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Uses and awareness of e-resources among students of Sanskrit

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Abstract
Sanskrit is considered the most ancient language in Hinduism, having been utilised as a medium of communication and discourse by the Hindu Celestial Gods and later by the Indo-Aryans. Sanskrit is also utilised extensively in Jainism, Buddhism, and Sikhism.

Electronic resources are becoming increasingly vital, required, and immensely valuable to the academic community. Electronic Resources (E-Resources) have emerged swiftly as a result of enormous technological improvement, particularly in the twenty-first century, and traditional print resources are increasingly being displaced by E-resources. The usage of electronic resources in the library has altered its offerings. To meet the problems of the electronic world, librarians must acquire the most recent abilities and deliver the most current services. The librarian at an academic institution must provide a balanced and effective collection of information resources in the library.

People with eastern and religious backgrounds are typically believed to be oblivious of the latest technology. However, the facts are completely different, demonstrating the appeal of information technology among all individuals. Despite the availability of alternate sources of knowledge, libraries have retained their main position. The Internet became an alternative source for library patrons. E-journals and subject websites have gained popularity among Sanskrit students.

This study focuses on the status, user knowledge, and effective use of e-resources by Sanskrit students at MGKVP University. This study shows the Sanskrit student's knowledge of E-resources, as well as the problems they experience when utilising them.

Keyword: E-resources, internet, e-journals, MGKVP, Sanskrit

Introduction

An electronic resource is described as "information (usually a file) that can be stored in the form of an electrical signal, but this is not required on a computer." Alternatively, we can refer to a resource that requires computer access or any electronic product that delivers a collection of data, whether it is text (referring to full text databases, electronic journals, image collections, other multimedia products), numerical, graphical, or time-based, as a commercially available title that has been published with the intention of being marketed. E-resources are classified into two types: online e-resources, which include e-journals (full text and bibliographic), e-books, online databases, and web sites, and other electronic resources, which include CD ROMs, diskettes, and other portable computer databases. E-resources play an important part in the development of the information society.

The Department of Sanskrit and Other Ancient Languages is a very old department within the university. Its goal is to prepare students for advanced research and instruction in the fields of Sahitya, Vedanta, Nyaya, Yoga, and Vyakarana. The department plays an important role in study into Indian traditions of thought in the fields of Sanskrit sahitya, philosophy, linguistics, and literary criticism. The Sanskrit department provides undergraduate, graduate, and doctoral courses. The department also provides a postgraduate diploma in Karmkand. There are around 300 students enrolled at the undergraduate, graduate, and doctoral levels. The objectives are to be met by training students and researchers in best practices for teaching, learning, and assessment, as well as via weekend seminars, group discussions, and the use of ICT in the classroom.

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Benefits or advantages of e-resources
The Internet is one of the world's major online information repositories. In today's world, the Internet plays an important role in the growth of the information society. The following are the advantages of e-resources over the print media:
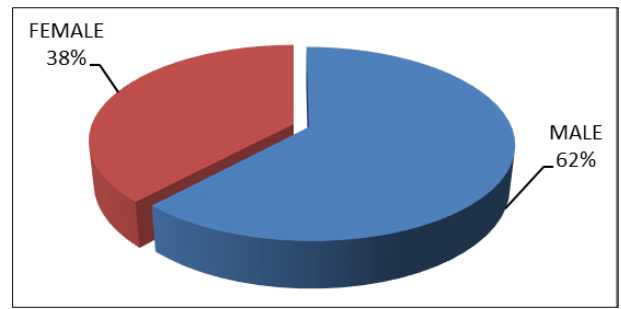
Gender wise Distribution

