

**ROOM TO READ SUPPORTED SCHOOL LIBRARIES:
THEIR EFFECTIVENESS AND APPLICATION
FOR BETTER LIBRARY SERVICES**

A thesis submitted to the **Central Department of Library and Information Science,**
Tribhuvan University, in partial fulfillment of the requirements for the Degree of
Master of Arts in Library and Information Science

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LETTER OF RECOMMENDATION

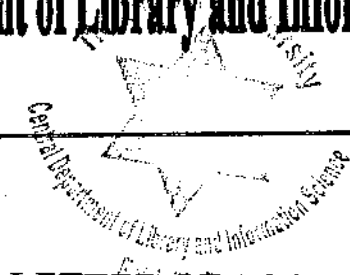
This is to certify that the thesis submitted by Muna Adhikari entitled “**ROOM TO READ SUPPORTED SCHOOL LIBRARIES: THEIR EFFECTIVENESS AND APPLICATION FOR BETTER LIBRARY SERVICES**” is an original work prepared under my supervision and guidance. I recommend this thesis for final approval and acceptance.

.....
Dr. Madhusudan Karki
(Thesis Supervisor)

Date: September, 2012



Reference No.:



LETTER OF ACCEPTANCE

The thesis entitled “ROOM TO READ SUPPORTED SCHOOL LIBRARIES: THEIR EFFECTIVENESS AND APPLICATION FOR BETTER LIBRARY SERVICES” prepared and submitted by Muna Adhikari in partial fulfillment of the requirements for the Master’s Degree in Library and Information Science is hereby accepted and approved.

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Muna Adhikari

ABSTRACT

The research work entitled “Room to Read supported school libraries: their effectiveness and application for better library services” is carried out to examine effectiveness and application of Room to Read supported school libraries for better library services. In background of information introduction to library and its history and types of libraries, academic libraries, and school library and its objectives as well as service the concept of school libraries in Nepal and role played by Room to Read are mentioned. The libraries supported by Room to Read have faced certain problems such as: the existing condition of the school libraries supported by the Room to Read Nepal is not known, those services provided by the libraries are not sufficient and effective, the status of using of ICTs in these libraries has not been studied yet and the purpose of the library users for using the library is not known. To improve these problems the study has targeted four objectives such as: to find out existing condition of the school libraries, to find out the effectiveness of services provided by the libraries, to find out the status of using ICTs in the libraries and to explore the purpose of visiting the libraries by users.

There are altogether 262 school libraries supported by Room to Read in Kathmandu valley. Due to lack of time, resource, and fund this study has not included all school libraries. Only three school libraries named as: Mahendra library of Mahendra Lower secondary school of Bhaktapur, Shramic library of Shramic Bal Bigyan Community Lower secondary school of Lalitpur and Neel Barahi library of Neel Barahi Higher secondary school of Kathmandu are selected for the study.

The significant of this study is that it provides information about the library services provided by Room to Read supported libraries. Other programs organized by Room to Read, school students, teachers, related stakeholders, decision makers and manager of the librarian. This study has been organized in six chapters.

Literature related to Room to Read and school libraries have been reviewed. There are about 28 literatures have been reviewed which are from room to read annual report, brochure, journals, daily newspaper and books. Among them, some are related to organization and some are related to person and media.

This study has focused on effectiveness and application aspects of three Room to Read supported school libraries. These aspects for effectiveness and application are judged by the following indicators: arrangement and classification of information, membership and circulation, operation and activities, library budget and future plan.

Quantitative and descriptive methods have been used in this research. One set of questionnaire were prepared for school library users. In the three sampled school libraries, according to random sampling 106 were the total population in class eight and nine, among them questionnaires were distributed only to 50% of total population. 53 questionnaires were distributed and all were returned properly. Twenty questions are listed in the questionnaire. Data are collected from both primary and secondary sources. After collection of data, these are analyzed and responses are presented in tables and figures. Data are analyzed under the four main headings. They are library use, application method for information search, library service and effectiveness of library services.

Room to Read conducts many programs, but the study is concerned only with library sector. In this study the followings are the findings. 47.17% of the users visit library once a week to update their self knowledge. After the use of library they gain 50% information. Documents of libraries are classified by two methods i.e. color code and book labeling. 77.36% of the users are satisfied with different kinds of services and facilities provided by these libraries.

With the findings the conclusion of the study are mention as: three libraries are selected for the study. The effectiveness and application of these libraries have been judged through different factors. Quantitative and descriptive method is used for research process. Libraries provide extra books than text books and other different services for their users.

On the basis of findings and conclusion recommendations of this study are mention: duration of library visit should be made daily. Computer should be properly used for better library management. Library should be providing library materials for all kinds of library users. Furniture and other materials should be properly arranged according to the age of student. Libraries should conduct different kinds of programs inside the library for their users. Permanent and durable income source should be managed.

Muna Adhikari

PREFACE

The study has been conducted for the partial fulfillment of the requirements for the Degree of Master in Library and Information Science (MLISc). This thesis presents an overview of the existing conditions of three school libraries in Kathmandu valley i.e. Kathmandu, Bhaktapur and Lalitpur district. 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. To reach the targeted group of users in these libraries, quantitative and descriptive research designs have been employed. Data collection and data analysis procedures are the other methods used for the research analysis.

The first chapter of this research deals with the background of the study which includes objectives, statement of problem and organization of the study, as well as the introduction and the types of school libraries.

Review of literature presenting the relevant studies in the field of school library and its information services has been presented in the second chapter.

The third chapter is about the focus of the study with the details of the selected school libraries including their effectiveness and application for better library services.

Similarly the fourth chapter is about Research Methodology which encompasses research design, population, sampling procedure, data collection and data analysis procedures, etc.

The fifth chapter deals with the detail analysis and presentation of this study.

The sixth or last chapter deals the summary of the findings, conclusion and recommendations for the future improvement of the school libraries.

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LIST OF ABBREVIATIONS

CBOT	-	Capacity Building and Orientation Training
CD	-	Compact Disk
CRR	-	Constructed Reading Room
DDC	-	Dewey Decimal Classification
ERDCN	-	Education Resource Development Centre Nepal
ICT	-	Information and Communication Technology
INGO	-	International Non-government Organization
LMT	-	Library Management Training
ML	-	Mahendra Library
MLISC	-	Master in Library and Information Science
NGO	-	Non-Government Organization
NBL	-	Nepal Barahi Library
PNA	-	Page No Not Available
RP	-	Resource Person
READ	-	Rural Education and Development –Nepal
SL	-	Shramic Library
SMC	-	School Management Committee
TU	-	Tribhuvan University

CHAPTER-I

INTRODUCTION

1.1. Background of the study

1.1.1 Libraries

The word library has been derived from Latin word 'Libraria'. The word libraria is the name of that place where books or other printed and written materials are kept safely. Thus a library is an organized collection of books and other information materials, covering the whole field of knowledge or any part of it. (Dawra, 2004). At one time, a library was regarded as a storehouse and books were meant for preservation. The librarian was supposed to be custodian, who did not encourage the use of books. The readers were expected to use the library on their own. At the most, if a reader asked for a book, then so called librarian would pass on the book and leave him alone. Libraries tended to be passive and archival institutions. (Krishan Kumar, 1978)

At the present day the concept of library has been changed over the change of time. Merely storehouse doesn't fulfill the users need, because the flow of information is increasing day by day. So the library should be established and all relevant information is arranged in a systematic way for public use.

According to Ranganathan (1940), "A library is a public institution or establishment charged with the care of a collection of books. The duty of making them accessible to those who require the use of them and the task of converting every person in its neighborhood into a habitual library gone and reader of books."

Thus, library is regarded as a public institution, which is also expected to convert the positional reader into habitual readers. This is the concept of modern library. At the above definition 'public' refers to the community to be served. The term 'book' refers to documents of different types such as printed as well as handwritten including books, periodical publications etc. Except that from non book materials, we collect different kinds of information which should be organized in a systematic way for all library users.

1.1.2 History of 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 block, silk, leather, papyrus sheets, film, plastic, magnetic tape and other electronic materials. At almost every stage in the developments 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 university libraries but also the extension of access to libraries by the broader citizenry, through public and school libraries. Professionalization- first among academic libraries in North America- became increasingly important. Among the issue that concerned the profession of librarianship were diversification of customers, specialization in resources and management of technological change. (Bhandari, 2009)

1.1.3 Types of libraries

It can be categorized the various types of libraries. All libraries are basically same in infrastructural condition; these have been grouped into various types on the basis of the user's 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 and University)
- 2) Public Library
- 3) National Library
- 4) Special Libraries

Especially these above libraries are to provide effective service for the all kinds of users i.e. teachers, students and 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 these materials. Such types of materials

which are needed by students, teachers, and researchers are available only in academic library. It plays vital role in the dissemination of information and knowledge. Among these types, only academic and its related school library are described.

1.1.3.1 Academic libraries

A library attached to an academic institution which is engaged in teaching, research and provides formal education to students based up on the fixed curriculum/ syllabus is known as Academic library. Under the academic library, there are three types of libraries i.e. school, college and university. (Dawra, 2004)

The library which is established for the fulfillment of the academic institutions like school, college, university and research centers for teaching and learning research 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, 2002).

1.1.3.1.1 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 preplanned system gave specific information during a fixed time.

Primary education is started 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 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.

A non-governmental organization, Room to Read is working on establishing and developing school libraries in Nepal. It says that successful library is the one who has good books. School library is a collection of books more than 200 on a shelf in a

separate room, registered in a register books and students are allowed to checkout in a regular basis from a designated person (Room to Read 2005).

On, the other hand 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 on the development of social, political, economical and cultural face of society.

School library is an integral part of a school education serving both the educational and informational needs of students, teachers, academic researchers etc. A school library creates awareness in the students about the society and country. School library should offer these services like lending, reference services, guidance etc. (Hansion and Beentiam, 1985). A modern school library should also be considered as a resource center, providing open access to its users. It should be made a center of informal education.

Management of an organization is depends upon 7 factors i.e. planning, organizing, staffing, directing, co-coordinating, reporting and budgeting. These factors are also to be considered during the management of library. But the management of library varies with the type of library (Mittal, 1984). While we talk about the management of academic library, there is also found to be variation inside it. That is school library management is different than the college and university library. In school library management the focuses is given to the age level of school children. For convenience of users of school library, collections, library materials, furniture, space management, etc. These all factors are maintained properly.

1.1.3.1.2 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 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 instructional materials.

The main objective of school library is:

- School library plays an effective role in school program generating lifelong learning and reading habits among the school children.
- Helps in producing good force for educational excellence and eventually good citizen of the country .
- To provide information for school level student.
- Also providing the academic requirements with regard to text books and other reference books, audio visual materials in accordance with educational activities.

1.1.3.1.3 Service 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 science, etc. This circulation of materials together with awareness program, library conducts the exhibition of documentary and real technological and bibliographical tools. Library orientation service is another service provided by school library. On the other hand, it provides different kinds of rules which are followed inside the library, method of library and documents use etc.

Thus, it can be concluded that a school library works as a service sector, a teaching sector as well as resource and information dissemination center.

1.1.4 School libraries in Nepal

In ancient time around five thousand years ago, the pupils were sent to the cave of the hermit for their education. At that time the letters and alphabet were not developed. But the hermit passes Veda rituals, made them drilled and it passed to the new generation. The oldest veda is the Riga Veda, a religious knowledge. Including Rigveda, the other Vedas like Yajur Veda, Sam Veda, Atharva Veda etc. Learners were provided with oral education for their life. It was the starting of the school library story and stanza. In the Buddhism period they started their teaching and preaching through monastery.

The above mentioned books and manuscript provide education before the invention of alphabet and letter. The letter and alphabet were developed from the fourth century. In Rana's period libraries were established just for their personal use. The first school library was opened in Durbar High School. After the advent of democracy in 1951 A.D, the library also started to develop to some extent. Many schools were opened, some schools developed library in a small scale but they were not in proper use. Now there are different types of libraries such as public, government, academic, special, research, friendship and foreign mission, private libraries etc. Few NGOs and INGOs are also involved in supporting library development and library education. But, due to the lack of Government policy they are still in the initial period.

The school library must have adequate and sustained funding for trained staff, materials, technologies and facilities, and its access shall be free of charge. However in context of Nepal, there is no actual data of school library available till now. Most of the school doesn't have libraries and those who have lack of the desired standard and functioning poorly. Approximately ten percent schools have libraries. The furniture available is not as per the requirement of the library. Apart from this, most of the school doesn't have teacher librarian, very few school has professional librarian. Information literacy programme has not been introduced so far in Nepal except in Lincoln school, Kathmandu. Different NGOs such as United Mission to Nepal, Finland Embassy, READ Nepal etc are involved in supporting library training in a small scale.

Under the Ministry of Education, there are two major libraries: Keshar library and Nepal National Library, which are however working as public libraries and are not concerned about school libraries as yet. Realizing the importance of school library, the Government of Nepal emphasized the topic in 8th, 9th, and 10th five year plan. But until now, there is no clear cut policy about it. The tenth plan has emphasized "to encourage establishing and managing libraries in each and every educational institution". But unfortunately, the government has not yet introduced complete rules and regulations on school libraries till this date (Siwakoti,2012).

1.1.5 Room to Read

In 1998 John Wood, a top Microsoft executive in Asia, was trekking high in the Himalayas--his first vacation in seven years--when a chance meeting transformed his life. Shortly after his return, Wood quit Microsoft, where he was marketing director, and eventually formed Room to Read, a nonprofit literacy organization that has donated more than 1.2 million books, and established over 3600 libraries in Nepal, Vietnam, Laos, India, Sri Lanka, Cambodia, and South Africa. Room to



Read has also given scholarships to 2336 girls, published books in local languages, and set up computer labs for children. Wood, who chronicled his evolution from high-tech whiz to social entrepreneur in his book, "Leaving Microsoft to Change the World," <http://www.beliefnet.com/Inspiration/Responsibility-Project/Leaving> (Room to Read)-Microsoft to change the world accessed (2012, February 8). Along his trek, he met a man named Pasupathi Adhikari, the district resource person for all schools in Lamjung Province. At that time during their conversation he learned about the dismal state of Nepal's education system; that 70 percent of Nepal's population was illiterate and most children do not go to school beyond the 5th grade. It was Pasupathi's job to obtain books and supplies for students, but because the government and the communities in Nepal are so poor, there is very little money to be put towards education. He loved school as a child so it was shocking for him to hear that Nepalese children had no means to obtain a good education due to economic factors outside of their control. It was because of his conversation with Pasupathi and his kindness and his passion for education that he visited that first school.

It was founded in 2000 with the belief that "world change with educated children" and that education is the key to breaking the cycle of poverty. Room to Read is an International Non Government Organization working in Cambodia, India, Nepal, Vietnam, Laos, South Africa and Sri Lanka with the mission to provide under privileged children with an opportunity to gain the lifelong gift of education. Room to Read Nepal began working with rural communities of Nepal since 2000 to build schools and establish libraries. Gradually with the demand from schools and the communities they added different programs to empower and improve the educational infrastructure of government schools of Nepal. Now Room to Read implementing 5

programs namely; school room (school construction), reading room (school libraries), room to grow (girls scholarship), computer room (computer lab) and local language publication (children's pictorial book publication).

According to the brochure of Room to Read Nepal, the following is the mission and vision of Room to Read for the year 2007.

Mission: Room to Read partners with local communities throughout the developing world to establish schools, libraries and other educational infrastructure. They seek to intervene early in the lives of children in the belief that education is a lifelong gift that empowers people to ultimately improve socioeconomic conditions for their families, communities, countries and future generations. Through the opportunities that only an education can provide, they strive to break the cycle of poverty, one child at a time.

Vision: Room to Read will help 10 million children in the developing world gain the lifelong gift of education.

The concept of school library is virtually nonexistent in schools of Nepal. In some cases, not a single book is available to children to encourage independent learning, intellectual curiosity and a lifelong passion for reading libraries in many existing schools as well as in every school they build their reading room (library) program. They create a child friendly learning environment, complete with as many as 1500-2000 age appropriate Nepali and English children's books, furniture, games puzzles and posters (Brochure, 2007).

1.2 Statement of the Problem

The effectiveness and application of information through library in Nepal stand in no comparison with other developing countries today. Mainly this is lack of library and information education in each and every sector. There is also lacking of motivation among professionals. Passive role of school libraries and government are other factors for lacking of proper education. Attitudes of academicians towards the application and effectiveness of school library in academic sectors are also not encouraging.

This study helps to know the problems about the school library services and resources provided by the libraries to its users. The followings are the statement of the problems:

1. The existing condition of the school libraries supported by the Room to Read, Nepal is not known.
2. The services provided by the libraries are not sufficient and effective.
3. Status of using ICTs in these libraries has not been studied yet.
4. Purpose of the library users for using the library is not known.

1.2 Objectives of the study

The main objective of the study is to find out the application and effectiveness of school libraries for the promotion of reading habit of the students. The followings are the specific objectives of the study of school libraries supported by Room to Read Nepal:

- a. To find out the existing condition of the school libraries supported by the Room to Read Nepal.
- b. To find out the effectiveness of services provided by the libraries.
- c. To find out the status of using ICT in the libraries.
- d. To explore the purpose of visiting the libraries by users.

1.4 Scope and limitation of the study

Room to Read supports public school libraries for establishment of libraries, girl's scholarship, computer lab, local language publications and school construction. There are altogether 262 school libraries supported by Room to Read in Kathmandu valley i.e. Kathmandu, Bhaktapur and Lalitpur district. But the study was limited on only three school libraries supported by Room to Read Nepal in these three districts. These were Mahendra library (ML), Shramic library (SL) and Neel Barahi library (NBL). This research was oriented to study the effectiveness and application of Room to Read supported school libraries for their better library services. There are so many factors to judge the effectiveness of library like collection development, organization, (classification, and catalogue), management etc. Among these, the effectiveness of library services of these three libraries is based on the following factors, such as: arrangement and classification, membership and circulation, operation and activities,

library budget and future plan. Similarly, proper use of ICTs technique and practical knowledge used in effective library services are used to judge the application of library services of the three libraries. Room to Read Nepal has been supporting the school libraries from 2001 onwards. But the study was based on only school library supported within 2008 to 2010 A.D.

