

**A COMPARATIVE STUDY OF COMMUNITY, PRIVATE AND PUBLIC
SCHOOL LIBRARIES OF BIRATNAGAR**



**A thesis submitted to the
Central Department of Library and Information Science in
partial fulfillment of the requirements for the
Master's Degree in Library and Information Science**

**Submitted by
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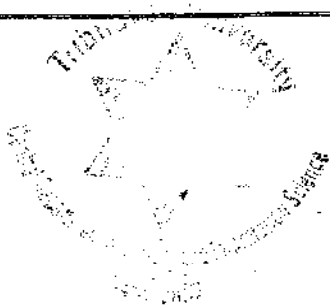
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LETTER OF RECOMMENDATION

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LETTER OF ACCEPTANCE

The Thesis here to attached entitled "A COMPARATIVE STUDY OF COMMUNITY, PRIVATE AND PUBLIC SCHOOL LIBRARIES OF BIRATNAGAR" prepared and submitted by Mr. Lila Dahal in the partial fulfillment of the requirement for the Master's Degree of Library and Information Science is hereby accepted and approved.

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Lila Dahal,

Date: April, 2011

ABSTRACT

A comparative study of government (Bal Kalyan Vidhya Mandir), private (Sagarmatha Secondary School) and community managed schools (Azelea Secondary School) of Biratnagar has conducted in the year 2009/2010. The Objective of the study has been explored existing management of library-facilities and services provided by community, private and public schools as well as to identify problems related to school libraries and to create basic ground for further improvement. The focus of study has been explored existing situation of school-libraries, to find out the problems of school-libraries (community, government and private Schools) and to collect the suggestions of library users to make the library service effective and efficient.

The total population including the teachers and lower and higher grade students of three schools was 787. The distribution of population dealt in the study has been included 194 students+ 55 teachers from Bal Kalyan Vidhya Mandir, 218 students+ 29 teachers from Sagarmatha and 262 students+ 29 teachers from Azelea secondary schools. The total number of random sample has drawn 80, which includes 6, 3 and 3 samples from teachers and 19, 22 and 27 samples form students among the total population considered in the three secondary schools respectively. The ratio of the sample to the total population has been maintained at least 10% in each school. Qualitative and quantitative research designs have followed to conduct the study. Stratified random sampling has done to take representative sample of the population. Data have been collected from primary and secondary sources by using the tools such as semi-structured questionnaire, personal contact, consultation of published and unpublished

materials and web sites. The collected data during the study has been analyzed by using simple statistical methods and related tools.

Relevant research works conducted on the issues of status of school and college libraries of Nepal have been reviewed and the result of the review shows that the library facilities provided by private, community and government managed schools are below standard though there is significant difference among urban and rural and between private, community and government managed school libraries.

Different issues related to library service and management of library has been explored in the study. Nepal government's policy on library in school level education has not been found effective in practical sense. The curriculum of school level education does not give emphasis to the use of library for acquiring the knowledge by the students which is not in the line of international trend of school level education system.

School authority has been found not considering the importance of proper use of library materials (book and non-book materials) as per the need of the students based on the course curriculum and related issues. Sufficient reference and other important library materials has not been made available to the students and hardly considered the teachers as a user of the school library. School authority found considering only book materials as library materials and neglected the availing non book materials in the library. The emphasis of privately managed school found to improve their status in S L C result and number of students rather than improving over all quality of school education through providing the modern facility of library.

DEDICATION

**To my family
and all friends of Library and Information Science 2005 batch**

**Lila Dahal
Biratnagar, Morang**

PREFACE

The concept of library is a passive repository of documents of the past. Modern libraries are the important source of information throughout the world. Modern libraries contain book and non book materials either in traditional or in electronic forms as a source of information. There are vital roles of information source, service providing system and its proper management in knowledge acquiring possibility of learner in an education institute. Investigator believes that quality school –education needs efficient use of libraries equipped with modern facilities in order to maintain the competence of the students. Qualified human resource is the prerequisite factor for the development of any nation. So the importance quality of school level education and availability of library facilities in schools increases manifolds.

Present study is an attempt by researcher which is focused to explore the reality of use of library in school education system of Nepal. Researcher believes that proper use of library materials in a school effects the education quality provided by the school to their students positively. Overall objective of investigation is to explore ground reality of school education system of Nepal, status of private, public and community based organizations in providing quality education to the school level students. Furthermore, it is expected that the study would be able to contribute to improve the quality of school level education of Nepal by documenting the suggestions and recommendations made on the basis of the study.

The thesis has been dealt in six chapters including bibliography and basic features. First chapter deals with historical back ground of library, library system, school libraries and national policy, school education, situation of school libraries,

statement of the problem, objectives, scope and limitation of study, significance of study and organization of the study. Relevant literatures have been reviewed in second chapter. Findings of the research works of previous investigators on the issues related the topic of the thesis has been maintained in the chapter. Third chapter deals with understanding of the subject of the thesis and the study area which also indicates the limitation of the study on the area focused. Fourth chapter deals the detail description of research design, population, sampling procedure, data collection procedure and data analysis procedure followed while conducting the study. Fifth chapter includes the description of selected schools for the study, presentation and interpretation of the study. Sixth chapter deals the summary, conclusion and recommendation drawn from the study.

Lila Dahal
Biratnagar, Morang

ABBREVIATIONS

AD	Anno Domini
CD-ROM	Compact-Disc read only memory
DDC	Dewey decimal classification
NEPC	National Education Planning Commission
NESP	National Education System Plan
S L C	School Leaving Certificate
NASL	National Association of School Library
DANIDA	Danish International Development Agency
DOE	Department of Education
NGO	Non- Government Organization
TU	Tribhuvan University
VDC	Village Development Committee
UNESCO	United Nation's Educational, Scientific and Cultural Organization
TUCL	Tribhuvan University Central Library
MoE	Ministry of Education
HMG/N	His Majesty's Government of Nepal
MOES	Ministry of Education and Sports
CBS	Central Bureau of Statistics
BKVM	Bal Kalyan Vidhya Mandir

CATALOGUE OF THE THESIS

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CHAPTER -I

Introduction

1.1. Background of the study

Human efforts to store valuable documents in a particular centre gave to the idea of today's modern library. The roots of development of library go to the ancient historical time when mankind started to create ancient sculpture and drawing in the history of human civilization. Tradition of storing art and cultural documents played an important role giving birth to books and non-book materials to store the human knowledge purposefully. This tradition handed over from older generation to younger generation, thereby fostering the cause of modern library. Evident have been recorded about the use of soft clay, woods and other tools to carve out or to draw major events related to their contemporary mode of existence by Sumerians. Sumerians culture was handed over to Babylonians and influence the Assyrians and Egyptians. Use of pen and paper to preserve culture and history in the form of written document was another important event in the history of preservation of practical knowledge acquired by old generation. This practice gradually spread out all over the World including countries like India, China and Greece. Preserving written documents in an orderly way and safely at a centre was a big issue at that time. Hence the effort made to store a lot of written documents at a given centre gave birth to the idea of the library. Library established by Assyrians king Asabanipal (Nineth library 600 B.C.), Egyptian king Ptolemy (Alexandrian library), Sumariyans (Telloh), Roman's (Cicero's private library) and library of Anbologium was the good library of historical era (Krishan Kumar, 2001).

S.R. Ranganathan defines library as "Libraries are not mere store houses; they are rich springs from which knowledge flows out to irrigate the wide field of education

and culture". UNESCO defines the term library, as "Library is an organized collection of printed books and periodicals or any other graphics or audio-visual materials and the service of a staff to provide and facilitate the use of such materials as are required to meet the informational, research, educational or recreational needs of its users" (Dilli, 1997).

There are several types of libraries, which include national, public, academic, special and private libraries (Mishra and Mishra, 1981). Academic library includes libraries of school, colleges, universities and other educational institutions. It contributes to the educational research as well as teaching and learning activities. A school library is a facility with a collection of materials in a school for the students and teachers in the teaching and learning process. A school library is also known as centre of information. A school needs a library, because library is an integral part of the school education system. It provides various information and ideas that are fundamental for smooth functioning of modern society. The school library equips students with life-long learning skills and helps to develop the imagination ability, enabling them to live as responsible citizens (Satija, 1992).

School library is a possibly the best alternate of formal teaching and learning comprised of the teachers and textbooks. Books and other source of information available in the library help teachers to prepare their lessons and students to clear their concept, which they have to learn in the form of their course. It may also encourage teachers to give students project works. This will encourage students to study, learn and archive better results as well as give them the confident to start looking for information on their own.

1.2. Library System in Nepal

Nepal has been a meeting place for Hinduism and Buddhism. It is considered that in ancient and medieval periods the people of Nepal recognized the importance of writing records and were keen in preserving them for posterity. Mostly these materials were located in the Vihars, Temples, Priest's house and King's palaces. The concept of library entered the Nepalese intellectual world in 20th century only. The idea of storing and preserving ancient art objects and educational materials was in the vogue long ago. Nevertheless it was in 1869 B.S. (1812 A.D) that King Girvanayudha Bikram Shah promulgated the charter (Lal Mohar) to preserve all kinds of ancient writings and arts objects. Hence nobody was allowed to take away the reading materials stored in the library without permission. Also certain preservation measures were introduced and the post of librarian was named as Pustakalyadhyaksha (Chairman of library). Kedar Nath Pandit was appointed as the first librarian of the National Library of Nepal. Similarly, during Janga Bahadur Rana's period special type of reading rooms, Jaishi Rooms, were arranged where all the manuscripts and other reading materials could be made available. However, later all the collected materials were shifted from Basantapur Durbar to Jaisi Kotha of Thapathali Durbar and it was retitled as Munshikhana by Janga Bahadur Rana, which was also the book bank of Nepal in its initial states. After the death of Janga Bahadur Rana in 1910 B.S. (1853 A.D.), the Munshikhana was again shifted to the attic of Durbar Secondary School. In addition to the interest taken by Shree Teen (3) Bir Shamsheer Janga Bahadur Rana, the interest of local people also helped towards the proper preservation of the stored materials. The people pleaded to Shree tee proposal and ordered to erect the library building near Ghantaghar. He also realized the need for proper technical equipments necessary for an efficient library. Consequently, in 1956 B.S. (1899

A.D.) a full-fledged library was finally established in the newly built Ghantaghar Library building. In 1962 B.S. (1905 A.D.) after the inception by Hari Prasad Shastri, Chairman, Calcutta Asiatic Society, the same library was improved and named as Bir library.

The task of listing materials was done and different catalogues were also prepared. By the time of Chandra Shamsher J.B.R.'s Prime Minister Ship, the task of making list of the books using modern techniques was undertaken and the Pandits were assigned the jobs. Later in 1986 B.S. (1929 A.D.) the library was divided into major sections such as Sanskrit Section and Bhote Section as per the interest of Bhim Shamsher J.B. Rana. In 2009 B.S. (1952A.D.) the Bir Library was brought under the control of archeology department and in 2016 B.S. (1959 A.D). Several advanced schemes were proposed for the proper and systematic functioning of the library. The new building was constructed for the library with the assistance of the Indian government. In 1967 A.D His Majesty Late King Mahendra inaugurated the building and the Indian Government showed much interest and helped to microfilm the manuscript collected in the library. Later on all the collected materials were shifted to the newly erected building at Ram Shah Path. It has a collection of more than 35 thousand manuscripts of different times (Subedi, 1990).

In 2013 B.S. (1956 A.D.) another major event that took place in the history of Nepalese Library at Sikri Dhoka at Shinga Durbar. National library was initiated by preserving the collections made by Pt. Hem Raj Pandey. His collections were bought for 300,000 Rupees by His Majesty's Government. Presently, it possesses more than seventy five thousand books and periodicals.

Another library that came into existence in 2024 B.S. (1967 A.D.) is Kaiser Library. It contained collections by His highness Kaiser Shamsheer. The books, building and compounds donated by His Highness Kaiser Shamsheer's wife has been an important landmark in the history of the development of libraries in Nepal.

