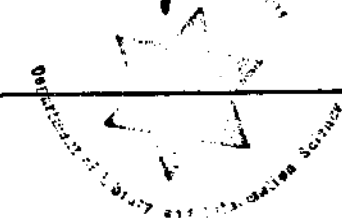


**EFFECTIVENESS OF LIBRARY SERVICES FOR SECONDARY LEVEL
EDUCATION WITH SPECIAL REFERENCE TO FOUR SCHOOL
LIBRARIES IN KATHIMANDU VALLEY**

**A thesis submitted to
The Central Department of Library and Information Science in
Partial fulfillment for the Requirement of Masters' Degree in
Library and Information Science
Tribhuvan University**

**Submitted By
ANITA BHANDARI**

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



LETTER OF RECOMMENDATION

This is to certify that Ms. Anita Bhandari has prepared this dissertation entitled "EFFECTIVENESS OF LIBRARY SERVICES FOR SECONDARY LEVEL EDUCATION WITH SPECIAL REFERENCE TO FOUR SCHOOL LIBRARIES IN KATHMANDU VALLEY" under my supervision and guidance. I recommend this dissertation for the final approval and acceptance.

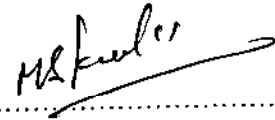
Date: March 2009

Dr. Madhusudan Karki
Thesis Supervisor (HOD)

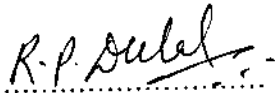
Reference No.:

LETTER OF ACCEPTANCE

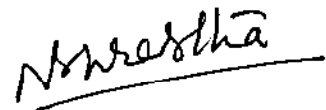
The thesis here to attached, entitled "EFFECTIVENESS OF LIBRARY SERVICES FOR SECONDARY LEVEL EDUCATION WITH SPECIAL REFERENCE TO FOUR SCHOOL LIBRARIES IN KATHMANDU VALLEY" prepared and submitted by Ms. Anita Bhandari in partial fulfillment of the requirements for the Masters' Degree of Library and Information Science is hereby accepted and approved.



Dr. Madhusudan Karki
Thesis Supervisor
Head of Department



Mr. Rudra Prasad Dulal
External Examiner



Mrs. Nirmala Shrestha
Specialist

ACKNOWLEDGMENTS

The present study is obliged much to the scholarly guidance and indispensable suggestions and contribution from my respected teacher **Dr.Madhusudan Karki**, Head of Department, Library and Information Science, Tribhuvan University, Kirtipur, under whose valuable guidance and supervision, I could undertake and complete this research.

My hearty thanks and sincere gratitude for my respected Sir, thesis external **Mr.Rudra Prasad Dulal** and specialist Madam **Mrs. Nirmala Shrestha** whose significance guidance and support is remarkable to complete this research and also my earnest thanks goes to all respected teachers, **Mr. Mohan Raj Pradhan, Mr.Bhim Dhoj Shrestha, Mr.Bishnu Prasad Aryal and belated Madam Mrs. Leela Dahal** for their kind suggestion and support for the preparation of this work. I also like to thank the CDLISc staff Ravi, Susil, Bhola and Mina who have always been very kind and helpful in course of the preparation of this research. I would like to give appreciation to the staff members of Ratna Rajya School (R.R), GEMS' School, Rosebud School and Budhanilakantha School (BNKS) for their kind cooperation to provide necessary data collection. Especially, I would like to express my gratitude to **Mr. Deepak Khatiwada** from RR School, **Mr.Naresh Paudel** from Rosebud School, **Mr.Ramesh Parajuli** from GEMS School and **Mrs. Reju Pokhrel** from BNKS School.

My special thanks go to my **Parents**, my husband **Nabhendra Paudel**, sisters **Sunita and Anjali**, brother **Sachin** and to all my friends with their continuous support, inspiration, constant encouragement, boundless love during my entire life and my study too, whose suggestions and support made the research process easy.

March 2009

Anita Bhandari

ABSTRACT

The thesis entitled "Effectiveness of Library Services for Secondary Level Education with Special Reference to Four School Libraries in Kathmandu Valley" has conducted mainly to focus and analyze the reference sources and services of four school libraries. The schools chosen for observation are Ratna Rajya (R.R) H.S. School, Budhanilakantha School (BNKS), Graded English Medium School ('GEMS') and Rosebud School of Kathmandu Valley for their effective library services. The intention of the researcher is to find out the problems encountered by the users and gather their ideas regarding their needs, and their attitudes towards the resources and services of the libraries. For this purpose, four libraries are selected and a field survey is done to collect responses from each library. During the process of research total students of RR school are 2500 among which students of secondary level that is of class 9 and 10 are 550. Similarly total students of BNKS School are 900 enrolling secondary level students numbered 200. While students studying in Rosebud school is 800, among which studying in secondary level are 200. Meanwhile, total students enrolled in GEMS school are 3000 where 500 students are studying at secondary level. This investigation on student of secondary level students, concerned with reference of resources and services of four school libraries in the Kathmandu Valley, there are altogether 1450 secondary level students.

A survey research method is conducted for the completion of objective of the study. For the purpose of study, two sets of questionnaire are prepared. The first set of questionnaire is targeted to schools' library users. Out of 140 sets of questionnaire distributed to library users of four selected schools, that is 35 sets of questionnaire to each school, only 120 sets of questionnaire are returned by the respondents. Similarly, the next sets of questionnaire are developed for library staffs. The information are collected from these staffs by using either of three methods like direct telephone conversation, through email and by personal visit. Data are collected from both primary and secondary sources. Out of total, 85% of the targeted populations are participated. The information and data collected from the respondents are presented in tables,

graphs and charts. List of questionnaire as designed to the library users and library staffs are presented in Appendix-1 and Appendix-2.

All the selected population of the students are having membership of the library which always encouraged to visit the library with various purposes on daily basis, weekly, monthly or at least seldom. Whatever may be their intention, most of the students have knowledge about the library and the usefulness of the library to these students depends on their purpose of visit. Like most of the students visit for entertainment that is 32 %, similarly 29 % visit to borrow textbook, some visit for reading journals, newspaper while few visit to consult references. The research has also summarized about students' view about the opening hours of library and

almost 67 % of the students are satisfied with the opening hour of library. Actually major population that is 60 % is not satisfied with library collections. So the management and library staffs should be aware of this situation. The most pitiful condition is none of the schools have the availability of computers in their libraries. So, none of them are aware of computer searching system. But students seem very familiar with collection of library. Almost 72 % of the students are very familiar with collection of library. This is the positive aspect of the study. Similarly, the students are satisfied with availability of required documents in time.

The research is further conducted by distributing the questionnaire to the staffs too. This showed that the management of all the schools is very aware to provide enough books to the library users. There is good circulation of books: like in all the schools the number of issued books per day exceeds 20. All the schools are hiring semi-professional staffs as library staffs. It is very essential for all the schools to hire professional staffs for more effectiveness and good system of library. When the query about the budget required for the well maintenance of the library is made, there is no actual answer, and the answers are ranged from NRs. 50,000 to NRs. 2,00,000. None of the schools are having IT system in the schools. This is due to the lack of professional staffs as well as unawareness of management about the matter.

During the research process of the library system, lack of resource in the library, lack of awareness about library, poor collection of material, lack of budget, poor preservation method, inadequate library materials, lack of trained

and skill manpower, the researcher is to face several problems during research. Because of the above problems faced, it can be concluded that library education is not adequate and systematic in the school. The systematic library system as cataloguing, classification, software data entries are not seen in any researched school library. Only the circulation systems of books in every school library are observed.

Anita Bhandari
CDLIS, T.U., Kritipur

PREFACE

The thesis entitled "*Effectiveness of library services for secondary level education with special reference to four school libraries in Kathmandu Valley*" shows the true situation of School libraries in Secondary Level students. Prepared for the partial fulfillment of Master's Degree of Library and Information Science, this thesis presents an overview of the existing conditions of the resources and services in the four schools Libraries in Kathmandu valley. Its focus lies on the users' attitude towards such services and resources and the problems they have encountered so as to elicit their views and suggestions for the further improvement of the libraries.

This study consists of six chapters. The first chapter has described the background of the study, statements of the problems, objectives, significance and limitation of the study. The second chapter has dealt with literature review relevant with the study. The literature review is one of the most important aspects of any research. The third chapter has dealt with the focus of study. This study is mainly focused on school level education view and problem seen on different school libraries in Kathmandu valley. The fourth chapter offers the research methodology which incorporates research design. Research designs is an overall framework or plan for the activities to undertaken during the course of a research study such as population of the study, sources of data, sampling procedure, data collection procedure and data analysis procedure. The fifth chapter outlines the analysis, presentation and interpretation of findings of an experimental process for the secondary level education. In this study, a comparative study has been made of the certain specially four academic libraries in terms of user's attitude towards their own interest. Finally, the sixth chapter presents the summary, findings, conclusion and recommendation of the study.

CATALOGUE OF THESIS

Main Card

D
027.8223
B469e

Bhandari, Anita

Effectiveness of library services for secondary level education with special reference to four school libraries in Kathmandu Valley/Anita Bhandari. - Kirtipur: Central Department of Library and Information Science, TU, 2009.

xviii,81 p.:ill.;30cm.

Dissertation: Master degree of Library and Information Science from CDLISc.

1. School libraries 2. Secondary education I. Title

O

Shelf List Card

D
027.8223
B469c

Bhandari, Anita

Effectiveness of library services for secondary level education with special reference to four school libraries in Kathmandu Valley/Anita Bhandari. - Kirtipur: Central Department of Library and Information Science, TU, 2009.

01 xviii,81 p.:ill.;30cm

Dissertation: Master degree of Library and Information Science from CDLISc.

1. School libraries 2. Secondary education I. Title

O

Subject Added Card

D
027.8223
B469e

SCHOOL LIBRARIES

Bhandari, Anita

Effectiveness of library services for secondary level education with special reference to four school libraries in Kathmandu Valley/Anita Bhandari. - Kirtipur: Central Department of Library and Information Science, TU, 2009.

xviii,81 p.:ill.;30cm

Dissertation: Master degree of Library and Information Science from CDLISc.

O

Subject Added Card

D
027.8223
B469e

SECONDARY EDUCATION

Bhandari, Anita

Effectiveness of library services for secondary level education with special reference to four school libraries in Kathmandu Valley/Anita Bhandari. - Kirtipur: Central Department of Library and Information Science, TU, 2009.

xviii,81 p.:ill.;30cm

Dissertation: Master degree of Library and Information Science from CDLISc.

O

Title Added Card

Effectiveness of library services for secondary level
education with special reference to four school libraries in Kathmandu
valley

D
027.8223
B469e

Bhandari, Anita

Effectiveness of library services for secondary level education with
special reference to four school libraries in Kathmandu Valley/Anita
Bhandari. - Kirtipur: Central Department of Library and Information
Science, TU, 2009.

xviii,81 p.:ill.;30cm

Dissertation: Master degree of Library and Information Science from
CDLISc.

O

TABLE OF CONTENTS

LETTER OF RECOMMENDATION	II
LETTER OF ACCEPTANCE	III
ACKNOWLEDGEMENTS	IV
ABSTRACT	V-VII
PREFACE	VIII
CATALOGUE OF THESIS	IX-XI
MAIN ENTRY	IX
SHELF-LIST ENTRY	IX
SUBJECT ADDED ENTRY	X
TITLE ADDED ENTRY	XI
TABLE OF CONTENT	XII-XIV
LIST OF TABLES	XV
LIST OF FIGURES	XVI
LIST OF APPENDICE	XVII
ABBREVIATIONS AND ACRONYMS	XVIII

Chapter-I

INTRODUCTION	1-28
1.1 Introduction	1
1.1.1 Background of the Study	1
1.1.2 Meaning of the Library	2
1.1.3 History of the Libraries	3
1.1.4 Types of Libraries	6
1.1.4.1 Academic Libraries	7
1.1.4.2 Public Library	13
1.1.4.3 National Library	15
1.1.4.4 Special Library	16
1.1.4.5 Digital Library	18
1.1.5 Libraries in Nepal	18
1.2 Statements of the Problem	21
1.3 Objectives of the Study	22

1.4	Significance of the Study	22
1.5	Limitation of the Study	23
1.6	Organization of the Study	23
1.7	Definition of Terms	25
	References	28

Chapter – II

	REVIEW OF LITERATURE	29-36
2.1	Review of Literature	29
	References	35

Chapter – III

	FOCUS OF THE STUDY	37-43
3.1	Focus of the Study	37
3.1.1	Comparison of the Study	40
3.1.1.1	Education Level	40
3.1.1.2	Opening hour of schools	40
3.1.1.3	Library Opening Hour	41
3.1.1.4	Collection of Library	41
3.1.1.5	Library period	41
3.1.1.6	Library Budget	42
3.1.1.7	Library System	42
3.1.1.8	IT Services	42
3.1.1.9	Efficiency of Librarian	42
3.1.3.10	Reference Collection	43
3.1.3.11	Reference Service	43

Chapter – IV

	RESEARCH METHODOLOGY	44-50
4.1	Introduction	44
4.2	Research Design	45
4.3	Sources of Data	46

4.4	Population	47
4.5	Sampling Procedure	48
4.6	Data Analysis Procedure	48
4.7	Effectiveness of Secondary Level's Education	48
	References	50

Chapter – V

ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS		51-77
5.1	Presentation, Analysis and Interpretation of Findings	51
5.2	Membership of Library:	51
5.3	Degree of Usefulness	53
5.4	Frequency of Visiting Library	54
5.5	Teachers Taking Class in Library	56
5.6	Purpose of Library Visit	57
5.7	Students' Satisfaction of Opening Hour	58
5.8	Students' Satisfaction with Library Collection	59
5.9	Availability of Computer in Library	61
5.10	Number of Computers Available in Library	62
5.11	Students' Satisfaction with Computer Search System	63
5.12	Students' Familiarity with Collections of Library	63
5.13	Availability of Required Documents in Time	65
5.14	Information Collected from Library Staffs	66

Chapter – VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS		68-72
6.1	Summary	68
6.2	Findings	69
6.3	Conclusion	70
6.4	Recommendation	71
BIBLIOGRAPHY		73-75
APPENDICES		76-79
CURRICULUM VITAE		80-81

LIST OF TABLES

	Page No.
Table- 1: Number of Questionnaire Distributed and Returned by Students	47
Table- 2: Total Number of Students with Membership in the School Library	52
Table -3: Usefulness of Library in Schools	53
Table -4: Frequency of Visiting Library in School	54
Table-5: Teacher Taking Classes in Library	56
Table-6: Purpose of Library Visit	57
Table- 7: Students' Satisfaction of Opening Hour	58
Table- 8: Students' Satisfaction with Library Collection	60
Table- 9: Availability of Computer in Library	61
Table-10: Total Number of Computers Available in Library	62
Table-11: Students' Satisfaction with Computer Search System	63
Table-12: Students' Familiarity with Collections of Library	64
Table-13: Availability of Required Documents in Time	65

LIST OF FIGURES

	Page No.
Figure-1.1: Number of Questionnaires distributed and returned by the students	47
Figure- 2.1: Membership and Non-Membership of Students of School library (in Number)	52
Figure -2.2: Membership of Students of School library (in Percentage)	52
Figure-3.1: Usefulness of Library in School (in Number)	53
Figure-3.2: Usefulness of Library in School (in Percentage)	54
Figure- 4.1: Frequency of Visiting Library in School (in Number)	55
Figure- 4.2: Frequency of Visiting Library in School (in Percentage)	55
Figure- 5.1: Teacher Taking Classes in Library (in Number)	56
Figure-5.2: Teacher Taking Classes in Library (in Percentage)	56
Figure- 6.1: Purpose of Library Visit (in Number)	57
Figure- 6.2: Purpose of Library Visit (in Percentage)	58
Figure- 7.1: Student's Satisfaction of Opening Hour (in Number)	59
Figure- 7.2: Students' Satisfaction of Opening Hour (in Percentage)	59
Figure -8.1: Students' Satisfaction with Library Collection (in Number)	60
Figure- 8.2: Students' Satisfaction with Library Collection (in Percentage)	60
Figure- 9.1: Availability of Computer in Library (in Number)	61
Figure-10.1: Computers Available in Library (in Number)	62
Figure- 11.1: Students' Satisfaction with Computer Search System (in Number)	63
Figure- 12.1: Students' Familiarity with Collections of Library (in Number)	64
Figure-12.2: Students' Familiarity with Collections of Library (in Percentage)	64
Figure-13.1: Availability of Required Documents in Time	65
Figure-13.2: Availability of Required Documents in Time	66

LIST OF APPENDICES

	Page No.
Appendix – 1 : Questionnaire to the Users	76
Appendix – 2 : Questionnaire to the Staffs	78

LIST OF ABBREVIATIONS

AACR2	:	Anglo American Cataloguing Rules 2
AD	:	Ano Domini
AM	:	ante meridian
BC	:	Before Christ
BNKS	:	Budhanilakantha School
BS	:	Bikram Sambat
BSMED	:	Bachelor Science of Medical Doctor
CD	:	Compact Disk
CDS/ISIS	:	Computerized Documentation System/ Integrated Set of Information System
CSP	:	Complete Schooling Program
DDC	:	Dewey decimal classification
GEMS	:	Graded English Medium School
JBR	:	Janga Bahadur Rana
IT	:	Information Technology
PM	:	past meridian
PM	:	Prime Minister
RR	:	Ratna Rajya
SMT	:	Senior Management Team
TC	:	Tri-Chandra College
TU	:	Tribhuvan University
TUCL	:	Tribhuvan University Central Library
UNESCO	:	United National Education for Scientific and Cultural Organization

Chapter - I

INTRODUCTION

1.1 Introduction

1.1.1 Background of the Study

Libraries play an important role in the overall development of the society. A society is a collective form of individuals, their activities and their beliefs. Library is an educational, informational, referral, recreational, cultural and leisure-reading centre.

