TRAINING AND EDUCATION OF CATALOGUERS IN THE UNIVERSITY LIBRARIES OF NEPAL

A Thesis Submitted to the
Central Department of Library and Information Science
in
the Partial Fulfillment of the Requirements for the Master's Degree
in Library and Information Science

Submitted by
GOMA BANJADE
TU Registration No.: 26413-92
Second Year Examination Roll No.: 280558

Central Department of Library and Information Science
Faculty of Humanities and Social Sciences
Tribhuvan University
Kirtipur, Kathmandu
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LETTER OF RECOMMENDATION

This is to certify that this thesis entitled **"TRAINING AND EDUCATION OF CATALOGUERS IN THE UNIVERSITY LIBRARIES OF NEPAL"** by Ms. Goma Banjade was prepared under my supervision and guidance. I recommend this thesis for final approval and acceptance.

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Prof. Dr. Mohan Raj Pradhan

Thesis Supervisor

Central Department of

Library and Information Science

T.U., Kirtipur

Date: …………………………

LETTER OF ACCEPTANCE

The thesis entitled **"TRAINING AND EDUCATION OF CATALOGUERS IN THE UNIVERSITY LIBRARIES OF NEPAL"** prepared and submitted by Ms. Goma Banjade for partial fulfillment of requirements in Master's Degree of Library and Information Science is hereby accepted and approved.

…………………………

Mr. Bhim Dhoj Shrestha

Head of the Department

…………………………

Prof. Dr. Tulsi Ram Pandey

External Examiner

…………………………

Prof. Dr. Mohan Raj Pradhan

Thesis Supervisor

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At last but not the least, my thanks goes to my husband, Mr. Uma Nath Sharma and my kids, Anuja Sharma and Atal Sharma for providing all kinds of supports and making appropriate environment during my research period for completing this paper.

Finally, I would like to apologize for any loopholes if I made unknowingly during this research.

Goma Banjade
September 22, 2015

DEDICATION

Dedicated to my parents who spent most important span of

their lives to make me what I am now!

ABSTRACT

This research work entitled, **"Training and Education of Cataloguers in the University Libraries of Nepal"** has been carried out to find out the real situation of cataloging practices, the status of the cataloguers, their attitude towards cataloguing and their training needs. It has also attempted to find out the gap between the knowledge received through the academic and training programme and its application or implementation in the practical field of cataloguing. For this, the researcher collected data from three different university libraries, TUCL, KUCL and PUCL. The sample population comprised 28 library staff from three different university libraries: 17 library staff from TUCL, 7 from KUCL and its branches: KUSOM and KUSOE, and 4 from Pokhara University. Descriptive research design was followed using non-probability purposive sampling method. Both primary and secondary data were collected- primary data using the questionnaire and secondary data –record of the concerned libraries and worldwide literature. The study concludes that both the academic and training programmes are not sufficient to address the current needs and challenges of the cataloguers in the environment of library automation in spite of their positive attitudes to their job. It is recommended that there should be good provision for providing adequate education and training programmes to the library staff including the cataloguers to avoid the gap between their knowledge and its application in the practical field.

PREFACE

The study has been conducted for the partial fulfillment of the requirements for the Master's Degree in Library and Information Science (MLISc). In this age of information communication technology and digital libraries, new information sources are exploding and new technology and software have been developed and introduced to organize the sources. Library catalogue is regarded as the key to a library collection. Cataloguers are usually responsible for organizing information and making it available to the users. The environment in which cataloguers had to work in the past have changed drastically. The changes are due to the influence of science and technology, increase in information, and publication of information sources in various forms and formats. In such a condition, realizing the importance of cataloguers, the researcher has attempted to study to find out the actual situation of cataloguers in Nepal, one of the least developed countries.

The study has been divided into six chapters. The first chapter introduces the research work. It provides background and context of the study. It consists of problem statement, research questions, objectives of the study, scope and limitation of the study, significance of the study, and definition of the related terms. The second chapter reviews the existing literature and research related to the field of the study. Thirteen relevant literatures of different research scholars from home and abroad have been included in this chapter. The third chapter pinpoints the focus of the study i.e. training and education of the cataloguers. It focuses on education of cataloguers, and education of Nepal, training of the cataloguers, principles and need of training, approaches of training: on-the-job & off-the-job, library training in Nepal, challenges of a cataloguer and the target university libraries. The fourth chapter depicts the methodological approach adopted in the study. The fifth chapter analyses and presents collected. Item-wise analysis of thirty-four questions have been done and presented in tables and charts. The final chapter summarizes and concludes the findings of the study. On the basis of the findings, the research questions were answered, conclusions were drawn and the recommendations were made. The final chapter is followed by the bibliography and appendix.

It is hoped that this study will be helpful to the interested researchers as well as to the planners of a library organization.

Goma Banjade

September 22, 2015

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LIST OF ACRONYMS AND ABBREVIATION

AACR 2R	Anglo-American Cataloguing Rules, Second Revised Edition
CDLISc	Central Department of Library and Information Science
CD-ROM	Compact Disk- Read Only Memory
ICIMOD	International Center for Integrated Mountain Development
ICIMODL	ICIMOD Library
ICT	Information Communication and Technology
ILS	Integrated Library Software
TU	Tribhuvan University
TUCL	Tribhuvan University Central Library
SOUL	Software of University Libraries
KU	Kathmandu University
KUCL	Kathmandu University Central Library
KUSOM	Kathmandu University School of Management
KUSOE	Kathmandu University School of Education
MARC	Machine Readable Catalogue
MLISc	Master in Library and Information Science
OPAC	Online Public Access Catalogue
PU	Pokhara University
PUCL	Pokhara University Central Library
RDA	Resource Description and Access
LIMISEC	Library Management & Information Service Center
BLib.	Bachelor of Library Science

Chapter One

INTRODUCTION

1.1 General Introduction

Since the world and its different sorts of components are changing, none i.e. no organization can remain stable. Organizations undergo changes instantly to remain effective in course of changing time, technology and new concepts. Library organizations also cannot be the exception of this truth. Employees are the fundamental factor to adopt environmental changes in an organization. Organizations depend upon the employees to cope with the different changes and the employees have to face different challenges to perform their work with confidence and competence.

Libraries are such institutions which are experiencing different problems like extensive use of new technology, reduction in funding, overflow/explosion of information and swiftly rising cost in the library resources. This means that libraries must continue operating effectively with minimum staff and employees to improve or adopt new technological skill and knowledge. In addition to this, they have to compete with other service providers like the internet and other firms. Libraries depend on the competency of their staff to satisfy user needs. Therefore, the staff or the employees need adequate training and development to help in the effective library operations.

There are mainly four functions of a library, namely, acquisition, organization, dissemination and preservation. Cataloguing is one of the main components of the library function, organization. Cataloguing means preparing catalogue (online or offline) to help the users to access the library resources efficiently. In simple words, it is a list of documents in a collection. A library catalogue is a logical arrangement of documents in a definite plan. A good catalogue is a key to the library collection. Without a library catalogue, effective dissemination of information cannot be imagined.

Cataloguing practices has to be updated in course of time and trend to meet the current library goals. Cataloguers should be given adequate training to develop and update their skill with high priority. It should be regarded as a never ending essential element for the advancement of a library. Properly structured training programmes should be put in place to satisfy properly the knowledge and skills needs of this group (Castelyn, M. & Webb, 1993: 134).

1.2 Background of the Study

The need and problem of training and education for cataloguer as stated in this study has its background in the practice of human resource management specially in the university libraries of Nepal. Training is an essential aspect of human resource management in any sort of organization and it is equally applicable in case of library too. Human resource i.e., staff is one of the main components of a library. "Well-organized collections are the foundation for all library service. Competence in organizing collection involves thorough knowledge of bibliographic and intellectual control principles and standards, understanding of how to apply these principles and standards in practice, cost-effective operations; and, the ability to collaborate with those who provide systems for managing organizational functions such as library venders and institutional computer center staff members" Gorman as cited in Hsieh-Yee (2003).

Development of staff through training may be a source of motivation, which can bring positive impact on performance. Training has to meet the goals of both the organization and individual development. Libraries have always practiced training but the status of the training requires to be evaluated to meet the existing needs.

According to Dali as cited in Neupane (2015), Nepal has not been able to take full advantages of latest information technology in the field of library and information science due to the lack of sufficient manpower and technical know-how.

1.2.1 Statement of the Problem

In the past, library cataloguing practice was done manually in the conventional way. Such practice was very slow, tedious and not efficient for both the library

staff and the users. Now, many different new technologies have been in practice. Both the staff and the users can do their work/study staying in any corner of the world without reaching the physical location of the library with the advent of modern technology using computer, Internet and OPAC. Due to the lack of trained manpower and modern technical equipment, most of the libraries are in the primitive stage in the least developed country like Nepal.

In most cases, cataloguers are not well-trained to cope with the challenges they encounter with in practice. Some norms/standards/indicators have to be established to solve or improve the problem. Based on the aforementioned statement, the problem towards which this research was directed is: finding the existing skills of library staff in performing the work of cataloguing using modern technology. In this context, it is imperative to explore whether the existing skills of the cataloguers is sufficient or not to perform their duty of cataloguing in the environment of library automation. Furthermore, it is equally important to find out the gap between the knowledge received through the academic and training programme and its application / implementation in the practical field of cataloguing.

1.3 Objective of the Study

Objectives of the study can be divided into two groups: general objective and specific objective.

1.3.1 General Objective

The general objective of the study is to find out what the cataloguers actually do as their cataloguing practice at present. Recent trends in education and training of cataloguers, abroad and locally, and other trends in the university libraries of Nepal have been taken into consideration.

1.3.2 Specific Objective

The specific objectives of the study are as follows:

1. To find the real situation of cataloguing practice in the university libraries,
2. To find out the real status of cataloguers,

3. To investigate whether the cataloguers are really interested in training in recent trends of cataloguing,
4. To analyse the need of training for the cataloguers to work efficiently in the changing environment,
5. To identify the areas of cataloguing which the cataloguers of Nepalese university libraries demand more training in,
6. To identify challenges faced by the cataloguers in the area of training and capacity building.

1.4 Research Questions

The study was directed towards finding out the solutions to the research problem posed by the following research questions:

1. How is the cataloguers' attitude towards cataloguing?
2. What tasks do they perform?
3. What is the satisfaction level of the training and education received by the catalogers?
4. What are the perceptions of cataloguers of their training needs?

1.5 Scope and Limitation of the Study

The scope of the study covers the status of cataloguers in the university libraries of Nepal. The study is limited to the Tribhuvan University Central Library (TUCL), Kathmandu University Central Library (KUCL) and Pokhara University Central Library (PUCL) due to the limitation of time and budget. They are taken as the representative university libraries in Nepal. These libraries are expected to help to explore the real situation of cataloguers and cataloguing practice. The libraries require confirming to the same standard in the training of cataloguers. Basically, their staff needs are same, although not identical based on the local circumstances.

1.6 Significance of the Study

University libraries are the backbone of the research and they have to be updated promptly as per the new concept emerged to disseminate its services to the users.

In this age of ICT and digital library, libraries, specially the university libraries in Nepal are in the urgent need of adopting library automation. Some libraries have already adopted library automation using different software and some have not done yet. Whether the library is automated or not, cataloguing is the main technical and organizing function of a library, without which no library can serve its users. For such important task, the library staff who involve in such an important task should be well-educated, well-trained and acquainted with the new trend in cataloguing.

The study focuses on the situation of cataloguing and cataloguers in the university libraries of Nepal. It highlights on the challenges and difficulties faced by the cataloguers, and their attitudes towards cataloguing work and their training needs.

The study will mainly be significant to the researchers interested in cataloguing, human resource management in library and information sector and capacity building of the library technicians, specially the cataloguers. This will be equally fruitful to all the librarians or information scientists, trainers, writers, syllabus designers and all individuals who are directly or indirectly involved in this field. Hence, the significance.

1.7 Definition of the Terms

Authority record

In automated system, in order to be consistent with names and subject terms, an established list is used as a standard of accepted values. New information to be entered must be validated against this list: this function is called authority control and the records in the list of accepted values are called authority records.(Kao, 2001)

Cataloguing

Cataloguing is the process of creating bibliographic description or metadata representing information resources of a library collection. The term includes subject cataloguing, which consists of the knowledge of allocating subject headings and of classification.

Cataloguers

The library staff who are professionally qualified and are involved in the cataloguing work are taken as cataloguers. Non-professional staff members are already involved in cataloguing also taken into consideration. According to Kerkham, the non-professional staff can be distinguished into two: paraprofessional and clerical and administrative staff with a senior certificate as stated by Maphopha (2000).

Catalogue maintenance

The function of updating catalogues and correcting errors in the catalogue is called catalogue maintenance. The main purpose of maintenance is to eliminate incorrect, incomplete records and general updating of the catalogue. (Morris, 1991)

Coding

It refers to MARC coding which is the process of assigning machine readable codes to bibliographic information. There are various forms of MARC, e.g. UNIMARC, MARC21, UKMARK, USMARK. In Nepal MARC21 is used in the libraries of Nepal.

Copy cataloguing

Copy cataloguing is the process of copying existing bibliographic records into one's catalogue.

Continuous education

Continuous education can be regarded as 'the process of keeping staff up-to-date and well informed about the changing procedures and policies'. (Hudson, 1987:70)

Continuous education is necessary as per the changes in the workplace. It is also synonymously called continual education, continuous/continual training and development.

Education

Education refers to the process of systematic instruction and development of knowledge. It mainly involves background concepts, philosophies and underlying principles according to Blanskby, as mentioned in Maphopha (2000).

MARC (Machine Readable Catalogue)

MARC is a formal data and set of related standards used by libraries to encode and share information about books and materials. It was first developed by Henriette A'ram at the Library of Congress in 1960s. It is widely used as a basis for most online public access catalogues (OPAC).

Network

Computers connected together to facilitate communication and resource sharing. Network makes it possible for computer users to access information that is not stored into the local database. The term is also used to represent a group of libraries organized together using or forming a bibliographic utility. (Kao, 2001)

Online catalogue

See z39.50

Online Public Access Catalogue (OPAC)

Use of catalogue through computer either through stand alone or LAN system by the users to access catalogue.

On-the-job training

On-the-job training is a form of training where the trainee receives training within his work environment that is directly related to his job (Gerber, 1987:257). On-the-job training is also called in-service-training. In this study, it includes different types of formal training methods as well as non-formal training through instruction and supervision. It is a part of general staff training and development.

Original Cataloguing

A way of cataloguing during which all the procedures to catalogue an item are done originally, as opposed to copying the cataloguing information already done by someone else. It includes doing descriptive cataloguing, assigning subject headings, assigning classification numbers, and assigning book numbers, all according to the prescribed rules. (Kao, 2001)

Training

Training is a planned and systematic effort to modify and develop knowledge, skills and attitudes through learning experiences to achieve effective performance in an activity or range of activity stated by Buckley and Caple as mentioned in Maphopha (2000:13)

Z39.50

A protocol designed for search and retrieval from information systems in a network environment. Use of this protocol in integrated library systems allow different systems to interchange information. It enables the local system to connect to and retrieve data from a remote site by using local menus. (Kao, 2001)

1.8 Organization of the study

This study has been organized in the following way:

- The first chapter consists of an introduction as background of the study, statement of the problem, objectives, scopes and limitations, significance of the study, definition of the terms and the heading itself.

- The second chapter reviews the literature related to the research work. It discusses the available literatures and studies similar to the theme of the research.

- The third chapter discusses the focus of the study.

- The fourth chapter includes research methodology, research design, population, sampling procedure, data collection procedure and data analysis procedure.

- The fifth chapter explains analysis and presentation of the study which evaluates the objectives of the research. The conclusions and recommendations are based on this chapter.

- The final chapter deals with summary, conclusions and recommendations which are followed by references and appendices.

Chapter Two

REVIEW OF THE LITERATURE

Research works on cataloguing, training and education of cataloguers, universities of Nepal in Nepalese and International context have been reviewed.

According to Bhandary (1995), standardization is necessary for processes, practices and materials to reduce costs, minimize effort, save time and conserve materials. He further mentioned that output of work and manpower has direct correlation, so standard of manpower and number is also needed. He emphasized networks to avoid duplication of work, document processing for controlling the databases and sharing labour by standardizing indexing, procedures and vocabulary.

Dali (1995) has presented the situation of bibliographic database specially computerized one and network activities in Nepal, and has mentioned major problems responsible for slow growth of computerized database and has recommended some measures for the betterment. According to her, the problems of development of bibliographic database and networks are: lack of appropriate working environment, awareness about importance of information system, poor infrastructure, policy making, coordination and cooperation among the information users, opportunity to have training and reorientation for updating professional knowledge, technical/professional manpower and so on. For the betterment of the situation, she has suggested: development of national information policy, library automation, development of professional/technical manpower, regular training and education for updating and upgrading technical know-how of all new and old staff, regular meeting and communication to discuss problems and share new idea and achievements, and so on.

Pradhan (1995) wrote an article giving emphasis for promoting library automation in Nepal. In the article he has listed functions of a computerized catalogue as: (1) inputting data of a new document, (2) performing functions like add, edit and modification of records, (3) generating various types of indexes like author, title,

subject, etc. (4) providing various access points for searching of databases, (5) generating outputs in various formats like AACR II format, Medline format or any user defined format, and (6) integrating with other systems such as acquisition, circulation and reference/information retrieval.

Maphopha (2000) carried out his research entitled "The Training of Cataloguers in University Libraries in South Africa". He attempted to find the training situation of cataloguers in South African university libraries.

Hsieh-Yee (2002) stresses on the challenges in organizing digital resources, the role of cataloging in such an effort, forces that threaten the future of cataloging, and responses from the field. It identifies ten issues for consideration when one designs a future cataloging education program. A model program providing four levels of expertise has been presented to illustrate that future cataloging education will have a broader scope, incorporating metadata and various aspects of information organization. The program shows that LIS programs can meet different market demands to cover cataloging and metadata topics adequately to help students and ensure the central role of the profession in future information organization.

Pradhan (2004) has discussed the aspects of developing digital libraries from creation to access management and the challenges to be faced by librarians. He suggests that standards for cataloguing and unique identification are important in order to make material know to the archive administration. It demands rich knowledge and experience in traditional librarianship as well as requires learning of IT skills. This widens the existing gap of IT knowledge and training in Librarianship in Nepal. This needs support from government in Nepal and librarians to fill the existing gap.

Nyayichai (2006) conducted a research on "Manual Versus Computer Catalogue". According to her, computer bibliographic database is more demanding and useful form of cataloguing. The reputation and need of card catalogue was once as same as computer catalogue today. Now the situation is changed. This means change is

inevitable. So, things must be adopted according to their relevancy and effectiveness.