Satisfactory efforts were done from the public as well in opening libraries in Rana regime. As the result several libraries have come into existence as a collective effect of public efforts. Establishment of Pashupati Pratap Pustakalya in 1936 B.S. (1879 A.D.) Kapilvastu, Sarvajanic Vidya Bhawan Pustakalaya (1946 A.D.) at Dharan, Mahendra Pustakalaya in (1947 A.D.) at Banke. Bheri Zone, Dhawal Pustakalaya (1947 A., D.) at Palpa, Tansen, Mahavir Pustakalya (1947 A.D.) at Butwal, Nava Yubak Pustakalaya (1947 A.D.) at Janakpur are some of the examples of these above said public efforts.

The library and information service systems in Nepal may be categorized into:

Government Library system consisting Nepal national Library and other ministry and development libraries;

There are more than nine hundred libraries in Nepal among them 600 are public/community libraries. More than 240 campuses and universities and rest are government, special and foreign mission libraries. Very few government schools have Library facilities, but almost all private schools of urban areas have maintained libraries. The data does not include governmental and private schools libraries (MOE, 2010). There are 24,943 primaries, 7,349 lower secondary and 4113 secondary schools in Nepal (MOE, 2010).

1.3. School Education and Library in Nepal

Educational history of Nepal seems to be as old as the history of Nepal, the school education started formally towards the 1910 after the establishment of Durbar School (Bhanu Madhyamik Vidyalaya, Ranipokhari). The schooling facility was limited to high-class families only. Gradually, the establishment of Sanskrit Pathshala at Tin Dhara and some other schools under the name of Rana Prime-ministers like Juddodaya, Padmodaya and Tri-Padma opened the door for the common civilian students.

After the revolution of 1950, some government schools along with private schools also contributed in educational sector of the nation by establishing the schools such as Anandakuti Vidya Peeth, Santiniketan, and Shantividhya Griha etc. The Rajas, who ruled Nepal from 1847 to 1951, kept Nepalese people in complete darkness by prohibiting political and educational activities in the nation. People could not open schools and libraries. "Library Para" was most remarkable event in the history of Nepal. In the time of Rana prime- minister Brim Shamsheer in 1930, forty six youths were arrested and punished for opening public library in Kathmandu. Rana ruler restricted every kind of intellectual activities. Sylvain Levi who came to Nepal in 1890 has given a pitiable picture of educational conditions at that time, there were a few learned scholars here and there, but on the whole the torch of ancient knowledge was dying out.

The Rana regime was thrown over in 1951, and people became free from the suffocating atmosphere of Rana autocracy, schools and public libraries were established in every nook and corner of different parts of Nepal.

At present, overall, 82 percent of currently school/college enrolled populations attend government/community schools (Table. 1) participation rate in private schools stands at 17 percent in Nepal. Among development regions, the

Mid-west and the Far-west have much lower private school participation rates. Urban areas have almost half of their school enrollees in private schools. Not surprisingly, 44 percent of the students from the richest quintile are enrolled in private school while less than 7 percent of students from the three poorest quintiles are in private institutions.

Table. 1. Type of school attended by individuals currently in the schools, 2010

Development Region	Community/ Government ²	Institutional/ Private ²	Other ¹	Total (Percent)
East	83.7	14.3	2.0	100
Central	72.3	26.0	1.8	100
West	83.1	14.8	2.1	100
Mid West	93.0	5.6	1.4	100
Far West	92.4	7.4	0.3	100
Ecological Zone				
Mountains	96.9	1.0	2.1	100
Hills	81.1	18.8	0.2	100
Tarai	80.0	16.8	3.3	100
Urban				
Kath. Valley	30.7	68.7	0.6	100
Other	62.3	36.1	1.6	100
Rural				
East Mts./Hills	87.9	12.1	0.0	100
West Mts./Hills	96.5	2.8	0.7	100
East Tarai	83.4	12.5	4.1	100
West Tarai	84.3	13.2	2.5	100
Consumption Quintile				
Poorest	90.1	5.3	4.6	100
Second	94.5	3.5	2.0	100
Third	92.6	6.5	0.9	100
Fourth	84.2	14.5	1.3	100
Richest	55.1	43.9	1.1	100
Nepal	81.6	16.7	1.7	100

Source: Nepal CBS, 2006

1 Technical Schools are combined into this category.

Proposed schools in NLSSI are under Community/Government category in NLSS II

2 These types are not strictly comparable to those in NLSS I report. Schools categorized as Private

1.4. School Libraries and National Policy

The importance of libraries in education was clearly conceptualized after the drawn of democracy in 1951 and after the restoration of democracy in 1989 in Nepal. This is limited only principle not in practice.

Some highlights regarding the school libraries are mentioned in the Education Commission and Planning Commission Reports are as follows:

“The library will play an increasingly significant role in primary education”.
(Education in Nepal: Report of the Nepal National Education Planning Commission. Kathmandu: College of Education,)

National Education System Plan (NESP) for 1971-76 emphasized that all secondary schools must maintain a library. Even primary and lower secondary schools will be required to maintain a collection of books.

Since libraries have vital bearing on the spirit of education, proper attention will be directed towards establishing and expanding them and individual or institutional may open the library with consent of HMG.

Report of the Royal Commission for Higher Education, 2040 (1984) mentioned that library as an important component of the education and recommends for good library/documentation center system in general.

Report of the National Education Commission, 1992. This is the first report among the series of government reports, which clearly and elaborately deal with the library. The report mentioned that library is an integral part of education; no educational institution can be complete without it. Schools in themselves are not enough to provide new knowledge, information and skills. Library is a most.

The Eighth Five Year Plan, 1992 – 1997 mentioned that the establishment and development of libraries will be emphasized in order to develop reading habits for self development of person of all ages, to help students in formal and non

formal education system, to further enhance their knowledge through reading of materials, and to promote the collection of information and skill development.

The Tenth -Five Year Plan, 2003 – 2007 emphasized to encourage opening and managing libraries in each and every educational institution.

1.5. Situation of school libraries in Nepal

In 1997, Nepal Library Association carried out national survey on “Status of Libraries, Documentation and Information Centers and Library and Information Personnel in Nepal”. In that survey report of very few governmental school libraries were included, but other source such as personal observation and feedback from a wide range of teachers and students, shows the clear picture regarding the government school libraries.

More than 95% of government schools have no library facilities, but private schools provide fairly good library services. According to the report, very pitiable picture about the school libraries could be seen. Almost all school libraries and existed only in name.

Library fees are collected from the students and a few books are purchased, stored in a dark corner room and hardly used and issued to students. The school libraries are neither managed properly nor there are issuing or reading facilities. In general, it can be said that school library system is not yet a part of school curriculum. Almost all school libraries remain neglected.

In Nepal, library culture not yet develops to use library resources not only from student’s sides but also from teachers. All assigned home works are from the textbooks and thus there is no need to look other materials. Therefore, such tendency should be changed since the beginning. Quality education could not be obtained without good library facilities in each and every school. Therefore, every school needs a good library, which supports the school’s curriculum and also

supports the nation by preparing quality human resource suitable for every sector of the state. It is more important to develop reading and studying habits from the childhood level itself through fully equipped library.

Involvement of private sector in educational development of Nepal is a positive indication for over all development of nation .A number of private schools and colleges has been established in Kathmandu valley and the number of such institutions have been increasing day by day. Medium to high earning categories of national population are the target of such educational institution.

Biratnagar city is a center of attraction for the establishment of school and colleges. Library is pre -requisite for any educational institution to provide quality education. Provision of library facilities plays an important role to ensure quality education to a considerable level. Library is also a symbol of prestige of educational institutions and believed as a prime factor to attract students and parents as well. Evaluation of library facilities of community, schools may give some clues to understand the existing average situation of the schools of Nepal as well as variation among them. The study will also find out pro and cones of library management service and facilities provided by different types of schools.

1.6. Statement of the problem

Involvement of private sector in school level education is increasing day by day and investment and responsibility of government is in decreasing trend. It may be a good indication for the development of school level education in Nepal. Library facility is the basic factor to ensure quality education although this factor is not duly considered by planner, policy maker and implementer of school level educational program. Researcher has found the various problems regarding the status of library, services, use and facilities. Some genuine problems of public, private and community libraries of Biratnagar has been observed as followed:

- Lack of library management knowledge among the library staffs.
- Need to support to students and library staffs with the reading and selection of books as well as performing school work.
- Lack of cooperation with library staffs and teachers in order to promote library services and make use of among students.
- Lack of knowledge on maintaining the collection and making available a variety of materials that is required in the school library.
- Lack of the library budget and making the library a readable place for students.

In this respect the major problem has been observed as whether the schools of Biratnagar are aware with the library services. What problems are they face in practice and use of library.

1.7. Objective of the Study

The overall objective of the study is:

To explore existing library- facilities and services provided by community, private and public schools in comparative way as well as to identify problems related to school libraries and to create basic ground for further improvement in Nepal.

Specific objectives of the study are:

- To investigate the current situation of academic libraries of Biratnagar.
- To explore existing library facilities and services of public, private and community school- libraries of Biratnagar.
- To find out present problems and opportunities regarding library of public, private and community managed schools.

1.8. Scope and Limitation of the study

- The study is limited to a selected public, community and private schools, which are being considered as a representative school of that specific type.
- Study is focused to find out library services and facilities of public, private and community managed school libraries of urban areas like Biratnagar.
- The study is focused to explore the problems of library not the school administration as a whole.
- The fact generated through the study may not be generalized for the public, community based and private school of nation, situated on absolutely different condition.

1.9. Significance of Study

The study is expected to create a ground to understand the contribution of private, community based and public sector in school level education of nation in order to justify the quality education they have been providing.

The study could be helpful to adjust and justify investment to establish and run the library according to the need and interest of library user that may also help to add necessary facilities, which could be a basic strategy for other schools of the nation.

1.10. Organization of the Study

The thesis has been dealt in six chapters including bibliography and basic features such as letter of recommendation, letter of acceptance, acknowledgments, abstract, dedication, preface, and catalog of the thesis, list of tables, and list of figures.

First chapter deals with historical back ground of library, library system, school libraries and national policy, school education, situation of school libraries, statement of the problem , scope and Limitation of study, significance of study, definitions of terms /Glossary and organization of the study.

Review of relevant literatures has been done in second chapter. Findings of the research works conducted on the issues related the topic of the thesis has been maintained in the chapter and comparison has been done with the finding of the thesis.

Third chapter deals with study area which has been focused while conducting the study which also indicates the depth of the study on the area focused.

Forth chapter deals with the national for selection of study area. It also includes the detail description of research design, population, sampling procedure, data collection procedure and data analysis procedure followed while conducting the study.

Fifth chapter includes the description of selected schools for the study, location of school, historical background of Biratnagar municipality where the schools are situated and situation of educational development of Biratnagar. Brief information on the selected schools (Bal Kalyan Vidhya Mandir, Sagarmatha Secondary School, Azelea Secondary School) has also been dealt in the chapter.

Sixth chapter is the heart of the thesis, it deals about the respondents and their age group involved in survey which was done as a key activity of the study. It deals with various parameters used in the study to explore the present situation of the libraries of selected schools. The parameters such as purpose for consulting library, frequency of library visit, interest of library users, use of non- book materials, priority on book –and non-book materials, functioning of the library,

availability of book and non book materials, reading space and furniture, circulation and lending facility, status of acquisition, technical, circulation, reference and text book section and overall problems of library service and function have been analyzed and discussed in detail. Chapter seven deals the summary, conclusion and recommendation drawn from the study.

1.11. Definition of Terms/Glossary

Library catalogue: In simple terms, a library catalogue is a “List of documents in a library or in a collection forming a portion of it.” This concept of library catalogue thus involves three aspects: *(i)* List; *(ii)* Documents; and *(iii)* Holding of library or a group of libraries.

