparation of students’ resume/bio-data/curriculum vitae and placement brochure. The Cell is also developing a detailed Employers’ Database that would help the students to trace out employment opportunities in India and abroad.

a) The Recruiters:

Antal International, Axis Bank, Bajaj Alliance, Birla Sunlife, HDFC Bank, Hnam Chhantu Pawl, Maurya Sheraton, NEDFI, S S Hire Purchase and Finance Ltd., Sikkim Manipal University, Tata AIG Life Insurance Company, Tata Motors, Two Com Consultancy, UTI,

b) Campus Recruiters:

HDFC Bank, PCTI Group, Tata Motors, Bharti AXA, Berger Paints, Colgate-Palmolive, Peerless Investments, HB Entertainment, PRADAN, Bank of India, ABCI, AXIS Bank, Indian Tea Association, etc.

3.5 DEPARTMENT OF MASS COMMUNICATION:

The Department of Mass Communication was established in the 2010. It offers two (2) years Master Programme in Journalism & Mass Communication (MJMC), M.Phil. and Ph.D. Student intake capacity is 20 PG Programme. The vision of the department is to impart theoretical knowledge and practical skills of handling equipment like video camera, still camera, editing software and studio recording equipment. It also attempts to explore research avenues on media, culture and society in the Northeast particularly Mizoram with the following objectives shown below:-

- To introduce the fundamentals in the field of Journalism & mass communication
- To train and make aware of the state of art technology of different media
- To encourage the students to explore the field of research in media studies with special reference to Northeast.
- To develop communication skills of students for journalistic purpose.
- To prepare them as excellent professionals to meet the challenges posed by rapidly changing environment of Media Industries.

The department is equipped with video production studio and Final Cut Pro Editing Suit. It has published a student's lab journal called "Silhouette", student's blog "Spectator" and video news magazine, "Silhouette Newslink". Participatory communication for teaching and learning is rendered to facilitate the process of the same. (<https://www.mzu.edu.in/index.php/academics/2013-09-19-20-59-55/masscom>)

The department is facilitated with modern technology equipments to cater new trend in the field as below:

- 1) **Laboratory facilities:** (Multimedia Lab., Photography studio and Non-Linear Video Editing Room)
- 2) **Internet facilities:** All teachers are connected with Internet facility.
- 3) **Class rooms with ICT facility:** 2 Projectors with Laptops
- 4) **Students' Photojournalism laboratory:** 8 digital SLR camera, Digital Photo printer (HP 7510e) and scanner (HP G3110).
- 5) **Video Production Laboratory :** 5 Video (handy-cam) cameras, 5 Video Light (Harison VL-1000D) lights, 5 Sony PD 170 Video camera, Tripods (Libec TH 650 DV) and 5 Reflectors (Reflector 43", Reflector 32" (5-in-1), Reflector 32" (2-in-1)), Boom Mic (Sony EC 6000), 2 Tie Mic (Audio Technica ATR 3350),

- 6) **Non-linear Editing Lab:** 10 Apple Computers with Final Cut Pro Editing Software
- 7) **Campus Cine Club:** Plasma TV (Panasonic TH-P42X30D), DVD Player (Panasonic DVD S38), 1 Projector (BENQ MX660)
- 8) **Multimedia lab:** 6 PC

The Department Mass Communication and Journalism course structure is as follows :-

<https://www.mzu.edu.in/index.php/academics/2013-09-19-20-59-55/masscom>

- 1st Semester has a total of 22 credits in which (FC = 4; CC =18).
- 2nd Semester has a total of 22 credits in which (FC = 4; CC =16; OE = 2).
- 3rd Semester: has a total of 22 credits in which (CC =12; SC= 8; OE= 2).
- 4th Semester: has a total of 22 credits in which (CC =14; SC = 8).

4. Conclusion

The different academic departments under School of Economics, Management and Information Science (SEMIS) are functioning well since the inception of the university to promote education and research in their own area of disciplines. Research is also being carried out in various areas of study both in MPhil and PhD programmes as well as in the PG programmes. The curriculum was also being designed and developed to cope up with the latest trends in their own areas to give knowledge and understanding to the students.

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CHAPTER 4
DATA ANALYSIS, INTERPRETATION AND FINDINGS

1. INTRODUCTION

Data analysis is one of the most important parts of research work. It is the process of inspecting, observing, transforming and modelling data with the goal of discovering useful information, informing conclusion and support in decision making. In order to conclude the research problems, researcher has to organize and collect data from different sources and should be analysing in a scientific manner. The interpretation of data should be clear and easy to understand, so that there will be no fallacious or inappropriate in research output. This chapter shows the analysis of data, which were collected from students under School of Economics, Management and Information Science (SEMIS), which could match with the research problems and objectives so as to derive reasonable findings. The total population under the study is 247 which are available in table as below:

Table 4: Total number of PG students under SEMIS.

<i>Name of Departments</i>	<i>PG Students 1st Semester</i>	<i>PG Students 3rd Semester</i>	<i>Total.</i>
Commerce	23	21	44
Economics	52	47	99
Management	13	12	25
Library & Information Science	24	20	44
Mass Communication	16	19	35
Total.	128	119	247

Source: MZU Annual report 2016-17.

2. DATA ANALYSIS AND INTERPRETATION

The data collection through questionnaire was carried out during the month of May-June 2018. The collected data were tabulated, analysed and interpreted to draw references against the objectives of study under various heads as below:

2.1 ABOUT RESPONDENTS

2.1.1 Distribution of questionnaire

A survey method was used for collecting data. A structured questionnaire was designed and prepared for collection of primary data and were distributed among the students

of five departments under Schools of Economics, Management, Library and Information Science (SEMIS), Mizoram University. There are 247 PG students in total under SEMIS, out of the total population 50 % (124) students were taken as sample size of the study in accordance with the proposed research methodology and are selected on the basis of Simple Random Sampling. The 124 questionnaires were distributed among the PG students randomly as Library and Information Science Department 34(27.4%) questionnaires, Commerce Department 30(24.1%), Economics 30(24.1%), Management 15(12.09%) and Mass Communication 15(12.09%). Out of the distributed 124 questionnaires, 97(78.22%) questionnaires were received from the respondents as below:

Table 5: Questionnaire Distributed and Received.

<i>Department</i>	<i>Questionnaire Distributed</i>	<i>Questionnaire Received</i>
Commerce	30	19(63.33%)
Economics	30	22(73.33%)
Management	15	15(100%)
Library and Information Science	34	34(100%)
Mass Communication	15	7(40%)
Total.	124	97(78.22%)

Source: Survey data

By analysing data at the above Table 5, it was revealed that out of the total population of 124 students, 34 (27.4%) questionnaires were distributed in the department of Library & Information Science and 34 (100%) were received having the highest percentage with Management to which 15(12.09%) were distributed and 15(100%) were received. Further, 30(24.1%) questionnaire were distributed to both Commerce and Economics departments and the received number was 19(63.33%) and 22(73.33%) respectively. Again, 15(12.09%) questionnaires were distributed among the students of Mass Communication and 7(40%) were received constituting the lowest rate.

2.1.2 Gender-wise distribution of respondents

Respondents are divided into two groups, Male and Female as one of the parameters of the study. The total number of respondents by gender from various academic departments is presented in table as under:

Table 6: Gender wise Distribution of Respondents.

<i>Department</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Commerce	10(10.30%)	9(9.27%)	19(19.58%)
Economics	14(14.43%)	8(8.24%)	22(22.68%)
Management	11(11.34%)	4(4.12%)	15(15.46%)
Lib.&Info.Science	19(19.58%)	15(15.46%)	34(35.05%)
Mass Communication	5(5.15%)	2(2.06%)	7(7.21%)
Total.	59(60.82%)	38(42.22%)	97(100%)

Source: Survey data.

By analysing the above data, it is clear that male respondents are more than female in all academic departments. The highest difference between male and female is in Management department. There are 59(60.82) males whereas 38(42.22%) were female respondents which may be shown as below in graph:

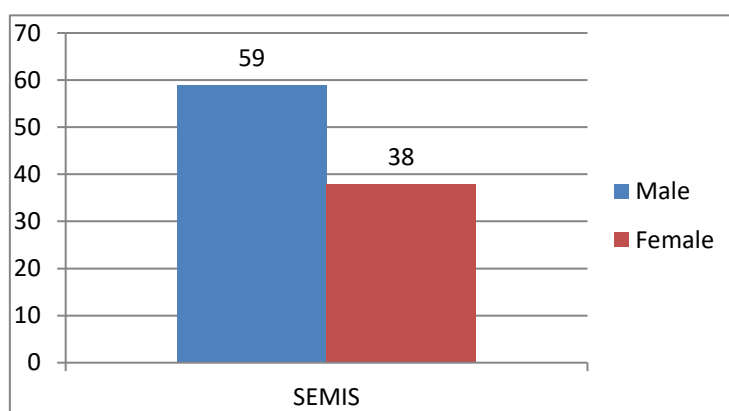


Fig.10: Gender wise Distribution of Respondents

2.1.3 Age-wise distribution of respondents

The respondents under SEMIS are categorised into four (4) different age-groups as Table 7 below:

Table 7: Age-wise Distribution of Respondents

<i>Age- Group</i>	<i>Frequency</i>	<i>%</i>
Below 25 years	70	72.16
Between 25-30 years	26	26.80
Between 30-35 years	0	0
Above 35 years	1	1.11
Total.	97	100

Source: Survey data.

The above data shows that there are 70(72.16%) respondents below the age of 25 which form more than two-third of the total respondents and followed by 26(26.8%) between 25-30 years of age. There is only 1 respondents who is above 35 years of age forming (1.11%). This data may be represented in graph below for quick visualisation.

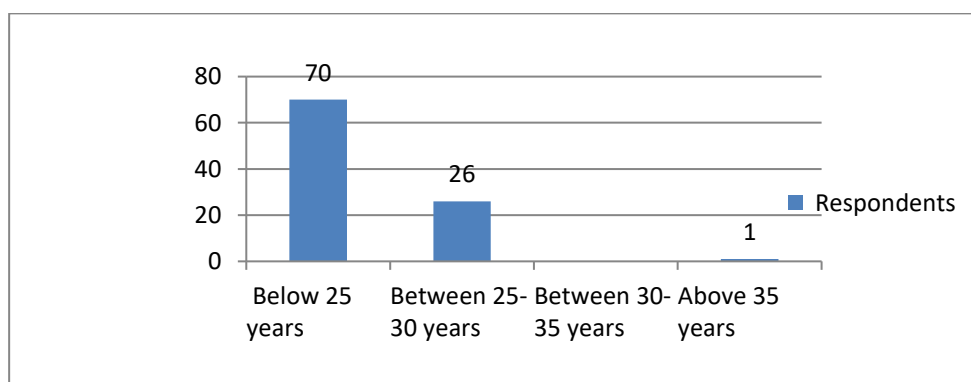


Fig.11: Age wise Distribution of Respondents

2.1.4 Background of education

The educational background of the respondents is divided into two, as urban and rural. The collected data reveals that out of the 97 respondents, there are 66 students who hail from urban area which constitutes 68.04% and 31 respondents coming from rural area which forms 31.96% of the respondents. This data shows that under the SEMIS of Mizoram University, two-thirds of the students are from urban area and one-third from rural area. This may be represented by graph as below:

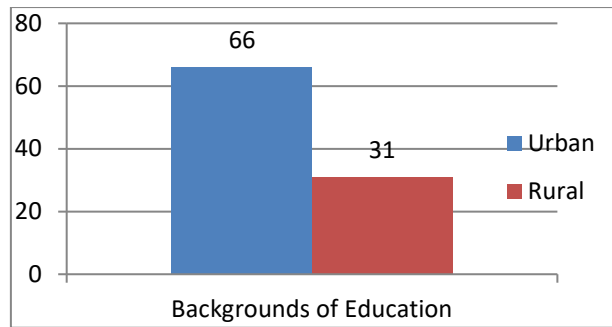


Fig. 12: Backgrounds of Education

2.2 ON SKILLS OF ICT AND E-RESOURCES

2.2.1 Number of respondents who owned computer

There are different instruments out of which Computer is an important instrument for browsing Internet by which e-Resources can be accessed. Therefore, accessing e-resources highly depend on have and have not of computers by the stakeholders. The following data in table shows owned computers by the respondents:

Table 8: Total number of computers owned by Respondents

Respondents	Yes	No
Commerce	18(18.55%)	1(1.03%)
Economics	20(20.91%)	2(2.06%)
Library & Information Science	30(30.92%)	4(4.12%)
Mass Communication	7(7.21%)	0
Management	12(12.37%)	3(3.09%)
Total.	87(89.69%)	10(10.30%)

Source: Survey data.

From the above data in table, it is very clear that more than 89% of respondents have computers whereas only 10.30% do not have computers. It can therefore be conclude that the respondents have good number of computers and can use their own device without disturbing others. This data can also be represented in graph as below:

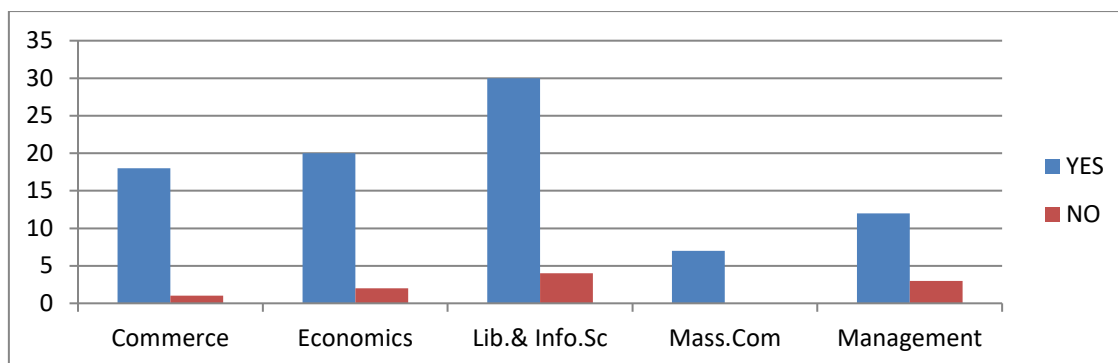


Fig.13: Total number of computers owned by Respondents

2.2.2 Frequency of Using Computers

The frequency of using computers by different respondents under SEMIS, MZU is shown in Table below:

Table 9: Frequency of using computers

<i>Respondents</i>	<i>Regularly</i>	<i>Occasionally</i>	<i>Total</i>
Commerce	7(7.21%)	12(12.37%)	19(19.58%)
Economics	6(6.18%)	16(16.49%)	22(22.68%)
Lib. & Info. Science	18(18.55%)	16(16.49%)	34(35.05%)
Mass.com	6(6.18%)	1(1.03%)	7(7.21%)
Management	7(7.21%)	8(8.24%)	15(15.46%)
Total.	44(45.36%)	53(54.63%)	97(100%)

Source: Survey data.

