SLP Research with ICT Modules by ERDCN in Rural Areas of Nepal

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Abstract

This research paper analyzes the School Library Program (SLP) based on the field of education through skill development, practical, behavioral, and technical knowledge. The research also focuses on the academic performance and behavioral progress, following the issues and rights to education in rural areas of Nepal with the detailed of the designed modules following Quantitative data analysis of pre 21 schools and later on 28 schools surveys. In spite of the increase in literacy rates, Nepal has still been facing so many obstacles in achieving quality education, so the role of GOs, NGOs, and INGOs has been proven to be of prime importance to tackle the challenges and obstacles in the field of Nepalese education. With the increasing steps of the 21st century, technical and advanced change, education has turned out to be the primary need of every individual. Consequently, Nepalese educators have become more conscious of dealing with the issues and rights to education.

Keywords: School Library Program, Research, ICT Modules, Rural Areas, Education

Background

Time ever seeks for change and change always comes up with education. Education is around the world. And with the change of time, it is a matter of more concern to broaden the field of education through "connected learning"[i], skill development, practical, behavioral, and technical knowledge. With the increasing steps of the 21st century, the world has changed itself to be technical and advanced. And, with this change, education has turned out to be the primary need of every individual child (Zeph, 1991). Therefore, People around the world have become more conscious of dealing with

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the issues and rights to education. The International Declaration on children's rights, 1989, and the world declaration on "Education for all" in 1990, Jomatin, Thailand were the remarkable steps for the development of education around the world. These declarations were made to meet the millennium development goal on education, similarly, a meeting of the World Education Forum (WEF) at Dakar, Senegal committed together to deliver free and quality Primary education to all the children around the world by 2015.

Adding an objective to the six objectives as approached by World Education Forum, Nepal has proceeded ahead through a National work plan on "Education for all" in recent days. In the context of Nepal, according to The Fifteenth National Plan (TFNP 2019/20 – 2023/24) of the Nepalese government, the literacy rate for people above 15 years of age had reached 58% and youth literacy rate among 15-24 age group had reached 92%. The gross enrolment rate in pre-primary education was 84.1% and the net enrolment rate in primary level has reached 97.2%, in lower secondary level has reached 92.3% and secondary level has reached 46%. Inspire of those increases in literacy rates Nepal has still been facing so many obstacles in achieving quality education so the role of GOs, NGOs, and INGOs has been proven to be of prime importance to tackle the challenges[ii] and obstacles in the field of Nepalese education.

Thus realizing the need for help, Educational Resource & Development Center (ERDCN) in co-ordination with Room-To-Read started establishing libraries in different schools of "rural areas serve" (Dean & Behne, 2002) of outside Kathmandu Valley. Since 2010 with as aim to deliver quality education through School Library Program. It is hoped that this initiation will contribute even a bit to achieve the objective of the work plan the expected output of the National Education Plan. From the date of its establishment, ERDCN has been working in the field of education in coordination with different GOs and INGOs. Currently, in coordination with CCS, Italy, and school health & Nutrition Program, MRDF-UK, ERDCN has been running Function Education Livelihood Empowerment Program. Likewise, in coordination with Room to Read, it has been running School Library Program in different districts inside Kathmandu valley and outside the capital.

In coordination with Room to Read, ERDCN has prioritized establishing libraries since March 2010 under the School Library Program. For this, ERDCN with the help of DEO disseminated the registration forms for libraries. The School Library Facilitator after the collection of the disseminated forms arranged meetings among the School Management Committee (SMC) & the teacher of the school fulfilling the criteria for

library establishment. According to IFLA (2015) school, librarians' instructional work involves literacy and reading promotion, media, and information literacy instruction, supporting and guiding inquiry-based learning, integration of technology to teaching and learning as well as taking an active role in the professional development of teachers. After the selection of the appropriate school, the pre-requisites of the appropriate schools, the pre-requisites of libraries like furniture, books, shelves, accommodations, and pieces of training were managed (Tam et al., 2017). Altogether, 80 libraries in Kathmandu, Lalitpur & Bhaktapur were established in 2010 and continue till now…but still, after the establishment of libraries, ERDCN has been monitoring and providing all the technical supports for the maintenance of libraries. After that, as the schools become eligible to run the library, they are handed over.

