

Chapter 1

Introduction

1.1 General background of the study

1.1.1 Professionalism

The word profession has been derived from the Latin words pro (forth) and fateri (confess), meaning "to announce a belief."

According to Longman Dictionary of Contemporary English a profession is "the skill and high standards of behaviour expected of a professional person."

The New International Webster's Dictionary and Thesaurus of English Language has identified various aspects such as the methods, manner, or spirit of a profession and its practitioners.

International Encyclopedia of Information and Library Science has defined the concept of professionalism as the "combination of qualities and conduct which distinguish a person."

It was probably inevitable that certain occupations requiring public vows of faith or purpose should be known as professions. Originally there were three professions. They were medicine, law and theology. They were dignified by that title and set apart from other occupations because they were more than a livelihood; they represented a calling to some higher satisfaction than a commercial gain. Further, having high purpose, there was the promise of intellectual direction and occupational skill. The early professions were built about philosophical or ethical codes. The common feature of these codes was some form of service to mankind. Although rigorous asceticism was seldom required, doctors, lawyers, and clergymen demonstrated enough selflessness down through the years to earn general respect. In recent years usage has considerably expanded the meaning of the word profession. In its broadest sense it is used as an antonym of amateur; i.e., one who employs high skill in some pursuit thereby gaining a livelihood from it. We hear of

professional roller skaters, professional veterans, and even professional pickpockets (Roddenberry, 1953).

Wuest & Bucher have defined professionalism as the process of preparing for a career. A profession is a kind of work which you need good education and special training. According to W. E. Moore the following characters are needed to be profession:

-) A full time occupation
-) A commitment to a calling
-) Membership in an organization
-) A specialized education or training
-) A service orientation
-) Autonomy restrained by responsibility

Elite and Wilenski have emphasized the following steps to be a profession

-) Functional specialization
-) Formation of professional association
-) Public recognition
-) Standard entry routes
-) Formalized code of ethics (Devkota, 2059).

To a limited extent the word still refers to the three original professions, plus those which, like the teaching profession, have earned that status. But accurate definition is somewhat complicated by the fact that many occupations have borrowed the title without earning it. There are claims of a writing profession, a burial profession, and even a hair-dressing profession (Roddenberry, 1953). As a result, even among the experts, there is little agreement upon a common definition. Carl F. Tauscher, a professor of philosophy well known for his work on professional ethics, defines the profession as ". . . a limited and clearly marked group of men who are trained by education and experienced to perform certain functions better than their fellow men." Obviously, this is the broadest possible definition. Carpenters, sales- men, and tailors conceivably would qualify under this description. But while no sensible person would deny to such trades common dignity, it is apparent that they lack the philosophical direction that is commonly ascribed to

professional men. A still more restrictive definition is found in one of the recent studies of police administration which lists ten "earmarks" of a profession:

-) An organized body of knowledge with definite techniques of procedure.
-) A code of ethics.
-) A group of trained men.
-) An organization drawing its membership from this group and comprising a significant part of them.
-) Definite qualifications for admission.
-) Freedom to seek employment in any state or city where such services are required.
-) Established methods of recruit training.
-) High prestige.
-) Merit promotions.
-) Recruitment by open competitive examinations.

There is no universally accepted definition which clearly marks off the professions from other occupations (Roddenberry, 1953). Further, many of the qualifications listed in this definition are relative. The exact meaning of "high" prestige, "merit" promotions, and "established" training might be argued successfully from many premises. Robert D. Leigh, writing in *The Public Library in the U. S.* offers another definition: "... a profession possesses specialized communicable techniques based upon:

-) prolonged intellectual training;
-) a content of training that includes generalization or principles;
-) the application of the principles in concrete professional practice; a complex process requiring the exercise of disciplined individual judgment (Leigh).

The professionals are said to:

-) Make use of the accumulated knowledge in their field,
-) Make use of the knowledge of colleague (in the professional literature etc.)
-) Use their professional experiences (Thapa).

Professionalism is important for every occupation but all occupations are not recognized as profession. Those who have involved in any profession they should have got

functional specialization for their competence for the work. There should be active organization to avoid unhealthy competition and to provide different rights of workers for the security where they have involved. There should also be a standard entry route to enter in the profession to raise the reliability of workers in the society. Workers should be dutiful, loyal, ethical and punctual in their profession.

1.1.2 Library

The word 'library' has been derived from Latin word 'Libraria'. Libraria is the name of that place where books or other printed and written materials are kept safely.

Library is an institution where books are acquired for use, and it is the use which is the prime motive of the libraries (Richardson)

In old age, a library was regarded as a storehouse of books and the books were kept there for preservation only. And, the librarian was merely a caretaker or custodian of the books. The books/materials were not to be used by common people.

In modern time, The Libraries have become social agencies. Modern library is regarded as service institution; its aim is to enable the users to make the most effective use of the resources and service of the libraries. A Library is concerned with communication and dissemination of knowledge.

According to a glossary of library and information science library is a collection of materials organized to provide physical bibliographical and intellectual access to a target group with a staff that is trained to provide services and programs related to the information needs of the target group.

“Library now is being used as a generic term for information centre, digital library, virtual library, electronic library, and other electronic extensions of the physical library. The major components are always that of the basic library collection, processing, organization, and circulation” (Pokheral, 2007).

Ranganathan has recognized a library as a public institution or establishment charged with the care of a collection of books and the duty of making them accessible to those who require use of them (Dawra, 2004).

The library helps in the contemporary development of knowledge and conserves the precious research time of humanity by separation of literature search from positive

research. The library and its staff act as a catalyst to transmit the ideas, facts and feeling from the mind and soul of the author to the reader who, in turn generate the ideas (Kanna, 1994)

A library is an institution that keeps and other publications for reading, study, and reference. A traditional library setting there are two main service activities, i.e.