The above table 9 shows frequency of computers being used by different respondents of academic departments under SEMIS. The library & information science department is the highest amongst other departments consisting of 18.55% respondents using computers regularly whereas 16.49% respondents use computers occasionally. Secondly, the economics department consists of 6.18% respondents used computers regularly whereas 16.49% respondents use occasionally. Third is commerce department, there are 7.21% respondents use regularly and 12.37% occasionally. Fourth was management department, where there are 7.21% respondents use computers on regular basis and 8.24% of them uses it occasionally. There are 6.18% respondents from mass communication using computers regularly and 1.03% respondent occasionally. So, in total, there are 45.36% respondents who use computer regularly and 54.63% occasionally. This data is represented in graph as below:

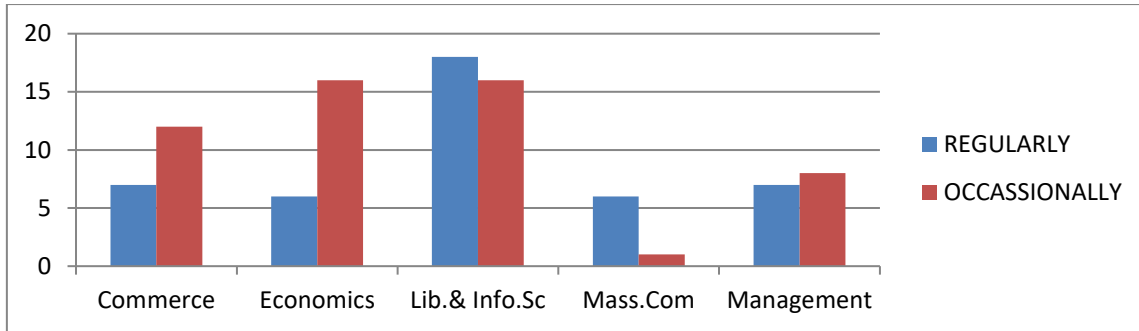


Fig. 14: Frequency of using computers by respondents.

2.2.3 Usefulness of Computer in Studies

Due to the advancement and implications of ICT in modern society, Computer plays an important role in education sector. Learning has taken place with the help of computers in today's world. The collected data in table below shows respondents who find usefulness computers in their studies:

Table 10: Usefulness of Computers

<i>Respondents</i>	<i>Very useful</i>	<i>Useful</i>	<i>Not useful</i>	<i>Total</i>
Commerce	6(6.18%)	13(13.40%)	0	19(19.58%)
Economics	10(10.30%)	12(12.37%)	0	22(22.68%)
Lib.Info.Science	14(14.43%)	19(19.58%)	1(1.03%)	34(35.05%)
Mass.com	5(5.15%)	2(2.06%)	0	7(7.21%)
Management	10(10.30%)	4(4.12%)	1(1.03%)	15(15.46%)
Total.	45(46.39%)	50(51.54%)	2(2.06%)	97(100%)

Source: Survey data

The above table 10 shows respondents from different academic departments under SEMIS giving opinions based on the usefulness of computers. There are 14.43% respondents from library and information science department who graded computers very useful on day-to-day lives, 19.58% as useful and 1.03% respondent who does not find computers useful. There are 10.30% and 12.37% respondents who find computers very useful and useful from the economics department respectively. Again, there are 10.30% respondents from management department who find computers very useful, 4.12% respondents who find it useful and 1.03% respondent as not useful. In commerce, there are 6.18% respondents who find computers very useful and 13.40% as useful. There are 5.15% respondents from mass communication who find computer very useful and 2.06% respondents as useful. So, in

total, there are 46.39% respondents who find computers very useful, 51.54% who finds it useful and 2.06% as not useful. This data is represented in graph as below:

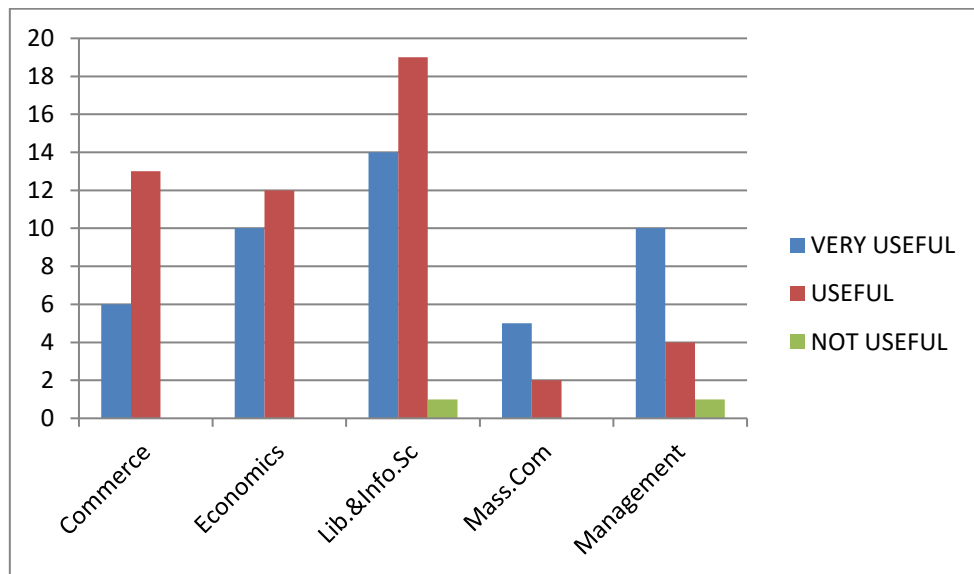


Fig. 15: Usefulness of Computers

2.2.4 Computer Literacy Skills

The following data shows computer literacy skills of respondents under SEMIS, MZU. Among the respondents, 67.01% respondents were average in computer literacy skills constituting the highest skill whereas 18.55% had high skills and 14.43% respondents possess low skills. The following data will show in detail:

Table 11: Computer Literacy Skills.

<i>Respondents</i>	<i>High</i>	<i>Average</i>	<i>Low</i>	<i>Total</i>
Commerce	3(3.09%)	11(11.34%)	5(5.15%)	19(19.58%)
Economics	2(2.06%)	15(15.46%)	5(5.15%)	22(22.68%)
Lib.&Info.Science	6(6.18%)	26(26.80%)	2(2.06%)	34(35.05%)
Mass.com	1(1.03%)	6(6.18%)	0	7(7.21%)
Management	6(6.18%)	7(7.21%)	2(2.06%)	15(15.46%)
Total.	18(18.55%)	65(67.01%)	14(14.43%)	97(100%)

Source: Survey data

Among the respondents from commerce department, 3.09% respondents possess high computer skills, 11.34% respondents possess average and 5.15% respondents have low compute literacy skills. There are 2.06% respondents in economics department who have

high skills, 15.46% average and 5.15% with low skills. From the respondents of library information science department, there are 6.15% who possessed high computer literacy skills, 26.80% average and 2.06% low skill in computer literacy. Among the Mass communication department, there are 1.03% respondents who have high skills and 6.18% average in computer literacy. There are 6.18% respondents in management department who possessed high computer skills, 7(7.21%) respondents with average and 2.06% respondents who have low skills. The data is represented in graph as below

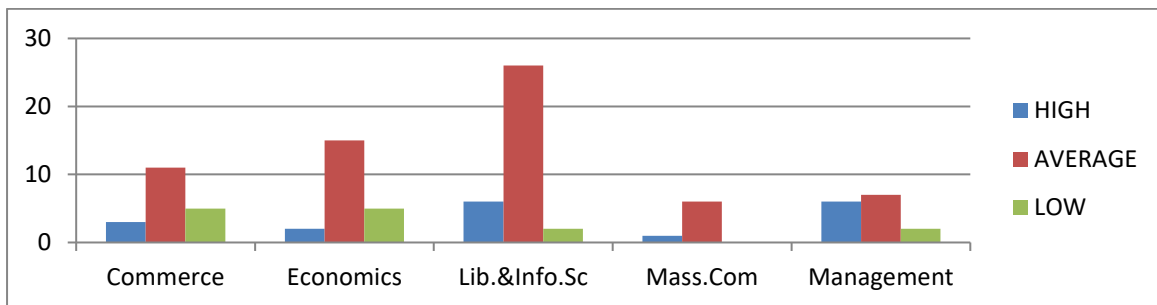


Fig. 16: Computer Literacy Skills.

2.2.5 Use of Internet

Internet is one of the most important means of communication in the present day to day activities. It has invaluable impact to education sector, where traditional method of teaching and learning were replaced by computer or web-based learning process. Students used internet to access or acquired information from different sources and thus become an important tool for accessing, disseminating and sharing of information. In regard to the use of Internet by students of SEMIS, MZU, the collected data from the respondents is presented in the form of table below:

Table 12: Use of Internet by Respondents

Respondents	Yes	No	Total
Commerce	19(19.58%)	0	19(19.58%)
Economics	21(21.64%)	1(1.03%)	22(22.68%)
Library &Info.Science	34(35.05%)	0	34(35.05%)
Mass.com	7(7.21%)	0	7(7.21%)
Management	15(15.46%)	0	15(15.46%)
Total	96(98.97%)	1(1.03%)	97(100%)

Source: Survey data

From the collected data shown on table above, it is very clear use of internet by the respondents under SEMIS. Among the respondents, 98.97% use internet whereas only 1.03% do not use internet. By taking department-wise, 35.05% of library & information science department uses Internet constituting the highest and followed by 21.64% by economics department. The third is commerce department having 19.58% and management department came in the fourth position constituting 15.46% in Internet uses. Mass Com. department is in the last having only 7.21% Internet users. This data is represented in graph as below:

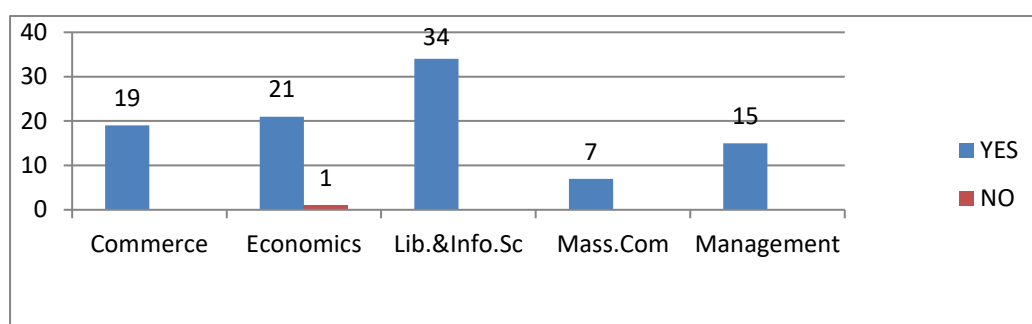


Fig.17: Use of Internet by Respondents

2.2.6 Tools for Accessing Internet

The following data in table shows the devices used by students for accessing Internet. A total of 47.40% respondents used mobile phones for accessing Internet constituting the highest followed with 29.48% by Laptop. The third is desktop having 22.54% and followed in the fourth by Tablet/I Pad by 0.05% only. Under this study, the total respondents are much higher than the other studies due to the reason that some respondents use more than one device for accessing Internet.

