



Awareness and use of e-PG Pathshala among Postgraduate students of Science stream Kurukshetra University

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Abstract

This study aims to examine postgraduate science stream students' awareness and use of e-PG Pathshala activities. The survey method took reputed state universities and 151 respondents as samples. In addition, a structured questionnaire with personal interaction was also conducted among all respondents. Different factors, such as frequency (% age), Chi-square test, degree of freedom, Critical value, and Significant at 0.05 level, were employed to analyze the study. The results revealed that e-PG Pathshala has successfully met the students' learning goals of the Kurukshetra University, complementing their traditional learning environment. It provides them with a constant scope for re-skill and up-skill; still, participation in many online learning platforms is lacking because UGC recommends unawareness. As per the study, teachers and colleagues play a significant role in educating students regarding e-PG Pathshala. The study further observed that e-PG Pathshala plays a good position in preparing class assignments and satisfying the purpose of classroom teaching. This study is the reporting of an original investigation conducted in Haryana/India and the write up is based on the analysis and findings of the survey results.

Keywords: e-PG Pathshala, Postgraduate Students, Science Stream, Awareness, Kurukshetra University



Introduction

E-Learning can be understood as it is carried out using different types of Information Communication Technology (ICT) applications for educational purposes. It means that all the scholarly e-resources or e-content like lectures, audio/video, notes have various types of study materials are delivered to students through technological innovations in digital format. Computerized electronic devices are needed for accessing these types of e-resources. Only the ICT made the dream of distance learning a reality.

In the era of cloud computing, online education learning (OEL) has drastically transformed teaching and research. The significant role of OEL has surfaced during COVID-19, which introduced a number of modes of online education in elementary and higher education. Moreover, online education learning has produced many digital and remote learning platforms. This transformation of online learning has provided a multi-dimensional tool to the academic community. The government of India has taken many steps for ICT based e-Learning like eGyankosh (IGNOU free study materials), Sakshat (one-stop education portal), NPTEL (study platform initiative by IITians), e-Pathshala (initiated by INFLIBNET) etc. E-PG Pathshala is an online portal that INFLIBNET is devoted to the higher education system. The main objective of e-PG Pathshala is to meet with course content based on the curriculum required for every postgraduate learner (NME-ICT).

Research Methodology

The primary data related to the present study was collected in March 2021. A structured questionnaire was randomly distributed to postgraduate student's; total questionnaires 151 were distributed randomly through personal interaction, and 151 filled questionnaires were obtained. The analyzed data is presented in tabular and graphical form.

Department	Students of five departments	Previous year	Final year	Randomly distributed		Total Received back from last and final
				Previous	Final	
Physics	267	135	132	15	16	31
Chemistry	267	137	130	16	15	31



Mathematics	245	125	120	15	14	29
Botany	120	60	60	15	15	30
Zoology	120	60	60	15	15	30

Scope and limitation of the study

The study is undertaken to identify awareness and use of e-PG Pathshala among Postgraduate students of Kurukshetra University, Kurukshetra. The study was delimited to the postgraduate students of the selected science department, i.e. Physics, Chemistry, Zoology, Botany, Mathematics has been covered under the study.

Objectives of the study

1. To know the awareness about e-PG Pathshala among the Postgraduate students of Science stream, Kurukshetra University.
2. To know the use of e-PG Pathshala among Postgraduate students.
3. To measure the level of satisfaction towards e-PG Pathshala.
4. To find out the benefits of e-PG Pathshala among Postgraduate students.
5. To identify the problem in accessing e-PG Pathshala by Postgraduate students.

Hypothesis

1. There is no significant difference between students' awareness of e-PG Pathshala.
2. There is no significant difference between students' purposes of using e-PG Pathshala.
3. There is no significant difference between students' frequencies of using e-PG Pathshala.
4. There is no significant difference between students' perception materials, channels to access and source of information of e-PG Pathshala.
5. There is no significant difference between students' satisfaction with the study material of e-PG Pathshala.



