Internet Usage by the Students of Kendriya Vidyalaya, Mysore: A Survey

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Abstract
The present paper is based on the information provided by the school students of Kendriya Vidyalayas (KV) at Mysore. The random sample survey method was used to collect the data. The questionnaire was designed, keeping in view the objectives of this study. The study reveals that majority of the students learnt the use of Internet by assistance from the teachers, compared to formal training self-instruction and assistance from others. It was also found that maximum users are satisfied with the use of Internet and the information available on the Internet. Many studies have revealed worthy results in the use of Internet in the Indian context. The present study is conducted to find out how many students are interested and what is their attitude towards the use of web based information resources and Internet in KV at Mysore.

Keywords: Internet usage, Kendriya Vidyalaya, Mysore.

1. Introduction
In recent years, computers have changed the whole process of information handing. The information scenario today comprises a whole lot of disjoint sources available around the world. Internet serves as a backbone and connects to this source of information irrespective of their location. In the present scenario Internet has become the lifeline for all human activities in terms of collection, organizing, storing, retrieval, and dissemination of information and it is considered as the sea of information. Internet has allowed the scientists, researchers, students, journalists, businessman and the common man to have an access to valuable resources scattered in various forms in different part of the world. Today information is the most vital resources for any kind of activity, and Internet playing a key role to support teaching and learning in the academic environment. In India several studies have been conducted in relation with usage of Internet in Universities and centers of higher learning but not many the school levels. There are many studies available on Internet usage including several studies published in Indian journals on this subject1-15.

2. About the Kendriya Vidyalaya, Mysore
The Kendriya Vidyalayas (KV) runs by the Kendriya Vidyalayas Sangathan, an autonomous body formed by the Ministry of Education, Govt. of India. KVs are pace setting institutions in the country and primarily cater to the educational needs of the children of Central Govt. employees including Defence personnel and floating population liable to frequent transfers throughout the country. The KV of Mysore had come into existence in 1993 with a temporary location in the DFRL campus and later moved to a beautiful spacious building with the required infrastructure and facilities located in Government of India Text Book (GITB) Press Campus with strength of 1200 students and 50 dedicated staff. The present study is conducted to find how many students are interested and what is their attitude towards the use of web based information resources and Internet16.

3. Objectives of the study
a) To know the awareness and use of Internet by student.
b) To know the place of use of Internet
To identify the modes of learning on Internet usage.
To find out the years of experience in use of Internet.
To study the frequency of use of Internet.
To know the purpose of using Internet.
To identify the levels of satisfaction in use of Internet.
To identify the popular search engines and browsers used by students.
To know the frequently used websites by the students.
To assess the quality of the Internet resources.

4. Methodology
The present study is based on the information provided by the students of KV Mysore. To collect the data a structured questionnaire was designed and administered. The questionnaire was designed, keeping in view the objectives of the study. The target populations for the study were male and female students of the KV Mysore. Hundred and thirty (130) questionnaires were distributed to the respondents for the purpose of investigation. Out of which hundred and twenty (120) questionnaires were received. A random sampling technique has been used for the same. The investigator has analyzed the data with the help of Microsoft Excel, spreadsheet program.

5. Analysis and Results
The user satisfaction and their attitudes relating to Internet facility available in KV Mysore was depicted here. The data concerned with the personal information of the respondents, and the frequency of visiting Internet center, most favored search engines, highly used Internet services, infrastructure facilities and problems faced by users in KV Mysore while accessing Internet are drawn.

5.1 Category-wise distribution of Internet use

<table>
<thead>
<tr>
<th>Responses</th>
<th>Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Using</td>
<td>63(52.50)</td>
<td>35(29.16)</td>
</tr>
<tr>
<td>Not using</td>
<td>14(11.66)</td>
<td>8(6.67)</td>
</tr>
<tr>
<td>Total</td>
<td>120(100.00)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

The table 1 shows the use of Internet by the respondents. Totally 98(81.66%) respondents use Internet, out of which 63(52.50%) boys and 35(29.16%) girls. Remaining 22(18.33%) respondents are not using Internet, out of which 14(11.66%) boys and 8 (6.67%) girls.