Document: It refers to a printed, hand written and engraved materials including books, periodical publication, micro films, photographs, gramophone records, tape records etc. Document is ‘embodied thought’ which is a record of work on paper or other materials fit for physical handling, transport across space, and preservation through time. Thus documents embrace all types and forms of records in which information can be stored.

Subject Catalogue: It consists of subject entries arranged alphabetically. This satisfies the approach of the reader from any subject aspect dealt in the document.

Author Catalogue: It consists of author entries arranged alphabetically. This type of alphabetically author catalogue tells what work of given author are possessed by the library and whether the library has a particular work of a given author.

Author: It is a compressive term which includes editor, compiler, illustrator, translator etc.

Name Catalogue: It consists of author catalogue and subject catalogue mixed in one sequence arranged alphabetically.

Main Card: It is a catalogue of books in the order in which they stand on the shelves. Each title is represented by a card usually giving the author, title, edition, number of volumes, number of comes, call number, and other essential items.

Accession Section: Accession is concerned with accessioning library materials of a cataloguing and processing department.

Abstract Classification: Arrangement in class abstract assignment to a class.

Abstracting Service: The preparation of abstract usually in limited field, by a individual, and industrial organization for restricted use, or a commercial organization; the abstract being published and regularly to subscribers.

Academic Libraries: Those of the universities collages and all over intuitions forming part of, or associated with, institutions of higher education.

Non Book Material (NBM): All those materials which are not bound in to a book. However, it is used here to exclude any printer message presented in the form of pamphlet, leaflet, manuscript, map, serial or music score. The range is therefore wide, and also includes those materials which have been excluded above when

they are represented in a different form, such map on a slide or serials on microfiche.

Book Materials: Published reading materials in the form of book.

Author Card: A Catalogue card baring an author entry; usually the main entry card is author card.

Audio-Visual: The terms used for the aids to teaching through ear and eye. Such as phonograph records, slides and motion fields.

Bibliography: A list of books and sometime of other materials. Such as periodical articles and illustration, written by one other or on the other subject, or printed by own printer, or in own place or during one period.

Code: A system of symbolic characters which are used to present data.

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CHAPTER II

Review of Literature

Some of the relevant research work has been reviewed and findings have been mentioned and analyzed under the sub-heading review of literature which would be helpful to understand the issues dealt in the study.

Bhattarai (2007) has studied on the library facilities of the Azelea School. 60 percent of all students expressed satisfaction with the reading materials and as much as 80 percent of the users said that they found the relevant materials in the library. 26 percent of the students mentioned the need of addition of reference materials. 55 percent of the respondents said that the library hour was convenient and the entire respondents were satisfied with the lending system. 50 percent of all users visited the library daily, 65 percent were aware of the services offered by the library and as much as 92 percent of the people found the library instructions useful. The respondents suggested extensions of the services such as the photocopier and computer databases (Mital, 1984).

Bhatt (2007) conducted a study on Arniko High Secondary School Library. He has concluded that the school library was running traditionally and was in developing phase. There was a deficit of reference as well as other book materials and thus the library could not satisfy the demand of the teachers and students of the school. The majority of the library users were interested in reference books followed by the current magazines and newspapers and course books. The opening hours of the library was felt convenient by the majority of the users. However, most of the users were unsatisfied with the short book lending period.

Ghimire (2000), conducted a study on user's case study of Shree Gograha Multiple Campus Library. A serious deficit of book materials, space, furniture and qualified manpower was seen by the study. Allocation of sufficient budget to the library by the campus was required. Most of the students were consequently unsatisfied by the services of the library. The author has recommended that the library have active library committee, sufficient budget, physical facilities, user based library documents and a qualified librarian.

Poudel (2005), has conducted a study on a case study on the Guras library. The study showed a lack of space in the Guras library. The collections of reference materials and textbooks were also found to be insufficient as to meet the need of the users. To maintain the environment of the library, the photocopy machine was required to be removed from the study room.

Dahal (2001), conducted a study on a case study of City College Library. The author has concluded that the library was used efficiently as most of the users went to visit the library daily. Though the documents were not catalogued but classified using the DDC (21st Edition). Books were not properly processed. Only a book slip with an accession number being attached to the book and were no book pocket and slips. The library had no audio-visual equipments, documents related to science. There was no any trained librarian. The author has recommended the addition of documents related to science, addition of physical facilities, proper cataloguing, proper processing and improvements in the book circulation service.

Adhikari (2003), conducted a study on as a case study of St.Xavier School Library. The study indicated that the students of junior classes were using the library and borrowing books more frequently than the students of senior classes. It was also concluded that the library did not have sufficient books to fulfill the need

of students. Also the busy schedule and inconvenient opening hours of the library were a hindrance to the efficient use of the library.

Karki (2005), had conducted a study on 'Status of School Library Development in Nepal'. She has mentioned that the school education system of Nepal consists of Pre-Primary, Primary (Grades 1-5), Lower Secondary (Grades 6-8), Secondary (Grades 9-10), and Higher Secondary Education (10+2). There are basically three types of schools on the basis of management: (i) Public managed schools, (ii) Community managed schools and (iii) privately managed schools.

All the literatures show that all the schools have library facilities but not running as per the common standards of universal library management. The important findings of the research on functioning of the library are as follows.

Furniture facility:

Among the schools included in the study, almost half of the total schools have furniture facility for reading for library users, whereas most schools have no such facilities. The quality of the furniture also does not meet the common standard.

Provision of librarian:

Though there were few trained and qualified personnel assigned to run the library in the school, almost all schools had a person assigned to manage the library as a teacher cum librarian. Very few urban schools had trained librarians.

Activities on library management:

Few schools found in systematic, catalogued the books and issued library cards. Some of them had used the register while issuing the books. Some activities like book display and information projects were undertaken to develop the students' reading habits. Few schools had creative activities such as story writing,

project work, drawing and painting, educational toys and use of other non-book materials.

Centralized service:

There were schools that have trained staffs that perform centralized services such as registration, classification, cataloguing, reference services, lending etc as the centralized services of a school library.

Support services:

The government provides in service teachers training to the teachers every year but there was no any provision for training regarding for library management. Public school did not found charging any fee for library service provided to the students but nominal fees was charged by private schools for library development.

Policy and coordination system of school libraries:

The Ministry of Education is the policy formulating apex body for the implementation of education system in Nepal. Under ministry, the Department of Education has the responsibility to run school education programmes in the nation as a major authorized organization of Nepal government. There are five regional education offices in five different regions and 75 district educational offices all over the country under the Education Department. In all the 75 districts, there are many resource centers depending on the number of schools. In each resource center, resource persons are appointed and their main responsibility is to observe the schools and conduct teachers' training. The training programs conducted by the resource person do not include library training (MOE, 2005).

Under the Ministry of Education, there are two major libraries: Kaiser Library and Nepal National Library (In Kathmandu), which are however working as public libraries but the library materials available in the library are not intended

to the school level students or reader. Realizing the importance of school library, the government of Nepal emphasized the issue in 8, 9 and 10th Five year plan. But until now, there is no clear-cut functional policy regarding the development of libraries in Nepal.

The Tenth national plan of Nepal had emphasized “to encourage establishing and managing libraries in each and every educational institution”. Nepal government hasn’t yet implemented complete rules and regulations regarding the development of school library. (MOE, 2005).

Special Projects on Library Development in Nepal:

As mentioned earlier, the Nepal government has mentioned library development policy in its 10th plan. The NASL, since its establishment has conducted many activities such as Seminars on ‘The importance of school libraries’; ‘The situation of community based school libraries in Nepal’ and ‘Development of children’s literatures’. The most important is the establishment of model school library as a pilot project in Biratnagar City in 2005. This project was funded by Education Sector Advisory Team/ DANIDA and monitored by government of Nepal. The first part of the project was training on Library Administration and Management. The second part of the project was the establishment of model library. After the completion of training, supplied books and furniture to the schools of the trainees. The teachers trained as librarian were running the libraries effectively from the knowledge they have acquired through the training. Members of the Department of Education (DOE) monitored this project. Following ongoing Activities:-

- Library service for local community children
- Distribution of boxes of books to the member schools on loan.
- Library awareness program.

- Idea sharing program among the members about school libraries.
- Short term library pedagogic training.
- Competitions on the different extra-curricular activities within the member schools.

The National Association of School Librarian of Nepal (NASL, 2003) has identified the following Problems and issues of school libraries:

Followings are the problems and issues related to school libraries in Nepal:-

Lack of management:

There is no government agency to control, monitor and evaluate the school library activities.

Lack of awareness programs:

There is a general lack of awareness about the importance of school libraries among the parents, students, teachers as well as the concerned authorities.

Budgetary constraints:

The limited budget issued to the schools by the government is insufficient. Even a minimum regular budget is not allocated for each school to cover library expenses and remuneration of the teacher cum librarian. Due to budgetary constraints, there is a lack of infrastructure, insufficiency of qualified staff in many schools and an inability to recruit a professional librarian.

Inadequate space:

While most schools are lacking infrastructure, their inability to provide enough space for a library is quite understandable. Even the existing libraries need to be developed under a proper library arrangement system.

Inadequate library materials:

While many schools do not have libraries, those which have libraries their collection are outdated or not of children's level or interest. Poor collection of children's literature and reference books are a major problem.

Lack of trained and skilled manpower:

The few libraries that exist are in a poor condition due to lack of proper management, which is a result of the absence of proper pedagogic and library administration training.

Lack of appropriate govt. policy:

There is an absence of appropriate policy in the implementation, monitoring and evaluation of library programs in schools in the country. While minimum provision for libraries is a grave necessity, it is found to be in contrary in Nepal.

Lack of information literacy:

In Nepal, we are still unaware of the great changes that are taking place in the field of information technology. If it is included in the school curriculum through libraries, it is possible that the Nepalese students can be informed and educated about this. People are still unaware of the major issue which is involved in the use of libraries and literacy of information in this era of Information Exchange and Technological Advancement.

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CHAPTER III

Focus of the Study

3.1. Location of the Schools

Biratnagar is an old settlement situated on a plane area in the east of the Nepal. It is one of municipality in the Morang. It is located at near by Border (India) and at present has 22 wards and it has vast covers of area. It is bordered by the Joghmani (India) to the south, Inaruwa in the west (Metropolitan City Sunsari).Itahari is to the north, and Joghmani is (India) to the south. The schools selected for the study situated at 15, 12 and 10 number Wards of the Biratnagar municipality.

Specially the focus of the study has been compared with the community, private and public school libraries of Biratnagar.

3.2. Historical Background of focus area

Biratnagar was established in the twelfth century as an outpost of Mawarange. The town was built initially within a wall surrounded by dense vegetation and then opens ground as outer rings. Biratnagar was identified as a 'town' or urban locality in the 1948/50 and 1961 censuses of Nepal. It was declassified as a town in the 1971 census when the criteria for designating urban localities were changed. Biratnagar Municipality was formed in 1997 by combining 22 VDCs . The total population of these VDCs in the 2058 B.S. was 166678. Now it is going to increage day by day. It is a old city of morang .

3.3. Situation of Educational Development

There are four govt. colleges, 26 combined secondary/primary schools (usually referred to simply as 'secondary schools'), 12 primary only schools, and 2 childcare centers within the municipality area (Figure 18). Ward 17 has the highest number of educational institutions with one college, seven secondary/primary schools, and one primary only school. Wards 4, 6, and 13 have no schools at all and large parts of Wards 7, 8, 16, and 19 are far from any educational facilities. The standard and the physical infrastructure of schools vary greatly with some schools such as the D.A.V. High School and Delhi public Indian School catering to students from Biratnagr and Itahari municipalities.

3.4.B.K.V.M, Secondary School

B.K.V.M. Secondary School is community managed school located at Biratnagar municipality, Ward no.10 (Pichra), which is eight kilometer north to India (jogmani) and situated at 500 feet above the sea level. The school is located at East to Purbanchal University Centrel Office; west to Keselia River; south to India Boarder and north to H.M.G.district education office.