Review of literature

Several studies have been carried out on the topic "the use of OERs"; some of the relevant studies are discussed as under:

Singh, Garg and Sharama (2021) the result reveals that 53.62% of respondents are aware of e-PG Pathshala. 67.56 % of respondents use e-PG Pathshala for the contents related to their programme syllabus and 40.54 % of respondents respond that the quality of e-content is good. This study recommended that the university should conduct training and awareness series for students to make further awareness regarding e-PG Pathshala. Vanlalpeka (2019) in his study on Awareness and Use of E-PG Pathshala by Post Graduate Students in Mizoram University found that more than half of the post-graduate students under the School of Economics, Management and Information Science (SEMIS), are aware of e-PG Pathshala. The study shows a big number of PG students under SEMIS, MZU does not know the contents and learning materials in e-PG Pathshala. Bhusan & Kumar (2018) investigated a study on "Role of Indian government portal e-PG Pathshala in digital literacy". The study found there are many e-learning projects in India but there is a lack of awareness in learners and they are not able to get the benefits from it but e-PG Pathshala is one of the most effective learnings and interactive portals for post-graduate students. In nutshell, the study found that NME-ICT has taken a revolutionary step for enhancing the quality of education with the learning portal of e-PG Pathshala and many others such as NPTEL, NIOS, SWAYAM, MOOC, etc. Krishna & Verma (2017) have mentioned in their study that e-learning is the best way of maintaining the learning process compared to traditional learning, and e-PG Pathshala is open courseware for PG students need to 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. Maltiwala (2017) concluded that SWAYAM is a web portal everywhere Massive Open Online Courses (MOOC) is available on different subjects. It is an Indian electronic platform that offers different courses from the high school stage to Post Graduate stage providing an interactive platform among students and teachers. It is built and expected to be operationalized with a capacity of hosting nearly 2,000 courses. Students from different backgrounds including backward rural areas can easily access teaching from the best institutes in the country electronically through, e-learning or e-education platform. Further, the use of e-learning raised the overall standards of higher education in the country.



Data analysis and interpretation

Table 1

Awareness of e-PG Pathshala

Sr. No.	Departments-Wise	Frequency	Percentage	Total Respondents
1.	Physics	19	61.29	31
2.	Chemistry	17	54.83	31
3.	Mathematics	15	51.72	29
4.	Botany	16	53.33	30
5.	Zoology	14	46.66	30
6.	Total	81	53.64	151
<i>Chi square = 1.37**;</i> <i>df= 5, Critical value= 11.07, ** Significant at 0.05 level</i>				

Table 1 reveals the awareness of e-PG Pathshala among science students. The result shows that maximum students (i.e. 61.29%) of the physics department are aware of e-PG Pathshala followed by Chemistry (i.e. 54.83%), Botany (i.e.53.33%) and Mathematics (i.e. 51.72%). It is found that students of the Zoology department are less aware of the e-PG Pathshala among the understudy department. The calculated chi-square value is less than the critical value, i.e. $1.37 < 11.07$. Importantly, there is no significant difference between students' awareness of e-PG Pathshala. Thus the null hypothesis H1 is accepted.

Table 2

Source of information of e-PG Pathshala

Sr. No.	Sources	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Through teacher	10(52.63)	5(29.41)	9(60)	4(25)	0
2.	Through internet	6(31.57)	13(76.47)	5(33.33)	2(12.5)	8(57.14)
3.	Through colleagues	18(94.73)	12(70.58)	10(66.66)	13(81.25)	6(42.85)
4.	Through library staff	0	0	4(26.66)	1(6.25)	0
<i>Chi square = 30.82**;</i> <i>df= 12 Critical value= 21.02, ** Significant at 0.05 level</i>						

Table 2 shows that most respondents from all five categories are aware through teachers (52.63% of physics, 29.41% of chemistry, 60% of mathematics, 25% of botany). And through the internet (31.57% of physics, 76.47% of chemistry, 33.33%of mathematics, 12.5% botany, 57.14% of



zoology). The awareness through colleagues are (94.73% of physics, 70.58% of chemistry, 66.66% of mathematics, 81.25% botany, 42.85% of zoology) and library staff (26.66% of mathematics, 6.25% botany). The calculated value of chi-square is more than the critical value, i.e. $30.82 > 21.02$. Importantly, there is a significant difference between students' awareness of e-PG Pathshala. Thus the null hypothesis H1 is rejected.

