

**SCHOOL LIBRARY, ITS USE AND PRACTICE: A STUDY ON THREE
PUBLIC SCHOOL LIBRARIES OF KATHMANDU DISTRICT**

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

Submitted by

EK RAJ ADHIKARI

Symbol No. 5667

2065

Central Department of Library and Information Science

Faculty of Humanities and Social Sciences

Tribhuvan University

Kirtipur, Kathmandu

December, 2011

LETTER OF RECOMMENDATION

This is to certify that Mr. Ek Raj Adhikari has prepared this thesis as approved format of this department entitled **‘SCHOOL LIBRARY, ITS USE AND PRACTICE: A STUDY OF THREE PUBLIC SCHOOL LIBRARIES OF KATHMANDU DISTRICT’** under my guidance and supervision. I hereby recommend this thesis for acceptance for evaluation.

Date: December, 2011

.....
Mrs. Nirmala Shrestha
Thesis Supervisor

LETTER OF ACCEPTANCE

This thesis entitled ‘**SCHOOL LIBRARY, ITS USE AND PRACTICE: A STUDY OF THREE PUBLIC SCHOOL LIBRARIES OF KATHMANDU DISTRICT**’ submitted by Mr. Ek Raj Adhikari for partial fulfillment of the requirement for Master’s Degree in Library and Information Science is hereby accepted and approved.

Approval Committee

Date: December 2011

.....
Mrs. Nirmala Shrestha
Thesis Supervisor

.....
Mrs. Ashok Thapa
External Examiner

.....
Dr. Madhusudan Karki
Head of the Department

ACKNOWLEDGEMENTS

I am deeply indebted and express my sincere gratitude to my thesis advisor Mrs. Nirmala Shrestha (Former head of the Department) for his valuable guidance, being patience with my slow pace and despite his busy schedule providing time whenever I asked for. This dissertation would not be a success without such co-operation. I am highly appreciative to Dr. Madhu Sudan Karki, Head of the Department, Library and Information Science, for his valuable suggestions, encouragement and support.

Similarly I am thankful to all the teachers of this department Mr. Rudra Prasad Dulal, Dr. Mohan Raj Pradhan , Mr. Bhim Dhoj Shrestha, Mr. Bishnu Prasad Aryal and Mr. Ramesh Parajuli . Their valuable suggestions and inspiration are notable. I would like to thank all the staff of Library and Information Science Department for their kindly co-operation and generous help.

I am very much thankful to all the respondents for providing me their time and valuable information. I am indebted to all school Principals, Librarian and students for their support and answering my query while collecting the data. I am thankful to library related personals as well as school supervisor and resource persons for helping me.

I am grateful to my entire colleague and friends for their help during this work. I am also thankful to all my seniors, juniors, and all best wishers for their direct or indirect help during this work. And I would like to apologize for any mistake if I made knowingly and unknowingly during this research.

Thank You,

Ek Raj Adhikari

ABSTRACT

This thesis entitled “School library, its use and practice: a study on three public school libraries of Kathmandu district” has showed the true situation of Nepalese public school libraries on practices resources. The main purpose of this study has identified the status and utilization of school libraries.

The target of the researcher has learned out the problems encountered by the school library users and gather ideas regarding their needs, and their attitudes towards the resources, services, management and practices of the school libraries. For these, the most popular three public school libraries i.e. Padama Kanaya Secondary School (PKSS), Padmodya Secondary School (PSS) and Shahid Sukra Secondary School (SSSS) have selected, and a field survey has done to collect responses from each library.

The analysis of this study includes 50 respondents of three different public schools. The questionnaires were distributed to the students of the related schools when the researcher visited school libraries. The total population of this study were 70 users. Among the respondents, 15 (30%) respondents belong to PKSS, 21 (42%) respondents has belonged to SSSS. Similarly, 14 (28%) respondents belonged to PSS Library.

According to the findings of the research, larger numbers of students (74%) do not become member of their school library. There is no systematic library in their school. Though they have libraries in their school, card system is not practicing. Most of the students go to library to consult reference books whereas 8% of them visit library to enjoy with library materials. 12 % of students go to library to borrow textbooks. From this, the main purposes of the students' library visit have seemed to be for consulting reference books and to participate in other recreational activities. It has found that 36% students use reference section and activities section. It has found that the majority of the students (70 %) are satisfied with the opening hour of the library. But only a small number of (30 %) of students have seemed to be dissatisfied with the present opening hour of the library. Larger number of students' i.e.60 % use other libraries, personal books and recreations where as 40 % of students do not use other libraries except their students' library. The majority of students (62%) have reported that they do not get document on time due to the inadequate collection of the library whereas 38 % of students mentioned that they have got document on time. It has found that the majority of the students (60 %) do not get all the relevance information whereas 40 % of students have satisfied with the information available in

the library. Majority of students have satisfied with the cooperation they receive from the library staff. 64 % of the respondents answered in positive when they have asked whether the librarian help to them. Only 36 % of them are not satisfied with the cooperation of library staff. Regarding the knowledge about library catalogue, the majority of the students (72 %) have found unknown about the library catalogue, whereas 28 % of them have known little about the catalogue. Most of the students (76 %) have found to be capable of searching information in the library themselves, where as 24 % responded that they search information with the help of library staff.

Despite having a lot of difficulties schools have found positive to establish and run a library in their school. School communities have been trying to overcome with their problem and provide students to give the opportunity to use a library. Some of the schools have managed either a library or a reading center. Students as well as staffs were found using it regularly. Books have mainly circulated and newspaper reading was done by senior grade students, teachers and staff. Junior students were expanding knowledge through general knowledge book and getting entertainment through picture books.

Although the school community with library/reading room facilities were having such benefit, but still all of the schools were underprivileged of it. Absence of library in school was a big disadvantage for the students as well as teachers. Regular library period could give a chance to be familiar with new information and knowledge. Students who did not have extra time could get benefit from the library where the school administrations separated time for the library purpose. Therefore, the libraries need to address all such shortcomings to improve their existing conditions and enhance positive attitude of the library users.

Adhikari, Ek Raj

PREFACE

The study has arranged for the partial fulfillment of Master's Degree of Library and Information Science, this thesis presents an overview of the existing conditions of the resources and services in the three public school libraries in Kathmandu. Its focus lies on the users' attitude towards such services and resources and the problems they have encountered.

To reach the targeted group of users in these libraries, exploratory and descriptive research designs have been employed. Data collection and data analysis procedures are the other methods used for the research analysis. In the age of information technology, implication and automation system seems to be a must for the improvement of information services in the library.

The Present study is an attempt made by investigator which has focused to explore the reality of use of school library in school. The researcher believes that right use of library materials in a school effects the education quality provided by the school to their students positively. Overall objective of investigation is to explore grounded reality of school, school library and its impact on education system of Nepal. The real status of public schools in providing quality education to the school level students has exploded. Furthermore, it is expected that the study would be able to contribute to improve the quality of education by the suggestions and recommendations made on the basis of the study.

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

The second chapter deals with review of related literature presenting the relevant studies in the field of academic library and its information services.

Focus of study with the details of the selected School libraries including their resources, services, library membership has described in the third chapter.

Similarly, the fourth chapter presents research methodology which includes research design, population, sampling procedure, data collection and data analysis procedures, etc.

The fifth chapter deals with the detail analysis and presentation of this study. The sixth chapter is the last chapter of this research which presents the summary of the findings, conclusion and recommendations for the future improvement of the Schools libraries.

Ek Raj Adhikari

CATALOGUE CARDS

Shelf list Card

D	
027.8	
Ad42s	Adhikari, Ek Raj
	School library, its use and practice: a study on three public school libraries of Kathmandu district / Ek Raj Adhikari. – Kirtipur: Central Department of Library and Information Science, 2011.
Unacc.	xvii, 76p.: ill.; 30cm.
	Thesis (M. A.) – Central Department of Library and Information Science, Tribhuvan University, 2011.
	1. Library science. 2. School libraries I. Title
	○

Main Card

D	
027.8	
Ad42s	Adhikari, Ek Raj
	School library, its use and practice: a study on three public school libraries of Kathmandu district / Ek Raj Adhikari. – Kirtipur: Central Department of Library and Information Science, 2011.
	xvii, 76p.: ill.; 30cm.
	Thesis (M. A.) – Central Department of Library and Information Science, Tribhuvan University, 2011.
	○

Subject Card

D

027.8 LIBRARY SCIENCE

Ad42s Adhikari, Ek Raj

School library, its use and practice: a study on three public school libraries of Kathmandu district / Ek Raj Adhikari. – Kirtipur: Central Department of Library and Information Science, 2011.

xvii, 76p.: ill.; 30cm.

Thesis (M. A.) – Central Department of Library and Information Science, Tribhuvan University, 2011.



Subject Card

D

027.8 SCHOOL LIBRARIES

Ad42s Adhikari, Ek Raj

School library, its use and practice: a study on three public school libraries of Kathmandu district / Ek Raj Adhikari. – Kirtipur: Central Department of Library and Information Science, 2011.

xvii, 76p.: ill.; 30cm.

Thesis (M. A.) – Central Department of Library and Information Science, Tribhuvan University, 2011.



Title Card

D

027.8

School library, its use and practice: a study...

Ad42s

Adhikari, Ek Raj

School library, its use and practice: a study on three public school libraries of Kathmandu district / Ek Raj Adhikari. – Kirtipur: Central Department of Library and Information Science, 2011.

xvii, 76p.: ill.; 30cm.

Thesis (M. A.) – Central Department of Library and Information Science, Tribhuvan University, 2011.



TABLE OF CONTENTS

LETTER OF RECOMMENDATION	ii
LETTER OF ACCEPTANCE	iii
LETTER OF ACKNOWLEDGE	iv
ABSTRACT	v
PREFACE	vii
CATALOGUE CARDS	viii
TABLE OF THE CONTENTS	xi
LIST OF THE TABLE	xiv
LIST OF THE FIGURES	xv
LIST OF APPENDICES	xvi
LIST OF THE ABBREVIATION	xvii
CHAPTER I.....	1
INTRODUCTION	1
1.1.1 Role of School Libraries	2
1.1.2 Standards for School Libraries.....	3
1.1.3 School Library	4
1.1.4 Objectives of School Libraries.....	4
1.1.5 Function of School Libraries	4
1.1.6 Educational development and need of school library in Nepal	5
1.2 Statement of the problem	8
1.3 Objectives of the study.....	9
1.4 Research questions.....	9
1.5 Significance of the study.....	9
1.6 Concerned study area	10
1.7 Limitation of the study.....	10
Reference	14
CHAPTER – II.....	16
2. REVIEW OF LITERATURE	16

2.1 History of library.....	16
2.2 School Library	17
2.3 Libraries in Nepal	18
2.4 School library and Academic Performance	19
2.5 School libraries in Nepal.....	20
CHAPTER III	24
3. FOCUS OF THE STUDY	24
3.1 Padama Kanaya Secondary School (PKSS): Introduction.....	24
3.2 Padama Kanaya Secondary School: Library Section.....	24
3.3 Padmodya Secondary School (PSS): Introduction	25
3.4 Padmodya Secondary School: Library Section.....	26
3.5 Shahid Sukra Secondary School (SSSS): Introduction.....	26
3.6 Shahid Sukra Secondary School: Library Section.....	27
CHAPTER IV	29
RESEARCH METHODOLOGY.....	29
4.1 Research design	29
4.2 Selection of the Study Area	29
4.3 Nature and Sources of Data	30
4.4 Population of the study	30
4.5 Data collection techniques	31
4.6 Data Analysis and Presentation	32
The analysis has based on 50 responses received from the school libraries. The completed filled up questionnaires were checked to remove the possible errors and inconsistencies in the field. In this study, both descriptive and analytical methods have been used for the presentation of collected data and information.....	32
Reference	32
CHAPTER V	33
ANALYSIS AND PRESENTATION	33
5.1 Library Use	33
5.1.1 Membership of the Library	33
5.1.2 Frequency of Library Visit.....	34

5.1.3 Purpose of Library Visit.....	35
5.1.4 Time spend in library	36
5.1.5 Most interesting Section	37
5.1.6 Library Opening Hour.....	38
5.1.7 Use of Other Libraries besides their school Library	39
5.2 Library Resources	40
5.2.1 Library Collection	40
5.2.2 Library Collection	41
5.2.3 Sources of information most like in the Library	43
5.2.4 Accessibility in Documents on Time.....	44
5.2.5 Unavailability of Documents	45
5.2.6 Provision of Audio/Visual Materials in Library	46
5.2.7 Most Attractive A/V Services for Students	46
5.2.8 ICT Facility	47
5.2.9 Purpose of Using Computer in Library.....	48
5.2.10 providing helpful information from library to students	49
5.3 Information Services.....	50
5.3.1 Opinion about Librarian.....	50
5.3.2 Idea about Library Catalogue.....	51
5.3.3 Necessity of Library Catalogue	52
5.3.4 Tools for Search Information.....	53
5.3.5 Students's Opinion about the Effective Recreational Activities of the Library	54
5.3.6 Use of ICT.....	55
5.3.7 Students' Satisfaction with the Process of Book Issue	56
5.3.8 The Easiest Method of Book Issue	57
5.3.9 Students' Satisfaction with the Collection and Services of the Library	58
CHAPTER VI.....	60
6. SUMMARY, CONCLUSION AND RECOMMENDATION.....	60
6.1 Summary of the Findings.....	60
6.2 Conclusion	62
6.3 Recommendations.....	63

BIBLIOGRAPHY.....	65
APPENDIX I	68
APPENDIX II.....	72
APPENDIX III.....	73
APPENDIX IV.....	74
APPENDIX V.....	75
APPENDIX VI.....	76

LIST OF TABLES

Table No. 1: Questionnaires distributed and returned by three school libraries	33
Table No. 2: Membership in the School Library	34
Table No. 3: Frequency of Visiting Library.	35
Table No. 4: Purpose of Library Visit	Error!
Bookmark not defined. 36	
Table No. 5: Library Reading Time	Error!
Bookmark not defined. 37	
Table No. 6: Frequently Used Section	38
Table No. 7: Users' Satisfaction of Opening Hour	39
Table No. 8: Use of Other Libraries besides School Library	Error!
Bookmark not defined.	
Table No. 9: Familiarity with Library Collection	42
Table No. 10: Students' Opinion about Library Collection	Error!
Bookmark not defined. 43	
Table No. 11: Preferable Sources of information in the Libraries	44
Table No. 12: Accessibility Documents on Time	45
Table No. 13 : Student's View towards the Unavailability of Document on Time	46
Table No. 14: Student's View towards A/V Materials in Library	47
Table No. 15: Most Attractive A/V Services for Students	48
Table No. 16: Students' Opinion about Computer Facility in the Library	Error!
Bookmark not defined. 49	
Table No. 17: Students' Perception Using Computer in Library	50
Table No. 18: Relevance Information	51
Table No. 19: Students' Opinion about the Helpfulness of Librarian	52
Table No. 20: Student Idea about the Library Catalogue	52
Table No. 21: Necessity of Library Catalogue	53
Table No. 22: Information Searching Tools	54
Table No. 23: Opinion about the Effective Recreational Activities of the Library	55
Table No. 25: Students' Opinion about Familiarity with ICT	56

Table No. 26: Students' Satisfaction with the Process of Book Issue	57
Table No. 27: The Easiest Method of Book Issue	58
Table No. 28: Students' Satisfaction towards Library Collection and Services	59

LIST OF FIGURES

Figure. No. 1: questionnaires distributed and returned by three school libraries	32
Figure No. 2: Membership in the School Libraries	34
Figure No. 3: Frequency of Visiting Library	35
Figure No. 4: Purpose of Library Visit	37
Figure No. 5: Library Reading Time	38
Figure No. 6: Frequently Used Section	39
Figure No. 7: Users' Satisfaction of Opening Hour	40
Figure No. 8: Use Other Libraries beside School Library	41
Figure No. 9: Students' Familiarity with the Library Collection	42
Figure No. 10: Students' Opinion about Library Collection	43
Figure No. 11: Preferable Sources of information in the Libraries	44
Figure No. 12: Accessibility Documents on Time	45
Figure No. 13: Student's View toward the Unavailability of Document on Time	46
Figure No. 14: Student's View towards A/V Materials in Library	47
Figure No. 15: Most Attractive A/V Services for Children	48
Figure No. 16: Students' Opinion about Computer Facility in the Library	49
Figure No. 17: Students' Perception Using Computer in Library	50
Figure No. 18: Relevance of Information from the Library Materials	51
Figure No. 19: Student Opinion about the Helpfulness of Librarian	52
Figure No. 20: Student Idea about Library Catalogue	53
Figure No. 21: Percentage of Necessity of Library Catalogue	54
Figure No. 22: Information Searching Tools	55
Figure No. 23: Opinion about the Effective Recreational Activities of the Library	56
Figure No. 25: Percentage of Students' Opinion about Familiarity with ICT	57
Figure No. 26: Students' Satisfaction with the Process of Book Issue	58
Figure No. 27: The Easiest Method of Book Issue	59
Figure No. 28: Students' Satisfaction towards Library Collection and Services	60

LIST OF ABBREVIATION

AD	Anno Domini
AV	Audio Video
CBS	Central Bureau of Statistics
CD-ROM	Compact-Disc read only memory
DDC	Dewey Decimal Classification
DOE	Department of Education
NEPC	National Education Planning Commission
IFLA	International Federation of Library Associations
IT	Information Technology
MoE	Ministry of Education
MLISc.	Master Degree in Library and Information Science
NASL	National Association of School Library
NGO	Non- Government Organization
PKSS	Padama Kanaya Secondary School
PSS	Padmodya Secondary School
SSSS	Shahid Sukra Secondary School
TU	Tribhuvan University
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER I

INTRODUCTION

1. Background of the study

1.1 The Importance of the School Library

The library is common for all learning environments. The tasks of libraries serving educational units include offering tools and material for learning, identifying different information needs and teaching methods, and offering the students a quality learning environment, so that they can independently seek information in many ways and use it critically. An essential part of active learning method is the independent information seeking by the students.

At present, society places more emphasis on the role of the library in the educational program in the school. The present situation is in direct contrast to the situation that pertained a few years ago when libraries in most schools consisted of either inadequate classroom collections or a book collection in a room remote from the teaching area. In the past, students visited the library occasionally for recreational reading, or classes were taken there for fairly formal, rigidly timetabled library lessons. Even in the best of schools, the library was usually considered to be a desirable extra rather than an essential element in the serious business of teaching and learning (Shrestha, 1998).

