A STUDY ON STUDENT'S USE OF LIBRARY RESOURCES AND SELF-EFFICACY

A thesis submitted to

the Central Department of Library and Information Science

in partial fulfillment of the requirements for a Master's Degree

in Library and Information Science

Submitted by

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LETTER OF RECOMMENDATION

This is to certify that Ms. Nina Shrestha has prepared this dissertation entitled **"A STUDY ON STUDENTS' USE OF LIBRARY RESOURCES AND SELF-EFFICACY",** under my supervision and guidance. I recommend this dissertation for final approval and acceptance.

Date: December 2008   ....

Mrs. Nirmala Shrestha
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LETTER OF ACCEPTANCE

The thesis here to attach, entitled **"A STUDY ON STUDENTS' USE OF LIBRARY RESOURCES AND SELF-EFFICACY"**, prepared by Ms. Nina Shrestha in partial fulfillment of the requirements for the Master's Degree in Library and Information Science is hereby accepted and approved.

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ACKNOWLEDGMENT

ABSTRACT

This study has been undertaken to determine the **"Students use of the library resources and self-efficacy"**. This study has tried to find out the information seeking behavior of the graduate level students and their knowledge about the library resources and services made available to them. And how their familiarity with the resources and technology develops self-efficacy.

The study has tried to find out how the integration of the Internet has affected the information searching habit on students.

The study has collected empirical data on the information searching behavior of the students of the three respective colleges taken under study they are Thapathali College, NCCS(National College of Computer Science) and Kathmandu University. These data has been gathered from 25% of the actually targeted group of study. Questionnaire method has been obtained to collect primary data from the 200 full time students of which 127 has been returned which is the exact number of questionnaire tabulated for the study.

After tabulating and analyzing the data the findings of the study indicated that students are most in the need of intervention as they often come to college unprepared. The guidance in the use of library resources and services is necessary to help students meet some of the information requirements. It is also found that library books, e-journals and Internet are the most popular source of information for the course work and research and the place of Google in the student's information behavior is prominent and positively co-related to use of traditional library resources.

The study shows that in today's fast paced world the desire for expediency has promoted students to place a premium on information that can be found easily and quickly. To this end, many students limit their search to electronic resources, choosing format over substance and convenience over accuracy. In particular reliance on the world wide web as a primary and often sole research tool has impacted the

quality and rigor of students projects and reduced students familiarity with more traditional print resources and bibliographical databases in their college library collection.

Internet has rapidly become one of the most powerful global sources of wide range of information presenting many possibilities for the efficient and unlimited dissemination of information. It has contributed positively in enhancing the search effectiveness. Which has lead to giving students psychological boost and problem solving ability. The newfound confidence due to the easily accessible information resources has upgraded the learning ways among them. Students have become more competent and confident about what they could achieve in the given situations and knowledgeable about the ways that leads to the achievement.

With the popularity of the electronic resources as the major information sources the study has also found that all the libraries is automated with some having their own online catalogue system with subscription to electronic journal sites and bibliographic indexes. Even if the library did not have various electronic resources they gave Internet services through computer labs and online catalogue. But without proper knowledge of accessing the information sources both electronic or print students are vulnerable to the overloaded information and was not seen so much keen on using the library's electronic resources they preferred internet resources as its interface is easy to use and they could get unlimited information on the subjects.

Proper guidance and lack of professional person along with the inadequate collection in the material as well as insufficient networking computers has been the main drawbacks on students exploring the resources. For them to be more interested towards libraries librarians along with the faculty members need to work together in educating them about the services and resources that is available and library should also work towards networking with other libraries so that it could provide better range of materials in given subject.

In this study even though students are drawn to information sources that allow them to complete their research in "the easiest least painful way" the large percent of students are still motivated to learn about accessing their present library resources. With such a

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strong bias among students towards using the web as their primary research tool, library instruction should be considered a crucial means of introducing students to print resources of the library beside the web. Numerous studies have shown that positive change in student's research skills and knowledge of the library and its resources after library instruction. This study has also tried to point towards that aspect of the library where it could educate its users by giving orientation so they can become an accurate searcher and make use of the right information at the right time.

Nina Shrestha

DEDICATION

This thesis is dedicated
to noor of my life Avantika and Ananya
And
To my family

PREFACE

Library has always been described as the heart of the university. It has been called the brain of the academic body. The scholar's workshop etc. Library has become so important that renowned scholars judged the quality of education by the quality of library service in the university. But in today's scenario the position of the library in the academic institution does not seem to be the same. With the development of technology, in particular information and communication technologies more comprehensive relevant and easily searchable subject directories and search engine like (e.g. Yahoo and Google) and ubiquity of the web have resulted in a generation of students who now perceive the Internet as the most familiar, convenient and expedient source of information.

Chapter One of this thesis deals about the background of the study, statement of the problem, objective, scope and limitation of the study, significance of the study, definition of the terms and organization of the study. The second chapter deals with the literature review on the students resources using habits and most frequently used resources by the students while preparing for their assignments and project work. The third chapter deals with the focus of the study on why it is necessary to know about the resources using pattern among the students and what aspects encourages and discourages the users to use library resources and why are they more inclined towards electronic resources. The fourth chapter is about research methodology. The research was done by structured and closed type questionnaire and observation method. The fifth chapter deals with the analysis and presentation of collected data. While the sixth chapter deals with the summary, conclusion and recommendations of the study.

The rapid growth and fast changing environment of the Internet has left many information providers and users struggling to keep up-to-date with information. This study sought to establish the information needs of the graduate students and further sought to understand the impact of the introduction of new technology on users' information-seeking behaviour.

It is hoped that this study would help libraries, authorities and faculties get better knowledge about the information needs of the user group to be served. And meet the expected demands of the users by developing new pedagogy designed to instruct students in library usage and provide them with successful exploration of library resources.

December, 2008   Nina Shrestha

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LIST OF ACRONYMS

AACR2 :   Anglo American Cataloguing Rules 2

ACRL: Association of College and Research Libraries

B.E :   Bachelor of Engineering

BIM: Bachelor of information and management

CDS/ISIS: Computerized Documentation System/Integrated Set

                      for Information System

DDC schemes: Dewey Decimal Classification Schemes

EIS :   Electronic Information Sources

ER: Electronic Resources

ICT: Information and Communication technologies

IT: Information Technology

K.U: Kathmandu University

NCCS :   National College of Computer Science

OPAC: Online Public Access Catalogue

P.C: Personal Computer

RSS: Rastriya Samachar Samiti

T.C: Thapathali Campus

W.W.W: World Wide Web

CHAPTER ONE
INTRODUCTION

1.1 Introduction of the study

Education is the key factor in the development and advancement of a society. Each individual in a country should be considered as an asset because it is due to the overall contribution of human resources that a nation can progress and advance. To integrate each individual in the process of development and advancement of the nation, suitable education and training is very important. Since education and training of an individual is a life long process every nation must be aware of this fact, if proper directions are to be given to its people.[10]

To ensure that people get a life long education libraries should be made accessible and library services should be made available at all places, to all sections of the society.

The human need for information is unlimited. People seek information from different sources and formats for undertaking a variety of jobs and tasks. They use information for decision making, discovering new phenomena, developing new techniques and technologies, and improving existing knowledge and theories. Information also plays a vital role in shaping human thinking and character building, communication, and the teaching process. Tremendous growth in knowledge, technological advancements and rapid changes in the modern world have led to an increased awareness of the importance of information in all aspects of life.

Academic institutions play a key role in society by preparing future generations to use the acquired knowledge to fulfil their responsibilities more effectively. The libraries of these institutions serve a variety of users such as students, faculty, administrators and staff with diverse information needs. These libraries collect a variety of information sources and offer various services for supporting instructional, research

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[10] Malhan,Vir Inder and Gupta,Urmila "New Education policy and development of School libraries in India" in "Herald of Library Science" vol.28, no.2, jan-april1989. p.33.

and learning activities. Hence, the importance of libraries in academic institutions is considerable and they are often viewed as a nucleus of academic activity.[11]

Today's library is powerhouse where information is stored, generated and transferred to fulfill the users need. For the optimum use of this library its users should also have knowledge to access its resources to their full benefit making every search effective. But still the information searching strategies shows that the user's searching behavior as being subject specific and most users pick what they perceive as important word in an assigned topic and they use it to search for the needed information.

The library must have a through knowledge of the users needs. Without knowing the information needs of its users it is difficult to provide effective and efficient service to them. It is also impossible to collect the documents without knowing the information needs of its readers. Normally all libraries activities are designed to develop a system based on a string service to be provided to the users up to their at most satisfaction. The information service is provided to meet the needs of users. Information services include personal assistance provided to users in pursuit of information. The character and extent of such services will vary with kind of library or information centers, the type of users. The information services are to be developed not only to meet user needs and to improve present services but also to anticipate users' needs in the future. The effectiveness of any information service depends upon the satisfaction of the information needs of its users. The efficiency of an information service can be measured only by the degree to which its resources are utilized.[12]

Most students finish their education without even visiting the libraries or using library resources. Though library is called the integral part of academic library it has not become fully an essential part of educational system and the learning process. Especially on the student of undergraduates level they generally start their searches with an encyclopedia rather than card catalog.

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[11] Majid,Shaheen and Abdoulaye,kaba"Use of the Internet for reference services in Malaysian Academic libraries" in "online information review" vol.24, no.5, 2000.

[12] Shrestha, Nirmala. "Survey Report on Secondary School Libraries in Kathmandu Valleywith special reference to Science and Technology".- Kathmandu: National Council for Science & Technology, 1998. .p.43.

Users have a distorted view of their knowledge of library skill. Realizing this malice situation it is necessary for students at all level to be given library-user education so that they won't waste their valuable learning time and without assistant also student can make an effective use of library resources. The overall objective should be to make the student appreciate the value of information and to impart library skills and study skills.

Information sources are available in various forms such as journal as journal articles, research paper, books, magazines film and audio/video recording plus the data stored in computer as well as in compact disks. As a growth in literature its volume, variety and complexity has put severe constraints of the users search for their needed information. The complexity of electronic resources also led to the tedious search for every unsatisfactory search, which further discouraged the students in using library resources.

In today's scenario more students surf the Internet for information then going through the library resources, as it is less complicated and readily available. Still student who are regular uses of the library know that libraries have resources that are more comprehensive and scholarly then most web sites provide. Which also are not freely available or may not be online at all. Libraries of academic field do have subscription to e-journals that could give access to good articles in the needed studies but are not available through other search engines. For these whole mass of Gen X as they called them could be motivated towards using library resources which could be possible only by shifting the education system from teacher centered learning to student centered learning, from a subject based to knowledge based learning.

It is in college that a student becomes aware of the library resources where some student may show interest in learning and using library resources both electronic and print whereas some may not find it necessary to find specialized resources for their papers.

This difference in approach could be the student attitude towards technology. It evolves as the student's familiarity with the technology increases. Student new to a particular technology may initially exhibit some concern about the role of technology

in their learning process. There are various factors that affect the use of library resources by the student and one among them is self-efficacy.[13]

Students may not have been exposed to library resources, or not be aware of which resources a library might have, or how to make use of them. Therefore this study is to understand what characteristics will make one student branch out and explore library resources while another might not.[14]

Libraries are termed as treasure of knowledge it house information available in a variety of documentary forms such as journal articles, research and technical reports, conference papers, standards, patents, dissertation, survey data etc. According to the nature of information content these are categorized as primary sources. Primary sources are that which embody the information in original and nascent form. Libraries also provides secondary source of information that guides users to the primary documents or more so they organize the primary literature in convenient form documents like indexes, bibliographies and abstracts. Other than these one more type of sources termed as reference sources also exist which are basically books that are referred to for a definite piece of information like dictionaries, encyclopedias and handbook All these forms of sources are part of the library resources. In this information age along with these traditional forms of resources a new form of resources are also introduced in libraries they are CD-ROM, online journals, Optical Discs, DVD and Internet.

Students today are web savvy they normally prefer the fastest way that would lead to satisfactory results when studying like going for the electronic library resources if they have or rather searching through the Internet from the library or from home wherever they have access from or also making use of the other information centers that have access to electronic information sources.

A vast and growing amount of information available through electronic information resources and its accessibility has given students an opportunity to enhance their

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[13] Waldman,Micheal "Freshman's use of library electronic resources and self efficacy" in "Information Research".-New York, vol8, no.2, 2003.
[14] Indira Gandhi National Open University School of social science "Customised Organisatin of Information Sources" IGNOU, 2002 p.17.

academic performance. It also provides an atmosphere that encourages sharing of knowledge in the creative process. The advancement in technology and tremendous growth in information have made learning much easier it totally depends upon the individual how he/ she makes use of it and implement in their learning process. It is a student's own perception that leads to incapable performance. Students with a strong sense of competence approach difficult tasks as challenges to be mastered rather than as threat to be avoided. Their belief in their ability to succeed in specific situations play a major role in how they approach goals, tasks and challenges.

In today's world where technology has become an integral part of higher education it has highly become influential in student's attitudes towards learning. Libraries and expectations from libraries have changed a lot in recent years. Traditionally libraries have evaluated themselves in terms of their size for example number of volumes, there inputs such as number of transactions and their outputs, such as circulation. These measures are not necessarily measures of quality of service. Recently an increasing demand for greater accountability in higher education has created a demand for the academic library to show objectively how well it is doing and the extent to which student benefit from library services. [15]

Among various types of library, academic library is one. Academic library is an integral part of an institution of higher education. A library in school, college, university and all other institution of higher learning is known as Academic Library. The fundamental role of academic library is educational that may give a dynamic instrument of education. It provides facilities to students, faculty members/teachers, schools, researchers, etc. to enhance their knowledge.

The academic library is divided in three basic categories i.e. school library, college library, university library. The school, college and university are the institutions which impart formal education to the students: These academic institutions are supposed to have rich libraries to feed the students, teachers and research scholars in meeting their day to day needs related to study and research and to supplement the class room teaching. The academic library is always linked with the objectives of

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[15]Morgan, Steve "Academic libraries" in "Library Reviews" vol.49, no.9, 2000. p.448-454

academic institutions as a whole. The students receive their education through class room lectures that are supposed to a glimpse of the knowledge. So the academic library must provide sufficient service to fulfill the needs of the users and to utilize the collected information more effectively.

School Library:

The library is a part and parcel of a school set up. It exists to serve the objectives of its parent organization. The aim of a good school is to become a force for educational excellence. Education is a life long process. A student learns through formal education in the classroom but he can learn far more by using the library. Once he is able to form the habit of using the library, there is a great probability that he could continue the same throughout the life. A school library acts as a initiator for library habits and reading habits more than text books.

Most of the government schools in Nepal are lacking library facilities. Private schools have started to established libraries in recent years for providing better education than the government schools. In most of the school, where libraries exit, do not have a period for the library in their time tables. The children do not get chance to see the library. The collection of school library should be purchased keeping in view the curriculum of the schools. The library should also have books for the purpose of recreational an inspiration reading of the students. It may include children's encyclopedia, dictionaries, at least two daily newspapers, globes, maps, story books, faction. It should provide text maps books for the teacher for class room teaching. It should also provide drawing competition, film shows, exhibition etc. to attract the students towards the library.

In Nepal, most of the schools do not have library facilities in real sense of the term. If they have, in most of the cases, they are in name only. Books received under donation or gifts by HMG, they were idle. But unfortunately the word "library" is ambiguous in connotation both as a collection of books and as the place in which they are kept.[16]

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[16] Shrestha, Nirmala. "Information needs and pattern of information use of university faculty, Researcher, Scholars and graduate students: A Survey with implication for improvement of the iformation service in Tribhuvan University Central Library in Nepal". -Phillippines: University of Philippines, 1983. p. 6.

The school libraries need to have books for children. Such collection should be intended to encourage children must acquire love for reading when they are in school. Once the children acquires a taste for reading books and love for them, they are the main avenues by which they can explore for amassing wealth of human experience and knowledge.

College Library:

The higher education is depended upon the libraries for successfully implementation of its academic programmes. The primary aim of the education is to impart specialized and advanced knowledge to the students and enable them to acquire competence and skill in various fields of human activity. It helps them to develop their sound personality.

A college is regarded as an institution of higher learning after school leading to bachelor's degree. A college library is an integral part of a college. It plays an important role in the educational process. The college library is always linked with the objectives of college as a whole. Thus the basic function of a college library is to assist its parent body to carry out its programme. A college library has been regarded as the heart of the institution which circulates the lifeblood to the whole college by dissemination of knowledge to the students, faculty members and the administrative staff. The readers of a college library are faculty member/teacher, student and administrative staff.

The main objectives of the college library are
- To provide information sources and services to the students faculty members and the staff.
- To aid the teachers to be abreast of the latest development in their area of specification.
- To develop the reading habit among the students and sharpen their intellectual curiosity.[17] A country can only develop if the people are

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[17] Singh, Dr. Gurudev "Use of College Libraries by faculty members of University of Delhi" in "Library Herald" .vol 40, no.4, 2002.

educated. The library is best way to educate, individuals society and nation. Thus to provide library service to individual, society and nation need to encourage the library upgrade from every sector. For instance India Ambassador to Nepal Shiv Shankar Mukherjee has laid the foundation stone of a library to be built at Birendra Multiple Campus, Bhaktapur. The library is being constructed with assistance of Rs. 14.4 million of the government of India.[18] The library is expected to be completed in 18 months and the first installment of Rs. 3,610,000 has already to been sanction for the same. The library to be constructed in 13,000 sq. feet of land will have 50 rooms for various departments and 200 students will be able to study at one time. Thus such aid must be appreciated to upgrade the library service.

The collection of a college library should be a line one. It should adequately take care of the curriculum and extra curriculum materials as well as recreational reading materials. However, in practice many college libraries merely provide curriculum and co-curriculum materials. This may be due to lack of financial resources. The fundamental function of the college library is to support and assists its parent organization to carryout its programme successfully, which is only possible if adequate library resources facilities and services are made available. It also needs adequate staff, need based collection and sufficient funds. Finance is essential for running a library. The amount of funds make available towards library resources and personal is depend upon the quality of library resource and services provided by it.

The services provided by college library may be leading service; instruction in the use of the library; Assistance in the location of documents or use of library categories or understanding of reference books etc.; Inter library train, list of additions; Reservation of documents. The aim of library services is to assist the user in the most effective use of resources and services by providing specific, exhausted and prompt information. In practice, college libraries provide lending service, reference service and other services are often found missing.

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[18] RSS. "India to help on Education." The Rising Nepal.2005.p-6

University Library:

University library considered as a power house of information and knowledge and acts as a transformer and transmits this power to students scholars, teachers, resources. A university library is a part of a university set up. Therefore it exists to serve the objectives of its parent organization.

According to Wilson.L.R and Tauber M.F. the University function as the conservator of knowledge and ideas, teaching, research, publication extension and services and interpretation.[19] The most distinctive difference between college and university is found in the latter's emphasis on research. Through the methods of research work and the laboratories and libraries became indispensable aids in an activity which is directed at the expansion of man's source of knowledge.

A librarian in a university library is supposed to perform a variety of functions than college and school branches. The functions carried out by a university librarian include book selection; classification and cataloguing; orientation courses and lectures; consultancy services; conduct of research etc.[20] A librarian should active and well qualified with sound personality.

The collection should be dynamic and capable of meeting the needs of teachers, students and researchers, scholars adequately and meet the demands of the present and anticipation future. The collection should be a live, balanced and up-to-date one with regard to subject context and the kinds of context material and the areas of specialization and special interest should be covered in depth.

The university library should provide lending service; library orientation; Bibliography services; indexing and abstracting services; literature search; reservation of documents; inter-library loan; holding library exhibition including display of new addition of the library; Maintains of clippings; reprographic services; Translation service; reference services; current awareness service (CAS); Selecting dissemination of information (SDI) service to user for abreast with the current information about

[19] Venkataramana, V "Pattern and development of university Libraries".-New Delhi: ESS ESS, 1995. .p-62.
[20] Krishna Kumar. "Library organization".-New Delhi : Vikas Publication,1997 .p-48.

their interest subjects. The intrinsic value if library lies in achieving user satisfaction.[21] This can be achieved by speedy procurement of documents, their processing in good time and dissemination the information.

In the era of Information Technology, any activity in any sector is affect by IT. The terms Information Technology (IT) is a generic term used to denote activities having computer based processing, storage and transfer of information connection. Its composition includes computers, electronic media, satellites, telecommunications and storage device. Thus IT technology is the study or use of process, especially computers, telecommunications, e-mails, Internet, online searching, fax, for storing, retrieving and disseminating information of all kinds.

As the information explosion, generation of large amount of information is unavoidable hence the ability to collect, store and disseminate the data needs the application of new technology. IT is new technologies which should apply in library. Information technology provides numerical benefits and advantages to library users they are speedy easy access to information; remote access to users; access to unlimited information from different sources; provides more up-to-date information; facilities the reformatting and combining of data from different source; automation (online public catalogue, cataloguing, acquisition, periodicals control, circulation and reference) etc.