Fig 1: Gender Wise Distribution

The Figure 1 represents the Gender Wise Distribution of Questionnaire. It is clear from above chart that 250 questionnaires were distributed to the students and 225 were duly filled and received back. Out of 225 respondents responded against the questionnaire, of which 95 (38%) were female student and 155 (62%) were male student.
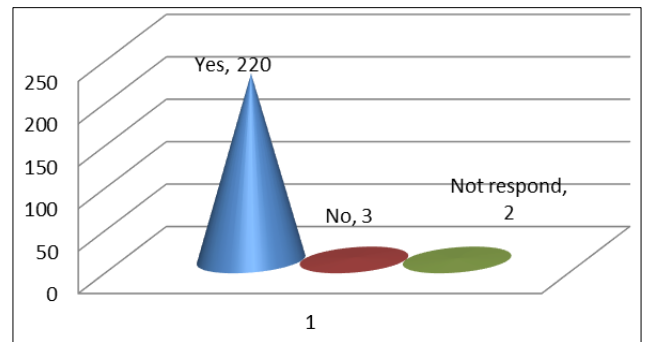
Disadvantages of e-resources
- Difficulty reading computer ▯ / LED screens:
- Technical barriers to use e-resources.
- Need computers, network connection, software etc.
- Skills and training requirements.

Awareness of Internet

Fig 2: Awareness of Internet

Objectives
- To find out the awareness about the E-resources among Sanskrit students.
- To find out the frequency of using e-resources.
- To study the purpose of utilization of E-resources.
- To find out the satisfaction level of user about e-resources.
- To find out the barrier or challenges while using e-resources.
- To find out uses of various Sanskrit websites and e-journals

The Figure 2 represents the awareness of internet among the Sanskrit students. It is observed that Out of 225 responded, 220 were aware to the internet while 3 students denied to the internet awareness and 2 were not responding this question.
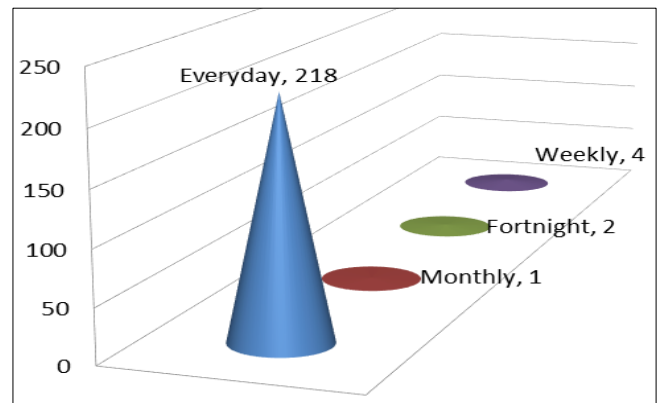
Frequency of Use of Internet

Fig 3: Frequency of Use of Internet

Scope and Limitation
This study is based on the only Sanskrit students of Mahatma Gandhi Kashi Vidyapith Varanasi. The study is limited to the Sanskrit students, non Sanskrit students are excluded from this study.

Methodology and Analysis of the Study
To fulfill the objectives, a structured questionnaire covering the relevant aspects of the study was prepared and the copies were distributed to the students of Sanskrit, Mahatma Gandhi Kashi Vidyapith, Varanasi. Overall 250 questionnaires were distributed 225 filled questionnaires were returned by the respondents. The collected data was analyzed, classified, tabulated, and findings leading to conclusions were made.

The Figure 3 represents the frequency of use of Internet among the Sanskrit students. It is observed that out of 225 responded, 218 were frequently use the internet while 4 were using weekly followed by 2 fortnightly and 1 monthly.
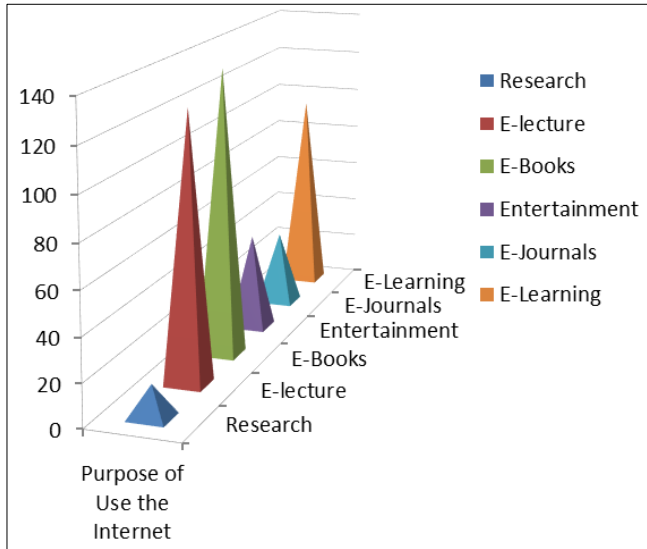
Purpose of use the Internet

