STATUS OF ICT USE IN SCHOOL LIBRARIES
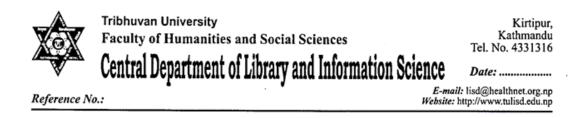
A Thesis

Submitted to the

Central Department of Library and Information Science

For the Partial Fulfillment of the Requirements of

Master's of Arts in Library and Information Science

Submitted by

SARITA HUMAGAIN

Exam Symbol Number:281802

TU Registration Number: 9-2-29-2559-2006

Central Department of Library and Information Science

Faculty of Humanities and Social Sciences

Tribhuvan University

Kirtipur, Kathmandu

August, 2023

DECLARATION

I, Sarita Humagain, hereby declare that the thesis entitled "**Status of ICT Use in School Libraries**" submitted for the Master's Degree in Library and Information Science is my original work and has not been submitted to any other University for the award of any degree. I further declare that all the sources of information used in this research work have been duly acknowledged and cited in the bibliography section. I am aware of and understand the University's policy on plagiarism.

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This is to certify that the thesis submitted by Sarita Humagain entitled **"Status of ICT Use in School Libraries"** is original work prepared under my guidance and supervision for the partial fulfillment of the master's degree in library and information Science. I hereby recommend this thesis for final approval.

....

Sarita Gautam

Assistant Professor

Thesis Supervisor

Date : 10th August, 2023

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LETTER OF ACCEPTANCE

We certify that this thesis entitled "**Status of ICT Use in School Libraries**" prepared and submitted by Ms. Sarita Humagain to the Central Department of Library and Information Science, under the Faculty of Humanities and Social Science, Tribhuvan University, for the partial fulfillment of the requirements for the Master's Degree in Library and Information Science has been found satisfactory. Therefore, this thesis as a part of the said Degree had been accepted and approved.

Approval Committee:

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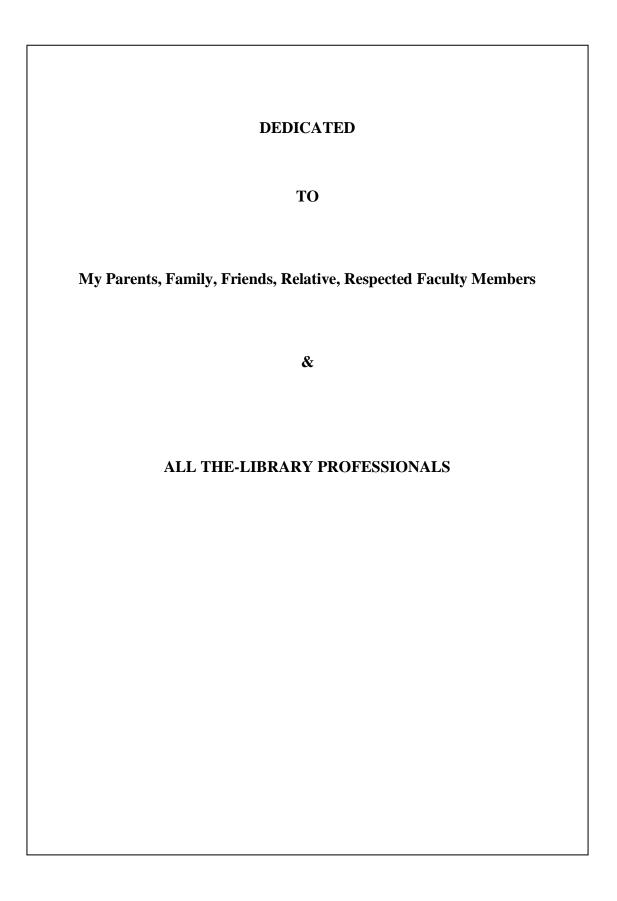Date: 10th August, 2023

ACKNOWLEDGEMENTS

ABSTRACT

The thesis titled **"Status of ICT Use in School Libraries"** aims to assess the status of ICT implementation in school libraries and propose pedagogical implications based on the findings of this study. For this, the literature related to ICT use in education, specifically libraries was reviewed. As a quantitative survey research, questionnaires and an observation checklist were used to collect data from 20 selected school library staff. Likewise, SPSS was utilized for data framing and analysis.

On the basis of the questionnaire and observation, the main findings indicate that most schools have limited only one computer (45%) and e-library connections (60%) within the last one to three years. However, all respondents (100%) do not use personal mobile phones for e-library management, the majority of respondents find using the e-library easy (95%), and physical libraries coexist with e-libraries (100%). Nevertheless, e-libraries lack e-borrowing systems for students (95%). Most students (85%) and teachers (75%) are content with ICT use, while non-teaching staff (95%) had limited responses.

Along with the findings of the study, some recommendations were made for the further improvement of the status of ICT use in the libraries in the schools. More importantly, it is recommended to include policy changes to maximize technology in the library system and conduct further studies related to ICT use in school libraries at large scale of data and areas.

Keywords: School libraries, libraries automation, library management, Information Communication Technology.

DEDICATED

TO

My Parents, Family, Friends, Relative, Respected Faculty Members

&

ALL THE-LIBRARY PROFESSIONALS

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LIST OF ABBREVIATIONS

ICT: Information Communication and Technology

Lab: Laboratory

NASL: Nepalese Association of School Librarians

DoE : Department of Education

MoE: Ministry of Education

HMG: His Majesty of Government

SC : Secondary School

QR Code: Quick Response Code

CCTV: Closed-circuit Television

CHAPTER I

INTRODUCTION

1.1 Background of the study

The Information Communication Technology (hereafter ICT). It also covers the information and computer technology. There is use of computers and other technological tools (cell phones, internet) in terms of ICT. As the technology is the outcome of scientific innovation, it has overwhelm in the use in today's world in every aspect of life. The use of computer applications, multimedia, mobile technology, recordings, and other technology-based communication systems is generally termed the 'technology' in the specifically in the educational field of teaching and learning. Technology has influenced every aspect of life so is the case in teaching learning too. It has become a part of life in this century.

This 21st century is the age of information communication and technology. It is accepted that iformation and communication technology is the means of collecting information from radio, newspaper, computer, and online resources. Day by day, the inventions of modern scientific machines has brought ease and simplicity to human life. Sitting in a clsed room has brought ease from banking to educational upliftment around the world. Along with the importance of technology in education, the global epidemic has brought technology as an alternative. Naturall, technology-friendly education has started to have an impact fro the school level to higher levels all over the world. The resources and means of technology-friendly education are becoming more accessible than the traditional teahing system. Libraries or information centers are widely transforming their services from traditional or manual sysyem to ICT-enabled management system. So the system or techniques they applie to provide ICT-enabled services and resources is the main concern of today's libraries for the better service with the change of the way of getting knowledge from the physical books and other sources to the e-books and e-rsources. The curiosity is how the libraries are managed their rsources to make them access easily? This is a big query for all the stakeholds of the libraries for the further updates.

Really, the trend of establishing ICT-enabled services has huge impacts or effects on Nepalese society too. Because of that, all kinds of academic libraries including school, college and university libraries too started to establish those kinds of libraries in education for the significant impact on their teaching and learning activities. People often talk and express worriness about the updating the ICT in education that comparing the effects of ICT adoption in other sectors, the effects on education are less salient implementation of ICT in education systems. So, it is good to carry out research in this area of resources of knowledge i.e. library.

Differences between traditional and ICT-enabled libraries

Traditional libraries are management of libraries without technology, they are based on the paper-pencil record. The circulation and recording of the system was manually organized. The management of the books and other resources were as the form of the hard copies. On the other hand, ICT-enabled libraries are with the use of computers in the management of library activities. The system is organized and manage with the use of the ICT tools and techniques. The resources are managed as the form of sof copies and the circulation system also can be linked with the technology. Today, increasingly people are turning to the advancement of technology in their daily lives, therefore Information and Communication Technology (ICT) is considered one of the most important aspects of day-to-day activities. Since its introduction, the development of ICT has never stopped (Adila, &HabeeBullah, 2013), and today, people use ICT everywhere. There are a lot of initiatives being taken by several bodies, especially the Government to make sure that its people, in all education level and living background, is well equipped, obtain access, and possess certain skills in ICT to use the facilities for different purposes, to promote more up-to-date and sophisticated lives for the nation.