Jaffri (n.d.) wrote an article entitled "Library automation in SAARC countries". In his article, he has mentioned the automated library situation of seven countries: India, Pakistan, Nepal, Bangladesh, Sri Lanka, Bhutan and Maldives. In case of Nepal, this article reflects the situation before 2007 when library automation software CDS/ISIS only was prevalent in Tribhuvan University Central Library. He mentioned Nepal National Library, Nepal Library Association, Tribhuvan University Central Library, Tribhuvan University Library Science Alumni Association as the institutions who launched training of library and information science to produce the para-professionals in Nepal.

Rajbanshi (2007) carried out a research in which she has attempted to compare the status of two university libraries, namely, Tribhuvan University Central Library and Kathmandu University Central Library. She has compared different aspects of these two libraries.

Sharma (2008) has carried a research entitled "Application of information technology in catalogue and index: its retrieval aspect". According to him, most of the libraries and information centers in Nepal have been using IT application as automated catalogue and indexing for more than 15 years. He had focused his study on IT application in Catalogue and index regarding TUCL, SSBL, KUSOML and ICIMODL. He found 84% respondents were satisfied with using advanced IT tools for retrieving the required information; 96% libraries have prepared the automated catalogue; 52% libraries were using AACR II cataloguing code.

Turner (2010) mentioned OCLC's WorldCat as the largest cooperative catalogue allowing ongoing editing of records created by tens of thousands of libraries. He has challenged the cataloguers to rethink practices in terms of a world catalogue. According to him, standards need to be more flexible, to encompass records from many sources, and catalogue maintenance should become more cooperative and make better use of automation.

Eze (2012) in her article has focused on cataloguing in the era of information communication technology. In her article, she has mentioned the need of ICT in cataloguing in the public libraries of Nigeria. According to her, all libraries including the public ones need automation and electronic ways of keeping records and carrying out other library works, but the public libraries in Nigeria have had no significant change in ways of carrying out their services adopting new information technology. They lack necessary facilities and skills, adequate professional and supportive staff not only in cataloguing but also in other aspects of library.

Esse (2013) explains the challenges faced by cataloguers in the age of information explosion and information communication technology (ICT) and the innovations and trends that are needed to cope in the new environment. She has discussed the new international cataloguing code, RDA (Resource Description and access), with a view to meet the fundamental user tasks that produces well-formed, interconnected metadata for the digital environment. According to her, RDA makes library bibliographic descriptions and access to data more internationally acceptable. RDA offers a data element set for all types of materials. It is based on internationally agreed principles, incorporating the entities and relationships from IFLA's conceptual models. Once RDA is adopted, systems can be redesigned for today's technical environment, moving libraries into linked data information discovery and navigation systems in the internet environment and away from OPAC with only linear displays of textual data.

According to (Petrucciani, 2015), "Library catalogs often fail to communicate correct and clear information to users and their low quality is not simply due to faults, duplications, and so on but also to unwise cataloging standards and policies. While there is plenty of uncontrolled information about books and other publications, the need for good-quality bibliographic information is apparent and library catalogs may provide a trustworthy map of the publishing output, with full

control of editions, works, authors, and so on and effective navigation functions, which are lacking in today's information-rich environment."

The foregoing review of literature suggests that the cataloguing work, and training and qualification of cataloguer are inevitable. Only the skilled and enhanced cataloguers can play vital role in the fast changing modern world, Nepal is still very back in adopting new technology in the field of Library and Information Science, here, a technology adopted once can take a very long period to be updated. On the basis of the literature reviewed, the researcher set her problem of statement, research questions, research objectives, research design and the questionnaire. Hence, the researcher attempted to research on "Training and education of cataloguer in the university libraries of Nepal."

Chapter Three
FOCUS OF THE STUDY

3.1 Introduction

In a library and information center, it is very challenging task to organize the overflowing information sources in various different forms and formats due to the advancement of new technologies. The environment in which cataloguers had to work in the past has changed significantly. In this technically competitive age, different types of library automation software have been introduced time and again. Cataloguers are usually responsible for organizing such information sources and making them available to the users using library automation software. For this, they need continuing education and training to cope with the modern technology.

The success of training depends on their education and vice versa. There is no clear-cut demarking line between formal education and training. More specific knowledge and skills can be integrated in the curriculum of education program. On the job situation, sometimes employees also need to engage in formal education for their performance development.

This research study is carried out to find out the status of cataloguing practices and the situation of the cataloguers in the university libraries of Nepal. So, this chapter focuses on the related aspects of cataloguer's education and training, their perception towards the training need and general introduction of university libraries of Nepal.

3.2 Education of Cataloguers

Hill, (2013) along with the authors focus on four main areas: the ways professionals perceive the place, nature, and necessity of cataloging education; the professional, demographic, and academic context within which cataloging education is provided; education regarding special types of materials and special aspects of cataloging; and alternatives to traditional modes of education for cataloging, including: distance education, online mentoring, web-based instruction, continuing education, training for (and via) cooperative projects, the role of the "community of catalogers" in the continuing education of those who

provide intellectual access to the world of information, and so on. The comprehensive collection examines education for students and working librarians in cataloging and bibliographic control, emphasizing history, context, the state of the art at present, and suggests future directions.

3.2.1 Library Education in Nepal

In Nepal, library science school was started in 2052 BS (1995 AD) under Tribhuvan University. At first, in the 1 year Bachelor's degree in Library Science (BLibSc) was launched. It used to provide education for just 22 students every year. Later, the program is displaced with 2 year Master's Degree in Library and Information Science (MLIS). Central Department of Library, TU and Information Science has been imparting Master's degree in library and information education since 2059 BS (2003 AD). Now, it has been running Master's degree programme in semester system since 2070 BS (2013 AD), and Ph.D. programme is going to be launched from this year i.e. 2015.

Kathmadu University School of Management also introduced library education program, namely, Diploma in Library and Information Management in 2010. The programme is launched/run every year aiming to offer an innovative, post-experience and application-oriented management education for library and information centre officials for enhancing their professional competence.

3.3 Training of the Cataloguers

Education of the cataloguer may not be enough to face the real working situation. But it is the foundation on which the training for the cataloguing environment can be based. Therefore, training is essential to all the cataloguing library staff to perform their duty perfectly.

Training, in library environment, can be viewed as a subsystem of total library management. It is also related to human resource management activities like procurement and selection. The human resource without effective training to a particular job is just a crowd that cannot serve effectively and efficiently to the

office and the public. Therefore, effective cataloguing training should be provided to the cataloguers of a library.

3.3.1 Principles of Training

Training, in library environment, can be taken as a subsystem of the total library management system. It is related to human resource management functions. If the training is not effective, it affects in the success of the management system. Major principles of training according to Maphopha (2000) are:

(1) Training should be effective.

(2) Training should improve the way for executing the complex tasks efficiently. Hence, result oriented trainings are needed

(3) The training, which focuses on the improvement in both job performance and individual development, should be selected / preferred.

(4) Multi-skilling and flexibility are very important aspects of training. So, the training should be flexible and multi-skill oriented.

(5) From training, different benefits for the individual and the organization can be achieved. Example: work efficiency, improved service, tool for career development, etc.

3.3.2 Need for Training

The more the job becomes complex, the more the training requires. The challenge of computerization improves a way of executing tasks whilst at the same time complicating jobs (Steinhagen & Moynahan, 1998).

Training and retraining of cataloguers is very essential. To keep up with international standard, cataloguers have to attend workshops, seminars, and other related functioning where their skills can be sharpened. Staff exchange with other university will also be beneficial. This enhances the professional exposure and capacity building and ensures the adoption of best practices in cataloguing. (Adebayo, 2013)

3.3.3 Approach to Training

Training can take two basic forms: on-the-job or off-the-job, on the basis of where the training takes place. Different methods can be used in both approach uses. Methods are the ways to transfer knowledge/concept/skill. New methods also keep on emerging e.g. use of multimedia technology.

3.3.3.1 On-the-job Training

On-the-job training refers to the training one is in the job without leaving his duty. The training is provided at his own work place. According to Rothwell as cited in Maphopha (2000), this kind of training is done in unstructured way without preplanning. To promote the effectiveness of this training, following different methods can be used:

Demonstrations

Lectures

Discussion

programmed instruction

Simulation/role play method

Mentoring method

Literature circulation method

Research

Job exchange and so on.

No a single method is sufficient as a training tool. A variety of methods have to be tried and used in the training. Proper planning should be made to make the training effective.

3.3.3.2 Off-the-job Training

This training takes place outside the normal working environment. Such training might meet both organizational and individual's goal. Following methods are used in this kind of training (Maphopha 2000):

- simulation
- method
- visits (visiting other libraries)

- open learning
- professional contributions (playing active role of professional bodies)
- experimentation (doing experiment using the guideline)
- conferences, seminars, workshop, courses and meetings

3.3.4 Library Training in Nepal

After the restoration of democracy, the extension of education, research activities and rapid growth in the production of information, have led to the expansion and development of library services in Nepal as in the other nook and cranny of the world. Though Tribhuvan University, Central Department of Library and Information Science has been producing masters in library and information science i.e. professional librarians each year since 1995, the manpower skilled in the library work is still shortage. To respond this need, different organizations have been running short-term vocational trainings. In the beginning, such short-term trainings had been run by Tribhuvan University Central Library (TUCL), Nepal National Library (NNL) and Nepal Library Association (NLA). TUCL still has been running its 35-days training.

Library Management & Information Service Center (LIMISEC) was set up in 1998 and certified by CTEVT Nepal and had been running 35-days library science, level -3 training till 2013. Now, it has been running 3 months' library training replacing the 35-days training.

TULSSAA (Tribhuvan University Library Science Students' Alumni Association) was established in 1999 AD and being certified by CTEVT Nepal, it has been running 35-day library science training time and again.

Established in 1994, in addition to its main responsibility of introducing health related organization in Nepal, HealthNet Nepal has also been running digital library training of one and half months, and 3 months' library science training as approved by CTEVT Nepal.

In their 35 days' training, all of them has allocated around 20 hours for cataloguing. Now in 3 months' training, 24 hours has been allocated by CTEVT,

Nepal for cataloguing only. It has credited 50 hours for library automation in which most of the time is occupied by automated cataloguing.

3.4 Challenges of a Cataloguer

New technology has become blessing as well curse at the same time in the every sector of life and world. The library and its functions are also not exception of it. Explosion of information in each second and advancement in technology has made the library also more complex and challenging.

Cataloguers must always be mentally alert so as to apply cataloguing standards accurately and consistently because the enormous amount of information found on the internet needs to be properly organized by librarians and integrated into the university databases as well as in the OPAC. (Adebayo, 2013)

3.5 University Libraries

A university library aims to support its concerned university in different aspects like teaching, research, publication, conservation of knowledge and ideas, extension and service and interpretation. It is an integral part of a university set-up. Therefore it exists to serve the objectives of its parent organization. It should reflect the character of the university (Kumar, 1991).

There are altogether nine universities and different institutions of university standards in Nepal. They have their corresponding central libraries as well. They are:

1. Tribhuvan University
2. Nepal Sanskrit University
3. Kathmandu University
4. Purbanchal University
5. Pokhara University
6. Lumbini Buddha University
7. Agriculture and Forestry University
8. Mid-Western University
9. Far-Western University

Among them, Tribhuvan University has Library and Information Science school, namely, Central Department of Library and Information Science. The central department started Bachelor in Library Science (BLib), 1 year course in 2052 BS and it got continuity till 2058. Since 2059, it has been running 2 years academic program, Master in Library and Information Science. Kathmandu University School of Management has started a LIS education program named Diploma in Library and Information Management.

3.5.1 Tribhuvan University Central Library (TUCL)

TUCL was established along with its university in 1959 AD in Tripureshwor, Kathmandu. It is the largest library in Nepal by its own historical and archival importance as reflected by the visitors' notes. Government of Nepal decided to establish Central Library in the premises of Tribhuvan University at Kirtipur though the library was already started with a collection 1200 books. In course of its development, Nepal Government transferred the collection of 15000 books, and 14 staff from Lal Durbar to TUCL. Tribhuvan University formulated the its regulation in 2030 BS (1974 AD) to implement new education policy, which declared the library of TU as TUCL in Nepal.

TUCL has started the project of library automation using Koha. Koha is the first open-source Integrated Library System (ILS), its development is steered by a growing community of libraries collaborating to achieve their technological goals. Koha's impressive feature set continues to evolve and expand to meet the needs of its user. Koha is full-featured ILS. It includes modules for circulation, cataloging, acquisitions, serials, reserves, patron management, branch relationships, and more.

3.5.2 Pokhara University Central Library (PUCL)

Pokhara University Central Library (PUCL) was established along with its parent University in 1999. It began with a collection of 200 volumes of books. Now, the collection exceeds 21,000 volumes of books. In addition, there are the collection of periodicals, thesis and CDs, journals, e-journals, magazines and newspapers. This library is automated with Libra software from which all internal tasks such as book and patron management are being carried out by the software. For security

purpose library is using CCTV cameras. There are 4 cameras in reference section and 4 in circulation sections. There are altogether 12 staff working in the library. It is an academic library so it is responsible to disseminate information, store information for the use of users.

The main function of this library is to provide, information, resources and research support for its members. This library opens in all days except public and local holidays. Generally, library opens at early in the morning to late evening.

The users of PUCL are students, teachers, researchers and staff of the University. Currently, PUCL has more over 2200 users. Students, teachers and staff are the member of the library. If a person wants to enroll himself as a member, he/she should contact with library staff. After completing the formalities, he/she will be registered as a member. It is requested that two copies of auto size photographs along with filled library form should submit to the library.

PUCL provides the services like book transactions, document delivery, user education, reference service, CAS (Current Awareness Service), OPAC services, reprography & Printing facilities

3.5.3 Kathmandu University Central Library (KUCL)

Kathmandu University Central Library (KUCL) is in Dhulikhel Campus, Management and Education Library in Lalitpur, for Music and Fine Arts in Bhaktapur, and for Medical Sciences KUMS Library in Chaukot, Panauti for Basic Sciences, for Clinical Sciences in Dhulikhel Hospital KUTH. All libraries hold books, video and audio cassettes, CD-ROMS, journals and magazines specific to the areas taught in their campus.

The library holds more than 56,091 volumes of books , 2500 - CD-ROMs, 200 - Video cassettes, 125 - Journal titles and newsletters and 75 - Audio cassettes.

 KUCL is situated in one of the beautiful hills of Dhulikhel, Kavre, 28 km from Kathmandu surrounded by greenery and magnificent view of the Himalayas in the north, in a pollution free environment. The library building is centrally located within the campus and is accessible within a reach of five minutes from each and every

department. It is of three storey building having 10,000 sq ft area in each storey. It is well planned and will be sufficient for future development.

KUCL has library automation. Library automation means automating all the housekeeping operations of the library such as, acquisition, cataloguing, serials control, circulation, OPAC, etc. KU library previously used CDS/ISIS for information storage & retrieval. It was just a computerized catalogue. The technological development and the increasing demand of the users compelled us to think of the library automation, which resulted to purchase Software for University Libraries (SOUL) developed by INFLIBNET Centre, an inter-university centre of UGC of India. It has been installed and used in three different libraries of KU, i.e. Central library, KUMS library and Management & Education library, which made KU library the first academic library to have library automation in Nepalese context. The web-based Online Public Access Catalogue (OPAC) is a remarkable feature of the software by which a user would be able to find out his/her requirements and his status himself online. The use of Barcode makes the circulation work fast and systematic.

Chapter Four
RESEARCH METHODOLOGY

4.1 Research Design

The study has tried to investigate the current situation about the education and training of cataloguers in the Nepalese university libraries. Hence descriptive research design has been used. The research tool used for data collection is quantitative method through questionnaire and secondary data available from the websites and from the printed record of respective universities.

4.2 Population

This study is focused on the training of cataloguers in the Nepalese University libraries. The population frame for the study comprises all the library professionals who are involved in the cataloguing work in the following university libraries of Nepal:

- ➢ Tribhuvan University Central Library
- ➢ Kathmandu University Central Library
- ➢ Pokhara University Central Library

4.3 Sampling Procedure

A sample of 28 library staff was purposively taken from the staff of TUCL, KUCL, and PUCL. Hence the sampling method is non-probability purposive sampling. So non-probability purposive sampling has been used in the data collection i.e. data are collected only from those users who are willing to fill-up the questionnaire and doing the work of cataloging.

4.4 Data Collection Procedure

The study is mainly based on primary data and some secondary data. For secondary data collection, library record of the concerned libraries, and the literature about worldwide cataloguing practices was reviewed and the noteworthy ones have been mentioned in chapter two.

A survey is conducted to find out what the cataloguers are doing; what is their attitude towards cataloguing; what education and training they received; and the

training needs as perceived by them. The results of the survey are presented and analyzed in this chapter. Analyzing of the data is to change it from a raw form to an understandable, usable and useful presentation. The analysis of data consists of measuring the variables, exploring the phenomenon, describing the data, identifying the relationship between variables, comparing the variables (Pant, 2012).

The data of the survey was collected using questionnaire. Both closed and open-ended questions were used in the questionnaire. Personal interview, direct observation, telephone, email /internet and agent were also used while collecting data. According to Foddy as mentioned in Maphopha, (2000: 85)"Asking questions is widely accepted as a cost-efficient way of gathering information about the past behavior experiences private actions and motives, beliefs, values and attitudes."

4.4.1 Designing the Questionnaire

A set of questionnaire was designed for collecting data. Both closed and open ended questions were used to collect the required data. Most of the questions were of closed type and a few questions were open ended. The closed questions were asked help the respondents to limit their answers within the alternatives given where as open ended questions allowed the respondents to answer them in any way they choose. The closed questions were asked to elicit quantitative variables. To elicit the data underlying beyond the researcher's expectation and to know the respondent's motive to the subject, a very few open-ended questions were asked.

The questionnaire was divided into four parts. They are:

A. General information of the university libraries and the staff: This part dealt with demographic information and other related variables. This data provided background information about the respondents for the study.

B. Attitude and task performance of the cataloguers: This part helped to list only the tasks that are regarded as primary importance. This information does not answer the primary concern of the study but reveals the characteristics of population, their tasks, their changing nature, and the training that they need for improvement.

C. Education and training on librarianship of the cataloguers: This part dealt with the variables related with the education obtained by the cataloguers and the training status of different libraries.

D. Training needs for the cataloguers: This part was designed to elicit the variables about the specific training needs related to the respondents' work.

The respondents were personally contacted for collection of data. Altogether twenty-eight questionnaires were distributed to the library staff, both professional and paraprofessional ones, of the aforementioned target libraries on August 14th and collected on August 28th, 2015. Several follow up requests were made for collection of the data. After collecting the questionnaires, few respondents were contacted via telephone for editing unclear data.