Today, school libraries are sometimes referred to as instructional materials centers or media centers or resource centers. These words indicate great changes of conceptual and as well as physical changes that have taken place in the system. In the modern world, school libraries have assumed a more important role in education. It has been perceived as one of the most invaluable school facilities. Student achievement involves skill development, knowledge acquisition, research analysis of ideas and results, and, of course, integration of concepts and resources. These "windows to the world" serve as points for our continual drive for rigorous scholarly work and increased achievement for each student. One reason for this growing significance of the school library lies in its potential contribution to the reading programme. The method of teaching has changed as a result of change in the concept of reading. In the past, reading was conceived mainly in terms of recognizing letters and words. But today it is regarded as a process of thinking. Schools constitute an environment in which information is a key raw material for their development. Singh (2010) described that the foundations of a

child's intellectual development are laid in the first few years of his life and in early years of school. School libraries offer activities, services and materials to help the children develop their competencies, intellectual and social skills. The school library is also the place where most people have the opportunity to receive a basic introduction to the skills they will need to access and utilize the information, which must equip them for the rest of their life.

Education in the modern world is seen as a life long process, and students must be prepared for this before they leave the formal framework of the school. Therefore schools have a large responsibility and duty in preparing students for the future.

The scope of knowledge has become too vast to be covered within the classroom instruction. Through the school library, these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expression. Sreepathy (1989) pointed out that the school libraries and school library services globally have encountered many challenges. The modern developments in education, the new curriculum, the impact of technologies and the information explosion, the changing needs of the school community, the changing roles of school libraries from book repositories to resource centers that support curriculum, to assist in professional development of teachers, and the provision of user education, are among the challenges. Education systems must take seriously the challenges of this Information Age. With the existence of a good school library managed by trained personnel, students get opportunity to acquire skills in the effective use of books and the library. They become acquainted with the basic tools of learning and the technique of locating information. Through frequent use of school library he develops an inquiring mind and the ability to explore independently in the vast realm of knowledge.

Despite the differences in the students, an abundance of printed, audio-visual and electronic materials are essential. These resources are the basic tools needed for the purposes of effective teaching and learning. The achievement of the objectives of a good school programme requires the resources and services of a school library to be recognized. The school library is one of the basic requirements for quality education. It is essential for providing quality education.

1.1.1 Role of School Libraries

School is a gateway to knowledge and plays an important role in building up a love for reading. The school library is integral to this educational process. Encouraged at the right age, the students are sure to develop a love for books. According to IFLA/UNESCO School Library

Manifesto, "the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination enabling them to live as responsible citizens". It plays this role by selecting, acquiring and providing access to appropriate sources of information. The school library offers books and other resources ranging from print to electronic media for completion of various school projects and assignments, for acquisition of knowledge about a topic taught in class, for finding information about a hobby or current events and news, etc. The school librarian helps the students in finding the books/information on the topics of their interest. While highlighting the role of the school library as the heart of school, Dr. Ranganathan stated that the school libraries should act as laboratories for students and the librarians should function as guides to help the students in learning and using the books for improvement of knowledge and scholarship.

1.1.2 Standards for School Libraries

The school library is essential for literacy, education and information provision as well as for economic, social and cultural development of a nation. Hence, the school libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. As the responsibility of local, regional and national authorities, it must be supported by specific standards. Library standards are used to measure and evaluate the condition of the libraries as well as the degree of their development. They provide an outline for specific library activities and serve to define an ideal state of a library. The standards, which are developed professionally, indicate a direction for the libraries as to what tasks and objectives it should strive for. They provide school management with information on the management of libraries. Standards can have an international, national and regional scope. Internationally, standards are not only developed by the library organizations, such as IASL (International Association of School Libraries) and IFLA, but also by UNESCO. Keeping in view the vital role a school library plays in supporting the curriculum, such organizations have issued a School Library Manifesto whose 1998 version became a known text and is used by the school librarians all around the world. The manifesto indicates the role of school library, its mission and the most important tasks as well as the exceptional importance of a qualified school librarian.

1.1.3 School Library

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

1.1.4 Objectives of School Libraries

School library exists to serve the objectives of the parent organization. In this context the objective of a good education system is to equip student with the efficiency to serve the society and nation. The aim of a good school library is to become a force for educational excellence. Following are the objectives of school library:

1. To acquire, process and make available documents to serve the needs of the students and teachers adequately.
2. To provide user education to enable students to become skillful and intelligent users.
3. To create among students, lifelong reading habits and
4. To play an effective role in school programme.

1.1.5 Function of School Libraries

1. It Provides requirements of the teachers with regard to textbooks, related books, reference materials, audio-visual materials, curriculum enrichment materials etc.
2. It encourages and assist the teachers to teach through the library in accordance with the educational objectives.
3. It creates reading interest among students by means of a studied hour and library hours
4. It Provides guidance for the students in the use of books.
5. It encourages and provides facilities for independent learning and self-propelled study both within the syllabus and beyond it.

A library embodies the very spirit of a school. It should enrich teaching by provision of illustrative background material. It should provide instructions in the use of books and library. The broad ideals of school education are:

- To prepare children and young students to acquire skills in the learning process; obtain a basic knowledge of one or more languages and a set core of subjects with specialization in the last four years of school education. These preparations provide with them a good foundation for going in for higher studies.
- To enable the children and young students to get an idea of the society in which they live and the surroundings in which they function and operate.
- To inculcate in young children and young students ethical values and build character so as to mould them into good citizens to play a positive role in the progress and development of the nation.

The school authorities build a variety of facilities to operate the different functions of schools to meet all the requirements of the students.

1.1.6 Educational development and need of school library in Nepal

This is an age of information. Information plays an important role in today's complex economic, political and social environment. It has a crucial role in the advancement of knowledge. No national development programme can succeed fully without proper information support. As a result, information is being increasingly regarded as a national resource. In some developed countries it is considered as a fundamental as energy or matter, which affects different aspects of human activities. In the changing environment, Modern libraries are no longer mere depositories of all past, present and future knowledge. These have become information oriented. As a result they are becoming more of information service centre so as to respond to the need of the society (Krishan Kumar, 2001).

Every citizen shall have right to demand or obtain information on any matters of concern to himself or herself or to the public (Interim Constitution of Nepal (ICN), Part 3 Act, 27(1), p 76). In Nepal, western education system has started only after the establishment of Durbar high school by Rana Prime Minister Jung Bahadur in 1910 B.S. (Bandhu, 2004). Prime Minister Jung Bahadur was highly influenced by western educational of England and he applied it in Nepal. In Nepal the education system was in traditional Gurukul system and Sanskrit schools were set up(

Bhandhu, 2004). In this system, the emphasis was given to copy to the teacher, rather than experiment and investigating new ideas.

The education system in Nepal is based on the British system of education. The Government of Nepal lays stress on education for all. The school education in Nepal is at three levels-Primary (classes 1 to 5), Middle (classes 6 to 8) and Higher/Secondary (classes 9 to 12). There are two categories of schools-government schools that are entirely funded by the government and others being the public (private) schools (Shrestha, 1998).

All the districts and zones of Nepal have adopted a uniform structure of school education, i.e., the 10+2 system of education. Higher education is provided by 9 universities, among them 5 is in functioning phase. Education in Nepal is primarily the responsibility of the government.

After following the new western system in education in 1910 B.S., it changed many things. The method and ideas of old system was phased out and gradually the teaching style became the 'child centered'. 'Learning by doing' was the accepted as a method of teaching. The teacher's role was to make suitable environment for it. Learning was not limited in between the classroom and teacher. So, different mediums were used. Among them one very influential medium was the uses of reference books. Knowledge and information of the whole world can be found in a book. Book cannot be separated from the educational development. "I can not imagine the childhood without a book" (Wood, 2007).

Knowledge and information of the whole world can be found in a book but to gain it one must read. Library provides the opportunity to be familiar with books and helps to develop reading habit. Reading under pressure of parents, teacher or examination cannot help to get higher grade, but it cannot develop reading habit. A child should be encouraged to read freely and according to his interest.

To gain the knowledge stored in a book and cultivate reading habit, students should be exposed with interesting and knowledgeable books and it should be a fun activity. Parents, teacher and government etc. should try to bring this into practice. Parent has the first human relation to a child. Parent-child reading is the starting point of reading life, and the foundations of reading habits are developed in this process, (Dilli, 1997).

A love of reading and being well informed as well as creative by utilizing the knowledge from a book should be a habit from the young age. And this school library can be a most effective medium to pave the path on this process.

“..research shows the highest achieving students attend schools with good library media centers” (ALA, 2002).

Almost every country has accepted the importance of library in school. After various studies and researches, policies, rules, regulations etc. are developed to make it better.

The school library provides learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media, with links to the wider library and information networks” (UNESCO, 2006).

UNESCO and other countries research shows the importance of school library but in Nepal it is in policy making stage. Not much rules and regulations are in practiced. In 2007, Nepal government has implemented library and information service national policy 2007. According to the policy “to incorporate the library service, too in the minimum physical infrastructures while granting permission to open schools even from the primary level; to take the use of library as a part of teaching programs; schools, colleges and universities are to allocate a certain percentage (5 to 10 percent) of their total budget for the management and development of libraries” (MOE, 2008).

“Every citizen shall have the right to receive free education from the set up to secondary level as provided for in the law” (Interim Constitution of Nepal, Part 3 Act,17(2), p 70).

A nongovernmental organization, Room to Read, is working on establishing and developing of school libraries in Nepal. It says that successful library is the one who has good utilization of books. School library is, “collection of books more than 200 on a shelf in a separate room, registered in a register book and students are allowed to checkout in a regular basis form a designated person (Room to Read, 2005).”

To aware and publicize the importance of a library and run it well, there must be a government policy which should be strictly followed. Proper implementation of plan and policy help on well running of school library.

School library provides information and ideas that are fundamental to function successfully in today’s society. The school library equips students with lifelong learning skills and develops the imagination making them able to live as responsible member of the society.

“A survey of 12 school librarians in eighteen countries indicates that the creation of independent, self directed, lifelong learners is the goal of school librarians over the world” (Dotton, 2003, p.15).

Various researches conducted in different countries show the positive impact of school library in teaching learning process. It shows if a good library is available in school, the academic achievement is higher and also helps in over all development.

Although a lot of researches shows a positive relationship between school libraries and student achievement, but these studies are carried out overseas. If research in Nepal likes to have a strong case for recognizing the positive impact of school libraries and student learning, it is important to know, how applicable and existing research is to Nepali context and what kind of additional research might be needed to demonstrate the positive relationship between school libraries and student achievement (Sharma & Sharma, 2007). Room to Read established 1699 libraries in Nepal on the belief that world change starts with educated students and education is the key to breaking the cycle of poverty (Room to Read, 2007).

Through the school improvement program district education office has provided a fund to develop the library. It shows that the government is also trying to develop libraries in school. Similarly Room to Read, Rural Education and Development (READ) Nepal, Nepal Association of School Librarians (NASL) and other NGO as well as personal efforts have been promoting the library in Nepal. Whether our schools have a library? Are they utilizing it? These sorts of curiosities are listed, checked and learned through some analytical perspectives.

1.2 Statement of the problem

Different studies done in various countries have shown that education performance standard is quite closely related to the library. A high priority is given to have library in schools. Here our county, the condition of school library is just opposite or the very poor. This affects the academic performance of students in directly and indirectly. So this study is focused on the status and utilization of school library. When condition is known well then ways of improvement can be planned. So to find out the reality is necessary.

There are 29448 schools, 6533411 school students and 165422 teachers in Nepal (Central Beauru Statistics, 2007). But the researcher is unable to find out update information of status of school libraries. Here the researcher will find out why, despite having such importance in

education our school library system has not been developed yet? How is the school library status and uses? Moreover the study aimed to deal with following research problems:

- Problem of school library facilities such as books, space, electricity, computers and services have faced by users.
- Problem of providing satisfactory services to its users
- Lack of student as well as school committee awareness towards library system and services.
- Problem of utilize library facilities and services by the students and staffs of schools

Therefore this study proceeds to analyze and suggest the problems to find out the present practice and use of school library.

1.3 Objectives of the study

The general objectives of this study is to identify, describe and analyze the current status as well as the utilization of library in community high schools in Kathmandu. More specifically the study attempted to:

- (a) explore the current library status (physically) and using practices
- (b) explore the library using habits of student, teacher and the school family
- (c) identify the reasons for using and not using the school library

1.4 Research questions

This study intends to answer the following research questions;

1. How is the present condition of the school libraries in terms of physical facilities and availability of resource materials?
2. For what purpose(s) the library materials are used and the demand of users?
3. How the existing resources are utilized in School libraries?
4. What are the facilitating or restraining factors that influence utilization of the School library?

1.5 Significance of the study

The study attempts to explore out the current library status (physically) and its using practices. More specifically, this research has provided information on library status, such as reading space, availability of resources, utilization of materials etc. Similarly it is tried to find out the reasons for using and not using the library for teaching learning activities.

The purpose of the study is qualitatively contributed to a better understanding of the status of school library. More specifically the study has identified the factors that influence the utilization of the library.

These research findings are help the education planner, and policy makers to formulate and implement school library plans in school. School library management committee and Principals will be benefited by the research findings.

1.6 Concerned study area

The study has concerned in three public school libraries of Kathmandu. The names of schools are as follows where the libraries are located inside the school area.

1. Padama Kanaya Secondary School (PKSS)
2. Padmodya Secondary School (PSS)
3. Shahid Sukra Secondary School (SSSS)

1.7 Limitation of the study

Each and every research work has its own limitations. The limitation of this study is as follows:

- (i) The present study has been taken to meet the partial fulfillment for the Master Degree of Library and Information Science (MLIS) degree. So, detail research do not possible due to lack of sufficient financial resources within such a short period of time.
- (ii) This study is carried out on community high school libraries in Kathmandu district only. In such a condition the generalization draw out from the study may need much care to apply them in other places.
- (iii) This study is basically concentrated utilization of library resources.

1.8. Definition of Terms

Academic library: An academic library is the one which is set school, college, university and all other institution of higher learning. It is a library which is an integral part of an institution of higher education (Khan, 1998).

Bibliography: a bibliography is an organized list of documents, which is not limited to a particular collection (Kirshan Kumar,2001).

Catalogue: A library catalogue is a list of documents in the holding of a library or group of libraries. A library catalog can serve as a bibliography to a limited extent but the reverse is not true .

Children's Library: Children's library is one of the branches of Public library which is specially used by children. It provides services for the young users. In these libraries children can enjoy with different printed and A/V materials such as dictionaries, encyclopedias, Guinness books, video films, CD ROM demonstration, storytelling, origami, quiz, educational toys, computers, internet and e-mail facilities (Encarta Reference Library, 2003).

Classification: the arrangement of knowledge into specific groups or system. The use of classification allows library were to browse shelves to find additional items close by on the same or related subjects.

Close Access: In close access, users are not allowed free access to stacks. They have to fill up a slip and request the library staff to get the books for them from the stocks.

Documentation: This term has come to signify the art of collecting, classifying and utilizing the records of all kinds of intellectual activity. Documentation is an outgrowth of librarianship having received it impetus produced by science and technology since the mid- 19th century. Documentation seeks to isolate and analyze the subject content of document through the creation of bibliographic, abstract of publication, indexes etc.(Encyclopedia Americana, 2000).

Documents: this admissible to archives being manuscripts made of any suitable materials, scripts produced by writing machines or by means of type, type-blocks, engraved plates or blocks, or film, together with all other material evidence whether they include alphabetical or numerical signs (Encyclopedia Americana, 2000).

Information: information as knowledge, intelligence, facts or data which can be used, transferred, or communicated. It is derived from experience, observation, interaction, and reading and has several basic questions.

Information Service: Library information centre process information bearing documents and organizes them for use to those who seek it. A library makes both extensive and intensive efforts to inform the users that information is available in what documents through its various bibliographical and documentation services (Pasher, 1991).

Informational Technology: The scientific, technological and engineering disciplines and the management techniques used in information handling and processing, their applications, computers and their interaction with man and machines and associated social, economic and cultural matters.

Library: Library is a collection of useful graphic records for effective use. The role of library is to support in fulfilling the basic objectives of its parent organization. For example, public library, it tends to satisfy the intellectual and recreational needs of the people.

Library Orientation: it is a kind of services provided to the newcomer in the library, where as large numbers of users, and where it is not possible to provide individual assistance.

Open access: Open access is the reverse of close access. Open access provides for free access to the world of books.

Primary documents: Primary documents are original records created at the time historical events occurred or well after events in the form of memoirs and oral histories. Primary sources may include letters, manuscripts, diaries, journals, newspapers, speeches, interview, reports, theses, dissertations etc (www.lib.washington.edu).

Reference books: Books like dictionaries, encyclopedias, gazetteers, year books, directories, concordances, indexes, bibliographies and atlases, which has been compiled to supply definite pieces of information of varying extent and intended to be referred to rather than read through.

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

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

School Library: School library is an integral part of a school education serving both the educational and informational needs of students, teachers, academic researchers etc. A school library creates awareness in the children about the society and country. School library should offer these services like lending, reference services, guidance.

1.9 Organization of the study

The present study has been organized into six chapters as follows:

- a) The first chapter deals with introduction of the study, statement of the problem, objectives of the study, scope and limitation of the study, significance of the study, definition of the terms and the study has been organized in the same way.
- b) The second chapter deals with relevant literature; the sayings and opinions from experts are reference in different places according to their relevancy.
- c) The third chapter deals with background information on the school, school libraries (Padma Kanya School, Shahid Sukra Secondary School and Padmodaya Secondary School Library) and their resources & services.
- d) The fourth chapter deals with research methodology which includes research design, population, sampling procedure, and data collection process and data analysis procedure.
- e) The fifth chapter deals with analysis and presentation of the obtained facts, figures and data of the library.
- f) The sixth chapter deals with finding of the study and exploration, which are presented in summarized and concise form. With some concluding remarks the study has its recommendations for the future improvement of the libraries, and qualified services to the users.
- g) Finally, Reference and appendices are provided for support the research. Bio-data, annexes and photocopies are included as an authenticity at the end of the study.