Library science is an interdisciplinary science incorporating the humanities, laws and applied science to study topics related to libraries, the collection, organization, preservation and dissemination of information resources, and the political economy of information.

Historically, library science has also included archival science. This science organize, evaluate and analyze the information resources that serve the needs of selected groups of people and the interaction of that groups with the system and technology. Also it has its diverse function to train and educate the people seeking their career in library. Library science is the discipline to guide library service and organization. It also includes the applications of modern computer technology for the purpose of documentation and management of records.

At one time, library was regarded as a storehouse and books were kept there for preservation only. The librarian was merely a caretaker or custodian of the books. The books were not supposed to be used by the common people. Books were kept under lock and keys. (Krishan Kumar, 1978)

In modern times, the libraries have become social agencies. Library is considered a product of society for its cultural advancement. A library is concerned with communication and dissemination of knowledge. Modern

libraries are no longer mere depositories of all past, present and future knowledge but have become information orient. (Dawra, 2004)

Today, we look upon library as a social agency. The library has been created by actual necessities in modern civilization. A librarian is concerned with means of communication such as printed books, microfilms, gramophone records, tape records, etc. In the context of a library, these are called document.

1.1.2 Meaning of the Library

The word 'library' has been derived from Latin word 'Libraria'. Libraria is the name of the place where books or other printed and written material is kept safely. In French 'Libraire' means book shop, a person who rents or sells the text to students and in Sanskrit library means 'the home of book'. Thus a library is an organized collection of books and other information materials, covering the whole field of knowledge or any part of it; a library may be available to everyone or restricted to a particular community. (Lexicon, 1983)

On the other hand, different great personalities have given their diverse opinions regarding the actual meaning of library.

According to Dr. S.R. Ranganathan (1940) "A library is a public institution or establishment charged with the care of collection of books and the duty of making them accessible to those who require use of them."(p.25)

According to Richardson "Library is an institution where books are acquired for use, and it is the use which is the prime motive of the libraries."

According to J.K. Khanna "Library and Society are interlinked and interdependent, Society without libraries has no significance and a library without society has no origin." (Ess Ess Publication)

According to J.H. Shera, (1972), "The library is a product of our cultural maturation." Libraries are scientific organized bank of human knowledge. It

has helped in the development of social, political, economic and cultural face of society.

1.1.3 History of the Libraries

Man by the nature is a process loving animal with his tremendous capabilities of intellect, wisdom and thoughts. The knowledge on the human has been growing parallel with the materials of environment and the demands of the society. At a particular juncture of the human history, man had been developing methods of recording his experiences through the clay-tablets, wax tablets, wooden blocks, silk, leather, papyrus sheets, film, plastic, magnetic tape and other electronic materials. At almost every stage in the development of these materials, people have assembled the collections of their record in libraries.

The history of libraries since the enlightenment includes not only the proliferation of national, private, and universities libraries, but also the extension of access to libraries by the broader citizenry, through public and school libraries. Professionalization - first among academic librarians in Europe and then among public librarians in North America -- became increasingly important. Among the issues that concerned the profession of librarianship were diversification of customers, specialization in resources, and management of technological change.

The materials used for writing in the ancient and medieval period by Eastern society were – stones, bricks, wooden boards, Puja patra, Tadpatra (like gold, silver, copper bronze, tin, iron etc). Also material used in western society for writing were clay tablets, papyrus parchments made from skin of goats, sheep etc. vellum made from skin of calf.

The history of writing literature starts from the Sumerian language of Mesopotamian civilization. Phonetic system through the hieroglyph flourished between 4000 – 3000 BC. The Sumerians wrote wet clay tablets upon which they creates impressions by means of an arrow-shaped tool of metal. Also they

used prisms, cylinders for writing and reading purpose. The first ever written book to Sumerians was called as GILGAMESH narrating tale of creation.

The great part of our knowledge throwing light on the Babylonian civilization is evidenced on the tablets of the library of Borisppa between 658-626 BC, which were copied and then preserved in the library of an Assyrian king of Ashurbanipal. Strangely, tens of thousands of clay tablets were arranged subject-wise in the library of King Ashurbanipal. Also such books were systematically shelved and also were tagged for identification with a list of the thought context of each shelf printed or carved on the entrance as a catalogue.

Then Greeks obtained the alphabet from the Phoenicians. Many libraries in Greece were developed during the period of Plato and Aristotle believed to be the first person to accumulate organize, preserve and use the culture of past. The Greeks used papyrus rolls for recording their thought and also used parchment or skin of animals like sheep, goat and vellum or skin of lamb or kid for expensive writings. For small messages and notes they used wax coated wooden blocks (tablets). The Greeks fastened together papyrus or parchment leaves as the modern books which are known as "code". The first public library in Greece was established in Athens in 330 BC. The library situated in the Temple of Serapes, Alexandria is believed to have a collection of about 100,000 selected rolls.

Also, the Roman civilization centered in Italy, learned much of Philosophy, literature, rhetoric art and science from the Greeks. The Romans used papyrus, Parchment Vellum and wooden tablets coated with wax and the stylus for writing. Later finding it bit difficult they brought developments in the codex done by fastening Parchment leaves and bounded together like a modern book. This was a great development leading to book making.

Also the Chinese too had developed a system of writing which comprised pictograms and ideograms. They manufacture paper cut of rags wood pulp and flax even in the 2nd century AD i.e. medieval period Chinese also knew block

printing which helped them to preserve considerable literature and possessed libraries

In AD 105, one Ts'ai Lun used paper to replace bamboo blocks as a writing surface. He made it from fibers of bark, bamboo, and hemp. By AD 500, the Chinese had experimented with rattan and mulberry and had finally settled on bamboo paper. And they not only wrote on their paper, they printed on it as well. In the sense, course printing was older than coal. Stamps, brands, royal seals and even imprints of fossils on limestone were forms of block printing.

At first, the Chinese carved images into a stone and wooden block. Then they laid paper on it and pour ink over the paper. It was a lot like our present-days' stone rubbing.

By the 8th century, the Chinese went to conventional block printing, and they were using it on a grand scale. They printed whole scrolls. Before AD 1000, Chinese Buddhists printed their complete books of doctrine. That took 130,000 blocks of wood and 12 years to finish that book.

Then, in 1045 AD, a printer named Pi-Sheng made separate characters of clay. He embedded the characters, face up, in a shallow tray lined with warm wax. He laid a board across them and pressed it down till all the characters were at exactly the same level. When the wax cooled he used his letter tray to print whole pages.

Still, this printing went into use. It was in use when Europeans learned about Chinese paper-making and began making their own fine paper from rag fibers just before 1200. It was in use while Europe took up block printing in the 13th century.

Finally, in the mid-1400s, Gutenberg recreated movable type. When he did, he used durable metal letters that fit together with a jeweler's precision. Printing was now an art with the capacity to bring learning to the masses, not just to a royal court. At the same time, this was a 400-year old technology balanced at long last to turn the world upon its ear. (Lienhard, John, Wikipedia)

Thus printing on paper revolutionized book making. The growth of libraries was quickened with the spread of printings. The growth, development and decay of library from antiquity to the Middle Ages reached a turning point in the age of regeneration and reformation and finally unique inventions inventing to the intellectual curiosity of man to enterprise modern age, where library could find a useful role to play in the changing cultural, economical, social and political context.

1.1.4 Types of Libraries

We may recognize the various types of libraries. All libraries are basically same in infra structural condition, these have been grouped into various types on the basis of the parent body, users needs, subject of specialization and types of Information these have to serve. To meet the varied demands one may recognize the following types of libraries.

1. Academic Library (School, College, University)
2. Public Library
3. National Library
4. Special Library
5. Digital Library.

Responsibility of above libraries is to provide effective service for the teachers, students, researchers etc. By analyzing students or researchers can find and select the documents written by many famous writers and scholars and they can analyze and take knowledge from this materials. Such types of materials which are needed by students, teachers and researchers are available only in academic library. It plays indispensable role in the dissemination of information and knowledge. A school library attempts to advance these objectives.

A modern school library is supposed to serve as a resource centre. Traditionally speaking, collection of a school library would consist of reference books on variety of subjects and strong collection related to the courses offered by the intuitions, magazines, other documents such as tape

recorders, maps, charts; gramophone records, films, newer media, etc. are also acquired. In other words, audio-visual aids for teaching in the class must form an integral part of the library. Libraries are categorized into following types:

1.1.4.1 Academic Libraries

A library attached to an academic institution which is engaged in teaching research and imparting formal education to students who desire to complete a particular course under a prescribed syllabus, is known as Academic library e.g. School library, College library and University library etc.

The library which is established for the fulfillment of the academic institutions like school, college, university, and research centers for teaching, learning, researching programs is known as academic library. "Academic Libraries are meant for schools, colleges, Universities and similar educational institutions such libraries have played an indispensable role in the dissemination of information and knowledge." (Karki, Madhusudan, 2002)

An academic library is categorized into the following. They are:-

1. School library
2. College library
3. University library

1. School Library

School is derived from Greek word schola or skhole which means leisure. In ancient Greece, 'leisure places; were used for self- development. Gradually, these places came to be known as 'schools' where teachers, under a pre-planned system gave specific information during a fixed time.

Primary education is imparted in schools. According to John Dewey (1859-1952), school library is, "Transmission of the acquired powers to the new generation in order to secure the continued existence and growth of community." A school library is a library attached to and managed by a school to serve the students, staff, and often, parents .School libraries and information

centers contain books, films, recorded sound, periodicals, and other media. These items are not only for the enjoyment and entertainment of the patrons, but to enhance and expand the school's prospectus.

According to Lord Bacon (1561-1526), the purpose is, "Advancement of Science".

According to Plato (427-347 B.C) the purpose of education is "Fitting the individual to community life to bring out the hidden faculties of mind of light."

According to S.R. Ranganathan (1973), the purpose of education is "Releasing and exercising the creative ability of each member of the community in his own field and in his measure."

School library awakens and fastens reading habits among children and enlightens the immature minds. It is the cradle of the intellectual conditioning of the child.

Objectives of the School Library

School library promotes the reading habits among children .The purpose of school library is to provide self-education, good education system is to equip student to play their role in the society efficiently. The aim of the a good school library is to become a force for educational excellence and student's resource centre with facilities of tape records, video and audio-cassettes, micro film, maps, computer CDs optic discs and other newly developed instruction educational aids.

The main objective of school library is to serve the parent body. According to the time, situation and demand the learning method are different. Also the school library is bounded to play an effective role in school program generating life long learning and reading habits among the school children. This helps in producing good force for educational excellence and eventually

good citizen of the country. "If one person has a good habit of learning he will never be alone."

Function of the School Library

The main function of school library is to provide information regarding the past, present and predicted technological and biological happenings of the world to the school children. It also assists the teacher by providing the academic requirements with regard to text books and also referent books, audio and visual materials (atlas, maps, globe, tape record, informative documentary) in accordance with educational activities.

Services of the school library

In many practical cases, the experimental education is seen more efficient than the classroom educational system. So displaying the materials and information related with the curriculum activities, school library serves the student by organizing the informative books as book of debates, essays, quizzes, moral sciences, etc. This circulation of materials together with awareness program, library conducts the exhibition of documentary and real technological and bibliographical tools. Also the best service provided by school library can be mentioned as bringing documents, student and the academics together under environments which stimulate reading habits for pleasure, personal growth and development and the production of intellectual excellence.

Thus it can be concluded that, a school library works as a service agency, a teaching agency, a resource centre and as a knowledge disseminating centers, a self-study. A school library should be made an attractive and inviting one.

2. College Library

A library attached to a college is college library. In general college regarded as an institution of higher learning. College education usually offers three or four year's course after school, leading to a bachelor's degree and in some college they offers the Masters' degree program. (Krishan, Kumar, 1978)

It is widely accepted as “The central of all activities and also a gate-way to University.”

Objectives of College Library

To furnish with all types of information and reading materials to teaching, learning and managerial man power, college libraries plays a vital role. The main objective of college library is to serve as the centre of instruction for higher level of education leading to master research and further specialization. Practically, teaching procedure based with library services seems more efficient than the classroom lectures only. Also it must act as a governing instrument for all types of instruction. College library is not just the room for collecting materials but also should act as a live, intellectual and learning laboratory. To analyze the success the determination of the extent to which the student and faculty use the resources of the library as an integral part of curriculum.

Function of college library

To support the practical educational or experimental educational system college library plays a vital role. As it contains the educational as well as informative materials, equipments, research tools, etc, helps parent body or college to carry out its academic programs. It is the heart which quickens every activity that conducts upon the campus. It also provides CAS and SDI services as well as inter-library loan services. It also has its great role on bibliography compilation and explanation. According to Guy R. Lyle, the functions of college library firstly is its service to the college community motivating faculty teachers to teach such that students are inspired to work independently giving instructions in the use of the library and bibliographical tools. Secondly it provides service to the alumnus providing direct loan service and distribution of reading lists on a specific subject. And thirdly college library also possess a positive influence in society for the expansion of knowledge and helping people in their quest after truth.

Services of College Library

The college libraries with a few exceptions are unable to provide adequate collections and services to deal with rising demands. The core services of the library is orientation and library instructions, library services, reader's advisory services, inter library-loan, reprographic services, lending services etc.

3. University Library

University library is the heart of university. It plays vital role and is considered as an integral part of the university. The purpose of the university library is to support the instructional and research programs of the University.

There was a time that university library was regarded as a mere store house of reading material collection for the purpose of preservation. As the past, changes in its significance place. The university, administration, researchers, scholars, teachers and students have realizing the role of a university library as an active force in teaching and research. (Krishan, Kumar, 1978)

In context of Nepal the first university library is TUCL established in 1959 at Kathmandu. It is the largest library of Nepal. There are all together 7 universities and each university has library for all types of users. The universities in Nepal are given below:

1. Tribhuvan University (Run by Government)
2. Mahendra Sanskrit University/Nepal Sanskrit University (Run by Government)
3. Kathmandu University (Run by Public Sector)
4. Purbanchl University (Run by Community)
5. Pokhara University (Run by Community)
6. B. P. Koirala Institute of Health Science (Run by Government)
7. Lumbini University (Run by Public Sector)

Objectives of University Library

The main objective of university library is to support the mission of university enhancing the teaching, learning, research and extension activities. According to Wilson and Tauber the university library is mainly objected to sustain teaching and transmission of knowledge through the process of research and constant learning. University library is the place of conservation of knowledge and ideas where the publication of research materials and its interpretation develops the co-operation and mutuality among the users. Thus the objective of university library can be mainly articulated as the place to extend, conserve and transmit the knowledge and ideas through the library cooperation.

Functions of University Library

It provides intellectual and managerial leadership to the various fields of government, industry, health, engineering, law etc and improves them with a sense of social purpose. It helps in maintaining a clipping and pamphlet file building up the reference collections. The reading materials is gathered, organized and attractively presented to the students on all the subjects of study in all levels. Also the function of the university library is to provide the reading materials for parallel study immediately after the class lecture mainly for the purpose to maintain curiosity. Library also serves to utilize the leisure period of the students entertaining and elevating books during their leisure period. The university library is also concerned with the conservation of research-potential of the academics. This also helps in preserving and disseminating the cultural and societal outlook of the country.

Services of University of Library

University library collects general and specialize reference and research materials, newspapers and periodicals, government publications, special materials such as dissertations archives, clipping audio video materials, microforms discs and tape records films, video tapes etc. It should be developed as a system incorporating departmental and faculty libraries.

It also provides the lending facilities on particular undergraduate needs such as bibliographic essay, major research paper and also the independent study project beside audio-visual materials. University library also provides instruction including information on those materials. Beside it, it also consist separate reading room making books easily available and also assists with reference services.

1.1.4.2 Public Library

“Public library is the library of the people for the people and by the people.” It is an educational institution open to all rich or poor young or old. According to Cambridge dictionary, the word public indicates an area or space that is for “allowing anyone to see or hear what is happening.” This definition clearly denotes that every body does have the rights of sharing and consuming. Lexicon, library’ denotes a store of numerous books, magazines, periodicals papers and many other utterly and non-literary text which are banked with the purpose of reading, writing and research.

The word phrase ‘public library’ has been clarified from the two laxicons – public and library. According to UNESCO “Those which serve the population of a community or region free of charge or for a nominal fee such as children members of the armed forces, hospital patients, prisoners, workers and employees.” (Unesco, 1966, 1967) which established under the clear mandate of law, maintain wholly from public fund.

Public library is a library which is accessible by the public and is often operated by civil servants and founded from public sources.

