

**USE OF CATALOGUE BY UNIVERSITY STUDENTS IN
TRIBHUVAN UNIVERSITY CENTRAL LIBRARY: A SURVEY**

**A thesis submitted to the Central Department of Library and Information Science,
Tribhuvan University, in partial fulfillment of the requirements for the degree of
Master of Arts in Library and Information Science**

Submitted by:

REKHA KHULAL

**Central Department of Library and Information Science
Faculty of Humanities and Social Sciences
Tribhuvan University
Kirtipur, Kathmandu, Nepal
August 2009**



Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Library and Information Science

Kirtipur,
Kathmandu
Tel. No. 4331316
Date:

Reference No.:

E-mail: lisd@healthnet.org.np
Website: <http://www.tulisd.edu.np>

LETTER OF RECOMMENDATION

This is to certify that the thesis submitted by Rekha Khulal entitled “**USE OF CATALOGUE BY UNIVERSITY STUDENTS IN TRIBHUVAN UNIVERSITY CENTRAL LIBRARY: A SURVEY**” is an original work prepared under my supervision and guidance. I, hereby, recommend the thesis for final evaluation.

.....

Bhim Dhoj Shrestha

(Thesis Supervisor)

Date:



Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Library and Information Science

Kirtipur,
Kathmandu
Tel. No. 4331316
Date:

Reference No.:

E-mail: lisd@healthnet.org.np
Website: <http://www.tulisd.edu.np>

LETTER OF ACCEPTANCE

The thesis prepared and submitted by Rekha Khulal entitled “**USE OF CATALOGUE BY UNIVERSITY STUDENTS IN TRIBHUVAN UNIVERSITY CENTRAL LIBRARY: A SURVEY**” has been evaluated and accepted as a partial fulfillment of the requirements for the degree of Master of Arts in Library and Information Science.

Approval Committee:

.....
Mr. Bhim Dhoj Shrestha
(Thesis Supervisor)

.....
Mr. Rudra Prasad Dulal
(External Examiner)

.....
Dr. Madhusudan Karki
(Head of the Department)

Date:

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Rekha Khulal

Exam. Roll No.: 5659 / 065

ABSTRACT

Khulal, R. (2009). *Use of catalogue by university students in Tribhuvan University Central Library: a survey*. Unpublished master's thesis, Central Department of Library and Information Science, Tribhuvan University, Nepal.

The thesis entitled “USE OF CATALOGUE BY UNIVERSITY STUDENTS IN TRIBHUVAN UNIVERSITY CENTRAL LIBRARY: A SURVEY” by Rekha Khulal is a study regarding the use of catalogue by the university students of Tribhuvan University (TU) in Tribhuvan University Central Library (TUCL). The study basically investigates the awareness of respondents regarding the library catalogues and the choice of catalogue system. Moreover, problems faced by the users are also addressed along with the suggestions for their possible solutions. The study is primarily based upon the questionnaire method for the collection of data. The collected data from the respondents are presented and analyzed in order to meet the predefined objectives of the study. The results of the study show that majority of students have the awareness regarding the importance of library but still some of them (35.71%) were ignorant regarding the services of the library. They still use card catalogue though majority of them (52.86%) use both card catalogue and OPAC. Regarding the choice of access point, majority of the respondents (40%) preferred using all the possibilities i.e. subject, author, and title. Majority of the respondents (62.86%) know how to search the documents in the shelves while notable numbers of users (30 %) are still not getting the documents in their proper places. Moreover, majority of the respondents (61.43%) have never used the Internet service provided by the library and search the online database searching in the library's website. Some of the respondents (52.86%) think that the OPAC of the library should be well developed while others (47.14%) still opt for the proper management of card catalogue for making effective use of the library resources.

PREFACE

This study has been carried out as a partial fulfillment of the requirements for the degree of Master of Arts in Library and Information Science (MLISc). The study is basically focused on the use of catalogue in Tribhuvan University Central Library (TUCL) by the university students.

Catalogue is an inventory of the stock of any library. It is the tool for accessing the collections of the library in most of the libraries in developing countries including Nepal. Catalogue reveals the availability and facilitates the retrieval of printed items in a library. The card format catalogue is used by the majority of users in most libraries in Nepal and other developing countries. However, the libraries in the developing countries have also started to use technologies in libraries especially for the cataloguing purpose. Tribhuvan University Central Library (TUCL) has also started the service of computer catalogue for its users. Now, we can find the users using the computers to locate the documents in the library, but still many users flip through or search a collection of cards in a filing cabinet. Thus, this study is an attempt to explore the use of catalogue by the university students of Tribhuvan University (TU).

It is hoped that the study would assist in revealing the true picture of the use of catalogue from the users' perspective which would certainly help in further improving the cataloguing service of the library and increase the optimum use of library resources.

Rekha Khulal

CATALOGUE OF THE THESIS

Main Card / Shelf List

D
025.3 Khulal, Rekha
K52c Use of catalogue by university students in Tribhuvan
University Central Library : a survey / submitted by Rekha
Khulal. – Kirtipur : Central Department of Library and
Information Science, 2009.
 xiii, 50 p. : ill. ; 30 cm.
 Thesis (M.A.)–Central Department of Library and
Information Science, Tribhuvan University, 2009.

1. Library science. 2. Library Catalogs. I. Title



Added Entry (Subject)

D LIBRARY SCIENCE
025.3 Khulal, Rekha
K52c Use of catalogue by university students in Tribhuvan
University Central Library : a survey / submitted by Rekha
Khulal. – Kirtipur : Central Department of Library and
Information Science, 2009.
 xiii, 50 p. : ill. ; 30 cm.
 Thesis (M.A.)–Central Department of Library and
Information Science, Tribhuvan University, 2009.



Added Entry (Subject)

D 025.3 K52c	LIBRARY CATALOGS
	Khulal, Rekha
	Use of catalogue by university students in Tribhuvan University Central Library : a survey / submitted by Rekha Khulal. – Kirtipur : Central Department of Library and Information Science, 2009. xiii, 50 p. : ill. ; 30 cm.
	Thesis (M.A.)—Central Department of Library and Information Science, Tribhuvan University, 2009.
	○

Added Entry (Title)

D 025.3 K52c	Use of catalogue by university students in Tribhuvan University Central Library : a survey
	Khulal, Rekha
	Use of catalogue by university students in Tribhuvan University Central Library : a survey / submitted by Rekha Khulal. – Kirtipur : Central Department of Library and Information Science, 2009. xiii, 50 p. : ill. ; 30 cm.
	Thesis (M.A.)—Central Department of Library and Information Science, Tribhuvan University, 2009.
	○

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LIST OF ABBREVIATIONS

AACR 1	Anglo-American Cataloguing Rules, first edition
AACR 2	Anglo-American Cataloguing Rules, second edition
CCC	Classified Cataloguing Code
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
MLISc	Master of Arts in Library and Information Science
OPAC	Online Public Access Catalogue
TU	Tribhuvan University
TUCL	Tribhuvan University Central Library

Chapter I

INTRODUCTION

1.1 Background Information

A university is an institution of higher education that offers different academic programs beyond the high school level. Universities provide necessary training for individuals wishing to enter professional careers. They also strive to develop students' creativity, insight, and analytical skills. Universities are important agents for national development, producing human resources needed for social, economic, and political progress. Universities render essential community service and serve as centers for moral, social and intellectual rejuvenation (Oyediran, 1998). Universities produce knowledge for problem-solving, economic activity, guidance and direction, and the ability to escape ignorance and superstition and protect and advance the common good.

The university function as the conservator of knowledge and ideas, teaching, research, publish extension and services and interpretation. The most distinctive difference between college and university is found in the latter's emphasis on research. Through the methods of research work and laboratories and libraries became indispensable aids in an activity which is directed at the expansion of man's source of knowledge. Universities are centers of civilization, research and knowledge. They are institutions dedicated to the preservation, assessment and diffusion of scientific knowledge to the next generations, through teaching and to the production of new knowledge through research. They are institutions that, respecting the humanistic tradition, facilitate the application of scientific knowledge towards enhancing the capabilities of mankind. They are institutions dedicated to serve society by educating its members, while at the same time preaching respect to the need for harmony between the environment and human life.

In a university, the library works as the backbone of a total educational system. It provides information resources in the form of books, serials, microfilms, etc. to the educators and researchers involved in higher learning. The role of the library is to organize information resources and services in a way that supports the users' needs. The central role of university libraries is to support the scholarship, research and community service in their parent institutions with the materials required by their clientele that they select, acquire, process and organize. Thus, a university library is

considered as a power house of information and knowledge and acts as a transformer and transmits this power to students, scholars, teachers, resources. A university library is a part of a university set up. There, it exists to serve the objectives of its parent organization. The university library is the soul of a university, the sun around which all teaching and research revolve (Khanna, 1994, p.55). Thus, the main purpose of a university library is to support the university in areas of learning, teaching and research. The library is regarded as the “heart” of any academic institution, particularly, the university. Hence, to a large extent, the quality of a university is measured by the services provided by the library because of its unique contributions in the over-all goals of the university.

University libraries have an important role in the teaching, research, and service that universities undertake. A university library is both a collegiate library that supports teaching, and a research library (Rogers and Weber, 1971). The modern university with a large facility, tremendous enrollment and huge resources is in a position to make significant contributions in the area of the social sciences, the humanities and science and technology (Kumar, 1987, p.45).

In this modern world, universities maintain large collections of library materials. In this situation, the importance of an effective catalogue increases by a high degree. The catalogue reveals the availability and facilitates the retrieval of documents in a library. It is the outcome of applying the cataloguing and classification processes to the intellectual materials received from the acquisition department by the cataloguing department.

In Nepal, the development of university started with the establishment of Tribhuvan University (TU) in 1959. The central library of TU which is known as Tribhuvan University Central Library (TUCL) was established along with the University in 1959. This study focuses on the use of catalogue in TUCL. Though the library is open for all, most of the users are the university students of TU. The pattern of using catalogue by the university students have been surveyed for the study. Efforts have been made in finding out the current situation of using catalogue along with the problems faced by the users in using the catalogue.