Fig 4: Purpose of Use the Internet

Figure 4 shows the purpose of use the internet by Sanskrit students. As shown in the above 125 students are using internet for the purpose of E- lecture followed by 135 for E-Books and 95 for E-learning. Further it is observed that only 15 students are using only research purpose. It can be concluded that majority 97% are using Internet for Academic and learning purpose.
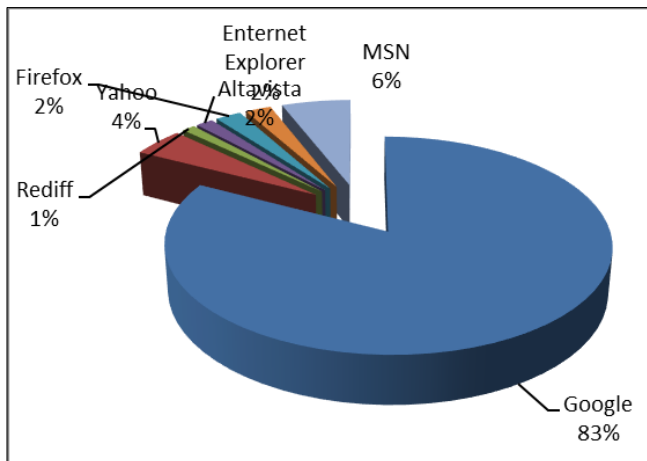
Preferred Search Engine for browsing

Fig 5: Preferred Search Engine for Browsing

The data in the above Fig.5 reveals that majority (83%) use Google search engine are followed by MSN with 6% and Yahoo with 5%. Other search engines Rediff, Altavista, MSN, Firefox and Internet Explorer have been placed with1%,2%,6%, and 2% respectively. The analysis shows Google seems keeping its popularity among Internet users.
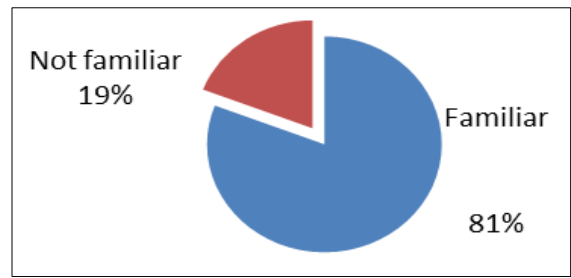
Awareness about E-Resources

Fig 6: Awareness about E-Resources

Figure 6 shows the awareness about E-Resources among Sanskrit students. From the above data, it has been observed that 81% of the Sanskrit students were familiar with E-resources, while 19% of the Sanskrit students were familiar with E- resources.

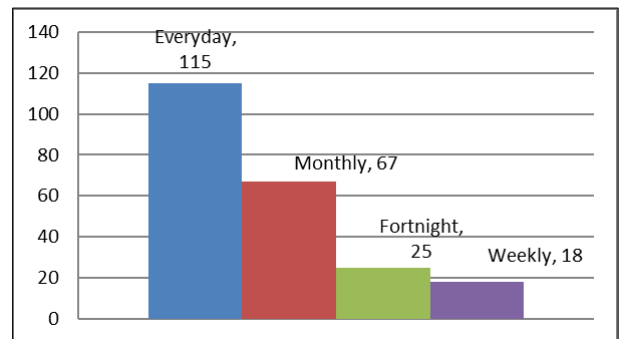## Frequency of using e-resources

Fig 7: Frequency of Using E-Resources

The Figure 7 represents the frequency of using E-Resources among the Sanskrit students. It is observed that out of 225 responded, 115 were frequently use the E-Resources while 67 were using monthly followed by 25 fortnightly and 18 weekly.