Reference

- Ali, Amjad (1969). ANE'S Encyclopedic Dictionary of Library and Information Science. New Delhi: ANE. p. 206.
- American Library Association (ALA). (2002). *Quotable facts about America's libraries*. Retrieved from www.ala.org
- Bandhu, C. (Ed.) (2004). *Neplai baal bishow kosh* [Nepalese encyclopedia for children]. Kathmandu: Bal Shahitya Samaj.
- Dilli, K.T. (1997). *Basics of Library and Information Science*. New Delhi: Vikas Publishing House.
- Dotton R. (2003). A national emphasis- where it counts! [Electronic version]. *School libraries in Canada*. Retrieved from www.emeraldinsight.com
- Encarta Reference Library, Microsoft Corporation. Web Center. Unesco Library Portal, 1993-2003.
- Encyclopedia Americana (1965). Library. In *Encyclopedia Americana* (Vol. 17, p. 353) New York: Americana Corporation.
- Government of Nepal (2007). Four monthly statistical bulletin: 2064/065, 29 (9).
- Hanson, C. & Beenham, R. (1985). *The Basic of Librarianship*. 2nd ed. London: Clire Blingly
- Khan, K. (1998). *Academic Libraries*, New Delhi: Ess Ess.
- Krishan Kumar (2001). *Library organization*. New Delhi: Vikas.
- Ministry of Education and Sports (2008). *Nepal in educational figures*. Kathmandu: Author.
- Pasher, R. G (1991). *Information and its Communication*. New Delhi: Medallion.
- Room to Read. (2005). *School library manual*. Lalitpur: Author. <http://www.roomtoread.org>
- Sharma, C., & Sharma, N. (2060). *Philosophical and Sociological foundation of education*. Kathmandu: M.K. Publication.

Shrestha, N (1998). *Survey report on Secondary school libraries in the Kathmandu valley with special reference to science and technology*. Kathmandu: The Library Sub- Committee of the Council for Science and Technology, HMG, Nepal.

Shrestha (2000). Role of public libraries in eradicating illiteracy from Nepal. *TULSSA Journal*. 1 (1). p.6

Sreepathy N. R. (1989). *Academic Librarianship: A Perspective*. New Delhi: Gyan Publishing House.

The interim constitution of Nepal, 2063 (2007). Government of Nepal.

UNESCO (2006). *The school library in teaching and learning for all: the UNESCO school library manifesto*. UNESCO.

Wood, J. (2004). *Leaving Microsoft to change the world*. Kathmandu: Fine Print Books.

www.lib.washington.edu (Retrieved date – 11th February, 2011).

CHAPTER – II

2. REVIEW OF LITERATURE

The research must be based on past knowledge. The previous studies cannot be ignored because they provide the foundations to the present study. This continuity is done by linking the present study with the one that has been done in past.

The purpose of reviewing literature is to develop some expertise and see what new contributions can be made and to find out what research studies have been conducted in this area as well as what is still remains to do.

This chapter intends to study on theoretical framework by reviewing literature on school library. The review was basically focused on the theoretical conceptualization of school library in general and particularly, key influencing factor on utilization of library for academic purpose.

This chapter discusses the review of literature focused on the following aspects:

- a. History of library
- b. School libraries
- c. School library and academic performance.
- d. Libraries in Nepalese context
- e. School libraries in Nepal

2.1 History of library

A library, which can be simply define as a house of book has a long history of its existent. As people realized the value of knowledge storage in a book and started to collect it, then the library idea was conceptualized. Utilization of a library to get information is very old practices. Oldest known library founded before 2,250 BC at Ebla in Syria. The books were clay tablets (Encyclopedia Britannica, 1989).

Basically it was used to fulfill that objective. Spreading the religious ideas through books and library was a common practice. In Nepal monasteries were the education center and they had a collection of books and other information resources as our current libraries. Not only in Nepal, but it was a common practice in other countries too.

Libraries are categorized according to the nature of services it provides. The library which is established to serve the community people without any discrimination of age, social status, profession etc. is called a public library. A special library is meant to serve a special group

of people with a specific objective. Academic library is to fulfill the requirement of student, teacher, professors etc. by providing reference and other materials which is relevant to their academic courses. All the school, college, university libraries falls under the academic category.

2.2 School Library

“Every dollar spent in the library is a dollar spent on every student in the school!” (Smith, 2003). The importance of school library is universally recognized. The school library is a primary source of curricular-related resources and instructional reading materials.

School education is the most important factor shaping the life of a child. So a keen attention should be paid on school education. A love of reading and a love of book should be cultivated from the young age. In this aspect, school library can be a medium and plays a vital role on getting the book of owns interest. So libraries in primary schools are a must to have. In developed countries the library is considered as an essential part of the school.

“School library media centers in the 21st century can, and should be, hubs for increased student achievement and positive focused school reform. Student achievement involves skill development, knowledge acquisition, research analysis of ideas and results, and of course, integration of concepts and resources” (Smith, 2003).

To develop the education status of a student, they must be exposed with varieties of resources besides their text books. Only being familiar with interesting books and other informative resources, one can expand his/her horizon. The library’s role is to help to provide varieties of resources. By providing varieties of interesting books to reader, a library can help to grow book loving habit. According to Shrestha (2000), a library provides the people with different kinds of information and knowledge which lead to wisdom and understandings. It also helps people to improve there abilities. It indicates that library is an essential for all to improve their knowledge. School library is indispensable for all level students to develop their academic performances.

A library is very important but it is not mandatory to use for gaining knowledge and information. One can buy books of ones interest. But having a library is beneficial in certain ways. As it collects books through various sources, which will be difficult for an individual to perform. Utilizing the library resources, one can be free from the burden of buying and searching for the resources as well as spending a lot of money on it.

The library is a central place in providing a range of information resources in support of the curriculum and of the pupils' personal and social development. It is not just a physical space in which various media are stored. It has the potential to introduce students to the world of information as well as develop skills that will lead to lifelong learning. The school library should have a very good collection of materials, and effective services. A good school library can help on developing and sustaining the habit and enjoyment of reading and learning in children throughout their lives.

2.3 Libraries in Nepal

Information technology is highly developed and these days we can find its' use everywhere. To be informed became a right and various ways are developed to manage it in a proper way. Information technology has started to effect in all aspects of our life. So education cannot be the exceptional case. We cannot say the exact time of beginning a library in Nepal, as not much research has been done on the subject. The scholars of history say that the old documents (Avilekh) of Lichhavis are of very advance language and high literacy expression. Through this it can be guessed that the level of knowledge and artistic skills was in high level at that period (Jha, 1970). It shows there must have been a very high educational opportunity, which can be related with the library. They must had some collection and learning places and use of the library (Subedi, 1990).

Historians say that, Malla Period was very advanced on educational development. When Muslims attacked in India, many Hindus fled to Nepal. They carried a lot of valuable books with them. A religious education was provided in religious places (Vihar, Math, Etc. which is a Buddhist temple, house of God). Such places were a focal point of education and many religious books were available. So even there is no proof of having a library but one can guess that, there must have had provision about managing those books. There may not be a library as we define now, but some sort of similar provision must have been on practice.

In Shaha period, King Prithivi Narayan Shaha had collected all valuable things including books from the country defeated in war. He made Kathmandu his capital and his collection was stored in Hanumandhoka. Basically they were collected from the Bihar, Gumba etc. of Patan and Bhaktapur. Most of the Shaha period was spend on power politics and fighting than having creative work. And the collection of books which they dumped in Hanuman Dhoka was without

use and slowly insects and pests damaged it. Seeing this king Girbanyuddha Bikram Shaha has appointed a person with two helpers to take care of those books in 1869. Their duty was to prevent books from insects and pest, not to let anyone take it out and worship every morning doing Puja (a religious ceremony). It can be consider as a starting of systematic care taking about books in history of Nepalese library (Adhikari, 2065).

Rana period was changed drastically from the time of its beginning to the end. This period was filled with a lot of national and international changes. The world war II affected the whole world including remote Nepalese village. Many Nepalese went abroad being a solder and learned a lot of things through their experiences. Educated people who returned from India started to show impact on education and opened school and libraries. This action was against the interest of Rana rulers so those people were punished, even put in jail in 1931. This is called Library Purba (Adhikari, 2065).

Although some libraries were established like in 1993 B.S. Pustak Padne Dalan in Palpa, in 2003 Pradipta Pustakalaya in Kathmandu, in 2002 Sarbajanik Bidhya Bhawan Pustakalaya in Dharan are some examples. There was one governmental library Bir Pustakalaya and some personal libraries like Keshar Library, Singh Library, Hemraj Gurus library etc. Similarly some libraries in school, colleges were also established (Adhikari, 2065). A big change has occurred after Rana period, and a whim to establish school, libraries adult education etc. to develop the education swept the country. A National Education Commission was formed in 1954. In 1959 an academic library was established in Tribhuvan University.

As the education is considered a must in human life, it is thought quite well in different steps of the development of human society, in time to time, subjects and medium of education were changed, objectives and policy were reconsidered and procedures were modified as well as the methods. Library was also affected by this.

2.4 School library and Academic Performance

“According to a study of 850 schools nationwide by the state library’s counterpart in Colorado, children with better libraries scored up to 15% higher on achievement tests than those with poorer libraries –regardless of socio economic factors” (Herbert, 2003).

The positive impact of school library media program is consistent. “if you were setting out a balanced meal for a learner, the school library media program would be part of the main course, not the butter on the bread” (Lance and Loertscher, 2003).

As per Paudel (2008) mention on her research :

“Leading students to books is the cooperative job of parent, teacher, and librarian. Parents through parent- teacher groups can help in establishing and maintaining a good school library and the library in charge of good school is one of the most important influences in a child’s whole school experience. Teachers and librarians, by keeping themselves alert and informed, can find the best of the old and the new books for their students. Here again, as at home , experiences are shared together and often book programs or quizzes or sketches can enrich those experiences, and stir up a new interest in the books themselves(31p.)”

It adds the more importance of library for student and children. Different studies have found that the school library helps students to learn more and their test score were improved. White house Conference on School Libraries clearly states that relation between a library and achievement score. The Colorado study, found that the size of the library in terms of its staff and its collection is a direct predictor of reading scores (Lance, 2002). It justifies that when school libraries have higher levels of professional and total staffing, larger collections of print and electronic resources, and more funding, students tend to earn higher score on state reading tests.

2.5 School libraries in Nepal

While the school plays a vital role in education but at the same time the knowledge and information which they provide within a limited time is not enough. More than that, to get the knowledge in a limited amount and fixed pattern is not that effective as the knowledge gained by learners’ interests and with freedom. A library provides this freedom of learning and chooses the subject of interest for it.

The school library should have a very good collection of materials, and effective services. It should emphasis from teaching to learning, from instruction to exploration, from uniformity of textbooks to the diversity of different books.

The school library should strive to become a force for educational excellence. Besides having books it should have CD Rom, map, charts etc. on its collection and be a hub and center of activities (Pandit, 2008).

A good school library can help to develop and sustain in students the habit and enjoyment of reading and learning and the use of libraries throughout their lives. Students need an environment of attractive books from the beginning and it is one of the first duties of a school to see that this environment is there.

Nepal Association of School Librarians is trying to promote school library through various activities. Awareness campaign, seminar and trainings are their main activities.

The survey conducted by Nepal Library Association in 1997 stated that, it is the exception rather than rule to find reading and study facilities for groups of students. The exceptions are long established, private or trade schools. It recommends to every secondary school should work have a room for the library, and library minimum standard should be approved through the ministry of education (NLA, 1997).

There were some efforts being done from various organizations as well as from education ministry. In 1954 Nepal National Education Commission recommended for opening libraries in different sections. In 1971-75 National Education System Plan recommended that each campus should have a library. Nepal Library Association research recommended that funding should be sought as a matter of priority through the Ministry of Education to provide a small basic library collection to every government secondary school and budget should be committed for a small annual library grant for each school, conditional on the library being properly run. A functional library in every secondary school should be adopted as a national information policy (NLA, 1997). Though the importance of school libraries is universally recognized, the library is often the most neglected part of a school.

References

- Adhikari, I. P. (2065). *Pustakaalaya tathaa srotendra byabasthaapan ewam sanchaalan*. Kathmandu: Pustakaalaya byabasthaapan tathaa suchanaa sewa Kendra
- Encyclopedia Britannica, (1989). *Libraries. In the new encyclopaedia Britannica*. Chicago: Encyclopedia Britannica.
- Herbert, S. (2003). Use of College Libraries, *Library Herald*, 40, (4).
- Jha, H.N. (1970). *The Licchavis of Vaisali*. Vanarasi: Chowkhamaba Sanskrit Series Office.
- Lance and Loertscher (2003). What works' now. Retrieved from [ONLINE@www.techerlibrarian.com](http://www.techerlibrarian.com)
- Lance, K.C. (2002). What research tells us about the importance of school libraries [Electronic version]. Retrieved From www.ims.gov/pubs/whitehouse0602/keithlance.htm
- Mittal, R. L. (1984). *Library administration: theory and practice*. New Delhi: Metropolitan.
- Nepal Library Association. (1997). *Survey report. status of libraries, documentation and information centers and library and information personnel in Nepal*. Lalitpur: Author
- Pandit, U. (2008). *Survey of User Attitude towards the reference resources and services of four academic libraries of Kathmandu valley*. Unpublished Masters' Degree in Library and Information Science dissertation. Central Department of Library and Information Science Faculty of Humanities and Social Sciences, Tribhuvan University, Kathmandu
- Paudel, C. (2008). *The Resources and Services provided by the Selected Children's Libraries in the Kathmandu Valley*. Unpublished Masters' Degree in Library and Information Science dissertation. Central Department of Library and Information Science Faculty of Humanities and Social Sciences, Tribhuvan University, Kathmandu

Smith, D. K. (2002) Building student learning through school libraries [Electronic version]. *Teacher Librarian*. 1(87).Retrieved from www.teacherlibrarian.com

Subedi, M. (1990).*Fundamentals of library and information science*. New Delhi: Nirala.

CHAPTER III

3. FOCUS OF THE STUDY

The study has focused on the three public school libraries of Kathmandu. This research is mainly concerned on the use and practice on its various aspects of library services. The descriptions of selected schools are mentioned in this chapter.

3.1 Padama Kanaya Secondary School (PKSS): Introduction

Padama Kanaya Secondary School is situated in Dilli Bazar, ward no.32, Kathmandu Metropolitan City. It has the most popular government school of Kathmandu district. This is the first only school which was established to promote the girls education in Kathmandu by the then Prime Minister Padma Samsher (JBR) in BS 2004, Magh, ShreePanchami.

At present, there are 2500 girl students in this school. It has 56 teachers and 13 staff members. This school has its own science lab, computer lab, meeting hall, stage hall, and library with other basic facilities. To promote educational activities, various committees are formed and actively participated for the welfare works and functions to the academic activities of the schools. The Padama Rotary Club is an association of ex-students of this school. The main objective of this club is to include students on the welfare programs like, scouting, blood donation, and other charitable activities.

This school has mainly accounting section, administration section, library section and computer section. The main objective of this school is to provide quality education giving priority to the poor, helpless, lower income and remote areas girls. Students have equal participation on the basis of merit competition. “To educate a woman is to educate a family” is the vision line of this school. Now, the school is successfully run by the principal ship of Mrs. Radha Dhungana.

3.2 Padama Kanaya Secondary School: Library Section

Padama Kanaya Secondary School has its own well equipped library with the collection of 2100 vol. of books and other reading materials. All the materials are accessioned in the accession register in proper manner. The library opens 11:00 am to 4:00 pm except Saturday and other public holidays. The user capacity is 55 students.

Though it has not its own separated building for library, a huge hall is in the same school building.

All the books are classified in DDC system. It has closed access system. The main users of this library are students, teachers and other school staffs as well as general public, government personnel, researchers and all other interested person with the permission of librarian. The school has no catalogue system but it has bibliographical records of library materials. As per the circulation system, it has a practice of daily records by ledger system. This school has appointed two staffs, Librarian and Library attendant with some library trainings.

The library has privileged two books for 15 days to a teacher and a book is provided to a student for a week. The library has 10 daily, 6, monthly news papers and magazines. The library performs many other recreational activities for students once a month. The library organizes the activities like, drawing, quiz contest, origami, story telling etc. The school publishes souvenir, brochures, including school reports annually. Though the school library has computer, and it is not used for the library purpose.

3.3 Padmodya Secondary School (PSS): Introduction

Padmodya Secondary School is located in Padmodya chowk, Exhibition Road, ward no.31, Kathmandu Metropolitan City. It is one of the excellent schools in academic achievement run by the Government of Nepal. This school was established by the then Prime Minister Padma Samsheer (JBR) in BS 2003, Falgun 29.

There are 1050 students in this school. It has 70 teachers and academic staff members. This school has its own science lab, computer lab, meeting hall, library and canteen with other necessary facilities. The school has its own three storied building. To promote the educational activities, various committees are formed and actively participated to the welfare works and functions to the academic activities of the schools.

This school has mainly accounting section, administration section, Library section and computer section. The main objective of this school is to provide quality education for better leadership. The school has got some regular fund from Government, Government organization, management committee, guardians, and ex-students. The head master of this school is Vijaya Laxmi Shrestha.

3.4 Padmodya Secondary School: Library Section

Padmodya Secondary School has its own library with the collection of 1500 vols. of books and other reading materials. All the materials are accessioned in the accession register in proper way. The library opens 10:30 am to 3:30 pm except Saturday and other public holidays. The user capability is 15 students in a reading time. Though it has not its own separated building for library, a small room is in the same school building. All the reading materials are locked in wooden cupboards.

All the books are classified in Dewey Decimal Classification system. It has closed access system in nature. The main users of this library are students, teachers and other school staffs. The school has no catalogue system but it has bibliographical records of library materials. As per the circulation system, it has a practice of daily records by ledger system. This school has appointed a teaching staffs as a Librarian with a number of library trainings.

The library has privileged 4 books for 15 days to a teacher and 2 books are provided to a student for a week. The library has 12 daily, 6, monthly news papers and magazines. Though the school library has computer, it is not used for the library purpose. This school has allocated NRS 35000/- budget for library annually.

3.5 Shahid Sukra Secondary School (SSSS): Introduction

Shahid Sukra Secondary School is located near to old central bus park of Kathmandu Metropolitan City. It is one of the admirable schools in academic success run by the Government of Nepal. This school was established in BS 2018, Bhadra 16.

There are 1650 students in this school. It has 77 teachers and academic staff members. This school has its own science lab, computer lab, meeting hall, library and canteen with other compulsory facilities. The school has its own a new two storied building with two blocks. To promote the educational activities, various committees are formed. They organized various extra curricular activities in its anniversary and martyr week.

This school has mainly accounting section, administration section, Library section and computer section. The main intention of this school is to provide quality education to serve the society through knowledge. The true value of learning is to produce ideal citizens with the high degree of moral and ethical values. The school creates sense of respect to the senior and love to the juniors and conductive and comfortable atmosphere for the students to achieve their

education. The school has got some regular fund from rent of the school building, Government, Non Government organizations, management committee, and ex-students. The head master of this school is Manju Shrestha.