4.5 Data Analysis Procedure

Descriptive statistical methods such as frequency distribution, percentage, and pie-charts and bar charts have been used for presentation and interpretation of the collected data. Each data has been analyzed to make the study clear and precise. PSPP GUI based open-source software and MS Office-Excel were used for entering and analyzing the data.

<center>**Chapter Five**</center>

<center>**ANALYSIS AND PRESENTATION OF DATA**</center>

5.1 Introduction

Data analysis is regarded as one of the most important stages of a research study. Analyzing of the data is to change it from a raw form to an understandable, usable and useful presentation. After the collection of data, they should be processed. The process of transforming data is called analysis: examination and interpretation of data to draw conclusions. The analysis of data consists of measuring the variables, exploring the phenomenon, describing the data, identifying the relationship between variables, comparing the variables (Pant, 2012).

In this chapter, an attempt has been made to describe the status of cataloguers in the university libraries of Nepal. The analysis has been conducted on the bases of the respondents from TUCL, KUCL and PUCL. The analysis and presentation has been done in the descriptive way.

As the data was collected with questionnaire divided into four different parts, the analysis has been done accordingly under the following headings:

1. General Status of the university library staff
2. Attitude and task performance
3. Education and training of the cataloguers
4. Training needs

5.2 General Status of the University Library Staff

5.2.1 Strength of Library Staff

Regarding the strength of the library staff, TUCL has the greatest number of professional, para-professional and non-professional staff among all the university. Now, it has altogether 60 staff. Among them, 11 are professional ones i.e., there are ranked in officer level. This is the very interesting fact in this library is that many para-professional librarians i.e. ranked in library assistant level are

qualified to be the professional ones on the basis of the education and training they achieved, and they are working their job excellently.

KUCL has altogether 11 personnel, of which number of para-professional staff is 4 and that of non-professional is 7. There is no professional library staff now, the para-professional staff are running the library works smoothly.

There are altogether 14 library staff in Pokhara University Library. Among them, only three persons are professional ones. They been using Libra library automation software and running it smoothly. The strength of the university staff of the representative libraries can be presented as in the following table and figure:

Table 5.1: Strength of Library Staff

Category	No. of staff		
	TUCL	KUCL	PUCL
Professional	11	-	3
Para-professional	20	4	2
Non-professional	29	7	9
Total	**60**	**11**	**14**

Figure 5.1: Strength of Library Staff
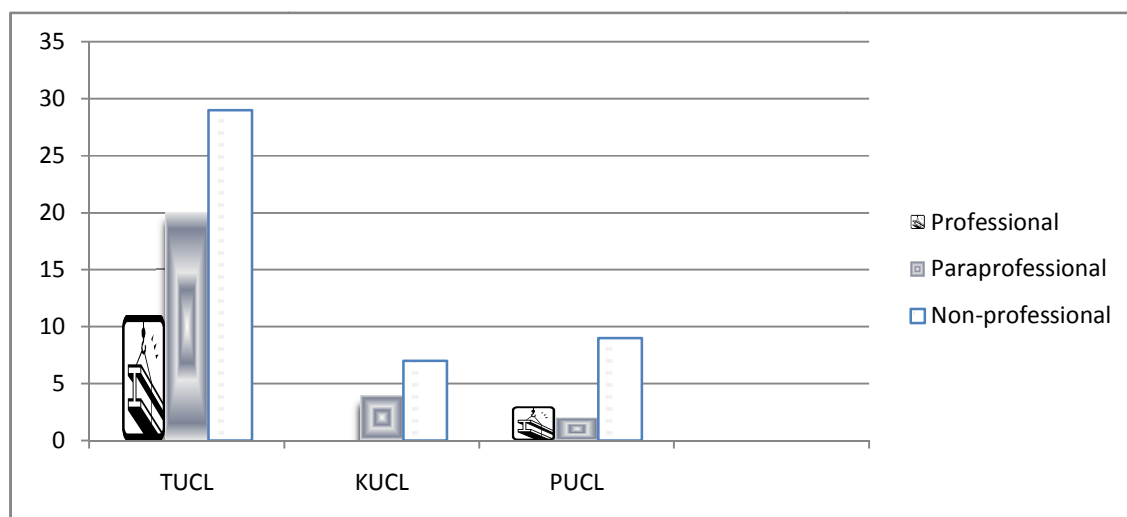
5.2.2 Academic Qualification of the Respondents

Majority of the respondents have master degree (67.86%), followed by Bachelor (21.43%) and 10 +2 (10.71%). Table 5.2 and figure 5.2 clearly present their academic qualification.

Table 5.2 Academic Qualification

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10+2	1	3	10.71	10.71	10.71
Bachelor	2	6	21.43	21.43	32.14
Master	3	19	67.86	67.86	100.00
Total		28	100.0	100.0	

Figure 5.2: Academic Qualification of the Respondents
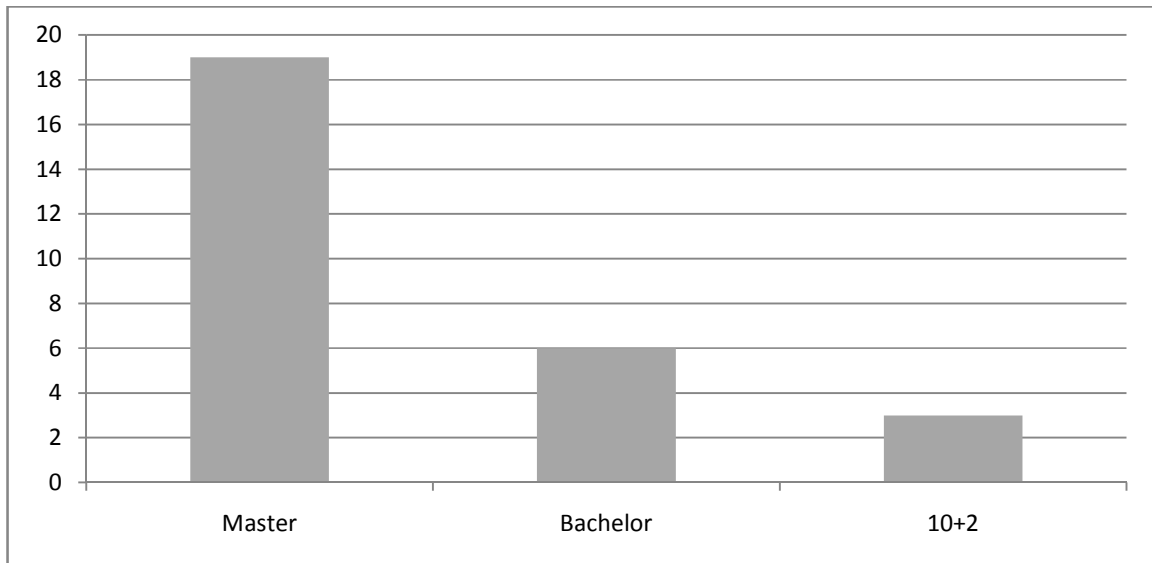
This academic qualification not only includes the education in librarianship but also their academic degree in other subjects. This shows that the scope and interest towards the librarianship is growing in Nepal.

5. 2.3 Experience in Cataloguing/Library Work

Table 5.3 and figure 5.3 show that 50% of the cataloguers in the university are found highly experienced i.e., those having experience of more than ten years. They are followed by 32.14% people having 5-10 years experience and 17.86% of them with 1-5 years experience.

Table 5.3: Experience in Cataloguing

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1-5 yrs	2	5	17.86	17.86	17.86
5-10 yrs	3	9	32.14	32.14	50.00
10+yrs	4	14	50.00	50.00	100.00
Total		28	100.0	100.0	

Figure 5.3: Experience in Cataloguing
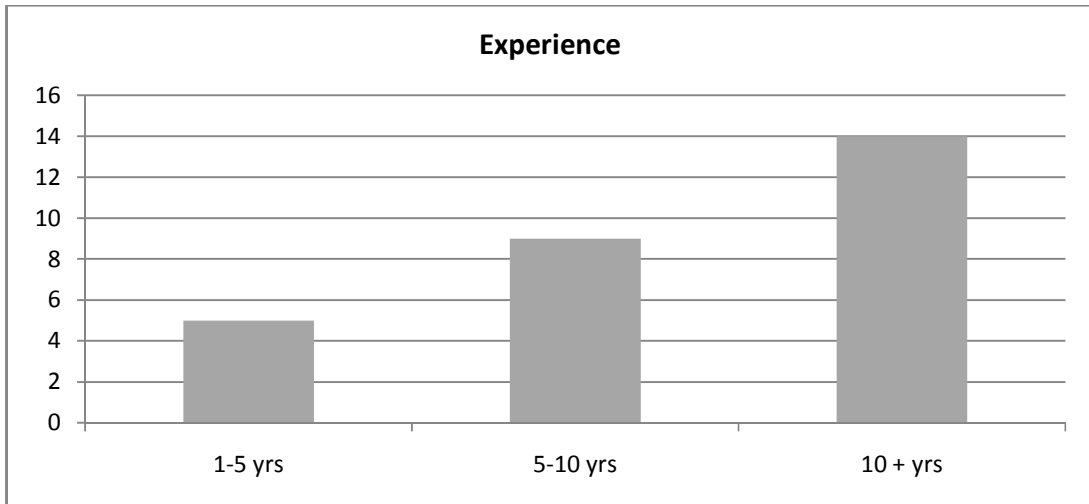
This shows that the cataloguers in the university libraries are very experienced and have been working as cataloguers for a long time. If experience is taken into consideration, the quality of work records in catalogue should be high.

5.3 Attitude and task performance

5.3.1 Do you like cataloguing work?
Most of the respondents (89.29%) liked cataloguing and just 10.71% disliked it. Table 5.4 and figure 5.4 clearly present the reality.

Table 5.4: Like of Work

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	25	89.29	89.29	89.29
No	2	3	10.71	10.71	100.00
Total		28	100.0	100.0	

Figure 5.4: Like of Work

Like of Work
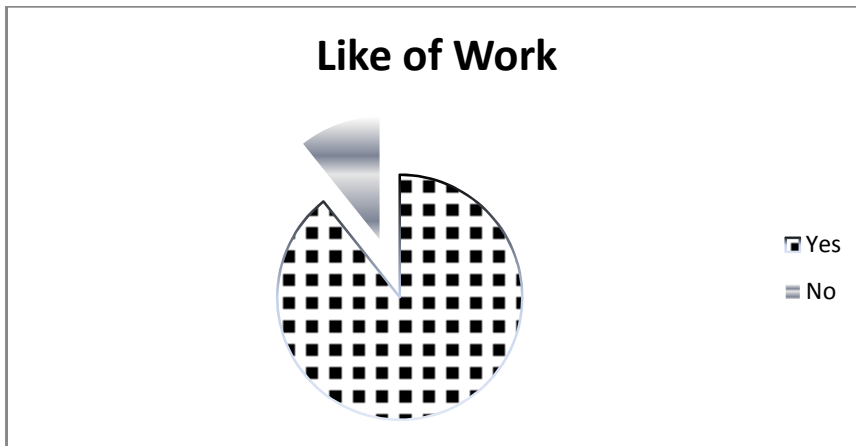
In general opinion, cataloguing is taken as least liked of library jobs as mentioned in Maphopha (2000: 95). This finding refutes this in the context of Nepal since 89% respondents liked this. In the earlier days, card cataloguing was in use and it was felt tedious. Now cataloguing using different kinds of softwares (that have facility of z39.50 protocol) has been in use though some libraries still maintaining both types. This might have been the reason that many respondents liked it. It was also as expressed by some of the respondents while collecting data.

5.3.2 What type of materials do you catalogue?

The cataloguers were give two options of responses: book and non-book . 46.43 % of them marked both of the options that means they catalogue both book and non-book material. 46.43% marked book and 7.14% marked non-book. See, table 5.5 and figure 5.5.

Table 5.5: Types of Cataloguing Materials

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Book	1	13	46.43	46.43	46.43
Non-book	2	2	7.14	7.14	53.57
Both	3	13	46.43	46.43	100.00
Total		28	100.0	100.0	

Figure 5.5: Types of Cataloguing Materials
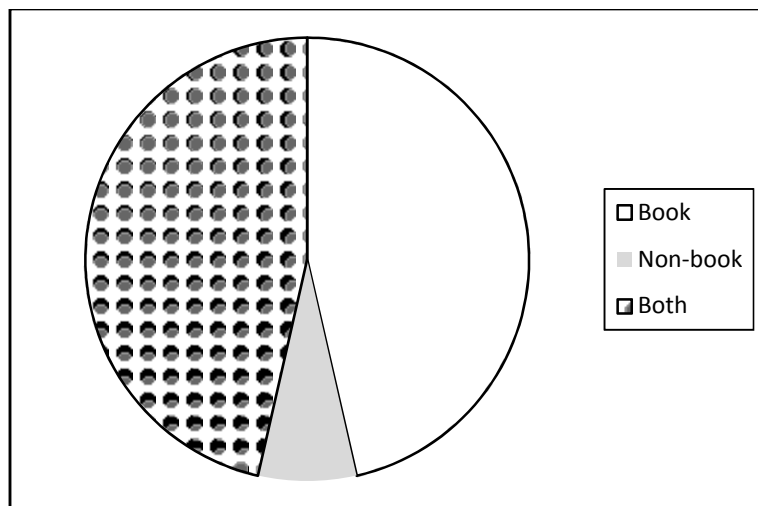
Cataloguers work with a variety of documents that may differ from library to library. New formats are continually being added to the traditional print format. Books still get a significant portion of documents catalogued as indicated by 46% respondents who catalogue book only and 46% who catalogue both book and non-book materials. A few respondents (7%) catalogue non-book materials only. There is lack of sufficient manpower in most of the libraries of Nepal. So, a cataloguer cannot remain cataloguing only one type of documents. This may be the reason behind the result.

5.3.3 Which of the following duties do you perform?

The following table and the figure show that majority (64.29%) of the cataloguers were found performing their duty as original cataloguing. 21.43% were found performing both type of cataloguing and 14.29% responded they that they performed copy cataloguing only.

Table 5.6: Duties Performed

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Original cataloging	1	18	64.29	64.29	64.29
Copy cataloging	2	4	14.29	14.29	78.57
Both	3	6	21.43	21.43	100.00
Total		28	100.0	100.0	

Figure 5.6: Duties Performed
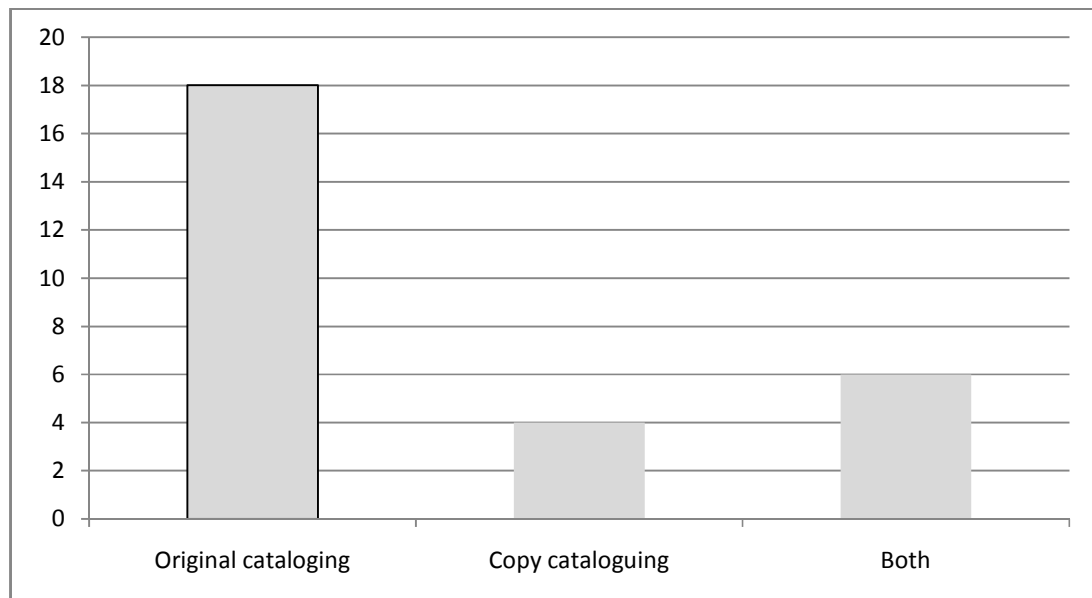
This means that the libraries are not participating in cooperative efforts or are not using available records for copy cataloguing.

According to Pradhan (2014), the reasons for not using copy cataloguing are as follows:

- In Nepal, higher level body such as University Grant Commission has not developed a cooperative cataloguing system. In 2013, NULISN (Networking of university libraries and information system in Nepal) was started and a website http://nulisn.healthnet.org.np was developed. From this website , copy cataloguing could be done from TUCL, Patan Academy of Health Sciences, Pokhara University Central Library and B.P. Koirala Institute of Health Science. This project was ended in 2014 and not continued.
- In Nepal, ISBN is provided by TUCL but they have not developed an online catalogue system for the books for which ISBN is assigned.
- Qualified cataloguers are not involved in cataloguing, and the less qualified ones may not have the idea about copy cataloguing.

All university libraries catalogue the theses and dissertations of their own students and other locally produced reports and publications. This is the reason for the large number who do not do cataloguing. So, it can be hoped that the trend of using both types of cataloguing is growing.

5.3.4 Is cataloguing in your library centralized?

Majority of the cataloguers (i.e. 53.57%) responded that they were performing their cataloguing work in the centralized environment, and 46.43% of them were found that they were performing decentralized cataloguing. Table 5.7 and figure 5.7 clearly reveals the fact.

Table 5.7: Centralized Catalogue

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	15	53.57	53.57	53.57
No	2	13	46.43	46.43	100.00
Total		28	100.0	100.0	

Figure 5.7: Centralized Catalogue
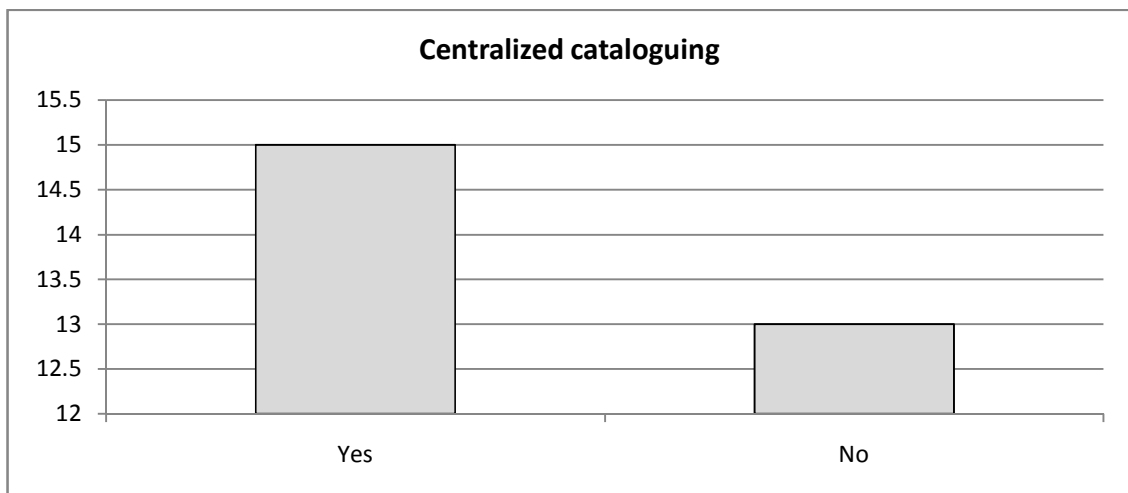
From the response to this question, it clearly shows that cataloguing is still centralized in the universities of Nepal. Decentralization means that cataloguing is distributed in service units.

