

**AN ANALYSIS OF PROJECT REPORTS OF
BACHELOR LEVEL STUDENTS OF
LIBRARY AND INFORMATION SCIENCE (BLibSc):
AN APPRAISAL WITH SPECIAL REFERENCE TO RELEVANT OF
TOPIC SELECTION**

A

thesis proposal

**submitted to the Department of Library and Information Science
in partial fulfillment of the requirement for the
Masters' in Library and Information Science**

By

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**Submitted to
Tribhuvan University
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Kirtipur
2063**

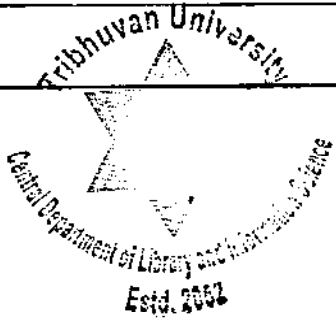


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LETTER OF RECOMMENDATION

This is to certify that the thesis titled "AN ANALYSIS OF PROJECT REPORTS OF BACHELOR LEVEL STUDENTS OF LIBRARY AND INFORMATION SCIENCE (BLIBSC): AN APPRAISAL WITH SPECIAL REFERENCE TO RELEVANT OF TOPIC SELECTION" submitted by Macha Bhai Shakya is an original work and was prepared under my supervision and guidance. I, hereby, recommend the thesis for final evaluation.

March 2011

Dr. Madhusudan Karki
Reader
Head of Department
Supervisor



Reference No.:

LETTER OF ACCEPTANCE

This is to certify that Mr. Macha Bhai Shakya has completed the thesis titled "AN ANALYSIS OF PROJECT REPORTS OF BACHELOR LEVEL STUDENTS OF LIBRARY AND INFORMATION SCIENCE (BLIBSC): AN APPRAISAL WITH SPECIAL REFERENCE TO RELEVANT OF TOPIC SELECTION" as a fulfillment of the requirement for Master Degree of Library and Information Science under my guidance and supervision. I recommend this thesis for acceptance and evaluation.

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Lastly, my most heartfelt gratitude goes to my family for the patience they endured during the process of preparing this thesis. Their repeated push was the source of strength and encouragement for me to go ahead and accomplish this long waited thesis.

Thanks.

Macha Bhai Shakya

ABSTRACT

This study entitled “An analysis of project reports of Bachelor level students of Library and Information Science (BLibSc): an appraisal with special reference to relevant of topic selection” is carried out to analyze with focus on examining the topics of the project reports deposited in the Department of Library Science, TU. Submission of project report is compulsory for attainment of degree. It is not known how many project reports are there in the department, what topics are covered, what types of libraries are focused. Similarly, geographical coverage of project reports, features of researchers by gender, ethnic groups and educational background, and guideship pattern are among the problems identified in this study. In order to identify the problems, this study is conducted with objectives to determine the total number of project reports, to examine the subjects covered, to investigate the types of libraries focused, to examine the graduates by gender, ethnic groups and educational background and observe the guideship pattern of project reports. This study being the first of its kind on the analysis of project reports is believed to assist the future researchers to select and focus the research topic. The study is confined to the analysis of project works of the seven batches of Bachelor level graduates of LIS that ran during 1995/6-2001/02. This is questionnaire/opinionnaire based descriptive study, therefore, exploratory and opinion poll survey methods are used for data collection. The population sample consisted of 174 students admitted during 1995/96-2001/02. The study focuses on analyzing project reports of Bachelor level students of the Library and Information Science with reference to relevant of topic selection. The study included 88 project reports in the analysis. A total of 40 questionnaires, (response rate 87.5%) containing 21 close-ended questions are prepared and distributed. The instruments used in the study include logbook, questionnaire, emails, and descriptive statistics (frequency counts and percentage). Based on the analysis of the data, the major findings and conclusions drawn by the study include: 1. A total of 88 project reports are found in the department, of which 61.4% reports are by male students and 38.6% report by female students. The largest numbers of reports are from Brahmin ethnic group (39.8%) and the lowest from Limbu (1.1%) and Rai (2.2%). 2. Academic

library is dealt by a highest number of project reports (49), followed by special library (13) and public library (7). The least number of project reports were on school (4) and national library (1). The rest 14 reports covered the subject on automation, information networking/service/system, ISBN, LIS education, preservation and conservation, and public information services. 3. A total of 76 project reports covered geographic area in their study. 4. Male students are higher by 20% than female in total 174 admissions. Among the ethnic groups namely, Brahmin, Chhetri, Newar, Madhesi, Rai, Limbu and Tamang, Brahmin (66%) is the highest, whereas Limbu (0.57) and Tamang (0.57%) are the lowest in admission to the BLibSc course. 5. The educational background of BLibSc graduates constituted of various disciplines e.g. B.A., B.Com. B.Sc., B.Ed. B.I.. 6. Nirmala Shrestha guided/supervised a highest number of project reports (21), and Uttam R. Shakya and Beena Baidya supervised a lowest number of project report 1 (one) by each. 7. BLibSc course is joined less by students of age group of 21-25, compared to students of age range of 26-30 and 36-40. 9. Attaining BLibSc degree ensured the employment opportunity. 8. Majority of topics were conceived (generated) by respondents themselves. Nine of respondents (25.7%) got the topics from the guide/supervisor. Two respondents (5.7%) derived the topic from the course of study. 9. The reasons for choosing their topics were intended for finding solution. 10. Nearly 50% of respondents pursued for Masters Course in LIS which proves that further education is sought by BLibSc students for career/professional development. 11. "Lack of time", "No interest", and "unattractive library job" are the reasons for not joining the Masters course in LIS. Based on the conclusions, the recommendations made include the need of identifying focused topic selection, and conducting explorative type of research that can answer on "what", "how" and "why". Supervisor should be approached from the very beginning of the research.

Macha Bhai Shakya

DEDICATION

TO

My

Late Parents

Purna Bdr Shakya

&

Masin Maya Shakya

QUOTATION

"Somewhere, something incredible is waiting to be known...."

~ Dr. Carl Sagan

PREFACE

This study titled “An analysis of project reports of Bachelor level students of Library & Information Science (BLibSc): an appraisal with special reference to relevance of topic selection” is conducted and submitted to the department of library and information sciences, Tribhuvan University in partial fulfillment of the requirement for the Masters degree of Library and Information Science (MLIS).

Prior to undertake this work, I was thinking of selecting such a topic which has not been touched upon earlier by others. In course of seeking a topic, an idea hit my mind on browsing the project reports of BLibSc graduates. It proved a right target as it identified the problem which has not been known as to how many project reports are deposited in the Department of LIS, the subject covered by them, the types of libraries focused, the number of project reports by geographical coverage, the number of theses by gender, ethnic group and educational background of researchers and guideship pattern of project reports.

Writing a project report/thesis is mandatory subject in BLibSc course for attainment of degree. Through this, students are expected to be able to write a lengthy project reports with skills in research, compiling relevant material from a variety of sources, analysis, findings and conclusions. In the project reports, it is examined their ability to understand and identify the topic/problem related to library service, their ability to present their findings and draw conclusions based on their analyses.

In order to facilitate reading, this thesis is organized and presented in six chapters.

Chapter one includes introduction part that presents the background of study with definition, need of research in LIS, types of research methods, selection of research problem (topic), Research design/research proposal, etc. The second chapter “Review of Literature” is based on resources relevant to this study is collected from different source. Chapter three presents the “Focus of Study” which explains about the Department of LIS, structure of BLibSc and MLISc courses including the objectives, origin of research

concepts, research process and basic structure of theses. Chapter four presents the methodology part that applied in this study which includes sample, data-gathering procedure, instruments and composition of questionnaire. Chapter five "Analysis and Presentation" presents the results of the research with the survey and observations done during the study. Chapter six combines the summary, conclusions and recommendations of the study that is obtained from the analysis part.

CATALOGUES OF THESIS

Shelf list card

<p>D 020.7 Sh15a</p>	<p>SHAKYA, Macha Bhai</p> <p>An analysis of project reports of bachelor level students of Library & Information Science (BLibSc) : an appraisal with special reference to relevant of topic selection/Macha Bhai Shakya. – Kathmandu : Central Department of Library and Information Science, 2011.</p> <p>277 xxi, 99p., : fig., tables. Includes bibliographies Dissertation: Master's Degree of Library and Information Science from CDLISc, TU.</p> <p>1. Library science – Analysis – Dissertations. 2. Library science – Research - Dissertations. 3. Library education – Dissertations. I. Title.</p> <p style="text-align: center;">○</p>
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LIST OF ACRONYMS:

BLibSc	=	Bachelor in Library Science (Library and Information Science)
CDLIS	=	Central Department of Library and Information Science
FoHSS	=	Faculty of Humanities and Social Sciences
ISBN	=	International Standard Book Number
JNMA	=	Journal of Nepal Medical Association
KUMJ	=	Kathmandu University Medical Journal
LIS	=	Library and Information Science
TUCL	=	Tribhuvan University Central Library
TULSSAA	=	TU Library Science Students' Alumni Association

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Chapter I

1. INTRODUCTION

1.1 Background:

The main responsibility of a university is to produce and disseminate new knowledge. New knowledge is created through research. With view of producing new knowledge, university curriculum includes a course of writing a theses or dissertation as part of requirement of completion of degree.

Writing a Project report or Bachelor's Thesis (BT) is a requirement for completion of a bachelor's degree course at the Tribhuvan University (TU). Writing the thesis is the traditional way in which students demonstrate their ability to produce a lengthy academic work combining skills in research, collecting relevant material from a variety of sources, analysis and writing. The purpose of the thesis should be clearly depicted in the introduction, and the entire work should fulfill this purpose. With regard to the content of the thesis, students should demonstrate their understanding of the topic, their ability to present their findings in a clear and consistent manner, and their ability to draw appropriate conclusions based on their analyses. Students are expected to express their independent thought in the thesis. In the case of students of the Library and Information Science, the thesis should also demonstrate the students' understanding and knowledge on a variety of subject areas of library services.

1.1.1. Definitions:

Oxford Advanced Learner's Dictionary (OA LD, 2000) defines a Project work as "a planned piece of work that is designed to find information about something, to produce something new or to improve something". It furthers gives meaning as a "piece of work involving careful study of a subject over a period of time, done by school or college students".

Similarly OALD (2000) defines thesis as a 'long piece of writing completed by a student as part of university degree, based on their own research'.

From the above definitions, a project work and thesis is understood as a planned piece of work performed with intention of finding something new by school, college or university student over a period of time. Basically a thesis statement consists of declaration of what you believe and what you intend to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts. A good thesis should have attributes of contestability proposing an arguable point with which people could reasonably disagree. Usually a strong thesis is provocative; it takes a stand and justifies the discussion on presentation.

The English term research is derived from the French word *rechercher* which means to seek again. Similarly, the term research is combination of words 'Re + Search', denoting - to look again.

Wolff and Pant (1999) states that a thesis is a statement of some proposition which appears to be a general truth or at least is true in some stated situation. A thesis report "is a paper which states and maintains by argument a position or a proposition and it develops a series of logical arguments based upon facts which will support the thesis or proposition. The statement which is to be proved is a thesis which has not been examined before or at least in the context of its current investigation. On the basis of above statement each thesis report is an original study. The arguments used to support a thesis are based upon facts. These facts are obtained through research.

Kothari (1990) mentions that preparing a project work or a thesis involves a work of doing research. Research is commonly known as an act of finding a new thing or a search for knowledge. The curiosity of knowing new thing is natural instinct of human being and is considered to be originated right from the development of human civilization. Every human being possesses the vital instinct of inquisitiveness. Human beings face many unknown things and make them wondered. Such phenomena make human beings

inquisitive that make them to explore or investigate the situation for full understanding of the unknown. It is therefore, the Inquisitiveness of human being that probing of whatever the unknown starts for obtaining the knowledge. Such endeavour by man is termed as research.

Tejomurthy (1998) states that research is a scientific undertaking which by means of logical or systematized methods, aims to discover new facts, or verify old facts and to analysis their sequences, interrelationships, casual explanations and the natural laws which govern them. Research is a careful, critical study or examination in seeking facts or principles, intelligent and diligent investigation in order to ascertain something. It answers questions by the accumulation and assimilation of generalizations, correct or verify knowledge. He further states that research is an intellectual act that starts with the asking of a question and progress through the critical and analytical study of evidence and arrives at new conclusion or new knowledge.

Research in librarianship briefly means the collection and analysis of original data on a problem of librarianship done within the library schools according to scientific and scholarly standards. Research in this connection broadly includes investigations, studies, surveys, academic work at the doctoral, postdoctoral level and research by practicing librarians, information personnel and documentalists.

1.1.2. Need of research in LIS:

Library and information science (LIS) is interdisciplinary field that applies the practice, perspective, and tools of management, information technology, education and other basic activities that include the selection, collection, organization, preservation and dissemination of information resources. Traditional way of library services is gradually being replaced by the modern technological devices. Due to this fact, research is needed to create new knowledge and contribute to the growth of LIS as a profession or disciplinc. It is needed to improve problem solving and decision making in the workplace, to make information professionals critical consumers of the research literature, and to better equip librarians to provide better information services to the

patrons. Reading and conducting research can contribute to career advancement for librarians, especially those librarians who are involved in academic field. It is also needed to improve ability to think critically and analytically and enhance the status of library.

According to Tejomurthy (1998), the need for research in librarianship originates mainly from three reasons:

1. Educational function – advanced studies in librarianship
2. Critical function – critical approach to librarianship
3. Symbolic function – result of growing professionalism in library profession

1.1.3. Types of research methods:

Library and information science (LIS) is the study of the theory, organization and dissemination of information within a library. The field of LIS is constantly evolving to include several aspects of information technology, education and information management. As this evolution continues, library science must use certain research methods to evaluate and determine which types of information are most valuable. Quantitative and qualitative research methodologies are the common research methods that are applied which can benefit in the study of library science.

Tejomurthy (1998) describes the following types of research are applicable in library and information field, namely:

- i. Applied Research that includes statistical investigation, survey research and experimental research. Operations research techniques have been adapted to quantitatively analyze library problems and as a basis for decision-making. All these research efforts which aim at solving the immediate problems could be termed as applied research. Applied research is empirical and practical that can be helpful for improving tools and techniques.
- ii. Pure or Basic Research. This type of research method aims at primarily obtaining theoretical knowledge and the logical process involved in the phenomena. It is aimed at finding some theoretical conclusions and directed toward the fuller understanding of the subject.

- iii. Bibliographical Research. This type of research is concerned with identifying previous work related to the problem at hand and then submitting it to some form of analysis in order to arrive at a clear understanding. The main aim of this sort of research is to find out what is already known about the topic -- often in order to establish a base upon which to build a study that investigates the unknown.
- iv. Team Research. The complexity, diversity and interdisciplinary nature of present day knowledge demands cooperative research by scholars and scientists from various disciplines. Such a team approach only can solve multiple problems. Team research represents organization for the purpose of reducing the uncertainty of outcome and minimizing the possibility of failure.

1.1.4. Selection of research problem (topic):

Selecting a research problems is influenced by certain factors namely, relevance of the topic (problem), supervision by the tutor, interest, competence and scale. When selecting a topic, it should be thought that the problem identified has “relevance” to the study or not. “Supervision” is related with seeking support from the tutor as to whether he/she has interest/willingness in the topic selected. Interest is concerned with desire of researcher to learn more on the topic selected. “Competence” has relation with ability to use the methods of data gathering and data analysis and “Scale” is related with the feasibility of completing the time and resource available for study.

Rajyalakshmi (2002) urges that any research problem undertaken must be carefully selected. The task is not very easy as it appears. Always a help may be taken from a research guide in the connection. A researcher’s mind should spring a problem and a scholar should be left for thinking and arriving by himself at defining his own research problem. A research guide can at the most help to ascertain and come to conceptualize the problem for a research scholar.

Selection of the research problem (topic) is the most crucial task in research process. It is advisable that a research scholar is asked to frame a research problem based in his pursuit of the previous research carried out in the subject and his interest and abilities and

constraints. The scribe further suggests that there are certain points that should be borne in the mind while selecting a research problem, viz,

1. Subject, which is overdone, should not be chosen, as it becomes difficult to throw new light on the work.
2. Beginners should not take up controversial subject for the research.
3. Too narrow or too vague problems should be avoided.
4. Subject selected for research should be familiar and feasible so that the related research materials or sources of research are within the reach.
5. The importance of the subject (study), the qualification, and the training of a research, the costs involved, and the time factor are some important criteria that must be considered in the selection of a problem.
6. The selection of a problem must be preceded by a preliminary study. When the field of inquiry is reliably new and does not have availability of well-defined techniques, a brief feasibility study must always be undertaken.

The author further states that in a research process the first and the foremost step is selecting and properly defining a research problem. A researcher should find the problem and formulate it so that it becomes susceptible to research. The problem identified must be defined unambiguously as this helps to differentiate relevant data from the irrelevant data. Defining the research problem is a prerequisite for any study, and more essential than the solution. The research design can only be worked out when one defines the problem clearly and understands the conceptual and seminal level of the subject to be studied. It is the most crucial part in the whole process of research and should never be done in a hurry.

1.1.5. Research design/research proposal or preparation of synopsis of the research work:

Research design is setting a plan and guidance to proceed the research work. The proper steps to be followed in research design are meant to find answers to research question to arrive at conclusion of the study.

Rajyalakshmi (2002) states that research design is a strategy decided by a researcher for his own guidance for determining answers to research questions. In addition, it specifies evidence to be gathered by the researcher to arrive at scientific conclusions.

Quoting Ghosh, the author mentions that a research design is “a plan of the research work”. It provides guidelines to help the researcher to keep along right direction. Similarly, quoting the definition of Kerlinger, she states that research design is defined as “the plan, structure, and strategy of investigation conceived as to obtain answers to research questions and to control variance. The plan is overall scheme or programme of research. It is an outline of research what investigator will do from writing hypotheses and their operational implications to final analysis of data. The structure is the outline, the scheme, and the paradigm of the operation of the variables. When we draw a diagram that outlines the variable and their relation at juxtaposition, we build structural scheme – Strategy that includes the methods to be used to gather, analyze the data.

Preparing a research synopsis (outline) forms a significant part of research process. Because it describes an anticipated project, giving essential features of a research study to be considered so that the study is logically and successfully completed. The research proposal or the synopsis of the research project depends upon the purpose of the work, and the institution to which it is being submitted. Generally all higher research institutes and universities where the research activity is a continuous process they have a definite proforma for writing the proposals or synopsis of the work. Basically a good synopsis consists of the following major components:

- i. Title page
 - ii. Abstract
 - iii. Table of contents
1. Introduction
 - Statement of the research problem
 - Objective of the study
 - Specific questions to be answered
 - Significance of the problem

- Limitations of the study
 - Assumption/Hypotheses
 - Concepts and definitions of technical terms
2. Review of related literature or Analysis of previous research
 3. Focus of study
 4. Research methodology/Design of the study
 5. Treatment/Analysis of the data
 6. Anticipated results
 7. References/Bibliography
 8. Appendices.

