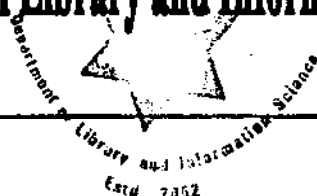


**USE OF LIBRARY AND INFORMATION SERVICES
AT BRITISH COUNCIL NEPAL
WITH REFERENCE TO ELECTRONIC SERVICES**

A thesis submitted to
the Central Department of Library and Information Science
in Partial Fulfilment of the Requirements for
the Master Degree in Library and Information Science

Submitted by
RAJU SHAKYA

**Central Department of Library and Information Science
Faculty of Humanities and Social Sciences
Tribhuvan University
Kirtipur, Kathmandu
April 2008 (2065)**



LETTER OF RECOMMENDATION

This thesis entitled "USE OF LIBRARY AND INFORMATION SERVICES AT BRITISH COUNCIL NEPAL WITH REFERENCE TO ELECTRONIC SERVICES" was prepared by Mr Raju Shakya under my supervision. I here by recommend this thesis for examination as a partial fulfilment of the requirements for the Master Degree of LIBRARY AND INFORMATION SCIENCE.

Date

Mr Bhim Dhoj Shrestha

Thesis Supervisor

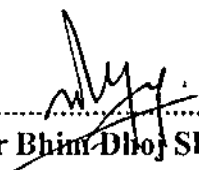
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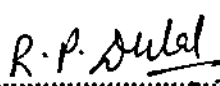
LETTER OF ACCEPTANCE

We certify that this thesis entitled "USE OF LIBRARY AND INFORMATION SERVICES AT BRITISH COUNCIL NEPAL WITH REFERNCE TO ELECTRONIC SERVICES" submitted by Mr Raju Shakya to the Central Department of Library and Information Science, Faculty of Humanities and Social Science, Tribhuvan University, in partial fulfilment of the requirement for the Master Degree of LIBRARY AND INFORMATION SCIENCE has been found satisfactory. Therefore, this thesis as a part of the said Degree has been accepted.

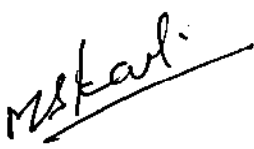
.....
Date


.....
Mr Bhim Dhoj Shrestha
Thesis Supervisor

.....
Date


.....
Mr Rudra Prasad Dulal
External Examiner

.....
Date


.....
Dr. Madhu Sudan Karki
Head of the Department

ACKNOWLEDGEMENT

I would like to thank all members of the British Council Library and Information Services who participated in my research including the staff who immensely helped to carry out the survey in the library. I am also grateful to all of them, particularly my staff Mr Kiran Bhattarai who agreed to be part of my pilot survey and gave me constructive feedback to improve the questionnaire.

Many thanks to my thesis supervisor, Mr Bhim Dhoj Shrestha, whose guidance and support throughout the duration of this project have been invaluable and so gratefully received. A special thanks to my external examiner Mr Rudra Prasad Dulal, whose comments were proved to be valuable and logical to improve my thesis. I also thank Mrs Nirmala Shrestha (former) and Dr Madhu Sudan Karki, Head of the department and all my teachers for inspiration and encouragement for completing this thesis.

Similarly, I thank British Council Nepal for allowing me to carry out the study in its library with full support from the staff and the management. I received valuable help from my colleague Mr Sumit Baral on developing a questionnaire and working on SPSS software for analysing the data. Mr Madhu Hada also assisted me on producing results using SPSS and especially, Mrs Janet Seaton provided me regular feedback on my work by helping in editing and organising my thesis.

Finally, I would like to thank my family specially my wife Samma Shakya, whose continuous support and encouragement enabled me to complete the work in time.

ABSTRACT

This thesis “ Use of Library and Information Services at the British Council Nepal with Reference to Electronic Services” looks at the use of library and information services at the British Council Nepal by identifying users’ information seeking behaviour, and recommends ways of increasing the use of electronic services to the management of British Council Nepal.

A literature review is carried out to establish better understanding on the topic and find out the similar studies in local, regional and international prospective to learn the gaps and avoid the duplication. Because of limited availability of physical resources, the review is mainly based on electronic resources available on the Internet. As the study is mainly focused on the British Council Library it did not cover other libraries in Nepal.

On the basis of literature review findings, it is decided to adopt the user survey as key research methodology. The survey questionnaire is divided in 4 main sections to gather demographic, experience of information use before British Council and after the British Council use and ways to improve services in the future. The survey is conducted among the 100 British Council Library users who have visited the library in July and August 2007. 4 of them are chosen for the interview for qualitative data and verify the survey data.

The results reveal a number of key findings such as the respondents are young academics and doing undergraduate or postgraduate study. Their most prefer place for information sources is libraries and they choose the British Council Library as their first choice. Their preferred source of information is books and they wanted to have more user education programmes to know more about the available resources.

In response to the conclusions a number of recommendations for improvement are made. The British Council Library needs to explore ways to retain its member for longer period. Measures include increasing the print collection, developing more

user friendly study guides and offering regular orientation and training sessions to maximise the use of library and information services.

It is hoped that the resulting research report will help the management of British Council Nepal to achieve its strategic aims and objectives and thus be able to offer up to date and viable library and information services to its users. This study will also be useful for the Nepalese library professionals as such study has not been done before in the context of Nepalese libraries.

Raju Shakya
M.Lib.Sc. (Tribhuvan University)

PREFACE

This thesis is prepared for the partial fulfilment of Master Degree of Library and Information Science and the aim was to explore the use of library and information services at the British Council Nepal with reference to electronic services. The research need has been identified as there is virtually no study found on use of library and information services in Nepal. In addition, a need to explore users' opinions to improve existing services also is felt.

This thesis is divided into 6 chapters, each of which has significant importance to the nature and flow of the study. The introduction highlights the background of the British Council Nepal as the study was focused on its library and information services and outlined the research problem. The literature review chapter explores similar studies done before on related topics and discusses the findings. The focus of the study is the key to this study as it discusses the need of the study. Similarly, research methodology chapter discusses the process of collecting relevant quantitative and qualitative data for the study obtained through a set questionnaire survey administered among library members and follow up interviews with a selected number of respondents. The analysis and presentation of findings chapter is the key section of this study as it analyse the findings of the survey and interviews and presented the results in tables. Finally, the conclusion has been drawn in relation to the literature and in line with the results of the study and has made key recommendations.

It is hoped that the resulting research report will help the management of British Council Nepal to achieve its strategic aims and objectives and thus be able to offer up to date and viable library and information services to its remote users as well as its users based in Kathmandu. This study will also be useful for the Nepalese library professionals as such study has not been done before in the context of Nepalese libraries.

Raju Shakya
M.Lib.Sc. (Tribhuvan University)

CATALOGUE OF THESIS

1. Shelf List Card

D

025.58768	Shakya, Raju
Sh15u	Use of library and information services at British Council Nepal with reference to electronic services/by Raju Shakya.- Kathmandu: T.U. Central Department of Library and Information Science, 2008.
Acc. No.	xiv, 92p. ill; 30cm. Include bibliography and appendices Dissertation (M.Lib.Sc.) T.U. 1. Library use studies I. British Council Nepal II. Title

2. Subject Added Entry

D

LIBRARY USE STUDIES

025.58768	Shakya, Raju
Sh15u	Use of library and information services at British Council Nepal with reference to electronic services/by Raju Shakya.- Kathmandu: T.U. Central Department of Library and Information Science, 2008.
Acc. No.	xiv, 92p. ill; 30cm. Include bibliography and appendices Dissertation (M.Lib.Sc.) T.U. 1. Library use studies I. British Council Nepal II. Title

3. Institution Added Entry

	D	BRITISH COUNCIL NEPAL
025.58768		Shakya, Raju
Sh15u		Use of library and information services at British Council Nepal with reference to electronic services/by Raju Shakya.- Kathmandu: T.U. Central Department of Library and Information Science, 2008.
Acc. No.		xiv, 92p. ill; 30cm. Include bibliography and appendices Dissertation (M.Lib.Sc.) T.U. 1. Library use studies I. British Council Nepal II. Title

4. Title Added Entry

	D	USE OF LIBRARY AND INFORMATION ...
025.58768		Shakya, Raju
Sh15u		Use of library and information services at British Council Nepal with reference to electronic services/by Raju Shakya.- Kathmandu: T.U. Central Department of Library and Information Science, 2008.
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LIST OF ABBREVIATIONS

CD_ROM – Compact Disc Read Only Memory

COUNTER – Counting Online Usage of Networked Electronic Resources

DVD – Digital Versatile Disc

ICT – Information and Communication Technology

ISB – Information Seeking Behaviour

IT – Information Technology

JISC – Joint Information Systems Committee

JUSTEIS – JISC Usage Surveys: Trends in Electronic Information Services

LIS – Library and Information Services

OCLC – Online Computer Library Center

OPAC – Online Public Access Catalogue

TUCL – Tribhuvan University Central Library

UK – United Kingdom

CHAPTER I

INTRODUCTION

1.1 Background of the study

1.1.1 Libraries:

Early libraries used to be a place for keeping books and librarian used to be so passive and keep away from the readers. In 1374 Oxford English Dictionary defined the term library as “a place where books were kept for reading, study or reference. In that time, it used to emphasis more on care of the resource rather then it usages.

In modern libraries the definition has drastically changed and covers a lot more then just caring the resources. Since the development of information and communication technology and its use in the library and information science field has made a huge change. Now-a-days libraries are found to be more focused on users and their needs including active promotion of its resources and services.

Considering the functions and the purpose of library, we could divide them into 4 major categories.¹

- a. National Libraries
- b. Academic Libraries
- c. Public Libraries
- d. Special Libraries

The British Council Library and Information Services fall into Special Libraries.

1.1.2 British Council Nepal LIS Services

The British Council Library and Information Services have been providing their most regarded services to their valued members for over 48 years. The main aim of the LIS is to be a portal through which members can access a complete range of UK information, knowledge and learning resources through

¹ Kumar. K. *Library Organization*. New Delhi: Vikas Publishing House, 1987.

LIS services and engaging them on a long term basis through various learning and reader development activities for mutual benefits. These services are mainly focused on the major target groups like students, learners and young professionals of Nepal, and comprise following services:

Information Centre:

This is a part of the reference services, which is open to all members and visitors of the British Council Nepal free of cost. This service consists of two major areas, promotion of the UK education and information about the UK.

Lending Zone:

This is a part of lending services, which is mainly focused on children and adults; it is paid service to members only. It consists of leisure reading resources like fiction, simplified readers (graded readers) books for children or members who are developing their reading habits. The other attraction of the service is the Contemporary UK collection for those who have interest in the UK or want to widen their knowledge about the UK in any aspect.

Learning Zone:

This is also a part of lending services, but the main attraction is the library which holds a widely used collection of learning and learner support resources on computer, social science, economics, law, English language, science, management, accountancy, media, and English literature etc. In addition to this it also includes a collection of multimedia resources for those who want to develop their English language skills and learning skills.

Electronic services:

It provides selective 8 online databases and English language CD-ROMs to be accessed from the library computers for the members only.

British Council's strategy 2010 stated that "Reaching millions more people and serving them better"² through range of media, was a priority. Therefore, it is very important for the British Council Nepal to move towards offering a blend of existing print services and online services. It is also timely and relevant to British Council Nepal to respond to the demand of information services locally and remotely, which is rapidly increasing. On the other hand it is facing a shortage of space problem. In this context electronic services are considered to be the most relevant media, more up-to-date, more comprehensive and easier to use. They can be used by many users at the same time, unlike hard copies.

1.2 Statement of the problem

Rapidly developing Information and communication technology has made it possible to share information and exchange data virtually anywhere in the world. It has become a powerful and effective means of communication tool giving access to electronic resources. Benefiting from this development, now we have a huge amount of electronic resources which are in wide use worldwide. It has changed the way of learning and sharing information among different types of learners and overcomes the geographical barrier. However, on the other hand, users are still depending on the traditional printed information, mainly in developing countries. Generally there are two major reasons, one the lack of viable information technology infrastructure; second the nature of electronic resources themselves, which require new skills and tend to be very expensive compared to books and periodicals. Therefore it is most likely that libraries will continue to offer both print and electronic collections for many years to come.

Electronic resources are regarded as more up-to-date, more comprehensive and easier to search than books and periodicals; they can be used by many users at the same time, unlike hard copies; they are expensive but they take up

² Strategy 2010: our vision for the future. British Council, [WWW] <http://www.britishcouncil.org/home-about-us-strategy-2010.htm> (accessed on 17th Oct 2007).

much less space and so are cheaper to maintain in the long run³. In other words, electronic resources can provide better information than books and periodicals. However, finding valuable and useful information from electronic resources requires adequate information search skills, which is completely different than traditional way of finding print information. Electronic resource users need to learn new skills to be able to perform this job efficiently. Those users often find this is time consuming and frustrating so they return to using traditional methods of retrieving information. Therefore it is crucial that future library plans should accommodate library users and understanding of how library users connect and integrate print and electronic resources in both real and virtual environments to create new and workable research environments.⁴

In reference to the British Council Nepal, it has been offering library and information services since its establishment in 1959, which includes reference service, lending service and learner support. These services were well regarded and widely used by its members and visitors, whether they were young learners, students or adults. Over the period, it has developed a lot to offer up to date resources and state of the art information and communication technology facilities for its members. British Council implemented Nepal's first library automation project in 1998, became the first library with fully library automation facility and started to offer CD-ROMs and Internet services. Since then it has introduced further electronic services.

The current library statistics on the pattern of use of information resources show that electronic services are used less than books and periodicals. The electronic services were ultimately introduced to overcome a shortage of space problem and increased demand of library and information and services from the customers locally and remotely, which has made significant impact on the programme budget as these services are very expensive therefore it has to

³ Tenopir, C. *Use and users of electronic library resources: an overview and analysis of recent research studies*. Washington, D.C.: Council on Library and Information Resources, 2003.

