

**USE OF SOCIAL MEDIA AMONG THE MLISc STUDENTS IN
TRIBHUVAN UNIVERSITY (T.U)**

A Thesis

Submitted to the

Central Department of Library and Information Science

for the Fulfillment of the Requirements for the

Masters of Arts in Library and Information Science

Submitted By

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Kirtipur, Kathmandu

2017



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LETTER OF RECOMMENDATION

This study to certify that the thesis submitted by Ganga Khadka “**USE OF SOCIAL MEDIA AMONG THE MLISc STUDENTS IN TRIBHUVAN UNIVERSITY (T.U)**” is an original work prepared under my supervision and guidance, hereby recommend this thesis for examination as a partial fulfillment of the requirements for the **Degree of Master in Library and Information Science.**

Date: December, 2017

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Mr. Bhim Dhoj Shrestha

(Thesis Supervisor)



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LETTER OF ACCEPTANCE

We certify that this thesis entitled “**USE OF SOCIAL MEDIA AMONG THE MLISc STUDENTS IN TRIBHUVAN UNIVERSITY (T.U)**” by Ganga Khadka to the central department of library and Information Science, Faculty of Humanities and Social Sciences, Tribhuvan University, for the partial fulfillment of the requirements for the Degree of Masters of Library and Information Science has been found satisfactory. Therefore, this thesis as a part of the said Degree has been accepted.

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This study “USE OF SOCIAL MEDIA AMONG THE MLISc STUDENTS IN TRIBHUVAN UNIVERSITY (T.U)” has been as a part of partial fulfilment of criteria for MLISc. Library and Information Science in Tribhuvan University (T.U) Kirtipur. There was significant role and support of many people to whom I would like to acknowledge during journey from proposal to completion of this thesis. I would like to express my sincere and thanks to my supervisor and Head of Department of CDLISc, suggestion, creative remarkable and observation during the study.

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I am very thankful to all the MLISc students of T.U for their kind cooperation to provide necessary data collections. I am really grateful towards all my class friends last but not least I would like to express my family for their continuous support and encouragement in every successful my journey.

Ganga Khadka

ABSTRACT

Social Media has become a popular method for students to share information and knowledge and to express emotions. It enables students to exchange videos files, text messages, pictures and knowledge sharing however different academic institution, educational stakeholder, faculties and parents of the student the above facts disclosed the negative impact of the social media uses on the academic performance of students. In developed countries this area grasps researchers' attention but in developing countries like Nepal it is unexplored area. Therefore this study helps to identify whether the use of social media by central Department of Library and Information science students' of T.U helpful their academic performance or not. Seventy literature have been reviewed online and others related study. The objectives of the study find out how MLISc students' use social media, how social media can be used as a tool for learning, classify the purpose of social media and student perception on the effect of social media. In this research 27 questionnaires in a set were distributed for the MLISc students. Questionnaires were distributed via e-mail, viber, messenger and cell phone. 84.62% questionnaires have been returned. The collected data were analyzed and presented on table and charts. This research has not represented the whole students of country. It only takes library and information science students of (T.U) because of lack of time and financial resources.

The key finding of the study shows that every respondent have been using social media 73% respondents used devices of smartphone. 54% respondents were preferred to communicate in English. 73% respondents were using Facebook and 36% respondents used academic purpose in daily. 82% respondents used social media for completing assignment. 91% respondents said social media have been positive impact for their studies. 41% respondents were said subscription of social media for information. 68% respondent's said social media should be partially free or controlled in class room. 64% respondents did not agree with social media hamper on study. 73% respondents said those social media tools are utilized by teachers. 82% respondents were victim of social media bullying. 91% respondents said that they are aware of cyber law of Nepal. This study recommended that active communication between students and teacher can create added values in quality education. Social media can be used as tool of learning.

QUOTATION

“Education is not the
learning of facts, but the
training of the mind to think”

Albert Einstein

DEDICATIONS

*My family, friends, relatives,
respected teacher*

And

All the library fellows

PREFACE

This study entitled “USE OF SOCIAL MEDIA AMONG THE MLISc STUDENT IN TRIBHUVAN UNIVERSITY (T.U)” conducted and submitted to the Department of Library and Information Science, Tribhuvan University in partial fulfillment of the requirements for the Masters Degree of Library and Information Science (MLISc). Social media is a new form of communication that transformed the entire landscape of information access and dissemination online. This platform consists of a range of communication channels, significantly popular among students and assists them in various types of communication and collaborative learning. In developed countries this area grasps researchers’ attention but in developing countries like Nepal it is an unexplored area. Therefore this study helps to identify whether the use of social media by central Department of Library and Information science students’ of T.U helpful their academic performance. So this study has been carried out.

This study has been divided into five chapters. Chapter one deals with the introduction, problem, objectives, research questions and delimitation of this study. The second chapter “Review of literature” is focuses on resources relevant to this study which are collected from different sources. Likewise Chapter three present the “Methodology” which is adapted for the study. Chapter four “Representation and analysis” present the result of the research with the survey, direct observation and interview carried out this study. Chapters five highlights the findings of the study and make recommendation certain points for future improvement of education system. It contributes to the academic institution, educational stakeholder, faculties, parents of the student and further study.

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LIST OF ACRONYMS

CDLIS	Central Department of Library and Information Science
DEO	District Education Office
DOE	Department of Education
ICT	Information and Communication Technology
IFLA	International Federation of Library Association and Institution
MLISc	Masters of Library Information Sciences
MPhil	Masters in Philosophy
NCED	National Centre for Education and Development
No.	Number
OA	Open Access
SMC	School Management Committee
SNS	Social Networking Sites
TSLC	Technical School Leaving Certificate
TU	Tribhuvan University
TUCL	Tribhuvan University Central Library
TUTH	Tribhuvan University Teaching Hospital
UGC	University grant Commission
W.H.O	World Health Organization
WWW	World Wide Web

Chapter - I

INTRODUCTION

1.1 Background of Study

1.1.1 Social media

Social media is a composition of individuals or organization, which are attached with one or more individuals such as friend, neighborhood, small communities etc. In the Professional field, especially in the workplace, university and colleges, it is most fashionable online networking site among the individuals. This is because of the widely spread of Internet in the work places like colleges, universities and other work places the individuals gather and share their first-hand experience and information among them. A social networking site is an online portal, or web service, which induce to building social relations among group of individuals. It connects the feelings, emotions, sharing information, and other activities of real life situation among peoples. The service of the social network site consists of a representation of each people, his/ her social links, and a range of additional services. A social networking site are web-based and provide variety of service for users to interact over the Internet, i e. E-mail, Instant messaging etc. There are many social network sites are available, FACEBOOK, Orkut, Twiter, My space, Linked etc are most popular among them. (Int. 2013)

Nowadays information technology is changing many aspects of our life. The Internet plays an indispensable role in taking the world to a single village and in bringing people at distance nearer to each other in virtual forms. This facilities allow the world people to create social network being anywhere in the presence of web. Social networking sites are born out of the Internet, serves as a means of social interaction among people and it helps people in creating, sharing and exchanging of information within virtual environment and virtual set-up. Social media networks have created a phenomenon on the Internet that has gained popularity over the last decade.

The term “Social Networking” refers to a range of web-enabled/it-enabled software programs that allow users to interact and work collaboratively with other users. It includes ability to browse, search, invite friends to connect and interact, share film reviews, comments, blog

entries, favorites, discussions, events, videos, ratings, music, classified advertisement, tag and classified information and more. A social network allows individual to join and create a personal profile, then formally connect with other users of the systems as social friend. It can be expressed as social connecting sites among the social user in web 2.0 domain. The potential of social networks to be relevant to information seeking and sharing from the more specialist web 2.0 sites. (Mishra, 2015)

In this scenario Social Networking sites are used as effective media of communication. The social networking sites are a tool to connect people together for common purpose. Nowadays social networking sites help to improve library profession as well as library services. The SNS are totally changed the traditional library services and information tools. Through the SNS library professionals can reach to number of users at time and they are able to provide similar kind of information to large community of the users. The use of social networking sites in library is increasing days by day and it helps to library professionals to build personal interaction with their users. This paper focused on use of SNS by library professionals, their purpose and how SNS are useful to them for improving library services. (Priolkar, 2017)

Social networking sites as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, to view and navigate their list of connections and those made by others within the system. Social networking as a community in which individuals are somehow connected through friendship, values, working relationships, idea and so on. Deducing from the above definition, the term social networking can be referred to as a web platform where people from different cultural settings can connect and interact with each other.

1.1.2 History of Internet

The Internet started in the 1960s as a way for government researchers to share information. Computers in the '60s were large and immobile and in order to make use of information stored in any one computer, one had to either travel to the site of the computer or have magnetic computer tapes sent through the conventional postal system.

Another catalyst in the formation of the Internet was the heating up of the Cold War. The Soviet Union's launch of the Sputnik satellite spurred the U.S. Defense Department to consider ways information could still be disseminated even after a nuclear attack. This eventually led to the formation of the ARPANET (Advanced Research Projects Agency Network), the network that ultimately evolved into what we now know as the Internet. ARPANET was a great success but membership was limited to certain academic and research organizations who had contracts with the Defense Department. In response to this, other networks were created to provide information sharing.(USG, 2017)

1.2 Statement of the Problem

Social media is part of the information sharing in this information age. It serves as a means of social interaction among the student and it helps students in producing, distribution and exchanging of information and ideas within virtual environment or virtual setup. Moreover, it serves as a virtual learning environment through connecting students with their peers and students with their faculties and there by contribute its share in supporting the improvement of academic performance.

However different academic institution, educational stakeholder, faculties and parents of the student the above facts disclosed the negative impact of the social media uses on the academic performance of students. In developed countries this area grasps researchers' attention but in developing countries like Nepal it is unexplored area. Therefore this study helps to identify whether the use of social media by Central Department of Library and Information science students' of T.U helpful for their academic performance or not.

1.3 Objectives of the study

- i) To find out how MLISc students use social media.
- ii) To classify the purpose of Social Media.
- iii) To recognize not fulfilled social media can be used as a tool for academic purpose.
- iv) To identify students perception on the effect of social media.

1.4 Research Question

- i) In what way MLISc students use social media?
- ii) Why do student use social media?
- iii) How social media can be used as a tool for academic learning?
- iv) How does the use of social media affect students' education?

1.5 Significance of the study

This research or study identified the students' use of social media and their perception about the effect either positive or negative of the use of the growing of knowledge. Moreover, this study gives exact information it was done to identify the use of social media and student's perception about the effect of the use. This study gives direction to students on how to use as academic platform learning. The research is expected to benefit students' education stakeholder, parents of student, librarian, Policy maker, Scholar and researchers.

1.6 Scope of the Study

The focus of this research work is to primarily study the influence of social media on the academic purpose of students. This study focus on identifying and analyzing the students' uses of social media and their perceptions about effects of use, the case of comprise students in Central Department of Library and Information Science T.U.

1.7 Delimitation

Use of social media among the students is very little study in Nepal so that very hard to get local literature in this study. Others delimitation of the research work over board area but it has been chosen only first year student and second year of masters' degree Students of Library and Information Science student of Central Department, Tribhuvan University (T.U). This research cannot represent the whole students of country. It only takes Library science students (T.U) because of lack of time and financial resources.

1.8 Organization of the Study

This study has been done at the Central Department of Library and Information Science, T.U. Kirtipur Kathmandu. The research study is arranged exactly according to the given format by the department. According to given format, the thesis consists of five chapters. The study is organized as the following work plan.

Table 1: Organization of the Study

Organization of the Study	
Chapter: 1	Introduction
Chapter: 2	Literature Review
Chapter: 3	Research Methodology
Chapter: 4	Data analysis and Presentation
Chapter: 5	Results/ Analysis

Table 2: Research Projected Time as below

S. no.	Activities	Projected Time: 84 Days					
		2 nd Week	4 th Week	6 th Week	8 th Week	10 th Week	12 th Week
1	Literature Review	■					
2	Proposal Preparation		■				
3	Proposal Writing			■			
4	Data Collection				■		
5	Data Analysis					■	
6	Report writing and Submission						■

1.9 Definition of Terms

Academic: It is concerned with Studying from books as opposed by a practical work.

Computer: A computer is a machine that receives or stores or process data quickly according to a stored program.

Facebook: A website where you can show information about yourself, and communicate with groups of friends.

ICT: Information and Communication Technology.

Librarian: A librarian is a person who works professionally in a library, providing access to information and sometimes social or technical programming. They are usually required to hold a degree from a library school such as a Master's degree in Library Science or Library and Information Studies.

Media: Are all those media technologies that are intended to reach a large audience by mass communication. They are messages communicated through a mass medium to a number of people.

Respondents: Respondents are the users or the navigator of the information.

Social media: websites and applications that enable users to create and share Content or participate in social networking

Social Networking: The use of Internet to make information about yourself available to other people especially people you share an interest with to send messages to them.

Students: Someone who is Studying at a University or School. Someone who is very interested in a particular subject.

Study: Refers to process of acquiring knowledge.

Tweets: A short message posted on Twitter (a micro blog).

Twitter: Make a posting on the social media website Twitter

University: An institution for higher learning with teaching and research facilities typically including graduate school and professional schools that award master's degree and doctoral and undergraduate division that awards Bachelor's degree.

User: A person, who uses or operates something, library user means those persons who uses library in order to find out the relevant information.

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CHAPTER – II

REVIEW OF LITERATURE

2.1 Introduction

In terms of a literature review, “the literature” means the works consulted in order to understand and investigate your research problem. Re-view or looks again is a process of systematic, meticulous, and critical summary of the published literature in your field of research. How others have dealt with topics in your research subjects and of what knowledge they have acquired? Literature review also indicates that should summarize the board contents of the research articles or studies and indicate clearly any linkages with other studies in the field. (Pant, 2015).

2.2 The Education System in Nepal

The formal education structure of Nepal consists of eight years of basic education (grades 1-8), four years of secondary education (grades 9-12) and three to seven years of higher education (Bachelor, Masters and M.Phil.). In addition, there is a provision of a separate technical education of one and half years to three years (TSLC and Diploma). The literacy and non-formal education opportunity for illiterate and newly literate youths provides a chance for gaining literacy and life-skills, and continuing education. Those who dropped out of school without completion of the relevant education level still have the opportunity of either attending non-formal literacy and life-skills programmes or taking a root of alternative mode of education.

