

**PHYSICAL INFRASTRUCTURE AND VIEW ABOUT CHRISTIAN
THEOLOGICAL LIBRARIANSHIP IN NEPAL**

A Thesis

Submitted to the

Central Department of Library and Information Science

For the Fulfillment of the Requirements for the

Masters of Arts in Library and Information Science

Submitted by

DEEPTI SUBBA

T.U. Reg. No: 61403192003

Exam Symbol Number: 281793

Central Department of Library and Information Science

Faculty of Humanities and Social Sciences

Tribhuvan University

Kirtipur, Kathmandu

June, 2023

SELF - DECLARATION

I declare that this thesis has been prepared entirely by me. It has not been submitted for any other degree or professional qualification. The data, analysis, and descriptive work are almost solely my own work. Due reference has been provided on all supporting literature and resources wherever required. I am aware of and understand the university's policy on plagiarism.

Signature:

Name: Deepti Subba

Exam Roll No.: 281793

TU Regd. No: 61403192003

Submitted Date: 30th May 2023



Tribhuvan University
Faculty of Humanities and Social Sciences

Central Department of Library and Information Science

Kirtipur,
Kathmandu
Tel. No. 4331316

Date:

Reference No.:

E-mail: lisd@healthnet.org.np
Website: <http://www.tulisd.edu.np>

LETTER OF RECOMMENDATION

This is to certify that Deepti Subba has been prepared this thesis entitled “Physical infrastructure and view about Christian theological librarianship in Nepal” under my supervision and guidance. I recommend this thesis for final approval and acceptance.

.....

Assistant Prof. Nira Manandhar

Thesis Supervisor

Date: 30th May 2023



Tribhuvan University
Faculty of Humanities and Social Sciences

Central Department of Library and Information Science

Kirtipur,
Kathmandu
Tel. No. 4331316

Date:

Reference No.:

E-mail: lisd@healthnet.org.np
Website: <http://www.tulisd.edu.np>

LETTER OF ACCEPTANCE

This thesis entitled “Physical infrastructure and view about Christian theological librarianship in Nepal” which is prepared and submitted by Deepti Subba to the Central Department of library and Information Science, Tribhuvan University, in partial fulfilment of the requirements for the master’s Degree in Library and Information Science is here by accepted and approved.

Approval Committee

Signature

Head of the Department (HoD)

Supervisor

External Examiner

Date: 30th May 2023

ACKNOWLEDGMENTS

I would like to acknowledge and thank those people who guide and helped me to make this thesis possible. First of all, I would like to thank my supervisor Head of Department Assistant Professor Nira Manandhar for academic support and guidance for the thesis, without her supervision would not be possible to complete it. Similarly, I would like to express my sincere thanks to the Department of Library and Information Science for providing a warm environment during the entire term. I would also pay my honor to all of my teachers who were always courageous and inspiring for my academic work. They are Associate Professor Bhim Dhoj Shrestha, Assistant Professor Parbati Pandey, Assistant Professor Sarita Gautam and Assistant Professor Dr. Lila Nyaichyai. I am also thankful to the administrative staff for their continuous support during my research. I am very much thankful to all the informants of AGSTNP library consortium members - Reformed Presbyterian Seminary, Nepal Baptist Bibel College, Nepal Theological College, Nepal Ebenezer Bible College, Nepal Evangelical Holiness Theological Seminary and Nepal Methodist Theological Seminary for their valuable time for this study as well as the authors whose work has been reviewed in this thesis.

Again, I would like to express my sincere thanks to my husband Umesh Chemjong and daughter Aavha for their encouragement, support and prayer for my study.

Deepti Subba

ABSTRACT

Christian theological library and librarianship is a branch of special library. The profession of Christian theological librarianship has been started with the development of Christian theological education based on Biblical faith. This study attempts to deal with physical infrastructure of library and view about theological librarianship, under AGSTNP theological library consortium in Nepal. Asia Graduate School of Theology is a consortium of eight Christian theological colleges to equip church leaders and believers in Nepal. They have their own library and librarian. Among special library, Christian theological library is one, having special collection and its users. The Christian theological library and librarianship is a new topic of study in the context of Nepal due to its distinct nature and absence of study in the area of Christian theological librarianship. This study aims; 1) to study the physical infrastructure of Christian theological library and II) view about the Christian theological librarianship based on qualification, skill and perception. For this study, few national and many international researches, studies, articles, journals etc. were viewed. Qualitative research methods such as observation, and in-depth interviews were used for this study. The study finds that Christian theological colleges have similar kind of library infrastructures on the basis of library service, library spaces, reading areas, collections, types of materials, library cataloguing rules etc. Regarding the view about Christian theological librarianship, there is a practice of hiring own graduate students believing that theological students can understand the theological terms and subject, so it is easy to understand the need of users and understand the vision and mission of parent institution so that they can work together spiritually. Professional qualification and skill for theological librarian is less demand due to lack of theological library professionals, their attitude towards the profession, lack of standard criteria for librarianship and budget. The study concludes with some suggestions that can be useful in the area of special as well as theological libraries in Nepal.

CATALOGUE OF THE THESIS

Main Card

026.235496	Subba, Deepti
Su14s	Physical infrastructure and view about Christian theological librarianship in Nepal / Deepti Subba. - Kathmandu: Central Department of Library and Information Science, 2023
	Ix, 57 p.: ill; 29 cm.
	Includes Bibliography
	Thesis (M.A.) – University of Nepal
	1. Special libraries-Nepal i. Title
	○

Shelf-list Card

026.235496	Subba, Deepti
Su14s	Physical infrastructure and view about Christian theological librarianship in Nepal / Deepti Subba. - Kathmandu: Central Department of Library and Information Science, T.U., 2023.
2023	Ix, 57 p.: ill; 29 cm.
	Includes Bibliography
Acc. No.	Thesis (MLISc.)- Thesis (M.A.)-University Campus, Tribhuvan University, Kathmandu, 2023
	1. Special libraries-Nepal i. Title
	○

Subject Card

026.235496	SPECIAL LIBRARIES – NEPAL
Su14s	Subba, Deepti
2023	Physical infrastructure and view about Christian theological librarianship in Nepal / Deepti Subba -Kathmandu: Central Department of Library and Information Science, T.U., 2023. Ix, 57p. Ill; 29 cm. Includes Bibliography Thesis (M.A.)-University Campus, Tribhuvan University, Kathmandu, 2023.



TABLES OF CONTENTS

SELF - DECLARATION	i
LETTER OF RECOMMENDATION	ii
LETTER OF ACCEPTANCE	iii
ACKNOWLEDGMENTS	iv
ABSTRACT.....	v
CATALOGUE OF THE THESIS.....	vi
TABLES OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF ABBREVIATION	xii
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of Christian theological library.....	1
1.1.1 Christianity and Christian theological education in Nepal	3
1.1.2 AGSTNP Library Consortium	5
1.1.3 Library Professionalism in Nepal.....	6
1.2 Statement of the Problem.....	7
1.3 Objective of the Study	7
1.4 Research Questions	8
1.5 Significance of the Study	8
1.6 Limitation of the Study	8
1.7 Organization of the study.....	9
CHAPTER II.....	10
LITERATURE REVIEW	10
2.1 Review of Literature	10
2.1.1 Physical Infrastructure of library.....	10
2.1.2 Qualification, training and view about Christian theological Librarianship ...	13
2.2 Conceptual Framework.....	16
CHAPTER III	17
RESEARCH METHODOLOGY.....	17
3.1 Research design	17
3.1.1 Research Design Framework	18
3.2 Population and sample	18
3.3 Sampling procedure	19

3.4 Data collection procedure	19
3.4.1 Observation	19
3.4.2 Interview.....	19
3.5 Data Analysis procedures	19
CHAPTER -IV	20
ANALYSIS, INTERPRETATION PRESENTATION.....	20
4.1 Analysis, Interpretation, presentation of data	20
4.1.1 Qualitative data analysis	20
4.2 Observation	20
Table 1: Checklist of observation	20
4.2.1 Library building/ Space.....	21
4.2.2 Collection.....	22
4.2.3 Reading Rooms	23
4.2.4 Library Automation	24
4.4 Interviews.....	25
Table 2: Total participants in interview of AGSTNP libraries	25
4.5 View Analysis.....	26
Table 3: Objective of the library	26
4.5.1 Objective of library	27
Table 4: Characteristic of theological library	28
4.5.2 Characteristic of theological library	29
Table 5: Qualification and skill of Christian theological librarianship.....	31
4.5.3 Qualification for theological librarian	32
Table 6: Theological librarianship	34
4.5.4 Theological librarianship.....	35
Table 7: Library Services.....	37
4.5.5 Library Services	37
Table 8: Challenges in theological librarianship	38
4.5.6 Challenges in theological librarianship in Nepal	39
Table 9: Strong point of librarian.....	40
4.5.7 Perception about Strong point of theological librarian in Nepal.....	41
Table 10: Weak point of librarian	42
4.5.8 Perception about lacking point of theological librarianship in Nepal	43
Table 11: Pattern of library use/ formation seeking behavior.....	44

4.5.9 Pattern of library use/ Information seeking behavior	45
CHAPTER-V	47
CONCLUSION AND RECOMMENDATION.....	47
5.1 Conclusion	47
5.2 Recommendation	48
REFERENCES	50
ANNEX – 1.....	55
Profile of AGSTNP consortium Libraries	55
ANNEX – 2.....	56
ANNEX -3	57
ANNEX -4	58

LIST OF TABLES

Table 1: Checklist of observation	20
Table 2: Total participants in interview of AGSTNP libraries	25
Table 3: Objective of the library	26
Table 4: Characteristic of theological library	28
Table 5: Qualification and skill of Christian theological librarianship	31
Table 6: Theological librarianship	34
Table 7: Library Services	37
Table 8: Challenges in theological librarianship	38
Table 9: Strong point of librarian	40
Table 10: Weak point of librarian	42
Table 11: Pattern of library use/ formation seeking behavior.....	44

LIST OF ABBREVIATION

AATS	American Association of Theological School
AGSTNP	Asia Graduate School of Theology, Nepal
ALA	American Library Association
APA	American Psychological Association
ATA	Asia Theological Association
ATLA	American Theological Library Association
ATZTLA	Australian and New Zealand Theological Library Association
BD	Bachelor of Divinity
B.Lib.Sc.	Bachelor of Library Science
BTESSC	Board of Theological Education of Senate Serampore College
B.Th.	Bachelor in Theology
CAS	Current Awareness Service
CTL	Certificate in Theological Librarianship
DDC	Dewey decimal classification
ForATL	Forum of the Asian Theological Librarian
IAMALIC	International Association of Aquatic Marine Science Libraries and Information Centers
ICT	Information Communication Technology
LAN	Local Area Network
LIS	Library and Information Science
LIS	Lutheran Theological Seminary
M.Div.	Master in Divinity
MLA	Modern Language Association
MLIS	Master in Library and Information Science
MLS	Master in Library Science
NBBC	Nepal Baptist Bible College

NEBC	Nepal Ebenezer Bible College
NEHTS	Nepal Evangelical Holiness Theological Seminary
NMTS	Nepal Methodist Theological Seminary
NTC	Nepal Theological College
NTLA	Nepal Theological Library Association
OPAC	Online Public Access Catalog
PDF	Portable Document Format
RPS	Reformed Presbyterian Seminary
SAIACS	South Asia Institute of Advanced Christian Studies
SDI	Selective Dissemination of Information
SLA	Special Library Association
TUCL	Tribhuvan University Central Library
WAN	Wide Area Network

CHAPTER I

INTRODUCTION

The Christian theological library often referred as theological library primarily is a special library designed to serve the needs of its parent institution. It is special and academic library (Sellan and Sornam, 2013). This study of Christian theological librarianship in Nepal under Asia Graduate School of Theology, Nepal (AGSTNP) was done with aim to find out the status of physical infrastructure and view about Christian theological librarianship based on qualification, skill and perception. Religious libraries occupy a significant space in the evolution of libraries, archives, and related fields; however, their study is not reflected as foundations for library and information science practice. Consequently, adequate research has not been done in the field of religious library in the context of Nepal. The major religions in the world fall into two categories: Abrahamic religions such as Christianity, Judaism, and Islam; and Indian religion which includes Hinduism, Buddhism, Sikhism, and others. The research of my study will be based on the Christianity. There are many well established special libraries in Nepal but not much research has done in this subject. So, this topic is chosen with aim to add a brick in the field of research of special library in Nepal as well as in the field of library and information science.