Implementation of ICT in school libraries

After the massive use of ICT in every other fields of human activities, there is the use of ICT in education sectors as well as the management of the libraries in the libraries too. In various sectors managing public or other social libraries, we can see the use of ICT to manage them. It is also being used in the college and school libraries. The use of ICT is mostly adompted national and international level libraries. Regarding the

use of ICT in school libraries Ismail and Affandy (2013) mentioned that ICT tools facility availinility, access to the ICT, needed skills and purpose of the use of the ICT influence innschools . But to what extent it is being used is not researched in the context schools of Kathmandu.

Impacts of ICT on school libraries

An explanation which is linked to my research is Fullan (1991) lists a set of key themes considered to be particularly important for the successful implementation of educational innovations: vision-building; evolutionary planning; initiative-taking and empowerment; staff development and resource assistance; monitoring, and coping with problems; and restructuring. Among them, resource assistance is related to the library and its use in it. The educational innovation is possible by the use of the ICT because knowledge is spreading very fast. So the educational advancement can be accessed by the use of the ICT. Similarly, ICT is also useful to make connection faster and easier than the past. When ICT is linked with the school libraries, there can be easy and fast access of the students and teachers to the newly advanced knowledge and skills. In fact, the libraries are the sources of knowledge and the access is possible by the use of the technology.

The situation of ICT applications in Nepalese school libraries

The Ministry of Education is the policy-formulating body for the education system in Nepal. The Department of Education is the major stakeholder in school education. Under the Ministry of Education, there are two major libraries: Keshar Library and Nepal National Library, which are however working as public libraries and are not concerned about school libraries as yet. The government of Nepal seems to have understood by now the importance of the functioning of libraries, which is apparent in the policy being formulated at the local government level.

The government of Nepal in connection with the library program only in its infant stage, because it has just included policy formulation in its 10th plan. The Nepalese Association of School Librarians (NASL) is a registered non-government, not-for-profit, social organization with the mission of "One School, One-library". Founded in 1996.

The most important task done by NASL is the establishment of a model school library as a pilot project in the Kathmandu district in 2003. This project was funded by Education Sector Advisory Team/ DANIDA and monitored by HMG, Nepal. The duration of the project was of one year and was divided into two parts. The first part was training on the topic of Library Administration and Management, lasting for 35 days and pedagogical training for 4 days. The second part of the project was the establishment of the model library. After the completion of training, the trainees went back to their respective schools and NASL supplied books and furniture to them, and trained the teachers to be librarians, who are successfully running the libraries from the knowledge they gained through the training. Members of the Department of Education (DOE) monitored this project. Thus, NASL achieved great success in this project and received a letter of appreciation from the DOE, HMG of Nepal.

Regarding the problems and issues in the libraries of schools in Nepal, Siwakoti (2009) has mentioned not good management of library activities by the government agency, lacking of controlling, monitoring and evaluation. Similar issue in the programs on awareness among the parents, students, teachers and other concerned authorities about the values of the school libraries. Another prominent issue is related with the not enough budget to manage school libraries. In fact budget is necessary for the better infrastructure, and qualified staff with the aid of the recruitment of a professional librarian. He also explains the space issue for school libraries physically. He further mentioned the lacking sufficient materials in the libraries and lack of the trained staffs in the libraries. The another important issue is related with the lacking of appropriate government policy. Linking with the ICT needs in the libraries, he talks about the lack of information literacy in the context of Nepal with the advancement of the technology and ICT. He suggested libraries and ICT should be connected for the advanced knowledge and skills.

1.2. Statement of the problem

This is the age of information communication and technology. ICT has become a part of life in today's activities all over the world. It is expected to link and facilitated every aspect of our life with the use of ICT. Specifically, in education it has extensive use and impact on access and explore new knowledge and skills.

But we still observe most of the schools have traditional public libraries and also similar systems at their schools. During my academic visisit and observation of the few schools in Kathmandu District. And also informal discussion with the students of those schools, I found a lack of a systematized library with ICT-enabled services. So, I aimed to contribute through my study to the transformation of that situation and explain the current situation of the school libraries regarding the use of ICT in Kathmandu District. I was purposeful that, the further information retrieved from this study provide more details about the situation and could be a milestone for the advancement of the library system with the innovation of the today's technology.

For this, I took an interest and determined to carry out research in library and ICT area. In my first visit and observation, the use of ICT-enabled services within the library in community schools was focused. In this study, I aimed to include school libraries and the situation of ICT-enabled services and facilities in those selected school libraries of Kathmandu District. In this regard, it is true because of the use of ICT in school libraries makes easy access to the needed information for both teachers and students which helps effectiveness in teaching and learning. This gives rise to the following research objectives and questions;

1.3 Objectives of the study

The main objectives of the study were:

- To find out the status of ICT use in the school libraries.
- To evaluate and point out their latest contribution and involvement to transfer the library services into an ICT-enabled system

1.4. Research questions

- What is the status of ICT use in school libraries?
- What are the latest contributions they have done to manage the school library services into an ICT-enabled system?

1.5. Limitation of the study

The research was limited to twenty community schools of Kathmandu District only. It was also limited to the use of ICT in the library, not about the use of ICT in the

classroom. It was limited to the use of mostly closed-ended and very few open ended questionnaires and checklist observation tools for the data collection. The study time was also limited from February 2023 to June 2023 only. It was limited to the responses from the library staffs only though the teachers and students responses were reported they werefrom the library staff perspectives. So the teachers' and students' responses were collected from the secondary sources i.e. from the library staffs' experiences working with teachers and students.

1.6. Significance of the study

Today, ICT is the one of the most important aspect of human life. In evenry field of the life the ICT is being used. The use of ICT in the schools is specifically important and more importantly in the libraries which are the sources of knowledge. So studying the status of ICT in the school libraries has great values for the teachers, non-teaching library staffs who are managing libraries and mostly the students who are utilizing the libraries for acquiring knowledge. Thus, this study is significance for teachers and students to make use of libraries, for the researchers to carry out further research in this area. Likewise, this study gives insights to the librarians who are often willing to better manage their libraries with the change of time and technology.

1.7. Organization of the study

To maintain the uniformity of the standard, and the organization of the various chapters. The conducted thesis chapters are as follows; as per the department's guidelines, the thesis is divided into five chapters as follows:

The first chapter consists of the background information, statement of the problem, research questions, research objectives, significance of the study, and the then scope and limitations of the study.

The second chapter deals with the brief and precious information on similar topics as their objectives, research question, methods they used, conclusion and finding that they have achieved. Overview of the techniques used for digital preservation in different libraries. It traces the relationship between context and content organized within this study.

The chapter provides an overview of the research design with the introduction part, research method, and research instruments for data collection, analysis, limitation, and conclusion. Further, it clarifies the target population, data sources, and technique for data collection; formulates the flowchart of the entire process of research conduction.

The chapter serves as the main body of the thesis, providing essential data for knowledge extraction. It offers current information on various digital preservation practices at different libraries, focusing on reliable and widely accepted trends and techniques. Moreover, the chapter compares and assesses the digital preservation processes. To enhance clarity and interpretation, the chapter is further divided into sub-chapters.

The fifth and last chapter covers the summary of findings, conclusions and recommendations forwarded based on the discussion and analysis of previous chapters. Lastly, it is followed by bibliographical detail, as vertebrae for the work cited and to give credit to the original author.

CHAPTER II

LITERATURE REVIEW

2.1. Review of the literature

A literature review is the study of the related field of the study. So, this time I used the resources from the online, and library visits.

