

**REFERENCE SERVICES: COMPARATIVE STUDY OF THREE
CAMPUSES LIBRARIES OF KATHMANDU VALLEY**

A Thesis Submitted to
The Central Department of Library and Information Science in
Partial fulfillment of the requirements for the Master's Degree in
Library and Information Science
Tribhuvan University

Submitted by
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LETTER OF RECOMMENDATION

This thesis entitled "REFERENCE SERVICES: COMPARATIVE STUDY OF THREE CAMPUSES LIBRARIES OF KATHMANDU VALLEY" has been prepared by Miss Dibya Tara Bajracharya under my supervision. I hereby recommend this thesis for examination as a partial fulfillment of the requirements for the Degree of MASTER OF LIBRARY AND INFORMATION SCIENCE.

Date: 2068/12/

.....
Mrs. Nirmala Shrestha

Thesis Supervisor

LETTER OF ACCEPTANCE

We certify that this thesis entitled "REFERENCE SERVICES: COMPARATIVE STUDY OF THREE CAMPUSES LIBRARIES OF KATHMANDU VALLEY" by Miss Dibya Tara Bajracharya to the Central Department of Library and Information Science, Faculty of Humanities and Social Sciences, Tribhuvan University, in partial fulfillment of the requirements for the Degree of MASTER OF LIBRARY AND INFORMATION SCIENCE has been found satisfactory. Therefore, this thesis as a part of the said Degree has been accepted.

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Date : 2068/12/

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Head of Department

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Bajracharya, Dibya Tara

ABSTRACT

This thesis entitled "REFERENCE SERVICES: COMPARATIVE STUDY OF THREE CAMPUSES LIBRARIES OF KATHMANDU VALLEY" has been carried out to fulfill the partial requirements for the degree of Master in Library and Information science. The main objective of this study is to examine and analyze the present existing situation, condition and other services of library and their management for effective organization,. The required data and informative have been obtained from the primary sources and secondary sources with the help of semi structured questionnaire for three campuses libraries were selected (PK, TC, RRC) in the Kathmandu valley.

In this study, the first chapter describes about introduction of the study under which all these back ground of the study, statement of the problem, objectives of the study, scope and limitation of the study, significant of the study, organization of the study and definition of the terms. The second chapter has dealt with the literature view. The third chapter has described the focus of the study, This study has dealt with background information on the three campuses libraries of Kathmandu valley. The four chapter deals with the research methodology. The five chapter has mentioned the analysis and presentation of collected data. The sixth chapter has dealt with the summary, conclusion and recommendation of the study. However, this type of study in the field of library and information science is new research work and it will help to improve the campus library in future.

A simple random sampling method has been employed for sampling purpose. Two set of questionnaire, for the students, teachers and the library staff have been used for the collection of data. The time period of this study is from 1st Shrawan 2068 to 30th Shrawan 2068. A total of 80 questionnaires have been equally distributed among the users of the three campuses, 71 question have been returned by 45 students and 26 teachers.

According to the findings of the research, most of the respondents view that the collections of the documents in the library are inadequate. Most of the researcher does not get documents in time due to insufficient number of books, lack of new edition books, staff biasness and delayed return of issued books by library members. 38.30% student visit library for studying reference materials and 32.14% teachers visit library

for studying journals and newspapers. A large number of teacher (42.31%) visit the respective library daily and student (51%) visit the respective library daily. 56% Students suggested for the improvement of the reference collection and 44% are not suggested for the improvement of the reference collection. 65% teachers are not satisfied with the reference materials which are insufficient in total collection of the library materials. More than 69% students have knowledge about catalogue system and 57.78% have responded for the necessity of the catalogue system. 45% teachers have knowledge about catalogue system. Majority of students (69%) have replied that the library staffs are helpful. 88.46% teachers have replied that the library staff are helpful.

The summary, findings and recommendation have been represented in chapter six. They follow the same classification scheme, i.e. DDC. It highlights for the development of library efficient library, services, professional librarian, sufficient budget standard-classification scheme and standard-cataloging system, manpower and user's satisfaction. Modern computerizing and online services are the main problem for the users without which the users cannot get effective information. Therefore, the libraries should improved their conditions and need to be carried out positive attitude of the library users in the existing campus library. It is recommended to provide library orientation to the new users for searching the library materials.

Dibya Tara Bajrachary

PREFACE

Along with the accumulation of publisher documents and the rising market requirement of the working population in the country, the information management should be interact in leanly, briefly and flexibly manner.

Reference section is the brain and heart of any library. Its image remains for ever in users mind and its services transcendence the border line of family, community, nation, caste or any type of creed through the medium of abstract, annotations, bibliographies, directories, encyclopedias, reading lists, translations, transcriptions, or any other type of artificially intelligent media, Science and Technology yoked by the essence of humanism elevates the glory of the human life. Reference Section is an academic institution specially in science and technology helps to flourish this notion for excellence.

Dibya Tara Bajracharya

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ABBREVIATIONS AND ACRONYMS

AACR	:	Anglo American Cataloguing Rules
BS	:	Bikram Sambat
CAS	:	Current Awareness Services
CDLIS	:	Central Department of Library and Information Science
DDC	:	Dewey Decimal Classification
Fig	:	Figure
I.e.	:	That is
MLISC	:	Masters in Library and Information Science
PK	:	Padma Kanya Multiple Campus
RR	:	Ratna Rajya Laxmi Campus
SDI	:	Selective Dissemination Information
TC	:	Tri-Chandra Multiple Campus
T.U.	:	Tribhuvan University
TUCL	:	Tribhuvan University Central Library
UDC	:	Universal Decimal Classification
UGC	:	University Grant Commission

CHAPTER - 1

INTRODUCTION

1.1 Background of the study

In this information based age, information is the integral part of a society. Mostly information is available in different libraries in different form, such as books, CD-Rom, Microfiche, etc. Due to the fast explosion of knowledge and information, a library provides different sections to use the information effectively and easily. Reference service in the library is a very important service for the students, teachers, researchers and others because the information which is found in reference sections are generally valuable and rare. They have more contributions in the education and research than the information found in general issue sections. If the use of reference information in the reference section could be increased it will naturally enhance the quality of education of the users in the campus. Therefore, the study of the problem and constraints faced by reference section could be valuable to analyze and solve the problems of the sections and improve the service quality.

In the past, library was regarded as a storehouse and books were meant for preservation. Libraries tended to be passive and archival in nature. However, a modern library is regarded as a service institution with the aim to enable the users to make the most effective use of the resources and services of the library. It is expected to convert potential users into habitual users. In order to convert potential users into habitual users, it is essential to establish a desire kind of contact between the users and the documents. It is said that the presence of a human agency is a must for establishing a right contact between a user and a document.

The word library is derived from Latin word 'Liber' bearing the meaning 'Book' in French 'Libraire' means seller shop/ a person who rents or sell the text to students and 'the home of book' in Sanskrit.

According to S.R. Ranganathan a library is "a public institution or establishment charged with the care of a collection of books. The duty of making them accessible to those who require the use of them and the task of converting every person in its neighbourhood into a habitual library goer and reader of books." A modern library is

regarded as a service institution. Its aim being to enable the users to make the most effective use of the resources and services of library.

Ranganathan (1961) has mentioned According to Ranganathan, right contract means” Contact between the right reader and right book in the right personal way. He is of the view that the establishment of such a contact is “ the only available and effective method of discharging the function of converting the users into habitual users. He has named this method as reference service. Thus, he aids that “Reference service is the establishing of contact between reader and book by personal service”.

ALA Glassung defines reference service that phase of library work, which is directly concerned with assistance to readers in recurring in information and using the resources of the library study and research work.

According to Hutchins” Reference work includes the direct, personal aid within a library to persons in search of information for whatever purpose and also various library activities especially aimed at making information as easily available as possible.

Reference Services involves spirit of humanism, which aims to established right contact between a right user and a right document at a right time. This require human agency which could undertake this (Kumar, 1994, p. 8) keeping this view this library provides reference services to its reader.

1.1.1 History of reference service

Reference service came into being only when personal assistance begins to be considered a basic function of the library and provided in the form of a deliberate program. According to Rothstein, in Unites States, “The very notion of reference service goes back no further than 1875. Thus, in advanced countries like USA, the concept of reference service has developed during the last 100 years or so.

In USA, it was first in public libraries that reference service was developed because they were supposed to justify the expenditure of city funds. It was considered that a program of personal assistance could lead to greater use of a library, making it possible to get greater support from the authorities. By the end of 19th century, specialized reference staff began to be employed in large public libraries and provis0on of reference service was considered an important responsibility. Now, in

the United States, reference service is regarded as the most important service provided by any library, big or small.

After the second world war, information has become a major enterprise. In different countries of the world information is being increasingly regarded as a national resources and a social good. In a democracy, it is considered the responsibility of the state to provide information to the people. During the recent years, the application of computers production of database and introduction of information network has greatly changed the approach and attitudes towards reference information service. Thus, reference service is being accepted as an essential function of a library.

1.1.2 What is Reference Section?

Every well-organized library is organized into a number of sections or departments. One of the sections is called reference sections. A reference section is that section which provides reference service. In the narrow sense, it may be expected to provide answers to the queries of the users. But in a broader sense, it may have to provide a variety of services and perform functions necessary to help the users including providing information service on demand and in anticipation, providing instruction in the use of library, selection of documents, organization of reference materials, etc.

1.1.3 Reference documents

We may recognize two categories of documents namely those which can be read through for information or education or inspiration and one which are meant to be consulted or referred to for a definite piece of information. The second category is called reference documents. These include encyclopedias, dictionaries, hand books, formularies, etc. These are compiled so that everyday information can be provided readily. The quality of reference collection available in library is very important for the success of reference service.

There are various types of reference books, each yielding a specific type of information some of them are given below:

1. Dictionaries: Dictionaries are of two types: a) Language dictionaries, and b) subject dictionaries.
 - a. Language dictionary contains the words of a language, usually arranged alphabetically giving their meanings, pronunciations, spellings, syllabication,

usage, etc. Some famous language dictionaries are : Oxford English Dictionary, Webster's New International dictionary of the English Language, Nepali shabdacose, etc.

- b. A subject dictionary is an alphabetical list of the terms of the subject, briefly giving the meaning of each. These are confined to specialized subject fields some of them are : Glossary of Technical terms science, Thompson's AIA Glossary of library Terms, etc.
2. Encyclopedias: Encyclopedias are also of two types:
 3. a) General encyclopedias and b) subject encyclopedias.
 - a. General encyclopedia: A general encyclopedia is a work containing informational articles giving essential general information on subject in various branches of knowledge, arranged alphabetically by subject and names. Some of them are: Encyclopedia Britannica, Encyclopedia Americana, etc.
 - b. A subject encyclopedia: A subject encyclopedia is a work containing informational articles giving essential general information limited to a special field of knowledge. Some of them are encyclopedia of library and information science, encyclopedia of social science, etc.
 4. Year books and almanacs: A year book is an annual compendium of data and static. It records the year's activities by country, subject, etc. Some of them are: Who's who, Europa Year book, Whitaker's Almanac, etc.
 5. Bibliographical sources: It is a compilation of life sketches of eminent and notable persons, arranged in an alphabetical order. The information which these biographical sources yield is the name, date of birth, qualifications, positions held, contributions made, marital status, publications and any other information about the biography. Some important and Webster's Biographical Dictionary, Stephen's Dictionary of National Biography, etc
 6. Geographical sources: There are three main sources for geographical information. They are Gazettes, maps, and atlases, and guide books.
 - a. Gazettes: A gazette is a geographical dictionary which gives information about the names of towns, villages, rivers, mountains, lakes and other geographical

features, population, longitude, etc. Two international gazettes are the Columbia Lippincotter's New Geographical Dictionary, etc.

- b. Map: A map is a representation of the outer boundaries of the earth on a flat surface. An atlas is a volume containing a collection of these maps. Route maps give information about roads. Physical maps provide information about the various features of the land forms. Some of the important ones are: Britannica Atlas, World Atlas, Time Atlas of the world, etc.
 - c. Guide book: A guide book or a travel guide is usually limited to a single area and provides all the necessary information useful to the tourists or travellers. It provides a brief historical background of the place and emphasizes routes and itineraries. It also gives information about hotels, museums, buildings, places, etc. Usually the guide books are brought out in series.
7. Directories: The A.L.A. Glossary of library terms defines a directory as "a list of persons or organizations systematically arranged usually in alphabetic or class order, giving addresses, affiliations, etc. for individuals and addresses, officers, functions and similar data for organizations" some important ones are: World of Learning, Year book of International Organizations, American Library Directory, etc.
 8. Sources of current information: Sources of current information cover recent events, which other sources will take some time to include them. Newspapers provide information about recent events.
 9. Sources for statistics: Statistical information is very important for research and development activities. There are a number of sources which give statistical information. UN statistical office brings out the monthly Bulletin of statistics.
 10. Hand books and manuals: A hand book is a compilation of information of various types in a compact and handy form. It contains data, tables, graphs, illustrations, formulae, factual information, etc.

A manual is a book providing instructions or directions for performing a job or pursuing an occupation. It is an instruction book informing as to how to perform a job or how to do something such as Rang Nathan's library Manual.

11. Bibliographical tools: Catalogues, bibliographies, indexes and indexing services, and abstracts and abstracting services are all bibliographical tools which inform about the sources of information.

1.1.4 What is reference service?

Reference service means "process of establishing contact between a reader and his documents in a personal way". It is a personal service which involves various activities, aimed at making information available to the users as easily as possible. In order to provide information a reference librarian may make use of resources of the library as well as these resources available outside his library.

Reference service occupies a unique place amongst library services today. It is a personal service given to a reader on a topic in which he is interested, pin pointedly, exhaustively and expeditiously. It is the sole means of satisfying the laws of library science known as "Documents are for use", "every reader his/her document"; "save the time of the reader" and library is a growing organism. "The main objective of Librarian is to disseminate knowledge by providing the readers, the documents of their study and research. Reference service helps to achieve this objective to a great extent.

There are two different aspects of reference service they are. Ready reference service and long range reference service. Ranganathan used these terms in a well defined form.

1.1.5 Ready reference service

It is a reference service finished in a very short time in a moment if possible this service is based on duration of time. The reference staff is able to answer the inquiry in a very short duration of time may be at times immediately. Some of the examples, which come under the purview of ready reference service, are listed below:

- i) What is the height of Mount Everest?
- ii) Who won Nobel Prize in physics in 2009?
- iii) What does IFLA stand for?
- iv) What is the date of birth of Ranganathan?
- v) What is the population of Puna?

The above questions are such that the answer to these can be found readily within a short time.

Ready reference service is more or less fact finding service. Normally, sources of information used for fact findings consist of reference books of different types. The nature of ready reference service will differ from library to library. In an academic library, the ready reference would take another extreme. It would be expected that a reference librarian should try to educate student in the use of reference book rather than provide exact information. The stimulation of self help would of basic importance in an academic library.

1.1.6 Long range reference service

Long range reference service is a modern concept in library service in libraries. Its provision varies from library to library. We may recognize long range reference service on the basis of time involved sources of information and the nature of information sought. Long range reference services are based on.

1.1.7 Time involved

As the name indicates, immediate satisfaction cannot be provided in long range reference service. According to Ranganathan” few long range reference questions take less than half an hour, while some take a whole day and even week.”

1.1.8 Sources of information

In long range reference service, the search starts with ready reference sources of information and its continued into ordinary books, periodicals, non-book materials etc. For providing long range reference service, a reference librarian should know about developments and trend in the universe of knowledge.

1.1.9 Why of Reference service

These are several factors, which create the need for reference service. They are as follows:

a. Increase in volume of information or information explosion

In this an information age, information is recorded in different documents and documents are produced in a large number. So, a reader cannot get a document of

the interest or need at the night time, so it is a librarian who keeps tracts of publication for his readers need.

b. Growth of education:

Because of increase in literate people their information needs also increase. Thus the number of literate people and their information need also increase. In this age of competition peoples information needs are increasing in order to educate and re educate them so reference service is needed.

c. Reduced time lag in the exploration of idea.

The origin of idea and its exploitation in practice is reduced. Unless the information about the how idea is disseminated soon and put it to practice, the chances are that it will be overtaken by other ideas, therefore right users to the right information into practice.

d. Accelerated rate of obsolescence

In the modern age, ideas are originated rapidly and become obsolete in no time for example laser technology.

e. Scatter and see page information

The information of a subject can be published in different documents such as books, periodicals, Theses patents, brochures, conference reports etc. This is called scatter of information. Sometimes information of one subject is found published in the journals of other subject; this is called seepage of information librarian should scan the variety of media for a particular piece of information.

1.2 Statement of the Problem

In this modern and scientific age, reference services is an important survival of a library. It is expected to convert potential readers into habitual readers. It is essential to establish desired kind of contact between the user and document. Padma Kanya, Ratnarajya and Trichandra Campus Library as per libraries are also providing the reference service to students, teachers, researchers and others. But it seems that students, teachers and others are not sufficiently using these services provided by the library. Hence, there is a great need for identifying the problems and constraints faced by the reference section of the library. The main problem of this study are as follow:

- i. What kind of RS these libraries provided
- ii. Compromising the three academic libraries of Kathmandu valley
- iii. What kind of services are provided by these three academic libraries.

1.3 Objectives of the study

The main objectives of the study are

1. To analyse the RS of three academic libraries.
2. To compare among these three academic libraries.
3. To find out the services and condition of these three libraries.

1.4 Limitation of the study

This study tries to fulfill the above objectives. Besides the observation and study of various activities with official documents, this study untimely based on close study of students, teachers and other staff of the P.K.,R.R. and T.C College library through questionnaires and some cases with interview. The study covers the students, teachers and staff of these libraries. This is just for finding out the problems and constraints faced by reference section library in P.K. R.R. and T.C. the researcher has completed the study with 1 month duration 1st Shrawan, 2068 to 30th Shrawan, 2068.

1.5 Significance of the study

The significance of the study is to highlight the role played by the campus library. This study will be first comprehensive study of P.K., T.C. and R.R. College reference section of the library. So it will be helpful and significant for the concern authorities for further development of these college reference section of the library. It may also be helpful for all of them in future who want to invest in campus libraries.

1.6 Definition of the terms

Library

A collection of books and other materials kept for reading, study and consultation of a place, building rooms, set apart for the keeping and use of collection of books etc.

Campus library

Campus library is regarded as the heart of the institution which circulates the life blood to whole campus, by disseminating knowledge to the student faculties and the

administrative staff. A college library is an individual can broaden his mind and unfold the world in front for him with the help of acquired knowledge is an institution higher education.

Open Access

Applied to a library where readers are admitted to the selves open access is the reverse of close access. Open access provides for free access to the world of books.

Catalogue

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

Reference Services

Reference service is the hub of all activities of library "A sympathetic and informed personal and in interpreting library collection for study and resources.

Reference Collection

A collection of books and other materials in a library useful for supply information kept together for convenience and generally not allowed to circulate.

Abstract

A brief summary that gives the essential point of book, pamphlet or article.

Close access

Users are not allowed free access to the stacks. They have to fill up a slip and request library staff to get the books for them from the stacks.

Reference Books

Reference books are like dictionaries, encyclopedia, geographical sources, indexes, abstract, pamphlets, periodicals, abstracts and other similar literature.

Classification

The action of classifying or arranging in classes according to common characteristics or affinities, assignment to the proper class.

Bibliography

The systematic description and history of books, their authorship, publishing edition etc. A list of books of a particular author, printer or country or of those dealing with any particular theme, the literature of a subject.

Year Book

An annual volume of current information in descriptive and or statistical form, sometimes limited to a special field 2, one of a series of annual reports of cases judged in early English Law Courts.

Call Number

The symbols used to indicate the location of a book on the shelves. The class number often proceeds an author number, which individualizes the book.

1.7 Organization of the study

This study is divided into six chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, scope and limitation of the study, significance of the study and definition of terms.

The second chapter deals with relevant studies of the literature i.e. review of literature.

The third chapter deals with the focus of study.

The study mainly focuses on the existing situation of references services of three academic libraries of the Kathmandu Valley.

The fourth chapter deals with the research methodology which includes research design, population of the study, sampling procedure, data collection procedure and data analysis procedure.

The fifth chapter deals with the analysis, presentation and interpretation of the findings of reference service of three academic library of the Kathmandu valley.

Finally, the sixth chapter deals with summary, conclusion and recommendation of the study.

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CHAPTER - 2

REVIEW OF LITERATURE

Reference services are considered as an important issue for librarians, students, scholars. However, only few numbers of studies have been found carried out on the specific topic of comparative study of reference services in relation to the ones carried out on other topics in the field of library and information centers. More specifically, in context of Nepal, no studies have been carried out on information retrieval through the reference services. However, it doesn't mean that no study has been carried out on the topic because there are several scholars, author or researchers at the international level who have said one thing or the other in relation to the information retrieval of library collection on or materials. The researcher has not encountered with any research carried out exclusively on the comparative study of reference services. The reviewed literature indeed display the gradual changes in the form of comparative study as the principle of reference services guide for and as per the growing needs of users and information technology as well. In one way or the other review of related literature can be specified as follows

Hutchins (1944) has mentioned “reference work includes the direct, personal aid within a library to person in search of information for whatever purpose, and also various library activities especially aimed at making information as easily available as possible. The spirit of humanization but it would be better to use the term reference services instead of reference work. The first one draws attention to service aspect. The present day literature also prefers term reference service.”