According to S.R. Ranganathan, “Any library established as maintained the local library authority including the traveling library”.

Thus, summarizing the above definitions, it becomes clear that it is a kind of library for community members to provide free service like a non profit organization, guided by civil servant.

Objectives of Public Library

At present, information is being regarded as a national resource conceivably as fundamental as energy or matter, which affects all human activities. Information is power. It is indispensable. It needs to be put in the service of the whole community. A main objective of public library is it should help the life-long self- education of one and all. This can provide access to documents/information free of charge for all in the community irrespective of any restriction. As it is a place where the people stay together and be informed on a wide variety of important issues. It's crucial objective is to develop democratic concept on societies and it plays a vital role to use leisure time for every social member. It aims to update the information on many areas along with the advancement in those fields and serves as a vast reference on various subjects.

Functions of Public Library

The functions of public library are acquisition that means acquiring of whole property, possession, accretion from beginning to running period. It is the assets of the organization which should be well processed for giving good services. So, public library will manage on organized way so that there will be no bias for rich and poor. So, automatically it is necessary to establish and organize library mobilizing knowledge and to reach the pinnacle of the education to every human. Further, it is also the duties of staff and member to preserve the written history as much as possible. So, storage and presentation plays vital role for the fame as well as for getting knowledge through library. This helps a lot for the educating people and circulating the message from one to another. Last but not least, circulation of knowledge or books shares more among the public and have chance to know the new world which may not be familiar to us. So, public library should be aware and become careful to the function of retrieves and circulation of the organization.

Services of Public Library

In public library , in case a book or periodical or some other types of document required for study and reference is not in the library, then it may have to be procured on inter library loan. Provision of specific information would require the use of documents available in the library or consultation of another colleague or another library. Readers' advisory service is concerned with providing reading guidance to individuals in the selection of documents for study. Public library provides assistance in researching documents in researching techniques, Advisory Service, compilation of bibliography, referral services, Library orientation and bibliographic and extension / extra activities services.

1.1.4.3 National Library

National library occupies the height position in the national library system. This is the place where a country's heritage may be collected preserved and kept for use by the present and the coming generation. (Pierre, 1958)

A national library is a government library owned managed, protected and funded by a national government. Functions include the comprehensive collection of the publication output of nation, compilation and maintenance of national bibliography, the comprehensive collection and organization of publication of an international scale for the scholarly community the production of bibliographic tools, the provision of library services to national government or some of its agencies and other responsibilities delineated by the national government.

According to J.K. Khanna "National library have a duty of collecting and preserving for posterity, the library product of that country. It is central station for assembling and disseminating though energy."

A National library is the product of socio-economic, political and technical development of the country.

Objectives of National library

As the national library is owned, managed and protected by the national government, the main objective of the library is to provide bibliographical service information of its own country. It acquires and conserves the printed materials and informative properties of the national production. To recognize the country among the world, national library plays a vital role acting as a centre for coordinating the international network of cultural, religious, social, political and technological relation. Almost all the printed materials concerning the country are collected in the library. Thus the national library can be considered as a product of socio-economic, political and technological development of the country and the best place to conserve and provide the bibliographical information about the country.

Functions of National library

The main function of the national library is in the progress of the country as perceived by the government. The availability and quality of other comprehensive collections in the country as well as the bibliographical and information services rendered by academic, special, public and research libraries of the area is also included in the national library. To publish catalogues of its holding in printed books, manuscripts and other materials and to serve the materials to create reading habit from child age, it plays a vital role. Besides it also acquires comprehensive, representative current foreign literature and also bears the responsibility of publishing current and retrospective national bibliography. So it can be concluded that national libraries provide leadership for the country's library system.

1.1.4.4 Special Library

The term 'Special library', means "A library which is concerned almost exclusively with the literature of particular subject or a group of subjects. It also includes libraries with the collection of particular form of materials." It may be designated in different ways such as scientific library, technical library etc. It may be designated by subject as medical library, agriculture library etc.

It may also be designated in relation to its parent institution such as research organization government agency and similar other.

L. II. Morley defines 'Special Library' as that unit in the organization responsible for locating and supplying whatever knowledge and experience that may advance its activities.

C.V. Arnold contends that "a special library is one that serves a group of readers who have an 'extra-library' existence as a group."

Thus, a special library is intended to serve a section of the community qualified by interest in particular subjects.

Objectives of Special Library

The main objective of special library is to provide informative service that enables the members of the organization to keep track of the significant development in their field of interests. This serves by providing the latest and special knowledge and information related to parent body in specific field updating and saving the time of the users. Also to organize the collection in systematic way by using special classification scheme and lexicon and subject heading, special library is aggravated.

Function of Special Library

Special library plays a vital role on the selection of sources scanning the need, fund and possible sources. The processing and promoting of technical classification, cataloguing and indexing is also the primitive aid provided by special library. Also the acquisition function of library is fulfilled by the process of gift purchasing and exchanging. Thus the special library helps the users by concerning with the literature of particular subject or a group of subjects with field of interests.

1.1.4.5 Digital Library

In the digital library, researchers would be able to work simultaneously with multiple distributed information sources that differ in content and form. And it is very high speed too. They have large sets of information from these sources, organized in ways that allow them to make rapid decisions about what is relevant and what overall patterns exist among the objects of information. (Pierre, 1958)

The use of it in the libraries and information centre in Nepal is largely confined to micro computers and database management software. More than 15 libraries have CD-ROM readers, a technology known as 'GIST' (Graphics, Intelligence Based Script Technology). It has been developed by one of the research institute called CDAC, Pune, India. This is said to be capable of solving problem. This technology is also being used to automate in the Nepal collection of Central Library Tribhuvan University, Madan Puraskar Pustakalaya.

1.1.5 Libraries in Nepal

The library of Nepal started form the period of lichhabi and Malla regime. At that time also, there were few libraries but their actual name was not given from earliest to unification by the first Shah king Prithvi Narayan Shah in 1768 A.D. The ancient writing was collected by the king Mandev of 6th century, King Amshubarna of 7th century and king Jaydev of 8th century. Those inscriptions (writing) explain that education in those days were offered in Sanskrit language and subjects taught were "Jantrism" philosophy Sanskrit grammar astrology, ritual religions Medicine, Vedic literature etc.

Those collections of literature were preserved and protected in Buddha Bihar Moths, Gumbas, Temples and Chaitays. Some of the educational materials like Tadpatra, Bhojpatra, and Manuscript etc.

Prithvi Narayan Shah had collected books and manuscripts from the states of Bhaktapur, Patan Gorkha 22 and 24 states (Baise and Chaubise rajya) in 1770 AD and took them to Hanuman Dhoka Durbar. Later king Prithvi Narayan Shah managed that library at Hanuman Dhoka. All the collected materials were given the name as "Pustak Chital Tahabil (by the late king Girvan Yuddha Bir Bikram Shah at 6th of Bhadra 1986 B.S. and by that concept of libraries has been started. In our history a famous incident concerning library called "Library Parba" (1986 B.S.) was innovated.

In 1841 AD, king Rajendra Bir Bikram Shah made added more books in the library of Hanuman Dhoka. The users of that library were king their relatives and foreigners who came for the study of Nepal.

From 1846-1950 (104 years), in this time saw the rise of Rana period, when Janga Bahadur Rana was Prime Minister of Nepal. This time was popularly known as a "period of opposition to education." Rana family was against the development of education and libraries. At 1847 JBR changed this rules and he established offices, named Munssi Khana, Jaishi Kotha for the preservation and coping of books and manuscripts. At that time Khadka Ram Joshi was librarian Meghanath Rimal was the copyist.

In 1884, Bir Shamsheer transferred all the books and manuscripts to Durbar School from Jaishi Kotha Thapathali. Then the librarian Khadka Ram Joshi was promoted to the post of Subba.

Fitjung Rana the director of Sanskrit Language education had collected books and manuscripts from the library at Rajeshwory area near Pasupati Nath temple. Prime Minister Ranadip Singh had built small library in military head quarter.

Prime Minister Bir Shamsheer Rana established Bir library from his name in 1900. It was an earliest modern library in Nepal. He developed library from his opinion.

Field Marshall Keshar Shamsheer JBR was the third son of PM Chandra Shamsheer JBR. Since 1909 Keshar Shamsheer JBR has started a personal collection of books. Now this library is popularly known as Keshar library.

In 1918 A.D. Chandra Shamsheer established Tribhuvan Chandra College in company with king Tribhuvan. Later its name was changed as Tri-Chandra College and still late known as Tri-Chandra Multiple campus. CSJBR was the first Nepali to pass Matriculation examination. According to Narayan and Shanti Mishra in 1918, there were about 15 thousand volumes of books in Tri-Chandra campus library. At present TC college library is holding more than 18 thousand books and 31 various titles of periodicals. These collections are increasing every year.

Guraju library was the first library of a Nepali priest and also the nucleus of a national library.

Singh library was also personal library of Rana family member General Singh Shamsheer Rana. Now this collection is handed over to TUCL at 1976 A.D.

Supreme Court library started since Rana rule of 1943. This library was developed and to the various legal collections and decisions and to support the legal activities of Supreme Court.

Public library was memorable incidences in Nepali history. Yog Bir Singh Hari Krishna Shrestha Baikuntha Pd. Shrestha, Laxmi Prasad Devkota and many others field joint petitions for the permission to PM Bhim Shamsheer JBR for opening up a public library in Nepal. It was big achievement for Nepali.

After establishment of Democracy at 2007 B.S., the development plans were made. Many of the academic institutions like schools and colleges were established in different places with the establishment of any educational sectors. People gradually began to start libraries. Now a day there are number of school and colleges are established. Many university and research centre are developed.

Before 1950, there were 310 middle schools, 11 high school, and 2 colleges. These institutions were mainly responsible for starting of library in different parts of the country.

Among all of the academic libraries Tribhuvan University central library has the largest collections of documents in Nepal. It possesses a rich collection of some 2,84,000 documents, rare manuscript, thesis, publication on Nepal, Nepali literature etc are special collections.

It is also a depository library in Nepal for the United Nations collections. Text book collection, Tribhuvan University archive collection, American Studies and Nepali Journal collection are some of the prominent special collection of the library.

It is the national Agency offer issuing International Standard Book Number (ISBN). It has distributed ISBN numbers to more than 8140 Nepalese publications since the ISBN system began in January 2000.

The library has planned to develop it as a best research library to meet the requirements of students, researchers and scholars of Nepal.

1.2 *Statements of the Problem*

Library is the main source for dissemination of knowledge. The effectiveness of the library is depending upon the strength of the library. The strength of the library can be measured by the collection of books for example journal, magazine, different types of books, audio, video, internet facilities, which is managed by the professional person adopting IT system for efficiency of the library. This study is focused to find out the existing condition of libraries and on the use of modern information technology and resources and services of the libraries. Thus the researcher has identified the following major problems:-

- Secondary school libraries lack sufficient collection of materials to meet the aims and objectives of the schools.

- Such secondary school libraries are unaware about hiring professional librarians for the effective management of the library.
- The library users do not have adequate knowledge about library use for example the skill of using library, and of course they do not have sound purpose of visiting library.
- Most of the users are either unaware of the reference materials or do not find them in their library because of lack of the materials or mismanagement, hence it causing reluctance to use the library.

1.3 *Objectives of the Study*

The specific objective of the research is to focus and analyze the reference resources and services for effectiveness of library service of four well known secondary school libraries of Kathmandu valley. The other objectives are as followings:-

- To find out the pattern membership and used by library collections by the users.
- To find out the professional skill used by the librarians in the schools.
- To find out the strength and weakness of reference resources, services and other types of materials.
- To compare and contrast the library use pattern of secondary level students of four school libraries.
- To recommend for further suggestion.

1.4 *Significance of the Study*

As the potentialities of the school library have been identified as an important instrument in the field of education, almost all the school feels the need for a school library and its study in supplementing its educational program. As the aim of secondary education is to train the youth of the country to be good citizens who will be complement to play their part effectively in the social

reconstruction and economic development of the country. So the researcher has mainly focused on the secondary level students and how much they have been provided facilities through the library education. This study supports students to meet the intellectual challenges. The study may create a ground to understand the contribution in school level education of nation in order to justify the quality education they have been providing. It is helpful to find the problems faced by the library, to guide, to look into the library activities, resources, allocation, existing facilities and usefulness of professional library staff. This study may help to provide the guidelines for carrying out further research on similar topic.

1.5 Limitation of the Study

This study is mainly focused on school level education and also the observation and problems seen on different school libraries of Kathmandu valley. The schools considered for observations are Ratna Rajya (R.R) H.S. School, Budhanilakantha School (BNKS), Graded English Medium School ('GEMS') and Rosebud School. This study mainly focuses on the user's view about reference resources and services of these schools of academic session 2065.

Due to limited time frame, resources and scope, the study is based on only the activities related with the services provided by the libraries of the school. The study has been concentrated only on the strength of collection of library material and the study is carried out between May 2008 - March 2009.

1.6 Organization of the Study

Sequence of the topic and sub topics of the study have been organized in suitable manner so that the study could be easy to understand. The definitions of the terms are also given to help the readers. This study has organized according to the format and census given by the Central Department of Library and Information Science, TU.

The study has been divided into six chapters which are as follows:

Chapter 1: Introduction

This chapter is presented with background of the study, statements of the problems, objectives, significance and limitation of the study.

Chapter 2: Literature Review

The second chapter presents literature review relevant with the study. The literature review is one of the most important aspects of any research.

Chapter 3: Understanding of the Subject (Focus of the study)

This chapter is presented with the focus of study. This study is mainly focused on school level education view and problem seen on different school libraries in Kathmandu valley.

Chapter 4: Research Methodology

The fourth chapter offers the research methodology which incorporates research design. Research design is an overall framework or plan for the activities to undertaken during the course of a research study such as population of the study, sources of data, sampling procedure, data collection procedure and data analysis procedure.

Chapter 5: Presentation and Analysis of Data

This chapter outlines the analysis, presentation and interpretation of findings of an experimental process for the secondary level education. In this study, a comparative study has been made of the certain specially four academic libraries in terms of user's attitude towards their own interest.

Chapter 6: Summary, Findings, Conclusion and Recommendation

Finally, the six chapter presents summary, findings, conclusion and recommendation of the study.

1.7 *Definition of Terms*

Education

Education is the light of life. Every civilization and the inventions of this world have been succeeded through the knowledge that is gained by the education. Education is not only the lectures given in the classroom but also includes all the positive attributes gained in the society.

Library

Library plays a crucial role in an academic institution. It is the heart of the institution and an indicator of its quality and standard. It should be a quiet place an environment which encourages study and reading, furnished and equipped for comfortable use, it should be very much more than a store-room and distributing centre for books.

Academic Libraries

A library attached to an academic institution which is engaged in teaching, learning research and imparting formal education to students who desire to complete a particular course under a prescribed syllabus, is known as academic library such as libraries of university, college, school and research centers.

School Library

A library attached to a school is known as a school library. It promotes the reading habits among children. The purpose of school library is to provide self- education.

Secondary Level

Secondary education generally refers to Grade 6 -12, covering three distinct levels of education, i.e. lower secondary, secondary, and higher secondary education. Especially in secondary level students that of class 9-10 .The school is an active, direct and formal agency of education. It has evolved as a

“residual institution to catch up and preserve social patterns otherwise in danger of loss or neglect.

Resource Centre

Resource centre is not new concept in the field of libraries. It was identified by term ‘library co-operation’. Today’s libraries generally have insufficient resource to meet the needs of the time. The growth of knowledge as well as the increasing cost of acquiring library materials and organizing them for use gave rise to resource sharing.

Reference Books

Books like dictionaries, encyclopedias, gazetteers, year books, directories, concordances, indexes, bibliographies and atlases, which has been compiled to supply definite pieces of information of varying extent and intended to be referred to rather than read through and other word reference books which have been kept for reference only and have not been allowed to use outside the building.

Reference Collection

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

Reference Service

All the functions performed by a trained librarian employed in the reference section of library to meet the informational need of users. The purpose of reference service is to help a library’s clientele use its collections effectively to meet their information needs.

Data

The result of observation or measurement by human brain in action is called data. The indication or record of occurrence of a fact or an event or an attribute of something concrete or conceptual is also data.

Information

Information as knowledge, intelligence, facts or data which can be used, transferred, or communicated. It is derived from experience, observation, interaction, and reading and has several basis questions. (Harman, 1972)

Information Technology

The technology associated with the handling of information. The UNESCO definition of this term is "The scientific, technological and engineering disciplines and the management techniques used in information handling and processing, their applications, computers and their interaction with man and machines and associated social, economic and cultural matters". (Encyclopedic dictionary, 1995)

Library Classification

Library classification is the arrangement of knowledge into specific groups or system. The use of classification allows library users to browse shelves to find additional items close by on the same or related subjects. (Ali, 1969)

Library Cataloguing

The catalogue of a library is undoubtedly its most important record. A good cataloguing enables both users and library staff to effectively utilize the library's resources.