Islam & Islam (2007) conducted a research in Bangladesh. It was a survey study from the 9 selected libraries in Bangladesh. The purpose was to find out how the libraries are using ICT with the advancement of the technology. It was based on the empirical survey method. The purposeful observation of the selected libraries and study of the library related documents were carried out. Some discussion with the library managers was also included in this study. On the basis of the observation, discussion with the library managers, and document study. It was found that with the innovation of the teachnology and influene in day to day life, it has also influence in the management of the libraries in Bangladesh. The selected libraries were found having felt the change and update with the change in the managing system of the libraries. They were trying to make connecting with the technology, but all the selected libraries were not found in the similar nature of progress. Some of them had a long way to go but some others had near to the recent updates with the connectivity. It was further found that, the progress in the connection of ICT with the library system was influenced by the various factors. This study has enlist the factors such as role of the administratives: how they perceive and view with the relationship between ICT and library, skill of manpower: to what extent the librarians have been updated with the skills and knowledge, finance: to what extent the institutions have strengths of economy, cooperation among the stakeholders: how teachers, students, parents and library staffs are working together to make use of the sources of knowledge specifically the library, availability of the infrastructure: to what extent the libraries have prerequisite things fro example, internet, computer, buildings etc, needed resources: what kinds of books, journals are available in libraries, way of planning in the libraries: how the authorities are making schedules of the work, networks among the stakeholders: how the teachers, students, and officilas are making use of technology in the school libraries, updated trainings: whether there is provision of the

trainings or not, knowledge and policy related to the library management system in the connectivity of the ICT in the libraries. On the basis of this study, it was recommended to the government and other stakeholders as well as authorities that there shoud be policy related to manage the e-resources and libraries, there shoud be well planning system, shoud be well networks among the authorities and managing as well as working bodies. The initiative should be taken by the all related stakeholders to update the library management system across the countries with the innovation of the ICT.

Chinn & Fairlie (2010) conducted a survey among the selected 161 countries during 1999 to 2004 . Their purpose of the study was to identify the factors that play roles in the use of ICT specifically computers and internet. They also wanted to explore the variations in the developed and developing countries with the use of those factors. They recorded the survey on the basis of the financial economic factors, infrastructure factors, institutionals factors, and other demographic related factors. On the basis of the five years long survey from the 161 countries. They concluded the major findings that income was the main factors that determine the adopation of the ICT in their life. Likewise, human capital was another influcing factors in the use of the ICT in their works. Similarly, the other factors they claimed on the basis of their survey were youth dependency ratio, dencity of the availability of the telephone. Use in the banking sectors, and the influence of the legal quality. The interesting result was about the use of those ICT between the developed and developing countries. In fact, those factors which influenced in the developing and developed countries were not different. The similar determinants were playing roles in the use of ICT in day to day life, or in other working fields. They recommended the financial growth is important for the maximum use of the Internet and other tools of the technology in human life and works.

Wesselsand Mnkeni-Saurombe (2012) carried out research entitled"Teachers' Use of a school library in a South African township school."It was a post-project study investigation. It investigated how primary teachers are using the school library. The data was taken from the literacy project at the end of the project tenure. The facilitators from the project did not give any types of guidance to the teachers at the

selected schools. The research starts with the introduction of the Academic Literacy Research Project Unit (ALRU). It was a project established by the University of South Africa. It also managed a literacy research project with the establishment of libraries in selected schools. This project was purposeful for the creation of the reading habit as the formation of culture. It will be useful for both improvement of the levels of literacy and finally progress academically among the learners. In this project, the teachers were used to be given pieces of training specifically on reading activities and improvement of the reading strengths. Moreover, the selected librarians at schools were given training for the better management of the library at their schools. After the end of this special project, the teachers were requested to fill up the questionnaire for this research purposefully. Both the quantitative and qualitative questions were asked. It was found from their study that library was understood and taken as a good means of learning to take place. It was further found that the teachers were expecting other timely pieces of training and input regarding new ways and techniques of managing and implementing the library. The researchers expected from this study and the published result of this investigation that it can be useful to achieve educational qualities. It is possible all over the world specifically in South Africa with the improvement of the reading culture, making habit of reading and levels of literacy among the learners

Paiva, & Duarte (2017) researched School Library Contribution to Student Achievement as Measured by the Brazil-Reading Test. This research describes descriptive research conducted in the libraries of 24 public schools in 3 Brazilian cities, to analyze and understand possible contributions of the school libraries to students' Brazil Reading Test results. Qualitative and quantitative data were collected using observation and survey techniques. Results suggested that it was not possible to establish a relationship between the quality of the libraries and students' outcomes since it was found that most of the school libraries did not even meet basic requirements. In addition, the researchers also found a significant gap between the school curriculum and the school libraries' actions and services. The researchers concluded that before scholars can investigate the role of libraries in students' learning, school libraries throughout Brazil would need to be improved and aligned with the missions and goals of the schools.

Ayaz, Khan, Ullah, and Ullah, (2017) have carried out a research"Impact of the School Library on Students' Academic Achievement at Secondary School Level in Southern Districts of Khyber Pakhtunkhwa." It is agreed that libraries in school are the most valuable for learners to have a chance of reading development. The libraries create a cheering environment for learning to satisfy the learners' interest and ideas to solve the learning problems. Libraries do not only provide means for learning reading habits but for support the research in learning which leads to literacy. Those libraries expand students' learning pace and teachers' teaching to achieve teaching and learning goals formally and informally in and out of the schools. Libraries are central matters of the schools and an educated community. Generally, multiple literacies can be achieved with the use of the library and specifically reading culture can be developed with the utilization of the libraries. Thus, the important thing is that for effective educational programs, libraries are essential.

Sanchez, et al. (2012) carried out a research entitled "In-service teachers' attitudes towards the use of ICT in the classroom". The goal of this research was to identify the attitudes of in-service teachers in using ICT in the classroom. The sample of this study was 170 school in-service teachers from kindergarten to high school. The questionnaire was used to collect data in three main sections: general information from the respondents, the teachers' attitudes toward the use of ICT and using computer-related resources in the teaching-learning classroom, they were also asked their satisfaction level with the training. It was collected from the non-randomly selected design with a quasi-experimental group. There was the use of a pre-and post-test. In the pre-test, it was expected to collect information about the training and post-test, it was expected to what differences they realized with the training. A semi-structured interview was also conducted among the eleven participants to explore their motivation and beliefs about the use of ICT training. It was found that the teachers were positive at higher levels though the use of their knowledge was lower in the classrooms. They agreed that it is an innovative way of learning to take place. The interesting result was that there was not a significant difference between the pre-test and post-test which means before training and after training. It was recommended after the findings of the research that other alternative ways of teacher training should

be searched and should be implemented for effective teaching and learning to take place.

Shin & Son (2007). Carried out a study in Korea to find out English as the Foreign Language teachers' perceptions and perspectives on ICT use in teaching and learning specifically, internet assisted language teaching. For this they had collocted the survey from the use of the questionnaire among the selected 150 secondary level EFL teachers. It was found that the selected teachers had positive attitudes to use the means of ICT in teaching and learning as well as they had intentions to use the ICT as much as possible. On the basis of the findings of the study, it was suggested to provide ICT tools in the schools and libraries for the better learning to take place.