Table 13: Tools for Accessing Internet

Respondents	Desktop	Laptop	Phone	Tablet/I-Pad	Total
Commerce	7(4.04%)	9(5.20%)	15(8.67%)	0	31(17.91%)
Economics	7(4.04%)	11(6.35%)	20(11.56%)	0	38(21.96%)
Lib. & Info. Sc.	15(8.67%)	17(9.82%)	29(16.76%)	0	61(35.26%)
Mass.com	3(1.73%)	5(2.89%)	4(2.31%)	0	12(6.93%)
Management	7(4.04%)	9(5.20%)	14(8.09%)	1(0.05%)	31(17.91%)
Total.	39(22.54%)	51(29.48%)	82(47.40%)	1(0.05%)	173(100%)

Source: Survey data

Among the five academic departments under SEMIS, department of library & information science top the list in using various devices for accessing Internet as Desktop by 8.67%, Laptop by 9.82%, and Phone by 16.76% respondents. Only one respondent's from Management use Tablet/I-Pad for accessing Internet by 0.05%. This data is represented in graph as below:

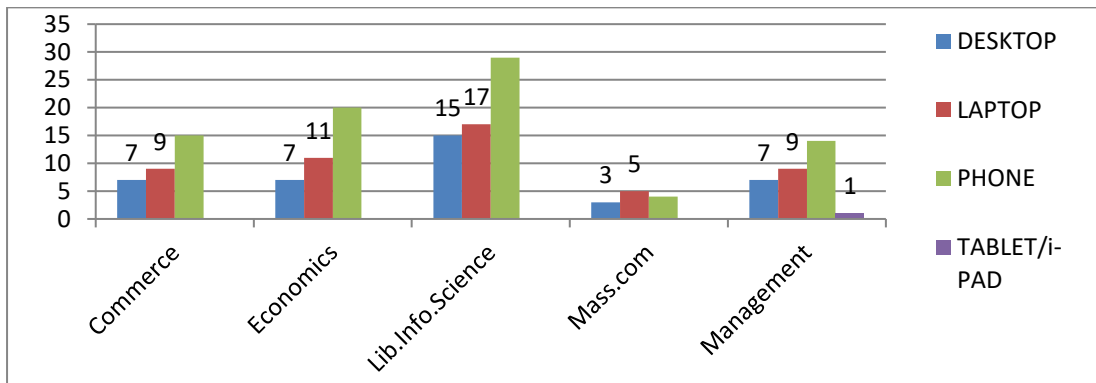


Fig. 18: Tools for Accessing Internet

2.2.7 Purpose of Accessing Internet

Respondents have different purposes in accessing Internet by the students of SEMIS, MZU. It is then categorised into eight purposes of accessing internet by post graduate students of SEMIS, MZU. The majority of respondents access internet for academic purposes and comprises a total of 51 respondents. Details are shown in Table below:

Table 14: Purpose of Accessing Internet

Purpose	Commerce (%)	Economics (%)	Library & Information Science (%)	Mass Communication (%)	Management (%)	Total (%)
Academic	5(5.15%)	13(13.4%)	21(21.64%)	4(4.12%)	8(8.24%)	51(52.57%)
Information Search	5(5.15%)	6(6.18%)	7(7.21%)	2(2.06%)	4(4.12%)	24(24.74%)
Job Opportunity	2(2.06%)	0	0	1(1.03%)	0	3(3.09%)
Internet Surfing	4(4.12%)	0	1(1.03%)	0	1(1.03%)	6(6.18%)
Use of Social Network	1(1.03%)	2(2.06%)	4(4.12%)	0	2(2.06%)	9(9.27%)
e-mail	0	0	0	0	0	0
Databases	0	0	0	0	0	0
Games & Entertainment	2(2.06%)	1(1.03%)	1(1.03%)	0	0	4(4.12%)
Total.	19(19.58)	22(22.68)	34(35.05)	7(7.21)	15(15.46)	97(100)

Source: Survey data

(In the above table, percentages (%) of data are given in parentheses).

The purpose of accessing Internet by Post Graduate students under SEMIS is different as 52.57% access for academic purposes forming the highest and followed with 24.74% for information search. The third is 9.27% for use of social networking and the fourth is 6.18% for Internet surfing. Only 3.09% uses Internet for Job searching/opportunity. By taking department-wise, 21.64% of library & information science department access Internet for academic purposes forming the highest followed by economics department by 13.4%. For job opportunity, 2.06% of commerce department respondents access Internet constituting the highest among the five departments. This data is represented in graph as below:

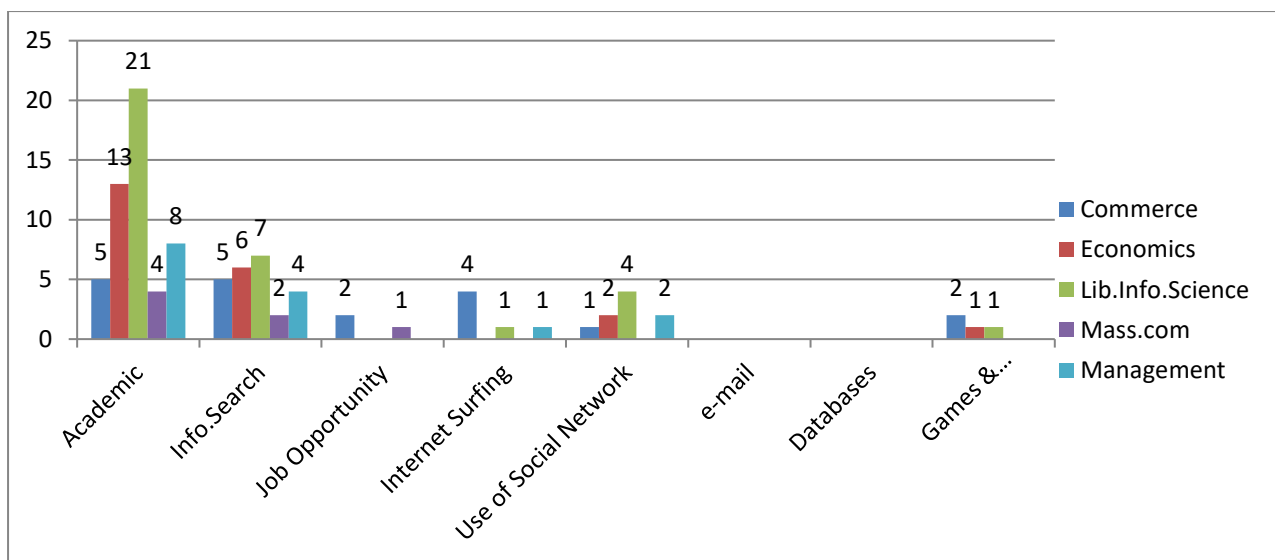


Fig.19: Purpose of Accessing Internet

2.2.8 Internet Literacy

The internet literacy skills play an important role to access e-learning process from various sites. The following data in table will show the Internet literacy of PG students under SEMIS:

Table 15: Internet Literacy

<i>Respondents</i>	<i>High</i>	<i>Average</i>	<i>Low</i>	<i>Total</i>
Commerce	4(4.12%)	13(13.4%)	2(2.06%)	19(19.58%)
Economics	1(1.03%)	19(19.58%)	2(2.06%)	22(22.68%)
Lib.&Info.Science	5(5.15%)	27(27.83%)	2(2.06%)	34(35.05%)
Mass.com	3(3.09%)	4(4.12%)	0	7(7.21%)
Management	3(3.09%)	10(10.3%)	2(2.06%)	15(15.46%)
Total	16(16.49%)	73(75.26%)	8(8.24%)	97(100%)

Source: Survey data

It is certain to note that 75.26% of the respondents have average Internet literacy and 16.49% high literacy whereas 8.24% were low in literacy. This data may be represented in figure below to visualize it:

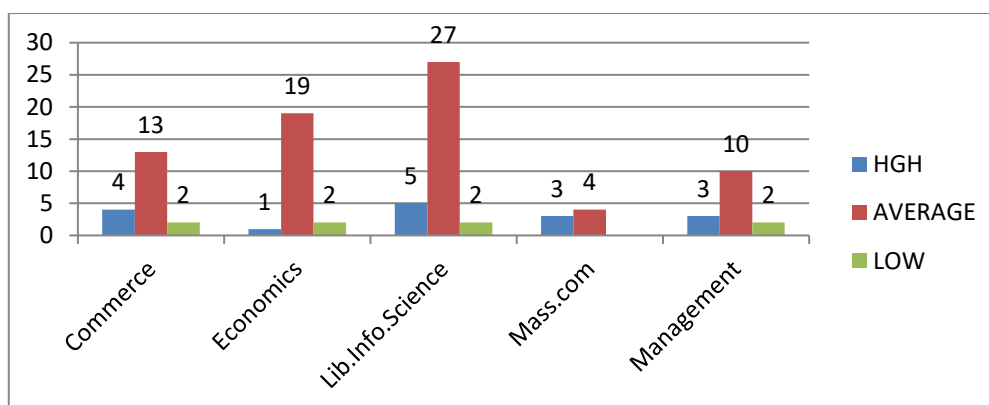


Fig.20: Internet Literacy Skills

2.2.9 Information Search

Information plays an important role in higher education system. It is by which a student can acquired knowledge from various sources. Information is search through various sources and the following data in table will show clear picture of information search by the students through different sources.

Table 16: Information is search through

SOURCE	Commerce	Economics	Lib.&Info.Sc.	Mass.Com	Management	Total
Search Engine	12(6.41%)	19(10.67%)	28(15.73%)	4(2.24%)	10(5.61%)	73(41.01%)
Website	12(6.41%)	11(6.18%)	23(12.92%)	3(1.68%)	10(5.61%)	59(33.14%)
Databases	5(2.80%)	7(3.93%)	5(2.80%)	0	3(1.68%)	20(11.23%)
DOAJ	2(1.12%)	2(1.12%)	6(3.37%)	0	4(2.24%)	14(7.86%)
Publishers Website	1(0.56%)	1(0.56%)	5(2.80%)	1(0.56%)	4(2.24%)	12(6.74%)
Total.	32(17.97%)	40(22.47%)	67(37.64%)	8(4.50%)	31(17.41%)	178(100%)

Source: Survey data

The respondents under this field in 178 being some students search information through more than one engine. From the above data it is very clear that 41.01% of students under SEMIS search information through search engine being the highest and followed by

websites having 33.14%. The third and fourth position is database and DOAJ having 11.23% and 7.86% respectively. Lastly 6.74% search information through publishers' website. This data is presented in figure as below:

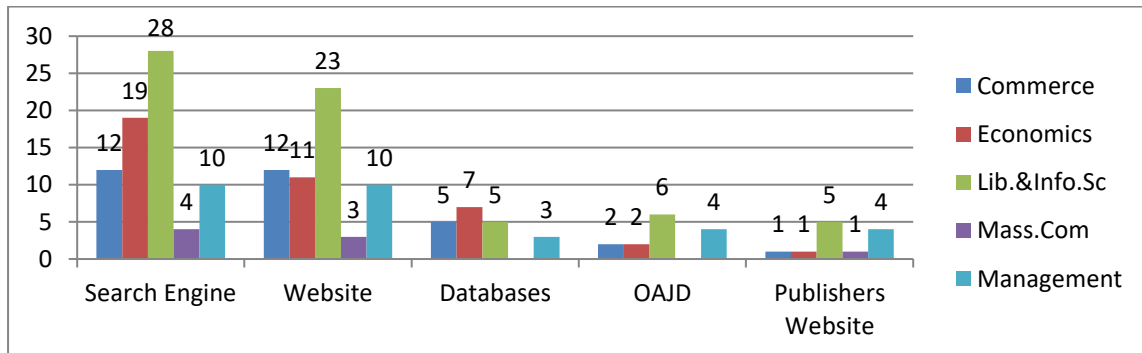


Fig.21: Information is search through

2.2.10 Authenticity and Evaluation of Web Information

Due to the implications of ICT in modern world, information has become easier to process and disseminate with the help of electronic devices. But all the information available in the website is not reliable. It is important to know, access and acquired the relevant and reliable information. The collected data below in table show how respondents evaluate the authenticity of information.

Table 17: Evaluation and Authenticity of web Information

Authenticity	Commerce	Economics	Lib. & Info. Sc.	Mass.Com	Management	Total
Institution Reputation	6 (6.18%)	11 (11.34%)	16 (16.49%)	2 (2.06%)	8 (8.24%)	43 (44.32%)
Author status and affiliation	2 (2.06%)	4 (4.12%)	4 (4.12%)	1 (1.03%)	2 (2.06%)	13 (13.4%)
Hyperlink given in a library and institutional sites	1 (1.03%)	1 (1.03%)	4 (4.12%)	0	1 (1.03%)	7 (7.21%)
Source recommended by faculty and librarian	1 (1.03%)	3 (3.09%)	5 (5.15%)	2 (2.06%)	2 (2.06%)	13 (13.4%)
Publisher Credibility	9 (9.20%)	3 (3.09%)	5 (5.15%)	2 (2.06%)	2 (2.06%)	21 (21.65%)
Total.	19 (19.58%)	22 (22.68%)	34 (35.05%)	7 (7.21%)	15 (15.46%)	97 (100%)

Source: Survey data

From the above data in table it is clear that 44.32% respondents evaluate the authenticity through Institution Reputation, 21.65%) respondents through Publishers Credibility, 13.4% respondents through Author status and Affiliation whereas and Source recommended by Faculty and Librarian and 7.21% through Hyperlink given in a library and Institutional sites. This data can also be presented in figure below

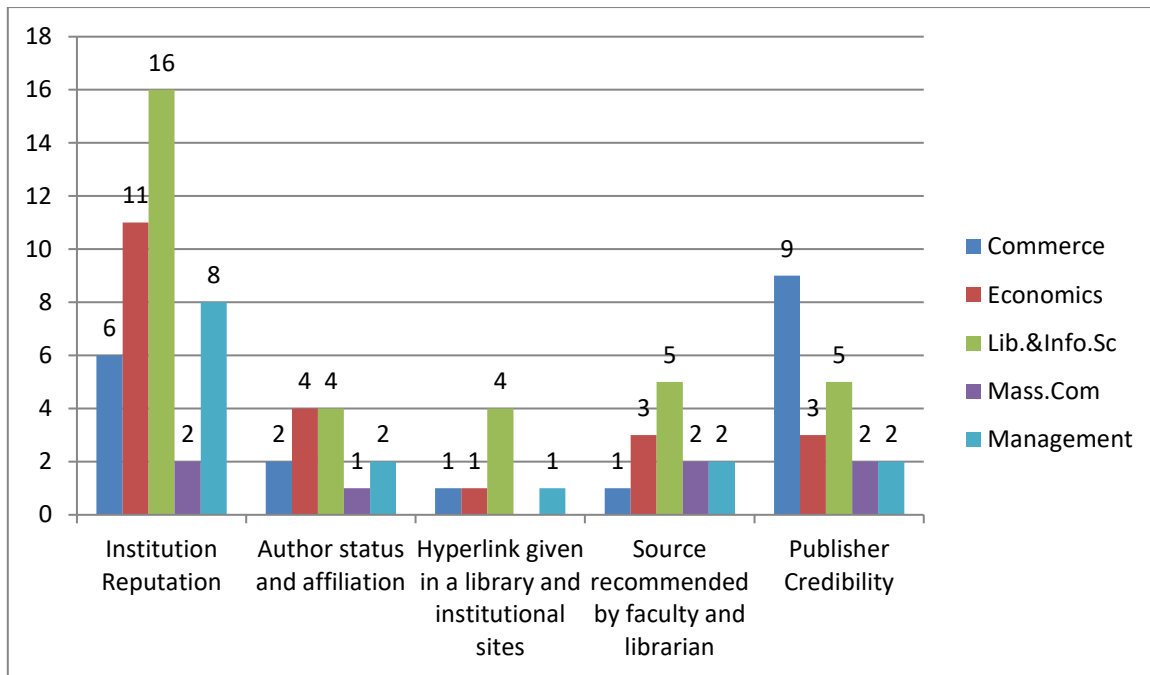


Fig.22: Evaluation and Authenticity of web Information

2.3 ON USE OF e-PG PATHSHALA

2.3.1 Students Awareness towards e-Learning

e-Learning simply means electronic learning or Online learning where learning takes place with the help of Information Communication Technology (ICT). E-learning has become more and more popular in the present digital world. After the advent of Internet, the education system began to change from traditional to web-based learning system. Use of computers and other electronic devices has played an important role for the spreading of education and knowledge to all the people, who cannot continue or complete their education due to certain barriers and thus open a way for self-learning and lifelong learning, where a part time students can continue his/her studies through e-learning mode. The following data in table reveals that a total of 73.19% respondents from SEMIS, MZU are aware of e-learning and 26.80% respondents are not aware of e-learning at all. The student's awareness towards e-learning is shown in table 36, below.