1.1.6. History of research in Library and Information Science:

The existence of library is as old as human civilization. The beginning of well organized library system started when Melville Dewey, a pioneer in library education, invented the Dewey decimal classification system. His work created a revolution in library science and opened a new era of librarianship. Melvil Dewey well deserves the title of “Father of Modern Librarianship” in this respect. The beginning of research in library and information science is linked to establishment of New York State Library in 1891 at Albany, USA which offered the degree of Doctor of Library Science. It was started with the idea that the degree should be awarded in honour (Honoris Causa) for remarkable professional achievement rather than for research. However, it was said that no such record was found of the degree that was ever given. The establishment of the graduate library school at the University of Chicago in 1926 however, included immediate provision for awarding the degree of Doctor of Philosophy.

The first school of librarianship was established in 1919 at the University College, London. Mr. Eleanor S Upton was the first recipient of doctorate in library science from the United Kingdom for his thesis, “*a guide to source of seventeenth reports of the Royal Commission on Historical Manuscripts*” in 1930. However, it was only after 1960 that PhD facilities became available in UK. The information science at the University of

Sheffield in 1963 is considered as the first milestone in formal doctoral research activity in United Kingdom.

In India, the first two library training classes were started in Baroda in 1911 and at Panjab University (Lahore) in 1915. However, a systematic training program was found to be started in India at Madras University in 1931 only, which was under the leadership of Dr. S R Ranganathan. This course was upgraded as a full one year postgraduate diploma course in 1937. The first Masters programme in library science was started by the University of Delhi in 1948. University of Delhi has also credit of starting doctoral studies in library science in India, the credit for which also goes to Dr. S. R. Ranganathan. It was only in 1957 that the first Ph.D. was awarded to D.B. Krishnarao for his work, "Facet analysis and depth classification of agriculture" in India.

In Nepal, the establishment of library and information studies is not as old as it is in neighboring country, India. Although basic level library science training course was started in 1972, however, it was only in 1995/96 that a systematic academic library and information science course leading to Bachelor level academic was started through the establishment of Department of Library Science in Tribhuvan University. The one-year Bachelor's degree course continued for seven batches. The course consisted of five compulsory subjects including project report.

The submission of project work is one of the requirements for the award of the Degree of Bachelor's in Library and Information Studies in the Tribhuvan University. The inclusion of project report carrying 25 (40L) marks is meant to impart a skill to the BLibSc students and gain insights on writing the reports. Usually an approved topic on any aspect of library operations, information and service has to be prepared and reported upon by the BLibSc students. The project report will be a survey, observation and case study of different library operations in the different types of libraries or trend report or state-of-art studies.

With realization of need of higher level professional manpower, the department initiated Master's level course in Library and Information Science (LIS) in 2002. However, the

course program to initiate for doctorate is yet far away compared to the evolution phases undergone by neighboring as well as other countries. Although it was not documented in literature, however it is noted that in Nepal, two professionals have been awarded with Ph.D. degrees namely, Mr. Madhusudan Karki and Mr. Mohan Raj Pradhan, who both are associated with Department of Library and Information Science (LIS), TU.

1.2. Statement of the problems:

The Department of Library and Information Science at TU has conducted seven batches of one-year postgraduate course. According to the course contents, a project report on an assigned topic is required to submit by graduating students in order to attain the degree. As there have not been earlier studies in investigating the nature and characteristics of the project reports deposited in the LIS Department. Hence, this study is carried out to identify the following problems:

1. It is not known how many project reports have been submitted.
2. What topics are covered by the project reports?
3. What types of libraries are focused in the project reports?
4. How many project reports are written by covering geographical area?
5. It is not known about the number of BLibSc students by gender, ethnic group and their educational background prior to joining the course.
6. It is also not known as to how many project reports are supervised or evaluated by each guide.
7. It is not known what topics are suitable for research which can address the practical problem that library professionals face.

1.3. Objectives:

The objectives of the study is to review and analyze the BLibSc project reports submitted to the Department of Library and Information Science which conducted the course from 1995/96 – 2001/02. The study aims to determine the following specific objectives:

1. To determine total number of project reports submitted to the department of library and information science.
2. To examine the subject coverage of project reports.
3. To investigate the type of library focused in the project report.
4. To find out the geographical coverage of subject areas in the study.
5. To explore the BLibSc students by their gender, ethnic group and educational background.
6. To explore the guideship pattern of project reports being supervised
7. To recommend the Department of LIS for appropriate topic selection for future researches.

1.4. Scope and Limitations of the Study:

The present study is confined to the review and analysis of project works of the seven batches of Bachelor level graduates of LIS only that were submitted to the Department of Library and Information science. Its aims are limited to exploring the total number of project reports by topic selection, their subject coverage, the type of library focused in the report, number of researchers by gender and ethnic group, geographical location of study included in the report and prepare list of project reports supervised by the guides. This study includes the seven batches of BLibSc students and their project reports, which are available in the department of LIS. The data for this study were collected during 2007-08.

1.5. Significance of the study:

This study being the first of its kind on the analysis of project reports of Bachelor of Library and Information Science (BLibSc) in the TU, its findings reveal the research trends of BLibSc students in Department of LIS. This is expected to help both the Department of LIS and prospective students to focus their research topics on areas that are least or not concentrated upon by previous project reports or theses. Similarly, the study serves as a database and prototype (model) of theses for the department, which

could be updated periodically. Besides these, this study provides information about the trend of attraction towards library profession by gender and ethnic group of researchers. This also elicits information as to the number of project reports supervised by each guide.

1.6. Definition of the terms/glossary:

Harrod's Librarian's glossary (1995) defines:

Analysis: The separation of problems and situations into common elements and basic principles; a detailed examination of the essential compounds then yields a framework for the implementation of management ideas on efficiency and productivity. (p22)

Appraisal:

1. An estimate of the value of a book as a contribution to a subject.
2. The process of analyzing and selecting records in order to determine which are suitable for retention as archives. No records should be accepted by an archives service except as a result of appraisal.
3. An estimation of value or quality, especially as assignment of the quality of work performed by an employee, linked to future tasks planning and the overall of an organization's performance. (p26)

Thesis: A report or treatise prepared as a part of an academic course for a higher degree or diploma. (p207)

Dissertation: A thesis or treatise prepared as condition for the award of a degree or diploma. (p207)

Report: A publication giving a formal or official record, as of the activities of a committee or corporate body, or of some special investigation, or the proceedings of a governmental body. (p547)

Librarianship: The profession of the librarian. (p378)

Library and information service: The study and practice of professional methods in the use and exploration of information, whether from an institutional base or not, for the benefit of users. An umbrella term, abbreviated LIS, and use to cover such as librarianship, information service, information work, etc. (p36\78)

1.7. Organization of the study:

The theses have been organized in proper sequence of the topics and subtopics. To assist the readers to understand, the terminology and definitions of the terms are also presented to help the readers.

This study has been organized and presented according to the format prescribed by the Central Department of Library and Information Science (LIS), TU. Based on the format, the thesis is divided into six chapters.

The first chapter is presented to introduce the study in respect of background of the study, statement of problem, objective of the study, scope and limitation of the study, significance of the study, definition of the terms and this heading itself i.e. organization of the study.

The second chapter reviews the related literature on the topic and dealt under heading "Review of literature".

The third chapter is mainly concerned with understanding of the subject matter where the study is specifically "Focus of Study".

Research methodology, research design, population, sampling procedure, data collection procedure and data analysis procedure are included in the fourth chapter.

The fifth chapter presents the analysis and presentation of collected data and is put under the heading "analysis and presentation" where the findings are presented in different types of diagrams and tables.

The final chapter is meant to present the finding of the study which also includes the "summary of the finding", conclusions and recommendations.

With the guidelines recommended by the department, I intend to deal with my study topic on "An Analysis of Project Reports of Bachelor Level Students of Library and Information Science (BLibSc): an Appraisal with Special Reference to Relevance of Topic Selection".

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2. REVIEW OF LITERATURE

Studies conducted with aim to analyze research reports/theses/dissertations submitted to the respective faculties are common practices in universities throughout the world. Such studies are conducted with focus on exploring/investigating the number of theses submitted during particular time, the relevancy of topics covered in the research, research methodology used, appropriateness of findings and recommendation offered for future improvement in the related field. Although such studies of undergraduate and graduate level are rarely documented, however, postgraduate and PhD level research reports are widely found in literature including the stream of Library and Information studies.

Aliyu (2009) analyzed 39 MLS dissertations submitted to the School of Postgraduate Studies, University of Maiduguri between 1996 and 2008 conducted with the objectives of determining i. the total number of dissertations by academic year, ii. The subject areas covered iii. The type of library focused, iv. The geographical areas covered and, v. the gender of the researchers. The data for the study were gathered from the MLS dissertations accepted by the Postgraduate Studies and deposited in the Ramat Library and Department of Library Science. The data gathered were analyzed using descriptive statistics of frequency counts and percentage. The study found the subjects covered were i. Information Science (7, 17.9%), ii. Library Personnel Management (5, 12.8%), iii. Library Resources (5, 12.8%), iv. Serial Librarianship (4, 10.2%), v. Library Resources Conservation/Preservation (3, 7.7%), vi. Library Services (3, 7.7%), vii. Library Administration (2, 5.1%), viii. Library Automation (2, 5.1%), ix. Collection Development (2, 5.1%), x. History of Libraries (1, 2.6%), xi. Library Association (1, 2.6%), xii. Library Profession, xiii. Library Services to Children/Adolescents, xiv. Library Standards, xv. Publishing and Book Trade. By type of library covered by the dissertations, study found a total of 42 scores. Out of 42, academic library recorded the highest scores of 24 representing 57.1%, Public Library recorded 7 scores representing 16.7%, four dissertations representing 9.5% did not focus on any type of library. School and Special

Libraries recorded 3 scores each, representing 7.1% while Private Collection/Library recorded one score representing 2.4%. The production of dissertation by academic year, the 2006 academic year recorded the highest productivity of dissertation with nice representing 23%. Similarly, dissertation by geographical area covered, Borno state ranked first with 21 scores representing 46.7%. The gender of the students who presented the dissertations revealed that majority 23 (59%) were male while 16 (41%) were female respectively.

Mestri (2008) carried out a study to respond to the queries of the scholars of library and information science on how to select the research topic for doctoral degree. In his study, he analyzed 219 dissertations submitted during 2001-2007. Doctoral theses submitted to various universities were analyzed by time and their quantity, geographical area covered, state wise universities and awardees, subject coverage of theses and language of theses. According to him, during 2001-2007, 219 candidates completed doctorate from 45 LIS university departments. Study found that six universities produced majority of theses totaling 75, of which Karnataka University produced the highest number (16), whereas nine other universities had least number of theses, each producing one submitted during these seven years. By geographical area coverage, Andhra Pradesh ranked top producing 13 theses, followed by Karnataka and Madhya Pradesh each produced (12), and Gujarat (10). In contrary, each seven geographical areas had one dissertation produced that included Andman and Nicobar, Kerala, Manipur, Meghalaya, Mizoram, Sikkim, and Uttaranchal. By state wise universities and awardces, Karnataka state having five universities had 37 awardees, followed by Andhra Pradesh with 3 universities awarded the doctorate degrees to 27 candidates and Maharashtra having six universities awarded to 23. Conversely, Assam, Bihar, Chandigarh, Delhi, Haryana, Jammu & Kashmir, Kerala, and Meghalaya having one university with LIS course awarded to 4, 1, 9, 2, 5, 3, 2, & 9 candidates respectively.

Analyzing the subject wise doctorate theses, the study found that 117 theses dealt with academic libraries that included five groups namely, school libraries 2, college libraries 21, research institute libraries 11, university libraries 52 and these dealing with two or

more categories of academic libraries 11. Bibliometrics was the subject of 15 theses, cataloguing topic was covered by three theses, classification was covered by one theses. Similarly, 7 theses dealt with information technology, five theses were found under information science and three on information retrieval. Information systems were the subject of 6 theses, of which two dealt with foreign countries, Bangladesh and Iran. Among the subjects covered, application of information technology and related activities accounted for 42 theses, 13 on the application of information technology, 8 on library networking, 9 on digital or e-libraries, 5 theses on each of the Internet and library automation, and one theses on library software. Likewise, library science education was the subject of 12 theses, including one on user education. Among these, two were on teaching techniques; one was on the comparison of curricula between Indian universities and Iranian universities. Ten theses dealt with public libraries and 5 with special libraries. The topic of reference services was the focus of 8 theses, and 22 theses were user studies. In terms of language use, English language was used by the majority of scholars, but Hindi and other regional (state) languages like Gujarati, Marathi and Bengali were also used as the medium for theses.

Madasamy & Alwarammal (2009) carried out study with objectives to: i. identify the universities' doctoral output, and ii. to trace the doctoral research trends in library and information science. The study included 171 doctoral theses for analysis covering the period 2003-2008. The analysis of research output revealed the highest number of doctoral theses was 43 and were produced in the year 2006. The highest number of doctoral research contribution during the period was from Andhra Pradesh (15.9%) followed by Karnataka (14.1%). Similarly, Dr. B. Ramesh Babu of University of Madras guided the maximum number (7) of research scholars during 2003-2008 followed by Dr. A. A. Vaishnav from Dr. Babasaheb Ambedkar Marathwada University, Maharashtra, Dr. B. D. Kumbar and Dr. C R Karishidappa from Karnataka University, Dharwad, Dr. C Sasikala from Andhra University, Vishakapatna, Dr. D. Rajyalakshmi from Nagpur University, Maharashtra, Dr. K. Somasekhararao from Andhra University, Andhra Pradesh. Of the research contribution by 47 universities, it was seen that the highest number of output was by Andhra University (8%) followed by Karnataka University

(7.6%). On analyzing subject wise contribution of doctoral research in LIS in India from 2003-2008, it was found that most of the doctoral research was predominantly covered by the traditional subject areas. Research areas included information sources and services (16.9%), user studies (14.6%), library and information management (14%), bibliometric study (12.9%) and academic library system (11.1%) among them. The findings of study suggested that there was a steady growth in the Ph.D output during the period of 7 years and thereafter a sharp decline has been noticed. The author urges that there should be more doctoral research output especially in areas such as digital libraries and application of information and communication technologies in libraries as these areas although important have not been amply studied in the doctoral research works produced during 2003 to 2008.

Mahapatra and Sahoo (2004) conducted research aiming at objectives, i. to find out the trend of LIS research, ii. To know the subject wise distribution of research works in LIS, iii. To determine the diversity and trends of research in LIS field, and, iv. To identify the contribution of universities in awarding doctoral degrees. Total number of 164 theses produced during 1997-2003 was included in the analysis. Findings suggested that by year wise distribution of theses awarded, maximum number of 37 was produced during 2003 and equal numbers of 26 theses were awarded in the year 1999 and 2002. In order to determine the direction of LIS research, 33 broad subjects have been categorized. The subject area 'user study' had the highest number of doctoral dissertations awarded totaling 31 in number. The focused themes in this area included: 'information needs', 'information seeking behaviour', 'users' satisfaction' and evaluation of information resources and services'. 'Bibliometrics and citation analysis' ranked second position by producing 19 dissertations in this subject category during 7 years. The research topics in this category included 'LIS doctoral dissertations', 'social science literature', 'astronomy', 'management', 'oceanography', and 'biomedical literature. Similarly, the subject category 'academic library system' stood on 3rd position by producing 17 research works. The subject area of 'personnel management/HRD has eight (8) theses during the period. In topics like 'information system design', information technology' and 'library professionals' an equal number of seven (7) theses each awarded. Likewise, equal

number of 5 theses in each of the subjects such as 'library networking', 'special library system' were produced by scholars during the study period. Among the topics, general aspects of LIS included 45 research works and the 35 works on 'resources'. 19 and 17 theses were produced on ICT and library staff/personnel respectively. Findings showed that All the 459 universities in India have awarded Ph.D. in LIS during the period. While the Karnatak University, Dharwad has highest number of research works i.e, eighteen (18) awarded to their scholars, it was followed by the Bangalore University, Bangalore which has awarded thirteen (13) researchworks to its scholars. The Andhra University, Waltier and the Jiwaji University, Gwalior has produced equal number of twelve (12) Ph.D. each in LIS. The Osmania University and the Punjab University have eight (8) and seven (7) doctoral dissertations respectively awarded to their scholars during the period.

Among the Indian universities that contributed to production of research works, the Southern Region has the highest number of seventy two (72), the Western Region has the lowest of nineteen (19) only. The Northern Region is having fifty one (51) research works and the Eastern Region is having twenty two (22) works produced during the period.

In respect of type of libraries being covered in the research works, it was indicated that researchers were more interested in Academic libraries than any other libraries. A total of thirty eight (38) theses have been produced on 'Academic Library System' during the period. While the Special Library has eleven (11) theses produced, the Public Library has seven (7) theses produced by the scholars. Similarly, the social science library and science and technology libraries have 4 and 2 theses done respectively.

With regard to languages used, the study found that a total number of 12 Ph.D in Hindi language have been produced while the remaining 151 are in English language. Only one (1) thesis has been produced in Bengali language. Out of 12 theses produced in Hindi language in LIS, eleven (11) theses belong to Madhya Pradesh and Chhatisgarh State only and the remaining one is from the State of Gujarat.

In terms of guideship pattern of Ph.D Scholars, One hundred forty one (141) Ph.D scholars were guided by single Guide whereas, only twelve (12) scholars have chosen Joint guideship for their research works. In eleven (11) cases, no mention of guide has been made.

With respect to the contribution of Research Supervisors towards the creation of Ph.D theses in LIS during the period of study, Prof. C.R. Karisidappa has guided highest number of eight (8) Ph.Ds in LIS during the period followed by Prof. S.L. Sangam who has six (6) theses to his credit. Prof P. Soma Raju and Prof P.S.G. Kumar are the only two supervisors who have researchers, perhaps foreign scholars, have, guided five (5) research works each. While three supervisors have guided four (4) scholars each, nine supervisors have guided three (3) scholars each. Similarly eighteen supervisors have guided two (2) scholars each and fifty four supervisors have guided one scholar each.

Chowdhury & Tadesse (1995) conducted a study on Survey works, carried out by 15 MSc (Information Science) students of the School of Information Studies for Africa (SISA) in the course of their dissertation work. It revealed some important facts related to information systems and services in the countries studied. This paper analysed the student dissertations in order to present an overview of the library and information systems and services available in seven eastern and southern African countries--Ethiopia, Kenya, Malawi, Sudan, Tanzania, Uganda and Zambia. At SISA, students are encouraged to choose topics for dissertations which have some bearing on national development at large, and which are of interest to the candidates themselves. Literature on the existing information systems and services in different areas of development in African countries is very scarce. This encourages students to take up projects which will help them analyse the existing situation and then come up with a proposition for a solution. The survey work carried out by the students—through questionnaire, interview, field survey and observation--reveals interesting facts which have not previously been noted. After analysing the existing system and the prevailing problems, students normally come up with a proposal, supported by a prototype system, to improve the existing situation. The study revealed that the library and information systems and services in the seven eastern

and southern African countries featured are, in general, not very good. Public library systems are not well-organized in most countries, and, except for university libraries, academic library systems are also quite poor. The condition of special and research libraries is better, but they too face a number of problems related to foreign exchange, electricity, and communication.