Similarly, ERDCN has been frequently conducting programs providing programs & providing different training like Library Management Training (LMT), Reading Activities Training (RAT) basic and refresher and Head Teacher (HT) /or/ Principal meeting to the libraries established in 2010, to 2019. Rendering to the implementation calendar of the School Library program of Educational Resource and Development Center Nepal (ERDCN) we successfully manage and conduct all activities. The school library activities were done through application distribution and collection, analysis of the form, doing first visit, SMC and teachers meeting, shortlisted the application, finalization recommendation, agreement paper distribution, room setup timely visits, and furniture distribution and information technology setup/ implementation Using technologies in school libraries is an important topic as school librarians are often expected to be technology leaders in their schools (Johnstone, 2012; Halverson & Smith, 2009; Wine, 2016). Side by side we have delivered furniture and ICT devices to school. Those days 30 libraries were established and thirty set furniture was delivered. 15 reading room libraries, 10 separate combines, and 5 classroom libraries were established with one computer in "general education classrooms" (Martin, et al.2003) makes differences... With book and material distribution, basic library management training was also given.

The Modules of the Program in Brief with Basic Library Management Training (BLMT)

"To transfer the library management skills and technically management of library and well-functioning" With the main objective, 70 librarians and sub librarians of 22 schools held the BLMT.

Objectives of the program

Introduction about the library and its types with importance to transfer the library management skills and technically manage and well function or uses of the library. Next, to share the reading, reading activities, long-term sustain of the library, M&E tools, and monitoring system.

Methods in expectation of participant

We work to know about manage, run and sustain of the library very well, about library management system, library activities, library importance, its uses, access, etc. Our central and secondary questions were focused in,

- How to record-keeping after the book lending to students and teachers,

- How to registered book in the international level classification system,

- How to motive the children to read the book,

- How to functioning library by the librarian,

- How to effectively run the library with less effort?

In the part of the decoration of library, how to secure the book with incensement of the readers? The social welfare agencies need to secure social resources for the students (Heidbrink, 2014). After a summary discussion about our programs, organizational identity, VMGO, etc. we have started the definition of the library, importance of the library, types of library, and briefing about the library management system and ICT Tools. We have discussed Dewey Decimal Classification (DDC), Color Code Classification (CCC), and Book Leveling System (BLS), its definition, importance, and base of the leveling system. While we the discussed library management system we have classified the book as per the Book leveling system. After the long briefing and practicing with the book leveling system we have closed the first-day session.

On the second day, we have started the training through the reporting by the participant. Later then we are continuing the leveling of books. Practically we are workout to leveling a long time. Behind that, we have discussed all end processes of the Book leveling system like stamping at the book, sticker patching, due date, book shelving, clue page, and book registering. Likewise, we have discussed role and responsibility i.e. "shared responsibility for students" (Huang et al., 1997) of librarians and other teachers, Headteacher, SMC members. And finally, we shared about the monitoring system and tools and reviewed the days and session ended.

According to the schedule, we have started the training by presenting the report and discussed registers like accession register, minute register, book lending register, visitor log book, visitor feedback register, activity record register. After the briefing about register we have discussed how to record-keeping of library activities, how to manage the library routine, and activity routine, etc. after the briefing about the above mansion topic we have practically shared the five-figure law and its stapes. Similarly, the session was going on to discuss the definition of reading, reading activities, reading habits, reading skills. We have a short time debate about reading skills comes first or reading habit. At last, we have discussed sustainability and how to sustain our library and we reviewed our programs, feedback collect by the participants of the three-day training.

Achievements: We have been able to share as per our program schedule. All participants know about the library management system, book leveling system, and all technical systems of library management. Participants know about the definition of reading, reading activity, reading skills, reading habits, etc. We believe participants can transfer the library management system to their school. Participants are informed about library sustainability methods and monitoring systems of libraries and improving student achievement (Birman, Desimone, Porter, & Garet, 2000).