Table 18: Student's awareness towards e-Learning

Respondents	Yes	No	Total
Commerce	14(14.43%)	5(5.15%)	19(19.58%)
Economics	12(12.37%)	10(10.3%)	22(22.68%)
Lib.& Info.SC	28(28.86%)	6(6.18%)	34(35.05%)
Mass Com	7(7.21%)	0	7(7.21%)
Management	10(10.3%)	5(5.15%)	15(15.46%)
Total.	71(73.19%)	26(26.80%)	97(100%)

Source: Survey data

The above data in table shows the department wise student's awareness towards e-Learning. The Library & Information Science Department are more aware towards e-Learning than other departments. 28.86% respondents are aware of e-Learning and 6.18% respondents are not aware of it. From Commerce Department, 14.43% respondents are aware and 5.15% respondents are not aware of e-Learning. In economics department, 12.37% respondents are fully aware and 10.3% respondents are not aware at all. From management department, 10.3% respondents are aware of e-Learning and 5.15% respondents are not aware. In mass communication, 7.21% respondents are aware of e-Learning. This is also shown in figure 23 as below:

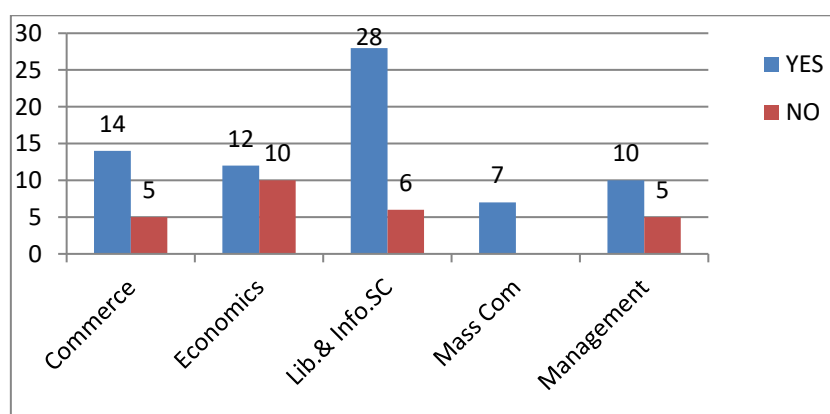


Fig.23: Students awareness towards e-Learning

2.3.2 Awareness of e-PG Pathshala

The awareness about e-PG Pathshala by the students under SEMIS, Mizoram University is shown in table as below:

Table 19: Awareness about e-PG Pathshala

<i>Awareness</i>	<i>Frequency</i>	<i>%</i>
YES	49	50.51
NO	48	49.49
<i>Total.</i>	97	100

Source: Survey data

It is clearly observed that out of the total 97 students, 49(50.51%) are aware of e-PG Pathshala and 48(49.49%) are not aware of e-PG Pathshala. From the analysed data it can be seen that the majority of students are aware of e-PG Pathshala .

2.3.3 Department wise awareness of e-PG Pathshala

The Department wise students' awareness of e-PG Pathshala is presented in table as under:

Table 20: Department wise awareness of e-PG Pathshala.

<i>Department</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Commerce	6(6.66%)	13(14.44%)	19(19.58%)
Economics	8(8.88%)	14(15.55%)	22(22.68%)
Lib.& Info.Science	24(26.66%)	10(11.11%)	34(35.05%)
Mass.com	2(2.22%)	5(4.44%)	7(7.21%)
Management	9(9.27%)	6(6.18%)	15(15.46%)
<i>Total.</i>	49(50.51%)	48(49.48%)	97(100%)

Source: Survey data

Out of the total respondents, students of library & Information Science has the highest percentage constituting 26.66% and the number of students who have awareness about e-PG Pathshala are also higher than those who not aware of it. Secondly, students of Management department are aware of e-PG Pathshala having 9.27% followed by Economics department by 8.88% and Commerce by 6.66% in the third and fourth position. In the department of Commerce, Economics and Mass Communication there are more students who do not aware of e-PG Pathshala than who are aware of it. This data may be represented in graph as below:

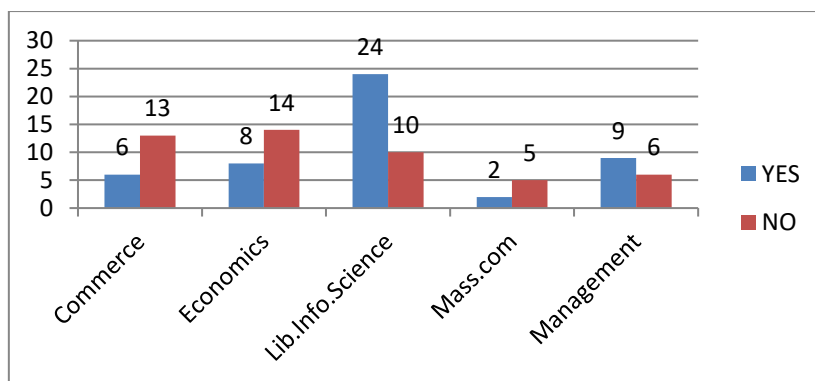


Fig.24: Department-wise Students Awareness about e-PG Pathshala

2.3.4 Awareness of e-PG Pathshala by gender

The collected data shows the male and female respondents under SEMIS, MZU who used e-PG Pathshala. There are more female students who are aware of e-PG Pathshala than that of female respondents in SEMIS, MZU.

Table 21: Awareness of e-PG Pathshala by gender.

<i>Gender</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Male	29 (49.15%)	30 (50.84%)	59(60.82%)
Female	20(52.63%)	18(47.36%)	38(39.17%)
Total.	49(50.52%)	48 (49.48%)	97(100%)

Source: Survey data

The above data shows that 50.52% of respondents are aware of e-PG Pathshala and 49.48% respondents are not aware at all. Among male respondents, 49.15% were aware of it which is less than 50% of the total male respondents whereas 50.84% were not aware of it among male respondents. Among all the female respondents 52.63% aware of it which is more than 50% whereas 47.36% were not aware of it. It is therefore clear that female is more aware of e-PG Pathshala than male respondents.

2.3.5 Awareness of e-PG Pathshala by educational background

The following data in table shows students awareness towards the use of e-PG Pathshala depending on their educational background. This has been done because students from urban and rural educational background does not have the same technological

infrastructure and therefore can create barriers in using Information Communication Technology (ICT) and thus can lead to lack of awareness towards the use of e-PG Pathshala. The collected data shows that there are more students from urban educational background who are aware of e-PG Pathshala than rural background students.

Table 22: Awareness of e-PG Pathshala by educational background

Gender	Yes	No	Total
Urban	35(53.03%)	31(46.96%)	66(68.04%)
Rural	18(58.06%)	13(41.93%)	31(31.96%)
Total.	53(54.63%)	44(45.36%)	97(100%)

Source: Survey data

The above table shows that 68.04% respondents were urban educational background and among them 53.03% respondents are aware of e-PG Pathshala, whereas 46.96% respondents are not aware of e-PG Pathshala. Among of all the 97 respondents, 31.96% respondents have rural educational background and 58.06% respondents from rural background have aware of e-PG Pathshala and the remaining 41.93% respondents are not aware of e-PG Pathshala.

2.3.6 e-PG Pathshala as source of information

There are different sources where respondents from SEMIS, MZU came to know e-PG Pathshala. The following data in table will present e-PG Pathshala as source of information:

Table 23: Source of information about e-PG Pathshala

Source	Frequency	%
Teachers	26	26.80
Internet	10	10.30
Friends/Colleagues	31	31.95
Self	11	11.34
Library Staff	1	1.03
Others	18	18.55

Source: Survey data

Students under SEMIS, Mizoram University came to know about e-PG Pathshala from different sources. The above data clearly reveals that 31.95% respondents came to know e-PG Pathshala from their Friends/Colleagues forming the highest, 26.80% respondents from Teachers, 18.55% respondents from others, 11.34% respondents from Self, 10.30% respondent from Internet and 1.03% respondent from the library staff. The following graph will help the above data for clear visibility:

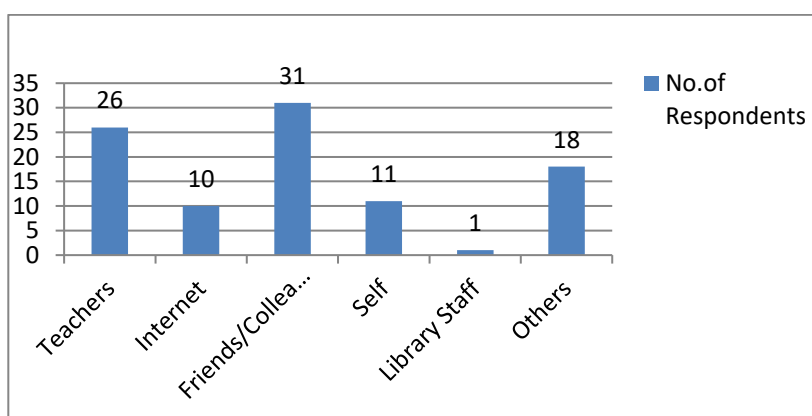


Fig 25: Sources where they came to know e-PG Pathshala

2.3.7 Purpose of accessing e-PG Pathshala

The purpose of accessing e-PG Pathshala by the respondents is represented with the following data in table form. The following table shows data of respondents used e-PG Pathshala for Preparing Assignments.

Table 24: Purpose of Accessing e-PG Pathshala

<i>Purpose of Using</i>	<i>Frequency</i>	<i>%</i>
Preparing Assignments	49	50.51
Preparing Notes	12	12.37
Preparing for Test/Exams	9	9.27
Others	27	27.83
Total.	97	100

Source: Survey data

There are different purposes for accessing e-PG Pathshala by students of SEMIS, MZU. The above table reveals that 50.51% respondents were using e-PG Pathshala for preparing Assignments, 12.37% respondents were using for preparing Notes, 9.27%

respondents were using e-PG Pathshala for preparing Test/Exams and 27.83% for other purposes. The analysed data shows the main purpose of accessing e-PG Pathshala by students of SEMIS, MZU is for preparing assignments. The above data may be presented with graph as below:

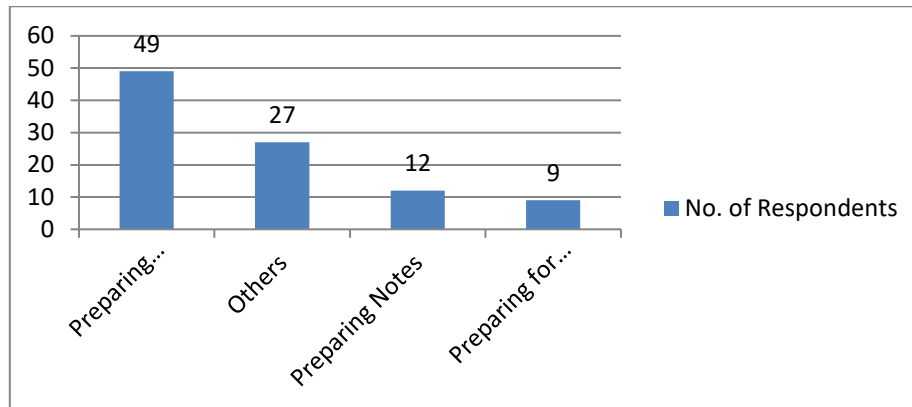


Fig. 26: Purpose of Accessing e-PG Pathshala

2.3.8 Purpose of accessing e-PG Pathshala by gender

The purpose of accessing e-PG Pathshala by gender is classified in Table 25. It is classified into four (4) different purposes of accessing e-PG Pathshala.

Table 25: Purpose of accessing e-PG Pathshala by gender

Purpose of Using	Male	Female	Total
Preparing Assignments	30(61.22%)	19(31.77%)	49(50.51%)
Preparing Notes	6(50%)	6(50%)	12(12.37%)
Preparing for Test/Exams	8(88.88%)	1(11.11%)	9(9.27%)
Others	18(66.66%)	9(33.33%)	27(27.83%)
Total.	62(63.91%)	35(36.08%)	97(100%)

Source: Survey data

The above table reveals the number of respondents who access e-PG Pathshala by gender wise. There are 97 respondents in number in which 63.91% respondents are male and 36.08% female. 61.22% respondents of male and 31.77% female used for preparing assignments. 50.51% of respondents used e-PG Pathshala for Preparing Assignments; 12.37% for preparing notes; 9.27% for preparation for exams and 27.83% for other purposes. In all together, male are more alert is using e-PG Pathshala is learning process.