The Ministry of Education provides overall policy direction for the implementation and management of education. Universities are governed and managed by the respective university acts whereas Education acts and regulations are the main legal instruments for school governance and management. As the main implementing agency for the school education Department of Education (DOE) develops and monitors overall programme and activities in school education. DOE implements all educational programs in the districts through District Education offices (DEOs). School management committee (SMC) in each school has the responsibility of planning and implementing school's

activities and managing the school. There are separate central unit under the Ministry of Education for Curriculum Development, Teacher Development, Examination, Non-formal Education and Teachers' Records management. There are 29 education training centers across the country under the Government's educational training central - National Centre for Education and Development (NCED). Besides, as a teacher support mechanism there are 1053 resources centers functioning under the District Education Offices (DEOs) across the country.(education, 2013)

2.3 Use of social media as an education tool

Social media instead of sending messages should be used for educational purpose. Students should be taught different ways to use social media which can help them to enhance their knowledge. Students should be engaged in doing practical work like writing blogs. It will help them to get vast knowledge on a topic and to apply various techniques while solving problems. Teachers should control an online environment of the students which can help them to gather information, to socialize and to build a personality. Students should be made aware about the positive aspects of social media. They should be taught that it is one of the very powerful medium by which they can get connected to the professionals. With the advent of latest applications like what's App, educational institutes should try to gauge the students in more productive work. Over the past few year's social media or social networking sites (SNS) have been more popular than any other sites, especially among students and young population. SNS allow individuals to be visible to others and establish or maintain connections with others. These sites can be used for work-related issues, personal issues, romantic relationships, and shared interests such as music, arts, sports, or politics. Facebook, for example, allows its users to have online profiles and invite others to be their "friends" so they can view each other's profiles and post comments on each other's pages. Facebook members can also join virtual groups based on their common interests, see what interests they have in common, and learn about each other's interests, hobbies, and relationship status by viewing their profiles (Ellison, 2007).

2.4 How social media is changing education

Social media permeates today's society with millions of us engrossed, some would argue to the point of unhealthy addiction, in the latest happenings via apps such as Facebook and Twitter. Facebook famously had its origins in Harvard University before extending to other colleges in the US, so it is perhaps appropriate to look at the role of social media in education today, a decade on from its beginnings in the bedrooms of Mark Zuckerberg and his college friends. According to usage statistics gathered earlier this year by Ofcom, 66% of all adults aged 16+ have a profile on at least one social networking site, and though the report doesn't break down these figures by age group, it's reasonable to assume that among those of university age, that percentage could potentially be much higher. We know that universities and other education providers have responded by increased use of social media marketing to showcase their courses and attract students, but are they harnessing the full power of the medium to engage and interact with those same students once they begin their studies? Do social media have a place as a teaching tool or is it simply a distraction? It seems that some lecturers are indeed beginning to tap into the potential benefits of social media in education. Many faculties and societies have attuned to the fact that 75% of students admit to being on Twitter "all the time" (Source: TopUniversities.com) and are using the micro-blogging site as a forum to share content, encourage debate and answer queries, with some even setting up hashtags for individual courses to create online discussion communities for their students. Indeed, the latter is a strategy believed by some educators to provoke more thoughtful responses from students - the idea being that when they know their comments can be read by the peers and not just by their lecturer they not only consider what to say more carefully but pay more attention to how they write it and take more care with grammar, spelling and punctuation.

But could social media play a more central role in university education? For a clue as to what the future may hold, we can look at the lead taken by distance learning models which in some respects have got ahead of the game when compared to their campus-based counterparts. Distance learning providers are obliged by the very nature of their courses to keep pace with any trends and technological advances which promote communication with students and enhance the learning experience. Early data from some

of the most successful MOOCs indicates that student participation is greatly increased when social media platforms are integrated with the learning programme, and at the same time, student drop-out rates are reduced. While MOOCs may be a relatively new phenomenon, these early indications suggest that the introduction of social media can have a very positive influence, one which universities can perhaps ill afford to ignore for long. Learning management systems such as Moodle and Blackboard have become immensely popular in universities in recent years as a means to distribute lecture notes and other course information, as a portal for students to upload assignments and check them for plagiarism, and as a chat forum where students can communicate with their lecturers, and with each other. Both platforms allow for easy integration with social media services so that lecturers can push content automatically to apps like Twitter, Facebook or LinkedIn. With 7 out of 10 people now owning a smartphone, and social media usage accounting for over 30% of online smartphone activity, this is a communication channel that lecturers simply can't afford to overlook; though perhaps the greater challenge will be in selecting the frequency and volume of information they want to share in this way – too much and they risk effectively 'spamming' their audience, too little and they fail to engage them. As with all things, finding the right balance will be the key to success.

Since it was first imagined back in those Harvard rooms just ten short years ago, social media has exploded and has transformed the way we interact with one another – first of all on a personal level, and then on a business level, with marketing experts quickly seeing the commercial opportunities offered by an instant, direct communication link with their existing and potential customers. The possibilities for social media in education are equally exciting. Universities don't even need to convince students of the value of social media – the students have already been won over, so it makes sense to talk to them in the online world they already spend most of their time inhabiting.

2.5 Positives and negatives impact of social media in education

2.5.1 Positive Impact

Positive Impact Social media did make the world a smaller place, now we have more information, more knowledge, and have better opportunities to use it. Social media

improved our ability to absorb information, what would have seemed to be overwhelming to someone 20 years ago is normal to us, we have an extreme ease in processing and we are evolving quickly. Following are the Positive Impact of Social Media on Education: -

- Google and education, Google has helped over 20 million student in their education using their tools.
- By spending so much time working with new technologies, students develop more familiarity with computers and other electronic devices.
- With the increased focus on technology in education and business, this will help students build skills that will aid them throughout their lives.
- Talents got discovered faster, students who were good at programming got their name out their easily, student who were good in music, got their videos out and shared leading them to their dreams.
- A lot of the students were able to inform public about their issues – using social media which brought awareness and helped solve a lot of problems.
- The ease with which a student can customize their profile makes them more aware of basic aspects of design and layout that are not often taught in schools.
- The ease and speed with which users can upload pictures, videos or stories has resulted in a greater amount of sharing of creative works. Being able to get instant feedback from friends and family on their creative outlets helps students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue.

2.5.2 Negative Impact

The prime bad effect of social media is addiction. Constantly checking Facebook, Twitter, LinkedIn other social media updates. This addiction could negatively affect other valued activities like concentrating on studies, taking active part in sports, real life communication and ignoring ground realities. There are hundreds of thousands of fake accounts on social networks who are boys pretending to be girls to be friends with girls and in most cases this leads to embarrassments and disappointments which finally result in depression. If there is awareness about the risk of social media in our community it will not lead to anything bad but there is always lack of public awareness and as mentioned above that the graph of Internet users is getting higher and higher while we are still far behind in the field of education thus public awareness is very difficult in societies with lack of education.

Following are the Negative impact of Social Media on Education: -

- The popularity of social media, and the speed at which information is published, has created a lax attitude towards proper spelling and grammar. This reduces a student's ability to effectively write without relying on a computer's spell check feature.
- Many students rely on the accessibility of information on social media and the web to provide answers. That means a reduced focus on learning and retaining information.
- Our ability to retain information has decreased, and the willingness to spend more time researching and looking up good information has reduced, due to the fact that we got used to the ease of accessibility to information on social media.
- Students, who attempt to multi-task, checking social media sites while studying, show reduced academic performance. Their ability to concentrate on the task at

hand is significantly reduced by the distractions that are brought about by YouTube, Facebook or Twitter.

- The more time students spend on social sites, the less time they spend socializing in person. Because of the lack of body signals and other nonverbal cues, like tone and inflection, social networking sites are not an adequate replacement for face-to-face communication. Students who spend a great deal of time on social networking are less able to effectively communicate in person.
- The degree to which private information is available online and the anonymity the Internet seems to provide has made students forget the need to filter the information they post. Many colleges and potential employers investigate an applicant's social networking profiles before granting acceptance or interviews. Most students don't constantly evaluate the content they're publishing online, which can bring about negative consequences months or years down the road.
- Students are having a harder time getting to communicate face to face with people, and are losing their people skills, due to that they are spending more and more time talking from behind a screen. (Raut, 2016)

2.6 Cyber Law

Cyber law is commonly known as the law of the Internet. It governs the legal issues of cyberspace. The term cyberspace is not only restricted to the Internet. It is a very wide term that includes:

- Computers
- Computers networks
- The Internet
- Data

- Software

What cyber law deals with?

Cyber law encompasses law relating to:

- Electronic and digital signature
- Computer crime
- Intellectual property
- Data protection and privacy
- Telecommunications law (Gurung, 2005)

2.7 Cyber law in Nepal

Cyber Law in Nepal is another important area which is deal by Company Registration in Nepal as cyber law is connected to our day to day life and is the significant area of human life. The government of Nepal (House of Representatives) has approved the Electronic Transaction Act-2063 on 4th December 2006. The law does not only legalize all sort of electronic transactions and digital signatures, it has undoubtedly implied the ways to run several computer-based mechanisms and penalize cyber crime. Apart from that the act has formulated the terms of Comptroller of Certification Authority which is further divided into 12 sections and 80 clauses. For more effective it has assigned separate judicial body called IT Tribunal and Appellate Tribunal to keep an eye into all cases which are connected to computer and cyber crime. If anyone is found to be violating Cyber Law then he/ she is equally punished like other crimes. We cannot ignore that Internet has unlocked numerous opportunities for mankind but it is also true that from cyber crimes are also getting huge place in our lives. Sometimes it's so serious that it takes immense time to solve the problem. There is no doubt that technologies are being a crucial part of humans and it is our responsibility to deal with cyber security. According to Cyber Law in Nepal if an individual is found in such cyber crime like hacking the intellectual property of others he or she will be punished for minimum 6 months to 3 years in prison and has to pay minimum 50 thousand to max 3 lakhs. So, stealing other's intellectual property is akin to steal in other's homes. Here, IT

policy is also flourishing in providing information with easy to get to the general public and add up employment all through the means to craft knowledge oriented society and knowledge leaning industries. (companyregistrationnepal, 2016)

2.8 Related Work

According to (Rai, 2014) Use of ICT helps in facilitation of speedy, transparent, accountable, efficient and effective government and interaction with the public, citizens, business and other agencies. It also encourages cost saving in terms of service. As ICT has emerged as a new field, its introduction to government organization should be in a strategic way. Though the development of ICT is going in a rapid pace, the government of Nepal has not been able to catch up. Thus, in order to catch up with the pace of change, the government should consider these suggestions.

- Encourage the employees to use social media in GoN in a controlled and regulated manner such that it increases productivity and enrich the human resource by increasing awareness and participation of employees through training on the use of ICT, its related issues, social media and intervention in government sector
- Refer to the best practices of social media use around the world and perform a case study to adapt the use of social media successfully in the environment of Nepalese bureaucracy.
- Regularly update the existing IT Policies and Acts to regulate the ICT related issues. Develop and implement effective policy for controlling the digital storage of information. International legal context should also be incorporated to regulate the use of SNS. The scope of the acts should also be opened for future developments.
- Revise the Cyber Law of Nepal to reflect the changing trends in computing and possible threats. Study the cyber security initiatives and Critical Infrastructure Protection (CIP) implemented by various countries for creating an effective security and infrastructure protection program.

- Focus on how the offline practices can co-exist with the online practices to ensure effective governance by tweaking some of the working process to fit with both online and offline use.
- Invest in understanding the social technology and make it compatible with the traditional business model also encourage management innovations in social media that can unleash the creative forces among users to enable evolution of social media for better use.
- Establish a research unit to understand the changes in the field of technology and backup their support in technology change management.

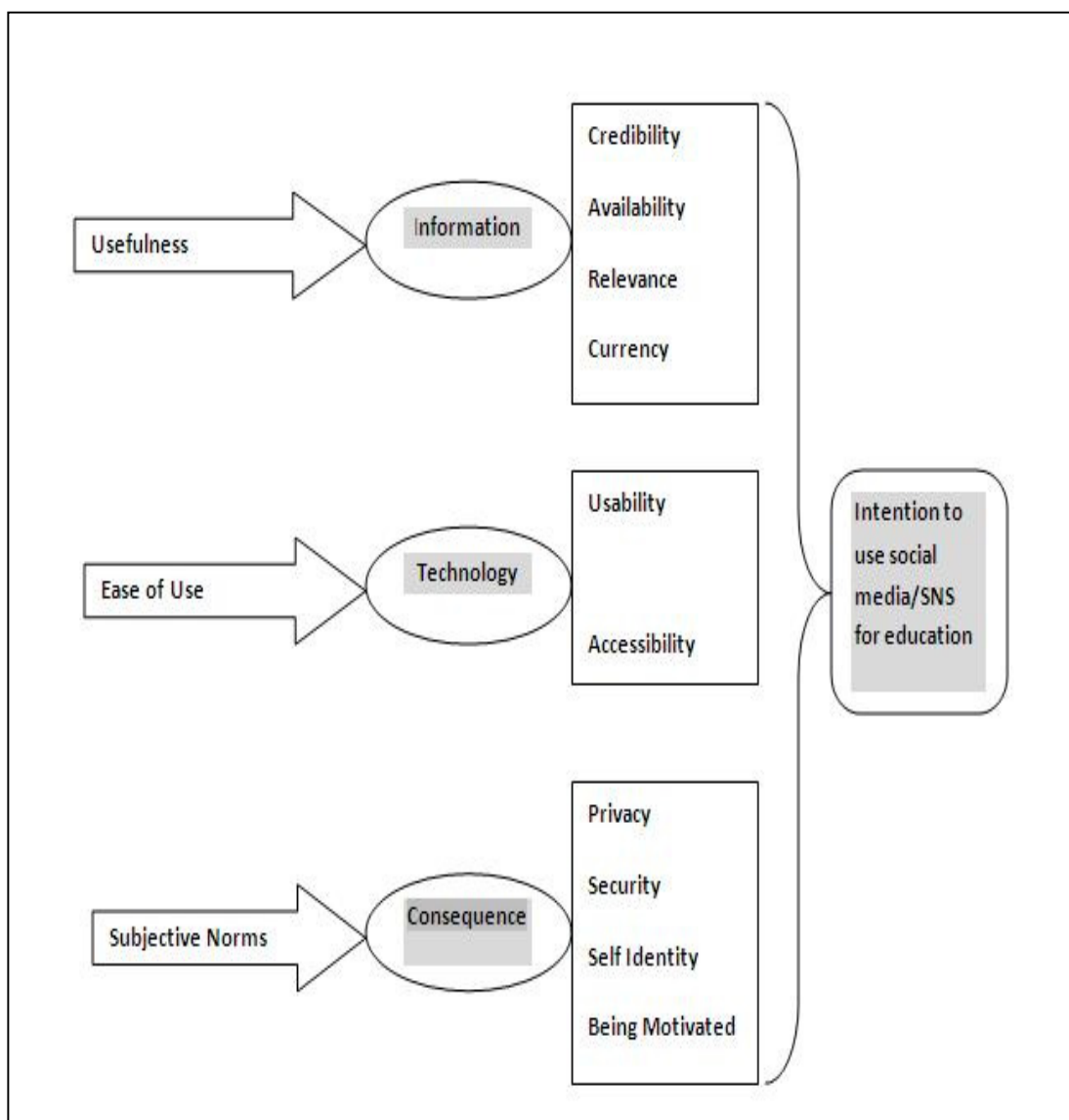
In the 21st century, the government needs to be more open and transparent about its working and these social networking sites can help in evolving a more participatory, innovative and inclusive governing model where the government not only spread awareness of its policies and plans but also engages in a two-way communication where they can get instant citizen feedback as well as incorporate suggestions made by common people for proper delivery of public services. Citizens and service users are increasingly expecting more open government and a greater say in how things happen in the place where they live and are probably already discussing local issues online. Government 2.0 refers to open data to make government more transparent and accountable and the uses of social media tools to engage in those conversations, shape policy, support local democracy and improve services. (Srivastava, 2013)