3.6 Shahid Sukra Secondary School: Library Section

Shahid Sukra Secondary School has its own library with the collection of 900 vols. of books and other reading materials. All the materials are accessioned in the accession register in a correct way. The library opens 10:30 am to 3:30 pm except Saturday and other public holidays. The user capability is 25 students in a reading time. Though it has not its own separated building, a general room is in the same school building for library. All the reading materials are locked in steel cupboards.

All the books are classified in Dewey Decimal Classification (DDC) and their own system. It has closed access system in nature. The library furniture is very suitable for library. The light system of the library also seems good. The main users of this library are students, teachers and other school staffs. The school has no catalogue system but it has bibliographical records of library materials. As per the circulation system, it has a practice of daily records by ledger system. This school has appointed a staffs as a School Librarian with some library trainings.

The objective of this library is to develop reading habit among the students and motivate them to read different of books besides school text books. The main target of this library is to encourage students to participate in various activities so that it could result in their over all development.

The library has privileged 2 books for 15 days to a teacher and 1 book is provided to a student for a week. The library has 12 daily, 8 others news papers and magazines. Though the school library has computer, it is not used for the library reason.

A presentation of the selected schools and their library sections

	Name of the schools		
	Padama Kanaya Secondary	Padmodya Secondary School	Shahid Sukra Secondary School
Address	Dilli Bazar, ward no.32, Kathmandu Metropolitan City.	Exhibition Road, ward no.31, Kathmandu Metropolitan City	Old Central Bus Park, ward no.31 Kathmandu Metropolitan City,
Established Year	BS 2004	BS 2003	BS 2018
Students	2500 girl students	1050 students	1650 students
Teachers & Staffs	56 teachers and 13 staffs	70 teachers and 16 staffs	77 teachers and 18 staffs
Library staffs	Yes	Yes	Yes
Professional	-	-	-
Semi Professional	2	2	2
Facilities	Science lab, computer lab, meeting hall, stage hall and library and canteen	Science lab, computer lab, meeting hall, library and canteen	Science lab, computer lab, meeting hall, library and canteen
Section	Accounting section, Administration section, Library section, Computer section.	Accounting section, Administration section, Library and computer section	Accounting section, Administration section, Library and computer section.
Collection	2100 vols. of books	1500 vols. of books	900 vols. of books
New papers/ magazines	10 daily/ 3 weekly/ 3 monthly	12 daily/ 4 weekly/ 8 monthly	10 daily/ 2 weekly/ 5 monthly
Accessioned	Accession register	Accession register	Accession register
Classification Scheme	Dewey Decimal Classification system	Dewey Decimal Classification system	Dewey Decimal Classification system
Access	Closed Access System	Closed Access System	Closed Access System
Catalogue	-	-	-
Circulation system	Daily records by ledger	Daily records by ledger	Daily records by ledger
Bibliographical records	yes	yes	yes
Time	11:00 am to 4:00 pm	10:30 am to 3:30 pm	10:30 am to 3:30 pm
Privileged	2 books for 15 days	4 books for 15 days	2 books for 15 days

The sign (-) indicates that the service is not available.

Source: Field Survey, 2010

CHAPTER IV

RESEARCH METHODOLOGY

This chapter describes the various methods applied in order to complete this study as research design, population, sampling procedure, data collection procedure and data analysis procedure. Research is a logical exercise based on scientific approach aimed to draw the most suitable solution for the problem concerned. In this process, the existing assumption, practices, facts are put into the key of observation, experimentation, interpretation and conclusion superimposing a new picture over the old one. A research is fed on to the currency of facts and later on digesting; it produces a new proposition aiming for the better result (Panta & Wolff, 2005). This study has followed a descriptive or exploratory procedure of inquiry in the school library and its use and practices.

The researcher applied various techniques for collecting primary and secondary data.

4.1 Research design

Research design is an organized approach. It is an integrated system that guides the researcher in formulating, implementing and controlling the study. Useful research design can produce answer to the proposed research question.

Design is the overall plan of any proposed activity. The design of research project guides how to conduct the study. A research design defines the procedures for collecting and analyzing data (Sharma & Chaudhary, 2005, p. 265).

The present study is mainly based on descriptive and exploratory research design. In this research study, the researcher used the descriptive research design to describe the library resources, use of library materials, number of users etc. and the exploratory design was used to explore the reasons of using and not using the library for teaching-learning process, reasons for visiting and not visiting library etc.

4.2 Selection of the Study Area

The rationale to select the study population (community schools) was mainly described here under. Kathmandu, the capital of Nepal is a centre of government and the institutional hub of the country. It is expected that the library and information provision is found here in support

of these institutions, which can be a model for other places. It was also a convenient area for the researcher to conduct the study in the community schools located in Kathmandu.

4.3 Nature and Sources of Data

The research study has used both types of data such as qualitative and quantitative nature. The qualitative nature of data has been collected from formal and informal interview and observation. However, the quantitative data are collected from the field mainly using the survey method.

Exploratory and descriptive research designs have been employed for this research. Exploratory research explores on the basis of previous idea through related literature review and it informs the individual about new and real information. This study has identified and presented the practices, importance, and use of resources and services of the existing library through questionnaire (appendix I), interview (appendix II & III) and observation (appendix V).

The questionnaire was divided into four sections. These are:

- A. Personal information
- B. Library use
- C. Source of Information
- D. Information Services, (appendix I)

The major sources of data were primary as well as secondary which were used for this study. The primary data were collected through field survey and interview with questionnaire. Interviews were conducted with the school librarians, students, principals, teachers, head teachers. The secondary data were collected from office documents, published and unpublished materials such as research articles, journals, magazines, news paper, books, etc. Researcher has also consulted dissertation, thesis, report, office record, bulletins, and brochures in the field study.

4.4 Population of the study

An individual student and school librarian have been as a sample unit for the study because the student attitude can represent the real situation of the services and resource of the library. The three schools and their libraries have been selected for the purpose of this study. In this research, only the students of the grade 6-9 have been involved from each library. There are

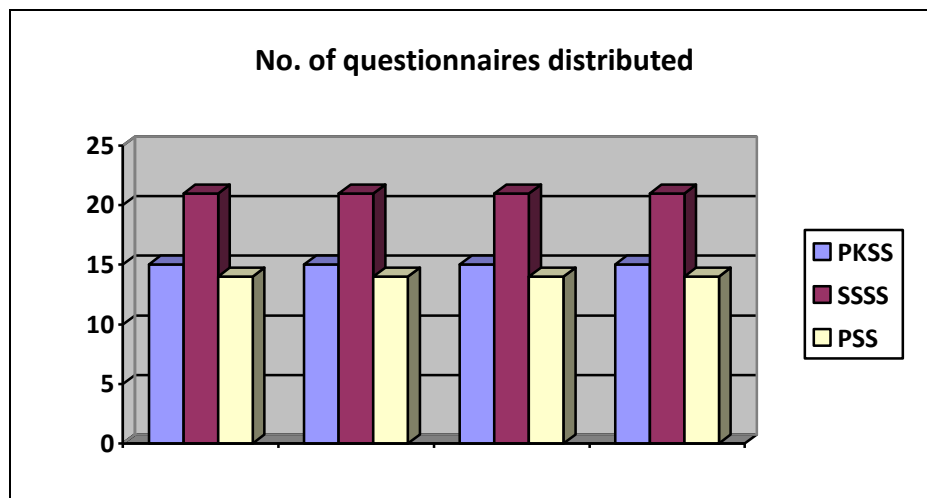
assumed for the sample universe of the study. Among them, only 50 students were selected for the quantitative questionnaire, all of them returned questionnaire after filling them. For qualitative technique interviewed with School librarian, teachers and principals (Appendix II).

Table No. 1: questionnaires distributed and returned by three school libraries of Kathmandu

Libraries	No. of questionnaires distributed	No. of questionnaire returned	
		No.	Percent
PKSS	15	15	100
SSSS	21	21	100
PSS	14	14	100
Total	50	50	100

Source: Field Survey, 2010

Fig. No. 1: questionnaires distributed and returned by three school libraries of Kathmandu



4.5 Data collection techniques

According to the objectives of the study, the researcher prepares 50 sets in 4 sections of questionnaire. The information is collected through field questionnaires for students and interviews with the librarians, teachers and principals of the selected schools. They were

interviewed on the topics of use and practices, existing condition of the library, sources and services the library. The required data and information have been collected from the primary source with the help of questionnaire.

School survey interview observations and group discussion were conducted by semi structured questionnaire to gathered qualitative and quantitative information.

4.6 Data Analysis and Presentation

For this study, three school libraries have been selected. They are considered as user group of all the resources and services of the library. Among them, 50 respondents have randomly selected as a sample study. The respondents have students. Selected students have requested for filled the questionnaire confidentially. The entire students have returned all questionnaires in time. The comments and suggestions have taken from the librarians, teachers, and school authorities in the based on pre prepared questionnaire.

The analysis has based on 50 responses received from the school libraries. The completed filled up questionnaires were checked to remove the possible errors and inconsistencies in the field. In this study, both descriptive and analytical methods have been used for the presentation of collected data and information.

Reference

Panta , P.R. & Wolff, H.K. (2005). Social science research and thesis writing (4th ed.)
Kathmandu: Buddha.

Sharma, P.K. & Chaudhary, A.K. (2005). Statistical methods. Kathmandu : Kahanl Books.

CHAPTER V

ANALYSIS AND PRESENTATION

5.1 Library Use

Library is the store house of knowledge, information and document for students. Every student should go to library to update them. This chapter has described about the use of library. It has explained the membership, frequency and purpose of the library visit. It also explains the time spend in library and most interesting section and the opening hour of library.

5.1.1 Membership of the Library

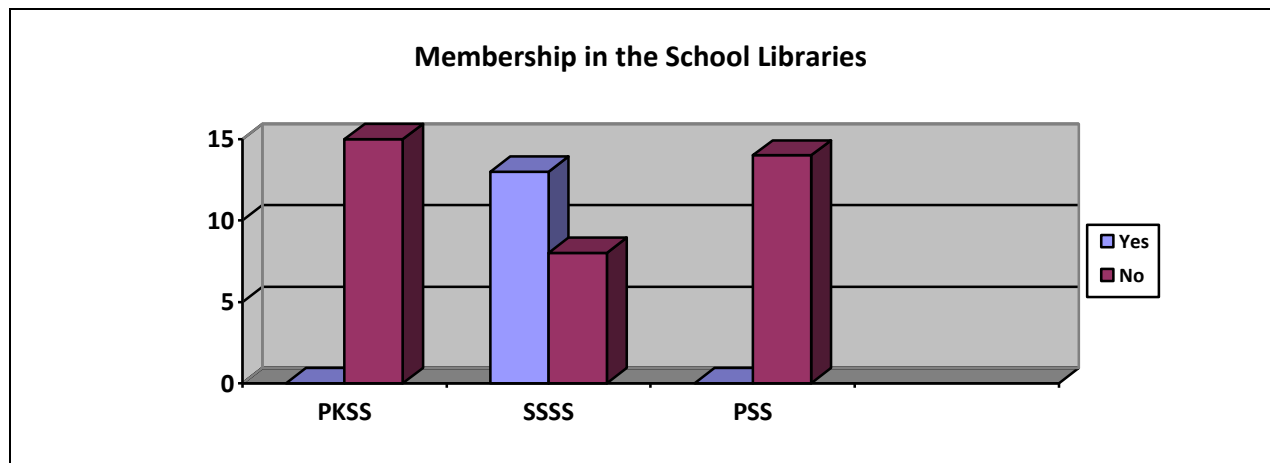
The first question was structured to ask only those students who were in the library. The question was developed in order to find out the number of members students of the library.

Table No. 2: Membership in the School Library

S.N.	Membership in library	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	0	13	0	13	26
2	No	15	8	14	37	74
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 2: Membership in the School Libraries



Above data show that 26 percent of students had library membership in their library. The 74% of students did not have membership of the library. Above result shows that most of the

student don't have membership of library. It can be concluded that most of the students use library resources for their study and other entertainment, although they were not membership.

The 74% of students do not have membership because there is no membership system in PKSS students' section and PSS children's corner. Most of the students answered that there is no other libraries in their locality.

5.1.2 Frequency of Library Visit

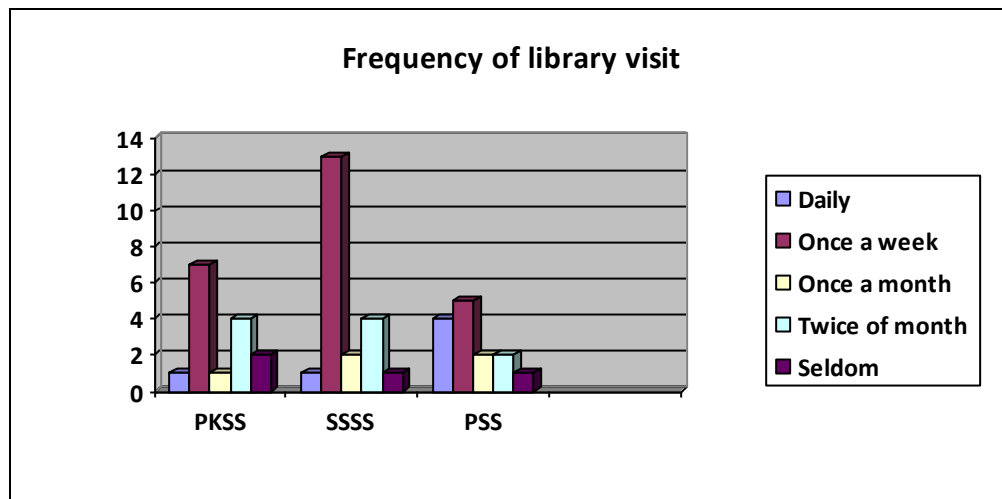
A question was developed to find out the number of students visiting the library with their different purposes. When the respondents were asked about the frequency of their library visit, they have answered different time interval of visit such as daily, once a week, once a month, twice a month and so on.

Table No. 3: Frequency of Visiting Library

S.N.	Frequency of library visit	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Daily	1	1	4	6	12
2	Once a week	7	13	5	25	50
3	Once a month	1	2	2	5	10
4	Twice of month	4	4	2	10	20
5	Seldom	2	1	1	4	8
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 3: Frequency of Visiting Library



From the table No. 3, it is found that among the 6 respondents, 12% of the students visit library daily whereas 50% of them go to library once a week. And 10% of students visit library once a month, 20% of students visit library twice a month, and 8% of students have seldom been to the library. The result shows that large number of students visit library at least once a week. The least number of them go to the library daily.

From the above data 50% of students use the library once a week. All the students should go to school daily. It shows that students are not using library daily.

5.1.3 Purpose of Library Visit

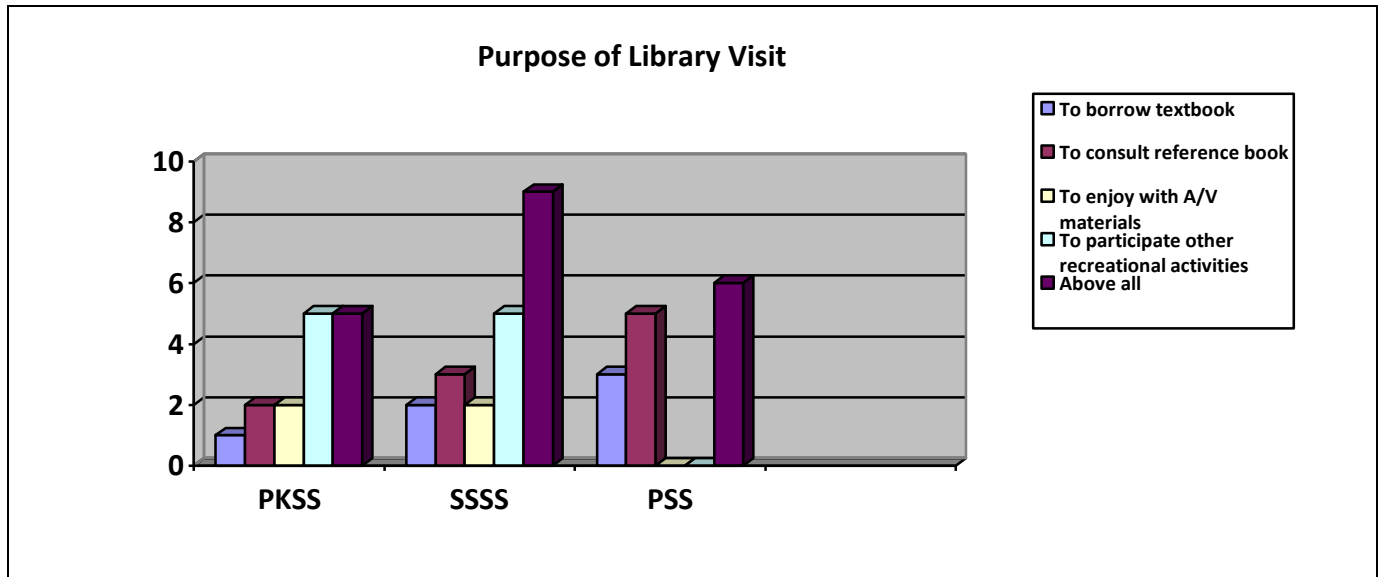
The question was asked to find out the purpose of the students' to visit library. The respondents replied following reason of the visit.

Table No. 4: Purpose of Library Visit

S.N.	Purpose of library visit	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	To borrow textbook	1	2	3	6	12
2	To consult reference book	2	3	5	10	20
3	To enjoy with A/V materials	2	2	0	4	8
4	To participate other recreational activities	5	5	0	10	20
5	Above all	5	9	6	20	40
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 4: Purpose of Library Visit



According to the above data, 12 percent of respondents have visited library studying the textbooks. Likewise, 20 percent of the students have consulted the reference books, 8 percent of them have visited it to enjoy with A/V materials. Twenty one percent go there to participate different recreational activities such as quiz contest, drawing competition, origami, story telling, speech competition etc, and 40 percent of students use library for multipurpose as mentioned above. The result shows that the students visit library to satisfy their multipurpose informational needs.