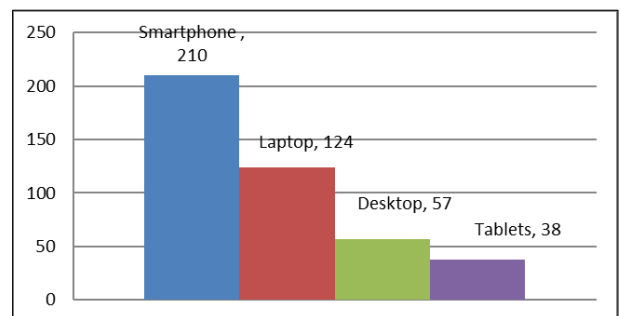## Devices used to access E-resources

Fig 8: Devices Used To Access E-Resources

There are many devices by which respondents can access e-resources. Respondents use e-resource by PC, Laptop, Tablet or Mobile. Many respondents have a single device, whereas many have respondents use more than one device to access them. The figure 4 shows that most of respondents 210 use

Smart Phone, 57 Desktop, 124 Laptop and 38 respondents use their tablet to access e-resources.

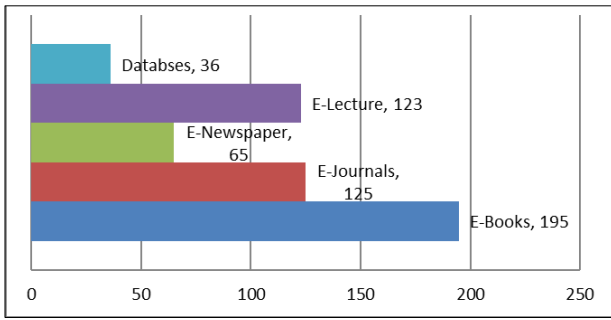## Types of e-resources frequently used

Fig 9: Types of E-Resources Frequently Used

Figure 9 represent the types of E-Resources frequently used. The study highlights that 195 of respondents frequently used e-books and 125 used e-journals, followed by 123 of respondents' e-lecture, 65 of respondents use for e-newspapers and 36 students used online databases.

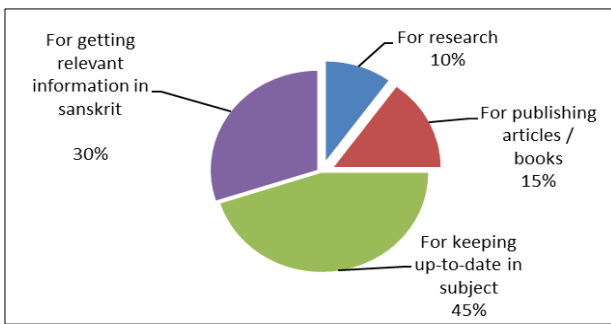## Purpose of using e-resources

Fig 10: Purpose of Using E-Resources

It is clear from above figure that 45% of the Sanskrit Students indicated that they were used E- resources for keeping up-to-date in subject,30% for getting relevant information in Sanskrit, 15% for publishing articles / books and 10% for research purpose.