Lesson learns: There are difficult to concentrate of participants mind on training. So we will be trying to manage training residentially. Young teachers are more active rather than experienced teachers (who are worked long time teaching at schools).

Best practice: Classification of the book as per our system. On timely management of library management training. Try to solve the query of the participant during the training period.

Challenges: Time management of participants. Difficult to conduct training without the projector. All participants are not attending training. Trainees are not agreed to our scheduled time. After analysis of the achievement, lesson learns best practices, and challenges we counted on feedback too "not supported by attitudes or practice" (Boutte, 2005, p.5; Darling-Hammond, 2000). Maximum teachers are recommended training will be managed residentially. Easy to gain knowledge and skills because facilitators are facilitated by the friendly way, but being unfamiliar with ICT Tools they feel less comfortable as Milovcic (2012) as cited in (Dukić & Strišković, 2015) investigated the use of various e-resources from the library webpage and found that teachers and students rarely use online resources.

Findings and Discussion as Refresher Transfer Library Resource into Class Room Teaching (TLRCT) Training

Analysis 1. To refreshing the librarian experiences, library activities, "structural reframing in attitudes, knowledge bases, and instructional practices" (Boutte, 2005, p.5), which is best in practice, lesson learn, challenges and find out its solution. With the main of them and objectives of the training.

The expectation of participants. To know about manage, run and sustain of the library very well and know about how to increase books lending. Increase the knowledge about library books to relate the course books and increase activity. Increase knowledge about making a child-friendly library environment and routine management, and How to sustain the library for the long term, and what is reading, reading activities?

After the expectation collection of participants, we discussed all participants' expectations and noted them by the ERDCN note taker. Then we shared on how was library run in last one year and we discussed in given below points and we found of one-year achievements of the school of the library.

Table no.1: Achievements in 28 schools library.

School Name as "PS- Participant School"	Total Students	Book lending	Activity	Visitors	LMC mee ting	Book added by school	Library Routine Weekly	Total Books
PS 1		1760	114	18	4	10	2	2139
PS 2		2258	57	298	8	57	8	-
PS 3		1576	287	2633	8	61	18	3633
PS 4		635	24	33	8	30	15	2094
PS 5		1870	92	80	3	40	5	2089
PS 6		847	23	10	1	7	5	2100
PS 7		1276	75	1503	6	67	7	2505
PS 8		970	26	205	4	448	7	2232
PS 9		590	15	573	4	1202	9	3500

School Name as "PS-Participant School"	Total Students	Book lending	Activity	Visitors	LMC meeting	Book added by school	Library Routine Weekly	Total Books
PS 10		893	24	238	7	2440	8	5845
PS 11		2104	51	80	5	200	10	2225
PS 12		1269	206	411	12	1000	10	3150
PS 13		800	134	2196	5	192	6	1992
PS 14	-	1828	129	392	8	613	20	
PS 15	180	990	43	-	9	12	10	
PS 16	-	777	128	761	6	50	6	
PS 17	69	1732	26	36	5	0	30	
PS 18	-	1305	84	1030	23	331	15	
PS 19	-	1352	40	205	6	379	12	
PS 20	53	2167	153	213	8	8	14	
PS 21	115	935	27	431	3	0	10	
PS 22	91	1909	94	126	4	10	16	
PS 23	308	2077	70	2589	9	270	25	
PS 24	313	1889	30	20	12	40	5	
PS 25	54	1502	58	25	6	22	8	
PS 26	54	318	50	10	2	60	9	
PS 27	290	467	15	65	3	50	13	
PS 28	130	1204	42	273	7	290	5	

Best practice. Utilized library material to conduct an extra activity, to solve the problem (Williams & Fox, 1996) of the coursebook by using library material, smooth running of

the library by following all library rules & regulations, and to know the reading habit development or not, we conduct book review program.

Analysis 2. To begin with, after a long presentation and discussion, all schools are doing and running well on their library. Some libraries have faced the need to improve some time on this year. Similarly, we have reviewed the book leveling system, differences between class and reading level, importance and need of book leveling system, the base of guidelines of the book leveling system. Likewise, we have briefly discussed the five-figure law and three steps of its and how to the measurement of child-level according to the five-figure law. And increase book lending and activities (Williams & Fox, 1996). And finally, we have reviewed the day and closed the session.