-) Readers services, and
-) Technical services

So the main services can be shown as presented below

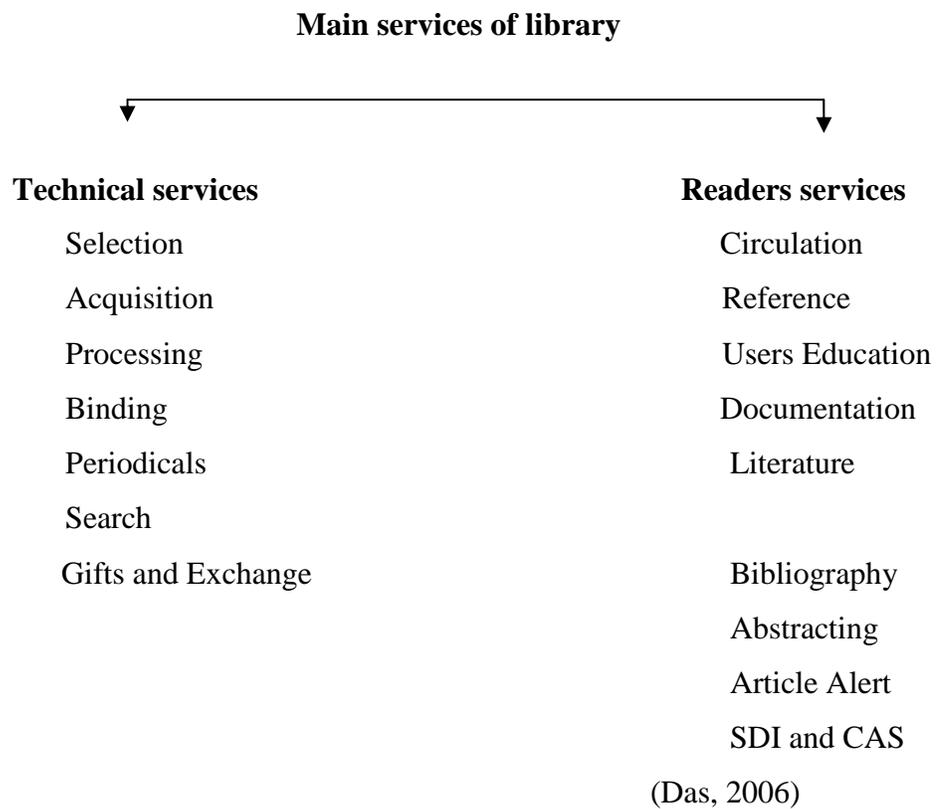


Fig. 1

The structure of the library of small and medium library can be shown as

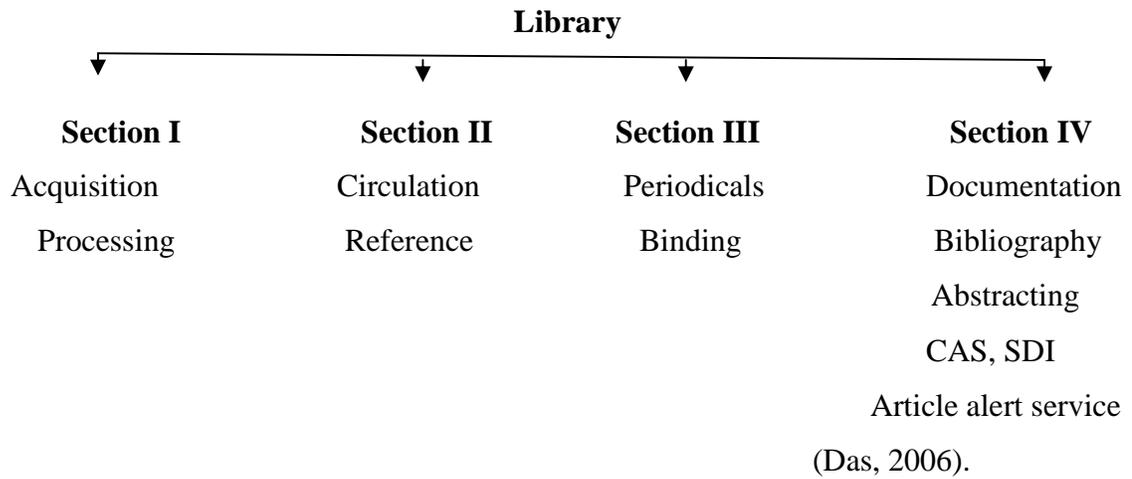


Fig. 2

The structure of large library can be shown as

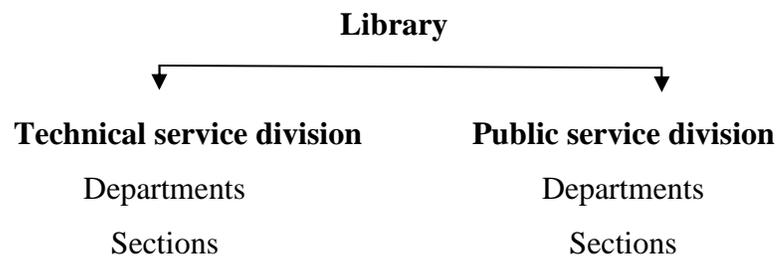


Fig. 3

The library organization chart can be shown as

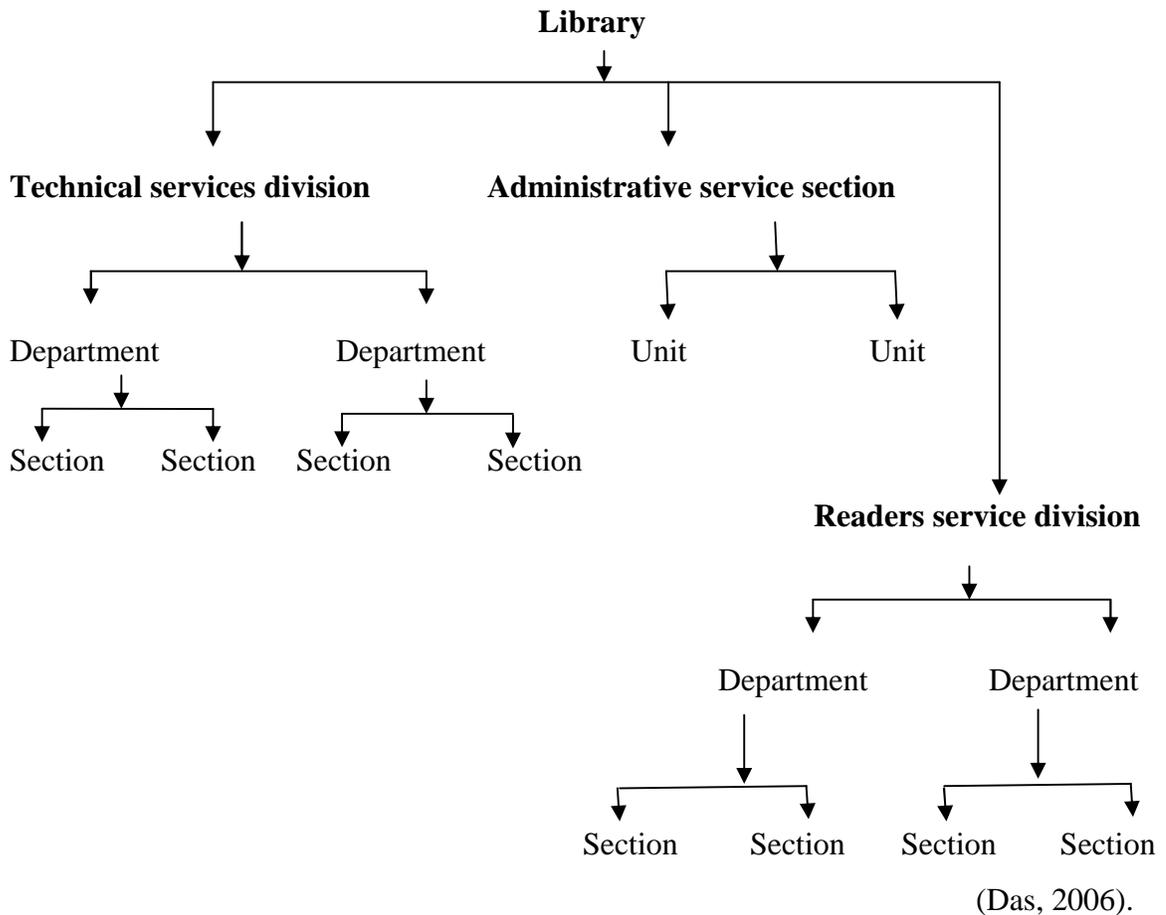


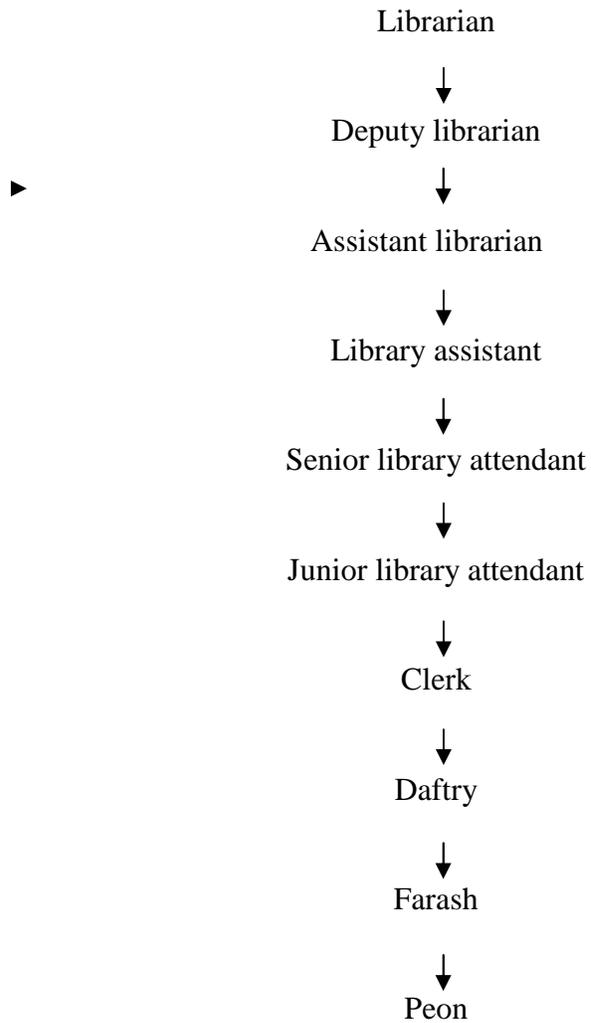
Fig. 4

1.1.3 Staff

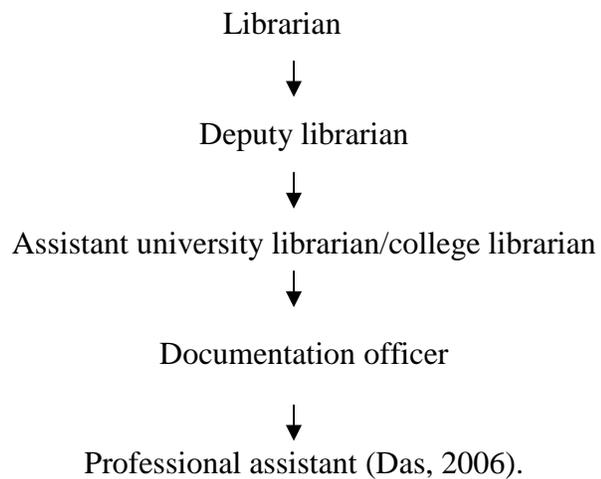
The staff employed in the libraries varies in designations and numbers in accordance with the size of the library. There is no standard for staff in a library complement and the number of staff in a library depends on various factors such as

-) Workload
-) Finance
-) Approach of authorities
-) Skill of the librarian
-) Circumstances at the time of sanction

The general hierarchy of the staff in a library is as follows:

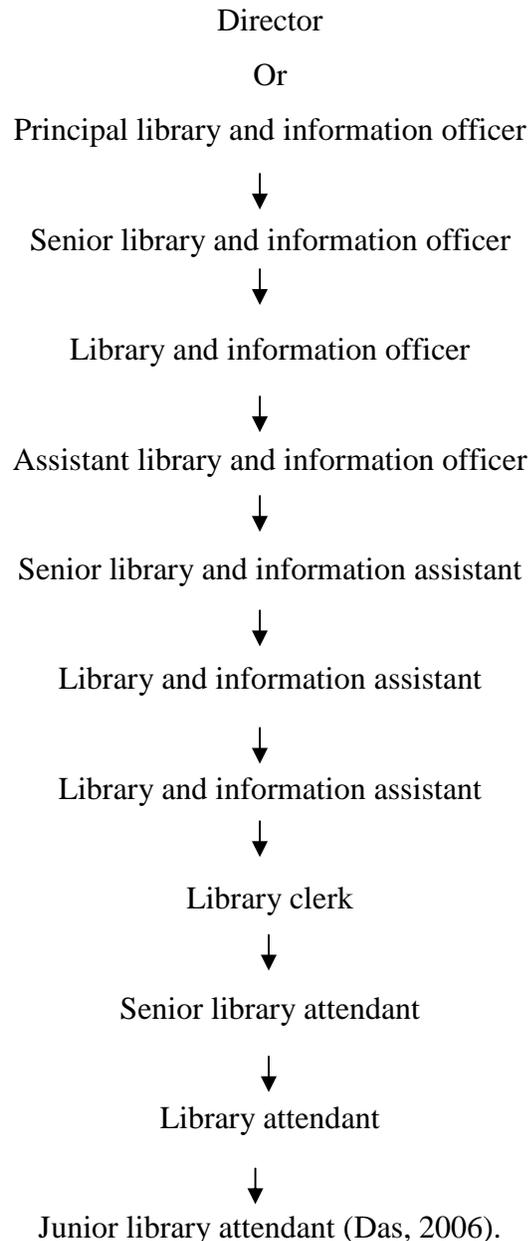


In the university libraries the hierarchy of professional staff is as follows:



In scientific organizations the professional staff is designated as scientists at par with scientists working over there.

In government departments libraries as per latest order of the government of India, designation are in the following order;



Staff of a library is an essential and has to work as a bridge between knowledge materials and library users. Above the designation of different library have been presented but it

can be different because of various reasons such as nature of library, financial condition of library, need of the library and so on.

1.1.4 Library committee

A library committee is constituted to exercise general direction, control, supervision and guidance over the affairs of the library. A library committee is defined as the committee responsible for the management of the library. It is also known as the ‘government’ of the library.

Functions:

To formulate the library policy

To take decisions on administrative and technical matters

To suggest, recommend, and purchase library material (Das, 2006).

1.1.5 Types of library

The social role of the library is highly complex and the responsibilities which society has placed upon it are stupendous. Certainly there is no one library from that can achieve them all. There must be many types of libraries to assume this responsibility. In modern society there are different communities of clientele with different interests; Public, Academic, Students, Researchers, Businessmen, Workers, Agriculturalists, Specialists etc. (Kanna,1994) Through all libraries are basically same in infrastructural condition, these have been grouped into various types on the basis of the parent body, users needs, subject of specialization and types of information these have to serve. These are categorized as

) Academic library

-School library

-College library

-University library

) Public library

) National library

-) **Special library**
-) **Private library**
-) **Depository library** (Aryal, 2008)

1.1.5.1 Academic library

The library which is established for the fulfillment of the academic institutions like school, college, university, research centers for learning, teaching, researching programs is known as academic library. Therefore, its working place is only the academic institutions. It does not belong with the need of nation or with the demand of public. Its main responsibility is to provide effective service for the teachers, students, researchers, etc.

In the context of Nepal, though the operations of an effective library are not in used but since few years peoples are concentrating their ideas for the development of college libraries.

Due to the different purposes and kinds of services provided, academic library is categorized in three different levels or types which are as follows:

- School library
- College library
- University library

School library

The purpose and philosophy of school library are determined by the purpose of education. According to John Dewey, School library is 'transmission of the acquired powers to the new generation in order to secure the continued existence and growth of community.

According to S. R. Ranganathan, the purpose of education is 'realizing and exercising the creative ability of each member of the community in his own field and in his own measure.

In Nepal, there are very few school libraries which are doing better. But most of the schools have not maintained libraries. Some NGOs are providing funds to operate libraries in various government schools. But it is not worth enough to render effective

library service by the schools. Government should make a plan to establish library in every school even in rural area of the countries.

College library

Before knowing about the college library, we must know what a college is? In general, a college is regarded as an institution of higher learning. College education usually offers three years or four years course after school, leading to a bachelors' degree and in some college they even offers the masters' degree program. College library is a pulsing heart which is to quicken every activity which goes on the college. It is easily accessible mentor to which every alumnus should look for guideness.

University library

The modern university with a large facility, tremendous enrolment and hug resources are making significant contributions in the area of the social sciences, humanities and science and technology. There was the time that university library was regarded as a mere storehouse of reading material collection for the purpose of preservation. As the time past, change in its significance take place. The university administrators, researchers, scholars, teachers and students have started realizing the role of a university library as an active force in teaching and research.

Tribhuvan university library is the first university library of Nepal. Which was established in 1959 in Kathmandu. It is the largest library in Nepal in terms of collection, service, staff, library members and its activities.

Name list of university library of Nepal:

-) Tribhuvan University Central Library, Kirtipur
-) Mahendra Sanskrit University Central Library, Dang
-) Kathmandu University Central Library, Dhulikhel, Kavre
-) Purbanchal University Central Library, Biratnagar
-) Pokhara University Library, Pokhara

And other few university libraries are being started. They are

-) Lumbini Bouddha University Library
-) Siddartha University Library

1.1.5.2 Public library

William Ewart has regarded the public library as “the institution which is funded by people, supported by people and enjoyed by people” Alvin Jonson has asserted the view that it is established by law and maintain at expenses out of local rates and sometimes by state taxes. It is peoples’ university or open university library.

A public library should be provided by a local authority and financed...It should be governed and managed by the local authority or a committee wholly or largely appointed by itself. It serves either at a nominal charge or a free of cost and it must provided to its users the works best through giving reliable information in an unbiased and balance way (Khanna, 1994).

Public library means an institution which supplies, to any citizen according to his needs and circumstances the value to be obtained through unrestricted access to, books periodicals newspapers notes gramophone records and other like materials (Lender, 1962) UNESCO defines a public library as follow

-) A public library which is established under the law
-) Which is maintained wholly form the public fund.
-) Which is opened free to all sections of community, regardless of race, colour age sex, nationality status level of educational attainment, and
-) Which does not normally collect any direct charges for services.

It is noteworthy to mention name of some public libraries of Nepal, these are:

-) Dhawal Pustakalaya, Palpa- 1993-2004...
-) Mahabir Pustakalaya -2004
-) Pradipta Pustakalaya, Kathmandu- 2003
-) Adarsha Pustakalaya, Biratnagar-2003
-) Kathmandu Upatyaka Sarbajanik Pustakalaya Samaj, Kathmandu-2060
-) Pokhara Public Library, Kaski
-) Siddarth Public Library, Kaski-2044 B.S.

1.1.5.3 National library

A government organization, owned, managed, protected and funded by a national government. It preserves all documents published in the country and about countries. The library should provide bibliographical service of its own country.

According to UNESCO (1970) Libraries which irrespective of their title are responsible for acquiring and preserving copies of all significant publications published in a country and functioning as a deposit library either by law or under other arrangements. They will also normally perform some of the following function:

-) produce national bibliography.
-) hold and keep up to-date a large and representative collection of foreign literature including books about the country
-) act as a national bibliographic information centre
-) publish the retrospective national bibliography
-) compile union catalogue

Some of the national libraries are

-) Nepal National Library, Nepal
-) The National Diet Library, Japan
-) Library of Congress, USA
-) The British Library, UK

1.1.5.4 Special library

Special libraries are those maintained by an association, government service, parliament, research institution (except university), professional association, museum, business firm, chamber of commerce, etc. or other organization, their collections being in a specific field or subject, e. g. natural science, social science, agriculture.

Some of special libraries are:

-) Library of Radio Nepal
-) RONAAT Medical Library
-) Nepal Television Visual Library
-) Social Science Baha Library

1.1.5.5 Private library

It is personal property. First of all, it is established for personal use but later it is developed as an institution. After the death of the person it i.e. the knowledge and informational materials and property of usually, however not always, is handed over public institution.

Some of the private libraries which are noteworthy to mention are

-) Dr. Dilli Raman Kalyani Regmimemorial Library. Now it is handed over to Government of Nepal
-) Madan Memorial Trust. It is now Madan Puraskar Pustakalaya
-) Kaiser Library. Now it is handed over to the Government of Nepal.

1.1.5.6 Depository library

Depository libraries are those which receive documents to deposit them. National libraries are responsible for depository collections. However, any other libraries can carry the job. For example TUCL acts as a depository library of United Nations for Nepal.