Due to limited time frame, resources and scope, the study was based on only the application and effectiveness of school library services. The study has been concentrated only on the strength of collection of library material and the study was carried out within November, 2011-September, 2012.

1.5 Significance of the study

Room to Read has played a vital role to establish the libraries in government school sectors. School education is the base and pillar of higher education so that the role and contribution of school library are big. To know the existing condition of the school libraries supported by the Room to Read and to find out the effectiveness and application of services provided by the libraries may be a milestone. Aims of the study are to know the effectiveness and application of services and purpose of library visit by the users and the contribution of Room to Read support libraries. The study may be certainly beneficial to school students, teachers, decision makers, related stockholders, directors, managers of the libraries and other Room to Read supported libraries.

Thus, the study is significant to provide the suggestion on the basis of problem to draw the conclusion and provides the recommendation like other Room to Read related research. That is also useful in the school library sector, other program organized by Room to Read. It is also equally helpful for those who are potential researchers on the functioning of school libraries at different location all over the world.

1.6 Organization of the study

This study has been organized in six different chapters. The headings of each chapter are as follows:

Chapter one contains the introduction with background of the study, problem and objectives of the study, significance of the study, limitations of the study, and organization of the study.

Second chapter contains review of literature. Different books, journals, articles, newspapers, brochure and annual report of Room to Read Nepal, websites and past researches have been collected during the study.

The third one includes focus of the study, discusses the specific topics which are mainly focused on effectiveness and application for better library services.

Chapter four has research methodology. Here, the methodology used in order to carry out the study to meet the predefined objectives has been discussed. This chapter has been divided into different subheadings like- research design, sources of data, population, sampling procedure, data collection procedure and data analysis procedure.

Fifth chapter deals with analysis, presentation and interpretation of data. In this chapter data collected during the study have been tabulated and analyzed with detail interpretation.

Last chapter contains summary, conclusion and recommendation where findings are also explained in brief. At last, bibliography, appendix and curriculum vitae are listed.

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CHAPTER-II

LITERATURE REVIEW

Review of literature is an essential part of any kind of research work. A critical review of literature helps the researcher to develop a new topic for, which can be possible to relate the present study. Similarly the review of literature not only helps to researcher to complete his/her research work but also prevent him/her repetition of the same work. "A collective body of work done by earlier scientists is technically called the literature" (Hans, 2000, as cited in Dallakoti, 2008). The purpose of reviewing the literature is to develop some expertise in one's area to see what new contribution can be made and to receive some ideas for developing a research design. It provides the foundation for developing a comprehensive theoretical framework from which hypothesis can be developed for testing (Wolff, 2009).

In this section, an attempt has been made to review the various relevant literatures in relation to support the study and to receive some ideas for developing a research design. Literatures are taken from various books, journals, daily newspapers, websites, some of the thesis report related to the school library and Room to Read Nepal. Review of literature is useful in research, because it provides the insight and general knowledge about the subject matter of research. Lots of research works are done for school libraries in Nepal, but nobody has done research about Room to Read Nepal supported school libraries in regard to their application and effectiveness of services.

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 lifelong learning skills and develops their imagination, enabling them to live as responsible citizens".

An article published in 'Pustakalaya Aawaj (2067, Jestha) about Room to Read Nepal is also reviewed. The article entitled "Room to Read 11 Varshma" is about the completion of 11 years programs and activities of Room to Read. That article is about the program organized by Room to Read on the occasion of its 10th anniversary. On that program, the author and person or the publication and production of children

literatures were respected through the institution. That article has also explained about the program and works of the Room to Read. According to that article, Room to Read has been contributing for the education of children and establishment of school library. That showed the nature and works of Room to Read, so the article was also relevant to the study.

An article published in Pustakalaya Awaj (2067, Baishak) about conversation between National director of Room to Read Nepal, Puskar Shrestha and Coordinator of Pustakalaya Aawaj Durga Prasad Acharya. Room to Read is an international institution. It has expanded in nine countries all over the world. Expansion in South Africa and Zambia, Africa Continent and other seven countries of Asia, it feels it as a pride. Nepal Library Association provided Saraswati International Award (2009) to Room to Read for its contribution to expand libraries throughout the country, because this institution works in the field of library. It also helps in the expansion of construction of library. According to Pushkar Shrestha, it is an institution that helps people to impart new knowledge. In the past, Room to Read is known as "Books for Nepal." After 2000 it is known as Room to Read all over the world after changing its name. It has started to publish children books. Besides this works Room to Read provides scholarship for girls, publishes pictorial books, makes computer lab, constructs buildings etc. According to him, at the end of 2010 Room to Read has established 3000 school libraries in Nepal. It also conducted a survey about the status of documents and school in Nepal and other countries.

According to Room to Read (2007) annual report "a message from the country director" has described that the country went through many political changes. The Maoists joined the government ending a decade long war. Peace started to prevail in the country. This has created better opportunities to work in the communities. Due to the improvement in the country's situation, Room to Read Nepal is able to made substantial growth and reach out to more communities to enhance the education in government schools. In terms of program achievement, Room to Read Nepal is proud to say that they are able to provide better educational facilities to more than 1, 40,000 students from 1,000 government schools through their five core programs in 20 districts of Nepal. In order to achieve and benefit the large numbers of schools that year, Room to Read Nepal expand its team in their offices in Chitwan, Kaski and

Kathmandu. That year, they were able to help communities to re-construct 40 school buildings, establish 384 school libraries and publish 18 titles of children's pictorial books to supplement the libraries, build 5 library buildings, provide long term scholarship to 300 girls and establish 8 computer labs. This incredible achievement would not have been possible without the sincere effort and hard work put on by their wonderful team. They would like to thank the donors who believed in them and their mission to help the children to attain better education in Nepal. They would also like to thank their team for their hard work and innovative approaches to help government schools, its students and communities to accomplish all this in 2007. The wonderful work and help provided by their Global office team in San Francisco and Regional Office team in Delhi to achieve the goals is applaud able. The Director was sure, with this wonderful team, they would be helping more schools, students and communities in the years to come. They would also like to thank their local NGO partners who helped them to reach out to communities and schools in need. The communities and schools efforts were also remarkable. They took the initiative and partnered with Room to Read to attain the greater goal. The helping hand provided by the Ministry of Education and Sports, Department of Education and Social Welfare Council has definitely added more strength in achieving the goals for 2007. Room to Read Nepal is very proud to be an influential partner in developing educational infrastructure to help attain better education in the government / communities schools in need in the years to come.

According to Room to Read (2008) annual report initiated "school library program in rural Nepal where a school library is a rare opportunity". In some cases, not a single book is available to children to encourage independent learning, intellectual curiosity or to instill a lifelong passion for reading. Therefore establishing libraries and filling them with children's books both in English and Nepali through their local language publishing program. Room to Read Nepal typically establishes a school library with a donation of about 2000 books in the span of 3 years. Room to Read supports these established libraries for a period of 3 years during which Nepali and English books, library furniture, children's learning materials and other library materials are provided. Similarly with the help their partner NGO provide a library management training (LMT) for develop a clear understanding of the library and its uses. These libraries come in all shapes and sizes to provide optimum access to children's books

and to create a child friendly environment. In 2008 Room to Read established 54% Primary, 19% Lower Secondary, 25% Secondary and 2% higher Secondary school library.

According to Room to Read (2009) annual report described about “message from the founder”. At that article John Wood described that ten years ago he visited to Bahundanda and ignited the inspiration for Room to Read. At began as an effort to rectify one school’s lack of resources by providing donkey loads of donated books has now become a worldwide movement. It had been the journey of a lifetime and the Room to Read family has grown experimentally to include more than 4 million children in nine different countries discovering the world through education. Their global network of volunteers and supporters are expanding daily and allowing all to keep their focus on providing more and more children with educational opportunities. That outcomes had showed that the Room to Read’s Library program added 439 Reading Rooms/school libraries in 2009. Among them 14 were Constructed Reading Rooms (CRR) and 40 were Classroom Reading Rooms. All these Reading Rooms would include books from Room to Read’s Local Language Publication program, a number of Nepali books and other English Language books that would inspire children to read and enrich their young minds.

According to Room to Read (2010) annual report describe that “the aims and goal of Room to Read is to provide age and grade appropriate books in addition to establishing a library in every school help to build”. They also continue to support their existing schools to stock up libraries with culturally relevant, informative, age appropriate, gender sensitive and suitable books. In these libraries students find books that expand their world, teach them new ideas and equip them with critical life skills. In 2010 Room to Read added 263 Reading Room /school libraries. Among them 12 are constructed Reading Rooms (CRR). The libraries has spread over 13 districts; all the libraries are stocked with colorful age appropriate reading books in Nepali and English published by Room to Reads local Language publication program. These books are culturally relevant age appropriate, gender sensitive and informative. Room to Read also provides training programs which is starts with Capacity Building and Orientation Training (CBOT) and it enlists library facilitators and district Education

Office Resource Persons. In addition they provide their facilitators special training to help them train their colleagues to manage the library.

Bhandari (2009) writes in her thesis, a school library is meant 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.

Mrs. Shrestha (2003) has highlighted the importance of library to the public in her article entitled "Library and information science education and manpower developed 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 cannot 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 centers need to be managed systematically and scientifically. Therefore high level manpower in library science has felt by TU.

Mr. Thapa (2004) has written in his article the national library's librarian concluded his findings that it is universally accepted that education is the basis for all round development. Today's kids are tomorrow's administrator, decision maker, politician etc. Furthermore, they are the Important human resources of the country who need to be sharpen with the modern knowledge and information desired by them. An additional knowledge and information gained from only the textbooks are not sufficient enough for them. Additional knowledge and information from children's library should be provided for them. Such libraries with rich collection and other effective activities will definitely be able to assist the users in providing best knowledge and right information for the users.

In 1983, Mrs. Nirmala Shrestha conducted a study to find out the effectiveness and application information needs and patterns of information and library use. Library must have a thorough of the user's needs. Without knowing the information needs of its users it is difficult to provide effective and efficient services to them. It is impossible to collect the documents without knowing the information needs of its readers. Normally, all library activities are designed to develop a system based string service to be provided to the users up to their most satisfactory level. The information service includes personal assistance provided to users to meet their information needs, in pursuing the higher standard. The chapter and extents of such services will vary with kind of library or information centers, the type of users. The information services are to be developed not only to meet users need and to improve recent services but also to anticipate user's needs in the future. The effectiveness of any information service depends upon the satisfaction of the information needs of its users. The efficiency of an information services can be measured only by the degree to which its resources are utilized (Shrestha, 1983 as cited in Bhatt, 2008). Room to Read, typically, establishes a reading room with about 2,000 books donated over three years. They support the library for a period of three years during which books in Nepali and English, library furniture, children's learning and library materials are provided.

Adhikari (2065) stated that there are many organizations and persons who are related with library sector. Among these organizations, Room to Read Nepal is famous which supports for library establishment in Nepal.

An interview conducted by Hema Nair published on web ([http:// www.beliefnet.com/Inspiration/responsibility -project/leaving Microsoft to change the world.aspx](http://www.beliefnet.com/Inspiration/responsibility-project/leaving-Microsoft-to-change-the-world.aspx)) about how John Wood left one of the world's richest companies to create a more meaningful life i.e. learning Microsoft to change the world. In 1998 John Wood a top Microsoft executive in Asia, was trekking high in the Himalayas his first vacation in seven years when a chance meeting transformed his life. Shortly after his return, Wood quite Microsoft, where he was marketing director, and eventually formed Room to Read, a nonprofit organization. As the interview is regarding the Room to Read development that is why it has been reviewed.

An interview published on web ([http://www.designshare.com/index.php/articles/room to read interview](http://www.designshare.com/index.php/articles/room-to-read-interview)) between Designshare and John Wood entitled "The impact of

Room to Read: John Wood Interview” has talked about establishment and development of Room to Read. In that interview, Share has asked with Wood about the actual school that he visited in Nepal that inspired him to leave his life as a successful Microsoft executive while developing an international nonprofit organization started with donated books stored in his father’s garage. Wood further answered the question regarding how he opened library in school for first and how children were got benefit from that books and library. He further replied about the no. of schools and libraries that has Room to Read helped to establish. According to him, his Room to Read was currently operated in seven countries and to date have opened over 3, 000 bilingual libraries with more than 2 million books. His program has supported over 2,300 girls with long term scholarships and has established more than 220 schools. Moreover he has also response how typical library that Room to Read helps to develop.

Wood & Sangrula (2008) stated that during three weeks leave for trekking in Nepal, John Wood visited Bahundanda of Lamjung district and he met a R.P. (Resource person) of a school. R.P. told to John that the Nepalese children are very interested in reading, but due to poverty they have not got chance to study. Those words touched the heart of Wood, which inspired him to leave the Microsoft Company and involve in social works through establishing the libraries. Then he established Room to Read with thought “The world change with educated children”. Initially the name of that organization was “Books for Nepal” but when the project and program was elaborated in other developing countries like Combodia, Vitenam then after a meeting of the working team they changed its name as “Room to Read”.

An article published in Kantipur daily newspaper (2012, March 9) entitled “New York ma Tharu geet” was about the capable of school level children which is related to Kamalari in Western Nepal. The Room to Read Nepal has provided scholarship for her.

Similarly, an article of Kantipur Daily (2012, March 14) entitled “Gauna nachhadnu hai” has described the familiarity in International standard of Suma Tharu who has reached in America with the help of Room to Read Nepal.

Another article published in Kantipur Daily (2012, March 25) entitled “Sumako Newyork Yatra” was about Room to Read’s role to help those children who worked as Kamalari (household child labor) in Western Nepal. Recently Rema Shrestha, Program Coordinator of Children Education Program helped Suma to visit USA.

An article published on web ([http:// greatergood.org/gtgm- build a school 30691.html? gid=CMrqt6Dji64 CF cwa6wodTTCU4Q](http://greatergood.org/gtgm-build-a-school-30691.html?gid=CMrqt6Dji64CFcwa6wodTTCU4Q)). A request was announced by Greater Good.org for donation of \$35 of help to build building for primary and lower secondary school in Nepal. Actually that request was about the Room to Read ‘Open Donation’ which makes an opportunity for donor to help rectify the lack of schools by helping to fund construction of a four to eight room building to be used as a primary or secondary school built in this way include a Room to Read library.

An article (2012, Jan 12) published on website ([http:// www.room to read .org/page.aspx? pid=235](http://www.roomtoread.org/page.aspx?pid=235)) was about finding personal strength and a love of reading on the shelves of a school library in South Africa. In that article how a four grader girl (12 years old) weakness in reading and writing skill had been transformed through the school library established by Room to Read which made her more cooperative in her fellows. That article had showed the importance of library that was actually established by the Room to Read.

An article (2012, Jan 5) published on website ([http:// www.room to read .org/page.aspx? pid=235](http://www.roomtoread.org/page.aspx?pid=235)) entitled “Girl Graduates Grater for Annual Alumnae meeting in Vietnam is about Girl’s Education Program supported by the Room to Read year in Vietnam. That had shown that Room to Read closed other activities regardless of library establishment. But these all activities of Room to Read aims on appraise of child education.

An interesting article (2011, Dec 28) published on website ([http:// www.room to read .org/page.aspx? pid=235](http://www.roomtoread.org/page.aspx?pid=235)) entitled “Elephant Mobile Library Treats Young Readers in Laos to a Day They will never Forget” was about launching and supporting for library with a new strategy in Laos i.e. Four lagged libraries. In Laos, the Asian elephant has long been a national symbol. Since ancient times, the loveable giants have been extremely useful from battlefields to agricultural fields but now they have found a new home on the endangered species list. In an effort to both increase public

awareness of the elephant's plight and support literacy in rural communities, Room to Read Laos teamed up with two other NGOs (Action with Lao Children and Elephant Asia) as well as the local government to implement the first ever Elephant mobile library. The perfect mode of delivery for remote communities, the Elephant Mobile Library has been an instant hit. Stocked with 640 Lao language children's books (many featuring elephants) and supplementary educational materials the libraries maiden voyage included four primary schools that serve more than 1,000 students in the northern province of Xaybouly. Today the Elephant Mobile Library has made its way to one of those very schools, greeted by hundreds of young readers. As the elephants enter the schools gates, scores of students line up dutifully eager to get a closer look at their unusual guests. With bright eyes and wide smiles the youngest students strain to wait their turns, bouncing up and down with excitement. Their team surprises when none of the students seem afraid of the giant creatures, carefully approaching the elephants one by one and accepting a book from the librarians seated atop them. The day's events continue with literacy games, songs, storytelling circles and comprehension exercises lead by the Room to Read team, all with a focus on elephant conservation and what individuals can do to help these creatures thrive. It's clear from the laughter ringing through the air and enthusiastic participation that for these young readers, the Elephant Mobile Library is a welcomed addition to the curriculum.

An article (2011, Dec20) published on web (<http://www.roomtoread.org/page.aspx?pid=235>) entitled 'Making the most of a second chance in Nepal' is about how even a kamalari girl can become more confident to do something in future as influenced by the Girl's education program to Room to Read Nepal. That article's has explained about a Kamalari – an illegal but culturally accepted practice in some parts of Nepal by which partners enter a contract to have their daughters work as a bonded laborers. After rescued of 4 years as a Kamalari she had got chance to join Girl's Education program of Room to Read. After finishing the bridge course of 6-9 months she has driven to use her second chance in school to create a better life for herself. After enduring the school, now she said she has a beautiful library with scores of books that have studies. Through seeing her programs, her brother had also been accepted to do volunteers service in building construction program supported by the Room to Read. This shows the support provided by Room to Read is praiseworthy which is able to

mould ignorant children more creative and successful who can even determine for betterment of her/his carrier.