1.2 Statement of the Problem

TUCL, being the largest library of Nepal, maintains adequate collection of documents in diverse subject fields. The documents are arranged on shelves by subject-wise according to Dewey Decimal Classification (DDC) scheme in different sequences in different rooms as loan books in general section, reference books, text books on Nepal, books on United Nations etc. TUCL has maintained the traditional system of card catalogues for searching the materials. But in addition to this, since 1995, it has been providing in-house computer database searching facilities through OPAC (Online Public Access Catalogue) computer terminals to search the existing records of the library. Computers placed at different locations are provided to the users for catalogue search purpose and the access to the Internet is provided for supporting the teaching and research activities (TUCL, 2009).

The systematic way of getting the document in TUCL is only through the use of catalogue as maintained by the library. If a user lacks the knowledge of using the library catalogue along with the shelves arrangement of documents, it is likely that the user might not reach to the right document even if the library possesses that document. Thus, the knowledge of using catalogue is a must for the users to use the library materials properly in TUCL. Moreover, even if a user has knowledge of using the catalogue, they may not get the documents at the proper places in the shelves due to various reasons like, misplacement of documents in the shelves or the document might be on the loan by other users. In such a situation, it becomes necessary to inquire and study regarding the use of library catalogue in TUCL.

1.3 Objectives of the Study

The main objective of the study is to explore the pattern of the use of catalogue by the university students in TUCL. Specifically, the objectives of the study are as follows:

- i. To assess the awareness of users about the library catalogue.
- ii. To ascertain the type of catalogue mostly preferred by the users.
- iii. To identify the problems faced by the users in using the library catalogue.
- iv. To suggest steps to overcome the problems faced by the users, if any.

1.4 Limitations of the Study

This study was conducted within a limited time frame and comparatively a small sample size was chosen due to various limitations. Some of those limitations were time constraints, resources problems and the lack of research experience.

The study was carried out on the university students of TU as a survey regarding the use of library catalogue of TUCL. Since limited number of respondents was selected for the study based on non-probability sampling method, the study may not be applicable to the whole population. Thus, there are plenty of rooms to take up other studies of similar types.

1.5 Significance of the Study

The study aims to reveal the present condition regarding the use of catalogue in TUCL. Since the study is carried out from the users' view point, the findings of the study might be helpful in identifying the real problems faced by them in using the catalogue so that remedial measures can be taken which ultimately would optimize the use of library resources.

The result of the study would, therefore, helps not only to strengthen the library catalogue on the basis of the user needs and preferences but also act as a guide to proceed in the right direction in future. It is hoped that this study would also help the librarians in planning for the creation of library database in the process of library automation.

1.6 Definition of Terms

Access point

A name, term, code, etc., under which a bibliographic record may be searched and identified.

Added entry

An entry, additional to the main entry, by which an item is represented in a catalogue; a secondary entry.

Catalogue

A list of library materials contained in a collection, a library, or a group of libraries, arranged according to some definite plan.

Corporate body

An organization or group of persons that is identified by a particular name and that acts, or may act, as an entity. Typical examples of corporate body are associations, institutions, business firms, nonprofit enterprises, governments, government agencies, religious bodies, local churches, and conferences.

Heading

A name, word, or phrase placed at the head of a catalogue entry to provide an access point.

Main entry

The complete catalogue record of an item, presented in the form by which the entity is to be uniformly identified and cited. The main entry may include the tracing(s).

Main heading

The first part of a heading that includes a subheading.

Monograph

A bibliographic resource that is complete in one part or intended to be completed within a finite number of parts.

Personal Author

The person chiefly responsible for the creation of the intellectual or artistic content of a work.

Reference

A direction from one heading or entry to another.

Serial

A continuing resource issued in a succession of discrete parts, usually bearing numbering, that has no predetermined conclusion. Examples of serials include journals, magazine, electronic journals, continuing directories, annual reports, newspapers, and monographic series.

Series

A group of separate items related to one another by the fact that each item bears, in addition to its own title proper, a collective title applying to the group as a whole. The individual items may or may not be numbered.

Standard number

The International Standard Number (ISN), e.g., International Standard Book Number (ISBN), International Standard Serial Number (ISSN) or any other internationally agreed upon standard number that identifies an item uniquely.

Statement of responsibility

A statement, transcribed from the item being described, relating to persons responsible for the intellectual or artistic content of the item, to corporate bodies from which the content emanates, or to persons or corporate bodies responsible for the performance of the content of the item.

Title

A word, phrase, character, or group of characters, normally appearing in an item, that names the item or the work contained in it.

Title page

A page at the beginning of an item bearing the title proper and usually, though not necessarily, the statement of responsibility and the data relating to publication.

Title proper

The chief name of an item, including any alternative title but excluding parallel titles and other title information.

Uniform title

The particular title by which a work is to be identified for cataloguing purposes. The particular title used to distinguish the heading for a work from the heading for a different work. A conventional collective title used to collocate publications of an author, composer, or corporate body containing several works or extracts, etc., from several works.

Volume

In the bibliographic sense, a major division of a work, regardless of its designation by the publisher, distinguished from other major divisions of the same work by having its own inclusive title page, half title, cover title, or portfolio title, and usually independent pagination, foliation, or signature.

(AACR2, 1998 revision, pp. 615-624).

1.7 Organization of the Chapters

Following a simple research methodology approach, this study has been organized in six different chapters. The headings of each chapter are as follows:

Chapter one contains the introduction of the study. This chapter introduces with the background of the study along with the problem and objectives of the study. Other parts of this chapter include limitations of the study, significance of the study, definition of terms, and organization of the chapters.

Chapter two contains review of literature. Different books, articles, journals and past researches were collected during the study. Out of them, those literatures relating to the subject matter of this study have been reviewed in this chapter.

Chapter three, focus of the study, discusses the specific topics which are mainly focused by the study. Here, the topics and subjects which are the main focus of the study are explained so as to make clear their meanings.

Chapter four contains research methodology. Here, the methodology used in order to carry out the study to meet the predefined objectives has been discussed. This chapter has been divided into different subheadings like- research design, population and sample, data collection procedure, and data analysis procedure.

Chapter five contains presentation and analysis of data. This chapter is the main part of the study where the data collected during the study have been tabulated and analyzed with detail interpretation. The conclusions and recommendations are based on this chapter.

Chapter six contains summary and conclusions. This chapter concludes the study with brief summary and conclusions. Then, recommendations developed from the study have been included followed by the References and Appendices.

Chapter II

REVIEW OF THE LITERATURE

2.1 Library

The word 'library', which in English refers to a collection of books gathered for study, research, reference and recreation, is derived from the Latin *liber*, "a book". But the word *libraire* in French does not have the same meaning, being used to denote a bookshop or, by extension, a publisher; the word used in many other countries to signify a collection of books (public or private), is derived from a Latinized Greek word, *bibliotheca* : hence *bibliothèque* in French, *biblioteca* in Italian and Spanish, *Bibliothek* in *shitsu*. The use of the word library to denote a building, room, set of rooms in which a collection of books is housed and organized is also common. (Khanna, 1994, pp. 1-2). The main function of a library is the collection and preservation of knowledge for its dissemination to all. Its conservation for posterity is also an important duty of a library. The libraries have changed the outmoded concept of preserving a large number of reading materials for the sake of preservation only (Mittal, 1984, p. 35).

During fifteenth and sixteenth centuries, it was not uncommon to have books actually chained to the shelves. The books were fitted with brass frames and rings, which were tied to iron chains, whose other ends were safely fastened to the shelved. Such chained books could not migrate from the shelves beyond the length of the chain. Their freedom was confined to the sphere determined by their chains. Certainly, such chaining was more conducive to the preservation than to the use of the books. In fact, libraries were then regarded, not as organizations for furthering the USE of books, but as institutions for preserving them (Ranganathan, 1931, pp. 1-2). A modern library, with a few exceptions is regarded as a service institution. Its aim being to enable the users to make the most effective use of the resources and services of libraries. This type of library acquires material, processes it, and makes it available for use rather than preservation (Kumar, 1987, p. 2).

A library catalogue is an indispensable tool, which facilitates the use of library materials (Kumar & Kumar, 1986, p. 1). A library catalogue is an index to a library's collection that enables a user to find materials. Catalogue records typically list the item's author, title, subjects, date of publication, name of the publisher, and other

relevant information. In addition, it contains the item's call number, a combination of letters and numbers used to classify the work which also indicates the item's location in the library. In simple terms, a library catalogue is a list of documents in a library forming a portion of it.

The importance of a library in the modern age can only be judged by the utility of the reading materials collected in the library. Classification and cataloguing of the reading materials is essential to make it useful. Classification is used for arranging the books in the shelves and cataloguing is a tool by which users can get information about the reading materials collected in the library. The use of reading materials arranged in the shelves is almost impossible in absence of the catalogue. A well organized, accurate, elaborate and complete catalogue adds to the prestige and utility of a library whereas, an inaccurate and incomplete catalogue will not only spoil the image of the library but the employees of the library will also face a lot of difficulties (Dhiman & Rani, 2005, pp. 4-5).

2.2 Library Catalogue

Historically, cataloguing is one of the oldest library crafts. Catalogues were first prepared to serve as inventory lists (listing function). The functions of these were later extended to serve as tools to help locate books. Additional features necessary to perform retrieval (finding) functions were developed rather slowly through and error.

The construction of early catalogues was based on traditions inherited in individual libraries. These were prepared only on the basis of rule of thumb without taking into consideration the functions to be performed by a catalogue. It was only about two hundred years ago that attempts were made to prepare a code for cataloguing documents. Rules in early codes were not based on any explicitly stated normative principles. However, present day codes such as AACR2 and CCC contain rules formulated in a systematic manner based on normative principles. Cataloguing has certainly matured to adopt scientific method (Kumar, 1991, p. 293).

A library catalogue is an index to a library's collection that enables a user to find materials. Library users can determine whether the library owns the materials they need by searching through catalogue records. In many cases, the information provided on the record will enable the patron to make a decision about whether the item listed suits his or her needs. Catalogue records typically list the item's author, title, subjects, date of publication, name of the publisher, and other relevant information. In addition,

it contains the item's call number, a combination of letters and numbers used to classify the work which also indicates the item's location in the library. In simple terms, a library catalogue is a list of documents in a library forming a portion of it.

The word "catalogue" has been derived from a Greek phrase "kata-logos". Here, "Kata" means "by" or "according to" and "logos" means "order". Thus, a catalogue may be explained as a work in which the contents are arranged according to a set plan or in a particular order. Catalogues are of various kinds- library catalogues, bookseller's catalogues, printer's catalogues, publisher's catalogues, etc (Kumar & Kumar, 1986, p. 1). Out of them, library catalogue is meant to be used for the purpose of library functions.