Secondly, through the well coming to all participants and present the slide show we have started the session with a report presented on quality education. In this topic we have discussed what is quality, what is quality education, quality defines by the UNICEF and world education, National objectives of education and grade wise objectives of education, role, and responsibility of school personal to develop the learner-friendly environment. "The increased need for more special education inclusionary services could be a result of these calls for higher accountability standards (McLeskey & Henry, 1998). Define by the all education export or education-related organization and discussed with teachers where is difficult to functioning schools and libraries. Cheng (2012) researched school teachers' and students' perceptions of the functions and roles of teacher-librarians and found that most of the students and teacher participants were unfamiliar with the concepts of information literacy and information skills. We can say that the roles of school libraries are as seen educational, professional, and cultural (Zakon o Knjižnicama, 2009; retrieved in (Tam et al., 2017). Cheng also found that school library services were mostly related to books and reading (Tam et al., 2017).

Moreover, later than we have distributed form to all participant and they fill up books name which was read in this year. After fill-up the form we have discussed reading, reading skills, and reading habits. We have a debate about reading habits first or reading skills first. Long discussed reading skills and habits, we have found out both come situational based. But the most of time skills have come first. At last, we have closed the session to review the session by all participants.

Finally, on the third and last day, we have started the session with the report presentation. After the report presentation, we have briefly discussed reading activities. We have shared types of reading activities, their importance, and activity conduct

techniques. Besides that, we have divided the group and practically act the activity based on the LLP books. All participants are present in their modal activities. Besides the present activities, we have shared about the uses of wooden materials. Later then we have to prepare a yearly plan of the library through the 4D cycle, tools of appreciative inquiry, and distribute the forms for prepare their plan. After they finished their plan all schools are present on their plan. And we have suggested and correction on their plan.

Along with the presentation and discussion about the plan of the library we have discussed the sustainability of the library. To sustain the library we have discussed making library friends groups at all schools, library management skills transfer to all teachers, collect the book, involvement of the community, to relate the programs of the library with SIP, library fund. In these issues, all teachers generated innovative ideas of fund collection like – from teacher salary, GOs body - DDC, VDC, and DEO, donation box, fund collection activities, etc. After shearing about sustainability, we have discussed monitoring tools, the importance of GI data, school grading, role and responsibility of HM, LMC, Librarian and sub librarian, etc. After the discussion about the above mansion topic, we reviewed the day, collect feedback from the participant, and closed the session.

Assumption of Analysis 1 and 2. All participants were active and frankly at problems sharing and they felt the very good effect. Our RR object is to increase the Reading, writing, listening, and speaking skills of an individual reader. So we focused discussed on Reading habits and reading skills then five-finger low reading level. It plays a significant role in producing a capable and responsible citizen in a country. The capacity, creativity, and understandings of the pillars of the nation can be enhanced through library-based education. Thus, it is prioritized importance to come up with the development of quality education through the libraries. Hence, the goodwill works that ERDCN and Room to Read follows has to be encouraged and supported in all aspects possible.

Table no. 2: Previous plan, achievement, and plan for next year.

Schools		Activity	Book lending	Visitor	Book added	LMC meeting	Total section	Total period	Targeted Students	Average Book Lending	Average Activities
PS 1	Previous Plan								70		
	Achievement	98	2160	1160	50	6	6	8	70	2.57	1.36
	Current plan	150	2000	3400	25	6	6	8	70	2.38	2.08
PS 2	Previous Plan								50	0.00	
	Achievement	63	930	1431	40	4	6	6	50	1.55	0.88
	Current plan	144	1300	1536	20	4	6	6	50	2.17	2.00
PS 3	Previous Plan	40	3500	100	15	15	6		112	2.60	0.56
	Achievement	116	2002	109	21	11	6	11	104	1.60	1.61
	Current plan	300	3000	5000	50	12	6		104	2.40	4.17
PS 4	Previous Plan	50	3000	120	100	12	6		80	3.13	0.69
	Achievement	48	1429	583	0	6	5	5	65	1.83	0.80
	Current plan	120	1200	600	10	4	5	5	50	2.00	2.00
PS 5	Previous Plan	24	4556	4620	50	10	9	9	127	2.99	0.22
	Achievement	128	3700	3120	86	6	9	9	127	2.43	1.19
	Current plan	216	4500	5000	100	6	9	9	127	2.95	2.00
PS 6	Previous Plan	9	1496	1500	145	9	6	8	135	0.92	0.13