It was established in 2050 B.S. The total number of students is 1450 studying in the school, among them 845 are boys and 605 are girls. The total number of teachers involved in teaching in the school is 47, among them 16 are male and rest are female teachers. There are 9 office staffs other than students and teachers, among them 6 are male and 3 are female. The school has 4 Bigha of land and 7 school buildings some are its own and other are donated. The school has for modern school buildings and one general type. School has 20 class rooms, 4 staff rooms, 2 laboratories, 1 treatment room, 1 sports room, 1 store room, 1 computer

room, and one canteen room in total. The school has no separate library building but one separate room for library purpose. The library has around 2300 books and other reading materials. The school has library but not trained librarian staff even the school does not have separate position of staff allocated for library service. The school has some computers and type writers but not photocopy machines and duplicating machines. The school library has books but not provision of book landing service.

3.5.Sagarmatha Secondary School

It is public managed school situated at Biratnagar municipality, Ward no.12 (Panchali road). It was established in 2009 B.S. in the name of Arniko School and Birat Victoria Pustakalaya was established in the school in 2058 B.S. It was renamed as Birat Secondary School only in 1971 A D. Total numbers of students is 461 studying in the school, among them 288 are boys and 173 are girls. The total number of teachers involved in teaching in the school is 29, among them 17 are male and rest are female teachers. There are 6 office staffs other than students and teachers, among them 3 are male and 3 are female. The school has 3 Bigha of land and 3 modern school buildings its own. School has 17 class rooms, 4 staff rooms, one laboratory, one music room, one sports room, one computer room, and one canteen room in total. The school has no separate library building but one separate room for library purpose .The school has library but not trained librarian staff even the school does not have separate position of school staff for library service. The school has some computers and type writers but not photocopy machines and duplicating machines. The school library has books but not book landing system with colletions of 1750 books and related materials.

3.6. Azalea Secondary School

It is a privately managed school and situated in Biratnagar municipality wards 15. It was established in 1992 A D. Total number of students studying in the school is 1200, among them 670 are boys and 530 are girls. The total number of teachers involved in teaching in the school is 55, among them 30 are male and rest are female teachers. There are 22 office staffs other than students and teachers, among them 10 are male and 12 are female. The school has 2 Bigha of land and 5 school buildings, among them, one is its own and others are in the rent. The school

has for modern school building and one general type. School has 25 class rooms, 4 staff rooms, 2 laboratories, one computer room, and one canteen room. The school has no separate library building even no separate room available for library purpose. The school has library materials but not trained librarian staff even the school does not allocated separate staff for library service. The total collection of the school library is 1350. The school has some computers and type writers but not photocopy machines and duplicating machines. Though the school large no of books there is no book landing system.

CHAPTER IV

Research Methodology

Research methodologies adopted to conduct the research study has been dealt in this chapter under different sub- headings as a steps taken by the investigator during the implementation of the research study.

4.1. The Study Area and Rationale for Selection

Three schools of Biratnagar (B.K.V.M., Sagarmatha and Azalea Secondary schools) are considered representative of public, community based and private institutions for secondary schools education in the Biratnagar municipality. Investigator believes that schools selected for the study are not excellent or poor in overall performance, management and facilities and represent the average situation of urban schools library facilities.

4.2. Research Design

Both descriptive and quantitative research design have been followed to implement the research project as well as to generate the relevant primary data (Kumar,Girija & Krishna Kumar 1975). Surveys of three schools (B.K.V.M. Secondary School, Sagarmatha secondary school and Azalea Secondary School) have been done by the investigator to collect firsthand information. Semi-structured questionnaire has been prepared and utilized as a tool to generate quantitative data. Two different sets of questionnaire were prepared for the survey. Personal contact was the method adopted to collect descriptive information.

4.3. Population

Students and teachers of B.K.V.M., Sagarmatha and Azalea Secondary School have been considered as a population or universe of the study. The population has been categorized into three teachers and students of higher and lower secondary level for sampling of the population. The students of four to seven grades were put in lower level and eight to ten grades in higher level. The total population including the teachers and lower and higher grade students of three schools was 805. The distribution of population dealt in the study has been included 194 students + 65 teachers from B.K.V.M, 218 students + 27 teachers from Sagarmatha and 262 students + 39 teachers from Azalea secondary schools.

4.4. Sampling Procedure

Stratified random sampling was the method adopted for survey work. Students of higher and lower secondary level and teachers were the stratum (class) and sampling had been done separately from each stratum. Sample size has been determined on the basis of size of universe and sampling has been done according complete randomization method. Random number table was used to determine the sample from targeted population list. The total number of random sample drawn was 85, which includes 6, 4 and 3 samples from teachers and 20, 24 and 29 samples form students among the total population considered in B.K.V.M, Sagarmatha and Azalea secondary schools respectively.

The respondents (library users) were categorized into two categories (three to eighth grade and above eighth grade) in students and one category in teachers. Thirty students from each category in B.K.V.M Boarding Secondary School and twenty-five respondents from Sagarmatha Secondary and Azalea Secondary School were randomly selected for the interview. Altogether sixty students from

B.K.V.M. Boarding Secondary School and fifty respondents from Sagarmatha Secondary and Azalea Secondary School were randomly selected. Equal representation of girls and boys was considered while determining the sample. Likewise, 20 teachers from B.K.V.M Boarding Secondary School and 15 teachers from Sgarmatha Secondary and Azalea Secondary School were randomly selected for the interview. Equal representation of female and male teachers was considered while determining the sample. The participation of students and teacher was maintained at least 10% in each category. Similarly, approximately 50% participation of girls/female teachers and boys/male teachers was also maintained.

4.5. Data Collection Procedure

Primary and secondary source of data have been consulted to generate as well as to collect the data. Interview schedule were the major data collection tools to generate primary data of the question has been prepared, pre-tested and re-arranged to make it more practical. Beside interview schedule, observation, personal contact /interview have been performed. Official record consultation and review of published documents was the additional methods adopted to collect secondary data needed for thesis preparation. Internet search was also done specially during the preparation of literature review.

4.6. Data Analysis Procedure

Proper coding, tabulation, and classification of data have been done (Chopra, 1989). Simple statistical tools and software have been used to present and analyze the data Mathematical mean, percentage, graphics and charts are the tools used in analysis of data. The responses obtained through the survey has been tabulated, analyzed and summarized. The detail of response obtained through the study has been dealt as under.

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CHAPTER V

Analysis and Presentation

Three schools managed through different management approaches were selected for the comparative study of schools- libraries. Among the schools selected for the study, B.K.V.M Secondary School is managed by local community, Sagarmatha Secondary School by public/government and Azalea Boarding school by private sector.

5.1. The Respondents

In Sagarmatha Secondary School, 32% respondents were the students of below eighth grade, 36% respondents were the students of above eighth grade and 32 % respondents were the teachers. In Azalea Secondary School, 53.3%, 30% and 16.7% respondents were students of below eight grades, students of above eight grade and teachers respectively. In B.K.V.M Boarding School, 48% respondents were the students of below eighth grade, 36% respondents were the students of above eighth grade and 16 % respondents were the teachers.

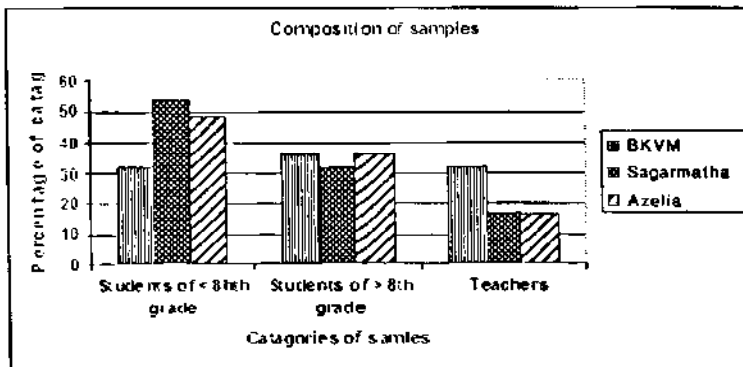


Fig. 1. Composition of samples

1. BKVM
2. Sagarmatha
3. Azelia

5.2. Age Group of Respondents

In B.K.V.M Secondary School, 32% respondents were the students of below 15 years, 36% were of the age between 15 to 20 years and 32 % respondents were the teachers of ages above 25 years. . Similarly in Sagarmatha Secondary School, 66.7%, 16.7%, 3.3% and 13.3% respondents were students of the age below 15 years, students of the age between 15 to 20 years, teachers of the age 20 to 25 years and the teachers of age above 25 years respectively. In Azalea Secondary Boarding School, 28%, 60%, 8% and 4% respondents were students of the age below 15 years, students of the age between 15 to 20 years, teachers of the age 20 to 25 years and the teachers of age above 25 years respectively.

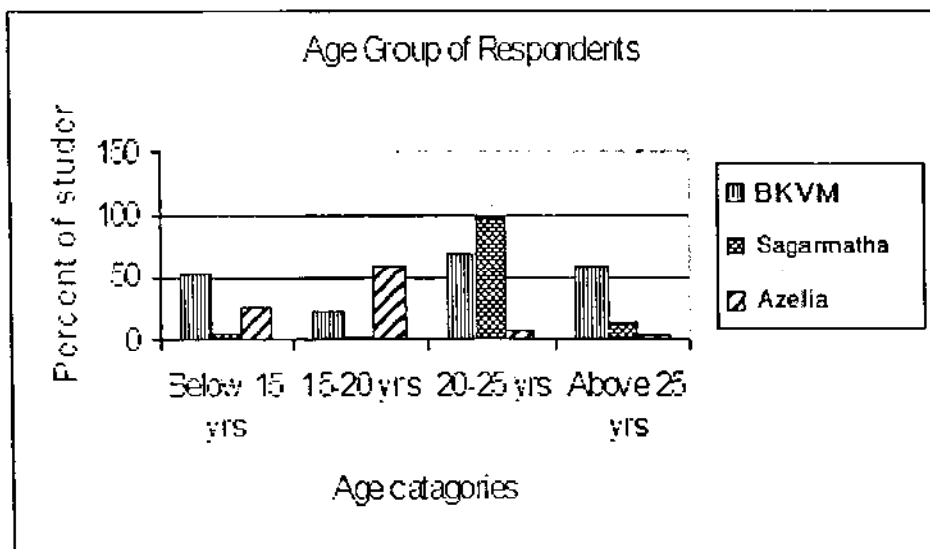


Fig. 2. Age group of respondents

5.3. Purpose for Consulting Library

In B.K.V.M Secondary School, 52% respondents were using the library to study common related documents, 24% respondents for preparing the class notes, 68 % for updating knowledge, 60% for recreation and 12% for other purposes.

In Azalea Secondary School, 6.7% respondents were using the library to consult common related documents, 3.3% respondents for preparing the class notes, 96.7 % for updating knowledge and nobody was using library for recreation and other purposes.

In Sagarmatha Secondary Boarding School, 4% respondents were using the library to consult common related documents, 12% respondents for preparing the class notes, 72 % for updating knowledge and 20% for recreation and nobody for other purposes.