Adkinson (1960) has carried out “reference services differ considerably in special libraries, their nature being determined in major part by the purpose, dominant subject interests, size and administrative structure of the parent organization as well as by the initiative of the library staff. In spite of the variations, reference activity in an individual special library normally corresponds to one of the levels of services identified above. It may be restricted exclusively to aiding those who lack facility in use of materials, or it may encompass a complex array of services, including direct participating of the librarian in the research process.”

Ranganathan(1961) has explained “reference services has right contact means, “contact between the right reader and right book at the right time and in the right

personal way”, he is of the view that the establishment of such a contact is “ the only available and effective method” of discharging the function of converting the users into habitual users. He has named this method as reference services. Thus, he adds that” reference service is the establishing of contact between reader and book by personal service.” Here emphasis is laid on personal Services to each user to help him to find documents, which would meet his requirements.”

Krishna Kumar (1982) has stated “the reference services as we have seen is an essential service provided by a service library. Its plays an important role in satisfying the law of library science. It helps to maximize the use of a library whereby, it can greatly help in meeting the objectives of a library and as well as the laws of library science. Reference service involves spirit of humanism, which aims to establish right contact between a right user and a right document at a right time. This requires a human agency, which could undertake this. Thus, the role of a reference librarian becomes extremely important. The success of reference service depends greatly upon the reference librarian. Even out of a small collection, he can get the maximum. A poor collection and also poorly organized one can prove to be great handicap to a reference librarian. In the changing environment, a reference librarian is expected to perform the role of an intermediary between a user and information. He is supposed to use value judgment to evaluate the quality of information or documents as well as decide upon as to how much information would meet the information needs of the user.”

Shrestha (1983) has mentioned "information services have been developed to meet the needs of individuals and of organizations to perform these respective allotted functions. These services are being continually developed to meet these needs, individually or in groups. Information services include personal assistance provided to users in pursuit of information. The character and extent of such services will vary with the kind of library, the types of user, whom it is going to serve, and the skill, competence and professional training of the librarian providing the service. These information services are to be developed not only to meet user needs and to improve present services but also to anticipate user's needs in the future. The efficiency of an information service can be measured only by the degree to which its resources are utilized.

Bunge (1999) has categorized “reference services into three broad group: i). Information services that involve either finding the required information on behalf of the users, or assisting users in finding information. ii). Instruction in the use of library resources and services (broadly defined as information literacy skills); and iii).,user guidance in which users are guided in selecting the most appropriate information sources and services.”

Coffman and Saxton (1999) has found that a networked reference service based on the call centre model could reduce the reference staff cost significantly. However they caution that though the call centre model has been quite successful in answering customer questions in the business environment, it may not be quite appropriate for answering reference questions since they may come from anyone on any topic, asked any form.

Arms (2000) Co-operation in providing ready reference services and subject-specific reference services may be a useful cost-cutting measure. Indeed, the high cost of staff in libraries has been a major problem. However, since digital libraries can be accessed and queries easily dealt with from remote location, co-operative mechanisms based on subject specialization and other criteria may be considered.

Lankes et. al. (2000) have pointed out that “the reference librarian in the new millennium will need the ability to read the situation a user is in and find the right information for that situation” . considering this view and also to keep in pace with the rapid appearances and developments of web- based reference and information services provided by non-library organizations, many library and information science professionals have now turned their attention to the provision of e-reference services.

Sherman (2000) has made a comparative study of three web-based reference services: ask Jeeves, Electric library, and information please, and noted that:

- Ask Jeeves is useful for complex question, and is a good choice for searchers that lack Boolean or other searching skill, because of its strong natural language parser and question and answer template structure.
- Electric library is an excellent choice for a serious researcher in need of timely content from a wide array of otherwise unavailable sources.

Information please is an excellent tool for students and other researchers, as an authoritative source of facts and pointers for further investigation.

Rogers (2001) has presented “an interesting report of a study analyzing web-based reference services in academic libraries in Illinois. This study shows a usage pattern that is quite similar to the timing of usage of traditional reference services in libraries, for example, 80 percent of all usage occurred between 8 a.m. and 10 p.m.; evening use was higher than morning use, and the busiest hour was between 2 p. m. and 3 p. m.”

Chowdhury (2002) *has* defined “Reference services have taken a central place in library and information services. They are also regarded as personalized services since in most cases a personal discussion takes place between a user and a reference librarian. Based on this, the librarian points to the sources that are considered to be most appropriate to meet the specific information needs of the user.”

Summarized of Review of Literature

In a nut shell, the scholars agree with the idea that reference service is a personalized information dissemination which is essential or not only optimum use of documents but also for receiving feedback from users. Reference service in any type of library is a complex job. Reference section in a library opens for a long hours than other section.

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CHAPTER - 3

FOCUS OF THE STUDY

This study was focused comparative study of reference service in Padma Kanya, Trichandra and Ratna Rajya Campus in Kathmandu valley. The study has focused on three campuses in order to accomplished more information within the limited time and g budget. The researcher has selected Padma Kanya Campus (PK), Tri—Chandra Multiple Campus (TC) and Ratna Rajya Campus (R). The following description of the respective campus will give more details.

3.1 Padma Kanya Multiple Campus (PK)

PK was established in 1951 A.D. It's the oldest and biggest girl campus in the country. During its initial days there were only 12 students and 7 lecturers. The principal was Kamala Devi Sinha, an Indian Professor invited personally by the education minister, Dilli Raman Regmi. The college was housed in the building of PK Vidhyashram in Dilli Bazar/ PK campus provides education in humanities, management and science subjects. The campus has also started the education in new subject in masters degree in home science and environment science in bachelor level.

At the beginning, PK library was situated in front building, later it was shifted it its own separate building. it has four rooms, one for circulation section, one for reference, one for periodical, one for technical and one for computer room. There is lack of adequate space for reading purpose. It has one professional staff. Books are classified. Books are shelved with class number wise, in reference section students are provided with open access.

Embassy of Japan gave or donated to establish Sandarva Library. Sandarva Library was well equipped and modern library till found run by embassy of Japan. During that period books are also classified and categorized. Now Sandarva Library is also combined with PK library.

Now a days PK has 342 teachers and 7000 students I the fiscal year 2066/67.

3.1.1 Faculties

PK has there faculties in double shift morning and day. These faculties are science, management and humanities.

Faculty Level Shift	Level	Shift
Humanities	Bachelor/Master	Morning/ Day
Science	Bachelor	Day
Management	Bachelor, Master	Morning/Day

3.1.2 Resources of Library

It has altogether 84745 collections. The library has facilities of national daily and weekly newspaper like Gorkhapatra, Kantipur, Nepal Samachar Patra, The Kathmandu Post etc.

3.1.3 Service

The main service of PK library is to serve students with text and reference books.

3.1.4 Reference Service

The most common service that are provided in PK campus library includes

- i. Instruction in the use of the library
- ii. Readers: Advisory service
- iii. Answering reference questions
- iv. Display of current addition

3.1.5 Library opening hours

PK library opens from 6am to 100m for morning shift and from 10am to Spin for day shift.

3.1.6 Finance and Budget

Annual Budget of a library is Rs. 10,00,500. The internal budget is 9 Lakh 5 hundred and TU is given one lakh. Books are purchased subject wise. Budget is not sufficient to fulfill the demand of students. Because of overpressure of students, library is not being able to fulfill student's satisfactions. There is also not sufficient book for all students.

3.1.7 Card System and Loan Period

The library provides one card for teacher and they can burrow 10 books form the card for 3 months. In case of campus staff, they get two cards for one month. Students can get two issue cards and hey can keep issue books for 15 days at a time.

3.1.8 Overdue Charge

Cost of overdue charge of Library is 1 rupee per day. After the due date, the overdue cost charge is calculated with the days from the due date. The membership cards are to be returned to obtain a clearance certificate of library.

3.1.9 IT Service

PK Library facilities IT services to the students.

3.1.10 Members of the library

All the teachers, staff and students of campus can be member of library by filing application form a library.

3.2 Tri Chandra Multiple Campus

Tri-Chandra Multiple Campus was established in 1975 A.D. teaching classes were formally started in 1976 AD. intermediate level are in Sanskrit, English, history, math, physics and chemistry, political science and zoology etc. bachelor level was started from 1981 A.D. Geography was started in 2004 B.S., 'Meteorology in 2031 BS, microbiology in 2038 B.S. and followed by environment science and social, science.

3.2.1 Faculties

TC has two faculties in science and humanities. The faculty of humanities has triple shift i.e. morning day and evening. And science has double shift i.e. morning and day.

Faculty	Level	Shift
Humanities	Bachelor, Master	Morning/Day/Night
Science	Bachelor, Master	Morning/Day

3.2.2 Resources of library

It had altogether 53 collections. The reading materials are usually collected from purchasing but some books 'are also collected from donation. RS of TC had 6300 volumes which includes reference items like encyclopedia, dictionary, year books, directories, hand books biographical sources etc. The daily newspaper like Gorkhapatra, Kantipur, Nepal Samachar Patra etc and weekly newspaper like Samaya, Bio Monthly, Nepal are available in this library. All of the reference collections are in English language in TC campus library.

3.2.3 Services

The main service of TC campus library is to provide text books and refreshment materials. Besides the text book services, it also provides circulation services, and reference services.

3.3.4 Reference Services

A reference service is a complex job. In TC campus; reference section plays an important role and provides various reference services to its users such as:

- i. Answering to a specific reference questions
- ii. Instructing in the use of library
- iii. Reader's advisory services
- iv. Assistance in the location of documents or use of library categories
- v. V. Reprographic service

3.2.5 Library opening hours

Library opens from 6 Am to 10 'AM for morning shift, 10 am to 5pm for day and rest for night shift students.

3.2.6 Finance and budget

According to the librarian, annual budget of the library is Rs. 500,000. Total budget of the library cannot serve the student's requirement. Due to the lack of books demanded, the libraries cannot satisfy the student's requirement on time.

3.2.7 Membership of Library

All the teachers, staffs and students of campus can be a member of library of filling application form of library.

3.2.8 Card System of Loan Period

The library provides two cards for a students, staffs and teachers. Students can keep the, issue book for two weeks.

3.2.9 Over due charges

Overdue charge of Library is 1 rupee per day after 15 days of issue. The membership cards are to be returned to obtain a clearance certificate of library.

3.2.10 IT Service

TC doesn't have it section. Most of the student depends upon cybercafé and IT parks.

3.3 Ratna Rajya Laxmi Campus (RR, campus)

Ratna Rajya Laxmi Campus, popularly known as R campus located in the heart of capital city and run under the rules and regulation of Tribhuvan University as a constituent campus, is one of the largest campus of the faculty of Humanities and Social Science. It was initially established as Ratna Rajya Girls' College in Bhadra 4, 2018 with the advent of new education system (1971), it was converted into co-education campus. During that time, this campus offered only proficiency certificate level program. After twenty years of the establishment, this campus introduced bachelor of Arts (BA). During its initial days there were only 3 girls. Now a day the campus has altogether 13,000 students. The library has its own building. The students are provided with close access.

3.3.1 Faculties

RR Campus has only humanities. The faculty of humanities is two shifts (morning and evening).

3.3.2 Resources of library

It had altogether 56000 collections of textbooks, encyclopedia, dictionaries, journals etc. /which were usually collected by purchasing and some are collected from the donors. The library purchased newspaper like Saptahik, Gorkhapatra, Rising Nepal. etc. are available in the Library. Books are shelved according to subject wise.

3.3.3 Services

The main service of RR campus library is to serve students with text and reference books.

3.3.4 Reference Services

The main aim of the services is to assist the user in the most effective use of the resources and services by providing specific, exhaustive and prompt information.

RR Campus provides following reference services

- i. Bibliographical instruction and library orientation
- ii. Profession of general and specific information
- iii. Assistance in the searching of document

iv. Reprographic service

3.3.5 Library staff

The library has library staff including one is professional librarian.

3.3.6 Library opening hours

In RR Campus library opens from 6 Am to 8 PM, for morning shift 6 am to 10 am and for day shift 10 am to 5 pm and rest for night shift students.

3.3.7 Finance and budget

According to the librarian, annual budget of the library is Rs. 250,000. Total budget of the library cannot serve the student's requirement. Due to the lack of books demanded, the libraries cannot satisfy the student's requirement on time.

3.3.8 Membership of Library

All the teachers, staffs and students of campus can be a member of library of filling application form of library.

3.3.9 Card System and Loan Period

Students are provided 2 books for 2 weeks.

3.3.10 Over due charges

There is no fine system. The membership cards are to be returned to library to obtain clearance certificate.

3.3.11 IT Service

RR campus library facilitates IT services to the students.

Table - 1**The compares of three campuses**

S.No.	Facilities	Campuses		
		PK	TC	RR
	Established Year	2008	1975	2018
	Books Collection	84745	59000	56000
	Classification	DDC	DDC	DDC
	Newspapers	25	10	3
	Budget (2066/67)	900,000 (Internal Budget 83,000+ 70000 T.U.)	500,000	250,000
	System	CS is close RS is open	Close	Close
	Master Level	Nepali English H.S. M.B.S. R.D. Sociology Population Economics	i. Microbiology ii. Chemistry iii. R.D. iv. Sociology v. Nepali	i. English ii. Journalism iii. Nepali iv. Population v. Sociology
	Library Staff			
	Professional	1	1	1
	Semi Professional	1	2	-
	Non- Professional	8	12	7
	Number of student	7000	5000	13000
	No. of Teachers	342	500	400
	No. of Staff	88	200	300
	Physical facilities			
	No. of seats	50	100	60
	Photocopy services	No	Yes	Yes
	Computer	Yes	No	Yes

The similarities and dissimilarities that found in these three libraries in terms of reference service are as follows.

Similarities

Particulars	P. K.	T. C.	R. R. C
Users orientation	No	No	No
Newspaper Clipping	No	No	No

Dissimilarities

Particulars	P. K.	T. C.	R. R. C
Photocopy	No	No	Yes
Reference Section	Yes	Yes	No

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CHAPTER - 4

RESEARCH METHODOLOGY

4.1 Introduction

Research is the process of a systematic and detail investigation or search of any particular subject with aimed of discovering, collection, compilation, presentation and interpretation of relevant date. The term research is also used to describe a collection of information about a specific topic too. So, the application of procedure for search is as research methodology (Wolf, 2005).

This is the study which is based on analytical type. It was ‘studied and surveyed using questionnaire method as the principle of data collection.

The research methodology is the systematic way of solving problem. Research methodology refers to overall research process, which a research conducts during his/her study. It is composed of both parts of technical and logical aspect, on the basis of historical data. Research is systematic and organized effort to investigate is specific problem that needs of solution. This process of investigation involves a series of well thought out activities of gathering rewarding, analyzing, and interpreting the data with the purpose of finding the answer to the problem. Thus the entire process by which we attempt to solve problem is called research. The methodology in this study includes observation, questionnaire and interview technique.

4.2 Research Design

A research design refers to the conceptual structure within the research is conducted. The research design is conducted. The research design is the arrangement, of conditions for collection and analysis of data in the manner that aim to combine relevance of the research purpose plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to objective of this study. The research design applied for the study is purely descriptive and analytical in nature.

In brief, research design must at least contain:

- a. a clear statement of the research problem
- b. procedures and techniques to be used for gathering information

- c. The population to be studied and
- d. Methods to be used in processing and analyzing data

4.3 Sources of data

The data collection procedures were primary and secondary sources. The primary data are collected through field survey, using the questionnaire and taking interview. There are two sets of questionnaires : questionnaire for the students and tracer's (Appendix-I) and the other set of questionnaires was for library users (Appendix -II) The researcher also consulted dissertation, thesis, articles, books, journals, prospectus, brochures, websites etc for secondary data. Interviews were conducted with librarian of different college libraries.

4.4 Population

This study is concerned with comparative study of reference services of three different libraries in the Kathmandu valley. The researcher has selected the students and teachers of three campus libraries. Among them, only 80 of the users were distributed questionnaires out of which only 71 questionnaires were returned. The researchers from other libraries or campuses are not considered in this research. The staff except those working in reference section is also not considered as respondents.

4.5 Sampling procedure

It was planned to study over twenty percent of the total population which was five days visit, 500 users (teachers + students) were found in the visit of the section. The random sampling technique questionnaires have been distributed and among those only 71 questionnaires were returned from those selected users.

Field survey:

The present states and physical facilities of this library were observed by field survey.

4.6 Data Analysis Procedure

This analysis is based on 71 responses received from the teachers and students, primary and secondary research data, required information were organized in systematic order for analysis, editing, coding, classification, categorization etc were some of the procedures for analysis. The complete filled up questionnaire were checked to ensure whether the result is accurate. In this study, descriptive and

analytical method were used for presentation of collected data and for information, simple statistical tools were used. The data is expressed numerically and percentages are calculated. Then its interpretation and analysis is done one by one. The details of analysis of the data are presented in the chapter five.

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CHAPTER - 5

DATA ANALYSIS AND PRESENTATION

Data of this research are collected from three academic libraries, with different characteristics under Tribhuwan University, namely PK Library, TC Library and RRC Library. The users have been categorized under two, namely students and teachers, who responded on the information seeking habits, their information needs and dissatisfactions within a stipulated time frame. Different types of responses were collected via questionnaire distributed in different library premises, respectively. Out of 80 questionnaires, 71 were duly returned to the researcher. Altogether, 45 students and 26 teachers returned questionnaires within the stipulated time. Then, the responses were grouped separately before presenting them diagrammatically in pie chart or bar diagram. It is hoped that these figures succinctly and collectively represented all the students' and teachers' information habits, needs and dissatisfaction with the currently available information services.

5.1 User's Responses from different libraries

Table No. 1

Number of Collected response from three libraries

S.N.	Names of the library	Number of Responses from User	Percentage
1.	PK library	29	40.84%
2.	TC Library	25	35.22%
3.	RRC Library	17	23.94%
	Total	71	100%

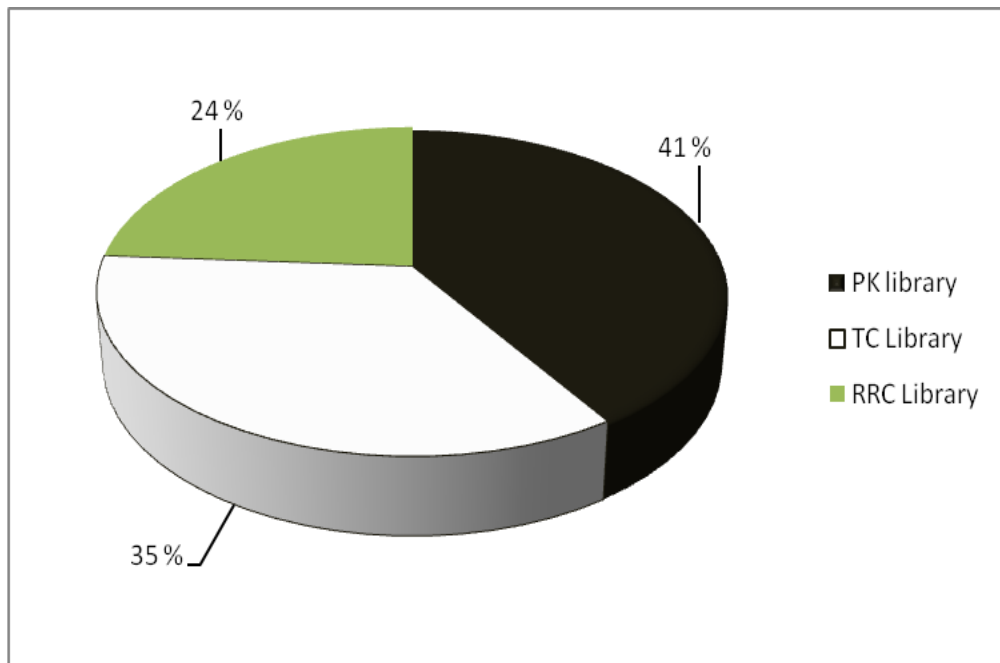
Source: Field Survey 2068 VS

Table No.1 clearly express that out of the total number of users (71), the most responses of users are derived from PK Library (40.84%) and least from RRC library (23.94%)

The Table no 1 can be presented in the following diagram

Figure No. 1

Percentage Responses Collected from Different Libraries



5.2 Student's Responses from different libraries

Table No. 2

Student's Response from Three Libraries

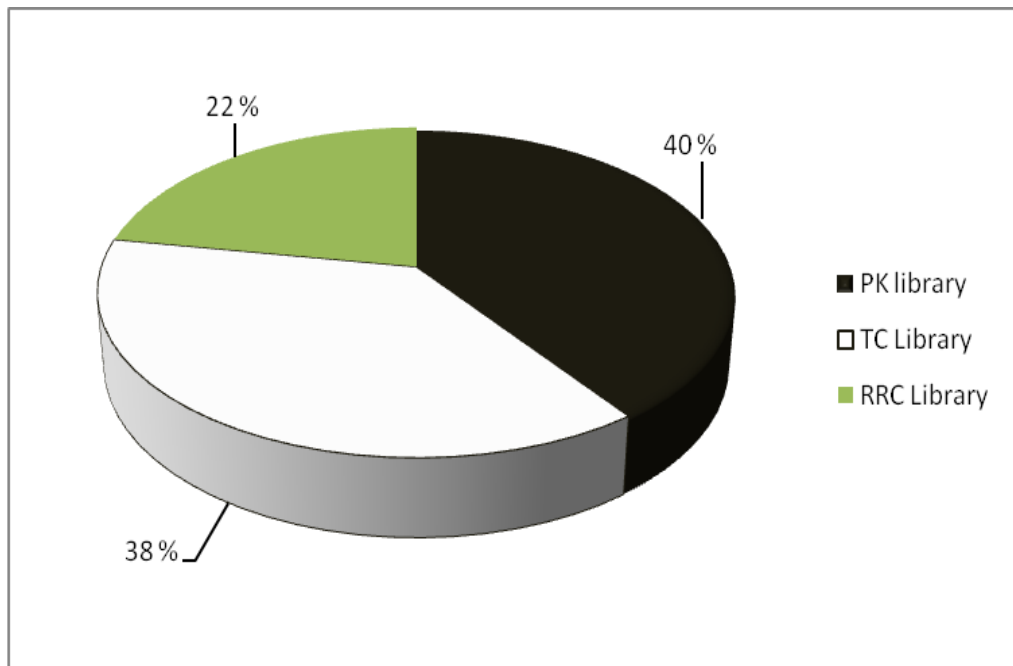
S.N.	Names of the library	Number of Responses from User	Percentage
1.	PK library	18	40%
2.	TC Library	17	37.78%
3.	RRC Library	10	22.22%
Total		45	100%

Source: Field Survey 2068 VS

The most responses of the students are derived from PK Library (40%) and least from RRC library (22.22%), It is partly due to the researchers convenience, as the researcher is working in the PK library.