5.3.5 Which tasks do you perform?

Five different tasks were given as options to this question. Some of the respondents marked more than one option and some marked all of the options.

The table 5.8 and figure 5.8 show that 28.57% cataloguers performed bibliographic description. 21.43% of them performed all of the works (i.e. bibliographic description, classification, subject catalogue, catalogue maintenance, online verification, quality control) listed in the questions. 17.86% of them performed classification, and 10.71-10.71% of them performed subject catalogue

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and online verification. 7.14% and 3.57% of them were found performing catalogue maintenance and quality control respectively.

Table 5.8: Tasks Performed

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Bibliographic description	1	8	28.57	28.57	28.57
Classification	2	5	17.86	17.86	46.43
Subject catalogue	3	3	10.71	10.71	57.14
Catalogue maintenance	5	2	7.14	7.14	64.29
Online verification	7	3	10.71	10.71	75.00
Quality control	8	1	3.57	3.57	78.57
All	10	6	21.43	21.43	100.00
Total		28	100.0	100.0	

Figure 5.8: Tasks Performed
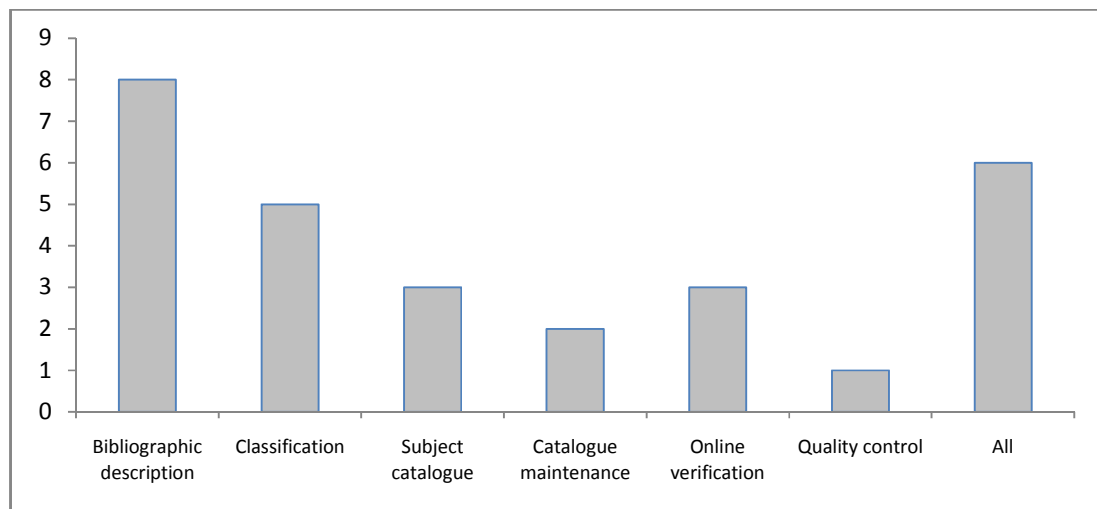
There is categorization of professional, para-professional and non-professional by their post or designation in the university libraries but there is no actual work division. Bibliographic description, classification and subject cataloging are the top tasks, and the tasks like catalogue maintenance, online verification are regarded as non-professional tasks. But it is not practiced effectively in actual operation.

5.3.6 Do you work online?
Here online work means working in online catalogue. The data shows that 50% of staff performed online cataloguing while the rest did not work online.

Table 5.9: Online Working

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	14	50.00	50.00	50.00
No	2	14	50.00	50.00	100.00
Total		28	100.0	100.0	

Figure 5.9: Online Working
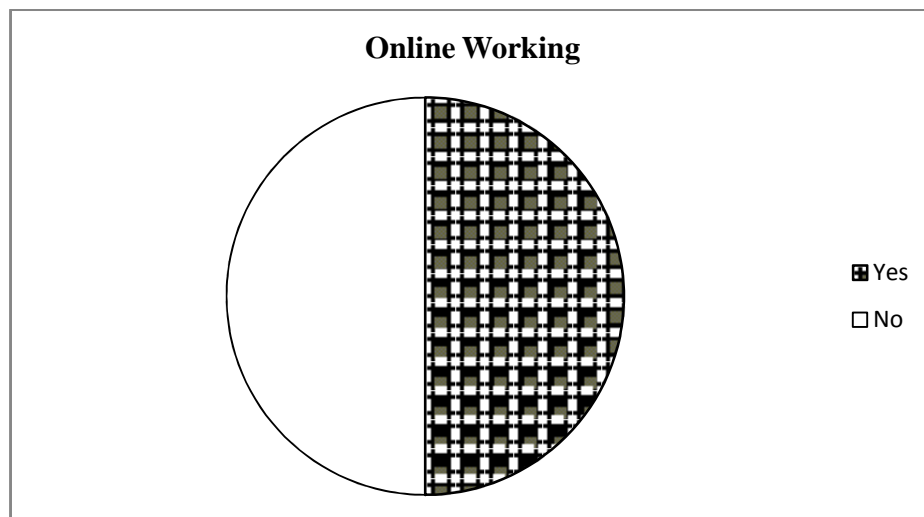
In this age of digital libraries, online cataloging is performed by just 50% staff. It is not considered satisfactory. It might have happened because of the lack of sufficient facilities like dedicated fast internet, uninterrupted power supply and

lack of efficient manpower for handing the hacking problems and so on. In the university of Nepal, only one university, namely, TUCL has been practicing online cataloguing in Koha Intergrated System.

5.3.7 Do you use z39.50 protocol for copy cataloguing?

Z39.50 is an internationally standard client-server, application layer communications protocol for searching and retrieving information from a database over a TCP/IP network. Regarding it, 68% of the cataloguers used z39.50 protocol for cataloguing.

Table 5.10: Z39.50 Protocol

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	19	67.86	67.86	67.86
No	2	9	32.14	32.14	100.00
Total		28	100.0	100.0	

Figure 5.10: Z39.50 Protocol
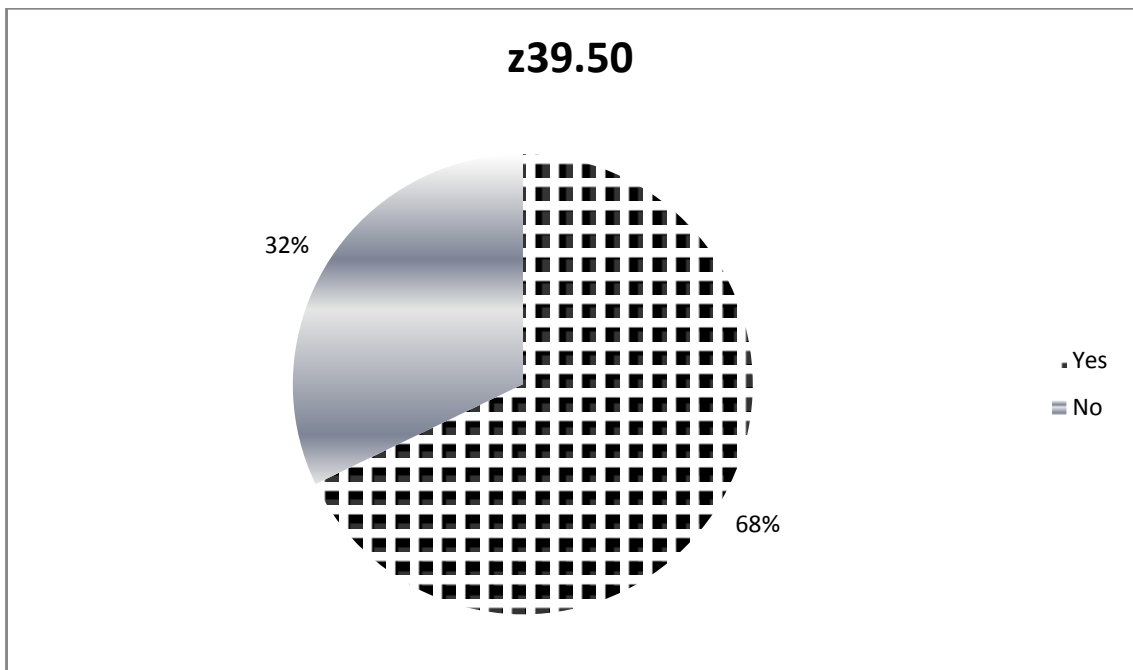
Z39.50 is used in copy cataloguing and online environment. But the responses to the three different questions contradict themselves.

5.3.8 If yes, which database(s) do you use for copy cataloguing?

Table 5.11 and figure 5.11 show that most of respondents (84.21%), who perform copy cataloguing, used the database of Library of Congress for copy cataloguing and 10.53% of them used National library of Medicine database. Only 5.26% of them used all of the given databases (i.e., Library of Congress, National Library of Medicine and National Library of Canada).

Table 5.11: Database for Copy Cataloguing

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Library of Congress	1	16	57.14	84.21	84.21
National Library of Medicine	2	2	7.14	10.53	94.74
All	10	1	3.57	5.26	100.00
	.	9	32.14	Missing	
Total		28	100.0	100.0	

Figure 5.11: Database for Copy Cataloguing
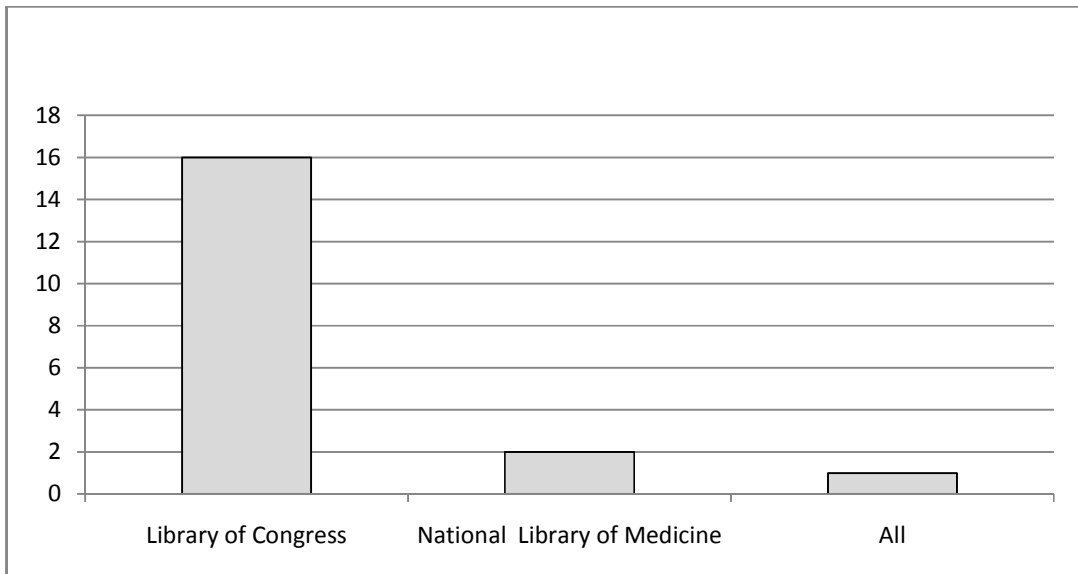
It can be interpreted that Library of Congress database is most popular among the Nepalese cataloguers.

5.4 Education and Training of Cataloguers

This subsection deals with the item-wise analysis of the questions related with education and training of the cataloguers.

5.4.1 Did you get academic education in librarianship?

The following table and the figure show that the largest number of cataloguers (71.43%) received formal education in librarianship and there are still some portion (28.57%) of staff engaged in the library profession who have not received any academic library education.

Table 5.12: Education in Librarianship

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	20	71.43	71.43	71.43
No	2	8	28.57	28.57	100.00
Total		28	100.0	100.0	

Figure 5.12: Education in Librarianship
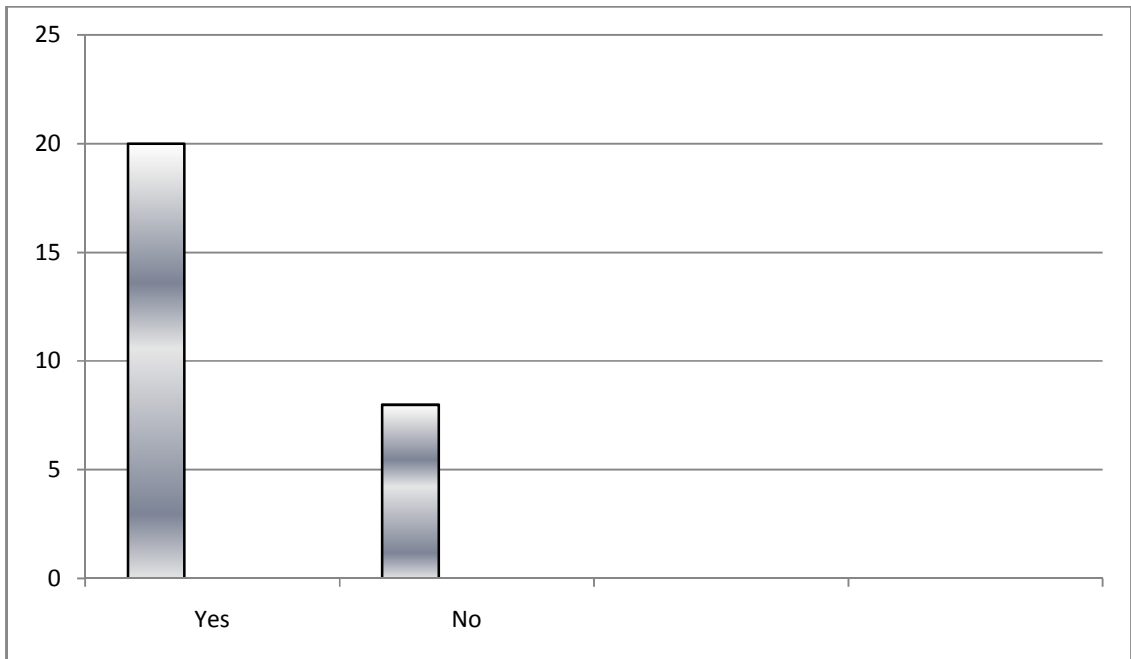
Those who didn't get formal education in librarianship, might have learned from library training.

5.4.2 Where did you get your education on librarianship?

So far as the education in librarian is concerned, generally, Nepalese either study in India or in Nepal. There was no any institute in Nepal that managed for library education before 1995.

The analysis shows that majority of the cataloguers received their formal education in librarianship in Nepal and 40% of them received their education in India.

Table 5.13: Place of Education

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
India	1	8	28.57	40.00	40.00
Nepal	2	12	42.86	60.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.13: Place of Education
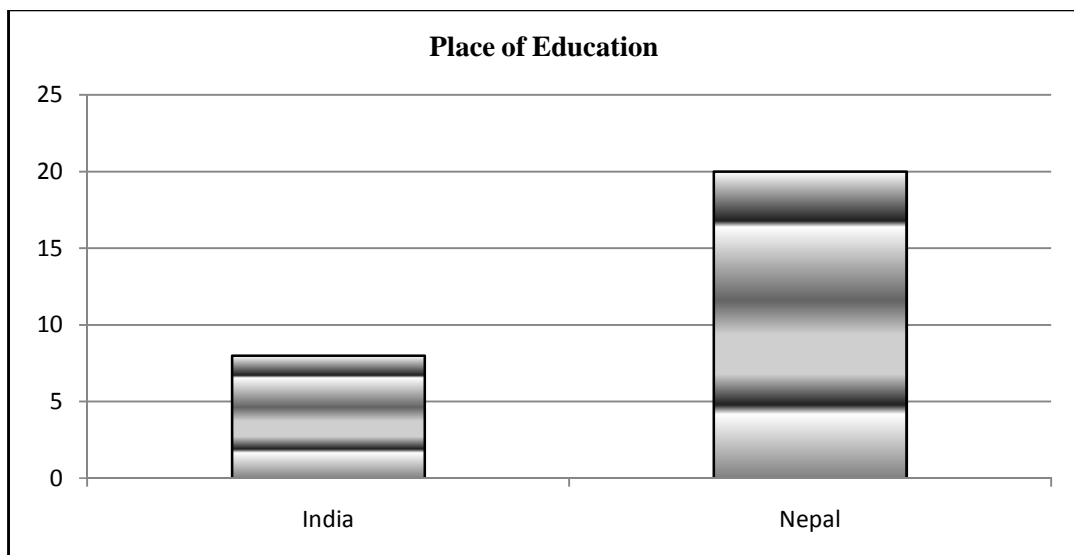
It is a matter of proud of our country, Nepal that it is gradually preparing and increasing the production of library professional within the country.

5.4.3 In which cataloguing procedures did you receive education?

It is found from their response that 20% of the respondents received all sorts of cataloguing procedures in their academic course, 30-30% of respondents stressed on classification and subject catalogue equally and that of 10% and 5 % emphasized on bibliographic description and authority work respectively. Table 5.14 and figure 5.14 presents the situation more clearly.