Table 3

Purpose of using e-PG Pathshala

Sr. No.	Purpose	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Class assignments	15(78.94)	15(88.23)	13(86.66)	15(93.75)	14(100)
2.	For teaching and learning	0	4(23.52)	12(80)	1(6.25)	0
3.	Preparing exam notes	18(94.73)	17(100)	15(100)	13(81.25)	8(57.14)
4.	Keeping up to date	6(31.57)	6(35.29)	10(66.66)	5(31.25)	6(42.85)
5.	e-learning, for speed & saving money	7(36.84)	2(11.76)	1(6.66)	11(68.75)	4(28.57)
6.	Competitive Examination	4(21.05)	1(5.88)	7(46.66)	2(12.5)	0
7.	For information search	11(57.89)	4(23.52)	5(33.33)	9(56.25)	4(28.57)
8.	Enhance knowledge	19(100)	12(70.58)	2(13.33)	9(56.25)	12(85.71)
<i>Chi square = 72.7**; df= 28, Critical value= 41.33, ** Significant at 0.05 level</i>						

Table 3 obtained that the respondents from all five departments are using e-PG Pathshala to prepare class assignments (78.94% of physics, 88.23% of chemistry, 86.66% of mathematics, 93.75% botany, 100% of zoology), for teaching and learning (23.52% of chemistry, 80% of mathematics, 6.25% botany), for preparing exam notes (94.73% of physics, 100% of chemistry, 100% of mathematics, 81.25% botany, 57.14% of zoology), keeping up to date (31.57% of physics, 35.29% of chemistry, 66.66% of mathematics, 31.25% botany, 42.85% of zoology), for e-learning, for speed & saving money (36.84% of physics, 11.76% of chemistry, 66.66% of mathematics, 68.75% botany, 28.57% of zoology), Competitive Examination (21.05% of physics, 5.88% of chemistry, 46.66% of mathematics, 12.5% botany), for information search (57.89% of physics, 23.52% of chemistry, 33.33% of mathematics, 56.25% botany, 28.57% of zoology) and



to Enhance knowledge (100% of physics, 70.58% of chemistry, 13.33% of mathematics, 56.25% botany, 85.71% of zoology). Therefore, the calculated chi-square value is more than the critical value, i.e. $72.7 > 41.33$. Importantly, there is a significant difference between students' awareness of e-PG Pathshala. Thus the null hypothesis H1 is rejected.

Table 4
Frequency of using e-PG Pathshala

Sr. No.	Frequency	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Daily	5(26.31)	4(23.52)	0	0	4(28.57)
2.	Weekly	13(68.42)	11(64.70)	8(53.33)	12(75)	8(57.14)
3.	Monthly	1(5.26)	2(11.76)	7(46.66)	4(25)	2(14.28)
4.	Sometimes	0	0	0	0	0
5.	Never	0	0	0	0	0
<i>Chi square = 17.41**; df= 8, Critical value= 15.5, ** Significant at 0.05 level</i>						

Table 4 shows the frequency of using e-PG Pathshala by the respondents from all five departments daily (26.31% of physics, 23.52% of chemistry, 28.57% of zoology), every week (68.42% of physics, 64.70% of chemistry, 53.33% of mathematics, 75% botany, 57.14% of zoology) and monthly (5.26% of physics, 11.76% of chemistry, 46.66% of mathematics, 25% botany, 14.28% of zoology). The calculated value of chi-square is more than the critical value, i.e. $17.41 > 15.5$. Importantly, there is a significant difference between students' awareness of e-PG Pathshala. Thus the null hypothesis H1 is rejected.