The Internet revolution changed the information world with regard to sharing, speed, storage and retrieval of information in whatever form regardless of the person's location. Through the Internet a number of web technologies emerged, and one technology that is making waves with regard to information sharing and communication are the social media. The evolution of social media has cut across all facets of society with its positive and negative impacts. Social media have become one of the largest online platforms in

the world for sharing real time information. It enables students to exchange videos files, text messages, pictures and knowledge sharing. To implement the fourth law of Dr. S.R. Ranganathan “Save the Time of the Users” IT is becoming the interest area of libraries, documentation centers, information centers, for implementing new services in libraries and informing their clientele in short time period

2.9 Conceptual Framework

Figure 1: Conceptual Framework



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Chapter-III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods of the study as research design, population, sampling procedure, data collection procedure and data analysis procedure. Research methodology defined as a systematic process that is adopted by the researcher in studying problem with certain objective in view. In other world research methodology describes the methods and process applied on the entire aspects of the study focus of the data gathering instruments and procedure, data tabulating and processing and methods of analysis. This chapter covers research design, population and source of data, data collection procedure, data processing and tabulation and analytical tools used.

According to Goddard & Melville (2004), answering unanswered questions or exploring which currently not exist is a research. The Advanced Learner's Dictionary of current English lays down the meaning of research as a careful investigation or inquiry especially through search for new facts in any branch of knowledge.

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. (Kothari, 2004)

3.2 Research Design

The formidable problem that follows the task of defining the research problem is the preparation of the design of the research project, popularly known as the "research design". Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it

constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. (Kothari,2004). Different methods can be used to collect data such as survey, observation, questionnaires and interviews. The researcher has used different methods for data such as structured questionnaires, field observation, survey and interview. The researcher has used these methods as descriptive components of a researcher design. One set questionnaires has been prepared for first year student and second year student of MLISc student of T.U.

3.3 Place of the Study

This study has been conducted in Central Department of Library and Information Science (CDLIS) Gandhi bawan Kirtipur Kathmandu.

3.4 Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. In this research, Population is Masters level student of Library and Information Sciences (T.U), from first year and second year. Total no of population is 26.

Table 3: Population

S.no.	Population	No.
1	MLISc first year (first semester/second semester)	12
2	MLISc Second year (third semester/fourth semester)	14
Total		26

3.5 Sampling Procedure

Sampling is the way of sample plan and selecting samples from the population. There are of sampling such as probability and non-probability sampling. In two methods there are so many types of sampling such as random, cluster, convenience, and quota sampling. To get information about library, all population as sampling was adopted for this study. Among 26 users, all students were selected to sample.

Table 4: Sample

S.no.	Sample	No.
1	MLISc first year (first semester/second semester)	12
2	MLISc Second year (third semester/fourth semester)	14
Total		26

3.6 Data Collection Procedure

This study of the research has been used questionnaire base survey method. A detail and well structure questionnaire has been distributed to the library and information science student of T.U. The questionnaire contained both opened and ended questions. Questionnaire was distributed and collected through e-mail, viber, messenger and cellphone because lack of time and resources.

3.7 Analysis of Data

In this regards, all the collected raw data were tabulated, classified and analyzed. Then it was divided in the various forms according to their need and nature, which was expressed numerically and percentage were calculated. In this research, both descriptive and analytical methods have been used for the presentation of collected data and information. Analyses of data in this research were used Microsoft office and excel for statistics representing and Microsoft office word for wording. The researcher try to giving exact result from using advanced tool various graphs.

3.8 Research Instrument

Questionnaire is the main tool which research have used for the collection of data during this research. The questionnaires were aimed to collect information on use of social media among the MLISc student of T.U. The questionnaire consists of 26 question related with social media. The sample copy questionnaires have been attached in appendix. The necessary research instruments are good condition of computer and printer and Stationary like: pen, pencil, eraser, and paper. Instruments were used especially for data collection, analysis and interpretation.

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Kothari, C.R. (2004). *Research methodology: Method and techniques* (2nd rev. ed.) New Delhi: New Age Intl. p31.

Chapter-IV

DATA ANALYSIS AND PRESENTATION

This chapter deals with the analysis, presentation and interpretation of collected data for the study. The data were collected from the central department of the library and information sciences (T.U). Twenty-six questionnaire were distributed to student from 1st year and 2nd year via email, messenger and viber because of lack of time.

The Internet revolution changed the information world with regard to sharing, speed, storage and retrieval of information in whatever form regardless of the person's location. The evolution of social media has cut across all facets of society with its positive and negative impacts. Social media has transformed and impacted on communication, learning, research and education in broad. In this chapter, collected data from questionnaire, interview and related literature are analyzed and presented into various form. The information about MLISc students' use social media, the effect of social media, purpose use of Social Media and Social Media can be used as a tool for academic learning has been considered for the study of report.

4.1 Number of questionnaire distributed

Table 5: Details of questionnaires

Respondents		
	Frequency	%
Distributed questionnaire	26	100
Returned questionnaire	22	84.62

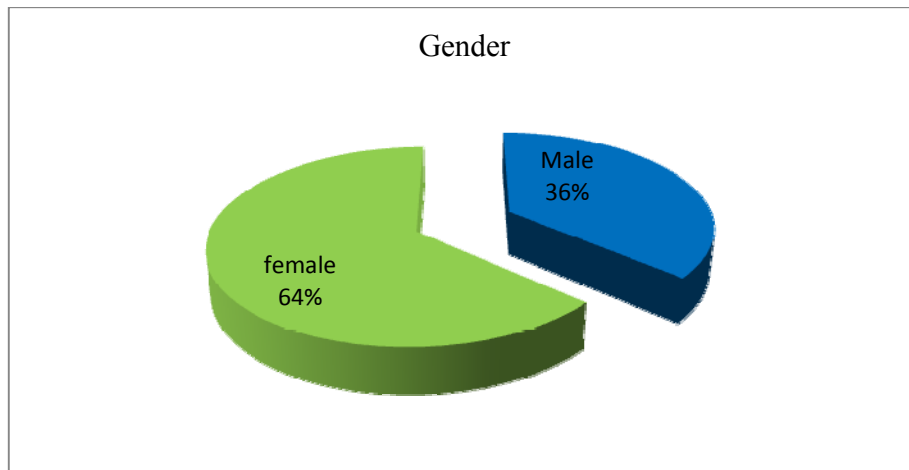
Source: Field report survey, 2017

Table 6 shows the number of questionnaire distributed and returned by the respondents. There are two types of respondents (1st year & 2nd year) student of MLISc of T.U. the total number of 1st year student 12 and 2nd year 14 the number of student was 26. Only 22 number of questionnaire were returned.

4.2 Personal information

This study is based on the individual study of the MLISc student T.U. who were selected all student of central department of Library and information sciences. In this study majority are female respondents. In this study male students were one third of the whole student.

Figure 2: Personal information



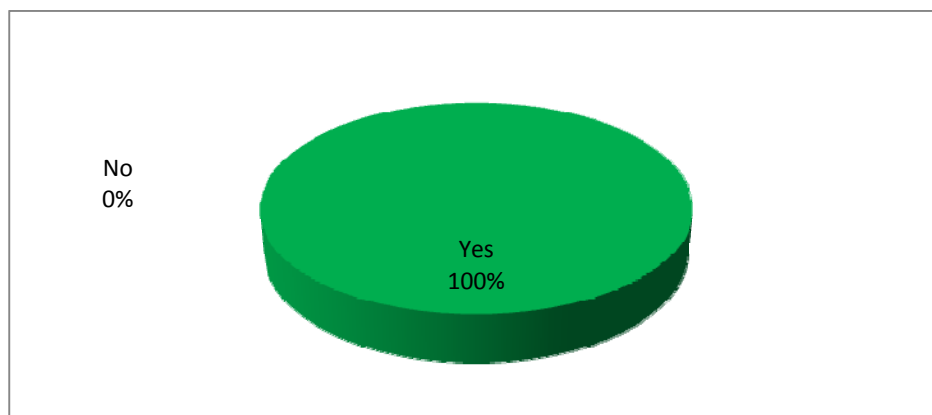
Source: Field report survey, 2017

Above figure 2 shows the details information of gender wise of the respondents. In this figure were given female 64% and male 36% respondents respectively.

Popularity of social media

Figure showing the popularity of social media. In this study total respondent was 22 in number. All respondents said that they have currently a social media account.

Figure 3: Social media account



Source: Field report survey, 2017

Above figure 3 shows, 100% of respondents felt that the social media is extremely important.

4.3 Devices for using social media platforms

In this table 7 shows that using of devices for using social media platforms. In this questionnaire have four options. The results of the survey are listed below.

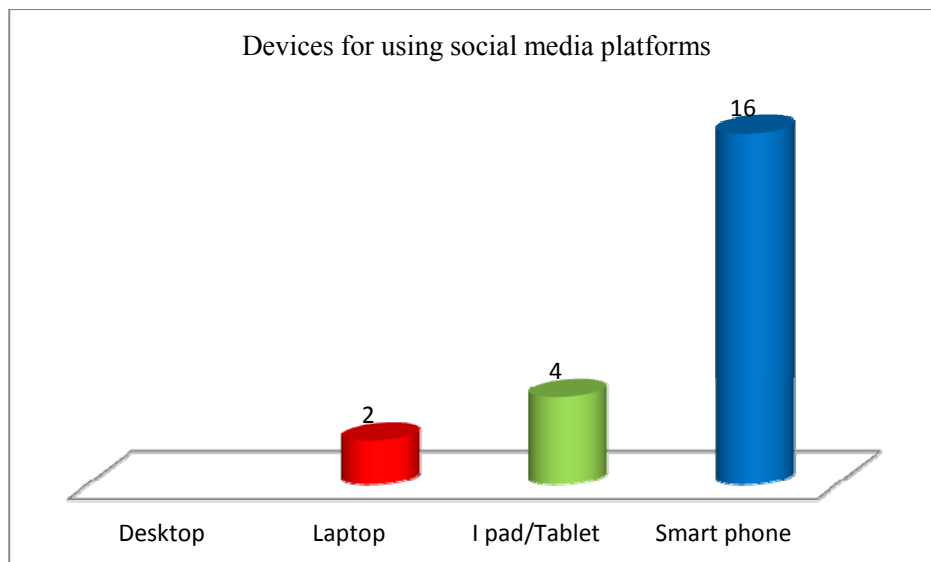
Table 6: Devices for using social media platforms

S.N	Title	Frequency	%
A	Desktop	0	0
B	Laptop	2	9.09
C	I pad/Tablet	4	18.18
D	Smart phone	16	72.72
Total		22	100

Source: Field report survey, 2017

As the table 7 above shows 9.09% respondent using laptop, 18.18% respondent using I pad/Tablet, 72.72% respondent using smart phone and nobody using desktop for social media platforms. This information is presented below figure 4 in graphical format.

Figure 4: Devices for using social media platforms



Source: Field report survey, 2017

4.4 Language preferred by respondents

Language is a body of words and the systems for their use common to a people who are of the same community. This question was formulated to find out the valuable opinion of respondents about frequency of their prefer languages.

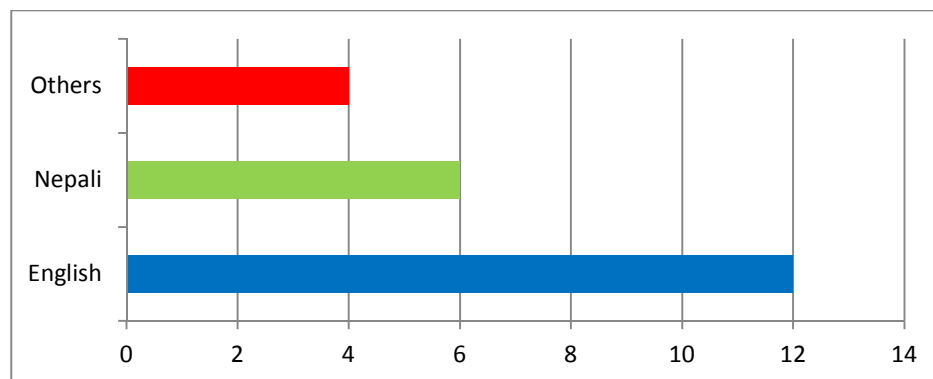
Table 7: Prefer languages

S.N	Title	Frequency	%
A	English	12	54.54
B	Nepali	6	27.27
C	Others	4	18.18
Total		22	100

Source: Field report survey, 2017

The above table 8 & figure 5 shows that 54% of respondents preferring English language, 27.27% are preferring Nepali language and 18.18% respondents are preferring others languages.