⁴ Tula, G., Nixon, C. and Burmood, J. Comparing information seeking behaviour in real and virtual environments. In: *InfoToday 2002 Collected Presentations, New York, May 14-16, 2002*. Information Today, Inc., 2002.

prove that they are value for money by maximising their use. Similarly, staffs have also put together a lot of time and effort to promote the service and give training on online search skills to its users. Still, it is not hitting its target therefore it has become a problem for the library.

To address the problems expressed above the study focuses on pattern of use of library and information services by identifying users' information seeking behaviour to find out ways of increasing the use of electronic services at British Council Nepal. Particularly this study will be beneficial to the management of British Council Nepal and the Nepalese library professionals.

1.3 Aim and objectives of the study

British Council Nepal has been providing library and information services for decades now but no such study has been carried out particularly to identify the users of library and information services and types of services used for different purposes. So, this study aims to have a better understanding of the pattern of use of library and information services at the British Council Nepal.

For this purpose the study also analyses the information needs of British Council Nepal users to find out its users' information seeking behaviour.

This study is carried out to attain the following objectives:

- To explore the library users pattern of information seeking
- To identify the users of library and information services, and the types of resources being used for different purposes.
- To find out the format (print or electronic) used for information and the reason for that
- To analyse the techniques or search skills used for information retrieval
- To identify the areas of difficulties faced while using different resources
- To recommend measures of increasing the use of electronic resources

1.4 Hypothesis

Following the aim and objectives of the study various hypothesis were generated, which were tested against the results of the survey and interview in the chapter VI.

- British Council library and information services are up to date and met the demand of library users
- Library services are being used by students
- Library users are competent to use the available resources
- Library has adequate promotional plan and the users are well aware of availability of electronic services
- Library users have adequate computer skills to use available resources
- Library staff are confident to support the users to maximise the usages library resources

1.5 Scope and limitations of the study

The study was carried out at the British Council Library and Information Services. The user survey was conducted among the 100 British Council Library users who have visited the library in July and August 2007. The purpose of this survey was to collect qualitative data required for the study. Similarly, the 4 respondents were selected for the follow up interview to gather qualitative data.

As the study was mainly focused on the British Council Library it did not reflect the findings of their libraries. However, it was hoped the results would be relevant to other library who offers similar library and information services in Nepal.

1.6 Significance of the study

It was hoped that the resulting research report will help the management of British Council Nepal to achieve its strategic aims and objectives and thus be able to offer up to date and viable library and information services to its remote users as well as its users based in Kathmandu. This study will also be

useful for the Nepalese library professionals as such study has not been done before in the context of Nepalese libraries.

1.7 Definitions of terms

Print Resources⁵

Material consisting of data and/or computer program(s) encoded for reading and manipulation by a computer, by the use of a peripheral device directly connected to the computer, such as a CD-ROM drive, or remotely via a network, such as the Internet (*AACR2*). The category includes software applications, electronic texts, bibliographic databases, institutional repositories, Web sites, e-books, collections of e-journals, etc. Electronic resources not publicly available free of charge usually require licensing and authentication.

Internet⁵

The high-speed fibre-optic network of networks that uses TCP/IP protocols to interconnect computer networks around the world, enabling users to communicate via e-mail, transfer data and program files via FTP, find information on the World Wide Web, and access remote computer systems such as online catalogues and electronic databases easily and effortlessly, using an innovative technique called packet switching. The Internet began in 1969 as ARPAnet, a project of the U.S. Department of Defence. It now has hundreds of millions of regular users worldwide. Click here to read *A Brief History of the Internet*, courtesy of the Internet Society. The Computer History Museum provides an illustrated chronology of events in the history of the Internet.

World Wide Web⁵

A global network of Internet servers providing access to documents written in a script called Hypertext Mark-up Language (HTML) that allows content to be interlinked, locally and remotely. The "Web" was designed in 1989 by Tim

⁵ Reitz, J.M. *ODLIS-online dictionary for library and information science*. Libraries Unlimited, 2007. [WWW] <http://lu.com/odlis/search.cfm> (accessed on 30 May 2008)

Berners-Lee, working at the CERN high-energy physics lab in Geneva. Mark Andreesson, a student at the University of Illinois, later devised a simple point-and-click system called *Mosaic* that subsequently evolved into the *Netscape* Web browser.

Literature Review⁵

A comprehensive survey of the works published in a particular field of study or line of research, usually over a specific period of time, in the form of an in-depth, critical bibliographic essay or annotated list in which attention is drawn to the most significant works.

Electronic Books⁵

A digital version of a traditional print book designed to be read on a personal computer or an *e-book reader* (a software application for use on a standard-sized computer or a book-sized computer used solely as a reading device). Although the first hypertext novel was published in 1987 (afternoon, A Story by Michael Joyce), electronic books did not capture public attention until the online publication of Stephen King's novella "Riding the Bullet" in March 2000. Within 24 hours, the text had been downloaded by 400,000 computer users. Some libraries offer access to electronic books through the online catalogue.

1.8 Organisation of the study

This study details a research project designed to look at the pattern of use of library and information services at the British Council Nepal by identifying users' information seeking behaviour and to recommend to the management of British Council Nepal the ways of increasing the use of electronic resources.

This thesis is divided into 6 chapters, each of which has significant importance to the nature and flow of the study. The introduction highlights the background of the British Council Nepal as the study was focused on its library and information services and outlined the research problem. The literature review chapter explores similar studies done before on related topics and discusses the findings. The focus of the study is the key to this study as it

discusses the need of the study. Similarly, research methodology chapter discusses the process of collecting relevant quantitative and qualitative data for the study obtained through a set questionnaire survey administered among library members and follow up interviews with a selected number of respondents. The analysis and presentation of findings chapter is the key section of this study as it analyse the findings of the survey and interviews and presented the results in tables. Finally, the conclusion has been drawn in relation to the literature and in line with the results of the study and has made key recommendations.

CHAPTER II

REVIEW OF LITERATURE

2.1 Literature Review

2.1.1 Introduction

The literature review aims to provide better understanding of the research problem as it explores similar studies done before by other researchers. This review mainly focused on use of information resources by identifying the pattern of use and users' information seeking behaviour. It scrutinized the findings and helped to focus on the topic; this made the research more specific and produced meaningful results.

Library collections have always included materials in many formats, and handling a mix of material types ought to be a well-documented and accepted element of library work. Electronic resources are ubiquitous and consulting them has become routine for librarians and users. There are difficulties in achieving a truly integrated collection, yet with out integrating resources in all formats there is duplication of access, duplication of effort, and duplication of expenses.⁶ Further more Audrey discusses the shift in emphasis from print to online resources in library reference work.

In 1983, online systems already had a decade-long history. Although the Internet was not new even in 1993, it was limited to research and military use. The Introduction of the World Wide Web, combined with the opening of the Internet to commercial organizations and virtually all users, increased in use of electronic resources during 1995 to 2002. The arrival and proliferation of electronic resources and digital libraries have a number of significant impacts on the use of print resources and traditional libraries.⁷ This has changed the jobs of many acquisitions and electronic services librarians creating major adjustment in all library functions, including collection management and

⁶ Fenner, A. Introduction: integrating print and digital resources in library collections. *Acquisitions Librarian*, 2006, 18(35/36), pp.1-5.

⁷ Liu. Z. Print vs. electronic resources: a study of user perceptions, preferences, and use. *Information Processing & Management*. 2006, 42(2), pp.583-592.

budgeting⁸. Carol⁹ highlights the fact that librarians in 2003 have many more decisions to make, as online life has got better. Because the web is a model platform, users are demanding online content, linking is widespread, and online resources are the most important part of a library's collections and services. As the Internet has rapidly become one of the most powerful global sources of a wide range of information presenting many possibilities for librarians and information providers to seek information relating to their day-to-day activities, from buying books and serials to teaching information literacy skills.¹⁰

2.1.2 Use of resources (print and online)

Although libraries have put together money and effort for making balanced collection by stocking all types of resources and formats, when it came to its usages, a number of studies showed a specific group of users have used one or the other types of resources to fulfil their information needs.

It was found that among Graduate and Undergraduate students the print resources have always been popular. Ziming¹¹ explores the extent to which graduate students in a metropolitan university setting use print and electronic resources and find out reading preferences and use of print and electronic resources vary among different disciplines however graduate students seem to expect a hybrid of print and electronic resources.

Similarly, Undergraduates across various disciplines do value print books and print journals over electronic ones not only for their depth of treatment, but also because they can be read anywhere – including outside of the library over the course of hours and days caved out of the students own schedule.¹¹

⁸ Hiott, J. and Beasley C. Electronic collection management: completing the cycle – experiences at two libraries. *Acquisitions Librarian*, 2005, 17(33/34), pp.159-179.

⁹ Tenopir, C. Online databases. *Library Journal*, 2003, 128(2), pp.36.

¹⁰ Hundie, K. Library operations and Internet resources. *Electronic Library*, 2003, 21(6), pp.555-564.

¹¹ Dilevko, J. and Gottlieb, L. Print sources in an electronic age: a vital part of the research process for undergraduate students. *Journal of Academic Librarianship*, 2002, 28(6), pp.381.

Therefore, the studies showed as Kloss and Zhang¹² argued that regardless of the setting, print resources still had an important role to play in the provision of reference service.

On the other hand, since the development of Internet and its usages in the library and information works has affected all functions, particularly reference services, it was found that the Internet has contributed positively to reference work and has enhanced their effectiveness and efficiency.¹³ So, users are demanding more online content, linking is widespread, and online resources have become the most important part of a library's collection and services.¹³ And Kebede¹⁴ delineates how libraries can benefit from the use of Internet resources to enhance the quality of their various services, at the same time saving both money and time. The study on the strategic development of library reference collections in Higher Education concluded that the future development of the collection on a model that comprises low levels of printed materials corresponding to high level of electronic materials.¹⁴ Another study done in the Higher Education, the JUSTEIS project, which examined the uptake of electronic information services in the higher education in the UK, found the growing popularity of electronic journal services.¹⁵ It was also found that more and more students are comfortable using electronic reference resources.¹⁶

Libraries and electronic information providers have adopted different types of mechanism to measure the usage of electronic resources. As Monica¹⁷ mentions, ProQuest Information and Learning Co. adopted the new international standard for online usage data covered by the counter code of

¹² Kloss, L. and Zhang, Y. An evaluative case study of a real-time online reference service. *The Electronic Library*, 2003, 21(6), pp.565-575.

¹³ Abdoulaye, K. and Majid, S. Use of the Internet for reference services in Malaysian academic libraries. *Online Information Review*, 2000, 24(5), pp.381-388.

¹⁴ Reid, G. Walton, G and Lund, P. Strategic development of library reference collections in Higher Education: a case study at Loughborough University Library (UK), *Library & Information Research*, 2006, 30(95), pp.10-24.

¹⁵ Urquhart, C. et al. Uptake and use of electronic information services: trends in the UK higher education from the USTEIS project. *Electronic Library and Information Systems*, 2003, 37(3), pp.168-180.

¹⁶ Albanese, A.R. A tale of three libraries, *Library Journal*, 2005, 129, pp.12-14.

¹⁷ Blake, M. ProQuest deploys COUNTER code of practice for online usage reporting. *Electronic Library*, 2004, 22(3), pp.302.

practice in March 2002, which governs the recording and exchange of online usage data and shows the use of online information resources has grown exponentially in recent years.

David et al.¹⁸ concentrate on the users and usage of Blackwell Synergy's 'added-value' functionality employing deep log methods, developed by the authors to provide robust and big picture analyses of digital information consumers and their behaviour. This tells us something about the users' strong engagement or interaction with the digital library by benefiting from or exploiting all its functions.

2.1.3 Resource awareness and preferences

A number of reference and information services are now available on the Web. Many of these services are provided by non-library and commercial organisations, while some are free, others need payment.¹⁹ When it comes to academic reference, students and faculty have chosen, and their choice is digital. The Library Journal/Trendwatch Graphic Arts academic reference survey shows that users prefer the convenience and added features of electronic reference products.²⁰ Similarly, Jela and Jarsoslav²¹ find in their study that library users appreciate easy access and well-organised forms of information, with an emphasis on electronic sources. In their capacity as authors of professional papers, only a few subjects considered print and electronic publishing to be equal.

Electronic books are a new feature on the library landscape, unlike electronic journals, which have been enthusiastically embraced by libraries and their users. A study done at the University of Denver among the scholars in the humanities found a higher level of awareness of e-books than their colleagues

¹⁸ Nicholas, D. et al. Engaging with scholarly digital libraries (publisher platforms): the extent to which 'added-value' functions are used. *Information Processing & Management*, 2006, 42(3), pp.826-842.

¹⁹ Chowdhury, G.G. and Chowdhury, S. *Information sources and searching on the World Wide Web*. London: Library Association Publishing, 2001.

²⁰ Akbabese, A.R. The reference evolution. *Library Journal*, 2005, 129, pp.10-12.

²¹ Steinerova, J. and Susol, J. Library user in human information behaviour. *Online Information Review*, 2005, 29(2), pp.139-156.

across campus.²² Another study done in the UK found a significant proportion of respondents (85 percent) were aware of e-books and technical books and non-fiction publications related to hobbies and interests were among those most popularly used and bought.²³ Similarly, Don found that increased access to electronic journals may result in scientists reading from the broader range of journals spending less time on each individual journal.²⁴

However, Juris and Lisa¹⁵ present information on a study which determined the extent to which undergraduate students in a metropolitan university setting used print sources in their assignments and essays despite availability of electronic online resources.

Horner and Michaud-Oystryk²⁵ investigated the efficiency and success rates of print ready reference versus online ready reference searches in Canadian university libraries and the study found online ready reference more efficient in answering bibliographic questions than traditional sources, while factual questions were answered faster with print sources.