Kandel (2014) carried out a research in Surkhet Multiple Campus to find out how many students and teachers are using the Internet as the means of ICT to what purpose. For this, he has conducted a survey from 37 sample of teachers and 258 sample of students via means of Questionnaire as the research tool. The findings shows that about 46 percent students and about 78 teachers are using the Internet. Among them about 34 percentage of the students and about 70 percent teachers are using to get general information. Likewise, about 48 percent teachers are using to get access online newspapers. Similarly, about 45 percent teachers are using to get help in teaching learning activities. Moreover about 43 percent teachers are using it to send and receive e-mails. In the similar linie, about 40 percent teachers are using to do research. Likewise, more than 37 percent teachers are using the Internet for the purpose of chatting. Similarly, about 32 percent teachers are using for social networking. Interestingly, 32 percent teachers are using for entertainment as well as 24 percent are using for the Skype conversation. The teachers are also using internet for downloading free software and online education below 20 percent. Moreover, very few about 5 percent are using for downloading books and journals and studying online journals by teachers. On the other hand about 28 percent students are using internet as the ICT for chatting and accessing online newspaper. Below 20 percent students are using internet for social networking , sending and receiving e-mails , getting help in teaching learning. Very few students less than 10 percent are using internet for downloading free software, Skype conversation, research , and online studies. To discuss the problems Kandel has mentioned that about 50 percent of the

students and 32 percent teachers do not use internet in campus because of lacking the device. So the main problem of his study shows that not having ICT device. So he recommends to have sufficient ICT devices is prerequisite for the internet use. He also advocates for the provision of knowledge and skills of various applications to link with the ICT and education.

Akintunde (2004) conducted a meta-study about the use of ICT in relation of library in Nigeria. By observing the siduation of the libraries in Nigeria and studying related resources. Akintunde found that there is integral relationship between ICT and library to update knowledge and skills among the people in today's world. If the libraries are equipped with the ICT, they can better play role to impar knowledge in the world. He also found that there is main challenge to update libraries with the recent developed knowledge and skills related to the library management. He recommended for updating the policies and planning for the better equipped libraries with the ICT.

Al-Zaidiyeen, N. J., Mei, L. L., and Fook, F. S. (2010) carried out a research study on "Teachers' Attitudes and Levels of Technology Use in Classrooms: The Case of Jordan Schools".The objective of this study was to explore how and at which level the secondary level teachers in the rural selected schools are using ICT to meet educational goals. It was a quantitative study so the data was collected statistically during October 2008. For this, a questionnaire was a tool to collect the purposive study. The sample were650 teachers 650. They were selected randomly from the rural areas schools of Jordan. But only 460 returned the response in the questionnaires. The questions were related to the ICT use level. They were also related to finding out the attitudes of the teachers regarding the use of ICT in teaching and learning situations. It was found that a very low level of teachers were using ICT in teaching and learning. It was good that they had positive attitudes toward the use of ICT in teaching and learning. Very interesting in the result of the correlational statistics that there was a closer linkage between their attitudes and the use of ICT in teaching and learning contexts. The attitude was also correlated with the use of ICT in the fulfilling purpose of the educational objectives. It was also agreed that the result of this study was not different from the past studies related to the use of ICT in teaching and learning purposes. Finally, the researchers recommended giving more emphasis on the use of

ICT in educational objectives attainment. The situation at the current time in the use of ICT should be enlarged.

Semerci, A., and Aydin, M. K. (2018) conducted research entitled "Examining High School Teachers' Attitudes towards ICT Use in Education". The main objective of this study was to identify the attitudes of high school teachers towards the use of ICT for educational purposes. The variables they analyzed were to what extent the attitudes were significant based on age, gender, experiences in teaching, experiences in the use of ICT, and skills and training of ICT. The sample of this study was 353 high school teachers engaging in various schools in Ankara areas in the 2016-2017 academic sessions. The main finding of this research was that the selected sample teachers had positive attitudes toward the use of ICT in classroom teaching and learning. They did not find any significant differences based on age, gender, experiences in teaching, experiences in the use of ICT, skills and training experiences. Some significant differences were observed in the negative anxiety aspect and the influence of other aspects too. So it was suggested to reduce anxiety in the use of ICT for effective teaching and learning to take place.

Afshari, M., Bakar, K. A., Luan, W. S., Samah, B. A., andFooi, F. S. (2009) conducted research entitled "Factors affecting teachers' use of information and communication technology". The main purpose of this analysis was to identify the factors that affect the teachers in the use of ICT. It was based on the investigation based on the secondary sources of the data i.e. meta-analysis. Based on the previous studies, this research attained the result. This investigation concluded that there were two affecting factors mainly which influence up-taking ICT by teachers. They broadly categorized as manipulative and non-manipulative school-related factors and teacher-related factors. They also observed that those teachers and school-related factors were interrelated in the implementation of ICT in the schools. The successful implementation of ICT is the result of the success of all those interrelated school and teacher-related factors. So it was recommended to make a good relationship between teachers and schools in the use of ICT.

Bhoi (2017) prepared a papper on the basis of the meta-anlysis of the various other studies. This paper discusses various areas and operations of the libraries where ICT

can be used. To promote the library functions easy and effective, this study explains the role of QR Code, remoteXs, RFID Technology, Library Sesurities, CCTV, Digital Library, Cataloguing, Circulation and others. It concludes there will be rise in the level of the satisfaction with the use of the ICT in libraries. Further, the ICT makes easy and faster in the management of the libraries.

Yildirim (2007) conducted a research to investigate how teachers are using ICT in basic level schools in Turky. The researcher also explored the influencing factors to make use of ICT in education. It was as the form of a survey taken from 402 two teachers. It was found that the teachers are not using the means of teachnology for example the mobile phone to explore the curriculum contents among the students. Although the teachers are using the mobile phone in their daily life in maximum, they are not connecting the mobile phone with the learning materilas in the curriculum matters. It as also found that the teachers are using the computers to make teaching and learning materilas for example as the handouts. The participants teachers reported that they are using the word processing at their maximum to make use in the collecting of the teaching and learning materials. They reported that the influencing factors to integrate ICT in education are the big number of students in a single classroom, lack of timely updated trainings related to the use of ICT, not enough update about the advancement of the technology and pedagogy, rigid nature of the contents of the curriculum, not good incentives to the working teachers, not having a good educational leader and not professional collaboration among the teachers.

Adeleke & Olorunsola (2010) carried out a study in Nigeria about the ICT and library operations such as online cataloguing and classification tools and techniques. Their purpose to make a report how online categoue is managed and what tools and techniques were used to run ICT library. A survey with the use of the questionnaire from the 70 librarians was conducted. On the basis of the responses via the questionnaire, the finding were drawn. They found the higher level of awareness about the use of the ICT in the library. The respondents felt easier and faster to engage in the catalogue in online than in the previous manual system. They also demanded updated trainings to handle the ICT in the libraries. The researchers further suggested to make provisions of the trainings and other uptaded skills and knowledge to maintain the libraries with the equipment of the ICT tools .

Ghaemitalab & Tajafari (2012) conducted a comparative survey in India and Iran among the library staffs. Those staffs respondents were from the selected four universities: two from Iran and two from India. It was purposeful to find out the impact of information and communication technology (ICT) on library staff training. The main findings revealed that the libraries staffs from the both selected counreies felt need of trainings as ICT was introduced in the libraries instead of the manual managing systems. It was interesting to report that the need of traings was much more realized by the Iranian library staffs in comparison than to the counterparts in India. The researchers recommended on the basis of the findings that both the universities and from the both countries should provide trainings to maintain the newly introduced ICT in the libraries.

2.2. Conceptual framework

Figure 1: Conceptual Framework

Use of ICT in School Libraries

-ICT-enabled service in the library

- Circulation

-Catalogue

-Classification

- Information Services (CAS, Databases, Dissemination of Information, etc.)

-Their Contribution to transferring the services into ICT-enabled

-Adoption of Modern technologies

-High bandwidth of Internet

-Installation of library management software

-Maintain bibliographies

User-friendliness of the library services

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research design

This study followed the quantitative research design using the descriptive research method. The data were collected using a set of questionnaires and checklist observation tools and they were analyzed and presented numerically and statistically.

3.2. Population and sample of the study

For this research, community school libraries of the Kathmandu District were taken as the population and among them, the twenty libraries from the community school of Kathmandu District were chosen as the sample for the study. For the study, I adopted a purposive sampling method. Among the population, the particular twenty schools were selected based on the adoption of ICT in their library services. Before the start of this study, I have done a short visit to those schools which makes it easier to choose the sample purposively for the study.