Schools		Activity	Book lending	Visitor	Book added	LMC meeting	Total section	Total period	Targeted Students	Average Book Lending	Average Activities
	Achievement	65	1128	114	26	5	6	6	117	0.80	0.90
	Current plan	154	1800	4000	30	6	6	6	117	1.28	2.14
PS 7	Previous Plan	100	2500	12000	115	6	9		247	0.84	0.93
	Achievement	37	2611	2163	20	9	9	6	247	0.88	0.34
	Current plan	240	3240	6000	80	6	9	10	180	1.50	2.22
PS 8	Previous Plan						8		100	0.00	0.00
	Achievement	40	2846	2415	22	12	8	8	100	2.37	0.42
	Current plan	100	3000	6000	30	12	8	9	100	2.50	1.04
PS 9	Previous Plan	14	10740	12750	572	12	9	9	175	5.11	0.13
	Achievement	125	3308	3500	200	5	9	14	175	1.58	1.16
	Current plan	240	4200	5000	50	5	9	14	175	2.00	2.22
PS 10	Previous Plan	150	3000	4000	330	6	8	9	309	0.81	1.56
	Achievement	38	4417	5585	39	4	8	13	200	1.84	0.40
	Current plan	192	6000	6200	50	6	8	15	182	2.75	2.00
PS 11	Previous Plan	33	3000	3000	300	12	7		76	3.29	0.39
	Achievement	75	1193	3391	350	11	7	7	76	1.31	0.89
	Current plan	200	1800	3500	50	8	7	7	55	2.73	2.38

Schools		Activity	Book lending	Visitor	Book added	LMC meeting	Total section	Total period	Targeted Students	Average Book Lending	Average Activities
PS 12	Previous Plan	300	10000	500	300	13	9		150	5.56	2.78
	Achievement	234	3675	896	275	11	9		150	2.04	2.17
	Current plan	198	4000	3000	200	14	9		150	2.22	1.83
PS 13	Previous Plan	27	5320	650	17	11	7		165	2.69	0.32
	Achievement	50	4388	367	4	2	7		165	2.22	0.60
	Current plan	125	3500	2200	30	5	7		165	1.77	1.49
PS 14	Previous Plan	250	2000	1200	10	11	6		45	3.70	3.47
	Achievement	242	1417	2997	25	9	6		40	2.95	3.36
	Current plan	200	1500	2000	30	8	6		40	3.13	2.78
PS 15	Previous Plan	105	3000	300	5	9	10		263	0.95	0.88
	Achievement	82	2903	2994	40	5	10		263	0.92	0.68
	Current plan	200	5000	4000	1000	6	10		263	1.58	1.67
PS 16	Previous Plan	469	9600	7295	246	12	9		200	4.00	4.34
	Achievement	0	2595	3637	51	10	9		200	1.08	0.00
	Current plan	165	3000	4000	20	10	9		200	1.25	1.53
PS 17	Previous Plan	31	3500	4000	200	12	7		55	5.30	0.37
	Achievement	136	1394	3060	150	8	7		55	2.11	1.62