2.1.4 Information seeking behaviour

Adequate knowledge about the information needs of users is imperative for libraries in re-orienting their collection, services and activities to synchronise them with information seeking behaviour of users Bandara²⁶ noted that “if the library is to provide any meaningful information services, the user habits should be taken into consideration”. So, investigation into the information needs and information seeking patterns of individuals would help improve the current information systems and resources for catering to the ever changing needs of their users.

²² Lelvine-clark, M. Electronic books and the humanities: a survey at the University of Denver, *Collection Building*, 2007, 26(1), pp.7-14.

²³ Gunter, B. Electronic books: a survey of users in the UK, *Aslib Proceedings: New Information Prospectives*, 2005, 57(6), pp.513-522.

²⁴ King, D. *Library consortia and electronic journal services*, Oxford: The Ingenta Institute, 2002.

²⁵ Horner, J and Michaud-oystryk, N. The efficiency and success rate of print ready reference vs. online ready reference searches in Canadian university libraries. *The Journal of Academic Librarianship*, 1995, 21(2), pp.97-102.

²⁶ Bandara, S. The problem of managing agricultural research information system: a profile of Jamaica. *IAALD Quarterly Bulletin*, 1993, 38(1), pp.16-21.

As online resources expand in scope and depth, most researchers, whether in the humanities, social sciences, science, or business, begin research online. Important differences between online resources accessible in real and virtual environments challenge users to develop new strategies for finding information, and information-seeking behaviour (ISB) is thus being transformed to accommodate a new research landscape. Findings indicate that the interaction of real and virtual information environments is setting new trends in ISB. Tula, Carol and Jannifer²⁷ conclude that as libraries plan for the future and reconfigure information services to best accommodate users, understanding how users connect and integrate print and digital resources in both real and virtual environments will be crucial to creating new and workable research environments. Angela²⁸ concludes the emergence of more reliable usage statistics through the work of COUNTER now makes it possible for libraries to take a more systematic approach to their analysis and to build up a clearer picture of online behaviour from this statistical base, which will help individual libraries in their decision-making and user support.

The information technology revolution is expected to bring significant changes in information seeking behaviour of users²⁹. Modern technology is also resulting in new services, targeting the specialised and unique information needs of users. Majid and Abazova³⁰ showed a positive relationship between the level of computer literacy and the use of electronic information sources by academics. However, some studies suggest that the use of IT-based sources and facilities by library users was much lower than expected.³¹

In terms of information seeking, today's researcher seems to be comfortable with using a wide variety of sources for information. In Internet search engines, e-print servers, author Web sites, full-text databases, electronic

²⁷ Giannini, T.; Nixon, C. and Burmood, J. Comparing information seeking behaviour in real and virtual environments. *InfoToday*, 2002 Collected Presentations, 2002, pp.21-31.

²⁸ Conyers, A. Usage statistics and online behaviour. *The E-resources management handbook*, 2006, 1, pp.1-11.

²⁹ Kuruppu, D.C. Information needs and information seeking behaviour of users in organisations. *Information Studies*, 199, 5(1), pp.53-66.

³⁰ Majid, S. and Abazova, A.F. Computer literacy and use of electronic information sources by academics. *Asian Libraries*, 1999, 8(4), pp.100-111.

³¹ Curtis, K.L. et al. Information-seeking behaviour of health sciences faculty: the impact of new information technologies, *Bulletin of the Medical Library Association*, 1997, 85(4), pp.402-410.

journal and print resource are all used to some degree by most users. The relative amounts of use and enthusiasm for use vary however today's users are mostly flexible and adaptable.

Carol⁸ concludes in her study that when high-quality electronic collections are made available, people use them. Use of electronic journals increases every year among faculty members, graduate students, and other professionals, higher use of electronic journals is accompanied by a decrease in visits to the physical library. There is some evidence that younger users are more enthusiastic adopters of electronic resources than are older users. On the other hand, an OCLC 2005 report³² confirms that the majority of information seekers are not making much use of the array of electronic resources (online magazines, databases and reference assistance, for example) libraries make available to their communities. Very few respondents use such resources regularly and the majority of respondents are not aware that their libraries have these electronic resources. Most do not use the library Web site where access to electronic resources is made available. Another study carried out at Nanyang Technological University, Singapore among computer engineering undergraduate students to investigate the information needs and information seeking behaviour found that printed materials were the most preferred.

Gender as variable can be productive for better understanding of cognitive and social background of human information processing. The results indicate that men prefer individual information seeking and women apply collaborative information use. By sorting user types it was found out that women tended to manifest a pragmatic way of information use where as men confirmed analytic information processing.³³

³² *Perception of libraries and information resources: a report to the OCLC membership.* Ohio: OCLC Online Computer Library Centre, 2005.

³³ Steinerova, J. and Susol, J. Users information behaviour: a gender perspective. *Information Research*, 2007, 12(3), paper 320. [WWW] <http://InformationR.net/ir/12-3/paper320.html> (accessed on 2 Jan 2008).

2.1.5 Information skills

Recent research on online search behaviour of users re-emphasises the need for user training and assistance in online searching. This is in contrast to the views of Arms³⁴, who proposed that information retrieval tasks can now be successfully performed by end user without the assistance of reference librarians. User training, or information literacy programmes, may be conducted regularly and sophisticated online tutorial programmes using digital video technology may be developed to assist users. So that information retrieval can be considered as a process of successive information seeking episodes.³⁵

In order to utilise 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"³⁶. As Dutton³⁷ suggests, the skills required to maximise 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, Brophy³⁸ states users do not often appreciate the skill required to search these sources stating they are deceptively easy to use. However, Smith and Templeton³⁹ recommended that libraries should allocate more resources for the training of reference staff to become effective Internet users. In addition the libraries should also provide

³⁴ Arms, W.Y. Automated digital libraries: how effectively can computers be used for the skilled tasks of professional librarianship?, D-Lib Magazine, 2000, 6(7/8), available at www.dlib.org/dlib/july00/arms/07arms.html (accessed 12 September 2007)

³⁵ Spink, A. Towards a theoretical framework for information retrieval in an information seeking context. In: WILSON, T.D. and ALLEN, D.K., ed. *Exploring the contexts of information behaviour*. London: Taylor Graham, 1999, pp.21-34.

³⁶ Blandy, S.G. and Libutti, P.O., As the cursor blinks: electronic scholarship and undergraduates in the library. *Library Trends*, 1995, 44(2), pp.279-305.

³⁷ Dutton, B.G. An introduction to end-user searching. In: P.T. BYSOUTH, ed. *End-user searching: the effective gateway to published information*. London: Aslib, 1990, pp.1-18.

³⁸ Brophy, P. Networking in British academic libraries, *British Journal of Academic Librarianship*, 1993, 8(1), pp.49-60.

³⁹ Smith, J.M. and Templeton, E.J. A comparison of the range and value of use of the Internet with traditional reference sources in Scottish public libraries, *Journal of Information Science*, 1999, 25(1), pp.27-33.

guidance in the use of library resources and services to help students meet some of their information needs.⁴⁰

Ebrary's global e-book survey⁴¹ provides indications that e-book collections and the research tools that they provide are not well understood by a significant percentage of faculty and students. Therefore it is another of many indicators that librarians have an increasing responsibility to help their faculty and students better understand the growing complexities of the information sphere and the increasing diversity of research tools available. Knowing when and how to use the e-book collections through their vendor interfaces is as important as knowing how to use the OPAC.

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 with out being fully equipped to cope with information intensive world – the information society – as an end user"

2.2 Conclusion

It can be concluded that a number of significant research studies have been done in terms of use of online resources and information seeking behaviour in the library and information services. Most studies show that use of online resources is increasing among the younger generation, academics, faculty members, graduate students and professionals groups. To the contrary though, some studies show that print resources are still popular compared to online resources. Different groups of people have different patterns for using both books and online resources so it was felt that librarians or library professional should consider end users' information seeking behaviour and develop more effective and efficient user education programme to meet today's information

⁴⁰ Fidzani, B.T. Information needs and information seeking behavior of graduate students at the University of Botswana, *Library Review*, 1998, 25(2), pp.79-86.

⁴¹ Mckiel, A.W. *Ebrary's global ebook survey*, California: Ebrary, 2007.

needs. However, there are limited studies found on the usages of different types of resources e.g. encyclopaedias, dictionaries, and directories etc. therefore, the literature review could not accommodate studies on those areas.

CHAPTER III

FOCUS OF THE STUDY

3.1 Focus of the study

3.1.1 Status of libraries and users in Nepal

Development of libraries in Nepal can be seen in two ways, prior to establishment of democracy in Nepal (before 1951) and post democracy (after 1951). It was established fact that pre-democratic era was not conducive to the widespread establishment of educational facilities for the promotion of access to information. The development of libraries thereafter was also not very encouraging for a long period of history. However, after the restoration of multiparty democratic system in 1990, opening of libraries in the country grew tremendously.⁴² When we look at the background of the library users the study shows more users are from the city areas compared to villages and remote areas, children and students were the primary users followed by adults and women.⁴³ It was notable that the same study shows about 79% of community libraries do provide some sort of reference services.

3.1.2 British Council

In the 1920s and early 1930s, the British Foreign Office realised the need for an organisation responsible for the promotion of British culture, education, science and technology in other countries, along the lines of existing French, German and Italian cultural organisations. This led to the setting up of the 'British Committee for Relations with Other Countries' in 1934. The name was later changed to the 'British Council for Relations with Other Countries, and then shortened to the 'British Council'⁴⁴. The Royal Charter of His Majesty King George VI gave this organisation an independent permanent status for

⁴² Thakur, S.B. and Parson, H. *The status of libraries, information and documentation centre in Nepal*. Kathmandu: Nepal Library Association, 1997.

⁴³ Thakur, S.B and Dangol, J.B. *Status of community libraries in Nepal: a survey report*. Kathmandu: Nepal Library Association, 2003.

⁴⁴ British Council History. [WWW] <http://www2.britishcouncil.org/history/history-when/history-when-1930s-1940s.htm> (accessed on 14th October 2007).

the first time in 1940⁴⁵. The British Council set up its first overseas operations in Egypt and Portugal in 1938, followed by Portugal, Poland and Romania later that year. Currently, the British Council operates in 110 countries and territories worldwide with headquarters in London and Manchester and offices in Northern Ireland, Scotland and Wales⁴⁶.

It was realised that there should be a centre for promoting British culture, education, science and technology in Nepal. As a result, The British Council Nepal was established in Kathmandu, the capital of Himalayan Kingdom, in 1959⁴⁷. The aim of the British Council Nepal is to create a partnership between Britain and Nepal, particularly in information, governance, English language, education and increasingly in the arts. To achieve its aim, it offers wide range of services like Library and Information Services (LIS), English Language Centre, Examination Services and Development Services to its users and partners. (See Appendix C: Picture 1)

3.1.3 British Council Nepal LIS Services

The British Council Library and Information Services have been providing their most regarded services to their valued members for over 48 years. The main aim of the LIS is to be a portal through which members can access a complete range of UK information, knowledge and learning resources through LIS services and engaging them on a long term basis through various learning and reader development activities for mutual benefits. These services are mainly focused on the major target groups like students, learners and young professionals of Nepal, and comprise following services: (See Appendix C: Picture 2 and 3)

Information Centre: This is a part of the reference services, which is open to all members and visitors of the British Council Nepal free of cost. This

⁴⁵ Royal Charter and Coat of Arms. [WWW] <http://www2.britishcouncil.org/history/history-when/history-when-1930s-1940s/history-when-1940stimeline/history-1940-royal-charter.htm> (accessed on 14th October 2007).

⁴⁶ British Council Facts and Figures. [WWW] <http://www.britishcouncil.org/home-about-us-facts-figures.htm> (accessed on 14th October 2007).

⁴⁷ British Council Nepal. [WWW] <http://www.britishcouncil.org/nepal> (accessed on 14th October 2007).

service consists of two major areas, promotion of the UK education and information about the UK.

- UK education services are widely used by young Nepalese who are pursuing their higher education in the UK. This service is regarded a key attraction among the users and offers complete range of educational tools, which include books, directories, prospectuses, CD-ROM databases of UK schools, colleges and universities, online access to the UK colleges and universities.
- Another area of the service is individual and group counselling for students and parents about the UK education system and immigration process and procedure.
- Certificate attestation services for the students who wants to enrol either in the UK colleges or the universities. So that the UK colleges and universities ensures the authentication of the certificate.
- Pre-departure briefing which runs twice in a year August and January for the students who were successful on visa application process, on this half day session students are briefed on various aspect of the UK life, including social life, accommodation, immigration process, about the college or universities, banking, eating places and dos and don'ts. This is very useful session for the students who are visiting the UK.
- UK information services include information about the UK and its various aspects e.g. economy, social, government, tourism and business information for the Nepalese. This service includes resources like directories, year books, encyclopaedias, government publications, statistics and job information. An up to date collection is readily available for users to use.

Lending Zone: This is a part of lending services, which is mainly focused on reading for pleasure to children and adults; it is paid service to members only. It consists of leisure reading resources like fiction, simplified readers (graded readers) books for children (junior fiction) or members who are developing their reading habits. The other attraction of the service is the Contemporary

UK collection for those who have interest in the UK or want to widen their knowledge about the UK in any aspect.

- Fiction resources are available in different genre like drama, suspense, horror, action, tales, spy, science fiction etc. These resources are for loan and a member can borrow for 21 days. This is the mostly used collection in the library.
- Simplified readers or graded readers also available in different genre and as much widely used as fiction resources. These resources can also be borrowed for 21 days.
- Junior fictions are also very popular among library users and resources were divided into 2 major categories, fiction and non fiction which can also be borrowed for 21 days.
- Contemporary UK collection consists of books on different aspects of the UK e.g. government, politics, tourism, socio-economic, statistics, sports, language, literature etc. These books also can be borrowed for 21 days.

