ACCESSING ELECTRONIC RESOURCES BY UNDERGRADUATE STUDENTS AT KARNALI ACADEMY OF HEALTH SCIENCES

A Thesis

Submitted to the

Central Department of Library and Information Science

For the Fulfillment of the Requirements for the

Master of Arts in Library and Information Science

Submitted by
BIRJUNG BUDHAMAGAR
Exam Symbol Number: LISC 28-27-22-00025
TU Registration Number: 5-2-0055-0119-2013

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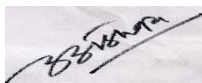
Faculty of Humanities and Social Sciences

Tribhuvan University

Kirtipur, Kathmandu

January, 2024

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DECLARATION

I, Birjung Budhamagar, hereby declare that the thesis entitled **"Accessing Electronic Resources by Undergraduate Students at Karnali Academy of Health Sciences"** submitted for the Master Degree in Library and Information Science is my original work and has not been submitted to any other University for the award of any degree. I further declare that all the sources of information used in this research work have been duly acknowledged and cited in the bibliography section. I am aware of and understand the University's policy on plagiarism.

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LETTER OF RECOMMENDATION

This is to certify that the thesis submitted by Birjung Budhamagar entitled **"Accessing Electronic Resources by Undergraduate Students at Karnali Academy of Health Sciences"** is original work prepared under my supervision and guidance; I hereby recommend this thesis for partial fulfillment of the requirements for the Master Degree in Library and Information Science.

..…………………………

Assistant Prof. Sarita Gautam

Thesis Supervisor

Date: January 17, 2024

LETTER OF ACCEPTANCE

We certify that this thesis entitled **"Accessing Electronic Resources by Undergraduate Students at Karnali Academy of Health Sciences"** prepared and submitted by Birjung Budhamagar to the Central Department of Library and Information Science, under the Faculty of Humanities and Social Science, Tribhuvan University, for the partial fulfillment of the requirements for the Master Degree in Library and Information Science has been found satisfactory. Therefore, this thesis as a part of the said Degree has been accepted and approved.

Approval Committee:

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Assistant Prof. Sarita Gautam

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External Examiner

Date: January 24, 2024

ACKNOWLEDGEMENTS

ABSTRACT

The thesis entitled **"Accessing Electronic Resources by Undergraduate Students at Karnali Academy of Health Sciences"** has been carried out to find out role of KAHS library in providing access to electronic resources for the fulfillment of information needs of the library users. It includes electronic data available by remote access and direct access. The objective of the study is to the accessing of electronic resources by undergraduate students. Review of 15 different national and international literature related to this title has been done.

This study is a descriptive and user-based survey. This study studies specialized users inside the KAHS library. The primary data are collected through a field survey using the questionnaire. For collecting the required data for the study, 110 questionnaires were distributed to the respondents, and all of the questionnaires were returned successfully.

The findings of this research are that the library provided various electronic resources, like Hinari, PubMed, Medline, and NepJol. 58(53%)of respondents are not aware of electronic resources in the library. 40 (36%)of respondents used electronic resources other than those available at the library. 54 (49%) respondents are satisfied with using an electronic resource available in the KAHS library.

Respondents viewed the need for an orientation program on electronic resources use, upgrading the IT infrastructure and keep away from slow downloads them facilitating for gaining access to lower back troubles of electronic resources, to reduce subject in discovering relevant information, encouraging to subscribe AsiaJol, Zlibrary, Emerald, Ebsco Host, Proquest, Mc Graw-Hill, Science Direct, MedCarib, Md Consult, Research Gate, Scopus, Medscape, Clinical Key, Access Medicine, Springer, Wiley, NepMed are also inspired to use.

Key Words: Library resources-Electronic, Pub Med, HINARI, Med line, NepJol,Medical Library, Karnali Academy of Health Sciences Library

CATALOGUE OF THE THESIS

025.042

B859a Budhamagar, Birjung

Accessing electronic resources by undergraduate Students at Karnali Academy of Health Sciences / Birjung Budhamagar . - Kathmandu : Central Department of Library and Information Science, 2024.

xv, 68p.: ill.; 30cm.

Includes bibliography

Thesis (M.A.)- Tribhuvan University at Kirtipur

1. Library resources-Electronic 2. Karnali Academy of Health Sciences Library I. Title

025.042

B859a Budhamagar, Birjung

Accessing electronic resources by undergraduate Students at Karnali Academy of Health Sciences / Birjung Budhamagar.- Kathmandu : Central Department of Library and Information Science, 2024.

Acc. No   xv, 68p.: ill.; 30cm.

……...   Includes bibliography

Thesis (M.A.)- Tribhuvan University at Kirtipur

1. Library resources-Electronic 2. Karnali Academy of Health Sciences Library

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August, 2023 1 CHAPTER- I INTRODUCTION 1.1 Background of the study Information technology has an enormous influence on all aspects of life. All workplaces and living environments are being computerized. The influence has come due to the development of technology. Technology is the tool of knowledge which solves various problems. The "technology" word is derived from the Greek word 'technologia' which is the

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SELF-DECLARATION

To,

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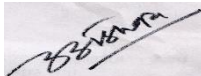
Academic Level: Master Degree

Document Type: Thesis

Submitted to: Central Department of Library and Information Science, T.U.

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LISTS OF ABBREVIATIONS

AACR2 : Anglo American Cataloging Rules 2

CD-ROM : Compact Disk – Read Only Memory

E- resources : Electronic Resources

E-Books : Electronic Books

E-journals : Electronic journals

HINARI : Health Inter Network Access for Research Initiative

ICT : Information and Communication Technology

IT : Information Technology

KAHS : Karnali Academy of Health Sciences

MBBS : Bachelor of Medicine and Bachelor of Surgery

B.Pharma. : Bachelor of Pharmacy

PG : Post-Graduation

BMS : Bachelor of Midwifery

BNS : Bachelor of Nursing science

BPH : Bachelor of Public Health

MLISc. : Master in Library and Information Science

TUCL : Tribhuvan University Central Library

SPSS : Statistical Package for Social Sciences

T.U. : Tribhuvan University

CDLIS : Central Department of Library and Information Sciences

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CHAPTER- I

INTRODUCTION

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1.1 Background of the study

The use of digital libraries is rising in popularity and is becoming one of the organization's key initiatives. Digital libraries, digital archives, institutional repositories, and digital repositories are popular topics nowadays because of the rapid rise of computing networks, databases, and public awareness. Using laptop technology has brought some obstacles to librarians, such as deciding which hardware or software to employ for organizing scanned digital collections or born-digital collections and how to manage these collections over time (Madhusudhan, 2010).

The significance of electronic resources in the academic landscape

The academic landscape is significantly shaped by electronic resources, which provide a wealth of benefits to researchers, educators, students, and institutions. There are several ways to view the importance of electronic resources in the academic setting:

Expansive information repository: One can access a vast collection of academic articles, research papers, books, and multimedia content through electronic resources. Students and scholars have access to a greater depth and breadth of academic knowledge thanks to this enormous quantity of information(Adaskar & Kamble, 2011).

Interactive and dynamic learning: Dynamic and interactive learning environments are made possible by e-resources. Online resources, multimedia content, and digital textbooks all help create more interesting teaching resources that promote successful learning outcomes(Francis).

The role and impact e-resources in health science education

The incorporation of electronic resources, has revolutionized health science education and is essential to the teaching and training of medical practitioners. E-resources have a wide-ranging impact on this sector, including research, teaching, learning, and clinical practice. The following are some salient features of e-resources' function and influence on health science education(Bankar et al., 2023).

- Access to Up-to-Date Information
- Digital Libraries and Medical Databases

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- Telemedicine and Telehealth Education
- Electronic Health Records Training
- Global Collaboration and Research
- Online Multimedia Resource

1.1.1 Electronic resources

According to the AACR-2 (2002 revision), a data or program encoded for manipulation by a digital device is called an electronic resource. The usage of a peripheral directly attached to a computing device may be necessary to access this material. E-resources that do not employ a computer are not included in this definition.

It is defined as, a resource that needs computer access or any electronic instrument product that delivers and organizes the data, called text referencing full test bases, e-journals, picture collections, other multimedia products, or numerical, graphical, or time-based, as a commercially available title that has been published to be marketed. These can be transmitted through the internet via CD/ROM, Flash memory, or tape. Several related standards have been introduced during the past few years that allow documents to be produced and transmitted electronically. These are more beneficial owing to built-in search and manipulation tools, the cost of providing information access is less than the purchasing of information resources, there are storage and maintenance cost savings, etc., and occasionally using electronic form is the only option. Electronic resources are "Information which can be stored in the form of electrical signal usually, but not necessarily on a computer (Bajpai, Mal, & Bajpai, 2009).

Electronic materials are freely accessible. Without any restrictions related to money or law, users are free to read, download, copy, distribute, print, search, or link to the entire texts of these articles, theses, and other works. Research papers, scholarly publications, and educational materials are frequently linked to open access.

Users do not need to pay for access to see or utilize the content found in electronic resources. Certain content may have limitations on its usage or distribution, and licensing terms may differ.

Users of subscription-based electronic resources must either subscribe or pay a price to access the content. Academic journals, databases, and other specialized resources are

frequently available by subscription. Publishers and other organizations can secure long-term funding through subscription models, which guarantees the creation of excellent material.

1.1.2 Tools and techniques for e-resource access

It takes a variety of instruments and methods to access electronic resources so that consumers can safely and easily obtain information. The following are some popular methods and tools for gaining access to electronic resources: mobile apps, remote access, and IP-based access.

IP-Based access: Using the institution's network IP addresses as a guide, the electronic resource provider sets up access rights. After that, users on that network can use the resources without any further authentication. Example, university libraries frequently employ IP-based access to give staff and students easy access to e-resources on campus.

Remote access: VPNs (Virtual Private Networks), proxy servers, and other secure authentication techniques are commonly used to enable remote access. Example, to allow staff and students to safely access library resources from off-campus locations, universities may deploy a VPN or proxy server.

Mobile applications: Typically offered by the institution or e-resource provider, users download and install the mobile app. The application might provide functionality tailored for mobile devices and a simplified user interface. Example, mobile apps that give users access to scholarly articles and learning materials may be available via academic publishers, libraries, and research databases(Rathmel, Mobley, Pennington, & Chandler, 2015).

Types of Electronic resources: The electronic resources are divided into two types: (Bajpai et al., 2009)

1. Online electronic resources, this includes:

- E-books

- Web sites

- E-journal

- Online Databases

2. Other electronic resources may include:

- CD ROM

- Computer databases

1.1.3 Historical background and evolution of electronic resources

The historical background and growth of electronic resources can be traced back to the development of computer technology and the Internet. Here is an overview of the key milestones in the evolution of electronic resources:

Early development (1940s-1960s)

The emergence of electronic computers in the mid-20th century laid the foundation for electronic resources. Early electronic resources were primarily focused on scientific and technical information and were limited to mainframe computers.

The advent of the Internet (the 1960s-1980s)

The creation of Advanced Research Projects Agency Network (ARPANET) in the 1960s, a precursor to the modern internet, allowed for the exchange of data and resources between computers. The development of protocols like TCP/IP and the establishment of the World Wide Web in the late 1980s and early 1990s revolutionized the accessibility and sharing of electronic resource(Britannica, 2023).

Rise of online databases (1980s-1990s)

The 1980s had the emergence of online databases like LexisNexis and Westlaw, providing legal research materials. In the 1990s, academic libraries started to adopt online databases to provide access to scholarly journals, articles, and other research materials(Britannica, 2023).

Digital libraries and institutional repositories (1990s-2000s)

Digital libraries began to gain prominence, allowing users to access a wide range of digital content, including books, images, audio, and video. Institutional repositories were established by universities and research institutions to preserve and disseminate scholarly outputs, such as prints, theses, and research data(Britannica, 2023).

Open access movement (2000s-2024s)

The open-access movement gained momentum in the early 2000s, advocating for unrestricted access to scholarly literature. Open-access repositories and journals emerged, providing free access to research articles, fostering collaboration, and accelerating the progress of scientific knowledge(Britannica, 2023).

Expansion of e-books and electronic journals (2000s-2024s)

The proliferation of e-readers, tablets, and smartphones facilitated the growth of e-books and electronic journals, offering convenient access to digital publications. Publishers and libraries expanded their electronic collections, providing a broader range of digital formats(Britannica, 2023).

Diversification of electronic resources (2010s-2024s)

The availability of multimedia content, such as podcasts, streaming videos, and interactive simulations, increased as electronic resources diversified. Online learning platforms, Massive Open Online Courses, and academic websites expanded, offering digital resources for self-paced learning(Britannica, 2023).

Advances in technology (2010s-2024s)

Technological advancements, such as cloud computing, artificial intelligence, and machine learning, have enhanced the accessibility, search ability, and analysis of electronic resources.Mobile applications and responsive web design have made electronic resources more accessible on various devices. Overall, the historical growth of electronic resources has been driven by advancements in computer technology, and the internet, has led to the increasing demand for digital access to information across various fields(Britannica, 2023).

1.1.4 The importance of electronic resources

Electronic resources are essential to many facets of modern society and provide a wealth of advantages in a variety of fields. The following are some main ideas emphasizing the value of electronic resources:

- Accessibility and Convenience
- Vast information repository
- Timeliness and Currency

- Efficient search and Retrieval
- Cost-effectiveness
- Global reach

1.1.5 Historical background: about electronic resources used in Nepal

The use of electronic resources has increased dramatically in Nepal, bringing about a radical change in the nation's information environment. Institutions, libraries, and educational organizations have embraced digital platforms to improve knowledge distribution and accessibility due to technological improvements and greater internet accessibility. In Nepal, electronic resources comprise a wide variety of things, such as multimedia content, e-books, e-journals, and online databases. This shift to digital technology has not only made information more readily available quickly and broadly, but it has also been essential to the advancement of professional growth, education, and research. The integration of electronic resources in Nepal demonstrates a commitment to utilizing technology to democratize knowledge and promote intellectual progress, even as the country works to close the digital gap.

PERI in Nepal; a brief summary

In January 2003, INASP Director Mrs. Carol Priestly took a visit to Nepal. She had meetings with representatives from Kathmandu University, Tribhuvan University, the Ministry of Science and Technology, and the Ministry of Education and Sports while she was in Nepal. Heads of the central department of Tribhuvan University, executive directors of the research centers, and faculty deans participated in an interaction program held at the Tribhuvan University Central Library (TUCL). TUCL was proposed by INASP in February 2003 to serve as the INASP Country Coordinating Institute in Nepal for the PERI implementation.

One of the INASP's primary initiatives is PERI. Researchers, scientists, students, graduates, professors, scholars, and everyone else interested in using scholarly material will have access to full-text databases of more than 25000 international high-quality scientific journals following the deployment of PERI in Nepal in August 2003. Teachers, students, and researchers gain access to pertinent resources in their field of interest and enhance their research development skills by using PERI resources. The

most noteworthy aspect of PERI resources is the full-text content that is only available online in other online databases(Sthapit, 2007).

Up to date database used in various medical libraries in Nepal.

A clinical resource based on evidence is the Up To Date system. It contains a number of medical calculators, access to Lexi-comp medication monographs and drug-to-drug interactions, and a compilation of medical and patient data. More than 7,100 doctors write for Up To Date as authors, editors, and peer reviewers.

At the point of care, Up To Date is the most reliable source for evidence-based clinical decision support. More than 100 studies agree that using Up To Date by physicians results in better care for patients. Globally, healthcare practitioners rely on Up To Date for comprehensive answers to even the most intricate queries(Kluwer, 2024).