Figure 5: Prefer languages



Source: Field report survey, 2017

4.5 Knowledge of social media

Knowledge is a familiarity, awareness or understanding of someone or something, such as facts information, description or skills. This is acquired through experience or education by perceiving, discovering or learning. In this questionnaire asked to respondents about knowledge of social media. In this question 17 titles have been given in 5 levels of knowledge or skills for the measurement. Data are tabulation as below:

Table 8: Knowledge of social media

S.N	Knowledge of social media	I cannot use it	I can use it to a small extent	I can use it satisfactory	I can use it well	I can use it very well
1	Blogs and wikis	0	2	5	8	5
2	Citations indexes	0	0	12	8	2
3	Communication	0	0	0	4	18
4	Document creation, edition and sharing	0	0	1	14	7
5	General social networks	0	2	15	3	2
6	Images and photographs	0	0	0	0	22
7	Instant messaging (Msn)	0	0	0	2	20
8	Microblogging	2	3	10	4	3
9	Presentations	0	2	4	15	1
10	Reference management software	1	3	14	0	0
11	Research	0	6	11	4	1
12	Scientific social networks	2	12	6	2	0
13	Scientists' databases	4	10	8	0	0
14	Social bookmarking	0	5	12	5	0
15	Surveys	0	2	11	9	0
16	Time management	0	0	18	2	2
17	Videos	0	0	15	5	2

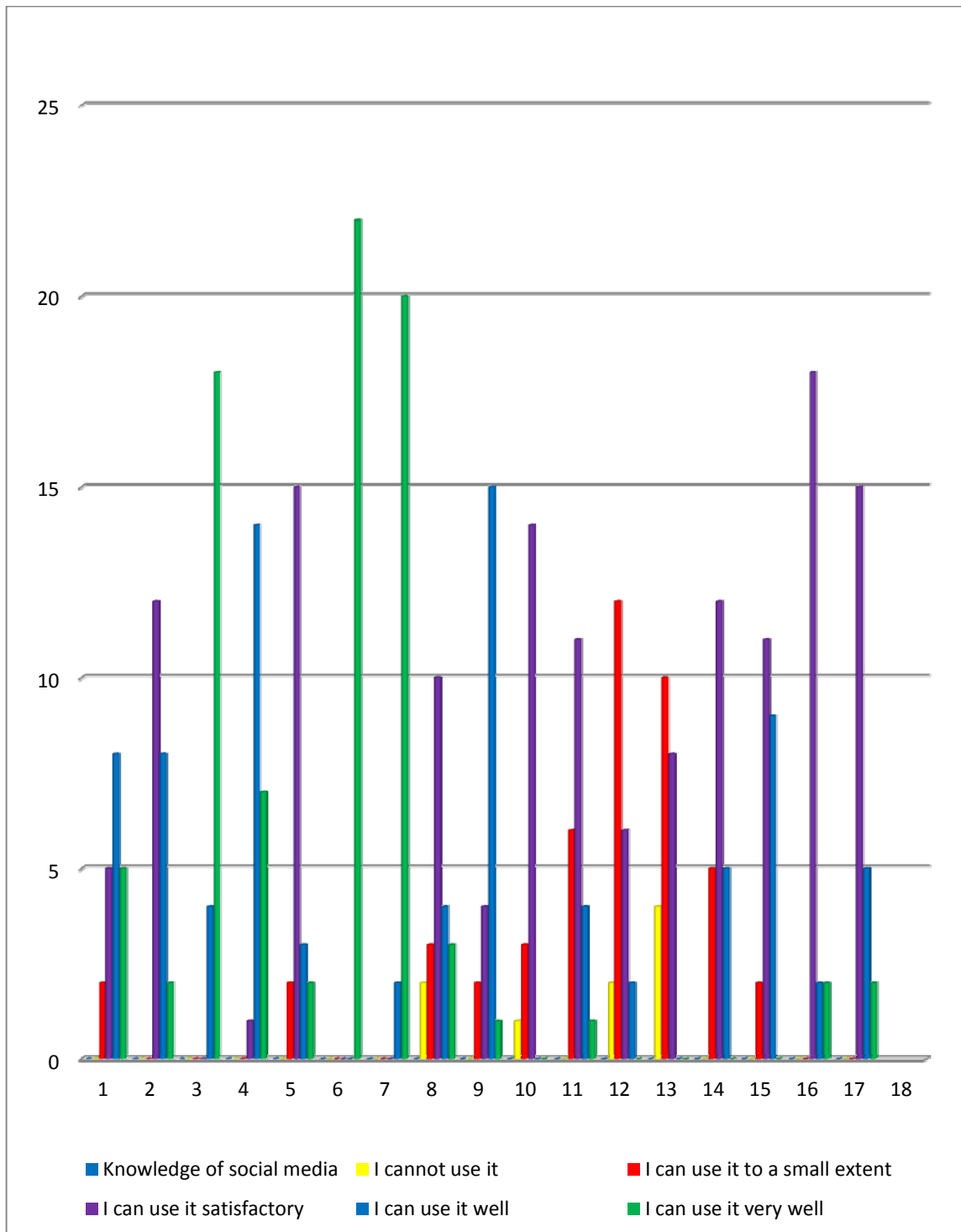
Source: Field report survey, 2017

Above table no. 9 and figure 6 have been calculated of various levels of knowledge or skills in various titles. In that figure and table shows majority blogs and wikis 8 respondents out of 22 said I can use it well. Citations indexes 12 respondents out of 22 said I can use it satisfactory. In communication 18 respondents out of 22 said I can use it very well. In documents, creation, edition and sharing 14 respondents out of 22 said I can use it very well.

In general social networks 15 respondent out of 22 said I can use it said I can use it satisfactory. Images and photograph 22 respondent said I can use it very well. Instant messaging 22 respondents said that I can use it very well. Micro blogging 10 respondent said I can use it satisfactory. Presentations 15 respondents said I can use it weal. Reference management software 14 respondents said I can use it satisfactory. In research 11 respondent s said I can use it satisfactory.

Scientific social networks 12 respondents said I can use it to a small extent. Scientific database 10 respondent said I can use it satisfactory. Social bookmarking 12 respondents said I can use it satisfactory. In surveys 11 respondents said I can use it satisfactory. Time management 18 respondents said I can use it satisfactory and finally in videos skills level 15 respondents out of 22 said I can use it satisfactory.

Figure 6: Knowledge of social media of students



Source: Field report survey, 2017

4.6 Daily used social media

This question is related to the respondent's daily used of social media. Here are six options as facebook, twitter, youtube, wikipedia, slideshare and others. Daily used of social media results are presented below:

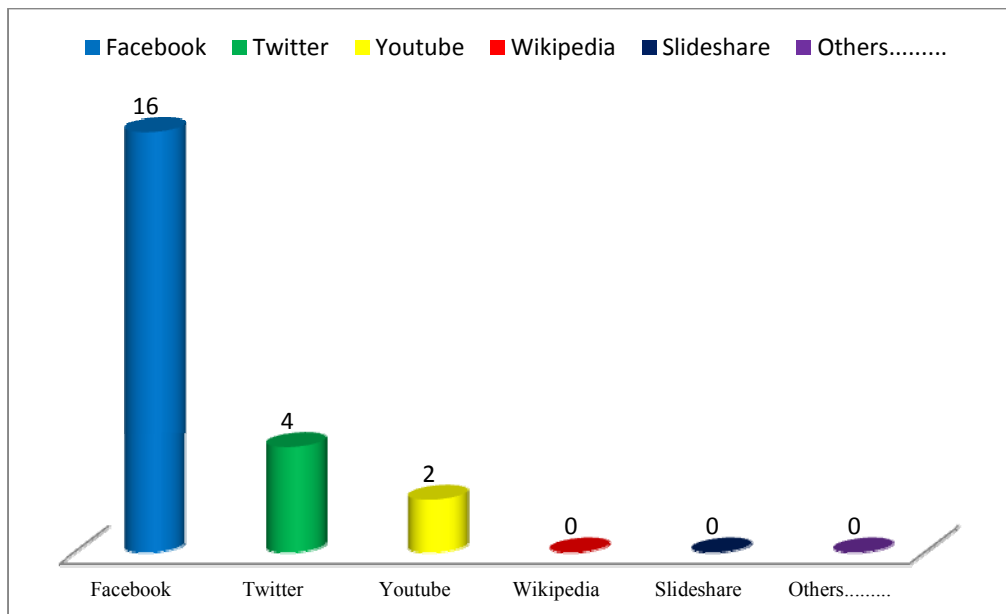
Table 9: Daily used of social media

S.N	Title	Frequency	%
A	Facebook	16	72.72
B	Twitter	4	18.18
C	Youtube	2	9.09
D	Wikipedia	0	0
E	Slideshare	0	0
F	Others.....	0	0
Total		22	100

Source: Field report survey, 2017

The number of facebook who used was comparatively higher than other 72.72% of the respondent using facebook. 18.18% using twitter and 9.09% respondents was using you tube. Wikipedia, slide share and others social media are not priority in daily basis.

Figure 7: Daily using social media



Source: Field report survey, 2017

4.7 Number of use social media

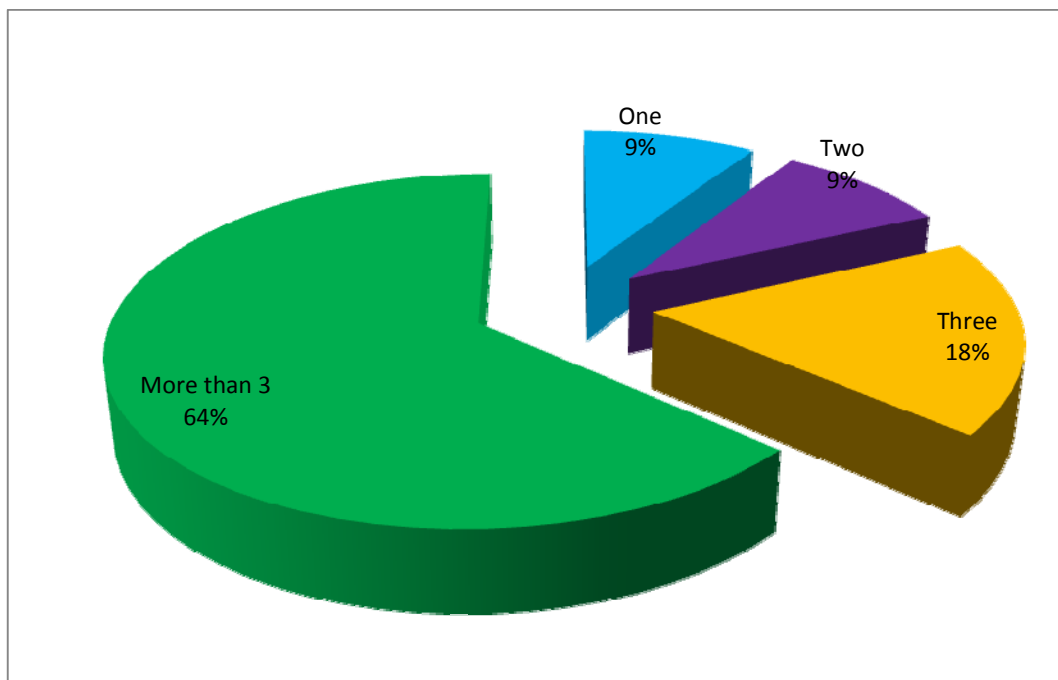
One important question was asked to respondents that how many you used social media in daily basis. The revealed is depicted in table 11 and figure 8.

Table 10: Number of use social media

S.N	Title	Frequency	%
A	One	2	9
B	Two	2	9
C	Three	4	18
D	More than 3	14	64
Total		22	100

Majority of respondents' i.e. 63.63% agreed that they used more than three social media in daily basis. Followed by 18.18% respondent used three social media and 9.09% respondents used social media one and two in daily basis respectively.

Figure 8: number of social media in daily

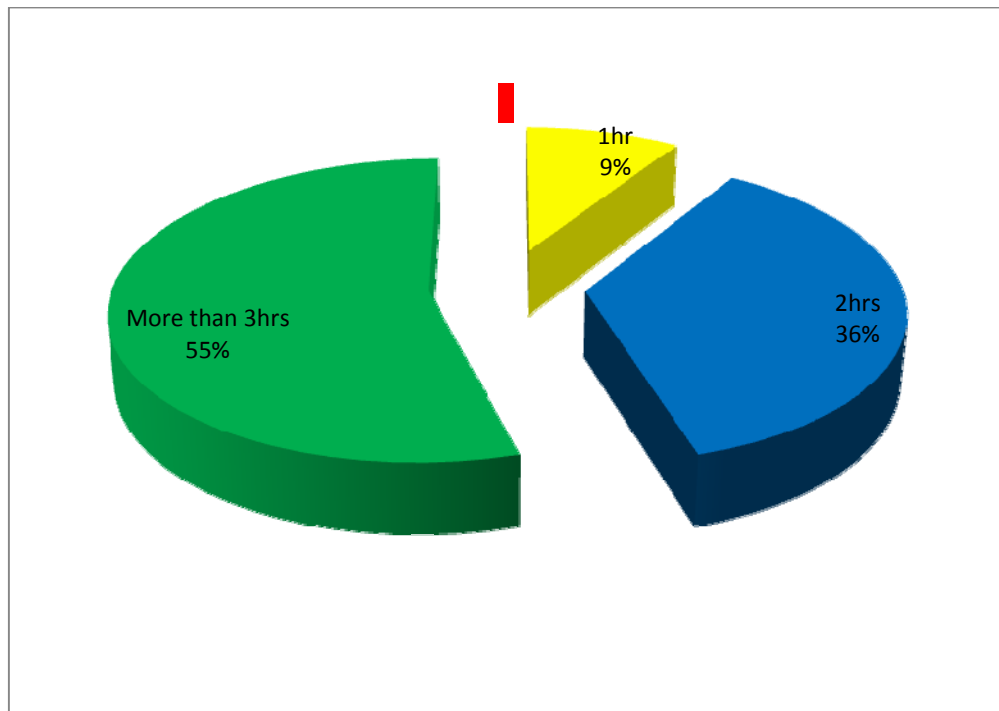


Source: Field report survey, 2017

4.8 Time spent of social media

Another important question was asked to respondent that how many hours you spent in the social media. The respondents given of spent time in social media in figure no. 9 as below:

Figure 9: Spent of time in social media



Source: Field report survey, 2017

Above figure shows that most of the respondents was spent more than 3hours are 55%. 36% respondents are 2hrs and 9% respondents are 1 hour and out of 22 respondents are not used 30 minutes in daily basis.

4.9 Use of social media for academic purpose per day

The respondents were asked about their use of social media for academic purpose as per day. Respondents were asked in four options the result are shown in the table and figure.

