

## Use Of E-Resources By Students Of Education

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### ABSTRACT

The subject of education is related to teacher training, students of education subject are future teachers. Teachers are the pivot of any educational system. Education is of great importance for the creation of excellent teachers, in which teachers are prepared to fulfill their professional responsibilities and duties in an efficient and effective manner. The level of education is very much dependent on the qualification, work efficiency and efficiency of the teacher. Teachers are all familiar with the increasing use of information and e-communication technology in education. The teaching-learning process can be made effective by using e-resources in education. The research article presented highlights the use of different types of e-resources by pedagogy students. Pedagogy students use some of the popular types of e-resources. Some use less than some. There are some students who do not use e-resources; they need to be trained to use e-resources by stating their usefulness.

**Keywords:** - Use, E-Resources, students, education.

### 1. INTRODUCTION

Education is essential for the all-round development of the individual, social and national progress and the upliftment of civilization and culture. Today, we are living in such a knowledge-based society and knowledgeable world, where knowledge is a great energy, capital and strength for the individual and immense wealth for the nation. Our mystics had understood the profound importance of education in the past that is why there is a crude interpretation of education in ancient India. Education refers to society. Therefore, education also changes as per the requirement of the society.



If we want education to be compatible with the present society, then it is necessary that by taking recourse to new technical knowledge, new tips of e-communication and new tools of technology, not only the important organs of the available amount of knowledge are collected but the prevalent, certified It should be adopted by adopting technical knowledge and changing it according to situation. Since the education system of tomorrow cannot fulfill the requirements of today, so the field of education and skills feels the need for new and technical. This is the reason that with the gradual change of education courses, teaching methods, education technology,

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classroom management and specialization, there is a change in the land of teachers. Information and e-communication can help technical teachers in various ways to fulfill their teaching responsibilities. They need different types of information, knowledge and statistics for proper teaching. Information and e-communication technology can give valuable assistance in getting them all properly. The use of this technology today made it possible for students to get their desired information and knowledge in their own way. Therefore, now new sources of knowledge store have been opened in front of them and its form is becoming student centric. For the present society, the importance of truth technology and e-communication technology is visible everywhere on the entire education system, in modern education; truth and e-communication technology is a powerful means of expression, multimedia and electronic media. Which includes all aspects of the truth process and its management through computer hardware, software and internet Sichuan technology and intelligence tools have awakened infinite institutions in diverse fields along with education, the availability of e-resources has opened up a new path for teaching-learning and research. Use can orient the alien system towards multidimensional change in the pedagogy curriculum, e-resources can be used for various tasks at undergraduate and graduate level, but do pedagogy students use e-resources? If they do, what new resources do they use? In order to get answers to these questions, to study the students of pedagogy and their use of e-resources, the researcher has selected a problem called the use of e-resources by students of education.

## **2. OBJECTIVE**

The purpose of this research is to study the use of different types of e-resources by students of Shiksha Shiksha.

## **3. THE HYPOTHESIS**

## **4. PROCESS**

The self-built tool "E-Resource Utilization Investigator" is used for paid collection. The device had a total of 23 positions. 10 posts were related to e-books and e-magazines, seven posts were related to e-communication and six posts were related to e-tools. Seven colleges were selected out of 26 teachers training colleges in Jaipur and 13 colleges out of 46 teachers training colleges in Dausa using random judicial method for selection of graduate level students. A total of 20 education colleges have been selected after that, 50 students were selected from the college according to background variables such as gender, place of residence. Similarly, a total of 50 students were selected from the three colleges for undergraduate education. 40 research students were taken on contact basis .In this research, only two districts of Rajasthan state, Jaipur and Dausa, have been included in the

academic session 2014-15. The survey method was used to study the use of e-resources. Frequency and simple percentage have been used for the given analysis.

## 5. ANALYSIS AND RESULTS

Different types of e-resources and their use by students -

In this research, e-resources are divided into three categories, which are as follows -

**A. E-resources related to e-books and e-magazines** - In this type of resources e-resources presenting informational and content information have been taken.