References

- Dawra, Manisha (2004). *Library Science Functions and Practices*. New Delhi: Rajat Publication.
- Encyclopedia of Information and Library Science*. - New Delhi: Akashdeep Publishing House. Vol.13, 1993, P.2672
- [http:// www.wikipedia.com](http://www.wikipedia.com)
- Karki, Madhusudan (2002). *The study of Emergences and development of libraries, information Centers and Information professionalism*. Agra: Bim Rao Ambedkar University p.54
- Khanna, J.K.(1992). *Library and Society*. New Delhi: Ess Ess publications.
- Kumar, Krishan (1978). *Library Manual*. New Delhi: vikas publishing house, p.30
- Kumar, Krishan (1987). *Library Organization*. New Delhi: Vikas. Publishing House, p.1
- Lexicon (1983). *Universal Encyclopedia*. v. 12, p.374-75
- Pierre, Bourgeois (1958): *UNESCO: National Libraries: their Problems and Prospects*, p.2
- Ranganathan, S.R. (1940). *Reference Service and Bibliography*. Madras Library Association, v.1, p.25
- Ranganathan, S.R. (1973). *New education and school library*. Vikas publishing House
- Shera, H. (1972). *Foundations of Education for Librarianship*. New York: Becker & Hayes.
- UNESCO, (1966-1967). *Statistics libraries*, p.1

Chapter – II

REVIEW OF LITERATURE

2.1 *Review of Literature*

Review of the literature is an essential part of all studies. It is a way to discover what other research in the area of our problem has uncovered. A critical review in the literature study helps the researcher to develop a thorough understanding and insight of previous research works that relates to the present study. Not any research can be completed without the literature review. (Wolff/Pant, 1975)

A school library means for the child making familiar with the new world of spiritual, cultural and technological adventures untold by the teachers about resources and power. It means for the school, a new atmosphere of learning and a new vision of intellectual things. It is the home elements of common interest and development of the habit of reading for its artistic value also. It also refers public library for a growing intelligent patron. Unless the habit of reading is developed in the school children, there would be little or no demand on the part of the adults for a public library (Wilson, 1933)

Reading habits eventually develops the willingness and eagerness in the children to learn and invent ideas possible as per their vision.

The result of modern re-thinking on education is to make the library the heart of the school, from which every activity in the school radiates and by which it all gets irradiated. (Ranganathan, 1962)

To conduct any academics activities on the school, library plays vital role providing information and sources.

Frances Henne has presented, “the belief in the right of every boy and girl to have the pleasures, the understandings and the experiences that come from sharing the best in the recorded impressions and expressions of mankind.”(Library trends, 1975)

Library is the compilation of histories, biography, novels, reviews and other collections that can be useful executing in practical life. So, library benefits the people to understand the living standards, rights of human beings and also to implement that socially in their private life.

Library services in academic libraries are measured to provide complete back-up support for teaching and research works. Academic library is not only the basis of teaching and study it is the essential condition of research without which additions to knowledge cannot be made.

The aim of secondary education is to train the youth of the country to be good citizens who will be competent to play their part effectively in the social reconstruction and economic development of their country

Those responsible for the reorganization and development of secondary education in the country are trying to develop a thinking child, one who can conduct himself properly in the democratic society, and can participate in its activities in other words a well trained citizen should be the outcome of the training the child receives in the school.

According to S.R. Ranganathan "in a school that educates pupils for a changing world the school library should be like a workshop." (Trehan 1965)

Really the school library is not only the place where students are benefited with the theoretical knowledge and information but also the place where they could employ their knowledge into practice.

John Dewey in his book "The School and Society" white expounding the basic principles of new education and society." While expounding the basic principles of New Education describes library as the heart of the school and it is to this centre describes library as the heart of the school and it is to this centre that pupils bring their varied experiences, problems and questions and their discuss and pursue them in search of new light from the experiences of others and especially from the accumulated wisdom of the word, garnered, arranged and displayed in a library. The new education requires for its

fulfillment a fully selected and well- conducted library and expects the teacher to know where to stop and what to with-hold, so that pupils are left with a real guidance to complete in the library what they have started in the class. (Trehan, 1965)

As almost all the academicals activities of the school is conducted through the library materials and only the theoretical knowledge is not sufficient, the students should also be shown the modern technological changes update. So there should be possession of materials to help the students through the teachers to solve the problems, curiosity and questions.

The educational system needs to be changed so that the school library becomes hub of the activities in the school. The role of the principles and higher authorities is extremely important in this regard. They should do all that they can to convert the school library so that it becomes a hub of the activities in the school. The librarian makes or mars the library .Therefore, his selection and training should get due attention. He should know his job and be willing to go out of the way to encourage the students and teachers to use the library to the maximum. So, effective librarian is the key to efficient and effective libraries services, he must understand the psychology of children and have the ability to manage and direct them. Among essential qualities, he must possess a wide variety of interests, vitality, personality, tact, imagination, enthusiasm, energy, and ability to work with children and adults.

There are several areas where the presence of a school library has an impact, including students' reading habits, use of materials for non-school-related activities, and academic performance. The school libraries visited is both successful examples of how important the rural school library can be to the development of a reading culture. Implications of the findings are discussed in detail. ([http_www.cmceraldinsight.com](http://www.cmceraldinsight.com))

Libraries contribute significantly to the advancement of civilization. Since human beings began to record ideas and information for later recall, collections of those records, consisting of a few items or millions, have been viewed as important in preserving the memory of society. Records have been

kept throughout the world for five thousand years, and though each period and locality is distinct, many issues, such as preservation and classification, are the same.

School Library service at the secondary level has developed through various forms and stages for over one hundred years. It did not spring up automatically with the high school, nor was it sponsored by librarians alone. It has had periods of rapid development and of slow growth. Changes in educational philosophy and further understanding of reading through research have also influenced the evolution of the school library program. The literature of the subject shows a gradual but distinct shift of function from that of providing a reference collection of books to a plan which helps bring about alterations in student behavior. (Viola James, 311)

IFLA (2000) has pointed out, "The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge based society. The School library equips students with life-long learning skills and develops their imagination, enabling them to live as responsible citizens".

Ambili (1994) has given that school libraries are social institutions charged with the duty of providing the means for practical self-education of one and all.

CILIP (2004) has supported the school library is the heart of a school, which itself has learning at its core, and good libraries can empower the learner.

Isingoma (1995) has written that a former senior inspector of schools, in fact suggests the coordination of all educational resources, particularly school level resources through the maintenance of comprehensive databases, the production of catalogues, provision of information services, and administration of collections. But this co-ordination requires a policy to guide its implementation country-wide.

ALA (1960) has supported by American Association of School Librarians, its standards for school library programs, a school library should serve as an instructional materials' center. Therefore, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books the literature of children, young people, and adults other printed materials, films, recordings, and newer media developed to aid learning. The function of an instructional materials center is to locate, gather, provide and coordinate a school's for learning and the equipment required for use of these materials.

"Library is a social enterprise whose mission is to offer specialized services to students, professors, researchers and managerial staff in order to satisfy their educational and information needs by means of human and technological resources, which contribute to improvement of plans and programs for instruction at pre and postgraduate levels and for research."<http://emeraldinsight.com>)

Library should have mission and objective about to whom it is targeted. Relevant material should be collected on the basis of its objective so the more users are benefited with the relevant, pinpointed and exhaustive information. For that purpose a library should have at least three things; staff, user and collection.

Mrs. Nirmala Shrestha (2003) has highlighted the importance of library to the public in her article entitled "Library and information science education and manpower development in Tribhuvan University" which was published in NUTA journal. According to her, "Library and information centre plays a vital role in education, research and economic development of the country. It is now well recognized fact of our life. The need of library and information system and services can not be avoided in all areas of knowledge. Libraries and information/documentation centers are today located at the government offices, universities, NGO, INGO, colleges/campuses etc. These canters need

to be managed systematically and scientifically. Therefore, high level manpower in library science has felt by TU.

Libraries are the most important intellectual resource to the academic community of an institution. Library plays an important role to cultivate academic atmosphere in the campus." Collection of books should be regarded as a precious treasure of an academic institution. The collection should be reviewed and revised periodically in order to make it up to date.(Jain, M.K. 1998).

Association of School Librarians as reviewed by Humayoon (1994) endorsed the need for a school library in these words: 'To serve to meet the needs of pupils, teachers and community, provide library materials and services appropriate to them, and stimulate and guide students in all aspects of reading; to help students develop helpful interests and acquire desirable social attitudes, help students/pupils become skilful users of libraries.

References

- Ambili, K.S. (1994). *"The role of libraries in secondary education"*. Role of Libraries in Education, Beacon Books, New Delhi.
- American Association of School Librarians. (1960). *Standers for school library programs*. Chicago, p. 11-12.
- Chartered Institute for Library and Information Professionals (CILIP) (2004). *Guidelines for Secondary School Libraries*. Facet, London.
- <http://www.emeraldinsight.com/0307-480.htm>
- [http_www.emeraldinsight.com](http://www.emeraldinsight.com)
- Humayoon, K.S. (1994). *"School library development in India: some facts and suggestions"*, Role of Libraries in Education, Beacon Books, New Delhi.
- IFLA (2000). *The School Library in Teaching and Learning for All: the School Library. Manifesto*, UNESCO, Paris.
- Isingoma, P.K. (1996). *Landmarks in School Library Development in Uganda 1963-1996 and Agenda for 21st Century*. MOES, Kampala.
- J. Leitch, Wilson. (1933). *Educational Commissioner* Government of India: Calcutta
- Jain, M.K. (1998). *"Library and information Services in India"*, Delhi: Shipra.
- Library Trends (1953). Vol. 1, No. 3, January.
- Ranganathan, S.R. (1962). *Sociology of school Library-The Educational Review*. Madras.
- Shrestha, Nirmala. (2003). *The role of TU in Developing Library and Information Science Education.....Commitment*. NUTA journal, Vol.2, No.2, Kathmandu.

Trehan, G. L. /Sharma, T. R. (1965). *Of school libraries in India*. Delhi: Sterling, p.7

Viola, James. *Service at the Secondary level*.p.311

Wolff, H. K. and Pant, F.R. (2005). *Social Science Research and Thesis Writing*. Kathmandu: Buddha Academic publishers and distributors, p. 39

FOCUS OF THE STUDY

3.1 *Focus of the Study*

Modern education in Nepal began with the establishment of the first school in 1853. However, this school was only for the members of the ruling families and their courtiers. Schooling for the general people began only after 1951 when a popular movement ended the autocratic Rana family regime and initiated a democratic system. In the past fifty years, there has been a dramatic expansion of educational facilities in the country. As a result, adult literacy of the country was reported to be 48.2% (female: 34.6%, male: 62.2%) in the Population Census, 2001, which increased by 5% in 1952/54. During the inception, there were 300 schools and two colleges with approximate ten thousand students in 1951. This record was replaced by 26 thousand schools (including higher secondary), 415 colleges, five universities and two academies of higher studies. Altogether 5.5 million students are enrolled in those schools and colleges who are served by more than 150 thousand teachers.

Despite such examples of success, there are problems and challenges. Educational management, quality, relevance, access are some of the critical issues of education in Nepal. Societal disparities based on gender, ethnicity, location, economic class, etc. are yet to be eliminated. Resource crunch has always been a problem in education. These problems have made the goal of education for all a challenge for the country. The formal education system before higher education in Nepal is divided into five levels:

- 1) Pre-primary or early childhood education
- 2) Primary education (Grade 1-5)
- 3) Lower secondary education (Grade 6-8)
- 4) Secondary education (Grade 9-10) and
- 5) Higher secondary education (Grade 11-12)

Secondary education generally refers to Grade 6 -12, covering three distinct levels of education, i.e. lower secondary, secondary, and higher secondary education. While after higher secondary level, the education level is divided as:

6) Bachelors (three or four years)

7). Masters (two years)

8). Ph.D (two years)

This study is focused in four academic libraries of Kathmandu valley. The library is a part and parcel of a school set up. It exists to serve the objectives of its parent organization. A school library can play a very important role in helping the educational system to achieve its goals and aim of a good school library is to become a force for educational excellence. The study has focused on four schools in order to accomplish more information within the limited time and budget. The researcher has selected Shree Ratna Rajya Laxmi Devi Higher secondary school (R.R School), Baneshwor-10, GEMS* (Graded English Medium School, Dhapakhel), Rosebud school, Buddhanagar-10, and Budhanilakantha Higher Secondary School (BNKS). These all schools are situated in Kathmandu valley. The following descriptions of the respective schools give us more details.

a) Shree Ratna Rajya Laxmi Devi Higher Secondary School (R.R)

Shree Ratna Rajya Laxmi Devi Higher Secondary School was established in 1961 A.D. at mid baneshwor-10 Kathmandu. It is the oldest and popular school of Kathmandu valley. It has passed 48 years in education sector. It has also helped struggling poor students in building up their career .The school has altogether 100 staffs and 3000 students. It provides education from nursery to twelve classes.

b) Budhanilakantha School (BNKS)

Budhanilakantha School was established in 1972 A.D. This school is running in the 35th year as the centre of excellence, imparting the best education to all

sections of the Nepalese society, providing scholarship to one third of the total meritorious students. It is a completely non-profitable National institution with a very committed Principal, experienced SMT (Senior Management Team), highly trained teachers, hardworking supporting staffs and dedicated students. The spirit at Budhanilakantha School has always been clear amongst the students, teachers, supporting staffs and parents. Budhanilakantha School is located in the peaceful environment of Budhanilakantha in the Kathmandu valley of Nepal. Its aim is to be the centre of excellence. The important aspects of this school include the behavior and traits of its students. This school has a great responsibility of developing creative minds, good manners and sense of co-operation in the students. This school is a common platform in which students from different parts of the country are enrolled to build up their career.

c) Graded English Medium School (GEMS)

Graded English Medium School (GEMS) was established in 1984 A.D. at Sanepa height possessing great view of the Kathmandu Valley. In 2000 A.D., they shifted all its senior classes as well as boarding sector to its own complex spread over 110 ropanies of land situated at Khumaltar, Dhapakhel-1, Lalitpur. While that of GEMS school is divided into six levels with two shifts. These are:-Primary, Lower- secondary, secondary, A level, 10+2 and BSMD (Bachelor Science of Medical Doctor).

d) Rosebud School

Established in 2049 B.S, Rosebud school is a co-educational institute offering education from the primary level to Grade 10. Rosebud currently has about 800 students from 1 to 10 located at Buddhanagar, Thapathali. The school is spread over 20 ropanies with top class facilities for quality education. The year 2006 was momentous for Rosebud school. After operating school for 14 years in rented premises at Ghattekulo, it moved to its own promise at Buddhanagar. The number of students in the school increased from about 200 to 800. The Complete Schooling Program (CSP) aim is to help every student to attain his/her fullest potential. It believes in holistic development by focusing

on three distinct and critical areas of child development: intellectual, kinesthetic and emotional. At school the children acquire knowledge, develop learning skill, and serve healthy meals and also are made engaged in exercise and sports.

3.1.1 Comparison of the Study

The researcher has visited all these four school and observed the educational systems mainly focusing on the library services provided by the schools. During the survey, the following conclusions were made about the different schools.

3.1.1.1 Education Level

Education Level of R.R school is divided into four levels with two shifts. These are:-Primary, Lower- Secondary, Secondary and Higher - Secondary. Budhanilakantha School provides education from class four to twelve. According to the rules of school, all students must stay compulsorily in the hostel provided by the school. This school is divided into four levels with two shifts. These are:-Primary, Lower- secondary, secondary, Higher- Secondary level. While that of GEMS school is divided into six levels with two shifts. These are:-Primary, Lower- secondary, secondary, A level, 10+2 and BSMD (Bachelor Science of Medical Doctor). Similarly education level of Rosebud school is divided into three levels with only one shift. These are:-Primary, Lower- Secondary, Secondary. After the completion of the school activities, the non -boarder students leave for home and the boarders have for boarding houses.

3.1.1.2 Opening hour of schools

Opening hour of R.R school is from 6am to 10 am for Higher-Secondary and from 10:15 am to 4 pm for all school levels. While opening hour of BNKS is from 8:15am to 3:45 pm for all school levels. GEMS school opens from 7am to 3 pm for A level, +2 and BSMD and from 8 am to 4 pm for all school levels. Similarly Rosebud school begins from 8.30 am to 5.00 pm.

3.1.1.3 Library Opening Hour

Library opens from 6am to 2 pm for both shifts in R.R school. Total students of R.R are 2500 and only higher-secondary students do have membership of library and it is not necessary for school level students. Total students of BNKS are 900 and opens for 8:30am to 6pm. All students, teachers and staffs contain membership of library. All the schools are closed every Saturday and in other government as well as local holidays and sometimes it is closed according to the rules and activities of the schools. In GEMS school, library opens from 9am to 4 pm for both shifts. Total students of Gems are 3000 and all students, teachers and staffs are having membership of library. Also in Rosebud school library opens from 9am to 5 pm, where 800 students are enrolled. While library opens from 9 am to 5 pm for both shifts.

3.1.1.4 Collection of Library

In R.R school all together there are availability of 500 text books and 50 reference books in the library. Other types of collections are newspaper, periodical, sport's materials and others. While there are 5,000 text books and 5,000 reference books available in the library of BNKS. Other types of collections are fiction, periodical, project report and others. All together there are 13,000 text books and 2000 reference books available in the library of GEMS school. Other types of collections are fiction, periodical, project report and others. In Rosebud school there are all together 3000 books and 1000 reference books available in the library. Other types of collections are fiction, periodical, project report and others.