1.1 Background of Christian theological library

Every human society is an enterprise of world – building. Religion occupies a distinctive place in this enterprise (Berger, 1973). Most humans are religious. We all human beings believe in God. We pray and practice religion. Religion is an old and widespread phenomenon in the experience of man. The relationship between religion and libraries is one of the oldest and most important in the history of library development. The historical relationship between religion and library is evidenced by the very nature of many earliest collected texts and their preservation in the religious places such as temples, church and synagogue etc. Most of the earliest texts were found to be religious in nature and religious leaders were among the few literates within the community. Libraries were often found in the temples and palaces under the control of kings and priests. They were the first to collect and preserve documents for their own benefit. Religious library existed in all period of humanity's cultural history. In all cultures, human pour resources into elaborate religious buildings and rituals, with no obvious boost to survival and reproduction (Elizabeth, 2009). The

emergence and development of religious library has been shaped by the religious nature of human being since ancient times. Religious library is the product of religious activities of man. From the earliest time man has tried to preserve his thoughts about God for the coming generations. Stone is taken as the first media for recording information. It is probable that examples of extant of human attempts to scratch, draw or paint highly naturalistic or schematic pictures of animals, geometric patterns, crude pictures of objects, on a cave walls or rocks or bones in the Upper Palaeolithic period and successive ages, belongings perhaps to 20,000 to 5000 B.C., are also to be considered a preliminary stage of writings. These carvings and paintings may have had religious significance or may have served as fetishes or charms, such as hunting charms(Diringer, 2012). Sample of Egyptian pictographic writing, known as *hieroglyphics*, were found in building stones dating back to 3000 or 4000 B.C. (Prasher, 1991). Hieroglyph, meaning "Sacred carving" , is a Greek translation of the Egyptian phrase "the God's words" (Goetz, 1991). These pictures and drawings are considered to be a beginning of recording of information. While writing began as symbols and drawings, it soon blossomed into multiple languages with variety of mediums such as clay tablets, scrolls, papyrus, palm leaf, silk, bamboo stalks and paper on which to record information. The first alphabet of writing is known as "cuneiform" evolved from the pictographic writings because cuneiform was quite similar to cave drawings at the beginning. Cuneiform tablets are the oldest item in the library's collection. Cuneiform tablets represent one of the first times that humankind used marks to represent thoughts and sounds. The next great step in the story of humankind's relationship with writing is in the form of scroll. In Judaism Torah scroll is written on vellum so prepared animal skin. Torah scroll is the five first books of the Bible called five books of Moses. Scroll was replaced by codex._Codex completely revolutionized how people can read and write. The modern book we use is the developed version of manuscript book which is known as codex. The early Christians were among the first to adopt the codex for their religious texts and they played a pivotal role in perfecting its technology. Using the new technology of codex enabled Christian – and potential converts to experience both a material and a spiritual transformation in new writing of faith. Early Christianity also involved a great deal of correspondence. In the first century A.D. Paul and several other apostles who were the first evangelists, wrote many letters to various churches all around the Mediterranean. It is quite possible that these letters were copied and eventually bound into notebooks.

Christians had very good reasons for using the codex, and it quickly became the accepted technology for their texts, before Jewish and secular writers fully embraced it. Although a few codices with subjects like astronomy and medicine exist from the first century, the vast majority are Christian texts. Early Christians were among the pioneers of codex for their religious text. One of those early codices is called the *Codex Sinaiticus*. This manuscript is one of the for first codices to contain entire Bible, which shows us that Christian had been perfecting the process of book making and were able to make quite large books by the mid fourth century. Before innovation of printing machine information was written and copied by hand, we called those manuscripts. The history of printing begins long before Gutenberg's time, however Johan Gutenberg is known as the first inventor of printing of movable type. The first book printed with movable type was Gutenberg' Bible (Adams et al., 2015). Theology of Christianity is based on Bible. Christian theological libraries have evolved to support the work of theological education (Ammerman, 2004). Protestant theological education in the United States has progressed through three stages of development: college, parsonage and seminary. The theological library has progressed as well collecting, maintaining and disseminating a collection of resources that are the shared stories of believers in the Divine. Organizations such as the Association of Theological Schools and the American Theological Library Association have helped to further the work of theological libraries in the ministry of the seminary (Mitchell, 2005). The service of Seminary library is not only to preserve classical Christian text and assist patrons in finding information, more than that it is important to the board education of ministerial students (Ammerman, 2004).

1.1.1 Christianity and Christian theological education in Nepal

According to Kalapura (2008) the first Christian theological writings were found with the arrival of Franciscan missionaries (order of the Capuchins) of the province of Picenum, Italy in the beginning of 18th century. Though Christian missionaries were banished from Nepal in 1769, the missionaries had significant attempts in learning Nepali language, creating literature in Nepali as well as outstanding works such as Nepali – Italian dictionaries, grammar books etc. These missionaries started to write relating to their mission objectives and facilitate their task in the work of the ministry. These writings were meant to enlighten the people on Christian doctrine or to equip the future generations of missionaries with the necessity

knowledge to carry out their pastoral duties with competence, dignity and efficiency. They were all hand written and were all intended exclusively for private use. The nature of literary activities of the capuchin in Nepal was as following:

1. Apologetic and Catechetical: These writings were mean to make known the message of Christ and to defend it from controversy. They were translated into Newari language.
2. Lexicon writing: The most precious and most important literary work, in point of general interest was the compilation of a Newari-Italian Dictionary.
3. History: The most valuable historical record on Nepal was written by Fr. Joseph of Rovato – about the decline and fall of Malla Dynasty and of rising into power of Prithivi Narayan Shah. The relevant portion of the document was reproduced in *Account of the Kingdom of Nepal*, London, 1811, by Col. Fitzpatrik , and it has been used extensively ever since by all writers of Nepal history.
4. Geography: Descriptions of towns, villages, and other places of interest occur often in the travelling account of missionaries – Frs. Cussian of Macerata, Constantine of Loro and Joseph of Rovato.
5. Ethnology: The most important work on ethnology entitled " Concise news on some customs, sacrifices, and idols in the kingdom of Newar or Nepal." was written by Fr. Constantine of Loro in 1744, at the latest in 1747, while he was in Nepal.

The land of Nepal was closed for Christian missionaries and Christian faith by King Prithivinarayan Shah in 1769 by accusing of being agents of European colonial power. From then until 1951, a firm Nepalese Policy excluded all foreigners and Christians based on main two considerations : independence from foreign powers and imposition of Hindu kingdom (Sharma, 2001). In 1951, after the establishment of democracy in Nepal, Christian movement started to enter Nepal and preach the Gospel of Christ and started Christian church among Nepali in spite of being forbidden to convert Nepali to Christianity. According to Tamang et al. (2008) until the post - 1990 Christianity grew in Nepal with multiple church denominations with no doctrinal foundations. Therefore, realizing the necessity of sound doctrine and practices to strengthen newborn church and to teach how to interpret the Bible in teaching and preaching, Christian theological development was also one of the main

concerns among Christian missionaries in Nepal. The beginning of Bible or Christian theological education in Nepal started in late 1970s (Sellan and Sornam, 2013) with Bible study programs, discipleship trainings, children bible classes and leadership trainings, at this time church was at infancy age (Sharma, 2019). These short-term trainings were to enhance the lives of church leaders and believers not only with biblical knowledge but also their spiritual commitment to the life of Christ and His ministry. The first formal Christian theological school was founded in 1978, now renamed as Nepal Theological College established along with the founding of Assemblies of God of Nepal in 1981. The Discipleship Training Center (DTC) and Nepal Bible Ashram were the main training centers in Nepal until 1990. After the political change during that year, many Christian theological institutions began and most of them strongly exit to develop and maintain Christian theological education and research center in Nepal. These Christian theological colleges or seminary provides Bachelor, Master and M.Th. levels of education with ATA (Asia Theological Association) accreditation (Sharma, 2019). The Christian theological seminary or college of Nepal has its own library collection to support the educational mission of the college. In evaluating a college for accreditation, the ATA also evaluate the library. Asia Graduate School of Theology Nepal (AGSTNP) is a consortium of eight theological colleges was established in 2017, to offer higher Christian theological studies in Nepal. The purpose of this consortium is to offer advance theological studies together by sharing human and other resources (Sharma, 2017). Library resources are the most important resources shared among AGSTNP library consortium.

1.1.2 AGSTNP Library Consortium

Asia Graduate School of Theology, Nepal is a consortium of eight theological colleges covenanted to equip the saints at Master levels for the service of kingdom and righteousness God in Nepal and beyond. The eight AGSTNP consortium members are: Nepal Theological College (NTC), Nepal Ebenezer Bible College (NEBC), Nepal Presbyterian Theological Seminary (NPTS), Nepal Methodist Theological Seminary (NMTS), Nepal Baptist Bible College (NBBC), Nepal Evangelical Holiness Theological Seminary (NEHTS), Reformed Presbyterian Seminary (RPS), and Nepal New Covenant College (NNCC). The AGSTNP not only played significant role to develop higher theological education but also strengthening

and developing of theological libraries in Nepal. Before this library consortium all individual theological colleges or seminaries have their own library but most of the librarians were without library training and library education degree. After the establishment of AGSTNP the concept of theological library training and theological library consortium was developed in Nepal. The first attempt of theological library training initiated by AGSTNP was held in 2017. The training was facilitated by Mr. Yesan Sellan and Mr. Prasad Rao come from SAIACS (South Asian Institute for Advanced Christian Studies), India (Chemjong, 2017). Soon after the training in May 2017, AGSTNP library consortium felt the need of formation of Nepal Theological library Association (NTLA) with its objectives to develop an effective interlibrary loan system to share resources among its members (Sellan and Sornam, 2013). The NTLA Organizes meeting two times a year and library training as per the need of AGSTNP library members. The AGSTNP joint library seminar was organized in the following year in 2018 having guest tutors from Central Department of Library and Information Science, Tribhuvan University, Head of the Department Mr. Bhim Dhoj Shrestha and assistant professor Mrs. Nira Manandhar (Now she is head of the department), covering the subject of history of library, importance of librarianship and practical and theoretical aspects of library classification (Achhami, 2018). Another important contribution of AGSTNP for theological library in Nepal is making success in subscription of ATLA (American Theological Library Association) full text database (Koirala, 2018). The AGSTNP plays important role for the development and plan of theological library in terms of library training, interlibrary loan system and other library problems in Nepal. Until now, the AGSTNP is the only one actively involved in serving the needs of theological libraries of Nepal. Because of its effort and passion for building higher theological education and its research centers, theological libraries of the ATA accredited colleges are improving one step ahead. Now the joint catalogue of AGSTNP library consortium hosts a single catalogue of the holding of the libraries of the member colleges, on its server at <https://library.agstnp.org> (Rutherford, 2017-2018).

1.1.3 Library Professionalism in Nepal

The practice of professional librarian has been started since 1977 after Tribubhan University sent its permanent library staffs to study one year Bachelor of library Science (B.Lib.Sc.) in 1976 in India on the request of late Mrs. Shanti

Shrestha, the first professional librarian and chief librarian of Trivubhan University Central library (TUCL) in Nepal who completed her Masters in Library and Information science (MLISc.) from USA. In 1995 Trivubhan University established Department for the Library and Information Science (CDLIS) for the degree of Bachelor in Library Science (B.Lib.Sc.) under the Faculty of Humanities and Social Sciences. Since then, it was revolutionary period for the professional development in librarianship in Nepal. Now TU is running Masters in Library and Information Science (MLISc.) by which valuable effort for library and information profession is now being flourished in Nepal in these days (Vaidya, B. 2022, Acharya, D. P. 2009). In recent years there have been appeared notable increases/ changes in library professionalism. The expansion of the responsibilities of librarians due to globalize information environment has impacted Nepal too. Hence, competency based short term program for library assistant has been organized by various library professional organizations in Nepal. The aim of training is to provide skill and knowledge necessary for the post of library assistant aiming to produce lower and middle-level library paraprofessional or semiprofessional that can handle the basic technical tasks and can provide service to the patron in any types of libraries in support of qualified professional librarians. Therefore, Nepal has been trying to develop library professionals by establishing libraries and information centers as well as library education from training level to university level.

1.2 Statement of the Problem

Christian theological library is a branch of special library. Since Christian seminaries are established to fulfil its specific purpose and mission, its library collection and services are focused according to the need of its users. The study about Christian seminary library and librarian's qualification, skill and view about Christian librarianship will be a new study in the field of library and information science because there has not been done study about Christian theological libraries of Nepal.