Among other findings identified by study are: a noticeable trend of acceptance of information technology in all seven countries. A slow pace of development this is caused by some very real problems. Some of the major problems that hinder the progress of information systems and services are:

- a lack of resources, especially foreign exchange
- a lack of overall awareness and appreciation of the need and importance of information in all walks of life
- a lack of appropriate indigenous technology
- a lack of trained manpower
- unreliable electricity, telephone system and other infrastructure problems
- and many other natural and political problems that most African countries face today.

The five dissertations on Ethiopia cover the five major areas of study and research which control the overall development of a country. General observations relating to the provision and handling of information in all these areas - agriculture, industry, labour, population, and urban planning are that the existing information services are inadequate, inconsistent, and sometimes unreliable. There is also duplication of efforts in the collection and processing of information resulting in a waste of limited resources. Sometimes the information collected/generated needs to be further analyzed and repackaged for specific groups of users. Moreover, there is a lack of proper planning and co-ordination of information systems and services in the country. Other dissertations analyzed in this study reflect library and information systems and services, in general, in six countries. The general observation in all these countries is that the school and public library services are grossly inadequate, although their importance is well-recognized.

College libraries are also under developed in comparison to university and research libraries. Information technology is slowly being introduced, though mostly in university and research and special libraries, and also in national libraries or equivalent institutes. The problems that library and information systems and services are facing are more or less the same as those mentioned earlier. The absence of a national policy on information systems and services is also a major reason for their inconsistent growth and development. In several eastern and southern African countries, seminars on national information policy were held between 1987 and 1991. Policy proposals were drafted but none of the policies has been implemented so far. Major constraints in the implementation of such a policy include: inadequate financial resources, lack of qualified manpower, and various other pressing problems including political, social, natural and environmental.

Prebar (2010) carried out a study consisting a sample of 335 Masters theses and doctoral dissertations submitted from 2002 through 2006. Among the papers were 107 Masters theses (31.9%) and 228 doctoral dissertations (68.1%). Of these, 277 papers (82.7%) were written in the US, 52 (15.5%) in Canada and the remaining six studies, constituting a mere 1.8 percent, were from Hong Kong, India, Japan and China. The dissertations represent studies conducted in 177 universities and various research institutions, with each research institution providing fewer than two dissertations on average. Of the dissertations, 40 were tagged in the ProQuest Digital Dissertations database under 'Library Science', 304 were tagged as 'Information Science/Systems', while nine dissertations were tagged under both topics.

The study found that the number of dissertations submitted in each of the years was similar. The 335 dissertations were distributed similarly between the five years. In the division of dissertations by topic, the distribution found the topic with the highest distribution percentage was Information Technology, with 23 percent on average; Information Industry Economics and Management came second with 20 percent. These two areas accounted for nearly half the dissertations (43%), compared to only a quarter (26%) of the dissertations in the previous study. Social Information Science and Information/Learning Society received 13 percent and 12 percent respectively. The

remaining topics received less than 10 percent. When comparing the parallel study conducted on LIS dissertations, it was noted that user Studies was the most studied in the field of information studies with 20 percent of dissertations, whereas in the current study it has earned the attention of only 9 percent of the dissertations. However, the field that enjoyed the most attention in the current study, Information Technology, was cited by a mere 12 percent of dissertations in the former study.

The study further revealed that Methodology and Foundations of Information System, which focus on the basic elements of the field, were hardly studied in the extra-disciplinary departments; similarly, Data Organization and Retrieval, another basic element of LIS, also gained a relatively low 7 percent. However, the Social Information Science gained 13 percent of dissertations, compared with a mere 7 percent in LIS dissertations.

Wagh (2010) conducted a research with the purpose to evaluate the content of Dissertations submitted in Department of Library and Information Science S.G.B. Amravati University, Amravati. The objectives of which were to:

- 1) find out subject wise distribution of dissertations.
- 2) prepare a list of dissertations submitted during a study period.

The study included 322 dissertations submitted in the department during 1993-2009. The researcher has grouped these dissertations in 28 subjects and 29th category was reserved for other subjects which include 25 subjects on which one dissertation submitted during study period. From the data presented it was observed that the most popular subject among students of LIS is bibliometric analysis. On this subject, 36 (11.18%) dissertations were submitted. The subject bibliometric analysis included the branches of bibliometric analysis such as citation analysis, scientrometric analysis, authorship pattern etc. The next popular subject among students was evaluative study from the point of view of cost effectiveness & cost benefit on this subject that included 24 (7.45%) dissertation. From the study it was also observed that the students selected and faculty member assigned a

variety of different and key areas of LIS such as Expert system, Thesaurus Construction, Bibliographic Control, Personnel Management etc. Hence from the study it can be concluded, that students carried out research on a number of prominent areas of LIS, out of these areas / subjects, bibliometric analysis, evaluation, growth and development of libraries are the popular subjects among students. By the guidewise distribution of dissertations, it was observed that the highest number of dissertation i.e. 58 (18.01%) were guided by Prof. R. B. Jatkar followed by Prof. M. R. Kherde who guided 52 (16.15%) students. Further least number of dissertations i.e. 02 (0.62%) were guided by S. J. Deshmukh.

Based on the data, it was revealed that during these 16 years, 322 dissertations were submitted with an average of 20.12 dissertations. From the yearwise analysis of dissertations submitted it was found that highest number of i.e 28 (8.6%) dissertations were submitted in academic year 2004-05. Similarly, from the subjectwise analysis of dissertation it was found that the students selected variety of subjects / topic for research. However, it was also found that the bibliometric studies are the most popular subject among students, reason behind this may be that these studies are more objective and once the data collected, the further research is based on statistical analysis. From the guidewise analysis of dissertations it was revealed that Prof. R. B. Jatkar, Prof. M. R. Kherde guided 58 (18.01%) and 52 (16.154%) dissertations respectively. Prof. R. B. Jatkar, Prof. M. R. Kherde are teaching in department from the inception of MLISc course hence they produced maximum dissertations. From the referencewise analysis, it was found that the students gave references, they followed standards for citations which indicated that students followed the research methodology. From the study it was revealed that out of 322 dissertations majority of i.e. 194 (60.25%) dissertations included upto 50 references.

Chikate & Patil (2008) conducted a study on citation analysis of 27 LIS dissertations submitted to the University of Pune between 1982 and 2005. The objectives of the study were:

- to determine the principal forms of literature used in dissertations by LIS doctoral students
- to prepare a ranked list of periodicals based on frequency of use by doctoral students.
- to determine country-wise distribution of literature used by doctoral students.
- to determine the age distribution of literature used by doctoral students.
- to study authorship patterns in citations.
- to determine language-wise distribution of citations
- to determine subject-wise distribution of citations.
- to determine publisher-wise distribution of citations.

A total of 6,257 citations were found in all 27 dissertations. Data compiled included year of publication of articles, and journal subject, language of journal, publication status, place of publication, and publisher of the journal taken from the online version of Ulrich's International Periodical Directory (<http://www.ulrichsweb.com>). All references (bibliographies) were photocopied and each reference was categorized according to format or genre, i.e., book, journal, report, conference proceedings, newspaper, thesis/dissertation, and reference book. A list of periodicals was compiled and data was entered in SPSS.

The study found that the most cited journal by LIS researchers was *College and Research Libraries*, which was cited 141 times, more than 5.3% of the total percentage of citations, followed by *Scientometrics*, at 129 (4.9%), *Journal of American Society for Information Science*, 113(4.3%), *Journal of Documentation*, 99 (3.8%), *Aslib Proceedings* , 82 (3.1%), *Library Quarterly*, 78 (3.0%), and *Library Trends* with 62 (2.3%).

In the study, 11 journals covered 917 articles; the next 55 journals covered 914 articles, and the next 300 journals covered 770 articles. That is, 11 journals covered one-third of the total citations, the next 41 journals accounted for another one-third, and the final 300 covered the remaining third. Thus, the first zone or 'nucleus' contains 11 journals,

followed by the second zone with 55, and the third with 300 journals. The zones form an approximately geometric series in the form. 11:55:300

The geographical distribution of 351 ranked journals showed 2,639 citations. One quarter, or 88 of the journals, covering 651 (24.7%) citations were from India. The US ranked first among foreign countries with 131 (37%), while 71 (20%) journals, covering 560 (21.2%) citations were from the UK. Out of 2,639 citations, 764 were cited during 1986-1995. The authorship pattern distribution of 351 ranked journals covered 2,639 articles. By language, nearly all citations were found in English i.e., 2,485 (94.2%), followed by Marathi with 118 (4.5%). It was found that LIS doctoral students used a multitude of disciplines, including science, medicine, economics, psychology, etc. Nearly three quarters of the citations were from LIS subjects, followed by 191 (7.2%) in science, 73 (2.8%) citations from medicine, and other 469 (17.8%) citations from 31 subjects.

To learn more about the publishers cited in LIS dissertations, publishers were categorized as commercial, academic, association, societies, individuals, and government. Commercial publishers were the most frequently cited. They were closely followed by academic publishers, and then associations, societies, and individuals.

On the basis of findings, the following conclusions were drawn from the study consisting more than 6,000 citations from 27 doctoral dissertations:

- Nearly half of the citations recorded were from journal articles: 2,639 (42.2%)
- Nearly three quarters of the journal articles were from LIS journals, with the remainder from 33 other subject areas.
- *College and Research Libraries* was the most cited journal, followed by *Scientometrics*.
- Most of the citations were from 55 journals out of the total number.

Sudhler and Kumar (2010) conducted a study with the objective to examine the PhD theses awarded from the Department of Biochemistry up to 2007, in order to determine the following:

- To discover trends in biochemistry research
- To discover the subject distribution of theses and the main areas of research.
- To discover what format of materials re-used by doctoral students in biochemistry
- To discover the most frequently cited journals in the field.
- To discover the most frequently cited books in biochemistry

The methodology included a literature survey and bibliometric analysis of the theses and the citations/references appended to them. The title page and bibliographies for the PhD theses have been photocopied, and demographic data about each thesis recorded. Then the task of identifying and recording information about the individual citation began.

The study focused on the analysis of biochemistry doctoral theses awarded from the Department of Biochemistry, University of Kerala, from 1966 to 2007. There were 168 Biochemistry PhDs awarded during this period from the department. All were examined to collect data on relevant features required for the study. This study was divided into two parts. The first dealt with the theses and the second dealt with citation analysis. Of 168 theses, 21 were selected as samples by simple random sampling.

The analysis of study found that Clinical biochemistry has the highest number of theses awarded, 43, or 25.60%, with metabolism and nutrition in second and third place among the 13 subjects categories.

By Year-wise distribution of theses, it was revealed that 72 theses were produced between 1986 and 1995.

Page-wise analysis of biochemistry theses showed that more than 40 percent of these have 150-200 pages. Only one has more than 400.

Guideship pattern showed that nearly all PhD scholars have a single guide, while a few have two. Dr. P.A. Kurup, the first head of the department, has guided highest number of PhDs in Biochemistry, with 52, followed by Dr. R. Kalesya Raj second head of the department, who has guided 24 scholars. The third place was occupied by Dr. P. R. Sudhakaran, the present head of the department, who has guided 23 scholars.

By genderwise analysis of researchers, it was shown that nearly 80% of the 168 theses were produced by male scholars.

The number of publications included in doctoral theses were analysed to study the publication pattern of researchers. About 60 percent of researchers did not include the list of their own publications in their theses. About one-third had 1-5 of their own publications listed.

The number of citations in the theses were analyzed to determine the trend of citations and the data. It was found that the majority of theses had from 201-300 citations and more than one-quarter had 301-400.

The citations were classified into various bibliographic forms such as journals, books, conference proceedings, and non-print sources. Journal articles were found the most important form of publication cited, with nearly 90 percent.

Analysis of citation by language found that nearly 90% of citations were in English and all other languages with English translation put together accounted for 672 (11.37 percent) citations. Of these, the major languages used by the researchers were the English translations of Russian, German, and Japanese.

By authorship pattern of citation, slightly more than one-fifth of the citations were single authored, with nearly 30 percent having two authors, and nearly half having three.

Distribution of citations by currency/year of publications, it was found that about half the citations were from 1981-1990 and about one-fifth from 1971-1980.

While analyzing the journals to determine the most cited, it was noted that a list of 25 core journals were found frequently used by research scholars in biochemistry, of which *Journal of Biological Chemistry* and *Journal of Cell Biology* occupied the first and second positions in the list. These two journals accounted for 12.20% of total citations for journals.

Statistical Analysis in Chemistry and Chemical Industry was found the most cited book with 34 (6.45%) citations, followed by *Organic Peroxides* with 31 (5.88%).

Thapa (1992) conducted a study on analysis of research reports with the objectives i. to find out total number of foreign researches who submitted their reports to research division within a period of one decade viz; 1980 to 1990, ii. To explore area wise and country wise number of foreign researchers who did not submit their research reports. iii. To find out the objectives and major findings of research reports of those foreign researchers who have submitted their reports to research division of TU from the year 1980 – 1990.

Information for the study of research reports submitted to research division of TU was collected from the registration, which covered 238 research reports and analysis was based on two approaches, i.e., collection and classification according to the subjects and years.

The study found that i. 73% of researches were conducted by individual researchers and only 26.9% were done by group researchers, ii. Maximum number were registered in academic year 1982 consisting 34 in total and minimum number was in the year 1984 i.e. 10. iii. Out of total 238 researches conducted by foreigners, 107 (44.9%) were in the field of humanities and Social Science, iv. The major affiliating institutions were CNAS and central department of sociology and anthropology. They had affiliated 81 and 42 research projects respectively, v. Majority of research reports submitted during 1980-1990 were from USA consisting 96 (40%), 31 (13%) from Germany, 20 (12.6%) from Britain and 26 (10.9%) were from Japan, vi. Out of 72 research reports of USA, altogether 9 (12.5%) final copies of reports were submitted, vii. the research areas of submitted research reports were sociology, geology, metrology, viii. three reports, two on metrology and one on geology were found to be lost, ix. 10 reports under the faculty of humanities

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3. FOCUS OF STUDY

3.1. Focus on analysis of project reports:

The primary focus of this study is the analysis of the project reports/theses submitted by the Bachelor level students of the LIS course conducted at department of LIS during 1995/96-2001/02 in TU. The total numbers of project reports that are included in the study are 88. The analysis of project reports is intended to appraise with reference to relevant of topic selection.

Project report writing is compulsory subject prescribed in the BLibSc course of study. As per the syllabus, in order to attain the degree, students are required to submit a project report on an assigned topic by conducting survey, observation and case study of different library operations in the different types of libraries.

As stipulated by syllabus, students should have ability to conduct such studies applying research methods. The project report completed should be deposited in the department of LIS. It is not known as to how many project reports are in the department. Therefore, the rationality of this study lies in eliciting the number of project reports deposited, their subject and type of library focused, geographical coverage, number of BLibSc students by gender, ethnic and educational background, and guideship pattern.

The focus of the study (analysis) has relation with objectives in determining the number of project reports which consisted 88, of which 54 (61.4%) are by male and 34 (38.6%) by female students. By ethnic group, Brahmin has a largest number of project reports 35 (39.8%) submitted and the least by Limbu (1.1%). 76 project reports had geographical coverage, of which Kathmandu got 52 project reports.

Another focus of this study is to appraise (assess) the project reports in terms of relevance of topic selection which is expected to generate by the Bachelor level students upon completion of the course. The BLibSc graduates are expected to conceive the topics that are related with library system/service. On appraising (assessing) the reports, majority of

them chose the case studies which meet the objective of course of study. Similarly reference service, library service/system, library instruction, circulation system, automation are the topics selected by the BLibSc graduates.

In order to produce the competent manpower for the library and information services, TU has undergone the different stages of development process, which are explained below including the basic guidelines for conducting research.

3.2. Background: Development of LIS Department:

Tribhuvan University (TU), established in 1959 is the oldest university of Nepal. It was established with purpose of producing skilled manpower required for the development of the country and higher education in Nepal. Until some years back, TU was the only state-run institute having responsibility of imparting higher education to the citizens in Nepal.

Under the educational programmes of Tribhuvan University, the Department of Library Science was established in 1995 under the faculty of Humanities and Social Sciences (FOHSS). The course is known as a one-year postgraduate degree course. It was the first time that a one year postgraduate course on Library and Information Science (LIS) was started in Nepal with academic recognition. The University Campus, Kirtipur was given full responsibility to conduct the courses designed to produce the trained librarian. The classes for Bachelor of Library Science (BLibSc) course were initially started from the Tribhuvan University Central Library (TUCL) premises. Prior to this, the TUCL as one of biggest library (in terms of collection, members, and services) of the country had been conducting short term training courses since 1972 which were meant to develop paraprofessional manpower.

3.3. Objectives of LIS Department:

The department of LIS was established with the following objectives:

1. To produce different categories of information professional required for Nepal.
2. To provide information services to the users who attend the libraries of different types and sizes through professional support.

3. To conduct research in the field of library and information science activities.
4. To conduct faculty development programme for quality education.
5. To provide the opportunities of continuing education to all categories of information and library workers.
6. To evaluate its academic programmes and modify as required.
7. To provide consultancy services and trainings to the organizations who felt necessary of these services.
8. To present proposals, programmes and advices to the concerned organizations and government offices according to their needs and requirements for the development of information sectors.

The course is designed to provide the knowledge and skills in the effective organization and management of libraries / information centers.

1. To offer the students a broad based and sound knowledge of fundamental law of library and information science.
2. To upgrade and develop profession, library and information services, and
3. To give the students practical training of library works and to enable them to make efficient management of library.

3.3.1 Structure of BLibSc course of study:

Table No.1 The BLibSc course contents: five papers of the following subjects:

Paper	Subjects	Marks	Pass marks
1	Library, Society and Information Technology	100	40
	Group A: Library and Society	50	20
	Group B: Information Technology	50	20
2	Library Administration, Management and Project Work	100	40
	Group A: Library Administration and Management	75	30
	Group B: Project Work	25	10

3.	Library Cataloguing	100	40
	III 1: Theory	50	20
	III 2: Practice	50	20
4.	Library Classification	100	40
	IV 1: Theory	50	20
	IV 2: Practice	50	20
5.	Reference, Information, Bibliography & Documentation	100	40
	Group A: Reference, Information and Communication Service	50	20
	Group B: Bibliography, Documentation and Reference Service	50	20

As per the syllabus, an assignment of preparing project report is included as 2nd paper of the course that carries 25 marks. Students are required to submit a project report on an assigned topic before the final examination. The project report will be a survey, observation and case study of different library operations in the different types of libraries or trend report or state-of-art studies. Committee for evaluating the report is formed that will assign mark. Detailed elaboration on project report is dealt in later chapter.

The BLibSc course continued for seven batches from 1995/96 to 2001/02 which produced 116 middle level graduates of library and information science professionals.

3.3.2. Commencement of MLISc course:

TU commenced the MLISc course from 2002. The course is meant to produce the high level professional manpower that are expected to deliver information service in competent and efficient manner and meet the demands of growing needs of such manpower for library establishments in various organizations.