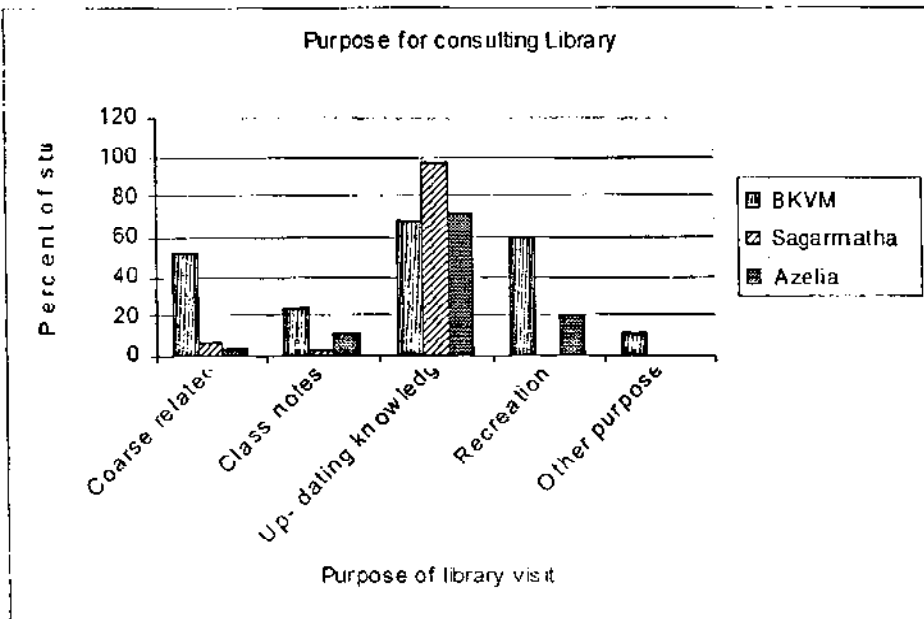


Fig.3. Purpose of consulting library

5.4. Frequency of Visit

In B.K.V.M Secondary School, 8% library users use to visit library more than once a day, 56% daily, 8% twice a week, 24% once a week and 4% twice a month. Similarly, in Sagarmatha Secondary School, 3.3 library users use to visit library more than once a day, 60% daily, and 6.7% twice a week, 20% once a week, 6.7% once a month and 6.7% twice a month.

In Azalea Secondary Boarding School nobody uses to visit library more than once a day, 12% daily, 28% twice a week, and 16% once a week 20% once a month and 24% twice a month.

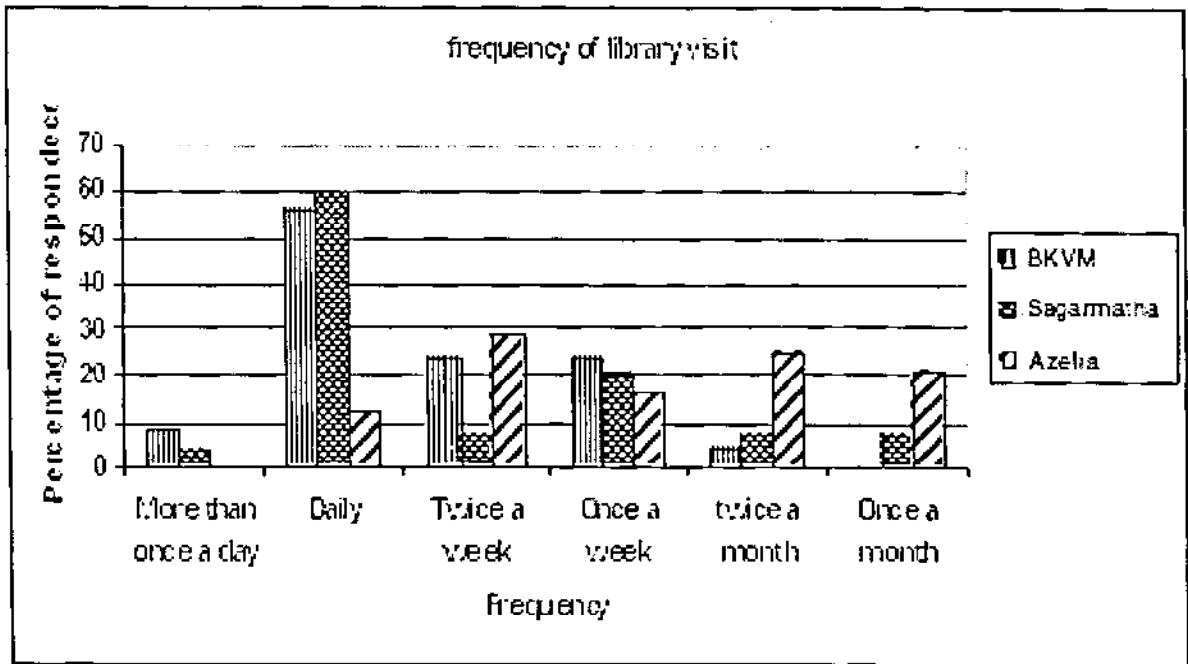


Fig. 4. Frequency of library visit

5.5. Interest of Library Users

In B.K.V.M. Secondary School, 44% library users have interest on science related documents, 76% on literature, 44% on social sciences, 36% on poems, 32% on mathematics, 64% on general knowledge, and 52% on the stories.

In Sagarmatha Secondary School, 40% library users have interest on science related documents, 56% on literature, 30% on social sciences, 30% on poems, 20% on mathematics, 54% on general knowledge, and 40% on the stories.

In Azalea Secondary Boarding School 76% library users have interest on science related documents, 52% on literature, 32% on history, 36% on geography, 48% on general knowledge, and 24% on the stories.

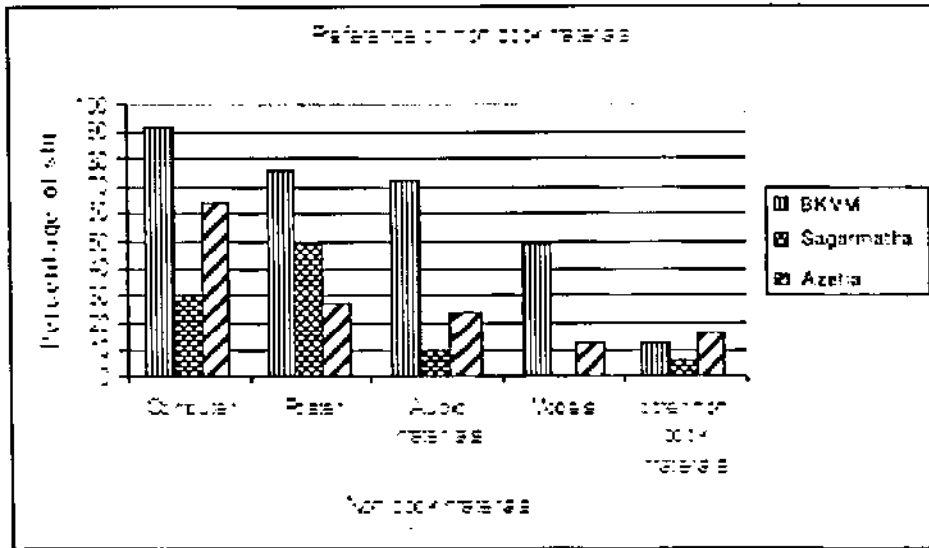


Fig. 5. Preference on non book materials

5.6. Use of Non- Book Materials

In B.K.V.M. Secondary School, Majority of the library users (96%) were using non- book materials while only few (4%) of them are not using the materials. Among the users of non- book materials, majority of them (92%) prefer to use computer followed by poster (76%), audio materials and globes (72%), models (48%) and other non- book materials (12%). In Sagarmatha Secondary School,

majority of the library users (93.3%) were using non book materials while only few (6.7%) of them are not using non book materials. Among the users of non book materials, half of them prefer to use poster followed by globes (43.3%), computer (30%) audio materials and globes (6.7%), and other non book materials (6.7%).

In Azalea Secondary Boarding School, all the library users were using non book materials. Among the users of non book materials, 64% of them using computer, followed by poster (28%), audio materials (24%), models (12%), and other non book materials (16%).

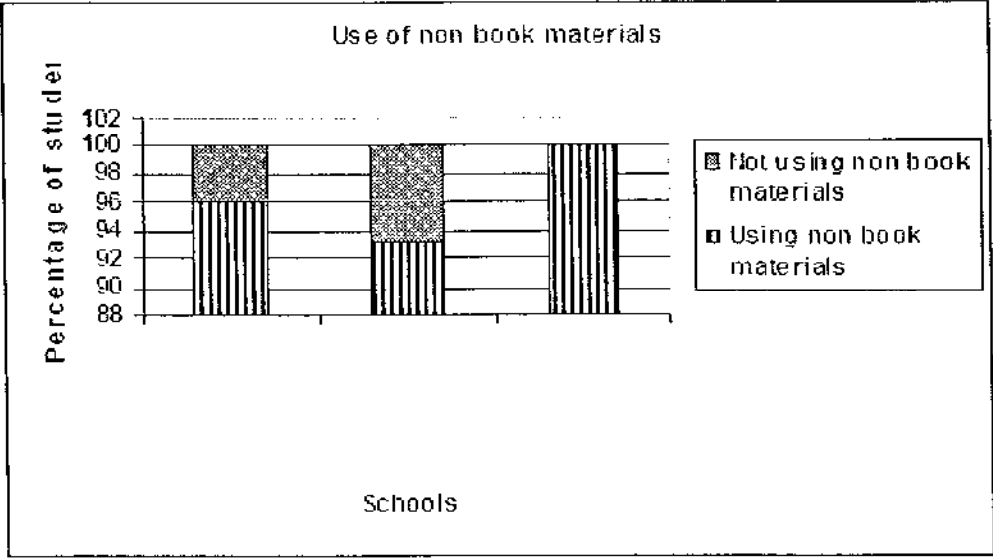


Fig. 6. Use of non book materials

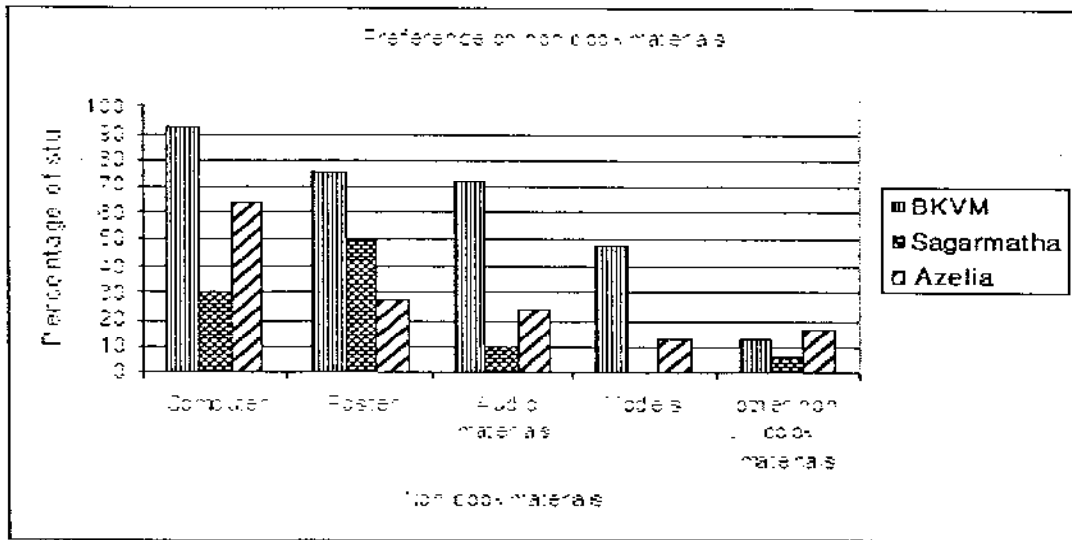


Fig. 7. Preference of non book materials

5.7. Priority on Book -Materials

In B.K.V.M. Secondary School, majority (54%) of library- users go to library to study text book followed by reference books (44%), documents related to literatures (44%), course related books (40%), guides (36%), and books of stories and jock e(24%) .

In Sagarmatha Secondary School, all of the library users go to library to consult text book followed by literature book (66.7%), reference book (56.7%), and guide books (23.3%). In Azalea Secondary Boarding School majority (84%) of library- users go to library to study text book followed by literature books (48%), reference

books (44%), course related books (32%) and guide books (28%).