- (I) E-journals
- (ii) E-Database
- (iii) E-maps
- (IV) E-Books
- (v) E-magazines
- (VI) e-thesis
- (vii) E-Encyclopedia
- (viii) E-Dictionary
- (ix) E-Teaching Content / Presentation
- (x) E-Animation / Animated Resources

**B. E-resources related to e-communication** - This type of e-resources includes e-resources exchanging truths.

- (i) E-news paper
- (ii) Email
- (iii) E-library
- (iv) E-news letter
- (v) E-Conference / Video Chatting
- (vi) E-project sharing
- (vii) E-Chat Messenger

**C. E-resources related to e-tools** - In this type of e-resources, e-resources providing various online and offline software have been taken.

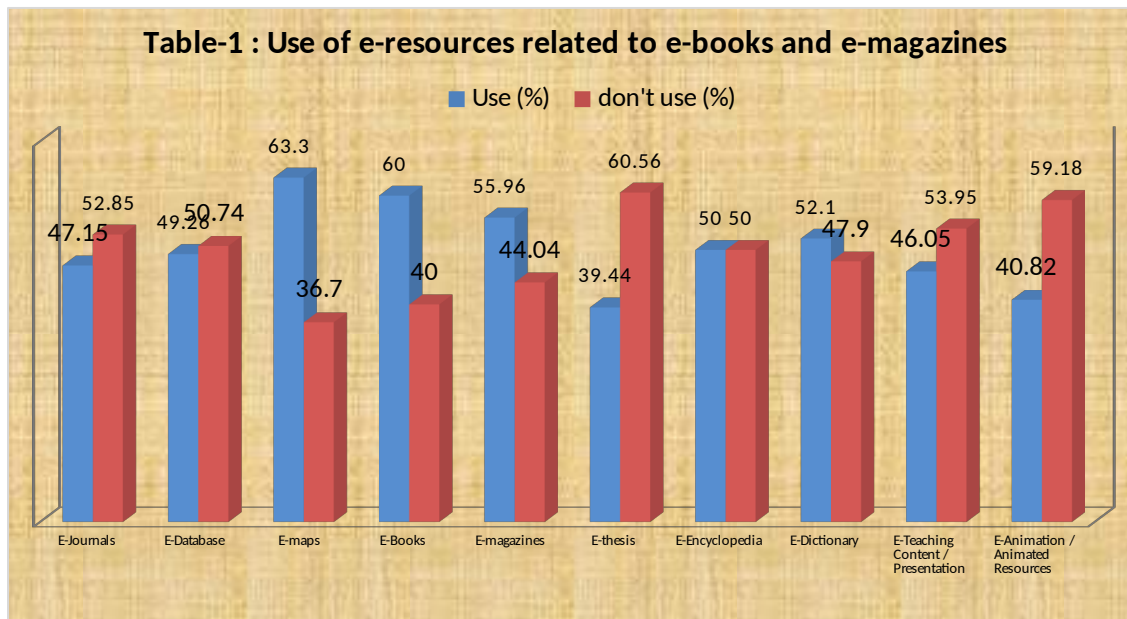
- (i) E-statistical tool
- (ii) E-Content Analyzer
- (iii) E-translator
- (iv) E-search engine
- (v) E-learning management system
- (VI) E-School Management System

Pedagogy students use common types of e-resources related to e-books and e-journals. Of these, 64.4% students use e-maps the most. After that 61.1 percent of e-books, 56.97% of e-magazine used by students about half of the students of pedagogy (51.1%) use e-encyclopedia (51.1%), e-dictionary (53.11%), e-database (50.27%), e-journals (48.16%) etc. Only 47.06% of the e-teaching content is used by the students and the lowest e-thesis is used by 40.45% of the students.

**Table 1**  
**Use of e-resources related to e-books and e-magazines**

Sr. No.	Common e-resources	Use (%)	Don't use (%)
1	E-Journals	47.15	52.85
2	E-Database	49.26	50.74
3	E-maps	63.3	36.7
4	E-Books	60	40
5	E-magazines	55.96	44.04
6	E-thesis	39.44	60.56
7	E-Encyclopedia	50	50