2.3.9 Purpose of accessing e-PG Pathshala by educational background

The purpose of accessing e-PG Pathshala by educational background is represented with the following data in table form:

Table 26: Purpose of accessing e-PG Pathshala by educational background

Purpose of Using	Urban	Rural	Total
Preparing Assignments	37(38.14%)	12(12.37%)	49(50.51%)
Preparing Notes	5(5.15%)	7(7.2150)	12(12.37%)
Preparing for Test/Exams	6(6.18%)	393.0950	9(9.27%)
Others	18(18.55%)	9(9.27)	27(27.83%)
Total.	64(65.97%)	31(31.95%)	97(100%)

Source: Survey data

The above table represent the purpose of accessing e-PG Pathshala from urban and rural depending on their educational background. There are 65.97% urban and 31.95% rural educational background students who used e-PG Pathshala for various educational purposes. This reveals that urban students are more aware of it than rural background students.

2.3.10 Use of e-PG Pathshala by students as study materials

In education study materials like text books and other study materials, (print or electronics) are important for the learning purposes. Many students depend on them apart from the classroom lectures and tutorials. The following data in table will describe dependency of students on e-PG Pathashala study materials for their educational purposes:

Table 27: Use of e-PG Pathshala as study materials

Departments	Yes	No	Total
Commerce	9(9.27%)	10(10.3%)	19(19.58%)
Economics	12(12.37%)	10(10.3%)	22(22.68%)
Lib.Info.Science	26(26.8%)	8(8.24%)	34(35.05%)
Mass.com	3(3.09%)	4(4.12%)	7(7.21%)
Management	9(9.27%)	6(6.18%)	15(15.46%)
Total.	59(60.82%)	38(39.17%)	97(100%)

Source: Survey data

The above data shows that 60.82% of the respondents (students) use e-PG Pathshala in their various educational activities where 38.17% does not use it. By analysing data it is clear that 26.8% of students of Library & Information Science use e-PG Pathshala being the highest among the various academic departments under SEMIS followed by Commerce and Economics which forms 10.3% each. Management department students are in the third position constituting 9.27% and lastly only 3.09% students in Mass Communication department used e-PG Pathshala as study material. The proportional usage of e-PG Pathshala by students under SEMIS may also be represented in graph as below:

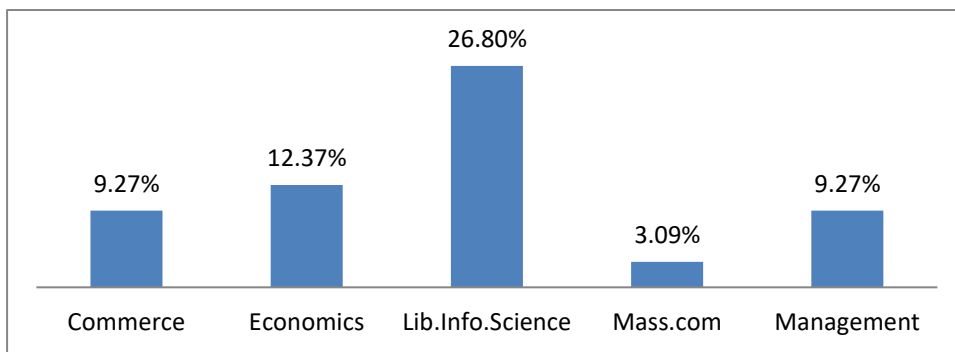


Fig. 27: Use of e-PG Pathshala by students as study materials

2.3.11 Reasons of not using e-PG Pathshala

There are certain reasons why the students of SEMIS, MZU are not using of e-PG Pathshala are shown in the table below:

Table 28: Reasons of not using e-PG Pathshala

<i>Reasons of not Using</i>	<i>Frequency</i>	<i>%</i>
Lack of awareness	12	12.37
Aware but not interested	5	5.15
Not aware at all	2	2.06
Lack of relevant information	1	1.03
Lack of internet connection	2	2.06
Other reasons	16	16.49
Total.	38	100

Source: Survey data

From the above data it is visible that 12.37% of respondents are not using e-PG Pathshala due to lack of awareness constituting highest reason for not using of it. 5.15% don't use of it due to uninterest and 2.06% for not aware of it and no internet connectivity. 1.03% do not use of it as they don't find relevant information. Apart from this, 16.49% don't use of it due to other reasons. The above table can be represented in graph as below:

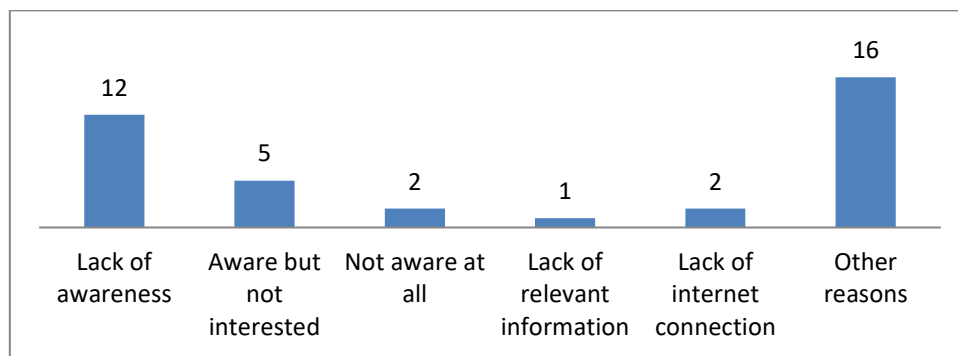


Fig 28: Reasons of not using e-PG Pathshala

2.3.12 Frequency of accessing e-PG Pathshala

Frequency of accessing e-PG Pathshala by Post Graduate students from SEMIS is give below in table:

Table 29: Frequency of Accessing e-PG Pathshala.

<i>Respondents</i>	<i>Everyday</i>	<i>2/3 times a week</i>	<i>Once a week</i>	<i>Occasionally</i>	<i>Total</i>
Commerce	1(1.03%)	2(2.06%)	2(2.06%)	4(4.12%)	19(19.58%)
Economics	2(2.06%)	2(2.06%)	3(3.09%)	5(5.14%)	22(22.68%)
Lib.Info.Science	6(6.18%)	5(5.14%)	5(5.14%)	10(10.30%)	34(35.05%)
Mass.com	0	0	0	3(3.09%)	7(7.21%)
Management	0	1	0	8(8.24%)	15(15.46%)
Total.	9(9.27%)	10(10.30%)	10(10.30%)	30(30.92%)	97(100%)

Source: Survey data

According to the above data 30.92% of the total respondents access e-PG Pathshala occasionally creating the highest whereas 10.30% of respondents access 2/3 times in a week or once in a week having equal respondents and 9.27% access every day.

2.3.12 Satisfaction level in using e-PG Pathshala study materials

The use of e-PG Pathshala by students under SEMIS, MZU has different level of satisfaction for accessing study material provided by e-PG Pathshala. The following data in table will show clearly satisfaction level in using e-PG Pathshala study materials by students under SEMIS, MZU.

Table 30: Satisfaction level in using e-PG Pathshala

<i>Respondents</i>	<i>Fully satisfied</i>	<i>Satisfied</i>	<i>Not satisfied</i>	<i>Total</i>
Commerce	0	13(13.40%)	6(6.18%)	19(19.58%)
Economics	1(1.03%)	12(12.37%)	4(4.12%)	17(17.52%)
Lib.Info.Science	1(1.03%)	30(30.92%)	3(3.09%)	34(35.05%)
Mass.com	1(1.03%)	8(8.24%)	3(3.09%)	12(12.37%)
Management	0	12(12.37%)	3(3.09%)	15(15.46%)
Total.	3(3.09%)	75(77.31%)	19(19.58%)	97(100%)

Source: Survey data

The above data in table shows that 77.31% are satisfied in using e-PG Pathshala study materials whereas 19.58% respondents are not satisfied and 3.09% are fully satisfied. Fully satisfied with e-PG Pathshala are available in economics, library & informatin science and mass communication departments only having equal percentage by 1.03. This data is presented in graph as below:

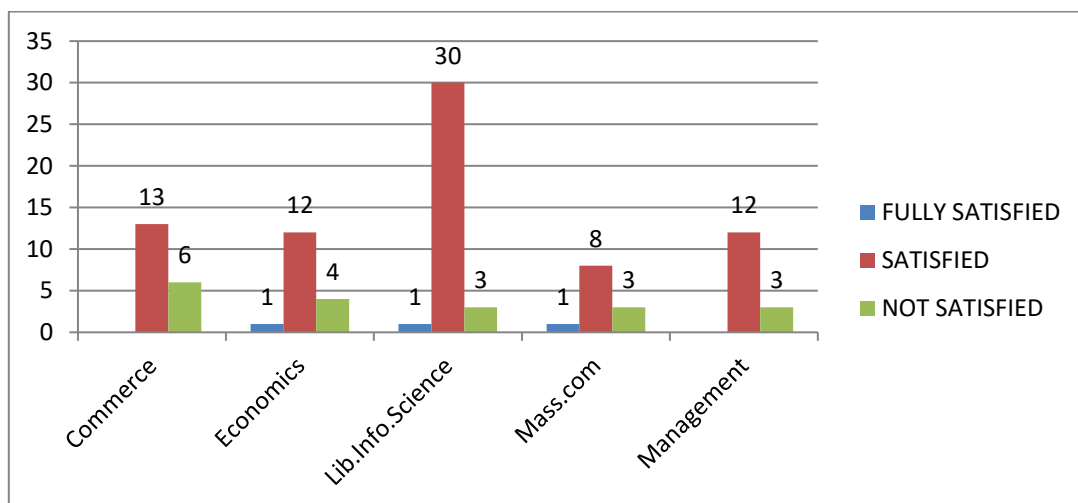


Fig. 29: Satisfaction level in using e-PG Pathshala

2.3.13 Satisfaction level of gender group in using e-PG Pathshala study materials

The Satisfaction level of gender group in using e-PG Pathshala study materials are shown in table 31.

Table 31: Satisfaction level of gender group in using e-PG Pathshala study materials

<i>Gender</i>	<i>Fully satisfied</i>	<i>Satisfied</i>	<i>Not satisfied</i>	<i>Total</i>
Male	2(2.06%)	43(44.32%)	13(13.40%)	59(60.83%)
Female	1(1.0350)	32(32.98%)	6(6.19%)	38(39.17%)
Total.	3(3.09%)	75(77.31%)	19(19.58%)	97(100%)

Source: Survey data

The above data reveals that out of the total respondents, 75.31% are satisfied with e-PG Pathshala and 19.58% are not satisfied. Only 3.09% of the respondents are fully satisfied. It can be noted that the satisfaction level is more in male than female respondents in all the parameters.

2.3.14 Satisfaction level of age group in using e-PG Pathshala study materials

Satisfaction level of age group in using e-PG Pathshala study materials are shown in table 32.

Table 32: Satisfaction level of age group in using e-PG Pathshala study materials

Age group	Fully satisfied	Satisfied	Not satisfied	Total
Below 25	3(3.09%)	52(53.61%)	15(15.46%)	70(72.16%)
Between 25-30	0	22(22.68%)	4(4.12%)	26(26.80%)
Between 30-35	0	0	0	0
Above 35	0	1(1.03%)	0	1(1.03%)
Total	3(3.09%)	75(77.31%)	19(19.58%)	97(100%)

Source: Survey data

Most of the respondents are below 25 years of age having 72.16% in which 53.61% were satisfied, 15.46% not satisfied and 3.09% fully satisfied. Between 25-30 age group, 22.68% were satisfied and 4.12% not satisfied with e-PG Pathshala contents. It can be concluded that most of the respondents were satisfied with e-PG Pathshala contents.

2.3.15 Usefulness of e-PG Pathshala in education

The following table data depicts the perception of students in various departments under SEMIS regarding e-PG Pathshala for education and learning process.

Table 33: Usefulness of e-PG Pathshala in education

<i>Respondents</i>	<i>Very useful</i>	<i>Useful</i>	<i>Not useful</i>	<i>Total</i>
Commerce	1(1.03%)	14(14.43%)	4(4.12%)	19(19.58%)
Economics	4(4.12%)	12(12.37%)	6(6.18%)	22(22.68%)
Lib.Info.Science	11(11.34%)	18(18.55%)	5(5.15%)	34(35.05%)
Mass.com	2(2.06%)	3(3.09%)	2(2.06%)	7(7.21%)
Management	4(4.12%)	7(7.21%)	4(4.12%)	15(15.46%)
Total.	22(22.68%)	54(55.67%)	21(21.64%)	97(100%)

Source: Survey data

The above data in table shows that 55.67% respondents finds that e-PG Pathshala is very useful for their learning process while 22.68% finds it very useful constituting more than half of the respondents and for 21.64% respondents it is not useful at all. The data may also be represented in graph as below:

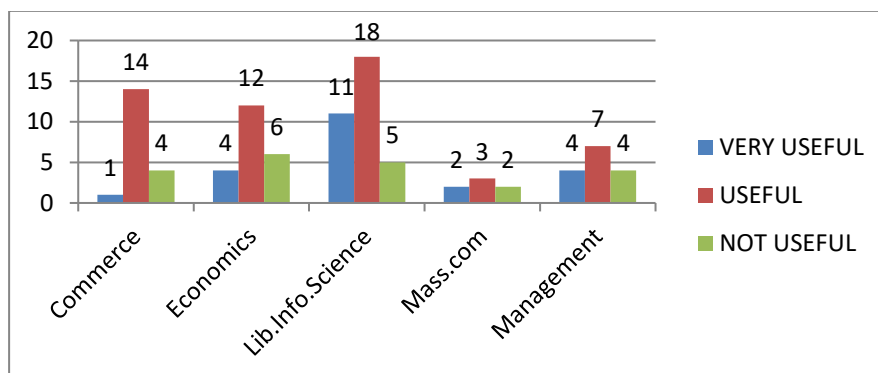


Fig. 30: Usefulness of e-PG Pathshala in education

2.3.16 Usefulness of e-PG Pathshala in education by gender group

Perception towards the use and usefulness of e-PG Pathshala by students under SEMIS, MZU are categorized in two genders groups, i.e. Male and Female and data is presented in table below:

Table 34: Usefulness of e-PG Pathshala in education by gender group

Gender	Very useful	Useful	Not useful	Total
Male	21(21.64%)	21(21.64%)	17(17.52%)	59(60.83%)
Female	1(1.03%)	33(34.02%)	4(4.12%)	38(39.17%)
Total.	22(22.68%)	54(55.67%)	21(21.64%)	97

Source: Survey data

The above table data shows that among the male respondents, the number of respondents regarding very useful and useful is equal having 21.64% each whereas 17.52% were not satisfied with e-PG Pathshala. Among the female respondents, 34.02% feels that e-PG Pathshala is useful whereas 4.12% do not have its usefulness; but it is very useful to 1.03% female respondents.