Schools		Activity	Book lending	Visitor	Book added	LMC meeting	Total section	Total period	Targeted Students	Average Book Lending	Average Activities
	Current plan	140	2160	4000	20	8	7		55	3.27	1.67
PS 18	Previous Plan	216	7200	100	100	8	4		95	6.32	4.50
	Achievement	110	2908	3009	55	11	4		95	2.55	2.29
	Current plan	150	3500	4200	30	15	4		95	3.07	3.13
PS 19	Previous Plan	220	2050	1250	50	12	5		118	1.45	3.67
	Achievement	145	2527	4118	0	10	5		118	1.78	2.42
	Current plan	120	2050	2500	20	7	5		118	1.45	2.00
PS 20	Previous Plan	78	4350	4150		12	9		153	2.37	0.72
	Achievement	255	1981	3682	392	8	9		153	1.08	2.36
	Current plan	150	3780	4000	50	12	9		153	2.06	1.39
PS 21	Previous Plan	80	2000	300	500	6	9		95	1.75	0.74
	Achievement	44	1155	1725	40	6	9		95	1.01	0.41
	Current plan	100	2280	3000	150	4	9		95	2.00	0.93
PS 22	Previous Plan	100	3000	500	50	6	9		550	0.45	0.93
	Achievement	33	3304	2114	5	4	9		450	0.61	0.31
	Current plan	200	6000	5000	50	5	9		450	1.11	1.85

The objective of the program was to share one yearly achievement and plan for next year, sharing about reading and reading activities and increase activity and book

lending, and sharing about long-term sustainability and M&E system. Likewise in Contents (agenda) of the program, one yearly achievement sharing by the schools with five-figure law in increase book lending and activity at the library was done in time. The definition of reading, reading habits, reading skills, and reading activities were shared with the participant schools team and the method of reading activity, one yearly plan making by the schools, long-term sustainability of library, and M&E tools sharing was our focal points… While the Target group (Types of participants by gender, institutions, and schools) was 44 (total participants attended: 44, in male participants, were 27 in numbers and females were less like 17). We expected 49 numbers of participants but the difference was just 5 in numbers.

Furthermore, "students are often in situations for which they are ill-prepared academically or socially" (Din, 1996; 1997). In major achievements, schools are prepared the plan for next year and share the achievement as teachers are known about reading activity and implement at the library. From this program what we learned was training time should be increase and training should be managing residentially. In these six months, the library networks create a good framework to create meetings and different types of activities at their district and central networks coordinate other networks and circulate the message.

Regular monitoring. To evaluate the running and management, regular and frequent monitoring visits were made by the Reading Room Facilitators (RRF). Each RRF monitored and supervised a total of 12 schools. They visited the sites for the last a month and evaluated their recent status, progress, and activities. They also attended the meeting of the library management committee and teachers and suggested to solve the problems of the library. All RRF filled up the monitoring and evaluation sheet and made monthly reporting regularly.

Practice Implementation

This year we have planed the librarians and the teachers shall be trained for library management and development through the RAT and LMT training. Similarly, regular monitoring and evaluation shall be done by the RRFs, SRRF, and PC. Community-based evaluation (for strengths of community-based partnerships, see Siefer & Connors, 2000) through community participatory approach and the parental involvement in the libraries is the most. Consequently, the library program shall move on incorporating the principles of library networks to enhance the coordination.

To secure the rights of children in the libraries, Reader Club shall be established. The reader club shall be provided with a stationary kit and the training well administer the libraries. It is aimed to enhance the Habit of Reading (HOR) of the readers and "increased student ownership" (Giangreco, 1997). It is aimed to develop the existing libraries' sustainability and supply books and other stationery products to the phased-out school libraries.

Since education is the backbone of a nation, the enhancement in its quality is the most. The role of libraries in quality enhancement is majorly seen and felt by the nation. Taking this thing in mind, the nation should formulate plans and policies to enhance quality education in Nepalese society. Community participatory approach is the best tool and idea to run any institution or organization smoothly and sustainably. In our country, we do have enough plans and policies but the part of execution has to be made mere stronger in the field of quality education. In this situation, the formation of the Community School Library Network and its expansion to the grassroots level is our greatest achievement to form the library network and conduct the programs through it. The network has been continuously working in the field of advocacy for the implementation of laws and education policies (Suárez-Orozco, Suárez-Orozco, & Todorova, 2008) to enhance the quality of education. The American Library Association's (ALA) core values specifically state that all libraries must fight censorship and promote advocacy and freely accessible information (American Library Association, 2004 retrieved in Hill & McGrath, 2018).