1.1.6 Information

Information is the product of human brain in action which may be concrete or abstract and conveys significant or specific meaning about something. So information is power and it is contained in documents in the form of kinetic power (Dhakal, 2007). 'Information is a major resource for meaningful decision and knowledge expansion. Today we are at the threshold of "information revolution." Since the invention of printing, there has been a continuous revolution in the generation, transfer and communication of information. However, the role of information has (attained new proportion) with acceleration of research, mounting social and demographic pressure changing technological environment, and increasing needs of Planners, decision makers, business people, executives, lawyers, doctors and even the common man. (CDLIS, 2002)

The structure of any text which is capable of changing the image structure of a recipient is information. Information consists of classified and interpreted data that are used for decision making. Data is the raw material which is processed and interpreted to form

information. Knowledge is a stock of all information. That part of knowledge which is communicated is known as information.

1.1.7 LIS movement in Nepal

Before 1950 A.D.

When we look over the specific history on libraries of Nepal, we get sight of the year 1812, significant for 'Pustak Chitai Tahabil Library'. In those decades British Museum was very active and was giving lively service in the western world. Nepali librarian like Pandit Kedar Nath, Khadga Ram Joshi, Megh Nath Rimal were busy on copying and preserving manuscripts at that decades while the western world had taken speed on disseminating printed books and documents.

Only after 1900, Nepal got modern library named after the Prime Minister Bir Shamsar called Bir library. The library was made rich in its collection of the books written by foreign writers. Bir Shamsar had appointed an Indian called Anikchandra Chhatarjee as a librarian of the library. He collected the manuscripts of the library and compiled a catalogue of the books and classified them. The catalog was printed in two volumes in 1905 A.D. Till the date; the western world had developed different cataloging codes and indexing system too.

Development in education and establishment of school, colleges, indeed enhanced the development of libraries in Nepal. In 1918 Trichandra College was established and In 1948, Nepal Sanskrit College was opened. (Naichyai, 2006).

Junga Bahadur was deeply impressed with English language. After his visit to Britain he decided himself without the basis of English language no development was possible. In effect, he managed for teaching English in his Durbar with an English man. Durbar School was erected in the tenure of Prime Minister Bir Shumsher, since then the development and proliferation in education started Bir Shumsher built Ghantaghar (clock Timer), in the ground floor, he started a library as a government library.

Library parba

To create public awareness youths planned to start a public library. No public library was existed then, and permission to the works for public awareness was not given by the

government, however, in 1987 B.S Yogbir Singh Kansakar along with other eager youths planned to start a library by taking permission from government. Various meetings were conducted. Krishna Prasad Koirala (Father of Matrika Prasad Koirala, Bishweshwar Prasad Koirala, and Garcia Prasad Koirala) asserted to start a public library this suggestion made youths more enthusiastic. The meeting also decided to form an organization from the name of 'Saraswati Guthi' to open the eyes of public as soon as possible to submit an application (Binti patra) to start a public library as well as to forward the plan to form 'Saraswati Guthi'

Application letter was prepared but Krishna Prasad Koirala did not endorse with an interest to be more advisor and Tulsi Mehar Shrestha was also reluctant to sign, but all other, (about 45-46 persons) signed. These were Yog Birsing Kansakar, Hari Krishna Shrestha, Dharma Raj Thapalaya, Laxmi Prasad Devkota, Krishna Prasad Khatiwada, Chitta Dhar Tuladhar, Mahendra Bikram Shah, Chandra Bahadur, Harsha Dash Tuladhar, Tulsimehar Shrestha, Dharma Bir Shingh, Siddhiratna Kansar, Bashantamani A.Di., Shankar Dev Panta, Tilakmani A. Di., Lilaraj Tuladhar, Salyani Kings' son and grandson Padmabahadur Shah, Jitendrabahadur Shah, Narayan Malla, Ramchandra Adhikari, Khadkabahadur Naupane, Krishna Dev Bhattarai, Sidhicharan Shrestha, Prembahadur Kansakar, Lila Raj Joshi, Madanbahadur, Bhairab Prasad Joshi, Thakur Nath, Raja Ram Sharma, Kedarnath Sharma, Jhankanath Upadhyaya, Keshav Bahadur Kshatri, Narayan Bhakta, Bashudev Sharma, Bikram Nanda, Chandra Nanda, Khadga Raj Tuladhar, Karuna Ratna Tuladhar, Shankar Lal, Bhawani Bhakta, etc signed on the application letter. But one of the participants, Mr Ram Chandra Adhikari, (Father of Prime Minister or Leftist leader Manamohan Adhikari) sneaked on the total secret plan to the Prime Minister Bhim Shumsher. All the involved were arrested. On the other hand, another rumor spread that General Basanta Shumsher had planned to assassinate the prime minister. People who were associated to library parba were also accused of 'Basanta Parba'. The persons who were caught, were punished and were released on the condition to appear on the court on fixed date. On the day of judgement, in the court of 'Shree- 3 maharaja' in Singa Durbar the arrestees both of Library and Basanta Shumsher Parba were kept in the same place. After the decision of Basanta Shumsher Parba the event of 1987 B. S. was named as "library Parba" and bill was forwarded. Padam Bahadur Shah,

Jitendra Shah, were punished 1000 Rupees and rest of them were punished 100 Rupees. Fifty percent of the total money received as punishment was given to the sneaker Ram Chandra Adhikari.

The attempt to create mass awareness by establishing library totally went into vain. Youths spirit was dominated. But its effect was felt in the revolution for democracy in 2007 B.S. The members or simply associated ones of library parba actively involved in the each sphere of anti Rana movement. Rana autocrats were successful to dominate the members of library parba but those members were successful to throw Rana from power (2007 B.S.). after the revolution 2007, they were able to achieve their goal and slowly and gradually public understood the importance of library which helped in the enhancement of knowledge and public awareness and later one after another. (Acharya, 200-)

After 1950 A.D.

Tribhuvan University Central Library (TUCL) was established along with University in 1959 A.D. which began with a collection of 1,200 volumes of books. Later in 1960s the British embassy started the service of British Council in Nepal too. British Council led modernization and advancement in library from which Nepali libraries, librarian and authorities may have learnt from it. Later on, other embassies in Nepal started such services. The American Centre is well known example. They have been sharing culture and knowledge through library. Nepal National Library (NNL) was established in 1957 A.D. and the library has started lending service for their users since 1961 A.D. In 1964 A.D. Krishna Chandra Devi Rana (wife of Kaisher Shumsher) and their sons have donated the 32 ropanies of land including Kaisher library within Kaisher Mahal premises to the government of Nepal for public use at a special ceremony on 11 september 1968. Since then the library has been running under the Ministry of Education. The National Archives of Nepal, centrally located in the capital city of Kathmandu was established on the third October 1976. According to the report of All Round National Education Committee 1962 (ARNEC), the total number of libraries were only 31 before 1950 A.D. but in 1961 the number of libraries increased to 122 in Nepal. And the committee had indicated the need of library policy in Nepal. In 1968 National Education Advisory

Commission had formed a library committee on the presidentship of Shanti Mishra (Karki, 2006).

First time in the history of library and information science education in Nepal training cum seminar was held in June 26-28, 1974 in Palpa, the western part of Nepal. All the training courses were prepared and conducted by TUCL. In 1990 a seminar was held by TUCL on Library and Information Science Education Curriculum.

Nepal Library Association was formed in 1956 which published the 'Nawa Nirman' quarterly journal but it did not get continuity. In 1980 the government of Nepal had approved library association. As a result Nepal Library Association was established in 23rd October, 1980. In 1995 Tribhuvan University had decided to establish a Central Department of Library and Information Science under the Faculty of Humanities and Social Science.

A flood of different organizations related to library came in Nepal. The first batch of Bachelor of B.Lib.Sc passed out in 1996 AD. It took two years for them to feel the necessity to be united among themselves. By the time two more subsequent batches of such degree holders had come out. Well, in 1999, the first batch graduates took the initiation and established Tribhuvan University Library Science Students' Alumni Association (TULSSAA). Nepalese Association of School Librarian's (NASL) was started in 1997. Library Management Information Service Center (LIMISEC) was started in 1998. Room to Read was started in 1998 by John Wood as an INGO to promote library and education in the developing countries. READ Nepal was started in 1987 by Dr. Antonia Nubour. Its main objectives are to promote community libraries. Library and Information Science Students' Association (LISSA) was formally born in 2007 by the efforts of students of CDLISc, TU. Sagarmatha Public Library has started to publish 'Voice of Library' magazine as a monthly magazine since July, 2008.

Policy on LIS in Nepal

Government of Nepal has passed Library and Information Service National Policy on LIS for the first time in 2007A.D.

Library and Information Service National Policy, 2007A.D. has been framed with a view to establishing and effectively operating libraries and information centers at the local

bodies to have each citizen information through required knowledge and information, for providing information to all within that period.

Long-term vision

The long-term vision of the Library and Information Service National Policy is to build a well-cultured, modern and enhanced society with competitive capacity, by bringing about simplicity on the access to knowledge-based information and educational materials through libraries and information centers.

Objectives

The objective of the Library and Information Service National Policy, 2007 are as follows:

-) To consolidate the Nepal National Library and thematic/subject-wise central libraries in order to collect materials of cultural heritages and knowledge at the local level and protect them at the central level for the promotion of traditional and indigenous knowledge, skills and technology;
-) To establish and operate public/community libraries, also in collaboration with governmental organizations, in such a manner as to be provide contributive to the earning of livelihoods by each person belong to any castes, class, community and carrying on any business and service, through pursuing business/profession according to his or her own knowledge, intellect and wisdom, without discrimination of any kind;
-) To ensure the right to information, promote and develop information literacy, build the knowledge-based society by using the available information technology and develop the book writing and reading culture;
-) To establish and operate educational libraries and research centers from the school level to the higher level and research libraries in the industrial enterprises, so as to enhance the quality of education and reader contribution to the development of creativeness and technology (Nepal National Library,2007).

Library day

For the first time in Nepal Library day was observed heavily throughout Nepal on the 15th Bhadra according to Nepali calendar (Gautam, 2008). The various professional, non-professional organizations, librarians, specialists, and library lovers agreed on the date. The date was fixed after a year's long consultation and research through library day decision committee initiated by LISSA. The reason behind 15 Bhadra (according to Nepali calendar) as a library day because the government on 15th Bhadra 1869 B.S. passed an act (Lal Mohar by the then king Girvan Yuddha) in favour of library. However, the committee had proposed other two dates. The general objective of the program were to enhance library profession, services, and readership. Other objectives were to create interest in the use of library, to develop study culture to foster information and knowledge based society, to enhance the use of library in formal and informal education, to communicate with all the stakeholders related to library about progress, possibilities, and development in LIS and to institutionalize library day in Nepal (Gautam, 2008). Such type of activities assist to develop the LIS professionalism.

1.1.8 Library personnel

Anes' Encyclopedic dictionary of library and information science has defined library personnel as responsible for administering the full range of personnel services and functions for faculty, classified and student staff categories; for implementing and monitoring personnel policies and practices for student and staff; ensuring that the libraries are in compliance with all relevant university, state and federal regulations and requirements as they pertain to student and classified staff; and for developing implementing and monitoring staff development/training activities for faculty and classified staff. Librarian is a person whose business is to collect/procure various kinds of information in the form of books, documents, research reports, periodicals, audio-visual materials, microfiche, magnetic-tape etc, and disseminate them to the end user, In short a librarian is a key person to establish relationship between readers and the reading materials mentioned above. The professional librarians are the person who has got either higher level training in librarianship or has obtained a business of librarianship in any kind of library.

1.1.9 Librarianship as a profession

Librarianship may be regarded as the one, as old as the book. But librarianship as profession is just a little over hundred years old. Earlier it was only an occupation. The organization of librarianship as a profession started with the establishment of the American Library Association in 1876. The imparting of specialized knowledge started with the establishment of the first library school in 1887 by Dr. Melvil Dewey. Most of the national library associations drew a set of professional ethics. During the last hundred years, it has grown rapidly and established itself as a notable profession (Kumar, 1998).

1.1.10 Library and information professionalism

The above stated definitions exert that qualified, trained, responsible and dutiful librarian for library/information service is library and information professionalism.

The traditional library education has been changing as an 'Information Science' with the adoption of new technologies in this field. The library and information scientists have to develop their skills and knowledge according to changing situation of information explosion and technological innovation (CDLIS, 2002).

Library and Information is a profession because

-) It needs a specialized knowledge-imparted in various library schools;
-) It needs intensive training and continued practice to gain mastery over the skills needed for successful librarianship;
-) A set of principles or professional ethics have been drawn
-) A large number of organizations at various levels and of different groups are in existence; and
-) It is service oriented (Kumar, 1998).

1.2 Statement of problem

Library and information professionalism is regarded as the booming profession in the developed countries. It is often regarded as the prestigious profession of the 21st century. However, in Nepal the status of librarians is in the state of turmoil. It is not because we do not have libraries but it is because we are not well versed on the professional skills

and other necessary standards of librarianship. Many a librarian cannot be a proud on being a librarian. It means often our society favours other field of work rather the library and information service. Government as well as private authority has not fixed the standard of the profession and entry route, promotion, and other benefits. This has limited the whole profession as a least positioned job such as dealing with only book issue and return. No efforts have been made to develop the professionalism in a sustainable way by the professional associations, related agencies and individuals.