In order to produce the high level professional manpower, the department of MLISc is established with following objectives:

1. Train different categories of information personnel required for the country.

2. Provide information services to the users who attend the libraries of different type and sizes through professional support.
3. Conduct research in the library and information sectors.
4. Provide continuing of LIS education to all categories of library and information workers.
5. Conduct seminars, workshops, research and consultancies in the field of LIS.
6. Provide counseling services, guidance, suggestions in the policy and other related matters in the field of LIS.
7. Suggest the concerned authorities for legalized library and information services in the country.
8. Produce high skill professional human resources in the field of LIS.
9. Conduct faculty development programme for quality education.
10. Present proposals, programmes and advices to the concerned organizations and government offices according to their needs and requests for the development information sectors.

To meet the objectives of the LIS department, the curriculum and course contents are designed.

3.3.3. Objectives of MLISc course:

1. To give the knowledge of basic principles and laws of LIS
2. To provide basic skills of librarianship and information manager for the scientific management of libraries and information centers.
3. To acquaint with social, cultural, educational and communication environment of libraries and information centers for competitive, effective and efficient information services.
4. To provide the knowledge and skill of management and administration of all types, size and subjects of libraries and information centers.

As stated in objectives, the MLISc course is more comprehensive in terms of coverage of subjects which is essential to produce the high level information graduates.

The course contents of B.Lib.Sc and MLISc are designed as per the standard postgraduate curriculum of TU.

3.3.4. Structure of MLISc course and subjects:

Table No.2. MLISc course of study for 1st year

Paper	Code	Subjects	Full mark
I	501	Library/Information Society and Data Communication and Computer Network in Library Services Group A : Library/Information Society – 50 Group B : Data Communication and Computer Network in Library Services -50	100
II	502	Library and Information Management	100
III	503	Information Control Technology Group A : Theory – 50 Group B : Practice -50	100
IV	504	Cataloguing and Indexing Group A : Theory – 50 Group B : Practice – 50	100
V	505	Information and Communication Technology Group A : Theory – 50 Group B : Practice – 50	

Table No.3. MLISc course of study for 2nd year

Paper	Code	Subjects	Full marks
VI	506	Information Processing & Retrieval Group A : Theory – 50 Group B: Practice -50	100
VII	507	Information Sources and Services	100
VIII	508	Research Methodology & Quantitative Techniques	100
IX	509	Dissertation	100
X	510	Specialization Papers (Any one) 510-1 Comparative and International Librarianship 510-2 Non-Book Materials and Library Services 510-3 Bibliographic Control 510-4 Education for LIS 510-5 Preservation and Conservation of Documents 510-6 Computer Programming in Library Automation Group A : Theory Group B : Practice	100

3.3.5. Requirement of thesis in MLISc and BLibSc:

The dissertation (thesis) paper is one of compulsory subjects included in the 2nd year course of MLibSc. This course is designed to provide an opportunity for each student to undertake an in-depth study of one particular topic within LIS and in particular, applying the knowledge and technology gained from the course on “Research Methodology and Quantitative Techniques” and conduct a research under the guidance of faculty members who will act as a supervisor. As per the syllabus, a research proposal should be submitted for approval before undertaking it by all students. The submitted dissertation will then be evaluated by the concerned expert and the students are required to defend the viva. The objectives of this course (research) are as follows:

- To enable students to prepare research proposal in a related topic.
- To carry out research activity applying suitable research methodology.
- To develop analytical thinking capability of students.

The course of study (syllabus) of both the Bachelor and Masters Level consist of teaching classes on project report and research methodology. These papers in both the levels are compulsory. But the lecture hours allotted to these papers vary by the level of degree. The lecture hours for project report in BLibSc is of 40 hours and carries 25 marks. but the theses/dissertation (research methodology) prescribed in MLISc is of 150 hours and carries 100 marks. However, it is necessary that all the students of B.Lib.Sc and MLISc students should submit the project report and thesis respectively in order to achieve the degree.

On the basis of the above objectives mentioned in both the bachelor and Master’s level library and information sciences courses, it can be said that research education is included as an integral part of the syllabus which denote that students are required to carry out research in the subject of their choice relating to the library service/activities during their study in library and information science (LIS) in Tribhuvan University. This mandatory requirement of carrying out research suggests that research is emphasized in LIS, by which the LIS field can be contributed by the practice of doing research in the respective field.

Since the library and information science is interdisciplinary subject, the development of it relies on creation/discovery of new knowledge. The research process can contribute to the development of the theory of LIS and professionalism. It is in this respect that research method in LIS course of study is included which also denotes building the foundation and practice of preparing background for further study in this field.

As the students pursuing the LIS course are the potential job seeker to get involved in the LIS service, they are sure to encounter the problems in practice and seek solutions to them. The BLibSc and MLISc graduates are expected and required to be familiar and knowledgeable with basic research process, methods so that they can undertake research and contribute to the development of LIS theory.

3.4. Origin of research concepts:

The origin of research is considered to be as old as human civilization. The research has its origin with the term "Quest". Whether it is for survival or seeking for development or improvement in any activities, human beings tend to make search. Research therefore generally focuses on a search for the discovery of "facts" (as to what actually happened), new knowledge and solving problems.

Research therefore can be defined as the search for knowledge or as any systematic investigation to establish facts. The primary purpose for applied research is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe. (<http://en.wikipedia.org/wiki/Research>)

The main responsibility of a university is to produce and disseminate new knowledge. New knowledge is created through research. Research involves using primary and secondary sources which contains data collected using the instruments e.g. surveys, interviews, questionnaires, focus groups etc.

Research in librarianship is a core aspect of library education in any library school programme around the world. It is a means for students and librarians to investigate the

cause and effect of fact, incident, event and trends that affect the profession and bring out the possible solutions.

Research is categorized as either basic or applied. Basic research looks at causes, effects and the nature of things. Whereas applied research tries to find answers and solutions to specific problems.

3.5. Nature of an academic thesis or project report:

The thesis or project report is the main idea of one's research. It is normally the result of a candidate's research; submission of the thesis represents the completion of the final requirement for the degree being sought. Therefore the purpose of graduate thesis is to prove that one has made an original and useful contribution to knowledge.

3.6. Research Process:

Research is an inquiry process containing some basic components. It has therefore to be undertaken following step-by-step procedures. Generally, research is understood to follow a certain structural process and components.

Hernon, P (2001) suggests the following basic components of a research process:

1. Reflective inquiry (that includes problem statement, literature review and theoretical framework, logical structure, objectives, and, as appropriate, research questions and hypothesis).
2. Procedures or research design and method(s) data collection
3. Gathering, processing and analyzing data
4. Quantitative study (reliability and validity) or credibility, trustworthiness, transferability, dependability and confirmability (qualitative study) and
5. Presentation of research findings.

1. Reflective inquiry:

- a. **Statement of problem:** A problem statement is one of important components of reflective inquiry which indicates that a study has some uniqueness, has a clear focus and addresses the value of the research being conducted.
 - b. **Literature review:** It is meant to assist in identifying and describing the key works relevant to the problem under investigation/study.
 - c. **Theoretical framework:** It is meant to ensure the relevant literature is not limited to a particular subject only, but the study area has link to other subject.
 - d. **Logical structure:** The structure provides the framework in which the problem will be visualized and ultimately investigated. It shows how the components and variables examined fit together logically and conceptually. Logical structure in case of LIS study, contains five components namely, *theme* (the subject); *Who*(population) ; *How* (methodology); *Where* (location); and *When* (time frame)
 - e. **Objectives:** It is meant to narrow the investigation by selecting the aims of the research activity and screening out what the study will not include or examine. Objectives operationalise those components of the logical structure that the study will explore and provide a framework for the formulation and testing of hypotheses, and the asking of research questions.
 - f. **Research questions/Hypotheses:** It is meant to offer direction to the research and the interpretation of the data gathered. It represents a further narrowing of the objectives.
1. **Procedures:** A step that refers to the study design and the methods employed to study the problem. It deals with “how” not with the “what and why” of the study.
 2. **Research design:** It is related with what research methods are used e.g. experimental, descriptive, case studies or other approaches. Research design is an action plan that covers:
 - o Who/what is study – the population or sample
 - o Design consideration

- Time frame for data collection
- Threats to reliability and validity

3. **Methods of data collection:** It is related with methods of collecting data.

Examples of methods are:

- Surveys (mailed, e-mailed, questionnaire distribution to users of a library, interviews, etc.)
- Content analysis
- Bibliometrics, including citation analysis
- Standardized tests
- Historical research, and
- Observation

Data gathering, processing, and analysis: This component is related to data collection, processing, analysis, and interpretation within the context of the study's objectives, research questions, and hypotheses. It analyses the errors that can occur in the research and measurement.

Presentation of findings: It is one of important part of the research which is related with communicating the findings of the study. It is meant to give the insight on the findings and importance of the study to the readers/examiners.

3.7. Basic structure or components (skeleton) of theses (research papers):

Traditional research paper usually includes the following components which represent the different stages of the research process.

1. **Title page:** This page contains the full title of the research with researcher's name. It is meant to provide basic information to the reader/examiner.
2. **Abstract:** It is concise information (2-3 paragraph), meant to provide basic information about research.
3. **Introduction, or Problem statement, or Problem Identification, or Scope of Study:** This component states about what exactly is being researched and why,

what the relevance or importance is; what questions will be addressed, and an overview of what conclusions will be drawn.

4. **Review of literature:** This is general survey of the related literature done at the earliest stage of the research. The purpose of literature review is to decide on the issues to be addressed; to become aware of appropriate research methodologies; to see how research topic fits into a broader framework; to prepare for approaching the critical reviews.
5. **Research methodology:** What is being studied and how. In this part, the purpose and research questions or hypotheses are re-stated, and the exact nature of what is being researched and how (population and sampling) is defined, along with what instrumentation was used. It also contains the details on procedures and time frame of the research, the analysis plan, the validity and reliability of the data used.
6. **Data collection:** This presents the raw data collected through the research methodology.
7. **Findings (Results and analysis of data):** The part contains a discussion of what has been discovered, including why and how it is significant.
8. **Conclusions:** It is a summary of the nature and application of the “new knowledge” represented in the research paper. Also included in this section is proposed further research on the findings.
9. **Works cited (References):** Resources consulted in research are enumerated in this section.
10. **Appendices:** This section is used to present research instruments which were used (e.g. questionnaire, surveys, statistical data, etc)

When a thesis or dissertation or project report is prepared, above procedures have to be followed to give the standard format of the research which is also applicable for the graduates of LIS in TU.

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Chapter IV

4. METHODOLOGY

The study is descriptive type; therefore the exploratory and opinion poll survey methods of research were used for data collection. The population sample was drawn from the admission register of the department of Library and Information Science Studies, TU Kirtipur.

A total number of eighty eight project reports submitted/deposited in the department that were available during collection were purposively selected for analysis.

The researchers prepared structured questionnaire/opinionnaire for data collection from user survey. A total of 40 questionnaires were prepared and distributed. The respondents were selected randomly and data instrument was administered to the authors of the project reports.

The survey instrument focused at gathering facts to justify the objective of this paper, which is to find out the personal details of project report writers, whether they are aware of need of writing a project report during BlibSc course, their experience about conceptualizing the research topic, etc. While the second data instrument for analysis of project report was used to elicit the information as to the number of project report by subject and geographic coverage, which are expected to provide answers to the objectives of this paper.

4.1 The sample and respondents of the study

The initial population sample consisted of 174 students of the department of library and information science studies admitted during seven batches that ran from 1995/96 to 2001/02. This sample is included in this study to determine the number of students by gender and ethnic group and to establish the cohort nature of sample.

Another sample included in this study is the 88 project reports deposited (which were located during the data collection) by the Bachelor level students to the LIS department, the analysis of which is the main objective of this cohort study.

4.2 Data - Gathering Procedure:

In order to gather the data, the following devices were carried out:

4.2.1. Logbook: A logbook was maintained to gather the required information for analysis of project reports that included the headings: name of researcher, year of admission/batch, title of project report, name of guide etc. (See appendix 2)

4.2.2 Questionnaire: One set of questionnaire containing 21 close-ended questions was prepared and distributed via email to those whose email address were possible to track down and distributed personally to those whose working place were known. (See appendix 4)

4.3 Instruments:

4.3.1. Approval: The questionnaire was constructed upon consultation and approval from the guide assigned by the Department of Library Science, Faculty of Humanities and Social Sciences, TU, Kirtipur.

4.3.2. Email: It is used as it is one of fastest way of communication that can be applied to obtain the required information from the scattered respondents.

4.3.3. Descriptive statistics: Frequency counts and percentages were used to analyze the data gathered in this study.

4.4. Composition of questionnaire:

The set of questionnaire was intended to draw out the following data and it was divided into the following parts:

Part I: General Information

In this part, information regarding the name of respondents, gender, age range at the time BLibSc study, address, ethnic group, background education prior to joining BLibSc course, year of batch and pre and post employment status were intended to obtain.

Part II: Reflection on project report writing

Questions designed in this part were intended to obtain the information as to whether they do remember about the need of writing project report, their opinion about project report, do they remember the title of project report type, the area of topic selection, the geographical area of study, the concept of topic for project report, the reason for selecting the respective topic, the rating of suggestions/help by guide, colleagues, relatives and consulting other thesis in preparation of project report and any help in writing research article/report after the project report.

Part III: Further study of MLibSc

This part focused on eliciting the information about interest of BLibSc graduates in joining for Master level course in LIS and intended to obtain opinion for not joining for it.

Chapter V

5. ANALYSIS AND PRESENTATION

This part is intended to present, analyse and interpret the data gathered through the admission register of TU LIS, the project reports deposited and user survey.

Table No.4. Distribution of students by gender and ethnic groups admitted to Dept of LIS during seven batches (1995/96-2001/02)

Gender	Total admitted	Ethnic groups						
		Brahmin	Newar	Chhetri	Madhesi	Rai	Limbu	Taman
Male	104 (59.8%)	38	23	24	15	3	1	0
Female	70 (40.2%)	28	28	11	2	0	0	1
Total	174	66	51	35	17	3	1	1
%	(100%)	(37.93%)	(29.31%)	(20.11)	(9.77%)	(1.72%)	(0.57%)	(0.57%)

(Source: Appendix - 1)

Table No. 4 shows the distribution of students by gender and ethnic groups admitted to the Department of LIS, TU during the seven batches (1995/96-2001/02). The analysis of ethnic group is based on the castes of students. A total of 174 students (male 104, Female 70) were admitted. By gender, male students dominated in admission to the department of LIS among all ethnic groups, except for students of Newar ethnic group. More female students belonging to the Newar ethnic group were admitted to the department of LIS than male students (Female 28, male 23) compared to students of other ethnic groups. Among the total admission, Brahmin ethnic group constituted 66 (37.93%), Newar 51 (29.31%), Chhetri 35 (20.11%), Madhesi (9.77%), Rai 3 (1.72%), Limbu 1 (0.57%) and Tamang 1 (0.57%). Rai, Limbu and Tamang ethnic group has least admission for study in LIS compared to other ethnic groups of Brahmin, Newar and Chhetri.

(Note: the classification of ethnic groups is based on Nepal Human Development Report 2009. UNDP. Nepal. 154p see appendix - 3)

Table No. 5. Distribution of project reports by gender and ethnic group of students

Gender	Reports retrieved	Ethnic group					
		Brahmin	Newar	Chhetri	Madhesi	Rai	Limbu
Male	54	22	11	14	4	2	1
%	(61.4%)						
Female	34	13	16	4	1	0	0
%	(38.6%)						
Total	88	35	27	18	5	2	1
%	(100%)	(39.8%)	(30.6%)	(20.4%)	(5.6%)	(2.2%)	(1.1%)

(Source: Appendix – 2)

Table No. 2 shows that there are 88 project reports which are included in this study as these were available during collection. Out of 88 project reports, majority of them were submitted by male students accounting 54 (61.4%) whereas 34 (38.6%) reports were by female graduates. In terms of project reports distribution by ethnic group, Brahmin ethnic group has highest number of reports submitted accounting 35 (39.8%) (Male 22, female 13), followed by Newar 27 (30.6%) (male 11, female 16) and Chhetri 18 (20.4%) (male 14, female 4) occupying second and third in position respectively. Madhesi ethnic group consisted of 5 project report constituting 5.6%. The least number of project reports submitted by ethnic group were from Limbu and Rai accounting 1 (1.1%) and 2 (2.2%) numbers of reports respectively.

(Note: The actual number of project reports should be 104 in the department. The number of project report (88) included in this study is lacked by 16 reports which were not available at the time of collection in the department. According to study done by Shrestha, N (2003) a total of 174 students admitted during the period 2052/53-2058/59, 116 were found successful in gaining the degree, of which the project report should be deposited in the LIS department. In addition, 12 students who passed during the last batch (2002/03) did not require submitting the project report.

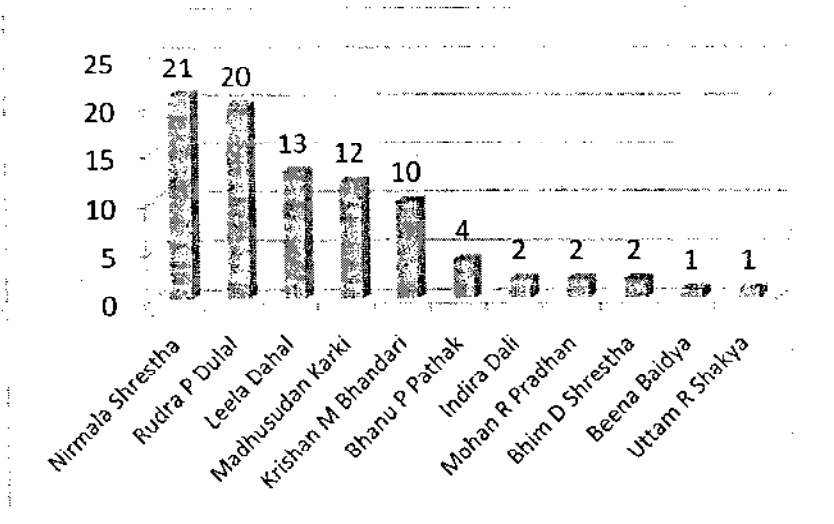
Table No. 6. Batchwise distribution of project reports included in the study

1 st Batch 1995/96		2 nd Batch 1996/97		3 rd Batch 1997/98		4 th Batch 1998/99		5 th Batch 1999/00		6 th Batch 2001/02		Total	
M	F	M	F	M	F	M	F	M	F	M	F	M	F
4	8	7	3	6	7	13	8	10	4	14	4	54	34
12		10		13		21		14		18		88	

(Source: Appendix - 2)

Table No.6 reveals that there were 21 numbers of project reports located from the students of 4th batch followed by 18 numbers from 6th batch, 14 from 5th batch. The least number of project reports that were included in this study was from 2nd batch constituting 10 reports.