In application of information technologies introduced to have efficient control for information storage, processing and dissemination has changed the information environment in university library system. There is a growing use of IT at national and international level, which has increased access to wide range of scientific and technical databases, at a greater speed through information repackages. The commercial online information system provided integrated and faster information and facilities enhanced user satisfaction. Thus the university libraries should adopt these emerging technologies and provide a variety of internal information services and external access to global information.

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[21] Varalakshmi, Dr. R.S.R. "University Library Services Free & Fee based" .ILA Bulletine, vol 32, no.3-4, 1997.

The basic functions of an academic library are teaching and research. Accurate and fulfilling of these functions need accurate, reliable nascent information, world wide, comprehensive and up-to-date. This information is made available through the library attached to the academic institution. Therefore libraries play a pivotal role in the universities, college and other academic research institution. The growth of information is multidimensional, continuous and exponential. The proliferation of information is increasing tremendously on one side and on the other hand, the demand for the utilization of information is also increasing. The main purpose of academic library is to provide information to the academic and research community pin pointedly, exhaustively and expeditiously. Thus academic libraries are in a crisis of information processing. With the use of computers in libraries is becoming a significant factors in the evolution library vitalization programme. Computers in libraries not only could save a great amount time of academic and research community but also they search the information may be more accessible than the records manually accessed.

The focus of a library is always to serve its patron to give them resources that definitely take them to the level of excellence. But does these students always view their library as the only source for needed information where every facility is provided or do they feel the need for their library to change adapt more modern technologies so they could be more effective and help them excel in their studies.

The questions that arises therefore are do the student make use of these opportunity if their libraries are resourceful in every possible ways? Does this opportunity yield them any positive result? The present study examines the impact of library resources as predictors of academic performance.

1.2 Statement of the problem:

Libraries are nests, which thatch scholarship but libraries are not themselves automatically valuable to users. Users need to be motivated to see the real worth of a library. There are various resources available both in print and electronically the main

purpose of these resources will be fulfilled only if the users are able to locate these information sources effectively. Hence, the true worth of the library will be made.

Coming to this era of technological development the forms of resources has been distinctively transformed from printed books and journals to various electronic forms. Today's library has a challenge to broaden its resources and develop its collection in print resources as well as electronic format. Student of these generation are more inclined to digital forms of information they like to get information in a fastest way.

This study has tried to find the answer for the following question that prevails among the student's making use of their libraries.

- Are the students aware about the library resources and services available for them?

- Where do they learn about the library's resources and services from?

- What type of resources do the students prefer to use?

- Do they know how to retrieve information from different present resources?

- Do they view their library as a resourceful library or not?

- How frequently do the students look for information in electronic resources?

- Different information searching tools they use while looking for information?

- Do the student feel that library resources could get them academic success?

1.3 Objectives of the study:

- To find out the student's using habit of library resources
- To find out which library resources are more used between manual and electronic resources.
- To find out the effectiveness of library resources in their education
- To find out the student's use of Internet as reference source.

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1.4 Scope and limitation of the study:

This study is limited within the graduate level students of the three respective institutions taken under study i.e., Thapathali Campus, National College of Computer Science and Kathmandu University. The study has been carried out among the students belonging to the academic year 2006/2007. The principle focus of the study is to find the use of the library and its services by the student while preparing for their assignments and also during their regular academic work. The study is also focused on finding out the student information seeking habit and the various technologies they explore to reach for the information while preparing for their studies. This study has tried to show that the students does not solely depend upon the college library for information, they go through Internet as well as other electronic sources for the information they want. The study is limited only on finding out the student's motivation on using the library and the other options they use to get the information they want. This study prevails among the user's habit and their information need. This study is mainly an analytical and descriptive study based on the response of the student.

1.5 Significance of the study:

The significance of the study is to have an insight about the role of a library in student's life. This study will help to get answer for the type of resources that the students prefer and feel comfortable using. And also try to find out the various aspects of users the things that motivates them or discourages them in coming to the library. It will also be a helpful indication on how important proper education about library is as it teaches information skill to the students for effective retrieval. It is also hoped that the study will be a guideline for the librarians, faculty and the authority to know about the users information requirement and give them concrete directions for future collection development.

1.6 Definition of Terms/Glossary:

Academic Library:- An academic library is a library in school, college, University and all other institute of higher learning. It is a library which is an integral part of an institution of higher education.[13]

CD-ROM:- Compact Disc Read Only Memory. A compact disc format that is used to hold text, graphics and hi-fi stereo sound. The disc is almost the same as the music CD, but uses different tracks for data. The music CD player cannot play CD ROM discs, but most CD-ROM players are able to play CD discs. a storage medium popular in modern computers. One CD-ROM can hold 600 MB of data[14] ...

Electronic Journal:- E-journals were defined to be publications available in electronic form only and having an International Standard Serial Number (ISSN). According to their definition, an e-journal contains original work which is subject to a peer review process, and is published only on the Web at no cost.[15]

Electronic Library: The library deemed to be one in which the core processes of the library become basically electronic in nature. Which is likely to happen in through the widespread incorporation and use of computers and the various facilities that they are able to make available, such as online indexes, full- text searching an retrieval facilities, automated record keeping and computer based decision making. In addition, within an electronic library system there will be a conscious movement towards more widespread use of electronic media(both digital and analogue) for the storage, retrieval and delivery of information. This willmean that libraries of this sort will be involved in an active and extensive computerization programme.[16]

Information:- Information is a property of data resulting from or produced by a process that produced data.[17]

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[13] Khan.K, "Academic libraries".-New Delhi:ESS ESS,1998.
[14] http://www.wekepedia.com
[15] Hawkins,T.Donal "Bibliometrics of electronic journal in information science" in "Information Research" vol.7, no.1, Oct 2001.
[16] Dubey,P.Yogendra "New Challenges in Information Mangement & E Learning in the Age of Globalization:Issues and Opurtunities" in "Library Hearld" vol.41, no.2, june 2003.
[17] ALA World Encyclopedia of Library and Information Science.-Chicago: American Library Association, 1980. p.375.

Internet:- It is a data communication system that interconnects computer system at various sites. A network may be composed of any combinations of LANs, WANs, or MANs. A International system of networks that connects computers around the world via the TCP/IP protocal.[18]

Information Service:- Library information center process information bearing documents and organizes them for use to those who seek it. A library make both extensive and intensive efforts to inform the users what information is available in what document through its various bibliographical and documentation services.[19]

Information Technology: The application of computers and other technology to the acquisition, organization, storage, retrieval and dissemination of information.[20]

Information retrieval:- Finding documents, or the information contained in documents, in a library or other collection, selectively recalling recorded information. Methods of retrieval vary from a simple index or catalogue to the documents, to some kind of punched card or microfilm record which required large or expensive equipment for mechanically selecting the material required. Classification, indexing and machine searching are all system of information retrieval.

Library Service:- Refers to the facilities which are provided by a library for the use of the books and the dissemination of information.

OPAC:- An OPAC (Online Public Access Catalog) is an online bibliography of a library collection that is available to the public. OPACs developed as stand-alone online catalogs, often from VT100 terminals to a mainframe library catalog. With the arrival of the Internet, most libraries have made their OPAC accessible from a server to users all over the world[21]

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[18] Tiwari,Rajani "Internet and Library Services" in "library Herald" vol.38, no.3&4, Oct-December 2000.

[19] Prasher,R.G. "Inforamtion and its communication" .- New Delhi: Medallion Press, 1991. p.19.
[20] Kemparaju, T.D. and Nyainboga, Cnstantine M. "Why 'IT' course in the curriculum of library and information science education?" SRELS Journal of Inforamtion Management, vol.38, no.3, 2001. p.201.
[21] http://www.wekopedia.com

Optical Disc;- An optical disc is an electronic data storage medium that can be written to and read using a low-powered laser beam. Originally developed in the late 1960s, the first optical disc, created by James T. Russell, stored data as micron-wide dots of light and dark. A laser read the dots, and the data was converted to an electrical signal, and finally to audio or visual output.

Orientation:- Familiarization with and adaptation to a situation or environment

Resources:

- available source of wealth; a new or reserve supply that can be drawn upon when needed
- a source of aid or support that may be drawn upon when needed; "the local library is a valuable resource"

Search engine:- A search engine is an Internet facility that searches documents posted on the Internet for keywords and compiles a list of URLs or web addresses for the documents containing those keywords. Tools to assist users in locating information on the Web. Some of the most popular include Yahoo, Altavista, HotBot, Excite, and Infoseek. Each search engine has its own 'index' of pages. Tools to assist users in locating information on the Web a program that searches documents for specified keywords and returns a list of the documents where the keywords were found. Although *search engine* is really a general class of programs, the term is often used to specifically describe systems like Alta Vista and Excite that enable users to search for documents on the World Wide Web and USENET newsgroups.

Self efficacy:- Self-efficacy is an impression that one is capable of performing in a certain manner or attaining certain goals. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations. Students' judgment of their own capabilities for a specific learning outcome.

World Wide Web:- The World Wide Web (commonly shortened to the Web) is a system of interlinked hypertext documents accessed via the Internet. With a Web

browser, a user views Web pages that may contain text, images, videos and other multimedia and navigates between them using hyperlinks.

1.7 Organization of the study:

The research study has been set up according to the given format from the department.

The first chapter deals with introduction which includes background, statement of the problem, objectives, scopes and limitation of the study, significance of the study, definition of the terms and organization of the study.

The second chapter deals with the relevant studies of the literature i.e. review of literature

The third chapter deals with the focus of the study along with the background information about the three particular college library and the discussion about the topics that should be addressed for the proper use of the library resource.

The fourth chapter deals with research methodology which includes Research Design, population, sampling procedure, data collection procedure and data analysis procedure

The fifth chapter deals with the analysis and presentation of the study which evaluates either the set objectives and hypothesis is positively met or not.

The sixth chapter deals with finding of the study and investigation, which are presented in summarized and concise form. With some concluding remarks the study has recommended.

CHAPTER TWO
REVIEW OF LITERATURE

Past literature is the mirror of present and future, which helps to develop a thorough understanding and insight into previous research works that relates to the present study. It is the tool, which provides a proper guideline and idea to the researchers in many studies hence, literature related to the research topic, has been quoted here. It will make the study authentic, stronger and finds the foundation for the work.

According to the definition taken from library and information science encyclopedia[22], academic libraries reflect the development of the colleges and universities of which they are a part. These libraries, are integral parts of the institutions they serve, design their collections and services to meet the instructional programs of the particular institution. The program of the academic library varies depending upon institution of which they are a part.

The basic assumption governing the growth and development of all academic libraries is that the library plays a role of central and critical importance in the instructional and scholarly life of the college or university

One of the most important products of the academic endeavor is students' success in their courses of study. However, despite various attempts over the years, it has seldom been possible to demonstrate conclusively that undergraduate library use significantly contributes to student success.

Altman and Hernon (1998, p. 53) made it very clear that users are the best judges of library services and that customer opinion of library service is of paramount importance. Should there be no users, libraries would only be needed as warehouses. User evaluations of library goodness have therefore frequently been taken at face value to indicate quality of service. Associated with the missions of libraries and their institutions. User satisfaction may or may not be related to the value or the performance of a library.

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[22] ALA World Encyclopedia of Library and Information Science.-Chicago: ALA, 1980. p.4.

Different users may find the same services unequally satisfying. In an interesting investigation of how effective students perceive their academic library to be, McCarthy (1995, p. 226) had found that the sources of students' satisfaction and dissatisfaction may be the same: if they were satisfied, they were satisfied with the materials that they were able to locate and find; those that were dissatisfied, were dissatisfied with their ability to find materials and the lack of available materials. It has even been shown that users will be satisfied with services regardless of whether they regard them as particularly good

The ACRL (1998) *Task Force on Academic Library Outcomes Assessment Report* defined outcomes measures of library services as "the ways in which library users are changed as a result of their contact with the library's resources and programs". Improvement in academic performance and academic success are quoted as examples of such changes.

Whitmire (1998) was able to show that students who engaged in what she called "independent exploration" and "focused library activities", such as checking citations found in readings, reading references, finding unprescribed material and borrowing books, reported a significant improvement in their critical thinking abilities. A case study by Donovan in an article in which he was really trying to establish whether the role of the law librarian is an educational one, could demonstrate that students of law who received academic honours on graduation were more active library book borrowers than students who did not graduate with honours.

Wells (1995) found a positive correlation between undergraduate academic achievement and the use of a variety of library resources and services such as using the catalogue, obtaining assistance from library staff and using different library materials such as electronic resources, journal articles, books and reference works. The amount of time spent in the library did not correlate with academic achievement. An interesting aspect of the study is that it did not rely on borrowing books as the sole indicator of library use.

Wells made a particularly interesting comment by suggesting one way in which to measure the "change" or improvement brought about by the library in individual

students' work. She said that a particular assignment could be selected and the "students' use of the library in writing that particular assignment recorded and compared with actual marks gained", thus giving "a more direct indication of the library's role in the student's achievement". [23]

"Libraries essentially aim at improving the quality of life by self-learning and self-education. Learning and getting educated are the dual and independent value of a library. Libraries have the built in potential to provide users as seekers of information in many situations with sources of information and knowledge to give them inner satisfaction. Growing user figures show that users really go to library/information centers for gaining information, education and inspiration to enhance the meaning and richness of their lives."[24]

All users of academic library have a right to expect library services to be up-to-date and commensurate with their needs provided by competent librarians and funded on adequate collection.

As a resources centre it should play a great role in learning process. Ajayi(1999) expressed that any student without access to supplementary reading materials as provided for in library will be seriously handicapped: his academic success will be based largely on his liability to memorize his lecture notes. On the other hand however any student with access to a good library can learn and be judged on his own skill in classifying a problem, collection information relating to its solution and formulating conclusions.[25]

The mark of academic excellence and scholarship lies in the student's ability to find new facts for himself to supplement whatever he gets from the teacher. Wells(1996) reviews academic libraries performance in response to research which demonstrates that library usage contributes to the academic achievements of undergraduates. The 3

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[23] Jager, de Karin "Successful students does the library make a difference" in "Performance measurement and metrics" vol.3, no.3, 2002. p.140-144.
[24] Kaur, Pradeep "Impact of information technology" in "Library Herald" vol. 33, no.1-2, jan 1994.
[25] Salaam,O.M "Library Utilization by the undergraduates of a university of agriculture" in " Library Herald" vol.41, no.1, March 2003. p.32.

key aspects according to him are the resources available to undergraduate student's ability to access these resources and student's use of information obtained.

Urena and Rubio(1995) expressed that the university library supports both teaching and research each of different requirements. Talking of students, Mann (1974) remarked that many students are idle and do not want to study if they can avoid it. They rather prefer mugging up lecture notes to reading books.

While Unomah(1986) found that major responsibility for student's use or lack of use of the library lay with the faculty. The implication of this is that a lecturer who has no library training is not likely to encourage or motivate his students in the use of the library. Osinulu study (1998) showed that there is a low patronage of library service and that many users have not actually realized the full potential of the library in pursuit and attainment of academic excellence. Davies (1974) argued that the scope of knowledge has become too vast to be covered extensively with the boundaries of classroom instruction. He, therefore, stressed that a good library can help in promoting the development of reading skills and providing a framework for academic achievement.

Muogilim(1986) investigated the inability of students to utilize library facilities after taking a course in the use of library. The finding showed that there is little interaction between the students and the library staff during the orientation programme. They were also overloaded with so much information with a short time that the chances of retention and internalization of the avalanche of new information is quite slim. He concluded that high enrolment with adequate physical facilities mad effective work difficult.[26]

Dr.Rabindranath Tagor in 1925 at Bengal library Conference once said "what makes a library big". He said that it is not the big building, big collection of books, big finances and big staff that makes a library big but it is the big use of the resources of

[26] Salaam,O.M "Library Utilization by the Undergraduates of a University of Agriculture" in "Library Herald" vol.41, no.1, March 2003.

the library that earns the big name to it. The value of books and library is epitomized in the larger use of its collection[27]

A library collections do not consist only of books and journals. An academic library should house collection of films, slides and filmstrips. The recent development in automation have seen the spread of personal computers and network terminal nodes in academic libraries, and an increasing number of libraries house and circulate software and other automated information packages in their collection. Many libraries are sharing information and data facilities and services on academic purpose.

The use of collection development statements has long been a standard practice in all types of libraries. What are collection development policies? The American Library Association states that they are documents which define the scope of a library's existing collections, plan for the continuing development of resources, identify collection strengths, and outline the relationship between selection philosophy and the institution's goals, general selection criteria, and intellectual freedom (American Library Association, 1987). They serve many functions beyond being merely a tool for selection of materials. In addition to describing current collections, they establish priorities, assist with budgeting, serve as a communication channel within a library and between the library and outside constituents, support cooperative collection development, protect intellectual freedom and prevent censorship, and assist in overall collection management activities, including the handling of gifts, deselecting of materials, and serials cancellations (Johnson, 1994). They also minimize personal bias in the selection of materials, identify gaps in collection development responsibilities, and serve as information resources for new collection development librarians (Frank *et al.*, 1993).[28]

"An adequate library is not only the basis of teaching and study, it is the essential condition of research, without which additions to knowledge cannot be made."As

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[27] Kaula,N.P "Value of book information and librarians a review and analysis" in "Herald of Library Science" vol.36, no.12, Jan-April1997.
[28] White,W.Gary,and Crawford, A.Greogry "Collection Management "I n "Collection Building" vol.16, no.2, 1997. p.53-57.

early as 1936 Sir Cyril Norwood in his address to the ASLIB, at Oxford stated that "It is better proof of education to know how to use a library than to possess a university degree."[29]

Serious problem before academic libraries are either they are under used or less used than their capacity. It is merely because of ignorance of users about the potentials of their own library. This has created a challenging situation for the librarians to educate the library users and provide them necessary knowledge and skills in using the library resources properly and effectively.[30]

Developing information skills in students poses a challenge to librarian but if properly addressed through curricula then to meet specific course, assignments and projects student will developed that skill of using library resources. Libraries aim is to train and educate the mind, but this training is incomplete unless students know, how and where to find knowledge, and how to use the acquired knowledge in facing problem in future life. If the students become library savvy and learn the technique of finding facts and extracting the truth from falsehood in an unbiased manner with the aid of library resources than their education can safely be regarded as complete.[31]

The term 'resources" applies to any thing, person, or action to which one turns for aid in time of need. 'Library Resources' is the term that applies to anything personnel material, functions or activities available in a library for satisfying the human need to acquire information. When the term is used alone, it is not necessarily seen as implying reciprocity. The word "Sharing "cannotes apporting, allotting or contributing something that is owned, to benefit others. Resource sharing denotes a mode of operation whereby library functions are shared in common by a numbers of libraries. Their goals are to provide a positive net effect: a. on the library user in terms of access to more materials or services and b. on the library budget in terms of providing level service at less cost. This metamorphosis is brought by the fast

[29] Viswanathan,G.C "Users education in Academic libraries".- New Delhi: Ess Ess, 1998. p. 9.
[30] Mishra, V.S and Phadke, D.N "User education programmes at different levels in academic libraries" .- New Delhi: Ess Ess, 1998.
[31] Subramaniam,J.B "Users education in Academic libraries-A Survey" .-New Delhi 1998. p.37

changing information environment for strengthening library services through unionized co-operative action.[32]

2.1 The pre-Internet era

Evan Farber documented the history of library instruction – or bibliographic instruction – from 1880 through the 1980s. Noting the ebbs and flows of great innovation in the field, he compares the general stagnancy of the Depression years to the experimentation of the 1960s (Farber, 1995). Since the introduction of computerized resources we have been on a fast track of change that has challenged instruction librarians to continually develop new services and methods for teaching. In the 1970s libraries designed workshops in the use of online catalogs; in the 1980s many libraries purchased CD-ROM sources and experimented with computer-assisted instruction (CAI). Library tours helped students learn which computers they would use to begin their research or find their books as well as become acquainted with the physical building. Class demonstrations commonly blended the use of both print and electronic resources. Many instruction librarians supported the pedagogical shift to teaching fundamental concepts rather than specific tools.[33]

The world of library is witnessing a tremendous change due to the developments in information technology and abundance increase in information. They are restoring to fast modes of communication such as. Computer, CD-ROM, computer networks and now on-line searching to cope with the increasing information demands of the users[34]

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[32] Kundu,K.A "Inevitability of resource sharing among the university libraries in North-East India: A pragmatic Approach" in "Hearld of Library Science" vol.37, no.1-2, Jan-April 1998.
[33] Cornall,Sheila "Academic libraries in the information society" in " New Library World" vol. 96, no.3, 1995. p.35-42.
[34] Dr.Kaur,Amritpal "Internet and libraries" in "Library Herarld" vol.38, no.1, April-June 2000.

2.2 The Internet age

History of Internet goes back to 1960 when Rand Corporation of America made public the first network with the principle that there would not be any central authority. The National Physical Laboratory in UK set-up the first test network in 1968.[35]

Overroye, 1994 stated that "Internet as a library without a card catalogue".