Figure No. 2

Student's Response from Three Libraries



5.3 Purpose of students in visiting Library

Table No. 3

Purpose of Visiting Library

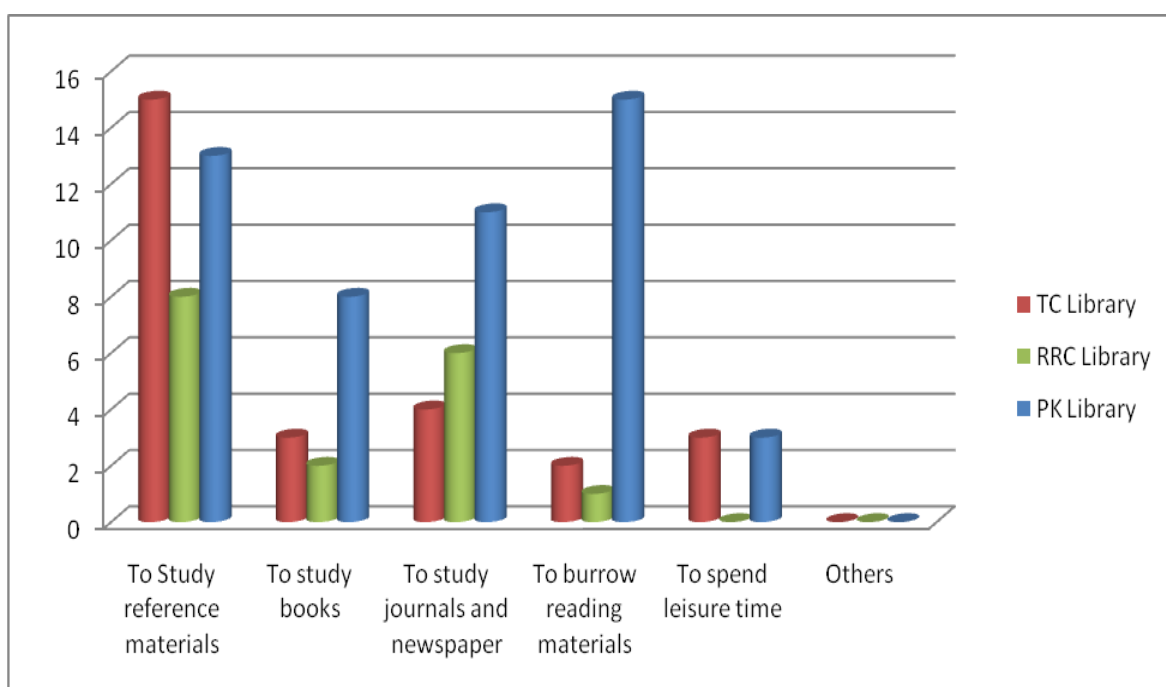
S.N.	Purpose	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1	To Study reference materials	13	15	8	36	38.30%
2	To study books	8	3	2	13	13.83%
3	To study journals and newspaper	11	4	6	21	22.34%
4	To burrow reading materials	15	2	1	18	19.15%
5	To spend leisure time	3	3	0	6	6.38%
6	Others	0	0	0	0	0%
Total		29	10	16	94	100%

Source: Field Survey 2068 VS

Table No.3 reveals that, in total, 94 responses were derived from 45 students of three libraries. Some students pointed out more than one response, and some more than two. Consequently, all of the responses are genuinely regarded valid in this research. In sum, the most students visit library for studying reference materials (38.30%) and least users come to spend their leisure time (6.38%).

Figure No. 3

Purpose of Visiting Library



5.4 Frequently of Library Visit by students

Table No. 4

Frequently of Library Visit

S.N.	Purpose	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1	Daily	12	7	4	23	51%
2	Once a week	3	5	6	14	31%
3	Once a month	1	0	0	1	2%
4	Seldom	2	5	0	7	16%
5	Never	0	0	0	0	0%
Total		18	17	10	45	100%

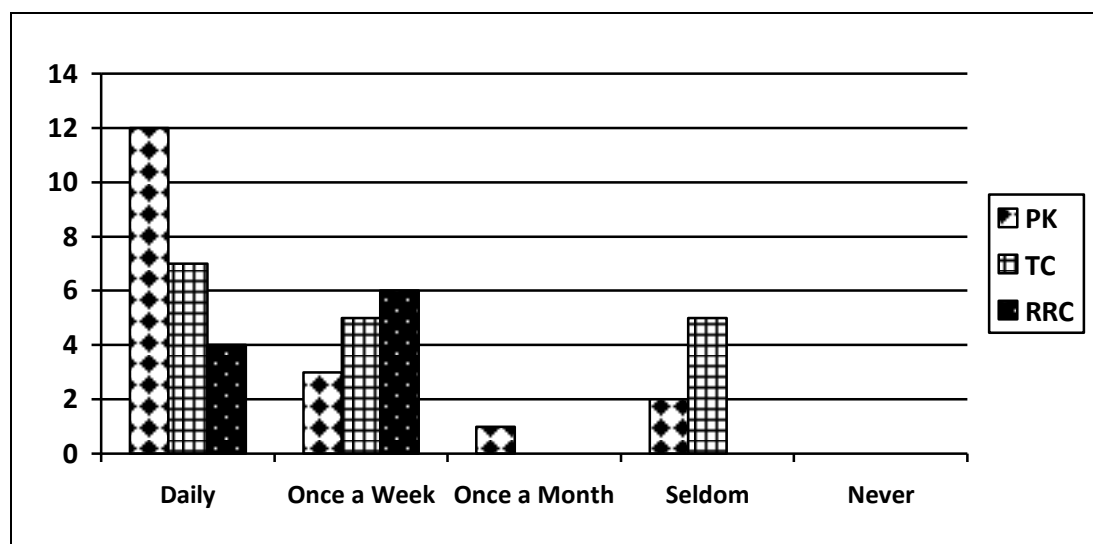
Source: Field Survey 2068 VS

The table no 4 shows that more than half of the students (51%_ visit the respective library daily. It indicates their intense love for studying. Another category of students, almost one third (31%) visit the library once a week. Group discussion with the user reveals that they have access to internet in their home and they visit other libraries as well for the collection of required information.

The Table can be presented in the following diagram

Figure No. 4

Frequently of Library Visit



5.5 Duration of Library Use

Table No. 5

Duration of Library Use

S.N.	Duration	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1	One Hour	8	9	4	21	47%
2	Two Hours	7	5	3	15	33%
3	Three Hours	3	2	2	7	16%
4	Four Hours	0	0	1	1	2%
5	Five Hours	0	0	0	0	0%
6	More than Five Hours	0	1	0	1	2%
Total		18	17	10	45	100%

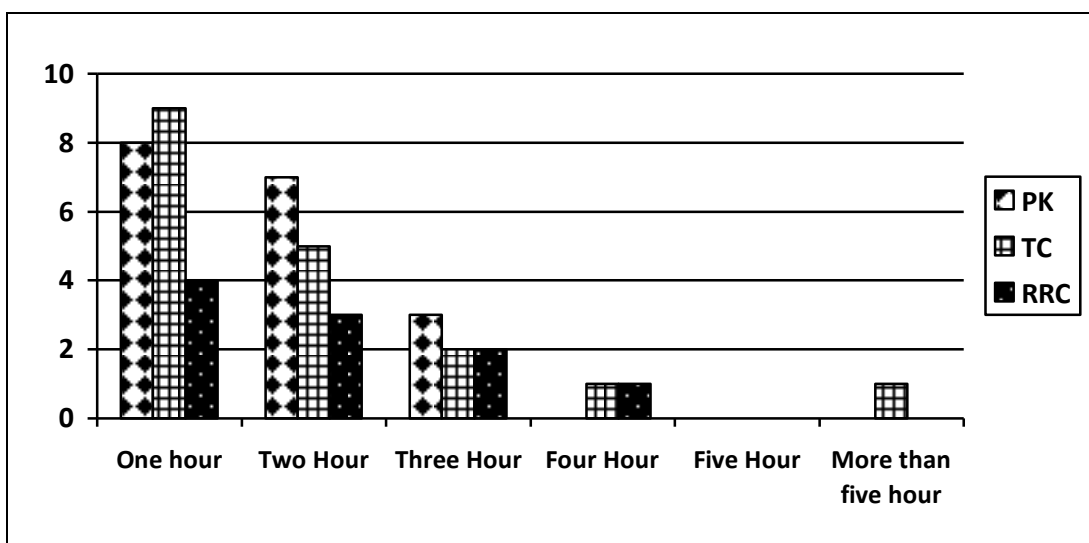
Source: Field Survey 2068 VS

The table no 4 displays that almost total half of the student (47%) stay in the library not less than one hour. They have to regularly attend the class and perform some home assignments. Another category of users (16%) spends three hours in the respective library. Only 2% of the users are found using the library for the prolong duration of more than four hours. Group discussion reveals that majority of the students spend their invariable time in the respective libraries/ As a whole, students enjoy the spare time of the college not any where but in the library.

The Table can be presented in the following diagram

Figure No. 5

Duration of Library Use



5.6 Level of satisfaction on Library Opening Hours

Table No. 6

Level of satisfaction on Library Opening Hours

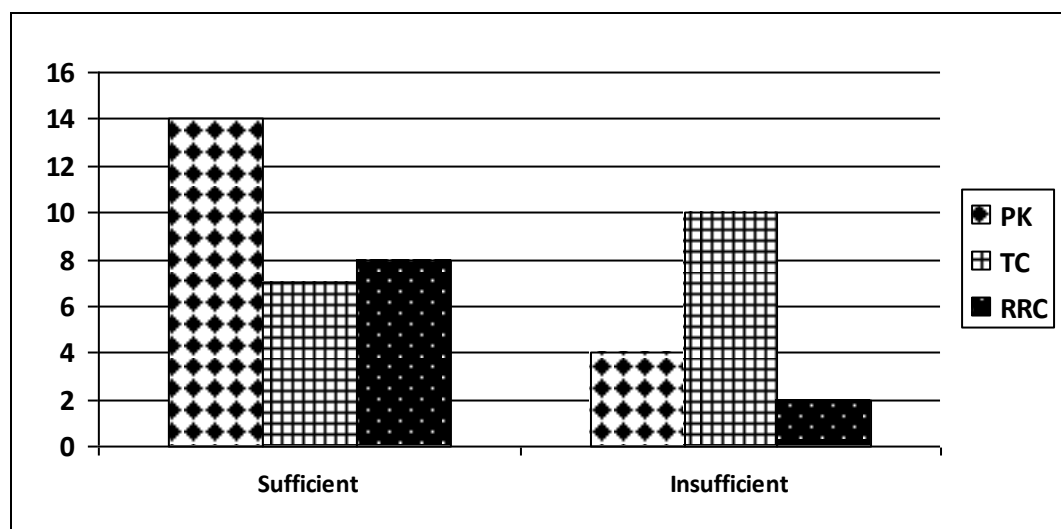
S.N.	Satisfaction	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Sufficient	14	7	8	29	64%
2.	Insufficient	4	10	2	16	36%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

The table no 6 shows that most of the users (64%) are satisfied with the prevailing opening hours of the respective libraries. The Complaints in the group discussion indicate that while and if all the classes are regularly being run, they have to time to spend in the library. So, they must invest some extra time for studying in the library/ "Extra time" for the users implies "Over time" for the library staff. At times. service in a library is not only an anthropogenic services but also a philanthropic service. And thus, the spirit of volunteerism should be eulogized and inculcated in all library staff. Those who are dissatisfied with the present opening hour are found involved in preparing dissertation and conducting further research.

Figure No. 6

**Library Opening hours
Level of Satisfaction on Library Opening Hours**



5.7 Usefulness of the Different Sections of the Library

Table No. 7

Usefulness of the Different Sections of the Library

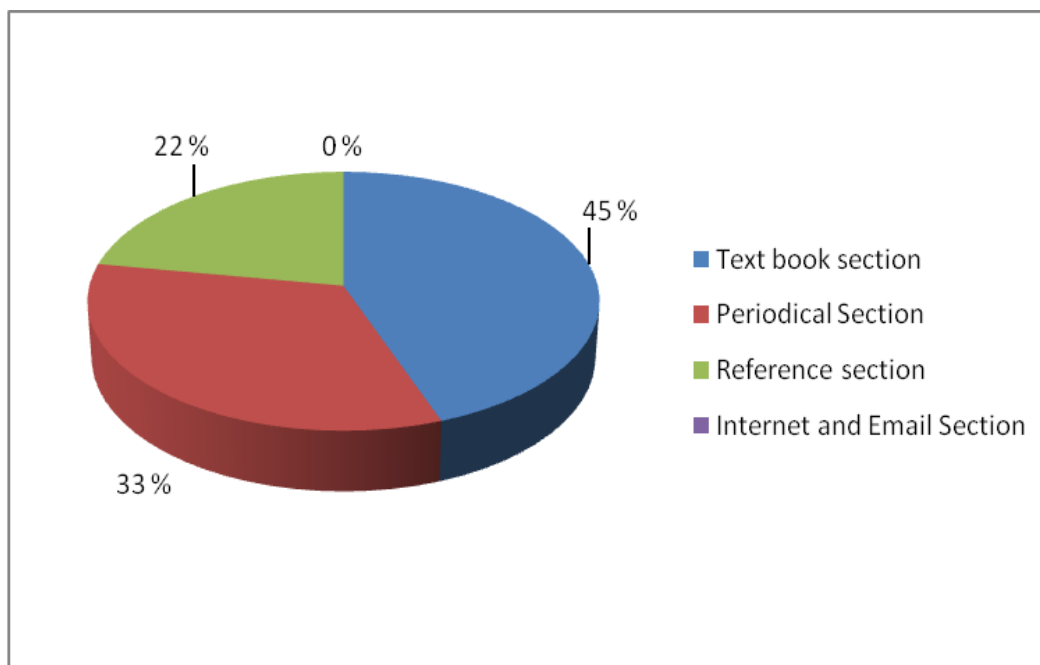
S.N.	Satisfaction	Name of Library				Total	Percentage
		PK Library	TC Library	RRC Library			
1.	Text book section	8	7	5	20	44.44%	
2.	Periodical Section	6	8	1	15	33.33%	
3.	Reference section	4	2	4	10	22.22%	
4.	Internet and Email Section	0	0	0	0	0%	
	Total	18	17	10	45	100%	

Source: Field Survey 2068 VS

Table No. 7 shows that almost half of the rating on usefulness (44.44%) is on the text book section. One third rating on usefulness (33.33%) is directed to periodical section. The bright students, after accomplishing their studying text books, go in retrieving information from subject periodicals.

Figure No. 7

Usefulness of Different Sections



5.8 Satisfaction with the Total Library Holding

Table No. 8

Satisfaction with the Total Library Holding

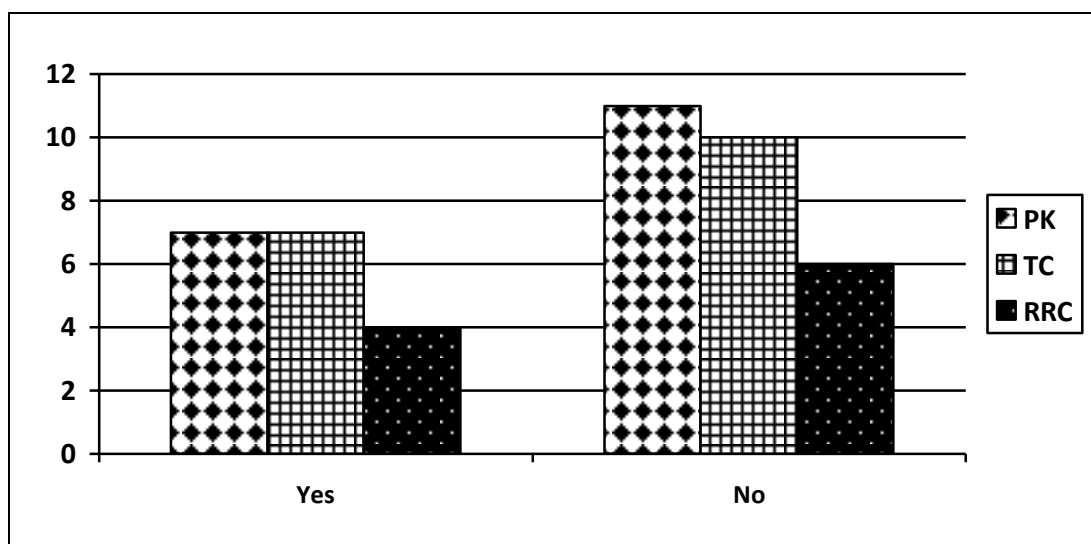
S.N.	Satisfactory Response with the present holding	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	7	7	4	18	40%
2.	No	11	10	6	27	60%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Most of the users (60%) are not satisfied with the present library holding.

Figure No. 8

Satisfaction with the Total Library Holding



5.9 Rating the usefulness of different collections of the respective libraries

Table No. 9

Rating the usefulness of different collections

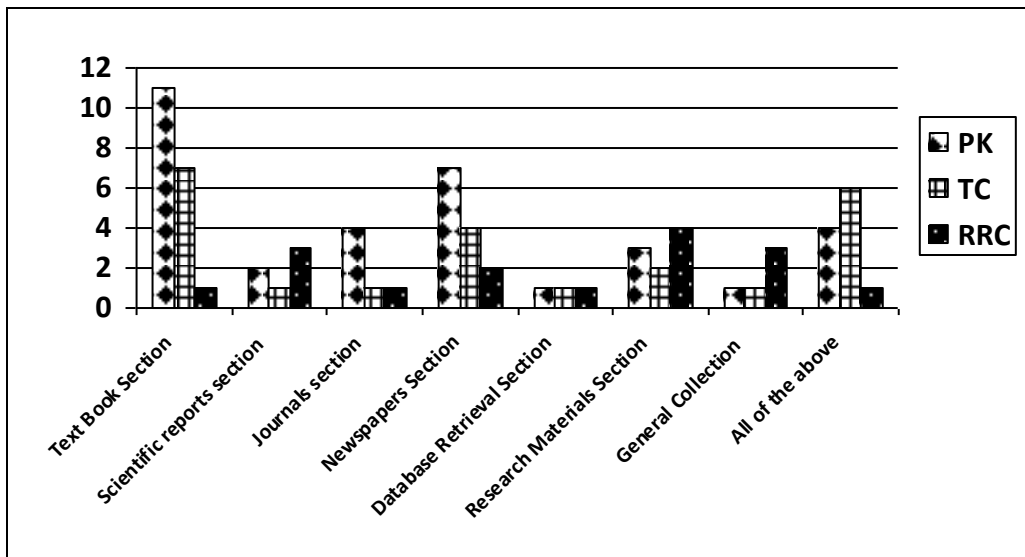
S.N.	Satisfaction	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Text Book Section	11	7	1	19	26.38%
2.	Scientific reports section	2	1	3	6	8.33%
3.	Journals section	4	1	1	6	8.33%
4.	Newspapers Section	7	4	2	13	18.05%
5.	Database Retrieval Section	1	1	1	3	4.17%
6.	Research Materials Section	3	2	4	9	12.5%
7.	General Collection	1	1	3	5	6.94%
8.	All of the above	4	6	1	11	15.28%
	Total	33	23	16	72	100%

Source: Field Survey 2068 VS

Table No. 9 shows that more than one fourth (26.38%) users rate the Text Book section as useful/ The least utilized section is the data base retrieval (4.17%).