Further an article published on website ([http:// www.room to read .org/page.aspx? pid=228](http://www.roomtoread.org/page.aspx?pid=228)) has explained about their partner's organization. According to that webpage Room to Read's partners are huge factor in their success. Their Key Corporate Partners, In – Kind Partners, and Promotional Partners provide them with generous financial and organizational support. They also raise awareness of their mission and help further their goal of providing the lifelong gift of education to millions of children in the developing world. They also rely heavily on in country partners to help them implement their programs. Working in collaboration with local NGO's help, they build upon the strength of existing work and also ensure long term sustainability of their programs.

An article published on web ([http:// www.greatergood.org/gtgm-give books Nepal-30690.html? gclid=CKOW-drai64CFUp76wodyn015Q](http://www.greatergood.org/gtgm-give-books-Nepal-30690.html?gclid=CKOW-drai64CFUp76wodyn015Q)) entitled 'Give books to Children in Nepal From \$25 are about most of the population of Nepal lives in rural areas where no phones, roads, clean water, or school exists. Where government schools exist in the country side, they are under founded and overcrowded, with only rudimentary levels of equipment and textbooks. Without creative, colorful books in the language they speak, it is difficult for children to learn to love reading and exploring the world through a book. For that purpose Room to Read Founded John Wood delivered the first load of books to Nepal.

The article published on website ([http:// www.room to read .org/page.aspx? pid=311](http://www.roomtoread.org/page.aspx?pid=311)) entitled "the programs and results" of Room to Read. At that article John Wood delivered his first few hundred books to a school high in the Himalayas and the organization then work in Nepal began books for Nepal.

The above review of the literatures has explained about the activities, programs, projects conducted by the Room to Read with in Nepal and other few countries. But the above literature has not talked about the effectiveness and application of the libraries supported by the Room to Read this is the gap to be studied. The study is effective to fulfill the gap.

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CHAPTER -III

FOCUS OF THE STUDY

A school library system is a sub system of an academic library system. The school library system is an integral part of a school education. It is provided for quality education in school levels. The primary objective of a school library system is to establish library habits among the users for upgrading their knowledge through reading (Karki, 2012). To fulfill this aim, Room to Read Nepal a non profit social organization is working for establishment of school libraries in Nepal. Room to Read began working with rural communities in Nepal in 2000 to build schools and establish libraries (Room to Read, 2009). Since establishment many villages have directly approached Room to Read Nepal for assistance to rebuild their school library.

“As the site of Room to Read’s first library, it was especially fitting that we would open our 10,000 library in our 10th anniversary year in Nepal. (Room to Read 2010)”. This implies that Room to Read Nepal is working for development of school education through the establishing libraries. By analyzing the latest data of Annual report, Room to Read has been establishing more than 200 school libraries through out the Nepal (Room to Read, 2010). Only with in the Kathmandu valley it has established 262 school libraries by the year 2010. Among them, this study is focused on the three Room to Read supported school libraries i.e. Mahendra library, Sharmic library and Neel Barahi library through its effectiveness and application for its better library services.

In spite of having many indicators for the achievement of library and their service, this study has targeted to focus on effectiveness and application aspect of library services. The meaning and definition of effectiveness and application is different in different situation and aspect but the meaning of effectiveness and application are given below separately.

3.1 Effectiveness

In general sense, effectiveness means state of being effective. It is concerned with producing result i.e. causing a result, specially the desired or intended result. On the other hand, the degrees to which objectives are achieved and the extent to which

targeted problems are solved. Effectiveness of an library can be judged through its proper management depends on several factors viz. implementation of element of scientific management which involves planning, organizing, staffing, directing, co-ordinating, reporting and budgeting.

Similarly, a library can be said effective when it gives importance to its users, location, resources and team work. Generally library is established for users so, services should be facilitated for fulfillment of user's need. Good location enhances the users attraction towards the library. Moreover library building is also a good factor to asses the library management. Without proper building, it cannot be provided better services to the users. For this size, site, architecture, and lighting of the building are important. Space management is important for circulation area, reader activity area, staff activity area, and other library works.

Furniture are important for student age level. But in library so many furniture are required like library stack, skeleton book rack, periodical display rack, and catalogue cabinet, charging disk etc. There is also good way to judge the effectiveness of a library through implementation of five law of library science. According to the first law 'books are for use' this law reflect the open and closed access. Second law 'every reader his/her books' concentrate on the collection of a library according to the users need. Third law 'every books its reader' encompasses each book should get its users. That means books are not only for displayed but for proper use. Fourth law 'save the time of user' indicates the use of ICTs in the library and appointment of professional staff which can reduce the seeking time of information. Fifth law ' library is growing organism' reflects the library building and space management in the library for various activities. On the other hand policies and programs conducted within the library and by the library are also good aspects to evaluate the effectiveness of library.

3.2 Application

The act of putting to a special use or purpose to which something is put is application. On the other hand, the act of applying to a particular purpose or use and the act of asking for something is application. In case of library all the factors which are core elements used by any library can be considered effectiveness and use of ICTs techniques and practical knowledge used in effective library services is known as

application. Similarly, the application of library refers to the application of library services and library materials, library staff and the use of available documents and use of ICTs. Among the application of library services, it involves use of the lending services, reference services, library orientation, library visit, children activities, and book reading services. Every library has staff but whether they are professional or not is very important. For effective library services it requires use of professional staff. Similarly, there may be a lots of document within the library, but its application is important thing. A good library focuses on more use of the available documents.

The effectiveness and application can be judged through the following factors or indicator, they are collection, library management, budgeting system, circulation, organization of library, professional tough (profession librarian), future plan etc.

The study has been focused on the following effectiveness and application aspects.

Arrangement and classification: Arrangement refers to the arranging of available library materials systematically, from that users needed information and documents are found easily and timely. Similarly classification deals with the separation entities according to their likeness and unlikeness. It is a sorting and grouping of things.

Membership and circulation: Membership is providing evidence for member through specified material like library cards for individuals. In the case of library, library users are the members of library. Similarly, library users' borrowing and returning their needed book after use, creation and maintenance of relevant records and files are referred to as circulation work.

Operation and activities: Here, the operation and activities of library deal with administrative work that is depends up on the rule and function of library.

Library budget: Any organization conducts with budget; it is needed for all sector. In case of library, budget is a systematically prepared statement of revenue and expenditure of the institution over period of time, usually a year. In other words, each year income and expenditure should be balance through budget.

Future plan: It helps to grow any organization for growth and development, which is made in present. The present work succeeds with goal of future plan and it gives good

result in each and every case. Library is a growing organism, so future plan plays important role for its growth and development.

Library is established with aim to provide required information to the users. A good library is always looking for providing better services to their users. Good collection, proper organization, lending services, awareness services and proper preservation of library materials are index of well function of a library. The effectiveness and application of a good library is judged through above elements. In this study, the effectiveness and application of the three Room to Read supported school library was also studied through the above aspects such as arrangement and classification, membership and circulation, operation and activities and future plan.

The study has also focused on the following core elements which are shown in the table below:

Table 1: Comparative study of effectiveness and application of three school libraries.

S.N.	Factors	Name of school libraries		
		ML	SL	NBL
1.	Method of searching information	Open access system	Open access system	Open access system
2.	Use of computer	Not use	Not use	Not use
3.	Collection of documents	Sufficient	Sufficient	Sufficient
4.	Arrangement of drinking water and separate toilet for gents and ladies near the library	Available	Available	Available
5.	Condition of documents	Good	Good	Good
6.	Arrangement of furniture as the level of student age	Few sufficient	Few sufficient	Good sufficient
7.	Professional librarian	No	No	No
8.	Established date	2010A.D.	2008A.D.	2010A.D.
9.	Library budget obtained through	Staff and student	Staff and student	Staff and student
10.	Classification scheme	Book labeling method	Color code method	Color code method

Effectiveness and application of any organization are judged with their activities, services, collection, user's interest etc. In this study, effectiveness and application of the three selected libraries are concerned with the following description:

3.3 Mahendra Lower Secondary School Library (ML) (Bhaktaur)

The name of Mahendra Lower Secondary School Library is Mahendra Library (ML). It has been established on 2017 B.S. in the Mahendra lower secondary school as an academic library in order to motivate children towards the study and to create reading habit. It is located at Sanothimi in Bhaktapur District. This library has been established on support provided by Room to Read Nepal on 5th January in 2010 A.D. During such support initially this INGO provided 1600 documents and involved one of the teacher of the school to provide 9 days children library management and organization training. During such effort, school had sent Bhokendra Khakda for such 9 days training. After that training, he has been organizing and managing the library with full support of school management committee, teachers, guardians, child club and other partner NGO ERDCN (Education Resource Development Centre Nepal). For the library as a partial support, ERDCN have provided required furniture and other required material for its management.

Above descriptions, fixed established date and help of Room to Read with other partner NGOs shows that the library is effective and applicable for that school.

3.3.1 Arrangement and classification

Initially, it has 1,600 documents but with further addition this collection has reached up to 2,100. These documents have been arranged in a separate room attached within the middle of school's building on 2nd floor. The books have been placed in wooden racks suitable in height with the student age. These books are arranged systematically. At first, it had used color code system i.e. books were classified on the basis of color of the book, but now it has been replaced with Book Labeling System. According to this system, books/documents are categorized in five labels. This has met the different age group of the children. For preprimary level kids, dolls, toys and other playing materials are separately arranged according to their age. Reference books are arranged in separate rack than other curriculum related books.

The above study shows that arrangement and classification is effective and applicable for that organization as well as for all users as they use the library properly.

3.3.2 Membership and circulation

All students of the school are member of that school library. No any charge is required to pay for that membership. All teachers and students are users of the library; the library provides a membership card only to the students. Students can issue one book for one week. If they don't return the book in time they have to pay overdue charge in late condition, but it is not fully acted upon.

Above study shows that all students are member of this school library and they borrow and return books through their library card, so that this is effectiveness and application for better library services.

3.3.3 Operation and activities

School appoints teachers as librarian of the library from their teachers on rotation system so as each teacher get chance to operate the library. The library opens with school time 10 a. m to 4 p.m., but mostly, its opening and closing are affected with leisure time of librarians. Mostly, they open and give time during leisure period and break time. The library is operated under the supervision of 18 members school library committee which is shown below:

The library committee is formulated with the following members:

- Head teacher – President (1)
- Librarian/teacher – Library president (1)
- Teacher – Vice president (1)
- Teacher- Treasure (1)
- Teacher representative - Members (12)
- Student representative – Members (2)
 - Children club (1)
 - Children welfare (1)

The school library conducts different kinds of activities for development of the student's attitude and to motivate and attract them towards the study to develop

reading habits. For such attraction of students towards the library, it organizes orientation program before and after library visit. It is highly liberal and open access for users as it offers guidance about use and how to use the library.

The operation and activities of the library are easily conducted with the help of library committee. The library has provided good service for library users which has shown its effectiveness and application for better library services.

3.3.4 Library budget and collection

According to ex- librarian Mr. Vokendra Khadka, the library initially started with 1600 documents which are supported by Room to Read Nepal. Further the collection raised, now 2,100 documents are available there which is continue support of Room to Read. Other furniture and extra support are provided by ERDCN with Room to Read Nepal.

There is no proper allocation of budget for the library. It has to wait from some donors but it has currently made provision of paying 1,000 rupees annually from each teacher except those who are appointed as private source but it is not satisfactory valid source of income. The library is planning to take some fee from students during admission.

The library budget is not sufficient, effective and applicable for better library services. So it seems to generate alternative source of income for proper development and better services of the library.

3.3.5 Future plan

Future plan of that library are given below:

- To provide reference service as maximum as possible.
- To manage and organize the documents systematically.
- Use the computer in the library.
- Add other extra books than course books.
- To make a database through a computer.
- To make a separate building for library management.

Future plan for continuous development is symbol of a good organization. The above plans are effective and applicable for better library services.

3.4 Neel Barahi Higher Secondary School Library (NBL) (Kathmandu)

The name of Neel Barahi Higher Secondary School Library is Neel Barahi Library (NBL). This is situated at near the fruit and vegetable market in Kalimati Tankeshwor 13 Kathmandu. The school has started higher secondary from this year and has launched Room to Read program in 2065 on 3rd Falgun. The Neel Barahi Library (NBL) is situated in separate building than that of the administrative and teaching building. Now, the library is looked after and organized by teacher Mrs. Tara Dhakal. She has got training from Room to Read. She gives her all rest time in library after teaching two periods. She does accession work of new documents, classifies them, and maintains the time for library visit by class wise. She orients students about rule, regulation and library legislation. Dhakal (librarian) has maintained separate registers for different works. One register has been maintained for accessioning of documents like purchase; gift etc. one is maintained for book issue and return from daily users like students i.e. for circulation work. Further, one register has been maintained for external users, like those persons who come from other schools and organizations or student teacher during teaching practicum. Various views, ideas and suggestions regarding the library are also welcomed and kept in records maintaining with in register. But the higher level library is kept in other building near the administrative office of the school. It opens at morning shift only.

Above dealings regarding the establishment and management of the library shows that it is effective and applicable for better library services.

3.4.1 Arrangement and classification

All documents of the library (about 3,439) have been arranged with in shelf by classifying according to color code scheme/system. For preprimary level kids, dolls, toys and other playing materials are separately arranged in a rack according to their age level. Tables and seats, mattress have been arranged accordingly for the children above 5/6 class. The followings are the format of color code classification scheme based on Dewey Decimal Classification (DDC) system.

1. White Generalities

2. Black	Philosophy
3. Yellow	Social science
4. Blue	Language
5. Gray	Pure science
6. Red	Technology
7. Orange	Art
8. Green	Literature
9. Pinks	History and Geography

The systematic arrangement and classification of available documents have made library users easier to find their needed information. So, it can be said that it is effective and applicable for better library services in this school.

3.4.2 Membership and circulation

All students of this school are members of the library. Each student gets one library card during starting of session or admission. Each user uses one card and he/she can borrow one book for one week. If book is not returned after one week, then late fee is charged per day by 1 rupee.

All students are members of that school library and they issue and return their needed document with the help of library card. So circulation system is seen as effective and applicable for better library services.

3.4.3 Operation and activities

No any organization can progress by a single person. And there is a well famous Sanskrit proverb “Kaliyuge Sanghe Shakti” which well explains about the work handled by support of a group of people become successful. This library has been also conducted under a library committee of 15 persons. Among such committee, Tara Dhakal plays an important role for operation and various activities of the library. She has attained library training conducted by Room to Read Nepal for 3-4 times. In this school, time for library use is well scheduled i.e. each class gets chance to use library once per week. The library is operated under the supervision of 15 members school library committee which is shown below:

The library committee is formulated with the following members:

- Head teacher – President (1)
- Librarian/teacher – Vice president (1)
- School representative of SMC –Member (1)
- Teacher’s representative – Members (6)
- Student’s representative – Members (6)

The operation and activities of the library are conducted with the help of library committee and the librarian/teacher. The library has provided good service for library users and even they have managed library visit time which has shown its effectiveness and application for better library services.

3.4.4 Library budget and collection

Without budget no any organization moves ahead. During initial phase, the library is established in support of Room to Read Nepal and other partner NGO ERDCN. They provided some books and furniture for library. Later on, school is managing itself for the development of its library. Students and teachers late fees are the source of income for the library. Thirty teacher’s works in this school and everybody pays Rs. 100 annually. Each student pays library fee during the admission year by year. Sometimes some donor agency or library lovers donate his/her personal collection. Once, the late president Dhurba Maharjan of school management committee had donated some books.

Generally curriculum supported books are available, besides that children literature are also available. Two daily news papers ‘Gorkhapatra’ and ‘The Rising Nepal’ are also available in the library. Similarly other non book materials like globe, different types of maps are available in the library. The librarian Dhakal said that their library has about 5/6 thousands amount in bank after the purchase of documents, furniture and carpets.

Budget plays vital role for any organization to conduct it well. The library has different sources of budget collection. The sources have helped to grow and manage the library properly. This is a sign of effective and applicable library services.

3.4.5 Future plan

According to the stakeholder and consumer of the library are seeking to attain the followings in coming future:

- To manage the documents properly so as students can able maximum benefits from the library use.
- To enlarge and organize the library and its collection
- To insert Information Communication Technology (ICT) in library.
- To make data entry through computer.
- To provide reference services as maximum as possible.

The future plan to maintain the continuous development of the library is good efforts for better library services. This has grown the effectiveness and application of the library services.

3.5 Shramic Bal Bigyan Community Lower Secondary School Library (SL) (Lalitpur)

The name of Shramic Bal Bigyan Community Lower Secondary School Library is Shramic Library. This is situated at Pulchok in Sub Metropolitan city of Lalitpur district. It has established in 2013 B.S. After crossing several circumstances and difficulties, Room to Read Nepal has established the library in 2010 A.D. by providing and supporting books and furniture. Due to the lack of space in school, classroom buildings are found to be small and the library has been also organized in a small building. One of the teachers of the school named Krishna Maharjan has organized and managed the library after taking 9 days library training facilitated by the Room to Read. The library runs in open access. The books of library have been shelved in rack according to level of the student. Documents have been classified according to Color Code System and then spines have been attached on them. For the preservation and development of the library, all teachers and students have paid their role onward.

According to the librarian teacher of the library, although the size of the library building is small but has collection of 1900 documents kept in rack with well arrangement according to the level of class and age of the student.

Above description shows that the library manages library materials and provides services for its users. So, it is effective and applicable for better library services.