2.3.17 Level of dependency on e-PG Pathshala for learning/studies

The level of Dependency of the study materials provided by e-PG Pathshala for learning/studies to different respondents under SEMIS, MZU are as under.

Table 35: Students dependency of study materials provided e-PG Pathshala.

Level of Dependency	Frequency	%
Occasionally Depended	38	39.17
Rarely Depended	36	37.11
Frequently Depended	21	21.64
Highly Depended	2	2.06
Total.	97	100

Source: Survey data

The analysed data reveals that 39.17% of respondents are occasionally depended on e-PG Pathshala as learning resource, 37.11% respondents are rarely depended, 21.64% frequently depended and 2.06% are highly depended on the study materials provided by e-PG Pathshala. This data is presented in figure below:

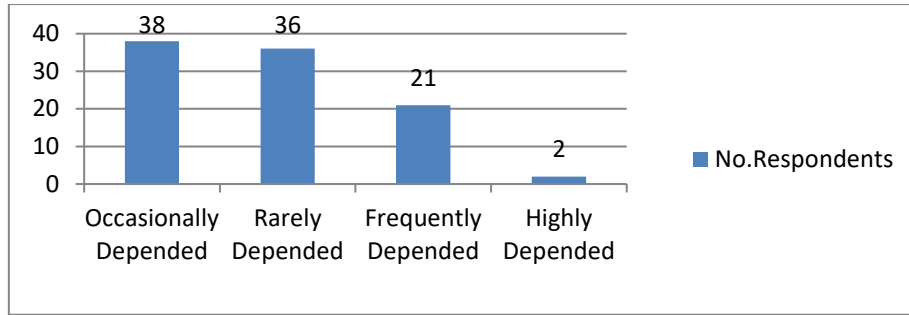


Fig.31: Students dependency of study materials provided e-PG Pathshala

2.3.18 Place of accessing e-PG Pathshala

The study materials provided e-PG Pathshala can be access and acquired anywhere, anyplace and at any time with the help of internet and electronic devices. Table 36 and fig.32 shows the place of accessing e-PG Pathshala by students under SEMIS, MZU. Majority of the respondents access e-PG Pathshala from Home/House.

Table 36: Place of Accessing e-PG Pathshala

<i>Respondents</i>	<i>House</i>	<i>Library</i>	<i>ICT Centre</i>	<i>Cyber Cafe</i>	<i>Others</i>
Commerce	10(10.31%)	0	0	0	9(9.27%)
Economics	7(7.21%)	5(5.15%)	0	0	10(10.31%)
Lib.Info.Science	25(25.77%)	6(6.18%)	0	0	3(3.09%)
Mass.com	4(4.12%)	2(2.06%)	0	0	0
Management	6(6.18%)	2(2.06%)	0		7(7.21%)
Total.	52(53.60%)	15(15.46%)	0	0	29(29.89%)

Source: Survey data

The above data shows the place of accessing e-PG Pathshala by different respondents under SEMIS. 53.60% of respondents access e-PG Pathshala from home which is more than 50% of the total respondents and rest of the others 15.46% access it from library. 29.89% of the respondent access e-PG Pathshala from other places, depending on their convenience. It is visible clearly that none of the respondent access e-PG Pathshala from ICT Centre or Cyber Café. This data is presented in figure below:

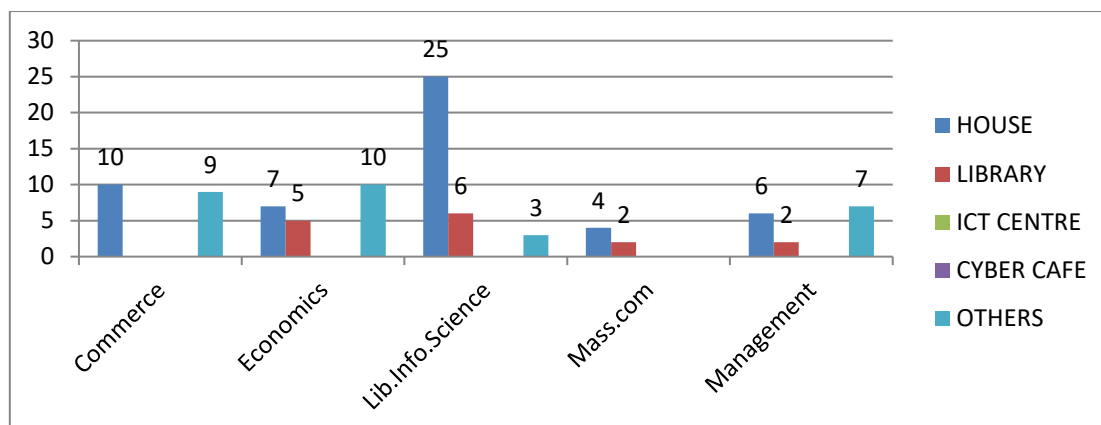


Fig.32: Place of Accessing e-PG Pathshala

Data collected through primary and secondary different sources arranged in table are analysed and interpreted as above to draw inferences against the research objectives. Therefore, the research findings were drawn below with the help of appropriate tool for the purpose. The findings are genuine and authenticated to the research objectives.

2.3.19 Preferred Information

The use of internet and other electronic devices in the present modern society leads to the emergence of e-resources. This is due to the implications of technology in every aspects of life as well as in educational system. Technological applications helps to create, disseminate and sharing of information for more useful, easier and faster than that of print information. Therefore, the use of e-resources becomes popular among learners. The following data in table reveals the preferred information resources of respondents:

Table 37: Preferred Information used by the SEMIS students MZU.

<i>Respondents</i>	<i>Print</i>	<i>Electronic</i>	<i>Both</i>	<i>Total</i>
Commerce	4(4.12%)	1(1.03%)	14(14.43%)	19(19.58%)
Economics	5(5.15%)	3(3.09%)	14(14.43%)	22(22.68%)
Lib. Info. Science	3(3.09%)	14(14.43%)	17(17.52%)	34(35.05%)
Mass.com	0	4(4.12%)	3(3.09%)	7(7.21%)
Management	4(4.12%)	5(5.15%)	6(6.18%)	15(15.46%)
Total.	16(16.49%)	27(27.83%)	54(55.67%)	97(100%)

Source: Survey data

The above table determined the preferred information in regard to print or electronic/digital information or both electronic and print resources by the respondents of different departments under SEMIS. In commerce department, 4.12% respondents preferred print, 1.03% electronic and 14.43% respondents preferred both print and electronic. The 5.15% respondents of economics department preferred print, 3.09% respondents used electronics and 14.43% respondents preferred both. The library and information science department have 3.09% respondents who preferred print and 14.43% respondents preferred electronics, while the remaining 17.52% respondents preferred both print and electronics. There are 4.12% respondents in mass communication department who use electronic and 3.09% respondents who use both. The management department has 4.12% students who preferred print, 5.15% have preferred electronic and 6.18% respondents are likely to use both print and electronic. In general, 55.67% of the respondents preferred both sources to acquire knowledge which is more than 50% of the respondents. This is presented in figure as below to visualise data:

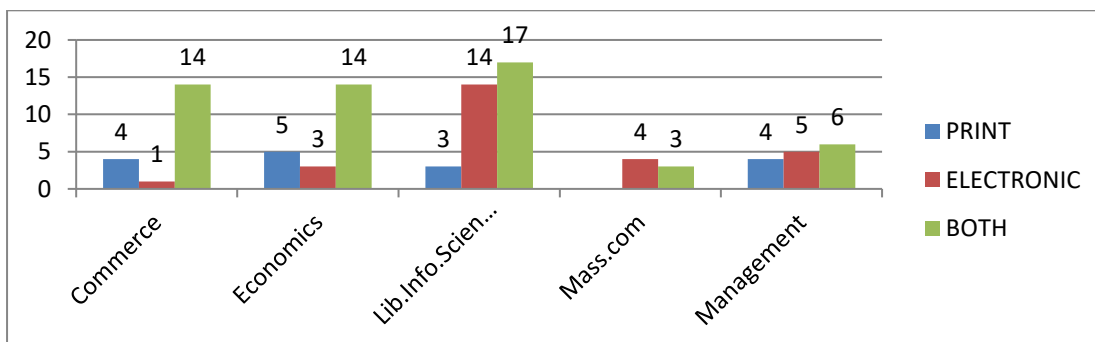


Fig. 33: Preferred Informing used by the SEMIS student MZU.

3. FINDINGS

From the above data analysis and study of the problem, the scholar draws the following findings against the research objective reflected in chapter 1 and are arranged in systematic manner as below:

Objective 1: To explore the student's awareness of e-PG Pathshala.

- 1) Among the five (5) academic departments under SEMIS, the PG students of Library & Information Science have more awareness in e-learning activities than that of other students under SEMIS as well as in Internet literacy.

- 2) The study reveals that male respondents are more aware with e-PG Pathshala than female respondents as well as in e-learning activities. The difference is almost double to male respondents.
- 3) The library and Information Science students are more aware of e-PG Pathshala than that of all the other Academic Departments under School of Economics Management and Information Science, Mizoram University.
- 4) The study reveals that respondents who have urban educational background are more aware with e-PG Pathshala content management as well e-learning activities than that of respondents who are coming from rural background.
- 5) The majority of students/respondents came to know e-PG Pathshalamainly from friends and colleagues. Their knowledge from other agencies is very low. This may be due to illiteracy of the project.
- 6) Awareness of e-learning process and Internet literacy of the respondents is very low in spite of the students are in an electronic age. Less than 50% of the students in each academic department are not aware of it which is very surprising being PG students.
- 7) More than 70% respondents/PG students under SEMIS are aware of e-learning activities andhappy for the authenticity of web information in research and learning programmes.

Objective 2: To examine the purpose of accessing e-PG Pathshala by the users.

- 1) The majority of respondents access e-PG Pathshala mainly for preparing assignments. More than 50% of the respondents access it for this purpose
- 2) Male respondents access e-PG Pathshala more than female respondents for preparing their assignment. Few of the respondents also access it for preparing notes for tests and exams.

- 3) Among the students of five PG departments, Library and Information Science respondents access more for educational purposes than that of other academic departments which may be due to their more awareness of it than other students.
- 4) From the analysed data it is clear that respondents who are coming from urban educational background access more e-PG Pathshala for academic purposes than that of respondents who are from rural educational background. This is due to poor illiteracy of Internet or e-Learning activities than urban students.
- 5) The usefulness of e-PG Pathshala is categorised into three groups, namely, very useful, useful and not useful. Majority of the respondents finds e-PG Pathshala as useful. To many of the respondents it is not useful due to inexperience of the course contents and e-learning activities whereas it is very useful for students of Library and Information Science Department.
- 6) The majority of respondents have owned personal computers to access information through Internet. The library and Information Science students used computer regularly than any other students under SEMIS, MZU. More than 50% respondents have good computer literacy skill.

Objective 3: To know the satisfaction level of user in using e-PG Pathshala.

- 1) The satisfaction level of respondents/PG students in regard to the use of e-PG Pathshala study materials is that majority are satisfied in using e-PG Pathshala. Among them the PG students of Library and Information Science Department have highest satisfaction level than other PG students under SEMIS.
- 2) The level of dependency on study material provided by e-PG Pathshala is that majority of respondents do not have much dependency on it as they are not very much aware of it for learning activities.
- 3) The gender-wise satisfaction level in using e-PG Pathshala study materials is that male respondents have higher level of satisfaction in using e-PG Pathshala than female. Less than 50% of both male and female respondents are satisfied in e-PG Pathshala resources.

- 4) e-PG Pathshala materials are not very much useful to the PG students under SEMIS as they are not very much aware of it. Among them, it is most useful for PG students of Library & Information Science than other department students.
- 5) Majority of respondents claimed that e-PG Pathshala materials are useful for PG students below 25 year. It is less useful for those who are more than 25 years which can be as a result of ICT illiteracy for them.
- 6) The majority of the respondents are accessing e-PG Pathshala occasionally. It means that majority of the respondents are not accessing e-PG Pathshala regularly which may be a result of low e-learning literacy.

Objective 4: To find out willingness and perception of students in using e-PG Pathshala.

- 1) The majority of the respondents are accessing e-PG Pathshala occasionally which means that PG students under SEMIS do not feel it as reliable source of information in their courses; only 2.6 % respondents highly depend on it.
- 2) Most of the PG students under study prefer electronic sources of information than print sources for their academic purposes.