5.1.4 Time spend in library

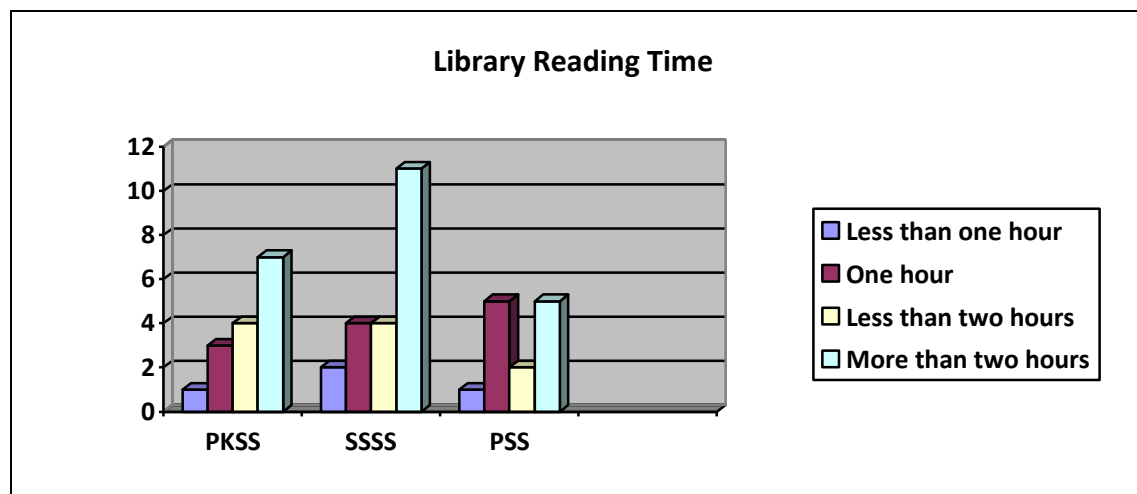
The question was asked to the students to find out the time spent by them in library.

Table No. 5: Library Reading Time

S.N.	Time spend	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Less than one hour	1	2	1	5	10
2	One hour	3	4	5	12	14
3	Less than two hours	4	4	2	10	20
4	More than two hours	7	11	5	23	46
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 5: Library Reading Time



According to above data, 10 percent of respondent spend their time 'less than one hour' in libraries. Likewise, 14 percent of students spend one hour and 20 percent of students have spent less than two hours in library and 46 percent of students have spent more than two hours in library. The result shows that most of the students spent more than two hours in the library.

5.1.5 Most interesting Section

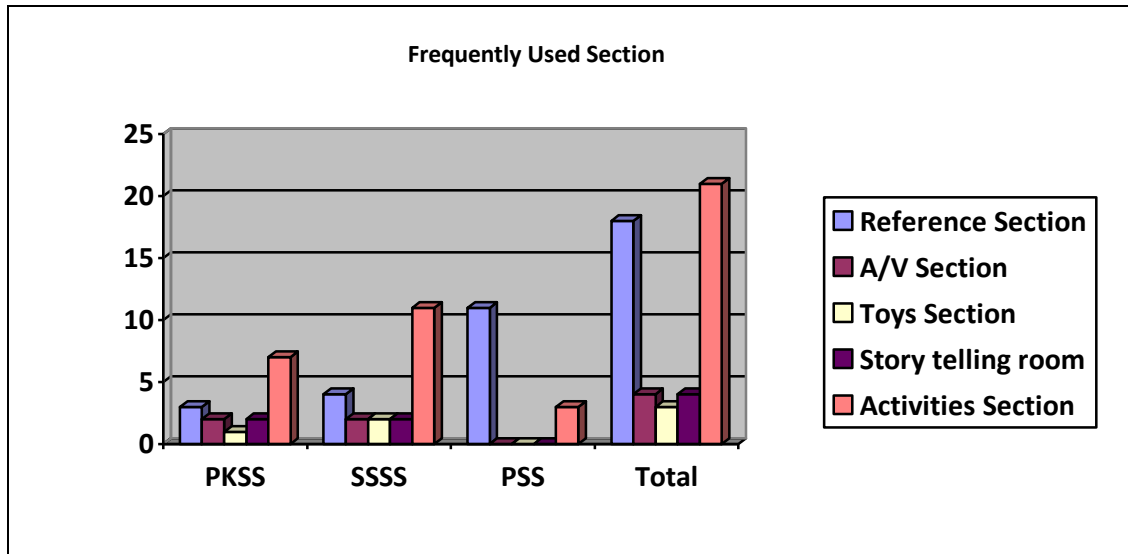
The question was asked to find out which of the section of library is used by the students. The respondent replied as following:

Table No. 6: Frequently Used Section

S.N.	Most interesting	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Reference section	3	4	11	18	36
2	A/V section	2	2	0	4	8
3	Toys section	1	2	0	3	6
4	Story telling room	2	2	0	4	8
5	Activities section	7	11	3	21	42
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 6: Frequently Used Section



According to the above data, 36 percent of respondents have used reference section. Likewise, 8 percent of students have used story telling room and activities section 42 percent of students used activities section and only 6 percent of students like to use toys and maps section. The result shows that equal and large numbers of the students like to use activities section, to promote their recreational activities and reference section.

5.1.6 Library Opening Hour

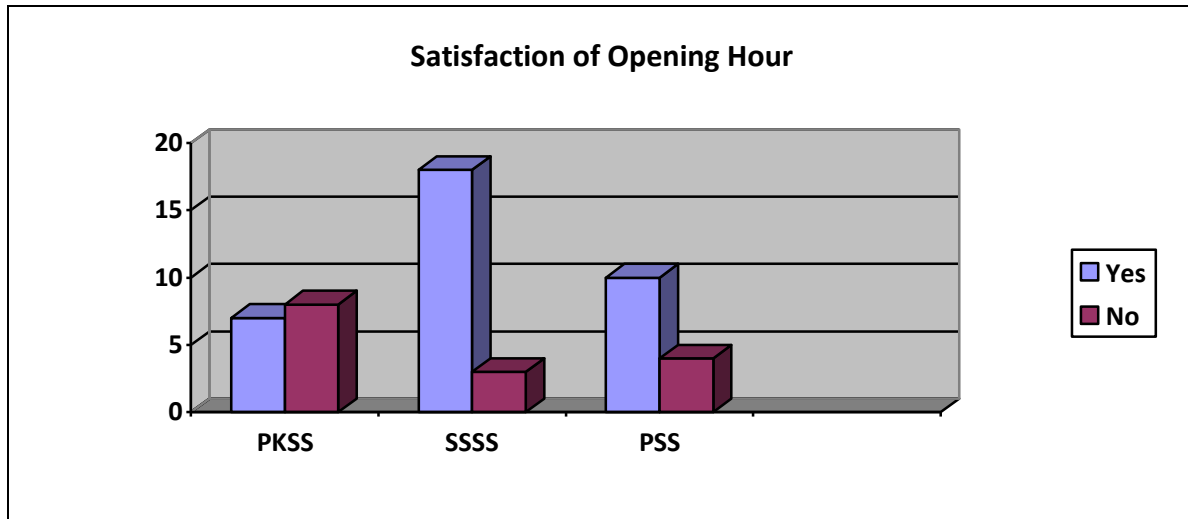
The question is related to the user's satisfaction with opening time of library. The respondents have replied as follows:

Table No. 7: Users' Satisfaction of Opening Hour

S.N.	Satisfaction of users	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	7	18	10	35	70
2	No	8	3	4	15	30
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 7: Users' Satisfaction of Opening Hour



The finding regarding the satisfaction of the students toward library opening hour has showed that 70 percent of respondents are satisfied with opening hour whereas 30 percent of them feel that the library's opening hour is not sufficient for them. The above result shows that 70 percent respondents are satisfied with library hours.

5.1.7 Use of Other Libraries besides their school Library

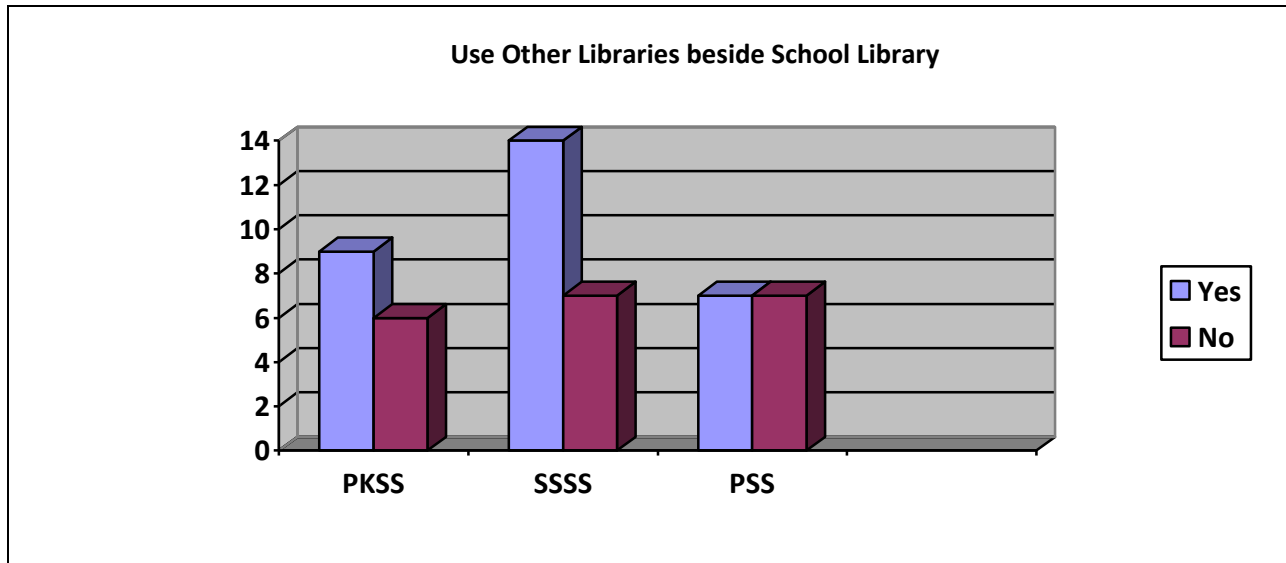
The question was asked to find out whether they use other libraries besides students's library for informational use. The respondents have answered as follows:

Table No. 8: Use of Other Libraries besides School Library

S.N.	Use of other libraries	Name of schools			Total	Percentage
		PKSS	SSSS	PSS		
1	Yes	9	14	7	30	60
2	No	6	7	7	20	40
	Total	15	21	14	50	100

Source: Field Survey, 2010

Figure No. 8: Use Other Libraries beside School Library



Here, from table no. 8 it can be seen that among the 30 respondents, 60 percent visited other libraries besides the school library to achieve their desired information. On the other hand, 40 percent of them did not use other libraries. From this result we can conclude that most of the students are interested to visit library for their desired information. So we can say that the new generation is a little bit conscious about the recent information. Most of them used their own school's library and some of them also use other libraries.

5.2 Library Resources

The second objective of study was to compare library resources and respondents' attitudes towards it. To achieve the objective, the following questions were formulated:

5.2.1 Library Collection

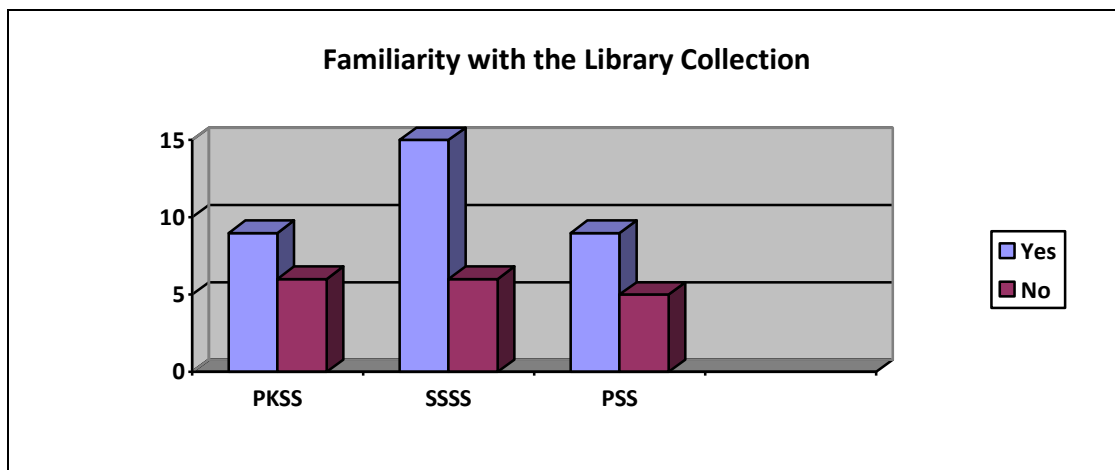
This question was related to find out the familiarity with library collection. The respondents replied their views as follows:

Table No. 9: Familiarity with Library Collection

S.N.	Familiarity with collection	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	9	15	9	33	66
2	No	6	6	5	17	34
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 9: Students' Familiarity with the Library Collection



When the students were asked with respect to the variety of library collection, 64 percent of students replied that they were familiar with the collection. And the rest of them did not have any knowledge about the collections. Above data indicates that two-third of the total population are familiar with the library collections.

5.2.2 Library Collection

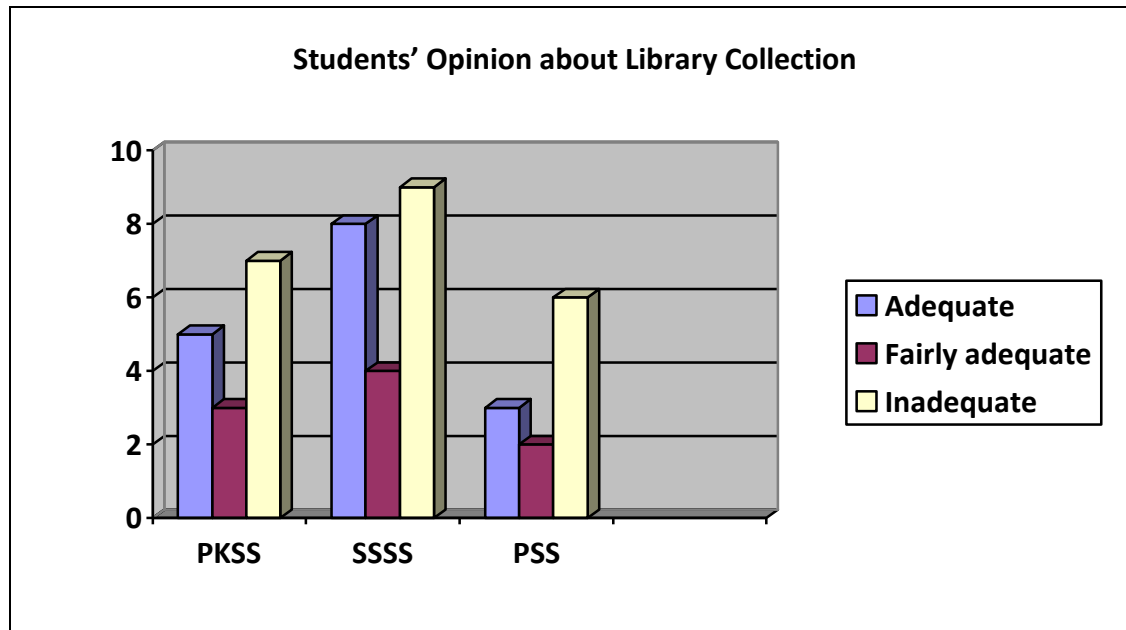
The question was developed in order to find out the opinion of the students on documents available in the library. It helps us to know about the sufficiency and insufficiency of the collection in the library with an indication whether the libraries need to purchase additional documents in the library in future. The respondents replied as follows:

Table No. 10: Students' Opinion about Library Collection

S.N.	Opinion about collection	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Adequate	5	8	3	16	32
2	Fairly adequate	3	4	2	12	24
3	Inadequate	7	9	6	22	44
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 10: Students' Opinion about Library Collection



Above table shows that 32 percent of students found adequate collection in their library, and 24 percent of them thought the collection fairly adequate in the library. On the contrary, 44 percent students thought that the collection of library is inadequate. Thus, majority of the students argued that library collection is inadequate for them. The result from the research has indicated that large numbers of the total students are not satisfied with the library collections.

5.2.3 Sources of information most like in the Library

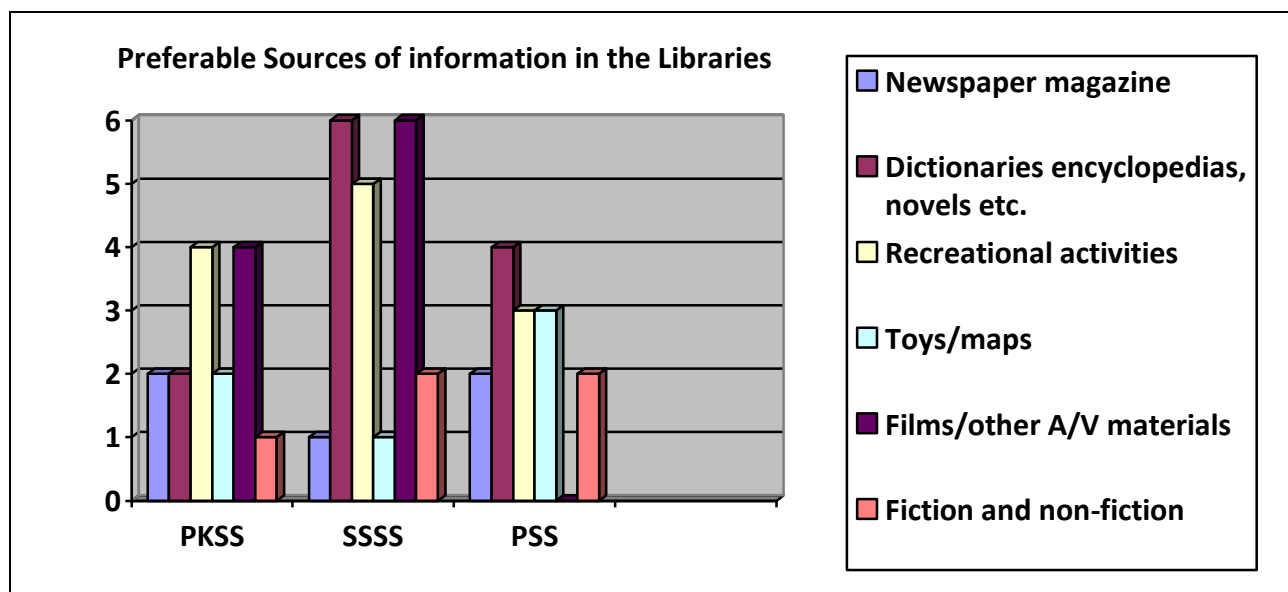
This question was developed to find out the more preferable subject in the library in order to evaluate the quality of the library. The students were asked about their favorite choice, they replied as follows:

Table No. 11: Preferable Sources of information in the Libraries

S.N.	Type of materials	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Newspaper magazine	2	1	2	5	10
2	Dictionaries encyclopedias, novels etc.	2	6	4	12	24
3	Recreational activities	4	5	3	12	24
4	Toys/maps	2	1	3	6	12
5	Films/other A/V materials	4	6	0	10	20
6	Fiction and non-fiction	1	2	2	5	10
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 11: Preferable Sources of information in the Libraries



Above data indicates that 10 percent of students visit library to read newspaper and 24 percent of students use reference materials. Similarly, 24 percent of respondents visited library to participate in other recreational activities and 12 percent of students visit library to enjoy with maps and toys. On the other hand 20 percent students like to enjoy with A/V materials and 20 percent of students use other fiction and non-fiction. Thus, the result shows that most of the students like to use reference materials and A/V materials. Likewise equal number of students likes to visit library for maps, toys and other recreational activities.