1.3 Objective of the Study

The central objective of this study is to identify the physical infrastructure, and view about theological librarianship on the basis of qualification, skill and perception. The main objectives of the study are:

- To study physical infrastructure of Christian theological libraries in Nepal.

- To explore the practice and view about Christian theological librarianship by qualification, skill and perception in Nepal within AGSTNP library consortium.

1.4 Research Questions

- How is physical infrastructure of Christian theological libraries of Nepal?
- What are the criteria for Christian theological librarianship in Nepal?

1.5 Significance of the Study

There are many special libraries in Nepal. Christian theological libraries are less discussed and studied in the field of library and information science. The significant of my study is to find out the status of physical infrastructure and how Christian theological libraries practice librarianship and what are the criteria to become a Christian theological librarian? So, this study is hoped to be a document support to special libraries of Nepal as well as department of library and information science and religious education. The aim of this study is to explore the physical infrastructure and view about Christian theological librarianship in Nepal within AGSTNP library consortium. Hence, it will be useful for evaluation of library professionalism especially in the area of special library.

1.6 Limitation of the Study

This study will be explored within AGSTNP theological libraries of the protestant tradition of the Christian faith in Nepal. There are 8 libraries under AGSTNP consortium. They are: RPS, NTC, NBBC, NEHTS, NEBC, and NMTS. Due to inconvenience of collecting data during post-Covid only six libraries are studied individually to find out the result of the study. To describe physical infrastructure of libraries direct observation was done and to describe view about theological librarianship, librarians, academic dean, students, and faculty were interviewed. Data was collected through the observation and by interviewing to the respondents of Christian theological libraries of AGSTNP library consortium.

1.7 Organization of the study

The study is organized into five chapters:

- The first chapter deals with Background of the study, Statement of the problem, Objective of the study, Research questions, Significance of the study and Limitation of the study.
- Chapter two deals with Literature review.
- Chapter three deals with Research methodology in which Research Design, Research Design Framework, Population and Sample, Data Collection Procedure, Observation, Interview and Data Analysis Procedure are described.
- Chapter four deals with Data Analysis, Interpretation and Presentation of data based on primary data.
- Chapter five deals with Summary and Conclusion

CHAPTER II

LITERATURE REVIEW

2.1 Review of Literature

Scientific research must be based on past knowledge. The previous studies can't be ignored because they provide the foundations to the present study. In other words, the continuity in research is ensured by linking the present study with the past studies. So the purpose of literature review is thus to find out what research studies have been conducted in one's chosen field of study, and what remains to be done (Wolf & Pant, 1999). This chapter reviews pertinent literature in the field of theological library on two aspects: physical infrastructure of library and view about Christian theological librarianship. There is scanty literature of theological library in the context of Nepal. Therefore, I'll review the literature from global and South Asian context.

2.1.1 Physical Infrastructure of library

Library has always been a place where informational and social infrastructures intersect within physical infrastructure that (ideally) supports that program (Mattern, 2014). Library infrastructures are essential facilities and tools that enhance the library's ability in delivering quality services to its patrons (Omeluzor et al., 2018). The strength and weakness of library is defined by its physical infrastructure (Awojobi et al., 2020). Poor library facilities have negative effect on university library services and loss of personnel (Okoro et al., 2014). The Physical infrastructure of library includes library various components design to support its primary function of providing library resources. Some common physical infrastructure found in the library are: building, library furniture, reading areas, computer lab, circulation desk, reference desk, catalog station, special collection, children's areas, meeting rooms, multimedia resources etc. Physical infrastructure also includes information materials, toilet facilities, adequate library space, lightening and ventilation, parking, fans, air condition, restaurant/ coffee room. In this review, literatures on four aspects (i.e., library building/ space, Collection, Reading areas, and library automation) are included to understand the problem.

Library building:

Library as a physical space refers library building or space dedicated to library activities from acquisition to access to holdings. Need for building arises to house collection of reading materials available in various forms, to provide space for users, who visit libraries in search of information on topics of their interest and also to provide space for staff engaged in the job of acquisition, organization and facilitation for access to provide resources (chapter -7). Situ (2008) mentions due to increasingly shrinking funds, it will be impractical for individual libraries to preserve heavily redundant and enormous amounts of print collections. Elmborg (2011) interprets space is both physical and virtual in terms of library space. Houston, (2015) says Changing technologies have forced reconsideration of how buildings accommodate the new machines that provide service to modern libraries. For librarians, a successful space combines the beautiful made by architects and other librarians for how space will be utilized to meet user needs and fulfill the library's mission to its community. Adeyemi (2017) has explored the use of physical space in Kenneth Dike library and the role of the space for learning and for related services in the university of Ibadan academic environment; she found that the respondents are satisfied with the study space in Kenneth Dike Library because it offers a quite environment; comfortable seating; enough study space and adequate ventilation whenever they make use of the library. There are views about the virtual library would replace the physical library due to emergence of technology (Shill and Tonner, 2003)

Collection

In building library collections, academic libraries have traditionally fulfilled two functions—to provide materials to serve the immediate needs of current students and faculty, and to store those materials for future generations of scholars (Wevine-Clark, 2014). The adequacy of the college library's collections cannot be measured in quantitative terms (Clapp & Jordan, 1965). Both the quantity and the quality of a library's collection depend almost entirely upon the library's acquisition program, including its acquisition policy, its acquisition procedures, and, of most importance, its selection methods (Bonn, 1974). In an academic library, Faculty opinion as a process of evaluating collection development will assist in identifying areas of strength and weakness in the collection so that gaps and inadequacies can be filled (Oseghale, 2008). To ensure quality of the library collection weeding is also another

way of reevaluating items in the collection. Weeding is removing any that are inaccurate, out of date, misleading, inappropriate, unused, in poor condition (Baumbach & Miller, 2006).

Reading areas

Condition and facilities of reading area in library is also one of the most important topics to study in the field of librarianship. Reading areas of library is created for the quiet and study atmosphere. Bleidt (2011) in the study of ten high – need rural school in Texas to know how students utilize and perceive their school; found that the environment of the library is an important variable in library attendance and use. If the library is to be more than just a place to check out books, a quiet place for reading and writing should be available, space for student to work together on collaboration project should be provided and highly trained library staff should be present to support student learning. Nitecki (2011) mentions that library as a facilitator of learning beyond the classroom a changing space of library needs to support principle of active and intentional learning, utilization of information, and requirement for collaboration, weather among students, with faculty or staff or cross different disciplines. Library in Reading area also includes how do readers feel about lighting, noise level and ventilation? (Sommer, 1968).

Library Automation

Library automation refers to use of computers, associated peripheral media such as magnetic tapes, disks, optical media etc. and utilization of computer-based products and services in the performance of all type of library functions and operations (Bhardwaj & Shukla, 2000). Information explosion has resulted in the production of a large number of literatures in every field of knowledge. Accordingly, the print documents are coming to the library in huge numbers which is not possible for a library to manage the collection manually (Das & Chatterjee, 2015). Many years ago, libraries used card catalogs, typewriters, and manually assigned due dates. Library automation, an up-to-date method to help libraries and library patrons to effectively use library resources, is now streamlined because of computers and software. In Libraries automation refers to the process of automation in house functions such as circulation, cataloguing Acquisition, serial controls etc. (SZ, Saleem & Batcha, 2013). Library automation benefits both the library staff and the users as it

reduces the level of job stress on the staff and enhances remote and timely provision of up-to-date information to the users (Ukachi, Nwachukwu & Onuoha, 2014).

2.1.2 Qualification, training and view about Christian theological Librarianship

Christian theological library is based on Bible study, teaching and research, origin to the teaching of Jesus Christ and early church. The theological library of Christianity is primarily a special library designed to serve the needs of its parent's institution's mission. Theological library of Christianity begins with the flow of theological education in the life of early church and especially its role in the formation of ordained leaders (Stuehrenberg, 2015). Many researchers and scholars have talked about Christian theological library and librarianship. Lincoln (2004) gives classic argument for the value of theological libraries in two reasons: first argument is that theological libraries matters because – Bible matters. Christian value ancient collections documents – the Bible and the use of anthology as scripture, a treasury of stories, laments, laws, puzzling parables, and letters addressed to people long dead. It is because Christian has valued the Bible that they also value the literature of the theological reflection based on the Bible. The second argument emphasizing the role of theological librarians because patron needs skilled specialists to assists them in minding pertinent information. Pierson (1958) highlighted the qualification of the profession of theological librarianship. According to him a theological librarian must be able to face with equal acuity of vision the field of professional librarianship and his field of specialization. He must be able to operate with aplomb in two different atmospheres: the atmospheres of the church and the atmosphere of the library world. The theological librarian must have knowledge of the subject matter generally taught and studied in the theological school. Since the curriculum of the seminary is quite board, he should have an acquaintance with all major areas; the biblical, including the biblical languages; the historical; the doctrinal; i.e., the philosophical aspects of the subject; and the practical, including counseling, religious education, church administration, religious radio and homiletics. The American Association of Theological School is seriously concerned with the standards of the libraries within the institution which it accredits, and to be accredited, each theological seminary must meet rigorous standards of library support, in housing and administration. The section pertaining to the librarian in the report of the committee on library standards which is presently in effect reads as follows:

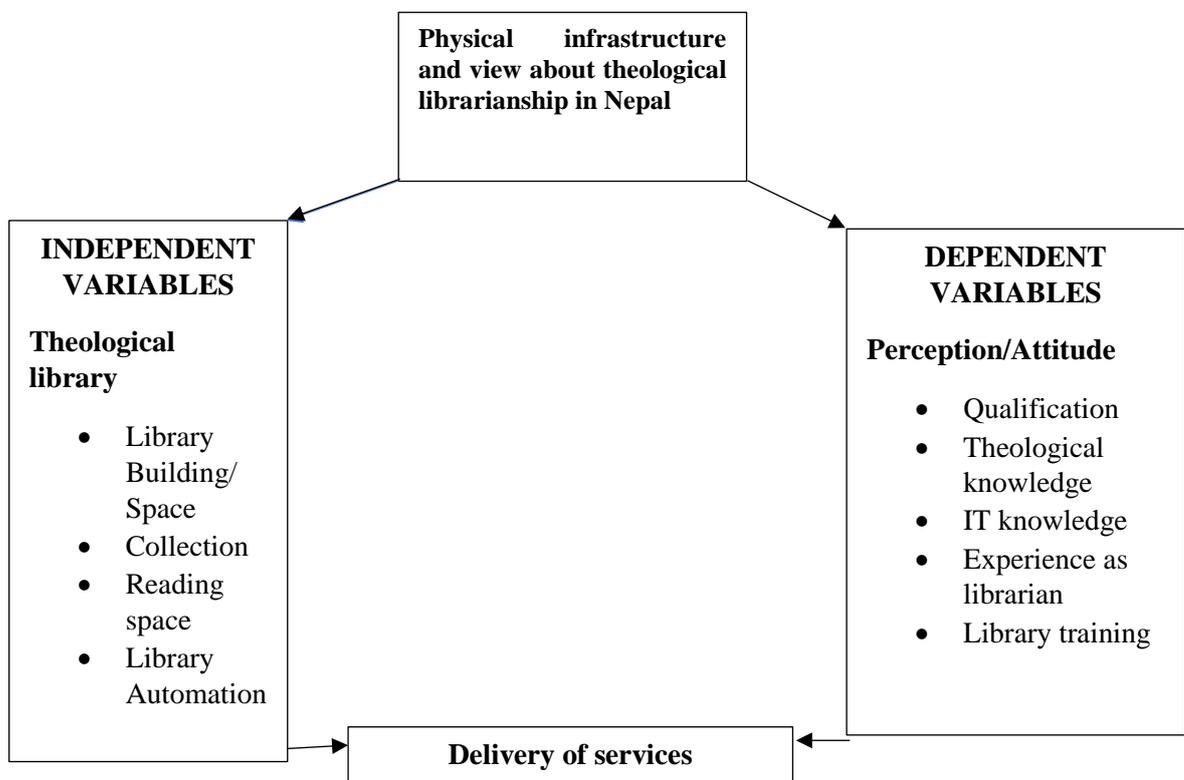
“The training of the librarian should include, preferably, formal study leading to a degree in library science or its equivalent in library experience and training, combined with a broad knowledge of theological subject matter and its related literature, achieved either through courses leading B.D. degree [the standard graduate degree given for three years of study beyond the B.A. degree] or their equivalent... he should be a person of such quality and training as to deserve and receive faculty status, and should participate in the formulation of the broad educational policies and program.”