Figure No. 9

Rating the Usefulness of Different Collections



5.10 Volume of Reference Materials in Three Libraries

Table No. 10

Materials of Reference Materials in three Libraries

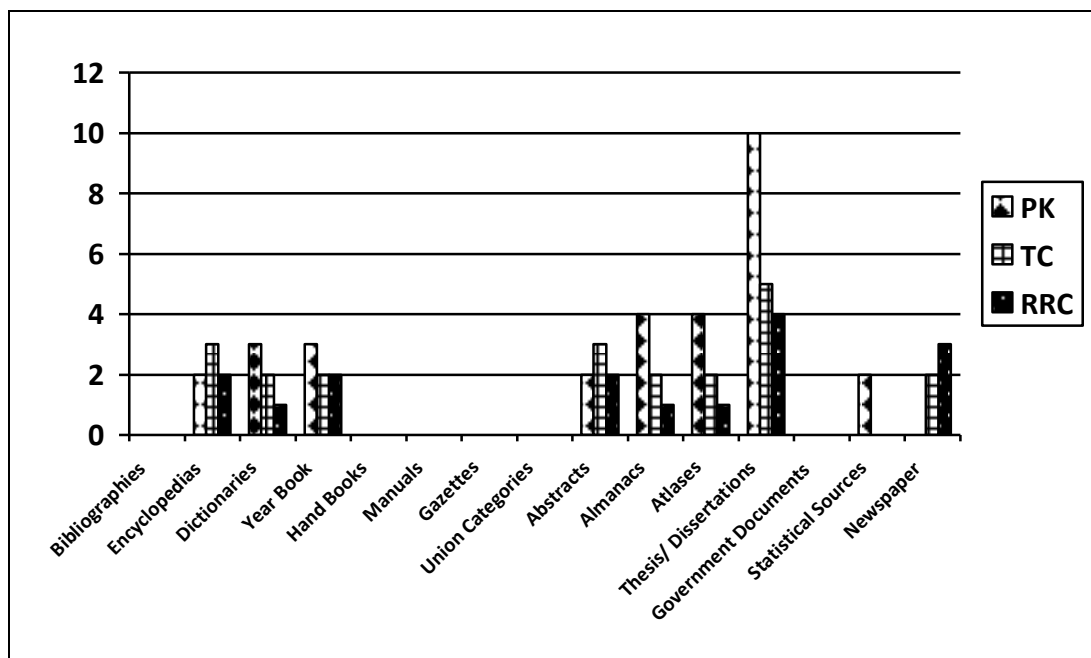
S.N.	Quantity of Reference Materials	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Bibliographies	0	0	0	0	0%
2.	Encyclopedias	2	3	2	7	9%
3.	Dictionaries	3	2	1	6	7%
4.	Year Book	3	2	2	7	9%
5.	Hand Books	0	0	0	0	0%
6.	Manuals	0	0	0	0	0%
7.	Gazettes	0	0	0	0	0%
8.	Union Categories	0	0	0	0	0%
9.	Abstracts	0	0	0	0	0%
10.	Almanacs	2	3	2	7	9%
11.	Atlases	4	2	1	7	9%
12.	Thesis. dissertations	10	5	4	19	23%
13.	Government Documents	0	0	0	0	0%
14.	Statistical Sources	2	0	0	2	2%
15.	Maps	4	3	2	9	11%
16.	Newspaper	0	2	3	5	6%
	Total	35	28	18	81	100%

Source: Field Survey 2068 VS

In the three libraries, most abundantly available reading materials are dissertations (23%) second largest among of reading materials is of Encyclopedias, Year Books, Almanace and Altases (9%). The reading materials like government publications, hand books, manuals, gazette and abstracts are not available in al the three libraries.

Figure No. 10

Materials of Reference Materials in three Libraries



5.11 Rate of Reference Collection in Three libraries

Table No. 11

Rate of Reference Collection

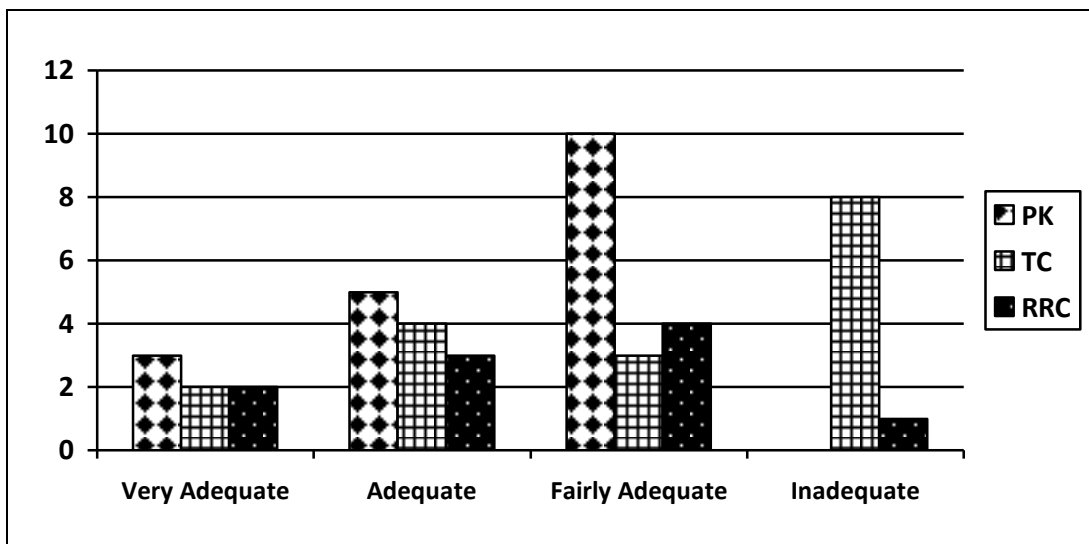
S.N.	Satisfactory Response with the present holding	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Very adequate	3	2	2	7	16%
2.	Adequate	5	4	3	13	26%
3.	Fairly adequate	10	3	4	17	38%
4.	Inadequate	0	8	1	9	20%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table no 11 display that one sixth users (16%) rate of the reference collection of the three libraries as "Very adequate". One fifth (20%) users are of the opinion that reference materials are Inadequate.

Figure No. 11

Rate of Reference Collection



5.12 Novelty and Up to Dateness of the Reading materials

Table No. 12

Novelty and Up to Datedness of the Reading Materials

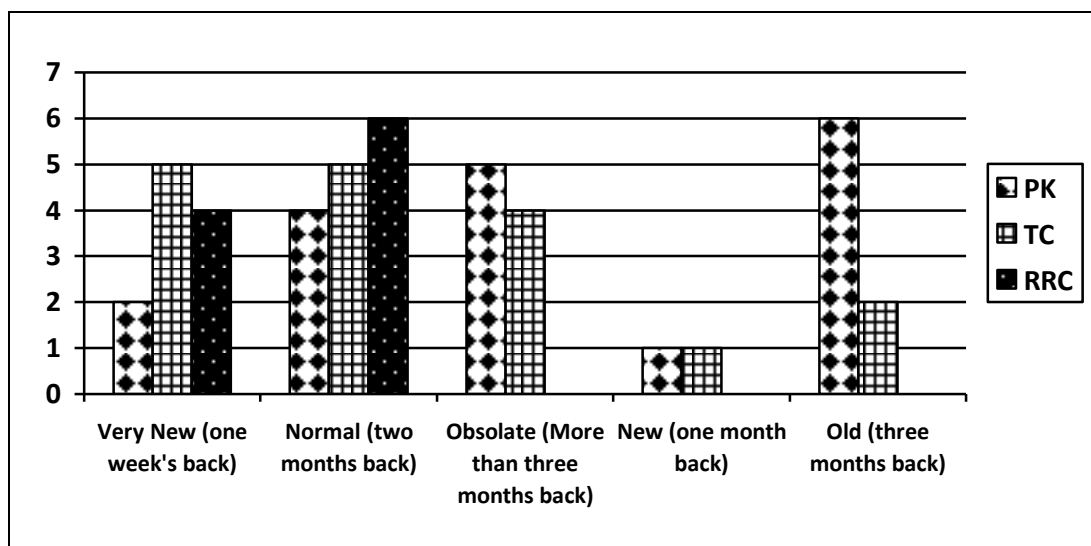
S.N.	Novelty	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Very New (one week's back)	2	5	4	11	24%
2.	Normal (two months back)	4	5	6	15	34%
3.	Obsolete (More than three months back)	5	4	0	9	20%
4.	New (one month back)	1	1	0	2	4%
5.	Old (three months back)	6	2	0	8	18%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 12 shows that almost one fourth (24%) of the reading materials are Very New and their information value is the highest. 18% reading materials are found to be Old, whose information value is of archival type.

Figure No. 12

Novelty and Up to Datedness of the Reading Materials



5.13 Users' Perception on the necessity of Library Catalogues and Classification

Table No. 13

User's Perception on the Library Catalogue

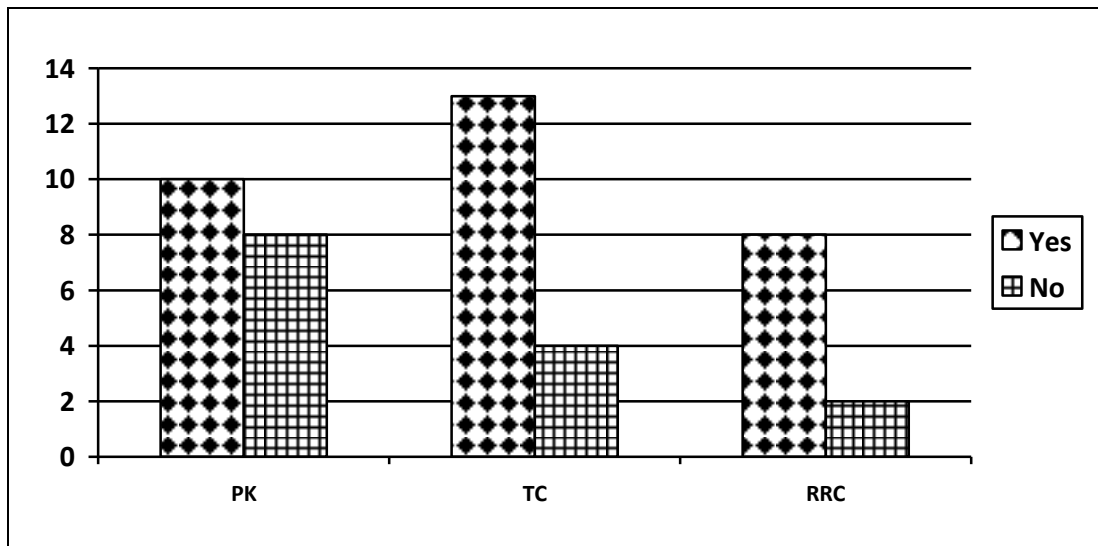
S.N.	Necessity	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	10	13	8	31	69%
2.	No	8	4	2	14	31%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 13 depicts that almost one third of the users (31%) are ignorant of the library catalogues and classification. It is not their Mistake, but their lack of opportunity to obtain orientation on it.

Figure No. 13

User's Perception on the Library Catalogue



5.14 Users' Perception on the Need of Computers in the Library

Table No. 14

User's Perception on the Need of Computer

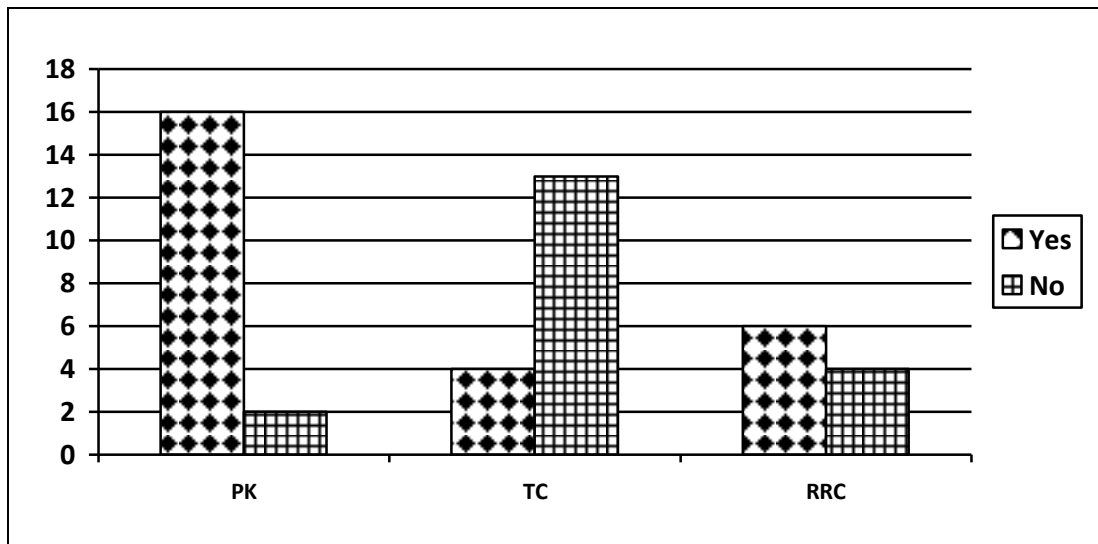
S.N.	Need of Computer	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	16	4	6	26	57.78%
2.	No	2	13	4	19	42.22%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 14 shows that more than half of the users (57.78%) felt the need to introduce computer in the library for both database management and management of e-sources)

Figure No. 14

User's Perception on the Need of Computer



5.15 Purpose of Using Computer in the Library

Table No. 15

Purpose of Using Computer in Library

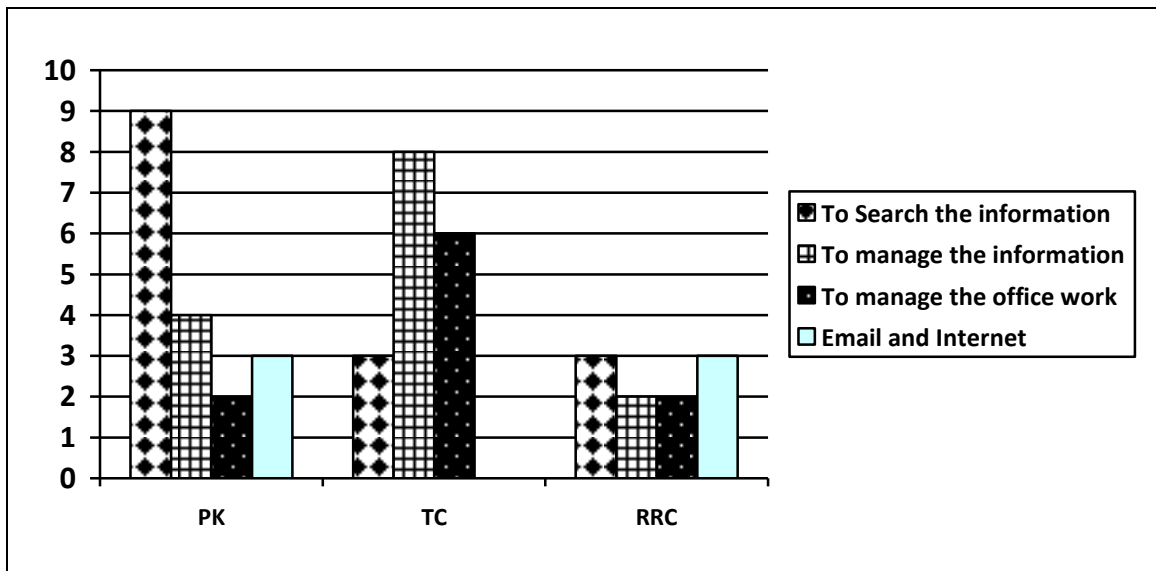
S.N.	Purpose	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	To Search the information	9	3	3	15	33.33%
2.	To manage the information	4	8	2	14	31.11%
3.	To manage the office work	2	6	2	10	22.22%
4.	Email and Internet	3	0	3	6	13.33%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

One third users (33.33%) make user of computer for searching the information in the library. Almost one seventh of the users (13.33%) use the computer for email and internet purpose.

Figure No. 15

Purpose of Using Computer in Library



5.16 Satisfaction with the Prevailing Management System

Table No. 16

Satisfaction with the Prevailing Library Management System

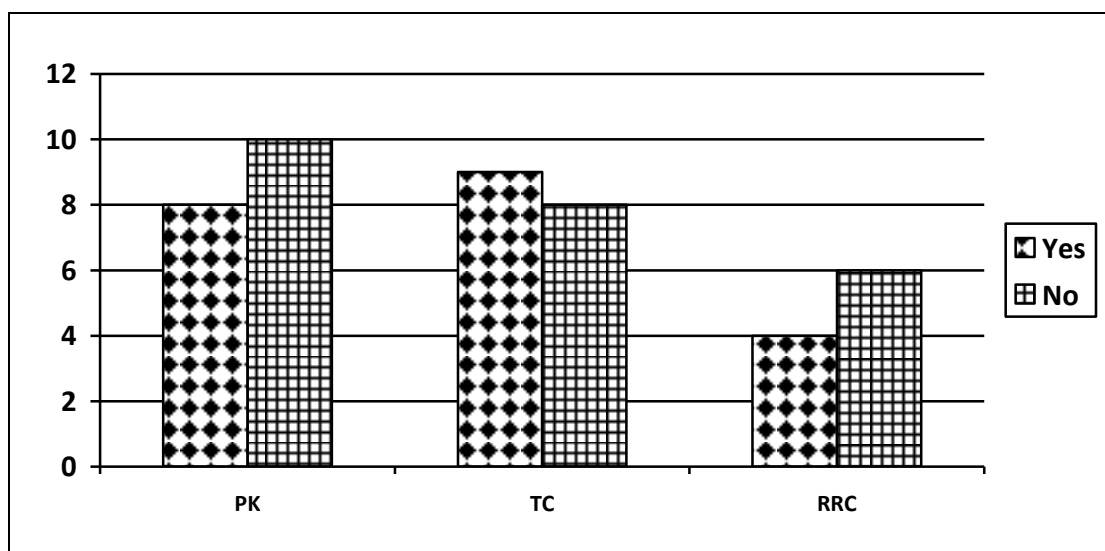
S.N.	Satisfaction Response	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	8	9	4	21	46.67
2.	No	10	8	6	24	53.33%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 16 shows that more than half (53.33%) of the users are unsatisfied with the present library management system

Figure No. 16

Satisfaction with the Prevailing Library Management System



5.17 Suggestion to Improve the library system

Table No. 17

Suggestion to Improve the Library System

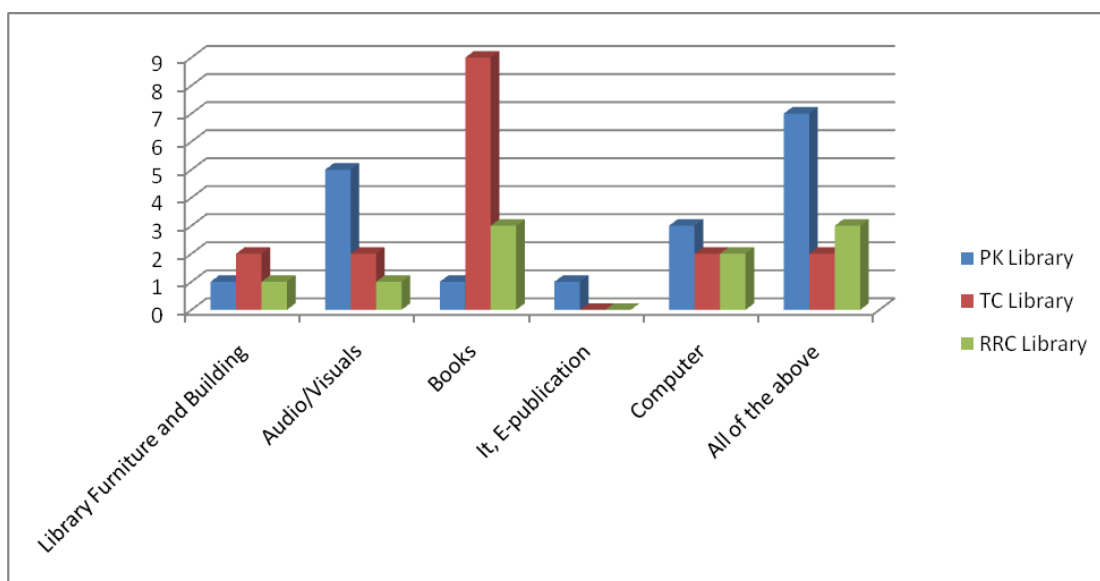
S.N.	Suggestions to improve	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Library Furniture and Building	1	2	1	4	8%
2.	Audio/Visuals	5	2	1	8	18%
3.	Books	1	9	3	13	29%
4.	It, E-publication	1	0	0	1	2%
5.	Computer	3	2	2	7	16%
6.	All of the above	7	2	3	12	27%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 17 shows that 29% users focused on adding the quantity and quality of books in the library. Least preference (2%) has been directed to adding e-resources.

Figure No. 17

Suggestion to Improve the Library System



5.18 Availability of Services

Table No. 18

Availability of Services

S.N.	Services	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Consulting Catalogues	3	2	2	7	16%
2.	Rendering Information service with the help of Library Staff	8	7	4	9	42%
3.	using Computer for Information retrieval	4	0	2	6	13%
4.	Self searching in the Rack	3	8	2	13	29%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

According to Table No 17 , due to the lack of knowledge on catalogue and shyness to ask help from the librarian. almost one third (29%) users search the reading materials by moving around the four corners of the library and looking around book racks.