Library in Lockdown

During the COVID-19 pandemic, it's affected every sector and people's life. The education sector was not untouched by the pandemic of COVID-19. In Nepal lockdown was started on 24 March 2020. From that period the academic institutions are closed. Some of the academic institutions started online classes and continue their academic session via the virtual medium. The School Library Program (SLP) was also affected by this pandemic from the beginning of the lockdown that was raised by COVID-19.

Throughout this situation, SLP was taken some strategies for running libraries. In the beginning, the internet access area student can able to read the virtual book from literacy clouds. In this portal more than 200 books were available. This portal also connects to the curriculum development center of Nepal (CDC). To make students comfortable to read books the archive method was also been used from website to easy entrée. For remote places where internet access is not available, few schools distributed

books to students in the nearby area of the school, some kids love to take the book at home by making library cards with the help of their parents.

Furthermore, for the teaching-learning process by the Nepal government which has taken a strategy that teachers do also visited in village area (tole) and facilitate/or/ teach to students which were authentic to students and parents with following safety measures. Those authenticities were positive to school administration also about finding the health of students and alarming the students about education. While in that period teachers are taken the book from the library and distributed it to students also. What the resources were found in surrounding nature it was also used that make positive effect to the learners of Rural Areas.

In the part of the plan, we believe for internet access area student can read book virtually; for others above, a strategy will take pleases. Likewise in planning to open library session every day, but only 1 grade will be visited at the library (that mean out of 1-10 grade - if Sunday schedule for grade 1 on that day only grade 1 will be visited on the library) with mentioning social distance within the students. While surveying in August 2021 the plan to SLP was quite different. We found that resource was added in literacy cloud whereas the planning to the audiobook was added in pen drive and mobile phone memory stick (which is now easily convenient), and also in literacy cloud was shared. Finally, the pictorial books were fruitful in an online portal for children too…

Virtual Management to Support School

Now, all the books were circulated from Social Media for easy access. The coursebook was managed from school whereas the other secondary books were added to the library. If the teacher recommends some book like "Cinderella" then I am sure s/he have been provided through social media, or by email. I am sure those books are easily available on the internet also. I heard students have given comics type of books which seems more interesting to read. Those picturesque books have more pictures and different glowing colors in them which attracts primary section children also. These books are sent through the package system. The program was helpful to both parents, teachers, school administration, community people, and also to children.

The decision for over 200 books was available in the literacy cloud. The literacy cloud is the portal of Room to Read; those books can also be read not only in rural areas of Nepal but also worldwide. The different language contents like Nepali (native) do have 200 books, and other languages like Hindi of India, Vietnamese, Lios, SAARC Countries Languages with total 1700 different books have been added by Room to Read for easy

access to students. Beyond other hardcopies, these softcopies seem truly good to all the students in Pandemic. Those library cards before the pandemic and after the literacy cloud system with sharing through email and social media make students involved in learning. We all know for children social media is the part of sharing their informal talks, now we believe they will surely have some creative ideas sharing in their friends' circle.

Teachers are playing the mediator role in pandemics because they know how to run classes by finding the individual student's nature! I believe the classes were run through 'Child-Centered Classroom Environment'. One of the teachers who gave thanks to the organizers, the teacher told my friend in tea-talk that the "CCCE" is in their central points for them. The teacher told while having informal talks they also follow ecology, in science, they make students find roots, stems, branches, and leaves to find and take pictures of it! I think it is interactive, progressive, and affirmative to students while learning.

Conclusion

Education is the outcome of all time continuous and diverse learning needs. It is one of the major tools to bring out changes in society. Education can turn evil into good, darkness into brightness, and so on. As a result, its quality enhancement is a subject of major concern. When team teaching or collaboration is not present, time or lack of it is a major factor for individuals teachers. The library is the best medium to acquire knowledge of the whole world. And, the role of Room to Read in library establishment is praising worthy. Also, all the other concerned organizations at the national and international level should be thanked for their support and kind help. Besides, the laws and policies formulated for education shall be well executed for the development of quality education. Room to Read shall be heartily thanked for its active participation in the quality enhancement of the education. Therefore, its quality shall be enhanced by joining hands in hands with all the national bodies, NGOs, GOs, and INGOs together. Only, then the dream to make an educated country could be fulfilled, and get the millennium goal of the nation.

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