1.3 Objectives of the study

The main objective of the study is to know about library and information profession in Nepal. Thus the objectives of the study are as given:

1. To find out the status of library professionals in Nepal.
2. To find out the promoting and hindering factors of the profession in Nepal.
3. To provide recommendations for further avenues in LIS professionalism.

1.4 Scope and limitation of the study

This research is limited to the library and information professionalism (it includes functional specialization, professional association, public recognition, standard entry route and code of ethics). Therefore this study is limited among the seven libraries (Tribhuvan University Central Library, Kathmandu University Central Library, Nepal National Library, Kaisher Library, Parliament Library, Society for Kathmandu Valley Public Library, and Social Science Baha Library) and human resources there. The research has covered the period from July to November 2008.

1.5 Significance of the study

Library is a social institution which should establish a powerful bond between right book and right reader at right time in a right personel way. So, Nepalese library and information field is facing the several problems of skill, updated education and training. This study presents significant facts and figures of the state-of-the-art condition of the library and information professionalism. It is one of the researches on library professionalism amid various professions, where library and information professionalism

is being recognized. This study contributes significantly in the sound development of library and information professionalism in Nepal. It helps to establish mutual relationship between library and information workers. It assists to increase the social norms and values of the field. This study will be momentous to all the researchers on professionalism, librarians, students and any other directly or indirectly related to this field. Therefore the study will focus on library and information professionalism in Nepal.

1.6 Definition of the terms

Article alert: always careful about the article in a library.

Analytical skill: the skill using methods that help you examine things carefully, especially by separating them into their different parts.

Competent manpower : the manpower which has got a skill needed to do a particular job.

Human resource: who works in a library as a staff of library and information

Library committee: A library committee is constituted to exercise general direction, control, supervision and guidance over the affairs of the library.

Functional specialization: who obtains a special education and training for related profession.

Professional association: that association which works to promote the related subject and professionals' of the profession. And it plays a role to reduce unhealthy competition among the workers.

Professionalism: the skill and high standards of behavior expected of a professional person.

Social recognition: officially accepting that an occupation has legal or official authority.

Standard entry routes: in which people who wants to join in any job and they should demonstrate evidence of qualification.

Formalized code of ethics: principles of behavior for deciding what is right and wrong. (philosophy of ethics)

Information: facts or details that tell you something about a situation, person, event etc.

Library: a collection of books and other library materials which have been kept for reading.

Literature search: an attempt to find literature according to the need of the users.

Para- professional: semi skilled manpower

Professional accreditation : an official approval for person on a profession.

Library craftsmanship : the special skill that someone uses to make library beautiful.

Referral services: that service which sending something to another place for help, information, a decision.

Users education: the knowledge and skills to provide the users for using library and ect.

Untrained library staff: staffs in a library who have not got special training in the working field.

Workers: who works in a library.

1.7 Organization of the study

The study has followed the format of the Central Department of Library and Information Science. The first chapter deals with introduction which includes background, statement of the problem, objectives, scope and limitations, significance of the study, definition of the terms/glossary and organization of the study. The second chapter deals with relevant studies of the literature i.e. review of literature. The third chapter deals with library, information, professionalism and Nepali library and their human resource (focus of the study). The fourth chapter deals with research methodology which includes research design, population, sampling procedure, data collection procedure and data analysis procedures. The fifth chapter deals with analysis and presentation of the study. The sixth chapter deals with summary, conclusion and recommendations.

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Chapter 2

Review of literature

For the better understanding of the subject of the study it is essential and helpful to survey the literature and studies relevant and related to the research.

The motif of this chapter is to present a comparison of the finding of present investigation and study done prior to this.

Some occupations are professional ones and others are not, the historical and cross-national record shows that occupations struggle to achieve the status of a profession.

Professionals should therefore pay great attention to ensuring customer satisfaction. Professionals should also consider practice-development measures such as speaking to chambers of commerce and the like and cultivating positive references to one's firm in the media (Thakur and Anand Kumar, 2000).

The Structure of the profession, broadly speaking, is of four grades:

-) Para- professional (assistants);
-) Professional juniors (minimum qualification of graduation in LIS);
-) Professional seniors- grade II (generally postgraduates in LIS with minimum of 5 years of professional experience);
-) Professional seniors- grade I (managers) (Kumar, 1998)

The researcher has made an effort to present a brief review of literature published on the topic of LIS profession in international context from Nepal and other parts of world.

2.1 Literature focused on international context

Simmonds (2003) has emphasized that the qualifications (academic, vocational, or technical) have a limited life span-probably as little as five years for professional development.

Alemna (1995) has mentioned the following requirements to be satisfied in-order for a body to be recognized as a profession:

-) It must have recognized professional training for its members.
-) Its members should belong to the professional association which aims to develop and control the professional.

-) It must be service-oriented to society.
-) It must generate its own literature to ensure intellectual development of Its field.
-) It must have a code of ethics to regulate the conduct of its members.

Adhikari (2004) has mentioned the ten commandments which are important for LIS profession. These commandments are given as below:

-) Master thy craftsmanship.
-) Always thinking thou art a professional to serve
-) Read a wide variety of literature, in addition to thin own.
-) Keep thyself abreast of recent developments and contemporary issues.
-) Strive to upgrade thy qualification and constantly engage in teaching and writing.
-) Not stop expanding thy vocabulary.
-) Never abstain from sharing professional information.
-) Globalize some part of thy professionalism.
-) Get associated with professional associations and intellectuals.
-) Above all, be guide by professional code of ethics.'

Tredder (1880) has defined the librarianship declared as a profession. Ethical issues is an important part in any profession. Without it any profession cannot be effective. Hannabuss (1996) has defined ethical issues as LIS 'Professionalism in library and information work assumes the awareness and application of ethical standards.

He again has said 'In professional fields like library and information work, a close association is usually made dealing with information products and services implicates practitioners in ethical as well as legal issues

This 21st century is the age of information. Simmonds (2003) has explained the challenges which are being faced by LIS workers 'we stay at the heart of the digital revolution, and staking our claim in this networked world, are among the most significant challenges currently facing library and information workers. Keeping our skills, knowledge and expertise current and up to date is vital- so that you remain flexible and adaptable to change, and well placed to make the most of the opportunities change always brings. We wed to remember to keep our development continuous by:

-) Remaining in touch with issues relevant to your job and your profession;

-) Developing your existing skills;
-) Considering how to acquire new skills;
-) Broadening your knowledge and understanding of the job you are doing; and
-) Developing personally within our job

Alemna, (1995) has also emphasized to effective association for professional development. It plays vital role in the field of professionalism reducing unhealthy competition, increasing mutual relationship and knowledge sharing among the library workers. Effective formal associations are essential in professional occupations because they can improve the welfare and status of their members, and also provide a unified front to the wider world, while ensuring the continued growth of the profession. Although some progress has been made in some countries, library associations in Africa are ineffective because of various barriers such as finance, lack of legal recognition and inadequate national legislation. The associations have to continue to address these issues in order to promote and advance librarianship on Africa.

Osei, (1996) has offered library orientation to every professional who joins the library on appointment by the University (University of Science and Technology). This affords the new staff member the chance to familiarize himself/herself with the activities of all departments of the library. The departments involved are the orders/acquisitions, cataloguing , serials and readers' services. The latter embraces reference and research, circulation, reservation, photocopying, user education and inter-library co-operation. The new member of staff submits a report to the university librarian at the end of the study tour.

Jilovsky (2003) has explained the system librarianship in Australia, number of respondents include comments on the skills and knowledge, as well as the personal qualities, which are necessary to undertake a system librarian or equivalent role today. These include:

-) Detailed knowledge of library procedures, workflows and standards.
-) Good technical understanding.
-) Patience, care, accuracy and concentration.
-) Sense of responsibility, reliability and commitment to library staff and users.
-) Ability to communication at a variety of levels.

-) High level of analytical skill.
-) Determine and juggle shifting and sometimes conflicting priorities.
-) Skills in consulting, advising and educating
-) Highly organized.
-) Ability to work independently and as a team member.

Weintraub (1997) has explained that the problems of the library are so vast because they are so intricately embedded in the vast problems of our modern society. Under such conditions the problems of the library are as much the problems of all of us others as of the library profession.

Kumar (1998) has again described in most of the Western countries courses for librarianship and information work are different and distinct. Whereas in India the courses offered aim at training personnel to handle both library as well as information work. Of late, special courses in information work are finding place in Indian universities. What programs, on what level are to be decided taking note of local conditions and manpower needs.

In the above survey of literature review former researchers have strongly talked about the various issues on the topic LIS profession such as skill, knowledge, professional association, ethics, up to date technology etc. but it has not been talked some issues like social recognition and standard entry route and so on. But in Nepal such kinds of research has not been done. The prevailed researches have been presented below.

2.2 Literature focused on Nepalese context

Karki (2002) has explained the LIS profession in Nepal was early stage of development. Whatever the libraries established in this period mostly was functioning under direct control of untrained library staff. For the development of this sector government had invited few foreign experts. Among them Mr. John L. Hafenricher, was one who was associated with library development in Nepal as an U.S. Library Advisor to Nepal for three years. He further mentioned all the details of library professionals in Nepal. He states that there are 29 Masters of Library and Information Science, and 157 Bachelors of LIS degree holders in Nepal. The M. Libs. are all foreign products and out of the 157 B.

Libs. 83 are the products of Indian college and 74 are the products of other countries. These are all considered to be professionals according to the government scale of rating experts. The total of all these professionals is 186.

CDLIS (2002) has recognized the role of library and information professionals. Therefore, it has advocated its establishment to develop the LIS professionalism through human resource development.

Airy (2004) has mentioned the LIS training agencies in his research article. Training agencies are:

-) TULSSAA (Tribhuvan University Library Science Students' Alumni Association)
-) NLA (Nepal Library Association)
-) TUCL (Tribhuvan University Central Library)

At present LIMISEC (Library Management Information Service Center) has received affiliation from CTEVT to conduct Library training.

Karki (2000) has explained Nepal National Planning Commission is in favour of the production of higher level manpower in Library and Information Science.

It has been said that LIS profession in Nepal is in early stage. It has been talked about some issues such as qualification of workers, training and training agencies and so on but there is not the issues talked about what is profession and what are the things essential to be a full profession. In the field of LIS in Nepal only functional specialization is said to be profession. But many things such as professional association, social recognition, standard entry route and formalized code of ethics are very essential for profession and they have not been taken as an indicator of profession.

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Chapter 3

Focus of the study

The study has focused mainly on the professionalism in library and information field.

3.1 Professionalism

Professionalism is a subjective theory, concerned with the philosophy that directs the application of the body of knowledge. It seems professionalism as the capacity of an occupational group to be extrovert, generous and knowledgeable in its relations with professional colleagues, other professional groups, and the public.

A person wishing to become a good librarian or a information professional must master the art and science of library craftsmanship i. e. the practical skill of librarianship. Academic qualification is not enough but just the beginning. A professional librarian or a person aspring to become a librarian must always think that librarianship is a profession to serve the users to their satisfaction. If a person who graduated yesterday stops learning today will be uneducated tomorrow. His/her regular study is quite appropriate in this competitive age. Presentation, after all, is not fundamental to most professions. For the doctor, accountant and solicitor, although presentation does play some part in the conduct of the profession, it is not as essential as to the barrister.

3.2Associations/Organizations of LIS in Nepal

Associations and organizations play the important role in professional development. Active professional association and organization assist to avoid unhealthy competition and to provide different rights of workers for the security where they have involved. So, the LIS related associations and organizations of Nepal are given as below.

3.2.1 NLA

Nepal Library Association (NLA) was established on 23rd October, 1980. It is a registered non-profit, non-governmental and purely professional organization committed to the overall development of librarianship as a whole. NLA was established as a result of a joint effort made by active librarians, information scientists, academicians, researchers, social workers and book lovers, and it was supported by UNESCO.

Objectives :

To perform the overall promotion and development of libraries and library professions,

To create awareness regarding the need and importance of libraries and information centers,

To hold/conducts/organize research activities, training, seminars, conferences, workshops and other related activities,

To boost/ promote library education,

To establish cooperative and mutually beneficial relationship with other organizations,

To promote the qualitative and informative library services for the social, educational, and economic development of the nation,

To boost up literacy, readership and lifelong learning, and

To boost resource sharing and networking.

Activities:

NLA is committed to develop LIS professionalism through various activities. The important programmes are human resource development, library development and advocacy in Nepal, national information policy development, materials development and publications, workshops/seminars and resource mobilization for professional recognition.

International cooperation :

NLA jointly works with international organizations to boost up the cause of library development through education, research, training, workshops, and seminars.

Publications :

NLA has published Journal of Nepal Library Association. Only 8 issues journal were published. It also has published NLA Courier.

Finance :

Membership fees

Saving and some percentage from trainings, seminars, workshops etc.

Policies and procedure:

It has own constitution, approved by HMG/N (Government of Nepal) on 23rd October, 1980. It was registered under the clause 4 of the 'Sangh Sansthan' registration Act 1977 (private firm registration Act)

Institution member:

The following people can be the institution member of NLA.

- i. A degree holder
- ii. Trained in 35 days
- iii. Chief of public library as (ex. Officio)

Advocacy:

NLA is helping up other institutions and organizations for the development of library system in Nepal. However NLA, socially and constitutionally a superior organization, is sometimes criticized as having slow pace in its movements, because it is not being able to carry out various local, national, international programmes as it is supposed to be.