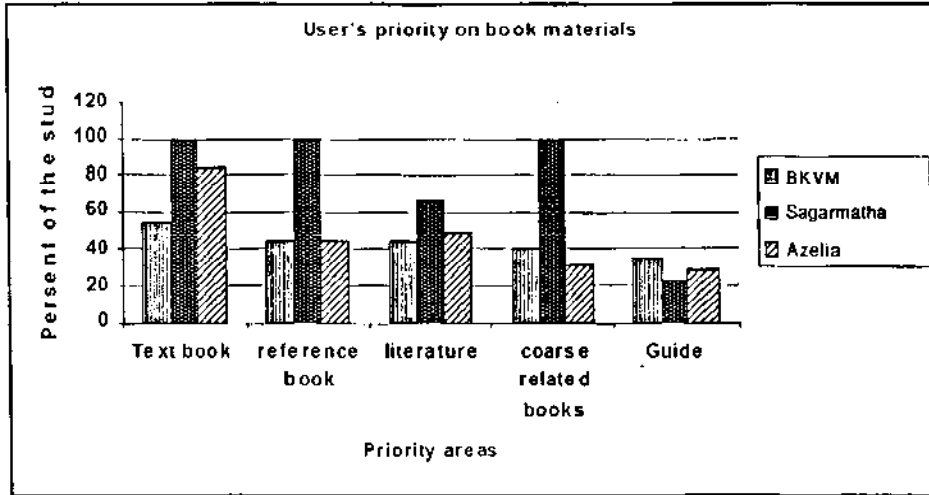


Fig. 8. User's priority on non book materials

5.8. Priority on Non-Book Materials

In B.K.V.M. Secondary School, majority (92%) of library- users prefer to use computer followed by globes (36%), audio materials (32%) posters (24%), video materials(16%) and models (12%).

In Sagarmatha Secondary School, all of the library- users prefer to use computer followed by audio materials (53%), posters and globes (32%) and video materials (23.3%). In Azalea Secondary Boarding School, all of the library- users prefer to use computer followed by globes (52%), posters (44%), audio materials (28%) and video materials (12%).

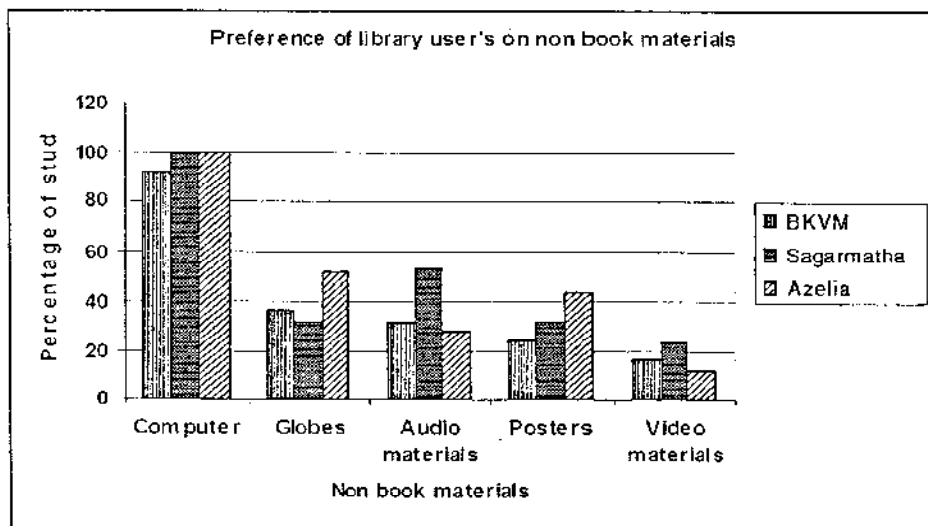


Fig. 9. Preference of library user's on non book materials

5.9. Functioning of the Library

In B.K.V.M. Secondary School, 8% of the library users found their library functioning in excellent level, majority of them (56%) found it in good, 28% of them found satisfactory and very few of them found its functioning poor.

In Sagarmatha Secondary School, majority of the library users rated the functioning of library as good (43%) followed by satisfactory (40%), and poor (10%).

In Azalea Secondary Boarding School, majority of the library users rated the functioning of library as satisfactory (80%) followed by good (12%), and excellent and poor (4%).

5.10. Availability of Book and Non Book Materials

In B.K.V.M. Secondary School, most of the respondents viewed that the school has sufficient book and non book materials (88% and 92%) respectively, while few of them were not satisfied with the availability of the book and non book materials (12% and 8%) respectively.

In Sagarmatha Secondary School, most of the respondents viewed that the school has sufficient book and non book materials (80% and 90%) respectively, while few of them were not satisfied with the availability of the book and non book materials (20% and 10%) respectively.

In Azalea Secondary Boarding School, most of the respondents viewed that the school has insufficient book and non book materials (88% and 92%) respectively, while few of them were satisfied with the availability of the book and non book materials (12% and 8%) respectively.

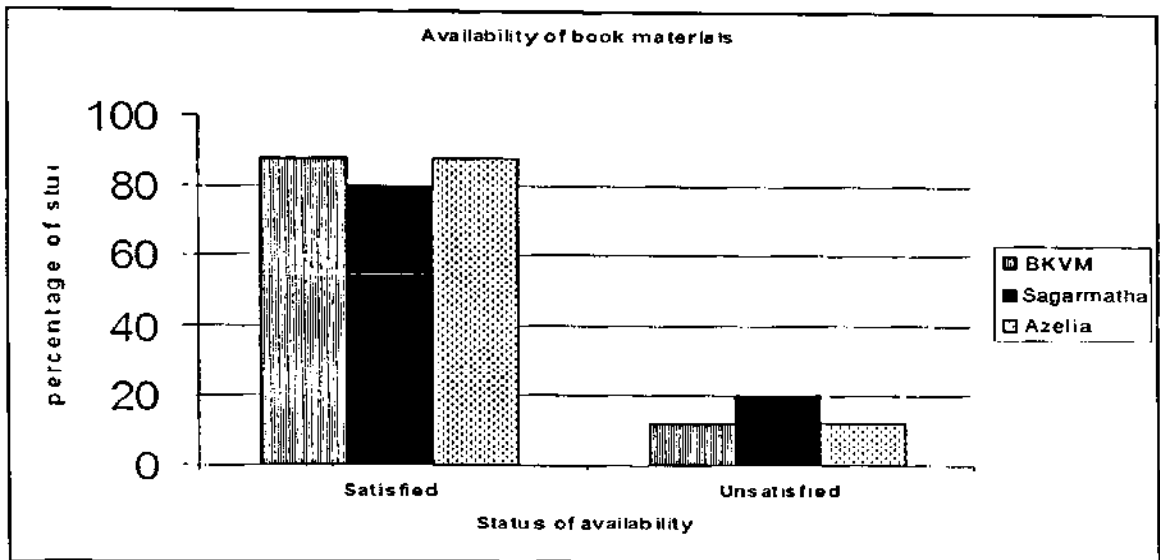


Fig. 11. Status of acquisition of book materials

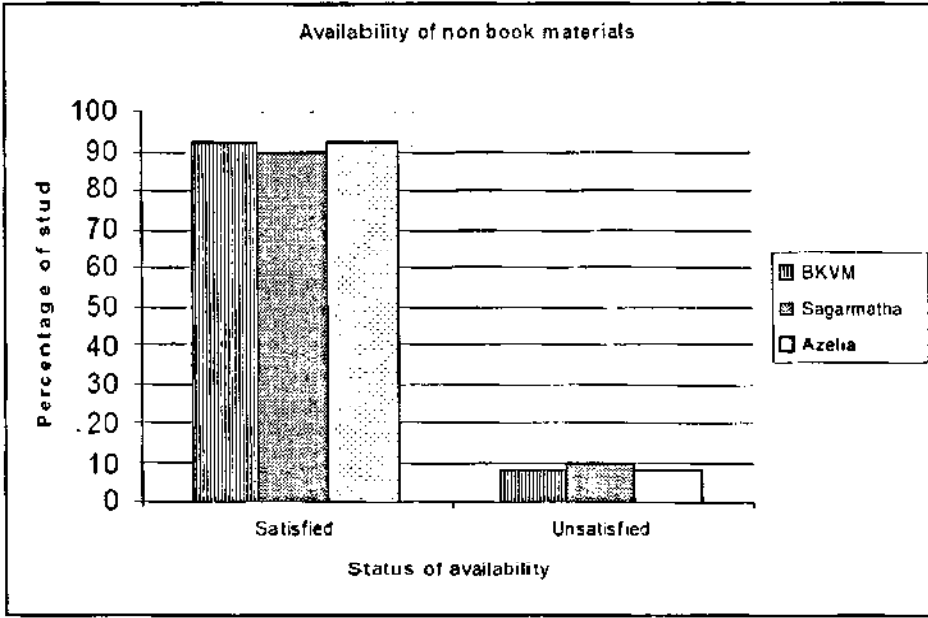


Fig. 12. Availability of non book materials

5.11. Reading Space and Furniture

In B.K.V.M. Secondary School, 40 % respondents viewed that the school has optimum numbers of furniture and sufficient reading space but other 40 % library users rated the furniture and reading space facility as minimum and 20% of the considered the available furniture and reading space facility as poor.

In Sagarmatha Secondary School, 26.7 % respondents viewed that the school has optimum numbers of furniture and sufficient reading space but half of them (50 %) library users rated the furniture and reading space facility as minimum and a big fraction of the total respondents (23.3%) considered the available furniture and reading space poor.

In Azalea Secondary Boarding School, 16 % respondents viewed that the school has optimum numbers of furniture and sufficient reading space but majority of them (84 %) library users rated the furniture and reading space facility as insufficient.

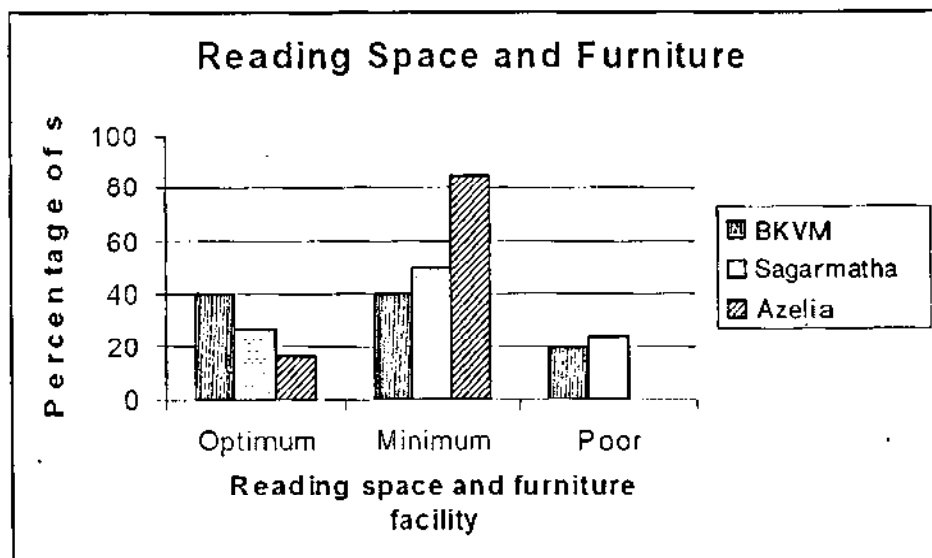


Fig. 13. Status of reading space and furniture

5.12. Circulation and lending Facility

In B.K.V.M. Secondary School, majority of the library users (92 %) viewed that the school has satisfactory level of circulation and lending facility, 4% viewed as good and other 4% as poor.

In Sagarmatha Secondary School majority of the library users (90 %) viewed that the school has satisfactory level of circulation and lending facility, only 3% viewed as very good and 7% as poor level. The response of the majority is not satisfied with the circulation and lending facility.

In Azalea Secondary Boarding School, majority of the library users (80 %) viewed that the school has satisfactory level of circulation and lending facility but 20% of them considered the circulation and lending facility poor.