Fig No.1. Guideship pattern of Project reports



(Source: Appendix – 2)

The above figure shows guideship pattern of project reports, out of 88 project reports majority of project reports (21) were guided/supervised by Nirmla Shrestha followed by Rudra P. Dahal, who guided 20 project reports. Leela Dahal, Madhusudan Karki and Krishna Mani Bhandari guided 13, 12 and 10 project reports respectively. Similarly, 4 project reports were guided/supervised by Bhanu P Pathak. Indira Dali, Mohan R Pradhan, Bhim D Shrestha guided/supervised each 2 project reports. Two reports were guided/supervised by Beena Baidya and Uttam R. Shakya.

Table No.7. Distribution of project report based on Geographical area coverage

Bhairahawa	1
Bhojpur	1
Biratnagar	1
Birgunj	2
Dhankuta	1
Dharan	2
Gorkha	2
Janakpur	2
Kathmandu	52
Lalitpur	3

Makwanpur	1
Mechi	2
Palpa	1
Pokhara	3
Rajbiraj	1
Syangja	1
Not Applicable	10
Unknown	2
Total	88

(Source: Appendix – 2)

Table No. 7 shows distribution of project report based on geographic area coverage. The table reveals that the total of 76 scores was recorded for project reports by geographic area coverage. Of which, as many as 52 project reports (study) were prepared covering Kathmandu as geographical area. Each of Lalitpur and Pokhara districts had three reports prepared. Similarly, 10 project reports were prepared by covering Birgunj, Dharan, Janakpur and Mechi as geographic areas. Eight reports were prepared by covering geographic areas of Bhairahawa, Bhojpur, Biratnagar, Dhankuta, Makwanpur, Palpa, Rajbiraj and Syangja. Geographic areas of two of the project reports included in the study could not be traced out. Out of 88 reports, 10 were not applicable for analysis of geographical area coverage.

Table No. 8. Distribution of project report by subject coverage in academic library:

Academic library	
Case study	21
Ref service	5
Circulation system	4
Library instruction	3
Collection (Dissertation + Math)	2
Engineering	2
Medical	2
User service	2

Periodical service (Botany-1)	2
Acquisition	1
Cataloguing	1
Database	1
Info service	1
Law	1
User orientation	1
Total	49

(Source: Appendix – 2)

Table No. 8 shows the distribution of the subject coverage of project reports, ranked in the order of their scores from the highest to the lowest. A total of 49 project reports were recorded dealing with academic library. Academic library in this study is included college libraries, university libraries and some of libraries that consist of specific subject which belong to academic areas viz. engineering, law, medical. Out of 49 project reports, 21 were case study, five reports dealt with reference service, four dealt with circulation system. Library instruction was topic of three project reports. Similarly two reports dealt with collection of dissertation and mathematics in academic libraries. Engineering (2), medical (2) and law (1) were subject coverage of five project reports. User service was the subject of two reports and similarly, subject of periodical service was covered by two reports. Each of acquisition, cataloguing, database, and information service and user orientation were dealt by five project reports.

Table No. 9. Distribution of project report by subject coverage in special library:

Special libraries	
user study	1
Agriculture	2
Curriculum	1
Home ministry	1
Medical	
- Admin	2
- Periodical	1
- Ref service	1
- case study	1
Police	1
Water & energy	1
Environment	1
Total	13

Table No. 9 shows the distribution of subjects focused in special libraries. The table reveals the 13 project reports that dealt with special libraries. Among the subjects covered in the study, five reports under the medical library were deposited dealing with the subject on administration (2), periodical (1), reference service (1) and case study (1). Two project reports were on agriculture and user study, curriculum, police, water & energy and environment were the subject areas of each project reports deposited in the LIS department.

Table No. 10. Distribution of project report by subject coverage in public library:

User survey	2
Case study	2
Automation	1
Bibliographic instruction	1
Library instruction	1
Total	7

Table No.10 shows the number of project reports on public libraries. There were seven project reports deposited in the LIS department, of which two were case study, two other were on user survey. Automation, bibliographic instruction and library instruction were subjects of three project reports.

Table No. 11. Distribution of project report by subject coverage in School library:

Case study	3
Reading interest/habit	1

Table No. 11 shows four project reports were identified for the study. Among the reports, three were case studies on school library and one was found dealing with reading interest/habit of students.

Among the type of libraries, only one project report got the topic of national library which dealt with user survey.

Table No. 12. Distribution of subject coverage of project reports:

Automation	2
Information Networking (DEVINSA & ASTINFO)	2
Information service (Physics)	1
Information system (Geography)	3
ISBN	1
LIS education	2
Preservation & Conservation	1
Public information service (Agriculture & Health)	2
Total	14

Table No. 12 shows the miscellaneous subject coverage of project reports that were included in the study. Among the subjects that covered, automation was the topic of two reports, information networking covering DEVINSA (Development Information Network for south Asia) and ASIINFO (document delivery service of RECAST) were the topic of two other reports, Geographical information system were the topic of three reports, one report got title of ISBN, LIS education were the topic of two reports, one report was on preservation and conservation. Two other reports were found dealing with public information service especially meant for imparting information on agriculture and health/HIV/AIDS.

Table No. 13. Distribution of subject coverage by total project report

Subject coverage	Qty	%	Subject coverage	Qty	%
Case study	25	28.4	Acquisition	1	1.14
Reference service	6	6.82	Bibliographic instruction	1	1.14
Information service/system	6	6.82	Cataloguing	1	1.14
Library instruction	5	5.68	Curriculum	1	1.14
Circulation system	4	4.55	Dissertation	1	1.14
Automation	3	3.41	Environment	1	1.14
Geography	3	3.41	Home ministry	1	1.14
User survey	3	3.41	ISBN	1	1.14
Administration	2	2.27	Law	1	1.14
Agriculture	2	2.27	Police	1	1.14
Collection	2	2.27	Preservation & conservation	1	1.14
Engineering	2	2.27	Reading interest/habit	1	1.14
Library education	2	2.27	Orientation	1	1.14
Periodical service	2	2.27	Water & energy	1	1.14
User service/study	2	2.27	Total	88	100.00

Table No. 13 shows the distribution of subject coverage and type of study. It reveals that majority of project reports were "Case study" constituting 25 (28.41%) of total output, followed by the topics on "Reference service" and "Information service/system" constituting each by 6.82%. "Library instruction" was the subject covered by five reports (5.68%). Similarly, "Circulation system" was the subject covered by four (4.55%) reports. "Automation", "Geography" and "User survey" each had three reports (3.41%). There were seven subjects each with two reports (2.27%) that constituted 14 reports in total output. Among other subjects that were covered by each report (1.14%) included "Acquisition", "Bibliographic instruction", "

Cataloguing”, “Curriculum”, “Dissertation”, “Environment”, “Home ministry”, “ISBN”, “Law”, “Police”, “Preservation & Conservation”, “Reading interest/habit”, “Orientation” and “Water & energy”.

Analysis of responses (data) obtained from the sample of respondents.

Table No.14. Distribution of respondents by gender: (N=35)

Gender	Frequency	%
Male	17	48.6
Female	18	51.4
Total	35	100

Table No.14 shows the number of respondents who responded to the survey questionnaire. There were 35 respondents consisted of 17 male (48.6%) and 18 female (51.4%). In terms of participation by respondents in survey, it was almost equal and there is no significant difference among both genders.

Table No.15. Distribution of respondents by geographical locality (N=35)

Geographical area	Male	Female	Total	%
Kathmandu	12	9	21	60
Lalitpur	2	3	5	14.35
Bhojpur	2	0	2	5.7
Bhaktapur	0	1	1	2.85
Gulmi	0	1	1	2.85
Jhapa	1	0	1	2.85
Lamjung	1	0	1	2.85
Sankhuwasabha	1	0	1	2.85
Siraha	1	0	1	2.85
Syangja	1	0	1	2.85
Total	21 (60%)	14 (40%)	35	100%

Table No.15 shows the geographical location of respondents. This analysis is intended to determine the respondents’ participation/representation to this survey by geographical region of country. Among the respondents, 21 (60%) were from Kathmandu, 5 (14.35%) were from Lalitpur, 2 (5.7%) were from Bhojpur, 1 (2.85%) from each district of Bhaktapur, Gulmi, Jhapa, Lamjung, Sankhuwasava, Siraha and

Syangja. Male respondents constituted more by 20% than female respondents in terms of representing from geographic area.

Table No.16. Distribution of respondents by age range at admission to BLibSc course

Age range	Male	Female	Total	%
21-25	2	1	3	8.6
26-30	4	6	10	28.68
31-35	3	3	6	17.1
36-40	6	4	10	28.6
41-45	2	3	5	14.3
46-50	0	1	1	2.8
Total	17	18	35	
%	(48.6%)	(51.4%)	100%	100%

Table No. 16 shows the age range of respondents. This tabulation reveals that respondents belonging to the age range of 26-30 and 36-40 have equal participation to this survey accounting 10 (28.68%) persons, there were 6 (17.1%) respondents from age range of 31-35, 5 (14.3%) from age range of 41-45, 3 (8.6%) from 21-25 age group and 1 (2.8%) from 46-50 age group. This analysis shows that majority of respondents join the LIS course at mature age which is also proved by the fact that very few respondents comprising 3 (8.6%) joined the course at age range of 21-25 which is appropriate age for joining the post bachelor course for the selection of profession.

Table No.17. Distribution of respondents by ethnic group:

Ethnic	Male	Female	Total	Percentage
Brahmin	4	4	8	22.85
Chhetri	3	4	7	20
Limbu	1	0	1	2.85
Madhesi	1	0	1	2.85
Newar	7	10	17	48.6
Rai	1	0	1	2.85
Total	17	18	35	100%

Table No. 17 shows the ethnic group of respondents who participated in the survey. Among the ethnic group, Newar group accounted 17 (48.6%) respondents, followed by Brahmin 8 (22.85%), Chhetri 7 (20%) and the rest 1 (2.85%) by each of Limbu, Madhesi and Rai. The study shows that Newar ethnic group participated highest among other ethnic groups.

Table No. 18. Distribution of respondents by educational background:

Educational background	Male	Female	Total	%
B.A.	8	8	16	45.71
B.A./B.Ed	1	0	1	2.86
B.com	4	2	6	17.14
B.Ed.	0	1	1	2.86
B.L.	1	0	1	2.86
B.Sc.	2	4	6	17.14
M.com	0	1	1	2.86
M.A.	1	1	2	5.71
Not mentioned	0	1	1	2.86
Total	17	18	35	100

Table No.18 is intended to demonstrate the educational background of respondents at the time of BLibSc study. The table shows that majority of respondents who joined for LIS course were from Bachelor of Arts (B.A.) accounting 16 (45.7%), followed by Bachelor of Commerce (B.Com) and Bachelor of Science (B.Sc) consisting of 6 (17.14%) equal number of respondents. Three respondents had as high as Masters level degree, of which 2 (5.71%) were holder of Masters of Arts and 1 (2.86%) Master of Commerce (2.86%). The other educational background represented by each 1 (2.86%) respondent were from the B.A./B.Com, Bachelor in Law, Bachelor of Education. Out of 35 respondents, 1 (2.86%) did not mention the educational background.

Table No.19. Distribution of batchwise respondents of survey:

Batch	Year	Frequency	%
1st Batch	1995/96	8	22.86
2 nd Batch	1996/97	5	14.29
3 rd Batch	1997/98	4	11.43
4 th Batch	1998/99	4	11.43
5 th Batch	1999/00	7	20.00
6 th Batch	2000/01	5	14.29
7 th Batch	2001/02	2	5.71
Total		35	100%

Table No. 19 shows the number of respondents that represented the sample. Table reveals that the majority of respondents 8 (22.86%) who responded to the survey was from the 1st batch (1995/96) of BLibSc course, followed by 5th batch (1999/00) accounting 7 (20%) respondents. The 2nd and 6th batch had equal number of respondents accounting by 5 (14.29%) each. Similarly, there were also equal responses from each of 3rd and 4th batches of BLibSc respondents accounting 4 (11.43%). The two of respondents from the 7th batch also responded to the questionnaire. However, this batch does not require submitting project report in order to gain the degree.

Fig. No.2. Employment status of respondents (N=35)

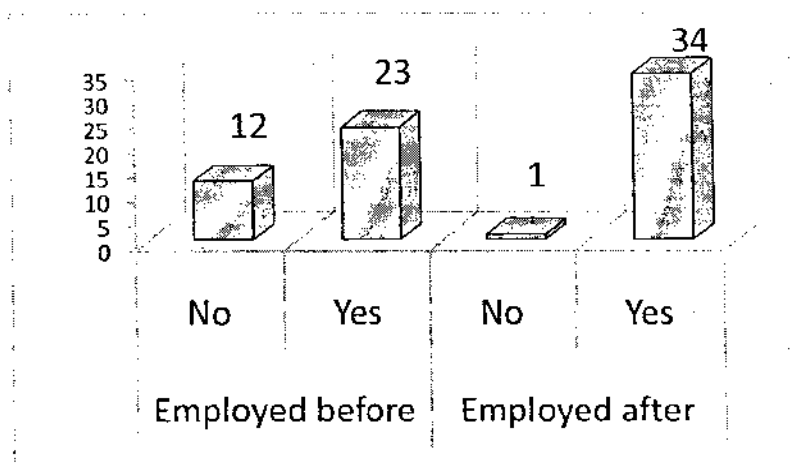


Fig.2. is intended to ascertain the employment status of respondents before and after joining the BLibSc course. It reveals that out of 35 respondents, only 23 (65.7%) respondents were employed. As many as 12 (34.3%) respondents were unemployed. However, following attainment of BLibSc degree, all those respondents who were unemployed prior to joining the course were able to obtain employment except by one.

Table No.20. Distribution of respondents employed in the type of organizations:

Type of organizations	N/o of respondents
Academic library	
University	11
College	5
School	2
	18
Diplomatic library	3

Government library	3
Non-Govt library	9
Not employed	1
Not mentioned	1
Total	35

Table No.20 shows the type of libraries that respondents were employed after the BLibSc degree. The table shows that majority of respondents 18 are employed in academic libraries that consist of 11 respondents in university library, 5 in college library and 2 in school library. Non-government libraries accounted 2nd in rank in terms of respondents being employed in. Diplomatic libraries and government libraries are the two libraries where 6 respondents are employed by each three. Out of 35 respondents, one respondent did not mention the organization and another one indicated not being employed.

Table No. 21. Distribution of respondents' opinion on inclusion of project report in the course:

	Male	Female	Total	%
Important	11	8	19	54.29
Necessary	5	9	14	40.00
Unnecessary	0	0	0	0.00
Unknown	0	0	0	0.00
Not mentioned	1	1	2	5.71
Total	17	18	35	100%

Table No. 21 shows the opinions of respondents on inclusion of project report in the BLibSc course. In seeking response on four variables, majority of respondents 19 (54.29%) opined that the inclusion of project report in the course is "Important" and whereas 14 (40%) expressed it "Necessary". However, two of respondents (5.71%) declined to mark on either of the variables.

Table No.22. Distribution of respondents on awareness about the need of writing project report and memory on title (subject) of project report:

Gender	Do you remember need of writing Project report?		Do you remember topic of project report?		No response		Non-requirement of project report writing
	Yes	NO	Yes	No			
Male	17	x	17	x	X	x	1
Female	17	x	16	x	X	1	1

Table No.22 shows the awareness (memory) of respondents about the need of writing and title of project report. Almost all the respondents indicated that they are aware of and still remember the topic of the project report that they wrote on. Out of 35 respondents, one female did not give the response on the question of “Do you remember the topic of project report?” and two respondents (1 male, 1 female) who belonged to 7th batch did not need to write project report.

Table No.23. Topicwise list of project report and subject coverage reported by respondents:

S. No.	Topics of project reports reported by female respondents	Subject coverage
1	ISBN in Nepal	ISBN
2	X	X
3	A case study of maternity Hospital Library.	Special library; Medical; Administration
4	A case study of Central Library of Agricultural Research Council (NARC).	Special library; Agriculture
5	User's study of the Supreme court library.	Special library
6	Periodical services to management faculty: A study of TUCI..	Academic library; Periodical service
7	A case study of the Nepal Engineering College (NEC) library.	Special library; Engineering
8	Impact of library automation in modern library.	Automation
9	A case study of central campus library, IOM.	Special library; Medicine
10	Survey of Mahendra Ratna Campus lib with ref to teaching staff users service.	Academic library; user service
11	Biodeterioration of lib materials	Preservation & conservation
12	Information Networking for sustainable mountain devt: a case study of ICIMOD's Info Networking system.	Special library; Networking
13	N/A	NA
14	Nepal Medical College students as library users: a study.	Academic library; Medicine
15	Reference service/PR not found	Special library; Reference service
16	STD/HIV/AIDS info, education and communication (IEC) materials dissemination through Clearing House (CH).	AIDS education; Public information services
17	A case study of overdue date problem in circulation system of Padmakanya Campus library.	Academic library; Circulation system
18	DEVINSA (Development Info Network for south Asia) and its usefulness in Nepal.	Lib service; Networking
	Topics of project reports reported by male respondents	Subject coverage

19	A case study of Budhanilkantha school library.	Academic library; School
20	Needs of lib automation in the British Council, Library and information services in Nepal.	Public library (Mission); Automation
21	A study on services of TUCL for degree level student (Zoology).	Academic library; user service
22	User's study of Dissertation collection of TUCL.	Academic library; collection (dissertation)
23	No PR reqd.	No PR reqd.
24	A study of Arunima Higher Secondary School Library	Acad library; School
25	User study on computerized database in TUCL.	Academic library; - automation
26	A user study of Jagriti library, Syangja.	Public library
27	Reading interest of secondary stds of St. Xavier's school library.	Academic library; Reading interest/habit
28	Reference services: study of TUCL.	Academic library; Reference service
29	Study on holdings of periodicals and state of info service in hospital libraries based in Kathmandu	Special library; periodical service
30	Overdue fine charge with special reference to Pulchowk Campus Library/ A case study of Pulchowk campus library with special reference to overdue fine charge (Engineering College).	Academic library; Circulation system
31	A case study of ICIMOD library/ PR not found	Special lib
32	Utility of project work in lib science education in Nepal.	Library science education
33	Case study of Siraha Public Library / PR not found	Public library
34	A case study of Nepal-Bharat Sanskritik Kendra with special reference to user's view.	Public library (Mission)
35	Evaluation of ref. service in Nepal Law Campus library.	Academic library; Reference service

Table No.23 shows the list of topics of project reports including the subject covered. Out of 35 respondents, 16 topics by female respondents and 16 topics from male respondents were noted. Out of 18 female respondents, one female respondent declined to mention the topic and another one did not require submitting the project report. Among the male respondents, out of 17 respondents, one did not require to submit the project report as he belonged to 7th batch of the course that project report was not compulsory.

Table No. 24. Distribution of geographic coverage of project reports of respondents:

Geographical area	Frequency	%
Kathmandu	21	60.00
Lalitpur	4	11.43
Siraha	1	2.86
Syangja	1	2.86
N/A	6	17.14
No PR reqd	1	2.86
Not mentioned	1	2.86

Table No. 24 shows the number of project reports that are based on geographical coverage. Out of 35 project reports reported by the respondents, 21(60%) project reports were prepared in the Kathmandu based libraries, 4 (11.43%) of reports had Lalitpur as geographical areas of study. Siraha and Syangja were the two geographical areas that had 1 (2.86%) project report prepared by each. Among the project reports, 6 (17.14%) did not have any geographical areas. One respondent did not require submitting the project report and another one respondent did not specify the geographic area.