Learning Zone: This is also a part of lending services, but the main attraction in the library which holds a focused collection of learning and learner support resources on computer, social science, economics, law, English language, science, management, accountancy, media, and English literature etc. In addition to this it also includes a collection of multimedia resources for those who want to develop their English language skills and learning skills.

- All Learning Zone resources are for short loan these can be borrowed only for 7 days however, IELTS preparation materials can only be borrowed for 3 days.
- As part of this service trained British Council staffs offers different supports like individual or group briefing about the resources and how to use them and also offers presentations and workshops to develop library users' skills to help them learn more effectively and efficiently for example internet search skills and study skills.

Electronic services: It provides selective 9 online databases and English language CD-ROMs to be accessed from the library computers and remotely from home, office or cyber cafes for the members only.

- **E-brary:** it provides hosted information on management and education that features a growing selection of more than 7500 electronic books from more than 200 leading academic and professional publishers. It also provides the content and technology that make the library research experience richer and more productive.
- **Infotrac:** this database has nearly 5 million articles from international journals and newspapers. You have access to around 1000 UK and international newspapers e.g. The Financial Times, Graduation, International Herald Tribune and the New York Times. Topics vary from management, law, health to education, environment, music, etc.
- **Oxford Scholarship Online:** it is a cross searchable library containing the full text of over 1200 Oxford books in the areas of Economics and Finance, Philosophy, Political Science and Religion. Specially-commissioned abstracts and keywords are available at book and chapter level, and up to 200 new and recently-published books are added each year.
- **Ashridge:** it includes career material, in-house academic publications and a link to a full text article database containing 200 top business and management journals, summaries and reports from the Ashridge Centre for Business and Society, and computer software guides on Microsoft Word, Excel and PowerPoint.
- **Encyclopaedia Britannica:** this is the world's most famous and authoritative source of information. The invaluable reference tool includes the complete encyclopaedia, dictionary, thesaurus, student encyclopaedia, multi media and Internet guide. User can also use this to search an Internet directory that includes more than 300,000 links to websites selected, rated and reviewed by Britannica editors and updated daily.

- Oxford Reference Online: this brings together 100 language and subject dictionaries and reference resources offering coverage of everything from General Reference, Language and Quotations to Science and Medicine and from Humanities and Social Sciences to Business and Professional.
- Oxford English Dictionary: this is an unsurpassed guide to the meaning, history and pronunciation of over half a million words, both present and past. It traces the usage of words through 2.5 million quotations from a wide range of international English language sources.
- Grove Art Online: offering unrivalled breadth and depth of content, a wide range of search options, and extensive links to images from galleries and museums around the world, Grove Art Online is the unsurpassed authority on all aspects of art from prehistory to the present day.
- Grove Music Online: this invaluable research tool combines the full text of the acclaimed 29-volume print edition with the added benefit of sophisticated search capabilities, one-click cross-referencing, and an ever increasing network of web links to musical sites around the world.
- Oxford Dictionary of National Biography: explore the lives of over 55,000 people worldwide who have shaped the British past over the last 2,400 years – over 50,000 biographies, 60 million words, and 10,000 portrait illustrations – now available online, and in a 60-volume print edition.

British Council's strategy 2010 stated that "Reaching millions more people and serving them better"⁴⁸ through range of media, was a priority. Therefore, it is very important for the British Council Nepal to move towards offering a blend of existing print services and online services. It is also timely and relevant to British Council Nepal to respond to the demand of information

⁴⁸ Strategy 2010: our vision for the future. British Council, [WWW] <http://www.britishcouncil.org/home-about-us-strategy-2010.htm> (accessed on 17th Oct 2007).

services locally and remotely, which is rapidly increasing. On the other hand it is facing a shortage of space problem. In this context electronic services are considered to be the most relevant media, more up-to-date, more comprehensive and easier to use. They can be used by many users at the same time, unlike hard copies.

Library Automation: British Council Nepal started its library automation project in 1997 with the software called “Alice”. Alice is one of the most popular library systems in the world, being well established in educational, charity, corporate and special libraries in approx 90 countries worldwide. It is multilingual, functionally rich and available as a comprehensive set of modules. Alice is under constant development, with new facilities being released on a regular basis. Users normally purchase a core system, comprising Management, Circulation and Inquiry modules, and then choose additional modules depending on their specific need. (See Appendix C: Picture 4)

The project was completed in 1998 and became the first fully automated library in Nepal.

CHAPTER IV

RESEARCH METHODOLOGY

Research methodology

As stated in the aim of the research, the study is mainly focused on the users of the British Council Library and Information Services, who are the British Council's core users; therefore it used different ways to capture users' experience of using library and information resources both print and online. This also looked at the pattern of uses and their purposes.

Initially, to have a better understanding of the research problem, the topic was discussed with the thesis supervisor and later a literature search was carried out to find out previous relevant research done on the topic.

A survey questionnaire and follow up interviews with a selected number of people, who have better knowledge and experience of using library and information services, were used to gather relevant quantitative and qualitative data required for the study.

Returned data were carefully managed and analysed to draw a conclusion of the study and make recommendations.

4.1.1 Literature search

The study is primarily focused on the study of different services including books, periodicals and online resources, especially its comparative study carried out in various libraries and information centre. As the study is based in the British Council Nepal library, researcher tried to acquire information from countries that has similar ICT development and cultural system. Considering the nature of the subject, it was really hard to find more information on books, therefore the research had to be based on the information available on journal articles and web based resources.

The first source of information was the British Council library itself. Secondly the researcher used the Tribhuvan University Central Library

(TUCL) catalogue then other library catalogues, which produced very limited relevant resources.

After that the search was done in various online resources including Emerald, Library Literature Online, E-brary, Infotrac and various websites maintained for library and information specialised resources. This produced number of relevant resources, which were used in the study.

4.1.2 User survey

A user survey was carried out among the current members of British Council Library and Information Services during July and August 2007. With the help of library staff a set questionnaire was distributed to 100 members to gather data about their information seeking habits, their preferences, their information search skills and current information sources.

The first part of the survey contained the questions about demographic background of the respondent like gender, age, qualification and profession and area of study etc. The second part contained the questions about different types of resources they use and for what purposes, whereas the third part contained the questions about their preferences for information sources including types. The later part contained the questions about the usages of Internet and their internet search skills. The final part gathered information about their views on how to improve its usage to meet their information needs. At the end of the questionnaire, a personal contact detail was made optional as this would help the researcher to carry out interviews for additional information or clarification required.

Most of the questions were presented as multiple choice questions with 4 or 5 options to choose from; those options were made more relevant and practical; if the option is not relevant there was a provision to present their own choice. The questionnaire also included some open questions to gather some clarifications on their choices.

The ultimate aim of the survey was to gather users' views and opinions on the use of different information resources made available from the British Council Library and Information Services.

4.1.3 Follow up Interview

Among the 70 respondents 4 were chosen for the follow up interview. In choosing for the follow up interview experiences, knowledge of the topic and their willingness were considered as deciding factor. It was found that the follow up interviews were an excellent opportunity to understand different perspectives on use of information resources and their preferences. It also gave the researcher the opportunity to clarify survey questionnaires and understand their opinions and views on them.

The interviews were conducted at the British Council as per the respondents choice and divided into 3 segments. Initially, respondents were asked about their habits of information search and their first preferences on types of resources. Secondly, they were asked about their experience of using existing information resources both print and online and explored why they use them more than others. Finally, they were asked about current difficulties in using those resources and ways to maximise their usages.

The results were very encouraging as it helped a lot to validate and understand the responses made during the user survey.

4.1.4 Reflection

On reflection it was felt that the different ways of data collection tools were used appropriately to gather adequate quantitative and qualitative data for the study; however a number of constraints like time and availability of resources made the research limited.

Discussion with the supervisor and literature search helped the researcher to gain a better understanding of the topic. This ultimately helped to plan and carry out the study in helpful manner.

It was felt that writing a questionnaire and organising them was a challenging job it took a lot of time and consultation with the supervisor and colleagues. Once the draft questionnaire was set, it was piloted among the staff of the British Council Library and incorporated all the feedback received in the final questionnaire.

The user survey and follow up interviews proved to be very useful ways of gathering data and gaining in depth knowledge on users' opinions and views on the research problem. Overall the methodology used for the study proved to be balanced and effective for gathering relevant data for the study.

CHAPTER V

ANALYSIS AND PRESENTAION OF FINDINGS

5.1 Analysis of the surveys

Out of the 100 respondents approached for the survey, the questionnaires from only 70 were finally considered for data analysis owing to the non responses and invalid questionnaires. This led to the 70% response rate.

The main aim of the questionnaire was to collect quantitative data on library members with reference to demographic information, experience of using information resources before joining the British Council Library, types of information resources used for fulfilling their information needs, accessing skills and difficulties they face while using different types of information resources. Finally the questionnaire seeks users' opinions on improving provisions for different information resources of British Council in future.

The survey and follow up interview analysis has been grouped in 4 major sections 5.1.1 covers demographic information of the respondents. In 5.2 includes resource usage experience before they joined the British Council and 5.3 includes resource usage experience while at the British Council. Finally 5.4 highlight the opinion of respondents about how to improve available services in the future.

5.1.1 Demographic information

The data collected within this section related to gender profile, age group and qualifications of the respondents.

Table 1: Distribution of Respondents by Gender

	Frequency	Percent	Valid Percent
Male	52	74.3	74.3
Female	18	25.7	25.7
Total	70	100.0	100.0

Table 1 shows the number of respondent by gender and its valid percentage. In the randomly selected samples for the survey, the respondents'

demographic profile was 74.3% male and 25.7% female. This match closely with the trend of population as among the total users of British Council Library and Information Services in Nepal 70% are male and 30% are female.

Table 2: Age Group of Respondents by Qualification

		Qualification				Total
		School	Undergraduate	Postgraduate	Doctoral	
Age Group	16 - 25 Years	2	34	6	0	42
	25 - 35 Years	0	2	16	0	18
	Above 35 Years	0	1	7	1	9
Total		2	37	29	1	69

Table 2 illustrates the variation of age groups and their qualifications, which suggests that the highest number of respondent are of age group is 16-25 years (42) followed by age group of 25-35 years (18). It also shows that the majority of the respondents are undergraduate students (37) followed by postgraduate students (29). It was remarkable that there is very limited participation from School level (2) and users of higher education like PhD level (1). This could indicate that the provided services are being used by majority of undergraduate and postgraduate members. It does not indicate that this group is the most appreciative of the services, since they were motivated to complete the questionnaire.

The data about respondents study areas and their professions were considered to be important data for the study. The table below shows the reference services are provided by the library are predominantly used by the students and the teachers.

Table 3: Area of Study and Professions of respondents

			Professional											Total	
			Student	Officer	Engineer	Teacher	Librarian	Researcher	Lawyer	Business	Nursing	Video Editor	Computer Programmer		
Area of Study	Computer	% Study Area		50		50									100
		% Professional		33		14									3
	Management	% Study Area	79	5		5			5		5				100
		% Professional	43	33		14			100		100				33
	Literature	% Study Area	100												100
		% Professional	3												2
	Science	% Study Area	90			10									100
		% Professional	26			14									17
	Engineering	% Study Area	60		20	20									100
		% Professional	9		33	14									9
	English	% Study Area	33		17	17	8					8	8	8	100
		% Professional	11		67	29	100				100	100	100	100	21
	Education	% Study Area	50			50									100
		% Professional	3			14									3
	Law	% Study Area								100					100
		% Professional								100					7
	Environment	% Study Area		100											100
		% Professional		33											2
	Communication	% Study Area	100												100
		% Professional	3												2
Nursing	% Study Area	100												100	
	% Professional	3												2	
Total	% Study Area	60	5	5	12	2	2	7	2	2	2	2	2	100	
	% Professional	100	100	100	100	100	100	100	100	100	100	100	100	100	

Table 3 shows the percentage of respondent in different are of study by their professions. The survey showed that among the respondents, students (60%) and teachers (12%) were found to be the highest users of the library reference services. Management (33%), English language (21%) and Science (17%) were the most consulted areas of study in the library. It was remarkable that students and teachers were the two largest user segment of most of the areas of study but a higher trend in Management (43%) followed by English (33%) and science (26%) by the students. Specialized areas like law was only consulted by lawyers. This result suggests that it would be valuable to develop the collection more generously in the most popular reference subjects.

5.2 Resource Usage before British Council Membership

The respondent's previous information seeking practices or their pattern of resource usage is a key to study their current practice of library and information seeking. This also provides basic information to estimate the impact of access to the British Council services.

5.2.1 Other Library Usages

This section seeks to find the length of library membership and their habit of using other libraries.

Table 4: Length of Library Members and Library Usages by respondents

		Other Library Usages				Total	
		Always	Often	Sometimes	Never	Row %	Col %
		Row %	Row %	Row %	Row %		
Length of Library Membership	More than 3 years	12.5%	25.0%	37.5%	25.0%	100.0%	15.1%
	2-3 years	25.0%	12.5%	25.0%	37.5%	100.0%	15.1%
	1-2 years	.0%	18.2%	36.4%	45.5%	100.0%	20.8%
	Less than a year	.0%	19.2%	57.7%	23.1%	100.0%	49.1%
Total		5.7%	18.9%	45.3%	30.2%	100.0%	100.0%

Table 4 shows the percentage of length of library members and their other library usages, 49.1% of respondents were found to be the new members, who joined the British Council Library and Information Services less than a year ago followed by another category who joined the library 1-2 years (20.8%) ago. Among 69.8% of the library members, 45.3% sometimes, 18.9% often and only 5.7% always use libraries other than British Council to fulfil their information needs. This could suggest that the British Council collection is not meeting the needs of some of its users. It might be useful to discover more about this aspect.

This result also showed the similar trend in the professional groups using the library (Table 3).