Akin (1996) views theological library is not an option in ministerial preparation. So, books are to the minister of the gospel of Jesus Christ what tools are to the carpenter: the essentials of the trade. Ammerman (2004) states since 19th century theological libraries have evolved to support the work of theological education and gained recognition as being essential to the theological education. The popular metaphor "heart of the university" was readily adapted by theological educators to describe the importance of their libraries to theological education, even where there was reluctance to provide adequate financial support required for strong and steady heartbeat. Karp and Keck' (1996) study provides information about how Christian theological librarian views their work? Their research indicates that Christian theological working in religious or college or university religious libraries: are professionally and spiritually fulfilled; hold theological belief systems that mirror those of their parent institutions; belief their work to be a form of ministry; and identify theological librarianship as calling. The research also focus of theological librarian's work is an integrated and important component of their attitudes toward theological librarianship. Stevens (2007) interprets theological librarianship is a role of ministry is a role of ministry in administration, education, service, stewardship, teaching, counseling and hospitality as described in the Bible making it valid and worthwhile role at the theological institution. Nicholas (2019) suggests establishing theological research centers in each country of Asia to develop theological education in Asian context in order to rightly interpret the gospel in local countries and publish widely. According to report of Greenwood & Roninson (1997) most of the participated librarians in 2nd Forum of Asian Theological Librarians were trained in both theology and librarianship in Yogyakarta, Indonesia. But he has not mentioned what kind of training and qualification of both theology and librarianship. The

gathering was of librarians from countries throughout the Asia and Australia, India, Korea, Indonesia, Malaysia, and Taiwan as well as Australia and New Zealand. Morries (2003) representation of ANZTLA (Australian and New Zealand Theological Library Association), reports the issues discussed for theological libraries in Asia in the Forum of the Asian Theological librarian (ForATL) consultation held at the student Christian Center in Bangkok, Thailand on 15-23 February 2003. In his article he mentions that training both theology and librarianship is a concern for many Asian theological libraries and the issues of poor staffing, poor economy and difficulty in doing theology in Asian context due to unavailability of local published material is common. Sellan (n.d.) in his article "Christian Theological Libraries in South Asia" mentions that the scarcity of learning resources and dependence on donations for collection development is the major characteristic of theological libraries in South Asia. He has mentioned that theological libraries in Sri Lanka, Bangladesh and Nepal lack quality theological resources, finance and trained library staff. Regarding the qualification and professionalism of theological librarian in Asia, he says that theological librarians are expected to have general library science education and also ample of knowledge in theology and religious studies in order to manage theological resources efficiently and meet the need of information needs of theological educators and learners. He also stresses that the quality of theological education is closely associated with library development. In response to the need for equipping theological library staff, He has mentioned that structured theological library programs were introduced with the support of national library association, regional networks and various theological institutions in Asia. It was from 1998 onwards that a formal education in theological librarianship was offered at Lutheran Theological Seminary, Hong Kong. At present, LTS offers a diploma in Theological Librarianship, Master of Arts in Theological Librarianship and M.Div. and MA specialized in Theological Librarianship. In India, there were many attempts happened to offer short term theological library trainings among them South Asia Institute of Advanced Studies (SAIACS) has been well received theological college in South Asia to train theological library staff, the training course is called Certificate in Theological Librarianship (CTL), for three-month course, recognized by the ATA, BTESSC, and other theological accrediting associations in South Asia. In Nepal AGSTNP with collaboration of the Association of Christian Librarians (ACL) first time organized two-week training in May 2017. The training was attended by thirteen librarians from

various theological institutions of Nepal. Throughout the history Christian communities have been shown as a strong intellectual tradition with disseminating of information but the development of theological librarianship has been seen slow and blurred due to lack of published literature and varieties of thought and practices of theological librarianship. Overwhelming majority of available literature indicates the role of theological librarian as a ministry than profession (Smith 2002, Stevens 2007, Morris 2003, Karp & Keck 1996).

2.2 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter includes the methodology of the study to explore and find out the objective of the study. It includes the description about the research design, population of the study, sampling procedure and data analysis procedure.

3.1 Research design

The study is based on descriptive as well as exploratory research design to access and analyze the physical infrastructure and view about theological librarianship based on professional qualification, skill and perception. Descriptive in the sense that, researcher has carefully tried to record all the observe things from the study area and also describe as truth as possible. To achieve the objectives of this study, exploratory research design has help to find out the condition of physical infrastructure of Christian theological libraries and how Christian theological librarianship is practiced and viewed by Christian theological seminary/college library of Nepal that includes observation and unstructured interview. In the interview, unstructured questions were asked to informants based on provided theme of the study.

3.1.1 Research Design Framework



3.2 Population and sample

Librarians, students, and faculty of AGSTNP consortium libraries were the total population of the study. The sample of the population was taken from available librarian, academic dean, student and faculty. Unstructured interview via phone call and one to one was done with the informants.

3.3 Sampling procedure

The sample of the study was made librarian, one student, academic dean and one faculty due to impossibility to meet and contact everyone. Thus, this study has followed judgment or purposive sampling in order to meet the objective of the study.

3.4 Data collection procedure

The data and information have been collected through the method of observation, interview from users, librarians, academic deans and faculty of AGSTNP library consortium.

3.4.1 Observation

To find out condition of Physical infrastructure Christian theological libraries of Nepal, observation of each library collections, reading rooms, library building and library software system for the automation of library was done. Kinds of collection, library spaces, availability of reading rooms, library buildings, provision for health and safety, lighting, ventilation, types of users were observed to determine how Christian theological library is organized by librarians and accessed by its users to analyze the differences between trained librarians and non-trained librarians' impact on library management system and services.

3.4.2 Interview

To find out the qualification and skill of Christian theological librarianship and their understanding about the profession of librarianship, different sets of questions were asked for the same subject of the study with four groups of respondents: librarians, faculty, students, and academic dean through face to face and phone call. Interview was done in-depth. Phone call was done when some important thing missed during interview.

3.5 Data Analysis procedures

The qualitative data from key information interview and record from observation was analyzed and interpreted. The data has been presented on the tables in respective manner from the observation and displayed the data grouping under particular theme from the interview and interpreted the data through qualitative method.

CHAPTER -IV

ANALYSIS, INTERPRETATION PRESENTATION

4.1 Analysis, Interpretation, presentation of data

4.1.1 Qualitative data analysis

To achieve the goal and objectives of my study, data has been collected from AGSTNP library consortium through observation and interview methods. Interviews were taken in one to one and online settings with the key respondents to know the facts and their knowledge, experiences, opinions and feelings about objective of the study. To explore the physical infrastructure of Christian theological libraries of Nepal direct observation was done to know the status of library space, reading areas, collections status, and library automation. To explore the view about Christian theological library direct interview was done based on the objective of the study. Collected data was analyzed through the qualitative method.

4.2 Observation

Each library was observed visiting physically and individual perception of the researcher is presented below:

Table 1: Checklist of observation

Particulars/Colleges	Days of observation	RPS	NTC	NBBC	NEBC	NMTS	NEHTS
Separate Library building	1	No	No	No	No	No	No
Space	1	Not enough	Not enough	Not enough	Enough	Enough	Not enough
Lighting and ventilation	1	Not enough	Enough	Dark	Enough	Reference room is dark	Average
Furniture	1	Good	Good	Good	Very Good	Good	Good
Study tables	1	Good	Good	Good	Very	Very	Good

and circulation desk					Good	Good	
Total collection	1	13000 plus	12000 Plus	7000 plus	10000 Plus	9000 Plus	4000 plus
Reading room	1	Separate reading room	Inside the library	Separate reading room	Inside the library	Inside the library	Inside the library
Library Automation	1	Koha Automation library system					

Source: Field survey 2022

4.2.1 Library building/ Space

Christian theological college/seminary libraries (AGSTNP consortium libraries - RPS, NTC, NBBC, NEBC, NMTS, and NEHTS) exist as a heart of Christian theological academic institution in Nepal. These libraries carry similar characteristics in terms of collection, organization, management, service, library building, library rules and regulations, library activities, and users. They have more physical collection and less digital collection. None of them have separate library building so all of them occupy in small space in academic building. Among these library NEBC and NMTS have comparatively adequate space for the library but they have less collection while RPS and NTC have comparatively more collection but do not have adequate space in library. I also did not see the space for future expansion of the libraries except in NMTS. Ranganathan advocates the growing nature of library as organism in his fifth law of library science. This law enunciates a fundamental rule and principal which govern planning and organization of libraries. In terms of size of library building, the librarian should provide sufficient provision not only for satisfying the present needs, but also the future needs. Being a service institution, a library may provide a number of user- based services. The library building must have a self-sufficient system for adjusting books of fluctuating size. The design of library

building must be functional in nature for providing proper space for all the services (Vaja, 2019). Due to lack of space and large number of books, shelves and tables RPS and NBBC have not maintain enough ventilation and lighting. The libraries have small space situated on the top floor of the building except NTC and NEHTS which were on the first floor of the buildings and have comparatively welcoming environment. Most of these libraries are facing difficulties in organization and management of all kind of materials due to lack of space. However, libraries have got convenient, attractive, functional furniture and reading room tables and chairs. Health and safety are also one of the most important parts of physical infrastructure of library to avoid unsafe condition and give healthy, suitable environmental conditions to give comfort to the users as well as maintain efficient preservation of library materials. Concentration on these areas is not much given by these libraries as none of the libraries has any notices to prevent accidents such as outbreak of fire, potential risk associated with electrical equipment during use of library materials. Proper ventilation and lighting are also part of health and safety to the users which is lacked by some of the libraries, however as much as possible they have maintained cleanliness of the library, toilets, drinking water by effective housekeeping.

4.2.2 Collection

The libraries have similar types of collections major in Christian theology and Bible based language and literature with other few subjects such as sociology, history, world's religion, botany, agriculture, Health and reference item such as Bible dictionary, Bible atlas, encyclopedias, Almanac, Bible commentaries etc. The collection of the library also reflects the types of libraries. Being a special library Christian theological/seminary library in Nepal supports the vision and mission of their parent institutions and the institution is responsible for the collection development of the library. The collection of these libraries was commonly divided into 5 groups: reference collection, general collection, Nepali, children and some old journals. The collections have been classified by Dewey Decimal Classification (DDC) number with its collection code. Christian theological college/seminary libraries in Nepal are a member of Asia Theological Association. ATA evaluate their libraries based on the ATA-accredited programs or ATA degree levels requiring on adequate and relevant resources to be available to all students to support the curriculum, thesis and dissertation research. So, the primary objectives of these

theological libraries are to support the curriculum and research of the college providing enough and relevant collection to its users. Therefore, the majority of the collections of these libraries belong to Christian theology and Bible base language and literature. Among these libraries RPS has got a greater number of collection but the question comes are they fully useful to academic curriculum and research or not? Unlike other library special library deals with special users and special kinds of information so the emphasis on types of collections and services are given according to the need of specific users. Indeed, theological Christian college/seminary collection specializes in areas of Christian theological study with special collection in Biblical studies, Biblical theology, systematic theology, church history, missiology, homiletics, hermeneutics, leadership and many more. The types of collections of these libraries are slightly different based on the nature and delivery of theological education of their parent institutions or denomination. For example- RPS collection gives priority on the text or literature based on Christ centered and reformed teachings while NTC in charismatic approach, however types of services, source of acquisitions, nature of users and library rules and regulations are similar as unlike theological teaching and research undertaken by universities, these colleges have similar mission for education and training for men and women for ordained and lay church ministry in Nepal. Theological colleges are largely dependent upon their donors or denominational churches for funding.

4.2.3 Reading Rooms

Reading rooms are very important to make library materials readily available to use. Spaces designed for reading can also motivate students/ users to read. Ranganathan's first law of library science "Books are for use" places emphasis on the use of books rather than storage (Abiola, 2016). Although theological college/seminary libraries in Nepal lack enough space for library they all have given importance to the reading space so that their users can spend maximum time in reading library materials and doing research activities. RPS, NEHTS, NEBC, and NBBC has separate reading rooms and computer labs due to limited space in the library. Residential student body maintains the rules, regulation and cleanliness of the reading room and student with good ICT skill take care of the computers. Each library has a special space with clean tables and chairs for reading reference resources so that

reference materials cannot be taken out. RPS library allows students to use reference table for collaboration and discussion for research work.