This databases are widely used in medical of college in Nepal. B.P. Koirala Institute of Health Sciences (BPKIHS) and Nepalese Army Institute of Health Sciences (NAIHS) are using this databases in Nepal.

The resources available in KAHS library

Karnali Academy of Health Sciences Library has various sources of electronic resources. All students, faculties, staff, and members can use the available electronic resources of the library. This library only subscribes to medical databases.

- Research4Life (Hinari)
- Medline
- PubMed
- NepJol
- NepMed
- JKAHS

1.1.6 Use of e-resources in academic institutions of Nepal

Over the world, more and more academic institutions are using electronic resources; Nepal is not an exception to this trend. Like in other nations, academic institutions in Nepal have probably set up online repositories and digital libraries. Numerous academic resources, such as e-books, research papers, journals, and multimedia content, are frequently accessible through these platforms. Academic institutions frequently have subscriptions to a range of online publications and research databases. To aid in their academic work, faculty members and students have access to a multitude of

scholarly articles, research papers, and publications. It's crucial to remember that different institutions may use e-resources to different degrees and that the rate of integration can be influenced by several variables including finance, infrastructure, and degree of technology acceptance. Perhaps you might want to consult recent papers and scholarly publications, or get in touch with pertinent educational authorities and institutions in Nepal, to get the most up-to-date information on the use of e-resources at academic institutions there(Subedi, 2007).

1.2 Statements of the problem

Karnali Academy of Health Sciences Library is a special library. It is related to medical studies and all the resources of reading materials are related to medical studies. This library provides several types of free open-access electronic resources like HINARI, PubMed, NepJol, and Medline.

The library has acquired many electronic resources to fulfill users' significant information needs. However, the users' perception regarding the use, differences between those electronic platforms, and especially students' satisfaction level regarding those platforms are not evaluated and discussed. This study aims to find out the solutions regarding the widely used electronic resources of the library, and the searching ability level of users with available electronic resources and services, and as such, the result of the finding of this study has contributed to the body of knowledge on students' use of electronic resources. It is also beneficial to academic researchers, students, and professionals interested in this area of study and this study helped to discover several types of electronic resources. Which helps the KAHS library to add newly discovered electronic resources.

1.3 Objectives of the study

The objectives of the study are as below:

1. To trace out the varieties of electronic resources available in the KAHS Library.
2. To investigate the reason for choosing the particular database among undergraduate students.
3. To compare different database of electronic resources used among undergraduate students.

4. To know the satisfaction level of undergraduate students regarding electronic resources.

1.4 Research questions

To fulfill the above mentioned objectives, this study has carried out the following research questions with reference to KAHS Library.

1. What kinds of electronic resources are provided by KAHS Library?
2. What are the reason for choosing particular electronic resources?
3. Which platform is most popular among undergraduate students?
4. How much undergraduate students are satisfied with electronic resources?

1.5 Significance of the study

The scope of the study is confined to accessing electronic resources by users of the Karnali Academy of Health Sciences Library, Jumla further having the status of state university in Karnali Province.

This type of research was the first of its sort. The following details highlight how significant it is:

- All the available electronic resource platforms are identified with the help of this study.
- The purpose of this study is to discover how students perceive using electronic resources.
- The study shed on the most popular electronic among students.
- This study's purpose is to determine how satisfied students are with electronic resources.
- This study will support future investigations regarding how to use and gain access to electronic resources.

1.6 Limitation and delimitation of the study

This study will provide suitable suggestions and recommendations to improve the electronic resources services for the benefit of users in the Karnali Academy of Health Sciences Library. The study may be helpful for organizations to spread their information to various users and may provide guidelines for carrying out further research on a similar topic. This study

may find distinct types of e-sources used by undergraduate students of the KAHS library. Everyone gains knowledge of its limitations and extent. It aims to draw attention to the requirement for knowledge of electronic resources. This study is restricted to just second and third-year undergraduate students from the KAHS library. Diploma-level, master's degree level students and 1st-year undergraduate students are omitted. Every study has its own limitation and scope. The study has been performed during the period March 30, 2023 to January 24, 2024.

The selected students were from listed undergraduate degrees.

- The selected students are from running batches 2nd and 3rd year.
- It took MBBS, BPH, BMS, BNS and Pharmacy Students.

1.7 Definition of literary terms

Electronic Journal: An e-journal, or electronic journal, is a publication available online and accessible via the internet. Electronic journals typically offer a range of features over traditional printed journals, including the ability to search for specific articles or topics, bookmark articles for later reference, and access articles from anywhere with an internet connection.

Electronic books: Electronic books (E-books) are digital versions of printed books that can be read on electronic devices such as Android phones, tablets, or computers. They usually come in various formats such as PDF, word, etc.

Internet: The worldwide computer networking systems that enable users to exchange data, view websites, send emails, and more.

CD-ROM: CD-ROM stands for Compact Disc-Read Only Memory. It is a type of optical disc that can store digital data in the form of audio, video, or computer files. CD-ROM are read-only, which means that the data stored on them cannot be altered or deleted. CD-ROM have a capacity of up to 700 MB of data, which is equivalent to about 80 minutes of CD-quality audio or several thousand text pages(point, 2024).

Web site: A website is an arrangement of linked, publicly accessible Web pages under one common domain name. For a multitude of uses, a person, group, company, or organization can develop and manage a website.They play a vital role in connecting

businesses, organizations, and individuals with their target audience, allowing for communication, information dissemination, and online transactions(Techopedia, 2024).

Search engine: A search engine is a software program that helps users find information on the internet by searching a database of web pages for keywords or phrases entered by the user some popular search engines include Google, Opera, Microsoft, and Chrome.

Database: Any systematically ordered collection of information usually stored on computer files or CD-ROM. Data is structured so that it can be bought and retrieved automatically.

Bibliographic database: A bibliographic database is an organized collection of references to be published including various reading materials in online format. In contrast to library catalogue entries, a large per percentage of the bibliographic archives in bibliographic databases describe articles, convention papers, etc.

Information service: An information service refers to a system that collects, processes, and disseminates records to users, typically through digital capabilities such as via the internet, cell applications, or other online communication channels. The fundamental purpose of an information service is to provide users with accurate, relevant, and up-to-date information on a particular subject, topic, or area of interest. (Techopedia, 2023).

User: A person or an organization needs specialized information from an existing or planned information service or information or documentation system.

Hinari

Hinari Access to Research for Health programme was set up by the World Health organization and major publishers to enable developing countries to access collections of biomedical and health literature. Hinari is part of Research4life. There are up to 15000 Electronic journals and up to 60000 online books available to health institutions in more than 10 countries. It provides developing countries with free or low access to academic and professional peer-reviewed content online.(Research4life, 2023).

PubMed

The popular online database PubMed provides access to a sizable collection of biomedical and current science literature. It was initially released in January 1996 and is developed and maintained by the National Center for Biotechnology Information.

With more than 35 million biomedical articles and literature, PubMed, a component of the U.S. National Library of Medicine, provides researchers, healthcare professionals, and the public with a comprehensive useful resource for accessing scientific articles, lookup papers, and other materials related to the fields of medicine, biology, and related disciplines (Medicine, 2023).

NepJOL

NepJOL (Nepal Journals Online) is a digital platform and online database that provides access to scholarly journals and research articles published in Nepal. Its goal is to increase the awareness of research done in Nepal and make it easily accessible to academics, students, researchers, self-learners, and the public both domestically and internationally. It is controlled by the TUCL(Online, 2023).

Medline

Medline is an online healthcare media publishing company that provides easy-to-read, in-depth clinical medical information to patients, healthcare providers, and consumers. The company was founded in 1996 and is headquartered in San Clement, California. The site also includes a medical dictionary, drug information database, and interactive health quizzes. Its content is written by a team of clinical doctors and healthcare professionals and is reviewed and updated regularly to ensure accuracy and relevance. The site is free to use and does not require registration and cost(Medline, 2023).

Medical library

A medical library is a specialized library that focuses on providing resources related to medicine and healthcare. It serves as a repository of medical information, such as clinical books, clinical journals, lookup articles, databases, multimedia materials, and different resources that are relevant to clinical professionals, researchers, students, and every person seeking scientific knowledge.   In modern times the medical library has a good collection of health information through online access such as NepMed, HINARI, Pub Med, DOAJ, etc. These days medical libraries must manage Internet access and some of the free health information access of services(Bionity, 2023).

The objectives of a medical library typically include

- Knowledge Dissemination
- Support for Education

- Research Support
- Clinical Decision-Making
- Patient Education
- Collaboration and Networking
- Archival Function
- Promoting Evidence-Based Practice
- Continuing Medical Education

Overall, a medical library's objective is to serve as a hub of reliable, current, and comprehensive medical information that supports medical education, research, patient care, and informed decision-making in healthcare.

1.8 Organization of the study

The find-out information has been separated into the following five chapters.

The first chapter introduces the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope, and the limitations of the study.

The second chapter is about the review of the literature. In this chapter, similar previous literature is reviewed, and the gap of previous research.

The third chapter deals with lookup research methodology which consists of research design, population, place of study and sampling strategy, data collection procedures, and data analysis procedures.

The fourth chapter deals with the analysis and presentation of data. In this chapter data collected during the study have been tabulated and analyzed with detailed interpretation.

The fifth chapter deals with summary, conclusions, and recommendations. This chapter concludes the study with a summary and findings. Then, recommendations developed from the study have been included.

CHAPTER- II

LITERATURE REVIEW

This chapter highlights the literature available on the concerned subject as to my knowledge, research work, relevant study on this topic, review of journals and articles and review of thesis work performed previously. This chapter discusses previous research that is relevant to the study's issue. The main objective of a review of the literature is to discover innovative ideas and concepts that may be applied to the present research. It minimizes the gap between previous findings. The chapter covers a variety of reading sources, including books, journals, newspapers, etc. An evaluation of literature for a lookup venture surely serves the same purpose as a street map and tour plan for a journey.

2.1 Review of literature

The paper concludes that electronic resources have come to be a necessary section of the data desires of look up students at Kurukshetra University. Furthermore, it discovers that if access to electronic resources is swift and more laptop terminals are set up to provide quick access, electronic resources can be excellent substitutes for traditional resources. Google is the most used search engine for finding information online (Madhusudhan, 2010).

Based on the findings of this study, the researcher concluded that the use of electronic assets had a tremendous influence on the tutorial's overall performance of the undergraduate students at Redeemer's University; there used to have wanted them to collect more excellent skills in the use of electronic resources. This study's cause was to allow the library to improve the provision of digital sources to meet the educational wishes of the undergraduate college students at the university. This paper was beneficial to libraries to improve library services, especially in supporting undergraduate students in their educational work (Adeniran, 2013).

The study shows that the use of electronic assets is common among library users, electronic sources provider furnished employing the library is precise and most library customers are satisfied and benefited with modern-day accessible electronic assets in the library. The study indicated that most users of SSBL use electronic resources for their lookup purposes. Electronic resources materials in SSBL are reachable and users are commonly comfortable with these materials. This research also shows that students, faculty, and lookup students use digital resources to access statistics on

hand worldwide for teaching, self-learning, present-day documents, and research(Chaudhary, 2016).

The study provided by the University of Karachi's resources for utilizing electronic resources, some departments have a small number of computers, while others have fully equipped computer labs. Access to the Internet is available in 92.9% of the departments. Although most academics are comfortable using computers and can access electronic resources, the study's main finding is that most academics lack knowledge of digital resources is not encouraging. Most people either use only printed sources of information or a combination of printed and electronic sources. E-resources are used for research and lesson planning. Lack of infrastructure and experience are the biggest obstacles to accessing digital resources. With the available materials, all respondents indicate they feel at ease or very at home(Ansari & Zuberi, 2010).

Presented and analyzed the status of electronic resources facilities and services provided by the Dhaka University Library has discussed the purpose of using electronic resources, benefits, subject coverage status, overall user satisfaction, problems that were faced by Dhaka University Library users while accessing electronic resources and perceived impact of electronic resources on users. Finally, it reported the results from the questionnaire-based survey of electronic resource use and its impact on Dhaka University Library users (Habiba & Chowdhury, 2012).

This study showed that University of Lagos lecturers and research scholars frequently use electronic resources. It also showed that most educators and academics have confidence in Internet resources to obtain sought and pertinent knowledge. However, it became clear that the value of using electronic resources did not match the costs incurred in getting them. In addition, programmers are necessary for better use of electronic resources across the entire university. The analysis shows that there are enough electronic resources on campus for all the disciplines that are now in existence, but that the infrastructure needed to access those resources is inadequate and makes it more difficult to meet the needs of those disciplines(Egberongbe, 2011).

The purpose of the study is to contrast medical students' knowledge of and proficiency with using the electronic resources available through Iran's Integrated Digital Library portal. Students at the three universities had lower than normal awareness and utilization rates, and those who weren't aware that the Integrated Digital Library of Iran existed resorted to using standard search engines to find the material they needed. The respondents acknowledged that their biggest issue was that

they were unaware of Iran's Integrated Digital Library web page. The most frequently utilized databases by Tehran University of Medical Science students were Pro Quest, End Note, Thomson, Scopus, and Elsevier. The impact of Iran's Integrated Digital Library web page was discussed by every student. At Tehran University of Medical Science, Iran University of Medical Science and Shahid Beheshti Medical University, 100% of the students reported that the Integrated Digital Library of Iran had a positive impact on their academic activities. TUMS, IUMS and SBMU each had mean scores for the use of searching strategies of 2.89, 2.43 and 2.87, respectively.(Nemati Anaraki & Babalhavaeji, 2013)

The paper mentioned the attention to electronic resources of the college students at the Institute of Pharmacy, GITAM University, and the utilization of electronic sources growing databases. The objectives of the study have been satisfactorily met, and most of the students have been relaxed with the electronic resources accessible to them. Most of the students used the internet for digital resources on college campuses. In addition to providing a separate library for pharmacy students and maintaining 60 computers for the digital library, the institution maintains a good variety of electronic resources. In the 21st century, electronic resources have become a crucial component of human lifestyles for research and information (Ramakrishna, Naick, & Sasikala, 2017).

The purpose of this study was to look at the acceptance, perceived value, and pleasure of using electronic resources as opposed to print materials. The main conclusions were that, in terms of respondents, students were the most frequent users of electronic resources (77% of students and 23% of teachers). 42 per cent of users said they preferred print copies of materials because they were more convenient. 36% of users are involved in computer science and IT. It stood above others. In terms of how often they visited, 29% of users went once a week, while 7% went very infrequently. 113 users were given access to the digital library's resources and utilized them. 30% of consumers used the digital library once every week when they visited. E-resources were only occasionally accessed by 12% of the respondents. Only 24 out of the total respondents claimed to have used electronic resources for at least two years, suggesting that the idea of electronic journals was still a new phenomenon. Most students (45%) utilize electronic resources for learning, while 18.6% of users use them to keep up with information. Electronic journals and e-books were preferred by over half (55%) of the users. Compared to other resources, it was higher. 28% of respondents said they preferred CDs or DVDs. The highest number of users (34%) used the IEL online. Only 8 respondents thought the digital library's collection of resources was poor. When

user issues were measured, 31% of respondents indicated that downloading was a significant issue. Additionally, 26% of consumers cited ignorance as another significant issue. Most respondents (66%) were pleased with the electronic materials the library offered. They were emphasizing document electronic versions more. The need for electronic resources in their particular field was growing as more resources were made available over the Internet with fast connectivity(Dhanavandan, Esmail, & Nagarajan, 2012).