Table 5.14: Education on Cataloguing Procedure

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Bibliographic description	1	3	10.71	15.00	15.00
Classification	2	6	21.43	30.00	45.00
Subject catalogue	3	6	21.43	30.00	75.00
Authority work	4	1	3.57	5.00	80.00
All	10	4	14.29	20.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.14: Education on Cataloguing Procedure
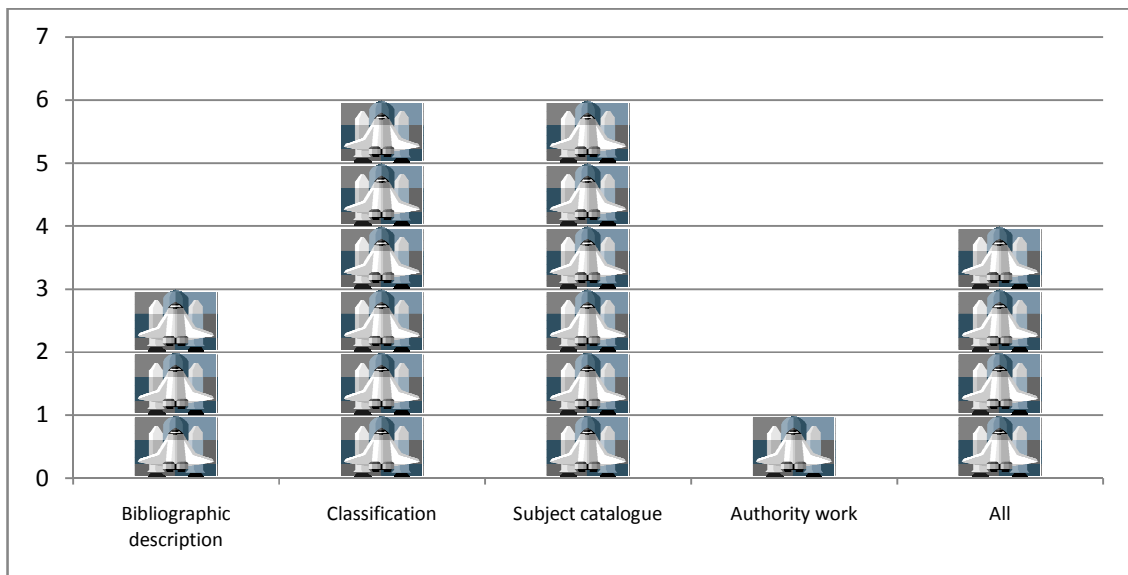
5.4.4 Rate the Knowledge of cataloguing you gained in your academic programme.

The evaluation of the education was perceived to be good and upwards in respect of all the factors named. Very few ones found it poor to fair. It seems that the

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planning of the academic programme is not so satisfactory. Nobody said the education programme was excellent.

Table 5.15: Rating Knowledge of Catalogue in Academic Programme

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Poor	1	1	3.57	5.00	5.00
Fair	2	3	10.71	15.00	20.00
Good	3	13	46.43	65.00	85.00
Very good	4	3	10.71	15.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.15: Rating Knowledge of Catalogue in Academic Programme
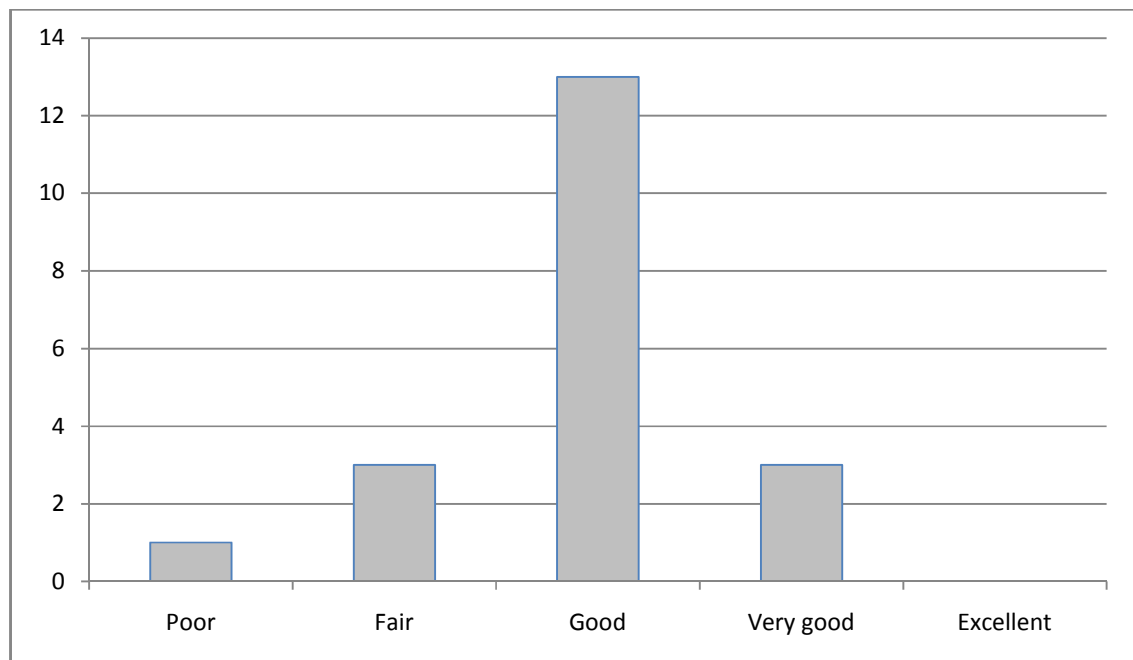
5.4.5 Did you get cataloguing as a prospective job?

Most of the respondents , i.e. 23 (82.14%) regarded the task of cataloguing as perspective job and just 17.86% of them did not regarded it as perspective job. See table 5.16 and figure 5.16 to observe it clearly.

Table 5.16: Cataloguing as Perspective Job

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	23	82.14	82.14	82.14
No	2	5	17.86	17.86	100.00
Total		28	100.0	100.0	

Figure 5.16: Cataloguing as Perspective Job
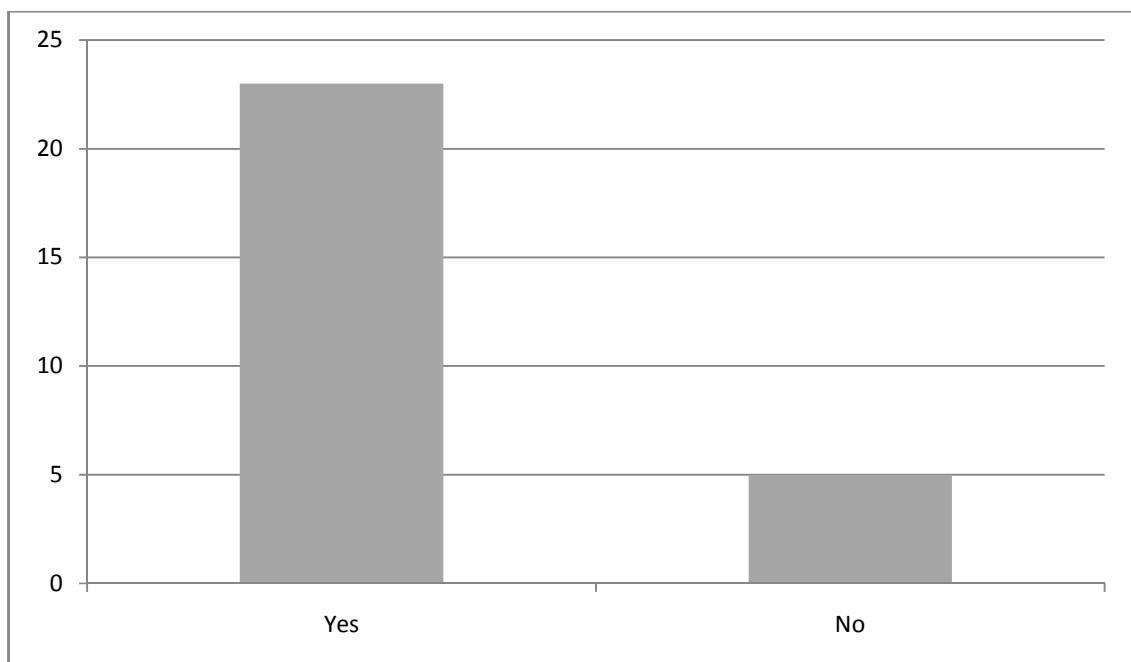
This shows their positive attitude towards their work. This fact is positive for both the respondents and their respective organizations.

5.4.6 How long after qualifying did you start to do cataloguing work?

The analysis shows that majority of the respondents (71.43%) started cataloguing immediately after being qualified. 14.29% and 10.71% and 3.57% started their job after 1-5 years, 5-10 years and after 10+ years respectively. It is amazing that so many people started cataloguing after quite a number of years. These people would require much more training than others.

Table 5.17: Interval in Qualification and Cataloging Work

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Immediately	1	20	71.43	71.43	71.43
1-5 years	2	4	14.29	14.29	85.71
5-10 years	3	3	10.71	10.71	96.43
10+years	4	1	3.57	3.57	100.00
Total		28	100.0	100.0	

Figure 5.17: Interval in Qualification and Cataloging Work
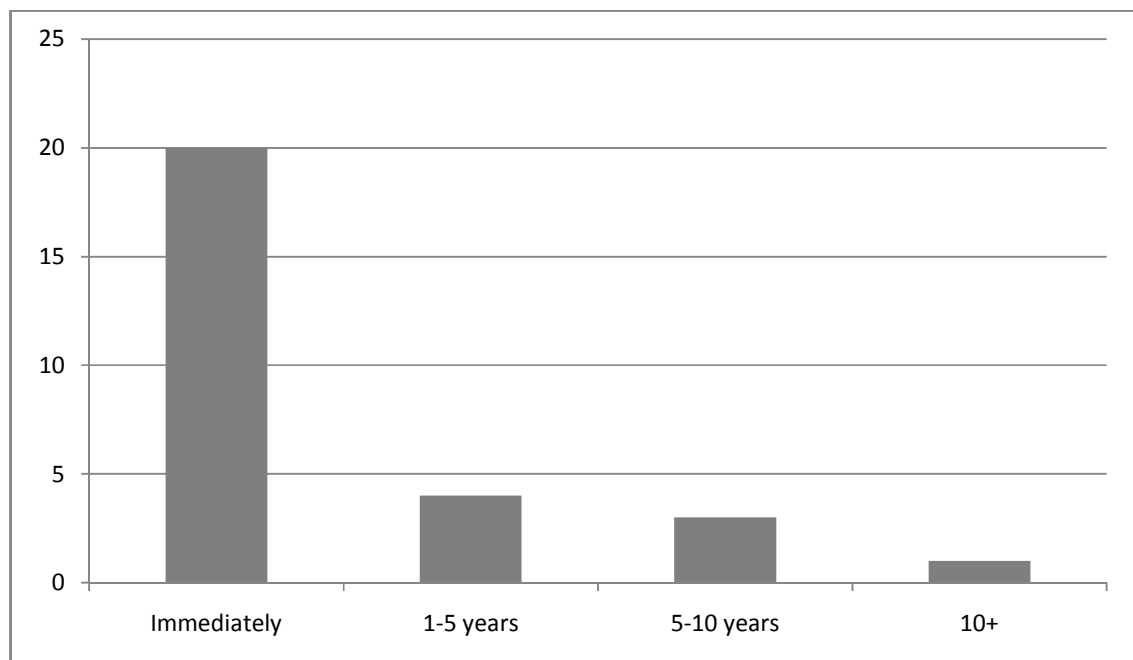
5.4.7 Did you get any training of cataloguing or any other library work?

Table 5.18 and figure 5.18 show that majority of the cataloguers (71.43%) were trained and the rest ones were not.

Table 5.18: Training of Cataloguing/Other Library Work

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	20	71.43	71.43	71.43
No	2	8	28.57	28.57	100.00
Total		28	100.0	100.0	

Figure 5.18: Training of Cataloguing/Other Library Work
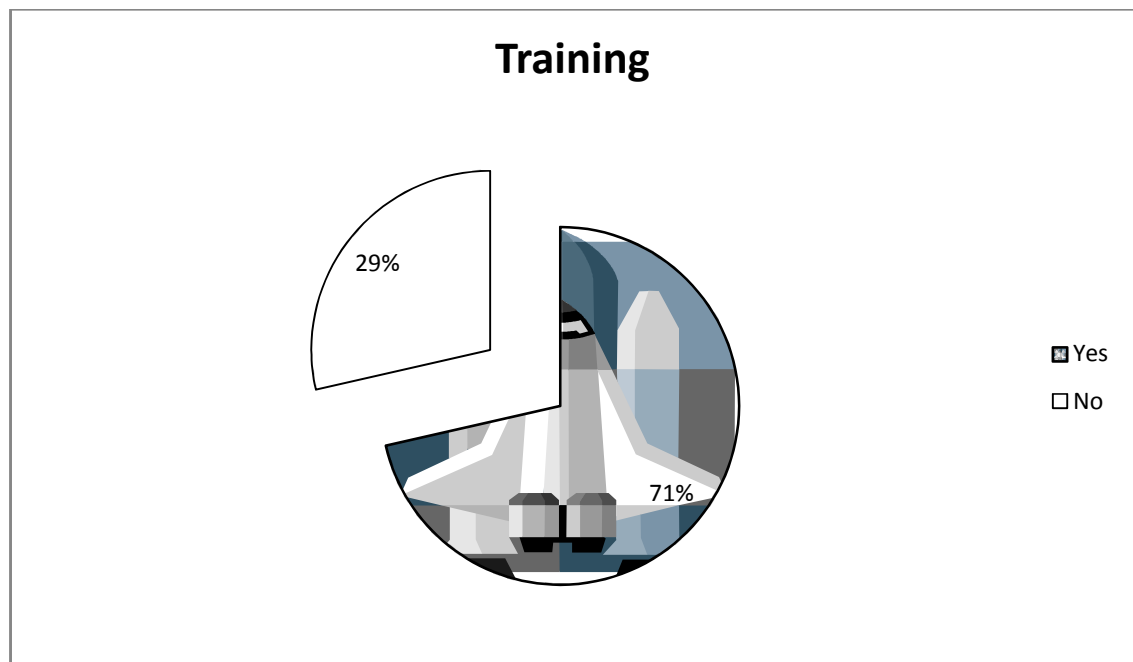
The study shows that the largest number of the respondents received training but it is interesting to know that there are university library staff who had never taken training in a library work. It might be that they could perform the library works on the basis of their formal academic course in librarianship only. They should be given training for the better performance in cataloguing and other library works.

5.4.8 If yes, which one training did you get?

Among the cataloguers/respondents who got training, most significant percentage i.e. 65% had received on-the-job training and 35% people had received off-the-job training. It is no good to make the newly appointed librarians work without some special training.

Table 5.19: Type of Training

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
On-the-job	1	13	46.43	65.00	65.00
Off-the-job	2	7	25.00	35.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.19: Type of Training
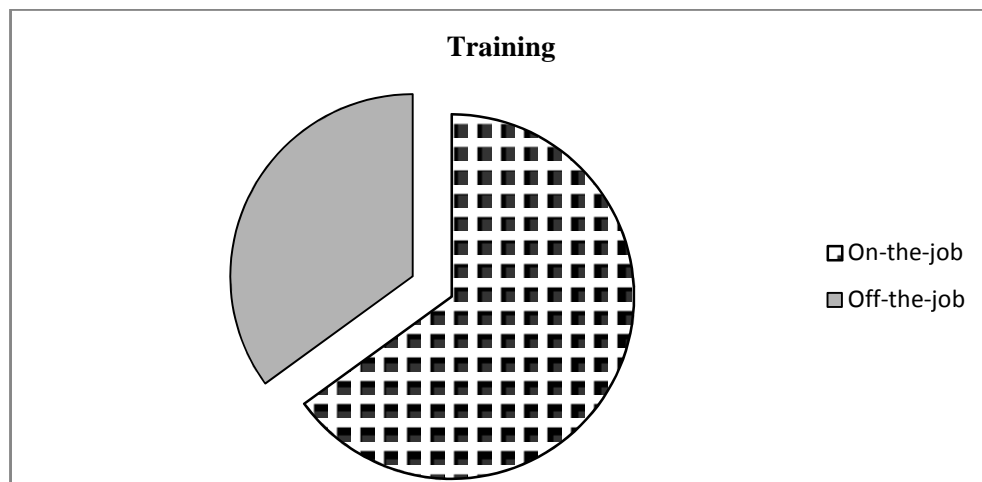
5.4.9 Did you get any on-the-job training for your job when were a first time cataloguer?

The analysis shows that just 50% of the respondents received initial on-the-job training and 50% did not receive any initial in service training. It is granted that all cataloguers should get in service training.

Table 5.20: Initial In-service Training

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	10	35.71	50.00	50.00
No	2	10	35.71	50.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.20: Initial In-service Training

This shows the very poor situation of university libraries in Nepal. This may be the result of poor human resource planning and lack of budget.

5.4.10 Which training methods were used during your training period?

In Nepal, lecture method has dominating role in any academic programme and even in the vocational training. The reality has been reflected in this research study too since 55% respondents felt that their training was conducted using lecture method and 45% of them felt that it was performed using practical method.

Table 5.21: Training Method

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Lecture	1	11	39.29	55.00	55.00
Practical experience	4	9	32.14	45.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.21: Training Method
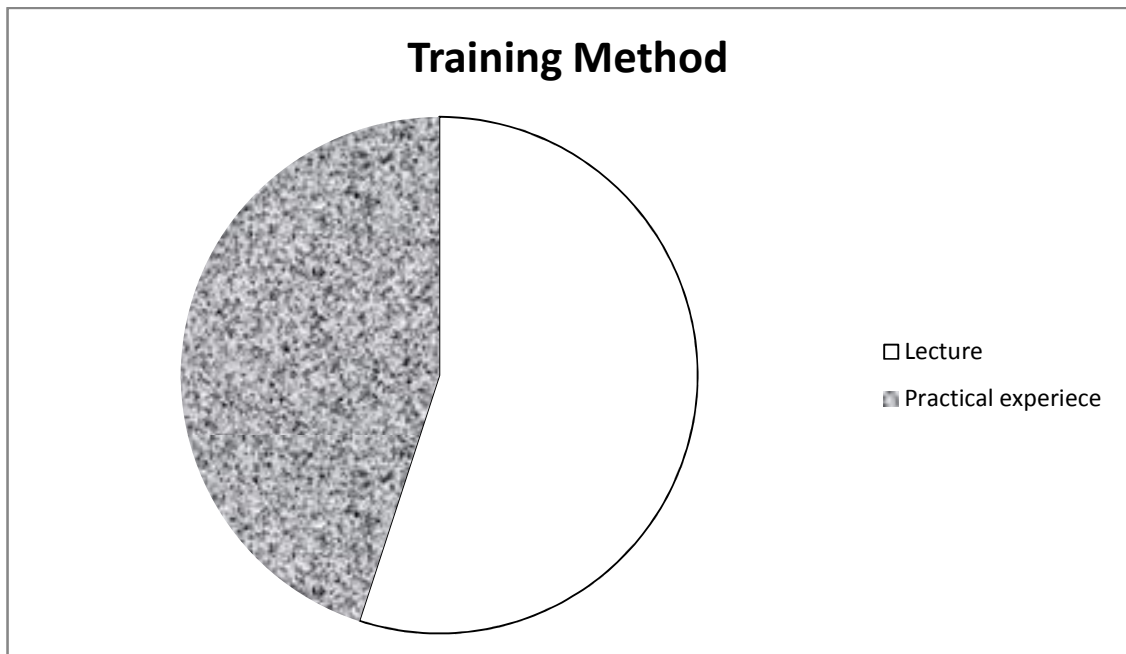
It may be interpreted that the situation might gradually be moving towards practical experience from lecture method.