3.5.1 Arrangement and classification

All available documents of the library have been arranged in shelves by color code classification system. Small table and chakati are used in reading time inside the

library; they are useful for the preprimary level children. Toys, dolls and other playing materials are arranged in a lower part of rack while curriculum related documents are arranged in upper part of the rack.

From the systematic arrangement and classification of available documents, library users easily find needed information and knowledge which has enhanced the effectiveness and applicability of library service.

3.5.2 Membership and circulation

All students of the school are members of the library. Teachers can also take membership of library and can borrow books in home. Each member is provided with library card after being member of the library. Students borrow book one by one and one book is issued for one week. Overdue charge is fined per day Rs. 1 when book is not returned in time.

Above study shows that all students are members of that school library and they issue and return the needed document with the help of library card which is symbol of effective and applicable lending service for better library services.

3.5.3 Operation and activities

Shramic library has been conducted and operated by the all teachers, students and library committee of the school. Library opens at school time 10 A.M to 4 P.M. All library services and activities have operated by librarian teacher Krishna Maharjan of the school after taking 9 days training of Room to Read. According to her, after teaching 2/3 periods she looks and manages the all library activities, she also manages the time schedule of class wise library visit/use. The library is operated under the supervision of 6 members school library committee which is shown below:

The library committee is formulated with the following members:

- Head teacher – President (1)
- Librarian/teacher – Secretary (1)
- Teacher representative - Members (4)

The operation and activities of the library are also conducted with the help of library committee and the librarian (teacher). The library has also provided good service for

library users and even they have managed library visit time which has shown its effectiveness and application for better library services.

3.5.4 Library budget and collection

Budget is an essential factor for operation of any organization. Without adequate budget no any activities can be forwarded for progress and development of the organization. Room to Read Nepal has supported and financed books and furniture for the library at initial phase. For its continuation, all teachers of the school donate 100 rupees annually. Similarly, every student pays 25 rupees monthly. Currently, teacher's donation and students' monthly payment are the income source of the library. The collection of the library has been reached up to 1,918. There are 180 textbooks to support the course and curriculum. Reference books are also available which includes Encyclopedia, dictionary, general knowledge etc.

Budget plays vital role to conduct any organization. Above description shows that budget is collected from different source and it helps to grow and manage the library. So the library budget is effective and applicable for better library services.

3.5.5 Future plan

Future plans of the library are as follows:

- To manage separate building for the library than the present building.
- To add extra books and documents beside the curriculum.
- To use computer in the library.
- To make information search features through computer.
- To provide library service to community people around the school.
- To provide membership to community people.

The future plan to maintain the continuous development of the library is also good efforts for better library services. This has grown the effectiveness and application of the library services.

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CHAPTER-IV

RESEARCH METHODOLOGY

4.1 Introduction

Research is an intellectual exercise based on scientific approach aimed to draw the most suitable solution for the problem concerned. It is fed on to the currency of facts and later on digesting; it produces a new proposition aiming for the better result.

The process of research has been continuously coming to forefront in any field of knowledge. "Scientific method is characterized by never ending spiral movement (Ranganathan, 1957). Thus, one time research conclusion can produce a number of research topics for the next research hypothesis. To continue this process, certain steps has to be employed in research activities, which is known as research methodology. This study has followed a descriptive and quantative procedure to study effectiveness and application of Room to Read supported school libraries.

4.2. Research Design

Research design is a plan for the collection and analysis of data. It presents a series of guide posts to enable the researcher to progress in the right direction in order to achieve the goal (Joshi, 2010). On the other hand research design is an organized approach. It is an integrated system that guides the researcher formulating, implementing and controlling the study. Useful research design can produce answer to the proposed research question. Design is the overall plan of any proposed activity. The design of research project guides how to conduct the study. A research design defines the procedures for collecting and analyzing data.

Quantitative and descriptive research design is used for this study. This study has also identified and displayed the attitudes of sampled unit on the application and effectiveness of the existing libraries through questionnaire and interview survey. To make easy for library users to fill up the questionnaire, the researcher asked the questions in Nepali language (Translation of question from English to Nepali). Hence, the study is scientific and descriptive.

4.3 Sources of Data

The related information for this study is collected through primary and secondary sources of data. The primary data were collected through field survey; using the questionnaire and taking interview with the help of questionnaire. Researcher also consulted dissertation, annual report, article, bulletins, brochures, daily newspaper etc.

4.4 Population

Three selected Selected three school libraries are situated at different places such as Kathmandu, Bhaktapur and Lalitpur district which are taken as sample school among 262 school libraries supported by Room to Read Nepal. School students and teachers are the population of this study.

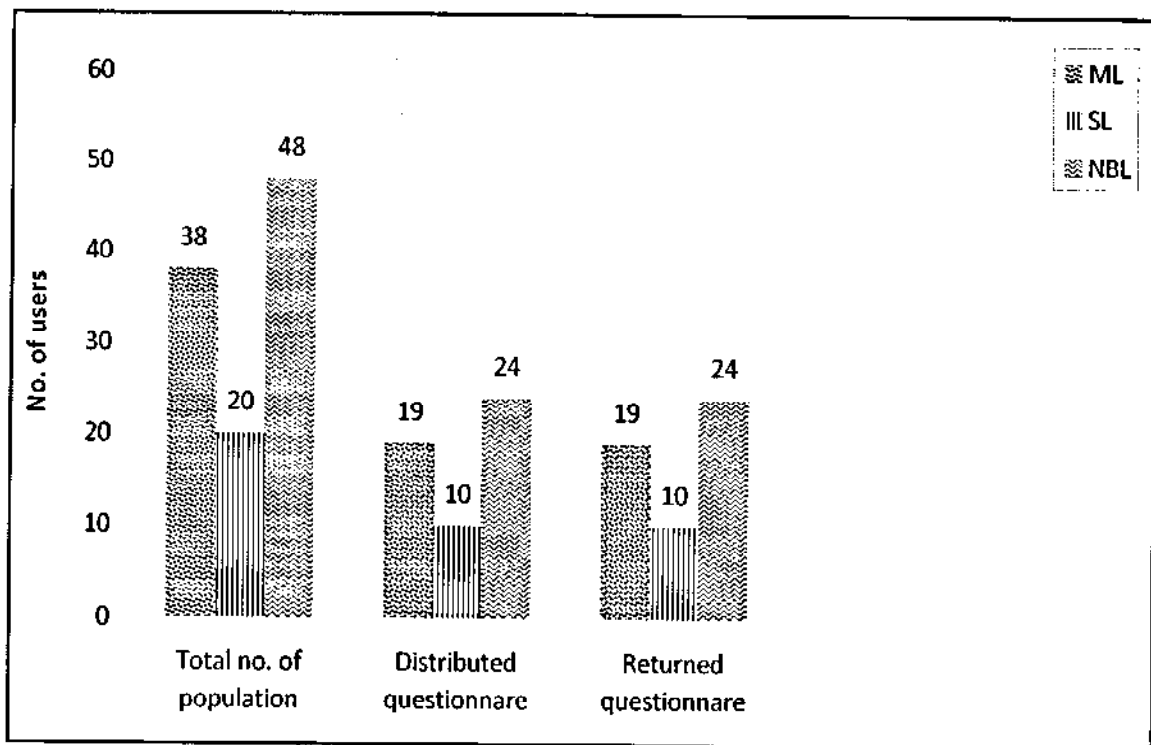
Table No. 2. No. of questionnaire distributed and returned by users of three school Libraries supported by Room to Read Nepal

Libraries	Total no. of population	No of questionnaires distributed to 50% of total population	No. of questionnaire returned (100%)	
			No.	Percent
ML	38 (in class 8)	19	19	100
SL	20 (in class 8)	10	10	100
NBL	48 (in class 9)	24	24	100
Total	106	53	53	100

Source: Field Survey, 2012.

Above table shows that 38, 20 and 48 are the total population of Mahendra library (ML) in class 8, Shramic library (SL) in class 8 and Neel Barahi library (NBL) in class 9, respectively. 19, 10 and 24 questionnaires were the distributed and returned from these three school libraries, respectively. The information has been shown as in the following figure:

Figure 1: No. of questionnaire distributed and returned by users of three school Libraries supported by Room to Read Nepal



Source: Field Survey, 2012.

4.5 Sampling Procedure

The method of selecting a portion of the universe with a view to draw conclusions about the universe under study is known as sampling. The purpose of sampling is to provide various types of statistical information of a quantitative and descriptive nature about the whole by examining a few selected units. Sampling method is the scientific procedure of selecting those sampling units which would provide the required estimates with associated margins of uncertainty, arising from examining only a part and not the whole. (Joshi, 2010)

On the other hand, sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent enlarge group from which they were selected. The individuals selected comprise the sample and the larger group is referred to as population. The population is the group of interest to the researcher. This is the group to which the researcher is interested to study to come to the conclusion to be generalized. The purpose of sampling is to gain information about population.

In this study, three school libraries have been selected. They are considered as user group of all the resources and services of the library infrastructure. Among them, 50 percent of total universe of population have randomly been selected as sample study. The three libraries do not have equal number of users. Therefore, the researcher has taken only 50 percent of the whole population as sample for the study.

4.6 Method of Data Collection

According to the objectives of the study, the researcher prepared one set of questionnaire. The information was collected through field questionnaires for school library users. The required data and information have been collected from the primary source with the help of a structured questionnaire. The questionnaire has especially been designed to cover all the required data and information of the study. Similarly, secondary information has been collected only from the authorized documents. To make easy to fill up the questionnaire, the researcher translated the questions in Nepali, so school library users answered easily to the difficult questions. Only those questionnaires which were completely filled up were included in the analysis. The distributed questionnaires were prepared under the main five headings:

1. **Personal Data:** It includes users' personal information such as name, age, sex, qualification, profession, name of the school library, school established date and the programs launched by Room to Read.
2. **Library Use:** This topic includes five multiple choice questions and all these are related to library use.
3. **Application methods for Information search:** Four multiple choice questions are included in this topic and all the questions are related to application method for information search.
4. **Library Services:** It includes four multiple choice questions and all are related to library services which has provided by the library.
5. **Effectiveness of Library services:** There are seven multiple choice questions in this heading and all questions are related to effectiveness of library services.

Altogether twenty multiple choice questions are included in the questionnaires. (A copy of the questionnaire is included in annex I.)

4.7 Data Analysis Procedure

The analysis is based on 53 responses received from the library users. After questionnaire returned, the collected data and information have been organized in a systematic order for analysis like editing, coding, classification etc. The completely filled questionnaires were checked to remove the possible errors and inconsistencies in the field. In this study, both descriptive and analytical methods have been used for the presentation of collected data and information.

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CHAPTER- V

ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

An attempt has been made to describe the library use, library resources and information services. It also attempts to analyze the data and presentation of the main findings of the study. For the library resources the researcher has focused on familiarity and collection development, strength of document, reference materials, recreational activities, use of library automation etc. Similarly, in the case of information services, the aspect of familiarity of library staff, opinion on library catalogue, its necessity has been taken into consideration. It is further described on the basis of calculation system of documents, use of modern technology and special services provided to the users.

The structured questionnaires were distributed to the school students. After the collection of data, analyzed data are presented. The responses are presented in tables and figures.

All the data are analyzed under the four main headings, these are as follows:

- Library use
- Application method for information search
- Library service
- Effectiveness of library services

5.1 Library use

The sections are separated to find out the real effectiveness and application of library services to the users of respective schools supported by Room to Read Nepal.

5.1.1 Purpose of library visit

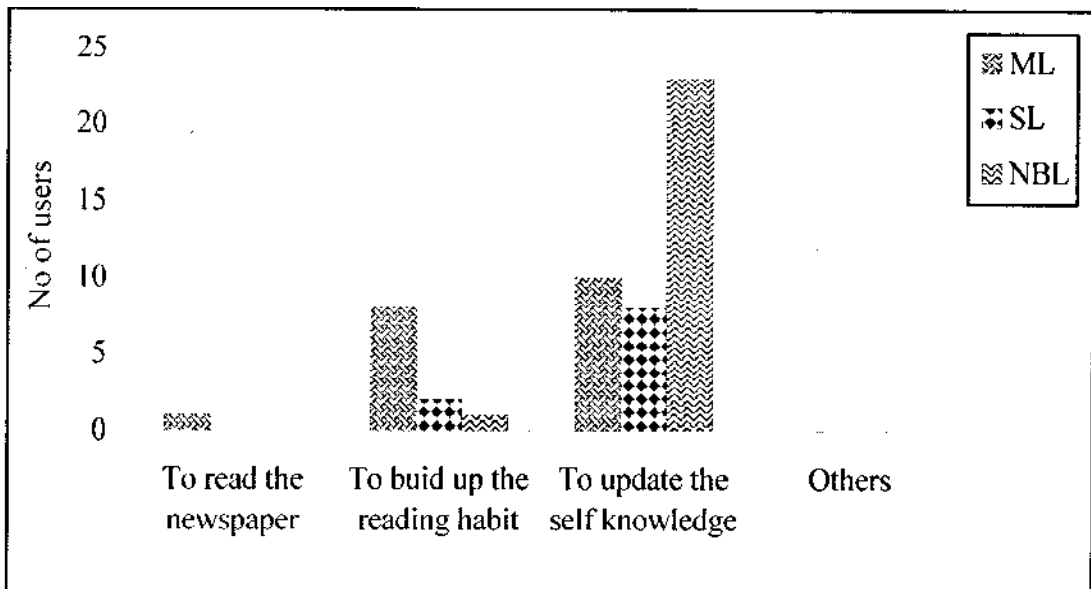
The question was asked to find out the purpose of the users to visit library. The users replied the following responses.

Table No. 3 : Purpose of library visit

S.N	Purpose of library visit	Name of libraries			Total	Percent
		ML	SL	NBL		
1	To read newspaper	1	0	0	1	1.89
2	To build up reading habit	8	2	1	11	20.75
3	To update the self Knowledge	10	8	23	41	73.36
4	Others	0	0	0	0	0
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 2 Purpose of library visit



Source: Field Survey, 2012.

According to the above data, 1.89% users have visited library to read the newspaper. Similarly, 20.75% of users visit library to build the reading habit. Whereas 77.36% users visit the library to update the self knowledge. Similarly, no (0%) users are there for other purpose of the library. The result shows that the large numbers of users visited library to update the self knowledge.

5.1.2 Duration of library visit

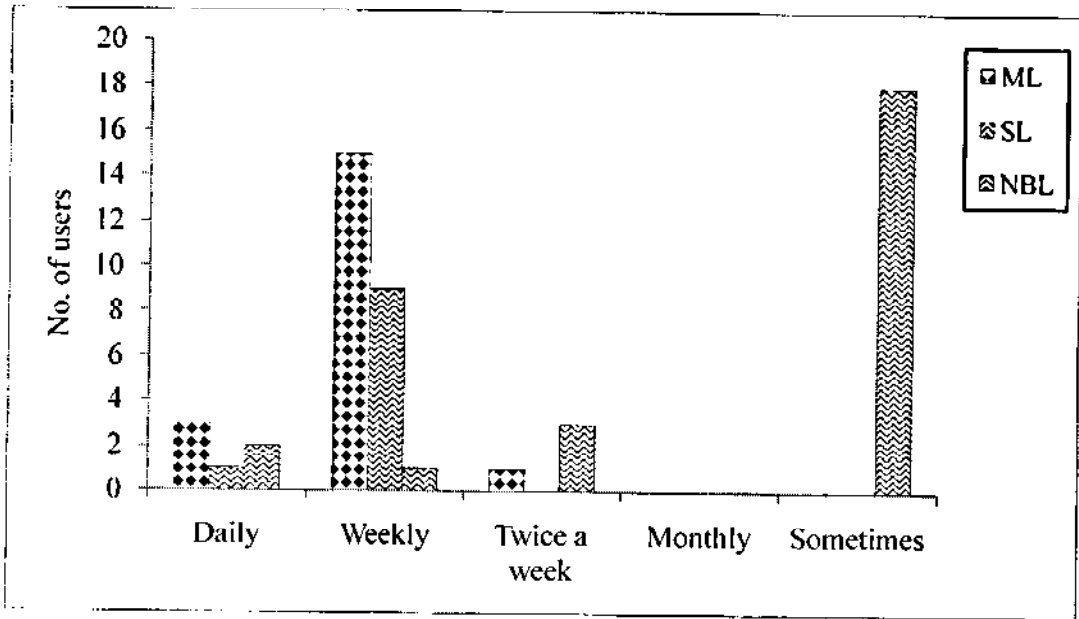
The question was asked to find out the duration of library visit of users. The users gave the following answers.

Table No. 4 Duration of library visit

S.N.	Duration of library visit	Name of Libraries			Total	Percent
		ML	SL	NBL		
1.	Daily	3	1	2	6	11.32
2.	Weekly	15	9	1	25	47.17
3.	Twice a week	1	0	3	4	7.54
4.	Monthly	0	0	0	0	0
5.	Sometimes	0	0	18	18	33.97
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 3 Duration of library visit



Source: Field Survey, 2012.

The above table shows that 11.32% users visited the library daily, where as 47.17% users visited library weekly. Similarly, 7.54% of the users visited library twice a week. No users found to be visited library monthly and 33.97% users found to be visited the library sometimes.