5.2 Place of use of Internet

<table>
<thead>
<tr>
<th>Place</th>
<th>Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Cyber cafe</td>
<td>22(22.45)</td>
<td>18(18.36)</td>
</tr>
<tr>
<td>Home</td>
<td>16(16.32)</td>
<td>15(15.31)</td>
</tr>
<tr>
<td>Friends/relatives house</td>
<td>21(21.42)</td>
<td>12(12.24)</td>
</tr>
<tr>
<td>Institution library</td>
<td>13(13.27)</td>
<td>10(10.20)</td>
</tr>
<tr>
<td>Total</td>
<td>98(100.00)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage
Table 2 shows that out of the total responses, 40(40.81%) respondents access Internet in Cyber cafe, (22.45% of boys and 18.36% of girls) and 31(31.63%) respondents have Internet access at home, (16.32% of boys and 15.31% of girls). Followed by these, 23(23.47%) respondents use Internet in their institution library, (13.27% of boys and 10.20% of girls). The remaining 33 (33.67%) respondents access Internet at friends/relatives house.

5.3 Experience in using computer before accessing Internet

<table>
<thead>
<tr>
<th>Responses</th>
<th>Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Yes</td>
<td>52</td>
<td>24</td>
</tr>
<tr>
<td>(53.06)</td>
<td>(24.49)</td>
<td>(77.55)</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>(16.33)</td>
<td>(6.12)</td>
<td>(22.45)</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

Table 3 shows that out of the total, 76(77.55%) respondents had experience of using computer before accessing Internet (boys 52 and girls 24). Whereas 22(22.45%) respondents don’t have any experience of computer before accessing Internet.

5.4 Modes of learning of Internet usage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Users</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Assistance by teachers</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>(40.81)</td>
<td>(28.57)</td>
<td>(69.94)</td>
</tr>
<tr>
<td>Self instruction</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>(16.33)</td>
<td>(6.12)</td>
<td>(22.45)</td>
</tr>
<tr>
<td>Assistance by friends</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>(7.14)</td>
<td>(11.23)</td>
<td>(18.37)</td>
</tr>
<tr>
<td>By attending formal training</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>(12.25)</td>
<td>(4.08)</td>
<td>(16.33)</td>
</tr>
<tr>
<td>Assistance by librarian</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(4.08)</td>
<td>(6.12)</td>
<td>(10.20)</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>(9.18)</td>
<td>(2.04)</td>
<td>(11.22)</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

Table 4 shows that 68(69.94%) respondents have learned Internet usage by assistance of teachers, 22(22.45%) respondents have learned through self instruction method. Similarly 18(18.36%) respondents have learned by taking assistance through friends, followed by 16(16.33%) respondents have learned by attending formal trainings. Whereas 11(11.22%) respondents have learned through the assistances by parents and relatives, and remaining 10(10.20%) respondents have learned through the librarian.
5.5 Experience in using Internet

<table>
<thead>
<tr>
<th>Responses</th>
<th>Users</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Less than 1 month</td>
<td>13 (13.27)</td>
<td>9 (9.18)</td>
</tr>
<tr>
<td>6 month-1 year</td>
<td>18 (18.37)</td>
<td>11 (11.22)</td>
</tr>
<tr>
<td>1-2 years</td>
<td>15 (15.31)</td>
<td>8 (8.16)</td>
</tr>
<tr>
<td>2-3 years</td>
<td>6 (6.12)</td>
<td>5 (5.10)</td>
</tr>
<tr>
<td>More than three years</td>
<td>10 (10.20)</td>
<td>3 (3.07)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

Table 5 shows that 29(29.59%) respondents have an experience between 6 month to one year, (18 boys and 11 girls). Followed by 23(23.47%) respondents have an experience between 1-2 year, (15 boys and 8 girls). Whereas 22(22.45%) respondents have been using Internet less than 1 month, (13 boys and 9 girls). 13(13.27%) respondents have been using Internet since more than three year, (10 boys and 3 girls). Only 11(11.22%) respondents have an experience between 2-3 years. The analysis clearly indicated that most of the respondents have an experience between 6 months -1year.