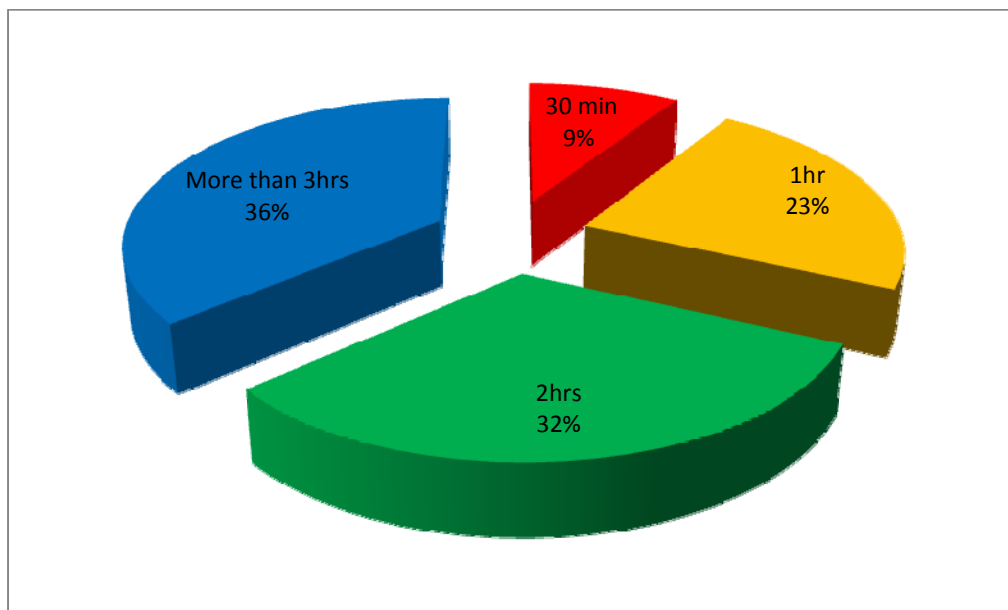
Table 11: Use of social media for academic purpose per day

S.N	Title	Frequency	%
A	30 min	2	9
B	1hr	5	22
C	2hrs	7	31
D	More than 3hrs	8	36
Total		22	100

Source: Field report survey, 2017

Respondents were using social media in daily basis 36.36% respondents said using more than 3hrs, 31.81% respondent using 2hrs, 22.27% respondents using 1hr and only 9.09% respondent using thirty minute in daily basis for use of social media for academic purpose.

Figure 10: Social media for academic purpose

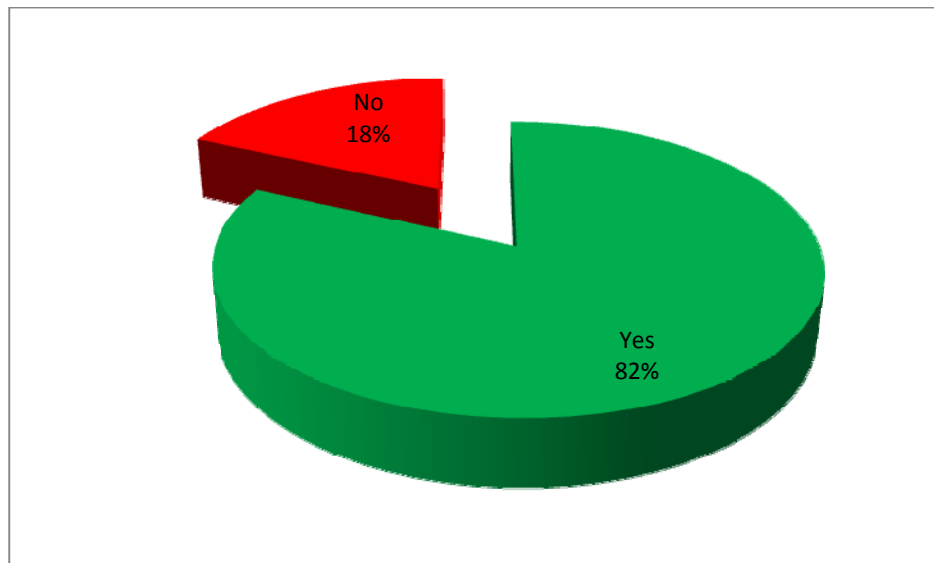


Source: Field report survey, 2017

4.10 Use of social media while completing assignment

Assignment meaning, definition, what is assignment: a piece of work given to someone, typically as part of their studies or job. Learning activities designed to engage students, and to ensure it aligns closely with one or more course learning objectives. This question was designed to find out use of social media while completing assignment. The results obtained from these surveys are listed on the following figure 11.

Figure 11: Use of Social media for completing assignment



Source: Field report survey, 2017

82%% respondents are used social media while completing assignment. Only 18% respondents are not used social media while completing assignment.

4.11 Use of social media primarily for

Students were asked as use of social media primarily for following title in 6 options. The response is represented table 13 and figure 12 as below:

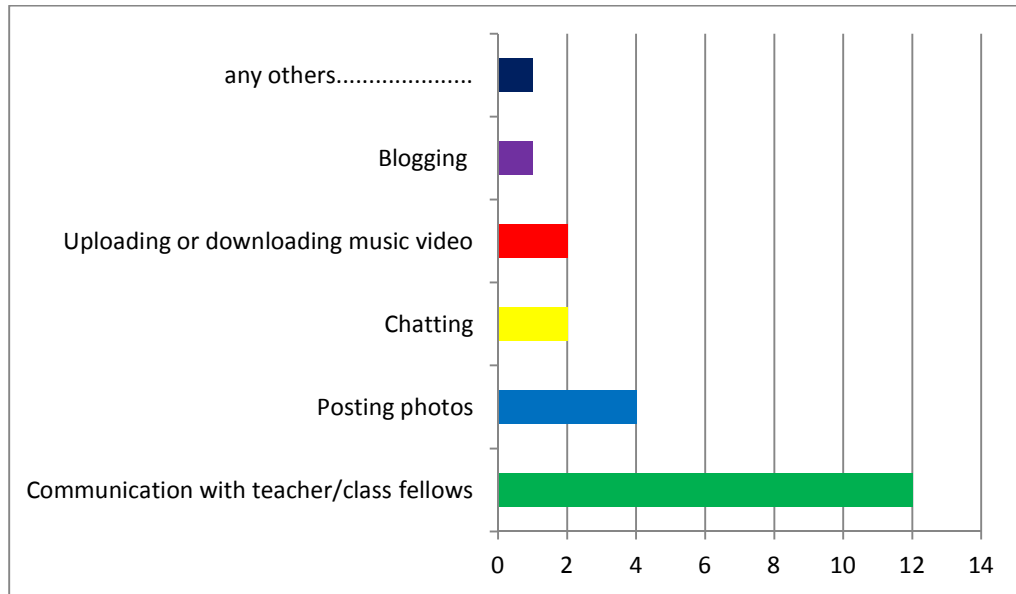
Table 12: Use of social media primarily

S.N	Title	Frequency	%
A	Communication with teacher/class fellows	12	54.54
B	Posting photos	4	18.18
C	Chatting	2	9.09
D	Uploading or downloading music video	2	9.09
E	Blogging	1	4.5
F	Any others.....	1	4.5
Total		22	100

Source: Field report survey, 2017

It was interesting note that 54.54% students used social media for communication with teacher/class fellows. 18.18% users used social media for posting photos. 9.09% students used social media for chatting and uploading/downloading music video and 4.5% students used social media for blogging and others purpose respectively.

Figure 12: Priority of social media

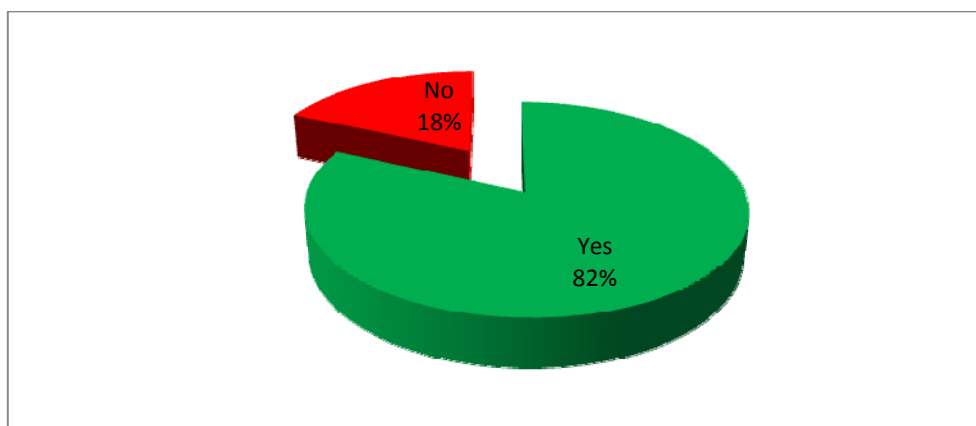


Source: Field report survey, 2017

4.12 Teachers encourage the use of Social Media for assignments

Students were asked as teachers' encourage the use of social media for assignment. Their answer is represented in figure 13 below:

Figure 13: Encourage using social media for assignment

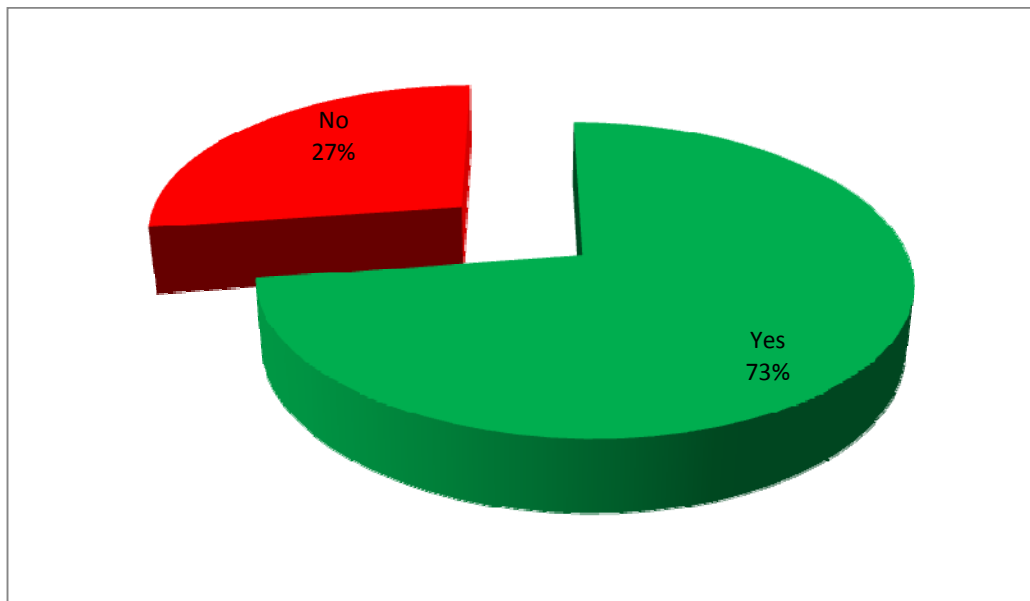


Source: Field report survey, 2017

12. Prefer to express your ideas and feelings on Social Media

The social sharing of emotions is a phenomenon in the field of psychology that concerns the tendency to recount and share emotional experiences with others. Social media platforms may be best to express our ideas and feeling via social media. Students were asked as do you prefer to express your ideas and feeling on social media? Their answer is represented figure 14.

Figure 14: Prefer to express your ideas and feelings on Social Media



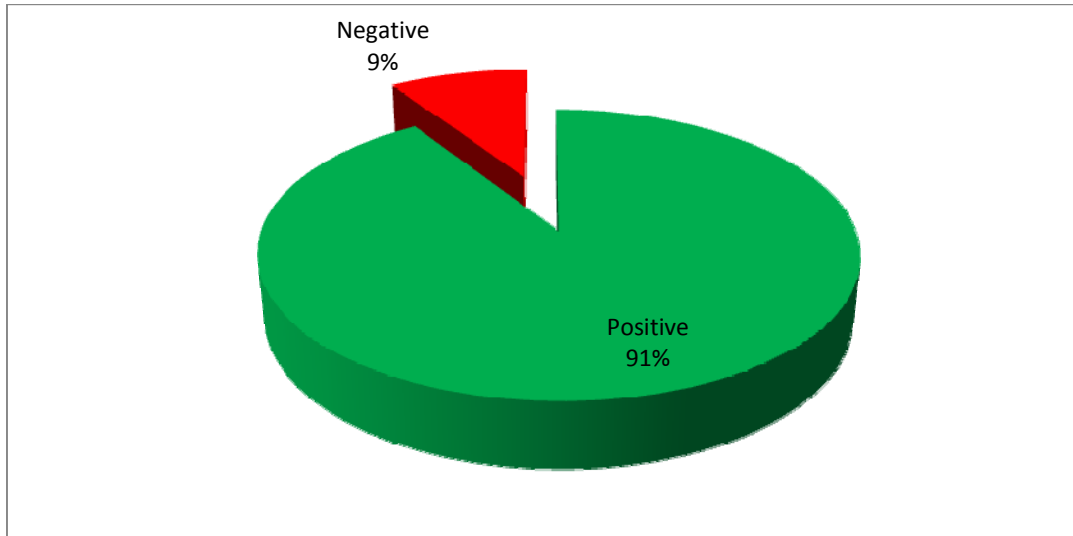
Source: Field report survey, 2017

73% students said prefer to express his/her idea and feeling on social media. Nearly one third or 27% students did not prefer to express his/her ideas and feeling on social media.

13. Social media affect your study things

Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Every things has own impact as positive or negative either in this questionnaire asked to students' social media affected their studies as positive or negative. Their valuable opinion giving us as below figure 15.

Figure 15: Social media affect in study



Source: Field report survey, 2017

Higher majority 91% students said use of social media has affected positive in the studies. And only 9% students said that has affected negative their studies.

4.13 Social media can be effective tool for learning

Nowadays it's common for teachers and student to create a facebook group, viber group and messenger and so on where they pool all their class resources and make that group. But our country developing country so this question was very interesting the social media can be effective tool for learning. Their answer is represented in table 14 and figure 16 as below:

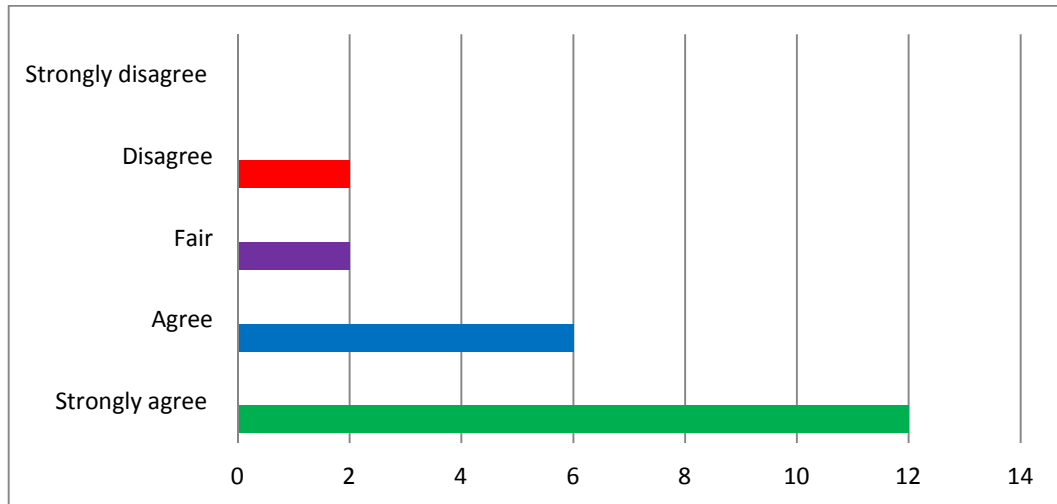
Table 13: Social media can be effective tool

S.N	Title	Frequency	%
A	Strongly agree	12	54.54
B	Agree	6	27.27
C	Fair	2	9.09
D	Disagree	2	9.09
E	Strongly disagree	0	0
Total		22	100

Source: Field report survey, 2017

54.54% student said strongly agree to social media can be effective tool for learning. 27.27 students said agree and 9.09% students were fair and disagree to social media can be effective tool for learning activities.