5.1.3 Room to Read Nepal launched program

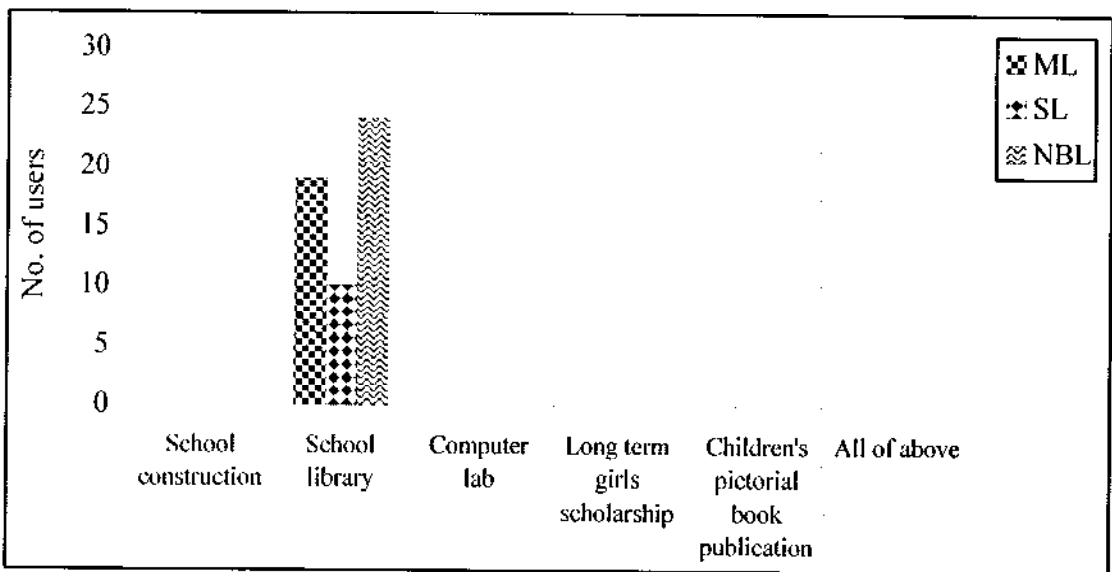
The question was asked to find whether the users know or do not know about the programs launched by Room to Read Nepal in their school.

Table No. 5 Room to Read Nepal launched program

S.N	Room to Read Nepal launched program	Name of Libraries			Total	Percentage
		ML	SL	NBL		
1.	School construction program	0	0	0	0	0
2.	School library	19	10	24	53	100
3.	Computer lab	0	0	0	0	0
4.	Long term girls scholarship	0	0	0	0	0
5.	Children's pictorial book publication	0	0	0	0	0
6.	All of above	0	0	0	0	0
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 4 Room to Read Nepal launched program:



Source: Field Survey, 2012.

The above tables shows the programs launched by Room to Read Nepal in school of Kathmandu valley. But users didn't know about others programs except a school library program that was launched at their schools.

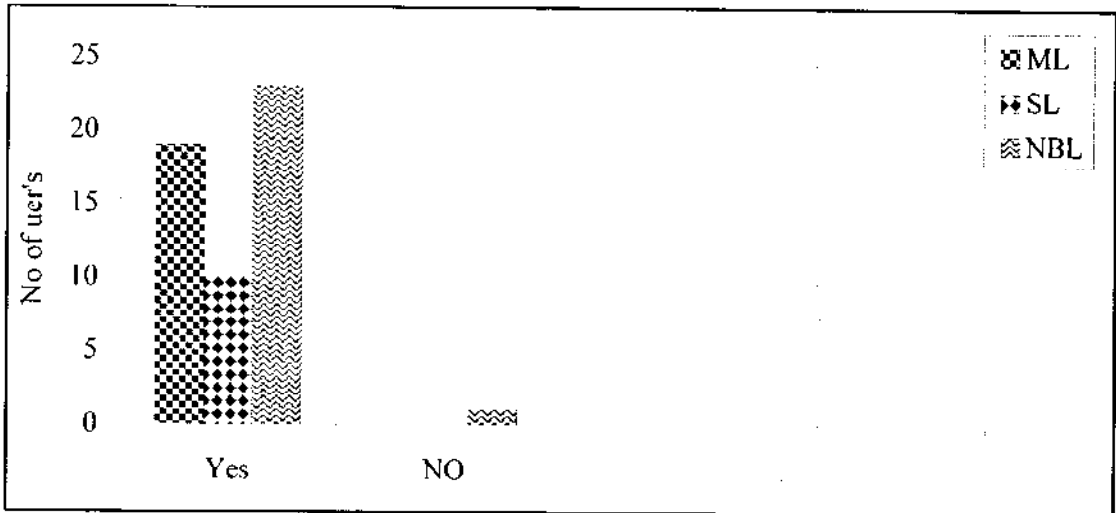
5.1.4 Library needed for school level education

The question was distributed for the school children to find out the need of library for school level education. Users gave the following answers.

Table No. 6 Library needed for school level education

S.N	Library need for school level education	Name of Libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	19	10	23	52	98.11
2.	No	0	0	1	1	1.89
Total		19	10	24	53	100

Source: Field Survey 2012.

Figure No. 5 Library needed for school level education:

Source: Field Survey, 2012..

The above table shows that 98.11% users opinion need of school library for school level education. Only 1.89 % user gave negative answer. So the large numbers of users said library was needed for school level education.

5.1.5 Place of school library.

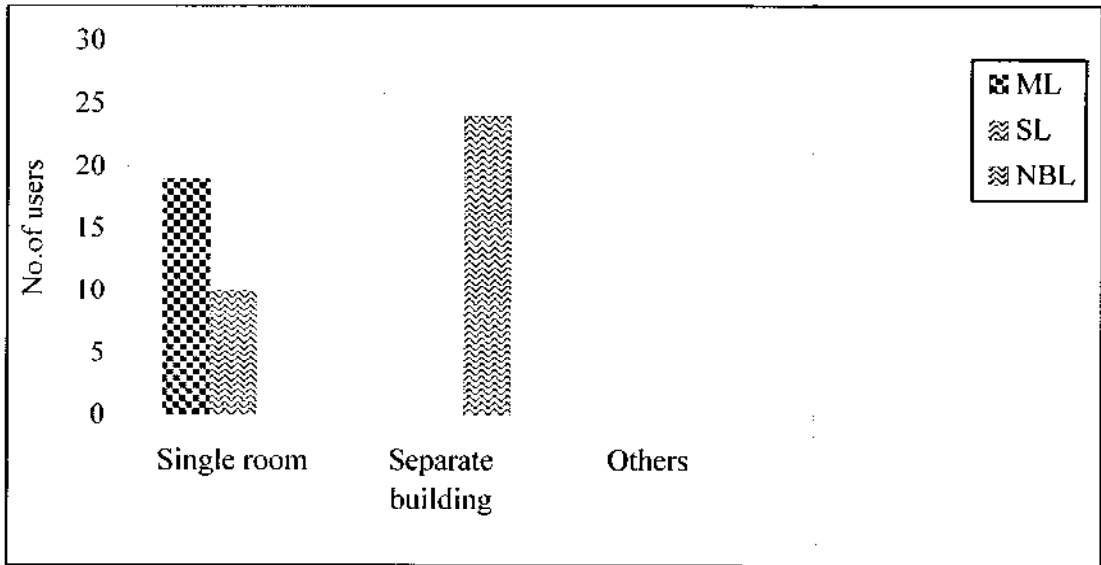
The question was distributed to know the place of school library. Users gave the following answers.

Table No. 7 Place of school library

S.N.	Place of school library	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Single room	19	10	0	29	54.71
2.	Separate building	0	0	24	24	45.29
3.	Others	0	0	0	0	0
Total		10	0	24	53	100

Source: Field Survey, 2012.

Figure No. 6 Place of school library



Source: Field Survey, 2012.

Above table shows that two school libraries are attached in a single room and one school library is attach in a separate building.

5.1.6 Method of searching information

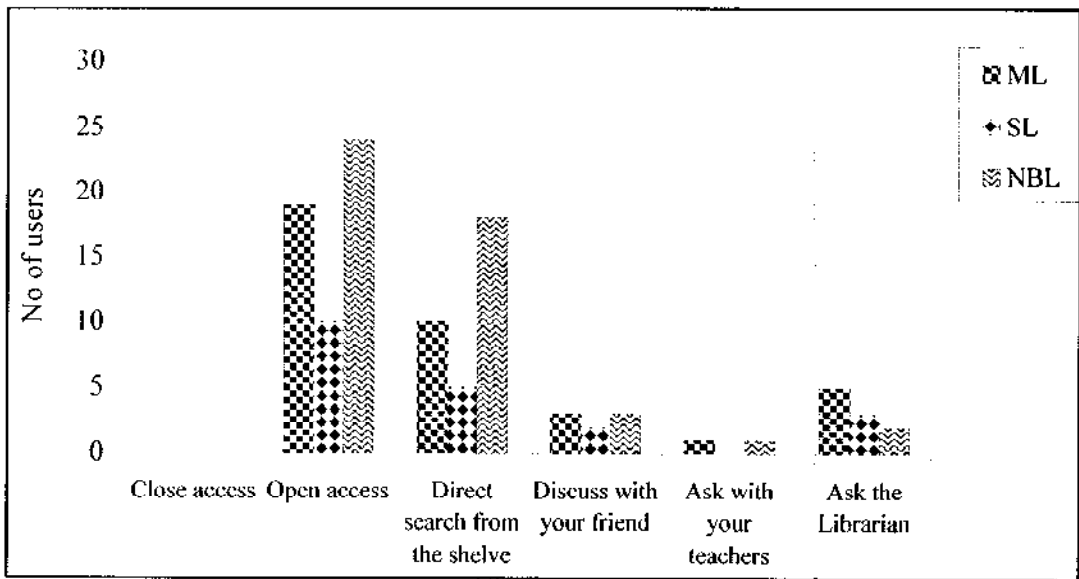
The question was asked for the method of searching information. The users gave the following answer.

Table No. 8 Method of searching information

S.N.	Method of searching information	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Open access	19	10	23	53	100
2.	Close access	0	0	0	0	0
	Total	19	10	23	53	100
In case of open access						
i.	Direct search from the shelf	10	5	18	33	62.27
ii.	Discuss with your friends	3	2	3	8	15.09
lii	Ask with your teacher	1	0	1	2	3.77
iv	Ask the librarian	5	3	2	10	18.87
	Total	19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 7 Method of searching information



Source: Field Survey, 2012.

Above table shows all library has open access system for searching information. 62.27% user's search directly from the shelf, 15.09% users discuss with their friends, 3.77% users ask with their teacher and 18.87% users ask the librarian for search of information. So that direct search from the shelf is the large number of searching the information.

5.1.7 Percentage of information access

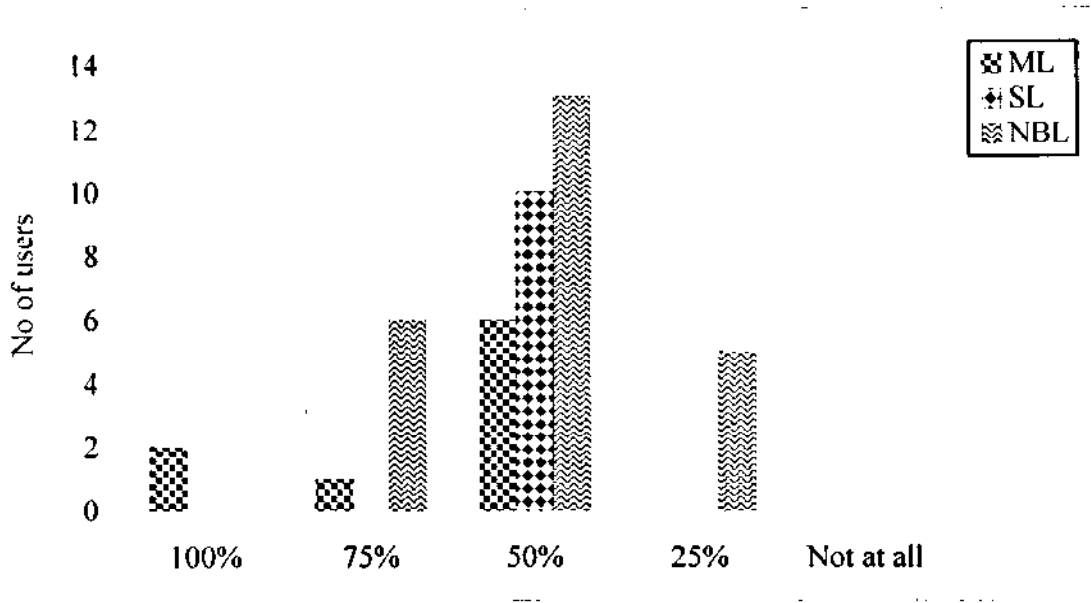
The question was asked for how much information gets after library use. The user gave the following answer.

Table No. 9 Percentage of information access

S.N	Percentage of information access	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	100%	2	0	0	2	3.78
2.	75%	11	0	6	17	32.08
3.	50%	6	10	13	29	54.71
4.	25%	0	0	5	5	9.43
5.	Not at all	0	0	0	0	0
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 8 Percentage of information access



Source: Field Survey, 2012.

The above table shows that 3.78% users get 100% information from the use of library. Similarly, 32.08% users fulfill 75% information from the use of library. Whereas 54.71% users get 50% information from the use of library as well as 9.43% users get 25% information from the use of library. There are no users not getting information from the use of library. The largest percentage of respondents is access of 50% information.

5.1.8 Computer use in the Library

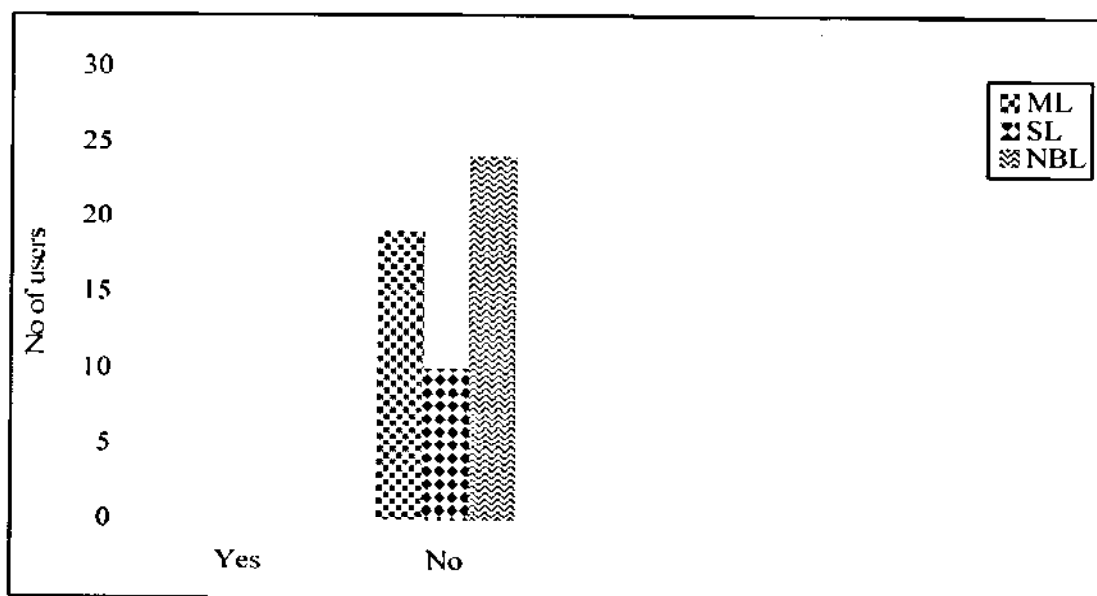
The question was asked to know the computer use in the library. The following table shows the real answer whether the computer was used or not in the library.

Table No.10 Computer use in the Library

S.N	Computer use in the Library	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	0	0	0	0	0
2	No	19	10	24	53	100
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 9 Computer use in the library



Source: Field Survey, 2012.

The above table shows that computers are not used in these three libraries either for accessing or organizing the library materials.

5.1.9 Method of classifying the documents

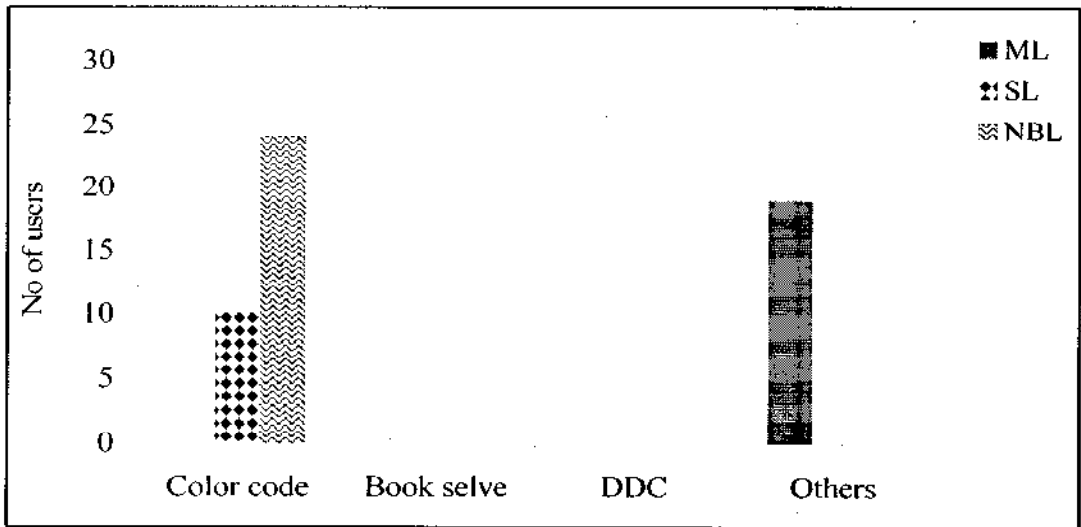
The question was asked to find out the method of classifying the document. The following table shows the user's answer of method of classifying the document:

Table No. 11 Method of classifying the documents

S.N	Method of classifying the documents	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Color code	0	10	24	34	64.15
2.	Book shelve	0	0	0	0	0
3.	DDC	0	0	0	0	0
4.	Others	19	0	0	19	35.85
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 10 Method of classifying the documents:



Source: Field Survey, 2012.

The above data shows that 64.15% respondents answered that color code system has been used in their library. Book shelf method and DDC system are not used in the selected school libraries. Whereas, 35.85% respondents replied other (book labeling) system is used for classifying the documents. So that color code system was mostly used than other system.