5.19 Services of the Reference Sections of the respective Libraries

Table No. 19

Services of the Reference Sections

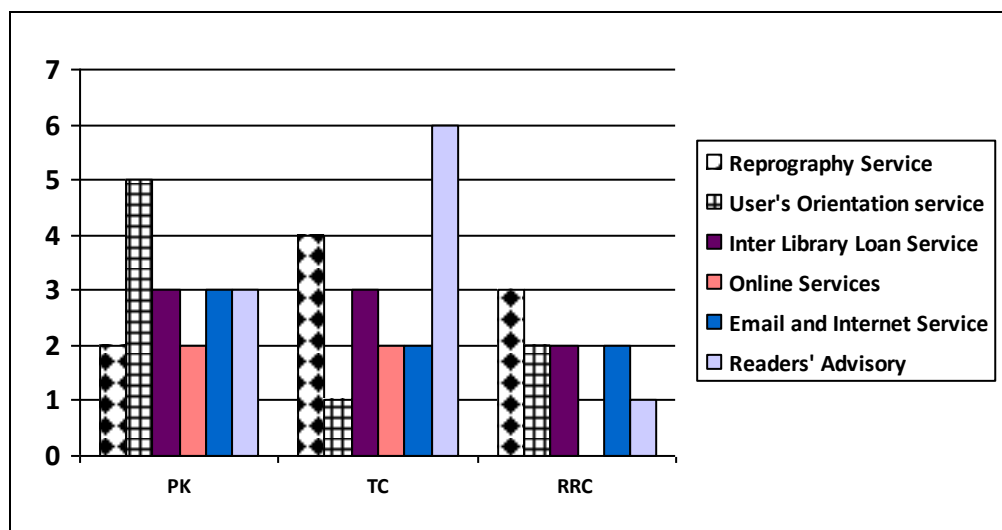
S.N.	Services	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Reprography Service	2	4	3	9	20%
2.	Users' Orientation service	5	1	2	7	16%
3.	Inter Library Loan Service	3	3	2	8	18%
4.	Online Services	2	2	-	4	8%
5.	Email and Internet Service	3	2	2	7	16%
6.	Readers' Advisory Service	3	6	1	10	22%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 19 shows the most profound service is Readers' Advisory Service (22%) in the three libraries at average. one fifth (20%) service is occupied by Reprography Service. And, the least available service is that of Online (8%).

Figure No. 18

Services of the Reference Sections



5.20 Helpfulness of Library Staff

Table No. 20

Helpfulness of Library Staff

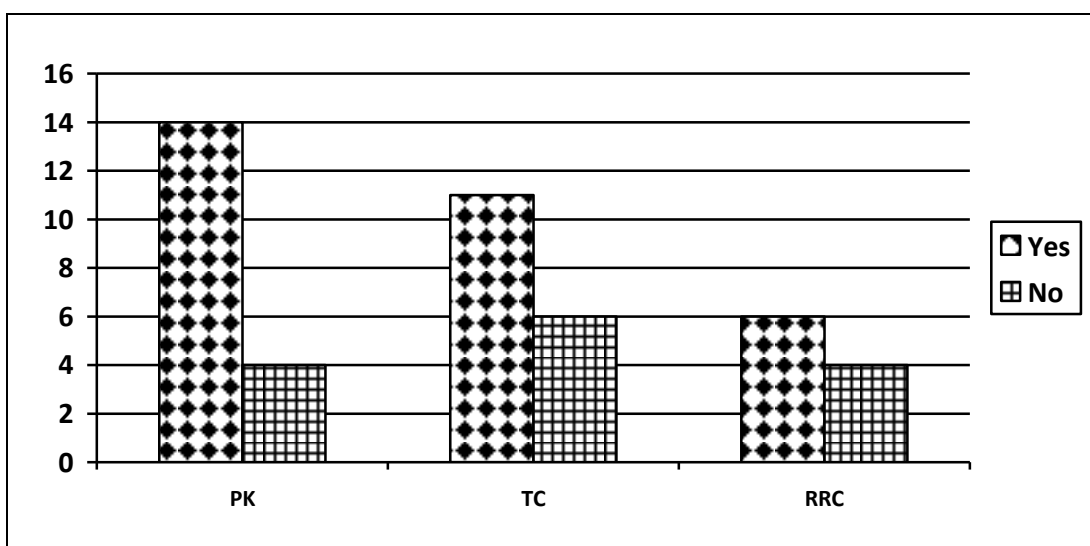
S.N.	Help from Library Staff	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	14	11	6	31	69%
2.	No	4	6	4	14	31%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 20 shows that only 31% users rate the library staff as cooperative and committed to their respective libraries.

Figure No. 19

Helpfulness of Library Staff



5.21 Reasons for not deriving Help from the Library Staff

Table No. 21

Reasons from not deriving help from the library staff

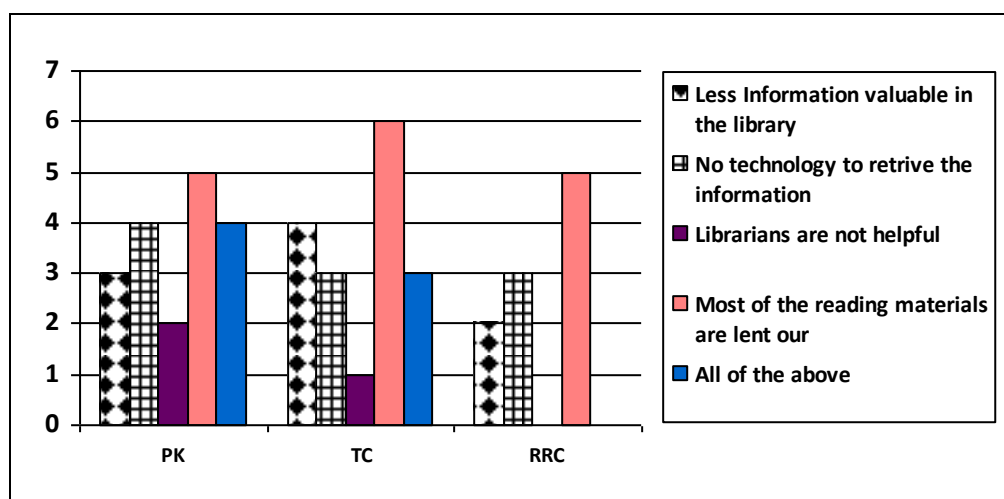
S.N.	Reasons for not helping from Library staff	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Less information valuable in the library	3	4	2	9	20%
2.	No technology to retrieve the information	4	3	3	10	22%
3.	Librarians are not helpful	2	1	0	3	6%
4.	Most of the reading Materials are lent out	5	6	5	16	36%
6.	All of the above	4	3	0	7	16%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 21 \reveals that one of the most pertinent reason for not seeking help from the library staff is due to the availability of less number of reading materials in the library (36%). How ever quantitative they may be., if they are lent out, other users become deprived from using the "lent out" books. One sixth responses are targeted to (the question of non helpfulness of library staff.

Figure No. 20

Reasons from not Deriving Help from the Library Staff



5.22 Special Services from the Respective Libraries

Table No. 22

Special Services from the Respective Libraries

S.N.	Special Facilities	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Photocopy	1	7	5	13	14.77%
2.	Reading Room	11	6	6	23	26.14%
3.	Telephone	2	1	2	5	5.68%
4.	Internet and Email	4	3	5	12	13.64%
5.	Sufficient Light	3	5	7	15	17.05%
6.	Furniture	8	6	5	19	21.5%
7.	All of the above	0	0	1	1	1.14%
	Total	29	28	30	82	100%

Source: Field Survey 2068 VS

Table No 22 indicated that Reading Room deserves the greatest special service (26.14%) and telephone the least (5.68%)

Figure No. 21

Special Services from the Respective Libraries

12

10

8

6

4

2

5.23 Satisfaction Level with the Prevailing Library Services

Table No. 23

Satisfaction level with the Prevailing Library Services

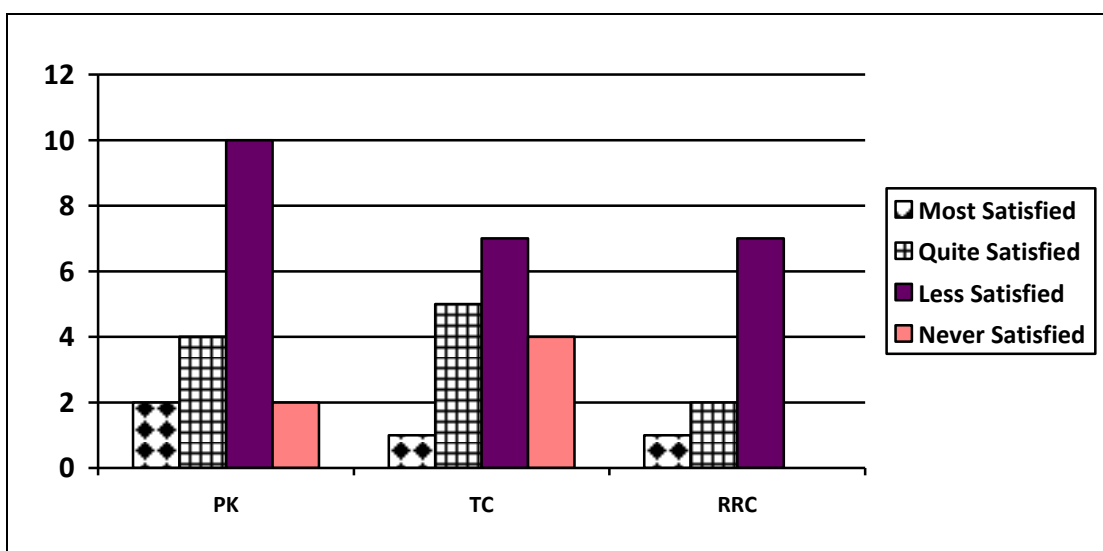
S.N.	Satisfaction Level	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Most satisfied	2	1	1	4	8.89%
2.	Quite Satisfied	4	5	2	11	24.44%
3.	Less Satisfied	10	7	7	24	53.33%
4.	Never Satisfied	2	4	0	6	13.33%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 23 shows that only 8.89% users are "most satisfied" with the prevailing library service and 13.33 are never satisfied.

Figure No. 22

Satisfaction level with the Prevailing Library Services



5.24 Overall Rating of the Satisfaction

Table No. 24

Overall Rating of the Satisfaction

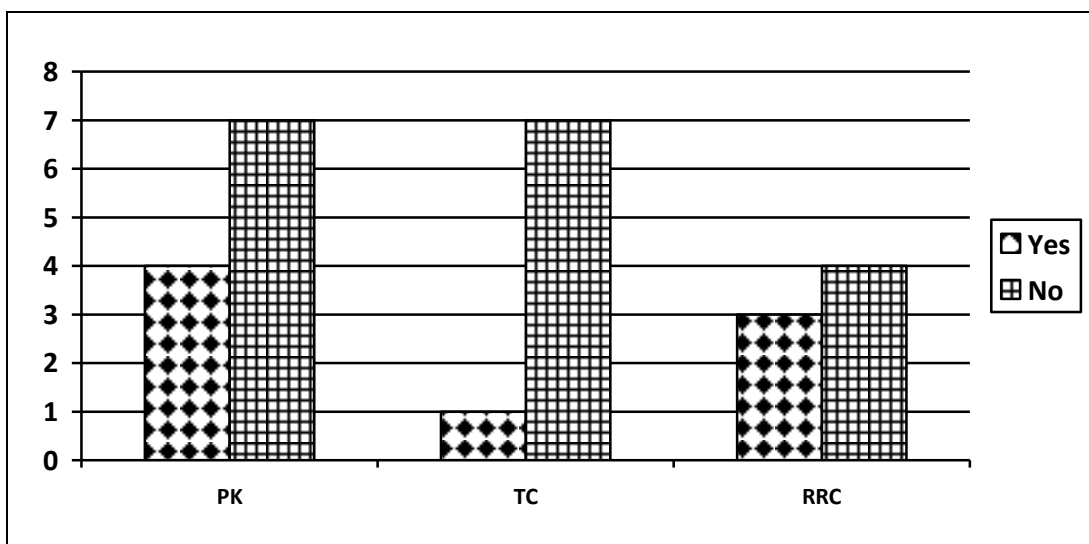
S.N.	Satisfaction Rate	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	4	1	3	8	30.77%
2.	No	7	7	4	18	69.23%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 24 shows that 30.77% users rate the overall management of the library as positive and optimistic.

Figure No. 23

Overall Rating of the Satisfaction



5.25 Adequacy of the library Budget

Table No. 25

Adequacy of the Library Budget

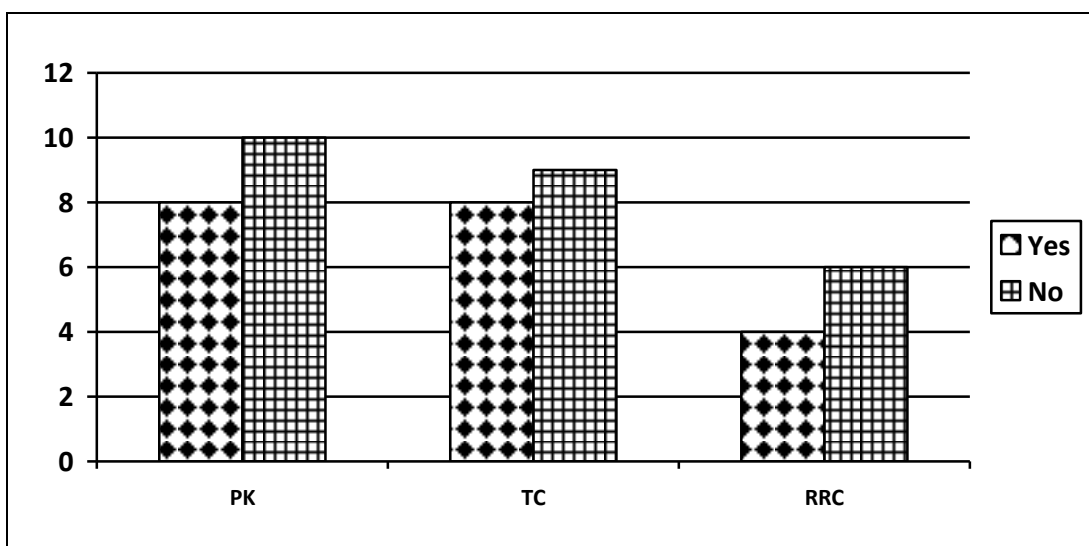
S.N.	Satisfaction level of the prevailing budget	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	8	8	4	20	44%
2.	No	10	9	6	25	56%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

Table No 25 more that half (56%) of the users felt the library budget as inadequate, nboth the development of collection and extension of services. Group discussion hs raised the question o the detailed allocation of college budget in different topic and sections within the respective colleges

Figure No. 24

Adequacy of the Library Budget



5.26 Suggestions for the Improvement of the Reference Collection

Table No. 26

Suggestion for the Improvement of the Reference Collection

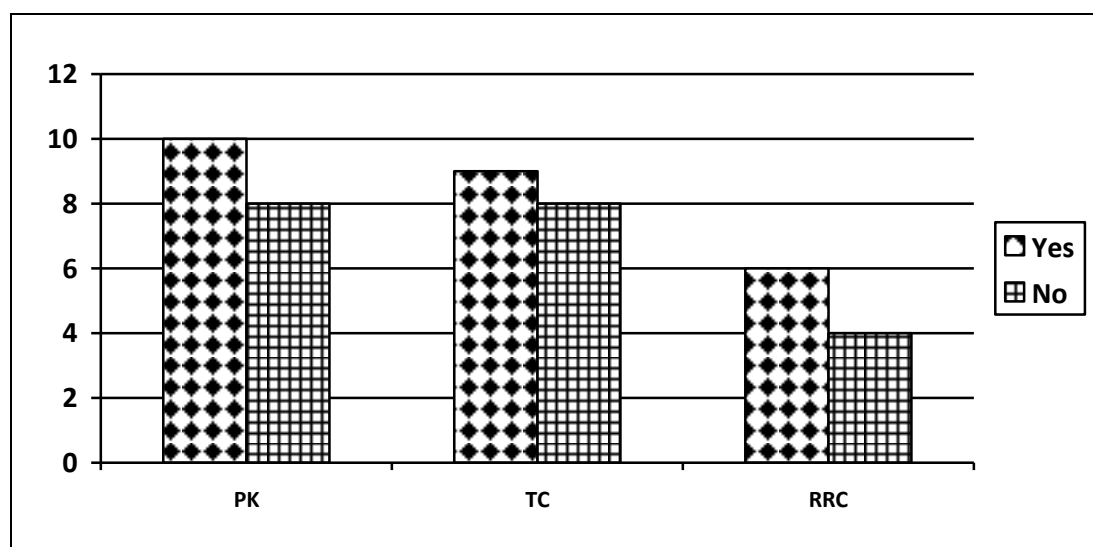
S.N.	Requirement of the improvement	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	10	9	6	25	56%
2.	No	8	8	4	20	44%
	Total	18	17	10	45	100%

Source: Field Survey 2068 VS

More than half users of three libraries (56%) offered suggestions for the further reorganization, improvement and restructuring of the library. As they have to attend the classes and prepare their dissertation (as a partial fulfillment of their respective course of study), they time and again engage in studying extra materials not covered by their text books

Figure No. 25

Suggestion for the Improvement of the Reference Collection



5.27 Library Opening Hours

Table No. 27

Library Opening Hours

S.N.	Opening Hours	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Sufficient	7	6	4	17	65%
2.	Insufficient	4	2	3	9	35%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No 27 shows that 65% users felt the need to prolong the opening hours of the library.

5.28 Utilization and Usability of Various Collection

Table No. 28

Utilization of Various Collections

S.N.	Used Collections	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Text Books Section	4	1	3	8	31%
2.	Periodical Section	2	4	1	7	27%
3.	Reference Section	3	2	2	7	27%
4.	Email and Internet Section	2	1	1	4	15%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No 28 shows that Text Book Section is the most used section of the library (31%) followed by two sections, namely Periodical Section and Reference Section (27%) Email and Internet Section is rated as the least used section in the libraries (15%).

5.29 Knowledge about Library Catalogue

Table No. 29

Knowledge about Library Catalogue

S.N.	Knowledge about catalogue	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	3	5	4	12	46%
2.	No	8	3	3	14	54%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No 29 shows that more than half of the users (54%) have no idea about using library catalogue. Library catalogue, which is the key by which reading materials are retrieved is being shadowed.

5.30 Teachers Perception towards the Satisfaction on using computers in the library

Table No. 30

Teachers perception towards the satisfaction on using Computers

S.N.	Perception on using computer	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	4	7	5	16	62%
2.	No	7	1	2	10	38%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

It is clear by the Table No.30 that 29% users are not satisfied with the present practice of using computer in the library.

5.31 Total numbers of responses of Teachers

Table No. 31

Total Numbers of Responses of Teachers

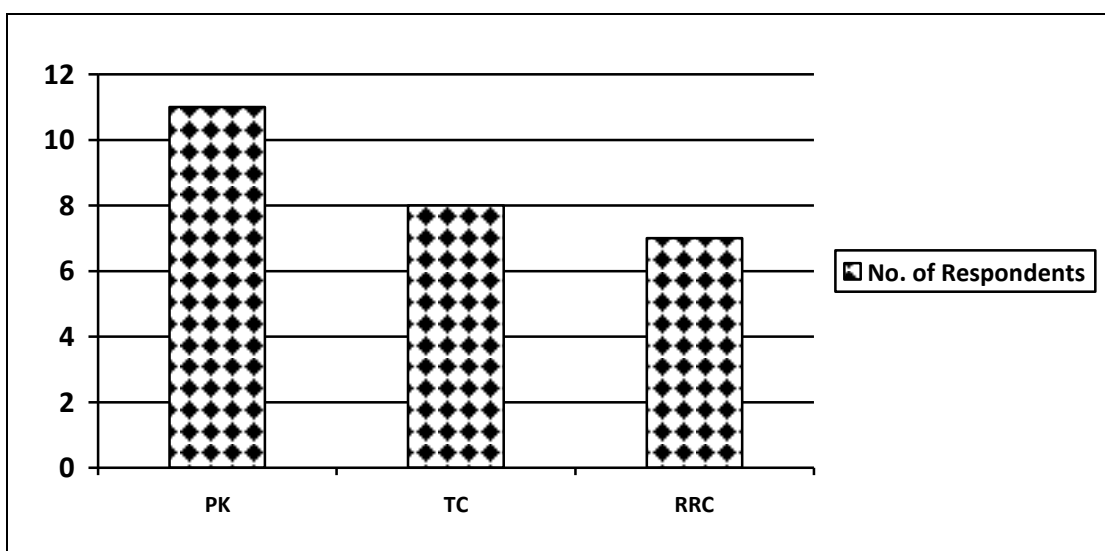
No of libraries	Number of the collected response	Percentage
PK	11	42.31%
TC	8	30.77%
RRC	7	26.92%
Total	26	100%

Source: Field Survey 2068 VS

The above table no 31 shows total number of responses from teachers (Teachers), 42.31% responses from PK, 30.77% responses from TC and 26.92% response from RRC are collected.