5.4.11 Please, rate your library training programme for cataloguing in terms of identified features.

Majority of the cataloguers (65%) felt that the training programme they received was good. The following table and the figure present the reality clearly.

Table 5.22: Rating of Training Programme

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Poor	1	1	3.57	5.00	5.00
Fair	2	3	10.71	15.00	20.00
Good	3	13	46.43	65.00	85.00
Very good	4	2	7.14	10.00	95.00
Excellent	5	1	3.57	5.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.22: Rating of Training Programme
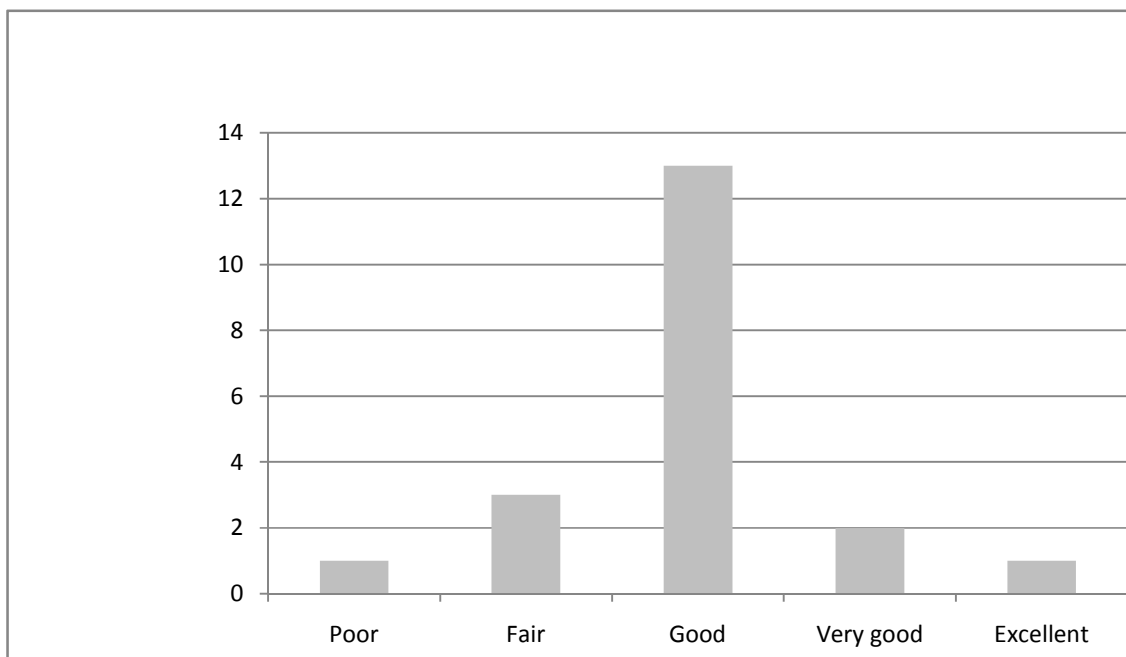
This shows the training they received is perceived good, they rated fair and very good in the second and third position respectively. This seems that the effectiveness of the trainings was good, but not so good.

5.4.12 How was your cataloguing training programme structured?
Table 5.23: Training Structure

It seems that structured program is most common since 70% of the respondents received the structured training. A structured training program has a clearly detailed schedule, time frame, outline of activities, and assignment of responsibilities of trainers.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Structured	1	14	50.00	70.00	70.00
Unstructured	2	6	21.43	30.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.23: Training Structure

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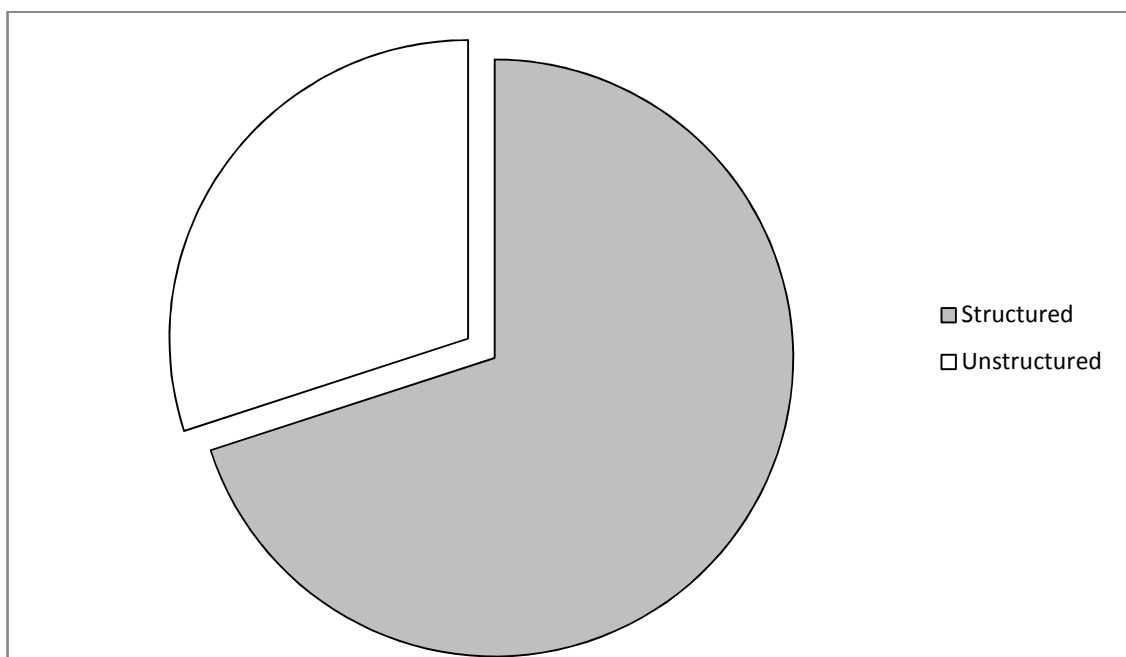
5.4.13 Does the training you receive on the job satisfy all of your training needs?

Table 5.24: Meeting Training Needs

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	6	21.43	30.00	30.00
No	2	14	50.00	70.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.24: Meeting Training Needs
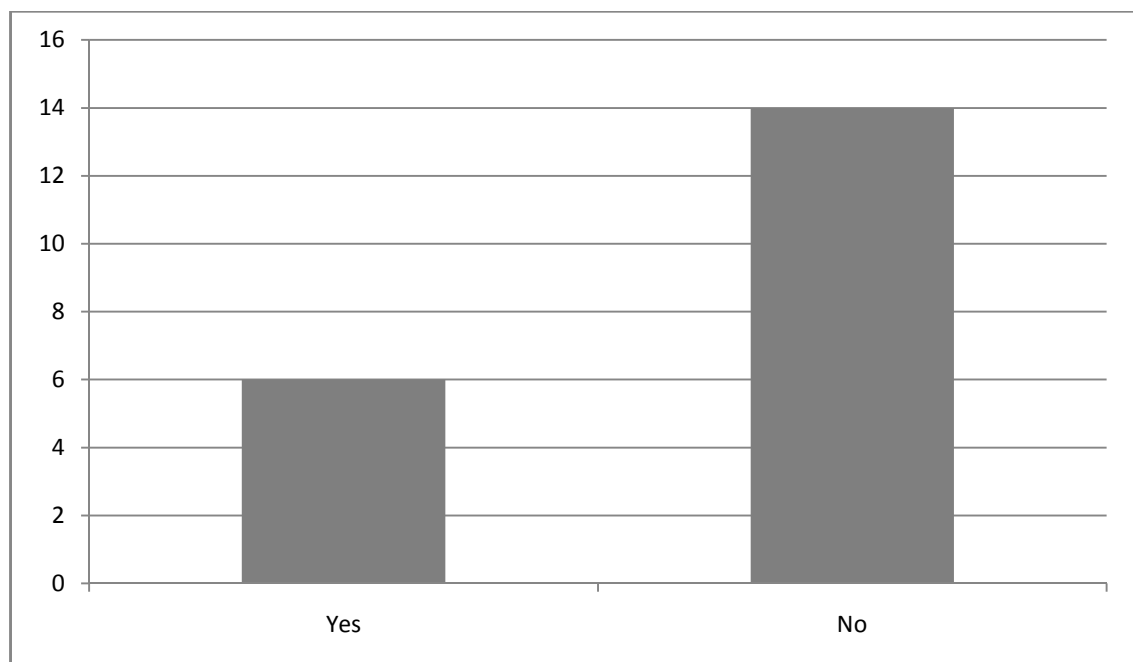
Majority of the respondents (70%) regarded the training as not satisfactory to meet their needs for the job. It indicates that their training was not well planned and structured.

5.4.14 Is there any standard programme of continuous on-the-job training in your library?

Though this question asked the situation of their respective libraries, different respondents of the same library responded it variously. Among all, 57% claimed that there is no scheme of any continuous on-the-job training. See table 5.25 and figure 5.25.

Table 5.25: Continuous On-the-job-training

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	12	42.86	42.86	42.86
No	2	16	57.14	57.14	100.00
Total		28	100.0	100.0	

Figure 5.25: Continuous On-the-job-training

Continuous On-the-job Training

☐ Yes
☐ No
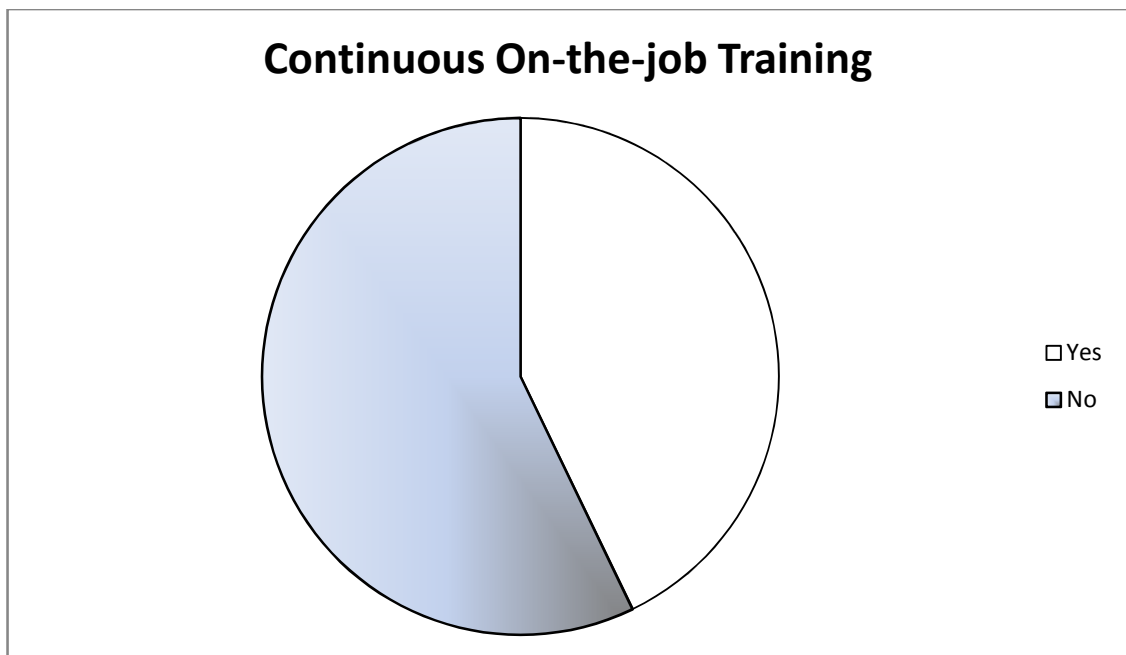
This implies that there is no standard provision or policy of on-the-job training in the libraries.

5.4.15 Is there a way of making you well-informed about new developments in cataloguing and in library work in general?

32.14% of the respondents are kept informed about new developments in cataloguing and other library works. It would be interesting to know how they were informed. A person should be updated with the new developments in his professional work. 67.86% respondents remained uninformed about the new developments in the university libraries.

Table 5.26: Information about New Developments in Library Work

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	9	32.14	32.14	32.14
No	2	19	67.86	67.86	100.00
Total		28	100.0	100.0	

Figure 5.26: Information about New Development in Library Work
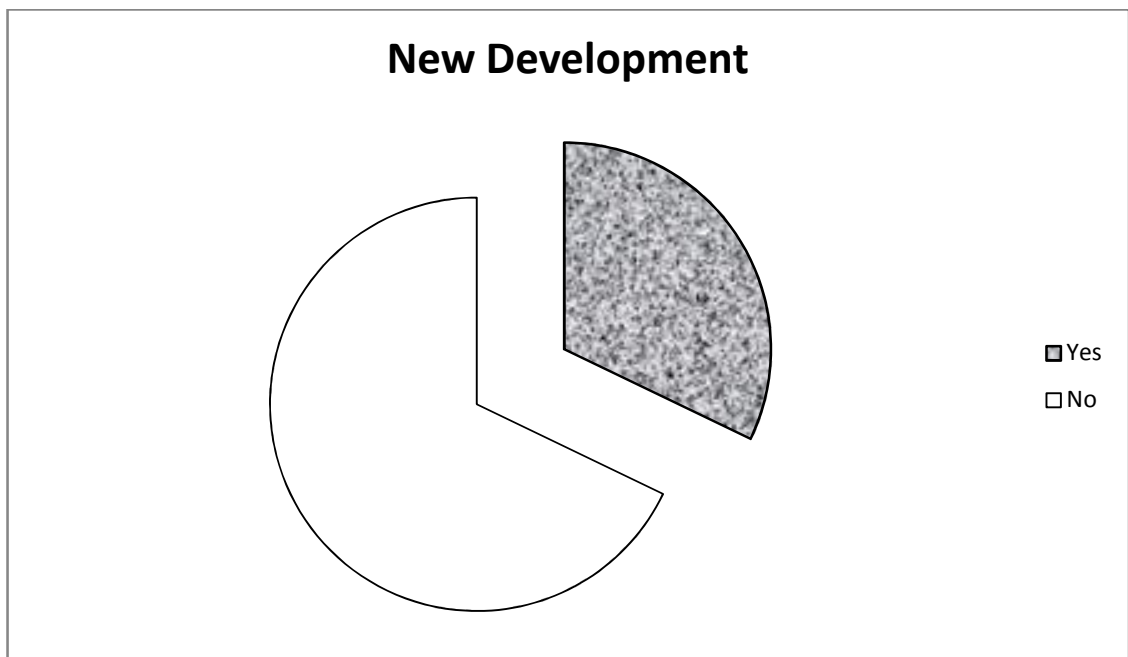
It means that there is no reliable regular mechanism to inform new concepts to all of their staff.

5.4.16. Are you aware of any cataloguing meetings, seminars or conferences relevant to your work that you missed the opportunity to attend?

Most of the cataloguers (67.86%) knew the opportunity, but could not attend. It is not clear why they did not attend the meetings, seminars or conferences. This means that they are not up-to-date. Junior staff members often do not get such opportunities to attend the meetings and seminars.

Table 5.27: Participation in Seminar

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	19	67.86	67.86	67.86
No	2	9	32.14	32.14	100.00
Total		28	100.0	100.0	

Figure 5.27: Participation in Seminar
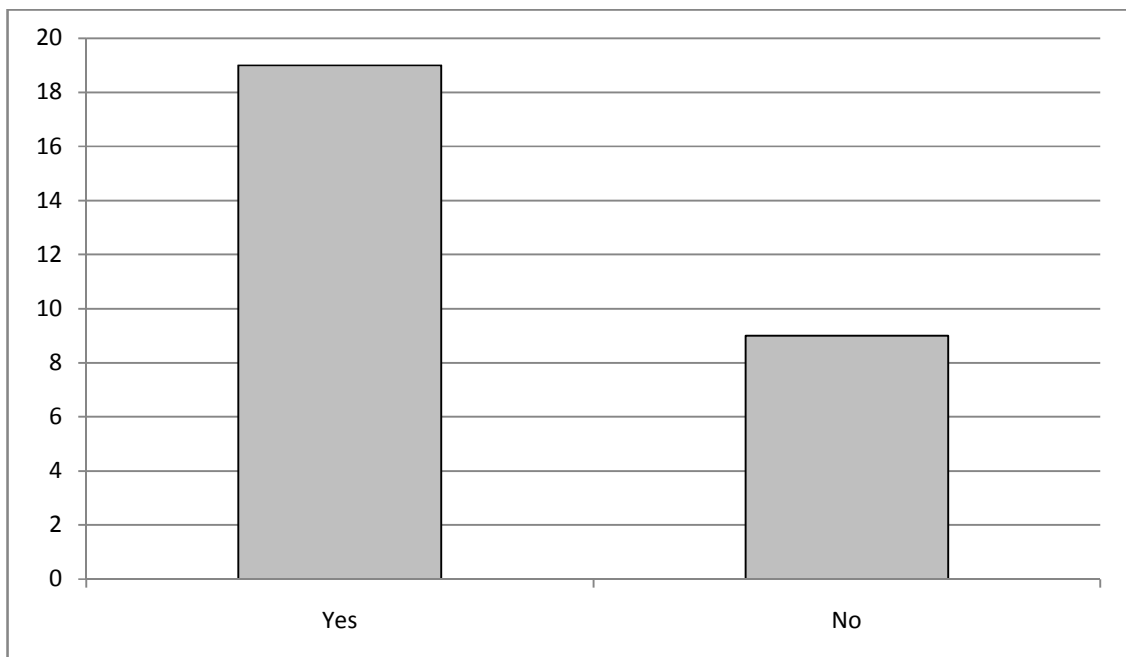
5.4.17 What areas of cataloguer training at your institution need improvement on?
Table 5.28: Areas of Improvement in Cataloguer Training

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Bibliographic description	1	3	10.71	15.00	15.00
Classification	2	2	7.14	10.00	25.00
Subject catalogue	3	4	14.29	20.00	45.00
Authority work	4	3	10.71	15.00	60.00
Catalog maintenance	5	2	7.14	10.00	70.00
All	10	6	21.43	30.00	100.00
	.	8	28.57	Missing	
Total		28	100.0	100.0	

Figure 5.28: Areas of Improvement in Cataloguer Training
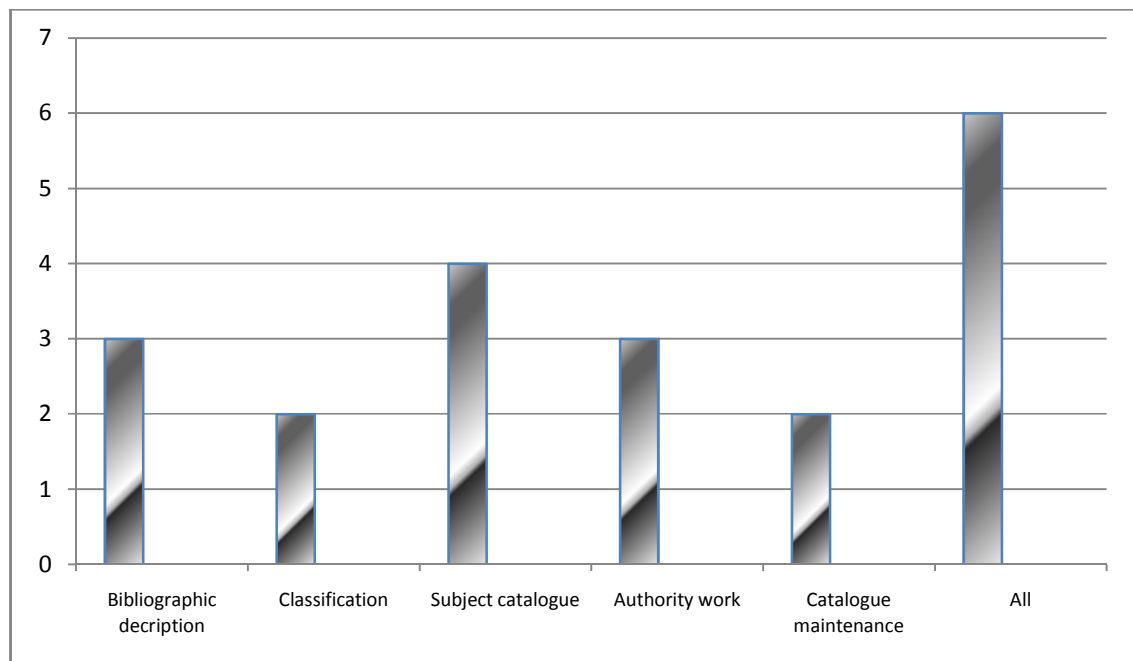
This question and the successive one are almost the same, both of them ask the same thing but this question was asked to the respondents who received training and the other was asked to all.