The internal form of library catalogue has undergone many changes which have kept pace with changes in the concept of services to users. There was a time when libraries were regarded as mere depositories where books kept for preservation. Library catalogues were prepared to serve as inventory of the library regarding its holdings. The catalogue was made of the title-a-line type, in which books were listed in the accession order. Books on the shelves were also arranged according to accession order.

Next, the library began to be regarded as a service institution. Thus, the idea of preservation was replaced by the spirit of service. As a result of this, title-a-line entries began to be arranged in the alphabetical order according to the names of authors.

Next, the importance of the subject approach of the users began to be realized. Thus, the single alphabetical order was replaced by as many sequences as the number of broad classes into which the universe of knowledge was divided- one sequence corresponding to one broad class.

This was perhaps followed by adoption of the shelf register approach. Here, the title-a-line entries were listed in an order parallel to the order of the books on the shelf.

The next development was that of dictionary catalogue, consisting of entries of various kinds in a single sequence, so as to satisfy the various approaches, including the subject approach.

According to Ranganathan, the next stage of evolution of library catalogue led to the splitting of the catalogue into two parts on the basis of the differences of function, with one part containing all the entries arranged by call number and the second part consisting of the rest of the entries arranged alphabetically like a dictionary (Kumar & Kumar, 1986, pp. 26-27).

2.3 Catalogue Codes

Cataloguing code gives rules for preparing catalogue of the library and is accepted by many libraries. The development of different catalogue codes from the earlier time to the current period can be explained through the major developmental events occurred in different periods of time which are presented in following sections in a chronological order:

2.3.1 Panizzi's 91 Rules for the British Museum, 1841

Anthony Panizzi, librarian of British museum, is regarded as the first person who, with his assistants, codified rules for cataloguing by preparing a formal code of rules for cataloguing. A committee, appointed to look into the affairs of the British Museum, came to the conclusion that existing cataloguing rules were inadequate. Thus, Panizzi, along with his assistants, was led to compile 91 rules for the British Museum. These were prefixed to A volume (Academies) of the British Museum catalogue of printed books published in 1841. Panizzi was largely responsible for these rules. The revised edition was published in 1936, in which the number of rules was reduced to 41. This code was the first of its kind which could be used by other libraries also. The rules are certainly illuminating. This is the beginning of modern cataloguing. It had a great influence directly or indirectly on later codes.

2.3.2 Charles C. Jewett's 39 Rules, 1850

In 1850, Charles C. Jewett's code for the catalogue of the Smithsonian Institution was accepted. His code, consisting of 39 rules, was published in 1852 under the title 'Smithsonian report on the construction of catalogue of libraries...and their publication by means of separate stereotyped titles, with rules and examples'. This code may be considered a landmark in the history of cataloguing. Jewett acknowledged his debt to Panizzi. He extended the principle of corporate authorship further than Panizzi, entering all corporate bodies directly under their names.

2.3.3 Rules for a Printed Dictionary Catalogue, 1876

In 1876, Charles Ammi Cutter published his 'Rules for a printed dictionary catalogue'. It was issued in 1876 as the second part of the Bureau of Education's special report on 'Public libraries in the United States of America'. A second enlarged

edition came out in 1889; a third one appeared with additions, corrections, and an alphabetical index in 1891, and the fourth edition was issued in rewritten form in 1904.

2.3.4 Electic Card Catalog Rules, 1890

In Germany, K. Dziatzko, a German, published his rules “Instruction für die ordnung...” in 1886. These rules were translated and adopted with other standard rules under the title ‘Electic card catalog rules’ by an American, K.A. Linderfelt, 1890. Besides, a committee developed a catalogue code for the use of the German Union Catalogue. This was published in 1899 under the title ‘Instruktionen für die alphabetischen Kataloge der preussis then bibliotheken... (Short title: Prussian Instructios)’. In it the entries were entered in a grammatical sequence. The rules were also simple. At the beginning there were the definitions of the terms used in the code. This code did not accept the concept of corporate authorship. It recommended only title entries for publications of corporate bodies. This code charted a new line of approach.

2.3.5 AA Code, 1908

A draft code was printed by the Library of Congress in 1901, entitled ‘ALA Rules – Advanced Edition’. At this stage M. Dewey suggested that the ALA and the Library Association (Great Britain) should jointly produce an Anglo-American code. It was further suggested by John Minto “that code should be printed in two editions (English and American) but that the editions should as far as possible be identical in arrangement and wording.” Thus, the Anglo-American code in two editions was published simultaneously in two countries in 1908. This code was the result of the combined efforts of Committees of the Library Association (Great Britain) and American Library Association “with a view to establishing unity of practice throughout the English speaking race” (preface). The code laid emphasis to meet the requirements of “larger libraries of a scholarly character” (Preface).

2.3.6 Vatican Code, 1927

In 1927, the Vatican Library compiled a new catalogue code ‘Rules for the catalogue of printed books’ (published in Italian, in 1931) for its collection, commonly called the Vatican code. The Carnegie Endowment for International Peace donated funds to help it to compile the code, which is for a dictionary catalogue, based on

Cutter's "Rules for a dictionary catalogue." Leading Americans like J.C.M. Hanson and W.W. Bishop were greatly responsible for bringing out the code.

2.3.7 CCC, 1934

S.R. Ranganathan formulated rules in the Classified Catalogue Code in 1934. He started application of normative principles formulated by him in a systematic manner to the rules of cataloguing in his second edition of CCC (1945). These normative principles have been extended in the various editions of CCC.

Ranganathan also brought out a "Dictionary catalogue code," the first edition of which was published in 1945, and the second one was in 1952. The fourth edition of the CCC published in 1958 provided necessary alternative rules for a dictionary catalogue, thereby, eliminating the need for a separate dictionary cataloguing code.

2.3.8 ALA Code, 1941

By the twenties, the AA code (1908) was under severe criticism and the need for revision was repeatedly mooted. In the thirties, Committees of the ALA and LA (Great Britain) started the work of revision. At the outbreak of the Second World War, the LA dropped out. The ALA continued and produced a draft code in two parts in 1941 (Part I Entry and headings; Part II Description of books). Because of criticism, part II was deferred and revision of part I later came out in 1949 under the title 'ALA cataloguing rules for author and title entries'. In the fall of 1949, the Library of Congress brought out its 'Rules for descriptive cataloguing' and was accepted as a substitute for part II of the preliminary edition.

2.3.9 AACR I, 1967

In 1961, IFLA (International Federation of Library Associations and Institutions) held an International Conference on Cataloguing Principles at Paris. A set of rules was submitted and voted. This was an important attempt to evolve an international catalogue code. The Paris principles had a profound effect on cataloguing practices throughout the world.

From the beginning, the ALA code published in 1949 was regarded unsatisfactory. Work was begun on a new code, not a mere revision of the code of 1949. The new code published in 1967 in two editions – the North American edition and the British edition. The code was prepared by the ALA, the Library of Congress,

the Library Association, and the Canadian Library Association. The North American text and British text are very much different in physical appearance but the rules in the two texts are essentially based on the same principles and practices but with a few alternative rules for choice and rendering of headings. The rules differ only due to rephrasing of the statements. However, there are a few exceptions.

2.3.10 AACR 2, 1978

Second edition of Anglo-American Cataloguing Rules (AACR 2) appeared in 1978. It was prepared by the ALA, the British Library, the Canadian Committee on Cataloguing, the Library Association and the Library of Congress.

The objectives of AACR 2 are;

- i. To reconcile in a single text the North American and British text of 1967.
- ii. To incorporate in single text all amendments and changes already agreed and implemented.
- iii. To consider for inclusion in AACR, all proposals for amendment currently under discussion.
- iv. To provide for international interest in AACR.

(Kumar & Kumar, 1986, pp. 129-140)

2.4 Kinds of Entries

A library catalogue is a record of the holdings of a library. In order to meet the requirements of users, it is prepared to consist of various unit records. These unit records are called entries. Each entry is designed for satisfying a particular approach of a user (Kumar & Kumar, 1986, p. 37). The various kinds of entries recognized by AACR1, AACR2 and CCC are explained the following sections.

2.4.1 According to AACR 1

AACR 1 is a code meant for a dictionary catalogue. The dictionary catalogue is “a catalog in which all the entries (author, title, subject, series, etc.) and their related references are arranged together in one general alphabet. Sub-arrangement frequency varies” (AACR 1, p. 344). Thus, in a dictionary catalogue, all the entries and concerned references are arranged in a single file. AACR 1 recognizes the following kinds of entries in a dictionary catalogue:

i. Main Entry

AACR 1 regards the main entry as “the complete record of a bibliographical entity, presented in the form by which the entity is to be uniformly identified and cited. The main entry normally includes the tracing of all other headings under which the record is to be represented in the catalog” (AACR 1, p. 345). The main entry is the basic entry. Each document gets one main entry. It is usually an author entry, with sometimes title occupying heading of a main entry.

ii. Added Entries

An added entry is “an entry, additional to the main entry, under which a bibliographical entity is represented in a catalog (AACR 1, p. 343). The additional entries supplement the main entry by providing additional approaches to documents listed in the catalogue.

iii. References

Reference is “a direction from one heading or entry to another” (AACR 1, p. 346). A *see reference* directs the user from the name of a person or of a corporate body or the title of a work or subject or name of series under which the user might be reasonably expected to look, to the form that has been chosen by the cataloguer as a heading or as uniform title. A *see also reference* directs the user from one heading to a related heading.

2.4.2 According to AACR 2

In order to meet the requirements of users, library catalogue is prepared to consist of various unit records. These unit records are called entries. Each entry is designed for satisfying a particular approach of a user. AACR recognized the following kinds of entries.

i. Main entry:

Main entry is “the complete record of an item, presented in the form by which the entry is to be uniformly identified and cited. The main entry may include the tracing(s)” (AACR2, 1998 revision, p. 619).

ii. Added entry:

An added entry is “an entry, additional to the main entry, by which an item is represented in a catalogue; a secondary entry” (AACR2, 1998 revision, p. 615). Added entries supplement the main entry by providing additional approaches to documents listed in the catalogue. These are prepared for subordinate authors, editors, translators, and illustrators. These are also prepared for title, series and subjects. However, a reference is prepared for editor of a series.

iii. References:

Reference is “a direction from one heading or entry to another” (AACR2, 1998 revision, p. 621). The function of *see reference* is to direct the user of a catalogue from a form of the name of a person or a corporate body or the title of the work that might reasonably be sought to the form that has been chosen as a name heading or a uniform title. The function of *see also reference* is to direct the user from one name heading or uniform title to another that is related to it.