One of the most notable advantages of the Internet was its ability to connect people, services, and information regardless of location or computer platform. Distributed computing, geographical independence, and temporal freedom for information seeking would profoundly affect instruction. By the early 1990s a number of colleges and universities offered classes about how to use the then command-based Internet services to connect to remote databases, send e-mail, download files, and search the hierarchies of gopher sites. The Internet, especially its graphical World Wide Web, has become one of the most powerful tools of information storage, retrieval and dissemination of our times. Access to the Internet, including electronic mail (e-mail), Usenet, World Wide Web, remote login (telnet), file transfer protocol (FTP), online chat and e-conferencing, provides those connected to it with an unprecedented amount of information that can be used to their advantages. The information available on the Internet is seemingly limitless in terms of variety, quantity, and quality as massive volume of information is added to it every day.[36]

Muchin (1999) writes, "Librarians in the 1990s have an advantage over the librarians of yore … we are able to rely on the Internet to make all aspects of our jobs easier." Making effective use of online resources through the Internet can somehow alleviate these constraints being faced by libraries. Besides, by using the Internet, libraries are able to perform their operations more effectively than ever before and are able to improve the quality of their services, as well as able to save time and money.

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[35] Tiwari,Rajani "Internet and Library Services" in "Library Herald" vol.38, no.3&4, Oct-December 2000. p.161.
[36] Hundie, Kebede "Library operations and Internet resources" in "The Electronic Library" vol. 21, no.6, 2003. p 555-564.

As no library can be self-sufficeient due to the shrinking budgets and rising prices of library materials, equipments, manpower etc. knowledge explosion has created a need for network based resource sharing as an alternative to acquisition of material. In order to satisfy the clientele's need and also from the economics point of view, a number of libraries work to build up a library network through organised collection of resources for supplying planned, coordinated services to a large extent of users. The Internet further can bring about real democratisation of intellectual resources by providing access to the world information[37]

Internet can play an important role in making true the dreams of Lancaster of "paperless Society" and the great stalwart Dr. Ranganathan to provide information to the user of "Every user his/her Information'.[38]

Information is no longer a luxury. It is the basis for the economy, for education, for the selection of political leaders. The recognition and competent use of information is now a crucial neccessity in our society. Information technology has made access to information easier in the sense that all digital information such as databases, full text journals etc. Can be accessed through computers on the network both at work and from home. The concept of 'electronic library' gave a new dimension to the libraries and it is time to gradually switch to electronic library.[39]

2.3 Use of Electronic Information

One of the major developments in libraries and information systems in the past 15 years is the advent and spread of electronic information sources (EISs), services and networks mainly as a result of developments in information and communication technologies. The change is basically of physical form where information content is increasingly being captured, processed, stored and disseminated in electronic form. The commonly available EISs, namely, CD-ROMs, online databases, OPACs, and the Internet and other networked information sources, are competing, and in some instances replacing, the print-based information sources which have been in place for

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[37] Dr. Kaur,Amritpal "Internet and Libraries" in "Library Herald" vol.38, no.1, April-June,2000.
[38] Tiwari,Rajani "Internet and Library Services" in "Library Herald" vol.38, .no.3&4, Oct-Dec 2000. p.164.
[39]http://facstaff.uww.edu/WAAL/infolit/ilcc.html

centuries as the primary media for the storage and communication of recorded information content (Cornish, 1997). The amount and variety of information content in electronic form is growing (Hurd, 2000) and, at the rate it is expanding, some believe that all information will eventually be electronically accessed (Cornish, 1997). The pervasiveness of the transition to the electronic information environment can be observed best from the following comment Meadows in 1999 made "Any reading of the world press, let alone of library and information sources, makes it clear that the transition from traditional communication channels to digital channels dominates current discussion of information." [40]

As the literature of library and information science (LIS) further shows, the changes from print and other forms to electronic forms have already brought about significant changes in the nature of information available to users. Internet offers a wealth of new applications which are advantageous to both education institutions and their clients. In the field of education inclusion of Internet resources is in the interest for support of reserch work and education itself. Integration of Internet resources into library services, however bring about significant changes in the nature of information retrieved and searched by the users.[41]

Mischinick,1998 states that Students' use of information systems can be in the form of communicating or posting of information or material by way of electronic mail, bulleting boards, World Wide Web (Internet), or other such electronic tools. In recent years, the use of electronic information has become prominent in the drive for making information and data transfer available to users, especially students.The need for electronic information for the purpose of research and learning in various institutions has posed challenges in relation to system connections, working ability, and access. Electronic information has many functions and benefits which can be of immense use to students in schools and educational sectors, particularly research institutions. Once

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[40] Kebede,Gaslow "The changing information needs of users in electronic information environment" in "The Electronic Library" vol.20, no.1, 2002. p.14-21.
[41] Mathur,Sudha and Kapur, Sarita " Educational Informtion Services in the Modern Era" in " Library Hearld" vol.40, no.3, 2002

the user is connected to the Internet, the user can link up with any part of the world for whatever purpose the user intends (Osunrinde, Adekiya and Adeyemo, 2002).[42]

Electronic information serves as a motivating factor to students as it provides them opportunity to transmit, acquire or download, process and disseminate information on a subject of interest. Electronic information sources offer today's students opportunities different from their predecessors (Ray and Day, 1998). Brophy (1993), details the advantages of networking for the user as being: "the information needed which can be delivered from the most appropriate source to the user; the user can re-specify his or her needs dynamically; the information is obtained when it is wanted, so becomes 'just in time' rather than 'just in case'; the user selects only the information needed to answer the specific question and finally, the information is only stored should user wish." Other advantages according to Ray and Day (1998: 5) include the fact that "electronic information sources are often faster than consulting print indexes, especially when searching retrospectively, and they are straighter forward when wishing to use combinations of keywords. They open up the possibility of searching multiple files at one time, a feat accomplished more easily than when using printed equivalents. Electronic resources can be printed and searches saved to be repeated at a later date; they are updated more often than printed tools." Related to these, Internet is used as a medium of expression to educate the learner, provide information needs at their desktop, and send hitch-free and cross-referenced data to the appropriate location. It could be said that improved data transmission facilities will go a long way to reduce the incessant hardship faced by students in the acquisition and generation of data which serves as thebasis for research and academic performance improvement. This is because it seems the use of electronic information by students enhances their performance in academic activities. Among the electronic information system students use to get most of their information are: Internet, e-mail, electronic journasl, bulletin boards, telephone, telex, CD-ROM databases, electronic journals, and electronic books.[43]

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[42] Osunrinde, A, Adekiya I.A and Adeyemo,K.A "Internet connectivity vis-à-vis project and problem on research growth in academic institution in Nigeria" in "Nigerian Journal of Education" vol.4, 2002. p.90-91.
[43] Tella,Adeyinka and Tella Adedji "Self Efficacy and use of Electronic Information as Predictors of Academic Success".- Nigeria: Department of Library and Information studies, University of Botswana 2004.

Some studies on theuse of electronic information and academic performance (e.g. Day and Bartle, 1998) reveal that the academic community has accepted that electronic information sources have an impact on their work. However, services currently available to academic staff and students are not being used to their full potential and some are hardly being used at all. These same authors report that, of the social sciences respondents, 43% explained that they never referred to electronic journals. That is compared to the use that academics have made of e-mail, where almost 60% use it on a daily basis. About a third of the respondents to the posted questionnaire hardly ever consulted the Internet but about a third did so on almost daily basis. There is alarge number of reasons for the use and non-use of the Internet but mainly, it was how the academics perceived the Internet and what it was capable (or not capable) of doing which influenced the extent it was referred to.

Swan and Brown (1996) reported that in the academic situation, a huge proportion of respondents had access both to Internet facilities and online services provided by the library, yet usage figures for these media were quite low. Corporate respondents indicated that they are not confident of their abilities to use these media effectively and anecdotal evidence suggests that academic end users feel similarly. Academic end users rated journals as the most important sources of information with 86% undertaking a systematic search of these journals in print form in their institutional library. The academic respondents were overwhelmingly in favour of greater access to electronic information.

Elliot (1996) supported the idea that the use of computers in the education of young children promoted social interaction and academic achievement. He suggested that there should be provision for an introduction to computers in early childhood settings to enrich learning opportunities and guidance provided to teachers to find developmentally appropriate software and hardware. In the same analysis "minimal communication between school and home" was found by Burden (1995) to contribute to low performance by students. He described the experience of establishing a computer-based telephone message system in a high school, and involving parents, teachers, and students in its use. The results of his survey further showed that at the end of nine weeks of system use, there was a positive increase in school/home

communication and in provision of classroom information by teachers, even though only one of six expected outcomes was achieved.

In a study on the use of computer technology in the delivery of a core education in biology, world culture, English and algebra, by Hecht (1994), it was evident that demographic and prior achievement levels of students in the project homeroom, project schoolroom and regular school varied little. Students in the project schoolroom group tended to achieve statistically significantly higher grades than the students in the other groups in each of the four subject areas considered.[44]

Bandura[45] also looked at how self-efficacy related to computer use, linking computer use with educational achievement, especially since computers provide "a ready means for self-directed learning. Disparities in computer skills can create disparities in educational development". He stressed further that "belief in one's efficacy to master computers, predicts enrollment in computer courses independently of beliefs about the instrumental benefits of knowing how to use them. Waldman (2003), when drawing inference from Bandura's position, asserts that "students with high self-efficacy regarding computers would also be more likely to explore new technologies, software or databases. Additionally, they would be more likely, for example, to explore a library's website and find that the library has specialized resources, and they might even try some searches on those resources without, or with less, prompting from professors and/or librarians and without necessary taking library workshops."(p.12) General user opinion towards the use of electronic information resources, in particular, CD-ROM, has been positive, with students enjoying using these sources and finding relatively few problems while using them.

Surveys undertaken by Schultz & Salmon (Ray and Day, 1998)[46] on students' satisfaction with CD-ROMs discovered that 83% of students surveyed felt that using the source saved them time and that it was relatively easy to use. Two-third of those surveyed stated that if the CD-ROM was unavailable, they would wait for it to

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[44] Elliot,A "Learning with computers" in "AECA Resource Book Series" vol.3, no.2, p.14-20
[45] Bandura,A"Self-efficacy; The exercise of Control".- New York: Cambridge University Press,1992.
[46] Shultz,R and Salomon,K "End users respond to CD-ROM" in " Library Journal" 1990. p.56-57.

become free rather than use the print tool. These surveys show how greatly CD-ROM was impacting the achievement of users.

Students constitute one part of society who is fortunate to have access, at no cost to themselves, to a variety of electronic information resources. Universities use considerable proportions of their budgets to provide this technology for their students to assist in the learning process. How do students themselves feel about the availability of electronic information, which may require the acquisition of new skills to utilize effectively? Little is known about student attitudes towards this form of information provision and without a better understanding; it is difficult for service providers to know if they are meeting the needs of students effectively. '

Electronic information sources offer today's students different opportunities from their predecessor.Brophy1993) details the advantages of networking for the user as being: the information needed can be delivered from the most appropriate source to the user; the user can re-specify his or her needs dynamically; the information is obtained when it is wanted, so becomes "just in time" rather than "just in case"; the user selects only the information needed to answer the specific question and, finally, the information is only stored should the user wish. Electronic information can therefore provide a number of advantages over traditional print based sources.

These advantages include the fact that electronic information sources are often faster than consulting print indexes, especially when searching retrospectively, and they are more straightforward when wishing to use combinations of keywords. They open up the possibility of searching multiple files at one time, a feat accomplished more easily than when using printed equivalents. Electronic resources can be printed and searches saved to be repeated at a later date; they are updated more often than printed tools. One main advantage, especially to distance learners or those with limited time to access the library, is their availability from outside the library by dial-up access.

Related to these, Internet is used as a medium of expression to educate the learner, provide information needs at their desktop, and send hitch-free and cross-referenced data to the appropriate location. It could be said that improved data transmission facilities will go a long way to reduce the incessant hardship faced by students in the acquisition and generation of data, which serves as the basis for research and

academic performance improvement. This is because it seems the use of electronic information by students enhances their performance in academic activities. Among the electronic information system students use to get most of their information are: Internet, e-mail, electronic journals, bulletin boards, telephone, telex, CD-ROM databases, electronic journals, and electronic books.

Some studies on the use of electronic information and academic performance (e.g. Day and Bartle, 1998) reveal that the academic community has accepted that electronic information sources have an impact on their work. However, services currently available to academic staff and students are not being used to their full potential and some are hardly being used at all. These same authors report that, of the social sciences respondents, 43% explained that they never referred to electronic journals. That is compared to the use that academics have made of e-mail, where almost 60% use it on a daily basis. About a third of the respondents to the posted questionnaire hardly ever consulted the Internet but about a third did so on almost daily basis. There are a large number of reasons for the use and non-use of the Internet but mainly, it was how the academics perceived the Internet and what it was capable (or not capable) of doing which influenced the extent it was referred to.[47]

In order to utilize the growing range of electronic resources, students must acquire and practice the skills necessary to exploit them. "For students using a variety of on-line databases, it is as though they were parking lot attendants, where every vehicle is not only a different make and model but has a different configuration" (Blandy & Libutti, 1995 291). As Dutton (1990) suggests, the skills required to maximize the potential of electronic resources are much greater than those required for searching printed sources. These skills include a knowledge of the structure of the database and the instructions which must be input into the computer by the searcher, as well as an understanding of the ways in which the instructions are linked with one another. To this end, Brophy (1993) states users do not often appreciate the skills required to search these sources, stating they are deceptively easy to use.

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[47] Ray,Kathryn and Day,Joan "Students attitudes towards electronic information resources" in "information research".-London: Emerald Group Publishing ltd. vol 4, no.2, 1998.

The ability to find and retrieve information effectively is a transferable skill useful for future life as well as enabling the positive and successful use of the electronic resources whilst at university. As Brophy argues, libraries must "reach a position where the acquisition of information skills is acknowledged as one of the key learning objectives for every student entering a university, so that no student leaves without being fully equipped to cope with the information intensive world - the information society - as an end-user "Brophy [48]

To make the student self sufficient in searching information, library orientation courses should be organized at all level. Library orientation courses should be arranged at school level which may make a student quite self sufficient in literature searching. This is essential because the students who want to improve their knowledge through self-education will be able to do so through the effective use of public and other libraries. There will be a growing pressure on academic and others libraries to promptly supply the information and documents desired by various users. The resources and services of existing libraries therefore have to be ameliorated and further strengthened.

According to Grimes and Charters (2000), "the ability to use library resources to identify, access, and retrieve information is essential to the successful completion of a college education"[49].

Tuckett (1989) wrote about the issues facing academic librarians who were teaching with computers. Information literacy is tied directly to computer technologies. As a result, librarians need to teach literacy in both finding and evaluating information in the best use of computers. This can get complicated and can place the librarian into unfamiliar teaching situations. Librarians need to stay abreast of developments in computers and learn them early so they can teach patrons. Tuckett believed that academic institutions needed to broaden their institutional goals to encompass both information literacy and computer training and to teach them jointly.[50]

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[48] Brophy,p"Networking in British Academic Libraries" in "British Journal of Academic librarianship" vol.8, no.1, 1993. p.49-60.

[49] Dermott, Donna "Library instruction for high risk freshmen" in "Reference Service Review" vol.33, no.4, 2005. p.418-437.

[50] Lorenzen,Michael"A Brief History of library Instruction in the United States of America" in "Illinos Libraries Journal" .-USA 2001.

2.4 Self-Efficacy

Self-efficacy perceptions are judgments regarding one's capability to successfully perform specific tasks and behaviors, (Saks, 1995). It is the belief in one's capability to organize and execute the course of action required to manage prospective situations (Bandura, 1999). In essence, self-efficacy is the confidence that one has in one's ability to do the things that one tries to do. Bandura (1986) earlier defined self-efficacy as people's judgment of their capabilities to organize and execute the course of action required to attain designated types of performances. It is concerned not with the skills one has, but with the judgments of what one can do with whatever skills one possesses). It involves a generative capability in which one must organize cognitive, social and behavioral sub-skills into integrated courses of action (Saks, 1995).

Efficacy belief varies in level, strength and generality, and these dimensions prove important in determining appropriate measurement. In academic settings, self-efficacy instruments may ask students to rate their confidence in solving specific problems, performing particular reading or writing tasks, or engaging in certain self-regulatory strategies. Social indexes are also used to ask students to express their confidence of success in various social situations (Pajare, 2002).

Most investigations on self-efficacy in academic settings have sought to determine the predictive value of self-efficacy belief on varied performance. This is why Bandura (1996) argued that the stronger the self-efficacy, the more likely the person is to select challenging tasks, persist at them and perform them successfully. Academic achievement depends heavily on the students' personal conviction of being in charge of their own fate. The high achievers did not ascribe their fate to luck or to the vagaries of chances, but rather to their own personal decisions and efforts (Coleman in Richardson; Norman and Sharon 1998). In the same vein, students who rarely experience success in the classroom and perceive themselves as academic failures often develop a syndrome that includes a variety of self-defeating motives. For example, such students are far more apt to develop an external locus of control, they are low in self-regulated learning strategies, they have low levels of self-efficacy and low motivation (Richardon, 1998). Frank and John in Tella and Tella (2003) said that prior determinants such as ability and previous performance attainments help to create

self-efficacy perceptions and are also strong predictors of subsequent performance. Waldman (2003) "asserts that it is important to note that academic self-efficacy beliefs vary according to subject matter, in that students may have high self-efficacy in one subject but not in another: mathematics self-efficacy is independent of writing self-efficacy, depending on their mastery and vicarious experiences in each subject." (p.11). Since "people are generally more interested in performing activities in which they have high self-efficacy"(Ren, 2003: 323), we can now infer that students with high self-efficacy will be more likely to take advantage of what is around them (e.g., electronic information). If they are familiar and feel comfortable with electronic information (Internet, electronic journals, CD-ROM database, etc.), they will use them, and if they feel that learning through these electronic information resources will enhance their academic performance, they will learn about them.

Studies already conducted on self-efficacy and the use of electronic information and suggest that the two variables may be related to academic performance. Lent, Lopez and Beischke (1993) showed how efficacy can be tailored to varying levels of academic outcomes and still remain highly predictive. In other studies, researchers reported that girls perform as capably as boys in varied academic tasks but nonetheless report lower self-efficacy, particularly at higher academic levels (Pajares and Johnson, 1996; Pajares and Miller, 1994). Studies have further confirmed that the self-efficacy of students is more predictive of their interest in major school subjects than their prior achievement or outcome expectations. Tella and Tella (2003) report that self-efficacy has a significant relationship with academic achievement and is a better predictor of academic achievement. In a study of library instruction and self-efficacy, Ren (2000) also showed a positive correlation between students' self-efficacy and the frequency of use of library electronic resources.[51]

Because self-efficacy is based on self-perceptions regarding particular behaviours, the construct is considered to be situation specific or domain sensitive. That is, an individual may exhibit high levels of self-efficacy within one domain while exhibiting low levels within another one (Cassidy and Eachus, 1998).

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[51] Ayene,O.C,"Self –Efficacy and the students use of electronic resources".- Nigeria, 2000.

Academic libraries face a period of continuing change, which will present challenges to staff and users. Communication will be among the critical success factors for survival and success in the information society, but the ability to address the human factors - the people issues - will be even more important than the capacity to master the technology. Ultimately, it is the human element, which provides the continuity enabling service developments to be planned and managed in a coherent way, as our core service values remain constant - even in the virtual library depicted by Follett. The key tasks for managers are to articulate future directions for their libraries, based on a vision shared by all stakeholders and informed by continuing environmental appraisal; to secure the financial and other resources required to achieve agreed goals; and to inspire and support colleagues as partners in an exciting collaborative venture. The information society of the twenty-first century offers the opportunity for libraries to play a central role in the academic community, but it will require bold and confident leadership along the way.[52]

Electronic formats have a growing popularity. The newest generation of college students are more comfortable using technology for their class work. One example of that is a 2000 study of 100 college students from 63 colleges in 22 states found that 62 percent of those students "preferred digitized texts over standard paper volumes". The students also said that electronic texts "could be "more interesting" than their paper counterparts" (Rogers, 2001). In many cases, librarians have begun to cater to this new generation. Richard Pikowsky writes, "Librarians have no choice but to adapt to the changing needs of their patrons or run the risk that the library will become increasingly irrelevant to intellectual endeavors. To meet client needs, librarians must consider the opportunity costs associated with the purchase of print texts. If patrons would be better served through electronic media, then the library must balance its purchase of print materials with electronic media in such a way as to maximize utility to its patrons" [53]

According to De Rosa et al., and Williams(2006) In order for libraries to stay relevant, their systems need to emulate Internet search engines. Such features as

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[52] Hisle,Lee.W "Top issues facing academic libraries: A report of the Focus on the Future Task Force" in "C&RL News" vol.63, no.10, 2002.
[53] Johnson,Qiana "User Preference in formats of print and electronic journals" in "Collection Building" vol.23, no.2, 2004. p.73-77.

simplified searching and the collocation of all types of information (e.g. books, journals, articles, web pages, etc.) facilitate users' search experience which obviates the need to understand the complexity of library systems. They indicate that users want their library systems to be as easy to use as Google.