3.3. Data collection tools

Data were collected through the questionnaire tool. Both open and closed type of questions was prepared for the data collection and distributed to the authoritative person of the e-library, who is currently handling the overall responsibilities of those libraries as a librarian also and an observation checklist as the tool for the data collection purpose.

3.4. Data collection procedure

First of all, I prepared a set of survey questions and then send them through email to a few sampled school's librarians but also collected the data physically by visiting the schools because some of them are found unfamiliar with email services. I also used an observation checklist to observe the real situation of the library. Before sending the questions, I took permission from them as well as I told them my objectives of the study and chose their school libraries as a sample and the reason of to be there. I requested them to provide time for me and help to carry out this task. I visited their place accordingly as they provided time for me. I distributed a questionnaire and

requested them to fill. Then I collected further information by using an observation checklist. I collected the questionnaire and thanked them and came back.

3.5. Data analysis procedure

After collection of the data from the questionnaire and observation. The data were framed in various written forms and presented in the tables with a short description of the findings. The data was analyzed and interpreted statistically with the use of SPSS (statistical package for social sciences) to conclude.

CHAPTER IV

DATA ANALYSIS AND PRESENTATION

The collected data from the questionnaire and observation are presented and analyzed using SPSS (Statistical Package for Social Sciences) simple table and Percentages as follows:

4. 1. Analysis of data taken from the questionnaire

A set of questionnaires was administered having ten questions but only nine were answered. The question that asked about their extra information was not answered. The received data is presented herewith in tables:

4.1.1. The number of computers they owned at the library

The question was asked how many computers you have in the library and the responses are analyzed as

Table 1: Number of computers

Numbers of the Computer	Frequency	Per cent
1	9	45.0
2	5	25.0
3	3	15.0
4	1	5.0
5	1	5.0
6	1	5.0
Total	20	100.0

Source: Field Survey, 2023

The above table shows that most of the schools (45%) have only one computer and the least (5%) schools have more than four computers in their library. It means that they did not have sufficient computers at their library for better management of the online or ICT-based library system.

During my observation in most of the school libraries I found the result of both tools reflected the same result that most of the schools (45%) have only one computer and the least (5%) schools have more than four computers in their library. The result is valid as well as reliable in this aspect.

4.1.2 Approximate date, they being connected to the e-library

They were asked when did you connect to the e-library in their school, the answers are presented below:

Table 2: Date connected to e-library

	Frequency	Percent
1-3 years	12	60.0
4-5 years	6	30.0
more than 5 years	2	10.0
Total	20	100.0

Source: Field Survey, 2023

The above table shows that most of the schools (60%) have been connected to the e-library last one to three years and the least (10%) schools have been connected to the e-library for five years. This is the moderate result that this concept is more recent and they are being connected which can be taken positively.

From my observation, I found the same result with the help of a checklist. It was checked from the minute of the school report and found that the result in the reporting data was valid and reliable.

4.1.3. Use of mobile phone to manage-library

The respondents were asked whether they use mobile phones in managing the library work. The responses on the basis of the survey from the 20 sample shows that no one was using mobile phone to link their task in the management of the library system.

The survey result in the use of mobile phone shows that cent percent (100%) of respondents are not using their personal mobile phones to manage the e-library. This result is not satisfactory because being a staff in the e-library, they are not using their mobile phone to manage the activities in the library.

With the help of a checklist and observation, it reflected 100% of respondents are not using their mobile phones to manage the e-library which was also found from the checklist. The result is reliable and valid in this aspect of observation.

4.1.4. Feeling about the use of ICT in the library

The respondents were asked how they are feeling about the use of e-library and work on it. The responses are presented herewith:

Table 3: Feeling use of ICT

Status	Frequency	Percent
Easy	19	95.0
Difficult	1	5.0
Total	20	100.0

Source: Field Survey, 2023

This table shows that the maximum (95%) respondents are feeling easy using the e-library in the schools. And only very few (5%) respondents are feeling difficult. So, the result is good and need to research to find out the reasons of feeling difficult and try to solve it.

4.1.5. Running the physical library

They were asked whether they are running the physical library too with the e-library. The responses on the basis of the survey from the 20 sample shows that no one was using only one way of managing library.

The above table shows that cent (100%) Per cent respondents have been also running their physical library too with the use of the e-library. This is good to say that the both running is fruitful to the learners to get the access of the library.

From the observation, the result reflected that cent (100%) Per cent respondents have been also running their physical library too with the use of the e-library. The same result of the triangulation means the result in this study is reliable as well as valid.

4.1.6. Management of online book borrowing system

It was asked whether they have managed online borrow system or not. The responses are presented herewith.

Table 4: Online borrow system

	Frequency	Percent
Yes	1	5.0
No	19	95.0
Total	20	100.0

Source: Field Survey, 2023

The table shows that maximum (95%) school e-library did not have the e borrowing system to the students. Only very few (5%) schools have the online borrow system. This result is not good because running e-library also should mean to run online borrow system.

As I observed the libraries with the help of the checklist, it is reflected that maximum (95%) school e-library did not have the e borrowing system to the students. Only very

few (5%) schools have the online borrow system. The result is reliable as well as valid from both the observation and questionnaire.

4.1.7. Student's response about ICT use in the library

The respondents were asked how the students are feeling about the use of e-libraries in their schools. The responses are as follows:

Table 5: Students' response to the use of e-library

	Frequency	Per cent
Easy	17	85.0
no response	3	15.0
Total	20	100.0

Source: Field Survey, 2023

The table shows that most of the students (85%) were happy and found easy-to-use ICT in their library. They reported that 15% of respondents did not have any response about the use of ICT in their schools. It is satisfactory to be happy about ICT in the library but need further study to find out the 15% did not respond to it.

4.1.8. Teaching Staff's response to ICT use in the library

The respondents were asked how their teachers are responding about the use of ICT in their library. The responses are presented as follows:

Table 6: Teaching staff's response to the use of ICT in the library

	Frequency	Per cent
Easy	15	75.0
Noresponse	5	25.0
Total	20	100.0

Source: Field Survey, 2023

The above table shows that most of the teachers are happy and found easy (75%) the use of ICT in their library. Only 25% of teachers reported not responding on this aspect. This is somehow an acceptable response.

4.1.9. Non-teaching staff's response about ICT use in the library

The respondents were asked how their other teaching staff are reacting to the use of ICT in the library. The responses are presented as follows:

Table 7: Non-teaching Staff's Response to the Use of ICT in the Library

	Frequency	Per cent
Easy	1	5.0
no response	19	95.0
Total	20	100.0

Source: Field Survey, 2023

The above table shows that a maximum (95%) of non-teaching staff did not have any responses about the use of ICT in the library. Only 5% of non-teaching staff have been happy and found easy responses which is not good.

4.1.10. Installation of Library Management Software

The respondents were asked whether they have installed library management software. The responses are presented as follows:

Table 8: Installation of Library Management Software

		Frequency	Per cent
	Yes	15	75.0
Valid	No	5	25.0
	Total	20	100.0

Source: Field Survey, 2023

The above table shows that most of them installed (75%) library management software. Only 25% reported not being installed on this aspect. This is somehow an acceptable response.

4.1.11. Type of Management Software

The respondents were asked what type of software is installed. The responses are presented here:

Table 9: Type of Management Software

	Frequency	Per cent
Cloud management system	15	100.0

Source: Field Survey, 2023

The above table shows that Per cent (100%) of respondents responded that they have installed the same software, not others.

4.1.12. Receiving Technical Support

The respondents were asked whether they get technical support or not. The responses are presented as follows:

Table 10: Receiving Technical Support

	Frequency	Per cent
Yes	10	50.0
No	10	50.0
Total	20	100.0

Source: Field Survey, 2023

The above table shows that half of them (50%) got technical support and 50% did not get technical support which is not good.

4.1.13. Experience using ICT in Library

The respondents were asked how they experience easy, difficult, satisfactory, or neutral using ICT library. They were asked to level their experiences on the basis of different categories. But the result is not diverse, it is interesting to report that they have all similar kind of experiences in the use of ICT in the library

On the basis of the 20 selected survey result, it shows that non others but they cent per cent (100%) of respondents responded that they have to feel easy to use an ICT-enabled library.