This study finds out about five tips for library planning and training that are comparable to Adams and Bonk's mandates for their libraries. The study verified the lack of expertise and use of specific resources and supported the suggested hassle that its electronic resources are underused. To counteract this situation, higher promotion of assets must be done. Nicholas wrote that "you can only use what you are aware of about and what you are skilled or trained in using" and Roberts concluded that the burden of responsibility for informing college about facts resources fell on the library. Thus, informing colleges of what is possible, what is available, and how assets are used is imperative(Renwick, 2005).

The study found that the attention and utilization stage of college students related to reachable electronic databases varied notably, especially when comparing personal schools and databases. The overall knowledge and use of e-databases among medical college students were once a whole lot greater than the dental students and those who have been aware of the existence of electronic resources found using e-books' databases more than those containing journal publications and EBM. This suggests that the students are more concerned with their guides of study than the clinical and lookup work. The average low response from Dental college students and the lack of electronic resources useful to them is very evident from the study. They find that those dissatisfied with the subscribed electronic resources frequently turn to databases from various institutions and general search engines to fulfill their informational wants. The report concluded that Al-JOUF University undergraduate students in the FMS lack the knowledge and literacy skills required to fulfill their educational and research needs. The report suggested that clinical librarians and faculty work together to promote and raise awareness of these important tools among students to recoup some of the money that the university paid to subscribe to these databases. To better teach students how to use information literacy tools, they must step up their efforts and employ the right tools(Ahmed & Al-Reyaee, 2017).

The development of scientific electronic resources grossly depends on the application of ICT technologies. Librarians have a better position to play in the process. They must coordinate the efforts of all sections of clinical or fitness systems. Librarians are better professionals to coordinate unique sections of the communication system, as they are familiar with the data work as fact workers. For this, the governments and the management of the concerned clinical establishments must aid and encourage the libraries and librarians by framing necessary policies, growing requirements and procedures, and encouraging specialization, with an emphasis on electronic resource enterprise and control, so that the scientific librarians have been enabled to render extra productive and efficient services. The library environment has presently gone through drastic changes in terms of collections and services. The proliferation of electronic resources has significantly impacted the way the tutorial neighborhood uses, stores, and preserves information. Technology is in a position now to offer exquisitely achievable for teaching and mastering medicine. The challenge is to combine the understanding of technologists with the expertise of medical educators, clinicians, and fundamental scientists in efforts to format and increase modern approaches towards clinical training that utilize IT to its full potential for most educational costs(Bhat & Mudhol, 2014).

The study's findings indicate that the instructors and students who took part in the survey are familiar with electronic resources and the Internet. Even though most academics use electronic information sources for tasks connected to their academic career, most still prefer print information sources. Many students and staff members gained knowledge of electronic information sources by trial and error or by asking friends for advice (Sampath Kumar & Kumar, 2010).

This study evaluated users' learning, the level of electronic records resource consumption, as well as difficulties encountered in academic libraries. It is clear from this study that more people are using electronic resources than they were in the recent past, which may have had a substantial impact on how well they grasp them. The study's findings suggested that consumer perception affects how electronic statistics resources are used at various stages in instructional libraries. Usage of electronic resources in academic libraries is affected with the aid of some challenges which are not insurmountable, this includes lack of awareness, lack of training, unreliable Internet connection, and insufficient electronic resources in some fields of study. Therefore, librarians must pay attention to electronic resources, train all the users, enhance Internet access, and make sure

subsequent subscriptions to relevant electronic resources and databases in extraordinary fields of study (Omeluzor, Akibu, & Akinwoye, 2016).

According to the study, first-year medical students use resources to gain an understanding of a variety of topics in physiology, anatomy, and biochemistry. In terms of responses, there was no statistically significant difference between male and female students. They have improved in many areas of their studies, especially anatomy, thanks to these materials. The authors concluded that, in the first year of school for medicine, electronic resources are a helpful addition to conventional lecture-based instruction. E-learning can be considered a huge power that must be used wisely if one wants to get the desired outcomes(Hiwarkar & Taywade, 2019).

According to the study, undergraduate students rarely use readily available electronic resources, and their familiarity with the subjects they are learning had minimal impact on this. They cannot use the electronic resources available through the university library. Computer literacy has a significant impact on how electronic resources are used, but the issue background is the complete reverse. This is a result of several issues, such as their unavailability and accessibility, a lack of the required computer skills, and unstable power supplies, which prohibit people from using electronic resources. The results of the study showed that computer-literate undergraduate students at the two universities in Southwestern Nigeria were more inclined to utilize electronic resources than those who had prior knowledge of the subjects they were learning. (Emwanta & Nwalo, 2013).

A review of the literature demonstrates how electronic resources have fundamentally altered how information is acquired, saved, arranged, accessed, retrieved, and used in libraries worldwide, particularly academic libraries. It has been noted that workplace accessibility positively affects how frequently employees use electronic tools and services.

2.2 Conceptual framework

Figure 1: Conceptual framework
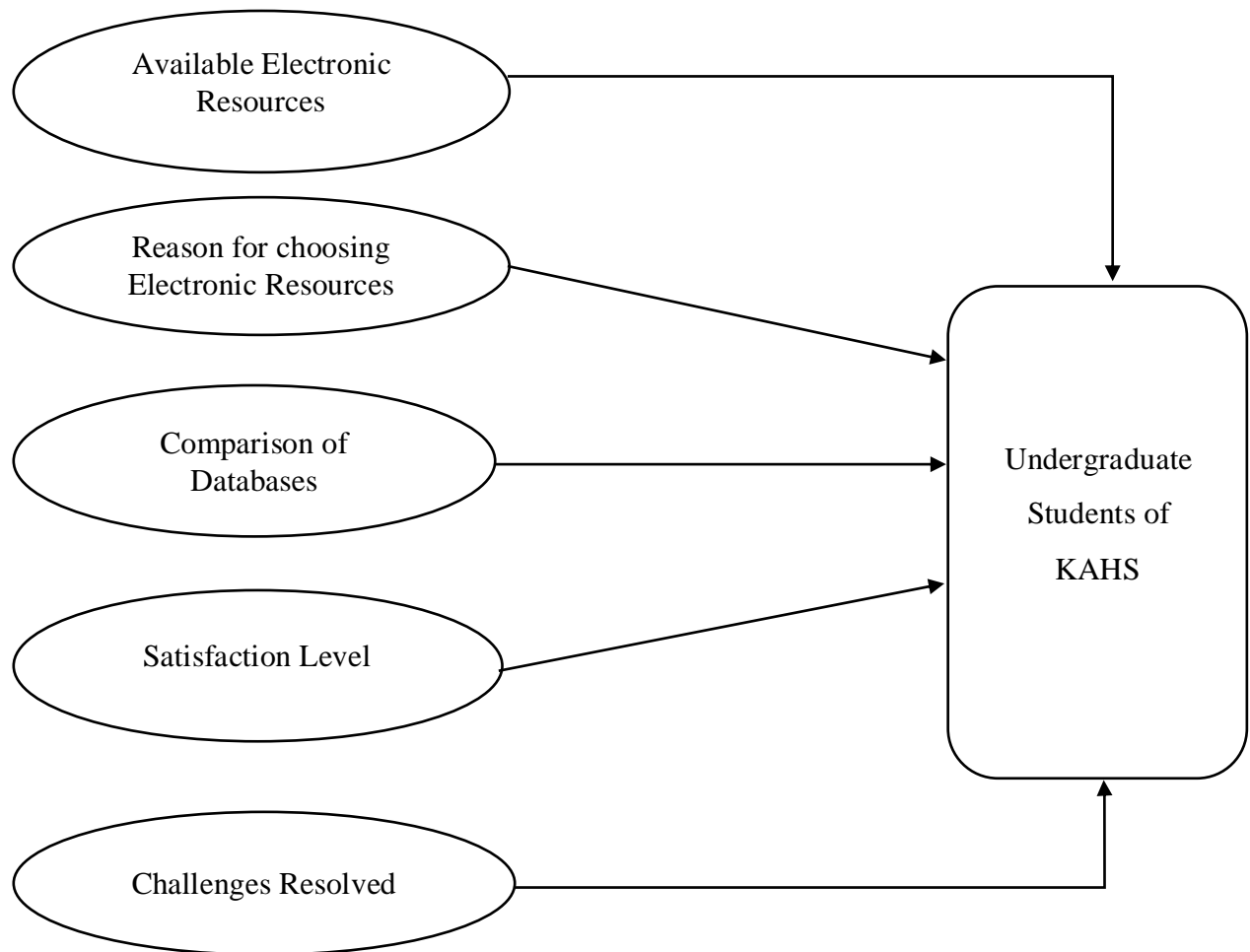
The above figure indicates the library users' level of electronic resources was determined by eliciting the records related to the services supplied using the library of Karnali Academy of Health Sciences such as reachable electronic resources etc. and the figure shows the available electronic resources attitudes on electronic resources, available of electronic resources, Satisfaction level and compare the portal which available in KAHS library.

CHAPTER- III

RESEARCH METHODOLOGY

This chapter includes research design, data sources, variables, population, sample and sampling techniques, research tools and techniques and plans for data analysis. It suggests using the laws of library science in an orderly manner and is a process or way focused on discovering answers, seeking solutions, or looking for better designs to work systematically.

In other words, research methodology explains the procedures and methods used in all elements of the study with a focus on the method and instrument used for data collection, the tabulation and processing of the data, and the method used for analysis. It is an inevitable rule that gives the study's findings the proper weight. The demographic and data sources, the method of data collection, the processing and display of the data, and the analytical tools utilized are all covered in this chapter. According to (Goddard & Melville, 2004), Research is the investigation of unexplored possibilities or solving of unresolved problems.

"In Research Methodology, the researcher always tries to search the given question systematically in her way and find out all the conclusion answers. If research does not work systematically on the problem, there would be less possibility to find out the result. For finding or exploring research questions, a researcher faces a lot of problems that can be effectively resolved by using the correct research methodology'(Industrial Research Institute, 2010).

3.1 Research design

In this research the Karnali Academy of Health Sciences Library, Jumla Karnali has been selected. Therefore, with the help of the selection of appropriate sampling methods, adequate samples are drawn that are consultants of all units in a population. When selecting a sample from the population for surveys, researchers used a purposive sampling technique. Data were collected using both open-ended and closed-ended questionnaires, the preliminary data were gathered in the field. To collect and evaluate data, quantitative research design was applied. These approaches guarantee the reliability and generalization of the study findings and offer a structured framework for doing research. All the survey questionnaires have specially been designed to all the required data and facts for the study.

In this research, the total population of the Karnali Academy of Health Sciences Library was 253. Only the students of the 2nd and 3rd years were eligible to fill up the questionnaire. For the study's sample, these are taken for assumption. 110 questionnaires were provided to the KAHS's 2nd and 3rd year students of various academic programs.

Figure 2: The research design of this study

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┌─────────────────────────────────────────────────────────┐
│ Accessing Electronic Resources by Undergraduate Students │
│            at Karnali Academy of Health Sciences         │
└─────────────────────────────────────────────────────────┘
                            ⇓
              ┌─────────────────────────────┐
              │      Literature review      │
              └─────────────────────────────┘
                            ⇓
              ┌─────────────────────────────┐
              │        Questionnaires       │
              └─────────────────────────────┘
                            ⇓
              ┌─────────────────────────────┐
              │       Data collection       │
              └─────────────────────────────┘
                            ⇓
              ┌─────────────────────────────┐
              │  Data Analysis and Presentation │
              └─────────────────────────────┘
                            ⇓
              ┌─────────────────────────────┐
              │ Conclusion and Recommendation │
              └─────────────────────────────┘
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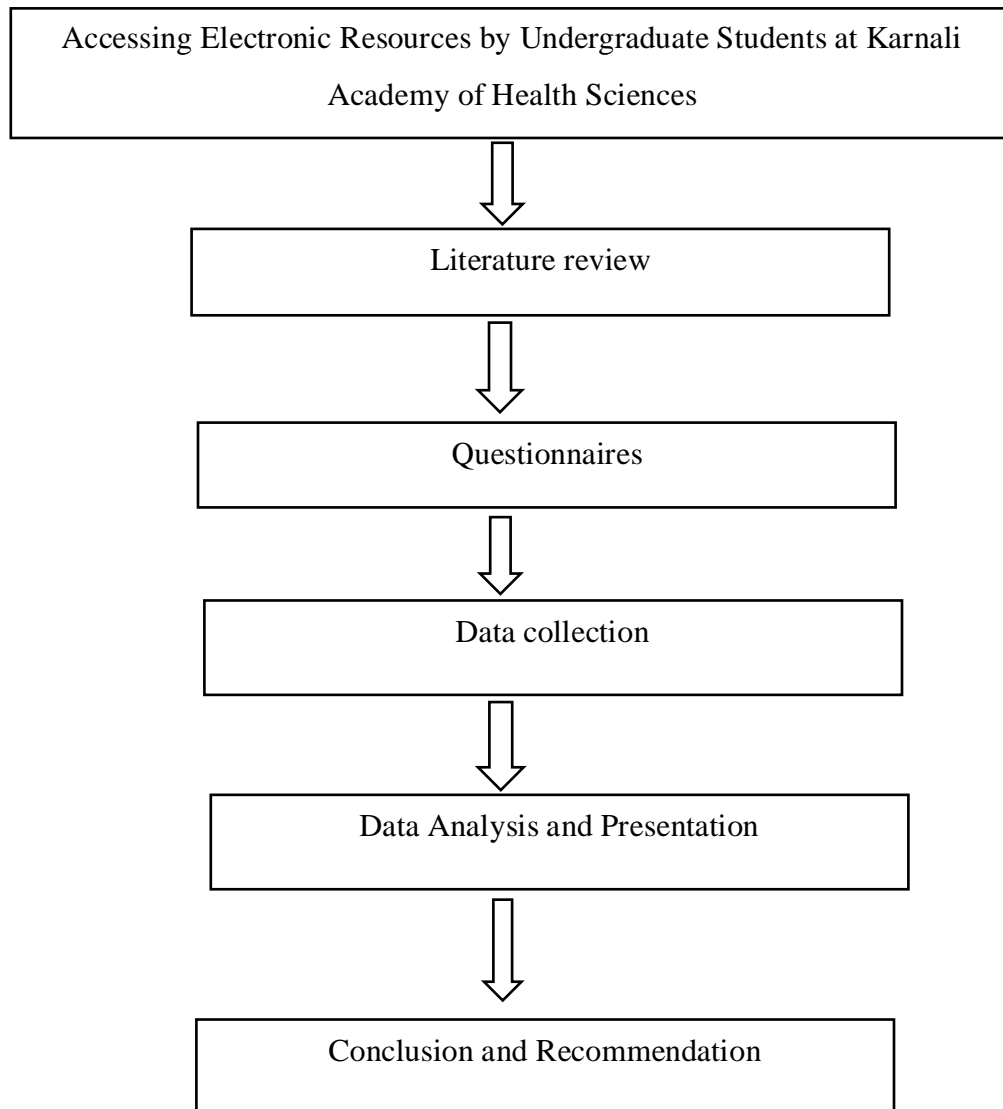
3.2 Source of data

All data are gathered from primary sources. Using open-ended and closed-ended survey questions, the preliminary data are gathered in the field. To collect and evaluate numerical data to respond to lookup queries, quantitative research designs are used. These approaches guarantee the reliability and generalization of the study findings and offer a structured framework for doing research. There are numerous fields and disciplines where quantitative lookup designs have their roots or origins.