Figure 16: Effective tool for learning of social media



Source: Field report survey, 2017

4.14 Reason of subscribe social media

Student were asked as reason of subscribe social media in five options as below. Their answer represented below table 15 and figure 17 respectively.

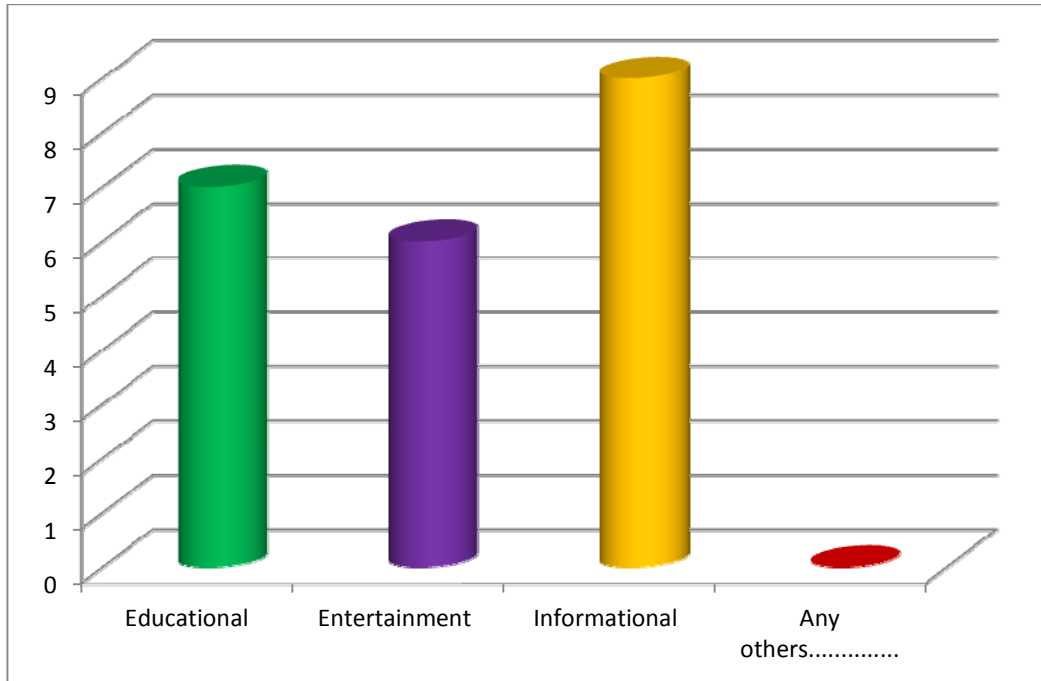
Table 14: Reason of subscribe social media

S.N	Title	Frequency	%
A	Educational	7	31.81
B	Entertainment	6	27.27
C	Informational	9	40.90
D	Any others.....	0	0
Total		22	100

Source: Field report survey, 2017

Table 4.10 and figure 4.16 shows that the reason for subscribe social media among the students of library science T.U. 40.90% students said to reason of information, 31% student said to educational, 27.27% students said to entertainment reasons of subscribe social media.

Figure 17: Reason of subscribe social media



Source: Field report survey, 2017

4.15 Usefulness of social media

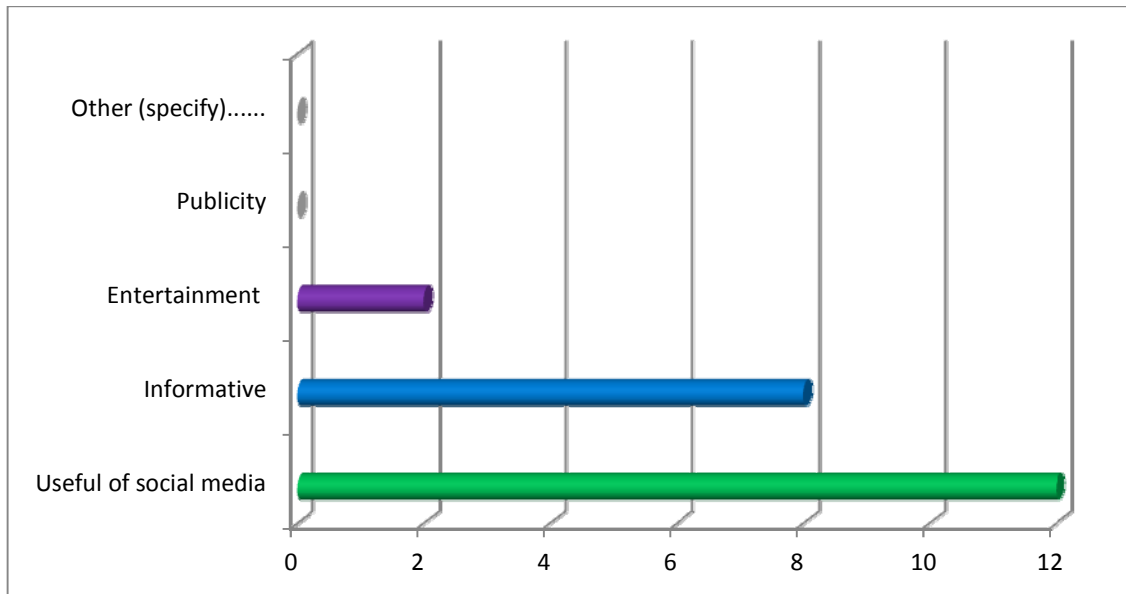
The students were asked to useful of social media they express views on the various four options. The results are presented below table 16 and figure 18.

Table 15: Usefulness of social media

S.N	Title	No.	%
A	Informative	12	54.54
B	Entertainment	8	36.36
C	Publicity	2	9.09
D	Other (specify).....	0	0
Total		22	100

Out of 54.54% students agree to informative purpose, 36.36% students agree to entertainment purpose, 9.09% students agree to publicity usefulness of social media.

Figure 18: Usefulness of social media

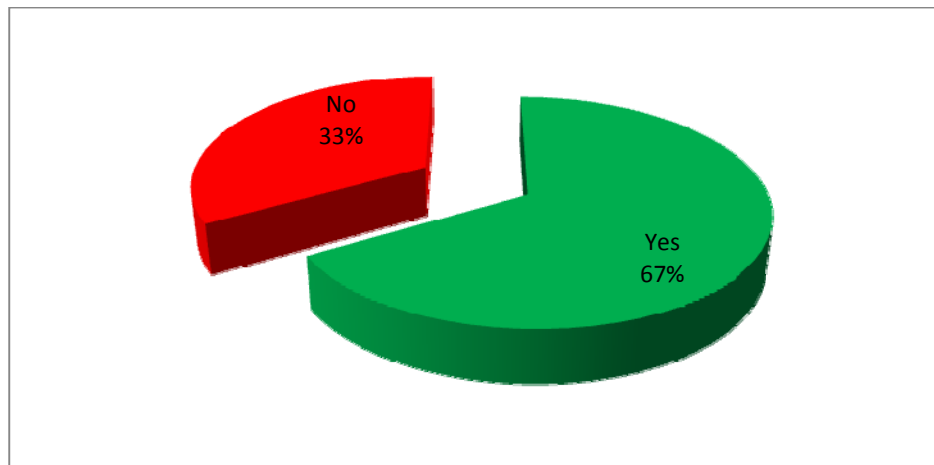


Source: Field report survey, 2017

4.16 Privacy setting

Privacy is the ability of an individual or group to seclude themselves, or information about themselves, and thereby express them selectively. Something is private to a person it usually means that something is inherently special or sensitive to them. In this question were asked to students currently have used privacy setting in social media they gave valuable comments following figure 19.

Figure 19: Privacy setting



Source: Field report survey, 2017

Figure 19 shows that 67% students have used the privacy setting while using social media and 33% have not used any privacy settings.

4.17 Shared you're problem/expressed and dissatisfaction via Social Media

The question was designed to find out whether the shared your problem/expressed and dissatisfaction via social media. The students' responses are presented below table 17 and figure 4.19 respectively.

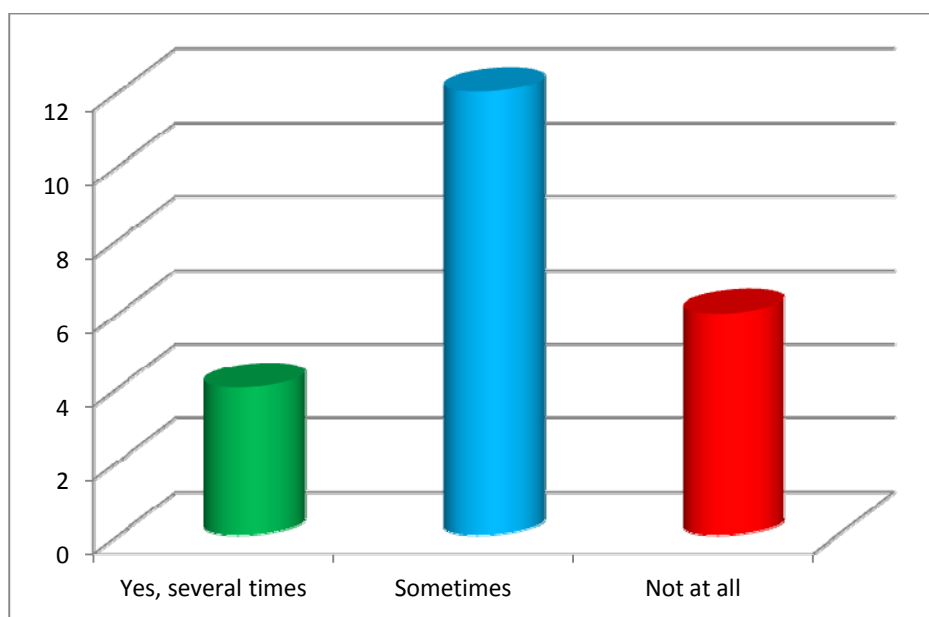
Table 16: Share of problem and dissatisfaction via social media

S.N	Title	Frequency	%
A	Yes, several times	4	18.18
B	Sometimes	12	54.54
C	Not at all	6	27.27
		22	100

Source: Field report survey, 2017

Table 4.12 and figure 20 shows that 54.54% students said sometimes, 27.27% students said not at all and 18.18% yes, several times have used any problem/expressed and dissatisfaction via social media.

Figure 20: Share of problem and dissatisfaction via social media



Source: Field report survey, 2017

4.18 CDLISc faculties use social media to convey information to the student

The views of the student regarding the CDLISc faculties use social media to convey information to the student. The respondents' views are interpreted as following.

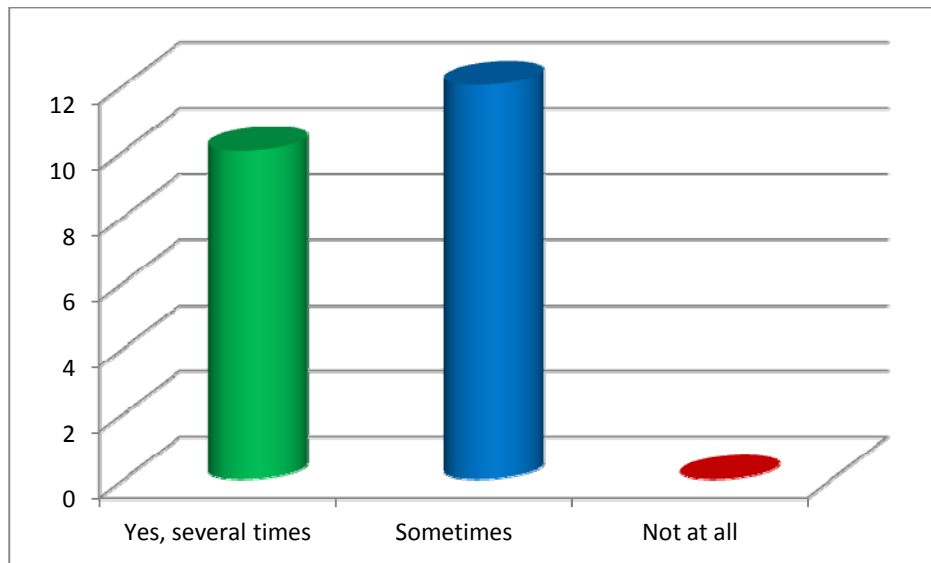
Table 17: CDLISc faculties use social media

S.N	Title	Frequency	%
A	Yes, several times	10	45.45
B	Sometimes	12	54.54
C	Not at all	0	0
	Total	22	100

Source: Field report survey, 2017

Above the table 18 and figure 21 nearly half percent students said yes several times (45.45%) and nearly more than fifty percent (54.54%) respondents said sometimes. In figure gave us in not at all in zero percent.

Figure 21: CDLIsc faculties use social media



Source: Field report survey, 2017

4.19 Opinion about social media should be in class room

In the 21st century social media has proven itself to be a huge part of the lives of many reasons especially teacher and students. While class is running or lecturing that time social media can be disturbed or not so in this question want to find out social media should be in class room or not. Students were given opinion table 419 and figure 22 as following.