Table 5: Professional Groups by Gender and Other Library Usages

		Gender									
		Male					Female				
		Other Library Usage					Other Library Usage				
		Always	Often	Sometimes	Never	Total	Always	Often	Sometimes	Never	Total
		%	%	%	%	%	%	%	%	%	%
Professional	Student	1.43	5.71	7.14	10.00	24.28	0.00	4.29	8.57	4.29	17.15
	Teacher	0.00	1.43	7.14	0.00	8.57	0.00	0.00	1.43	1.43	2.86
	Officer	0.00	0.00	0.00	2.86	2.86	0.00	0.00	0.00	1.43	1.43
	Lawyer	0.00	1.43	2.86	0.00	4.29	0.00	0.00	0.00	0.00	0.00
	Engineer	0.00	0.00	0.00	1.43	1.43	0.00	0.00	0.00	0.00	0.00
	Librarian	0.00	0.00	0.00	1.43	1.43	0.00	0.00	0.00	0.00	0.00
	Researcher	0.00	0.00	1.43	0.00	1.43	0.00	0.00	0.00	0.00	0.00
	Business	1.43	0.00	0.00	0.00	1.43	0.00	0.00	0.00	0.00	0.00
	Nursing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.43	0.00	1.43
	Computer Programmer	0.00	0.00	1.43	0.00	1.43	0.00	0.00	0.00	0.00	0.00

Table 5 shows the percentage of professional group for male and female who usages other libraries for reference information, among the male and female respondent students (male 24.28% and female 17.15%) and teachers (male 8.57% and female 2.86%) are the most prominent groups of people, using other libraries. Very nominal percentage of male (1.43) and nil percentage of female always use the other libraries.

5.2.2 Purpose of Information Seeking

There are always reasons behind any kind of information seeking, depending need. The study here shows the percentage of male and female respondent using the British Council Nepal reference services.

Table 6: Purpose of Reference Information Seeking among Male and Female

		Purpose of Reference Information Seeking								
		School Assignment	College/ University Assignment	Preparation for exam	Research	Business/ Work purposes	Articles	Leisure	Others	Total
Gender	Male	2	19	25	16	8	11	11	3	95
	Female	1	5	14	5	1	2	3	0	31
Total		3	24	39	21	9	13	14	3	126
%		2%	19%	31%	17%	7%	10%	11%	2%	100%

Table 6 shows number and percentage of purpose of reference information seeking among male and female, the survey revealed that 31% of respondents seek for reference information for the preparation for exam followed by college or university assignment (19%) and research (17%). It was found that this trend is similar among both male and female respondents.

5.2.3 Places of Information Seeking

The study also tried to find out the different professional groups and their sources of reference information. The table below used mean, a ranking on a scale of 1 – 4 (where 1st is Always and 4 is the Never used) of different sources of reference information used by the professional groups.

Table 7: Professionals by Sources of Reference Information

Professional	Bookshops	Libraries	Information Centre	Website/Internet	British Council Library
Student	2.77	1.94	2.83	2.11	1.79
Officer	2.67	2.00	2.67	2.00	2.33
Engineer	2.00	2.00	3.00	2.00	2.00
Teacher	2.25	1.86	2.80	1.88	1.89
Librarian	3.00	1.00	3.00	1.00	1.00
Researcher	3.00	2.00	3.00	2.00	2.00
Lawyer	2.50	1.33	2.50	1.25	1.75
Business	2.00	2.00		2.00	2.00
Nursing					3.00
Video Editor	3.00	2.00	2.00	3.00	1.00
Computer Programmer	3.00	2.00	2.00	1.00	1.00
Total	2.66	1.89	2.78	1.98	1.82

Table 7 shows mean of professional groups using different sources of reference information, majority of the respondents always used the British Council Library (1.82) as their 1st place for seeking reference information followed by other libraries (1.89), website/Internet (1.98), bookshops (2.66) and other information centre (2.78). Similarly, the students preferred the British Council Library (1.79) as their first source of reference information followed by other libraries (1.94) and website or Internet (2.11). Among the teachers it was bit different that they used other library (1.86) as their first source of reference information followed by website or Internet (1.88) and British Council Library (1.89). It might be useful to find out what resources the British Council's collection is thought to lack for this group.

5.3 Resource Usage while at British Council

This is the core area of the study where it aims to find out resource usages pattern and respondents' preferred types of information sources. Here the study focuses on the types of information resources used by the respondents, how they find out available sources of information, the ease to access and the difficulties respondents face while using British Council services.

5.3.1 Resources Usage

The study revealed very important facts about the usage of different British Council resources. The table below used mean, a ranking on a scale of 1 – 4 (where 1st is Always and 4 is the Never used) of different sources of information used by the professional groups.

Table 8: Professional Groups and Usage of Resources

Professional	Print Resources				Computer Resources				Online Resources								
	Books	Journals	Newspapers	Reference	CD-ROMs	DVDs	Audio	Video	E-brary	Oxford Scholarship Online	Infotrac	Ashridge	Britannica	Grove Art Online	Grove Music Online	Oxford English Dictionary	Oxford Reference Self
Student	1.4	2.9	2.7	2.2	2.7	3.1	2.5	3.0	2.9	3.2	3.2	3.3	3.2	3.6	3.5	2.5	2.
Officer	2.0	2.7	3.0	2.7	2.3	2.5	2.0	2.5	3.0	3.7	3.7	3.7	3.3	4.0	4.0	3.0	3.
Engineer	1.0	3.5	3.0	2.5	2.5	3.5	2.0	3.5	3.5	3.7	3.5	4.0	3.5	4.0	4.0	2.7	3.
Teacher	1.2	2.4	2.9	2.1	2.0	2.8	2.5	2.7	2.9	3.5	3.0	3.0	3.4	3.9	3.7	2.3	3.
Librarian	1.0	3.0	3.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	2.
Researcher	1.0	2.0	1.0	3.0	4.0	4.0	4.0	4.0	2.0	3.0	2.0	4.0	3.0	4.0	4.0	1.0	2.
Lawyer	1.7	2.0	2.0	3.0	3.5	4.0	3.0	4.0	3.5	4.0	4.0	0.0	2.5	4.0	4.0	1.5	3.
Business	1.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.
Nursing	3.0	0.0	0.0	3.0	0.0	0.0	4.0	4.0	0.0	0.0	4.0	4.0	4.0	4.0	4.0	4.0	4.
Video Editor	4.0	3.0	2.0	0.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	0.0	0.0	0.0	0.0	1.0	0.
Computer Programmer	1.0	3.0	3.0	2.0	1.0	4.0	1.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.
Total	1.4	2.8	2.7	2.3	2.6	3.1	2.5	3.0	2.9	3.3	3.2	3.3	3.2	3.7	3.6	2.5	3.
Average	2.3				2.8				3.2								

Table 8 shows mean of professional groups using various British Council information sources, among the print resources that most respondents chose, books (1.4) was rated highest as their always used reference source followed by references (2.3), newspapers (2.7) and journals (2.8). Among computer aided resources they choose audio (2.5) as the always used reference source followed by CD-ROMs (2.6), video (3.0) and DVDs (3.1). Similarly, among online resources Oxford English Dictionary (2.5) is the most preferred reference source followed by e-brary (2.9), Oxford Reference Self (3.0), Britannica (3.2), Infotrac (3.2), Oxford Scholarship Online (3.3), Ashridge (3.3), Grove Music Online (3.6) and Grove Art Online (3.7). In the overall ranking print resources (2.3) stands in the 1st position followed by Computer aided (2.8) and online resources (3.2).

5.3.2 Types of Resource Usage

The study also attempted to find out the different types of resources the respondents use in the British Council Library. The table below uses mean, a ranking on a scale of 1 – 4 (where 1st is the most preferred and 4 is the least preferred) of different types of reference resources used by the professional groups.

Table 9: Professional Groups and Types of Resources Usage

Professional		Audio/Visual Materials	Books	Dictionaries	Directories	E-books	Encyclopaedias	Journals	Newspapers	Online Databases	Website	Yearbooks
Student	Mean	1.97	1.47	2.19	2.90	2.34	2.21	2.38	2.24	2.27	1.81	3.09
Officer	Mean	1.33	2.00	1.67	3.67	2.33	1.33	2.00	2.33	1.00	1.00	3.67
Engineer	Mean	1.00	1.00	1.33	3.00	2.33	2.67	3.33	3.00	2.67	1.67	3.67
Teacher	Mean	2.11	1.13	2.25	3.14	2.25	2.57	2.67	3.14	2.83	2.22	2.83
Librarian	Mean	2.00	1.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00	1.00	3.00
Researcher	Mean	3.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	3.00	1.00	1.00
Lawyer	Mean	4.00	1.00	1.00	2.50	2.50	3.00	1.50	1.00	1.50	2.00	2.50
Business	Mean		1.00							2.00	3.00	
Nursing	Mean	1.00	2.00									
Video Editor	Mean	1.00	1.00	2.00	4.00	2.00	3.00		2.00	3.00	1.00	2.00
Computer Programmer	Mean	1.00	1.00	2.00	3.00	3.00	4.00	2.00	3.00	1.00	1.00	4.00
Total	Mean	1.95	1.38	2.02	2.94	2.31	2.30	2.40	2.37	2.22	1.79	3.06
	N	56	60	52	48	49	53	52	51	49	58	50

Table 9 shows mean and number of professional groups using different types of resources. It was found that the most used types of information resource were the books (1.38), website (1.79) and audio visual materials (1.95) among the majority of the professionals. The result also indicated that except Business, Nursing and Video Editor, rest of other professional groups used all types of reference resources. It was notable that the students and teachers were the most prominent group of users using diverse types of resources.

5.3.3 Help Finding Resources

We know from previous findings that most of respondents preferred printed resources of books in the blend of different types. Here the study tried to find out what helps the respondent use to find the resources in the library.

Table 10: Ways of Finding Resources by respondents

		Responses		Percent of Cases
		N	Percent	
Ways of finding resources	Colleagues/other members	30	18.9%	43.5%
	British Council teachers	12	7.5%	17.4%
	Library website	21	13.2%	30.4%
	Library printed brochure	19	11.9%	27.5%
	Library staff	41	25.8%	59.4%
	Library orientation	11	6.9%	15.9%
	Library catalogue	18	11.3%	26.1%
	Not sure	5	3.1%	7.2%
	Others	2	1.3%	2.9%
Total		159	100.0%	230.4%

Table 10 shows number and percentage of ways of finding available resources in the British Council Library. The result shows that 25.8% respondents find the available sources in the library by asking library staff where as 18.9% finds asking colleagues or other library members followed by 13.2% Library website, 11.9% library printed brochure and 11.3% library catalogue. It shows the majority of the respondents are willing to establish direct contact with the library staff and their colleagues to find the available resources rather than using other means e.g. website, brochure and catalogue. The result also suggests that clearer signage and better finding aids might be an area of improvement, allowing staff to spend more time helping users to choose the best source for them, rather than simply to find where things are.

5.3.4 Helps to Use the Different Resources

In this part the research tried to look at the different factors which helped the respondent to use the different available resources for example print resources, computer aided resources and online books, journals and reference resources.

Table 11: Sources of Help in Deciding Which Print Resources to Use

		Responses		% Cases
		N	Percent	
Help using print resources	Recommendations of colleagues/other member	27	25.7%	50.0%
	Recommendations of Library staff	8	7.6%	14.8%
	Recommendations of BC teachers	7	6.7%	13.0%
	Library orientations or online presentation	10	9.5%	18.5%
	Library website (online page)	10	9.5%	18.5%
	Library catalogue	12	11.4%	22.2%
	Library printed brochures	12	11.4%	22.2%
	Based on the name of the resource	11	10.5%	20.4%
	Not sure	8	7.6%	14.8%
Total		105	100.0%	194.4%

Table 11 shows the number and percentage of sources of help in deciding which print resources to use. The result showed 25.7% respondents used print resources on the recommendations of colleagues or other members and 11.4% respondents used the print resources with the help of library catalogue and printed brochures. Very limited numbers of respondents (6.7%) used British council teachers to use the printed resources and few asked the library staff for guidance. This suggests that it could be helpful to develop the expertise of the library staff to make recommendations, and to involve British Council teachers more in producing guides to recommended sources.

Table 12: Sources of Help in Deciding which Computer Aided Resources to Use

		Responses		% Cases
		N	Percent	
Help using computer resources	Recommendations of colleagues/other member	17	17.9%	30.4%
	Recommendations of Library staff	26	27.4%	46.4%
	Recommendations of BC teachers	13	13.7%	23.2%
	Library orientations or online presentation	12	12.6%	21.4%
	Library website (online page)	5	5.3%	8.9%
	Library catalogue	6	6.3%	10.7%
	Library printed brochures	5	5.3%	8.9%
	Based on the name of the resource	7	7.4%	12.5%
	Not sure	4	4.2%	7.1%
Total		95	100.0%	169.6%

Table 12 shows the number and percentage of sources of help in deciding which computer aided resources to use, 27.4% of respondents use computer aided resources with recommendations of library staff and 17.9% uses them with recommendations of colleagues or other members.

Table 13: Sources of Help in Deciding Which Online Resources to Use

	Books Responses		Journals Responses		Reference Responses	
	N	Percent	N	Percent	N	Percent
Recommendations of colleagues/other member	12	13.04	12	14.81	8	13.11
Recommendations of Library staff	14	15.22	10	12.35	7	11.48
Recommendations of BC teachers	10	10.87	12	14.81	8	13.11
Library orientations or online presentation	12	13.04	12	14.81	5	8.20
Library website (online page)	14	15.22	12	14.81	8	13.11
Library catalogue	8	8.70	7	8.64	6	9.84
Library printed brochures	9	9.78	5	6.17	5	8.20
Based on the name of the resource	6	6.52	6	7.41	4	6.56
Not sure	7	7.61	5	6.17	10	16.39
	92	100	81	100	61	100

Table 13 shows the number and percentage of sources of help in deciding which online reference resources to use. The study looked at online reference resources from 3 different perspectives, viz., books, journals and other reference resources. 15.2% online books were used by the respondents with recommendations of library staff and library website where as 13% used with recommendations by colleagues or other library members. 14.81 % respondents used online journals in recommendations of colleague or other library members, recommendations of British Council teachers, library orientation and library website. 12.35% used with recommendations of library staff. Similarly, 13.11% respondents used other online reference resources with recommendations of colleagues or other library members, British Council teachers and library website. 11.48% used with recommendations of library staff. However 16.39% respondents were not aware of the factors which helped them to choose online reference resources.