3.3 The population of the study

In this research, the total population of the Karnali Academy of Health Sciences Library was 253. Only the students of the 2nd and 3rd years were eligible to fill up the questionnaire. For the study's sample, these are taken for analysis as census. 110 questionnaires were provided to the KAHS 2nd and 3rd year students of various academic programs. All distributed questionnaires were returned successfully.

Table 1:Population of the study

SN	Program	No. of Respondents:	Percent
1	MBBS	30	27%
2	BMS	16	15%
3	BPH	23	21%
4	PHARMACY	28	25%
5	BNS	13	12%
	TOTAL	110	100%

(Source: Field Survey, 2023)

3.4 Data collection tool

The questionnaire method was used for data collection. According to the study's aims, the researcher organized one set of questionnaires in full session with a guide. The data is accumulated via discipline questionnaires, with a selected KAHS library. The required facts and data have been gathered from the main source with the assistance of the set of questionnaires. The questionnaire

has been specially designed to all the required data and facts for the study. In this research, both close-ended and open-ended questionnaires are used.

3.5 Data collection procedure

In this study, the Karnali Academy of Health Sciences Library, Jumla Karnali has been selected. Therefore, with the help of the selection of appropriate sampling methods, adequate samples are drawn that are consultants of all units in a population. When selecting a sample from the population for surveys, researchers used a purposive census technique. The second and third years of various academic programs had adjusted ICT courses under the KAHS curriculum. The 2nd and 3rd year students from all running batches in the various academic programs were chosen for this study.

3.6 Data analysis method

The complete filled-up questionnaire is checked to ensure that the result is consistent, accurate, and reliable and the incomplete formats for analysis of data are rejected. All the accumulated raw data were calculated categorized and evaluated in this regard. Following that, it was divided into several types based on their nature and requirements, which were expressed mathematically, and percentages were calculated. The presentation of the data gathered has been done in this study using descriptive methodologies. IBM SPSS version 25, Excel, and Microsoft Office Word were used to analyze the data.

Table 2:Research questions mapping to survey questions

Research questions	Survey questions
I	6,12,15
II	7,8,9,10,13,14
III	16,17,18,19,20
IV	1,2,3,4,11

(Source: Field Survey, 2023)

DATA ANALYSIS AND PRESENTATION

This chapter deals with an important part of the research analysis, presentation, and interpretation of the study. It is one of the most important steps in the search for processing. To transform a fact from an unprocessed state into an easy-to-understand presentation, a fact must first be analyzed. The accumulated records need to be aggregated into a form that provides the precise solutions from respondents. For the convenience of data analysis, the data collected through a questionnaire has been coded and entered into a computer system.

4.1 Group A: Demographic information

4.2 Category of users

This question was asked to the respondents about their enrolled programs in KAHS and their desire to rank themselves as library users. Different programs like MBBS, BPH, PHARMACY, BMS and BNS had been provided for ranking themselves. Following are the records of the respondents.

Table 3:Category of respondents

SN	Program	No. of Respondents	Percent
1	MBBS	30	27%
2	BMS	16	15%
3	BPH	23	21%
4	PHARMACY	28	25%
5	BNS	13	12%
	TOTAL	110	100%

(Source: Field Survey, 2023)

Table 3 shows that the total number of respondents is 110. 30 (27% of respondents) are from the MBBS program. 16 (27% of respondents) are from BMS programs. 23 (15%) of them are from the BPH program. 28 (25%) of the respondents are from pharmacy. 13(12%) of them are from the BMS program. Data are collected from various programs at KAHS.

Figure 3: Category of users
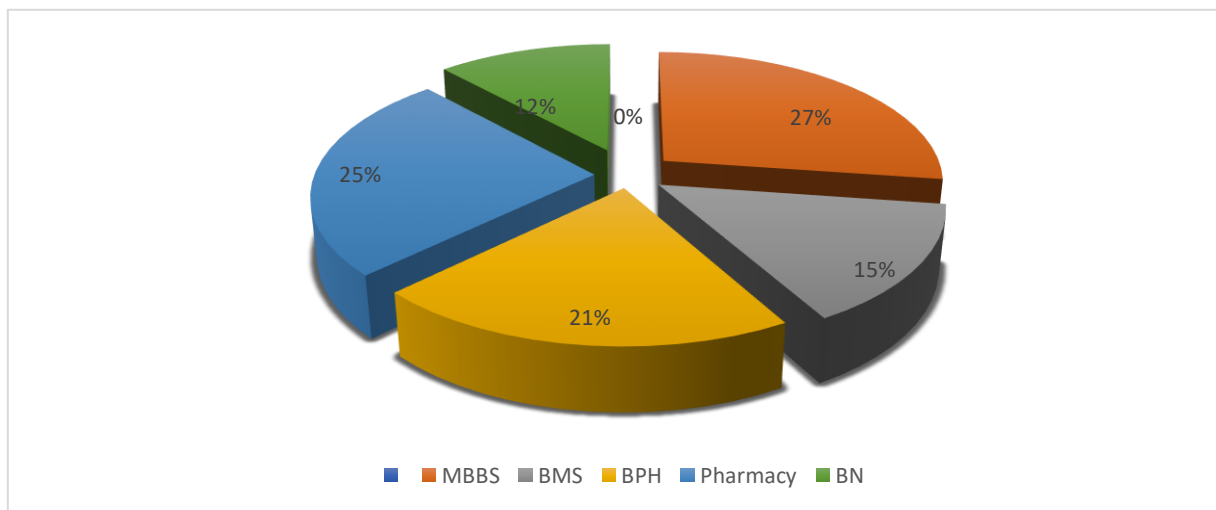
The above figure indicates that among the total 110 respondents, 30(27%) of them are from the MBBS program,16(15%) of them are from the BMS program, 23(21%) of them are from the BPH program, 28(25%) of them from Pharmacy program and 13(12%) of them are from the BNS program.

4.3 Group B: Users assessment regarding accessing electronic resources

4.4 Main Target of visiting the library

In this question, respondents were asked about the main purpose of visiting the library. There were five options provided i.e. To borrow a Book, to complete the assignment, to access electronic resources, to use internet service, and to get a piece of information. The response from the respondents is shown in the table and figure.

Table 4: Main target of visiting the library

Target of visiting the library	No. of Respondents	Percent
To borrow Book	55	50%

To complete the assignment	20	18%
To access electronic resources	15	14%
To use internet service	11	10%
To get information	9	8%
Total	110	100%

(Source: Field Survey, 2023)

The above table from a total of 110 respondents, 55(50%) of them are visiting libraries to borrow books, 20(18%) are them to complete the assignment, 15(14%) of them are visiting libraries to access electronic resources, 11(10%) of them are visiting libraries to use the internet service and 9(8%) of them are visiting libraries to get information.

Figure 4: Main purpose of visiting the library
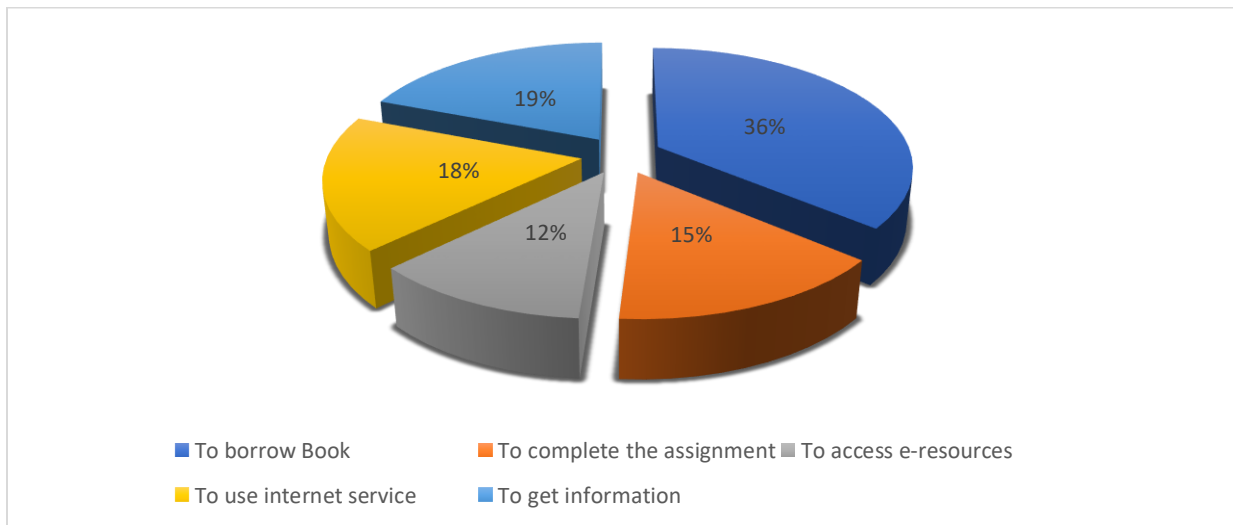
It can be observed from the above figure from a total of 110 respondents, 55(50%) of them are visiting libraries to borrow books, 20(18%) are them to complete the assignment, 15(14%) of them are visiting libraries to access electronic resources, 11(10%) of them are visiting libraries to use the internet service and 9(8%) of them are visiting libraries to get information.

4.5 Awareness of electronic resources

In this question, respondents were asked whether they knew about the awareness of electronic resources or not. There were two options provided i.e. Yes or No. The response from the respondents is shown in the table and figure.

Table 5: Awareness of electronic resources

Aware	No. of Respondents	Percent
Yes	52	47%
No	58	53%
Total	110	100%

(Source: Field Survey, 2023)

The above table show the total 110 respondents, 52(47%) are aware of electronic resources and 58(53%) of them are not aware of electronic resources.

Figure 5:Awareness of electronic resources
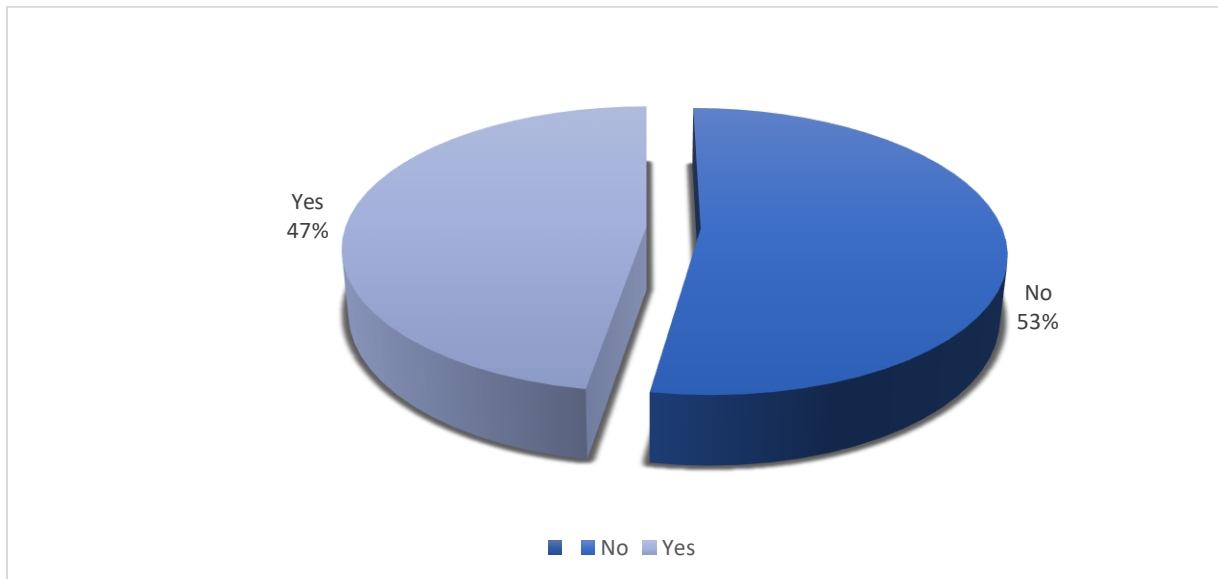
The above figure explains the total 110 respondents, 52(47%) are aware of electronic resources and 58(53%) of them are not aware of electronic resources.

4.6 The need for orientation about electronic resources

In this question, respondents were asked whether they needed orientation about electronic resources or not. There were two options provided i.e. Yes or No. The response from the respondents is shown in the table and figure.

Table 6: The need for orientation about electronic resources

Orientation	No. of Respondents	Percent
No	9	8%
Yes	101	92%
Total	110	100%

(Source: Field Survey, 2023)

The above table shows a total of 110 respondents, 101(92%) of them need orientation about the electronic resources and 9(8%) of them don't need any orientation about the electronic resources.

Figure 6: Need for orientation about the electronic resources
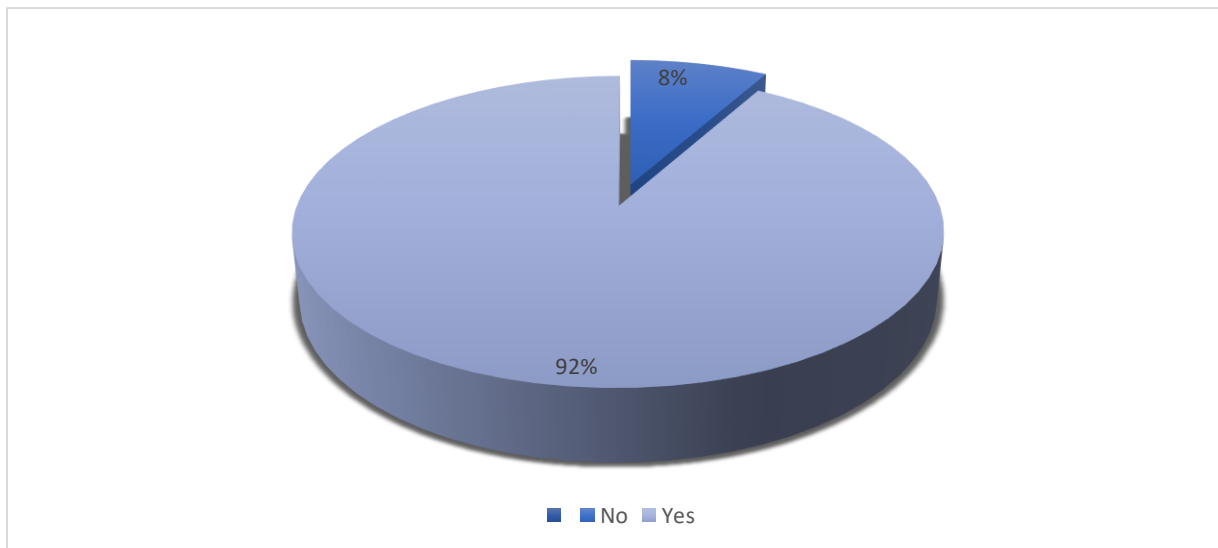
The above figure explain a total of 110 respondents, 101(92%) of them need orientation about the electronic resources and 9(8%) of them don't need any orientation about the electronic resources.

4.7 Process of learning about access to electronic resources

Respondents were asked questions about the methods of learning electronic resources. There were five options provided i.e., Self-research, From Friends, from faculties, from library staff, and the university website. The response from the respondents is shown in the table and figure.

Table 7: Process of knowing about access to electronic resources

Process	No. of Respondents	Percent
Self-search	52	28%
From friends	55	30%
From faculties	30	16%
From Library Staff	30	16%
University websites	16	9%
Total		100%

(Source: Field Survey, 2023)

Table 8 shows that total 110 respondents, 52(28%) of them are learned by self-search, 55(30%) of them are learning from friends, 30(16%) of them are learning from their faculties, 30(16%) of them learn from the library staff and 16(9%) of them learn from university websites.