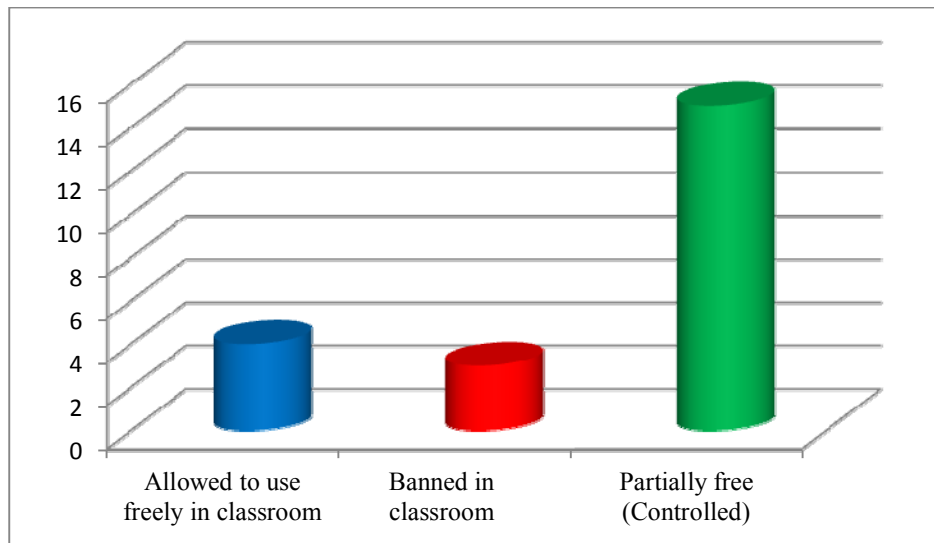
Table 18: Opinion about social media

S.N	Title	Frequency	%
A	Allowed to use freely in classroom	4	18.18
B	Banned in classroom	3	13.63
C	Partially free (Controlled)	15	68.18
Total		22	100

Source: Field report survey, 2017

Above table and figure 68.18% students said partially free, 18.18% students said allowed using freely in class room and finally 13.63% students said banned in classroom in the poll of social media should be in class room.

Figure 22: Opinion about social media

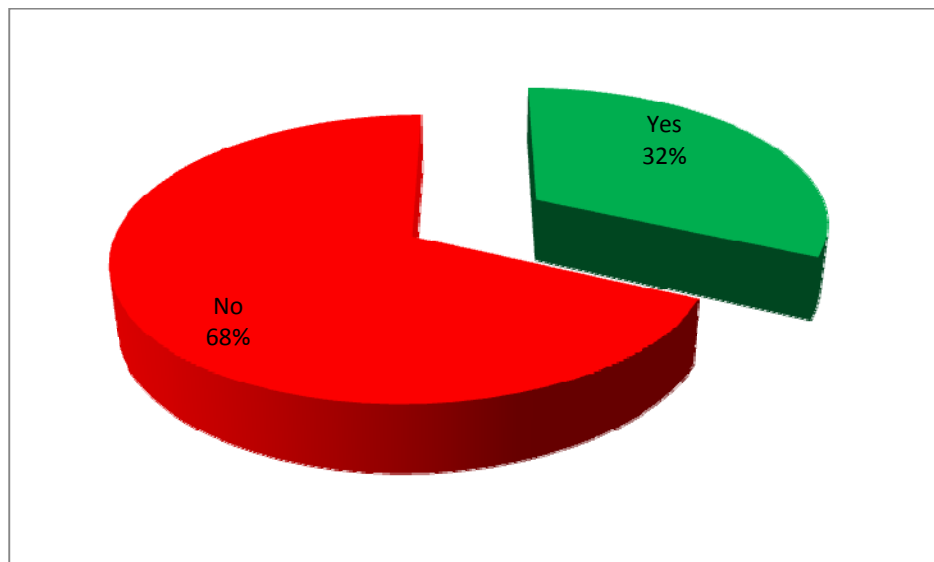


Source: Field report survey, 2017

4.20 Understand the lecturer while using social media in class

Respondents were asked the possibility for understanding the lecturer while using social media in class. Figure 23 students were provided about understanding the lecturer as below.

Figure 23: Understand the lecturer



Source: Field report survey, 2017

Above figure 23 majority of students 68% did not understand the lecturer while using social media in class but nearly one third 32% students understanding the lecturer while using social media in the class.

4.21 Due to social media spend less time with your family

Our families are where we experience our biggest triumphs and our deepest and they are where we have the greatest potential to do well. But social media can be spending less time with family it is very curiosity question in this days. So this question was designed to what is a reality of respondents' life. In above table 20 is providing realities of social media spend less time with family agreed or disagree.

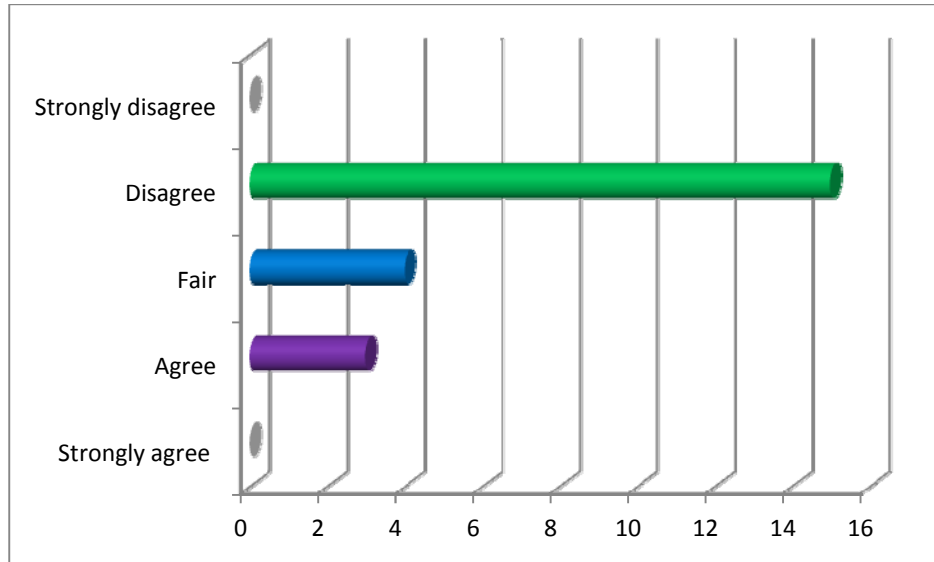
Table 19: Due to social media spend less time

S.N	Title	Frequency	%
A	Strongly agree	0	0
B	Agree	3	13.63
C	Fair	4	18.18
D	Disagree	15	68.18
E	Strongly disagree	0	0
Total		22	100

Source: Field report survey, 2017

Above the table 4.15 and figure 4.23 shows that 68.18% respondents said disagree, 18.18% respondents said fair and 13.63% respondents agree due to social media spend less time with family.

Figure 24: Due to social media spend less time



Source: Field report survey, 2017

4.22 Social media hampers on your study

The survey asked the students about the social media hampers on your study. This researcher giving five options as strongly agree, agrees, fair, disagree and strongly disagree. Students were providing in table 21 and figure 25 following.

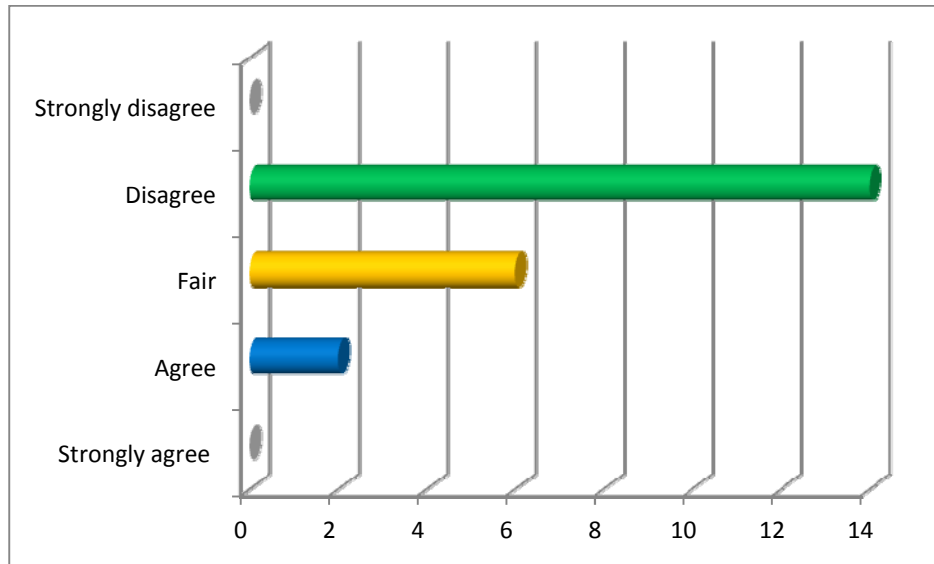
Table 20: Social media hampers on your study

S.N	Title	Frequency	%
A	Strongly agree	0	0
B	Agree	2	9.09
C	Fair	6	27.27
D	Disagree	14	63.63
E	Strongly disagree	0	0
Total		22	100

Source: Field report survey, 2017

About 63.63% students said disagree, 27.27 students said fair, 9.09% students said agree and no one in the strongly agree and strongly disagree about social media hampers on study.

Figure 25: Social media hampers on your study

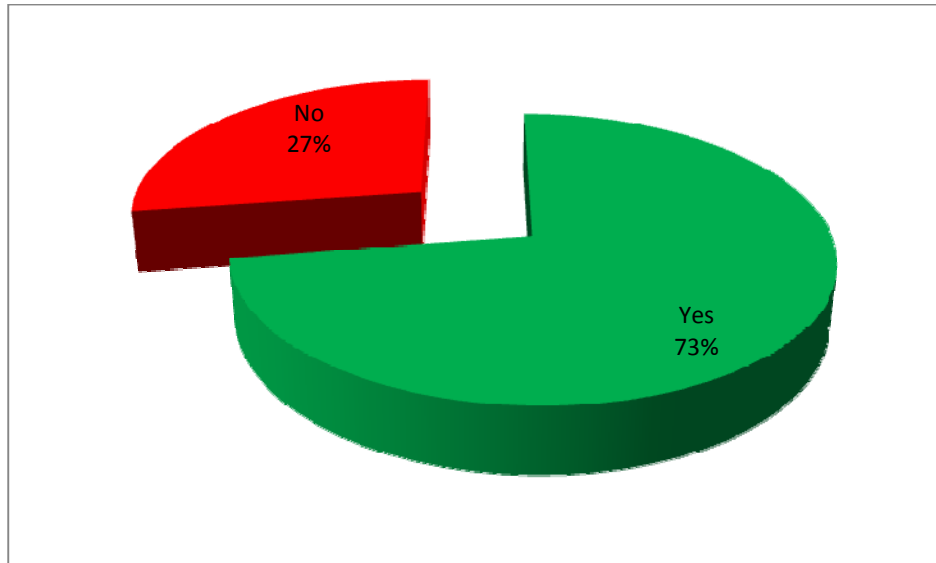


Source: Field report survey, 2017

4.23 Social media a tool that should be utilized by teacher

Social media can be communication classroom supports. All benefits of include various social media according to usefulness of study. Social media should be utilized by teacher for better performance or quality education. In this survey asked to opinion about social media a tool that should be utilized by teacher in your students' life. Figure 4.26 were interpreted of student's views.

Figure 26: Social media a tool that should be utilized by teacher



Source: Field report survey, 2017

Above figure 26 demonstrate that a majority of students i.e. 73% are yes to social media a tool that should be utilized by teacher. 27% students are not social media a tool that should be utilized by teacher.

4.24 Social media is the best way for teachers to reach student

The survey asked the students about social media best way for teacher to reach student. In table 22 and figure 27 shows the views of students as below:

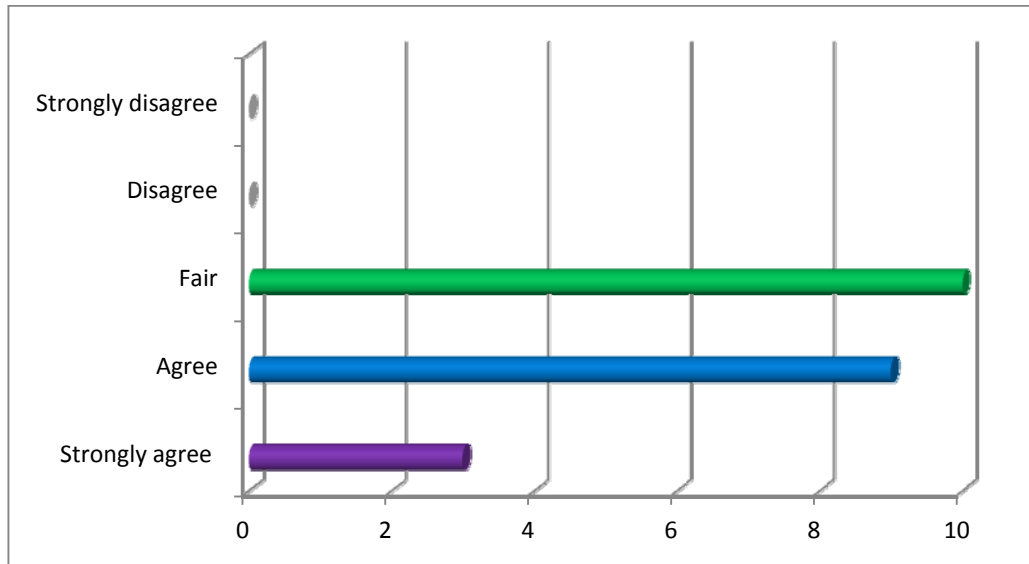
Table 21: Social media is the best way to reach student

S.N	Title	Frequency	%
A	Strongly agree	3	13.63
B	Agree	9	40.90
C	Fair	10	45.45
D	Disagree	0	0
E	Strongly disagree	0	0
Total		22	100

Source: Field report survey, 2017

The result of the showed that 45.45% students said fair, 40.90% students said agree, 13.63% student said strongly agree, disagree and strongly disagree zero percent student said social media is the best way for teacher to reach students.

Figure 27: Social media is the best way to reach student

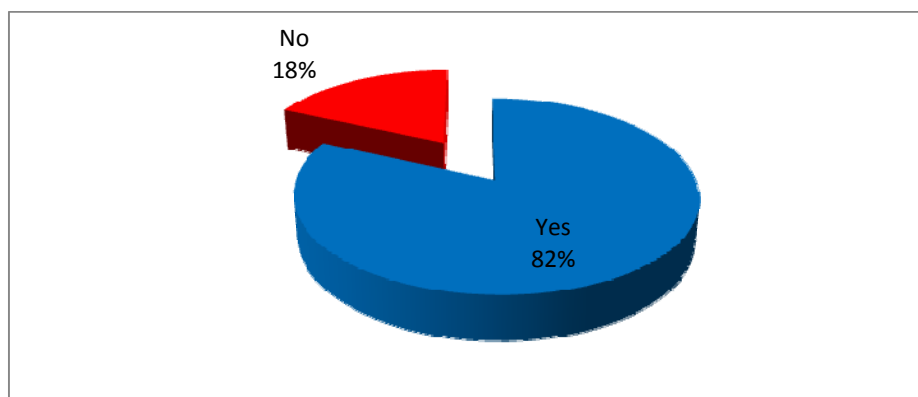


Source: Field report survey, 2017

4.25 Victim of social media bullying

Social media are an everywhere platform for communication. However, Social media can provide opportunity for abuse and harassment, typically referred to as cyber bullying. In this question researcher want know social media users as student are victim of cyber bullying. Students are providing remarkable opinion us in the figure 28 as below.