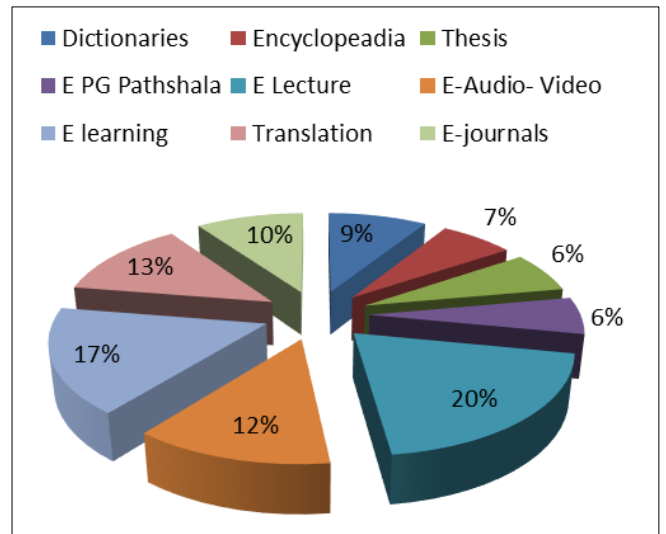## Access of Sanskrit Online Resources

Fig 11: Access of Sanskrit Online Resources

The Figure 11 presents the access of online resources related to Sanskrit. Out of the 225 Sanskrit students, it has been observed that 20% are access for e-lecture followed by 17% for E- learning and 13% for translation followed by 12% for E audio-video.
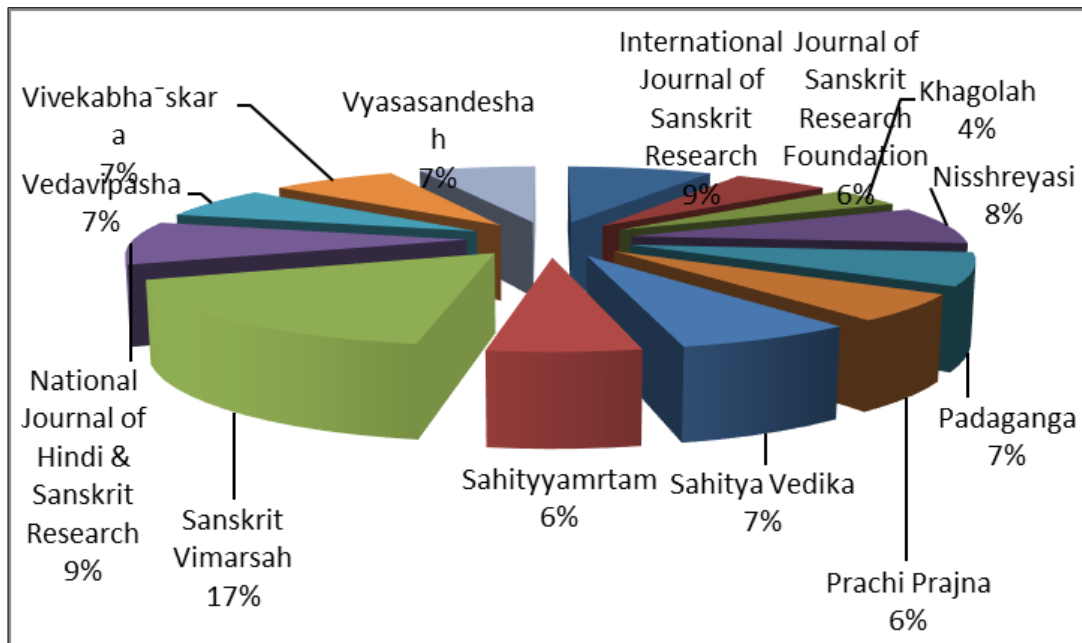
## Access of E-Journals in Sanskrit

Fig 12: Access of E-Journals in Sanskrit

The Figure 12 presents the Access of E-Journals related to Sanskrit. Out of the 225 Sanskrit students, it has been observed that mostly 17% are access for Sanskrit Vimarsh e-journals followed by 9% National Journal of Hindi & Sanskrit Research and International Journal of Sanskrit Research in Sanskrit subjects & 8% Nisshreyasi.