3.1.1.5 Library period

In R.R school library period is not compulsory for all students everyday. But in other all three schools, library period is compulsory for all students in each day. So to maintain the flow of students, different schedule is allocated for different class groups.

3.1.1.6 Library Budget

The data of financial budget of school library is taken by inquiring the librarian. According to the librarian of the school, the annual financial budget of the R.R school library depends upon the school budget. According to the librarian of the BNKS and GEMS school, the annual financial budget of both school libraries allocated amount is NRs.2, 00,000. While that of Rosebud school allocated amount is NRs.1, 50,000.

3.1.1.7 Library System

In R.R school, card system is only for higher secondary level and each book can be issued for one week. But there is no card system for secondary level. While in all other three schools BNKS, GEMS and Rosebud there is card system in the library and each book can be issued for a week. Among the students, library is mostly used by the secondary level students.

3.1.1.8 IT Services

There is no internet facility in R.R school. Also in BNKS and GEMS school, there is no internet facility in the school but they have well equipped computer laboratory. But in Rosebud school there is internet facility. Almost entire student are familiar with internet service and internet is mostly used by the secondary level students in Rosebud.

3.1.1.9 Efficiency of Librarian

One semi-professional librarian is appointed in the R.R and Rosebud schools in library section for maintaining the library standard. Meanwhile some semi-professional librarian work for school level in the library of BNKS School. While one professional librarian for higher education and another semi-professional librarian for school level are appointed in the GEMS school's library. This provides good assist for all types of users.

3.1.3.10 Reference Collection

The reference collection mostly includes reference books. The reference section of R.R school library has around 100 books only. While the reference section of BNKS school library has altogether 5000 books as well as encyclopedias, dictionaries, year books, directories, handbooks, newspaper etc. Similarly the reference section of GEMS school library also includes encyclopedias, dictionaries, year books, directories, handbooks, newspaper etc with 2000 reference books. While the reference section of Rosebud school library has around 1000 only including like dictionary, year books directories etc.

3.1.3.11 Reference Service

Reference service means a process of establishing contact between a reader and his documents in a personal way. There is very appropriate reference service in all the researched schools' library. A modern library is regarded as a service institution. Its aim is to enable the users to make the most effective use of the resources and services of the library. In order to convert potential users into habitual users, it is essential to establish a desired kind of contact between the users and the document. While visiting the library of all schools, the reference service is found well by the researcher.

Chapter – IV

RESEARCH METHODOLOGY

4.1 Introduction

Human nature is always curious to learn, understand and investigate the phenomenon raising the questions like how, what, why, when, etc. This is the mother of knowledge. The method, in which man employed for obtaining the knowledge of whatever the unknown, can be termed as research.

Research is a method of critical thinking by defining and redefining problems, formulating hypothesis or suggesting solution, collecting, organizing and evaluating data, making conclusions to determine whether they fit the formulated hypothesis. (Joshi, 2003)

According to John W. Best, “Research may be defined as the systematic and objective analysis and recording of controlled observation that may lead to the developments of generalizations, principles or theories, resulting in prediction and possibly ultimate control or events.” (Dila Ram, 2002)

Thus, research is the process of a systematic and in-depth study or search of any particular topic, subject or area of investigation in different ways for relevant data.

In this study, a comparative study has been made of the four academic libraries in terms of user’s attitude towards their reference resources and services.

So, this chapter deals with the research methods of the study as a research design, population, sampling, data collection and data analysis procedure.

4.2 *Research Design*

A research design is the arrangement of conditions for the collection and analysis of data that aims to combine relevance to research purpose with economy in procedure. Research design is the plan for the activities to be undertaken during the course of a research study. The research design serves as frame work for the study, guiding the collection and analysis of the data, the research instruments to be utilized and the sampling plan to be followed. Specifically speaking, research design describes the general plan for collecting, analyzing and evaluating data. (Wolff/ Pant, 2005).

The researcher has focused especially in secondary level students that of class 9-10 .The school is an active, direct and formal agency of education. It has evolved as a “residual institution to catch up and preserve social patterns otherwise in danger of loss or neglect (Brubacher).”

A school is an energetic community centre, radiating life and energy all round”, and “a well conducted school is a happy home.” (B.K Joshi).

Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. (Kerlinger, 1986)

Both exploratory and descriptive research design have been used for this study. Exploratory research explores in the basis of previous idea through literature review and it informs the individual about new and real factors. The study has also identified and displayed the attitudes of sampled unit in the services and collections of the existing library through questionnaire and interview survey. The purposed study described and analyzed the specific aspect of the problem. So, the research design applied for the study is descriptive and analytic in nature. Hence, the study is scientific and descriptive.

Now a days there is an increasing tendency on the part of students and teachers to do research. The selection of a research topic is the first and foremost problem that the prospective researchers face. A researcher attempting to solve his/her problem should necessarily prepare a plan which will help him/her to attain his ultimate motto. This plan is nothing but a research design. Thus, the research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance. The design may be a specific presentation of the various steps such as selection of research problems, the formulation of the hypothesis, conceptual clarity, and methodology, survey of literature, bibliography, data collection, interpretation, presentation and report writing in the process of research.

4.3 *Sources of Data*

The major sources of data for this study are primary as well as secondary. The primary data are collected for the first time as original data which refers to the purpose of certain study or information and field survey, using the questionnaire and taking interviews, observations by or under the direct supervision. Dissertation, thesis, articles, books, journals, prospectus, brochures, websites etc are the sources of primary data collection. The secondary data are collected from librarian of the different school libraries. A survey research method is conducted for the completion of objective of the study. For the purpose of study, two sets of questionnaire are prepared. The first set of questionnaire is targeted to schools' library users. Out of 140 sets of questionnaire distributed to library users of four selected schools, that is 35 sets of questionnaire to each school, only 120 sets of questionnaire are returned by the respondents. Similarly, the next sets of questionnaire are developed for library staffs. The information are collected from these staffs by using either of three methods like direct telephone conversation, through email and by personal visit. Data are collected from both primary and secondary sources. Out of total, 85% of the targeted populations are participated. The information and data collected from the respondents are presented in tables, graphs and charts. List of questionnaire as designed to the library users and library staffs are presented in Appendix-1 and Appendix-2.

4.4 Population

During the process of research, total students of RR school are 2500 among which students of secondary level that is of class 9 and 10 are 550. Similarly total students of BNKS School are 900 enrolling secondary level students numbered 200. While students studying in Rosebud school is 800, among which studying in secondary level are 200. Similarly total students enrolled in GEMS school are 3000 where 500 students are studying at secondary level.

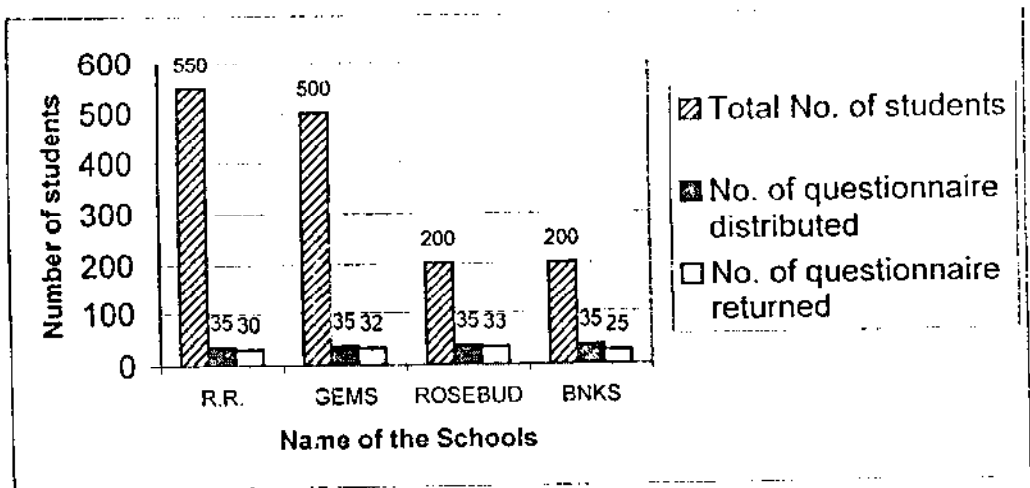
This investigation on student of Secondary level students, concerned with reference of resources and services of four school libraries in the Kathmandu valley, there are altogether 1450 secondary level students. Among them, only 140 students are distributed questionnaires out of which only 120 questionnaires are returned back. The detail is as shown table as under.

Table- 1: Number of Questionnaire Distributed and Returned by Students

Schools	Total No. of students	No. of questionnaire distributed	No. of questionnaire returned
R.R.	550	35	30
GEMS	500	35	32
ROSEBUD	200	35	33
BNKS	200	35	25
Total	1450	140	120

Source: Fields Survey, 2008

Figure-1.1: Number of Questionnaires distributed and returned by the students



4.5 *Sampling Procedure*

In this study, the researcher has selected four academic schools. The researcher has applied random sampling procedure for this study in which the questionnaires are distributed to 140 students that is about 10% of the total secondary students. Out of 140 questionnaires, 120 are returned back. And the entire 120 returned questionnaire included filled form for the analysis purpose of this study.

4.6 *Data Analysis Procedure*

The analysis is based on 120 responses received from the students. After the collection of primary and secondary research data, required information are organized in a systematic order for analysis. Editing, coding, classification, categorization etc are some of the procedures for analysis. The complete filled up questionnaire are checked to ensure if the result is accurate, consistent, and reliable and the incomplete formats for analysis of data are rejected. In this study, descriptive and analytical methods are used for presentation of collected data and for information, simple statistical tools are used.

4.7 *Effectiveness of Secondary Level's Education*

Students of secondary level should have extensive use of library with good inflow and outflow of books within the group and circle. Students do have habit of using the library while studying in small group for combined study, during school hours and also on the leisure between the classes. Students are more motivated to get feedback from the respondent which is evidence of motivation and also get prudent idea about the utilization of library resources over time which is evidence of progression. Further the students may feel very comfortable for regular use of library that indicates evidence of independence.

Students refer the library when they become the competitive candidate during extra-curriculum activities such as informal group discussion, literacy instruction, stage presentation and many more. Sometimes students use the library simply to spend their time with productive way like reading the

favorite books, articles, journals, newspaper as well as update the recent happenings.

Furthermore, conclusions were also drawn like the library users read with more concentration and more especially when they are at library. They can form a group with people of similar motives for more conversation and discussion. Even the teachers may have good passing time when they don't have enough peace place at the schools or college during their off hours or leisure. It can be a good junction for the interaction of students and teachers. If libraries are opened between classes, evenings and weekends, all the library users can be updated at each time with recent news.

Library provides a comfortable space for freedom on preparing project works, investigation of new ideas with more systematic and effectiveness.

References

- Bhandari, Dila Ram and Kharel Khom Raj (2002). *Reference book on research methodology and statistical methods*. Kathmandu: Dhaulagiri Books and Stationary, p.1
- Chanda, S.C. (2005). *NTT Manual*. International Publishing House, p.24
- Joshi, P. R. (2003). *Research Methodology*. 3rd ed. Kathmandu: Buddha Academic Enterprises, 3rded, p.4
- Wolff, H. K. and Pant, P.R. (2005). *Social Science Research and Thesis Writing*. Kathmandu: Buddha Academic publishers and distributors. p. 39

ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS

5.1 *Presentation, Analysis and Interpretation of Findings*

This chapter deals with the analysis, presentation and interpretation of the study. Here, the collected data have been presented in tables and figures and same have been analyzed and interpreted.

During the process of research, total students of RR school are 2500 among which students of secondary level that is of class 9 and 10 are 550. Similarly total students of BNKS School are 900 enrolling secondary level students numbered 200. While students studying in Roscbud school is 800, among which studying in secondary level are 200. Similarly total students enrolled in GEMS school are 3000 where 500 students are studying at secondary level.

This investigation on student of Secondary level students, concerned with reference of resources and services of four school libraries in the Kathmandu valley, there are altogether 1450 secondary level students. Among them, only 140 students are distributed questionnaires out of which only 120 questionnaires are returned back.

The questionnaires are distributed to the students and the library staffs of the respective schools. The study is based on sample basis, which is thirty percentage of total population of the respective schools.

5.2 *Membership of Library:*

The research made to find if the students are having the membership of school's library or not. So the question, 'are you the regular student member of your school library?' was at the forefront to the students. The data collected from the research confirmed that almost all the students contain membership in the school library.

Table- 2: Total Number of Students with Membership in the School Library

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent (%)
Yes	25	30	32	33	120	100
No	0	0	0	0	0	0
Total	25	30	32	33	120	100

Source: Field Survey, 2008

Figure- 2.1: Membership and Non-Membership of Students of School library (in Number)

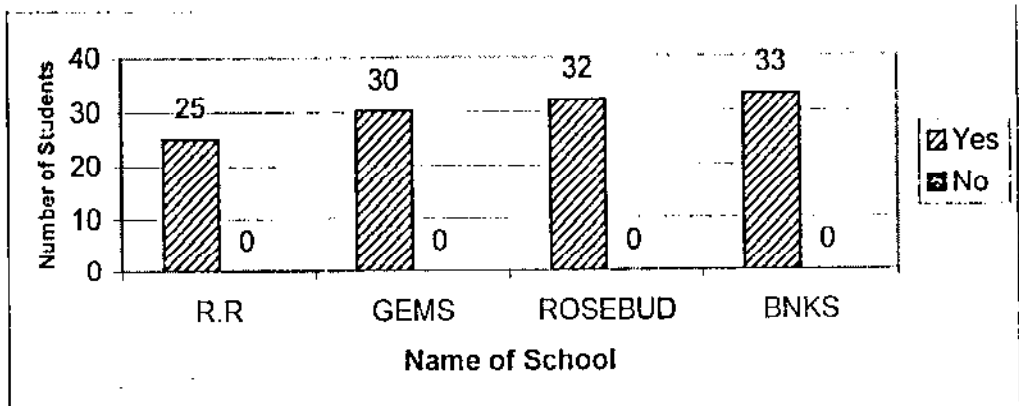
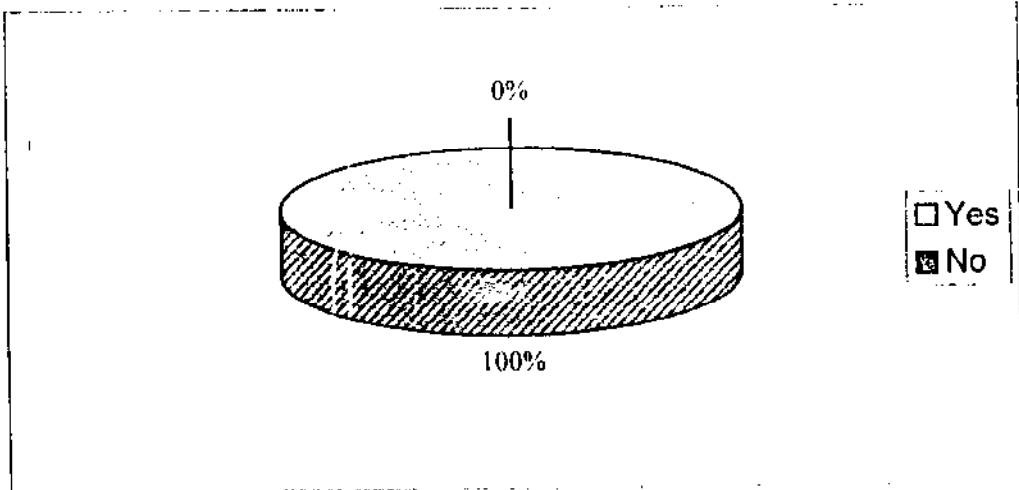


Figure -2.2: Membership of Students of School library (in Percentage)



Hence, 100 % of the students show their awareness for membership of library or the schools might have made compulsory for membership. This was found to be positive remarks of the research.

5.3 Degree of Usefulness

Different answers are received from the student on the query of 'do you know about library and how to use library?' and their answers are summarized in 'yes', 'no' and 'to some extent'.