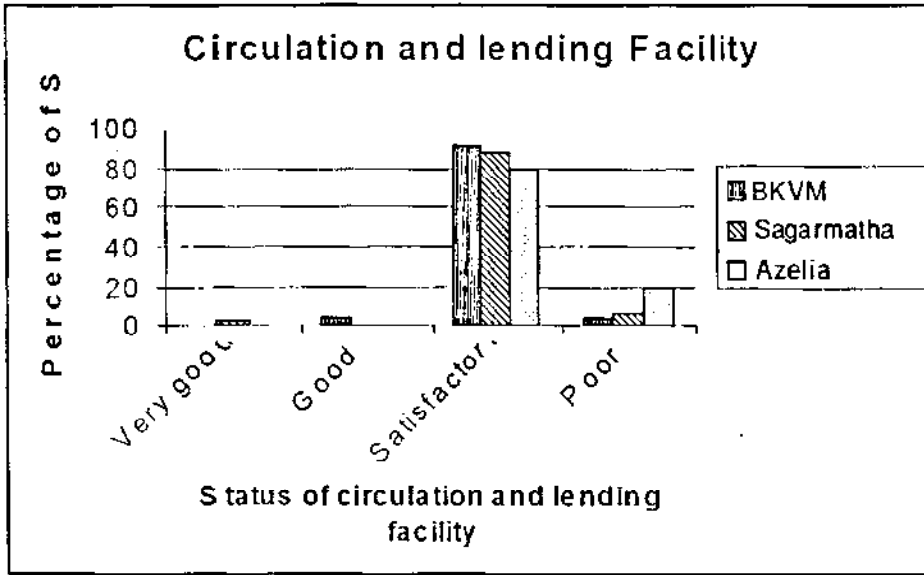


Fig. 14. Status of circulation and lending service

5.13. Status of Acquisition, Technical, Circulation, Reference and Text Book Section

In B.K.V.M. Secondary School, majority of the library users (96%,76%, 100%, 92%, and 100%)viewed that the level of acquisition, technical, circulation, reference and text book section as good respectively., while, few of them (4%, 24%,and 8%), viewed that the level of acquisition, technical, reference section as poor respectively.

In Sagarmatha Secondary School, majority of the library users (90%,83.3%, 100%, 83.3% and 100%)viewed that the level of acquisition, technical, circulation, reference and text book section as good respectively., while, few of them (10%, 16.7%,and16.7 %) viewed that the level of acquisition, technical, circulation and reference section as poor respectively.

In Azalea Boarding School, ,majority of the library users (88%,48%, 60%, 56%, and 48%) viewed that the level of acquisition, technical, circulation, reference and text book section as good respectively., while, few of them (8%, 24%,36 %, 24 %

and 8%) viewed that the level of acquisition, technical, circulation, reference and text book sections as poor respectively.

Fig. 15. Functioning of acquisition section

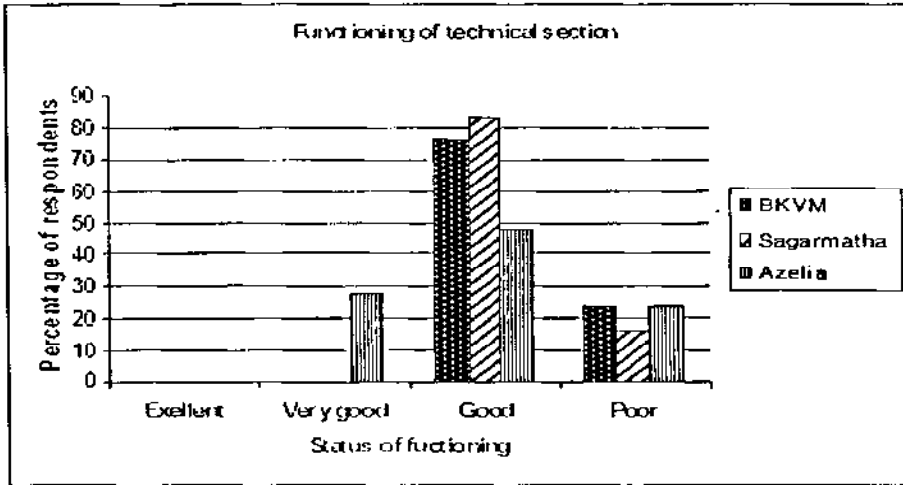


Fig. 16. Functioning of technical section

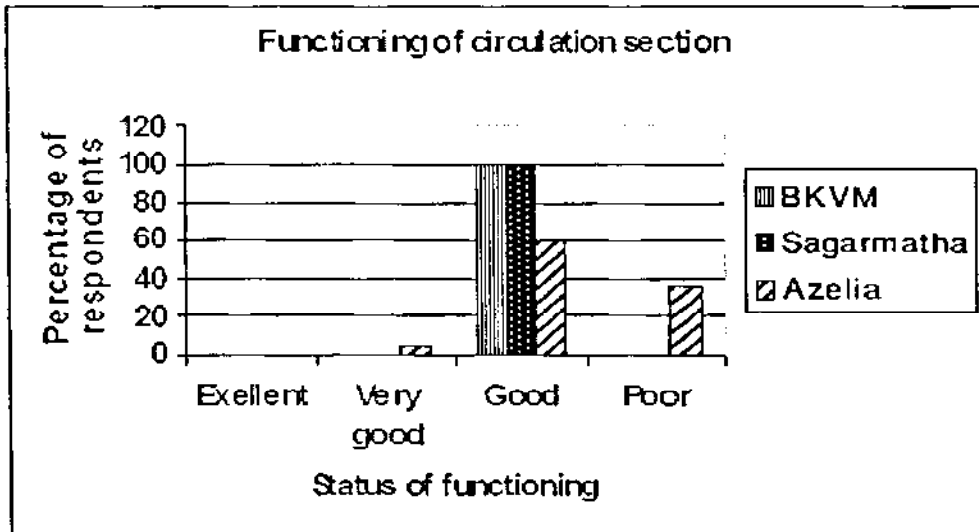


Fig. 17. Functioning of circulation section

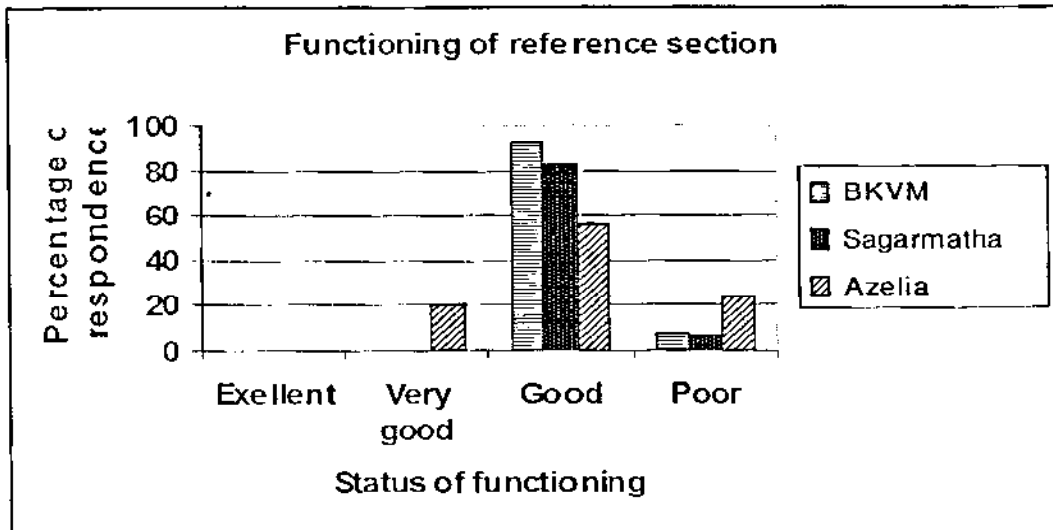


Fig. 18. Functioning of reference section

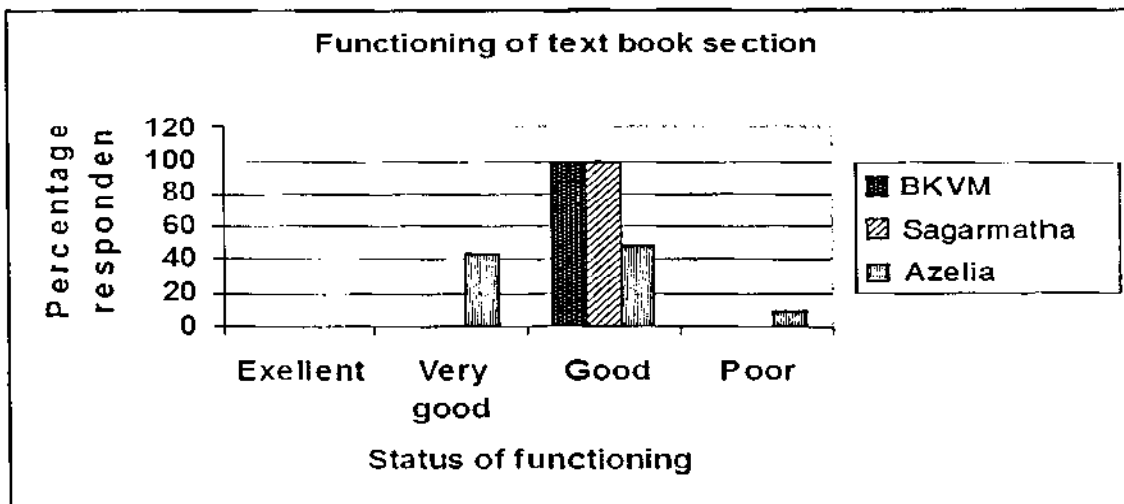


Fig. 19. Functioning of text book section

5.14. Problems of Library

In B.K.V.M. School, a question was asked regarding overall problems of the library utilization, 48% of the respondents found some lacking in library services provided by the school while 52% were found satisfied regarding the overall

library service. The respondents who had indicated some problems with library services 28% of them felt that there is problem in reading space for library users, 12% respondents felt problems due to opening duration of library and lack of trained man power as a service provider of the library. 8% of them indicated the lack of furniture and 4% of them felt that there is lack of sufficient cards to borrow the books.

In Sagarmatha Secondary School, majority of library users indicated the problems related to reading space and trained service providers (43.3% and 40 %) respectively. Few of them also indicated the problems related to lack of furniture, lack of cards and limited opening time of library (3.3%, 10% and 3.3%) respectively.

In Azalea Boarding School, majority of library users indicated the problems related to library opening time and lack of trained service providers (52% and 20%) respectively. Few of them also indicated the problems related to lack of reading space and lack of furniture (12% and 4%) respectively.