Figure No. 26

Total Numbers of Responses of Teachers



5.32 Purpose of visiting library

Table No. 32

Purpose of Visiting Library

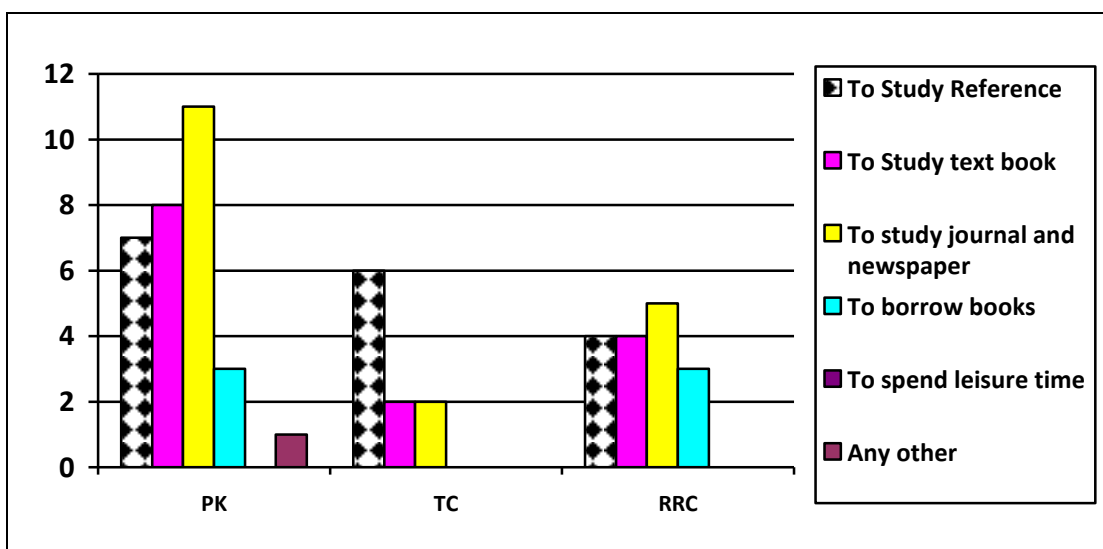
S.N.	Purpose	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	To study reference	7	6	4	17	30.36%
2.	To study text book	8	2	4	14	25%
3.	To study journal and newspaper	11	2	5	18	32.14%
4.	To borrow books	3	0	3	6	10.71%
4.	TO spend leisure time	0	0	0	0	0%
5.	Any others	1	0	0	1	1.78%
	Total	29	10	16	56	100%

Source: Field Survey 2068 VS

Table No. 32 display that most of the teachers come to study journals and newspapers (32.14%) followed by to study reference books (30.36%). No teacher is found visiting the library to spend the leisure time.

Figure No. 27

Purpose of Visiting Library



5.33 Frequency of Library Visit

Table No. 33

Frequency of Library Visit

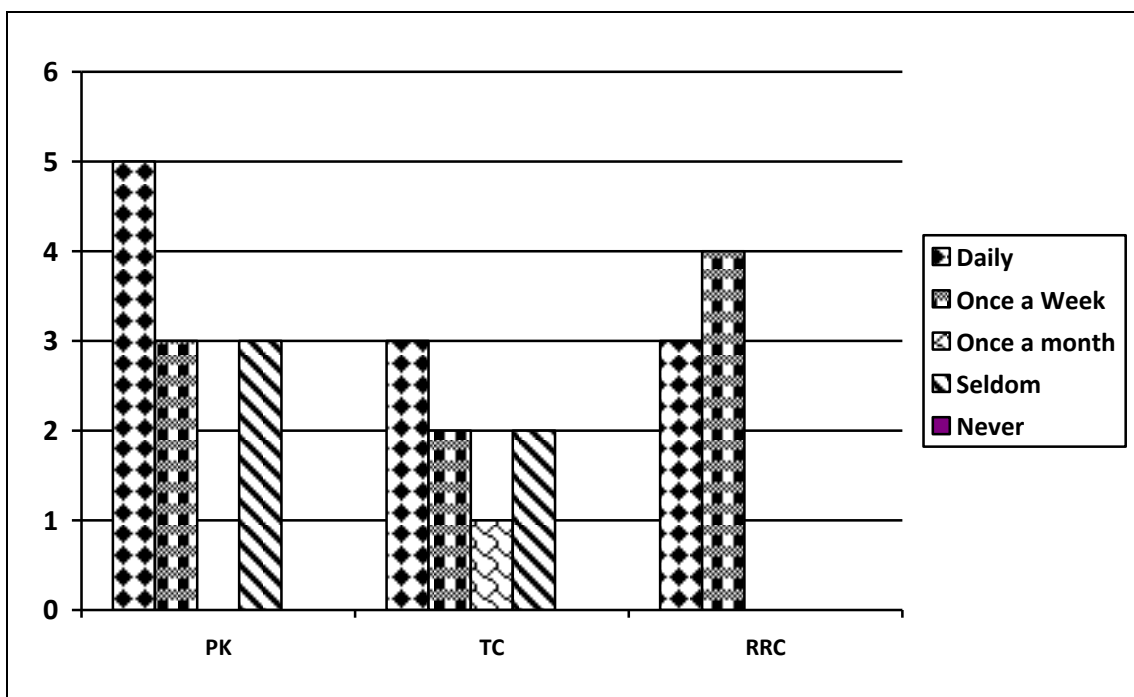
S.N.	Frequency of library visit	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Daily	5	3	3	11	42.31%
2.	Once a week	3	2	4	9	34.62%
3.	Once a month	0	1	0	1	3.85%
4.	Seldom	3	2	0	5	19.23%
4.	Never	0	0	0	0	0%
Total		11	8	7	26	100%

Source: Field Survey 2068 VS

Almost half of the users (42.31%) visit library daily. Almost one third (34.62%) visit the library once a week. It shows that all the users are potential users, and they must be made habitual users.

Figure No. 28

Frequency of Library Visit



5.34 Library Reading Time

Table No. 34

Library Reading Time

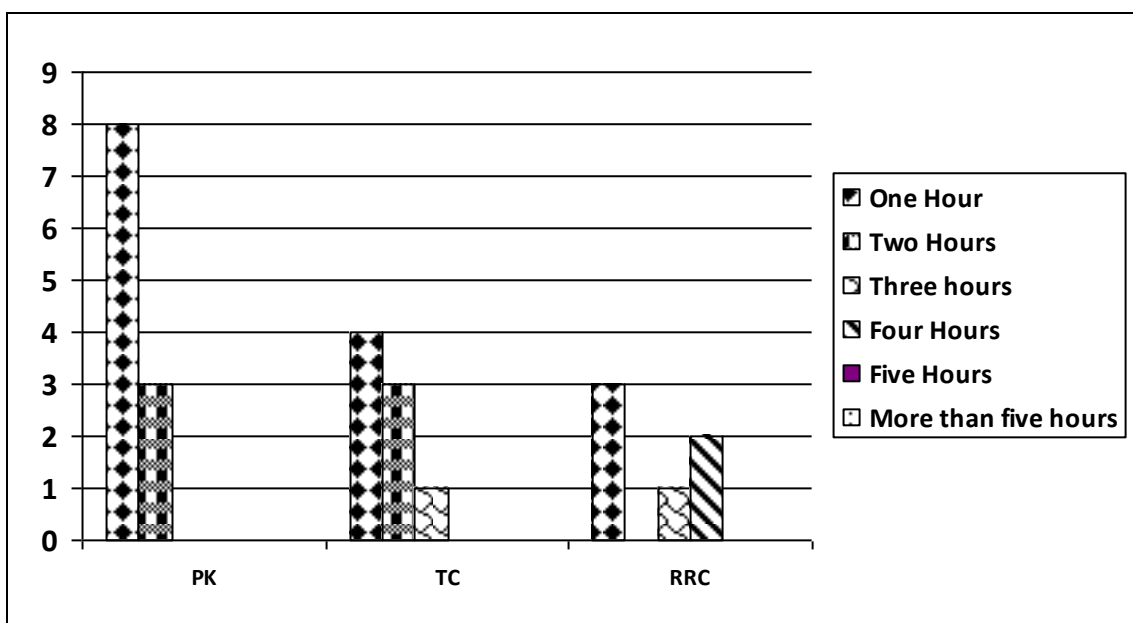
S.N.	Library Reading Time	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	One Hour	8	4	3	15	60%
2.	Two Hours	3	3	0	6	24%
3.	Three hours	0	1	1	2	8%
4.	Four Hours	0	0	2	2	8%
5.	Five Hours	0	0	0	0	0%
6.	More than five hours	0	0	0	0	0%
Total		11	8	7	26	100%

Source: Field Survey 2068 VS

Table No 34 shows that 60% users spend not less than one hour in the library, followed by 24% users. Who spend two hours? It shows they have the information seeking habits.

Figure No. 29

Library Reading Time



5.35 Teachers' Purpose of Using Computer in the Library

Table No. 35

Teachers' Purpose of Using Computer in the Library

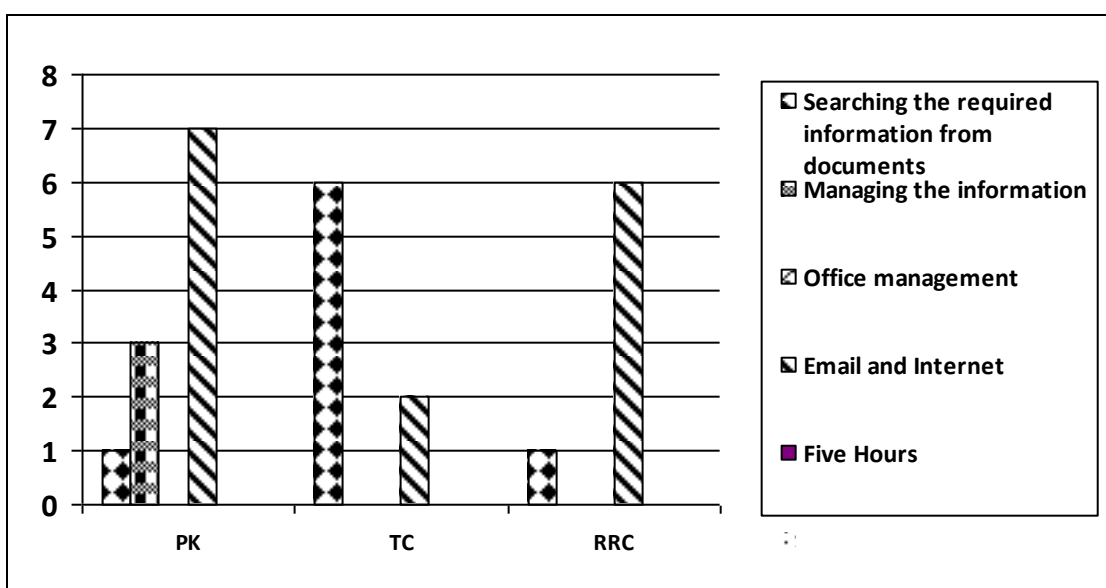
S.N.	Purpose	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Searching the required information from documents	1	6	1	8	31%
2.	Managing the information	3	0	0	3	12%
3.	Office management	0	0	0	0	0%
4.	Email and Internet	7	2	6	15	57%
Total		11	8	7	26	100%

Source: Field Survey 2068 VS

Table No. 35 shows that more than half of the teachers (57%) come to visit the library. Above one third users (31%) come to visit for searching the required information from documents.

Figure No. 30

Teachers' Purpose of Using Computer in the Library



5.36 Teachers' Satisfaction Rating with the Prevailing Library Management System

Table No. 36

Teachers' Satisfaction Rating with the Library Management System

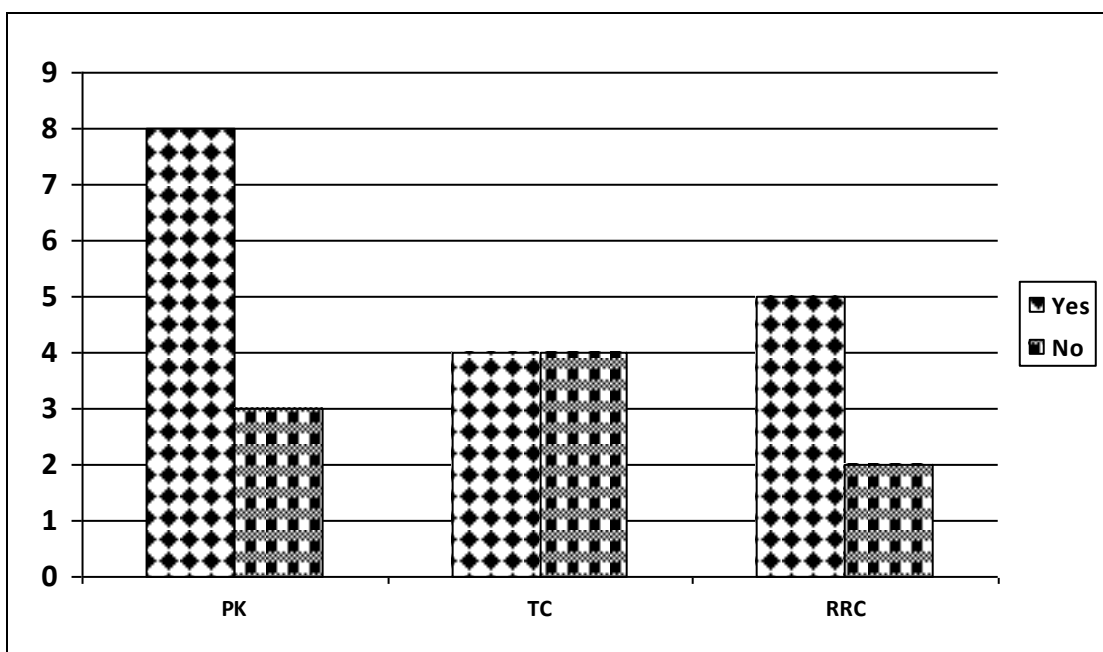
S.N.	Perception	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	8	4	5	17	65%
2.	No	3	4	2	9	35%
Total		11	8	7	26	100%

Source: Field Survey 2068 VS

Table No. 36 clarifies that 65% teachers are satisfied with the total library management system. Yet they have certain suggestions for the re-organization, improvement and restructuring of the whole library system.

Figure No. 31

Teachers' Satisfaction Rating with the Library Management System



5.37 Teachers' Suggestion to Improve certain section and services of the library system

Table No. 37

Teachers' Suggestion to Improve Certain Section and Services of the Library system

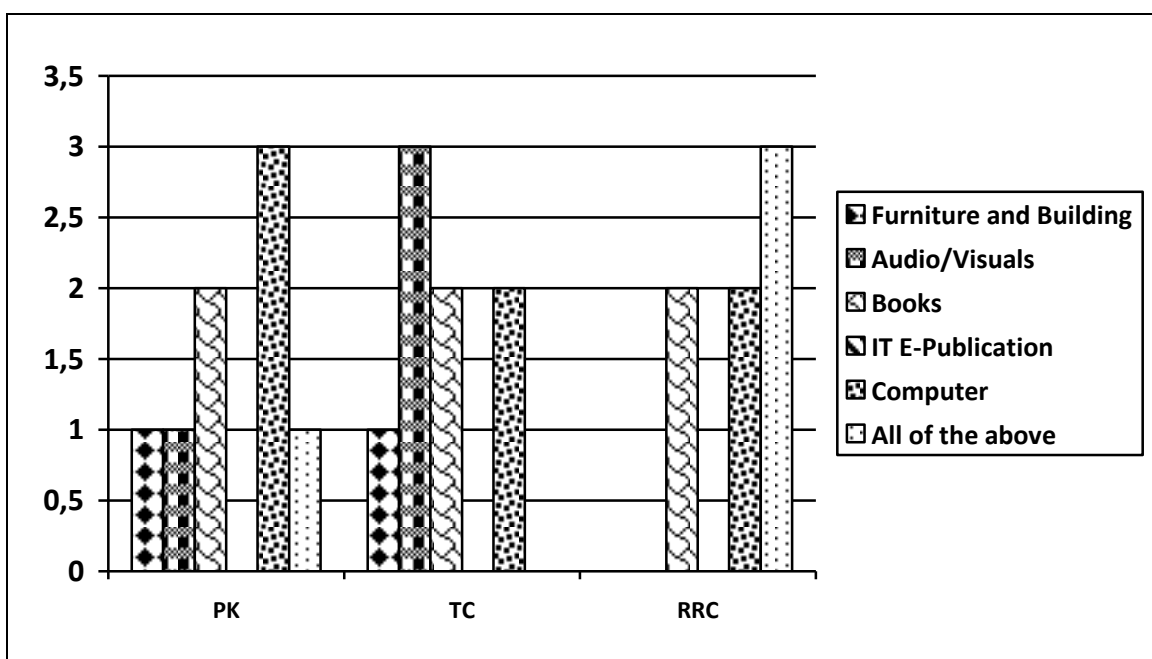
S.N.	Suggestions to improve	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Furniture and Building	1	1	0	2	7%
2.	Audio/Visuals	1	3	0	4	15%
3.	Books	2	2	2	6	24%
4.	It, E-publication	0	0	0	0	0%
5.	Computer	3	2	2	7	27%
6.	All of the above	1	0	3	7	27%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No. 37 shows that almost one third teachers' (27%) teachers' suggest to improve certain section and services of the library system.

Figure No. 32

Teachers' Suggestion to Improve Certain Section and Services of the Library System



5.38 Teachers' Information seeking Mean and Method

Table No. 38

Teachers' Information seeking Mean and Method

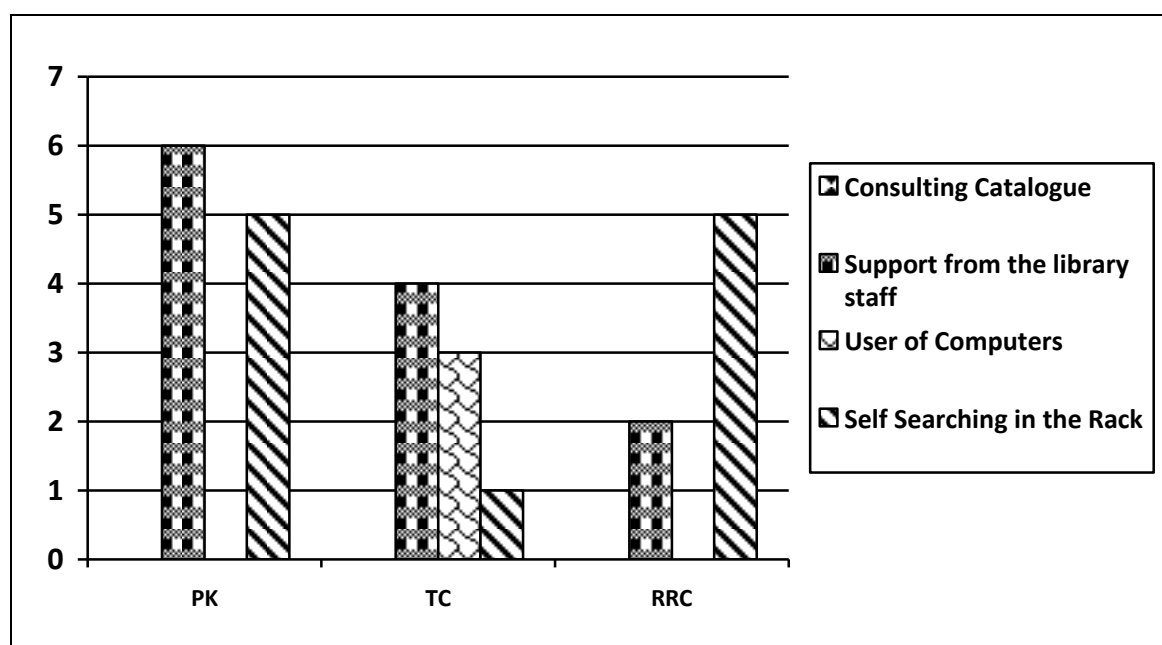
S.N.	Means and Methods	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Consulting Catalogue	0	0	0	0	0%
2.	Support from the library staff	6	4	2	12	46%
3.	User of Computers	0	3	0	3	12%
4.	Self Searching in the Rack	5	1	5	11	42%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No 38 shows due to lack of knowledge of catalogue, almost half of the teachers (46%) search required information by the support from library staff, which are scarce.

Figure No. 33

Teachers' Information Seeking Mean and Method



5.39 Services for the teachers in the respective reference section

Table No. 39

Services for the Teachers in the Respective Reference Section

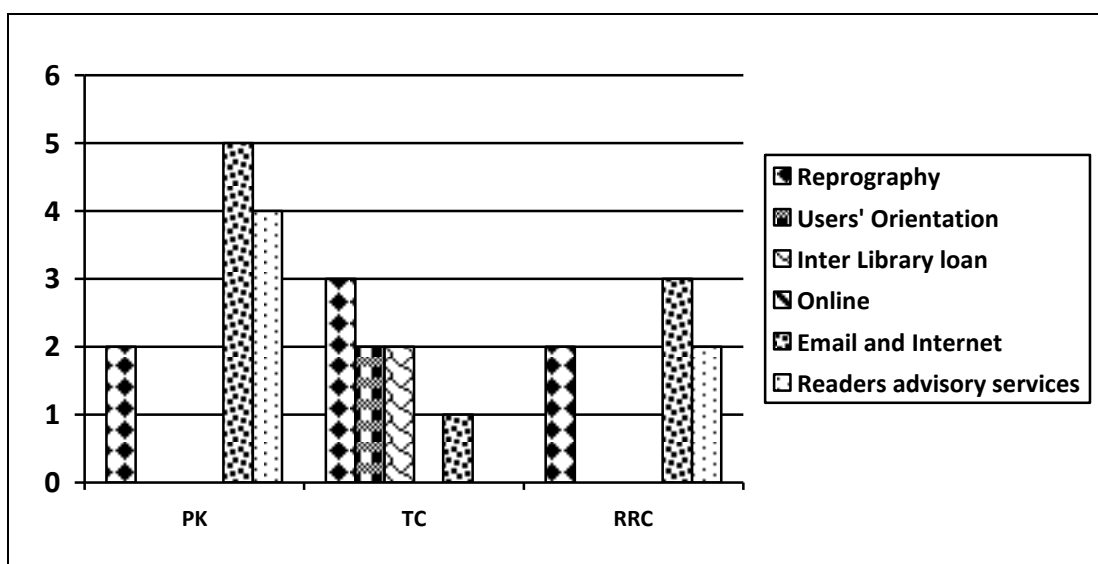
S.N.	Services	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Reprography	2	3	2	7	27%
2.	Users' Orientation	0	2	0	2	8%
3.	Inter Library loan	0	2	0	2	8%
4.	Online	0	0	0	0	0%
5.	Email and Internet	5	1	3	9	34%
6.	Readers advisory services	4	0	2	6	23%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Readers' advisory service (23%) deserves prominence in the whole library system, followed by reprography (27%).