3.2.2 CDLIS

In 1995 Tribhuvan University had decided to establish a Central Department of Library and Information Science (CDLIS) under the faculty of Humanities and Social Science. From the same year post graduate bachelor degree course in library science of one year duration was started. In 2002 Tribhuvan University has decided to start the Master of Library and Information Science

MLISc course as separate professional academic degree in Master Level. This is a landmark for professional development in Nepal.

The CDLIS is located at the University Campus of Tribhuvan University, Kirtipur. At present the department is running in Kirtipur at Gandhi Bhawan (CDLIS, 2002). Academically, a supreme organization is lacking its interests in organizing various programmes such as trainings, workshops, seminars, publications and so on to develop advocate and sustaine LIS professionalism.

3.2.3 TULSSAA

The first batch of Bachelor of B.LI Sc passed out in 1996 AD. It took two years for them to feel the necessity to unite among themselves. By the time two more subsequent batches of such degree holders had come out. Well, in 1999, the first batch graduates took the initiative and established Tribhuvan University Library Science Students' Alumni Association. Ever since the alumni association is acronymically known as TULSSAA. It

was registered with the Kathmandu CDO office as non-government, non-partisan and non-profit organization.

Membership Eligibility :

One must be

Bachelor of Library and Information Science or

Master of Library and Information Science

Publications:

TULSSAA has been publishing TULSSAA: a journal of Library and Information Science since 2000 AD. It is published in every six months but 9 issues were published till now.

Training:

TULSSAA conducts level III LIS training for the semi-skilled manpower development. The training program is affiliated with the Council for Technical Education and Vocational Training (CTEVT) Nepal (TULSSAA, 2006).

3.2.4 LISSA

Library and Information Science Students' Association (LISSA) was formally born in 2007 by the efforts of students of CDLISc, T.U. The main objectives of LISSA are to advocate on LIS professionalism, quality education, student affairs, and library and information literacy through various awareness, research and workshop programs.

Membership:

The student who enrolls in library and information science can be a member. The validity ends when the student leaves the academic year.

Publication:

LISSA publishes a yearly publication named "INFOLIB".

Activities:

LISSA has strongly supported and campaigned various LIS movements. It conducted talkprogrammes in LIS curriculum, teaching and learning strategies and methods, departmental affairs. It initiated library day and related programmes.

3.2.5 NASL

Nepalese Association of School Librarians (NASL) was started in 1997. It aims to develop school libraries in the pertinent school by providing library training and conducting seminar etc. Other functions of NASL are publishing news letter, children literature, interschool competitions, and training on pedagogy (Adhikari, 2065). NASL conducts various programmes such as III level LIS training, workshops, seminars so on to develop professionalism.

3.2.6 LIMISEC

Library Management Information Service Center (LIMISEC) was started in 1998. It has received affiliation from CTEVT to conduct library training. Its main objectives are to impart library training to improve the status quo of existing libraries (Adhikari, 2065).

3.2.7 READ Nepal

Read Nepal was started in 1987 by Dr. Antonia Nubour. Its main objectives are to promote literacy and establish community libraries which later could be operated by the community for the access to library and information. Read Nepal won 'Access to Learning Award-2006 of \$ 1 million, by Bill Gates-Melinda Foundation in IFLA convention in S. Korea. It has been giving LIS training (Adhikari, 2065).

3.2.8 Room to Read

Room to Read was started in 1998 by John Wood as an INGO to promote library and education in the developing countries with the philosophy 'World Change Starts with Educated Children'. Room to Read has been successful to establish 1699 school libraries, 175 schools, 32 computer labs, 63 titles of children literature on vernacular languages, distribute 80000 English books, provide 760 sustainable scholarship. It has also been giving LIS training (Adhikari, 2065).

3.3 Libraries

Different libraries are taken as the subject of the study, such as Academic, National, Public, Private, Special and so on. Among them, the researcher has focused on following libraries for the study purpose:

-) TUCL
-) KUCL
-) NNL
-) Kaiser
-) Parliament Secretariat
-) Society for Kathmandu Valley Public
-) Social Science Baha

The researcher is selective in choosing the subject libraries. He has chosen academic libraries i.e. TUCL and KUCL, National library of Nepal i.e. NNL, famous library in the South Asia i.e. Kaiser library, special library of government Nepal i.e. Parliament library, Public library i.e. Society for Kathmandu valley Public Library which is serving for many users in short span of time and an NGO's special library i.e. Social science Baha which is famous for literature of social science. The libraries are described below.

3.3.1 TUCL

Tribhuvan University Central Library (TUCL) was established along with the University in 1959. It began with a collection of 1,200 volumes of books. In 1967, it moved to the present building in University Campus, Kirtipur. Now the collection of the library exceeds 3,03,000. Over 450 periodicals are received every year on subscription or as gift. Many philanthropists and bibliographies have contributed this library to grow into its present size. It is the largest library of Nepal in terms of collection, services and number of members. Even though TUCL is an academic library, some of its functions are also like that of a national library and a public library. In addition to the university, it also serves the government ministries, foreign diplomatic missions, local and foreign researchers and others.

Objectives:

-) To fulfill the teaching and research needs of the University.
-) To provide materials both in conventional and e-formats and furnish an environment conducive to study and research.
-) To encourage membership and promote information literacy, readership and life-long learning.
-) To preserve the intellectual heritage of the nation.
-) To promote resource sharing, networking and exchange of databases.
-) To provide documentation and information services and bring out relevant publications.
-) To help libraries and promote standards, guidelines and best practices.
-) To promote professional expertise in information management and conduct in-service training in librarianship.

Depository library:

Since 1965, TUCL has been working as the depository library in Nepal for the United Nations Organization and other over 11 International Organizations.

ISBN national agency:

In addition to its regular service to the users, TUCL also distributes ISBN to the authors/publishers on its capacity as the National ISBN agency. TUCL started working as the National ISBN agency since January 2000.

Collection sections:

Various collection sections of TUCL are given below:

-) General collection (for borrowing purpose).
-) Reference collection.
-) Nepal collection.
-) American's studies collection.
-) United Nations' depository collection.
-) Audio books collection (for the blind member).
-) Text books collection section.
-) Archive collection on TU

-) Journals collection section.
-) Rare books and manuscripts and CD ROM databases

The arrangement of books on the shelves is by subject, according to the DDC system.

All the books have been catalogued according AACR and the cards have been filed alphabetically by authors, subjects and titles.

Computer catalogue/databases:

In addition to the card catalogues, the library has maintained an in-house computer catalogue, based on CDS/ISIS software.

Services rendered:

Some of the services rendered by TUCL are:

-) Borrowing.
-) Reference.
-) Bibliography preparation on request
-) Press clipping
-) Content
-) ISBN
-) Internet and E-Mail
-) Photocopy
-) Documents delivery

Books circulation:

All the books in the general section are for loan. Books issue is done by manually.

Publications:

Beside regular publications of annual reports the TUCL has also prepared and published 39 documents so far. Below are some of the latest publications:

-) Nepalese national bibliography
-) Management index : index to periodical articles
-) Bibliography on poverty alleviation
-) Masters degree dissertations: Author/ title/ index
-) Books on American studies: Author/Title/Index
-) Bibliography of Ph.D. thesis, etc.

Library hours: 8:00am to 7:00pm

Human resources:

TUCL is staffed with 90 personnel. Out of them 15 are professional librarians and 3 are administrative officers. It also provides LIS training (TUCL, 2007).

TUCL is in front line in promoting LIS professionalism through various programmes such as workshops, III level LIS trainings, refresher course, Ojs training, seminar, inter library cooperation, international cooperation, and so on. It is an ideal library in LIS profession.

3.3.2 KUCL

Kathmandu University Central Library (KUCL) was established in 2047 BS. It is situated on Dhulikhel municipally, ward no. 7, Kavrepalanchok district (Kathmandu University) . At present, the collection of the library has 45,500 books, 100 titles journals/Newsletters and 60 titles magazines/newspaper are received every year, 200 video cassettes, 75 audio cassettes, and 1000 CD-Rom. The library has 2375 members (350 staff and 2050 students).

Objectives:

-) To assist the teaching and research needs of the University.

Collection Section:

Various collection sections of KUCL are given below.

-) Periodical section
-) Reference section
-) Circulation section
-) Technical section

Services of the library:

-) Circulation (Computerized using Barcode)
-) Inter library loan
-) Reference
-) User education
-) CAS

-) SDI
-) Newspaper clippings
-) Reprography
-) Internet, E-mail
-) Online E-resources:

Access to thousands of journal articles from databases like Emerald, Ebscohost, Beechtree, Agora, Hinari, Springerlink, Ajol, Oxford University Press, Cambridge, Institute of physics publishing, Blackwell Synergy, Annual Reviews through PERI-INASP, UK.

Classification system:

The arrangement of books on the shelves is by subject, according to the Dewey Decimal Classification system.

Cataloguing system:

Online Public Access Catalogue (OPAC) system.

Budget:

The library has Rs. 3.5 millions annual budget.

Library opening hours:

8 Am to 8 Pm. Human Resource:

KUCL is staffed with 7 personnel. Out of them 1 is professional librarian and 2 are paraprofessionals librarians (III level training in LIS) (KUCL, 2008).

3.3.3 NNL

Government of Nepal established Nepal National Library (NNL) in 1957 A.D. after having bought the personal collection of the then Kings' spiritual preceptor, the late Hem Raj Pandey. At present NNL has a collection 86,000 books and periodicals, including those brought in as a result of the amalgamation of the Central Secretariat Library. The collection has been classified according to Dewey Decimal Classification. Until 1960, it functioned only as a Reference Library and from 1961 it was opened to the general readers. The library published National Union Catalogue, conducted basic library training, started mobile library service, published childrens' literature during 5 years

UNESCO/DANIDA project (1994 to 1999). The library is situated in Lalitpur district at Harihar Bhawan.

Objectives:

-) Setting up adequate central services, including publication of the National Union Catalogue, National Bibliography and other reference tools.
-) Providing library services to the general public.
-) Collecting, organizing and preserving entire published materials within the country and Nepal related materials published from abroad.
-) Promoting literacy through a network of mobile libraries and the publication of Nepali literature. And
-) Assisting in the development of other public libraries in the country.

Collection:

The NNL has books, documents, periodicals in different languages like Sanskrit, Nepali, Hindi, Marathi, Bengali, English, Newari etc.

Facilities and Services:

-) Reference
-) Inter-library loan
-) Mobile library services
-) Electronic database: Online/Local
-) CAS
-) Microfilm

Organization:

-) Administration
-) Library and information service
-) Technical

Users:

The library users are the general public, government personnel, teachers, students, and all interested persons.

Database:

The local database has been created for the bibliographic information using WINISIS software developed by Unesco, whereas the internet-based software developed by Madan

Puraskar Library in Unicode has been used for the Devanagari collection. Online search could be done through its URL www.nnl.gov.np.

Finance:

Entire expenses of this library is funded by the Government of Nepal. In the fiscal year 2006-2007, a total of Rs. 4.67 million was allocated.

Library hours:

Summer: 10:00 am to 5:00 pm (Sunday to Thursday)

10:00 am to 3:00 pm (Friday)

Winter : 10:00 am to 4:00 pm (Sunday to Thursday)

10: 00 am to 3:00 pm (Friday).

Human resources:

The library is under the Planning Division of the Ministry of Education and Sports. The library has a total number of 24 staff members of which 3 senior staff are qualified librarians, 6 semi-professionals and rest of others are administrative and supportive staff (NNL, 2062).

It conducts various programmes to develop LIS professionalism. Most note worthy functions are conferences, workshops, trainings (LIS III level and refresher), assistance by resource persons.

3.3.4 Kaiser library

The Kaiser library is the nation's oldest running institution and served as the study arm of Education for All. It was one of the largest private libraries in South Asia in Kaiser Shamsheers' period. Now it is not a private library but a government library. This library has continued to be used as reference library, and is opened to all readers and visitors. It is also small arts gallery of Nepal. The Kaiser library is situated in the heart of Kathmandu at Kaiser Mahal (Kanti Path, Thamel). (Baitha, 2065 B.S.)

Objectives:

-) To provide library and information services to general public;
-) To collect new books and educational materials;
-) To organized trainings, workshops and seminars to develop the libraries in Nepal;

-) To coordinate with national and international libraries through networking;
-) To preserve the Kaiser collection; and
-) To help/provide quality education and to promote reading habits in people.

Sections:

-) Kaiser collection (Old Collection)
-) New section
-) Manuscripts section
-) Periodical section
-) Childrens' section
-) UNESCO sornar

Services:

-) Reading room facilities
-) Reference services (by telephone, fax, e-mail, post)
-) Photocopy service
-) Inter-library loan services
-) Internet/e-mail services
-) Web databases facilities
-) Referral services
-) Advisory services (for the development of libraries.)

Library hours:

10:00 am to 5:00 pm (Sunday to Thursday)

10: 00 am to 4:00 pm 16th Kartik to 15th Magh

Library is closed on Saturday and other government holidays.

Organization and human resources:

Kaiser library is directly under the control of the Ministry of Education. Kaiser library has been divided into five sections:

-) Administrative section
-) Technical section

-) Library and information service section
-) Stack room section
-) Preservation section

At present Kaiser library has a total of 20 staff members including Chief librarian, Library officer, four semi professionals and other administrative and clerical staff (Kaisher, 2008).