CHAPTER 5
CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

The rapid advancement of technology has tremendous change in the education system. The use of computers and other electronic devices has changed the way we process, store, disseminate, manipulate of information and become easier and faster for sharing of information to the learners and teachers. The implications of ICT, has led to the emergence of new learning system known as 'e-learning system'. It bridged the gap between learners and instructors for acquiring information to the learners through ICT. It also helps to continue learners who cannot complete their education through e-learning and thus also leads to the self-learning process.

e-Learning has become more and more effective in the learning process and opens a door for people around the world to access education for free or for fewer costs. The open online courses are becoming more popular in the present day for the spread of knowledge. The e-PG Pathshala is an online course for Post-graduate students studying in different institutions, universities and organization. This online courseware's were developed by eminent faculty members in different institutions and are useful for students in supporting their studies.

The use of internet and technology plays an important role for disseminating information and thus, creates a gap between teachers and students and helps in imparting education and enhances self-learning process. Thus, e-learning should be given importance in higher education, so that students become aware and benefitted by the use of e-content.

The present study reveals that more than half of the post-graduate students under School of Economics, Management and Information Science (SEMIS), Mizoram University are aware of e-PG Pathshala whereas 48.45% respondents are not aware of e-PG Pathshala at all. The study clearly shows that use of e-PG Pathshala by PG students under SEMIS, MZU do not know the contents and learning materials in e-PG Pathshala. Therefore, it is the responsibility of teachers and faculties to get involve for promoting e-PG Pathshala by conducting seminars, training programmes about the use of online resources provided by e-PG Pathshala and make them aware of the usefulness and benefits of accessing these online study materials. Teachers should aware and promote the use of e-PG Pathshala to the students for supporting their studies.

The reason of not using e-PG Pathshala is due to lack of awareness. Therefore, proper understanding of the concept of e-Learning must be taught to every student by teachers and faculties about the e-content in their respective field/subjects, so that students will be aware and benefitted by using e-PG Pathshala. The use of internet and technology plays an important role for disseminating information which resulted in imparting education and enhances self-learning process. Thus, e-learning may be given importance in higher education system so that students will be benefitted by e-content.

5.2 SUGGESTIONS

- 1) The present study reveals that more than half of the post-graduate students under School of Economics, Management and Information Science (SEMIS), Mizoram University are aware of e-PG Pathshala and 48.45% respondents are not aware of e-PG Pathshala at all which clearly shows that PG students under SEMIS, MZU do not understand the importance of e-PG Pathshala as a learning resource in different subject. Therefore, it is very essential to promote use of e-PG Pathshala among the students by teachers through demonstration or practical teaching.
- 2) The reason of not using e-PG Pathshala is due to lack of awareness. Therefore, proper guidance of PG students to understand the concept of e-Learning in their respective field/discipline is very much essential. Teacher may take adequate actions by teaching the students through ICT and other means of communication deploying latest technological gadgets.
- 3) The school (SEMIS) may conduct training/workshop programmes on e-PG Pathshala awareness for the PG students under SEMIS to educate the stakeholders in accessing e-content for their academic activities as well as other online resources which may prosper their knowledge and understanding in the subject.
- 4) It is important to aware the students on use of search engines to access or locate reliable and authentic learning resources through web information systems through internet.

- 5) Use of e-resources as study materials should be promoted among the students so that students will become more dependable on the study materials provided through e-PG Pathshala contents and materials to supporting their learning process.
- 6) There is also need of promoting used of e-resources provided by e-PG Pathshala to students particularly to the students with rural educational background to cater various technological devices which may help them in their learning activities.
- 7) Special education in ICT may be given to students who are poor in electronic handling to access information through Internet as it is one of the most important sources of information in an information world.

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APPENDICES

Appendix - 1
Research Questionnaire

Dear friend

I am pursuing M.Phil in Library and Information Science, Mizoram University, Aizawl. My topic is “Awareness and Use of e-PG Pathshala by Post Graduate Students under School of Economics Management and Information Science, Mizoram University” under the guidance of Prof. R.K. Ngurtinkhuma. I earnestly requested you to answer the questionnaire. I insure you that the information given by you will be used for academic purpose and keep confidential.

Samuel Vanlalpeka
M.Phil. Scholar
Dept. of Library and Information Science
Mizoram University

A. GENERAL INFORMATION

(Please tick) in the most appropriate box)

1. Name of the Correspondents (*optional*): _____
2. Name of the Department: Commerce Economics
 Management Mass com
 Library & Inf. Sc.
3. Semester: Second Fourth
 Sixth Eight
4. Gender: Male Female
5. Age group of correspondent: Below 25 years between 30-35
 between 25-30 35 above
6. Backgrounds of education Urban Rural

B. Skills of ICT and E-Resources

1. Do you have computer?
Yes () No ()
2. How often do you use computer?
Regularly () Occasionally ()

3. Do you find computer useful in regard to your studies?
 Very Useful Useful Not Useful
4. How would you rate your computer literacy skills?
 High Average Low
5. Are you using Internet?
 Yes No
6. Tools for accessing internet. (*tick more than one*)
 Desktop Laptop
 Phone Tablet/I-pad
7. For what purpose do you access internet?
 Academic E-mail
 Information Search Use of Social Networking Sites
 Job opportunity Games and Entertainment
 Internet Surfing
 Searching Databases
8. How would you rate your internet literacy skills?
 High Average Low
9. You search the information from the internet by (*You may tick more than one*)
 Search engine Open Access Journal Directories
 Website Publishers website
 Databases
10. How would you evaluate and authenticity of web information?
 Institution reputation
 Author status and affiliation Publisher Credibility
 Hyperlink given in a library and institutional sites
 Source recommended by faculty and librarian
11. Rate your ability to access and evaluate information in Print and Electronic formats?

Format	High	Average	Low
(i) Print			
(ii) Electronic			

C. USE OF e-PG PATHSHALA

1. Are you aware of e-Learning/electronic learning? (Learning conducted via electronic media like video, audio, text etc.)
 Yes No
2. Are you aware of e-PG Pathshala?
 Yes No
3. You came to know about e-learning (e-PG Pathshala) from?

- Friends/Colleagues Library staff
 Teachers Internet
 Self Others

4. Do you use e-PG Pathshala for searching study material?
 Yes No

5. If you are not using e-PG Pathshala, why?
 Not aware at all Aware but not interested
 Lack of relevant information resources lack of awareness
 Lack of proper internet connection Other reason

6. How often you access and make use of e-PG Pathshala?
 Everyday 2/3 times a week
 Once in a week Occasionally

7. On what purpose are you accessing e-PG Pathshala?
 Assignments Preparing notes
 Test/Exams Others

8. Are you satisfied with the study material provided by e-PG Pathshala?
 Fully satisfied Satisfied Unsatisfied

9. How much do you depend on e-PG Pathshala for your studies/learning?
 Highly depended Frequently depended
 Occassionally depended Rarely depended

10. From where do you access e-PG Pathshala?
 House Library ICT Centre
 Cyber Café Others

11. How useful do you find e-PG Pathshala?
 Useful Very Useful Not at all

12. Which information media do you preferred more?
 Print Electronic Both

Appendix 2
Extension of MPhil Registration

MIZORAM UNIVERSITY



Minutes
of
the 35th Meeting
of Academic Council

26th November, 2018

VENUE: SCHOOL OF EDUCATION CONFERENCE HALL
TIME: 10:30 AM

3. The School Board of Life Sciences:

Sl. No.	Department	Name of Scholar	Date of Admission	Registration No.	Extension Period Date/Month/year	Name of Supervisor/ Jt. Supervisor
1	Botany	Lalhriatpuia	16.08.2013	MZU/Ph.D/674 of 23.05.2014	22.05.2021	Prof. R.C. Laha
2	Botany	Lalrampani Chawngthu	21.08.2013	MZU/Ph.D/619 of 23.05.2014	22.05.2021	Dr. R. Lalfakzuala
3	Botany	R. Vanlalpeka	20.08.2013	MZU/Ph.D/671 of 23.05.2014	22.05.2021	Prof. R.C. Laha
4	Botany	J.C. Angel Lalrindiki	24.07.2013	MZU/Ph.D/668 of 23.05.2014	22.05.2021	Dr. F. Lalnunmawia

AC:35:4 (6): Extension of M.Phil. Registration Period

The Academic Council resolved to approve the following proposals for extension of M.Phil Registrations submitted by concerned School Boards

1. The School Board of Economics, Management & Information Science:

Sl. No.	Department	Name of Scholar	Date of Admission	Registration No.	Extension Period Date/Month/year	Name of Supervisor/ Jt. Supervisor
1.	Management	Ramnunmawia Pachuau	12.08.2017	MZU/M.Phil/484 of 02.05.2018	31.07.2019	Dr. Lalhmingliana Renthlei
2.	Management	Robert Vanhmingpuia	01.08.2017	MZU/M.Phil/462 of 02.05.2018	31.07.2019	Prof. L.S.Sharma
3.	Management	B. Lalramengmawia	02.08.2017	MZU/M.Phil/461 of 02.05.2018	31.07.2019	Dr. K. Lalromawia
4.	Management	Bhuvanesh Kumar	17.08.2017	MZU/M.Phil/437 of 02.05.2018	31.07.2019	Dr. Amit Kumar Singh
5.	Library & Information Science	R. Lalrindika	23.08.2017	MZU/M.Phil./432 of 02.05.2018	31.07.2019	Dr. Akhandanand Shukla
6.	Library & Information Science	Samuel Vanlalpeka	23.08.2017	MZU/M.Phil./435 of 02.05.2018	31.07.2019	Prof. R. K. Ngurtinkhuma
7.	Library & Information Science	Lalremsiama	23.08.2017	MZU/M.Phil./434 of 02.05.2018	31.07.2019	Prof. Pravakar Rath

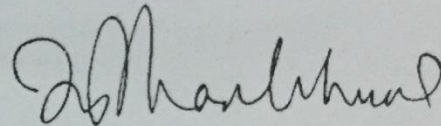
2. The School Board of Earth Sciences & Natural Resources Management:

Sl.No	Department	Name of Scholars	Date of Admission	Registration No.	Extension Period Date/Month/year	Name of Supervisor/ Jt. Supervisor (if any)
1.	Forestry	Ms. Badeishisha Mawkhiew	28.08.2017	MZU/M.Phil./450 of 27.04.2018	27.6.2019	Prof. S.K. Tripathi (Supervisor)

AC:35:5(1): The following items were placed before the Academic Council from the Chair and resolution against each item are as under:

- a) Seed money facility for research project: It has been decided that the University shall allocate an amount of Rs. 5 lakhs as seed money for Research Projects to be undertaken by those faculty who are not having any Research Projects from sponsored agencies.
- b) Appreciation Certificate: The Council resolved that appreciation certificate may be issued to publications having more than 2 impact factors in both Science & Humanities Journals.
- c) Updating Department Website: In the view of NAAC Accreditation process, the Chairman shared his views regarding the importance of updating Department Websites, listing all updated status and publications of all faculty members.

The meeting concluded with a note of thanks from the Registrar as requested by the Chairman.



(C. ZOTHANKHUMA)
Registrar

APPENDIX - 3
Paper Presentation Certificate



SAMBALPUR PUBLIC LIBRARY
in collaboration with
ODISHA STATE OPEN UNIVERSITY, SAMBALPUR and MHRD, PMMM, NMTT, TLC, Ramanujan College, University of Delhi
with support from
Raja Rammohun Roy Library Foundation, Kolkata, Ministry of Culture, Govt. of India and Department of Culture, Government of Odisha
organizes

NATIONAL SEMINAR
ON
“PUBLIC LIBRARY AND DIGITAL DIVIDE”
(OPPORTUNITIES AND CHALLENGES)
(22nd-23rd February 2019)





CERTIFICATE

PARTICIPATION / PRESENTATION / INVITED SPEAKER

This is to certify that

Mr./Ms./Dr./Prof. SAMUEL VANLALPEKA

of _____

has successfully participated / presented paper / as invited speaker

in the National Seminar on 22nd & 23rd February, 2019.


Patron
Prof. A P Padhi
Chairman, Sambalpur Public Library
Former Vice-Chancellor, Berhampur University


Chief Guest


Patron
Dr. Srikant Mohapatra
Vice-Chancellor
Odisha State Open University, Sambalpur

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ABBREVIATIONS AND ACRONYMS

EDUSAT - Educational Satellite

EE&RD - Extension Education & Rural Development

e - PMS - e- Pathshala Management System

ETD - Electronic Theses and Dissertations

ICT - Information and Communications Technology

INFLIBNET - Information and Library Network

ISRO - Indian Space Research Organisation

IT - Information Technology

IUCAA - Inter-University for Astronomy and Astrophysics

R&D - Research & Development

SEMIS - School of Economics Management Library and Information Science

SES & NRM - School of Earth Sciences and Natural Resources Management

SFAA & FT - School of Fine Arts, Architecture & Fashion Technology

UGC - University Grants Commission

HOD - Head of Department

HRD - Human Resource Development

PG - Post Graduate

MIT - Massachusetts Institute of Technology

MNF - Mizo National Front

MOOC - Massive Open Online Courses

MZU - Mizoram University

NEHU - North Eastern Hill University

NDC - National Development Council

NME-ICT - National Mission on Education through Information Communication Technology

NOUN - National Open University of Nigeria

NPTEL - National Programme on Technology Enhanced Learning

OCW - Open Course Ware

OECD - Organization for Economic Corporation and Development

OER - Open Educational Resources

OJAS - Open Journal Academic System

WWW - World Wide Web

ABSTRACT ON

**AWARENESS AND USE OF E-PG PATHSHALA BY POST GRADUATE
STUDENTS UNDER SCHOOL OF ECONOMICS MANAGEMENT AND
INFORMATION SCIENCE, MIZORAM UNIVERSITY**

BY

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1. Introduction

The rapid increased and advancement of technology has shaped the modern society. The use of computers and other electronic has changed the way we processed, disseminate information and makes it easier and faster. The emergence of Internet has great impact in sharing and transferring of information from one place to another within a less times, and also helps in communicating with others much more reliable and easier than before. Different academic institution, organisation, offices, information centres etc. are adopting use of computers and other technology innovations for their works and services. Due to the implications of Information and Communication Technology (ICT) in education, a new mode of learning known as e-Learning or electronic learning has emerges and has a good impact in the present education system. The e-learning system provides education through the use of computers and other electronic devices and is contrasted to traditional classroom based education. Different people at different geographical locations can now acquire education through e-learning and thus bridged the gap between students who cannot acquire education due to economic, social and other geographical demarcation. People can now access information through the use of computers and other technological innovations which has been a boon to learners as well as teachers. Therefore, e-Learning has become more and more important and gain its popularity in the present modern society.