Table -3: Usefulness of Library in Schools

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent(%)
Yes	15	15	20	16	66	55.00
No	5	8	7	10	30	25.00
To some Extent	5	7	5	7	24	20.00
Total	25	30	32	33	120	100.00

Source: Field Survey, 2008

Figure-3.1: Usefulness of Library in School (in Number)

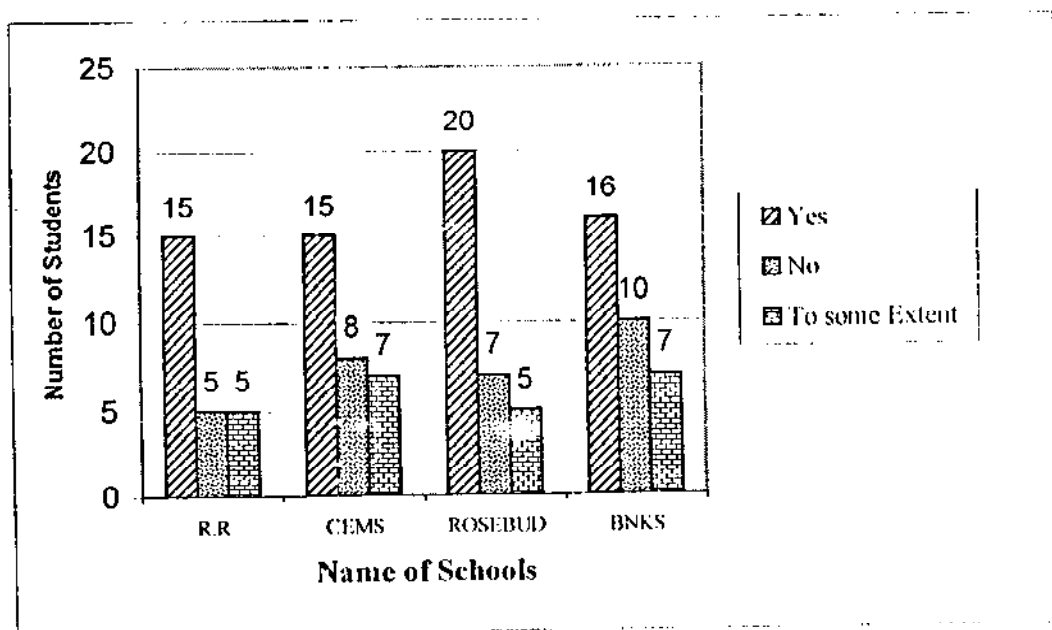
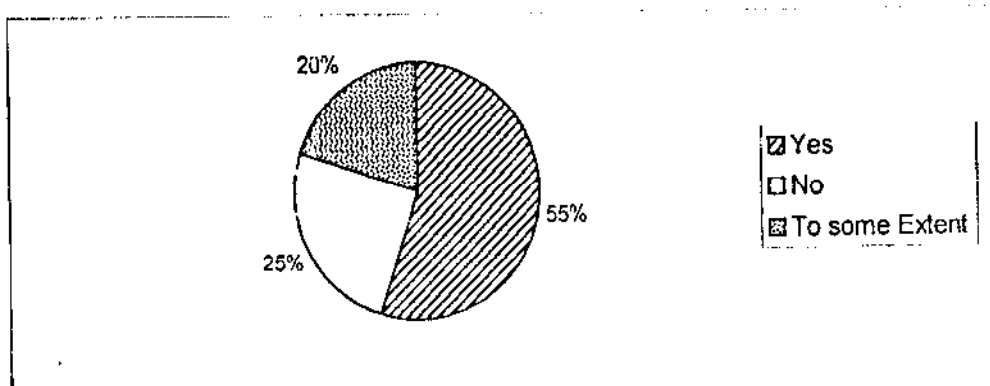


Figure-3.2: Usefulness of Library in School (in Percentage)



Out of total selected 120 students, 66 students are having enough knowledge about library, 30 students are ignorant about library where as 24 students is observed having knowledge only to some extent.

Hence students with ' yes ' occupied remarkable occupancy that is 55 % of total population, while 25 % are unaware about library where as 20 % are familiar to the library to some extent. Thus it is concluded that students should be encouraged for more use of library for fulfillment of required books and documents.

5.4 Frequency of Visiting Library

This research gives the figure of resultant students visiting the school library.

Table -4: Frequency of Visiting Library in School

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent (%)
Daily	10	14	16	18	58	48.33
Once a Week	6	8	10	9	33	27.50
Once a Month	6	5	4	3	18	15.00
Seldom	3	3	2	3	11	9.17
Total	25	30	32	33	120	100.00

Source: Field Survey, 2008

Figure- 4.1: Frequency of Visiting Library in School (in Number)

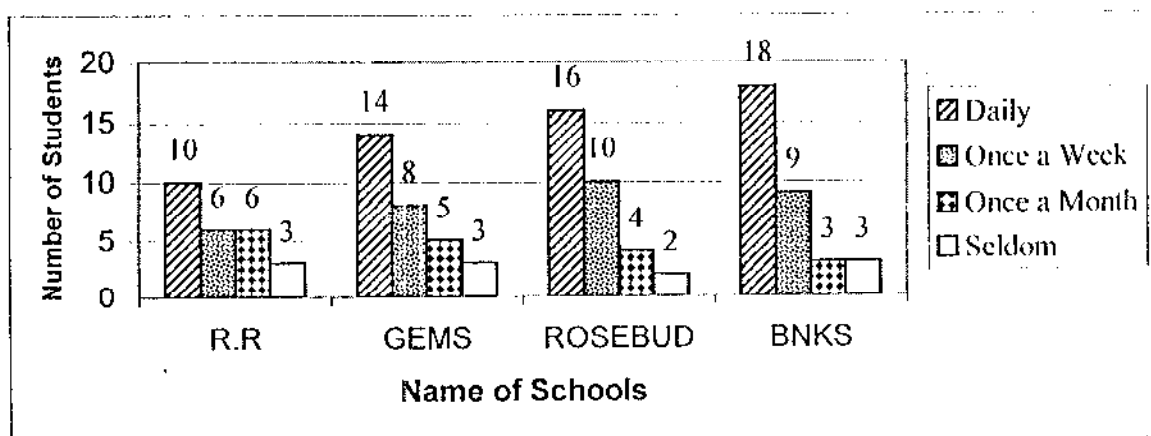
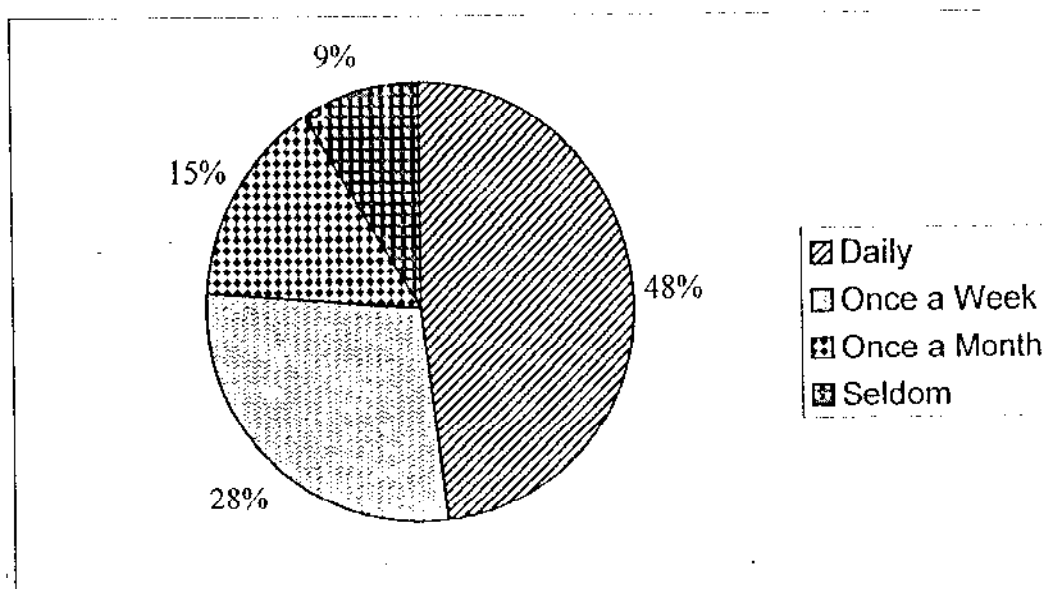


Figure- 4.2: Frequency of Visiting Library in School (in Percentage)



The number of daily visiting students is comparatively higher than the students visiting once a week, once a month and seldom and this frequency was in descending level respectively. Hence, 48 % of the students are daily visitors. They extensively use the facility of library to be updated about academic books, recent news, sports etc. 28 % of the students visit once a week where as 15 % and 9 % of the students visit once a month and seldom respectively.

5.5 Teachers Taking Class in Library

The research is further carried to find out if the teacher himself / herself interested to take classes in library.

Table-5: Teacher Taking Classes in Library

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent (%)
Sometimes	18	5	10	15	48	40.00
With Routine	4	20	20	15	59	49.17
Leisure Period	3	5	2	3	13	10.83
Total	25	30	32	33	120	100.00

Source: Field Survey, 2008

Figure- 5.1: Teacher Taking Classes in Library (in Number)

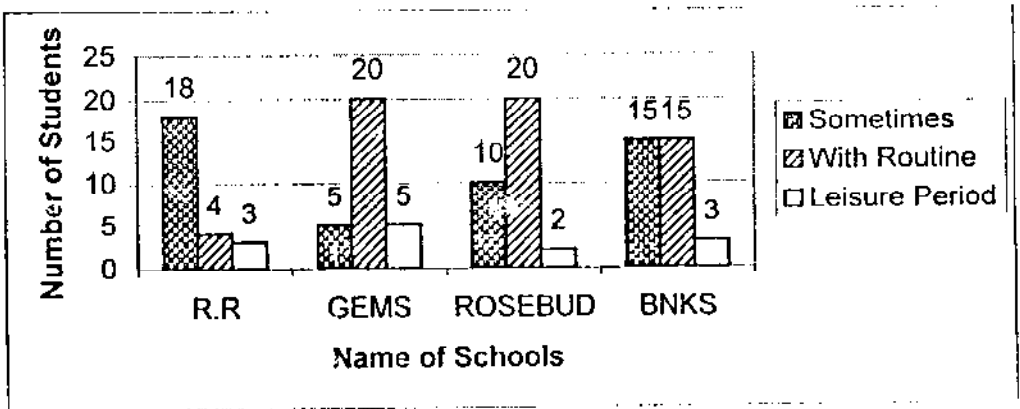
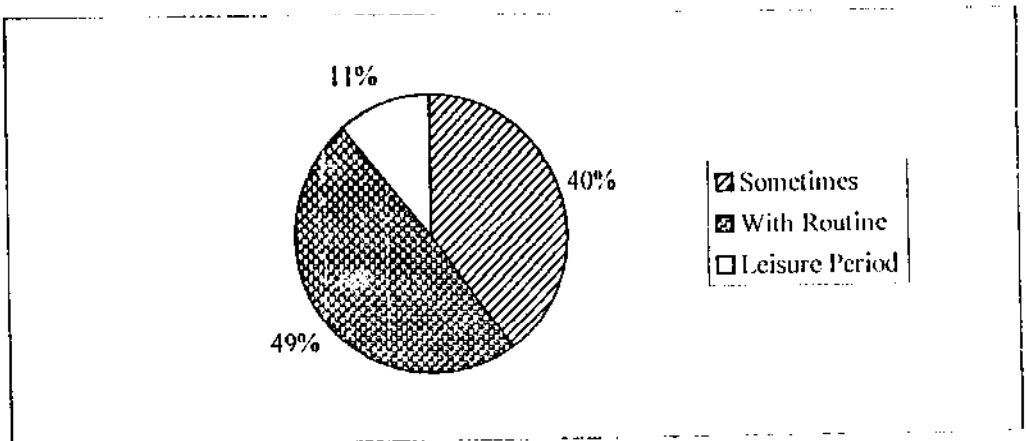


Figure-5.2: Teacher Taking Classes in Library (in Percentage)



The collected data shows that teachers are extensively taking classes in library with routine and its occupancy is 49 %. Similarly, the score of sometimes taking classes is 40 % and the least 11 % is of taking the classes in library at leisure period.

Hence it is concluded that the more classes taken in library the more it would help the students to be regular user of library and be updated on all recent matters.

5.6 Purpose of Library Visit

The research is carried to find out the main purpose of the students to visit the library

Table-6: Purpose of Library Visit

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent(%)
Borrow Textbook	10	8	5	12	35	29.17
Consult reference book	0	5	5	7	17	14.17
Entertainment	10	8	10	10	38	31.67
Read Journals, newspaper etc	5	9	12	4	30	25
Total	25	30	32	33	120	100

Source: Field Survey, 2008

Figure- 6.1: Purpose of Library Visit (in Number)

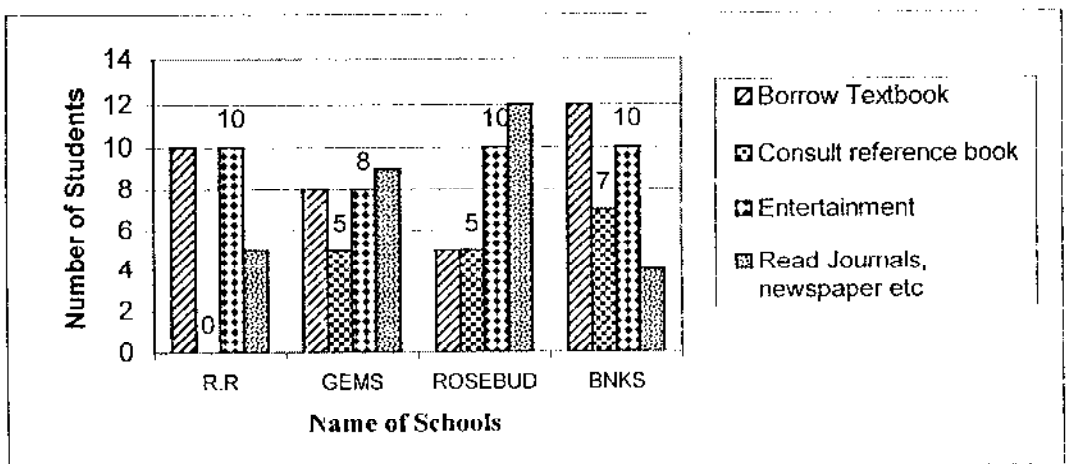
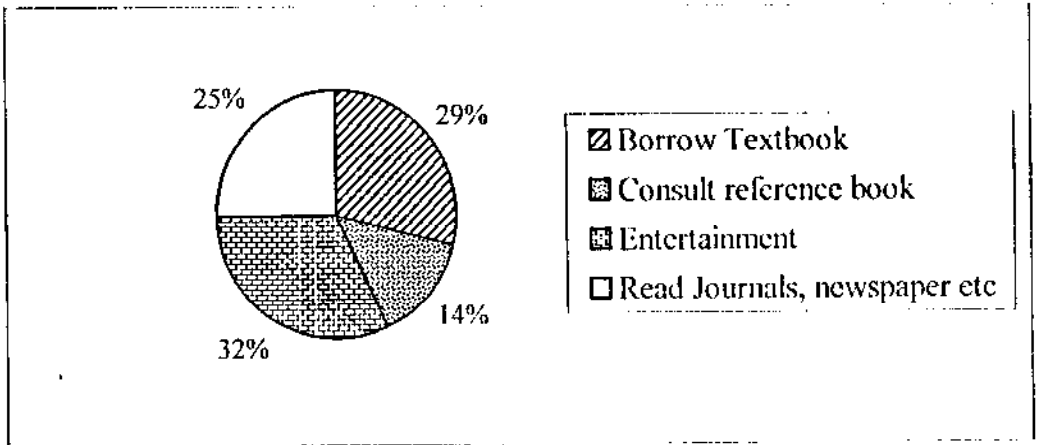


Figure- 6.2: Purpose of Library Visit (in Percentage)



About 31% of total populations are visiting library for entertainment where they could find lots of recent news, novels, written documentary, historical photographs, literature books etc. Similarly, 29 % of the students visiting to borrow text books as for preparing notes or for exams. 17 % of the selected population uses the library for reference books for special points or notes where as 25 % of students visit for updating daily news, sports and other recent activities.

5.7 Students' Satisfaction of Opening Hour

This research is made to find out whether the opening hour of library has been suitable for students or not. Most of the schools' library opens on routine basis which might be appropriate for some students where as the very time might be unfavorable to others.

Table- 7: Students' Satisfaction of Opening Hour

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent(%)
Yes	15	22	23	20	80	66.67
No	10	8	9	13	40	33.33
Total	25	30	32	33	120	100

Source: Field Survey, 2008

Figure- 7.1: Student's Satisfaction of Opening Hour (in Number)

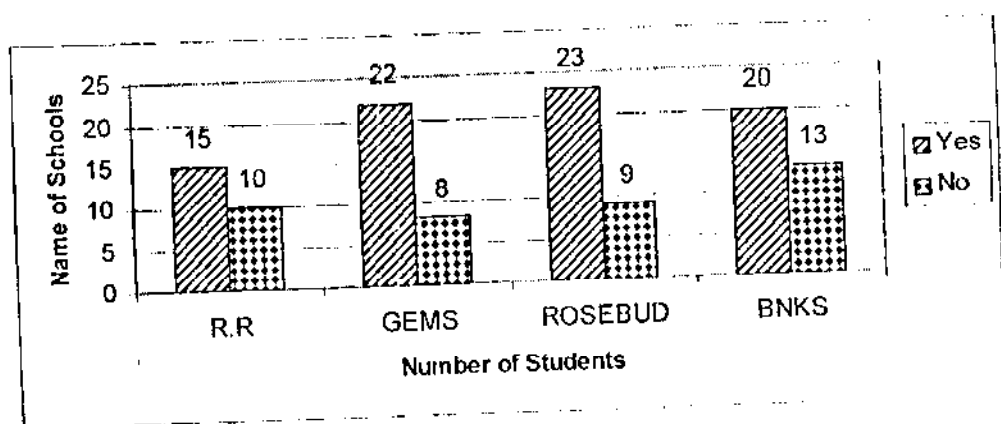
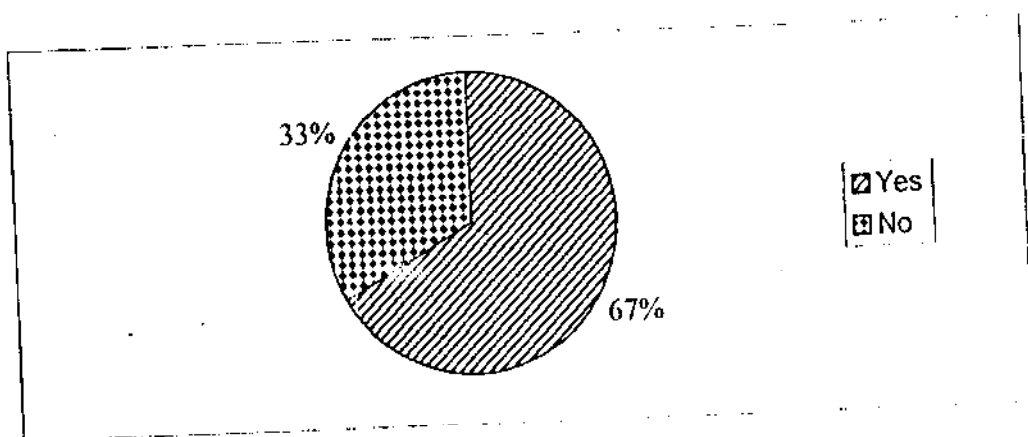


Figure- 7.2: Students' Satisfaction of Opening Hour (in Percentage)



The collected data illustrate that 67 % of the students has found the opening hours of library suitable for them where as rest 33 % of population are not having suitable time.