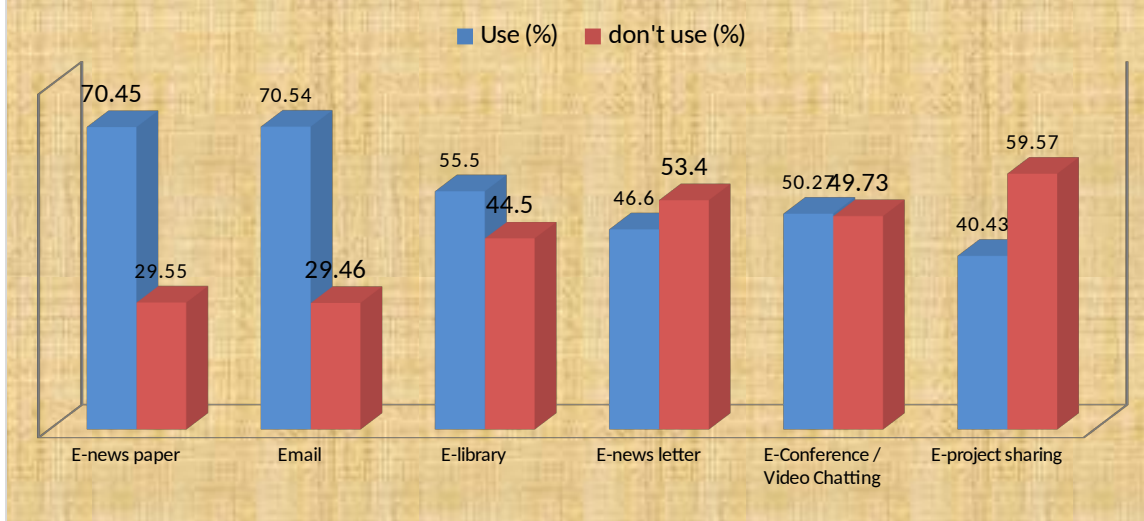
8	E-Dictionary	52.10	47.9
9	E-Teaching Content/ Presentation	46.05	53.95
10	E-Animation / Animated Resources	40.82	59.18



**Table 2**  
**Use of e-resources related to e-communication**

Sr. No.	Common e-resources	Use (%)	Don't use (%)
1	E-news paper	70.45	29.55
2	Email	70.54	29.46
3	E-library	55.5	44.5
4	E-news letter	46.60	53.4
5	E-Conference / Video Chatting	50.27	49.73
6	E-project sharing	40.43	59.57
7	E-Chat Messenger	64.86	35.14

**Table-2 : Use of e-resources related to e-communication**

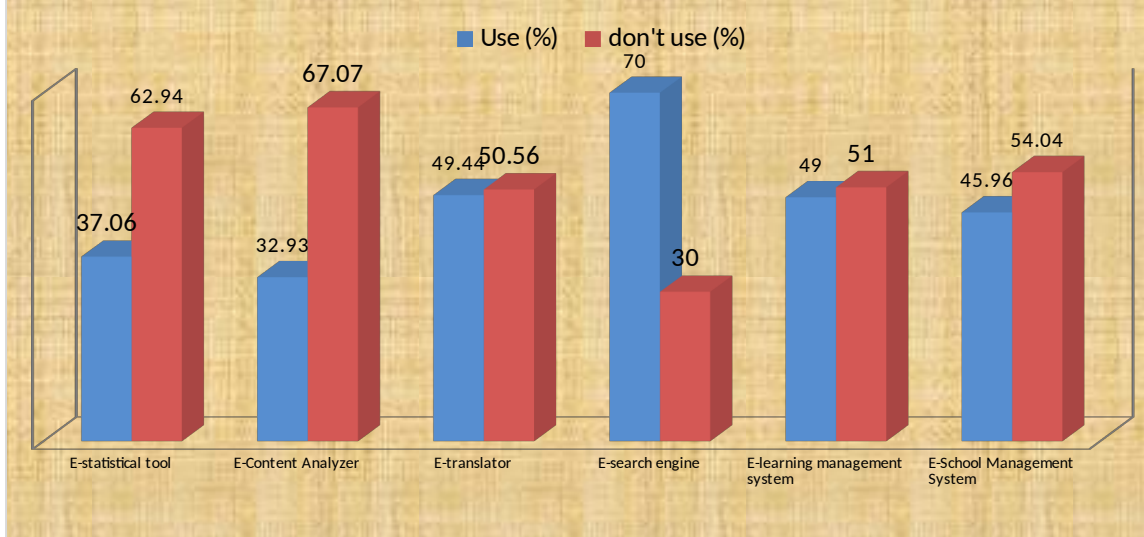


**Table 3**

**Use of e-resources related to e-tools**

Sr. No.	Common e-resources	Use (%)	Don't use (%)
1	E-statistical tool	37.06	62.94
2	E-Content Analyzer	32.93	67.07
3	E-translator	49.44	50.56
4	E-search engine	70	30
5	E-learning management system	49	51
6	E-School Management System	45.96	54.04