The findings of the focus group interviews also indicate that libraries need to promote the library resources that are available to users. Both the OCLC report) and many of the focus group interview participants (IMLS, 2003) state that they were unaware of the full-text sources available through library-hosted databases. Those who are aware of them tend to find them difficult to use because of the need to know specific subject coverage of databases, a knowledge that is often difficult to comprehend when doing interdisciplinary research. In addition, participants indicate that the inconsistent search protocols of library web sites and online catalogs discourage effective use.[54]

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[54] Prabha, Chadra, Connaway,Silipigni Lynn and Lawrence Olszenoski "What is enough? Satisficing information needs" in "Journal of Documentation" vol.63, no.1, 220. p.74-89.

CHAPTER THREE
FOCUS OF THE STUDY

The traditional library up to the 1970s and 1980s was a physical entity, that is, it dealt in physical materials such as printed books, hard copy journals and the like. The first major change to library management in this regard was the introduction of computer based catalogues – which at the time was deemed sufficient *per se* to create an "automated library". However, the only difference at this point between the traditional library and the so called automated library was the computerisation of catalogues and card indexes. Although the change was a minor one, it had major ramifications as far as librarians and, even more so, users were concerned. Nowadays libraries are moving further and faster towards total automation, via the digitisation of their collections, collecting not only paper materials, but also electronic formats. Although limited to electronic materials, online access to other libraries and institutions has extended the horizons of libraries, removing the constraints of geographical location. In a few years time, libraries without significant computer mediated collections will be difficult to find.[55]

So, in this age of information explosion when people are being more and more computer savvy. The whole generation is attracted towards technology and influenced tremendously by the way they can retrieve information through the help of Internet.Student's today definitely does not depend only upon their lecturers note,their textbook's and reference book made available at the library.

College and university students today seem so technologically competent. To learn about friends, they turn to Facebook.com. Going online for entertainment is normal for them. Computer games, massively multiplayer games, and music downloads are an assumed part of their environment (for example, 85% of 18- and 19-year-olds download music).[56] And when they want to communicate, sending sms or text

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[55] Sami, K Lalitha "Technostress A literature survey on the effect of information technology on library users" in "Library Review" vol.55, no.7, 2006. p.429.

[56] Judith B. Caruso and Robert B. Kvavik " ECAR Study of Students and Information Technology, 2005: Convenience, Connection, Control, and Learning," in *EDUCAUSE Center for Applied Research (ECAR) Research Stud"* vol.6, 2005. p. 35.

messages is as natural as picking up the phone. There is no question that students go online before they go to the library; Google has become this generations reference desk.

Watch just about any college or university student. Whether it is taking pictures with a cell phone, downloading ring tones, searching the Web for information, or contributing to Wikipedia or a blog, todays students seem to have no hesitation about using technology. Among todays college and university students aged eighteen to twenty-two, 20 percent first used a computer when they were between the ages of five and eight; all of them had used a PC by the time they were in high school. They continue to use Internet daily. But are students competent or just confident? Having no fear is not the same as having knowledge or skill[57]

It is said that we are now living in the "information age". This new age is largely characterised by the developments that have taken place in technology and, in particular, information and communication technologies (ICT). The convergence of telecommunications, broadcasting and computers has had a significant impact on society, comparable with previous major societal changes such as the industrial revolution or the advent of the printing press. The result of the latest revolution is unprecedented globalisation in which instantaneous contact can be made between people anywhere in the world, with all the legal and social issues.[58]

Part of a college or universities charge is to prepare students not only for today but also for tomorrow. Even graduates who are well qualified today will experience changes in their disciplines and their careers, requiring additional education. Although just about everything is on the Internet, will graduates have the skills they need to find the right information, assess its value, and interpret it? Will the information selected by students be legitimate? Historically, library collections have ensured quality control and have safeguarded the legitimacy of the material used by students. Beyond the quality of the collection itself, professional librarians have helped students hone their information searches and find information resources. What happens when

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[57] Jones,Steve and Madden, Mary " The Internet Goes to College: How Students Are Living in the Future with Todays Technology" in "*Pew Internet & American Life Project*" September 15, 2002.
[58] Gayner,Eyre "Back to basics:The role of reading in preparing young people for the information society" in " Reference Service Review" vol.31, no.3, 2003. p.219.

students bypass the library and librarians entirely? Doing a Google search or exploring wikipedia may be a start, but do students know where to go next?

Whereas colleges and universities often focus on technology skills, it is actually *information literacy* that should be the concern. Information literacy is much more than knowing how to open a Web browser and type a search term into Google. Information literacy is the ability to recognize when information is needed and to locate, evaluate, and use that information effectively. Moreover, information literacy is not just a skill required in college; there is a lifelong need for being informed and up-to-date.[59]

3.1 Achieving information literacy

If a person is to survive in the information age they need to be information literate. So, what actually is achieving information literacy?Definitions are still elusive and avidly debated, but it is generally agreed that it is something to do with combining the old information skills with the ability to manipulate the new technologies. In fact there is a discernible progression from library skills through information skills to information literacy.

There are many definitions of information literacy. Many stem from that coined by the American Library Association Presidential Committee on Information Literacy in 1989: To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information (ALA, 1989 p. 1).

The most commonly cited and concise definition is:
The ability to access, evaluate and use information from a variety of sources (Doyle, 1994, cited in Brown, 1999, p. 58).

The importance of information literacy has developed in response to technological developments and it is widely accepted that ICT skills are an important component of information literacy skills. However, while information literacy does encompass ICT

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[59] Oblinger G.Diana and Hawkins,L.Brian "The Myth about student Competency" in " EDUCAUSE Review".- ERIC vol.41, no.2, 2005. p.12-13

skills, achieving information capability goes beyond this in terms of recognising the need for students to evaluate, analyse and appropriately use the information found.

Information literacy is now established, quite rightly, as a concept in the information world, and its contribution to lifelong learning is well established. A recent report from The Chartered Institute of Library and Information Professionals (CILIP), the UK's leading professional body for librarians and information managers, states:

Participation in the information society requires the citizen to be information literate. Failure to appraise information will result in exclusion (CILIP, 2002, p. 39)

It has also been argued that:

Information literate students are competent, independent learners. They know their information needs and actively engage in the world of ideas. They display confidence in their ability to solve problems and know what is relevant information. They operate comfortably in situations where there are multiple answers, as well as those with no answers. They hold high standards for their work and create quality products (Pennell, 1999).

Educational institutions today are emphasising the need for information literacy, and programs evolving along with digitisation are embracing computer and Internet skills. There is no doubt that there is a need for such strategies to empower individuals to survive and flourish in the information age, but information power for individuals becomes a reality through the development of information capability to the required level. Brown (1997) argues that information literacy actually subsumes a wide variety of skills and abilities including: critical thinking, problem solving, personal, social and communication skills, library and computer literacy (Brown, 1999, p. 58). Information capability therefore presupposes a range of skills which, in addition to technological skills and the knowledge to use information sources, includes general literacy.[60]

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[60] Gayner, Eyre "Back to basics:The role of reading in preparing young people for the information society" in " Reference Services Review" vol. 31, no.3, 2003. p.219-226.

Beyond just searching for information, users must evaluate the legitimacy of the information, put it in context, and then apply problem-solving and decision-making skills. In fact, information literacy can be seen as using information wisely for the benefit of others. And because the world is changing constantly, users must be able to build up new knowledge bases—over and over again.

Information literacy is a survival skill in the Information Age. Information literate people know now to find, evaluate, and use information effectively to solve a particular problem or make a decision —whether the information they select comes from a computer, a book, a government agency, a film, or any number of other possible resources. Colleges and universities must go beyond the visible IT skills that students possess to help students develop the skill that will support them in a complex, rapidly changing world.

Information literate persons have an edge in the competitive environment of the information age. They are independent learners, know what information is required, and are capable of retrieving the relevant information to solve the problem at hand. They have the skills for managing technological tools so as to access pertinent information. Their work performance is enhanced, and quality production is achieved. They can adjust themselves to the situation. If growing numbers of students are produced in Nepal with such skills, they can help to reduce poverty, which is a common problem of developing nations.[61]

3.1.2 Self-efficacy and its importance for information literacy and lifelong learning

According to Bandura (1977) success is not only based on the possession of necessary skills, it also requires the confidence to use these skills effectively. In other words, learning certain skills is not enough, individuals should also develop confidence in the skills that they are learning. Hence, besides possessing information literacy skills individuals of today's societies must also feel competent and confident in the use of these skills. Therefore, attainment of high sense of self-efficacy beliefs is as important as possessing information literacy skills.

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[61] Bhandari, K M "Information literacy:Nepali Experience" in "INASP Newsletter" no.25, March 2004.

Cassidy and Eachus,1998 states thatSelf-efficacy refers to a belief in one's ability to successfully perform a particular behaviour or task. Bandura (1997) defines self-efficacy as a belief in one's capabilities to organize and execute the course of action required to attain a goal. Self-efficacy beliefs provide the foundation for human motivation, well being, and personal accomplishment. People have little incentive to act, if they believe that the task in their hands, exceed their capabilities, but they undertake and perform activities if they believe that their actions can produce the desired outcomes. In other words, people tend to perform tasks and activities in which they feel competent and confident and avoid those in which they do not (Kear, 2000; Pajares, 2002).

Self-efficacy beliefs determine how long individuals will persevere and how resilient they will be in the face of difficulties and how much effort they will expend on an activity. Individuals with a high self-efficacy perception expect to succeed and will persevere in an activity until it is completed. On the contrary, individuals with low self-efficacy perception, anticipate failure and are less likely to persist doing challenging activities. The higher the sense of efficacy, the greater the effort, persistence, and resilience which are two factors crucial for information problem solving, self-regulated learning, and lifelong-learning. Bandura underlines that individuals who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative. This is why strong self-efficacy perception for information literacy becomes a necessity to accomplish lifelong learning.[62]

Self-efficacy influences human functioning. Although the knowledge and skills people possess play critical roles on the choices they make, people's level of motivation, and actions are based more on what they believe than on what is objectively true (Bandura, 1997; Kear, 2000; Pajares, 2002). That is one reason why self-efficacy is so important for lifelong learning. If individuals feel themselves competent and confident about their information literacy skills they will willingly undertake and easily solve information problems. Otherwise, it is more likely that they will avoid and hesitate to try solving information problems in their hands.

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[62] Kuranogu,Serap S,Kukoyunlu,Buket and Umay Aysum "Developing the information literacy self efficacy scale" in " Journal of Documentation" vol.62, no.6, 2006. p.730-743.

Because self-efficacy is based on self-perceptions regarding particular behaviours, the construct is considered to be situation specific or domain sensitive. That is, an individual may exhibit high levels of self-efficacy within one domain while exhibiting low levels within another one (Cassidy and Eachus, 1998).

Cochrane,2007 states that Until recently the heart of the academic community on a college campus referred to the academic library. The emergence of virtual libraries and the ubiquitous nature of electronic resources have brought about discussion of the necessity of a library physical presence on campus. An often held view today by most college students is "everything needed for research is available for free on the web". This concept has changed the view of the academic library from the heart of the community to a "costly dinosaur"[63]. To regain the importance of library as the important part of the academic scenario it needs to familiaries its patrons with the library environment this could be achieved by educating the users about the libraries resources and services or we could also say making them library literate.

3.2 User education and library use

Developments in the educational system have brought about changes in the teaching methods which impact on students' information seeking behaviour. The increased project work in the learner-centred environment, has resulted in students needing to be more knowledgeable with information access tools. This has in turn resulted in librarians being more concerned about the background of students and the kind of capabilities potential users and users of the library have. User education programmes have been put in place in some academic libraries to help users make effective use of libraries.

According to Fleming (1990) user education includes various programmes of instruction, education and exploration provided by libraries for users to enable them to make more effective and efficient and independent use of information sources and services to which these libraries provide access. This author's review of the literature of user education reveals its importance to academic libraries. Mews (1992) argues that training in the use of information should be part of all students' education. He

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[63] Walsh, John "The Effects of Library Orientation on Student Usage of the library" in "Library Hi Tech News" vol.25, no.1, 2008. p. 27-29.

further points out that at the postgraduate level, detailed instruction in methods of searching and formulation of clear requests is necessary. Foss (1974) corroborates this by arguing that user education should be organized at different information levels to ensure that the [64]needs of all users are met. These arguments imply that training could be organized around levels of difficulty and/or user's educational background.

3.3 Library use

Students' library use is another variable influencing the use of electronic resources. It is reasonable to assume that the more an undergraduate uses the library, the more familiar the student will be with its resources, including its electronic resources. However, if students use the library primarily as a quiet and convenient place to study, they may not be aware of its resources at all, as compared to the student who never puts a foot in the library. Several studies have shown that undergraduates use the library mostly as a place to study and make photocopies, but do not make great use of some of the available library services, such as interlibrary loan and the reference desk (Whitmire, 2001b).

A longitudinal study of undergraduates by Whitmire (2001a, 2001b) shows that library use by undergraduates changed according to their status. In particular she found that library use increased from freshmen to junior years, especially in the use of computers for research, although this might also be because juniors have more assignments where they need to do research.

3.4 Students and their information behaviour

Wilson, 2005 states that. Individuals are motivated to seek information to satisfy their needs. Graduate students have various information needs and use many information sources to meet those needs. The academic library is one vital resource as it serves as a central hub for students to access online materials, personal help, and other resources to guide their academic work.[65]

According to Kerins et al., 2004) student information behaviour is closely connected to their study subject and the number of years they have studied. Other research

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[64] Fidzani,T.B "Information needs and information seeking behaviour of graduate students at the university of Botswana" in " Library Review" .-Botswana, vol.47, no.7, 1998.
[65] Sandler,Elizabeth "Affordance theory: a framework for graduate students information behaviour" in "Journal of Documentation" .-USA, vol.63, no.1, 2007. p115.

indicates that it is difficult for students to evaluate the quality of resources found on the Internet. Students obviously do not feel too comfortable with formalised library resources as they tend to avoid the library's web-based resources such as guides, portals and the like and they often have difficulties in distinguishing between different databases and information tools. From time to time they use library resources without any idea of the underlying library system. Students want simple and common interfaces and they do not want to go to different vendors or databases with different search requirements and interfaces. They want ease of use and simplicity (Vilar and Zumer, 2005). The information the students select is often randomly chosen and the choice is based on a least effort principle. In connection with this, it is often found that students employ a cut and paste culture or that they redefine their assignments and projects to fit the information found. It is important to note that an enormous variability exists among students depending inter alia on their study behaviour and probably also their psychological profile as evidenced by Heinström (2005). Students prefer general search engines and it seems that they have difficulties distinguishing between Internet resources and library resources. Teachers' recommendations and how they put forward requirements and demands are very important for the students' use of information[66]

The concept of inforamtion behaviour is nothing but how people approach and handle information. The phenomenon of information behaviour within the academic instituions is not only supportive of educational mission but also serves to sustain motivation towards an effective outcome of objectives. The growth of information and students increasing information needs are of variety and divestiy of level, frequency, volume and use. This complex situation appears to be ambiguous and heterogenous in character and makes information needs of particular group of users and information flow from a specific organization or situation difficult to determine. Again the use of information is so complex that there cannot be a single system to cope up with the task of effective retrieval without assessing their specific use. This situation has given rise to the growing concept of information searching and the manner of determining the pattern of searching is said to be considered as informtion seeking behaviour.[67]

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[66] Pors,ole Niels "The public library and students information needs" in " New library World." - Denmark, vo.107, no.7-8, 2006. p.275.
[67] Mahapatra,R.K and Bhuyan, Soudamini "Harnessing Information Culture in Academic Environment" in "Library Hearld" vol.41, no.2, june 2003.

3.5 Library service

The library service is a kind of invisible product in which readers participate. Owing to the nature of the open service system, the changing demands of readers and the continuing development of document information resources for the academic library service system, the library service cannot attain a status of "zero faults". When readers experience a difference between their own situation and their expectation of the library service, they are dissatisfied. According to service management theory, if this kind of circumstance occurs, the customers respond as follows: they put forward their complaint, or remain silent and leave, or they remain silent but continue. The customers who complain are only 4 percent of all discontented people. Service management theory believes that the customer's complaint contains very important and valuable information and that by understanding the customer complaint, and especially the causes of potential discontent, this enables the service organization to understand the customer's needs, to identify existing problems in the service system, and to improve the service. The percentage of potential discontent is the overwhelming majority set against recorded discontent, so the value to the service organization in removing areas of potential discontent is immense. This kind of situation also exists in the library service, so it is very important for the supervisors of the library to understand and study reader discontent, and especially use the potential discontent information to improve the library service. However, potential discontent takes the character of an undisclosed complaint, and so if the library cannot control the statistics and understand them accurately, this makes it difficult to improve the library service. Therefore, because reader satisfaction is the target, the academic library should learn how to understand the potential discontent information as an important premise in achieving the target for the reader satisfaction.[68]

As information providers, libraries of all types, and documentation and information centers should be the main beneficiaries of the enormous amount of Internet resources that can be used to noticeably enhance the quality of their services and at the same time to save time and money. The Internet can play a major role with regard to enhancing library operations and services, especially when budget cuts by many

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[68] Ju,Yingjie" Leveraging levels of information services and developing knowledge services" in " Library Management" vol.27, no.6-7, 2006. p.354-361.

parent institutions, fluctuations in exchange rates of currencies, and the rapidly growing costs of periodicals are the main difficulties that most libraries face; and on the contrary, when information needs of users are increasing and diversified. In addition to these difficulties, "information explosion" has become a dilemma for libraries, as they need to be more selective than to be comprehensive when acquiring library materials. As a result, libraries should promote cooperation and sound resource sharing schemes using the Internet as a medium.[69]

3.6 Frequency of computer use

Computer anxiety is another contributing reason that discourages users from taking advantage of library resources and services (Brosnan, 1998). Because much of today's information technology makes use of computers, it is important to investigate the relationship between computer use by students and their use of electronic resources in the library. Previous study has shown that frequent users of the library tended to make greater use of computer applications and the library's databases than infrequent users, and also reported higher expertise in using these applications. Moreover, the level of computing and Internet experience with which students enter higher education might influence whether or not they will use the library's electronic resources (McGuigan, 2001).

Elliot (1996) supported the idea that the use of computers in the education of young children promoted social interaction and academic achievement. He suggested that there should be provision for an introduction to computers in early childhood settings to enrich learning opportunities and guidance provided to teachers to find developmentally appropriate software and hardware.

3.7 Influence of electronic resources

Electronic library and information services refer to the variety of electronic and digital sources of information available to teachers and learners within an academic context. The change in traditional document delivery services, from print to electronic, has come about very quickly and libraries and information services have undergone

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[69] Kebede, Hundie "Library operations and Internet Resources" in "The Electronic Library" vol.21, no.6, 2003. p.555-564.

significant transformation in order to effectively deliver electronic resources to the academic community. Similarly, in order to enable users to use the electronic library effectively, many libraries offer guidance and assistance to their users. All the efforts employed in facilitating, promoting and training in the electronic environment are in place to support and assist teaching and learning within academia (Wang and Hwang, 2004).[70]

Definition of electronic library and information services does not appear to be consistent. They may be referred to as electronic information services (EIS), electronic information resources or electronic library resources, to mention just some of the available phrases.

While coming to this age of technological advancement where electronic resources are about to overshadow the print resources still print resources which made the knowledge within the reach of the common man still stands prominent.

And it is undoubtedly an important, valuable form of information and knowledge but in today's context where information is looked as a key to success and a catalyst for being a step ahead from the mass. Students today are passionate to get information promptly and effectively and that to relevant to time. There inclination towards electronic resources could be to get the updated information without going through a tiring process of looking for the book in the library.

For the effective use of the information and for the student to totally benefit from the resources that are made available by their particular library they should be more familiar with the collection of their library and the services it provides. Along with that they should also be made knowledgably about the technology that are used to store the collections and how to retrieve the information when needed. College libraries should be in line one. It should adequately take care of the curriculum and extra curriculum materials as well as recreational reading materials. However, in practice many college libraries merely provide curriculum and co-curriculum materials. The main objective of these college libraries assists its user in the most

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[70] Appleton,Leo "Perception of electronic library resources in further education" in " The Electronic library" vol.24, no.5, 2006. p.619-634.

effective use of resources and services by providing specific, exhausted and prompt information.

For their academic achievement student do consult the libraries but the no. of student who visits the library definitely does not mean that they get their information satisfactorily and completely. At times they may get lost in the process of finding the information or not be aware of what and where to look for the information.

This study is focused towards studying the use of library made by the students in their academic career and to see what type of resources are mostly used by them as well as their frequency of implementing information from other sources beside class lectures and textbook to enhance their knowledge overall. Study was done among the students of same age group of 20-23 years and of same education level.

So, to find the nature of the users about their particular resource accessing habit it becomes necessary to find out about the environment he/she is exposed to here that is library environment that is indicated upon. That's why the profile of three colleges of whose students were made a subject is as follows:

3.8 Profile of the colleges taken under study

3.8.1. Kathmandu University (K.U)
3.8.2. National College of Computer Science (NCCS)
3.8.3 Thapathali Campus, Institute of Engineering (T.C)

3.8.1 Kathmandu University (K.U)

Introduciton
It was established in 2048 B.C in Dhulikhel Municipality about 30 kilometer from kathmandu. With a vision to become a world class university devoted to bringing knowledge and technology to mankind.