5.3.5 Access to Resources

Respondents were asked about how they access to the resources they want to use in the library, to find the usages of different information tools.

Table 14: Sources of Help Used to Access to Library Resources

		Responses		Percent of Cases
		N	Percent	
Access to Resources	Search the library catalogue	43	36.8%	62.3%
	Library printed guides	22	18.8%	31.9%
	Library website	30	25.6%	43.5%
	Bookmark/favourite	19	16.2%	27.5%
	Others	3	2.6%	4.3%
Total		117	100.0%	169.6%

Table 14 shows the number and percentage of sources of help used to access to library reference resources. The survey indicated that the 36.8% of the respondents searched the library catalogue to find the useful resources, 25.6% accessed the resources by finding them on the library website and only 2.6% respondents used other information tools to access the resources in the library. The fact that twice as many used the catalogue rather than library printed guides reinforces the earlier indication that more and better library finding guides would help many users to find useful resources.

5.3.6 Difficulties in Finding Resources

The study tried to access the level of difficulty in finding different types of resources.

Table 15: Ease of Finding Different information Materials

	Print Resources	Computer Aided Resources	Online Resources
	%	%	%
Very easy	16.92	19.70	25.81
Easy	47.69	40.91	27.42
Not so easy	29.23	36.36	32.26
Not easy at all	6.15	3.03	14.52
Total	100	100	100

Table 15 shows the percentage of ease of finding different information materials. The study revealed that from among the total respondent, 47.69% found it easy to locate print resources where as 40.91% said it was easy to find through computer aided resources in the library. But 32.26% respondent said it was not so easy to find the online resources in the library. The result indicated that it is difficult to find online resources in comparison to print and computer aided resources. This suggests that user guides should focus first on the online resources.

5.3.7 Difficulties Using Different Resources

Finally the study aimed to find out various difficulties respondents faced while using print, computer aided and online reference resources in the library.

Table 16: Difficulties Using Print Reference by Respondents

		Responses		Percent of Cases
		N	Percent	
Difficulties using print resources	Access instructions are not clear	17	11.4%	25.8%
	Available resources are not relevant	19	12.8%	28.8%
	Resources are damaged	17	11.4%	25.8%
	Stock arrangement in the library is not	14	9.4%	21.2%
	Library catalogue is not user friendly	11	7.4%	16.7%
	Can't find any study guides	23	15.4%	34.8%
	Not enough resources	36	24.2%	54.5%
	None	7	4.7%	10.6%
	Others	5	3.4%	7.6%
Total		149	100.0%	225.8%

Table 16 shows the percentage of difficulties using print resources. Among the respondent surveyed 24.2% reported that there were not enough resources so that they couldn't access relevant print resources, 15.4% reported that couldn't find the study guides which helps to access print resources. Similarly 12.8% felt that the available resources were not relevant. These are clear indications of areas for improvement, both in the development of the collection and in reviewing the available study guides. Asking users for suggestions might help to prioritise the production of better study guides.

Table 17: Difficulties Using Computer Aided Resources by Respondents

		Responses		Percent of Cases
		N	Percent	
Difficulties using computer resources	Access instructions are not clear	19	21.3%	30.2%
	Can't find any access instructions	13	14.6%	20.6%
	Not enough time allocated for use	32	36.0%	50.8%
	Resources are damaged	9	10.1%	14.3%
	None	13	14.6%	20.6%
	Others	3	3.4%	4.8%
Total		89	100.0%	141.3%

Table 17 shows the percentage of difficulties using computer aided resources. Among the respondents surveyed, 36.0% said there was not enough time allocated to use the computer aided resources and 21.3% said that the access instructions were not clear followed by 14.6% who said they couldn't find any access instructions. The result suggests that the current time allocation one hour per day needs to be reviewed and improvement of the access instructions will also need to be considered.

Table 18: Difficulties Using Online Resources by Respondents

		Responses		Percent of Cases
		N	Percent	
Difficulties using online resources	Access instructions are not clear	12	11.8%	19.0%
	Can't find any access instructions	11	10.8%	17.5%
	Being logged off/timed out during a session	22	21.6%	34.9%
	Password problem	17	16.7%	27.0%
	Search screen are too confusing	13	12.7%	20.6%
	Connection speed	15	14.7%	23.8%
	None	11	10.8%	17.5%
	Others	1	1.0%	1.6%
Total		102	100.0%	161.9%

Table 18 shows the percentage of difficulties using online resources. Among the respondent surveyed 21.6% said being logged off or timed out during a session was a major difficulty accessing online resources followed by 16.7% having password problem and 14.7% finding connection speed causing

difficulty in using online resources. This is a known problem which will be discussed with the IT department to see what improvement can be made.

5.4 Online Resources and Search Skills

In this part of the study it was tried to explore the accessibility of online resources, their confidence level using them and searching for the required information using various search skills.

5.4.1 Locations & Frequencies of Accessing Online Resources

The study tried to find out the potential places and frequencies of accessing British Council reference resources.

Table 19: Locations and Frequency of Accessing Online Resources

			Accessing Online Resources				Total
			Once a week	2 or 3 days a week	4 to 6 days a week	Everyday	
Places to access online	Home	% of Total	4.5%	18.2%	6.1%	4.5%	33.3%
	Work/Office	% of Total	1.5%	1.5%	3.0%	3.0%	9.1%
	Cyber	% of Total	13.6%	13.6%	4.5%	3.0%	34.8%
	British Council	% of Total	7.6%	16.7%	12.1%	3.0%	39.4%
Total Count			17	27	13	9	66
% of Total			25.8%	40.9%	19.7%	13.6%	100.0%

Table 19 shows the percentages of access place and frequencies. The result showed that the majority of the respondents (39.4%) use the British Council Library for accessing online resources followed by Cyber (34.8%) and home (33.3). It was notable that very few 9.1% respondents use online resources from their work or office.

It was found that the majority of the respondents (40.9%) access the online resources 2 to 3 times in a week, where as 25.8% respondents access once a week and 19.7% access 4 to 6 times in a week. It was remarkable that only 13.6% of the respondents access the online resources daily. This suggests that number of access points should be increased within the British Council Library.

5.4.2 Confidence Level Using Online Resources

The study explored different levels of confidence using various online resources like databases, Internet, audio visual and library catalogue.

Table 20: Level of Confidence Using Online Resources by Professionals

		Professional												
		Student	Officer	Manager	Engineer	Teacher	Librarian	Researcher	Lawyer	Business	Nursing	Video Editor	Computer Programmer	
		%	%	%	%	%	%	%	%	%	%	%	%	
Confidence Level Using Databases	High Confidence	5.7	1.4	0.0	1.4	1.4	1.4	0.0	0.0	0.0	0.0	0.0	0.0	
	Confidence	17.1	1.4	0.0	2.9	1.4	0.0	1.4	2.9	1.4	0.0	0.0	1.4	
	Fine	21.4	0.0	0.0	0.0	5.7	0.0	0.0	0.0	0.0	0.0	1.4	0.0	
	Not Confident	2.9	0.0	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Confidence Level Using Internet	High Confidence	28.6	2.9	0.0	0.0	5.7	1.4	1.4	4.3	1.4	0.0	0.0	0.0	
	Confidence	12.9	1.4	0.0	1.4	5.7	0.0	0.0	0.0	0.0	0.0	1.4	1.4	
	Fine	4.3	0.0	0.0	1.4	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	Not Confident	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Confidence Level Using Audio Visual	High Confidence	14.3	1.4	0.0	2.9	2.9	1.4	0.0	0.0	0.0	0.0	1.4	0.0	
	Confidence	12.9	2.9	0.0	0.0	2.9	0.0	0.0	1.4	0.0	0.0	0.0	0.0	
	Fine	11.4	0.0	0.0	1.4	2.9	0.0	0.0	0.0	1.4	0.0	0.0	1.4	
	Not Confident	8.6	0.0	0.0	0.0	1.4	0.0	1.4	1.4	0.0	0.0	0.0	0.0	
Confidence Level Using Library Catalogue	High Confidence	10.0	1.4	0.0	0.0	2.9	1.4	1.4	0.0	0.0	0.0	0.0	0.0	
	Confidence	12.9	0.0	0.0	2.9	2.9	0.0	0.0	1.4	0.0	0.0	1.4	0.0	
	Fine	7.1	1.4	0.0	1.4	2.9	0.0	0.0	1.4	0.0	0.0	0.0	0.0	
	Not Confident	14.3	0.0	0.0	0.0	1.4	0.0	0.0	0.0	1.4	0.0	0.0	1.4	

The table 20 shows percentage of confidence level using various online resources by different professionals. The survey revealed that among the students 28.6% were highly confident using Internet followed by 14.3% using audio visual, 10.0% library catalogue and only 5.7% were highly confident using databases. Similarly among the teachers 5.7% were highly confident using Internet followed by 2.9% audio visual and library catalogue but only 1.4% was highly confident using databases. It was remarkable that the trend among the students and the teachers are similar. This suggests that the level of education of the user is an important factor.

It was also notable that 14.3% and 8.8% students said they were not confident using library catalogue and audio visual resources respectively. This suggests that simple orientation sessions should be offered regularly to increase the users' confidence in using these sources. Other professional groups like managers and nurses had not responded on this subject.

5.4.3 Search Techniques

The study also looked at the confidence level of the respondents searching skills on Internet, audio visual and online reference resources.

Table 21: Level of Confidence Using Different Search Skills by Professionals

		Professional											
		Student	Officer	Manager	Engineer	Teacher	Librarian	Researcher	Lawyer	Business	Nursing	Video Editor	Computer Programmer
		%	%	%	%	%	%	%	%	%	%	%	%
Basic Search Skills	High confidence	21.43	1.43	0.00	2.86	2.86	1.43	0.00	2.86	1.43	0.00	0.00	1.43
	Confidence	14.29	0.00	0.00	0.00	5.71	0.00	1.43	1.43	0.00	0.00	0.00	0.00
	Fine	4.29	1.43	0.00	1.43	1.43	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Not confident	4.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Advance Search Skills	High confidence	7.14	0.00	0.00	0.00	4.29	1.43	0.00	0.00	0.00	0.00	0.00	0.00
	Confidence	17.14	1.43	0.00	2.86	2.86	0.00	1.43	0.00	0.00	0.00	0.00	1.43
	Fine	11.43	0.00	0.00	0.00	2.86	0.00	0.00	4.29	1.43	0.00	0.00	0.00
	Not confident	8.57	0.00	0.00	0.00	1.43	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Boolean Search Skills	High confidence	1.43	0.00	0.00	0.00	0.00	1.43	0.00	0.00	0.00	0.00	0.00	0.00
	Confidence	2.86	0.00	0.00	1.43	2.86	0.00	0.00	0.00	1.43	0.00	0.00	0.00
	Fine	21.43	1.43	0.00	0.00	2.86	0.00	1.43	0.00	0.00	0.00	0.00	0.00
	Not confident	18.57	0.00	0.00	1.43	4.29	0.00	0.00	0.00	0.00	0.00	0.00	1.43

Table 21 shows the percentage of different search skills by professional groups. The study showed that among the students 21.43% had high confidence using basic search technique followed by 7.14% had high confidence using advance search technique and only 1.43% had high confidence using Boolean search techniques. However, it was notable that 18.57% students were not confident using Boolean search technique. Again, this suggests that training sessions in these techniques would be well received.

Among the teachers 4.29% were highly confident using advanced search techniques followed by 2.86% using basic search techniques and nil percent using Boolean search techniques. It was remarkable that 4.29% of teachers were not confident using Boolean search techniques.

5.4.4 Help Using Online Resources

The study captured data on possible help the respondents seek while they were using online resources.

Table 22: Seeking Help While Using Online Resources by Professionals

			Professional								Total
			Student	Officer	Engineer	Teacher	Librarian	Researcher	Lawyer	Business	
Help using online resources	Asking a colleague	Count	13	1	0	2	0	0	1	1	18
		% of Total	22.4	1.7	.0	3.4	.0	.0	1.7	1.7	31.0
	Phoning the library	Count	8	1	0	0	1	0	0	0	10
		% of Total	13.8	1.7	.0	.0	1.7	.0	.0	.0	17.2
	Using online help	Count	8	1	1	1	1	0	1	0	13
		% of Total	13.8	1.7	1.7	1.7	1.7	.0	1.7	.0	22.4
	Never needed any help	Count	2	0	1	0	0	0	0	0	3
		% of Total	3.4	.0	1.7	.0	.0	.0	.0	.0	5.2
	Asking library staff	Count	21	0	2	8	1	1	1	1	35
		% of Total	36.2	.0	3.4	13.8	1.7	1.7	1.7	1.7	60.3
	Emailing the library	Count	6	0	0	0	1	1	0	0	8
		% of Total	10.3	.0	.0	.0	1.7	1.7	.0	.0	13.8
	Using help in the databases	Count	2	0	0	0	0	0	1	0	3
		% of Total	3.4	.0	.0	.0	.0	.0	1.7	.0	5.2
Never found any useful help	Count	5	0	0	0	0	0	0	0	5	
	% of Total	8.6	.0	.0	.0	.0	.0	.0	.0	8.6	
Total Count			37	3	3	9	1	1	3	1	58
% of Total			63.8	5.2	5.2	15.5	1.7	1.7	5.2	1.7	100.0

Table 22 shows percentages and totals of seeking help using online resources by professionals. The result showed the majority of the respondents (60.3%) asked library staff when they faced a problem using online resources, followed by asking colleagues (31.0%) and using online help (22.4%). Very few respondents (5.2%) used the help available in the databases.