Figure 7: Process of learning about access to electronic resources
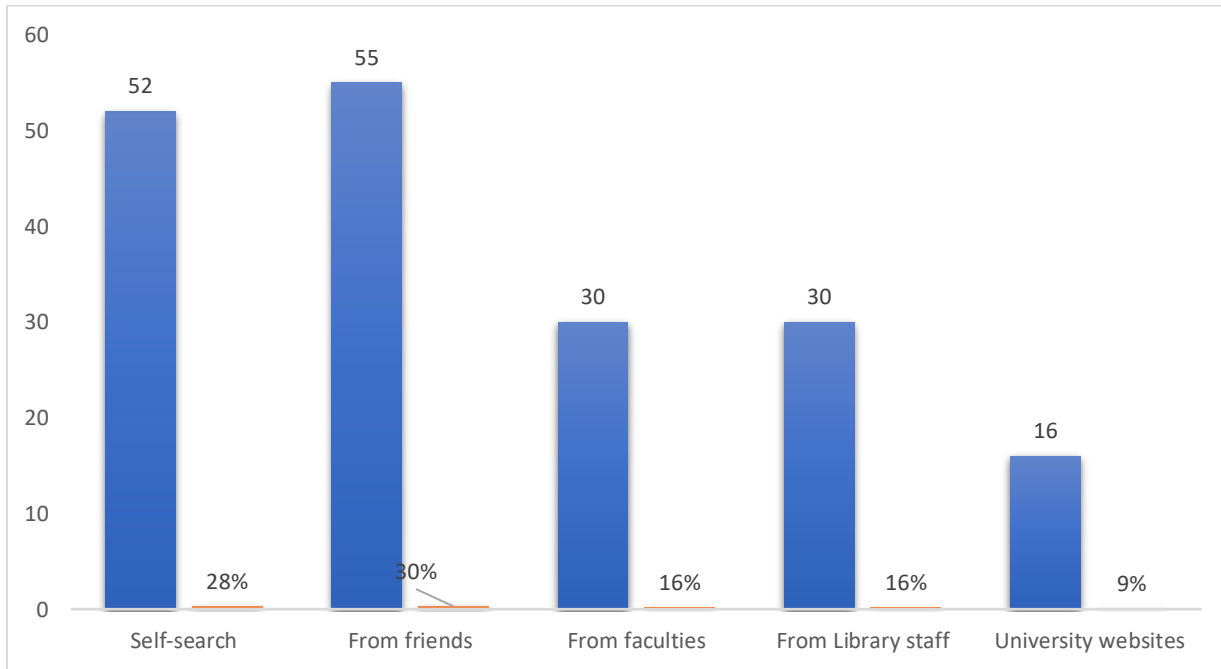
The above bar graph shows that total 110 respondents, 52(28%) of them are learned by self-search, 55(30%) of them are learning from friends, 30(16%) of them are learning from their faculties, 30(16%) of them learn from the library staff and 16(9%) of them learn from university websites.

4.8 Purpose of using an electronic resource

Respondents were asked questions about the purpose of using electronic resources. There were five options provided i.e., Self-learning, preparing an assignment, for research, Getting current information, and Study purpose. The response from the respondents is shown in the table and figure.

Table 8: Purpose of using an electronic resource

Purpose	No. of Respondents	Percent
Self-learning	70	23%
Preparing an assignment	45	15%
For research	53	17%

31

Getting current information	51	17%
Study purpose	87	28%
Total		100%

The above table show that total 110 respondents, 70(23%) of them are using electronic resource for self-learning, 45(15%) of them are using electronic resource for preparing an assignment, 53(17%) of them are using electronic resources for research, 51(17%) of them are using electronic resources for getting current information and 87(28%) of them are using electronic resource for their study purpose.

Figure 8: Purpose of using an electronic resource
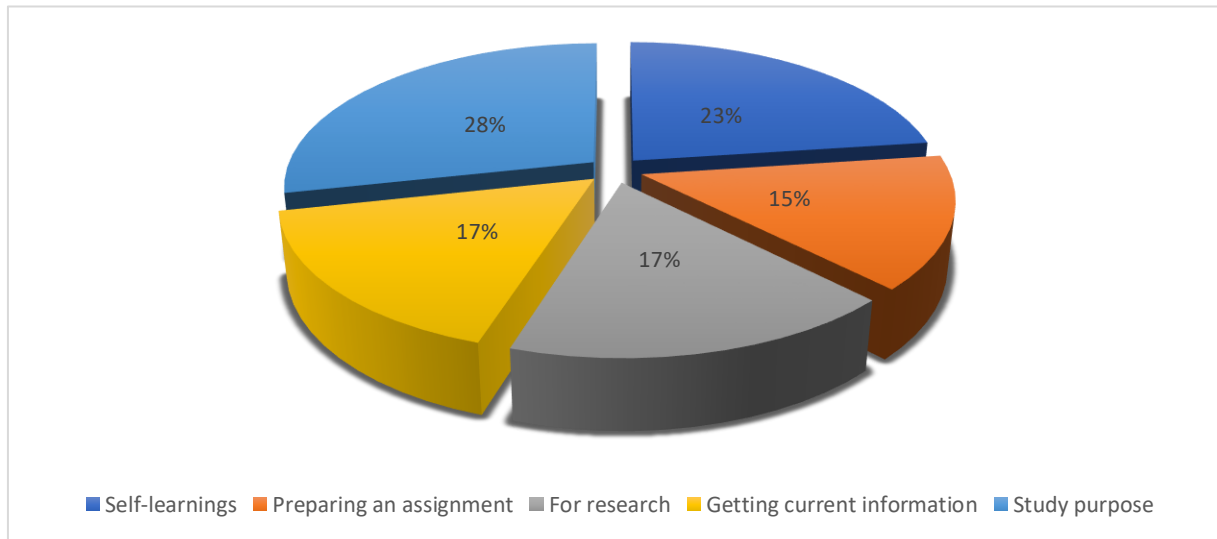
The above figure indicates that total 110 respondents, 70(23%) of them are using electronic resource for self-learning, 45(15%) of them are using electronic resource for preparing an assignment, 53(17%) of them are using electronic resources for research, 51(17%) of them are using electronic resources for getting current information and 87(28%) of them are using electronic resource for their study purpose.

4.9 Attractive features of electronic resources

Respondents were asked questions about the attractive features of electronic resources. There were five options provided i.e., User-friendly interface, relevant to my subject, easy to access, faster and reliable, and authentic. The response from the respondents is shown in the table and figure.

Table 9: Attractive features of electronic resources

Attract	No. of Respondents	Percent
User-friendly interface	36	14.9%
Relevant to my subject	49	20.2%
Easy to access	71	29.3%
Faster and reliable	53	21.9%
Authentic	33	13.6%
Total		100%

(Source: Field Survey, 2023)

The above table explain that a total of 110 respondents, 36(14.9%) respondents attracted to the user-friendly interface, 49(20.2%) of them attracted to the relevance to their subject matter, 71(29.9%) of them attracted to easy-to-access, 53(21.9%) of them attract with the faster and reliable feature of electronic resources and 33(13.6%) of them attract with the authentic feature of electronic resources.

Figure 9: Attractive feature of electronic resources
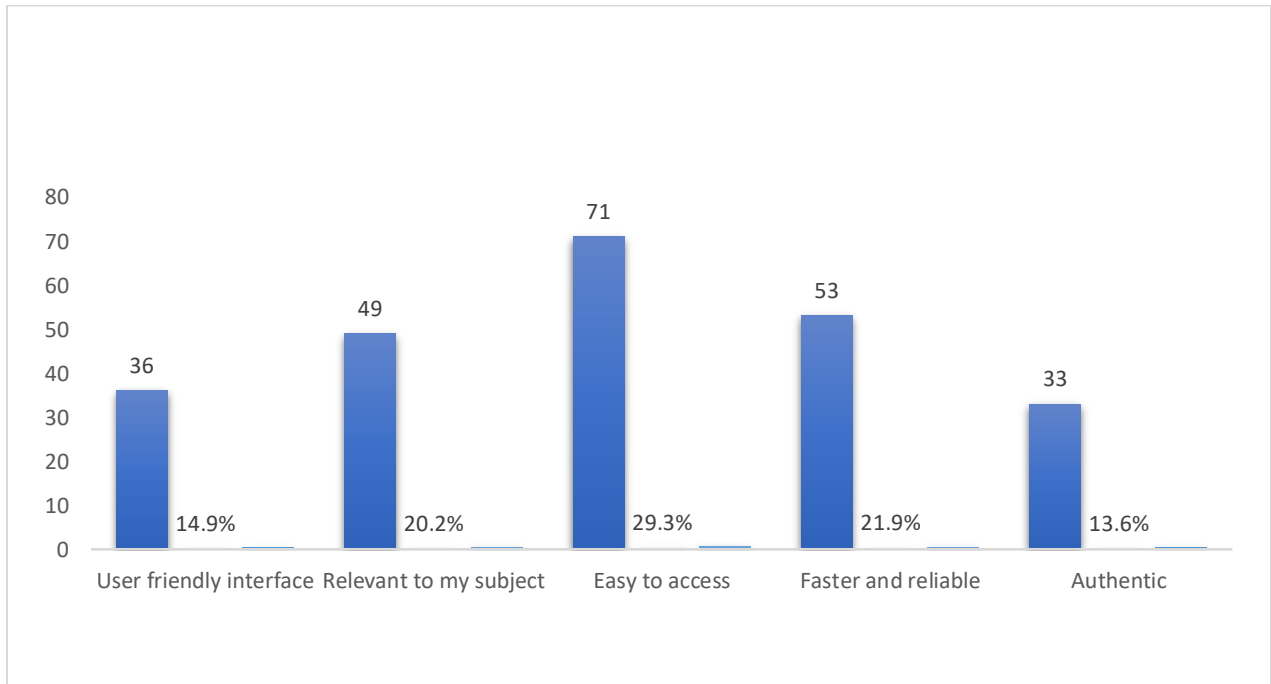
The above figure indicates that a total of 110 respondents, 36(14.9%) respondents attracted to the user-friendly interface, 49(20.2%) of them attracted to the relevance to their subject matter, 71(29.9%) of them attracted to easy-to-access, 53(21.9%) of them attract with the faster and reliable feature of electronic resources and 33(13.6%) of them attract with the authentic feature of electronic resources.

4.10 Types of electronic resources accessed

Respondents were asked questions about what types of electronic resources were accessed. The respondents can choose multiple answer. There were five options provided i.e., User-friendly interface, relevant to my subject, easy to access, faster and reliable, and authentic. The response from the respondents is shown in the table and figure.

Table 10: Types of electronic resources accessed

| Types	No. of Respondents	Percent
Electronic journals	29	16.8%
E-books	88	50.9%

CD-ROM databases	8	4.6%
Full-text databases	34	19.7%
Biographical databases	14	8.1%
Total		100%

(Source: Field Survey, 2023)

The above table show that total 110 respondents and respondents can choose multiple answer, 16.8% of them accessed the electronic journals, 20.9% accessed the E-books, 4.6% of them accessed the CD-ROM databases,19.7% of them access the full-text databases and 8.1% of them accessed biographical databases.

Figure 10: Types of electronic resources accessed
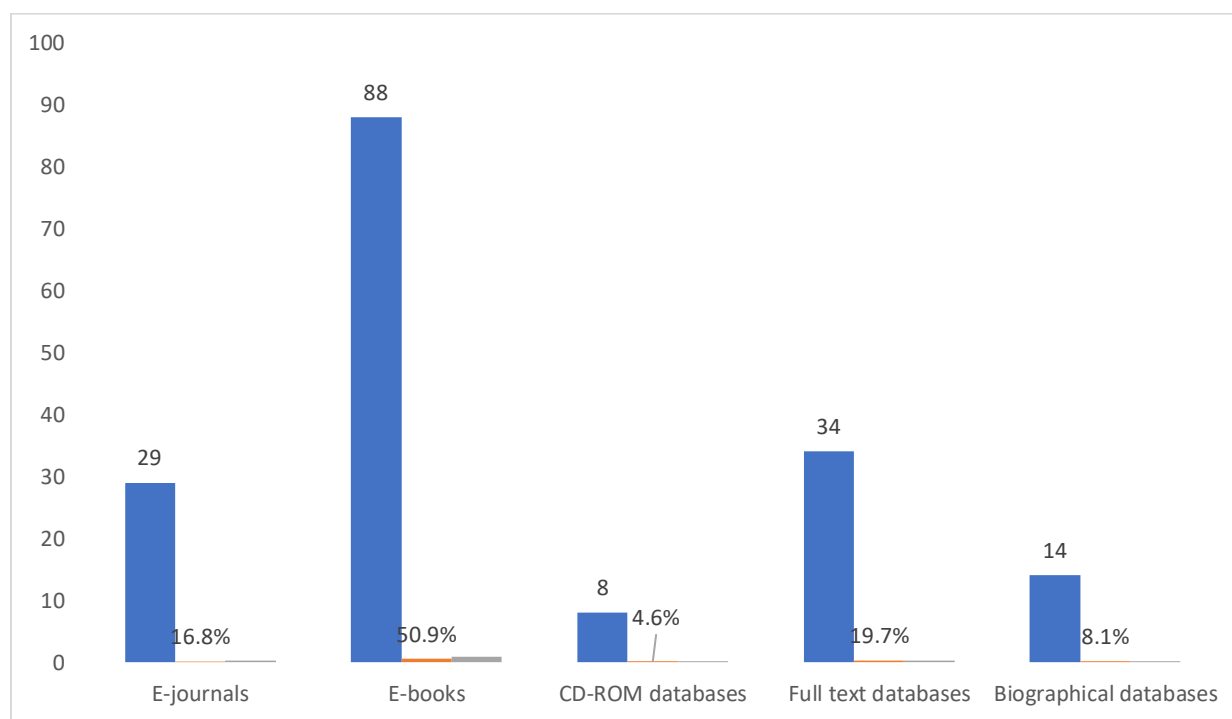
The above figure indicates that total 110 respondents and they can choose multiple answer, 16.8% of them accessed the electronic journals, 20.9% accessed the E-books, 4.6% of them accessed the CD-ROM databases, 19.7% of them access the full-text databases and 8.1% of them accessed biographical databases.

4.11 Uses of electronic resources

Respondents were asked questions about how frequently uses of electronic resources were accessed. There were five options are provided i.e., never, rarely, sometimes, frequently, and always. The response from the respondents is shown in the table and figure.

Table 11: Use of electronic resources

Uses	No. of Respondents	Percent
Never	4	4%
Rarely	18	16%
Sometimes	27	25%
Frequently	42	38%
Always	19	17%
Total	110	100%

(Source: Field Survey, 2023)

The above table indicates that of a total of 110 respondents, 4(4%) never use an electronic resource, 18(16%) rarely uses the electronic resource, 27(25%) sometimes uses electronic resource, 42(38%) of them frequently use the electronic resource, 19(17%) of them always uses the electronic resource according to data.