Hence this is concluded that the schools shall manage the opening hour of the library as per needs and necessity of students.

5.8 Students' Satisfaction with Library Collection

The research make to know that all the schools are having varieties of collections like text books, journals, literature books; magazine and many more but still all the collections is not satisfying enough to students as the choices of the students might be various.

Table- 8: Students' Satisfaction with Library Collection

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent(%)
Yes	8	15	12	13	48	40.00
No	17	15	20	20	72	60.00
Total	25	30	32	33	120	100

Source: Field Survey, 2008

Figure -8.1: Students' Satisfaction with Library Collection (in Number)

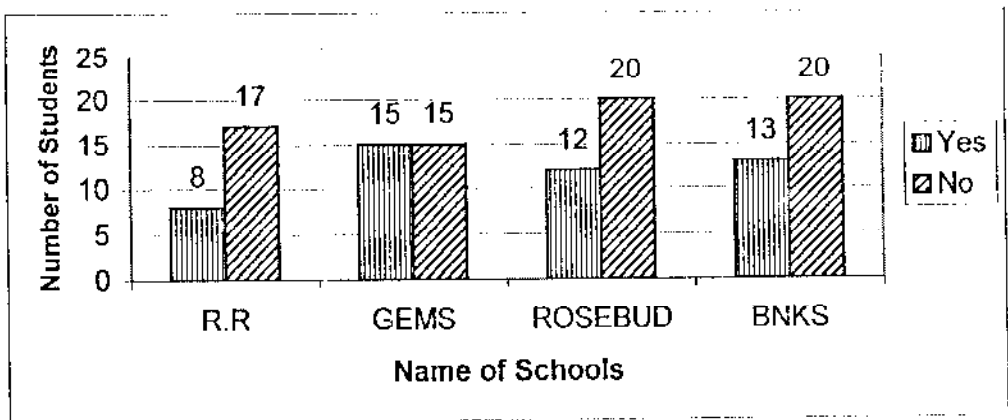
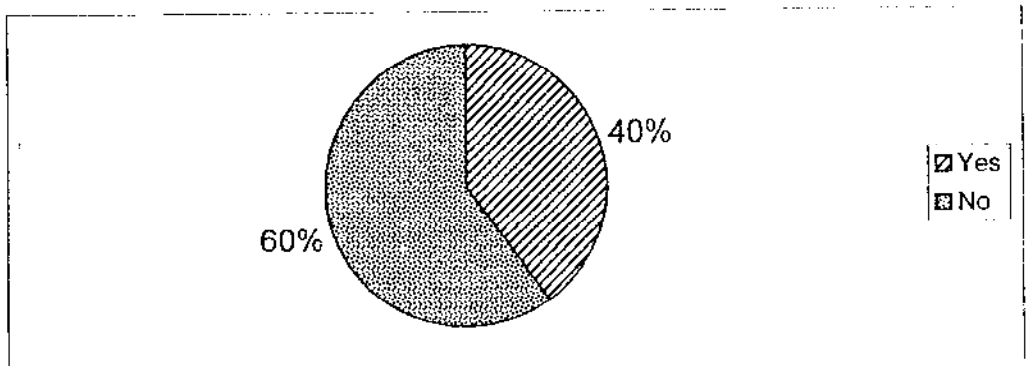


Figure- 8.2: Students' Satisfaction with Library Collection (in Percentage)



Only 40 % of the students are satisfied with collections of library where as 60 % of the student are not satisfied.

The schools should try their best to give satisfaction for library users. This could be made by asking the students about their necessity and to the extent of

possibility; the library users should be satisfied. Hence a good step to be ahead for students' satisfaction.

5.9 Availability of Computer in Library

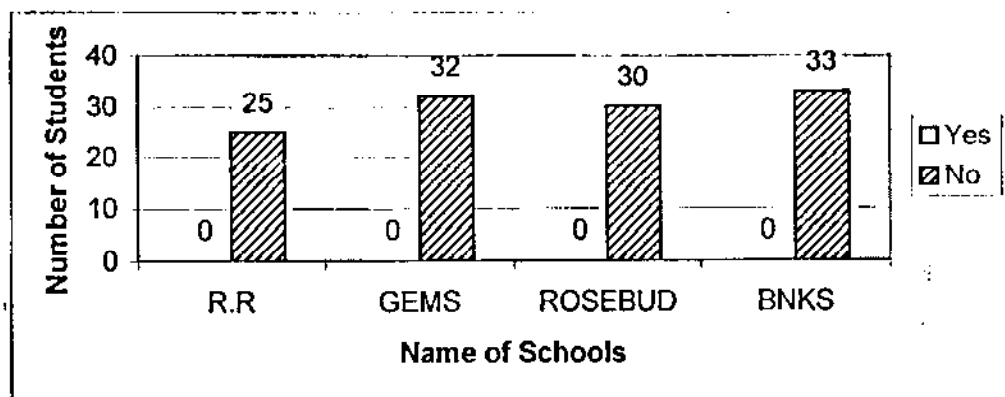
As computer has become the most essential and prominent equipment, availability of computer in the library is today's strong demand. For quick search and accessibility, computers are very essential.

Table- 9: Availability of Computer in Library

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent(%)
Yes	0	0	0	0	0	0
No	25	32	30	33	120	100.00
Total	25	32	30	33	120	100

Source: Field Survey, 2008

Figure- 9.1: Availability of Computer in Library (in Number)



But the research concludes that the management of all the schools is very poor in term use of computer in library. None of the schools is having computer availability in library.

Hence, it is strongly recommended for availability of computer in library for quick access of required books and materials.

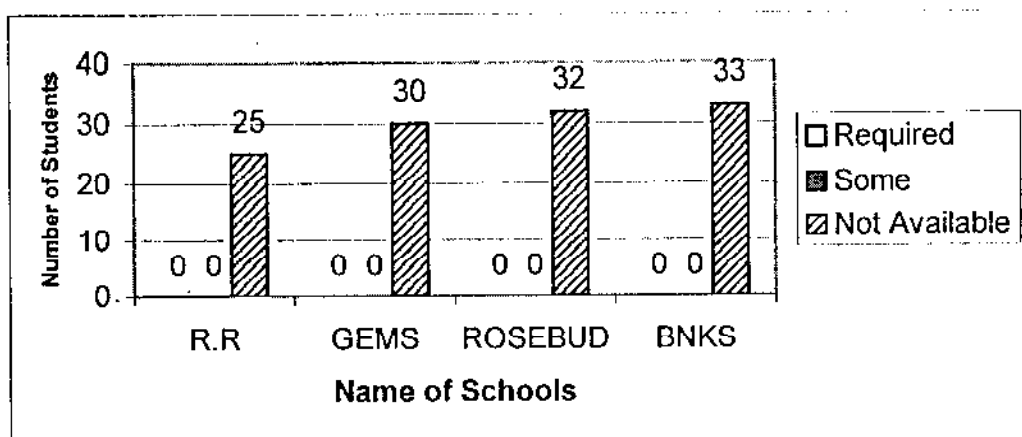
5.10 Number of Computers Available in Library

Table-10: Total Number of Computers Available in Library

	R.R	GEMS	ROSEBUD	BNKS	Total	Percentage (%)
Required	0	0	0	0	0	0.00
Some	0	0	0	0	0	0.00
Not Available	25	30	32	33	120	100.00
Total	25	30	32	33	120	100.00

Source: Field Survey, 2008

Figure-10.1: Computers Available in Library (in Number)



The research shows that the number of computers available in the library was negligible. This shows that all the selected schools' management being unaware of importance of computer in library.

Hence the management should have knowledge about the necessity of computer in library to find the required books in short span of time.

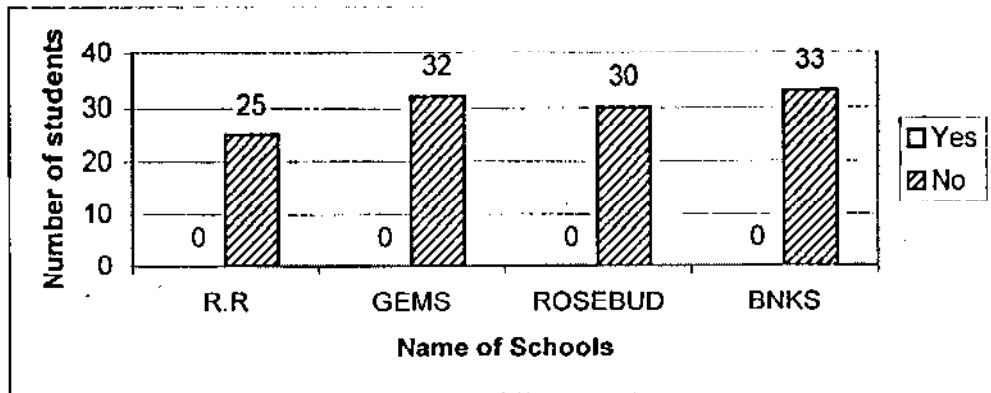
5.11 Students' Satisfaction with Computer Search System

Table-11: Students' Satisfaction with Computer Search System

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent(%)
Yes	0	0	0	0	0	0.00
No	25	32	30	33	120	100.00
Total	25	32	30	33	120	100

Source: Field Survey, 2008

Figure- 11.1: Students' Satisfaction with Computer Search System (in Number)



As all the schools aren't having computer availability in library, the students and teachers aren't having knowledge and information about computer search system. Hence none of the students are satisfied with computer search system.

5.12 Students' Familiarity with Collections of Library

It is very necessary for the library users to be familiar with collection of library. So when ever the students visit to the library, they should be aware of required documents like what are they searching for and where it might be located? Hence the research is based on students' familiarity with collections of library

Table-12: Students' Familiarity with Collections of Library

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent (%)
Yes	20	22	24	20	86	71.67
No	5	8	8	13	34	28.33
Total	25	30	32	33	120	100

Source: Field Survey, 2008

Figure- 12.1: Students' Familiarity with Collections of Library (in Number)

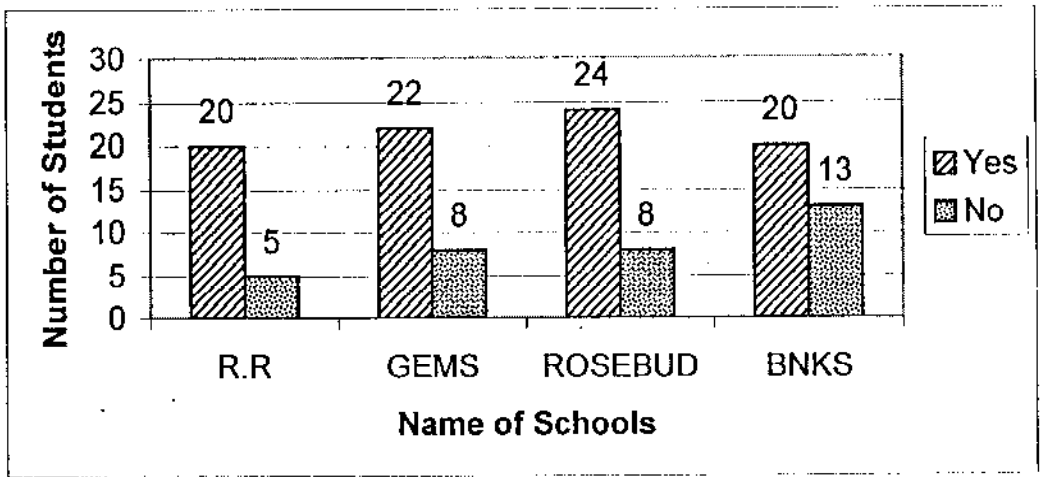
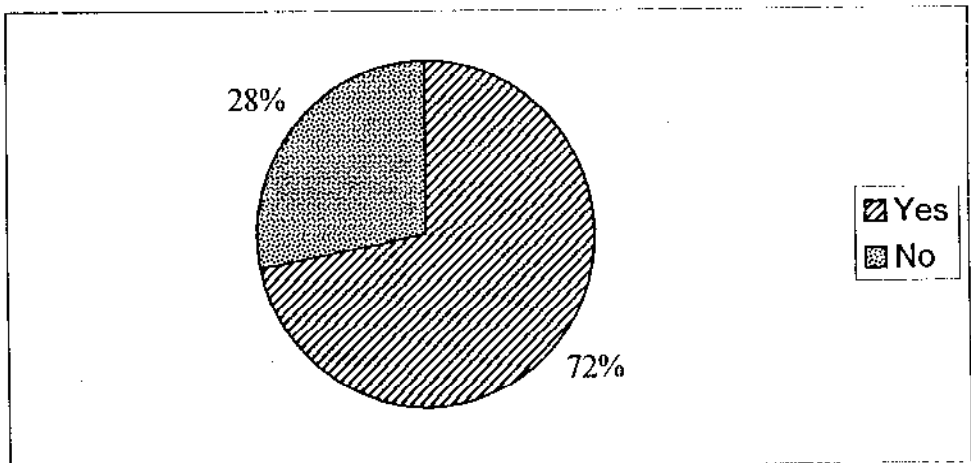


Figure-12.2: Students' Familiarity with Collections of Library (in Percentage)



The resultant of the research seems very positive, as 72 % of total selected population are very familiar with the collection of library where as only 29 % are not so familiar about that.

Hence it is recommended that when the library users visit the library, they should observe the library finely in detail and find about the nature of collection.

5.13 Availability of Required Documents in Time

The environment of the library should be very peace. The books and other materials should be well arranged such that the users might find the required books on time. For this the library should be well managed. Hence the query about the availability of required documents in time is also predominant.

Table-13: Availability of Required Documents in Time

	R.R	GEMS	ROSEBUD	BNKS	Total	Percent(%)
Yes	20	22	24	20	86	71.67
No	5	8	8	13	34	28.33
Total	25	30	32	33	120	100

Source: Field Survey, 2008

Figure-13.1: Availability of Required Documents in Time

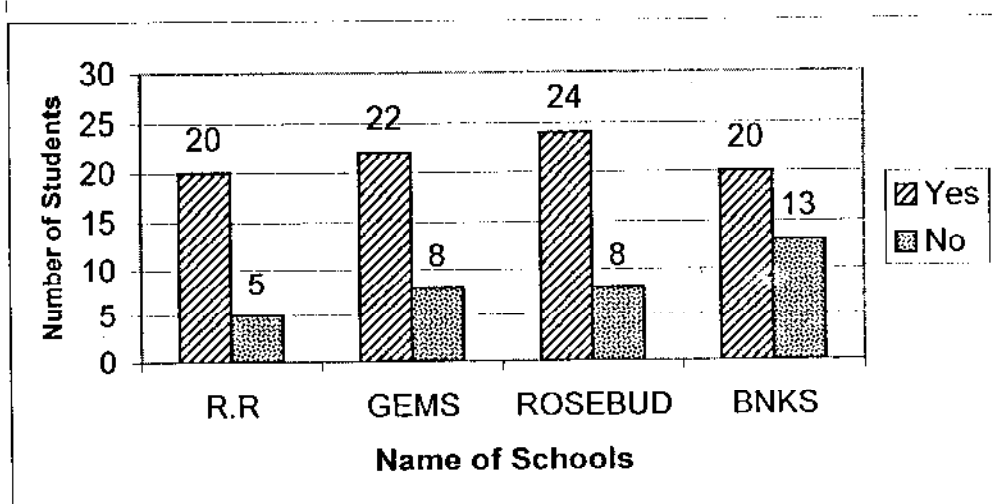
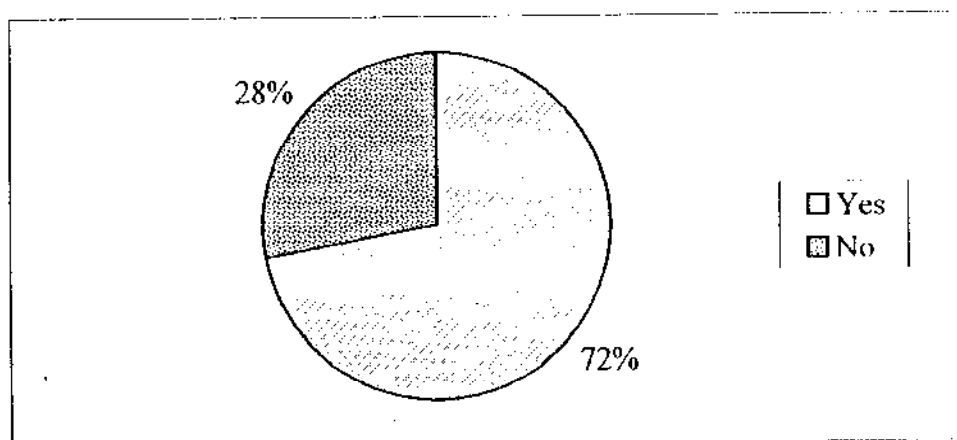


Figure-13.2: Availability of Required Documents in Time



The resultant of the research seems very positive, as 72 % of total selected population replied that they get the required documents on time where as 29 % give negative reply.