Table No.25. Scoring of respondents on conception of topic for project report.

Conceived (generated) by myself	20
With the help of colleagues	5
By course study	2
Through the suggestion of teacher	9

In order to elicit the information as to how did the respondents conceive the topic for project report, four options were offered. The option “Conceived (generated) by themselves” received 20 score, followed by “Through the suggestion of teachers” got 9 score. In conceiving the topic, the option “With the help of colleagues” got score 5 and the least score was on option “By course study” which attracted score 2.

Table No. 26. Opinions of respondents on the reason for choosing the topic for project report.

I was confident	16
Colleagues helped/guided	2
Relevant to my respective job	6
No one had written on that topic before	6
I wanted to find solution	5
If any other,	0

Table No.26 shows the opinions expressed by the respondents on “Why did they choose the respective topic for project report?” The reason for choosing their topic as stated by respondents on “I was confident” got score 16, followed by the reasons “Relevant to my respective job” and “No one had written on that topic before” each receiving equal score of 6. The reason “I wanted to find solution” got score 5 and the reason for choosing the topic on “Colleagues helped/guided” got the least score 2.

Table No. 27. Respondents’ rating of suggestion/help/effort in preparation of project report.

	Guide	Colleagues	Relatives	Consulting other theses
Adequate	13	10	5	4
Inadequate	1	2	4	3
Helpful	14	10	5	10
Less helpful	1	0	3	3

Table No.27 shows the rating of suggestion/help received in preparation of project reports. It reveals that majority of respondents rated the suggestion/help given by guide was adequate (13) and helpful (14) which implies that guide’s suggestion/help are much appreciated by respondents, followed by colleagues’ suggestion/ help each scoring 10 for adequate and helpful. Besides the guide and colleagues’ suggestions/help, respondents rated the suggestion/help in preparation of project report from their relatives and consulting other theses 5 and 4 scores respectively. Among the respondents, two respondents rated the suggestion/help inadequate and less helpful. In preparation of project reports, consulting other these was found helpful by 10 respondents, 4 respondents found adequate.

Table No. 28. Genderwise responses of respondents on help in writing research article/report after attainment of BLibSc degree

Gender	No	Yes	No response	Total
Male	8	8	1	17
Female	3	10	5	18
	11	18	6	35

Table No. 28 reveals that out of 35 respondents, 18 (male 8, female 10) admitted that project report writing in BLibSc course helped them to write articles/reports. Those

who said “No” accounted 11 respondents (male 8, female 3). Six of 35 respondents declined to respond on the question.

Table No. 29. Publications of respondents’ articles/reports/presentations

Gender	N/o respondents	Type and sources of publication
Female	10	<ol style="list-style-type: none"> 1. TULSSAA Journal 2. 3 articles in own institution's publication ie Souvenir 3. Master's theses 4. Presentation 5. Master's theses 6. Presentation
Male	8	<ol style="list-style-type: none"> 7. Magazines & Journals 8. 2 (1-JNMA, 1-KUMJ) 9. Theses for Master level (2)+ 1 Article (unpublished) 10. ICIKM conference proceedings-GSDL, Mobile library Sourvenir 11. TULSSAA (3 articles)

Table No. 29 shows the number of write-up by the respondents who said that project report writing helped them to write articles/reports/presentations after attainment of BLibSc degree. Among the female respondents, 6 out of 10 were able to write some sort of publication. However, only one among them succeeded to write an article in professional journal “TULSSAA” and another one wrote three write-ups in “Souvenir” published by own parent organization. The rest three respondents found help through project report in writing Masters theses and preparing presentation.

Out of 8 male respondents, 3 of them got their articles published in professional journals like “Journal of Nepal Medical Association”, Kathmandu University Medical Journal”, and “TULSSAA”, whereas one respondent had two articles published in conference proceedings and Souvenir of the parent organization. Another one male respondent found help through project report in writing Master level theses.

Table No. 30 Distribution of respondents in pursuit of MLibSc course

Gender	Yes	No	No response
Male	9	8	x
Female	7	9	2
Total	16	17	2

Table No. 30 shows the response of respondents on the question “Did you join for MLibSc course after BLibSc course?” This question is presented to the respondents to seek their opinion on whether they pursued for the further course in LIS. The table reveals that 16 respondents (male 9, female 7) undertook the MLibSc course. Two of them had done MLIS distance course from India. Out of 35, 17 (male 8, female 9) did not join for the MLibSc course. Two out of 35 respondents did not respond to this question.

Table No. 31. Respondents’ disclosure of reasons for not joining for MLibSc course.

	Male	Female	Total
Lack of time	5	6	11
No interest	2	x	2
Unattractive library job	x	1	1
Lacking in attendance	x	1	1
Waiting for right time		1	1
Not mentioned	1		1
Total			17

Of the reasons for not pursuing for further education in LIS, “lack of time” was the reason disclosed by most respondents (male 5, female 6). Two of 17 respondents showed “No interest” and one respondent expressed “Unattractive library job”. Among other reasons expressed include “Lacking in attendance”, “Waiting for right time” by each of 2 respondents. One respondent declined to respond on this question.

6. SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Summary:

With the objective of meeting the growing needs of professional manpower in the Library and Information Services, TU commenced a one year post Bachelor course in Library and Information Science in the year 1995. The course intends to produce manpower with essential skills and training required to deliver services in effective manner in organization and management of libraries and information centres in the country.

A total of 174 students were admitted during the seven batches, of which 116 students succeeded in gaining the professional degree in Bachelor of Library and Information Sciences.

The course of study in Bachelor in Library and Information Sciences consisted of five papers; of which Project Work carrying a credit mark of 25 is included under the second Paper of the syllabus. As per the syllabus, submission of project report is mandatory in order to gain the degree.

This study has connection with the requirement of syllabus and is therefore conducted to assess the qualitative and quantitative measure of the project reports available during collection. The specific objective of this study is to determine the total number of project reports available for review and analyze in terms of subject coverage, the type of libraries focused, geographic coverage of study, exploration of students by gender, ethnic and educational background, guideship pattern and finally, recommend the appropriate topics for future researches.

The analysis of study consists of:

- i. Total number of students admitted during the seven batches that ran from 1995/96 to 2001/02, and determination of them by gender and ethnic group.

- ii. Total number of project reports that were available in the department during collection, gender wise and ethnic wise analysis of the writer of the project report and subject coverage of the reports.
- iii. Survey of the respondents.

6.2. Findings:

The major findings of the study are stated below:

1. The study found that a total of 174 students were admitted during the 7 batches of Bachelor in Library and Information course that ran from 1995/96 to 2001/02 in TU Library and Information department. By gender, the numbers of male students admitted during the period were higher by nearly 20% than that of female students in overall. By ethnic group, students from Brahmin ethnicity were highest constituting 66% of total admission. Limbu and Tamang ethnic groups were lowest constituting 0.57% among the total admitted students. Among the ethnic groups, male students dominated in admission, however, contrarily in Newar ethnic group, female students were higher than male counterpart.
2. The study included 88 project reports for analysis that were available during collection. Out of 88 project reports, 54 (61.4%) project reports were submitted by male students, 34 (38.6%) reports were by female graduates. By ethnic group, Brahmin ethnic group has largest number of reports submitted accounting 35 (39.8%) (Male 22, female 13). The least number of project reports submitted by ethnic group were from Limbu and Rai accounting 1 (1.1%) and 2 (2.2%) numbers of reports respectively.
3. By batchwise, largest numbers of project reports were found from 4th batch (1999/00) for analysis which constituted 21 numbers of project reports followed by 18 numbers from 6th batch, 14 from 5th batch. The least number of project reports that were included in this study was from 2nd batch constituting 10 reports. The variation in number of project reports was due to the fact that during the 4th batch, two groups of BLibSc students were admitted.

4. While analysing the pattern of guideship, a highest number of project reports (21) was guided/supervised by Nirmala Shrestha, followed by Rudra P. Dulal who gave guideship supervision to the project report constituting 20 in number. Uttam R. Shakya and Beena Baidya guided/supervised a least number of project report (1) by each.
5. Analysing by geographic area coverage, a total of 76 project reports was found that have geographic area base. Of which, highest number of project reports (study) that accounted 52 had coverage of Kathmandu as geographical area. Lalitpur and Pokhara had 3 equal number of project reports. Birgunj, Dharan, Janakpur and Mechi each had 2 reports being produced totalling 10 by covering as geographic areas. Bhairahawa, Bhojpur, Biratnagar, Dhankuta, Makwanpur, Palpa, Rajbiraj and Syangja were the geographical areas that were included in the 8 reports. Geographic areas of two of the project reports included in the study could not be traced out. Out of 88 reports, 10 were not applicable for analysis of geographical area coverage as the reports did not have mention of geographical location where the study was done.
6. It was found that among the study areas focused, academic library scored highest constituting 49 projects reports, followed by special library which had 13 project reports prepared. Seven reports were on public library. The least number of project reports covering school and national library included 4 and 1 respectively.
7. The study found that majority of project reports were "Case study" constituting 25 (28.41%) of total output, followed by the topics on "Reference service" and "Information service/system" constituting each by 6.82%. "Library instruction" was the subject covered by five reports (5.68%). Similarly, "Circulation system" was the subject covered by four (4.55%) reports. "Automation", "Geography" and "User survey" each had three reports (3.41%). There were seven subjects each with two reports (2.27%) that constituted 14 reports in total output. Among other subjects that were covered by each report (1.14%) included "Acquisition", "Bibliographic instruction", "Cataloguing", "Curriculum", "Dissertation", "Environment", "Home

ministry”, “ISBN”, “Law”, “Police”, “Preservation & Conservation”, “Reading interest/habit”, “Orientation” and “Water & energy”.

Number of findings based on data (responses) obtained from the sample of respondents.

8. It was found that out of 35 respondents, female participation (51.1%) was a little higher than male (48.6%).
9. Analyzing by geographic location (permanent address) of respondents, highest number of responses (60%) were received from respondents residing in Kathmandu, followed by 14.35% responses residing in Lalitpur. 5.7% of responses were from respondents whose location was in Bhojpur. The remaining responses constituted 1 (2.85%) from each district namely, Bhaktapur, Gulmi, Jhapa, Lamjung, Sankhuwasava, and Syangja.
10. By analyzing age group, it was found that respondents of age range of 26-30 and 36-40 were higher constituting 10 (28.68%) persons from each age group, followed by 6 (28.68%) respondents of age group of 31-35. Respondents of age group of 21-25 attending the BLibSc course less constituted by 3 (8.6%) persons.
11. While analyzing the respondents by ethnic group, Newar ethnic group represented highest in the survey constituting 17 (male 7, female 10) (48.6%) respondents, followed by Brahmin 8 (22.85%), Chhetri 7 (20%) and the rest 1 (2.85%) by each of Limbu, Madhesi and Rai.
12. It was found that respondents with educational background from Bachelor of Arts (B.A.) were highest representing 16 (45.7%), followed by Bachelor of Commerce (B.Com) and Bachelor of Science (B.Sc) constituting 6 (17.14%) by each. The survey was represented by 3 respondents having as high as Masters level degree, of which 2 (5.71%) were holder of Masters of Arts and 1 (2.86%) Master of Commerce (2.86%).

13. It was found that respondents from the 1st batch (1995/96) of BLibSc course were highest representing 8 (22.86%), followed by 5th batch (2000/01) accounting 7 (20%) respondents. The 2nd and 6th batch had equal number of respondents accounting by 5 (14.29%) each. Similarly, there were also equal responses from each of 3rd and 4th batches of BLibSc respondents accounting 4 (11.43%). The two of respondents from the 7th batch also responded to the questionnaire. However, this batch does not require submitting project report in order to gain the degree.
14. While analyzing the pre and post employment status of respondents out of 35 respondents, only 23 (65.7%) respondents were employed. 12 (34.3%) respondents were unemployed. However, following attainment of BLibSc degree, all those respondents who were unemployed prior to joining the course were able to obtain employment except by one.
15. It was found that out of 35 respondents, 18 are employed in academic libraries that consist of 11 respondents in university library, 5 in college library and 2 in school library. Nine respondents were employed in non-government libraries, three respondents in each of diplomatic libraries and government libraries. One out of 35 respondents indicated not being employed. One respondent did not answer on this question.
16. While seeking opinion on inclusion of project report in BLibSc course, the study found that out of 35, 19 (54.29%) respondents opined on "Important" and 14 (40%) respondents indicated "Necessary". Two of the respondents found to be indifferent on this question.
17. When asking about whether "Do they remember the need of writing a project report?" and also "remember the topic of project report", the study found that almost all the respondents affirmed that they still remember the need of writing the project report and also remember the topic of project report they wrote on, despite the course being taken more than a decade ago. Among the respondent, only one declined to respond on this question and another one did not require writing the report.

18. While analyzing the topics responded in the survey, it was found that 13 topics dealt with academic library; 9 dealt with special library, 4 reports dealt with public library, each of the topics namely, public information service, ISBN, Networking, LIS education and preservation & conservation were covered by five reports, two of the reports were not mentioned by the respondents and among the respondents, two did not need writing the report.
19. The study found that a highest number of project reports constituting 21 (60%) had geographical coverage of Kathmandu area; four project reports (11.43%) had Lalitpur geographical area coverage.
20. In seeking response on the question "How did they conceive (generate) the topic for project report", study found that a highest number of respondents (20) conceived the topic for project report by themselves. Nine of them got the topic for project report through the suggestion of teacher. The least number of respondents (2) stated by course study they could generate the topic.
21. In order to elicit the reason for choosing the respective topic for project report, it was found that the statement "I was confident" as a reason was the response given by 16 respondents. On each of statements "Relevant to my respective job" and "No one had written on that topic before" were given by 6 respondents. The reason "I wanted to find solution" was the response by 5 and the reason for choosing the topic on "Colleagues helped/guided" was the response given by the least number of respondents (2).
22. The study found that guide/supervisor's suggestion/help was rated highest (adequate and helpful) by respondents in preparation/completion of project reports. Colleagues' suggestions/help was rated as a second source for completing the project reports. Consulting other theses was also indicated helpful.
23. On the survey question "Did the project report writing help them to write research article/report after attainment of BLibSc degree", the study found that those who stated "Yes" constituted 18 respondents (male 8, female 10)

and those who stated “No” constituted 11 (male 8, female 3). Six respondents declined to respond on this question.

24. Among the female respondents, 6 of them reported that they were able to gain the skill that helped them to write some sort of writings. One of female respondents was able to write article for TULSSA journal, the other respondents had some articles published in their own institute’s publications. Among male respondents, 3 of them got published the articles in professional journals like JNMA, KUMJ and TULSSAA.
25. The last question asked in the survey was meant to draw opinion about whether “Did they pursue for Masters Course in LIS after BLibSc degree?” The study found that little less than 50% of total respondents pursued for Masters Course, whereas majority of 17 respondents did not join and two (2) declined to respond.
26. Among those who did not join for Master Course in LIS were asked to mention the reasons. “Lack of time” was shown by larger number of respondents (male 5, female 6). Two of the 17 respondents stated “No interest”, one stated the “unattractive library job” and one another showed interest in joining but “waiting for right time”

6.3. Conclusions:

On the basis of the findings, the following conclusions are drawn:

1. By gender, male students constituted higher in number in the admission for BLibSc course. By ethnicity, it is noted that Brahmin (66%) was highest, whereas Limbu (0.57) and Tamang (0.57%) constituted lowest in admission to the BLibSc course. Although ethnic wise number of students admitted is varying, however representation by Brahmin, Chhetri, Newar, Madhesi, Rai, Limbu and Tamang to the LIS course is inclusive.
2. The study includes a total of 88 project reports. Male students (61.4%) have higher number of reports submitted. By ethnic group, Brahmin ethnic group has largest number of reports (39.8%) submitted. The least number of project reports were from Limbu (1.1%) and Rai (2.2%).
3. Among the project reports available by batchwise, largest number of project reports (21) were found from 4th batch (1998/99) and the least number of project reports (10) were from 2nd batch. The variation in number of project reports was due to the fact that the 4th batch had two groups of BLibSc students, one in morning shift and another in day shift.
4. By guideship pattern of project reports, Nirmala Shrestha guided/supervised a highest number of project reports (21), and a least number of project report (1) was by Uttam R. Shakya and Beena Baidya. The wide difference between guide and number of project reports could be due to employment status of teachers.
5. Out of 88 reports, 76 project reports had geographic area coverage. Of which, 52 reports are based on Kathmandu, which shows that majority of project reports' study area is Kathmandu. Among other reports having geographical coverage include Lalitpur(3) Pokhara (3), Birgunj (2), Dharan (2), Janakpur (2) Mechi (2), Bhairahawa (1), Bhojpur (1), Biratnagar (1), Dhankuta (1), Makwanpur (1), Palpa (1), Rajbiraj (1) and Syangja (1). It indicates that 76

project reports covered 15 geographical districts which constitute 20% of total districts of the country.

6. By type of libraries focused, academic library has a highest number of project reports (49), followed by special library (13) and public library (7). The least number of project reports were on school (4) and national library (1).
7. Majority of project reports lacked specific topics and expressive titles. However, few reports contained topics relevant to library services/system

Number of conclusions derived from the sample of respondents.

8. It was found that out of 35 respondents, female participation (51.1%) was a little higher than male (48.6%). Survey response consisted of almost equal participation from the both genders.
9. In survey sample, geographical areas covered by respondents included nine districts
10. BLibSc course is joined less by students of age range of 21-25, compared to students of age range of 26-30 and 36-40.
11. The survey has highest participation/response from the Newar ethnic group.
12. The BLibSc course is attraction for students from various disciplines e.g. B.A., B.Com. B.Sc., B.Ed. B.L.
13. The highest numbers of respondents to the survey were from the 1st batch of BLibSc course.
14. Attaining BLibSc degree ensured the employment opportunity.
15. Among the respondents, majority of respondents were employed in academic library (18), followed by nine in non-government libraries.
16. Majority of respondents were in support of inclusion of project report in the BLibSc course.

17. The respondents were found to be mindful of the project report.
18. Project reports dealing with academic library (13) were higher than special library (9) and public library (4).
19. Majority of reports reported by respondents were from Kathmandu and Lalitpur areas.
20. Majority of topics for project reports were conceived (generated) by respondents themselves. Only nine of 35 respondents got the topics from the guide/supervisor. Just a couple of respondents' topic were based on course study
21. The reasons shown by respondents for choosing their topics were intended for finding solution.
22. Majority of respondents rated the suggestion/help of guide/supervisor adequate and helpful. Colleagues' suggestions/help was rated as a second source for completing the project reports. Consulting other theses was also indicated helpful.
23. It is found that project report writing has helped to develop writing skill among majority of respondents.
24. Professional journals like JNMA, KUMJ and TULSSAA have published articles from BLibSc graduates.
25. Nearly 50% of respondents pursued for Masters Course in LIS which proves that further education is sought by BLibSc students for career/professional development.
26. "Lack of time", "No interest", and "unattractive library job" were the reasons for not joining the Masters course in LIS.