4.2.4 Library Automation

Automation in library is being essential in this age of information for saving human power and time in the process of storage, retrieval and access in order to provide information more expeditiously and exhaustively than before. In the study of Christian theological seminary/ college libraries RPS library was only the library was automated before the formation of AGSTNP consortium. Other seven Christian theological college libraries under AGSTNP were carrying out their library operations manually and provide services their users in traditional way. Asia Graduate School of Theology, Nepal (AGSTNP) has played important role for the development of Christian theological librarians and libraries in Nepal through launching short term special theological library trainings, creating NTLA the body of Christian theological librarians and AGSTNP library consortium having major impact on changing the traditional library system into automation of Christian Theological college/seminary libraries in Nepal. Because of this movement the movement of automation in theological college libraries was started so that interlibrary loan can be done easily within Christian theological libraries in Nepal. After 2017 all of the Christian theological seminary libraries under AGSTNP consortium are automated but as per the observation and study among the housekeeping operations automation is done only in cataloguing, generation of call number and barcode generation. Others modules such as periodical management, circulation, acquisition, reservation, renewal, users account, comments and feedback, and other library services etc. are not automated. It seems Christian theological college/seminary libraries have focused on cataloguing and circulation. Of the 8 theological seminary libraries under AGSTNP with automation, none of them have specialized in ICT. So, all of these libraries depend on experts within or outside their college who do not have library information and management knowledge which also create more complication in the process of library automation. Traditional barriers such as lack of budget, space, professional knowledge or trained staff, knowledge of Information communication technology and unaware of the full advantage integrated library software system can be the reasons that libraries of theological seminary are not fully automated. LAN is the means to provide automation services within individual library. WAN and cloud hosting is the

means for accessing unified AGSTNP library consortium Online Public Access Catalog (OPAC). The usefulness of automation in Christian theological college/seminary libraries in Nepal have much impact in the areas of cataloguing, locating of physical items, its call number, the floor where it is shelved and its availability. Study shows that due to lack of knowledge of Information Communication Technology, most of the new students prone to ask librarian directly without using OPAC. Senior student usually like to use library OPAC.

4.4 Interviews

To acquire information about qualification, skill of Christian theological librarian and their views about Christian theological librarianship in depth interviews was conducted with key informants and potential users of the AGSTNP Consortium libraries. Unstructured interviews were done with the key members (students, faculty, librarian and principal) of AGSTNP consortium Libraries. Face to face interaction was done with key participants to get answers to my questions. In case of missing some important question to ask during interview re-interview was done via phone call. The table shows the number of participants in interview with AGSTNP libraries.

Table 2: Total participants in interview of AGSTNP libraries

Name of libraries	Participants	Frequency
RPS (Reformed Presbyterian Seminary)	Principal, Vice-Principal, Librarian, Students	5
NTC (Nepal Theological Collage)	Academic Dean, Librarian, Students	4
NBC (Nepal Baptist College)	Principal, Librarian, Students	4
NEBC (Nepal Ebenezer Bible College)	Academic Dean, Librarian	2
NMTS (Nepal Methodist Theological Seminary)	Academic Dean, Librarian	2
NEHTS (Nepal Evangelical Holiness Theological Seminary)	Academic Dean, Librarian, Student	3
Total		15

Source: Field survey 2022

4.5 View Analysis

There are many types of libraries: Public, Special, academic, National, personal etc. each having its own objectives. Based on types and ownership they have different objectives. Each library and its collection, function, services should be in harmony with and establish its goal keeping the objective of its parent institution.

Table 3: Objective of the library

Colleges	Corresponding view from the interviewees/ users
RPS library	<p>To facilitate theological study and research according to the course of study.</p> <p>To give Christ-centered Education in reformed world and life view.</p> <p>To provide Christ –centered training to equip godly leaders for Christ's church among Nepali people, who are authentic in Christ character, competent in theological knowledge.</p> <p>To conserves history of Christianity, Christian doctrine and its documents.</p>
NTC Library	<p>To facilitate theological learning</p> <p>To complement course lectures or curriculum</p> <p>To encourage research and writing</p> <p>To cultivate reading and learning habit</p>
NBBC Library	<p>To provide theological academic knowledge</p> <p>To fulfill the needs of theological students</p> <p>To collect various theological resources</p>
NEBC Library	<p>To collect sound theological and sociological resources</p> <p>Dissemination of knowledge in holistic approach through library resources</p> <p>To establish reading habit of the students maintaining study hours inside the library</p> <p>To produce quality research papers and knowledge within church community so that useful for pastoral leadership, evangelist, community leaders and missionary in the field.</p>

NMTS Library	<p>To support theological study and research according to the course of study.</p> <p>To support theological study and training to build equipped Christian leaders</p>
NEHTS Library	<p>To help to establish theological education in Nepal</p> <p>To provide theological resources to the students, faculty and associate members of NEHTS.</p> <p>To provide Christian theological learning environment</p>

Source: Field survey 2022

4.5.1 Objective of library

To support teaching, learning and research activities of parent institution is the most common objective of these libraries, however, they do not exist as homogenous group as they vary in terms of denominations, vision and mission of their parent institutions. None of these libraries has a separate mission statement from their parent institution that shows least important of library policies and role of librarian in the college. Views on the objective of library shared by the respondents of respective college, the common objectives of these libraries are to support the parent institution by providing all the necessary resources to serve the teaching and research needs of its users. To fulfill the objective of the library, these academic institutions need to concentrate on identifying the role of library and librarian that clearly give the picture of status of Christian theological library and librarianship in Nepal.

Characteristics of library distinguish one library from other. Christian theological library having its own characteristics set it apart from the other types of libraries. Characteristics of library here means in terms of library collection, services, professionalism and its users which also reflects about the theological librarianship.

Table 4: Characteristic of theological library

Colleges	Corresponding view from the interviewees/ users
RPS library	RPS User: "Most of the books are theological in Christianity oriented to Presbyterian teaching received as donation. Numbers of books are enough for the study but most of the books are difficult to understand due to old publication. Library services such as reference service, circulation service, and orientation, and library orientation and announcement are quite helpful.
NTC Library	NTC User: "Study of theology in NTC depends on the collection, cataloguing and assistance given by the librarian which I personally found very helpful for my study. In case of any difficulties relating to library resources, we bring to the subject teachers to solve the problem. We also use free e-libraries for our studies."
NBBC Library	NBBC User: "NBBC library is my first experience to use as library in my life. I see everything is well managed here due to cataloging and classification of library materials because of that we students can find library materials easily on right time. It is mandatory to study hard to complete theological degree so most of the time we students spend time in reading library resources which is quite both challenging and interesting. When there is lack of resources for some subjects we report to the subject teacher and subject teacher report to the college and solve the problem."

NEBC Library	NEBC librarian: "NEBC library is an academic library in theological study. I as a librarian it is my great responsibility to help and meet the need of the students and users so I personally take challenge to work as librarian without any formal library education. I mostly focus on the organization, management, dissemination of collection and implementing library rules and regulations. Majority of NEBC collections are in theology. Students and users of NEBC library are disciplined and faithful during use of library materials that makes my job more comfortable."
NMTS Library	NMTS Librarian: "NMTS library is most important department for students and faculty of NMTS. I work as librarian to help its users to find resources on time and to solve any problem related to library resources. Classification, cataloguing, library orientation, circulation and control etc. are the most important job as a librarian. Students and users of NMTS are respectful and disciplined to the library rules and regulations."
NEHTS Library	NEHTS User: "I am student of NEHTS and I use NEHTS library for my assignments, research and reading books magazines, journals to obtain more information and knowledge. We have very helpful librarian who handle all library related works so that all users can find needed resources on time. We do not have enough physical theological resources so we use some free e-libraries for our studies."

Source: Field survey 2022

4.5.2 Characteristic of theological library

The characteristic of Christian theological library and librarianship of Nepal is based on the mission oriented theological education to train generation leaders for the church and mission in Nepal. The research found that these theological libraries have same purpose of establishing their libraries that is to provide resources for Christian theological education to train men and women for church ministry in Nepal. Since

academic learning is one aspect of ministerial training academic resource collection and provision to their own students is one of the most important characteristics of Christian theological libraries of Nepal. Christian theology has not been studied in universities in Nepal so unlike university education, Christian theological colleges/seminary in Nepal tends to be places of spiritual and intellectual formation rather than institution devoted entirely to education. So, these libraries have special characteristics in terms of collection, services, professionalism and its users. Thus, Christian theological libraries of Nepal which are under this research study are design to facilitate access to textbooks, to book that is expensive or difficult to acquire and could be used for Christian theological research. Majority of the users of AGSTNP libraries reported that majority of the collections are based on English language medium therefore, they find very difficult to understand, especially old editions which seems just for storing and preserving inside the library without being used. In terms of collection, everyone has unique collection pertaining to the course of study by purchased and received, donation or gift major in theological subjects. The RPS user is quite dissatisfied with the old edition books which are not understandable and useful for the study, reveals their demand for access to new books related to their studies; also, NBBC user has same feelings towards the collection of NBBC library. The similar types of organization, management and services are found in these libraries. Indeed, these libraries follow Dewey Decimal Classification (DDC) scheme and Koha software system for the organization and management of the library materials and reference service, circulation service, library orientation service are the common practice of these libraries. A person who is regard as librarian does all the organization, management and dissemination of the resources with the knowledge acquired from some form of library training and theological education. Few librarians of these libraries have some form of library training organized by AGSTNP and NTLA. NEBC and NMTS librarians are working without library training so how they are working is questionable. However, both have taken some forms of one-to-one trainings from their senior that is helping to carry out the work forward. As each college is independent it has been practiced library and librarianship according to circumstances of the individual institution. Books connected with independent studies and interest is very rare because of load of assignments and research. Because of this reason the heavily circulated books are those used in the courses and closely related to courses being taught (i.e., Works of authors who were discussed and referred in the

classes). NBBC users stated that when there is lack of resources for some subjects, they report to class teacher and subject teacher report to the college and solve the problem. Although Christian theological colleges/seminary have developed independently many similarities in their organizational structure and practice of librarianship is found. It can be assumed that the practice of librarianship and library organization management structure is similar within theological libraries in Nepal because of unity of theological librarians, formation of NTLA initiated by AGSTNP and being similar types of institution.

Professional qualification and skills – e.g., Library training, formal study leading to a degree in Library and information science and theology, special Christian theological library training etc. and other ethical values.

Table 5: Qualification and skill of Christian theological librarianship

Colleges	Corresponding view from the interviewees/ users
RPS library	RPS Principal: "Born again Christian with at least B.Th. degree is commonly practiced till now. In addition, special library training is given by making agreement to work at least two years and the training is given hiring from India – South Asia Institute of Advanced Christian Studies (SAIACS). She/ he should work with integrity and should be able to perform library work."
NTC Library	NTC Academic dean: "Present librarian – B.Th. graduate, interested in serving in the library and ability to learn librarianship through mentoring and short-term training. Prefer for formal degree in librarianship or library science with Minimum M.Div. degree that is passionate about serving in library, sees serving in the library as their primary calling, eager to learn and grow in the area of library development and management and good in information communication technology."
NBBC Library	NBBC Principal: "We prefer library professional but because of small collection I think at least B.Th. with library training is fine. So NBBC librarian started working with B.Th. qualification and after evaluation of her performance she was sent to take CTL (Certificate in Theological Librarianship) from SAIACS, Bangalore, India."