5.1.10 Satisfied with the service of library

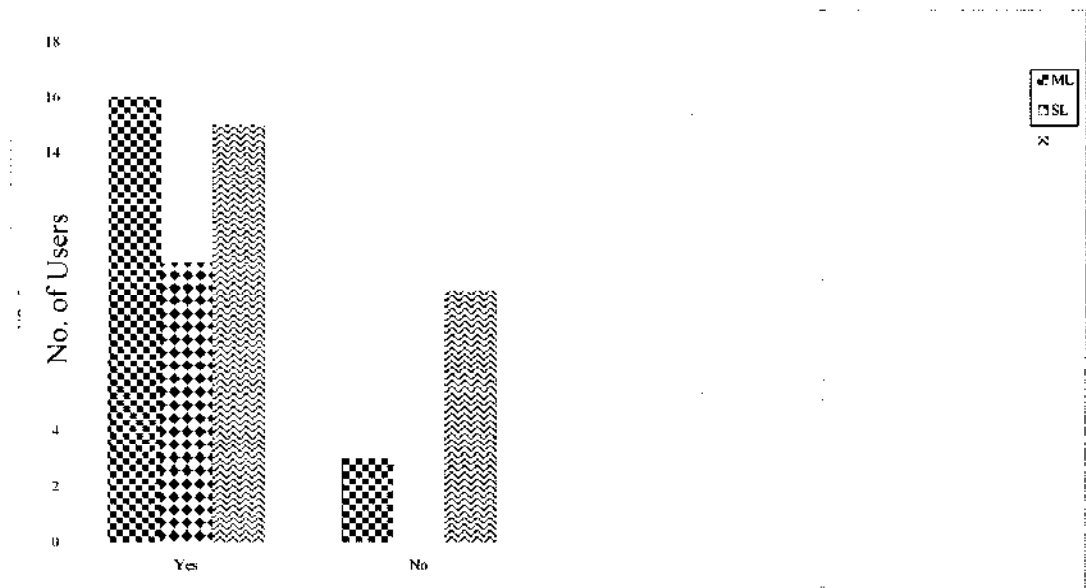
The question was asked to know the satisfied with the service of library. The following table shows the satisfaction with the service of library.

Table No.12 Satisfied with the service of library

S.N.	Satisfied with the service of library	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	16	10	15	41	77.36
2.	No	3	0	9	12	22.64
Total		19	10	24	52	100

Source: Field Survey, 2012.

Figure No. 11 Satisfied with the service of library



Source: Field Survey, 2012.

Above data shows that 77.36% users are satisfied with the service of library and 22.64% users are not satisfied with the service of library. So that most of the users are satisfied with the service of library.

15.1.11 School library provide services to dumb, blind and lame students

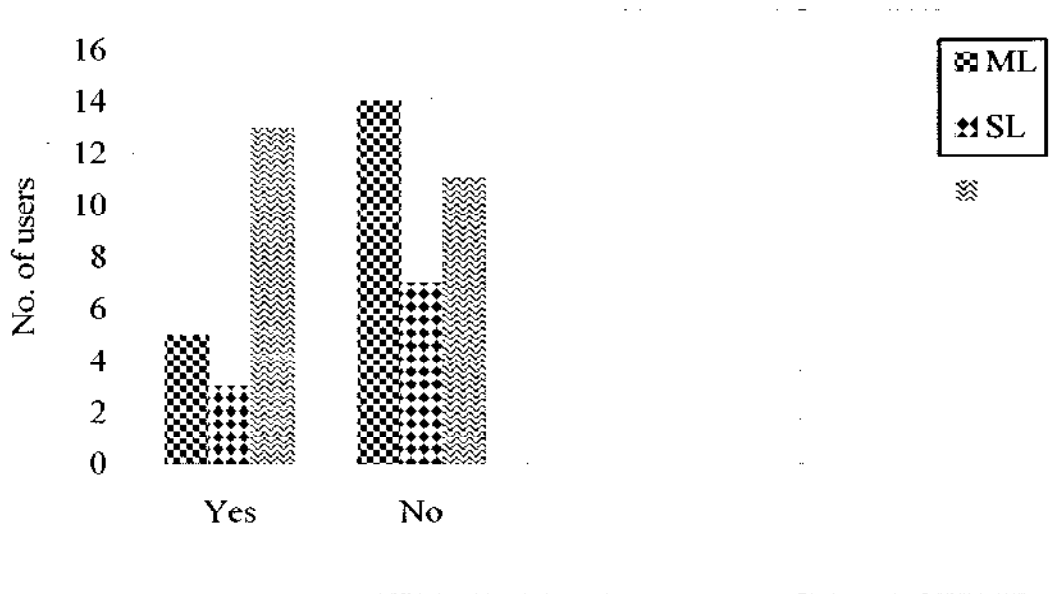
The question was asked to know the services for dumb, blind and lame students. Users provide the following answers:

Table No. 13 School library provide services to dumb, blind and lame students

S.N.	School library provide services to dumb, blind and lame students	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	5	3	13	21	40
2.	NO	14	7	11	32	60
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 12 School library provide services to dumb, blind and lame students



Source: Field Survey, 2012.

Above data shows that 40% replied that school libraries provide services to dumb, blind and lame students and 60% respondents said that these three libraries do not provide service for dumb, blind and lame students.

5.1.12 Aware of the different services of the library

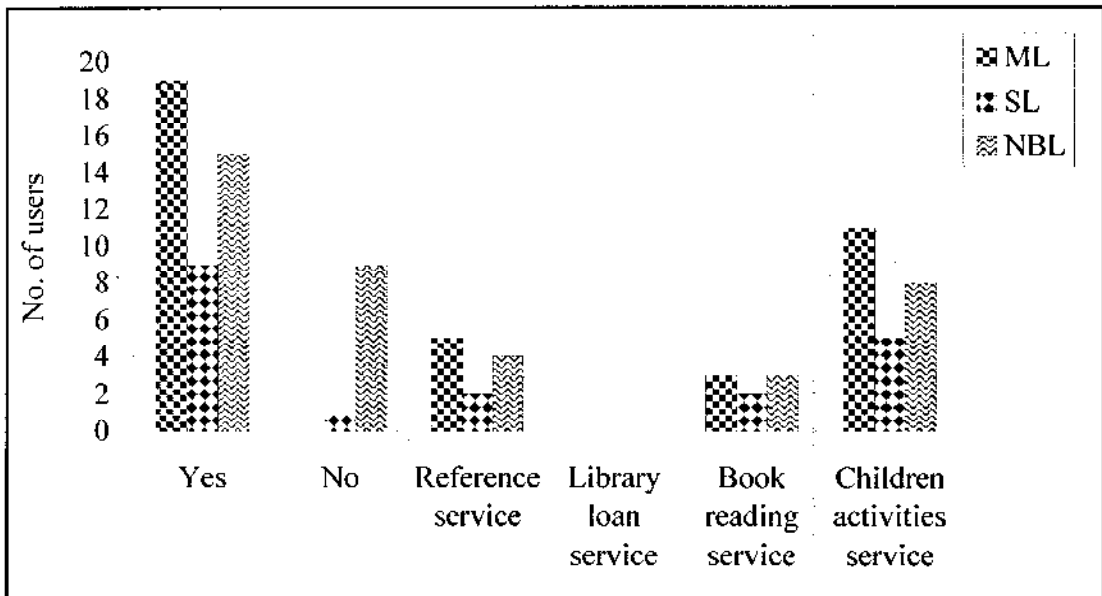
The question was asked to know the awareness of the different services of the library. The users provide the following answers.

Table No. 14 Aware of the different services of the library

S.N.	Aware of the different services of the library	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	19	9	15	43	81.13
2.	No	0	1	9	10	18.87
	If yes					
i.	Reference service	5	2	4	11	20.76
ii.	Library loan service	0	0	0	0	0
iii.	Book reading service	3	2	3	8	15.09
iv.	Children activity service	11	5	8	24	45.28
	Total	19	10	24	53	100

Source: Field Survey, 2012.

Figure No 14 Aware of the different services of the library



Source: Field Survey, 2012.

Above data shows that 18.87% users are not aware of the different services providing by the library and 81.13% users are aware of the different services providing by the library. Among them, 20.7% users replied reference service, 15.09% users replied book reading service, and 45.28% users found to be aware of children activity service whereas 0% (no) users are aware of found the library loan service. So that most of the users are aware of the children activity service.

5.1.13 Getting the extra books other than text books

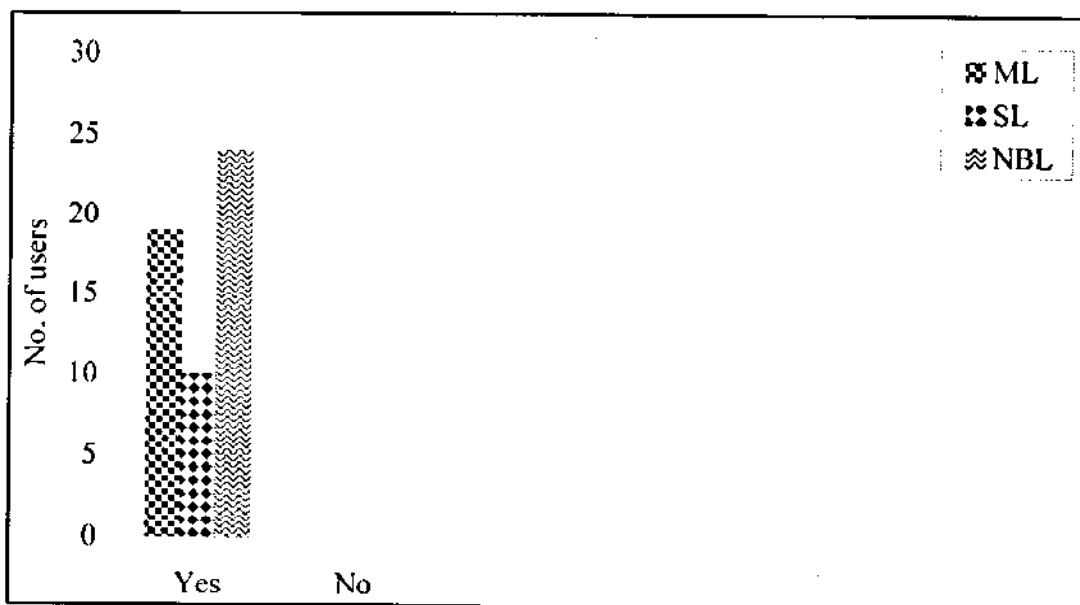
The questions asked to know that whether users are able or not to get the extra books other than text books. Users are provided the following answer:

Table No. 15 Getting the extra books other than text books

S.N	Getting the extra books other than text books	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	19	10	24	53	100
2.	No	0	0	0	0	0
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 14 Getting the extra books other than text books



Source: Field Survey, 2012.

Above table shows that most of the users (100%) replied 'Yes' and 0 % (no users) replied 'No'. So, that all users are able to get the extra books than other text books.

5.1.14 Satisfaction with the collection of documents on the basis of curriculum

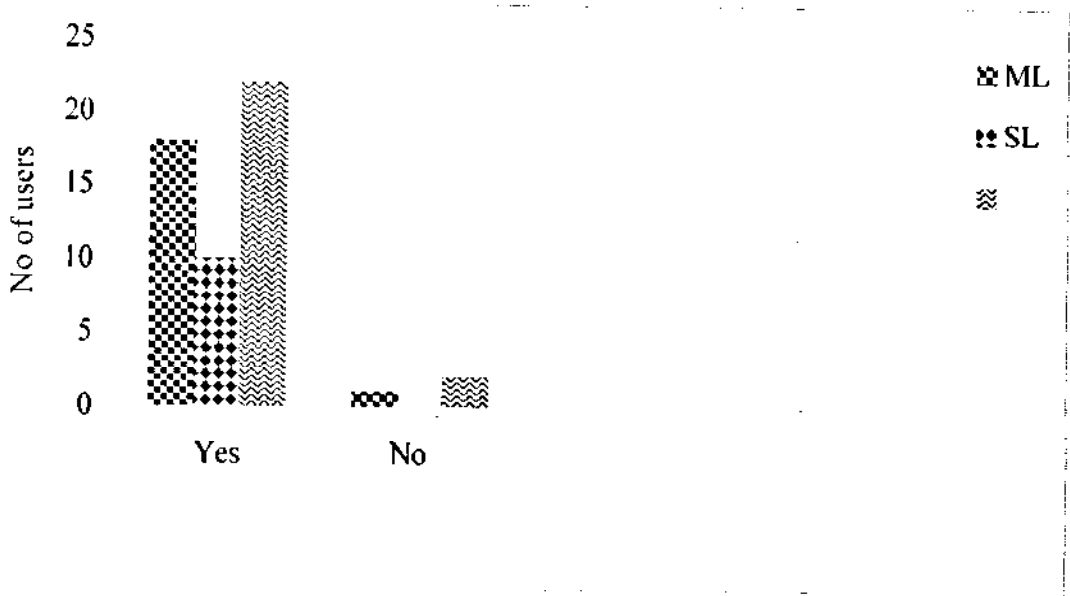
The question was asked whether the users are satisfied or not with the collection of documents based up on curriculum. The users gave the following answers:

Table No. 16 Satisfaction with the collection of documents on the basis of curriculum

S.N	Satisfaction with the collection of documents on the basis of curriculum	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	18	10	22	50	94.34
2.	No	1	0	2	3	5.66
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 15 Satisfaction with the collection of documents on the basis of curriculum



Source: Field Survey, 2012.

The above table shows that 94.34% respondents are satisfied with the collection of documents in the library based up on the curriculum and 5.66% respondents are not satisfied with the collection of documents.

5.1.15 Satisfaction with the arrangement of drinking water and separate toilet for gents and ladies near the library

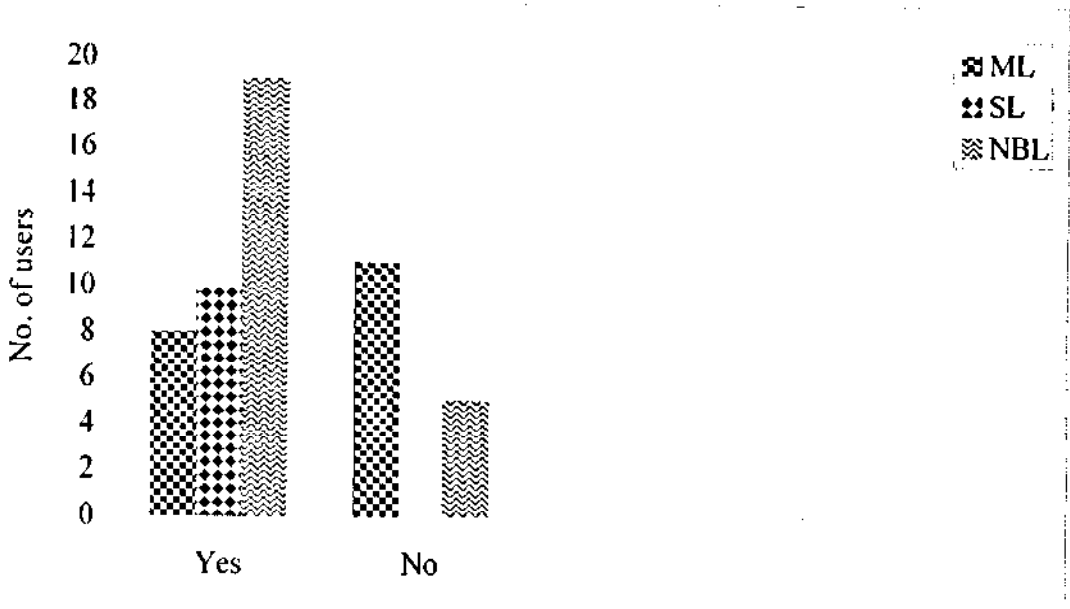
The question asked to know whether the users are satisfied or not with the arrangement of drinking water and separate toilet for gents and ladies near the library. Users gave the following answers:

Table No. 17 Satisfaction with the arrangement of drinking water and separate toilet for gents and ladies near the library

S.N	Satisfaction with the arrangement of drinking water and separate toilet	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	8	10	19	37	69.81
2.	No	11	0	5	16	30.19
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 16 Satisfaction with the arrangement of drinking water and separate toilet for gents and ladies near the library



Source: Field Survey, 2012.

Above table shows that 69.81% respondents replied that they are satisfied with the arrangements of drinking water and separate toilet for ladies and gents near the library and 30.19% respondents are not satisfied with the arrangement of drinking water and separate toilet for ladies and gents near the library.