3.3.5 Parliament library

Parliament library was established in 2009 BS as a record section. In 2014 BS It named 'Sallahakar Sawa Pustakalaya'. In 2015 BS it was known 'Samsad Pustakalaya', in 2017 BS known as 'Rastriya Panchayat Pustakalaya' and from 2046 BS it was known as Parliament Library (Samsad Pustakalaya). The name of the library is being changed as the changing political situation in Nepal. But at present the name is not changed formally. So, we know the library by the name of Parliament Library. It is a special library of government of Nepal. The library is situated in Singha Durbar premises at Secrateriate Bhawan of Parliament (Constitutional Assembly Building). At present the library has housed 13,000 collections which includes books, documents, reports, national / international magazines, journals, bulletins on current issues etc.

Objective:

-) To protect the intellectual property of parliament members.
-) To collect, organize, and disseminate the information related on government, politics, law and other movements

Services:

-) Lending
-) Reference
-) Photocopy
-) Online E- resource, E-mail, Internet

Users:

601 constitutional assembly members and 260 parliament staffs. In total 861 are the users of the library.

Finance:

In the fiscal year 2007-2008, a total of one lakh Nepalese Rupees was allocated.

Human Resource:

At present Parliament library has a total of 6 staff members including library chief (professional), one semi professionals and 4 are other (Poudel, 2008).

3.3.6 SKVPL

Persons of various walks of life got together to form an international class community library. As a result Society for Kathmandu Valley Public Library (SKVPL) was founded in 2060 B.S. on the chairmanship of Dr. Narayan Khadka. The libraries is situated in the heart of Kathmandu at Bhrikutimandap. At present the library has 30,000 books and 20 news-letters, some newspapers and magazines.

Objectives:

-) To provide needed information to all types of users of society.
-) To advocate for public library system on various issues such as rules, regulation, law, policies, etc.
-) To work for modern and well-facilitated public library.
-) To work for non-formal education.
-) To operate children library section.
-) To conduct workshops, seminars, conferences.
-) To work as a focal point of multiple activities of literature, societal, cultural.

Services:

-) Lending
-) Reference
-) E-mail, Internet
-) Newspaper
-) Children

Users:

According to record register of last month (September 2008) 3500 readers have come in the library and it is opened for all people whether he/she Nepali or foreigners..

Finance:

In this fiscal year 2007-2008, a total of Rs. 20 lakhs Nepalese Rupees was allocated.

Human resource:

At present SKVPL has a total of 5 staff members among them 1 Library manager (B.Lib.Sc.), 3 level III training in LIS and other 1 library assistant. It conducted LIS training (SKVPL, 2062 B.S.).

It is committed to develop LIS professionalism by becoming a focal/contact point of all public libraries of Nepal.

3.3.7 SSBL

Social Science Baha Library (SSBL) is a special as well as research library. According to its service, the library is a closed access reference library. Social Science Baha (Baha from the Newari equivalent of the Sanskrit term Bihar that refers to the traditional monastic centers of learning in the Kathmandu valley) has been set up to facilitate and encourage the study of the social science in Nepal. The library was established in 2002 by the group of library personality. Since 2003 the library has been open for general readers. The SSB library situated in Kathmandu at Battisputali.

Objectives:

-) To operate the Social Science.
-) To organize workshops and conferences and conducting lectures.

Services/facilities:

Currently the library functions on a closed-access basis but the library staff will be more than willing to help you with your search. The library is equipped with both computer and manual databases. In order to facilitate research on Nepal and Himalayan region, the Baha has so far built a comprehensive computer database of articles for the journals Kailash and Contributions to Nepalese Studies accessible through a search engine on the Baha website.

Opening hours:

The SSB library opens from noon to 7:00 pm, 7 days a week (except on government holidays). During the winter Nepali months from Mangshir to Magh, the library is opened 6:00 pm.

Human Resources:

At present SSB has a total of 7 staff members of which 1 professional librarian, 2 semi professionals and other (SSBL, 2004).

3.4 LIS professionals in Nepal

The total 112 LIS degree holders only 69 professionals were involved in LIS profession. The rest 43 were not engaged in LIS profession up to 2000. Among 69 working professionals 2 were Ph.D., 18 were Masters', and 49 were bachelors' degree holders. Among the 18 Masters' degree holders and 2 Ph.D. degree holders, 11 professionals were the employees of TU library and information system, 4 professionals were the employees of government LIS systems one was in other university library systems and four professionals were in NGO/INGO library systems (Karki, 2065).

Now, all the seven universities have their central libraries. Their constituent college/department and affiliated colleges have maintained libraries, more than 35000 schools in Nepal but few schools have got maintained libraries, and more than 800 Public and community libraries in Nepal. More than 35 persons received Masters degree in LIS, more than 50 persons received Bachelors' degree in LIS, and more than 500 have received III level LIS training.

Nepal Library Association was established in 23rd October, 1980 to perform the overall promotion and development of libraries and library profession. In 1995 Tribhuvan University had dedicated to establish a Central Department of Library and Information Science under the Faculty of Humanities and Social science. A flood of organizations related to library came in Nepal such as TULSSAA in 1999, NASL in 1997, LIMISEC in 1998, Room to Read in 1998, READ Nepal in 1987, LISSA in 2007. All the above organizations play positive role to develop LIS professionalism in Nepal. And the Nepalese library and information service is going to change from traditional to modern (Computer Automation) system. These are the good symbols for development of LIS professionalism.

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Chapter: 4

Research methodology

Research is essentially a systematic inquiry of seeking facts through objectives verifiable methods in order to discover the relationship among them and to deduce from them broad principles or laws. According to advanced Learners' Dictionary of current English defines research as 'a careful investigation or inquiry specially through search for new facts in any branch of knowledge'.

4.1 Research design

'A research design is the specification of methods and procedure for acquiring the information needed. It is the overall operational pattern of framework, of the project that stipulates what information is to be collected from which source by what procedure. If it is a good design, it will ensure that the information obtained is relevant to the research questions and that it was collected by objective and economical procedure'. Researcher has consulted with the human resources who are working in the library. He collected the data from the human resource of seven different libraries in Kathmandu, Lalitpur, and Kavrepalanchok. First, he analysed the data and consulted library and export of professionalism. Finally, he recommended terms for LIS profession.

4.2 Population

For the purpose of data collection the researcher has collected data from the 7 libraries of their human resources. All data from these libraries i.e. TUCL (Tribhuvan University Central Library), KUCL (Kathmandu University central Library), NNL (Nepal National Library), Kaiser Library, Parliament Library, SKVPL (Society for Kathmandu Valley Public Library), and SSB (Social Science Baha) 30 human resources have been collected though the data could be collected about 159 human resources. Some of them are Masters'/Bachelors' degree in LIS and some are Level III Library training. Some of them are only Library service providers who have not got either education or training in LIS.

4.3 Sampling procedure

For the study, researcher has selected seven libraries. The above mentioned libraries have been selected because they are big and famous for various aspects i.e. service, collection, human resource, and types of library. Sets of questionnaire were prepared to getting reliable information from the respondents. The libraries were selected purposively after a pilot study but the respondents were randomly selected.

4.4 Data collection procedure

After piloting the questionnaire to test its reliability, validity and adequacy the researcher modified the items in questionnaire. Researcher distributed and received the questionnaire to the concerned respondents in personal visiting the libraries. The analysis is based on the responses (30 human resources of 7 libraries) who are responsible to handle the library.

4.5 Data analysis procedure

Data should be analyzed properly. Researcher has followed different steps for analyzing data. The first one is analysis of primary data taken from the various 7 libraries. It helps to find out LIS professionalism.

In the second step, data are analyzed after consultation to the professionalism expert and librarian. So, the study includes information, conversational interviews, authorities as well as other professionals. At the presentation level, tables, pie- charts and diagrams has been used.

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Chapter 5

Analysis and presentation of findings

Data have been collected from seven libraries. The response received from the respondents has been analyzed and presented in table and they have been described. Important tables are further presented in charts, diagrams.

5.1 Academic qualification

A question was asked to the respondents of the libraries to elicit their academic qualification, because academic qualification is one of the important constituents in developing professionalism in respective field.

Table: 1 Academic qualification of the human resource in those libraries N=30

S.N.	Qualification in LIS	No. of human resource								Percentage
		T U C L	K U C L	N N L	K ai se r	Pa rli am ent	S K V P L	S S B L	To tal	
1	Masters'	5	0	1	1	0	0	0	7	23.33
2	Bachelors'	1	0	1	2	1	0	1	6	20
3	III level Training	0	2	3	1	1	3	1	11	36.66
4	Others	0	3	0	1	1	0	1	6	20
Total		30								100

Source: Field survey 2008

The respondents' reply shows out of the total human resource 23.33 % masters' in LIS, 20% Bachelors' in LIS, 36.66% III level training in LIS, and 20% Others' not related on LIS. According to the table the 20% human resources have not LIS related qualification. It is not less important for LIS profession.

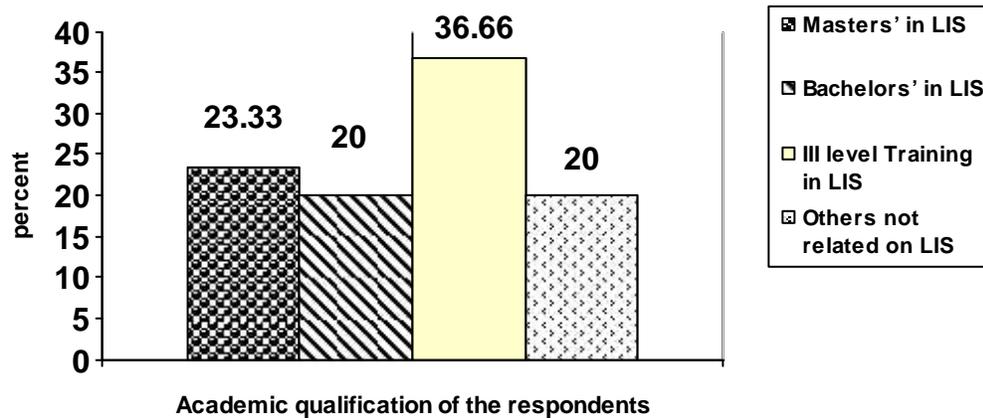


Fig. 5

5.2 Human resource appointment

To elicit information on the nature of job i.e. part or full-time job, the researcher asked to the respondents. The human resources are appointed both for the part or full time job.

Table number 5.2 Nature of appointment of human resource

N=30

S.N.	Nature of appointment (Full time or part time)	No. of Human resource	Percentage
1	Full time	30	100
2	Part time	0	0
Total		30	100

Source: Field survey 2008

According to their response this table shows, all the human resources are full time staff in the library. This can be because all the libraries are providing library and information services to the users extensively.

5.3 working hours

Working hours is also a key element in professionalism. So, in order to know the working hours of the human resource a question was asked. The respondents reply shows that out of total

Table number 5.3 Working hours in a week

N=30

S.N.	Working hour/week	No. of human resource	Percentage
1	Below 30	0	0
2	30 to 42	17	57
3	42 to 48	10	33
4	Above 48	3	10
Total		30	100

Source: Field survey 2008

human resource nobody has worked below 30 hours per week, 56.66% have worked for 30 to 42 hours per week it is the largest population compared to other options given, 33.33% have worked 42 to 48 hours, and only 10% human resource have worked above 48 hours per week.

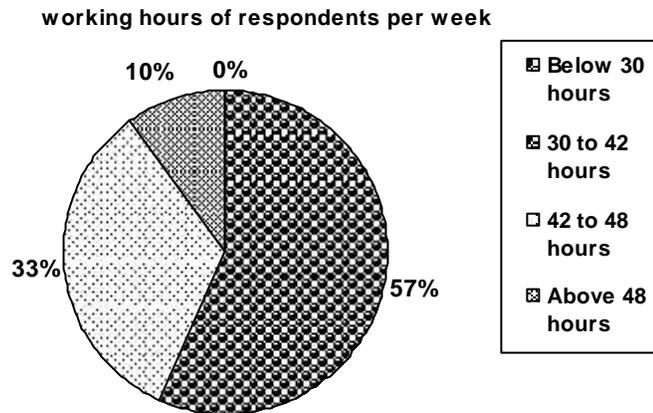


Fig. 6

5.4 Service Period of the respondents

The period of service is also one of the good indicators in professionalism. The longer the better contribution in the professionalism so the respondents were asked to provide information on their period of service.

Table number 5.4 Service Period of the respondents

N=30

S.N.	Service period in one year	No. of human resource	Percentage
1	Below 5 years	15	50
2	5 to 10 years	8	26.66
3	11 to 15years	1	3.33
4	16 to 20 years	2	6.66
5	Above 20 years	4	13.34
Total		30	100

Source: Field survey 2008

Their response shows out of total number respondents, 50%, have started his/her work since below 5 years, 26.66% have started his/her work since 5 to 10 years, 3.33% have started his/her work since 11 to 15 years, 6.66% have started his/her work since 16 to 20 years, and 13.34% have started his/her work since above 20 years.

5.5 Similar job in different places

Many job holders tend to work in different places due to various reasons i.e. for making more money, social prestige etc. but this hampers seriously in the sound development of professionalism. So, to elicit information in this issue a question was asked to the respondents.