Access of Sanskrit BLOG and Websites
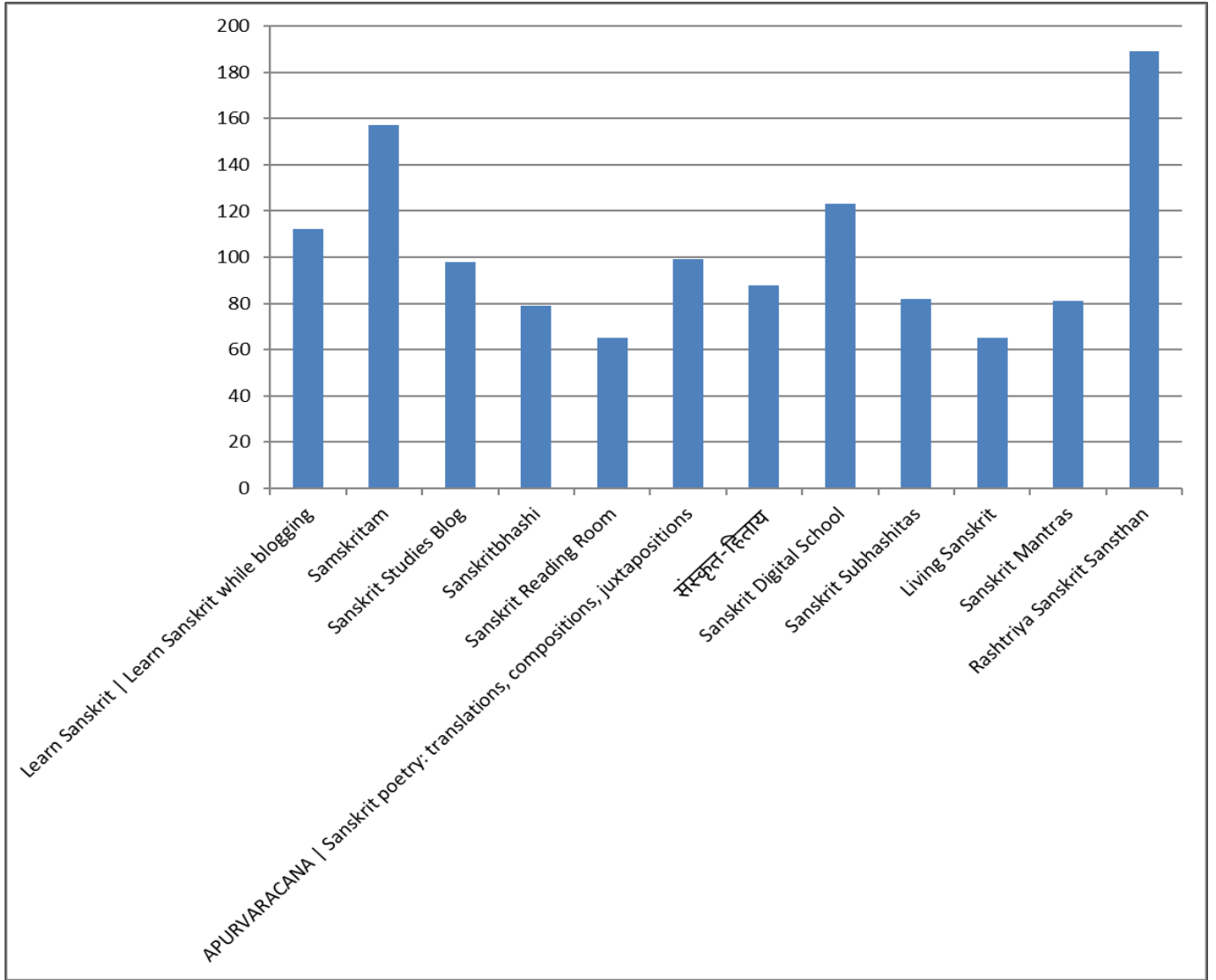
Fig 13: Access of Sanskrit Blog and Websites

The Figure 13 presents the Access of Sanskrit Blog and Websites to Sanskrit. Out of the 225 Sanskrit students, it has been observed that 189 student are access Rashtriya Sanskrit Sansthan website while 157 student are access Samskritam website followed by123 are access Sanskrit Digital School website and 112 are access Learn Sanskrit while blogging.

Frequency of access of Sanskrit Blog and Websites

Websites	Frequency			
	Daily	**Weekly**	**Fortnightly**	**Monthly**
Samskritam	25%	22%	12%	18%
Sanskrit Studies Blog	20%	18%	15%	15%
Rashtriya Sanskrit Sansthan	45%	32%	22%	20%
Sanskritbhashi	18%	16%	14%	15%
Sanskrit Reading Room	14%	20%	12%	16%
ESanskrit	20%	15%	14%	13%
APURVARACANA Sanskrit poetry: translations, compositions, juxtaposition	22%	13%	10%	14%
संस्कृत-हिताय	19%	17%	13%	12%
Learn Sanskrit while blogging	15%	19%	15%	13%
Sanskrit Digital School	16%	14%	14%	14%
Sanskrit Subhashitas	14%	17%	13%	11%
Living Sanskrit	17%	16%	17%	10%
Sanskrit Mantras	18%	15%	16%	9%
Vedanta	12%	10%	15%	9%
Sanskrit Bharati	14%	18%	15%	11%
Sanskrit Digital School	15%	19%	12%	10%