2.4.3 According to CCC

A classified catalogue is one in “which some entries are number entries and some are word entries (CCC, p. 167). Thus, it consists of two parts, namely, the classified part and the alphabetical part. CCC recognizes the following kinds of entries in a classified catalogue, out of which main entry and cross reference entry are the classified part and, other entries are the alphabetical part of CCC:

i. Main Entry

The main entry is a basic entry for a given document. It is a specific entry, which provides maximum information about the document. In a hand written catalogue, main entry would be the one providing maximum information but in a unit card system, it would be the one prepared under main entry heading. Each document gets one main entry. The tracing of the entry given at its back, indicates which other entries have been prepared.

ii. Book Index Entry

Book index entries are provided under author(s), collaborator(s), title and series of a document. The number of entries to be included varies. These are specific

added entries which satisfy the approach of the users through author(s), collaborator(s), title and series.

iii. Class Index Entry

Class index entries are provided under subject headings derived through chain procedure from the class number in the main entry or cross reference entry. These satisfy the subject approach of the users.

iv. Cross Reference Entry

It is a number entry which is entered under one of the classes other than its dominant focus or class. The class number given in the leading section also contributes to class index entries

v. Cross Reference Index Entry

Cross reference index entries are prepared under headings which have not been already covered by any of the earlier class index entries and book entries. These are prepared under headings which are likely to be referred from by the users. Referred-from headings refer user to referred-to headings, which further lead the user to bibliographical entries.

(Kumar & Kumar, 1986, pp. 54-58)

2.5 Card Catalogue and OPAC

The physical form of the library catalogue has undergone many changes. The process has not ended. The bound-book form of the catalogue was in use over a long period of time. According to Ranganathan, this was replaced by the paste-down form because in the bound-book form, it was not possible to interpolate new entries and maintain correct sequence. In this form, the entries are written, typed, or printed on strips of paper which are pasted in a sequence on the pages of a bound book, leaving enough space between each entry so as to allow interpolation of entries in future. In case a given portion of the catalogue becomes too crowded, the stripes are lifted and redistributed. Because of the time and labor involved in maintaining this form, it was replaced by the loose-leaf book form. In the first stage of its development, each leaf contained about six entries. This form was found convenient and it was possible to keep it up to date without difficulty. Owing to the fact that more than one entry was included

on a single leaf, a breakdown in sequence occurred sometimes. In order to overcome these problems, the size of leaves was reduced so that each leaf contained one entry only. A stage came when it was found that small leaves were inconvenient to handle. Thus, this form was replaced by the card form of the catalogue.

After a great deal of experience, 12.5 cm. by 7.5 cm. size of card has been found most convenient. The size has been adopted universally. The thickness of these cards is 0.025 cm. On each card, only one entry is entered. There is no doubt that besides the loose-leaf ledger, the card system is another epoch-making contribution of the library profession to the business world in general (Kumar & Kumar, 1986, pp. 16-17).

Online Public Access Catalogue (OPAC) is a computerized online catalogue of the materials held in a library. Before 1980, library catalogues were mainly paper based. By the mid 1990s, the OPAC was already mature. The rapid evolvement of on-line catalogues has highly enhanced the usability of catalogues. The online catalog does not need to be sorted statically; the user can choose author, title, keyword, or systematic order dynamically. The elimination of paper cards has made the information more accessible to many people with disabilities, such as the visually impaired, wheelchair bound, and those who suffer from mold allergies and attention deficits (Calhoun, 2006).

Other advantages of OPAC over card catalogues are retrieval speed, saving of users' time, independence from opening hours, multi-dimensional search options, printing out and/or downloading of records, online book ordering, etc. (Oberhauser, 2003). OPACs facilitate users with many more means of searching and accessing information in various formats than the traditional card catalogues. Users have access to granular parts of the bibliographic record which can be obtained through keyword searching (Ansari & Husain, 2006).

2.6 Cataloguing in Nepal

The concept of library entered in Nepalese intellectual world only after 19th century with modern library. In 1812 AD., King GirwanYuddha Bikram Shah promulgated the royal ordinance for the organization and management of archival materials and books and established a library known as Pustak Chitahi Tahabil Library; it was the most remarkable event in the library development history of Nepal (Pangeni, 2007). In those decades, British Museum was very active and was giving lively service in the western world. Nepali librarians like Pandit Kedar Nath, Khadga Ram Joshi, Megh Nath Rimal were busy on copying and preserving manuscripts at that decade

while western world had taken speed on disseminating printed books and documents. Only after 1900, Nepal get modern library named after the Prime Minister Bir Shamsheer called Bir Library. The library was made rich in its collection by adding the books written by foreign writers. Bir Shamsheer had appointed an Indian called Anikchandra Chatterjee as a librarian of the library. He consulted the manuscripts of the library and compiled catalogue of the books and classified them. The catalogue was printed in two volumes in 1905 A.D. Till the date; the western world had developed different cataloguing codes and indexing system too (Karki, 2002).

In Nepal, after the advent of democracy in 1951, along with other sectors, the library also started to develop to some extent (Dali, 1991). In 1957 AD, Nepal National Library was established. Likewise, Tribhuvan University Central Library which is the largest library in Nepal was established in 1959 (Pangeni, 2007). Now, there are all types of libraries as public, government, academic, special, research, friendship and foreign mission, private libraries, etc. Compared to the libraries and information centers of other developed countries which have already revolutionized their services due to fast growing information technology, the libraries in Nepal are still working in traditional manners. They have not been able to provide even basic library services they are merely a store house of books (Dali, 1991).

We find many public/community libraries registered in Nepal; however, most of them exist only in name. Moreover, those which are functional are either poorly equipped and/or do not cater to the needs of a modern society. In fact, there is not a single modern public library in the country that caters the need of various sections of the society. Apart from different public and reference libraries which were established earlier, recently, schools, colleges, universities are also establishing their own academic libraries containing different text-books, reference books, and subscribed journals. New public libraries are being opened in the initiation of local people and assistance of NGOs. There are more than 600 public libraries in Nepal. There are many public/community libraries registered in Nepal, however, most of them exist only in name and are functioning poorly. "In fact, there is not a single modern public library in the country that caters the need of various sections of the society" (CDNLAO, 2008).

Library cataloguing is being recognizing as an essential part of library services. The process of converting the manual card catalogue into electronic form is being done. For this purpose the UNESCO software WINISIS is used in most of the libraries. Though card catalogue is familiar to users, they prefer computer catalogue only because

it saves time (Nyaichyai, 2006). For cataloguing of Nepali literature, TUCL had made Nepali subject headings list some years ago which is used as a basic tool in making subject catalogues in most of the libraries in Nepal (Aryal, 2005).

Moreover, many libraries in Nepal are using the UNESCO's software CDS/ISIS and WINISIS more popularly because they are distributed in free of cost and are easier to apply for both users and cataloguers. Another strong reason behind is that it is taught by many library training institutions and even prescribed by Tribhuvan University Central Department of Library and Information Science in its course of study of MLISc (Nyaichyai, 2006).

Chapter III

FOCUS OF THE STUDY

3.1 Tribhuvan University (TU)

Set up in 1959, Tribhuvan University (TU) is a pioneering institution of higher education in Nepal. Named after the late King Tribhuvan, TU is situated in Kirtipur, a small ancient town located five kilometers away from downtown Kathmandu. Following the recent second democratic movement Prime Minister of Nepal has become the Chancellor of the University while Minister of Education is the Pro-Chancellor. Vice Chancellor is the principal executive of the university, who is assisted by Rector in academic programs and Registrar in financial management and general administration. Tribhuvan University, a non-profit autonomous institution, is financed mainly by the Government of Nepal.

During its 49 years long journey, the state owned university has expanded its programs in different disciplines. There are five technical institutes and four general faculties, which offer 300 courses at certificate, 1079 courses at bachelors and 1000 courses at master's levels. Currently, the total courses offered by the university number more than 2400. Both technical institutes and general faculties offer Ph.D. programs in different disciplines.

Prior to 1980, TU offered the courses through its constituent campuses only. With the increasing number of students interested in joining the Tribhuvan University, there was a necessity of establishing colleges in the private sector because the constituent campuses of the university alone could not cater to the demand of the nation. So from 1979/80 onward TU started providing affiliation to private colleges to conduct various programs at different levels. 561 private colleges, spread all over the country, have so far received TU affiliations.

In the academic session (2008-09) there are altogether 2,90,833 students enrolled at the various levels of TU academic programs. The majority of the students (59% – 1,71,592) belongs to its 60 constituent campuses and 37 central departments while the remaining (41% – 1,19,241) study at the 561 affiliated colleges. It shows that population of students in constituent campuses is very high. This is because of the low

tuition fees and easy access. TU has 7,049 teaching faculty members and 5607 non-teaching staffs including support staff in its constituent campuses (TU, 2009).

3.2 Tribhuvan University Central Library (TUCL)

Tribhuvan University Central Library (TUCL) was established along with the University in 1959. It began with a collection of 1200 volumes of books. Now, the collection exceeds 2,90,000 volumes of books. In addition, there are more than 25000 back volumes of periodicals. Over 450 titles of periodicals are received every year on subscription or as gifts. Many philanthropists and bibliophiles have contributed this library to grow into its present size. It is the largest library in the Kingdom in terms of collection, services and the number of members.

Even though TUCL is an academic library established to support the teaching, study and research programmes of the university, it has extended its services beyond the limit of the university campus. Apparently, having no public libraries in the valley and respecting the need and sentiments of all the concerned, the TUCL started rendering services by offering memberships to the general public as well as to the foreigners residing in Nepal.

And in addition, the library also serves the government ministries & foreign diplomatic missions. Therefore, it functions also as a public library and to some extent as a National library (TUCL, 2009).

Since 1965, the TUCL has also been working as the Depository Library in Nepal for the United Nations' Organization and other International Organizations' publications. A separate section **UN Depository Collection section** containing more than 25,000 volumes has been set up to house the publications received from these organizations.