Table number 5.5 Similar jobs in different places

N=30

SN.	Similar job in different places	No. of human resources	Percentage
1	Yes	6	20
2	No	24	80
Total		30	100

Source: Field survey 2008

They have replied that only 20% of human resources work in different places except their regular job, and 80% of human resources do not work out i.e. except their regular job.

5.6 Remuneration

Well payment for the staff is one of the significant factors in evaluating the status of professionalism. In order to judge the status of LIS professionalism a question related to the salary of the human resource in a month basis was asked.

Table number 5.6 Remuneration

N=30

S.N.	Remuneration/Month	No. of human resource	Percentage
1	Below 5000	1	3.33
2	5000-10000	14	46.66
3	11,000-15,000	8	26.66
4	Above 15,000	7	23.33
Total		30	100

Source: Field survey 2008

Respondents have replied that most of them i.e. 46.66% have received remuneration between the range of 5000-10000 in a month where as 26.66% have received remuneration between the range of 11000-15000 in a month but 23.33% have replied they have received remuneration above 15000 in a month and only 3.33% have replied they have received the remuneration below 5000 in a month.

5.7 Another job another place

If the employee join other job, the profession is suffering from such type of human resource. Because such type of workers can not be dutiful and whole timer. They do not give the time physically and mentally to the profession. This question related on other job not related to LIS was asked.

Table number 5.7 Another job another place

N=30

S.N.	Another job not related to LIS	No. of human resource	Percentage
1	Yes	7	23.33
2	No	23	76.66
Total		30	100

Source: Field survey 2008

The respondents have replied i. e.23.33% have joined the other job in another place and 76.66% have not joined other job in another places.

5.8 Nature of another job

It was asked to the respondents, what type of job have you been doing in other places?.

Table number 5.8 nature of another job

N=7

S.N.	Nature of another job	No. of human resource	Percentage
1	Education	2	28.57
2	Administrative	1	14.28
3	Business	0	0
4	Other	4	57.14
Total		7	100

Source: field survey 2008

According to respondents the 28.57% have been doing education related job, 14.28% have been doing administrative work, no body has been doing business, and the largest percentage of respondents, 57.14% have been doing other job.

5.9 Why did the respondents start such job

It is so important factor for any profession. In spite of the respondents are fulltime staff in LIS related job, the respondents started other job not related with LIS. why?

Table number 5.9 why did the respondents start such job (not related LIS) N=7

S.N.	View of the respondents	No. of human resource	Percentage
1	Low salary in LIS	0	0
2	LIS is boring job	0	0
3	More leisure time in LIS	0	0
4	Other	7	100
Total		7	100

Source: field survey 2008

According to the respondents view the table shows no body has said low salary in LIS, LIS is boring job, more leisure time in LIS, and the 100% respondents have other views. The views are specified as follow:

14.28% respondents have said, LIS is monotonous job, 14.28% have said, LIS is incentive and motivation are not adequately offered in it, 71.42% have said, their personal interests.

5.10 Professional organization in Nepal

Professional organization plays vital role to develop any professionalism. So, it is a main indicator of professionalism. Therefore, the question was asked, do you know about professional organizations? The respondents answered :

Table number 5.10 professional organizations N=30

S.N.	About professional organization	No. of human resource	Percentage
1	Yes	25	83.33
2	No	5	16.66
Total		30	100

Source: field survey 2008

i.e. the 83.33% respondents have answered yes and 16.66% respondents have answered no.

5.11 Name of LIS professional organizations in Nepal

The question is related on table no. 5.10. According to 83.33% respondents:

Table number 5.11 professional organizations in Nepal

N=30

S.N.	Professional organization in Nepal	No. of human resource
1	NLA	24
2	TULSSAA	23
3	Other	18

Source: field survey 2008

Total of them 24 respondents have said NLA, 23 respondents have said TULSSAA, and 18 respondents have said other (i.e. LISSA, NNL, TUCL, LIMISEC, NASL) such organizations are not professional.

5.12 Associated number of respondents in professional organization in Nepal

The human resource must be associated with professional organization for professionalism.

Table number 12 Associated number of respondents

N=30

S.N.	No. of Professional organization	No. of human resource	Percentage
1	One	15	50.00
2	Two	7	23.33
3	Three	1	3.33
4	four	0	0.00
5	Not associated	7	23.33
Total		30	100

Source: field survey 2008

Out of total respondents, 50.00% have associated with one organization, 23.33% have associated with two organizations, 3.33% have associated with three organization, and other 23.33% respondents have not associated with any organization.

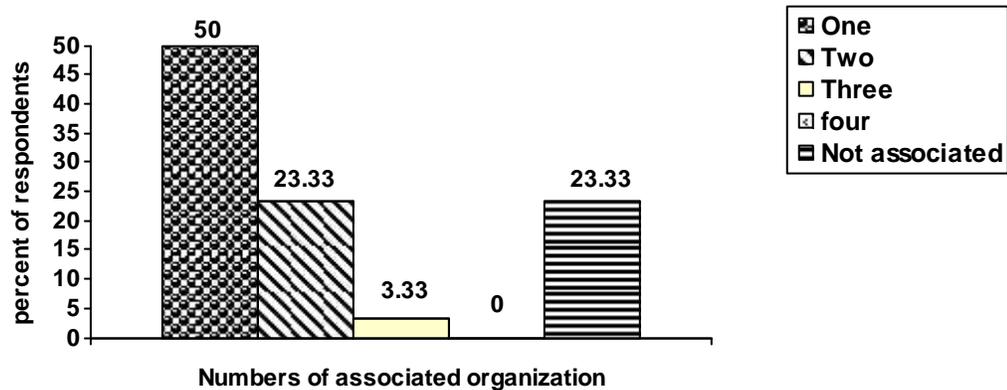


Fig. 7

5.13 Name of associated organization

Today almost all countries, regions and states have professional organizations-not only one, but many. Sometimes, unhealthy competition and rivalries are also observed among the various associations. So, the question is related on associated organization of respondents:

Table number 5.13 Name of associated organizations in Nepal

N=30

S.N.	Name of associated organization	No. of human resource
1	NLA	21
2	TULSSAA	7
3	Other	5

Source: field survey 2008

According to respondents, the largest no. 21 respondents have associated with NLA, 7 respondents have associated with TULSSAA, and 5 respondents have associated with some international LIS professional organizations and some non professional national organizations.

5.14 Role in the associated organization

The question was asked to respondents what is your role in the associated organization? According to respondents the answer are:

Table number 5.14 Role in the associated organizations

N=23

S.N.	Role of associated organization	No. of human resource	Percentage
1	Founder	1	4.34
2	Executive member	3	13.04
3	Member	17	73.91
4	Other	2	8.58
Total		23	100

Source: field survey 2008

4.34% are founder members, 13.04 are executive members, 73.91% are member, and other 8.58% are life member.

5.15 Entry route

Job entry route is the most important factor of the any professionalism. People who want to enter the LIS profession, they should demonstrate evidence of qualification on the field. So, the question was here related on entry route. The respondents replied:

Table number 5.15 Entry route

N=30

S.N.	Entry route in LIS Job	No. of human resource	Percentage
1	LIS staff	22	73
2	Administrative staff	8	27
3	Technician	0	0
4	Other	0	0
Total		30	100

Source: field survey 2008

The largest number.73.33% have entered in the profession as a LIS staff, 26.66% have entered in the profession as a administrative staff which is not a less number in the profession, and from other entry route no body has entered.

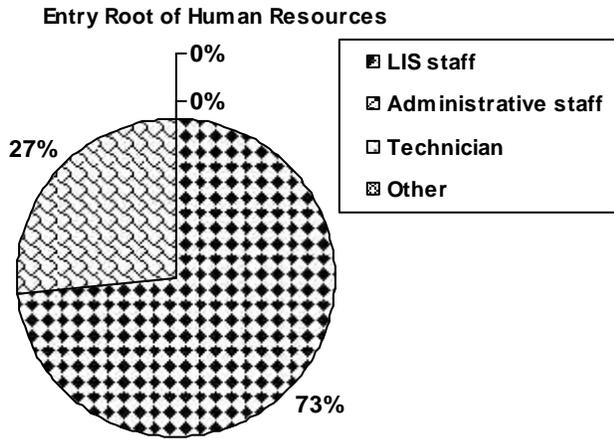


Fig. 8

5.16 Rewards

Reward is also important for professional development. It is a type of motivational factor. Therefore, the question was asked related on reward and the respondents have said:

Table number 5.16 Rewards

N=30

S.N.	Reward	No. of human resource	Percentage
1	Yes	6	20
2	No	24	80
Total		30	100

Source: field survey 2008

20% respondents have been rewarded on LIS profession, and the largest no. 80% respondents have not been rewarded.

5.17 Reason for reward

The reasons are important to get reward. From the question, we can know about the contribution of rewarded respondents. According to them:

Table number 5.17 why did you got reward

N=6

S.N.	why	No. of human resource	Percentage
1	Long term service	3	50
2	Effective service	1	16.66
3	Contribution in LIS	2	33.33
4	Other	0	0.00
Total		6	100

Source: field survey 2008

50% respondents have got the reward for long term service, 16.66% respondents have got for effective service, and 33.33% respondents have got reward for contribution in LIS profession.

5.18 Works for profession development

It is important for study, what works have the respondents done to promote the profession. Therefore, the question was asked. Respondents could mark on more than one area while asking the question because they were given different right options. The respondents replied:

Table number 5.18 works for professional development

N=30

S.N.	works	No. of human resource
1	Conference	8
2	Personal communication	19
3	Training	13
4	Other	2

Source: field survey 2008

The largest number 19 respondents have done personal communication, 13 respondents have done training, 8 respondents have done conference and 2 respondents done other activities.

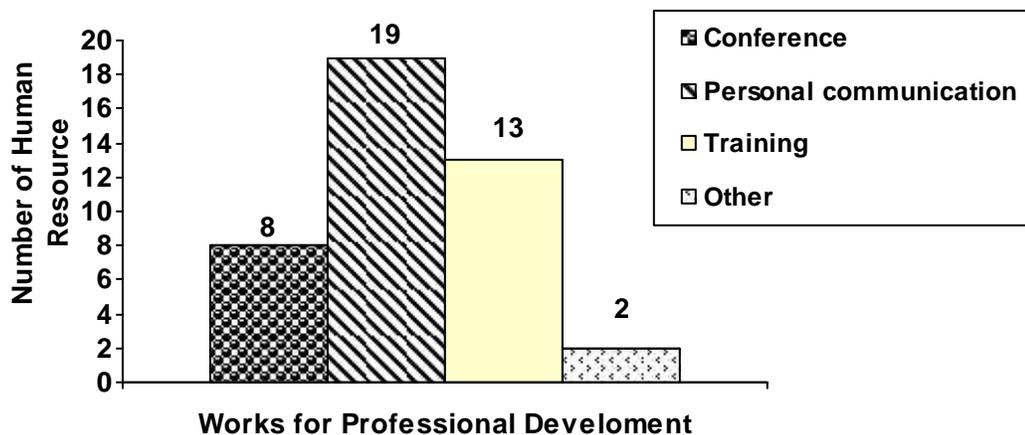


Fig. 9

5.19 Promotion

Promotion is the strong factor for the professional development. It also helps to get social recognition and self evidence. So the question was asked. According to respondents:

Table number 5.19 Promotion

N=30

S.N.	Promotion	No. of human resource	Percentage
1	Yes	16	53.33
2	No	14	46.66
Total		30	100

Source: field survey 2008

Total of respondents the 53.33% have got promotion, and 46.66% have not got promotion in the LIS profession.

5.20 How often

Promotion times play a vital role to develop professionalism. So the question was asked how often? The respondents have replied:

Table number 5.20 How often

N=16

S.N.	How often	No. of human resource	Percentage
1	One time	11	68.75
2	Two times	3	18.75
3	Three times	1	6.25
4	Four times	0	0.00
5	Five times	1	6.25
Total		16	100

Source: field survey 2008

The 68.75% respondents have got promotion once, 18.75% have got promotion twice, 6.25% have got promotion three times, no body have got promotion fourth times, and 6.25% have got promotion fifth times. 'fifth times' is the largest times of promotion which is satisfactory for the profession.

5.21 Change of profession

Human resources may want to change profession. It keeps important values for the profession. So, the question was asked do you want to change LIS profession ? The respondents replied:

Table number 5.21 Changing profession

N=30

S.N.	Change	No. of human resource	Percentage
1	Yes	5	16.66
2	No	25	83.33
Total		30	100

Source: field survey 2008

Out of respondents, the 16.66% have said yes, and 83.33% have said no.

5.22 Reasons for change the profession

According to respondents, some human resources have wanted to change profession. So the question was asked if yes please specify. The respondents have replied:

Table number 5.22 Reason for change the profession

N=5

S.N.	Reasons	No. of human resource	Percentage
1	Caretaker and boring job	2	40
2	Not effective	1	20
3	Dirty job	1	20
4	No satisfied	1	20
Total		5	100

Source: field survey 2008

Out of the total respondents 40% have said LIS is caretaker and boring job, 20% have said LIS is not effective job, 20% have said LIS is dirty job, and 20% have said no satisfied from LIS job.