5.1.16 Condition of document in the library

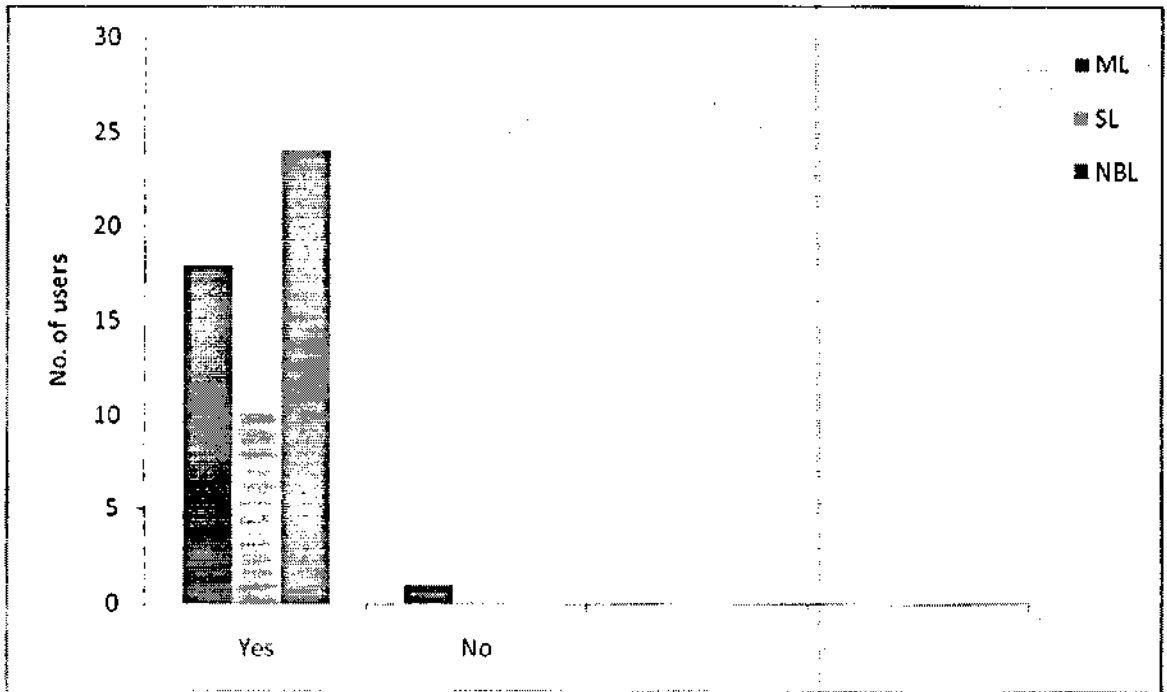
The question asked to know whether the users find document in the library in good condition or not. Users reply the following answers:

Table No. 18 Condition of document in the library

S.N	Condition of document in the library	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	18	10	24	52	98.11
2.	No	1	0	0	1	1.89
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 17 Condition of document in the library



Source: Field Survey, 2012.

Above table shows that 98.11% respondents replied that the condition of documents in the library is good and 1.89% respondents replied that the documents are not in good condition with proper arrangement of the shelves.

5.1.17 Arrangement of the furniture as per the level of student age

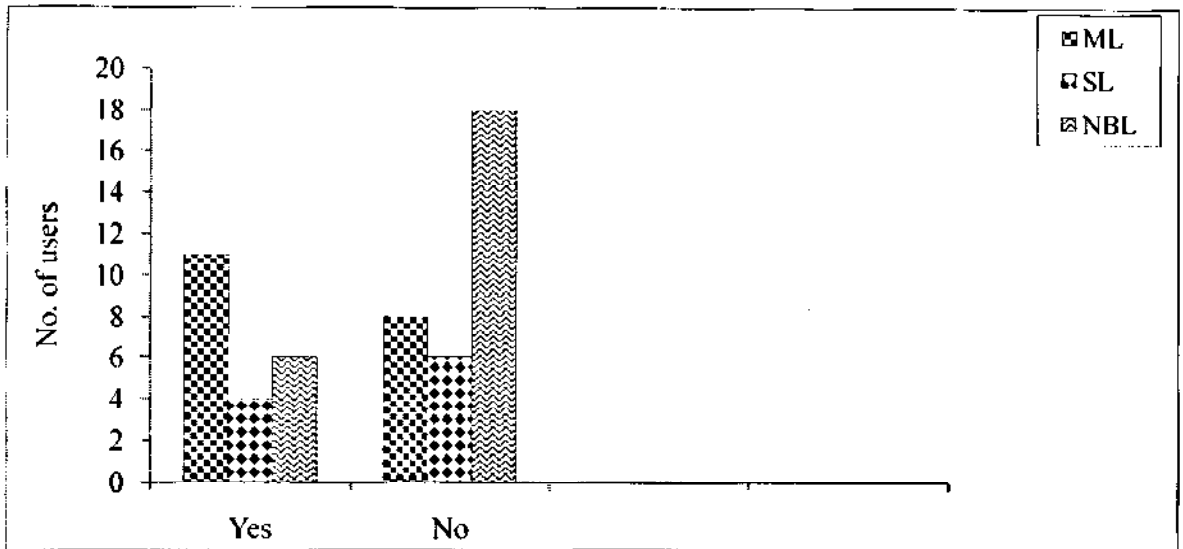
The question was asked to know whether the users are satisfied or not with the arrangement of the furniture as per the student age. Users' gave the following answers:

Table No. 19 Arrangement of the furniture as per the level of student age

S.N	Arrangement of the furniture as per the level of student age	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Yes	11	4	6	21	39.62
2.	No	8	6	18	32	60.38
Total	19	10	24	53	100	100

Source: Field Survey, 2012.

Figure No. 18 Arrangement of the furniture as per the level of student age



Source: Field Survey, 2012.

The above table shows that 39.62% respondents replied that users are satisfied with the arrangement of the furniture as per the level of students' age. Whereas majority of respondents (60.38%) opined that the users are not satisfied with the arrangement of the furniture as per the level of students' age.

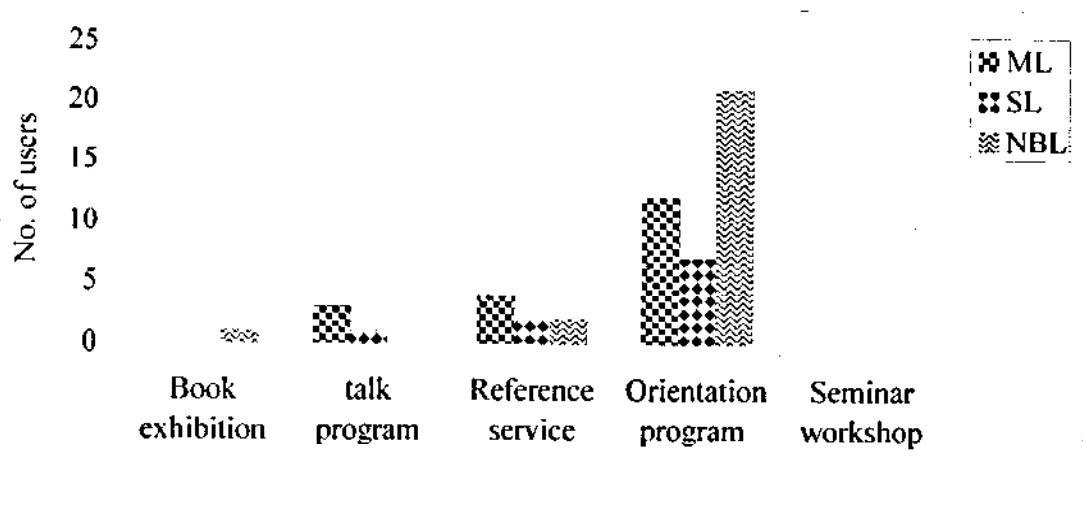
5.1.18 Participation in library activities

The question was asked to know the users participated any of the following activities organized by the library for effective of the library service. Users gave the following answer

Table No. 20 Participation in library activities

S.N.	Participation in library activities	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1.	Book exhibition	0	0	1	1	1.89
2.	Talk program	3	1	0	4	7.54
3.	Reference service	4	2	2	8	15.09
4.	Orientation program	12	7	21	40	75.48
5.	Seminar workshop	0	0	0	0	0
Total		19	10	24	53	100

Figure No. 19 Participation in library activities



Source: Field Survey, 2012.

The above table shows that the 1.89% users participated in book exhibition, similarly 7.54 % users participated in talk program, and 15.09% users participated in reference service. Whereas 75.48% users have participated in orientation program and 0 % (no) users have participated in seminar/ workshop. So it was found that most of the users have participated in the orientation program.

5.1.19 Availability of professional librarian

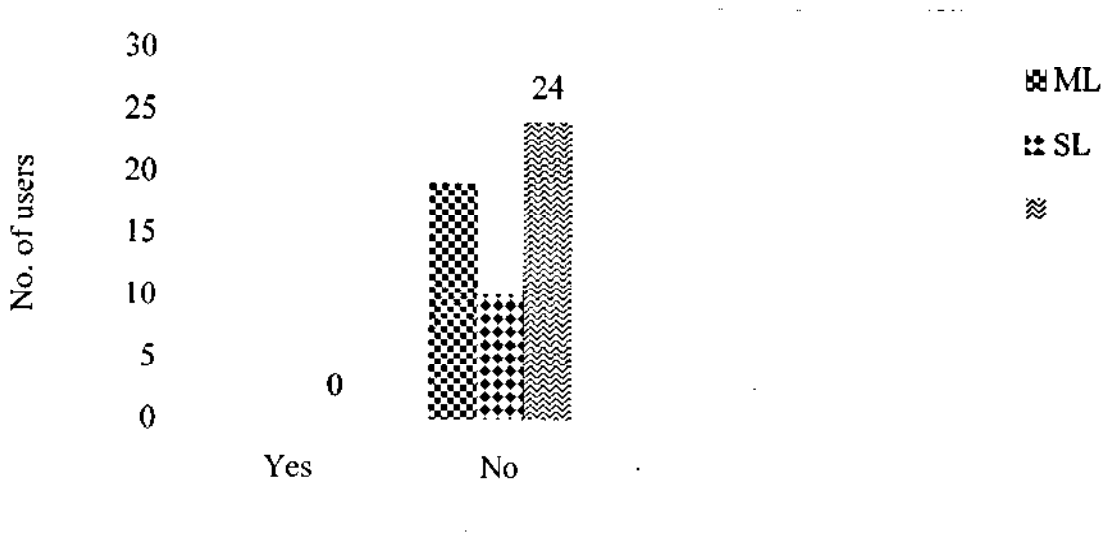
The question was asked to know whether the professional librarian is present or not in their library. Users gave the following answers.

Table No. 21 Availability of professional librarian

S.N	Availability of professional librarian	Name of school libraries			Total	Percentage
		ML	SL	NBL		
1	Yes	0	0	0	0	
2	No	19	10	24	53	100
Total		19	10	24	53	100

Source: Field Survey, 2012.

Figure No. 20 Availability of professional librarian



Source: Field Survey, 2012.

The above table shows that the sampled libraries do not have professional librarians.

CHAPTER – VI

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary of the Findings

In the research, questionnaires were distributed to 53 library users of three school libraries supported by Room to Read Nepal of the Kathmandu Valley (Kathmandu, Lalitpur and Bhaktapur district). The 50% of the users were taken for the research study. The answers were tabulated, percentage was calculated and finally all of these were analyzed. The researcher has come up with the following key findings on the basis of school library user's answers:

- The result shows that 77.36% users visit library to update their self knowledge.
- 41.17% of the users visit library once a week.
- Room to Read Nepal launches only school library program in these three selected school libraries.
- 98.11% of the users thought that library is needed in school level education
- Among the selected school libraries two school libraries are attached in a single room and one school library is attached in a separate building.
- Open access is the method of searching information in these three school libraries and most of the users of the libraries search directly from the shelves.
- 54.71% of the students get 50% information from the use of library.
- Computer is not available in these three libraries.
- Collected documents of these three libraries are classified by color code and book labeling systems based up on the DDC system.
- 77.36% of users are satisfied with the service of library.
- These school libraries provide only 40% service for dumb, blind and lame students.

- 81.13% users are aware from the different services of the library; among them children activity service is mostly use.
- 100% users are able to get the extra books other than text book that is good aspect for library users.
- 94.34% users are satisfied with the collection of documents and rests of them are dissatisfied with them.
- The arrangement of drinking water, toilet for ladies and gents are separate and most of the users are satisfied with them.
- In these three school libraries, 98.11% documents are arranged in good condition with systematic classification system.
- In these three libraries, available furniture is not arranged according to the level of student age.
- 75.48% users are participated in orientation program of library than other programs.
- Professional librarian is not available in these three school libraries, only school librarian/ teacher conduct the library.
- Most of the library users commented for lack of reference books, computer and age level's furniture in these three school libraries.

6.2 Conclusion

Based on the summarized facts, conclusion of the study may be presented in the following manner. Room to Read has established and supported 262 school libraries in Kathmandu valley. Among them 3 school libraries were selected for the study. These three school libraries were established with the support of Room to Read Nepal at beginning and got the support continuously up to three years, then; they transferred the authority to that school. The effectiveness and application of these libraries for better library services were judged through the following aspects: arrangement and classification, membership and circulation, operation and activities, library budget and

future plan as well as method of searching information, use of computer, collection of documents, arrangement of drinking water and separate toilet for gents and ladies near the library, condition of documents arrangement, arrangement of furniture as the level of student age and professional librarian in these libraries.

77.36% users visit the library to update the self knowledge. Each class visits the library once a week in guidance of the school librarian teacher. Users search the information through the open access in these libraries. Mostly, they get only 50% information from the library. Color code and book labeling systems have been used to classify the documents in these three libraries. 77.36%e users are also satisfied with their library services. Libraries provide different kinds of services to their users, among them, children activity service is mostly used in these three libraries. These three libraries provide extra books than text books and users are satisfied with them. Similarly, 69.81% users are satisfied with the arrangement of drinking water and separate toilet for gens and ladies near the library75.41% users participate in the orientation program in these three libraries. So that the effectiveness and application for better library services are properly followed in these three libraries.

6.3. Recommendations

On the basis of the research, there are some recommendations made here to help the school libraries, users and other like researcher.

- Reading habits should be developed among the children.
- Children should be motivated and attracted towards the library.
- Duration of library visit should be increased; if possible it should be made daily.
- Room to Read Nepal should support other programs in schools except library.
- Users should be highlighted about the need and importance of library in school level education.
- Library should be attached in a separate building inside the school compound.
- Librarian and library should provide more information to readers.
- Computer should be properly used in library for library management.
- Classification scheme should be used according to the need of users and nature of library services.
- Library should be providing oricntation service for their users.

- Library should provide all kinds of library materials for their library users.
- All these school libraries should provide special services for the dumb, blind and lame students.
- These three libraries should provide much and more extra books than text books.
- Furniture and other materials should be properly arranged according to the age level of student.
- Students should be aware of method of searching of information.
- Students should try to get much and more information from the use of library.
- Library should be properly arranged for drinking water, separate toilet and other extra service for their targeted users.
- Librarian should arrange the document in good condition inside the library.
- Libraries should conduct different kinds of activities for their users.
- Collection of the library should be enhanced so as to meet the need of all type of users.
- At least, one professional librarian should be appointed for operation of the library.
- Documents should be made available on time to the users.
- ICTs should be used in these library to provide better service and to tackle with modern advancement of science and technology.
- Permanent and durable income source and budget should be created and managed for the development of these school libraries.

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Appendices

Annex-I

Questionnaires

Dear Library Users,

I am intending to carry a research on “Room to Read supported school libraries: their effectiveness and Application for better library services” as a student of Central Department of Library and information Science, TU, Kirtipur for the partial fulfillment of my Master Degree in Library and Information Science. I am collecting data through questionnaire. I would like to request to all teachers as well as students to answer the questionnaires and provide valuable suggestions which will be highly appreciated.

A. General information

a. Name:

b. Sex: Male[] Female[]

c. Age:

Children (below 16 years) []

Adult (17-25 years) []

Senior (above 25 years) []

d. Qualification: (please tick in the highest degree you obtained)

Master []

Bachelor []

Intermediate []

SLC []

Secondary []

Lower secondary []

Primary []

e. Profession:

Student []

Teacher []

Others []

If others mention

i.

ii.

iii.

- f. Name of the school library
- g. School established date
- h. Room to Read Nepal program launched ate.....

B. Library use

1. Purpose of library visit (please tick the following)

- a. To read newspaper []
- b. To build up reading habit []
- c. update the self knowledge []
- d. others []

If others please mention

- i.
- ii.
- iii.

2. Duration of library visit.

- a. Daily []
- b. Weekly []
- c. Twice a week []
- d. Monthly []
- e. Sometimes []

3. What program Room to Read Nepal has launched in the school?

- a. School construction program []
- b. School library []
- c. Computer lab []
- d. Long term girl's scholarship []
- e. Children's pictorial book publication []
- f. All of above []

4. Is library needed for school level education?

- Yes []
- b. No []

5. Your library is attached in a

- a. Single room [] b. Separate building [] c. Others []

If other please mention

- i.
ii.
iii.

C. Application methods for information search:

6. What is your method for searching information?

- a. Open access [] b. close access []

(In case of open access)

- i. Direct search from shelve []
ii. Discuss with your friends []
iii. Ask with your teachers []
iv. Ask the librarian []

7. How much information do you get from the library?

- a. 100% []
b. 75% []
c. 50% []
d. 25% []
e. Not at all []

8. Has computer been used in your school library?

- a. Yes [] b. No []

9. What method is being used to classify the documents?

- a. Color code []
b. Book shelve []
c. DDC []
d. Other []

If other please mention

- i.
ii.
iii.

D. Library service

10. Are you satisfied with the services of your library?

- a. Yes [] b. No []

11. Does the school library provide services to dumb, blind and lame students?

- a. Yes [] b. No []

12. Do you feel that you are aware of the different services of the library?

- a. Yes [] b. No []

If yes which of the following

- i. Reference service []
ii. Library loan service []
iii. Book reading service []
iv. Children activity service []

13. Are you able to get the extra books other than text books from your library?

- a. Yes [] b. No []

E. Effectiveness of library services

14. Are you satisfied with the collection of documents on the basis of curriculum?

- a. Yes [] b. No []

15. Are you satisfied with the arrangement of drinking water and separate toilet for gens and ladies near the library?

- a. Yes [] b. No []

16. Do the documents of your school library in good condition?

- a. Yes [] b. No []

17. Are you satisfied with the arrangement of the furniture as the level of student's age?

- a. Yes [] b. No []

18. Have you participated any of the following activities organized by the library for effective of library services?

- a. Book exhibition []
- b. Talk program []
- c. Reference service []
- d. orientation program []
- e. seminar workshop []

19. Is there professional librarian in your school library?

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

20. Is there any comments about application and effectiveness of the school library please mention

.....
.....
.....