4.1.14. List ICT-enabled Services of the library

The respondents were asked to make a list of ICT-enabled services in the library. The responses are presented as follows:

Table11: ICT-enabled Services in the library

	Frequency	Per cent
Keeping record	15	75.0
E copies	5	25.0
Total	20	100.0

Source: Field Survey, 2023

The above table shows that most of them (75%) used ICT in keeping records in the library and only 25% used e-copies of materials in their libraries.

4.1.15. Digital Circulation System

The respondents were asked whether they have a digital circulation system. The responses on the basis of the survey from the 20 selected sample on binary yes or no.

The responses were interesting that they did not have different experiences in the use of the circulation system in their libraries.

The 20 responses shows that cent percent (100%) of respondents responded that they do not have a digital circulation system in an ICT-enabled library which is so undesired result in this research.

4.1.16. Use of Library Card

The respondents were asked whether they use a digital or normal library card. The responses are presented as follows:

Table12: Use of Library Card

	Frequency	Per cent
Digital	5	25.0
Normal	15	75.0
Total	20	100.0

Source: Field Survey, 2023

The above table shows that most of them (75%) have normal library card and 25% have digital library card.

4.1.17. Staff Training to Manage-library in ICT Environment

As twenty staff, the twenty administrators were also asked whether they have provision to manage-library staff pieces of training. They were asked to response the training related programs. From the 20 responses the result was not different among those samples.

The survey result in the provision of the training to the libraty staffs shows that cent per cent (100%) of respondents responded that they do have provision to give training to the library staff regarding the use of ICT.

4.1.18. User orientation to use ICT-enabled Library System

The administrators were asked whether they give user orientation or not. The responses are presented as follows:

Table13: User Orientation to Use ICT-enabled Library System

	Frequency	Per cent
Yes	10	50.0
No	10	50.0
Total	20	100.0

Source: Field Survey, 2023

4.1.19. Maintaining Digital Repository

The respondents were asked whether they have a digital repository or not. Among the 20 selected sample, the responses were not different. They did have similar technique in the repository system.

The selected twenty sample responses shows that Per cent (100%) of respondents responded that they do not have a digital repository in an ICT-enabled library.

4.1.20. Hire IT Expert for the Regular Maintenance-library System

The respondents were asked whether they hire experts to maintain the library or not. The responses are presented as follows:

Table14: Hiring ICT Expert to Maintain Library

	Frequency	Per cent
No	15	75.0
Yes	5	25.0
Total	20	100.0

Source: Field Survey, 2023

The above table shows that most of them (75%) did not have experts regularly to maintain the library and only 25% hired experts to maintain ICT library.

4.2. Analysis of the data taken from observation.

A set of questionnaires was administered having ten questions but only nine were answered. Similarly, a set of observation checklists was used to observe the situation with six check items and five were found. Based on those two tools the data was collected. The collected data is triangulated for the reliability of the result as follows:

4.2.1. The number of computers they possessed at the library

As the question was asked how many computers you have in the library in the questionnaire. The checklist has a checkmark for the number of computers in the library.

The result of both tools reflected the same result that most of the schools (45%) have only one computer and the least (5%) schools have more than four computers in their library. The result is valid as well as reliable in this aspect.

4.2.2 Date connected to the e-library

As they were asked when did you connect to the e-library in their school and checklist the date of ICT connection in the school library.

Both tools' results reflected that most of the schools (60%) have connected to the e-library last one to three years and the least (10%) schools have connected to the e-library before five years. The checklist was checked from the minute of the school report and found that the result in the reporting data was valid and reliable.

4.2.3. Use of mobile phone to manage-library

As the respondents were asked whether they use mobile phones in managing the library work and in the checklist to make the check mark on the use of the mobile phone.

The triangulation reflected that Per cent (100%) of respondents are not using their mobile phones to manage the e-library which was also found from the checklist. The result is reliable and valid in this aspect of observation.

4.2.4. Running the physical library

As they were asked whether they are running the physical library too with the e-library and checklist to observe the same aspect.

The result reflected that cent (100%) per cent respondents have been also running their physical library too with the use of the e-library. The same result of the triangulation means the result in this study is reliable as well as valid.

4.2.5. Management of online book borrowing system

As was asked whether they have managed the online borrow system or not in the questionnaire and checklist as well.

The triangulation reflected that a maximum (95%) school e-library did not have an e-borrowing system for the students. Only very few (5%) schools have an online borrowing system. The result is reliable as well as valid from both the observation and questionnaire.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

After presentation and analysis, the data following summary, findings and recommendations are made in this area of study:

5.1. Summary

To find out the use of ICT in schools of selected schools in Kathmandu, a set of questionnaires and checklist tools were administered among 20 samples the libraries' staff. After collection the information from the questionnaire and triangulating with the check list, it was found that most of the schools have only one computer to manage ICT in their library. Similarly, most of the schools have connected the e-library last one to three years. On the other hand, cent of respondents are not using their personal mobile phone to manage the e-library. Those who have connected with the e-library maximum respondents were found feeling easy using the e-library in the schools. It also shows that cent Per cent respondents have been also running their physical library along with the use of the e-library. But maximum school e-library did not have the e borrowing system to the students. About the students, most of the students were happy to use ICT in their library. Similar to teachers, maximum of them were happy in the use of ICT in their library. On the contrary, maximum non-teaching staffs did not have any responses about the use of ICT in library.

5.2. Findings

To fulfil the objectives of this study a set of questionnaires and observation checklists were used as the tools of data collection. Based on the collected data, the SPSS analysis was done and the findings can be listed on the following points:

- Most of the schools (45%) have only one computer and the least (5%) schools have more than four computers in their library.

- Most of the schools (60%) have been connected to the e-library last one to three years and the least (10%) schools have connected to the e-library for five years.

- Cent(100%) of respondents are not using their mobile phones to manage the e-library.

- Maximum (95%) respondents are feeling easy using the e-library in the schools. And only very few (5%) respondents are feeling difficult.

- Cent (100%) Per cent respondents have been also running their physical library along with the use of the e-library.

- Maximum (95%) school e-library did not have the e borrowing system to the students. Only very few (5%) schools have the online borrow system.

- Most of the students (85%) were happy to use ICT in their library. They reported that 15% respondents did not have any response about the use of ICT in their schools.

- Most of the teachers are happy (75%) in the use of ICT in their library. Only 25% of teachers were reported not responding on this aspect.

- Maximum (95%) non-teaching staffs did not have any responses about the use of ICT in library. Only 5% of non-teaching staffs have happy response.

- Most of them installed (75%) library management software. Only 25% reported not installed on this aspect. Cent Per cent (100%) of respondents responded that they have installed the same software.

- Half of them (50%) got technical support and 50% did not get technical support.

- Cent Per cent (100%) of respondents responded that they have feeling easy to use ICT-enabled library.

- Most of them (75%) used ICT in keeping records in the library and only 25% used e copies of materials in their libraries.

- Cent Per cent (100%) of respondents responded that they do not have digital circulation system in ICT-enabled library.

- Most of them (75%) have normal library card and 25% have digital library card.

- Cent Per cent (100%) of respondents responded that they do have provision to give training to the library staff regarding the use of ICT.
- half of them (50%) provided user orientation and 50% did not give user orientation
- Cent Per cent (100%) of respondents responded that they do not have digital repository in ICT-enabled library.
- Most of them (75%) did not have expert regularly to maintain library and only 25% hired experts to maintain ICT library.

5. 3. Conclusions

On the basis of the quantitative data from a set of questionnaires and checklist among 20 samples of the libraries' staffs, it was concluded that most of the schools have only one computer to manage ICT in their library. On the other hand interestingly, though the staffs have their smar mobile phones, cent of respondents are not using their personal mobile phone to manage the e-library.