Since the beginning of January 2000, the library has also started functioning as the **ISBN National Agency** in Nepal to distribute International Standard Book Numbers for the books published in Nepal.

In addition to the usual **Services**, i.e., books circulation, Reference service and **Special collections services**, the TUCL also brings out **Publications** relevant to various subjects.

The library has maintained the traditional system of card catalogues for searching the materials. But in addition to this, since 1995, it has been providing in-house computer database searching facilities through OPAC (Online Public Access

Catalogue) computer terminals to search the existing records of the library. The work of retrospective conversion of the card catalogues into computer records has yet to be done (TUCL, 2009).

3.3 Cataloguing in TUCL

The Technical section of TUCL is the most important section of the library. After accessing documents, the Acquisition Section sends these documents to the Technical Section for technical processing like classification, cataloguing, preparing worksheets, final editing, and data entry in a computerized database and for end processing of the documents. The success of a library depends upon its retrieval system or how much information used by its users. For that, this section is preparing worksheets, which includes broad subject, keywords and other relevant information found in a document. And on the other hand, at least four catalogue cards such as title, author, subject and shelf list cards are prepared for one document and filed in alphabetical order in the public card catalogue cabinet (Except shelf list cards which are only for official use and to avoid duplication of work). So that, users can use both information retrieval techniques to retrieve their desired information.

In the upper left corner of each catalogue card and in each computerized worksheet of a document, a call number is given for the arrangement of the document in the shelves and this helps the users to know the location of their desired document. Besides these works, this section also performs end processing of a document like: labeling call numbers on the spine of books, pasting due date slips and book pockets on the back side of the books. After end processing, documents are organized in the different sections according to their nature for use. The library has been maintaining a bibliographic database since 1995. Currently, a LAN System is in use to provide access to use database from different location of the library. A total of 45,000 records are now available in the OPAC system, almost same records are found in the website www.tucl.org.np (TUCL, 2008).

Chapter IV

RESEARCH METHODOLOGY

4.1 Research Design

The study was conducted at the permanent site of the TUCL. Descriptive research design has been used for the study, using a questionnaire as the instrument for eliciting relevant information on the use of library catalogue among the university students of TU. A total of 100 questionnaires were distributed randomly, of which 70 were returned and found usable. The questionnaires were analyzed using simple percentages and averages.

4.2 Population and Sample

Since the study is focused on TUCL, so the population of the study comprises all the university students of TU. Non-probability sampling method was followed for the selection of sample. As per the nature of study, accidental sampling was used under non-probability sampling method. The respondents were approached in the TUCL premises for five days where 100 questionnaires were distributed, out of which only 70 were returned; so the sample taken for the study is only 70 respondents.

4.3 Data Collection Procedure

The study is chiefly based on primary data with few secondary data. For the collection of primary data, questionnaire method was used. Structured questionnaire (*see* Appendix 3) was prepared with the questions designed to get precise and definite information from the respondents. Data for the study were collected through questionnaire survey from TUCL. The designed questionnaires was checked thoroughly and finalized; after which 100 copies of the questionnaires were then distributed to the university students as library users inside the library premises.

Besides, different published and unpublished documents of TUCL were also examined during the study along with intensive Internet search for any national and international literature relating to the subject area of the study.

4.4 Data Analysis Procedure

The data received are processed and analyzed, and results obtained from the analysis are discussed in the light of known facts in certain cases to arrive at the findings and the conclusions. For the analysis of data, statistical tools like frequency distribution and percentage have been used. The data collected during the study are presented by frequency distribution tables and pie-charts with the aid of computer. Each data has been analyzed as per the objectives of the study with detail interpretation.

Chapter V

PRESENTATION AND ANALYSIS OF DATA

5.1 Respondents' Profile

All the respondents taken for the study are the university students of TU. Table 5.1 (Respondents' Profile) gives the description about the respondents taken as sample for the study. The respondents' profile includes- sex and faculty only.

**Table 5.1:
Respondents' Profile**

Faculty	Sex		Total
	Male	Female	
Management	8	2	10
Education	8	4	12
Science and Technology	5	2	7
Humanities	28	13	41
Total	49	21	70

Out of 70 respondents, 49 were males and 21 were females. Since, TU has various faculties, so the users of TUCL also comprises of various faculties. Among them, 10 respondents were from Management faculty comprising 8 males and 2 females. 12 respondents were from Education comprising of 8 males and 2 females. 5 males and 2 females were from Science and Technology faculty making 7 respondents. And the remaining 41 respondents comprising of 28 males and 13 females were from Humanities and Social Sciences faculty. Data collected through questionnaire from them are presented and analyzed in the following sections.

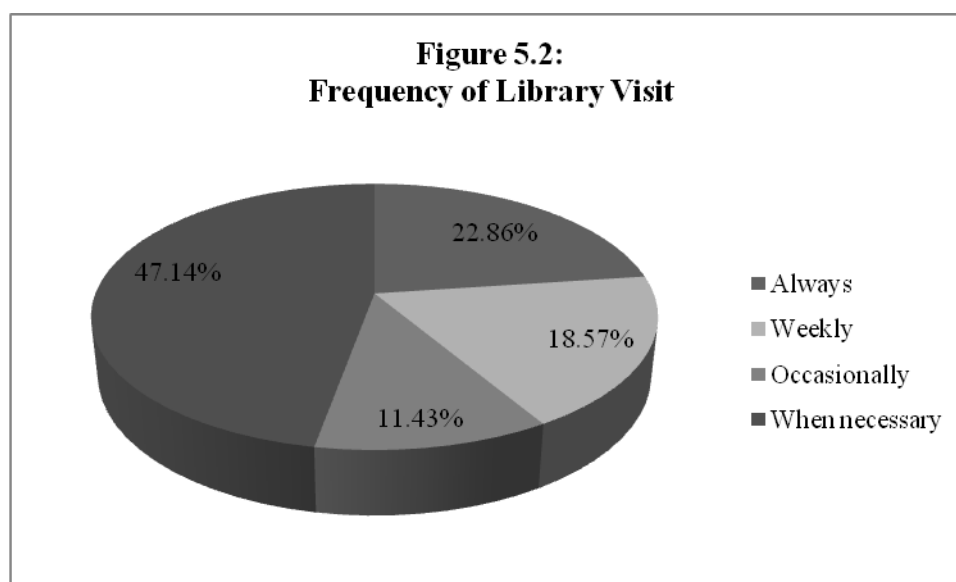
5.2 Frequency of Library Visit

Tribhuvan University Central Library (TUCL) is located in the Tribhuvan University complex at Kirtipur. For studying the use of library catalogue of TUCL, it was felt necessary to know the frequency of library visit by the students. Therefore, the respondents were asked how often they visit the library onsite. The results are shown in the table and figure below:

**Table 5.2:
Frequency of Library Visit**

Frequency of Visit	No. of Respondents	Relative Frequency (%)
Always	16	22.86
Weekly	13	18.57
Occasionally	8	11.43
When necessary	33	47.14
Rarely	0	0
Total	70	100

Source: Field Survey, 2009



As per the data, most of the respondents (47.14%) visit the library only when necessary. The respondents visiting library always is also remarkable (22.86%) as compared to visiting weekly (18.57%) and occasionally (11.43%). None of the

respondents answered they rarely visit the library. This clearly shows that the respondents who are the university students of TU are aware of the importance of library and they visit the library quite often as per their need of information.

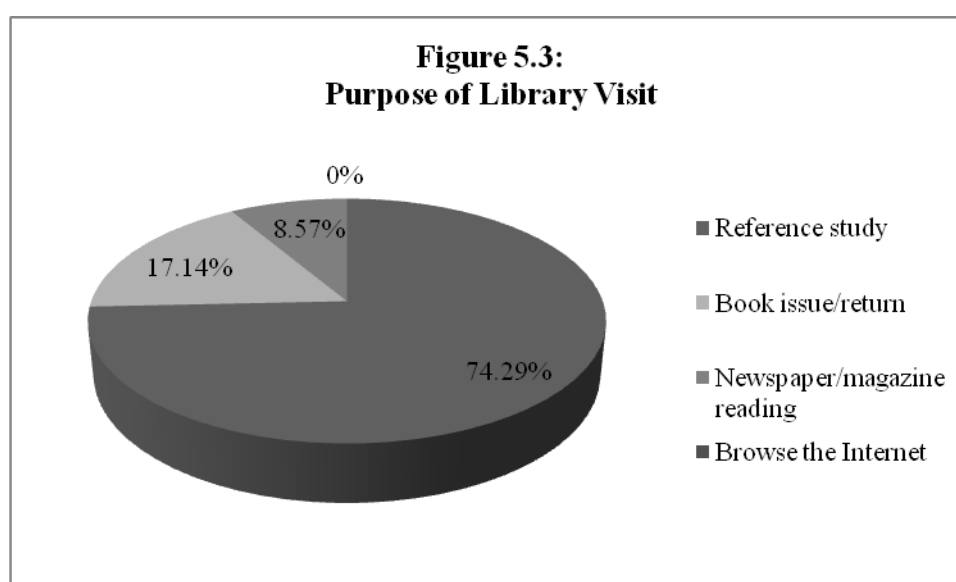
5.3 Purpose of Library Visit

A user visits the library for different purposes. The use of catalogue is also affected by the purpose of visiting the library. The users visiting library for book issue/return or reference study are expected to use library catalogue more than the users visiting library for newspaper or magazine reading. So, the respondents were asked about their purpose for visiting the library and the results are presented in the following table and figure:

**Table 5.3:
Purpose of Library Visit**

Purpose of Visit	No. of Respondents	Relative Frequency (%)
Reference study	52	74.29
Book issue/return	12	17.14
Newspaper/magazine reading	6	8.57
Browse the Internet	0	0
Total	70	100

Source: Field Survey, 2009



Most of the respondents (74.29%) revealed that they visit the library for the purpose of reference study. 17.14 % of them mostly visit the library for book issue/return whereas only 8.57% of them for newspaper/magazine reading. Since majority of respondents visit library for reference study or book issue/return, it can be expected that most of the users in TUCL are using the library catalogue for searching for their required documents.