Among the students (36.2%) asked help from the library staff while using online resources, followed by asking colleagues (22.4%) and phoning the library or using online help (13.8%). Similarly, among the teachers (13.8%) used help by asking library staff, 3.4% teachers asked colleagues while they faced problem and 1.7% used online help. This shows that most users have confidence in the skills of the library staff.

5.5 Provisions for Improved Access to Resources

In this section, the study asked open questions to find out the respondents' views on making future provision for improving access to print, computer aided and online resources. The responses were tabulated keeping similar responses into groups.

5.5.1 Provisions for Print Resources

The study asked open questions to the respondents to find out the future provision, which helps to improve the access to print resources.

Table 23: Ways to Improve Accessing Print Resources

Future Provisions to Improve Access to Print Resources	Number	Percent
The cost of printing is high	5	7.6
Lack of technical reference books	1	1.5
Proper stock arrangement	2	3.0
More books on different subjects	36	54.5
Longer lending period	1	1.5
Resources are not in good condition	2	3.0
Longer opening hours	1	1.5
Up to date catalogue	1	1.5
Local and regional resources	2	3.0
Staff support	1	1.5
No Idea	14	21.2
Total	66	100.0

Table 23 shows number and percentage of ways to improve access to print resources. The result showed that the majority of respondents (54.5%) thought there should be more books on different subjects to improve future access to print resources, similarly 7.6% though the cost of photocopying is too high so it stopped them using print reference resources. It was

disappointing that 21.2% said no idea how to improve access to print reference resources.

5.5.2 Provisions for Computer Aided Resources

The study asked open questions to the respondents to find out which future provisions would help to improve the access to computer aided resources.

Table 24: Ways to Improve Accessing Computer Aided Resources

Future Provisions to Improve Access to Computer Aided Resources	Number	Percent
Increase number of copies	2	3.2
Increase number of equipment	4	6.3
More subject coverage	4	6.3
More time allocation	12	19.0
Not easy access and not aware of resources	5	7.9
Not in good condition	3	4.8
Issue A/V materials	1	1.6
Staff support	1	1.6
No idea	31	49.2
Total	63	100.0

Table 24 shows number and percentage of ways to improve access to computer aided resources. The result showed that majority 49.2% respondents were not aware of any provision which could help to improve accessing computer aided resources. However 19.0% respondents thought there should be more time allocations for using computer resources and 7.9% said access is not easy and they were not aware of available computer aided resources. As already mentioned, the time allocation period will be reviewed.

5.5.3 Provisions for Online Resources

The study asked open questions to the respondents to find out the future provisions, which help to improve the access to online resources.

Table 25: Ways to Improve Accessing Online Resources

Future Provisions to Improve Access to Online Resources	Number	Percent
Better Internet connection	4	6.2
More time allocation	6	9.2
Add more e-resources	4	6.2
Lower printing cost	1	1.5
Users need should be addressed	2	3.1
User friendly	7	10.8
Effective user orientation	5	7.7
No restrictions accessing Internet resources	3	4.6
Up to date information	4	6.2
No Idea	29	44.6
	65	100.0

Table 25 shows number and percentage of ways to improve access to online resources. The result showed that majority 44.6% respondents had no idea for any provisions to improve access to online resources. However 10.8% respondents said that there should be more user friendly interface to access online resources, 9.2% respondents said there should be more time allocation to use the online resources. It was remarkable that 7.7% told that there should be effective user education. Simple, clear, user guides and training sessions could easily be developed to meet these concerns.

5.6 Analysis of the interviews

The main aim of the interview was to collect qualitative data from the respondents on their information seeking practices, their preferences on types of resources, experience of using British Council reference resources for fulfilling their information needs and finally they were asked about the difficulties they face while using different types of reference resources and ways to maximise their usages.

Among the 70 respondents 4 were chosen for the follow up interview. In choosing for the follow up interview their experiences, knowledge of the topic and their willingness were considered. It was found that the follow up interviews were an excellent opportunity to understand different perspectives on use of information resources and their preferences. It also gave the researcher the opportunity to clarify survey questionnaires and understand their opinions and views on them.

The interviews were conducted at the British Council as per the respondents choice and divided into 3 different segments.

5.6.1 Habits of Information Search

The respondents interviewed were given background information about the library and information services and briefed them different types of information resources available in the British Council Library. Initially, they were asked about the sources of information resources and all of them said library and when asked to specify they said British Council Library. It indicated that the British Council Library is playing a big role in fulfilling the respondents' information needs. Here are some notable comments they made.

"British Council Library is up to date and provides good quality information resources; which are normally not available locally."

"British Council Library has good collection of print resources."

They were told about other sources like other information centres, book shops and Internet and they made mixed reactions on those sources. The responses indicated that they were aware of those sources but not used them as much they used British Council Library.

"Very limited information centres are available and they are very specific."

"It is hard to afford new books as being a student."

"Internet is expensive."

It was remarkable to find that the interviewees enjoyed or preferred book as their 1st choice of reference source compared to computer resources and Internet or online resources. They commented:

“Books give more flexibility and can be used where ever or when ever as per reader’s convenience.”

“I love reading books; I don’t get that pleasure while reading on the computer screen.”

“Computer based and Internet resources have more limitations like required a computer, electricity, Internet connection, which is not affordable to students and even for teachers.”

“Though Internet and online databases provides very good quality reference resources, access is very limited.”

It was remarkable result that the respondents seek reference information more for the preparation for the exam. *“Since I started to use reference information from the British Council Library I managed to score better position in the college exam.”* *“I normally used the reference resources for preparing university assignments.”*

More importantly the feedback and comments received from the respondents interviewed validated the results produced by the survey results.

5.6.2 Experience of Using British Council Resources

This part of the interview was really useful for qualitative comments. Interviewees spent more time on this section discussing about their experiences using British Council resources. It was regarded an important section as being the core area of the study.

When asked about their mostly used information resources, all of them said books and magazines. An IELTS candidate told that IELTS preparation materials especially audio.

"I joined the British Council Library for books and magazines."

"I found very good collection of IELTS preparation materials."

Only one interviewee shared the experience of using online resources and using of e-brary (electronic books) and Infotrac (journal articles) *"I was doing my master degree thesis and they helped a lot to do literature review and my thesis guide was very impressed and commented "where did you get such a quality resources?"*

In response to types of resources, the interviewees expressed individual preferences for different types of information need. One said *"I used directory a lot while searching for UK University."* Another said *"I used Britannica and Oxford Reference self for preparing my lesson while I used to teach in a school."*

It was observed that all the interviewees agreed on printed resources as their preferred types of information resources.

"It is easy to use and find the required information."

"It is handy and user friendly."

When asked about their views on Internet based resources or online databases. They all tend to agree on *"Electronic resources are emerging, easy to share and potential future sources of reference information."* But they raised issues about the connectivity, accessibility and skills. One added that *"I am not fully aware of available online resources."* Here are some more comments:

"Online resources are not easy to use and can't find exact information required in the colleges."

"I have to come all the way from home to British Council Library to use online resources."

"The British Council Library has limited number of computers, sometimes I had to wait for long time. When I start using them time passes so quickly because an hour a day is very short time allocation."

"I didn't get proper guidance from the library staff on how to use online databases."

While talking about the confidence and skills, all of them proudly said highly confident using printed resources, two of them said confident using computer aided resources but only one said highly confident using online resources.

"I seek more guidance while using online resources than using computer resources."

It was remarkable that all the interviewees were not confident using advance and Boolean searching, while using Internet or online databases. This indicates that the British Council library has to develop more programmes to educate the users on available online resources and how to search them. This could generate more interest among the users and encourage using online resources.

Similarly, considering the users' choice the British Council could maintain and make additional provisions on print resources of books and magazines to support the users of the library. Computer aided resources could be retained however especial attention could be given to English language skill development and IELTS.

5.6.3 Current Difficulties in Using Different Resources

In this segment of the interview, the researcher tried to capture difficulties currently they are facing while using different resources. It was considered

that difficulties could be a trigger to find the ways to maximise the usages of available resources.

The interviewees were asked questions on three different content, print, computer aided and online reference resources. Regarding the print resources, all the interviewees said there were not enough resources in the library and the subject coverage is very limited. They made some other valid comments:

“Reference books can't be loaned and cost of its photocopy is very high in compare to local market.”

“Number of books and loan period needs to be increased.”

“Book arrangement in the library is not up to date, I can see a book available in the catalogue but could not find on the shelves.”

“Books are old and not in the good condition.”

In response to computer aided resources, the interviewees were pretty much relaxed and seem to be happy. However it was expressed that the variety of resources needs to be added in addition to English language resources. More over all of them said the time allocation for the computer aided resource is very short. Here are some important comments they made during the interview.

“While using IELTS preparation listening practice materials, one hour time is not enough.”

“I didn't find proper catalogue of computer aided resources and there is no way I could find its level and suitability, e.g. I was doing my Intermediate general English and I didn't know which resource to use.”

“Audio visual materials are only for reference only and can be used in the library. It would be more convenient if made it available on loan.”

“Computers and number of resources are not sufficient.”

Finally, we talked about the online resources and the problems the interviewees were facing. The majority of the interviewees said that they were not been fully briefed about the online resources. When asked about British Council online presentations and Internet search skills presentations, they said not aware of them. It indicates that such user skills presentations needs to be done more regularly, so even frequent visitors can be benefited.

One interviewee had a different view on this.

“I had an opportunity to take one of the online databases presentations and found very comprehensive and learnt very useful tips e.g. I found all online databases are different so different search techniques applied, which can be learnt reading the help or search tips.”

The interviewees also discussed about difficulties using those online databases. All of them expressed their frustration while downloading documents or articles. Most of the time they could not do it and even they manage to find the way, it is too slow and takes ages to download the documents.

“I was using E-brary and wanted to download a small book on management but it didn't allow me to do so.”

“The printing cost is expensive so, wanted to save the document in my pen drive and I asked library staff for help but I was told that I am not allow to use my pen drive in the British Council computers. It is British Council IT security standard.”

“I found the usage time is not enough and the session timed out in the middle of the work and needed to search again from the start.”

“I found frustrating as there are lots of restrictions on using the Internet. I keep getting message that the site is blocked.”

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary of the User Survey and the Interview

The user survey proved to be very useful and effective means of gathering a huge amount of quantitative data on users' previous reference seeking practices or their pattern of reference resource usage, usage of British Council library and information services and difficulties while using those including ways to develop future provisions on accessing different resources. Similarly, the Interviews were equally effective to gather qualitative data on users' information seeking behaviour, experience of using British Council resources and current difficulties they are facing. More importantly the feedback and comments received from the respondents interviewed validated the results produced by the survey results.

The response rate of the user survey in terms of gender matches closely with the trend of the library population. The majority of the respondents were undergraduate and postgraduate, who are mostly students and teachers from management, English language and science stream. This indicates that the British Council Library is playing a big role in fulfilling the respondents' information needs. This result also suggests that it would be valuable to develop the collection more generously in the most popular subjects.

It was found that the majority of respondents are new members. This indicates that the British Council Library collection is not meeting the needs of some of its users so they are not staying for a long period and it might be useful to discover more about this aspect.

The majority of the respondents seek information for preparing their exams and do their college and university assignments. Teachers, however, choose other libraries in preference to the British Council Library. It might be useful

to find out what resources the British Council's collection is thought to lack for this purpose them.

In terms of the types of resources it was found the most used resource was books then audio visual and online. It indicates that respondents still preferred to use print resources in comparison to audio visual and online resources. Considering the users' choice the British Council Library could maintain and make additional provisions on print resources of books and magazines to support the users of the library. Computer aided resources could be retained however especial attention could be given to English language skill development and IELTS. It also indicates that user skills presentations needs to be done more regularly to make users aware about online resources, so even frequent visitors can be benefited.

Mainly they use those resource on the recommendations of colleagues or other members, this suggest British Council Library should develop expertise of library staff to make recommendations and produce more user friendly guides using British Council teachers to recommend sources.

The results shows the human support is greatly appreciated as the respondents mostly seek help from library staff or their own colleagues. This means they have confidence in the skills of library staff. So it suggests having more proactive staff time helping users and clear signage and better finding aids might be an area of improvement.

While finding resources the respondents used the catalogue twice as often as library printed guides, which reinforces the earlier indication that more and better library finding guides would help many users to find useful resources. These guides should focus first on the online resources.

The result suggests strongly that the current time allocation of one hour per day needs to be reviewed and improvement of the access instructions will also need to be considered. Similarly, being logged off or time out during a

session, password problem and connectivity needs to be discussed with the IT department to see what improvement can be made.

The majority of the respondents use the British Council Library for accessing online resources and considering very few respondents use online resources from their work or office, the number of access points should be increased with in the British Council Library.

Simple orientation sessions should be offered regularly to increase the users' awareness about the different sources and confidence in using those sources.

The respondents suggested providing more books on different subject to improve future access to print resources. In terms of computer aided resources users must be made aware of the resources either by guided support or producing more user friendly effective guiding aids. Similarly, they felt the need of simple, clear user guides and training sessions for improving access to online resources.

6.1.1 Testing of Hypothesis

Number of hypothesis has been created during its initial stage of the study and now it is time for them to be tested.

- British Council library and information services are up to date and met the demand of library users – Not fully met as only some of them are happy with the services so they are member for longer period.
- Library services are being used by students – Met as it is popular among the students and teachers.
- Library users are competent to use the available resources – Not met as majority of users are not confident to use available resources.
- Library has adequate promotional plan and the users are well aware of availability of electronic services – Not met as users are not aware of e-resources and required more guidance for them to be able to use properly.
- Library users have adequate computer skills to use available resources – Not met majority of users don't have adequate computer skills.