To conclude, those who have connected with the e-library maximum respondents were found feeling easy using the e-library in the schools. Another conclusion is that cent percent respondents have been also running their physical library along with the use of the e-library. But maximum school e-library did not have the e borrowing system to the students. About the students's responses from the staffs' responses, most of the students were happy to use ICT in their library. Similar to teachers, maximum of them were happy in the use of ICT in their library. So the ICT connection with the library can have better useful for all stakeholders, teachers, students, and library managers. Thus, it needs to update the library infrastructures with the increment in the ICT tools and updated trainings to manage the advanced source of knowledge in Kathmandu, the capotal city of Nepal in this study. Moreover, further research is requiresd as this study is for the required fulfilment of the Master's degree course.

5. 4. Recommendations

The following recommendations are made on the policy, practice, and research levels listed as follows:

- Community School's Administration should maintain the policy to have at least two computers in their library to enable it ICT-based library system.

- Library systems should be compatible with all kinds of modern devices, i.e. use of their mobile phone to manage the library and access the library service..

- The standard should be maintained to make an online borrowing system for students and other users too.

- The maximum library staff are not using their mobile phone to make connected with the use of the library. So, they should be encouraged to use it.

- To improve the use of ICT situation, further research should be carried out to find out the reasons why the staff are not linking their mobile phone with ICT in their library.

- Further research should be conducted to find out reasons why all students and teachers are not feeling easy to use ICT library.

- To find out the cause of not using the online borrowing system, research should be carried out.

- It is also recommended to research why non-teaching staff did not have any responses about the use of ICT in the library.

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APPENDIX 1 Questionnaire

Section A: Introduction of the Research Topic and Researcher

The aim of this research THE STATUS OF USE OF ICT IN SCHOOL LIBRARIES is to find out the application of ICT in the School Library. The researcher is the Master's Degree student **SARITA HUMAGAIN.** So, she would like to request you to respond to all the questions. The data you provided will not be used for any other purposes, it will be strictly confidential.

Section B: Personal Introduction of the Respondents

N	Questions	Responses
1	Name of the School	_____ _____
2	Your current job description in short	_____ ____
3	Your working experience in the year	_____ _____

Section C: Question-related to the use of ICT in School Library

S.N.	Questions	Responses
4	How many computers are you using to manage your library?	_____
5	Are you using mobile phone to manage your library?	Yes [ ] No [ ]

6	When did you transfer physical library into ICT-enabled library? Mention the date.	_____
7	Have you installed Library management software in your library?	Yes [ ] No [ ]
8	If Yes, Which software you are using?	---------------
9	Did you received any technical support from any expert for the installation and operation of the Software?	Yes [ ] No [ ]
10	How is your experience to use ICT in library?	Easy….. Difficult…… Satisfactory…..
11	List ICT-enabled Services of your Library.	_____ _____
12	Are you also managing physical library too?	Yes [ ] No [ ]
13	Are you using digital Circulation System in your Library?	Yes [ ] No [ ]
14	Which method do you	…………………….

		use for the classification and cataloguing of the documents? Mention the method.	…………………………. ………………………..
15	Is there any other Information Services, for example CAS, sending notifications, email, chatting, etc. provided to your users using ICT?	Yes [ ] No [ ]	
16	Did you provide digital library card for the users or school ID card is used as a library card for them? Give your answer.	………………………… ………………………
17	What are your students' responses to ICT-enabled system of the library?	Easy [ ] Difficult [ ] Effective [ ] Neutral [ ] Any other response, please specify_____
18	What is your teaching staff's responses to ICT-enabled system of the library?	Easy [ ] Difficult [ ] Effective [ ] Neutral [ ] Any other response, please

	19	What is your non-teaching staff response to ICT-enabled system of the library?	Easy [ ] Difficult [ ] Effective [ ] Neutral [ ] Any other response, please specify_____
	20	Do you want to say anything else about use of ICT in your library? With its pros and cons.	_____ _____

Section D: School administration and library management committee's latest contribution to enhance and established ICT-enabled services.

SN	Contribution	Responses
21	Did you provide any staff training to manage the library in an ICT environment?	Yes [ ] No [ ]
22	Did you provide any user orientation for the use of ICT-enabled library system to the user properly?	Yes [ ] No [ ]
23	Did you add any other modern technologies within your library to maintain its new system? List them.	- - -

24	List the added number of the documents after adoption of ICT, except textbooks.	………………
25	Did you maintain any digital repository of your collection?	Yes [ ] No [ ]
26	Did you hire an IT expert for the regular maintenance of your library system?	Yes [ ] No [ ]

APPENDIX 2 Observation checklist

.N.	Checklist statement	Remarks
7.	How many computers are they using to manage their library? Observe and make a record of it.	_____
8.	Are they using mobile phones to manage-library? Request to show?	Yes [ ] No [ ]
9.	When did they connect the physical library to ICT use-library? See history record.	_____ ___
0.	Are they also managing the physical library too? Observe, where?	Yes [ ] No [ ]
1.	Is there online borrow system in their library? How, to see.	Yes [ ] No [ ]
2.	Do they want to say anything else about use of ICT in your library? Ask them and make record of it.	_____ _____ ___

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Personal Profile:

Place of Birth	:	Kushadevi–7, Kavre, Nepal
Date of Birth	:	October 24, 1975 A.D.
Gender	:	Female
Marital Status	:	Married
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Father's Name	:	Mr. Bishnu Humagain
Spouse Name	:	Mr. Badri Prasad Pandey
Language Proficiency	:	Nepali, English and Hindi

Education:

- PhD in Nepali Education (2080 B.S.) (Running),   Tribhuvan University, Kritipur Kathmandu.
- Master in Education (2017 A.D.) from Tribhuvan University, Kritipur Kathmandu.
- Bachelor in Education (2012 A.D.) from Mahendra Ratna Campus, Tahachal, Kathmandu.
- Intermediate Level (1998 A.D.) from Balmeeki Campus. Kathmandu.
- School Leaving Certificate (1995 A.D.)

Experience

Lower Secondary Teacher at Nandi Secondary School, Naxal, Kathmandu
(1999 to 2017 A.D.)

Lower Secondary Teacher at Nandi Ratri Madhyamik Vidyalaya, Naxal, Kathmandu (2017 A.D. to till date)

APPENDIX 4 Institutional Profile

The sample 20 schools are shortly profiled as below date in BS and currently students and teachers numbers:

Nandi Secondary School Naxal was established in 2004 BS in Naxal Kathmandu. Now it is running ECD to 12 grade classes. This school is equipped with the child friendly computer lab, library, and science lab. Similarly, this school has got a well managed canteen for the meal, and pure water facility as well as peaceful environment for the play grounds and reading environment. Now this school is famous having students 380 and teacher 42.

Nandi Ratri Secondary School Naxal was established in 2004 BS. It is a unique school in the heart of the Kathmandu. It runs its classes from 6 grade to 12 grade at the evening time 5 to 9 pm. This school is special for the adults and other any age of people who can not join other day schools. They can manage their evening time to take education from this school. This school is equipped with a good library, science lab, and a computer lab. This school is running uniquely having students 250 and teacher 13.

Padmodaya Secondary School Putalisadak was established in 2003 BS as a Public educational institution, which is located in Ramshah Path, Kathmandu. It is affiliated to the National Examination Board (NEB) and approved by the Ministry of Education. It offers educational programs from Grade One to Ten (SEE) and Plus Two programs under Management, Humanities, Education, and Science streams. This school has got a good Science Lab, Cafeteria, Library, Computer Lab, Alumni, Journal, Counselling, Classrooms, Parking, Conference, Tour, Multimedia, Music, Dance, ECA, and others. Now school is proud of having students 874 and teacher 33.

Bansbari Secondary School Maharajgunj was established in 2018 BS in Bansbari, Kathmandu. Now it has good good well furnished classrooms, a computer lan, a science lab, and a library. At present it is famous in education sector having students 688 and teacher 28.