Figure No. 34

Services for the Teachers in the Respective Reference Section



5.40 Help from Library staff to the teachers

Table No. 40

Help from Library Staff to the Teachers

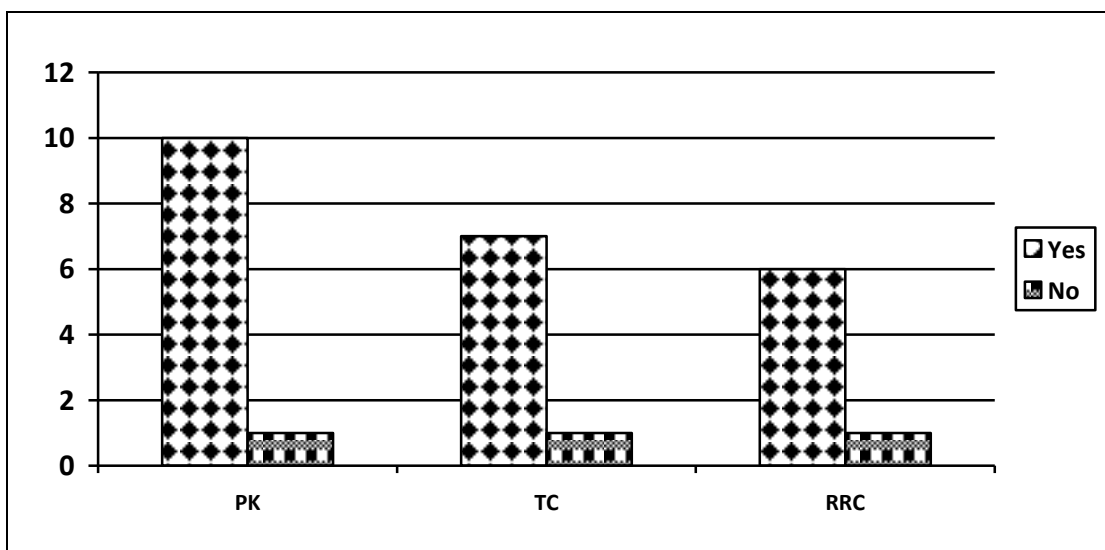
S.N.	Support from staff	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	10	7	6	23	88.46%
2.	No	1	1	1	3	11.54%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No. 40 Shows that 88.46% teachers obtain help from library staff. Others have particular complaints against the library staff.

Figure No. 35

Help from Library Staff to the Teachers



5.41 Reasons for obtaining No support from the library staff

Table No. 41

Reasons for Obtaining No Support from the Library Staff

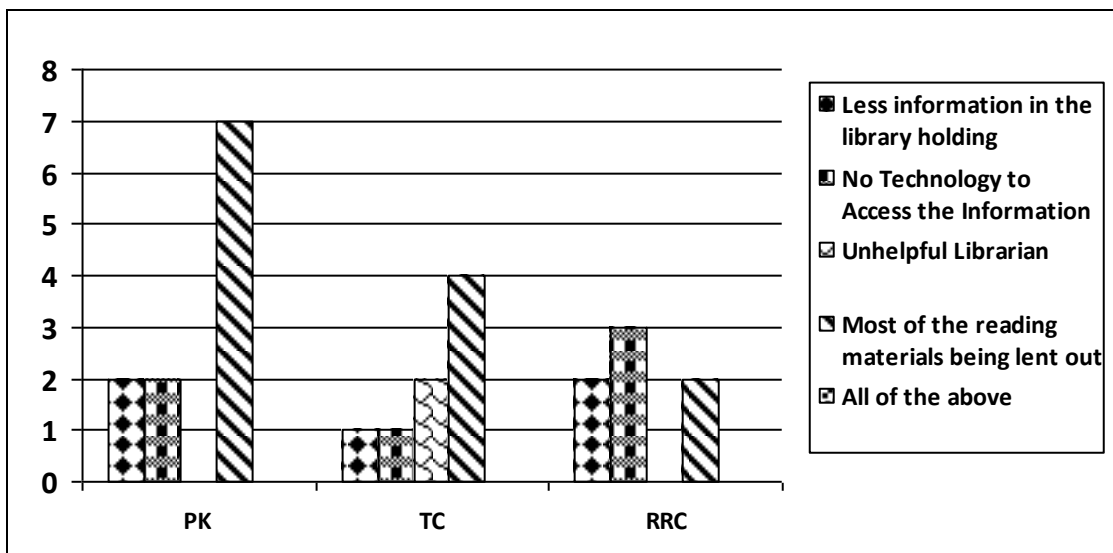
S.N.	Reasons of No Help	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Less information in the library holding	2	1	2	5	19%
2.	No Technology to Access the Information	2	1	3	6	23%
3.	Unhelpful Librarian	0	2	0	2	8%
4.	Most of the reading materials being lent out	7	4	2	13	50%
5.	All of the above	0	0	0	0	.%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No. 41 shows that due to the fact that most of the reading materials are lend out (50%) teachers are deprived of required information. One fifth response goes to the less information available in the library holding.

Figure No. 36

Reasons for Obtaining No Support from the Library Staff



5.42 Satisfaction ranking of teachers with the prevailing library services

Table No. 42

Satisfaction Ranking of Teachers with the Prevailing Library Services

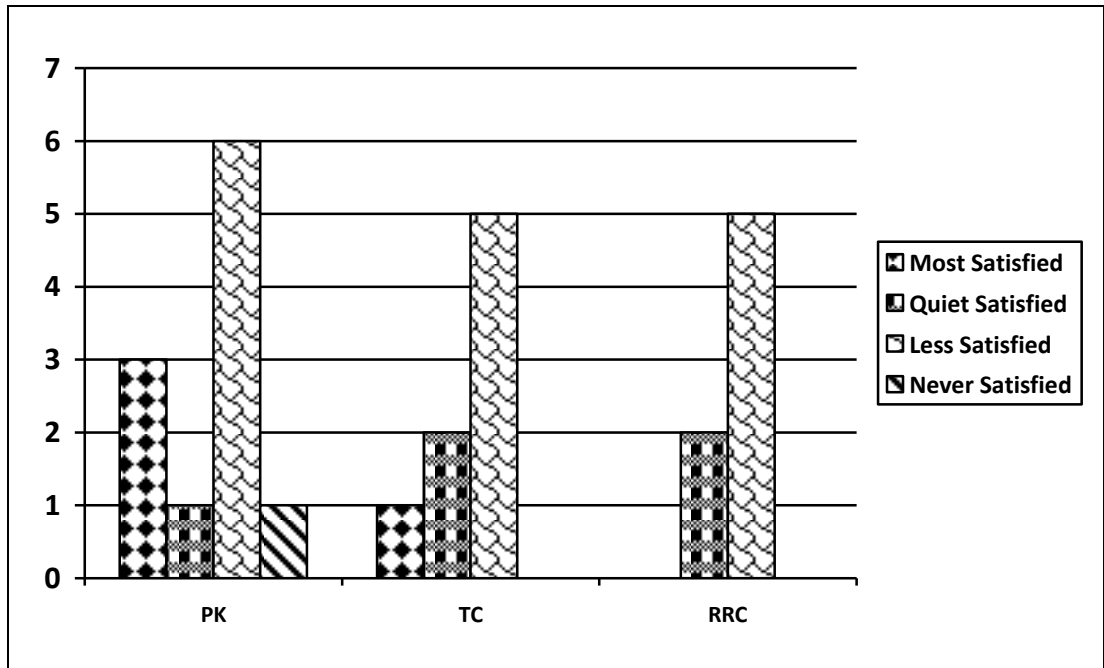
S.N.	Satisfaction Ranking with the services	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Most Satisfied	3	1	0	4	15%
2.	Quiet Satisfied	1	2	2	5	19%
3.	Less Satisfied	6	5	5	16	61%
4.	Never Satisfied	1	0	0	1	3%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No. 42 shows that almost one seventh teachers (15%) are most satisfied with the prevailing library services and 3% are never satisfied.

Figure No. 37

Satisfaction Ranking of Teachers with the Prevailing Library Services



5.43 Teachers' Satisfaction with the Presently Available Library Budget

Table No. 43

Teacher's Satisfaction with the Presently Available Library Budget

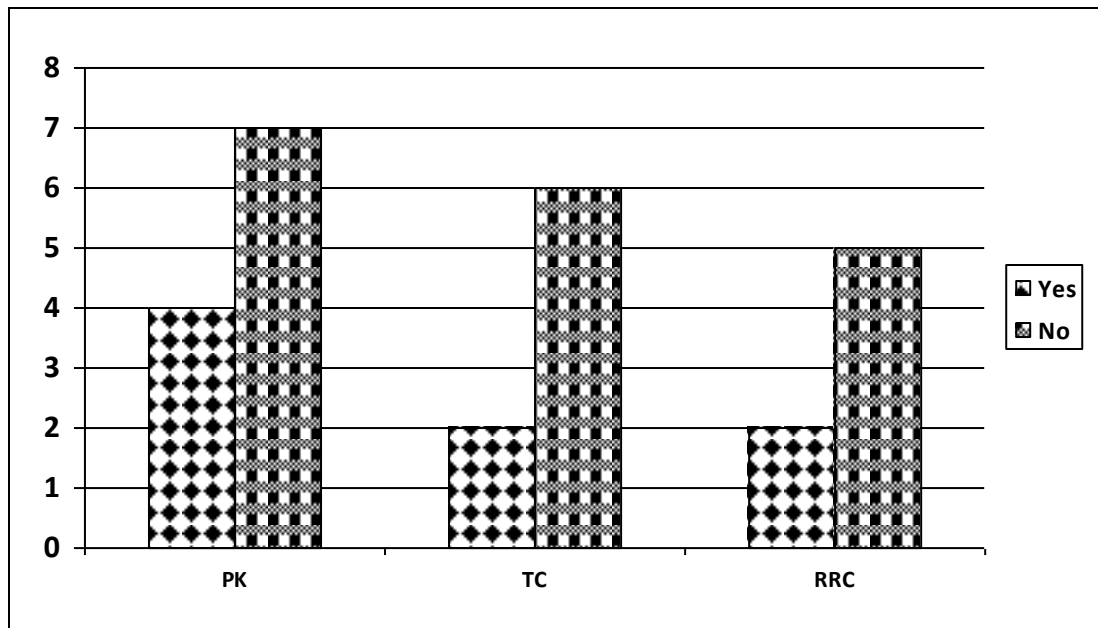
S.N.	Satisfaction Ranking with the Budget	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	4	2	2	8	31%
2.	No	7	6	5	18	69%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No. 43 shows that only one third of the total teachers (31%) are satisfied with the present available library budget. Their complains was on the transparency on the total allocation of the budget on various sections and activities of the respective college and the considerable increase on the library budget.

Figure No. 38

Teacher's Satisfaction with the Presently Available Library Budget



5.44 Teacher's Complaints Regarding the lack of Library Budget

Table No. 44

Teachers' Complaints Regarding the Lack of Library Budget

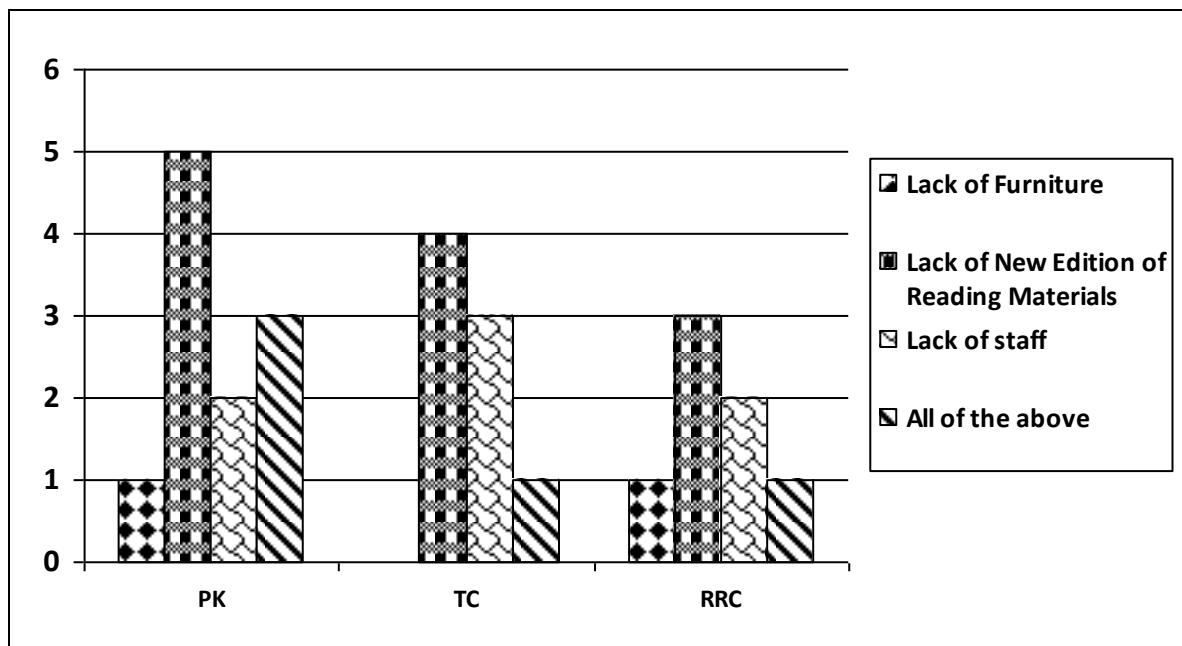
S.N.	Complaints Directing to Budget	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Lack of Furniture	1	0	1	2	8%
2.	Lack of New Edition of Reading Materials	5	4	3	12	46%
3.	Lack of staff	2	3	2	7	27%
4.	All of the above	3	1	1	5	19%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Table No. 44 depicts that almost half of the teacher (46%) complain on the lack of new edition of reading materials., Their suggestions in the group discussion also points out that the quality books are immediately lent our and they deprived of using them.

Figure No. 39

Teachers' Complaints Regarding the Lack of Library Budget



5.45 Teacher's Suggestion for the improvement of Collection and Services

Table No. 45

Teacher's Suggestion for the Improvement of Collection and Services

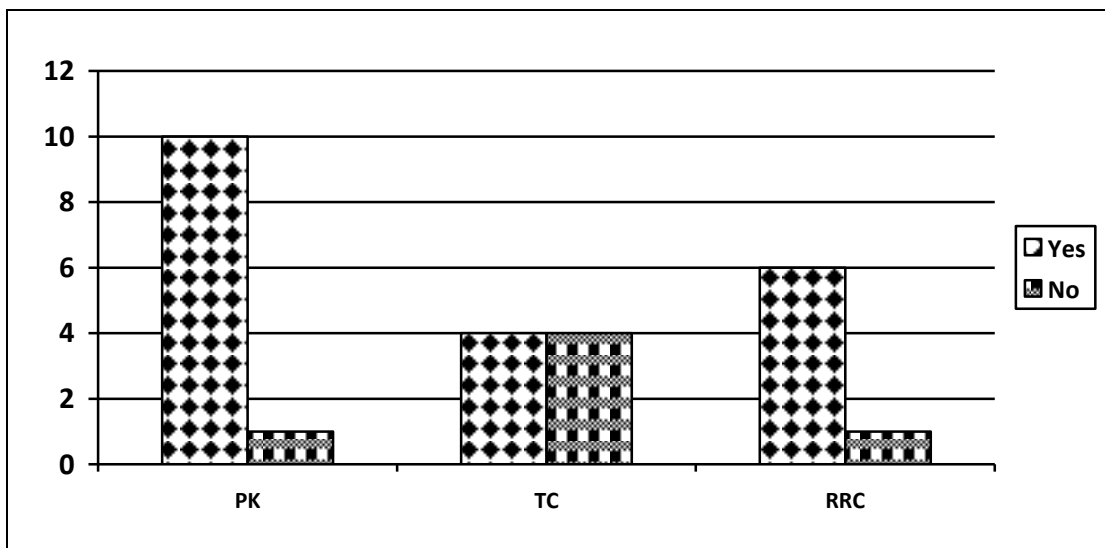
S.N.	Offering Suggestions for Improvement	Name of Library				
		PK Library	TC Library	RRC Library	Total	Percentage
1.	Yes	10	4	6	20	76.92%
2.	No	1	4	1	6	23.08%
	Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Most of the teachers (76.92%) have had suggestions on the improvement of collection and services. Their suggestions vary in terms of their respective subject of the study and their information seeking behavior.

Figure No. 40

Teacher's Suggestion for the Improvement of Collection and Services



5.46 Collection

Table No. 46

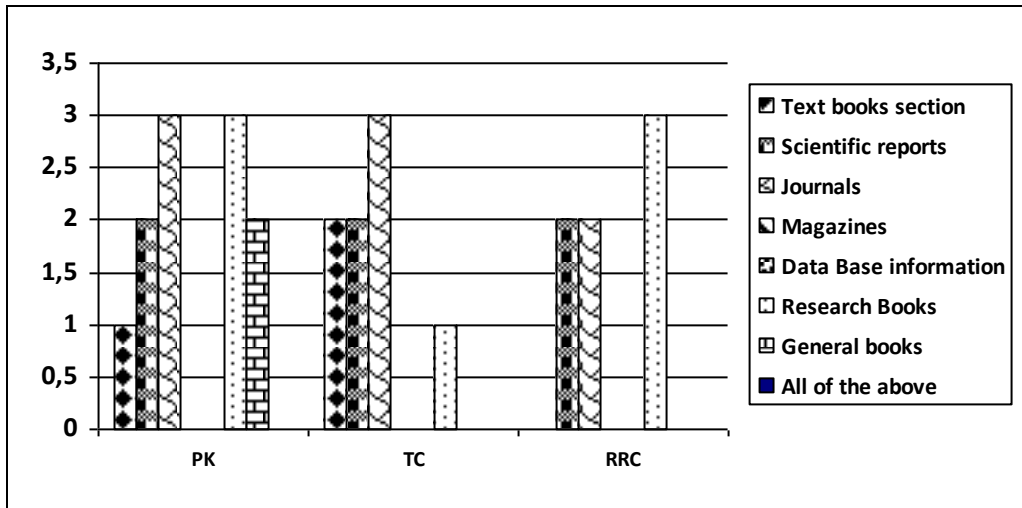
Collection

Collections	Name of Campus				
	PK	TC	RRC	Total	Percentage
Text books section	1	2	0	3	12%
Scientific reports	2	2	2	6	23%
Journals	3	3	2	8	30%
Magazines	0	0	0	0	0%
Data Base information	0	0	0	0	0%
Research Books	3	1	3	7	27%
General books	2	0	0	2	8%
All of the above	0	0	0	0	0%
Total	11	8	7	26	100%

Source: Field Survey 2068 VS

The most used reading materials are found to be journals (30%), followed by research books (27%). The third ranking is deserved by scientific reports (23%). Magazines and data base information have no any potentiality of being utilized currently.

Figure No. 41
Collection



5.47 Rate of reference collection (Teacher's)

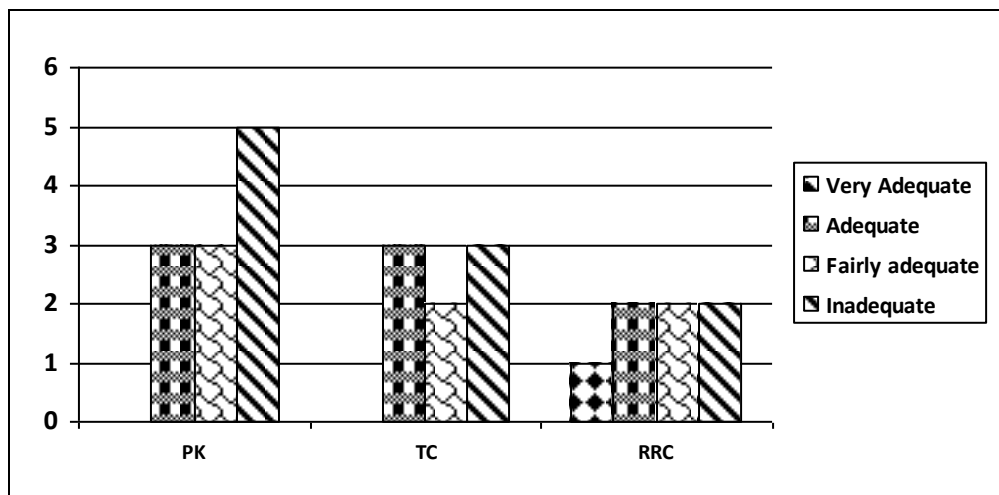
Table No. 47
Rate of Reference Collection (Teacher's)

Rate of reference collection (Teacher's)	Name of Campus				
	PK	TC	RRC	Total	Percentage
Very Adequate	0	0	1	1	4%
Adequate	3	3	2	8	31%
Fairly adequate	3	2	2	7	27%
Inadequate	5	3	2	10	38%
Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Reference section is rated inadequate by more than one third (38%) perceptions. Only 4% perception falls on very adequate. It implies that the organization, reorganization and reform.