Table 3
Preferred materials through e-PG Pathshala

Sr. No.	Preferred material	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	E-Text	17(89.47)	14(82.35)	8(53.33)	11(68.75)	10(71.42)
2.	E-tutorial/Video	8(42.10)	11(64.70)	2(13.33)	4(25)	4(28.57)
3.	Self-Assessment	19(100)	10(58.82)	9(60)	2(12.5)	0
<i>Chi square = 72.7**; df= 35, Critical value= 49.8, ** Significant at 0.05 level</i>						



Table 5 shows access to the most preferred material through e-PG Pathshala by the respondents from all five departments is e-text (89.47% of physics, 82.35% of chemistry, 53.33% of mathematics, 68.75% botany, 71.42% of zoology). The preferred material through e-tutorial/video are (42.10% of physics, 64.70% of chemistry, 13.33% of mathematics, 25% botany, 28.57% of zoology) and through self-assessment are (100% of physics, 58.82% of chemistry, 60% of mathematics, 12.5% botany). The calculated value of chi-square is more than the critical value, i.e. $72.7 > 49.8$. Importantly, there is a significant difference between students' awareness of e-PG Pathshala. Thus the null hypothesis H1 is rejected.

Table 4
Channels to access e-PG Pathshala

Sr. No.	E-channels	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	e-PG Pathshala website	15(78.94)	9(52.94)	12(80)	13(81.25)	12(85.71)
2.	You tube channel	4(21.05)	7(41.17)	1(6.66)	2(15.5)	2(14.28)
3.	INFLIBNET-Vidyamitra	0	1(5.88)	2(13.33)	1(6.25)	0
<i>Chi square = 11.24**;</i> <i>df= 8, Critical value= 15.5, ** Significant at 0.05 level</i>						

Table 6 shows that a good number of respondents from all five categories use the website (78.94% of physics, 52.94% of chemistry, 80% of mathematics, 81.25% botany, 85.71% of zoology). And use youtube channels (21.05% of physics, 41.17% of chemistry, 6.66% of mathematics, 15.5% botany, 14.28% of zoology) while using INFLIBNET-Vidyamitra (5.88% of chemistry, 13.33% of mathematics, 6.25% botany). Channels to access e-pg Pathshala. The calculated chi-square value is less than the critical value, i.e. $11.24 < 15.5$. Importantly, there is no significant difference between students' awareness of e-PG Pathshala. Thus the null hypothesis H1 is accepted.



Table 5

Term used for searching study materials (Multiple responses)

Sr. No.	Searching term	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Subject	14(73.68)	14(82.35)	7(46.66)	7(43.75)	0
2.	Author	9(47.36)	8(47.05)	5(33.33)	6(37.5)	6(42.85)
3.	Keywords	5(26.31)	1(5.88)	3(20)	1(6.25)	0
4.	Title	15(78.94)	11(64.70)	6(40)	4(25)	8(57.14)
<i>Chi square = 15.43**;</i> <i>df= 12, Critical value= 21.02, ** Significant at 0.05 level</i>						

Table 7 shows the term used by the respondents from all five categories while accessing study materials in e-PG Pathshala. A good majority of respondents search subject wise study materials in e-PG Pathshala(73.68% of physics, 82.35% of chemistry, 46.66% of mathematics, 43.75% botany), authors (47.36% of physics, 47.05% of chemistry, 33.33% of mathematics, 37.5% botany, 42.85% of zoology), keywords for searching study materials(26.31% of physics, 5.88% of chemistry, 20% of mathematics, 6.25% botany) and title wise (78.94% of physics, 64.70% of chemistry, 40% of mathematics, 25% botany, 57.14% of zoology) in e-PG Pathshala. Therefore, the calculated chi-square value is less than the critical value, i.e. $15.43 < 21.02$.

Table 8

Sufficient study Materials for educational programmes

Sr. No.	Study material	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Programme syllabus	14(73.68)	14(82.35)	13(86.66)	15(93.75)	14(100)
2.	Classroom teaching	18(94.73)	17(100)	12(80)	14(87.5)	14(100)
3.	Exam notes	11(57.89)	5(29.41)	12(80)	1(6.25)	0
4.	Competition exam	4(21.05)	3(17.64)	5(33.33)	0	2(14.28)
5.	Interview queries	0	1(5.88)	0	1(6.25)	0
<i>Chi square = 26.63**;</i> <i>df= 16, Critical value= 26.29, ** Significant at 0.05 level</i>						