Shivapuri Secondary School Maharajgunj was established in 2005 BS is located in Maharajganj, Thirbam Sadak, Katmandu, Nepal. It is functioning having students 1120 and teacher 50. Now it is also affiliated to National Examination Board (NEB) and Tribhuvan University (TU). It offers four years' undergraduate degree program in Bachelor of Business Studies (BBS) and Ten Plus two programs in Management.

Janakalyan Secondary School Mahankal was established in 2010 BS. It stands as a beacon of educational excellence in the heart of Kathmandu, specifically located in Bouddha-6, Mahankal. Over the years, this respected institution has nurtured and shaped the minds of countless students, setting a high standard in the world of academia. At Janakalyan Secondary School, students are presented with a robust academic program that spans from the nursery level right up to class twelve. As such, learners are guaranteed a continuous and comprehensive education journey that caters to their varying needs.This prestigious educational institution boasts a vibrant and thriving student body. Currently, the enrolled students at the school, representing a dynamic blend of youthful energy and diverse perspectives. As a government school, Janakalyan Secondary School operates under the auspices of the Ministry of Education. This guarantees a standard of education that meets and often surpasses governmental benchmarks. For secondary students in class 11 and 12, the school offers the Ten Plus Two Management, Humanities, and Education streams, fully accredited by the National Examination Board (NEB). This affiliation ensures that students receive an education that is nationally recognized and held in high esteem. The mission of Janakalyan Secondary School is to provide a comprehensive, engaging, and inclusive education that caters to the diverse needs of all students. The institution is dedicated to nurturing critical thinkers, responsible citizens, and lifelong learners who can excel in their chosen fields and contribute positively to society. Likewise, the vision of Janakalyan Secondary School is to be a leading educational institution that fosters a passion for learning, promotes innovation and critical thinking, and prepares students to be socially responsible and globally competitive. Now this school has students 1679 and teacher 29.

Dhumrabaraha Secondary School Dhumbarahi was established in 2019 BS in Dhumbarahi, Kathmandu. Having a long experience in schooling education. Recently

it has developed its own advance classrooms. It has got a good environment with a computer lab, a library, and science lab. It is in the progress of education with the change of time. Now it is proud of having students 332 and teacher 16.

Pashupatimitra Secondary School Chabahil was established in 2004 BS which is located Chabahil, Kathmandu, Nepal. The school is affiliated to National Examination Board (NEB) for Ten Plus Two Programs in Management and Science courses. Now it is functioning having students 748 and teacher 43.

Padmakanyabishram Secondary School Dillibazar was established in 2004 BS as a government school, which is located in Dillibazar, Kathmandu, Nepal. It is affiliated to the National Examination Board (NEB) and approved by the Ministry of Education. It offers educational programs from Grade One to Ten (SEE) and Plus Two programs under Management, Humanities, and Education streams. Education is the source of light, the light that gives us invaluable guidance in different areas of life. Education helps to create human personality. It is through education that a person develops self-confidence and thinking. Getting proper education is essential for everyone to move forward and achieve success in life. Not earning an education is like living in darkness. Perhaps by understanding this fact, along with the evolution of civilization, people have been learning and teaching in different ways since before. In ancient times, the education system traditionally provided by Gurukul, Gumba, Madrasa, etc., with the expansion of modern technology, has recently reached the computer age. This school is famous having students 1026 and teacher 51.

Shree Sanskrit Secondary School Ranipokhari was established in 1934 BS in Ranipokhari to provide Sanskrit education. It was the first government Sanskrit school. Now it has a good facility of library, science lab, and other well furnished classrooms. The unique of this school has got 'Panini Library' which is supposed to have moder facilities. It has a good existence having students 260 and teacher 17 from grade six to twelve. The 11th and 12th grades are running in the moring time whereas from 6 to 10 classes are in the day time.

Neelbarahi Secondary School was established in 2010 BS inTankeshwor, Kalimati, Kathmandu. It offers education, management, and humanities courses upto 12 grades.

It has got facility of library, well managed smart classroom, computer lab and science lab having students 365 and teacher 17.

Gynodaya Secondary School Kalimati was established in 2020 BS in Kalimati. It is one of the excellent platform for the school level students in Kalimati area. In fact, the school was established by the local community people in the initial days for the interest of the quality education for their children. This school has also running 11 and 12 classes for the science and management faculty. Now this dedicated school is famous for the quality education having students 3037 and teacher 71.

Sahid Sukra Secondary School Bagbazar was established in 2018 BS in Bagbazar, Kathmandu. The Stakeholders including guardians, students, teachers and government officials happy to see the progress of this school. It is conducting good schooling system of Education having students 234 and teacher 27.

Shree Guhiyaswari Secondary School Thapathali was established in 2015 BS in Thapathali, Kathmandu. It has a good facility of Science Lab, Computer Lab, Sports, Cafeteria, and Library. It is famous having students 200 and teacher 23.

Vijaya Smarak Secondary School Dillibazar was established in 2012 BS. It is located in Dillibazar, Kathmandu. It is affiliated with NEB and it offers plus two program in Management, Humanities and Education. In fact, Vijaya Memorial was established as a co-education school. This school basically got its foundation with the joint effort of the then-former Rana Prime Minister Mohan Shamser's economic support and Mr. Lilaman Singh Basnyat Cheetri's leadership. Vijaya Primary School of (2012 BS) 1956 AD is today's Vijaya Memorial Secondary School. It runs classes from Nursery to Class Ten in the day shift and +2 levels in Management, Humanities and Education in the morning shift. The school is glad to mention that students from 63 different districts in Nepal are currently pursuing their education in different levels. Education for all and education an affordable cost is its main dictum and has already spent glorious years providing quality education. In course the school is able to produce many result oriented and able manpower working in different sectors in Nepal and abroad. Many actors, singers, public servants, engineers, lawyers and professors are its pride. With its history, it's basically a school for poor and working

class family whereas there are private institutions for the rich and well to do families, having students 705 and teacher 42.

Sharada Secondary School Tilganga was established in 2008 BS as a community based educational institution, which is located in Tilganga 9, Kathmandu, Nepal. It is affiliated to the National Examination Board (NEB) and approved by the Ministry of Education. It offers educational programs from Nursery to Grade 12 (Ten Plus Two programs under the management, Humanities, and Education streams).Sharada Secondary School provides up to secondary school level education with moderate fee structures and also provides a scholarship scheme for deserving students. It is famous in the community having students 653 and teacher 37.

Koteshwor Saraswati Secondary School Koteshwor was established in 2028 BS in Koteshwor. It has got a good facility of conference hall, computer lab, science lab, library and well furnished classrooms. It is running its responsibility having students 1038 and teacher 36.

Guhyeswari Secondary School Sinamangal was established in 2004 BS as a community based educational institution located in Sinamangal, Kathmandu, Nepal. It is affiliated to the national examination Board (NEB) and approved by the Ministry of Education. If offers education programs from Nursery to Grade 12 (Ten Plus Two in Management, Humanities and Education streams). Guhyeshwori Secondary School provides secondary level education with moderate fee structures and also provides a scholarship scheme for deserving students. It has special features such as Well maintained school atmosphere, high qualified & professional teaches, disciplinary environment, quality education in affordable cost, Mega scholarship scheme and model school of Kathmandu. It is also equipped with Science Lab, Computer Lab, Sports, Cafeteria, Library, Conference, Parking, Counselling, Scholarship, Tour, Classroom, Dance, Music, ECA, Club, Alumni Association, IT-based classes. It is functioning having students 949 and teacher 41.

Mangaladevi Secondary School Gaushala was established in 2021 BS. It is near to the Pashupati temple Gaushala. It has 231 students and 20 teacher. The school is devoted to develop all capability among the students.

Tangal Secondary School is situated at Bhimbhawan, Tangal ,kathmandu. The school was established in 2020 BS and runs from grade1 to 10. At present it has total 900 students.Kehi Garoun associated Tangal Higher School in its network through "Stationery Campaign 2011″ and since then Tangal Higher Secondary is supported with stationery and educational materials so that its students don't dropout their schools.