Thank you.
Muna Adhikari
Researcher

Annex-II

Room to Read Nepal supported school libraries in 2001 to 2010 expects 2009 in Kathmandu valley.

S.N	Name of school Libraries	Established date	Place
1	Shree Manichud primary school	2001	Kathmandu
2	Shree Mannaiju secondary school	2001	Kathmandu
3	Shree Gyanodaya primary school	2001	Kathmandu
4	Shree Kaveresthali lower secondary school	2001	Kathmandu
5	Shree Kankali secondary school	2001	Kathmandu
6	Shree Chundevi secondary school	2001	Kathmandu
7	Shree Ghyampa devi lower secondary school	2001	Kathmandu
8	Shree Kalika saran secondary school	2001	Kathmandu
9	Shree Gram shikhya secondary school	2001	Kathmandu
10	Shree Ram lower secondary school	2001	Kathmandu
11	Shree Jana udhar secondary school	2001	Kathmandu
12	Shree Friendship house homes and care centre	2001	Lalitpur
13	Happy homes care centres	2001	Lalitpur
14	Shree Bhanodya primary school	2001	Lalitpur
15	Nepalese youth opportunity foundation organization	2001	Lalitpur
16	Shree Dolagiri lower secondary school	2001	Bhaktapur
17	Shree Pancha kanya lower secondary school	2002	Kathmandu
18	Shree Kalikashran primary school	2002	Kathmandu
19	Shree Garjun secondary school	2002	Kathmandu
20	Shree Prithvi Rayan secondary school	2002	Kathmandu
21	Shree Khadwalkot primary school	2002	Kathmandu
22	Shree Kalidevi secondary school	2002	Kathmandu
23	Shree Va jagriti primary school	2002	Kathmandu
24	Shree Balsudhar secondary school	2002	Kathmandu
25	Shree Adhinath secondary school	2002	Kathmandu
26	Shree Jagatsundar bwonekuthi school	2002	Kathmandu
27	Shree Ratnarajya secondary school	2002	Kathmandu

28	Shree Budhanikanatha secondary school	2002	Kathmandu
29	Shree Devi secondary school	2002	Lalitpur
30	Shree Suryodaya balbikash primary school	2002	Lalitpur
31	Shree Heritage English secondary school	2002	Lalitpur
32	Shree Madan memorial secondary school	2002	Lalitpur
33	Godawari youth library community library	2002	Lalitpur
34	Shree Kitini higher secondary school	2002	Lalitpur
35	Shree Harisiddhi higher secondary school	2002	Lalitpur
36	Shree Buddha secondary school	2002	Lalitpur
37	Shree Phulchoki primary school	2002	Lalitpur
38	Shree Bishankhu nararyan primary school	2002	Lalitpur
39	Lalitpur boarding school	2002	Lalitpur
40	Shree Patlechap primary school	2002	Lalitpur
41	Kumbeshower technical school institute	2002	Lalitpur
42	Pragatishil bal youga club community library	2002	Lalitpur
43	Nepal national library	2002	Lalitpur
43	Shree samaj sudhar lower secondary schoo	2002	Bhaktapur
44	Shree phaidhoka primary school	2002	Bhaktapur
45	Shree Bode secondary school	2002	Bhaktapur
46	Shree Adarsha secondary school	2002	Bhaktapur
47	Shree Mahendra primary school	2002	Bhaktapur
48	Shree Vidhyarthi niketan secondary school	2002	Bhaktapur
49	Shree Binaya saraswoti lower secondary school	2002	Bhaktapur
50	Shree Parbat English secondary school	2002	Bhaktapur
51	Shree Bhuwaneshwori lower secondary school	2002	Bhaktapur
52	Shree Gadgade primary school	2002	Bhaktapur
53	ShreeBalika awasiya secondary school	2002	Bhaktapur
54	Shree Kshitiz secondary school	2003	Kathmandu
55	Rural education and development (READ) institute	2003	Kathmandu
56	Nepal Japan children community library	2003	Kathmandu
57	Shree Sundarijal primay school	2003	Kathmandu
58	Shree Kanti Ishwori Rajayalaxmi secondary school	2003	Kathmandu

59	Shree Tyouda madhyamik vidhalaya secondary school	2003	Kathmandu
60	Nepal child welfare foundation institute	2003	Kathmandu
61	Banke hostel homes and care centre	2003	Kathmandu
62	Shree Bal shikshan Kendra primary school	2003	Kathmandu
63	Shree Balsewa secondary school	2003	Kathmandu
64	Shree Bal bikash samaj lower secondary school	2003	Kathmandu
65	Madan Bhandari memorial college higher secondary school	2003	Kathmandu
66	Shree Shran ratriya secondary school	2003	Kathmandu
67	Holy garden boarding high school	2003	Kathmandu
68	Shree Bal udhar primary school	2003	Kathmandu
69	Shree Skylark English school	2003	Kathmandu
70	Shree Vidya sadan English school	2003	Kathmandu
71	Shree Narayan Jan secondary school	2003	Kathmandu
72	Shree Mangala devi secondary school	2003	Kathmandu
73	Shree Pinnacle scholars academy	2003	Kathmandu
74	Friends of Sankhu Community library	2003	Kathmandu
75	Shree Magar gaaun secondary school	2003	Kathmandu
76	Student partnership worldwide	2003	Kathmandu
77	Nepal children organization homes and care centers	2003	Kathmandu
78	New Tulip school	2003	Kathmandu
79	Shree Katy Philips secondary school	2003	Kathmandu
80	Shree Arinodaya higher secondary school	2003	Kathmandu
81	Bal griha reading room	2003	Kathmandu
82	Shree Udaya kharka secondary school	2003	Lalitpur
83	Shree Kali seti devi lower secondary school	2003	Lalitpur
84	Shree Bishwamitra ganesh primary school	2003	Lalitpur
85	Shree Chandi vidyashram secondary	2003	Lalitpur
86	Shree Adarsha saral secondary school	2003	Lalitpur
87	Shree Vigyan prabha lower secondary school	2003	Lalitpur
88	Shree Gyan jyoti secondary school	2003	Lalitpur
89	Shree Nava jyoti primary school	2003	Lalitpur

90	Community development centre	2003	Lalitpur
91	Shree Bal kumary primary school	2003	Lalitpur
92	Shree Basuki primary school	2003	Lalitpur
93	Shree Gokundeshwor lower secondary school	2003	Lalitpur
94	Shree Mahendra gram lower secondary school	2003	Lalitpur
95	Shree Sisneri secondary school	2003	Lalitpur
96	Shree Adarsha saula higher secondary school	2003	Lalitpur
97	Shree Bhimsen Adharsa lower secondary school	2003	Lalitpur
98	Shree Bidhyadhishwary secondary school	2003	Lalitpur
99	Shree Namuna machchhindra higher secondary school	2003	Lalitpur
100	Shree Gyanodaya lower secondary school	2003	Lalitpur
101	Shree Goth bhanjyang secondary school	2003	Lalitpur
102	Shree Kaleshwari lower school	2003	Lalitpur
103	Shree Araniko secondary school	2003	Bhaktapur
104	Shree Nateshwori primary school	2003	Bhaktapur
105	Community learning center	2003	Bhaktapur
106	Shree Shanti nicketan secondary school	2003	Bhaktapur
107	Shree Kriahna secondary school	2003	Bhaktapur
108	Shree Standford international lower secondary school	2003	Bhaktapur
109	Shree Bal bhusan lower secondary school	2003	Bhaktapur
110	Shree Himalaya primary school	2003	Bhaktapur
111	Shree Bal chetana primary school	2003	Bhaktapur
112	Shree Manohara primary school	2003	Bhaktapur
113	Shree Kanya secondary school	2003	Bhaktapur
114	Shree Tara lower secondary school	2003	Bhaktapur
115	Shree Sushil bhairab primary school	2003	Bhaktapur
116	Shree Nepal bal mandir primary school	2003	Bhaktapur
117	Shree Tjasbi boarding school	2004	Kathmandu
118	Shree Sankhu primary school	2004	Kathmandu
119	Shree Pancha ratna laxmi devi secondary school	2004	Kathmandu
120	Shree Om hindu bidhya pith Nepal	2004	Kathmandu
121	Shree Mitra primary school	2004	Kathmandu

122	Shree Jalpa primary school	2004	Kathmandu
123	Shree Tashi waldorp primary school	2004	Kathmandu
124	Navajyoti center	2004	Kathmandu
125	Tribhuvan University (Creative student research council)	2004	Kathmandu
126	A Genuine effort group Nepal	2004	Kathmandu
127	Read Nepal (For different) community library	2004	Kathmandu
128	Shree Mahendra bal primary school	2004	Kathmandu
129	Antar dristi Nepal institute	2004	Kathmandu
130	Shree creative education model primary school	2004	Kathmandu
131	Nawa Aayam youba club	2004	Kathmandu
132	Ghar sita mutu homes and care centre	2004	Kathmandu
133	Hamro niwas homes and care centre	2004	Kathmandu
134	Gharelu bal shramik li nisulka shiskha homes and care centre	2004	Kathmandu
135	Shree Ganesh lower secondary school	2004	Lalitpur
136	Shree Sarada sikshya lower ssecondary school	2004	Lalitpur
137	Shree Jana jagriti secondary school	2004	Lalitpur
138	Shree Pragati sikshya sadan secondary school	2004	Lalitpur
139	Shree Mahankal primary school	2004	Lalitpur
140	Shree Balkumary secondary school	2004	Lalitpur
141	Shree Samaj sudhar lower secondary school school	2004	Lalitpur
142	Shree Phaidhoka primary school	2004	Lalitpur
143	Shree Natesswori primary school	2004	Lalitpur
144	Shree Bode secondary school	2004	Lalitpur
145	Shree Krishna primary school	2004	Lalitpur
146	Shree Mahendra gram secondary school	2004	Lalitpur
147	Shree Devi secondary school	2004	Lalitpur
148	Shree Ganesh primary school	2004	Lalitpur
149	Shree Saraswoti secondary school	2004	Lalitpur
150	Shree Jyoti lower secondary school	2004	Lalitpur
151	Shree Jorpati secondary school	2004	Lalitpur

152	Shree Ganesh secondary school	2004	Lalitpur
153	Shree Mahendra shanty secondary school	2004	Lalitpur
154	Shree Dattatraya lower secondary school	2004	Lalitpur
155	Shree Sirutar secondary school	2004	Lalitpur
156	Shree Dande pate primary school	2004	Lalitpur
157	Shree Thuli brahmayani primary school	2004	Lalitpur
158	Shree Adarsha azad secondary school	2004	Lalitpur
159	Shree Kulmaya Bhagwati lower secondary school	2004	Lalitpur
160	Shree Balmaki lower secondary school	2004	Lalitpur
161	Shree Pancha kanya lower secondary school	2004	Lalitpur
162	Buddhist child homes and care center	2005	Kathmandu
163	Shree Nava indradhanush English boarding school	2005	Kathmandu
164	Society for the promotion of civic education	2005	Kathmandu
165	Shree Mangalodaya secondary school	2005	Kathmandu
166	Shree Devi bal sunder secondary school	2005	Kathmandu
167	Shree Jitpur higher secondary school	2005	Kathmandu
167	Shree Bal jyoti primary school	2005	Kathmandu
168	Shree Ugratara primary school	2005	Kathmandu
169	Shree Bhagyaodaya higher secondary school	2005	Kathmandu
170	Shree Nabin gram sickhya mandir primary school	2005	Kathmandu
171	Shree Chapabot secondary school	2005	Kathmandu
172	Shree Naulin secondary school	2005	Kathmandu
173	Shree Mahankali Jana jagriti secondary school	2005	Kathmandu
174	Shree Rastriya Higher secondary school	2005	Kathmandu
175	Shree Jhor Mahankal lower secondary school	2005	Kathmandu
176	Shree Kunchiwakal lower secondary school	2005	Kathmandu
177	Shree Garjun Thulagaon secondary school	2005	Kathmandu
178	Shree Saraswoti higher secondary school	2005	Kathmandu
179	Shree Chandeshwori primary school	2005	Kathmandu
180	Shree Mansingh dharma secondary school	2005	Kathmandu
181	Shree Mahadevsthan primary school	2005	Kathmandu
182	Shree Sangla balkumari secondary school	2005	Kathmandu

183	Shree Purano Guheswori lower secondary school	2005	Kathmandu
184	Shree Baundeshwor secondary school	2005	Kathmandu
185	Shree Kalika kathero primary school	2005	Kathmandu
186	Shree Kanti bhairab secondary school	2005	Kathmandu
187	Shree Arunodaya secondary school	2005	Kathmandu
188	Shree Okhareni secondary school	2005	Kathmandu
189	Shree Gorkha lower secondary school	2005	Kathmandu
190	Shree Manilingeshwor lower secondary school	2005	Kathmandu
191	Shree Yudisthir primary school	2005	Kathmandu
192	Shree Bal uddhar secondary school	2005	Kathmandu
193	Shree Tej biyak secondary school	2005	Kathmandu
194	Shree Nepal ratriya nirman secondary school	2005	Kathmandu
195	Shree Yangamati lower secondary school	2005	Kathmandu
196	Shree Sahayogi higher secondary school	2005	Kathmandu
197	Shree Ja jagriti gyan rashmi secondary school	2005	Kathmandu
198	Shree Mahankal higher secondary school	2005	Lalitpur
199	Shree Saraswoti primary school	2005	Lalitpur
200	Shree Chandi devi primary school	2005	Lalitpur
201	Shree Gamvir samundra setu secondary school	2005	Lalitpur
202	Shree Mahendar Adarsha secondary school	2005	Lalitpur
203	Shree Ganesh secondary school	2005	Bhaktapur
204	Shree Dholeswor primary school	2005	Bhaktapur
205	Shree Jak siddhi kali secondary school	2005	Bhaktapur
206	Shree Gandhi adarsha secondary school	2006	Kathmandu
207	Shree Saraswoti primary school	2006	Lalitpur
208	Shree Mahendra gram secondary school	2006	Lalitpur
209	Shree Krishna secondary school	2006	Lalitpur
210	Shree Chitra kumari primary school	2006	Lalitpur
211	Shree Bal binod secondary school	2006	Lalitpur
212	Shree Mahendra bhrikuti secondary school	2006	Lalitpur
213	Shree Champi devi secondary school	2006	Lalitpur
214	Shree Bajarabarahi secondary school	2006	Lalitpur

215	Shree Siddhi Mangal secondary school	2006	Lalitpur
216	Shree Pathpradarshak lower secondary school	2006	Lalitpur
217	Shree Bhirhabi lower secondary school	2006	Bhaktapur
218	Shree Ram jaki lower secondary school	2007	Kathmandu
219	Shree Thapa danda lower secondary school	2007	Kathmandu
220	Shree Calantar lower secondary school	2007	Kathmandu
221	Shree Siddhi ganesh secondary school	2007	Kathmandu
222	Shree Kankeshwri primary school	2007	Kathmandu
223	Shree Gram sewa higher secondary school	2007	Kathmandu
224	Shree Bhagawati secondary school	2007	Kathmandu
225	Shree Kalika secondary school	2007	Bhaktapur
226	Shree Bajrayoginee secondary school	2008	Kathmandu
227	Shree Jalpa lower secondary school	2008	Kathmandu
228	Shree Bal bikash secondary school	2008	Kathmandu
229	Shree Phutung secondary school	2008	Kathmandu
230	Shree Dharma Bidhyshram primary school	2008	Kathmandu
231	Shree Swarswoti primary school	2008	Kathmandu
232	Shree Neel barahi higher secondary school	2008	Kathmandu
233	Shree Rani devi lower secondary school	2008	Kathmandu
234	Shree Tulasha Devi primary school	2008	Lalitpur
235	Shree Navajyoti lower secondary school	2008	Lalitpur
236	Shree Phulchowki primary school	2008	Lalitpur
237	Shree Gadgade lower secondary school	2008	Bhaktapur
238	Shree Kalika prikaru school	2008	Bhaktapur
239	Shree Nagarkot primary school	2008	Bhaktapur
240	Shree Touthali primary school	2008	Bhaktapur
241	Shree Balmikeswor primary school	2008	Bhaktapur
242	Shree Deujagaun primary school	2008	Bhaktapur
243	Shree Buddha jyoti bal uddhan lower secondary school	2010	Kathmandu
244	Shree Bidhodaya primary school	2010	Kathmandu
245	Shree aadharsha lower secondary school	2010	Kathmandu

246	Shree Dhapasi lower secondary school	2010	Kathmandu
247	Shree Indrayani primary school	2010	Kathmandu
248	Shree Nava jyoti primary school	2010	Kathmandu
249	Shree Nepal Rastriya lower secondary school	2010	Kathmandu
250	Shree Dollu primary school	2010	Kathmandu
251	Shree Lalt kalyan Kendra lower secondary school	2010	Lalitpur
252	Shree Samachetana primary school	2010	Lalitpur
253	Shree Shramik bal bigyan lower secondary school	2010	Lalitpur
254	Shree Krishi Udaya primary school	2010	Lalitpur
255	Shree Kumbheswor lower secondary school	2010	Lalitpur
256	Shree Lalit bikash lower secondary school	2010	Lalitpur
257	Shree Minnath Aadarsha sikchya sadan lower secondary school	2010	Lalitpur
258	Shree Pancha kumari primary school	2010	Lalitpur
259	Shree Bal sewa lower secondary school	2010	Bhaktapur
260	Shree Mahendra lower secondary school	2010	Bhaktapur
261	Shree Bharati primary school	2010	Bhaktapur
262	Shree Yapee Bhairab lower secondary school	2010	Bhaktapur

Source: Field Survey, 2012..

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Training and Workshop:

- 3 Month basic computer training,
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Experiences:

- 6 months library handle in district development committee, Kathmandu
- 3 months library organized in Dixit Acharya Library in Kalikasthan Kathmandu.

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