5.23 Hindrances in LIS profession

Every professions have some hindering factors. Such factors create barrier for the professional development. So, we should know about the factors which play negative role on our LIS profession. Therefore, the question was asked what are the hindrances factors in LIS profession. And respondents could mark on more than a area while asking the question because they were given different right options. The respondents have replied:

Table number 5.23Hindrances

N=30

S.N.	Hindrances	No. of human resource
1	Non-professionals	14
2	Lack of good salary and facilities	14
3	Lack of social recognize	16
4	Lack of further growing opportunity	12
5	Lack of professional culture	22
6	Lack of professional organization	11

Source: field survey 2008

The largest number 22 respondents have said lack of professional culture, the second largest number 16 respondents have said lack of social recognition, 14 respondents have said non professionals human resource, 14 respondents have said lack of good salary and

facilities, 12 respondents have said lack of further growing opportunity, and 11 respondents have said lack of active professional organizations.

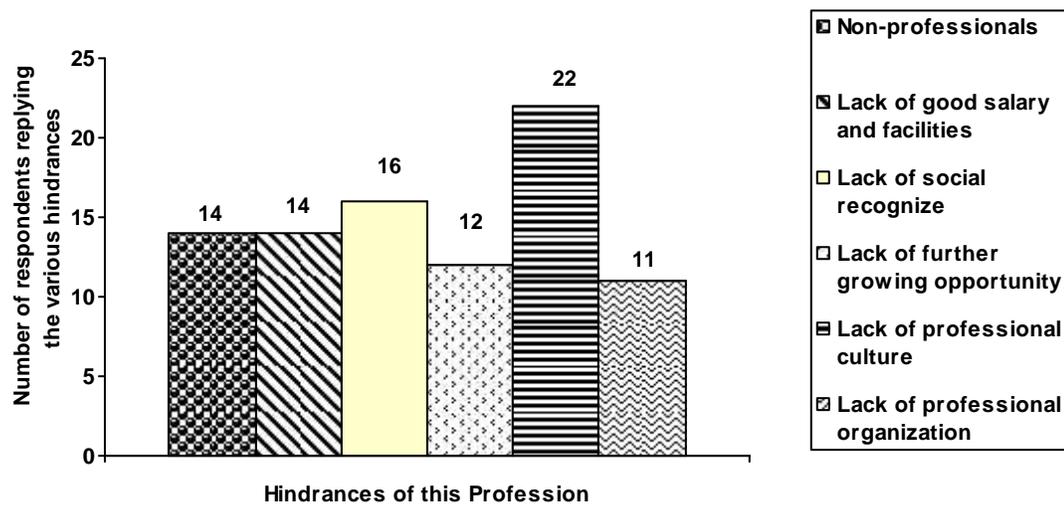


Fig. 10

5.24 Promoting factors

The present world is suffering from flood of information. So, the information seekers are affected because they are not able to retrieve right information at the right time. Therefore, it should be needed to develop LIS profession. Because the LIS workers play vital role to provide right information and right users, at the right time in a right personal way. So we should know what are promoting factors of LIS profession. Therefore, the question was asked what are promoting factors in LIS profession. And respondents could mark on more than one area while asking the question because they were given different right options. The respondents have replied:

Table number 5.24 Promoting factors

N=30

S.N.	What should be done	No. of human resource
1	Enhancing librarians' competence	23
2	Licensing	5
3	Employment opportunity	23
4	Advocate by professional associations	15
5	Reward	16
6	Other	3

Source: field survey 2008

The largest number 23 respondents have said enhancing librarians' competence and to increase employment opportunity, the second largest number 16 respondents have said to provision of reward, 15 respondents have said advocate by professional associations, 5 respondents have said provision of licensing, and 3 respondents have said others.

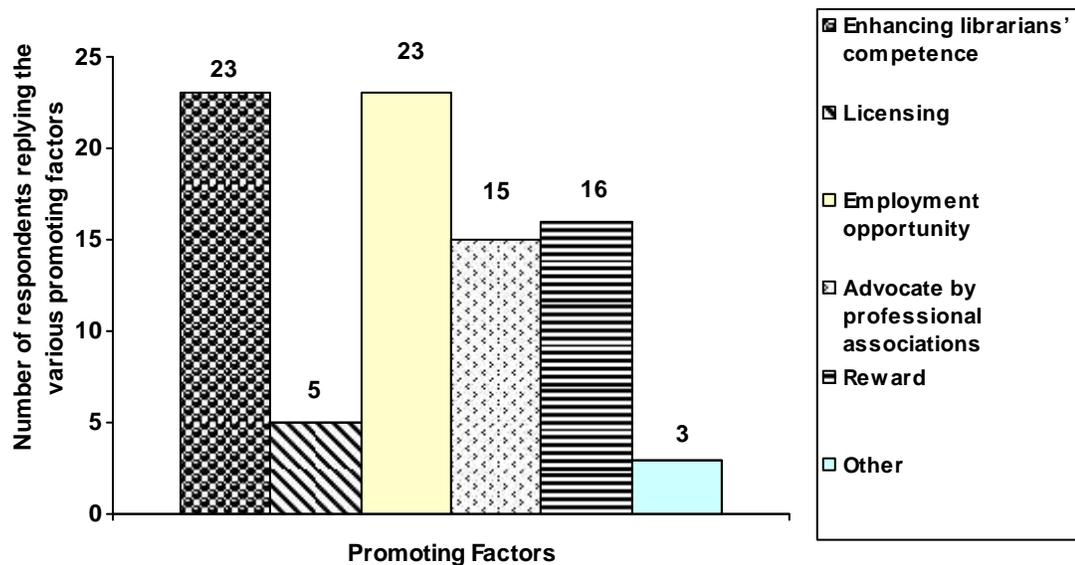


Fig. 11

Chapter 6

Summary, conclusion, and recommendation

Some occupations are recognized as profession whilst others are not, the historical and cross-national record show that occupations need to struggle to achieve the status of a profession. So, professionalism is important for workers of any occupation. It is a kind of occupation which should meet following steps. These are:

1. Functional Specialization
2. Formation of professional association
3. Social recognition
4. Standard entry routes
5. Formalized code of ethics

This age is the age of information which is power for the process of decision making. So, LIS profession should be empowered and library staff should act as a bridge between books and reader. They should not create barrier between the two. Therefore, the professionalism is must for LIS. But in Nepal it has not fairly developed yet.

After analyzing the collected data from various libraries of the human resources, the major findings are drawn as given.

6.1 Summary of the findings

1. Functional specialization is an important factor of profession development. Out of total the 20% human resource have worked in the field without training or academic qualification. The largest no (36.66%) of human resource have got level III training in LIS, 23.33% human resource have got Master's and 20% human resource have got bachelor's degree in LIS.
2. All the human resources are full time staff in the field of LIS. It is good for profession.
3. The largest no. of human resource (56.66%) have worked in LIS profession for 30 to 42 hours per week, 33.33% human resource have worked in the field for 42 to 48 hours per week , only 10% human resource in the field have

worked above 48 hours per week. So, according to facts working hours of respondents in this field is not satisfied.

4. 50% of the respondents have served in LIS profession for below 5 years, 26.66% of respondents have served in LIS profession for 5 to 10 years, 3.33% of the respondents have served in LIS profession for 11 to 15 years, 6.66% of the respondents have served in LIS profession for 16 to 20 years and 13.34% of the respondents have served in LIS profession for above 20 years.
5. 80% of the respondents work only for one place, but rests of the 20% workers are also busy in serving different places except their regular (full time) job.
6. The largest no. of workers have received remuneration between the range of 5000-10000 in a month, 26.66% workers have received remuneration between the range of 11000 to 15000 in a month, 23.33% have received remuneration above 15000 in a month, and 3.33% have received remuneration below 5000 in a month.
7. 23.33% of the professional workers are also joined in other job, not related to LIS. They work in other places.
8. Among the respondents most of the LIS workers have remarked this profession as a low salaried and boring job. But few of them have said LIS is a monotonous job, incentive and motivations are not adequately offered in it.
9. Among the respondents 83.33% know about the LIS professional associations in Nepal, and 16.66% workers do not know about them. Largest number of the workers have recognized NLA and TULSSAA as professional associations. And some respondents have recognized LISSA, NNL, TUCL, LIMISEC, NASL as professional associations, but these organizations/institutions are not professional associations. Largest number of workers have associated with the professional association, and 23.33% of the respondents are not associated with any professional associations.
10. In the field of LIS profession 73.33% workers have entered as a LIS staff and other workers entered through other process.
11. Some LIS workers have been rewarded in the LIS profession, and the largest number (80%) workers have not been rewarded. Out of total, 50 % have got

reward for long term service, 16.66% have been rewarded for effective service, and 33.33% have been rewarded for contribution in LIS profession.

12. To the professional development of the field the largest no. have done personal communication, some workers have done training and conference, and the few workers have done other activities.
13. The large no. (53.33%) workers in LIS profession have been promoted. Some of them have received promotion for once to fifth times where as the large number (46.66%) of the respondents have not been promoted.
14. Some LIS workers want to change their profession. According to them the 16.66% workers want to leave LIS profession. Because the LIS profession is regarded as a caretaker and boring job. They further comment LIS is not an effective job, LIS is dirty job and they are not satisfied with this profession.
15. The largest no. of workers have said the hindering factor of the LIS profession are lack of professional culture, second largest no. of workers have said lack of social recognition, third largest no. of workers have said the encroachment of non professional human resource, lack of good salary and facilities, fourth largest no. of workers have said lack of further growing opportunity, and some workers have said lack of active professional organizations.
16. The largest no. of workers have opined the promoting factors of LIS profession are enhancement of librarian's competence and increment of employment opportunity, the second largest no. of workers have said to provision of reward, the third largest no. of workers have said advocacy of LIS profession and service by professional associations, the fourth largest no. of workers have said provision of licensing.

6.2 Conclusion

We are in the age of information. Librarianship is a profession which disseminates the knowledge to their users. So, it is a serious profession of the information and knowledge society. In this world the LIS profession should be empowered.

On the basis of the study Library and Information Professionalism is an aspiring profession in Nepal. It has not yet been developed as a full profession like medicine, engineering, and law.

Tribhuvan University has started higher level education (Master and Bachelor degree course) in library and information science since 1995. However, there are no sufficient LIS professionals in Nepal. On the one hand the supply or production of high level professionals is poor on another hand non-professional and Para-professionals are forcefully posted to carry out the job of library and information. The government, professionals, and the training agencies are found not having a clear vision on LIS training in Nepal. Marketing is a must to enhance any profession but marketing is not being done in the LIS profession. Government as well as private authority has not fixed the standard of the profession, entry route, promotion, and other benefits. This has limited the whole profession as a least positioned job such as dealing with only book issue-and-return. There is no mutual relationship between LIS workers. They blame at each other for small things. Professional associations are not active and the culture of professionalism is not developed. They have not played effective and creative role for developing the profession. Formalized code of ethics among the LIS workers is not developed. LIS workers think only of their own job not about the profession. So, the LIS profession in Nepal is lagging behind in comparison with developed countries and with other professions because it is not developed as it is supposed to be.

6.3 Recommendations

On the basis of the findings following recommendations have been made to enrich the field of Library and Information Professionalism in Nepal:

1. Training and education should be provided for library workers who have received neither training nor education on LIS.
2. Library workers should be competent at their respective responsibilities.
3. Library professional should think about service not about their individual interest.
4. Everyone should work sincerely who works in a library.
5. Salary and facilities should be increased in LIS profession.

6. Central and local government authority should recognize the value of LIS as a sector, and then as a profession.
7. The professional associations should play active role in the LIS profession in Nepal.
8. Every LIS workers should be associated with the professional association.
9. Every LIS workers should demonstrate evidence of qualification who want to enter the profession. (there should be provision of standard entry route to enter the profession as a worker)
10. Marketing of LIS profession, services and man power should be promoted.
11. Traditional working style should be replaced with modern ones.
12. Professional culture should be developed.
13. There should be legal provision about library and Information service.
14. The profession survives in the society. Therefore it always should seek the social benefit in every step through their profession.
15. There should be mutual cooperation among various professional organizations as well as professionals themselves.
16. There should be engrained the professional ethics.
17. Library and Information Science should be introduced (up dated) with modern technology to access the information.
18. Research and publication in this field should be encouraged.
19. Workers should provide library service as a users need and interest.
20. As many libraries as possible should be started with an efficient librarian in various educational institutes, I/NGOs for example one village one library.

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Library and Information Professionalism: Its status in Nepal

Dear Sir/Madam

I am here to collect data for a research study about 'Library and information Professionalism: its status in Nepal. During this data collection I will ask you some questions that will be about you and your institution. The information given by you will be strictly treated as confidential. Nobody will know whatever we talk about. All the mentioned information will be used only for study purpose.

It depends on your wish to participate in this survey or not. You do not have to answer those questions that you do not want to answer, and you may end this interview at any time you want to. But I hope you will participate in this survey and make it a success by providing correct answers to all the questions.

Durga Prasad acharya

Researcher

Optional

Your Name:	Age:
Institution:	Sex:
Designation:	

Questionnaire

1. What is your qualification in LIS?
 - a) Master
 - b) Bachelor
 - c) Trained
 - d) Any other (please specify)
2. Are you a full time staff of the library according to your appointment?
 - a) Yes
 - b) No
3. How long do you work in the library in a week?
 - a) Below 30 hours
 - b) 30-42 hours
 - c) 42-48 hours
 - d) Above 48 hours
4. How long have you been working in LIS?
 - a) Below 5 years.
 - b) 5-10 years
 - c) 11-15 years
 - d) 16-20 Years
 - e) above 20 years
5. Are you doing LIS related job in other places?

C.V. of Researcher

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