Figure No. 42
Rate of Reference Collection (Teacher's)



5.48 Rate of reference collection (Teacher's)

Table No. 48

Rate of reference collection (Teacher's)

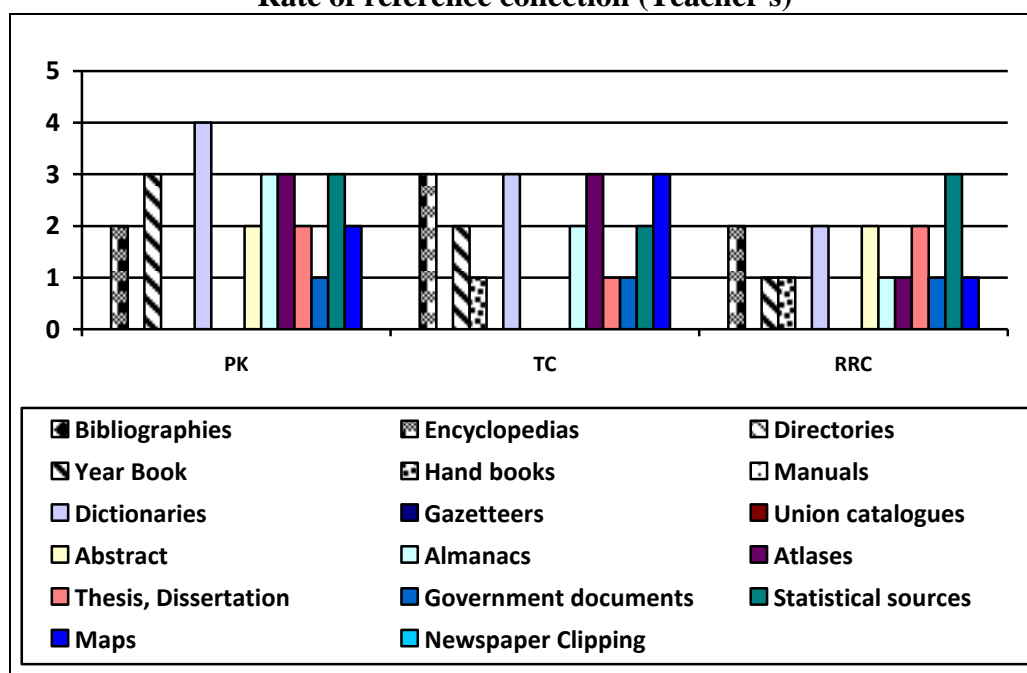
Rate of reference collection (Teacher's)	Name of Campus				
	PK	TC	RRC	Total	Percentage
Bibliographies	0	0	0	0	0%
Encyclopedias	2	3	2	7	11%
Directories	0	0	0	0	0%
Year Book	3	2	1	6	9%
Hand books	0	1	1	2	3%
Manuals	0	0	0	0	0%
Dictionaries	4	3	2	9	14%
Gazetteers	0	0	0	0	0%
Union catalogues	0	0	0	0	0%
Abstract	2	0	2	4	6%
Almanacs	3	2	1	6	10%
Atlases	3	3	1	7	11%
Thesis, Dissertation	2	1	2	5	8%
Government documents	1	1	1	3	5%
Statistical sources	3	2	3	8	13%
Maps	2	3	1	6	10%
Newspaper Clipping	0	0	0	0	0%
Total	25	21	17	63	100%

Source: Field Survey 2068 VS

Teachers utilize dictionaries most (14%) to find out the meaning of terms and terminologies, their usage and connotation. The second most utilizing reading materials are encyclopedias (11%).

Figure No. 43

Rate of reference collection (Teacher's)



5.49 Correctness of Materials

Table No. 49

Correctness of Materials

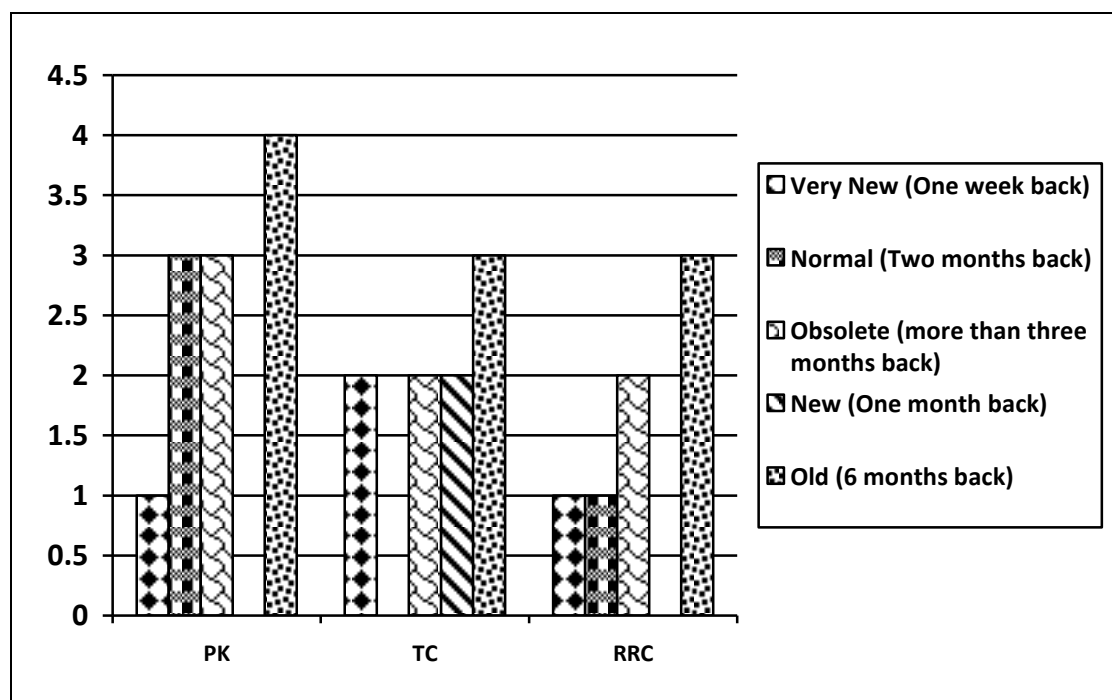
Correctness of materials	Name of Campus				
	PK	TC	RRC	Total	Percentage
Very New (One week back)	1	2	1	4	15%
Normal (Two months back)	3	0	1	4	15%
Obsolete (more than three months back)	3	2	2	6	23%
New (One month back)	0	2	0	2	7%
Old (6 months back)	4	3	3	10	38%
Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Almost one fourth (23%) of the documents are found obsolete. So, they have only archival and historical value. More than one third (38%) documents are perceived to be old. So they have not been often recurrently utilized.

Figure No. 44

Correctness of Materials



5.50 Satisfaction on the collection of reference materials

Table No. 50

Satisfaction on the Collection of Reference Materials

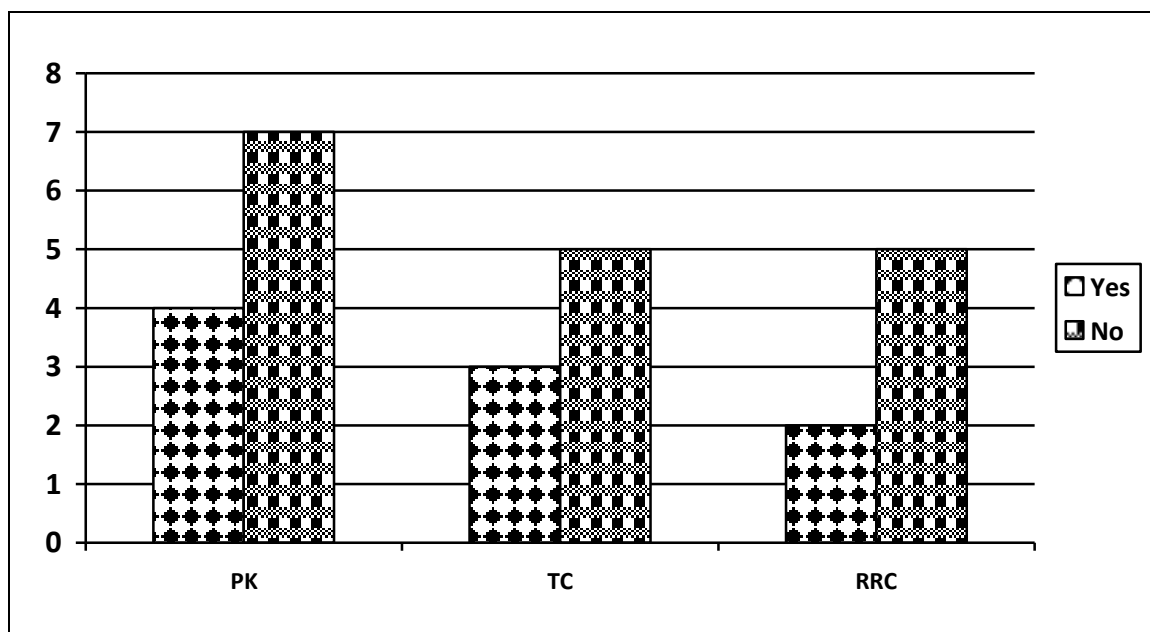
Satisfaction on the collection of reference materials	Name of Campus				
	PK	TC	RRC	Total	Percentage
Yes	4	3	2	9	34.62%
No	7	5	5	17	65.38
Total	11	8	7	26	100%

Source: Field Survey 2068 VS

Teachers, due to their inquisitiveness and deep brooding over the subject matter, demand not only ample reading materials but also up to date and novel reading pieces, Almost two third perception (65.38% falls on unsatisfactory feeling

Figure No. 45

Satisfaction on the Collection of Reference Materials



CHAPTER - 6

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

6.1 Summary on Teachers' Responses

- Teachers have to fulfill dual purposes: (i) fulfilling the objectives of the course of their teaching disciplines and instilling the required information to the students; and (ii) updating themselves in the discipline and compete in the market of knowledge for further career. Reference section has a great role to fulfill the both.
- A large number of teachers (32.14 %) visit their respective college libraries to study journals and newspapers. No teacher is found visiting the library to spend the leisure time in the library.
- A large number of teachers (42.31 %) visit the respective library daily and only 3.85 % visit once a month. This second category of teachers are found busy in conducting some research works and delivering lectures in other colleges.
- Text Book Section has been rated as the most frequently used section of the library. Reference Section deserves the urgent upgrading.
- Almost two-third teachers (69.23 %) are satisfied with the collection of materials and one third (30.77 %) are not satisfied with them. Among the unsatisfied ones, suggestions vary in terms of their disciplines and their information seeking habits.

6.1.1 Summary on Students' Responses

- Students have to fulfill dual purposes: (i) instilling the required information of their learning disciplines, and be good citizens; (ii) prepare themselves in the competitive market for acquiring good jobs utilizing their knowledge of the learnt disciplines. Reference section has to play a great role to fulfill the both.
- The main motto of the students is to obtain highest percentage in the examination. So, they study mostly the test books, designed according to the syllabus. Few students prefer to spend their leisure time in the library as well.
- Due to their lack of orientation, and their habit of group study, they chatter with their colleagues while retrieving information, at times.

6.1.2 Comparison between Students and Teachers

- Most teachers suggested for the subscription of subject periodicals and scientific reports; whereas students requested for procuring newly released dictionaries, encyclopedias and dissertations. Most teachers are inclined to upgrading the periodical section as an inseparable part of reference collection. Most students indicate on enlarging the prevailing stock of reference materials.
- Teachers have patience of learning, and derive the information from seepage as well, whereas students need ready-made information (which are available in guess papers, guides, sometimes). If we are to turn "potential users" into "habitual users", reading ephemeral documents and ready-made texts (for example, guess papers, guides, etc.) should be discouraged.
- Teachers learn even for 'tomorrow' — they seek related information all, whereas most students learn for only 'today' — they seek exact information, and don't bother to go other way round.
- Teachers turn their eyes mostly on the journals and reports, which are of quality and; which are associated with their disciplines, whereas most students go through tablet-type reading materials like text books and manuals.
- Teachers (32.14%) visit to study journals and newspapers and students (38.30%) visit to study reference books.
- (42.31%) Teachers visit daily and students (51%) visit daily. (3.85%) teachers visit once a month and (2%) students visit once a month.
- Teachers (54%) spend their time in libraries for one hours and (47%) student spend their time in libraries for one hours.
- (27%) teachers used reference section and (22.22%) students used reference section.
- Most of the teachers used scientific reports, journals and research books but students used text books.
- Mot of the teachers used encyclopedia, dictionaries, atlases and statistical sources but students used thesis/ dissertation and dictionaries.

6.2 Conclusion

Tentative conclusions of this research can be summarized as follows:

- Reference service is one of the most important services of any library, whether big or small. It fulfills the most required and precise information of the users urgently.
- Reference section of any library is a "nucleus" of information for mostly two reasons: (i) It has the documents which are constantly required; and (ii) It is not only the mirror but also main repository of the whole library system. If the reference section is replete with parent body's associated documents, no library user will be deprived of their use at the time of their convenience within the respective library.
- An academic library equalizes opportunities to all the students and teachers and provides required information which will support not only to impart fuller understanding of the concerned field of study but also to catch the best possible opportunities for advancing the users' future career.
- The academic library is the power-house of knowledge and reference service is a "nucleus service" to be provided by a library. It helps to maximize the spirit of humanism - meeting right information need at the right time.
- Reference service has something to do with wide-spreading democracy as it imparts incentive to the development of education, promotion of socio-cultural activities and fulfillment of self-actualization.

It provides services to the students, teachers and researcher workers, So the reference librarian must be a friend, philosopher and guide to the students as well as other reader. It plays an important role in satisfying the laws of library science. It helps to maximize the use of a library. The success of reference service depends greatly upon the reference librarian. Libraries are a direct incentive to the development of education, social and cultural activities.

6.3 Recommendations

Most pertinent suggestions and recommendations are summarized as under:

- The soundness of a library is reflected in its reference section. If reference section is brightly lighted, wide-spaced With sufficient number of documents of good quality, users of any type can fulfill their information needs.

- Training facilities should be provided to library staff at different levels matching their qualification.
- It is urgently essential to run orientation classes on a regular basis for newcomers. Once the habit of silent reading is formed, they will keep mum in the library premises in the future as well.
- The separate reference section should be instituted in respective libraries.
- Library staff should be amicable, open-minded and cooperative while delivering information service. They should be punctual and service-oriented while carrying out their respective duties and responsibilities.
- All the documents in the rack should be regularly and systematically arranged.
- The whole library system should be computerized to meet the users' needs promptly and pin-pointedly.
- The dissertations and important government reports released from other colleges and institutions should be procured via inter—library loan.
- The rate of overdue charge should be increased and the value of overdue charge should be mentioned in the orientation classes.
- Catalogue facilities should be provided to the users.
- Staff should be co-operated, helpful, friendship and qualified in their subject matter.
- Staff should be punctual to their duty, they should be well mobilized.
- The current information should be displayed as quickly as possible.
- Library brochure should published and distributed to the users
- It is recommended that the preset budget of TU college libraries should be increased as much as possible
- There should be enough collection of new edition text books, reference materials and journals and periodicals.
- The reference services bibliographical documentation and reprographic services should be provided to the users.
- One of the classification schemes should be followed to arrange document in shelves.

- The reference librarians should be co-operative and be responsible for overall charge function of the library
- The rules and regulations of library should be strictly followed by students, teachers and staff.
- Interlibrary loan should provide to users for usefulness of information.
- Library committee should be active and effective.

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APPENDIX - I

(Questionnaire to the Students and Teachers)

Dear students/teachers

This is my research study on the "Comparative study of Reference services of Different library". The purpose of the questionnaire is to know the view of your library about the reference service. Its aim is to find out the problem of reference services to apply among the different libraries of Kathmandu Valley.

Your co-orporation in filling up this questionnaire is solicited. The information given by you will be kept confidential and used only for the research work.

Thank you

A. PERSONAL INFORMATION

1. Name:
2. Name of College Library:
3. Profession: Student Teacher Researcher
4. Please indicate your educational background
 Bachelor Degree Masters Degree
 Ph.D. Any Other
5. Department/ Office your belong to _____

B. USER NEEDS

1. What is your purpose to visit the library? (please tick whichever is appropriate)
 - a. To study reference book.
 - b. To study text book.
 - c. To study journals and Newspaper
 - d. To borrow books
 - e. To spend leisure time
 - f. Any other/ please specify

2. How frequently do you visit library?

- | | | | |
|-----------------|--------------------------|-----------|--------------------------|
| a. Daily | <input type="checkbox"/> | d. Seldom | <input type="checkbox"/> |
| b. Once a Week | <input type="checkbox"/> | e. Never | <input type="checkbox"/> |
| c. Once a Month | <input type="checkbox"/> | | |

3. How long do you spend in library?

- | | | | |
|---------------|--------------------------|------------------------|--------------------------|
| a. One Hour | <input type="checkbox"/> | d. Four Hour | <input type="checkbox"/> |
| b. Two Hour | <input type="checkbox"/> | e. Five Hour | <input type="checkbox"/> |
| c. Three Hour | <input type="checkbox"/> | f. More than five hour | <input type="checkbox"/> |

4. Opening hours of Library.
- a. Sufficient []
- b. Insufficient []
5. Which section of the library do you use more?
- a. Text book section [] d. Email and Internet section []
- b. Periodical section [] e. Circulative section []
- c. Reference section []

C. COLLECTIONS

6. Are you satisfied with the collection of library?
- a. Yes [] b. No []
7. Which of the following materials do you use in the library?
- a. Text book [] e. Data base information []
- b. Scientific reports [] f. Research books []
- c. Journals [] g. General books []
- d. Magazines/ Newsletters [] h. All of the above []
8. How would you rate in the reference collection?
- a. Very adequate []
- b. Adequate []
- c. Fairly adequate []
- d. Inadequate []
9. Which reference materials do you prefer most in your study?
- | | |
|----------------------------|-----------------------------|
| a. Bibliographies [] | b. Encyclopedias [] |
| c. Directories [] | d. year book [] |
| e. Hand books [] | f. manuals [] |
| g. Dictionaries [] | h. Gazetteers [] |
| i. Union catalogues [] | j. Abstracts [] |
| k. Almanacs [] | l. Atlases [] |
| m. Thesis/Dissertation [] | n. Government documents [] |
| p. Statistical sources [] | p. maps [] |
| q. Newspaper clipping [] | |
10. How much new reference materials are available?
- a. Very new (one week back) []
- b. Normal (two months back) []

- c. Obsolete (more than three months back) []
- d. New (one month back) []
- e. Old (three months back) []

11. Are you satisfied with the reference collection of your library?

- a. Yes []
- b. No []

D. MANAGEMENT

12. Do you know library catalogue and classification?

- a. Yes []
- b. No []

If yes, do you think it is necessary?

- a. Yes []
- b. No []

If yes, is the catalogue gives information you require?

- a. Yes []
- b. No []

13. Does your library have a computer?

- a. Yes []
- b. No []

If yes, for what purpose is the computer being used?

- a. To search the information []
- b. To manage information []
- c. To office management []
- d. Email and internet []

14. Are you satisfied with the present library management system?

- a. Yes []
- b. No []

If no, what would be your suggestion to improve it?

- a. Furniture and building []
- b. Audio/visuals []
- b. Books []
- d. IT, E-publication []
- e. Computer []
- f. All of the above []

E. SERVICES

15. How do you get the reference materials from library?

- a. Consulting catalogue []
- c. with the help of computer []
- b. with the help of staff []
- d. self []

16. Are you getting the following services from the reference section of the library?

- a. Reprography []
- e. Internet []
- b. User's orientation []
- f. E-mail []
- c. Inter-library loan []
- g. Reader advisory services []
- d. Online []

APPENDIX - II

(Questionnaires to the Staff of the Reference Section of the Library)

1. Name:
2. What is your qualification in library field?
 - a) M.Lib.Sc [] b) B.Lib.Sc [] c) 35 days training []
 - d) General Training [] e) No training []
3. Do you have reference section in your library?
 - a. Yes [] b. No []
4. Have all the information available for the users need?
 - a. Yes [] b. No []
5. Do you provide users instruction program?
 - a. Yes [] b. No []
6. Does the library provide inter library loan facility?
 - a. Yes [] b. No []
7. Is there a separate room for the reader of reference section?
 - a. Yes [] b. No []
8. Have you kept daily record of reference readers?
 - a. Yes [] b. No []
9. How many reader reads per day?
 - a) 5- 10 readers [] b) 4-6 readers []
 - c) 10 to 15 readers [] d) 15-20 readers []
10. How many reference books are there?
 - a) 100- 500 [] b) 500-1000 []
 - b) c) 1000-1500 [] d) Above 2000 []
11. Please write down the problems you have faced in reference section of the library?

Appendix - III
Bio Data of Researcher

Bio Data of Researcher

Name: Dibya Tara Bajracharya
Date of Birth: 1967/10/15
Address: Maru Khoe Keba, Kathmandu, Nepal
Telephone: 9841854952
Email: dibya2005b@yahoo.com

Academic qualification

M.LIB.Sc Library and Information Science from Tribhuwan University
M.Com Account from Public Youth Campus
B.Com Account and marketing from Sharker Dev Campus
B.LIB.Sc Classification and Cataloguing from Tribhuwan University
I.Com Account and Management from Saraswotee Multiple Campus
S.L.C. Science and Optional Math from Shanti mikunja Vidyalaya

Training

1. WINISIS (15-21 May, 2003) - TULSAA
2. Diploma In Computer (Windows Package, Adobe PageMaker, Access Programming, Visual Basic) from A to Z Education P. Ltd.
3. Using the Internet, Electronic Journals and Electronic resources Workshop 24th to 28th November 2003-TU Central Library.
4. Basic Librarianship - 30th Shrawan to 4th Ashwin (35 days) - Nepal Library Association, Kathmandu