5.2.4 Accessibility in Documents on Time

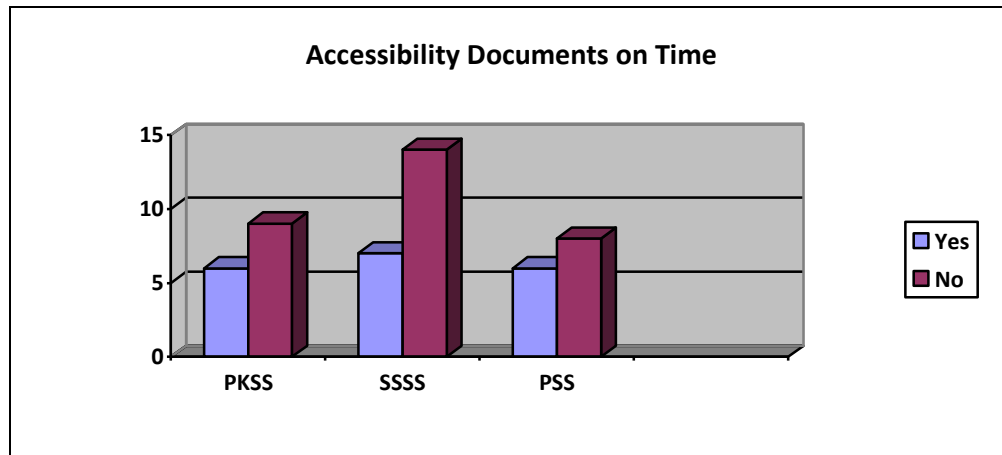
The question was asked to the respondents to know about the availability of required documents in time.

Table No. 12: Accessibility Documents on Time

S.N.	Accessibility of documents on time	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	6	7	6	19	38
2	No	9	14	8	31	62
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 12: Accessibility Documents on Time



As the table 12 shows that 38 percent of students reported that they get document on time. Where as 62 percent of students could not get required documents on time. The result shows that about two-third of the students could not get documents on time.

5.2.5 Unavailability of Documents

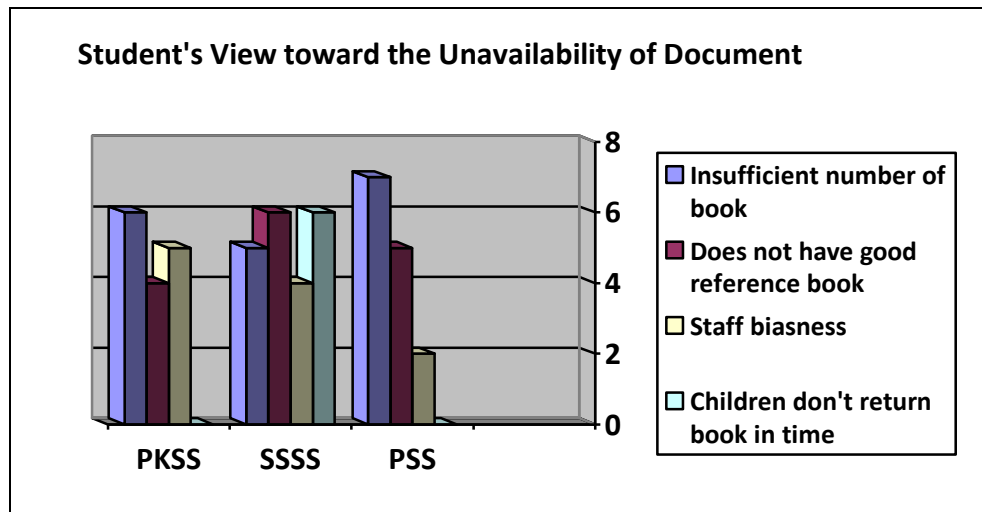
The question was asked the students to mention reason why the documents in the library were not issued in time. The respondents had given four different options under this question. The responses of the students vary considerably as shown below:

Table No. 13: Student's View towards the Unavailability of Document on Time

S.N.	Reasons	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Insufficient number of book	6	5	7	18	36
2	Does not have good reference book	4	6	5	15	30
3	Staff biasness	5	4	2	11	22
4	Students don't return book in time	0	6	0	6	12
Total		15	21	14	50	100

Source: Field Survey, 2010

Figure No. 13: Student's View toward the Unavailability of Document on Time



Above data shows that large number of students answered that they can't get document on time due to the insufficient number of books. 36 percent of respondents answered that the unavailability of document is caused by the insufficient number of books in library. Whereas 30 percent of students mentioned that their library does not have good reference book. On the other hand 22 percent of students were seemed to be dissatisfied with library staff. They said that the unavailability of documents is due to staff and system. Only 12 percent of students answered that unavailability of documents is due to the students' carelessness that is they did not return books on time.

5.2.6 Provision of Audio/Visual Materials in Library

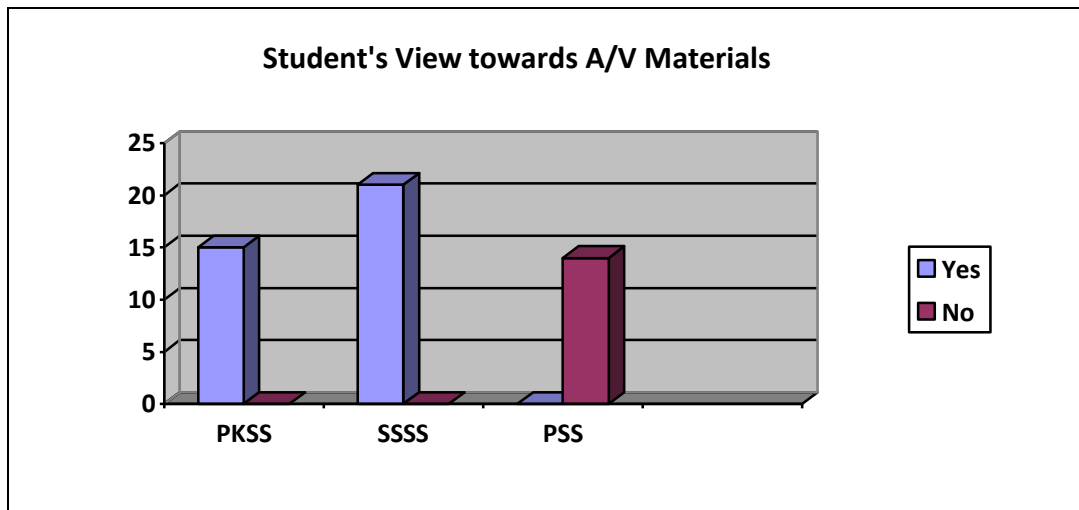
The question was asked to the students to find out the provision of audio/visual services in the library. The respondents replied following answer.

Table No. 14: Student's View towards A/V Materials in Library

S.N.	Provision of A/V materials	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	15	21	0	36	72
2	No	0	0	14	14	28
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 14: Student's View towards A/V Materials in Library



The above data shows that, 72 percent of students said that there is audio/visual services provided by their library and 28 percent of students did not have any idea about A/V materials in their library. The result shows that 72 percent of students were familiar with the A/V materials provided by their library.

5.2.7 Most Attractive A/V Services for Students

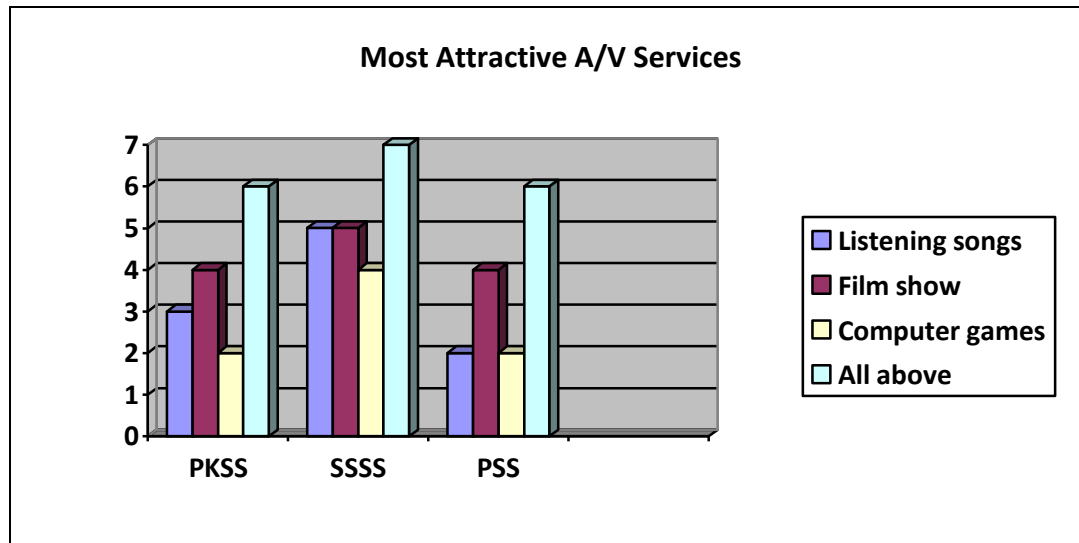
The question was asked to the respondent to find out the most preferable A/V services for them. The respondents' replies are as follows:

Table No. 15: Most Attractive A/V Services for Students

S.N.	Attractive A/V services	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Listening songs	3	5	2	10	20
2	Film show	4	5	4	13	26
3	Computer games	2	4	2	8	16
4	All above	6	7	6	19	38
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 15: Most Attractive A/V Services for Students



The above data shows that 20 percent of students like to listen songs and 26 percent students like to watch film. Where as 16 percent of students like to involve in video games. Most of the students have chosen multipurpose use of audio/visual materials. 38 percent of students have chosen all types of audio/visual materials as mentioned above.

5.2.8 ICT Facility

The question was asked to the respondents whether the library provides them with computer facility. In the context of technologically growing information services this question makes us aware of technical services available in the school library.

Table No. 16: Students' Opinion about Computer Facility in the Library

S.N.	Availability	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	13	18	9	40	80
2	No	2	3	5	10	20
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 16: Percentage of Students's Opinion about Computer Facility in the Library

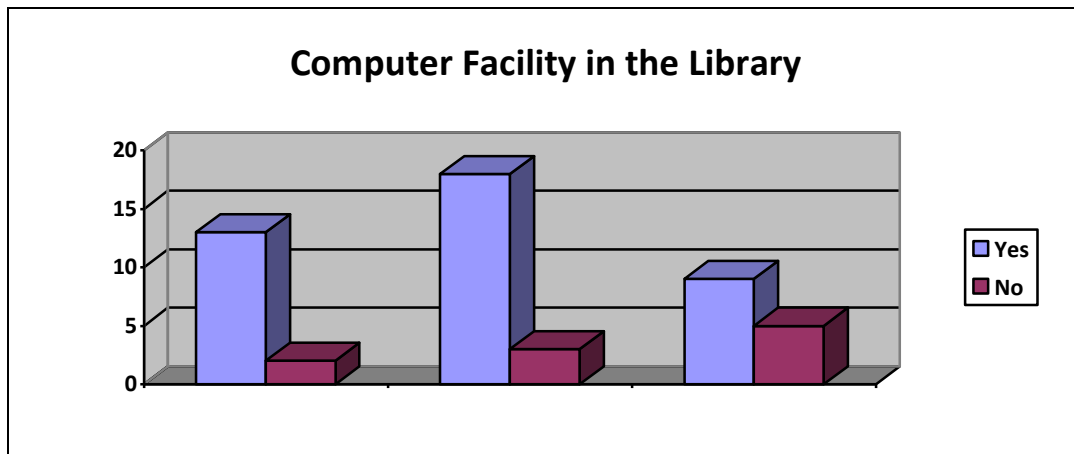


Table 16 shows, 80 percent of the respondents reported that there is computer in their library whereas 20percent of them seemed to be unknown about the computer. This result suggests that almost all of the students have known that there is computer in their library.

5.2.9 Purpose of Using Computer in Library

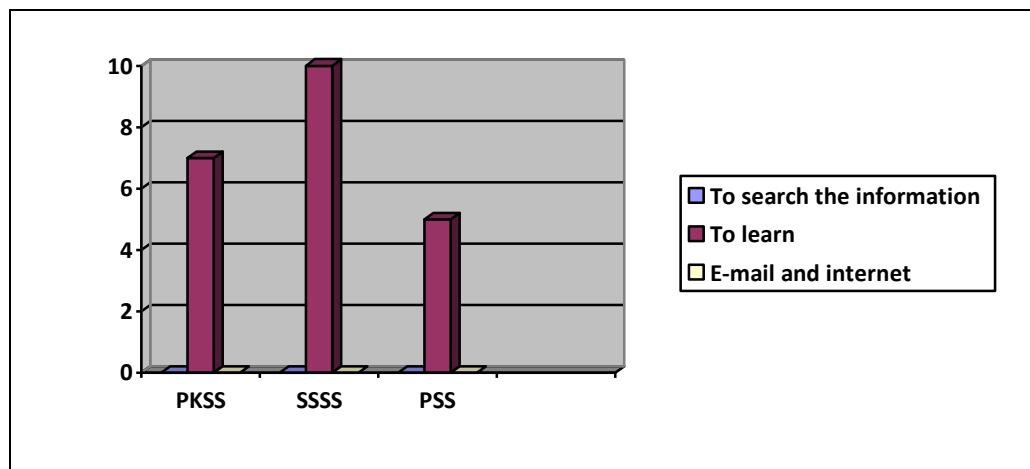
Another question was asked to the respondents to mention the purpose of computer use in library. The table below shows their responses.

Table No. 17: Students' Perception Using Computer in Library

S.N.	Purpose of using computer	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	To search the information	0	0	0	0	0
2	To learn	7	10	5	22	44
3	E-mail and internet	0	0	0	0	0
4	Others	8	11	9	28	56
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 17: Students' Perception Using Computer in Library



From the above data, computer seems to have been used for various purposes in the library. None of them have reported that the library use computer to search information while 44 percent of them replied that computers in their libraries are used to create database. Whereas no body reported that computer used for e-mail and internet and 56 percent of respondents replied that the computers of their libraries in used for office administration and management. This result suggests that almost all of the child users are out of approach from the modern IT services.

5.2.10 providing helpful information from library to students

The respondents were asked to indicate the amount of information available in the students' libraries. It helps to evaluate the efficiency of library to fulfill the requirements of academic courses. The students have responded the level of relevance of the information from the existing materials of the library as shown below:

Table No. 18: Relevance Information

S.N.	Relevance of information	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	All relevant	6	9	7	22	44
2	Part of relevant	9	12	7	28	56
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 18: students view toward the Relevance of Information from the Library Materials

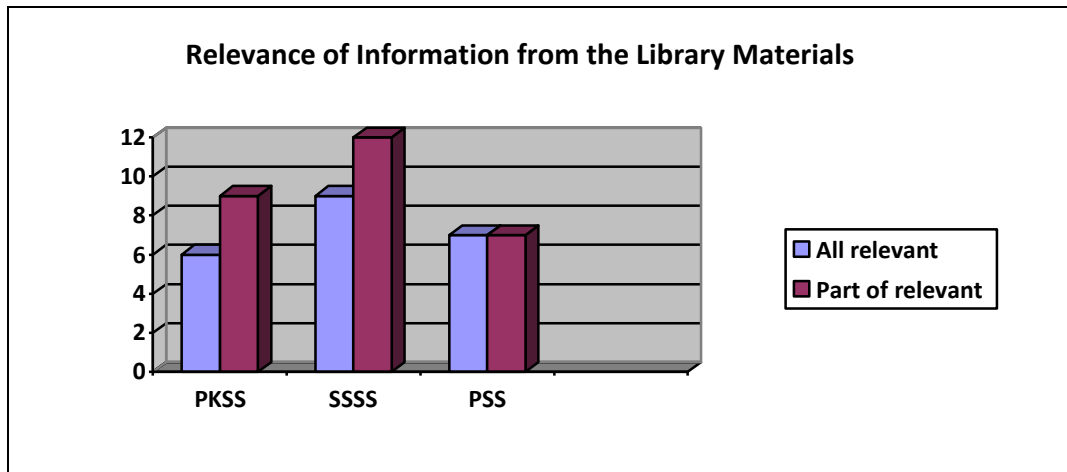


Table 18 shows that 44 percent of students reported that they get all the relevant information they need from the library. 56 percent of students reported that they get only part of the information they need from the available sources of information. This result indicates that most of the respondents are seemed to be dissatisfied with the relevance of information or in another sense the libraries could not fulfill the information needs of the respondents.

5.3 Information Services

5.3.1 Opinion about Librarian

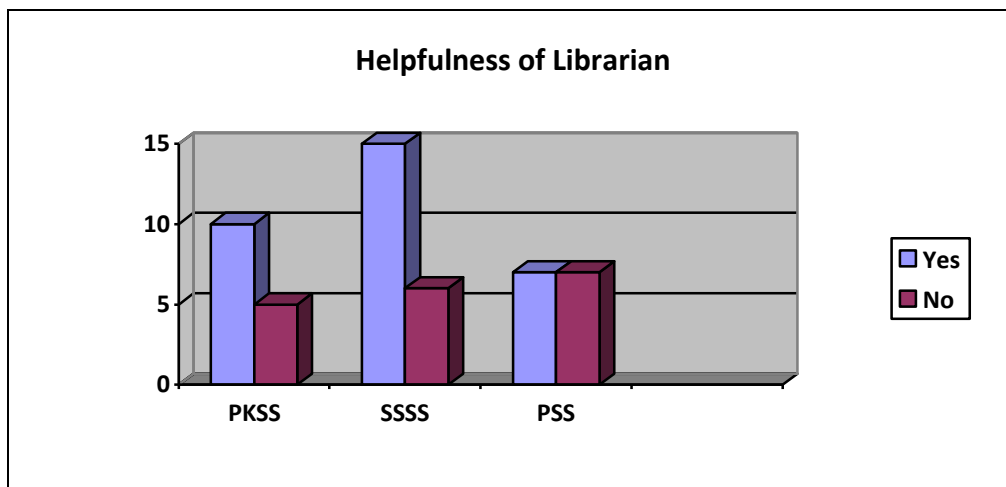
The first question was asked about the students' opinion toward librarian. They have responded differently about the helpfulness of librarian, which is as follows:

Table No. 19: Students' Opinion about the Helpfulness of Librarian

S.N.	Helpful	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	10	15	7	32	64
2	No	5	6	7	18	36
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 19: Student Opinion about the Helpfulness of Librarian



The above data shows that 64 percent of the respondents are seemed to be satisfied with the librarian. They answered that their librarian is helpful but on the other hand 36 percent of students were seemed to be dissatisfied with their librarian.