NEBC Library	NEBC Academic Dean: "NEBC sees library and library services as a heart of seminary. Moreover, Christian theological seminary/college exists as non-profit organization which focuses more on church leadership than intellectual education. Even if we need professional librarian, the questions come do we find professional librarian with theological background or not? If found, can seminary afford to hire such professional librarian? So, looking at the context we generally hire minimum with B.Th. degree, basic computer and library knowledge and should be married, should be interested in reading books and working in library and should have quality of godly leadership. So NEBC present librarian has completed M.Div. He does not have library training but because of his interest working in the library he is trying to learn library work through one-to-one teaching, joining library related seminars and self-studying through internet. We are also planning to send to SAIACS, India to take certificate in theological librarianship."
NMTS Library	NMTS Academic dean: "Should be a Christian with Bachelor degree in any stream but due to growth of collection we are realizing that librarian should know the theological knowledge to handle, manage and organize and communicate with theological users. So, at present we have hired our ex-student who used to assist librarian voluntarily when she was a student here". She is working with her experience and short-term theological library training organized by NTLA."
NEHTS Library	NEHTS Academic dean: At least B.Th. with theological library training so We have hired our ex-student who has taken library training during her working period. Now she is doing well because she has good understanding of theological knowledge which helps her to organize theological resources and understand the need of theological users. We would like to improve our library services because it is the heart of our organization so we encourage her to develop her library professionalism either by further training or library science education. In addition, we also encourage her to develop theological education so that she can guide students in their research and can take part in teaching some subjects too. "

Source: Field survey 2022

4.5.3 Qualification for theological librarian

The respondents were asked about the qualifications of each librarian and the respondents indicated that library training before recruitment of librarian has not been

practices as mandatory. Their top priority was Christian theological education at least with B.Th. degree. The standard for the qualification of Christian theological librarian has not been required by ATA, accreditation institution. Therefore, these six theological libraries are hiring librarian without library training and later seminary send for training after evaluating their performance. NTC, NMTS and NEBC librarians are working without library training and under observation period. The parent institutions of these Christian theological libraries have different opinion about the qualification and criteria during recruitment of librarian. The respondents of NEHTS, NTC and RPS have given high value of professional librarian in Christian theological library in their opinion but due to the circumstances and unavailability of resources they are not able apply it. NBBC, NEBC and NMTS have flexible opinion about the professional librarian in theological library. The respondents of NBBC and NMTS view that basic knowledge and experience about library related work is fine to do satisfactory job while NEBC gives priority to the theological education than library education. According to the respondents of the NEBC, "to require professional librarian is not possible in the theological seminary due to financial reason". In addition, in the context of Christian theological seminary in Nepal the work of librarian is taken as only a job opportunity but not a professional career due to library size and setting. So, nobody comes to work in the library to be a professional librarian." All these six libraries under study are found to have low knowledge about library professionalism and requirement of the qualification of librarian. The job of librarian is center on cataloguing, shelving and circulation of physical material of library to the users. The service provided by these libraries is limited to the reference and circulation service. In this case Christian theological librarian in Nepal can be called a librarian or can-do librarian job without having a library education qualification. But it should be noted that theological degree is mandatory to work in Christian theological library in Nepal because they think that Christian theological students understand the theological library setting and theological terms which help to catch Christian theological library setting soon when they are taught some library techniques by the senior librarian which reveals the necessary of understanding of specialization in theological librarianship in wider concept. It has been found that practice of professional Christian theological librarianship is still in infancy stage in protestant theological libraries of Nepal.

Theological librarianship is a particular type of special librarianship such as law librarianship, medical librarianship etc. Theological library, in particular, is a profession requiring special qualification in library and information Science and theology.

Table 6: Theological librarianship

Colleges	Corresponding view from the interviewees/ users
RPS library	RPS Principal: "Theological librarianship is a profession with ability to organize theological resources and guide its users to get right resources."
NTC Library	NTC Academic dean: " Theological librarianship requires a born – again Christian who loves God and sees librarianship as serving the Lord than merely having job. He/she must be a person of integrity and example of a good Christian minister to the students."
NBBC Library	NBBC librarian "I view library profession as a ministry in God's kingdom where I can give information service to NBBC library users. I believe NBBC library helps to grow young generation in theological knowledge in Nepal. Library work without training is very difficult. After training we can get lots of basic professional ideas as well as techniques so easy to work systematically."
NEBC Library	NEBC Academic dean: "Theological librarianship is a special profession, should have special library training, theological knowledge as well as quality of godly leadership. Theological librarian understands theological resources well and manages and organizes in order to help users to find their needs in the library."
NMTS Library	NMTS Academic dean: "Theological librarianship is a profession with unique qualification such as should be a born again Christian and should have theological education and library training and should have quality of godly leadership."

NEHTS Library	NEHTS Academic dean: "Theological librarianship is a responsibility of research resources department head so theological librarian is not only a person who takes cares of collection and circulate to the users but also guide students to use library resources that ultimately help the studies of users who should have sense of ministry, born again Christian and theological knowledge."
------------------	---

Source: Field survey 2022

4.5.4 Theological librarianship

Varieties of perception and practices have been found in Christian theological librarianship in Nepal. Since the aim of this research is to provide information about Christian theological librarianship of Nepal, to know the fact about Christian theological librarianship in AGSTNP libraries I asked- how you define Christian theological librarianship? In response to this question each respondent gave different answers pointing responsibilities of librarian in Christian theological setting than professional qualification. This shows that most of the Christian theological librarians are merely a librarian without professional education. The role of Christian theological librarian in Nepal is limited in basic library services – classification of physical theological resources in Library software system and circulation to the users and other related responsibilities. So, each of the Christian theological library respondents have a very basic idea about library services, consequently, idea about profession. The respondent of NTC, academic dean defines Christian theological librarianship both as a form of ministry and library skill. The librarian of NBBC view librarianship without training is very difficult. So at least basic training is necessary to work in Christian theological library in Nepal. The most similar answers found from the respondent of AGSTNP is that born again Christian and quality of godly leadership with sound Christian ethic is the most important requirement to be a Christian theological librarian in Nepal. Based on the study and the review of literatures Christian theological librarianship is believed to be a call for ministry to fulfill the vision and mission of parent institution so they require certain unique qualities such as should be born again Christian, should have Christian theological knowledge, should have strong leadership character etc. and other criteria qualified by those parent institution. In response to the questions – why do you require Christian theological education to work in the theological library? NEHTS respondent stated

that "librarian should have theological knowledge to understand Christian theological terms for the organization of collection and to understand the need of users". This seems the need of theological knowledge in order to work in Christian theological librarian but unfortunately, on the other side the librarian professional qualification is not so prioritized due to many reasons. In response to the questions – Why you do not look for professional librarian in Christian theological library? Respondent of NBBC stated that "We prefer library professional but because of small collection I think B.Th. Degree with short term training is fine." The other reason the respondent of NEBC stated that they do not hire professional librarian because they cannot afford professional librarian, it is because Christian theological seminaries/colleges exist as non-profit organization which focus more on church leadership education than research model of education. Need of professional librarian in Christian theological library in Nepal is not a mystery. Theological libraries of Nepal have realization of need of professional librarian but have not been given very much attention due to many reasons such as financial and unavailability of professional librarian.

Service provided by the library to address the information needs of users is called library service. Core services provided by the special library are: Reference services range from answering simple reference questions to undertaking' complex research and literature services, Selective Dissemination of Information (SDI) to its users, Current Awareness Services (CAS) respective awareness about the current subject, Literature Search Service either online or within library collection, Document Delivery Service supply of the article and other online document to library users, Long Range Reference Service to its users, Information Literacy Session about the information resources and library services, Library Instruction instructions about the uses as well as orientation of the library resources, Research support Services (Citation management style APA, Vancouver, MLA, Chicago and etc. software's endnote, Mendeley, Zotero), Support in Scholarly communication- Journal indexing databases, Impact factor, find suitable journal for the researchers and scholars and scientist), Indexing and Abstracting Services, and Translation Services and any other services as per required by the users.

Table 7: Library Services

Colleges	Corresponding view from the interviewees/ users
RPS library NTC NBBC NEBC NMTS NEHS	The Services given by AGSTNP libraries are quite common according to the information given by librarians of AGSTNP libraries (RPS, NTC, NEBC, NEBC, NMTS, NEHTS, NPTS and AGSTNP) which can be noted as "Reference service, circulation service, Inter-loan library Services within AGSTNP libraries and with ATEN library and Instruction service (Library orientation and announcement related to library activities)." All AGSTNP librarians do not know much about library services given by special libraries.

Source: Field survey 2022

4.5.5 Library Services

Evidences reveal that Christian theological library services are not typically like that of scientific and technological research organizations and other agencies special libraries which focuses to keep the users updated on new and current information to serve the specialist of the R&D (Research & Development) organization. As special libraries can vary so widely in their organizational structure, purpose, function, level of support and size that is difficult to generalize about them (Larson, 1983) the root of Christian theological seminary library has origin to increase the supply of minister as well as enhance the quality of ministerial education so Christian theological seminary resources are academic resources to support both intellectual and spiritual formation of future ministers. It has been found that main services provided by theological libraries in Nepal has been found on the basis of traditional library service (Reference service) such as bibliographic guidance or to direct students to titles in the seminary library collection, Inter-library loans service, circulation service, and photocopy service. In traditional library settings, the library services involve both library personnel and library users. Interactions between the two are often characterized by users seeking the information at the reference or circulation desk. Users also access materials by physically approaching the shelves and sitting in the library seats to read and the library building is usually fixed at a location in the community. Therefore, library users need to come physically to the library to access collections (Adetayo, Adeniran & Gbotosho, 2021). In addition, in traditional library

setting, services are provided on demand where librarian or library staff waits for the user to approach them and make a demand therefore it emphasizes on providing documents, locating material and instructing users. However, adoption of library software system by Christian theological libraries in Nepal is a good aspect to develop library and its services in coming future.

Theological librarianship is a particular type of special librarianship such as law librarianship, medical librarianship etc. Theological library, in particular, is a profession requiring special qualification in library and information Science and theology.

Table 8: Challenges in theological librarianship

Colleges	Corresponding view from the interviewees/ users
RPS library	RPS Librarian: "Working as librarian in RPS I find the most difficult handling the library software when it does not work properly. Secondly, Classification of some theological and secular books. I also find difficulty in organizing non print materials. "
NTC Library	NTC Librarian: "I am newly appointed librarian so i see lots of challenges ahead of me to fulfill all library responsibilities. So, I am trying to learn basic librarianship from former librarian through online. I feel I need special library training to work efficiently and confidently."
NBBC Library	NBBC librarian: "Though I enjoy working in the library and want to develop myself in this field I cannot see future scope for theological librarian because of low status and payment for theological librarian. So low salary is one of my challenges working in the library. In addition, there are varieties of challenges regarding librarian work such as difficult to deal with tough users, to understand western books lack of resources and to manage other responsibilities such as counseling girl students, leading advisory group, helping account, kitchen etc."

NEBC Library	NEBC Librarian: "I am M.Div. student of theology and can understand the theological resources well but do not have formal library training because of that I have many things to know relating to library organization and management techniques such as classification (use of DDC), cataloguing, library services, e-resources management and library management system (library software). Working in the library is more challenging when there is no good status or position and provision from organization. So sometimes I feel am just a book keeper to circulate books to the users. I feel more frustrated when I cannot provide relevant resources to the users."
NMTS Library	NMTS librarian: "working in library is not tough job but doing library work scientifically and systematically is difficult. Proper use of DDC, computer catalogue, e-library management, journal management are challenging job for me but I have interest learning them so I am planning to do theological library training in future."
NEHTS Library	NEHTS librarian: "It was difficult to work in the library without training at the beginning. After few months I got chance to take few days of library training organized by AGSTNP library consortium which helped me a lot to know about library management system and related techniques. To develop my skills and confidence to work as professional I want to study library science education but due to lack of time, I am not able to do so."

Source: Field survey 2022

4.5.6 Challenges in theological librarianship in Nepal

The perception of librarianship from a passive organizer and dispenser to the role of librarian to take initiative collection building, advocating for the relevance of the library, bibliographic work, subject knowledge proficiency and user education are some challenges of changing perception of professional librarianship. The study revealed that each librarian has different aspect of challenges related to the library

work. However, despite this, the challenges faced by the six Christian theological college of Nepal are based on basic professional knowledge and skill rather than changing perception and trend in librarianship. Low salary and low status of librarian also another unique challenge faced by theological librarian of Nepal. Each librarian has common challenges of facing difficulties of classification and cataloguing of some western theological as well as secular books due to lack of proper knowledge of Dewey Decimal Classification Scheme and English language comprehension. Non print materials are hardly collected in theological library of Nepal so most of the librarians are unfamiliar with how to manage e-library or non-print material in the library due to lack of basic IT skill to access electronic resources. Evidence suggests that limited library budget and librarian having lack of professional knowledge about library management and services are having negative affect upon the theological library professionalism. NBBC and NEBC librarian sometimes feel only a book keeper when they cannot provide relevant resources to the users because of the lack of resources and sometimes failure to know the exact need of the tough users due to lack of professional knowledge and skill. They both want to develop their profession by skill and knowledge but they do not see the wide scope in library profession due to low status of librarian and low salary payment. It was the opinion of all the librarians interviewed that the common challenges facing by theological librarians in Nepal are the dilemma in the library professionalism whether it is vocational or professional or just a part of ministry because they work in the library without professional designation. In addition, due to lack of training and skill they have challenges in knowing the exact need of the users and answering the queries of the users. This may indicate that lack of user's education relating to library services and research methods making library users unable to communicate their needs with librarian and vice-versa.

Strong point of librarian refers good performance of librarian work based on his/her qualification, skills, competencies and other characteristics as a theological librarian.