5.14 Information Collected from Library Staffs

The research is further conducted by distributing the questionnaire to the staffs too. Research is based on 12 library staffs including 4 from RR School, 2 from GEMS, 5 from Budhanilakantha School and 1 from Rosebud. From the research it is concluded that all the selected schools are having the collection of books exceeding 500 in number. This showed that the management of all the schools are very aware to provide enough books to the library users. All the schools are having all kinds of collections in the library, like text book, journal and magazine except Ratna Rajya School. Only text books are available in R.R. where as in case of Budhanilakantha the proportionate of text book is only 40%. All the schools is collecting the books either by purchasing or gifted personally or through organization or exchanging with other organization or person. Whatever may be the way of collection, there should be enough availability of required books. There is good circulation of books; like in all the schools the number of issued books per day exceeds 20.

All the schools are hiring semi-professional staffs as library staffs. It is very essential for all the schools to hire professional staffs for more effectiveness

and good system of library. When the query about the budget required for the well maintenance of the library is made, there is no concrete answer, and the answers are ranged from NRs. 50,000 to NRs. 200,000. None of the schools are having IT system in the schools. This is due to the lack of professional staffs as well as unawareness of management about the matter. Facility of IT system helps to find the books and required materials within the short span of time. All the schools made the arrangement of books in Shelve Rack and they are big enough for the required books. As there is no IT system, no online system is also available. In each school a manual is maintained for receipt, issue and return of books.

Most of the staffs are recruited on the basis of their education, but all of them are semi-professional. They should be well trained as well as IT system should be facilitated. Except the staffs of Budhanilakantha School, all the staffs of other three schools are satisfied with library facility as available in their respective school.

The most important query is that what are the shortcomings of library in their school and lots of improvement suggestions are collected like as follow.

- More books are required including, textbooks, magazines, newspaper, and journal. Weekly, monthly, yearly publication of own schools and other competitive schools.
- The library room should be made broader and big.
- Library should be updated with recent materials and books should be as per the interest of students.
- Strict rules must be implemented for issue and return of books by student and other users.
- As the students are free on Saturday, library school should be opened for certain hours on Saturday and holidays too.
- There should be facility of IT System in library.
- Training should be provided to all the users by the library professionals.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 *Summary*

The research is based on the selected four schools of Kathmandu Metropolitan City that included two government schools Ratna Rajya School & Budhanilakantha School and two private schools GEMS and Rosebud. The research is based on primary data collected from the students and library staffs. The collected information is summarized at glimpse.

All the selected population of the students are having membership of the library which always encouraged to visit the library with various purposes on daily basis, weekly, monthly or at least seldom. Whatever may be their intension, most of the students have knowledge about the library and the usefulness of the library to these students depends on their purpose of visit. Like most of the students visit for entertainment that is 32 %, similarly 29 % visit to borrow textbook, some visit for reading journals, newspaper while few visit to consult references.

The research is further conducted by distributing the questionnaire to the staffs 100.

This showed that the management of all the schools are very aware to provide enough books to the library users. There is good circulation of books; like in all the schools the number of issued books per day exceeds 20. All the schools are hiring semi-professional staffs as library staffs. It is very essential for all the schools to hire professional staffs for more effectiveness and good system of library. When the query about the budget required for the well maintenance of the library is made, there is no actual answer, and the answers are ranged from NRs. 50,000 to NRs. 2,00,000. None of the schools are having IT system in the schools. This is due to the lack of professional staffs as well as unawareness of management about the matter.

6.2 Findings

- Hundred percent students are the member of the library. So, it clearly shows that students have the awareness about the library.
- Fifty-five percent of the students know about the usefulness about the library. 20% of the students are familiar about the library. But, 25% of the students are unaware about the library.
- Forty-eight percent of the students are frequently visited in the library. 28% of the students are visited once a week in the library where as 15% and 9% of the students are visited once a month and seldom respectively.
- Twenty nine percent of the students are visited in the library for borrowing text books for preparing notes or for exams. 17% of the students used the library for reference books for special points or notes and 25% of the students visited for updating daily news, sports and other recent activities.
- Sixty seven percent of the students are satisfied with the opening hours of the library and 33% of the students are not satisfied with the opening hours.
- Forty percent of the students are satisfied with the collections of library and 60% of the students are not satisfied with the collections of the library.
- Forty percent of the students are satisfied with the computer facility of the library where as 60% of the students are not satisfied with the computer facility of the library.
- Forty percent of the students are satisfied with computer search system where as 60% of the student are not satisfied with computer search system.
- Seventy two percent of the students are familiar with the collection of the library, but 29% of the students are not so familiar about it.

- Seventy two percent of the students are satisfied with the availability of required documents in time and 28% of the students are not satisfied with the availability of required documents in time.

6.3 *Conclusion*

The thesis mainly covers the school library services and its impact on the education. The education systems in Nepal undergo changes due to new educational policy. So it is focused to increase the literacy level of Nepalese people. The standard of education is likely to go up. In the changing education system, the school library becomes the hub of activities in the school. The role of the principal and higher authorities is extremely important in this regard. In order to encourage the use of school library effectively, it is essential that reading habit is cultivated among the children. In this regard, a special responsibility lies on the school librarian and teachers. The success of any educational system should be judged on the basis of how far it has succeeded in cultivating reading habits among children. To implement the new educational policies the school libraries is expected to serve as a resource centers. The librarian makes or ruins the library. Therefore his selection and training should be done with full attention. He should get pleasure from the quality to encourage students and teachers for the maximum use of the library. It develops the life long learning habit for all. In the present educational condition of Nepal, there is a need to set up and achieve standards for school library.

Education is the foundation of knowledge. It is a lifelong learning process. A school library is the potential power house of the knowledge. A school child learns through formal education in the classroom but he learns for more by using library. The main function of the school library is to impart the education, information, recreation research, inspiration etc to all the students. A school library exists to serve the objects of the parent organization. The library attempts to advance the objective of school. The aim of the good school library is to become a force for educational excellence (K.Kumar, 1997).

It provides quality education to enable students to skillful and discriminating users. So, the authorities should be paid attention towards the role of library and librarian. In the context of Nepal, it has been practicing. There is an urgent need to research on the respected field. It is especial responsibility of authorities, school librarian and teachers to develop it.

6.4 *Recommendation*

On the basis of the research there are some recommendations made for the improvement of the school libraries in order the interest of the students and staffs.

- Orientation class should be given to the students and library users about library's facilities, rules and regulations as well as the available resources in a library.
- The students should be informed about the importance of library visit should be familiar with purpose of visiting library by the student.
- Library hours should be fixed in the consensus of the library.
- There should be enough collection of new edition text books, reference materials journals, periodicals and other tape records, video and audio cassettes, microfilms, maps computer-CDs optic discs and other newly developed instruction educational aids.
- Nowadays, internet facility is one of the main sources for the library. Library must be provided the internet facility to their students.
- There is lack of awareness programs, most of the library are not updated with recent books and documents. This is due to lack of awareness about the importance of school libraries among the parents, students, teachers as well as the concerned authorities.

- The number of the computer availability is very poor in the library. So, the schools must increase the number of the computer for effectiveness of the library service.
- It is recommended that the present budget of the school libraries should be increased as much as possible.
- Most of the library are hired the semi-professional librarian. Due to the lack of professional librarian, most of the libraries are not well managed. No strict rules and regulations are developed for students and library users. Classification, cataloguing and other technical works are not efficiently and effectively performed in the library.
- By hiring the professional people, the librarian must be helped in the searching document for the student.
- The reference resources and services should be provided to the libraries.
- The rules and regulation of library should be strictly followed by students, teachers and staffs too.

BIBLIOGRAPHY

- Ambili, K.S. (1994). "*The role of libraries in secondary education*". Role of Libraries in Education, Beacon Books, New Delhi.
- American Association of School Librarians. (1960). *Standards for school library programs*. Chicago, p. 11-12.
- Bhandari, Dila Ram and Kharel Khom Raj (2002). *Reference book on research methodology and statistical methods*. Kathmandu: Dhaulagiri Books and Stationary, p.1
- Chanda, S.C. (2005). *NTT Manual*. International Publishing House, p.24
- Chartered Institute for Library and Information Professionals (CILIP) (2004). *Guidelines for Secondary School Libraries*. Facet, London.
- Dawra, Manisha (2004). *Library Science Functions and Practices*. New Delhi: Rajat Publication.
- Encyclopedia of Information and Library Science*. - New Delhi; Akashdeep Publishing House. Vol.13, 1993, P.2672
- <http://www.emeraldinsight.com/0307-480.htm>
- <http://www.wikipedia.com>
- <http://www.emeraldinsight.com>
- Humayoon, K.S. (1994). "*School library development in India: some facts and suggestions*", Role of Libraries in Education, Beacon Books, New Delhi.
- IFLA (2000). *The School Library in Teaching and Learning for All: the School Library Manifesto*, UNESCO, Paris.

- Isingoma, P.K. (1996). *Landmarks in School Library Development in Uganda 1963-1996 and Agenda for 21st Century*. MOES, Kampala
- J. Leitch, Wilson. (1933). *Educational Commissioner Government of India*: Calcutta
- Jain, M.K.(1998). "*Library and information Services in India*", Delhi: Shipra.
- Joshi, P. R. (2003). *Research Methodology*. 3rd ed. Kathmandu: Buddha Academic Enterprises, 3rded, p.4
- Karki, Madhusudan (2002).*The study of Emergences and development of libraries, information Centers and Information professionalism*. Agra: Bim Rao Ambedkar University p.54
- Khanna, J.K.(1992). *Library and Society*. New Delhi: Ess Ess publications.
- Kumar, Krishan (1978).*Library Manual*. New Delhi: vikas publishing house, p.30
- Kumar, Krishan (1987). *Library Organization*. New Delhi: Vikas. Publishing House, p.1
- Lexicon (1983). *Universal Encyclopedia*. v. 12, p.374-75
- Library Trends (1953).Vol. 1, No. 3, January.
- Pierre, Bourgeois (1958): *UNESCO: National Libraries: their Problems and Prospects*, p.2
- Ranganathan, S.R. (1940). *Reference Service and Bibliography*. Madras Library Association, v.1, p.25
- Ranganathan, S.R. (1962). *Sociology of school Library-The Educational Review*. Madras.

- Ranganathan, S.R. (1973). *New education and school library*. Vikas publishing House
- Shera, H. (1972). *Foundations of Education for Librarianship*. New York: Becker & Hayes.
- Shrestha, Nirmala. (2003). *The role of TU in Developing Library and Information Science Education.....Commitment*. NUTA journal, Kathmandu.
- Trehan, G. L. /Sharma, T. R. (1965). *Of school libraries in India*. Delhi: Sterling, p.7
- UNESCO, (1966-1967). *Statistics libraries*, p.1
- Viola, James. *Service at the Secondary level*.p.311
- Wolff, H. K. and Pant, P.R. (2005). *Social Science Research and Thesis Writing*. Kathmandu: Buddha Academic publishers and distributors, p.39

Appendix -1: Questionnaire to the Users

Date:-

.....

Dear Users,

I am carrying a research on above topic. The purpose of my study is to find out the existing real condition of the library and their collection development and services. So you are kindly requested to answer the following questions.

Please put tick mark wherever box is available () and write your opinion wherever necessary:

A: Personal information (Optional)

- a. Name:
- b. School's Name:
- c. Sex: Male () Female ()
- d. Level:

B: Technical information:

- 1. Are you regular student member of your school library?
 - a. Yes ()
 - b. No ()
- 2. Do you know about library and how to use of library?
 - a. Yes ()
 - b. No ()
 - c. To some extent()
- 3. How frequent do you visit in school library?
 - a. Daily ()
 - b. Once a week ()
 - c. Once a month ()
 - d. Seldom ()
- 4. Does teacher take classes in library?
 - a. Sometimes ()

- b. With routine ()
 - c. Leisure period ()
5. What is your purpose of visiting library?
- a. To borrow textbook ()
 - b. To consult reference book ()
 - c. Entertainment ()
 - d. To read journals, newspaper etc ()
6. Is the opening hour of library suitable for you?
- a. Yes ()
 - b. No ()
7. Are you satisfied with the collection of your library?
- a. Yes ()
 - b. No ()
8. Does your library have a computer?
- a. Yes ()
 - b. No ()
9. How many computers are available at your library?
- a. Required ()
 - b. Some ()
 - c. Not available ()
10. Are you satisfied with computer search system?
- a. Yes ()
 - b. No ()
11. Are you familiar with collection of your library?
- a. yes ()
 - b. No ()
12. Do you get required documents in time?
- a. Yes ()
 - b. No ()

The-End

Dear Sir/ Madam

I am carrying a research on above topic. The purpose of my study is to find out the existing real condition of the library and their collection development and services. So you are kindly requested to answer the following questions.

Please put tick mark wherever box is available () and write your opinion wherever necessary:

1. Personal information (Optional)

- a. Name:
- b. School Name:
- c. Sex: Male () Female ()
- d. Level:

2. How many books are available in library?

- a. less than 300 ()
- b. less than 400 ()
- c. less than 500 ()
- d. more than 500 ()

3. What kinds of book collections are available in library?

- a. Text book ()
- b. Journal ()
- c. Magazine ()

4. What types of method of collecting book are used in library?

- a. Purchasing ()
- b. Gift ()
- c. Exchange ()
- d. All ()

5. How many books are issued in per- day?

- a. More than 10 ()
- b. More than 20 ()
- c. Some ()
- d. None of them ()

6. What types of staff member are providing service in library?

- a. Professional ()
- b. Semi-Professional ()
- c. Non- Professional ()

7. What is budget of library?

8. Do you have IT based system in library?

- a. Yes ()
- b. No ()

9. How are book arranged in your library shelve?

- a. Shelve rack ()
- b. Cupboard ()
- c. Any where ()

10. What type system is adopted by library for book searching?

- a. Manual ()
- b. Online ()

11. From which sources are you coming?

- a. Education ()
- b. Training ()
- c. Performance ()

12. Are you satisfied with your library services?

- a. Yes ()
- b. No ()

13. Please specify your views for the improvement of references resources and services of library?

- a. _____
- b. _____
- c. _____

The-End

Curriculum Vitae

Personal Details:

Name: Anita Bhandari (Paudel)
Date of Birth: November 01, 1975
Contact Number: 9841565071, 01-4491320
Nationality: Nepali
Permanent Address: New Baneshwor, Thapa Gaun, Kathmandu-10
Father's Name: Rajendra Pd.Bhandari
Husband's Name: Nabhendra Paudel
Language: Nepali and English
E-Mail ID: anuasha32@gmail.com

Qualification:

Name of Institution	Qualification	Board Institution /	Year
Tribhuvan University, Kathmanu	M.LISc	Tribhuvan University, Nepal	2009
Birendra Multiple Campus, Chitwan	B.A	Tribhuvan University	2004
Birendra Multiple Campus, Chitwan	IA	Tribhuvan University	1994
Saraswati Biratnagar Ma.Vi	S.L.C	Nepal	1991

Proposed Scope:

Overall management of library.

Objectives:

Work proficiently and diligently to be professional with visionary leadership, strategic thinking, analytical approach, change orientation, team building, networking & relationship building, timely decision making, innovativeness etc.

Jobs & Training:

- a) Worked as primary teacher at Prerana Secondary Boarding School, Bharatpur, Chitwan from 2049 to 2054.
- b) Training of basic computer course (3 months) including email, internet.
- c) Training of anchoring (15 days) from Youth Council Nepal, Bharatpur
- d) Training of anchoring RJ/VJ (1 month) from Global Media & Research Centre, Kathmandu.
- e) Permanent teacher's license for Lower Secondary School from Kathmandu.
- f) Worked as Trainee Librarian in Management and Education Library of Kathmandu University School of Management (KUSOM) from September 15, 2008 to February 15, 2009.

Certification:

I, the undersigned, certify that to the best of my knowledge and belief, these data correctly describes my qualification, my experience and me. I am solely responsible for my manipulation in above data.

Anita Bhandari (Paudel)