6.4. Recommendations:

Based on the conclusions, the following recommendations are made:

1. Majority of project reports lacked a specific and expressive title. Students should be made aware about the need of selecting a proper title/topic/problem so that research could bring out a logical and practical result. In this regard, supervision and guidance during the research process is crucial.
2. Many of the project reports were descriptive type rather than explorative. Merely describing the existing situation of particular library cannot serve the research purpose. Hence, project report should concentrate to answer the questions on “what”, “how”, “why” to get the desired findings and solutions to the problem. So, researcher should carefully follow the research process.
3. New knowledge is created (generated) through research. Innovation in library service is possible only from research work. In order to cultivate the research habit of students, they should be instructed, supervised and guided from the very beginning of selecting topic to the completion of theses.
4. Modern library services have been influenced by the use of electronic/ digital technology. So the future research in library should focus on the use of information technology (IT) and impact of its usage in library service.
5. Since the library is service oriented institution. It is therefore desirable to focus on measuring the effectiveness of its service by conducting the research like user survey, user satisfaction, information seeking behavior of users, cost effectiveness of resources and services, information storage and retrieval, and students should be encouraged to undertake research by using quantitative methods like bibliometric, informetrics, citation analysis etc.
6. The importance of skilled manpower in library service is gradually being realized in government and non-government service sector. In order to meet the growing need of LIS professionals, there is need of establishing more LIS institutes to produce more skilled manpower. Therefore, it can be recommended that the establishment of more LIS colleges in different part of

the country is desirable/necessary so that many students from different educational background can be enrolled.

7. Survey suggested that those who were unemployed prior to attainment of BLibSc degree, succeeded to achieve the employment soon after the graduation. It shows that LIS graduates have enormous employment opportunity in the labour market. In keeping view of this result, if more LIS graduates are produced, they are sure to get employed. Hence, it can be recommended that the existing quota of not admitting more than 22 candidates should be abolished.

8. It is highly recommended that this type of thesis in similar manner should be carried out by the future researcher so that collection of theses by topic, subject coverage can be known which can serve as a database.

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Appendix – 1

Batchwise name list of students admitted to Dept. of Library Science during 7 batches

Name list of 1st Batch students				
S.No.	Sl.No	Name of Student	Gender	Year
1	1	Acharya (Pandey), Ranju	F	1995/96 (052/53)
2	2	Adhikari, Gecta	F	1995/96 (052/53)
3	3	Adhikari, Pashupati	M	1995/96 (052/53)
4	4	Bajracharya, Dibyatara	F	1995/96 (052/53)
5	5	Basyal, Dhurba Psd	M	1995/96 (052/53)
6	6	Chaudhary, Suresh Psd	M	1995/96 (052/53)
7	7	Khanal, Ananta Raj	M	1995/96 (052/53)
8	8	Manandhar, Prativa	F	1995/96 (052/53)
9	9	Paudyal, Loknath	M	1995/96 (052/53)
10	10	Pokharel, Sabitri	F	1995/96 (052/53)
11	11	Rajbanshi, Anju	F	1995/96 (052/53)
12	12	Rana, Gyanu Devi	F	1995/96 (052/53)
13	13	Rayamajhi, Nabin	M	1995/96 (052/53)
14	14	Sainju, Anju	F	1995/96 (052/53)
15	15	Sharma, Sabitri Devi	F	1995/96 (052/53)
16	16	Shrestha, Anita	F	1995/96 (052/53)
17	17	Shrestha, Raju	M	1995/96 (052/53)
18	18	Shrestha, Satya Narayan	M	1995/96 (052/53)
19	19	Thapa, Prakash Kumar	M	1995/96 (052/53)
20	20	Thapa, Ram Saran	M	1995/96 (052/53)
21	21	Yadav, Dinesh	M	1995/96 (052/53)
22	22	Yadav, Suresh Kumar	M	1995/96 (052/53)
Name list of 2nd Batch students				
23	1	Acharya, Rajendra Psd	M	1996/97 (053/54)
24	2	Bajrachary, Radhika Maiya	F	1996/97 (053/54)
25	3	Bajracharya, Shanti Prava	F	1996/97 (053/54)
26	4	Chhetri, Dil Bdr	M	1996/97 (053/54)
27	5	Dhital, Nanda Kumari	F	1996/97 (053/54)
28	6	Guragain, Madhav Psd	M	1996/97 (053/54)
29	7	Karmacharya, Dipta	F	1996/97 (053/54)
30	8	KC, Mohan Singh	M	1996/97 (053/54)
31	9	Kusiyat, Shivaji	M	1996/97 (053/54)
32	10	Manandhar, Rajesh	M	1996/97 (053/54)
33	11	Ojha, Niranjan	M	1996/97 (053/54)
34	12	Pathak, Yashodha	F	1996/97 (053/54)
35	13	Poudel, Durga Bdr	M	1996/97 (053/54)
36	14	Poudel, Hari Psd	M	1996/97 (053/54)

37	15	Poudel, Rishikesh	M	1996/97 (053/54)
38	16	Shakya, Anil Man	M	1996/97 (053/54)
39	17	Shakya, Macha Bhai	M	1996/97 (053/54)
40	18	Shakya, Raju	M	1996/97 (053/54)
41	19	Sharma, Sandhya	F	1996/97 (053/54)
42	20	Shrestha, Anita	F	1996/97 (053/54)
43	21	Subedi, Kshyama	F	1996/97 (053/54)
44	22	Thapa, Punyabati	F	1996/97 (053/54)

Name list of 3rd Batch students

45	1	Adhikari, Bharati	F	1997/98 (054/55)
46	2	Adhikari, Sushma	F	1997/98 (054/55)
47	3	Bhandari, Jhabindra Psd	M	1997/98 (054/55)
48	4	Chaudhary, Ananda Psd	M	1997/98 (054/55)
49	5	Dhakal, Huma	F	1997/98 (054/55)
50	6	Dhungana, Nutan	F	1997/98 (054/55)
51	7	Karki, Gita	F	1997/98 (054/55)
52	8	Karmacharya, Janaki	F	1997/98 (054/55)
53	9	Khayargoli, Rajani	F	1997/98 (054/55)
54	10	Niraula, Ambika Psd	M	1997/98 (054/55)
55	11	Niraula, Yadhab Chandra	M	1997/98 (054/55)
56	12	Pandey, Bhawani Dutta	M	1997/98 (054/55)
57	13	Pathik, Mukunda Raj	M	1997/98 (054/55)
58	14	Paudel, Pramila	F	1997/98 (054/55)
59	15	Paudel, Sharada	F	1997/98 (054/55)
60	16	Pokharel, Pratima	F	1997/98 (054/55)
61	17	Pradhan, Rashmila	F	1997/98 (054/55)
62	18	Risal, Sudha	F	1997/98 (054/55)
63	19	Shrestha, Babita	F	1997/98 (054/55)
64	20	Shrestha, Bhoj Kumar	M	1997/98 (054/55)
65	21	Shrestha, Chandra kiran	F	1997/98 (054/55)
66	22	Upadhyay, Lunashree	F	1997/98 (054/55)

Name list of 4th Batch students

67	1	Acharya, Tara	F	1998/99 (055/56)
68	2	Airi, Chet Bdr	M	1998/99 (055/56)
69	3	Amatya (Shrestha), Tara	F	1998/99 (055/56)
70	4	Baral (Paudel), Sunita	F	1998/99 (055/56)
71	5	Byanjankar, Surendra	M	1998/99 (055/56)
72	6	Dhungel, Binod Psd	M	1998/99 (055/56)
73	7	Gupta, Geeta	F	1998/99 (055/56)
74	8	Jha, Dipendra Kumar	M	1998/99 (055/56)
75	9	Karmacharya, Sanjiv	M	1998/99 (055/56)
76	10	KC, Kumar Bdr	M	1998/99 (055/56)
77	11	khadka, Shanta	F	1998/99 (055/56)
78	12	Khatiwada, Bishnu	M	1998/99 (055/56)
79	13	Mishra, Rajesh Kumar	M	1998/99 (055/56)

80	14	Pradhan, Geeta Devi	F	1998/99 (055/56)
81	15	Rai, Arun Kumar	M	1998/99 (055/56)
82	16	Rajbhandari, Sunil	M	1998/99 (055/56)
83	17	Shrestha (Sharma), Nirmala Devi	F	1998/99 (055/56)
84	18	Shrestha, Sanju	F	1998/99 (055/56)
85	19	Singh (Khanal), Leela	F	1998/99 (055/56)
86	20	Thapa, Rajesh	M	1998/99 (055/56)
87	21	Yadav, Binod Kumar	M	1998/99 (055/56)
88	22	Bajracharya, Kamala Devi	F	1998/99 (055/56)
89	23	Adhikari, Mahendra	M	1998/99 (055/56)
90	24	Baidya, Niraj Kumar	M	1998/99 (055/56)
91	25	Basi, Rabindra Lal	M	1998/99 (055/56)
92	26	Bhattarai, Bijay Laxmi	F	1998/99 (055/56)
93	27	Chhetri, Surya Bdr	M	1998/99 (055/56)
94	28	Gautam, Shiva Shankar	M	1998/99 (055/56)
95	29	Ghimire, Bimala	F	1998/99 (055/56)
96	30	Gupta, Ram Bachan	M	1998/99 (055/56)
97	31	Pahari, Bala Ram	M	1998/99 (055/56)
98	32	Shakya, Mcena	F	1998/99 (055/56)
99	33	Sharma, Laxmi	F	1998/99 (055/56)
100	34	Sharma, Shanti	F	1998/99 (055/56)
101	35	Shrestha, Bishnu Kumar	M	1998/99 (055/56)
102	36	Shrestha, Ganga Devi	F	1998/99 (055/56)
103	37	Shrestha, Ram Bdr	M	1998/99 (055/56)
104	38	Shrestha, Ratna Kumari	F	1998/99 (055/56)
105	39	Shrestha, Shyam Krishna	M	1998/99 (055/56)
106	40	Subedi, Suresh	M	1998/99 (055/56)
107	41	Timsina, Hari Psd	M	1998/99 (055/56)
108	42	Sharma, Dhurba Psd	M	1998/99 (055/56)

Name list of 5th Batch students

109	1	Acharya, Nareshwor	M	1999/00 (056/57)
110	2	Bhagat, Gokul Psd	M	1999/00 (056/57)
111	3	Bhattarai, Pradeep	M	1999/00 (056/57)
112	4	Chauhan, Lal Bdr	M	1999/00 (056/57)
113	5	Gautam, Chumban	F	1999/00 (056/57)
114	6	Ghimire, Kamal Psd	M	1999/00 (056/57)
115	7	Ghimire, Uttam Raj	M	1999/00 (056/57)
116	8	Joshi, Shanti	F	1999/00 (056/57)
117	9	Kandel, Hemant Raj	M	1999/00 (056/57)
118	10	Malla, Nila	F	1999/00 (056/57)
119	11	Mishra, Bhoj Raj	M	1999/00 (056/57)
120	12	Pangeni, Yuba Raj	M	1999/00 (056/57)
121	13	Poudel, Indra Bilash	M	1999/00 (056/57)
122	14	Purbe, Jagdish Kumar	M	1999/00 (056/57)
123	15	Shakya, Nirana	F	1999/00 (056/57)

124	16	Singh, Amresh Man	M	1999/00 (056/57)
125	17	Singh, Phul Kumar	M	1999/00 (056/57)
126	18	Singh, Sujit Kumar	M	1999/00 (056/57)
127	19	Subedi, Anjana	F	1999/00 (056/57)
128	20	Subedi, Sagar Raj	M	1999/00 (056/57)
129	21	Thapa, Ajay Kumar	M	1999/00 (056/57)
130	22	Thapa, Gokul Kumar	M	1999/00 (056/57)

Name list of 6th Batch students

131	1	Aryal, Bishnu Psd	M	200/01 (2057/58)
132	2	Aryal, Jagadishchandra	M	200/01 (2057/58)
133	3	Basnet, Aradhana	F	200/01 (2057/58)
134	4	Bhattarai, Bhishma Psd	M	200/01 (2057/58)
135	5	Bista, Lalit Psd	M	200/01 (2057/58)
136	6	Dahal, Govinda Psd	M	200/01 (2057/58)
137	7	Dhami, Manohar Singh	M	200/01 (2057/58)
138	8	Giri, Seema	F	200/01 (2057/58)
139	9	Jha, Alka	F	200/01 (2057/58)
140	10	Jha, Pramod Kumar	M	200/01 (2057/58)
141	11	Jha, Ratishchandra	M	200/01 (2057/58)
142	12	Karki, Suraj Kumar	M	200/01 (2057/58)
143	13	KC, Sabita	F	200/01 (2057/58)
144	14	Maharjan, Rabindra	M	200/01 (2057/58)
145	15	Mahato, Pravin Kumar	M	200/01 (2057/58)
146	16	Nath, Hari Bhakta	M	200/01 (2057/58)
147	17	Sah, Narendra Kumar	M	200/01 (2057/58)
148	18	Shrestha, Meena	F	200/01 (2057/58)
149	19	Subba, Dipendra	M	200/01 (2057/58)
150	20	Thapa, Ambar Bdr	M	200/01 (2057/58)
151	21	Upadhyay Babu Ram	M	200/01 (2057/58)
152	22	Wagle, Saroj Nidhi	M	200/01 (2057/58)

Name list of 7th Batch students

153	1	Acharya, Binod	M	2001/02 (2058/59)
154	2	Air, Kamal Singh	M	2001/02 (2058/59)
155	3	Baitha, Ganesh	M	2001/02 (2058/59)
156	4	Dahal (Acharya), Indira	F	2001/02 (2058/59)
157	5	Giri, Kamal Kumar	M	2001/02 (2058/59)
158	6	Jha, Anil Kumar	M	2001/02 (2058/59)
159	7	Karki, Pramila	F	2001/02 (2058/59)
160	8	Khayargoli, Roshani	F	2001/02 (2058/59)
161	9	Kunwar, Parshuram	M	2001/02 (2058/59)
162	10	Mahato, Suresh	M	2001/02 (2058/59)
163	11	Maharjan, Dil Bdr	M	2001/02 (2058/59)
164	12	Mahato, Dhananjaya	M	2001/02 (2058/59)
165	13	Neupane, Durga Psd	M	2001/02 (2058/59)
166	14	Pandey, Geeta	F	2001/02 (2058/59)

167	15	Paudel, Neeta	F	2001/02 (2058/59)
168	16	Pradhan, Prem Kumar	M	2001/02 (2058/59)
169	17	Rai, Chatur Bhakta	M	2001/02 (2058/59)
170	18	Rana, Yashoda	F	2001/02 (2058/59)
171	19	Shakya, Sharmila	F	2001/02 (2058/59)
172	20	Sharma, Bimala	F	2001/02 (2058/59)
173	21	Shrestha, Shreekrishna	M	2001/02 (2058/59)
174	22	Tamang, Neeta	F	2001/02 (2058/59)

APPENDIX - 2

Batchwise list of project reports included in the study

List of 1st batch BLibSc Students

Researcher	Gender	Year Joined	Title of Project Reports	Keyword(s)	Call No.	Guide
Acharya (Pandey), Ranju	F	1995/96	Balmikce Campus Library: A Case Study	Academic library.	27.7 ACH	Dulal, Ruc
Adhikari, Pashupati Nath	M	1995/96	User's Survey of Kaiser Library	1. Public libraries; 2. Kaiser library - dissertation.	025.N587 Ad424	Dulal, Ruc
Bajracharya, DibyaTara	F	1995/96	A Case Study of Overdue Date Problem In Circulation System of Padmakanya Campus Library	1. Library circulation.	025.607 B168c	Karki Madhusu
Baral, Sabitri	F	1995/96	Impact of Library Automation in Modern Library	N/A.	N/A	Shakya, U Ratna
Khanal, Ananta Raj	M	1995/96	Project Work on Study of Physics	Physics.	N/A	Bhanda Krishna
Manandhar, Prativa	F	1995/96	Study of Geography	N/A.	N/A	Bhanda Krishna
Pokharel, Sabitri	F	1995/96	Mahendra Morang Adarsha Multiple Campus Library Biratnagar: A Case Study.	1. Academic library; 2. Project works.	027.7 P756m	Shresth Nirma
Rajhanshi, Anju	F	1995/96	Biological Deterioration of Library Materials (?Biodeterioration of Lib Materials)	1. Book preservation; 2. Conservation of lib materials.	025.8 R13b	Shresth Nirma
Rana, Gyanu Devi	F	1995/96	A Case Study of Maternity Hospital Library	1. Lib admin; 2. Hospital. gynecology and obstetrics.	025.1 R15s	Karki Madhusu
Rayamajhi, Navin	M	1995/96	A Case Study of Budhanilkantha School Library	1. School libraries; 2. Budhanilkantha school library - Dissertation.	027.8095496 R211c	Dahal, L
Sainju, Anju	F	1995/96	ASTINFO Document Delivery Service of RECAST: User's Study	1. Info service - ASTINFO (Regional Network for the Exchange of info) Lib info Network.	025.5 Sa21a	Shresth Nirma
Shrestha, Satya Narayan	M	1995/96	A Case Study of Pulchowk Campus Library With Special Reference to Overdue Fine Charge (Engineering College)	Libraries, college and university.	027.7095496 SHR	Karki Madhusu

List of 2nd batch BLibSc Students

Bajracharya, Radhika Maiya	F	1996/97	Periodical Services to Management Faculty: A Study of TUCL	N/A.	027.706 B268p	Shresth Nirma
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	Bajracharya, Shanti Prabha	F	1996/97	Information Networking for Sustainable Mountain Development: A Case Study of ICIMOD's Information Networking System	1. Libraries, Special; 2. Information.	026.551432 B168i	Karki, Madhusu
	Chhetri, Dil Bdr	M	1996/97	User and Their Information Needs: A Study Of National Police Academic Library	1. Police libraries; 2. National Police Academic Library.	026.3632 C129	Dulal, Rud
	KC, Mohan Singh	M	1996/97	Information Needs for Vegetable Growers: With Reference to Handikhola VDC of Makawanpur District	1. Info services; 2. Vegetables.	025.06635 K527i	Dulal, Rud
	Pathak, Yashoda	F	1996/97	Library Acquisition: A Case Study of Bhairahawa Multiple Campus (BMC)	1. Libraries - acquisition.	025.2 P273l	Pathak, Bl
	Paudel, Hari P.	M	1996/97	Geographic Information System (GIS) and It's Application Activities in Nepal.	1. Geographic information system - Nepal.	025.0691 P28g	Dulal, Ruc
	Paudel, Rishikesh	M	1996/97	A Case Study of Nepal Commerce Campus Library	1. Campus library; 2. Nepal Commerce Campus library - Dissertations.	027.7095496 P281c	Bhanda Krishna
	Shakya, Anil Man	M	1996/97	A Study on Services Of TUCL for Degree Level Student (Zoology)	1. University library; 2. TUCL - Project works.	025.52777	Pathak, B
1	Shakya, Macha Bhai	M	1996/97	Study on Holdings of Medical Journals and State of Medical information Services in Hospital-Based Libraries in Kathmandu	1. Hospital... libraries-periodicals; 2. Hospital libraries-information services-periodicals.	027.662/S15s 1997	Bhanda Krishna
2	Shakya, Raju	M	1996/97	Needs of Lib Automation in the British Council, Library and Information Services in Nepal	1. Libraries - automation; 2. Automation.	025.4 SHA	Shrest Nirma
List of 3rd batch BLibSc Students							
3	Bhandari, Jhabindra P.	M	1997/98	A Case Study of Medical Library of Bir Hospital	1. Lib administration; 2. Hospital libraries.	025.1 B267c	Dahal, I.
4	Chaudhary, Anand P.	M	1997/98	User Orientation Programme at TUCL: A Case Study	1. Dissertation - academic; 2. Library instruction.	025.56 C393.4	Dula Rudra
5	Dhakal, Humna	F	1997/98	A Case Study on Dhankuta Multiple Campus Library	1. College library - case study; 2. Dissertation - library sciences.	027.70722 DHA	Kark Madhus
6	Dhungana, Nutan	F	1997/98	A Case Study of Central Campus Library, IOM.	Medical library - case study.	026.610722 D539e	Pathak. 1
7	Karmacharya, Janaki	F	1997/98	Information Need Assessment: A Case Study of WECS-Documentation Centre	1. Library sciences; 2. Case study.	027.5 K146i	Shrest Nirm