In this table 8, the respondents are asked about sufficient study materials for educational programmes. It was ascertained that a large majority of respondents from all five categories (73.68% of physics, 82.35% of chemistry, 86.66% of mathematics, 93.75% botany, 100% of zoology) use e-PG Pathshala for the contents related to their syllabus. Use of e-PG Pathshala to get the material as per classroom teaching are (94.73% of physics, 100% of chemistry, 80% of mathematics, 87.5% botany, 100% of zoology). Few respondents from all five categories (57.89% of physics, 29.41% of chemistry, 80% of mathematics, 6.25% of botany) use e-PG Pathshala to prepare exam notes. Use e-PG Pathshala to prepare for the competition exam are (21.05% of physics, 17.64% of chemistry, 33.33% of mathematics, 14.28% of zoology) while (5.88% of chemistry, 6.25% botany) use e-PG Pathshala for the queries related to the interview. The calculated value of chi-square is more than the critical value, i.e. $26.63 > 26.29$.

Table 9
E-content quality of e-PG Pathshala

Sr. No.	Quality	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Excellent	1(5.26)	2(11.76)	0	0	0
2.	Very good	12(63.15)	9(52.94)	8(53.33)	12(75)	0
3.	Good	6(31.57)	6(35.29)	7(46.66)	3(18.75)	14(100)
4.	Poor	0	0	0	1(6.25)	0
5.	Very poor	0	0	0	0	0
<i>Chi square = 31.37**; df= 12, Critical value= 21.02, ** Significant at 0.05 level</i>						

Table 9 shows the respondents from all five categories, the quality (very good) of e-content are (63.15% of physics, 52.94% of chemistry, 53.33% of mathematics, 75% botany. However, fewer respondents from all five categories (5.26% of physics, 11.76% of chemistry) said that the quality of e-content is excellent. In contrast (31.57% of physics, 35.29% of chemistry, 46.66% of mathematics, 18.75% botany, 100% of zoology) said that the quality of e-content is good. Therefore, the calculated chi-square value is more than the critical value, i.e. $31.37 > 21.02$.



Table 10

Satisfaction with study material of e-PG Pathshala

Sr. No.	Satisfaction	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Fully satisfied	3(15.78)	5(29.71)	0	2(12.5)	0
2.	Satisfied	16(84.21)	12(70.58)	15(100)	14(87.5)	14(100)
3.	No satisfied	0	0	0	0	0
<i>Chi square = 8.86**;</i> <i>df= 8, Critical value= 15.5, ** Significant at 0.05 level</i>						

Table 10 shows the satisfaction regarding the content of e-PG Pathshala and visualized that a large number of respondents from all five categories (84.21% of physics, 70.58% of chemistry, 100% of mathematics, 87.5% botany, 100% of zoology) are satisfied with e-PG Pathshala content. On the other hand, few respondents from all five categories (15.78% of physics, 29.71% of chemistry, 12.5% botany) are fully satisfied with e-PG Pathshala content. Therefore, the calculated chi-square value is less than the critical value, i.e. $8.89 < 15.5$. Importantly, there is no significant difference between students' awareness of e-PG Pathshala. Thus the null hypothesis H1 is accepted.

Table 11

Advantages of using e-PG Pathshala

Sr. No.	Benefits	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Easy to use	17(89.47)	17(100)	15(100)	15(93.75)	12(85.71)
2.	Easy to search	15(78.94)	9(52.94)	15(100)	16(100)	14(100)
3.	Multi user access	11(57.89)	6(35.29)	13(86.66)	8(50)	12(85.71)
4.	24*7 availability	15(78.94)	16(94.11)	9(60)	0	2(14.28)
5.	Free of cost	19(100)	16(94.11)	13(86.66)	4(25)	2(14.28)
6.	Quality of content	12(63.15)	14(82.35)	10(66.66)	13(81.25)	14(100)
<i>Chi square = 44.51**;</i> <i>df= 20, Critical value= 31.41, ** Significant at 0.05 level</i>						