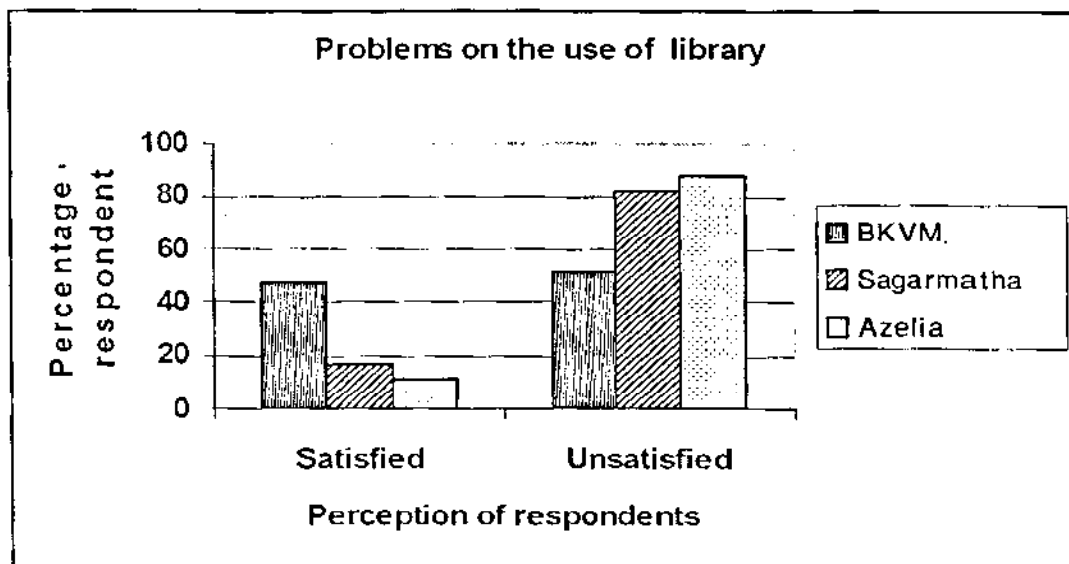


Fig. 20. Problems on use of library

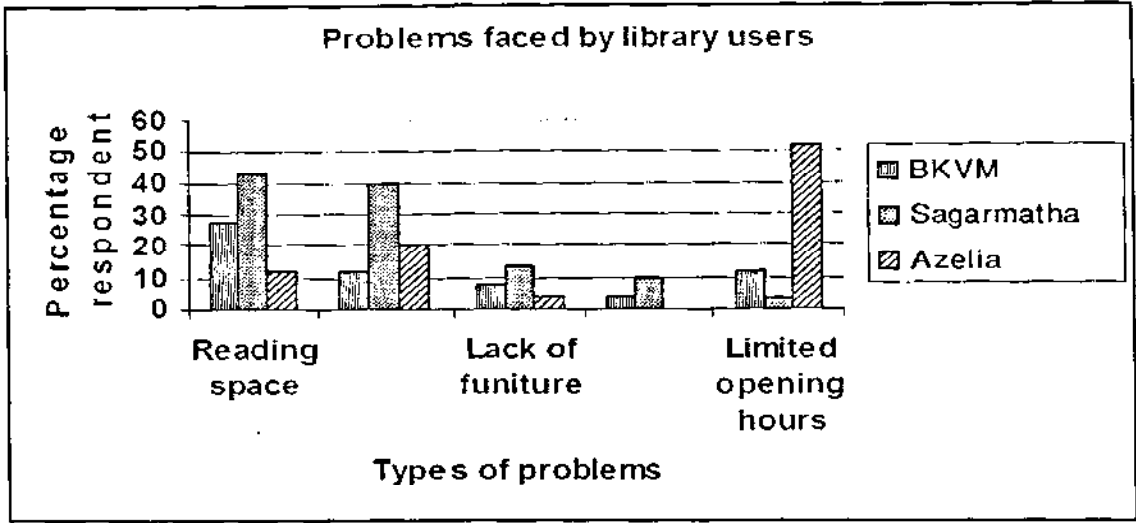


Fig. 21. Types of problems faced

5.15. Comparison of Findings with Reviews Previous Studies

In the previous chapter, some of the research works done by previous researchers have been mentioned. Among the research work reviewed except Timsina (2004), Ghimire (2000) and Gautam (1996) all other research are related with either private collage or the school which are comparable to Azalea School included in this study. In case of government managed school like Gogra Higher Secondary school is not comparable to the school included in the study, even though, if we ignore the particular percentage mentioned in the findings of the previews researchers we can come in the conclusion that the school library of Nepal have not given proper importance, are poorly managed, have insufficient book and non book materials and rarely managed by the trained man power. Timsina (2004) has clearly mentioned the pitiable situation of the government managed school situated outside the Dharan which is not comparable to any types of school of the Dharan town. The finding of the study is in the similar trend of the finding of the previews study although there is difference in the actual percentage of respondent they have responded the issues quite differently depending on the grade, types of school and how much their institutions are economically strong.. When we draw a very

general conclusion we can easily say that public as well as the private sectors have to think many times if they want to improve the quality of their product because the quality school education is never possible without the good library facility in the school.

CHAPTER VI

Summary, Conclusion and Recommendation:

6.1. Summary

A comparative study of government (B.K.V.M. Secondary School), private (Azalea Secondary School) and community managed schools (Sagarmatha Secondary School) of Biratnagar municipality was conducted in the year 2009/2010 with the Objective to explore existing management of library- facilities and services provided by community, private and public schools as well as to identify problems related to school libraries and to create basic ground for further improvement is general objective of this investigation. The focus of study was to explore existing situation of schools-libraries, to find out related problems of schools-library managed by community, government and private sector and to collect and document suggestions of library users to improve the status of library in order to solve the existing problems. It was believed that the study had the importance on the ground that the library facility available in any school is the basic factor to ensure quality education so that the status of library facilities of each and every types of school should be evaluated, problem should be identified and way-out should be find out to improve the situation accordingly because this factor is not duly considered by planner, policy maker and implementer of school level educational programs in Nepal.

During the study some relevant research works conducted on the issues of status of school libraries of Nepal by various researchers were reviewed and the result of the review shows hat the library facilities provided by private, community and government managed schools are below standard though there is significant

difference among urban and rural and private, community and government managed school libraries.

The sites selected for the study were Ward number 15, 10 and 12 of Biratnagar municipality and it is believed that the schools selected within the sites represent the overall situation of the schools of urban areas of Nepal. The methodology followed to conduct study includes descriptive and quantitative research design, stratified random sampling, data collection from primary and secondary sources by using tools such as Semi structured questionnaire. Simple lottery method, personal contact, consultation of published and the materials available in the web sites.

Different issues of library management were explored in the study. The issues were related to age group of respondents, purpose for consulting library, frequency of library visit, interest of library users, use of book and non- book materials, priority on book and non book materials, , status of functioning of the library, availability of book and non book materials, availability of reading space and furniture, circulation and lending facility, status of acquisition, technical, circulation, reference and text book section and overall problems of library functioning.

The review of literature and primary data generated during the study clearly showed that the government education policy does not give emphasis on the use of library in school level education in practical ground. Private, community based and government schools are not much different in providing library facilities to their students and managing library.

6.2. Conclusion:

On the basis of study conducted in Biratnagar municipality regarding status of libraries at public, private and community managed schools following points are drawn as conclusion.

- Nepal government's policy on library use in school level education was not found effective in practical sense. The curriculum of school level education does not give emphasis to the use of library for acquiring the knowledge by the students which is not in the line of international trend of school level education system.
- Facility of school library has not been developed compared to other infrastructure with the ever increasing number of students in the schools even in urban areas of Nepal such as Biratnagar municipality.
- School authority of all the schools found not considering the allocation of the budget for library materials (book and non-book materials) as per the need of the students based on the course curriculum and related issues.
- Sufficient reference library materials were not available to the students in all schools.
- Teachers were not duly considered as user of the school library and library materials were made available mainly focusing the student's text book.
- School authority found considering only book materials as library materials and neglected the availing non book materials in the library.
- The emphasis of privately managed school found to improve their status in S L C result and number of students rather than improving over all quality of school education.

6.3. Recommendation:

On the basis of the study conducted at Biratnagar Municipality it can be concluded that-

- Nepal government's policy on use of library in school level education should be practical and efficient.
- Use of library materials should be a part of curricula of the school level education to improve the quality of school level education and to order to follow to meet the international standard of school level education.
- Public, private and community managed schools must consider the importance of use of library in school level education and should invest budget for library facilities equally to other infra structures required to the school in order to maintain the quality education .
- Secondary level schools should have at least one position of trained librarian to run the library efficiently and smoothly.
- School authority should invest sufficient budget for not only books materials but also non book materials to maintain the quality of the school level library.

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Appendix I

Questionnaire for Library Users

A. Personal information

Types of Respondent (please tick)

- Lower level students (below 8th grade)-
- Higher level students (above 8th grade to +2)-
- Teachers-
- Staff-

Age group of respondent. (Please tick)

- Below 15 years –
- 15-20 years-
- 20-25 years-
- Above 25 years-

B. Users interest

1. What is your main purpose to consult library? (Please tick)

- Course related
- Class preparation
- Knowledge up-dating
- Recreation
- Others

2. How frequently do you visit library?

- More than once a day
- Daily
- times a week
- times a month
- times a year
- Never

3. Please maintain your area of interest subjects wise, which you want to read in library?

- a)
- b)
- c)
- d)

4. Do you use non-book material?

- a) Yes
- b) No

5. If yes, what types of non-book material you use?

- CD Rom-
- Audio-
- Poster-
- Computer-
- Globes-
- Others-

6. Please priorities your interest on books& non-book material?

<u>Book material</u>		<u>Non-book material</u>	
Materials	Priority	Materials	Priority
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

C. Present Situation & Problem of library:

1. What do you think about the functioning of your library?

- Excellent
- Good
- Satisfactory
- Poor

2. Are there sufficient book materials in your library to fulfill your need?

- More than sufficient
- Sufficient
- Insufficient

3. Are there sufficient non-book materials in your library to fulfill your need?

- More than sufficient
- Sufficient
- Insufficient

4. How do you evaluate reading space & furniture facilities of the library?

- Excellent
- Optimum
- Minimum
- Poor

5. How do you rank the circulation/(lending) facilities of your library?

- Very Good
- Good
- Satisfactory
- Poor

D. Suggestions for improvement:

1. Do you think that your school library is capable to fulfill your need?

- a) Yes b) No

2. If no, what additional materials/ facilities should be created? (Please mention priority wise)

<u>Library material</u>		<u>Library facilities</u>	
Materials	Priority	Facilities	Priority
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Appendix II
Questionnaire for School Authority

Basic information

- Name of School –
- Location –
- Date of establishment –
- Type of school - public/private/community
- Total number of students -
- Total number of teachers -
- Total number of staff -
- Total number of buildings –
- Type of ownership of school buildings – personal/hired/donated.
- Whether the school has librarian? Yes/No
- If yes, is the librarian trained? Yes /No
- Are there library facilities;
 - Library tools –DDC/Thesaurus/Subject heading
 - Library materials- Book pocket/Card/slip
 - Library equipments-Computer/Typewriter/Photocopy machine/Microfiches/Microfilm
- Is there lending system of library materials in your library? Yes/No
- If yes, which system are you adapting? Ledger/Register/Card/Machine
- Is the School management is satisfied with the work of librarian? Yes/No
- Has the school management ever thought about the importance of a trained librarian in his organization? Yes/No
- Pass percentage in the last S.L.C. examination
- Total number of rooms used for different purposes.

Purposes	Number of rooms	Remark
1. Class room		

2. Staff room		
3. Library		
4. Lab		
5. Other		

Libraries Facilities

- Total number of buildings used for library –
- Total number of rooms used for library –
- Total number of rooms used for different purposes
 - Stacking -
 - Reference service-
 - Reading room-
 - Photocopy-
 - Technical-
 - Processing-
 - Office room for library staff-
- Ventilation & light arrangement –
- Staking system of library materials –
- Grouping, arrangement & display system of library materials –
- Computer and other electronic equipments –

Library Collection

Source of library materials –

Total number of book materials

- Total number of reference book –
- Total number of course book –
- Total number of subject book –
- Total number of text book –

- Any suggestion?

Appendix.III

Curriculum Vitae

Personal Information

Name : Dahal, Lila
Date of Birth : 24th July 1970
Marital Status : Married
Nationality : Nepali
Contact Address : Urlabari 3, Mornag, Koshi, Nepal
Telephone -021-540802 (R), 9842126770 (mobile)
E-mail: dahal_lila@yahoo.com

Academic Qualification

Degree	Institution	Board	Year
Master's in Library Science (M.Lib.Sc.)	Central Department of Library Science, Kirtipur Kathmandu	Tribhuwan University	2011
Bachelors in Library Science (B.Lib.Sc.)	Central Department of Library Science, Pune University	Pune University	1997
Bachelors in Arts Education	Gauhati University, India	Gauhati University, India	1993
Intermediate in Arts	Barama College, Barama Assam, India	Barama College, Barama Assam, India	1989
School Leaving Certificate (S.L.C.)	Nikashi High School, Assam,	Secondary Education Board of Assam	1987

Work Experiences

- Asst. Librarian in Bir Hospital
- Librarian in Gems School, Lalitpur
- Librarian at Nobel medical college, Biratnagar