In response to this question, 30% of the respondents stressed on all the given areas of cataloguing. 20% respondents gave the priority to subject cataloguing and equal percentage of the people gave priority to the bibliographic description and authority work. This indicates that they want much more improvement in all the aspects of cataloguing in days to come.

5.5 Training Needs

5.5.1 On which aspects of the work you are doing would you prefer to receive more intensive training?
Though the previous question and this question is same, their responses vary. This question was for both trained and untrained respondents.
Table 5.29 and figure 5.29 show that majority of them (32.14%) emphasized training on bibliographic description. 7.14% of the respondents gave priority to all of the given cataloguing aspects. Then the order of priority was found to be decreased from the authority work, classification, coding, to 'subject catalogue and catalogue maintenance' both deserving equal priority.

Table 5.29: Areas of Intensive Training

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Bibliographic description	1	9	32.14	32.14	32.14
Classification	2	4	14.29	14.29	46.43
Subject catalogue	3	2	7.14	7.14	53.57
Authority work	4	6	21.43	21.43	75.00
Catalog maintenance	5	2	7.14	7.14	82.14
Coding	6	3	10.71	10.71	92.86
All	10	2	7.14	7.14	100.00
Total		28	100.0	100.0	

Figure 5.29: Areas of Intensive Training
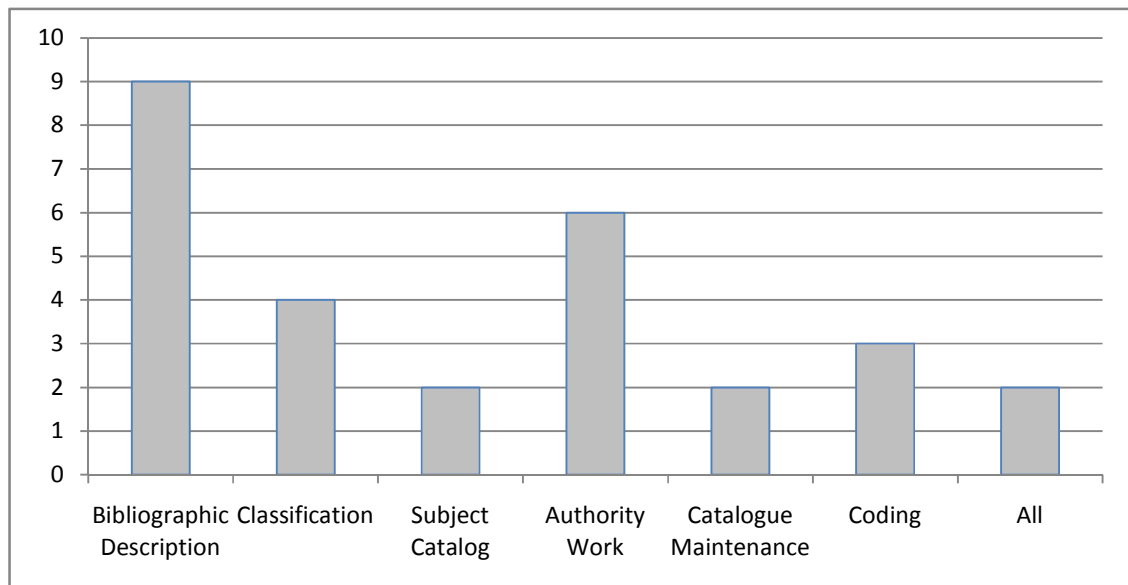
5.5.2 Do you have any training manuals in your library?

Table 5.30: Training Manuals

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	16	57.14	57.14	57.14
No	2	12	42.86	42.86	100.00
Total		28	100.0	100.0	

Figure 5.30: Training Manuals

Training Manuals

☐ Yes
☐ No
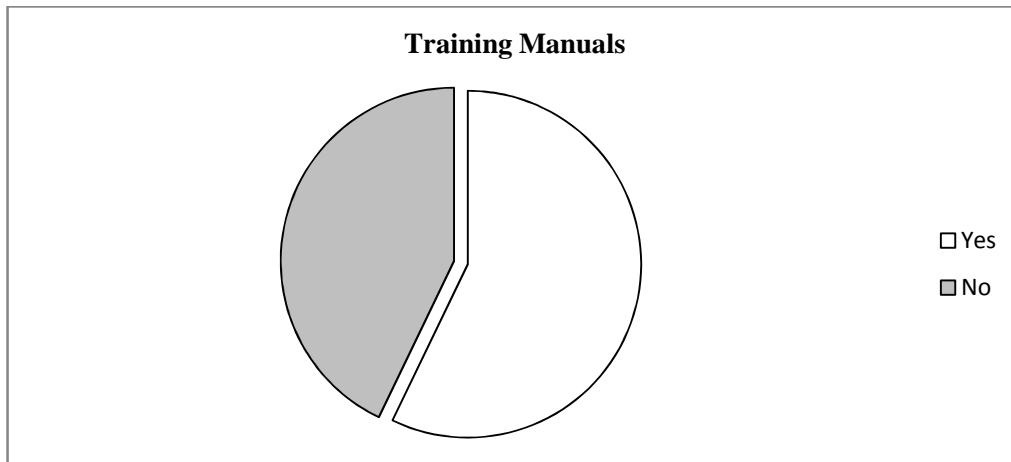
This question asks about the library holdings. Respondents of the same library also responded it differently. 57.14% respondents mentioned that they have training manual but according to 14.86% respondents, they have no training manual in the library. It means that the manuals are in the library but they are not used in training.

5.5.3 Which cataloguing standard are you using?

In response to this questions, 75% respondents are found using AACR 2R and just 25% using MARC 21. See table 5.31 and figure 5.31.

Table 5.31: Cataloguing Standard

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
AACR2R	1	21	75.00	75.00	75.00
MARC21	2	7	25.00	25.00	100.00
Total		28	100.0	100.0	

Figure 5.31: Cataloguing Standard
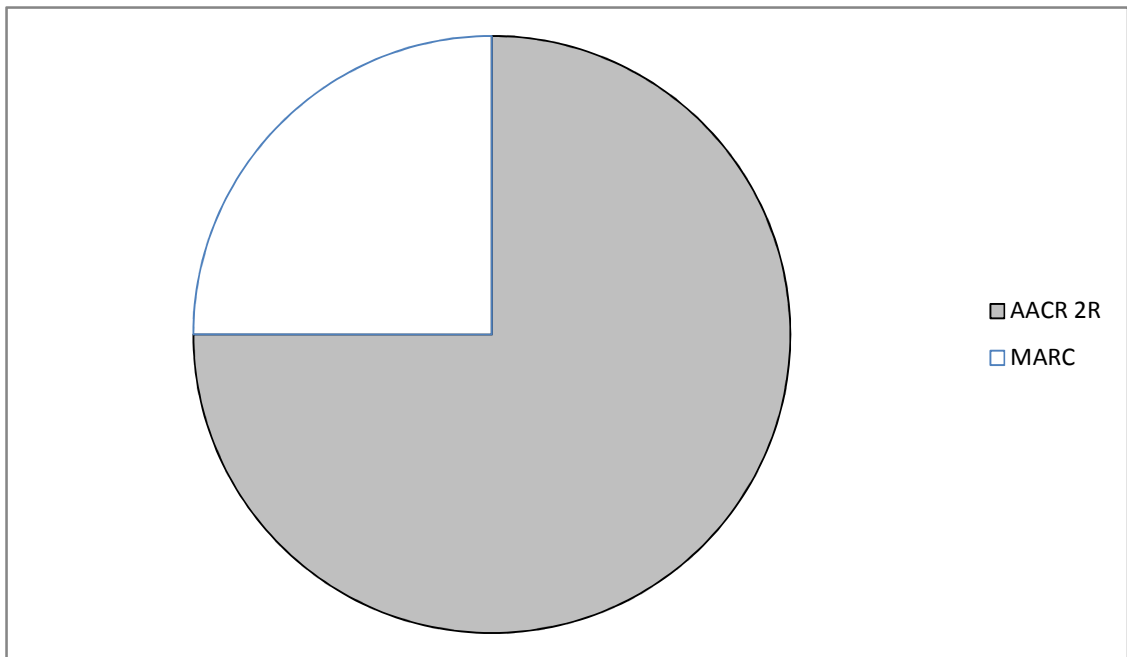
This means that they are still back in using modern library automation software.

5.5.4 Are the cataloguing standards regularly updated in your library?

Table 5.32: Cataloguing Standard Update

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	16	57.14	57.14	57.14
No	2	12	42.86	42.86	100.00
Total		28	100.0	100.0	

Figure 5.32: Cataloguing Standard Update
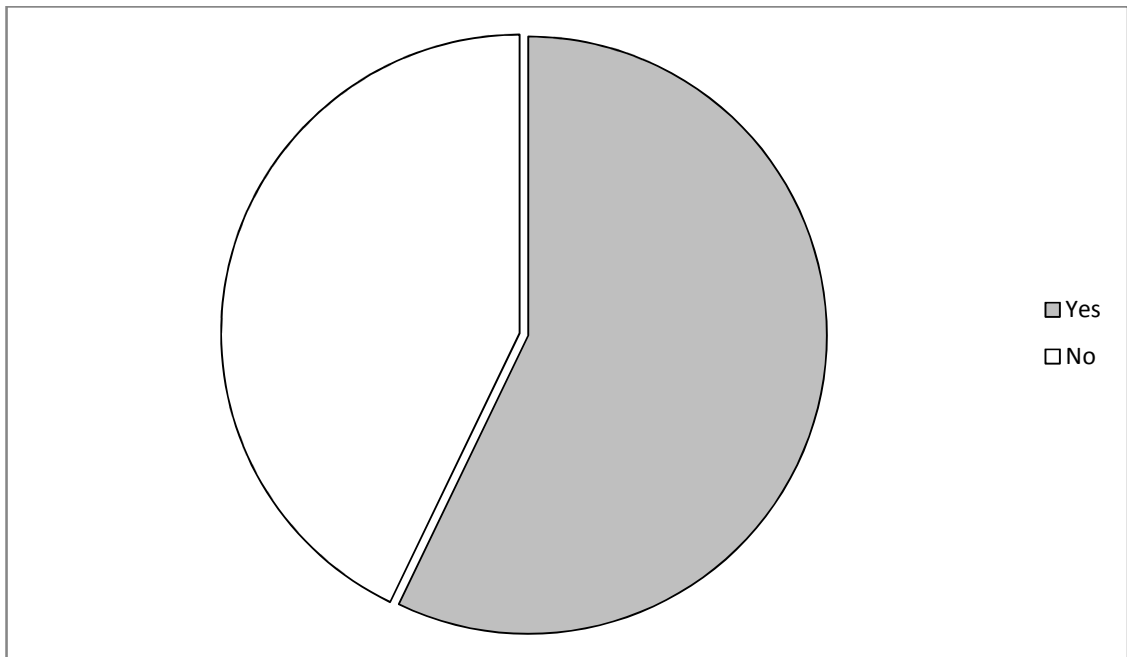
The response shows that though 57% people use updated cataloguing standard, more than 40% people use catalogue code without updating. This means that they are not updating with the changes in new development.

5.5.5 Is the quality of your cataloguing evaluated?

Among all, 57.14% responded that their work was not evaluated. Just 42.86% people experienced that the quality of cataloguing was evaluated.

Table 5.33: Evaluation of Cataloguing Quality

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	12	42.86	42.86	42.86
No	2	16	57.14	57.14	100.00
Total		28	100.0	100.0	

Figure 5.33: Evaluation of Quality Cataloguing
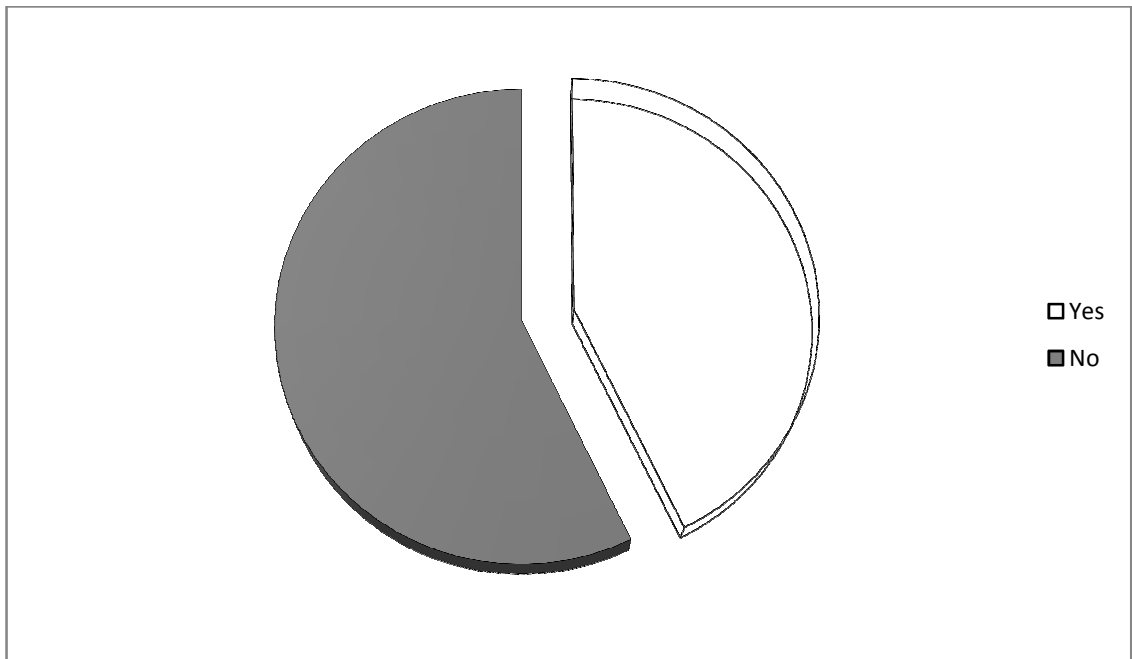
It seems that the evaluation of cataloguing quality of the work is not given importance. Evaluation of a work is very essential for providing qualitative service efficiently and effectively. This should be taken into consideration by the concerned authority.

5.5.6 Is there a way of discussing your training needs with your supervisors or trainer on a regular basis?
Table 5.34: Discussion of Training Needs

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	16	57.14	57.14	57.14
No	2	12	42.86	42.86	100.00
Total		28	100.0	100.0	

Figure 5.34: Discussion of Training Needs
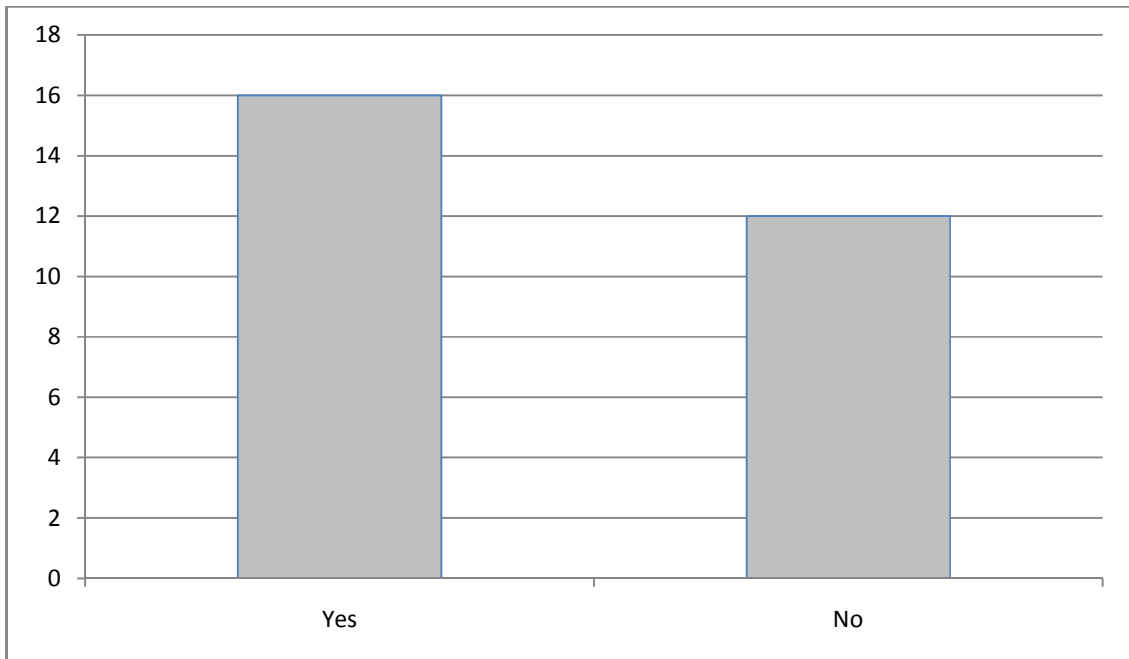
It shows that the respondents who discusses about their training needs are little more than the ones who do not discuss about training. It indicates that either their supervisor is not more friendly or the staff themselves are not aware of the training need.