Table 11 shows the advantages of using e-PG Pathshala over print resources. It reveals that many respondents from all five categories (89.47% of physics, 100% of chemistry, 100% of



mathematics, 93.75% of botany, 85.71% of zoology) said that e-PG Pathshala is easy to use. So it is preferred to use on print sources, whereas (78.94% of physics, 52.94% of chemistry, 100% of mathematics, 100% botany, 100% of zoology) respondents from all five departments said that it is easy to search. Data analysis shows that (57.89% of physics, 35.29% of chemistry, 86.66% of mathematics, 50% of botany, 85.71% of zoology) respondents said that multi-user access of e-PG Pathshala is the influential factor which is preferred to use e-PG Pathshala on print sources. , a good number of respondents from all five categories (78.94% of physics, 94.11% of chemistry, 60% of mathematics, 14.28% of zoology). The data further shows that respondents from all five departments (100% of physics, 94.11% of chemistry, 86.66% of mathematics, 25% botany, 14.28% of zoology) said that the cost-free feature of e- PG Pathshala is the most influential factor which is preferred to use e-PG Pathshala on print sources. At the same time, (63.15% of physics, 82.35% of chemistry, 66.66% of mathematics, 81.25% botany, 100% of zoology) respondents from all five categories said that content's quality is the most influential factor which is preferred to use e-PG Pathshala on print sources. The calculated value of chi-square is more than the critical value, i.e. $44.51 > 31.41$. Importantly, there is a significant difference between students' awareness of e-PG Pathshala. Thus the null hypothesis H₁ is rejected.

Table 12
Problem faced while accessing e-PG Pathshala content

Sr. No.	Problem	Physics (N=19)	Chemistry (N=17)	Mathematics (N=15)	Botany (N=16)	Zoology (N=14)
1.	Slow speed of internet	18(94.73)	14(82.35)	13(86.66)	14(87.5)	14(100)
2.	Inadequate information regarding study materials	6(31.57)	8(47.05)	2(13.33)	1(6.25)	4(28.57)
3.	Lack of training	5(26.31)	7(41.17)	9(60)	3(18.75)	4(28.57)
4.	Lack of search techniques	17(89.47)	9(52.94)	7(46.66)	13(81.25)	12(85.71)
5.	Lack of desirable materials	7(36.84)	2(11.76)	5(33.33)	1(6.25)	0
<i>Chi square = 22.76**;</i> <i>df= 16, Critical value= 26.29, ** Significant at 0.05 level</i>						

Table 12 shows the problem faced by the respondents from all five categories while accessing contents in e-PG Pathshala and found that the slow speed of the internet is the concern of (94.73% of physics, 82.35% of chemistry, 86.66% of mathematics, 87.5% botany, 100% of



zoology) while accessing contents in e-PG Pathshala. Inadequate information regarding study materials is the problem faced by (31.57% of physics, 47.57% of chemistry, 13.33% of mathematics, 6.25% botany, 28.57% of zoology), lack of training (26.31% of physics, 41.17% of chemistry, 60% of mathematics, 18.75% botany, 28.57% of zoology) respondents in using e-PG Pathshala content. The data shows that lack of search techniques is the problem faced by (89.47% of physics, 52.94% of chemistry, 46.66% of mathematics, 81.25% botany, 85.71% of zoology) and lack of desirable materials is the problem faced by (36.84% of physics, 11.76% of chemistry, 33.33% of mathematics, 6.25% botany) respondents from all five categories. The calculated chi-square value is less than the critical value, i.e. $22.76 < 26.29$.

Conclusion

In the digital environment/scenario, e-pg Pathshala plays a significant and influential gateway of scholarly literature in India for postgraduate students. Also, it provides valuable study materials to its student. Results show that while students of Kurukshetra University are gradually becoming more aware of e-PG Pathshala, its awareness varies depending on several parameters. This study reveals that understanding e-PG Pathshala is perfect among postgraduate students of this university. High-level awareness is evidenced among physics, chemistry and botany students, while its awareness is minor among mathematics and zoology students. The study results reveal that teachers and colleagues play a significant role in educating students regarding e-PG Pathshala. The study's outcome shows that students benefit from e-pg Pathshala in many ways, such as their class assignments, competitive exam, exam notes, etc.



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