**Table-3 : Use of e-resources related to e-tools**



Pedagogy students use e-communication related e-resources. Most of these students use about 71.55 per cent of e-mail and 71.46 per cent of e-news papers. Thereafter e-chat messenger communication resource is used. About 65.87 percent of the students do .More than half of the education students use 56.6 percent e-library and 51.28 percent e-conference or video chatting. Less than half of academics use 47.61 percent e-news letter and about 41.44 percent e-project sharing. Pedagogy students rarely use e-resources related to tools. 71.1 percent of the students use search engines the most. 50.45 percent students use e-translator, 50 percent students use e-learning management system and 46.97 percent students use e-school management system. Pedagogy students make the least use of 33.94 percent of e-content analyzers and 38.07 percent of e-statistical tools.

## **6. CONCLUSION**

In conclusion, it can be said that pedagogy students use e-maps the most in e-resources related to e-books and e-journals. Less than average students use e-teaching content and e-thesis. Pedagogy students use the most e-communication related e-resources. Most of these students (about 72 percent) use e-mail and e-news papers. The lowest e-projects use sharing. Among the e-resources related to e-tools, the students use the most search engines and the least use content analyzers. The use of e-resources by students of education has the potential to significantly enhance learning, foster digital competencies, and reshape pedagogical approaches. However, it also requires thoughtful implementation, proper training, and ethical awareness to maximize its benefits and reduce associated challenges.

## **7. IMPLICATIONS**

Pedagogy students use all types of e-resources related to e-books and e-magazines. Some use less than others. There are some students who do not use common e-resources related to e-communication. They can be motivated by training them to use these e-resources by stating their usefulness. Similarly, the information about common e-resources related to e-tools is not much to the students of education, many students are not aware of them at all, due to which they reduce their use. More than half of pedagogy students are required to provide information about resources related to e-tools. So that they can become proficient in the use of e-resources themselves and can also skill the future generation

### **1. Academic Implications**

- **Improved Access to Information:** E-resources such as e-journals, databases, e-books, and educational websites provide students with a wide range of up-to-date academic content.
- **Enhanced Research Skills:** Regular use of scholarly databases helps students develop critical research skills, including information retrieval, evaluation, and synthesis.
- **Self-directed Learning:** E-resources promote independent learning by allowing students to study at their own pace and explore topics beyond the curriculum.

### **2. Pedagogical Implications**

- **Interactive Learning:** Multimedia e-resources (videos, simulations, etc.) support active and visual learning strategies, which are particularly beneficial in teacher training.

- **Collaborative Learning:** Online forums, educational platforms, and digital tools facilitate collaboration among students and between students and teachers.
- **Differentiated Instruction:** Teachers in training can use e-resources to learn how to customize instruction for diverse learners.

### **3. Technological Implications**

- **Digital Literacy:** Use of e-resources fosters essential digital skills, preparing education students for technology-integrated classrooms.
- **ICT Integration in Teaching:** Exposure to e-resources prepares future educators to incorporate technology effectively into their own teaching practices.
- **Infrastructure Challenges:** Limited internet access or lack of digital devices in some regions can hinder e-resource usage.

### **4. Ethical and Critical Thinking Implications**

- **Academic Integrity:** The ease of access can lead to plagiarism if students are not taught proper citation and referencing skills.
- **Critical Evaluation of Sources:** Students must learn to critically assess the reliability and bias of online materials.
- **Equity and Access:** There may be disparities in access to e-resources, especially for students in rural or underfunded institutions.

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- **Shodhganga (INFLIBNET)** – <https://shodhganga.inflibnet.ac.in> Access to Indian theses and research work related to teacher education and e-resource use.

## Authors Biography



Dr. Manju Gupta is presently working as Professor of Department of Education at Jagannath University. Dr. Manju Gupta has completed her Ph.D. at the University of Rajasthan, Jaipur. She is UGC NET qualified in Education. She completed her B.Ed., M.Ed. from University of Rajasthan, Jaipur. She received her M.A. from Hindi, Political Science, Economics, Psychology, Fine & Arts and English. She has more than Fifteen years of teaching experience and she has published research paper in various reputed International and National Journals and Conferences.



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