The table 13.1 presents the frequency of access of Sanskrit Blog and Websites. Out of the 225 Sanskrit students, it has been observed that 45% student are access Rashtriya Sanskrit Sansthan website daily followed by 25% access Samskritam and 12% only access Vedanta daily. The details of Frequency of access of Sanskrit Blog and Websites are shown in above table.

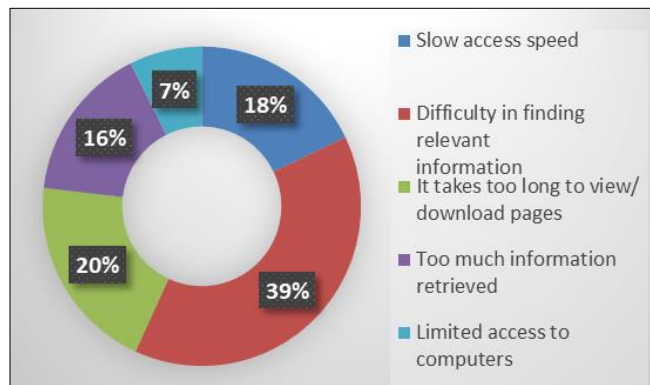## Problems Faced while Using E- Resources

Fig 14: Problems Faced While Using E- Resources

The above chart shows the problems faced by Sanskrit Students while using E- resources. It is clear from above chart that 39% faced difficulties in finding relevant information followed by 20% said that it takes too long to view/ download pages and 18% faced slow access speed issue and 16% got problem to much irrelevant information retrieved while 7% feel to lack of IT infrastructure.

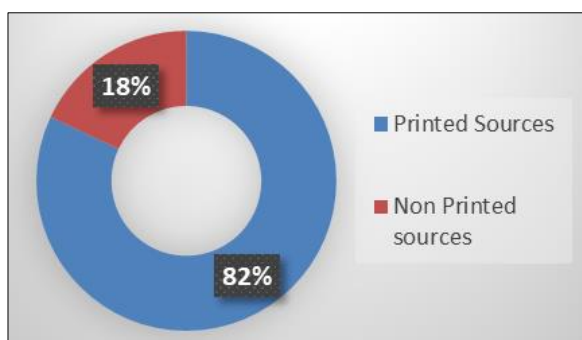## E- Resources versus Printed Resources

Fig 15: E- Resources versus printed resources

The Figure 15 presents the demand of E- resources verses Print material among Sanskrit students. From the analysis of above chart it is clear that 82% Sanskrit students felt that the E-resources cannot replace the printed resources. Only 18% research scholars felt that the E- resources can replace the printed resources.

Findings and Conclusion
The study of the E-resource seeking behaviour of Sanskrit students at Mahatma Gandhi Kashi Vidyapith Varanasi found that the majority of the students (81%) were familiar with the use of E-resources. It has been noted that 20% have access to e-lectures, followed by 17% to e-learning, 13% to translation, and 12% to e-audio-video. 17% have access to Sanskrit Vimarsh e-journals, followed by 9% to the National Journal of Hindi & Sanskrit Research and the International Journal of Sanskrit Research in Sanskrit topics, and 8% to Nisshreyasi.

The majority of students access the Rashtriya Sanskrit Sansthan and Samskritam websites. It has also been noticed that 45% of students visit the Rashtriya Sanskrit Sansthan website on a daily basis, followed by 25% who visit Samskritam and 12% who exclusively visit Vedanta. The majority of Sanskrit students said that while the knowledge available in electronic resources was acceptable, printed sources were far more helpful for Sanskrit learning.

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