5.6 Frequency of use of Internet

<table>
<thead>
<tr>
<th>Responses</th>
<th>Users</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Daily</td>
<td>4 (4.08)</td>
<td>2 (2.04)</td>
</tr>
<tr>
<td>Once in two days</td>
<td>6 (6.12)</td>
<td>2 (2.04)</td>
</tr>
<tr>
<td>Twice in a week</td>
<td>20 (20.40)</td>
<td>14 (14.29)</td>
</tr>
<tr>
<td>Once in a week</td>
<td>16 (16.33)</td>
<td>9 (9.18)</td>
</tr>
<tr>
<td>Twice in a month</td>
<td>6 (6.12)</td>
<td>--</td>
</tr>
<tr>
<td>Once in a month</td>
<td>7 (7.14)</td>
<td>3 (3.06)</td>
</tr>
<tr>
<td>Occasional only</td>
<td>5 (5.10)</td>
<td>4 (4.08)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

In order to assess the frequency of use of Internet resources and services the time gap has been classified into eight categories. It has been found from the above table 6 that 34(34.69%) respondents use Internet twice in a week, (20 boys and 14 girls). 25(25.51%) respondents use Internet once in a week, (16 boys and 9 girls). 10(10.20%) respondents use Internet once in a month, (7 boys and 3 girls). 9 respondents use Internet occasional only, (boys 5 and girls 4). 8(8.16%) respondents use
Internet once in two days, (6 boys and 2 girls). The remaining 6(6.12%) respondents use Internet daily.

5.7 Purpose of use of Internet resources and services

Table-7 Purpose of use of Internet resources and services

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Users</th>
<th>Total (n=98)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>To prepare assignments/seminars</td>
<td>29 (29.59)</td>
<td>21 (21.43)</td>
</tr>
<tr>
<td>Games/music</td>
<td>25 (25.51)</td>
<td>9 (9.18)</td>
</tr>
<tr>
<td>To get information from your school web site</td>
<td>25 (25.51)</td>
<td>8 (8.16)</td>
</tr>
<tr>
<td>Get educational information</td>
<td>17 (17.35)</td>
<td>5 (5.10)</td>
</tr>
<tr>
<td>Meet new people</td>
<td>13 (13.27)</td>
<td>8 (8.16)</td>
</tr>
<tr>
<td>Sending and receiving E-mail</td>
<td>14 (14.29)</td>
<td>5 (5.10)</td>
</tr>
<tr>
<td>To know current information</td>
<td>13 (13.27)</td>
<td>2 (2.04)</td>
</tr>
<tr>
<td>E-journals</td>
<td>1 (1.02)</td>
<td>2 (2.04)</td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

Table 7 shows the purpose of use of Internet resources and services. The above table indicates that 50(51.02%) users use Internet to prepare assignments/seminars, (29 boys and 21 girls). Followed by 34(34.69%) respondents use it for games and music, (25 boys and 9 girls). 33(33.67%) respondents use it to get information from their school web site, (25 boys and 8 girls). 22(22.45%) respondents use the Internet to get educational information, (17 boys and 5 girls). 21(11.43%) respondents use it to meet new people, (13 boys and 8 girls). 19(19.36%) respondents use it for E-mail service, (14 boys and 5 girls). 15(15.31%) respondents use it to know current information, (13 boys and 2 girls). Finally 3 respondents use to Internet for accessing E-books and E-journals.

5.8 Satisfaction with the information available on Internet

Table 8 Satisfaction with the information available on Internet

<table>
<thead>
<tr>
<th>Responses</th>
<th>Users</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Satisfied</td>
<td>55 (56.12)</td>
<td>26 (26.53)</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>14 (14.29)</td>
<td>4 (4.06)</td>
</tr>
<tr>
<td>Total</td>
<td>98 (100.00)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

The table 8 shows that, 81.65% of the sample population was satisfied with the information resources available on the web and 18.35% of them were not satisfied.
5.9 Format of downloads

<table>
<thead>
<tr>
<th>Responses</th>
<th>Users</th>
<th>Total (n=98)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Word file</td>
<td>(43.88)</td>
<td>(28.57)</td>
</tr>
<tr>
<td>HTML</td>
<td>(29.59)</td>
<td>(14.29)</td>
</tr>
<tr>
<td>PDF</td>
<td>(20.40)</td>
<td>(13.27)</td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

Table 9 shows that the type of files usually downloaded. 71(72.45%) respondents have been downloading word files, out of which 43 boys and 28 girls access the same. Followed by 43 (43.88%) respondents have been downloading HTML files, out of which boys are 28 and girls are 14. Remaining 33(33.67%) respondents have been downloading PDF files, out of which 20 boys and 13 girls access the files.