	Niraula, Ambika P.	M	1997/98	A Study On Cataloguing System of TUCL	1. Dissertation. Academic; 2. Cataloguing.	025.32 N639s	Pathak, B P.
	Niraula, Yadav Chandra	M	1997/98	Utility of Project Work In Lib Science Education In Nepal	1. Research - library science	020.72 N639u	Shresth Nirmal
	Pandey, Bhawani Dutt	M	1997/98	User's Case Study of Shree Siddharth Multiple Campus Library	1. Lib instruction; 2. Siddharth Multiple Campus Lib	025.5 P192u	Bhanda Krishna
	Pathik, Mukunda Raj	M	1997/98	The User Study of Campus of International Language Library (CIL)	1. Library instruction; 2. CIL library - thesis.	025.5 P273u	Dahal, L
2	Pokharel, Pratima	F	1997/98	A Case Study of Home Ministry Library	1. Special library - case studies; 2. Dissertation - library science.	027.5 P754c	Dulal, Ru
3	Rishal, Sudha	F	1997/98	Need of Library Science Graduates in Libraries of Nepal	1. Library education 2. librarians - in-service training.	020.71 R49n	Dahal, I
4	Shrestha, Chandra Kiran	F	1997/98	STD/HIV/AIDS Information, Education and Communication (IEC) Materials Dissemination Through Clearing House (CH)	AIDS (disease) - Education and research.	616.9792007	Pradhan, S Raj
5	Upadhyay, Lunashree	F	1997/98	A Case Study Of The Nepal Engineering College (NEC) Library	1. Library special; 2. NEC library - Dissertation.	027.6	Dulal, Ru

List of 4th batch BLibSc Students

6	Adhikary, Mahendra P.	M	1998/99	A Case Study of BMC Library	1. Academic libraries.; 2. Academic libraries - case study.	027.70722 Ad42c	Dahal, I
7	Airy, Chet Bdr	M	1998/99	Preparing Thesis Bibliography W.R.T. Health Literature 1995-1998 Using the Software CDS/ISIS	1. Libraries - automation; 2. Automation.	025.04 AIR	Pradhan, Ra
8	Baidhya, Niraj	M	1998/99	A Case Study of Overdue Date Problem in the Circulation Section of Thakur Ram Multiple Campus Regional Library	1. Library circulation.	025.6 B149c	Dulal, Ra
9	Bajracharya (Shakya), Kamala Devi	F	1998/99	DEVINSA (Development Information Network For South Asia) and its Usefulness in Nepal	1. library info networks; 2. Info services.	021.6 B168d	Kar Madhu
10	Gupta, Geeta Devi	F	1998/99	A Case Study of Tribhuvan Multiple Campus Library (TMCL) of the Faculty Of Science In Tansen, Palpa	1. Academic libraries.	027.7 G959c	Dahal.
11	Jha, Deependra Kumar	M	1998/99	A Case Study of R.R. Multiple Campus Library	1. Academic library; 2. R.R. Multiple campus library - project work.	027.7 559c	Kar Madhu

	KC, Kumar Bdr	M	1998/99	The Role Of Library on Environment and Sustainable Development in Nepal W.R.T. the Ministry of Population and Environment Library	1. Govt libraries-Environment aspects.	026.3637 K527r	Shrestha Nirmala
	Mishra, Rajesh Kumar	M	1998/99	A Case Study on MBM Campus Library, Rajbiraj	1. College library - case study; 2. Dissertation - Library sciences.	027.70722 M687c	Dulal, Rud
	Pradhan, Geeta Devi	F	1998/99	A Case Study of Bhojpur Multiple Campus Library (BMCL.-BBS)	1. Academic libraries.; 2. Bhojpur Multiple Campus Library (BMCL).	027.7 P882c	Shrestha Nirmal
	Rai, Arun Kumar	M	1998/99	Reference Services: Study of TUCL	1. Reference services; 2. Academic libraries - case studies	025.52777 R13r	Dulal, Rud
	Sharma (shrestha), Nirmala Devi	F	1998/99	A Case Study of Gorkha Campus Library	1. Academic libraries; 2. Gorkha campus library - Dissertations.	027.7	Bhanda Krishna
7	Shrestha, Sanju (Mrs)	F	1998/99	An Evaluation of the Circulation Service at the Central Library of TU		025.6095496 Sh84c	Shresth Nirma
3	Singh, Leela (Ms)	F	1998/99	A Case Study of USIS Information Resource Centre (IRC) with Special Reference to Users	1. Public libraries - case studies; 2. Library instruction.	027.4 Si64c	Shresth Nirma
9	Yadav, Binod Kumar	M	1998/99	A Case Study of Thakur Ram Multiple Campus Library	1. Academic libraries; 2. Thakur Ram Multiple Campus library- Dissertation.	027.7 Y1c	Dahal, I
0	Basi, Rabindra Lal	M	1999/00	Evaluation of Reference Service in Nepal Law Campus Library	1. Ref service (libraries).	025.52 B292c	Kark Madhus
1	Chhetri, Surya Bdr	M	1999/00	Evaluation of Reference Service of Western Regional Library, Prithvi Narayan Campus, Pokhara	1. Dissertation, Academic; 2. Libraries - reference service.	025.52 C429c	Dulal, Ru
2	Paudel (ghimre), Bimala (Mrs)	F	1999/00	The Study of Science Books of Mechi Multiple Campus	1. Library college; 2. Mechi Multiple campus- dissertations.	027.6.	Shres Nirm
3	Shakya, Mina	F	1999/00	A Case Study of Shankar Dev Campus	Academic libraries - case studies.	027.7 S527c	Shres Nirm
4	Shrestha, Bishnu Kumar	M	1999/00	A Case Study of The Drabya Shah Multiple Campus Library	1. Academic library; 2. Drabya Shah Multiple campus - Dissertaton.	027.7095496 Sh83c	Dahal,

	Shrestha, Shyam Krishna	M	1999/00	A Conceptual Framework of Reference Section of Padmakanya Multiple Campus (PKMC)	1. Academic libraries; 2. Padmakanya Multiple Campus library project work.	027.7 Sh238c	Dahal, I.e
	Subedi, Suresh	M	1999/00	A Case Study of Mechi Multiple Campus Library (MMCL)	1. Library, Academic.; 2. MMCL - Dissertation.	027.7 S	Bhandari Krishna
List of 5th batch BLibSc Students							
	Bhattarai, Pradhep	M	2000/01	User's Study of Nepal National Library	Nepal National Library.	027.5 B469u	Karki, Madhusu
	Chouhan, Lal Bdr	M	2000/01	User's Study of Computerized Database of TUCL	1. Academic libraries - Database.	027.70285 C110	Dali, Ind
	Gautam, Mrs Chumban	F	2000/01	Survey of Mahendra Ratna Campus Library W.R.T. Teaching Staff Users Service	Academic libraries; Lib instruction.	027.7 G238s	Shresth Nirmal
	Kandel, Hemantra Raj	M	2000/01	A Case Study of Pokhara University Library	1. Academic libraries; 2. Academic libraries - Pokhara University libraries.	027.7 K13c	Dali, Ind
	Malla, Neela	F	2000/01	Nepal Medical College Students as Library Users: A Study	1. Libraries, College and university; 2. Libraries, medical.	026.61 M296m	Karki Madhusu
	Pangeni, Yuba Raj	M	2000/01	User's Study of Russian Centre for Science and Culture Library	1. Public libraries; 2. Library instruction.	027.4. P193u	Shresth Nirma
	Paudel, Indra Bilash	M	2000/01	A Case Study of Nepal-Bharat Sanskritik Kendra with Special Reference to User's View	1. Public libraries - research; 2. Bibliographic instruction.	027.4 P861c	Bhandari Krishna
	Purbey, Jagdish Kumar	M	2000/01	A Case Study of Department of Irrigation Library	1. Special libraries - case studies; 2. Government libraries.	027.5 P97c	Karki Madhusu
	Shakya, Neerana	F	2000/01	ISBN in Nepal	1. ISBN - Nepal. 2. Nepal. ISBN.	070.5095:196 Sh15i	Dahal, Ru
	Singh, Amresh Man	M	2000/01	A Case Study of Janmaitri Multiple Campus Library (JMCL)	Academic libraries.	027.7 Si64c	Dahal, I
	Singh, Sujit kumar	M	2000/01	A Case Study of Public Administration Campus Library (PACL)	1. Academic libraries.; 2. PACL- Dissertation.	027.7 Si64c	Dahal, Ru
	Subedi, Anjana	F	2000/01	Case Study of Gyanodaya College	Libraries, college	027.7	Dahal, I

				Library	and universities	Su15c	
	Subedi, Sagar Raj	M	2000/01	A Case Study Of Arunima Higher Secondary School Library	1. School libraries; 2. Arunima school lib - Nepal; 3. Arunima School library - Dissertation.	027.8095496 S15c	Dahal, L e
	Thapa, Ajay Kumar	M	2000/01	A Case Study of Little Angel's School Library	1. Academic libraries; 2. Little Angel's School library- Dissertation	027.329c	Dulal, Rud

List of 6th batch BLibSc Students

1	Aryal, Bishnu P.	M	2001/02	A User Study of Jagriti Library, Syangja	1. Public libraries - research, 2. Jagriti library.	027.4 Ar97m	Shrestha, f Dhoj
2	Aryal, Jagadish Chandra	M	2001/02	A Study on Periodical Service of TUCL to the Students of Botany	1. Academic libraries; 2. Library services.	027.7 Ar97p	Shrestha, f Dhoj
3	Basnet (KC), Sabita	F	2001/02	User's Study in Nepal Law Campus Library	1. Academic libraries.	027.7 B293u	Dulal, Ruc
4	Basnet, Aradhana	F	2001/02	User's Study of the Supreme Court Library		025.5875 B293u	Bhanda Krishna
5	Bhattarai, Vishma Prasad	M	2001/02	Usage of Reference Resources and Services in Central Campus of Technology and Purbanchal Engineering College, Dharan	1. Reference services (libraries) - Nepal - Research; 2. Academic libraries - Nepal.	025.52 B469/u	Dulal, Ruc
6	Bist, Lalit Prasad	M	2001/02	Study on Use of Mathematics Collection of TUCL.		025.5277 B545s	Karki Madhus
7	Dahal, Govinda P.	M	2001/02	A Case Study of Circulation System of Pokhara University Library	1. Academic libraries; 2. Academic library - Pokhara Univ. lib.	027.7 DHA-c	Baidya, f
8	Giri, Secma	F	2001/02	A Case Study of Central Library of Agricultural Research Council (NARC)	1. NARC library - description; 2. Library special.	027.6	Dahal, L
9	Jha, Alka	F	2001/02	A Case Study on HELI.S Focal Point Library	1. Reference services; 2. Medical libraries.	025.52 J559-r	Dulal, Ru
30	Jha, Ratish Chandra	M	2001/02	A Case Study of Janakpur Campus Library	1. Academic libraries; 2. Janakpur Campus library - project works.	027.7 J559c	Shrest Nirma
31	Karki, Suraj Kumar	M	2001/02	A Comparative Study of TUCL and>NNL	1. University library; 2. National library.	027.7 K146c	Dulal, Ru
82	Maharjan, Rabindra	M	2001/02	User's Study of Dissertation Collection of TUCL.	1. Academic libraries; 2.	027.7 M278u	Shrest Nirma

					TUCL.		
1	Nath, Haribhakta	M	2001/02	A Study on the User's Attitude Towards the Use of Curriculum Resource Center (CRC) Libraries. Central Department of Education	1. Special libraries; 2. Special library - curriculum.	027.7 N194s	Shrestha Nirmal
1	Sah, Naresh Kumar	M	2001/02	A Case Study of Saroj Koirala Public Library	1. Public library; 2. Saroj Koirala Public Library Janakpur - thesis.	026.4 SAH	Shrestha Nirmal
5	Subba, Deependra	M	2001/02	Reading Interest of Secondary Students of St. Xavier's School Library	Academic libraries.	027.8.95496 Su14r	Shrestha Nirmal
5	Thapa, Amber Bdr	M	2001/02	User's Study of BPKIHS, Central Library	Special libraries - Research.	026.61 T32u	Dulal, Rud
7	Upadhyay, Babu Ram	M	2001/02	A Study on Services of TUCL for Degree Level Students (Economics) First Year	1. University library; 2. TUCL.	025.5277 Up1s	Bhanda Krishna
3	Wagle, Saroj Nidhi	M	2001/02	Information Needs and User's Pattern of Political Science Students of TUCL.	1. Academic libraries.	027.7095496	Shrestha Nirmal

Appendix - 4

Dear Colleagues/Friends (of B.LibSc course).

May I request for your kind favor in completing the following questionnaire!

I am currently in process of preparing theses for completion of Masters in Library and Information Science course from TU LIS department. The title of my theses is "*An Analysis of Project reports of Bachelor level students of Library and Information Science (B.LibSc): an appraisal with special reference to relevance of topic selection*". I need to compile data from user survey for analysis of study.

I would be grateful if you could spare some time and answer by filling up the following questionnaire. I assure you that your answers will be used for the purpose of this theses preparation only. Your opinions will not be disclosed for the interest of any other and confidentiality will be maintained.

I would appreciate the return of this questionnaire (via email) or by hand:

Thanking you for your cooperation in this matter.

Yours truly,

Macha B. Shakya

M. Lib. Sc.

Email: shakyamb@yahoo.com

Cell: 9841553717

Survey questionnaire for B.Lib.Sc. students:

1. Surname:.....First Name:.....Gender:..M/F....

2. Address:

Permanent.....

Temporary.....

3. Age range at the time of B.Lib.Sc. course done: Please tick (✓) in appropriate box.

21-25yrs	
36-40yrs	

26-30yrs	
41-45yrs	

31-35yrs	
46-50yrs	

4. Ethnic Group:

Please tick (✓) in appropriate group.

Brahman	
Chhetri	
Newar	
Gurung	
Limbu	

Rai	
Madhesi	
Tharu	
If other, please mention	

5. Background education prior to joining B.Lib.Sc course:

Please tick (✓) in appropriate degree.

B.Sc	B.A.	B.Com	B.Ed	B.L.	If other, please mention

6. B.Lib.Sc. Batch:

e.g. 1st, 2nd...

Year of Batch:

e.g 1997, 98...

(Optional)

7. Were you employed in library service prior to joining the B.Lib.Sc. course?

Yes No

8. Were you able to gain employment on graduating the BLibSc degree?

Yes No

9. If yes, what type of organization/institution you were employed in?

Please tick (✓) in appropriate box.

Government	Non-Govt	Academic			Industrial/Special	Diplomatic/Mission
		Univ	College	School		

10. Do you remember that you need to write a project report in BLibSc course?

Yes No

11. What was your opinion about inclusion of project report in the BLibSc course?
Please tick (√) in appropriate box

Important	Necessary	Unnecessary	Unknown

12. Do you remember the title (topic) of your project report you wrote on?

Yes No

13. If yes, please write down:.....

14. What was the area of your topic selection?

Please tick (√) whichever is/are applicable

Library type				IT	Lib admin	Lib service	Ref service	Lib resources	Plz, specify bc if your subject excluded in th
Acad	Public	National	Spccial						

15. Which geographical area of library/subject was included in your study?
Please mention the district it is located.

16. How did you conceive the topic for project report?

Please tick (√) whichever is/are applicable

Conceived(generated) by myself	
With the help of colleagues	
By course study	
Through the suggestion of teacher	

17. Why did you choose the above topic? Because....

I was confident that I could write on it	
Colleagues helped/guided	
Relevant to my respective job	
No one had written on that topic before	
I wanted to find solution to problem that myself & my institution faced	
If any other, please mention below:	

18. How do you rate the suggestion/help/effort in preparation of your project report?
Please rate

	Adequate	Inadequate	Helpful	Less helpful
Guide				
Colleagues				
Relatives				
Consulting other thesis				

19. Did the project report writing help you to write any research article/report after attainment of B.Lib.Sc. degree?

Yes No

20. If yes, how many article(s) have you written & where was it published? Please list the titles & source.

- 1.....
- 2.....
- 3.....

21. After BLibSc degree, did you join for M.Lib.Sc course too?

Yes No

If not, what are the reasons for not joining? Please tick (✓) whichever is/are applicable

Lack of time	Financial problem	No interest	Unattractive Library job	If any, please mention below

Thank you for your time.

Bio-Data

Name : Macha Bhai Shakya
Gender : Male
Nationality : Nepali
Religion : Buddhist
Date of Birth : 2018/11/05
Place of Birth : Kirtipur Municipality, W#3, Kathmandu
Contact : Ph. No. 4336516 (Res), Cell: 9841553717

ACADEMIC QUALIFICATION

<u>Degree</u>	<u>Institute</u>	<u>Year passed</u>
B.Lib.Sc	University Campus, Kirtipur	1997
B. A.	Private, T.U.	1992
I.A.	Saraswasti Multiple Campus	1982
S.L.C.	Kirtipur Secondary School	1978

TRAININGS

1. Training of Trainers Workshop on Information Management for HELLIS Librarians held on 26 Feb – 2 Mar 2007 conducted by WHO & HELLIS, Nepal
2. National Meeting to Strengthen Collaboration & Networking among all Health Libraries in Nepal conducted by Nepal Health Research Council (NHRC) held on 9th Feb. 2004
3. Training Programme in Documentation/Library Management Systems using CDS/ISIS, from 24-38 April 1999 conducted by United Mission to Nepal (UMN)
4. Training Programme in Documentation/Library Management System using CDS/ISIS from 3 to 22 Dec. 1995, conducted by CDS/ISIS Society - Nepal (CISN).
5. Workshop for Library Staff on Application of Computer in Library and Information Work for Strengthening Institutional Capacity in P.G. Training and Institutional Capacity from 12-16 Sept. 1994, conducted by IOM, HLMC