Chapter Six

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

The aim of the study was to establish the general status of cataloguing practice in the Nepalese university libraries. This attempt is done to ascertain whether there is training needs for improvement for the betterment of their work. A feasible training program is suggested.

Several conclusions on the training of cataloguers can be reached on the basis of the literature review and the survey of the study. The review of literature was helpful to know the background information about the nature of cataloguing practice. There are many challenges of this profession. They are emerged from the continuous changes in the cataloguing tasks. The changes can be interpreted in both negative and positive way.

The problem of the research has been analysed and interpreted with the help of following research questions:

1. How is cataloguers' attitude towards cataloguing?
2. What tasks do they perform?
3. What is the satisfaction level of the training and education received by the catalogers?
4. What are the perceptions of cataloguers of their training needs?

Research Question One: Attitude

Most of the cataloguers were found to like the work of cataloguing. In general opinion, cataloguing is taken as least liked of library jobs as we find in various literatures. This finding refutes this in the context of Nepal since most of the respondents i.e., 89% of them liked cataloguing job. This finding confirms that the people tend to like the work of cataloguing due to their involvement in the task just as we tend to be hungry after starting having food. In the earlier days, card cataloguing was in use and it was felt tedious. Now cataloguing using different

kinds of softwares has been in use though some libraries still maintaining both types. This may be reason behind people's favour on cataloguing.

Research Question Two: Performance

There is categorization of professional, para-professional and non-professional by their post or designation in the university libraries but there is no actual work division. Bibliographic description, classification and subject cataloging are the top tasks, and the tasks like catalogue maintenance, online verification are regarded as non-professional tasks. But it is not practiced effectively in actual operation. This has also been reflected in this research also.

28.57% respondents performed bibliographic description. Another most significant percentage (21.43%) of the respondents performed all of the works listed in the questions. 17.86% of them performed classification, equal percentage of them performed subject catalogue and online verification.

While cataloguing, only the original cataloguing is done by the greatest number of staff (69.29%) in the libraries. This means that the libraries are not practicing in cooperative efforts or they are not using available records for copy cataloguing. It may be due to the fact that the more qualified cataloguers are not involved in the task of cataloguing, and the less qualified ones who are involved in cataloguing do not have the idea about copy cataloguing.

 All university libraries catalogue the theses and dissertations of their own students and other locally produced reports and publications. This may be the reason for the large number who do not do cataloguing.

The aggregate of cataloguers who perform copy cataloguing and both is 50%. Hence, it may be interpreted that 50% staff who know both since one who performs the copy cataloguing knows also original cataloguing in the context of Nepal. So, it can be hoped that the trend of performing both type of cataloguing is growing.

Research Question Three: Satisfaction Level of the Training and Education Received by Catalogers

Regarding education, education they received is perceived to be good and upwards in respect of all the factors named. 65% cataloguers perceived their education was good.. Nobody perceived the education programme excellent. 15-15% of them perceived it fair and very good, and 5% of them perceived it poor. Hence the planning along with its course designing of the academic programme does not seem so satisfactory.

So far as the training is concerned, the training they received was perceived good since the majority of the cataloguers (65%) found it to be good. 15% of them perceived it fair, 10% perceived it very good and only 5-5% perceived it poor and excellent. Hence, the effectiveness of the trainings was good, neither poor nor excellent.

Hence, both, training and the academic programme seem good but not so satisfactory in the planning, course designing and implementation.

Research Question Four: Perception of Training Needs

Majority of the library staff the highest percentage (i.e. 30%) of the respondents stressed on all the given areas of cataloguing. 20% respondents gave the priority on subject catalog and equal percentage of the people gave priority to the bibliographic description and authority work. This may mean that they want much more improvement in all the aspects of cataloguing in days to come

6.2 Conclusion

On the basis of the data analysis, the following conclusions are drawn:

1. All of the target libraries, TUCL, KUCL and PUCL are automated but with three different library softwares, namely, Koha ILS, SOUL and Libra respectively.

2. Both professional and para-professional library staffs are working as cataloguers in the university libraries. It seemed that work division for designation only but not in practice.

3. Cataloguers' attitude is much more positive towards their cataloguing works since 89% of the respondents liked it and 82.4% of them regarded it as a perspective job.

4. Most of the professionals (60%) are found to be educated in Nepal. The educational program in librarianship is found good as per their rating.

5. Traditional functions are changing very fast because of the advancement in the technology. So, cataloguers have to deal with changing publication formats, new cataloguing tools and added responsibilities brought by technology and networking.

6. Centralized cataloguing is still found common in the libraries.

7. Most of the respondents are still not using original cataloguing instead of using copy cataloguing and both of them. Among the copy cataloguing users too, Library of Congress is found common and popular.

8. Both the academic program and training in librarianship have been found good, neither poor nor excellent. In such program, lecture method is found most common than practical experience, one-to-one and training manual methods.

9. On-the-job trainings are not found to be conducted on the regular basis in the university libraries.

10. Majority of the respondents performed bibliographic description only. The second majority performed all the cataloguing tasks including bibliographic description.

11. Centralization in cataloguing is still in practice.

6.3 Recommendations

The training aspect covered in this study is not mainly about the ways of training but also the improvement of the performance of cataloguers. The findings of the study show that university libraries do not have good planning and special

programs especially for the enhancement of the cataloguing works. This reveals that improved training programme is needed for better performance in cataloguing.

From the aforementioned findings in summary and conclusion, and the reviewed literature the following recommendations have been done:

1. There should be improved cooperation between cataloguing educators and practitioners for the integration of practical and theoretical knowledge. A two-way interaction between them is recommended, specially in the training programme, for the better output.

2. Central Department of Library and Information Science, TU (TUCDLIS) should conduct a research regarding the existing gap in the curriculum of cataloging and recommend a standard for catalogueing. This may be followed by other institutions which may ultimately result in the standardization of cataloging in Nepal.

3. Training of individuals and groups has to be well planned and directed. Policy on human resource training and development should be made and implemented effectively in practice.

4. The university management, which reflects the immediate external environment of the whole system, should be aware of the training needs of the library staff though sufficient budget should be allocated for training.

5. The study showed that some library staff did not have a opportunity to discuss their needs with their supervisor. The cataloguers should be involved at all levels of training from planning to implementation to develop their positive attitudes towards all training endeavours.

6. An auditing mechanism to address cataloguers' need should be made at regular interval, if possible twice a year. Needs for training and retraining in the basics of cataloguing should never be underestimated.

7. Technology related training programs should be introduced and practiced, and should be continuous in relation to new developments. That is to say, intensive training is required in the use of technology and related resources to maximize performance in cataloguing.

8. Available technology should be used maximally for using copy cataloguing rather than duplicating the work time and again. Training in all basic knowledge and skills should also be maintained since much more original records have to be done locally.

9. Provision of initial and continuous on-the-job training, to the cataloguers, should be made.

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APPENDIX I

Questionnaire

Dear Sir/Madam,

I am collecting data through following questions to fulfill the partial requirement of MLIS thesis entitled "**Training and Education of Cataloguers in the University Libraries of Nepal".** I would like to request you to complete the questionnaire. The information provided by you will be kept confidential and will be used only for this research. Your cooperation will be very much helpful for completing this study.

I would also be sharing with you the findings and observations that emanate as outcome of the research study, which shall carry some interesting insights on the pressing problems that the staffs face now.

Thanking you in anticipation for your cooperation.

Yours sincerely,

Goma Banjade

Central Department of Library and Information Science

Phone: 9843470125

Email: gbanjade@yahoo.com, gbanjade76@gmail.com

A. **General Information**
1. Name of the Library:
2. Website:
3. Name of the librarian/library staff:
4. Designation:
5. Qualification:
6. Experience in cataloguing (Years/month):
7. Email:
8. Phone No:
9. Library Timings:

10. Strength (Number) of library staff:

No. of professional:

No. of non-professional:

No. of para-professional:

B. Questions on attitude and task performance.

1. Do you like cataloguing work?

(a) Yes   (b) No

2. What other library work experience do you have? Please, specify.

_____

3. What type of materials do you catalogue?

(a) Book   (b) Non-book (Please, specify):…………………………..

4. Which of the following duties do you perform?

(a) Original cataloguing   (b) Copy cataloguing

5. Is the cataloguing work divided into professional and paraprofessional in your library?

(a) Yes   (b) No

6. Is cataloguing in you library centralized?

(a) Yes   (b) No

7. Which tasks do you perform? (more than one option can be selected)

(a) Bibliographic description   (b) classification

(c) subject catalogueholding   (d) Catalogue maintenance

(e) Coding   (e)online verification   quality control

8. Do you work online?

(a)Yes   (b) No

9. Which system do you use for cataloguing? (e.g. WinISIS, Koha,Libra, SOUL)

_____

10. Do you use z39.50 protocol for copy cataloguing?

(a)Yes   (b) No

11. If yes, which database(s) do you use for copy cataloguing?

(a) Library of Congress   (b) National Library of Medicine

(c) National Library of Canada   (d) Other (Specify):………………………

C. Questions on education & training

12. Where did you get your education on librarianship?

_____

13. In which cataloguing procedures did you receive education?

(a) Bibliographic description   (b) classification

(c) subject catalogue   d) Authority work

(e) Coding   (f) All

14. Please, rate the knowledge of cataloguing you gained in your academic programme:

1=poor   2=fair 3=good   4= very good 5= excellent

15. Did you get cataloguing as a prospective job?

(a)Yes   (b) No

16. How long after qualifying did you start to do cataloguing work?

(a) Immediately   (b) 1-5 years

(c) 5-10 years   (d) 10+ years

17. Did you get any training of cataloguing or any other library work?

(a)Yes   (b) No

18. If Yes, which one did you get?

(a) On-the-job   (b) off-the-job

19. Please specify the title & duration……………………………….

20. Did you get any on-the-job training for your job when were a first time cataloguer?

(a)Yes   (b) No

21. Which training methods were used during your training period?

(a) Lecture   (b) One-to-one

(c) Training manuals   (d) Practical experience

22. How was your cataloguing training programme structured?

(a) Structured   (b) Unstructured

23. Does the training you receive on the job satisfy all of your training needs?

(a)Yes   (b) No

24. Is there any standard programme of continuous on-the-job training in your library?

(a)Yes   (b) No

25. Is there a way of making you well-informed about new developments in cataloguing and in library work in general?

(a)Yes   (b) No

26. Are you aware of any cataloguing meetings, seminars or conferences relevant to your work that you missed the opportunity to attend?

(a)Yes   (b) No

27. Please, rate your library training programme for cataloguing in terms of identified features:

     1=poor   2=fair 3=good   4= very good   5= excellent

28. What areas of cataloguer training at your institution need improvement on?

(a) Bibliographic description   (b) Classification

(c) Subject catalogue   (d) authority work

(e) Catalogue maintenance   (f) Coding

Others (please, specify):---------------

D. Questions on Training Needs

29. On which aspects of the work you are doing would you prefer to receive more intensive training?

(a) Bibliographic description   (b) Classification

(c) Subject catalogue   (d) authority work

(e) Catalogue maintenance   (f) Coding

Others (please, specify):---------------

30. Do you have any training manuals in your library?

    (a) Yes   (b) No

31. If yes, which cataloguing standard are being updated?

    (a) AACR 2R

    (b) MARC 21

    (c) RDA cataloguing rules

    (d) Other (Specify): …………..

32. Are the cataloguing standards regularly updated in your library?

    (a) Yes   (b) No

33. Is the quality of your cataloguing evaluated?

    (a) Yes   (b) No

34. Is there a way of discussing your training needs with your supervisors or trainer on a regular basis?

    (a) Yes   (b) No

35. If yes, please, elaborate your experience. (whether in special meeting, informal talk and so on)

    ……………………………………………………………………………………

    …………………………………………

36. Give additional comments on your present and future needs for improved training for your present position.

    Thanks a lot for providing me your valuable time & ideas!

APPENDIX II

Curriculum Vitae

Name	:	Goma Banjade
Place of birth	:	Wangla - 1, Arghakhanchi
Permanent Address	:	Kirtipur -15, Kathmandu
Father's name	:	Romakar Banjade
Mother's name	:	Lal Mati Banjade
Nationality	:	Nepali
Date of Birth	:	15 March 1974
Mother tongue	:	Nepali
Marital status	:	Married
Interest	:	Research & social service
E-mail	:	1. gbanjade@yahoo.com
		2. gbanjade76@gmail.com
Phone	:	01-6225690 (residence)
		9803156465 (mobile)

Academic Qualifications:

S.No.	Level	Major Subject (s)	Institution	Passed Year in AD
1	M.A.	Library and Information Science	Central Department of Library & Information Science, T.U. Kirtipur, Nepal	2015
2	M.A.	Linguistics	Central Department of Linguistics, T.U. Kirtipur, Nepal	2000
3	B.A.	English, Maths	Kapilvastu Multiple Campus, T.U. Kapilvastu., Nepal	1997
4	I.A.	English, Maths & Economics	Panini Multiple Campus, T.U. Arghakhanchi, Nepal	1994
5	S.L.C.	Maths & Science	Bhagawati Secondary School, Arghakhanchi SLC Board, Nepal	1991

Skills:

1. Languages: Nepali, English, Danuwar, Chintang, Hindi and Awadhi.
   Fluency in Nepali, English and Chintang.

2. Computer : MS-DOS, Window Operating System, MS-Word, MS-Excel, MS-Power point, MS-Access, FileMaker Pro, Email & Internet, Computer Networking, Q-Basic, C- Programming, Page Maker 7.0, Web Page Designing and Photoshop 7.0, Cataloguing (Library Manager)

3. Computational linguistics: transcriber 1.5, toolbox 1.5, Elan 3.6, IMDI Editor 3.3, Praat (in both Personal and Macintosh computers.)

4. Library management: classification, cataloguing & automation

Trainings:

1. 30 days training workshop on Library 2.0 conducted by HealthNet Nepal (6th June to 6th July, 2012)

2. 35-days training on Library and Information Science, Level III conducted by LIMISEC Nepal. (1st September – 5th October, 2010)

3. Computer Teacher's Training conducted by Ministry of Science and Technology from April 28, 2002 to November 25, 2002.

4. Training for Secondary Level Teachers on teaching English organized by SEDP (Secondary Education Development Project) and conducted by SEDU (Secondary Education Development Unit) from BS 2057/9/19 to 2057/10/19.

Work/Job Experience:

1. Library Assistant: National Forensic Science Laboratory, Khumaltar, Lalitpur (March 2012 - present)

2. Part-time teacher: Central Department of Linguistics, TU (March 2008- February 2011)

3. Researcher: Mini-research Project (Sociolinguistic Profile of Chitwaniya Tharu)

4. Research Assistant:

   (1) *Linguistic Survey of Nepal (LinSuN)* (March 2009 - December 2011)

   (2) *Chintang Puma Documentation Project* under Central Department of Linguistics (March 2003 - December 2008)

5. Assistant Linguist: *Dictionary Making Project* under Central Department of Linguistics (March 2002 - September 2002)

6. Anthropologist: *Nepal Living Standard Survey* under Central Bureau of Statistics (August 1995 - May 1996)

Participation in Workshops:

1. Next Generation Catalog with Reference to Vufind conducted by HealthNet Nepal (22nd May, 2013)

2. Reference Management Tools conducted by Central Department of Library and Information Science (27th August, 2014)

3. Five-day workshop on *Participatory Methods Data Analysis and Report Writing*. (30th Nov. to 4th Dev. 2009) conducted by Dr Sue Hesselbring (Sociolinguistics Consultant of SIL International) at TU, Kirtipur.

4. Linguistic Society of Nepal, 27th -33rd Annual Conferences. (Nov. 26-27, 2006-2012)

5. One day workshop on *WordSurv* (29th May, 2009) conducted by Marri-Sisko Khadagi (Expert, SIL International) at TU, Kirtipur.

6. Two-day workshop on *Sociolinguisitc Questionnaire: Research & Analysis* (26-28 May, 2009) conducted by Marri-Sisko Khadagi (Expert, SIL International) at TU, Kirtipur.

7. Five-day workshop on *Participatory Methods for Engaging Communities* (18th to 22nd May, 2009) conducted by Dr Sue Hesselbring (Sociolinguistics Consultant of SIL International) at TU, Kirtipur.

8. Five-day workshop of *Computational Linguistics* (15th to 20th Feb., 2009) conducted by Dr. Miriam Butt (Konstanz University, Germany) at TU, Kirtipur

9. Three-day workshop on *Corpus Linguistics* (29th to 31st Dec., 2008) conducted by Dr. Andrew Hardy (Lancaster University, UK) at TU, Kirtipur.

Presentations:

1. Negativization in Chintang Language, 29th Annual Conference of LSN, 2008

2. Particles in Chintang Language, 28th Annual Conference of LSN, 2007

3. Lack of agreement in Chintang child language in 13th Himalayan Symposium and 27th Annual Conference of LSN, 2006

4. Method of Child Language Acquisition in collaboration with Prof. Dr. Elena Lieven and Dr. Sabine Stoll in the 26th Annual Conference of LSN, 2005

Publications:

1. Mewahang Language: An Introduction. (2009). *Nepalese Linguistics, Vol. 24*. Linguistic Society of Nepal.

2. *A Course in Applied Linguistics and Languages of Nepal.(2009)* for class XII. (in collaboration with Uma N. Sharma). Highland Publication Pvt. Limited, Bhotahity, Kathmandu.

3. *Foundations of Language and Linguistics* (2009). (in collaboration with Uma N. Sharma). Highland Publication Pvt. Limited, Bhotahity, Kathmandu.

4. *A Course in General Linguistics* for class XI (2009). (in collaboration with Uma N. Sharma). Highland Publication Pvt. Limited, Bhotahity, Kathmandu.

5. *A Course in Theoretical Grammar* (2008). (in collaboration with Uma N. Sharma), Sunlight Publication, Kirtipur

6. News from the Himalayas: languages with free prefix ordering. (2007). *Language*. 80. 1-34. (in collaboration with Bickel et. al.)

7. Triplication and Ideophones in Chintang (2005), (in collaboration with Rai et. al.), *Contemporary Issues in Nepalese Linguistics*, Linguistic Society of Nepal.

8. Worshipping the king god: a preliminary analysis of Chintang ritual language in the invocation of Rajdeu (2005), (in collaboration with Gaenszle et.al.), *Contemporary Issues in Nepalese Linguistics*, Linguistic Society of Nepal.

Life Membership: Linguistic Society of Nepal.

Annual Membership: Nepal Library Association