University offers various intermediate, undergraduate and postgraduate level programme in engineering, medicine, management, education, pharmacy, environment and biotechnology. Annual intake capacity of KU is 880, of them 350 intermediate, 330 undergraduate.

Library Building:

Library is centrally located within the campus and is accessible within a reach of five minute from each and every department. It is of three storey building having 10,000 collection in each storey. It is well planned and will be sufficient for future development

Information Resources:

Being a research cum teaching university, focus has been given to enrich the collection with less priority for textbooks. Library spent budget in purchasing reference materials. The online resources could be received through PERI, WHO & FAO.

KU library has got an on-line access to leading e-journals. They are accessed directly within the university having computer linked to the university server, without entering username and password except for two databases which are received through WHO & FAO, i.e. HINARI & AGORA and one , i.e. Oxford University Press which also needs username and password. For accessing the databases from outside the university, username and password is required. Users are requested to contact the library for username and password if needed.

1. **MCB Emerald**   http://caliban.emeraldinsight.com
   Over 150 titles in the fields of management, information science and engineering.
2. **EBSCO Host**   http://search.ebscohost.com
   Over 10,000 full text, peer-reviewed journals and over 17,000 abstracted and indexed titles. Access to 8 major databases: Academic Search Premier; Business Source Premier; ERIC; Masterfile Premier; Newspaper Source; Health Source Nursing Academic; Health Source Consumer Edition; Medline.

3. **Oxford University Press** http://www.oxfordjournals.org/jnls/register

    Over 170 leading titles in science, technology, medicine, humanities and social sciences.

4. **African Journals Online** http://www.ajol.info/

    Tables of Contents and abstracts of over 200 African journals with document delivery.

5. **Blackwell Synergy** www.blackwell-synergy.com

    Over 840 peer-reviewed journals in a wide range of academic disciplines. Includes 776,979 articles from 866 leading journals.

6. **Springer Link** www.springerlink.com

    SpringerLink is the premier electronic data source from Springer for researchers in biomedicine, life science, clinical medicine, physics, engineering, mathematics, computer science, humanities, and economics.

7. **Cambridge Univ. Press Journals** www.journals.cambridge.org

    Cambridge Journals Online is the online content delivery service for Cambridge University Press's collection of nearly 200 leading journals across the sciences, social sciences and humanities.

8. **Annual Reviews** http://arjournals.annualreviews.org

    Access to 34 scientific disciplines.

9. **Beech Tree Publications** http://www.ingentaconnect.com/

    Three international, peer-reviewed academic journals.

10. **Institute of Physics Publishing** http://www.iop.org/EJ/

    36 of the world's most prestigious journals in physics and related disciplines

11. **AGORA** http://www.aginternetwork.org/

    Free or low-cost access to major scientific journals in agriculture and related biological, environmental and social sciences for public academic institutions in developing countries

12. **HINARI Phase 1** http://www.who.int/hinari/en/

    Free access to 2300 biomedical and related social sciences journals and other resources for health sector and academic institutions in 120 developing countries.[71]

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[71] http://www.ku.edu.np/library/index

Infrastructure of the Library:

Library of K.U is well build with Periodical section, technical processing section, reference section, stack room, circulation section, and store room plus the staff room with well equipped furniture.

Internet Service:

It has got 25 computer connected to the Internet and are available to the student from 8am to 8pm.

Library Automation:

All the housekeeping operations such as acquisition, cataloguing, serials control, circulation are done automatically means with computers K.U is the first academic library that have a web-based online Public Access Catalogue (OPAC) in educational field.

Services:

Library provides various services like Circulation, interlibrary loan, reference and referral services reprographic services, user education, SDI, CAS, OPAC services, Internet and e-mail services.

Size of the collection:

Kathmandu University central library has the collections of 45,500 books; 11,00 CD-ROM; 200 video cassettes; 160 journal titles and newsletter; 75 Audio visuals
These collections are organized according to DDC schemes
Online Information Resources

Library Hours:

Kathmandu University Central Library's opening hours are from 8am-8pm but for the book circulation it is open from 8am-4pm.

Members of the library:

The teachers and staffs of the library are one type of members. The students are automatically members of the library but they have a certain formality of filling application form before they are given access to the resources.

Loan Privilage:

Library have a barcode system one student is allowed to borrow 3 books at a time and Internet is free if the computer is free any student can access it and for the Online Information resources some of them are free and for some journals students have to request for the password and username from the library staff.

3.8.2. National College of Computer Science (NCCS)

Introduction:

National college of Computer Science was established in 1961B.S with a vision of literating the society to make it a progressive society with a better and bright future for all. It conducts a four year bachelor in information science. Its educational programmes are affiliated from T.U.

Along with the establishment of college its library was also established which is situated in the second floor of the building with 2 staffs. But in near future NCCS library is getting fully automated and is shifting to much bigger space. The library is closed as well as open access. The books are issued to the students according to their subject and semester. The books are issued to teacher and staff for 1 semester i.e. 6 months and 15 days for students. The reference card is distributed to student. With reference card student and teacher can borrow reference book for 2 days. As the librarian is not technical person the technical process are done for few collection but it is not shelved in classified order but rather according to the subject.

Size of the Collections:

Technical college library has great responsibility to satisfy the users. Technical documents, information is too expensive every student cannot afford to buy the books

So, most of the students totally depend upon college library. It has collection of about 10,000 plus mainly consisting of textbooks and reference books. It has collection of 1500 CD's. Collection are acquire generally by purchasing and by gift.

Services:

NCCS library provides the circulation service, reference and referral services it also lends CD-ROM of course related subjects. It gives users orientation in the beginning of the college year. Library operates a book bank system where textbook that are expensive are made available to each and every student which should be returned only after finishing the semester. The documents are organized according to DDC schemes.

Internet Service:

NCCS has got 25 computers connected to the Internet and are available to the student. But these computers are available in computer laboratory. Library does not have any computers now but its in the process of acquiring.

Library Hours:

The NCCS library runs classes from 10 o'clock. But the library of NCCS is open from 9o'clock till 5 o'clock in the evening.

Student's are not allowed to visit library during class hours while classes are running they are allowed to visit library at recess 1:30am–2:30pm students are allowed in library after classes on weekdays and they can visit library on vacation in its opening time i.e. from 9am to 5pm.

Members of the library:

The membership of library is granted after completing the formalities prescribed by the library. The library provides application forms. After filling application form including their photos the students becomes member of the library.

Loan Privileges:

The teachers, staffs and students belonging to NCCS who become member of library, they get cards to borrow the books. The library distributes the cards to each and every member of library. The library provides 2 cards to student for borrowing books and 1

reference card for borrowing reference books. The overdue book is charged 1rupee per day. If the books are lost, lost book is to be replaced by new book or charge according to market price is to be made.

3.8.3 Thapathali Campus (T.C):

Introduction:

Thapathali campus was first established on 2019 B.S as a Technical Training Institute Project with a mission to produce semi professional technical manpower. With the help of the German Government. It is located centrally in Thapathali area of Kathmandu district. As a campus it was formally established in 2029B.S. This campus is affiliated under Tribhuvan University Institute of Engineering.

Today Thapathali Campus offers 4years bachelor degree in Industrial Engineering and a diploma programme in Architecture, Computer, Civil and mechanical engineering.

Establishment of library was on 2019 along with the establishment of the campus library is situated in the central building on the third floor within the reach of 5 minutes from every department.

Size of the Ccollection:

The library holds collection of about 25,000 books, journals about 1000, manuals 5000 and CD-ROM. Which are procured by buying and as gift. The library has been organized to provide effective information services to the students and other learning resource development activities of TC. Collection are organized according to DDC scheme and the documents are arranged according to classification number. Library has installed computerized catalogue using the Computerized Development Services/Integrated set of Information system (CDS/ISIS) package of service. The cataloguing based of Anglo American Cataloguing Rules 2 (AACCR-2).

Internet Service:

There is one computers for browsing the database from the library. All the computers are networked so this database can be browsed from all the lab computers. To promote the students to do investigative studies Thapathali college has one separate

Internet accessing lab where there is 30 networking computers. The students have access to this lab on first cum basis.

Services:

Library provides circulation service, reference service, Internet service and book bank service. It allows students to loan book that are costly textbook for each semester. The students and other member of the library are allowed to search information via Internet and the library' s collection of books and journals could be browsed through CDS/ISIS database.

Library Hours:

The Thapathali Campus (T.C) runs two shift morning and afternoon that is why library is open from 7a.m to 5p.m in the evening with 1hour break between 1-2 o'clock. Library remain closed on Saturday while on vacation it is open and students are allowed to visit library between it working hours.

Members of the Library:

The membership of library is granted after completing the formalities prescribed by the library. The library provides application forms. After filling application form with picture the students become members of library.

Loan Privileges:

The students are provided with different amount of card according to their nature of the course and level. Library runs a book bank system where every students are given a complete set of textbook which should be returned after a year. This book are charged in one card with other card they are allowed to issue a book and keep it for 15 days at one time and if late on returning than overdue books are charged 1rupee per day. Reference books and manuals are not for lending so students are given these materials to be read inside the library by depositing there reference card

CHAPTER FOUR:
RESEARCH METHODOLOGY

Research comprises defining and redefining problems, formulation hypothesis or suggested solutions, collecting organizing and evaluating data, making deductions and reaching conclusions and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis[72]. Research is the careful search of inquiry into any subject matter which is an endeavor to discover on find out valuable fact which will be useful for further application or utilization.

4.1 Research Design:

Research Design is the plan, structure and strategy of investigation conceived so as to obtain answer to research questions and to control variance. For this research work student of three different institution were studied. The student of same level but of different institutions. From this study researcher will try to find out the library using habit of the students. There preference between the print and electronic resources and the reason behind it.

4.2 Source of Data:

The major sources of data were primary as well as secondary which were used for this study. The primary data were collected through field survey, using the questionnaire and inquiring. Researcher also consulted dissertation, article, books, electronic journals, periodicals and brochures, etc.

4.3 Population:

The population of study was students of graduate level at three institutions. Students who were familiar with the library and its service and had been using the library resources for their studying purpose

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[72] Kothari, R.C ". Research Methodology:Methods and Techniques".-2nd ed.- New Delhi: Wishwa Prakashan,1990.

4.4 Sampling Procedure:

To study the application of library resources in their daily studying process of 510 students of the three institution, the random sampling technique was adopted for this study. To fulfill the objectives of this study researcher distributed 200 questionnaires to the student which are about 25% of the total population. They enthusiastically filled up the questionnaire without any hesitation after explaining the aim of the study by researcher. Out of 200 questionnaires 127 were returned duly filled. Several follow ups and request had to be made to the respondents to return the questionnaires timely. All 127 returned questionnaires were included in the analysis for this study which is 64% of the total questionnaire distributed.

4.5 Data Collection Procedure:

Data were collected from the following methods

Questionnaire:

It was found to be more appropriate for this kind of survey as compared to Interview. It enabled the researcher to get response from a relatively large population within the specified time limit. It was also believed that the questionnaire would provide an opportunity for respondent to answer at their own leisure.

Questionnaire with 32 questions were prepared focusing on the use of library resources (print and electronic resources) and Information retrieving habits was prepared and distributed among the student. The questionnaire was structured and closed ended type with one open ended questions. Questions distributed to the students are attached in appendix 1

Altogether 200 questionnaires were distributed. 50 questionnaires were distributed to students of K.U by researcher. Among 50 only 34 respondents were returned back.70 questionnaires were distributed to the students of Thapathali College and 41 of the questionnaire was returned back. In NCCS 80 questionnaire were distributed to the students for that a help of some student were taken due to time constraint and though the questionnaire took only 15-20 min students were reluctant to do it at school and some took the questionnaire home and it did make a delay in gathering the

questionnaire timely among the 80 questionnaire even researcher did many follow up only 52 questionnaire was returned.

Observation:

After going for several visit to these libraries the researcher found about the collection of these libraries its management and close observation made it possible to see first hand what the student normally came to do in the library.

4.6 Data Analysis Procedure:

Data in the form of questionnaire have been collected, edited, coded, tabulated and classified for data analysis. The completed (filled up) questionnaires were checked to remove the possible error and consistencies in the field. No advance Statistical tools were used for the study. But the analysis was carried out by using simple statistical tools using arithmetic techniques such as % addition, subscription, estimation, approximately etc. The result of analysis could be found in tables and figures making references relevant to the research relations studied and drawing conclusion about them

CHAPTER FIVE
ANALYSIS AND PRESENTATION OF FINDINGS

After the data were collected from the students of three colleges: Kathmandu University (K.U), Thapathali Campus (T.C) and National college of computer studies (NCCS). Data are presented in the tabular form to find out the frequency of the library use and the use of its resources as well as the students library using pattern and their information seeking way are also shown. It is hoped that the tables sufficiently and correctly represent those all responses which are classified on the basis of the questions given in the questionnaire with their relevance.

Responses of users are illustrated in the following tables and figures.

The questionnaires were distributed to the students of respected colleges on the random basis

Table Number: 1 Number. of questionnaire distributed and returned by the student

Number. of questionnaires distributed and returned						
Name of the college	Distributed	Retuned		Not Returned		%
		Number	%	Number	%	
K. U	50	34	68	16	32	100
T.C	70	41	59	29	41	100
NCCS	80	52	65	28	35	100
Total	200	127	64	73	36	100

Source:- Field survey

This table Number. 1 shows the Number. of questionnaire distributed and returned by the students belonging to the respected colleges. 50 questionnaires was distributed at K.U from where 34 students (68%) was retuned and 16 students (32%) was not returned. From Thapathali college 70 questionnaire was distributed from where 41 students(59%) was returned and (4%) were not returned. Likewise in National College for Computer Studies 80 questionnaires was distributed from when 52

students (65%) was returned 28(35%) was not retuned. It further shows that in total 200 questionnaire was distributed among student of three colleges from where 127 students i.e.(64%) of the total questionnaire was returned and 73 students i.e.(36%) did not returned the questionnaires. Which is clearly displayed in the figure below.
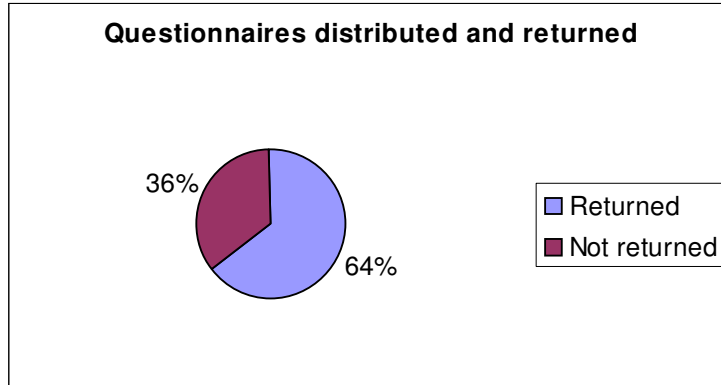
Figure Number1

Question Number 1 was developed to find if the student have there own personal computer. It is shown in table Number 2

Table Number: 2 Computer ownership of student

Name of college	Personal computer					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	32	94	2	5	34	100
T.C	29	70	12	29	41	100
NCCS	50	96	2	4	52	100
Total	11	87	16	13	127	100

Source: Field survey

Computers are definitely present in the students lives which according to table number 2 shows that among the students of the three colleges 32(94%) students of K.U owns the personal computer whereas 2(5%) does not have a personal computer. Similarly, majority of students i.e. 29(70%) of Thapathali college owns a personal computer while 12(39%) does not own a personal computer. Likewise, 50(96%) of

the student of NCCS own a personal computer only 2(4%) does not have a personal computer.

In total this table shows that 111(87%) students has their personal computer where as 16 (13%) does not have a personal computer. Which is shown by the Figure more clearly
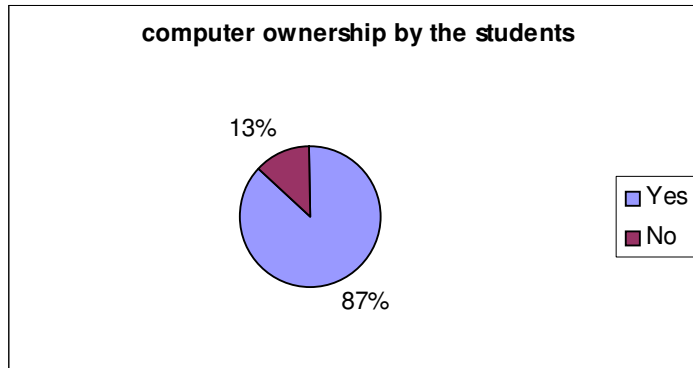
Figure Number2

Question number 2 was devised to find out where did the students really accessed the computer. Which is shown in table 3

Table Number 3: Access to computer

Name of college	Access to computer										
	At home		At school		At work		At friends		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K.U	12	36	22	64							34	100
T.C	28	68	6	15			1	2	6	15	41	100
NCCS	25	48	20	38			2	4	5	10	52	100
Total	65	51	48	38			3	2	11	9	127	100

Source: Field Survey

This table shows that 12(36%) of the student of K.U accessed to computer from home and 22(64%) of the student of K.U accessed to computer from college (school).Among the student of Thapathali 28(68%) of the students accessed from home whereas 6(15%) of the student accessed to computer from college and 1(2%)

accessed from their friends place and 6(15%) accessed to the computer from other place like cyber and hostel. Likewise, as seen in table students of NCCS 25(48%) of the students accessed to computer from home and 20(38%) of the students accessed form school and other 3(2%) accessed from the friends place and still 5(10%) of the students accessed from the cyber and hostel.

In total students who accessed computer from home are 65(51%) and students who accessed from school is 48(38%) and students accessing compute from friends is 3(2%) whereas students accessing from other point like cyber and hostels are 11(9%). It is clearly shown in figure number3.
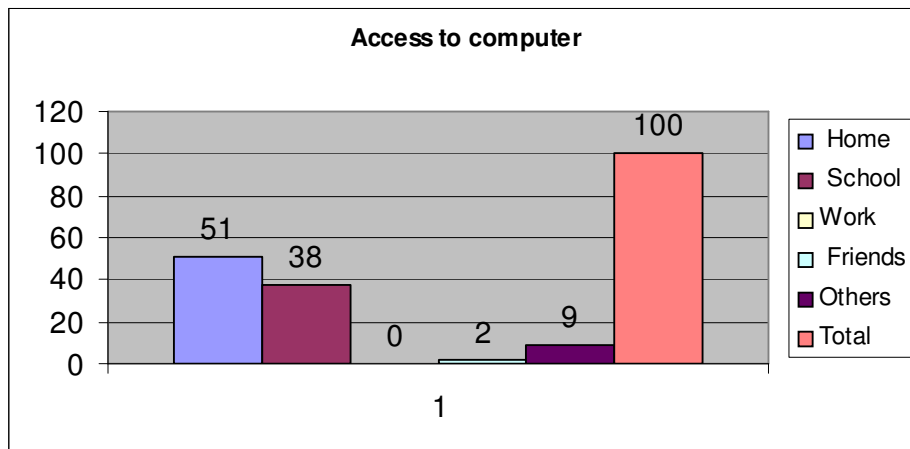
Figure Number 3

Question number 4 was devised to find out if the students under study had a familiarity with computer and since how long.

Table Number: 4 Access to computer while at school

Name of me college	Computing knowledge since school					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	30	88	4	12	34	100
T.C	26	63	15	37	41	100
NCCS	45	86	7	14	52	100
Total	101	80	26	20	127	100

Source: Field Survey

This table number 4 shows that the 30(88%) of the students of K.U had computing knowledge from school and 4(12%) of them did not. Whereas 26(63%) of the students had computing knowledge since school and 15(37%) did not had any computing knowledge. Likewise 45(86%) students of NCCS had computing knowledge since school while 7(14%) did not had any computing knowledge in school.

In total according to the table 101(80%) of the students were familiar with computer and had computing knowledge since school whereas 26(20%) were not familiar with computers.

Question number 5 was to know the Internet using frequency among the students.