The present study investigates the Awareness and Use of e-PG Pathshala by PG students under School of Economics Management and Information Science, Mizoram University. The study was conducted in a survey based in which 50% of the total respondents i.e. 124 respondents were taken as sample size. Structured questionnaire was prepared and distributed randomly among 124 PG students under SEMIS, MZU for collection of data, out of which 97(78.22%) questionnaire were received and analysed for data interpretation. There are 59(50.82%) male respondents and 38(42.22%) female respondents. A total of 49 (50.51%) respondents are aware of e-PG Pathshala, while 48(49.49%) are not aware of e-PG Pathshala at all. Among all the 49 (50.51%) respondents who are aware e-PG Pathshala, 29(49.15%) respondents are male and 20(52.63%) are female. The main purpose of accessing e-PG Pathshala is that 49(50.51%) respondents access e-PG Pathshala for preparing Assignments. A total of 59(60.82%) respondents used e-PG Pathshala as study materials, whereas 39(39.17) does not used e-PG Pathshala as study material at all. The main reason of not using e-PG Pathshala is that 12(12.37%) respondents are due to lack of awareness and 16(16.49%) are due to other reasons. A total of 75(77.31%) respondents are satisfied in using

the study materials provided by e-PG Pathshala whereas 19(19.58%) respondents are not satisfied at all and only 3(3.09%) respondents are fully satisfied. In regard to the usefulness of e-PG Pathshala majority 54(55.67%) respondents finds it Useful, 22(22.68%) finds it very useful and 21(21.64%) respondents finds e-PG Pathshala not useful at all. The level of dependency on e-PG Pathshala is very low, only 2(2.06%) respondents are highly depended, 21(21.64%) respondents are frequently depended and 38(39.17%) respondents are occasionally depended and 36(37.11%) respondents are rarely depended on e-PG Pathshala for learning. A total of 54(55.67%) respondents are preferred using both electronic and print media, whereas 16(16.49%) respondents preferred print media and 27(27.83%) respondents preferred using electronic resources/information. It is recommended that SEMIS may conduct may conduct training/workshop programmes on e-PG Pathshala awareness for the PG students under SEMIS to educate the stakeholders in accessing e-content for their academic activities as well as other online resources which may prosper their knowledge and understanding in the subject. Special education in ICT may be given to students who are poor in electronic handling to access information through Internet as it is one of the most important sources of information in an information world. Use of e-resources as study materials should be promoted among the students so that students will become more dependable on the study materials provided through e-PG Pathshala contents and materials to supporting their learning process. There is also need of promoting used of e-resources provided by e-PG Pathshala to students to cater various technological devices which may help them in their learning activities.

2. Significance of the Study

The revolutionary change in the advancement of Information and Communication Technology (ICT) scenario has given rise to a number of options to handle varied learning resources by the user communities. The electronic resources include e- books, e- journals, e- theses, e- newspapers, e-databases, e- examination papers, ETDs, etc. Electronic information environment not only enhances the speed and quality of service, but also the number of users served, the quantum and exhaustiveness of information provided. This had led to the improvement both in quality and magnitude of services provided by the libraries using a variety of e-resources.

The importance of the study relates to the understanding of the usage and awareness of e-PG Pathshala (e-resources) by post graduates (PG) students in School of Social Sciences

and School of Economics Management and Information Science in Mizoram University. It attempts to investigate and identify the benefits of using e-PG Pathshalaprogramme and services as well as the attitude towards the users and problems associated with the use of e-resources by School of Economics Management Library and Information Science (SEMIS), Mizoram University (MZU).

3. Research Design

3.1 Statement of the Problem

The government of India is taking various steps to have quality education in general and particularly in Higher Education System. To cope with the tremendous development of technology, it is indebted to utilize the functions of technology in educational system. As such e-learning resources were developed for various programs and e-PG Pathshala is one of them, purely designed for the PG students. e-PG Pathshala is one of the National Mission on Education through ICT(NME-ICT) project under MHRD for providing quality educational content to students/learners in India through Sakshat portal. According to the mission, “The helpline/portal shall take care of all the needs of the entire learning community including the students enrolled in various educational institutions and lifelong learners by extensively utilizing e-learning concepts and the ICT based methodology.” (<http://epgp.inflibnet.ac.in/pdf/Missiondocument.pdf>)

Mizoram University is one of the Central Universities conducting various academic programmes to give quality education to the students. The government of India has implemented many programmes and project, e-PG Pathshala is one of the projects which may be very useful for the PG students of Mizoram University for providing assistance/support for enhancing their learning process. The self-learning system has benefited its users for their studies by providing study materials beyond class-room learning. Therefore, it is very important to carry out a critical study on the awareness and uses of e-PG Pathshala by students of SEMIS, Mizoram University in order to find out how it affects the students by this project and hence selected this topic for my MPhil research work.

3.2 Scope of the Study

The scope of study is confined to investigate the awareness and uses of e-PG Pathshala by the present PG students under the School of Economics, Management and Information Science (SEMIS) of Mizoram University. There are five academic departments

under this school, viz. Economic, Management, Commerce, Journalism and Mass Communication and Library and Information Science which are covered under the study.

3.3 Objectives of the Study

The objectives of the study are as follows:

- To explore the students awareness of e-PG Pathshala.
- To examine the purpose of accessing e-PG Pathshala by the users.
- To know the satisfaction level of user in using e-PG Pathshala.
- To find out willingness and perception of students in using e-PG Pathshala.

3.4 Research Methodology

This is a kind of survey method to study the users of e-PG Pathshala, an e-content study material developed by INFLIBNET Centre for PG students in various disciplines. The study will be carried out in the following manner:

- i. **Sample size:** As per the MZU Annual Report 2016-2017, there are 247 PG students under SEMIS. The sample size of the study is selected from each department representing 50% from the total population. Therefore, the sample sizes are 124 PG students. The selection of the sample size is done through simple sampling method.
- ii. **Collection of data:** Data for the study is collected through primary and secondary sources. Primary data is collected from the selected sample representing each of the department by means of structured questionnaire. Secondary sources are collected from books, journals, e-resources etc.
- iii. **Data Analysis:** Data is presented in the form of tables for interpretation and is analysed with the help of relevant statistical tool to draw inferences of the study.

4. Chapterization

This study is divided in to five chapters. Chapter 1 is Introduction. This chapter introduces various related issues of the study, like e-Learning, e-Resource, Inflibnet and its activities, e-PG Pathshala and Mizoram University. It also contains review of related literature to draw research gap; significance and scope of study; objectives and methodology

of study. Chapter 2 is e-PG Pathshala: Concepts. This chapter discusses various issues of e-PG Pathshala as study material provided by INFLIBNET Centre on different subjects. Chapter 3 is MZU School of Economics, management and Information Science which introduces and discusses functioning and activities of different academic departments under SEMIS. Chapter 4 is Data Analysis and Findings. This chapter illustrates the profile of research work with tables and graphs analyzing different data collected through primary and secondary sources and interpreted to draw references. Chapter 5 is Conclusion and Suggestions. This chapter spells the conclusion of the research work as well as suggestions drawn from the study. Apart from these five chapters, the dissertation also has relevant appendices and bibliography for discussion to draw references in this research.

5. Findings

From the above data analysis and study of the problem, the scholar draws the following findings against the research objective reflected in chapter 1 and are arranged in systematic manner as below:

Objective 1: To explore the student's awareness of e-PG Pathshala.

- 1) Among the five (5) academic departments under SEMIS, the PG students of Library & Information Science have more awareness in e-learning activities than that of other students under SEMIS as well as in Internet literacy.
- 2) The study reveals that male respondents are more aware with e-PG Pathshala than female respondents as well as in e-learning activities. The difference is almost double to male respondents.
- 3) The library and Information Science students are more aware of e-PG Pathshala than that of all the other Academic Departments under School of Economics Management and Information Science, Mizoram University.
- 4) The study reveals that respondents who have urban educational background are more aware with e-PG Pathshala content management as well e-learning activities than that of respondents who are coming from rural background.

- 5) The majority of students/respondents came to know e-PG Pathshala mainly from friends and colleagues. Their knowledge from other agencies is very low. This may be due to illiteracy of the project.
- 6) Awareness of e-learning process and Internet literacy of the respondents is very low in spite of the students are in an electronic age. Less than 50% of the students in each academic department are not aware of it which is very surprising being PG students.
- 7) More than 70% respondents/PG students under SEMIS are aware of e-learning activities and happy for the authenticity of web information in research and learning programmes.

Objective 2: To examine the purpose of accessing e-PG Pathshala by the users.

- 1) The majority of respondents access e-PG Pathshala mainly for preparing assignments. More than 50% of the respondents access it for this purpose
- 2) Male respondents access e-PG Pathshala more than female respondents for preparing their assignment. Few of the respondents also access it for preparing notes for tests and exams.
- 3) Among the students of five PG departments, Library and Information Science respondents access more for educational purposes than that of other academic departments which may be due to their more awareness of it than other students.
- 4) From the analysed data it is clear that respondents who are coming from urban educational background access more e-PG Pathshala for academic purposes than that of respondents who are from rural educational background. This is due to poor illiteracy of Internet or e-Learning activities than urban students.
- 5) The usefulness of e-PG Pathshala is categorised into three groups, namely, very useful, useful and not useful. Majority of the respondents finds e-PG Pathshala as useful. To many of the respondents it is not useful due to inexperience of the course contents and e-learning activities whereas it is very useful for students of Library and Information Science Department.

- 6) The majority of respondents have owned personal computers to access information through Internet. The library and Information Science students used computer regularly than any other students under SEMIS, MZU. More than 50% respondents have good computer literacy skill.

Objective 3: To know the satisfaction level of user in using e-PG Pathshala.

- 1) The satisfaction level of respondents/PG students in regard to the use of e-PG Pathshala study materials is that majority are satisfied in using e-PG Pathshala. Among them the PG students of Library and Information Science Department have highest satisfaction level than other PG students under SEMIS.
- 2) The level of dependency on study material provided by e-PG Pathshala is that majority of respondents do not have much dependency on it as they are not very much aware of it for learning activities.
- 3) The gender-wise satisfaction level in using e-PG Pathshala study materials is that male respondents have higher level of satisfaction in using e-PG Pathshala than female. Less than 50% of both male and female respondents are satisfied in e-PG Pathshala resources.
- 4) e-PG Pathshala materials are not very much useful to the PG students under SEMIS as they are not very much aware of it. Among them, it is most useful for PG students of Library & Information Science than other department students.
- 5) Majority of respondents claimed that e-PG Pathshala materials are useful for PG students below 25 year. It is less useful for those who are more than 25 years which can be as a result of ICT illiteracy for them.
- 6) The majority of the respondents are accessing e-PG Pathshala occasionally. It means that majority of the respondents are not accessing e-PG Pathshala regularly which may be a result of low e-learning literacy.

Objective 4: To find out willingness and perception of students in using e-PG Pathshala.

- 1) The majority of the respondents are accessing e-PG Pathshala occasionally which means that PG students under SEMIS do not feel it as reliable source of information in their courses; only 2.6 % respondents highly depend on it.
- 2) Most of the PG students under study prefer electronic sources of information than print sources for their academic purposes.

6. Conclusion

The rapid advancement of technology has tremendous change in the education system. The use of computers and other electronic devices has changed the way we process, store, disseminate, manipulate of information and become easier and faster for sharing of information to the learners and teachers. The implications of ICT, has led to the emergence of new learning system known as 'e-learning system'. It bridged the gap between learners and instructors for acquiring information to the learners through ICT. It also helps to continue learners who cannot complete their education through e-learning and thus also leads to the self-learning process.

e-Learning has become more and more effective in the learning process and opens a door for people around the world to access education for free or for fewer costs. The open online courses are becoming more popular in the present day for the spread of knowledge. The e-PG Pathshala is an online course for Post-graduate students studying in different institutions, universities and organization. This online courseware's were developed by eminent faculty members in different institutions and are useful for students in supporting their studies.

The use of internet and technology plays an important role for disseminating information and thus, creates a gap between teachers and students and helps in imparting education and enhances self-learning process. Thus, e-learning should be given importance in higher education, so that students become aware and benefitted by the use of e-content.

The present study reveals that more than half of the post-graduate students under School of Economics, Management and Information Science(SEMIS), Mizoram University are aware of e-PG Pathshala whereas 48.45% respondents are not aware of e-PG Pathshala at

all. The study clearly shows that use of e-PG Pathshala by PG students under SEMIS, MZU do not know the contents and learning materials in e-PG Pathshala. Therefore, it is the responsibility of teachers and faculties to get involve for promoting e-PG Pathshala by conducting seminars, training programmes about the use of online resources provided by e-PG Pathshala and make them aware of the usefulness and benefits of accessing these online study materials. Teachers should aware and promote the use of e-PG Pathshala to the students for supporting their studies.

The reason of not using e-PG Pathshala is due to lack of awareness. Therefore, proper understanding of the concept of e-Learning must be taught to every student by teachers and faculties about the e-content in their respective field/subjects, so that students will aware and benefitted by using e-PG Pathshala. The use of internet and technology plays an important role for disseminating information which resulted in imparting education and enhances self-learning process. Thus, e-learning may be given importance in higher education system so that students will be benefitted by e-content.