- Library staffs are confident to support the users to maximise the usages library resources – Not met as users demanded more user guidance.

6.2 Conclusions

The user survey results and the feedback from the interview helped to produce a number of conclusions on the pattern of use of library and information services at the British Council Nepal with reference to electronic services. Here are the major conclusions:

- The respondents were aware of information sources before they joined the British Council Library and some of them have used them. Their favourite place of the information sources was the British Council Library.
- More male users are using the British Council resources than female users.
- Academic user age groups of 16-35 years (undergraduate and postgraduate students) are the highest information seeker for preparing their exam or completing their college and university assignments.
- Students and Teachers from management, English language and science streams are the prominent users of the library and information services.
- The most users joined the British Council Library for short and specific purposes, so they don't retain their membership for longer period.
- British Council Library is the first place for seeking reference resources and majority of the respondents preferred print resources in comparison to computer aided and online resources.

- Computer aided and online resources need more staff time than print to help users get the best out of them.
- The respondents wanted to seek support from library staff and their colleagues rather than brochure and guideline.
- The most popular tool for finding resources is the library catalogue.
- Print resources are used more than computer and online resources.
- Access instructions to computer aided resources are not effective and the time allocations for using them are limited.
- Internet connectivity for accessing online resources is too slow and user orientations or trainings are not adequate.

6.3 Recommendations

Considering the conclusions drawn above following recommendations has been suggested to maximise the usage of library and information services at the British Council Nepal.

- British Council Library services must be continued as it has been their favourite place of the information sources.
- British Council Library should try to find ways of increasing the number of female users.
- British Council Library services should be refocused to academic user age groups of 16-35 years (undergraduate and postgraduate students). The services must be focused on exam preparation materials or college and university assignments.

- Most popular subjects like management, English language and science streams should be given priority while developing the collection.
- British Council Library to explore ways of keeping library members for a longer period.
- Print resources must be given priority while developing the collection and effective user guides must be developed with the help from British Council teachers.
- More staff time should be allocated to Computer aided and online resources than print resources to help users get the best out of them. British Council Library must invest time and money on library staff development especially on writing skills or design training to do more writing of finding guides and signage.
- Staff skills have to be developed focusing on more customer care.
- The British Council Library needs to offer more computer and internet advance search skills training to its library members to maximise computer and online resources.
- Access instructions to computer aided resources have to improve and the time allocation needs to be increased. British Council Library needs regular feedback on this area to reflect customer's needs.
- Connectivity has to be improved and more user orientation or training needs to be offered to maximise the use of online resources.
- Finally, this was a very useful way of finding out what users want, therefore the British Council Library should plan to run the survey again after 2 years to see whether improvements have meet the user's needs.

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APPENDIX A: SURVEY QUESTIONNAIRE

Library and Information Services: users' information seeking behaviour and information need survey

The aim of this questionnaire is to reach a better understanding of use library and information services focusing on online resources at the British Council Nepal.

Could you please spare a few moments to complete the following questionnaire?

The information collected from this questionnaire will be used for the completion of Master Degree thesis at the Department of Library and Information Science, Tribhuvan University will be presented in an aggregated form and the identity of respondents will not be revealed.

Information about the respondent

1. Gender:

- M
 F

2. Age group:

- Below 16 years 16 – 25 years 25 – 35 years Above 35 years

3. Qualification:

- School Undergraduate Postgraduate Doctoral

4. Profession: Please specify:

.....

5. Area of study: Please specify:

.....

6. How long have you been a member of the British Council Library?

- More than 3 years 2 - 3 years 1 - 2 years Less than a year

7. Are you a member of any library other than British Council? If yes, how often do you use it?

- Always Often Sometimes Never

8. Purpose of reference information seeking:

- | | |
|--|--|
| <input type="checkbox"/> School assignment | <input type="checkbox"/> Business/Work purposes |
| <input type="checkbox"/> College/University assignment | <input type="checkbox"/> Articles |
| <input type="checkbox"/> Preparation for exams | <input type="checkbox"/> Leisure |
| <input type="checkbox"/> Research | <input type="checkbox"/> Others: please specify..... |

9. Where do you generally go for reference information? And how often do you visit them?

	Always	Often	Sometimes	Never
Bookshop				
Libraries				
Information Centre				
Website/Internet				
British Council Library				

Types of resources and their usages

10. Which of the following library services or resources do you use? And how often do you use them? (Tick as many boxes as apply)

Print Resources				
	Always	Often	Sometimes	Never
Books				
Journals				
Newspapers				
Reference				

Computer Aided Resources				
	Always	Often	Sometimes	Never
CD-ROMs				
DVDs				
Listen to audio cassettes				
Watch videos in premise				

Online Resource: Books				
	Always	Often	Sometimes	Never
E-brary				
Oxford Scholarship Online				

Online Resource: Journals and Newspapers				
	Always	Often	Sometimes	Never
Infotrac				

Online Resource: Reference				
	Always	Often	Sometimes	Never
Ashridge				
Britannica				
Grove Art Online				
Grove Music Online				
Oxford English Dictionary				
Oxford Reference Self				

Other: (please specify below)

11. What types of reference resources do you prefer to look first for your information need and why?

(Please rank these types of resources in order of your preference from 1 to 4, where "1" represents your most preferred resource, and "4" represents the least preferred resource.)

	1	2	3	4
Audio visual materials				
Books				
Dictionaries				
Directories				
E-books				
Encyclopaedias				
Journals				
Newspapers				
Online databases				
Website				
Year books				

For those sources which you prefer either the most or the least, please explain.

Types of Reference Resources	Level of preference

Access to resources

12. How do you usually find out which services or resources are provided by the Library?
(Tick as many boxes as apply)

- | | |
|---|---|
| <input type="checkbox"/> Colleagues/other members
<input type="checkbox"/> British Council teachers
<input type="checkbox"/> Library website
<input type="checkbox"/> Library printed brochures
<input type="checkbox"/> Others, please specify | <input type="checkbox"/> Library staff
<input type="checkbox"/> Library orientation
<input type="checkbox"/> Library catalogue
<input type="checkbox"/> Not sure |
|---|---|

13. Among the available services and resources, what helps you decide which one(s) to use?
(Tick as many boxes as apply)

	Print Resource	Computer Aided Resource	Online Resource: Books	Online Resource: Journals and Newspapers	Online Resource: Other
Recommendations of colleagues/other Members					
Recommendations of Library staff					
Recommendations of British Council Teachers					
Library orientations or online Presentations					
Library website (online page)					
Library catalogue					
Library printed Brochures					
Based on the name of the resource					
Not sure					

14. How do you access to the resource you want to use?
(Tick as many boxes as apply)

- | | |
|---|---|
| <input type="checkbox"/> Search the library catalogue
<input type="checkbox"/> Library printed guides
<input type="checkbox"/> Others, please specify | <input type="checkbox"/> Library website
<input type="checkbox"/> Bookmark/favourite |
|---|---|

15. How easy is it to find the reference materials you want in the library?

	Very easy	Easy	Not so easy	Not easy at all
Print Resources				
Computer Aided Resources				
Online Resources				

16. What makes it difficult for you to decide to use a relevant print resource?

(Tick as many boxes as apply)

- | | |
|---|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Library catalogue is not user friendly |
| <input type="checkbox"/> Access instructions are not clear | <input type="checkbox"/> Can't find any study guides |
| <input type="checkbox"/> Resources are damaged | <input type="checkbox"/> Not enough resources |
| <input type="checkbox"/> Available resources are not relevant | <input type="checkbox"/> Stock arrangement in the library is not logical |
| <input type="checkbox"/> Others, please specify..... | |

17. What makes it difficult for you to decide to use a relevant computer aided resource?

(Tick as many boxes as apply)

- | | |
|---|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Access instructions are not clear |
| <input type="checkbox"/> Can't find any access instructions | <input type="checkbox"/> Resources are damaged |
| <input type="checkbox"/> Not enough time allocated for use | <input type="checkbox"/> Others, please specify |

18. What makes it difficult for you to access online resources?

(Tick as many boxes as apply)

- | | |
|--|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Search screen are too confusing |
| <input type="checkbox"/> Access instructions are not clear | <input type="checkbox"/> Can't find any access instructions |
| <input type="checkbox"/> Connection speed | <input type="checkbox"/> Being logged off/timed out during a session |
| <input type="checkbox"/> Password problem | <input type="checkbox"/> Others, please specify |

19. If you do not find what you are looking for in the library, do you ask the staff?

- Always Often Sometimes Never

20. What is the quality of reference service you have received?

- Excellent Good Fair Poor

Online resource and search skills

21. Which of the following locations are you MOST likely to access online resources?

- Home Work/office Cyber British Council library

22. How often do you access online resources?

- Once a week 2 or 3 days a week 4 to 6 days a week Everyday

23. What is your level of confidence in using the following online resources?

(Please rank these levels of confidence from 1 to 4, where "1" represents your confidence level is very high and "4" represents the least confidence.)

Online databases				
Internet				
Audio visual materials				
Library catalogue				

24. How confident are you for using following search techniques?

(Please rank these levels of confidence in order of your preference from 1 to 4, where "1" represents your confidence level is very high and "4" represents the least confidence.)

Rank (1 to 4)

Basic Search

Advanced Search

Boolean Search

25. If you have a problem when using online resources, which of the following do you find most helpful. (Tick as many boxes as apply)

- | | |
|--|--|
| <input type="checkbox"/> Asking a colleague | <input type="checkbox"/> Asking library staff |
| <input type="checkbox"/> Phoning the library | <input type="checkbox"/> Emailing the library |
| <input type="checkbox"/> Using online help | <input type="checkbox"/> Using help in the databases |
| <input type="checkbox"/> Never needed any help | <input type="checkbox"/> Never found any useful help |

General questions for improvement

26. What improvement can be done to improve the provision and access to reference information?

Print reference Resources:

Computer Aided reference Resources:

Online Reference Resources:

27. If you have any additional comments, which might be useful for this research please fill in the space provided below.

28. Contact Details (Optional: for follow up interview if further clarification is required)

Name:

Position:

College/University/Organisation:

Tel: Email:

This is the end of the questionnaire! Thank you for taking the time to complete the questionnaire. I value your opinion and your help is appreciated. Please return this form to the Library staff.

**Raju Shakya
Information Services Manager
British Council, Nepal
July 2007**

APPENDIX B: CURRICULUM VITAE

The British Council
P.O.Box 640, Lainchaur
Kathmandu, Nepal

Date of Birth: 5 Feb 1969
Nationality: Nepali
Marital Status: Married (wife, daughter & son)

Tel +977 (1) 4410798 (work)
+977 (1) 5543877 (home)
Fax +977 (1) 4410545 (work)
Mobile 98941261730
Raju.Shakya@britishcouncil.org.np

Raju Shakya

CV

- Experience** 1996–present The British Council, Kathmandu, Nepal
Information Services Manager
- Prepare 3 years plan and budget for the Library and Information Services.
 - Maintain library stock in line with the collection management policy.
 - Supervise the Library and Information Services: current members are 8500 and daily average visitors are over 500
 - Cash and financial control, analysis and reporting of annual statistics to HQ. Finances managed: £53,000
 - Supervise and maintain ALICE library automation system and as Regional Alice Trainer provide training as and when necessary.
 - Staff management: line manage 2 senior members of information team and countersign 6 members of staff
- Library Automation** October 1998 The British Council, Kathmandu, Nepal
- Successfully managed to implement library automation project with ALICE software.
 - It became 1st fully automated library with security system in Nepal.
- September 2003 The British Council, Chittagong, Bangladesh
- 3 day "ALICE library automation training" delivered to staff of the British Council, Bangladesh.
 - This included installation of software, setting up parameters, system administration and operational training to staff.
- March 2004 Kabul University, Kabul, Afghanistan
- 4 day "ALICE library automation training" delivered to staff of the English Resource Centre, Kabul University, Afghanistan.
 - This included installation of software, setting up parameters, system administration and operational training to staff.
- Education** 1997 – 1998 Tribhuvan University, Kathmandu, Nepal
- 1 year Bachelor of Library Science from Department of Library Science.
- Professional Development** September 2007 The British Council, Tashkent, Uzbekistan
- 5 day reader development course

- Computer Skills October 1998 Softlink, New Delhi, India
- 3 day ALICE library automation software training
- September 1994 Tribhuvan University, Kathmandu, Nepal
- 5 day workshop for library staff on application of computer in library and information work for strengthening institutional capacity in P.G. training and research competence
- 2001-2003
- Project Management Worked with the Scottish Parliament and The British Council Manchester to do feasibility study and design a project document for establishing a Parliamentary Research and Information Centre for the Parliament of Nepal.
- 2005-2006
- Peace Secretariat Information Recourse Centre set up, choosing suitable automation software, organising a stock using international scheme, delivering training on software and Internet Skills. The project was funded by British Embassy.
- 2006
- Carried out feasibility study on library automation software for SAARC TB Centre and provided recommendations for suitable software along with implementation and training plan.
- Library Training Delivery February 2002 Hill Agriculture Research Project, Kathmandu, Nepal
- 5 day library and information management training organised and delivered to Hill Agriculture Research Project in Nepal.
 - This included classification, catalogue, acquisition and library database design on Microsoft Access.
- March 2006 Peace Secretariat, Kathmandu, Nepal
- Resource centre was set up by providing support on technical processing, library automation using WINISIS.
 - Internet training was organised for Secretariat staff on search skills
- IFLA Conference Attended following IFLA General Conferences:
- 68th IFLA General Conference at Glasgow, Scotland in August 2002
 - 71st IFLA General Conference at Oslo, Norway in August 2005
 - 72nd IFLA General Conference at Seoul, Republic of Korea in August 2006

APPENDIX C: PICTURES



Picture 1: British Council Nepal main entrance



Picture 2: Library users are using the services



Picture 3: British Council website



Picture 4: "Alice" library automation software search page