Table Number:- 5 Internet Accessing Frequency

Name of the college	Frequency									
	Daily		Once a week		Once a month		Less than a month		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	20	56	9	26	4	12	1	3	34	100
T.C	5	12	25	61	8	20	3	7	41	100
NCCS	15	29	37	71					52	100
Total	40	32	71	56	12	9	4	3	127	100

Source: Field Survey

Along with the familiarity with the computer students today also access the Internet heavily The above table number5 shows the frequency of the Internet used by the students. It is seen that 20(56%) of the students of K.U are regular users of the Internet among them some 9(26%) of the students of K.U access Internet once a week and 4(12%) only uses Internet once a month some students like 4(3%) of them cited that they access to Internet even less than a month. In the study done among the students of Thapathali college it is seen that 5(12%) of the students are regular users of Internet and larger amount of students i.e.25(61%) of them access to Internet in a weekly basis only few 8(20%) of the students are seen accessing Internet once a month and 3(7%) of the students access it less than a month. Whereas in NCCS

majority of student 37(71%) of them access Internet in weekly basis and 15(29%) of them access the Internet in daily basis. So, in total it is seen that 32% of the student say they access the Internet daily with 71(56%) of them accessing it once a week and 12(9%) of them accessing it once a month. In other words 66% of the students seems to access the Internet once a week or more often. Which is further clearly shown in the figure number 4
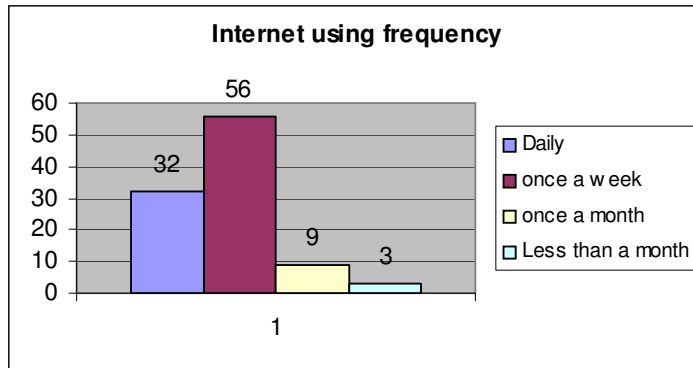
Figure Number 4

Question number 6 was to know the purpose of the students for accessing the Internet.

Table Number:- 6 Purpose for accessing the Internet

Name of the college	Purpose for accessing Internet												
	Sport		Entertainment		Education		News		Health		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K. U			8	23	21	62	5	15					34	100
T.C	3	7	8	20	23	56	3	7	4	10			41	100
NCCS	4	8	5	10	30	57	9	17	4	8			52	100
Total	7	6	21	17	74	58	17	13	8	6			127	100

Source: Field Survey

The data from the table number 6 shows the students access Internet for various reasons. 8(23%) of the students of K.U access Internet for entertainment purpose and 21(62%) of the students of K.U access Internet for educational purpose and as data

shows 5(15%) of the student access Internet for news purpose. Whereas the data shows that 3(7%) of the students of Thapathali college access Internet for sports purpose, 8(20%) of the students access for entertainment purpose, 23(56%) of the students access for educational purpose and 4(10%) of the students access for getting information on health. Likewise among the students of NCCS 4(8%) access the Internet for sports, 5(10%) access for entertainment purpose, 30(57%) access the Internet for educational purpose, 9(17%) access for news related purpose and 4(8%) access for health information.

It was rewarding to see that in total 74(58%) of the student access Internet for educational purpose. And, interesting to find out that 21(17%) of the students access Internet for entertainment purpose with 17(13%) accessing it for news purpose. Data from the table is further clearly illustrated in the figure number 5
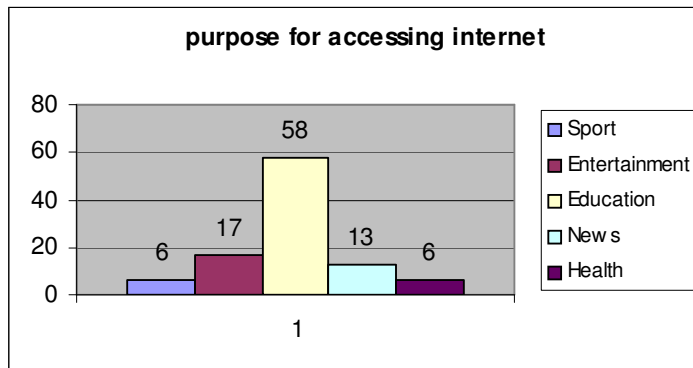
Figure Number5

Question number 7 was devised in keeping in mind to find out about the students familiarity with the search engines and its application while looking for the information

Table Number:- 7 Use of Search engines

Name of the college	Search engines users					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	32	94	2	6	34	100
T.C	37	90	4	10	41	100
NCCS	47	90	5	10	52	100
Total	116	91	11	9	127	100

Source: Field Survey

The table number 7 shows that 32(94%) of the students of K.U uses search engine while searching for information 2(6%) of them are the only one who says they do not use search engines. In Thapathali college data shows that 37(90%) of the students use search engines and 4(10%) do not use search engines. While among students belonging to NCCS 47(90%)of them use search engines but still there are 5(10%) of them who does not use the search engines. Among total number of the students taken under study data reveals that majority of the student i.e.116(91%) of them do use search engines while searching for the information in the Internet and only 11(9%) of the students do not make use of the search engines. This is further clearly shown in figure number 6
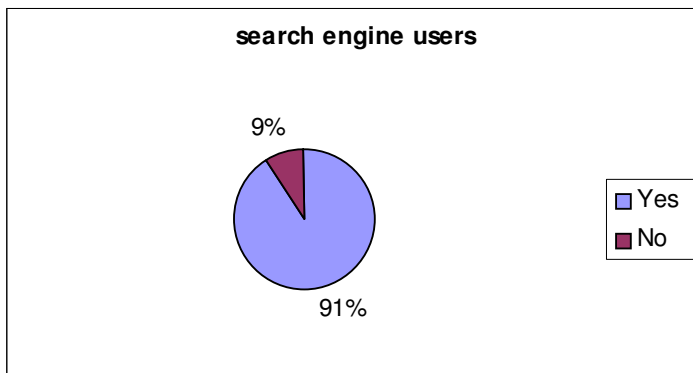
Figure Number 6

Question Number 8 was to learn about the frequency of the search engine used by the students

Table Number:8 Frequency of using search engines.

Name of	Frequency of using search engines											
the college	Never		Once/twice		Monthly		Weekly		Daily		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	1	2	3	9	5	15	8	23	17	50	34	100
T.C	3	7	7	17	10	24	13	32	8	20	41	100
NCCS	1	2	12	23	6	12	25	48	8	15	52	100
Total	4	3	22	18	21	17	46	36	33	26	127	100

Source: Field Survey

The collected data shows that the frequency of the search engine used by the student while doing their search for information. 17(50%) of the student belonging to K.U cited that they regularly uses search engine, 8(23%) of them using it on weekly basis,5(15%) of the students uses search engine monthly and few 3(9%) says they sometimes uses it and 1(2%) stated that they never use it. Whereas in Thapathali college 8926%) of the students stated that they use search engines daily,13(32%) of them stated that they use only weekly , 10(24%) of them stated that they use search engines monthly,7(17%) of them uses it sometimes and 3(7%) of them never uses it. Likewise among the students of NCCS the data shows that 8(15%) uses the search engine on daily while 25(48%) look information through search engine weekly and 6(12%) uses it monthly and further 12(23%) uses it sometimes whereas 4(3%) never uses the search engine.

In total the data shows that 46(36%) of the students uses search engines weekly with 33(26%) of them using it on regularly (daily) and 21(17%) of them using it monthly while 12(23%) of the student using it once or twice and 4(3%) never using it.

Question number 9 was to learn about the popular search engine among the students

Table Number:- 9 Popular search engine among the students

Name of the college	Popular search engine among the students											
	Google		Yahoo		AltaVista		M S N		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K.U	22	64	7	21			5	15			34	100
T.C	20	49	11	27			10	24			41	100
NCCS	34	65	5	10	4	8	9	17			52	100
Total	76	60	23	18	4	3	24	19			127	100

Source: Field Survey

The Table number 9 shows that the students while searching for information uses different search engine and the data reveals that the 22(64%) of the students of K.U uses Google search engine, 7(21%) uses yahoo and 5(15%) of the students uses MSN. Among the students of Thapathali 20(49%) of the students prefer Google while

11(27%) prefer yahoo and 10(24%) prefer MSN. Likewise among the students of NCCS 34(65%) of the students preferred Google with 5(10%) of them preferring yahoo while 4(8%) of them using Altavista and 9(17%) of them using MSN.

The total figure of the data shows that the majority of the students 76(60%) preferred Google search engine compared to yahoo which 23(18%) students preferred and 24(19%) students preferred. The results are clearly illustrated in the figure below.
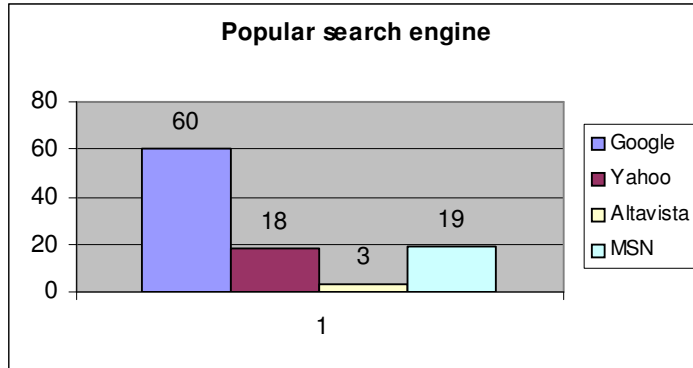
Figure Number7

Question number 11 was asked to find out about the frequency of visit to their respective library

Table Number:- 10 Frequency of library visit by the students.

Name of the college	Frequency of library visit by the students											
	Never		Once or twice		Monthly		Weekly		Daily		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K. U			4	12	6	18	17	50	7	20	34	100
T.C			9	22	9	22	9	22	14	31	41	100
NCCS	2	4	5	10	8	15	23	44	14	27	52	100
Total	2	2	18	14	23	18	49	38	35	28	127	100

Source: Field Survey

The data displayed on the table number10 shows that 2(20%) of the student of K.U visits their library daily, 17(50%) of the students visits there library weekly ,6(18%) of the students visits there library monthly and 4(12%) goes there once or twice. Whereas the students of Thapathali college some 14(31%) of the total respondent goes to the library daily and 9(22%) visits library weekly,9(22%) monthly and other

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9(22%) visits library once or twice. Like wise in NCCS 14(27%) students visits library daily, 23(44%) of the students visits weekly,8(15%) visits there library monthly,5(10%) visits there library once or twice and 2(4%) says they have never visited there library.

In total it is evident that most of the students 35(28%) of the students visits their respective library daily with majority of them i.e.49(38%) of them visiting it weekly with few % like 23(18%) visiting it monthly and 5(10%) of them doing it once or twice and even fewer like 2% of them saying they never goes to there library. Which is clearly shown by the figure
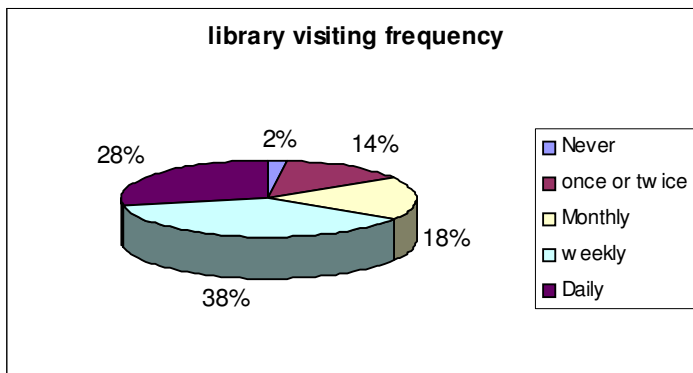
Figure Number8

Question number 12 was asked to know about the various purpose for which they mainly visit the college library. This will help us to find what does the students really go to do in there library.

Table Number: 11 Purpose of visiting the library

Name of the college	Purpose of visiting the library										
	To do assigned reading		To Read Newspaper		To update my knowledge		To read magazines		Others		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	18	53	4	12	7	21			5	14	34	100
T.C	11	27	8	19	15	37			7	17	41	100
NCCS	24	46				23	10	19	6	12	52	100
Total	53	42	12	9	34	27	10	8	18	14	127	100

Source: Field Survey

Above table number11 shows that 18(53%) of the students of K.U visits there library for doing assigned reading,4(12%) goes for reading newspaper, 7(21%) goes for updating there knowledge and 5(14%) stated that they visit library for other reason also. Likewise among the students of Thapathali college it is seen that 11(27%) goes for doing the assigned reading,8(19%)goes for reading newspaper and 15(37%) visits library to update there knowledge and 7(17%) goes for other reasons. While according to the data students of NCCS some 24(46%) visits library to do assigned reading and 12(23%) goes to update there knowledge and 10(19%) are seen visiting library to read magazines and 6(12%) goes for other reason beside stated above.

In total we could conclude that majority of the students 53(42%) visits college library in particular to do the assigned readings and following it closely it shows that 34(27%) goes to update there knowledge which basically shows that students visits library to fulfill the immediate subject need. Figure number 9 shows it clearly.

Purpose for using library

14%
8%
42%
27%
9%

- To do assigned readin
- To read new spaper
- To update know ledge
- read magazines
- others
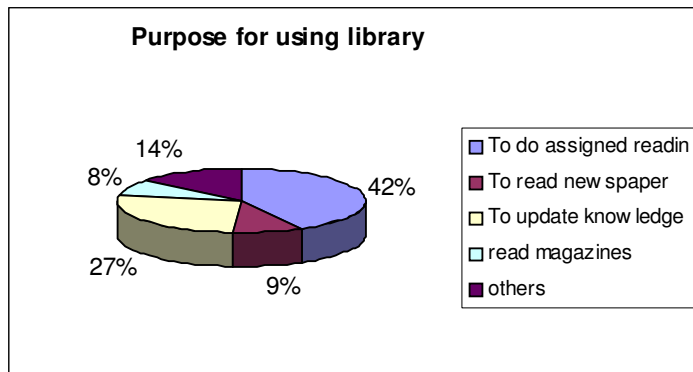
Figure number9

Question number 13 was to know what the students really did when they were in the library as the above table showed that there main purpose on visiting the library was for doing the assigned reading this question was asked to further crosscheck the above question.

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Table Number: 12 Students activity in the library

Name of the college	Activity inside the library											
	Study		Check out book		Research		Use electronic resources		e-mail or chat other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	14	41	4	12	6	18	10	29			34	100
T.C	11	27	15	36	4	10	8	20	3	7	41	100
NCCS	6	11	25	48	2	4	19	37			52	100
Total	31	24	44	35	12	10	37	29	3	2	127	100

Source: Field Survey

The above table shows the data of the students and what they really do once they are inside the library. It shows that 14(41%) of the student of K.U studies in the library,4(12%) of the student there check out new books or materials, 6(18%) of the students does there research work in the library and 10(29%) says they use the electronic resources while at the library. Whereas 11(27%) of the students of the Thapathali also uses library to study, 15(36%) check out new books and materials in the library and 4(10%) does there research work while 8(20%) of them uses electronic resources when they are in the library. Likewise 6(11%) of the students of NCCS studies in the library and 25(35%) checks out for new books whereas 19(37%) uses the electronic resources and 2(4%) does their research work in the library.

In total we could say that majority of the student i.e. 44(35%) uses there respective library to just check out the books if something interesting or new has come up or not and secondly 31(24%) of them does there studies in the library while 37(29%) uses the electronic resources of the library and again 12(10%) does there research work in the library and 3(2%) does other thing beside all the things enlisted above so we could prove that majority of the students use the library for studying purpose which also makes the above question true. Data of this table is clarified in the figure number 10
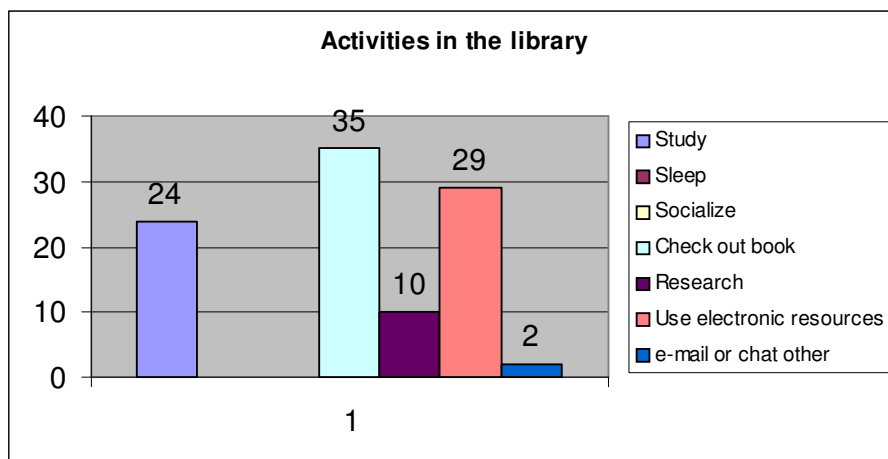
Figure Number10

Question number 14 was devised to find out if the users of the library which are the students did have proper orientation about the library's services and its resources or not

Table Number:13 Orientation program given by their particular library

Name of the college	Users Education					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	6	18	28	82	34	100
T.C	14	34	27	66	41	100
NCCS	12	23	40	77	52	100
Total	32	25	95	75	127	100

Source: Field Survey

The above table number13 shows that most of the students did not got the formal orientation about there library, which means basically they did not knew about the resources available for them and the services they could get from the library. 6(18%) of the students at K.U responded that they did get the orientation about the library against it 28(82%) of the students responded that they never got any orientation about the library. Likewise in Thapathali college also 14(34%) said they got library orientation but 27(66%) of students response was they did not had library orientation. The same is in NCCS where 12(23%) said they got library orientation while 40(77%)

said they did not got formal orientation of the library. In total the data shows that 32(25%) student only got the library orientation whereas majority of the student 95(75%) of the students responded that they did not had any formal orientation about the library's resources and library. This data is shown in the figure number11 clearly.
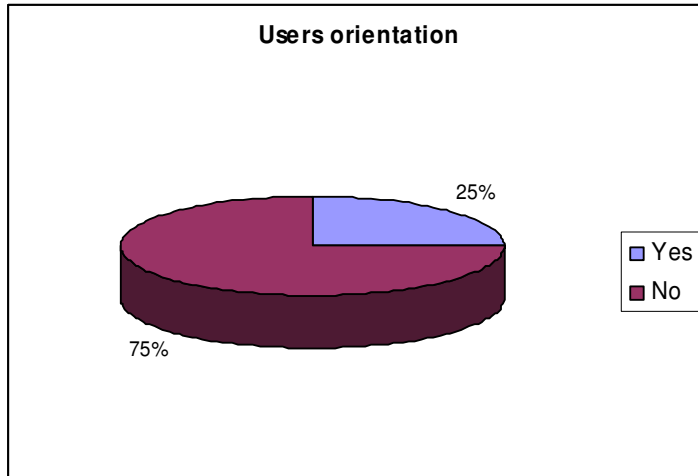
Figure Number11

Question number 15 was to know if the students made use of the library resources.

Table Number: 14 Use of library resources

Name of the college	Use of library resources					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	32	94	2	6	34	100
T.C	37	90	4	10	41	100
NCCS	43	83	9	17	52	100
Total	112	88	15	12	127	100

Source: Field Survey

The above table 14 shows that about 32(94%) of the students of K.U does use library resources among them only 2(4%) responded negative to the question. Likewise 37(90%) of the Thapathali student use library resources while 4(10%) cited do not use

library resources. And in NCCS 43(83%) of the students use the library resources there 9(17%) responded that they do not use the library resources. In total the data shows that majority of the students i.e. 112(88%) does use library resources and minor amount of the total population i.e. 15(12%) do not use the library resources. The following data is clarified in the figure below.
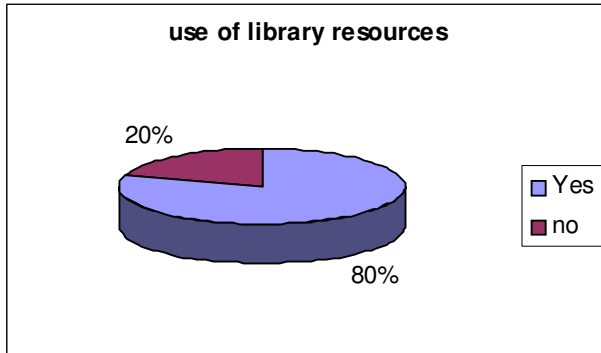
Figure Number12

Question number 16 was to find out if the particular library had a facility of electronic resources or not which is shown in table number16

Table Number:15 Availability of Electronic Resources

Name of the college	Availability of electronic resource					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	34	100	0		34	100
T.C	15	37	26	63	41	100
NCCS	18	35	34	65	52	100
Total	67	53	60	47	127	100

Source: Field Survey

This table number15 shows the availability of electronic resources in the libraries of the listed colleges. 34(100%) of the students responded positive to the question. Whereas, 15(37%) of the students responded to yes and 26(63%) said no in Thapathali college. Likewise in NCCS 18(35%) states they have electronic resources

at there library while 34(65%) states that they do not have electronic resources at there library.

In total table shows that 67(53%) of the students responds positive to the question and 60(47%) responds negatively so the highest % shows that majority of the students have access to electronic resources at there particular library. This is further made clear in the figure number13.
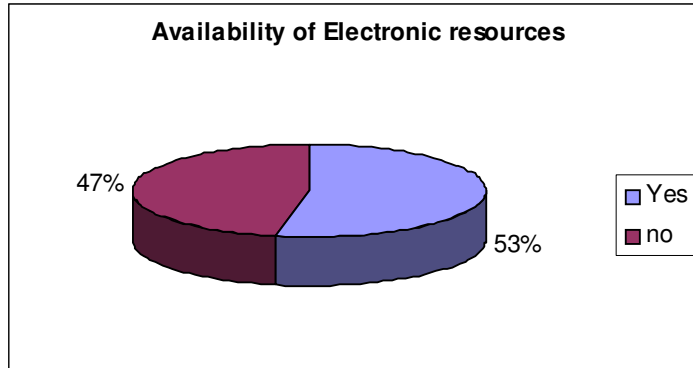
Figure Number13

Question number 17 was devised to see how the students felt about using the resources were they really positive about using the resources effectively so it could generate good results and make any differences for them or not. Which is shown in the following table.