5.10 Types of browsers used

<table>
<thead>
<tr>
<th>Responses</th>
<th>Users</th>
<th>Total (n=98)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>(47.96)</td>
<td>(28.57)</td>
</tr>
<tr>
<td>Mozilla Firefox</td>
<td>(19.39)</td>
<td>(9.18)</td>
</tr>
<tr>
<td>Opera</td>
<td>(10.20)</td>
<td>(4.08)</td>
</tr>
<tr>
<td>Netscape Navigator</td>
<td>(8.16)</td>
<td>(1.02)</td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

Table 10 shows it is clear indicated that 75(76.53%) respondents using Internet Explorer, out of which 47 are boys and 28 are girls. Followed by 28(28.2857%) respondents were using Mozilla Firefox, out of which 19 are boys and 9 are girls. Whereas 14(14.28%) respondents use Opera, out of which 10 are boys and 4 are girls. Remaining 9 (9.18%) respondents were using Netscape Navigator, out of which 8 boys and one girl use the same. The analysis clearly indicates that most of the respondents are using Internet Explorer.

4.11 Frequencies of use search engines

<table>
<thead>
<tr>
<th>Responses</th>
<th>Users</th>
<th>Total (n=98)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Google</td>
<td>(58.16)</td>
<td>(28.57)</td>
</tr>
<tr>
<td>Yahoo search</td>
<td>(19.39)</td>
<td>(7.14)</td>
</tr>
<tr>
<td>MSN</td>
<td>(14.83)</td>
<td>(4.08)</td>
</tr>
<tr>
<td>Lycos</td>
<td>(7.14)</td>
<td>(3.06)</td>
</tr>
<tr>
<td>Alta vista</td>
<td>(6.12)</td>
<td>(2.04)</td>
</tr>
<tr>
<td>Ask Jives</td>
<td>(5.10)</td>
<td>(1.02)</td>
</tr>
<tr>
<td>Ask.com</td>
<td>(5.10)</td>
<td>(1.02)</td>
</tr>
<tr>
<td>Hotbot</td>
<td>(1.02)</td>
<td>(1.02)</td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage
Table 11 shows the frequently used search engine by the students. 85(86.73%) respondents use Google search engine, out of which 57 are boys and 28 are girls. Followed by 26 (26.53%) respondents use Yahoo search engine, out of which 19 are boys and 7 are girls. Similarly 18(18.37%) respondents use as MSN the search engine, out of which 14 are boys and 4 are girls. Whereas 10(10.20%) respondents use Lycos search engines, out of which 7 are boys and 3 are girls access the same. Remaining 8(8.16%) respondents use Alta Vista search engines, out of which 6 are boys and 2 are girls. Only 6(6.12%) respondents use Ask Jives and Ask.com the search engines. The analysis clearly indicates that most of the respondents use Google search engine.

5.12 Frequently used web sites

Table – 12 frequently used web sites

<table>
<thead>
<tr>
<th>Responses</th>
<th>Users</th>
<th>Total (n=98)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td><a href="http://www.cbse.nic.in">www.cbse.nic.in</a></td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>(40.81)</td>
<td>(21.43)</td>
</tr>
<tr>
<td><a href="http://www.chandamama.com">www.chandamama.com</a></td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(38.78)</td>
<td>(6.12)</td>
</tr>
<tr>
<td><a href="http://www.schoolworld.com">www.schoolworld.com</a></td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(14.29)</td>
<td>(6.12)</td>
</tr>
<tr>
<td><a href="http://www.animal.discovery.com">www.animal.discovery.com</a></td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(15.26)</td>
<td>(4.04)</td>
</tr>
<tr>
<td>Other sites</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(14.29)</td>
<td>(5.10)</td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

The most frequently used web sites by the students are depicted in the table 12. It is clear from the table that, 61(62.24%) respondents have visited www.cbse.nic.in, out of which 40 are boys and 21 are girls, this web site consist of the result of CBSE final exam, syllabus etc.. Followed by 44(44.90%) respondents have visited www.chandamama.com, out of which 38 are boys and 6 are girls. Similarly 20(20.41%) respondents have visited the www.schoolworld.com, out of which 14 boys and 6 girls. 19(19.30%) respondents have visit the www.animal.discovery.com, out of which 15 are boys and 4 are girls. Remaining 19(19.39%) respondents have visited the other web sites such as music sites, image sites and short stories.