Figure 11: Use of electronic resources
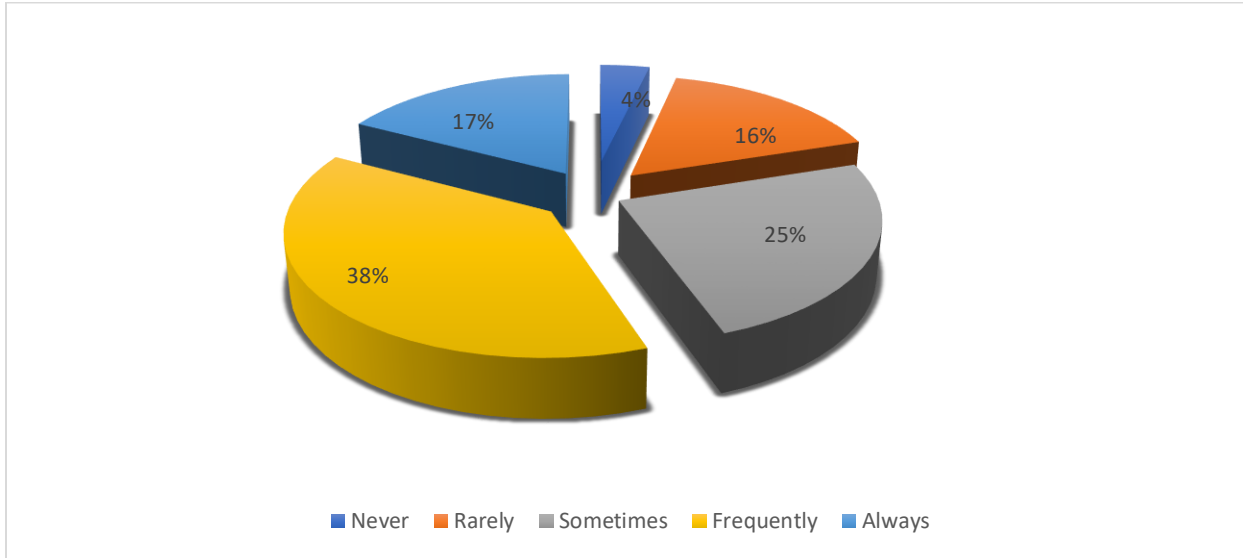
The above figure indicates that of a total of 110 respondents, 4(4%) never use an electronic resource, 18(16%) rarely uses the electronic resource, 27(25%) sometimes uses electronic resource, 42(38%) of them frequently use the electronic resource, 19(17%) of them always uses the electronic resource according to data.

4.12 Satisfied with using an electronic resource

Respondents were asked the question about how satisfied with using electronic resources. There were five options are provided i.e., very dissatisfied, dissatisfied, neutral, satisfied, and highly satisfied. The response from the respondents is shown in the table and figure.

Table 12: Satisfied with using an electronic resource

Satisfied	No. of Respondents	Percent
Very dissatisfied	5	5%
Dissatisfied	17	15%
Neutral	27	24%
Satisfied	54	49%

Highly Satisfied	7	6%
Total	110	100%

(Source: Field Survey, 2023)

The above table show 5(5%) of them are very dissatisfied with using the electronic resource, 17(15%) of them are dissatisfied with using the electronic resources, 27(25%) of them are neutral, 54(49%) of them are satisfied with using of the electronic resource and 7(6%) of them are highly satisfied with the using of the electronic resource.The total respondents are 110.

Figure 12: Satisfied with using electronic resource
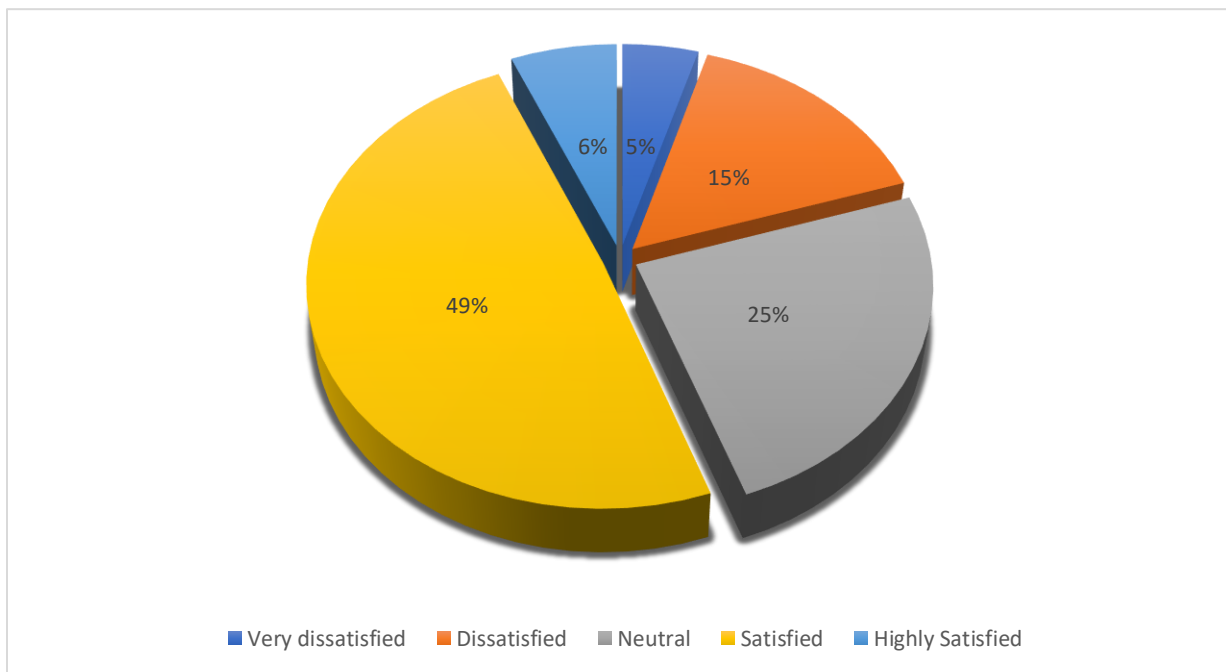
Among the total 110 respondents, 5(5%) of them are very dissatisfied with using the electronic resource, 17(15%) of them are dissatisfied with using the electronic resources, 27(25%) of them are neutral, 54(49%) of them are satisfied with using of the electronic resource and 7(6%) of them are highly satisfied with the using of the electronic resource.

4.13 The effect of electronic resources on academic activities

Respondents were asked questions about what is the effect of electronic resources on academic activities provided by the KAHS library. There were five options are provided i.e., Excellent, very good, Good, Fair, and Poor. The response from the respondents is shown in the table and figure.

Table 13: The effect of electronic resources on academic activities

Effect	No. of Respondents	Percent
Excellent	3	3%
Very good	3	3%
Good	38	34%
Fair	36	33%
Poor	30	27%
Total	110	100%

(Source: Field Survey, 2023)

The above table show that total 110 respondents, 3(3%) of them replied that effect of electronic resource was excellent, 3(3%) of them replied that effect of electronic resource is very good, 38(34%) of them replied that effect of electronic resource is good, 36(33%) of them replied that effect of electronic resource is fair,30(27%) of them replied that effect of electronic resource is poor which are available in KAHS library.

The above figure indicates that total 110 respondents, 3(3%) of them replied that effect of electronic resource was excellent, 3(3%) of them replied that effect of electronic resource is very good, 38(34%) of them replied that effect of electronic resource is good, 36(33%) of them replied that effect of electronic resource is fair,30(27%) of them replied that effect of electronic resource is poor which are available in KAHS library.

4.14 The problems faced in using an electronic resource

This question is multiple-choice. Respondents can choose multiple answers.Respondents were asked questions about what the problems are faced in using electronic resources. There were five options provided i.e., Lack of search skills, IT infrastructure is not good, Difficulty finding relevant information, Slow download speed, and Library staff not cooperative. The response from the respondents is shown in the table and figure.

Table 14: The problems faced in using an electronic resource

Problems	No. of Respondents	Percent
Lack of search skills	37	17%
IT infrastructure is not good	71	33%

Difficult to find relevant information	29	14%
Slow download speed	65	30%
Library staff are not cooperative	12	6%
Total		100%

The above table explains that of a total of 110 respondents but they can choice multiple answer. The total respondents answer is 214.37(17%) of them faced problems due to a lack of search skills,71(33%) of them replied that IT infrastructure is not good, 29(14%) of them faced difficulty in finding relevant information, 65(30%) faced the problems that slow download speed, 12(6%) of them replied that library staffs are not cooperative.

Figure 14: The problems faced in using an electronic resource
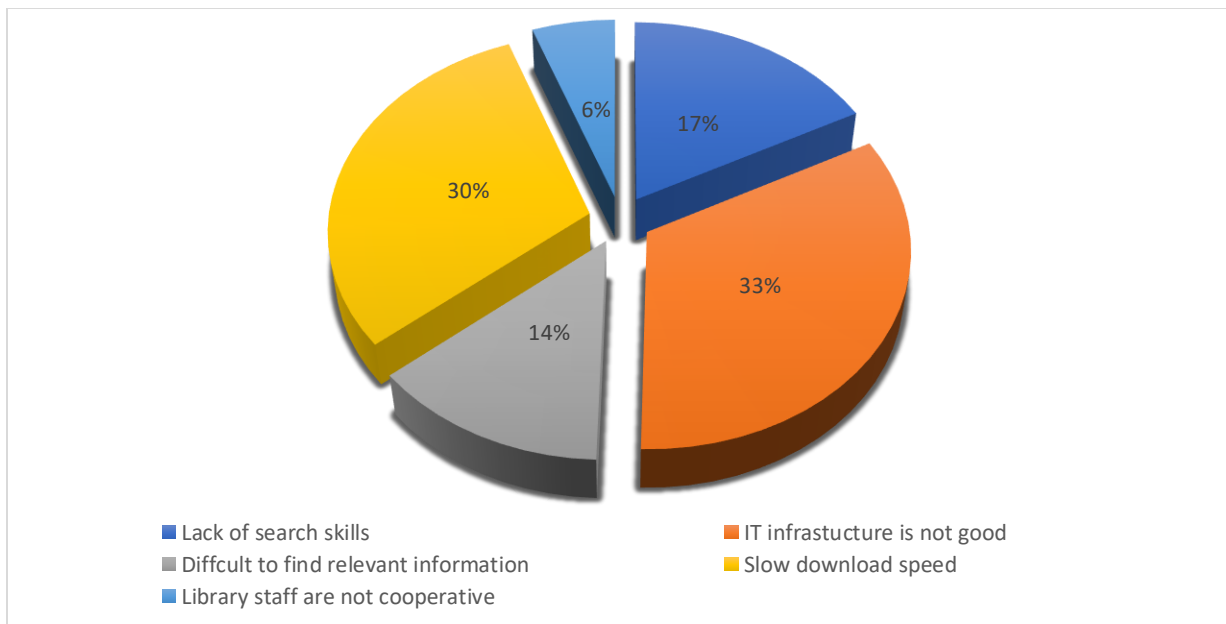
The above figure explains that of a total of 110 respondents but they can choice multiple answer. The total respondents answer is 214.37(17%) of them faced problems due to a lack of search skills,71(33%) of them replied that IT infrastructure is not good, 29(14%) of them faced difficulty

in finding relevant information, 65(30%) faced the problems that slow download speed, 12(6%) of them replied that library staffs are not cooperative.

4.15 Level of success in academic work

Respondents were asked questions about how much their research/ academic work became successful using electronic resources. There were five options provided i.e., Low, Very Low, Average, High, and Very High. The response from the respondents is shown in the table and figure.

Table 15: Level of success in academic work

Level of Success	No. of Respondents	Percent
Low	6	6%
Very Low	11	9%
Average	58	53%
High	22	20%
Very High	13	12%
Total	110	100%

(Source: Field Survey, 2023)

The above table show that of the total 110 respondents, 6(6%) of them replied level of success in academics and research is low, 11(9%) of them replied level of success in academics and research is very low, 58(53%) of them replied level of success in academic and research is average, 22(20%) of them replied the level of success in academic and research is high,13(12%) of them replied the level of success in academic and research is very high.

Figure 15: Level of success in academic work
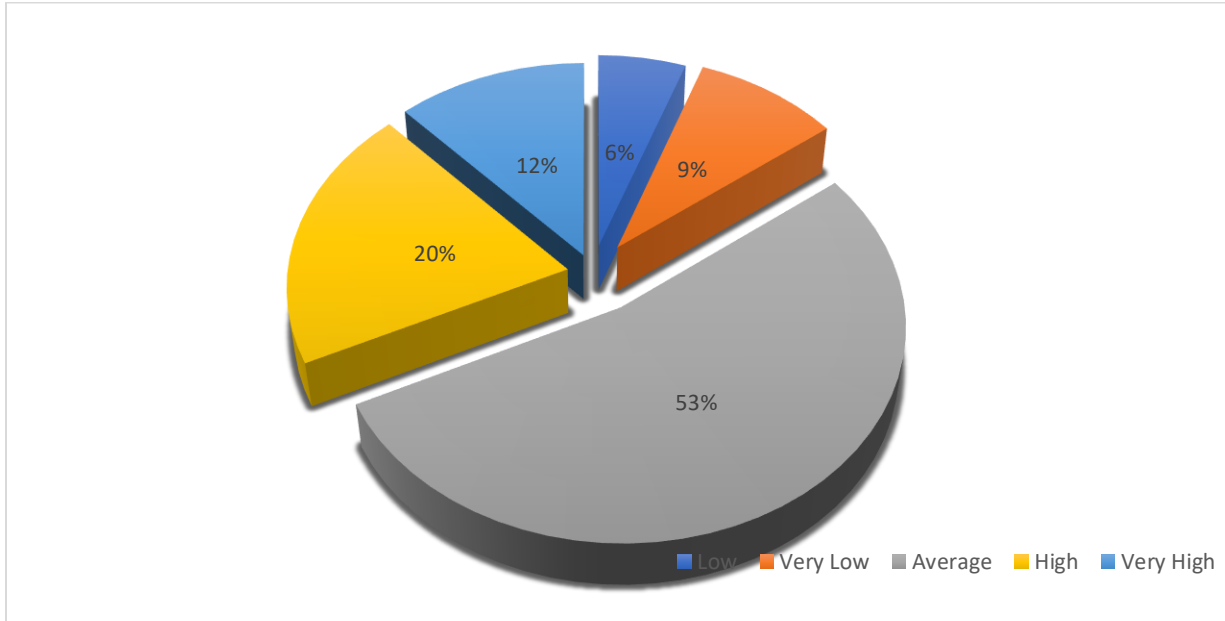
The above figure explains that of the total 110 respondents, 6(6%) of them replied level of success in academics and research is low, 11(9%) of them replied level of success in academics and research is very low, 58(53%) of them replied level of success in academic and research is average, 22(20%) of them replied the level of success in academic and research is high,13(12%) of them replied the level of success in academic and research is very high.

4.16 Mostly used electronic resources provided by the KAHS library

Respondents were asked questions about which electronic resource they used was mostly provided by the KAHS library. There were five options provided i.e., HINARI, Pub Med, Medline, NepJol and others. The response from the respondents is shown in the table and figure.

Table 16: Mostly used electronic resources provided by the KAHS library

Electronic resources	No. of Respondents	Percent
HINARI	12	11%
PubMed	39	35%
Medline	14	13%

NepJol	5	5%
Others	40	36%
Total	110	100%

(Source: Field Survey, 2023)

The above table show out of 110 respondents, 12(11%) of them used HINARI electronic resources provided by the KAHS library,39(35%) of them used PubMed, 14(13%) of them used Medline, 5(5%) of them used NepJol and 40(36%) of them used other electronic resources which are not available by KAHS library.