Table Number 16 Effective use of resources

Name of the college	Effective use of resources					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	34	100	0		34	100
T.C	26	63	15	37	41	100
NCCS	30	58	22	42	52	100
Total	90	71	37	29	127	100

Source: Field Survey

The above table number 16 shows the data of the respondents who felt that it was important, needed and most essential for them to use the resources effectively. It was satisfying to see that 100% students of K.U think positive about the questions while in Thapathali College (T.C) it was seen that 26(63%) had positive response to the question whereas 15(37%) had negative response. In NCCS also 30(58%) of the student responded positively while other 22(43%) had a negative response. In total we can say that 90(71%) of the students thought it was necessary for them to use the resources effectively while only 37(29%) of the students felt that it does not made any difference on their academic output whether they use the resources effectively or not Which is clarified in the figure below
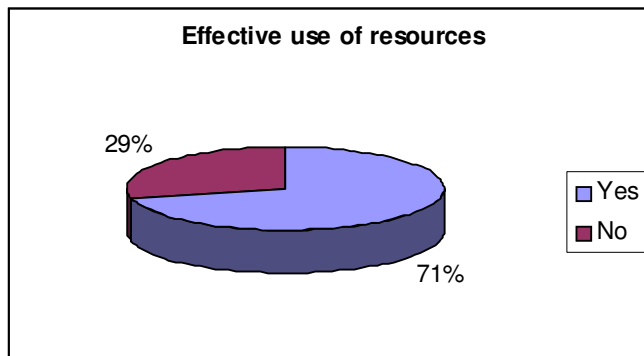
Figure Number 14

Question number 18 was developed to find out if the students were member of any other library (information center) beside there own college library.

Table Number:17 User as member of other Information Centers

Name of the college	Information centers									
	British Council		American center		Other		No		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	9	26	5	15	6	18	14	41	34	100
T.C	18	44	2	5	7	17	14	34	41	100
NCCS	19	35	6	11	13	25	15	29	52	100
Total	45	35	13	10	26	21	43	34	127	100

Source: Field Survey

Above data on table number 17 shows that the students despite having access to the library at college also are the members of other information centers. The study data shows that about 9(26%) of the students of K.U are member of British council and 5(15%) of the students are member of American centers and 14(41%) of the students are members of other such information centers.

18(44%) of the students of Thapathali College are also member of the British council,2(5%) of American centers and 14(34%) are member of other information centers. Likewise in NCCS 19(35%) of the students are member of the British council, 13(10%) of American centers and 13(25%) are of the other such information centers. In total 66% of the student population are part of other information centers.
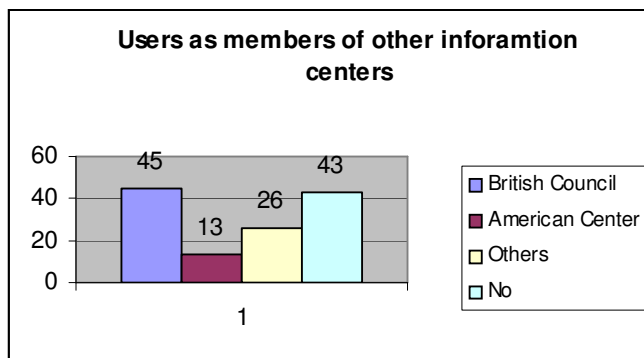
Figure Number15

Question number 19 was devised as the part of question number18 it was to seek the reason behind the students being members of other information centers

Table Number: 18 Types of information that users seeks in these information centers

Name of the college	Types of information									
	Novels		I. F		E. R		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	4	20	7	35	4	20	5	25	20	100
T.C	4	15	9	33	4	15	10	37	27	100
NCCS	11	26	7	16	12	29	12	29	42	100
Total	19	21	23	26	20	23	27	30	89	100

Source: Field Survey

The above table number18 shows the data of the student's preference in type of facilities that are found in other information centers beside their own respective library. Here, the majority of students i.e. 23(26%) states that they go to such information centers as they could use the Internet facilities and 20(23%) states that they go to use the range of electronic resources that are available there and some27(30%) has other reason for going there. It is shown clearly on the figure number 16.

Types of Information resources that users seeks

21%
30%
23%
26%

- Novels
- Internet facilities
- Electronic resources
- Others
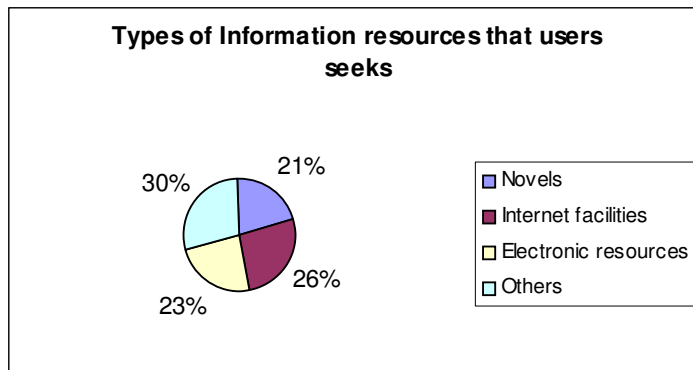
Figure Number16

Question number 20 was asked to find out about the motivating factors that makes student to visit a library

Table Number: 19 Motivational factors for visiting library

Students visits library because of								
Name of collage	It's peaceful environment		Available range of study material		Nothing Special		Total	
	No.	%	No.	%	No.	%	No.	%
K. U.	14	41	18	53	2	8	34	100
T.C	8	19	27	66	6	15	41	100
NCCS	10	20	26	30	16	30	52	100
Total	32	25	71	56	24	19	127	100

Source: Field Survey

This table number 19 shows that the motivational factors for a student to visit the library are. Fourteen (41%) of the students of K.U cited that they go to the library

because of its peaceful environment whereas 18(53%) cited that they are motivated to go to the library because of the range of study materials available there. Likewise in Thapathali college 8(19%) cited that they go to the library because of its peaceful environment 27(66%) stated that they are motivated to go because of the range of study materials .In, NCCS also 32(25%) are motivated towards library by its peaceful environment and 26(30%) are motivated by the study materials available there. .In total the survey result shows that majority of the students i.e. 71(56%) are motivated towards the library by the range of study materials it holds in its collection while 32(25%) are motivated by the peaceful environment and remaining 24(19%) responded that there is nothing in particular that motivates towards the library. Data are shown in the figure for clear understanding

Question number 21 was devised to learn about the comfort of the students while using the electronic resources at their library. Which result of the study is shown in table below.

Table Number: 20 Access the electronic resource

Name of the college	To access the electrons Resources									
	Very hard		Somewhat hard		Somewhat easy		Very easy		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	6	18	13	38	15	44			34	100
T.C	8	19	9	22	20	49	4	10	41	100
NCCS	6	12	16	31	23	44	7	14	52	100
Total	20	16	38	30	58	46	11	8	127	100

Source: Field Survey

Above table number20 shows the students view about the operating of the electronic resources. About 15(44%) of the students of K.U responded that they find the electronic resources somewhat easy to use while 13(38%) of the students there found it somewhat hard and 6(18%) of the students felt that using electronic resources of there library was very hard. Whereas 20(49%) of the student of Thapathali felt that it

was some what easy to use electronic resources and 4(10%) found it very easy while 9(22%) found it somewhat hard with 8(19%) finding it very hard. Likewise in NCCS 23(44%) found it somewhat easy to use and 7(14%) found it very easy to use electronic resources while 16(31%) found it somewhat hard with 6(12%) finding it very hard. In total we could conclude by stating that about 58(46%) of the students in the total population of the study found using the electronic resources of library was sort of easy with 11(8%) of the same population finding it very easy and remaining 38(30%) finding it somewhat hard to use with 20(16%) finding it very hard to use. For the clarity data are shown in the figure.

Question number 22 was formed to find out the degree of search effectiveness and satisfaction that could be reached while using library's electronic resources.

Table Number:21 Effective retrieval of information via electronic resources

Search Effective								
Name	Always		Sometimes		Never		Total	
of college	No.	%	No.	%	No.	%	No.	%
K.U	12	35	16	47	6	18	34	100
T.C	18	44	21	51	2	5	41	100
NCCS	20	39	24	46	8	15	52	100
Total	50	39	61	48	16	13	127	100

Source: Field Survey

The above table number21 display the data about the information obtained frequency by the students. About 12(35%) of the students of K.U responded that they always get the needed information from the library's electronic resources, 16(47%) of them saying they sometimes find the information and 6(18%) cited that they never get the proper information from the electronic resources of the library.

Whereas, students of Thapathali responded that 18(44%) of them always get the information searched for from electronic resources while 21(51%) responded on sometimes and 2(5%) said they never get the search item from the electronic resources. Likewise, in NCCS 20(39%) of them responded that they always get the

searched item from the electronic resources with 24(46%) of them responding to only getting it sometimes and 8(15%) of them responding that they never get the searched item from library's electronic resources.

Totally the data shows that 61(48%) of the students get the information or the searched item from the electronic resources sometimes while 50(39%) seems to get it always and least % of the students i.e. 16(13%) never seems to get what they are looking for from the library's electronic resources. The figure shows the data clearly.

Question number23 was to know the students most preferred source of obtaining the information, which is shown in the table number23

Table Number: 22 Most preferred source of obtaining information

Name of the college	Source of information														
	Internet at home		Internet at school		Books		Electronic books		Electronic database		Electronic journals		Other		Total	
	No.	%	No	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	14	41	8	23	6	18					4	12	2	6	34	100
T.C	6	15	17	41	11	27					5	12	2	5	41	100
NCCS	17	33	19	37	8	16	3	6			4	8			52	100
Total	37	29	44	35	25	20	3	3			13	10	4	3	127	100

Source: Field Survey

The above table number22 shows the information searching habit of the students there are various source from where they could start there searching so the data reveals that. About 14(41%) of the student of K.U starts their search from the Internet at home, 8(23%) of them search through the Internet at school,6(18%) of them starts there search from books, 4(12%) starts by looking at electronic journal and 2(6%) said they

looked from other sources. Whereas, 6(15%) of the students at Thapathali starts there search from Internet at home 17(41%) of the students starts there search from Internet at school, 11(27%) starts there search from books, 5(12%) starts from the electronic journal and 2(5%) says they look for other sources first. Likewise among the NCCS students it is seen that 17(33%) first start their search from the Internet at home 19(37%) starts looking from the Internet at school and 8(16%) starts with books, 3(6%) starts with e-books and 4(8%) starts looking for information from e-journal.

In total, it is interesting to know that 44(35%) of the students first start there search via the Internet at school and 37(29%) of them search via Internet at home this data shows that significant majority of the students today approach to the Internet as the source of finding information in question. After Internet 25(20%) of the students first search starts from books while 13(10%) starts with electronic journal. The data are clearly shown in the figure for better understanding.

Preferred source of information

- Internet at home
- Internet at school
- Books
- Electronic books
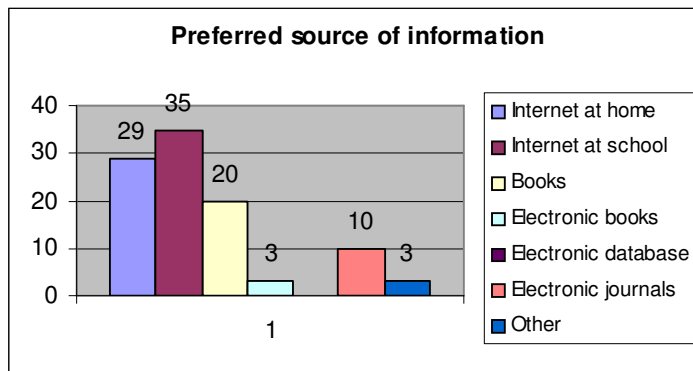- Electronic database
- Electronic journals
- Other

Figure Number17

Question number24 was developed to know how the students knew about there library's resources as there are various ways to know about the resource and services of the library.

Table Number: 23 Source of information about the library

Name of the college	Sources													
	Self learned		The reference desk		Friends		Library's web-site		From work shop		From professor		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
K. U	5	14	13	38	6	18	2	6	2	6	6	18	34	100
T.C	6	15	9	22	15	36					11	27	41	100
NCCS	9	17	12	23	14	27			1	2	16	31	52	100
Total	20	16	34	27	35	28	2	1	3	2	33	26	127	100

Source: Field Survey

The table number 23 shows that most of the students get the information about the library from there friends. Which is drawn from the survey result. The data on the table shows that 6(18%) of the student of the K.U said they learned about the library's resources through friend, 13(38%) of the students learned from the reference desk, 6(18%) of the student came to know about the library's resources through professor, 5(14%) stated they self learned it and 2(6%) of the students said they learned from workshops and library web-site.

Likewise, 15(36%) of the students of Thapathali was informed about library's resources by friend, 9(22%) of them learned from the reference desk, 11(27%) of the students learned from the professor and 6(15%) said they self learned it. Whereas in NCCS 14(27%) of the student learned about the library resources from friends, 12(23%) learned from the reference desk, 16(31%) learned from their professor and 9(17%) learned by themselves

In total the result shows that majority of the students get informed about library from the authorized source like 33(26%) got it from the professor and 34(27%) of the students got information from the reference desk at the library. But the highest by slight percentage i.e.35(28%) shows that students knows about their library through their friends and few students also feel that they self learned about the library' s resources and from the library's web-site. This detail is shown clearly in the figure.
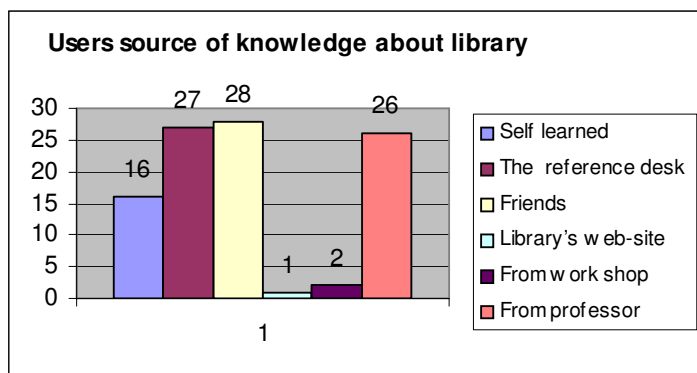
Figure Number18

Question number 25 was devised to find how Internet has taken over as the sole

information providing source.

Table Number: 24 Effectiveness of Internet

Name of the college	Internet as the major information source									
	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
K. U	2	6	4	12	23	67	5	15	34	100
T.C	4	10	6	14	25	61	6	15	14	100
NCCS			7	14	34	65	11	21	52	100
Total	6	5	17	13	82	65	22	17	127	100

Source: Field Survey

The above table number 24 shows Internet as the effective medium to find information for research and study. The data shows that about 23(67%) of the students in K.U agree to Internet as the complete information provider and 5(15%) strongly agree to this while 4(12%) disagree that it is not the complete information source and 2(6%) strongly disagree. Students of Thapathali 25(61%) agrees that Internet as the complete information source,6(15%) strongly agrees on it. While 6(14%) disagrees on the statement and further 4(10%) strongly disagrees. In NCCS its is seen that 34(65%) agrees Internet as the complete information finding source, 11(21%) strongly agrees to it. While 7(14%) disagrees.

In total majority of the students i.e. 82(65%) of the students agree that Internet as the effective source on finding the information for which 22(17%) again strongly feels its true where 17(13%) disagree on finding the Internet as the major information source. Data are shown clearly on the figure below.
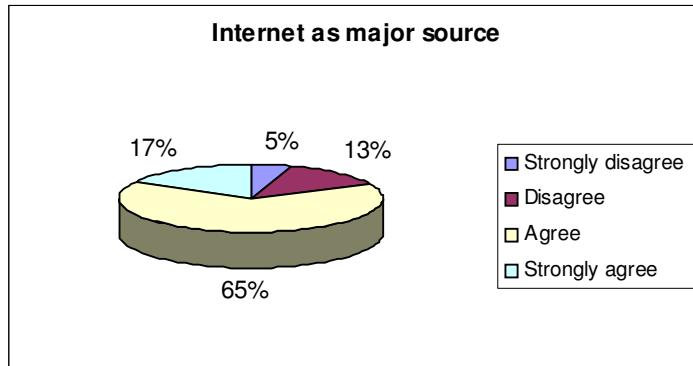
Figure Number19

Question number 26 was develop to find from which source does the students view that they get most of the information they needed. Which is shown in table 26

Table Number:25 Most information drawn by the students from

Name of the college	Information mostly retrieved					
	Through the Internet		Through the library's resources		Total	
	Number	%	Number	%	Number	%
K. U	27	79	7	21	34	100
T.C	17	41	24	58	41	100
NCCS	28	54	24	46	52	100
Total	72	57	55	43	127	100

Source: Field Survey

The above table shows the students most reliable source for getting information was. About 27(79%) of the students of K.U states that they get most of the information from the Internet while 7(21%) of the students state that they get by library resources. In Thapathali college 17(41%) states that they get information from the Internet and 24(58%) of the students feels they get most of information by consulting library' source. Whereas in NCCS 28(54%) of the students are in favor of the Internet as the

most information providing resources and 24(46%) finds library as the information providing resources.

In total we could say that majority of the students i.e. 72(57%) of the students feel that they get most information from the Internet and 55(43%) of the students says they get it from the library resources.
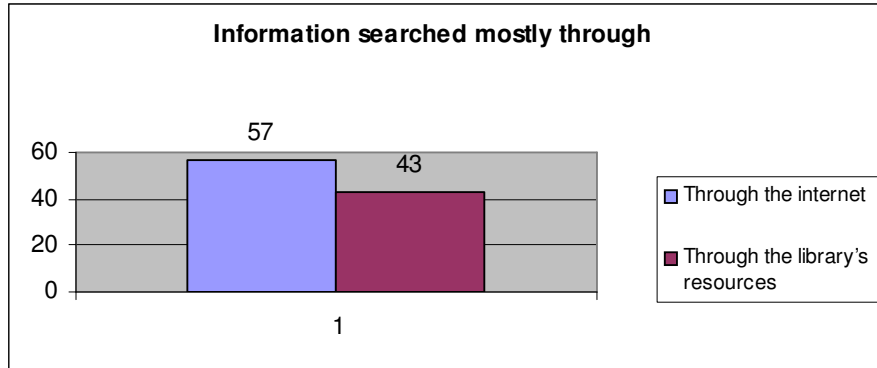
Figure Number20

Question number 27 was to find out about if the students felt any difference in the information they get from the Internet or from other library resources. Which is shown in the following table

Table Number 26: Difference between the information retrieved from two sources

Name of the college	Difference in information					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	32	94	2	6	34	100
T.C	30	73	11	27	41	100
NCCS	40	77	12	23	52	100
Total	102	80	25	20	127	100

Source: Field Survey

The above table shows that the students does find the difference between the information that is found from Internet and from library resource. About 32(94%) of

the student felt that they did find difference in the information derived from different sources while 2(6%) of the students did not found any differences. Among the students of Thapathali college 30(73%)of students felt the difference while 11(27%)of the students did not found any difference. Like wise in NCCS 40(77%) students found the difference but 12(23%) said did not found any difference.

In total 102(80%) of the students found the difference in the information retrieved from the Internet and library source as they further stated the majority of them said it was not the difference of intellectual content but the difference was about the efficiency, accessibility and diversity. Twenty-five (20%) of students did not found any difference between the information drawn from two different sources.

Question number 28 was developed to find after the influence of the Internet and accessibility of the Internet from any point. Does the student still find the need to learn about other library resources or not?

Table Number:27 Students interest about library resources

Motivation to learn about library resource								
Name of college	Very motivated		Some what motivated		Not motivated		Total	
	No.	%	No.	%	No.	%	No.	%
K. U	6	18	27	70	1	2	34	100
T.C	8	20	28	68	5	12	41	100
NCCS	7	14	37	71	8	25	52	100
Total	21	17	92	72	14	11	127	100

Source: Field Survey

The above table number27 shows the students motivation towards learning about the library resource. About 27(70%) of the students of K.U says that they are motivated to learn to use library resources while 6(8%) are very motivated but 1(2%) are not interested in learning. Likewise, in Thapathali 28(68%) are somewhat motivated to learn about using the library resources but 5(12%) are not motivated and In NCCS data shows that 37(71%) are somewhat motivated to learn about the library resources but 8(25%) are not motivated.