5.13 Quality of Internet resources

Table-13 Quality of Internet resources

<table>
<thead>
<tr>
<th>Responses</th>
<th>Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>(40.82)</td>
<td>(23.47)</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(18.37)</td>
<td>(10.20)</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(2.04)</td>
<td>(1.02)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>(1.02)</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure given in parenthesis indicate percentage

Above table 13 shows that the quality of use of Internet resources. Out of total responses 63(64.29%) respondents have agreed. Followed by 28(28.57%) respondents who strongly agree. Remaining
3(3.06%) respondents have been disagreeing and only 1(1.02%) boy has responded that he strongly disagrees with the quality of the Internet.

6. Conclusion with findings and suggestions

6.1 Findings

✓ Study reveals that majority of the students learnt the use of Internet by assistance from the teachers, compared to formal training self-instruction and assistance from others.
✓ That 81.65% of the students were satisfied with the information resources on the web.
✓ Majority of the students used Internet to prepare assignments/seminars.
✓ Internet explorer browse was more used by the students.
✓ Google (86.73%) was the most useful search engine according to the sample surveyed.
✓ There are 64.29% of the students who opined that moderate extended information obtained from the Internet was useful.
✓ Majority (81.65%) of the students were satisfied with the use of Internet and those who were not satisfied indicated that lack of organized information was the major source of dissatisfaction.

6.2 Suggestions

The suggestions below help to render better service and fulfill the academic pursuits of the students of K.V.

☞ Few users have suggested having a computer lab in their respective institutions with Internet connection.
☞ Finally, it was found that maximum users are satisfied with the use of Internet and the information available on the Internet.

6.3 Conclusion

The searching for information was a great difficulty in the past decades, now with the Information technology being a boon, are easy access to networking facility as a result Internet has been used for multi purposes. The Internet is a useful tool for searching for information in areas such as organization of knowledge, reference and information service, research, accessing electronic journals, electronic document delivery, resource sharing and interlibrary loans. More libraries are connecting to Internet to deliver library services and are adopting their technologies to achieve their goals. The study reveals that majority of the students learnt the use of Internet by assistance from the teachers, compared to formal training self-instruction and assistance from others. It was also found that maximum users are satisfied with the use of Internet and the information available on the Internet. Many studies have revealed worthy results in use of Internet in Indian context. The present study was conducted to find out how many students were interested and what is their attitude towards the use of web based information resources and Internet in KV at Mysore.

Reference

3. Dhanavandan, S., Esmail, M.S. and Sivaraj, S., 2007, Searching Of Information from the Internet: A Study among Engineering Students in Cuddalore District, Tamil Nadu Indian.
Journal of Information Science and Services, 1(1), December, 6-12.
In the KLA Bulletin

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Forthcoming Events/ Conference/ Seminar/ Workshops/

LIS Conferences 2011

International

December 2011

12th Australian Information Warfare Conference, Perth, Australia, 5 Dec 2011
http://www.secau.org/

November 2011

2011 Wisconsin Library Association (WLA) Conference, Milwaukee, USA, 1 Nov 2011
http://www.wla.lib.wi.us/

International Conference on Informatics Engineering & Information Science, Kuala Lumpur, Malaysia 14 Nov 2011
http://www.sdiwc.net/kl/

http://igmlnet.uohyd.ernet.in/ical2011

October 2011

South Dakota Library Association (SDLA) 2011 Annual Conference: A Western Roundup, Spearfish, USA, 5 Oct 2011
http://sdla.affiniscape.com/index.cfm

Iowa Library Association Annual Conference, Council Bluffs, USA, 12 Oct 2011
http://www.iowalibraryassociation.org/cde.cfm?event=326093

ICIC International Conference on Trends for Scientific Information Professionals (ICIC 2011), Barcelona, Spain, 23 Oct 2011
http://www.haxel.com/icic

September 2011

5th European Conference on Information Management and Evaluation (ECIME 2011), Como, Italy, 8 Sep 2011
http://academic-conferences.org/ecime/ecime2011/ecime11-home.htm


Australian Library and Information Association (ALIA) 5th New Librarians Symposium, Perth, Australia, 16 Sep 2011

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