Figure 16: Mostly used electronic resources provided by the KAHS library
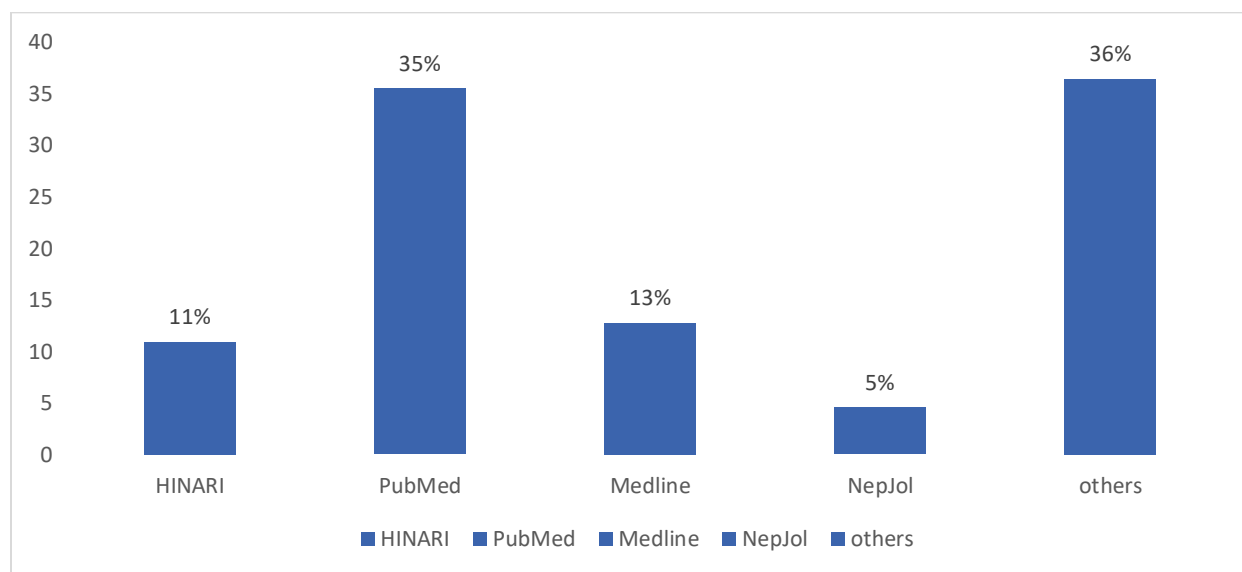
The above figure show out of 110 respondents, 12(11%) of them used HINARI electronic resources provided by the KAHS library,39(35%) of them used PubMed, 14(13%) of them used Medline, 5(5%) of them used NepJol and 40(36%) of them used other electronic resources.

4.17 Reason behind using the particular databases

This is multiple choice question. Respondents can choose multiple answer from the options. The respondents initially asked this question to use electronic resources to ascertain the cause behind it. In the table and figure, the respondents' responses are evaluated. The respondents initially asked

this question to use electronic resources to ascertain the cause behind it. In the table and figure, the respondents' responses are evaluated.

Table 17: Reason behind using the particular databases

Reason	No. of Respondents	Percent
The resources provided by teachers	6	3%
Easy and relevant	30	16%
Accurate and reliable	18	10%
Timeliness	22	12%
Multiple users can read and get the full text of articles	11	6%
Searchable and sort able	12	7%
Exploration and Worthy	12	7%
For research and academic assignment	43	23%
For Self-learning	28	15%
Total		100%

(Source: Field Survey, 2023)

The above table show that of the total respondents, 3% of them used the electronic resources which were told by their teachers, 16% of them considered it easy and relevant to use, 110%) of them considered it accurate and reliable, 12% of them considered it is timeliness, 6% of them considered it multiple users can read and to get the full text of articles, 7% of them considered it is searchable

and sort able, 7% of them considered it is exploration and worthy, 23% of them considered it is for research and academic assignment and 15% of them considered it for self-learning.

Figure 17: Reason behind using the particular databases
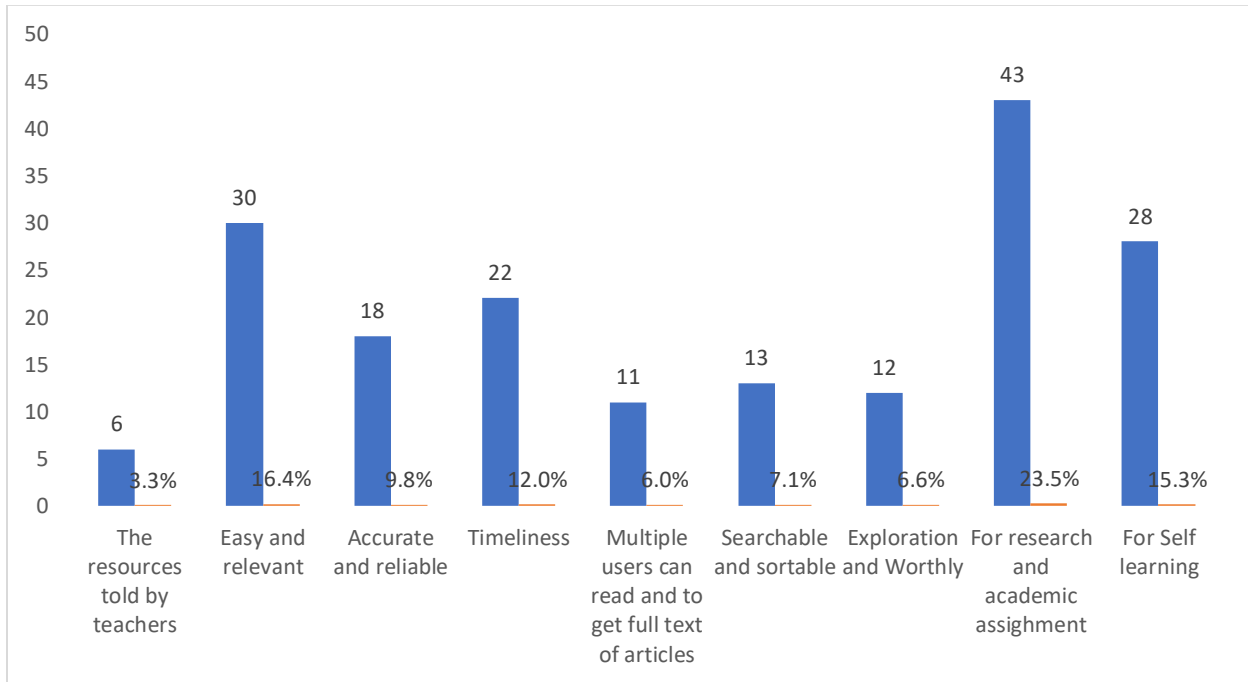
The above figure show that of the total respondents, 3% of them used the electronic resources which were told by their teachers, 16% of them considered it easy and relevant to use, 110%) of them considered it accurate and reliable, 12% of them considered it is timeliness, 6% of them considered it multiple users can read and to get the full text of articles, 7% of them considered it is searchable and sort able, 7% of them considered it is exploration and worthy, 23% of them considered it is for research and academic assignment and 15% of them considered it for self-learning.

4.18 Compatible with user need

This question was once requested to the respondents to find out the compatibility with their needs using electronic resources. There were two options provided, i.e. Yes or No. The response from the respondents is shown in the table and figure.

Table 18: Compatible with user need

Compatible with user need	No. of Respondents	Percent
Yes	51	46.4%
No	59	53.6%
Total	110	100%

(Source: Field Survey, 2023)

The above table indicates out of 110 respondents, 59(53.6) of them replied to the library's electronic resources are not compatible with their needs and 51(46.4%) of them replied to electronic resources of the library are compatible with their needs.

Figure 18: Compatible with user need
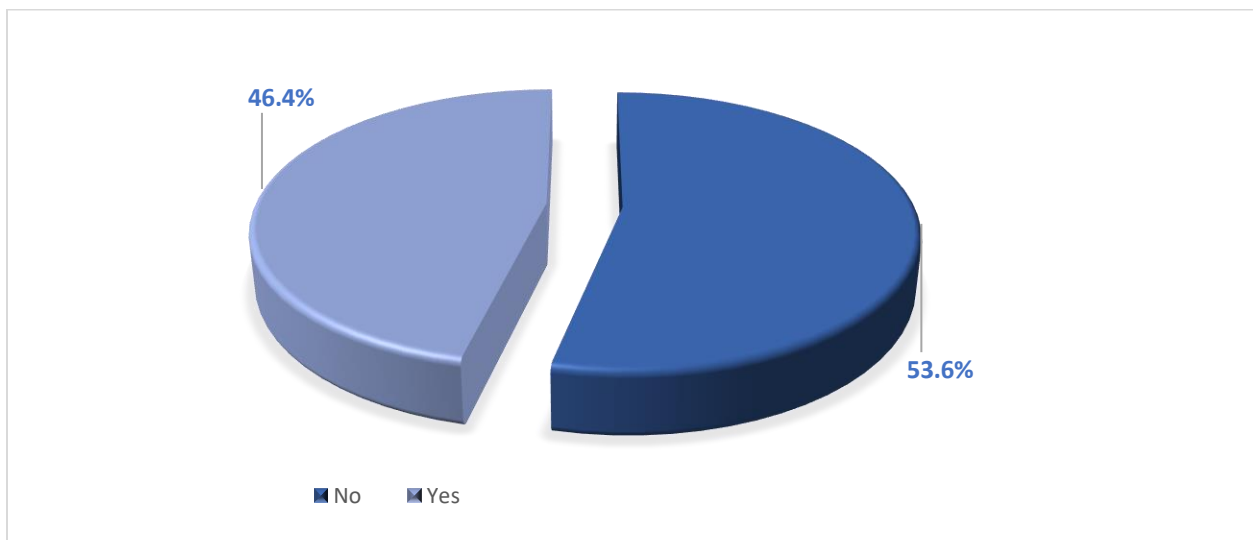
It indicates out of 110 respondents, 59(53.6) of them replied to the library's electronic resources are not compatible with their needs and 51(46.4%) of them replied to electronic resources of the library are compatible with their needs.

4.19 Familiar with electronic resources provided by the library

This question was once requested to the respondents to find out how familiar they are with electronic resources provided by the library. There were two options provided, i.e. Yes or No. The response from the respondents is shown in the table and figure.

Table 19: Familiar with electronic resources provided by the library

Familiar	No. of Respondents	Percent
No	54	49.1%
Yes	56	50.9%
Total	110	100%

(Source: Field Survey, 2023)

The table show a total of 110 respondents, 54(49.1%) of them replied the library's electronic resources are not familiar and 56(50.9%) of them replied electronic resources of the library are familiar with their needs.

Figure 19: Familiar with electronic resources provided by the library
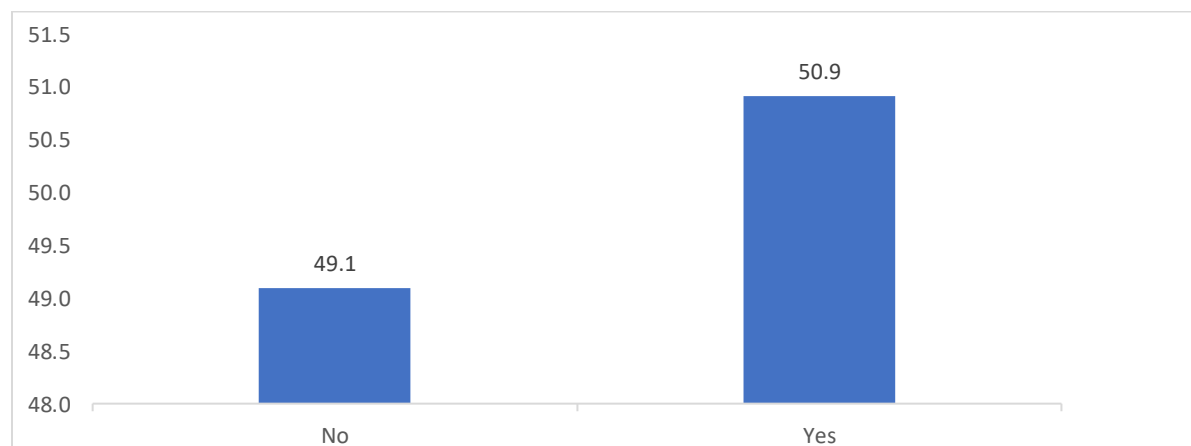
It indicates a total of 110 respondents, 54(49.1%) of them replied the library's electronic resources are not familiar and 56(50.9%) of them replied electronic resources of the library are familiar with their needs.

4.20 Suggest adding other electronic resources

Table 20: Demanded other electronic resources

SN	Electronic resources
1	Anatomy
2	NepMed
3	Journal online -JoL
4	Relief. Web
5	Z library
6	Emerald
7	Ebsco host
8	Pro Quest
9	Dynamed
10	McGraw-Hill
11	Science Direct
12	Med Carib
13	Md Consult
14	Research Gate
15	Scopus
16	Medscape
17	Clinical Key
18	Access medicine
19	Springer
20	Wiley Online Library

(Source: Field Survey, 2023)

This question was once asked by the respondents to suggest other electronic resources that should be added to the library. Respondents add the various types of electronic resources. The response from the respondents is shown in the table.

CHAPTER- V

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The term "electronic resource" refers to any resource that you must access through a computer or any electronic product that provides you with a collection of data, whether it be text referring to extensive research databases, electronic journals, photo collections, other multimedia products, or numerical, graphical, or time-based information as a title that has been posted to be marketed commercially.

This study investigated how KAHS Library's undergraduate users were able to access electronic resources. This study aimed to investigate the types of electronic resources offered by the KAHS library, undergraduate students' attitudes regarding such resources, the most popular platforms used, and how satisfied they are with those resources. For this study, the descriptive research design was selected. All data are gathered from primary sources. Using open-ended and closed-ended survey questionnaires, the preliminary data are gathered in the field.

The population of this study was from the 2nd and 3rd year of running batch from five programs. Out of the 253-population size, 110 were selected as a sample based on purposive sampling techniques and the questionnaires were distributed to KAHS Library users. All questionnaires were returned by sample and used for analysis with the help of SPSS software and MS Excel. All collected data have been presented in tables and figures and have been analyzed and interpreted.

5.2 Findings

Based upon the answers given by respondents, the major findings of the research are as follows:

- The users of library are 71(65.5%) of them are female and 39 (35.5%) of respondents are male . It may be due to the reason that only females can enroll in the nursing program in Nepal but nowadays males can also enroll in the nursing program.

- Regarding the main purpose of visiting the library, among the respondents 50(55%) of the respondents mostly visited to borrow books and 15(14%) least of students used electronic resources. This result shows that there is less awareness of electronic resources.

- Respondents were asked about their awareness of electronic resources. 58 users (53%) do not know about electronic resources, whereas 52 users (47%) are aware of them, according to their response. Therefore, most of those who use libraries are no longer aware of electronic resources.

- Users were asked about the orientation of electronic resources. 101(92%) of respondents replies yes and 9(8%) replied that they do not need any orientation of electronic resources.

- Respondents were asked how they knew about the electronic resources. 55(30%) of the them have said that they know from friends , 52(28%) of them know from self-search, 30(16%) of them from faculties, 30(16%) of them from library staff and 16(9%) of them from the university website.

- Users were asked about the purpose of electronic resources. 28% of respondents are for study purposes and 15%)of them for preparing assignments.

- 21.9% of respondents explained that electronic resources attract them because of faster and more reliable services. 14.9% of the respondents were attracted because of its user-friendly.

- According to replies from respondents 50.9% of them used E-book type of electronic resources, 16.8%)used electronic journals,19.7% of them used full-text databases, 8.1% used biographical databases and least of them used CD-ROM database.

- Users were asked about how frequently they used the electronic resources. 42(38%) of respondents frequently used the electronics and 4(4%) of them never used electronic resources.

- According to the survey, 54(49%) of respondents are satisfied and 5(5%) of them are very dissatisfied with using electronic resources.

- Respondents were asked about the effect of the electronic resources provided by the KAHS library. 38(34%) replied it is good and 30(27%) replied it is poor.