In total majority of the students 92(72%) are with the thought that they would like to learn about using library resources but not that strongly driven toward learning about it. While 14(11%) students are not at all interested in learning about it. Figure shows it clearly
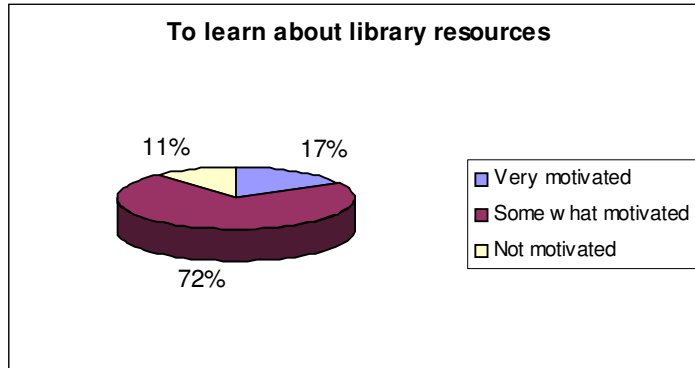
Figure Number21

Question number 29 was developed to find out about the information retrieving ability of the students from the available sources. As they have option of using various resources for getting the information

Table Number : 28 Information Retrieving ability

Information retrieved from the sources							
Name of college	All the information		Part of the information		Reference to further information		Total	
	No.	%	No.	%	No.	%	No.	%
K. U	12	35	17	50	5	15	34	100
T.C	7	17	22	54	12	29	41	100
NCCS	16	31	23	44	13	25	52	100
Total	35	27	62	49	30	24	127	100

Source: Field Survey

The above table number29 shows that students capability of getting the information from the source. About 17(50%) of the students say they only get part of the information from the source, 12(35%) say they get all the information from the source and 5(15%) of them says that they get reference to further information. Among

Thapathali students also 22(54%) say they only get part of the information, 7(17%) says they get all the information and 12(29%) says that they get reference to further information. In NCCS 23(44%) students say they get part of the information and 16(31%) say they get all the information from whichever source they are consulting and 13(25%) says they get reference to further information.

In total majority of the students i.e. 62(49%) are capable of retrieving only part of the information from the sources while 35(27%) are capable of getting all the information they want from the source and 30(24%) only get through the reference to further information.

Question number30 was asked to find out if the students were happy with the present way of obtaining the information.

Table Number: 29 Students satisfaction with obtaining information

Name of the college	Satisfaction					
	Yes		No		Total	
	Number	%	Number	%	Number	%
K. U	17	50	17	50	34	100
T.U	15	37	26	63	41	100
NCCS	24	46	28	54	52	100
Total	56	44	71	56	127	100

Source: Field Survey

The above table number29 shows the students level of satisfaction or dissatisfaction while obtaining information. Students of the K.U are divided on the response on satisfaction in finding information as 17(50%) cited they are satisfied while another 17(50%) cited they are not satisfied. Among the students of Thapathali 15(37%) are satisfied while 26(63%) are not satisfied. Likewise in NCCS 24(46%) are satisfied while 28(54%) are dissatisfied.

In total, 71(56%) of the student population under study are dissatisfied by the present way of getting information while 56(44%) say they are satisfied with the way they are getting information.

Question number31 was devised to further find out the reason why the students are dissatisfied with their present way of finding information and what are the main obstacles that leads to dissatisfaction.

Table Number :30 Obstacles on reaching to information

Name of the college	Obstacles due to									
	Insufficient help		Inadequate library tools		Inadequate networking computer		Very tiny collection in every subject		Total	
	No	%	No	%	No	%	No	%	No	%
K. U	7	41	2	12	3	18	5	29	34	100
T.C	3	12	5	19	8	31	10	38	41	100
NCCS	10	36	2	7	4	14	12	43	28	100
Total	20	28	9	13	15	21	27	38	71	100

Source: Field Survey

The above table number 30 shows that while searching for information there could be few factors that creates obstacles and leads to an unsatisfactory search. Among the 17 dissatisfied respondent of the above question 7(41%) states that insufficient help in the library is one obstacles that leads to unsatisfactory search for information. 2(12%) thinks it is inadequate tools as the major obstacles, 3(18%) states it is inadequate networking computers that works as the major obstacles in getting information and 5(29%) thinks the very tiny collection or inadequate materials on the specific subject as the major obstacles in reaching to the information. Among the 26 dissatisfied respondent 3(12%) of the students of Thapathali feels the insufficient help as the obstacles for reaching to information,5(19%) states inadequate library tool as the obstacles for reaching towards information, 8(31%) states inadequate networking computers as the obstacles while 10(38%) states that inadequate collection in specific

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subject as the major obstacles. Likewise among 28 dissatisfied respondent of the NCCS 10(36%) states insufficient help as the obstacles for reaching towards information, 2(7%) states inadequate library tools as the obstacles,4(14%) states inadequate networking computers as the obstacles and 12(43%) states inadequate collection as the major obstacle.

In total, we can see that majority of the students i.e. 27(38%) responded that the inadequate collection of materials in specific subject in the library as the major obstacles in reaching toward information. 20(28%) states the insufficient help in the library as the other factors that create obstacles, 9(13%) states inadequate library tool for the reason for obstacles and 15(21%) of the total dissatisfied population of the student states that inadequate networking computer as the major obstacles for reaching towards information. Which is illustrated further in the figure.
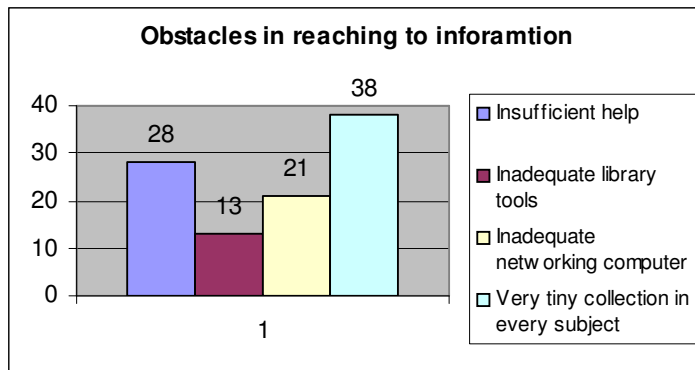

Figure Number22

CHAPTER SIX
SUMMARY, CONCLUSION
AND RECOMMENDATION

6.1 Summary of the findings

Based on the survey done among the student belonging to three different institutions, this study has found following key findings:

- The questionnaire was distributed to 200 students of three institutions i.e. 25% of the total number of targeted students of respected college. The responses were made by 127 students of these three colleges which is 64% of the student responded to the questionnaire. Among the 64% responded it was found that 87% of the students own a personal computer at home and 51% had access to computer from different point like at school, cyber and at friends. Further the study showed that 80% of the student were familiar with computer and had basic knowledge about the working of the computer since they were in school.

- Most of the student i.e. 56% of the total population of 127, responded that they use the Internet once a week and 32% of the respondent said they use it daily and their reason for accessing Internet was for educational purpose as 58% of the student which is the majority of the population stated that they use it for the education and others reason for using the Internet was for entertainment purpose, news and sports.

- While looking for the information through the Internet the huge amount of student i.e. 91% of them cited that they search information via search engines and Google among the various search engines that is present seems to be the most popular among the student as the study shows that 60% of the students used Google and their frequency of using these search engine were also intensive as 36% accessed in on weekly basis while 26% of them responded that they access it daily for study purpose.

- It was interesting to find out that among the total no. of population of student 35%of the students response was their primary way to search for information while preparing school paper or for reference work was to look up in the Internet at school. Whereas 29% of the student said they prefer to search for information from Internet from their home. This response shows that most of the students are totally dependent upon the Internet as a reference tool for their further study.

- Most of the students felt that they can find satisfying information from the Internet as about 65% agreed to the statement that "I can find information I need for my paper through the Internet". So it shows that how net savvy have the today's youth have become they are happy with the amount of information they are retrieving from the Internet. Fifty seven percent of them responding that they find most of the information they need from the Internet proves that students do not find any difference in information they are finding from the Internet and from the library resources The heavy percent of them thinks that information in the Internet are authentic, updated and could be accessed efficiently.

- Study showed that even with the introduction of various electronic resources and students inclination towards Internet still library is able to attract the large amount of students to its premises. Among the total no, of respondent 20% of the student at Kathmandu University (K.U) are the regular visitor of the library while 50% cited that they visit library once a week. In Thapathali College (T.C) 34% of the student visit the library regularly and the remaining does it less frequently. Likewise in NCCS 44%visit their college library on weekly basis while 27% are regular visitor of the library.

- The students visiting their particular library are primarily for their educational purpose which is shown by the result that 42% of the total population of the student responded that they go to the library for doing assigned reading i.e. for doing assignments and preparing for the project work. Whereas 37% of the student visits there library for updating their knowledge about the study materials that could have been introduced in their subject field and about the

recent happening which put together can be said that student mostly use library for their immediate subject related matters. Further study has proved that about 58% of the student go to library for checking out books i.e. to be informed about the books that they are in need for and for issuing and returning the books. Where as 24% of student said they visit library for the study related purpose this could be for consulting reference book or for preparing note. Likewise 19% visit for reading newspaper.

- In the age of IT automated library seems to be preference of the student. About 53% student responded that they have electronic resources available at their particular library. Two of the libraries had its collection enlisted in CDS/ISIS database and among it one has online catalogue OPAC system. All three libraries have computer with Internet connection so as the student could use for there research purpose. They also had subscription to electronic journals whose site could be accessed by asking the library staff for username and password. These libraries also provided other electronic resources like CDROM, videocassettes and A/V strips. About 60% said that they use these electronic resources in their knowledge expanding process. The respondent seems to find it somewhat easier to access these resources as 46% responded that its easy to get information through these electronic resources. Forty eight percent of the student cited that they get the needed information timely and easily from the electronic resources at their libraries.

- A significant result came across in this study it was that 75% of the total population of the student used as a subject for study responded that they have never got any orientation about their particular library   resources and the services it provides. it was found that most of the students 33% of them found about the resources and services of the library by regularly going there and learning by observing. Twenty six percent cited that they learned by asking at the reference desk and closer to that 21% of the student cited that they learn about the library through friends and 15% of the respondent came to know about the resources available in their library through their faculty professor.

- Even though the result shows that students are not given the proper education about the resources and services available in their libraries. That has not stop them from taking the maximum benefit of the resources as 88% of the respondent cited that they use library resources and are determined to use the sources effectively as cited that they feel it is essential for them to make use of the available resources effectively. The draw back for the student is that they only seems to get part of the information while using the library resources as 49% pointed on that.

    We know that complete information leads to a satisfying search and instigate excitement in using the library resources again and again.

- As going through the laborious process of searching the catalog then asking for the book and after finding it also the time consuming process of finding the needed information 56% of the students are not satisfied with the present way of obtaining information from the sources they sees that major obstacles for them in reaching to the information as cited by 28% is insufficient help by library staff who are not knowledgeable themselves and uncooperative as one obstacles. While 13% thought that the inadequate tools to look for these information as other obstacles and again 15% cited that the lack of networking computers in the library also as an obstacles. But the majority of the students felt that a very tiny amount of collection in a subject as the major obstacles in reaching towards the information as 38% responded on it.

- This insufficient resource on their particular library seems to be the major factor for these students to be part of other information centers. About 89% of the total population of the student under study cited that they are member of other information centers like British Council, American Centers and still others like Social Science Baha etc., the main reasons for them to go to these libraries are the range of various facilities made available their while 26% says that they go to these libraries to access the Internet and 27% of the respondent says they go there to access their electronic resources to visit their subscribed specific electronic journal sites. This shows that users information need is unlimited they are competent enough to look and find information they need by making use of various options available.

- Among the total population still high percentage of respondent are eager to learn about the library resources and the way to operate them and make effective use. About 72% of the respondents are interest, motivated to learn about the library resources. Even though they have easy access to Internet and finds it much more easier to use still they feel that library are for their benefit and have to be made a part in their intellectual developing process. About 56% of the responded cited that they are motivated to visit the library due to its range of study materials available. As these materials like books, journals and other reference tools are a visible and tangible source. The only changes these library must make to attract its students more often is by updating it collection frequently and by making addition of new technologies and making more electronic resources available to its patron without time and money constraint on them.

- Thee study also tried to find the self-efficacy level of the students in finding the information. As we know that self efficacy is the belief in oneself the students confidence in responding that they agree that they can find the needed information from the Internet shows that their self efficacy towards Internet is stronger because of the knowledge of using the Internet as well as the familiarity with the computing skill that is endured on them since school level.

6.2 Conclusion:

On the basis of the above observation one can conclude that. Library is an important part of any academic Institution. It is a Universe of knowledge an institution responsible for acquiring or providing information through various primary source or secondary sources made available in various format. It plays a pivotal role in widening the knowledge frontiers which leads to attainment of intellectual heights.

It is quiet evident that student as a whole use physical libraries to a great extent for study purpose which is proved by the study that they do see their particular library as a part of the educational institution and visits their to inquire about the books that are acquired and for the basic purpose of lending and returning.

The main reason that came across in the study was for the student to visit their particular library was to do assigned reading. Students other purpose for visiting library was to use the electronic resources. But due to insufficient networking computers and inadequate tools students are discouraged to find the library as the important part of their institutional system. As the need of the information is tremendous in every individual today they are lured towards the easy access to information it could be the Internet or the other Information centers which they find as a reliable source of disseminating the knowledge that is important to them.

Students today have really taken to heart digital access to collection and resources and they use these resources to great extent due to the easily understandable interface of a search engine students today are more dependent on Internet and world wide web as it could be accessed from anywhere like home, cyber or anyplace they could find the computers.

As found in the study Google is the most used search engine that is employed for study purpose. For a large portion of heavy Google users the use of a search engine is more informative, efficient and updated than the use of the libraries and library resources.

Internet has contributed positively in providing quality reference service and has improved individuals performance.

The information need of the student have changed(and are still changing) as a result of the emergence and expansion of the electronic form of information in which information content is made available for users to access and use. Users today need to be information literate to acquire the information made available to them in different formats. Student have to know how to use these resources so as to make a proper exploitation of information at hand.

The challenges that is brought about by the information explosion in the intellectual arena for the library will be to be more resourceful expanding their collection and services according to their patrons requirement.

6.3 Recommendation:

Following recommendation are made in order to help these college libraries for catering the appropriate source of information that is generally sought by the students. The objectives of any libraries is to be informative and abreast of time so that it could become reliable to its patron and the resources it has be useful to its users and effective rather than just lay piling up on the stack.

1. The Physical library is still very important and well liked by students. Library should focus on being more adequately resourceful to make sometimes wonderer regular library users.

2. Students are easily intimidated when they do not get the response properly so to make them familiar with the resources librarian should be more friendly, co-operative and helpful.

3. Libraries should aim to make all the users aware of the information resources and services available, both directly or through external sources at the library and enable users to enjoy the search for information

4. Teaching staff and library staff should collaborate to ensure that library resources along with electronic resources are appropriately used by the students.

5. Ensure there are sufficient networked computers available for students, especially at peak times.

6. Ensure information skill training is pitched at a level which is appropriate to the individuals needs of the student.

7. Libraries should also consider the Internet as one of the most important information sources and develop its infrastructure accordingly.

8. Library should be open access and promotion of on-screen help, printed guides and training for the less popular electronic resources, to encourage students to see the potential of them.

9. Library should make it a point to give library orientation on the beginning of the academic year and create awareness among students about the available resources and services and show them the benefits they could derive from using them.

10. It is not possible for a single library to acquire all the information that are generated and disseminate them so library should move towards resource sharing concept with other libraries and become effective and efficient on its service toward its users.

11. Ensure that there are professionals appointed to the position of the librarian. This could lead to the efficient and effective use of the resources as well as make users information literate by sharing proper knowledge.

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APPENDIX 1

Questionnaire

I am intending to carry a research study on " Students use of library resources and Self – Efficacy"

The purpose of this questionnaire is to find out your perspective on using the library resources and to know the sources that are commonly and preferably used by the students while preparing for studies.

Your cooperation in filling up the questionnaire is solicited. The information received will be kept confidential and will be used only for this research study.

Personnel Details:

NAME:
LEVEL:
AGE: GENDER:
COLLEGE:
Percentage scored in previous exam: ....

1. Do you own a personal computer?
   a. Yes
   b. No

2. Do you have access to a computer?
   a. At home
   b. At school
   c. At work
   d. Friend
   e. Other (Please specify): _____

3. Where did you finished your schooling from?
   a. Private school from KTM
   b. Private school outside KTM
   c. Government school

4. Did you had access to computer at school?
   a. Yes
   b. No

5. Do you use the Internet?
   a. Daily
   b. At least once a week
   c. At least once a month
   d. Less than once a month

6. If you use the Internet, do you use it to check for?
   a. Sports
   b. Entertainment
   c. Education
   d. News
   e. Health
   f. Other (Please specify): _____

7. Do you use search engines?
   a. Yes
   b. No

8.   How often do you use search engines:
      a. Never
      b. Once or twice
      c. Monthly
      d. Weekly
      e. Daily

9.   Which search engine do you use?
      a. Google
      b. Yahoo
      c. Altavista
      d. MSN
      e. Other (Please specify): _____

10.   Do you use e-mail to communicate?
      a. Often
      b. Sometimes
      c. Rarely

11.   How often do you visit the College library?
      a. Never
      b. Once or twice
      c   Monthly
      d. Weekly
      e. Daily

12.   For what purpose do you use the college library?
      a. To do assigned reading.
      b. To read newspaper
      c. To update my knowledge
      d. To read magazines
      e. Others

13.   At the library, do you:
      a. Study
      b. Sleep
      c. Socialize
      d. Check out books
      e. Research
      f. Use the library's electronic resources
      g. E-mail or chat
      h. Other (Please specify): _____

14.   Did you ever had a formal orientation on how to use the library resources?
      a. Yes   b. No

15.   Have you ever used the library's resources?
      a. Yes   b. No

16.   Does your library have electronic resources?
      a. Yes   b. No

17.   Do you think it is needed, important and essential for the student to use the resources effectively?
      a. Yes   b. No

18. Are you member of any other information centers like
    a. British council
    b. American information centers
    c. Others such information centers
       No
19. If yes then what do you look for in such libraries.
    a. Novels
    b. Internet facilities
    c. Electronic resources
    d. Others

20. What motivates you to visit a library?
    a. It's peaceful environment
    b. The range of study material that is available
    c. Nothing special

21 Is using the library's electronic resources?
    a. Very hard
    b. Somewhat hard
    c. Somewhat easy
    d. Very easy

22. In using the library's electronic resources, do you find what you're searching for?
    a. Always   b. Sometimes   c. Never

23. To find information do you usually start your research looking through?
    a. Internet at home
    b. Internet on campus
    c. Printed books
    d. Electronic books
    e. Electronic databases
    f. Electronic journals
    g. Other

24. How do you learn about the library's resources?
    a. Teach myself
    b. From the Reference desk
    c. From friends
    d. From the library's Websites
    e. From workshops
    f. From Professors

25. "I can find the information I need for my papers through the Internet?" What do you think about this statement?
    a. Strongly disagree
    b. Disagree
    c. Agree
    d. Strongly agree

26. Do you find most of your information for your school papers:
    a. Through the Internet
    b. Through the library's resources

27. Do you feel there is a difference between what you find through the Internet or through the library's resources?
   a. Yes   b. No

Please explain in detail:

28. How motivated are you to learn how to use the library's resources?
   a. Very motivated
   b. Somewhat motivated
   c. Not motivated

29. How much information do you generally get from the sources?
   a. All the information
   b. Part of the information
   c. Reference to further information

30. Are you satisfied with the present way of obtaining information?
   a. Yes   b. No

31. If dissatisfied please indicate the major obstacles in reaching to the information
   a. Insufficient help
   b. Inadequate library tools
   c. Inadequate networking computer
   d. Very tiny collection in every subject

32. Have you attended any of the library's workshops?
   a. Yes   b. No

Thank You for the cooperation

APPENDIX 2

Bio-Data

Nina Shrestha
Rudramati Marg, Kalopul, Kathmandu, Nepal.

Mailing Address
P. O. Box No. 21415, Kathmandu, Nepal.
Telephone 4414796   Mobile: 9851035800

Personal Details
Date of Birth   Feb. 17th, 1976
Father's Name   Tilak Man Shrestha
Nationality   Nepali
Marital Status   Married with two children
Sex   Female

Training
Basic Video Production
2 months training from Worldview Association, Kathmandu

Journalism Course
A year training course from Nepal Press Institute, Kathmandu

Professional Writing Course
American Language Center, Kathmandu.

English for Journalism
The British Council Language Centre, Kathmandu

Member
Founder Member
Library Management and Information Service Center (LIMISEC)

Education
Master of Library and Information Science
Tribhuvan University, Kathmandu, Nepal

Bachelor of Arts (Three years Course) 2002
Tri-Chandra College, TU. (Second Division)

Intermediate in Science (I.Sc.),1994 (Second Division)
Institute of Science and Technology, Dharan

School Leaving Certificate (SLC), 1991 (First Division)
Sharada Balika Ma. Vi., Dharan, Nepal

Computer Skills
Training on WordPerfect (One Month Course)
Others : PASCAL, CDS/ISIS, Ms Word, Ms Excel, Ms Access

Languages
English (Read, Write, Speak)
Nepali (Read, Write, Speak)