Figure 28: Victim of social media bullying



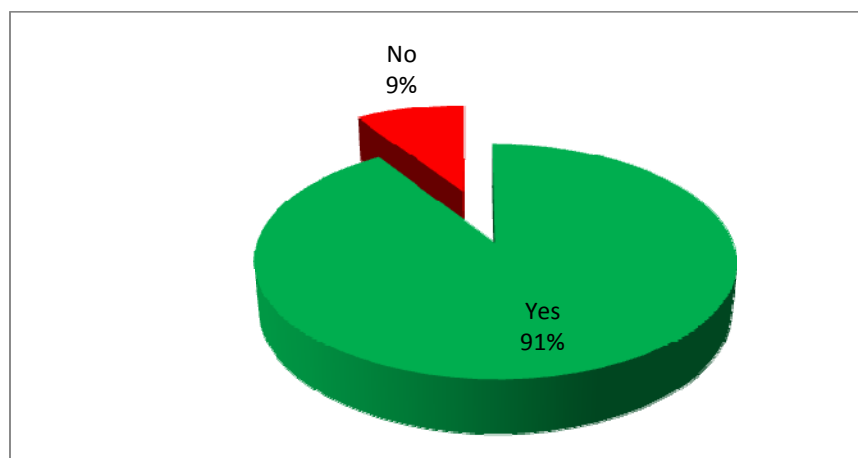
Source: Field report survey, 2017

The figure shows that 82% students have been victim of social media bullying and 18% students haven't been victim of any social media bullying in this poll.

4.26 Aware of cyber laws of Nepal

Cyber law is the area of law that deals with the Internet's relationship to technological and electronic elements, including computers, software, and hardware and information systems. In this question researcher want to know MLISc students are aware of cyber laws of Nepal or not. Above figure 29 shows that aware of cyber laws of Nepal.

Figure 29: Aware cyber laws of Nepal



Source: Field report survey, 2017

Figure 4.28 percentage of the opinion on the aware of cyber law in Nepal. Above figure 91% students of MLISc (T.U) has conscious and only 9% students MLISc (T.U) has not aware of any cyber law of Nepal.

Chapter-V

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summaries

This study was conducted for the partial fulfillment of master's degree of Library and Information Science in Tribhuvan University, central department of Library and Information science at Kirtipur Kathmandu Nepal. The main purpose of study is find out MLISc students' use of social media, identify students' perception on the effect of Social media, identify the purpose of use for Social Media and identifies how Social Media can be used as a tool for academic learning.

In this study total 27 questionnaire were designed on the basis of classification of respondents possibly overall social media as students purposes. This study used total 26 question distributed via mail, viber, massaging and cell phone. Others method also adapted as personal contact, interviews and other related published and unpublished materials on the web. The researcher tried to include all the responses and valuable suggestion from the respondents without modification. Different aria as considered to find out the reality of social media through the respondents opinion.

However different academic institution, educational stakeholder, faculties and parents of the student the above facts disclosed the negative impact of the social media uses on the academic performance of students. In developed countries this area grasps researchers' attention but in developing countries like Nepal it is unexplored area. Therefore this study wants to identify whether the use of social media by the student of central Department of Library and Information science, T.U helpful for their academic performance or not. Social media is part of the information sharing in this information age. It serves as a means of social interaction among the students and it helps students in producing, distributing and exchanging information and ideas within virtual environment or virtual setup. Moreover, it serves as a virtual learning environment through connecting students

with their peers and students with their faculties and there by contribute its share in supporting the improvement of academic performance.

5.2 Findings

- 100% respondents have social media account at current movement.
- 73 respondents used Smartphone devices for access to social media platforms.
- 54% respondents said preferred English language for communication.
- Almost respondents can use social media in the satisfactory level.
- 73% respondents are using facebook in daily.
- 64% respondents using more than 3 social media in a day.
- 55% students used social media more than 3hrs per day.
- 36% students using social media in a daily for academic purpose.
- 55% respondents used social media primarily for communication with teacher/class fellows.
- 82% students used social media while completing assignment.
- 82% students said teacher encourages the use of social media for assignment.
- 73% respondents preferred to express own ideas and feelings via social media.
- 91% students has positive affective for studies.
- 55% students were strongly agree with social media can be effectives tool for learning.
- 41% respondents said the subscription of social media for informational.
- 55% respondents said usefulness of social media for in formations.
- 67% students have used the privacy setting while using social media.
- 55% respondents expressed their dissatisfaction via social media.
- 55% students used social media only sometimes to convey information to the students.
- 68% student has been expressed social media should be in class room only partially free or controlled in the class room.

- 68% students did not understand the lecture while using social media in class.
- 68% respondents are disagreeing that due to social media they spend less time with their family.
- 64% respondents did not agree with social media hampers on study.
- 73% respondents said that social media is a tool that can be utilized by teacher.
- 45% students are agreeing for teacher and students connect.
- 82% respondents were victim of social media bullying.
- 91% students said that they are aware of cyber law of Nepal.

5.3 Conclusion

This study focus of the research or study identified the students' use of social media and their perception about the effect either positive or negative of the use of the growing of knowledge. The research was done to identify the use of social media and student perception about the effect of the use of social media which gives exact information. This study gives direction to students on how to use as an academic platform to benefits for learning. The research is expected to benefits students', education stakeholder, parents of student, librarian, Policy maker, Scholar and researchers. They could make the right decision in the usage of these media to bring about the positive outcome that is desired. Therefore this study wants to identify whether the use social media by central Department of Library and Information science students' of T.U helpful for academic performance.

5.4 Recommendations

Active communication between students and teacher creates added values in quality education. Social media can change dramatically the traditional education system of under developing country like Nepal. Education institution should regularly be aware to learn and handle their studies of student. Faculties should be given in encouragement to students for more use for academic purpose. Social media can be used as tool of learning because it benefits both education stakeholder as well as students. Social media can change traditional education system and give benefit to developing country like Nepal.

Use of social media not for only education purpose it is also beneficial for transparent, accountable, efficient and effective government and interaction with the public, citizenship, business and others agencies. It also encourages cost saving in terms of services.

- Social media should be served as a virtual learning environment through connectivity students with their peer and students with their faculties and there by contributes to the improvement academic performance.
- It should be revised the cyber law of Nepal changing trends in computing and possible threats an effective security and infrastructure protection program.
- Academician such as teacher, managers, librarian, others concerned individual and organizations should use social media to promote teaching activities.
- Control mechanism of social media should be applied effectively as use of new technology for positive result.

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Annex-1

USE OF SOCIAL MEDIA AMONG THE MLISc STUDENT IN TRIBHUVAN UNIVERSITY (T.U)

QUESTIONNAIRE

I am Ganga Khadka, Masters in Library and Information Science (MLISc) student of Tribhuvan University, KiritipurKathamandu. This is my research study on the topic of “USE OF SOCIAL MEDIA AMONG THE MLISc STUDENT IN TRIBHUVAN UNIVERSITY (T.U)” The objectives of this study is to investigation purpose of social media. Please read carefully and tick (✓) the best preference. All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Demographic Information			
Sex: (Male) / (Female)	Age.	20-25	26-30>30
MLISc	Year	First Year	Second Year

1. Do you currently have a social media account?

- a) Yes b) No

2. Which device do you access your social media platforms the most?

- a) Desktop b) Laptop c) I pad/Tablet d) Smart phone

3. Which language do you prefer when you use social media?

- a) English b) Nepali c) Others

4. Knowledge of Social media

Indications: (I cannot use it = 1, I can use it to a small extent = 2, I can use it satisfactory = 3, I can use it well = 4, I can use it very well = 5)

Social media	Knowledge of level				
Blogs and wikis	1	2	3	4	5
Citations indexes	1	2	3	4	5
Communication	1	2	3	4	5
Document creation, edition and sharing	1	2	3	4	5
General social networks	1	2	3	4	5
Images and photographs	1	2	3	4	5
Instant messaging (Msn)	1	2	3	4	5
Microblogging	1	2	3	4	5
Presentations	1	2	3	4	5
Reference management software	1	2	3	4	5
Research	1	2	3	4	5
Scientific social networks	1	2	3	4	5
Scientists' databases	1	2	3	4	5
Social bookmarking	1	2	3	4	5
Surveys	1	2	3	4	5
Time management	1	2	3	4	5
Videos	1	2	3	4	5

5. Which of the following Social Media do you use daily?
a) Facebook b) Twitter c) Youtube d) Wikipedia e) Slideshare
f) Others.....
6. How many social media do you use
a) 1 b) 2 c) 3 d) More than 3
7. How much time do you spend using these Social Media per day?
a) 30 min b) 1hr c) 2hrs d) More than 3hrs
8. How much time do you spend on your academics per day?
a) 30 min b) 1hr c) 2hrs d) More than 3hrs

9. Do you check Social Media while completing assignments?
 a) Yes b) No
10. You use social media primarily for
 a) Communication with teacher/class fellows b) Posting photos c) Chatting
 d) Uploading or downloading music video e) Blogging f) any
 others.....
11. Do your teachers encourage the use of Social Media for assignments?
 a) Yes b) No
12. Do you prefer to express your ideas and feelings on Social Media?
 a) Yes b) No
13. Do you think social media affect your study things?
 a) Positive b) Negative
14. Do you think Social Media can be effective tool for learning?
 a) Strongly agree b) Agree c) Fair d) Disagree e) Strongly disagree
15. What kinds of communities do you subscribe to on social media?
 a) Educational b) Entertainment c) Informational d) any others.....
16. What do you think social media is useful because?
 a) Informative b) Entertainment c) Publicity d) other (specify).....
17. Have you used privacy setting in social media?
 a) Yes b) No
18. Have you shared your problem/expressed your dissatisfaction via Social Media?
 a) Yes, several times b) Sometimes c) Not at all

19. Does your CDLISc faculties use social media to convey information to the student?

- a) Yes, several times b) Sometimes c) Not at all

20. What is your opinion? Social media should be

- a) Allowed to use freely in classroom b) Banned in classroom c) Partially free
(Controlled)

21. If you use social media for entertainment purpose while lecture in class do you
Understand the lecturer?

- a) Yes b) No

22. Do you think due to social media spend less time with your family?

- a) Strongly agree b) Agree c) Fair d) Disagree e) Strongly disagree

23. Is social media hampers on your study?

- a) Strongly agree b) Agree c) Fair d) Disagree e) Strongly disagree

24. Is social media a tool that should be utilized by teacher?

- a) Yes b) No

25. Do you think that Social media is the best way for teachers to reach student?

- a) Strongly agree b) Agree c) Fair d) Disagree e) Strongly disagree

26. Are you ever been a victim of social media bullying?

- a) Yes b) No

27. Are you aware of any cyber laws of Nepal?

- a) Yes b) No

Thank you for filling this questionnaire



Annex -2

Institutional Profile

Introduction

Tribhuvan University (TU), which was established in 1959, is the first national institution of higher education in Nepal. The Central Administrative Office and the Central Campus of the university are located on the north eastern facade of Kirtipur, an ancient and small town located five kilometers away from Kathmandu city centre. There are 39 central departments and 4 research centers in TU, and out of them 31 departments and 3 research centers are located at Kirtipur. The university at Kirtipur is spread over an area of 154.77 hectares (3042-5-2 ropanis). After the second democratic movement of 2006, the Prime Minister of Nepal is the ceremonial chief, the Chancellor of the University, whereas The Minister of Education is the Pro-Chancellor. The Vice Chancellor is the Chief Executive of the university. He is assisted by the Rector in academic programmes and the Registrar in financial management and general administration. Tribhuvan University is a non-profit making autonomous institution funded by the Government of Nepal. On January 8, 2013, the government of Nepal has principally agreed to declare Tribhuvan University as the Central University. (<http://tribhuvan-university.edu.np>)

Central Department of Library and Information Science (CDILS)

The Central Department of Library and Information science (CDLIS) located in Kirtipur; Kathmandu within the premises of Central Campus of Tribhuvan University. It is one of the major departments under the Faculty of Humanities and Social Sciences of Tribhuvan University (TU) the oldest and the largest university of Nepal. Tribhuvan University has been conducting degree programs in many subjects including in Library and Information Science. It started to impart LIS education since 1995 in post graduate diploma level. Stopping this degree, T.U started Masters in Library and Information Science (MLISc) degree since 2002. This department is only one to provide higher education in library and information science for the Masters level students in Nepal.

Curriculum vitae

Name: Ganga Khadka
Father's Name: Govinda Bahadur Khadka
Date of Birth: 1991/05/10 A.D
Religion: Hindu
Sex: Female
Marital Status: Married
Contact Address: Mobile No. 9849-703640, G.P.O Box 2528 Ktm.
Email Address: gangakhadka2@gmail.com
Permanent Address: Darbar Devasthan Charpala-06 V.D.C, Gulmi Nepal



Qualification:

S.I No.	Level	Institution	Year	Remarks
1.	M.A. Library Science (T.U.) Final Year	Central Department of Library & Information T.U., University	2017	First Division
2.	Bachelor in Business Studies. (B.B.S) (T.U)	Pashupati Multiple Campus, Chabahil Kathmandu.	2010	Third Division
3.	Intermediate / +2 In Management Level. (HSEB)	Siddha Baba H. S. School Tamghas Gulmi.	2009	Second Division
4	School Leaving Certificate. (S.L.C)	Ishwari Ma. Vidalay Charpala Gulmi.	2007	First Division

Training:

S.I No.	Level	Institution	Year	Remarks
1.	Library Information Science level-3	Nepal Library Association Kathmandu, Nepal (N.L.A).	2010	Level-3
2.	Basic Coputer Aplication.	Cyber World Computer Center Tamghas, Gulmi	2009	

Experience: Read Information and resource center (Read Nepal), Baluwatar Kathmandu, Nepal. As Post of Library Assistant .	10 Sept-31 Dec 2012
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Reference: Mr. Bhim Dhoj Shrestha: Head of Department, Central Department of Library and Information Science, T.U. Kirtipur, Kathmandu Nepal; Mobile No. 9851059075. Email: bhim00@gmail.com.