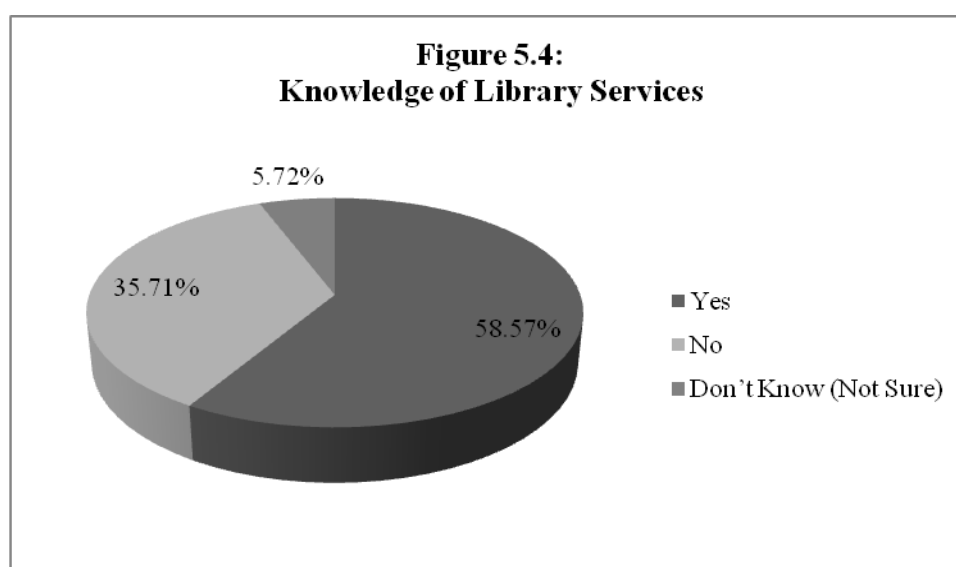
5.4 Knowledge of Library Services

Apart from the regular services of the library, TUCL is also providing various services, like Computer Retrieval service, Internet service, E-mail service, Circulation service, Reference service, Press Clipping service, Content service, ISBN service, Photocopy service, etc. (TUCL, 2009). Respondents were asked if they know about all the services that the library is providing. The responses are as follows:

Table 5.4:
Knowledge of Library Services

Have Knowledge	No. of Respondents	Relative Frequency (%)
Yes	41	58.57
No	25	35.71
Don't Know (Not Sure)	4	5.72
Total	70	100

Source: Field Survey, 2009



Majority of the respondents (58.57%) answered that they have knowledge regarding the services of the TUCL. Some of the respondents (35.71%) were ignorant regarding the services of the library while only few of them (5.72%) were not sure whether they know or not. Since, there are still some students who don't know the services providing by the library, it can be expected that they are not taking full services that the library is providing. Thus, the library should make effort in making users informed regarding all of its services.

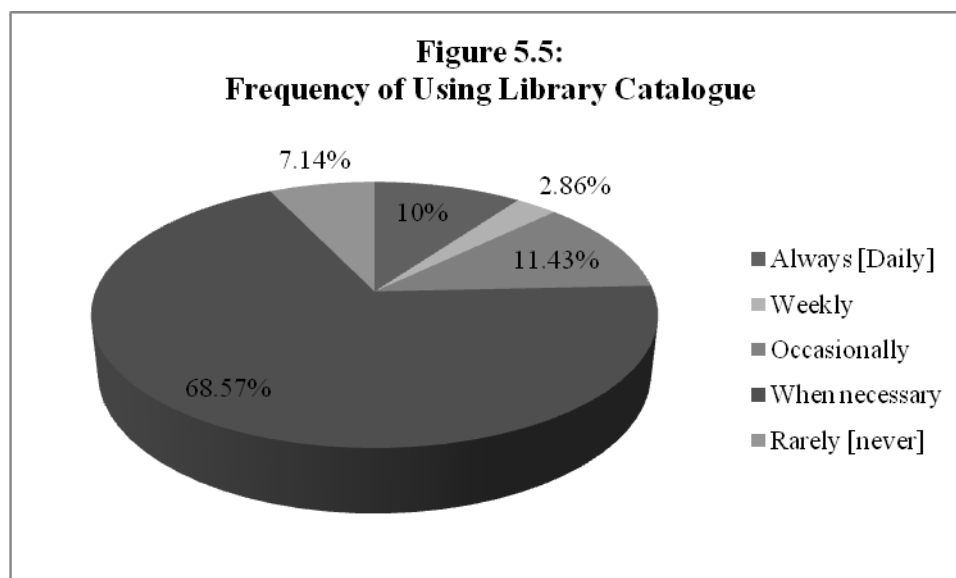
5.5 Frequency of Using Library Catalogue

In TUCL, the documents are arranged on shelves by subject-wise according to Dewey Decimal Classification (DDC) scheme in different sequences in different rooms as loan books in general section, reference books, text books on Nepal, books on United Nations etc. (TUCL, 2009). For searching the required documents, users can simply browse the shelves or use the library catalogue maintained by the library. So, the respondents were asked regarding the frequency of using the library catalogue and the responses are presented in the following table and figure:

Table 5.5:
Frequency of Using Library Catalogue

Frequency of Use	No. of Respondents	Relative Frequency (%)
Always [Daily]	7	10
Weekly	2	2.86
Occasionally	8	11.43
When necessary	48	68.57
Rarely [never]	5	7.14
Total	70	100

Source: Field Survey, 2009



Most of the respondents (68.57%) use the library catalogue only when they need. 10 % of them claimed to use the catalogue every time they need to find information or any document whereas slightly more of them (11.43%) use the catalogue occasionally. Only few respondents (2.86%) answered that they use the catalogue weekly. However, about 7.14% respondents rarely use the catalogue for searching information in the library.

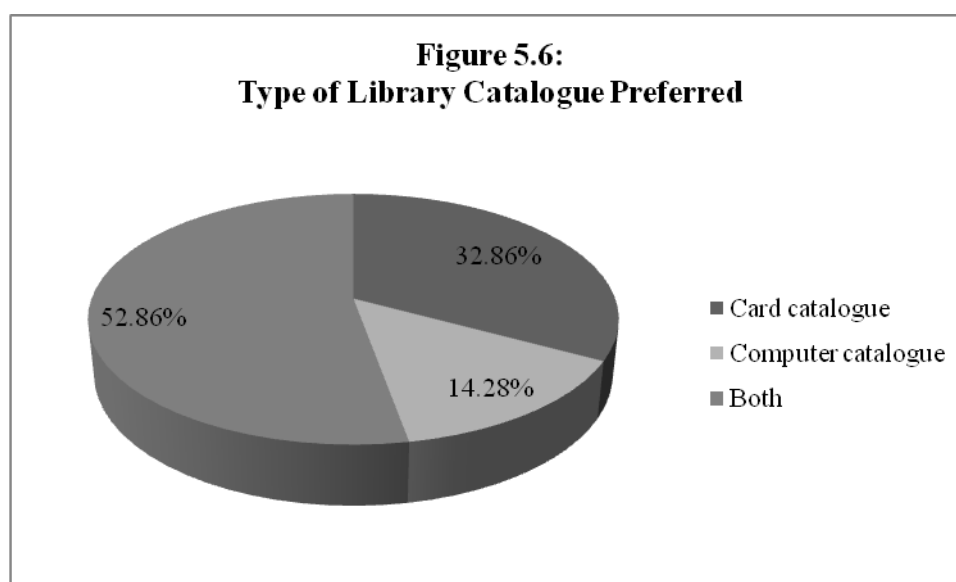
5.6 Type of Library Catalogue Preferred

TUCL has maintained the traditional system of card catalogues for searching the materials. But in addition to this, since 1995, it has been providing in-house computer database searching facilities through OPAC (Online Public Access Catalogue) computer terminals to search the existing records of the library. Computers placed at different locations are provided to the users for catalogue search purpose and the access to the Internet is provided for supporting the teaching and research activities (TUCL, 2009). Respondents were asked regarding their preference of using the type of catalogue and the responses are as follows:

Table 5.6:
Type of Library Catalogue Preferred

Preferred Catalogue	No. of Respondents	Relative Frequency (%)
Card catalogue	23	32.86
Computer catalogue	10	14.28
Both	37	52.86
Total	70	100

Source: Field Survey, 2009



Most respondents (52.86%) preferred both the card catalogue and computer catalogue. However, when we compare the using only card catalogue and only computer catalogue, there is majority of respondents (32.86%) using only card catalogues opposed only 14.28% of them using only computer catalogue. Since, the library is not able to make retrospective conversion of the entire card catalogue into computer catalogue, the users are still forced to use card catalogue even though they prefer to use computer catalogue.

5.7 Access Points Used for Searching Catalogue

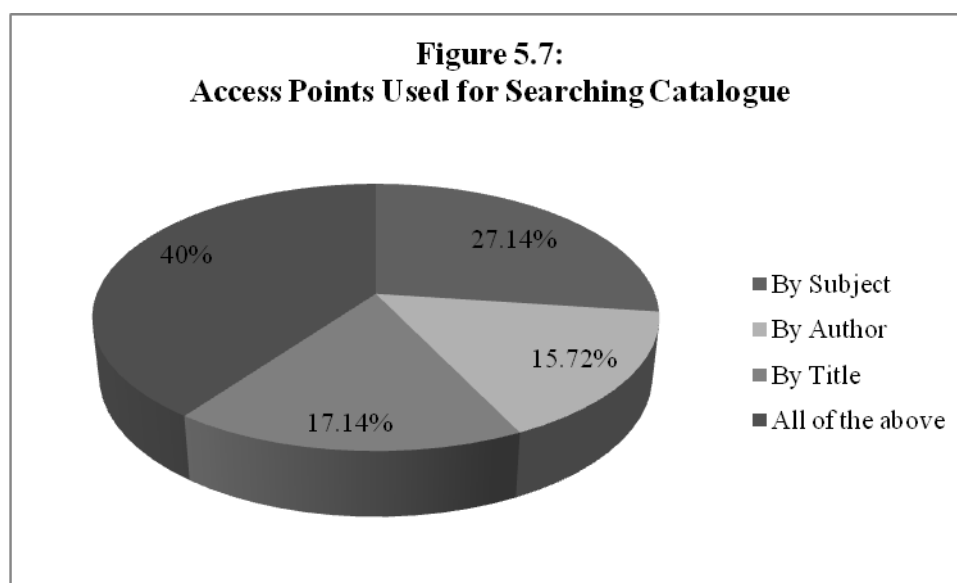
Library catalogue can be search from different access points for e.g. by subject, by author or by title. TUCL follows AACR1 for making card catalogues and places all the catalogues (i.e. subject catalogue, author catalogue, and title catalogue) together in

an alphabetical order. The respondents were asked regarding the method they mostly use for searching the documents in the library and the responses are as follows:

**Table 5.7:
Access Points Used for Searching Catalogue**

Access Points	No. of Respondents	Relative Frequency (%)
By Subject	19	27.14
By Author	11	15.72
By Title	12	17.14
All of the above	28	40
Total	70	100

Source: Field Survey, 2009



Regarding the choice of access point, majority of the respondents (40%) preferred using all the possibilities i.e. subject, author, and title. However, most respondents (27.14%) preferred searching catalogue by subject as opposed to by author (15.72%) and by title (17.14%). Preference of subject as an access point might be because it granted users access to all that was available on the subject matter they were dealing with, whereas, using author or title as access points require that they have definite titles or authors in mind.