Table 9: Strong point of librarian

Colleges	Corresponding view from the interviewees/ users
RPS library	Principal: "She has enough zeal to learn and assist library related works and strong enough to face new challenges relating to

	library professionalism."
NTC Library	NTC Academic dean: "Our former librarian, who served at the NTC library, discontinued his service just recently. He held B.Th. and M.Div. degrees with library training that helped him understand the field well. Now, our new librarian is very new to the responsibility so strength cannot be assessed now. However, she is an honest, individual, she wants to learn librarianship and she is a B.Th. graduate."
NBBC Library	NBBC faculty: "She is theologically qualified with MPhil degree running, mature and CTL (Certificate in Theological librarianship) training from SAIACS, Bangalore, India."
NEBC Library	NEBC Academic dean: "He has been chosen interested candidate to work in the library as well as best student in academic and spiritual aspects. Indeed, he has been performing library work well. The strong point of him is he is self-discipline, self-learning and able to lead student. Apart from library work he teaches study methods as he has M.Div. degree. I see all the qualities in him accept library training. So, we are planning to send him to take special library training soon. "
NMTS Library	NMTS Academic dean: "She is diligent, able to communicate with users, able to organize, manage and circulate library materials to the users. She is not professional librarian but she is providing library services based on her volunteer library work experience during her study in NMTS."
NEHTS Library	NEHTS librarian: She is polite, approachable, hardworking, and enthusiastic with B.Th. degree and M.Div. running. So far she is improving in her all responsibilities of library work."

Source: Field survey 2022

4.5.7 Perception about Strong point of theological librarian in Nepal

View about strong point of librarian related to library profession give additional information about the criteria of theological librarianship and about the ways in which theological organization view the profession of theological librarian in

Nepal. All six colleges under interviewed were found to have librarians are more theologically and spiritually qualified to work in the library. Ethical wise they all are very honest, polite, approachable, hardworking and enthusiastic to learn and assist library related works which are also the characteristics of good librarian. Reviews of the published literature also suggest that Christian theological libraries have similar traditional understanding and ethical criteria for theological librarian. The research indicates that the attitude toward theological librarian is heavily rely on the basis of belief system of an organization first and then profession. Theological and spiritual focus of a person seems important component to become a theological librarian. Including special collections and special users, these are the characteristics makes theological libraries and librarians a special. However, the spiritual and theological focus of theological librarian and less focus on training and qualification related to library profession has been seen the foundation for how theological librarian is viewed by theological institutions and librarians. So, the theological and spiritual focus of theological librarian only does not reflect the professional image of theological librarianship. Like, faculty of theology needs to have academic and professional qualification of teaching, mentoring, counseling etc. librarian should have knowledge related to the profession.

Weak point of librarian refers weakness because of that she/he is not able to perform library work professionally because of any reasons such as lack of library education and training, attitude towards the library profession.

Table 10: Weak point of librarian

Colleges	Corresponding view from the interviewees/ users
RPS library	RPS Principal: "Skill, competency and knowledge is limited to few months of library training so Lack of confident in organizing library resources and lack of knowledge relating to library professionalism."
NTC Library	NTC Academic dean: "She is learning very basic of librarianship. She is B.Th. graduate who has some theological knowledge, but no training in librarianship. The former librarian providing online guideline, but this is not sufficient. She needs some library training, may be short course."

NBBC Library	NBBC Principal: "She cannot give full time to the library work because of other responsibilities so users may not get library services on time."
NEBC Library	NEBC Academic dean: " He has all the qualities of working in the library except library training. However, he is able to fulfill the needs of students and trying to learn library techniques through online study and one to one teaching."
NMTS Library	NMTS Academic dean: "She is working with basic knowledge and experience of librarianship which is not enough for handling big collection and modern type of library."
NEHTS Library	NEHTS Academic dean: "I do not see her weakness in her library job performance so far but she may need some long term training if we need to develop our library both service and collection wise. Her knowledge and skills are sufficient for the needs of users and types of our library."

Source: Field survey 2022

4.5.8 Perception about lacking point of theological librarianship in Nepal

View about lacking point of Christian theological librarian related to library profession give additional information about theological librarianship and the areas in which Christian theological librarianship should be improved in Nepal. The lacking point also refer the status and situation of theological librarian and libraries in Nepal. The study found that very few librarians (only NTC and RPS) had attended short term general library training until Asia Graduate School of Theology of Nepal organized two-week theological library training program in May 2017 (Sellan, n.d). Until this time theological college libraries had been much slower to realize the need of the training of librarian and systematic management of libraries. Consequently, so far, theological libraries and librarians are still in the process of realizing the need of library education and skill for the systematic management and dissemination of theological resources. Among six theological libraries- RPS, NBBC and NEHTS librarians have already attended short term library training. According to the respondents the library skill, competency and knowledge is limited to very basic of librarianship which may not sufficient for coping with new challenges and changes in

librarianship. Other three libraries – NTC, NEBC and NMTS are working without any library training and education. According to librarians they hire one of trained librarians to teach them about basic of classification and cataloguing rules, how to see Religion section in DDC and some other rules for few days. It is likely to say that they think it is a part of library training and enough for working in the library. Based on the observation and received information, it can be noted that theological college libraries of Nepal lack standards for librarianship. None of the librarians of theological college in Nepal have been recruited with the qualification of library education and training before recruitment. They are given very short-term training after 6 months to 1 year work evaluation. This indicates that professionally trained librarian is not compulsory in Christian theological in Nepal during hiring process.

Users adopt numerous ways and means to identify his/her own needs for information. Patterns of information seeking behavior reflect the types of user's population, types of information services given by the library and types of libraries. For example: Information seeking behavior of agricultural scientists highly on their institutional library/information center.

Table 11: Pattern of library use/ formation seeking behavior

Colleges	Corresponding view from the interviewees/ users
RPS library NTC NBBC NEBC NMTS NEHS	<p>On the basis of information received through six colleges librarians, the have almost same information seeking behavior and pattern of using library resources. They are noted as below:</p> <p>Most of the users come with no idea of using modern library. So they are guided by library rules and regulations.</p> <p>Users totally rely on collection, services and library rule of college.</p> <p>Students search themselves on the rack by looking at library location guide.</p> <p>Users hardly ask new information about their subject.</p> <p>OPAC was rarely used by new users.</p> <p>Users are found to be fond of directly asking to librarian about their need.</p> <p>If not found enough resources for their research users are found to be asking/ complaining to their subject teachers not librarian.</p>

Source: Field survey 2022

4.5.9 Pattern of library use/ Information seeking behavior

Libraries related to theological college, institution or seminary education in Nepal have somehow similar type of information seeking behavior and use because of the similar nature in collection, delivery of education and training and user's background. It was found that the full-time student and faculty are the largest group of users. Faculty members are generally seeking information for preparing class lectures and preaching sermons while students for doing assignment and research work. The respondent stated that borrowing books, using reference work and journal articles are the most common information search activities of Christian theological college/seminary in Nepal. Theological college/seminary libraries in Nepal maintain library rules and regulations before semester begins. So, users totally rely on rules and regulations of libraries and limited collection and services provided by the library. Library a heart of the theological college in Nepal is largely book based so theological student prefer to cite monograph than journal articles. The concept of digital libraries and its services has not been fully developed in theological libraries in Nepal so the subscription and buying of e-books, online journals, full-text articles, database and digital collection and management has not been established yet. However, with the guidelines of AGSTNP consortium, theological college libraries have been started to upload PDF book in Koha library software system so that student can read available PDF book in digital library environment. Apart from this; students use some free e-library through internet. Library catalogue is very essential to know the items available in the library. To know the availability of the physical collections and some PDF book of the theological college libraries of Nepal each library has maintained OPAC by Koha an open-source library System through which the AGSTNP library consortium also provides access to all the users of consortium member's library for sharing resources to each other. When asked about the way users searched materials of library, participant librarians and students interviewed stated that they search themselves on the rack by looking at library location and users hardly ask about the new information about the subject. According to the participant librarian, new students hardly use OPAC because most of the seminary student comes with very little background of using library in the school as well as knowledge of ICT so; new users are found of directly asking to librarian about their need. Provision of traditional services such as reservation, circulation and reference services of physical collection

are prevalent among theological library in Nepal so user's information seeking behavior/ pattern of library use is limited in viewing the library in terms of physical collection and some general services.

CHAPTER-V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Librarianship is a profession requiring special training or education as a teacher needs special education and training. The professional status of librarian is achieved through courses offered by library education in Colleges or Universities. In the age of information there are notable changes in collection and services of the libraries so as emergences of various types of materials, special need of users, acceptance of ICT in libraries and increasing number of libraries has brought with it a pressing need of qualified professional librarian. The main aim of this study is to explore the physical infrastructure and view about Christian theological librarianship in Nepal under to AGSTNP library consortium. To explore the position of physical infrastructure and to know how Christian theological librarianship is viewed in Nepal, six members of AGSTNP libraries were observed and in-depth interviews were taken personally and via phone with participants of AGSTNP libraries. Theological college librarian, as in many higher education libraries, used to be a keeper of books, educator or scholar. Due to the explosion of information, rapid changes in information technology, nature of types of information and changing nature of theological education and the need of its users, the need for qualified professional librarian has been recognized. Within theological college library sector, theological librarianship has been taken as a special branch of librarianship requiring special types of qualification and the criteria such as medical or law librarian and status of theological librarian was found to be an important topic of study. The study has focused on physical infrastructure and view about theological librarianship based on qualification and training in Nepal. Many theological librarians are theologians rather than professionally trained. It has been tradition of theological college/seminaries in Nepal to hire librarians without library education and training and then only send librarian for training if it necessary. The reasons for not necessarily requiring trained librarian in theological college library in Nepal is that lack of professional librarian within the sector either due to unavailability of theologians who have seen library profession as not well-established profession or because of lack of low status of librarian with low salary. However, Christian theological college libraries of Nepal have undertaken a foot step ahead from just a keeper of books to semiprofessional librarians who are

hired first to work in the library and sent to short term library training or seminar after evaluation of performance. The formation of AGSTNP library consortium has a historical role to introduce short term theological library training within Christian theological college libraries of Nepal which has added little awareness about the need of library training among Christian theological college/seminary librarians of Nepal. Consequently, professional knowledge and skilled for theological college library has been recognized both by the organization body as well as librarians themselves therefore, they have realization about how to improve library and its services as well as librarian skill. But the role of theological librarian within Christian theological college/ seminary has not been well recognized due to lack of proper guidelines by the institution and standard for the qualification of theological librarian by accreditation institution. Knowledge about theology has been given priority when hiring librarian for theological college/seminary library which can be indication of need of specialization in theological librarianship as other special librarians has to have special training and education to work in special libraries. In Nepal, Tribhuvan University is running higher level of education (Master) in library and information science since 1995. However, there has not been seen any theologians to peruse library education for Christian theological seminary/college libraries of Nepal. The consequence of this is that there are no library professionals and training agencies that have clear vision to enhance theological librarianship in Nepal. Thus, unlike other higher education libraries, theological college/seminary libraries have not been enthused to develop its library profession in Nepal. The profession librarianship has been viewed as a job just dealing with book issue and return because of lack of standard of the profession within Christian theological college/seminary libraries in Nepal. Hence, the actual standard and level of skill for special theological college librarians is not clear. Due to this reason culture of professionalism in Christian theological seminary/college library of Nepal has not been developed well.

5.2 Recommendation

On the basis of the study and findings following recommendations have been made to enrich the field of theological college/seminary library professionalism in Nepal:

1. It is recommended that collection of libraries should be developed based on the quality resource that helps to maintain adequate space in the library.
2. Adequate ICT and library training should be focused by librarian in order to adopt library automation in the library.
3. Since theological college libraries are accepted as a heart of university or institution to ensure the quality of theological library and its services the consideration should be given to trained, qualified, skilled theological librarians rather than only a theologian from its own production.
4. Training and education in LIS should be a criterion while hiring librarians in theological college/seminary libraries.
5. Professional skill should be emphasized with good ICT skill to work effectively in systematic and digital environment of library of theological college/seminary in Nepal.
6. It is recommended that not only evaluation of collection but also emphasis also should be placed on the evaluation of library organization, management and service system as well as qualification and skill of librarian during ATA evaluation.
7. It is recommended that to adapt modern library system efficiently and effectively theological college/seminary librarian should be professionally qualified or trained.
8. Theological accrediting organization should give standard guidelines for theological librarianship.