5.3.2 Idea about Library Catalogue

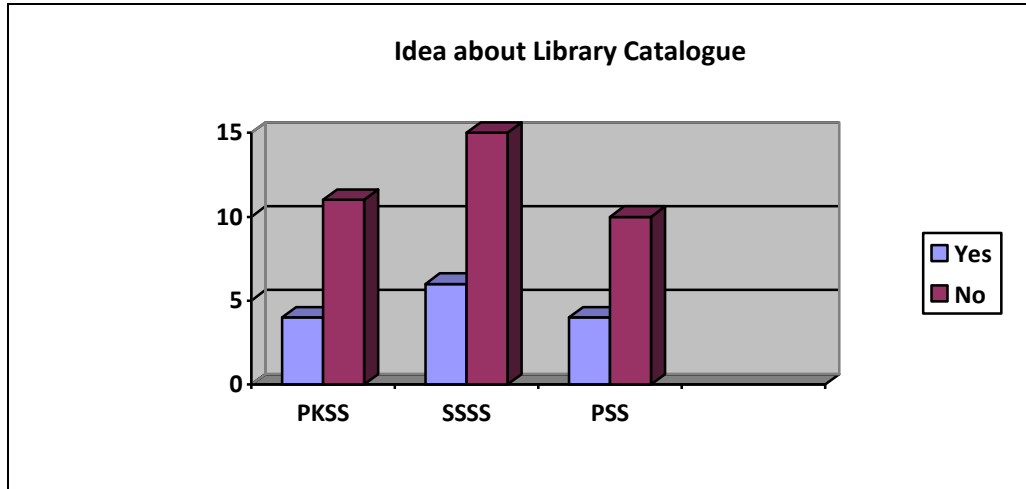
The question was asked to find out the idea about the library catalogue. The different opinions given by the respondents are as follows:

Table No. 20: Student Idea about the Library Catalogue

S.N.	About catalogue	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	4	6	4	14	28
2	No	11	15	10	36	72
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 20: Student Idea about Library Catalogue



The above table shows that 28 percent of students have got idea about catalogue whereas 72 percent of students have no any idea about the catalogue. This information also reveals that above two-third of students could not get useful efficiency of the library due to the lack of some technical information of the library system.

5.3.3 Necessity of Library Catalogue

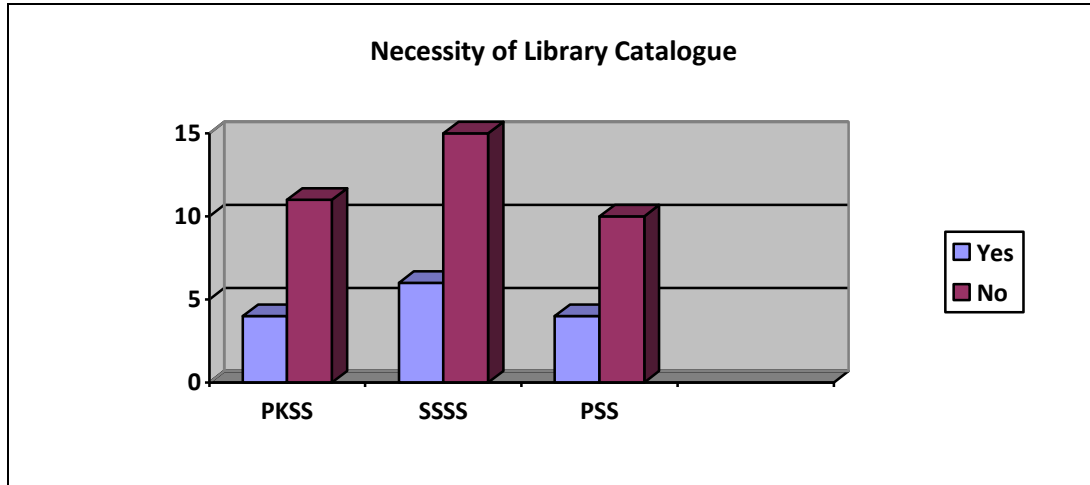
To know the students' perception regarding the necessity of library catalogue, they were asked to respond whether it was necessary.

Table No. 21: Necessity of Library Catalogue

S.N.	Necessity of catalogue	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	4	6	4	14	28
2	No	11	15	10	36	72
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 21: Percentage of Necessity of Library Catalogue



It is seen from the table 20 that 20 percent of the respondents who know about the library catalogue answered that the library catalogue is necessary whereas 72 percent of the respondents who does not know about the library catalogue answered that it is not necessary for them.

5.3.4 Tools for Search Information

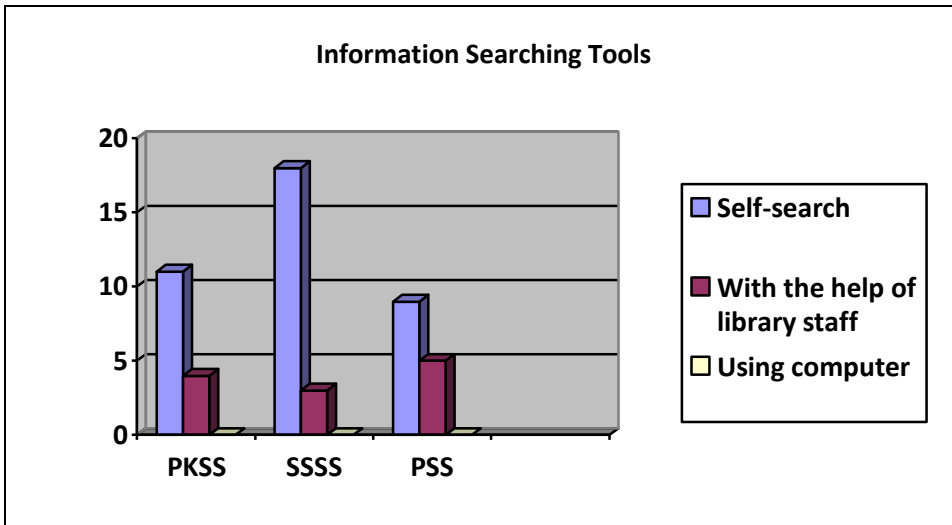
In information services section, the question was asked with regards to the tools they used for information search. The respondents were given three choices whether they search information by self search or with the help of staff and using computer.

Table No. 22: Information Searching Tools

S.N.	Tools for information search	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Self-search	11	18	9	38	76
2	With the help of library staff	4	3	5	12	24
3	Using computer	0	0	0	0	0
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 22: Information Searching Tools



The table shows that above two-third of the respondent are able to search their desired information themselves where as 24 percent of them search the information with the help of library staff. On the other hand none of them use computer to search information because the computer is not used for information search in the libraries.

5.3.5 Students's Opinion about the Effective Recreational Activities of the Library

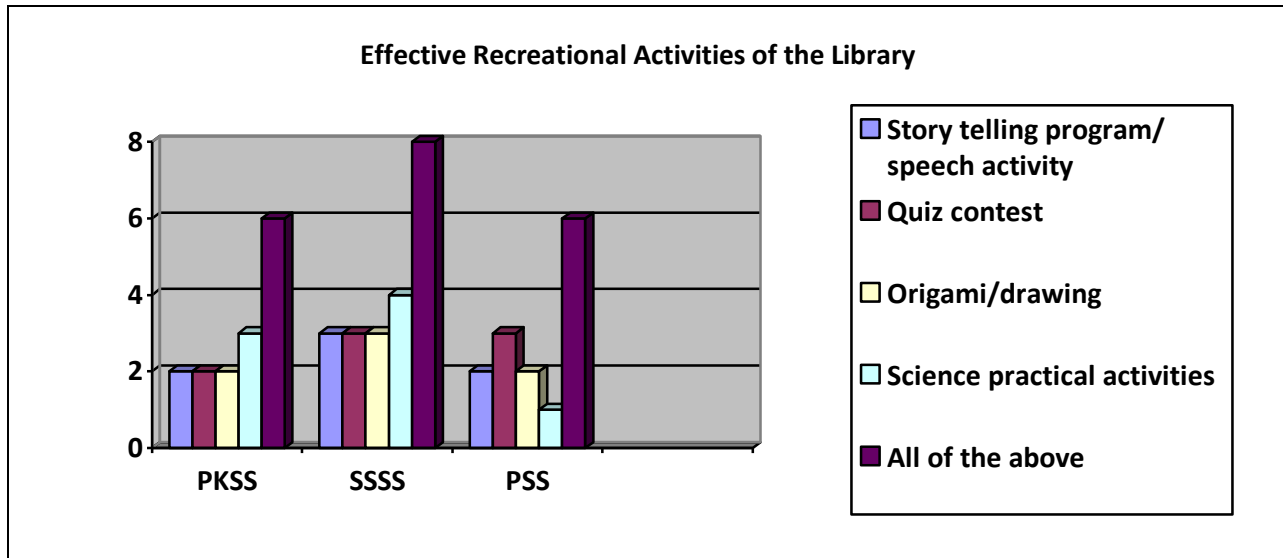
The question was asked to find out the students' opinion about the effective services provided by their library. They have responded differently as follows:

Table No. 23: Students' Opinion about the Effective Recreational Activities of the Library

S.N.	Effective activities	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Story telling program/ speech activity	2	3	2	7	14
2	Quiz contest	2	3	3	8	16
3	Origami/drawing	2	3	2	7	14
4	Science practical activities	3	4	1	8	16
5	All of the above	6	8	6	20	40
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 23: Students' Opinion about the Effective Recreational Activities of the Library



The above data shows that 14 percent answered that the effective recreational activities should be story telling/speech activities, origami and drawing. 16 percent of the respondent i.e. also equal number answered that the effective recreation services should be quiz contents and science practical activities.

5.3.6 Use of ICT

This question was asked to find out the respondent's familiarity with ICT. This question has taken different opinions on the importance and use of ICT in libraries, which are as follows:

Table No. 25: Students' Opinion about Familiarity with ICT

S.N.	Familiarity with ICT	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	9	13	10	32	64
2	No	6	8	4	18	36
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 25: Percentage of Students' Opinion about Familiarity with ICT

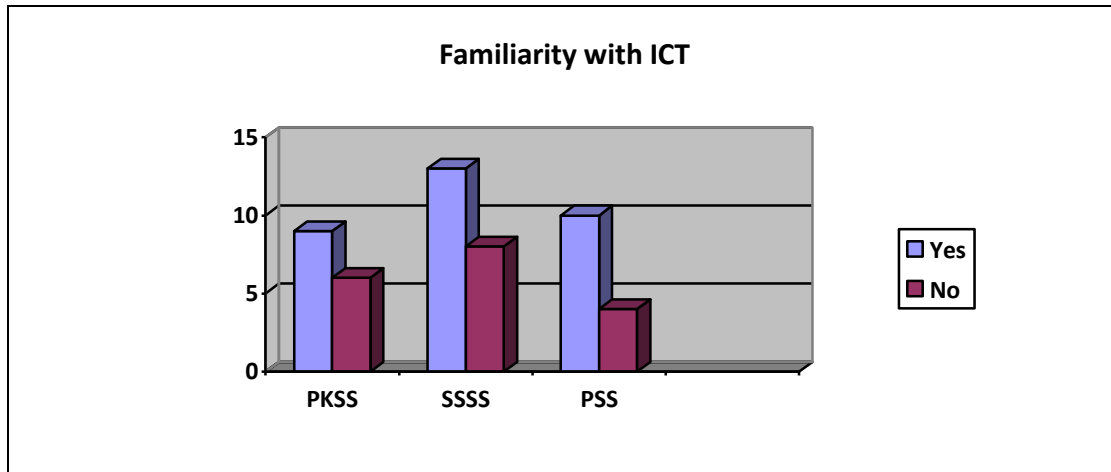


Table No. 25 shows that 64 percent of the students were familiar with ICT. Whereas 36 percent of the students have no knowledge about the ICT.

5.3.7 Students' Satisfaction with the Process of Book Issue

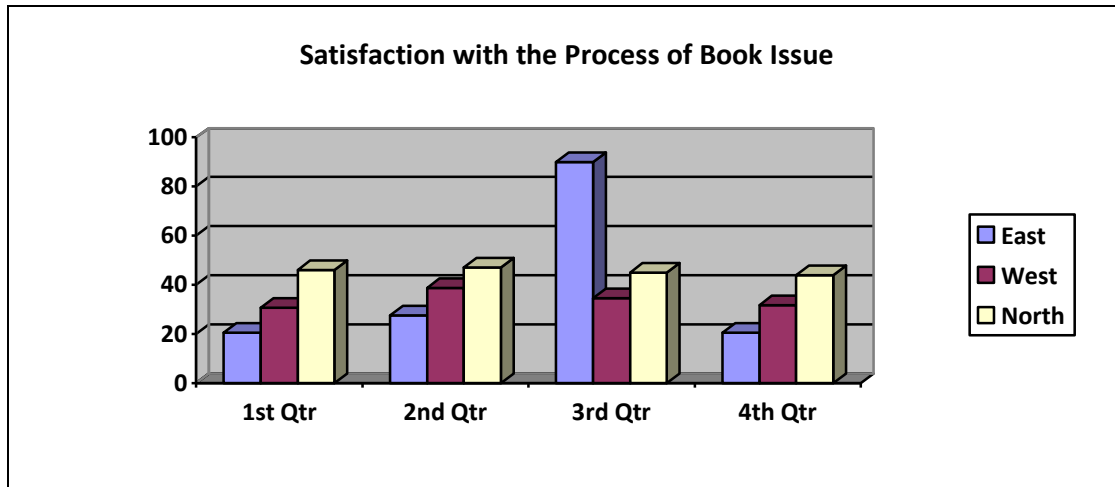
This question was asked to find out the respondent's satisfaction about the process of book issuance. The result is appeared from the respondents in different manner which are as follows:

Table No. 26: Students' Satisfaction with the Process of Book Issue

S.N.	Satisfaction with the book issuance process	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	0	16	0	16	32
2	No	15	5	14	34	68
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 26: Students' Satisfaction with the Process of Book Issue



Above data shows that 32 percent of students' have given positive response about the book issuance process of library whereas 68 percent of students were seemed to be dissatisfied towards the process of book issuance. The result shows that most of the students were dissatisfied with the process of book issuance because there is no book issuance system in PKSS and PSS students' section.

5.3.8 The Easiest Method of Book Issue

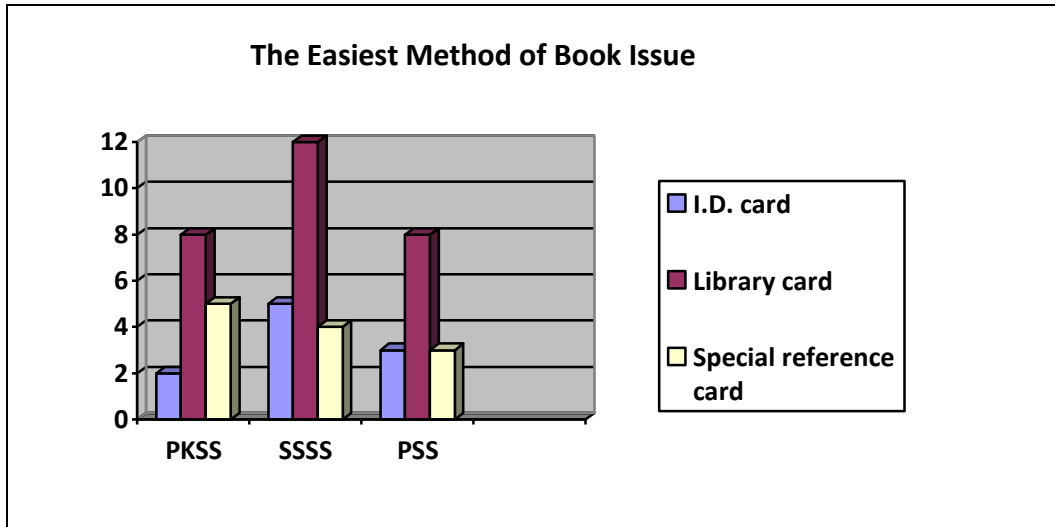
The question was asked to find out the students' opinion towards the easiest method of book issuance. They have given different answers which are as follows:

Table No. 27: The Easiest Method of Book Issue

S.N.	Easiest method of book issuance	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	I.D. card	2	5	3	10	20
2	Library card	8	12	8	28	56
3	Special reference card	5	4	3	12	24
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 27: The Easiest Method of Book Issue



Above data shows that 20 percent of students have chosen I.D. card for the easiest method of book issuance whereas 56 percent of students have mentioned that library card is the easiest one and 24 percent of students has given their opinion for special reference card. The result shows that most of the students like to issue their favorite books from library card.

5.3.9 Students' Satisfaction with the Collection and Services of the Library

The question was asked to find out the students' satisfaction towards the collection and services of the library. This question has elicited different opinions on the collection and services of the library, which are as follows:

Table No. 28: Students' Satisfaction towards Library Collection and Services

S.N.	Satisfaction with collection and service	Name of libraries			Total	Percent
		PKSS	SSSS	PSS		
1	Yes	8	15	4	27	54
2	No	7	6	10	23	46
Total		15	21	14	50	100

Source: Field Survey 2010

Figure No. 28: Students' Satisfaction towards Library Collection and Services

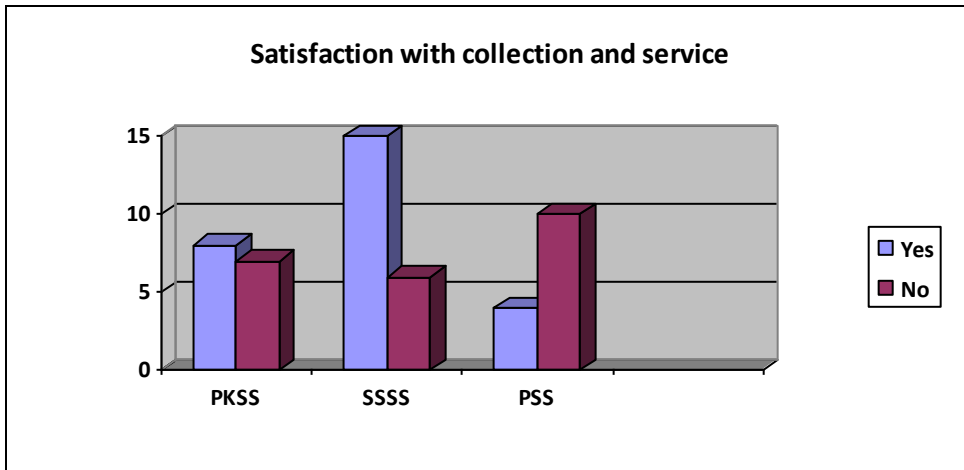


Table 28 shows that 54 percent of students are satisfied with the collection and services of the library whereas 46 percent of students are seemed to be dissatisfied with the collection and services provided by the library. The above data shows that the students' excitement of knowledge has not fulfilled by the libraries.