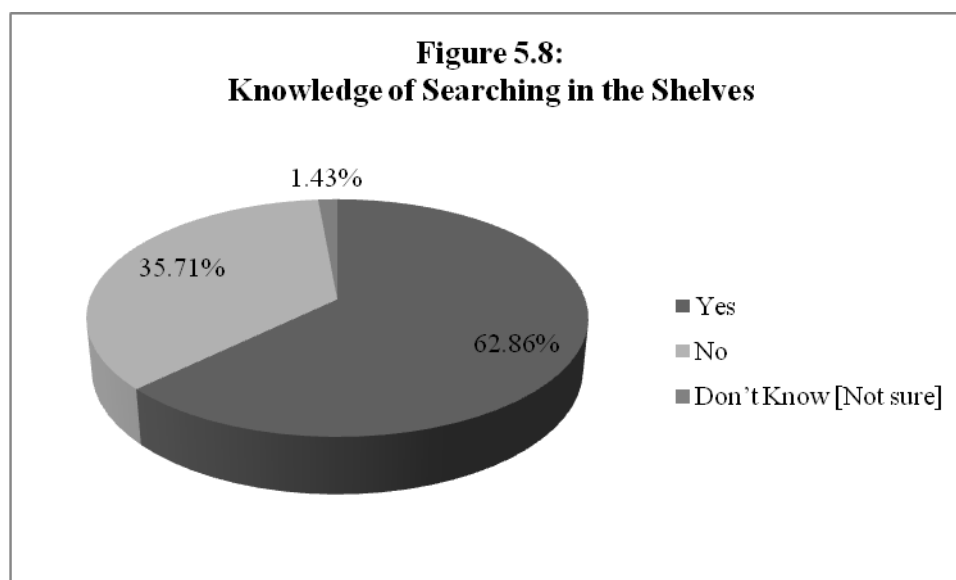
5.8 Knowledge of Searching in the Shelves

After searching in the catalogue, the users get the call number (combination of class number and book number) of the document and this call number is used to search for the document in the shelves. To be able to search for the documents in the shelves, the users must have an idea of call number and the shelf arrangement maintained by the library. So, the respondents were asked if they are able to search the documents in the shelves by themselves. The responses are as follows:

Table 5.8:
Knowledge of Searching in the Shelves

Have Knowledge	No. of Respondents	Relative Frequency (%)
Yes	44	62.86
No	25	35.71
Don't Know [Not sure]	1	1.43
Total	70	100

Source: Field Survey, 2009



Majority of the respondents (62.86%) know how to search the documents in the shelves while only 1 respondent (1.43%) expressed uncertainty regarding the knowledge of searching the shelves. However, notable number of respondents (35.71%) answered that they don't have knowledge of searching the shelves by themselves. This

condition may hinder them in using the catalogue properly. As a result, they are unable to get the right documents even if the library has those documents.

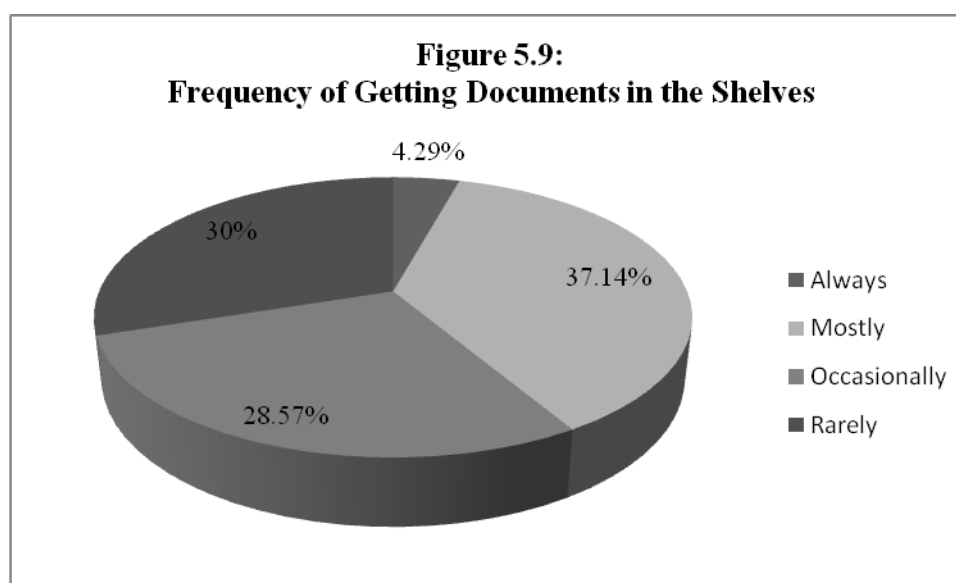
5.9 Frequency of Getting Documents in the Shelves

While searching the document in the shelves according to call number, it is not sure that the user gets the document in the proper place. There are chances that the document is on loan or might be somewhere misplaced by other users (since there is open access system). So, the respondents were asked regarding how often they get their required documents in the shelves and the responses are as follows:

Table 5.9:
Frequency of Getting Documents in the Shelves

Frequency of Getting	No. of Respondents	Relative Frequency (%)
Always	3	4.29
Mostly	26	37.14
Occasionally	20	28.57
Rarely	21	30
Total	70	100

Source: Field Survey, 2009



The majority of respondents (37.14%) claimed that they mostly get the document in the shelves while 30 % of them rarely get the documents in the shelves. 28.57% of the respondents occasionally get the documents in the shelves. However, the respondents always getting the documents in the shelves were only 4.29%. Since, notable numbers of users are still not getting the documents in their proper places, the library must consider for the possible solutions for the problem.

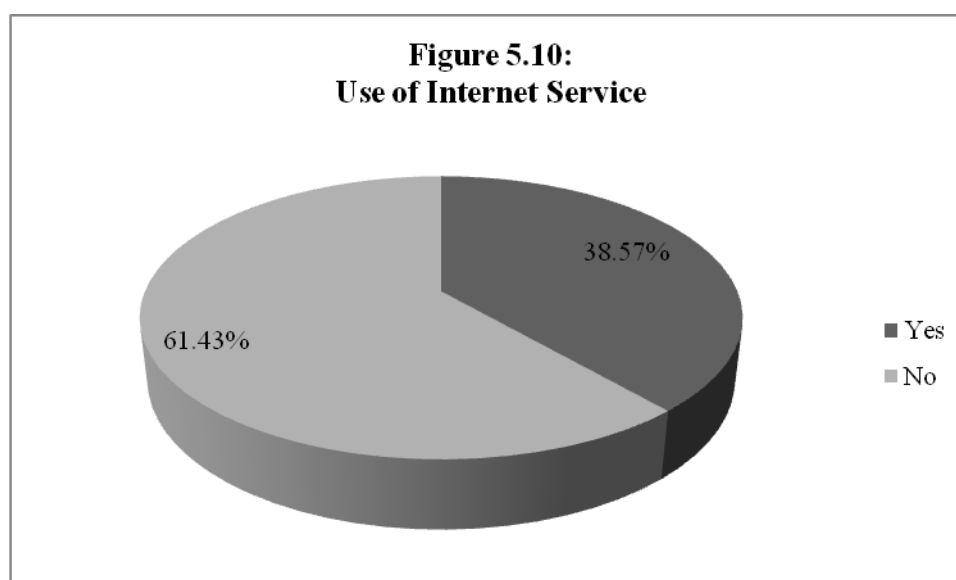
5.10 Use of Internet Service

TUCL is also providing full Internet services for the enhancement of research and study (TUCL, 2009). The online database search of the library in its website can be accessed by the use of Internet. To know the use of Internet service of the library by the users, respondents were asked whether they have used the Internet service of the library and searched the online database through OPAC in the library's website. The responses are as follows:

Table 5.10:
Use of Internet Service

Use of Internet Service	No. of Respondents	Relative Frequency (%)
Yes	27	38.57
No	43	61.43
Total	70	100

Source: Field Survey, 2009



The majority of the respondents (61.43%) answered that they have never used the Internet service provided by the library and search the online database searching in the library's website. Only 38.57% of the respondents have used the Internet service in the library. This shows that the most of the users do not have interest regarding the Internet service that the library is providing for the users.

In response to an open-ended question aimed to find out the way for effectively using the library catalogue, 52.86% of the respondents expressed their views regarding the development of online cataloguing system while the remaining 47.14% respondents still believes that the card catalogue of the library should be made more manage and effective. The respondents opting for the development of online cataloguing system expressed their problems of not getting all the information while using the OPAC, so that they are compelled to use card catalogue. Moreover, the respondents opting for the development of card catalogue complained regarding the problems faced while using the card catalogue especially due the error in printings, not getting the documents in the shelves as per the call number after searching in the catalogue.

Thus, we can observe that the users of TUCL still encounter some problems in using the library catalogue. Therefore, the library should pay extra attention in the improvement of the catalogue system, which will ultimately increase the use of library resources.

Chapter VI

SUMMARY AND CONCLUSIONS

6.1 Summary

Tribhuvan University Central Library (TUCL) is one of the university libraries of Nepal and is the largest library in terms of collection. The catalogue is an inventory of the stock of any library. Catalogue serves as an important tool for accessing the collections of the TUCL. Consequently, to facilitate accessing information, TUCL has maintained traditional system of card catalogues creating author/title and subject catalogues to identify and retrieve documents in the stock. In addition to this, it has been providing in-house computer database searching facilities through computer terminals to search the existing records of the library. Computers placed at different locations are provided to the users for catalogue search purpose and the access to the Internet is provided for supporting the teaching and research activities.