- 58(53%) of respondents replied that electronic resources are successful for their academic work and research and 6(6%) of them answered that electronic resources are least successful for their academic and research work.

- Some problems faced by users when using electronic resources. 30% of respondents answered slow downloaded speed problem,17% of respondents answered lack of search skill, 33% of respondents answered IT infrastructure is not good and 6% indicated library staff are not cooperative.

- Respondents were asked about the most useful use of electronic resources. 40(36%) stand with most use other electronic resources which are not provided by KAHS Library, 39(35%) use PubMed,14(13%) use Medline, 12(11%) of them using HINARI and 5(5%) use NepJol which provided by KAHS library.

- 50.9% of the respondents have mentioned the electronic resources service provided by the KAHS library is familiar and can be accessed easily.

- Respondents have suggested adding electronic resources in the KAHS library like AsiaJol, Zlibrary, Emerald, Ebsco Host, Pro quest, Mc Graw-Hill, Science Direct, MedCarib, Md Consult, Research Gate, Scopus, Medscape, Clinical Key, Access Medicine, Springer, Wiley, NepMed etc.

5.3 Discussion

According to the study, Karnali Academy of Health Sciences students are using more and more technological resources when conducting research and completing projects. It is necessary to give respondents access to substantial electronic back runs in addition to current electronic resources. The availability of the newest technology, as well as contemporary infrastructure and services, would make better and more efficient information management more viable at the library. Users must be provided with an atmosphere that is both supportive and enabling in order to fully benefit from electronic resources.

5.4 Conclusion

The demand for electronic resources has been steadily increasing over the years, driven by technological advancements, changes in communication and learning patterns, and the convenience and accessibility offered by digital content. Electronic resources are gradually changing the printed substances in the library. Books, journals, articles, reports, conference papers, etc. which are handy online are called electronic resources.

Libraries, academic institutions, businesses, and folks have all embraced electronic sources to various degrees, and the fashion is to continue as science continues to evolve and digital get admission becomes even more significant electronic resources are vital for the lookup and study. There is no doubt related to the usefulness of electronic resources. They help with quality schooling and research. They are most important for academic purposes.

Information literacy programs impart skills to users accessing electronic resources. The existing study also affords scope to study in element the want for creating the required information skills in the use of digital data assets in the library.

The results have shown that postgraduate students of KAHS were less aware of electronic resources, from which they need awareness services, and which they used often for academic purposes. Thus, the extent of use reflected the multiple benefits derived and the level of awareness. Inability and inadequate institutional support were identified as the main factors that affected access to electronic resources.

The result shows that access to electronic resources is frequent almost library users, electronic resources service supplied with the help of the library is suitable and most library users are satisfied and benefited from contemporary accessible digital assets in the library. The learn also suggests that most users of KAHS use electronic resources for their lookup purposes.

Electronic resources substances in KAHS are reachable and users are blissful with these materials. It additionally reveals that students, college, and lookup students use electronic resources to get admission to data handy worldwide for teaching, learning, present-day records, and research. However, there nonetheless prevails some weakness which was observed in the study. There are some guidelines stated to avoid these weaknesses to make electronic resource carriers extra superb and efficient.

5.5 Recommendations

The following suggestions are made to improve and maximize the best use of electronic resources among students based on the information provided by respondents and the study's findings:

- Regularly scheduled orientation sessions and workshop programs are required for successfully accessing, locating, and downloading electronic resources.
- The Internet and the latest, fastest IT equipment need to be installed in the library.

- To increase the collection of electronic resources, the library should continue to subscribe the medical electronic resources.
- To increase access to electronic resources, the library should schedule frequent workshops on how to use scientific medical electronic databases, and at the same time, students should be given more tasks and assignments about their academic and research interests so that they are under pressure to utilize the most scientific e-resources services more effectively.
- The KAHS library needs to implement online and offline feedback systems to assess how well patrons are using the library's electronic resources.
- A list of electronic resource search possibilities and an online resource guide should be available on the KAHS library website.
- KAHS Library should implement a notification system and current awareness service for medical students.
- KAHS library should give workshops or training on emerging and innovative technologies.
- KAHS library should take the initiative to adopt ICT applications in the library.
- Regular library visits shall be promoted so that proper recognition of innovative electronic resources shall be created among library customers for the tremendous use of electronic resources.
- Awareness programs concerning electronic resources shall be conducted so that students can understand and use the resources effectively.
- Provision to get admission to and download electronic resources from the web to their mobile phones helps the library customers to use them effectively.

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Appendix I

Questionnaire

Dear, Respondents

I am Birjung Budhamagar, a student of Masters in Library and Information Science (MLISc.) of Tribhuvan University, Kritipur, Kathmandu and conducting a thesis entitled "**ACCESSING E-RESOURCES BY UNDERGRADUATE STUDENTS AT KARNALI ACADEMY OF HEALTH SCIENCES**". This research aims to study the access to electronic resources by the students of Karnali Academy of Health Sciences. Your cooperation is appreciated, and all information provided in this questionnaire will be treated as confidential and will be used for research work only. So, you are requested to fill up the questions.

Sincerely

Birjung Budhamagar

Group A: User's personal information

Note: Please put a tick mark and write wherever necessary.

From number: -…………

1. Gender:
   a. Male   b. Female
2. Enrolled program:
   a. MBBS   c. BPH
   b. BMS/BN   d. PHARMACY

Group B: User's assessment regarding accessing e-resources

1) What is your main purpose in visiting the library? [You can choose multiple answers]

   a) To borrow book
   d) To use internet service
   b) To complete an assignment
   e) To get information
   c) To access electronic resources

2) Are you satisfied with the IT infrastructure of your library?

   a) Yes
   b) No

3) Are you aware of the electronic resources available in the library?

   a) Yes
   b) No

4) Do you get any orientation about the use of various electronic resources available in the library?

   a) Yes
   b) No

5) Do you think the librarian should give orientation about electronic resources?

   a) Yes
   b) No

6) How did you come to know about the electronic resources provided by the library?

   a) Self-search
   d) From library staffs
   b) From friends
   e) University website
   c) From faculties

7) What is the purpose of using electronic resources? [You can choose multiple answers]

   a) Self-learning
   d) Getting current information
   b) Preparing an assignment
   e) Study purpose
   c) For research

8) What features attract you to use electronic resources? [You can choose multiple answers]

   a) User-friendly interface
   d) Faster and reliable
   b) Relevant to my subject
   e) Authentic
   c) Easy to access

9) What variety of electronic resources have you used? [You can choose multiple answers]

   a) E-journals
   d) Full-text databases
   b) E-Books
   e) Biographical databases
   c) CD-ROM databases

10) How frequently have you used electronic resources? [You can choose multiple answers]

a) Never

d) Frequently

b) Rarely

e) Always

c) Sometimes

11) How much are you satisfied with using electronic resources?

a) Very dissatisfied

d) Satisfied

b) Dissatisfied

e) Highly Satisfied

c) Neutral

12) What is the effect of electronic resources on academic activities provided by the KAHS library from your viewpoint?

a) Excellent

d) Fair

b) Very good

e) Poor

c) Good

13) What are the problems faced during the use of electronic resources? [You can choose multiple answers]

a) Lack of search skills

d) Slow download speed

b) IT infrastructure is not good

e) Library staff are not cooperative

c) Difficult to find relevant information

14) How much has your research /academic work become successful with electronic resources?

a) Low

d) High

b) Very low

e) Very high

c) Average

15) Which of the electronic databases have you used most?

a) Hinari

d) NepJol

b) PubMed

e) Other

c) Medline

16) What is the reason behind using a particular database wisely? (Write your answer within a couple of lines)

   a) ……………………………………………………………………………

   b) ……………………………………………………………………………………

17) Do you get the full text of articles in electronic resources provided by the library?

   a) Yes   b) No

18) Are the library's electronic resources compatible with your needs?

   a) Yes   b) No

19) Are you familiar with the electronic resources provided by the library?

   a) Yes   b) No

20) Do you want to suggest adding any other electronic resources that the library should add in services? If yes, please specify:

   a) …………………………

   b) …………………………

   c) …………………………

   d) …………………………

Thank you for your cooperation!

Introduction of KAHS

Institutional profile

Karnali Academy of Health Sciences (KAHS) was established on October 20, 2011 (2068/07/03), by using an act of the parliament of Nepal by way of upgrading the current Karnali Zonal Hospital at Jumla. KAHS intends to enable a right of entry to quality healthcare services and schooling for human beings of backward areas at a low price through setting up a health institute at Jumla and KAHS working district to produce expert health professionals to supply first-class healthcare services and behavioural health research. The backward areas (9 districts) stated in the act of KAHS are Karnali Zone: Humla, Jumla, Kalikot, Dolpa, Mugu districts, Bheri Zone: Jajarkot district, Seti Zone: Bajura, Bajhang & Achham districts and remaining districts of Karnali Province Includes Surkhet, Dailekh, Rukum, and Salyan in accordance to the federal gadget of Nepal. The Nepal government owned Karnali Zonal hospital and commenced its services as Karnali Academy of Health Sciences, Teaching health facility from 17th Kartik, 2069. From the very start, the educating health facility has started outpatient, inpatient, diagnostic services (Lab, X-ray, USG, ECG, CT- Scan, etc.), and operation theatre in the existing facility. The services have been upgraded and extended its scope of offerings in health care and academy every year.

There are 10 districts (Jumla, Dolpa, Humla, Mugu, Kalikot, Rukum-west, Jajarkot, Salyan, and Surkeht) in Karnali Province. Karnali is the biggest province of Nepal with a place of 24,453 km2. The population of the province is 1,701,800, which is the lowest in the ranking of the province. The province is surrounded by way of Gandaki province in the east, Lumbuni in the southeast, and south, Sudurpachhim in the west and China in the north. There are high mountains of land in the north and mid hills. There is a Kubi Gangri, Changla, and Kanjirowa Mountains in the north. The Shey Phoksundo National Park with Phoksundo Lake is the biggest national park of Nepal and Rara Lake is the largest lake of Nepal which is located in Karnali Province. Karnali River is the largest river in the province and the longest river in Nepal (KAHS, 2023).

Mission

The Karnali Academy of Health Sciences trains the next generation of health leaders and professionals to play a crucial role in the development and provision of healthcare for individuals who are marginalized and reside in underdeveloped areas. Excellence in teaching, creative research, evidence-based patient-centred treatment, public health advocacy, and cooperative community engagement are how we accomplish our purpose.

Goal

- Sustain and improve the quality of the modern health services of the KAHS related hospitals located in the remote areas of the country as a whole.

- Train technically competent and socially accountable physicians, Nurses, and other health care professionals, via its academic programs in clinical and health sciences at high satisfaction which is diagnosed locally, regionally, and internationally, who have the willingness and ability to emerge as inspiring leaders in their respective fields and deal with the current and rising health care challenges in Nepal.

- Contribute to the development of scientific and health sciences expertise and exercise through its guide of research activities performed by its faculty and students.

- Enable deserving students from rural and backward locations of Nepal mainly those who are underprivileged access to health science education, together with medical, nursing, and different allied health science schooling due to the fact of topi-geographical, social, and financial barriers.

- Work in collaboration with the country-wide health machine to contribute to the enhancement of the fitness popularity of the people in Nepal, and proactively inspire the countrywide government in the development of appropriate health policies, programs packages, and structures to uplift the health of the rural poor.

- Accentuate the growth of the university by promoting several academic activities, with the aid of organizing inter-institutional alliances with premier health universities and organizations.

Academics

- School of Nursing and Midwifery
- School of Public Health
- School of Medicine
- School of Pharmacy

KAHS library

Karnali Academy of Health Sciences Library is a special medical library. Which is located in Khalanga Bazar, Jumla. It was established in 2011 AD. The library holds books, CD-ROM, journals and magazines specific to the areas taught on their campus.

Objectives

- To provide information for the fulfillment of the goal of the institute.
- To provide information for academic, research and management of the institute.
- To provide learning knowledge of substances in traditional and digital sources for study and research.
- To adopt ICT in housekeeping operations of the library.
- To provide awareness services.

Collection of information

KAHS library system has:

- 5548 - Volume of books
- 250 - CD-ROM
- 8 - Journal titles and newsletter
- Free online databases: - HINARI, PubMed, Nepjol, Medline, NepMed.

Rules and regulations

Library Rules:

- Library Hours: 9:00 AM - 6:00 PM on weekdays.
- All bags, briefcases, and personal belongings should be left outside the library.
- Books as well as personal files should be checked out from the checking counter.

- Books are borrow able for 15 days and can be renewed once for the same period.
- The member is expected to return books on or before the due date stamped on the date label in the book. An overdue charge has been levied for the late return of the book as follows: No overdue charge for the 1st three days, and the rest of the day's Rs. 5/- per vol. per day.
- Reference materials like journals, newspapers, and other reference materials are not issued from the library.
- The books are for the benefit of not only the present but also the future members of the library. They should, therefore, be handled with every care and consideration.
- Food, drink, and smoking are restricted and prohibited in the library.
- Library Card is not transferable.
- In case of loss or damage to the Library Card, a duplicate card can be made with a fee of Rs. 150.
- Library Cards should be returned to the library while obtaining a library clearance file.
- Those who tear out the pages from any book have to pay a fine as per library rules.

Services

The library provides various services like:

- Circulation service
- Reference and referral services
- User education service
- Selective Dissemination of Information (SDI) service
- Current Awareness Services (CAS) service
- Internet and e-mail services
- Online electronic resources service
- Photocopy service
- Printing service

The access to online electronic resources received through Research4Life further enriched the resources as well as the research activities in KAHS.

Internet

Free Wi-Fi is available at the Library Building for all to help them in their study, research, and academic work.

Online resources

Research4Life content is grouped into the following collections:

- Hinari: https://portal.research4life.org/
- AGORA: https://agora.research4life.org/
- Hinari: https://portal.research4life.org/
- ARDI: https://ardi.research4life.org/
- GOALI: https://portal.research4life.org/
- OARE: https://portal.research4life.org/
- PubMed
- Nepjol
- Medline
- NepMed.

Curriculum vitae

Contact information

Full Name: Birjung Budhamagar

Phone Number: 9851231957

Email Address: birjungbudha@gmail.com

Location: Humla, Karnali

Professional experience

Job Title: - Library Assistant

Karnali Academy of Health Sciences, Jumla

Dates of Employment: - 2070-12-01 to till date.

Education

Degree Earned: - SLC

Namuna Machindra Secondary School, Lagankhel, Lalitpur

Graduation Date: - 2010

Degree Earned: - Intermediate

Science

DAV Sushil Kedia Bishwo Bharati HSS, Jawalakhel, Lalitpur

Graduation Date: - 2012

Degree Earned: - Bachelor of Education

Jumla Multiple Campus, Jumla

Graduation Date: - 2018

Degree Earned: - Master of Art in Library and information Science (MLISc.)

Library science

Tribhuvan University, Kritipur, Kathmandu

Graduation Date: - 2023

Skills

- Basic computer skills
- Library Automation Software :- KOHA, , PMB, D- Space.
- InDesign

Training and workshop

- Hinari MOOC online training
- Library and information science basic level-III, 3 months training conducted by library management and information service center LIMISEC (recognized by CTEVT) held form 30th December 2017-29 March 2018

Languages spoken

- Nepali
- English

Volunteer work experiences

- Six months work at Ratna Rajya Campus, Kathmandu as a volunteer.
- Editorial Assistant at JKAHS, Jumla(2023 to till date).

Interests/Hobbies

- Painting
- Travelling