CHAPTER VI

6. SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary of the Findings

In course of the research, questionnaires were distributed to 70 students of three 3 public school libraries of the Kathmandu – Padama Kanaya Secondary School, Padmodya Secondary School and Shahid Sukra Secondary School. Out of them only 50 of the users were taken for the research study. The responses were tabulated, percentage was calculated and finally all of these were analyzed. The researcher has come up with the following key findings on the basis of the students' responses:

- Larger numbers of students (74%) do not become member of their school library. They give similar, responses that there is no systematic library in their school. Though they have library in their school the card system is not practicing.
- Most of the students (50 %) visit library just once a week, only 12 % of them visit the library daily.
- Most of the students go to library to consult reference books and to participate recreational activities whereas 8% of them visit library to enjoy with audio/visual materials. Only 12 % of students go to library to borrow textbooks. From this, the main purpose of the students' library visit seems to be for consulting reference books and to participate in other recreational activities. They use library for multipurpose as mentioned above.
- It was found that 46% of the students spend their time two or more than two hours in library whereas 10 % of them spend less than one hour in library. From this, most of students are seemed to be interested to use library more than two hours.
- It was found that most of students (36%) use reference section and activities section where as only 6 % of students that are smaller in age like to use toys section.
- It was found that the majority of the students (70 %) are satisfied with the opening hour of the library. But only few (30 %) of students were seemed to be dissatisfied with the present opening hour of the library.

- Larger number of students i.e.60 % use other libraries specially their school's library where as 40 % of students do not use other libraries except their students' library.
- Almost 44 % of the students have reported that the collection in the library is not sufficient for them. Only the least number of students i.e. 32 % thought that the collection of library was sufficient for them.
- Reference materials have been ranked as the most favorite resources of information whereas toys and maps as the least frequently used materials. However, almost all of the respondents agree that other sources of information such as newspapers magazine and films and other audio/visual materials are also equally significant to cater to their informational needs.
- The majority of students (62%) have reported that they do not get document on time due to the inadequate collection of the library whereas 38 % of students mentioned that they have got document on time.
- It was found that the majority of the students directly search the information whereas few search the information with the help of library staff. But at least number of students use card catalogue to search information.
- It was found that most of students used all the audio visual materials such as film show, listening music, video games etc. Thus, it was found that students are interested to use audio/visual materials.
- Majority of students reported that there are computers in their library but computers are used for office purpose. From this, it is found that there were computers in the libraries but they were not used to search information and for E-mail and internet.
- It was found that the majority of the students (60 %) do not get all the relevance information whereas 40 % of students were satisfied with the information available in the library.
- Larger number of students is satisfied with the cooperation they receive from the library staff. 64 % of the respondents answered in positive when they were asked whether the librarian was help to them. Only 36 % of them are not satisfied with the cooperation of library staff.

- Regarding the knowledge about library catalogue, the majority of the students (72 %) were found unknown about the library catalogue, whereas 28 % of them were known little about the catalogue.
- Most of the students (76 %) were found to be capable of searching information in the library themselves, where as 24 % responded that they search information with the help of library staff.
- Majority of the students suggested that all of the above mentioned extra activities are the most effective activities provided by the library. So we can conclude that all the school libraries should provide recreational activities.
- Most of the students answered that they were familiar with the modern information technology but they were seemed to be dissatisfied with their library because they could not use this in their library.
- Most of the students (68%) are dissatisfied with the process of book issuance. They suggested that they should get the book issuance facility from their library by using their own library card.
- It was found that most of the students are satisfied with the collection and services provided by the library. From this, we can say that the majority of the students want to use new services. The answer to the question for the suggestion for improvement of library service, they suggested that sports, indoor games, musical programs, computer games should be provided by the school library.

6.2 Conclusion

For the developing countries, like Nepal the concept of school library is indispensable. When students get full rights for the well education, the society will be civilized and the civilized society will create a prosperous country. So we can say that school libraries play a great role for the success of the society and even country. So the usefulness of the peace environment of the library is also belonging to the rights of the students.

Undertaking a survey among the students of the three school libraries in Kathmandu valley, the researcher has come up with various issues that the school libraries need to address in order to uphold the services of the libraries. All the three researched school libraries have been providing various services to the students. However, there are many improvements are necessary to serve the interests of the students.

On the basis of the response most of the respondents have made, it is found that the libraries need to reform their existing conditions. The collections in the libraries are not adequate to meet the demands of the students. Taking this into consideration, the libraries need to provide newly edition reference materials, recreational activities, different types of indoor games, computer courses according to the demands of the students. The students should be introduced with advanced computerized system. Whether by providing sufficient audio- visual resources or by familiarizing them with the advanced informational technologies, the libraries should open up avenues for developing them as e-libraries in the days to come. Lack of membership system, book issuance facilities, inadequate loan period, insufficient number of audio- visual materials and unsuitable opening time are some other problems that the libraries need to immediately address and come up with their solutions so as to fulfill the demands of the students.

6.3 Recommendations

In order to go faster the pace of educational development, the library service should form an fundamental part of each major development project. The library service is considered today to the one of the contributing factors to socio-economic growth. So this service is not meant for only the elder person, it should be vigorously lunched for students also. Thus school library is considered as the back-bone of the production of great intellectual personalities and the civilized society. So for the dynamic growth of knowledge of the students, the school library should be highly prioritized by the society and government.

On the basis of the research, there are some recommendations made here to help the school libraries follow some strategies for their improvement to serve the interest of the students.

1. The school management committee should consider for library services and buget.
2. To be familiar with library and its services, the librarian and library staff should be helpful. The physical environment of library also suitable for the students.
3. The library should provide systematic and scientific service to its users. There should be professional appointment in every public school.

4. Recreational resources like- dictionaries, encyclopedias, guanines books, picture books and current journals and periodicals should be made available sufficiently in time.
5. There should be enough collection of attractive audio-visual and electronic materials.
6. It is recommended that the budget of these libraries should be increased to improve the quality and extent of sources and services so as to enable them to cater to the information needs of the students.
7. It is recommended that the library opening hour should be suitable for students. The library should be opened at before and after the school time, so that utilize the leisure time of the students.
8. It is recommended that the computers in the library should also be used to search information and for E-mail and Internet.
9. It is recommended that the collection of library should be sufficient for the users.
10. The library staff should be co-operated with their users to search information and to participate many recreational activities.
11. It is recommended that the library should provide new services which are interested to the users. Sports, indoor games, musical programs, dance competition, computer games should be provided by the library.

BIBLIOGRAPHY

- Adhikari, I. P. (2065). *Pustakaalaya tathaa srotendra byabasthaapan ewam sanchaalan*. Kathmandu: Pustakaalaya byabasthaapan tathaa suchanaa sewa Kendra
- Ali, Amjad (1969). ANE'S Encyclopedic Dictionary of Library and Information Science. New Delhi:ANE. p. 206.
- American Library Association (ALA). (2002). *Quotable facts about America's libraries*. Retrieved from www.ala.org
- Bandhu, C. (Ed.) (2004). *Neplai baal bishow kosh* [Nepalese encyclopedia for children]. Kathmandu: Bal Shahitya Samaj.
- Dilli, K.T. (1997). *Basics of Library and Information Science*. New Delhi: Vikas Publishing House.
- Dotton R. (2003). A national emphasis- where it counts! [Electronic version]. *School libraries in Canada*. Retrieved from www.emeraldinsight.com
- Encarta Reference Library, Microsoft Corporation. Web Center. Unesco Library Portal, 1993-2003.
- Encyclopedia Americana (1965). Library. In *Encyclopedia Americana* (Vol. 17, p. 353) New York: Americana Corporation.
- Encyclopedia Britannica, (1989). *Libraries*. In *the new encyclopaedia Britannica*. Chicago: Encyclopedia Britannica.
- Government of Nepal (2007). Four monthly statistical bulletin: 2064/065, 29(91).
- Hanson, C. & Beenham, R. (1985). *The Basic of Librarianship*. 2nd ed. London: Clire Blingly
- Herbert, S. (2003). Use of College Libraries, *Library Herald*, 40, (4).
- Jha, H.N. (1970). *The Licchavis of Vaisali*. Vanarasi: Chowkhamaba Sanskrit Series Office.
- Khan, K. (1998). *Academic Libraries*, New Delhi: Ess Ess.
- Lance and Loertscher (2003). What works' now. Retrieved from www.techerlibrarian.com
- Lance, K.C. (2002). What research tells us about the importance of school libraries. [Electronic version]. Retrieved From www.ims.gov/pubs/whitehouse0602/keithlance.htm

Krishan Kumar (2001). *Library organization*. New Delhi: Vikas.

Ministry of Education and Sports (2008). *Nepal in educational figures*. Kathmandu:
Author.

Mittal, R. L. (1984). *Library administration: theory and practice*. New Delhi: Metropolitan.

Nepal Library Association. (1997). *Survey report. status of libraries, documentation and
information centers and library and information personnel in Nepal*. Lalitpur: Author

Pandit, U. (2008). *Survey of User Attitude towards the reference resources and services of four
academic libraries of Kathmandu valley*. Unpublished Masters' Degree in Library and
Information Science dissertation. Central Department of Library and Information
Science Faculty of Humanities and Social Sciences, Tribhuvan University, Kathmandu

Panta, P.R. & Wolff, H.K. (2005). *Social science research and thesis writing* (4th ed.)
Kathmandu: Buddha.

Paudel, C. (2008). *The Resources and Services provided by the Selected Children's Libraries in
the Kathmandu Valley*. Unpublished Masters' Degree in Library and Information Science
dissertation. Central Department of Library and Information Science Faculty of Humanities
and Social Sciences, Tribhuvan University, Kathmandu

Prasher, R. G (1991). *Information and its Communication*. New Delhi: Medallion.

Room to Read. (2005). *School library manual*. Lalitpur: Author. <http://www.roomtoread.org>

Sharma, C., & Sharma, N. (2060). *Philosophical and Sociological foundation of education*.
Kathmandu: M.K. Publication.

Sharma, P.K. & Chaudhary, A.K. (2005). *Statistical methods*. Kathmandu : Kahanl Books.

Shrestha, N (1998). *Survey report on Secondary school libraries in the Kathmandu valley with
special reference to science and technology*. Kathmandu: The Library Sub- Committee of
the Council for Science and Technology, HMG, Nepal.

Shrestha (2000). Role of public libraries in eradicating illiteracy from Nepal. *TULSSA Journal*. 1 (1). p.6

Smith, D. K. (2002) Building student learning through school libraries [Electronic version]. *Teacher Librarian*. 1(87).Retrieved from www.teacherlibrarian.com

Sreepathy N. R. (1989). *Academic Librarianship: A Perspective*. New Delhi: Gyan Publishing House.

Subedi, M. (1990).*Fundamentals of library and information science*. New Delhi: Nirala.

The interim constitution of Nepal, 2063 (2007).Government of Nepal.

UNESCO (2006).*The school library in teaching and learning for all: the UNESCO school library manifesto*. UNESCO.

Wood, J. (2064). *Leaving Microsoft to change the world*. Kathmandu: Fine Print Books.

www.lib.washington.edu

APPENDIX I

Questionnaire for User

School library, its use and practices: A study on the public school libraries of Kathmandu District

The purpose of my study is to find out the existing condition of the selected public school library and their collection development and services. So you are kindly requested to answer the following questions.

Sincerely yours
Ekraj Adhikari
MLIS (2nd year)

Please put tick mark wherever box is available and write your opinion wherever necessary.

A. Personal information (optional)

1. Name:

2. Gender: a. Male b. Female

3. Qualification:

- a. Primary b. Lower Secondary c. Secondary
d. SLC e. Intermediate

4. Age:

5. Profession:

- a. Student b. Teacher c. Other

6. E-mail:

7. Address:

B. Library use:

1. Are you member of your school library?

- a. Yes b. No

If no, give reason,

- a. There is no library in your school
b. It does not have sufficient resources
c. I am not interested to use library
d. It does not provide good services and sources

2. How frequent do you visit your library?

- a. Daily b. Once a week c. Once a month d. Twice a month

3. why do you visit library?

- a. To borrow textbook

- b. To consult reference book
 - c. To enjoy with audio/visual materials
 - d. To participate other recreational activities like quiz contest, story telling, drawing etc.
4. How long do you spend your time in library?
- a. Less than one hour
 - b. One hour
 - c. Less than two hour
 - d. Two or more than two hours
5. Which section do you like most in the library?
- a. Reference section
 - b. Audio-visual section
 - c. Toys section
 - d. Story telling room
 - e. Activities section
6. Are the present opening hours of library suitable for you?
- a. Yes
 - b. No
7. Do you use other libraries beside of your school library?
- a. Yes
 - b. No
- If yes, name them:

C. Source of Information

1. Are you familiar with the collection of your library?
- a. Yes
 - b. No
2. If yes, is it sufficient for you?
- a. sufficient
 - b. Fairly sufficient
 - c. insufficient
3. Which sources of information do you like most? Please rank them according to their use.
- a. Newspaper magazine
 - b. Reference and text materials
 - c. Recreational activities
 - e. Films and other audio visuals
4. Do you get documents in time?
- a. Yes
 - b. No
5. If no then why?
- a. Insufficient number of books
 - b. Doesn't have good reference books
 - c. Staff biasness
 - d. Students don't return book in time
7. Does your library provide audio/visual services?
- a. Yes
 - b. No

If yes, which of the following services do you like most?

1. Listening songs 2. Film show 3. Others

8. Does your library have a computer?

- a. Yes b. No

If yes, for what purpose is the computer being used?

- a. To search the information b. E-mail and internet
c. To play d. others use

9. Does your library provide information helpful for your course of study?

- a. Yes b. No

If yes, by which methods?

- a. Providing textbooks b. providing reference books
c. Providing recreational activities d. All of the above

D. Information Services

1. Do you think the library staffs are helpful?

- a. Yes b. No

2. Do you know about library catalogue?

- a. Yes b. No

3. Do you think is it necessary?

- a. Yes b. No

4. Which tools do you search information?

- a. Self search b. With the help of library staff
c. Using computer

5. Which may be the effective services of the library in your opinion?

- a. Story telling program b. Speech activity
c. Quiz contest
c. Science practical activities
d. others

6. Which type of other service s do you suggest for your library?

- a.
b.

7. Are you familiar with modern information technology?

- a. Yes b. No

8. If yes, does your library use modern information technology?
a. Yes b. No
9. Are you satisfied with the process of library?
a. Yes b. No
10. Are you satisfied with the collection and services of your library?
a. Yes b. No
11. Do you have any suggestion for improvement of library service? If yes, please
a)..... b)
c)..... d)

Thanks you

APPENDIX II

Checklist for Interview

Questionnaire to the School Supervisor / Librarian/ Teacher

1. How do you find the situation of school library in your supervising area?
2. Why it is in such a way?
3. What can be done to improve the library system in schools?
4. How can this responsibility be divided and fulfilled?
5. What is the District Education Office plan to develop school libraries in Kathmandu?
6. How can you support school libraries to be utilized for teaching learning process?
7. Do you have any concrete action plan to support community school libraries in your supervising schools?
8. Do you have any comment/questions/suggestions regarding this study?

Questionnaire for the Principal / Head Teacher

1. What are the reasons behind having a well running library in your school?
2. What are the problems that you are facing on running this library?
3. How do you solve such problems?
4. What and how you are planning to make this library better than now?
5. In your opinion, how can we improve school library situation to make it useful for teaching learning process?

APPENDIX IV
Status of the Library

1. Do you have a library in your school?
2. What is the library opening time?
3. How many books are available?
4. How do you inspire your user to use library?
5. What other collection do you have?
6. Are there scientific management system?
7. Who is responsible for the library management?

User and Uses of the Library:

1. Who are the users of the library in your school?
2. Generally why they used the library?
3. How does a student use the library room and its facilities?
4. Do the teachers and students use the library for teaching and learning purposes?
5. Why they are using/ not using library for teaching and learning purposes?
6. What are the problems your school facing to operate the library?

APPENDIX V

Observation Checklist for School Library

S.N.	Title	Good	O.K.	Poor	Remarks
1.	Room Space				
2.	Room Light				
3.	Room Cleanliness				
4.	Chair Condition				
5.	Chair Comfortableness				
6.	Table Condition				
7.	Book Condition				
8.	Book Cleanliness				
9.	Book Arrangement				
10.	Other Holdings Condition				
11.	Other Holdings Cleanliness				
12.	Service				
13.	In-charge Approach				
14.	Environment				
15.	Anything Else				

APPENDIX VI

CURRICULAM-VITAE

Adhikari; Ek Raj

31st Dec. 1976 (17th Poush.),

Budhabare-6, Jhapa. (Temp). Putali Sadak, Kathmandu.

9841486267 (Mob.) , raj_adhikari44@yahoo.com

Education:

- 2068 B.S. (2000) - MLISc. –TU- Subjects: Classification, Cataloguing
- 2056 B.S. (1999)-B.A. –TU- Subjects: English, Culture.
- 2060B.S. (2003)-B.Ed. –TU-Subject: English
- 2052 B.S. (1995)-I.A-TU- Subjects: English, Culture, History
- 2049B.S (1993)-S.L.C. –HMG Nepal-subjects: Economics, Geography,

Experience:

Researcher in Lalitpur Sub- Metropolitan City

- Prepared inventory on the historic stone spouts of Lalitpur Sub-Metropolitan City Office
- Submitted research reports on the local religious dances and Jatras of Newara in Khokana and Bungmati Village of Lalitpur

IT skills:

- MS-Window, Excel, PowerPoint, E-mail and Internet WINISIS, CDS/ISIS.

Language Proficiency: Nepali, Hindi and English.