The systematic way of getting the right documents in TUCL is only through the use of catalogue as maintained by the library. If a user lacks the knowledge of using the library catalogue, it is likely that the user might not reach to the right document even if the library possesses that document. Thus this study was carried out to explore the use of catalogue by the users of TUCL. The study was aimed at finding the pattern of using the library catalogue, including the cataloguing system mostly preferred by the users and also the problems faced by the users in using the catalogue and their possible solutions.

The study was carried out on the basis of data collected from the users of TUCL as the respondents of the study. Here, the respondents were only the university students of TU. Questionnaire method was used to collect the data for the study. During the five days of library visit, 100 questionnaires were distributed to the users inside the library premises randomly; out of which, only 70 questionnaires were returned by them. Thus, the study is entirely based on those 70 questionnaires. All those data from the questionnaires are presented using frequency distribution tables and pie-charts with their proper interpretation in order to meet the predefined objectives of the study.

Most of the respondents (74.29%) revealed that they visit the library for the purpose of reference study. 17.14 % of them mostly visit the library for book issue/return whereas only 8.57% of them for newspaper/magazine reading. Regarding

knowledge of library services, majority of the respondents (58.57%) answered that they have knowledge regarding the services of the TUCL. Some of the respondents (35.71%) were ignorant regarding the services of the library while only few of them (5.72%) were not sure whether they know or not. Similarly, most of the respondents (68.57%) use the library catalogue only when they need. 10 % of them claimed to use the catalogue every time they need any document whereas only 11.43% of them occasionally use the catalogue. Only few respondents (2.86%) answered that they use the catalogue weekly. However, about 7.14% respondents rarely use the catalogue for searching information in the library.

The study also found that most respondents (52.86%) preferred both the card catalogue and computer catalogue. However, when we compare the using only card catalogue and only computer catalogue, there is majority of respondents (32.86%) using only card catalogues opposed only 14.28% of them using only computer catalogue. Regarding the choice of access point, majority of the respondents (40%) preferred using all the possibilities i.e. subject, author, and title. However, most respondents (27.14%) preferred searching catalogue by subject as opposed to by author (15.72%) and by title (17.14%).

Moreover, majority of the respondents (62.86%) know how to search the documents in the shelves while only 1 respondent (1.43%) expressed uncertainty regarding the knowledge of searching the shelves. However, notable number of respondents (35.71%) answered that they don't have knowledge of searching the shelves by themselves. Majority of respondents (37.14%) claimed that they mostly get the document in the shelves while 30 % of them rarely get the documents in the shelves. 28.57% of the respondents occasionally get the documents in the shelves. However, the respondents always getting the documents in the shelves were only 4.29%.

Majority of the respondents (61.43%) answered that they have never used the Internet service provided by the library and search the online database searching in the library's website. Only 38.57% of the respondents have used the Internet service in the library. Furthermore, 52.86% of the respondents expressed their views regarding the development of online cataloguing system while the remaining 47.14% respondents still believes that the card catalogue of the library should be made more manage and effective.

6.2 Conclusions

- i. The study revealed that most of the respondents (47.14%) visit the library only when necessary and the purpose of visit being reference study for most of them (74.29%). Majority of the respondents (58.57%) answered that they have knowledge regarding all the services of the TUCL. Most of the respondents (68.57%) use the library catalogue only when they need and most of them (62.86%) know how to search the documents in the shelves. Thus, it can be considered that most of the users are well aware regarding the use and importance of library catalogue.
- ii. Regarding the choice of catalogue system, most respondents (52.86%) preferred both the card catalogue and computer catalogue. However, there is majority of respondents (32.86%) using only card catalogues as opposed to 14.28% of them using only computer catalogue. This shows that there are still catalogue users who appreciate and utilize the various elements of traditional card catalogue.
- iii. The majority of respondents (37.14%) claimed that they mostly get the document in the shelves while 30 % of them rarely get the documents in the shelves. 28.57% of the respondents occasionally get the documents in the shelves. Since, notable numbers of users are still not getting the documents in their proper places, the library must consider for the possible solutions for the problem.
- iv. Moreover, majority of the respondents (61.43%) answered that they have never used the Internet service provided by the library and search the online database searching in the library's website. Though most of the respondents claimed to know about all the services of the library, still most of them are not using the Internet service provided by the library. However, 52.86% of the respondents expressed their views regarding the development of online cataloguing system for making the effective use of the library catalogue.

6.3 Recommendations

- i. The study showed that most of the users are well aware regarding the use and importance of library catalogue. However, most of the respondents visit the library only when necessary and the purpose of visit being reference study for most of the users. Therefore, there is a need of initiation from the TUCL so as to attract more users to the library. TUCL should maintain an up-to-date catalogues of its collection and should ensure the availability of documents according to the catalogues. The course relating to the 'Use of Library' should be enhanced to the students to empower them with proficiency in library use. In addition, the library should also mount demonstrations on how to use library catalogues.
- ii. Most respondents preferred both the card catalogue and computer catalogue. However, there is majority of users using only card catalogues as opposed to users using only computer catalogue. So, the library should also continue maintaining the card catalogue along with the computer catalogue.
- iii. Users are still facing the problems due to the misplacement of documents and notable numbers of users are not getting the documents in their proper places, thus the library must deploy its staffs for regular shelf checking to ensure that the documents are not misplaced knowingly or unknowingly.
- iv. Since the library is in the initial stage of computerizing library catalogues, efforts should be made to organize an up-to-date computerized database of the collections along with the retrospective conversion of old card catalogues into the computerized catalogues. Efforts should be made to ensure that the library acquires more new computers for both staff and students, so that many users can access them at the same time. Moreover, user education on Internet access, OPAC access and, if possible, all other audiovisual materials in the library should be initiated in order to encourage the effective use of library. If these issues are addressed, there will be tangible improvements in the way users use library resources at the Tribhuvan University Central Library (TUCL). And thus, the real objectives of a university library will be fulfilled completely.

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APPENDIX 1

Data Entry Worksheet of TUCL (sample)

Tribhuvan University Central Library

BIBLIOGRAPHICAL DATA ENTRY WORKSHEET

Call Number (610) (Class No)^a..... (Book No.)^b..... ^c.....

Input Data (22) Type of Material (60)

Accession No. (1)

Personal Author (300)

Title (200)

Edition Statement (260) ISBN (100)

Place & Publisher (400) (Place)^a.....

(Publisher)^b..... (Country)^d

Date of Pub.(440)Pages (460)^a ^b.....Language (31)

Price (465) Note (500)

(501) Bibliography : p.

Broad Subject (30)

Keywords (620)

Geographical Area (630)

APPENDIX 2**Card Catalogue of TUCL (Sample)****Main Card / Shelf List**

027.7

Sh84s

Shrestha, Bhim Dhoj

A study on institution building process of Tribhuvan
University Central Library, Nepal. – Mumbai : [s.n.], 1998.
vi, 143 p. : ill. ; 30 cm.

1. Academic libraries – Nepal. I. Title

**Added Entry (Subject)**

027.7

Sh84s

ACADEMIC LIBRARIES – NEPAL

Shrestha, Bhim Dhoj

A study on institution building process of Tribhuvan
University Central Library, Nepal. – Mumbai : [s.n.], 1998.
vi, 143 p. : ill. ; 30 cm.



Added Entry (title)

027.7
Sh84s A study on institution building process of Tribhuvan
University central Library, Nepal

Shrestha, Bhim Dhoj
A study on institution building process of Tribhuvan
University Central Library, Nepal. – Mumbai : [s.n.], 1998.
vi, 143 p. : ill. ; 30 cm.

**Reference (see reference)**

UNIVERSITY LIBRARIES – NEPAL
see
ACADEMIC LIBRARIES – NEPAL



APPENDIX 3

Questionnaire

USE OF CATALOGUE BY UNIVERSITY STUDENTS IN TRIBHUVAN UNIVERSITY CENTRAL LIBRARY: A SURVEY

Personal details:

Name:

Sex:

- Male
 Female

Faculty:

Level:

Please choose only one answer for each question:

1. What is your frequency in visiting this library?
 Always
 Weekly
 Occasionally
 When necessary
 Rarely
2. For what purpose mostly do you visit the library?
 Reference study
 Book issue / return
 Newspaper / magazine reading
 Browse the Internet
3. Do you know about all the services provided by this library?
 Yes
 No
 Don't know
4. How often do you use library catalogue?
 Always [Daily]
 Weekly
 Occasionally
 When necessary
 Rarely [Never]
5. While using catalogue, which system do you prefer?
 Card catalogue
 Computer catalogue
 Both

6. How do you search information mostly in any catalogue system?
- By Subject
 - By Author
 - By Title
 - All of the above
7. Are you able to search the actual documents from the shelves after searching in the catalogue?
- Yes
 - No
 - Don't know
8. How often do you get the document in the shelves after searching the catalogue?
- Always
 - Mostly
 - Occasionally
 - Rarely
9. Have you ever used Internet service of the library for searching its online database [<http://tucl.org.np>] for information?
- Yes
 - No
10. How do you think library catalogue can be effectively used?

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.....

.....

.....

Bio–data of the Researcher

Name	Rekha Khulal
Date of Birth	9 th March 1965
Marital Status	Married
Citizenship	Nepalese
Religion	Hindu
Academic Qualification	<ul style="list-style-type: none"> • SLC, HMG, 1981 (Mahendra Bhawan Girls High School) – 1st Division • PCL, TU, 1985 (Amrit Science College) – 2nd Division • B.Sc. TU, 1988 (Tri-Chandra Multiple Campus) – 2nd Division • MLISc, TU, 2009 (University Campus) – final.
Technical Qualification	MS-Dos, Windows, Word, Excel, Internet & E-mail.
Work Experience	<ul style="list-style-type: none"> • As a “System Administrator” in Motherland Academy. (June 8th, 2000 – August 12th, 2006) • Working as a “Volunteer” in Motherland Volunteer Family Nepal (MVF-Nepal). (November 15th, 2006 – till date)

Languages	Nepali, English & Hindi both written and spoken.
Hobbies	Teaching, Reading Books & Newspapers, Library Management, Travelling, Swimming, Music, Driving etc.
Permanent Address	Kathmandu -2, Nepal Phone: 977-1-4812203 Mobile: 977-1-9841413766 E-mail: rekhakhulal@gmail.com