REFERENCES

- Abiola AK (2016) Ranganathans Law of Library Science: A Guiding Principle for Marketing Library Services. *Review Pub Administration Manag* 4: 178.
- Acharya, D. P. (2009). *Library and Information Professionalism: Its status in Nepal* (Doctoral dissertation, Department of Library and Information Science).
- Achhami, S. (2018). AGSTNP joint library seminar report. *Asia Graduate School of Theology, Nepal*, 6(2), 5.
- Adams, A., Chandler, J., Daquilanto, K., Eck, K., & Funk, A. O. (2015). *A History of the book: disrupting society from tablet to tablet*
- Adetayo, A. J., Adeniran, P. O., & Gbotosho, A. O. (2021). Augmenting Traditional Library Services: Role of Smart Library Technologies and Big Data. *Library Philosophy and Practice*, 1-15.
- Adeyemi, B. M. (2017). Assessment of study space usage in the Kenneth Dike Library.
- Akin, D. L. (1996). *Building a theological library*. Southern Baptist Theological Seminary.
- Ammerman, J. W. (2004). Jam to-Morrow and Jam Yesterday, but Never Jam to-Day: The Dilemma of Theology Libraries Planning for the Twenty-First Century. *Theological Education*, 40(1), 11-30.
- Ao, C., Saggi, A., Sharma, B. K., Eo, R. J. K., & Upadhyaya, R. U. Doing Theology and Mission in Nepal.
- Awojobi, E. A., Okoro, C. C., & Babalola, Y. T. (2020). A SWOT analysis of physical infrastructure in government-owned university libraries in Ogun State, Nigeria. *South African Journal of Libraries and Information Science*, 86(2), 38-46.
- Baumbach, D. J., & Miller, L. L. (2006). *Less is more: A practical guide to weeding school library collections*. American Library Association.
- Berger, P. L. (1973). *The Social reality of religion*. Penguin Books.
- Bhardwaj, R. K., & Shukla, R. K. (2000). A practical approach to library automation. *Library progress (international)*, 20(1), 1-9.

- Bleidt, S. A. (2011). How Students Utilize and Perceive Their School Library. *American Secondary Education*, 39(3), 67–85.
- Bonn, G. S. (1974). Evaluation of the Collection.
- Chemjong, U. (2017). Library management training. *Asia Graduate School of Theology, Nepal*, 2(1), 6.
- Clapp, V. W., & Jordan, R. T. (1965). Quantitative criteria for adequacy of academic library collections. *College & Research Libraries*, 26(5), 371-380.
- Diringer, D. (2012). *The book before printing: ancient, mediaval and oriental with 185 illustrations*. Dover Publications.
- Das, D., & Chatterjee, P. (2015). Library Automation: an overview. *International Journal of Research in Library Science*, 1(1), 1-7.
- Elizabeth, C. (2009). On the origin of religion. *Science*, 326 (5954), 784.
- Elmborg, J. K. (2011). Libraries as the Spaces Between Us: Recognizing and Valuing the Third Space. *Reference & User Services Quarterly*, 50(4), 338–350.
- Greenwood, H., & Robinson, K. (1997). Forum of Asian Theological Librarians. *ANZTLA EJournal*, (33), 1-4.
- Goetz, P. W. (Ed.). (1991). *The new Enzyklopaedia Britannica* (15th ed.). Encyclopaedia Britannica.
- Houston, A. M. (2015). Revisiting Library as Place: Balancing Space Planning Priorities by Focusing on Core Purpose. *Reference & User Services Quarterly*, 55(2), 84–86.
- Kalapura, J. (2008). Nepal inscribed: christian missionaries in Nepal in the 18th century.
- Karp, Rashelle S., and Andrew J. Keck. (1996). “Theological Librarianship: Toward a Profile of a Profession.” *College & Research Libraries*, 57, (1), 35–42.
- Koirala, M. (2018). AGST for Nepal. *Asia Graduate School of Theology, Nepal*, 6(2), 4.
- Larson, S.E. (1983). Reference and Information Services in Special Libraries. *Library Trends*, 31(3), 475.
- Lincoln, T. D. (2004). What’s a seminary library for? *Theological Education*, 40(1), 1.

- Mattern, S. (2014). Library as infrastructure. *Places Journal*.
- Levine-Clark, M. (2014). Access to everything: Building the future academic library collection. *portal: Libraries and the Academy*, 14(3), 425-437.
- Mattern, S. (2014). Library as infrastructure. *Places Journal*.
- Mitchell, C. (2005). Protestant Theological Libraries: Past, Present and Future.
- Morris, J. (2003). Theological librarianship in the Asian context. *ANZTLA EJournal*, (49), 19-21.
- Nitecki, D. A. (2011). Space Assessment as a Venue for Defining the Academic Library. *The Library Quarterly: Information, Community, Policy*, 81(1), 27–59.
- Nichollas, Bruce. (2019). RETHINKING CHRIST’S MISSION IN 21ST CENTURY ASIA. *Doing Theology and Mission in Nepal*, 1-12.
- Okoro, C. C., Omeluzor, S. U., & Bamidele, I. A. (2014). Effect of Brain Drain (Human Capital Flight) of Librarians on Service Delivery in Some Selected Nigerian Universities. *SAGE Open*, 4(3).
- Omeluzor, S.U., Nwosu, C.C and Molokwu, U.E. (2018). Effects of library infrastructure on turnover intentions of librarians: a study of university libraries in South-South and South-East of Nigeria. *Library Philosophy and Practice (e-journal)*, 1967.
- Oseghale, O. (2008). Faculty opinion as collection evaluation method: A case study of Redeemer’s University library. *Library philosophy and practice*, 28, 1-8.
- Pierson, R. M. (1958). Protestant theological librarian as profession. *Newsletter (Association of American Library Schools)*, 10 (1), 9-13.
- Prasher, R. G. (1991). *Information and its communication*. Rajeev P. for Medallion Press.
- Rutherford, D. (2017). AGSTNP joint library Catalogue. *Asia Graduate School of Theology, Nepal*, 4(2), 3.
- Sellan, Y., & Sornam, S. A. (n.d.). The impact of information communication technology (ICT) on Library Services in Select Theological Libraries in Bangalore: A study. *Journal of Contemporary Christian*, 4.

- Sellan, Y., & Sornam, S. A. (2013). The Impact of Information Communication Technology (ICT) on Library Services in Select Theological Libraries in Bangalore: A Study. *Proceedings 28 (January 1, 1974)*, 82, 85.
- Sharma, B. K. (2001). A history of pentecostal movement in Nepal. *Asian Journal of Pentecostal Studies*. 295–305.
- Sharma, B. K. (2017). united with the purpose. *Asia Graduate School of Theology, Nepal*, 2(1), 1.
- Sharma, B. K. (2019) THEOLOGICAL EDUCATION IN NEPAL IN ITS CULTURAL AND MISSIONAL CONTEXTS. *Doing Theology and Mission in Nepal*, 28, 190.
- Shill, H. B. and Tonner, S. (2003). Creating a Better Place: Physical Improvements in Academic Libraries 1995–2002. *College and Research Libraries* 64(6): 431–466.
- Situ, P. (2008). New concept of collection management: A survey of library space-related issues. *Journal of East Asian Libraries*, 2008(144), 3
- Smith, Gregory A. (2002). Theological Librarianship—Is It Ministry? *Faculty Publications and Presentations. Paper 4*.
- Sommer, R. (1968). Reading areas in college libraries. *The Library Quarterly*, 38(3), 249-260.
- Stevens, K. (2007). Theological librarianship: is it a ministry role? *ANZTLA Newsletter*, (61). 29-39.
- Stuehrenberg, P.F. (2015) *Encyclopedia of Library and Information Sciences* (Third). CRC Press.
- SZ, S. T., Saleem, A., & Batcha, M. S. (2013). Impact of library automation in the development era. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 17(5), 20-26.
- Tamang, G., Gurung, S., & Thapa, K. (2008). Mission from a Nepali Perspective.
- Ukachi, N. B., Nwachukwu, V. N., & Onuoha, U. D. (2014). Library automation and use of open-source software to maximize library effectiveness. *Library Progress (International)*, 34(2), 97-111.

- Vaidya, B. (2022). Librarians and Information professional activities in Nepal during COVID-19 Pandemic. *Access: An International Journal of Nepal Library Association*, 1(1), 68-73.
- Vaja, Bharti. (2019). Five law of Library science and their Implications on library activities. *International Educational Journal*. 4(4), 39-40.
- Wolf, H. K., & Pant, P. R. (1999). *A handbook for social science research and thesis writing* (Second). Buddha academic Publishers.

ANNEX – 1

Profile of AGSTNP consortium Libraries

Reformed Presbyterian Theological Seminary

Vision: Nepali communities flourishing in the fruits of the Gospel through the labor Of disciples who are yoked to Christ.

Mission: To provide Christ-centered training to equip godly leaders for Christ's church among Nepali people, who are authentic in Christian character, competent in theological knowledge and equipped for ministry.

Accreditation: ATA

Phone: 01-5592987

Address: Fulbarimarg Bhaisepati, Lalitpur

Email: rpsseminary@gmail.com

Website: rpsnepal.com

Nepal Theological College

Vision: Vision: The vision of Nepal Theological College is to be a recognized theological center of academic excellence, as well as resource for the Pentecostal movement and to discover, develop, equip and send effective Spirit-filled servant leaders who impact the world for Christ

Mission: The purpose of Nepal Theological College is to train men and women to fulfill the mission of the church taught in scripture – shaping servant leaders with knowledge, skill and passion to equip the church and evangelize the world in the power of the Spirit.

Accreditation: ATA

Phone: (+00977) 015201459, 015202073

Address: Bodhigram, Lalitpur

Email: nepaltheologicalcollege@gmail.com

Website: nepaltheologicalcollege.org

ANNEX – 2

Profile of AGSTNP consortium Libraries

Nepal Baptist College

Accreditation: ATA

Phone: 015201593, **Email:** nbbcnepal@gmail.com

Nepal Ebenezer Bible College

Vision & Mission: Building up servant-leaders with Christ-like character, rooted in the Scripture & equipped for the holistic ministry.

Accreditation: ATA

Phone: 01-4915976

Address: Jorpati, Kathmandu

Nepal Methodist Theological Seminary

Accreditation: ATA

Phone: 01-5571450

Address: Sunakothi, Lalitpur, Nepal

Nepal Evangelical Holiness Theological Seminary

Vision: We see the servants of God preaching, teaching, and helping people in the land of Nepal and transforming the world living and eternal Word of God.

Mission: To produce godly pastors, scripture –based teachers and mission-spirit leaders to serve Nepali churches and to lead every aspect of social affairs so that the kingdom of God will be extended and God be glorified.

Accreditation: ATA

Address: Chandragiri, Matatirtha

Email: nehts1987@gmail.com **Website:** ww.nehtscollege

ANNEX -3

Checklist of Observation

Particulars for observation
Physical Infrastructures (library building, space, lighting, ventilation, furniture, health and safety etc.)
Collection (types of collection, major collection, physical and digital)
Reading Rooms (Reading space, reading environment, study hours, library hours etc.)
Library Automation (Library software, use of software modules, automation area, use of OPAC, catalogue etc.)

ANNEX -4

Questionnaires for interview

1. Personal Information of the Respondents

Name:

Status:

College Name:

2. Key Interview with the Principal and Dean

1. What is the purpose and objective of the seminary / college?
2. How do you define theological librarianship?
3. Do you hire professional librarian?
4. If you hired librarian to work in the library what is the criteria and qualification for librarian for your library?
5. How does accreditation organization evaluate library and librarian?
6. How do you procure items in the library?

Interview with the librarian

1. What is your qualification as librarian?
2. Do you have library training? If yes what kind of library training did you take?
3. What kind of library are you working in now? Do you know about special librarianship and the main functions and services of special library?
4. How do you manage or organize to make the user easily available for the users?
5. Do you subscribe to a good number of journals related to its areas?
6. Do you provide indexing and abstracting services to the users to save their time?
7. Do you provide reference services to the users by telephone, by post or email?
8. Do you give CAS (current awareness service regarding new arrivals and latest services to the users?
9. Do you provide SDI (selective dissemination of information) services to the users as per their subject interest and requirement?
10. Do you give document delivery services to the users?
11. Do you provide weekly / fortnightly/monthly to keep the users up to date with latest information?

12. Do you provide internet facility to access the library collection and catalogue at their computer?
13. Do you compile bibliographies, union catalogues, documentation lists, newspaper clippings, accession lists etc. to save the time of its users?
14. Do you provide inter library loan facility to the users?
15. What kind of difficulties are you facing during working in special librarianship?
16. What is the major subject of your library?

Interview with the Student

1. How do you use library?
2. Do you find relevant information in the library? If yes do you find library resources at right time? If not what kind of resources and services do you feel your library need to procure in the collection?
3. What kind of service do you find the most useful to your research or study? What kind of services do you expect to have in your library to help your studies and save your time?
4. What kind of difficulties do you find during the time of using library resources?